



**BISHOPS**  
DIOCESAN COLLEGE

---

**FUTURE-FITTING  
BISHOPS**

---



## **INTRODUCTION FROM THE PRINCIPAL**

I am very pleased to provide an introduction to the Bishops Future-Fitting Policy. Over the past few years the leaders of our Sustainability Committee, Chery Douglas and Gerry Noel, have done terrific work in moving the school to a position where we fully embrace the fact that we need to adopt a new approach to all matters related to the future sustainability of our planet.

To this end they have worked tirelessly to make this a practical initiative which is geared to the Bishops Environment and which commits us as a school to the Sustainable Development Goals in a practical way. These documents are the outcome of many hours of research, consultation and collaboration and we can be proud of the final “Future-Fitting Bishops” framework and policy statement.

The Bishops Council, Executive Teams, Staff and Boys are committed to this programme and we challenge every member of our community to fully embrace this initiative.



Guy Pearson

**PRINCIPAL**

# Table of Contents

<b>Part A: Policy Framework</b> .....	<b>3</b>
Preamble.....	4
Global Context .....	4
South African Context .....	5
Bishops Context.....	5
Part A:Policy Framework .....	6
Sustainable Development .....	6
Sustainable Development Model for Bishops .....	6
Sustainable Development Goals.....	8
Sustainable Development Goals Applied to Bishops .....	10
Bishops Strategies and Policy Objectives.....	10
Governance and Accountability in Bishops.....	13
References.....	14
<b>Part B: Bishops Policy Statement</b> .....	<b>15</b>
Policy Particulars .....	16
Principles Governing this Policy.....	20
Actions for Implementing this Policy .....	21
Education for Sustainable Development (ESD) .....	21
Innovation for Sustainable Development .....	22
Energy.....	23
Water.....	24
Food Security .....	25
Solid Waste Disposal .....	26
Loss of Biodiversity .....	26
Leadership for Sustainability .....	27
Reporting and Review Process.....	28
Declaration of Commitment .....	29

# Future-Fitting Bishops



**BISHOPS**  
DIOCESAN COLLEGE

PART A: Policy Framework<sup>1</sup>

***Policy framework on just transitions for sustainable development and stewardship at Bishops***

---

<sup>1</sup> Policy framework content taken from a MPhil Sus Development thesis by the author and adapted accordingly (Noel, 2016).

## PREAMBLE

*“We are in a race against time. The era of consumption without consequences is over. The power to build a better world is in your hands.”*

Ban Ki-Moon, Paris Agreement 2016

There is a pressing need to prepare young minds to be innovative thinkers and leaders in a world that is highly complex and for an ecological, economic and social future that is uncertain. These young minds are set to face the challenges of the “global polycrisis”, which refers to a set of multiple, interconnected, mutually reinforcing crises that previous generations created through a belief in “growth without limits” through an industrial and reductionist worldview (Morin, 1999a,b; Swilling & Annecke, 2012; Montuori, 2014).

The purpose of this document is twofold:

Part A: Provide a **policy framework for sustainable development at Bishops** which is ...

- scientifically supported,
- contextually sensitive,
- progressive,
- adaptive,
- reflexive,
- responsive,
- accountable,
- transparent and
- democratic.

Part B: Define a **policy statement around “Future-Fitting” Bishops** for just transitions for sustainable development and stewardship.

## GLOBAL CONTEXT

The next long-term development cycle, through irruptive triggers such as the greening of the industrial economy due to the current “polycrisis”, will be a transition from the industrial, information and technology epoch to the sustainability epoch (Swilling & Annecke, 2012). This ties up with the United Nations Development Programme’s expiration of the Millennium Development Goals (MDGs) in 2015 and the introduction of the next 15-year Sustainable Development Goals (SDGs) set towards 2030 (United Nations Development Programme, 2015).

The 193-member UN general assembly formally adopted Agenda 2030 in September 2015 and partly as a consequence 175 nations, including China, America and South Africa, signed the Paris Climate Agreement in April 2016 (United Nations, 2016) which was the highest number to sign an international agreement in one day. This agreement commits countries to limit global warming to well below 2°C by 2100, which means at least a 40–70% reduction in global greenhouse gas (GHG) emissions by 2050 and total neutrality shortly afterwards (IPCC, 2014; International Energy Agency, 2015).

## **SOUTH AFRICAN CONTEXT**

South Africa is committed to Agenda 2030, the Paris Agreement through the National Development Plan 2030 *Our Future – make it work* (National Planning Commission, 2013) and has its own progressive sustainable development policy framework to achieve this plan (Department of Environmental Affairs & Tourism, 2008). Regionally, Cape Town has aligned itself to this through the One Cape 2040 vision (One Cape, 2012).

## **BISHOPS CONTEXT**

Bishops positioned itself firmly within this agenda at the Next Wave 2010 conference where we committed to aspire to ***“address global issues including the sustainability of the environment both as part of the curriculum and as demonstrated in school operations”*** (Bishops Diocesan College, 2015). This forms a part of our vision statement and strategically and fundamentally aligns the school to the national and global trajectory of transitioning towards a just sustainable future.

Furthermore at the core of the school, Bishops as an Anglican Diocese, strives to ***“live the Christian faith in the Anglican tradition, humbly and courageously”*** (Bishops Diocesan College, 2015). This is about being human; taking care of and loving other humans as well as the natural world upon which we so critically depend. Therefore, as a Christian-based community, we are stewards of our environment by ensuring that it is protected, nurtured and enhanced because this means protecting, nurturing and enhancing the society within which we belong.

# PART A: POLICY FRAMEWORK

## SUSTAINABLE DEVELOPMENT

“Sustainable Development is development that meets the needs of present generations without compromising the ability of future generations to meet their needs” (World Commission on Environment and Development, 1987: 43). The Brundtland report *Our Common Future* provided these significant words, which paradoxically has both seemed to advance sustainability to new levels of understanding of how humans should choose to live in this world, but has also become stuck in an ambiguous quagmire in terms of its meaning, plurality and usage (Adams, 1990; Mebratu, 1998; Gallopin, 2003; Sneddon, Howarth & Norgaard, 2006; Capra & Luisi, 2014).

The statement on sustainable development from the Brundtland report, however, does have two important considerations:

1. It recognises the concept of human “needs” (Mebratu, 1998) and therefore indirectly addresses the poverty of the global South (Swilling, 2012).
2. It acknowledges that these “needs” are dependent on a limited, in terms of materials and resources, planet (Mebratu, 1998) and so it infers some form of replenishment or renewal for future generations.

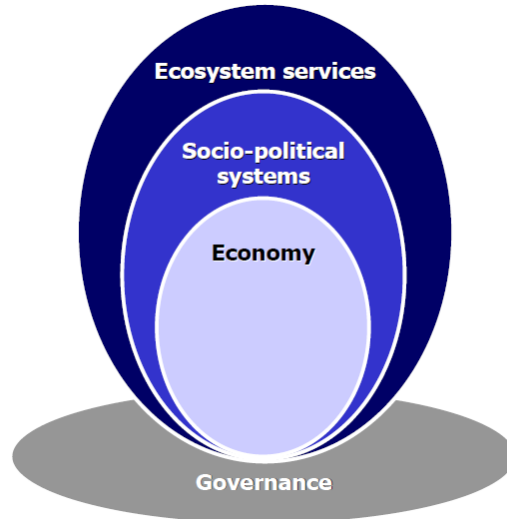
## SUSTAINABLE DEVELOPMENT MODEL FOR BISHOPS

Our policy framework is based on the nested model for Sustainable Development which has been adopted as a national framework for sustainable development in South Africa, and underpins the entire model with a “governance” component (Department of Environmental Affairs & Tourism, 2008). It is important to note here that it relies particularly on *ethical* governance for effective implementation.

The importance of this more recent model is that it acknowledges that without the environment there is no society and economy to speak of and that humans are therefore ultimately (perhaps until technological advancement proves otherwise) wholly dependent on the environment (Farley & Smith, 2014). ***It is therefore of utmost importance that when we speak of sustainability at Bishops, we are NOT referring only to ecological sustainability (green agenda) but also the social (blue agenda) and economic sustainability of the school as well. The policy framework must move the “sustainability” talk at Bishops out of a purely environmental, green, ecological sphere.***



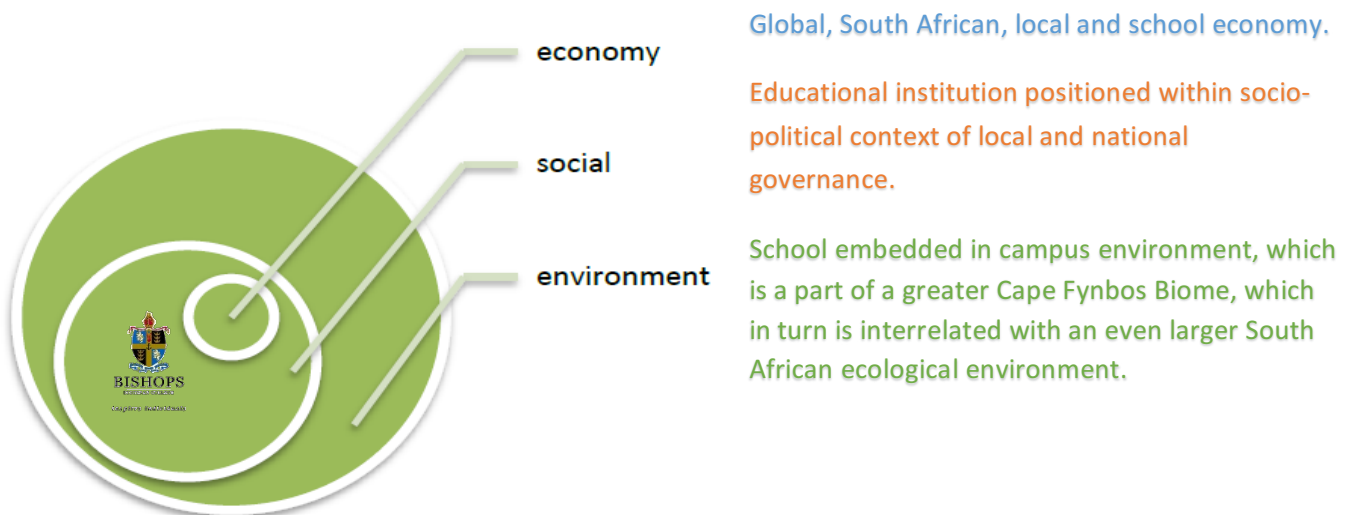
**Figure 1: The National Framework for Sustainable Development**



Source: DoE&T (2008)

Following complexity theory, caution must be taken when dealing with any models as they are certainly not representations, nor even accurate approximations of reality, that can be applied to all contexts (Preiser, Cilliers & Human, 2013). For this reason, applying this model to a Bishops context, we adopt a neo-sustainable model developed by Murray (2015) (figure 2), which attempts to give voice to the complexity of sustainable development with circles that are deliberately drawn in a nested, off-centre form to depict both the complexity view and messiness of the inter-relationships between the environment, the social world and the economy (Murray, 2015).

**Figure 2: The neo-sustainability model applied to Bishops**



Source: Murray (2015)

## SUSTAINABLE DEVELOPMENT GOALS

The world community has negotiated and adopted 17 SDGs and 169 targets for 2030 (UN Division for Sustainable Development, 2015). These SDGs were based on widespread scientific evidence from the global scientific community including, for instance, the work done by the Stockholm Resilience Centre on *Planetary Boundaries* (Steffen et al., 2015).



**GOAL 1: END POVERTY IN ALL ITS FORMS EVERYWHERE.**



**GOAL 2: END HUNGER, ACHIEVE FOOD SECURITY AND IMPROVED NUTRITION AND PROMOTE SUSTAINABLE AGRICULTURE.**



**GOAL 3: ENSURE HEALTHY LIVES AND PROMOTE WELL-BEING FOR ALL AT ALL AGES.**



**GOAL 4: ENSURE INCLUSIVE AND EQUITABLE QUALITY OF EDUCATION AND PROMOTE LIFELONG LEARNING, OPPORTUNITIES FOR ALL.**



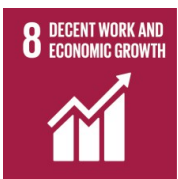
**GOAL 5: ACHIEVE GENDER EQUALITY AND EMPOWER ALL WOMEN AND GIRLS.**



**GOAL 6: ENSURE AVAILABILITY AND SUSTAINABLE USE OF WATER AND SANITATION FOR ALL.**



**GOAL 7: ENSURE ACCESS TO AFFORDABLE, RELIABLE, SUSTAINABLE AND MODERN ENERGY FOR ALL.**



**GOAL 8: PROMOTE SUSTAINED, INCLUSIVE AND SUSTAINABLE ECONOMIC GROWTH, FULL AND PRODUCTIVE EMPLOYMENT AND DECENT WORK FOR ALL.**



**GOAL 9: BUILD RESILIENT INFRASTRUCTURE, PROMOTE INCLUSIVE AND SUSTAINABLE INDUSTRIALISATION AND FOSTER INNOVATION.**



**GOAL 10: REDUCE INEQUALITY WITHIN AND AMONG COUNTRIES.**



**GOAL 11: MAKE CITIES AND HUMAN SETTLEMENTS INCLUSIVE, SAFE, RESILIENT AND SUSTAINABLE.**



**GOAL 12: ENSURE SUSTAINABLE CONSUMPTION AND PRODUCTION PATTERNS.**



**GOAL 13: TAKE URGENT ACTION TO COMBAT CLIMATE CHANGE AND ITS IMPACTS.**



**GOAL 14: CONSERVE AND SUSTAINABLY USE THE OCEANS, SEAS AND MARINE RESOURCES FOR SUSTAINABLE DEVELOPMENT.**



**GOAL 15: PROTECT, RESTORE AND PROMOTE SUSTAINABLE USE OF TERRESTRIAL ECOSYSTEMS, SUSTAINABLY MANAGE FORESTS, COMBAT DESERTIFICATION, AND HALT AND REVERSE LAND DEGRADATION AND HALT BIODIVERSITY LOSS.**



**GOAL 16: PROMOTE PEACEFUL AND INCLUSIVE SOCIETIES FOR SUSTAINABLE DEVELOPMENT, PROVIDE ACCESS TO JUSTICE FOR ALL AND BUILD EFFECTIVE, ACCOUNTABLE AND INCLUSIVE INSTITUTIONS AT ALL LEVELS.**



**GOAL 17: STRENGTHEN THE MEANS OF IMPLEMENTATION AND REVITALISE THE GLOBAL PARTNERSHIP FOR SUSTAINABLE DEVELOPMENT.**

## SUSTAINABLE DEVELOPMENT GOALS APPLIED TO BISHOPS

The SDGs and their working targets add value to the sustainable development policy framework for Bishops. Not only do they address the world that our boys are going to be navigating through in their lives beyond school, but they also help to specify more concrete objectives for operations within Bishops.

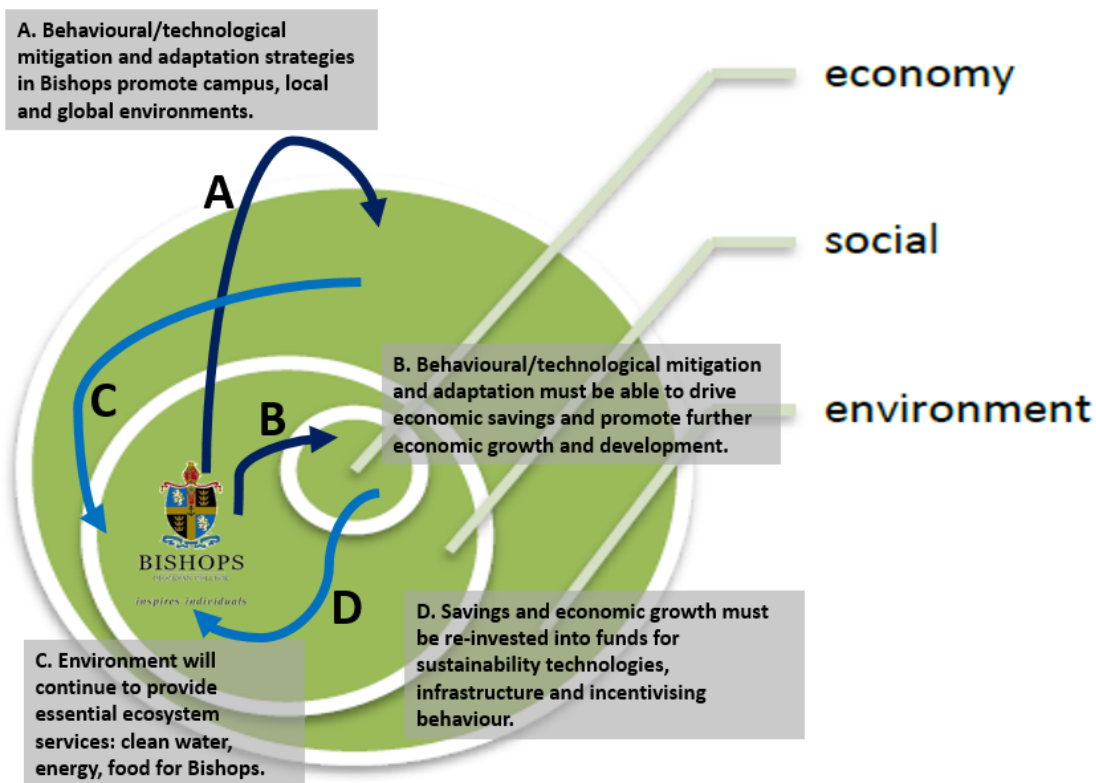
## BISHOPS STRATEGIES AND POLICY OBJECTIVES

Considering the above, we have identified TWO strategies commonly used in sustainability frameworks and EIGHT governing policy objectives to “Future-Fitting” Bishops.

The strategies are:

- **BEHAVIOURAL MITIGATION and ADAPTATION:** reducing the detrimental impact of Bishops through behavioural changes of the whole school community, simultaneously adapting to changes in the social, economic and ecological environments that are inevitable.
- **TECHNOLOGICAL MITIGATION and ADAPTATION:** reducing the detrimental impact of Bishops through technological and infrastructural changes, both in existing and future infrastructure, simultaneously adapting technology and infrastructure to changes in the social, economic and ecological environments that are inevitable.

Figure 3: Limited application of policy strategies to framework



The policy objectives and their interconnectivity with the SDGs are:

1. **Education for Sustainable Development (ESD):**

- To create and foster an ecological, social and economic awareness and stewardship through our curriculum and pedagogy.
- To educate this awareness and best practice in sustainability to the broader Bishops community, not just the boys (support staff, teachers, parents, ODs etc.).



2. **Innovation for Sustainable Development:**

- Provide spaces for the emergence of innovation surrounding sustainable development and its technologies for all within Bishops.



3. **Energy:**

- Ensure affordable, reliable, sustainable and modern energy for Bishops at all times.



4. **Water:**

- Ensure availability and sustainable use of water and sanitation for Bishops.



5. **Food Security:**

- Achieve overall food security at Bishops through providing safe and nutritional food that promotes sustainable agriculture and sustainable food systems.



6. **Solid Waste Disposal:**

- Bishops and its partners need to reduce waste at its source, reuse waste where possible and recycle all waste produced.



7. **Biodiversity:**

- Bishops and its partners must protect, restore and promote the rich biodiversity on campus, reversing land degradation and biodiversity loss.



8. **Leadership for Sustainability:**

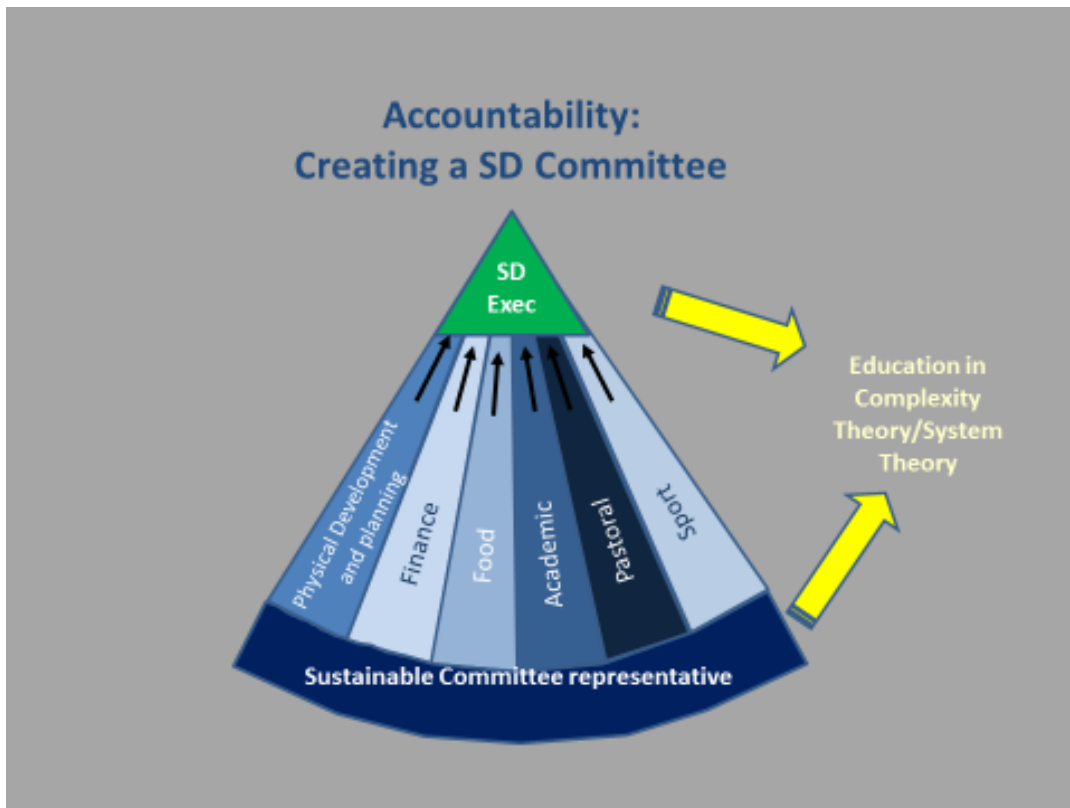
- Bishops must continue to develop future leaders, innovators and creative thinkers in the space of ecological, economic and social sustainability; paying particular attention to the needs of disadvantaged and marginalised communities within and around Bishops.



## GOVERNANCE AND ACCOUNTABILITY IN BISHOPS

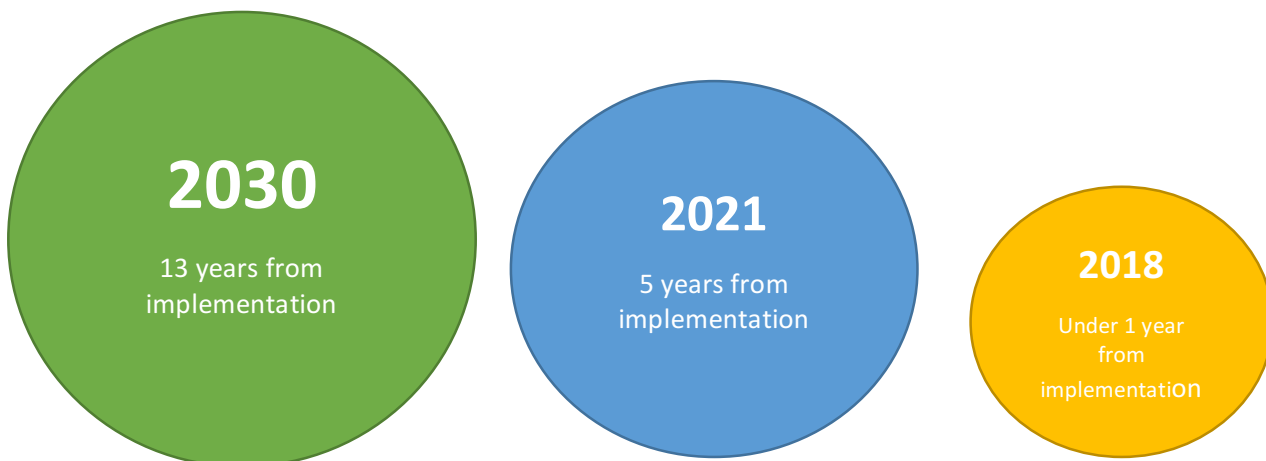
Due to the complexity and interconnectivity of each of the policy objectives, a more horizontal governance model with widespread accountability is a necessity. A holistic viewpoint and management model for sustainable development must be integrated into the already-existing vertical hierarchy of the organisation.

Figure 5: Integrated governance and accountability approach for Bishops



## TIME-FRAME

It will be necessary to align time-frame of the policy with the global Agenda 2030 and back cast policy.





## REFERENCES

- Adams, W.M. 1990. *Green Development*. London: Routledge.
- Bishops Diocesan College. 2015. *Bishops Diocesan College: Vision Statement*.
- Capra, F. & Luisi, P.L. 2014. *A Systems View of Life: A Unifying Vision*. 1st ed. Cambridge: University Printing House.
- Department of Environmental Affairs & Tourism. 2008. *People - Planet - Prosperity: A National Framework for Sustainable Development in South Africa*. Pretoria: Department of Environmental Affairs & Tourism.
- Farley, H.M. & Smith, Z.A. 2014. *Sustainability: If it's everything, it is nothing?* New York: Routledge.
- Gallopín, G. 2003. *A Systems Approach to Sustainability and Sustainable Development*. Santiago, Chile: United Nations.
- International Energy Agency. 2015. *Energy and Climate Change*. Paris: International Energy Agency.
- IPCC. 2014. Climate Change 2014: Synthesis Report. In *Report. Contribution of Working Groups I, II and III to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change*. Core Writing Team, R.K. Pachauri, & L.A. Meyer, Eds. Geneva, Switzerland: IPCC.
- Mebratu, D. 1998. Sustainability and Sustainable Development: Historical and Conceptual Review. *Environment Impact Assessment Review*. (18):493–520.
- Montuori, A. 2014. *A Clash of Mentalities: Uncertainty, Creativity, and Complexity in Times of Upheaval*. San Francisco.
- Morin, E. 1999a. *Homeland Earth*. Cresskill, NJ: Hampton Press.
- Morin, E. 1999b. *Seven complex lessons in education for the future*. Paris: UNESCO.
- Murray, R.A. 2015. On my watch: a review of the environmental education literature with particular reference to South Africa, and South African teenagers. Stellenbosch University.
- National Planning Commission. 2013. *Our Future - Make it Work: National Development Plan 2030*.
- Noel, G.V. 2016. Towards a “new moment” in Life Sciences Education: Facilitating critical complexity thinkers in South African secondary schools. Stellenbosch University.
- One Cape. 2012. *One Cape 2040: From Vision to Action: A Western Cape agenda for joint action on economic development*. Cape Town.
- Preiser, R., Cilliers, P. & Human, O. 2013. Deconstruction and complexity: a critical economy. *South African Journal of Philosophy*. 32(3):261–273.
- Sneddon, C., Howarth, R.B. & Norgaard, R.B. 2006. Sustainable development in a post-Brundtland world. *Ecological Economics*. 57(2):253–268.
- Steffen, W., Richardson, K., Rockström, J., Cornell, S., Fetzer, I., Bennett, E., Biggs, R., Carpenter, S.R., et al. 2015. Planetary Boundaries: Guiding human development on a changing planet. *Science*. 347(6223):736–746.
- Swilling, M. 2012. So What is so Unsustainable about the Global Economy? *Continuing Medical Education*. 30(3):68–72.
- Swilling, M. & Annecke, E. 2012. *Just Transitions: Explorations of sustainability in an unfair world*. Claremont: UCT Press.
- UN Division for Sustainable Development. 2015. *Proposal for Sustainable Development Goals: Sustainable Development Knowledge Platform*. Available: <https://sustainabledevelopment.un.org/sdgsproposal> [2015, July 30].
- United Nations. 2016. *Sustainable Development Goals: 17 Goals to Transform our World*.
- United Nations Development Programme. 2015. *Post-2015 Development Goals*. Available: <http://www.undp.org/content/undp/en/home/mdgoverview/> [2015, July 12].
- World Commission on Environment and Development. 1987. *Our Common Future*. Oxford: Oxford University Press.



# Future-Fitting Bishops



**BISHOPS**  
DIOCESAN COLLEGE

PART B: Policy Statement<sup>2</sup>

***Policy statement on just transitions for sustainable development and stewardship at Bishops***

---

<sup>2</sup> Policy statement was co-developed by Sustainable Development Committee and written up for dissemination by Cheryl Douglas and Gerry Noel.

## PART B: BISHOPS POLICY STATEMENT

<b>Policy Name:</b>	Future-Fitting Bishops: Policy statement on just transitions for sustainable development and stewardship at Bishops
<b>Responsible Committee:</b>	Sustainable Development Committee
<b>Responsible Chairperson:</b>	Bishops Business Manager/Executive
<b>Year of first and subsequent Council Approval:</b>	2016
<b>Revision History (approved reviews):</b>	
<b>Review Cycle:</b>	Annually
<b>Next Review Date:</b>	2018

### POLICY PARTICULARS:

#### Vision:

Bishops aspires to address global issues, including the sustainability of the environment, economy and society, both as part of the curriculum and as demonstrated in school operations.

#### Purpose of Policy:

The purpose of this policy is to provide both a rationale and a guideline to achieve the vision stated above.

#### People affected by this Policy:

The broader Bishops community:

- All boys from Pre-prep through to College
- All staff employed at Bishops, academic, administration, support
- All current Bishops parents
- All Bishops ODs
- All other person(s) who utilise the Bishops campus

## Who should read and disseminate this Policy?

The following Bishops members:

- Council
- School Executive
- College, Prep and Pre-prep Executive
- Business Manager, Bursar and Head of HR
- All people reporting directly to the Principal as identified in the Bishops organogram
- The Deputy Heads
- School Sustainability Coordinator(s)

## Website address of Policy:

TBC

- Linked under information on Bishops website ([www.bishops.org.za](http://www.bishops.org.za))
- Linked on intranet(s)
- Linked on staff noticeboard under school policies under sustainable development
- Bishops flagship sustainable development website

## Definitions of Policy:

<b>Sustainable Development</b>	This policy embraces a social-ecological interpretation of sustainability, which is a dynamic process of co-evolution rather than a static state and involves processes of social, economic and ecological reproduction situated within diverse spatial contexts for the benefit of all future generations. We understand these processes of reproduction to be non-linear, indeterminate, contextually specific, and attainable through multiple pathways. It involves social and economic practices and actions to be viewed as being embedded within and interconnected with biophysical elements of the environment.
<b>Stewardship</b>	Stewardship is an ethic that embodies the responsible planning and management of resources, be it social, economic and ecological.
<b>Ecological Design</b>	Any form of design that minimises environmentally destructive impacts by integrating itself with living processes.
<b>Non-potable Water</b>	Water that is not of drinking quality, but may still be used for many other purposes, depending on its quality.
<b>Pedagogy</b>	The method and practise of teaching.
<b>Sanitation</b>	Provision of clean drinking water and adequate sewage disposal.
<b>Food Security</b>	Food security exists when all people, at all times, have physical, social and economic access to sufficient, safe and nutritious food that meets their dietary needs and food preferences for an active and healthy life.
<b>Sustainable Agriculture</b>	The production of food, fibre, or other plant or animal products using farming techniques that protect the environment, public health, human communities, and animal welfare. This form of agriculture involves agro-ecological principles which enable healthy food to be produced without compromising future generations' ability to do the same.
<b>Food Systems</b>	All activities involving the production, processing, transport and consumption of food.
<b>Biodiversity</b>	The variety of life in the world or in a particular habitat or ecosystem.
<b>Transdisciplinary</b>	Normally used in the context of a research approach, however it involves practices that cross many disciplinary boundaries to create a holistic approach to address an ecological, social and economic problem.
<b>Makerspace</b>	A creative and hands-on space where people can gather to explore, create, invent and learn.

<b>Renewable Energy</b>	Energy from a source that is not depleted when used, such as wind or solar power.
<b>Integrated Waste Management System</b>	The strategic approach to sustainable management of solid wastes covering all sources and all aspects, covering generation, segregation, transfer, sorting, treatment, recovery and disposal in an integrated manner, with an emphasis on maximising resource use efficiency.
<b>Compostable</b>	A mixture of decayed or decaying organic matter used to fertilise soil.
<b>Botanical Biodiversity Index</b>	Quantitative measure that reflects how many different plant species there are in a dataset, and simultaneously taking into account how evenly the individual species are distributed among those types.
<b>Leadership for Sustainability</b>	People and organisations who are clear that climate change, loss of biodiversity, reductions in non-renewable fossil fuels, depletion of rare earth resources and other significant shifts in the environment, economy and society are serious and urgent challenges to which human society needs to respond. To reduce inequality, policies that direct this type of leadership should be universal in principle paying attention to the needs of disadvantaged and marginalised communities.

## PRINCIPLES GOVERNING THIS POLICY

The policy objectives are:

1. **Education for Sustainable Development (ESD):**

- To create and foster an ecological, social and economic awareness and stewardship through our curriculum and pedagogy.
- To educate this awareness to the broader Bishops community as stated in the policy particulars.

2. **Innovation for Sustainable Development:**

- Provide opportunities and spaces for the emergence of innovation surrounding sustainable development and its technologies by all and for all within Bishops.

3. **Energy:**

- Ensure affordable, reliable, sustainable and modern energy for Bishops at all times.

4. **Water:**

- Ensure availability and sustainable use of water and sanitation for Bishops.

5. **Food Security:**

- Achieve overall food security at Bishops through providing safe and nutritional food that promotes sustainable agriculture and food systems.

6. **Solid Waste Disposal:**

- Bishops and its partners need to reduce waste at its source, reuse waste where possible and recycle all waste produced.

7. **Biodiversity:**

- Bishops and its partners must protect, restore and promote the rich biodiversity on campus, reversing land degradation and biodiversity loss.

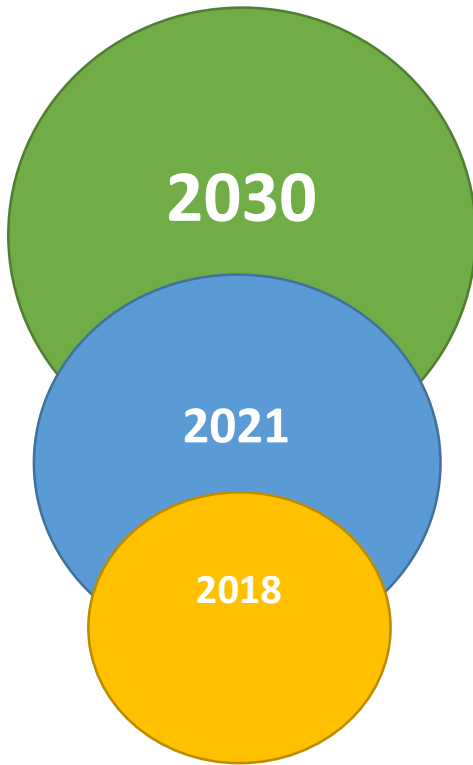
8. **Leadership for Sustainability:**

- Bishops must continue to develop future leaders, innovators and creative thinkers in the space of ecological, economic and social sustainability; paying particular attention to the needs of disadvantaged and marginalised communities within and around Bishops.

## ACTIONS FOR IMPLEMENTING THIS POLICY

### 1. Education for Sustainable Development (ESD)

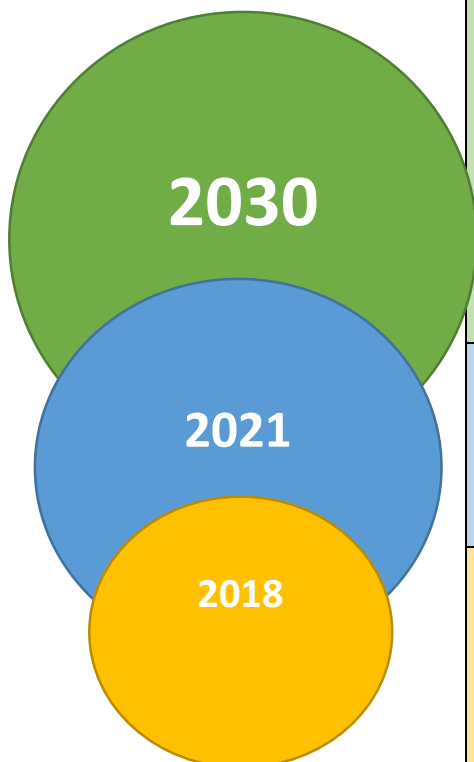
- To create and foster an ecological, social and economic awareness and stewardship through our curriculum and pedagogy.
- To educate this awareness to the broader Bishops community as stated in the policy particulars.



<p>1.1. Education for Sustainable Development at Bishops is achieved through a transdisciplinary approach of stewardship for the Sustainable Development Goals (SDGs).</p> <p>1.2. There is an understanding within the Bishops community (academic, support staff, boys, parent body) of the actions required to maintain SDGs.</p>
<p>1.3. There is a transdisciplinary approach to the stewardship of the SDGs (e.g. project-based learning incorporating many departments and their actions within society).</p>
<p><i>Technological:</i></p> <p>1.4. Improve communication around issues of sustainability (e.g. Principal's newsletter, Bishops website).</p> <p><i>Behavioural:</i></p> <p>1.5. Conduct workshops to generate awareness of the SDGs and sustainability to the following constituents:</p> <ul style="list-style-type: none"> <li>• Head of Departments (HoDs)</li> <li>• Whole school academic staff (during professional development)</li> <li>• Whole school non-academic staff (e.g. kitchen, grounds, admin, sport support staff)</li> </ul> <p>1.6. HoDs to plan how to implement stewardship of the SDGs within their curricula.</p> <p>1.7. Societies such as Global Issues Network (GIN), NEXUS, Interact, Accelerated Art Programme, Science Café etc. to actively promote the awareness and stewardship around the SDGs.</p> <p>1.8. To establish an ODU GIN club for the promotion of the SDGs.</p>

## 2. Innovation for Sustainable Development:

- Provide opportunities and spaces for the emergence of innovation surrounding sustainable development and its technologies by all and for all within Bishops.



2.1. A dedicated makerspace laboratory is established where Bishops boys and staff are able to have a hands-on learning environment where modelling, prototyping, and validation resources for innovation on sustainable development coexist. This space will need equipment for a community of innovators that focus on designing and problem solving<sup>3</sup>.

2.2. Opportunities for sponsorship and interaction within the makerspace laboratory are established for the broader Bishops community including the private and public sectors.

2.3. Sponsorship initiatives are set in place for the establishment of the makerspace laboratory.

2.4. Establishment of ad hoc makerspaces around the school that promote innovation on sustainable technologies (e.g. Technology as a subject takes on a design challenge for solving Bishops' water crisis).

### *Behavioural:*

2.5. Societies should emphasise the SDGs and create innovation spaces for action on these.

2.6. ODU GIN society incorporate innovation opportunities (e.g. ODU GIN breakfast club).

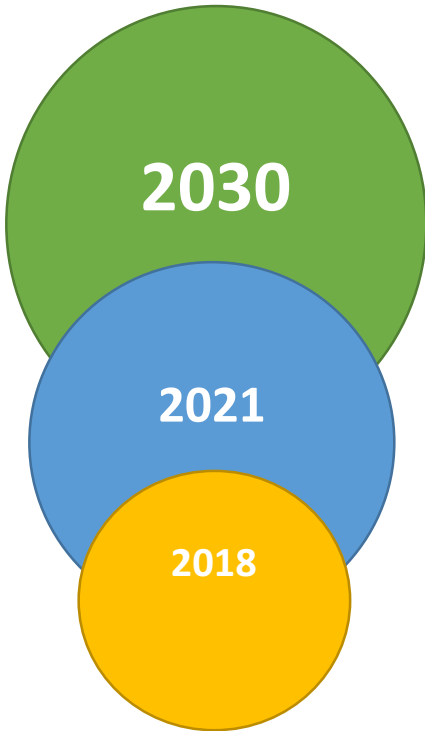
2.7. Opportunities, incentives and acknowledgements provided to support staff for innovative ideas that can be acted on.

<sup>3</sup> Adapted from MIT Makerspace <http://makerworks.mit.edu>



### 3. Energy:

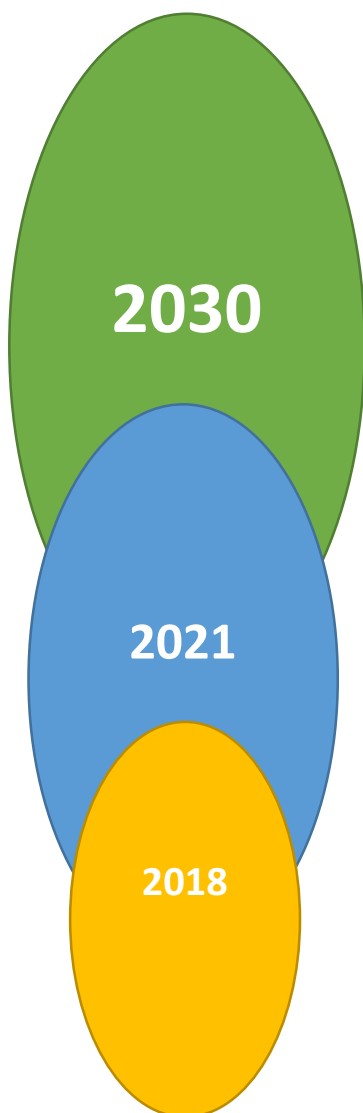
- Ensure availability and sustainable use of water and sanitation for Bishops.



3.1. Bishops to have established the use of renewable sources to be 80–100% off grid.
3.2. All new builds, alterations or construction changes to have their plans inspected by a yet-to-be established panel or process prior to its commencement or continuation, so as to ratify its appropriateness in terms of the Bishops guidelines of sustainability, energy efficiency and use of renewable energy where possible/feasible.
3.3. All major renovations and retrofits need to reduce non-renewable energy and use renewable energy options where possible.
3.4. Bishops will be using ecological design to improve energy efficiency (e.g. plantings outside buildings and vertical gardens).
3.5. Reduce motor traffic on campus and improve the through-flow of traffic by implementing “no-car” zones, therefore reducing idling and carbon emissions.
<i>Technological:</i>
3.6. Install energy monitoring system to establish current energy usage.
3.7. Retrofitting energy saving devices in all buildings on Bishops (e.g. energy saving lights, AAA refrigeration, double glazing in windows, solar geysers, habitation sensors, timers on geysers).
3.8. Insulating buildings to reduce the need for heating and cooling.
<i>Behavioural:</i>
3.9. Conduct visual surveys on all energy usage on campus (e.g. energy appliances to be surveyed in in each house).
3.10. At Bishops, immediate strategies are implemented across the school to reduce the number of electrical appliances and their more efficient usage by boys and staff (e.g. reduce number of fridges in boarding houses, and filling up freezers in the kitchen with bottles of water).
3.11. Introduce immediate strategies to reduce energy consumption in all parts of the school (e.g. in each house, based on the surveys, develop context-specific strategies to reduce energy consumption).
3.12. Review method of reporting energy wastage and if necessary implement improved method for all boys and staff on campuses.

#### 4. Water:

- Ensure availability and sustainable use of water and sanitation for Bishops.



- 4.1. Bishops will be entirely self-reliant on all its water sources through borehole (underground) water, rainwater or any externally collected storm water runoff that comes onto campus.
- 4.2. Bishops will reduce water consumption through ecological design (using water-wise plants) and through other innovative green technologies.
- 4.3. Bishops will recycle and reuse all other forms of waste water – storm and grey - on campus through ecological design (e.g. reed bed filtration systems), increasing reservoir capacity, improving recycled water quality for drinking and using other innovative green technologies to reduce water consumption and reuse water.
- 4.4. All toilet systems on Bishops campus will be waterless thereby establishing a complete reduction in any previously produced black water.

- 4.5. Bishops to become self-reliant for its non-potable water needs.
- 4.6. Introduce waterless urinals in all areas of the school.
- 4.7. All major renovations and retrofits need to have low water usage.
- 4.8. Must use ecological design and/or other technologies to improve water efficiency (e.g. high-efficiency faucet aerators, high-efficiency pre-rinse spray valves, energy star qualified dishwashers, FOG tanks).
- 4.9. All watering of sports fields must be computerised to improve efficiency.
- 4.10. Grounds on campus that don't need water must be identified and further water must be stopped completely or seasonally.
- 4.11. Where possible grassed areas to be replaced with water-wise plantings or Astro Turf.
- 4.12. Installing a second reservoir for recycling and reuse purposes.
- 4.13. Rainwater harvesting to be implemented and used within houses.
- 4.14. Timer systems to be installed in all house showers, appropriately limiting shower length and access to hot water.

##### *Technological:*

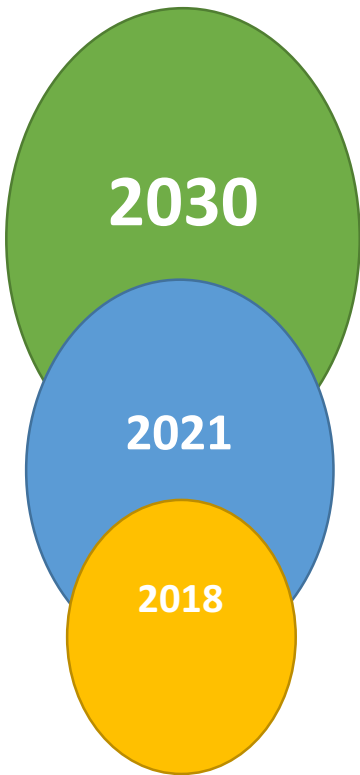
- 4.15. Install water-monitoring system to establish water usage.
- 4.16. Retrofitting water-saving devices in all buildings on Bishops (e.g. low flow showerheads).
- 4.17. Install pool covers for both pools.
- 4.18. Fix all leaking faucets.
- 4.19. Using biodegradable cleaning materials.
- 4.20. Install waterless hand sanitiser in all bathrooms.

##### *Behavioural:*

- 4.21. Conduct visual surveys on all water usage on campus (e.g. leaking tap audit).
- 4.22. Review method of reporting water leaks and wastage and, if necessary, implement improved method for all boys and staff on campuses.
- 4.23. Immediate strategies to reduce water consumption in all parts of the school (e.g. timed showers on campus, water flower beds only in morning and evening).
- 4.24. Only the playing fields and common school grounds are allowed to apply for special exemption from normal residential restrictions applicable at the time.
- 4.25. Increased use of on-site reservoir by purifying water for reuse.

**5. Food Security:**

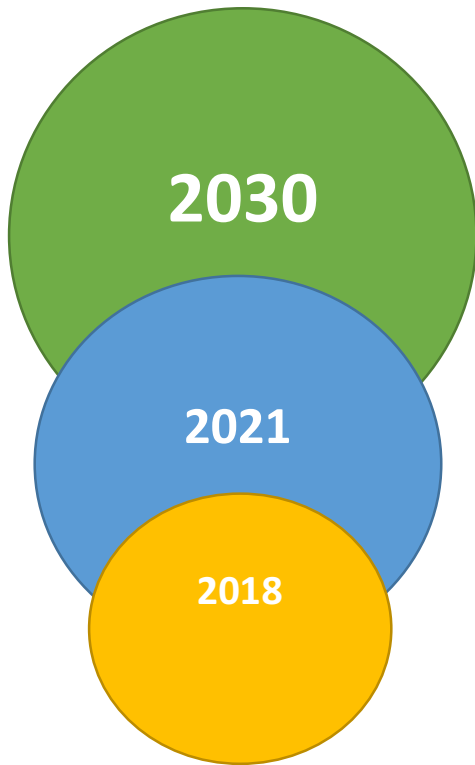
- Achieve overall food security at Bishops through providing safe and nutritional food that promotes sustainable agriculture and food systems.



<p>5.1. Well-established working food garden on campus, the products of which are utilised ethically by Bishops community members.</p> <p>5.2. All suppliers of food are required to provide evidence of their sustainable practises.</p> <p>5.3. All food consumed on campus should be locally produced, seasonal and have followed sustainable practises.</p> <p>5.4. All food waste needs to be composted and where possible re-used at Bishops.</p> <p>5.5. Align Bishops food systems with latest research on sustainable food systems</p>
<p>5.6. Well-established working food garden on campus, the products of which are utilised ethically by Bishops community members.</p> <p>5.7. All suppliers of food are required to provide evidence on their contract and to report on their sustainable practises surrounding their food systems.</p> <p>5.8. All food consumed on campus should be locally produced, seasonal and have followed sustainable practises.</p> <p>5.9. All food waste needs to be composted and where possible re-used at Bishops.</p> <p>5.10. Hot nutritional lunches provided to all Bishops staff.</p> <p>5.11. Align Bishops food systems with latest research on sustainable food systems</p>
<p><i>Behavioural:</i></p> <p>5.12. Financial models (e.g. cross-subsidisation due to savings on waste) need to be investigated that enables sustainable food systems to be implemented at Bishops.</p> <p>5.13. No individual plastic water bottles and juice to be provided at any Bishops function.</p> <p>5.14. Discussions between Bishops stakeholders and Origin must take place on existing food systems and potential solutions need to be created that facilitate Origin to move towards a sustainable food system.</p> <p>5.15. Hot nutritional lunches provided to majority of all Bishops staff.</p> <p>5.16. Low to no sugar food alternatives are introduced.</p>

**6. Solid Waste Disposal:**

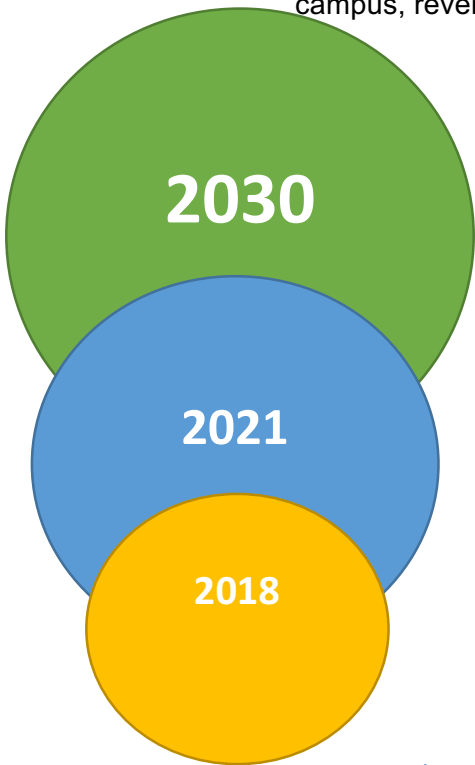
- Bishops and its partners need to reduce waste at its source, reuse waste where possible and recycle all waste produced.



6.1. All packaging coming onto Bishops must be compostable or can be 100% recycled.
6.2. Establish an integrated waste management system. 6.3. Majority of packaging coming onto Bishops must be compostable or can be 100% recycled. 6.4. Establish a formal waste separation and recycling facility for all waste generated at Bishops. 6.5. All new subcontractors are required to provide evidence on their waste generation implications of projects and procurement decisions at an early stage and fully integrate resource life cycle information into purchasing decisions and project management.
<i>Behavioural:</i> 6.6. Recycling initiatives at Bishops to continue and be improved. 6.7. Discussions between Bishops stakeholders, Origin and existing subcontractors on ways to reduce solid waste coming onto campus and recycle solid waste produced. 6.8. All events held at Bishops must align with the principles of reduce, reuse and recycle. 6.9. All external events and hiring of Bishops facilities must remove waste produced or pay a cost for waste removal. 6.10. Where waste cannot be recovered or re-used it must be treated or disposed of in an environmentally sound manner.

**7. Biodiversity:**

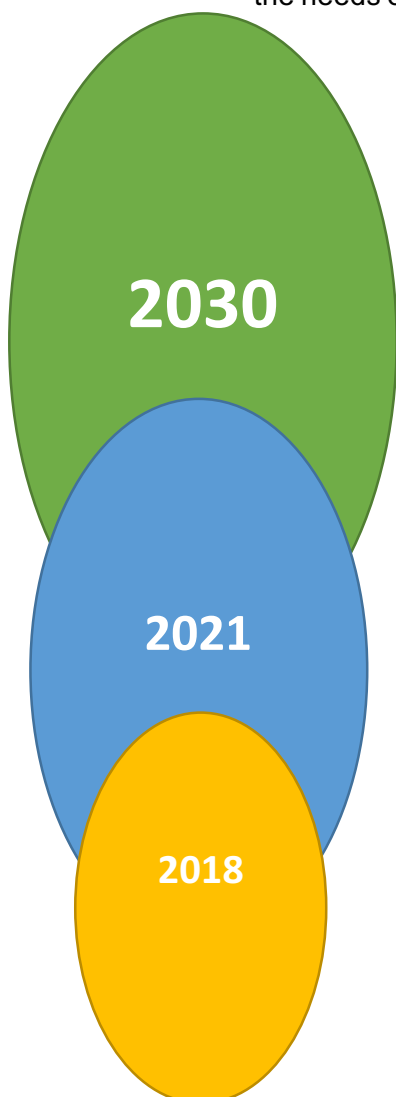
- Bishops and its partners must protect, restore and promote the rich biodiversity on campus, reversing land degradation and biodiversity loss.



7.1. The Bishops campus becomes a flagship organisation for local biodiversity, soil enrichment and water-wise usage.
7.2. Establish the Bishops botanical biodiversity index. 7.3. All new ground subcontractors are required to provide evidence on their contracts and to be able to report on their sustainable practises. 7.4. Majority of fertilisers, pesticides and insecticides used are environmentally supporting and enhancing.
<i>Technological:</i> 7.5. Begin movement towards fertilisers, pesticides, insecticides and other technologies that are environmentally supporting and enhancing.  <i>Behavioural:</i> 7.6. When removing invasive aliens, replace with water-wise, long-lasting or indigenous vegetation. 7.7. Preference given to appropriate non-chemical pest treatment.

## 8. Leadership for Sustainability:

- Bishops must continue to develop future leaders, innovators and creative thinkers in the space of ecological, economic and social sustainability; paying particular attention to the needs of disadvantaged and marginalised communities within and around Bishops.



8.1. To be a leading institution around implementation of the 17 SDGs.  
 8.2. Boys to be leaders on the SDGs within Bishops and the broader community.  
 8.3. Whole school to have societies that promote the guidance and implementation of the SDGs.  
 8.4. To have a full-time, dedicated sustainability/SDGs coordinator(s) employed at the school who oversees the guidance and implementation of the SDGs as per the School's mission statement.

8.5. To have a full-time, dedicated sustainability/SDGs coordinator(s) employed at the school who oversees the guidance and implementation of the SDGs as per the School's mission statement.  
 8.6. Council and Executive to commit to the SDGs as guiding principles for all school operations and within the curriculum.  
 8.7. Annual reporting on sustainability to be presented to Council so that it can provide leadership for moving forward.  
 8.8. To be able to provide evidence of how SDGs are incorporated within school operations and the curriculum, from Pre-prep through to College.  
 8.9. Whole school to have societies that promote the guidance and implementation of the SDGs.  
 8.10. A Grade 12 leadership portfolio is established that is dedicated to increasing awareness and implementation of SDGs.

*Behavioural:*  
 8.11. To continue to develop the role of GIN within the College and ensure its sustainability.  
 8.12. Establish societies aligned with the SDGs within Prep, parent body and ODs.  
 8.13. Prep and Pre-prep sustainability committee members to grow the understanding of SDGs within their respective schools.  
 8.14. Improve communication around issues of sustainability (e.g. Principal's newsletter, Bishops website).  
 8.15. Bishops boys to participate in the ISASA Youth Sustainability initiatives.  
 8.16. Bishops to host the youth and staff ISASA Sustainability Conference.  
 8.17. Leadership for sustainability is implemented into the Grade 11 leadership camp and Grade 11 Heads of Houses' seminar.  
 8.18. Maintain and promote the current Grade 12 green portfolio.

## REPORTING AND REVIEW PROCESS

11 May 2018	Reports from involved stakeholders to be presented at a one-day seminar to Sustainable Development Coordinator(s).
15 June 2018	Draft one of report needs to be consolidated by Sustainable Development Coordinator(s) for discussion with Deputy Principal and Business Manager as policy needs to be reviewed in line with budget review process.
	Report then to be presented for review and recommendations by Business Manager to School Executive.
	Based on these recommendations, Sustainable Development Coordinators to submit draft two to Business Manager for budget approval.
10 August 2018	2018 “orange” timeframes to be updated in line with the review process.
	2018 “orange” timeframes to be finalised when the 2019 budget is available.
	Final version to be submitted by coordinators after the budget review.

## DECLARATION OF COMMITMENT

Bishops is committed to the protection and enhancement of the environment as we fundamentally believe that solving environmental issues means solving social and economic issues for future generations, and therefore we are committed to strive towards sustainability. We aim to promote sound environmental practices on campus and in the larger school community.

Bishops, as a leading educational institution in South Africa, acknowledges its responsibility in respect of environmental, social and economic issues as described in the UN Sustainable Development Goals.

We recognise that we have inherited a world of finite resources and that it is the responsibility of each member of our school community to preserve and enhance our shared resources. We strive to improve our school's education around issues of sustainability and our day-to-day operations within the school. We are committed to finding opportunities for innovation in sustainability and investing into the stewardship of our natural resources, promoting best practise in sustainability.

We aim to lead by example in implementing programmes of change for just transitions in sustainable development and stewardship for the Future-Fitting of Bishops.

### Signatures:

