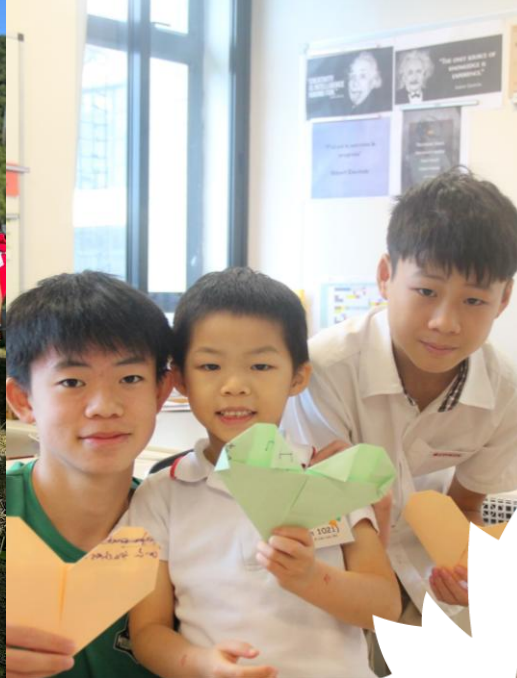




2024 / 2025

ENVIRONMENTAL SUSTAINABILITY REPORT

Canadian International School of Hong Kong

cdnis.edu.hk

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VISION

To inspire excellence, cultivate character and empower engagement locally and globally.

MISSION

CDNIS is a school united by the joy of learning, excellence in achievement and development of character. We will inspire academic and personal growth in our students by encouraging inquiry, stimulating creativity and innovation, embracing cross-cultural and global perspectives, and fostering meaningful participation and service.

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WELCOME TO SUSTAINABILITY AT CDNIS



HEAD OF SCHOOL MESSAGE

As we present the 2024/2025 Environmental Sustainability Report, we stand at a major vantage point. Since CDNIS opened in 1991, sustainability has evolved from a series of initiatives into the fabric of our identity. As we approach our 35th Anniversary in 2025/2026, this report honours that journey.

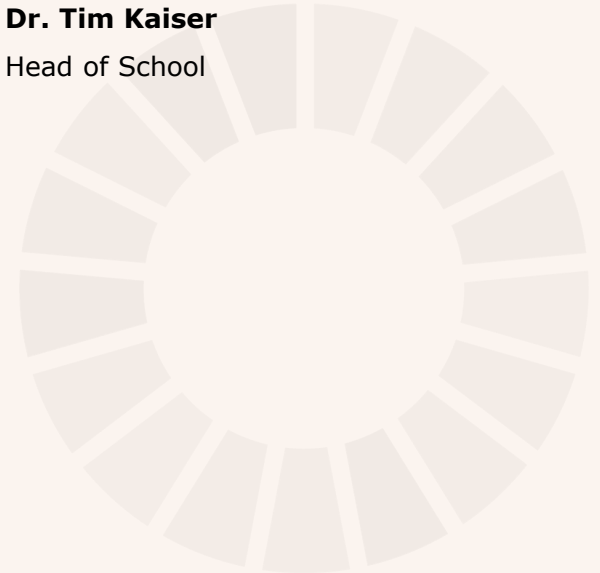
Our commitment was first codified in 2012 with the EcoSmart Mission, which defined responsibility to include environmental stewardship. In 2016, we renewed this call, challenging our community to “practice what we preach,” recognizing then that a progressive institution must be a space of innovation, where students and staff take deliberate steps to mitigate their impact.

The progress detailed here, including our newest student-led 2024 revision of the Sustainability Pledge, is the latest chapter in this legacy. It honours the foundations laid by the community while adapting to today’s realities.

This anniversary reinforces the enduring nature of our mission. Our values of leadership, critical thinking, and respect remain as vital as they were in 1991.

I would like to thank our students for their advocacy and to our community for their shared stewardship. Together, we are building a legacy to sustain CDNIS for the next 35 years and beyond.

Dr. Tim Kaiser
Head of School



SUSTAINABILITY PLEDGE

A COMMUNITY COMMITMENT

At CDNIS, we believe that sustainability is inextricably linked to our mission of nurturing responsible global citizens.

Born from a successful student-led campaign, this formal pledge serves as a guide and framework for addressing environmental challenges to nurture the leadership required to steward our planet for future generations.

CDNIS SUSTAINABILITY PLEDGE (ADOPTED 2024)

CDNIS commits to sustainability by:



Ensuring compliance at every level with legislation and other obligations where applicable;



Formulating its sustainability strategies and initiatives with reference to existing policy directives;



Implementing systems to facilitate robust science-based monitoring, analysis and reporting of indices associated with the school's sustainability performance.



Mitigating its own impact on the environment by optimizing resource use, integrating Education for Sustainable Development (ESD) across its curriculum and broader training, and managing Environmental, Social and Governance (ESG) risks and opportunities within its operations and with procurement partners;



Prioritizing investments that measure, report and actively address ESG risks and opportunities;



Ensuring broad stakeholder engagement on sustainability with reporting, reciprocal communications, and accountable governance by delegating sustainability-related responsibilities and powers to senior management and stakeholder bodies.



OUR GREEN CAMPUS

RENEWABLE ENERGY

HARNESSING THE SUN

Since 2019, our rooftop has been a key part of our renewable energy initiative. With 349 solar panels currently in operation on the Lower School Tower and the Leo Lee Arts Centre, the array serves as an essential part of our campus infrastructure.

In 2024/2025, the system generated 137,339 units of energy, contributing HK\$549,356 in revenue back to the school through the local power grid. By doing so, we help offset our broader environmental impact while providing our community with a visible reminder that local actions are the building blocks of a more sustainable future.

TOTAL PANELS

349 Solar panels
in service

ENERGY GENERATED

137,339 Units in kWh
generated in
2024/2025



INSTALLATION YEAR

2019 CDNIS first
invested in
renewable energy

FEED-IN TARIFF REVENUE

549,356 HK\$ in revenue
generated

WHAT IS THE FEED-IN TARIFF?

The Feed-in Tariff (FiT) is a Hong Kong government-backed initiative where power companies (such as HK Electric) purchase renewable energy from private producers at a higher than market rate.

Instead of using the solar power directly for our lights, the school sells the clean energy back to the grid. This system incentivizes organizations to adopt renewable energy by providing a financial return, accelerating Hong Kong's progress toward its 2050 goal of achieving carbon neutrality.

GREEN ROOF

OUR LIVING LABORATORY

Our Green Roof is a vital living laboratory for our community. Hosting 18 large planters, our young gardeners gain a hands-on understanding of biodiversity and the living world by managing soil health, irrigation and seasonal planting.

The Green Roof is integrated into teaching and learning in both the Upper and Lower Schools through a convenient booking system. In addition, and thanks to the generous donations from our community and Nespresso, CDNIS now has a new weather station at the top of the elevator building on the Green Roof.

PLANTERS

18 Planters on the Green Roof

STUDENT ACTION

40 Student members in Eco Action Club and Gardening Club



WEATHERING HEIGHTS

Capable of logging 30+ climatic variables, we have now become an active member of Co-WIN, a citizen science network founded by The University of Hong Kong and the Hong Kong Observatory. This gives our community unprecedented access to climatic patterns specific to our context, valuable data useful for an academic showcase or capstone project.

CDNIS EARLY YEARS CENTRE

SEEING THROUGH THE EYES OF A CHILD

In August 2024, CDNIS opened its new CDNIS Early Years Centre. Designed from the perspective of two-and-three-year olds by **Dr. Wil Chan**, it is a space where design naturally invites community, collaboration and play.

Grounded in the Reggio Emilia philosophy of the “learning environment as the third teacher,” the CDNIS Early Years Centre features soft, neutral tones and natural textures like wood, linen and wool to create an ideal place for children to learn and grow.

AN AWARD-WINNING ENVIRONMENT

The CDNIS Early Years Centre is also the second of our facilities to earn the **BEAM Plus Platinum certification** for sustainable construction, the highest rating possible.

Every material in the centre was picked with safety and durability in mind. We looked for partners who prioritized natural textures and long-lasting quality. Our large play structures come from **Rakoon** in Germany, chosen for their use of natural timber. We also partnered with **Community Playthings** in the UK for our classroom furniture. The CDNIS Early Years Centre facilities also use water-based lacquers and rot-resistant Accoya wood to ensure the surfaces children touch every day are non-toxic and PVC-free.



CDNIS EARLY YEARS CENTRE



FROM ENTERTAINMENT TO EDUTAINMENT WITH TEAMLABS

CDNIS also collaborated with **teamLab** to explore edutainment installations. Marking one of their first forays into education, these interactive experiences allow children to create their own characters and engage with sounds and movements. The environment aims to foster sight-word recognition and cultural connection through the joy of play.

A SPACE OF LANGUAGE AND DISCOVERY

Our sought-after half-day bilingual Nursery and Early Years 1 programmes are the heartbeat of this new space. At the CDNIS Early Years Centre, English and Mandarin are not merely subjects but a way of life.

The aim behind this design is to implement a bilingual model of learning emphasizing natural acquisition through daily play and routines.

Through our teamLab collaboration, this educational philosophy is manifested as a dynamic and responsive space, shifting dual language acquisition away from the modality of academic routine and into a robust cultural and normal way of life on campus.

teamLab★

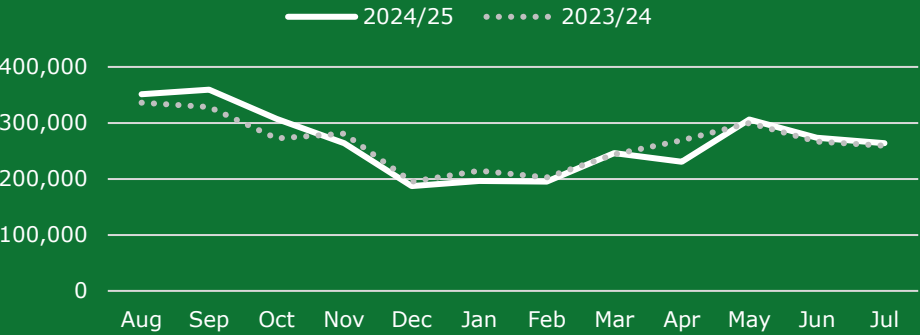
ENERGY



POWERING OUR COMMUNITY

Electricity remains the largest component of our operational carbon footprint, primarily due to the energy-intensive requirements of climate control in Hong Kong’s climate.

ELECTRICITY USE AT CDNIS MAIN CAMPUS 2024/2025 AND 2023/24, KWH



For the 2024/2025 academic year, we have continued to refine our monitoring systems to better understand the relationship between campus occupancy and energy demand.

ANNUAL CONSUMPTION TRENDS

Our 2024/2025 electricity consumption data reflects a time of efficiency amid growth. Despite a 12% increase in student and staff numbers this year, we have only seen a 0.4% increase in electricity consumption. We observed typical seasonal peaks in summer, corresponding with high cooling demands, and lower consumption in months containing major school holidays.

ELECTRICITY

3,181 Thousand kWh of electricity consumed

CHANGE IN ELECTRICITY CONSUMPTION

+0.4% Increase relative to the academic school year 2023/2024

WASTE



FOCUS ON FOOD

Our waste management has been elevated to new heights from our new partnership with **Waste Wise Hong Kong**. By diverting our food waste to the Hong Kong government's O·PARK1 facility, we are converting our daily food scraps into biogas for electricity generation and nutrient-rich compost.

We have also gained, for the first time in CDNIS's history, authoritative metrics on our food waste output, and thus have been able to construct a baseline that allows our community to scrutinize our food waste impact.

FOOD WASTE DIVERSION

15.5 Tonnes of food waste diverted from landfills to O·PARK1

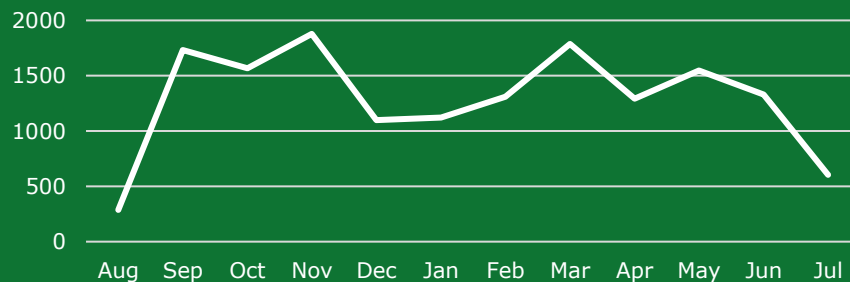
ENERGY POTENTIAL

3,100 kWh equivalent of electricity potential, enough to power an average* Hong Kong household for 18 months

OUR FIRST LOOK AT FOOD WASTE DATA

In 2024/2025, CDNIS diverted 15,550 kg (15.5 tonnes) of food waste from landfills to **O·PARK1**, thanks to the diligence of our community in keeping contamination rates low. In November 2024, we generated the most waste, with 1,878 kg of food waste collected, with other periods tempered due to school holidays.

FOOD WASTE 2024/2025, KG



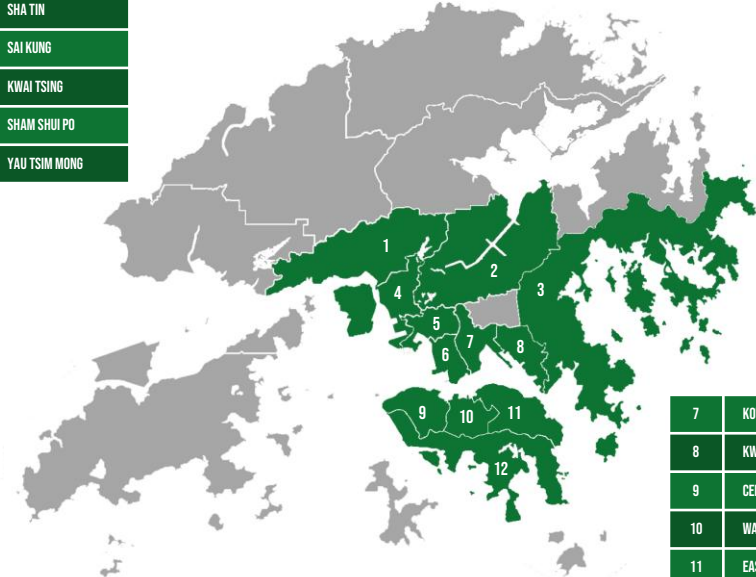
*Based on an average Hong Kong household electricity consumption of 2,072 kWh per year (Hong Kong Electric).

TRANSPORT



DISTRICTS SERVED BY CDNIS BUSES, 2024/2025

1	TSUEN WAN
2	SHA TIN
3	SAI KUNG
4	KWAI TSING
5	SHAM SHUI PO
6	YAU TSIM MONG



7	KOWLOON CITY
8	KWUN TONG
9	CENTRAL & WESTERN
10	WAN CHAI
11	EASTERN
12	SOUTHERN



EFFICIENCY IN MOTION

Our school bus network is a vital component of our commitment to reducing the CDNIS community's collective carbon footprint. By providing a reliable, high-capacity transport alternative, we significantly reduce the number of individual private car journeys to and from Nam Long Shan Road, easing local congestion and lowering regional emissions.

STUDENT RIDERSHIP

1,694 Students utilizing CDNIS's bussing programme

DISTANCE TRAVELLED

166,131 km travelled cumulatively in 2024/2025

CLIMATE IMPACT

161 tCO2e emitted from bus travel in 2024/2025, based on total vehicle distance travelled

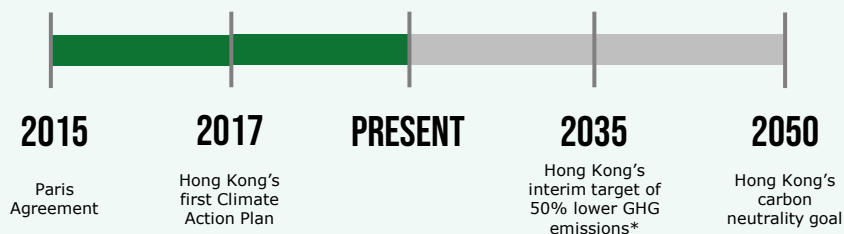
CLIMATE IMPACT



ADVANCING OUR ENVIRONMENTAL STEWARDSHIP

As part of our mission to develop responsible global citizens, CDNIS views climate change as a critical challenge requiring active leadership and transparent reporting. As codified in our Sustainability Pledge, we remain committed to the rigorous tracking of our greenhouse gas (GHG) emissions, viewing data as the essential starting point for meaningful reduction.

We recognize that our greatest impact lies in the minds of our students. In doing so, we provide a transparent, real-world case study as a community.



*Relative to 2005 levels.

OUR REPORTING FRAMEWORK

To ensure the robustness of comparison and benchmarking, our reporting aligns with the internationally-recognized GHG Protocol, classifying emissions into three scopes:

EMISSIONS BY SOURCE: SCOPES

- 1** Direct emissions from facilities that CDNIS owns or controls.
- 2** Indirect emissions from the production of purchased energy, such as electricity and Towngas.
- 3** Indirect emissions from our value chain, including contracted transport, water use and student/staff flights.

CLIMATE IMPACT

EMISSIONS



OUR CARBON FOOTPRINT

Our 2024/2025 greenhouse gas (GHG) data provides a clear look at our progress in managing the school's climate impact.

We focus on measuring Scope 2 and Scope 3 emissions of our greenhouse gas footprint. They originate from activities most relevant to the CDNIS community, and are where student action is most pronounced.

Our most significant achievement this year was in Scope 2 emissions: while our student and staff population increased by 12%, our electricity-related emissions remained nearly static, rising by only 0.4%.

Our Scope 3 emissions also decreased slightly to 343 tCO₂e,* reflecting slight variations in flight activity for activities such as Experience Week, overseas competitions and staff professional development, alongside measures of water consumption and food waste.

ACADEMIC YEAR	2024/2025	2023/2024
SCOPE 1 EMISSIONS	Not Measured†	Not Measured†
SCOPE 2 EMISSIONS	2,326	2,271
SCOPE 3 EMISSIONS	343	345

*tCO₂e: tonnes of carbon dioxide equivalent. | †Not measured due to insignificant activity.



TEACHING AND LEARNING

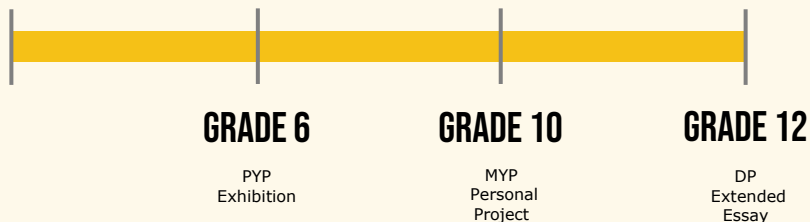
CAPSTONE PROJECTS



CAPSTONE PROJECTS AT CDNIS

At CDNIS, the culmination of each IB programme stage—the Primary Years Programme (PYP), Middle Years Programme (MYP), and Diploma Programme (DP)—is marked by a Capstone Project.

The PYP Exhibition is a collaborative inquiry into global issues. The MYP Personal Project is an independent, creative exploration by Grade 10 students. Finally, the DP Extended Essay is a formal, 4,000-word research paper showcasing advanced academic rigour and ability.



2024/2025 IB CAPSTONE SUSTAINABILITY HIGHLIGHTS

14 SDG-related PYP Exhibitions

32 SDG-related MYP Personal Projects

25 SDG-related DP Extended Essays

These independent investigations are watershed endeavours where academic theory meets real-world application by students. Deeply reflecting student agency, they are also increasingly reflecting a deep engagement with the United Nations Sustainable Development Goals (SDGs), demonstrating that our students are not only academically excellent, but also equipped with the character and leadership needed to steward a resilient future.

CAPSTONE PROJECTS

HIGHLIGHTS



PRIMARY YEARS PROGRAMME (PYP)

EXHIBITION



Plastic Pollution and Solutions

Students investigated the global crisis of plastic waste, researching practical ways individuals and communities can solve pollution through reduced consumption and innovation.

Arctic Climate Change

This exhibition explored the effects of climate change in the Arctic and its effect on habitats and biodiversity.

MIDDLE YEARS PROGRAMME (MYP)

PERSONAL PROJECT



Aquaponic Systems to Table

This project studied integrating fish farming as an aquaponic systems, with implications for creating closed-loop food sources and aquacultural productivity.

A Guide to the Outdoors

A student created an accessible guide to enjoying the outdoors, a pertinent subject in Hong Kong where fast-paced, urban-centric lifestyles dominate.

DIPLOMA PROGRAMME (DP)

EXTENDED ESSAY



Nitrogen and Freshwater Algae

This study evaluated how different levels of nitrogen in water impacted the growth of *Aegagropila brownii*, a rare species of freshwater algae.

Impact of Soil pH on Wheat Growth

This biology paper examined how varying acidity levels in soil affected the growth rate of wheat seeds, providing data for sustainable agricultural practices.

COMMUNITY HIGHLIGHTS AWARDS

HONG KONG AWARDS FOR ENVIRONMENTAL EXCELLENCE

The Hong Kong Awards for Environmental Excellence (HKAEE), presented annually recognize efforts in environmental management and performance. This year, CDNIS was awarded the Certificate of Merit for both its Primary School Section and Secondary School Section, as well as the Long Participation Award, demonstrating our commitment to sustainability.

PENNSEM SOCIAL ENTREPRENEURSHIP COMPETITION

Organized by The Wharton School, University of Pennsylvania, the PennSem Social Entrepreneurship recognizes impactful solutions to local challenges.

Two students achieved second runner-up in this global competition with their venture "Recyclite," a gamified recycling service designed to tackle local waste management, emerging second runner up globally after winning champion in Hong Kong.



COMMUNITY HIGHLIGHTS

TWILIGHT GREEN

CELEBRATING OUR SUSTAINABILITY COMMUNITY

On February 27, 2025, CDNIS hosted its second annual "Twilight Green: Sustaining Our Future" event at the Leo Lee Arts Centre (LLAC). This evening serves as a vital touchpoint for our community, bringing together students, staff, parents, alumni and partners to celebrate our collective progress and strengthen our commitment to environmental stewardship.

A SHOWCASE OF STUDENT LEADERSHIP

The event was anchored by our students, who demonstrated that they are the primary architects of our "Living Laboratory." From the primary levels to the graduating class, exhibitors shared projects that turned sustainability theory into campus practice:

Global Advocacy: Grade 12 The Alliance for Sustainable Schools (TASS) Ambassadors, Zoe and Grace, shared their work leading the way for sustainable schools in the region.



Early Engagement: Grade 5 students Niamh, Hau Yi and Sophia from the Environment Club inspired attendees with their dedication to gardening local conservation.

Health and Equity: Members of the Grade 11 World Health Club: Kai, Hilary, Brianna and Charlize, presented on the intersection of global health and sustainable development.

Beyond the exhibits, the evening featured a compelling presentation by Mr. Kirmani on the urgency of the climate crisis, emphasizing the need for the immediate action outlined in our Sustainability Pledge. In 2024/2025, Twilight Green was a celebration and a reminder that while the challenges are global, the solutions are being built right here through the energy and innovation of our community.

PARTICIPANTS

62 CDNIS community members attended

STUDENT EXHIBITORS

14 Students shared their projects and initiatives

CREATIVITY, ACTIVITY, SERVICE



PERSONAL JOURNEYS OF GROWTH

CAS Projects remain a defining component of the IB Creativity, Activity, Service (CAS) programme, challenging students to lead, plan and sustain initiatives that create meaningful community impact. Through their projects and long-term commitments, students develop empathy, agency and the confidence to address authentic needs in their local and global contexts.

SUSTAINABILITY THROUGH EXPERIENCE: HIGHLIGHTS

Students continued to design innovative CAS Projects grounded in sustainability. Projects included fundraising campaigns, creative arts initiatives, and collaborative efforts addressing issues such as access to education and social inclusion. Each project reflected a core CAS principle: **sustainable change emerges when students connect their passions with the needs of the world around them.**

CHARITY CROCHET

Charity Crochet was created as a student-founded organization that teaches peers how to crochet handmade items. Students gathered weekly to design and create plush toys, clothing and accessories. Proceeds from sales were donated to the Red Cross, Crossroads Foundation, HK Red Cross and Yan Chai Hospital, demonstrating how a hobby can evolve into sustainable, student-led philanthropy.

ALPHA LEO CHAPTER

CDNIS also continued to expand its Alpha Leo chapter, a international youth leadership programme dedicated to service. Our Alpha Leo chapter has grown into a vibrant community of students committed to meaningful, hands-on outreach. This year, students participated in initiatives ranging from visits to under-resourced communities to supporting children and elderly populations across Hong Kong. Their programmes focus on long-term engagement, helping students build sustained relationships, develop leadership skills and contribute to community resilience.

CREATIVITY, ACTIVITY, SERVICE



CAS PROJECT SPOTLIGHT: RETYKLE PARTNERSHIP

As part of their CAS project, four Grade 12 students partnered with Retykle, a second-hand clothing platform founded and headquartered in Hong Kong to create a platform for CDNIS.

The team managed the daily workload through an efficient division of labour, overseeing donation processing, inventory management and order logistics.

Most significantly, the students gained practical, transferable skills in professional communication, teamwork and the resolve needed to navigate complex operational challenges.

SECOND-HAND UNIFORM SALES

437 Uniforms given a second chance

VALUE OF SALES

13.5 Thousand HKD generated in sales of second-hand uniforms

Retykle has shown me the large volume of uniform waste generated by students. Through this partnership, we are able to save these uniforms by reselling them at more affordable prices and significantly reduce waste.

Allison F.
Grade 12

The group also established new partnerships, taking the project further. With the local textile recycler **EcoSage**, they were able to upcycle outdated and damaged uniforms.

On what they wanted to share with students who wanted to get started on sustainability, they had this to share: "Find a club or activity you can commit to and attend regularly... Many opportunities, such as Retykle, only require one-hour weekly sessions after school and are actually quite relaxing as well. My advice is to find an activity you enjoy and commit to it."

EXPERIENCE WEEK



GLOBAL CITIZENSHIP THROUGH EXPERIENTIAL LEARNING

Experience Week at CDNIS is a cornerstone of our commitment to global citizenship and environmental stewardship. By challenging students physically, intellectually, and emotionally, these programmes cultivate empathy, resilience and a deep understanding of real-world challenges.

In 2024/2025, Experience Week followed four strands:



Community Building

Authentic experiences to foster a sense of belonging and appreciation for diversity.



Connection to the Outdoors

Develop respect for nature through adventurous outdoor challenges.



Character Development

Strengthen teamwork and leadership competencies while promoting personal growth.



Cultural Engagement

Connect with varied cultures, promoting open-mindedness and intercultural communication.

STUDENT PARTICIPATION

822

Students participated in Experience Week

GEOGRAPHIES

8

International trips for experience and learning

HIGHLIGHTS

COLOMBO, SRI LANKA

Students explored the region's biodiversity and engaged in coastal conservation efforts, supporting wildlife rehabilitation at elephant and sea turtle rescue centres.

SAI KUNG, HONG KONG

Students earned their Open Water Scuba certifications in "Hong Kong's backyard," participating in sea turtle conservation workshops and Leave No Trace activities.

BALI, INDONESIA

The Bali trip was a blend of cultural and conservation experiences, including local coral reef restoration initiatives, sustainable fishing projects with a reef snorkel.

SHANGHAI, CHINA

In Shanghai, students explored ESG initiatives from companies such as McDonald's and Alibaba. They were also tasked with creating tangible ESG products to be sold for charity.

HK SDG SUMMIT 2025

BRIDGING THE GAP

The Hong Kong SDG Summit, hosted and run by CDNIS students, has evolved from a local initiative into a premier regional platform for student-led advocacy. This year's theme, "Bridging the Gap," focused on breaking down the barriers between awareness and action.

DIALOGUE AND ENQUIRY



The summit opened with **Tom Ng** of Greenpeace, who challenged participants to move beyond curiosity and into current climate efforts.

Our **16 workshops** provided hands-on simulations of complex global challenges. From the Neurodiversity workshop, where students used sensory tools to understand the experience of "masking," to the Feeding HK session on reducing food waste, the focus remained on practical applications for the SDGs.



Meanwhile, Summit Talkers like **Andrea Richey** of HK Shark Foundation and the founders of Hanuman Charity shared stories of conservation and community care, calling attendees to find creative solutions to local gaps in equity and sustainability.



We concluded with a powerful session by **Jordan Hatter**, Director of Help4Refugees, who connected live with a refugee family. This direct dialogue allowed our students to hear first-hand accounts of displacement.

SPEAKERS

30

Total speakers
(students and professionals)

EXHIBITORS

60+

Impact Fair
Exhibitors

WORKSHOPS

16

Interactive
workshops offered

PARTNERSHIPS

4

Participating GGC
partner chapters

CONRAD CHALLENGE

INNOVATING IN THE REAL WORLD

At CDNIS, we encourage students to venture beyond their comfort zones to address the world's most pressing challenges. This year, CDNIS students were selected to participate in the Conrad Challenge, a prestigious international innovation competition. As the only school representing Hong Kong at the Global Summit, our teams proved that student-led entrepreneurship is a vital tool for sustainable development.

TEAM POSEIONESS: GUARDIANS OF THE OCEAN

Focusing on the environment, Team Poseioness addressed the challenges of marine conservation with their innovative underwater robot. Their project captured Bronze at the China Summit and received the Most Persuasive Award, recognized for its potential to monitor and protect fragile aquatic ecosystems.



RECOGNITION	ADVANCEMENT
ALL Teams received accolades at the China Innovation Summit	1 The only school in Hong Kong to advance to the Global Summit
TUTELAGE	DEDICATION
2 Dedicated STEM coaches guiding students from concept to prototype	8+ Months of research, design and business modelling

CONRAD CHALLENGE

TEAM KINECTION: REVOLUTIONIZING HEALTH EQUITY

In the Health & Nutrition category, Team Kinection developed "Kinector," a telehealth solution designed to transform the physiotherapy industry. By improving access to remote care, the team addressed significant social sustainability gaps in healthcare delivery. After winning Gold at the China Summit in Shanghai, they made CDNIS history at the NASA Johnson Space Centre in Houston, Texas, where they were named the 2025 Innovation Summit Power Pitch Winners.

BEYOND THE COMPETITION

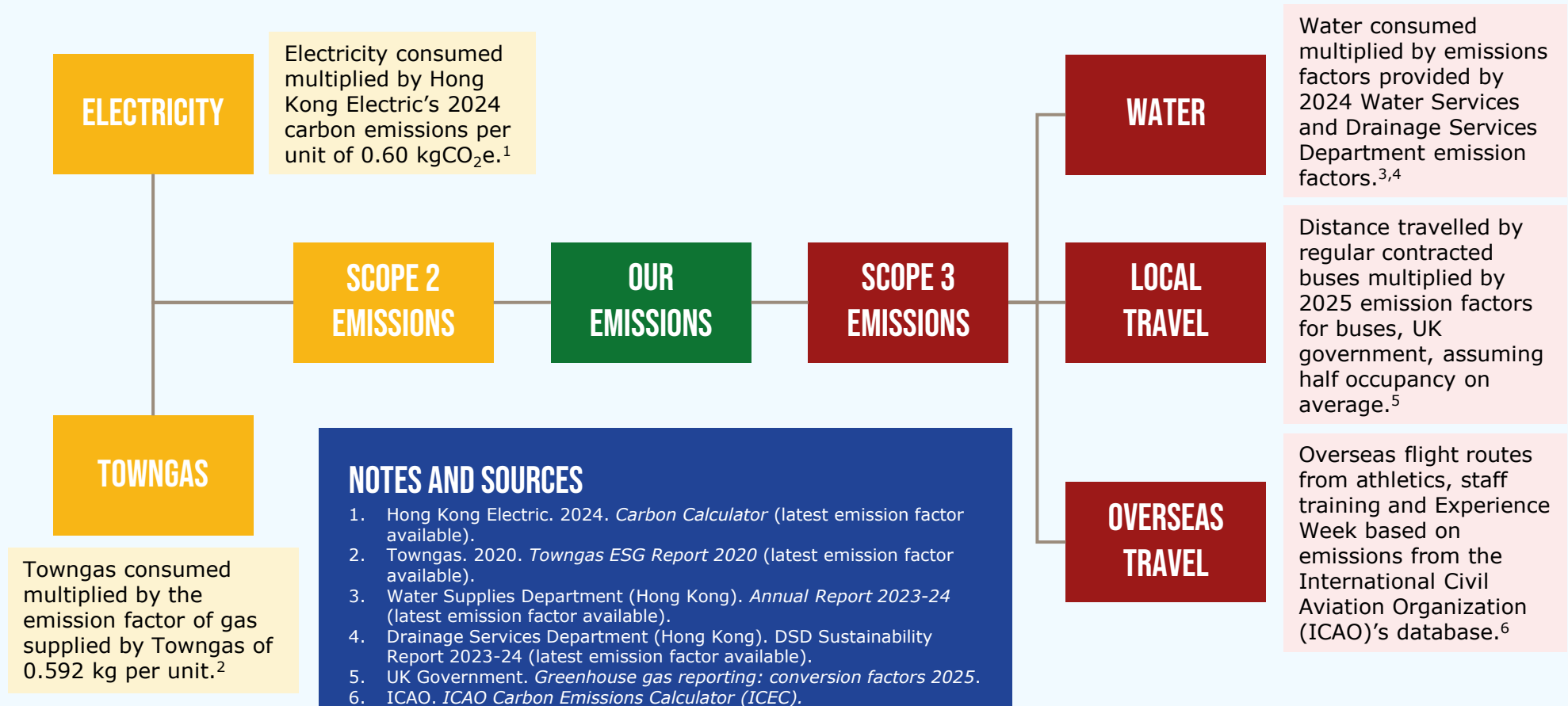
The true value of the Conrad Challenge lies in the skill sets our students bring back to campus. By navigating the complexities of product development and pitching to global experts, these young innovators have developed the resilience and leadership necessary for future careers in sustainability. As parents noted, this experience prepares them to embrace diverse perspectives, ensuring they are equipped to develop effective solutions that improve the world.





APPENDIX

HOW OUR EMISSIONS ARE MEASURED



**CANADIAN
INTERNATIONAL SCHOOL
OF HONG KONG**

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WWW.CDNIS.EDU.HK