



Briefing Note: Update on Carbon Neutral Government Programme reporting on behalf of the state schooling sector

To:	Hon Chris Hipkins, Minister of Education Carbon Neutral Government Programme Ministerial Group		
Date:	21 July 2022	Priority:	Medium
Security Level:	In Confidence	METIS No:	1290989
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Messaging seen by Communications team:	No	Round Robin:	No

Purpose of Report

This briefing provides an update on Carbon Neutral Government Programme (CNGP) reporting on behalf of the state schooling sector following decisions made by CNGP Ministers in March 2022.

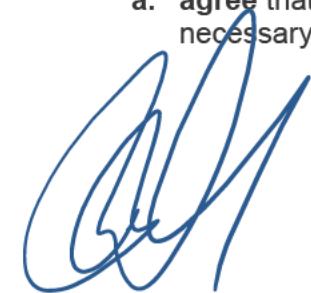
Summary

- Te Tāhuhu o te Mātauranga | Ministry of Education (the Ministry) is undertaking emissions reporting on behalf of the state schooling sector as part of the CNGP.
- In March 2022, CNGP Ministers confirmed the initial reporting scope for the state schooling sector. The Ministry has developed systems and processes to enable this, including collecting information about energy sources from across the state schooling sector.
- The Ministry is undertaking a range of carbon reduction activities across the state schooling portfolio that position us to achieve emission reductions in line with a 1.5 degree pathway.
- Alongside this, we have partnered with Te Tari Tiaki Pūngao | Energy Efficiency Conversation Authority (EECA) and Manatū Mō te Taiao | Ministry for the Environment (MfE) to develop carbon reduction guidance for schools. This guidance seeks to empower boards, staff and students to actively engage in carbon emissions reduction efforts to reduce their carbon footprint.
- We will continue to work with the CNGP lead as we meet our commitments as part of both tranche one and tranche two.

Proactive Release

- a. agree that this briefing note will be proactively released subject to any redactions necessary under the Official Information Act 1982.

☒ Agree / ☐ Disagree



PE Scott Evans
Hautū, Te Puna Hanganga, Matihiko
Deputy Secretary, Infrastructure & Digital

21/7/2022



Hon Chris Hipkins
Minister of Education
Minister for Public Service

29/7/2022

Hon Stuart Nash
Minister for Economic and
Regional Development

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Hon James Shaw
Minister of Climate Change

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Hon Megan Woods
Minister of Energy and Resources

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Hon Grant Robertson
Minister of Finance

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Background

1. In March 2021, the Cabinet Business Committee agreed that the Ministry would undertake emissions reporting for Scope 1 emissions from fuel use and Scope 2 emissions from imported energy, on behalf of the state schooling sector [CBC-21-MIN-0030].
2. In March 2022, CNGP Ministers agreed to the Ministry's recommended initial reporting scope for the baseline reporting year beginning 1 July 2022 (METIS 1277851 refers). This approach means reporting on emissions sources that can be efficiently and effectively collected centrally (e.g. electricity, Ministry contracted school transport), and modelling the remaining carbon emissions.
3. This centralised emissions reporting and reduction approach supports the objective of reducing the burden on state schools, in line with the Government's Reform of the Tomorrow Schools System.

Emissions reporting

4. The Ministry is reporting as both a tranche one organisation (from 2021/22 onwards) and on behalf of the state schooling sector as a tranche two organisation (from 2022/2023 onwards).

Reporting on the Ministry's emissions as a tranche one organisation

5. The Ministry is required to measure carbon emissions from 2021/22 onwards, verify and report on emissions and set gross emissions targets and reduction plans by December 2022.
6. We are on track to meet these requirements and have established processes to measure emissions. We have measured emissions for the 2018/19 year to use as our baseline year, alongside emissions figures for 2021/22. These figures are currently being verified and will be reported by 1 December 2022.
7. We will publish our reduction targets and reduction plan by December 2022, with a view to establishing a carbon emissions reduction trajectory through to 2050. We have begun our transition to electric vehicles, which will result in a 77% reduction in fleet emissions by 2025. We are also setting up governance structures to implement our carbon reduction activities from 2022 onwards.

Emissions reporting on behalf of the state schooling sector as a tranche two organisation

8. Tranche two organisations are required to measure carbon emissions from 2022/23 onwards, verify and report on emissions and set gross emissions targets and reduction plans by December 2023.
9. As agreed by CNGP Ministers, for the 2022/23 baseline reporting year, the Ministry will report emissions related to coal, electricity, natural gas consumption and Ministry contracted school transport.
10. We have established processes to collect information to enable reporting on electricity, coal and Ministry contracted school transport. We are also working with the gas industry to establish a process to gather gas consumption information on behalf of

schools. Unlike the electricity market, there are no regulations that we can use to access gas consumption information.

11. In June 2022, we asked all state schools to provide us with information on the energy sources they use and who they get it from (i.e. retailers). We also asked all school boards to authorise us to access this information on their behalf. This will enable us to report on gas and electricity emissions and will also support work to expand the reporting scope to other energy sources.
12. As of 12 July, approximately 86% of state school boards have provided us with authorisation to access information on their behalf and 70% of state schools have told us what energy sources they use and who they get it from.
13. We are in the process of establishing formal governance structures with technical capability to oversee carbon reporting on behalf of the schooling sector. This will position us to implement our CNGP reporting and reduction requirements and drive the expansion of them.

Preliminary investigation into widening the scope of emissions reporting

14. Alongside establishing systems and processes to enable the agreed initial reporting scope, we have undertaken a preliminary investigation into widening the scope of emissions reporting. Our initial focus has been on Scope 3¹ emissions associated with air travel and waste.
15. Widening the reporting scope into Scope 3 would require schools to provide us with more information more often which would increase the burden on schools. Our investigation into emissions reporting at schools, as well as information gathered through other work and engagement with the sector, shows that there are capability and capacity issues in data collection at a school level.
16. Based on this preliminary investigation, we do not recommend widening the scope of emissions reporting, at this stage.

Air travel emissions reporting

17. Due to the unique nature of the state schooling sector, there is no single efficient and effective process to obtain this information. To usefully report on air travel emissions, we need to know the departure and arrival point and number of passengers for every flight a school takes. We explored three options to report on air travel emissions.
18. These options alone or together are not feasible or viable as a method to obtain data on schools' air travel emissions. We will continue to explore reporting on schools' air travel emissions. We will also include guidance in the school guidance package on air travel emissions and strategies to reduce them.

Option 1: The All-of-Government (AoG) Air Travel Services Contract

19. Each state school can access the AoG Air Services Travel Contract, and it is possible that we could access information from this. However, only 90 schools currently use this AoG contract, representing 4.3% of all state schools. Most schools book their air

¹ Indirect greenhouse gas emissions from transportation & indirect greenhouse gas emissions from products an organisation uses

travel independently, and schools using the AoG contract may also still book air travel outside of it.

Option 2: Collect information through schools' financial reporting processes

20. State schools must meet certain financial reporting requirements, including categorising spending. We investigated whether the information could be used for emissions reporting. Schools do not have to categorise financial spending down to this level and we were advised that requiring schools to provide spending figures specifically on air travel would place a burden on schools.
21. Additionally, this spending information would not be sufficient to engage in emissions reporting due to the number of assumptions required and potential errors in the data capture. Therefore, this approach is not feasible or recommended.

Option 3: Data capture from schools' air travel invoices

22. This approach would require schools to send the Ministry their air travel invoices, and a centralised process to extract the relevant information. It would rely on schools being willing and able to send the relevant invoices to the Ministry, and the Ministry having resources or systems available to extract this information. Therefore, this approach is not currently feasible.

Waste-to-landfill emissions reporting

23. To report on waste emissions, we would need to know or be able to estimate the amount of waste produced. Initially, we have focused on waste-to-landfill given its emissions and environmental impact compared to other waste types such as recycling or composting.
24. The amount of waste is not captured as part of invoicing and the invoiced amount is not a consistent proxy for the waste produced. Furthermore, most schools do not capture and track this information consistently.
25. Useable waste data would require active and consistent input from schools. This approach is currently not practical for all state schools due to capability and capacity issues. While some schools have successfully engaged in waste audits, not all schools would be able to provide this level of information, due to the time and resource intensive nature of the activity as well as the required health and safety training required for this activity.
26. We will continue to explore reporting on waste emissions. In the meantime, as part of the school guidance package we will discuss ways for schools to minimise them.

Emission reduction activities

27. As part of tranche two of CNGP, we will set gross emissions targets for the state schooling sector and publish the first emissions reduction plan by December 2023. However, we are already engaged in a range of carbon reduction activities across the state schooling portfolio that position us to achieve emission reductions in line with a 1.5-degree pathway.
28. The Coal Boiler Replacement Programme was established with \$55 million funding from the State Sector Decarbonisation Fund (SSDF) to replace coal boilers with

renewable woody biomass or electric heating sources. As of 30 June 2022, 36 boilers have been replaced and we are on track to replacing 93 coal boilers by June 2023 which will reduce approximately 5,500 tonnes of carbon emissions per annum. Earlier this year, we were provided an additional \$10 million from the SSDF. This additional funding, along with \$10 million from Ministry baseline will allow us to replace all coal boilers in the schooling sector by the end of 2025.

29. Ngā Iti Kahurangi | The Small and Remote schools programme is working to install insulation and replace old, inefficient lights with energy-efficient LEDs in around 600 small or remote schools over the next three years. Through our LED installations to date, we have reduced approximately 45 tonnes of carbon emissions per annum. This programme is also taking a proactive approach to minimising waste. As of 30 June 2022, approximately 13,500kgs of waste has been diverted from landfill.
30. We have also invested significant capital in environmental emissions reduction activities through capital funding programmes. Approximately 9% of School Investment Package projects had an environmental focus and 94 schools were supported through the Sustainability Contestable Fund to reduce their environmental impact. Projects included installing LED lighting, solar panels, and pursuing rainwater storage recycling projects, and heating upgrades.
31. In April 2022, we released Te Mahere Taiao – The Environmental Action Plan for School Property. This strategic, direction setting document outlines several actions to reduce our carbon impact at each stage of the school property lifecycle. This includes instituting carbon targets for Ministry-led new builds.
32. To support this, we are running carbon assessment trials on 34 Ministry-led property projects. We are working with architects to establish a consistent methodology to measure embodied carbon. Our proactive approach in supporting and working with the industry demonstrates our leadership in this space. This work also places us in a good position to meet future Building for Climate Change requirements and report in the future on our embodied carbon emissions as part of CNGP.

Carbon Reduction Guidance for Schools

33. Schools have an important part to play in emissions reduction activities. We have been working with EECA and MfE to develop guidance to support schools in areas that they influence, such as energy consumption, air travel and waste.
34. This guidance, set for release in August 2022, aims to empower boards, staff, and students to actively engage in carbon emissions reduction efforts to reduce their carbon footprint.
35. The guidance will provide schools with evidence-based strategies from our own research, case studies of schools to learn from, and energy efficiency and carbon reduction tools and resources.

Carbon Reduction Guidance

36. The guidance highlights the carbon impact of various school activities and provides strategies or tools to support changes.
37. As electricity is the largest and most common source of emissions produced at schools, we highlight several opportunities to increase electricity efficiency based on the findings from the School Energy Efficiency Trial. This includes quick wins such as 'holiday shut down' and 'switch off' campaigns.

38. To support reductions in air travel emissions, we highlight the carbon impact of air travel compared to more localised school trips or virtual attendance at professional development activities for staff, where practicable. We also point to external resources schools can use to calculate their travel emissions.
39. On waste emissions, we encourage schools to reduce, reuse or compost their waste where possible and point to several case studies of schools who have done so. This guidance also highlights educational materials that support holistic approaches to waste reduction, such as Para Kore.

Alignment with the refreshed New Zealand Curriculum and redesigned Te Marautanga o Aotearoa

40. The guidance seeks to serve as an educational resource by aligning with the sustainability objectives of the refreshed New Zealand Curriculum and revised Te Marautanga o Aotearoa. By doing so, this guidance highlights opportunities for schools to link climate education with positive, solutions focused climate action. It also points to educational resources that foster positive and holistic engagement in climate action such as Pūtātara. We are continuing to develop curriculum resources that encourage student led inquiry and climate action and align with te ao Māori approaches to sustainability.

Tools and resources to support schools to measure their carbon footprint

41. We encourage schools who wish to, to learn more about their carbon footprint and understand steps they can take to measure it. The guidance highlights cases where schools have successfully done so and how this led to positive educational outcomes and greater awareness about their school's carbon footprint.
42. We will continue to explore opportunities to support both these educational objectives and schools' carbon reduction goals.