

SUSTAINABILITY

IES's overall objective is to provide children and young people with the opportunity to reach their full potential whatever their background. That is why the most important sustainability activities take place locally, at each individual school, focusing on care of students and employees. Priority topics include action against bullying, an orderly classroom environment, a high level of physical safety, high educational quality and good academic results. As a result of COVID-19, the organisation's sustainability focus in spring 2020 was entirely directed on the health of students and staff and on maintaining a high level of educational quality despite high absence among both students and staff at times.

IES clarified its sustainability agenda in spring 2019 to further strengthen its activities in the field of sustainability. This includes a business environment analysis into the factors with the greatest sustainability impact on IES, stakeholder dialogue featuring interviews with key stakeholders and a materiality analysis of priority sustainability issues for IES. Based on this work, four focus areas in sustainability, with associated action plans and targets, were identified, see below. IES's sustainability activities in the 2019/20 academic year focused on integrating these areas in the ongoing operations and identifying the corresponding sustainability indicators in the Spanish operations as far as possible. Results of the activities are monitored by applying a number of metrics that reflect IES's sustainability efforts and are reported in the Annual Report and on the website.

Sustainability is also integrated into the company's overall business strategy by identifying areas of double value creation – where social and environmental value also generate business value. This offers potential for profitable investments that simultaneously strengthens IES's sustainability activities and IES's competitiveness.

A Sustainability Board comprising selected internal experts and members of executive management govern the work and present proposals for management and the Board to decide on. More information about IES's sustainability agenda is also available on IES's website that is continuously updated and also provides a summary of IES's sustainability activities.

A turbulent operating environment

The role of sustainability in the school world is growing larger and larger and is now an important part of both public debate and education that impacts IES in many different ways.

Focus is on integration and the great need for increasing the inclusion of different groups in society. This could be socio-economically weaker groups in areas of segregation in Swedish cities, or people living more remotely in regional areas with a tougher economic climate and declining population. With its schools, IES can help improve inclusion and offer greater freedom of choice for more families in society. Another external factor is the debate on poorer school results in general in Swedish schools and the need for an orderly school environment. This is where IES has a key role to play using its pedagogical methods that create good academic results and a safe learning environment for students and teachers.

IES must also relate to the new values emerging among a new generation of young people, for whom sustainability and values are becoming increasingly important when choosing schools and places of work. This trend is reflected over time among IES's students, parents and own employees. Sustainability is crucial for attracting teachers and students to IES. The climate is also an issue of growing importance to the younger generation and has evolved into one of the greatest questions for society in our times. It places demands on IES to develop a more resource-efficient school, for example in terms of energy consumption, with the expectation of reducing its climate footprint over time. The health of students and staff were the full focus of the organisation in spring 2020. Read more on page 18 about how IES approaches challenges to schools in Sweden.

Stakeholder dialogue

A dialogue with external and internal stakeholders was conducted in 2019. The key stakeholders for IES are parents, students and teachers as well as investors, suppliers, trade unions, municipalities and other community representatives. Particular emphasis was given to social issues in the stakeholder

IES Focus areas 2019–2022

Student well-being

- Security
- Order
- Anti-bullying
- Student health
- Equal treatment

Educational excellence

- Occupational health and safety
- Competence development
- Diversity
- Attractive workplace
- Leadership training
- Quality in teaching

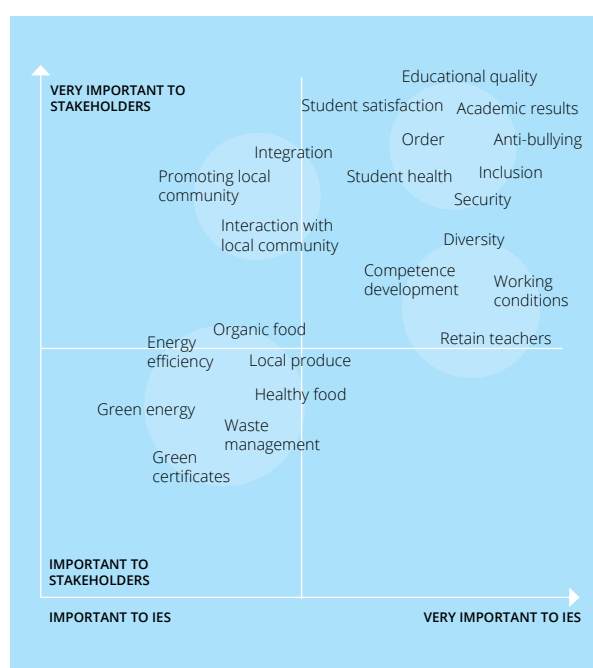
Building community

- Integration
- Community development
- Expansion of school capacity

Green initiatives

- Energy efficiency
- Waste management
- Vegetarian food
- Digital meetings

Stakeholder	Stakeholder's role for IES	Material issues for stakeholder
Parents	Parents are decision makers on choices of school and critical to student success.	<ul style="list-style-type: none"> • A safe and orderly learning environment where teachers can teach and students learn • High academic expectations and ambitions • Transparency
Students	IES can play a decisive role in providing children and young people with the opportunity to reach their full potential whatever their background, and form character traits that last a lifetime.	<ul style="list-style-type: none"> • A safe and orderly learning environment where teachers can teach and students learn • High academic expectations and ambitions • Commanding English • Good habits and standards for life • Healthy, high-quality food at school
Teachers	Teachers and other staff play a critical role in creating the right conditions for students to reach their full potential.	<ul style="list-style-type: none"> • A safe and orderly work environment where teachers can teach and students learn • High academic expectations and ambitions • Good terms of employment • The opportunity to progress • Transparency
Municipalities	Municipalities are IES's collaborative partners in the collective endeavour of providing high-quality education. The level of each municipality's school voucher funding is critical to the potential for establishing IES.	<ul style="list-style-type: none"> • IES should be a complement to municipal schools • IES should enhance a municipality's attraction
Employee representatives and trade unions	IES appreciates a structured and professional relationship with employee representatives.	<ul style="list-style-type: none"> • MBL (Swedish Co-determination at Work Act) procedures and collective bargaining agreements • Compliance with IES's ethical guidelines • Transparency
Real estate companies/other suppliers	Close and long-term collaborations with real estate companies are important for new schools, and thus IES's capability to start up new schools.	<ul style="list-style-type: none"> • Strong project management • IES maintaining long-term stable finances • Willingness to cooperate on sustainability
Swedish National Agency for Education	Defines skills standards, ordinances, general guidelines, national tests, monitoring and evaluation. Also allocates central government subsidies.	<ul style="list-style-type: none"> • National tests • Subsidy applications • Supporting data for reports
Swedish Schools Inspectorate	Audits IES and considers applications to start up and expand schools.	<ul style="list-style-type: none"> • Supporting data for granting permits • Managing cases • Inspections and follow-ups
Swedish Association of Independent Schools	IES's advocate on sector-wide issues. States official opinions. Activities include addressing Sweden's teacher shortage.	<ul style="list-style-type: none"> • Commitment and support in stating official opinions • Support in opinion building • Driving development in the industry • Pioneer and role model
Owners	Decision makers, supply capital and appoint the Board of Directors.	<ul style="list-style-type: none"> • Quality of IES's operations • Growth • Stable profitability • Social responsibility towards students; safety • Transparency; measure sustainability performance • Employment terms for teachers; ability to recruit



dialogues. These issues include a safe learning environment, good academic results, measures to counter bullying and safety risks. They also stressed the importance of good terms of employment for teachers and other staff groups so that they have high job satisfaction and are committed to IES's operations. Transparency including good communication about IES's operations was highlighted as important. Furthermore, stakeholders consider climate and environmental issues to be important, including healthy food and combating food waste.

The table above provides a detailed overview of the other key issues for stakeholders based on IES's experiences of its day-to-day operations, regulations and laws, and in certain cases, more in-depth discussions.

Most material issues for IES

The materiality analysis compares stakeholder opinion with IES's view of the most important sustainability topics. It shows that matters relating to care for students is one of the most important for IES. It includes action against bullying, an orderly classroom environment, a high level of physical safety, high educational quality and good academic results. Another group of highly important issues involve IES as an attractive workplace

and teachers' work situation comprising good employment terms, equal opportunity, educational quality and competence development for teachers as well as promoting leadership skills of school leaders and principals.

Building a community and cooperation with the schools' local community is important to IES. This includes integration through the school, good relationships with parents, the municipalities and local organisations and is also based on new schools promoting local and national development.

A fourth group of important issues is environmental matters, such as impact on the climate, recycling, reduced food waste, and healthy and vegetarian food.

Based on the materiality analysis, IES has created four focus areas for its sustainability efforts: Student well-being, Educational excellence, Building community and Green initiatives.

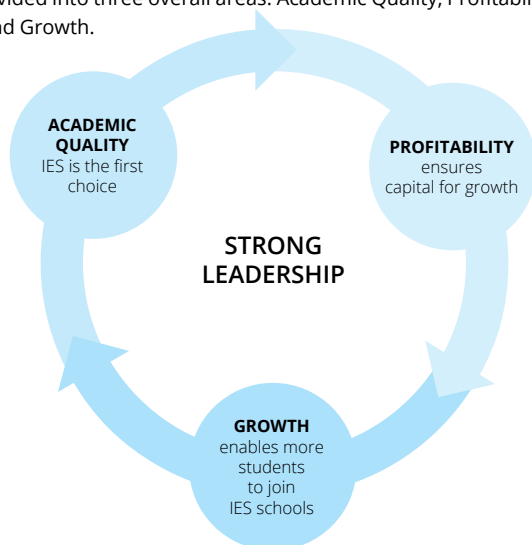
More information about the various activities in the focus areas is provided below and elsewhere in the front section of this Annual Report.

Double value creation

IES's sustainability activities are, in many respects, directly linked to the company's business strategy and competitiveness. This form of double value creation provides both greater financial value and social and environmental value, benefiting both the company and the company's stakeholders at the same time.

Some examples are the quality of education that results in good academic results for students and good social development, which also enhances IES's attractiveness. IES operating and establishing schools in areas of social exclusion increases the choice of schools and helps counteract segregation at the same time as offering new opportunities for IES to grow. Being an attractive workplace with good employment terms and major opportunities for managerial and professional development results in lower staff turnover, which is a major competitive advantage in a labour market with a shortage of good teachers. More efficient use of resources also reduces the impact on the environment and lowers the carbon footprint, while also presenting an opportunity to carry out the operations more cost effectively using smart solutions.

In IES's general business model, the school's strategies are divided into three overall areas: Academic Quality, Profitability and Growth.



Work on UN Sustainable Development Goals (SDGs)

IES has decided to prioritise the SDGs that are most closely related to IES's core operations. SDG 4 "Quality education" is a priority goal given IES's endeavours to give children the same opportunity for quality schooling. In addition, SDG 3 "Good health and well-being" is prioritised with IES working to ensure children's well-being at school, for example, by giving children extensive access to school healthcare and a safe learning environment. SDG 10 "Reduced inequalities" is also addressed through continuous activities on inclusion and diversity. Ensuring an attractive workplace for teachers, school leaders and other employees in line with SDG 8 "Decent work and economic growth" is also of central importance to the operations.

IES has also initiated an analysis to reduce its climate impact in accordance with SDG 12 "Responsible consumption and production." This involves several areas that include analysing the options for central energy efficiency initiatives.



IES and human rights

The United Nations Convention on the Rights of the Child is a human rights treaty specifically for children. It is deeply integrated in Sweden through the Swedish Education Act and the Swedish National Agency for Education's rules and supervision, as well as through the traditions and the core values followed by Swedish schools, including IES. The National Agency for Education states on its website that "the principle of the Convention on the Rights of the Child that the best interest of the child and the child's right to express a view freely in all matters affecting the child is also a guiding factor and is the basis of the Swedish Education Act." (skolverket.se). In this manner, human rights are integrated into IES's work methods and regulatory compliance. It is also expressed in several parts of the IES document "Basic Defining Policy Documents" and in IES's core values.

The Convention was incorporated with Swedish law in 2020 and in the next academic year IES will prepare a framework and advice for how its schools are to integrate the Convention.

Main principles of the Convention

- All children have the same rights. Non-discrimination.
- Devotion to the best interests of the child.
- The right to life, survival and development.
- Respect for the views of the child. The views of the child are given due weight in accordance with the age and maturity of the child.

IES's human rights initiatives also incorporate equal treatment, diversity and integration, which cross many of IES's focus areas.

Sustainability risks

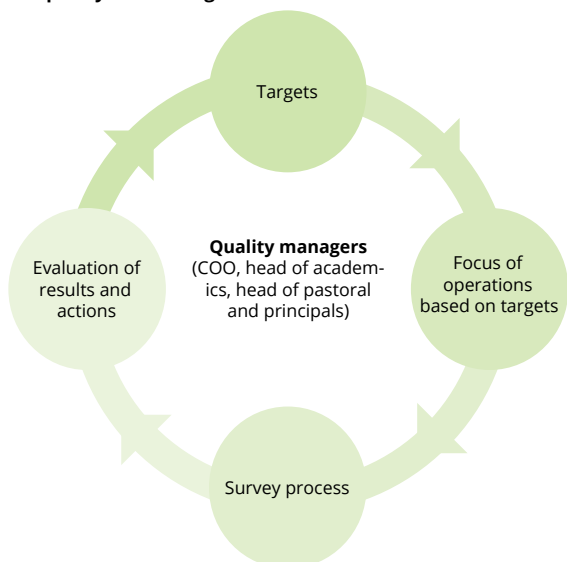
IES's overall risk analysis (pages 73-75) includes a number of sustainability risks. In 2020, the risk of a pandemic was added as a result of the outbreak of the coronavirus. This is a serious risk that affects the health of students, teachers and other staff, which could also lead to restrictions in the operations. New safety routines for hygiene and cleaning, and developing the IT systems and processes for distance learning are measures that IES has taken to manage this risk.

Sustainability risks also include such areas as *Staff and management*, with the risk of a diminished employer brand due to shortcomings in employment terms for teachers and school leaders, and *Compliance with IES's concept*, with the risk of deficiencies in order, structure and safety. It also encompasses *Labour conflicts* regarding employment terms for staff such as the importance of collective bargaining agreements to avoid strikes, for instance, and *Occupational health and safety* referring to the risk of violating laws, resulting in fines. Furthermore, *Security risks* are included in the sustainability dimension since threats and vandalism could impact the sense of safety and good order and *Brand and reputation* whereby a lower commitment to society could weaken IES's reputation among its key stakeholders.

Sustainability and quality

In parallel with its sustainability activities, IES has a comprehensive quality programme to ensure that its organisation fulfils its pledges and imparts the skills and behavioural standards on students that shape them to become responsible citizens. IES's quality work is based on its Basic Defining Policy Documents, which clarify school objectives, expectations and ethical guidelines. Each year, employees and parents respond to questions in a number of areas central to the success of students, teachers and IES. Results are also compared between each year and between schools, and departures from established targets are identified and rectified. This quality programme interacts with the sustainability programme and is also part of the focus areas of Student well-being and Educational excellence. Read more about the quality programme on pages 11–13.

IES quality monitoring model



IES also integrates sustainability topics into its education in line with the curriculum. IES can also make a difference through its education in the subjects of biology, physics, chemistry, social sciences and home economics, based on students studying sustainability from different perspectives.

IES's focus areas

Student well-being

This area refers to student safety at school and students' ability to achieve their academic potential. Action against bullying is particularly important. Action on preventing offensive treatment remained a focal point of the year, for example, with student health teams, equal treatment plans and providing information to students about the school's policy. These efforts to reduce social exclusion often take place in collaboration with the municipality, social services and other organisations. All schools must have an equal treatment plan that describes the specific measures for preventing all offensive behaviour.

To further strengthen these efforts, IES Sweden created a special executive role of Head of Pastoral in 2019, responsible for safety and a calm learning environment and who works on increasing information at schools and can be engaged as extra support in specific cases. This person also serves as "ombudsman." IES's work on safety and a calm learning environment, and setting the same high expectations regardless of background, are some of the reasons that IES has higher than average school results. The average qualification level in 2019/20 was 269, which was slightly less than in the preceding year (271). The percentage of students completing compulsory schooling at IES is 97% (96) compared with the national average of 85% (84).

Another important priority is the physical security at the school, including the traffic situation and threats from external visitors. IES applies the closed campus concept whereby students stay at school during school hours and visitors are not permitted without first signing in at a manned reception.

IES's work on student health, safety and the physical working environment is regulated by its Checklist Health and Safety, and responsibility for follow-ups rests with the principals. The results of the Swedish Schools Inspectorate's inspections provide support in this process. Each school's academic manager assists teachers with identifying students that need additional resources or require other forms of special attention. Student health coordinators ensure the availability of non-educational resources.

All students and parents sign a Code of Conduct to ensure that everyone is treated with respect and is entitled to a calm learning environment. IES's ethical guidelines and Code of Conduct are part of its Basic Defining Policy Documents and clearly stipulate zero tolerance of all types of harassment and bullying. IES complies with Chapter 6 of the Swedish Education Act regarding a school's liability for reporting, investigation and action. In addition, the principals formulate a more detailed plan on countering and managing bullying. Procedures build on each school's local plans against offensive treatment. This is then followed up through a yearly survey of students about whether they feel safe at school.

The 2020 survey revealed that nine out of ten students feel safe at school and eight out of ten students believe that the school addresses bullying. This is in line with the preceding year.

FACT BOX STUDENT WELL-BEING

Policies:

- Basic Defining Policy Documents, Checklist Health and Safety.

Risks:

- **Risk 14**, Security risks; external factors and unpredictable safety risks, such as vandalism, threats, violence or similar incidents
- **Risk 6**, Pandemic; Viruses such as COVID-19 affect the health of students, which could also lead to restrictions in the operations.

Performance:

- The percentage of IES students eligible for upper secondary school is 97% (96) compared with the national average of 85% (84).
- Nine out of ten students feel safe at school.
- Eight out of ten students believe that the school addresses bullying.
- All employees in Sweden have signed the Basic Defining Policy.

Educational excellence

This priority area relates to the situation of teachers, school leaders and other staff who make it possible to offer the highest quality of education. It encompasses employment terms, development and other matters that make employees stay and work at IES with a great dedication. IES's critical stakeholders regard occupational health and safety as central to school success. It is critical for students and parents that IES can attract, develop and retain staff with the right subject skills, teaching skills and leadership abilities. High staff turnover can result in quality shortcomings. To ensure that IES remains an attractive employer, IES works actively to ensure market-based employment terms and a good work environment, both centrally and locally.

Sweden currently has a teacher shortage, which IES has largely compensated for by hiring teachers from foreign countries. In the 2019/20 academic year, 85% of teachers at IES's Swedish schools had university degrees in education. 37% of teachers held Swedish teacher qualifications and 48% held teaching qualifications from another country. If an unqualified teacher is recruited, IES requires that a development plan is prepared for the teacher to become qualified. 95% of the teachers in Spain were qualified.

In 2019/20, IES worked on The Barbara Bergström School Leadership Program, an internal talent programme to identify and nurture future potential school leaders. Furthermore, IES worked on the Improved Candidate Experience to facilitate onboarding to IES through follow-up meetings and dialogue. A new leadership programme will start in autumn 2020 aimed at preparing candidates who aspire to be a school leader in a year's time. Read more under Employees on pages 40–45 of the Annual Report.

A safe, secure and stimulating work environment are important for attracting teachers. The corona pandemic resulted in significantly higher sick leave figures mainly in March and April. Accordingly, absence due to illness increased to 4.7% (3.6 in the

preceding academic year) during the year. Sick leave figures returned to more normal levels in May and June. This can be considered to be relatively low compared with other companies and IES works on a broad front to reduce absence due to illness. The partnership with occupational health services was developed during the year to quickly address short-term sick leave and reduce the risk of long-term sick leave. IES also has an Employee Assistance Programme, a support line open 24/7 that provides employees with external help from experts. This may take the form of psychological, financial or legal support.

IES in Sweden has a natural staff turnover since some staff members are contracted from other countries. Staff turnover among all employees in Sweden in 2019/20 was 21% (24% in the preceding academic year) and among permanent employees (i.e. excluding contracted employees) was 13% (17% in the preceding academic year).

Absence due to illness in Spain amounted to 2.1% (1.7) during the year and staff turnover to 17% (21% in the preceding academic year). Sick leave for Spanish schools was less affected by the corona pandemic compared with Swedish schools since all teaching by the schools in Spain was digital from mid-March until the end of term.

The Basic Defining Policy Documents stipulate what constitutes a good work environment for students and employees in the Swedish operations, and all principals received occupational health and safety training during the year. IES follows a structured approach to ensure compliance with its policies, with one example being the yearly survey stating questions on the degree to which teachers are able to start lessons on time, and the extent to which employees experience an orderly working environment. The Spanish operations have equivalent policies customised for each school.

This area includes matters relating to ethics and anti-corruption. The importance of anti-corruption is clearly stated in the ethical guidelines in both Sweden and Spain. These guidelines are signed by all parents and students in Sweden, and the teachers then implement these policies through their actions during the school day. The principals are responsible for implementing policies in schools.

Any action bordering on corruption is prohibited. This includes, but is not confined to, any attempt to offer benefits to friends or relatives in terms of admittance to schools, accepting benefits to award higher grades than justified, using a position within IES for personal advantage, purchasing equipment or services for the school based on personal relationships. In autumn 2020, the ethical guidelines will also be supplemented with a business ethics policy for all employees throughout the Group to even more clearly define the importance of avoiding conflicts of interest and the risk of hidden corruption.

A whistleblowing policy was implemented in the Swedish operations in 2019 that can be used by all employees to report serious irregularities to an independent party. Local policies apply to IES's operations outside Sweden.

IES regularly develops processes to ensure equal and fair grading. Quality is continuously monitored using a quality system at both school and operator level. A quality report is also presented to the Board every year. Initiatives are also

continuously carried out to raise grading skills and consistency. One example is a collective assessment whereby the heads of department in the same subject from different schools compare students' work before grading. Joint conferences with teachers are also held. Part of quality activities includes closely monitoring student performance in national tests to ensure that students gain the knowledge and skills they need for the future.

The Swedish Schools Inspectorate also conducts regular reviews of the national test results and most recently in 2019 selected 21 IES schools and about 2,000 examples from a total of 23 tests. The Schools Inspectorate noted deviations for three tests. One test in English in year 6 showed that the teacher had set too low grades, while two tests in English in year 9 had slightly too high grades.

A dedicated Head of Academics and Quality was recruited in autumn 2019 to establish the same level of quality monitoring in the Spanish operations. Spain will also start carrying out annual quality surveys for all students, parents and employees in autumn 2020.

FACT BOX EDUCATIONAL EXCELLENCE

Policies:

- Basic Defining Policy Documents, Checklist Health and Safety, Ethical guidelines.

Risks:

- **Risk 7**, Staff and management and the risk of a diminished employer brand due to shortcomings in employment terms for teachers and school leaders.
- **Risk 8**, Compliance with IES's concept linked to the annual quality monitoring process.
- **Risk 12**, Labour conflicts regarding employment terms for staff and the importance of collective bargaining agreements to avoid strikes, for instance.
- **Risk 6**, Pandemic; Viruses such as COVID-19 affect the health of teachers and other staff, which could also lead to restrictions in the operations.

Performance:

- 85% of teachers in Sweden are qualified.
- 95% of teachers in Spain are qualified.
- Nine out of ten teachers stated that lessons start on time (no change compared with last year).
- Nine out of ten IES employees stated that their work is stimulating (no change compared with last year).
- Nine out of ten would recommend IES as a workplace to an acquaintance (no change compared with last year).
- Staff turnover in Sweden was 13% for permanent employees (17%). In Spain, staff turnover was 17% (21).
- Absence due to illness was 4.7% (3.6). Absence due to illness in Spain was 2.1% (1.7 last academic year).
- 63% women and 37% men in Sweden and 68% of women and 32% of men in Spain.

Building community

IES engages in local and national social issues in a wide variety of ways. This may be local voluntary association or other types of contact with the local community. Such commitment is decentralised to each school, allowing the principal to decide on what form such involvement is to take.

For instance, IES's students and staff participate in local charity groups, such as the School Run to raise money for the Swedish Childhood Cancer Fund, in which IES Landskrona and other IES schools take part. Another example is the Giving People organisation that combats child poverty, which is supported by the school in Örebro. Many schools were involved in different ways in helping out during the corona pandemic in spring 2020. For example, the school in Krokslätt wrote letters to retirement homes and the school in Västerås handed out leftover school food to those in need.

Another key part of IES's commitment to society is the capacity that IES brings to the Swedish school market and the many new opportunities and freedom of choices presented with IES's operations. The number of students at IES has increased by about 7,000 over the past five years to 26,700 in 2019/20. IES opened a brand new school in Sweden and several schools increased the number of places. The number of students increased by a total of 1,200. IES's presence can make municipalities attractive to live in and establish businesses, thus contributing to the development of society.

Furthermore, IES has an important role regarding integration and diversity since its operations increase movement between different areas of Sweden and provide opportunities for students to find new learning environments and new cultures that differ from those in which they have grown up. The catchment area of 37 IES schools in Sweden during the year encompassed 162 of Sweden's 290 municipalities.

Several schools are situated in socially vulnerable areas and most IES schools have a higher percentage of children with a foreign background than the Swedish average. Some schools provide mother-tongue teaching in more than 40 different languages. A total of 41% (38) of IES students have a foreign background, compared with 26% (25) in all of Sweden's compulsory schools. The fact that IES teachers come from many different countries and up to half of the education takes place in English creates a neutral linguistic environment that promotes the integration process. Read more about the effects of the choice of schools in the section entitled "The most important choice" on pages 14–25.

FACT BOX BUILDING COMMUNITY

Policies:

- Not defined by policies.

Risks:

- **Risk 9**, Brand and reputation. IES is dependent on maintaining a good reputation in society and a low level of commitment to society risks diminishing IES's reputation among society stakeholders.

Performance:

- IES opened a new school in Sweden at the same time as several schools increased the number of places. The number of students increased by a total of 1,200.
- A total of 41% of IES students have a foreign background, compared with 26% in all of Sweden's compulsory schools.
- The catchment area of the 37 IES schools in Sweden during the year encompassed 162 of Sweden's 290 municipalities.

Green initiatives

IES conducts school operations in mainly rented premises (IES owns four school buildings in Spain), meaning that its direct environmental impact is limited. Most environmental activities take place locally at each school based on the specific needs that exist there and are managed by the principal and local management team.

IES does not have a company-wide policy for reducing energy consumption, waste and food waste, for example. However, policies and instructions in various areas are in place for every school to continuously strive to reduce its environmental impact and food waste. Some schools also participate in the Green Flag initiative, which is part of the Eco-Schools international network. The aim of Green Flag is to teach about sustainable development in a structured and engaging way to bring about lasting change. IES Enskede obtained Green Flag certification in spring 2020.

Energy consumption and other environmental impacts are mainly linked to the properties in which IES conducts operations or to IES's other subcontractors. IES's agreements with subcontractors include undertakings to comply with environmental legislation and other regulations.

Over time, IES has the potential to reduce environmental impact through the acquisition of new school buildings, for which IES collaborates with real estate companies that possess substantial know-how on the effective utilisation of public premises. Several of the new schools will be environmentally certified. The intention is to have a closer dialogue with the major property companies in the future.

Electricity is included in rent in most schools in Sweden. Electricity consumption at the 16 schools where electricity is paid directly by IES amounted to 4.7 million kWh (4.6) or 43.0 kWh/m² (43.3). Electricity consumption at the seven schools in Spain was 2.0 million kWh (2.8) or 35.5 kWh/m² (56.5) last year. The reduction was due to the fact that the Spanish schools were closed as a result of COVID-19 from mid-March to the end of the academic year. A long-term programme is in place to reduce energy consumption in all schools, for example, by replacing lighting and possibly installing solar panels at the properties in Spain. IES's aim is to work centrally and locally to reduce its electricity consumption in all properties over time.

An initiative to reduce printing and photocopying was carried out in 2020 and the new printer supplier climate compensates consumption by replanting trees in Madagascar.

Together with its suppliers, IES offers healthy food including vegetarian options for its students and staff. According to IES guidelines, all schools are to offer at least one vegetarian dish a day. Each school and management team is responsible for procuring school food, which means that the schools work in different ways. Some schools serve several vegetarian dishes every day, while others serve one a day. IES in Sundsvall is an example of one of the schools at which a vegetarian fare has a prominent and natural part of the food offered, making up 40% of the dishes served.

IES also endeavours to increase the amount of locally produced food served in its schools, which the majority of schools actively strive to achieve. An example is IES in Eskilstuna where 73% of the school food is produced in Sweden and 86% of all animal products are produced in Sweden. Many suppliers also work mostly with seasonal ingredients, which are always to be prioritised since this is both environmentally and financially advantageous.

IES staff need to travel on business to exchange experience and attend conferences and courses. However, everyone is encouraged to use video conferences in the first instance. If travel is necessary, bus and rail are to be chosen first, which is positive in terms of both cost and impact on the environment.

FACT BOX GREEN INITIATIVES

Policies:

- IES environmental manual and Travel Policy.
- Meal Policy

Performance:

- Local initiatives at each school.
- Electricity consumption at the 16 schools in Sweden where electricity is paid directly by IES (not included in rent) amounted to 4.8 million kWh or 43.0 kWh/m². Consumption in Spain was 35.5 kWh/m², which was lower than normal since the schools were closed for almost four months due to the corona pandemic.
- Initiatives for reducing printing were carried out in 2019/20 and all printing has been climate compensated since March 2020. The number of photocopies and print-outs will be monitored annually from autumn 2020.