

GUIDE TO LOW CARBON SCHOOLS

Practical Guide on
Carbon Audit and Management



About this Guide

» Climate change posed an unprecedented global challenge for everyone. **Hong Kong is committed to contributing** to the solution by taking community-wide actions to reduce greenhouse gases (GHG) emissions.

Carbon audit is an effective process to understand and measure our carbon footprint and a first step to identify appropriate carbon reduction measures.

This guide introduces the know-how of carbon audit and sets out the major steps of conducting a basic carbon audit for schools.

A wide range of measures are also illustrated to facilitate school management and administrators to reduce carbon emissions and to save operation cost.



Read on if you want to:

- cut your energy bills;
- improve your campus environment;
- inspire your students about taking low carbon actions; and
- contribute to the environment.

Background

The Paris Agreement adopted in the 21st session of the Conference of Parties to the United Nations Framework Convention on Climate Change is a crucial step in forging global efforts in combating climate change. 195 countries have agreed to strive for the common goal of holding the increase in the global average temperature to well below 2 degrees Celsius above pre-industrial levels. Countries should also strive to achieve carbon neutrality (i.e. no net carbon emissions to the atmosphere) by the second half of this century. With the positive outcome of the Paris Agreement, Hong Kong must ready itself for making greater efforts to combat climate change and reduce our carbon emissions.

Conducting carbon audit is a common first step of action. It helps assess the carbon performance and identify room for emission reduction in an organisation. It is a cornerstone for saving energy as well as taking forward other low carbon and green measures.



This series of Practical Guides on Carbon Audit and Management outlines how an organisation can measure and manage its carbon footprint, and provide practical guides and examples for reference by the carbon audit practitioners and also the users of buildings and facilities. With content tailor-made for nine different types of premises and facilities, including offices, schools, swimming pools, community halls, etc, these Guidebooks would stimulate the collaboration across different sectors to drive Hong Kong's low carbon transformation.

The more that we are aware of our impact, the more prepared we can contribute to combating climate change. The Environment Bureau will continue to facilitate the public and private sectors to work together and to close the gap between awareness and action to build a low-carbon economy and a greener future for Hong Kong.

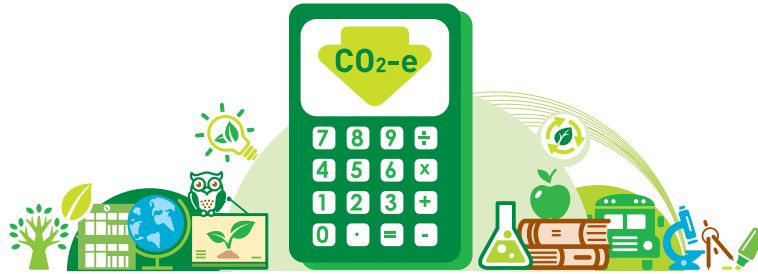


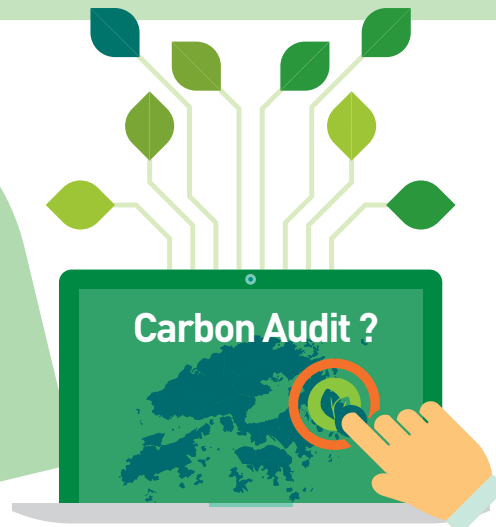
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Introduction

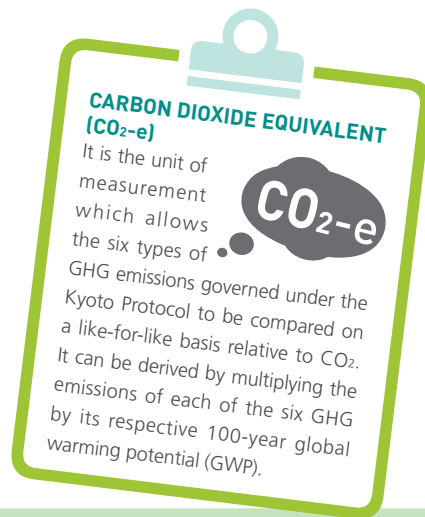
In this chapter we explain what **carbon audit** is and the benefits of doing so for schools



What is Carbon Audit?

Excessive greenhouse gas (GHG) emissions cause climate change. This poses the largest threat ever to humankind worldwide. Governments and businesses around the world carry out a wide array of initiatives to reduce GHG emissions to combat climate change. These include advancing the use of renewable and cleaner energy sources, improving energy efficiency and encouraging better energy and carbon management

Carbon footprint refers to the total GHG emissions caused directly and indirectly by an organisation's activities. Carbon audit is a scientific means of quantifying an organisation's GHG emissions and a useful starting point for carbon management and reduction.

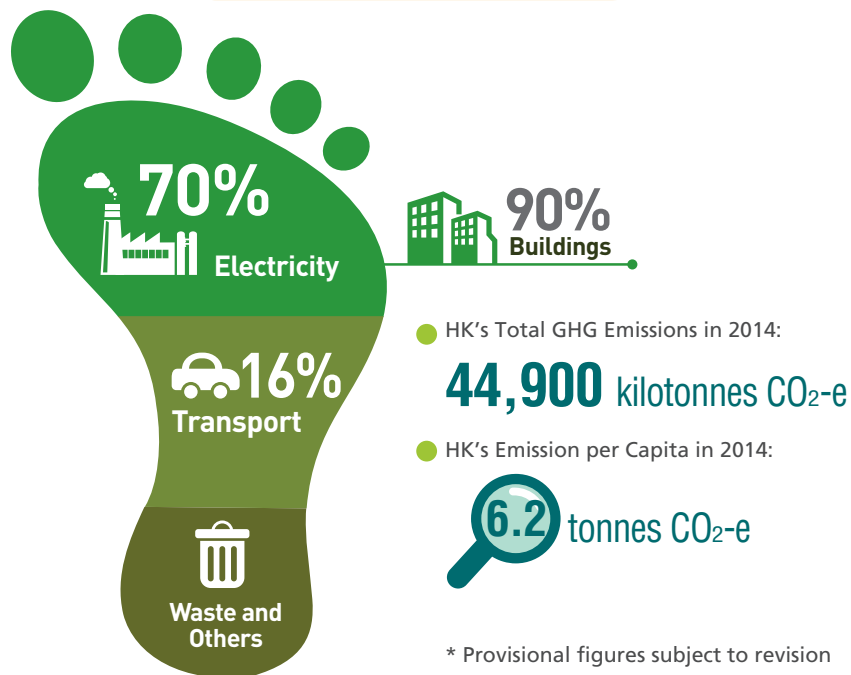


Carbon Audit in Hong Kong

Hong Kong is a service economy with limited energy-intensive manufacturing. Nearly 70% of Hong Kong's GHG emissions are attributed to electricity generation. Transport sector comes next (~16%) and waste constitutes ~5% of total emissions.

Buildings, including schools, account for nearly 90% of electricity consumption. If schools pursue better electricity consumption management and improve energy efficiency, this will not only cut their energy costs, but also help schools act as hubs for learning and inspiring positive sustainable behaviour in the communities.

HK's GHG Emissions by Sector in 2014*



* Provisional figures subject to revision



The Environmental Protection Department (EPD) and the Electrical and Mechanical Services Department (EMSD) have devised a set of Carbon Audit Guidelines to facilitate schools to calculate the GHG emissions from the operation and to identify areas of improvement.

Read the Guidelines at:

<https://www.climateready.gov.hk/page.php?id=56&lang=1>

To lead by example, the Government has:

- Rolled out energy-cum-carbon audits for more than 120 Government buildings and public facilities, including 31 schools;
- Encouraged major Government buildings to carry out regular carbon audit to track the effectiveness of carbon reduction efforts;
- Conducted a “paper approach” carbon audit exercise for more than 40 major Government buildings in 2016/17; and
- Launched the Carbon Footprint Repository (CFR) (www.carbon-footprint.hk/) on 15 December 2014 for listed companies to disclose their carbon footprint.





Reduce Operational Cost



Improve Schools's Image



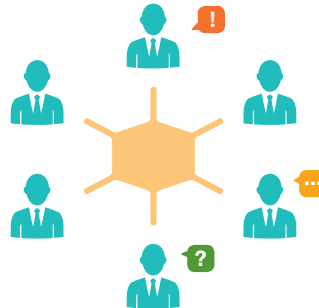
Demonstrate Environmental Responsibilities



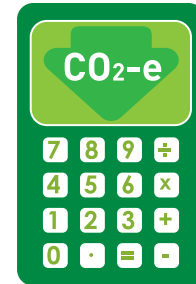
Managing And Reducing Your Carbon Footprint Can Bring About Many Advantages



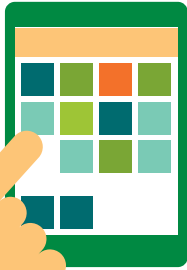
Educate Students



Meet Stakeholders' Expectation



Support Government's Reduction Target



What is Carbon Audit

In this chapter we explain the major steps of conducting a carbon audit and the data needs to be collected by schools for calculation

The major steps in conducting a carbon audit:



STEP I. Define Physical and Operational Boundaries

An important first step is to set clear and explicit physical and operational boundaries of your school that is included in the carbon audit

PHYSICAL BOUNDARY

Physical boundary refers to the physical area occupied by the organisation which usually matches the site boundaries of the school concerned.

OPERATIONAL BOUNDARY

Operational boundary refers to the scope of emissions from activities under the school's operational control. There are 3 scopes (Scope 1, 2 and 3) in accordance with the Guidelines.

STEP II. Identify Emission Sources

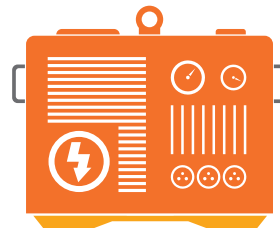
Scope 1: DIRECT EMISSIONS AND REMOVALS



Stationary source combustion:
e.g. Gas-cooking stoves



Stationary source combustion:
e.g. Bunsen burners



Stationary source combustion:
e.g. Emergency electricity generators



Mobile source combustion:
e.g. School vehicles



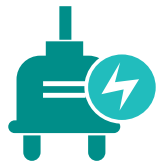
Fugitive emissions from air
conditioning/refrigeration systems/
fire extinguishers



Newly planted trees that are able
to reach at least 5 metres in height
(*Removal Source)

* Based on the emission factor set out in the Guidelines to Account for and Report on Greenhouse Gas Emissions and Removals for Buildings (Commercial, Residential or Institutional Purposes) in Hong Kong published by the Environmental Protection Department in February 2010 (the Carbon Audit Guidelines), 23kg carbon dioxide will be removed by a newly planted tree that can reach at least 5m in height per year. Newly planted trees referred to those trees planted within the physical boundary of the audited buildings/premises after the beginning stage of construction of the concerned buildings/premises. Please refer to page 20 of the Carbon Audit Guidelines for details.

Scope 2: ENERGY INDIRECT EMISSIONS



Electricity purchased



Town gas purchased

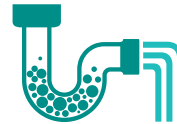
Scope 3: OTHER INDIRECT EMISSIONS (Optional To Include)



Paper waste disposal



Fresh water consumption



Sewage discharge



Emissions from hired transportation



Staff and students' travel

Schools' Emission Sources

Schools account for around 2% of UK greenhouse gas emissions which is equivalent to 15% of the country's public sector emissions. There are 4 major sources of emissions;

- Use of energy in school buildings;
- Student, staff and school travel and transport;
- Supply chain activities of companies producing goods and services procured by schools; and
- Waste disposal by schools.



STEP III. Data Collection

Once the emission sources are identified, the schools should coordinate to collect and collate the following activity data associated with these sources. Where any data is not available, estimations and assumptions would have to be made.

ACTIVITY DATA TO BE COLLECTED

SCOPE 1 : DIRECT EMISSIONS AND REMOVALS



Fuel consumption receipts/records/meter readings (e.g. Towngas, diesel oil, LPG or petrol for school's vehicles)



Refrigerant and fire extinguisher purchase, storage and disposal records



Records of number of trees planted that are able to reach at least 5 metres in height within the physical boundary of the schools

SCOPE 2 : ENERGY INDIRECT EMISSIONS



Electricity bills/meter readings



Towngas bills/meter readings

SCOPE 3 : OTHER INDIRECT EMISSIONS



Paper purchase and recycling records



Water bills



Sewage discharge



Hired transportation for students or for delivery of goods or services procured by the schools

STEP IV. Apply Emission Factors for Calculation

The carbon footprint (measured in tonnes of CO₂-e) is calculated by multiplying the activity data by the respective emission factor and the global warming potential (GWP) of the respective GHG emitted:



For step-by-step guidance on calculation, please refer to Appendix A: Reporting Table Templates for Carbon Emissions.

EMISSION FACTOR

A factor which identifies the per kilogram carbon dioxide equivalent (CO₂-e) arising from a particular activity.

Most of the emission factors are provided in the Carbon Audit Guidelines, or available in the latest Annual Reports/Sustainability Reports of the respective organisations.

The emission factor of electricity consumed is available from the Sustainability Reports of CLP Group¹ or The Hongkong Electric Co. Ltd², depending on where your school is located.

For example, if the electricity consumption of a school located in New Territories is 10,000kWh in 2014, the emission factor of CLP in 2014 (i.e. 0.64 kgCO₂-e/kWh) should be used. [2014 GHG emission (tonnes CO₂-e): =10,000 kWh (activity data) x 0.64kgCO₂-e/kWh (emission factor) x 1 (global warming potential of CO₂) = 6.4 tonnes CO₂-e]

GLOBAL WARMING POTENTIAL

Global warming potential (GWP) is a quantified measure of the globally averaged relative radioactive forcing impacts of a particular GHG. Carbon dioxide was chosen as the reference gas and its GWP is set to 1.

The GWP of the major GHG covered in the Carbon Audit Guidelines are:

- carbon dioxide (CO₂): 1
- methane (CH₄): 21
- nitrous oxide (N₂O): 310

1. Sustainability reports of CLP Group
<https://www.clpgroup.com/en/sustainability/sustainability-reports>

2. Sustainability reports of The Hongkong Electric Co. Ltd.
<https://www.hkelectric.com/en/corporate-social-responsibility/sustainability-reports>

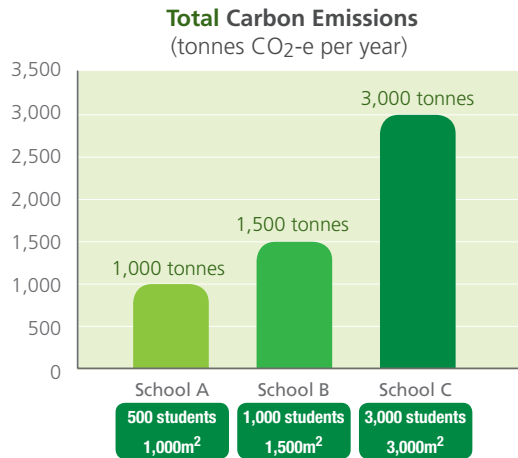
STEP V. Report and Disclose

Communicating your carbon footprint helps educate your stakeholders (staff, students and parents) about the school's impact to climate change and motivate them to take carbon reduction measures.

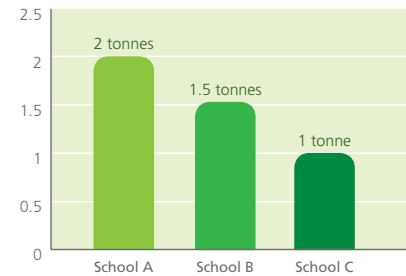
You can use an appropriate ratio indicator to represent the school's carbon footprint in proportion to a defined operational

measuring unit, for example, GHG emissions per student or GHG emissions per floor area are some ratio indicators applicable for schools.

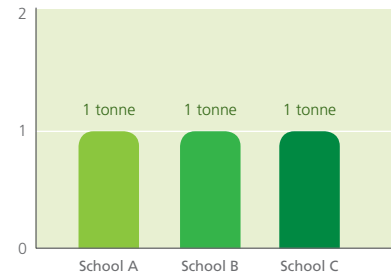
For more benchmarking references, please refer to Appendix B: Performance Indicator References for Energy Consumption.



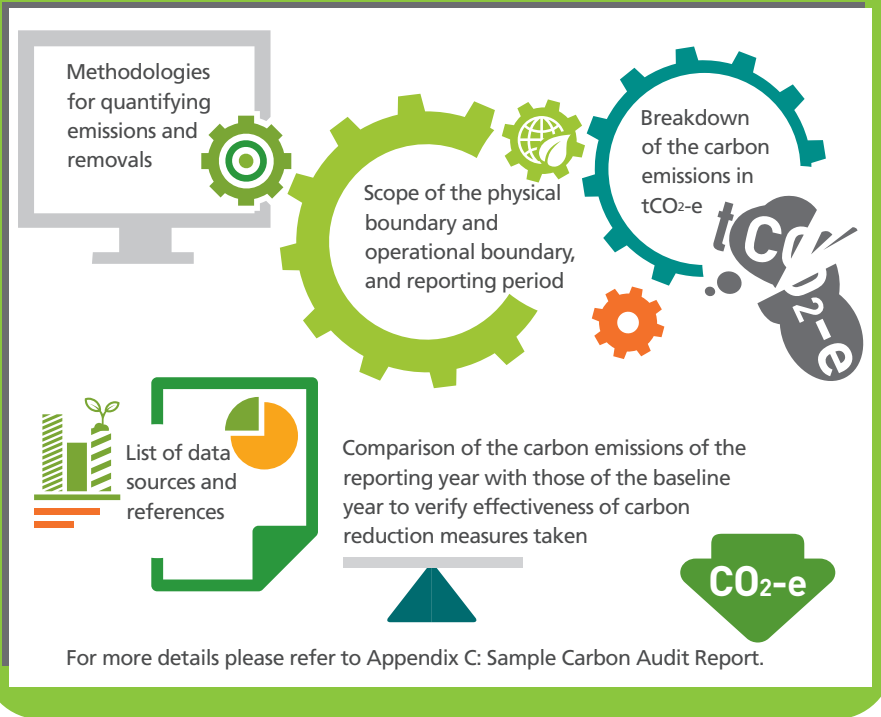
Normalised Total Carbon Emissions
(tonnes CO₂-e per year per full-time student/staff)



Normalised Total Carbon Emissions
(tonnes CO₂-e per year per m²)



An audit report may include the following information:



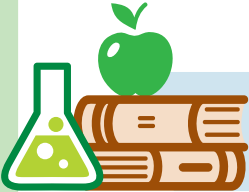
SEEK INDEPENDENT VERIFICATION

You can add credibility to your audit report findings through employing a qualified 3rd party to verify whether the carbon audit process adheres to the principles of relevance, completeness, consistency, transparency and accuracy.

WAYS OF CARBON DISCLOSURE

- Communicate with students and staff through school assembly, school's website, school reports etc.
- Integrate relevant elements into school curriculum or class activities
- Communicate with stakeholders through newsletters





WHAT'S NEXT AFTER CARBON AUDIT? CARBON MANAGEMENT

Schools need good carbon management for continual improvement in carbon reduction. The ISO (the International Organisation for Standardisation) specifies a Plan-Do-Check-Act (PDCA) management framework to incorporate carbon and energy management into daily organisation practices.

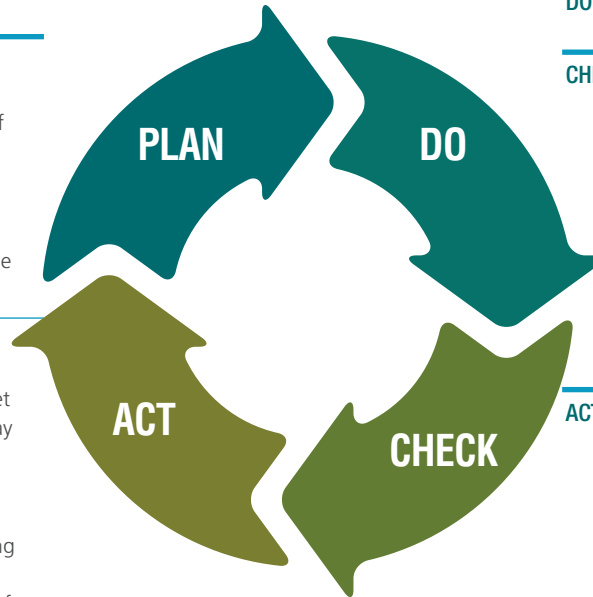
Carbon Management Framework

PLAN STEP 1 Establishing a Carbon Management Policy

- Demonstrate the commitment of school management to carbon management
- Set objectives and targets for improvement against the baseline

STEP 2 Establishing a Carbon Reduction Plan

- Establish a plan to achieve the set objectives and targets, which may include better management practices, minor hardware retrofitting, and engineering improvement works or retrofitting with more energy efficient installations upon “end of life” of existing installations



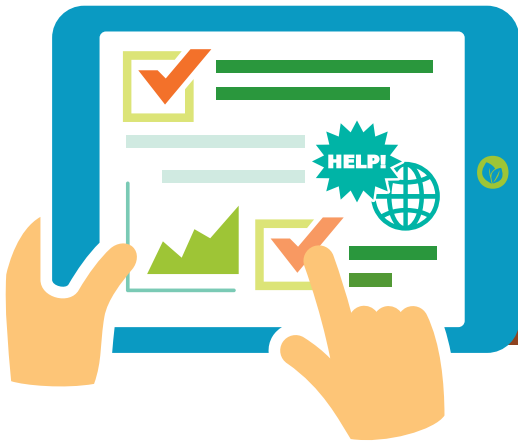
DO STEP 3 Implementing the Carbon Reduction Plan

CHECK STEP 4 Conducting Regular Carbon Audit

- Set up systematic procedures for monitoring of carbon emissions and effectiveness of the reduction measures
- Make adjustments when the school is not progressing well towards the reduction objectives

ACT STEP 5 Maintaining the Carbon Reduction Plan

- Review audit findings by the school management to ensure its continuing suitability, adequacy and effectiveness for continual improvement
- Communicate reduction success with staff, students and parents



Checklist for Conducting Carbon Audit



To gauge the readiness of a school for conducting carbon audit, the management and/or administrator can complete the below checklist for quick assessment and start gathering the information as listed to facilitate an effective carbon audit process.



Yes / No / Not Applicable

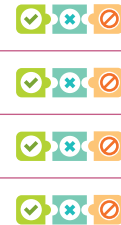
FACILITIES INFORMATION (ESSENTIAL INFORMATION)

- 1 Is the following information/data available?
 - a) Gross Floor Area, m²
 - b) No. of students and staff
 - c) School layout plan or floor plan to show owned/controllable indoor, outdoor and communal area



SCOPE 1: DIRECT EMISSIONS AND REMOVALS

- 2 If there is any machine or equipment in the school operated by fuel, is there any record of the type and amount of fuel consumed by these machines or equipment for the last 12 months?
- 3 If there is any school's vehicle associated with the operation of the school, is there any record of the type and amount of fuel consumed by these vehicles for the last 12 months?
- 4 Any record of type (i.e. HFC/PFC) and amount of refrigerants consumed by the air-conditioning/refrigeration equipment in the school for the last 12 months?
- 5 Any record of new trees planted/removed from the school? (Only apply to trees that can grow taller than 5m in height)





Yes / No / Not Applicable

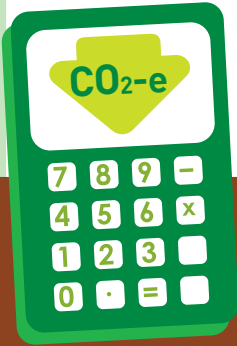
SCOPE 2: ENERGY INDIRECT EMISSIONS

6	Any electricity bill of the school for the last 12 months?	
7	Any Towngas bill of the school for the last 12 months?	
8	Optional Information: Any meter installed to measure electricity consumption at different floors/zones?	
9	Any purchase of Renewable Energy Certificates from power companies?	
10	Any individual electricity consumption record for below electrical appliances?	
	<input type="checkbox"/> Air-conditioning <input type="checkbox"/> Lighting <input type="checkbox"/> Equipment	
	<input type="checkbox"/> Escalator <input type="checkbox"/> Elevator <input type="checkbox"/> Chiller	
11	Any inventory of below equipment?	
	<input type="checkbox"/> Lighting <input type="checkbox"/> Equipment <input type="checkbox"/> Servers	

SCOPE 3: OTHER INDIRECT EMISSIONS (OPTIONAL)

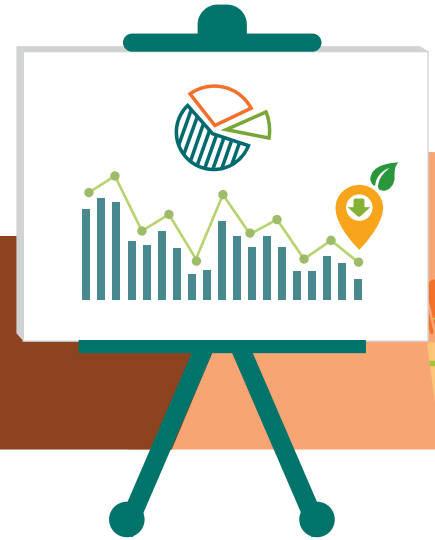
12	Any receipt/record of amount of paper stored, used and recycled in the school for the last 12 months?	
13	Any water bill of the school for the last 12 months?	
14	Any purchase record showing quantity and size of carboys for drinkable water consumption?	
15	Any record of overseas business travel of staff for the last 12 months showing means of transportation, number of trips, origin and destination?	
16	Any record of flight carbon offsetting?	














How to Reduce Carbon Emissions

In this chapter we introduce feasible measures and information that would make carbon reduction and savings possible for schools. Many of them are simple, straightforward actions that won't cost you anything.


























Reduction Potential		Capital Investment		Ease of Implementation
	Significant		Significant or long term	 Relatively complex transformation or hardware installation/Involve many stakeholders/Implement upon "end of life" of existing installations
	Moderate		Moderate	 Need careful planning before implement due to potential impact to operation
	Minor		Minor	 Ready-to-implement housekeeping measures which cause no disruption to operation
		Nil	No Cost	






















Sector-specific Carbon Reduction Initiatives for Schools



Sector-specific Carbon Reduction Initiatives	Reduction Potential	Capital Investment	Ease of Implementation
	to	Nil to	to
Heating, Ventilations and Air Conditioning (HVAC)			
<ul style="list-style-type: none"> Use split-type air conditioners with Grade 1 Energy Efficiency Label 			
Paper Consumption			
<ul style="list-style-type: none"> Adopt e-notice and e-homework system 			
Waste Generation			
<ul style="list-style-type: none"> Organise inter-class recycling competitions 			
Campus Greening			
<ul style="list-style-type: none"> Offer facilities for students to practice organic farming Plant trees in school garden Set up green roof and/or green walls 			






























	Reduction Potential	Capital Investment	Ease of Implementation
Sector-specific Carbon Reduction Initiatives		Nil to 	
School Vehicle Management			
<ul style="list-style-type: none"> Appoint school bus contractors with vehicles meeting the latest EURO emission standard 		Nil	
<ul style="list-style-type: none"> Instruct contractors to optimise the route planning for the school bus service 		Nil	
School Catering			
<ul style="list-style-type: none"> Reduce use of disposable and non-recyclable eating utensils 		Nil	
<ul style="list-style-type: none"> Educate students to waste no food 		Nil	
<ul style="list-style-type: none"> Offer “low carbon menu” or locally grown/produced ingredients for school meals 			
<ul style="list-style-type: none"> Adopt meal portioning to reduce food waste generated by unfinished meal 			
<ul style="list-style-type: none"> Appoint lunch catering/canteen contractors who will collect and recycle food waste 			
<ul style="list-style-type: none"> Install food waste composters for converting food waste into fertilisers 			



Sector-specific Carbon Reduction Initiatives	Reduction Potential to 	Capital Investment Nil to 	Ease of Implementation to 
Environmental Education			
<ul style="list-style-type: none"> Affix energy saving, water saving and paper saving labels to raise students' and staff awareness 		Nil	
<ul style="list-style-type: none"> Encourage students and staff to join environmental activities organised by green groups 		Nil	
<ul style="list-style-type: none"> Encourage the use of staircase instead of taking the lift for inter-floor traffic 		Nil	
<ul style="list-style-type: none"> Train students and teachers with basic carbon audit techniques to facilitate the continual monitoring of carbon emission of campus 			
<ul style="list-style-type: none"> Promote carbon reduction to students and their families through organising energy saving/carbon reduction competitions 			
<ul style="list-style-type: none"> Establish a low carbon-themed interest club for students 			
<ul style="list-style-type: none"> Integrate concept of low carbon living in existing curriculum, such as “low carbon diet” in Home Economics and “energy reduction technologies” in Science 			






























































General Carbon Reduction Initiatives



















	Reduction Potential	Capital Investment	Ease of Implementation
		Nil to 	
Lighting System			
<ul style="list-style-type: none"> Switch off lighting when rooms are not in use or during lunch hours 		Nil	
<ul style="list-style-type: none"> Maximise use of natural light as far as practicable 		Nil	
<ul style="list-style-type: none"> Keep light fixtures and lamps clean to maximise their efficiency 		Nil	
<ul style="list-style-type: none"> Use mirror reflectors to redirect most of the light emitted towards the area to be illuminated 			
<ul style="list-style-type: none"> Use electronic ballasts to replace electromagnetic ballasts 			
<ul style="list-style-type: none"> Use quasi-electronic ballasts (QEB) that work with the original electromagnetic ballast to light up the existing T8 fluorescent tube, while avoiding the operational constraints of replacing the luminaries 			
<ul style="list-style-type: none"> Install motion sensors in areas not frequently used 			
<ul style="list-style-type: none"> Install dimmers where possible to adjust light intensity 			
<ul style="list-style-type: none"> De-lamp for areas with higher-than-required lighting level 		Nil	
<ul style="list-style-type: none"> Adopt energy efficient lighting (e.g. T5 fluorescent lamps and LED) 			

It is a misunderstanding that turning lights off and then back on uses more energy than on uses more energy than leaving them on all the time.

A T5 with electronic ballast saves 30% of CO₂ compared with a T8 fitted with electromagnetic ballast.

A Grade 1 air conditioner saves up to 29% of energy and CO₂ comparing to a Grade 5 model. Up to \$480 in electricity cost can be saved per year.

General Carbon Reduction Initiatives	Reduction Potential	Capital Investment	Ease of Implementation
	 to 	Nil to   	 to  
Heating, Ventilations and Air Conditioning (HVAC)			
• Avoid installing air-conditioners with direct sunlight exposure		Nil	
• Establish a policy for optimal use of air-conditioners		Nil	
• Clean filters/fan coil units regularly			 
• Place weather strips on doors and windows to prevent leakage of conditioned air			 
• Carry out regular leakage checks and replacement of pressure gauges, pressure hose and connectors of air compressors to reduce possible leakage of refrigerants			 
• Set air conditioning system at a minimum of 25.5 degrees Celsius		Nil	
• Switch off air-conditioning when classrooms are not in use or during lunch hours		Nil	
• Apply anti-ultraviolet films on windows to reduce heat gain		 	 
• Use low-e glass to block heat-generating ultraviolet light		 	 
• Use Variable Refrigerant Volume (VRV) to optimise refrigerant flow		  	  
• Adopt Central Control and Monitoring System (CCMS) or Building Management System (BMS)		  	  
• Adopt water-cooled air conditioning systems		  	  



















































General Carbon Reduction Initiatives	Reduction Potential	Capital Investment	Ease of Implementation
		Nil to 	
Paper Consumption			
<ul style="list-style-type: none"> Reuse paper or use paper on both sides, wherever possible 		Nil	
<ul style="list-style-type: none"> Set computers and printers to default duplex and economical modes 		Nil	
<ul style="list-style-type: none"> Disseminate information by electronic means wherever possible to reduce paper use 		Nil	
<ul style="list-style-type: none"> Use smaller fonts and line spacing for documents that must be printed 		Nil	
<ul style="list-style-type: none"> Use e-fax to screen junk fax 		Nil	
<ul style="list-style-type: none"> Monitor printing volume regularly and set print quota for users as far as practicable 		Nil	
<ul style="list-style-type: none"> Purchase printing paper, toilet paper and paper towels with recycled content 			

Standby power accounts up to 10% total electricity use in commercial sector, which constitutes for 1% of global CO₂ emissions. Switch off or plug off after use.



We should wait at least 3 minutes before restarting air conditioners after switch-off to allow refrigerant pressure to equalise before restarting.






Bigger does not mean better. An oversized air conditioner is less energy efficient, more expensive and have a shorter lifespan due to constant starting and stopping.

General Carbon Reduction Initiatives	Reduction Potential	Capital Investment	Ease of Implementation
	 to 	Nil to   	 to   
Water Consumption			
• Fix dripping taps immediately		Nil	
• Reduce water pressure to the lowest practical level		Nil	
• Recycle and reuse grey water for cleaning and irrigation		Nil	 
• Carry out regular leakage tests on concealed piping and check for overflowing tank			
• Use products with Grade 1 Water Efficiency Labels, such as showers, water taps, washing machines, urinal equipment and flow controllers.		 	 
• Use dual-flush toilets		 	 
• Use faucets and urinals with infrared sensors		 	 
• Install automatic sensor water taps		 	 
Waste Generation			
• Provide more recycling bins and facilities			
• Reduce use of disposable and non-recyclable products		 	
• Use recycled toner/ink cartridges		 	

Taking shower instead of bath save 50% hot water and CO₂.

Using an electric fan with the air conditioner can achieve better cooling effect in an energy efficient way .

	Reduction Potential	Capital Investment	Ease of Implementation
General Carbon Reduction Initiatives		Nil to 	
Vehicle Management			
<ul style="list-style-type: none"> Instruct contractors to keep their fleet properly tuned: inefficient car will use more fuel and emit more pollutants 		Nil	
<ul style="list-style-type: none"> Instruct contractors to maintain correct tyre pressure by regular inspection and inflation 		Nil	
<ul style="list-style-type: none"> Ensure no idling vehicles with running engines 		Nil	
<ul style="list-style-type: none"> Adopt electric or hybrid vehicles 			
Staff Commuting			
<ul style="list-style-type: none"> Encourage use of public transportation 		Nil	
<ul style="list-style-type: none"> Encourage car pool among staff 		Nil	
Printing Equipment			
<ul style="list-style-type: none"> Use timer or switch off printers completely after school 			
<ul style="list-style-type: none"> Use energy efficient multi-function devices (MFD) to reduce stand-alone printers/copiers 			
Renewable Energy Demonstration			
<ul style="list-style-type: none"> Install sunlight tracking bulbs to transmit solar energy to support the lighting of classrooms 			
<ul style="list-style-type: none"> Install solar panels on roof top or thin film transparent type solar cells on windows 			
<ul style="list-style-type: none"> Install vertical or horizontal wind turbines for generating electrical energy 			
<ul style="list-style-type: none"> Purchase Renewable Energy Certificates 			

	Reduction Potential	Capital Investment	Ease of Implementation
General Carbon Reduction Initiatives		Nil to 	
Lifts & Escalators			
<ul style="list-style-type: none"> Shut down idled lifts during off peak hours 		Nil	
<ul style="list-style-type: none"> Shut off ventilation fans for idled lift cars 			
<ul style="list-style-type: none"> Use Variable Voltage Variable Frequency (VVVF) controllers or energy optimisers to optimise energy consumption and reduce wear and tear of lift system 			
<ul style="list-style-type: none"> Install automatic start/stop control or two-speed control to vary the escalator speed according to the passenger flow 			
<ul style="list-style-type: none"> Reduce escalator step load by replacing heavy escalator steps by glass fibre material 			
<ul style="list-style-type: none"> Reduce escalator motor load by adopting non-metallic or plastic-based materials in power transmission chains 			
<ul style="list-style-type: none"> Install energy re-generation systems in elevators to convert potential energy generated from the movement of the elevators to electrical energy 			
Event Organisation and Management			
<ul style="list-style-type: none"> Organise events at locations easily accessible by public transportation 		Nil	
<ul style="list-style-type: none"> Avoid use of disposable utensils in events 		Nil	
<ul style="list-style-type: none"> Optimise route planning for transportation and goods delivery 		Nil	



Case Studies of Carbon Reduction

Initiatives adopted in Government Buildings and Public Facilities



Case Study 1: Service-on-demand escalator

Installation of service-on-demand escalators in the building, including both automatic start/stop and two-speed controls

Energy Saving:

Up to 52% and 14% energy saving for the automatic start/stop and two-speed controls escalators respectively.*



Service-on-demand escalators with passenger sensing post

Case Study 2: Variable speed drive

Adoption of variable speed drive (VSD) in Heating, Ventilation and Air Conditioning (HVAC) system

Energy Saving:

Around 5% of total energy saving of the premises depends on the operational characteristics.*



VSD installed in HVAC system

Case Study 3: High efficiency type air-cooled chillers

Replacement of existing air-cooled chillers by high efficiency type air-cooled chillers

Energy Saving:

Around 20% of total energy saving of the premises depends on the operational characteristics.*



High efficiency air-cooled chiller

* Variation of energy saving level depends on the size and operational characteristics of the premises.



Case Studies



In this chapter we highlight exemplary practices of carbon management in the school sector

1. Sing Yin Secondary School

Profile

- Gold Award of 2012 Hong Kong Awards of Environmental Excellence — Schools (Secondary)
- Gold Award of 11th Hong Kong Green School Award (Secondary School Category)
- 2013 Greenest School on Earth Award
- Bronze Award of Hong Kong ICT Awards 2013: Best Green ICT (Adoption — Organisations)

Key Initiatives

- Installation of 134 pieces of roof-mounted solar tracking photovoltaic (PV) panels and 218 m² of thin film solar cells in classroom windows to convert solar energy into electrical energy and minimise heat radiation from getting into the rooms
- Installation of a horizontal wind turbine and a vertical wind turbine with hybrid blades for garden lighting system
- Installation of a sun tube with fiber optic technology on the rooftop to transmit the sunlight to illuminate the laboratory
- Installation of motion sensors, light sensors and auto-dimmers in classrooms to optimise the illumination level
- Installation of shading device at the facade facing west to reduce light from penetrating indoor, thus reducing cooling load
- Installation of the school elevator with a re-generation system which could convert potential energy generated from the movement of the elevator to electrical energy



Environmental protection is not just a slogan, but an action to take. Everyone is responsible for climate abnormalities. As an educator, we should set an example to nurture our students' environmental attitudes.

Wong Chi Keung
Principal
Sing Yin Secondary School

Environmental protection begins with carbon reduction!
By acting green we not only preserve the natural environment, but also save human being from the climate crisis.

Yip Kwok Wai
Secondary 5 Student, Head Environmental Prefect
Sing Yin Secondary School



2. Homantin Government Secondary School

Profile

- Gold Award of 12th Hong Kong Green School Award (Secondary School Category) organised by the Environmental Campaign Committee
- One of the 120 government buildings and public facilities participated in the energy-cum-carbon audits (ECA) programme

Key Initiatives

- Installation of solar panels on the rooftop of the school's greenhouse to support the operation of the mosquito killer
- Application of insulation films on windows facing to the southeastern side to reduce heat gain, thus minimising cooling load
- Application of T5 fluorescent light tubes, LED lightings and auto-dimmers in the campus to enhance energy efficiency
- Use of dual-flush toilets and infrared faucets in all students' washrooms to reduce water consumption
- Organization of inter-class paper recycling competition is organised every year. Small prizes will be presented to the winners to recognise their efforts
- Display of the environmental policy and green tips in every classrooms and staff rooms



Let's begin a low carbon living by changing your habits or lifestyles.

Cheung Wai Ming
Environmental Conservation Team,
Teacher-in-Charge
Homantin Government Secondary School

Green living costs less than you think. Act now by taking an easy step!

Kelly Lam
Secondary 5 Student, Environmental
Conservation Team Chairlady
Homantin Government Secondary School



Useful Resources



A. General References (in alphabetical order)

- Carbon Reduction Certificates Scheme of Hong Kong Awards for Environmental Excellence (HKAEE)
 ↳ http://www.hkaee.gov.hk/english/category/carbonless_cert/28.html
- ISO 14064-1:2006 Greenhouse gases — Part 1: Specification with guidance at the organisation level for quantification and reporting of greenhouse gas emissions and removals
 ↳ http://www.iso.org/iso/catalogue_detail?csnumber=38381
- Greenhouse gas emissions and carbon intensity
 ↳ https://www.climate-ready.gov.hk/files/pdf/HKGGHG_CarbonIntensity_201612.pdf
- Greenhouse gas emissions by sector
 ↳ https://www.climate-ready.gov.hk/files/pdf/HKGGHG_Sectors_201612.pdf
- Greenhouse gas emission trend
 ↳ https://www.climate-ready.gov.hk/files/pdf/HKGGHG_Trend_201612.pdf
- Guidelines to Account for And Report on Greenhouse Gas Emissions and Removals for Buildings in Hong Kong
 ↳ <https://www.climate-ready.gov.hk/page.php?id=56&lang=1>

- HK EE Net
 ↘ <http://ee.emsd.gov.hk/eindex.html>
- The GHG Protocol — Corporate Accounting and Reporting Standard
 ↘ <http://www.ghgprotocol.org>



B. School Specific References (in alphabetical order)

- Carbon Trust — Energy efficiency and carbon saving advice for schools
 ↘ <https://www.carbontrust.com/resources/guides/sector-based-advice/schools/>
- CUHK Jockey Club Initiative Gaia
 ↘ <http://www.gaia.cuhk.edu.hk/>
- Hong Kong Green School Award of the Environmental Campaign Committee
 ↘ http://school.ecc.org.hk/english/highlights/highlights_1.html
- Sustainable Lifestyle Target Education Programme of WWF-Hong Kong
 ↘ <http://step.wwf.org.hk/step/en>



C. Carbon Calculators

There is a wide range of calculators available which help individuals and organisations to measure their carbon footprints. These calculators also provide useful information about carbon reduction. Some examples (in alphabetical order) are provided below:



For general use internationally

- Calculation Tools — The Greenhouse Gas Protocol Initiative
 ↘ <http://www.ghgprotocol.org/calculation-tools>

For local household and personal use

- Carbon Calculator — Hong Kong And China Gas Company Limited
 ↘ <http://www.lowcarbonaction.com/en/footprint.aspx>

For local household

- Carbon Calculator — The Hongkong Electric Co. Ltd
 ↘ <https://www.hkelectric.com/en/customer-services/carbon-calculator>

For local household, retail, catering, school and office

- Carbon Manager — The Council for Sustainable Development
 ↘ <http://carbon-manager.hkpc.org/website/eng/index.asp>

For local enterprises, especially SMEs

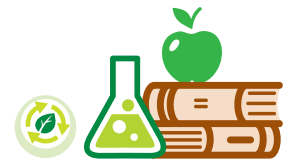
- CGCC-Carbon Management Tool — The Chinese General Chamber of Commerce
 ↘ <http://cmt.cgcc.org.hk/eng/home.html>

For local household and personal use

- One Tonne Challenge Calculator — Kadoorie Farm and Botanic Garden (KFBG) Corporation
 ↘ <http://www.climatechange.hk/eng/join-now.aspx>

For buildings of commercial, residential or institutional purposes

- Electronic version (Excel) of template for conducting carbon audit and for reporting the findings
 ↘ <https://www.carbon-footprint.hk/node/52>



An electronic version of this reporting template is available from EPD's Carbon Footprint Repository (CFR) Website: <https://www.carbon-footprint.hk/node/52>

The electronic version has built in all the emission factors and formulas for calculating GHG emissions arising from different sources, and that EPD will review and update the relevant emission factors used in this electronic version on a regular basis.

Table 1: GHG Emissions from Stationary Sources

Step 1	Step 2			Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
A	B	C	D	E	F	G	H	I	J
Source description with location (e.g. boilers, furnaces, ovens and emergency electricity generator etc.)	Fuel Information			CO ₂ emission factor <i>Note 2</i>	CO ₂ emissions in tonnes of CO ₂ equivalent $((B \times E) / 1000)$	CH ₄ emission factor <i>Note 3</i>	CH ₄ emissions in tonnes of CO ₂ equivalent $((B \times G) / (1000 \times 1000) \times \text{GWP } \textit{Note 4})$	N ₂ O emission factor <i>Note 3</i>	N ₂ O emissions in tonnes of CO ₂ equivalent $((B \times I) / (1000 \times 1000) \times \text{GWP } \textit{Note 4})$
	Fuel used		Fuel type <i>Note 2</i>						
	Amount	Unit <i>Note 1</i>							
Total									

Please insert more rows as necessary

IMPORTANT: Combustion of Towngas from stationary sources should also be reported in Table 1 (refer to Tables 1-1 to 1-3 for the emission factors) as it falls into the category of direct emissions. Indirect emission of purchased Towngas should be calculated in Table 5.

Note 1: Select the appropriate fuel unit

Note 2: Select the appropriate fuel type and the corresponding emission factor (from Table 1-1) for calculation

Note 3: Refer to Table 1-2 for calculating CH₄ emissions and Table 1-3 for N₂O emissions.

Note 4: Global Warming Potential (GWP) of CH₄ is 21 while it is 310 for N₂O

Emission Factors for Stationary Combustion Sources

Table 1-1 CO₂ Emission Factor by fuel type

Fuel Type	Emission Factor	Unit
Diesel Oil	2.614	kg/litre
LPG	3.017	kg/kg
Kerosene	2.429	kg/litre
Charcoal	2.970	kg/kg
Towngas	2.549	kg/Unit

Table 1-2 CH₄ Emission Factor by fuel type

Fuel Type	Emission Factor	Unit
Diesel Oil	0.0239	g/litre
LPG	0.0020	g/kg
Kerosene	0.0241	g/litre
Charcoal	5.5290	g/kg
Towngas	0.0446	g/Unit

Table 1-3 N₂O Emission Factor by fuel type

Fuel Type	Emission Factor	Unit
Diesel Oil	0.0074	g/litre
LPG	0.0000	g/kg
Kerosene	0.0076	g/litre
Charcoal	0.0276	g/kg
Towngas	0.0099	g/Unit

* For the most updated figures, please refer to <https://www.climateready.gov.hk/page.php?id=56&lang=1>

Table 2: GHG Emissions from the Mobile Sources

Step 1	Step 2		Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
A	B	C	D	E	F	G	H	I
Source description (by different vehicle and fuel types)	Fuel Information		CO ₂ emission factor <small>Note 1</small>	CO ₂ emissions in tonnes of CO ₂ equivalent ((BxD)/1000)	CH ₄ emission factor <small>Note 2</small>	CH ₄ emissions in tonnes of CO ₂ equivalent ((BxF)/(1000x1000) x GWP <small>Note 4</small>)	N ₂ O emission factor <small>Note 3</small>	N ₂ O emissions in tonnes of CO ₂ equivalent ((BxH)/(1000x1000) x GWP <small>Note 4</small>)
	Amount of fuel used (in litres)	Fuel type						
Road Transport								
Navigation								
Aviation								
Total								

Please insert more rows as necessary

Notes for GHG Emissions from Mobile Source

Note 1: Refer to Table 2-1 for CO₂ emission factors for different vehicle and fuel type.

Note 2: Refer to Table 2-2 for CH₄ emission factors for different vehicle and fuel type.

Note 3: Refer to Table 2-3 for N₂O emission factors for different vehicle and fuel type.

Note 4: Global Warming Potential (GWP) of CH₄ is 21 while it is 310 for N₂O.

Emission Factors for Mobile Combustion Sources

Table 2-1 CO₂ Emission Factor

Fuel Type	Emission Factor	Unit
Diesel Oil (DO)	2.614	kg/litre
Unleaded Petrol (ULP)	2.360	kg/litre
Liquefied Petroleum Gas (LPG)	1.679	kg/litre
	3.017	kg/kg
Gas Oil (For Ships only)	2.645	kg/litre
Kerosene (Including Jet Kerosene)	2.429	kg/litre

Table 2-2 CH₄ Emission factor

Vehicle Type	Fuel Type	Emission Factor	Unit
Motorcycle	ULP	1.422	g/litre
Passenger Car	ULP	0.253	g/litre
	DO	0.072	g/litre
Private Van	ULP	0.203	g/litre
	DO	0.072	g/litre
	LPG	0.248	g/litre
Public Light Bus	DO	0.072	g/litre
	LPG	0.248	g/litre
Light Goods Vehicle	ULP	0.203	g/litre
	DO	0.072	g/litre
Heavy Goods Vehicle	DO	0.145	g/litre
Medium Goods Vehicle	DO	0.145	g/litre
Ships	Gas Oil	0.146	g/litre
Aviation	Jet Kerosene	0.069	g/litre
Other Mobile Machinery	DO	0.0239	g/litre
	LPG	0.0036	g/litre
		0.006	g/kg
	Kerosene	0.0241	g/litre

* For the most updated figures, please refer to <https://www.climateready.gov.hk/page.php?id=56&lang=1>

Table 2-3 N₂O Emission Factor

Vehicle Type	Fuel Type	Emission Factor	Unit
Motorcycle	ULP	0.046	g/litre
Passenger Car	ULP	1.105	g/litre
	DO	0.110	g/litre
Private Van	ULP	1.140	g/litre
	DO	0.506	g/litre
	LPG	0.000	g/litre
Public Light Bus	DO	0.506	g/litre
	LPG	0.000	g/litre
Light Goods Vehicle	ULP	1.105	g/litre
	DO	0.506	g/litre
Heavy Goods Vehicle	DO	0.072	g/litre
Medium Goods Vehicle	DO	0.072	g/litre
Ships	Gas Oil	1.095	g/litre
Aviation	Jet Kerosene	0.000	g/litre
Other Mobile Machinery	DO	0.007	g/litre
	LPG	0.0000	g/litre or g/kg
	Kerosene	0.0076	g/litre

Table 3: GHG Emissions (HFC and PFC) arising from Refrigeration/Air-conditioning Equipment (Operating Process)

Step 1 A	Step 2 B	Step 3 C	Step 4 D	Step 5 E	Step 6 F	Step 7 G
Type of refrigerant ^{Note 1}	Amount of refrigerant at the beginning of the reporting period (kg)	Amount of refrigerant purchased during the reporting period (kg)	Amount of refrigerant disposed (through environmentally responsible means) during the reporting period (kg)	Amount of refrigerant at the end of the reporting period (kg)	GWP of refrigerant ^{Note 2}	GHG emissions (HFC and PFC) in tonnes of CO ₂ equivalent $((B + C - D - E) \times F/1000)$
Total						

Please insert more rows as necessary.

Note 1: Enter the type of refrigerant of the equipment

Note 2: Refer to Table 3-1 for the Global Warming Potential (GWP) of the corresponding refrigerant

Table 3-1 Global Warming Potentials (GWP) of Common Refrigeration/Air-Conditioning Refrigerants ^{Note 1}

Gas or Blend	GWP	Information Source ^{Note 2}
HFC-23	11,700	A
HFC-32	650	A
HFC-125	2,800	A
HFC-134a	1,300	A
HFC-143a	3,800	A
HFC-152a	140	A
HFC-236fa	6,300	A
R-401A	18	B
R-401B	15	B
R-401C	21	B
R-402A	1,680	B
R-402B	1,064	B
R-403A	1,400	B
R-403B	2,730	B
R-404A	3,260	B
R-406A	0	B
R-407A	1,770	B
R-407B	2,285	B

Gas or Blend	GWP	Information Source ^{Note 2}
R-407C	1,526	B
R-407D	1,428	B
R-407E	1,363	B
R-408A	1,944	B
R-409A	0	B
R-409B	0	B
R-410A	1,725	B
R-410B	1,833	B
R-411A	15	B
R-411B	4	B
R-412A	350	B
R-413A	1,774	B
R-414A	0	B
R-414B	0	B
R-415A	25	B
R-415B	105	B
R-416A	767	B
R-417A	1,955	B

Gas or Blend	GWP	Information Source ^{Note 2}
R-418A	4	B
R-419A	2,403	B
R-420A	1,144	B
R-500	37	B
R-501	0	B
R-502	0	B
R-503	4,692	B
R-504	313	B
R-505	0	B
R-506	0	B
R-507 or R-507A	3,300	B
R-508A	10,175	B
R-508B	10,350	B
R-509 or R-509A	3,920	B
PFC-116(C ₂ F ₆)	9,200	A
PFC-14(CF ₄)	6,500	A

Note 1: Refrigerants, with components other than HFCs and PFCs, have been well-recognised to have effects on our climate systems. Nevertheless, the Guidelines only cover those which are in the group of Kyoto protocol recognised gases (CO₂, CH₄, HFC, PFC, SF₆ and N₂O). Hence, in the Guidelines, GWPs of all refrigerants other than HFCs and PFCs are considered to be zero.

Note 2: Information sources:

A: IPCC Second Assessment Report (1995)

B: "World Resources Institute (2005), *Calculating HFC and PFC Emissions from the Manufacturing, Installation, Operation and Disposal of Refrigeration & Air-conditioning Equipment (Version 1.0) – Guide to calculation worksheets*, World Business Council for Sustainable Development", in which the latter states that the source of reference is from ASHRAE Standard 34.

* For the most updated figures, please refer to <https://www.climate-ready.gov.hk/page.php?id=56&lang=1>

Table 4: Direct GHG Removals from Newly Planted Trees

Step 1	Step 2	Step 3	Step 4	Step 5
A	B	C	D	E
Source description (Location of the trees planted)	No. of trees planted ^{Note 1} (unit)	No. of trees removed ^{Note 1} (unit)	CO ₂ removal factor ^{Note 2} (kg/unit/year)	CO ₂ removals in tonnes of CO ₂ equivalent ((B-C) x D/1000)
			23	
Total				

Please insert more rows as necessary

Note 1: Please input the no. of trees planted, and no. of trees removed which are able to reach at least 5m after the beginning stage of construction.

Note 2: The default figure for the removal potential of each unit of tree is suggested based on Hong Kong's location, woodland types, and estimated density of trees. The figure applicable to all trees commonly found in Hong Kong which are able to reach at least **5 metres in height** after the beginning stage of construction.
is

Table 5: GHG Emissions from Electricity Purchased from Power Companies

Step 1	Step 2	Step 3	Step 4		Step 5	
A	B	C ^{Note1}	D ^{Note2}		E	
Facility/source description (i.e. Area/facilities the electricity bill is reporting)	Amount of electricity as shown in electricity bill (in kWh)	Amount of electricity produced by renewable energy (RE) sources as shown in RE Certificate (in kWh)	Emission factor * (kg/kWh)		Indirect GHG emissions in tonnes of CO ₂ equivalent ((B-C)xD/1000)	
			Power company – specific	Territory-wide default value	Power company – specific	Territory-wide default value
Total						

Please insert more rows as necessary

Note 1: RE certificates are sold by the power companies for electricity generated by RE sources such that buyers can claim that their operations help reduce carbon emissions. These Certificates also represent the units of RE purchased by buyers.

Note 2: The reporting entity is required to account for GHG emissions associated with the electricity purchased in Hong Kong based on two emission factors. First, the reporting entity will quantify the emissions based on a territory-wide default value of **0.7kg/kWh**. Second, the reporting entity will quantify the emissions based on specific emission factors provided by its respective provider of electricity. In case that the specific emission factor for the reporting period is not available at the time of accounting, the latest specific emission factor from the power company may be used as an approximation. These specific emission factors are available from the power companies' websites. For reference, the table below indicates the emission factors of the two power companies in Hong Kong for the past 7 years.

GHG Emission Factor for Different Power Companies in Hong Kong (in kg CO₂-e/kWh)

Power Company	2009	2010	2011	2012	2013	2014	2015
CLP [#]	0.56	0.54	0.59	0.58	0.63	0.64	0.54
HEC [*]	0.84	0.79	0.79	0.79	0.78	0.79	0.78

[#] Emission factors for CLP were derived from information in CLP Group's Sustainability Report.

^{*} Emission factors for HEC were derived from information in HEC's Sustainability Report.

* For the most updated figures, please refer to <https://www.climate-ready.gov.hk/page.php?id=56&lang=1>

Table 6: GHG Emissions from Towngas Purchased from the Hong Kong and China Gas Company (Towngas)

Step 1	Step 2	Step 3	Step 4
A	B	C	D
Facility/source description (i.e. Area/facilities the Towngas bill is reporting)	Amount of Towngas purchased (Unit ^{Note})	Emission factor (kg/Unit)	Indirect GHG emissions in tonnes of CO ₂ equivalent (B x C/1000)
Total			

Please insert more rows as necessary

Note: Each unit registered by gas meter represents that the town gas with a heat value of 48 MJ. Based on the information from the Hong Kong and China Gas Company, the emission factors for the past three years were derived as below. This factor only accounts for the emissions during the production of Towngas within the company. Reporting entity should report in Table 1 as well the GHG emissions associated with combustion of Towngas within the physical boundary under Scope 1.

In case that the emission factor for the reporting period is not available at the time of accounting, the latest emission factor from the Towngas company may be used as an approximation.

GHG Emission Factor (in kg CO₂-e/Unit of Towngas purchased)

Year	2009	2010	2011	2012	2013	2014	2015
Emission Factor	0.628	0.620	0.618	0.610	0.620	0.600	0.605

* For the most updated figures, please refer to <https://www.climateready.gov.hk/page.php?id=56&lang=1>

Table 7: Methane Generation at Landfill in Hong Kong due to Disposal of Paper Waste

Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7
A	B	C	D	E	F	G
Source description (i.e. Area/floor)	Amount of paper in storage at the beginning of the reporting period (kg)	Amount of paper purchased during the reporting period (kg)	Amount of paper collected for recycling during the reporting period (kg)	Amount of paper in storage at the end of the reporting period (kg)	Emission factor (kg CO ₂ -e/ kg of waste) ^{Note}	Indirect emissions in tonnes of CO ₂ equivalent ((B + C - D - E) x F/1000)
					4.8	
Total						

Please insert more rows as necessary.

Note: For simplifying the accounting process, the default emission factor assumes that the **total raw amount** of CH₄ emitted throughout the whole decomposition process of the paper waste disposed at landfills will be emitted into the atmosphere within the same reporting period as paper waste collected. In addition, the default value does not take into account the reduction in emission due to collection, recovery and utilisation of landfill gas due to the management practices at landfill

Table 8: GHG Emissions due to Electricity Used for Fresh Water Processing by Water Supplies Department

Step 1	Step 2	Step 3	Step 4
A	B	C	D
Source description (i.e. Area/facilities the water service bill is reporting)	Amount of water consumed as listed on the water service bill (m ³)	Emission factor (kg/m ³) ^{Note}	Emissions in tonnes of CO ₂ equivalent (B x C/1000)
Total			

Please insert more rows as necessary

Note: Emission factor of GHG emissions due to electricity used for processing fresh water = Unit electricity consumption of fresh water (from WSD) x Territory-wide default value (i.e. 0.7kg/kWh) of purchased electricity provided in Table 5.

In case that the unit electricity consumption for processing fresh water for the reporting period is not available at the time of accounting, the latest emission factor from table below may be used as an approximation.

GHG Emission Factor (in kg CO ₂ -e/m ³)						
Year	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
Emission Factor	0.410	0.415	0.440	0.414	0.402	0.407

* For the most updated figures, please refer to <https://www.climateready.gov.hk/page.php?id=56&lang=1>

Table 9: GHG Emissions due to Electricity Used for Sewage Processing by Drainage Services Department

Step 1	Step 2	Step 3	Step 4
A	B	C	D
Source description (i.e. Area/facilities the water service bill is reporting)	Fresh water consumption (m ³)	Default Emission Factor (kg/m ³) Note	Emissions in tonnes CO ₂ equivalent (B x C/1000)
Total			

Note: The default emission factor is determined according to the purpose of water used as follows:

Source description	Default Emission Factor (kg/m ³)
Restaurants and catering services	(0.7 x Emission Factor) assuming 70% of the fresh water consumed will enter the sewage system.
Other commercial, residential and institutional purposes	(1.0 x Emission Factor) assuming 100% of the fresh water consumed will enter the sewage system.

In which emission factor is the emission factor of GHG emissions due to electricity used for processing fresh water derived from the following equation
 Emission Factor = Unit electricity consumption of processing sewage (from DSD) x Territory-wide default value (i.e. 0.7kg/kWh) of purchased electricity provided in Table 5

In case that the unit electricity consumption for processing sewage for the reporting period is not available at the time of accounting, the latest emission factor from table below may be used as an approximation.

GHG Emission Factor (in kg CO ₂ -e/m ³)						
Year	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
Emission Factor	0.172	0.170	0.170	0.167	0.169	0.181

* For the most updated figures, please refer to <https://www.climateready.gov.hk/page.php?id=56&lang=1>

Reference Benchmark for Energy Utilisation Index of Commercial Sector

Principal Group 1 – Restaurant and Retail

SUBGROUP ⁽¹⁾	ANNUAL ENERGY CONSUMPTION PER AREA ⁽²⁾ (MJ/M ² /ANNUM)
B1: Chinese Restaurant	4636
B2: Non-Chinese Restaurant	4060
B3: Fast Food Shop	6622
B4: Bar	1536
B5: Other Eating and Drinking Place	5729
B6: Arcade/Basement/Upper Floor Shop	1479
B7: Street Front/Ground Floor Shop	1778

Principal Group 2 – Accommodation

SUBGROUP ⁽¹⁾	ANNUAL ENERGY CONSUMPTION PER AREA ⁽²⁾ (MJ/M ² /ANNUM)
B8: Hotel	898
B9: Guest House	1326
B10: Home for the Aged	1872
B11: Service Apartment	702

Principal Group 3 – Hospital and Clinic

SUBGROUP⁽¹⁾	ANNUAL ENERGY CONSUMPTION PER AREA⁽²⁾ (MJ/M²/ANNUM)
B12: Hospital	1131
B13: Clinic	1709
B14: Private Dental Clinic	379
B15: Medical Laboratory	639

Principal Group 4 – Educational Services

SUBGROUP⁽¹⁾	ANNUAL ENERGY CONSUMPTION PER AREA⁽²⁾ (MJ/M²/ANNUM)
B16: University	752
B17: Post-secondary College	185
B18: Adult Education/Tutorial/Vocational Course	630
B19: Secondary School	214
B20: Primary School	186
B21: Kindergarten	427
B22: Special Education School	120

Principal Group 5 – Warehouse

SUBGROUP⁽¹⁾	ANNUAL ENERGY CONSUMPTION PER AREA⁽²⁾ (MJ/M²/ANNUM)
B23: Refrigerated Warehouse	1282
B24: Non-refrigerated Warehouse	85

Principal Group 6 – Office Flatted Factor

SUBGROUP⁽¹⁾	ANNUAL ENERGY CONSUMPTION PER AREA⁽²⁾ (MJ/M²/ANNUM)
B25: Office Flatted Factor	518

Principal Group 7 – Central Services for Shopping Arcade

SUBGROUP⁽¹⁾	ANNUAL ENERGY CONSUMPTION PER AREA⁽²⁾ (MJ/M²/ANNUM)
B26: Central Services for Shopping Arcade	2302

Principal Group 8 – Private Office

SUBGROUP⁽¹⁾	ANNUAL ENERGY CONSUMPTION PER AREA⁽²⁾ (MJ/M²/ANNUM)
B27: Central services for building (multiple tenants) with central air-conditioning supply for tenants	476
B28: Central services for building (multiple tenants) without central air-conditioning supply for tenants	155

Principal Group 9 – Government Office

SUBGROUP⁽¹⁾	ANNUAL ENERGY CONSUMPTION PER AREA⁽²⁾ (MJ/M²/ANNUM)
B32: Whole building (multiple users)	985

Note:

- (1) Definition of each subgroup can be refer to http://ecib.emsd.gov.hk/en/glossary_cmc.htm
- (2) Stakeholders are encouraged to consider these energy utilisation indexes as one way, but not the only way, of improving their energy performance with respect to the past. Comparisons of indicators between business operations within the same sector should be made with caution. Businesses in the same subgroup may be operating under different economic, environmental and operational constraints, causing different energy performance. The business processes in different business subgroups are inherently varied resulting in different achievable energy performance levels. The energy utilisation indexes are derived from studies on a limited size of samples within the population of respective energy-consuming groups. These indicators should not be construed as representative energy consumption levels of the population, nor as territory-wide standards which businesses in the respective energy-consuming groups should comply with.

Source: EMSD's Energy Utilisation Indexes and Benchmarks for Residential, Commercial and Transport Sectors
<http://ecib.emsd.gov.hk/en/index.htm>

1. Name of the reporting entity: *e.g. XYZ Office Building*

2. Description of the reporting entity:
Some possible descriptions are:
 - (a) Building management with a single responsible occupier;
 - (b) Building management with all end-users;
 - (c) Building management with some of the end-users (with details of the end-users participated);
 - (d) Building management only of a building of multiple responsible occupiers; and
 - (e) Others (with full details).

e.g. XYZ Office Building is the headquarters of XYZ Co. Ltd. The daily building management duty is borne by Administration Division.

3. The reporting period (with start and end dates): *e.g. 1st Jan 2014 to 31st Dec 2014*

4. Scope of physical boundary chosen
 - (a) Location of the building(s): *e.g. XYZ Street, Hong Kong*
 - (b) Description of the purpose of the building(s) or physical boundary chosen:
e.g. Area to be reported is the total indoor and outdoor areas from the ground floor to the roof of XYZ Office Buildings

(c) Building Information:

Building Name	<i>e.g. XYZ Office Building</i>
Address	<i>e.g. XYZ Street, Hong Kong</i>
Gross Floor Area	<i>e.g. 10,000 m²</i>
Number of Floor	<i>e.g. 6 (G/F, 1-5/F)</i>
Year Build	<i>e.g. 1984</i>
Number of staff	<i>e.g. 300 full time employee</i>
Floor Usage	<i>e.g. All area, excluding plant room, carparks and server rooms, operate from Monday to Friday except Public Holidays</i>

(d) Description of areas excluded in the audit: *e.g. Commercial tenants in G/F are excluded from this carbon audit.*

5. Scope of operational boundary chosen

(a) Description of Scope 1 activities included and excluded:

e.g. Testing of emergency generator, mobile sources, GHG removal by tree planting, fugitive emission;

(b) Description of Scope 2 activities included and excluded:

e.g. Consumption by purchased electricity;

(c) Description of Scope 3 activities included:

e.g. Paper waste disposed at landfills, consumption of fresh water, treatment of wastewater

6. Methodologies

- (a) List of activities for which simplified methodologies and conversion factors in the Guidelines are used for quantification
- (b) Details (including necessary reference) of other methodologies and conversion factors used for quantification
- (c) Details of any changes in methodologies and conversion factors since the last report
- (d) Details on any re-calculation of previously reported emissions and removals because of changes in methodologies and conversion factors

e.g. The reporting and working procedures for calculating GHG emissions and removals as detailed in the “Guidelines to Account for and Report on Greenhouse Gas Emissions and Removals for Building(Commercial, Residential or Institutional Purposes) in Hong Kong – 2010 Edition” compiled by EPD and EMSD were adopted.

7. Conclusion

Information on GHG emissions and removals for *e.g. XYZ Office Building*

Reporting Period: *e.g. 01/01/2014 – 31/12/2014*

Scope of Emissions	Emissions by Gas Type (in tonnes of CO ₂ -equivalent)					
	Carbon dioxide (CO ₂)	Methane (CH ₄)	Nitrous oxide (N ₂ O)	Hydrofluoro- Carbons (HFCs)	Perfluoro- Carbons (PFCs)	Total
Scope 1 Direct Emissions						
Stationary Combustion Sources						
Internal Combustion Engines	1.438	0.00028	0.00126	N/A	N/A	1.440
Mobile Combustion Sources						
Road Transport	32.914	0.066	4.860	N/A	N/A	37.840
Fugitive Emissions						
Refrigeration	N/A	N/A	N/A	0	0	0
Scope 1 Emissions Total	34.352	0.06628	4.86126	0	0	39.280
Scope 1 Direct Removal						
Planting of Additional Trees	0.759	N/A	N/A	N/A	N/A	0.759
Scope 1 Removals Total	0.759	0	0	0	0	0.759

Scope of Emissions	Emissions by Gas Type (in tonnes of CO ₂ -equivalent)					
	Carbon dioxide (CO ₂)	Methane (CH ₄)	Nitrous oxide (N ₂ O)	Hydrofluoro-Carbons (HFCs)	Perfluoro-Carbons (PFCs)	Total
Scope 2 Energy Indirect Emissions						
Electricity Purchased						2,235.634 Note A
Towngas Purchased						0
Scope 2 Emissions Total						2,235.634
Scope 3 Other Indirect Emissions						
Methane Generation at Landfill due to Disposal of Paper Waste	N/A	26.803	N/A	N/A	N/A	26.083
Electricity for Processing Fresh Water						1.965
Electricity for Processing Sewage						0.883
Scope 3 Emissions Total	N/A	26.803	N/A	N/A	N/A	29.651
Other GHG Offsets/Removals	0	0	0	0	0	0
Net Emissions Total (Scope 1 Emissions Total + Scope 2 Emissions Total + Scope 3 Emissions Total – Scope 1 Removals Total – Other GHG Offsets/Removals)	-	-	-	-	-	2,303.806

(Note A: The emissions based on territory-wide default value is e.g. 2,235.634, while the emissions based on CLP emission factor is e.g. 2,044.008.)

Summary of Results

Total Scope 1 Emissions : e.g. 39.280 Tonnes of CO₂ Equivalent

Total Scope 1 Removals : e.g. 0.759 Tonnes of CO₂ Equivalent

Total Scope 2 Emissions : e.g. 2,235.634 Tonnes of CO₂ Equivalent

Total Scope 3 Emissions : e.g. 29.651 Tonnes of CO₂ Equivalent

Total other GHG Offsets/Removals: e.g. 0 Tonnes of CO₂ Equivalent

GHG Performance in Ratio Indicator(s):

e.g. Emission per Total Gross Floor Area: 0.2303 tonnes CO₂-e/m²/annum

8. Information on GHG offsets and programmes
 - (a) Description of GHG performance against internal and/or external benchmark (if any) including any ratio indicators used
 - (b) Scopes and areas identified to improve GHG performance
 - (c) Description of activities/programmes to improve GHG performance including provision of on-site renewable energy sources, purchase of Renewable Energy Certificates and on-site offsetting activities. For example, if the reporting entity can only quantify the amount of paper waste recycled, the amount of GHG avoided due to recycling of paper waste can be reported here.

e.g. We have completed the chiller replacement in Dec 2013. The carbon emission was reduced from 2,609.156 tonnes CO₂-e in 2013 to 2,303.806 tonnes CO₂-e in 2014. We will complete the replacement works of all T8 fluorescent tubes to T5 fluorescent tubes in the XYZ Office Building by March 2016. These newly replaced fluorescent tubes are more energy saving than the existing tubes. As a result, the electricity consumption on the lighting facilities will be decreased and the GHG emission from the building will hence be reduced.
9. Contact person of the reporting entity
e.g. Mr. XYZ (XYZ@XYZ.com)
10. Reference
e.g. "Guidelines to account and report Greenhouse Gas Emissions and Removals for Building of Commercial, Residential or Institutional Purposes in Hong Kong" 2010 revision



» <https://www.climate-ready.gov.hk/?lang=1>

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