

Report on Regenerative Education

2025-2026



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Robert College
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From the Editors

Dear Robert College Community,

Welcome to RC's first Report on Regenerative Education. We are Ekin and Asya, and it has been a great experience for us to create this report.

Robert College is a school that cares deeply about regeneration, both in education and other aspects of school life. Specifically, regenerative education encourages us to think critically, recognizing our ability to create positive change, and acting responsibly within our community. Through meaningful experiences and collaboration, we are shaped into conscious global citizens that take initiative to solve problems locally, nationally, and globally.

The main goal of this report is to document progress towards Robert College's Strategic Plan Target 6: Robert College will lead the nation and beyond in developing an environmentally sustainable and regenerative model of education. The report provides evidence of impact on each objective under each goal, while also highlighting future opportunities and challenges. Without a report to map all aspects of sustainability, it is difficult to accurately understand the numerous efforts for regeneration at our school. Therefore, this report serves as a way to collect, categorize, and assess RC's progress toward the Strategic Plan 6 targets.

Before we end our message, we want to thank all the people that have spent their time and energy to contribute to this report. Without the input of information from representatives of all kinds of different projects and clubs, this report would not have been the way it is now. Thank you!

We wish you all a great read!

Asya (RC'29) and Ayşe Ekin (RC'29)



Dear all,

We are very excited to share Robert College's first Report on Regenerative Education. It has been a delight to craft this report with Asya and Ekin; the product of several months of work, this report paints a comprehensive picture of regeneration and sustainability at RC.

My biggest takeaway from this experience is that this work is necessarily all of Robert College's to take on. It is not "mine" nor "yours", but rather "ours". Ours to take ownership of and to be held accountable for and to lead. At a time when regenerative education is perhaps more important and urgent than ever, the whole of Robert College is responsible for making progress, and we hope this sentiment is reflected in the report.



Sincerely,
Brandon VanBibber
Dean of Regenerative and Innovative Education

In This Issue

About Robert College	3
Regeneration at RC	4
Sustainability and Regeneration Survey	6
Progress Towards RC's Strategic Plan and Hummingbird Goals	10
Goal 1: Sustainability Culture	11
Goal 2: Hummingbird Targets	19
Goal 3: Outdoor Adventure	25
Thank You	29

Executive Summary

- This report is the first of its kind at RC, and is developed to inform Robert College students, faculty, staff, parents, and alumni about RC's progress towards its sustainability and regeneration goals.
- Regeneration at RC involves whole-school action geared toward generating revitalizing and restoring systems and structures. This involves integrating sustainability into all aspects of RC life, including the curriculum, co-curriculum, and operations.
- Students and Faculty are overwhelmingly supportive of the sustainability and regeneration work on campus, however we are struggling to exceed in the zero waste, curriculum integration, and water consumption domains. These topics have been identified as priorities for the 2026-2027 school year.
- Robert College has reached "Steady Progress" in 10 of the 12 Regenerative Objectives outlined in our Strategic Plan, indicating good momentum on many projects going into the 2026-2027 school year.
- Due to the ongoing nature of each goal, we have not felt confident in "concluding" any objectives as of yet.

Special Thanks

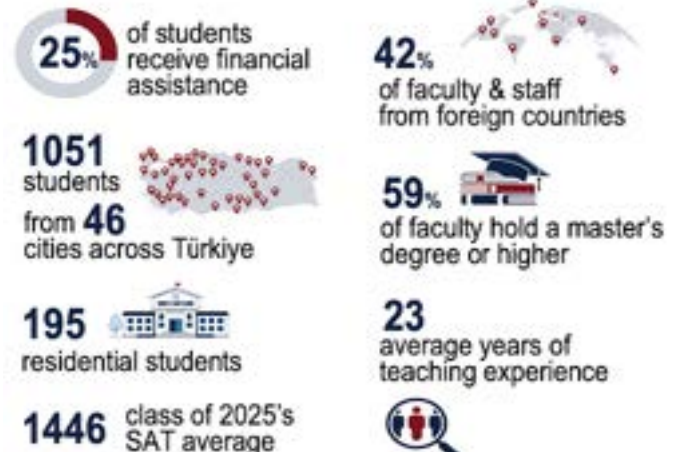
We would like to extend a big thank you to Güln Yücel (RC'88) and Ayça Sanisoğlu (RC ') from Brika Sustainability, for their unwavering support throughout the report drafting process.



About Robert College

Overview

Robert College's academic program empowers talented, self-motivated high-school students, from a wide range of diverse backgrounds throughout Türkiye. Students pursue excellence in their chosen academic fields, while achieving dual mastery of English and Turkish at university-level proficiency. We are a private co-educational, day and residential, university preparatory school. Located in Istanbul, on a sixty-five-acre wooded area overlooking the Bosphorus strait, we operate under the jurisdiction of the Turkish Ministry of Education. We are accredited by the New York State Association of Independent Schools.



Statement of Purpose

Robert College is a symbol for educational excellence in Türkiye. Our innovative, dynamic curriculum ensures its graduates possess the skills, talents, and resolve to serve as leaders and contributing citizens in a wide range of social, scientific, political, commercial, educational, and cultural roles, both nationally and internationally. Through academic and co-curricular activities, students develop the skills, aptitudes, and maturity to thrive and lead in any area of their choosing.



Core Values

Robert College strives to equip its students with a holistic education based upon the core values of Excellence, Leadership, Balance, Multiculturalism, and Responsibility.

History

Robert College is the oldest continually running American-founded school founded outside the US. As Türkiye's longest established and leading educational institution, we have been a pioneer in many areas.

We established the first student council in 1892, opened the first medical school for women in 1920, and hosted the first Turkish basketball game in 1908. We are proud to have graduated prime ministers, Olympians, notable academicians, and a Nobel Laureate among hundreds of others who are successful in their respective fields.

Regeneration at RC

“Only those who can think of the generations to come can provide their nations with the opportunity to survive and progress.”

Mustafa Kemal Atatürk

Robert College is blessed with natural beauty. Across fifty different species, an estimated 6,000 trees reside on campus, several of which have been in existence for hundreds of years, observing the emergence of modern Türkiye. We are fortunate for the privilege of stewarding 26 hectares of forested land in the heart of Istanbul, and we take great responsibility in doing so.

Our regenerative program inspires a sense of awe and wonder towards nature within our students and to prepare them with the adaptive skills necessary to combat the Triple Planetary Crisis of climate change, biodiversity loss, and rampant pollution our planet will undoubtedly face in the coming years. In companionship with environmental stewardship, Regenerative Education is only possible if we do our utmost to also promote social responsibility and ethical economic flourishing.

In recent years, we’ve come to realize that meeting the sustainability bottom line isn’t enough - we feel a mandate to more actively restore and revitalize our landscapes, and intentionally cultivate relationships with nature and each other to develop a future in which all human and non-human beings flourish.

With the publication of our Hummingbird Sustainability Plan in 2022 and Strategic Plan in 2023, Robert College committed itself to implementing an education model that doesn’t cost the planet.

What is Regenerative Education?

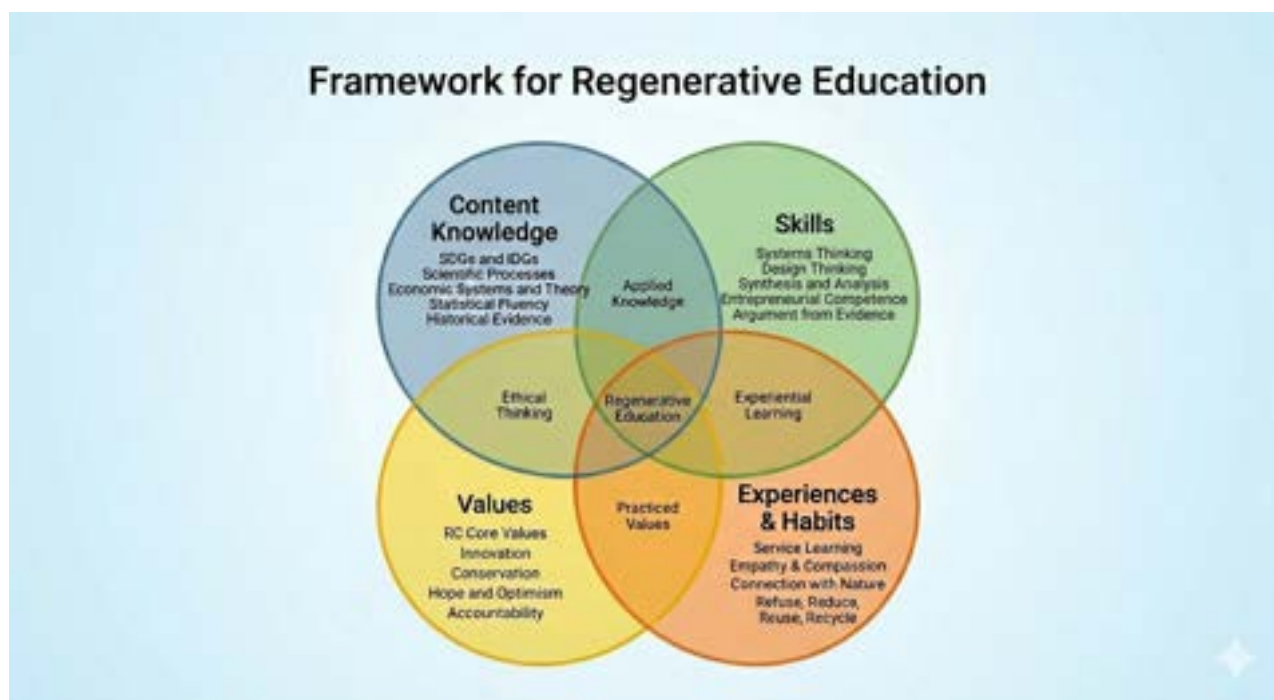
At its core, regenerative education is about preparing students to confront society’s greatest challenges in efforts to make the world a better place.

Real systems. Real problems. Real Impact.

This form of education is holistic in nature, requiring technical, socio-emotional, and experiential teaching and learning. Regenerative education...

- Equips students with the knowledge and skills to address social, environmental, and economic problems plaguing our planet.
- Provides opportunities for students to appreciate nature’s beauty, see the world as it is from diverse perspectives, and persevere through challenges when striving towards goals.
- Cultivates care and compassion for human and non-human inhabitants of our beautiful planet.

The Framework for Regenerative Education communicates the multi-faceted nature of this work, and is a resource accessible to all Robert College Faculty.



Sustainable Development and Innovation

We feel a deep responsibility to ensure that every student graduates from RC as a positive changemaker, equipped to develop innovative solutions to local and global issues.

The Sustainable Development Goals provide a framework to do just that.

Interdisciplinary in nature, the SDGs emphasize connecting environmental stewardship with economic and social flourishing. This is a critically important aspect of Regenerative Education that must be unpacked by students at RC.



Sustainability and Regeneration Survey Results

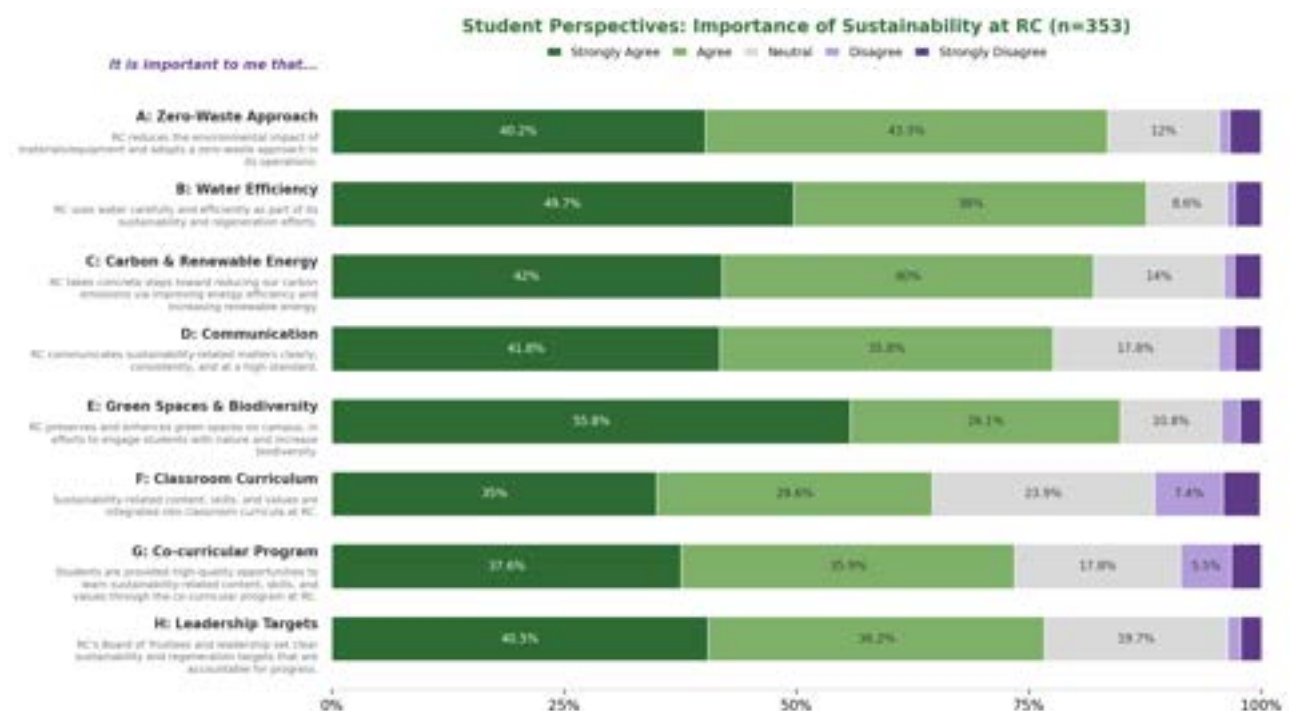
Below are the results of our Sustainability and Regeneration Survey administered to all Robert College students and faculty. This survey was given on April 20th and a two-week window was granted to complete it.

The purpose of this survey was to better understand perspectives about sustainability and regeneration at RC (see Table 1), while measuring how well our school performs in meeting those expectations (see Table 2).

This data helps us more clearly see which aspects of our campus we need to work on. Moving forward, we will use this valuable information to determine specific projects and improvements for the upcoming school year.

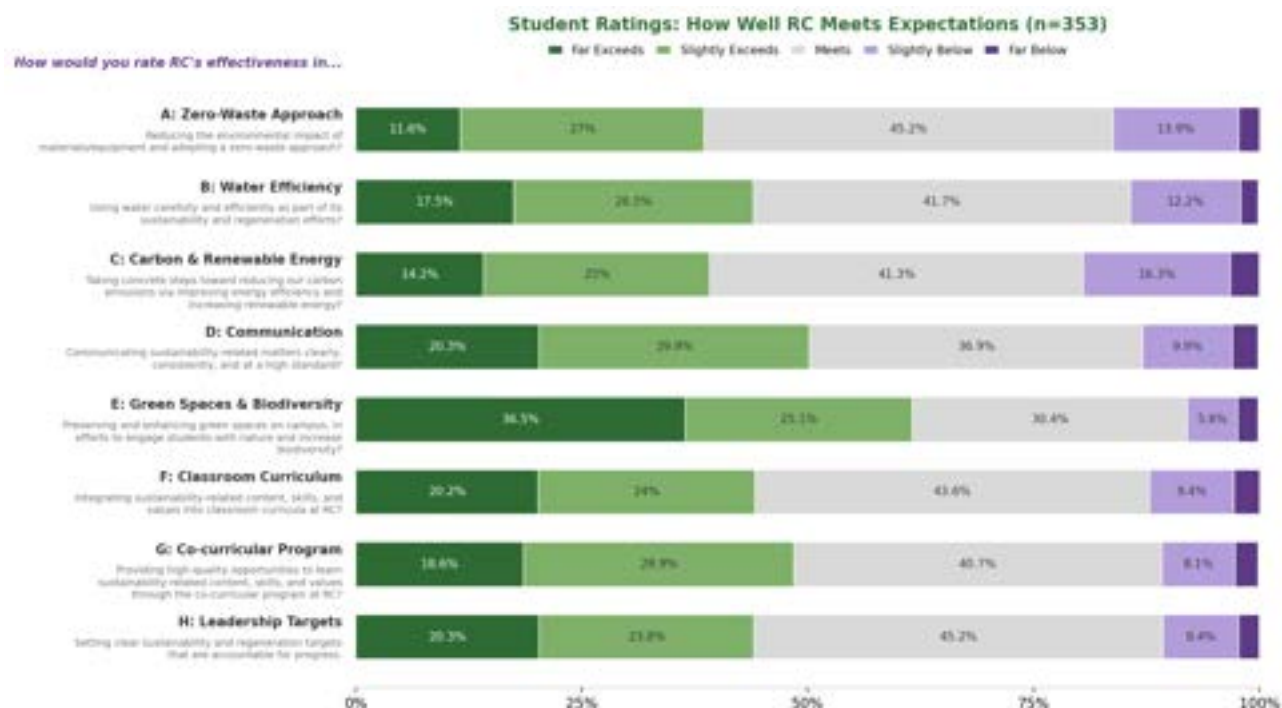
Student Survey Data (n=353)

Table 1a: Student perspectives about sustainability and regeneration at RC



Based on the survey data in Table 1 and Table 2, RC students highly value sustainability initiatives and generally feel the school's effectiveness meets rather than exceeds those high expectations.

Table 2a: Student perspectives about how well our school performs in meeting expectations



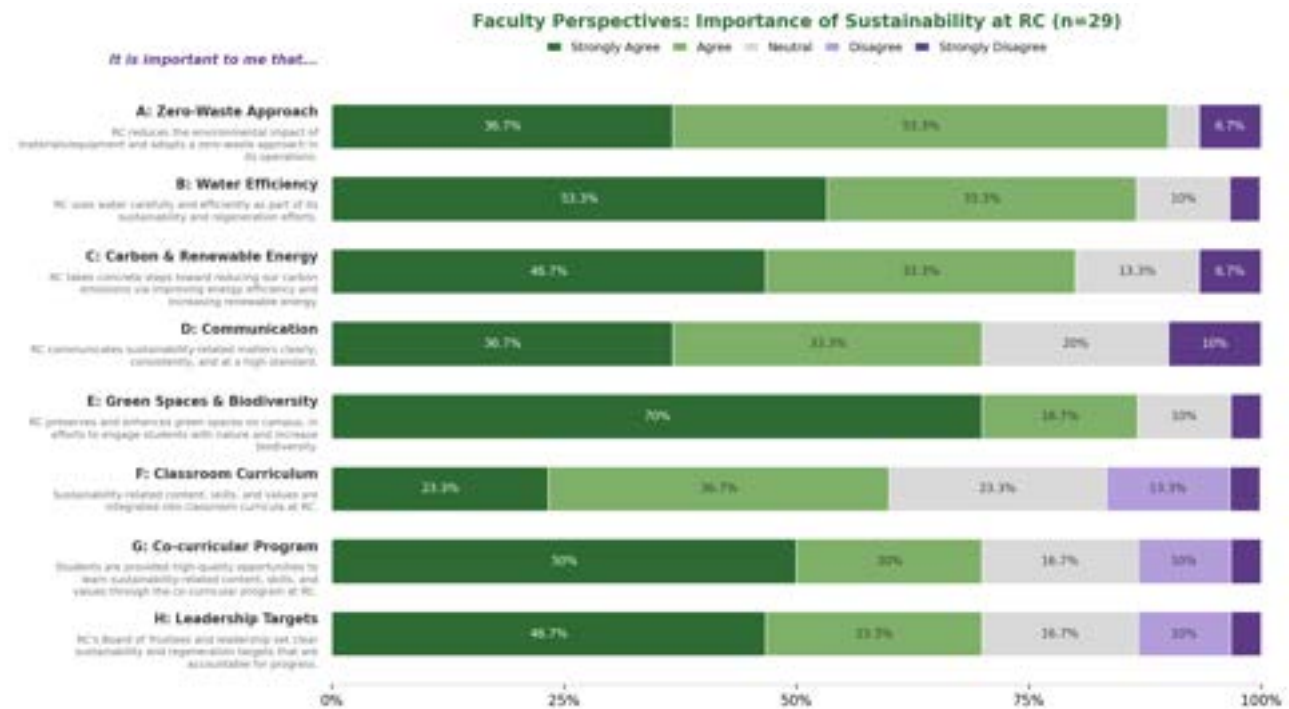
Here are several interesting findings from the student data:

- **Zero Waste Approach (A):** Important to 83.5% of students, while 38.6% feel RC exceeds expectations and 16.25 % feel it falls below. This finding is noteworthy because it has the fewest percentage of students rating our approach to Zero Waste as exceeding expectations when compared to the other categories. This suggests there may be room for further improvement in the school's zero-waste initiatives.
- **Water Efficiency (B):** Important to 87.7% of students, while 44% feel RC exceeds expectations and 14.2% feel it falls below. This finding is interesting because it has the highest priority score among students, yet satisfaction is not as much as the other categories. This finding suggests that students may hold especially high expectations for water efficiency initiatives, making strong performance more difficult to recognize even when positive actions are being taken.
- **Green Spaces & Biodiversity (E):** Holds student priority at 84.9% agreement and received RC's top performance rating, with 61.6% stating it exceeds expectations. This finding is significant because it indicates that RC has been particularly successful in an area that students value highly, with a majority of respondents believing the school exceeds expectations.



Faculty Survey Data (n=29)

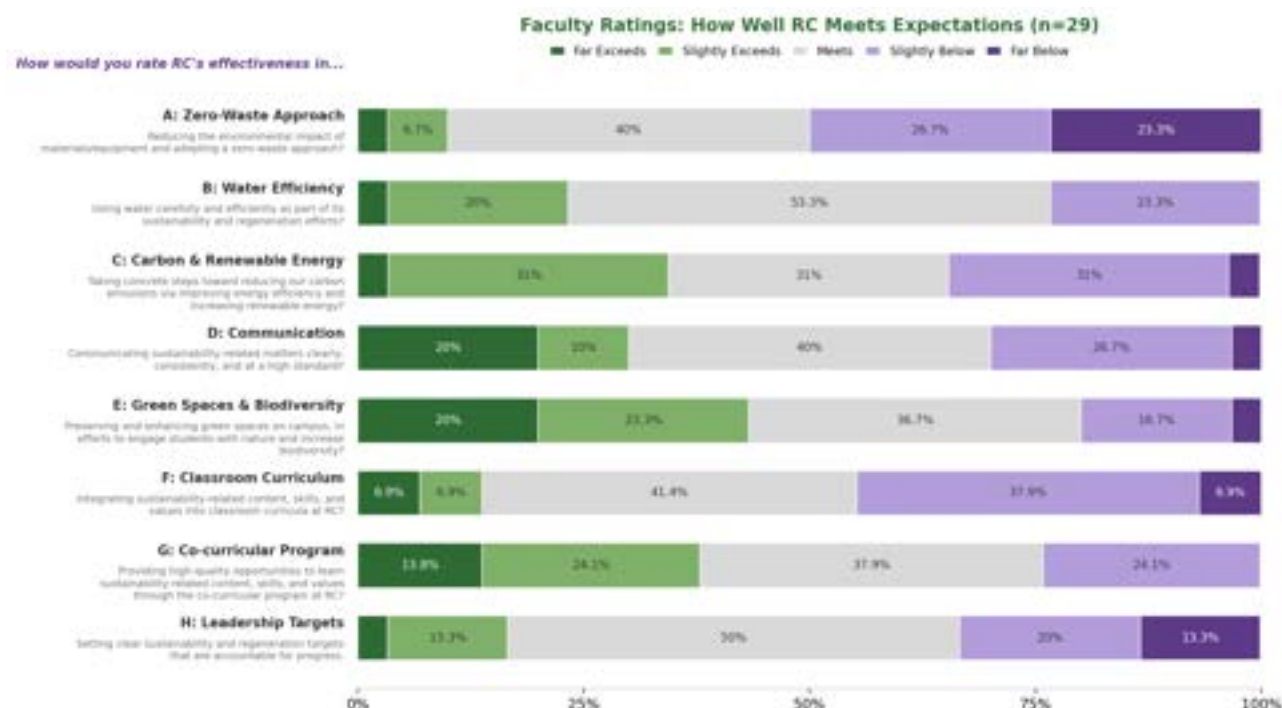
Table 1b: Faculty perspectives about sustainability and regeneration at RC



Similar to the student survey data, RC faculty highly value sustainability initiatives and generally feel the school's effectiveness meets rather than exceeds those high expectations.



Table 2b: Faculty perspectives about how well our school performs in meeting expectations



Here are several interesting findings from the faculty data:

- **Zero Waste Approach (A):** Approximately, 50% of faculty feel we are performing below expectations in this discipline, with only 10% exceeding. This perspective echoes the student data, suggesting this should be a high-priority next school year.
- **Carbon & Renewable Energy (C):** Valued at 80%, this area saw high faculty split, with 34.4% rating RC exceeds expectations and 34.4% rating it below expectations. The wide disparity in responses merits greater investigation next year.
- **Leadership Targets (H):** Accountable leadership is important to 70% of respondents. 16.6% feel RC exceeds expectations, while 50% say it meets them. This finding is noteworthy because despite our efforts toward achieving leadership targets, the results were not as strong as we anticipated. This suggests there may be opportunities to better communicate or strengthen these initiatives.
- **Classroom Curriculum (F):** The lowest relative priority at 60% total importance, with 13.8% viewing RC's integration as exceeding expectations and 44.8% falling behind expectations. This finding stands out because classroom curriculum is a central component of the educational experience, yet it received the lowest relative priority among all categories within the survey.



Progress Towards RC's Strategic Plan and Hummingbird Goals

High-Level Target

Robert College will lead the nation and beyond in developing an environmentall sustainable and regenerative model of education.

We are delighted to share progress towards our regenerative goals in this Report. The following section reports progress toward regenerative goals set within two strategic planning documents:

- The Hummingbird Sustainability Planning Report
- The 2023-2028 Strategic Plan

Both documents live in companionship with one another. In particular, the strategic plan, which was written one year after the Hummingbird report, explicitly refers to Hummingbird goals as primary targets to be met in Goal 2.

In this section of the report, we are intentional in reporting successes as well as opportunities and challenges, with honest acknowledgement of progress toward our targets.



GOAL 1

Build and foster a whole-school culture that supports sustainability and sustainability education.

Objective 1A: Communication

Implement a comprehensive, multi-channel, multi-modal, communication and engagement plan to the RC community with significant student involvement.



Impact

Earth Day Symposium

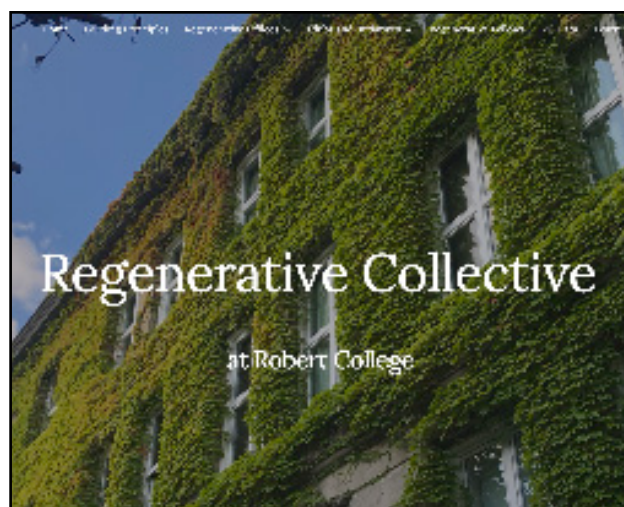
The Environmental Action Club hosted RC's first Earth Day Symposium, in which students from across the school involved in sustainability projects were invited to present their work from the year in a gallery-walk showcase event.

- Over 25 student groups presented.
- Involved over 100 participants
- Three awards granted: Creativity, Interdisciplinary approach, and Impact.
- Opportunity for everyone to see everyone else's work and build a shared community.



Publish Young ChangeMakers

Annual magazine published by the Social Entrepreneurship Club each June.



RC / RC Website

New this year, the RC Regenerative Collective Website is a platform to share all-things sustainable at Robert College, including the Regenerative Fellows Program, CTI opportunities, data and metrics, learning opportunities, and publications.

- Contribution by more than 30 different faculty and students on campus.
- One-stop shop for Sustainability Communications
- Easy access

Sustainability Pulse

Monthly newsletter sent out to all faculty, staff, and students communicating updates from the past month. Numbers on readership are not known.

Opportunities

- State of Sustainability Addresses: Present on the current state of sustainability to each grade level in an assembly.
- Better marketing and use of the RC/ RC Website moving forward.

Potential Challenges

- There is a real risk of over-saturating Robert College with sustainability-related communications. Finding the proper balance across mediums and student groups is essential.



Objective 1B: Invitational Events

Through annual invitational events, identify and promote sustainability and social entrepreneurship projects being undertaken by RC Alumni and the global community to increase awareness, inspire innovative thinking, and focus the efforts of teachers and students on solving social and environmental challenges at the root level.

Impact

Charlie Hoppin Environmental Art Award

The Charlie Hoppins Award invited students to submit written or visual art inspired by this year's theme: Imagined Futures. Students were encouraged to think boldly and creatively about what the future of what our environment could look like and interpret this theme in their own creative way.

- Experienced 28 applicants this year, which is up from 10 last year.
- New this year: we separated the the award into two categories, Literary and Visual Art.



Summit for Sustainability Education

We are excited to create Istanbul's inaugural Summit for Sustainability Education, in collaboration with Hisar. This festival is created to bring together educators across Turkey to generate a shared vision for and ignite collaboration regarding sustainability education.

- Involved over 350 educators and 60 students from across Turkey.
- Culminated in a Sustainability Pledge that all schools are invited to "sign on to" by generating sustainability commitments.
- Deepened the partnership between Hisar and Robert College regarding sustainability and regeneration.

Social Entrepreneurship Festival

Took place on February 14, 2026 with participation of approximately 100 students. Attendance was limited to schools in Beşiktaş per MEB directive.

Opportunities

- RC is hosting the Summit for Sustainability Education next year, which will be great for our school community.

Potential Challenges

- There is a possibility that the MEB may not allow students outside of our district to participate in our invitational events throughout the year.

Objective 1C: Mentorship and Special Initiatives

Mentor students in the process of engaging with peers on critical social and environmental issues to increase awareness and participation in special initiatives.



Impact

Regenerative Fellows Program

The Regenerative Fellows Program provides a clear roadmap, specialized training, and community for student leaders to become more deeply involved in regeneration at Robert College. Students in the Regenerative Fellows program are expected to emerge as leaders in other Regenerative CTI's on campus.

- 20 Fellows in Year 1 (this year).
- 75 Applicants for Year 2 (we will begin Year 2 with 32 Fellows)



RC Leads

RC Leads is a six-module program providing adaptive, ethics-based and forward-thinking leadership training for students stepping into leadership roles at Robert College and beyond.

- 22 students completed this program in its first year.
- Modules focused on:
 - Walsh's Standards of Performance
 - Adaptive v. Technical Skills
 - Theory-U
 - Negotiating Skills & Simulation
 - Immunity to Change

Dalyan Ecological Research Trip

10 students participated in the three-day Dalyan Ecological Research Trip, in which students participate in the following incredible environmental science research experiences across three days. This immersive learning experience allowed students to use scientific tools and field techniques, interact with researchers, and make first-hand observations in Dalyan's unique ecosystem, deepening their understanding of ecological research and conservation.

- Water and Sand sampling and analysis
- Blue Crab population size estimation
- Bird watching and identification
- DEKAMER field work; observing *Caretta caretta* sea turtles laying eggs



Opportunities

- The Regenerative Fellows Program will continue to grow and establish itself at Robert College in the coming years.
- We hope to offer RC Leads twice next year on two different afternoons, allowing great student participation.
- From Dalyan, we can compare data from 2019-2026 for the Blue Crab populations, which can be used in Biology Classes. Additionally, the area used for bird spotting is expanding, allowing students to see new diverse species.



Potential Challenges

- As our programs grow, they require increased financial and human capital. We need to be intentional about growing at a rate that matches the capacity of other RC systems.



Objective 1D: Student-Led Projects

Promote student-generated sustainability and social entrepreneurship projects and share lessons learned through student experiences to advance a shared dialogue with like-minded schools in Turkey and beyond.

ENVIRONMENTAL ACTION CLUB

Impact

- 30 students (up from 17 last year)
- Successful construction and implementation of 3 pilot projects for our new Sustainable Events Guidelines.
- Restarted composting on campus. In 4 weeks, we have offset approximately 90kg of food waste.
- Hosted RC's first Earth Day Symposium, in which over 25 student groups presented sustainability projects.
- Students participating in the construction of the Regenerative Report.
- Wonderland Literacy Garden has been revitalized and revamped.

Opportunities

- New plans for improved mentorship systems next year.
- Space exists to grow the Earth Day Symposium, including more projects, clubs and initiatives.
- Looking to formally roll-out the Sustainable Events Guidelines.

Potential Challenges

- Visible impact from projects should be improved. Not all projects have measurable outcomes, which makes measuring impact challenging.

NATURE WALKING CLUB

Impact

- The club met regularly and walked across campus, documenting new species they came across.
- This year the Nature Walking Club led RC's annual BioBlitz during Earth Week.



Opportunities

- We hope to expand our field trip opportunities such as to İğneada and Ormanya, which would require additional financial support.



CARETAKERS OF THE ENVIRONMENT

Impact

- CEI allows only a limited number of schools from Türkiye to attend the conference, with a maximum quota of six students per school.
- 12 students will participate at the conference this year
- Our students meet regularly every week, except during the second semester exam period, and continue their conference preparations.
- In addition to conducting research for their projects, they carry out laboratory experiments and gather information by contacting municipalities and universities.
- They organized a bake sale to contribute to the project budget.
- They also participated in the online conference held before the project.



Opportunities

- We are planning to participate in CEI 27 in Budapest next year.
- Next year, we will establish the “RC CEI 27” team by recruiting younger students to replace the current 11th-grade students who will leave the project. We will also select leaders from the experienced students who will be in 11th grade next year.
- We are planning to participate in sustainable education programs under the umbrella of Caretakers of the Environment International (CEI).
- We will share the experiences we gained at the conference with RC students through Radio Robert, magazines, and similar platforms.

Potential Challenges

- Caretakers of the Environment International (CEI) does not have its own budget.
- The project also involves expenses such as transportation, accommodation, cultural night activities, and materials required for workshops.
- Another limitation is that the project quota is restricted to six students.

Aquaponics Club

Impact

- A small team of dedicated students collaborated with the Plant office and with a professional vendor to generate an aquaponics design for the MKSC. This project has been put on hold because costs are quite high for the system.

Opportunities

- We will look into aeroponic options next year to reduce costs and simplify design elements.

Potential Challenges

- The cost of the aquaponics system is very high.

TEENS FOR HOPE

Impact

- 35 active student members, selected through an application and interview process, demonstrating strong commitment to service and social impact.
- Serves as the youth wing of Blocks for Hope, supporting long-term disaster recovery and sustainable humanitarian initiatives.
- Continued support for the 100th Year Village in Hatay, Türkiye's first and only permanent housing project built through a civil initiative following the February 2023 earthquake.
- Participated in Robert College Earth Day symposium, bringing the human and social dimension of regeneration into sustainability conversations.

Opportunities

- Expand collaboration with Blocks for Hope and other NGOs focused on disaster resilience, sustainability, and educational equity.
- Strengthen participation in Earth Day and other sustainability initiatives through projects that connect environmental awareness with social justice and humanitarian action.
- Develop outreach programs that connect Robert College students with youth in underserved or disaster-affected communities.
- Establish clearer systems for measuring impact in fundraising, awareness campaigns, and community engagement efforts.

Potential Challenges

- Sustaining student engagement alongside demanding academic schedules and extracurricular commitments.
- Leadership transition as senior members graduate.
- Emotional fatigue or compassion burnout when working on disaster-related issues over long periods.
- Dependence on external partnerships for the implementation of larger projects.
- Difficulty in measuring the long-term social impact of awareness-building and community engagement initiatives.

GREEN KIDS OF ISTANBUL

Impact

- Established RC's Unplugged Zone
- Planning a Backgammon tournament in the Unplugged Zone after the final exam period.
- Establishing the water Conservation Challenge via social media, encouraging others to use less water in their daily lives.

Opportunities

- We will continue to develop the Unplugged Zone
- We hope to continue and expand our water challenge.

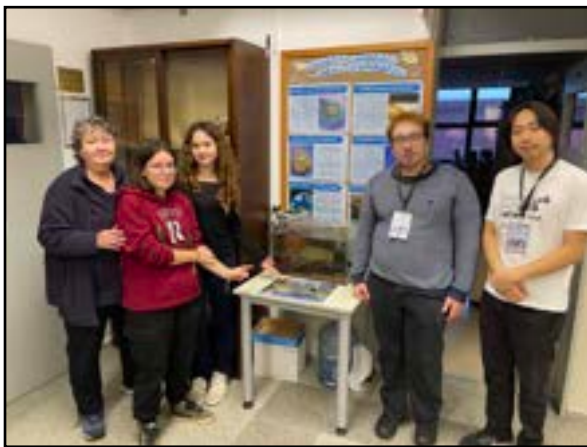
Potential Challenges

- We had challenges with getting our members to act consistently throughout the year.

MARINE BIOLOGY CLUB

Impact

- CIP: Sea Explorers: The aim of this project is to increase elementary school students' awareness of marine life and to help them understand that the sea is a living ecosystem so that they are more motivated to protect it and reduce pollution through their everyday actions. Occurring at the end of June.



Opportunities

- Students will continue working on their children's book focused on raising awareness of marine life.
- We hope to establish Aquaponics pods for next year in the MKSC pond.

Potential Challenges

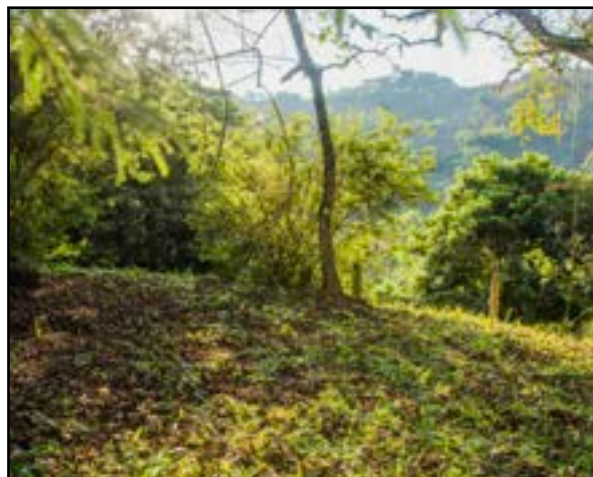
- It is difficult to come across funding for various projects.



Terra Care

Impact

- Our project aims to help reduce the school's water use and water expenses by testing the effect of mulch on campus plants.
- We placed mulch near plant roots and observed whether it helped the soil keep more moisture and improved plant conditions.
- We also look at factors such as sunlight, weeds, slope/inclination, and location because these can change how effective mulch is.
- This year, we have 5 students. We selected suitable areas on campus with our school's botanist Ms. Bağış and the Plant Office and started the experiment in three different areas.



Opportunities

- Next year, TerraCare can become stronger by continuing the experiment for a longer period, across more spaces and collecting data more regularly.

GOAL 2

Make substantive progress on the Hummingbird Sustainability Goals, RC's first Sustainability Plan.

Objective 2A: Carbon Emissions

Be Carbon Neutral with Scope 1 & 2 Energy-related Carbon Emissions



Impact

Carbon Emissions Data

Robert College ended 2025 having emitted 30 Tons of carbon more than in 2024. However, through four months in 2026, we are 7 tons of carbon short of our 2025 emissions, placing us on track to cut the 30 extra tons from the previous year.

- Total emissions in 2024: 1096 tons
- Total emissions in 2025: 1126 tons

Opportunities

- Next year will be the first in which all electricity will be offset by the new solar power plant in Manisa.
- ARC is a platform we plan to utilize next year that will enable us to better track and visualize our general consumption and carbon footprint across campus resources.

New Manisa Solar Array

RC's Solar Energy Project became operational in May, marking a significant milestone.

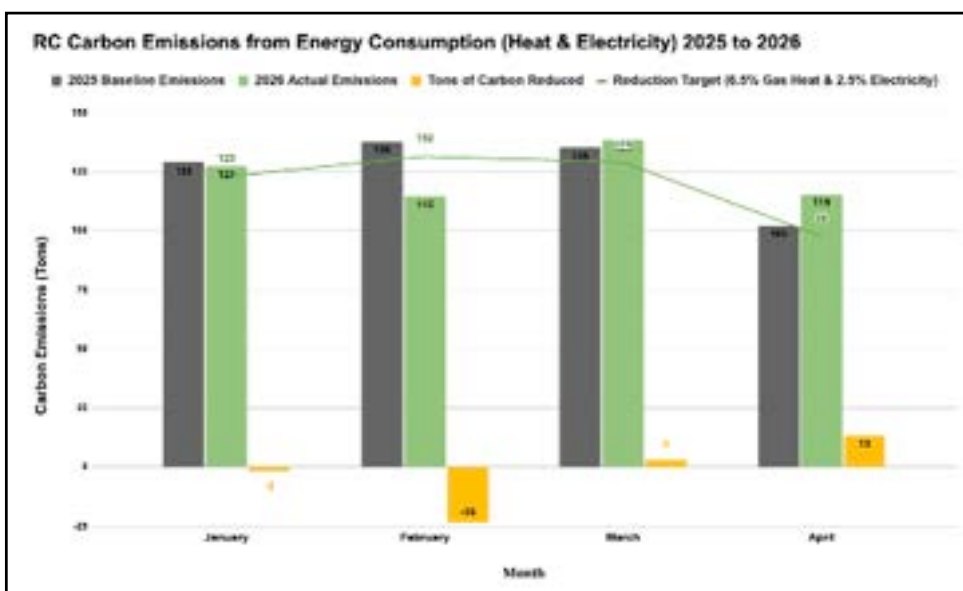
- The plant is expected to generate approximately 1.9 million kWh annually, sufficient to meet the school's entire electricity needs.
- This amounts to approximately \$254,600 in value at current electricity prices (excluding distribution charges).
- The project is projected to save the school of \$100,000 to \$150,000, net of all expenses, with an estimated pay-back period of 7.5 to 9 years.

Potential Challenges

- Reducing our natural gas consumption has proved to be quite challenging.

Behavior change has taken more time than anticipated, as some actions are difficult to address and shift.

- Infrastructure upgrades are difficult to implement because the buildings are quite old.





Objective 2B: Biodiversity

Create and implement an RC Campus Habitat Biodiversity & Restoration Management Plan that emphasizes education, improves biodiversity, respects institutional pride & legacy, and accounts for fire safety.

Impact

LP Gardening

- This year, we have taken out a different LP Gardening class each week to maintain the Mitchell Garden.
- 10 of the 11 LP sections participated in the construction of the Botanical Garden during Earth Week.



BioBlitz 2026

The Nature Walking Club led the second BioBlitz event on Earth Day, during which students spread out across RC to observe and identify organisms. .

- They recorded 396 observations using iNaturalist, increasing the total number of observations in the Robert College Biodiversity Project on iNaturalist to 1,820.



Improved “Green Zones”

This year, we constructed two new Green Spaces on campus for students: The Unplugged Zone and the Botanical Garden. In addition, students revitalized Wonderland.

- The Unplugged Zone now contains swings, chairs, tables, and hammocks.
- The Botanical Garden now contains four raised beds featuring various perennial flower species.



Campus Stewardship Plan

The Campus Stewardship Plan provides guidance and expectations for how to manage Robert College’s beautiful grounds in a manner that balances sustainability, aesthetics, and safety.

- Clearly outlines wild, semi-wild, and ornamental spaces on campus.
- Provide clear guidance about how to manage endangered and invasive species
- Includes an Action Plan describing activities for the coming year.

Opportunities

- Next year, we will add six raised beds to the Botanical Garden, connecting the Unplugged Zone with the Eco-Dome.
- Next year, we will convert the Unplugged Zone into a formal outdoor classroom space that is usable by teachers and students at RC.

Potential Challenges

- Ensuring proper and sustained maintenance for the garden and green spaces will require significant student contribution.
- Invasive Species are growing in population on Robert College campus. Controlling said invasives without herbicides is becoming more challenging.

Objective 2C: Waste and Water Conservation

Adopt a Circular Approach to materials and resource use & procurement to achieve Zero Organic Waste and Zero Solid Waste.



Impact

Pilot Compost Program

We started fresh this year with our compost system by removing the old compost system and creating a 1.5m x 1.5m x 1m test bin to refine our operations and management. We have also created a smaller vermicomposting system to test the effectiveness of worm bins.

- Across four weeks, we have offset over 120 kg of food waste from the MKSC.
- This project is led by three very dedicated students who are learning how to properly recycle the food waste and trying to find a suitable composting system that would be easy for everyone.



Sustainable Event Guidelines

Students from the Environmental Action Club developed a credentialing system to certify Robert College events as “RC Green”.

- Finalized sustainable criteria that event organizers must meet.
- Outlined potential benefits for certified event organizers.
- Received approval to place a wooden board with golden placards in Gould Hallway, highlighting sustainable clubs and events for the next several years.
- Successfully ran two pilots this year: one student-organized event and one adult-organized event.

Opportunities

- **Materials Waste:** Next year, we plan to tackle materials waste across the school, focusing on paper waste, recyclable materials, and single-use plastics.
- **Water Consumption:** Over Summer, RC will install water meters for each building, so we will receive more granular information about
- **Sustainable Event Guidelines:** We will roll out the guidelines for all to use next year. We hope to certify 10 events across the year.
- **Compost:** We hope to scale up our compost system to capture all food waste from the MKSC.

Potential Challenges

- We currently do not have the systems to easily collect and communicate data across water, waste, and energy domains. This work is time intensive.
- We need to be careful not to fall into the trap of considering data collection as action. Consumption data must inform and improve our practices for reducing negative impacts from resource consumption.



Objective 2D: Sustainability in the Curriculum

Increase teacher and curriculum capacity for sustainability literacy.



Impact

Lunch and Learn

There were three goals for this Lunch and Learn session:

- **COP31:** Introduce the COP Conference to all attendees, providing information about its purpose, history, and significance.
- **Education for Sustainable Development (ESD):** Familiarize faculty with the SDGs and present the Education for Sustainable Development framework.
- **Prototyping:** Faculty explore the ESD framework and begin to conceptualize what it might look like to integrate the LO's into their classroom. This is also a time for Q&A.

Regenerative Fellows Course Credits

- Each Regenerative Fellow is expected to acquire 8 “Regenerative Credits” via their coursework at RC before graduating from the program. Regenerative Credits are applied to courses which instill regenerative content knowledge, skills, values, or habits within students.
- In its first year, we identified 22 courses at RC that qualify for credits.
- We properly communicated which courses qualify for credits in the RC Course Catalogue for Regenerative Fellows.

Upper level elective courses

AP Environmental Science:

- Topics discussed in class include Climate Change, Land Use, Pollution, Ecology, Population Growth, and Energy Systems.
- 17 students signed up for AP Environmental Science this year and 16 have signed up for the next school year.

Biodesign:

- Topics discussed in class include: circular economy; systems thinking; environmentally and socially regenerative practices; bioethics and bioempathy, biomaterials; environmental and social impacts of past; current; and future designs and decisions
- Students participated in the Biodesign Challenge in New York and won Outstanding High School in 2025 (this year's results to be determined in June).



New Climate Course

Climate, Environment, and Innovative Solutions will take place next school year.

- In this course, students will learn and explore geography, climate change, the consequences of climate change, the measures people can take at both micro and macro levels, and the steps we need to take to create a livable world.

Opportunities

- Next year, we plan to provide better support to LP English teachers on their SDG projects.
- RC Forest and APES: With the creation of the RC Forest this year, an opportunity exists to bring AP Environmental Science students to Kars to track the progress and health of the newly planted forest.

Potential Challenges

- To minimize fatigue, it is important we are careful in balancing curricular needs with the integration of SDG's into classrooms.
- Due to low sign-ups, Biodesign will not run next year.





Objective 2E: Online Sustainability Platform

Create a platform to share sustainability knowledge and processes outside of RC.

Opportunities

- We recently met with a representative from ASU who is quite keen on building partnerships with the university to generate sustainability-focused professional development opportunities for teachers in Türkiye.

Potential Challenges

- A project of this nature requires significant financial and human capital investment, and its impact is primarily felt beyond the immediate RC community.



Objective 2F: Social Enterprise Development

Support students in generating innovative ideas for positive social and environmental impact and equip them to bring their ideas to fruition through a social-entrepreneurial approach to sustainable business development.

Impact

- Sustainable Goods Marketplace started by the Social Entrepreneurship Club has so far brought dozens of local producers of environmentally and socially ethical products to our school, generating weekly donations that go to funding other student run projects.
- The Peaceful Paws initiative raised funding for donations to a local animal shelter, where a busload of RC students went to volunteer their time, providing comfort and exercise to the dogs.
- The Upcycling group won an award for their creativity at the Earth Day summit by turning a washing machine drum into a home for outdoor cats.



Goal 3

Develop a whole-school Outdoor Adventure program that is unique and sector-leading in its work.

Objective 3A: Atatürk Explorer Award

Launch Atatürk Explorer Award -Development and delivery of a multi-level bespoke outdoor award that encompasses elements of culture, fitness, conservation work and culminates in small, medium, and large-scale expeditions within Turkey and abroad.



Impact

The Atatürk Explorer Award has made meaningful progress toward becoming a cornerstone of student development across divisions.

- This year, 56 LP students successfully engaged in the Navigator Level of the award, establishing a strong foundation in teamwork, resilience, and introductory expedition skills.
- Building on this, 40 L9 students participated in the Adventurer Level, where expectations increased in both physical and cognitive challenge, requiring students to demonstrate independence, leadership, and problem-solving in more complex outdoor environments.



Across both levels, the program has strengthened key competencies aligned with the school's mission, including character development, perseverance, collaboration, and a sense of responsibility toward both community and environment.

Students are not only engaging in physical activity but are also being intentionally guided to reflect on their experiences, deepening their understanding of personal growth, cultural context, and environmental impact. The progressive structure of the award ensures continuity and long-term engagement, allowing students to see a clear pathway of development throughout their school journey.



Opportunities

- There is a significant opportunity to further embed the Atatürk Explorer Award as a defining element of the school's identity. With strong participation rates in both Adventurer and Navigator levels, the program is well-positioned to expand vertically into upper grade levels and horizontally across the wider school community.
- There is potential to position the award as a national model, extending opportunities to partner schools across Türkiye and contributing to a broader educational impact.
- Strengthening links with academic departments could further enhance interdisciplinary learning, particularly in areas such as geography, environmental science, and Turkish cultural studies.

Potential Challenges

As the program grows, maintaining consistency in quality and experience across all levels will be essential. There is a risk that rapid expansion could dilute the intentionality and depth that currently define the program.

- Logistical demands, including staffing, training, and risk management for expeditions, must be carefully managed to ensure sustainability.
- Ensuring equitable access for all students—regardless of financial or physical constraints—will be critical in maintaining alignment with the school's values.



Objective 3B: Connection to Nature and Environment

Crafting strong environmental / sustainability / regenerative work into a) the trips b) the curriculum of other subjects through the work of the Outdoor Adventure Program.

Impact

The program's commitment to environmental learning is evidenced through meaningful international experiences. These experiences provided students with authentic, real-world contexts in which to explore environmental responsibility, moving beyond theoretical understanding to active participation.

Kenya Scuba Safari Expedition

Eight students participated in a Scuba and Safari Expedition to Kenya, where they engaged directly with conservation efforts and developed a deeper understanding of global environmental challenges and sustainable practices.

- All students earned PADI Scuba certification across four days of diving
- Witnessed thriving natural ecosystems in the Tsavo National Park.
- Connected with local communities via community service projects.



Green School Exchange Program

Ten students took part in the Cape Town Green School Exchange Program, immersing themselves in a model of education that places sustainability and regenerative thinking at its core.

- All ten students participated in a homestay cultural exchange with Green School families.
- The itinerary was rich in outdoor adventure, including ziplines, camping, and nature walks.
- Students learned about the culture and history through museum exhibitions, a Robben Island tour, and a Sunday concert in the park.

Opportunities

- There is a clear opportunity to more systematically integrate these experiences into the wider curriculum, ensuring that learning from expeditions and exchanges is shared, reflected upon, and embedded across subject areas.
- By strengthening collaboration with academic departments, the Outdoor Adventure program can act as a catalyst for interdisciplinary, project-based learning centered on sustainability and environmental stewardship. Additionally, expanding partnerships with organizations and schools that specialize in environmental education could further enhance the program's depth and global reach.

Potential Challenges

- The primary risk lies in these experiences remaining isolated to a small group of students rather than influencing the broader student body. Without intentional structures for reflection and dissemination, the long-term impact may be limited.
- Ensuring that environmental learning is authentic and not superficial will require continued investment in program design, staff expertise, and meaningful partnerships.



Thank You!

We would like to express gratitude to everyone in the RC Community for welcoming, leading, and encouraging regenerative education at Robert College.

We sincerely hope you enjoyed the report.



Questions or New Ideas?

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