taaleem

inspiring young minds

# Taaleem ESG & Sustainability Report | 2024-2025

táaleem
inspiring young minds

# TABLE OF CONTENTS


1 About the Report 03

2 Messages from the Leadership Team 05

3 About Taaleem 09

4 Materiality Assessment & Stakeholder Engagement 11

5 Governance & Ethics 17

6 Health, Safety & Wellbeing 21

7 Fair & Equitable Workforce 23

8 Digital Safety & Cybersecurity in Education 26

9 Digital Transformation, Data Privacy & AI Ethics 28

10 Environmental Performance & Climate Action 30

11 Social Responsibility & Community Engagement 34

12 Student Voice & Community Engagement 37

13 School Initiatives 40

14 GRI Appendices 48

Workshops shaping a greener future at Greenfield International School

# ABOUT THE REPORT

**Aligned UNSDGs**

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

16 PEACE, JUSTICE AND STRONG INSTITUTIONS

17 PARTNERSHIPS FOR THE GOALS

# ABOUT **THE REPORT** *(Prepared in accordance with the GRI Standards: 2021)*

## 1. Reporting Entity

This report has been prepared by Taaleem Holdings PJSC, a leading education provider based in the United Arab Emirates. Taaleem operates a diverse portfolio of schools across the UAE, including premium private schools and public-private partnership schools.

## 2. Reporting Period and Cycle

**Reporting period**
1st September 2024 to 31st August 2025

**Publication date**
October 2025

**Reporting cycle**
Annual

**Previous report issued**
FY 2023-2024

## 3. Contact Point

For questions about this report or its contents, please contact:

**Maha Laasri**
Health and Safety & Sustainability Manager
esg-contact@taaleem.ae

## 4. Reporting Standards

This report has been prepared in accordance with the Global Reporting Initiative (GRI) Standards 2021, specifically:

The report also aligns with

UAE Securities & Commodities Authority

Dubai Financial Market

UN Sustainable Development Goals

## 5. Scope and Boundaries

This report covers all wholly owned and managed operations of Taaleem within the UAE. The data includes Taaleem-operated schools and the central corporate office excluding KFG, a recent acquisition by Taaleem. The environmental data includes Scope 1, Scope 2, and Scope 3 emissions from school sites and central office, where data is estimated or partially available, it is clearly indicated.

There were no significant changes in the organisational structure, activities, or reporting boundaries compared with the previous reporting period.

## 6. Materiality

Material ESG topics were identified through a formal Materiality Assessment aligned with GRI 3: Material Topics (2021), involving:

1. **Stakeholder Engagement:**

**Students** **Parents** **Staff** **Regulators** **Investors**

2. **Evaluation of internal risks, sector expectations, and global ESG trends**

**Details of the methodology and final material topics are included in Section 1 of this report.**

## 7. Assurance

This report has not been externally assured. However, data has been reviewed internally, with oversight from Health and Safety & Sustainability Manager. Future reports may consider third-party assurance.

Annual Senior Leadership Conference

# MESSAGES FROM THE LEADERSHIP TEAM

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# A MESSAGE FROM OUR HEALTH AND SAFETY & SUSTAINABILITY MANAGER

## Sustainability Starts at School

**YEAR IN REVIEW 2024–2025**
*Culture of Care · Shared Responsibility*

**20 Student-Led Campaigns driving Change**
from climate action to digital wellness

**15 School-wide projects**
embedding environmental action across Campuses

**10,000 Hours of Health & Safety training**
delivered across all schools & Central Office

**7 Community drives**
supporting donations of books, clothes and food

**100% Student-led social & emotional learning projects**
implemented across all schools

*"Sustainability must become instinctive embedded in learning, leadership, and community action"*

**Maha Laasri**
Health and Safety
& Sustainability Manager

At Taaleem, sustainability is far more than a policy; it is a forward-looking promise rooted in purpose. This year's journey reflects our deep commitment to preparing students not only for academic success but for life as informed, responsible global citizens.

Our sustainability approach is driven by the belief that lasting transformation begins in the classroom and radiates outward. By equipping young learners with future-ready skills resilience, environmental awareness, collaboration, and ethical leadership, we empower them to make a positive difference both within and beyond school walls. These values extend into families and communities, reinforcing the wider social impact of our schools.

Through student-led initiatives such as hydroponic farming, zero-waste campaigns, digital wellness programmes and climate action projects, our schools have demonstrated that learning can be both meaningful and actionable. Each effort strengthens our culture of sustainability and deepens our collective impact.

Transparency and accountability guide our work. This report provides a clear view of our progress, supported by data, grounded in purpose, and aligned with global frameworks. Every action contributes to a long-term vision: a system where sustainability is embedded in learning, decision-making, and daily practice.

Together, we are shaping a future that is informed, inclusive, and resilient; where sustainability becomes instinctive, intergenerational, and enduring.

# A MESSAGE FROM OUR CHAIRMAN

## Educating for a Sustainable Future

*"We are building an educational model that prepares learners to thrive, today, tomorrow, and long into the future"*

**Khalid Al Tayer**
Chairman

**YEAR IN REVIEW 2024–2025**
*Resilient Systems · Responsible Leadership*

**55% Women leaders**
driving academic and operational excellence

**34+ Nurseries**
joined the network through Kids First Group acquisition

**1 New government school**
opened in partnership with UAE authorities

**₯ 1,135.5 Million Operating Revenue**
recorded 20.1% growth compared with the prior year

**100% Family engagement strengthened**
across schools through events and initiatives

Each year, as we prepare our ESG Report, I am reminded of the tremendous responsibility we carry, not only to educate but to empower. At Taaleem, our commitment to sustainability is not a corporate initiative; it is an educational imperative. As stewards of future generations, we must ensure that the values we teach are lived out in our policies, our operations, and our everyday decisions.

In the 2024–2025 financial year, we strengthened this commitment in meaningful ways. Environmental stewardship remained a top priority, with continued investment in solar technology, eco-conscious construction, and carbon monitoring. We also launched student-led green initiatives that included school garden projects, water conservation campaigns, and environmental awareness drives, helping young minds connect theory with action in tangible, empowering ways.

Our social progress has been equally encouraging. We have worked diligently to create more inclusive school cultures, improving accessibility, and ensuring mental health support systems are embedded across all age groups. The result is a growing culture of empathy, equity, and empowerment, where every member of the Taaleem family feels seen, heard, and supported.

From a governance perspective, we have elevated our standards with stronger oversight mechanisms, improved stakeholder engagement, and new ESG performance benchmarks. These developments reflect a maturing ESG strategy, one that is data-informed, transparently communicated, and deeply integrated with our long-term educational goals.

Perhaps the most meaningful progress has come in how our students are responding. Across our schools, we see learners stepping into leadership roles, advocating for sustainability, driving peer-led initiatives, and forming connections between what they learn in the classroom and the challenges facing our world.

Our journey is far from over, and I am encouraged by the growing alignment between our ESG values and the daily experiences of our staff and students. This alignment strengthens our foundation, sharpens our vision, and prepares us to lead with integrity in an increasingly complex world.

Our recent commitment to the UN Global Compact further embeds these values within a global context, demonstrating our willingness to align local education with international frameworks for responsible leadership.

As we move forward, we do so with a clear sense of purpose: to educate for impact, lead with accountability, and inspire a generation of learners and leaders who will be both stewards and architects of a better future.

# A MESSAGE FROM OUR
# CHIEF EXECUTIVE OFFICER

YEAR IN REVIEW 2024–2025

## Learning Today, Sustaining Tomorrow

*"Real change happens when students lead with purpose, not permission"*

**Alan Williamson**
Chief Executive Officer

**YEAR IN REVIEW 2024–2025**
*From Learners to Leaders*

**88% Capacity utilisation**
achieved through projects on all campuses

**13:1 Student-Teacher ratio**
highlighting our commitment to delivering excellence in education

**Đ 317.9 Million EBITDA**
achieved with 28% profitability margin

**44 Parent ambassadors**
supporting UK, IB, French & American curricula

**86 Nationalities**
reflecting a global, inclusive student population

As we present Taaleem's ESG Report for the 2024–2025 financial year, I am proud to reflect on a year of significant advancement, not just in academic performance but in how we embed environmental, social, and governance principles into every layer of our organisation. At Taaleem, we believe that delivering high-quality education must go hand in hand with shaping a sustainable and equitable future for our students, staff, and communities.

This year, our progress was both measurable and meaningful. We expanded our solar energy programme across more campuses, resulting in a marked reduction in our overall carbon footprint. Our environmental initiatives also included expanded recycling infrastructure, updated waste management protocols, and comprehensive energy audits, all aligned with the UAE's Net Zero 2050 strategic vision. These changes are more than operational, they are pedagogical. They teach by example, modelling the behaviours and values we want our students to carry into adulthood.

Socially, we have made significant strides in wellbeing and inclusion. Our student wellness programmes were further strengthened through counselling, digital safety workshops, and new extracurricular initiatives aimed at fostering resilience and mental health awareness. Across the Taaleem network, we have worked to ensure that every student feels supported and represented, regardless of background or ability.

We also advanced our commitment to ethical governance. We enhanced transparency in our ESG disclosures, refined internal reporting mechanisms, and conducted staff training focused on ethical leadership and anti-discrimination practices. These efforts are not just about compliance, they reflect our belief that strong governance is the foundation of trust, both within and beyond our school communities.

Our alignment with the United Nations Sustainable Development Goals has grown stronger and more strategic. Whether through curriculum reform, green school certification, or collaborative partnerships with local and global institutions, we are positioning Taaleem to be a regional leader in sustainability-led education.

In support of this ambition, we are proud to join the UN Global Compact this year, reinforcing our accountability to international principles on human rights, labour, environment, and anti-corruption.

As we look to the future, we recognise that the true impact of our ESG work will be measured not just by what we implement today, but by the world our students inherit tomorrow. I am confident that we are not only preparing them for academic success but equipping them with the mindset, empathy, and tools to build a more sustainable, inclusive, and resilient world.

Sowing seeds of sustainability for a brighter future

# ABOUT TAALEEM

**Aligned UNSDGs**

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# ABOUT **TAALEEM**

**Established**
In 2004

**Located**
In the UAE

**56,424**
Students enrolled

**38**
Schools

*Education is the most powerful tool for building a **sustainable world.***

## Our Vision

Our vision is to be the leading and most respected education provider in the Gulf, from early childhood to secondary.

## Our Mission

Through curiosity, empathy, and compassion, we empower students to explore their passions, develop their talents, and gain the skills and character to succeed in a globalised world.

## Sustainable Future

Taaleem integrates sustainability into syllabus, encouraging students to tackle real-world issues like climate change, waste reduction, and energy conservation. This links global goals to local action, making learning meaningful. Teachers drive green transformation at school through their teaching.

Teachers play a central role in Taaleem's green transformation. Through professional development, they have acquired tools to incorporate climate literacy, circular economy concepts, and environmental stewardship into their teaching.

**100%**
Schools integrate sustainability curriculum across all grade levels

**3+**
Subjects per school actively include sustainability principles

**35+**
Student-led sustainability projects making real impact

**14**
Schools with recycling programmes

**25+**
Eco-clubs actively implementing sustainability projects

**100+**
ESG champions supporting environmental and social responsiblity efforts

**3**
National and international awards showcasing excellence and impact

**5**
Hydroponic towers installed

Aquathon Division Winners at Greenfield International School

Student-led conference at Taaleem

# MATERIALITY ASSESSMENT & STAKEHOLDER ENGAGEMENT

**Aligned UNSDGs**

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# MATERIALITY ASSESSMENT **& STAKEHOLDER ENGAGEMENT**

## Purpose and Approach

Taaleem conducted a GRI 3–aligned Materiality Assessment to identify and prioritise key ESG topics affecting its long-term value. Guided by UAE SCA directives and global standards, the process involved structured stakeholder engagement to align sustainability priorities with expectations and strategic risks.

## Stakeholder Engagement Mapping, Approach and Frequency

| Stakeholder Group | Engagement Methods | Frequency |
|---|---|---|
| **Board of Directors** | With agenda on ESG performance | Quarterly |
| **Investors** | Meetings and integrated annual reports | Quarterly to annually |
| **School Leaders** | Strategy meetings | Periodic/Termly |
| **Teachers & Staff** | "YourVoice" survey for internal staff and "T4" conducted by third party | Annual (survey), ongoing |
| **Students** | Surveys, school councils, sustainability clubs, ESG projects | Monthly to quarterly |
| **Parents & Guardians** | Newsletters, feedback forums/surveys, town halls, emails | Quarterly, as needed |
| **Regulators (ADEK, KHDA)** | Compliance audits, policy consultations | Bi-annually or ad hoc |
| **Vendors & Partners** | Onboarding, vetting process, supplier assessments, contractual feedback | Annually |
| **Local Communities** | School events, volunteering programmes | Ongoing |

Annual General Assembly Meeting

## Materiality Process

### 1 Gap Analysis

Reviewed past ESG reports.
Benchmarked against GRI, SDGs, DFM, DJSI, and peer schools
**Result**: List of 28 ESG issues

### 2 Framework Mapping & Categorisation

Mapped issues to GRI, SDGs, DFM, SCA
Grouped into 7 ESG themes
**Result**: Aligned issue bank

### 3 Stakeholder Mapping

Identified internal/external stakeholders
Used influence-interest matrix
**Result**: Prioritised engagement plan

### 4 Double Materiality Survey Design

Financial + Impact materiality scoring (1-5 scale)
Used surveys and leadership interviews
**Result**: Stakeholder scoring database

### 5 Weighted Scoring & Analysis

70% weight to senior management
30% weight to all other stakeholders
**Result**: Ranked ESG issue scores

### 6 Material Issue Prioritisation

Applied threshold cutoffs (score ≥ 3.7)
Clubbed overlapping issues
**Result**: Final list of 18 ESG material issues

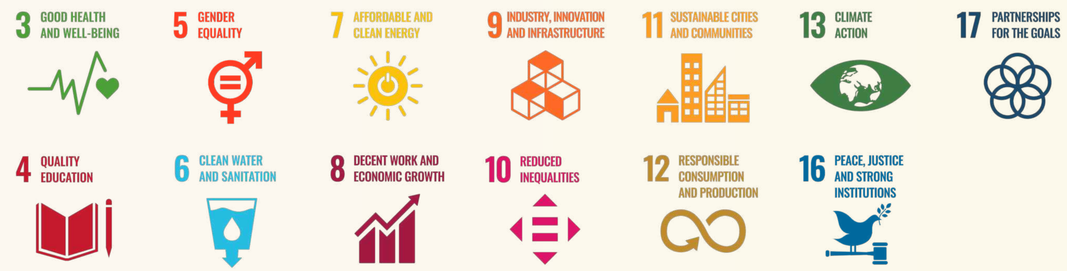
### 7 Validation & ESG Integration

Integrating into risk registers, KPIs
ESG reporting
Validated by head of departments
**Result**: Embedded into Taaleem's strategy

## Materiality Matrix

| Materiality Grading | Material Topics |
|---|---|
| **Major** | **S6**: Safe & Supportive Workplaces |
| | **G6**: Secure & Responsible Digital Transformation |
| | **G2**: Board Leadership & Accountability |
| | **S3**: Holistic Student Well-being & Safety |
| | **G5**: Data Privacy |
| | **G1**: Ethical Governance & Financial Integrity |
| **Significant** | **S1**: Sustainable & Responsible Procurement |
| | **E1**: Climate Action & Carbon Neutrality |
| | **S7**: Global Safety Standards & Employee Well-being |
| | **G3**: Enterprise Risk & Whistleblower Protection |
| | **E3**: Climate Resilience & Disaster Preparedness |
| | **S5**: Inclusive & Multicultural Education |
| | **G4**: AI Ethics & Cybersecurity in Education |
| | **S8**: Sustainable Community & Stakeholder Engagement |
| | **E2**: Green Infrastructure & Resource Management |
| | **S4**: Fair & Equitable Workforce |
| | **S2**: Innovative & Inclusive Education |
| **Moderate** | **G7**: Parental & Stakeholder Engagement in ESG |

## Aligned UNSDGs



Major, significant, and moderate are all important priorities. The categories simply indicate different levels of urgency and impact as identified through a stakeholder survey.

**Materiality Linked Progress Dashboard**

## Environmental

**54,849.27** *$tCO_2e$*
Total carbon footprint calculated for all activities

**41** *tons*
CO2 offset against E-waste

**8.85** *$m^3$/year*
Water Intensity per student

**6**
Campuses have advanced solar panels

## Social

**₯ 220** *K*
Invested in partnerships & donations

**60+**
Emergency preparedness drills delivered

**41,365**
Students enrolled

**75** *hours*
Professional development through CPD-accredited activities

## Governance

**100%**
Employees acknowledged ethics and anti-bribery commitments

**100%**
Staff awareness on whistleblower, anti-corruption policy

**100%**
Staff engagement with Lockton's wellbeing calendar and resources

**100%**
Completion rate for staff performance reviews across all departments

## IN **PROGRESS**

**Climate risk assessment**
is planned for 2025-2027

**ISO 27001**
certification for IT systems

**Energy and water audits**
to drive efficiency across all campuses

**Oracle integration**
for code of conduct and conflict of interest training

**Centralised waste tracking platform**
being developed for waste tracking and disposal method analytics

**Business Continuity Management (BCM)**
framework being developed to enhance risk preparedness

## Integrating Sustainability with Global Education Goals

Taaleem's educational framework aligns with UNSDGs, combining academic skills with environmental stewardship and global citizenship to promote a holistic understanding of sustainability challenges and solutions.

### Linking Our Five Focus Areas to the SDGs

| | |
|---|---|
| School Uniforms | 12 Responsible Consumption and Production; 13 Climate Action; 14 Life Below Water; 15 Life on Land |
| School Food | 3 Good Health and Well-Being; 13 Climate Action; 14 Life Below Water; 15 Life on Land |
| School Buses | 3 Good Health and Well-Being; 7 Affordable and Clean Energy; 11 Sustainable Cities and Communities; 13 Climate Action |
| School Buildings | 7 Affordable and Clean Energy; 11 Sustainable Cities and Communities; 13 Climate Action |
| Education for Sustainability | 4 Quality Education; 8 Decent Work and Economic Growth; 13 Climate Action |

## Nurturing Long-Term Sustainability Impact

Taaleem's sustainability education inspires lifelong environmental advocacy with students continuing community projects and awareness efforts even post-graduation. The programme's impact is demonstrated by Dubai British School, Jumeirah Park being shortlisted for the Zayed Sustainability Prize, and Jebel Ali School winning a 7-star award in the International Best Practice Competition for Sustainability.

**100%**
Schools deliver curriculum aligned with UN SDGs goals

**40K+**
Students involved in hands-on sustainability related projects

**300+**
Student led projects supporting SDG goals

**100+**
Student ambassadors trained to lead sustainability initiatives

**5000+**
Volunteer hours contributed by students

**80%**
Students from middle and senior levels active in eco-clubs

### Accolades and certifications

Make-A-Wish Australia

الهلال الأحمر الإماراتي
Emirates Red Crescent

دبي العطاء
Dubai Cares

Waste to Wonder

U.S. Green Building Council LEED Certified USGBC

شرطة دبي
Dubai Police

مؤسسة الجليلة
Al Jalila Foundation

Dubai Schools' Induction Conference 2025

# GOVERNANCE & ETHICS

**Aligned UNSDGs**

8 DECENT WORK AND ECONOMIC GROWTH

16 PEACE, JUSTICE AND STRONG INSTITUTIONS

17 PARTNERSHIPS FOR THE GOALS

# GOVERNANCE **& ETHICS**

**3**
ESG performance reviews submitted to the Board

**7**
Departmental risk registers completed

**10**
Internal audits issued during the year

**4**
Frequency of risk reporting to the Board

**100%**
Integration of climate risk targeted by FY 2025-2026

**100%**
Employees signed code of conduct at orientation

**3**
Whistleblower reports handled and resolved

**0**
Material litigation cases

**0**
SCA fines or penalties

Taaleem's debuts listing and trading on DFM

## Ethical Leadership and Board Oversight

Taaleem upholds the highest standards of ethical governance, placing sustainability, and financial integrity at the core of decision-making. All the Board meetings in 2024–2025 included ESG discussions, and the Board of Directors demonstrated strong leadership commitment to environmental, social, and governance principles.

A well-structured, multi-tiered ESG governance model ensures these principles are embedded transparently and effectively across the group's operations and strategic planning.

### Board of Directors

The Board's self-assessment shows strong governance, strategic oversight, operational efficiency, and commitment to ESG integration

### Executive Management

Drives ESG strategy by setting priorities, allocating resources, and ensuring accountability across business functions

### ESG Champions

Supports execution by coordinating initiatives, monitoring progress, and providing analysis, data, and recommendations for continuous improvement

### School ESG Coordinators

Lead school-level ESG initiatives by integrating sustainability into daily practices and fostering a culture of environmental and social responsibility among students, staff, and parents

## Policy and Process Foundations

Taaleem prioritises ethical governance by integrating sustainability and financial integrity into decision making, with board meetings addressing ESG topics.
A structured, multitiered ESG governance model ensures transparent and effective implementation across the Group.

- **ESG Policy** (launched 2023)
- **Code of Conduct and Ethics**
- **Whistleblower and Anti-Corruption**
- **ESG-aligned Procurement and Tendering**
- **Cybersecurity and Data Protection Framework**

Board evaluations and diversity reviews function as critical tools for strengthening governance. Evaluations provide a structured way to measure board performance, highlight gaps in expertise, and improve accountability. Diversity, achieved by including people from different sectors, industries, and backgrounds, brings fresh perspectives and reduces the risks of groupthink, enabling more balanced and innovative decision-making. Alongside this, the systematic monitoring of environmental, social, and governance (ESG) factors ensures that sustainability and responsibility are not treated as add-ons but are fully integrated into the governance framework.

**Review**
of skills, experience, and sector knowledge relevant to education, sustainability, and governance

**Consideration**
of inclusive approach across nationality and professional background

**Independence**
criteria and absence of conflicts of interest

**Alignment**
with Taaleem's ESG values and long-term strategy

Taaleem's nomination process aligns with standard SCA requirements for PJSCs, governed by a properly constituted committee, a fixed nomination period, candidate publication, SCA submission, and AGM election, while also adhering to its own governance rules.

**CEO**
is responsible for executing the organisation's vision, managing day-to-day operations, and reporting to the board

**Chairperson**
provides strategic oversight, leads board activities, and ensures governance integrity

## Members of Board of Directors

**Khalid Ahmed Al Tayer**
Chairman of the Board of Directors

**Adel Mohammed Saleh Al Zarouni**
**Vice Chairman**
Independent and Non-Executive

**Rehab Mohamed Hussain Lootah**
**Member**
Independent and Non-Executive

**Mohammed Abdulla Al Shaibani**
**Member**
Independent and Non-Executive

**Dr. Ziad Azzam**
**Member**
Non-Executive

**H.E. Helal Saeed Al Marri**
**Member**
Independent and Non-Executive

**Ahmad Saed Mohd Fawzi Al Khayyat**
**Member**
Independent and Non-Executive

**H.E. Abdulla Mohammed Al Awar**
**Member**
Independent and Non-Executive

**Eyad Ismail Sabti Mashal**
**Member**
Independent and Non-Executive

## Risk Management and Governance Structure

Taaleem's **Enterprise Risk Management (ERM)** Framework proactively manages risks across departments, aligns with global best practices, and integrates governance, with regular Board reporting, expanding risk registers, a dedicated risk department, and a **Business Continuity Management (BCM)** Framework due for approval in FY 2025-2026. The Risk Management Framework will also be implemented in schools by FY 2025-2026.

## Ethics, Whistleblower Protection, and Anti-Corruption

Taaleem promotes integrity and a robust compliance system, along with anonymous whistleblower programme, and strong legal adherence with no reported violations or penalties from SCA.

## Conflict of Interest Management

**Taaleem's Code of Conduct includes clear guidelines for identifying, disclosing, and managing conflict of interest across all levels of the organisation.**

**All employees**
are required to sign a conflict of interest declaration during their orientation and Board signs on quarterly basis, with updates provided if any conflicts arise during the year

**Conflict of Interest**
for employees is managed by HR, for Board members by Corporate Governance, with compliance engaged as needed; any escalation go to the Audit Committee

**Procurement**
and all investment decisions undergo COI screening to maintain transparency and integrity

## Grievance Access for External Stakeholders

**Parents**

**Community Members**

**can raise concerns** via safeguarding teams, formal complaint email channels, direct communication with school leadership.

## Communication of Ethics Policies

**Annual refresher**
training is provided, with participation tracked through internal systems

**All new hires**
undergo mandatory onboarding covering code of conduct and whistleblower systems

**Ethics policies**
are accessible via the employee portal and reinforced through both offline and online communication

**Governance**
bodies, including the Board, receive policy briefings and follow the same disclosure and training requirements

In financial year 2025-2026, these policies will be integrated into **Oracle Fusion System**, allowing staff to acknowledge policies digitally and track training completion rates.

## Grievance Redressal Mechanism

Taaleem is dedicated to upholding the highest ethical standards across all aspects of its operations. Central to this commitment is a robust grievance redressal mechanism, designed to ensure that every stakeholder, including employees, students, parents, and external partners, has a safe and confidential channel to voice concerns.

This framework empowers our community to raise issues related to ethics, compliance, or workplace conduct without fear of retaliation or bias.

## Channels for Reporting

**Whistleblower Hotline/Email**

Manged by compliance team, system is through an independent third party, SPEEKI

**School-Based Safeguarding Teams**

Address student-related concerns, including well-being, discrimination, or bullying

**Suppliers**

**Partners**

**By embedding** integrity into our culture, Taaleem demonstrates its responsibility not only to academic excellence, but also to the values of equity, respect, and accountability.

Health and Safety Training in collaboration with Dubai Police

# HEALTH, SAFETY & WELLBEING

**Aligned UNSDGs**

3 GOOD HEALTH AND WELL-BEING

4 QUALITY EDUCATION

10 REDUCED INEQUALITIES

# HEALTH, SAFETY **& WELLBEING**

All employees undergo annual training on occupational health, safety, and emergency procedures. Schools maintain records of fire drills, lockdown exercises, and evacuation readiness. A centralised incident logging system captures and tracks all safety incidents, near-misses, and resolution timelines.

**100%**
Staff with access to wellbeing services

**2**
Raha schools certified ISO 45001

**0**
High risk incidents reported demonstrating strong safety practices

**60+**
Drills strengthening emergency readiness in schools and CO

**45**
Staff members received traffic management training by Dubai Police

**102**
Employees in operations and central office trained on fire safety and first-aid

## Occupational Health, Safety and Wellbeing

Taaleem ensures a safe, supportive environment for staff, students, and contractors, with **Health and Safety Department** support at each campus.

**Risk assessments** are subject to regular review and updates to maintain alignment with UAE regulations and school safety standards

**Wellbeing calendar** managed with Lockton, offers staff mental health support, fitness programmes and nutrition guidance

**Incident reporting** system enables follow-up investigations and tracks documented corrective actions

**YourVoice & T4 survey** and H&S committee feedback loops encourage all employees to engage in safety reviews

Taaleem is committed to maintaining a safe, healthy, and supportive environment for all its employees, students, and contractors.

**Health and Safety Department** manages daily compliance and risk, to ensure consistent safety standards and well-being across the organisation.

## Governance and Policy Framework

1. **HSE Governance Framework**
   Leadership, Accountability, Safety, Compliance & Improvement
2. **Group-Wide HSE Policy**
   Defines Roles & Responsibilities
   Sets Accountability Mechanisms
3. **Corporate HSE Department**
   Oversight & Leadership
4. **School-Level HSE Duties**
   Managed by Operations Team
5. **Operational Integration**
   Regular Training
   Emergency Protocols
   Incident Reporting Systems
   Site-Level Safety Committees
6. **Performance Monitoring**
   Annual HSE Audits
   Risk Assessments
7. **ISO 9001, 14001 & 45001**
   Implementation
8. **Business Continuity Management (BCM)**
   Resilience & Preparedness
9. **Continuous Improvement**
   Strengthens HSE Framework

Taaleem Central Office Wellbeing Initiative

# FAIR & EQUITABLE WORKFORCE

**Aligned UNSDGs**

5 GENDER EQUALITY

8 DECENT WORK AND ECONOMIC GROWTH

10 REDUCED INEQUALITIES

# FAIR & EQUITABLE **WORKFORCE**

## Inclusive HR Practices and Gender Equity

Taaleem fosters a diverse, equitable, and inclusive workforce with fair hiring, promotion, and pay, supported by a female-majority staff and all-inclusive policies.

**Whistleblowing policy:** A whistleblower policy protects individuals who report misconduct, ensuring safe, confidential, and retaliation-free disclosure of unethical or illegal practices.

**Training, professional development and succession planning:** This helps build employee capabilities, enhance performance, and ensure strong leadership continuity.

**2400**
Total employees

**75%**
Female representation in the workforce

**25**
New management hires

## Culture and Staff Experience from Best Schools

The organisation continuously monitors workplace sentiment through tools like the **YourVoice Survey** and **Best Schools to Work For(T4 Survey)**. These tools provide insights into staff perceptions of fairness, inclusion, and culture.

**4/5**
**Workplace culture satisfaction score**

**78.5%**
**Staff wellbeing from Best Schools**

**82.9%**
**Staff belonging from Best Schools**

**85.5%**
**Positive working environment from Best Schools**

CEO Alan Williamson engaging with Greenfield International School Students

## New hires by Gender and Age

| | Male | Female |
|---|---|---|
| Distribution(%) | 25% | 75% |
| New hires(%) | 20% | 80% |
| Turnover(%) | 80% | 20% |

During the reporting period, female employees represented 75% of the workforce and accounted for 80% of new hires, showing that women form the majority both in the existing workforce and in recruitment. Turnover among male employees was notably higher at 80%, compared to 20% for female employees, suggesting differing retention outcomes by gender that may require further review.

## Turnover by Gender and Age

| | Less than 30 | 30 to 50 | Over 50 |
|---|---|---|---|
| % of employees | 18% | 32% | 50% |
| No. of new hires | 191 | 446 | 143 |
| Turnover(%) | 20% | 60% | 20% |

During the reporting period, employees under 30 years of age represented 18% of the workforce and recorded a turnover rate of 20%, while employees between 30 and 50 years, who made up 32% of the workforce, had the highest turnover at 60%. Employees over 50 accounted for 50% of the workforce, with a turnover rate of 20%, indicating lower exit levels compared to the mid-age group.

## Building an inclusive classroom

Taaleem places inclusivity at the core of its identity, uniting staff and students from more than 100 nationalities across 14 private campuses in the UAE. In 2024–2025, an additional 18,423 learners joined the community, complementing the existing student body and enriching a culture of equity, belonging, and global learning with regional distribution detailed below.

| Regional Distribution in % |
|---|
| **Middle East and North Africa (MENA):** 39.2% |
| **Europe**: 32.6% |
| **Asia**: 13.5% |
| **North America**: 8.6% |
| **Africa**: 2.5% |
| **Oceania**: 2.4% |
| **Caribbean**: 0.7% |
| **South America**: 0.6% |

**Remaining nationalities:*
*In addition to the nationalities listed above, 16.10% of the student population is accounted for by other nationalities not specified individually. Each of these nationalities ranges between 171 and 1 student. This ensures the representation covers the entire student population.*

Taaleem demonstrates its commitment to inclusive education by fostering social and emotional growth alongside academic excellence. By promoting cross-cultural understanding, it equips students to thrive as empathetic, responsible global citizens. Strengthening this vision further, Taaleem has recently expanded its network with the acquisition of Lycée Libanais Francophone Privé Meydan (LLFPM), a French curriculum school, enriching its multicultural learning environment and broadening opportunities for students to experience diverse perspectives.

Digital Safety Awareness at Jebel Ali School

# DIGITAL SAFETY & CYBERSECURITY IN EDUCATION

**Aligned UNSDGs**

4 QUALITY EDUCATION

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE

16 PEACE, JUSTICE AND STRONG INSTITUTIONS

# DIGITAL SAFETY **& CYBERSECURITY IN EDUCATION**

## Policy Framework and Digital Governance

Taaleem prioritises safe, secure, and ethical digital learning by implementing a strong digital governance framework, including **Cybersecurity Policy, Data Privacy Protocol, and AI Use Guidelines**. Around 57% of its IT budget is invested in infrastructure to enhance operational resilience, data security, cloud optimisation, and sustainable digital growth.

**Responsible**
digital citizenship encourages respectful, ethical, and safe online conduct

**Cybersecurity**
phishing and malware awareness helps users recognise and avoid common cyber threats

**Data Privacy**
fundamentals promotes secure data handling and password practices

**Safe Use**
of AI and generative tools provides guidance on using AI responsibly and safely

**Centralised**
policy repository for ease of access

**Established**
data breach response protocol, a clear action plan ensures quick response to data

Promoting digital safety and smart learning at Jebel Ali School

## Cybersecurity Measures

Taaleem has taken significant steps to ensure a robust cybersecurity framework across its schools and central operations.

**65%**
**Central office and school admin staff trained in cybersecurity awareness**

**0**
**Incidents were reported under cybersecurity breaches**

Efforts are being directed toward real-time monitoring, phishing protection, and integration of threat response protocols across IT systems.

## Policies in place

- E-Safety Policy
- Cybersecurity Policy
- Cybersecurity Awareness Programme

Dubai British School Jumierah Park students engaging with technology through an ethical and responsible lens

# DIGITAL TRANSFORMATION, DATA PRIVACY & AI ETHICS

**Aligned UNSDGs**

4 QUALITY EDUCATION

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE

16 PEACE, JUSTICE AND STRONG INSTITUTIONS

# DIGITAL TRANSFORMATION, **DATA PRIVACY & AI ETHICS**

In an era where technology is deeply woven into the fabric of education, Taaleem continues to strengthen its commitment to secure, ethical, and inclusive digital practices. This section outlines the organisation's progress in cybersecurity, data governance, and the groundwork for responsible AI integration.

## Responsible AI & Ethics in Curriculum

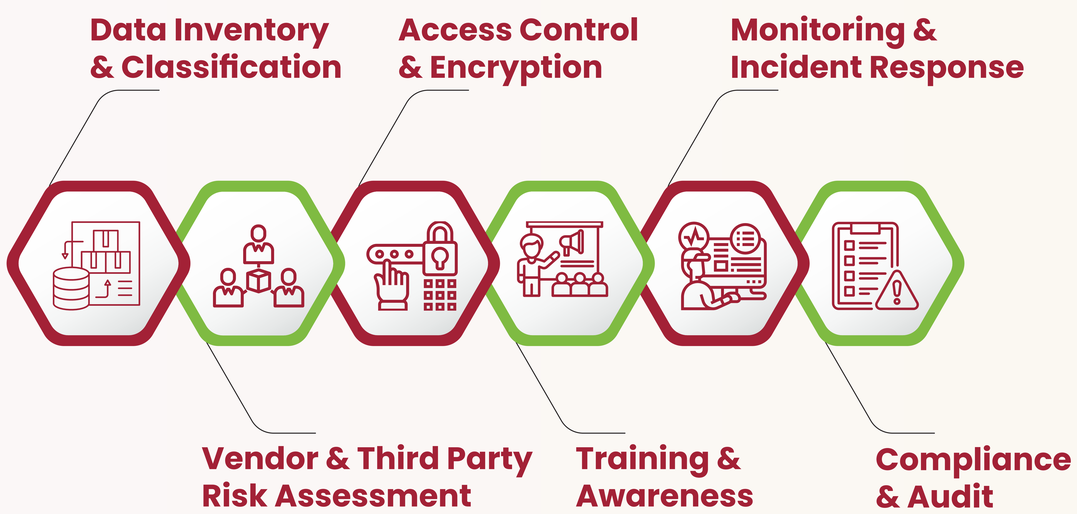
| Introduction of an AI ethics & digital responsibility policy | Rollout of teacher workshops on AI awareness and safe integration into classrooms | Digital governance structure for evaluating AI based tools | Pilot initiatives in secondary schools to explore AI supported adaptive learning |
|---|---|---|---|

**Planned Developments**

A focus on fairness, student well-being, and transparency will guide all future digital innovation strategies.

## Data Privacy & Protection

Taaleem prioritises data security and student privacy by implementing a comprehensive data protection framework in collaboration with its central office, IT and compliance teams.



Students at Dubai British School Jumiera use digital tools to enhance shared learning

## In progress

**Use of ISO 27001-certified systems**
Ensuring robust security standards across all operations

**Deployment of data protection frameworks**
Collaborating with the IT team to safeguard sensitive information

**Centralised monitoring of BYOD and learning platforms**
Enhancing oversight of device and platform usage

**Ongoing alignment with COSO and SCA controls**
Maintaining effective IT governance and risk management

Solar panels at Raha International School, Garden Campus

# ENVIRONMENTAL PERFORMANCE & CLIMATE ACTION

**Aligned UNSDGs**

7 AFFORDABLE AND CLEAN ENERGY

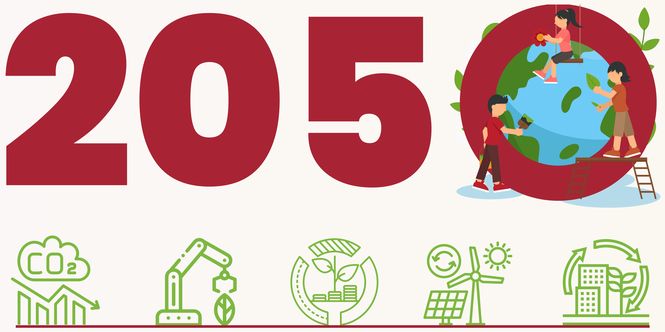
13 CLIMATE ACTION

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

# ENVIRONMENTAL PERFORMANCE **& CLIMATE ACTION**

As a leading education provider in the UAE, Taaleem recognises its responsibility to operate sustainably and to nurture a culture of environmental stewardship among its students and staff.

***NET ZERO* 2050**



## Taaleem's carbon footprint

In 2024–2025, the organisation prioritised the implementation of impactful environmental programmes aligned with national climate goals and the **UAE Net Zero 2050 Strategy**

**54,849.27** *$tCO_2e$*
Total Carbon Footprint

**229.32** *$tCO_2e$*
Scope 1 emissions

**44,823.44** *$tCO_2e$*
Scope 2 emissions

**9,796.50** *$tCO_2e$*
Scope 3 emissions

**681.84** *MWh*
Solar power generated (2 schools)

**12.7%**
School buses fleet operates on biofuel

**29.34%**
Energy increase reflects the impact of school expansions, new campuses, and growing enrolments

In addition to our other facilities, we have solar installations at **Dubai Studio City (DSC)**, as well as at **Dubai British School Jumeira (DBSJ), Greenfield International School (GIS)** and **Dubai British School Jumeirah Foundation (DBF)**, we continue to advance our clean energy initiatives.

## Water Conservation and Use Efficiency

Water is a vital resource in the UAE, and Taaleem actively reduces water consumption by installing low-flow fixtures, using native plants, and involving students in hydroponic gardening projects.

**330,948** *$m^3$*
Total water withdrawal

**8.85** *$m^3$/year*
Water intensity per student

**19,500** *litres*
Hydroponic water savings per month

**5**
Schools launched hydroponic projects

## Energy Consumption and Management

Taaleem's campuses operate across varied infrastructure types, with energy usage dominated by electricity and cooling. In 2024–2025, efforts were initiated to establish central energy.

**129,767.53** *MWh*
Total energy consumed

**60%**
Green material use in new construction

**30%**
Recycled/reused materials in new builds

**2** *Designed*

LEED compliant buildings for Dubai British School, Jumeira (DBSJ), Dubai British School Mira

## Waste Reduction and Recycling Initiatives

Taaleem's sustainability efforts focus on waste management by promoting student-led recycling, repurposing cooking oil, and implementing digital printing controls to reduce landfill waste in 2024–2025.

**2,435,507** *kg*
Total waste generated

**52,465** *kg*
Recyclable waste collected

**1,262** *kg*
Medical waste generated

**2.15%**
Waste diverted from landfill

**Paper**
Waste segregation in 14 schools

**Cooking oil**
Recycling partnership with **Reloop**

**Epson**
PaperCut system deployed across central office

## Climate Risk Assessment and Resilience Planning

Taaleem is developing a **Climate Resilience Framework** to assess, mitigate, and prepare for climate change risks affecting school operations, infrastructure, and safety.

| Q2 2024–2025 | By 2025–2026 | By 2026–2027 | By 2025–2027 | By 2027–2028 |
|---|---|---|---|---|
| Develop risk indicators and matrix<br><br>**Status:** Planned | Pilot climate risk assessments in schools<br><br>**Status:** Planned | Full network climate risk mapping<br><br>**Status:** Planned | Integrate climate risk into BCM framework<br><br>**Status:** Planned | Climate risk reporting aligned with TCFD<br><br>**Status:** Targeted |

**Planned Milestones**

Kids at Raha International School creating models from recycled waste

## Taaleem's Climate Impact

Through jtrs ECO Action and responsible e-waste management, Taaleem supports global climate projects that cut emissions, promote renewable energy, and protect ecosystems. The projects include:

**Protection of the Matavén forest in Eastern Colombia**

**The solar power project in Morocco produces clean energy**

**41** $tCO_2e$
Sequestered by reducing deforestation and degradation in the Vichada region

**171** $tCO_2e$
Avoided by generating renewable energy through a solar power project

## Total Impact Visualised

Taaleem supports global climate projects that create real impact by reducing carbon emissions, promoting renewable energy, and protecting natural ecosystems.

**212** $tCO_2e$
Total GHGs sequestered and avoided (equivalent to one of the following)

**616**
Long haul flights

**636** $m^2$
Sea ice saved

**525,972** *miles*
Driven in a car

Taaleem continues to channel its support into projects that not only reduce emissions today but also create measurable, lasting benefits for communities and the environment worldwide.

*All figures presented are drawn from verified climate data sources, ensuring accuracy and transparency.*

jtrs ECO action

taaleem
inspiring young minds

Carbon Credit Certificate

# Trade In Legacy Devices

**41 tonnes of CO2 offset & 41 trees planted**

Scan here to view our forest in partnership with
Ecologi

*Thank you for your support in funding some of the world's best climate crisis solutions. You're making important steps to help protect our planet.*

Tim Morgan-Hoole, General Manager

jtrs EDUCATION | Authorised Education Specialist

www.jtrs.ae | 043380990

Pink Day celebration being conducted at Raha International School, Garden Campus

# SOCIAL RESPONSIBILITY & COMMUNITY ENGAGEMENT

**Aligned UNSDGs**

11 SUSTAINABLE CITIES AND COMMUNITIES

17 PARTNERSHIPS FOR THE GOALS

10 REDUCED INEQUALITIES

# SOCIAL RESPONSIBILITY **& COMMUNITY ENGAGEMENT**

Taaleem embraces education beyond the classroom by actively promoting social impact, inclusion, and sustainability through community outreach, student-led initiatives, corporate philanthropy, employee volunteering, and partnerships aimed at creating lasting community benefits in 2024–2025.

| Engagements | Outcomes | UNSDG |
|---|---|---|
| **Make-a-Wish Charity Run** | Charity event held at KCC and others | 3 GOOD HEALTH AND WELL-BEING, 17 PARTNERSHIPS FOR THE GOALS |
| **Bake Sales (Primary + Secondary)** | Proceeds to Make-a-Wish | 3 GOOD HEALTH AND WELL-BEING, 4 QUALITY EDUCATION |
| **Pinktober Sale (Oct 28)** | Donated to Red Crescent | 3 GOOD HEALTH AND WELL-BEING, 5 GENDER EQUALITY |
| **Spring Carnival (JBS)** | Donated to Dubai Cares | 4 QUALITY EDUCATION, 17 PARTNERSHIPS FOR THE GOALS |
| **Souq Grade 4 (Dec 5)** | Proceeds donated to Red Crescent | 3 GOOD HEALTH AND WELL-BEING, 4 QUALITY EDUCATION |
| **LLFPM Contribution** | Sent to Children Cancer Center Lebanon (CCCL) | 3 GOOD HEALTH AND WELL-BEING, 17 PARTNERSHIPS FOR THE GOALS |
| **DBSEH Pink Day** | Breast cancer awareness fundraiser | 3 GOOD HEALTH AND WELL-BEING, 5 GENDER EQUALITY |
| **DBSJP + DBF for Al Jalila Foundation** | Health related charity support | 3 GOOD HEALTH AND WELL-BEING, 17 PARTNERSHIPS FOR THE GOALS |
| **Global Village Fundraiser** | Used for internal school-led impact projects | 4 QUALITY EDUCATION, 11 SUSTAINABLE CITIES AND COMMUNITIES |
| **Ramadan Giving Campaign** | 15 items each, distributed to community | 1 NO POVERTY, 2 ZERO HUNGER |
| **Women's Day Plant Giveaway** | Awareness event, no cost to recipients | 5 GENDER EQUALITY, 13 CLIMATE ACTION |
| **Sal's Shoes Drive** | Used shoes collected and redistributed | 1 NO POVERTY, 12 RESPONSIBLE CONSUMPTION AND PRODUCTION |
| **Uniform Recycling Campaign** | Parents donate and repurchase used uniforms | 1 NO POVERTY, 12 RESPONSIBLE CONSUMPTION AND PRODUCTION |
| **Lebanon Relief Appeal** | Sent to communities in need | 1 NO POVERTY, 2 ZERO HUNGER |
| **Pet Food Donation (PYP Exhibition)** | Community donation drive | 4 QUALITY EDUCATION, 15 LIFE ON LAND |
| **Book Donation Drive (March 2025)** | Supported by ERA & UPF, across campuses | 4 QUALITY EDUCATION, 17 PARTNERSHIPS FOR THE GOALS |

## Community Outreach and Impact

Aligned with the **UAE's "Year of Sustainability"** vision, Taaleem schools launched various student led and staff supported outreach campaigns to promote social causes, raise awareness, and encourage volunteerism.

**Dh 220K**
Allocated to charitable donations and sponsorship initiatives

**5,000+**
Volunteer hours by students and staff members supporting communities

**50+**
Outreach initiatives strengthening community connections

**5+**
NGO and charity partnerships driving social impact

Ramadan Collection Appeal at Greenfield International School

## Strategic Partnerships

Taaleem strategically leverages partnerships to enhance its impact in health, environmental protection, and inclusion. The organisation maintains active membership in multiple educational and sustainability-focused associations, fostering collaboration, knowledge sharing, and innovation in ESG and education.

| Partnership | Outcomes | UNSDG |
|---|---|---|
| reLOOP | Promotes circular economy awareness | 12 Responsible Consumption and Production; 13 Climate Action |
| | Embedding sustainability in school operations | 4 Quality Education; 13 Climate Action |
| LOCKTON | Enhancing staff well-being | 3 Good Health and Well-Being; 8 Decent Work and Economic Growth |
| EPSON PaperCut | Reducing paper usage and promoting digitalisation | 9 Industry, Innovation and Infrastructure; 12 Responsible Consumption and Production |
| Jane Goodall Institute | Youth engagement and biodiversity awareness | 4 Quality Education; 15 Life on Land |
| | Biodiversity awareness and student engagement | 4 Quality Education; 15 Life on Land |
| Make-A-Wish Australia | Students and families worked together through charity events to bring hope and joy | 13 Climate Action; 17 Partnerships for the Goals |
| BSME British Schools in the Middle East | Sharing best practices in school governance & wellbeing | 4 Quality Education; 17 Partnerships for the Goals |

### In Progress

**A Centralised impact dashboard**
to track school level volunteering

**Deeper integration**
of service based learning tied to UNSDGs

**Annual sustainability**
& social impact awards for schools

**Development of measures**
for student services performance

Sharing best practices in school governance and wellbeing

Raha International School, KCC partners with Make-A-Wish to strengthen social responsibility efforts

Raha International School, a winner in the English category at the Voices of Future Generations Middle East competition

# STUDENT VOICE & COMMUNITY ENGAGEMENT

**Aligned UNSDGs**

10 REDUCED INEQUALITIES

11 SUSTAINABLE CITIES AND COMMUNITIES

17 PARTNERSHIPS FOR THE GOALS

# STUDENT VOICE & **COMMUNITY ENGAGEMENT**

## Student Leadership in Sustainability

Students across Taaleem actively lead and participate in school sustainability initiatives. These are integrated into the curriculum, student councils, and extracurricular programmes reinforcing the importance of environmental stewardship and social responsibility.

**100%**
Student-led environmental initiatives executed

**2**
Schools enrolled for sustainability awards, Dubai British School, Jumeirah Park shortlisted for **Zayed Sustainability Award** and Jebel Ali School won 7-star award in **International Best Practice Competition**

**100%**
IB Schools embedded SDGs into CAS projects & MYP Service Learning

**100%**
Completion of student-led environmental presentations to school leadership

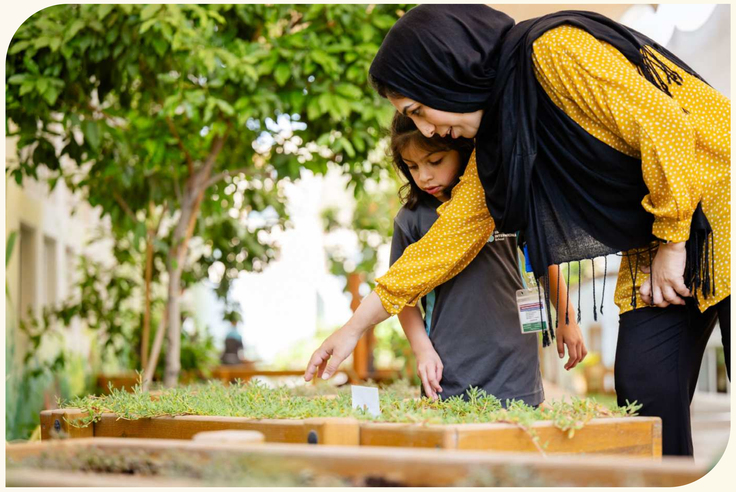
## Community Outreach and Volunteering Initiatives

| Cooking Oil Recycling (with Reloop) | Paper Waste Segregation Campaigns | Khairat Al-Watan Greenhouse Project | Beach Clean-up Drives | Health & Wellness Drives |
|---|---|---|---|---|
| Over 150 litres of oil collected and repurposed | Approximately 200 kg paper diverted from landfill | Weekly fresh vegetable donations to community recipients | Marine litter removal and biodiversity awareness raised | Breast cancer awareness sessions, food drives, and donations |
| **Schools:** Across multiple schools | **Schools:** Across multiple schools | **Schools:** Al Watan Charter School | **Schools:** Across multiple schools | **Schools:** Across multiple schools |

Sustainability workshop for Grade 5 students at Greenfield International School

Gardening programmes for growing vegetables and herbs

Installation of solar panels to supply electricity



Parent engagement in ESG initiatives at Uptown International School

## Community-driven action, student-powered sustainability

Bridging science and community for sustainable future

Sorting bins and recycling drive at Greenfield International School

Beach cleaning activity at Raha International School, Khalifa City Campus

Empowering students to lead today for a greener tomorrow at Jumeirah Baccalaureate School

# SCHOOL INITIATIVES

**Aligned UNSDGs**

4 QUALITY EDUCATION

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

13 CLIMATE ACTION

# A MESSAGE FROM OUR
# CHIEF EDUCATION OFFICER

*"A school system reaches its highest purpose when every decision builds a better future"*

**Rebecca Gray**
Chief Education Officer

Across Taaleem, sustainability and innovation are now the threads that weave through every classroom, every campus, and every strategic plan. Solar energy powers our learning spaces, green building design shapes our infrastructure, and curricula cultivate the values and skills essential for global citizenship. This is not an initiative; it is our identity.

The 'Learning for Impact' Framework unites all our schools under one shared mission to equip all students with the knowledge, skills, and values to make a positive impact on their communities and the world.  Education. The ESG champions drive environmental stewardship, SDG linked projects deliver measurable impact, and service opportunities strengthen community ties.

The results are tangible: lower carbon emissions, more renewable energy, wider recycling networks, and thousands of student-led volunteer hours creating lasting impact. We are redefining education in the region. This is the future we choose, and we're building it now

# A MESSAGE FROM OUR
# DIRECTOR OF EDUCATION

*"Change begins when knowledge meets empathy, and learning becomes action"*

**Nicki Williams**
Director of Education

In Taaleem classrooms, ideas are taking root in ways that shape lives far beyond school walls. I have seen students design hydroponic gardens that conserve precious water, lead cultural exchanges that foster global understanding, and pioneer digital ethics campaigns that make online spaces safer for all. These experiences are not addons they are the living heart of our curriculum.

Our educators are catalysts for this transformation. Equipped with climate literacy, inclusive pedagogy, and a deep commitment to innovation, they turn lessons into opportunities for students to apply knowledge in real world contexts. Every project connects to a larger purpose, aligning learning with the UAE's Net Zero 2050 vision and the UNSDGs.

The most powerful measure of success is found in our student's own voices young people who speak with authority on sustainability, act with empathy, and lead with vision. They are not preparing for the future, they are already shaping it.

# UK CURRICULUM

DUBAI BRITISH SCHOOL

Jebel Ali School

## Initiatives

**5%**
reduction in DEWA bills achieved through energy optimisation

**7-Star competition winner**
International best practice for sustainability placing JAS as pioneers

**Greenpower UAE**
fastest lap recorded at the **Grand Prix**

**Global Biodiversity Research**
joined world's largest **BioBlitz at Expo City**, contributing to international

**Built Electric Car**
students designed, constructed, and managed sponsorship

**Sustainable Airport Design**
project promoted climate innovation through student science models

**Tree Planting**
6th Form launched an annual tradition

**SDG Passports**
all students earned stamps by completing themed activities and assemblies

**Recycled Art Competition**
fostered creativity using sustainable materials

**BioBlitz Partnership**
with Desert Vipers, linking sports and science for students

**Volt Rider in National Competition**
team ranked 5th overall amongst all competitors

**Eco Awareness Event**
covered waste segregation, fossil fuels, and managed sponsorship

**Nature Connection Conference**
JAS's first ever event with UAE wide participation from educators and students

**Green Legacy**
whole school participated in MOE's Big Green Legacy survey and assemblies

# IB CURRICULUM

UPTOWN INTERNATIONAL School
GREENFIELD INTERNATIONAL School
JUMEIRA BACCALAUREATE School
RAHA INTERNATIONAL SCHOOL Gardens Campus
RAHA INTERNATIONAL SCHOOL Khalifa City Campus

## Initiatives

**100+**
PET Plastic Bottles Eliminated & 100% Plastic Bottle Ban

**20**
school Buses Transitioned to Lootah Biofuel

**122 *kg***
of paper and 100 kg of plastic collected in **Recycling Drive**

**5**
hydroponic towers installed on campus

**Sustainability in Bees Project**
G1 students explored beekeeping and eco-learning

**Junk Couture Sustainable Fashion**
creative approach to textile waste reduction, student-driven and high-visibility

**Marine Conservation**
turtle monitoring, release & mangrove reseeding

**Oil Recycling**
collected from both school and family homes

**Top 10 Finalist**
World's Best School 2025 - JBS. International recognition for sustainability and community impact

**School Garden Harvest**
year-round produce used in canteen and meals

**Climate Fresk Sessions**
student engagement with climate science through hands-on systems thinking

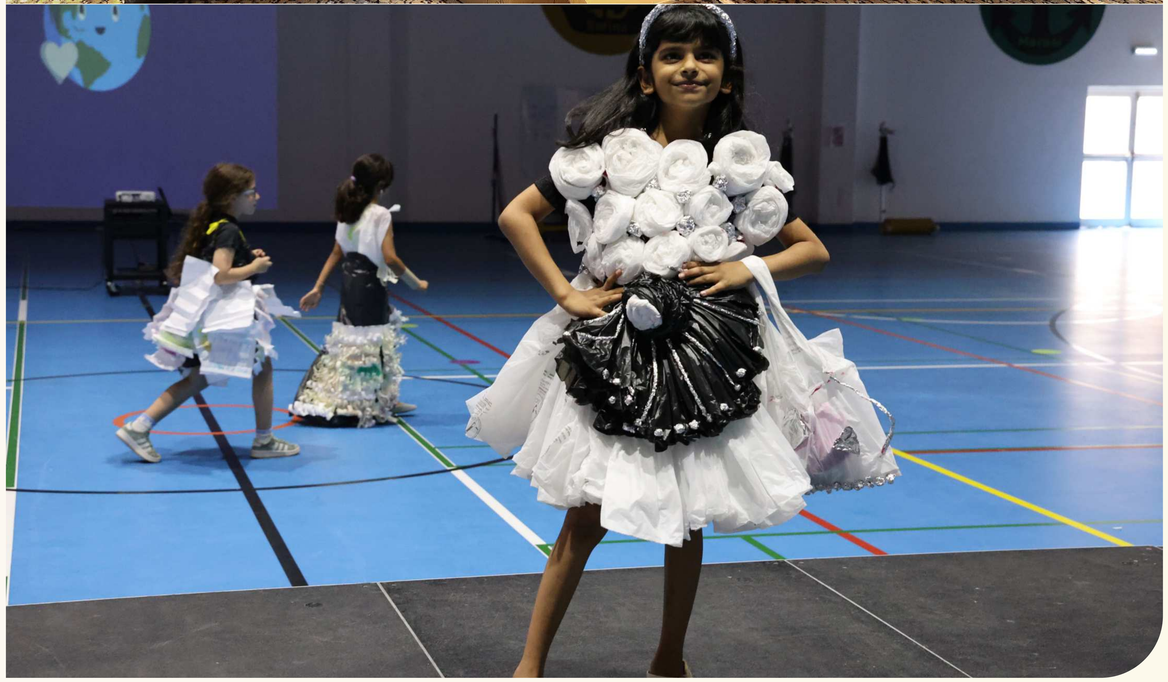
**Parent & Student Workshops**
covered resilience, ADHD, screen time, parenting & cyber safety

**Wellness Engagement**
whole-school initiatives like Pink Day and Cancer Awareness Week

**Coastal Cleanup**
family participation during beach conservation activities

**First Primary Level Winner**
prestigious competition win, highlighting innovation in ecoliteracy in the Middle East

**Green News**
gave students a voice in sustainability reporting



# FRENCH **CURRICULUM**

LYCEE LIBANAIS
FRANCOPHONE PRIVÉ
MEYDAN

المدرسة اللبنانية
الفرنكوفونية الخاصة
ميدان

## Initiatives

**100%**
cafeteria leftovers composted

**100%**
Grade 8 completed automated irrigation science project

**334** *MWh*
electricity from Solar Panels

**139**
students trained in Harvard Model United Nations

**100%**
of Grades 8–9 contributed to **Cyberbullying Prevention & Kindness Book**

**95%**
of Grade 8 participated in the **Andalusia Cultural Exchange**

**90%**
of Grade 7 joined the **Leadership Camp (Switzerland)**

**4**
EV charging stations installed

**100%**
of Grades 6–9 trained as **Eco Delegates**

**100%**
of Grade 10 participated in **Inclusive Garden Project** with DCSN

**100%**
of Grade 6 took part in **Time Capsule Inclusion Week**

**100%**
of CE2 & CM2 in **Upcycling Textile & Environmental Art**

# AMERICAN **CURRICULUM**

AMERICAN ACADEMY FOR GIRLS

مدارس دبي
DUBAI SCHOOLS

## Initiatives

**121**
participants in SDG photo competition

**100+**
plants grown in the community garden

**90%**
Eco Warriors maintained the garden weekly

**1**
Mangroves Workshop conducted

**Peer-Led Sustainability Center**
beeiva Hub, A permanent student-driven hub for sustainability education

**Mindset for Sustainability**
students apply entrepreneurial thinking to sustainability challenges

**Climate Hackathon**
(G5-G7) girls developing innovative tech-driven sustainability solutions

**Green Fair**
awareness campaign linking sustainability with culture and creativity

**Student-Driven Biodiversity Care**
long-term project connecting students to biodiversity and food systems

**Sustainable City Event**
experiential learning and innovation showcased in public sustainability events

**Creative Recycling**
engaging the entire school community in creative waste reduction

**Sustainability Goals Exhibition**
capstone platform where projects are explicitly tied to global SDGs

**Ecosystem Restoration**
large-scale mangrove plantation, nature-based action with direct environmental benefits

**SDG Campaigns**
full student-body engagement with the UN Sustainable Development Goals

**Trashion show**
raising awareness through creativity

**Mangroves Plantation**
school wide tree planting for ecosystem

# CHARTER **SCHOOLS**

مدارس الشراكات التعليمية
CHARTER SCHOOLS

## Initiatives

**1500+**
students participated in embedding sustainability culture across the whole school

**170 *kg***
plastic collected (EEG Recognition) for tangible recycling impact with external validation

**300 *kg***
paper recycled & family "Reuse at Home" project plus community integration

**100%**
participation linking science, sustainability, and student voice in BIG GREEN Legacy Pulse Survey

**Greenhouse Farming**
year-round sustainable food production, tied to fundraising, nutrition, and family engagement

**Sustainability Competition**
creative circular economy projects gaining national visibility

**Expo Dubai Showcase**
with Dr. Jane Goodall, International recognition, giving students a global sustainability platform

**Sustainability Fashion**
students created traditional clothing from reused materials

**Art at Global Conservation Forum**
student voices reached global platforms, blending culture, mangrove art, and conservation

**Beach Cleanup**
school wide initiatives to reduce marine waste

**Lake Clean-Up at Al Wathba**
direct environmental action in a sensitive UAE ecosystem

**Hydroponic Planting**
students, staff, and families collaborated on planting and harvesting

**Campus Farming Project**
hands-on greening of the school campus by G5-G6 students

**Mangrove Art**
and Minecraft games boosted biodiversity awareness and eco-learning

**Recycled Robots**
STEAM project with recyclables

**3Rs Workshops**
students joined Tadweer sessions

# AJYAL MoE **SCHOOLS**

وزارة التربية والتعليم
MINISTRY OF EDUCATION

## Initiatives

**85%**
materials sourced from home waste

**24+**
upcycled products designed and sold

**100%**
students of G1 - G4 showcased projects in sustainability fair

**100%**
classes joined OBAS gardening program

**Sustainability Literacy**
spelling bee and guided reading in sustainability theme

**Hydroponics**
weekly lessons delivered across terms

**Eco Warriors**
elected by student council

**Eco-STEAM projects**
from preschoolers and Grade 9 (Digital Botany: QR Codes)

**Art from Waste**
competition entires to show creativity

**Recycled Displays**
created by students of all grades

**Learning Forest**
outdoor ecospace developed by OBAS

**Eco-ROBO**
full-size robots created through the project

**Organic Garden**
vegetable plantation by G2

**3Rs**
Families engaged through the at Home campaign

**Mangrove Plantation**
biodiversity conservation at Zorah reserve

**Sustainability Boxes**
created by students for all classrooms for year round recycling

DBSJ has been recognised with Highly Commended honour at the Identity Design Awards 2024 for Public Building of the Year (Architecture) category

# GRI
# APPENDICES

| Material Topic | Strategic Measure | Aligned UNSDGs |
|---|---|---|
| 1. Ethical Governance & Financial Integrity | Ensuring all operations are guided by strong ethical principles and financial transparency. | 8 DECENT WORK AND ECONOMIC GROWTH, 16 PEACE, JUSTICE AND STRONG INSTITUTIONS, 17 PARTNERSHIPS FOR THE GOALS |
| 2. Board Leadership & Accountability | Maintaining an informed, diverse, and engaged Board with oversight of ESG performance and institutional integrity. | 5 GENDER EQUALITY, 16 PEACE, JUSTICE AND STRONG INSTITUTIONS, 17 PARTNERSHIPS FOR THE GOALS |
| 3. Enterprise Risk & Whistleblower Protection | Fostering a culture of transparency by enabling safe channels for reporting concerns and addressing them responsibly. | 8 DECENT WORK AND ECONOMIC GROWTH, 10 REDUCED INEQUALITIES, 16 PEACE, JUSTICE AND STRONG INSTITUTIONS |
| 4. Sustainable & Responsible Procurement | Integrating environmental, social, and ethical criteria into supplier selection and purchasing practices. | 8 DECENT WORK AND ECONOMIC GROWTH, 10 REDUCED INEQUALITIES, 12 RESPONSIBLE CONSUMPTION AND PRODUCTION |
| 5. AI Ethics & Cybersecurity in Education | Ensuring that technology and AI systems used in education are secure, ethical, and non-discriminatory. | 4 QUALITY EDUCATION, 9 INDUSTRY, INNOVATION AND INFRASTRUCTURE, 16 PEACE, JUSTICE AND STRONG INSTITUTIONS |
| 6. Innovative & Inclusive Education | Continuously evolving teaching and learning practices to promote inclusion and support diverse learning needs. | 4 QUALITY EDUCATION, 9 INDUSTRY, INNOVATION AND INFRASTRUCTURE, 10 REDUCED INEQUALITIES |
| 7. Holistic Student Well-being & Safety | Prioritizing the physical, emotional, and psychological well-being of all students across the organisation. | 3 GOOD HEALTH AND WELL-BEING, 4 QUALITY EDUCATION, 10 REDUCED INEQUALITIES |
| 8. Data Privacy | Safeguarding personal data while ensuring digital learning platforms are accessible, inclusive, and user-friendly. | 4 QUALITY EDUCATION, 9 INDUSTRY, INNOVATION AND INFRASTRUCTURE, 16 PEACE, JUSTICE AND STRONG INSTITUTIONS |
| 9. Fair & Equitable Workforce | Promoting fairness in hiring, remuneration, development, and advancement across all roles and functions. | 5 GENDER EQUALITY, 8 DECENT WORK AND ECONOMIC GROWTH, 10 REDUCED INEQUALITIES |
| 10. Inclusive & Multicultural Education | Promoting learning environments along with social engagement that reflects and ensures inclusion for all students. | 4 QUALITY EDUCATION, 5 GENDER EQUALITY, 10 REDUCED INEQUALITIES |
| 11. Safe & Supportive Workplaces | Creating a work environment that values employee well-being, psychological safety, and open communication. | 3 GOOD HEALTH AND WELL-BEING, 5 GENDER EQUALITY, 8 DECENT WORK AND ECONOMIC GROWTH |
| 12. Global Safety Standards & Employee Well-being | Aligning workplace practices with international safety standards while supporting holistic staff well-being. | 3 GOOD HEALTH AND WELL-BEING, 8 DECENT WORK AND ECONOMIC GROWTH, 12 RESPONSIBLE CONSUMPTION AND PRODUCTION |
| 13. Climate Action & Carbon Neutrality | Reducing the organisation's environmental footprint and contributing to global climate goals. | 7 AFFORDABLE AND CLEAN ENERGY, 12 RESPONSIBLE CONSUMPTION AND PRODUCTION, 13 CLIMATE ACTION |
| 14. Green Infrastructure & Resource Management | Designing and managing facilities with sustainability, energy efficiency, and resource conservation in mind. | 6 CLEAN WATER AND SANITATION, 11 SUSTAINABLE CITIES AND COMMUNITIES, 13 CLIMATE ACTION |
| 15. Climate Resilience & Disaster Preparedness | Ensuring operational continuity and community protection in response to climate-related and environmental events. | 11 SUSTAINABLE CITIES AND COMMUNITIES, 3 GOOD HEALTH AND WELL-BEING, 13 CLIMATE ACTION |
| 16. Secure & Responsible Digital Transformation | Advancing digital capabilities in a way that is secure, ethical, and aligned with educational goals. | 4 QUALITY EDUCATION, 9 INDUSTRY, INNOVATION AND INFRASTRUCTURE, 16 PEACE, JUSTICE AND STRONG INSTITUTIONS |
| 17. Sustainable Community & Stakeholder Engagement | Engaging meaningfully with communities and stakeholders to promote long-term, inclusive development. | 10 REDUCED INEQUALITIES, 11 SUSTAINABLE CITIES AND COMMUNITIES, 17 PARTNERSHIPS FOR THE GOALS |
| 18. Parental & Stakeholder Engagement in ESG | Strengthening partnerships with parents and external stakeholders to support shared ESG objectives. | 4 QUALITY EDUCATION, 16 PEACE, JUSTICE AND STRONG INSTITUTIONS, 17 PARTNERSHIPS FOR THE GOALS |

| GRI Standard | GRI Disclosures | Engagements | Pg No. | DFM | UNSDG |
|---|---|---|---|---|---|
| GRI 1 | Reporting Principles (Accuracy, Balance, Clarity, Comparability, Reliability, Timeliness) | About This Report | 4 | | 4 QUALITY EDUCATION, 12 RESPONSIBLE CONSUMPTION AND PRODUCTION, 17 PARTNERSHIPS FOR THE GOALS |
| GRI 1 | "in accordance" application of GRI standards | About This Report | 4 | | 4 QUALITY EDUCATION, 12 RESPONSIBLE CONSUMPTION AND PRODUCTION, 17 PARTNERSHIPS FOR THE GOALS |
| GRI 2-1 | Organisational details | About This Report | 10 | | 4 QUALITY EDUCATION, 12 RESPONSIBLE CONSUMPTION AND PRODUCTION, 17 PARTNERSHIPS FOR THE GOALS |
| GRI 2-12 | Role of highest governance body in oversight of ESG | Governance & Ethics | 19 | | 16 PEACE, JUSTICE AND STRONG INSTITUTIONS |
| GRI 2-13 | Delegation of responsibility for ESG | Governance & Ethics | 6 | | 16 PEACE, JUSTICE AND STRONG INSTITUTIONS |
| GRI 2-17 | Collective knowledge of highest governance body | Governance & Ethics | 19 | | 4 QUALITY EDUCATION, 16 PEACE, JUSTICE AND STRONG INSTITUTIONS |
| GRI 2-19 | Remuneration policies | Governance & Ethics | 19 | S5.5, G4.5 | 8 DECENT WORK AND ECONOMIC GROWTH, 10 REDUCED INEQUALITIES |
| GRI 2-2 | Entities included in the sustainability report | About This Report | 10 | | 4 QUALITY EDUCATION, 12 RESPONSIBLE CONSUMPTION AND PRODUCTION |
| GRI 2-22 | Statement on sustainable development strategy | CEO Message & Sustainability Manager Message | 6,9 | | 4 QUALITY EDUCATION, 12 RESPONSIBLE CONSUMPTION AND PRODUCTION, 13 CLIMATE ACTION |
| GRI 2-3 | Reporting period, frequency, and contact point | About This Report | 4 | | 16 PEACE, JUSTICE AND STRONG INSTITUTIONS |
| GRI 2-4 | Restatements of information | About This Report | 4 | | 12 RESPONSIBLE CONSUMPTION AND PRODUCTION, 16 PEACE, JUSTICE AND STRONG INSTITUTIONS |
| GRI 2-5 | External assurance | About This Report | 4 | G8.1 | 16 PEACE, JUSTICE AND STRONG INSTITUTIONS |
| GRI 2-6 | Activities, value chain, and other business relationships | About This Report | 10 | | 4 QUALITY EDUCATION, 9 INDUSTRY, INNOVATION AND INFRASTRUCTURE, 17 PARTNERSHIPS FOR THE GOALS |
| GRI 2-7 | Employees | Fair & Equitable Workforce | 24 | S2.1, S3.2 | 5 GENDER EQUALITY, 8 DECENT WORK AND ECONOMIC GROWTH |
| GRI 2-9 | Governance structure and composition | Governance & Ethics | 19 | S5.1, S5.2, S5.3 | 5 GENDER EQUALITY, 16 PEACE, JUSTICE AND STRONG INSTITUTIONS |
| GRI 201-1 | Direct economic value generated and distributed | CEO & Chairman Messages, Year in Review | 7 | | 8 DECENT WORK AND ECONOMIC GROWTH, 9 INDUSTRY, INNOVATION AND INFRASTRUCTURE, 17 PARTNERSHIPS FOR THE GOALS |
| GRI 201-2 | Financial implications and other risks and opportunities due to climate change | Climate Action & Carbon Neutrality | 31 | | 12 RESPONSIBLE CONSUMPTION AND PRODUCTION, 13 CLIMATE ACTION |

| GRI Standard | GRI Disclosures | Engagements | Pg No. | DFM | UNSDG |
|---|---|---|---|---|---|
| GRI 203-1 | Infrastructure investments and services supported | Sustainable Community & Stakeholder Engagement | 35 | | 4 QUALITY EDUCATION, 8 DECENT WORK AND ECONOMIC GROWTH, 11 SUSTAINABLE CITIES AND COMMUNITIES |
| GRI 203-2 | Significant indirect economic impacts | Sustainable Community & Stakeholder Engagement | 35 | | 4 QUALITY EDUCATION, 8 DECENT WORK AND ECONOMIC GROWTH, 11 SUSTAINABLE CITIES AND COMMUNITIES |
| GRI 205-1 | Operations assessed for risks related to corruption | Ethical Governance & Financial Integrity | 15 | | 16 PEACE, JUSTICE AND STRONG INSTITUTIONS |
| GRI 205-2 | Communication and training about anti-corruption policies and procedures | Ethical Governance & Financial Integrity | 19 | G5.2 | 16 PEACE, JUSTICE AND STRONG INSTITUTIONS |
| GRI 205-3 | Confirmed incidents of corruption and actions taken | Ethical Governance & Financial Integrity | 18 | G5.3 | 16 PEACE, JUSTICE AND STRONG INSTITUTIONS |
| GRI 3-1 | Process to determine material topics | Materiality Assessment & Stakeholder Engagement | 13 | | 4 QUALITY EDUCATION, 12 RESPONSIBLE CONSUMPTION AND PRODUCTION, 17 PARTNERSHIPS FOR THE GOALS |
| GRI 3-2 | List of material topics | Materiality Assessment & Stakeholder Engagement | 14 | | 4 QUALITY EDUCATION, 12 RESPONSIBLE CONSUMPTION AND PRODUCTION, 13 CLIMATE ACTION |
| GRI 3-3 | Management of material topics | Materiality Assessment & ESG KPIs | 14 | | 4 QUALITY EDUCATION, 9 INDUSTRY, INNOVATION AND INFRASTRUCTURE, 12 RESPONSIBLE CONSUMPTION AND PRODUCTION |
| GRI 302-1 | Energy consumption within the organisation | Climate Action & Carbon Neutrality | 31 | E3.1, E3.2, E4.1, E5.1 | 7 AFFORDABLE AND CLEAN ENERGY, 12 RESPONSIBLE CONSUMPTION AND PRODUCTION, 13 CLIMATE ACTION |
| GRI 302-4 | Reduction of energy consumption | Climate Action & Carbon Neutrality | 31 | | 7 AFFORDABLE AND CLEAN ENERGY, 12 RESPONSIBLE CONSUMPTION AND PRODUCTION, 13 CLIMATE ACTION |
| GRI 305-1 | Direct (Scope 1) GHG emissions | Climate Action & Carbon Neutrality | 31 | E1.1 | 12 RESPONSIBLE CONSUMPTION AND PRODUCTION, 13 CLIMATE ACTION |
| GRI 305-2 | Energy indirect (Scope 2) GHG emissions | Climate Action & Carbon Neutrality | 31 | E1.2 | |
| GRI 305-3 | Other indirect (Scope 3) GHG emissions (if applicable) | Climate Action & Carbon Neutrality | 31 | | |
| GRI 401-1 | New employee hires and employee turnover | Fair & Equitable Workforce | 24 | S4.1, S4.2, S4.4 | 8 DECENT WORK AND ECONOMIC GROWTH, 10 REDUCED INEQUALITIES |
| GRI 401-2 | Benefits provided to full-time employees only | Fair & Equitable Workforce | 22 | | 8 DECENT WORK AND ECONOMIC GROWTH |
| GRI 403-1 | Occupational health & safety management system | Safe & Supportive Workplaces | 22 | | 3 GOOD HEALTH AND WELL-BEING, 8 DECENT WORK AND ECONOMIC GROWTH |

| GRI Standard | GRI Disclosures | Engagements | Pg No. | DFM | UNSDG |
|---|---|---|---|---|---|
| GRI 403-2 | Hazard identification, risk assessment, and incident investigation | Safe & Supportive Workplaces | 22 | | 3 GOOD HEALTH AND WELL-BEING, 8 DECENT WORK AND ECONOMIC GROWTH |
| GRI 403-3 | Occupational health services | Safe & Supportive Workplaces | 22 | | 3 GOOD HEALTH AND WELL-BEING, 8 DECENT WORK AND ECONOMIC GROWTH |
| GRI 403-5 | Worker training on occupational health & safety | Safe & Supportive Workplaces | 22 | | 3 GOOD HEALTH AND WELL-BEING, 8 DECENT WORK AND ECONOMIC GROWTH, 4 QUALITY EDUCATION |
| GRI 403-8 | Workers covered by an OHS management system | Safe & Supportive Workplaces | 22 | | 3 GOOD HEALTH AND WELL-BEING, 8 DECENT WORK AND ECONOMIC GROWTH |
| GRI 403-9 | Work-related injuries | Safe & Supportive Workplaces | 22 | | 3 GOOD HEALTH AND WELL-BEING, 8 DECENT WORK AND ECONOMIC GROWTH |
| GRI 404-1 | Average hours of training per employee per year | Fair & Equitable Workforce | 15 | | 4 QUALITY EDUCATION, 8 DECENT WORK AND ECONOMIC GROWTH |
| GRI 404-2 | Programmes for upgrading employee skills and transition assistance | Fair & Equitable Workforce | 24 | | 4 QUALITY EDUCATION, 8 DECENT WORK AND ECONOMIC GROWTH |
| GRI 404-3 | Percentage of employees receiving regular performance and career development reviews | Fair & Equitable Workforce | 15 | | 4 QUALITY EDUCATION, 8 DECENT WORK AND ECONOMIC GROWTH |
| GRI 405-1 | Diversity of governance bodies and employees | Fair & Equitable Workforce | 7 | | 4 QUALITY EDUCATION, 8 DECENT WORK AND ECONOMIC GROWTH, 10 REDUCED INEQUALITIES |
| GRI 413-1 | Operations with local community engagement, impact assessments, and development Programmes | Sustainable Community & Stakeholder Engagement | 35 | | 5 GENDER EQUALITY, 8 DECENT WORK AND ECONOMIC GROWTH, 10 REDUCED INEQUALITIES |
| GRI 413-2 | Operations with significant actual and potential negative impacts on local communities | Sustainable Community & Stakeholder Engagement | 35 | | 4 QUALITY EDUCATION, 11 SUSTAINABLE CITIES AND COMMUNITIES, 17 PARTNERSHIPS FOR THE GOALS |
| GRI 416-1 | Assessment of the health and safety impacts of products and services | Holistic Student Well-being & Safety | 15 | | 3 GOOD HEALTH AND WELL-BEING, 4 QUALITY EDUCATION |
| GRI 416-2 | Incidents of non-compliance concerning the health and safety impacts of products and services | Holistic Student Well-being & Safety | 18 | | 3 GOOD HEALTH AND WELL-BEING, 4 QUALITY EDUCATION |
| GRI 418-1 | Substantiated complaints concerning breaches of customer privacy and losses of customer data | Data Privacy & Inclusive Learning | 27 | | 9 INDUSTRY, INNOVATION AND INFRASTRUCTURE, 16 PEACE, JUSTICE AND STRONG INSTITUTIONS |
| GRI 418-2 | Data security measures and training | Data Privacy & Inclusive Learning | 29 | | 9 INDUSTRY, INNOVATION AND INFRASTRUCTURE, 16 PEACE, JUSTICE AND STRONG INSTITUTIONS |
| GRI 419-1 | Non-compliance with laws and regulations in the social and economic area | Ethical Governance & Financial Integrity | 18 | | 16 PEACE, JUSTICE AND STRONG INSTITUTIONS |

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