



2021-2022

Environmental, Social, and Governance Report

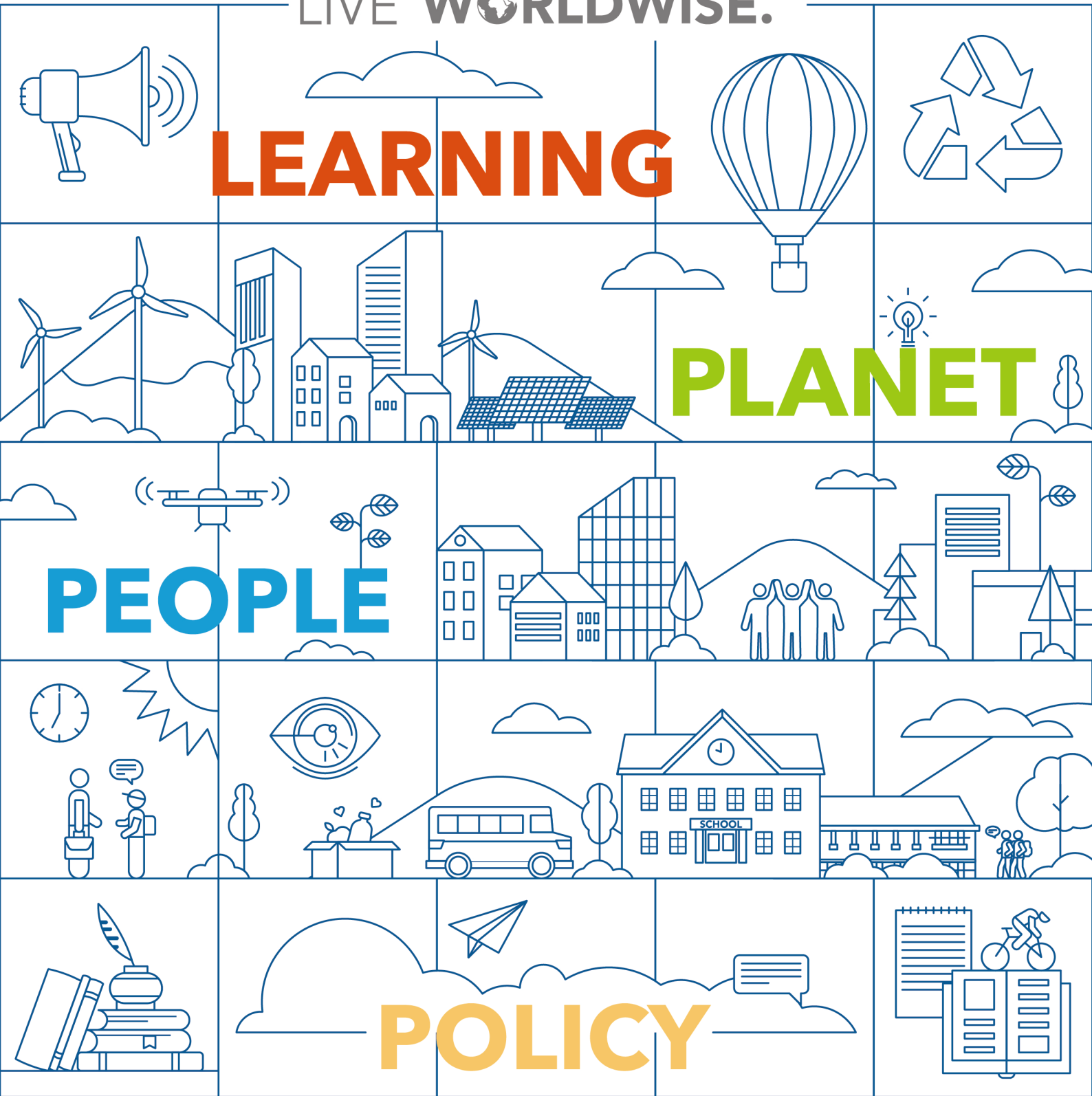
LIVE **WORLDWISE.**TM

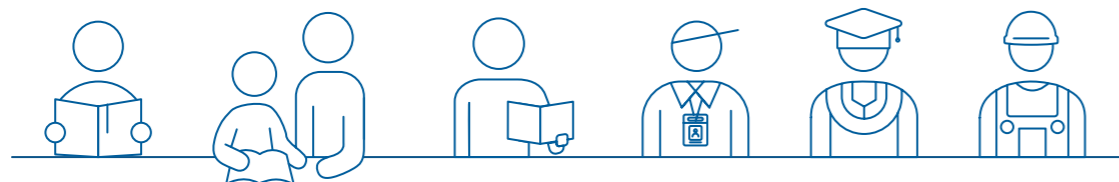
LEARNING

PLANET

PEOPLE

POLICY





We would like to extend our warmest thanks to everyone who has contributed to this report – students, teachers, parents, staff members, outside advisors, and our school communities. Your assistance has been invaluable and we appreciate everything you do to advance social, environmental, and global justice.

– EiM ESG Core Working Team

我们向为这份报告做出贡献的每个人——学生、教师、家长、员工、外部顾问和学校社区——致以最真挚的感谢。你们的支持是无价的，感谢你们为促进社会、环境和全球正义所做出的一切努力。

——屹珈国际教育集团 ESG 核心工作组

Contents

| | | | |
|---------------------------|----|------------------------|----|
| Message from Our Founders | 02 | ESG Performance Report | 52 |
| About EiM | 04 | GRI Index | 60 |
| The Growth of ESG at EiM | 06 | About this Report | 63 |
| ESG Focus of 2021-22 | 09 | | |

Learning 10

| | |
|---|----|
| Summary: Focus of the Year | 11 |
| Educating the Whole Child | 12 |
| Embedding Sustainability and Global Citizenship | 14 |
| Education Technology and Pedagogy | 16 |
| Community Experiences | 19 |

Planet 22

| | |
|----------------------------|----|
| Summary: Focus of the Year | 23 |
| Carbon | 24 |
| Energy | 26 |
| Water | 27 |
| Waste | 28 |
| Food | 29 |
| Campus | 31 |
| Supply Chain | 34 |

People 36

| | |
|----------------------------|----|
| Summary: Focus of the Year | 37 |
| Values-driven Employer | 38 |
| Professional Learning | 39 |
| Health and Wellbeing | 41 |
| Community Engagement | 44 |

Policy 46

| | |
|--------------------------------|----|
| Summary: Focus of the Year | 47 |
| Enhancing ESG Management | 48 |
| Safeguarding | 49 |
| Responsible Sourcing | 50 |
| Cybersecurity and Data Privacy | 51 |

Message from Our Founders

Welcome to Education in Motion (EiM)'s second ESG Report. Last year, we introduced our inaugural ESG Report, outlining a framework that established targets and indicators by which we measure progress towards and hold ourselves accountable to our vision to Live Worldwide – to have a positive impact on society and the planet through education. **Since then, our ESG report and vision have been a catalyst for conversation and action, accelerating our already wide-ranging efforts across the organisation.**

The 2021-22 academic year presented many challenges to our group and the wider world. The urgent need for a global consensus on climate action became increasingly apparent as extreme weather events occurred more frequently, impacting local communities and global supply chains. Other challenges, including the COVID-19 pandemic, directly influenced teaching and learning globally; leading to historic advancements in the positive integration of digital technologies in our schools, workplaces, and everyday lives. Whilst technology has brought us closer, it also highlights aspects of increasing social polarisation. This volatility is caused, in part, by societies adapting to the reality of aging populations, continued migration from rural to urban environments, and the technological advancements that have encouraged an ever-greater focus on short-term concerns to the possible detriment of more reflective longer-term perspectives.

In facing these challenges, our commitment to Sustainability and Global Citizenship has only grown stronger and our communities more connected, resulting in the 2021-22 academic year being a rewarding one for EiM.

We advanced the management of our environmental footprint, establishing clear carbon data measurement metrics as a foundation for setting and implementing carbon reduction targets in the years ahead. EiM explored innovative new EdTech solutions and trialled increasingly sophisticated AI analytics to support teaching and learning, and expanded DEI (Diversity, Equity, and Inclusion) and Wellbeing initiatives to build a more inclusive learning and working environment. All of these are being addressed to ensure we prepare the students of today with the skills they need to excel tomorrow.

This report provides an overview of Sustainability and Global Citizenship initiatives across the EiM Group for the academic year 2021-22 and documents our progress and the challenges we are facing. As defined in our first ESG report, our four ESG pillars are Learning, Planet, People, and Policy. In each of these areas we have seen measurable progress. Going forward, we intend to build on the efforts of our schools to measure and make positive impacts, to leverage our network of resources, to optimise ESG governance, and to **innovate on a larger scale through strategy, goal setting, and collaboration.** This aspiration will guide our ESG endeavours in the years to come.

Our four ESG pillars are Learning, Planet, People, and Policy.

Learning: Across our schools, we aim to continue delivering a holistic education with our five-year education strategy. We have seen Dulwich College Shanghai Pudong and Green School Bali shortlisted for the World's Best School Prizes in the areas of sustainability-focused and wellbeing-focused education respectively. We launched Ignite: Switzerland, a 12-week overseas residential programme providing outdoor learning and personal development opportunities for our students; we partnered with HSK (the official Chinese language proficiency test) to further innovate language learning with our Wo Hui Mandarin offering, and the groupwide digitalisation D³ Project is well under way to empower our community with technology and transform personalised learning experiences. **Our schools have also continued to develop School Progress Indicators and Global Citizenship competencies to further embed Sustainability and Global Citizenship into daily life.**

Planet: On a group level, we are cooperating with suppliers to improve sustainability within our supply chain and **advancing our Carbon Roadmap Strategy.** After a comprehensive and credible measurement of carbon emissions for all schools, we calculated that in AY2021-22, the emissions of all EiM schools totalled around 18,000 tCO₂e. This baseline data, which contains Scope 1 and Scope 2 emissions, will guide the next set of carbon reduction and offsetting targets and group approaches. On the school level, each school has developed its own energy, water, and waste management policies and continues to reduce its environmental footprint. In Dulwich College (Singapore),

the sustainable-focused design of phase 3 (to open in August 2023), which is also known as "The Greenhouse", includes rooftop solar panels, Building Integrated Photovoltaic, and energy efficient systems that contribute to the building achieving its Green Mark Platinum certification. Many EiM schools are installing intelligent control systems to systematically reduce energy consumption and are seeking recycled and grey-water solutions for their campus landscaping. We are collaborating with suppliers to provide a more responsible supply chain, including prioritising the purchase of fair-trade certified coffee beans, and eliminating single use plastic in school campuses whilst encouraging students and staff to use reusable bottles and mugs by offering beverage discounts if you bring your own receptacle. From school uniforms to daily necessities such as lanyards, we are committed to exploring sustainable choices for all categories with our partners. Since AY2020-21, we have actively explored the use of renewable materials with school uniform suppliers. At the same time, we cooperate with each school's parents' association to recycle and reuse school uniforms and other reusable products, and are committed to working with the school community to promote and improve sustainable practices by extending product life cycles.

People: We have deepened our commitment to building a rewarding employee experience by refining our Employee Value Proposition, establishing a Wellbeing Strategic Working Group to develop a groupwide framework for a proactive approach to wellbeing and continuing to offer our award-winning Accelerate Middle Leadership Programme

(which has so far seen 250 leaders graduate since its inception). In addition, we have been recognised by LinkedIn as a "Global Most Attractive Employer" of 2022. We recognise that we need to deepen our understanding of the evolving scope of DEI. We have continued to build and strengthen community links through collaboration groups, the Worldwide Alumni Network and the Friends of Dulwich and Dehong and the Green School Bridge, while engaging with universities, other educational institutions, and non-profits for positive impact.

Policy: We launched the "Responsible Supply Chain" project in 2022 to develop systematic strategies and policies to guide responsible sourcing practices across the group, ensuring greater adherence to good labour practices throughout the supply chain by enhancing our capability to **collect Scope 3 emissions data in the future.** We have updated our ESG governance structure to improve accountability and will establish working teams under each of our ESG pillars to ensure dedicated resources for our commitment to Sustainability and Global Citizenship. Schools have established Sustainability Committees that include key stakeholders, and each school now has a dedicated **Global Citizenship Lead** in the education team. We have also invested in staff and expertise to enhance cybersecurity and data privacy protection and have set up a cybersecurity operations centre which, among other initiatives, conducts regular phishing simulation drills groupwide. We pay close attention to the potential of increasingly sophisticated robotics and artificial intelligence such as ChatGPT. For example, Dulwich College (Singapore) has issued guidelines on how

to regulate the use of AI tools for students based on international standards and will maintain levels of continuous support while advocating the entire community work together to explore better solutions.

As we look to the future, it is exciting to think that there is still so much more we can do to advance our ESG agenda. The progress we have already made, and the welcoming of innovative new brands into the EiM family (such as School of Humanity), reinforces our aspirations that we are progressing towards a more dynamic, diverse, innovative, sustainable, and regenerative organisation with the potential to have a positive, lasting impact on the world.

Central to our success is all stakeholders in EiM playing their part, be they staff, teachers, students, parents, our global partners, or the wider community as a whole.

We would like to say thank you to everyone who has joined us on this important journey to ensure EiM makes its contribution in pioneering education for a sustainable and healthy future.



Fraser White
Founder, Chairman &
Chief Executive Officer



Karen Yung
Co-Founder &
Chief Collaboration Officer

About EiM

Education in Motion (EiM) is a growing family of premier education brands, comprising 13 schools in nine cities and five countries including China, Singapore, South Korea, Indonesia, and Switzerland, as well as innovative organisations that provide creative education solutions. With our head offices located in Singapore and Shanghai, China, together with our mission-aligned family of brands, we aspire to be the global leader in pioneering education for a sustainable future.

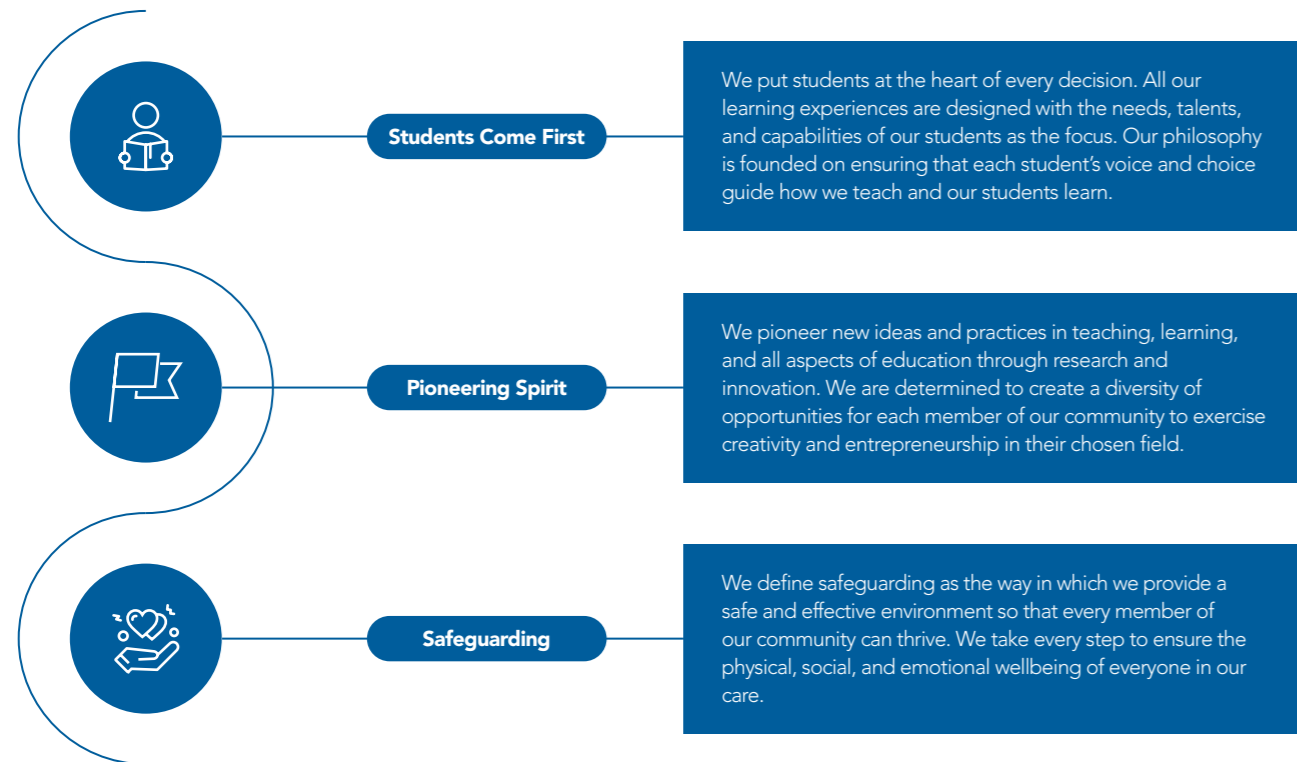
Our Brands

LIVE **WORLDWISE.**[™]



www.eimglobal.com

Our Values



EiM At a Glance

- 13** campuses in **5** countries
- Educating **11,000+** students from **70+** countries
- 2,570** employees, including **1,661** academic staff
- 15,000** learners studying with our Chinese-learning Edtech company Wo Hui Mandarin
- 40+** countries and markets reached by Wo Hui Mandarin

Dulwich College International

Dulwich College International (DCI) is a family of leading international schools. Founded by parents Fraser White and Karen Yung in 2003, DCI has since established six Colleges for international students in Shanghai, Beijing, Suzhou, Seoul, and Singapore. Its founding school, Dulwich College, is one of the UK's oldest independent schools, dating back to 1619. Today, enrolment at Dulwich College International schools has grown to more than 8,000 students hailing from more than 60 countries. Dulwich aims to create a learning ecosystem where students can broaden and enhance their global, social, and sustainability literacy to make a positive difference in the world.

Dulwich International High School

DCI has established Dulwich International High Schools in Zhuhai and Suzhou, offering the IGCSE and A Level curricula for Chinese and foreign students who are aiming for top universities in the UK, USA, and elsewhere. Dulwich International High Schools aim to help students build a global mindset on the foundation of English mastery so that students can thrive in any environment and culture. With enrolment the two High Schools at 1,000 students, our focus is for students to acquire the life skills and confidence they will need to be successful, well-adjusted young adults and outstanding scholars when they get to university.

Dehong

Dehong International Chinese Schools in Shanghai, Beijing, and Xi'an are sister schools to Dulwich College International schools as well as other EiM schools. Dehong Schools admit local Chinese students and offer an exceptional educational experience combining the best of Chinese and international education. The Dehong curriculum features the core of the Chinese National Curriculum for the compulsory years, which is enhanced by an international, holistic educational philosophy and pedagogy, and concludes with the IB Diploma Programme. Dehong nurtures bilingual students with strong intercultural competency who can make a positive difference for China and the world.

Green School

Green School's mission is to create a global community of learners, and make the world sustainable. Founded in 2008, it champions sustainability, and offers an education that nurtures the whole child, giving learners agency and purpose in their lives and learning. From its origins in Bali, Green School has started a global movement in education, and is opening schools around the world. Its 'living' curriculum educates for sustainability through community-integrated, experiential learning in a natural environment.

Hochalpinen Institut Ftan AG

Hochalpinen Institut Ftan AG (HIF) is an international boarding school in Switzerland with a strong local identity. Founded in 1793 and guided by the values of great Swiss educators, the school's alpine location and natural surroundings inspire students to lead healthy, active outdoor lives and to champion the sustainable use of the earth's resources. A knowledge-rich and skill-based curriculum includes classes focussed on global issues, and promotes mastery of subject content in Languages, Mathematics, the Natural Sciences, the Humanities, the Arts, and Sport.

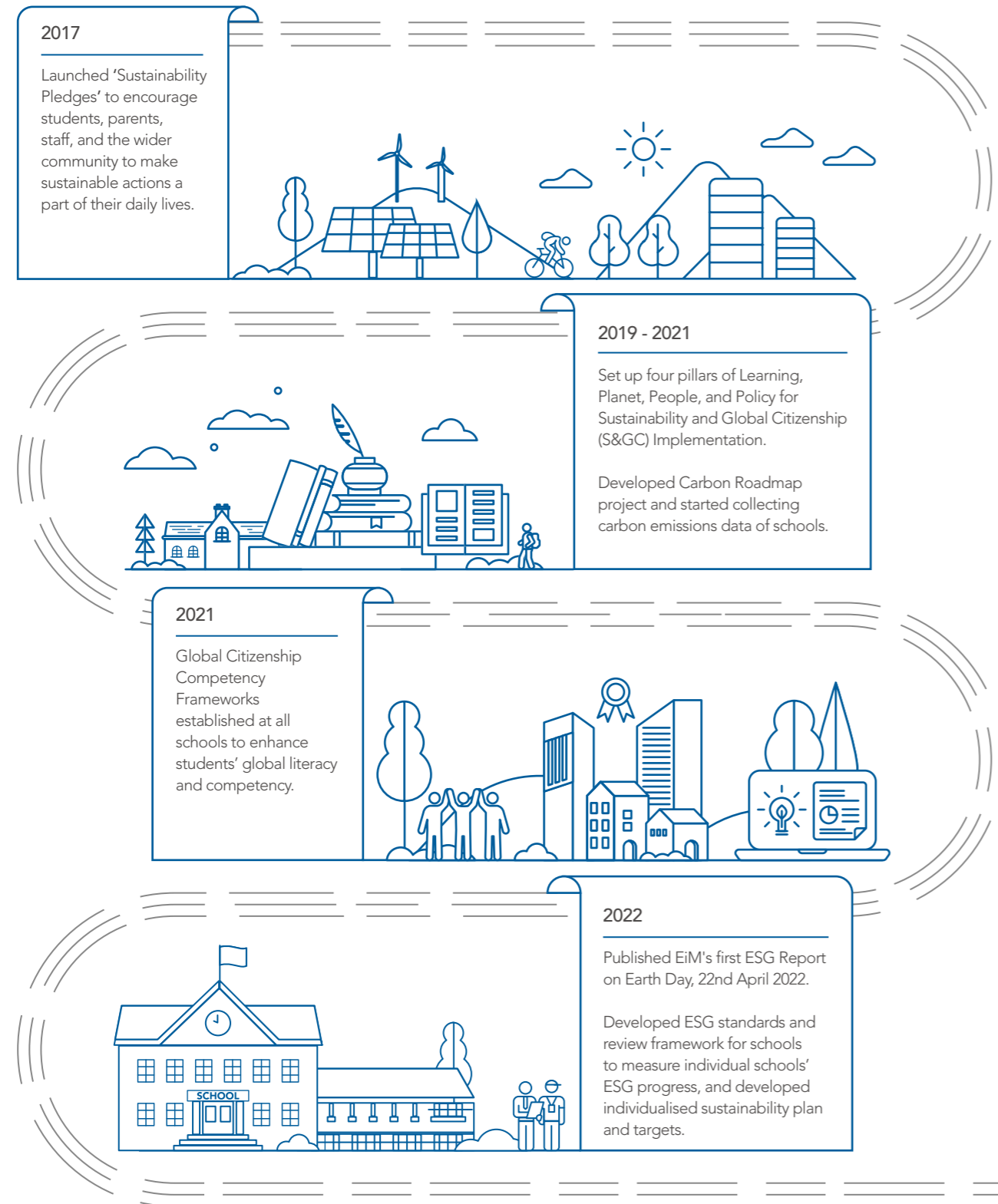
Wo Hui Mandarin

Wo Hui Mandarin puts the learning of Mandarin Chinese into the hands of the student and empowers teachers to support them on their personal learning journey. Wo Hui Mandarin provides the official mock exam platform for HSK examinations, which are the global standard for assessing Chinese language proficiency. Wo Hui Mandarin is also the first external organisation to have been appointed by Chinese Testing International to contribute questions for the real HSK examinations. The company holds patents in both China and the United States for its educational technology.

EiM Ventures

EiM Ventures is the corporate venture capital arm of EiM, with a global mandate to invest in pre-Series A Edtech and HR tech ventures. Its mission is to build a digital ecosystem to support and scale education offerings, seeking solutions that empower teachers and prepare students who are the pioneers of tomorrow to succeed in their tertiary studies and early career journeys.

The Growth of ESG at EiM



Driven by the aspiration to pioneer education for a sustainable future, our schools have always strived to provide purpose-driven learning experiences that are guided by a deep sense of connection to people and the planet. Building on these efforts, we aim to create a long-term, large-scale, structured, and cohesive ESG strategy that guides our actions and reflects our vision, mission, and values.

In the 2021-22 school year, we released our first ESG report, which was organised under the headings of Learning, Planet, People, and Policy. To raise the community's awareness and understanding of the Group's ESG work, and to support our schools' sustainability projects, we launched

the S&GC initiative at our schools. The S&GC web pages for each school now use a consistent format and narrative, allowing for easier data review and sharing best practice, but they also showcase individual schools' stories. We are developing a set of sustainability standards and a review framework to set targets and KPIs for departments both in the head offices and the schools. And with support from the Group, our schools are producing individual School Progress Indicator reports, which they share with the community. Sharing progress and celebrating achievement with the community has a twofold benefit: it holds us accountable and motivates us to do more.



ESG Governance Structure

To deliver our goals and commitments requires clearly defined roles and responsibilities at all levels of the organisation as well as a clear decision-making process. Our ESG governance structure is constantly reviewed to ensure it meets the changing needs of effective ESG management. This year we instituted a new Carbon Roadmap Working Team under

our ESG Core Working Team to drive and monitor progress towards our carbon commitments. Similar working teams are expected to be formed to ensure that we can stay focused on our ESG priorities and efficiently coordinate our resources. See the 'Enhancing ESG Management' section on page 48 of this report for more details on our ESG governance approach.

EiM ESG Governance Structure

| | | |
|------------------------------|--|--|
| Decision Making Level | Group Executive Board (GEB) GEB's ESG Champion: Fraser White, Founder, Chairman, and CEO Review and approve the ESG framework, target setting, and reporting of EiM Group. | |
| Strategic Level | Growth Council Focus on business development and new opportunities. | Management Council Focus on current brands and schools, striving to achieve high quality performance. |
| Management Level | ESG Core Working Team Team Leader: Grace Hu, Head of Sustainability (ESG) Members: Senior management leaders from key functions Develop and manage ESG programmes of all aspects, make sure the ESG core messages are delivered in all projects, maintain management processes through the four ESG pillars: Learning, Planet, People, and Policy. | |
| Implementation Level | Carbon Roadmap Working Team Members: School operations, facility management, DBA, external professionals Set up Group carbon emission reduction targets and provide professional support for projects with both groupwide or individual school scope. | |
| Implementation Level | ESG Collaboration Group Driven by ESG Core Working Team – with functions and schools Members: Representatives from departments and schools Coordinate different functions and schools to ensure implementation of ESG strategy and quality of ESG disclosure. | |
| Implementation Level | Business Units at the Head Offices ESG Contact Persons: BU focal persons Implement ESG projects, monitor progress and track data. | Schools ESG Contact Persons: DBAs or Global Citizenship Leads Implement Group-level ESG projects, manage progress and track data; develop and implement school-specific ESG agenda. |

ESG Focus of 2021-22

The ESG reporting cycle is a continuous process of collecting data, analysing it to measure progress, identifying gaps, and adjusting priorities accordingly. This approach gives clearer structure to our

reporting and guides our actions. For the 2021-22 academic year, our priorities, organised under Learning, Planet, People, and Policy, are set out in the chart below.

EiM ESG Focus of 2021-22

Aligned with the Sustainable Development Goals (SDGs)



Learning

- Educating the Whole Child
- Embedding Sustainability and Global Citizenship
- Education Technology and Pedagogy
- Community Experiences



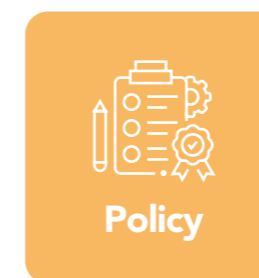
Planet

- Carbon
- Energy
- Water
- Waste
- Food
- Campus
- Supply Chain



People

- Values-driven Employer
- Professional Learning
- Health and Wellbeing
- Community Engagement



Policy

- Enhancing ESG Management
- Response to COVID
- Safeguarding
- Responsible Sourcing
- ERP System Deployment
- Cybersecurity and Data Privacy



LEARNING



Aligned with SDGs:



We are committed to meaningful and relevant learning that nurtures students as global citizens.

Summary: Focus of the Year

• Educating the Whole Child

We aim to deliver a challenging and ambitious education that brings together three core pillars – students come first, one family of schools, and pioneering spirit. With these pillars at the centre, we have created a five-year education strategy that highlights ten goals, spanning all aspects of a holistic education for our family of schools.

• Embedding Sustainability and Global Citizenship

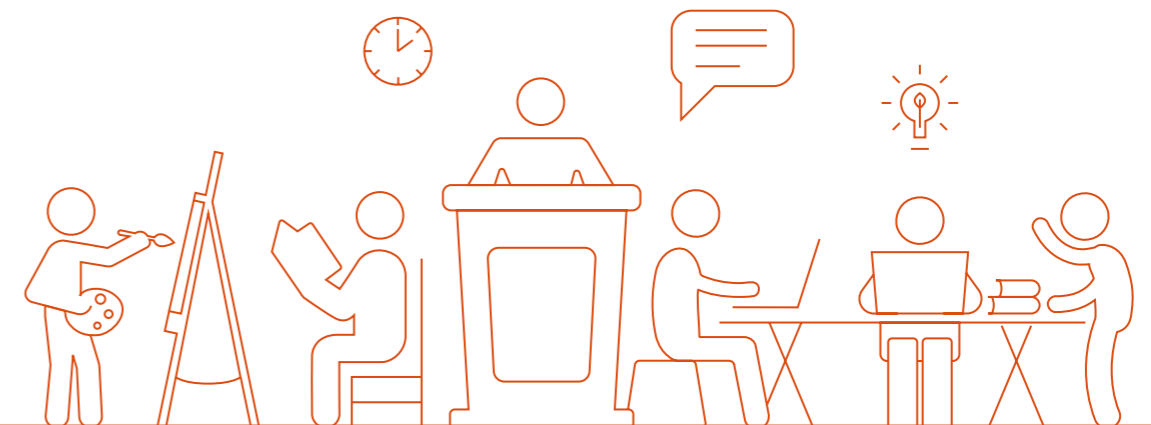
We introduce and leverage tools including Global Citizenship Competencies and School Progress Indicators in everyday aspects of school life and learning to advance sustainability education.

• Education Technology and Pedagogy

We continue to innovate our educational technologies and teaching methods to enrich learning experiences. In 2021-22, we have made significant progress in groupwide programmes including D³, Pioneering Spirit Grant, and CreaTech, as well as language learning offerings by Wo Hui Mandarin.

• Community Experiences

Building on our unique resources and extensive network, we have enhanced students' connection to the EiM local and global communities by introducing learning programmes such as Ignite: Switzerland and Worldwide Events.



Educating the Whole Child

EiM schools are aligned around one mission: to educate our students to Live Worldwise – that is, to provide them with the awareness, knowledge, skills, and motivation so that they can make a positive difference to people, society, and the planet. This holistic education maintains a careful balance of academic excellence, wellbeing, and the development of global citizens.

Our colleges and schools are aligned in their values, goals and priorities, and this has enabled us to deliver a consistently high standard of learning experiences in each EiM school. To maintain this standard and fulfil our mission, in 2021 our Group Executive Board and our school leaders created a five-year educational strategy, setting ten strategic goals.

Our Learning Principles

Embedding our groupwide learning principles consistently is the foremost goal in our educational strategy. These proven learning standards are a set of guiding principles used to underpin strategic education planning across all EiM schools.

| Learning is effective when it has a clear purpose. | Learning is effective when it is adapted and applied. | Learning is effective when it is personalised. |
|--|---|---|
| <p>Students take ownership and responsibility for their own learning.</p> <p>Students use what they already know to construct new understandings.</p> | <p>Students make connections between knowledge, concepts and skills.</p> <p>Students transfer knowledge, concepts, and skills to a variety of contexts.</p> | <p>Students are appropriately challenged from their own starting points.</p> <p>Students can engage in meaningful and deliberate practice during lesson time.</p> <p>Students respond to quality feedback with concrete strategies for improvement.</p> |
| Learning is effective when it is relational. | Two core outcomes: | |
| <p>Students engage in effective collaboration and build positive, safe relationships.</p> <p>Students are able to recognise mistakes as collective learning opportunities.</p> | <p>the long-term retention of valuable knowledge, concepts, and skills.</p> <p>the ability to transfer what has been retained into different contexts and situations.</p> | |

New Joiners

The newest members in our family of schools share our commitment to holistic education.

The School of Humanity is an online High School and learning hub that uses progressive pedagogies to deliver a programme focused on sustainable, future-ready education.

Hochalpinen Institut Ftan (HIF) is a small school set in the Swiss Alps. This year we launched the Ignite Programme, which gave students in EiM schools in Asia the opportunity to spend 12 weeks at HIF, living and learning in the mountains.

Green School, founded with the environment at its heart, provides age-appropriate education for sustainability.

EiM schools recognised by the World's Best School Prizes

The World's Best School Prizes identify and celebrate schools whose leading and innovative practices have impacted the lives of their students and their community. In 2022, Dulwich College Shanghai Pudong was named a Top 10 School for Supporting Healthy Lives, and Green School Bali was a Top 3 Finalist in the Environmental Action category. Health & wellbeing and environmental sustainability are core components of EiM's holistic approach to education. While Dulwich College International schools and Green School may appear very different, their recognition by World's Best speaks to their common commitment to providing a holistic education.



"To us, educating the whole child means enabling students to understand themselves as individuals and as part of the wider world around them. We want to provide a learning eco-system that will see them make a positive impact now and in the future, on their parents, school communities, and beyond. The goal of 'Live Worldwise' underpins our approach to holistic education and we aim to see it continue to grow and strengthen each year."

– Lesley Meyer, Chief Education Officer & Group Executive Board Member, EiM

Embedding Sustainability and Global Citizenship

Sustainability and Global Citizenship (S&GC) is one of our core commitments at EiM. It encompasses concepts like environmental sustainability, social justice, DEI, and for our youngest learners, the basic idea of what it means to be a good person. Bringing this commitment to life has become ever more important in the face of mounting global disruptions such as climate change, pandemic breakouts, and economic slowdown. As an education group, we are uniquely positioned to be part of the solution by providing purpose-driven learning experiences guided by a deep sense of connection to people and the planet.

We strive to weave S&GC into our curriculum and campus life, making it not just something we do, but part of who we are.

Each of our schools is developing its own nuanced variation of Global Citizenship Competencies, which gives our teachers ownership and the opportunity to infuse them into daily classes.

All teachers are eligible to apply to become their school's Global Citizenship Lead, a role that requires supporting student-led initiatives and coordinating co-curricular activities, events, and awareness campaigns.

We offer a variety of S&GC-focused Professional Learning opportunities to meet the needs of teachers at different levels of experience and interest.

Our school-based University and Career Counselling teams are trained and informed to provide assistance and information to students interested in pursuing studies based on sustainability at university.

Starting from 2022, our schools are preparing their individual School Progress Indicators in line with the four-pillar framework of the Group ESG report, with the goal of tracking and consolidating progress and achievements.

In keeping with our learning principle that learning is effective when it is personalised, we always link global issues and the Sustainable Development Goals (SDGs) with students' personal experiences and the local environment.

We challenge students and our community to adopt the mindset that their actions, no matter how small, can be meaningful and have a positive impact on people and the planet. One example is our No Carbon November campaign across our family of schools, where students, parents, and staff are encouraged to take actions daily to reduce their carbon footprint.



No Carbon November

No Carbon November is EiM's month-long sustainability awareness campaign that shines the spotlight on sustainability and climate action in the same month that the United Nations Climate Change Conference (COP) takes place. During our second No Carbon November in 2022, we continued to offer a calendar of daily actions to encourage everyone in our community to co-create a low-carbon world. Adventurous participants from our three schools in Shanghai went on the 'NO-CARbon' Adventure Challenge to experience an exciting and meaningful day of sustainable living including taking public transportation or biking, finding locations to refill their water bottles, photographing a vegetarian food outlet, highlighting a public



poster with a sustainability message, and more. We believe constant engagement through these little actions will enhance the sustainability literacy and competency of our community today and into the future.



"Throughout our family of schools and organisation we continue to infuse Sustainability and Global Citizenship into our lives and our education offerings. We are making progress by embedding our Sustainability and Global Citizenship lens and ethos into our DNA, making it a part of who we are.

We have a growing thirst and commitment to advance our sustainable, social and global literacy, competency, and culture at EiM, as well as in our schools. We see S&GC as an essential element of our students' education and life."

– d'Arcy Lunn, Group Head of Sustainability and Global Citizenship, EiM



"We have a very busy Global Citizenship calendar at Dulwich Pudong, and as such there is always something for different members of our community to get involved with, which is central to a thriving Global Citizenship programme. Whoever you are in our Dulwich Pudong community - student, staff member, or parent - we seek to engage you in a variety of meaningful ways, allowing everyone to forge ahead with their own journey as a global citizen and to make an impact where it is needed."

– Anthony Reich, Director of Global Citizenship, Dulwich College Shanghai Pudong

Education Technology and Pedagogy

We aim to stay on the cutting edge of education technologies and new pedagogies to prepare our students for the future.

D³: Technology-enabled Personalised Learning

In 2021 we launched D³, which brings together cloud technology, analytics, and big data management platforms for education designed around each student. With D³, we are building technical infrastructure that enables student collaboration, timely feedback, and personalised learning, among others. We have made significant progress in introducing new systems and processes that improve connectivity and efficiency, as well as student data tracking, uptime, security, and accessibility for all. Surveys, podcasts, and professional learning give us the data and knowledge we need to maximise the advantages of new technologies.



"D³ is a transformative educational journey that is designed to empower students to own their learning by leveraging the full power of technology to personalise their education. With its multi-dimensional approach and connected learning platform, it offers exponential benefits to all stakeholders. Students can work at their own pace, deep-dive into topics that excite them, and collaborate with their classmates, teachers, and peers around the world. It aims to offer similar benefits to staff too. This approach, in turn, empowers students to Learn Worldwise and is the foundation of the Dulwich Digital Difference."

– Crispian Farrow, Group Chief Innovation Officer, EiM

Pioneering Spirit Grant

The Pioneering Spirit Grant (PSG) is a groupwide initiative that champions a culture of innovation and sustainability by supporting student entrepreneurship and educators' innovative approaches. Each year, PSG is open to all students and teachers who have an idea and would like to give it a try. Applicants go through a challenging process of turning their ideas into actionable plans and sharpening their proposals before pitching to a panel of judges. Winners are awarded a portion of the RMB1.5 million funding, and all projects entering the final stage are given professional support on key elements such as project management, financing, sustainability, and supply chain. In 2021-22, winning ideas included fabric recycling solutions, multi-purpose recycled plastic backpacks, and new teaching practices in engineering.



"The PSG Programme enables our students and educators to become risk-takers and innovative designers of products, services, and pedagogical practices for the benefit of our students, schools and communities."

– Daniela Silva, Group Head of Learning Innovation and EdTech, EiM

Wo Hui Mandarin: Make Learning Chinese Simple and Useful

Wo Hui Mandarin is an EiM education technology company that aspires to make Chinese simple and useful so that learners can navigate the world with confidence.

In a traditional classroom students learn to read, write, speak, and understand Chinese vocabulary simultaneously. Because reading and writing require more time than speaking and listening, the traditional approach significantly slows a new student's ability to communicate in Chinese. Wo Hui Mandarin therefore prioritises the teaching of Chinese characters according to their simplicity and frequency of use and does not limit students' listening and speaking skills to the words they know how to read and write. This allows new learners to communicate in Chinese better and faster.

Wo Hui Mandarin brings Mandarin learning online through its interactive Teach and Learn platform and HSKMOCK official testing platform, making courses and test practice available via both web and mobile interfaces. In late 2022, Wo Hui Mandarin became the first official provider of HSK (Chinese Proficiency Test) exam questions, enabling the company to bring its innovative language learning approach to an even broader audience.



"Wo Hui Mandarin's innovative use of technology helps learners to grow in confidence, not just in knowledge, and liberates teachers from mechanical tasks so that they can invest their expertise in richer human interactions with their students. The platform unites teachers, learners, and their parents, and facilitates the sharing of best available resources across the world."

– Annabel Parker, Wo Hui Founder, Chief Executive Officer & Director of Mandarin



Creating Positive Change with CreaTech

In the 2022-23 academic year, we will launch the CreaTech programme – a digital workshop series using interactive digital media to introduce learning topics. Through visuals, sound, motion sensors, and creative coding, students across our

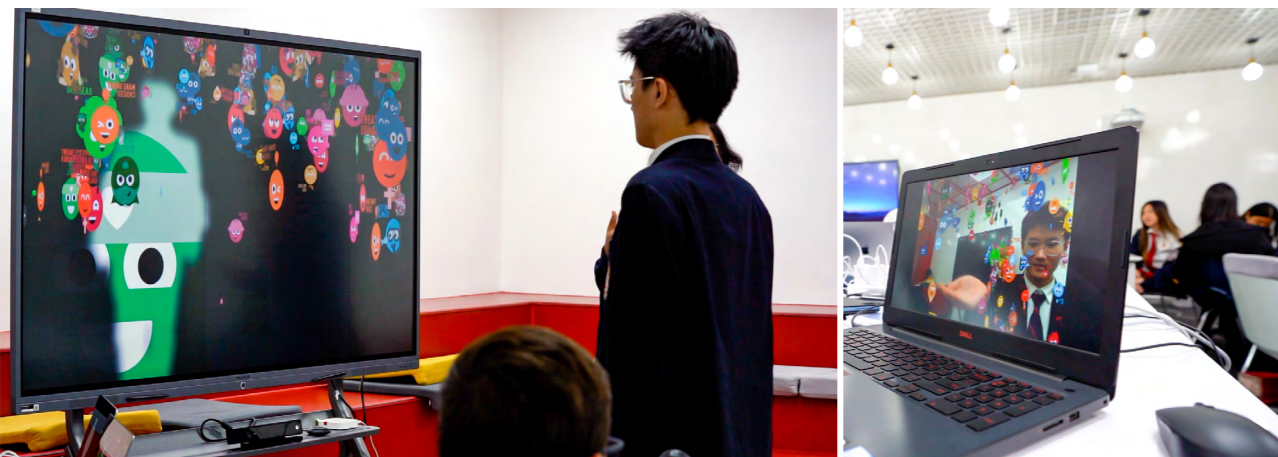
network will discover forward-thinking approaches, transferable skills, and create innovative school projects that can be applied to topics such as science, maths, humanities, languages and more. CreaTech supports students to explore solutions

to create positive change in an inspiring and artistic digital environment and encourages them to investigate social and environmental issues through a new digital lens.



“CreaTech propels students to learn and create interactive digital projects through engaging visuals, sound, motion sensors, and creative coding. It piques curiosity, ignites digital literacy, and inspires learners to go further.”

– Jennifer Chung, Education Director, Creative Arts, EiM



Community Experiences

COVID-19 breakouts have again reminded us of the importance of community support in turbulent times. We have always encouraged our students to cultivate compassion, empathy, and social responsibility through community participation and active citizenship, so that they learn to connect, listen, and work with others to find solutions to social and environmental challenges.

we use our network to enable connection and collaboration between schools. Secondly, we give our students multiple opportunities to connect with their communities locally and internationally. We want them to form authentic, reciprocal connections that go beyond simple donations and avoid an uneven ‘helping others’ relationship.

At EiM, the meaning of community experiences in learning is twofold. For one,

These are a few examples of our community experiences.

One Voice Summit



The fourth annual student-run One Voice Summit was held in October 2022. Centring on two themes - social justice and food - the Summit featured keynote speeches, small group discussions, workshops, and provocations designed to inspire participants to come up with actions that create a meaningful impact.

SDGs Unconference



Teachers from Dulwich College Shanghai Pudong and 18 other international schools and organisations in Shanghai participated in the SDGs Unconference, which is a participant-driven professional development event for educators.

Worldwise Events



Year-round Worldwise events, which include drama, music, visual arts, photography and poetry, are offered to all students within the EiM network.

Ignite: Switzerland



The Ignite: Switzerland programme was launched in 2022, offering a 12-week programme of indoor and outdoor learning to Year 9 students.

Service Learning



All our schools continue to explore community service-learning opportunities. A few examples: students from Dulwich International High School Zhuhai are mapping AED locations onto public map apps to improve accessibility to life-saving supplies, and Dulwich College Seoul students are mentoring local children through partnership with the local Global Village Centre.



Ignite: Switzerland

The Ignite programme offers indoor and outdoor learning for Year 9 students. The first cohort of 26 students is spending 12 weeks at Hochalpinen Institut Ftan (HIF), EiM's international boarding school in the Swiss Alps. In addition to their regular studies, their activities include the creation of sustainability-related 'passion projects'

related to Switzerland, outdoor sports (skiing, skating, hiking) several times per week, and adventure challenges. Some students are making documentaries on the life and culture of the Alps for their passion projects, and one has created a video-gaming simulation of local bird life. For their adventure challenges, they have to take public transport on

their own to a neighbouring village, where they have to complete a number of small, fun tasks, and return with evidence of completion.



Worldwise Events

For nearly two decades, our schools have offered a wide range of Worldwise Events with a strong focus on music, drama, art, culture, exploration, and leadership, supported by external partnerships and collaborations with industry-leading practitioners and educators. In the 2021-22 school year,

the group has put on over 100 events, both live and online, connecting hundreds of students.

We have now begun to link individual events to sustainability actions. Taking the Photo Competition as an example, in partnership with the China

Environmental Protection Foundation we plant a tree for every ten photo submissions we receive. In the first two years we have planted a total of 8,122 tea trees and 40 camphor trees in Hubei province, benefiting the local environment and improving the livelihood of local residents.



"Each Worldwise Event, be it a targeted masterclass or a major festival, manifests our three main pillars: Students Come First, One Family of Schools, and Pioneering Spirit. The programme aims to build bridges across the schools and colleges, connect our communities and enhance the feeling of EiM as a global family. The wide variety of experiential, holistic, and collaborative educational experiences put students at the core with the goal to support their growth into global citizens so they can Live Worldwise."

– Edgar Zillmann, Head of Events and Educational Partnerships, EiM

PLANET



Aligned with SDGs:



We are committed to taking concrete actions to reduce our environmental footprint and raise people's awareness of living in harmony with the planet.

Summary: Focus of the Year

Carbon

We continue our Carbon Roadmap project and have completed greenhouse gas (GHG) accounting of ten schools in our family. Our total GHG emissions in the 2021-22 school year are 18,691.69 tonnes of carbon dioxide equivalent.

Energy & Water

We are standardising our energy and water management policies, building on efforts at school level to improve efficiency in resource use, and promote renewable energy and water reuse practices.

Waste

Following the principles of 'Rethink, Refuse, Reduce, Repurpose, Reuse, Recycle, and ROT [composting]', our schools continue to reduce waste and increase recycling, with the E-sign system adopted groupwide to cut paper use.

Food

We have expanded plant-based choices and support localised food sourcing and eco-friendly food packaging. We continue to monitor food waste data across our campuses to raise awareness and encourage behavioural changes.

Campus

A growing number of our campuses have received green building certifications. Sustainable buildings like the net-zero SE21 Innovation Hub of Dulwich College (Singapore) and the award-winning 'Arc' at Green School Bali represent our approaches to green campus design.

Supply Chain

Sustainable initiatives in the supply chain such as purchasing uniforms made from recycled fabrics are expected to contribute a total reduction of 32,100 kilograms of GHG emissions annually.



Carbon

In the 2020-21 school year we launched the Carbon Roadmap project to assess our carbon footprint and identify how we can reduce greenhouse gas emissions groupwide. Using a three-phase process of 'measure, reduce, and offset', the project works towards group-level carbon neutrality. Student participation in the project strengthens their understanding of the link between personal actions and their global impact.

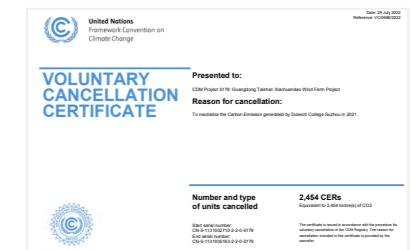
In 2021-22 we began the measurement phase, and several schools in our network will have completed the greenhouse gas (GHG) accounting for Scope 1 and Scope 2 emissions by April 2023. The data

are calculated according to recognised greenhouse gas accounting standards including the Greenhouse Gas Protocol, ISO14064-1:2018, and for schools in China the Chinese national guidelines for accounting and reporting greenhouse gas. Data quality assurance is completed with the support of a third-party vendor. Schools upload their data to a common platform where they are converted to equivalent amounts of greenhouse gas emissions using a reliable and accepted methodology. This allows for efficient comparisons and highlights opportunities for our schools to take further carbon reduction actions.

Data for Scope 3 GHG emissions are not as easy to obtain as the other two, but we are working with external consultants and our schools to begin quantifying this part of our carbon footprint. Some of our schools have started addressing their Scope 3 emissions. For example, Dulwich College Shanghai Puxi uses the online tool My Climate to calculate the carbon footprint of staff air travel and converts it to a monetary value. The costs are collected and donated to projects that mitigate climate risks. As we proceed with the Carbon Roadmap project, we expect to form a more standardised and comprehensive approach to collect and report Scope 3 emissions, with far more student engagement and learning opportunities. The annual 'No Carbon November' campaign is our key initiative to encourage all community members to take small actions each day to reduce their carbon footprint.

As we progress the measurement of our carbon emissions, we have also enhanced our governance structure by establishing a Carbon Roadmap Working Team under the ESG Core Working Team. The purpose of the Carbon Roadmap Working Team is to coordinate group functions and schools to ensure consistent implementation of carbon actions to measure, reduce, and offset across the group, and allocate the relevant resources required to guarantee quality ESG reporting disclosure.

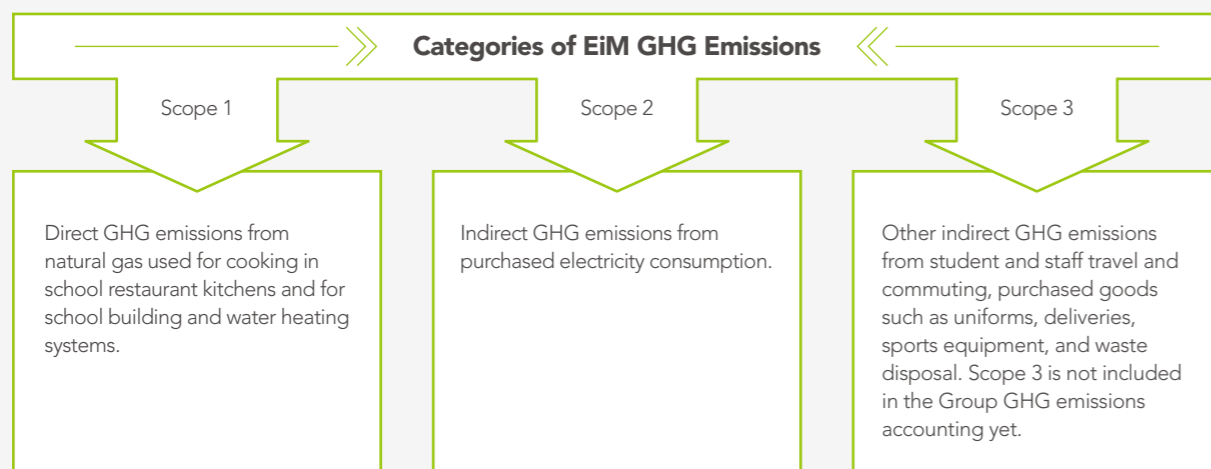
Dulwich College Suzhou and Dulwich International High School Suzhou reduced their carbon footprint by purchasing equivalent certified emission reduction (CER) units using the United Nations Carbon Offset Platform, and were certified by an authorised third-party verification agency.



EiM GHG Emissions in 2021-22



Note: The scope of data includes six Dulwich College International schools, two Dulwich International High Schools, and two Dehong International Chinese Schools (Dehong Xi'an School is not included because the Carbon Roadmap project has not yet started there).



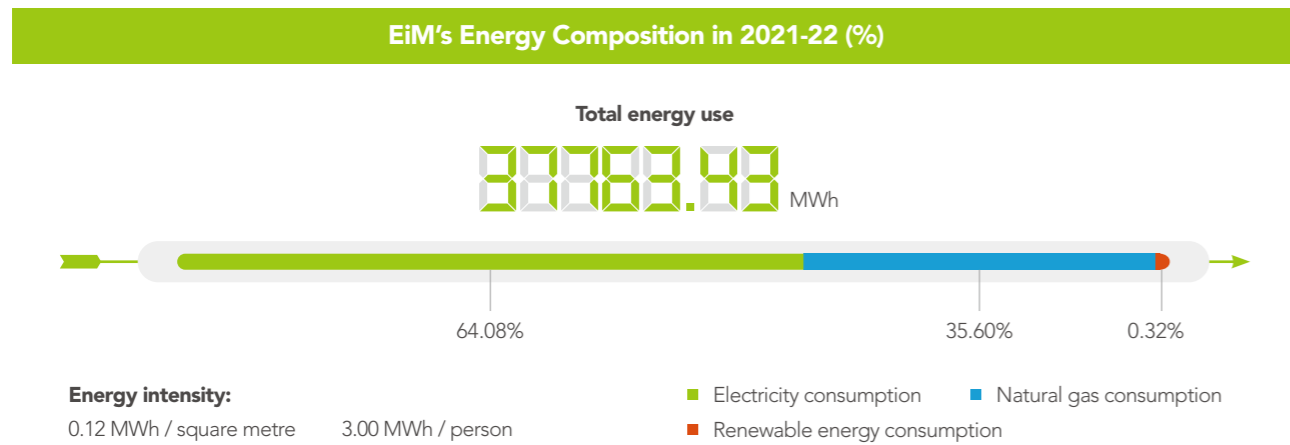
"At Dulwich College Suzhou and Dulwich International High School Suzhou the Carbon Roadmap programme helped us to identify where our schools produce carbon emissions. COVID travel restrictions limited our ability to invite experts to campus to explore larger emission reduction projects, so we began by selecting UN-approved offsetting options that provide Carbon Neutral Certificates. We look forward to establishing carbon emissions targets and working with our community to develop emissions reduction strategies. Currently we are piloting a project to reduce power usage (underground carpark lighting) with the assistance of smart technologies. The initial data from this project is extremely positive and we plan to implement this smart tech solution further across both schools to reduce our emissions in the future."

– Alan Williams, Director of Business Administration, Dulwich College Suzhou & Dulwich International High School Suzhou



Energy

Energy use is a big contributor to GHG emissions and is one of our key focuses. Each of our schools has an energy management policy in place, and schools are monitoring energy use and seeking solutions to reduce their usage year-on-year. Our schools invite third-party professionals to conduct energy audits to regularly review and assess the effectiveness of their energy saving plans. At group level, we are building on these efforts and are creating a standardised groupwide policy that will provide a common reference point for our schools and consolidate knowledge and best practice.

Energy consumption in schools is wide and varied, and our schools are taking a variety of actions to improve energy efficiency, reduce energy consumption, and replace traditional energy sources by renewable alternatives. These actions include the new SE21 Innovation Hub in Dulwich College (Singapore), which aims to achieve net-zero energy accreditation and smaller measures such as replacing fluorescent lights with LEDs, adjusting pre-set air conditioner temperature settings, using time-controlled plug devices, and occupancy sensor-controlled lighting in toilets, corridors, and stairwells.



Examples of Energy Saving Actions and Achievements in 2021-22:

| | | |
|---|--|--|
| <p>Dulwich College Beijing added 34 sets of solar light panels in the school parking area, which is estimated to save 11,169 kWh of electricity each year.</p> |  | <p>By replacing fluorescent lights with LEDs and street lights with solar-powered ones, Dulwich International High School Suzhou has saved 21.8% more electricity than in 2020-21.</p> <p>Green School Bali gets more than 70% of its energy from renewable sources, which include the school's hydropower Vortex system and solar panels on campus.</p> |
| <p>At four of our schools, more than 60% of the bus fleets are powered by electricity.</p> | <p>Dehong Xi'an School has saved nearly RMB200,000 as a result of energy-saving actions, including shortening lighting time in the parking area and optimising the use of air conditioners.</p> |  |

Water

The measure-reduce-reuse strategy applies to water use as well. In addition to reducing the consumption of municipal water through various water saving measures, some schools have installed rainwater harvesting systems to achieve greater water replenishment results.



Examples of Water Reduction and Reuse in 2021-22:

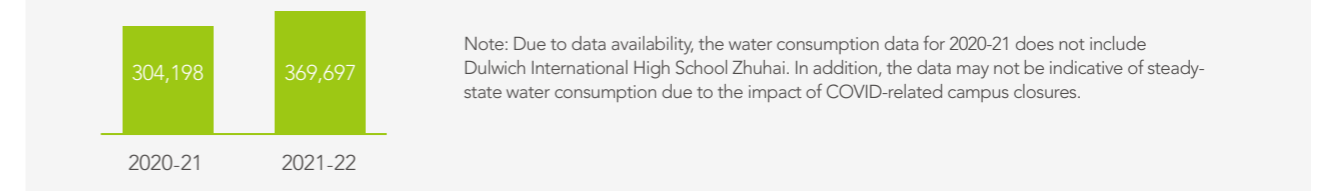
Smart water consumption:

Most of our schools have installed or plan to install sensor-controlled faucets and low-flow toilets to avoid unnecessary water loss. In Dulwich College (Singapore), flow meters and variable speed drives for all swimming pool pumps have been installed to control pump speed, which affects water turnover rates, saves energy, and reduces pool water use.

Water collection systems:

Rainwater recycling systems are installed in many of our campuses, including the newly constructed Phase II of Dehong Shanghai International Chinese School and Dehong Xi'an School in 2021-22. Recycled water is collected to irrigate more than 40,000 square metres of green areas at Dulwich College Beijing. In Green School Bali, natural spring water is held in a big fish pond and used for watering the campus gardens.

EiM Water Consumption (Cubic Metres)



"In order to support our schools to reduce their carbon-emissions and promote sustainable development, we commit to establishing a programme of continual energy-saving and water-saving management during school operations. This will be achieved through building more complete group standards and systems. We will use sustainable building technologies and continually invest in the construction of school energy-saving and water-saving facilities, such as solar panels, ground source heat pumps, rain water harvesting, and intelligent building management systems."

– Steven Hu, Project Director, EiM

Waste

Our waste management approach aligns with the principles of "Rethink, Refuse, Reduce, Repurpose, Reuse, Recycle, and ROT [composting]", focusing on the waste categories that have the most impact on the environment, which mainly include single-use plastics, paper, packaging materials, and food waste.

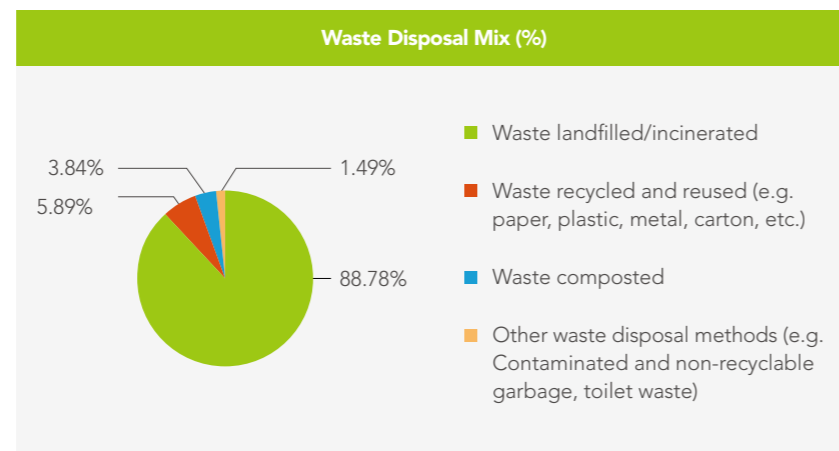
The use of paper coffee cups and single-use plastic items is strongly discouraged in our head offices and schools. We work closely with suppliers to source reusable items or if necessary, biodegradable packaging alternatives, and encourage our community to bring their own refillable containers.

Led by the EiM legal department, we have adopted Qiyuesuo (an e-sign system) in China and DocuSign in other jurisdictions in compliance with the local laws. E-sign systems increase efficiency and reduce the need to transport documents over long distances.

Waste recycling efforts, while not new, continue to grow. These include relatively small, awareness raising efforts such as school coffee shops offering used coffee grounds for gardening, and more expansive efforts such as the implementation of a detailed policy on waste classification and management at Dulwich College Suzhou. Dulwich College (Singapore) has recycling

stations on every floor and student-designed recycling bins in every class.

We also take into account the community impact connected to waste management by recycling in a responsible way. One of our initiatives at planning stage is to donate our no-longer-in-use computers that are still in good condition to rural schools in China through a partnership with the 'Green IT Classrooms Programme' of Zhonggu Charity, a local China NGO.



Note: The waste data for 2020-21 does not include Dulwich International High School Zhuhai. The data may not be indicative of steady-state waste disposal scenarios due to the impact of COVID-related campus closures.



Food

Healthy and Sustainable Food Choices

In collaboration with our catering partners, we are increasing our offering of plant-based and locally sourced food. Schools are conducting information campaigns to encourage the community to make sustainable food choices. We use as little food packaging as possible, and no single-use items, especially plastic, when serving meals. We prioritise ethical sourcing of

food and beverages in support of eco-friendly and local food production systems. For example, Dehong Beijing International Chinese School has a vegetable garden and an aerospace plantation garden that produced 10 kilograms of greens and 12 kilograms of watermelon in 2021-22.

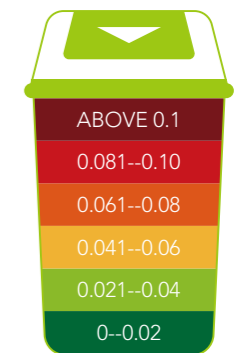


Reducing Food Waste

Using our catering partners' food waste monitoring systems, such as Wastewatch by Sodexo, we have been tracking and monitoring food waste at each of our schools. Although unpredictable lockdowns have disrupted the data and affected comparability among schools, the data will give us valuable insights into how food waste is managed over time and guide our initiatives in the future. For example, we worked with Sodexo to develop a

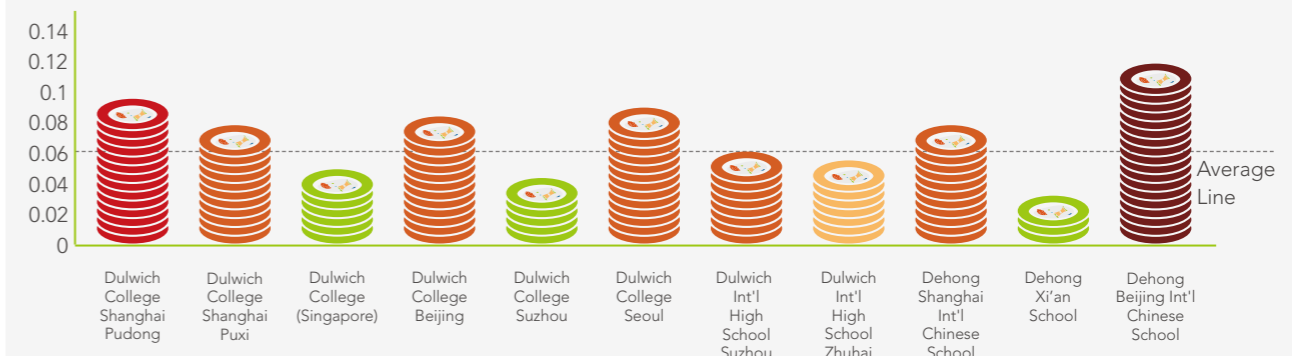
food waste rating scale containing five levels ranging from 0-0.02 kilogram/person to above 0.1 kilogram/person. A poster showing the school's performance will be displayed in school restaurants to encourage further food waste reduction. Dulwich College Shanghai Pudong and Dulwich College (Singapore) also installed food waste composting machines to reuse their food waste.

UNIT: KG/PERSON



* The Food Waste Scale was first displayed in our school restaurants serviced by Sodexo in Mainland China, and was subsequently adopted by other schools.

Food Waste Per Capita in 2021-22



Note:
 *The unit of food waste per capita is kg per head per day.
 **The indicator of food waste referred to in the report is total food waste in the whole food preparation process, such as consumer plate waste, prepared-overproduction, trim waste, and stipulated health & safety samples.
 ***Data from Green School Bali is not included as staff and students were encouraged to bring their own lunches during the pandemic period and accurate data on food waste could not be obtained directly from the school.

Clean Plate Challenge

Dehong Beijing International Chinese School carried out a food waste reduction campaign with the idea to 'Clean the plate, Show the care, Waste Less, Hope More', encouraging students to create artworks about taking no more food than they need. This project helped reduce food waste by 50g per person per day, for a total of 90 kilograms during the campaign period. Similarly, Dehong Xi'an School's Clean Plate Challenge includes a series of workshops on balanced diets, a competition where students are rewarded for cleaning their plates, and integration of the zero-waste concept into the curriculum design. It is worth mentioning that Dehong Xi'an School has always been the school with the least food waste since EiM started measuring plate waste, with a per capital daily food waste number lower than 0.02kg/head for most of the time.



Dehong Xi'an International Chinese School's student-led Clean Plate Challenge



"As a strategic partner of EiM, Sodexo commits to providing global leading on-site food and facility management services and supports ESG development in EiM. To implement EiM's sustainable development plan, Sodexo works closely with the EiM schools to ensure a positive impact on the environment through customized nutrition menus, eating behaviour impact assessments, sustainability initiatives, supply chain management, data monitoring, progress tracking, and awareness raising to enhance resource management and waste reduction - especially food waste. Sodexo will continuously support EiM to create ever stronger, healthier, and more sustainable learning communities."

– Kiki LEE, Education Segment Director of Sodexo China

Campus

The learning environment is considered to be the 'third teacher' after family and pedagogy. We adhere to high standards of sustainable building design, construction, and operations in all new projects and existing campuses. By the end of 2021-22,

five schools in the EiM family had achieved green building certifications issued by recognised international or regional institutions, with more schools expected to join the list in the coming years.

Green Building Certifications



* LEED® (Leadership in Energy and Environmental Design) certification is a green building rating system by the U.S. Green Building Council for the design, construction, maintenance, and operation of green buildings.

** China's Green Building Design Label system is the Chinese national scheme for rating building sustainability developed by the Ministry of Housing and Urban-Rural Development.



We have documented clear sustainability requirements in our standardised Design Brief for suppliers and contractors when starting a new project, including environmental aspects such as energy management, thermal efficiency, green roofs, and natural shading, as well as social and cultural requirements that speak to the values of EiM, such as wellbeing, inclusive design, and cultural awareness.

Furthermore, we ensure that campuses include features that enable students to connect with the natural world. These include rooftop gardens, community farms, and large green areas. We also connect our indoor and outdoor environments using biophilic design, which brings natural materials, natural light, vegetation, and nature inside the school spaces.



Outdoor Planting Area at Dehong Beijing International Chinese School



“Our mission is to design and build sustainable schools that provide our students and staff with healthy and safe campus environments that enhance their collective wellbeing. We utilise many green building technologies and select sustainable building materials and high-efficiency, energy-saving equipment during the campus construction project development. These help the schools to reduce their carbon emissions and support their long-term sustainable development. We believe that a sustainable school is beneficial to the wellbeing and the growth of our students, and to the delivery of a holistic education.”

– Orla Brady, Group Director, Building Construction & Design, EiM

Building Sustainable Campuses with Different Approaches

Each of our schools has its own unique character, but as a mission-aligned group, our schools aim at common educational goals and values, including sustainability and global citizenship. Similar stories are happening in our campus construction.

A typical case would be the SE21 Innovation Hub of Dulwich College (Singapore) versus the award-winning bamboo-built campus of Green School Bali. The SE21 Innovation Hub incorporates smart technologies such as environmental sensors linked to a smart

building management system, and future-looking design and materials. Green School Bali’s uses bamboo everywhere, including ‘The Arc’, which won the 2022 Institution of Structural Engineers Supreme Award for Structural Excellence.



SE21 Innovation Hub of Dulwich College (Singapore)



‘The Arc’ of Green School Bali



Aerial View of Dulwich International High School Zhuhai

Supply Chain

Our central procurement team has integrated sustainability considerations into procurement decisions during supplier selection and assessment, making sure our suppliers are legally compliant, share our vision for sustainability, and are able to provide the high quality and sustainably certified products we require.

We continue to explore sustainable solutions in our major supply categories. Preliminary estimates indicate that sustainable initiatives implemented in the supply chain, such as purchasing uniforms made from recycled fabrics, can add up to a total reduction of about 32,100 kilograms of GHG emissions annually compared with the polyester fabrics traditionally used.

Examples of Supplier Sustainability Certifications



Fair-Trade certified coffee beans



Global Recycled Standard certified recycled fabric



Forest Stewardship Council (FSC) certified paper products



Over 17% of school uniform items are sustainably produced from environmentally friendly raw materials

Uniform Sustainability

Fabric

Our PE jerseys are made from sustainable fabric, which is recycled from used plastic bottles. In 2021-22, we purchased PE jerseys equivalent to the recycling of 276,858 plastic bottles.

Packaging

We use biodegradable bags as uniform packaging to replace single-use plastics. In 2021-22, about 30-40 percent of uniforms were wrapped in biodegradable bags. We also use ribbons instead of bags to wrap PE sports uniforms to reduce the packaging materials required.

Transportation

Since the launch of our online uniform purchasing platform in 2019, we have significantly reduced the volume of uniforms stored at schools and moved them to a central warehouse facility managed by one of our uniform suppliers. Uniforms are directly delivered to parents from the supplier's central warehouse, saving the cost and resources required to store and transport uniforms from supplier to school and then on to the parent.

Further Opportunities

We will conduct a uniform review in early 2023 to discuss more innovative and practical solutions to improve our uniform supply chain.

We are committed to buying locally. In 2021-22, 2,693 of our suppliers were local, accounting for 86.73% of the total.

We have begun building mutually beneficial relationships with suppliers. In November 2022, we organised a sustainability workshop with Sodexo, where both parties shared their sustainability focus, progress and future planning, covering areas of sustainable food services, supply chain risk management, energy and water management, and student engagement opportunities.



“Aligned with our Group vision, we focus on responsible procurement, working to reduce the environmental impact of the products and services we procure. EiM works closely with our suppliers to adapt and innovate sustainable solutions that deliver positive impact for all stakeholders across our communities. It is a two-way process whereby we constantly learn from and learn with our vendors and suppliers.”

- Lynn Xu, Procurement Category Manager, EiM

PEOPLE



Aligned with SDGs:



We are committed to building a diverse, inclusive, and supportive community that grows together with us.

Summary: Focus of the Year

Values-driven Employer

The Employee Value Proposition (EVP) programme strengthens our core values throughout the candidate and employee lifecycle. Positive results of staff satisfaction are reflected in our annual staff engagement survey and other ad hoc pulse surveys.

Professional Learning

We continue to provide a variety of high-quality, blended professional learning opportunities for our staff, and encourage them to pursue professional and career development through our Professional Learning and Development Policy.

Health and Wellbeing

We are strengthening our holistic approach to health and wellbeing by setting up a Wellbeing Strategic Working Group and developing a framework and audit tool for best practice sharing and continual improvement.

Community Engagement

We strive to create stronger community connections through platforms and programmes that engage staff, parents, alumni, and the wider community.



“We are committed to providing an education for students to make a positive difference in the world, so we make sure to create dynamic and diverse communities for people to communicate and learn from each other, and benefit both themselves and others.”

– David Yung, Chief Investment Officer & Group Executive Board Member, EiM

Values-driven Employer

We developed and launched our Employee Value Proposition (EVP) programme in 2020 in support of our aim to attract, motivate, and retain exceptional talent. Our EVP sets out to define the experience our staff can expect at every stage of their employment, characterised by a set of core values that are in line with our group purpose: Lifelong Learning and Professional Development, Innovation in Education, Global Citizenship & Sustainability, and Wellbeing & Support.

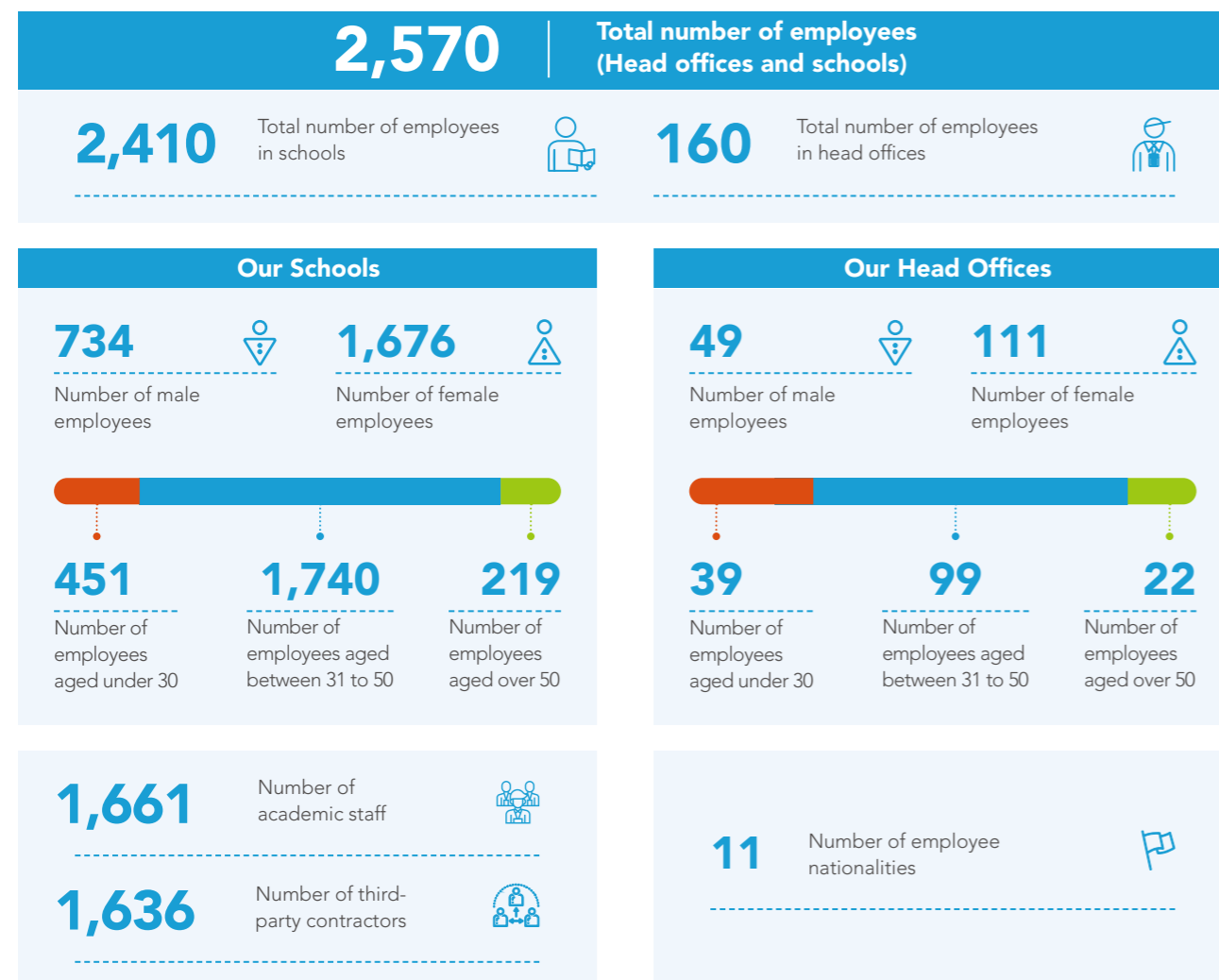
Our schools conduct annual staff surveys to measure engagement. The survey results help us recognise the progress and gaps against our goals, and identify areas for further improvement. In 2021-22, 77% to 95% of our staff were satisfied with their working experience, while more than 85% of staff felt their feedback is valued, with variation from school to school.



"At EiM we empower, connect, and support our extraordinary team to create the next generation of outstanding global citizens. Working at EiM means more than just a job, it enables and inspires employees to create a positive difference in the world."

– Liz Cleary, Acting Head of HR, EiM

Our Staff Portfolio




Professional Learning

We provide continuous learning opportunities to all staff, encouraging and supporting them to grow in professional knowledge and skills that both maximise learning outcomes for students, and support their own individual career development goals.

We promote a culture of lifelong learning through a job-embedded approach to make professional learning part of every staff's entire working experience. Each member of our staff is

asked to have a Professional Learning plan as part of their annual Performance Management process. In support of staff's learning pursuits, our schools provide monetary benefits and flexibility in working arrangements as stated in our Professional Learning and Development policy.

In 2021-22, we offered a wide range of professional learning resources including:

| | |
|---|--|
| <h3>ConnectED</h3> <p>The EiM ConnectED site is the platform and portal for employee access to global learning events, resources, and information. Some of the learning modules are mandatory for all staff, including safeguarding, health and safety, and cybersecurity, while others offer training relevant to individual interests and needs.</p> | <h3>Professional Learning Days</h3> <p>We allocate specific days for professional learning that create opportunities for our staff to be immersed in knowledge sharing, dialogues, and reflections on professional topics. We have both groupwide Professional Learning Days for all staff members from across the schools, and smaller sessions focusing on themes organised by individual schools.</p> |
| <h3>Leadership Courses</h3> <p>Our leadership programmes are designed to challenge participants to increase self-awareness, drive a high-performance culture and inspire others towards excellence. More than 250 middle leaders have graduated from our Brandon Hall Silver award-winning Accelerate Middle Leadership programme since its inception four years earlier.</p> | <h3>New Staff Orientation</h3> <p>Our schools run induction and orientation sessions for all new staff that support basic pedagogical knowledge as well as a strong focus on our culture, values, and S&GC.</p> |
| <h3>External Partnerships</h3> <p>We partner with leading educational institutes and organisations to offer theoretical and practical professional learning programmes, including over 35,000 courses via LinkedIn Learning, a series of workshops on Positive Education, Chartered College of Teaching, and many more.</p> |  |



In addition to professional learning opportunities offered by the Group, our schools also encourage staff members to engage in training and activities in support of their personal development as well as the strategic focus of the school. For example, Dulwich College (Singapore) runs a series of awareness training sessions

on Diversity, Equity, and Inclusion (DEI) for leadership and all staff as part of its three-year DEI action plan, and Dulwich College Seoul held a professional learning day focusing on global citizenship, with professional support from Inspire Citizens, a non-profit specialising in holistic global citizenship education.

Feedback from Staff on Professional Learning

1

“The Professional Learning Conference was a chance to delve deeper into our own practice, specifically discussing pedagogy and feedback within our own teaching and learning context and sharing that with colleagues across EiM.”

2

“A really positive day with lots of time for departments and year groups to work together on improving teaching and learning. The day also included time to collaborate with and learn from our EiM colleagues from around the region.”

3

“Accelerate is one of the best training programmes I have ever come across. The experiential approach and content are just the right balance. It exceeded our expectations.”



“We provide well-rounded professional learning resources and ongoing professional development to help our educators stay current with the latest research, best practices, and techniques in teaching and learning. Through professional learning, we can support teachers with the development of new skills and knowledge that can be applied in the classroom and enable innovation and adaptability in the constantly changing education landscape. By providing teachers with well-rounded professional learning opportunities, we are investing in the long-term sustainability of the education system and ensuring that our students have access to high-quality education.”

– Michelle Stroman, Director, Professional Learning, EiM

Health and Wellbeing

Ensuring the health and wellbeing of our students, staff, and communities across our family of schools is at the top of our priority list.

We adopt a positive and proactive approach to health, safety, and wellbeing, focusing not merely on the absence of disease but optimisation of one’s physical, mental, emotional and social health. All of our schools have developed formal health and safety policies and guidelines, and are dedicated to maintaining a safe, healthy, and enriching campus environment through facility and equipment maintenance. Training sessions are offered on a regular basis to ensure our staff have the know-how and competencies to identify and manage risks and promote optimal practices. We regard health and wellbeing as an integral part of learning activities, and provide abundant instruction and information to students and their families as well as access to help and support.

Building on our schools’ continuing efforts to advance health and wellbeing, we are developing frameworks and resources at the group level to provide support to our schools driving holistic and innovative wellbeing initiatives. In 2022, we set up a new Wellbeing Strategic Working Group, drawing on expertise from external professionals, connecting and sharing a range of strategies and effective wellbeing practices across our family of schools. The Working Group is developing a groupwide standardised framework and audit tool to be applied at all schools to capture existing practices, enable best practice sharing, and allow gap assessment and reference points for growth. The model will provide a foundation for the future wellbeing strategy and implementation across the Group.

EiM Staff Wellbeing Framework in a Glance

- 2 aspects:**
Promotion of Wellbeing & Prevention of Illbeing
- 3 targets:**
Self; Colleagues; Community
- 5 evidence-informed domains:**
Organisational Wellbeing; Emotional Wellbeing; Social Wellbeing; Mental Health; Physical Health
- 2 partners, working together to nurture wellbeing:**
EiM & Me
- 2 resource classes to be leveraged to support wellbeing:**
Internal (mind, brain, body) & External (relationships, organisation, community)
- 3 outcomes:**
We want all EiM colleagues to feel Connected, Respected, and Empowered





Schools are developing programmes to build a holistic wellbeing culture. For example, Dulwich College (Singapore) is implementing the Compassionate Systems Framework – an approach developed by researchers from MIT that supports the wellbeing and mental health of students while helping them develop deep thinking

skills. Dulwich College Beijing has created the S.P.A.C.E. programme based on the five pillars of Sleep, Pause (mindfulness meditation and digital detoxification), Appreciation, Compassion and Connection, and Energy (Exercise and Eat) to boost staff wellbeing and enhance stress resilience.



“At EiM, there is nothing more important than the health and wellbeing of individuals and the community. EiM aims to support every student and staff member’s mental, physical, emotional, and social health. For EiM, a positive approach to wellbeing is all encompassing, taking into account emotional health, physical health, mental health, sense of purpose, positive relationships, learning environments, structures, and policies.”

– Karen Yung, Co-Founder & Chief Collaboration Officer, EiM



“As an organisation that places students first, EiM treats the safety, health, and wellbeing of students, staff, parents, and visitors as matters of paramount importance. All our schools implement robust health and safety protocols to ensure that our occupational practices, wellbeing initiatives, and working environments adhere to the highest standards. As a leading employer we promote the health and wellbeing of our staff and students by investing in our facilities, providing a broad programme of benefits, and offering access to the supplementary support they require. We believe a healthy body and mind is an essential foundation to our mission of inspiring students to make a positive difference in the world.”

– Richard Barnard, Director, School Operations, EiM

Caring for Staff in Tough Times

Lockdowns, social distancing policies, and travel restrictions to combat the spread of COVID-19 had an overwhelming impact on our community, especially for expatriates who work and live away from their families. At EiM, we have always recognised the challenges faced by expat staff, offering benefits including airfare allowance, extra gratuity, housing support, and international medical insurance as a regular practice. During

the height of the pandemic, we took further actions to prioritise and support staff wellbeing, such as adjusting the school calendar to allow teachers to fly back for family reunions during summer and Christmas holidays. Our leadership team pulled their resources together to arrange a chartered flight in summer 2022 to bring our staff from the UK back to China, as otherwise they would have been unable to fly back in time for the start of the new school year due

to the exceptionally high cost and low-availability of commercial flight tickets. In early 2022, when the whole city of Shanghai went into lockdown, we sent nearly 1,000 packs of food and supplies to both local residents and expats in our community despite the challenging logistics.



Community Engagement

We are committed to active and meaningful community engagement.

» Staff Community

We create opportunities for staff to connect with their peers through professional learning courses such as Accelerate for middle leaders, Aspire for senior leaders, Green Educators Course by Green School Bali, as well as programmes including the Collaboration Groups with over 1,200 staff involved from across the EiM network, global professional learning events, and online communities. Collaboration Groups are organised by year group or by subject

and every member is welcome to share knowledge and practice, and discuss solutions to challenges in their context. Wo Hui Mandarin, our hub for Mandarin teaching and learning, organised an annual gathering for Chinese language teachers across our family of schools in 2022, including more than 200 participants to interact and share resources.



“Professional learning is a strength of EiM and one of the main reasons staff join the group. We have well established teaching, leadership, and support staff programmes that include Accelerate for middle leaders and Aspire for senior leaders. Within these programmes and across our numerous professional learning offerings, we ensure that we embed environmental, social, and governance principles so that we are developing ESG empowered and aware leaders.”

– David Fitzgerald,
Global Director of Education,
International,
EiM

» Alumni Community

After completing their studies in our schools, 95% of our students go on to higher education and the majority to the most competitive universities in the UK, US, and a range of global destinations. The remaining 5% complete military service or opt into formative gap years. Our Worldwide Alumni Network (WAN) integrates the considerable strengths and talents of our alumni and annually welcomes over 500 new alumni to its ranks. Since the launch of WAN in 2019, we have held alumni events in Shenzhen, Beijing, Vancouver, Toronto, Seoul,

Amsterdam, London, Melbourne, New York, Shanghai, and Singapore to enhance global connections. We bring alumni stories on personal pathways back to our communities through our 'Pons Talk' podcast series and website articles. As COVID border restrictions start to ease, our Live Worldwide Ambassador Grant programme in partnership with Puentes Abroad reopens for application in 2023, inviting alumni to apply for in-person internships in Argentina that contribute to the SDGs.

» University Links

Our University and Career Counselling (UCC) department maintains connections with world-leading universities and supports nearly 600 students per year as they matriculate to universities in up to 20 countries. We organise events such as the University Talk Series to provide students

and their families with access to a range of post-secondary study options to help them find their 'best fit'. In March 2022, we ran our largest ever virtual university fair, which brought in 60 universities from multiple countries and was attended by over 1,200 people from our community.

We also collaborate with Open Dreams in Cameroon to share our UCC resources with under-resourced communities.



“The WAN strategic plan is set on leveraging the immense will for volunteerism and philanthropic giving that is present and growing in our alumni community. Our 10,000-plus alumni want to continue making a positive impact in the world.”

– Lucien Giordano, Group Director of International Outreach and Alumni Engagement, EiM

» Parent Community

Our Friends of Dulwich and Friends of Dehong parent communities connect families, schools, and the community through activities such as used uniform sales and fund-raisers for charitable causes.

» Connecting with the Larger Community

We constantly look for partnership opportunities aligned with our mission. In 2022, Dulwich College Shanghai Puxi announced a partnership with Elevated Honey Co., a social enterprise based

in Shangri-La, Yunnan, to support the protection of native bees, protect local biodiversity and the ecosystem, and support the livelihoods of local community members.



POLICY



Aligned with SDGs:



We are committed to improving and building strong organisational structures and systems.

Summary: Focus of the Year

Enhancing ESG Management

We keep optimising our ESG governance structure to enhance accountability and implementation of our ESG agenda, including the newly formed Carbon Roadmap Working Team in 2021-22.

Response to COVID

The ever-changing COVID regulations affected our schools both in China and outside in 2021-22. In China, we had to adapt to sudden and prolonged closures and lockdowns, during which we made efforts to protect the mental health of our staff members by delivering food supplies to them and arranging a chartered flight to allow many staff members to visit family and friends outside China and return in time for the start of the new school year. Outside China, we worked diligently to plan for the removal of COVID restrictions and the return to normal.

Safeguarding

Our comprehensive safeguarding framework ensures that safeguarding and

child protection are at the forefront and the responsibility of everyone who works with children.

Responsible Sourcing

The new Responsible Sourcing programme aims to incorporate values-driven sustainable practices into sourcing and procurement through a standardised policy and framework, and build a case for embedding ESG strategy into operations.

ERP System Deployment

We have started the deployment of the Dynamics 365 system in head offices and two pilot schools. The system will allow group-wide full digitalised management of Finance, Procurement, Assets Management, and other processes to better ensure compliance and efficiency.

Cybersecurity and Data Privacy

We adopt a proactive approach to cybersecurity and data protection by consistently enhancing policies, procedures, training, and system architecture.



"We are constantly optimising our processes and systems to build a governance system that is both inclusive and comprehensive, integrating ESG principles into our processes with the support of increasingly sophisticated technological applications."

– Louisa Lu, Chief Financial Officer & Group Executive Board Member, EiM



Enhancing ESG Management

Our ESG governance starts from the top. The EiM Group Executive Board (GEB) is accountable for top-level oversight, while our ESG Core Working Team, joined by representatives from key functions and departments in our organisation structure, is responsible for implementing and monitoring our ESG agenda, making sure that ESG core messages are delivered in all projects, and maintaining ESG management process in all four pillars of Learning, Planet, People, and Policy.

We regularly review and update our ESG governance structure. The geographical distribution of both our head offices and family of schools in different countries poses challenges to the top-down governance of ESG issues. Therefore, we form taskforce-like working teams under the ESG Core Working Team to target key ESG priorities to ensure both implementation and efficiency. We recently formed a Carbon Roadmap Working Team to enhance accountability and performance of the Carbon Roadmap strategy, and we expect more working teams to be established in other categories, such as responsible sourcing, aligned with our strategic objectives. At school level, ESG and sustainability issues are discussed and

reviewed at school leadership meetings, and sustainability committees have been established in a number of schools. The Director of Business Administration is the focal point for gathering data and information for annual ESG reporting and implementing Group ESG strategies in school. In addition, each school has roles for Global Citizenship Leads, who lead the integration of sustainability and global citizenship into teaching and learning. In Dulwich College Shanghai Pudong, the global citizenship team has grown to nine members. Dulwich College Shanghai Pudong and Dulwich College (Singapore) have now enjoyed two years with a Director of Global Citizenship, with Dulwich College Beijing appointing their first Director of Global Citizenship this academic year. We aim to see the scope and strategic development of these roles expand significantly throughout our schools in the next three to five years.

Our next step is to set up a sustainability standards and review framework for each of our schools and departments in the head offices to further integrate ESG elements into the planning, roles, and procedures of the organisation.



"A robust ESG governance structure can not only guarantee that we have the ability and resources to achieve our commitments and position Sustainability & Global Citizenship within the mainstream in our group, but also improve the culture and appreciation of ESG in our daily work and management, as we journey along the path to a more sustainable future."

– Grace Hu, Group Head of Sustainability (ESG), EiM



Safeguarding

Safeguarding is of paramount importance to EiM. Our approach to safeguarding management across the group reflects not only a strong commitment to ensuring the safety and wellbeing of all students in our care, but also a robust practice of governance.

The EiM Safeguarding Council is at the heart of our safeguarding structure, which is led by EiM Chief Education Officer & Group Safeguarding Lead, Lesley Meyer, and assisted by the Group Director of Education & Deputy Group Safeguarding Lead, the EiM Safeguarding Consultant, and an External Auditor. The Council is responsible for the implementation and management of our safeguarding agenda. The Heads of College/Directors/Principals are accountable for all aspects of safeguarding at the school level, with Designated Safeguarding Leads maintaining an overview of safeguarding management across each campus.

We have developed a comprehensive Safeguarding Policy, which is implemented in each of our schools with adaptation according to local contexts and regulations. The EiM Group Executive Board is

responsible for the annual review and approval of the policy. Every two years International Child Protection Advisors conduct external audits to assist the schools in improving their safeguarding practices.

To strengthen safeguarding measures in everyday school life, every staff member is required to follow stringent safeguarding requirements, as defined in the staff Code of Conduct, and attend mandatory safeguarding training and workshops designed for specific situations and job responsibilities. Learning modules on safeguarding are designed for students of all ages, including guidance on the safe and responsible use of social media and internet sites. Safeguarding procedures are included in the staff recruitment process to identify and deal with potential risks, and all visitors must watch and acknowledge a Safeguarding Guide before entering campus. In regard to any possible safeguarding issues, we have clear procedures in place to handle reports and cases, and we use a secure digital platform (CPOMS - Safeguarding Software for Schools) for reporting, recording, and monitoring child protection and safeguarding concerns.



[Learn more about International Child Protection Advisors.](#)



[Learn more about CPOMS.](#)



"Safeguarding is not just a policy, For us it is a culture and a highly visual, integral part of our schools. We often say that, safeguarding is not what we do, it's who we are. It has taken consistent effort for us to get to a place where everyone knows they have a role to play in keeping our students safe, and this approach is essential if we are to honour our commitment to 'students come first'."

– Fraser White, Founder, Chairman & Chief Executive Officer, EiM

Responsible Sourcing

At EiM, we believe that ensuring an effective, efficient, and sustainable supply chain is a critical aspect of an organisation's good governance and managing its impact on the planet and society. Over the years, our central procurement team has implemented a variety of measures to ensure key categories of the products and services purchased follow high standards of sustainable and ethical procurement. Building on our progress and achievements, starting in 2022, we embarked on a plan to redefine our approach to responsible sourcing by kicking off the Responsible Sourcing programme, which aims to create a forward-looking, standardised framework that aligns the understanding of what responsible sourcing stands for in EiM, and guides our collective actions.

After months of analysis, interviews, workshops, and consultation, the EiM Responsible Sourcing Policy and framework will be ready in 2023. The policy is a product of the group procurement department, Directors of Business Administration, procurement professionals within each of the schools,

and third-party professional consultants, addressing key areas of impact specific to EiM's supply chain, and drawing on the knowledge and experience gained from existing and industry best practices. It sets out the principles, process, and priority areas to build a sustainable supply chain. Along with the policy document, we are developing a strategic framework that lays out our priority areas and action plans in the coming three years. Moreover, we are working on communication plans to make our approaches and goals clear to all stakeholders and invite participation from our procurement staff and suppliers.

With the policy, framework, and engagement planning, we expect to form our second sub-working group under the ESG Core Working Team, the Responsible Sourcing Working Team by the end of 2022-23. Its aim will be to embed responsible sourcing targets and KPIs into the annual planning and performance management of the procurement and operation functions and seek more opportunities to improve responsible sourcing.



"EiM is committed to the safety, quality, and sustainability of all goods and services we buy. The Group initiative to define principles that govern a responsible supply chain is an example of this. It is a strategic step forward to ensure that sustainability is given high priority in all our daily procurement decisions and operations."

– Priscilla Feng, Head of Procurement, EiM



Cybersecurity and Data Privacy

At EiM, cyber security and data privacy and protection are high on the agenda as our teachers and students navigate the online learning landscape.

Cybersecurity

We follow a long-term cybersecurity roadmap that holistically reshapes our internal organisational processes and systems to counter emerging and evolving threats. In 2021-22, one of our key focuses has been to set up the EiM Security Operations Centre, a central platform to monitor, assess, and defend against cyber-attacks. This initiative helps us to proactively respond to cybersecurity threats by unifying and coordinating the systems, tools, and practices across our schools.

To improve awareness and the reactions of our staff to cyber threats, we conducted phishing simulations across all schools consisting of mock attacks using deceptive emails sent to staff members. This allows them to better recognise harmful spam and allows the IT department to track and monitor the outcomes of cybersecurity training and communication. Over 150 staff members have been given targeted training after being caught in the phishing simulation.

In addition, we obtained cyber security insurance to protect the group from financial loss, expanded the headcount of cybersecurity professionals, and put in place several NextGen firewalls, the most advanced firewall technology, to bolster protection of our networks.

Data and Privacy Protection

Besides regularly reviewing and adjusting our Personal Data Protection Policies to ensure that they are in line with the latest regional laws and regulations, we are continuously monitoring our data footprint and tightening controls on how data is

handled, processed, and transferred. This includes developing the Data Asset Register to cover all major assets and mapping against our existing data security standards, using Data Transfer Agreements and Third-party Cybersecurity Checklists,

and launching the China Cross-Border Data Transfer assessment and rectification process to ensure all associated cross-border data transfers meet appropriate compliance standards.



"With technology playing an ever-increasing role in the classroom, it is essential that we safeguard the personal information and digital assets of all stakeholders. By prioritising this area of growing importance, we can ensure that our educational environment is resilient against threats and breaches, fostering a safe and secure learning environment for all."

– Cookie Sha, Cybersecurity Lead, EiM

ESG Performance Report

ESG Performance Review

Learning

Student Profile

| Indicator | Unit | 2020-21 | 2021-22 |
|--|--------|---------|---------|
| Total number of students enrolled | Person | 10,830 | 11,270 |
| Total number of graduates | Person | / | 570 |
| Number of newly enrolled students | Person | / | 2,912 |
| Number of students by gender | | | |
| Number of male students | Person | 5,468 | 5,692 |
| Number of female students | Person | 5,362 | 5,578 |
| Number of students by nationality (Dulwich College International, Dulwich International High Schools, Green School Bali) | | | |
| China (including Mainland China, Hong Kong, Macao, and Taiwan) | Person | / | 2,361 |
| South Korea | Person | / | 743 |
| Singapore | Person | / | 308 |
| Other countries in Asia | Person | / | 736 |
| United Kingdom | Person | / | 1,559 |
| Other countries in Europe | Person | / | 881 |
| United States | Person | / | 1,353 |
| Other countries in the Americas | Person | / | 438 |
| Australia | Person | / | 611 |
| Other countries in Oceania | Person | / | 84 |
| Other countries in Africa | Person | / | 59 |
| Number of students by nationality (Dehong Schools) | | | |
| China (including Mainland China, Hong Kong, Macao, and Taiwan) | Person | / | 1,722 |
| Other countries | Person | / | 44 |

Planet

Greenhouse Gas Emissions & Energy

GRI 305-1, 305-2, 302-1, 302-3

Greenhouse gas emission (GHG) data are collected and calculated from our annual carbon accounting process, which has been carried out in 10 schools in the 2021-22 school year, three more than the previous school year, covering Scope 1 and 2 emissions. Data are consolidated in accordance with Greenhouse Gas Protocol, ISO14064-1:2018, and for schools in China, the Guidelines for Public Building Emission Accounting and Reporting of China.

The scope of emission and energy data includes mainly our six Dulwich College International schools, two Dulwich International High Schools, Dehong Beijing International Chinese School and Dehong Shanghai International Chinese School. Dehong Xi'an School is not included because the accounting project has not started there yet. The scope of energy consumption data is consistent with that of GHG emissions, and both have been audited and verified through third-party verification. Equipment on campus of which a third party holds operational control is not included in the accounting.

In addition, our schools are actively adopting renewable energy in school operations, mostly solar-powered campus lighting and solar heat panels for heating water. As reported by each school, the sum of our schools' renewable energy use is estimated to exceed 120 MWh in 2021-22. Also, four schools have more than 60% of school buses powered by electricity.

| Indicator | Unit | 2020-21 | 2021-22 | Data Boundary | |
|--|--------------------|-----------|-----------|---------------|---------|
| | | | | Head Offices | Schools |
| Total greenhouse gas emissions | tCO ₂ e | 16,035.66 | 18,691.69 | | ● |
| Scope 1 – direct emissions | tCO ₂ e | 3,005.43 | 2,690.11 | | ● |
| Scope 2 – indirect emissions from purchased electricity, heating and cooling | tCO ₂ e | 13,030.23 | 16,001.58 | | ● |
| Total energy consumption | MWh | / | 37,763.43 | | ● |
| Purchased electricity | MWh | / | 24,198.65 | | ● |
| Natural gas | MWh | / | 13,443.21 | | ● |
| Renewable energy | MWh | / | 121.57 | | ● |

Water

GRI 303-5

The main source of water consumed in schools is municipal water, and a small percentage is from rainwater harvesting, which is mainly for lawn irrigation purposes. Due to data availability, the water consumption data for 2020-21 do not include Dulwich International High School Zhuhai, while the 2021-22 data do include all schools consistent with the reporting scope. This discrepancy in data scope may contribute partly to the increase of total water use between the two academic years.

| Indicator | Unit | 2020-21 | 2021-22 | Data Boundary | |
|-------------------------|----------------|---------|---------|---------------|---------|
| | | | | Head Offices | Schools |
| Total water consumption | m ³ | 304,198 | 369,697 | | ● |

Waste

GRI 306-3, 306-4, 306-5

Our schools keep track of their waste generation and disposal data on their own, and many schools are improving their accuracy in reporting waste data each year, therefore the data are not yet comparable between the past two academic years. Due to data availability, the 2021-22 total waste disposal excludes the data from Green School Bali.

We have set up a standardised food waste data monitoring system in most schools with the support from our vendors Sodexo, Aden, and local providers, as explained in this report's 'Food' section. With these efforts, we will be able to deliver consistent data in future years.

| Indicator | Unit | 2021-22 | Data Boundary | |
|-------------------------------|---------------------|----------|---------------|---------|
| | | | Head Offices | Schools |
| Total waste disposal | Tonne | 2,343.41 | | ● |
| Waste landfilled/incinerated | Tonne | 2,080.52 | | ● |
| Waste recycled and reused | Tonne | 137.97 | | ● |
| Waste composted | Tonne | 89.92 | | ● |
| Other disposal methods | Tonne | 35.00 | | ● |
| Average food waste per capita | kg per head per day | 0.062 | | ● |

Supply Chain

GRI 204-1

Our Procurement Policy standardises the procurement process, supplier selection, and assessment criteria. Our central procurement team has integrated sustainability considerations into procurement decisions, with a strong focus on increasing the proportion of local suppliers. The scope of data includes all EIM schools.

| Indicator | Unit | 2020-21 | 2021-22 | Data Boundary | |
|---|------|---------|---------|---------------|---------|
| | | | | Head Offices | Schools |
| Total number of suppliers | No. | / | 3,105 | ● | ● |
| Total number of local suppliers | No. | / | 2,693 | ● | ● |
| Percentage of procurement spending on local suppliers | % | 96.7 | 95.34 | ● | ● |

People

Staff Profile

GRI 2-7, 2-8, 401-1, 405-1

| Indicator | Unit | 2020-21 | 2021-22 | Data Boundary | |
|--|--------|---------|---------|---------------|---------|
| | | | | Head Offices | Schools |
| Total number of employees (Head offices and schools) | Person | 3,894 | 2,570 | ● | ● |
| Total number of employees in head offices | Person | 128 | 160 | ● | |
| Total number of employees in schools | Person | 3,766 | 2,410 | | ● |
| Employment - Schools | | | | | |
| Number of employees by gender | | | | | |
| Male employees | Person | 1,483 | 734 | | ● |
| Female employees | Person | 2,283 | 1,676 | | ● |
| Number of employees by age group | | | | | |
| Employees under 30 | Person | / | 451 | | ● |
| Employees aged 31 to 50 years old | Person | / | 1,740 | | ● |
| Employees over 50 years old | Person | / | 219 | | ● |
| Number of employees by function | | | | | |
| Third-party contractors | Person | / | 1,636 | | ● |
| New hires and turnover | | | | | |
| Number of new employee hires | Person | / | 483 | | ● |
| Average rate of new employee hires | % | 26 | 20.04 | | ● |
| Number of employee turnover | Person | / | 429 | | ● |
| Average rate of employee turnover | % | 17 | 17.80 | | ● |
| Employment - Head Offices | | | | | |
| Number of employees by gender | | | | | |
| Male employees | Person | 42 | 49 | ● | |
| Female employees | Person | 86 | 111 | ● | |
| Number of employees by age group | | | | | |
| Employees under 30 | Person | / | 39 | ● | |
| Employees aged 31 to 50 years old | Person | / | 99 | ● | |
| Employees over 50 years old | Person | / | 22 | ● | |
| Employee nationality | | | | | |
| Total number of employee nationalities | No. | 14 | 11 | ● | |
| New hires and turnover | | | | | |
| Number of new employee hires | Person | / | 30 | ● | |
| Rate of new employee hires | % | 23 | 18.75 | ● | |
| Number of employee turnover | Person | / | 43 | ● | |
| Rate of employee turnover | % | 19 | 26.88 | ● | |

HR Policies

Our HR policies define employee expectations, organisational obligations, disciplinary procedures, and behaviour standards. Our central HR team regularly review and update the policies to ensure they are relevant and up to date, to help all our staff to work in a positive and productive manner. These policies cover all employment matters for the entire contract period, including employee entry, working environment, health benefits, and travel. EIM HR Headquarters will complete the latest round of policy review in 2022-23 to ensure that all policies are effective and prioritise employees' career development and physical and mental health.

Staff Welfare and Care

GRI 401-2

In addition to competitive salaries and economic benefits, we offer various facilities, services, and amenities to support our staff's physical and mental wellbeing. Where possible, we bring mobile units to our campuses to provide flu vaccinations and check-up tests including mammograms, PAP smears, and prostate tests, and we partner with International SOS to offer mental health support. For expat teachers, we provide an airfare allowance, gratuity, tuition coverage, a housing allowance, medical insurance, relocation reimbursement, visa arrangement, and statutory benefits to support their teaching careers overseas.

Professional Learning

GRI 404-1

We offer a variety of professional learning opportunities for our staff, many of which are personalised to fit each individual's development needs. For online and in-person training, activity and feedback are captured in our ConnectED, Blue Sky and other school learning systems. In the last few years, efforts to become more agile, responsive, and current have resulted in social learning opportunities, on the job project and work-related initiatives, and ongoing professional dialogue and collaboration throughout the network. Learning needs are captured through a range of methods – needs assessments, alignment to strategic education goals, and individual inquiry questions, for example.

The central HR team supports completion tracking of essential modules and provides monthly reports to schools to ensure 100% participation. For Safeguarding training, each school tracks its own participation and completion to provide targeted improvement on a practical level. Participation and outcomes for inter-school events are collected on social media platforms to capture the exchange of ideas and inspirations. And for other online training such as Assessment Essentials, Science of Learning, and Digital Storytelling, we track data through our partners' LMS tools.

Through a variety of data points, surveys, and focus groups we can obtain insights to make informed decisions on the planning and effectiveness of our plan against professional learning goals.

Health and Safety

GRI 403-9, 403-10

Each school has its series of health and safety policies in place to protect students, staff, and the community from potential health and safety risks. For example, in Dulwich College Suzhou and Dulwich International High School Suzhou, an overarching Health and Safety Policy defines the goals, principles, structure, processes, and key aspects of health and safety management across campus, together with supporting policies including Risk Assessment Policy, Food Safety Policy, Campus Site Works Safety Management Policy, Critical Incident Policy, Fire Evacuation Policy, and Lockdown Policy.

Our schools conduct regular emergency drills to prepare for potential safety risks. Drills in 2021-22 covered emergencies related to fire, pandemic lockdown, food safety, school buses, lifts, and others specific to each school.

| Indicator | Unit | 2020-21 | 2021-22 | Data Boundary | |
|---|------|---------|---------|---------------|---------|
| | | | | Head Offices | Schools |
| Total number of emergency drills | No. | 74 | 52 | | ● |
| Number of work-related injury or ill health cases | No. | 14 | 7 | | ● |

Diversity, Equity, and Inclusion

With the diverse backgrounds represented in the EIM community, fostering an inclusive environment is a priority. While we are still in the process of developing a Group level approach to Diversity, Equity, and Inclusion (DEI), our schools have been taking the lead. Dulwich College (Singapore) kicked off its transformational three-year DEI action plan in 2020-21, setting up a DEI Steering Group, conducting research, and benchmarking to reflect on its current status, and establishing voluntary Employee Resource Groups and student DEI societies, as well as training offered to every member of the school staff.



[Learn more about Dulwich College \(Singapore\)'s DEI initiatives here.](#)

Community

GRI 413-1

We pay attention to our community impact and take measures wherever we can to help build reciprocal community relationships. Our Group efforts in 2021-22 are summarised as follows. This list does not include actions taken in our schools.

- » Plan to partner with China local NGO 'Zhonggu Charity' to recycle used computers to build digital classrooms for schools in rural areas.
- » Planted a total of 8,122 tea trees and 40 camphor trees in Hubei province, China, through our commitment to plant one tree for every ten photo entries received in our annual Photo Competition, partnering with the China Environmental Protection Foundation.
- » Partnered with Open Dreams to share our University and Career Counselling resources to under-resourced communities in support of equal education opportunities.
- » Offered alumni with in-person internship opportunities for sustainable development in partnership with Puntos Abroad.

Policy

Governance

GRI 2-9, 2-12

EiM is led by the Group Executive Board (GEB), which is our highest governance body. The GEB supports our ESG governance structure and is responsible for overseeing the Group's ESG strategy and goals. Key ESG - related issues, including the approval of annual ESG reports and updating of ESG governance structure, are brought to GEB meetings for discussion as needed.

| Indicator | Unit | 2020-21 | 2021-22 | Data Boundary | |
|---|--------|---------|---------|---------------|---------|
| | | | | Head Offices | Schools |
| Total number of individuals in the Group's highest governing body | Person | 5 | 5 | ● | |
| Number of male individuals in the governing body | Person | 2 | 2 | ● | |
| Number of female individuals in the governing body | Person | 3 | 3 | ● | |
| Number of individuals under 30 years old in the governing body | Person | / | 0 | ● | |
| Number of individuals aged 31 to 50 years old in the governing body | Person | / | 2 | ● | |
| Number of individuals over 50 years old in the governing body | Person | / | 3 | ● | |

Compliance

GRI 2-27

We do our best to stay fully compliant and keep our policies up-to-date with regulatory and compliance changes in the countries and regions where our schools operate. We have set up a Compliance Committee with representatives from functional departments including legal, finance, tax, and government relations to manage compliance issues through a centralised structure. In 2021-22, there were a total of six cases of non-compliance incidents.

| Indicator | Unit | 2020-21 | 2021-22 | Data Boundary | |
|---|------|---------|---------|---------------|---------|
| | | | | Head Offices | Schools |
| Number of major incidents of non-compliance with government and/or local laws and regulations | No. | 2 | 6 | ● | ● |

Anti-Corruption

GRI 205-2

Anti-corruption requirements are communicated to all employees and third-party vendors through signed acceptance forms and contracts. In 2021-22, we enhanced anti-corruption communication by sending out internal legal newsletters regularly, and providing a series of themed training via ConnectEd online learning platform and offline sessions.

» Legal Training in 2021-22:



Cybersecurity and Data Privacy

GRI 418-1

We have taken many actions in 2021-22 to enhance our cybersecurity and data privacy systems and capability. We have set up a robust EiM Data Breach Management Plan workflow to minimise the impact of potential data breaches. In 2021-22, there were a total of four cases of privacy breaches or data loss identified in schools. Schools took prompt action and reported the incidents immediately to reduce the impact.

| Indicator | Unit | 2020-21 | 2021-22 | Data Boundary | |
|--|------|---------|---------|---------------|---------|
| | | | | Head Offices | Schools |
| Major incidents of privacy breaches and/or leaks, theft, or losses of data | No. | 4 | 4 | ● | ● |

Membership and Accreditation

We join industry leading membership associations and apply for accreditations to support the provision of outstanding Worldwide education offerings. The following list shows the memberships and accreditations obtained either by EiM or by all schools under one of our sub-brands. Visit school websites for membership and accreditation information on individual schools.

| Name of Association/Organisation | Nature of Membership/Accreditation |
|--|--|
| British Chamber of Commerce | Dulwich College Shanghai Pudong and Dulwich College Shanghai Puxi are platinum members. EiM sponsored ESG Award Gala Dinner Sponsor in 2022 and 2022 China School Award – School Design award sponsor |
| Cambridge Assessment International Education (CAIE) | All Dulwich College International schools are accredited by CAIE |
| Cambridge International Examination (CIE) | Both Dulwich International High Schools are accredited by CIE |
| Council of International School (CIS) | All Dulwich College International schools are accredited by CIS |
| Federation of British Int'l Schools in Asia | All Dulwich College International schools are members |
| International Association for College Admission Counselling | All EiM University and Career Counselling staff are members |
| International Baccalaureate Organization World Schools (IBO) | All Dulwich College International schools are accredited by IBO |
| Western Association of Schools and Colleges (WASC) | All Dulwich College International schools are accredited by WASC |

Materiality

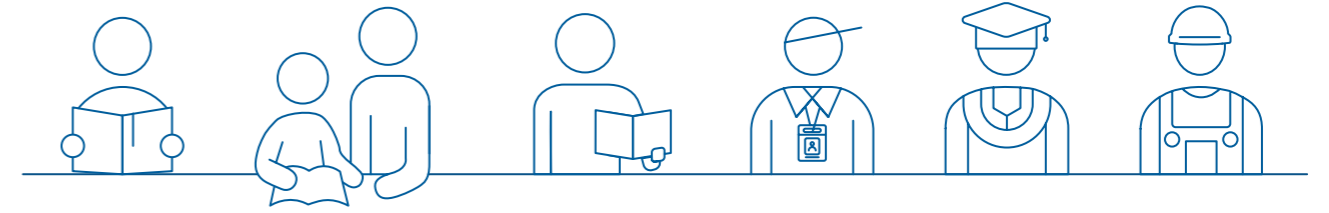
We define and prioritise the ESG issues that matter the most to our stakeholders. Our most recent materiality assessment was performed in early 2022, the result of which was presented in our 2020-21 report. During the annual ESG reporting process, we review, update, and reprioritise materiality issues in accordance with the 'double-materiality' approach: a topic is defined as 'material' not only based on its impact on EiM's business and school operations, but based also on the impact exerted on the topic itself by EiM. A complete and thorough materiality assessment will be conducted after a longer interval, depending on the changes in internal and external contexts, and stakeholders' expectations.

We validated and prioritised material topics during the ESG report data collection period through interviews and communication with stakeholders who are accountable for sustainability management and implementation at the head office and schools. Compared with our previous assessment, we now find a higher level of priority given to the topics of Holistic Education, Carbon Roadmap, Wellbeing, and Safeguarding. Safeguarding has been moved from the Learning pillar to the Policy pillar to reflect a shift of focus to a holistic approach to safeguarding management.



Stakeholder Engagement

Stakeholder engagement helps us to identify our priorities, challenges, and opportunities, and to better align, measure, and communicate our vision, mission, and values with the organisation and the wider community. We continue to engage with our diverse stakeholders in 2021-22 through multiple channels, including our annual ESG report.



| Stakeholders | Key Engagement Channels |
|---------------------------------|--|
| Students | Assemblies, workshops, Worldwide events, conferences online and in person |
| | Co-curricular activities |
| | Festivals and themed events, e.g., Earth Day, Worldwide Events, No Carbon November |
| | Student leadership groups, e.g., Student Council |
| | Counselling services and University Talks |
| | Individual tutoring |
| | School or class newsletters |
| | Surveys |
| | Residential trips |
| | Alumni-student podcast 'The Pons Talk' |
| Parents | Parent groups (Friends of Dulwich, Friends of Dehong, 'The Bridge' from Green School Bali) |
| | Meetings and workshops, e.g., coffee mornings, Parent Academy |
| | Festivals and events, e.g., Winter Ball |
| | School Open Days |
| | Surveys |
| | Website and social media |
| | Emails |
| | School performances and sports matches |
| | Volunteer activities and classroom assistance |
| Guides for parents during COVID | |
| Staff | School/College Leadership Team meetings |
| | Committee meetings |
| | Staff meetings |
| | Training, orientation, workshops, Professional Learning Days, ConnectEd learning platform |
| | Surveys and focus groups |
| | Emails and newsletters |
| | Website and social media |
| | Recruitment fairs |
| | Individual mentoring |
| | Collaboration Group, employee resource groups |
| Staff Handbook and HR policies | |

| Stakeholders | Key Engagement Channels |
|---|--|
| Suppliers | Supplier meetings and workshops |
| | Supplier training |
| | Due diligence, audits, and visits |
| | Contracts and Code of Conduct |
| | Surveys |
| | Responsible Sourcing Policy |
| Investors | Investor meetings |
| | Individual meetings and calls |
| | External meetings and conferences |
| | Information disclosure and reporting |
| Government | Formal meetings |
| | Governmental inspection and visits |
| | Information disclosure and reporting |
| Partners (e.g., academic institutions, NGOs) | Community programmes and activities |
| | External meetings and conferences |
| | Awards and accreditation |
| | Website and social media |
| | Individual meetings and calls |
| Alumni | Networking events and activities |
| | Mentor programmes |
| | Scholarships and grants |
| | Alumni-student podcast 'The Pons Talk' |
| Communities | Alumni sharing |
| | Community engagement programmes and activities |
| | Community communications |
| The Environment | Community investment and development |
| | Manage negative environmental impact |
| | Communication of environmental impact |
| Awareness raising and advocacy for environmental protection | |

GRI Index

| DISCLOSURE | LOCATION/ REASON FOR OMISSION |
|--|---|
| GRI 2: General Disclosures 2021 | |
| <i>The organisation and its reporting practices</i> | |
| 2-1 Organisational details | 4 |
| 2-2 Entities included in the organisation's sustainability reporting | 4-5 |
| 2-3 Reporting period, frequency, and contact point | 6-7 |
| 2-4 Restatements of information | 6-7 |
| 2-5 External assurance | The ESG content disclosed in this report is not assured by a third party. |
| <i>Activities and workers</i> | |
| 2-6 Activities, value chain, and other business relationships | 34-35, 50 |
| 2-7 Employees | 38, 54 |
| 2-8 Workers who are not employees | 38, 54 |
| <i>Governance</i> | |
| 2-9 Governance structure and composition | 8, 56 |
| 2-10 Nomination and selection of the highest governance body | 8 |
| 2-11 Chair of the highest governance body | 8 |
| 2-12 Role of the highest governance body in overseeing the management of impacts | 56 |
| 2-13 Delegation of responsibility for managing impacts | 48 |
| 2-14 Role of the highest governance body in sustainability reporting | 8, 48 |
| 2-15 Conflicts of interest | Not applicable |
| 2-16 Communication of critical concerns | 9 |
| 2-17 Collective knowledge of the highest governance body | 39 |
| 2-18 Evaluation of the performance of the highest governance body | Not applicable |
| 2-19 Remuneration policies | Not applicable |
| 2-20 Process to determine remuneration | Not applicable |
| 2-21 Annual total compensation ratio | Not applicable |
| <i>Strategy, policies, and practices</i> | |
| 2-22 Statement on sustainable development strategy | 6-7, 9 |
| 2-23 Policy commitments | 8-9 |
| 2-24 Embedding policy commitments | 8, 34-35, 48, 50 |
| 2-25 Processes to remediate negative impacts | Not applicable |
| 2-26 Mechanisms for seeking advice and raising concerns | 38, 48 |
| 2-27 Compliance with laws and regulations | 56 |
| 2-28 Membership associations | 57 |
| <i>Stakeholder engagement</i> | |
| 2-29 Approach to stakeholder engagement | 58-59 |
| 2-30 Collective bargaining agreements | Not applicable |

| DISCLOSURE | LOCATION/ REASON FOR OMISSION |
|--|-------------------------------|
| GRI 3: Material Topics 2021 | |
| 3-1 Process to determine material topics | 57 |
| 3-2 List of material topics | 57 |
| GRI 204: Procurement Practices | |
| 3-3 Management of material topics | 50 |
| 204-1 Proportion of spending on local suppliers | 53 |
| GRI 205: Anti-corruption 2016 | |
| 3-3 Management of material topics | 56 |
| 205-2 Communication and training about anti-corruption policies and procedures | 56 |
| 205-3 Confirmed incidents of corruption and actions taken | 56 |
| GRI 301: Materials 2016 | |
| 3-3 Management of material topics | 28-30, 34-35 |
| 301-2 Recycled input materials used | 28,34 |
| GRI 302: Energy 2016 | |
| 3-3 Management of material topics | 23, 26, 53 |
| 302-1 Energy consumption within the organisation | 26, 53 |
| 302-3 Energy intensity | 26 |
| GRI 303: Water and Effluents 2018 | |
| 3-3 Management of material topics | 27, 53 |
| 303-1 Interactions with water as a shared resource | 27 |
| 303-2 Management of water discharge-related impacts | 27 |
| 303-5 Water consumption | 27, 53 |
| GRI 305: Emissions 2016 | |
| 3-3 Management of material topics | 24-25, 52-53 |
| 305-1 Direct (Scope 1) GHG emissions | 24, 52-53 |
| 305-2 Energy indirect (Scope 2) GHG emissions | 24, 52-53 |
| 305-3 Other indirect (Scope 3) GHG emissions | 24, 52-53 |
| 305-5 Reduction of GHG emissions | 25 |
| GRI 306: Waste 2020 | |
| 3-3 Management of material topics | 23, 28-30 |
| 306-1 Waste generation and significant waste-related impacts | 28-30 |
| 306-2 Management of significant waste-related impacts | 28-29 |
| 306-3 Waste generated | 28-29, 53 |
| 306-5 Waste directed to disposal | 28-29, 53 |
| GRI 308: Supplier Environmental Assessment 2016 | |
| 3-3 Management of material topics | 34-35 |

| DISCLOSURE | LOCATION/ REASON FOR OMISSION |
|---|-------------------------------|
| 308-1 New suppliers that were screened using environmental criteria | 34-35 |
| GRI 401: Employment 2016 | |
| 3-3 Management of material topics | 38-40, 54 |
| 401-1 New employee hires and employee turnover | 54 |
| 401-2 Benefits provided to full-time employees that are not provided to temporary or part-time employees | 38-40, 54 |
| GRI 403: Occupational Health and Safety 2018 | |
| 3-3 Management of material topics | 37, 39, 41-43 |
| 403-1 Occupational health and safety management system | 41 |
| 403-3 Occupational health services | 41-43 |
| 403-4 Worker participation, consultation, and communication on occupational health and safety | 41-43 |
| 403-5 Worker training on occupational health and safety | 39 |
| 403-6 Promotion of worker health | 41-43, 55 |
| 403-7 Prevention and mitigation of occupational health and safety impacts directly linked by business relationships | 41-43 |
| 403-8 Workers covered by an occupational health and safety management system | 41-43 |
| 403-9 Work-related injuries | 55 |
| 403-10 Work-related ill health | 41-43, 55 |
| GRI 404: Training and Education 2016 | |
| 3-3 Management of material topics | 37-39 |
| 404-2 Programs for upgrading employee skills and transition assistance programs | 37-39 |
| GRI 405: Diversity and Equal Opportunity 2016 | |
| 3-3 Management of material topics | 54-55 |
| 405-1 Diversity of governance bodies and employees | 54 |
| GRI 413: Local Communities 2016 | |
| 3-3 Management of material topics | 19-21, 45 |
| 413-1 Operations with local community engagement, impact assessments, and development programs | 19-21 |
| 413-2 Operations with significant actual and potential negative impacts on local communities | 19-21 |
| GRI 414: Supplier Social Assessment 2016 | |
| 3-3 Management of material topics | 34-35 |
| 414-1 New suppliers that were screened using social criteria | 34-35 |
| GRI 416: Customer Health and Safety 2016 | |
| 3-3 Management of material topics | 37, 41-43, 55 |
| 416-1 Assessment of the health and safety impacts of product and service categories | 41-43, 55 |
| GRI 418: Customer Privacy 2016 | |
| 3-3 Management of material topics | 51 |
| 418-1 Substantiated complaints concerning breaches of customer privacy and losses of customer data | 51 |

About this Report



This is Education in Motion's second ESG report, integrating our strategy, commitments, actions, and performance, in pursuit of fulfilling our mission and vision.

Reporting Period

- The reporting period runs from 1 August 2021 to 31 July 2022, referred to as 2021-22 or the 2021-22 academic year. The data points disclosed in the report are from 2021-22, though some more recent qualitative references are included to create a more accurate context.

Reporting Boundary

- This report covers mainly our six Dulwich College International schools, two Dulwich International High Schools, three Dehong International Chinese Schools (our sister schools), Green School Bali, and our head offices in Singapore and Shanghai, China. Hochalpinen Institut Ftan AG is included in some of the case studies and examples. If there is a difference between what we disclose in the report, we will mark the scope of the information in the report separately.

Accessibility

- This report is issued in both English and Chinese, the PDF versions of which are available on our website: www.eimglobal.com.

Reporting References

- We follow the principles of the latest GRI Standards (GRI 2021) of accuracy, balance, clarity, comparability, completeness, sustainability context, timeliness, and verifiability when defining the report's content.

Contact Us

- We are committed to transparency and welcome your comments, thoughts, and suggestions. Please contact us via email: ESG@eimglobal.com.