

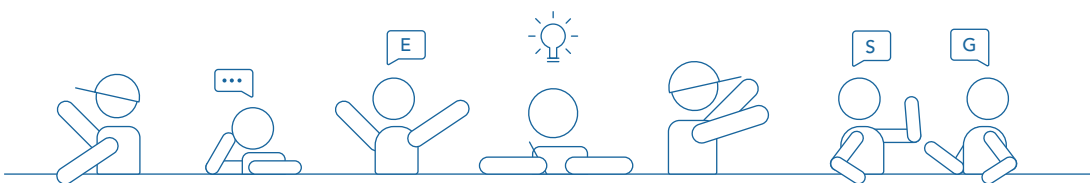


LIVE **WORLDWISE.**TM

Education in Motion

Environmental, Social, and Governance
Report 2020–2021

EiM
Education
in Motion



ESG reporting must hold organisations accountable to their stated values. Until recently, ESG reporting has been associated with businesses who are targeting potential investors and customers to enable them to make informed decisions. But we believe the principles behind accurate and probing ESG reporting have a broad application in the world of education and can help shape students’ hearts and minds.

To date, very few pre-tertiary schools have embarked on ESG reporting and for us this has been a new and very challenging process. One of our advisors wisely cautioned us that we need to crawl before we can walk, and walk before we can run. Moving forward, we want to include more data, better identify gaps in the performance of our sustainability goals, and bring more students and teachers into the process. In the meantime, we hope this report will open up important and directed conversations on sustainability and social justice and help us create an impact as individuals, as schools, and as a group.

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

ESG报告必须能使一家机构对其声称的价值观负起责任。就在不久以前，ESG报告还只为商业机构所用，作为企业吸引潜在投资人和帮助客户了解企业并做出决策的工具。然而我们相信，ESG报告蕴含的深层原则也可以广泛地应用于教育界，并对学生的心智成长大有裨益。

截至目前，开展ESG报告工作的基础教育学校少之又少。因此对我们而言，这是一个全新且极具挑战的过程。引用我们一位顾问的比喻，从蹒跚学步到长大成人是一个循序渐进的过程，必须从最基础的步骤开始。展望未来，我们希望能收集更多的数据，更好地识别出我们距离实现可持续发展目标之间的差距，并邀请更多的学生和教师加入这一行列。与此同时，我们希望这份报告能够引发关于可持续发展和社会正义的更多探讨，拓展我们作为个人、学校和集团的影响力。

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

Message From Our Founders	02
Who We Are	04
ESG & Me	06
ESG for EiM	08

Learning	10
Nurturing Global Citizens	12
Safeguarding and Wellbeing	14
Enriching Learning	16

Planet	18
Carbon Mapping and Climate Action	20
Resource Management	23
Food and Sustainability	24

People	26
Staff	28
Community Engagement	31

Policy	34
Cybersecurity and Data Privacy	36
Governance	36
Integrity and Compliance	37

ESG Performance	38
About this Report	42
GRI Content Index	43

Message From Our Founders

Welcome to Education in Motion's (EiM's) inaugural ESG Report. We started this journey in 2003 with the idea to open an international school in Shanghai that provided a challenging and progressive education for our children. Since opening Dulwich College Shanghai Pudong with only 25 students, we have expanded and evolved into EiM, a family of many different schools with over 10,000 students.

Our purpose has always been to prepare the next generation for the future, and we believe defining and achieving our ESG goals are essential to this.

This report expresses our commitment to be a global leader in pioneering education for a sustainable future. It outlines a framework to establish targets and indicators by which we will measure progress towards our Live Worldwise vision – to have a positive impact on society and the planet through education. We want this

report to hold us accountable to our commitments.

The 2020/21 school year has been momentous for EiM. Amid the dark days of the pandemic, the pioneering spirit of our students, staff, and communities shone through, empowering our schools to innovate and develop new norms of teaching and learning. This inspired the EiM Founders to seek new opportunities for the Group that would enhance our ability to have a positive impact on society and the planet through education.

In 2021 we welcomed Green School Bali into our family of schools and in the early months of 2021/22, we announced the arrival of Hochalpinen Institut Ftan AG (HIF) as the newest member of the EiM Group, and our first school outside Asia.

This report is born of our maturation as a Group and in response to a world where issues of climate change, inequality, and abuse of power are ever more urgent and prevalent. This report marks the start of a process by which EiM commits to a holistic and collaborative approach to defining environmental, social, and governance

goals, formulates concrete plans to achieve them, and regularly reports progress on them.

We see this report as an opportunity to see where we are, what we are doing well, what more we could be doing and where we want to go – and consider it a significant progression from CSR approaches and our Sustainability Pledges.

We have defined four ESG pillars for our Group: Learning, Planet, People, and Policy. With the help of students, staff, parents, directors, investors, consultants, and supply chain partners, we have identified the themes that matter to our community. These provide the lens through which we focus our goals, progress indicators, and outcomes.

In Learning, our schools continue to champion Global Citizenship*, empowering our students through the One Voice Summit and Global Citizenship Competency Frameworks, our Code of Conduct and Safeguarding Framework, and our digital learning platform ('D3'), which will enhance collaboration across our schools and communities.

In Planet, all our campuses have embarked on carbon mapping as a first step in their commitment to measure, reduce, and offset their carbon emissions. Our new campus buildings, which qualify for the highest tiers of their respective green building and sustainable construction certifications, exemplify our commitment to reduce greenhouse gas emissions. Driven by our students, our schools will continue to partner with vendors and suppliers to reduce waste, enhance outdoor learning spaces, and turn plant-based food choices into a behavioural norm instead of a novelty.

In People, our investment in staff has been recognised internationally by the Brandon Hall Group with the 'Best Unique or Innovative Leadership Program' award for our Accelerate Middle Leaders programme. The 2020/21 school year also witnessed the launch of our Worldwide Alumni Network (WAN), which provides alumni of all our schools with shared lifelong social, professional, and service opportunities. We will continue to focus on the occupational health and safety of our people, prioritising their wellbeing, offering meaningful engagement with local communities, and enhancing opportunities for

professional learning and career development within the Group.

In Policy, we remain committed to compliance across all our schools and locations. We have established a robust internal ESG Governance Framework to ensure ESG is embedded at all levels of our organisation. We are rapidly improving our cybersecurity and data privacy capabilities by implementing governance systems and security hardware to protect the integrity of the data and intellectual property of our students, staff, and communities.

As pioneers we aspire to position this report as a blueprint to lead values-driven ESG reporting in the pre-tertiary education sector.

We encourage all schools with children and young adults to join us in making ESG reports authentic, accessible, and aspirational. We firmly believe that the engagement, vocabulary, and concept of ESG is critical for the sustainable literacy and competency of current and future generations.

We invite you to engage with this report in all the ways you can, in the belief that it offers a catalyst to spark inspiring conversations, leading to positive actions and life-changing outcomes.



Fraser White
Co-Founder, Chairman &
Chief Executive Officer

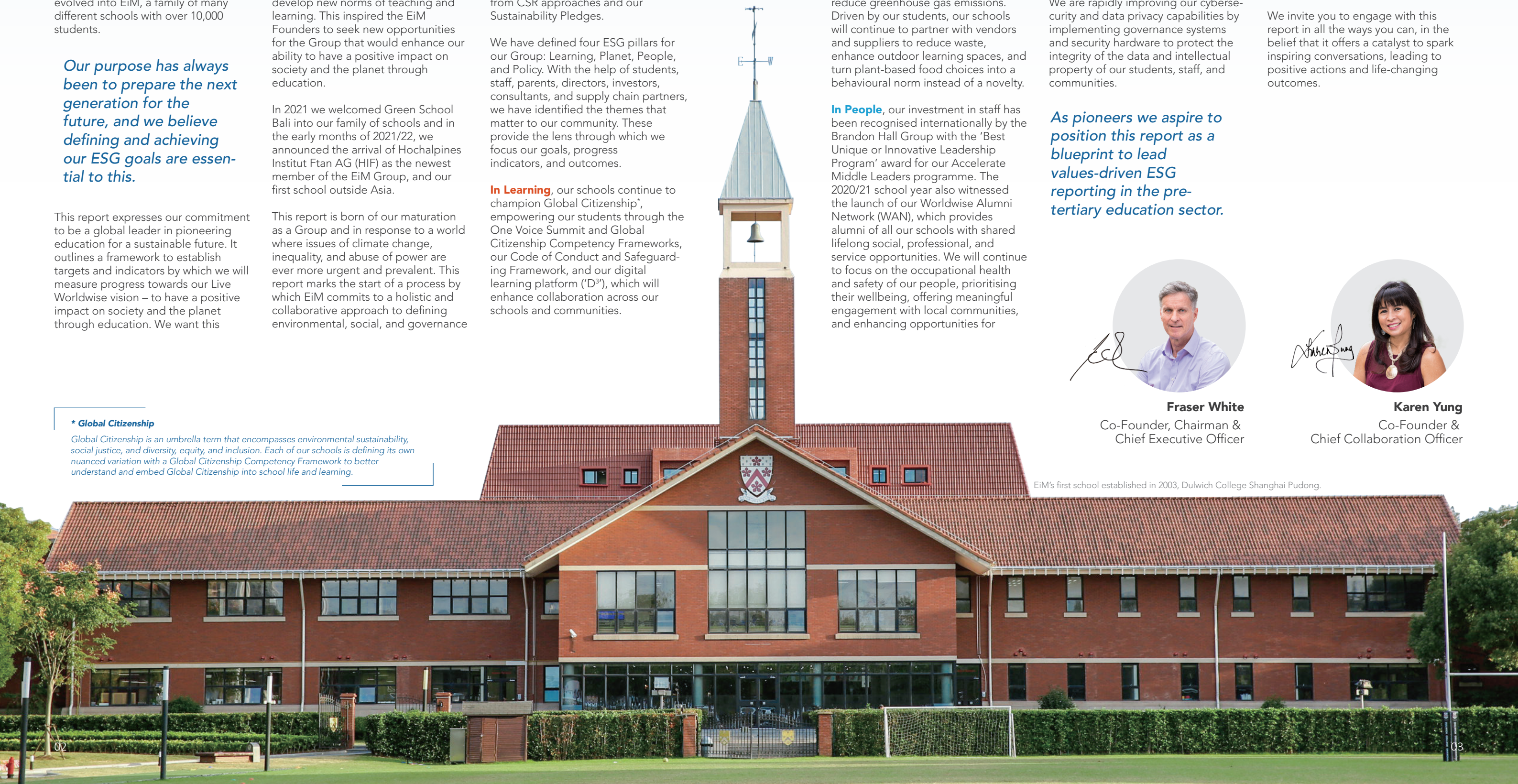


Karen Yung
Co-Founder &
Chief Collaboration Officer

*** Global Citizenship**

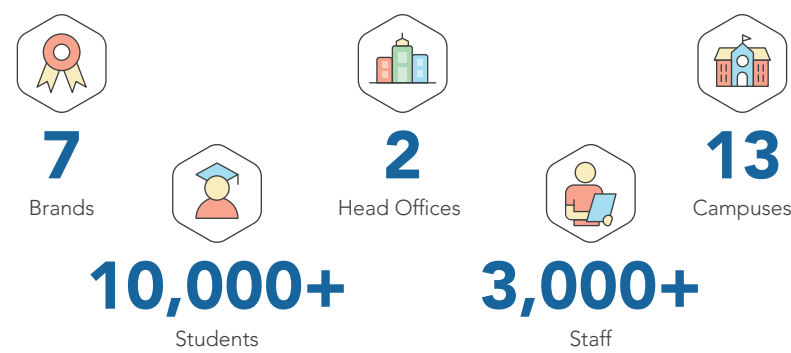
Global Citizenship is an umbrella term that encompasses environmental sustainability, social justice, and diversity, equity, and inclusion. Each of our schools is defining its own nuanced variation with a Global Citizenship Competency Framework to better understand and embed Global Citizenship into school life and learning.

EiM's first school established in 2003, Dulwich College Shanghai Pudong.



Who We Are

Since the opening of our first school in 2003, EiM has grown into a family of seven education brands. At EiM, we aspire to be a global leader in pioneering education for a sustainable future. Our mission is to have a positive impact on society and the planet through education. To this end, we are dedicated to enabling innovation in education, with the ultimate goal of inspiring learners and our communities to understand the essence of Live Worldwide.

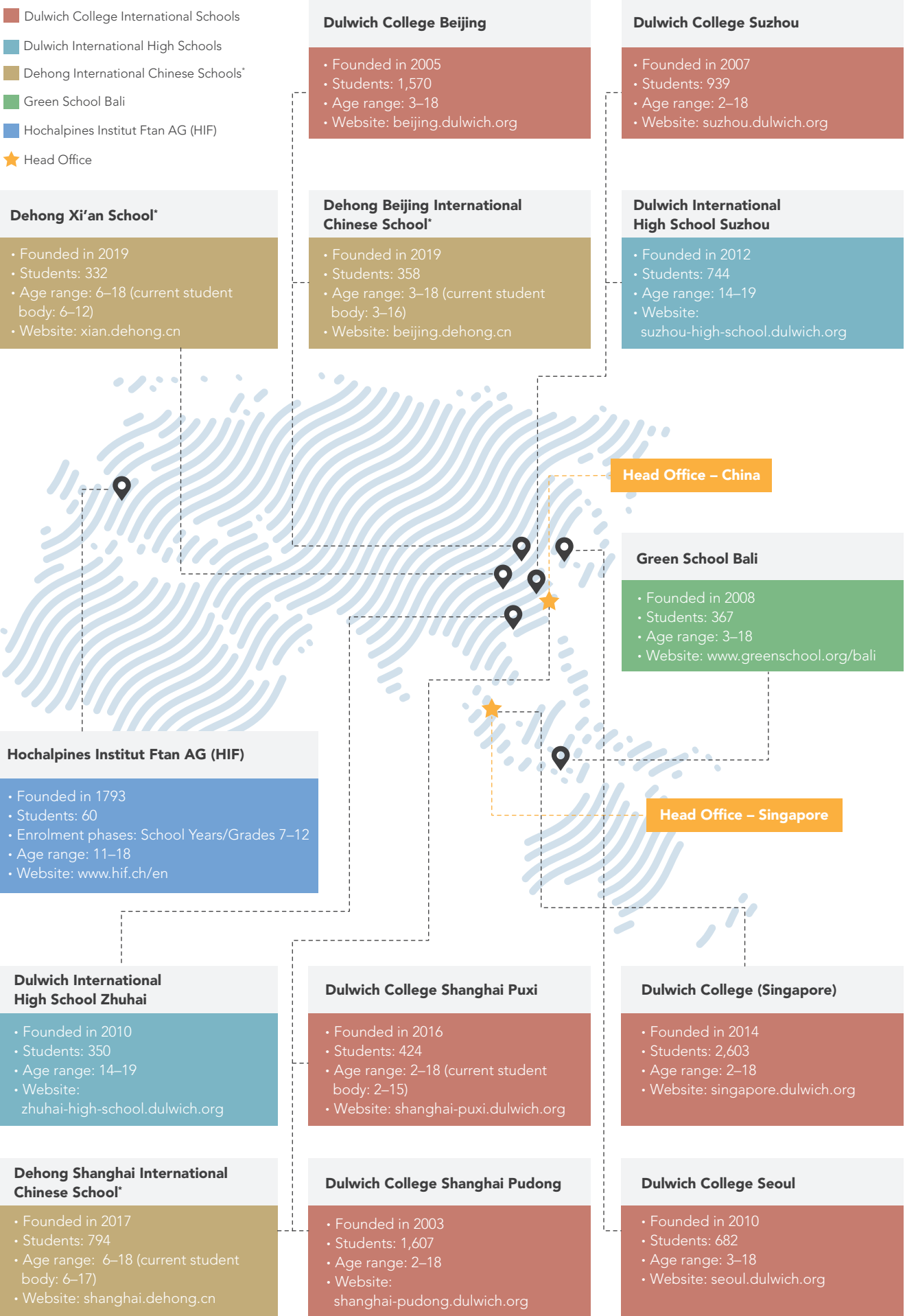


Our Family of Brands

DULWICH COLLEGE INTERNATIONAL  Academic Programmes: <ul style="list-style-type: none">Up to Year 9 – English National Curriculum (ENC) enhanced to meet the needs of our international student bodyYear 10 and 11 – International General Certificate of Secondary Education (IGCSE)Year 12 and 13 – International Baccalaureate Diploma Programme (IBDP)	DULWICH INTERNATIONAL HIGH SCHOOL  Academic Programmes: <ul style="list-style-type: none">Year 10 and 11 – International General Certificate of Secondary Education (IGCSE)Year 12 and 13 – UK's Advanced Level (A Level)	 DEHONG Our three sister schools, Dehong International Chinese Schools*, are designed for Chinese students and offer an academic programme comprising China's compulsory curriculum combined with the Dulwich College International educational philosophy and pedagogy.
 green school Green School is accredited by the Western Association of Schools & Colleges (WASC). Its mission is to be 'a community of learners making our world sustainable' and the learning programme draws on the timeless lessons of nature to prepare students for the 21 st century. Green School's model serves to connect students with their environment and with local communities, develop skills and competencies for a fast-changing future, learn entrepreneurial approaches to problem-solving, and prepare students to lead more joyful, purpose-driven lives.	 Hochalpinen Institut Ftan AG (HIF) Hochalpinen Institut Ftan AG (HIF) in Switzerland is accredited by the Canton of Graubünden to prepare and examine students for the Swiss Matura and by Cambridge Assessment as a centre for the International General Certificate of Secondary Education (IGCSE). HIF holds IB World School status and is offering the IB Diploma Programme in Grades 11 and 12.	
 WO HUI[®] MANDARIN Having started as a proprietary programme in Dulwich College International's English-medium schools, Wo Hui Mandarin adopts a unique approach and technology in teaching Mandarin as a Foreign Language and is now offering accredited Chinese Proficiency Test (HSK) 1–4 exam courses.	 EiM Ventures Education in Motion 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.	

* Our three sister schools, Dehong International Chinese Schools, are Chinese owned private bilingual schools offering a 12-year education solely to Chinese nationals. Dehong International Chinese Schools are sister schools to the Dulwich College International (DCI) schools. DCI has an advisory role on pedagogical approaches, academic (non-Chinese compulsory education), and co-curricular topics offered at Dehong International Chinese Schools alongside the Chinese national curriculum required by Chinese law. Sister schools are a network of independent schools where students of member schools have the opportunity to participate in activities and events organized by member schools, compete with and learn alongside students within the network, benefit from member schools initiatives, and enrich their overall learning experience.

Disclaimer: On pages where Dehong Schools and Education in Motion are shown side by side or where data or information is shown relating to Education in Motion as a whole, it is done purely on a pro forma basis to present a collective picture. Nothing is intended, implicitly or explicitly, in this document to impact the legal structure of each EiM school and Dehong school.



Note: The number of students are as of 2020/21 school year.

ESG & Me

Living Sustainably

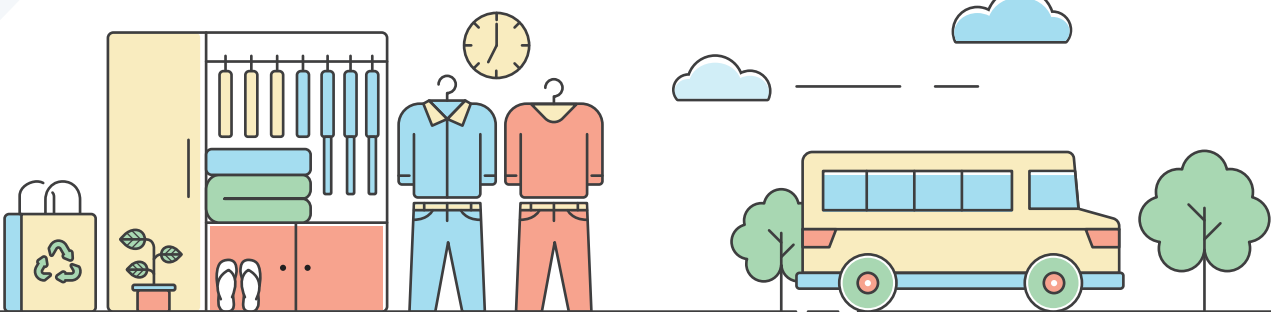
Clothes

School uniform

- recycled fabric?
- produced responsibly?

Work clothes

- brands with a sustainable purpose?
- manufactured locally?



Transport

School busses

- electric or petrol powered?
- charged using a renewable energy source?

Private cars

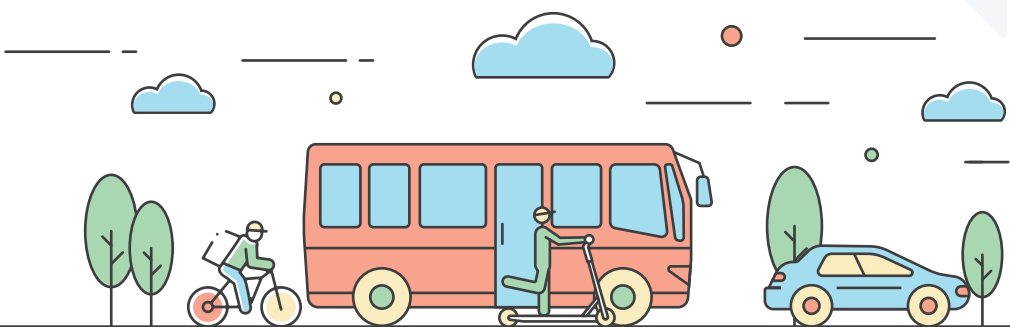
- electric or petrol powered?
- car pooling?

Public transport

- attracts me because of cost, ease of access, or sustainability?

Human power

- cycling, walking, running, or scooting?



Inspiration

Assemblies

- inform and inspire me to know more, enquire further, and live better?

Lessons

- debate important and urgent issues?
- pioneer ideas for my classmates, colleagues, family, or friends to be better and create positive change?



Food

Ingredients

- sourced and produced ethically?
- grown locally?
- hygienic, nutritious, and healthy?
- more plant-based options?

Food packaging

- minimum packaging?
- without single-use plastic?
- compostable?

Food waste

- reduced as much as possible?
- measured correctly?
- composted or used for biogas?



Resources

Learning resources

- sourced from local vendors?
- durable and long-lasting?

Admin office supplies

- purchased locally?
- made with sustainable materials?
- reused as much as possible?
- go paperless?

Utilities

- turned off when not in use?
- powered by clean energy?

Internet

- used positively?
- protects data privacy?
- used to collaborate and improve our understanding?



Role models

Leaders

- inspire the community towards a sustainable future?
- come from diverse backgrounds?
- include a mix of genders?



Communities

Classmates

- respect each other?
- collaborate to change the world for the better?

Teachers and Staff

- receive professional training?
- have access to good health and wellbeing?

Neighbourhoods

- connect and listen to needs?
- work together to find solutions?

ESG for EiM

Why ESG

Our schools strive to support our students to Graduate Worldwide – to develop the knowledge, skills, and motivation to be active members of our communities and have a positive impact on society and the planet. Building on those efforts, we wish to create a long-term, large-scale, and cohesive strategy that reflects our vision, mission, and values.

In 2021 we decided to create an Environmental, Social, and Governance (ESG) framework to identify our impact, set new targets, evaluate our progress, and develop progress indicators for improvement.

We want to ensure that sustainability, equality, and good governance aren't just something we do, but are a part of who we are.

Our Approach to ESG

Formulating a meaningful ESG framework takes time and requires a step-by-step approach. We conducted a materiality analysis with the engagement of key stakeholders, who helped us identify focus areas, evaluate our status, make and implement action plans, and embed an ESG culture into the work and life of our schools, offices, and the wider community.

We recognise, however, that this is just the start of a long process, and that each year the process will improve and expand, and in particular, become more student-led and school-focussed.

This report brings together the opinions and perspectives of our key stakeholders, including students, parents, staff, and

leadership teams, who have answered questions identifying our processes and their impacts. It aims to outline our current ESG focus areas, summarise our achievements, identify areas for improvement, and set the foundation for future goal setting, action planning, and aspirational progress indicators.

Our ESG Focus

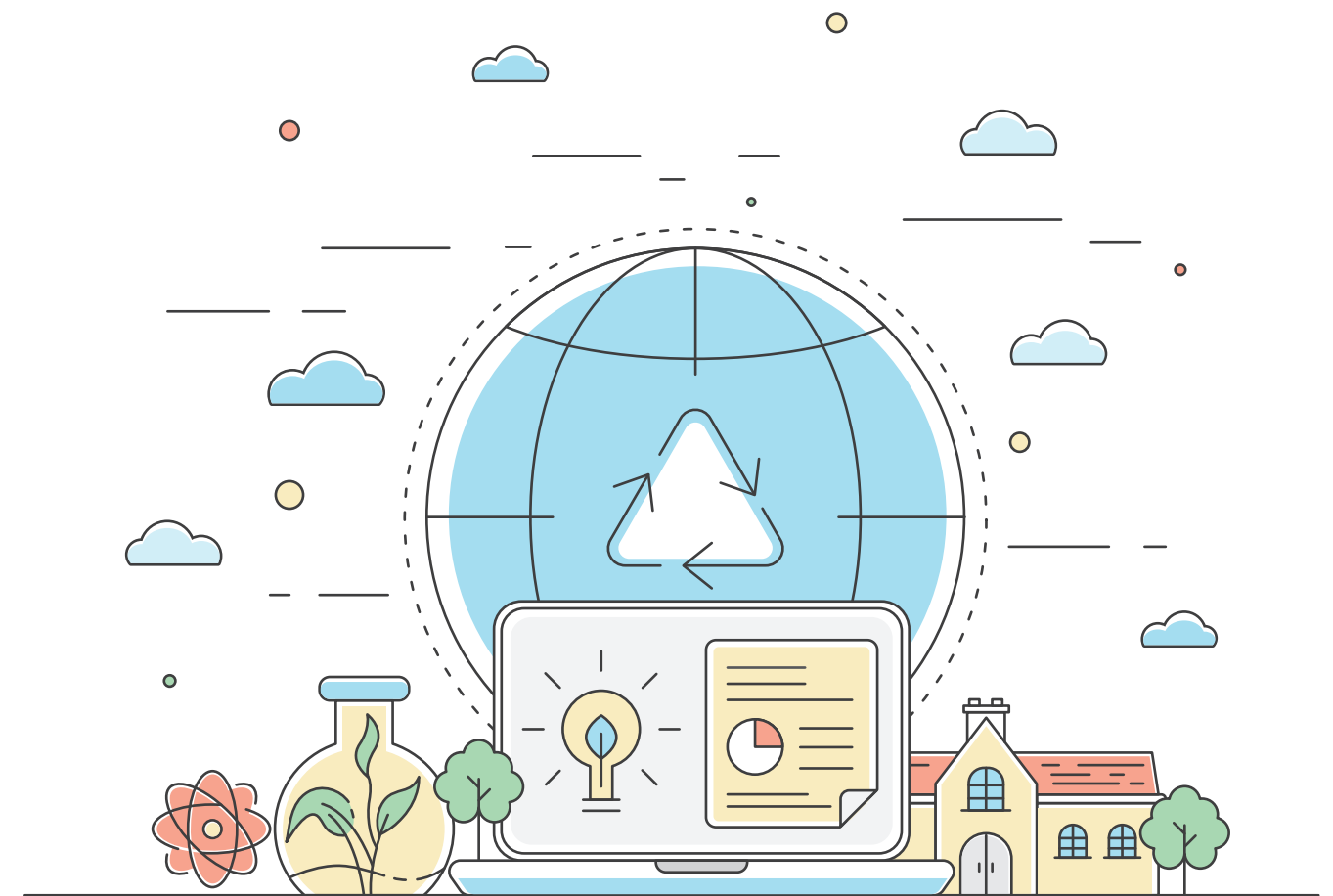


Meaningful and relevant learning that nurtures students as global citizens.

LEARNING

‘Students Come First’ is a core EiM value that guides our approach to virtually everything we do. We expect everyone in our organisation to deepen their awareness of sustainability, global citizenship, and the importance of diversity and inclusion as we work together to provide our students with an increasingly comprehensive Worldwide education. As a family of schools, we encourage shared and peer learning so that schools, students, and teachers share ideas and best practices with one another.

Aligned with the United Nations Sustainable Development Goals (SDGs):



Our Achievements:

- All our schools have established Global Citizenship Competency Frameworks to ensure the important components of global citizenship are understood and embedded in daily classes and school culture and to enhance students’ global literacy and competency.
- We have an established Code of Conduct and take a holistic, child-centred approach to ensure that our students are safe and respected and that their voices are heard in our schools.
- We enrich our students’ learning through a proprietary digital teaching and learning platform called ‘D3’ (the Dulwich Digital Difference), and beyond the classroom with a broad range of co-curricular learning including sports, arts activities, and outdoor learning.

Our Focus Areas:

- **Nurturing Global Citizens**
 - Enhancing Worldwide education content and pedagogy, and embedding it in all aspects of our EiM schools
 - Encouraging service through inner- and inter-school engagement, community participation, and active citizenship
- **Safeguarding and Wellbeing**
 - Ensuring the safety of each student in our care
 - Providing wellbeing programmes, services, and support mechanisms
 - Promoting healthy lifestyles
- **Enriching Learning**
 - Fostering holistic skills, qualities, and approaches beyond the classroom through tech-enabled learning, co-curricular activities, outdoor learning, and experiential opportunities
 - Integrating local culture as well as diversity, equity, and inclusion into teaching and learning; respecting and embracing cultural diversity
 - Creating opportunities for students to interact with, lead, and find innovative solutions to local and global challenges

Our next steps will be to leverage group resources to enable best-practice sharing, to set indicators and locale-appropriate goals, to measure our progress, and to address the real-life challenges that will allow our **students** to learn, lead, and create positive change.

01 Nurturing Global Citizens

At EiM, we aim to nurture active and effective global citizens who are equipped to create and contribute to solutions addressing the world's social and environmental challenges.

Global Citizenship Competencies

Global Citizenship is an umbrella term that encompasses environmental sustainability, social justice, and diversity, equity, and inclusion. Each of our schools is defining and implementing its own nuanced variation of a Global Citizenship Competency Framework to better understand the key components of global citizenship and how they can be embedded into school life and learning.

Dulwich College Shanghai Puxi, for instance, developed a Global Citizenship Competency Framework under the specific vision of 'a community working together so students can empower themselves to make a difference', with the five main competencies of service, social justice, diversity, environmental sustainability, and intercultural understanding.



See more about Dulwich College Shanghai Puxi's Global Citizenship Framework.

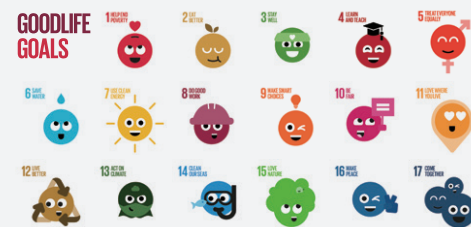
Embedding the United Nations Sustainable Development Goals (SDGs)

The UN SDGs are a blueprint for the whole world to end extreme poverty, reduce inequality, and protect our planet. SDGs are being used as a context to add importance and value to our individual choices, decisions, and actions. The best examples of SDGs in action in our schools are visible in everyday lessons and school activities, for example, where a student in a Junior School maths class or in an inquiry-based learning unit understands how to integrate Information and Communication Technology (ICT) and the SDGs.



At Dulwich College Beijing, Year 3 students learn about how they can organise data and link it to SDG 12 and be less wasteful. Students trained an AI model so it could recognise what a clean plate looks like. Year 4 students discussed what impact machines can have on the environment, whether it be good, bad or uncertain. Year 5 students focussed on SDG 13 and acted on climate issues where they used little:bit circuits to measure environmental data and designed and coded prototypes to measure the brightness of lights, control temperature and more.

Most of our schools also use the Goodlife Goals, which correspond to the SDGs but provide the students with a more accessible and personal connection between their actions and the global context.



Connecting Students with Real-world Issues

When and where possible, our students and teachers endeavour to embed elements of sustainability, diversity, intercultural understanding, and service

into learning. These issues are not raised in isolation as separate topics, but are infused in all subjects to add value and depth to learning. There is still more to be done in

this space but we have a number of excellent examples across our schools that highlight this growing ambition.

CASE

BioBus: Students Driving Change

Initiated by Grade 12 students at Green School Bali, the BioBus is a social enterprise that delivers a transport service, a waste management solution, and student learning.

BioBus offers the only used-cooking-oil-to-biodiesel service in Indonesia and offered the first B (100) (100% biodiesel) Pump Station for public access in Indonesia. Students lead the charge in working with restaurants and hotels to collect used cooking oil as a responsible oil waste management disposal solution. The oil is converted to biodiesel and the by-product, glycerine, is used in the School's Biolab to create soaps and candles. The award winning BioBus enterprise is a zero-waste fuel solution and has been running for over five years.



Student Voice and Participation

Students at EiM schools are encouraged to cultivate leadership and advocacy, and to be literate and competent global citizens who take informed action to create a positive difference in the world. This is a growth area for our schools and some examples to date include the annual Dulwich College Shanghai Pudong One Voice Summit, run by students to create quality conversation and inspire action towards selected SDGs; students at

Dulwich College Beijing sitting on the final interview panel for a new teacher and Director of Global Citizenship; and elementary students in our Dehong sister schools sitting on the food committees, taste testing new plant-based meals, thereby contributing to the health and sustainability of their dining options. We expect to see a continued expansion in student voice and participation.



The annual student-run One Voice Summit features a variety of inspirational keynote speeches, small group discussions, real-world provocations, and student-led workshops designed to challenge participants to take meaningful action. Each summit is focussed on one theme related to the SDGs, with students from schools both in and outside the EiM family taking part and being inspired to go back to their campuses to bring about positive change. This is keynote speaker William Kamkwamba from the book and film adaptation 'The Boy who Harnessed the Wind', sharing his inspirational story of bringing drought relief to his community.

02 Safeguarding and Wellbeing

We focus on the rights and needs of children and young people, making certain that policies, procedures, and practices are in place to ensure the safety and wellbeing of each student in our care.

Safeguarding

At EiM, we are committed to keeping our students safe and protected from all forms of abuse. We adopt a child-centred approach that ensures children are respected and their voices are heard.

Our safeguarding framework and policy lay out the guiding principles to prevent, identify, and address abuse. The safeguarding policy is subject to annual review by the EiM Group Executive Board. Every two years International Child Protection Advisors conduct external audits to assist the schools in improving their safeguarding practices.

Our safeguarding practices and materials include:

- A Code of Conduct for staff, which specifically includes safeguarding measures.
- Professional safeguarding learning delivered by the Safeguarding Training Teams to every member of staff and volunteers. Safeguarding workshops vary according to the needs and job responsibilities of the members of staff, and are delivered in the appropriate language.
- A secure digital platform (CPOMS) for reporting, recording, and monitoring child protection and safeguarding concerns.
- A Safeguarding Guide presented to every visitor before entering campus.
- An induction framework of safeguarding modules designed for students of all ages.
- An E-Safety policy covering the safe and responsible use of social media and internet sites.
- A variety of regulations governing the taking and use of photos of our students.
- Recruitment training for all members of staff involved in hiring new staff, coupled with specific requirements for background checks for all applicants. Staff making hiring decisions are trained to ask interview questions and read CVs to help identify potential safeguarding issues.
- Safeguarding statements are prominent on all school websites and recruiting materials.



'At EiM, we believe that safeguarding is everyone's responsibility. Everyone in our colleges and schools who comes into contact with our students and their families has an important role to play. To do this effectively, all our staff and volunteers must make sure that at all times they consider what is in the best interests of the child. Students come first.'

– Fraser White, Co-Founder, Chairman & CEO, EiM



Wellbeing

EiM aims to support every student and staff member's mental, physical, emotional, and social health.

In Dulwich College International schools, for example, students' social and emotional development are monitored through development milestone tracking, Personal, Social, and Health Education (PSHE) lessons and Wellbeing Sessions. Student counsellors are in place on campus to provide pastoral support to all students, and the use of the house system provides students with a sense of belonging, providing another support group within the school community. Opportunities such as the Wellbeing Day workshop encourage our students to explore their wellbeing in the context of gender, conflicts and relationships, and child protection.





03 Enriching Learning

Technology



[See more about D3.](#)

We learned from the COVID-19 pandemic that technology is essential to learning both in and out of the classroom. D³, the Dulwich Digital Difference, supports our educational strategy and our commitment to educational personalisation and innovation. D³ brings together cloud technology, analytics, and big data management platforms for education designed around each student, providing a flexible learning environment that is dynamic both online and offline.

The advent of COVID-19 presented significant challenges to students and staff, requiring them to transition rapidly to online and blended learning environments. Balancing wellbeing, character development, and academic success became more important than ever as students and teachers adapted to technology-based learning environments and required teachers to exercise care and thoughtfulness as they structured assignments and conducted virtual student interactions.

With the cancellation of external IGCSE, A Level and IB exams in 2020, Year 11 and Year 13 students were offered a wide range of extension courses, all conducted virtually. Students connected with experts across the world for internships and classes in STEAM, entrepreneurship, and soft skills development.



Beyond the Classroom

We have a growing strategy and ambition for learning beyond the classroom, which includes co-curricular activities, interactive and dynamic arts events and programmes, outdoor education, our outdoor learning spaces and much more. These enable students to develop leadership, excellence, service, and innovation across the community in a creative way. Students build resilience and problem solving skills as global citizens and in readiness for university, career, and life success.

Examples of learning beyond the classroom with a strong arts emphasis include: the Science Art Photography Competition, the Dulwich Shakespeare Festival, the Dulwich Festival of Music, and the MADD (Music, Arts, Dance, and Drama) Festival. All of these provide opportunities for students to practice and develop their skills, and, increasingly, to find creative ways to integrate art, sustainability, and global citizenship.



The theme of the MADD Festival in April 2021 was 'the Lifecycle of a Garment'. It featured a student-made film, based on SDG 12 (Responsible Consumption and Production), about the environmental impacts of fast fashion.



[See more about the 2021 MADD Festival.](#)

CASE

Student-led Sports Day

SLAM (Service, Leadership, Action, and Meaningful) in Dulwich College Shanghai Pudong is a student-led sports day that starts six weeks before the event day and awards points for respect, organisation, and participation as much as it does for the team sports results. The day concludes with combining all the individual and house points, which are then matched by a donation to polio eradication.



Helping more and harming less, with sustainable and regenerative ideas and practices for the planet.

THE PLANET

If EiM's mission to provide a pioneering education for a sustainable future is to be meaningful, environmental sustainability must be not only something we practice but a central part of who we are. We recognise that we have both the privilege and the responsibility to play a key role in a sustainable future through educating current and future generations. However, we must not lay the entire burden of planetary challenges on the shoulders of our students; we must work together as an entire organisation – individuals, schools, and head offices – to respond to climate change, reduce our energy and resource consumption, and increase environmentally friendly food consumption. There has never been a more critical time for our organisation and the world to be active and effective global citizens in the creation of restorative and regenerative ideas and practices.

A critical goal of this report is to keep ourselves accountable to our stated intentions, ambitions, and indicators for sustainability and the planet. We want to acknowledge our progress and achievements while recognising that this is a long-term, if not permanent, process, and there is much more to do.

Aligned with SDGs:



Our Achievements:

- As of early 2022, we have almost completed carbon mapping in all our schools. This is the first phase in the 'measure, reduce, offset' process of our carbon mapping strategy. We are one of the first groups of schools to take on carbon mapping to give our students a lived experience of sustainability.
- The new Phase 3 building at Dulwich College (Singapore) will be a Green Mark Platinum-certified and net-zero energy building. Green Mark Platinum is the highest level of sustainable construction certification in Singapore.
- All our schools have taken actions to reduce environmental harm and increase positive impacts such as limiting single-use plastics on campus, adding more healthy plant-based food options, expanding the use of filtered water dispensers, and enhancing outdoor learning spaces.
- Partnering with catering vendors, our schools measure and track food waste data daily, and are gradually reducing food waste by raising awareness, which in turn leads to positive behavioural change.

Our Focus Areas:

- **Carbon Mapping and Climate Action**
 - Reducing greenhouse gas emissions by increasing schools' knowledge, engagement, and interaction with carbon mapping, with the intention to implement carbon measurement, reduction, and offsetting practices
 - Embedding sustainability criteria and aspirations in campus design, construction, facilities, and operations in often difficult contexts, and ensuring our partners and suppliers are aware of our organisation's environmental values and goals
- **Resource Management**
 - Building and implementing the waste hierarchy in waste prevention and management
 - Saving water and promoting water reuse practices
 - Introducing and implementing guidelines, intentions, and indicators to support more sustainable practices and positive social impacts with partners, vendors, and service providers
- **Food and Sustainability**
 - Increasing our offering of healthy, nutritious, and delicious plant-based menu options to have a significantly greater impact on sustainability
 - Decreasing our volume of meat, in particular red and processed meats, and dairy
 - Measuring and tracking food waste data and promoting food waste reduction monthly with our schools
 - Ensuring there is no, or the least possible, food packaging, and no single-use items, especially plastic
 - Promoting ethical sourcing of food and beverages as well as eco-friendly and local food production systems

Our next steps will be to leverage group resources to enable best-practice sharing, to set indicators and locale-appropriate goals, to measure our progress, and to address the real-life challenges that will allow our **organisation** to learn, lead, and create positive change.

01 Carbon Mapping and Climate Action

EiM strongly supports the goals of the United Nations Climate Change Conference of the Parties (COP). Following COP26 in 2021, EiM embarked on a process to measure, reduce, and offset emissions and work towards group-level carbon neutrality. Carbon mapping employs a systematic approach, starting with measuring our schools' carbon footprints, and followed by setting targets and carrying out emission reduction initiatives.

By the end of April 2022, the measurement phase and the consolidation of the greenhouse gases (GHG) for Scope 1 and 2 emissions will have been completed at most of our schools. The emission data are collected and calculated in accordance with the International Standard ISO14064-1:2018 and where applicable, the Guidelines for Accounting and Reporting Greenhouse Gas Emissions for relevant industries by the

National Development and Reform Commission of China. The main sources of GHG emissions come from the schools' energy and fuel use, including electricity, natural gas, and diesel. The data will be used as a baseline to inform our future efforts to set individual school and group-wide carbon emission reduction targets and roadmaps, including science-based targets in accordance with the Paris Agreement as well as a date and ambition to be carbon-neutral.

We will greatly increase the level of student participation in carbon mapping including our Scope 3 emissions (indirect emissions, such as uniforms, deliveries, sports equipment, and business travel). Students will have a closer connection between actions and their impact and gain real-world experiences in sustainability literacy in local and global contexts.



EiM GHG Emissions of 2020/21 School Year*



Direct GHG emissions

Scope 1

3,005.43
tCO_{2e}



Indirect GHG emissions from purchased electricity, heating, and cooling

Scope 2

13,030.23
tCO_{2e}

Total GHG emissions

Scope 1 + Scope 2

16,035.66
tCO_{2e}

* Data scope includes seven of our schools: Dulwich College Shanghai Puxi, Dulwich College Shanghai Pudong, Dulwich College Beijing, Dulwich College Seoul, Dulwich College Suzhou, Dulwich International High School Suzhou, and Dehong Shanghai International Chinese School. Other schools and our head offices are excluded because of different accounting periods, postponement of accounting due to COVID-19 restrictions, and lack of data due to new campus construction.

In the 'No-Carbon November' campaign, our schools challenged their communities to take actions each day to contribute to carbon emission reductions.



Carbon mapping will be a key strategy in the coming school years as we use the data to increase student engagement and prioritise actions for carbon emission reductions. We see this as a significant process for EiM and the schools and we are keen to share these ideas and practices with the education sector, increasing the scale of our actions and their impact on this most critical challenge of climate change mitigation.



Students, parents, and staff shared their carbon reduction ideas and actions during 'No-Carbon November'.

CASE

Aiming for Net-Zero

Dulwich College (Singapore)'s Phase 3 SE21* Innovation Hub

Buildings account for about 30 percent of global GHG emissions. EiM's first net-zero energy building is Dulwich College (Singapore)'s SE21 Innovation Hub, a seven-storey structure scheduled for completion in 2023. It will be Green Mark Platinum**-certified, which is the highest environmental certification in Singapore.



Proposed Design:

- | | | | |
|---|--|---|---|
| <p>1</p> <p>Installation of a building-integrated photovoltaics system to provide fully integrated electricity generation while also serving as part of the weather protective building envelope</p> | <p>2</p> <p>Maximisation of natural lighting and ventilation</p> | <p>3</p> <p>Energy-saving chiller systems and environmental sensors linked to a smart building management system to increase energy efficiency</p> | <p>4</p> <p>A working kitchen containing onsite hydroponics to grow vegetables and herbs; a mushroom chamber used as a base for making plant-based meat alternatives</p> |
| <p>5</p> <p>Installation of energy-generating floor tiles</p> | <p>6</p> <p>Solar panels across the entire campus to maximise the renewable energy produced on site</p> | <p>7</p> <p>A roof garden equipped with a vermi-composter and an insect farm to turn food waste into fertiliser</p> | <p>8</p> <p>Installation of a plastic recycling machine for students to recycle plastics into useful items and artwork</p> |

Other Green Buildings

Dehong Beijing International Chinese School's and Dehong Shanghai International Chinese School's new buildings have received a two-star rating under China's Green Building Design Label system, the Chinese national scheme for rating building sustainability developed by the Ministry of Housing and Urban-Rural Development.

New buildings at Dulwich College Suzhou and Dehong Beijing International Chinese School have earned LEED® (Leadership in Energy and Environmental Design) certification – a green building rating system by the U.S. Green Building Council for the design, construction, maintenance, and operation of green buildings, achieving LEED Certified level and LEED

Silver level, respectively. In early 2022, Dulwich International High School Zhuhai joined the growing list, with its new campus LEED Gold level certified.

02 Resource Management

EiM is committed to handling and managing resources responsibly throughout the process of procurement, consumption, and waste management. Our central procurement team is working towards shared-values partnerships to ensure that our key purchased items, such as uniforms and furniture, are as sustainable as possible and working towards best ethical and sustainable practices. Our schools have made several notable achievements in sustainable operations but it requires constant rigour and collaboration in the relationship with service providers and vendors to reach and maintain our high expectations from our students, schools, and as an organisation. We also need to let any partners, vendors, and providers know we are tracking our carbon emissions and will welcome their doing the same.

Existing Practices



Energy

- Replacing fluorescent light bulbs with more energy efficient LED lights
- More sensor-controlled lights
- Introducing more natural light in new building construction
- Awareness signs over air-conditioners and light switches
- Electric vehicle and school busses
- Using solar energy



Water

- Rainwater harvesting
- Installing low-flow toilets
- Using centralised filtered drinking water supply
- Encouraging water-saving behaviours through posters, awareness signs, and campaigns



Waste

Plastics

- Removing single-use plastics, e.g., cups, lids, straws, food packaging (hygiene measures due to COVID-19 have, however, disrupted initial gains in our aim to eliminate single-use plastics)
- Encouraging plastic-free lifestyles and reduce-reuse mentality
- Reducing campus decorations made from plastics such as balloons and the use of lamination
- Guiding students to reduce and repurpose plastics or other waste materials to upcycle and create decorations or artworks

Waste sorting

- Separating waste by category, even if not required by the government, to create awareness and good habits



Other resources

Uniforms

- Collaborating with uniform supplier to introduce recycled fabric
- Supporting second-hand uniform sale/swap activities organised by parents and students

Paper and stationery

- Using recycled or sustainably certified printing paper (e.g., FSC, PEFC)
- Reducing printing where possible by going digital
- Using reusable stationery (e.g., refillable markers and pens)

03 Food and Sustainability

We work with our catering partners to serve thousands of meals per day across our schools. We are responsible for providing safe, healthy, nutritious, and delicious food, while remaining mindful of the environmental impacts of our food choices. Food choices are continuous, complex, and emotive, but critically important to our impact on emissions and sustainability.

Reducing Food Waste

Food waste is a core issue requiring constant attention from our schools' academic and operational teams together with their caterers. We have had both successes and challenges in reducing food waste. There have been a number of initiatives to manage food waste before and after consumption, including awareness raising posters, food waste data measuring and sharing, and student engagement programmes such as house competitions and clean plate challenges. We have seen a drop in food waste in many of our schools and are committed to continuing that trend by working with food providers and students to encourage positive attitudes and behaviours.

Healthy and Sustainable Eating

We recognise the environmental impact of the food production chain and understand that what we choose to eat is one of the bigger personal choices we can make to reduce our carbon emissions and environmental impact. Our students are increasingly conscious food consumers, and our schools are responding to promote diverse and balanced diets, including more plant-based and locally produced foods. We also aim to ethically source our food and beverage products, including UTZ- and Fairtrade*-certified coffee beans, non-GMO and palm oil-free food products.



'Z-Rou' plant-based meat was introduced to Dulwich College Shanghai Pudong dining halls after a series of fun and engaging activities with the College community.

* UTZ and Fairtrade certification stand for more sustainable farming and better opportunities for farmers, their families, and our planet.

From Farm to Fork

Some of our schools have small farms, where students and staff can plant, nurture and harvest crops and care for animals. Though currently small-scale, these initiatives help our students make the connection between nature and food, reflect on the larger industrialised food production system, and explore more eco-friendly food choices.



At Dulwich College (Singapore), basil, rosemary, mint, and spinach are collected from the herb garden.



Dehong Shanghai International Chinese School offers 'qidi' activities where students learn to plant vegetables, hatch chickens, and figure out solutions to ensure the healthy growth of their animals and plants.



Biodynamic Design and Aquaponics Greenhouse at Dehong Xi'an School

We Care About Our Food, the Resources to Produce It, and Reducing the Waste

CASE

Food waste reduction practices at our schools



At the food stations:

- A food order system has been trialled to prevent waste.¹
- Students and staff may choose portion sizes at all schools.
- A dashboard shows daily and weekly food waste data in most of our schools.



At the plate return station:

- Students who finish their plates are rewarded with 'Clean Plate Hero' stickers.²
- Students on duty record waste and encourage their peers to clean their plates.^{3,4}



At the school reception:

- Students earn tokens for clean plates; this is linked to a house competition throughout the year.⁴



In the garden:

- A food composter machine (Eco-wiz) is installed to recycle food scraps and waste into fertiliser.⁵



In the school theatre:

- In assemblies and through events such as 'Own What You Eat', 'WasteLess Week',⁵ and a video on resources used to produce meat¹, schools are raising awareness and encouraging behavioural change.

1 Dulwich International High School Suzhou
2 Dulwich College Seoul
3 Dehong Xi'an School

4 Dehong Shanghai International Chinese School
5 Dulwich College (Singapore)
6 Dulwich College Shanghai Pudong

Working together as a rich and diverse community for the benefit of all.

As an organisation with thirteen schools in five countries, over 10,000 students, and over 3,000 teachers and staff from all over the world, we must treat each member of our community with respect, and develop the role that our schools play in building and supporting community relationships, intercultural understanding, and a keen sense of connectedness with the world.



Our Achievements:

- **Professional Learning** – The EiM ConnectED Institute, alongside Professional Learning programmes at individual schools, supports talent and career development of our teachers and professional support staff.
 - The Accelerate programme, our 12-month multi-modular leadership programme for middle leaders, received the 2021 silver medal for 'Best Unique or Innovative Leadership Program' from the Brandon Hall Group.
- **Health and Wellbeing** – There is an allocation of resources for staff wellbeing as a part of a various wellbeing initiatives. At the head offices there are also opportunities to take part in 'Greenwise' activities aimed at fostering a culture and community of sustainability champions.
- **Alumni Relations** – In 2021 we launched the Worldwide Alumni Network (WAN), which provides alumni of all our schools with shared lifelong social, professional, and service opportunities.

Our Focus Areas:

- **Staff**
 - Protecting employees' rights and interests, providing competitive compensation and benefits, listening to employees' voices, and encouraging their participation
 - Ensuring the safety and health of employees and workers at schools and at head offices
 - Establishing and improving professional training systems, and supporting employees' career development
 - Celebrating diversity and providing equal opportunities in an inclusive environment for people with different abilities, backgrounds, and perspectives
- **Community Engagement**
 - Building and sustaining a strong and collaborative community of students, parents, and staff
 - Respecting local culture and engaging in long-term and reciprocal relationships with local communities

Our next steps will be to leverage group resources to enable best-practice sharing, to set indicators and locale-appropriate goals, to measure our progress, and to address the real-life challenges that will allow our **communities** to learn, lead, and create positive change.

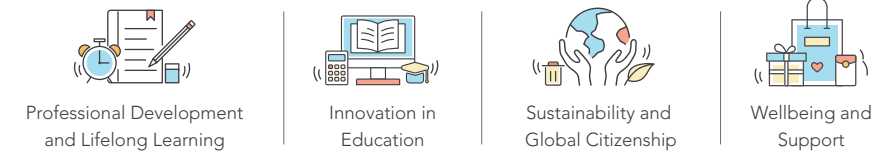
Aligned with SDGs:





Employee Value Proposition (EVP)

Launched in 2021, our EVP programme provides our staff with training and experiences that are selected to reinforce four key pillars of our values – Professional Development, Innovation in Education, Sustainability, and Wellbeing. In so doing, our EVP aims to define the experience our staff can expect at every stage of their employment to support our intention to attract, motivate, and retain exceptional talent.



Key Pillars of EiM Values



Professional Development and Lifelong Learning

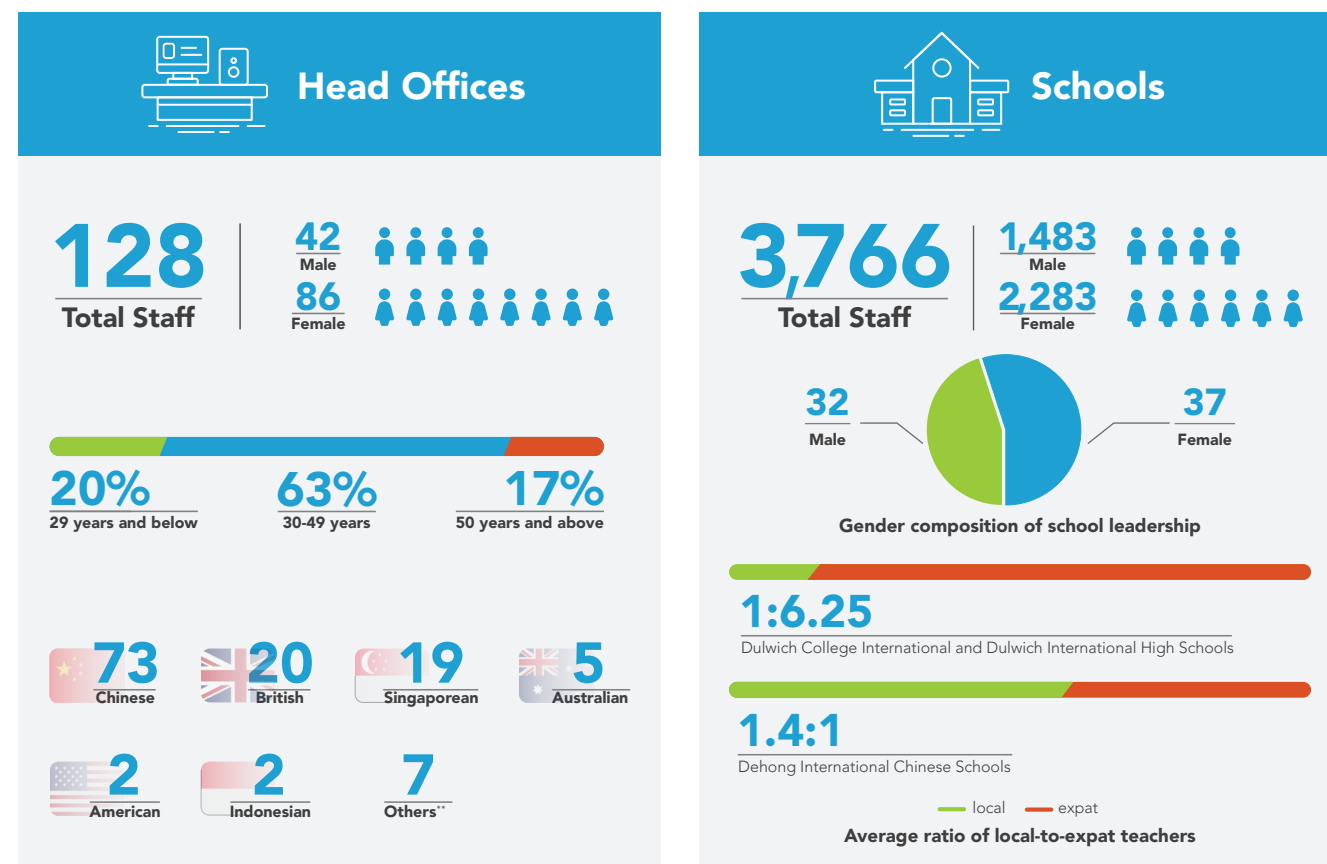
Learning opportunities for our staff include online courses hosted on our ConnectedED learning platform, Professional Development days at each school (which include a mix of internal instruction, and workshops

and seminars from external providers), offsite conferences and seminars (COVID-19 permitting), working with internal collaboration groups, and experiences with various learning partners. Some online learning

modules provide important practical guidance and are mandatory for all staff, while others cater to individual interests and aspirations, and many reflect more than one of our key pillars.

01 Staff

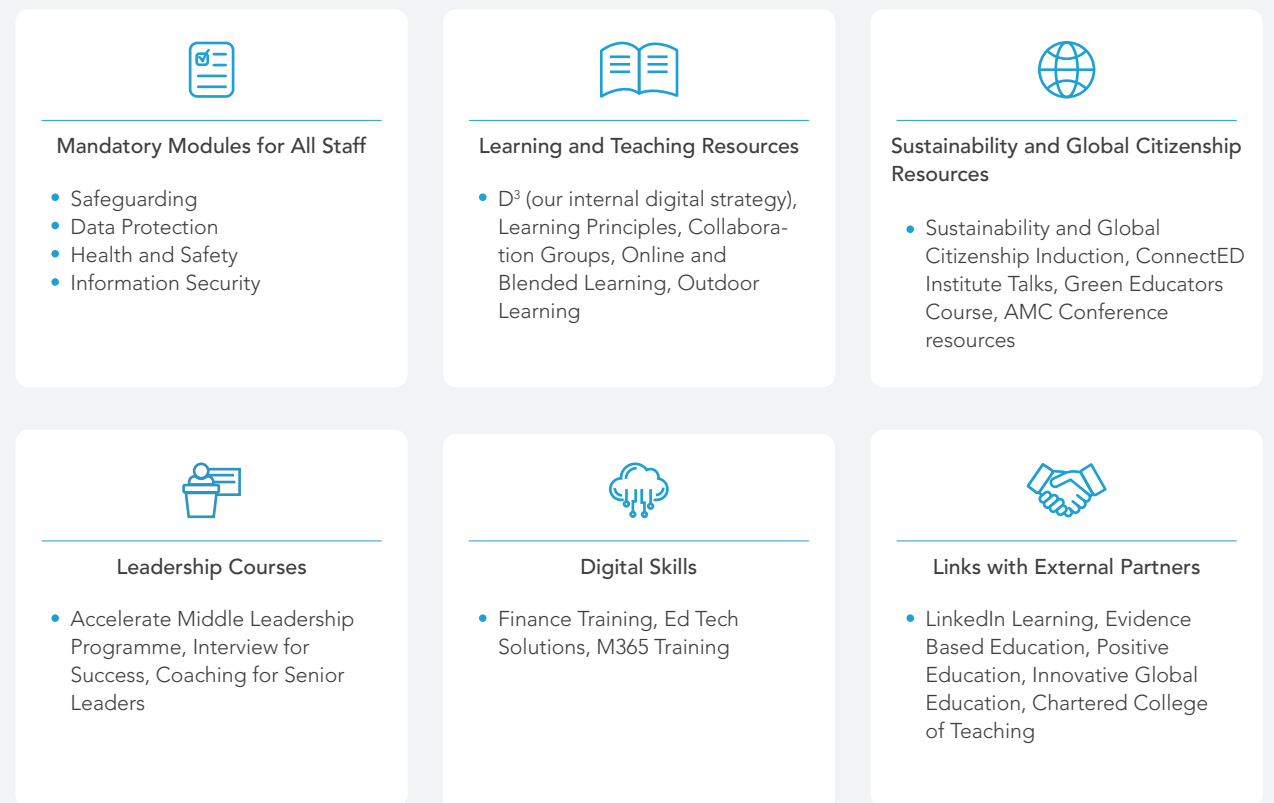
Staff Portfolio in the 2020/21 School Year*



* Scope of data: head offices in Shanghai and Singapore, six Dulwich College International Schools, two Dulwich International High Schools, three Dehong International Chinese Schools (sister schools), and Green School Bali, unless specifically explained.

** Including Canadian, Danish, Ecuadorian, Hungarian, Malaysian, New Zealander, and Swiss.

ConnectED hosts learning modules, articles, and opportunities including



Innovation in Education

In addition to taking part in Professional Learning opportunities where they can share ideas and practices, our staff are strongly encouraged to innovate. Each year EiM awards Pioneering Spirit Grants totalling RMB1.5 million to teachers and students

(individuals and groups) who submit successful proposals for projects to develop pedagogy, curriculum, or learning environments that utilise new technologies, delivery methods, or tools to contribute to student success.

Sustainability and Global Citizenship

Creating an open and inclusive workplace. EiM has a diverse employee population – over 3,000 staff from all over the world. Our Group Executive Board, which is the most senior leadership group in the organisation, consists of three women and two men, from the UK (2), Singapore (2), and China (1).

Our community is comprised of people from different backgrounds, perspectives, and experiences, but we can and must do more. There is a strong demand, led by our students, to evolve our efforts in diversity, equity, and inclusion (DEI). We have recently included a DEI statement in our recruitment advertising, and are working on the development of a dynamic and authentic DEI policy.

Our Employee Handbook includes workplace policies that aim to promote a fair and equitable working environment. We have some good examples of balanced leadership teams with both local

and expat school leaders and aim to do more in building a diverse workforce through recruitment practices and training.

We are harnessing feedback from potential and existing staff with the Employee Experience Survey and Candidate Satisfaction Survey, but must continue to strive towards creating a culture of openness and provide channels for staff to speak up and raise concerns, as we have done with our student safeguarding practices.

Environmental sustainability. Every new EiM employee takes part in an induction session focusing on sustainability. Along with safeguarding, data security, and health and safety training, this training lays an important foundation and reflects a commitment to place these matters at the heart of our organisation. We want our colleagues to sense their purpose working in education for a sustainable future.

Wellbeing and Support

Measures our schools have taken to support our staff members' health and wellbeing include the following:

- **Wellbeing Activities** – There are various wellbeing activities for staff which enable them to come together for activities such as yoga, cooking, running, and knitting.
- **On-Site Healthcare Check-Ups** – Where possible, we bring mobile units to our campuses to provide flu vaccinations and check-up tests including mammo-graphs, PAP smears, and prostate tests.
- **Mental Health Support** – This is available through our partnership with International SOS.
- **Access to Campus Facilities** – Staff have access to our schools' fitness facilities to help them maintain strong physical health.
- **COVID-19 Support** – In the face of the COVID-19 pandemic, our schools have implemented and adhered to health and safety management measures and government guidelines. This has included efforts to optimise online lesson schedules to accommodate staff and students in different time zones as well as regular physical and emotional wellness checks. However, the challenges continue, with some staff still unable to visit families far away or having to live in quarantine, and they merit our continued efforts and priority.
- **Greenwise** – Created at EiM head offices, this hybrid sustainability/well-being programme refers to actions and activities that generate a positive, healthy, and sustainable life for both individuals and societies.



At Dulwich College (Singapore)'s Staff Wellbeing Professional Learning and Development Day in November 2020, staff took part in a variety of activities, including sports, music, and cooking.



Fifteen employees formed a Greenwise team to participate in a 50 kilometres walkathon in May 2021 to raise funds for unsupported children.



[See more about Greenwise.](#)

CASE

Green Educators Course

Leveraging Green School Bali's important role in the EiM family of schools, we offer all our staff the opportunity to complete the ten-week blended learning Green Educators course. This professional development opportunity teaches the pedagogy and fundamental design principles of Green School's holistic, student-centred, and nature-based curriculum, and provides educators with a perspective of education through a sustainability lens.



Community Engagement

Education is not just about students, schools, and teachers. We believe that building a connected school community improves learning outcomes and enhances wellbeing for the students, families, local communities, and wider society.

Parents

Parents play a critical role in building the school community, and our schools aim to create robust and trusting relationships with them.

Communication. We interact with parents in both formal and informal settings to provide them with the information they need to support their children's learning

and to listen to their concerns and feedback. Structured Parent-Teacher-Student Conferences are an important means of communication. Parents are also

encouraged to speak with school leaders and teachers as needed, and they are welcomed on campus (as much as COVID-19 restrictions allow).

Parent-Teacher-Student
Conference at Dehong Beijing
International Chinese School.



[See more about Parent-Teacher-
Student Conferences.](#)



Friends. All parents of students at DCI schools are automatically members of the Friends of Dulwich (FoD), a parent organisation that provides a focal point for the school community. The FoD facilitates social interaction among school families through interactive activities and the organisation of holiday and year-end celebrations. At the Dehong schools, sister schools to DCI, the Friends of Dehong offer the same community support.

At Green School Bali, The Bridge is an on-campus parent co-working and co-learning space known within the

community as 'Green School for Grown-ups'. The Bridge convenes parents from around the world who have made a conscious decision to join Green School in order to align their lifestyles with a deeply held environmental ethos. The Bridge facilitates workshops, volunteer opportunities, connections to resources that support a more sustainable island lifestyle, and most importantly, bonds of friendships among like-minded parents.

COVID-19 Support. While campuses were locked down due to COVID-19, schools created resources for parents of students

of all ages to help them adapt to online learning. These included guidance on establishing routines for at-home learning, on parents' transition from caregivers to learning supporters, on ensuring child wellbeing, and on working from home.

Sustainability Support. Parents strongly support our schools' sustainability and global citizenship initiatives. Some of our schools have been collaborating with parent groups to deliver sustainability-focussed activities, such as second-hand book sales, awareness-raising events, and sustainable fashion shows.

Alumni

We launched the Worldwide Alumni Network (WAN) in November 2021 to provide alumni of all our schools with social, professional, and service opportunities. WAN offers professional networking and social events, career counselling and mentorship opportunities, job fairs and internships, community outreach initiatives, and creative engagement in the spheres of innovation and entrepreneurship.

As a unique feature of WAN, we offer Live Worldwide Ambassador Internship Grants with our partner, Puentes Abroad. The internships provide our alumni with experience working with companies in Argentina and Uruguay that tackle social and environmental challenges in a sustainable and innovative way. Over the past two years, six of our alumni have taken part in the programme and interned for projects including the digitisation of medical records to boost healthcare efficiency, and the use of 100% recycled leather in the apparel industry.



[See more about the Worldwide
Alumni Network \(WAN\).](#)



[See more about our
Internship Grants.](#)

'I liked the space for the flexibility and the independence provided. Overall, the programme provided me insights into high-tech marketing and how to work or communicate remotely with my colleagues.'

— Guanyi C, Class of 2019, Dulwich International High School Zhuhai

Communities

We want our schools to contribute to the wellbeing of the wider society by creating meaningful, authentic, and reciprocal connections with their local communities, beyond mere donations and surface-level volunteering. Our external community engagement programmes have been limited since the start of 2020 due to pandemic controls, but we managed to focus on the best approaches to connecting with our communities, both within the schools and, more rarely, with partners outside the schools. We can do a lot more to strengthen our internal communities and to be more inclusive, diverse, and sustainable while continuing to create, grow, and strengthen partnerships with external communities, organisations, and worthy causes.

The 2021 Winter Ball co-organised by Dulwich College Shanghai Puxi and the Friends of Dulwich raised over RMB50,000, which was donated to support the Veal Reyoung School in rural Cambodia as well as tree planting for habitat restoration.



[See more about the
2021 Winter Ball.](#)



85%

of parents believe that sustainability and global citizenship are important.

78%

of parents agree that EiM demonstrates a strong commitment to sustainability.

The Eco Panthers Friends of Dulwich Group at Dulwich College Shanghai Pudong held a workshop in April 2021 to make tote bags using old T-shirts, and has since focussed on promoting sustainable lifestyles in the school community.



[See more about
the Eco Panthers.](#)



CASE

Mutual Support From the School Communities During the Pandemic

As the pandemic continues so long after so many thought it would be over, maintaining morale remains particularly challenging. Mutual support, in the form of shared messages, poems, posters, and drawings, provided by all members of our community, has been critically important to us.

During the Christmas holidays, our staff at the head offices decided not to exchange their 'Secret Santa' gifts in person, and instead exchanged gifts of service. These included kind messages for a week, a tiny house tour video, an online Tai Chi lesson, donations to a good cause in the name of the recipient, and even a personalised horseback riding lesson to be given when the opportunity arose for people to meet in person.



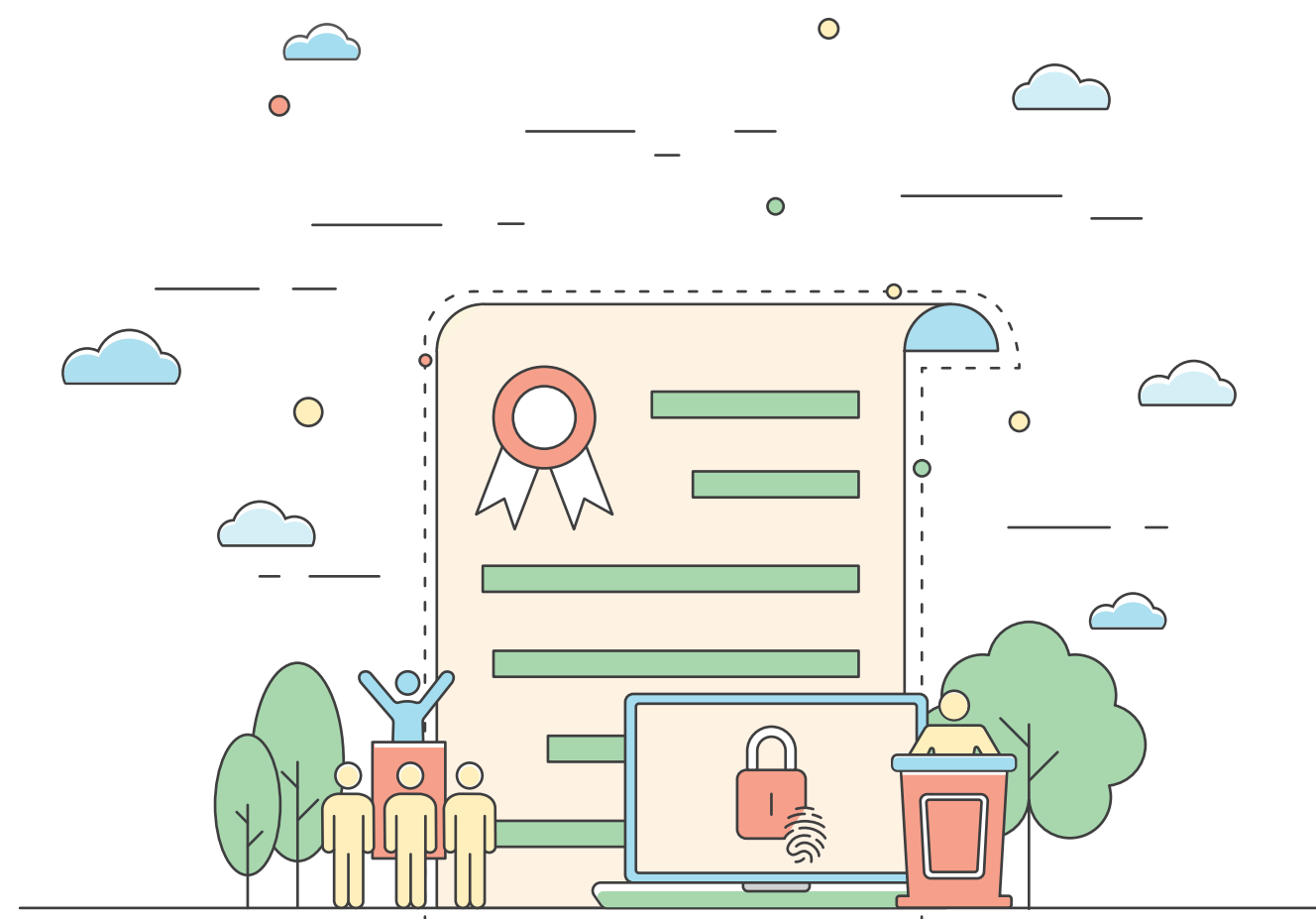
Building the systems and strong organisational structure to support our collective ambition.

KEY TAKEAWAYS

Governance is about how well an organisation is overseen and managed. Robust governance is critical to any organisation's ability to make social and environmental change, especially with the challenges and uncertainties of the COVID-19 pandemic.

EiM aims to maintain a governance structure that assures well-informed decision-making, risk management, transparency, and accountability. It should also protect the interests of our key stakeholders, especially our students, in the face of challenges like new and evolving regulations, and COVID-19.

Aligned with SDGs:



Our Achievements:

- Under our newly formed ESG Governance Structure, ESG decisions are overseen by the highest governance body, managed and driven by an ESG Core Working Team, and executed through our schools and departments.
- All employees are required to complete annual training on Data Protection and Cybersecurity.
- Anti-corruption requirements are communicated to all employees and third-party vendors through signed acceptance forms and contracts. No corruption cases were confirmed in the 2020/21 school year.
- Our Group Executive Board, boards of directors, and other working groups meet regularly and at length to ensure that schools can operate smoothly and concentrate on student learning. The legal department at head offices maintains detailed compliance schedules, and finance departments at the schools and head offices work together and with external professionals to ensure they comply with relevant local, national, and international standards.

Our Focus Areas:

- **Cybersecurity and Data Privacy**
 - Protecting personal data
 - Protecting confidential and sensitive data
 - Protecting intellectual property
- **Governance**
 - Setting up a robust governance system to ensure ESG issues are integrated into all aspects of the organisation, and well overseen and managed
- **Integrity and Compliance**
 - Complying with local laws and regulations throughout business operations and school management
 - Establishing and implementing anti-corruption policies and procedures throughout the Group

Our next steps will be to leverage group resources to enable best-practice sharing, to set indicators and locale-appropriate goals, to measure our progress, and to address the real-life challenges that will allow all our **stakeholders** to learn, lead, and create positive change.

01 Cybersecurity and Data Privacy



Cybersecurity

A comprehensive cyber plan and 19 cyber policies set clear standards and procedures for cybersecurity. Cybersecurity assessments have been conducted by third-party professionals. Our head offices in Singapore and Shanghai both have Data Breach Response Plans to manage data breach risks. In addition, we keep enhancing our security levels through initiatives including Multifactor Authentication, log monitoring, Endpoint Detection and Response, and NextGen Firewalls.



Data Privacy and Protection

Personal Data Protection Policies are in place as well as website privacy policies for the web pages of EiM Group and the schools. The policies are under frequent review to ensure that they are in line with the latest regional laws and regulations. For data transfer activities, we have both an internal Intragroup Data Transfer Agreement (DTA) and external DTA templates to ensure personal data protection. Private data protection requirements are included in all third-party contracts to ensure compliance from our suppliers.



Staff Training

All EiM staff are required to take annual training, with special sessions on data protection and cybersecurity through our ConnectED online learning platform. We track the training outcomes by requiring all staff to pass a quiz after they complete the training.



Dulwich College Shanghai Pudong offers a Digital Safety Leader (DSL) programme, which provides Senior School students with the skills to deliver eSafety knowledge to their peers. The DSL Teams focus on various issues including managing screen time effectively, online etiquette, gaming, and digital footprint.



See Governance Arrangements of DCI schools: Governance at Dulwich College Shanghai Pudong.

02 Governance

EiM is a 'house of brands' whose family of associated schools recently expanded to include Green School Bali and Hochalpinen Institut Ftan AG. EiM's Group Executive Board is responsible for developing, reviewing, and managing the overarching

EiM Group strategy. Our schools have their own governance structures to make and manage school-specific decisions and ensure the students' voices are appropriately represented.

CASE

Inclusive Forums at the Green School – The Board of Learners

Green School Bali's Board of Learners brings together the key community stakeholder groups to provide a holistic perspective and advice to the Governance Council and School Management Team. Students, teachers, staff, and both local and expat parents are represented on the Board by both appointment and open selection. The Board provides a space for stakeholder ideas, questions, concerns, and solutions to be heard and considered. It also provides guiding advice, support, and oversight on the implementation of annual school priorities. The dynamic and diverse group engages in on-going, year-round conversations and takes action on the matters most important to the community. The commitment to community participation reflects our belief in the contribution of stakeholder engagement to long-lasting and sound governance.



03 Integrity and Compliance

At EiM, we promote integrity, respect, and teamwork. These principles are reflected in our employee Code of Conduct.



Anti-Bribery and Anti-Corruption

EiM has a zero-tolerance stance against bribery and corruption. We are committed to ensuring compliance with local and national anti-bribery and anti-corruption laws and regulations. Our Anti-Bribery Policy applies to all staff and each of them is required to sign an acceptance form to indicate

that they have read and understood the policy requirements. Externally, all our suppliers are required to abide by anti-bribery and anti-corruption laws upon signing our Third-Party Supplier Agreement, which supplements our supply contracts and sets standards of conduct for suppliers. Any suspected

corruption incident must be reported to the Executive Chairman, CEO, and CFO, and as governed by policy, any violation of our Anti-Bribery Policy will result in termination of employment or contract. In the 2020/21 school year, there were no confirmed incidents of corruption or bribery.



Compliance

EiM is committed to compliance with its internal Code of Conduct and applicable laws and regulations in the countries where it operates. We strive to ensure compliance by

raising awareness through training and communication, and by developing our risk management, monitoring, and reporting processes. The Legal Department maintains a

compliance register to ensure timely filings of government-required documents in the jurisdictions of our operation.

ESG Performance

Materiality Analysis

We are identifying and reporting on the environmental, social, and governance issues that are most relevant to our stakeholders, and where we have the most significant impact. To that end, we have taken a three-stage approach to performing a complete materiality analysis in our first year of reporting, and aim to review materiality issues on an on-going basis.

Identification	Assessment	Prioritisation
We selected a preliminary set of ESG issues based on existing frameworks and standards, including the GRI Standards issued by the Global Sustainability Standards Board, the United Nations Sustainable Development Goals (SDGs), the Sustainability Accounting Standards Board (education industry standard) the U.S. Department of Education Green Ribbon Schools, and Sustainability Tracking, Assessment & Rating Systems.	We analysed the significance of the issues selected by organising an internal materiality workshop and an extensive stakeholder interview process, with more than 110 interview sessions conducted online and offline, covering students, parents, teachers, the Group Executive Board, directors and investors, head office departments, non-academic staff at our schools, and suppliers.	We scored and prioritised the issues through quantitative surveys, with 376 responses from students, parents, staff, suppliers, and investors. We tested and validated the final results with our ESG Core Working Team before disclosing them to our internal and external stakeholders.

List of Prioritised Materiality Issues



LEARNING

- 1 Student Safeguarding
- 2 Student Wellbeing
- 3 Sustainability and Global Citizenship Education
- 4 Cultural Awareness
- 5 Pioneering Spirit
- 6 Experiential Learning



PLANET

- 1 Energy and Greenhouse Gas Emissions
- 2 Green Campus and Facilities
- 3 Waste Management
- 4 Water Management
- 5 Sustainable Procurement



PEOPLE

- 1 Employment
- 2 Occupational Health and Safety
- 3 Diversity, Equity, and Inclusion
- 4 Training and Career Development
- 5 Community Engagement
- 6 Community Outreach



POLICY

- 1 ESG Governance
- 2 Privacy Protection and Data Security
- 3 Compliance
- 4 Anti-corruption

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. Over the years, our schools have engaged stakeholders through multiple channels, to which we aim to add this report.

Stakeholders	Key Engagement Channels
 Students	<ul style="list-style-type: none">• Assemblies, lessons, conferences• Co-curricular activities• Festivals and themed events, e.g., Earth Day, No-Carbon November• Student leadership groups, e.g., Student Council• Counselling services• Individual tutoring• School or class newsletters• Surveys
 Parents	<ul style="list-style-type: none">• 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• School Open Days• Surveys• Websites and social media• Emails• School performances and sports matches• Volunteer activities and classroom assistance
 Staff	<ul style="list-style-type: none">• School/College Leadership Team meetings• Staff meetings• Training, workshops, ConnectED learning platform• Surveys and focus groups• Emails and newsletters
 Suppliers	<ul style="list-style-type: none">• Supplier meetings• Supplier trainings• Due diligence, audits, and visits• Contracts• Surveys
 Investors	<ul style="list-style-type: none">• Investor meetings• Individual meetings and calls• External meetings and conferences
 Government and Regulators	<ul style="list-style-type: none">• Formal meetings• Governmental and regulatory inspection and visits• Information disclosure and reporting
 Partners (e.g., academic institutions, NGOs)	<ul style="list-style-type: none">• Community programmes and activities• External meetings and conferences• Websites and social media• Individual meetings and calls
 Alumni	<ul style="list-style-type: none">• Networking events and activities• Mentor programmes• Scholarships and grants• Alumni Pod Talks• Alumni sharing

ESG Performance Data

The Environmental, Social, and Governance data presented below are a compilation of data collected from our individual schools and head offices based on the 2020/21 school year, which runs from 1 August 2020 to 31 July 2021. Data boundaries may differ among different indicators, as explained in

the ‘Data Boundary’ columns and in the footnotes. We are looking for more cohesive and complete data disclosure in the coming years.

Unless otherwise explained, the data boundary of ‘Schools’ covers all six

Dulwich College International schools, two Dulwich International High Schools, and three Dehong Chinese International Schools, which are our sister schools. Some of the indicators also include data from Green School Bali.

Learning				
Indicator	Unit	2020/21	Data Boundary	
			Head Offices	Schools
Education				
Total number of students enrolled ¹	Person	10,830		●
Number of male students ¹	Person	5,468		●
Number of female students ¹	Person	5,362		●
Average number of student nationalities ²	No.	32		●
Average student-to-teacher ratio ³	/	8.58:1		●
Total number of co-curricular activities (CCAs) focusing on sustainability and global citizenship	No.	92		●
Total number of students participating in sustainability and global citizenship CCAs	Person	1,410		●
Total number of global alumni who we are in contact with	Person	Approximately 4,000		●
Number of potential alumni around the world who we are not in contact with yet	Person	Approximately 10,000		●
Safeguarding				
Percentage of security personnel who have received formal training on safeguarding	%	100		●
Emergency drills ⁴	No.	74		●
Average number of visits to the clinic per student per year	No.	5.46		●
Number of food safety incidents ⁵	No.	8		●

Notes:
1 Data from Green School Bali is also included.
2 Data scope excludes our three sister schools, Dehong International Chinese Schools and Dulwich International High School Suzhou. Data from Green School Bali is also included.
3 Data scope excludes Dulwich College Shanghai Pudong.
4 The types of drills include fire, gas leak, flood, and lockdown. Schools are required to do at least one evacuation drill per term.
5 The incidents involve five from Dulwich International High School Zhuhai and three from Dehong Xi'an School, including minor stomach upsets allegedly due to food safety issues, mud stains on fruits, unexpected spots on steamed buns, and occasional pieces of hair or egg shell in the food, which have all been resolved with no ongoing medical complaints. In addition, other minor health and safety cases are monitored and reported by the schools' catering service providers, such as the slippery floors, dropped food trays, and incautious staff behaviour, none of which resulted in any medical concern.

Planet				
Indicator	Unit	2020/21	Data Boundary	
			Head Offices	Schools
Total greenhouse gas emissions ¹	tCO ₂ e	16,035.66		●
Scope 1 – direct emissions ¹	tCO ₂ e	3,005.43		●
Scope 2 – indirect emissions from purchased electricity, heating, and cooling ¹	tCO ₂ e	13,030.23		●
Scope 3 – other indirect emissions	tCO ₂ e	Ongoing		●
Total water consumption ²	Cubic metre	304,198		●
Total waste generated ²	Ton	1,040		●
Total weight of food wasted ²	Ton	92.32		●
Percentage of procurement from local suppliers in terms of spending	%	96.7	●	●

Notes:
1 See page 20 for the data scope of GHG emissions.
2 Data scope excludes Dulwich International High School Zhuhai.

People				
Indicator	Unit	2020/21	Data Boundary	
			Head Offices	Schools
Employment – Schools				
Total number of employees (including academic, non-academic, and third-party staff) ¹	Person	3,766		●
Number of male employees ¹	Person	1,483		●
Number of female employees ¹	Person	2,283		●
Average number of employee nationalities per school ¹	No.	12.62		●
Average rate of new employees hired	%	26		●
Average rate of employee turnover	%	17		●
Average ratio of local-to-expat teachers (Dulwich College International and Dulwich International High Schools)	/	1:6.25		●
Average ratio of local-to-expat teachers (Dehong International Chinese Schools)	/	1.4:1		●
Employment – Head Offices				
Total number of employees	Person	128	●	
Number of male employees	Person	42	●	
Number of female employees	Person	86	●	
Total number of employee nationalities	No.	14	●	
Total number of local employees	Person	89	●	
Percentage of employees aged 29 and below	%	20	●	
Percentage of employees aged between 30 and 49	%	63	●	
Percentage of employees aged 50 and above	%	17	●	
Rate of new employees hired	%	23	●	
Rate of employee turnover	%	19	●	
Number of individuals in the governing body ²	Person	5	●	
Number of male individuals in the governing body ²	Person	2	●	
Number of female individuals in the governing body ²	Person	3	●	
Occupational Health and Safety				
Number of work-related injury cases ³	Case	14		●

Notes:
1 Data from Green School Bali is included.
2 Data for governing body members is updated through March 2022 to reflect the most current situation.
3 Data scope excludes Dehong Beijing International Chinese School.

Policy				
Indicator	Unit	2020/21	Data Boundary	
			Head Offices	Schools
Number of non-compliance cases with government and local laws and regulations ¹	No.	2	●	●
Number of privacy breaches and / or data loss cases ²	No.	4	●	●

Notes:
1 The incidents include one case from Dulwich College (Singapore) and one case from Dulwich College Suzhou. Both were for licensing breaches (one for improper chemical storage location, and the other for an undeclared air-conditioning unit) that resulted in no material impact. The schools have completed remedial actions and met compliance requirements.
2 There were three cases from Dulwich College (Singapore), two of which involved accidentally sending individual parents' information to mismatched parents, which had a minor impact (only three individuals affected) and remedial actions included notifying the parents affected and conducting additional training for staff. Another case involved parents receiving a promotion email from an online software platform. Dulwich College (Singapore) has since enhanced software management protocols and procedures to prevent breaches of this kind. There was one case from Dehong Xi'an School, in which one data hardware broke down, but was swiftly repaired and the data recovered and secured without any adverse material affect for the school or its stakeholders.

About this Report

This is the first ESG (Environmental, Social, and Governance) report of the global operations of Education in Motion (also referred to as ‘EiM’, ‘the Group’, or ‘we’). It includes our Group-wide ESG commitments, focus areas, actions, performances, and opportunities.

Reporting Period

The reporting period runs from 1 August 2020 to 31 July 2021 (our 2020/21 school year), unless stated otherwise.

Reporting Boundary

This report covers mainly our six Dulwich College International schools, two Dulwich International High Schools, Dehong International Chinese Schools (our three sister schools), and our head offices in Singapore and Shanghai, China. Green School Bali is included in selected data points (student enrolment and employee numbers) and case studies. We have made the reporting boundaries as clear as possible for the data points disclosed.

Accessibility

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

Reporting References

This report is prepared in accordance with the Core option of the GRI Standards (2018). We also refer to the most updated GRI Standards (2021) wherever applicable.

Defining Report Content

We follow the GRI principles of materiality, stakeholder inclusiveness, sustainability context, and completeness when defining the report’s content. The working team conducted peer benchmark studies, stakeholder interviews, data and information collection, and stakeholder surveys to identify the topics and priority of reporting.

Contact Us

Your comments, thoughts and suggestions are welcome and valued. Please contact us by email: sustainability@eimglobal.com.

GRI Content Index

GRI Standard	Disclosure	Location / Reason for omission
GRI 102: General Disclosures 2016	General Disclosures	
	Organizational profile	
	102-1 Name of the organization	4,42
	102-2 Activities, brands, products, and services	4-5,42
	102-3 Location of the headquarter	5
	102-4 Location of operations	5
	102-5 Ownership and legal form	4,42
	102-6 Markets served	4-5
	102-7 Scale of the organization	4-5
	102-8 Information on employees and other workers	4,28,41
	102-9 Supply chain	23
	102-10 Significant changes to the organization and its supply chain	2-3,22
	102-11 Precautionary principle or approach	9
	102-12 External initiatives	We have not yet made commitments to any external initiative as EiM Group. However, our schools have established multiple partnerships over the years, which can be found on the school websites.
	102-13 Membership of associations	Where applicable, all our schools join their local British Chamber of Commerce in the region. In addition, we are also active members of national and regional associations of international curriculum schools (e.g., Council of International Schools, Federation of British International Schools in Asia, amongst others).
	Strategy	
	102-14 Statement from senior decision-maker	2-3
	102-15 Key impacts, risks, and opportunities	2-3,8,11,19,27,35
	Ethics and integrity	
	102-16 Values, principles, standards, and norms of behavior	2-3,37
	102-17 Mechanisms for advice and concerns about ethics	37
	Governance	
	102-18 Governance structure	9,36
	Stakeholder engagement	
	102-40 List of stakeholder groups	38-39
	102-41 Collective bargaining agreements	Not applicable
	102-42 Identifying and selecting stakeholders	38-39
	102-43 Approach to stakeholder engagement	38-39
	102-44 Key topics and concerns raised	38
	Reporting practice	
	102-45 Entities included in the consolidated financial statements	42
	102-46 Defining report content and topic Boundaries	42
	102-47 List of material topics	38
	102-48 Restatements of information	Not applicable as this is our first ESG report

GRI Standard	Disclosure	Location / Reason for omission
GRI 102: General Disclosures 2016	102-49 Changes in reporting	Not applicable as this is our first ESG report
	102-50 Reporting period	42
	102-51 Date of the most recent report	42
	102-52 Reporting cycle	42
	102-53 Contact point for questions regarding the report	42
	102-54 Claims of reporting in accordance with the GRI Standards	42
	102-55 GRI content index	43-45
	102-56 External Assurance	The ESG content disclosed in this report is not assured by a third party.
Material topics		
Indirect economic impacts		
GRI 103: Management approach 2016		26-27
GRI 203: Indirect economic impacts 2016	203-2 Significant indirect economic impacts	4-5,13,31,33
Procurement practices		
GRI 103: Management approach 2016		18-19,23
GRI 204: Procurement practices 2016	204-1 Proportion of spending on local suppliers	40
Anti-corruption		
GRI 103: Management approach 2016		34-35,37
GRI 205: Anti-corruption 2016	205-2 Communication and training about anti-corruption policies and procedures	37
Materials		
GRI 103: Management approach 2016		18-19,23-25
GRI 301: Materials 2016	301-1 Materials used by weight or volume	23-25
Energy		
GRI 103: Management approach 2016		18-19,22-23
GRI 302: Energy 2016	302-5 Reductions in energy requirements of products and services	13,22
Water and effluents		
GRI 103: Management approach 2016		18-19,23
GRI 303: Water and effluents 2018	303-1 Interactions with water as a shared resource	23
	303-5 Water consumption	40
Emissions		
GRI 103: Management approach 2016		18-23
GRI 305: Emissions 2016	305-1 Direct (Scope 1) GHG emissions	20,40
	305-2 Energy indirect (Scope 2) GHG emissions	20,40
Waste		
GRI 103: Management approach 2016		18-19,23-25
GRI 306: Waste 2020	306-1 Waste generation and significant waste-related impacts	23-25
	306-3 Waste generated	40

GRI Standard	Disclosure	Location / Reason for omission
Employment		
GRI 103: Management approach 2016		26-27,29
GRI 401: Employment 2016	401-1 New employee hires and employee turnover	41
	401-2 Benefits provided to full-time employees that are not provided to temporary or part-time employees	30-31
Occupational health and safety		
GRI 103: Management approach 2016		15,26-27,31
GRI 403: Occupational health and safety 2018	403-1 Occupational health and safety management system	31
	403-3 Occupational health services	31
	403-5 Worker training on occupational health and safety	31,40
	403-6 Promotion of worker health	15,31
	403-8 Workers covered by an occupational health and safety management system	31
	403-9 Work-related injuries	41
Training and education		
GRI 103: Management approach 2016		26-27,29-30
GRI 404: Training and education 2016	404-2 Programs for upgrading employee skills and transition assistance programs	29-30
Diversity and equal opportunity		
GRI 103: Management approach 2016		11,26-28,30
GRI 405: Diversity and equal opportunities 2016	405-1 Diversity of governance bodies and employees	28,41
Local communities		
GRI 103: Management approach 2016		11,26-27,31-33
GRI 413: Local communities 2016	413-1 Operations with local community engagement, impact assessments, and development programs	21,31-33
Customer health and safety		
GRI 103: Management approach 2016		10-11,14-15
GRI 416: Customer health and safety 2016	416-1 Assessment of the health and safety impacts of product and service categories	14-15
Customer privacy		
GRI 103: Management approach 2016		34-36
GRI 418: Customer privacy 2016	418-1 Substantiated complaints concerning breaches of customer privacy and losses of customer data	41
Socioeconomic compliance		
GRI 103: Management approach 2016		34-35,37
GRI 419: Socioeconomic compliance 2016	419-1 Non-compliance with laws and regulations in the social and economic area	41