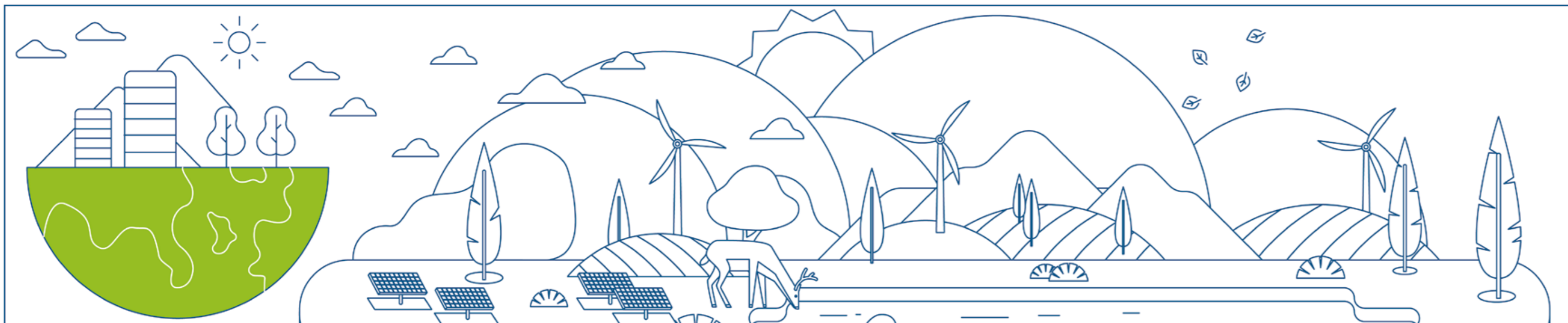
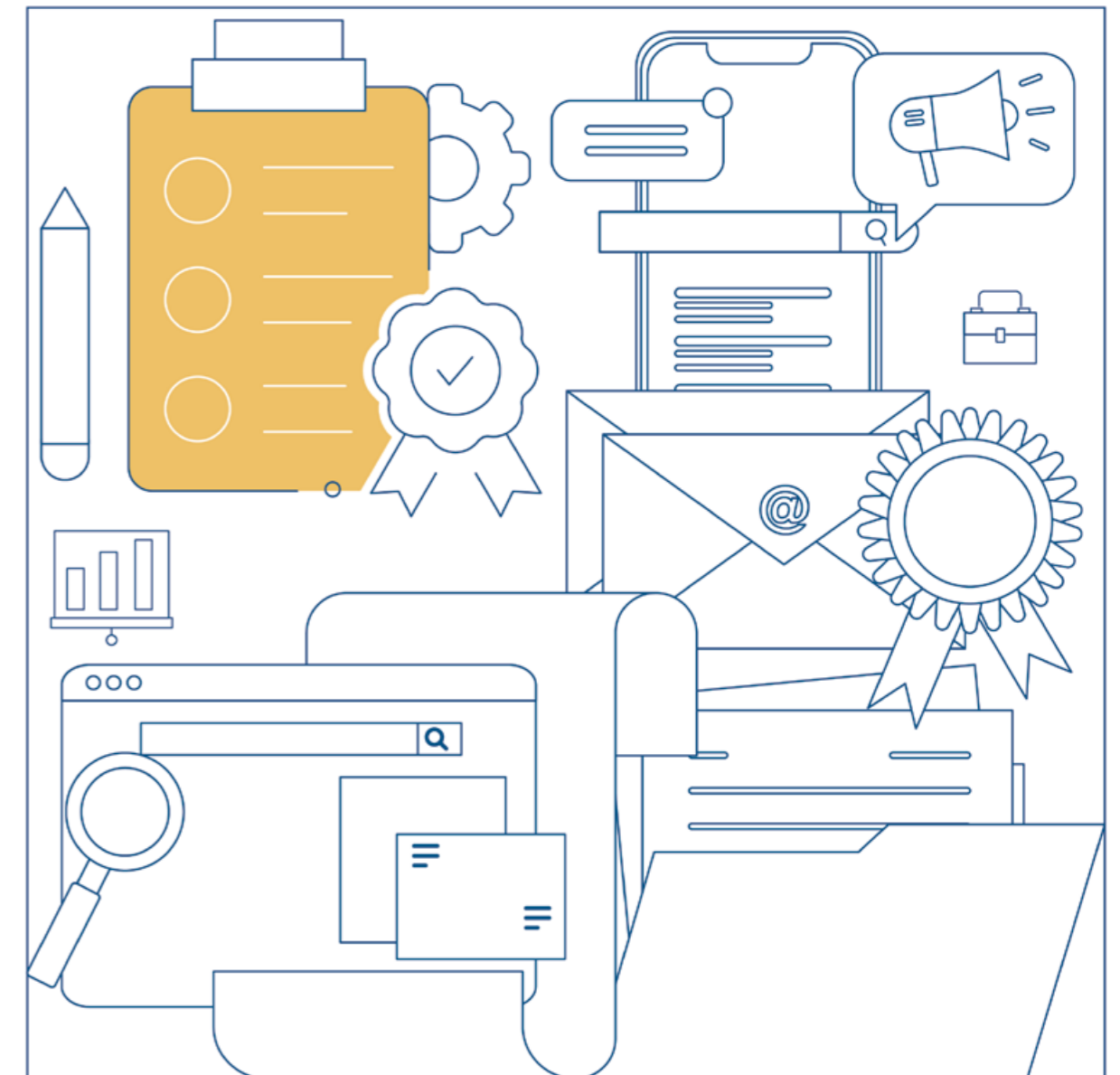
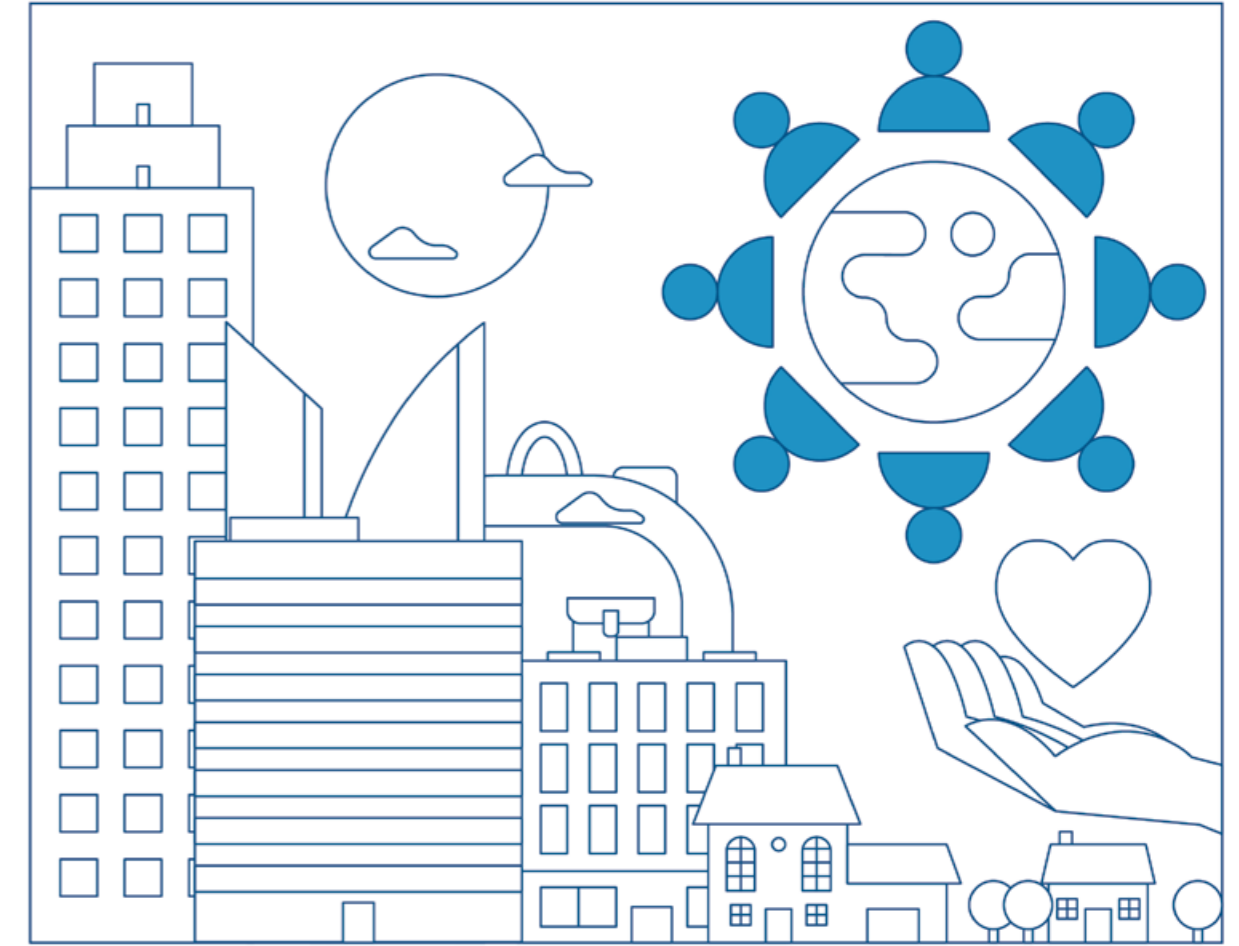




LIVE **WORLDWISE.**™

# 2022/2023 ESG REPORT



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# Message from Our Founders



**Fraser White**  
Founder, Chairman &  
Chief Executive Officer

Welcome to Education in Motion (EiM)'s ESG report for the 2022-2023 academic year.

This marks our third ESG report, representing our commitment to developing, measuring, maintaining, and reporting sustainable practices in our schools and across our brands. As we celebrate two decades since the establishment of our first school in Shanghai, we reflect on the importance of this ESG report to us.

Twenty years ago, we envisioned a school where students could cultivate their mindset to make a difference in an ever-changing world. Guided by a philosophy where students come first, we sought a bespoke approach to education that recognised and celebrated each student's unique strengths and interests. Today, it is more apparent than ever that this approach is crucial to inspiring our students to be global citizens and make good choices with the goal of

creating positive impacts on society and the planet – this is the intended purpose of “Live Worldwide.” As part of our commitment to sustainability and robust governance, this ESG report is not just an exercise to highlight our achievements as a group, but also a chance to provide ourselves an honest assessment of where we are and where we need to go.

In the three years since our first ESG report, the urgency to address environmental challenges has intensified. Across the world, we see profound impacts of extreme weather events – record heatwaves and devastating floods – alongside intensified climate action and relief efforts as global stakeholders focus on both mitigation and adaptation. There is heightened focus on social inequality and economic inequity in response to systemic disparities and there are increased demands for social justice worldwide. We have witnessed sustainable governance practices,

driven by global and local initiatives. We are seeing more stringent and robust reporting standards, continental approaches like the EU's Carbon Border Adjustment Mechanism, and the UN's push for a plastic pollution treaty to make the scourge of plastic pollution a thing of the past.

We have made significant strides in reducing our own impact at the source by implementing a group-wide method for measuring our carbon footprint. Post-COVID, even as our overall carbon footprint has increased due to the re-activation of our campuses, we return with a better understanding of our carbon roadmap and an opportunity to seek more environmentally sustainable efficiencies.

This year, we saw the implementation of our first School Progress Indicator Reports. These reports complement our group ESG report where our communities track their progress and achievements against their targets and



**Karen Yung**  
Co-Founder &  
Chief Collaboration Officer

aspirations. These include continued efforts to define and quantify Scope 3 emissions for our carbon roadmap, the consolidation and improvement of multiple staff wellbeing and competency frameworks, and a renewed emphasis on building inclusive communities with the development of a Diversity, Equity, Inclusion, and Justice (DEIJ) framework based on the work of individual schools.

As we reflect on two decades since the establishment of our first school in Shanghai, the journey of fostering global citizens who are equipped to “Live Worldwise” remains central to our mission. This philosophy extends into every aspect of our organisation, including our commitment to sustainability and environmental stewardship. A highlight of the past year was our commitment to building greener campuses through the construction of The Greenhouse at Dulwich College (Singapore). This living, breathing education space was designed as a net-zero energy structure, utilising cutting-edge Building Integrated Photovoltaics (BIPV) panels, which can generate over 100% of the building’s energy needs annually. The

Greenhouse stands as a testament to our commitment, becoming the first and only K-12 international school building in Singapore to achieve the prestigious Green Mark Platinum Zero Energy certification in May 2023. This accomplishment not only reflects our dedication to reducing our carbon footprint but also embodies our ethos of inspiring students to lead sustainable lives and make meaningful impacts on society and the planet.

In the broader context of our Environmental, Social, and Governance (ESG) goals, this achievement is not just a rubber stamp by a local governing authority; it represents a tangible step towards integrating sustainability into the core of our educational approach. The Greenhouse is more than an energy-efficient building – it is a living classroom that teaches students the importance of sustainability through direct engagement. From the energy produced by the BIPV panels to the rainwater harvesting system, every aspect of the building reinforces our belief that education and environmental responsibility are deeply interconnected. As we continue to navigate the complexities of a changing

world, our focus on sustainability, as demonstrated by projects like The Greenhouse, underscores our long-term commitment to building a better future for our students and the global community. We are reminded that it is not just the awards or certifications that matter – it is a vital part of our ethos to foster an environment where the small changes and contributions are equally important. At EIM, we are committed to sustainability, not just as a concept but as a way of life.

In this report, you will find these principles echoed across the four organisational pillars that support all our ESG reports and are aligned with the United Nations Sustainable Development Goals and Good Life Goals, *Learning, People, Planet, and Policy*.

Under **Learning**, each of our schools have implemented their own Global Citizenship Framework using the UN SDGs, promoting strands within the framework such as service, sustainability, intercultural understanding, diversity, and social justice.

In **Planet**, we continue to uphold our environmental stewardship through initiatives like the carbon roadmap project, aimed at reducing campus and supply chain emissions and enhancing sustainability practices across our campuses (including advancing food waste management and exploring sustainability in school uniform procurement).

**People** focuses on empowering our staff and creating a diverse and inclusive group committed to lifelong learning, professional development, and wellbeing.

Lastly, under **Policy**, robust governance frameworks promoting transparency and ethical practices across our organization were implemented after the COVID-19 pandemic to ensure that our schools emerge safer and more secure than ever, in both the digital and real worlds.

In the coming years, we expect to see continued uncertainty and instability in the current geopolitical landscape, underscored by the anxiety of climate change. However, we look at our students and see hope for the future.

They inspire the steadfast belief in our mission of instilling values that will serve beyond the classroom, driving positive change through compassion, empathy, and integrity. Together with our staff, teachers, and communities, we can nurture these mindful global citizens who will lead the way towards a sustainable and responsible society.

As you peruse our ESG report, we hope it will serve, as in past iterations, as a catalyst to inspire thought-provoking conversations and action. The world has changed significantly since the founding of our first school in 2003, and whilst we cannot fully predict the next twenty years, we must strive for positive change to secure a resilient and sustainable future for the next generations. Our aim is to inspire future leaders who are not only equipped to navigate global challenges but also prepared to innovate towards a sustainable future for everyone – and we extend an invitation to all our stakeholders to join us in this endeavour.



# About EIM

Education in Motion (EiM) is a growing family of premier education brands, preparing more than 11,600 students to Live Worldwide.

EiM began the 2022/2023 academic year with head offices in Singapore and Shanghai and 13 campuses in five countries including China, Singapore, South Korea, Indonesia, and Switzerland. In August 2023, EiM acquired Sherfield School in the UK, welcoming its 14th school in its sixth country to the family.

EiM is a purpose-driven organisation of mission-aligned education brands. As a “family of schools”, EiM aspires to be the global leader in pioneering education for a sustainable future, and striving to create meaningful change for the world by empowering communities through innovative education.



## Our Family of Brands



Note: Sherfield School joined EiM Group in August 2023, after the reporting year.

## Our Values



Students Come First

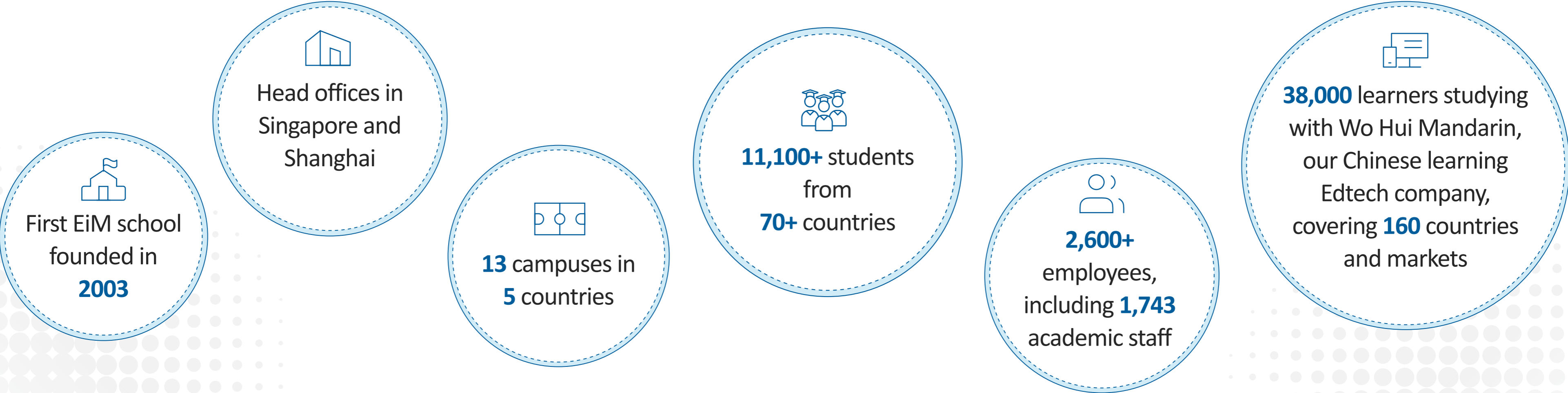


Pioneering Spirit



Safeguarding

# EiM at a Glance 2022/2023



Dulwich College Beijing	Dulwich College (Singapore)	Dulwich College Seoul	Dulwich College Shanghai Pudong	Dulwich College Shanghai Puxi	Dulwich College Suzhou	Dulwich International High School Suzhou
Dulwich International High School Zhuhai	Dehong Shanghai International Chinese School	Dehong Beijing International Chinese School	Dehong Xi'an School	Green School	Wo Hui Mandarin	Hochalpines Institut Ftan



# EiM at a Glance 2022/2023

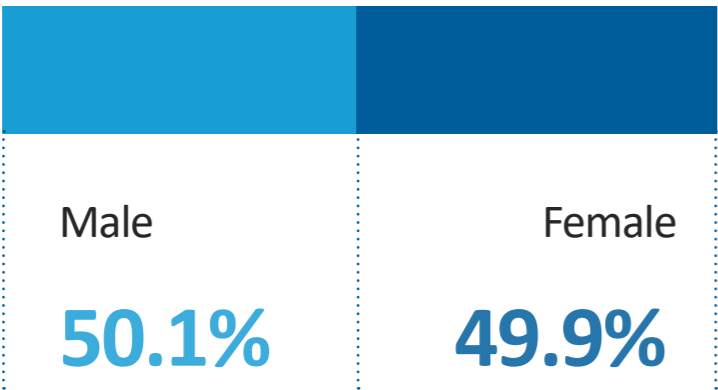


Total number of students enrolled

**11,105**

Number of newly enrolled students

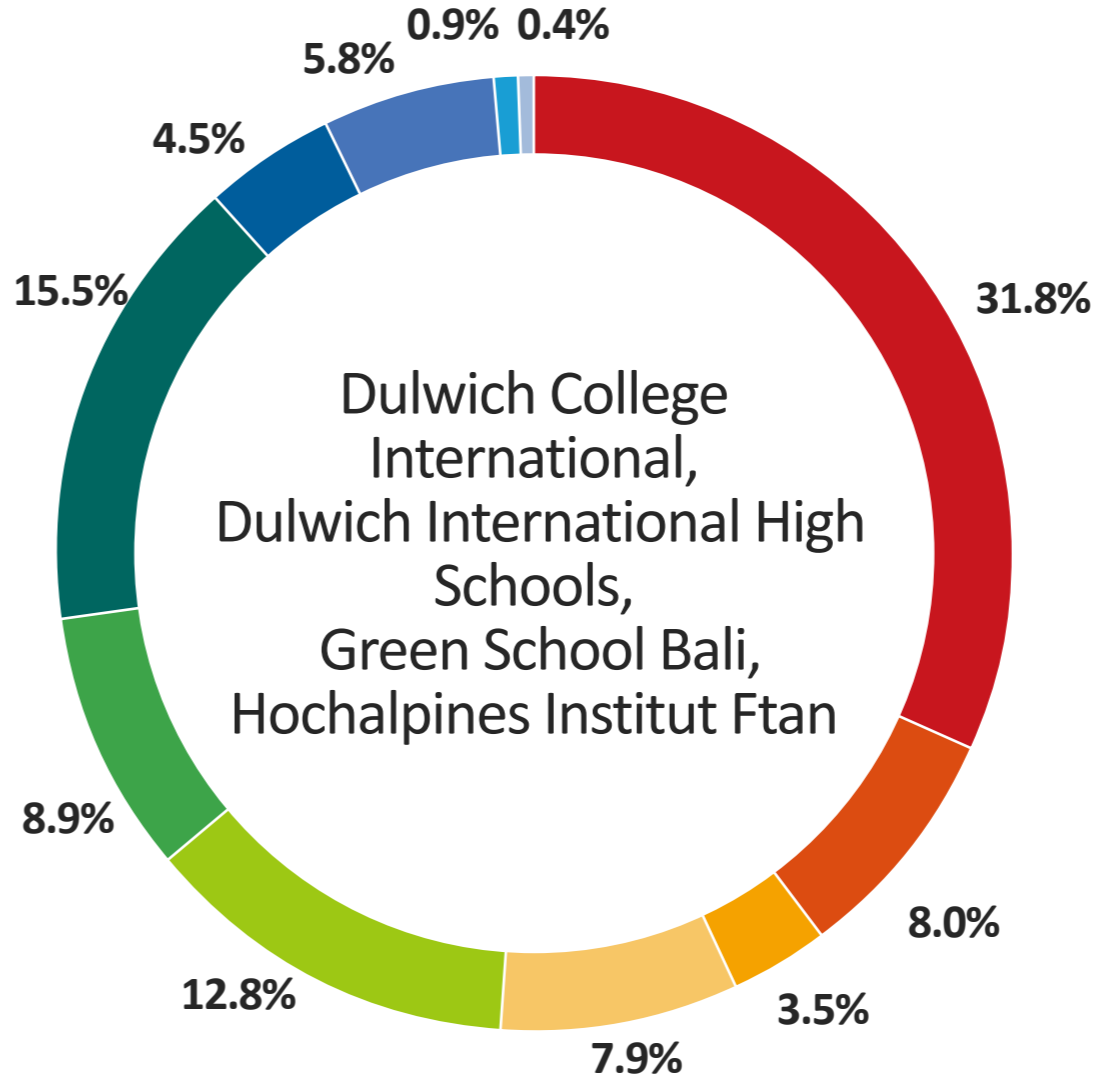
**2,170**



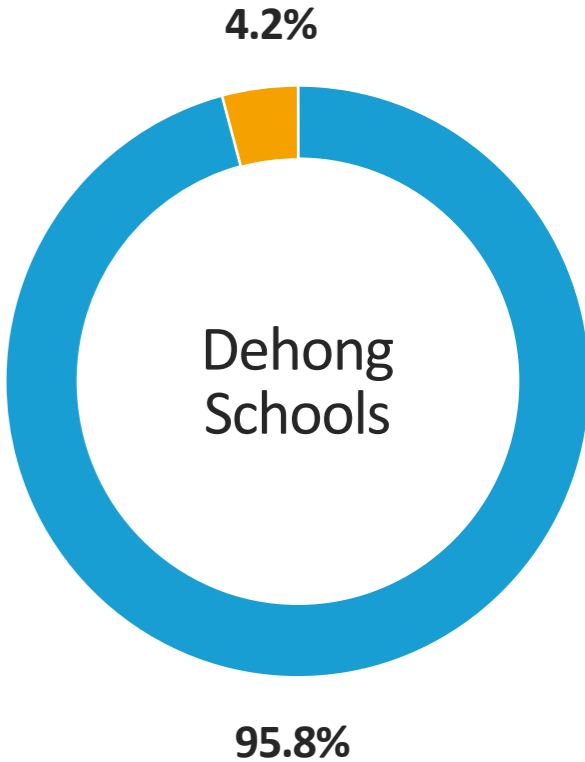
Total number of graduates

**651**

## Number of students by nationality



- Greater China\*
- United States
- South Korea
- Singapore
- Other countries in Asia
- United Kingdom
- Other countries in Europe
- Other countries in the Americas
- Australia
- Other countries in Oceania
- Countries in Africa



- Greater China\*
- Other countries

\*Including Mainland China, Hong Kong, Macao, and Taiwan

# EiM at a Glance 2022/2023

## SCHOOLS

Employee diversity, by gender

♂ 31%

♀ 69%

Third-party contractors' on-campus staff

1,846

Employee diversity, by age

12.9% 76.8% 10.3%



<30 31~50 51<

New employee hires

Number: 420

Rate: 5.95%

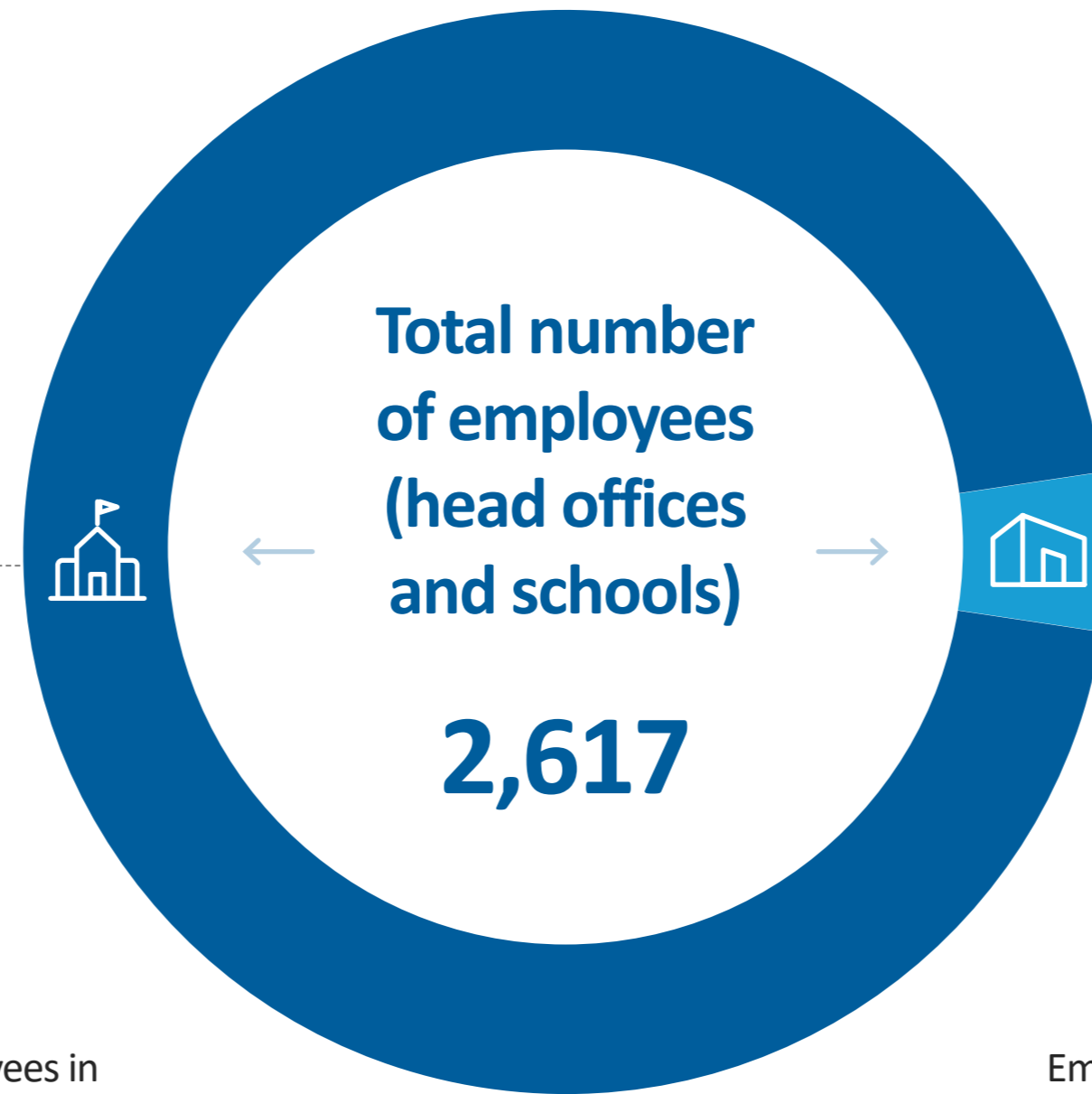
Employee turnover

Number: 370

Rate: 14.82%

Employees in schools

2,497



Employees in head offices

120

## HEAD OFFICES

Employee diversity, by gender

♂ 27.5%

♀ 72.5%

Employee nationalities

15

Employee diversity, by age

13.3% 71.7% 15.0%



<30 31~50 51<

New employee hires

Number: 18

Rate: 4.72%

Employee turnover

Number: 32

Rate: 10.82%



# ESG at EIM: Our Strategic Pillars

At EIM, we hold ourselves accountable to our vision to Live Worldwide and have a positive impact on society and the planet through education. EIM has progressed from corporate social responsibility (CSR) activities and philanthropic initiatives to a more structured environmental, social, and governance (ESG) strategy with a formalised governance framework, increasingly complete policies, measurable key performance indicators, school-level progress mapping, and a clear roadmap for continuous improvement in specific fields.

Our ESG strategy builds upon the expertise of the Sustainability Leads in each of our schools as well as the interests and priorities of our stakeholders. Our ESG strategy is embedded in our head offices as well as our individual schools, and is organised under four key pillars: **Learning**, **Planet**, **People**, and **Policy**.



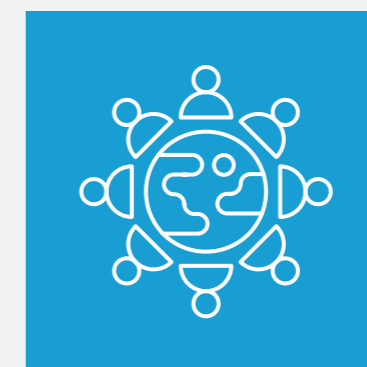
## Learning

We nurture 'global citizens' who are passionate and equipped to find solutions to the world's problems by creating opportunities for students to take on practical, real-world issues and by delivering innovative, world-class education that is wellbeing-focused, academically rigorous, socially and emotionally enriching, safe, and holistic.



## Planet

We contribute to net positive environmental impacts by promoting an appreciation of the complex web of issues affecting the planet, and providing opportunities for staff, students, and communities to tackle sustainability projects with real measurable outcomes.



## People

We build learning communities that are safe, inclusive, and equal for people of all different abilities, backgrounds, and perspectives, and work to ensure that our learners approach problem-solving from a place of empathy, cultural understanding, and community connection.

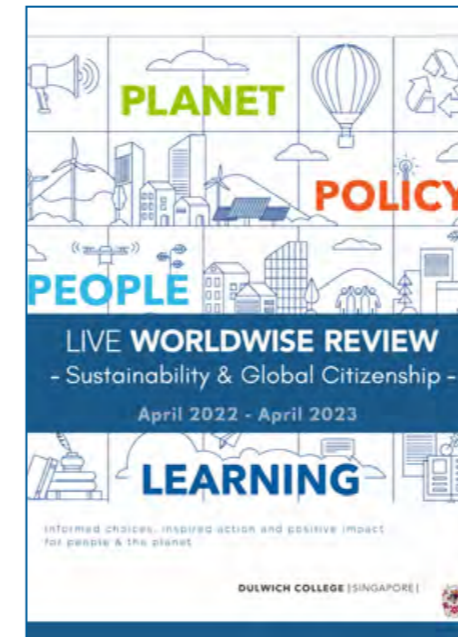


## Policy

We build a governance structure that supports accountability, reasoned decision-making, and the realisation of our ambition to ensure that well-informed, ethical, and transparent Sustainability & Global Citizenship practices are integrated into all aspects of the organisation.

# Increased Disclosure: School Progress Indicator Reports

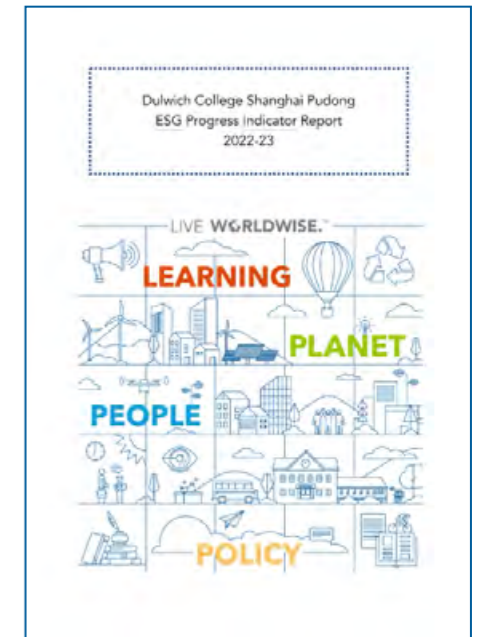
Starting in 2022, a core group of EiM schools established individual School Progress Indicators to track their progress and achievements against the sustainability and global citizenship goals they had set themselves. The schools documented the results in Progress Indicator Reports, which were structured to align with EiM’s four strategic ESG pillars. The Reports also included reflections from a wide array of community stakeholders, including school leadership, sustainability leads, students, staff, and parents, who outlined what their school is doing well, how it achieved its successes, and what each school needs to do to improve.



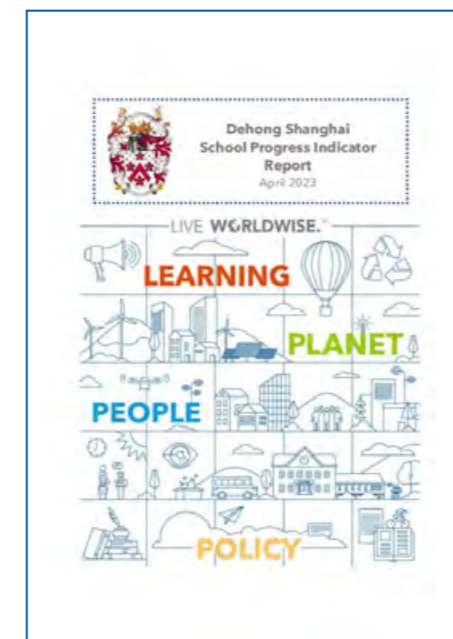
DCSG  
School Progress Indicator Report



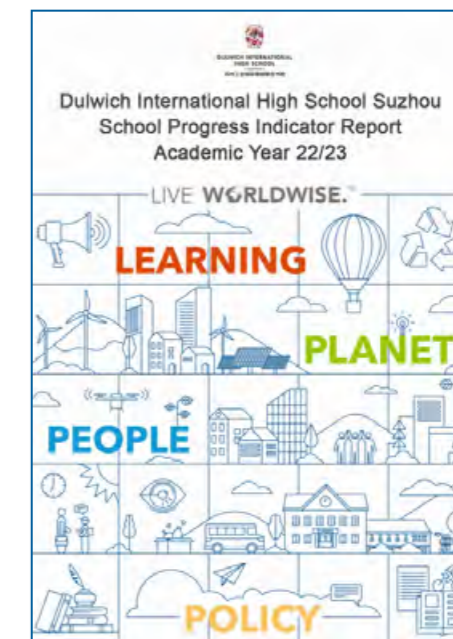
DCSL  
School Progress Indicator Report



DCSPD  
School Progress Indicator Report




DEM  
School Progress Indicator Report



DHSZ  
School Progress Indicator Report

This is one of the most important documents the College produces, as it says so much about who we are as a community, in particular, what we are doing well in the Environmental, Social, and Governance space, but as importantly, what we can do better. It is a window into who we truly are and what is really important to us. Created through a collaborative process, the four pillars of Learning, Planet, People, and Policy provide a framework for review and a roadmap for the future. Every map needs a compass, and this report shows that our College values are clearly guiding us on our ESG journey. A journey that we are all on together and one that requires us to be proactive participants.



Garry Russell  
Head of College, Dulwich College Shanghai Pudong





We are committed to providing an education that ensures our students to be responsible global citizens.

## Our Commitment



We nurture 'global citizens' who are passionate and equipped to find solutions to the world's problems by creating opportunities for students to take on practical, real-world issues and by delivering innovative, world-class education that is wellbeing-focused, academically rigorous, socially and emotionally enriching, safe, and holistic. Global citizenship is about aiming to be a 'good person' and make good choices. The basic element of learning for our staff and students is to feel our actions matter, and to connect good actions with positive impacts in the context of the world we live in.

## Our Approaches



- Offer our students and staff the opportunities to Live and Graduate Worldwide.
- Ensure teaching and learning is meaningful and relevant, that it nurtures compassion and integrity, and is rigorously assessed with peer support to confirm the quality of our education.
- Utilise technology to enable learning through a critical lens of ethics and sustainability, whilst actively embedding the UN SDGs into the curriculum.



# LEARNING





# Establishing Global Citizenship Frameworks

Through inclusive and collaborative processes, all our schools have developed their own global citizenship competency frameworks, based on a common foundation. The competencies align with each school's values and act as the guiding principles for global citizenship education in each school. The frameworks focus on core strands that are woven into the teaching and learning across all ages. These strands include service, sustainability, intercultural understanding, diversity, and social justice. The frameworks support EiM's educational philosophy that learning experiences must be student-centred, relevant, and age appropriate.

How global citizenship is introduced into teaching and learning varies widely according to age and the individual school. Year 2 (Grade 1) students may use string as a tangible example of connection and how our actions affect everyone connected by the string. Older students connect with students from other schools in our group and locally to take part in the annual One Voice Summit, a student-led initiative that invites students from across EiM to showcase their advocacy and create action plans upon returning from the conference. The students at Dulwich College Shanghai Pudong create a weekly Global Citizenship Journal on a wide variety of global citizenship topics to inform their community. All our schools are capturing more examples of Sustainability and Global Citizenship in action to evidence how and when they experience global citizenship in daily learning.

Global Citizenship frameworks are a productive first step, but more is required to truly embed global citizenship into teaching and learning. Best practices from across the group must and will continue to be shared, and more time is needed to reflect on current practices to assess our focus and direction. As next steps, we must improve our understanding of the development from 'learner' to 'active citizen' to 'agent of change', so that we can support each student's progress on the path to being a more active and effective global citizen.



DCSG Progress Indicator Report

In Year 2, children learn about the interconnectedness between us all through using string as a tangible way to demonstrate how we are connected as part of a system and that our actions affect everybody in the system. They learn how to cultivate strength of connections, or making our invisible strings thicker, by showing empathy and compassion to each other. A good example of how the Compassionate Systems Framework contributes to the positive culture of DCSG.



Senior School students digest their learning through discussion and action planning at the One Voice Summit.

DCSPD Progress Indicator Report



Live Worldwide is how Education in Motion encapsulates Sustainability and Global Citizenship: to have awareness of global and diverse societal issues and to be committed to living sustainably and connecting with others through action. Importantly, our parent community consistently rates these educational values highly, recognizing their critical role in shaping our students' futures. In the Annual Experience Survey for academic year 22/23, almost 9 in 10 of our parents rated Sustainability and Global Citizenship as important in schools.



Marianne Rehn  
Group Director Admissions, Marketing, Communications,  
Market Insights and Customer Experience





# Meaningful and Relevant Experiences

At EiM, we believe that student learning experiences must be transformative, empowering students to make informed choices, take inspired actions, and create a positive impact. In 2022/23, there are two standout examples of how this is achieved: the launch of EiM's Ignite programme, and the return of in-person (post-COVID) Student Leadership Conferences.



Ignite: Switzerland – Snow Term



Ignite: Switzerland – Water Term



Hochalpinen Institut Ftan (HIF)

## Ignite

We launched Ignite: Switzerland, a unique 12-week overseas residential programme aimed at inspiring our students on their path to becoming independent, confident young people. Our students spend winter, spring, and autumn months at Hochalpinen Institut Ftan (HIF), EiM's international boarding school in the Swiss Alps. There, students are encouraged to step beyond their comfort zones, to be courageous, to challenge themselves, and to take responsibility for themselves, their peers, and their communities. The programme offers students time to reflect on themselves, their actions, and how they can make a positive impact on the world, whilst surrounded by an awe-inspiring natural environment.



The Ignite experience is a coming-of-age opportunity for the participating students with a culminating passion project to translate learning into impact both locally and upon return to their home community.



d'Arcy Lunn  
Group Head of Sustainability  
and Global Citizenship &  
Support for the first Ignite  
cohort in January 2023



Ignite: Switzerland is designed to be a transformative experience that inspires and empowers young people. By taking them out of their comfort zones, they grow in confidence, independence, self-reliance, and resilience. Developing the right mindset to embrace academic and experiential challenges builds a powerful sense of identity in the young people that is deeply connected to the natural, alpine environment surrounding them. This connection has a lasting impression and one that sees them becoming genuine stewards of the environment.



Olivia Bugden  
Head of Ignite: Switzerland

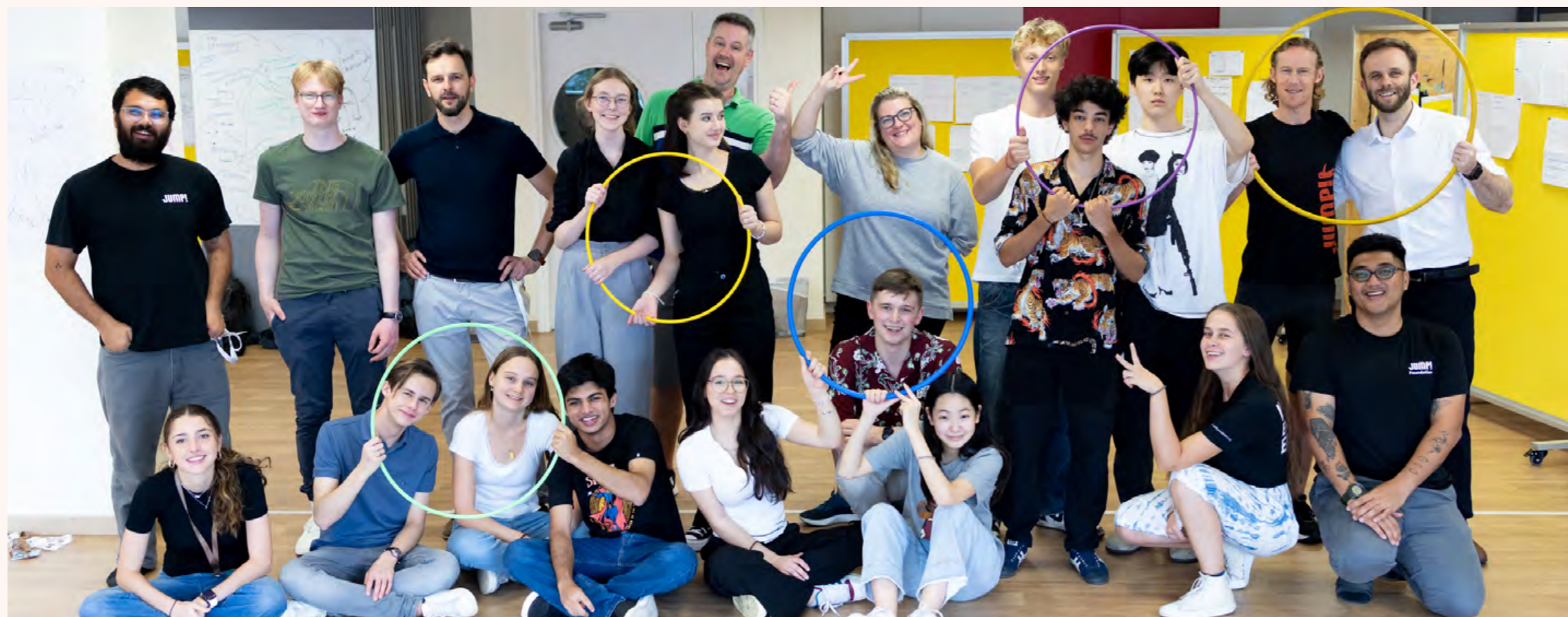




## Student Leadership Conference

In early 2023 we were able, for the first time in several years, to invite half our EiM schools to an in-person Student Leadership Conference. The Conference catalyses high school students in their path to leadership, with a focus on positive change-making and the development of knowledge and skills required to Lead Worldwide within their communities and beyond. Building on this, EiM launched a Primary/Junior School Conference in May 2023 with the key focus of developing 'Leadership for Good'.

Our ambition drives us to provide our students with the opportunities to enhance their leadership acumen through authentic meaningful experiences. We will continue to seek opportunities to strengthen this commitment and its impact in the years ahead.



Student Leadership Conference



Developing our students into the leaders of tomorrow is a critical component of an EiM education. The EiM Student Leadership Conference lays the foundation to make this a reality. Over the years the conference has developed from one that teaches leadership skills to one that provides these essential skills and initiates a call to action. Seeing students who attend the conference return to their school inspired and motivated to make a difference that positively impacts their community is exciting. As a Head, working closely with these students to bring their ideas to fruition is a rewarding experience.



Caroline Taylor  
Founding Head of Campus, Ignite: Switzerland and  
former Head of College, Dulwich College Shanghai Pudong





# Embedding the SDGs into Our Education

The United Nations Sustainable Development Goals (SDGs) and the more personal Good Life Goals (GLGs) are key considerations in the formation of unit planning and classroom displays at all levels of every EiM school. The purpose is not only to promote awareness of the SDGs and GLGs, but also to inspire our students to develop a deep understanding of what each goal means, how it relates to a specific context, its importance and impact within communities, and what actions can be taken by individuals and communities to realise them.

As a tool, the SDGs provide the opportunity to think big in a collective context, whilst the GLGs allow our students to think personally and practically. SDGs are used by our schools as provocations in newsletters and for student projects, requiring the students to research a problem, develop an invention or action to solve the problem, and present it within an interconnected global context.

More can always be done, and we will continue to connect SDGs, GLGs, and our global citizenship competencies, taking every opportunity to embed them into our teaching and learning.



SDGs on-campus display



Students are encouraged to think independently, connecting their learning to real world applications and thinking critically to solve problems both local and global.



**Moira Lowe**  
Head of Elementary School (2017-2023),  
Dehong Shanghai International Chinese School



We are proud of our partnership with Elevated Honey, a social enterprise committed to preserving traditional bee keeping methods through sustainable agriculture. Year 6 students learn about the life cycle of the bees and their interdependence with the environment and the Tibetan villagers. Senior school students sell the honey produced by our Dulwich College Shanghai Puxi hives to help raise awareness about sustainable agriculture and the choices we make as consumers.



**David Ingram**  
Head of College, Dulwich College Shanghai Puxi







# PLANET

We are committed to helping more and harming less, with sustainable and regenerative ideas and practices that benefit our communities and the planet.

## Our Commitment



We contribute to net positive environmental impacts by promoting an appreciation of the complex web of issues affecting the planet, and providing opportunities for staff, students, and communities to tackle sustainability projects with real measurable outcomes.

## Our Approaches



- Educate our communities on the impact their habits and actions have on the environment and the positive measures they can take to reduce that impact.
- Commit to environmentally-friendly materials and energy-saving systems in our campus infrastructure and make the benefits of these choices clear to students.
- Reduce consumption to control our waste production and improve the efficiency of our operations in collaboration with our partners.





# Summary of Our Recent Actions

## Carbon Emission Reduction

- **2020/21 Academic Year**
  - EiM embarked on a process to measure, reduce, and offset emissions and work towards group-level carbon neutrality.
- **2021/22 Academic Year**
  - We launched the Carbon Roadmap project to assess our carbon footprint and identify how we can reduce greenhouse gas emissions groupwide.
- **2022/23 Academic Year**
  - We engaged our students, encouraging them to become increasingly involved, so that together we can assess our performance and determine the required actions.
  - EiM students took part in Eco Schools Programmes, including programmes associated with the World Wildlife Fund and the UK's Eco Schools Green Flag programme.

## Energy Saving

- **2020/21 and 2021/22 Academic Years**
  - Energy saving measures at our schools included:
    - » Replacing fluorescent light bulbs with more energy efficient LED lights.
    - » Installing more sensor-controlled lights.
    - » Introducing more natural light into the design and construction of new buildings.
    - » Placing awareness signs over air-conditioners and light switches.
    - » Increasing the percentage of electric vehicles in bus fleets.
    - » Installed solar energy solutions, where applicable, on campuses.
- **2022/23 Academic Year**
  - Dulwich International High School Suzhou used 21.8% less electricity than in 2020/21 by replacing fluorescent lights with LEDs and street lights with solar-powered ones.
  - 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.
  - At four of our schools, more than 60% of the bus fleets were powered by electricity.

## Water Saving

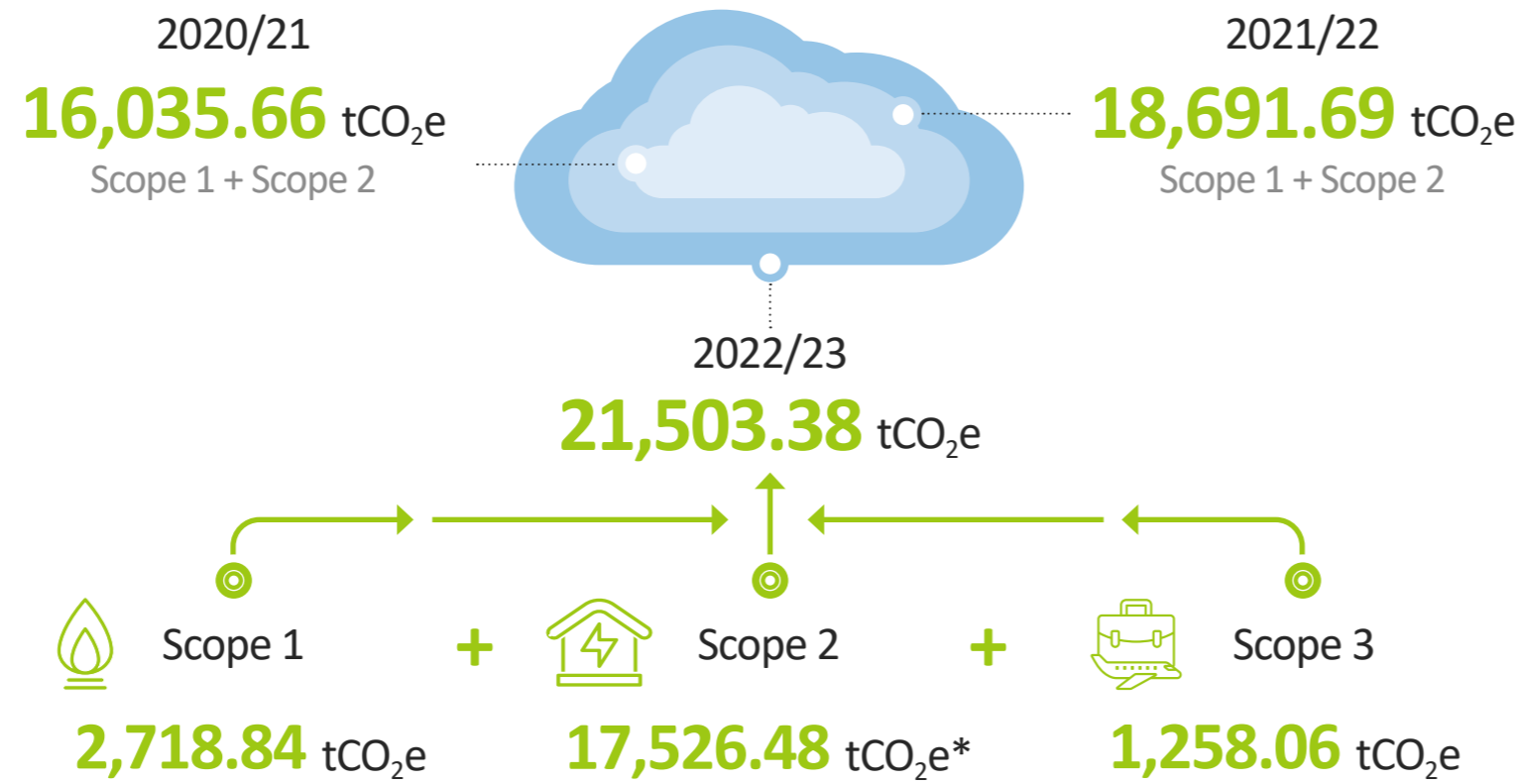
- **2020/21 Academic Year**
  - Water saving measures at our schools included:
    - » Rainwater harvesting.
    - » Installing low-flow toilets.
    - » Using a centralised filtered drinking water supply.
    - » Encouraging water-saving behaviours through posters, awareness signs, and campaigns.
- **2021/22 Academic Year**
  - Water saving measures at our schools included:
    - » Smart water consumption.
    - » Water collection systems.
- **2022/23 Academic Year**
  - At Green School Bali, a student-inspired Water Conservation project launched in 2022 provides solutions for runoff water collection and groundwater replenishment in a location where freshwater aquifers are at record lows of less than 20% of historical norms.



# Carbon Roadmap

EiM's carbon roadmap project follows a three-phase process of *measure*, *reduce*, and *offset*. In 2022/23, all our campuses were reactivated after the prolonged closures due to the COVID-19 pandemic. Consequently, we expected and experienced a spike in our emissions. In preparation for this we strengthened our focus on measuring Scope 1 and 2 emissions and commenced efforts to define and quantify our relevant Scope 3 emissions, too. We recognise there is much more to do, and we are committed to shifting from measuring to actively reducing our emissions. To achieve this, we have encouraged our students to become increasingly involved, so that together we can assess our performance and determine the required actions. Our goal is to define science-based targets for each school to provide a pathway to achieving our ultimate objective: to positively impact the planet.

## GHG Emissions of Schools



» Natural gas used for cooking, heating, and water heating

» Purchased electricity

Note:  
\*The spike was expected as we reactivated all our campuses after the COVID-19 closures and restrictions.

- » Business travel (air, train, taxi, and hotel)
- » Daily commuting (outsourced shuttling service only)
- » Purchased goods, such as uniforms, pens and pencils, paper products, electronics, deliveries, sports equipment
- » Waste disposal

Note: Emission sources less than 1%, such as diesel for backup generators, are omitted. Scopes 1 & 2 do not include DEMH and DEXA. Scope 3 calculation is only from DCB, DCSZ, DHSZ, and DCSPD. We do not currently assure the quality of the data in these reports, but we are looking for assurance in future reports.

In 2022/23, students in several EiM schools collaborated on Eco Schools Programmes, including programmes associated with the World Wildlife Fund and the UK's Eco Schools Green Flag programme. All such programmes seek to embed UNESCO's Education for Sustainable Development framework and encourage modelling of sustainable practices inside and outside the classroom environment.

These positive steps must be developed with the support of more effective sharing of best practices and increased opportunities to embed sustainability into the curriculum. Moving forward, we must accept greater accountability for the measures required to reduce our impact on the planet and heightened responsibility for translating stakeholder voices into meaningful and measurable action.



In Dulwich Pudong, sustainability is an attitude that is imbibed not just in the curriculum, but is a way of living. The various co-curricular activities, including the student run activities, are a great example of how all students are motivated to be doing their bit towards a greener earth. We involve the whole community, even the parents have a sustainability group which works with the school towards eco-friendly living.



Surbhi Gupta  
Parent and Eco-Panthers Leader





# Energy & Water

As part of our Carbon Roadmap Project, each school is committed to reducing its energy and water use and finding greener energy and natural resource options. Achieving this will take time, but by harnessing the talent and energy of our students, staff, parents and their professional networks, we are confident that viable solutions will be identified and tested. The Green School Bali community provides strong examples of how this can be achieved, including the student-inspired Water Conservation project, launched in 2022, which provides solutions for runoff water collection and groundwater replenishment in a location where freshwater aquifers are at record lows of less than 20% of their historical norm.

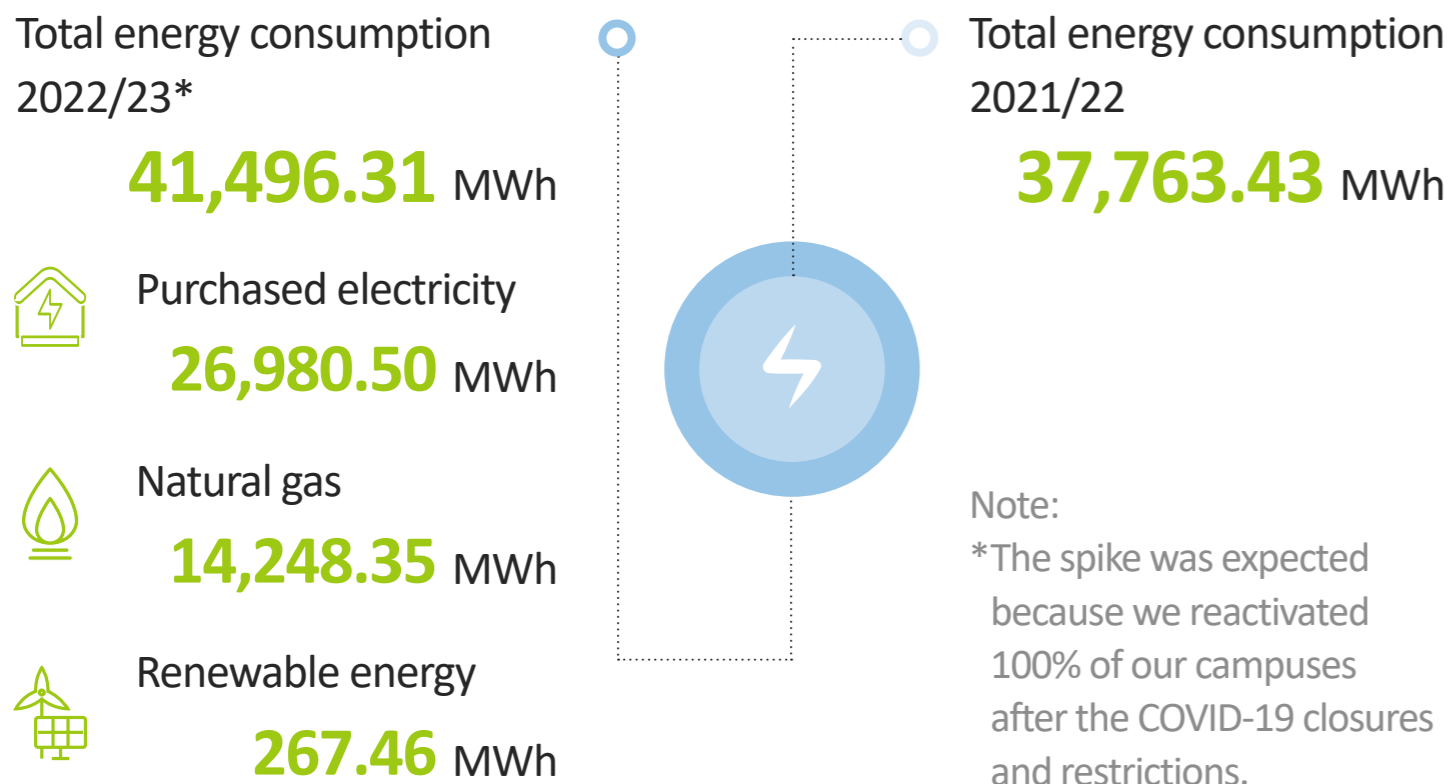


Green School Bali Water Conservation Project

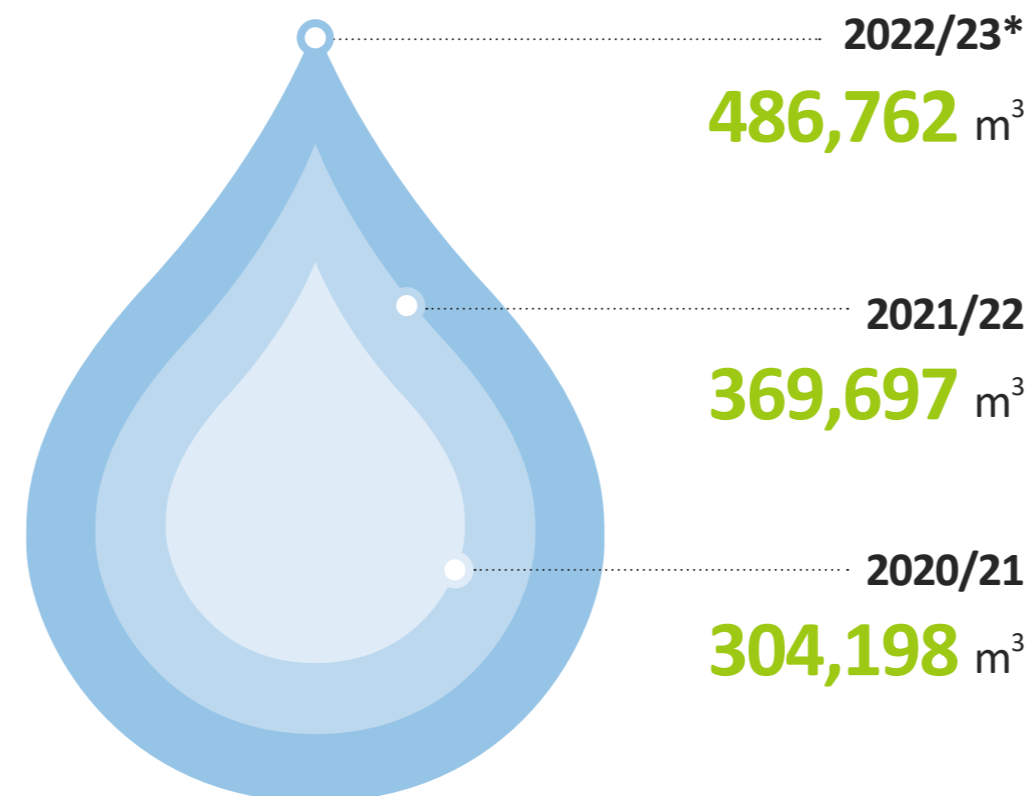


Green School Bali in the news (CNN)

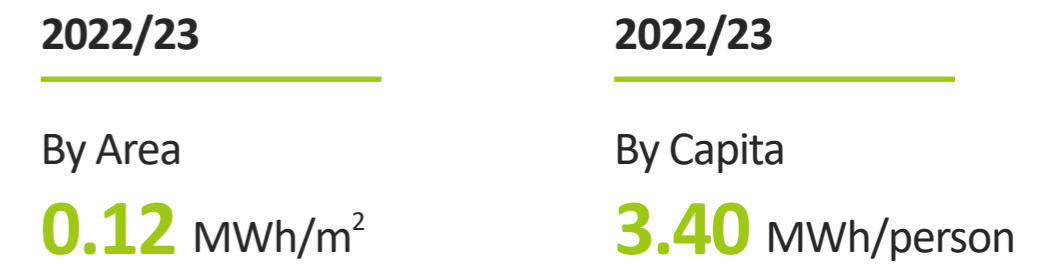
## Energy Consumption of Schools



## Water Consumption of Schools



## Energy Intensity of Schools





# Building Greener Campuses

Our campus buildings provide both the greatest challenges and greatest opportunities to our commitment to contribute to net positive impacts on the planet. Prudent planning will enable us to retrofit solutions in our existing older campuses, whilst new campus buildings (like The Greenhouse in Singapore) offer EIM the chance to express its vision.

## The Greenhouse

In May 2023, The Greenhouse at Dulwich College (Singapore) became the only international school building in Singapore to be certified Green Mark Platinum Zero Energy under the BCA Green Mark 2021 (GM: 2021) by Singapore's Building and Construction Authority (BCA), with corresponding Health and Well-being, Intelligence, and Maintainability badges. Whilst awards are important, the purpose of The Greenhouse is to showcase to our students the practical application of sustainability principles, and how these principles provide demonstrable benefits to the environment and the wider campus community. Buildings like The Greenhouse inspire our students, and there lies their true power: to energise the next generation of leaders to apply better and cleaner solutions, for the benefit of the planet.

Educational institutions such as Education in Motion are leading the way by integrating sustainability into everyday life, through holistic and experiential learning. Overall, The Greenhouse's value lies in its ability to give its students a renewed sense of ownership and confidence, as well as the tools to lead and make a positive impact in our world. Let us continue to empower our children and young people to care for the planet, and create a brighter and more sustainable future.



Desmond Lee  
Minister for National Development of Singapore  
and Minister-in-Charge of Social Services Integration





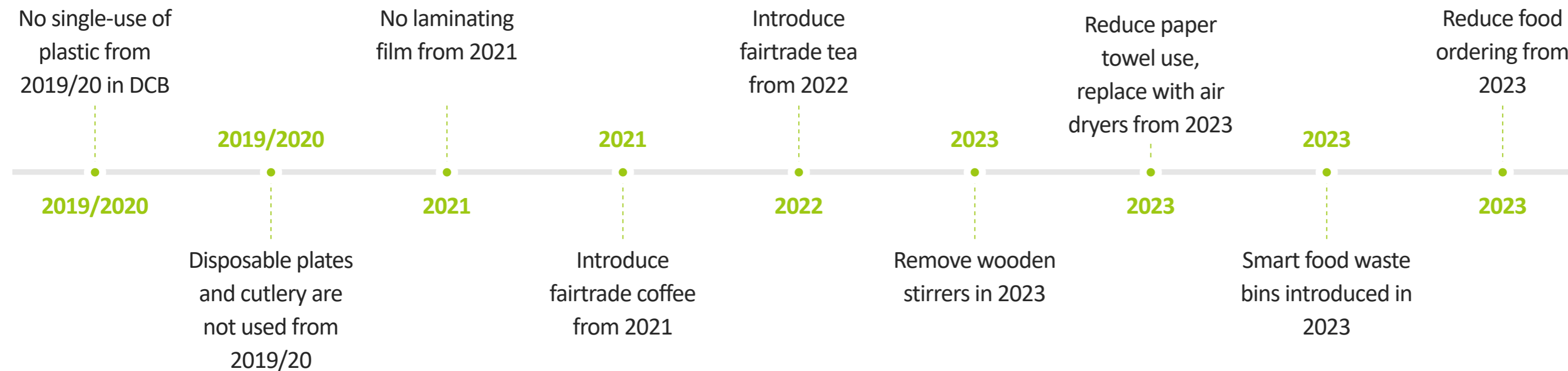
# Step-by-Step on Waste Management

Our waste management approach is built on the principles of “Rethink, Refuse, Reduce, Repurpose, Reuse, Recycle, and Rot composting”, and our efforts focus on the combination of education and action. In 2022/23 we sought to develop our approach by applying a commercial lens to waste management and developing our existing initiatives to provide personalised feedback on the impact of each individual. The purpose is to build closer connections between action and impact. Whilst these initiatives are not definitive answers to managing our waste, they offer valuable data that will inform EIM’s plans for progress. As our campuses emerge from the COVID-19 pandemic restrictions, we expect our communities to have an increased awareness of the need to manage and reduce waste. Working together we will drive that positive change.



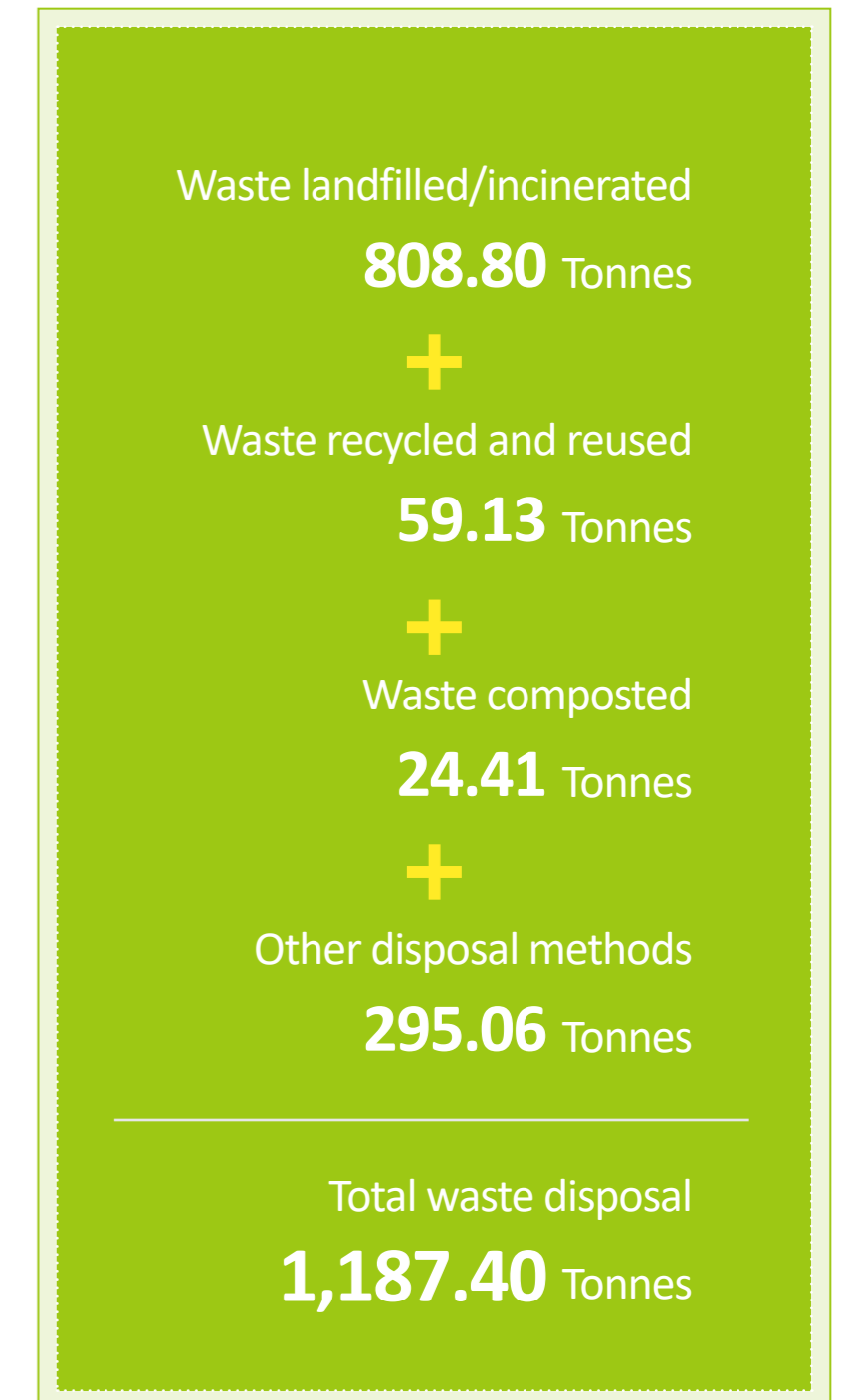
Food waste compost to fertilise outdoor learning gardens, Dulwich College Shanghai

## Our Steps on Waste Reduction



## Waste Disposal of Schools

2022/23





# Eat Smarter: How We Advance Food Waste Management

Given the broad age range of our students and staff, our schools are at risk of wasting large quantities of food each day. All EiM schools have addressed this for several years. Using smart solutions, Dulwich College Beijing developed a programme that measures and records the food waste produced by each person each day. After meals, students and staff use an electronic card to open a smart bin, where they deposit their food waste. Based on the weight of the waste, a screen displays a graded face, from full smile to full frown. The system records each individual's data, which is available only to students and staff, and they have the option to access and reflect upon their data and develop their own insights. In addition, this data helps our catering service partners to assess the pre- and post-consumer food waste quantities and thus optimise their management of menu options.



At Dulwich College Beijing (DCB), our vision is to Live Worldwide and a practical example of this is in our individual and collective food waste management. We use this simple but meaningful act of personal food waste to emphasise environmental stewardship and social responsibility to further cultivate a culture of sustainability that permeates daily life at DCB. This example fits into a holistic approach that ensures our students not only learn about sustainability but live it, preparing them to be proactive leaders in an ever-changing global landscape.

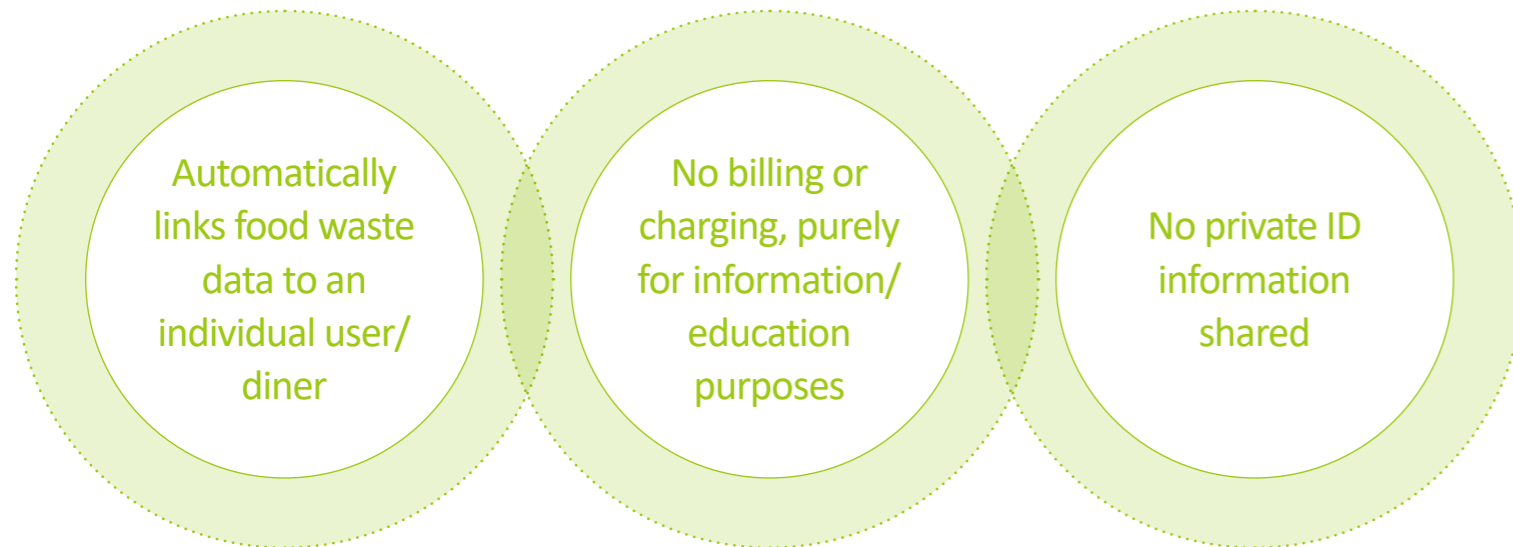


Anthony Coles  
Head of College, Dulwich College Beijing



## Food Waste Management (System)

### Key Features



## Food Waste Per Capita in 2022/23

School	2022/23	School	2022/23
DCSPD	0.03	DHZH	0.09
DCSPX	0.17	DEMH	0.04
DCSG	0.07	DEGT	0.06
DCSL	0.07	HIF	0.10
DCB	0.12		
DCSZ	0.16		
DHSZ	0.18		

Note:

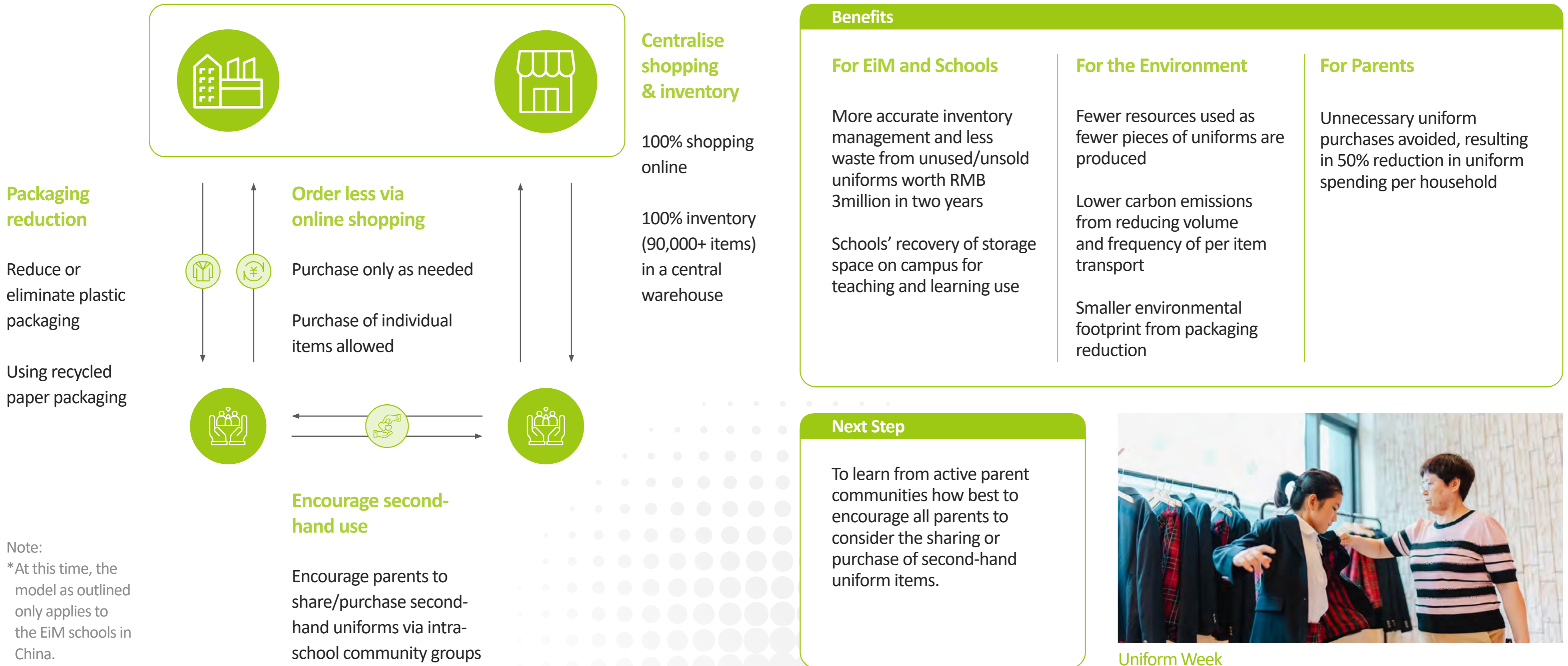
\*The unit of food waste per capita is kg per person per day.

\*\*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.

\*\*\*Standardisation of this data is difficult as due to third-party vendor practice and local protocols dry food waste and wet food waste are either mixed or separated and this can affect the data. As a group, we are working with our vendors and schools to create a standard food waste measuring metric that, in future, will enable EiM to more accurately compare food waste across our campus sites. For the purpose of this report, it is not accurate to compare directly the food waste data across our school sites.



# Dress Smarter: How We Make Uniforms More Sustainable\*



Note:  
\*At this time, the model as outlined only applies to the EiM schools in China.





We are committed to building a diverse, inclusive, and supportive community that grows together for the benefit of all.

## Our Commitment



We build learning communities that are safe, inclusive and equal for people of all different abilities, backgrounds, and perspectives, and work to ensure that our learners approach problem-solving from a place of empathy, cultural understanding, and community connection.

## Our Approaches



- Foster a values-based identity and culture that supports professional learning and personal development within inclusive, purposeful communities.
- Co-create positive systematic approaches to prioritise staff and student wellbeing.
- Nurture communities that build impactful internal and external engagement and exemplify our commitment to active citizenship.

# PEOPLE





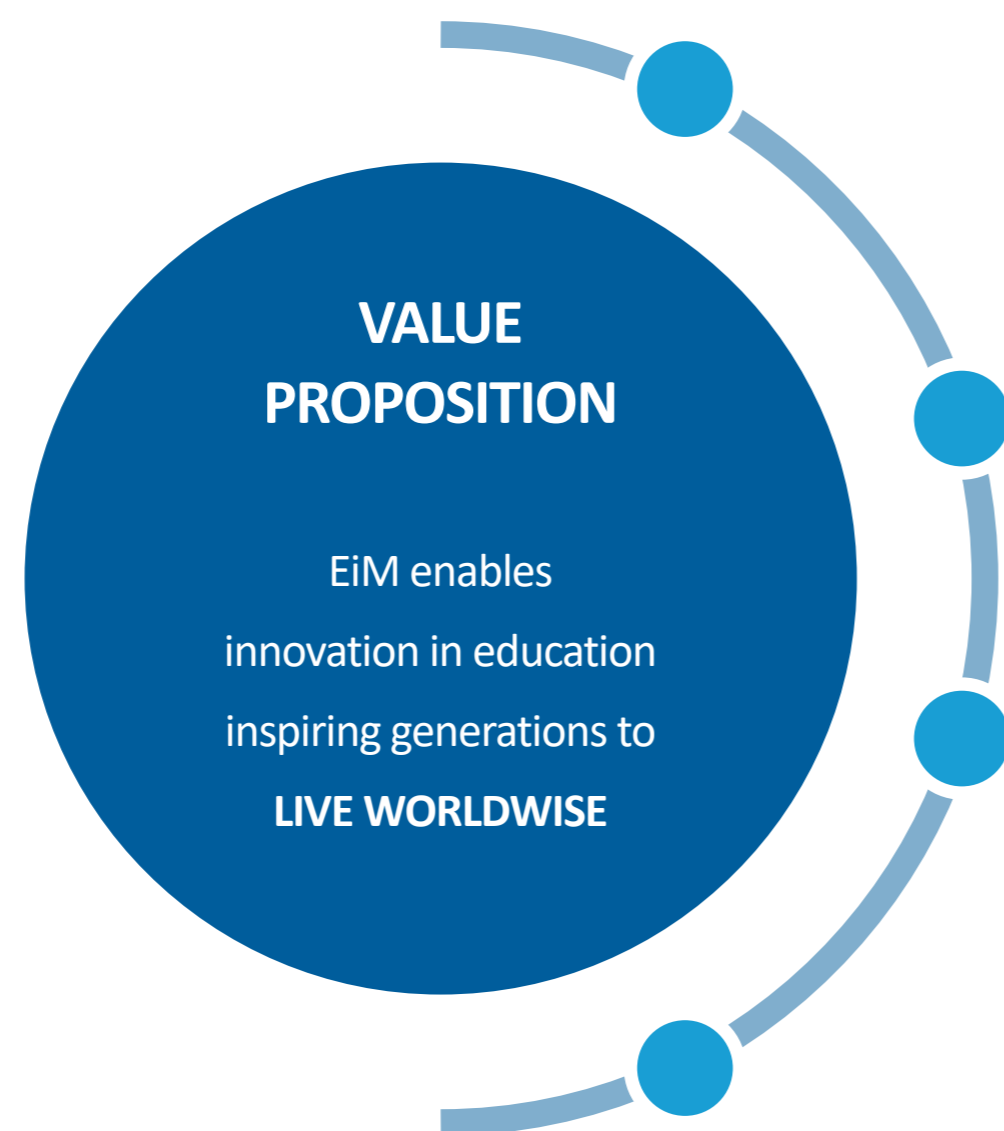
# Values-driven Employer

In the EiM family of schools, we empower, connect, and support our extraordinary staff to nurture the next generation of outstanding global citizens. We achieve this by building a community of learning professionals where core values and commitments are shared and lived by all our stakeholders. Within this community we celebrate the diverse talents of our staff and support them further to fulfil their potential.

## Attract, Motivate, and Retain

Our employee values focus on creating a culture of excellence. In 2020, we launched our Employee Value Proposition (EVP) programme to attract, motivate, and retain talent with the four pillars of Lifelong Learning & Professional

Development, Innovation in Education, Global Citizenship & Sustainability, and Wellbeing & Support.



### Pillar 1

#### Lifelong Learning & Professional Development

An all-encompassing perspective toward each person's learning and development, which extends far beyond students' academic achievement and underpins industry leading, personalized Professional Learning programmes for employees.

### Pillar 2

#### Innovation in Education

Active pursuit and encouragement of new and better approaches to education, from hands-on flexibility in the classroom to pioneering industry leadership.

### Pillar 3

#### Global Citizenship & Sustainability

Every employee empowered to nurture a generation of confident, curious, and knowledgeable global citizens equipped and inspired to make a positive difference in the world - living fully, living responsibly, and living sustainably.

### Pillar 4

#### Wellbeing & Support

A supportive and rewarding community that thrives on challenge, and where practical, emotional, and logistical support is on hand when it's needed.



In 2022/23, faced with continuing challenges in recruiting caused by the impact of COVID-19, we developed a new EVP campaign to support our drive to reset as we emerged from the shadow of pandemic-induced restrictions. With a thematic film series titled “What if...?”, we showcase the diverse opportunities available within the EIM family of schools, celebrate the enjoyment and lives of current and prospective staff, to inspire potential and existing education professionals to work with EIM.

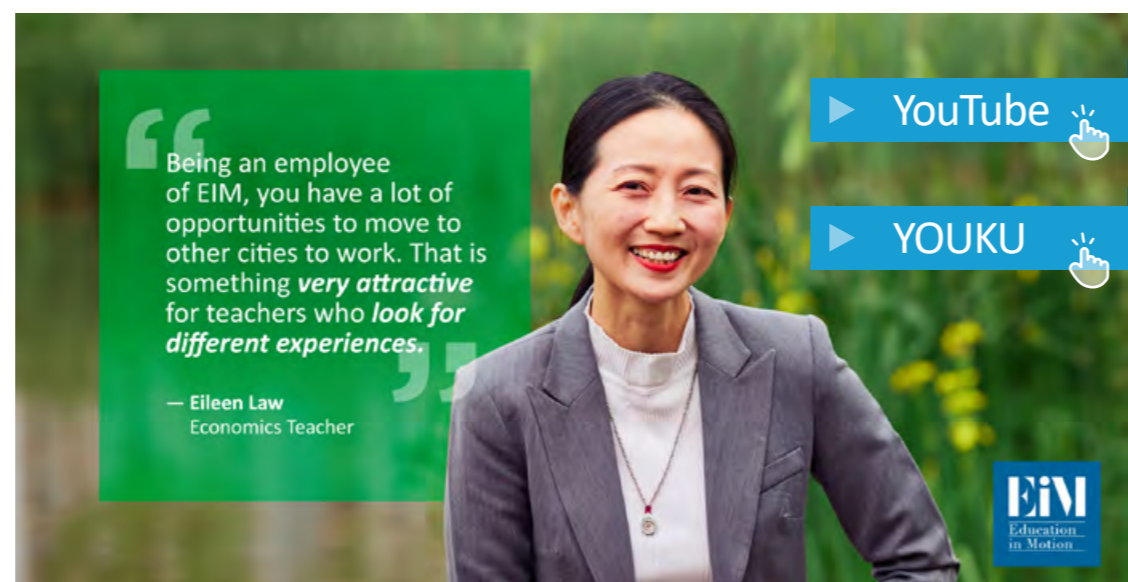


Watch the “What If...” Videos on YouTube and YOUKU



To complement this first series, a second series titled “Ask Me Anything” was developed. The purpose is to document the authentic voice of our staff, stating their first-hand impression of working at EIM schools and the range of possibilities on offer to them and their colleagues.

“Ask Me Anything” - Eileen Law



“Ask Me Anything” - Margoth Shellard





## Inclusive Intercultural Communities

In 2022/23 several EiM schools implemented individual plans to establish more equitable and inclusive communities. They realised positive impacts, but we recognised that an overarching group framework is required to provide guidance and assurance to our schools. Reflecting on the work already achieved, EiM has committed to develop a groupwide Diversity, Equity, Inclusion, and Justice (DEIJ) Framework during the 2023/24 academic year, to be implemented from the start of the 2024/25 academic year. We acknowledge we have more to learn in this area and restate our commitment to the journey, with the steadfast intention to pursue inclusivity in the belief that all members of our community deserve to feel they belong.



Staff Engagement: Performance & Inclusion Workshops



The Muslim Employee Resource Group (ERG) was established to provide a safe and supportive environment for the Muslim community within Dulwich College (Singapore) (DCSG) to express their voices and be heard. In alignment with our DEI policy, we strive to ensure that everyone is included. We are pleased that a proper prayer room, which also functions as a multi-faith space accessible to all, is now available on campus.



In the coming years, we hope that all the ERGs in DCSG will work together to promote the various groups that are available for staff participation, and we hope to encourage students and parents to participate in these ERGs too. Additionally, we plan to organize events and donation drives for larger charitable causes, which will help to build a stronger sense of community and inclusivity across DCSG.

Nur Afiqah Binte Azhar  
Audio Visual Manager, Dulwich College (Singapore)





# Professional Learning: “We Learn, We Grow, We Lead”

To support our staff to fulfil their potential at EiM we have continued to invest in and develop management and leadership training programmes.

Building on the recognised success of our Accelerate Programme for middle leaders, we added a Chinese language format to the course, the Jinling Programme, to provide our Mandarin Chinese speaking staff with the option to complete this course in their mother tongue. This spirit of providing staff with access to ever more opportunities is evidenced by our partnership with LinkedIn Learning, investing in access to a library of effective professional learning resources accessible to all members of staff in EiM through the group’s ConnectED platform.

Green School Bali provides online and offline access to its renowned [Green Educators Program](#), enabling staff across the EiM family of schools (and beyond) to benefit from Green

School’s expertise in this area. For senior leaders, EiM designed and delivered the Aspire Programme, which launched in 2022/23, preparing the next cohort of Executive Leaders for roles across the EiM offices and family of schools.



Management Leadership Programmes (Accelerate & Aspire)



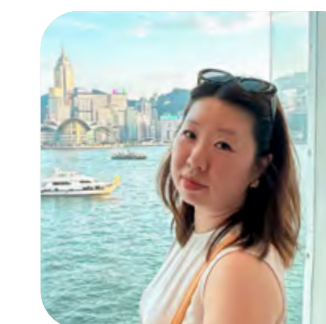
One of the many benefits of working at Dulwich College Seoul is the wealth of professional development opportunities available. Last year, I completed the excellent Accelerate programme for middle leaders. This year-long course helped build my skills, knowledge, and experience to support my current and future roles as a leader.



Marcus Gomersall  
Primary School Teacher and Head of Houses,  
Dulwich College Seoul



Having completed the Accelerate programme I was invited to be the founding in-house facilitator for the Chinese Language Jinling middle leaders programme, where I enhanced my confidence in facilitating discussions, leading activities, and managing challenging situations. I learned that a significant part of facilitation is self-reflection, and grasped the opportunity to develop my coaching skills, utilising the GROW model as a tool to support both my professional role and my personal life too.



Vivian Wu  
Procurement Manager, EiM





# Wellbeing and Beyond

At EiM, we believe that it is impossible to separate academic success from sound wellbeing. A strong wellbeing foundation leads to a purposeful, balanced, and productive learning community where students thrive and flourish. Our approach to wellbeing revolves around five key pillars: organisational wellbeing, emotional wellbeing, social wellbeing, physical health, and mental health.



Wellbeing Workshops



A compelling example of EiM's commitment to staff wellbeing is the chartering of a commercial aircraft in the summer of 2022, at the height of COVID-19 pandemic travel restrictions, to enable staff and their dependents from across our schools in China to visit with family and friends in their home countries and return to China in time for the start of the new academic year. Coordinating with government offices, airlines, national air control centres, baggage handling companies, rapid testing clinics, hygiene officers, and quarantine hotels was required to ensure that the staff and their families arrived back safely. The investment, whilst considerable, was ultimately for the benefit of our students, as teachers who were refreshed from a holiday seeing family were able to focus, engage, and inspire their students better in the year ahead.



Richard Barnard  
Director of School Operations, EiM





# Staff Wellbeing Framework

Our experience of the COVID-19 pandemic heightened our awareness of the need to optimise staff wellbeing whilst maintaining focus on protecting foundational physical and mental health. In 2022, a working group was established to develop an overarching EiM Staff Wellbeing Framework.

The Framework is designed to be applied at all schools to capture existing practices, enable best practice sharing, and allow gap assessment and reference points for growth. Through collective effort, in August 2023, the EiM Staff Wellbeing Framework was launched in all EiM schools.

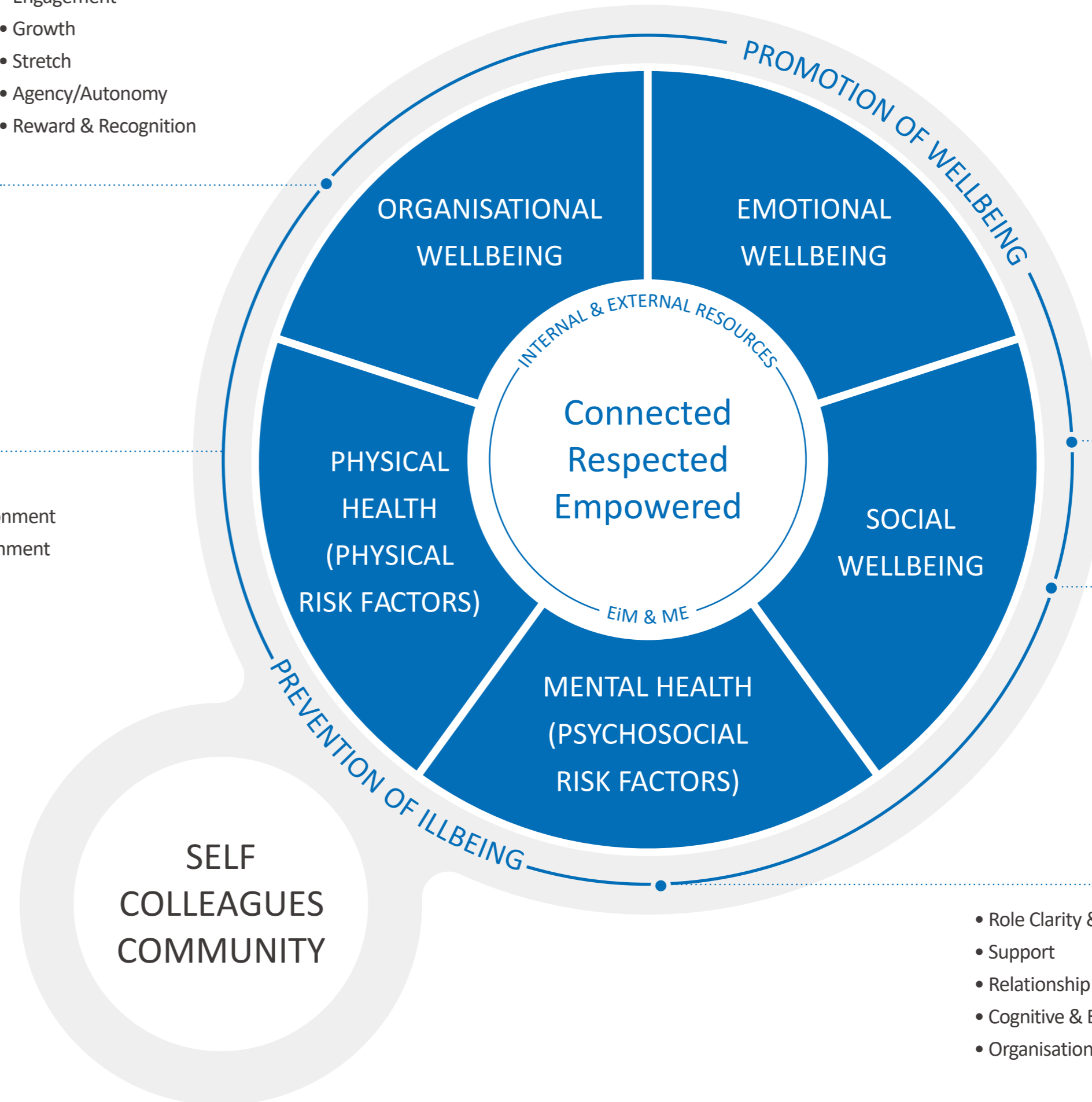
- Engagement
- Growth
- Stretch
- Agency/Autonomy
- Reward & Recognition

- Healthy green environment
- Healthy work environment
- Movement
- Ergonomics
- Physical demand

- Healthy strategies
- Balance
- Purpose & Meaning
- Hope
- Resilience

- Safety
- Belonging
- Inclusivity
- Connectedness
- Diversity

- Role Clarity & Control
- Support
- Relationship Conflict
- Cognitive & Emotional demand
- Organisational Culture





# Student Wellbeing Framework

We have a robust infrastructure of wellbeing resources in place to support students no matter what situation may arise. Members of School Leadership Teams have dual academic and wellbeing responsibilities, ensuring that information sharing is intrinsic to our daily processes. This allows us to personalise wellbeing support to each student's specific needs for optimal academic and personal outcomes.

The EiM Student Wellbeing Framework is scheduled for implementation in EiM's family of schools in the 2023/24 academic year.



The EiM Staff Wellbeing Framework has been developed by a cross-school, cross-functional team, representative of the diverse demographic of EiM's staff population, and led by one of the Heads. Development of the Framework relied on the latest research as well as personal feedback from the committee members. Currently, we are engaging with diverse teams of staff across our schools, to survey their preferred areas of interest and concern. According to that feedback we will start to implement further initiatives in the coming academic year.



Rain Xie

University and Careers Counsellor,  
Dulwich International High School Suzhou,  
EiM Wellbeing Committee member



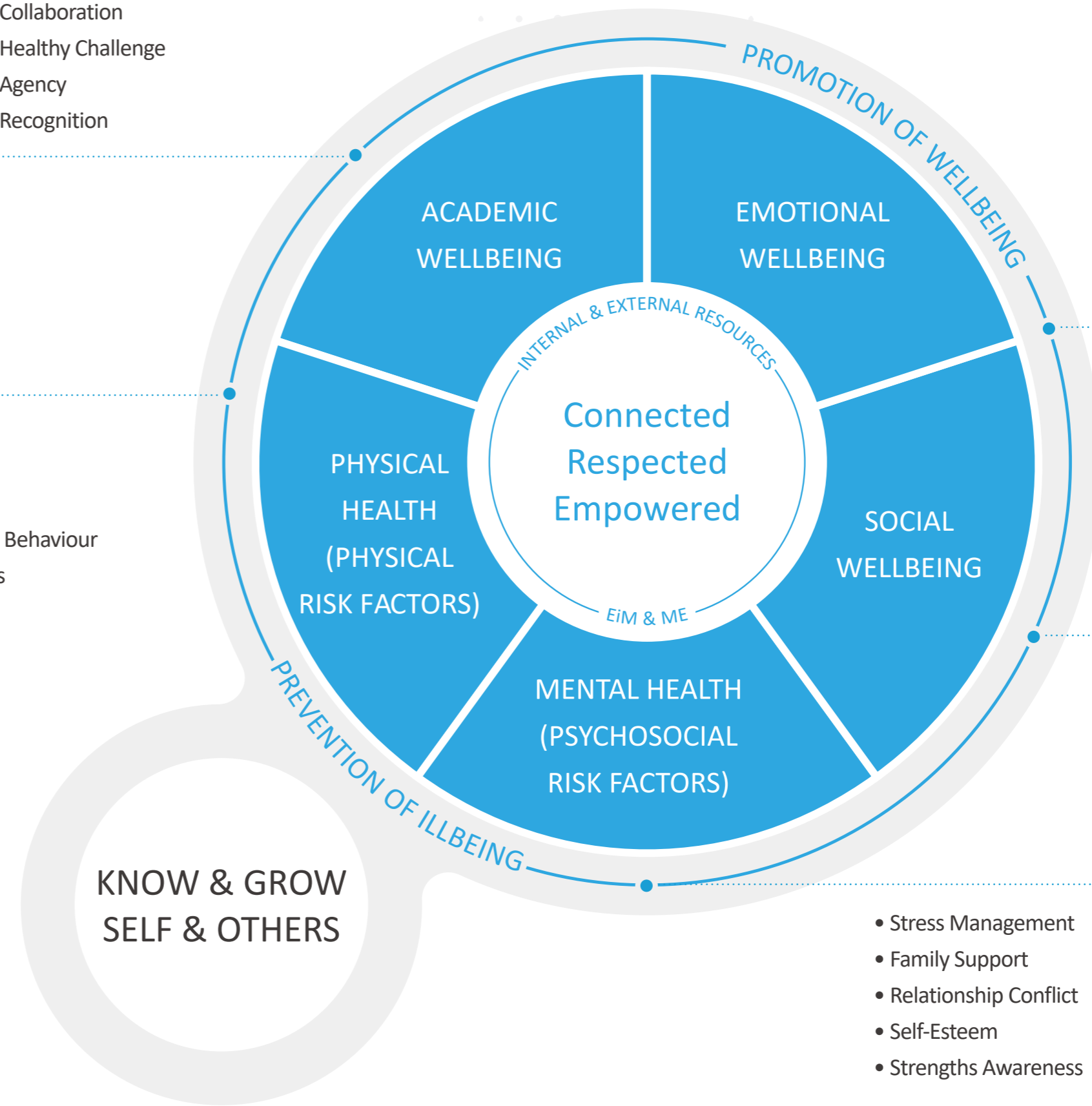
- Engagement
- Collaboration
- Healthy Challenge
- Agency
- Recognition

- Sleep
- Nutrition
- Exercise
- Risk-taking Behaviour
- Boundaries

- Resilience
- Healthy strategies
- Mindfulness
- Purpose & Meaning
- Hope

- Safety
- Belonging
- Inclusivity
- Connectedness
- Contribution

- Stress Management
- Family Support
- Relationship Conflict
- Self-Esteem
- Strengths Awareness





# Active Citizenship and Community Engagement

As the COVID-19 pandemic restrictions were removed from all our school locations in 2022 and 2023 we were able to re-engage with our communities of staff, parents, alumni, and wider community in ways that had been denied us in the preceding two years. Much of this engagement took the form of localised active citizenship programmes, from visiting the elderly and those most isolated by the

COVID-19 lockdowns in China, to re-establishing connection with charities and social outreach organisations to promote post-COVID physical and mental wellbeing in Singapore, Korea, and Indonesia. We expect these meaningful connections to increase, and their impact to grow, as we educate our students to be pro-active citizens within their communities.

At a groupwide level, the removal of pandemic restrictions catalysed the promotion of our Worldwide Alumni Network (WAN). In the spirit of one family of schools, one family of alumni, EiM organised 14 alumni events around the world, offline and online, offering attendees a blend of professional learning and social networking opportunities.



Overall, WAN events provided opportunities to attendees in North America, UK/Europe, Australia, and parts of Asia to make connections they had been missing for several years, due to the pandemic travel restrictions. It was not only that we weren't able to run events, but many young alumni had missed out on years of important life experiences, from graduation ceremonies to in-person friendships at university.



The online and offline events, as well as the shared initiatives, like building out the Worldwide Alumni Advisory Board and our chapters, brought people together and gave them a sense of purpose and community. In some ways, the pandemic may have brought our alumni closer together, in that we gave them a familiar yet global network in which to find meaning during uncertain times.

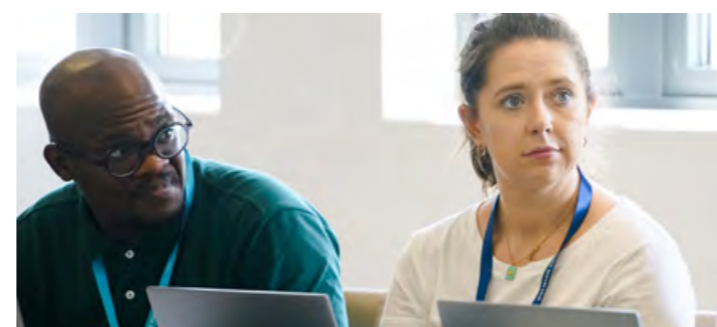
Lucien Giordano, M.Ed.  
Group Director of International Outreach and Alumni Engagement, EiM



WAN provides personal and professional development through access to job fairs, virtual meet-and-greets, and industry forums. Most importantly, you will gain a network of people who support each other.



Bryan Chiew  
President of Worldwide Alumni Advisory Board,  
Dulwich College Beijing, Class of 2016



New staff onboarding and engagement





We are committed to establishing policies and procedures that align with sustainable development goals and are maintained by a robust governance system.

## Our Commitment



We build a governance structure that supports accountability, reasoned decision-making, and the realisation of our ambition to ensure that well-informed, ethical, and transparent Sustainability & Global Citizenship practices are integrated into all aspects of the organisation.

## Our Approaches



- Challenge ourselves to continually improve our standards of safeguarding and all policies affecting the protection of children in our care.
- Engage all relevant stakeholders in the development of policy and practice across the EIM family of schools.
- Review and strengthen our data and cyber security protocols to protect and safeguard our physical and digital learning environments.



# POLICY





# Safeguarding

Our comprehensive safeguarding framework ensures that safeguarding and child protection are the responsibility of everyone who works with children.

The reactivation of our campuses in academic year 2022/23, with the permanent shift back to on-campus learning, required heightened safeguarding training for our current and new staff. Overseen by the EiM Safeguarding Council and implemented by the Heads and Designated Safeguarding Leads in our schools, a comprehensive refresh of post-COVID-19 safeguarding protocols was implemented, to ensure child protection was maintained at the forefront of our communities' actions.

With the opening of international borders, the recruitment market adjusted, providing our schools with many applicants for each role. Although this was a positive change after the years of COVID-19 restrictions, EiM identified heightened safeguarding risks to our schools and responded by strengthening our safer recruitment protocols. In 2023 we returned to in-person Safeguarding Audits, using internal staff and external consultants to assess our processes, ensuring each school and office is focused on continuous improvement.



Safeguarding training



The most urgent need post-COVID was to rebuild a powerful sense of community across the group through assemblies, performances, collaborative groups, and sports events. After the initial joy of being back together again, it became clear that the isolation and loss during the COVID-19 years had taken a heavy toll on everyone and so the wellbeing and mental health of our students and staff became a greater priority. Our new wellbeing framework was put in place ensuring that everyone felt heard, valued, and cared for as they returned, sometimes too quickly, to 'normal' life. In addition, we were aware of how much institutional knowledge had been 'lost' and so we refreshed staff training in many areas from safeguarding to running trips and developed strategies to support students as they learnt to play and work together again. Despite the many challenges I feel confident that our community is back!



Lesley Meyer  
Chief Education Officer &  
Group Safeguarding Lead, EiM





# Aiming for Excellence

EiM is known worldwide by educators for its values, professional learning, research, and use of educational technology, making it a first-choice employer for leaders of pedagogy in the teaching community. In 2022/23 we strengthened our internal governance framework, with a focus on teacher competencies and quality assurance standards, to ensure our schools are supported to grow out of the pandemic disruption stronger.



The introduction of the revised teacher competency framework in all EiM schools has allowed our group to have a common language and common expectations around our core business – teaching and learning.

The use of the framework as a reflection tool for the Quality Assurance visits has meant that we now have accurate data on our strengths as a group and more importantly, our next areas for targeted professional learning.



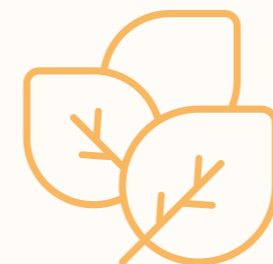
David Fitzgerald  
Group Director of Education International (2021-2024), EiM

## Teacher Competency Framework

EiM's Teacher Competency Framework is linked to recruiting the best-fit teachers for our schools and enables our teachers to identify bespoke professional learning development pathways that EiM supports through our professional learning platform, ConnectED. Establishing an agreed competency framework then allows the Quality Assurance (QA) visits to assess the efficacy of our teaching and learning against the agreed criteria. During 2022/23 the revised EiM Teacher Competency Framework was implemented across the family of schools.



Content Knowledge



Supportive Environment



Maximising Learning



Activating Thinking



## Quality Assurance Framework

The EiM Quality Assurance Framework was endorsed and published in 2022 to provide an internal layer to the robust external QA processes that exist across the group. One of the aims of the QA Framework is to capture and share best practice within and across schools and to identify timely professional learning needs both at a school and group level.

Pilots were carried out in DCSL and DCSG during the 2022/23 academic year. Subsequently, we have implemented the QA framework in eight schools and colleges. Over 80% of all teachers were observed, 24 focus group meetings with staff, students and parents were held, and 42 Senior Leaders took part in QA visits.



The Quality Assurance (QA) visits have brought enormous benefit to individual schools and the group as a whole by positively impacting student outcomes. By using the teacher competency framework as a tool to focus our priorities it allows for a particular concentration on an area of school improvement as decided by the school in advance.

The QA Visit allows for open dialogue with all the stakeholders, students, teachers, and parents. The collaborative element with cross-school working parties allows for the sharing of best practice and ideas. It brings colleagues and schools together and breathes life into the fact that we are a family of schools.

The real winners in all of this are our students because we hold ourselves accountable, we focus on being better, and we put our students first.



Nick Magnus, MBE  
Head of College, Dulwich College (Singapore)



External Quality Assurance



Internal Quality Assurance



Direct Supervision & Oversight



College/School Leadership Team Quality Assurance



# Student-led Sustainability Committees

Sustainability Committees in our schools are positive examples of how we engage our stakeholders, provide opportunities for student leadership, and work inclusively to embed positive sustainable practices into our daily lives.

In our commitment to student voice, we have encouraged our students to lead these Sustainability Committees, with the ambition of connecting the Committees across schools to develop a student-driven engine for Sustainability & Global Citizenship within EiM.

Our aim is for this model of student-led Sustainability Committees to be adopted by all schools across the group. Connecting the committees will address an observed area of current weakness, the difficulty of sharing good practice and positive initiatives across all schools.



Our student-led Sustainability Committee has had a positive impact on our school. We have observed that by giving leadership opportunities and responsibility to the students, they are more engaged and motivated to make a difference. The committee has not only increased awareness of sustainability issues within the school but has also empowered students to take an active role in promoting positive change. The school has greatly benefitted from having such highly engaged students in these committees.



**Rob Matheson**  
 Director of Business Administration, Dulwich College Beijing,  
 Standing Member of DCB's Sustainability Committee



## The Role of Students in the Sustainability Committee

- Sustainability Committees had been established by the 2020/21 academic year, and were chaired by the Director of Business Administration (DBA) of each school.
- In 2021/22 students assumed a more important role and started co-chairing the Sustainability Committees in certain schools.
- Starting in 2022/23, certain Sustainability Committees invited students to be Chairs, and we expect this trend to replicate across the Group in the years to come.

## Sustainability Committee Composition



### Global Citizenship Student Prefects

Formulating and implementing school specific initiatives and programmes



### DBA, operations team, and caterers (staff)

Manage ESG issues related to the operations of schools



### Communications

Internal and external communications on ESG related issues



### School leadership and Group Head of S&GC (staff)

Setting strategic targets and goals



# Balancing Efficiency with Security

The increased occurrence of staff working from home highlighted the need to accelerate EiM's strategic plans to digitise our operational processes, following the successful example of the pivot academic teaching and learning made to a digital hybrid format during the prolonged COVID-19 campus closures. Strategic working groups were established, with module leads at head offices and process experts within the schools working together to co-design and define a suitable ERP system for our group, for implementation in early 2023.

The development and adoption of this new system highlighted the need to strengthen our data and cyber security protocols now that increasing volumes of sensitive data are being accessed and shared across our network domains. With the support of external consultants, we defined our new Data Governance structure, with personal data protection policies, new cyber security protocols, and established the EiM Data Governance Committee. To implement these changes, we set about highlighting the need through practical means, from email updates and phishing simulations to compulsory refresher training. All of this is supported by the mandatory data security compliance module all staff must complete annually on our ConnectED professional learning platform.



The rapid pace of technological development in recent years has reinforced our steadfast commitment to continuous and ambitious digital transformation across EiM. From enhancing our cloud platforms and advanced analytics to leveraging AI, cybersecurity and data protection remain fundamental to our approach. This focus on safeguarding stakeholder data and digital experiences has culminated in a robust and secure enterprise architecture, refreshed governance protocols and ongoing investment in leading edge security tools.



Crispian Farrow  
Chief Innovation Officer, EiM



Responsible business practice is hugely important. We track and monitor our environmental impact and seek to address inefficiencies to ensure continual improvement. Our phase 2 site has been designed with great care and attention and not only complies with local and national regulation, but is also designed to be as environmentally friendly as possible.



Carol Sun  
Director of Business Administration (2019-2023),  
Dehong Shanghai International Chinese School





# ESG Performance Report

## ESG Management

### ESG Governance Framework

The 2022/23 academic year marked a transitional year for EIM, during which a sudden ‘opening up’ occurred, bringing our communities out of their COVID-19 restrictions and offering the opportunity to return to normal. Grasping these opportunities is balanced with the necessity to adjust to a more uncertain operating environment, with the residual commercial effects of the pandemic expected to influence our group in the years ahead. The pandemic required us to pivot to hybrid teaching and learning environments, with increasing acceptance and reliance on digital solutions. Whilst we embraced this change, we understood the need to maintain our governance structures as pillars of core strength, to guide and support our group through the year of transition and beyond. EIM’s ESG Governance framework remains unchanged to that disclosed in previous ESG Reports.

EiM ESG Governance Structure

Decision-making Level	<p>Group Executive Board (GEB)  <b>GEB’s ESG Champion: Fraser White, Founder, Chairman &amp; Chief Executive Officer</b>                  Review and approve the ESG framework, target setting, and reporting of EIM Group.</p>	
Management Level	<p>ESG Core Working Team  <b>Team Leader: Richard Barnard</b>  <b>Members: Five senior management leaders from key functions</b>                  Develop and manage specific ESG programmes, maintain management processes through the four ESG pillars: Learning, Planet, People, and Policy.</p>	
Implementation Level	<p>ESG Collaboration Group  <b>Driven by ESG Core Working Team – Representatives from functions and schools</b>                  Coordinate different functions and schools to ensure implementation of ESG strategy and support quality ESG disclosure.</p>	<p>Schools  <b>ESG Contact Persons: DBAs or GC Leads</b>                  Implement Group-level ESG projects; develop and implement school-specific ESG agenda; prepare the School Progress Indicator Report.</p>



## Stakeholder Mapping & Material Issues

During the two previous academic years, we conducted an annual stakeholder survey to identify those sustainability topics that our stakeholders are most concerned with. Given the transitional and uncertain nature of the 2022/23 academic year, EiM did not conduct stakeholder surveys for that period. Nonetheless, we continue to engage with our stakeholders, in preparation for a new, more engaged round of stakeholder surveys for the 2023/24 academic year.

The annual ESG report is a key channel to connect with our stakeholders. After publishing the 2021/22 ESG Report we received stakeholder feedback that has been referenced and reflected upon in the development of this year's 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, Founders' Day
	School Open Days
	Surveys
	Website and social media
	Emails
	School performances and sports matches
	Volunteer activities and classroom assistance
	Guides for parents during COVID-19
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
Investors	Responsible Sourcing Policy
	Investor meetings
	Individual meetings and calls
	External meetings and conferences
Government	Information disclosure and reporting
	Formal meetings
	Governmental inspection and visits
Partners (e.g., academic institutions, NGOs)	Information disclosure and reporting
	Community programmes and activities
	External meetings and conferences
	Awards and accreditation
	Website and social media
Alumni	Individual meetings and calls
	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

# Materiality: Our Priorities

**Learning** 

- Holistic Education
- Sustainability & Global Citizenship Education
- Pioneering Spirit, Innovation, and Technology-enabled Learning
- Community Experiences

**Planet** 

- Carbon Roadmap
- Energy Management
- Green Campus & Facilities
- Waste Management
- Sustainable Procurement
- Water Management

**People** 

- Employment
- Wellbeing
- Professional Learning & Career Development
- Health & Safety
- Diversity, Equity, & Inclusion
- Community Engagement

**Policy** 

- ESG Governance
- Safeguarding
- Cybersecurity, Data & Privacy Protection
- Compliance
- Anti-corruption



# ESG Performance Review

## Learning

### Student Profile

Indicator	Unit	2020/21	2021/22	2022/23
Total number of students enrolled	Person	10,830	11,270	11,105
Total number of graduates	Person	/	570	651
Number of newly enrolled students	Person	/	2,912	2,170
Number of students by gender				
Number of male students	Person	5,468	5,692	5,563
Number of female students	Person	5,362	5,578	5,542
Percentage of students by nationality (Dulwich College International, Dulwich International High Schools, Green School Bali, Hochalpinen Institut Ftan)				
China (including Mainland China, Hong Kong, Macao, and Taiwan)	%	/	26.8%	31.8%
South Korea	%	/	7.8%	8.0%
Singapore	%	/	3.2%	3.5%

Indicator	Unit	2020/21	2021/22	2022/23
Other countries in Asia	%	/	7.7%	7.9%
United Kingdom	%	/	17.4%	12.8%
Other countries in Europe	%	/	9.3%	8.9%
United States	%	/	15.2%	15.5%
Other countries in the Americas	%	/	4.6%	4.5%
Australia	%	/	6.5%	5.8%
Other countries in Oceania	%	/	0.9%	0.9%
Countries in Africa	%	/	0.6%	0.4%
Percentage of students by nationality (Dehong Schools)				
China (including Mainland China, Hong Kong, Macao, and Taiwan)	%	/	97.5%	95.8%
Other countries	%	/	2.5%	4.2%



# Planet

## Greenhouse Gas Emissions & Energy

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

Greenhouse gas emissions (GHG) data are collected and calculated from our annual carbon accounting process, which has been carried out in 9 schools in the 2022/23 academic year.

For Scope 1 and Scope 2 emissions, we collected and calculated the emissions data according to the same methodology used in previous years. 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. Data collection for Dehong Shanghai International Chinese School (DEMH) is delayed due to the complexity caused by its move to a new campus, separating its operational occupancy from the campus shared with Dulwich College Shanghai Puxi (DCSPX). Data for Dehong Xi'an School (DEXA) is suspended for this reporting year due to the unreliable nature of data caused by the mid-year relocation of the entire school from its former campus (now disused) to a brand new (never before occupied) campus.

For Scope 3 emissions data, we commenced a pilot project in the 2022/23 academic year with the participation of four schools: Dulwich College Beijing (DCB), Dulwich College Suzhou (DCSZ), Dulwich International High School Suzhou (DHSZ), and Dulwich College Shanghai Pudong (DCSPD).

Indicator	Unit	2020/21	2021/22	2022/23	Data Boundary	
					Head Offices	Schools
Total greenhouse gas emissions	tCO <sub>2</sub> e	16,035.66	18,691.69	21,503.38		•
Scope 1 – direct emissions	tCO <sub>2</sub> e	3,005.43	2,690.11	2,718.84		•
Scope 2 – indirect emissions from purchased electricity, heating and cooling	tCO <sub>2</sub> e	13,030.23	16,001.58	17,526.48		•
Scope 3 – indirect emissions from business trips, daily commuting, and purchased goods*	tCO <sub>2</sub> e	/	/	1,258.06		
Total energy consumption	MWh	/	37,763.43	41,496.31		•
Purchased electricity	MWh	/	24,198.65	26,980.50		•
Natural gas	MWh	/	13,443.21	14,248.35		•
Renewable energy**	MWh	/	121.57	267.46		•

Note:

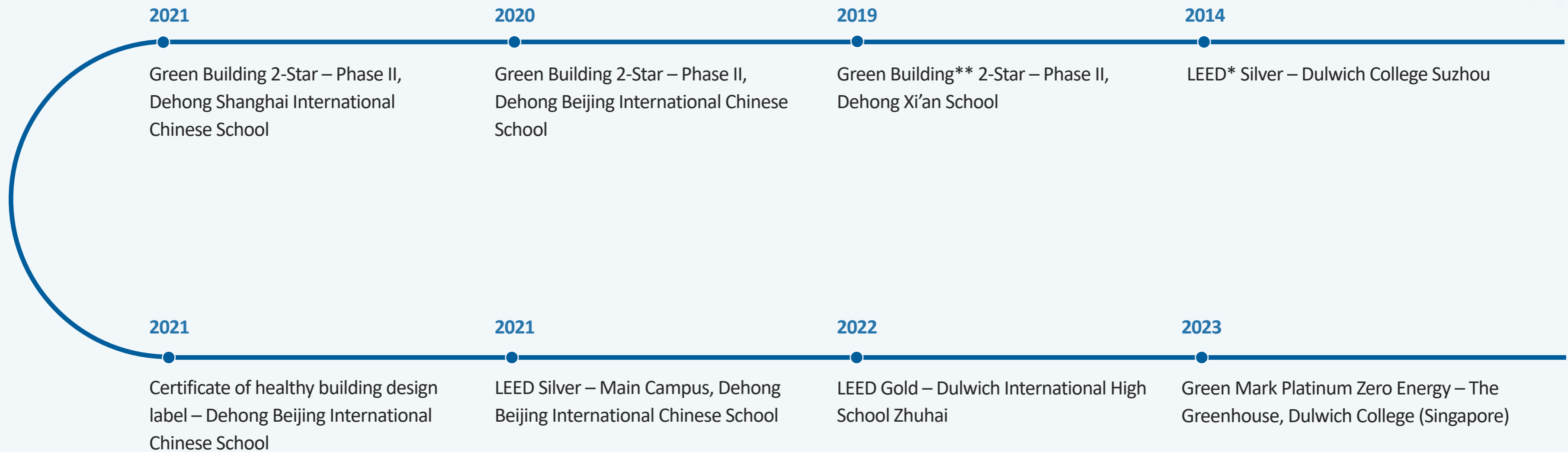
\* Scope 3 data from four schools only: Dulwich College Beijing (DCB), Dulwich College Suzhou (DCSZ), Dulwich International High School Suzhou (DHSZ), and Dulwich College Shanghai Pudong (DCSPD).

\*\* Renewable energy, mainly includes solar-powered street lights and water heaters, is estimated based on factors such as usage time and equipment power. This data is recorded for reference purposes only and has no impact on our emissions.



EiM attaches great importance to managing our environmental footprint. We ensure that our new construction projects use the latest green concepts and designs, and explore solutions to make our existing buildings and facilities more environmentally friendly.

### Green Building Certifications



Note:

\* 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.

\*\*\* Green Mark Platinum Zero Energy is a green building certification under the BCA Green Mark 2021 (GM: 2021) by Singapore's Building and Construction Authority (BCA).



## Water

GRI 303-5

We do not measure sources of water withdrawal because the majority of our water consumed comes from municipal water supplies, with only a small percentage from the reuse of rainwater. The reactivation of many of our school campuses is an expected contributing factor to the increase of water consumption.

Indicator	Unit	2020/21	2021/22	2022/23	Data Boundary	
					Head Offices	Schools
Total water consumption	m <sup>3</sup>	304,198	369,697	486,762	•	•

## Waste

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

We are establishing standardised food waste data monitoring systems in most schools with the support from our catering service vendors Sodexo, Aden, and other local providers. With these efforts, and the return to normal campus operations, we are confident our data will become more consistent in this area in future years.

Indicator	Unit	2020/21	2021/22	2022/23	Data Boundary	
					Head Offices	Schools
Total waste disposal	Tonne		2,343.41	1,187.40		•
Waste landfilled/ incinerated	Tonne		2,080.52	808.80		•
Waste recycled and reused	Tonne		139.97	59.13		•
Waste composted	Tonne		89.92	24.41		•
Other disposal methods	Tonne		35.00	295.06		•

Indicator	Unit	2020/21	2021/22	2022/23	Data Boundary	
					Head Offices	Schools
Average food waste per capita	kg per person per day		0.064	0.10		•

## 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 our procurement decisions, with a strong focus on increasing the proportion of local suppliers. In the 2022/23 academic year, we applied a centralised ERP system across managerial and administrative functions including procurement, which is expected to provide significant efficiency gains as well as cost savings.

Indicator	Unit	2020/21	2021/22	2022/23	Data Boundary	
					Head Offices	Schools
Total number of suppliers	No.	/	3,105	2,902	•	•
Total number of local suppliers	No.	/	2,693	2,095	•	•
Percentage of procurement spending on local suppliers	%	96.7	95.3	83.0	•	•



# People

## Staff Profile

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

Indicator	Unit	2020/21	2021/22	2022/23	Data Boundary	
					Head Offices	Schools
Total number of employees (Head offices and schools)	Person	3,894	2,570	2,617	•	•
Total number of employees in head offices	Person	128	160	120	•	
Total number of employees in schools	Person	3,766	2,410	2,497		•
<b>Employment - Schools</b>						
<b>Number of employees by gender</b>						
Male employees	Person	1,483	734	773		•
Female employees	Person	2,283	1,676	1,724		•
<b>Number of employees by age group</b>						
Employees under 30	Person	/	451	321		•
Employees aged 31 to 50 years of age	Person	/	1,740	1,917		•
Employees over 51 years of age	Person	/	219	259		•
<b>Number of employees by function</b>						
Third-party contractors' on-campus staff	Person	/	1,636	1,846		•
<b>New hires and turnover</b>						
New employee hires	Person	/	483	420		•
Average rate of new employee hires	%	26.00	20.04	5.95		•

Indicator	Unit	2020/21	2021/22	2022/23	Data Boundary	
					Head Offices	Schools
Employee turnover	Person	/	429	370		•
Average rate of employee turnover	%	17.00	17.80	14.82		•
<b>Employment - Head Offices</b>						
<b>Number of employees by gender</b>						
Male employees	Person	42	49	33	•	
Female employees	Person	86	111	87	•	
<b>Number of employees by age group</b>						
Employees under 30	%	/	39	16	•	
Employees aged 31 to 50 years of age	%	/	99	86	•	
Employees over 51 years of age	%	/	22	18	•	
<b>Employee nationality</b>						
Total number of employee nationalities	No.	14	11	15	•	
<b>New hires and turnover</b>						
New employee hires	Person	/	30	18	•	
Rate of new employee hires	%	23.00	18.75	4.72	•	
Employee turnover	Person	/	43	32	•	
Rate of employee turnover	%	19.00	26.88	10.82	•	





## HR Policies

Our HR policies define employee expectations, organisational obligations, disciplinary procedures, and behaviour standards. As all schools reactivated, released from their COVID-19 restrictions, our central HR team led a root-to-branch review of all HR policies and procedures across the group, with the support from HR professionals in each school, to ensure they are relevant and up to date, and reflect developments in other areas of our operations and governance, for example the launch of the Staff Wellbeing Framework. These HR policies cover all employment matters for the entire contract period, including employee entry, working environment, health benefits, and travel. This latest review seeks to 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 expatriate 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 personalised professional learning opportunities for all our staff. Online and in-person training, learning modules, group activities, and professional 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 projects and work-related initiatives, and ongoing professional dialogue and collaborations throughout the network. Learning needs are captured through a range of methods, e.g., needs assessments, alignment to strategic education goals, and individual inquiry questions. The launch of EiM's Teacher Competency Framework in 2022/23 ensures a comprehensive and consistent approach to targeted professional learning for our teachers.

For compulsory learning modules, the central HR team supports completion tracking and provides monthly reports to schools to ensure 100% participation. For Safeguarding training, each school tracks its own participation and completion to provide targeted improvements 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.

In the 2022/23 academic year, we converted the Accelerate middle leaders programme into a Chinese Language version, Jinling (“进领”), to provide our Mandarin Chinese speaking staff with a more accessible professional learning option.

Each year our dedicated central professional learning team assesses a variety of data points, surveys, and focus group feedback to obtain insights that inform decisions on the planning and effectiveness of our professional learning goals. These insights are combined with those from the Quality Assurance visits, referencing the Teacher Competency Framework, and together they provide the focused professional learning development strategies that best-suit our staff communities.





## Health and Safety

GRI 403-9, 403-10

EiM believes that a strong wellbeing foundation leads to a purposeful, balanced, and productive learning community where students thrive and flourish. Our approach to wellbeing revolves around five key pillars: emotional, social, mental, physical, and organisational.

During the 2022/23 academic year, we developed our EiM Staff Wellbeing Framework and Student Wellbeing Framework. In August 2023, the EiM Staff Wellbeing Framework was launched in all EiM schools. The EiM Student Wellbeing Framework is scheduled for implementation in EiM’s family of schools in the 2023/24 academic year. The Framework is designed to be applied at all schools to capture existing practices, enable best practice sharing, and allow gap assessment and reference points for growth.

Each school has a series of health and safety policies in place to protect students, staff, and the community from potential health and safety risks. Our schools conduct regular emergency drills to prepare for potential safety risks.

Indicator	Unit	2020/21	2021/22	2022/23	Data Boundary	
					Head Offices	Schools
Total number of emergency drills	No.	74	52	60	•	•
Number of work-related injury or ill health cases	No.	14	7	25		•

## Diversity, Equity, Inclusion, and Justice

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, Inclusion, and Justice (DEIJ), our schools have been taking the lead.

Examples of the development of our DEIJ understanding and initiatives include among others, the following. In 2022/23, Dulwich College (Singapore) built on the foundational work completed in the previous two years and began to change policies and processes to support the development of an equitable, inclusive community, and to encourage the sharing of cultural differences to leverage the experiences of the whole community. DEIJ vision and mission statements were established and well communicated, with all staff attending DEIJ and intercultural training. Auditing the curriculum through the lens of DEIJ and Global Citizenship has now begun, with much more to achieve in the coming years.

In Dulwich College Shanghai Pudong 20 members of staff were invited to participate in a year-long series of workshops to deepen their collective understanding of the topics determining DEIJ.

In Dulwich International High School Suzhou, the entire staff and student community committed time and resources to develop their DEIJ policy. This informed process provided the opportunity to reflect on how the school can be a more welcoming space for students, staff, parents, and the wider community. It also ensured that we are deliberate in considering our local context, ensuring our curriculum, approaches, and policies are relevant to our students and staff.





## Community

GRI 413-1

We pay attention to our community impact and take actions to be a caring member of the communities where we operate.

A summary of the initiatives launched and developed in 2022/23 across our group of schools and offices is provided below. The list is indicative, not exhaustive, of our community outreach and engagement focus as each of our schools and offices emerged from two years of COVID-19 restrictions.

- » Migrant worker wellbeing, in particular those migrant workers contributing to the development of our campus buildings and facilities (e.g., Diwali celebrations for all migrant workers in Singapore).
- » Supporting local children's charities by volunteering for events.
- » Writing thank you cards to staff to ensure they know their work is valued.
- » Establishing a Seoul chapter of the New Global Normal youth-led international movement that celebrates multiculturalism and involves all members of our community.
- » Fundraising for local and international charities such as Open Arms Christmas Gift Drive, Doctors without Borders, Korea Legacy Committee, care homes for the elderly and those most socially disadvantaged by the pandemic lockdowns.
- » Reconnected with our local, domestic, and international community partners, from the migrant worker school choir in Shanghai to the Peace Centre in Uganda.
- » Encouraging our students to be active citizens and develop their own community outreach connections through their co-curricular activities and after school clubs.
- » Donations, cash or in kind (e.g., retired IT equipment and classroom furniture).
- » Student internships with social impact organisations.



# 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	2022/23	Data Boundary	
					Head Offices	Schools
Total number of individuals in the Group's highest governing body	Person	5	5	5	•	
Number of male individuals in the governing body	Person	3	2	2	•	
Number of female individuals in the governing body	Person	2	3	3	•	
Number of individuals under 30 years of age in the governing body	Person	0	0	0	•	
Number of individuals aged 31 to 50 years of age in the governing body	Person	1	2	1	•	
Number of individuals over 51 years of age in the governing body	Person	4	3	4	•	

## 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.

Two incidents of non-compliance were identified in 2022/23, both of which were appropriately addressed. One involved outsourced staff not having the required license to monitor CCTV, which we are requiring the outsourced partner to resolve, and proactive measures have been put in place to prevent future occurrences. EiM has worked diligently to ensure compliance.

Indicator	Unit	2020/21	2021/22	2022/23	Data Boundary	
					Head Offices	Schools
Number of incidents identified	No.	2	6	2	•	•

## Business Ethics

GRI 205-2

We are committed to continuously reinforcing relevant business ethics practices and ensuring compliance with anti-bribery and anti-corruption laws pertinent to our group. To this end, we have implemented the Anti-bribery Policy, Code of Conduct, Gift Policy, and Whistleblower Policy. Members of the group, including all staff and contractors, are responsible for understanding the legal principles in their jurisdiction, the associated risks and potential liabilities, and how to prevent and mitigate such risks. The Code of Conduct and anti-corruption provisions are embedded in third-party contracts, which contractors are required to comply with. Additionally, the Legal Department offers online business ethics training through the professional learning platform ConnectED. Such training is available to everyone in the schools and head offices. New joiners must complete this training and refresher training can be taken at any time for the current employees.

- Legal awareness raising and training in 2022/23:
- » [Business Ethics Training](#)
  - » [Contract Management Training \(EiM template pool and contract negotiations\)](#)
  - » [Data Protection Training in multiple jurisdictions](#)
  - » [Compliance Training](#)
  - » [IP Protection Guidelines](#)

In 2022/23, the Legal Department continued to distribute legal newsletters to all staff, to highlight updates to relevant laws and regulations and to explain industry trends that affect the operational work of staff within our offices and schools.

We have also incorporated security safety training content for both schools and head offices. This training is outsourced to a professional long-term partner, ensuring that all staff and students are equipped with the necessary skills and knowledge to maintain a safe and secure environment. The programme covers a range of topics including emergency response, self-rescue, threat assessment, and security protocols, tailored to meet the specific needs of our educational and administrative settings.

## Cybersecurity and Data Privacy

GRI 418-1

In conjunction with the launch of our ERP programme for the group, we defined our new Data Governance structure, with personal data protection policies and new cyber security protocols, and established the EiM Data Governance Committee.

Through our ConnectED professional learning platform, all staff are required to complete a mandatory data security compliance module annually. Besides training, we also send email updates and security alerts and organise phishing simulations frequently.

Indicator	Unit	2020/21	2021/22	2022/23	Data Boundary	
					Head Offices	Schools
Major incidents of privacy breaches and/or leaks, theft, or losses of data	No.	4	4	0	•	•

Note:

In 2022/23, we adjusted the criteria for the above indicator following reporting standards and industry practices. The incidents reported in previous years were assessed according to our internal standards, but they did not result in a material loss of data or damage to our commercial interests.



## Memberships 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 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 (FOBISIA)	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 and our Dehong Schools in Shanghai and Beijing are accredited by IBO
Western Association of Schools and Colleges (WASC)	All Dulwich College International schools are accredited by WASC

## Awards and Recognition

Name of Award	Time Awarded	Awarding Entity
<b>Dulwich College Shanghai Pudong</b>		
Shortlisted for Supporting Healthy Lives	Jun. 2022	World's Best Schools Prizes
No. 6 Hurun Education Top International Schools in China	Jun. 2022	Hurun
Top 3 in Ethical Values Education	Sep. 2022	International School Awards
Winner of Best Employee Benefits Awards - Best Employer	2022	Jinqiao Development Zone
No. 1 in Shanghai Innovation Competitiveness	Feb. 2023	KingLead
<b>Dulwich College Shanghai Puxi</b>		
Winner of Sustainability Impact Award	Apr. 2022	Australia - New Zealand Community Awards - China [Organised through Australian Chamber of Commerce in China - Shanghai]
No. 24 in Hurun Education Top International School in China	Jun. 2022	Hurun
Finalist of Diversity and Inclusion Award	Nov. 2022	China Schools Awards [BritCham China]
Finalist of Staff Development and Wellbeing Award	Nov. 2022	China Schools Awards [BritCham China]
No. 27 in China International School Research Characteristic Top 100	Feb.2023	KingLead
No. 13 in China International School Innovative Competitiveness Top 100	Feb. 2023	KingLead

Name of Award	Time Awarded	Awarding Entity
<b>Dulwich College Beijing</b>		
Winner of The Pathways to Continued and University Education	Jan. 2022	International School Awards
No. 1 in Hurun Education Top International School in China	Jun. 2022	Hurun
<b>Dulwich College (Singapore)</b>		
Millennia Institute Partnership Award	May. 2023	Millennia Institute
Service to the Community Awards	2022	Singapore Local District Government
Silver in Best Arts Programme	Nov. 2022	Education Awards Singapore HoneyKids Asia
Winner of School with the Best All Round Facilities	Nov. 2022	Education Awards Singapore HoneyKids Asia
Winner of Principal of the Year – Nick Magnus	Nov. 2022	Education Awards Singapore HoneyKids Asia
Winner of Best School for the Arts	2022	Best School Awards Which School Advisor
Winner of Best Early Years Programme	2022	Best School Awards Which School Advisor
Highly Commended for Best School for Sport	2022	Best School Awards Which School Advisor
Highly Commended for Best School for a UK Pathway	2022	Best School Awards Which School Advisor
International School of the Year	Nov. 2023	Education Awards Singapore HoneyKids Asia

Name of Award	Time Awarded	Awarding Entity
<b>Dulwich College Suzhou</b>		
Finalist in Pastoral Care	2023	China Schools Awards
No. 1 in Suzhou, China International School Innovative Competitiveness,	Feb. 2023	KingLead
No. 6 in China International School Innovative Competitiveness	Feb. 2023	KingLead
No. 21 in Hurun Education Top International Schools in China	Jun. 2022	Hurun
<b>Dulwich International High School Suzhou</b>		
Top 21 Enrolment to US; Top 35 Enrolment to UK in China International Schools Competitiveness Ranking	Jun. 2023	KingLead
No. 1 in Suzhou, China International School Artistic Characteristic Top 10	Jun. 2023	KingLead
No. 6 in China International School Research Characteristic Top 100	Jun. 2023	KingLead
Best International Talent Cultivation Outstanding Brand	Jan. 2023	Tencent China
High-Quality Teacher Team	2023	Sina-REIS
Most Professional Learning Award	2022	TopSchools



Name of Award	Time Awarded	Awarding Entity
<b>Dulwich International High School Zhuhai</b>		
No. 67 in Hurun Education Top International Schools in China	Jun. 2022	Hurun
LEED Gold Certification	Mar. 2022	LEED™ by U.S. Green Building Council
<b>Dehong Xi'an School</b>		
Safe School	2022	China Xi'an Education Bureau
<b>Dehong Beijing International Chinese School</b>		
Top 100 in China International School Research Characteristic	Mar. 2023	KingLead
Top 10 in China International School Leadership Characteristic	Mar. 2023	KingLead
Top 10 in China International School Humanities Characteristic	Mar. 2023	KingLead
Top 10 in China International School Chinese Culture Characteristic	Mar. 2023	KingLead
China International School Winner on Teenager Research	Mar. 2023	KingLead
Top 5 in Beijing, Top 14 in China, China International School	Mar. 2023	KingLead
Winner of Student Sustainability Award	2023	China Schools Awards [BritCham China]

Name of Award	Time Awarded	Awarding Entity
<b>Dehong Shanghai International Chinese School</b>		
No. 55 in Top 100 International Schools in China	Jun. 2022	Hurun
No. 21 in China International School Innovative Competitiveness Top 100	2023	KingLead
No. 67 in China International School Research Characteristic Top 100	2023	KingLead
No. 8 in China International School Artistic Characteristic Top 10	2023	KingLead
<b>Green School Bali</b>		
Top 3 Finalist in World's Best Schools - Environmental Action category	2022	T4 Education
Finalist in Ambassador for the Environment - Leslie Medema	2022	GESS
<b>School of Humanity</b>		
Best Wellbeing Initiative for Students or Staff	2023	GESS Education Awards 2023

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# About this Report

This is Education in Motion's third 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 2022 to 31 July 2023, referred to as 2022/23 or the 2022/23 academic year. The data points disclosed in the report are from 2022/23, 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, Hochalpinen Institut Ftan AG, and our head offices in Singapore and Shanghai, China. Where there is a difference between what we disclose in the body of the report and here in the Index, we have marked 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](http://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](mailto:ESG@eimglobal.com)

