Sustainability Report
Academic Year 2016 - 2017
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“Teaching children about the natural world should be seen as one of the most important events in their lives.”

Thomas Berry, The Dream of the Earth

ABOUT THIS REPORT

This is GEMS Education’s first GRI Sustainability Report, covering our sustainability performance for the academic year 2016 - 2017 throughout our operations in the MENASA region (Middle East, North Africa and South Asia).

This report has been prepared in accordance with the GRI Standards: Core Option. Additionally, we have referred to the set of United Nations Global Compact (UNGC) Principles which are related to our Report’s content. We have followed the GRI principles of sustainability context, stakeholder inclusiveness, materiality and completeness – and have reported on periodical information which is reliable and accurate.

The Report offers a transparent representation of our sustainability performance, including our social, ethical, governance and environmental practices. The contents of the report have been defined through a specific stakeholders’ engagement and materiality process which has involved all stakeholders; this is explained in detail in the body of the Report.

Since this is our first GRI Sustainability Report, no significant changes in material topics or topic boundaries have yet been made. All restatements are noted and whenever comparable data has been available, we have compared results between specific indicators across the academic years 2015-2016 and 2016-2017.

The Report’s scope does not include impacts stemming from operations outside the MENASA region, or from subsidiaries, partners, third-party suppliers or sister companies – unless specifically stated in the Report. However, for both the Financial and Economic Impact figures, the scope has included the GEMS Education Group globally. For more details on material aspects of our reporting boundaries, please check the “Materiality” section of the report.

All monetary values in this report are expressed in United States Dollars (USD), unless otherwise stated.

External Assurance (102-56)

For further information on our sustainability programmes, or ways to become involved, please contact: Paul Slater, VP of Health & Safety at GEMS Education by sending an email to paul.slater@gemseducation.com.

For our first Sustainability Report, we have opted to follow an internal assurance process, through which our team has reviewed all necessary information to give management, shareholders and stakeholders confidence in all data disclosed. We chose not to invite an external party to audit our non-financial data for this Report, but will consider it for future reports. Our financial statements have been independently audited by Ernst & Young. The Financial Statements and more information can be found under the "Investors Relations" page in the "About Us" section of our website.

Contact Point (102-53)
Message from the Chairman of the Board
(303-3), (303-2), (303-3), (302-14), (302-15)

We are proud to announce the launch of our first Sustainability Report in alignment with the Global Reporting Initiative. As the leader in our sector covering schools and education services in 14 countries, we view sustainability as a positive foundation for the way in which we conduct our business, and its ethos is fully embedded in our strategies, processes and daily practices.

GEMS Education has experienced swift and significant growth since its inception. Because of this exponential level of growth, the responsibility to operate ethically through sound governance, plus social and environmental commitment, increases. This responsibility is communicated to all GEMS internal and external stakeholders. The Board and its executive committees play crucial roles in addressing economic, environment and social opportunities and risks throughout GEMS. Management, teachers, students, parents and legal guardians are all engaged to play their parts in our sustainability journey.

We continue to further align our strategies with global, local and educational sector visions and strategies. On a global level, we contribute towards Goal Number 4: Quality Education under the United Nations Sustainable Development Goals. As part of our global efforts, we have partnered with the Organisation for Economic Cooperation and Development (OECD) to support the development of a new assessment mechanism that has been created in line with the United Nations’ Education 2030 Agenda. Results from the use of this tool will contribute to the OECD’s education-related goals, which focus on access and equity in the classroom by engaging more countries globally in expanding adequate learning opportunities.

Since the majority of our schools operate in the UAE, we are committed to supporting the UAE’s leadership and their plan “Vision 2021” – specifically the “First-Rate Education System” element. One of our key commitments was made in 2014, when we became the only private education provider to be a featured partner to the World Government Summit held in Dubai. During the 2015 Summit, we launched the Arab Innovation Centre for Education (AICE) in response to the UAE leaders’ vision of achieving innovative competitiveness in education. AICE aims to guide entrepreneurs, to enhance business plans and to assist them in transforming their ideas into marketable offerings that drive innovation.

Another milestone has been the establishment of the GEMS Education Academic Council. This has a mandate to guide our schools in achieving and maintaining world-class educational standards, in paving the professional development path of teachers, and in advising on 21st Century skills that prepare students for the global workplace. The Academic Council is comprised of nine advisers who are internationally celebrated global leaders and educational experts.

In line with our commitment to graduating students who will create an impact in whatever field they choose to pursue, we have launched the Global Citizenship Education Programme as a central part of our educational philosophy. The Programme’s curriculum has been created to prepare our students to deal with the many complex issues that the world puts before them.

As a global leader in education, we understand our responsibility to positively impact the local economies wherever we teach. Our work entails business dealings with partners, suppliers and different stakeholders. We aim to create in-country value wherever we operate and therefore ensure that we spend 50% of our procurement budget with local suppliers.

We believe that putting quality education within the reach of every child is a shared mission for all our stakeholders. It is the guiding principle which ensures that we continuously reflect on our sustainability achievements and continue setting ambitious and inspirational goals.

Sir Michael Peat
Chairman of the Board

Our mission to put quality education within the reach of every child continues to guide our empowerment commitment towards employees, teachers and students. During this academic year, our students received more than 2,100 awards for academics, sports and arts.

Our students’ academic and extracurricular achievements are the result of an enabling environment which embraces education as a dynamic process in which teachers, parents, legal guardians, technology, learning methodologies and the physical environment all play significant roles.

None of our achievements would have been possible without our teachers. We proudly employ more than 15,000 qualified educational experts in the MENASA region who educate more than 140,000 students attending our schools daily. Our teachers receive extensive training and development opportunities. Through our partnership with TELLAL, an international training institute based on an ongoing self-improving system, we are able to further enhance our internal capacity and retain our talent. Teachers from GEMS have access to a series of specialised programmes through diverse platforms which TELLAL has tailored to their aspirations, in line with GEMS’ development goals.

Our teachers are often rewarded through a series of benefits, awards and recognitions. Among our awards are the Mariamma Varkey Award, the Emirates Innovative Teacher Award and the Global Teacher Prize. Each is dedicated to recognising the results of inspirational and outstanding teaching, and to celebrating GEMS and non-GEMS teachers deemed to be the most inspirational and outstanding practitioners at that time.

We celebrate diversity as a crucial element in enriching our students’ learning experiences beyond what is taught in the classroom – through daily interactions with their classmates. Our students come from more than 180 nationalities, with an almost equal split between females and males. Select GEMS schools have inclusion programmes for students with disabilities and learning difficulties.

The report also highlights child protection, safety and wellbeing, as among our top sustainability priorities. Through our partner School Transport Services (STS), we provide transportation for almost 70,000 students daily. Our students remain safe through the development, implementation and rigorous revisions of our health and safety policies and processes. STS is the only school transport provider in the region to have received both ISO 9001:2008 Quality System Certification and OHSAS 18001:2007 for Occupational Health and Safety.

As active corporate citizens, we constantly identify opportunities to invest in our local communities. This year, we have established the GEMS Social Investment Framework to guide all of our community engagement and Corporate Social Responsibility (CSR) efforts. The Framework is comprised of five key social investment pillars.

Corporate Citizenship, Education Sector Leadership, Supporting Students and Families, Teachers Matter and Environmental Responsibility. The Framework is aligned with the United Nations Sustainable Development Goals, the official visions of countries in which we operate, and the international best practices of the educational sector.

As a growing organisation with an expanding footprint, we realise that our environmental responsibility is paramount to our long-term sustainability. Our Environmental Policy addresses key issues and provides guidance on environmentally-friendly practices and educational awareness. We construct our schools according to local green guidelines and building codes, measure our carbon footprint and work towards the scopes of Greenhouse Gases (GHG), monitor consumption of our fuel, water and electricity and manage our waste. We still have a lot more to do. We will continue embedding sustainability as a default method of doing business on a daily basis, while extending our sustainability processes to further include our partners, suppliers and stakeholders.

Dino Varkey
Chief Executive Officer
Today, we have the privilege of educating over 114,000 students from more than 180 countries in the schools that we own and manage globally. We have over 15,000 passionate teachers and education professionals who work tirelessly to fulfill our purpose.

Key Highlights

- The world’s leading provider of private K-12 English-language education
- Operating 47 schools as of August 2017
- Four Main Curricula: British Curriculum, American Curriculum, Indian Curriculum, International Baccalaureate
- More than AED 90 Million has been committed to social investment programmes in the year 2016-2017 alone
- 50% of the procurement budget is dedicated to local suppliers and creating in-country value
- 114,644 students from over 180 nationalities as of August 2017
- 15,711 full-time employees from 106 nationalities
- Our students received over 2,100 awards for academics, sports and arts
- Average GHG emissions per person (students and employees) is 2.7 Tons of CO₂e
- 97% reduction in the number of reported health and safety incidents since the previous year
Overview

GEMS Education is the world’s leading provider or private K-12 English-language education by revenues, operating in the GCC with a particular focus on the UAE, the largest private education market in the world. Founded in its current form by Mr. Sunny Varkey 38 years ago, GEMS Education has been a pioneer of the UAE’s education system. It offers a diverse range of educational choices through 47 schools across three price points, Premium, Mid-Market Plus and Mid-Market, and four curricula, British, Indian, American and International Baccalaureate (“IB”).

GEMS Education also provides a comprehensive range of school support services, including school bus transportation, school uniform sales, sports management services, after-school activities, security services and teacher training.

Our Core Values

Academic performance is important for many reasons. It can open the door to opportunity and pave the way for future success, both in higher education and professionally; however, we believe a values-based, international education is of equal importance.

Our international education is expressed through core values which are woven into every academic and extracurricular activity at GEMS schools. We live and breathe four values that form the basis of everything we do. With these values at our core, we encourage independent learning and empower students to embrace responsibility. Students at our schools learn to celebrate diversity in a spirit of understanding and tolerance that helps them become citizens of the world.

Our Heritage

For almost 60 years, we have been the trusted choice for families in the UAE and beyond. Built by a family of educators, we started in one classroom inspired by our mission to put quality education within the reach of every child. Today, we have the privilege of educating over 114,000 students from more than 180 countries in the schools that we own and manage globally. We have over 15,000 passionate teachers and education professionals who work tirelessly to fulfill our purpose.

How we live our Four Core Values everyday

- We respect and celebrate our diversity and recognise that there are many things that unite us all.
- We make a difference in our local communities so that we can build a sustainable planet to share.
- We build bridges of knowledge, push boundaries and unite young people.
- We aim to produce not just great students, but great people who live with honesty, confidence and integrity.

Leading through innovation

Find the courage to challenge convention.

Growing by learning

Strive to develop your potential.

Pursuing excellence

Work to continually exceed expectations.

Global citizenship

Making an active contribution to your local and global community.

Aligning with our students, we never stop learning.

Each and every one of us has the capacity for leadership.

Just as we set educational standards for our schools, we ensure that everything we do is delivered to a high standard.

- We go the extra mile for our students and our colleagues.

- We respect and celebrate our diversity and recognise that there are many things that unite us all.

- We make a difference in our local communities so that we can build a sustainable planet to share.

- We build bridges of knowledge, push boundaries and unite young people.

- We aim to produce not just great students, but great people who live with honesty, confidence and integrity.
They dream big, push boundaries and make a difference in the lives of their students, day in and day out. They come to us from more than 110 different countries: to make the world a better place, every day.

A track record for excellence can be seen in the exam results achieved by students from all our curricula. Our students consistently achieve results that are higher than home country averages. They excel through multiple dimensions, garnering global recognition with over 2,100 international, regional and national awards for academic achievement, sports and arts. Our students are also accepted at some of the world’s top universities and colleges. In the last five years, they have received acceptances from over 1,050 universities across 53 countries, including all eight Ivy League universities in the USA and 24 Russell Group universities and colleges in the UK.

We strongly believe that no idea is too ambitious, if it makes life better for our students, teachers and families. With our dedicated innovation team, we are excited about new ways of doing things, and finding the courage to always challenge convention. All parents want their child to succeed and so do we. Although we believe that our teachers and staff are peerless, and that our choice of curricula is beyond compare, the truth is that every child has to take his or her own journey to achieve and possibly surpass his or her potential. Our promise is that no child gets left behind.

“Do not train a child to learn by force or harshness; but direct them to it by what amuses their minds.”

Plato

Schools’ Accreditation
(102-12); (102-13)

We are very proud of the accreditations that GEMS schools have achieved. Each accreditation and affiliation is a seal of approval from the finest international educational bodies. From AQA international accreditation to NCA accreditation and Central Board of Secondary Education affiliation, our awards and relationships speak volumes about the standard of education available through our schools all over the globe.
Financial Performance (2017)

Consolidated Statements of Profit or Loss for the years ended 31 August 2016 and 31 August 2017 and for the six-month period ended 28 February 2017.

<table>
<thead>
<tr>
<th></th>
<th>Fiscal Year 2016 (US$ million)</th>
<th>Fiscal Year 2017 (US$ million)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>REVENUE</strong></td>
<td>789.7</td>
<td>926.2</td>
</tr>
<tr>
<td><strong>EXPENSES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education and administrative expenses</td>
<td>(576.9)</td>
<td>(664.6)</td>
</tr>
<tr>
<td>Depreciation, impairment and amortisation</td>
<td>(51.1)</td>
<td>(80.8)</td>
</tr>
<tr>
<td>Pre-operative expenses</td>
<td>(9.5)</td>
<td>(3.2)</td>
</tr>
<tr>
<td><strong>TOTAL OPERATING EXPENSES</strong></td>
<td>(637.5)</td>
<td>(748.6)</td>
</tr>
<tr>
<td><strong>OPERATING PROFIT FOR THE PERIOD</strong></td>
<td>152.2</td>
<td>177.6</td>
</tr>
<tr>
<td>Finance income</td>
<td>10.7</td>
<td>10.4</td>
</tr>
<tr>
<td>Finance costs</td>
<td>(31.4)</td>
<td>(51.3)</td>
</tr>
<tr>
<td><strong>Net finance costs</strong></td>
<td>(20.7)</td>
<td>(40.9)</td>
</tr>
<tr>
<td><strong>PROFIT BEFORE TAX FOR THE PERIOD</strong></td>
<td>131.5</td>
<td>136.7</td>
</tr>
<tr>
<td>Income tax expense</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>PROFIT FOR THE PERIOD</strong></td>
<td>131.5</td>
<td>136.7</td>
</tr>
<tr>
<td><strong>Attributable to:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equity holders of the Holding Company</td>
<td>130.9</td>
<td>136.1</td>
</tr>
<tr>
<td>Non-controlling interests</td>
<td>0.6</td>
<td>0.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>131.5</td>
<td>136.7</td>
</tr>
</tbody>
</table>
Delivering quality education, and following through on our promise to leave no child behind, entails constant communication and engagement with each of our stakeholders. Education is an ever-growing and changing industry: improving our standards demands ceaseless, ongoing conversations with government regulators, students, parents, teachers and educational partners.

Listening to our Stakeholders

We define our stakeholders as groups or individuals who are influenced by our activities and services, and who in turn have an impact on our ability to achieve our goals. The table below maps out the stakeholder groups with which we regularly engage through various methods – while actively seeking to incorporate their feedback into our strategic thinking and daily operations.

<table>
<thead>
<tr>
<th>Stakeholders &amp; Teachers</th>
<th>Engagement Methods and Frequency</th>
<th>Stakeholders Feedback</th>
</tr>
</thead>
</table>
| Employees & Teachers    | • Internal Intranet, instant messaging software and emails - as needed  
                          | • Face-to-face meetings - weekly/monthly  
                          | • E-learning, training programmes, group workshops - as needed  
                          | • Employee Engagement Survey - annual  
                          | • Performance appraisal meetings - bi-annual | During the Employee Engagement Survey completed by YouGov, GEMS received an 81% response rate and employees reported as follows. I am mostly satisfied with:  
                          | • I trust my line manager  
                          | • I trust the head of my department  
                          | • I am clear about what is expected from me | In total, 88% would recommend GEMS schools to parents.  
                          | Areas for improvement:  
                          | • Being treated with respect regardless of position  
                          | • Access to training to do my job effectively  
                          | • Having a meaningful career/development conversation |
## Defining the Report’s Content

### FIRST: RESEARCH

Sustainable Square initiated this materiality analysis process by conducting a review of all GEMS Education’s sustainability-related strategies, programmes, initiatives and activities. They then reviewed the GRI Sustainability Reporting Standards. In addition, they reviewed peer practices and sought perspectives from our main stakeholder groups: these include GEMS Education’s Board of Directors, employees, teachers, students, parents, investors, the media, local community organisations, environmental organisations, suppliers, government and regulators.

### SECOND: STAKEHOLDER ENGAGEMENT

We compiled an extensive inventory of 53 potential material sustainability topics related to educational institutions in general, and specifically to GEMS Education. We then asked all main stakeholder groups to rate the importance of each topic on a scale from 1 to 5.

The same list of topics was then rated by GEMS Education’s key management and decision makers – those who have the highest impact on implementing policies and strategies. They all rated the topics according to GEMS Education’s ability to create positive impact from application of those topics to business operations.

### THIRD: RESULTS

As a result of the stakeholder consultation, 38 out of 51 issues were found highly material, with ratings above 4 points (on a scale from 1–5). These issues correspond to 23 GRI Material Topics that represent the content of the Report.

## Materiality Analysis

The evidence-based materiality matrix plots all related sustainability issues across two axes: Axis X shows the importance of these topics to the business itself, while Axis Y shows the importance of the same topics to the stakeholders. GEMS Education follows the Global Reporting Initiative (GRI) definition of materiality for sustainability reporting: material topics and disclosures are those that reflect the organisation’s significant economic, environmental and social impacts, or that would substantively influence the assessments and decisions of stakeholders. Through our materiality analysis process, we can identify topics that have a direct and/or indirect impact on our ability to create, preserve or erode economic, environmental and social value for our business, the communities in which we operate and all our stakeholders.

### Stakeholders Feedback

- **Board of Directors**
  - The Board’s feedback is communicated to Board committees and top management regarding the company’s strategic focus, organisational structure, financial decisions, risk management, growth and expansion.

- **Investors**
  - Development of financial performance, shareholder value growth, business ethics, governance, compliance, risk management, business continuity, aligning sustainability and commercial benefits.

- **Students**
  - Feedback on academic material, student–teachers relations and extracurricular activities.

- **Parents**
  - Feedback on students’ academic performance, student–teacher relations, students’ overall well-being and on tuition.

- **Suppliers**
  - Feedback related to fair selection of suppliers, compliance with terms and conditions, reputational assessment and pricing.

- **Local Community**
  - Feedback related to specific improvement areas in GEMS’ social investment programmes.

- **Government**
  - Feedback related to compliance, communicating new regulations and expectations – especially to academic materials and teacher preparedness and certification.

- **Environment**
  - Feedback related to reporting on GEMS’ carbon footprint and environmental impact.

- **Media**
  - Feedback related to expansion plans, educational development and socio-economic impact.
GEMS Materiality Matrix

**Impact Boundaries**

<table>
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<th>GEMS Education Material Topics</th>
<th>Corresponding GRI Standards, Material Topics</th>
<th>Boundaries</th>
<th>Location in the Report</th>
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</tr>
<tr>
<td><strong>Teacher-Parent Engagement</strong></td>
<td>GRI 102 General Disclosures (Stakeholder Engagement)</td>
<td>Employees, Parents</td>
<td>Page 46</td>
</tr>
<tr>
<td><strong>Accountability and Transparency</strong></td>
<td>GRI 102 General Disclosures (Governance)</td>
<td>Shareholders, Government, Employees, Students, Parents</td>
<td>Pages 25, 26</td>
</tr>
<tr>
<td><strong>Standardised Processes and Systems</strong></td>
<td>GRI 102 General Disclosures (Governance)</td>
<td>Employees</td>
<td>Pages 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63</td>
</tr>
</tbody>
</table>
The building, maintaining and growing of multinational institutions requires a solid foundation of robust governance, careful risk management and business continuity plans and processes. At GEMS Education, we embed strong governance practices at all staff and management levels and specifically communicate our policies, rules and regulations to all of our team using appropriate different methods and platforms.

GOVERNANCE, RISK MANAGEMENT AND BUSINESS CONTINUITY

The Board and its Committees

The GEMS Education Group Board is committed to the highest standards of corporate governance. It complies with the requirements of the UK Corporate Governance Code and reports to all shareholders accordingly. The Board meets quarterly during each Financial Year – or at such greater frequency as may be agreed – and is responsible for the overall direction, supervision and management of the Group.

<table>
<thead>
<tr>
<th>BOARD MEMBER</th>
<th>POSITION</th>
<th>DATE APPOINTED</th>
<th>NATIONALITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sir Michael Peat</td>
<td>Chairman</td>
<td>2018</td>
<td>British</td>
</tr>
<tr>
<td>Sunny Varkey</td>
<td>Founder and Executive Vice Chairman</td>
<td>2018</td>
<td>Indian</td>
</tr>
<tr>
<td>Dino Varkey</td>
<td>Chief Executive Officer</td>
<td>2018</td>
<td>Indian</td>
</tr>
<tr>
<td>Terry Duddy</td>
<td>Senior Independent Non-Executive Director</td>
<td>2018</td>
<td>British</td>
</tr>
<tr>
<td>Kirsty Bashforth</td>
<td>Independent Non-Executive Director</td>
<td>2018</td>
<td>British</td>
</tr>
<tr>
<td>Lois Jacobs</td>
<td>Independent Non-Executive Director</td>
<td>2018</td>
<td>British</td>
</tr>
<tr>
<td>Georges Makhoul</td>
<td>Independent Non-Executive Director</td>
<td>2018</td>
<td>British</td>
</tr>
<tr>
<td>Helen Weir</td>
<td>Independent Non-Executive Director</td>
<td>2018</td>
<td>British</td>
</tr>
<tr>
<td>Tony Little</td>
<td>Non-Executive Director</td>
<td>2018</td>
<td>British</td>
</tr>
<tr>
<td>C N Radhakrishnan</td>
<td>Non-Executive Director</td>
<td>2018</td>
<td>Indian</td>
</tr>
<tr>
<td>Jay Varkey</td>
<td>Director</td>
<td>2018</td>
<td>Indian</td>
</tr>
</tbody>
</table>
The Board Committees

**Audit and Risk Committee**

The Audit and Risk Committee is made up of a minimum of three members and all of its members are independent Non-Executive Directors. The Audit and Risk Committee is chaired by Helen Weir, and its other members are Terry Duddy, Kirsty Bashforth and Georges Makhoul.

The Audit and Risk Committee will normally meet at least four times a year. It has responsibility for, amongst other things, the monitoring of the integrity of the Company's financial statements, the Company's financial controls, the Company's internal audit function and the Company's risk management systems. It focuses in particular on compliance with accounting policies and ensuring that an effective system of internal financial control is maintained. The ultimate responsibility for reviewing and approving the annual report and accounts, and the half-yearly reports, remains with the Board. The Committee also receives regular updates from the Group's internal audit function and risk management systems, reviews and assesses the annual internal audit work plan and receives reports on the results of the internal auditor's work.

The terms of reference of the Audit and Risk Committee cover such issues as membership and the frequency of meetings, as mentioned above, together with requirements for the quorum for and the right to attend meetings. The duties of the Audit and Risk committee covered in the terms of reference are, among others: financial reporting, reviewing the effectiveness of the Company's internal controls and risk management systems, reviewing the Company's whistleblowing arrangements and proceedings for detecting fraud, exercising oversight over the Company's internal audit function and managing the relationship with its external auditors.

**Nomination Committee**

The Nomination Committee is made up of a minimum of three members, a majority of whom are independent Non-Executive Directors. As long as the Varkey Group is able to appoint one Director to the Board, it shall have the right to appoint one Director to the Nomination Committee. This Committee is chaired by Terry Duddy, and its other members are Sir Michael Peat, Lois Jacobs, Dino Varkey and C.N. Radhakrishnan. This Committee meets not less than twice a year.

The Nomination Committee is responsible for considering and making recommendations to the Board in respect of appointments to the Board and the Board committees.

It is also responsible for keeping the structure, size and composition of the Board under regular review and for making recommendations to the Board with regard to any changes necessary. The Nomination Committee also considers succession planning, taking into account the skills and expertise that will be needed on the Board in the future. The duties of the Nomination Committee include overseeing the Board’s governance arrangements and making recommendations to the Board on governance issues.

**Remuneration and People Committee**

The Remuneration and People Committee is made up of a minimum of three members are independent Non-Executive Directors (other than the Chairman, who may be an additional member if independent on appointment), Helen Weir. It meets not less than twice a year.

This Committee assists the Board in determining its responsibilities in relation to remuneration, including setting the Company's policy on executive remuneration and determining the individual remuneration and benefits package of the Company's Executive Directors and certain senior executives. The Remuneration and People Committee is also responsible for recommending and monitoring the structure and level of remuneration for Senior Management and the overall cost of incentive plans for other employees, including any compensation payments. The Board itself shall determine the remuneration of the Non-Executive Directors within the limits set in the Articles. The duties of this committee include determining and monitoring policy on end of service benefits, pension arrangements, share schemes and remuneration consultants and authorising claims for expenses from the members of the Board.

**Independent Directors’ Committee**

The Independent Directors’ Committee is comprised of all of the independent Non-Executive Directors, being Terry Duddy, Sir Michael Peat, Kirsty Bashforth, Lois Jacobs, Georges Makhoul and Helen Weir. It is chaired by Terry Duddy. The Independent Directors’ Committee will meet at least twice a year and as such times as shall be necessary or appropriate, as determined by the Chair of the Independent Directors’ Committee or the Chief Executive Officer.

This Committee identifies and manages matters involving conflicts of interest (including potential conflicts of interest) between any Group Company, on the one hand, and any controlling shareholder or related party, on the other hand. It is also responsible for overseeing and scrutinising the relationship between the Group, its related parties and its controlling shareholders (including evaluating, monitoring and approving any material transactions or arrangements between such parties).

**Reputation and Ethics Committee**

The Reputation and Ethics Committee is comprised of a majority of independent Non-Executive Directors. It is chaired by Lois Jacobs and its other members are Kirsty Bashforth and Georges Makhoul. This Committee meets at least three times a year and at such times as may be agreed by the members and otherwise as required.

This Committee advises the Board on matters concerning the interests of students, employees, staff, other stakeholders and the community, with particular regard to ensuring that all teaching and learning activities are conducted to the highest ethical standards, ensuring a healthy work environment for all staff and maintaining and enhancing the public reputation and image of the Group.
Disclosure Committee
The Disclosure Committee is chaired by Sir Michael Peat and its other members are Dino Varkey, Jean-Philippe Sarther, Edward Senior and Arvind Mathur. This Committee will meet at such times as shall be necessary or appropriate as requested by any one or more members of the Disclosure Committee.

The Board has established this Committee to monitor projects and transactions that could potentially constitute inside information, ensure timely and accurate disclosure of all information that is required to be so disclosed to the market to meet the Company’s legal and regulatory obligations and requirements, including the Listing Rules, the Disclosure Guidance and Transparency Rules and the Market Abuse Regulation.

The Board’s Role in Evaluating Economic, Environmental and Social Risks
The GEMS Education management team meets monthly to address different types of risk. The results of these meetings are raised with the Board on a quarterly basis. The Audit and Risk Board Committee, in particular, addresses most topics related to ESG risks. During the 2016-2017 academic year a number of potential ESG risks, within the normal course of business, have accordingly been raised with the Audit and Risk Committee. The Committee took the necessary remedial actions, with the result that a number of existing policies and regulations were updated following official Board approval.

Child protection, safety, security and well-being are among our top priorities at GEMS. Employees must ensure that the welfare of each child is paramount, because all children have the right to protection from any kind of danger or abuse, whether physical, verbal or emotional.

Stewardship of Resources, Management of Documents and Confidential Information
All employees are responsible for handling GEMS resources with all possible care. Specific procedures exist for the handling of documents and business files, so as to enable employees to handle them without risking any breach of data. All confidential information that is not public must be handled in a specified fashion, by following GEMS Education’s standards for privacy and security, both online and offline.

Intellectual Property
GEMS Education provides clear guidelines to what constitutes intellectual property, and guides employees in proper management of such property during and after their period of employment.

Anti-Bullying and Harassment
Bullying is unacceptable conduct within GEMS and all reported incidents are thoroughly investigated. Bullying consists of any form of unreasonable behaviour that is directed against an individual or group by another individual or group. Harassment is behaviour that can include sexual assault, stalking and harassing phone calls, or online comment – some of which are also crimes. It is unacceptable to discriminate against someone because of that person’s race, colour, religion, sex, national origin, age, or disability. It is also unacceptable, and in most cases illegal, to retaliate against a person because he or she has complained or filed a case about discrimination.

Conflicts of Interest
If a potential conflict of interest arises, employees must identify the possible conflict to their line managers, complete the Conflict of Interests Disclosure Statement contained in the Conflict of Interest Policy and then deliver this Disclosure Statement to the HR Conflicts Committee.

Compensation for Overtime Work
We recognise that employees in certain positions are occasionally required to work overtime. We have therefore set and communicated clear guidelines for the payment of commissions, fees and gratuities, as well as proper record-keeping. Money laundering in all its formed and unformed varieties is strictly forbidden.

Working with Relatives
In order to create an environment that celebrates merit and attracts employees based on relevant competencies, qualifications and experience, we have created a policy addressing working with relatives. The goal is to avoid circumstances of actual or apparent, conflicts of interest which may result from the employment and placement of relatives. All our employees are aware that relationship by family does not constitute an advantage when an employee seeks an appointment or promotion at GEMS.
School Internal Reviews

Reviews help schools to improve. The transparency of the criteria, the identification of strengths, the professional discussion with the school about outcomes and self-evaluations alongside the recommendations which stem from the review, all contribute to the success of the process.

Students succeed when they are well taught, are appropriately challenged, guided and supported both academically and personally – and when leadership and management are effective in ensuring that these priorities are met and adequately resourced. Therefore, GEMS Education empowers every school and its leadership team to take full ownership of the responsibility for individual school improvement.

Internal Review Process

The process for a GEMS Internal Review is laid out in full within a clearly defined process flow-chart, shared and openly communicated to our team. This provides clear timelines, along with actions and responsibilities. Each Internal Review will focus on progress being made further to recommendations from the school’s most recent regulatory body inspection or GEMS Internal Review.

School Self-Evaluation (SEF)

Self-evaluation is central to the review process. Schools need to evaluate their students’ achievements, the quality of provision, the impact of leadership and management and their overall effectiveness. This rigorous self-evaluation will help the school to ensure the quality of its provision and identify areas for improvement. Reviewers need to use the evidence which the school provides in its SEF to frame hypotheses about the school. They should then test their hypotheses through direct observation of students and teachers at work; reviews of students’ work; analysis of data; scrutiny of school documentation and discussion with students, parents and key staff. The team should consider whether the SEF is based on securely-founded evidence and is reflected in the everyday practices of the school.

School Development Plan (SDP) and Summary Statements

Alongside its scrutiny of the SEF, the review team will examine the School Development Plan (SDP) and Summary Statements. The SDP addresses recommendations from the school’s previous inspections/reviews by identifying key actions linked to the persons responsible and resulting desired outcomes. Schools need to monitor progress of actions and outcomes identified within the SDP on a regular basis. The Summary Statements encapsulate, on a termly basis, the areas of focus for the school, the targets set and the progress made in achieving them.

Review Feedback/Reporting

The review team come to a collective view and agree on judgements in relation to the main areas of focus. Judgements must not be made by averaging or aggregating grades. Judgements should be made based on professional reflection, considering all the evidence gained during the review and taking into account the standards framework. The judgements reached by the team should be considered alongside those offered by the school in its SEF. Where there are differences, the team should explain and provide evidence of any discrepancies occurring.

Effective reviews are not possible unless reviewers engage in professional dialogue. Throughout these reviews, the lead reviewer should share summaries of observations and hypotheses with the school in a way that allows the school to respond. The review team should always be supportive of the school and be open to receiving additional evidence.
Risk Management

Although risk management has always been an integrated element of our business operations, this year we have put much effort into further professionalisation of our risk management framework, processes and supporting tools. Two of the most important achievements related to risk management within GEMS Education are:

- Creation of a new Risk and Compliance Function
- Annual Enterprise Risk Assessment

Risk and Compliance Function

As of this year, risk management will be driven by our newly formed Risk & Compliance Function. This function will provide the following key services:

- Design and maintain an effective and efficient risk management framework
- Support the organisation in execution of the risk management process
- Increase risk management awareness throughout the organisation
- Facilitate communication, especially when risk-related interdependencies exist between departments
- Report to the Audit & Risk Committee

The resulting risk management programme will assist us to achieve our business objectives by developing a structured, systematic and disciplined approach in order to evaluate and improve the effectiveness of risk management, controls, governance processes and operations.

GEMS’ risk management framework is based on the ISO 31000 guidelines, which address the needs and expectations of the key stakeholders of the Risk & Compliance Function i.e. the Board of Directors, the Audit & Risk Committee, GEMS’ senior management and external stakeholders, such as investors, governmental/regulatory bodies and most importantly, our students and their parents/legal guardians.

The assessment was the first in its kind within GEMS Education and it has identified a total of 518 specific risks. Supported by the newly developed Risk Assessment Criteria Matrix, plus risk prioritisation workshops with senior management participation, risk prioritisation has taken place. The monitoring of risk management performance of these man corporate risks is one of the recurring agenda items of the Audit & Risk Committee.

One of the observations from the annual risk assessment exercise was the high level of attention given to child safety by senior management. The focus of the child safety challenge goes beyond water quality and indoor air quality and includes other related school activities such as transport, sports and outdoor activities. In our effort to ensure the best possible health and safety protection for our students, we have developed and implemented a comprehensive health and safety awareness training programme which is mandatory for all staff. To encourage more regular reporting and tracking of health and safety related reports, we have successfully implemented the GEMS Safety and Health management system across the organisation.

We shall strive to further enhance the GEMS Education risk management programme in 2018. To improve the risk management process cycle, we want to perform risk assessments on a more frequent basis. This will ensure that our risk assessments are fully up-to-date and that identified risks are given the right priority.

Highlights of the 2016-17 Academic Year Internal Reviews

<table>
<thead>
<tr>
<th>IB Diploma Pass Rate</th>
<th>91%</th>
<th>Above the worldwide average of 79% by 12%</th>
</tr>
</thead>
<tbody>
<tr>
<td>IB Diploma Average Points Score</td>
<td>33 points</td>
<td>3 points above the worldwide average of 30 points</td>
</tr>
<tr>
<td>A Level Entries Gaining A* to A Grade</td>
<td>32%</td>
<td>Above the provisional UK average of 26%</td>
</tr>
<tr>
<td>A Level Entries Gaining A* to B Grade</td>
<td>57%</td>
<td>Above the UK average of 53%</td>
</tr>
<tr>
<td>General Certificate of Secondary Education Entries Gaining A* to A Grade</td>
<td>39%</td>
<td>19% above the UK average of 20%</td>
</tr>
<tr>
<td>General Certificate of Secondary Education Entries Gaining A* to C Grade</td>
<td>81%</td>
<td>Nearly 15% above the UK average of 66%</td>
</tr>
<tr>
<td>Central Board of Secondary Education Grade X Pass Rate</td>
<td>100%</td>
<td>Almost 100% pass rate</td>
</tr>
<tr>
<td>Central Board of Secondary Education Grade XII Pass Rate</td>
<td>100%</td>
<td>Almost 100% pass rate</td>
</tr>
</tbody>
</table>
Our commitment to sustainability entails engagement with our network of suppliers and holding them accountable to our ethical standards. We continue to strengthen our approach to sustainable and ethical sourcing, offering more guidance for our suppliers in support of our expectations.

Through the onboarding process, all our suppliers are expected to comply with the GEMS Education Terms and Conditions of Purchase, which detail our commitment to comply with local laws and regulations, human rights, health and safety measures, prevention of bribery, fraud and every other unethical practice.

**Suppliers’ Engagement**

We continuously engage with our suppliers to update them on new processes, policies and practices that we update and implement. Our suppliers are also encouraged to reach out to us to share feedback on process improvements, mutual expectations and other matters through various communication channels and online systems.

**Working with Local Suppliers**

We remain wholly committed to contributing to the economic prosperity of countries in which we operate, and understand that local sourcing is one avenue to achieve that. As the majority of our schools are located in the UAE, we always ensure that at least 50% of our suppliers are registered locally.

**Sustainable Construction and Property Management**

In order to add new school buildings in line with the GEMS Education standards, we either engage in constructing new buildings, or rent ready buildings and manage them. As we choose our construction and maintenance suppliers, we ensure strict adherence to the standards and regulatory frameworks of local authorities, including departments of urban planning and infrastructure development, local municipalities, environmental regulators, and health and safety committees.
On the first day at school, we aim that parents will see the wonder in their child’s eyes. From the warmth and energy of our teachers to our prime learning environments, we run successful international schools which set a benchmark for quality education today and shape the future of learning for the next generation. What drives us is our mission: to put quality education within the reach of every child.

GEMS Students

GEMS schools are home to 114,644 students representing more than 180 nationalities, with an almost equal split between males and females.
GEMS offers several educational system options. Most of our students are enrolled in the Indian System, with 53,765 students registered, followed by the British System, with 48,945 students registered.

### Total Number of Students Broken Down by Education System

<table>
<thead>
<tr>
<th></th>
<th>2016/2017</th>
<th>2015/2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>UAE</td>
<td>2,360</td>
<td>2,186</td>
</tr>
<tr>
<td>American/IB</td>
<td>1,348</td>
<td>1,186</td>
</tr>
<tr>
<td>Indian</td>
<td>53,765</td>
<td>52,543</td>
</tr>
<tr>
<td>British</td>
<td>48,945</td>
<td>40,080</td>
</tr>
</tbody>
</table>

As for the geographical distribution of our students, the majority are in the UAE, due to the significant size of our operation there.

### Total Number of Students Broken Down by Country

<table>
<thead>
<tr>
<th></th>
<th>2016/2017</th>
<th>2015/2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>UAE</td>
<td>113,296</td>
<td>103,283</td>
</tr>
<tr>
<td>Qatar</td>
<td>917</td>
<td>917</td>
</tr>
</tbody>
</table>

### Celebrating Diversity In Our Student Body

GEMS schools are committed to an inclusive environment which celebrates diversity as a key factor in enriching our students’ experiences. Our admission process is tailored to gather information about potential students to better understand their needs and thus match them with the best-suited educational curriculum and school.

The Schools’ Inclusion Departments have clear vision and mission statements relating to the ethos, rationale and goals of each department, and these beliefs are embedded in the teaching fabric of every school. The Inclusion Policy consists of a number of individual documents relating to all areas of support that a student might require.

The topics addressed by the Inclusion Policy are:

- Special Educational Needs
- Arabic Language Development
- Child Protection
- Accessibility
- English Learning
- Gifted and Talented Students
- Learning Support Specialist
- Islamic Support
- Counselling
GEMS Teachers and Principals

Among the memories of their school days, children often remember teachers the most. Perhaps because teachers were among the first adults to really understand them, or because they made learning seem so easy. Whatever the reason, we know that great teachers inspire great students. That is why at GEMS Education, we pay close attention to how we train and support both our new and our experienced education specialists. We know just how rewarding a teaching career can be, when teachers have the right support and opportunities to develop. We have worked tirelessly across the years to instill a carefully crafted framework that sets our teachers apart.

GEMS Quality Standards
High quality teachers all creating educational excellence

The Right Tools
A world of resources and tools at their fingertips

Career Pathways
Rewarding opportunities that can take our teachers anywhere

Global Outlook
A vibrant community of professionals connected in 16 countries

Pioneering People
Engaged teaching professionals with new ideas and knowledge

GEMS principals are responsible for ensuring that world class expertise reaches children in the classroom. Our principals shape the direction of GEMS schools, establishing their culture, ethos and direction. Above all, GEMS principals are there to inspire and to motivate. They offer teachers the support and confidence they need to be the very best educators and accordingly motivate students to achieve their full potential - with the full support of GEMS parents. Our principals all over the world have exceptional track records, focusing on outstanding results, happy teachers, successful students and involved parents.

The Academic Council

Our commitment to offering the best educational experience to our students has led us to the establishment of the prestigious GEMS Academic Council. The Council was established by the Board for the primary purpose of advising the Chairman and the Board on educational matters of consequence for schools throughout the whole group.

The Council advises on three key strategic areas:

Educational Standards: ensuring that all GEMS schools achieve outstanding results, meet the highest inspection standards, and are compliant with an effective, rigorous dashboard that leads to performance excellence.

Teachers: advising and monitoring the professional development of teachers, creating effective leadership pathways and identifying outstanding school leaders for the future.

Vision: ensuring that the GEMS Four Core Values are embedded as essential features of students’ experience, advising on 21st Century skills which prepare students for the global workplace, and providing a flow of new global initiatives.
Eric’s outward focused approach played a pivotal role in the creation of the Plumpton Education Community (PEC) which encompassed three partner primary schools and a school for specific purposes. The result was a significant improvement in creativity, continuity and consistency in the delivery of curriculum K-12 with teachers working together, often teaching across sites. Their work was recognised by Australian Prime Minister, Julia Gillard, after a visit in February 2010 where she described PEC as an exemplar for Australian schools and a model upon which communities of schools can be developed.

Eric was recognised for his contribution to public education in 2010, being selected by the Sydney Magazine as being one of five educators recognised in Sydney’s Top 100 influential people. In 2011, he received the NSW Director General’s Award for Outstanding Leadership and the Western Sydney Regional Director’s Award for Outstanding Leadership. In 2015, he was included in The Educator’s Hot List recognising people who are at the forefront of innovation and leadership in the education sector.

Edward Christian Kieswetter

Ed’s deep love for education and human capacity development has kept him involved in various teaching, leadership and governance roles in formal and community education for over 35 years. He is a life-long scholar and reflective practitioner, who recently retired as Group Chief Executive of a large financial services company, transitioning to a portfolio life in order to pursue a more active role in education and human development. Ed is currently involved in the Da Vinci Institute, a private university in South Africa where he serves as President, Member of Council and holds a part-time appointment as a Professor. He chairs the board of South Africa’s Technology Innovation Agency. In addition, he holds various board positions including serving as a non-executive director of GEMS Africa.

He has extensive experience at leading diverse organisations at senior executive and governance levels within the academic, public and private sectors. He has an impressive track record for leading organisational turnaround; most recently as Group Chief executive of a large financial services company, transitioning to a portfolio life in order to pursue a more active role in education and human development. Ed is currently involved in the Da Vinci Institute, a private university in South Africa where he serves as President, Member of Council and holds a part-time appointment as a Professor. He chairs the board of South Africa’s Technology Innovation Agency. In addition, he holds various board positions including serving as a non-executive director of GEMS Africa.

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Academic highlights include: appointment as Visiting Professor at two SA universities; three Masters Degrees; Associate in Education, Harvard University; African American Scholarship and Apprentice of the Year.

Professional Highlights include: finalist, All Africa Business Leaders Awards; leading Alexander Forbes (IFD) inspired and co-created BetterWage (on-line business); ACO Africa Dealmaker of the Year; Leadership Thinker Award BOTY and SA Boss of the Year.

As a committed “servant leader”, he is actively involved in community projects, pastoral counselling, mentorship and leadership development.

Lord Adonis

Lord Adonis studied history at Keble College, Oxford, followed by a PhD in modern history and a fellowship at Nuffield College, Oxford. He was also elected to Oxford City Council from 1987 to 1991.

Andrew then became a journalist at the Financial Times for five years before moving to the Observer as a political columnist. He joined Tony Blair’s Number 10 policy staff in 1998, first as education adviser then, after 2001, as Head of the Policy Unit.

Andrew was Minister for Schools from May 2005 until October 2008, Minister of State for Transport from October 2008 until June 2009, and Secretary of State for Transport from June 2009 until May 2010. He was one of Labour’s negotiating team with the Liberal Democrats in the post-election hung parliament negotiations.

Andrew takes a great interest in developing young leaders in public service professions. He serves as a trustee of Teach First, which places bright young graduates in challenging schools. Its equivalent for Social work, Frontline, was established in 2012, and Andrew has been heavily involved with it since its inception, chairing its trustee board. He is also on the board of Police Now, which aims to recruit a new generation of young leaders to the Metropolitan Police.

Eric Jamieson

Eric has had extensive experience as an educator in Australia for over 35 years with the New South Wales (NSW) Department of Education and Communities. The Department works with local communities, industry partners and other government agencies to support more than 1.5 million students.

Since 2011, Eric has been Director, High Performance, with responsibility for leading the implementation of innovative student learning and assessment practices, leadership development and teacher quality, in addition to school planning, improvement, accountability and excellence. His key strengths are leading system-wide innovation and educational reforms while ensuring high quality educational provision for students and staff.

As a successful Principal, Eric’s passion for improving educational outcomes, particularly for students in low socio-economic Western Sydney schools, led to him taking on the role of principal at Plumpton High School in 2004. He led the school through a complete transformation and reinvigoration. This resulted in dramatically improved academic performance, attendance and retention rates, with the demand for enrolment at the school double the number of positions available.

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Tony Little

Tony Little is the Chief Academic Officer for GEMS Education, a Schools’ group educating over 250,000 students representing 173 different nationalities.

His background is as an English and Drama teacher in UK schools. He has had a particular involvement in the culture of boarding schools, having worked as a boarding housemaster and been head of three schools with a boarding dimension. He is currently Honorary President of the BSA (Boarding Schools Association).

He has been a head teacher for 26 years, successively at Chigwell School (from 1989), Dalham School (from 1996) and Eton College (from 2002-2015). Over the years he has been a governor at nine secondary schools, both state and independent, as well as six primary/prep schools: two of these secondary schools were newly created under the UK Government’s Free Schools initiative.

Over the past 15 years he has become increasingly engaged in international education organisations and programmes. His roles include serving as President of the International Boys’ Schools Coalition, Chair of an association linking schools in China with schools in the West, Trustee of Afghan Connection and chair of the Mvumi School Trust, Tanzania.

He has particular interests in developing pedagogy and the benefits of digital education, interests that came into focus with the creation of the Centre for Innovation and Research in Learning at Eton College.

Fernando M. Reimers

Professor Fernando M. Reimers is Ford Foundation Professor of the Practice of International Education and Director of Global Education Innovation Initiative at Harvard University.

Professor Reimers is an expert in the field of Global Education. His research and teaching focus on the relationship between education policy, innovation, leadership and quality improvement to support children and youth in developing the skills they need to thrive in the 21st Century. As part of the work of the Global Education Innovation Initiative, he and his colleagues have just finished a comparative study of the goals of education as reflected in curriculums in Chile, China, India, Mexico, Singapore and the United States, published by Harvard Education Press. His writings have conceptualized and defined the profile of a globally competent graduate in the 21st Century. He chairs an annual think tank that brings to Harvard University leaders of thought and practice in global education around the world.

He is also active advising governments, international development organizations, universities, public and independent schools and other educational institutions to improve their quality and relevance. He is a member of the Massachusetts Board of Higher Education, where he chairs the Strategic Planning Committee, which works with all universities in the State aligning their strategic plans with the State’s Vision Project. He recently led a series of activities to support the Ministers of Education of the Americas in developing an education strategy for the hemisphere, as a result of a Presidential Summit convened by the Organization of American States. He serves on the education advisory board of the Asia Pacific Economic Council, where he advises on the development and implementation of education strategy. He is also working with the Varkey Foundation supporting a global network of exemplary teachers in defining 21 century learning and pedagogy.

He is a member of the US Commission for UNESCO and works with policy makers in the United States, Asia, Latin America, and the Middle East. He is a Fellow of the International Academy of Education and a member of the Council of Foreign Relations.

Dr. Yu Hyun Park

Dr. Yu Hyun Park is a social entrepreneur and university researcher who founded infollutionZERO, a non-profit organization in Korea that is focused on raising public awareness of “infollution” (information pollution such as cyberbullying and technology addiction), providing digital citizenship training for children, and shaping public policy on internet governance and safety.

In 2013, she was selected as an Eisenhower Fellow (Multi-National Program) as well as the first Ashoka Fellow representing Korea in recognition of her leadership in the social entrepreneurship sector. She has twice won international awards from UNESCO, including the UNESCO King Hamad Bin Issa Al-Khalifa Prize for Use of ICT in Education in 2012 and the Wenhui UNESCO Award for Educational Innovation in 2013, for her development of the iZ HERO program. iZ HERO is an innovative research-based educational programme that teaches digital citizenship to children by using interactive digital media and comprehensive school engagement programmes. She was also selected as a World Economic Forum Young Global Leader (2015) and was named a member of the Steering Committee of the World Economic Forum’s project “Shaping the Future Implications of Digital Media for Society.” She is currently the Director of Academic Projects at Nanyang Technological University.
Lin Kobayashi
Lin Kobayashi is an entrepreneur and educator who is passionate about bringing positive change to society. She founded and chairs the board of the International School of Asia, Karuizawa (ISAK), Japan’s first international boarding high school design to nurture the next generation of transformational leaders. ISAK recently became the world’s 17th and Japan’s 1st United World College. Following the successful opening of ISAK in 2014, Kobayashi worked with the Minister and Ministry of Education on decentralization of teacher training, hiring and evaluation, while serving on the Council for the Implementation of Education Rebuilding in Japan. She also serves as a member of Educational Policy Strategy Council in Nagano Prefecture, serves on the Accenture Japan Inclusion and Diversity advisory board as well as on the board of Endeavor which promotes entrepreneurship in Japan. She was selected as a Young Global Leader in 2012 by the World Economic Forum, Change-Maker of the year 2013 by Nikkei Business, Woman of the Year 2015 by Nikkei Woman, and Management of the Year 2016 by Zaikai. She started her career at Morgan Stanley, and holds a BA in economics from the University of Tokyo and an MA in education from Stanford University.

Sir Michael Wilshaw
Sir Michael Wilshaw, Her Majesty’s former Chief Inspector of Schools, Ofsted, joined GEMS as a Senior Consultant in 2016. Sir Michael has a remarkable track record of transforming low-achieving schools in England into outstanding ones through strong values and innovative methods within classrooms. He is considered to be one of the leading educators in England. During his tenure, he oversaw the improvement of many primary and secondary schools. Sir Michael has over 43 years of experience in education, where he served in several roles including Principal of Mossbourne Community Academy, Hackney and Director of Education, ARK Schools, following 13 years in middle management and senior posts in the Inner-London Education Authority.

Ramya Venkataraman
Ramya Venkataraman is Founder and CEO of the Centre for Teacher Accreditation (CENTA), an India-based teacher certification entity that aims to create a career path for the profession, connect outstanding teachers to great opportunities, serve as a market-based signal of quality for schools and training providers, and catalyze teacher professional development. Through the catalytic effect of this, CENTA hopes to play a central role in improving the quality of school education and making teaching a preferred and celebrated profession. CENTA’s first initiative, the CENTA Teaching Professionals’ Olympiad TPPO 2015, received tremendous response from India’s teaching and the broader education community.

Prior to this, Ramya was with McKinsey & Company for 16 years, including time as Leader of the Education Practice (which she built), and in multiple other industry sectors/geographies in the first 10 years – a broader professional experience that she continues to bring to bear in her education work.

Ramya is known for several pioneering on-the-ground reform efforts in both school education and skills in India – driving large scale reform in a public school system and catalyzing a series of others modeled similarly. This in turn has helped set up a national institution that has dramatically changed the schooling landscape in India, supporting the development of several reputed foundations and private organizations, and contributing to significant policies – especially on public-private partnership at the state and national level. Beyond hands-on experience in India, Ramya has played advisory roles in education in Bhutan, South East Asia, the Middle East and North Africa.

Ramya is a member of several significant education committees, including the Global Alliance on Teachers of the Varkey Foundation, the FICCI School Education Committee in India and an NCTE-QCI (National Council for Teacher Education - Quality Council of India) committee. She serves on the advisory boards of STIR Education and HCL Learning. She has authored well-received articles from time to time and informally guides young organizations.

Ramya was recently elected an Ashoka Fellow in recognition of her leadership and continued contributions to the education space. She earlier received a Global Entrepreneurship Award from McKinsey, was profiled by a Professor from the Institute of Education, UK, for system level impact, and was recognised as a distinguished alumna by her high school. Ramya holds a B.Tech. from the Indian Institute of Technology, Delhi and an MBA from the Indian Institute of Management in Calcutta, and has received prestigious awards for leadership at both institutes.
Global Citizenship Education

GEMS Global Citizenship Education (GCE) is a central part of the group’s educational philosophy and purpose. The Global Citizenship curricula in our schools are derived from United Nations Sustainable Development Goals and the global challenges that the world currently faces.

Our students are our young leaders and this becomes ever more apparent when they experience different environments and situations. Global Citizenship learning takes into consideration the many complex issues that the world has to tackle and prepares our students to face them.

The Academic Year 2017-2018 will witness the planning and gradual activation of the GCE, based on its four key elements:

Global Citizenship Curriculum: The core global citizenship curriculum is taught in all its schools. Core topics include Character and Morality, the Individual and the Community, Cultural Studies and Civic Studies. Issues addressed will cover a wide range of topics that students face on a daily basis – including fairness, honesty, tolerance, mental health, compassion and physical health.

Global Service: Our students are able to engage in projects abroad, whether in community service, internships, student exchanges, or social entrepreneurship programmes. Our students have a wide range of options across 14 countries to choose from. The focus is to engage GEMS schools in different countries and maximize the benefit of studying in a multi-national network of schools.

Local Community: Our students are aware of challenges in their local communities, and see themselves as active citizens who are responsible for giving back.

Virtual Connect: A portfolio of online platforms and tools that enable our students to stay connected globally, utilising the power of technology. Students are encouraged to find opportunities of interest and to use online tools to engage with others, then report on their experience and maintain relationships with newly formed connections.

Global Citizenship Education and Innovation Partners

Global Citizenship Education

GEMS Sustainability Report 2017
Parental Engagement

Parents and legal guardians are among our key stakeholders; they are the main decision makers regarding their children’s education. All over the world, our schools invite parents into the classroom, getting them involved in their children’s learning and growth. Working in so many diverse cultures and communities means that we have a whole world of mothers, fathers, guardians and carers to draw on for expertise and support. We therefore actively engage parents throughout different phases of their child’s educational journey.

Enrollment Enquiry

When enquiring about schooling options, parents are welcomed by our friendly and professional team. The team prioritises meeting parents and children face-to-face or through telephone or online enquiries, to create a stronger and personalised interaction, and to better understand the needs and aspirations of the parent and the child. Our team carefully listens and then suggests a range of school and curriculum options that best suit the learning and developmental needs of each child.

Ongoing Close Communication

Once students are officially enrolled, close communication lies at the core of our long-term partnership approach. Keeping guardians in the loop regarding their child’s progress is an essential part of what we do. From consultation evenings and written reports, to an “open door” policy which ensures parents can speak with us at any stage, we keep those all-important channels of communication wide open.

Parents as Community Members

Whether it’s keeping our campus tidy, planting new greenery in our grounds, or running extracurricular activities, there are all sorts of opportunities for parental involvement at GEMS schools. We regularly welcome parents and guardians onto campus to help nurture a sense of community among teachers, parents and students.

Continued Education at Home: 3aday App

Widely respected research reveals just how crucial parental engagement is to student achievement. Our 3-a-day mobile app is just one of the ways we’re helping parents provide encouragement and inspiration to their children. The app is an easy tool to use, delivering daily ideas to help them get involved in their child’s education.

The app provides parents with a world of bright ideas and expert guidance from educational specialists and other parents. It features three key sections that encourage activities to carry out with the child or as a family:
- Talk about Learning
- Share Learning
- Encourage Learning

GEMS Rewards

GEMS Rewards is an exclusive rewards programme, designed for our community of students, parents and staff.

With GEMS Rewards, GEMS families can explore cashback opportunities on student referrals and through the co-branded credit card, and enjoy valuable savings and discounts related to various experiences that include dining, shopping, leisure, entertainment, beauty, wellness, travel and much more.

WHY JOIN?

Enjoy a better lifestyle with GEMS Rewards, an exclusive programme that gives you access to a world of savings and deals, from brands that offer a wide variety of services. The programme is also designed to ensure that families can make their children’s education cost neutral with cashback options.

HOW IT WORKS

It’s easy! Simply download the GEMS Rewards app from your preferred app store and follow the simple instructions to login with your GEMS ID. Browse through an extensive list of deals and discounts across the UAE, featured in the app. You can redeem your selected offers instantly and start saving!

FAMILY ACCOUNT

The GEMS Rewards app allows for one account to be available for use across up to 8 devices. This means that it can be accessed by the entire family. So get everyone at home involved and enjoy more savings!

Other Ways to Save

GEMS Rewards is also designed to help you save towards school fees in a few different ways.

Ambassador Programme

Refer a friend to a GEMS school, and earn a 4% discount on successfully.

Co-Branded Credit Card

Use the GEMS co-branded credit card to pay school fees and earn back up to 7%.

Partner Network

Discover incredible deals, and start saving by redeeming exclusive offers across our network of discount partner.
Our employees at schools and corporate sites are striving every day to offer the best educational experience for our students. Maintaining a talented, trained and empowered team is the foundation that allows us to deliver our mission. We are committed to training, developing and investing in our employees across all phases from recruitment to retirement.

Recruitment and Hiring

Consistency and transparency have always been the key pillars on which we base our hiring decisions. Regardless of nationality, gender, age or other demographic factors, we select our employees on the basis of their experience, ability to perform in the role they are selected for, their display of identified competencies, and organisational and cultural fit.

Employer Branding Campaign - It’s Your Future Too
To attract the best talent, our HR team has brought into life the Employer Branding Project. Our campaign restates the position of GEMS as an educational organisation which prioritises our teachers’ wellbeing and success. “It’s your future too” is the promise we hold out to all teachers working with us. Our promise is comprised of the following elements:

- Everyday Inspiration: We see genius in every child. You will be as inspired by our students as much as you inspire them every single day.
- Adaptability is Everything: We are continually adapting and growing to provide the best outcomes for our highly diverse family of colleagues, students and parents.
- Investing for the Future: The investment we make in professional development will accelerate your personal growth and professional career.
- The Freedom to Achieve: We create a high performance working environment where encouraging leaders and committed colleagues will support you in exceeding your expectations.
- The Way Ahead is Clear: Sustained growth is a priority and our increasingly global footprint will create exciting opportunities.

Smarter and Faster Recruitment Platform
To offer our candidates the best recruiting experience, we have invested in a new mobile, cloud-based solution that automates the recruitment process. Our HR team has been fully trained and supported throughout the transition process. As each process is standardized and accessible anytime and from anywhere, we believe that this will transform our HR process and offer world-class recruitment and onboarding experiences for candidates, no matter which GEMS school they join.
Employee Engagement

The annual Employee Engagement Survey aims to better understand our employees’ viewpoints on motivations to join GEMS, on reasons for leaving the organization and on what we could do differently to increase engagement and loyalty.

During this academic year, participants answering the survey were employees of GEMS GCC Schools and 63% of them were teachers, with the largest proportion teaching primary schools (48%). In order to maximise anonymity and encourage open and honest feedback, all interviews were conducted online.

Below are key findings of the 2016-2017 Employee Engagement Survey:

- Initial Engagement Drivers for employees to work at GEMS:
  1. International work experience
  2. Opportunity to work for an international brand
  3. Professional learning and development opportunities
  4. GEMS’s strong reputation

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Newly Hired Employees - Broken Down by Gender

- Male: 205 (20%)
- Female: 841 (80%)

Our female to male ratio is 2:1

Full-Time Employees

- Male: 33%
- Female: 67%

15,711

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All Full-Time Employees - Broken Down by Nationalities

We have employees representing a wealth of cultural backgrounds and different nationalities. Employees from India represent 45% of our employees, followed by the United Kingdom, from which 10% of our staff originate.

All Full-Time Employees - Broken Down by Years of Service

Retaining employees is a goal we constantly strive to achieve. We understand that investing in our employees’ growth, career development and happiness ensures that these employees remain with GEMS, thus retaining value for our Human Resources operation and for student relationships.

Top Management - Broken Down by Gender

GEMS has been investing in talent development, growth and learning programmes in order to help female staff members fulfil themselves throughout their careers and earn promotion from within to senior management positions.

We strive to build a more gender-balanced management team and are working with our various departments to address this.
Learning and Development

"There is a great need to recruit and retain good quality teachers so that our students get the best quality education in the world. We also need to prepare them for higher education and for future jobs, and this can come only if our teachers themselves are prepared."

– Tony Little, Group Chief Education Officer, GEMS Education

The substantial investment that we make to enhance our learning and development is what differentiates GEMS from other employers in the market. Our schools cannot grow unless our teachers are empowered to achieve their career aspirations in a learning and enabling environment.

Individual Development Plans
GEMS Education Employees take responsibility for their own learning and development plans. Managers support and coach. All GEMS Education employees are encouraged to work with their teams and managers to come up with an Individual Development Plan following three steps:

1. **STEP 1:** IDENTIFY YOUR OVERALL CAREER GOALS AND WAYS TO DEVELOP YOUR ROLE
2. **STEP 2:** IDENTIFY YOUR STRENGTHS
3. **STEP 3:** IDENTIFY YOUR DEVELOPMENT AREAS AND THE GAPS IN YOUR CURRENT KNOWLEDGE AND SKILLS

Dedicated Training Institute

To demonstrate our commitment to employees’ learning and development, we established a venture with TELLAL—a bi-lingual independent international training institute. Operating a “self-improving” system, TELLAL helps us enhance our internal capacity and retain our talent. GEMS employees have access to a series of specialised programmes that TELLAL has tailored to their aspirations in line with GEMS development goals.

Through our partnership with TELLAL, we will further foster the passion and dedication of our teachers and those who aspire to join GEMS Education schools. TELLAL will provide the dynamic leadership coaching that each trained educator brings to a classroom—where teachers are always the force for change.

As part of our employees’ engagement, all trained employees are asked to rate the training workshops or courses they take part in. For this year, the average evaluation of workshops was rated as 3.7 out of 4, a high rating which we are proud of, and are determined to increase.

15
Average number of training hours per employee
### Blended Learning Experiences (206-2)
We also provide a blended learning experience, enhancing existing learning and development courses offered through 23,300 e-learning videos and covering 6,000 courses on Lynda.com, an online interactive learning platform.

Being accessible from anywhere, at any time, this platform is expected to motivate learning aspirations among all our employees.

In addition, GEMS Education is open to any learning resources in which our employees wish to participate. The GEMS Scholarship Funding Policy is available to eligible employees, subject to our Awarding Committee’s evaluation.

### The GEMS Competency Framework
The framework encourages an open two-way communication channel between employees and managers.

It is comprised of 10 main elements:

- **Collaboration and Teamwork**
- **Change and Innovation**
- **Leading Others**
- **Effective Communication**
- **Delivering Results**
- **Strategic Thinking**
- **Developing Self and Others**
- **Influencing and Negotiating**
- **Problem Solving and Decision Making**
- **Commercial Acumen**

### Developmental Learning Tools
We are constantly working to fine-tune the number and quality of available learning tools available to our employees. GEMS Education has identified five particular learning developmental tools:

1. **On the Job Development**: through projects, coaching and feedback.
2. **Continuing Education Reimbursement Policy**: Supporting employees to participate in longer, typically higher education, courses providing a qualification.
3. **GEMS Leadership Competencies Framework**: Framework with a ‘gap analysis’ checklist to identify leadership growth and development needs.
4. **Learning and Development Policy**: Supporting employees to access external and internal courses (typically short courses).
5. **Internal Training Calendar**: Based on GEMS goals, updated development plans and including TELLAL opportunities.

### The Leadership Series (404-3)
The Leadership Series is designed for GEMS employees with high leadership potential and is comprised of six modules. This year, 322 employees were identified as having high leadership talent potential.

<table>
<thead>
<tr>
<th>Module</th>
<th>The Leadership Series Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Leader Within</td>
<td>Insights on leadership styles and values from a 360-degree feedback and Personality Inventory</td>
</tr>
<tr>
<td>Leadership Styles</td>
<td>Exploring concepts of Situational Leadership, enabling managers to gain confidence to use particular strategies for greater success in the workplace</td>
</tr>
<tr>
<td>Financial Decision Making</td>
<td>Preparing potential managers to be skilled at financial management, planning and decision making</td>
</tr>
<tr>
<td>Leader as a Coach</td>
<td>Coaching Clinics that provide a coaching toolkit of knowledge, techniques and practiced skills that managers and leaders can apply competently and confidently in their work situation to gain immediate benefits</td>
</tr>
<tr>
<td>Connecting the GEMS Story</td>
<td>A one-day course, taking the leader through key departmental highlights in a participative way that includes the legal framework, procurement, HR and marketing. Designed to increase collaboration and awareness</td>
</tr>
<tr>
<td>Advanced Presenting with Impact</td>
<td>This participative workshop, with substantial feedback, challenges participants to present with minimal slides and use techniques such as story-telling, with powerful openers and closers to create impactful presentations</td>
</tr>
</tbody>
</table>

In addition to the above, our employees have access to training in:

- **Presentation Skills**
- **Marketing Essentials**
- **Communication and Branding**
- **Finance for Non-Financial Managers**
- **The Coaching Clinic**
- **Train the Trainer**
- **Competency-Based Interviewing**
- **Performance Development Planning**
Career Roadmap Acceleration
At GEMS, we developed our own framework to power teachers’ professional aspirations and growth. This embodies a continuous cycle aligned to the school’s academic year. During the process, each teacher will go through lesson observations, revision of standards, planning growth objectives and an end-of-year overall discussion.

Succession Planning
Succession planning at GEMS is based on a systematic approach that enables the identification of future leaders, builds internal capability to help ensure that GEMS has the right people ready for immediate critical roles, and prepares them for the future. GEMS Education believes in the significant value achieved from hiring and promoting from within.

In 2016, our target to recruit for all senior positions from within was 50%, and we have exceeded this target. By year 2020, we aim to have 80% of Principals and CEOs appointed internally. There has been significant investment to develop and grow the pipeline internally and our process is operated in an open and transparent manner.

Rewards and Recognition

LONG SERVICE AWARD
Employees who have worked with GEMS for 10 continuous years and more, and are on their way to leaving the organisation, receive formal recognition, a celebration, and a potential cash payment to thank them for their dedication.

CELEBRATE TEACHERS’ DAY
We celebrate the nobility of this profession by holding a big celebratory event with performances from our students, who express gratitude to their teachers.

THE MARIAMMA VARKEY AWARDS
The Mariamma Varkey Awards are dedicated to recognising the efforts of inspirational and outstanding teaching at GEMS. This award, in partnership with the Emirates Innovative Teacher Award and the Global Teacher Prize, recognises GEMS teachers deemed to be the most inspirational and outstanding practitioners – both overall and at each stage of schooling.

Health, Safety and Wellbeing

Every day, more than 15,000 teachers and 116,000 students come to our schools to participate in various academic and extracurricular indoor and outdoor activities. We are responsible for their safety, security and wellbeing – a responsibility we take extremely seriously.

In our Materiality Analysis exercise, Health and Safety was rated among the top priority topics by our management, employees and all stakeholders. Our Internal Audit Department constantly prioritizes health and safety as among the most critical topics and conducts audits with the strictest measures to ensure we comply with best possible practices.

Standards and Certifications
During this year, we have received our certification for BS OHSAS 18001, the globally-recognised standard for health and safety management systems. During the academic year 2017-2018 we will also receive the ISO certification (ISO 45001). This will place GEMS as one of the very few education providers within the MENASA region which holds these certifications.

School Transport Services (STS)
The STS commitment to innovation and its integration of leading technology and strategic operations has earned the company several awards and honours, including the Dubai Award for Sustainable Transport (DAST) for School Transportation in 2010, the Dubai Quality Appreciation Programme Award (DQAP) in 2011, the DAST award for Transport Safety and School Transportation in 2012 and the coveted Mohammed Bin Rashid Al Maktoum Business Award in 2015.

STS is the only ISO Certified School Transport provider having ISO 9001:2008 Quality System Certifications (UKAS Management Systems) and OHSAS 18001:2007 (Occupational Health and Safety) Swiss System Certification for the scope of its provision of transport services to the schools, hotels and tourism businesses in the UAE.

In order to safeguard safety and ensure efficient use of fuel, STS implements international best practices in its fleet management.

These practices include:
> A policy of vehicle replacement every five years
> Bespoke software applications and systems for fleet life-cycle management
> Strict vehicle servicing standards
> Strict inspection systems
> Live management of vehicle and passenger tracking systems through our central database and control room.
Reducing Accidents and Incidents

We believe that all accidents and incidents are preventable, and we are committed to continual improvement in providing a safer school environment for our teachers and students. Our practices and procedures for managing accidents and incidents are set out in our Health and Safety Policy, which is reinforced by our workplace safety management training and regular on-site health and safety audits. A total of 23 supporting health and safety policies have been implemented since September 2016.

- A total of 1,747 incidents were reported throughout the academic year.
- There has been a general downward trend in the number of reported incidents since January 2017, with a 97% reduction from January to August.
- Slips, trips and falls represent 38% of accidents.
- 67% of incidents are recorded as minor, only 1% are reported as serious and 13% as major.

Employee Major Injury Incident Rate

In comparisons between GEMS data and UK Education Sector data, we are happy to report that our employee major injury rate is 67 per 100,000 employees and the HSE injury rate is 142 per 100,000 employees.

Health, Safety and Environment (HSE) Training Across all Schools

All employees are provided with basic health and safety and child safeguarding training during their induction and at periodic intervals thereafter. In addition, we have provided higher level health and safety management training to a number of our employees, in the form of a UK certified course (IOSH Managing Safely).
Audit Programme
A programme of annual audits has been completed throughout GEMS schools. This is the first time such a programme has been implemented. All schools were successfully audited, with an average score of 82% achieved. Follow-up compliance visits were then conducted, with an average score of 95% being recorded.

Monitoring and Communicating Health and Safety Status
School employees play a critical role in preventing incidents and accidents. Therefore, communication with all schools about health and safety progress is organised on a regular basis. Principals at all GEMS schools are approached for an analysis of monthly incident data, details of any health and safety initiatives at their school on a central level and a general health and safety update. They are then responsible for communicating to school teachers and staff. In addition, a monthly health and safety meeting is held with the Manager of School Operations to discuss general health and safety challenges that schools may be facing. This topic is also raised at each Board Meeting for updates and discussion of any important issues. In case of an incident at any school, the Health and Safety Department will issue suitable advisory alerts to all schools in the network.

"Extended Classroom": In Partnership with Road Safety UAE
In March 2017, School Transport Services (STS) created a partnership with Road Safety UAE, an organisation dedicated to decreasing traffic accidents and fatalities in the UAE. The partnership aims to ‘extend the classroom’ to teach children about safety when they are in and around buses. The initiative aims to engage children, teachers and parents through a series of events, campaigns and online activities to achieve a collective sense of responsibility about road safety. Bus drivers also have an important role to play in educating children and teaching them about safety practices on their daily commute.

Buckle Up Campaign
In May 2017, School Transport Services (STS) launched an awareness campaign to encourage all children and older passengers to wear a seatbelt every time they ride in a vehicle. Children were asked to draw a poster for the campaign. Three winners received a month’s free travel on STS school buses, along with a certificate of appreciation.

Driver Health Checks
Every year, School Transport Services holds a health check for each of its drivers, to ensure that they maintain good health and are fit to drive. Employees are offered a range of medical tests including blood tests, dental consultations, plus blood-sugar and blood-pressure checks.

Cervical Cancer Awareness
In partnership with the UAE’s Zuleikha Hospital, female operations crew and administration staff at School Transport Services (STS) were given health checks and screenings to raise awareness about cervical cancer.

Employee Social Fund
The Employee Social Fund provides financial resources to different teams organising social events, to ensure employee wellbeing and encourage recreational activities. Such social activities create stronger bonds between employees, and create healthy breaks during working hours.

Cultural, Social and Leisure Activities
Each school plans its own cultural, social and leisurely activities so as to engage its employees, students and parents. Such activities complement academic work and create a healthy and positive environment for all stakeholders.
Our holistic sustainability model focuses on responsible practices that affect all of our stakeholders – those that we impact both directly and indirectly. As responsible corporate citizens, we identify the challenges faced by local communities as opportunities to help us further connect, and to engage different stakeholders.

Stemming from our belief that the private sector should be a key, active player in addressing social issues, we have developed a Social Investment Framework that is shaped around five strategic pillars:

Social Investment Strategic Framework

To put quality education within the reach of every child

GEMS Education Mission

International and National Alignments

Social Investment Strategic Pillars

United Nations Sustainable Development Goals

Visions of Countries of Operations

Educational Sector Best Practices

Corporate Citizenship

Education Sector Leadership

Supporting Students & Families

Teachers Matter

Environmental Responsibility

Corporate Social Responsibility

Collaborations & Partnerships

Impact Measurement

Enablers
### Understanding the Elements of the Social Investment Strategic Framework

#### GEMS EDUCATION MISSION

The entire framework is driven by the GEMS Education vision of putting quality education within the reach of every child.

#### STRATEGIC SOCIAL INVESTMENT PILLARS

1. Corporate Citizenship: GEMS Education views itself as an accountable corporate citizen, which is responsible towards the development of countries where it operates. The definition of corporate citizenship and the expectations of the private sector may differ from country to country, we commit to finding ways to collaborate with the leadership teams of different nations and play an active player in helping to achieve their strategic goals.

2. Education Sector Leadership: GEMS is among the largest private education providers with a clear mission to put a quality education within the reach of every child. GEMS has a responsibility to invest in global leadership of the latest educational theories, practices, research, debates and implementation mechanisms.

3. Supporting Students and Families: As a company that has been managed by three generations of the Varkey family, GEMS is built on the core values that connect families and enables them to grow and prosper. Due to this belief, GEMS is committed to the wellbeing, happiness and empowerment of our students and families. We view our students as one unit of an interconnected social structure in order for us to create opportunities for every student, this entails understanding and engaging their overall social contexts.

4. Teachers Matter: As an organisation that succeeds due to the efforts of its teachers, GEMS is committed to celebrating the achievements of all teachers, with a focus on elevating this noble profession. The Varkey Foundation has created a series of guidelines, to which we refer in order to make decisions related to community investment projects along with sponsorships and event support.

5. Environmental Responsibility: GEMS understands the risks associated with climate change and the impact it has on all our stakeholders. As an environmentally responsible organisation, GEMS is committed to monitoring and measuring the impact of climate change, reporting on its own carbon emissions, and creating a culture of environmental awareness and stewardship in our offices and schools.

#### INTERNATIONAL AND NATIONAL ALIGNMENTS

As GEMS Education further expands, three main alignments will guide GEMS Education in its social investment decisions. These are:

1. United Nations Sustainable Development Goals (UNSDGs): These offer 17 goals, from which GEMS Education will select the most appropriate for alignment according to time frames and country specifics.

2. Visions of Countries of Operations: We align our social investment focus to reflect the visions of the countries in which we operate. This allows us to contribute to relevant social investment areas. It also helps us to ensure that our work helps to amplify the overall impact.

3. Educational Sector Best Practices: As a leader in our industry, we ensure that our social investment decisions are always aligned with best practices in the educational sector globally.

#### ENABLERS

1. Corporate Social Responsibility (CSR): CSR is one of the central enabling mechanisms through which we deliver all initiatives that are supported by our five pillars. Our CSR team has created a series of guidelines, to which we refer in order to make decisions related to community investment projects along with sponsorships and event support.

2. Collaborations and Partnerships: This second enabler allows us to reach out to our wide and well-established network of partners across the private, public and non-profit sectors. Resulting activities can help in mobilising our partners to support a certain cause, or encourage them to join us in making long-term financial and in-kind commitments that maximise the resulting impact on local communities.

3. Impact Measurement: Through this enabler, we employ tools and key performance indicators to measure the impact of our social investment pillars, programmes and initiatives. This procedure enables us to make future social investment decisions based on the social change achieved by specific programmes, it also helps us to hold ourselves and our partners accountable in assessing the community impacts that we aim for.

### Aligning with the UAE Vision

GEMS was born in the UAE over 55 years ago and has been on a growth journey ever since. As responsible corporate citizens with a sizable footprint in the UAE, GEMS aligns its social investment practices and strategic initiatives with the leadership of the country in achieving its own strategic goals, as laid out in the UAE Vision 2021.

The UAE Vision clearly highlights “First-Rate Education System” as one of its core elements, so as to enable to the UAE to become a nation united in prosperity. GEMS Education sees itself as directly responsible and committed to impacting this focus area.

**Education is a fundamental element for the development of a nation and the best investment in its youth**

For that reason, the UAE Vision 2021 National Agenda emphasizes the development of a first-rate education system, which will require a complete transformation of the current education system and teaching methods. The National Agenda aims for all schools, universities and students to be equipped with Smart systems and devices as a basis for all teaching methods, projects and research. There will also be significant investments to promote and reinforce enrollment in preschools as this plays an important role in shaping children’s personalities and their future.

Furthermore, the National Agenda has set as a target that our students rank among the best in the world in reading, mathematics and science exams, and to have a strong knowledge of the Arabic language. Moreover, the Agenda will aim to elevate the rate of graduation from secondary schools to international standards and for all schools to have exceptional leadership and internationally accredited teaching staff.
Social Investment Initiatives

Pillar One: Corporate Citizenship

Partnering with the World Government Summit

In 2003, His Highness Sheikh Mohammed bin Rashid Al Maktoum commissioned the establishment and launch of the World Government Summit, a global knowledge exchange programme for governments. Each year, the Summit sets the agenda for the next generation of governments with a focus on how they can harness innovation and technology to solve some of the universal challenges facing humanity. GEMS Education is the only private education provider that has been a featured partner to the Summit since 2014. Being a part of this summit allows GEMS to give back to the UAE, and show intellectual and practical alignment with the leaders and their vision.

Financial Investment:
AED 5 Million annually

Launching the Arab Innovation Centre for Education (AICE)

Launched in 2015, The Arab Innovation Centre for Education (AICE) was conceptualised by GEMS Education, in response to our leaders’ vision of acquiring true competitiveness in innovation. The Centre supports open innovation, collaboration and access to skills and talent to build scalable solutions to educational challenges. It aims to guide entrepreneurs, enhance their business plans and assist them in transforming their ideas into marketable offerings, thus driving innovation. AICE is built around four main pillars which are intended to clarify the goals and efforts required for real innovation, promoting and aiding the resolution of regional and global educational challenges.

Innovation Space and Academy

> Multifunctional space to inspire, energise and innovate
> Platform and community of thought-leaders, and the public, for collaborative learning, mentoring, research, co-producing, testing and knowledge transfer
> Centre to showcase knowledge through events and experiences, such as regular talks and capacity-building workshops

Innovation Research

> Research and experiment beyond conventional methods, leveraging global best practices
> Development of insights and scalable solutions to make learning accessible to anyone, anytime, anywhere and anyhow
> Engagement with the public, and collaboration with leading researchers in various fields, to understand needs of end-users and cross-pollinate research efforts

Innovation Testing and Prototyping

> Promotion of constant refinements, with all research ideas to be vetted for commercial and social viability plus scalability
> Adoption of premise that all GEMS schools, students and educators are potential co-innovators
> Development of valuable insights and iterative learning into ‘feasibility of concept’ assessments

Collaboration with the Organisation for Economic Cooperation and Development (OECD)

GEMS Education has partnered with the Organisation for Economic Cooperation and Development (OECD) to support a new programme that aims to improve education assessment and strategies in low- and middle-income countries.

A new assessment mechanism has been developed, in line with the United Nation’s Education 2030 project. This mechanism takes the shape of an international survey, completed every three years, to evaluate educational systems globally by testing 15-year-old students in science, reading and mathematics. The mechanism is known as PISA (Programme for International Student Assessment).

With measurements taking place over 48 months, results from PISA-D will contribute to the OECD’s education-related goals. These focus on access and equity in the classroom by guaranteeing universal primary education and to promote gender equality respectively.

Highness Sheikh Mohammed Bin Rashid Al Maktoum, Vice President and Prime Minister of the United Arab Emirates and Ruler of Dubai, Dubai Cares expresses the UAE’s commitment to achieving United Nations Sustainable Development Goals 2 and 3 – namely, to guarantee universal primary education and to promote gender equality respectively. Dubai Cares is also helping to forge a global partnership for development, as represented by UN SDG 8.

In 2009, the Chairman of GEMS Education pledged AED 10 Million to Dubai Cares. The commitment was for this sum to be awarded every year for 10 years, with the money going towards Dubai Care’s education programmes, which aim to provide children in developing countries with access to primary education. The GEMS Education donation was one of the first private sector donations pledged to Dubai Cares.

Financial Investment: a total of AED 100 Million over ten years, the commitment was initiated in 2009.

Dubai Cares

Dubai Cares is a philanthropic organization which works to improve children’s access to quality primary education in developing countries. Launched in September 2007 by His Highness Sheikh Mohammed Bin Rashid Al Maktoum, Vice President and Prime Minister of the United Arab Emirates and Ruler of Dubai, Dubai Cares expresses the UAE’s commitment to achieving United Nations Sustainable Development Goals 2 and 3 – namely, to guarantee universal primary education and to promote gender equality respectively.

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Pillar Two:
Education Sector Leadership

Global Education and Skills Forum
Each year the Global Education and Skills Forum brings together world leaders from the public, private and social sectors seeking solutions to providing education, equity and employment for all. The Forum is an essential platform for collaboration and debate on how to tackle some of the world’s most pressing education challenges.

From market research among parents in the UAE (GEMS and non-GEMS), drawn from a representative demography and conducted in November 2016, we found that – of all the GEMS initiatives that improve perception – the Global Teacher Prize and Global Education & Skills Forum are to the fore. Nearly two-thirds of UAE parents, for example, are familiar with the Global Teacher Prize. Four out of five parents say they think more favourably of GEMS as a result of it.

GEMS is a main champion for this event, which is held every March, and contributes to it through dedicating senior managers as moderators and panelists to contribute and enrich debates and discussions. GEMS also invites speakers and delegates to speak at GEMS schools, thus creating engagement opportunities for our students and parents.

Financial Investment:
AED 11 Million annually
(this amount is shared with the Global Teacher Prize and is not a duplication of funds)

Mohammed Bin Rashid Distinguished Students Programme
His Highness Sheikh Mohammed bin Rashid Al Maktoum, Vice President, Prime Minister and Ruler of Dubai, launched the Mohammed Bin Rashid Distinguished Students Programme during one of the ‘Future Dialogue’ sessions, which are taking place as part of Dubai Plan 2021. The programme aims to provide opportunities for outstanding Emirati students wishing to join the best private schools in the Emirate and give them access to the best educational services. GEMS Education is the most substantial supporter of this programme with some 13 schools listed as participants.

Admission Criteria for the programme are:
> The student must be a UAE National from Dubai, studying in a public or private school
> The student must pass the entry tests and interviews conducted by the Evaluation Committee
> The student must register at any participating school via the Knowledge and Human Development Authority (KHDA) website

GEMS will welcome 300 Emirati students and cover 50% of the cost of their tuition fees for the academic year 2017-2018.

Financial Investment:
AED 6 Million for the academic year 2017 - 2018

Pillar Three:
Supporting Students and Families

H.H. Sheikha Fatima Bint Mubarak Award for Excellence
GEMS Education launched the H.H. Sheikha Fatima Bint Mubarak Award for Excellence in 2005. The award is named in honour of H.H. Sheikha Fatima Bint Mubarak, wife of late President His Highness Sheikh Zayed Bin Sultan Al Nahyan, for her relentless efforts in promoting women’s roles in the UAE and bringing them into positions of leadership. The award is presented under the patronage of HE Sheikh Nahyan Bin Mabarak Al Nahyan and recognises a young woman from each GEMS School in the UAE.

These exceptional young women are recognised for outstanding academic success, and their commitment to social responsibility and world citizenship. They receive a scholarship for a full year’s tuition at their GEMS School. The recipients are all from GEMS Schools in the UAE, but represent many different countries. Coming from different nations and backgrounds, all winning students have ambitious aspirations to create a difference to their local communities and beyond.

This award celebrates our students’ achievements, and rewards their families by offering a full scholarship. It reaffirms our commitment to our students and highlights the importance of female education globally.

Financial Investment:
AED 80,000 annually

GEMS Cares
An initiative by the office of the GEMS CEO, GEMS Cares provides a financial empowerment scheme for families who are temporarily enduring economic hardship. We understand that families of some students might go through phases of financial instability, and might be in a position where paying the tuition of their child’s education could be a significant challenge. Examples could include one or more parents who have lost their job, or have passed away in unforeseen circumstances. Such cases are granted maximum discounts. We also prioritize parents who have more than one child attending a GEMS schools and those who have children graduating shortly (grades 12 and 13).

GEMS has worked with our families to come up with the scheme detailed below, which offers tuition discounts based on the percentage of the tuition cost in the total family income:

<table>
<thead>
<tr>
<th>RANK 1</th>
<th>RANK 2</th>
<th>RANK 3</th>
<th>RANK 4</th>
<th>RANK 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition Fee % of Family Income</td>
<td>40% and above</td>
<td>30% to 40%</td>
<td>20% to 30%</td>
<td>15% to 20%</td>
</tr>
<tr>
<td>Concession %</td>
<td>From 40% with a maximum of 50%</td>
<td>30% to 35%</td>
<td>20% to 30%</td>
<td>15% to 20%</td>
</tr>
</tbody>
</table>
The Global Teacher Prize

The Global Teacher Prize is a USD 1 Million award presented annually to an exceptional teacher, from anywhere in the world, who has made an outstanding contribution to his or her profession.

The prize serves to underline the importance of educators and the fact that their efforts deserve to be globally recognised and celebrated. It seeks to acknowledge the impacts of the very best teachers— not only on their students but on the communities around them.

The Global Teacher Prize is awarded under the patronage of His Highness Sheikh Mohammed bin Rashid Al Maktoum, UAE Vice President, Prime Minister and Ruler of Dubai, every March as a part of the Global Education and Skills Forum. It is open to all teachers globally and highlights our commitment to empowering the teaching profession.

Financial Investment:
AED 11 Million annually

Initiative – Emirates Innovative Teacher Award

Under the patronage of His Highness Sheikh Mohammed bin Rashid Al Maktoum, UAE Vice President and Prime Minister of the United Arab Emirates and Ruler of Dubai, the Emirates Innovative Teacher Award is an AED 1 Million award that is given to an exceptional teacher who has made an outstanding contribution to the profession in the UAE.

The Ministry of Education and GEMS Education have launched the award to raise the stature of the teaching profession, to inspire children to dream of becoming great teachers. We seek to celebrate the best teachers—those who inspire their students and the community around them.

Financial Investment:
AED 1 Million annually

The Mariamma Varkey Award for Inspirational and Outstanding Teaching at GEMS

In recognition of the drive and passion that Mariamma Varkey has put towards education, GEMS Education launched the Mariamma Varkey Award for Inspirational and Outstanding Teaching at GEMS in 2016.

This award, which is celebrated annually on International Teachers’ Day, recognises GEMS teachers deemed to be the most inspirational and outstanding practitioners, overall and at each stage of schooling. These teachers motivate and stimulate their students to question, inquire, create, problem-solve and aspire to be the best. These teachers also inspire their colleagues to achieve more with their students.

Financial Investment:
AED 1 Million annually

Pillar Five: Environmental Responsibility

Managing our environmental impact is a clear priority for GEMS Education. We are responsible for construction and operations at our schools, as well as for transporting over 80,000 students daily from home to schools and back. Therefore, we are fully aware of our carbon footprint and have taken serious measures to mitigate our environmental impact.

The following section details our environmental commitment.
The GEMS Environmental Policy aims to create an institutional culture which works to continually improve environmental impacts and to deliver environmental enhancements wherever possible.

The policy addresses 10 core environmental areas within our operations:

- **Energy & Carbon**: Reduce consumption and increase energy efficiency in buildings and equipment, in order to reduce schools’ carbon footprint.
- **Waste & Resources**: Use the Zero-Waste “Reduce-Reuse-Recycle” hierarchy in waste and resource management.
- **Water**: Minimise water consumption by promoting positive behaviours and installing water efficient infrastructure.
- **Construction & Refurbishment**: Reduce consumption of new materials and increase their reuse and recycling. Create built environments that meet the highest environmental standards, by incorporating environmental criteria into material and contract specifications to reduce environmental impacts over the whole life cycle of school buildings.
- **Procurement**: Require contractors, subcontractors and suppliers to meet, or exceed, all relevant environmental legislation and regulations, as well as working to improve the environmental performance of all schools.
- **Emissions and Discharges**: Prevent pollution and reduce emissions and discharges from buildings and equipment.
- **Transport**: Encourage the reduction of emissions from commuting, business travel and operations.
- **Biodiversity and Urban Landscapes**: Monitor, maintain and enhance biodiversity and habitats throughout school grounds.
- **Education and Sustainable Development**: Integrate environmental awareness into teaching and learning. Ensure that staff, students and visitors can access information related to environmental management and sustainability.
- **Compliance and Control**: Manage a robust environmental management system in compliance with local requirements and industry standards.
Greenhouse Gases (GHG) Emissions
(103-1); (103-2); (103-3); (305-1); (305-2); (305-3); (305-4)
Calculating our carbon footprint allows us to better understand the extent of our CO₂ emissions, introduce energy efficiency processes and set annual reduction targets. We report on our carbon footprint under three GHG emission headings:

**Scope 1: Direct Emissions**

**Scope 2: Indirect Emissions**

**Scope 3: Other Indirect Emissions**

The calculations below take into account CO₂e emissions resulting from:
- Fuel consumption from vehicles owned or leased by GEMS Education and STS (which are mainly responsible for transporting students and employees)
- Fuel consumption resulting from employees driving personal vehicles to work and back home
- Fuel consumption resulting from employees carpooling, using minivans or public buses
- Fuel consumption resulting from employees’ business air travel
- Fuel consumption resulting from students arriving in personal vehicles to school and returning home
- Electricity consumption

**Scope 1: Direct Emissions**

**Scope 2: Indirect Emissions**

**Scope 3: Other Indirect Emissions**

We have used actual consumption figures, and have resorted to estimates only when accurate figures were not available. For example, to calculate fuel consumption of employees and students commuting using their own vehicles, we have estimated an average distance of 56 km commuted daily for a roundtrip, and used the average litres consumed per km for a range of popular big size, medium size and small size cars in the UAE.

The fuel consumption resulting from employees and students commuting to schools and returning home uses the data from 10 schools only. For future reports, we plan to expand the scope to include all other schools.

Energy Consumption
(103-1); (103-2); (103-3); (302-1); (302-3); (302-4)

**Electricity**

We understand that in order to provide the best learning environment for our students, our school buildings require appropriate facilities that involve significant electricity usage. We carefully monitor this usage and encourage our schools to carry out energy-saving initiatives. For example, a team of Green Monitors, formed at GEMS Kindergarten Starters School, is one example. Their mission is to make sure that all electrical gadgets are switched off when not in use. Another example is the Millennium School, which achieved a 35% electricity and water consumption reduction, resulting in the prestigious Dubai Electricity and Water Authority Conservation Award.

**Fuel Consumption**

School Transport Services (STS) are responsible for transporting a significant number of our students and employees on a daily basis. The figures below are provided by GEMS Education and STS.

**Fuel consumption by vehicles owned or leased by the GEMS Education and STS**

- **13,489,749 Liters** Diesel
- **1,968,117 Liters** Petrol

**1,253,125 kWh**

Total Electricity consumed by GEMS

**9 kWh**

Average Electricity consumption per person (Staff and Students)

**570,448**

Total Emissions

**40,949**

Tons of CO₂e

**92,130**

Tons of CO₂e

**437,368**

Tons of CO₂e

We have used actual consumption figures, and have resorted to estimates only when accurate figures were not available. For example, to calculate fuel consumption of employees and students commuting using their own vehicles, we have estimated an average distance of 56 km commuted daily for a roundtrip, and used the average litres consumed per km for a range of popular big size, medium size and small size cars in the UAE.

The fuel consumption resulting from employees and students commuting to schools and returning home uses the data from 10 schools only. For future reports, we plan to expand the scope to include all other schools.
GEMS Sustainability Report 2017

Water Consumption

We acknowledge that we operate in a geography where water is one of the most material environmental issues. Water conservation initiatives, therefore, have been always a focus in our schools.

GEMS Kindergarten Starters achieved a reduction of 55% in their total water consumption through conservation programmes, monitored by the Green Monitors of the school. The programmes consist of measuring and monitoring water consumption as essential elements in an effective reduction strategy.

Waste Management

For this year, we have calculated the waste management figures for our STS subsidiary, and plan on expanding the scope to include all GEMS offices and schools for the coming year.

- Utility Water: 643,252,724 Litres
- Drinking Water: 4,493,383 Litres
- Total Water consumption: 647,746,107 Litres

Green Initiatives

The GEMS approach to environmental management and improvement initiatives influences the entire group. However, for the purpose of this Report we will focus on four of our schools which have established exceptional programmes on environmental stewardship. These environmental champions are GEMS Kindergarten Starters, GEMS Modern Academy, the Millennium School and Our Own High School, Al Warqa’a (Boys’ School).

- All four schools have established either an Eco Committee or an Environmental Club, with members who act not only as environmental ambassadors but also as planners, implementers and evaluators for their schools’ environmental practices.
- These committees and clubs are comprised of pupils, teachers and parents, members of the local community and corporate partners who engage on a voluntary basis.
- The schools’ environmental initiatives have been carefully selected, based on alignment with the United Nations Sustainable Development Goals, and with UAE Vision 2021.

<table>
<thead>
<tr>
<th>Waste Category</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recycled Paper</td>
<td>745 Kg</td>
</tr>
<tr>
<td>Plastic</td>
<td>32 Kg</td>
</tr>
<tr>
<td>Hazardous Waste</td>
<td>19,207 Kg</td>
</tr>
<tr>
<td>Used Engine Oil (Litres)</td>
<td>322 Kg</td>
</tr>
<tr>
<td>Empty Drums of Engine Oil (Number)</td>
<td>101</td>
</tr>
<tr>
<td>Used Batteries Big (Number)</td>
<td>562 Kg</td>
</tr>
<tr>
<td>Used Batteries Small (Number)</td>
<td>381 Kg</td>
</tr>
<tr>
<td>Metal Scrap (KG)</td>
<td>12,500 Kg</td>
</tr>
<tr>
<td>Big Used Tyres (Number)</td>
<td>2,506 Kg</td>
</tr>
<tr>
<td>Small Used Tyres (Number)</td>
<td>2,835 Kg</td>
</tr>
</tbody>
</table>

Average Water consumption per person (Staff and Students): 4,908 Litres
Dubai, UAE, the school has more than 3,350 students and offers a comprehensive education from Kindergarten to Grade 5. Kindergarten Starters is a unique educational environment. It is a place where we have committed ourselves to the vision of enhancing achievement, raising aspirations and enriching partnerships. It is through this approach that we create our focus on student success. The school has built a reputation for the quality of its work, from developing teaching and learning to extra-curricular opportunities.

The Eco-School Programme
The Eco Schools Programme is one of the recognised delivery tools for Education for Sustainable Development (ESD). The principle behind Eco-Schools is that environmental topics are studied within the classroom environment, which in turn influences how the school operates, from an environmental perspective. This atmosphere provides specific relevance for the students, when they are able to transfer their learning into real-life situations. Issues surrounding sustainable development are explored through this curriculum. For example, the Head of Curriculum and Assessment ensures that all important environment days and UNESCO projects are integrated into lessons and recorded in the Curriculum Year Book. The school has been designed and mapped with the school’s focus on student success.

Happy and Healthy Classrooms with Learnometers
Our ‘Learnometer’ is a unique combination of hardware, software and analysed data that helps students perform better by optimising the physical environment for learning. Learnometer monitors light levels, temperatures, sound volumes and rhythms, humidity, air pollution, CO2 and air pressure – all elements that significantly affect the learning experience. Learnometer automatically samples the entire classroom environment, and makes suggestions about potential changes through a unique algorithm to allow students to learn and perform at their best. As a result of using Learnometer, we have placed selected household plants in all 162 of our classrooms to decrease the amount of CO2. The CO2 levels have now dropped from 6,000 PPM (parts per millions) to 2,500 PPM. The impact of lowered levels of CO2 specifically creates a better learning experience for students with Attention Deficit Hyperactivity Disorder (ADHD).

Involving a Wider Community
Eco-Schools is an inclusive programme which encompasses the whole school and the wider community in its environmental activities. The Kindergarten Starters encourages pupils, teachers, non-teaching staff, parents, local councils and other groups to get together and work towards achieving targets set out in our Action Plan. The following shows areas where GEMS have enhanced their Eco-Schools commitment to involve the whole community:

- Environmental Review: involves the entire community
- Action Day – ‘Be our Voice’: exhibition on endangered species
- Conservation Conversation: talks with experts
- Lectures and Workshops: by parents and local bodies

Winner of the ‘Ambassador of the Environment’ at the Gulf Educational and Supplies Solutions (GESS) Education Award 2017
This annual event celebrates the outstanding successes of education professionals throughout the Middle East in various categories.

Recipient of the Green Flag Certificate
For the third consecutive year, the school has received the Green Flag Certificate awarded by the Emirates Wildlife Society in association with the World Wide Fund for Nature for demonstrating consistent improvement in environmental performance since joining the global Eco-Schools programme in 2013.

Awards to GEMS Schools

Be Our Voice: Awareness on Endangered Species
To celebrate World Animal Day and spread awareness about endangered species, some 12 endangered animals were adopted by the school. The students collaboratively pledged to lend their voice to the silent cries of the animals to help save them from extinction. The students, with help from their teachers and parents, researched their animals and incorporated elements of STREAM (Science, Technology, Research, Engineering, Art and Mathematics) to spread awareness. On October 4, 2016, the school organised an exhibition called ‘Be Our Voice’ and invited members of the local community to attend. The students shared their experiences and their vision of a planet where man and animals coexist in harmony.

SEWA Pioneers Award 2016
For helping to relieve hardship and poverty and protecting the environment

Global Green School Stewardship Award 2017
This was received in New York during Climate Week for our commendable interest in, and initiative towards, introducing sustainable practices in education.
GEMS MODERN ACADEMY

Founded in 1986, GEMS Modern Academy projects an educational outlook few schools can rival. Students at Modern Academy learn about the world and the people in it from an early age, developing an awareness of different cultures and countries.

By exploring the world, they aim to become academically, intellectually as well as socially, culturally, economically and environmentally aware. They develop a sense of positive personal identity and adopt a universal perspective to better understand how they can make a difference in the global community.

Planters Patch and the Dubai Municipality Award
Our organic farm has cultivated over 35 varieties of vegetables over a six-month period. Here students, parents, teachers and volunteers have met regularly to plant and to learn about organic farming from industry experts. The project has included students from the Special Educational Needs and Disabilities Inclusion Department and Kindergarten students as well. Once the farm yielded enough vegetables, the parents organised a plant sale and donated the money to Dubai Cares. The project received a Dubai Municipality Award as part of the “Grow Your Food” campaign.

Project Revive
Revive is a collaboration project, partnering the school’s Environmental Council, IT Council and the Social Outreach Council to address the large amount of electronic waste generated by the school. It involves collecting old electronic devices and either repurposing them or sending them for recycling at a certified facility.

Energy Tree Project
Four of our senior students have proposed an idea to install photovoltaic systems in our school to generate our own electricity. The plan involves “biomimicry” to maximise surface area and create ‘Energy Trees’ from photovoltaic cells which generate electricity from sunlight. This is in accordance with the UAE Government’s Zayed Future Energy Project and the proposal is currently under review by governmental authorities. To supplement the project, a massive initiative was also launched to switch all current light bulbs in school to more energy efficient LED counterparts.

Clean Up the World Campaign
Some 253 students from Grade 5 participated in the Clean Up the World Campaign organised by Dubai Municipality, during which they collected 152 kg of trash. Students now understand that preventing waste and removing it carefully from our environment is an important first step in preventing environmental pollution.

THE MILLENNIUM SCHOOL

Inaugurated in September 2000, The Millennium School is a school with a real difference, which believes every student can achieve excellence in an atmosphere that is both encouraging and challenging. The school offers students the best resources and facilities, along with the efficiency and vibrancy of an experienced teaching staff. By instilling perpetual values, we create opportunities for students to develop their full, all-round potential. Our high standards and academic excellence groom our students to be responsible world citizens.

Lend a Hand Campaign
A waste management campaign focused on recycling 10,000 kg of newspapers, 55 mobile phones, 30 toners and some glass and plastic. These efforts resulted in saving 170 trees, 3,800 gallons of oil, thirty cubic yards of landfill space, 40,000 kilowatts of energy, and 70,000 gallons of water.

Partnering with the Emirates Environmental Group
The school has a partnership with the Emirates Environmental Group (EEG) which has supported our reporting on waste management for four consecutive years. EEG aims to contribute positively to the advancement of sustainable development in Dubai and the UAE, through forceful advocacy of environmental protection and responsible waste management.

DEWA Conservation Award
The school received this award due to major achievements in reducing electricity and water consumption by 35%.
OUR OWN HIGH SCHOOL

Our Own High School, Al Warqa’a, (a boys’ school) is one of the GEMS pioneer schools which started in 1968 and has carved a niche for itself in the UAE and the world. A flourishing ‘House System’ enables senior students to discover their potential to work together for the benefit of the whole community as they assume roles of responsibility. As a result, students become informed, confident and active learners with a strong sense of self, whilst being thoroughly prepared for the challenges of the world ahead.

Dubai Vision – Creating the Future Capital of Solar Energy

A unique cultural competition was organised by the Sheikh Mohammed Centre for Cultural Understanding, in advocacy of the Dubai Clean Energy Plan 2050. The competition was open to all schools, and required the students to creatively imagine the future of Dubai as a solar city, supporting the Dubai Clean Energy Plan 2050 launched by His Highness Sheikh Mohammed Bin Rashid Al Maktoum. The competition included three categories: Recycled Crafts, Sustainability Writing and Imagine Tomorrow. Some 30 schools participated in this competition and our school was awarded the first prize with a cash award of AED 40,000.

Distinguished Conservation Team Award

The school received the Distinguished Conservation Team Award in 2016. This award was given for the exemplary work done by the students in creating awareness on the importance of energy management. The message was spread by the school’s conservation team – not only in school, but also among friends and the wider community.

Recycling Campaign Organized by Emirates Environmental Group

Following the 3 Rs’ has become a way of living in school. The ongoing collection drives include collecting newspapers, old books, mobile phones, plastics and cans. The enthusiasm and participation of the students, staff and the parent body has led to this significant achievement. Among all Dubai educational institutions, the school came first in the collection of paper, mobile phones, plastics and cans for recycling in 2016.
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