



GSF
SUSTAINABILITY REPORT

Shaping a Green Future

YEAR 2025

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SUSTAINABILITY IS OUR DISCIPLINE

MR. ATUL TERMUNKAR

Chairman and Co-Founder

Global Schools Foundation

When we speak of sustainability, we often speak of distant horizons. The truth is more urgent. The climate is not waiting for us to be ready. Every season now carries a warning, every report another reminder that the window for meaningful action is narrowing. Sustainability, then, cannot remain a value we hold quietly. It must become the discipline by which we act.

That is the spirit in which we approached this year. We chose discipline over declaration. We chose to measure. Not because numbers tell the whole story, but because what we measure, we can manage; and what we manage, we can improve. We have committed ourselves to measuring our progress year on year, so that sustainability at Global Schools Group is no longer a campaign. It is a cadence. A habit.

A way of working.



The world around us is changing faster than at any point in living memory. Artificial intelligence is rewriting how we work, how we learn, and how we live. It is both a question we must think clearly about and an answer that, used wisely, helps us pursue our sustainability goals with greater precision than ever before. AI does not replace our values; it amplifies them. It helps us see further, plan smarter, and act sooner. But technology, however brilliant, is only as good as the human judgement that guides it.

MESSAGE FROM CHAIRMAN



And that judgement, in our schools, sits with two people who matter most: the teacher and the student.

Our teachers are the quiet architects of every transformation we celebrate. They translate global ideals into daily habits, and big ideas into lived understanding. They give our students the edge to think differently and the nudge to act when others hesitate. Most importantly, they take our students to places they could not have reached on their own, into perspectives that broaden them, conversations that challenge them, and futures they have not yet imagined. That is the highest form of education, and it is the work our teachers do every day.

Our students, in turn, are not just learners. They are observers, questioners, and, increasingly, leaders. We are not preparing them for a distant future. We are preparing them for one that is arriving sooner than any of us think.

“

The day is not far when it will be our students sitting at the COP negotiating tables, drafting climate policy, and leading the boardrooms and parliaments that decide the planet's course.

Our responsibility, therefore, is clear: to give them the knowledge to understand the world, the values to care for it, and the courage to change it. With AI as an ally, our teachers as our guides, and our students as our hope, we are running well, and we are running with urgency. This report is the story of that distance, and our pledge to keep running, faster, together.

ABOUT GSF



At Global Schools Foundation, we are committed to empowering communities around the world that encompasses different areas of the initiative including providing accessibility to quality education, research in IT and how it helps in education and academics, thought leadership programmes, innovation in and out of tech, research on health and sports data amongst youths, and more.



Our Vision

We envision ourselves as a global advocate for the pursuit of learning excellence. We are creating a network of global teachers, learners and innovators to collaborate and continue with us on this life-long journey of continued enrichment.



Our Mission

We support big ideas - By giving them a platform or foundation to build on from the start of the project to fruition

We inspire talent - By providing globally - recognised programmes and opportunities that encourage them to hone their skills further

We celebrate innovations - By giving them the spotlight to explore their inventive nature and an outlet for their creativity to shine

GLOBAL SCHOOLS GROUP



Global
Schools
Group

The Global Schools Group is a network of leading international schools that fosters a truly interconnected global community across the world. Through a world-class learning environment that transcends boundaries with the experience, diversity and scale of a global network, our purpose is to enable and empower our students to lead the future schools.

11

COUNTRIES

64

CAMPUSES

12

INTERNATIONAL
SCHOOLS

70

NATIONALITIES

45,000

STUDENTS

5,000+

FACULTY

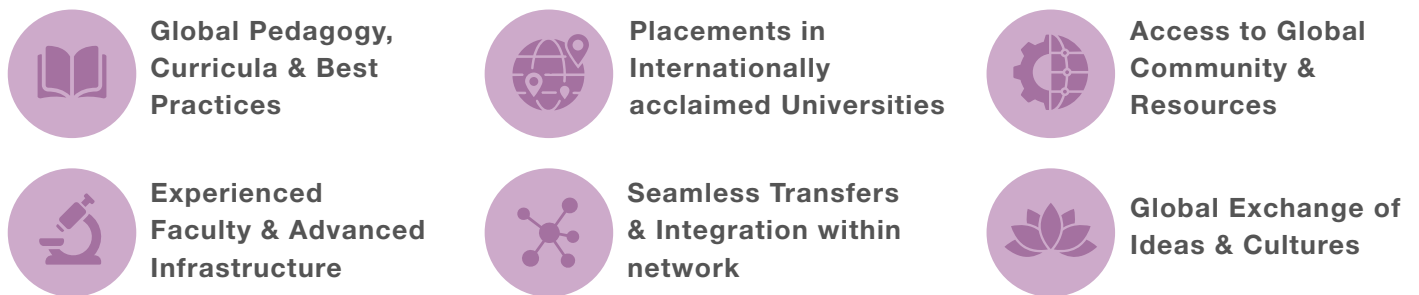
ABOUT GSF

“

The world we live in is shrinking in size, expanding in possibilities and evolving at a blurring pace. Living and thriving in such a dynamic global landscape requires an environment and education that's free of barriers.

That's why, at the Global Schools, we provide a learning experience that extends beyond the horizon, where learning is Limitless.

The GSG Edge



GSG at a glance

12 International Schools

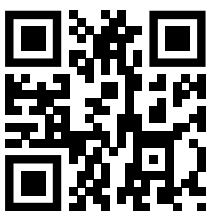
64 Campuses in 11 Countries



Countries we operate in



45000 students from 70 nationalities



[Read more about us here](#)



SCALING SUSTAINABILITY ACROSS THE GLOBAL NETWORK

DR RATHIN KHANDHADIA

Director & Head,
Global Centre for Education Excellence
Global Schools Group

Dear Readers,

With 4 reports in 4 years the work feels more alive than ever. When we published our first report in 2022, we were a network finding its footing in sustainability reporting. Today, we stand with 40+ campuses actively contributing data and insights, up from just 12 at the outset.

This growth is more than a number. It represents hundreds of educators, administrators, and students who have embraced accountability as a cornerstone of how we operate. Aggregating, interpreting, and drawing meaning from this volume of data has been no small feat, but through the framework we have built, we now have a credible, consistent way to measure and communicate our impact.

“

In a world where ESG expectations are no longer optional, where governments, investors, and communities demand transparency and action, the role of educational institutions in shaping sustainability culture is more critical than ever. We are not just tracking carbon and waste; we are building the values that will define the next generation of decision-makers.

SUSTAINABILITY STRATEGY & GOALS

This year, we hosted our second in-person GED MCOP event under the theme SPARK, Students Pioneering AI, Resilience & Kaizen, with our MCOP cohort rallying around the call to Adapt. Value. Restore. Repeat. Over 200 students participated in person, while more than 20,000 were engaged through competitions and follow-on projects across the network. Watching our students lean into AI and systems thinking, at precisely the moment when that intersection defines the frontier of climate action, is something that stays with you.

We also made significant strides in reaching our educators. Our Eco Forum, inaugurated last year as a dedicated space for staff to share learnings and spark each other's thinking, welcomed more than 300 teachers across two batches this year. Sustainability cannot scale through students alone; it must be rooted in the adults who guide them every day. The conversations happening in these forums are exactly the kind of bottom-up momentum that sustains long-term change.

On the certification front, 12 campuses achieved Green School status this year, bringing our cumulative total to 23. Each certification is a statement of institutional commitment, a signal to students, parents, and communities that sustainability is embedded in how we learn and live.

Perhaps most encouragingly, our students have begun stepping onto international stages, engaging with global sustainability forums and contributing their voices to conversations that shape policy and practice. If we equip them well, with knowledge, conviction, and the habit of action, they will do what is right. That is ultimately what this work is about.

We will not rest here. This report is not a record of the past. It is a compass for where we are headed. I invite you to read it as such.



12 CAMPUSES

ACHIEVED
GREEN SCHOOL
STATUS IN 2025.
BRINGING OUR
CUMULATIVE
TOTAL TO 23

SUSTAINABILITY STRATEGY & GOALS

Our Approach to Sustainability



Global Schools Group (GSG) integrates sustainability into its core strategy, embedding environmental, social, and governance (ESG) principles across education delivery, operations, and stakeholder engagement. This reflects our commitment to creating long-term value while preparing future-ready learners.

Whole School Approach to Sustainability

GSG adopts a **Whole School Approach to Sustainability**, embedding sustainability across curriculum, campus operations, governance, and community engagement. This approach aligns with global frameworks such as UNESCO's Education for Sustainable Development (ESD) for 2030.

Why This Approach?

This approach enables GSG to address interconnected ESG priorities in a holistic and forward-looking manner. It supports:



Integration of sustainability and systems thinking into student learning



Responsible campus operations and environmental stewardship



Capacity building for educators



Inclusive access to quality, future-focused education



Implementation

Guided by the principle of “**practice what we teach**,” GSG embeds sustainability into both learning and operations, engaging students, staff, and communities. This ensures alignment between academic outcomes and institutional practices, contributing to measurable ESG impact.



SUSTAINABILITY STRATEGY & GOALS

Our Framework - 5S of Sustainability

5S OF SUSTAINABILITY

Framework for a Greener,
Responsible School Community

**S1**

STRUCTURE & GOVERNANCE

Strong school framework for sustainability through committees, ambassadors, and policies to guide sustainability efforts.

**S2**

STUDENTS & LEARNING

Sustainability is woven into the curriculum and student activities, nurturing responsible citizens.

**S3**

SCHOOL MANAGEMENT & OPERATIONS

Reducing environmental impact through efficient energy, water, and waste management, along with sustainable campus development.

**S4**

SKILL DEVELOPMENT & INNOVATION

Equipping students and staff with future-ready skills through continuous training and exposure to the latest innovations and emerging practices.

**S5**

STAKEHOLDER CONNECT

Involving and engaging with all the stakeholders, students, parents, staff & community.

SUSTAINABILITY STRATEGY & GOALS

GSG Governing Structure for Sustainability

A clear sustainability governance structure ensures that sustainability is embedded consistently across all schools through coordinated planning, accountability, and long-term action. At Global Schools Group, group-level committees set policies, goals, budgets, and reporting frameworks, while geo-level and campus teams translate these into local initiatives and operational practices. Within schools, sustainability is implemented through student-led projects, awareness programmes, and campus operations involving both staff and students. This multi-level approach helps every campus contribute to GSG's broader sustainability goals while building a culture of responsibility and participation.

GSG Sustainability Committee

1. Finalising group-level policy & goals
2. Budget allocations
3. Regular monitoring & review of group's plans



GSG Core Working Team (Sustainability)

1. Proposing, planning & supporting sustainability activities for all campuses
2. Regular monitoring & review of campus data & plans
3. Sustainability report for the group
4. Social media, publishing & designing collaterals
5. Trainings & awareness



Geo-Level Working Team

1. Geo-level planning & target setting for ESG goals
2. Operations & building-level data & monitoring
3. Social media, publishing & designing collaterals
4. Trainings & awareness

Campus-Level Working Team

1. School-level planning of activities & projects
2. Goal setting for student activities & projects
3. Implement and review sustainability activities of the school

SUSTAINABILITY STRATEGY & GOALS

Materiality Matrix

The matrix below maps material topics against two dimensions: their impact on GSG operations and their importance to stakeholders. Topics in the top-left cell (High Impact / High Stakeholder Interest) are the highest priority for reporting and action.

As GSG's sustainability footprint has grown to 64+ campuses, we consolidated overlapping topics to sharpen focus and reduce reporting complexity. We also introduced new topics to reflect emerging ESG expectations, particularly around digital governance, climate resilience, and nature-positive action, ensuring our materiality framework stays relevant to the world our students are inheriting.

IMPACT ON GSF		
Stakeholder Interest	High Impact	Medium Impact
High Stakeholder Interest	- Integrity & compliance - Health & safety Digital governance & data ethics	- Sustainability in curriculum Student-led sustainability action
Medium Stakeholder Interest	- Carbon emissions - Employment diversity & turnover Waste & circular resource management	- Energy conservation - Health & nutrition - Water management Community & stakeholder engagement
Low Stakeholder Interest	Climate adaptation & resilience Campus greening & biodiversity	

Legend:  Merged topic (2026)  New topic (2026)

SUSTAINABILITY STRATEGY & GOALS

Topic Changes for 2026

The following topics have been added, merged, or elevated for the 2026 reporting cycle to reflect evolving ESG expectations, stakeholder feedback, and alignment with ISSB/GRI standards.

Topic	Type	What Changed
Digital governance & data ethics	Merged + elevated	Data Security + Ethical AI & Digital Governance combined. Covers algorithmic fairness, data privacy and responsible AI use.
Student-led sustainability action	Merged	Student Projects + Student Awareness & Activities combined. Reframed around agency and outcomes, not just participation.
Waste & circular resource management	Merged + elevated	Waste Management + Circular IT & Digital Waste combined. Covers physical and digital resource lifecycles under one topic.
Community & stakeholder engagement	Merged	Stakeholder Surveys + Community Engagement combined. Same audience, same mechanism — cleaner as one topic.
Campus greening & biodiversity	Merged + elevated	Gardens & Biodiversity + Regenerative Biodiversity combined. Shifts from school gardens to measurable nature-positive outcomes across campuses.
Climate adaptation & resilience	New	New topic. Campus readiness for climate risk. High impact but low current awareness — placed to signal urgency and build stakeholder focus over time.

Legend: ● Merged topic (2026) ● New topic (2026)

Stakeholder Engagement

Stakeholder engagement is a core part of our materiality assessment, ensuring diverse voices shape our priorities.



-  **Students:** Surveys and feedback sessions
-  **Parents:** Focus groups and consultation events
-  **Staff:** Workshops and sustainability committees
-  **Community:** Partnership discussions

STUDENTS & LEARNING

Focus: Sustainable campus operations

GSF KPI	SDG Alignment	Relevant Target
Students participating in sustainability activities	 SDG 4 Quality Education	Target 4.7 – Education for sustainable development
Activities aligned with SDGs	 SDG 13 Climate Action	Target 13.3 – Climate awareness and education
GSG competitions & project based learning	 SDG 4 Quality Education	Target 4.4 – Skills for sustainable development
Wellbeing and health-focused initiatives	 SDG 3 Good Health and Well-being	Target 3.4 - Promote mental health and well-being

Impact contribution



Increased sustainability literacy among students



Practical engagement with SDG issues



Youth innovation and climate awareness

Strengths:

- Cross-disciplinary integration of climate literacy across curricula. Sustainability education is now embedded across subjects, integrating climate literacy into science, design and technology, geography, business studies, and the humanities, enabling students to engage with real-world challenges.
- Student-led initiatives continue to gain momentum, with learners actively designing and driving sustainability projects, campaigns, and innovations. This reflects a shift from passive participation to ownership, strengthening both agency and applied learning.

Opportunities:

- Transition from “Sustainability Projects” to “Green Careers” pathways, while participation in sustainability initiatives is strong, there is an opportunity to build clearer pathways that connect these experiences to future academic and career choices.

STUDENT & LEARNING



EDUCATING FUTURE-READY CHANGEMAKERS THROUGH SUSTAINABILITY

MR RAJEEV KATYAL

CEO, Global Schools Group

At Global Schools Group, we believe that sustainability is not an add-on to education but a fundamental competency that will shape the future of every learner.

Through our initiative, Every Student a Sustainability Ambassador (ESSA), we are embedding sustainability values, awareness, and action into the daily learning journey of our students.

Today, sustainability influences every sector, including entrepreneurship, marketing, design, technology, and science. Preparing students for the future therefore means equipping them not only with academic knowledge, but also with the ability to understand global challenges, think critically, and act responsibly. Our goal is to ensure that every student who graduates from GSG carries both the mindset and the skillset to contribute meaningfully to a sustainable world.



As a diverse network offering multiple curricula, each unique in its pedagogy and assessment methods, we are united by a common vision of holistic development. Across all our schools, we go beyond traditional academic metrics to measure competencies that matter, such as collaboration, problem-solving, global awareness, and sustainability literacy. This approach ensures our students are future-ready and globally competitive.

This year marks the fourth edition of our Sustainability Report, reflecting four years of consistent effort, reflection, and progress.

STUDENT & LEARNING

With each cycle, we have strengthened our frameworks, expanded participation, and deepened impact. Our initiatives now reach thousands of students across our global network, creating a growing community of environmentally conscious and socially responsible learners.



“

A key milestone in this journey has been the expansion of our Green School Certification programme, with over 20 schools now certified.

This structured approach enables us to integrate sustainability into school operations, curriculum, and culture, ensuring measurable progress and accountability at every level.

As we move forward, we remain committed to scaling impact, leveraging innovation, and empowering every student to be a changemaker. At GSG, we do not just educate for today, we prepare our students to lead a more sustainable tomorrow.

STUDENT & LEARNING

Experiential Learning

At GSG, learning goes well beyond the classroom, with students given structured opportunities to apply their knowledge to real-world contexts.

Through platforms such as Qutuhul, GOAL, Real World Challenges Convention, Make in India, and the GenZ Challenge, students engage with authentic problems that require them to think beyond textbooks and develop practical solutions.

These experiences are designed to build confidence and independence while encouraging students to take ownership of their learning. Whether they are designing prototypes, presenting ideas, debating global issues, or working on innovation challenges, students learn to connect theory with practice in meaningful ways.

In addition, formats like quality circle projects, kaizens, and hackathons create a continuous cycle of improvement and innovation within schools. Students collaborate in teams, analyse problems, test ideas, and refine solutions, mirroring real workplace and entrepreneurial environments.

Collectively, these experiences help students strengthen essential 21st-century skills such as critical thinking, creativity, collaboration, communication, and adaptability, while also nurturing a mindset of innovation and global awareness.



Global Excellence Day (GED) 2025

The 6th edition of Global Excellence Day (GED) took place in Singapore as part of the GED-MCOP 2025 celebrations. Representing GSG schools including GIIS, OWIS, Glendale, DIS, and CIS, this year's event reflected the foundation's truly global reach and commitment to nurturing innovation and excellence across borders.

220 Students & teachers, 5 Countries

19 GSG Schools

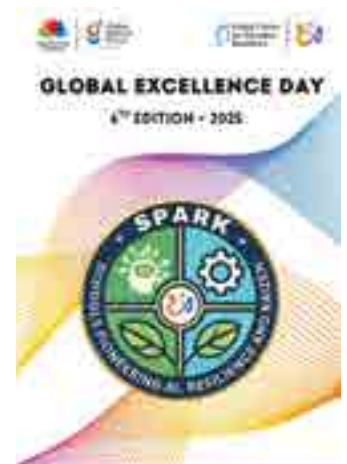
39 Student Projects

GED has become one of the most anticipated student-led events in the GSG calendar, with a record 39 teams competing across Junior, Middle, and Senior categories. **Themed SPARK: Schools Pioneering AI, Resilience, and Kaizen**, the competition encouraged creativity, problem-solving, and teamwork.

STUDENT & LEARNING



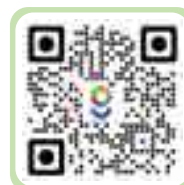
In his opening address, Mr. Rajeev Katyal, CEO of Global Schools Group, highlighted GED as a platform for nurturing collaboration and leadership. He also launched the first GED Student Handbook – Book of Excellence, featuring all 39 teams, their projects, and photographs.



The event was supported by a panel of distinguished judges, a balanced mix of internal academic leaders and external industry experts, who evaluated the projects based on innovation, feasibility, and social impact.



The GED-MCOP Awards Ceremony concluded the event, with 31 awards presented to teams for creativity, teamwork, and excellence. GED-MCOP 2025 reinforced GSG's mission to develop future-ready learners who think critically, act responsibly, and embody the spirit of SPARK.



[Scan the QR to Read more](#)

STUDENT & LEARNING

GSG MCOP 2025

From 23–24 September 2025, an extraordinary gathering of young voices unfolded at the Global Schools Group’s annual Mock Conference of the Parties (MCOP) — Asia’s first youth-led climate conference for K–12 students. More than a conference, it was a movement where students stepped forward to shape conversations about the planet’s future.



“

MCOP adopts a new theme annually -> aligned with Global COP agenda & world context Theme for 2025 was - “Adapt. Value. Restore. Repeat.”

Adapt to change

Value every voice

Restore what matters

Repeat until real change happens

This year’s theme invites us to tackle climate challenges with agility and purpose—by protecting what matters most, from our planet to our people, and making sure every voice is heard. It’s about taking bold action together, learning along the way, and repeating our efforts until we create real, lasting change.

This year, MCOP proudly supports the United Nations Decade on Ecosystem Restoration, aligning our theme with the global call to heal our planet by restoring nature, empowering communities, and taking action that lasts.

STUDENT & LEARNING

MCOP Goal & Objectives

Goal- Young leaders who are informed, skilled, and empowered to drive meaningful action on climate change.



Objectives



To expand participants' understanding of Climate Science and the UNFCCC's Convention of Parties



Provide networking opportunities with field leaders and peers



Enhance leadership and problem-solving skills in climate contexts.



Empower students to engage in international sustainability forums, and promote active citizenship

Partners & Supporters

Each partner—IUCN CEC, YOUNGO, WWF, and FEE—adds a distinct dimension to the Global Schools Group Mock COP (GSG MCOP), blending the strengths of global conservation, youth advocacy, education, and sustainability research. United, they create a powerful synergy that deepens the event's impact and fosters a truly holistic approach to climate action and youth empowerment.



The IUCN Commission on Education and Communication (IUCN CEC) brings extensive experience in environmental education and communication, helping to frame complex climate issues in a way that is accessible and actionable for young people.



WWF, Singapore offers global expertise in conservation, sustainable development, and finance, while providing insights into the practical challenges and solutions surrounding biodiversity and ecosystem management.



COP 30 Climate Champions, Brazil We express our sincere gratitude to Mr. Dan Ioschpe, COP 30 Climate High-Level Champion, for his invaluable support. His inspiring message, shared during the inauguration, resonated deeply with our participants, helping them feel connected to the global climate movement and the vision of COP 30 in Brazil. His words added significant credibility and meaning to the MCOP initiative, reinforcing that the voices and actions of young delegates truly matter on the international stage.

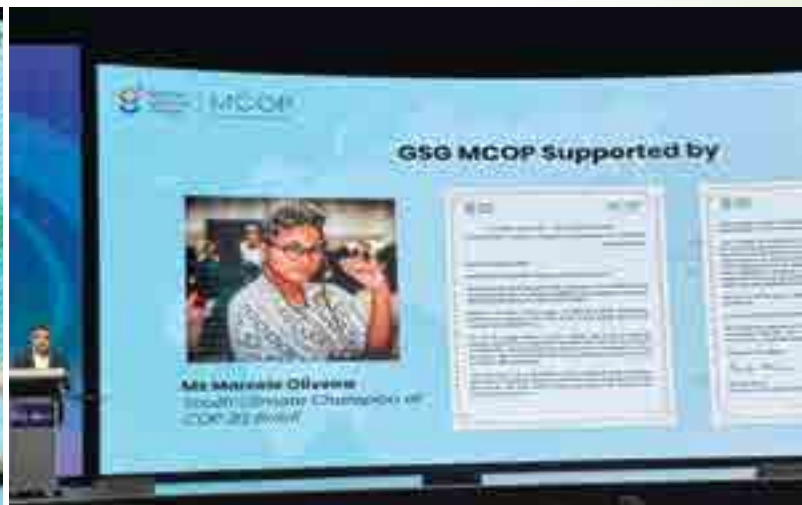


The Foundation for Environmental Education (FEE), founded in 1981 and based in Copenhagen, promotes sustainable development through five global programs—Blue Flag, Eco-Schools, YRE, LEAF, and Green Key—across 80 countries. It focuses on tackling global issues like climate change, biodiversity loss, and pollution.



YOUNGO, the official youth constituency of the UNFCCC, ensures that the voices of the younger generation are front and centre, advocating for youth leadership in climate action and policymaking.

STUDENT & LEARNING



Our heartfelt thanks also go to Ms. Marcelle Oliveira, Presidency Youth Climate Champion, for her warm and motivating message to all participants. Her thoughtful letter instilled a deep sense of purpose and empowerment among the students. It reminded our participants that their contributions extend far beyond the MCOP platform, echoing within the wider climate community and inspiring continued commitment to collective action.

PreMCOP Sessions (28-30 August 2025)

Pre-MCOP Sessions 2025: Setting the Stage for Youth Climate Leadership

The Pre-MCOP Sessions, held from 28th to 30th August & 20th September, marked a powerful beginning to the MCOP journey, equipping students with the knowledge, confidence, and skills needed to step into global climate discussions. The sessions served as a foundation for meaningful participation in the upcoming Mock COP, helping delegates understand the science, systems, and spirit behind real-world climate negotiations.

Over four days, students delved into the essence of climate action through interactive sessions with distinguished speakers and experts from across the world. It was more than 12 hours of interactive learning with the experts from 6 esteemed organisations.



STUDENT & LEARNING

Speaker	Position / Affiliation	Topic
Ms. Radhika	Senior Specialist in Early Childhood & Sustainability Education	Introduction to MCOP, Action Plan, SMART Goals & Negotiation
Dr. Sweta Purohit	Programme Director, Climate Change, Centre for Environment Education (CEE) India	The State of the Planet: What the Science Tells Us
Dr. Stephan Singer	Senior Advisor – Climate Science and Global Energy Policies, Climate Action Network	The Climate Negotiation Landscape: Challenges, Gaps, and the Way Forward
Ms. Isti Fauziah Bakhtiar	Capacity Building Coordinator for the Energy Working Group at YOUNGO	Youth Voices in Climate Governance: Introduction to YOUNGO
Mr. Bernard Combes	Education for Sustainable Development Specialist, UNESCO; Honorary Board Member, Foundation for Environmental Education (FEE)	Ecosystem Restoration
Dr. Suchismita Mukhopadhyay	Lead Specialist – Advocacy, Coalition for Disaster Resilient Infrastructure	Adapting for Tomorrow: Building Resilient Communities
Dr. Biswajit Dey	PhD in Nature-based Design & Biomimicry; NID Alumnus; Founder President, WildRoots	Living in Harmony: Indigenous Communities, Biodiversity, and Climate Change

MCOP Event



The conference was inaugurated by GSG COO, Mr. Kaustubh Bodhankar, who highlighted the crucial role of young leaders in shaping a sustainable future.

He encouraged students to step into their roles as negotiators, change-makers, and leaders, reminding them that the actions they take today will define tomorrow's world.

Following this, Dr. Rathin Khandhadia addressed the participants, outlining the objectives and innovative structure of MCOP 2025. He expressed gratitude to our partners, supporters, and speakers, and inspired students to fully engage with the unique opportunities presented by this first-of-its-kind, student-driven simulation of the UNFCCC COP, where youth voices take centre stage in climate action discussions.

STUDENT & LEARNING

Panel Discussion



The inauguration was followed with a powerful panel discussion on **“Working Together to Adapt to Our Changing World”** at the Global Village Campus. The session brought together diverse voices — from research, business, education, biodiversity, and youth leadership — to inspire the audience of students, teachers, and staff.

Ms Mellissa Low shared perspectives on global climate policy and education. **Dr Simon Schillebeeckx** spoke on ecosystem regeneration and sustainable business. **Mr Justin Lim** emphasized youth advocacy and environmental law. **Ms Nayli Raifana** highlighted biodiversity and youth engagement in conservation. The panel gave participants clarity on the urgency of climate mitigation and adaptation, while empowering them to understand the role they can play in shaping solutions.

- **95 Youth Leaders from 5 countries & 19 Schools across Global Schools Group**
- **8 MCOP Teams & 8 Goal Chairs deliberated tirelessly on climate change solutions.**
- **19 Staff Facilitators guided the process.**
- **Beyond the conference halls, the GSG Eco Showdown Competitions had already engaged 20,000+ students worldwide, showcasing the ripple effect of student-led action.**

MCOP Conference & Declaration

The conference began with each team presenting their opening statements, outlining their positions and setting clear goals for the discussions ahead. This initial stage allowed participants to articulate their perspectives, understand the broader context of the issues, and frame their objectives for the negotiations.

On the following day, eight teams engaged in dynamic negotiations, each aligned with one of the eight goals. Goal chairs played a crucial role in guiding discussions, building consensus, and ensuring that every voice was heard. Each team member had the opportunity to present their viewpoints, defend their proposals, and collaborate with others to find common ground. The negotiation sessions proved to be a rich learning experience for both students and facilitators.

STUDENT & LEARNING

Participants researched their positions extensively, developed arguments, and practiced persuasive communication, while facilitators observed and guided the process. It was inspiring to see students put their newly acquired negotiation skills into practice, engaging thoughtfully, listening actively, and striving to get their proposals accepted. These sessions not only strengthened their understanding of global climate issues but also fostered critical thinking, collaboration, and leadership.



MCOP Action Plan

At MCOP, students leave not just with knowledge, but with an Action Plan to bring change to their schools and communities. In their school groups, delegates explored structured project tracks, ensuring momentum continues long after the conference ends.

They brainstormed restoration-focused project ideas, mapped out stakeholders, and laid the groundwork for real-world implementation—this is just the beginning.

Over the year, these student-led mini projects will take shape in their schools, directly contributing to the UN Decade of Ecosystem Restoration and offering participants a hands-on, tangible way to make a meaningful environmental impact.

MiniCOP Highlights

The Mini COP engaged younger participants in an interactive sustainability experience. Over 50 students, divided into five teams, selected Nature Delegates, representing animals or plants from the Forest, River, Sea, Grassland, and Mangroves. They explored environmental issues such as deforestation, pollution, and habitat loss through storytelling and visual presentations.



Teams brainstormed 1–2 actionable solutions, including planting trees, cleaning rivers, protecting marine life, preventing hunting, and conserving mangroves, then presented their ideas, compiled into a collective “Nature’s Agreement” poster. The session concluded with a Climate Pledge, where each student committed to an eco-action at home or school, recorded on the Nature Pledge Wall, fostering awareness, creativity, and responsibility.

STUDENT & LEARNING

Shaping the Future: Participant Insights



“

79% of participants felt inspired to take action on climate and sustainability issues
93% of participants said they would definitely participate again next year and motivate their schools as well, highlighting strong enthusiasm and engagement.

Through my participation in MCOP, I've learned that the voices of young people play a crucial role in shaping the global climate conversation. This experience has strengthened my leadership skills and deepened my personal commitment to environmental action—learnings that I will carry with me long after MCOP 2025.

- Varun Ghodke, OWIS Nanyang, Singapore

The most insightful part of MCOP 2025 for me was observing how collaboration and critical thinking came together in the committee. Delegates who initially had conflicting views gradually found common ground and developed well structured resolutions. It was a proud moment to watch their confidence grow through each round of debate and negotiation.

- Janessa Mathai, GIIS SMART Campus, Punggol

The entire MiniCOP activity was filled with fun, creativity, and learning. We learned about different habitats, how animals adapt to survive, and the impact of pollution and climate change on their lives.

- Anirudra Singh, GIIS KL, Malaysia

Being supported by international bodies for the work that participants in MCOP were doing makes everything more meaningful. Receiving appreciation for starting a movement in the youth makes everyone – including me – feel like they've contributed something to heal the Earth. It undoubtedly stirs up motivation for students to become more active in saving the environment.

- Marcel Johannes Kraus, Regent Kuantan, Malaysia

As I begin my new phase of studies at University, I want to focus more on the environmental relevance of my field so that I can one day contribute meaningfully and take part in a real COP.

- Ojiro Yahagi, GIIS Tokyo



[Scan the QR to Read more](#)

STUDENT & LEARNING

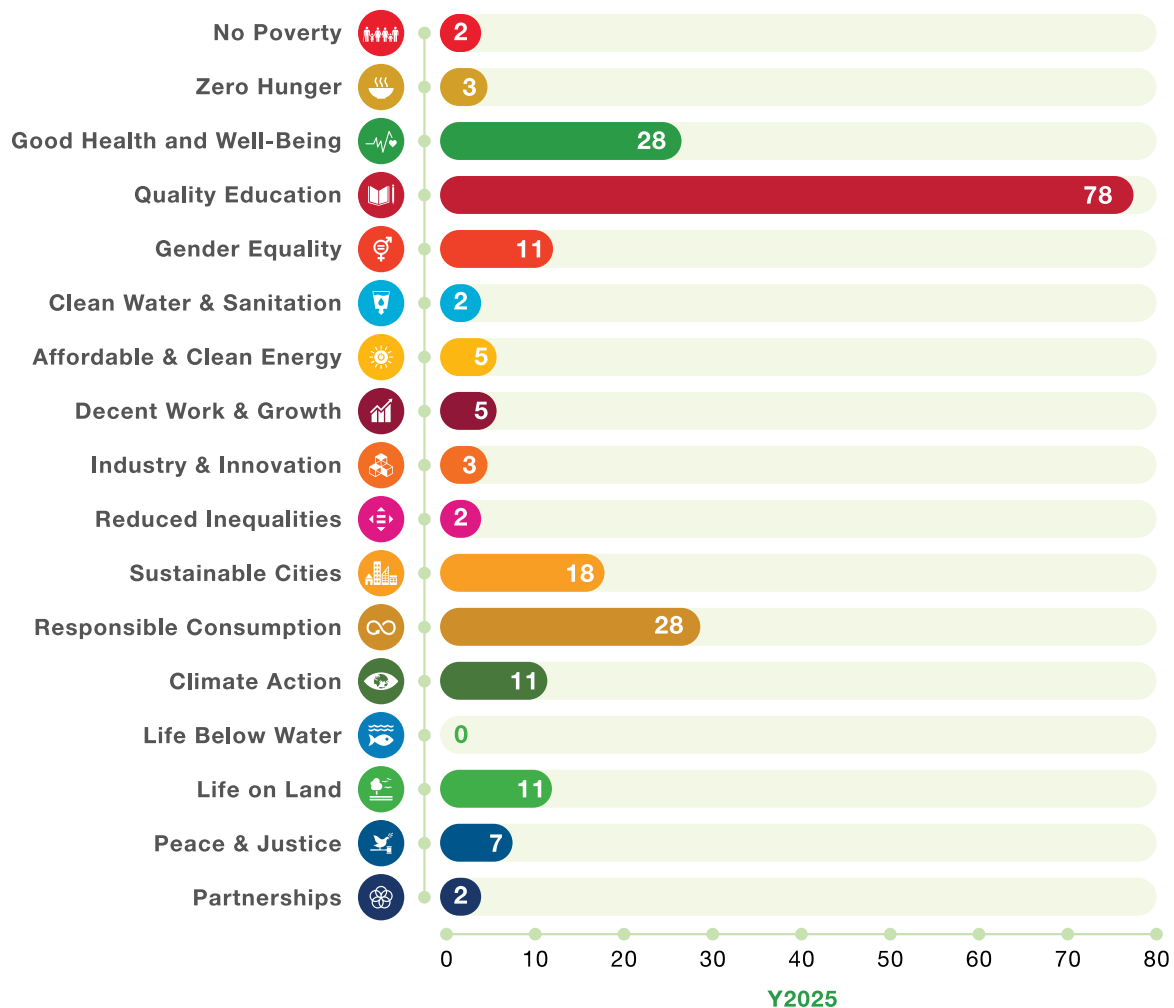
Integrating the UN Sustainable Development Goals into Education

Our schools are proud signatories of the Global Schools Program pledge, reaffirming our commitment to advancing the United Nations Sustainable Development Goals (UNSDGs) through education.

The Global Schools Program, an initiative of the UN Sustainable Development Solutions Network, supports UNESCO's Global Action Programme on Education for Sustainable Development (ESD). It equips schools worldwide with the tools, resources, and frameworks needed to nurture responsible global citizens and build a more resilient and sustainable future.

Across our network, the UNSDGs are meaningfully embedded into the learning ecosystem. This integration spans classroom teaching through interdisciplinary subjects and project-based learning, as well as co-curricular activities, community action service initiatives, and school-wide events and awareness campaigns.

UNSDG data for 2025



TOTAL All SDGs: 218

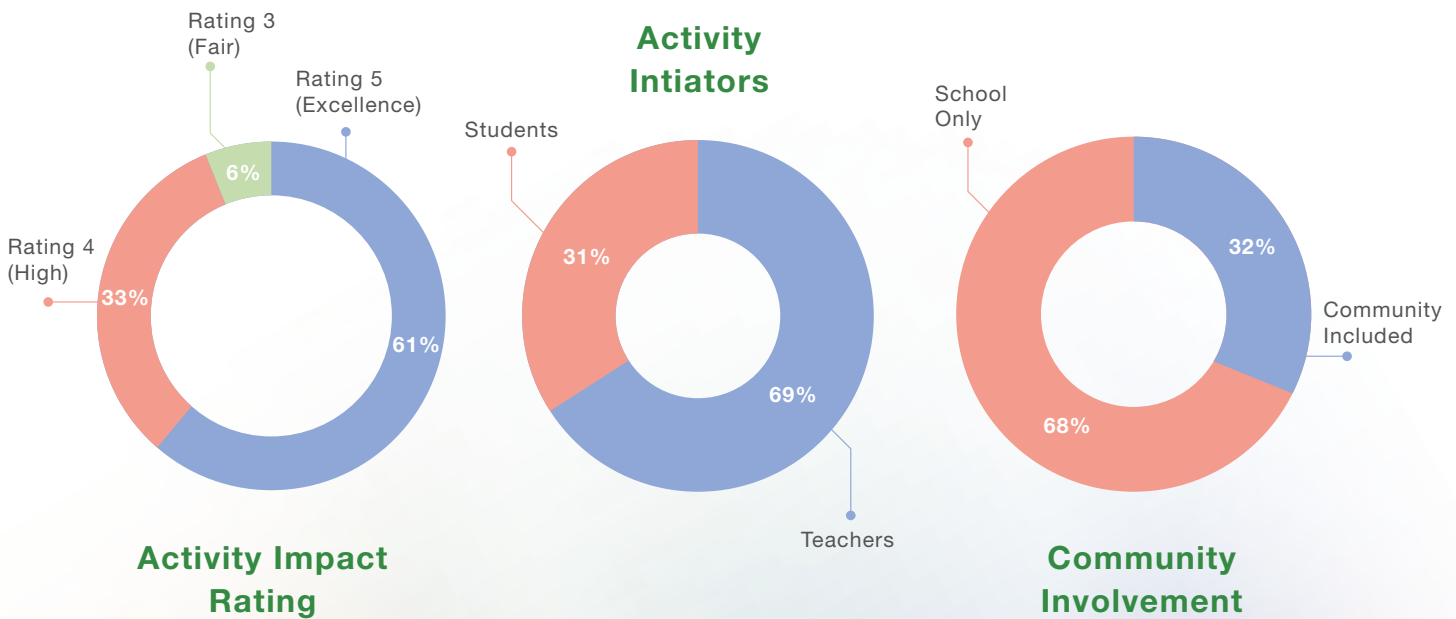
STUDENT & LEARNING

Summary of engagement & impact

Across all activities, **94% were rated 4 or 5 out of 5** for impact, reflecting consistently high-quality programming. Impact ratings are self-assessed by the activity lead based on how the activity was received and delivered.

Students initiated 31% of activities, demonstrating strong learner agency and ownership, while teachers led the remaining 69%. **32% of activities engaged the local community** in some form, extending the programme's reach well beyond the classroom and strengthening school-community ties.

In total, the programme recorded an estimated **~49,000 student participations** across the year — averaging 144 students per activity — underscoring the breadth of engagement and the depth of impact achieved.



UNSDG 12 & 13

In 2025, focused efforts were made to advance United Nations Sustainable Development Goals (UNSDG) 12 and 13 through a set of suggested, action-oriented initiatives for schools.

Many of these were actively taken up and adapted across campuses, enabling students to engage meaningfully with sustainability in ways suited to their context. We are continuing this focus this year as well.

STUDENT & LEARNING

Summary of Activities and Target Linkages

Goal	Target	Key Activities (Indicative)	How it Links
UNSDG 12 Responsible Consumption & Production	12.3 Reduce food waste	Food Waste Audit, Zero-Waste Lunch, Composting	Encourages measurement and reduction of food waste
	12.5 Reduce waste generation	3Rs Campaign, Waste Quiz & Posters, Circular Design Hackathon	Promotes reuse, recycling, and circular thinking
	12.7 Sustainable procurement	Procurement with Purpose Campaign	Builds awareness of responsible decision-making
	12.2 Resource management	Track Your Resource Footprint Week	Highlights responsible use of natural resources
	12.8 Sustainable lifestyles	No Plastic Day, E-waste Recycling	Encourages sustainable daily habits
UNSDG 13 Climate Action	13.3 Climate education	Climate Workshops, Tree Planting, Carbon Audit	Builds knowledge and action on climate impact
	13.2 Climate policy integration	Green Council, School Climate Policy, MCOP, Dialogues	Encourages student participation in planning
	13.1 Climate resilience	Disaster Drills, Heatwave Campaign	Strengthens preparedness and adaptation
	13.4 Global climate engagement	Youth groups, climate statements, UNFCCC-linked activities	Connects to global platforms like United Nations Framework Convention on Climate Change

SCHOOL MANAGEMENT & OPERATIONS

Focus: Sustainable campus operations

GSF KPI	SDG Alignment	Relevant Target
Carbon footprint measurement	 SDG 13 Climate Action	Target 13.2 – Climate action in policies
Energy, water, waste management	 SDG 12 Responsible Consumption and Production	Target 12.5 – Waste reduction
School gardens / biodiversity	 SDG 15 Life on Land	Target 15.1 – Ecosystem conservation
Green building features	 SDG 11 Sustainable Cities and Communities	Target 11.6 – Environmental impact reduction

Impact contribution



Reduced environmental footprint of campuses



Resource efficiency and waste reduction



Biodiversity awareness and nature-based learning

Strengths: Operational Excellence

- Integrated Green Infrastructure & Asset Optimization We leverage high-performance building systems to minimise our environmental footprint. By integrating smart energy management and green building features, we have enhanced operational efficiency and reduced long-term exposure to volatile energy costs, ensuring a resilient campus environment.
- Natural Capital & Nature-Based Learning (NBL); Utilizing school gardens for SDG 15 creates a tangible link between operations and curriculum (nature-based learning), turning a maintenance cost into an educational asset.

Opportunities: Strategic Advancement

- Supply Chain Stewardship & Sustainable Procurement A significant opportunity exists to expand our impact by implementing a Sustainable Procurement Policy. By auditing vendor ESG performance and prioritizing local, ethical suppliers, we can address Scope 3 emissions.
- Resource Efficiency & Data-Driven Management We aim to do rigorous monitoring of energy and water consumption. Through optimized resource allocation and infrastructure upgrades, we want to achieve a measurable reduction in intensity metrics, demonstrating proactive stewardship of our school’s utility lifecycle.

SCHOOL MANAGEMENT & OPERATIONS



MESSAGE FROM LEADERS

**OPERATIONAL
EFFICIENCY &
SMART
INFRASTRUCTURE****KAUSTUBH BODHANKAR**

Chief Operating Officer,
Global Schools Group

At Global Schools Group, we believe that schools must embody the values they impart.

Students spend a significant part of their day within our campuses, and it is essential that sustainability is not only taught in classrooms but also experienced through their surroundings and daily interactions.

Over the years, we have made consistent efforts to enhance our operational efficiency by setting clear targets and adopting smarter systems. Our newer campuses reflect this commitment, integrating green infrastructure such as IoT-enabled systems, energy-efficient sensors, water-saving fittings, and thoughtfully designed building facades that reduce environmental impact while enhancing functionality.

We are also strengthening our commitment to circular economy principles by focusing on reducing waste, reusing materials, and recycling resources wherever possible. From responsible procurement to encouraging segregation and recycling practices, we aim to minimize our environmental footprint and create systems where resources are used more thoughtfully and efficiently.

In alignment with the United Nations Sustainable Development Goals (UNSDGs), our initiatives are guided by global sustainability priorities such as climate action, responsible consumption and production, and quality education. By embedding these principles into our operations and learning environments, we ensure that sustainability becomes an integral part of our culture and long-term vision.

GCEE plays a vital role in helping us scale, document, and continuously improve our sustainability efforts, while also enabling us to learn from global best practices. Through these actions, we remain committed to creating campuses that are efficient, responsible, and future-ready.

“

In these environments, students do not just observe sustainability. They experience how everyday choices and systems come together to shape a more responsible and thoughtful way of living.

SCHOOL MANAGEMENT & OPERATIONS

Greenhouse Gas Emissions

Commitment to Climate Action

At Global Schools Group (GSG), we recognise the climate crisis as one of the defining challenges of our generation. As educators of future leaders, we bear a unique responsibility to lead by example. Our climate strategy is anchored in the goals of the Paris Climate Agreement, which seeks to limit global warming to well below 2°C above pre-industrial levels, with concerted efforts to restrict the rise to 1.5°C. We adopt the GHG Protocol Corporate Standard to measure Scope 1, 2, and 3 emissions, tracking performance across more than 15 parameters spanning combustion, purchased energy, business travel, employee commuting, waste, water, and procured goods and services.



Methodology and Reporting Approach

Our inventory has been prepared in accordance with the GHG Protocol Corporate Standard, supplemented by the Scope 2 Guidance and Corporate Value Chain (Scope 3) Standard, ensuring our disclosures are comparable, verifiable, and aligned with global stakeholder expectations.

- **Organisational boundary:** GSG applies the operational control approach, accounting for emissions from owned and leased campuses across our international network.
- **Reporting period:** 1 January 2025 - 31 December 2025.
- **Gases covered:** All seven Kyoto Protocol gases, expressed in MTCO₂e using the IPCC AR6 100-year GWP values.
- **Emission factors:** Country-specific factors from CEA (India), EMA (Singapore), DEWA and Abu Dhabi grid (UAE), Ministry of the Environment (Japan), Energy Commission (Malaysia), Saudi Electricity Company, and Department of Energy (Philippines). Where unavailable, IEA factors apply. Fuel and refrigerant emissions use DEFRA and US EPA factors.
- **Scope 2 accounting:** Location-based method; market-based disclosure will be added as renewable procurement progresses.
- **Scope 3 categories:** Currently covers waste, water and transportation mainly.

SCHOOL MANAGEMENT & OPERATIONS

Our Targets

Our decarbonisation roadmap rests on three commitments designed to drive both absolute and intensity-based reductions across our growing portfolio:

Target	Commitment
Absolute emissions reduction	5% reduction year-on-year
Per capita emissions reduction	10% reduction year-on-year
Carbon neutrality	25% of campuses carbon neutral for Scope 1 & 2 emissions by 2030

These targets balance absolute reductions with per capita efficiency, accounting for fluctuations in student and staff populations.

Baseline and Year-on-Year Performance

GSG has adopted **Year 2024 as the baseline year** for tracking progress against our reduction targets. This baseline corresponds to the first reporting cycle in which our inventory achieved sufficient breadth (36 campuses) to provide a representative foundation, and the first year a standardised group-wide protocol was applied, ensuring like-for-like year-on-year comparison. The 2023 baseline aligns our trajectory with the Paris Agreement's 2030 milestone, providing a meaningful seven-year window for measurable progress. Where the inventory boundary expands materially, we will recalculate the baseline in line with GHG Protocol restatement provisions.

Our Emissions Reduction Strategy

GSG's strategy rests on four mutually reinforcing pillars:

- **Measurement and monitoring:** Regular data collection from more than 30 campuses, ensuring decisions are grounded in robust, verifiable evidence.
- **Energy efficiency:** Transition to LED lighting, optimised HVAC operations, lower-impact cooling refrigerants, and infrastructure upgrades that reduce energy intensity per square metre.
- **Renewable energy:** Active procurement of solar energy across suitable campuses, with rooftop installations and renewable PPAs forming the cornerstone of our clean energy transition.
- **Engagement and education:** Awareness campaigns, sustainability workshops, and curriculum integration that empower staff and students as active participants, transforming our campuses into living laboratories for climate literacy.

Carbon Footprint Coverage Growth

Our inventory boundary has steadily expanded, reflecting our commitment to transparency and full network coverage.

The ninefold expansion between 2021 and 2024 represents one of the most significant capacity-building achievements in our sustainability programme.

Reporting Year	Campuses Covered
2021	4
2022	8
2023	25
2024	36
2025	31

SCHOOL MANAGEMENT & OPERATIONS

GHG Emissions for the Reporting Year

The table below presents our consolidated emissions inventory across Scopes 1, 2, and 3, expressed in metric tonnes of carbon dioxide equivalent (MTCO₂e).

Emission Scope	Emissions (MTCO ₂ e)	Share of Total (%)
Scope 1	29.72	0.24
Scope 2	10132.98	80.21
Scope 3	2470.07	19.55
Total	12634.78	100

As is typical for the education sector, Scope 2 emissions, driven primarily by purchased electricity for cooling, lighting, and digital learning infrastructure, are expected to dominate, underscoring the strategic importance of our renewable energy agenda.

Per Capita Emissions by Country

Per capita emissions provide a normalised view of performance across campuses of different sizes and populations:

Country	Per Capita Emissions (MTCO ₂ e per person)
 India	0.15
 Singapore	0.801
 UAE	0.558
 Japan	0.141
 Malaysia	0.27
 Philippines	0.7
 Saudi Arabia	0.34

Variations across geographies reflect grid carbon intensity, climatic cooling loads, renewable market maturity, and infrastructure age. We use these insights to direct capital investment, retrofits, and renewable procurement toward the geographies where the marginal abatement impact will be greatest.



GSG Average = 0.318 MTCO₂

SCHOOL MANAGEMENT & OPERATIONS

Circularity & Resource Management

Rethinking Resources in an Age of Limits

Every campus tells a resource story. The electricity that lights our laboratories, the water that fills our drinking fountains, the paper that carries a student's first essay, the food that fuels a teenager's curiosity at lunchtime, each represents a flow of materials and energy that begins long before it reaches our gates and continues long after it leaves them.



At Global Schools Group (GSG), we believe schools occupy a uniquely powerful position in the global sustainability landscape. We are not only consumers of resources but also shapers of the consumers, designers, engineers, policymakers, and citizens of tomorrow. How we manage our own footprint today is, in effect, the most consequential lesson we teach.

The Circular Economy at GSG: An Operating System for Our Campuses

A circular economy is more than a recycling programme. It is a fundamental redesign of how value is created and retained, extending the life of products, regenerating natural systems, and engineering out the very concept of “waste.”

At GSG, we are translating these principles into the daily fabric of school life through three mutually reinforcing commitments:

- Designing for Longevity.** From classroom furniture and IT hardware to building materials and laboratory equipment, our procurement decisions increasingly favour durability, repairability, and modularity. Items that can be repaired, refurbished, or repurposed reduce both embodied carbon and lifetime cost — a quiet but powerful form of climate action embedded into the choices we make every year.
- Keeping Materials in Use.** We work with vendors and service partners who participate in take-back schemes, equipment refurbishment, and end-of-life recycling. Textbooks are passed forward through structured re-use programmes; uniforms find second lives through swap initiatives; electronic devices are refurbished or responsibly recycled rather than discarded.
- Regenerating Nature.** Our campuses are increasingly seen as small ecosystems rather than mere buildings. Composting, edible gardens, native-species landscaping, and rainwater capture are turning the spaces between our classrooms into living examples of regenerative design — and into outdoor laboratories where students learn that nature is not a backdrop, but a partner.



SCHOOL MANAGEMENT & OPERATIONS

Energy Conservation & Management: Powering Learning, Mindfully

Energy use is, for most schools, the largest single contributor to operational greenhouse gas emissions — and therefore central to any credible decarbonisation strategy.

Our 2025 energy management work directly supports SDG 7 (Affordable and Clean Energy) and SDG 13 (Climate Action), and aligns with both the GRI 302 (Energy) standard and the wider GHG Protocol Corporate Standard, under which energy consumption translates directly into Scope 1 and Scope 2 emissions. As GSG advances its corporate carbon footprint reporting, energy is the operational lever where individual school choices have the most direct, measurable climate impact.

Our Approach Spans Four Levers

- 1. Efficient Infrastructure.** We are progressively upgrading lighting to LED, retrofitting HVAC systems with high-efficiency equipment, and installing smart sensors and timers in low-occupancy spaces. New construction and major renovations are guided by green building principles.
- 2. Behavioural Change.** Technology alone cannot deliver lasting reductions. We promote everyday actions, switching off unused appliances, optimising thermostat set-points, daylight harvesting, and “last-out, lights-off” routines supported by visible signage, dashboards, and student-led nudges.
- 3. Measurement & Insight.** Periodic energy audits, sub-metering, and consumption tracking allow us to identify anomalies, benchmark across campuses, and target interventions where they will deliver the greatest impact.
- 4. Renewable Transition.** Wherever feasible, we are introducing renewable energy solutions, including rooftop solar where site conditions permit.

Student Eco-Monitor Networks

Across GSG schools, a widely adopted approach to energy conservation is the Eco Monitor or student ambassador system, where designated students help ensure that lights, fans, devices, and air-conditioning units are switched off when not in use. Implemented through Eco Monitors, switchboard monitors, or broader student ambassador programmes, these initiatives are reinforced through assemblies, awareness campaigns, and sustainability events such as Waste Awareness Week. By embedding responsibility for energy conservation into daily school operations, GSG schools foster a culture of environmental stewardship and active student participation in sustainability practices.

SCHOOL MANAGEMENT & OPERATIONS



Electricity Consumption Data — GSG Schools

The figures below capture our network-wide electricity performance. Per-capita reporting is included alongside totals to control for changes in enrolment and provide a fairer view of efficiency improvements over time.

Total electricity consumption (in MWh)	19,515.2 MWh
per capita electricity (in kWh)	492.18 kWh

Methodology note: Electricity consumption is sourced from utility invoices and on-site sub-meters. Per-capita figures are calculated using full-year average enrolment across reporting campuses.



SCHOOL MANAGEMENT & OPERATIONS

Water Conservation



Water stewardship is among the most material environmental issues for an education group operating across the geographies GSG serves — from water-stressed regions of India and the Middle East to high-rainfall tropical Southeast Asia.

Our 2025 water management work directly supports SDG 6 (Clean Water and Sanitation) and SDG 12 (Responsible Consumption and Production), and aligns with the GRI 303 (Water and Effluents) standard, which expects organisations to demonstrate not only conservation activity but measurement, monitoring and reduction of consumption. We recognise that this remains the area where our network has the greatest scope for accelerated progress.

Alignment with Regional Sustainability Standards

Effective water stewardship requires adherence to established regional benchmarks. Across our network of schools, we ensure that our infrastructure and operations meet or exceed the standards set by relevant authorities:



Indian campuses install green-labelled water fittings in accordance with Indian Green Building Council (IGBC) requirements, delivering measurable reductions in water flow without compromising functionality or user comfort.



Singapore campuses comply with Public Utilities Board (PUB) guidelines, maintaining high standards of efficiency across all water-using fixtures and processes.



Other international campuses adopt locally relevant best practices in water conservation and efficient use, tailored to the regulatory framework and environmental context of each host country.

SCHOOL MANAGEMENT & OPERATIONS

Rainwater Harvesting and Water Reuse

To strengthen resilience and reduce our dependency on municipal supply, rainwater harvesting systems have been implemented across our campuses in India and Singapore. These systems capture and channel rainwater for non-potable applications such as landscape irrigation, general cleaning, and groundwater recharge, contributing meaningfully to overall water reuse on campus.

Monthly Monitoring and Accountability

We conduct monthly monitoring of water consumption across all campuses, with specific reduction targets set for each location. This data-driven approach promotes accountability at the campus level, enables early identification of leaks or inefficiencies, and supports continual year-on-year improvement. Consumption performance is reviewed by campus leadership and reported through our central sustainability function.



Cultivating a Culture of Conservation

Infrastructure alone cannot deliver lasting change. We view our students as active participants in water stewardship, integrating water-related themes into the curriculum and supporting student-led campaigns, audits, and awareness drives. Through these efforts, we instil a culture of environmental responsibility that prepares young people to become thoughtful stewards of natural resources well beyond their school years.

Water Consumption Data for GSG Schools

Total Water Consumption (Cubic meters)	1,115,992.92 m ³
Per Capita Water Consumption (Cubic meters)	28.15 m ³

SCHOOL MANAGEMENT & OPERATIONS

Waste Management

Waste management at the Global Schools Group is treated as a foundational practice that embeds circular-economy thinking into school operations.

Our 2025 initiatives advance SDG 12 (Responsible Consumption and Production) and SDG 11 (Sustainable Cities and Communities), and align with current ESG reporting standards such as GRI 306, which expect schools to evidence not just waste-handling protocols but measurable diversion rates and student-led behavioural change.



Waste reduction is the most universally adopted sustainability practice across the Global Schools Group. Beyond the day-to-day operational measures, our schools are running creative campaigns that turn waste into learning, art and fundraising — programmes such as plastic-free fashion shows, recycled Christmas trees, and food drives that simultaneously address waste and hunger.

Tracking Our Progress: Three-Year View

Across the Global Schools Group, the past three years tell a clear story of expanding waste management practice. Every one of our five tracked indicators shows higher participation in 2025 than in 2023, with e-waste recycling more than doubling — from 29% to 59% — over the period. Waste segregation has rebounded to its highest level yet at 91% of reporting campuses, and plastic recycling has reached near-saturation at 82%.

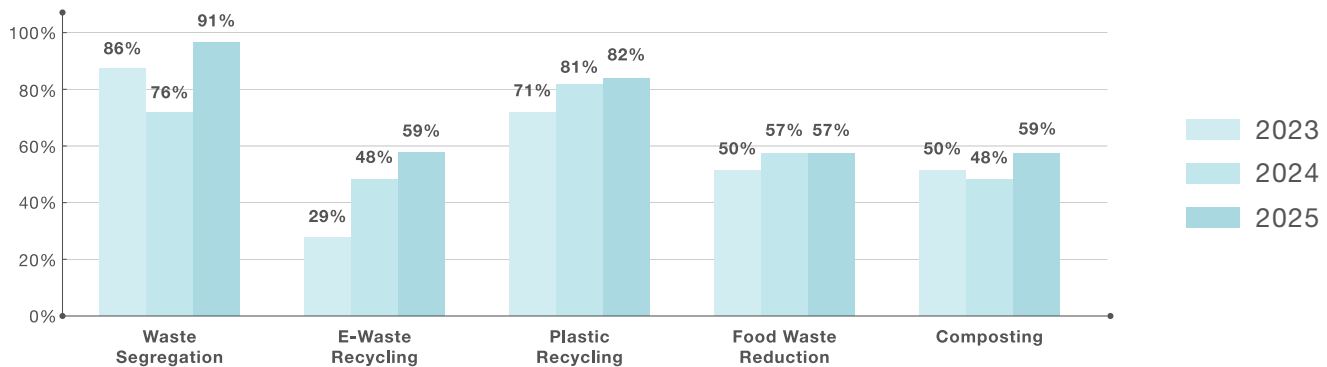
Proportion of GSG schools following different waste management methods (% of schools)

Initiative	2023	2024	2025	3-Year Change
Waste Segregation	86%	76%	91%	+5 pp
E-Waste recycling	29%	48%	59%	+30 pp
Plastic recycling	71%	81%	82%	+11 pp
Food waste reduction	50%	57%	57%	+7 pp
Composting	50%	48%	59%	+9 pp



SCHOOL MANAGEMENT & OPERATIONS

Waste Management Initiative Across GSG Schools | 2023-2025



Four key shifts emerge from the three-year participation data. E-waste recycling shows the strongest progress, more than doubling from 29% in 2023 to 59% in 2025, reflecting improved collection systems and rising student awareness of electronic waste hazards. Plastic recycling has grown steadily from 71% to 82%, moving close to network-wide adoption. Segregation and composting both dipped in 2024 but recovered strongly in 2025, with segregation reaching 91%, likely reflecting temporary operational disruptions rather than reduced commitment.

Food waste reduction remains static at 57% after initial gains, despite its critical global relevance to emissions and SDGs 2 and 13. Established initiatives such as meal redistribution and pantry programmes demonstrate proven approaches, with the next priority being wider, system-level adoption across the network.

Notable Campus Campaigns

- **Trash the Plastic Campaign** at **RIS Klang** — students collected and sold plastic items, raising RM600 that was then donated to the Good Samaritan Home in Klang.
- **Tetra Pak recycling** at **GIIS SMART Campus Punggol**
- **Project Yen Gain** at **GIIS Tokyo CBSE** — a campus-wide composting initiative that turns canteen and garden waste into usable resources.
- **One Million Meals** at **GIIS Whitefield** — pre-primary students contributed to a programme combining food waste reduction with charity, supporting local orphanages.
- **Waste to Wonder** at **GIIS Dubai** — alongside a can collection drive and waste-paper collection programme.
- **Recycle Advocates Initiative, Trash Jammers Project, and Trash to Cashback** at **Chinese International School** — three connected programmes turning waste streams into student-managed initiatives, including a dedicated Tetra Pak collection drive.
- **Nearly New Sales** at **Heath House Preparatory School (UK)** — books and uniforms are resold rather than discarded.
- **3R Programme** at **RIS Sungei Petani** — covering all major waste streams except e-waste.
- **Cora Recycling** at OWIS Nanyang, **Recycling station** at OWIS Digital Campus Punggol



SCHOOL MANAGEMENT & OPERATIONS

Biodiversity & Green Spaces

At the Global Schools Group, biodiversity is treated as a foundational element of school operations rather than a peripheral activity.

Our 2025 efforts directly support SDG 15 (Life on Land) and SDG 13 (Climate Action).

Across the Global Schools Group, biodiversity is treated not as an abstract topic but as a living classroom. From a four-acre wooded campus in Hyderabad to a hydroponics installation in Singapore and indoor potted plants in Tokyo, our schools are using the land they sit on or finding creative alternatives where they cannot teach ecology, food production and stewardship. This year has also seen a significant increase in the scale and number of initiatives, reflecting stronger engagement and growing momentum across campuses.



By the Numbers

82%

Schools have a garden or green space

68%

Schools involve students in garden upkeep

500+

Trees on campus at Glendale Academy Hyderabad (largest reported)

15,000 sq.ft.

Of greenery at OWIS Sarjapur, including a Gardening Club of 50+ students

Gardens as Living Laboratories



Across the network, schools are creating and maintaining diverse green spaces that support biodiversity, environmental learning and student engagement. These range from expansive campuses with large tree cover, organic farms, composting systems, hydroponics, to urban schools that maximise available space through vegetable gardens, green meadows and landscaped greenery. Several schools also run gardening clubs and hands-on sustainability programmes where students learn cultivation techniques, composting and organic farming practices as part of their learning experience. Even campuses with limited land area are integrating dense plantings and mature trees into their environments, strengthening connections with nature within urban settings.

SCHOOL MANAGEMENT & OPERATIONS

Plant identification projects



Several campuses have transformed plant identification into a collaborative learning initiative that promotes biodiversity awareness and environmental stewardship. Through structured vegetation naming projects, schools are documenting campus flora while encouraging students to recognise and appreciate native species. Some campuses have also developed flora and fauna booklets and, as part of a new 2025 initiative, are introducing QR codes on trees across the campus, enabling students and visitors to scan and learn more about each species in an interactive and accessible way.

Innovating Without Land



Not every campus has the space for a traditional garden. Some schools operate without dedicated on-campus green areas, but several are responding creatively to these constraints. A few campuses are planning vertical garden installations, while others encourage students to individually care for small potted plants, bringing greenery and biodiversity into compact urban learning environments.

Looking Ahead

The picture across the group is one of breadth and ambition: from large multi-acre campuses in India to compact urban schools, every campus that can host green space does, and many of those that cannot are finding alternative routes.



The next priority for the group is consistent quantitative reporting — total tree counts, garden area in square metres and species diversity — to allow more meaningful year-on-year measurement and cross-campus benchmarking.

STAKEHOLDER CONNECTION

Focus: Community Engagement, Partnerships and Social Impact

GSF KPI	SDG Alignment	Relevant Target
Community events	 SDG 11 Sustainable Cities and Communities	Target 11.3 – Inclusive and participatory communities
Partnerships with organisations	 SDG 17 Partnerships for the Goals	Target 17.17 – Multi-stakeholder partnerships
Newsletters and sustainability reports	 SDG 12 Responsible Consumption and Production	Target 12.6 – Sustainability reporting
Social Impact Initiatives	 SDG 1 No Poverty  SDG 2 Zero Hunger  SDG 10 Reduced Inequalities	Target 1.2 – Reduce poverty in all its dimensions Target 2.1 – End hunger and ensure access to safe, nutritious food Target 10.2 – Promote social, economic and political inclusion

Impact contribution



Strengthening community engagement in sustainability



Multi-stakeholder collaboration for climate action



Transparency and sustainability communication

Strengths:

- 1. Strong community engagement foundation.** GSG schools demonstrate consistent engagement through community events that encourage participation and inclusivity. These initiatives help build awareness and foster a sense of shared responsibility for sustainable and resilient communities.
- 2. Established culture of external partnerships.** There is an active network of collaborations with external organisations, reflecting a strong commitment to multi-stakeholder engagement. These partnerships enhance learning opportunities and bring real-world sustainability perspectives into the school ecosystem.
- 3. Growing sustainability communication practices.** Through newsletters and sustainability reports, schools are beginning to institutionalise transparency and structured communication. This supports visibility of ESG efforts and strengthens accountability to stakeholders.

Opportunities:

Expanding and deepening external partnerships.

While engagement within school communities is strong, there is an opportunity to broaden collaboration with local communities, industry partners, parent networks, and civic organisations, while also evolving partnerships from participation-based activities to long-term, outcome-driven initiatives with measurable environmental and social impact.

STAKEHOLDER CONNECTION

Charity, Partnerships & Community Outreach

Community engagement is the social pillar — the ‘S’ of ESG — on which the Global Schools Group’s broader sustainability mission rests. For our schools, partnerships are a core mechanism for translating values into civic action.

In 2025, our schools run charity events, most schools have developed partnerships with NGOs or local organisations, Almost all schools have organised community outreach campaigns, and more than half raised monetary donations through student-led drives. Together, these initiatives connect our students to the communities around them and translate classroom values into civic action — at scale.



Student-Led Fundraising

Across the Global Schools Group network, student-led fundraising is increasingly becoming a vehicle for both environmental and social impact. In India, initiatives raised between ₹18,000 and ₹1,00,000 for causes ranging from wildlife conservation and lake restoration to care homes and support for children with physical and intellectual disabilities. Student efforts contributed to maintaining 500 plants, funding a Floating Treatment Plant, and supporting the adoption and care of rescued bears through the Karnataka Zoo Authority.

This culture of action extends across GSG’s international campuses. Students mobilised RM8,000 in Malaysia, AED 4,850 in the UAE, ¥10,000 in Japan, alongside additional contributions in Singapore and the Philippines through charity drives, sustainability campaigns, and community outreach programmes. Whether through large-scale events or smaller everyday acts of giving, these initiatives demonstrate how sustainability at GSG is closely linked with compassion, civic responsibility, and meaningful community engagement.

STAKEHOLDER CONNECTION

NGO and External Partnerships



Across the Global Schools Group network, partnerships with organisations such as WWF, TERI, UNICEF-linked public health initiatives, Singapore's NEA, DEWA, the Emirates Environmental Group, and Second Harvest Japan are helping extend the impact of sustainability and community engagement programmes beyond the classroom. These collaborations span environmental conservation, waste management, public health, animal welfare, and social outreach.

Students participated in initiatives ranging from paper recycling and food bank drives to wildlife conservation and plastic waste upcycling. Partnerships supported projects such as the adoption and animals at Zoo and the conversion of plastic waste into furniture for community use through Restore PH. Across the GSG network, every campus maintains at least one active external partnership that engages students in hands-on sustainability action while strengthening learning outcomes and community impact.



"It is wonderful to partner with Global Schools Group and to see in action their commitment to sustainability and efforts to empower students to become responsible leaders for our planetary wellbeing."

– Dr. Vasanti Rao, IUCN #NatureforAll Co-Chair & IUCN CEC Steering Committee Member

STAKEHOLDER CONNECTION

Signature Charity Programmes

- **Drive the Pantry** — running since 2017, a multi-campus annual food drive across all GLIS Tokyo campuses, with proceeds going to Second Harvest Japan.
- **One Million Meals / Fistful of Grains** — running across **GLIS Whitefield**, **OWIS Sarjapur** and **Glendale Academy** to support local orphanages and food-insecure communities.
- **Street Store and Coins for a Cause** at **OWIS Sarjapur** — Grade 5 students donated money, clothes and resources to NGOs as the culmination of their PYP Exhibition.
- **GlenGrace – Sharing is Caring** at **Glendale** — Grade 3 students organised a non-perishable food donation drive.
- **Old Age Home visits** at **Witty International** — students interacted with residents and distributed gifts, reinforcing values-based learning.
- **Multi-charity programme** at **Chinese International School** — Medical Supplies Drive at St. Luke's; Hygiene Kits and School Supplies for the Virilanie Foundation; printers and school supplies for Cabangan Elementary School; and a Blood Donation Drive with the Red Cross.
- **Animal welfare partnership** at **RIS Sungei Petani** — providing food and medical care through a local animal shelter.

Community Outreach and Cultural Engagement



Community outreach across the Global Schools Group network extends beyond charitable giving into cultural exchange, education, and civic participation. In Japan, students participated in initiatives such as the Edogawa Ku India Friendship Festival, the SDG Crime and Disaster Prevention Festival, and the Toyo School Exchange Programme, strengthening intercultural understanding through performances and student exchange activities. Across other campuses, community health outreach programmes, parent-community Iftars, and seasonal events created opportunities for wider community engagement.

Sustainability and social awareness were also integrated into school-community interactions. Parent-teacher meetings in Kuala Lumpur featured SDG and entrepreneurship stalls with proceeds donated to those in need, while service-learning visits linked students directly with issues such as poverty and inequality. In the UK, campuses hosted 2–3 charity and community events per term, reinforcing a culture of participation, service, and social responsibility across the network.

STAKEHOLDER CONNECTION

Stakeholder Surveys

Listening to our community — how students, parents, and staff shaped our 2025 priorities.

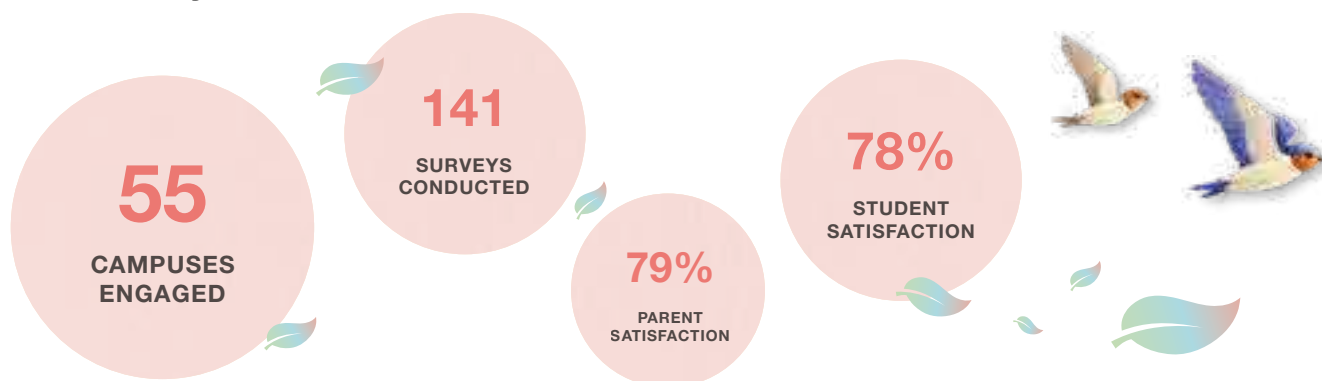
Listening to our stakeholders is central to how we grow as an organisation. At GSG Schools, we engage students, parents, and staff through structured, recurring surveys that surface their experiences and shape decisions at both campus and group level.

For students and parents, feedback is gathered throughout the academic year through our Customer Satisfaction Survey (CSAT) programme. The CSAT covers teaching quality, infrastructure and facilities, communication, pastoral care, and the broader learning environment. Each campus reviews its results in detail, identifies priority concerns, and develops targeted action plans to close gaps and strengthen the school community.



Our educators and support teams are equally important voices in this dialogue. Through an annual staff engagement survey, we capture insights into workplace culture, professional development, leadership, and wellbeing — feedback that directly informs our people practices and sustains our progress towards educational excellence and operational sustainability.

2025 Survey Reach



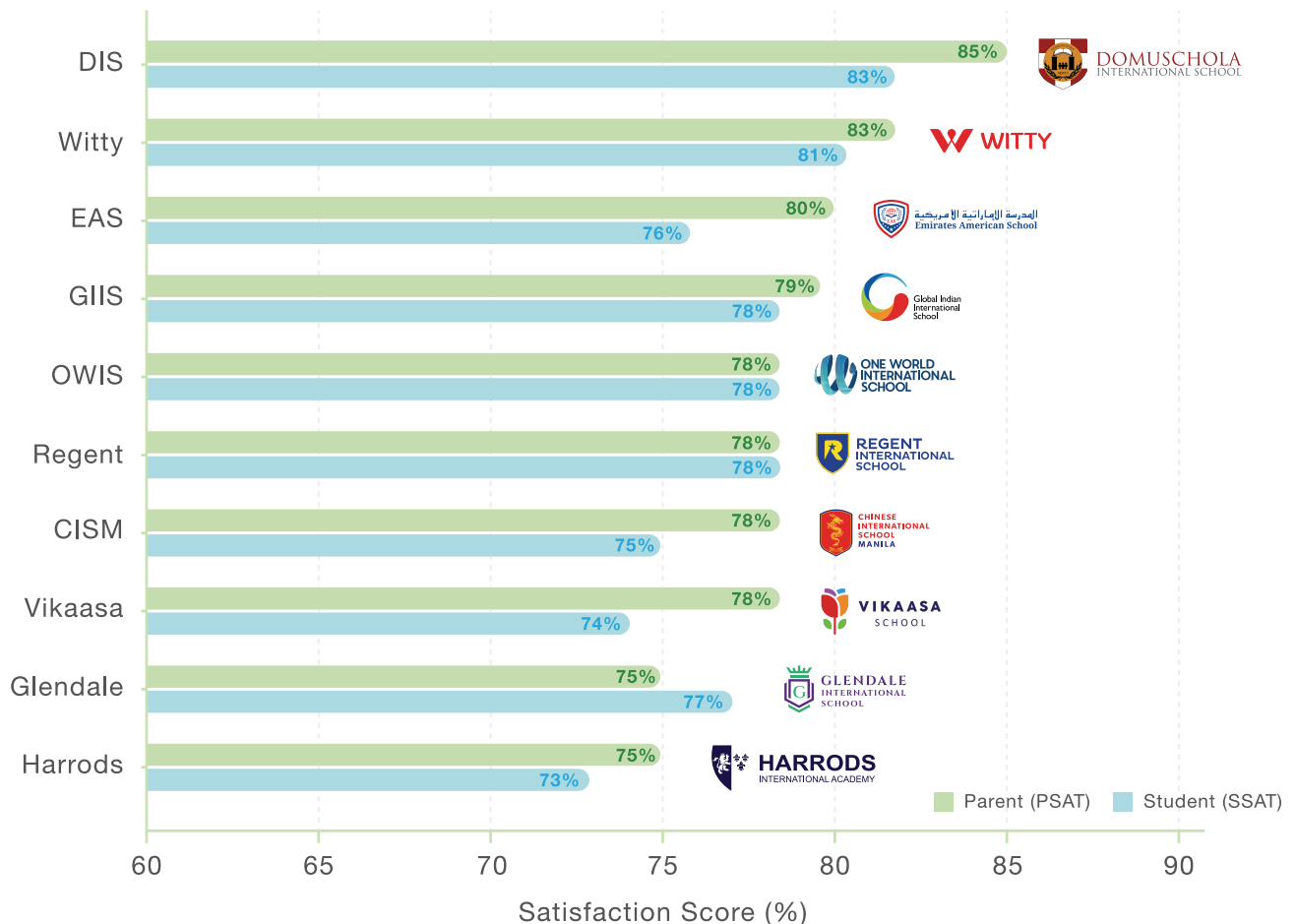
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“Every survey closes a loop — from listening, to action, to measurable change at the campus level.” Our approach to stakeholder engagement · GSG Schools

STAKEHOLDER CONNECTION

Customer satisfaction by school brand

Parent (PSAT) and student (SSAT) satisfaction scores for 2025, presented by school brand. Brands are ordered by parent satisfaction.



2025 Customer Satisfaction by School Brand

Across the network, parents reported an average satisfaction of 79% and students 78%, with a group-wide CSAT score of 78%.

STAKEHOLDER CONNECTION

Communication Hub

Newsletter, Podcast & Eco-Forum — channels that turn sustainability into a shared conversation.

Effective communication is central to building a credible and participatory sustainability culture. Across GSG Schools, we have developed a dedicated sustainability communication ecosystem that operates alongside regular school communications, ensuring sustainability remains visible, engaging, and ongoing throughout the year. Through a combination of targeted platforms and channels, we keep students, parents, educators, and partners informed, create opportunities for dialogue and feedback, and celebrate the individuals and initiatives driving positive change across our network.

INFORM	INSPIRE	EQUIP
 Sustainability Newsletter <i>Whole Community</i>	 Eco-Champions Unplugged <i>Network-wide Listeners</i>	 Eco-Forum <i>Educators & Staff</i>
13 Quarterly Editions	9 Group-level Episodes	2 Sessions in 2025

Sustainability Newsletter — the network storytelling platform



Now in its 13th quarterly edition, our Sustainability Newsletter is the principal channel linking all GSG campuses through a shared narrative. The publication is intentionally designed as a stage for inter campus sharing, with a dedicated student opinion section that amplifies young people's perspectives on environmental issues and showcases their agency as future-ready citizens. Since launch, the newsletter has published more than 60 feature articles and 8 long-form blogs, with contributions from students, educators, and project leads across our schools in seven countries, directly supporting our commitments under SDG 4 (Quality Education) and SDG 13 (Climate Action).

STAKEHOLDER CONNECTION

Eco-Champions Unplugged — the podcast series



At GSG Schools, sustainability communication focuses on dialogue and participation, not just information sharing. The Eco-Champions Unplugged podcast series features conversations with students, educators, and external experts working in climate and education. To date, nine group-level episodes have been released, alongside several campus-led podcasts.

Together, these platforms help embed sustainability awareness and engagement into everyday school life.

Eco-Forum — the staff engagement platform



Launched in 2025, the Eco-Forum is our newest communication platform, designed specifically for our educators and support staff.

It creates a structured space for teaching and operations teams to share classroom innovations, recognise peer achievements, and align on the practical demands of embedding sustainability into pedagogy, facilities management, and student life. Two sessions were convened in its inaugural year, with the cadence and reach set to expand in 2026 as the forum matures into a formal community of practice.

SKILL DEVELOPMENT & INNOVATION

Focus: Capacity building and future sustainability skills

GSF KPI	SDG Alignment	Relevant Target
Teacher and student sustainability training	 SDG 4 Quality Education	Target 4.7 – Sustainability education
Student participation in innovation programmes	 SDG 9 Industry, Innovation and Infrastructure	Target 9.5 – Research and innovation
Student research projects	 SDG 9 Industry, Innovation and Infrastructure	Target 9.5 – Scientific research
External competitions and awards	 SDG 4 Quality Education	Target 4.4 – Skills for the future workforce

Impact contribution



Developing sustainability leadership skills



Encouraging research and innovation among students



Preparing students for green economy careers

Strengths:

Exposure through international curricula, collaborations & opportunities to participate in international events, Capacity-building efforts for teachers help strengthen consistent delivery of sustainability education across schools.

Opportunities:

Expand partnerships with universities, industries, and sustainability organisations to provide mentorship and applied learning opportunities.



SKILL DEVELOPMENT & INNOVATION

Training & Workshops for Staff and Students



At GSG, capacity building is recognised as a key enabler of long-term educational excellence and sustainability impact. We believe that meaningful student outcomes are driven by educators and staff who continuously strengthen their skills, knowledge, and leadership capabilities. To support this commitment, all staff members are encouraged to complete a minimum of 50 hours of professional development annually through a combination of online learning modules and in-person workshops.

Creating lasting behavioural change requires continuous learning and capacity-building. Across Global Schools Group, our 2025 staff training and student workshops focused on turning sustainability awareness into practical action — helping educators integrate sustainability into everyday teaching while empowering students to lead initiatives themselves.

In 2025, 73% of schools conducted formal sustainability training for staff, and the same proportion organised structured workshops or external learning visits for students. These programmes engaged hundreds of educators and more than a thousand students across the GSG network. Participation in external events also remained strong, particularly in initiatives such as the Mock Conference of Parties (MCOP), Local Conference of Youth (LCOY), Kaizen Workshops, GED initiatives, AlterCOP Singapore & Japan, and educational conferences.

SKILL DEVELOPMENT & INNOVATION

Training data by the Numbers

 Total No. of employees attended trainings	5123
 Total No. of hours of trainings provided to employees	256188
 Awareness sessions on Sustainability to campuses for staff	80
 Training hours on Sustainability for staff	1500+
 Student workshops on sustainability	25+

Methodology note: Awareness sessions counted as distinct training events delivered to staff across the year; Sustainability training hours estimated as confirmed staff participation multiplied by an average of hours per participant; student workshops counted as distinct programmes or events.

Figures rounded conservatively

Several campuses have built structured, recurring staff development programmes rather than one-off training events. Glendale Academy Hyderabad runs a Faculty Enrichment Programme every working Saturday, in which approximately 75 teachers in small-group sessions build awareness of sustainability practices, learn practical strategies to integrate sustainable thinking into classroom activities, and strengthen community outreach initiatives. GIIS Whitefield reports the largest staff cohort engaged through training in 2025, with 120 staff members reached.



OWIS Riyadh has scaled its programme to 200 staff trained on sustainability themes. GIIS Kuala Lumpur reports 50 staff trained. At GIIS East Coast Singapore, staff training has been delivered in partnership with WWF, bringing external technical expertise into the school. GIIS Tokyo International staff attended workshops as part of GED, MCoP and AlterCOP 30 Japan — extending the institution's learning footprint into national and international forums.

Eco-Forum: A Flagship Capacity-Building Initiative

In 2025, GSG launched the Eco-Forum as a flagship platform for sustainability capacity-building and knowledge sharing across the network. Designed for educators and staff, the Eco-Forum supports professional development by combining expert-led learning with the exchange of best practices between schools.

In its first year, the Eco-Forum brought together more than 300 participants from 25 schools across 7 countries, creating opportunities for cross-campus collaboration and shared learning. The programme also demonstrated strong impact, with 96% of participants reporting that they plan to apply the learnings from the Eco-Forum in their teaching and school practices.

SKILL DEVELOPMENT & INNOVATION

Global Recognition for GSF's Sustainability Excellence

In 2025, students and schools across GSG actively participated in and received recognition at a range of sustainability-related forums, competitions, and conferences. By encouraging schools & students to take part in sustainability forums, GSG aims to nurture informed, responsible, and action-oriented global citizens.

Student-Led Sustainability Innovation: APQO ACE Awards 2025



At the Asia Pacific Quality Organisation (APQO) International Conference in October 2025, five GSG Quality Circle projects were recognised under the ACE category. Four received the Four Stars distinction: Plate-2-Planet at GIIS East Coast, Singapore, addressing food waste reduction; Inspect at GSF Headquarters, Singapore; NextGen Sustain at CISM, Philippines; and Honeyscholars at DIS, Philippines. Trash Jammers at CISM, Philippines received the Three Stars distinction for waste management innovation. These outcomes reflect GSF's investment in structured problem-solving methodologies that enable students and staff to design and implement measurable sustainability solutions at campus level.

Operational and Team Excellence

GSF Headquarters in Singapore received the Bronze Award under the Singapore Productivity Association (SPA) Team Excellence Assessment (Public Run). The recognition reflects the strength of cross-functional collaboration and structured improvement methodologies across central support functions, including those that underpin sustainability reporting and ESG data governance.

SKILL DEVELOPMENT & INNOVATION

GSG & Greening Education Partnership



Skill development today cannot be separated from sustainability. Tomorrow's leaders will need fluency in climate science, ethical reasoning, and the ability to negotiate across borders and disciplines. It is with this conviction that Global Schools Foundation engages with the Greening Education Partnership. The Greening Education Partnership (GEP) is a UNESCO-led global initiative that brings together 96 Member States and over 1,600 organisations spanning governments, academia, civil society, and the private sector. Its mission is to equip every learner with the knowledge, skills, values, and attitudes needed to take climate action and contribute meaningfully to sustainable development.

As an active member, Global Schools Foundation has contributed to global dialogues on the role of schools in shaping climate-literate, action-ready learners. This year, we joined the online GEP convening online held during COP30 in Belém, Brazil.



Closer to home, our flagship student initiative, the **GSG Mock COP (MCOP)**, continues to bring these global conversations into our classrooms. MCOP gives students a platform to research positions, draft resolutions, and negotiate outcomes in the format of an actual Conference of the Parties, building research, diplomacy, public speaking, and multilateral thinking skills that no traditional classroom alone can replicate.

This year, MCOP was honoured to receive messages of encouragement from two of COP30's most prominent voices: **Ms Marcele Oliveira**, Presidency Youth Climate Champion of COP30 & **Mr Dan Ioschpe**, Climate High-Level Champion of COP30.

Their endorsements are recognition that the conversations beginning in our MCOP halls are continuous with those shaping the future of the planet. The students we are preparing today are tomorrow's negotiators, policymakers, and climate leaders, and platforms like GEP and MCOP are how we equip them for that role.

SKILL DEVELOPMENT & INNOVATION

Excerpt from Message from Mr Dan Ioshpe for GSG MCOP



The work you are doing at the GSG Mock COP matters. It's more than just preparation—it's leadership in action.

When you come together to negotiate, to propose climate solutions, and to challenge one another, you are practicing the very skills the world urgently needs.

You are already building the essential bridges—between policy, business, and communities—that will help us overcome some of our greatest climate challenges. This is exactly the point I emphasise often: the critical need to bridge the gap between governments and civil society, and between ambition and execution.

Because climate action is not just about government pledges—it's about people working together across sectors and generations.

On behalf of the Climate Champions Team, I want you to know that we are listening, we are learning, and we want to work with you. What you're doing here is the beginning of a much larger journey—one that can take you all the way to COP30 and beyond."

“

Stay connected. Stay motivated. And most importantly—keep leading.



STRUCTURE & GOVERNANCE

Focus: Institutional commitment to sustainability

GSF KPI	SDG Alignment	Relevant Target
Sustainability team at each campus	 SDG 16: Peace, Justice and Strong Institutions	Target 16.6 – Develop effective, accountable and transparent institutions
Student sustainability councils	 SDG 16: Peace, Justice and Strong Institutions	Target 16.7 – Ensure responsive, inclusive and participatory decision-making
Code of Conduct coverage and ethics across staff	 SDG 16: Peace, Justice and Strong Institutions	Target 16.5 – Substantially reduce corruption and bribery
Personal data protection and child safeguarding frameworks	 SDG 16: Peace, Justice and Strong Institutions	Target 16.2 – End abuse, exploitation and violence against children
Sustainability certifications	 SDG 12: Responsible Consumption and Production	Target 12.6 – Encourage sustainable practices in organisations

Impact contribution



Institutionalising sustainability governance across the school network



Embedding youth voice in sustainability decision-making



Upholding ethical conduct and organisational integrity



Protecting student well-being and personal data across campuses



Adoption of recognised sustainability standards and frameworks

Strengths:

GSG's governance architecture combines group-level oversight with empowered campus sustainability teams, creating clear lines of accountability from leadership to operations. Well-established Integrated Management System (IMS) processes, supported by regular internal and external audits, provide a robust foundation for monitoring sustainability performance and ensuring continuous improvement.

Opportunities:

There is significant scope to deepen environmental credentials through Green Building certifications such as LEED, BCA Green Mark and IGBC, alongside ISO sustainability standards including ISO 14001 for environmental management and ISO 50001 for energy management. Expanding the Zero Waste framework across campuses can drive deeper circular economy integration, while formalising climate-related risk oversight within group governance forums would strengthen alignment with emerging sustainability disclosure expectations.

STRUCTURE & GOVERNANCE

Equity and Diversity: Foundations of Inclusive Growth

A school is, by its nature, a meeting place of differences. Students in our schools arrive from different countries, cultures, and circumstances, and the adults who teach and support them are equally varied. At GSG, we see this diversity not as a fact to be managed but as a strength to be cultivated.

By actively promoting equity, we work to remove systemic barriers and create pathways to equal opportunity, regardless of background, identity, or circumstance. Diversity is about more than representation. It is about perspective. When people from varied experiences come together, ideas become richer, innovation thrives, and decisions become more thoughtful and inclusive.

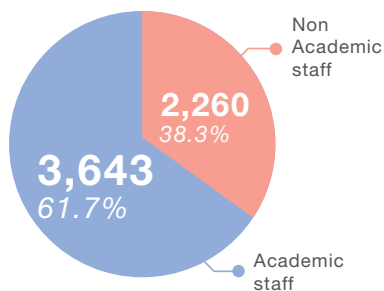
Building diverse teams and inclusive spaces does more than promote fairness. It cultivates a culture of trust, creativity, and shared ownership that strengthens our community and helps us lead with purpose.

Our Workforce at a Glance

Our workforce reflects this commitment. During the reporting period, GSG employed 5,903 people across academic and non-academic roles, representing 84 nationalities.



Total workforce



Total Staff:
5,903



Gender representation

- All employees



Male
1,792



Female
4,111

- Managers



Male
221



Female
377



Workforce profile

84

Employee nationalities

15%

Employees aged 30 and below

72%

Employees aged 31 to 50

12%

Employees aged 51 and above

27%

New hires

15%

Attrition

63%

of management roles across the Group are held by women:
377 of 598 management positions.



This strong presence of women in leadership reflects a culture in which capability, not background, determines opportunity, and it sets a meaningful example for the students we educate.

STRUCTURE & GOVERNANCE

Human Rights, Ethical Behaviour & Compliance

Trust is the currency of education, and trust depends on integrity. At GSG, we are firmly committed to upholding human dignity, fairness, and ethical conduct in everything we do.

Our practices are guided by the United Nations Universal Declaration of Human Rights, ensuring that respect, equality, and justice are embedded into every facet of our operations. A comprehensive Code of Conduct sets out the standards of personal and professional behaviour expected of every member of staff. For us, ethical conduct is not simply a policy. It is a core value that shapes our culture and our decisions.

GSG complies with all applicable international and national regulations across the countries in which we operate. Internal review and audit procedures, involving every department, ensure adherence to these standards and reinforce a culture of accountability.

To strengthen this commitment further, we have implemented the GSF Whistleblower Policy. Through an independent, third-party-led ethics helpline, it provides a secure and confidential channel for reporting suspected misconduct, fraud, corruption, or unethical behaviour. This empowers individuals to speak up without fear of retaliation and reinforces transparency at every level of the organisation.

Data Privacy and Information Security

At Global Schools Group (GSG), safeguarding personal data and protecting the privacy of our students, parents, employees, and partners is a core responsibility. As an organisation operating across multiple countries, we are committed to complying with the data protection laws applicable in each jurisdiction in which we operate. These include the Personal Data Protection Act (PDPA) 2012 of Singapore, alongside the evolving data protection frameworks in India, Malaysia, the UAE, and our other markets.

To uphold these standards, GSG has implemented robust IT and information security policies across the organisation.

These policies govern how personal data is collected, used, stored, and shared, and are designed to protect information from unauthorized access, disclosure, or misuse while maintaining its integrity and confidentiality. During the reporting period, GSG recorded no substantiated complaints concerning breaches of stakeholder privacy and no identified incidents of personal data loss.

STRUCTURE & GOVERNANCE

Strengthening Information Security: ISO 27001



GSG, through GIF Technologies, has implemented a structured Information Security Management System (ISMS) aligned with ISO/IEC 27001, the internationally recognised standard for information security management. The system strengthens the protection of student, institutional, and operational data across key digital platforms, including SmartLearn and myGS.

Strategic impact for GSG



Stronger protection of student and institutional data



Alignment with globally recognised information security standards



Greater trust among parents, partners, and regulators



Improved cyber resilience across digital platforms



GIF TECHNOLOGIES

IMPLEMENTED
A STRUCTURED
INFORMATION SECURITY
MANAGEMENT SYSTEM
(ISMS) ALIGNED WITH
ISO/IEC 27001V

STRUCTURE & GOVERNANCE

Green School Certification

Building Sustainable Schools, One Campus at a Time

Launched in 2024, the Green School Certification has rapidly evolved into a flagship sustainability framework across the GSG ecosystem. What began as a structured initiative to standardise environmental practices has grown into a multi-country programme that reflects leadership commitment, campus ownership, and measurable impact. As of January 2026, a total of 23 campuses have been certified, demonstrating the steady institutionalisation of sustainability across schools.

Certified Campuses by Country and School Group



The Green School Certification has been adopted across multiple GSG school brands, including Global Indian International School (GIIS), Witty International School, Regent International School, Glendale International School, and One World International School (OWIS). This reflects a group-wide alignment on the importance of embedding sustainability into school operations, teaching practices, and campus culture, rather than positioning it as a standalone programme.

From a geographic perspective, the certification now spans campuses in India, Singapore, Malaysia, the United Arab Emirates, and Japan, with India accounting for the highest number of certified campuses due to early adoption and strong on-ground execution. The growing uptake across regions indicates that campuses are increasingly recognising the value of structured sustainability frameworks in guiding consistent action, accountability, and long-term impact within their local contexts.

India

7  Global Indian International School

5  WITTY

2  ONE WORLD INTERNATIONAL SCHOOL

1  GLENDALE INTERNATIONAL SCHOOL

Singapore

2  Global Indian International School

Malaysia

3  REGENT INTERNATIONAL SCHOOL

UAE

2  Global Indian International School

Japan

1  Global Indian International School

Total Certified Campuses by Country



 23

Total Campuses Certified

 9

Eco Champion Campuses

 83%

Average Score

STRUCTURE & GOVERNANCE

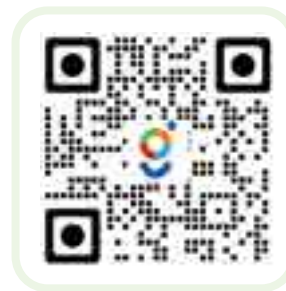
Sustainability Performance and Outcomes

Beyond scale, the Green School Certification has demonstrated strong quality and depth of implementation.

Nine campuses have attained the **Eco Champion** distinction, the highest level of recognition under the framework, awarded to campuses that demonstrate exemplary leadership, innovation, and consistency in sustainability practices. Across all certified campuses, the average certification score stands at approximately 83%, reflecting a high level of sustainability maturity. This indicates that campuses are not merely meeting baseline requirements, but are embedding sustainability into governance structures, operational practices, and student engagement initiatives.

Research and Thought Leadership

To strengthen the academic and practical foundations of the initiative, the GCEE Sustainability Team has authored a dedicated research paper on the Green School Certification. The paper documents the framework's conceptual design, implementation methodology, and outcomes across diverse school contexts. This research positions the certification not only as an internal benchmarking tool, but also as a credible, evidence-based model for sustainability in schools.



[Read our research article on the same](#)

Extending Sustainability Beyond Campuses



Building on the strong progress of the Green School Certification, GSG launched the Green Office Certification in August 2025 to extend sustainability principles into corporate operations. The GIFTech Office in Nagpur became the first corporate office to be certified, marking a significant milestone in embedding sustainability across both educational and administrative environments within the organisation.

STRUCTURE & GOVERNANCE

Quality Assurance & Occupational Health and Safety

At GSG, excellence is not an aspiration we revisit occasionally. It is a standard we uphold every day. Our commitment to delivering high-quality education in safe and supportive environments is reinforced through certification in ISO 9001, ISO 21001, and ISO 45001 across most of our schools.



ISO 9001 ensures that our quality management systems are robust, efficient, and process-driven. It helps us improve operations continually, enhance stakeholder satisfaction, and deliver consistent excellence across all functions.



ISO 21001 developed specifically for educational organisations, strengthens our focus on the teaching and learning experience. It guides us in aligning educational practices with learner needs and fostering a culture of continuous academic growth.



ISO 45001 reflects our dedication to the health, safety, and well-being of our students, staff, and communities. By identifying and reducing risks, we work to create safer campuses where learning can thrive without compromise.



ISO Certification at Global Schools Group

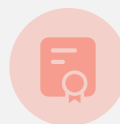
School	Internal Audits	External Audits	No.Of Campuses Certified
 GIIS	15	9	15
 OWIS	6	3	6
 HIA	8	5	8
 GLENDALE	4	3	4
 WITTY	9	3	3
 EAS	1	1	1



43 Total Internal Audits



24 Total External Audits



43 Total Certified Campuses

STRUCTURE & GOVERNANCE

The Deming Prize 2025: GIIS Tokyo



Beyond ISO certification, GSG's commitment to quality has earned recognition at the highest international level. In 2025, Global Indian International School, Tokyo was awarded the Deming Prize, one of the world's most respected honours for Total Quality Management, administered by the Union of Japanese Scientists and Engineers. As this award is granted overwhelmingly to industrial and corporate organisations, its achievement by a school is a rare and significant distinction.

The Deming Prize recognises organisations that embed quality into every layer of their operations through systematic, evidence-based, and continuously improving management practices. This same discipline underpins how GSG approaches sustainability. The rigour, accountability, and culture of continuous improvement that the award represents are the foundations on which our environmental and social commitments are built and sustained.

Recognition and Awards

Beyond academic achievement, our students and campuses have earned recognition for their contributions to sustainability. National and international honours affirm the impact of initiatives led by our community and reflect a culture in which environmental stewardship is championed at every level. Each award celebrates past accomplishment and inspires our students and schools to continue striving for excellence on a global stage.



The Malaysian Green Technology and Climate Change Corporation (MGTC) conferred the Low Carbon Cities Award 2025, and the Klang Royal City Council (KRCC) recognised Regent International School, Klang under the Low Carbon Cities 2030 Challenge.

STRUCTURE & GOVERNANCE

A Record of Recognition

The list of sustainability awards received across the Group during the reporting period is set out below, grouped by country.

 Singapore		
Award	Campus	Awarding Body
SEC Yellow Flame Award	GIIS Punggol	Singapore Environment Council (SEC)
WWF Eco-Schools Award 2024, Silver	GIIS Punggol	WWF
WWF Eco-Schools Excellence Award 2024 <i>Excellence Award for Campaigns</i>	GIIS Punggol	WWF
WWF Eco-Schools Green Flag Award	GIIS East Coast	WWF
WWF Eco-Schools Excellence Award 2024 <i>Excellence Award for Campaigns</i>	GIIS East Coast	WWF
APQO ACE Award, 4 Stars <i>Plate-2-Planet (P2P)</i>	GIIS East Coast	Asia Pacific Quality Organization (APQO)
SPA Team Excellence Assessment (Public Run), Bronze Award <i>GSG-GCEE Sustainability Team</i>	GSG HQ	SPA
APQO ACE Award, 4 Stars <i>INSPECT</i>	GSG HQ	Asia Pacific Quality Organization (APQO)

 Malaysia		
Award	Campus	Awarding Body
Low Carbon Cities Award 2025	Regent Klang	Malaysian Green Technology and Climate Change Corporation (MGTC)
Low Carbon Cities 2030 Challenge	Regent Klang	Klang Royal City Council (KRCC)

STRUCTURE & GOVERNANCE



India

Award	Campus	Awarding Body
APQO AIBP Award, Gold <i>Heal the Lakes</i>	Glendale Academy	Asia Pacific Quality Organization (APQO)
APQO AIBP Award, Silver	Witty Chikoowadi	Asia Pacific Quality Organization (APQO)
IMC MQH Award 2024, 1st Runner Up <i>Ahmedabad Goes Green in 60 Days</i>	GIIS Ahmedabad	IMC



United Arab Emirates

Award	Campus	Awarding Body
APQO ACE Award, 3 Stars <i>Growing Green: Vegetable</i>	Glendale Dubai	Asia Pacific Quality Organization (APQO)



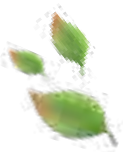
Philippines

Award	Campus	Awarding Body
APQO ACE Award, 4 Stars <i>NextGen Sustain</i>	CISM	Asia Pacific Quality Organization (APQO)
APQO ACE Award, 3 Stars <i>Trash Jammers</i>	CISM	Asia Pacific Quality Organization (APQO)



South Korea

Award	Campus	Awarding Body
Responsible Business of the Year Award	Dwight School	British Chamber of Commerce, Korea



GSG SCHOOLS SUSTAINABILITY IN ACTION: CAMPUS SUSTAINABILITY SUMMARIES

Reporting Year 2025

This chapter presents campus-level sustainability summaries for the schools in the GSG network. Each summary follows a consistent three-part structure covering Student Learning and Curriculum, School Operations and Management, and Stakeholder Connect and Skill Development.

The summaries are intended to provide a school-by-school account of how sustainability is taught, operationalised and shared with stakeholders.



SUSTAINABILITY IN ACTION

**REGENT
INTERNATIONAL
SCHOOL****Regent International School (RIS) Klang | Malaysia****Student Learning and Curriculum**

Sustainability is embedded within the IGCSE curriculum. Learning is also reinforced through co-curricular activities including a beach clean-up, a mini-zoo visit, recycling drives and an Interact Club charity drive. Health and wellbeing programmes ran through the year, alongside cultural exchange activities that promoted inclusion.

**School Operations and Management**

The campus maintains a garden of more than 30 species of plants, tended by students. Water conservation is supported by a primary-level water filtration project, while energy conservation includes an Earth Day initiative that switched off all electrical appliances for one hour, together with daily routines to switch off lights, fans and air-conditioning during breaks and lunch. Waste management covers segregation, plastic recycling and the collection of recyclable materials for scrap metal recovery.

**Stakeholder Connect and Skill Development**

The CCA Club raised RM60 at a community drive to provide food for school cleaners, and the school collected RM600 through a Trash the Plastic campaign, donated to Good Samaritan Home, Klang. Community engagement is supported through the Interact Club and CCA community-service programmes. A recycled-materials Christmas tree, built from items contributed by parents and students, anchored community outreach in December 2025.



SUSTAINABILITY IN ACTION



**REGENT
INTERNATIONAL
SCHOOL**

Regent International School (RIS) Kuantan | Malaysia



Student Learning and Curriculum

Sustainability is integrated across the IGCSE curriculum through subjects such as Biology, Geography, Science and Global Perspectives, which address environmental conservation, climate change, sustainable resource use and biodiversity. Concepts are reinforced through inquiry-based learning, experiments, case studies and cross-curricular projects on themes including waste management, renewable energy and water conservation. Beyond the classroom, sustainability is encouraged through environmental clubs, recycling initiatives, tree-planting and clean-up campaigns. An International Day celebration supported cultural awareness during the year.



School Operations and Management

The campus has a variety of trees and plants, including ornamental species, flowering shrubs and shade-providing trees, supported by designated green spaces and a Sustainability Club introduced during the year. Rainwater is collected and reused for cleaning washrooms and watering the school garden as part of an ongoing Global Excellence Day water conservation project. Waste management covers segregation, e-waste and plastic recycling, and composting.



Stakeholder Connect and Skill Development

Community engagement is delivered through campaigns that connect students with parents and the wider community. A Malaysian Day celebration brought together students, parents and the local community through cultural performances, traditional games and interactive activities, while the Interact Club supported a community health outreach programme by running a children's activity booth during health screening sessions.



SUSTAINABILITY IN ACTION

**REGENT
INTERNATIONAL
SCHOOL****Regent International School (RIS) Sungei Petani | Malaysia****Student Learning and Curriculum**

Sustainability is delivered through co-curricular activities, including Interact, Kaizen and dedicated sustainability projects. Health and wellbeing provision includes yoga and performing arts, and an International Understanding Day and major festival celebrations support cultural diversity.

**School Operations and Management**

Waste management covers segregation, plastic and food waste reduction, and composting, supported by a 3R reduce, reuse and recycle campaign.

**Stakeholder Connect and Skill Development**

The school supports an animal shelter in partnership with a local NGO, providing food and medical care. Staff and students both took part in sustainability training and workshops during the year.



SUSTAINABILITY IN ACTION



Heath House
Preparatory School
EST 1993

Heath House Preparatory School | United Kingdom

**Student Learning and Curriculum**

Children engage in a series of lessons focused on sustainability, the environment and eco-conscious behaviour. An Eco Council meets weekly outside lesson time to discuss initiatives, and the school takes part in events including Walk for Water and Waste Awareness Week. Health and wellbeing provision includes a team of Mental Health First Aiders, yoga interwoven into indoor gym lessons, and nutrition awareness delivered through PSHE lessons and at lunchtime.

**School Operations and Management**

Energy conservation is a focus of Waste Awareness Week, with eco monitors tasked with reviewing energy use and identifying savings. Waste management covers segregation and food waste reduction, alongside nearly-new sales that facilitate the reselling of books and uniforms.

**Stakeholder Connect and Skill Development**

The school runs two to three charity events each term, generally dress-up days or interactive activities such as school fayres, with donations going to local charities. Three or more parent events are held each term, including parent group meetings with informative talks from key staff and social events.



SUSTAINABILITY IN ACTION



One World International School (OWIS) Whitefield | India

**Student Learning and Curriculum**

Sustainability is incorporated into the academic curriculum through dedicated lesson plans. A detailed MYP lesson plan on hydroponics allows students to explore soil-less cultivation, nutrient cycles and water conservation, while a PYP lesson plan on climate change introduces younger learners to environmental challenges through awareness and action-based activities. Both plans include learning objectives, classroom activities, inquiry components and reflection tasks.

**School Operations and Management**

The campus has more than 150 trees and 200 plants, including green meadows, an 800 square foot vegetable garden and a 900 square foot entrance garden, maintained with student involvement. Energy conservation measures are in place, and waste management is comprehensive, covering segregation, e-waste, plastic, food waste and composting.

**Stakeholder Connect and Skill Development**

The school donated 29,000 rupees to the NGO Chaitanya Kuteera and 35,000 rupees to Vidyaranya Old Age Home, and maintains partnerships with both organisations. Community outreach activities are delivered through the year, and both staff and students took part in sustainability training and workshops.



SUSTAINABILITY IN ACTION



One World International School (OWIS) Sarjapur | India

**Student Learning and Curriculum**

Sharing the Planet is a Unit of Inquiry delivered from Early Years to Grade 5, in which students inquire into plant and animal life and the interdependence between humans and the natural world. Sustainability is integral to the IB curriculum, with most inquiries connecting to the Sustainable Development Goals and explored in depth through the PYP Exhibition. A Kindness Week engaged all classes from Early Years to Grade 12, supported by regular wellbeing sessions.

**School Operations and Management**

The campus has 180 trees across a total area of 15,000 square feet. Grade 6 students led a project to name and label campus plants and trees, and a Gardening Club engages more than 50 children in sustainable cultivation, vegetable growing, organic pesticide preparation and composting. Waste management includes segregation and composting, with cardboard recycled into props and organic waste composted.

**Stakeholder Connect and Skill Development**

The school handed over 100,000 rupees to the Zoo Authority of Karnataka and adopted two bears at Bannerghatta Zoo. Charity activity included the Street Store, Coins for a Cause and the One Million Meals drive, with Grade 5 students donating money, clothes and resources to NGOs as part of their PYP Exhibition.



SUSTAINABILITY IN ACTION



One World International School (OWIS) Digital Campus, Punggol | Singapore



Student Learning and Curriculum

Sustainability is integrated through Units of Inquiry in Grades 1 to 5 and through Global Perspectives and Geography in Grades 9 to 11, supported by inquiry-based projects. The school hosts and participates in a wide range of competitions including RWCC, ACSIS, AMC, the First Lego League, Yale Model United Nations and the Global Robotics Competition, and celebrates One with the World International Day. Health and wellbeing provision includes assemblies and a Mental Health Awareness Day.



School Operations and Management

The campus has a garden of approximately 100 square metres, maintained with student involvement. Water and energy conservation are explored through Units of Inquiry in Grades 3 and 4. Waste management covers segregation, e-waste, plastic and food waste, supported by a dedicated food-waste project. The campus also has environmentally conscious infrastructure including green labelled construction materials, IoT enabled waster saving system and Precision Air Handling Units (PAHUs) on every floor enhance the air quality while optimizing energy efficiency.



Stakeholder Connect and Skill Development

The school raised money for a community in need and ran a clothes recycling drive, partnering with an animal rescue organisation. Primary houses support a local community as part of ongoing outreach. Students took part in sustainability workshops during the year.



SUSTAINABILITY IN ACTION



One World International School (OWIS) Nanyang | Singapore

**Student Learning and Curriculum**

Sustainability is delivered primarily through an Eco Club that runs as a co-curricular activity. A Mental Health Week is connected to the secondary school, and the campus hosts an International Day celebrating cultural diversity.

**School Operations and Management**

The campus maintains a garden, with a new soil type (BioChar) introduced during the year to support tree growth. Waste management includes e-waste and plastic recycling.

**Stakeholder Connect and Skill Development**

The school raised money for the Terry Fox Foundation and ran a used clothes and toys collection, inviting contributing students to select a new-to-them item. The activity was linked to central ideas on the resource cost of producing and discarding toys and the role of responsible choices in sustainable fashion. Students took part in the Mock Conference of the Parties and the training sessions associated with it.



SUSTAINABILITY IN ACTION



One World International School (OWIS) Riyadh | Saudi Arabia

**Student Learning and Curriculum**

In the Primary Years Programme, sustainability is integrated through Units of Inquiry aligned to two or three Sustainable Development Goals each, connecting local action to global issues. In Middle and High School, sustainability is reinforced through STEAM projects in ZeroOne Hub classes and through Global Perspectives, where students analyse global issues from environmental, social and economic viewpoints. The Sustainability Club and Model United Nations extend this learning through advocacy and debate. The school hosts the OWIS Ru'ya innovation exhibition, held on 25 May 2025, with more than 12 schools and over 150 students taking part.

**School Operations and Management**

The campus maintains a garden tended with student involvement. Water and energy conservation measures are in place. Waste management covers segregation, plastic, food waste and composting, supported by assorted recycle bins across the campus and collection by a local organisation.

**Stakeholder Connect and Skill Development**

Community outreach included an OWIS Community Iftar. Staff and students both took part in sustainability training and workshops during the year.



SUSTAINABILITY IN ACTION



DOMUSCHOLA
INTERNATIONAL SCHOOL

Domus Schola International School (DIS) | Philippines



Student Learning and Curriculum

Sustainability is embedded across both the IGCSE and IBDP curricula. At IGCSE level, concepts are integrated into Sciences and Economics through real-world case studies, while at IBDP level Environmental Systems and Societies serves as a dedicated interdisciplinary course, with Biology, Internal Assessments, the Extended Essay and CAS projects reinforcing environmental themes. Sustainability is further delivered through subject-based research projects, eco-clubs, recycling drives and student-led advocacy campaigns.



School Operations and Management

The campus has four large trees and additional plantings, with approximately 100 to 150 square metres of green space, maintained with student involvement. Water and energy conservation are managed by the facilities team through daily utility monitoring, scheduled cleaning and selective closure of washrooms, with consumption data publicly posted on campus. Waste management is comprehensive, covering segregation, e-waste, plastic, food waste, composting and paper recycling.



Stakeholder Connect and Skill Development

The school partners with Restore PH, working with Grade 10 students to convert dry plastic waste into usable furniture. Community outreach is delivered through the year, and student council members lead waste-segregation initiatives supported by labelled bins and coordination with the local government unit. Two staff members attended training on environmental compliance and local sustainability initiatives, and four students took part in sustainability workshops.



SUSTAINABILITY IN ACTION



Glendale Academy (Hyderabad) | India

**Student Learning and Curriculum**

Sustainability is integrated through curriculum modules and student-led activities. A module on Dashaparni, a traditional fermented botanical extract, connects textbook knowledge of soil biology, pH and nutrient cycling to the use of organic pesticides. Student initiatives include an interactive gallery walk on the Earth's atmosphere, Grade 2 bug hotels built from natural materials during Vanamahotsav, and assembly presentations linking tree planting to SDG 15, Life on Land. Health and wellbeing provision is grounded in an inclusive, wellness-oriented approach that values diversity and mental wellbeing.

**School Operations and Management**

The campus has more than 500 trees across four acres of green space, supported by a compost pit, rainwater harvesting, organic farming and a sewage treatment plant, with a Save the Sparrows initiative introduced in 2025. Water management includes 30,000 litres of rainwater harvesting and a 30 KL sewage treatment plant. The school has well-ventilated classrooms, centralised switches and section-level electricity managers, and a Home Electricity Manager project engaged students in monitoring and reducing household consumption. Waste management covers segregation, e-waste, plastic, food waste and composting.

**Stakeholder Connect and Skill Development**

Students raised 50,000 rupees to maintain plantation work at Mushkin Cherevu Lake and a further 50,000 rupees to adopt a floating treatment plant, alongside donations of ceiling fans, sports equipment and stationery. Charity drives included a winter clothing collection, a Fistful of Rice drive and the GlenGrace food donation initiative. Partnerships span WWF, TERI, Goonj, Dhruvansh, Red Cross, Water Aid India and others. Around 75 teachers take part in a Faculty Enrichment Programme on sustainability, and more than 200 students completed a Green Skills workshop.



SUSTAINABILITY IN ACTION



Witty International School, Borivali | India

**Student Learning and Curriculum**

Topics including ecosystems, climate change and global warming are taught through the Biology curriculum, with the concept of carbon footprint introduced to help students understand the impact of human activities on the environment. Lessons connect theory to real-life situations through discussion and interactive learning. A composting workshop was held for primary students, and lectures on waste management were delivered through the Kids for Tigers initiative. Cultural diversity is celebrated through language and culture days including French Day, Marathi Diwas, Hindi Diwas and Spanish Day.

**School Operations and Management**

The campus has a spacious ground bordered by a variety of plants, providing a natural environment that supports learning about plants and biodiversity. Waste management covers segregation, e-waste recycling and composting, supported by a waste segregation system with separate bins for recyclable and non-recyclable waste.

**Stakeholder Connect and Skill Development**

Students visited an old age home, interacting with residents and distributing gifts, and shared gifts with ancillary staff to reinforce values of kindness and social responsibility. The school partners with Kids for Tigers, a Sanctuary Asia Foundation initiative. Staff completed sustainability training, and a composting workshop and waste-management lectures engaged around 200 students.



SUSTAINABILITY IN ACTION



CHINESE
INTERNATIONAL
SCHOOL
MANILA

Chinese International School (CISM) | Philippines



Student Learning and Curriculum

The school delivers a dedicated sustainability curriculum covering consumption and production, the product life cycle, industry impacts in fashion, food and electronics, and the contrast between linear and circular economies. Sustainability is embedded across school life through the Service and Sustainability Learning Programme for Nursery to Grade 10, the Recycle Advocates student committee, and events including Science Week, UN Week and SDG Day. Health and wellbeing provision includes the PERMAV initiative, Staff Wellness Day and Mental Health Awareness Day.



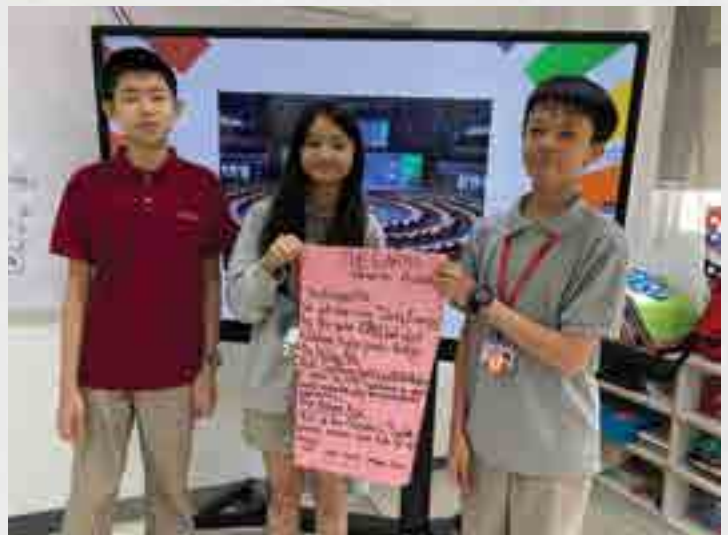
School Operations and Management

The campus has plans to create a vertical garden. Energy conservation measures are in place, and waste management covers segregation, e-waste, plastic and food waste, supported by the Recycle Advocates initiative, the Trash Jammers project, a Trash to Cash Back programme and Tetra Pak recycling.



Stakeholder Connect and Skill Development

The school donated 60,000 pesos to a Performing Arts Recreation Center and ran charity drives supporting St Luke's Charity Ward, the Virlanie Foundation, Cabangan Elementary School and the Red Cross. It maintains partnerships with the Virlanie Foundation and Tetra Pak, and delivers community outreach through Service and Sustainability Learning trips and river clean-ups. Students took part in MCOP, Kaizen and Global Excellence Day workshops.



SUSTAINABILITY IN ACTION



Global Indian International School (GIIS) Abu Dhabi | United Arab Emirates



Student Learning and Curriculum

The Sustainable Development Goals are integrated into the CBSE curriculum across all grades. Sustainability is reinforced through Eco-Club activities such as plantation drives, cleanliness campaigns and recycling initiatives, and through the observance of Environment Day, Earth Day and World Water Day. Student-led initiatives include paper-saving drives, energy conservation campaigns and plastic-free awareness programmes. Health and wellbeing provision includes mental health awareness and anti-bullying sessions.



School Operations and Management

The campus has a garden maintained with student involvement. Water and energy conservation measures are in place. Waste management includes e-waste and plastic recycling.



Stakeholder Connect and Skill Development

The school ran a food donation drive in partnership with the Smile Foundation and maintains NGO partnerships supporting its outreach. Community outreach programmes encourage students to promote eco-friendly practices at home and in the neighbourhood. Staff completed an e-green training session focused on sustainability.



SUSTAINABILITY IN ACTION



Global Indian International School (GIIS) Dubai | United Arab Emirates

**Student Learning and Curriculum**

Sustainability is integrated through the Climate Action Project, the Eco Club and the Proedge Sustainability Club, supported by regular classroom subjects and assemblies. The curriculum uses The Big Green Book as a dedicated sustainability resource. The school hosts the Qutuhal and InnovateX inter-school competition, and health and wellbeing activities are conducted through student-led assemblies and classroom discussions.

**School Operations and Management**

An indoor plant collection is maintained by Eco Club members. Energy conservation is supported by student Eco Monitors who ensure lights and smart boards are switched off when not in use. Waste management covers segregation, e-waste and plastic recycling, with notable campaigns including the Waste to Wonder project, a Can Collection Drive and a Waste Paper Collection.

**Stakeholder Connect and Skill Development**

The school collected AED 4,850 in monetary donations and ran charity events including the EEG Paper Walk campaign, a Dirham-a-Day drive and a Ramadan Charity Drive, supported by partnerships with DEWA and EEG. Community outreach included a Gurudwara visit, a beach clean-up and EEG events. Staff took part in sustainability training, and in-class awareness campaigns were led by students.



SUSTAINABILITY IN ACTION



Global Indian International School (GIIS) East Coast | Singapore



Student Learning and Curriculum

A dedicated SEAP period and a Power period have been introduced for all classes, and lessons on sustainability are conducted in the first week of every month by the school's education and vocational counsellor. Sustainability is further integrated through CCA and CAS activities. The school hosts the Eco Green inter-school competition, and cultural diversity is celebrated through UN Day, Lingua Fest, language-based assemblies and a Dragon Fest. Health and wellbeing programmes covered responsible behaviour, road safety, mental health and food-waste awareness.



School Operations and Management

The campus maintains a documented collection of flora and fauna, with QR coding of trees introduced as a new initiative during the year. Water conservation is supported by a vertical wall project, and energy conservation is reinforced through assemblies and student switchboard monitors. Waste management is comprehensive, covering segregation, e-waste, plastic, food waste and composting, alongside the recycling of books, toys, clothes and garden produce.



Stakeholder Connect and Skill Development

The school runs charity activities including a Chinese New Year event and an in-house green production, and partners with WWF, Green Sprouts, Tetra Pak and TERI. Community outreach includes beach clean-ups, experiential learning trips and a biodiversity trail walk. Staff training was conducted by WWF, and students took part in the Mock Conference of Parties organised in Punggol.



SUSTAINABILITY IN ACTION



Global Indian International School (GIIS) Kuala Lumpur | Malaysia

**Student Learning and Curriculum**

Sustainability is systematically integrated through curriculum, projects and co-curricular activities. Environmental concepts such as resource conservation, pollution control, waste management and renewable energy are taught across Science, Social Studies, Languages, Mathematics and Art, supported by project-based learning in composting, kitchen gardening and recycling. The Sense Nature Club and SDG Club extend this learning, and the school hosts the Gempak Venganza inter-campus competition and a Model United Nations conference for Grades 9 to 12. Health and wellbeing provision includes camping, sports days, hygiene workshops, first aid training and mindfulness sessions.

**School Operations and Management**

Biodiversity is promoted through regular tree-plantation drives, native plant cultivation and composting. Water conservation includes automatic taps, leak prevention and canteen dishwashers. Waste management covers segregation, e-waste, plastic, food waste and composting, with cardboard creatively recycled into storage and display items.

**Stakeholder Connect and Skill Development**

The school donated items worth RM3,000 to Sekolah Jenis Kebangsaan Tamil Ladang Rinning, and ran charity drives donating stationery, books, clothes and groceries to an orphanage. Community outreach includes symposiums, carnivals, skill-based workshops and student performances at external venues. SDG and entrepreneurship groups set up stalls during parent-teacher meetings, with proceeds donated to those in need. Staff and students both participated in sustainability and mental-awareness training during the year.



SUSTAINABILITY IN ACTION



Global Indian International School (GIIS) Noida | India



Student Learning and Curriculum

Sustainability is delivered through project-based and subject-integrated learning. Project-based chapters in Environmental Studies and Science for Grades 2 to 8 cover Environment and Forest themes aligned to Life on Land. The school hosts inter-school competitions and runs cultural diversity activities through the year.



School Operations and Management

The campus runs regular tree-plantation drives. A sewage treatment plant has been installed under the guidance of the administration team, supporting water management, and energy conservation measures are in place. Waste management covers segregation, e-waste, plastic recycling and composting.



Stakeholder Connect and Skill Development

The school records monetary donations, charity events and NGO partnerships, with community outreach delivered through the year. A group of students from Grades 5 to 12 took part in sustainability training and workshops.



SUSTAINABILITY IN ACTION



Global Indian International School (GIIS) SMART Campus, Punggol | Singapore



Student Learning and Curriculum

Sustainability is taught through dedicated courses including Environmental Management and Environmental Systems and Societies. The school hosts the RWCC competition, and assemblies are built around International Days and universal values. Health and wellbeing provision is delivered through assemblies and counselling sessions.



School Operations and Management

The campus runs a Community in Bloom garden and hydroponics project, maintained with student involvement. Waste management covers segregation, plastic and food waste, supported by plastic-free campaigns and a fashion show created from recycled plastic waste. In addition to the green-labelled materials used throughout the building, the school has incorporated several sustainable design features, including a rain garden and green walls that enhance biodiversity and support natural cooling. Motion sensors installed in classrooms and corridors help reduce energy consumption by ensuring that lights and other systems operate only when spaces are in use.



Stakeholder Connect and Skill Development

Charity activity is delivered as part of the CAS programme, with partnerships including WWF and the National Environment Agency. Parents took part in the recycled-plastic fashion show as a form of community outreach. Staff regularly undergoes sustainability training, and students took part in the Local Conference of Youth.



SUSTAINABILITY IN ACTION



Global Indian International School (GIIS) Tokyo (CBSE) | Japan



Student Learning and Curriculum

Sustainability is integrated through curriculum subjects including Science, Social Science and Languages, and through house activities addressing environmental conservation, the Sustainable Development Goals and responsible resource use. It is reinforced through co-curricular activities such as tree-plantation drives, cleanliness campaigns, recycling projects and eco-clubs. Cultural diversity is promoted through MGCUV and a language week celebrating global cultures.



School Operations and Management

The campus maintains a garden tended by students. Energy conservation is embedded in daily practice, with students and teachers switching off lights and digital boards when not in use, and the school received Green Certification for 2024-2025. Waste management includes segregation and composting, supported by the Yen Gain recycling project.



Stakeholder Connect and Skill Development

The school ran a Drive the Pantry food drive and partners with Second Harvest Japan, while Edogawa Ward has engaged the school for its SDG junior high school council. Community outreach included the Edogawa-ku India Friendship Festival, an SDG crime and disaster prevention festival, the Rinkai Elementary School festival and a Toyo school exchange programme. Staff and students both took part in training and plantation activity near Gandhi Park.



SUSTAINABILITY IN ACTION



Global Indian International School (GIIS) Tokyo (International) | Japan

**Student Learning and Curriculum**

Sustainability is integrated through house activities, the CAS programme and co-curricular activities, with exhibitions and STEAM subjects designing projects around the Sustainable Development Goals. Yoga forms part of the curriculum and is celebrated on International Yoga Day, supported by regular mental health sessions delivered by counsellors and psychology teachers.

**School Operations and Management**

In place of a garden, the campus maintains small potted plants cared for individually by students. Water conservation is encouraged through weekly sustainability actions with monitoring and follow-up awareness sessions. Energy conservation is supported by the Turn It Off initiative during Eco-Echo Week, with class monitors ensuring devices are switched off when classrooms are unoccupied. Waste segregation is practised across the campus.

**Stakeholder Connect and Skill Development**

Grade 10 and IBDP Year 1 students raised 10,000 yen for the KidsInHaiti organisation by selling snacks, and the school takes part in the annual Drive the Pantry food collection benefiting Second Harvest Japan. Community outreach included a Kasai Rinkai Park clean-up. Staff attended workshops as part of Global Excellence Day, the Mock Conference of Parties and AlterCOP 30 Japan.



SUSTAINABILITY IN ACTION



Global Indian International School (GIIS) Whitefield | India



Student Learning and Curriculum

Sustainability is delivered through curriculum activities and the Environment Club. A Grade 12 Biology project on vegetation naming led students to identify campus plants and learn their common and botanical names, building awareness of biodiversity and conservation. Club activities include paper-bag making, plastic-bottle gardening, a session on rainwater harvesting and seed-ball preparation, alongside a special assembly on environmental awareness.



School Operations and Management

The campus hosts a variety of plants, trees, shrubs and grasses, maintained with student involvement. Waste management covers segregation, plastic recycling, food waste reduction and composting.



Stakeholder Connect and Skill Development

The school's Global Perspectives team raised 18,000 rupees for Swanthana Home for mentally and physically challenged girls following a Food Fiesta. The 1 Million Meals programme engaged pre-primary students and families in daily contributions of rice, grains and pulses, collected over a month for local orphanages. Staff completed sustainability training, and a sustainability workshop on sustainable practices was held for middle-segment students.



SUSTAINABILITY IN ACTION



Global Indian International School (GIIS) Hadapsar | India

**Student Learning and Curriculum**

Sustainability is promoted through continuous engagement with the United Nations Sustainable Development Goals. Each month students explore one specific SDG through classroom discussions, interactive activities, projects and awareness programmes, supported by special assemblies built around the monthly SDG theme. iCare activities are aligned with sustainability goals to develop environmental awareness, empathy and social responsibility. Health and wellbeing provision includes the GIIS Hadapsar Marathon 2025, which promoted fitness and sustainability.

**School Operations and Management**

The campus has approximately 500 trees and plants across around 1,400 square metres of green space, maintained with student involvement through regular plantation drives. Students mark birthdays by donating a plant to the school rather than distributing chocolates, encouraging eco-friendly habits and reducing waste. Waste management is anchored by the Ecobricks Project, in which students collect non-biodegradable plastic waste and pack it into used plastic bottles to create reusable ecobricks, building awareness of plastic pollution and responsible disposal.

**Stakeholder Connect and Skill Development**

The school ran a food donation drive as part of its charity activity and maintains NGO and local organisation partnerships supporting its outreach. Community outreach events were organised for parents and the local community during the year. Fifteen staff members attended sustainability training, and an Ecobricks Workshop engaged more than 300 students in converting plastic waste into ecobricks, reinforcing responsible waste management and sustainable habits.



REGARDING THIS REPORT

About This Report

This is the fourth ESG (Environment, Social and Governance) report of the global operations of Global Schools Foundation.

Reporting period

1st January 2025 to 31st December 2025

Reporting Boundary

The report mainly contains data and information from our

- **Global Indian International Schools (GIIS):**
Abu-Dhabi, Dubai, East Coast, Punggol Smart Campus, Tokyo, Whitefield, Bannerghatta, Ahmedabad, Balewadi, Kuala Lumpur, Hadapsar, and Noida
- **One World International School (OWIS):**
Digital Punggol Campus, Nanyang, Newton, Whitefield, Sarjapur, Riyadh
- **Harrods International School:**
Cambodia
- **Regent International Schools:**
Malaysia
- **Glendale International School:**
Hyderabad & Dubai
- **Witty International School:**
Mumbai, Udaipur
- **Chinese International School Manila (CISM):**
Manila
- **Domuschola International School:**
Manila
- **Heath House Preparatory School:**
United Kingdom
- **Emirates American School:**
Sharjah, UAE

The availability of data varies for different data points, and this distinction is highlighted whenever feasible.

Assurance:

For this report, we have adopted an internal assurance process, with our dedicated team reviewing all key data to provide confidence to management, shareholders, and stakeholders. We have not sought external assurance for this report but will consider it for future reports.

Contact Us:

Your feedback is welcome.

 sustainability@globalschools.com

Published on 5 June 2026

GRI CONTENT INDEX

GRI Content Index			
Statement of use	Global Schools Foundation has reported with reference to the GRI standards for the period of January 2025-December 2025		
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	2-3. Reporting period, frequency and contact point	90	
	2-4. Restatements of information	30-31	Report describes restatement policy; no restatement occurred this cycle
	2-5. External assurance	90	
	2.6. Activities, value chain and other business relationships	4-5	
	2.7. Employees	56-57	
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	3-2 List of material topics	12	
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GRI Standard	Disclosure	Location/ Page(s)	Notes / Reason for Omission
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	418-1 Substantiated complaints concerning breaches of customer privacy and losses of customer data	58–59	

SUSTAINABILITY METRICS OVERVIEW

Global Schools Group | Years 2022 – 2025

Metric	2022	2023	2024	2025
ENVIRONMENTAL				
Number of Campuses	8	25	36	31
Carbon emissions (MTCO ₂ e per capita)	0.54	0.4	0.25	0.31
Energy consumption (kWh per capita)	866.3	497.3	383	492.18
Water consumption (m ³ per capita)	8.83	7.6	15.3	19.3

Metric	2022	2023	2024	2025
SOCIAL & PROGRAMMES				
No. of activities aligned to UNSDGs	183	373	215	218
GED MCOP participants	-	-	132	150
Overall satisfaction (CSAT)	~80%	~77%	~78%	~78%
Female employees (%)	82.1	72	77	70

Metric	2022	2023	2024	2025
GOVERNANCE				
ISO-certified campuses (no.)	15	30	39	43
Green School certified campuses (no.)	-	-	10	23
Female senior leaders (%)	-	-	71%	63%
Employee nationalities (no.)	21	50	50	84

Data availability varies by reporting year and is dependent on campus data coverage.



Global Schools
Foundation

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