



حضانة
بlossom
childrens nursery



Blossom, our sustainability story
In a world where you can be anything, be yourself.

What's your knowledge testing?



Many moons ago, a seed was planted and watered daily. The roots grew deep and a stem emerged from rich soil filled with liveliness and abundant positivity. Raindrops dripped over broad leaves and splashed over colorful ladybirds that lay below. A flower blossomed and reached out for the radiant sunlight, aspiring to believe, achieve and become everything joyous in this world.

A seed was planted, a mind grew and Blossom was born



Flower of Contents - Blossom's Golden Choptera



-  Good manners are a good idea
-  Always try your best
-  Remember to use your low voice indoors and always be ready to listen
-  Look after everybody and everything
-  Remember, rules are important! They keep everybody safe & happy
-  Stay safe and walk inside
-  Have kind hearts, caring words and gentle hands
-  If you have a problem, talk to a grown up
-  Sharing is caring

Message from CEO: Founded with L♥ve; Run with Responsibility.

Blossom Education is founded on Triple PPP principles and we are aware of the trust our stakeholders vest into us. With this, we have an obligation to be run responsibly. We consider where the law, systems or corporate norms do not provide protections or guidance to seek these out and if necessary build them. Therefore, the principles of fair and ethical business dealings as laid out when becoming a signatory to the United Nations Global Compact are essential at Blossom. We do not strive to achieve them – we ensure they are the foundations of our responsible business ethos. This report highlights some of the work we have done in the past five plus years since our birth and as we reflected when putting it together we noted that it has been a journey.

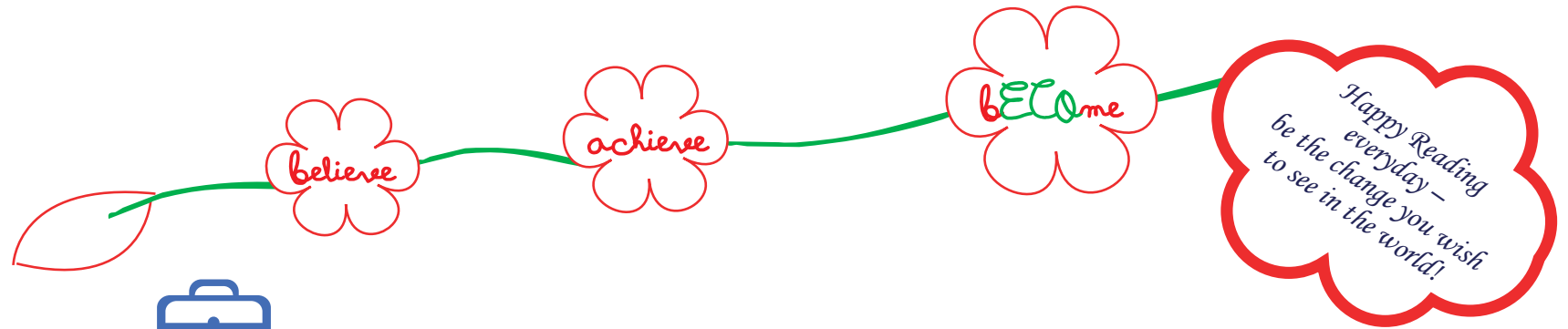
At first we had big dreams and much to do believing everything was possible. This was our phase of the company decision making locus being with one – it was fast, effective in many respects but often unsustainable and with few team members inputting, aware or even conscious of what the Blossom seed aspired to be. This early, fast period of “believing and

achieving” is now bECOMing and finding the areas that are important to us and our stakeholders.

The Blossom sustainable curriculum is in fruition – it is our core product and provides our children – the next generation with a strong knowledge destiny of the key learnings that children must be exposed to in order to raise their consciousness on the world they will inherit. Our nurseries and early learning centers are all now considered as “spaces that impact learning” driving the impetus that physical lines, the choices we curate our areas with and the rethinking and upcycling in our places can and do change teaching and learning. We invest in LED lighting, recycled floors, upcycled fencing and decisions down to considering our water sources, the tap timers and our innovative traffic light system for what to do after you wash your hands means that there is a broad base of thinkers looking for solutions. This is what Triple PPP is – look after your team and they will look after the business. Employees are empowered with Ambassadors and Coordinators engaged and aware in all aspects of the comp-

The work is certainly not done, but a foundation has been set and the thinking has moved from “if you wish to go fast, go alone” to “if you wish to go far, go together.” Responsibly running this company means going together and this will be the first year where our employees will have options to become co-owners with us in true cooperative style. Of course, broadening the foundations is one way we hope to be sustainable and responsible but the other and more important one is the reason we exist – because of our children. Nothing galvanises action like a child’s request to a parent and in that way Blossom is lucky. Each day our children go home and spread the word telling their parents to recycle or stop using plastic at the grocery store and it is these small steps that will truly allow our longtail approach to shine and Blossom. The scene is set and we hope to include you in the ride.





"Whilst at blossom - it's been my interaction with children that has given me fresh eyes to see the world. They are my biggest change impactors - seeing the potential and not the barriers is something children instinctively do and this rubs off. I also have had the opportunity to learn from my peers: our Arabic teacher Ms. Dhay told me about making bags from old rice sacks as they did in Iraq during the sanctions; and in the Philippines the idea of building a bottle wall or using an old tin to store craft supplies was simply done. This place between the need and the want to create a better future for us all is certainly a great place to start our knowledge destiny. And it is this that firmly keeps me on the path to be the change I wish to see in the world".

*Zahira Hamirani Esq,
Founder,
Blossom Education*

About our Blossom Report

Purpose

Blossom Education is proud to publish its first ever sustainability report to create further transparency on our business philosophy and share our efforts and achievements so others may get inspired to take action. We chose annual years 2012-2014 as our main reporting period but we are also showcasing our growth since inception (2009) to Dec 2014 for enhanced transparency. We will be publishing a biannual sustainability report from now on to remain in continuous engagement with our stakeholders.

Dedication

This report is dedicated to all our Blossom children, without whom our journey could not have taken place. We think of them while preparing our impacts report and therefore going back to our roots and incorporating our classrooms and spaces that impact learning into this report.

Chapters

You will see that each chapter in this report is a part of our universal Blossom Education Golden Rules. These rules are a guide to *The Blossom Way* and can be found hanging in each center. They stand for the Blossom language “Blossom Speak” that all of us learn to use and understand. The chapters in this report and the information

within are not only based on these Golden Rules, but also reflect the way we educate, mentor and develop the youth.

Frameworks Used

Blossom Education is reporting on our holistic approach as a triple PPP bottom-line cooperative using the Global Reporting Initiative (GRI – G3.1) Guidelines, the UK National Framework for Sustainable Schools as well as the United Nations Global Compact ten universal principles.

Story Behind the Report

We aim to use this report as a benchmarking tool for bettering ourselves as we grow. We will add more GRI indicators & aim for greater impacts in years to follow.

We hope that you will take in our Blossom ethos and incorporate good+green into all aspects of your life



Believing

Blossom hopes this story reaches the hearts of all readers and impacts them positively-*The Blossom Way*. Through this report you can find not only our corporate policies and sustainable strategies, but also heartfelt messages, green activities and healthy recipes you can share with your young ones.

Achieving

Blossom aims to become a sustainability leader not only in Dubai, but all over the world. We hope this report serves as inspiration for other small businesses to promote sustainable living within their own space.

BECOMing

Our report is a declaration of our sustainable vision, practices and aims, which we will use as a tool of engagement with all our stakeholders, but most importantly our beloved Blossom children.

Sharing is Caring

To submit comments on this Blossom report, please email your thoughts to our Sustainability Team at: sustainability@theblossomnursery.com or connect on social media at:

 BlossomED

2021 Reporting Guidelines

© Blossom for an "A Report Application"

This report is designed to respond to each core and sector supplement indicator with due regard to the materiality principle.

We explain where items have been omitted but have aimed to cover inclusiveness, context and completeness principles.

We have reported fully on a minimum of 20 performance indicators and at least one from each of:

Economic
Environment
Human Rights
Labor
Society
Product Responsibility

with management approach disclosures for each indicator category. We are not externally assuring currently but will be looking at this as a model as we grow our operations beyond a small, local business to a regional success story.

We included metrics in this report measured, documented & reviewed internally by Blossom management & shared with all stakeholders.



Introducing Blossom Education

Planting green seeds, one mind at a time...The Blossom Way

Blossom Education, a series of nurseries and early learning centers based in Dubai, focuses on educating the children of today, the soon to be leaders of tomorrow. We focus on cultivating and harnessing a green culture of awareness and action with the children we care for.

Our ECO approach is clear through our company ethos 'believe, achieve, bECOME, as we aim to plant green seeds one mind at a time. Blossom believes that by providing a safe and stimulating environment for children to reach their full potential, the seeds will blossom into conscious and responsible flowers. By providing children the opportunity to create their own knowledge destinies we hope that our precious flowers will pollinate and spread their Blossom-learned traits in their homes, big school and community. This is what we call the Blossom long tail. 🌸



As early year's educators we are conscious that 50% of a child's adult intelligence is formed by the age of four. At Blossom, we value children's early years that lay the foundation for all that is to come. This is why we strive to be leaders in not only the field of early education, but also pioneers in environmental awareness, resource preservation, energy efficiency, waste management, ecosystem conservation and overall sustainable development. These words can be quite a gulpful for our young Blossomites but the ideas are basic- look after the world and it will look after you. Blossom invests a lot of time into researching and finding the perfect frameworks to introduce these key terms and ideas into our children's learnings-their knowledge destiny.

We chose the British Early Years Foundation Stage (EYFS) curriculum to grow nurseries and early learning centers that teach dynamically with a special

focus on prime and specific areas of learning. We then created our very own sensory based framework called **SKYGARDEN**, which we implement alongside the EYFS curriculum. After creating our own framework focusing on learning through the senses and blending it with an internationally recognized curriculum, we then considered our approach. We felt it was better to allow children the freedom to create their own '*Blossom Knowledge Destiny*' through curiosity, exploration, imagination, experimentation and above all creativity. How did we do this? We nurtured another Blossom philosophy '*Space Impacts Learning*' which focuses on envisioning, creating and building innovative and magical spaces where children are stimulated with every corner they turn. Blossom *Space Impacts Learning* comes with visual reminders of eco-friendly topics and actions.



Each Blossom center has indoor and outdoor **Upcycling** and **Recycling** stations respectively. Our upcycling stations not only encourage children and team to make wonderful creations out of potential waste and packaging, but also teaches youngsters how to segregate their plastic from paper. Segregating waste is a wonderful activity for young children to learn through their SKYGARDEN senses by touching and feeling different textures of material. From this, new opportunities to explore and understand emerge. Blossom's upcycling stations are educational and **ECO-friendly**, allowing children to collect, segregate then choose the material they would like to upcycle into beautiful arts and crafts projects. We encourage them to take ownership of their actions and feel proud with the outcome. This method of teaching creates a **longtailing** effect where our children carry

these responsible traits with them to big school. At Blossom, there is nothing that we love hearing more than our parents telling us about our graduating kids wanting their new schools to start making crafts with recycled newspaper! These testimonies ensure that **we are on the right track**. Other ways we instil a sense of ownership on mother nature is through our **ECO-tailored Educational Planning**. We incorporate green messages into our curriculum by introducing activities that focus on caring for our planet. Creating a **Fruit and Vegetable Week** where we take our children to the grocery store to shop for a healthy meal with their Blossom **Jute Bags** is just one way we build on lessons and this activity focuses on EYFS areas of numeracy and understanding of the world, while also teaching children about the dangers of plastic, healthy eating and local purchasing.

Blossom's **Mini-Chef Skillplay** is where children prepare their own healthy snack using vegetables, fruits and herbs they grow themselves in our **Edible Gardens**. **Mini ECO Monitors** and our program where children visit different classrooms and check for a number of energy saving actions like optimum AC temperature settings, lights and fans switches, water leaks etc. definitely make the learning fun and responsible. They recognize visual reminders that hang in each and every classroom through images and labels on all switches and also exist in the various recycled artifacts we build at our centers. Our bottled walls and light fixtures tree structures, upcycling stations, display boards and many more show and remind children how everyday items can be upcycled into beautiful as well as functional art pieces.

At Blossom, we truly believe that by showing children the right path while teaching them the difference between LED and regular CFL light bulbs for instance, we offer them the space to do their own thinking and make their own decisions. Providing children the opportunity to be their own little citizens and think about their impact means we are nourishing influential thought leaders of tomorrow who in turn will lead by example and nourish the next generation to believe, achieve and become in *The Blossom Way*.





The Blossom Beginning

Creating a knowledge destiny through responsible business

Our Vision

believe, achieve, bECOME

The Blossom Children's Nursery, was created as a **sole establishment** from a vision to provide a safe and stimulating environment for every child to blossom. It caters to all little ones aged **6 months to 6 years** and encourages them to believe, achieve and bECOME everything they can be. Being a childcare and education provider in the UAE, we have many impacts on our environment and society. We emerge as leaders in our field and bring awareness to other matters essential for child development. **Blossom provides the best education out there but also incorporates a holistic approach into childcare. We believe that matters essential for growth and self actualization are essential in education.** Topics such as environmental awareness, social engagement, energy reduction and resource preservation are key focuses for us at Blossom. **We address these issues accordingly through our educational framework, sustainability policies and overall business strategies.** With Blossom's growth throughout the years, we have made a decision to become green leaders in the field of education. Standing as role models for younglings everywhere and building them up to be happy, confident and aware adults of tomorrow is our knowledge destiny and success impact.

Our vision is critical for our growth as well as the growth of the relationships we maintain with our Blossom Stakeholders. **Blossom's long term sustainable priorities are focused towards establishing green built centres with efficient energy saving qualities, using eco-friendly products, establishment of recycling units at all centres and instilling a green message in all children, parents and staff that come through The Blossom Way.** One of our primary goals aside from being a leader in childcare and education, is incorporating a **sustainable approach** to our growth. We aim to grow exponentially across different Emirates and provide our services to a multitude of UAE residents. We maintain our sustainable vision throughout our growth as it is essential to our core and critical to our **success**.

Blossom Key Impacts on our Planet Include:

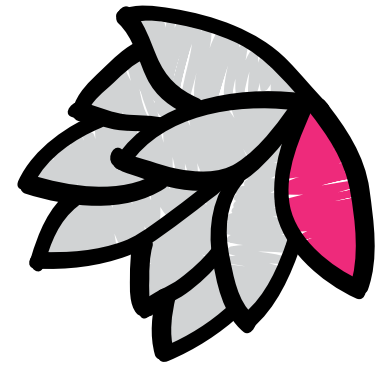
- Energy Emissions
- Water Consumption
- Resource Use and Waste
- Construction & Built Work
- Food waste
- Transportation
- Purchasing

"Researchers and practitioners are currently reiterating that the age of 0-5 years defines our genetic code and determines the life path we take. These early year's experiences determine how our perceptions are shaped. The sustainability narrative is the most important one for this day and age. If we look around us, sustainability is not limited to recycling, but it is also about lifestyles, work-life balances, and much more! It is so important to instil values of healthy eating habits, what blossom calls golden rules, upcycling, waste management at this young level so that generations that come forward may have sustainability embedded in their genetic code. For surely – then the world will truly Blossom!"

*Mahira Zakjuddin,
Education Director,
Blossom Education*



Good manners are a good idea



*Blossom is a Dubai SME 100 Company
that Believes in Al Wasl - Connecting Minds*

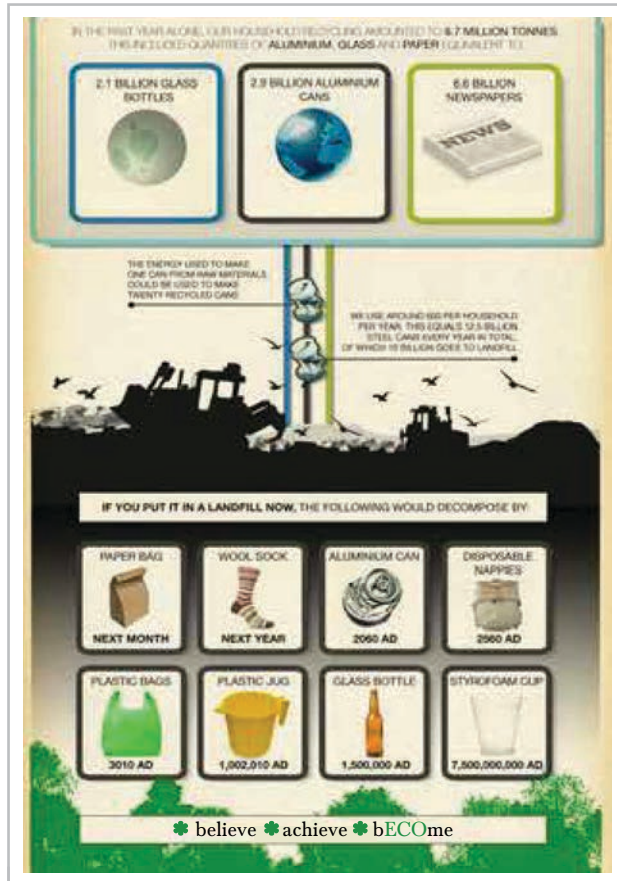
At Blossom in Dubai we are actively engaged in building up a reputation as a model school adhering to international best practice. The movement to successfully host Expo 2020 with themes of sustainability, mobility & opportunity has been visualized by us and we are working together to connect minds & create the future in our city. We do this by using global established best practice and tailoring it to the needs of the communities we serve. For example, the United Kingdom government would like to see every school to be sustainable by 2020 and has outlined a shared methodology to achieve this: www.teachernet.gov.uk/sustainableschools. This is impact orientated and encourages us all to be part of the solution for global best practice from issues of global warming to over fishing, obesity and global poverty. We think about these issues and encourage participation for a variety of initiatives to ensure children are exposed to practitioners who build up the breadth & depth of learning.



إكسبو 2020
دبي، الإمارات العربية المتحدة
DUBAI, UNITED ARAB EMIRATES







GOING GREEN AS A SCHOOL

In 2009 Blossom transformed a villa into our first nursery & planted a seed of green aspiration. In 2010 we transformed another villa into our second nursery but built an outdoor green classroom that actually allowed us to achieve the title of first Carbon Neutral nursery in the UAE. We added fans, lined the windows, installed water pressure reducers, fitted push taps and introduced a green culture of awareness and action in our ethos. In 2013 we built a center by repurposing approximately 60% of existing material back into the building. We used the metal frames of from the walls and repurposed them into an indoor garden. We maintained 50% of old ceiling tiles and used construction waste as gypsum boards for art canvases. You might have heard of Blossom Academic City by its record-setting Envirofence made of 1280 recycled plastic water bottles. In 2014 we transformed a residential unit into an upcycled Blossom pride and joy. We made LED light bulbs with half-cut plastic bottles, built an upcycling station out of waste palates and purchased an outdoor recycling unit for our community to use. In 2015 we are in the midst of building a new center from ground up while incorporating all the green initiatives we previously undertook in order to create a completely green and ECO-efficient center. Ideas are flying around and we would be delighted to showcase how you can build a sustainable school!



Blossom Sustainable Environment

Safe, Secure & Stimulating

Our Mission

One of Blossom Golden Rules is to always try your best. This why our strategy is to always try our very best to secure a **sustainable future** for all our nurseries and it appears on each team member's signed employment contract as well as job description and operations manuals. We live this. It is our mission to ensure that each Blossom center offers a nurturing environment helping every child reach their full potential.

Blossom ethos 'believe, achieve, **bECOME**' are heavily embedded within our core business strategies, policies and daily activities and incorporated through our **Triple PPP approach** that puts equal emphasis on **people, prosperity and planet**. Blossom philosophy recognizes that '**education is not preparation for life, it is life itself**' and it is a place where we nurture and develop our young into the thought leaders of tomorrow. Sustainability is heavily embedded in our core business strategies to encourage each person to reach their full potential. Values at Blossom include **cultivating dreams, encouraging play, nurturing imagination** and being **mindful of the changing pace of the world**. Careful, consistent development and the implementation and regulation of policies ensure sustainable practice. We are mem-

bers of the **United Nations Global Compact** and uphold our values to its ten universal principles on **human rights, labour rights, anti-corruption and environment**. While living by our sustainable ethos, we encourage our children and their families to join in and practice a greener and healthier lifestyle and have witnessed a tremendous **openness** from them. Our main **challenge** in implementing sustainable practise lies with engaging and involving our vendors in Blossom green movement. We have come across some hesitation from suppliers that don't necessarily share Blossom green vision. Regardless the Blossom way has pushed us to always try our best and educate individuals of all ages on the importance of '**doing your part**.' Through our efforts, we have managed to create new centers in the form **Blossom Green Zones** that have minimal impact on the environment and society. We are happy to be the first **carbon neutral** nursery in the UAE (2012) and look forward to supporting more local entities with our initiatives, volunteer work and fundraisers. Blossom ultimate goal is to **plant a green seed** in every child's mind, **educate** them on the importance of protecting our planet and **provide** them with the tools necessary to become green thought leaders of tomorrow.

Who we are-

W We are an all-inclusive children's nursery dedicated **H** to providing early years education while **O** remaining **environmental friendly**, socially **involved** and **holistically sustainable**. Blossom mantra is to "believe, achieve, **bECOME**" and emphasizes children's character development. We welcome

Where we are-

W Our **four global change center** locations, situated in **H** Dubai are accessible to all communities and cater to various needs by offering transportation to all. **B**lossom understands the **dual working family status** in **R** Dubai and offers flexible timings to meet a variety **E** of needs. We also offer nutritious meal plans as part

How we do it-

B Blossom follows the British Early Years Foundation **L** Stage (EYFS) curriculum while implementing our own Blossom **skygarden** sensory-based experience **O** approach. We chose to follow the EYFS curriculum **S** specifically apart from others because it supports our **S** overall learning vision and teaching methodology. **O** Children's development and growth is very crucial in **M** the early years and it is our duty as practitioners to ensure that their needs for learning and growth are **H** properly met and managed through an objective **O** framework that succeeds due to its strong feedback **W** loop (plan, practice, evidence).

Always try your best



children from all over the world, who speak many languages, are differently “abled” and have been exposed to a myriad of experiences that makes us a centre of rich diversity. Blossom vision is transparent and is highly respected in the community, through rigorous and continuous communication.

Blossom aspires to blend the importance of “space that impacts learning” with an optimistic community. Blossom has been positioned in the minds of its consumers & the public at large as a nursery that operates with a default mechanism of integrating sustainable good practice aspects in its environment.

of our daily activities to incorporate a wholesome and healthy lifestyle for all our children. All of Blossom locations are specially designed for the early years with many interactive learning opportunities, keeping children always engaged, curious and creative. Parents are a crucial part of

our community and together we ensure that every child's Blossom experience is the nurturing foundation of learning that ensures the right start, the Blossom start. This is essential to Blossom: from a bright and modern aesthetic with safety at the forefront to an optimistic and caring team.

The EYFS framework also supports the United Nations Convention on the Rights of the Child statement that all children have a right to provision which enables them to develop their personalities, talents and abilities irrespective of ethnicity, culture or religion, home language, family background, learning difficulties, disabilities or gender. Blossom works closely with the Ministry of Social Affairs in Dubai and are proud to have our Academic City Branch approved by the Knowledge and Human Development Authority in Dubai, and aim to model all our upcoming centers accordingly. Strong frameworks ensure that our how and process make solid impacts.

“I truly believe that being part of the Blossom organization is not just about having a job, it is a commitment from an entire team working to make a difference in a child, a community, a city and our future. We at Blossom are not just focusing on a child's ABC's but we focus on a child's today, tomorrow and the years to come.” The EYFS framework works under three main themes that support Blossom's overall mission – unique children, positive relationships, enabling environments under the umbrella of learning and development. Blossom places heavy emphasis on ‘Space Impacts Learning’ and ensures that all surroundings are stimulating, creative and inspirational.

Silva Pranter,
Center Director,
Blossom Academic City

MYBLOSSOM BEST™

*I strive to provide a secure
and stimulating environment
where each child can blossom.*

*I am responsible and accountable.
I am a leader who is productive and adaptive.
I initiate and collaborate.*

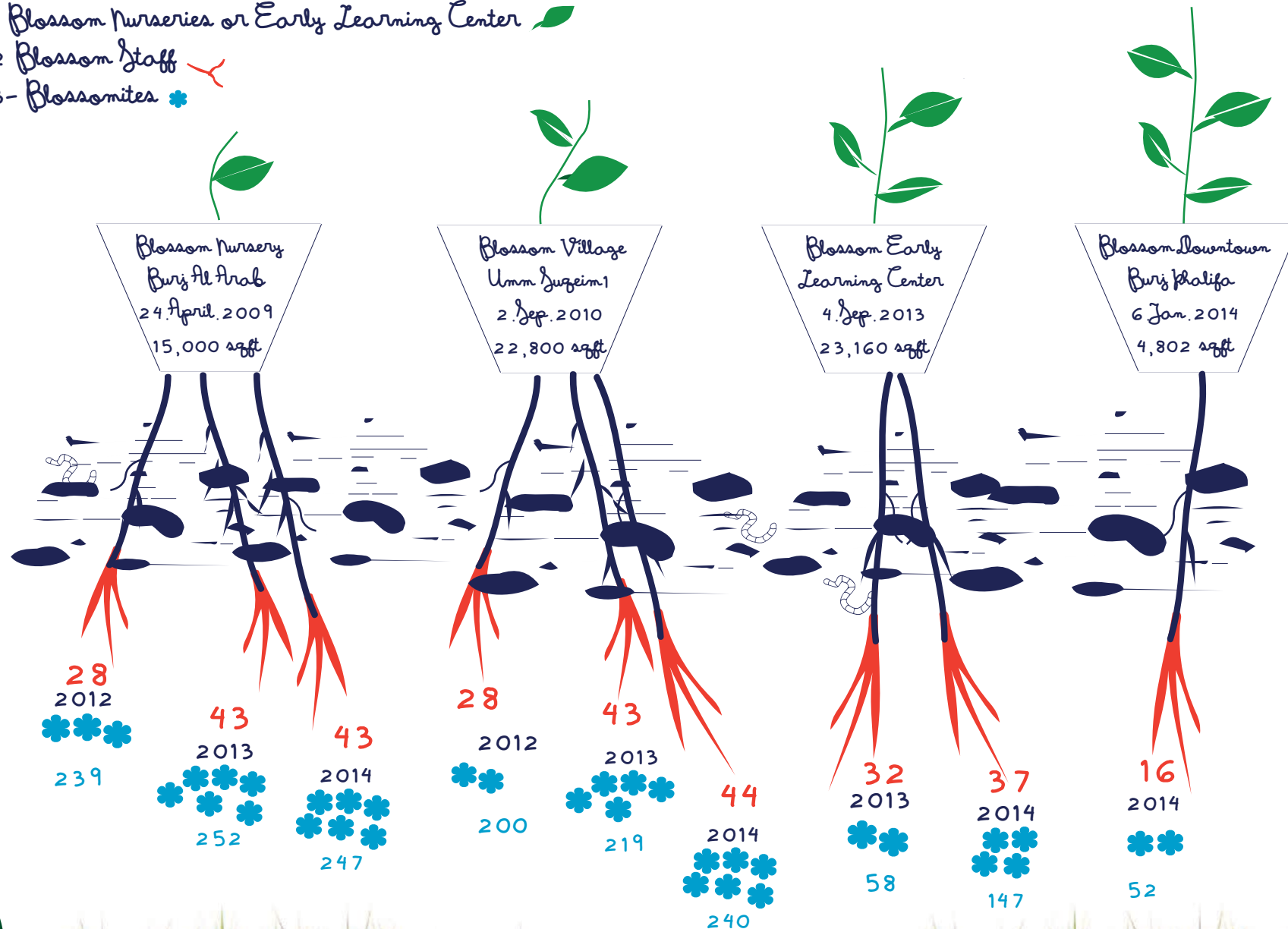
*Communication and creativity
Help me to be effective.
I build my team and my team builds me.*

*I believe, work to achieve and
bECOME the best I can be.*



Blossom Growth

- 1 Blossom Nurseries or Early Learning Center 🌿
- 2 Blossom Staff 🌱
- 3- Blossomites 🌸



believe achieve bEcome



Blossom Downtown
opened in Jan 2014,
Al Manzil District,
Downtown Dubai

"Working at Blossom is truly a magical experience. Coming in as center director for Blossom second nursery, I was welcomed with open arms from a small team of ambitious, enthusiastic and prolific women on a green mission. Having a long background in early years education, I was astounded by how much a nursery does! I was quickly introduced into the triple PPP bottom line approach and how Blossom is run based on it. I quickly learned that Blossom is not a corporation, but a cooperation. Being a woman, teacher, mother and long-term Dubai expatriate, I understand the challenges faced by our stakeholders and feel confident in emphasizing with them through our Triple PPP principles. I am proud to be part of an establishment that doesn't only focus on big footsteps, but pours energy into longtailing our Blossom baby steps ...literally!"

Sijyl Ghias
Center Director,
Blossom Village



Governance Stakeholders

Blossom focuses heavily on personal responsibility when it comes to all stakeholders, this means that we take it upon ourselves to serve as a **beacon of guidance** and act as an example not just for our direct stakeholders, but also for the **community at large**.

Blossomites (Our Children)

Being an early year education provider, it is crucial for us to **set the tone** for all the children in our care. We aim to plant green seeds in each and every one of our children's minds and encourage them to create their own knowledge destinies and **bECOME green ambassadors**.

Parents and Families

Our services cater to **working families**, so it is very important for us to take into consideration the large demographic of **dual income families** in the UAE. Blossom offers working families **flexible pick up times** as well as **all year round care** consisting of up to 50 weeks. We conduct continuous engagement with all our parents and host regular open days. We offer **trainings** and **lectures** frequently for further engagement opportunities with our parents and are active on **social media** where we post about our curriculum, classroom activities and green focus. Our more formal and structured means of engage

ment consists of **bi-monthly newsletters** which go out to all our parents.

Blossom Team Members

We believe strongly in the **ethos behind community building and enhancement: we are a single unit; a single team; we are all in this company together**. The happiness of our team matters the world to us and we do everything we can to build team optimism, satisfaction and continuous growth and self-development.

Community

Our main commitment for ensuring sustainable development of our nurseries is to create a **green culture of awareness (our knowledge destiny) within the community** we reside in at large.

Blossom aims to impact the society positively and hence has installed public recycling stations at all centres open for community use.

Planet Earth

Our overall stakeholder is of course the Earth that we live in. **"We have not inherited this Earth from our ancestors, rather we have borrowed it from our children"** and this premisses our actions as central: believing, achieving & **bECOMING** the change we want to see in the green world.

Suppliers & Contractors

Blossom educates and reviews all suppliers and contractors to adhere to our sustainable ethos. Blossom checks **green credentials** before going ahead with any new contractor/supplier. When faced with resistance, we **educate** and involve ourselves in supply chain management offering recommendations, alternatives or targets.

Government

Blossom Nursery adheres to government laws and engages in activities initiated by government authorities. Directly we adhere to **Ministry of Social Affairs, Ministry of Health, Ministry of Labour and Knowledge and Human Development Authority (KHDA)**.



Remember to use your low voice indoors
and always be ready to listen



Blossom Education's highest level of governing body consists of our Blossom Board and Management team. Since we are a grassroots built company, our approach is collective. The management team consists of an electric group of 10 blossom team members dedicated to promoting sustainable development throughout all of Blossom endeavours.

Blossom Team

Among is team exists the owners and founders of Blossom Education, who work in unison with the rest of the team. They work closely with Center Directors & Deputy Managers, who in turn work closely with office team, teachers, assistants, cooks, cleaners and all other stakeholders in implementing sustainable development holistically throughout all operations and daily activities.

Blossom Grasspots

Blossom believes in a community approach in the management of all centers. There is not only an open door policy for all Blossom staff to approach the management team at any time, but also focused times to ensure key touchpoints are managed.

Blossom Management

The management team works literally alongside all staff on rotating shifts across all centres to offer opportunity for any of our 150+ staff members to engage. While formal meetings are scheduled between all staff levels at Blossom, informal catch-ups often take place to provide a platform for discussion, growth and expression of any concerns in a relaxed and comfortable setting. Center Directors conduct multiple rounds daily at their respective centres engaging with their team, children and parents, they also conduct weekly teachers, assistants and green team meetings.



Blossom Ownership

Blossom Education lies within the private ownership of Zahra Hamirani, Chief Education Officer and Rahim Sajan, Chairman, both active members of the management team and very often sighted at all centers throughout the day.

Blossom Ambassadors

Blossom Education promotes vertical leadership and definitely aims to instil a sense of ownership in not only our staff but our children as well. We have created a Blossom Ambassadors program for staff who have been with us for 3+ years which is successful in creating a dynamic leadership atmosphere for all team members. Staying true to our grassroots nature, we handle issues related to conflicts of interests, expertise of our staff and even our organization's overall strategy when it comes to economic, environmental and social topics as a team. The highest level of governance bodies is represented within our Blossom Family Tree, where matters related to an organization's mission of values, codes of conduct and essential principles with implementation are addressed within this framework.



THE BLOSSOM WAY

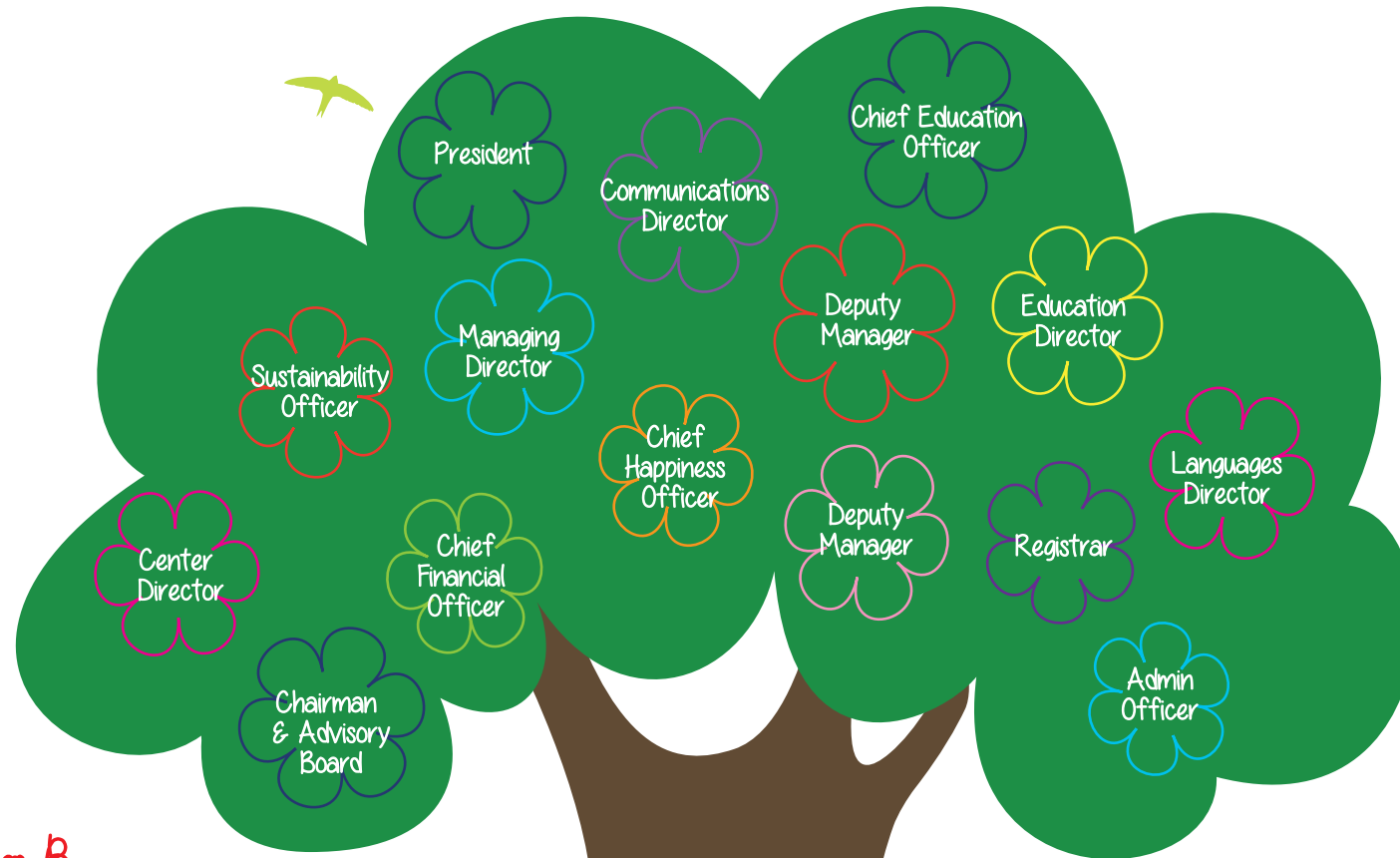
The Blossom vision, purpose & ethos is guided by the goal of sustainable development. We share our practice with others and generate a positive knowledge destiny with our children.

Blossom Children shape our work on sustainability through our long term projects where they are empowered to develop ideas and implement them with the support of the school.

Staff, carers and community are involved in green days including annual dress up and festivals which highlight good practice. Healthy lifestyles, personal safety, community wellbeing and positive, responsible behavior are key knowledge destinies of the Blossom day. We share information on our food program, recipes, ingredients and nutritional information to build transparent and usable spirals of learning. Whilst all of these core learnings are found in the curriculum and classroom teaching – the true integration and success that is Blossom is found by engaging all team levels from management to support staff in understanding and living this vision daily.



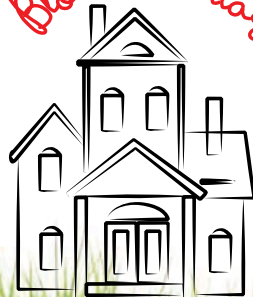
Blossom Family Tree Structure



Blossom Burj



Blossom Village



Blossom Academic City



Blossom Downtown



Burj Khalifa



A BLOSSOM KNOWLEDGE DESTINY

Blossom encourages pupils and staff to apply what they have learned about in their lives outside of school, with their family, friends and community. We involve stakeholders in periodic evaluations of our progress and measure what we do and how we do it at multiple levels including following the OFSTED SEF headings and National Framework for Sustainable Schools performance matrix (United Kingdom). Key learnings in our knowledge destiny include good practice in:

Healthy Body & Mind
Healthy and Sustainable Food & Drink
Energy Efficiency & Renewable Energy
Water Conservation
Sustainable Travel
Waste Minimization & Sustainable Consumption

The Blossom Built & Upcycling Innovation Outdoor Environment
Homes & Community Stakeholder Engagement and
Community Inclusion & Participation
Local & Global Dimensions of Living a Good Life.

Our practice guidelines are metriced with Blossom KPI's and PEACH reporting that allows change management to continuously develop impacts. The afterlife is that investment is then given based on impacts and performance targets in all of the above.

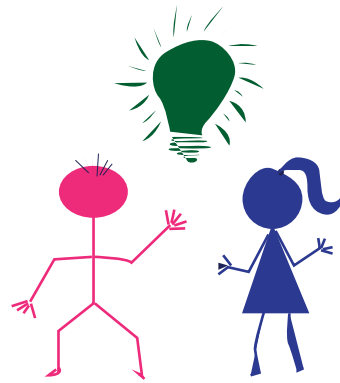
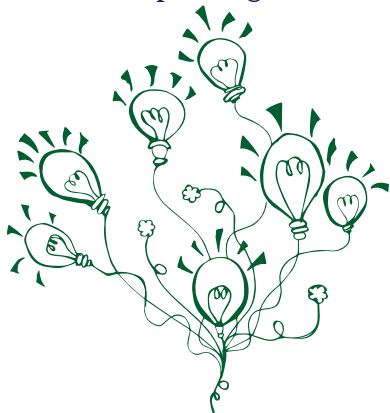


Look after everybody and everything



Environment, Sustainability, Community

How does Blossom make decisions on sustainability? It all begins with our core – believe, achieve, bECOme that provide the building blocks for all Blossom sustainability ideas. Our sustainability team began with our Blossom founders, then included our Directors of Education and Communication. Blossom team of sustainability thinkers grew to include all management staff, Center Directors, Managing Director, HR Director, our very own Sustainability Officer and Green Team. Blossom sustainability vision seeped into the minds of all our Blossom team including management, teachers, assistants as well as children, their parents and our expanding Blossom Community.



Our Sustainability vision began with ideas which were incorporated into our core strategies and daily practices and operations. Our building was designed with the Space Impacts Learning philosophy which paves the way for our environmental approach. Space Impacts Learning is the idea that our space/ energy field/ environment fixates us into what is expected and possible. At Blossom this means creating sustainable and age appropriate learning zones. We strive to be aware of our global impact on society and environment and prepare for risks accordingly. By opening four centres we have become conscious of our environmental risks and continue to prepare the management of these risks before the implementation stage. We take a precautionary approach when considering impacts.

"Since I joined Blossom Nursery 3 years ago, I have not only seen Blossom's remarkable growth but I have been involved in the process. Being Center Director of Blossom's first ever nursery, I have learned so much about sustainability and especially waste management. I have a particular interest in food, not just eating it, but preparing food and trying new recipes as well. Through Blossom I learned that I can be much more efficient in my use of ingredients and quantities so there is less waste. I not only use this concept in the nursery but also at home, where I will use leftovers to create a whole new dish with a few new, preferably seasonal ingredients. I also look at packaging and try to buy less food items packed in damaging plastics. At Blossom we designed our very own recycled shopping bags so the children could educate their parents on using these bags instead of the plastic ones. Blossom's growth has a truly BIG impact on how I treat my environment!"

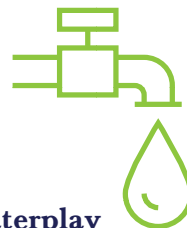
*Chantal Ariens,
Center Director,
Blossom Burj*



ideas from everyone approach



Blossom Water Consumption



In 2012/2013 we saved 22% of water consumption in two nurseries and by 2014 all water sources and usage are actively managed at all levels from planning to strategy to operations and audit.

Blossom garden sprinklers

Blossom uses timed sprinklers that work on 2-3 minute intervals for watering our gardens. Sprinklers are used twice a day during winter and thrice a day during summer. We do not water our gardens at peak times when the sun is out. 50% of water will evaporate as opposed to being absorbed by the soil if you water when the sun is out!

Blossom ECO spot checks

To ensure water is not lost through avoidable leaks, Blossom has devised a Sustainable Energy + Chemical use policy which builds collaboration of all staff and management to immediately identify and report leakages. Main water faucets are switched off at the end of each day to further reduce the likelihood of water loss.

Blossom Green Teams

Blossom nurseries actively take charge of water conservation and diligently monitor water use through regular Green Team meetings. Green Teams at each center come together to go through major changes in our energy use and earth contamination and think of innovative ways to manage.

Blossom ECO outdoor waterplay

Blossom understands the importance of water and strives to implement different techniques to recycle and reuse the water we use. Blossom Academic City uses filtered recycled water for our outdoor water play unit. The water is recycled throughout the unit to ensure very minimal water loss.

"Working at Blossom makes me more responsible and thankful regarding the beautiful nature surrounding us. Dubai has beautiful sea animals and it's always a pleasure to spot dolphins or turtles. What an adventure when I was involved in a turtle rescue this year! So if you have a chance, like me, to help a turtle covered with barnacles and which trying to survive, here are the instructions given to me by specialists:

- do not try to remove the sea shells,
- put the tortoise in a container with just a few centimeters of clear, unsalted water,
- bring the animal to the nearest rescue center as soon as possible

*Nadege Tourniaire
Language Director
Blossom Education*

How our ECO waterplay feature works

We use a 1000 gallon water fibre tank with a filter motor that works on a timer 5 times a day when active. It is off otherwise & water comes into the tank directly from DEWA and stops when the tank is full. A ball valve ensures the tank does not overflow and waste water. The tank is also covered in an enclosed shady area, surrounded by a fence away from children to ensure both safety and minimal water loss due to evaporation. The tank self-cleanses with a UV filtration system and Ultra-Filter salt which dissolves with the built in heater. Chlorine is not used. Water is recycled throughout the system and only totally replaced once a month depending on test results. Water is tested for pH, salinity, bacteria, dust and any other toxins twice weekly. We hire Casper Swimming Pool services to monitor water, conduct brushing of tank, remove surface material from skimmers and strainer basket, test backwashing and also manage the rinsing of filters. They provide us with a monthly water report which allows us to assess full safety and efficiency of our ECO water feature. This Blossom Way means that instead of 1000 gallons being consumed each waterplay event and 20,000 gallons a month, we are able to use the same 1000 gallons over and over again. Annually, this results in a saving of approximately 152,000 gallons of water.

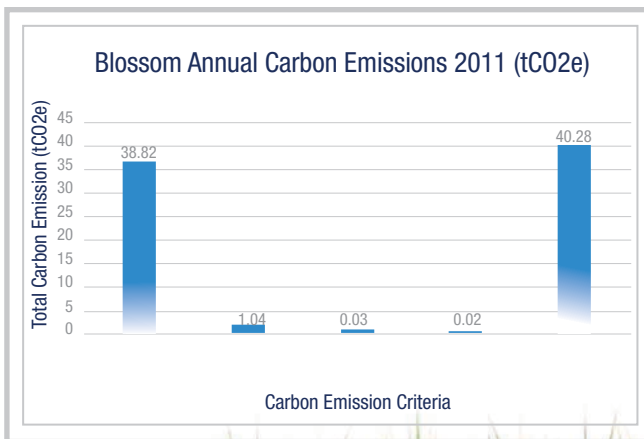


Blossom Carbon Reduction

Blossom not only believes in emission reduction with all our endeavours, but also being accountable for each of our actions. This is why in 2012, we actively took responsibility for our consumption by bECOMing the first Carbon Neutral Nursery in the UAE. Blossom was externally audited by internationally recognized myclimate Switzerland whereby we offset 40.28 tonnes of carbon emissions.

How we did it in 2011 / 2012.

- ✿ Built outdoor classrooms with thermal coating
- ✿ Installed fans in the outdoor classrooms
- ✿ Set thermostats to optimum temperature
- ✿ Limited use of air conditioners & increased dependency on fans
- ✿ Lined the windows to reduce heat absorption
- ✿ Built outdoor restrooms with timed push-mechanism water taps
- ✿ Offset 40.28 tonnes of carbon emissions



Why we did it

We chose myclimate Switzerland because of the very important international projects they support. With the carbon we offset, we supported many projects, including an efficient cooking program in Darfur and Conflicted-Areas.

How We improved in 2013/2014

- ✿ Built new GREEN centers
- ✿ Installed 36 fans
- ✿ Installed push-mechanism and sensor based watertaps
- ✿ Lowered our tap water pressures by 20%
- ✿ Installed safe water filtration systems that don't use plastic water bottles and account for more than 80% of our drinking water use
- ✿ Set up metriced printing quota for all our staff
- ✿ Purchase of locally grown and slow food produce for our healthybites menu
- ✿ Installed visual reminders in each classroom advising children and team members to check lights, fans & AC switches before leaving the rooms
- ✿ Installed iPad universal charging docks
- ✿ Switched to LED lights with 279 of 406 light sources as fitted LED, 132 retro fitted and 57 waiting for end of life cycle
- ✿ Joined as paid United Nations Global Compact members in 2013
- ✿ Awarded First Runner Up in Dubai Electricity and Water Authority's Conservation Award for our energy savings in 2012/2013 and 2013/2014

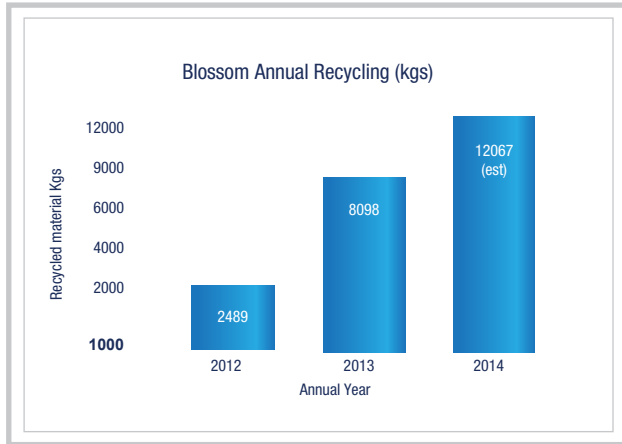
How we continue to believe, achieve & bECOMe

Blossom plans to offset carbon emissions from our 4 centers in 2015 and is working towards Sustainable Impact Centers. We offer transportation for staff and children at our distant location to provide an eco-friendly commuting method that utilizes shared public transportation, thus reducing the amount of vehicles used and GHG emissions released. We aim to use local suppliers to have minimal GHG emissions from transportation of purchased items. We opened our annual ECO calendar to community stakeholders to promote ECO-local products to reduce our stakeholders carbon footprint as well in 2014 and this has been success in building community partnerships.





Blossom Waste Management



"Blossom has taught me that crafts can be made out of recycled materials and children have as much fun or more when using anything from cardboard boxes to egg cartons. I love when we walk around the nursery and the children shout: "Look Ms Eda that's the tissue box we used to make the guitar in our class," or "Let's keep this bottle cap to use to make caterpillars in our classroom," or "I used tissue rolls to make a castle!" I have learnt that we can save everything to reuse and recycle."

*Miss Eda,
Green Coordinator
Blossom Burj*

Blossom Rethinking, Recycling & Upcycling

Blossom centers are all equipped with indoor and outdoor recycling stations. We upcycle the bulk of collected materials in our classrooms for arts and crafts and recycle the rest. Parents and staff members are encouraged to bring in their waste and recycle them at our collection stations. They are also educated on the importance of reusing and recycling. Blossom centers use Union Paper Mills (UPM) and Emirates Environmental Group (EEG) for recycled material collection and are releasing our records of collection in this sustainability report.

In 2012 our total recycled collection (kg) was 2,489kgs, which grew to an outstanding 8,098kgs in 2013 and as of November 2014 update we are on track to recycling more than 12,000 kgs of waste using Bee'ah Sharjah Environment Company. We believe this is due to an increased awareness of the importance of efficient waste management with our staff, parents and community who use our bins. Since we have expanded from 1 location to 4 locations in 2014, we expect a growth in our collection and recycling as well as an increased awareness and educated focus amongst our stakeholders. We are proud of our minimal consumption practices and the fact that we upcycle almost EVERYTHING before disposal/recycling.



Blossom Waste Management

Blossom recognizes the importance of recycling on an environmental, social and economic level. This is why we strive to instill a basic understanding of waste management in our direct stakeholders in order to create a Blossom Green Culture of recycling. Blossom centers are all designed to facilitate indoor and outdoor collection, as well as Upcycling and Recycling stations. Outdoor collection units are large and are open for public use. At Blossom we believe that visual reminders of recycling serve as wonderful social queues encouraging individuals to dispose of their waste in a sustainable manner with convenient outdoor units. Our indoor upcycling stations allow children and teachers to think of innovative ways of incorporating recyclable material into arts and crafts projects. Much of our children's work is made of repurposed material and displayed as objects of beauty. Children learn from messages shared in the classrooms related to specific environmental issues at hand and do incorporate these green habits in their everyday lives out of the classroom.



Blossom Jute Bags

Addressing the issue of plastic bags in grocery stores, we provide Blossom children and staff eco-friendly jute bags or portable reusable bags. We design skillplay activities encouraging children to make green decisions in various social situations. We have heard so many wonderful stories from parents about their child refusing to use the plastic bags offered in stores and urge their parents to carry their own Blossom ECO bags!

"Each day at Blossom I watch as our future generation actively bECOME responsible world citizens. Our children will have to live with the environment that we create today which inspires me to spread environmental awareness to my community. The local grocery stores near my building now know that I never use plastic bags- each time I tell them that I do this to save plastic and improve the environment in the hopes that eventually they too will think before using plastic bags. Now the minute I walk in, my greeting is "Hey it's the no bag lady!" and recently 3 different employees told me that they use less plastic bags for other customer's groceries. It might have taken 2 years of repeating the same phrase over and over again for it to make an impact but this is true Blossom longtailing!"

Alissa Bolan,
Communications
Director,
Blossom Education

Blossom Plastic- Our Bottle Wall

Putting heavy emphasis on plastic waste, Blossom has incorporated the use of a water filtration system in 3 centers to avoid the use of plastic water bottles all together. Blossom will incorporate this system in new centers to be opened and hopes to tackle social reluctance with switching to water filtration systems as a means to reduce the amount of non-recycled plastic water bottles reaching landfills. In another attempt to repurpose non-recyclable plastic, Blossom has created plastic water bottle walls in 3 centers not only to utilize this plastic but to also present a visual message of our "think different" efforts and to better implement a holistic understanding of environmental dedication to all visitors.

Blossom Academic City (BAC) consists of an entire outdoor ECO-fence made entirely of 1280 plastic water bottles as an alternative to virgin wood. BAC is situated in a fast paced, university area and this fence is seen by hundreds of individuals on a daily basis further incorporating green messages into professionals, students and professors in our community. Our Blossom Downtown location contains lighting fixtures made entirely of 70 plastic water bottles that hold LED light fixtures to reduce energy consumption, heat emission and the purchasing of new lights while serving as visual reminders of the multiple ways of reusing materials.





Blossom Sustainable Buildings

Blossom growth has actually resulted in us building a state of the art eco-designed center at our Dubai Academic City branch using as much recycled material as possible incorporated within its design. It contains the longest ever fence made entirely of recycled water bottles as an alternative to virgin wood highlighted in Recordsetter. The center also consists of many sustainable features such as LED lighting, recycled ceiling tiles, toys made of left over box material and the re-use and recycling of all building packaging associated. Following in these footsteps, our newest center in Downtown Dubai has the same sustainability message and incorporates many eco-friendly features such as using LED lighting inside recycled water bottles in every classroom, installing Dyson air hand dryers in restrooms to avoid paper towel usage and a novel traffic light hand washing system visually reminding us when to wash, airdry, paperdry or sanitize accordingly. We place indoor and outdoor recycling units to encourage active engagement.

How we continue to believe, achieve & bECOMe
As our business expands and new center are built, we are gaining a better appreciation of how space impacts learning is applied equally to all locations and have new tactics address environmental, social and economic issues we face.



↓ Green Transformation ↓



Blossom Academic City used construction waste material and repurposed it into functional and beautiful artifacts inside the center.

- ✿ 35% of metal frames stripped from the walls were used to create an indoor garden for our children
- ✿ 50% of ceiling tiles were reused
- ✿ 10% of scrap work gypsum boards were used as art canvases
- ✿ Recycled/recyclable polyflor was used for our flooring
- ✿ 1,280 gallon Masafi water bottles were Upcycled into an outdoor fence as an alternative to virgin wood

All of these serve as visual messages to the community that everyday items can be repurposed into beautiful and functional creations.



Blossom Sustainable Eating

Blossom Edible Gardens

Blossom centers have their very own garden patches where children learn to grow, sustain and harvest foods. These garden patches are planted by Blossom children as a sign of love and respect for Mother Earth, and children eat what they grow. Blossom Downtown has garden patches grown in Blossom built garden palates which were the packaging received for our forest stewardship council approved classroom furniture.

Blossom Green Seeds

Blossom Education encourages children to create their own knowledge destinies with a green perspective. This is why we often take our children to visit local farms, supermarkets and have green visitors at the center. Poshpaws Animal Sanctuary, Safa Park and Al Barari plant nursery are just some of the field trips with sustainability in focus.

Wings are for Flying

Staying true to our 'look after everybody and everything' motto, Blossom teaches care for each and every species out there, no matter how small they may be. Bird feeders at our nurseries represent our duty of care for all of creatures of this land. Come visit us at Blossom Downtown to see our kids' recycled bird houses on our upcycling tree!

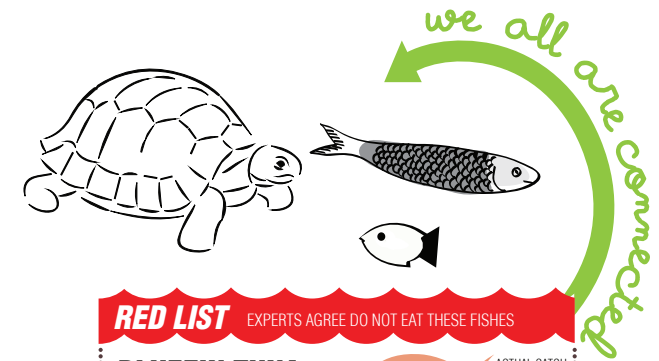
Blossom HealthyBites Menu

The Blossom Nursery offers a healthy meal plan to all children and all food items steer clear of endangered species. Our fish recipes does not include the over-fished, traditionally consumed hammour. We serve fresh cream dorry fish as our main weekly fish meal. Did you know that the hammour population has declined by about 90 per cent due to overfishing at seven times its natural sustainable level? Check out our healthy-bites recipe below.

Cream Dorry Fillets & Potato Bites
Ingredients: Dorry Fillet, Eggs, Flour, Breadcrumbs, Potatoes, Olive Oil.

Steps:

Pre-heat the oven at 360°F. Line tray with a baking sheet. Sprinkle some extra virgin olive oil onto the tray and cut the Dorry fillet into small portions. Dust the pieces with some flour and dip them into the beaten eggs. Finally coat the fillet in the bread crumbs. Place the fillets on the baking tray and bake on each side for 10 minutes. Peel and cut your very own home-grown potatoes. Boil them for 10 minutes. Dust them with breadcrumbs as well and bake on the same baking tray with the fish. Enjoy!



RED LIST EXPERTS AGREE DO NOT EAT THESE FISHES

BLUEFIN TUNA

ONE 593-LB. BLUEFIN IN JAPAN

SOLD FOR \$736.00

ACTUAL CATCH 134.5 MILLION LBS

LEGAL CATCH LIMIT 65 MILLION LBS
 SCIENTIST RECOMMENDED CATCH 22 MILLION LBS



WESTERN ATLANTIC BLUEFIN DECLINED BY 83% SINCE 1950

SHARK

UP TO 73 MILLION SHARKS EACH YEAR HAVE THEIR FINS CUT OFF WHILE ALIVE AND ARE THROWN BACK TO DIE



32% OF PELAGIC SHARKS ARE THREATENED WITH EXTINCTION

32% SHARKS

BOTTOM TRAWLING

FISHING METHOD USED FOR FISH BELOW, THAT DESTROYS SENSITIVE SEAFLOOR HABITAT. IT'S LIKE CLEAR-CUTTING IN THE OCEAN.

GREEN LIST EATING THESE FISH IS SUSTAINABLE & GIVES RED LIST SPECIES A BREAK

THESE OMNIVOROUS FISH REQUIRE FEWER RESOURCES TO RAISE THAN CARNIVOROUS FISH

LBS. OF PROTEIN NEEDED TO PRODUCE 1LB. OF FARMED FISH

CARNIVOROUS
 HERBIVORES

20
 5
 3.2
 1.4
 0.9

YELLOWTAIL (WILD FISH FEED)
 YELLOWTAIL (PELLET FEED)
 FARMED ATLANTIC SALMON
 CATFISH
 TILAPIA
 STRIPPED BASS
 BARRAMUNDI
 RAINBOW TROUT

FARMED SHELLFISH

OYSTERS, MUSSELS, CLAMS
 1 OYSTER CAN FILTER 50 GALLONS PER DAY

MUSSELS CLEAN THE WATER OF PARTICLES DOWN TO A HUNDRED THOUSANDTH

SUSTAINABLE U.S. FARMED FISH

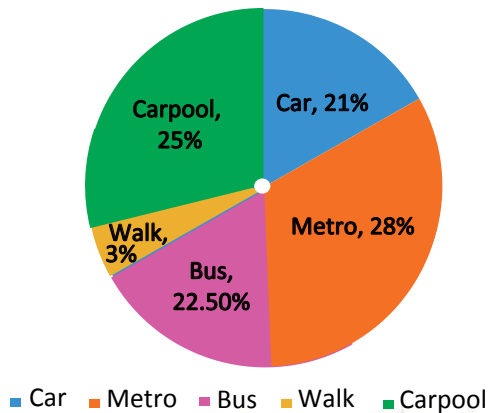


Blossom Sustainable Travel

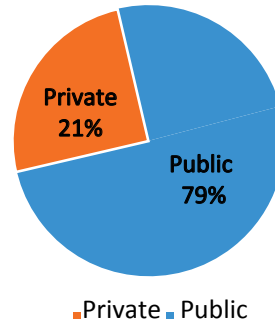
Blossom Transportation

Even though our nurseries are all based in Dubai, a rather small city, we still take into consideration the travel options our team and stakeholders use. Transportation is offered for team members and children at our distant location to provide an eco-friendly commuting method that utilizes shared public transportation, thus reducing the amount of vehicles used and GHG emissions released. We looked into the demand for transportation and offered it strictly to where it was most needed to avoid excessive travel. To assess our own teams transportation we conducted a survey to assess the true sustainability of their daily travel. An outstanding 79% of Blossom team rely on public transportation, while only 21% use their own cars. Out of those 21%, only 8% drive SUV's while the rest drive ECO-efficient sedans.

Blossom Team Transportation Breakdown



Blossom Team Mode of Transportation



Blossom External Transportation

95% of all our daily operational shared purchasing is limited to local suppliers to reduce GHG emissions from transportation of purchased items. We bulk order supplies and container ship versus fly in resources. We have also installed water filtration systems that do not rely on plastic water bottles, hence reducing transportation bottles every month per center. This saves 100 water bottles per month per center!

Striving to be Blossom Awesome

Look into the future – we conducted a survey to assess the demand for child and staff transportation at key centers and will introduce similar transportation services according to demand in 2015.

Blossom SMARTBOOKS

Part of Blossom holistic teaching approach includes a weekly SMARTBOOK- which contain each child's wonderful arts & crafts, progress and updates. This

book is sent home each week to show parents how and demonstrate our annual themes of learning.

Blossom ECO Publications

Blossom published a variety of publications for our stakeholders, many of which are made from recycled material. Look out for our publications-

Blossom Annual ECO Calendar

Blossom B Book

Blossom SKYGARDEN learning book

Blossom Parent Handbook

"I can freely admit that I am one of the many Dubai casualties when it comes to sustainability. Having been raised in Canada in an environment where we glare at anyone using plastic water bottles and not reusable containers and a country renowned for being environmentally friendlyI have succumbed to my surroundings having lived here now for five and a half years. However, since starting at Blossom I am now looking at all of my usage. I even find myself carrying my groceries in my purse when I forget my shopping bag. I am still working on my carbon footprint, but it is definitely improving and I now think of every aspect of what I am doing and how that impacts on the world I live in. My baby steps now will continue to grow into bigger, softer footprints and I am proud of that!"

*Tamara Stubbs,
Center Director
Blossom Downtown*



BLOSSOM KEY IMPACTS, RISKS & OPPORTUNITIES

Challenges in maintaining a sustainable company are the financial implications that go along with short term versus long term thinking. The UAE is a new business environment and there are still no financial gains or community grid credits for investing in alternative energy. Technology access for solar, wind, electric cars etc. is behind other developed countries; prohibitively costly or simply unavailable. At Blossom, we have worked to mitigate key risks by tying our vision, mission, ethos and process to living a sustainable life. It is core to our offering (competitive advantage) and without such we would not be Blossom. Ownership structuring, operations manuals, job descriptions, child & classroom policies all build around the risks our business faces (local ownership, renting spaces, staff turnover, cost basis, access to resources/ materials, ability to manage change etc.) Blossom measures are Key Performance Indicator (KPI) driven with techniques and assumptions that do not diverge substantially from GRI indicator protocols.



Remember, rules are important!
They keep everybody safe & happy

Blossom values shape our business strategies, our short-term and long-term targets and bring life to our Blossom green culture. Our behavior is guided by our ethical approach to all Blossom endeavors, based wholly on the Triple PPP bottom line approach. Blossom strives to focus on all facets of this by catering equally to each of people, prosperity and planet. People is a key focus for Blossom. The people we hire, work with and cater to are all of core importance.

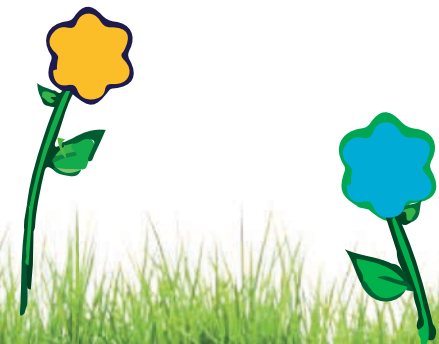
Being a small sized organization we found it important to bring on a Human Resources Director as well as Sustainability Officer. The Education Director and Communications Director are also part of the shared staff at Blossom and alternate locations to be available to all staff members at all centers. **These four individuals are responsible for the communication team initiatives and education in our organization and can be reached at any time of convenience.** Blossom Communication Director focuses heavily on marketing and community connections for The Blossom Nursery, but also places heavy importance on purchasing from ethical and sustainable suppliers. Our Education Director is fully invested in providing a holistic education

approach catering to Blossom EYFS curriculum and Blossom skygarden approach to learning. **The Managing Director oversees all aspects related to the ethical work conduct of Blossom Education as a whole and also as a visionary leader and support system to all stakeholders.** Blossom incorporates human rights policies in the Blossom team handbook which is presented to all members upon hiring and also available in hardcopy at all centers. These policies have been prepared keeping in mind international laws from the United Nations Convention on the Rights of the Children and balancing local law with team well being and fair treatment. We incorporate trainings on child protection and provide opportunities for training and growth. We are an equal opportunity employer and our team is from a variety of educational, cultural and ability backgrounds.

Blossom considers all aspects of business when considering the 'People' segment of our Triple PPP approach and thus puts heavy emphasis on doing business with appropriate only parties. Out of the 42 suppliers we work with, 95% of them are locally based and this contributes to our support for local initiatives. We expect our suppliers to comply with human rights policies

and conduct their operations in a socially and environmentally sustainable manner. We use a variety of tools to assess the suppliers we work with such as background checks, thorough examination of related materials such as sustainability, annual or corporate responsibility reports, site-visits and meetings with top management with the aim to ensure their relevance to our Triple PPP bottom line approach.

The goal is to work collaboratively with suppliers to encourage their own implementation of environmentally friendly business as well as remaining human rights conscious. We are in the process of preparing a Supplier's Standard Manual which will contain Blossom's expectations with regards to environmentally friendly and socially ethical sustainable practice.



Live, laugh, dream & don't forget
the importance of ice cream!



This manual can be used while selecting new contractors/suppliers or when renewing contracts as well as to encourage suppliers to consider new sound methods of business. Blossom expects all team members to be compliant with human rights policies and offers trainings in various formats. All team members must complete minimum 40 hours of approved trainings annually covering a variety of topics. To ensure fair standardization methods, Blossom policies have also kept in mind the UN Convention on the Rights of Children and several team members have been trained on child abuse prevention. We support our community in a variety of ways ranging from hosting charity events to volunteering on the weekends, lending a helping hand and engaging socially with our community. Blossom is passionate about supporting local initiatives, NGO's and charities which include the Emirates Environmental Group, Posh Paws Animal Rescue Farm, Egyptian Food Bank, World Food Programme CEENA, AKF, Medicins San Frontiers, UNICEF, Global Basics, Dubai Cares, Make A Wish UAE and many others. Blossom not only contributes monetarily to these organizations but also encourages team members, children and parent

engagement with them. Blossom regularly enters competitions aimed to support and enhance community engagement such as Emirates Environmental Group's Can Collection Drive and DGrade's Plastic Water Bottle Collection Drive. Blossom also frequently supports local social events and engages the community providing environmental friendly activities as well as offering educational advice to interested parties. We engage in other methods as well that aim to create a positive impact on society. Our Chief Education Officer, an experienced lawyer and law professor, facilitates free legal consultation in response to demand for expatriate legal advice. Blossom has even adopted a three-legged donkey named Blossom Boy and continues to support this sentient-being's life at Posh Paws. The children frequently visit Posh Paws and Blossom regularly showcases this charity's attempts on our social media and eco-calendar in the attempt to bring more recognition to this local sanctuary. We are paid members of the Emirates Environmental Group and regularly engage and volunteer in EEG's community engagement campaigns. Blossom has also introduced a Meatless Monday in attempt to showcase alternative and

humane eating habits, and also to support local fruit and vegetable markets and introduce healthy meal plans for our children.

Blossom Staff by Gender / Turnover				
Year	Female	% Turnover	Male	% Turnover
2014	153	17%	5	0%
2013	97	22%	3	0%
2012	67	24%	3	0%

I believe the core and success of any organization is through being HAPPY, when you have happy staff; you have happy children therefor a wonderful atmosphere to teaching our children all about living green and its importance is key. As the great Mahatma Gandhi said "Be the change you want to see in the world" and we teach our children this every day and through each experience they encounter here at BLOSSOM."

Hayam Rafimy,
Chief Happiness
Officer,
Blossom Education



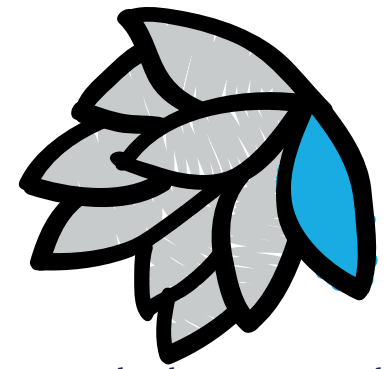
GOVERNANCE, COMMITMENTS & ENGAGEMENT

Processes are in place for the highest governance body to ensure conflicts of interest are avoided. We link our 360 reviews of staff team and compensation with KPI's that focus on sustainability, engagement, quality process and performance results. These are assessed annually and at greater frequency for those policies which may require review. Article 15 of the Rio Principles are considered and risk mitigation is a core focus. This extends from child safety (core business) to financial misconduct/performance/audit provisions which keep our financial performance aligned to goals. Such principles are non binding and voluntary however Blossom maintains transparency to enter SME 100 and other such awards.

Blossom remains a member of NAEYC, NDNA, International Montessori Association, Harvard Principals Club and other education and accreditation associations. We participate in strategic alignments and in projects and committees that help to place us as an international best practice organization. Our approach to stakeholder engagement is multifaceted with parent workshops, surveys, open houses and special events all available many times a year. Blossom builds community partnerships which sustain our company and build our growth.



Stay safe and walk inside



At Blossom, we not only provide a secure and stimulating environment for children, but for Blossom team members as well. Blossom puts great value on hiring not only a qualified team but also positive, energetic and enthusiastic individuals that are committed to child development to the core.

Blossom employees are the 'Blossom Tribe,' living our vision, mission and aims. 'My Blossom Best' is another framework all Blossom nurseries and early learning centers incorporate in daily practice. It is a guideline specifically written for and dedicated to team members outlining expectations on teamwork and ownership. It outlines the powerful effect of positivity and gratitude in daily life and especially when working with children. This very important guideline is present in all contracts and can also be found in the Blossom Team handbook. This guideline has transformed from a signed agreement between team members and Blossom to a symbolic ideology that promotes optimum positivity and productivity practiced not only during working hours, but throughout our teams lives overall. It is our Blossom social contract.

Blossom Education, the Blossom Nursery's management structure, operates on the basis of vertical leadership and puts heavy emphasis on making each team member an ambassador for the nursery, for the children and most importantly for themselves. Blossom uses annual assessments and appraisals. Blossom Education has created different incentive programs which cater for different situations; for example parental leave is flexible and both statutory and enhanced leave for up to 1 year are offered along with flextime solutions ensuring team can balance home and work life.

Blossom Ambassador Program is focused to support and encourage team members of over three years with good standing to reach a new levels of growth and success. It is structured around Blossom's Success Pathway approach and takes into consideration team members self-goals, dreams and aspirations. This program offers a variety of incentives some of which include training opportunities, social engagements, broader job responsibilities, more leadership position opportunities and an extended annual leave. All Ambassadors must

uphold their status and show continued improvement in order to remain in the program.

The Blossom Coordinator Program targets team members of over one year with good standing. This Coordinator position is a nominated one based not only on merit, but also imagination, effort and initiative. This position has a broad set of roles that can be chosen by the team member, keeping in mind this program was created to acknowledge and reward outstanding determination and devotion in specific areas. Coordinator roles are widespread across specific Blossom topics such as sustainability, green-bites, golden rules, gratitude rocks, skygarden and many more are available. Coordinators are encouraged to share their own views and suggestions but are also guided with overviews of expectations and milestones building a Blossom knowledge destiny.

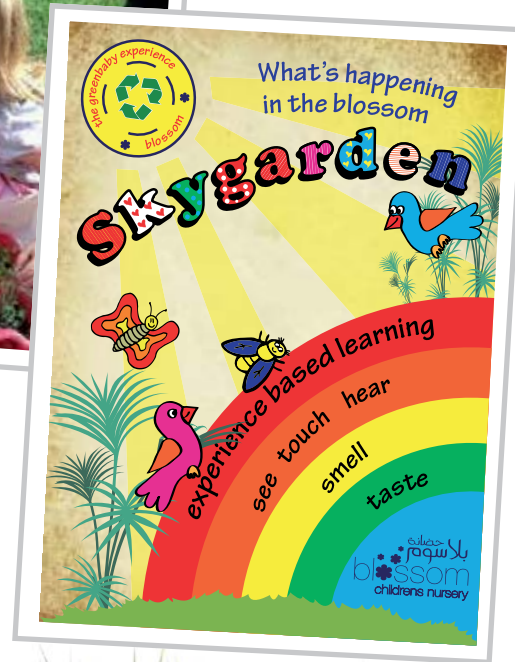
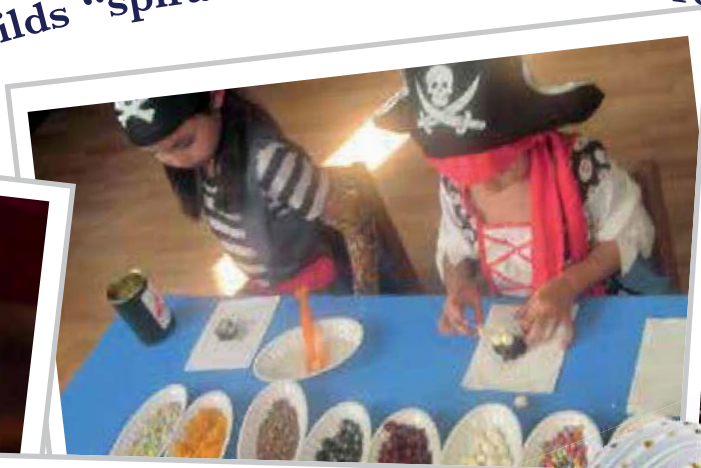


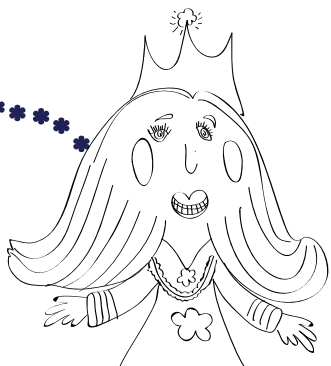


Blossom Skygarden

Planting a Seed and Feed Garden*****
A great way to teach character is through
interaction with the natural world. From a “pizza
herb garden” to show and tell opportunities this
activity builds “spirals of learning” of children.

Characters such as Wasteful
Wanda and Sensible Sandy
with their band of Eco-Wizards
make an eco-education
come to life.





Composting from the Kitchen ?
Check out: www.theblossomnursery.com/agreenuaehowtocompost/

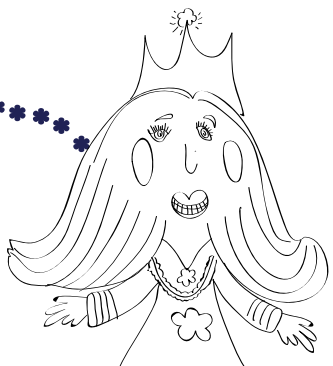


Blossom "Feelyboxes" use sensory isolation as a key way of 'knowing' using methods not traditionally used building new "Knowledge Destinies."

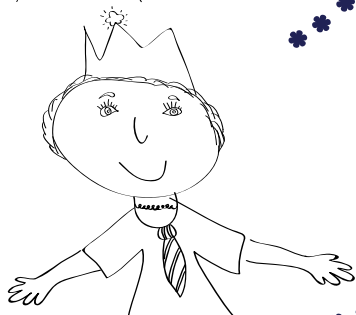


Super Science Bottleworks are a great recycled craft with a myriad of possibilities.





Composting from the Kitchen ?
Check out: www.theblossomnursery.com/agreenuaehowtocompost/



Blossom "Feelyboxes" use sensory isolation as a key way of 'knowing' using methods not traditionally used building new "Knowledge Destinies."



Super Science Bottleworks are a great recycled craft with a myriad of possibilities.





Blossom Education is Sustainable



Homes and Harvest – Dubai is my Home (36 – 60 Months)
055-NURSERY/04.348.6275/04.394.8837/04.421.4458 /04.448.7661
www.theblossomnursery.com

Blossom teaches with love, attention to detail & with a keen understanding of the knowledge desting we leave with our children. Take a look at our Blossom skygarden planning which links the framework of the UK's EYES and learning goals aligned with creativity, innovation & Skygarden magic. This particular week shows our kids learning about the city they live in and our heritage. At Blossom it is important to introduce our children not only to new cultures, but to the culture they live in too. This is part of the EYFS Understanding of the World learning aims and the activities and crafts involved in this week's training incorporate the natural environment, recycled material, fun science facts and an introduction to energy conservation and carbon footprint.

	Strand Of Learning	Activity	Discussion Points	Resources
S U N	Self-confidence & self-awareness/Numbers <u>PSED/ M</u>	Dubai Past, Present & Future	What was Dubai like in the past? How is it different than today? Compare and contrast differences in Dubai images and count five things changed. Write the numbers with the children and stick it on a board with the pictures	<u>Dubai photographs past/present/ future</u>
M O N	Understanding/Space Shape Measure <u>CL/ M</u>	Dubai Construction	Create a large scale construction model. Use the construction area and pretend to be Blossom Builders. Discuss the differences between wind towers and new buildings and talk about how shape affects temperature Walk around the nursery and look at the way its been built to ensure cooler environment	Cardboard Recycled material Containers <u>Images of wind towers</u>
T U E	Listening & Attention/Writing <u>CL/L</u>	Communication	Ways of communicating now with family and friends (email/cellphones/letters/cards/postcards) Talk to children about the local language and discuss Arabic greetings and other languages that are used at home. Skype with a fellow class/nursery!	
W E D	Moving and handling/People & communities <u>PD/M</u>	Transport	How do we come to nursery everyday? What do the vehicles move on? wheels? roads? Can you talk about the different types of transport used by people from around the world to move from one place to another (boats/ships/tankers/bikes/walking/space ships)	<u>Images of different transport</u>
T H U R	Making Relationships/Exploring & using media and materials <u>PSE D/EAD</u>	Seawater Greenhouse	Discuss where our fruits and vegetables come from? What are food miles? Can you create a link between the food we eat and where it comes from? Share the seawater greenhouse project and create individual ziplock or bottle green house. While creating the project ensure that each child has a co-partner and is working in the spirit of teamwork (supporting/helping/leading/assisting/delegating)	Ziplock Cup/Bowl Beans Water Paper towel.
Song of the Week: It's Raining Its Pouring				
Book of the Week: Go away Green Monster				

THE BLOSSOM NURSERY PLANNING

Autumn Term 2014

Blossom Greenbites & Green Teams

Blossom education does not end with our children, but begins with them. We longtail our teachings to our team too through sustainable training called **Greenbites**. Blossom creates a dynamic platform for discussion & self-reflection through monthly **Greenbites** meetings that also count for staff training hours. Our teams get together once a month on average over potluck lunches & discuss all things **GREEN** at Blossom Greenbites highlights:

✿ **Wonderbag Demos** at Blossom Burj & Blossom Village. Corporate affiliate Wonderbag Dubai was brought into teach team members how to cook healthy & efficiently. The Wonderbag is one of the **ECO** alternative products/services we offer our stakeholders through our annual **ECO** calendar.

✿ **Glass Jar Upcycling at Blossom Burj**

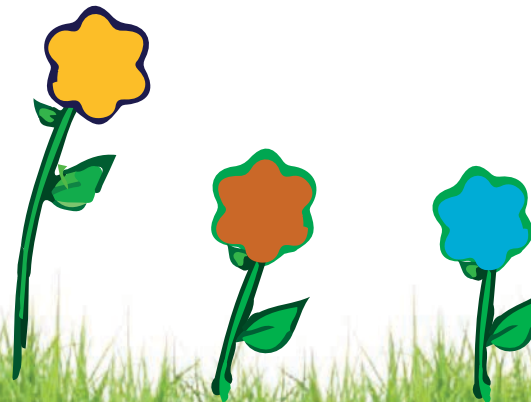
Noticing the gap in glass recycling, Blossom's newest green team member Miss Desara hosted a craft inspired **Greenbites** where 21 team members made their own glass jars, candle holders, vases & even wedding table top decorations! Team members UPcycled only used items from their homes.

✿ **Energy Fit Session at Blossom Downtown**

The team at our newest center Blossom Downtown reflected on happiness & depression through a session of exercise & healthy eating. Each member brought in their favourite fruit to celebrate Fruit Day and learned from health & fitness experts on how to stay happy & healthy without using electricity.

✿ **Homemade Cosmetics Tutorial Blossom Academic City**

Skygarden green team coordinator Miss Monique hosted a natural beauty inspired **Greenbites** where she taught the team how to prepare their own homemade lemon facial & body scrub, cinnamon facial bronzer and a beet-root lip & cheek stain. Team members brought in their own used glass jars to store





Blossom Sustainable Education Recommendation for the Future

National Framework for Sustainable Schools The Eight Doorways

FOOD AND DRINK



Opportunity
An unhealthy diet contributes to obesity and poor pupil concentration. Healthy, ethically sourced food can offer nutritional benefits while protecting the environment and supporting local producers and suppliers.

Blossom Recommendation
We encourage early years' educators to create their own healthybites menu and provide children with fresh fruits, wholesome veggies & hot meals and to purchase local ingredients, fish and poultry and include their children in the cooking process.

BUILDINGS AND GROUNDS



Opportunity
The way school buildings are designed, constructed and managed affects their ability to 'teach' pupils about sustainable living. For example, decisions over materials and equipment provide opportunities to highlight sustainable practices, while the inclusion of food growing, biodiversity conservation and natural play in grounds increases their learning value.

Blossom Recommendation
We encourage all new schools to consider basic energy conservation matters during the building process like lining of windows, insulation, installation of fans, position of AC vents & the waste generated to set the stage for a green beginning.

ENERGY AND WATER



Opportunity
Rising demand for energy and water is storing up problems for future generations. Energy efficiency, renewable energy and water conservation can tackle this problem while saving the school money.

Blossom Recommendation
We encourage early year's educators to apply themselves and take part in regional platforms like the Dubai Electricity and Water Conservation Award, measuring their efforts against other institutions and creating their own activities encouraging students to take initiative and responsibility.

PURCHASING AND WASTE



Opportunity
Waste, and the throw-away culture that encourages it, can be addressed through sustainable consumption. Schools can reduce costs and support markets for ethical goods and services at the same time.

Blossom Recommendation
We would like to see schools focus heavily on the amount of waste generated from purchasing and packaging. We encourage all schools to not only avoid products with unnecessary packaging but to also create upcycling stations where children can reuse packaging in arts & crafts.

TRAVEL AND TRAFFIC



Opportunity
Rising vehicle use adds to congestion, road accidents and pollution, including carbon emissions. Car-sharing and public transportation help to ease these concerns, while walking and cycling also boost fitness and well-being.

Blossom Recommendation
We encourage schools in the UAE to promote and initiate carpooling amongst their team & families to reduce the overall carbon footprint of the school and its stakeholders and promote a sustainable culture of clean and less polluted transportation.

GLOBAL DIMENSION



Opportunity
Growing interdependence between countries changes the way we view the world and ourselves. Schools can respond by developing a responsible, international outlook among their young people, based on an appreciation of the impact of their personal values and behaviours on global challenges.

Blossom Recommendation
We encourage all organizations not just in the education sector to take part in supporting local and international charities and initiatives and to involve team members, families and the community at large to ensure a larger global impact that can be longtailed.

INCLUSION AND PARTICIPATION



Opportunity
Schools can promote community cohesion by providing an inclusive, welcoming atmosphere that values everyone's participation and contributions – irrespective

Blossom Recommendation
We urge early year's providers to promote cultural diversity amongst their team and families to cultivate an early understanding of the world. We would also like to see schools promote a bilingual learning program to ensure a multicultural growth experience.

s3 PERFORMANCE MATRIX

This is a condensed form of the DCSF's self-evaluation for sustainable schools (s3). Like s3 it comes in two parts covering the Ofsted SEF headings (Part A) and the doorways of the National Framework for Sustainable Schools (Part B), respectively.

PART A: SUPPORTING SCHOOL IMPROVEMENT Enter your scores in the right-hand column and calculate your Part A total at the bottom.									
Ofsted SEF headings	THE FOUR GRADES (AND ASSOCIATED POINTS)				Your score				
	Getting started	0	Satisfactory	5		Good*	10	Outstanding**	15
1 Characteristics of your school									
1.a To what extent is sustainable development a distinctive aim or special feature of your school?	We have not considered, or have just begun to consider, how sustainable development could improve our effectiveness, or how it could be a distinctive aim or feature of our school.	<input type="checkbox"/>	We have identified sustainable development as a special feature of our school in our planning and policy.	<input type="checkbox"/>	We pursue sustainable development actively, both as a moral imperative and a school improvement strategy.	<input type="checkbox"/>	Our ethos is guided by the goal of sustainable development. We share our practice with others.	<input type="checkbox"/>	
Sub-total									15
2 Views of learners, parents/carers, community and other stakeholders									
2.a How do the views of learners influence your school's work on sustainable development?	We have not considered, or have just begun to consider, how to involve pupils in school decisions. Communication with pupils currently focuses on keeping them informed about what is happening at school.	<input type="checkbox"/>	We promote pupil participation and have a mechanism in place for involving pupils in decisions about many aspects of their school and learning.	<input type="checkbox"/>	Pupils participate fully in school decision-making and we act upon their recommendations. We consult them specifically about our work on sustainable development and encourage them to get involved.	<input type="checkbox"/>	Pupils help shape our work on sustainable development. They are empowered to develop ideas and, where practical, implement them with the support and backing of the school. We share our practice with others.	<input type="checkbox"/>	
2.b How do the views of parents and carers influence your school's work on sustainable development?	We have not considered, or have just begun to consider, how to involve parents and carers in school decisions. Communication with parents and carers tells them about what is happening at school.	<input type="checkbox"/>	We have a mechanism in place for involving parents and carers in many aspects of our decision-making. We regularly solicit their views about a range of school issues.	<input type="checkbox"/>	Parents and carers participate fully in our decision-making and we act upon their recommendations. We consult them about our work on sustainable development and encourage them to get involved.	<input type="checkbox"/>	Parents and carers play an active role in supporting our school's work on sustainable development. They cooperate with and in some cases work directly with pupils and staff in improving our sustainability practice.	<input type="checkbox"/>	
2.c How do the views of the local community influence your school's work on sustainable development?	We have not considered, or have just begun to consider, how to involve the local community in school decisions. Communication with the local community tells them about what is happening at school.	<input type="checkbox"/>	We have a mechanism in place for involving the local community in many aspects of our decision-making. We regularly solicit their views about a range of school issues.	<input type="checkbox"/>	The local community plays an important role in supporting our school's work on sustainable development. We consult the community specifically about our work on sustainable development in order to better understand its needs.	<input type="checkbox"/>	The local community plays an active role in supporting our school's work on sustainable development. We consult the community specifically about our work on sustainable development, and we put our practice in areas of local need.	<input type="checkbox"/>	
2.d How do the views of other stakeholders influence your school's work on sustainable development?	We have not considered, or have just begun to consider, how other stakeholders could contribute to school decisions.	<input type="checkbox"/>	We recognise we have a lot to learn from other stakeholders, and are putting a range of relationships and partnerships in place to support knowledge sharing.	<input type="checkbox"/>	Other stakeholders make important contributions to our decision-making. We consult them specifically about our work on sustainable development in order to identify opportunities to improve.	<input type="checkbox"/>	We routinely engage other stakeholders in our work on sustainable development, and solicit their critical feedback. We consistently promote outside interest in our work.	<input type="checkbox"/>	
Sub-total (add up and divide by 4)									15
3 Achievement and standards									
3.a To what extent does sustainable development help learners achieve and raise standards?	We have not considered, or have just begun to consider, how sustainable development could influence pupils' achievement and standards.	<input type="checkbox"/>	We recognise that many pupils are interested in sustainable development issues, and use this to engage pupils in their learning, in and outside the classroom.	<input type="checkbox"/>	Sustainable development is a key achievement-raising strategy in our school, helping to raise standards across all subjects and ability groups.	<input type="checkbox"/>	Sustainable development provides a compelling vision and purpose for our school, and generates enthusiasm for learning across staff, pupils and the local community.	<input type="checkbox"/>	
Sub-total									13.8
4 Personal development and well-being									
4.a To what extent does sustainable development enable learners to adopt healthy lifestyles?	We have not considered, or have just begun to consider, the links between sustainable development and healthy lifestyles.	<input type="checkbox"/>	We recognise the cross-over between health and sustainability, and address the needs and choices of our pupils through school policy, teaching and extra-curricular activities.	<input type="checkbox"/>	Our work on healthy lifestyles is viewed as an important strand of our wider commitment to sustainable development.	<input type="checkbox"/>	We work with our local community to promote healthy lifestyles.	<input type="checkbox"/>	
4.b To what extent does sustainable development help learners feel safe and adopt safe practices?	We have not considered, or have just begun to consider, the links between sustainable development and pupil safety.	<input type="checkbox"/>	We recognise the cross-over between safety and sustainability, and address the needs and choices of our pupils through school policy, teaching and extra-curricular activities.	<input type="checkbox"/>	Our work on pupil safety is viewed as an important strand of our wider commitment to sustainable development.	<input type="checkbox"/>	We work with local community to tackle issues of personal safety, security and community well-being.	<input type="checkbox"/>	
4.c To what extent does sustainable development help learners enjoy their education?	We have not considered, or have just begun to consider, the connection between sustainable development and pupils' enjoyment of learning.	<input type="checkbox"/>	We view sustainable development as a means of enhancing pupils' enjoyment of learning, in and outside the classroom. We encourage staff to provide relevant and interesting learning opportunities for pupils around sustainable development issues.	<input type="checkbox"/>	Sustainable development is a core context for making learning exciting, relevant and purposeful in our school.	<input type="checkbox"/>	We share our learning about sustainable development with the local community, and encourage stakeholders to work with us to increase our understanding.	<input type="checkbox"/>	
4.d To what extent does sustainable development encourage good behaviour in learners?	We have not considered, or have just begun to consider, how sustainable development could improve the behaviour of pupils.	<input type="checkbox"/>	We recognise the potential of sustainable development to create a culture of positive, responsible behaviour and use this to improve pupil behaviour in and outside the classroom.	<input type="checkbox"/>	Sustainable development is a key behaviour-improving strategy in our school.	<input type="checkbox"/>	Our commitment to sustainable development promotes positive, responsible behaviour across all aspects of school life.	<input type="checkbox"/>	
4.e To what extent does sustainable development enable learners to make a positive contribution to the community?	We have not considered, or have just begun to consider, how sustainable development could enable pupils to contribute positively to the local community.	<input type="checkbox"/>	We view sustainable development as a vehicle for promoting active citizenship among pupils, enabling them to contribute positively in areas of local need. We achieve this predominantly through classroom teaching.	<input type="checkbox"/>	A core aim of our school is to prepare pupils to become active, responsible citizens, focused on the needs of their local community and wider world. Our work extends beyond the classroom to activities in the school and local area.	<input type="checkbox"/>	We recognise that our own success is bound up with the success of our local community, and enable pupils to actively address local needs as a core part of their education.	<input type="checkbox"/>	
4.f To what extent does sustainable development improve the way learners are guided and supported?	We have not considered, or have just begun to consider, how sustainable development relates to pupils' future economic well-being.	<input type="checkbox"/>	We enable pupils to use their understanding of the economic value of sustainable development to set up projects and small business activities in the school and local community which contribute to environmental and social objectives.	<input type="checkbox"/>	We enable pupils to discover the economic value of sustainable development by giving them a role in measuring the environmental impact of our school operation, and pursuing actions which improve to performance while saving money. Our work extends beyond the classroom to activities in the school and local area.	<input type="checkbox"/>	We recognise that sustainable development is important to everybody's future prosperity. We enable pupils to understand how the economy depends on a stable society and healthy environment. We achieve this predominantly through classroom teaching.	<input type="checkbox"/>	
Sub-total (add up and divide by 6)									14.2
5 The quality of provision									
5.a To what extent does sustainable development improve the quality of your teaching and learning?	We have not considered, or have just begun to consider, how sustainable development could improve the quality of our teaching and learning.	<input type="checkbox"/>	We teach sustainable development through a limited number of subjects, such as science, geography, citizenship and D&T. We recognise its potential to engage pupils in their learning through exposure to relevant, real-world issues, in and outside the classroom.	<input type="checkbox"/>	We view the whole curriculum as an opportunity to teach sustainable development, and its associated values, attitudes and skills. Pupils are encouraged, and supported, to put their learning into practice within the school.	<input type="checkbox"/>	We want pupils to take responsibility for their own learning, and hence their own future. We regard the school and local community as practice grounds where pupils can apply their learning to real situations and challenges.	<input type="checkbox"/>	
5.b To what extent does sustainable development enable the curriculum and other activities to meet the range of needs and interests of pupils?	We have not considered, or have just begun to consider, how sustainable development could improve the quality of our curriculum.	<input type="checkbox"/>	Sustainable development provides an important context for our curriculum, helping to ground it in real-world situations of relevance and interest to pupils.	<input type="checkbox"/>	Our curriculum and wider learning activities provide opportunities for pupils to identify, explore and address sustainable development in the school.	<input type="checkbox"/>	We want pupils to regard sustainable development as a normal way of living and working. Our curriculum and wider learning activities are designed to meet this aim.	<input type="checkbox"/>	
5.c To what extent does sustainable development improve the way learners are guided and supported?	We have not considered, or have just begun to consider, how sustainable development could influence our guidance and support for pupils.	<input type="checkbox"/>	Our support for pupils is reflected in a culture of care in the school. We are concerned primarily about pupils' school-related challenges and goals.	<input type="checkbox"/>	Our support for pupils reflects a concern for their whole lives and future prospects. We recognise that the success of our pupils (and our own success) is bound up in the success of their families and local community. Our support and guidance reflects this.	<input type="checkbox"/>	We are committed to preparing all pupils to realise their full potential as contributors to sustainable development. We achieve this through ensuring the whole school is responsive to pupils' needs, set within the needs of the local community, environment and wider world.	<input type="checkbox"/>	
Sub-total (add up and divide by 3)									15
6 Leadership and management									
6.a To what extent does sustainable development enhance the effectiveness and efficiency of your leadership and management?	We have not considered, or have just begun to consider, how sustainable development could enhance our leadership and management practices.	<input type="checkbox"/>	We recognise the potential of sustainable development to add purpose, vitality and vision to our leadership and management practices, and are taking steps to strengthen our capacity in this area.	<input type="checkbox"/>	Our commitment to sustainable development builds coherence across the range of activities in our school. We develop the capacity of our staff to support sustainable development, and recognise their achievements.	<input type="checkbox"/>	Sustainable development brings the school together under a common vision and purpose of building a better world. Our staff are enthusiastic, and able to bring this vision to life in their work, and support each other.	<input type="checkbox"/>	
Sub-total									
Part A TOTAL:									73 /90

PART B: SUPPORTING SUSTAINABLE DEVELOPMENT Enter your scores in the right-hand column and calculate your Part B total at the bottom.									
Doorways	THE FOUR GRADES (AND ASSOCIATED POINTS)				Your score				
	Getting started	0	Satisfactory	3		Good*	6	Outstanding**	9
1 Food and drink									
1.a To what extent have you integrated healthy and sustainable food and drink across the curriculum, campus and community?	We have not considered, or have just begun to consider, how to adopt an integrated approach to healthy and sustainable school food and drink.	<input type="checkbox"/>	We have audited and understood our opportunities for promoting healthy and sustainable school food and drink. We have involved pupils, staff and the community in plans to improve our performance in this area, and we cover the issues in our curriculum.	<input type="checkbox"/>	We involve pupils and staff in the delivery and monitoring of our healthy and sustainable school food and drink work, and draw on outside expertise when needed.	<input type="checkbox"/>	We encourage pupils and staff to apply what they have learned about healthy and sustainable food and drink to their lives outside school, and share our learning with the community. We involve stakeholders in periodic evaluations of our progress.	<input type="checkbox"/>	
2.a Energy									
2.a To what extent have you integrated energy saving and renewable energy across the curriculum, campus and community?	We have not considered, or have just begun to consider, how to adopt an integrated approach to energy efficiency and renewable energy.	<input type="checkbox"/>	We have audited and understood our opportunities for promoting energy efficiency and renewable energy. We have involved pupils, staff and the community in plans to improve our performance in this area, and we cover the issues in our curriculum.	<input type="checkbox"/>	We involve pupils and staff in the delivery and monitoring of our energy efficiency and renewable energy work, and draw on outside expertise when needed.	<input type="checkbox"/>	We encourage pupils and staff to apply what they have learned about energy efficiency and renewable energy to their lives outside school, and share our learning with the community. We involve stakeholders in periodic evaluations of our progress.	<input type="checkbox"/>	
2.b Water									
2.b To what extent have you integrated water conservation across the curriculum, campus and community?	We have not considered, or have just begun to consider, how to adopt an integrated approach to water conservation.	<input type="checkbox"/>	We have audited and understood our opportunities for promoting water conservation. We have involved pupils, staff and the community in plans to improve our performance in this area, and we cover the issues in our curriculum.	<input type="checkbox"/>	We involve pupils and staff in the delivery and monitoring of our water conservation work, and draw on outside expertise when needed.	<input type="checkbox"/>	We encourage pupils and staff to apply what they have learned about water conservation to their lives outside school, and share our learning with the community. We involve stakeholders in periodic evaluations of our progress.	<input type="checkbox"/>	
3 Travel and traffic									
3.a To what extent have you integrated sustainable travel across the curriculum, campus and community?	We have not considered, or have just begun to consider, how to adopt an integrated approach to sustainable travel.	<input type="checkbox"/>	We have audited and understood our opportunities for promoting sustainable travel. We have involved pupils, staff and the community in plans to improve our performance in this area, and we cover the issues in our curriculum.	<input type="checkbox"/>	We involve pupils and staff in the delivery and monitoring of our sustainable travel work, and draw on outside expertise when needed.	<input type="checkbox"/>	We encourage pupils and staff to apply what they have learned about sustainable travel to their lives outside school, and share our learning with the community. We involve stakeholders in periodic evaluations of our progress.	<input type="checkbox"/>	
4 Purchasing and waste									
4.a To what extent have you integrated waste minimisation and sustainable consumption across the curriculum, campus and community?	We have not considered, or have just begun to consider, how to adopt an integrated approach to waste minimisation and sustainable consumption.	<input type="checkbox"/>	We have audited and understood our opportunities for waste minimisation and sustainable consumption. We have involved pupils, staff and the community in plans to improve our performance in this area, and we cover the issues in our curriculum.	<input type="checkbox"/>	We involve pupils and staff in the delivery and monitoring of our waste minimisation and sustainable consumption work, and draw on outside expertise when needed.	<input type="checkbox"/>	We encourage pupils and staff to apply what they have learned about waste minimisation and sustainable consumption to their lives outside school, and share our learning with the community. We involve stakeholders in periodic evaluations of our progress.	<input type="checkbox"/>	
5.a Buildings									
5.a To what extent do your school buildings exemplify sustainable development in their design and management?	We have not considered, or have just begun to consider, how our buildings could exemplify sustainable development in their design and management.	<input type="checkbox"/>	We have audited and understood how our buildings could exemplify sustainable development in their design and management, including their function as a learning resource. We have involved pupils, staff and the community in plans to improve our performance in this area, and we cover the issues in our curriculum.	<input type="checkbox"/>	We involve pupils and staff in the delivery and monitoring of our sustainable buildings work, and draw on outside expertise when needed.	<input type="checkbox"/>	We encourage pupils and staff to apply what they have learned to the built environments where they live and work, and share our learning with the community. We involve stakeholders in periodic evaluations of our progress.	<input type="checkbox"/>	
5.b Grounds									
5.b To what extent do your school grounds exemplify sustainable development in their design and management?	We have not considered, or have just begun to consider, how our grounds could exemplify sustainable development in their design and management.	<input type="checkbox"/>	We have audited and understood how our grounds could exemplify sustainable development in their design and management, including their function as a learning resource. We have involved pupils, staff and the community in plans to improve our performance in this area, and we cover the issues in our curriculum.	<input type="checkbox"/>	We involve pupils and staff in the delivery and monitoring of our school grounds work, and draw on outside expertise when needed.	<input type="checkbox"/>	We encourage pupils and staff to apply what they have learned to the outdoor environments where they live and work, and share our learning with the community. We involve stakeholders in periodic evaluations of our progress.	<input type="checkbox"/>	
6 Inclusion and participation									
6.a To what extent have you integrated inclusion and participation across the curriculum, campus and community?	We have not considered, or have just begun to consider, how to adopt an integrated approach to inclusion and participation.	<input type="checkbox"/>	We have audited and understood our opportunities for promoting inclusion and participation. We have involved pupils, staff and the community in plans to improve our performance in this area, and we cover the issues in our curriculum.	<input type="checkbox"/>	We involve pupils and staff in the delivery and monitoring of our inclusion and participation work, and draw on outside expertise when needed.	<input type="checkbox"/>	We encourage pupils and staff to apply what they have learned about inclusion and participation to their lives outside school, and share our learning with the community. We involve stakeholders in periodic evaluations of our progress.	<input type="checkbox"/>	
7 Local well-being									
7.a To what extent have you integrated local well-being across the curriculum, campus and community?	We have not considered, or have just begun to consider, how to adopt an integrated approach to local well-being. We have audited and understood our opportunities for promoting local well-being.	<input type="checkbox"/>	We have involved pupils, staff and the community in plans to improve our performance in this area, and we cover the issues in our curriculum.	<input type="checkbox"/>	We involve pupils and staff in the delivery and monitoring of our local well-being work, and draw on outside expertise when needed.	<input type="checkbox"/>	We encourage pupils and staff to apply what they have learned about local well-being to their lives outside school, and share our learning with the community. We involve stakeholders in periodic evaluations of our progress.	<input type="checkbox"/>	
8 Global dimension									
8.a To what extent have you integrated the global dimension across the curriculum, campus and community?	We have not considered, or have just begun to consider, how to adopt an integrated approach to the global dimension.	<input type="checkbox"/>	We have audited and understood our opportunities for promoting a global dimension. We have involved pupils, staff and the community in plans to improve our performance in this area, and we cover the issues in our curriculum.	<input type="checkbox"/>	We involve pupils and staff in the delivery and monitoring of our global dimension work, and draw on outside expertise when needed.	<input type="checkbox"/>	We encourage pupils and staff to apply what they have learned about the global dimension to their lives outside school, and share our learning with the community. We involve stakeholders in periodic evaluations of our progress.	<input type="checkbox"/>	
* This grade should be backed up by evidence that your approach benefits pupils' well-being and/or the school's environmental performance. ** This grade should be backed up by evidence that your approach improves the overall effectiveness of your school and supports the needs of your local community.									
Part B TOTAL:									90 /90

COMPARING YOUR PERFORMANCE WITH NATIONAL EXPECTATIONS	
As a rough guide DCSF would like all schools to be reaching the following milestones (taking Parts A and B together):	By 2020, all schools should achieve 151 to 180 points This score represents (on average) a range that begins with just more than half good and half outstanding grades and extends to outstanding grades for all the elements.
By 2010, all schools should achieve 60 to 119 points This score represents (on average) a range that begins with a satisfactory grade for all the elements and extends to a score that is just short of good grades for all the elements.	
By 2015, all schools should achieve 120 to 150 points This score represents (on average) a range that begins with a good score for all the elements and extends to a score that is half good and half outstanding for all the elements.	

www.teachernet.gov.uk/sustainableschools



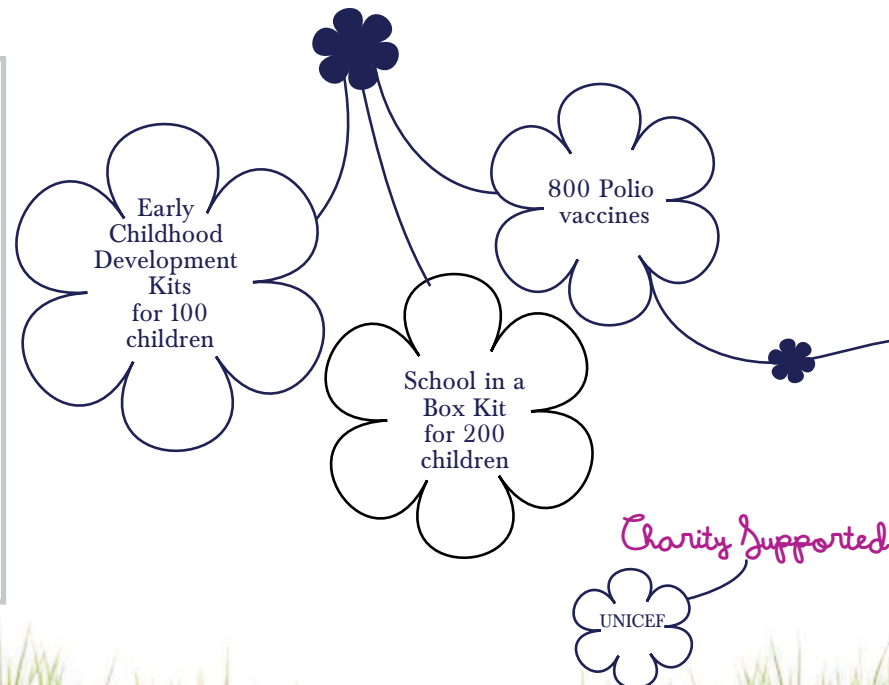
Blossom Projects & Charities Supported

Universal Children's Day 2014

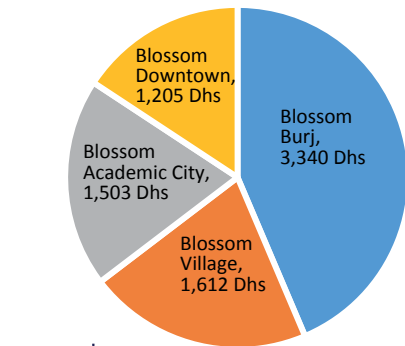
Blossom celebrated Universal Children's Day by hosting Family Days at all centers. In the spirit of community engagement, Blossom families were invited to take part in fun-filled sensory activities to promote a deeper understanding of cultural awareness. Tokens were distributed at a donation cost that allowed families unlimited access to activities and a slice of healthy Pizza provided by one of our local calendar affiliates Pizza by the meter. Activities included ECO face painting, healthy living sports, ECO cooking using the Wonderbag, recycled fashion show and much more green fun!

Blossom centers collected a total of 4820 dhs, which was matched by Blossom. Proceeds were used to support UNICEF & instil a sense of charitable responsibility in our team, families and children. In the spirit of Blossom Golden Rule Sharing is Caring, Blossom and families donated gifts that will positively impact over 1000 children by providing them early childhood development care and vaccinations.

Blossom Donated in 2014



Universal Children's Day Blossom Contributions



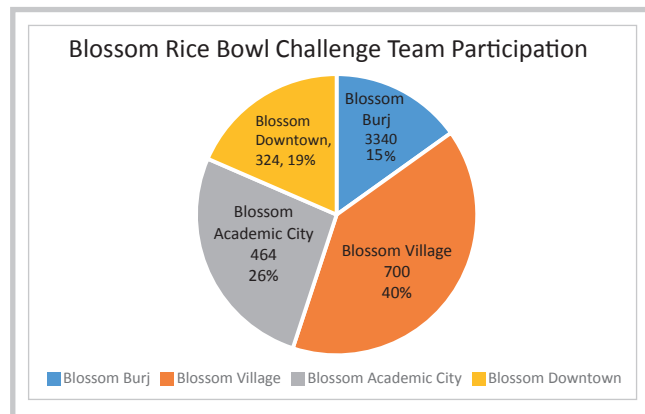
■ Blossom Burj ■ Blossom Village
■ Blossom Academic City ■ Blossom Downtown



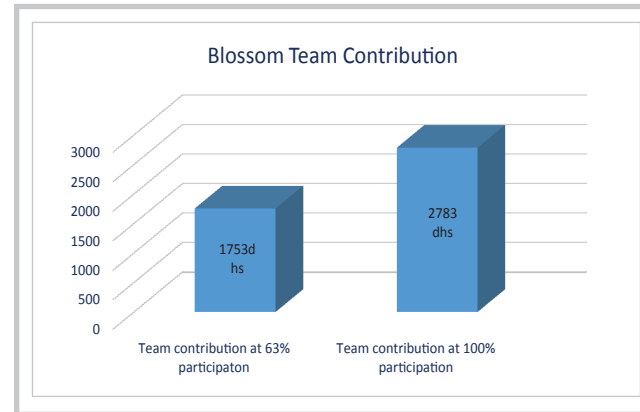
Have kind hearts, caring words
and gentle hands



Blossom celebrates World Food Day
Blossom participated in Dubai Chamber's Rice Bowl Challenge 2014 where staff replaced their lunches with plain bowls of rice (no seasoning) as a symbol of people's lunches in developing countries. Blossom offered bowls of rice for staff and families and they paid a minimum donation of 10dhs for the rice bowl. Under the approval of Islamic Affairs in the UAE, Blossom matched staff amount contributed as a company and grew the giving.

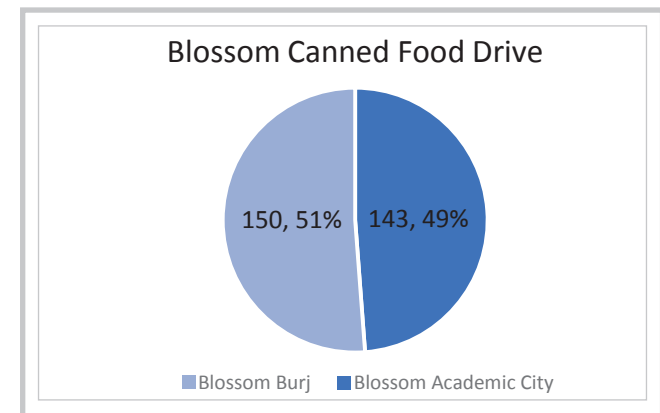


✿ Imagine with 100% Blossom team participation we could have collected 2,783dhs which we aim for next year therefore resulting in a target of 5566dhs donation.



✿ Blossom believes in longtailing the approach with centers building initiatives around our common goals.

✿ Blossom Burj and Academic City held a canned food drive where Parents donated cans of food to their centers which were sent to international charities-Egyptian Food bank & Basic Global. These charities were specifically chosen by the centers team memebers driving engagement in giving.



✿ Blossom children enjoyed a HealthyBites Veggie Rice meal in support of the Rice Bowl Challenge to ensure children were involved.

✿ Blossom Academic City celebrated with a live rice cooking demonstration using the eco-efficient Wonderbag & collected a total of 2,765dhs contribution from parents.

✿ With 63% Blossom team participation, at an average contribution rate of 16dhs, Blossom centers collected 1753dhs matched by Blossom resulting in a donation of 3506 dhs.





WORLD FOOD DAY

✿ Blossom children enjoyed a Healthybites Veggie Rice meal in support of the Rice Bowl Challenge.

✿ Blossom Academic City celebrated with a live rice cooking demo using the ECO-efficient Wonderbag & collected a total of 2765dhs contribution from parents.

✿ Here's to a Blossoming community:
*If you wish to go fast-go alone;
 if you wish to go far-go together'*
 who raised 5566 dhs from our collective efforts.



Blossom and the Local Community

Blossom Celebrates UAE National Day



Blossom works with local companies on our ELO Calendar

urban energy
fitness
today is a good day!

mother
baby & child
A MOM HERE'S BEST FRIEND

ZDEGREE
ZAFCO
TIRE & AUTO SERVICES

appy
kids

coffee planet



To be part of Blossom ELO Calendar
email us at: sustainability@theblossommursery.com





BLOSSOM UPCYCLED TYRE PARKS

Blossom joins Dubai Chamber's Road Safety Task Group and celebrated the Road Safety Campaign 2014 by providing our team at all sites with vehicle safety inspections. Educational coloring books were provided by Dubai Chamber for our older children at Blossom Academic City, where they learn all about road safety in our Arabic language immersion programme.

Blossom creates UPcycled tyre parks. We did not stop at the inspections! We took it one step further & UPcycled old tyres into functional and inspiring playgrounds. Tyres were donated by fellow Dubai Chamber Center for Responsible Business company Zdegree, as part of Blossom sustainable corporate affiliation initiative.

Did you know Blossom affiliated recycling company Bee'ah removes over 9,000 tyres from landfills in the UAE each month!?

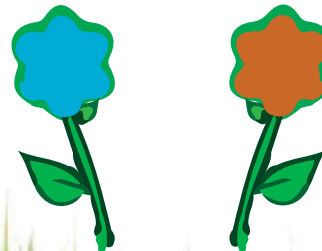
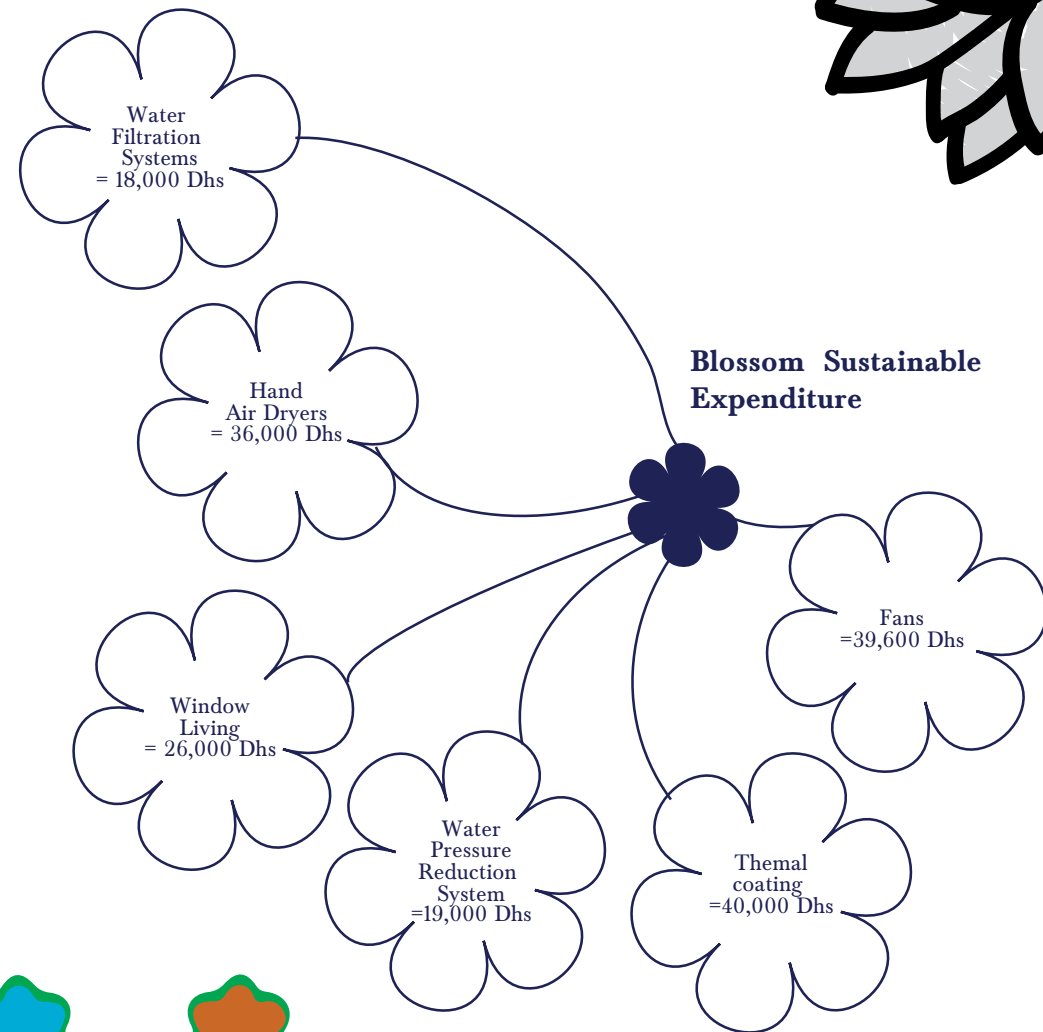


Sharing is caring



Sharing Blossom holistic approach and publishing this report is to ensure transparency with all our stakeholders. Key knowledge destiny's are shared and we hope our children, team, community and stakeholder businesses will use elements as sign posts. We will use this report along with Blossom's B Book, ECO Calendar, Newsletters, Open Houses and any other engagement opportunities to plant green seeds in the minds of every person that cross our Blossom path.

Did this report serve as an educational tool?
Did reading this report take you to a magical Blossom place? Did you learn something new that you didn't know before?
Did it inspire you to create your own Green Knowledge destiny? Email your comments to sustainability@theblossomnursery.com we hope to blossom with your feedback!

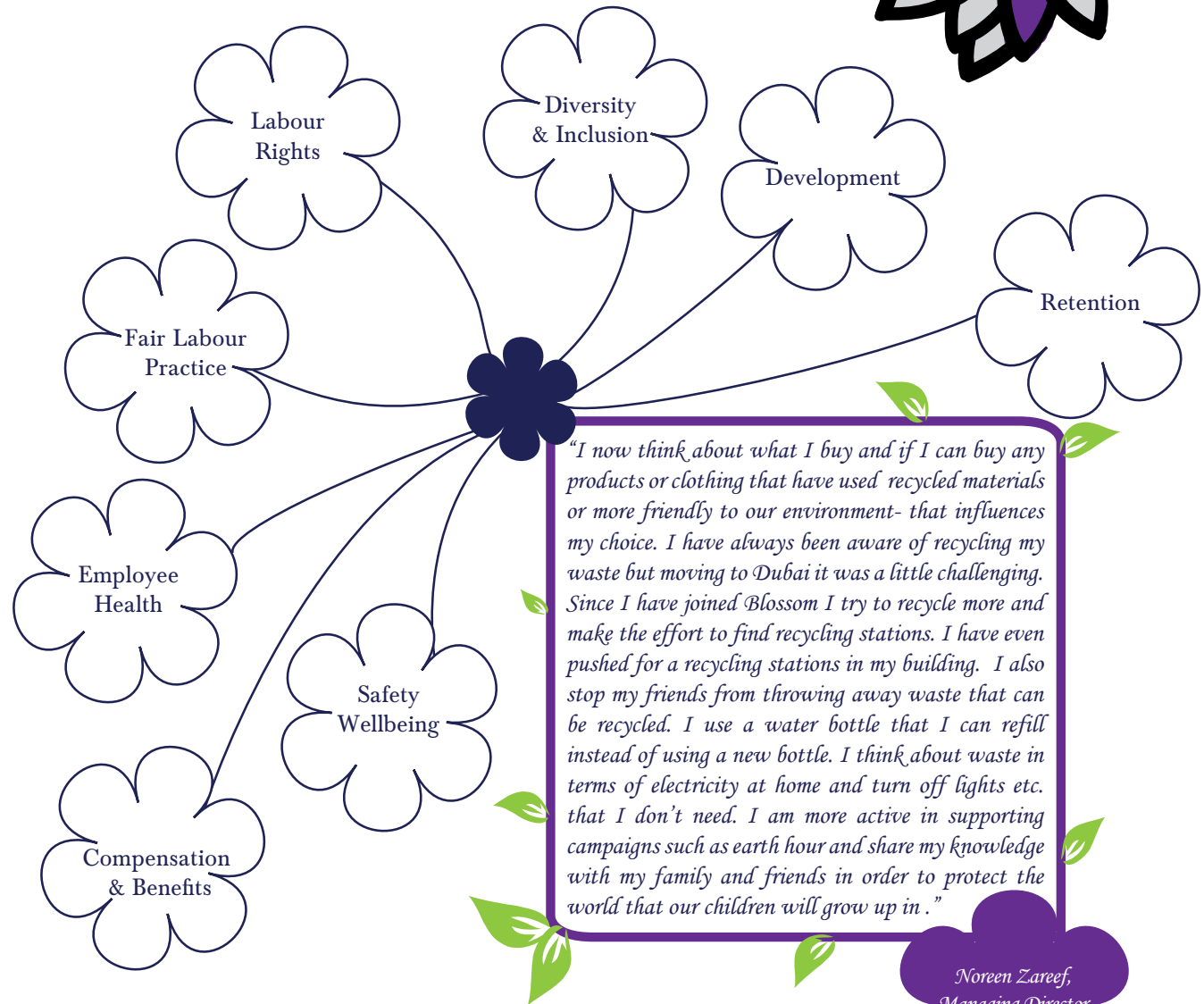


If you have a problem talk to a grown up



Blossom Sustainability Report 2015 focuses on more than just traditional financial information. While remaining true to rigorous and structured reporting using the GRI guidelines, UNGC principles and OFSTED framework we strove to achieve an integrated, enhanced and holistic reporting structure by including non-financial information. Keeping in pace with sustainable development means to be forward thinking, always. This is why we chose to promote improved reporting with non-financial information to give a better and more holistic picture of how we create positive value at Blossom Education. We are always on the hunt for more guidelines and frameworks to adhere by to increase our credibility and consumer loyalty, hence we looked into focuses our report on the Sustainability Accounting Standard's Board (SASB) new standards for 45 indicators in 6 sectors. It just so happens that all the following pillars are very close to Blossom's heart and what makes us a cooperation rather than a corporation.

We hope this report provides our regulators, investors, parents, staff and community better insights on our core values, day to day operations, management structure, business strategies and above all what is means to be Blossom.



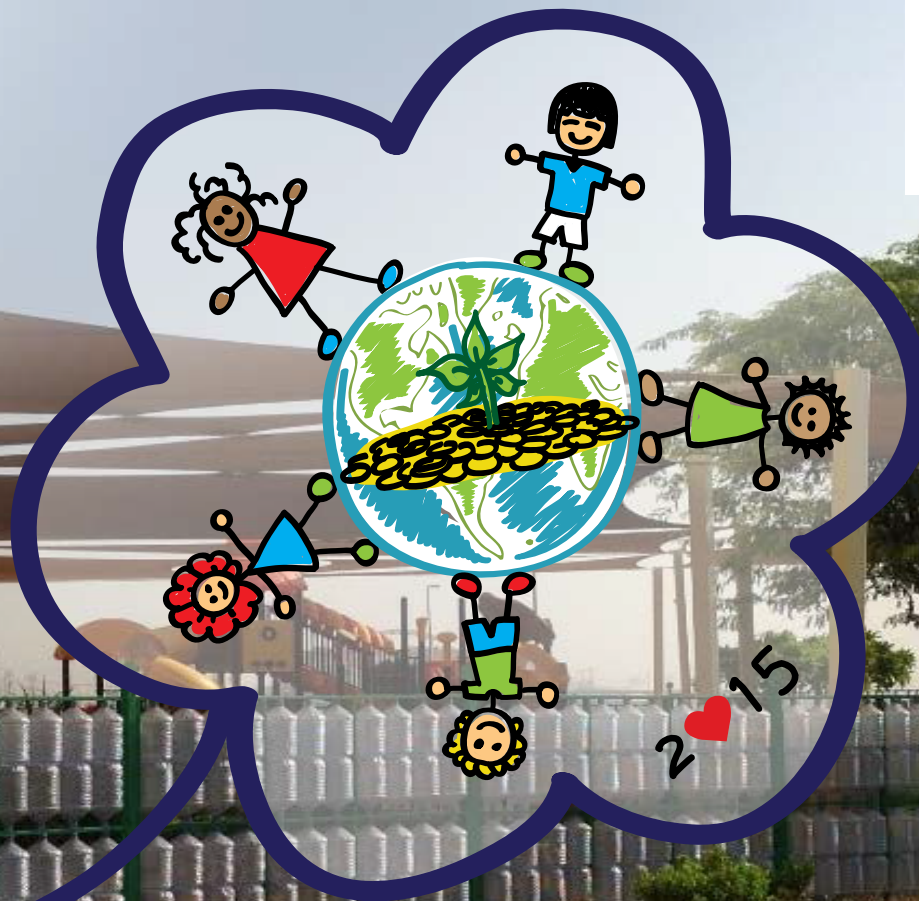
Noreen Zareef,
Managing Director,
Blossom Education

GRI PROFILE DISCLOSURES	DESCRIPTION	PAGES
GRI 1.1-1.2	Blossom Strategy	1-2 7-8 11-12 19 28 33-38
GRI 2.1-2.10	Blossom Organizational profile	4-6 11-13 46
GRI 3.1-3.13	Blossom Report parameters	3-4 47-48
GRI 4.1-4.17	Blossom Governance	14-18 31
ECONOMIC		
GRI EC1	Direct economic value generated and distributed	28-30
GRI EC2	Financial implications and other risks and opportunities for the organization's activities	
GRI EC3	Coverage of the organization's defined benefit plan obligations	
GRI EC6	Policy, practices and proportion of spending on locally-based suppliers	
GRI EC7	Procedures for local hiring	

GRI PROFILE DISCLOSURES		
HUMAN RIGHTS		
UNGC Principle 1	Businesses should support and respect the protection of internationally proclaimed human rights	28-29
UNGC Principle 2	Businesses should ensure that they are not complicit in human rights abuses	
GRI HR1	Percentage and total number of significant investment agreements that include human rights clauses or that have undergone human rights screening	
GRI HR3	Total hours of employee training on policies and procedures concerning aspects of human rights that are relevant to operations, including the percentage of employees trained	
SOCIETY		
GRI SO 3	Percentage of employees trained in organization's anti-corruption policies and procedures	28-32 36 39-47
GRI SO1	Percentage of operations with implemented local community engagement, impact assessments, and development programs	
GRI SO3	Percentage of employees trained in organization's anti-corruption policies and procedures.	
GRI PR5	Practises related to customer satisfaction, including results of surveys measuring customer satisfaction	

LABOUR RIGHTS		PAGES
UNGC Principle 3	Businesses should uphold the freedom of association	29-30
UNGC Principle 4	Businesses should support the elimination of all forms of forced and compulsory labour	
UNGC Principle 5	Businesses should support the effective abolition of child labour	
UNGC Principle 6	Businesses should support the elimination of discrimination in respect of employment	
GRI LA1	Total workforce by employment type, employment contract, and region	
GRI LA2	Total number and rate of employee turnover by age group, gender, and region	
GRI LA3	Benefits provided to full-time employees that are not provided to temporary employees	
GRI LA8	Education, training, counselling, prevention, and risk-control programs in place to assist workforce members	
GRI LA10	Average hours of training per year per employee by employee category	
GRI LA11	Programs for skills management and lifelong learning that support the continued employability of employees	
GRI LA12	Percentage of employees receiving regular performance and career development reviews	
GRI LA15	Return to work and retention rates after parental leave, by gender	
GRI 3.10	Blossom Report Feedback Form	46-48

ENVIRONMENT		PAGES
UNGC Principle 7	Businesses should support a precautionary approach to environmental challenges.	7-8 20-27 33-38 46
UNGC Principle 8	Businesses should undertake initiatives to promote greater environmental responsibility	
UNGC Principle 9	Businesses should encourage the development and diffusion of environmentally friendly technologies	
GRI EN2	Percentage of materials used that are recycled input materials	
GRI EN3	Direct energy consumption by primary energy source	
GRI EN4	Indirect energy consumption by primary source	
GRI EN5	Energy saved due to conservation and efficiency improvements	
GRI EN6	Initiatives to provide energy-efficient or renewable energy based products	
GRI EN7	Initiatives to reduce indirect energy consumption and reductions achieved	
GRI EN8	Total water withdrawal by source	
GRI EN10	Percentage and total volume of water recycled and reused	
GRI EN14	Strategies, current actions, and future plans for managing impacts on biodiversity	
GRI EN18	Initiatives to reduce greenhouse gas emissions and reductions achieved	
GRI EN26	Initiatives to mitigate environmental impacts of products and services	
GRI EN29	Significant environmental impacts of transporting products and other	
GRI EN30	Total environmental protection expenditures and investments by type	



2 15