



DGPS DEI REPORT

Introduction

DEI Impact Report - February 2025

At Dove Green Private School, we hold the belief that “learning together, growing together” is more than just a slogan – it is the foundation of our commitment to Diversity, Equity, and Inclusion (DEI). Our approach to DEI is integrated into our daily practices, shaping how we interact, support, and grow as a community. As global conversations around DEI evolve, we strive to align with these shifts by fostering an environment that is not only inclusive and equitable but also compassionate and supportive.

In the diverse and dynamic landscape of Dubai, with its rich mix of cultures, traditions, and ideas, our school serves as an example of how diverse perspectives enrich education. Through the embedding of DEI principles into our ethos, we aim to create an atmosphere where every individual—whether student, staff, parent, or community member—feels respected, valued, and empowered to contribute to our collective progress.

Our mission is to ensure that all members of the Dove Green community experience a true sense of belonging. With this foundation, we aim to equip our students with the necessary skills to thrive in a globally interconnected world, while fostering their personal growth and the collective development of our entire community.

By focusing on both academic success and the development of compassionate, globally minded individuals, we prepare our students not only for future success but for contributing positively to the world in which they live.

Diversity, Equity, and Inclusion in the Context of Dubai and the KHDA E33 Agenda

Diversity, Equity, and Inclusion (DEI) are critical pillars in fostering educational environments that cater to the diverse needs of students, especially in multicultural cities like Dubai. With over 200 nationalities represented, Dubai’s multicultural fabric creates both opportunities and challenges for



educational institutions. It is our responsibility as educators to create spaces where all individuals, regardless of their cultural, socio-economic, or educational background, are welcomed, respected, and provided with equal opportunities for success.

The Knowledge and Human Development Authority (KHDA) has been at the forefront of this effort, integrating DEI principles within its Education 33 (E33) agenda. This initiative seeks to position Dubai as a global leader in innovative education while promoting inclusivity, equity, and future-readiness across its educational institutions. The E33 agenda stresses that schools must integrate DEI in a manner that nurtures students' understanding of different cultures, promotes equitable access to resources and opportunities, and creates inclusive environments for students of all abilities.

Research underscores the significant role that inclusive educational practices play in fostering a positive school culture, improving academic outcomes, and promoting student well-being. For example, adaptive teaching, personalised learning and culturally responsive teaching are proven methods that help to engage all learners, particularly in multicultural contexts like Dubai. Institutions that implement these DEI practices create environments where students feel they belong, are respected, and are supported in their academic journeys.

Key Literature Supporting DEI in Multicultural Schools

A wealth of educational research highlights the essential role of DEI in creating fair and inclusive learning environments. Banks' (2004) *Multicultural Education Theory* advocates for integrating diverse perspectives into curricula to empower students and broaden their worldviews, an approach that aligns with KHDA's emphasis on preparing students for a globalized world.

Loreman, Deppeler, and Harvey (2010) stress the importance of equitable access to education and policies that remove systemic barriers to learning. Gay's (2010) work on culturally responsive pedagogy further emphasizes the integration of students' cultural identities into their educational experiences to enhance engagement and learning outcomes.

Additionally, frameworks such as UNESCO's (2015) *Global Citizenship Education* and McKinsey & Company's (2020) research confirm that DEI practices positively impact school culture, student achievement, and overall well-being. These concepts are foundational to the work being done at Dove Green Private School and align directly with the KHDA's E33 agenda.

DEI at Dove Green Private School

Dove Green Private School's commitment to DEI is not just a response to external pressures but an integral part of our school's identity. Reflecting the multicultural nature of our community—comprising over 70 nationalities—our DEI approach is a practical necessity for enriching the educational experience and preparing our students to navigate a globalized world.

We actively embed DEI into every aspect of our school life, including curriculum design, student support services, and community outreach initiatives. This includes providing tailored support for students with additional needs, developing an inclusive curriculum that values and reflects diverse perspectives, and fostering a school culture of mutual respect and understanding.



In line with Dubai’s vision and the KHDA’s E33 agenda, we are committed to creating an inclusive educational environment that provides equitable opportunities for all students, regardless of background or ability. Our efforts are grounded in the belief that diversity enhances learning, broadens perspectives, and fosters empathy—skills that are essential for success in a global society.

Dove Green Private School DEI Policy

A comprehensive and actionable DEI policy is at the heart of our commitment to an inclusive school culture. This policy ensures that all members of the Dove Green community—students, staff, and parents—are treated with dignity and respect. It provides a framework for addressing discrimination, harassment, and microaggressions, while promoting an environment where everyone has an equal opportunity to succeed.

Our DEI policy is regularly updated to ensure it reflects the evolving needs of our diverse community and adheres to the UAE’s legal requirements, including Federal Decree Law No. 2 of 2015 and the UAE Labour Law. This policy works in tandem with other frameworks, such as the staff handbook, the parent-school contract, and the employee Code of Conduct, to ensure a unified approach to inclusivity.

At Dove Green, we understand that DEI is not just about policy, but about creating tangible changes in our school culture. We are committed to fostering an environment where diversity is celebrated, equity is ensured, and all individuals feel supported and empowered to reach their full potential.

Staffing and Recruitment

Our recruitment process has been carefully reviewed and updated to ensure fairness and equity, with a commitment to maintaining transparency and inclusivity at every stage. New guidelines for diverse interview panels have been integrated into our DEI policy, ensuring that a broad range of perspectives informs our decision-making. Leaders are trained to follow these guidelines.

Interviews are held during and after school hours to accommodate the diverse schedules of candidates, providing ample opportunities to showcase their skills and qualifications. This system fosters merit-based decisions and ensures that constructive feedback is given to unsuccessful candidates to promote transparency and continued development.

1. Demographic Information at Dove Green Private School (DGPS)

Age Distribution

- The majority of respondents were between the ages of 14-44, reflecting a relatively young and engaged community.
- There were no respondents under 10 or over 64, with a small number (3) preferring not to disclose their age. This suggests a workforce primarily composed of mid-career professionals, with a need to consider development opportunities for both younger and more senior staff.

Cultural Backgrounds

- Respondents represent a wide range of cultural identities, including African, Asian, Middle Eastern, Latin American, Caribbean, North American, and European ethnicities and cultures.
- Religious and cultural affiliations were diverse, encompassing Islam, Christianity, Hinduism, and other faith traditions. Respondents also represented a broad spectrum of ethnic and multicultural identities.
- Multiple students and parents identified with more than one cultural background, showcasing a rich tapestry of multicultural identities at DGPS.
- This diversity is valuable and requires ongoing efforts to ensure that all cultures feel equally represented, with continued initiatives to support marginalized or less-represented groups.

Languages Spoken at Home

- The linguistic diversity at DGPS is reflected in the wide range of languages spoken at home, including:
- English (predominantly), Arabic, Russian, French, Tagalog, Spanish, Hindi, Italian, Turkish, Malayalam, Urdu, Serbian, and others amongst many others.
- A number of students highlighted the importance of increasing Arabic language activities to reflect the UAE's official language more prominently in school life.
- This points to an opportunity for greater multilingual integration, which should be part of a broader strategy to support language diversity.

Religious and Cultural Practices

- While the majority of respondents feel that DGPS is inclusive regarding religious and cultural practices, some highlighted opportunities to deepen inclusion.
- Suggested initiatives include hosting an Arabic Language Day, further development and promotion of the school's Quran and Hadith competitions, and events related to Arabic creative writing and reading.
- Recommendations to celebrate a broader range of religious holidays appropriately and in line with the laws and current regulations of the UAE indicate a desire for more representation in the school's cultural activities.
- These suggestions reflect the need for an ongoing commitment to cultural inclusivity and multilingual engagement within the DGPS community.

2. Belonging and Inclusion at DGPS

Fostering a strong sense of belonging and inclusion remains a key priority at DGPS. Survey results indicate that 97.5% of respondents feel welcomed and valued, pointing to a robust sense of community. However, the remaining 2.5% provide valuable feedback indicating that further work is needed to ensure every individual feels fully included.

In terms of comfort with expressing cultural and personal identity, the average rating is 4.45 out of 5, signaling that most individuals feel very comfortable. However, there is an opportunity to enhance this further by offering additional support systems, such as cultural workshops or mentorship programs that could benefit those who may feel less at ease in expressing their identities.



Perception of School's Commitment to Diversity

When asked about the school's celebration and acknowledgment of diversity, 73.5% of respondents affirmed positive experiences, while 26.5% suggested room for improvement. Some students noted the importance of expanding the representation of different cultures in school events and activities. DGPS intends to address this feedback by creating more inclusive events or initiatives aimed at celebrating diverse cultures and identities.

The school's efforts toward fostering a culturally inclusive environment received an average rating of 4.28 out of 5. Although this is a strong reflection of progress, ongoing professional development for staff, students, and families will be essential to sustain and build on this commitment.

Fair Treatment of Students

When asked whether students from all backgrounds are treated fairly, 91.6% of respondents agreed, while 8.4% indicated areas for improvement. DGPS continues to refine its inclusive policies to ensure transparency and open dialogue for students to express concerns.

Through continuous reflection and strategic initiatives, DGPS is committed to fostering an environment where all students feel seen, heard, and valued.

3. Curriculum and Representation

Ensuring that the curriculum reflects the diverse cultures and perspectives of its students is a central focus. Survey results indicate that 72.5% of respondents feel the curriculum is reflective of diverse perspectives, while 27.5% believe there is more to be done. In response, DGPS plans to conduct a curriculum audit to assess representation and ensure a broader inclusion of global cultures and perspectives.

Opportunities to discuss global DEI issues are widely available, with 91.4% of respondents affirming their presence in the curriculum. For the 8.6% who feel these opportunities are lacking, DGPS plans to enhance enrichment activities such as panel discussions, debate clubs, and student-led initiatives focused on global citizenship.

Regarding representation in learning materials, responses were mixed:

- 50% saw diverse representation in books, case studies, and examples.
- 45% observed some representation but suggested improvements.
- 5% felt there was insufficient representation.

In response, DGPS will establish a curriculum review committee responsible for annually evaluating and updating learning materials to ensure authentic representation across all subjects, aligned with KHDA's cultural inclusion emphasis.



Beyond the curriculum, daily school life also plays a critical role in fostering inclusivity. The average rating for how well DGPS incorporates diverse voices, traditions, and practices into events, assemblies, and daily activities was 3.98 out of 5, indicating consistent efforts. To further enhance this, DGPS will introduce annual multicultural festivals and heritage days, providing every community member an opportunity to contribute and be recognised.

Through these ongoing efforts, DGPS remains committed to improving diversity, equity, and inclusion in both the curriculum and wider school activities, ensuring that all voices are heard, valued, and represented.

1. Equity and Access

Ensuring equal access to resources and opportunities for all students is a central focus at DGPS. Survey results show that 87.5% of respondents feel that all students have equal access to resources such as sports, extracurricular activities, and academic support. For the 12.5% who feel access is unequal, DGPS has implemented targeted strategies, such as reviewing resource allocation or offering scholarships for extracurricular activities, ensuring inclusivity for every student.

When asked whether they, or someone they know, have ever been treated unfairly due to race, gender, culture, religion, or background, 93.5% of respondents answered "no," while 6.5% reported experiencing or witnessing unfair treatment. This indicates that while most feel treated fairly, there remains a need to further address these concerns. DGPS could enhance this by offering anonymous reporting mechanisms and implementing regular unconscious bias training for staff and students to foster a more respectful and equitable environment.

An overwhelming 97.5% of respondents confirmed that students from diverse backgrounds feel supported in their academic and personal growth. This reflects DGPS's strong commitment to supporting diverse students. However, the remaining 2.5% who feel unsupported may benefit from expanded mentorship programs or personalized academic interventions to ensure every student has the resources and support they need to thrive.

When asked about barriers to full participation in school life, responses were split evenly, with 50% indicating that barriers such as language factors exist. Language challenges were mentioned by 35% of respondents. To address these concerns, DGPS has expanded its English as an Additional Language (EAL) program, and enhance its communication to ensure full inclusivity for all students.

The school's efforts to support students of determination received an average rating of 3.75 out of 5, indicating active support but with room for further improvement. To enhance this support, DGPS is providing additional professional development for staff on differentiated instruction and increase access to specialized resources for students with specific learning needs.

Through these ongoing efforts, DGPS is working to improve equity and access for all students, ensuring an inclusive and supportive environment where every student has the opportunity to succeed.



2. School Policies and Leadership

Ensuring fairness, equity, and inclusivity in school policies and leadership is central to DGPS's approach to diversity, equity, and inclusion (DEI). The survey results show that an overwhelming 89.2% of respondents have not experienced unfair treatment based on race, gender, culture, religion, or background.

Of the 10.8% who reported concerns, 8.4% were minor issues, reflecting that while instances are limited, there is always room for continuous improvement. DGPS remains committed to further strengthening its anti-discrimination policies and refining reporting mechanisms to ensure that every member of the school community feels valued, heard, and supported.

Regarding the observation of incidents related to race, gender, culture, religion, or background, 11.3% of respondents reported witnessing such situations. This underscores the importance of reinforcing awareness and promoting interventions that address these incidents in a timely and effective manner. While 93% of these incidents were resolved quickly and appropriately, DGPS is committed to further enhancing the consistency, transparency, and effectiveness of its resolution processes. This will ensure that all incidents are managed promptly and equitably, with a focus on improving outcomes for the remaining 7%.

The leadership at DGPS is widely recognized for its commitment to promoting DEI initiatives, with 95.5% of respondents affirming the effectiveness of the school's leadership in this regard. However, the remaining 4.5% may benefit from more visible communication regarding the progress and successes of DEI initiatives. To engage this group, DGPS leadership will prioritize enhancing visibility around DEI strategies and outcomes, ensuring broader understanding and support within the school community.

In terms of approachability, 67.5% of respondents rated the leadership as "Very Approachable," while 32.5% rated them as "Somewhat Approachable." These ratings reflect a positive culture of openness, though there is potential to strengthen engagement further. To achieve this, DGPS may consider introducing more personalized opportunities for feedback from students, parents, and staff, fostering a deeper connection with the school's leadership.

When it comes to opportunities for community feedback on DEI, 87.5% of respondents confirmed that such opportunities are available. To ensure that all voices are heard, including those from the 12.5% who feel otherwise, DGPS will introduce more regular DEI surveys, structured focus groups, and forums. These initiatives will provide additional avenues for feedback and ensure that ongoing improvements are informed by a broad range of perspectives.

DGPS leadership remains steadfast in its commitment to continuous improvement in DEI practices. The school will continue to evolve its policies, training programs, and engagement strategies to meet the dynamic needs of the school community, ensuring that every student, staff member, and parent feels valued, respected, and empowered.

Recommendations

Enhancing Cultural Competency

1. **DEI Training:** Implement regular, inclusive training that fosters mutual respect, avoids divisiveness, and equips staff with strategies for inclusive teaching.
2. **Multicultural Education:** Broaden curriculum perspectives while maintaining a unified school culture, promoting integration.
3. **Celebrating Diversity:** Ensure school-wide cultural events foster collective appreciation, aligning with the local cultural context.
4. **Language and Cultural Representation:** Enhance support for Arabic language integration and develop clear language support plans for non-native speakers.

Equitable Access to Opportunities

5. **Professional Development:** Establish clear, unbiased guidelines for PD access, ensuring opportunities are based on need and growth potential.
6. **Training for All Staff:** Provide training for all teachers and support staff equitably, ensuring development opportunities are available to all.

Improving Communication & Reporting Mechanisms

7. **Anonymous Reporting System:** Develop a transparent, user-friendly system for reporting discrimination or bias, ensuring confidentiality and prompt responses.
8. **DEI Policy Awareness:** Make DEI policies and reporting procedures easily accessible to all stakeholders without overwhelming them with excessive information.
9. **Student-Led Advisory Group:** Form a diverse student DEI advisory group, ensuring balanced representation and input from staff and parents. DEI embedded into Student council

Strengthening Community Engagement & Inclusion

10. **Diverse Recruitment:** Encourage diverse applicants while prioritising qualifications and alignment with school values.
11. **Parental Involvement:** Offer structured, voluntary opportunities for parents to engage without pressuring participation.
12. **Curriculum Representation:** Establish a formalised curriculum audit process to ensure a broader range of cultural perspectives is integrated into learning materials, case studies, and classroom discussions.



13. CPD & DEI Training: Continuously refine DEI workshops to be engaging, inclusive, and beneficial to all staff and parents.

Next Steps:

Short-Term (0-6 Months):

- Launch initial DEI training for staff and students.
- Establish an anonymous feedback/reporting system.
- Host a DEI awareness campaign.

Medium-Term (6-12 Months):

- Introduce mentorship programs for leadership development.
- Expand curriculum diversity and global perspectives.
- Conduct follow-up surveys to assess progress.

Long-Term (12+ Months):

- Review and further embed DEI principles into school policies and hiring practices.
- Regularly review leadership diversity metrics.
- Continue evolving DEI initiatives based on community feedback.

Conclusion

The survey results show that DGPS has made significant strides in cultivating an inclusive and equitable environment. However, as with any ongoing process, there are areas that require additional focus to ensure that DEI principles are embedded deeply within the school culture and operational practices.

The proposed recommendations aim to refine and enhance these efforts while ensuring that all actions taken are balanced, fair, and conducive to the growth of the entire school community. By implementing these recommendations with transparency, clarity, and inclusivity at the forefront, DGPS can continue to improve as a model for equity and diversity.