EIG Education Intelligence

JUNE 2019 / ISSUE 01

Are UAE teachers happy? What do they think schools do well? First results inside.

UAE Careers: The biggest movers and shakers. Who's in, and who's out.

KHDA Results: Why does Good appear to be Good enough for many schools?

Split Personalities

UAE Education: The Good, the Bad, and the Ugly

2 Welcome

Welcome to the first edition of Education Intelligence. For some time, we at Which Media – founders of WhichSchoolAdvisor.com and SchoolsCompared.com – and our partner, the Education Intelligence Group, have wanted to put in place a form of regular communication with school leaders throughout the UAE.

Our aim is to share with you some of the vast amount of information and intelligence about education in the UAE and beyond, in a format that will hopefully enable you to pick out the parts that interest you, provide news and views that you may not have come across, and encourage feedback and discussion.

Please do feel free to come back to us with your thoughts on what you have found interesting (hopefully something!), what you would like to see more of, and any news you would like to share. Our aim is to publish three editions per year – one at the start of each term. You can contact us at editor@whichschooladvisor.com.

3 Preamble

Prag·ma·tism/

Word of the year for the UAE school scene

They came, they saw, they re-considered. At least two major international schools (groups) which have been looking very carefully at launching premium schools in Dubai are believed to have shelved their plans in the last six months. Each was at a different stage of opening a resource rich, bells and whistles offering to parents in Dubai and each will have its own version of how the decision not to go ahead with a $30 million plus investment was taken. But it's clear that 'a challenging climate', as it could delicately be put, would have been front and centre in their calculation.

With 16 new schools opening in Dubai in September 2016 and two of these new entrants in the premium sector, a hot competitive environment became scorching. In the good old days of, say, five years ago, a new school generally set itself a target of around 500 new pupils. In 2019 150 is the new 500. And unfortunately for some schools that number is still a long way off.

Talk is of 'recognising reality', 'taking a long term view'. Pragmatism is all the rage when it comes to speaking publicly about the school scene in Dubai. But behind closed doors how 'pragmatic' are the discussions between investors, owners and senior management? There is evidence of short term cost cutting involving alteration

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of remuneration packages and amended conditions. The danger to the brand in treating premium staff in a less than premium manner is obvious. And how much time is the 'money' prepared to give these struggling investments?

The writing was on the wall a little over two years ago when the UAE's largest private school operator, GEMS, decided to 'merge' its super premium GEMS Nations school with its existing premium U.S curriculum school Dubai American Academy. Since then GEMS has moved with impressive agility to pivot its business in a completely different direction – the mid-market.

With the establishment of two Founders schools in Dubai GEMS appears to have hit the sweet spot of fee level, facilities, curriculum and 'newness' that appeals to a broad swathe of 'under pressure' lower middle class in Dubai. GEMS' very strength namely its breadth of offering across fee level and curriculum is, however, an issue in the current market. How many parents given the opportunity of a solid mid-market school will trade down from premium, particularly if they have two or more school fee invoices in their inbox at the end of every term? There's also evidence that aspirational Indian parents are turning away from the CBSE and towards both the English National curriculum as well as IB when circumstances allow.

GEMS's success in the mid-market has not, unsurprisingly, gone unnoticed. Groups which have traditionally focused on this area such as Al Najah are talking up its potential. Al Salam, a school which has enjoyed huge success in the space over the past 30 years has decided to build another campus. Mid-market is where new school action will be.

This does not mean the premium space will not see *any* action. It just means build it without a very solid, thought through plan of where your parents will be coming from, and this time, no, they really won't be coming.

How many parents given the opportunity of a solid mid-market school will trade down from premium, particularly if they have two or more school fee invoices in their inbox at the end of every term?

5 Curricula

A tech-ed revolution

200+

Businesses, including Fujitsu, Skanska, and GlaxoSmithKline as well as many small and medium sized firms, have helped design the course content.

On curriculum news – and something that should arguably impact international schools offering the UK curriculum – a major milestone was reached in February as contracts to develop, deliver and award the first three T Levels were awarded by the Department for Education (DfE) and Institute for Apprenticeships and Technical Education.

T Levels will be the technical equivalent to A Levels, combining classroom theory, practical learning and an industry placement. The NCFE, a national awarding organisation, offering over 500 qualifications at different levels, has been awarded the contract to deliver the Education and Childcare T Level. Pearson has been awarded contracts to deliver T Levels in Design, Surveying and Planning, as well Digital Production, Design and Development. Around 50 further education and post-16 providers will teach these T Level programmes from September 2020.

Designed to upgrade technical education in the UK, T Levels are expected to provide high-quality technical education courses on a par with the best in the world. More than 200 businesses, including Fujitsu, Skanska, and GlaxoSmithKline as well as many small and medium sized firms, have helped design the course content to make sure young people taking T Levels are equipped with the knowledge and skills that employers value.

In December 2018, the UK government announced the next seven T Levels to be taught from 2021 as: Health; Healthcare Science; Science; Onsite Construction; Building Services Engineering; Digital Support and Services; and Digital Business Services.

The UK government is also investing £20 million to help prepare the sector for the introduction of T Levels, including an £8 million T Level Professional Development offer to help teachers and staff prepare for the roll-out of the new qualifications.

In the UAE, a limited number of schools offer technical (BTEC) qualifications – including Art and Design, Business, Engineering and Sports – generally as an alternative to A Levels or to underpin the IB courses programme. Strong advocates of vocational programmes, combining theory with practice and industry experience, advocate the expansion of these options in the UAE, and recent changes in legislation to permit students to participate in internships may be a step towards progress in this regard.

Quotes

"Premium sector schools will either need to find their niche, deliver at the highest quality, or close,"

Raza Khan

"Previously owners could build anywhere. This is no longer the case. Parents will now drive past five high quality schools on a 20 minute drive. So a tailored product for specific communities is going to become a reality."

Ross Barfoot

"I like to say that 2018 has been the 'Year of Parent Power' and the 'Year of Choice' for schooling. As we look ahead to 2019, choice and purchasing power will continue as parents continue to shape the sector with their decisions."

Shaun Robison

Dual IB / A level schools make UAE debut

After the announcement by Sunmarke School in 2018 that it was in the process of applying for IB accreditation in order to offer the IB Diploma programme in addition to A Levels, GEMS Wellington Academy DSO, a school already offering the IB Diploma and Certificate programmes, has obtained approval to offer A Levels from September 2019.

GEMS Wellington DSO announced in March that it will offer – following consultation with its students — Maths, Further Maths, Chemistry, Physics, Biology, English Literature, Psychology, Business Studies and Economics. It would seem that these options indicate a move towards catering for students wishing to follow a narrower subject curriculum – notably Science and Business-based. The IBDP programme has in the past been seen as perhaps a less optimal route for students wishing to take Medicine, for example. The dual curriculum IB/A Level option is one that a number of schools have previously considered, but discounted for staff and resource cost reasons. It will be interesting to see whether other UAE schools also now opt for this approach.

ArtsEd points to a more holistic approach

In line with the move towards more vocational pathways for students a number of UAE schools have signed up to work with ArtsEd – a long-established UK-based Charity, under the presidency of Lord Andrew Lloyd Webber since 2007, whose team will deliver bespoke training in the arts with partner schools in the UAE.So far, Dubai English Speaking College, Kings Al Barsha, and Safa Community School as well asfour schools within the GEMS Group (including GEMS Wellington Academy DSO, which will operate an Arts Academy in addition to the GEMS Music Academy already based there), are understood to have signed up to collaborate.

23%

of UAE schools falling below expectations.

Moral education: Could do better

In the UAE, a report, released by the Abu Dhabi Crown Prince Court's education affairs office, found that almost a quarter of schools are not meeting expectations for the government's new moral education programme. Challenges such as teachers' inability to engage pupils and a lack of lesson planning have led to 23% of schools falling below expectations. The report noted while 77% of schools were meeting the expectations of the moral education programme, many teachers are struggling with planning lessons and engaging pupils.

Tech effect still to play out

It seems too that technology is changing the face of education more than we may recognize. Özhan Toktas, Managing Director, Pearson Middle East, writing in *The National* recently said that realising the potential of the demographic boom in the Middle East is a key goal of regional governments as well as educators, as these children will consume information in a different way. The Middle East is among the youngest regions in the world, with the highest population growth rates globally. The percentage of the population under the age of 25 in the region ranges from 34% in the UAE to 50% in Saudi Arabia.

Technology has exponentially increased the opportunities to learn and absorb information in new and creative ways. Going forward, he expects to see that online learning is changing the conventional schooling landscape. Subject offerings in schools may possibly be reduced or changed because virtual schools are more efficient and are expected to become a small but permanent part of the educational landscape. Studies indicate that most children spend anywhere from 800 to 1,000 hours on formal education annually. This alternative to traditional schooling allows students and their parents to have access to incredible resources worldwide to help them succeed.

Ministry of Tolerance Gets with the DofE programme

Although not directly a curriculum development, the signing of an agreement between the Ministry of Tolerance and The Duke of Edinburgh's International Award Foundation will extend the opportunities for students to participate in community, action and service activities that will provide a recognised international award, valued by universities globally. The Duke of Edinburgh's International Award is a youth development framework, with more than 1.3 million participants in over 130 countries and territories. The award is currently available in some international schools in the UAE, with 60 organisations running programmes. The partnership will enable young people from all of the UAE's various population groups to be able to access and participate in the award.

The new Dubai school fees framework announced on 25th March takes an important step away from the previous approach. The framework, which was developed in cooperation between the Government and KHDA, and also based on feedback from parents and educational service providers, aims "to diversify educational options for parents and facilitate access to high quality, affordable education".

New fees framework

Importantly, the framework continues to be based on encouraging schools to improve performance and maintain desired quality levels, but for the first time, recognises that weaker schools are potentially in greater need of additional funds than those who are already performing at a stronger level. However, this does mean that high-performing schools, or those who do not improve, will be limited in the level of increase that they may add to fees to the ECI of 2.07%.

Schools whose DSIB inspection rating improves from Very Good to Outstanding will be allowed to increase their fees by 1.5 times of the ECI value (3.1%). Schools whose rating moves from Good to Very good will be allowed to increase their fees by a factor of 1.75 (3.62%) whilst schools which move from very weak category to weak or from weak to acceptable will be allowed to increase their fees by double the ECI (4.14%). Any school whose rating declines will not be permitted to increase their fees. It is not clear whether the framework applies to not-for-profit or unprofitable schools.

According to the quality of education index in Dubai private schools over recent years, about 90% of students are not likely to have their fees increased (in 2019-20 academic year) by more than the ECI, meaning that only 10% of students will have their school fees increased by more 2.07.

No official information has been released as yet in respect of the Inspection results for Abu Dhabi, although generally schools apply individually for approval to increase fees. In Sharjah new rules are being written as we write by the newly formed Sharjah Private Education Authority. According to those close to the matter, fee increases will be based on inspection grades, but unlike Dubai, balanced by other criteria such as investment into teacher training, and a commitment to school improvement .

UAE

GEMS ownership: speculation

Speculation continues around the ownership of GEMS Education. Following strong rumours of a planned IPO in 2018, subsequently put on hold as a result of the KHDA fee increase freeze, EducationInvestor Global published in March, that a number of companies, including CVC Capital Partners and TA Associates, are in renewed talks to acquire the stakes of a number of the company's shareholders in a deal that could be worth over £3 billion (AED 14,385 billion). Majority shareholders include Fajr Capital, Bahrain's Mumtakalat Holdings, and Sunny Varkey. International bankers Credit Suisse and JP Morgan are understood to be advising GEMS.

> “What has fundamentally changed is the pressure being applied to change across government. Every department is now looking for ways they can help, and the speed they are unlocking barriers to business.”
>
> Dino Varkey

SAUDI ARABIA

The Red Sea change

Saudi Arabia in particular was the focus of much discussion at the HSBC roundtable in March. Participants, including Dino Varkey, Raza Khan from Al Najah Education and Ross Barfoot from Clyde and Co., were bullish about the opportunities. According to Mr Barfoot, the “KSA is a $12 billion opportunity, it is the most exciting opportunity right now, and we have all been waiting for this market to open up – now, this seems to be the time. The challenge now for everyone is how to crack it”.

Dino Varkey commented that he had “travelled more in the last few months to Saudi than in the last 15 years…”, noting that GEMS is the first to be given a licence to own and run schools. “That is a sea change”. Furthermore, it seems the doors are opening wide. Mr Varkey also noted that “What has fundamentally changed is the pressure being applied to change across government. Every department is now looking for ways they can help, and the speed they are unlocking barriers to business… I cannot tell you how much that has changed.”

Summing up, Mr Barfoot also commented that the KSA opportunity is two-fold. KSA current education spending is very low. The kingdom recognises the need to invest in the sector and wants to up private participation to 30%. He noted that “At international conferences, we have always seen KHDA promoting the UAE. Now we are seeing SAGIA…”.

Above. The King Abdullah University of Science and Technology (KAUST) campus in Thuwal is is the first mixed-gender university campus in Saudi Arabia

SAUDI ARABIA

GEMS $400m Maarif move into KSA

In the latest update, the Gulf News reported on 23rd March that GEMS Education is in advanced talks to invest in Saudi Arabia's Maarif for Education & Training chain of schools. The deal for the largest owner and operator of private schools in the Kingdom could be worth about $400 million. Maarif, owned by the Al Blehed family, runs more than 100 schools across the kingdom, offering Arabic and internationally recognised curricula.

The participants at the HSBC roundtable also touched on the opportunities in Egypt. Dino Varkey commented GEMS can "go deep" noting that they are not restricted to a segment. "That is where Egypt becomes interesting… Seeing a runway of political stability which is really important. But Egypt is long term education opportunity."

SAUDI ARABIA

BCG bullish on Gulf numbers

The 2018 Boston Consulting Group report noted that the wider Gulf market is expected to double from $13 billion (AED 47.7 billion) to $26 billion (AED 95.4 billion) by 2023. In Saudi Arabia alone, the K-12 private education market is expected to grow rapidly from $5 billion to $12 billion. Under Vision 2030, Saudi Arabia is encouraging private-sector participation in education, as it seeks to wean the economy off oil. Saudi Arabian schools will require over one million additional seats in Grades 1-12 by 2020, of which 150,000 should come from around 800 new private schools, according to a report by PwC Middle East. However, private schools are currently facing shrinking enrollments from expatriates.

ASIA

Saudi licenses

Unsurprisingly, UAE players see Saudi Arabia as the one of the fastest growth markets for them as the kingdom opens up its education sector. Both GEMS Education and Al Najah Education have been granted licences to operate in the kingdom. According to Ross Barfoot of Clyde and Co. who have worked with school investors, Saudi Arabia is now at the top of their radar.

ASIA AND THE SUB-CONTINENT

Private school gains

Whilst the growth in the UAE Education market is evidently slowing, international markets – notably in Europe and Asia – continue to appeal to investors.

International schools have enjoyed phenomenal growth in recent years, with no sign that the trend is likely to slow. According to ISC Research, the last five years have seen the number of students enrolled in English-medium international schools grow by almost 7% a year, with such schools now accounting for 5.1 million children across the world. And this growth is forecast to continue, with almost seven million children expected to be attending international schools in 2023.

The international education market is valued at $46.7 billion, rising to $66.6 billion in four years' time. But rather than the expatriate-dominated schools of the past, 80% of students are children from local families. This is particularly marked in some countries. In Indonesia, the proportion of students enrolled in premium international schools who were from local families doubled in three years, from 25% in 2015 to 51% in 2018. In Vietnam, over the same period, local enrollments rose from 46% of the international school population to 72%. In China, 57% of students at international schools are Chinese, while in India 67% are Indian.

ASIA AND THE SUB-CONTINENT

Going east

In Asia, Malvern College Hong Kong will open its second pre-school campus in August 2019, whilst in Thailand, NLCS Bangkok will open as the first all girls' international school. Ruamrudee international school (RIS) is also opening a new campus in Bangkok in August 2019. In Septmeber 2020 Brighton College, in collaboration with Cognita, will open a new KG and primary school in Singapore.

INDIA

India # 29 for Nord Anglia

Meanwhile, Nord Anglia Education continues to expand with the acquisition of Indian schools group Oakridge International which has approximately 7,000 students attending school at five campuses in Hyderabad at Bachupally and Gachibowli, and in Visakhapatnam, Mohali and Bengaluru. The acquisition gives the education group a presence in 29 countries.

> **"The domestic market has slowed down because people are holding off spending money until Brexit is resolved and we're experiencing more supply of pupils from international markets."**
>
> Judith Bristow
> The King's School

UK AND EUROPE

British boarding school surge

Participants at the British Boarding School Show in Dubai in mid-March said that uncertainty over Brexit has led to a surge in interest from UAE parents considering sending their children to British boarding schools. Experts said a combination of a weakening pound and high costs of schooling in the Emirates meant many families were now reconsidering their options. This week, representatives from a number of leading UK independent schools were in the UAE as part of a pupil recruitment drive. Whilst UK boarding school representatives acknowledged that interest from families based in the UK was weakening, Middle East and Asian markets were surging ahead.

"We have definitely seen more interest from overseas in the last number of years," said Judith Bristow from The King's School, in Canterbury, Kent. "The domestic market has slowed down because people are holding off spending money until Brexit is resolved and we're experiencing more supply of pupils from international markets."

Full-time boarding in the UK currently costs an average of AED 103,500 (£21,600) per year, or AED 34,500 (£7,200) per term, according to recent figures released by the UK Independent Schools Council.

EUROPE

France plans for Brexit Gains

Whilst the UK Department of Education aims to attract more students to the UK, in France, the government is planning to increase the number of international schools to cope with what it expects to be an influx of overseas students after Brexit. A draft law includes provision for the creation of "local public international educational institutions" in every region, using a public international school in Strasbourg – which welcomes more than 900 pupils of 48 nationalities – as a model. Several projects are already under way, notably in Courbevoie (Hauts-de-Seine) and Lille (Nord), as part of a plan to educate children of workers who move to France in light of Brexit. Schools in Belgium and Amsterdam have also announced expansion plans in expectation of international companies relocating from the UK to Northern Europe as the impact of Brexit unfolds.

The UK Department of Education can be cheered by at least one bit of positive news. Feedback from the Sue Anderson organization, promoting UK boarding schools to families in the UAE, is that there is still healthy demand from parents – particularly for their teenage children – for boarding arrangements. However, the main focus for parents sending children from the UAE to the UK to board is not the elite top boarding schools, but rather the tier one schools which are based in more rural areas and are smaller. Parents from the UAE feel that these are more appropriate for their children, as they are connected to local towns, and the boarders are more likely to stay at the weekend, ensuring that they are adequately protected and mentored in their move to independence. ■

Feedback from the Sue Anderson organization, promoting UK boarding schools to families in the UAE, is that there is still healthy demand from parents

On the move

With an estimated average staff turnover of 20-22% annually in international schools in the UAE Education sector, we know that senior staff can be expected to move on regularly. This section is a round-up of changes that have already been announced. Please feel free to update us with those that have not yet reached us by emailing *editor@whichschooladvisor.com*

Ajman Academy	Colin Bibby appointed Head of Secondary
Al Mizhar American Academy	Ms. Casey Cosgrove, currently at Aldar's West Yas Academy, joins as Principal.
Al Salam Community School	Craig Dyche-Nichols is joining as Principal. Mr Nichols previousexperience in the UAE includes the headship of Oaktree Primary School.
Alpha School	Alison McDonald has taken over the position of Principal from Rachel Cashin.
Ambassador School Al Khail	James Lynch is joining the new Ambassador school for the new academic year.
Deira International School	Wendy Feherty, currently at Dulwich College Suzhou, China, joins as Head of Secondary, Paul Gardner, formerly Assistant Head at Brighton College Abu Dhabi, joins as Deputy Head of Secondary, Karen McGregor, currently Deputy Head at JESS Jumeirah, joins as Head of Primary, whilst Sarah Marshall, currently Deputy Head of Primary at GEMS Wellington International School, joins as Deputy Head of Primary.
Dubai British School Jumeirah Park	Principal Heather Mann is taking up a new role with Taaleem in Abu Dhabi at the end of the year. She will be replaced at DBS JP by current Dubai British School Principal, Brendan Fulton.

JESS	Mark Steed is to take up the position of Principal and CEO at Kellett School Hong Kong. His position as Director at JESS will be taken by Shane O'Brien (currently Head of Secondary). Shane's position will be taken by Michael Waller, Head of Secondary at Discovery Bay International School in Hong Kong. Bryony Lynch, currently Deputy Head at Raffles International School, will join JESS Arabian Ranches as Deputy Head responsible for Key Stage 3.
Kent College	Tim Hollis, currently Head of Secondary at Repton Dubai, will join Kent College as Head of Secondary in September 2019. Sharon Robertson, currently Assistant Head of EYFS at GEMS Wellington Primary School joins as Head of FS.
NLCS	Daniel Lewis, Founding Principal, is returning to North London Collegiate School, London with responsibility for international school developments. His successor is Jamie Monaghan, the current Deputy Principal at NCLS Dubai.
Oaktree Primary School	Amy Milne, currently Head of Teaching and Learning at Horizon International School, will join Oaktree Primary as Principal for the new academic year.
Ranches Primary School	Samantha Steed leaves RPS to join Harrow International Schools in Hong Kong from September. She is succeeded by the current Vice Principal at RPS, Julian Pederick.
Smart Vision School Dubai	Rachel Cashin joined SmartVision as Principal at the start of this academic year,

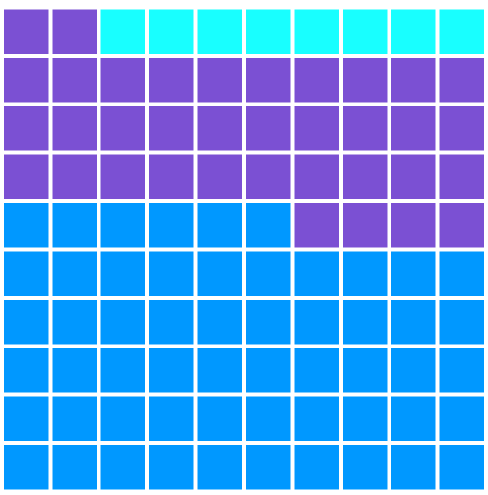
In general, a significant number of UAE teaching positions were advertised on TES in the first quarter of 2019 (close to 250) suggesting a high level of churn early in the year. It is not clear whether this is due to expansion in some schools, or for replacement. This trend does not appear to be solely in relation to academic positions, but also to key administrative roles. Recruitment for Marketing and Admissions positions at a number of schools and groups (notably Nord Anglia, Brighton College Dubai, NLCS and ISP) suggest greater investment is being made in these key functions as competition to attract students increases.

Report your movers and shakers to our editorial team. **Contact:** Editor@WhichSchoolAdvisor.com

If you have senior level jobs you want advertised in the Intelligence Report, add them to the WSA web site. Your school will need an account on the site.

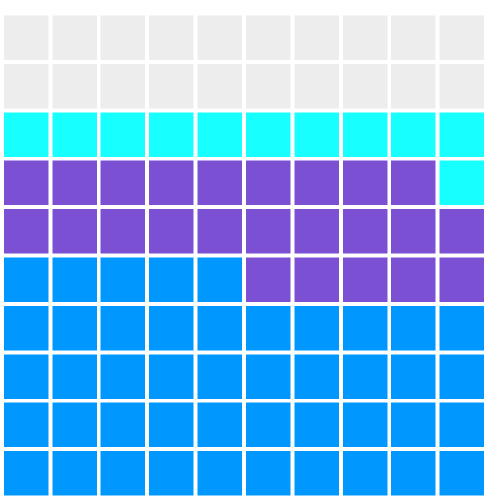
Teacher Survey results 2019

How do you feel in your current role?



- Very happy 56%
- Somewhat happy 36%
- Not happy 8%

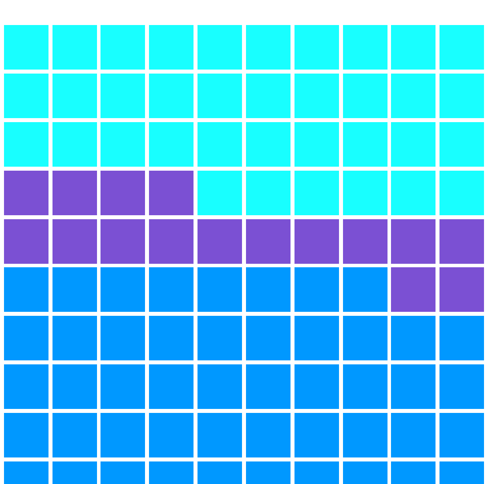
Top three things schools do well



- Teaching 45%
- Developing student confidence, soft skills 24%
- Results in examinations 11%

Note, the question asked teachers to name one thing the school did best – and had to choose one answer.

Does your school have the resources to give children individual attention?



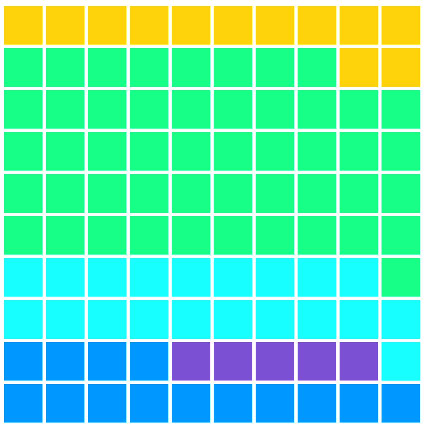
- Yes 48%
- No 16%
- To a limited degree 36%

From the launch of WhichSchoolAdvisor some six years ago now, we have surveyed parents about their opinions of the schools their children attend. Bearing in mind the significance of teacher turnover for both schools and students, we have recently extended the survey to high school students and to teachers.*

*This is a sample of the full set of questions that will be the basis of WhichSchoolAdvisor and Education Intelligence Group reports due later this year. This is a current snapshot of the data – we are still in the collection phase.

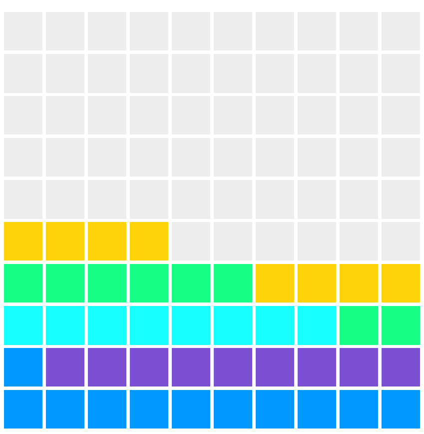
Interested in finding out more about how your teachers perceive and value your school and you as an employer? Find out about the WhichSchoolAdvisor Teacher Survey

Did your salary last year rise:



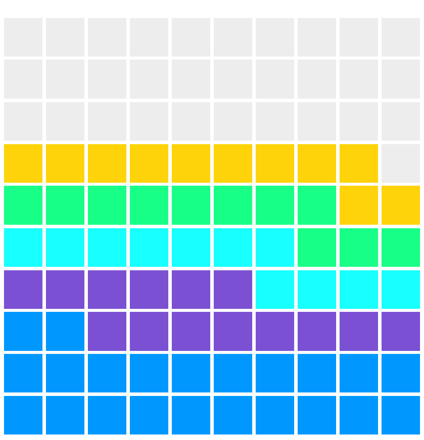
In line with inflation	14%
By more than inflation	5%
By less than inflation	20%
Did not increase at all	49%
NA / on probation	12%

Top 5 countries UAE teachers are most interested in moving to



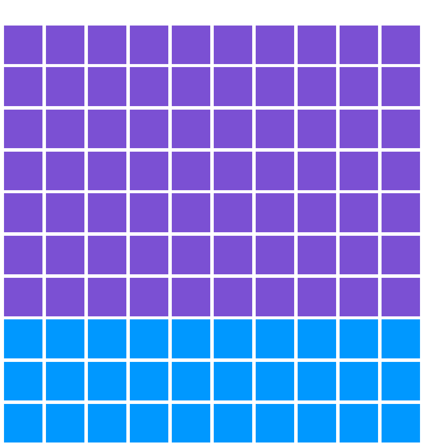
Canada	11%
Europe (ex UK)	9%
Singapore	8%
UK	8%
Australia	8%

Top 5 levers heads could use to keep staff longer



Better salary	22%
Better allowances	14%
Better working conditions	11%
Better career development	11%
Better work/life balance	11%

Are you actively seeking another job?



Yes	30%
No	70%

+22

Current UAE Net Promoter Score

A positive NPS is usually a sign of a growing business, with more customers speaking positively about a goods or service, than negatively. This is likely to attract more customers, and therefore more business. In this context, it should mean it is relatively easier to attract and recruit teachers to the UAE, with a greater number of in situ teachers actively reporting positive things to their international counterparts, than actively reporting negative things.

If your school would like a bespoke report comparing your teacher responses to the UAE average, please ensure more than 20% of your teaching staff have taken the survey, and send an email to davidwestley@whichschooladvisor.com with the request.

Inspection reports

Although no announcements have been made by ADEK officially as yet, Abu Dhabi schools have apparently been permitted to share their inspection results. Initial announcements of schools that have achieved the outstanding rating include Brighton College AD (joining Brighton College Al Ain), and the British School Al Khubeirat. We understand that Raha International School has retained its Outstanding rating.

In Dubai, the KHDA has made its announcement for 2018-19 earlier than in previous years, with a cut down version of the reports to aid parents make decisions about moving schools prior to the reenrollment date which most September start schools tend to apply after the Spring break. In total this year, 18 schools have moved up, six have been downgraded.

The number of Outstanding rated schools in Dubai has risen by three to total 17, while the number of Very Good schools sits at 28. Some 45 schools are now rated in one of the top two tiers of the Dubai Schools Inspection Bureau's ratings, out of 209 private schools in total. That is more than one in every five Dubai schools.

The 2019 ratings show that UK schools continue to dominate in terms of Outstanding-rated schools with 12 of the 17 pure National Curriculum of England and Wales based schools. A further two of the 17 are UK/IB schools. That leaves one Indian school, one IB continuum, one French and one US school. Dubai's Very Good schools are more balanced across curricula, with five Indian schools, nine UK schools, five IB schools and five blended curricula schools.

Moving to Oustanding

Those moving up to an Outstanding rating this year are Horizon English School, after three years of a Very Good rating, whilst.Jumeirah English School Arabian Ranches returns to an Outstanding rating after a single year of being Very Good. Kings' School Al Barsha now joins Kings' Dubai as an Outstanding rated school, which makes it two out of three for the Kings' Group. Moreover Kings' Nad Al Sheba has itself moved up a rating and is now is a Very Good school. Dubai English Speaking School (DESS) now joins Dubai English Speaking College (DESC) as an Outstanding rated school. Only one school has fallen out of the Outstanding rated schools list this year, Lycee Francais International Georges Pompidou School (Dubai Branch) which had achieved Outstanding status for two years in a row.

Meanwhile, Raffles International School in Umm Suqeim, a double for Fortes with Regent International and Sunmarke

9.1% of Dubai's students who attend schools that have been inspected, now attend Outstanding-rated schools, a further 20.6% attend Very Good schools and almost 40% are at schools rated Good. In total, almost 70% of students attend schools rated Good or above – the KHDA's expected rating for all Dubai schools.

School Dubai, together with Ranches Primary School all move up from Good to Very Good. Moving from Acceptable to a Good rating this year were AMLED and Bilva Indian School, Swiss International Scientific School, and Dovecote Green Primary School. Crescent English School advanced from Weak to Acceptable

New schools rated

New to the KHDA rankings this year with a Good rating are Kent College Dubai, The Arcadia Prep School, Clarion School, GEMS Founders, GEMS Al Barsha National School for Girls, GEMS Heritage Indian School, and International School of Creative Science. Smart Vision School, Oaktree Primary, Next Generation School and the American School of Creative Science all entered as Acceptable schools.

Some 9.1% of Dubai's students who attend schools that have been inspected, now attend Outstanding-rated schools, a further 20.6% attend Very Good schools and almost 40% are at schools rated Good. In total, almost 70% of students attend schools rated Good or above – the KHDA's expected rating for all Dubai schools. Some 27.6% attend schools rated Acceptable – the minimum rating expected – whilst almost 3% of students attend the five schools that are rated Weak. The call by the KHDA for families to move their children from Acceptable and Weak schools would seem to suggest that the Regulator intends to put more pressure on the lowest performing schools.

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Is good, good enough?

The carrot and stick approach to improvement – the KHDA's new strategy

The new Dubai school fees framework announced on 25th March takes an important step away from the previous approach to school improvement efforts in Dubai. The framework continues to be based on encouraging schools to improve performance and maintain desired quality levels, but for the first time, recognises that weaker schools are potentially in greater need of additional funds than those who are already performing at a stronger level. This could therefore be described as the carrot!

An interesting by-product of this arrangement is that high-performing schools, or those who do not improve, will be limited in the level of increase that they may add to fees to the ECI of 2.07%. Schools that are clearly improving, and especially those at the lower end of ratings, are being incentivised by the ability to raise their fees by double the ECI. We have found the limitation of the increases to the ECI for schools who do not improve their ratings an interesting one.

Hardly had the ink dried on the announcement of new school fees framework, when the KHDA took us all by surprise with the announcement of the 2018-19 inspection reports a mere two weeks later. This year, seventeen schools were rated Outstanding (with Dubai English Speaking School, Horizon English School, Jumeirah English Speaking School Arabian Ranches, and Kings Al Barsha joining the highest-rated group).

Twenty-eight schools were rated Very Good, including Lycee Francais International Georges Pompidou, which feel from Outstanding, and with Kings' School Nad Al Sheba, Raffles International School, Ranches Primary School, Regent International, and Sunmarke School joining this group for the first time.

A further 75 schools fell into the Good category this year, with schools joining them from Acceptable last year – Al Ittihad School Al Mamzar, Amled, Bilva Indian School, Dovecote Green Primary School, Sharjah American International School and the Swiss International Scientific School. The School of Research Science fell from Very Good to Good.

The Acceptable-rated schools were 52 in number. New to this group were Dubai Arabian American School which moved up from Weak, and International Concept for Education (ICE) and Queen International School, both of which fell from Good.

Finally, there were five schools rated Weak (including the newly closed Emirates English Speaking School).

It is with regard to these last two groups, at least for now, where the stick comes in to play.

At the announcement of the new framework, we were advised that it aims "to diversify educational options for parents and facilitate access to high quality, affordable education".

Indeed, for the first time, the KHDA took very proactive steps not only to make sure that parents were aware of the rating that their child's school had achieved, but to actively encourage them to transfer to schools that would provide the higher quality education advocated.

Not only for Emirati families, did the KHDA actively propose, by name, more highly rated schools within the vicinity of the current one, but expat parents were also encouraged to consider

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other options, with the early timing of the release of the reports – prior to the start of term three for the majority of schools – potentially enabling families to rethink re-registration at the current school. Only time will tell how successful this approach has been.

However, another interesting statistic that came out of the current inspection round – bearing in mind that the aim of the inspection process is to encourage continuous improvement – was how very limited the number of changes in rating were. Excluding new schools being rated for the first time, only 16 schools moved up in the ratings, whilst four schools fell. Effectively, only 10% of schools moved up from their rating of a year ago.

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KHDA rating by average annual fee level

	Weak	Acceptable	Good	Very Good	Outstanding
Highly Affordable (Under AED10K)	5	0	5	0	0
Affordable (AED10K–20K)	0	17	19	3	0
Mid-range (AED20K–45K)	0	12	22	6	3
Premium (AED45K–60K)	0	1	14	11	6
Premium plus (AED60K+)	0	2	9	7	8

Bearing in mind that the KHDA targets a Good rating for all Dubai schools, we should not perhaps be surprised to see the regulator getting "tougher" with those schools rated below Good. But there is another question – "Is Good, good enough"?

In looking at the ratings achieved over time by schools within the different rating groups, it became very clear to us that a significant number of schools have retained the same ratings for not just one or two, but multiples of years! This is not to say that these schools have not improved – we know that the inspection process has got tougher each year – but it seems that some schools have become adept at retaining that Good rating, and we do wonder whether they (or their owners) simply do not aspire to improve to the next rating…in which case, how does the Regulator incentivise this group?

It seems that some schools have become adept at retaining that Good rating, and we do wonder whether they (or their owners) simply do not aspire to improve to the next rating

Schools holding the KHDA Good rating by length, fee level

	Affordable	Mid-range	Premium	Premium Plus	Total
Under 3 years	6	8	4	5	23
3-5 years	6	5	2	3	16
6-9 years	6	6	4	1	17
10+ years	1	3	4	1	19

For parents, provided they believe that their children are receiving a Good level of education at a price they can afford, this is all probably a moot point. But what about for those families who are paying for an Acceptable or Good level of education at a fee level which seems to be out of keeping with the school's inspection attainment.

The obvious question seems to be why would parents send their children to one of the 17 affordable, acceptable schools, when there are 19 Good schools and three Very Good schools within the same price-point? The variation in standard of schools within the Mid-range fee point is even more striking. And even within the Premium and Premium plus fees, parents must surely begin to question value for money when there are schools rated more highly in the same band.

The other striking point of this analysis is the number of schools rated Good, some 64 (over 40%). This becomes all the more interesting when the time these schools have been rated Good is taken into consideration.

But can it truly be said that schools are on a journey to improvement, when 25% of Dubai's inspected schools and almost two-thirds of Good schools do not show evidence of this through an improvement in overall rating, for anything between three and eleven years? Is this not stagnation?

And if the KHDA succeeds in moving families away from Acceptable schools, how long will it be before the progress or stagnation of Good schools becomes the focus? Will Good be Good enough?

The obvious question seems to be why would parents send their children to one of the 17 affordable, acceptable schools, when there are 19 Good schools and three Very Good schools within the same price-point?

GOOD the BAD the and the UGLY

Fee freezes, reductions, discounts, scholarships, flexible payment plans ... schools in the UAE seem to be doing all they can to attract parents and retain students, in what analysts are calling an oversupplied and fiercely competitive market for education providers. It's no secret that private school tuition in the UAE is amongst the highest in the world, with some of the country's providers commanding as much as AED80,000 per child per year in kindergarten, and stretching to six figures for higher grades.

But with the change in economic circumstances, the market for premium schools remains flat, with school groups such as GEMS Education focusing on the development of affordable schools. Taaleem, Evolvence (owners of Repton and Foremarke) and Al Najah Education (owners of Horizon English School and Horizon International School) took steps ahead of the fee freeze imposed by the KHDA, to cut fees in their schools.

Speaking at the Dubai Schools' and Childcare Show, Taaleem CEO, Rosamund Marshall confirmed that all 10 schools in the group will freeze their fees for 2019-20. "Taaleem is a group of premium quality schools. We don't have mid or low-tier prices. So, for us, it's all about maintaining the quality and pricing. We've actually held our fees for two years now. Last year, we had the edict from the government to hold fees and we're actually holding our fees again in most schools for next year".

The practice of introducing Founders' Fees has become the norm over recent years. And where originally these incentives were available for founding families for the first couple of years, increasingly, lifetime reductions are available to parents whose children join in the opening year.

GEMS Education opened two new 'mid-range fees' schools in the 2018-2019 academic year, including GEMS Founder's School in Dubai and an Indian curriculum school in Sharjah (which is already merging with an existing school – see below). Fees for these schools range from AED 22,000 to AED 42,500. A GEMS spokesman stated that "Now, there is a flattening — all you do is you stop building new schools. There is no point in building new premium schools right now".

To add further substance to the decline in demand for Premium schools — though EIG and Which Media cannot confirm the accuracy of the following information that has been 'provided' to us, but not substantiated — we understand that a large global school group was in Dubai earlier in the year, assessing the viability of introducing one of its premium brands into the UAE school sector. Speculation suggests the group has put the move on hold,

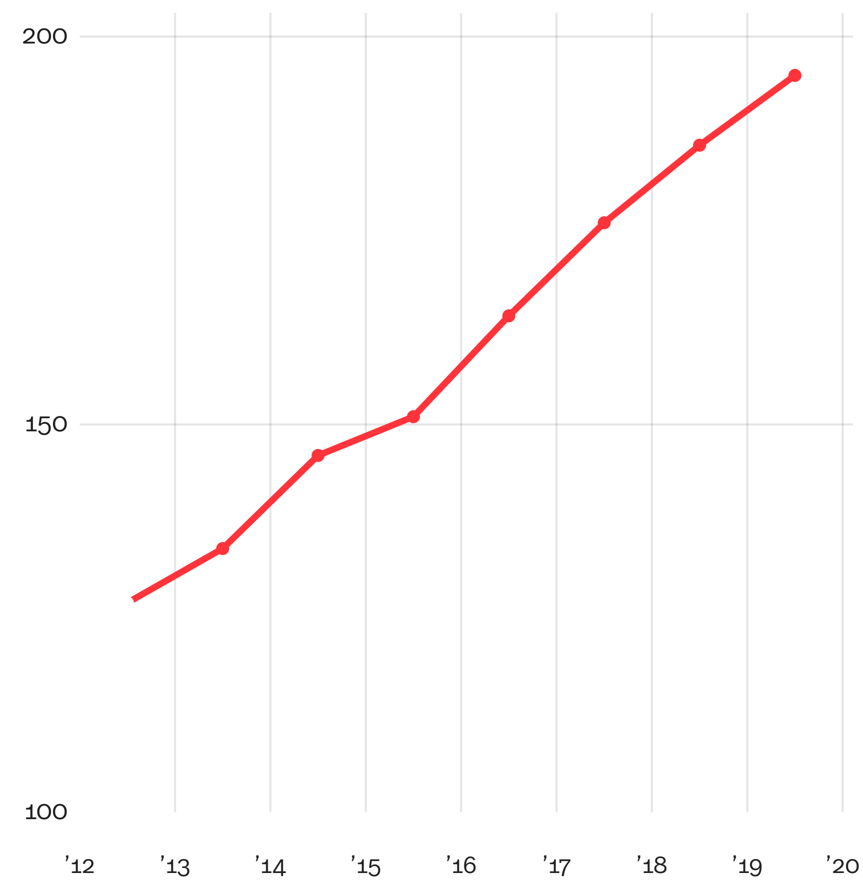
"Now, there is a flattening – all you do is you stop building new schools. There is no point in building new premium schools right now"

A GEMS spokesman

making the assessment that in this sector the market is currently at capacity. A second known UK premium school brand was reportedly ready to begin a partnership and construction, but at the last minute, investment failed to materialise.

And the tightening of belts appears to be continuing at schools throughout the UAE. Rumours of cuts to teacher salaries and allowances continue to do the rounds, with outstanding schools in Al Ain and Abu Dhabi and schools in Dubai being named among those involved. Accommodation originally designed for students is apparently being provided for staff at another school.

Number of schools



Source: WhichSchoolAdvisor.com

Changing Demographics

A change in the origins of new students is also having an impact on school enrollments. Increasingly, school groups, including GEMS, have confirmed growth in students from India, Pakistan, the Far East and South East Asia. There are declining numbers of Europeans and Americans, hence the pressure on the premium schools.

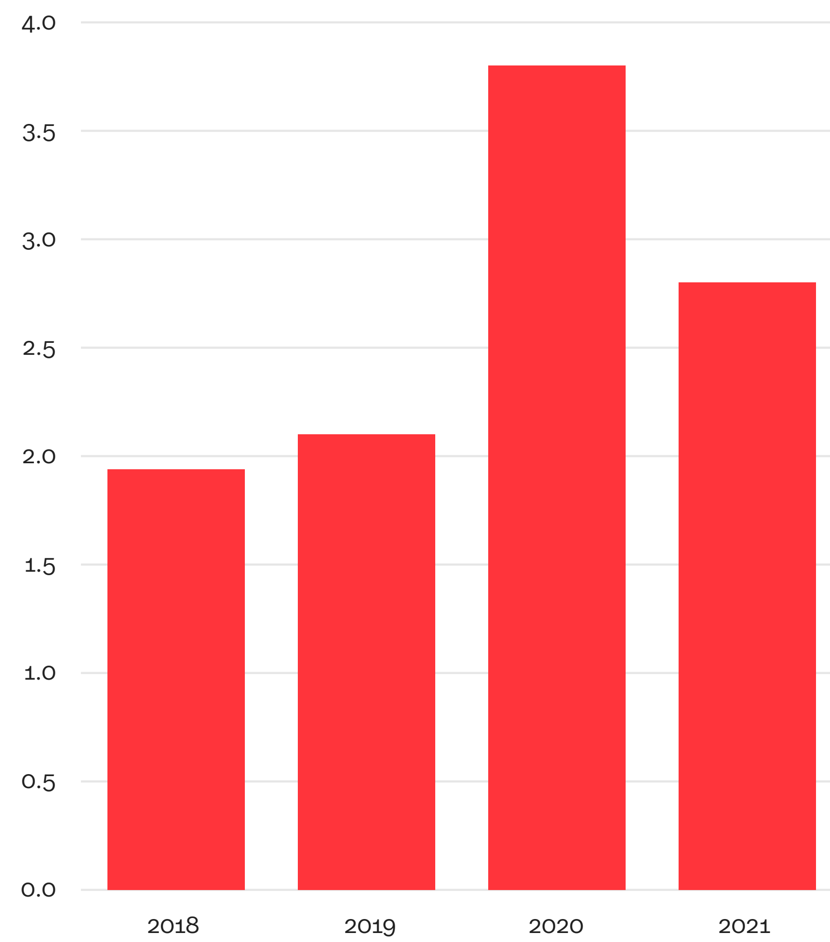
This trend in student origins is confirmed by reports from the Dubai Department of Economic Development which suggest that new business licences issued in Dubai grew by 4.6% in 2018 compared with 2017, with Indians, Pakistanis, Egyptians, Chinese and British being the top nationalities involved. According to the KHDA, student growth in Dubai private schools is approximately 3% year on year and now stands at 289,000 pupils. This is a similar trend to the last four years. Pre-2014 there was much higher growth with a figure of 11% being quoted by GEMS Education.

Whilst enrolment in Indian curriculum schools appears to be flat overall, there also appears to be a marked number of departures from the highly affordable Indian schools, linked possibly to the economic downturn, but also to a trend among

Indian parents to move their children to more affordable UK curriculum schools for whom they are seeking an international (as opposed to Indian) curriculum, based on greater international ambitions for their children.

So what can we expect for the future? In 2017, GEMS Education merged two of its flagship schools, relocating staff and pupils from Dubai American Academy to GEMS Nations Academy which was essentially absorbed by the older school. More recently, in early 2019, the Group announced the merger of GEMS Our Own English High School for Boys and GEMS New Our Own Private High School in Sharjah, with the schools both being located at the newer Private High School campus. And this market situation can impact GEMS – the largest player – what does this mean for other smaller and independent players?

Dubai economic growth (%)



Source: Department of Economic Development (DED)

In 2018, the 30-year-old Emirates English Speaking School in Al Safa announced it would be shutting down in 2019 due to financial constraints. The British Columbia Canadian School in Dubai Investment Park, which opened in 2017, also sent a letter to parents last year saying it would not reopen in September for the start of the 2018/19 academic year. Any potential school development that is aimed at the Premium market for the foreseeable future cannot just expect to build it and watch them come — those days, for the moment, are over. One planned school for Dubai – Australian International — has already confirmed that it has scaled back its plans to open its Dubai campus in 2019, and appears to be looking at Early Years only initially.

The economic environment does not appear to be improving significantly. The Emirates NBD Purchasing Managers' Index (PMI) for the UAE fell to 53.4 in February 2019 from 56.3 in January 2019, and was the lowest reading since October 2016. It has since regained some of those losses, but the fragility in the headline index reflects not just slower growth in new orders (new export orders rose at the slowest rate in 11 months in February), but also in private sector employment. February was the lowest on record in the survey's history. The UAE is subject to the same gravity that affects all open markets.

The employment index fell to 47.5 in February, as nearly 9% of businesses surveyed reported lower headcount relative to January, while just 1.5% reported increased hiring. This has remained sluggish into the latest figures for March, with just under 3% of firms in the index saying they are hiring. Some firms have reported operating with the minimum level of staffing in a bid to keep costs down.

The pricing environment remains challenging for private sector businesses, and stiff competition led more than 13% of firms on the panel to offer discounts in order to secure new work. Selling prices in February fell at the fastest rate in the survey history on a seasonally adjusted basis (ie after taking into account the usual promotions offered during February). Prices contracted again in March — the sixth month in a row. Schools do not, of course, need to be told about pressure on prices... Just take Brighton College Dubai, a poster child for premium plus schools. It's 2019-2020 fees are a discount on its Founders Fees.

BCG estimated that the UAE's private K-12 education will increase from $4.4 billion (AED 16.15 billion) in 2017 to $7.1 billion (AED 26 billion) by 2023, with income of $11,000 (AED 40,370) per student per annum on private school spending which is higher than OECD countries.

Those closest, most positive

Although there have undoubtedly been some rather pessimistic opinions on the Education market in the UAE in recent times, a Roundtable discussion hosted by HSBC Bank in March seemed to garner rather more positive thoughts from its participants, who included Dino Varkey from GEMS Education, Raza Khan, CEO of Al Najah Education and George Ghantous, COO of Nord Anglia Education.

Participants at the HSBC conference were advised of the results of research by Boston Consulting Group (BCG) from 2018. BCG estimated that the UAE's private K-12 education will increase from $4.4 billion (AED 16.15 billion) in 2017 to $7.1 billion (AED 26 billion) by 2023, with income of $11,000 (AED 40,370) per student per annum on private school spending which is higher than OECD countries.

The BCG report also confirmed that the private K-12 education market is most mature in the UAE, and the Dubai market is the most consolidated across the GCC, with 25% of private K-12 schools owned by GEMS Education. Although there is high market saturation across the Emirates with 90% of Dubai and Sharjah students and 65% of Abu Dhabi students enrolled in private education, the country's private school market is still expected to grow, albeit at a considerably slower pace.

This is confirmed by the GCC Education Industry Report, published in March, which found that the UAE will need 150 more schools by 2022 to accommodate the growing school-going population in the country, which is expected to reach 1.5 million in the next four years. According to research firm Alpen Capital mirroring the increasing focus on education in the region, student enrolment in the country is set to grow at 3.4%, from 1.3 million to an estimated 1.5 million.

However, there are expectations of mergers and acquisitions – a view supported by Ross Barfoot of lawyers Clyde and Co., regular advisors to potential investors – as well as the likelihood that under-performing schools will be forced out of the market and consolidation will be seen among middle and higher priced schools.

This somewhat gloomy outlook was not sufficient to put off the operators of 13 new schools which opened in Dubai for the 2018-19 academic year. These included US curriculum Al Mawakeb School Al Khawaneej, Dunecrest American School and Ignite School, CBSE curriculum Bright Riders, IB curriculum Dubai International Academy Al Barsha, Dwight School Dubai and Fairgreen International School, and UK curriculum Brighton College Dubai, GEMS Founders School Mizhar, Riverston School Dubai, Southview School, The Aquila School, and The Arbor School. The majority fell into the premium price category.

Seven schools were due to open in Abu Dhabi in September 2018, but it seems that these were all public schools.

Schools still coming

Despite the immediate economic outlook, for 2019, we understand that nine new schools are expected to open their doors in

New Dubai school openings 2018-2019

US curriculum

Al Mawakeb School Al Khawaneej, Dunecrest American School, Ignite School

CBSE curriculum

Bright Riders

IB curriculum

Dubai International Academy Al Barsha, Dwight School Dubai and Fairgreen International School

UK curriculum

Brighton College Dubai, GEMS Founders School Mizhar, Riverston School Dubai, Southview School, The Aquila School, The Arbor School

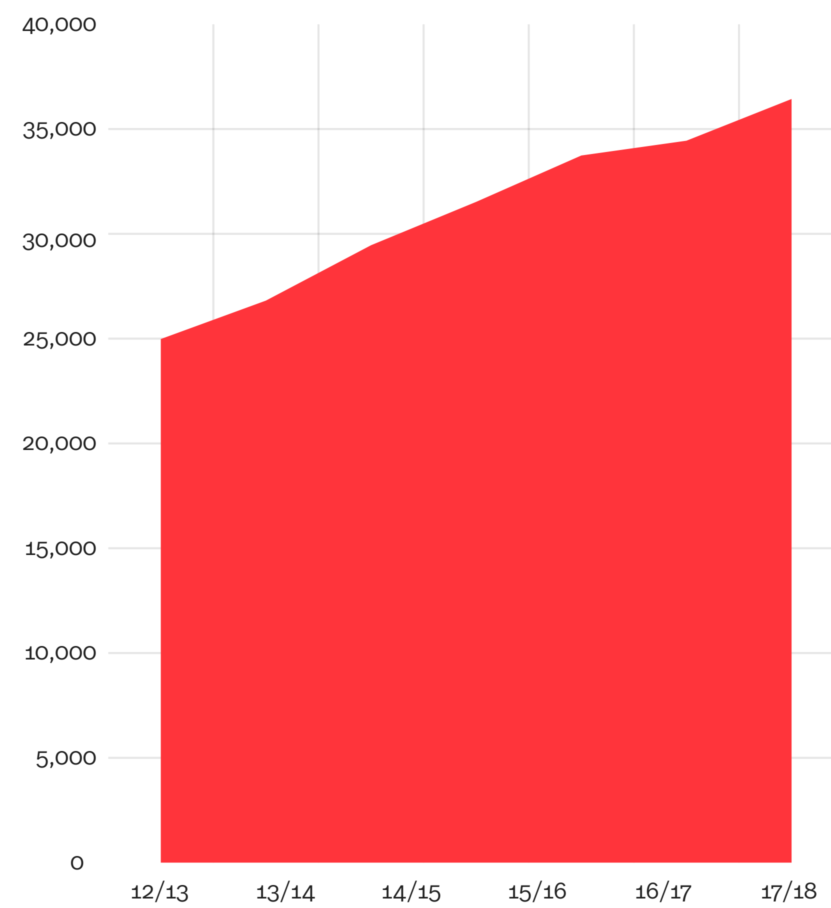
Dubai. These include four UK, one Indian, two IB and one Canadian curriculum. Among the new schools listed, we understand that this includes The City School Group, owners of the City School and Alpha School, who plan to open UK curriculum Cedar School in September in Al Waarqa.

Shaun Robison, CEO of the Education Intelligence Group shared his views with us on what these developments mean for the UAE market in 2019 and beyond. "I like to say that 2018 has been the 'Year of Parent Power' and the 'Year of Choice' for schooling. As we look ahead to 2019, choice and purchasing power will continue as parents continue to shape the sector with their decisions but there may be other pressure points on the horizon that will become magnified as the sector evolves.

Established schools in popular catchment areas have historically benefited from the market conditions but in the future, their ability to satisfy parents will become a critical component of their success. A contentious issue amongst educators is the notion of customer service, as the term implies a corporatisation of education. In 2019, parents' satisfaction will be the hot topic amongst educators, as new schools ramp up their financial incentives to attract existing demand in the market. We are seeing parents vote with their feet more frequently and move between schools which benefits new entrants.

With Expo 2020 around the corner, and a level of uncertainty on the horizon, school operators need to find new ways to satisfy their existing parents. Schools must strike a balance between delivering on existing promises to parents and recruiting new students. In recent years, we have seen new schools enter the market at much higher price points than their established competitors, so in theory, they can circumvent the potential implications of their inspection rating. Established schools do not have this luxury, and schools that have operated at mid-to-low level price points have only been able to increase in-line with the

Dubai average annual fee (AED)



Source: WhichSchoolAdvisor.com

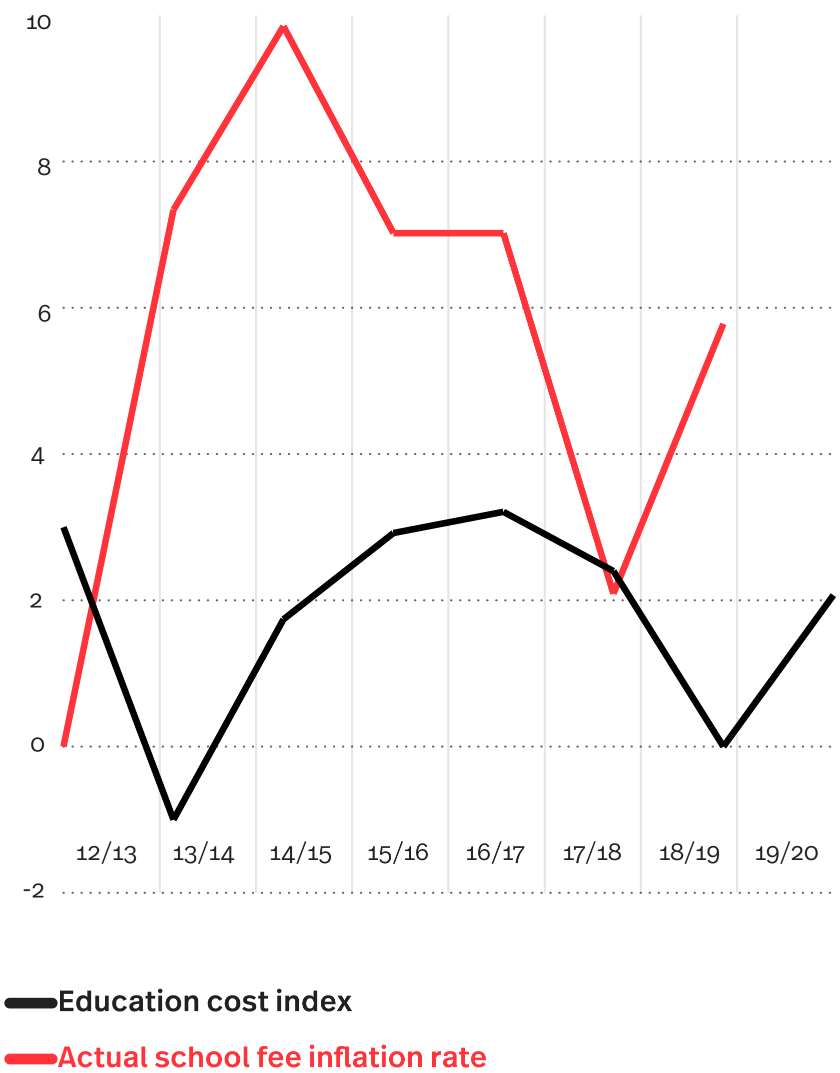
educational cost index.

Affordable schools have seen a very big response from parents in Dubai in the past year. GEMS Founders Al Mizhar has fees ranging from AED 20,900 ($5,688) to AED 29,000 ($7,896) per year, yet they opened with 1,500 students in September, the most of any new school in 2018.

For new operators entering the market in 2019, it has to be the 'Year of Agility' as the market will demand new approaches to HR packages to retain teachers, new recruitment strategies to at attract the best international talent, and new ways to use technology as resource within schools to support the curriculum. In 2019, we may also witness the 'Year of Parent Satisfaction' as schools and parents re-evaluate what it means to belong to a community. Loyalties will be tested in the new competitive climate and teachers must be equipped with communicative tools to meet and greet parents in ways that acknowledge the prevailing power of their position.

In the next two years, parents in Dubai will have choice at every price point, and mid-priced schools might be the choice that enables expatriate parents to plan for a longer future in Dubai. This does, however, mean even greater competition is on the horizon and parents will have the capacity to move seamlessly between price points and curricular in every location within the city".

Education cost index vs Actual school fee inflation rate



Actual School Fees used to calculate the increase is an average of fees across year groups for all schools in Dubai This means that the fees we state are higher than the average actually paid by all parents as there are more students in lower year groups.

The challenge of Millennial parents

How school leaders can shape the debate about how we bring up children in the Millennial age

The hotel buffet breakfast was sumptuous. The sights and smells were a delight; the cuisine truly international, from dim sum and congee to waffles and croissants. The staff at the live stations were putting on a show producing healthy juices, smoothies and omelettes to order. It was a veritable cornucopia for the stomach and the senses. On the next table sat 6-year old twins wearing headphones and plugged into the iPads propped up in front of them. Their parents were oblivious to the rich learning environment a few feet away as they spoon-fed the boys their Coco Pops®. Once refuelled, the inevitable tantrums followed as the parents endeavoured (unsuccessfully) to disconnect the twins before leaving. It was six years ago and my introduction to the world of Millennial 'under-parenting'.

Millennials

Millennials are characterised in popular culture as having a number of traits which include a familiarity and facility with technology, a dislike of hierarchy and a preference for flat management structures, a desire to be involved in the decision-making process, a mission that sees them want to make a difference in the world, and a sense of self that borders on the narcissistic. Millennials have been having a well-documented impact on the workplace over the past decade and we are now are beginning to see their influence as parents in our schools.

Parenting in the Millennial age is not easy. Their world-view has been shaped by Celebrity and the filtered perfection of Instagram – a world that does not prepare them for the daily reality of bringing up young children. Growing up in a world where the approval and disapproval of their peers has been shared on an hourly basis, Millennials are attuned to what others think more than any previous generation. This is public parenting as has never been seen before. No wonder we are witnessing new trends in schools as Millennials shape their unique parenting styles.

Parents are becoming overly protective as they wrap children up in cotton wool. The reality is that children haven't been safer – they rarely participate in any activity which isn't supervised by adults and where there isn't a full risk assessment and liability insurance in place

Over and under-parenting

At one end of the spectrum schools are witnessing an outbreak of 'under-parenting' as illustrated by my hotel breakfast experience. The 'route of least resistance' is always tempting whether it be the 'benign neglect' of screen-time baby-sitting; or an inability to say 'no' and set clear boundaries. There is little doubt that under-parenting is having an impact on schools.Anecdotal evidence from Foundation stage teachers suggests that an increasing number of children are starting school with behavioural issues and under-developed communication skills, and, in some cases, children have shorter attention spans and are not used to social interaction or making eye contact.

At the other end of the spectrum, schools face an onslaught from the Millennial parent who has mapped out her child's perfect future and who seems to equate good parenting with intervening at regular intervals to ensure that this happens. The usual way of doing this is to question or challenge every decision that affects their child. Parents are becoming overly protective as they wrap children up in cotton wool. The reality is that children haven't been safer – they rarely participate in any activity which isn't supervised by adults and where there isn't a full risk assessment and liability insurance in place. For schools, this shift from 'helicopter' to 'lawnmower' parenting means that a week does not pass without a parent protesting that a teacher gave a grade below an 'A' in a mid-term assessment; or refusing permission for a child to go on a school trip; or arguing that their son/daughter should be in the football team or not in detention.

The role of schools in society

Millennial parents need support. As a society we are in danger of forgetting how to parent and we need to find a way to address this. The time has come for schools to be proactive and to take a lead.

Schools already play an important role in communities; they are places where parents come together and meet other parents. There is a collective wisdom that comes from a group of professionals working with generations of young people that means that schools have an institutional knowledge of how to bring up children. By sharing its expertise and knowledge, schools can gain further respect and support of parents and thus foster the 'triangle of trust' between the school, the parents and the child. Only when the school supports home and home supports the school can education be truly transformatory.

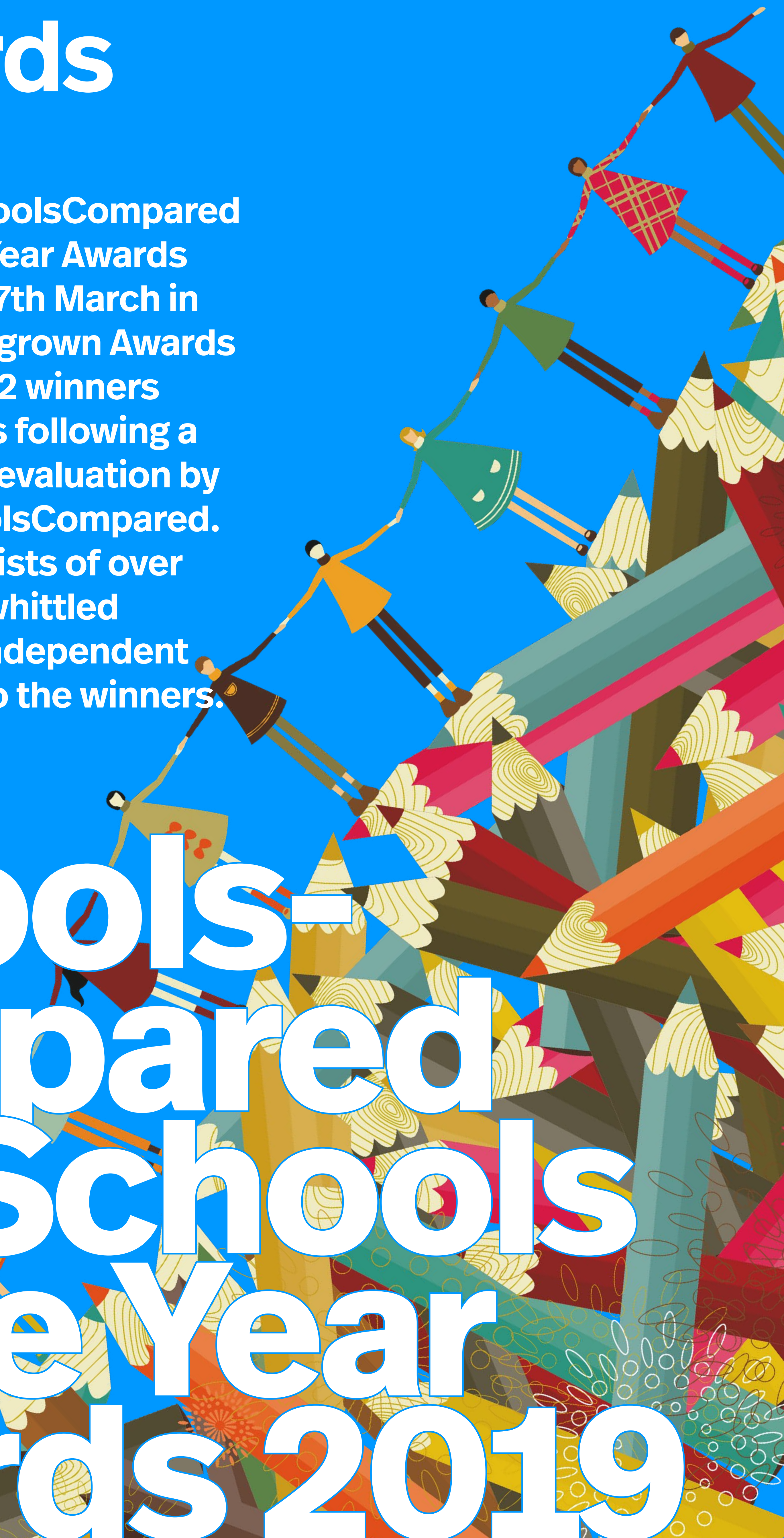
Ante-natal classes aside, most parents don't get much training in parenting and most value schools taking the lead in providing it. Schools can support Millennial parents in a number of ways including by putting on parenting classes and arranging forums for parents to meet and discuss the challenges and fears that we all face when bringing up children. Schools have access to expert advice and best practice on a range of child developmental issues (not to mention the significant challenges of alcohol, drugs, online security, body image and eating disorders that lie ahead for Millennial Parents).

Above all, school leaders and teachers need to find their voice. Education has a dedicated and informed professional body which is well placed play a more prominent role in helping shape the debate about how we bring up children in the Millennial age.

Mark S. Steed is the Director of JESS Dubai.
@independenthead @JESS_Director

By sharing its expertise and knowledge, schools can gain further respect and support of parents and thus foster the 'triangle of trust' between the school, the parents and the child.

The UAE-based SchoolsCompared Top Schools of the Year Awards were celebrated on 7th March in Dubai. These home-grown Awards were presented to 22 winners across 21 categories following a rigorous process of evaluation by the editors of SchoolsCompared.com, and list of finalists of over 200, prior to being whittled down by a team of independent education experts to the winners.



Schools-Compared Top Schools of the Year Awards 2019

The Awards presented were for:

Outstanding contribution to education in the UAE was awarded to to H.E. Dr Abdulla Al Karam

British curriculum school of the year	**British School Al Khubairat**
International Baccalaureate school of the year	**Raha International School**
Best American curriculum school of the year	**American School of Dubai**
Indian curriculum school of the year	**GEMS Modern Academy**
Arabic Blended curriculum school of the year	**Sheikh Zayed Private Academy for Boys**
IB Blended curriculum School of the Year	**Jumeirah English Speaking School, Arabian Ranches**
Best Primary School	**Dubai English Speaking School**
Best Nursery	**Aga Khan Early Learning Centre**
Best post-16 education	**British School Al Khubairat**
Best school for technical education	**Dubai English Speaking College**
Best new school	**Safa Community School**

“This was just like the Oscars.”

Sasha Crabb, Principal

“An occasion to be immensely proud of. Fabulous for education.”

Jon Conway, Principal

“A great affirmation for our schools. A lovely title for 12 months.”

Andy Gibbs, Principal

Best school for music	**Nord Anglia International School Dubai**
Best school for theatre and the performing arts	**Cranleigh School Abu Dhabi**
Best school for art	**Brighton College Abu Dhabi**
Best school for sport	**Dubai English Speaking College**
Best school for child progress and value add	**Jumeirah College**
Award for outstanding use of technology	**Fairgreen School and Jumeirah English Speaking School, Arabian Ranches**
Best international initiative	**Riverston School Dubai**
School principal of the year, 2019	**Sasha Crabb, Victory Heights**
Best school in the UAE, 2019	**Dubai English Speaking School and College.**

International Schools Awards

Congratulations to Cranleigh Abu Dhabi who won the International School of the Year Award at the Times Education Supplement Awards in February 2019.

No fewer than four Middle East schools walked away from International School Awards ceremony sponsored by Pearson in January for which there had been 230 nominations. The winner of the International School of the Year Award was the British School Muscat, Oman. Closer to home, the British International School Riyadh received the Outstanding Community Initiative Award for its student-led support for over 600 refugee children in Lebanon which included the provision of learning resources and one-to-one digital links. GEMS Jumeirah Primary School, Dubai received the Initiative to Support Wellbeing Award for its whole-school wellbeing programme including children, parents, staff and the community. JESS Dubai received the Innovative Technology Through the School Award for its development of an automated live reporting system for parents.

Upcoming conferences and events

20th ICTEL 2019 – International Conference on Teaching, Education & Learning

6th -7th October

Flora Grand Hotel Deira

GITEX Technology Week

6th – 9th October

Dubai World Trade Centre

Najah Education Fair

30th October – 1st November

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Masthead

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