LIGHTHOUSE
SUSTAINABILITY CONSULTANCY

PROGRAMME CATALOGUE 2026

ESG learning and transformation programmes

Programmes that change what people do, and show it.

E · Environmental

S · Social

G · Governance

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lighthouseconsultancy.org

WHY CAPABILITY

The capability side of ESG

When people hear ESG, they usually think of reporting, compliance or strategy. Each matters, but none of them improves performance on its own. Lighthouse focuses on capability: strengthening the people, behaviours and organisational conditions that deliver ESG performance, so targets, strategies and reports are backed by real change.

WHAT WE BUILD

People

The knowledge and skills to understand ESG and act on it.

Behaviours

What people do differently, day to day, and keep doing.

Conditions

The leadership, culture and systems that make change last.

CAPABILITY ACROSS ALL THREE STREAMS

E · Environmental

People who understand sustainability and change how they use resources, make decisions and involve others.

S · Social

Workforces that are well, supported and fairly treated, with the relationships and conditions to perform.

G · Governance

Leaders and managers who communicate well, resolve conflict and build cultures of trust.

Strengthen capability, and ESG performance follows, with evidence to show it.

WHO WE ARE

A UAE consultancy that turns ESG commitments into changed practice

Lighthouse Sustainability Consultancy designs and delivers tailored learning and transformation programmes across the Environmental, Social and Governance pillars. We combine sustainability expertise with curriculum design, behavioural and psychosocial insight, and built-in monitoring and evaluation.

Based in Dubai's Meydan Free Zone, We work with corporates, government entities, universities and large employers across the UAE, with delivery support from a network of more than 1,400 certified bilingual (Arabic/English) trainers.

WHAT WE BELIEVE

01

Start with the problem

Every programmev begins with a baseline or needs assessment, not a predetermined workshop.

02

Change what people do

Programmes are designed to shift behaviour and practice, not only what people know.

03

Show the change

Indicators are set at the outset and measured over time, so you report change, not attendance.

ONE METHOD, TWO PROGRAMME STREAMS

Environmental (E)

Sustainability education and applied learning. Structured programmes that build sustainability knowledge, develop practical competencies and support measurable changes in individual and collective practices.

Social & Governance (S & G)



People, wellbeing and organisational effectiveness. Tailored, evidenceinformed programmes that address employee wellbeing, workplace relationships, gender-related challenges and the organisational conditions that influence performance.

Eight programmes across the ESG pillars

Each programme is tailored after an assessment of your audience, so treat these as starting points rather than fixed products.

E · Environmental

Corporate Sustainability Learning Programme

For L&D and capability managers

Your sustainability pillars turned into role-based learning and everyday practice.

Page 8

Public Sustainability Transformation Programme

For authorities, municipalities and utilities

Public awareness mandates delivered as measurable behaviour change.

Page 9

Graduateb Sustainability Journey

For universities

A progressive journey for final-year students, with behaviour checks at exit.

Page 10

S · Social

Workforce Wellbeing & Psychosocial Health

For HR, wellbeing and HSE leads

What is really driving stress and burnout, assessed and addressed.

Page 12

Gender Equity, Inclusion & Leadership

For D&I, HR and ESG leads

Gender commitments turned into fairer progression and retention.

Page 13

Youth Development & Workforce Readiness

For universities and earlycareer leads

Young people prepared for the behaviours of professional life.

Page 14

G · Governance

Workplace Relationships & Conflict

For HR, employee relations and operations leaders

Recurring conflict understood at its roots and reduced across every level.

Page 15

Leadership & Organisational Culture

For CPOs, talent and L&D heads

Leadership development tied to what teams actually experience.

Page 16

Not sure where to start?

A complimentary consultation helps identify the right programme for your organisation.

Page 21

How a programme is developed and rolled out

The same sequence applies to every programme. Pilot size, pace and handover are set with each client.

STEP	WHAT HAPPENS	WHAT YOU RECEIVE
1	**Baseline** We assess current knowledge, attitudes, behaviours and barriers through surveys and focus groups with a sample of your audience.	Baseline report and behavioural gap profile
2	**Design** We use the baseline to build the curriculum, behavioural indicators and assessment framework, and a structured pathway from self to systemic.	Curriculum, indicators, assessment framework and pathway
3	**Pilot** We deliver to a selected cohort over a defined period, collecting data at set intervals.	Engagement data and interim assessments
4	**Evaluate and refine** We repeat the baseline measures, compare progress, and refine content, indicators and delivery before scaling up.	Pilot evaluation report and validated curriculum
5	**Roll out** We finalise the curriculum, load it on your LMS, prepare facilitators and delivery partners, and deploy in phases with quality assurance.	Final curriculum, LMS-ready programme, facilitator toolkit, QA protocols
6	**Monitor and improve** We collect feedback, track behavioural outcomes, compare delivery across sites, report impact periodically and update the programme.	Periodic impact reports and updated programme version
7	**Hand over (optional)** We train your own facilitators and move delivery to them, with Lighthouse licensing the curriculum and auditing quality.	A programme your organisation owns

E · Environmental

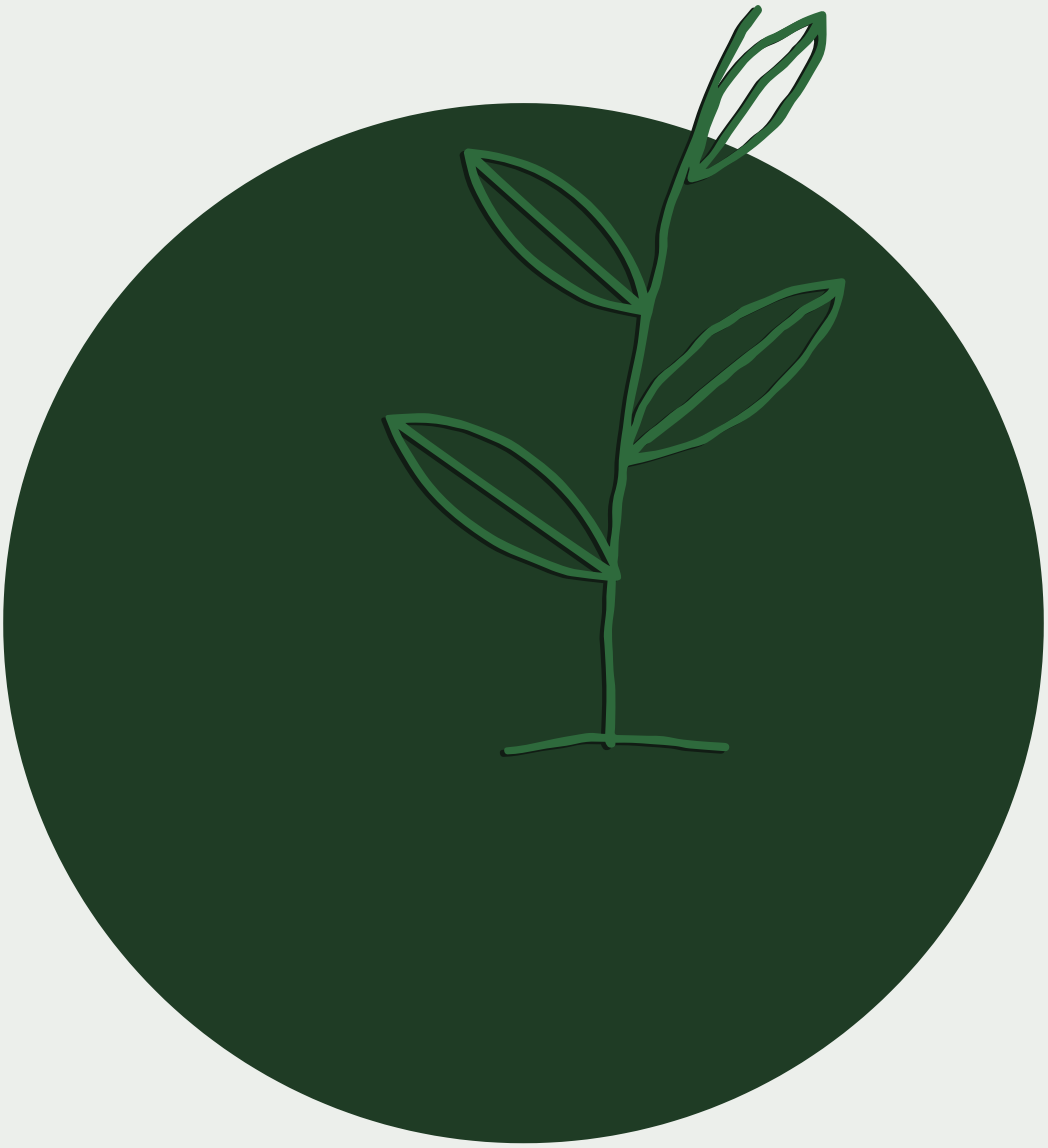
From recognising to influencing: our five-stage framework

Our Environmental programmes are grounded in systems thinking and the principle of interdependence: individuals are not separate from the environments and systems in which they live and work. They influence, and are influenced by, those systems. Participants move through five stages, widening from their own behaviour to the conditions that shape everyone's behaviour. This gives us a framework we can both teach and measure.

STAGE 1 · SELF **Recognize**	**"I can see the connection between my behaviour and sustainability."** Identifies sustainability implications of everyday choices; notices issues in their immediate environment; recognises that their behaviour contributes to outcomes.
STAGE 2 · SELF **Reflect**	**"I understand my role and what influences my behaviour."** Examines personal habits; identifies barriers to sustainable behaviour; recognises the influence of convenience, peers and social norms.
STAGE 3 · IMMEDIATE **Respond**	**"I change my own behaviour."** Adopts a specific sustainable behaviour; changes a consumption or resource-use habit; maintains the change over time and can describe evidence of it.
STAGE 4 · COLLECTIVE **Participate**	**"I involve others in sustainability action."** Joins or initiates a collective action; encourages peers; collaborates with others; helps sustain a group sustainability activity.
STAGE 5 · SYSTEMIC **Influence**	**"I contribute to changing the conditions that shape behaviour."** Identifies a systemic barrier; maps relevant stakeholders; proposes or implements a practical intervention; considers how impact could be measured.

The indicators under each stage are observable behaviours and potential KPIs. Programme KPIs set the learning objectives at each stage, and pre- and post-assessment shows how far participants have progressed.

Environmental



ENVIRONMENTAL PROGRAMMES

E1 · E2 · E3

E · Environmental

PROGRAMME E1

Corporate Sustainability Learning Programme

Your sustainability pillars, turned into role-based learning and everyday practice across the organisation.

WHO IT'S FOR

Learning & Development and capability managers at corporates, including groups with multiple subsidiaries.

THE CHALLENGE

"Our sustainability pillars are set, and our sustainability report commits to educating employees on them. What we lack is a structured programme to do it."

TIERS AND FORMATS

Tailored by role · Group - wide or by subsidiary · Facilitated delivery · LMS-ready · Arabic / English

WHAT YOU RECEIVE

- Baseline report and behavioural gap profile.
- Curriculum, indicators and assessment framework.
- Pilot evaluation report.
- LMS-ready programme and facilitator toolkit.
- Periodic impact reports.

WHAT THE PROGRAMME INVOLVES

- A structured programme built around your company's own sustainability pillars.
- Tailored by role and function, across every subsidiary.
- A baseline of knowledge, attitudes, behaviours and barriers before design.
- A pathway through the five stages, from Recognize to Influence.
- Content designed to shift behaviour, not just inform, grounded in applied
- behavioural science.

KPIS YOU CAN REPORT, BEYOND ATTENDANCE

- % of employees moving up at least one stage, pre-to post-assessment.
- % adopting a targeted sustainable practice at work, sustained at 3 - month follow-up.
- Number of team or site sustainability actions started by employees.
- Improvement ideas submitted, and number implemented.
- Change in targeted operational indicators at pilot sites, such as waste
- segregation or energy use, where data exists.

E · Environmental

PROGRAMME E2

Public Sustainability Transformation Programme

A public awareness mandate, delivered as structured, measurable behaviour change across schools, universities and corporate audiences.

WHO IT'S FOR

Environment and sustainability authorities, municipalities and government - owned utilities: department heads with a publicawareness mandate, and sustainability and communications leads.

THE CHALLENGE

"Public awareness is part of our mandate, but our initiatives are scattered, and we lack the structure and tools to deliver them and show what changed."

TIERS AND FORMATS

Schools · Universities · Corporate audiences · Phased roll-out across sites · Arabic / English · Optional handover

WHAT YOU RECEIVE

- Baseline report and behavioural gap profile per audience.
- Tiered curriculum, indicators and assessment framework.
- Pilot evaluation report.
- Facilitator toolkit and quality-assurance protocols.
- Periodic impact reports for your own reporting.

WHAT THE PROGRAMME INVOLVES

- A structured, public-facing awareness and behaviour transformation programme built around your mandate.
- Tiered for schools, universities and corporate audiences.
- A baseline of each audience before design.
- A pathway through the five stages, from Recognize to Influence.
- Trackable KPIs and transformation evidence that go beyond participation.

KPIS YOU CAN REPORT, BEYOND ATTENDANCE

- % of participants in each audience tier moving up at least one stage.
- % reporting a specific new behaviour at follow-up, such as recycling or saving water at home.
- % who involve others, such as family or peers, in a sustainability action.
- Number of school, campus and workplace actions started by participants.
- Results by audience and site, comparable year on year.

E · Environmental

PROGRAMME E3

Graduate Sustainability Journey

A progressive sustainability learning journey for final-year students, so they leave university with sustained behaviour, not just knowledge.

WHO IT'S FOR

University sustainability offices, career centres and student affairs teams, for final-year (Year 4) students approaching graduation.

THE CHALLENGE

"Our campus initiatives mobilise students in groups, but there is no structured individual learning journey, and no check on behaviour change as students enter the workforce."

TIERS AND FORMATS

Final-year students · Individual learning journey · Exit check at graduation · Universityrun after handover · Arabic / English

WHAT YOU RECEIVE

- Baseline report for the student cohort.
- The learning journey, indicators and exit assessment.
- Pilot evaluation report.
- Facilitator training and a licensed curriculum for university-led delivery.
- Quality audits after handover.

WHAT THE PROGRAMME INVOLVES

- A standardised, progressive learning journey through the five stages, from
- Recognize to Influence.
- Movement from knowledge to sustained behaviour, at an individual level.
- Behaviour-change checks at exit, as students graduate.
- A handover model, so the university can run the journey itself.

KPIS YOU CAN REPORT, BEYOND ATTENDANCE

- % of final-year students moving up at least one stage.
- % of graduates showing sustained behaviour change at the exit check.
- Number of student-led campus sustainability initiatives.
- Number of student proposals that address a systemic barrier.
- Cohort-on-cohort comparison of all of the above.

Social



SOCIAL PROGRAMMES

S1 · S2 · S3

S · Social G · Governance

People, wellbeing and organisational effectiveness

The 'S' in ESG is about people: how they experience organisations, how they behave within them, and how organisational systems shape those behaviours. Most 'S' agendas stop at perks and generic wellness workshops. Ours start with a structured needs assessment of what your workforce is actually experiencing, then combine behavioural, systemic and organisational thinking to design targeted programmes with measurable results.

WE BEGIN WITH THE PROBLEM, NOT A PREDETERMINED WORKSHOP

Each programme starts with a needs assessment that identifies the individual, relational and systemic factors behind current behaviours and pressures, then designs interventions to shift them. Interventions are tailored to frontline staff, managers and leadership, with indicators set at the outset and monitored over time.

Problem-focused

For an organisational challenge you already face, such as burnout, recurring conflict or a gender gap in leadership.

Preventive

For building psychosocial capability in an otherwise healthy workforce, before problems take hold.

DEVELOPED END TO END

01 Needs assessment
Including stakeholder consultation

02 Programme design
Interventions and KPIs agreed

03 Implementation
Tiered from frontline to leadership

04 Impact evaluation
At three levels of measurement

WHAT EVERY PROGRAMME INCLUDES

- A structured needs assessment of what the workforce is actually experiencing, before any design.
- Psychosocial, relational, systemic and organisational expertise combined with evidenceinformed design.
- KPIs agreed after the assessment and measured at three levels: learning, behaviour and systems.
- Where appropriate, evaluation linked to absenteeism, retention, productivity, service quality and safety attitudes.

S · Social

PROGRAMME S1

Workforce Wellbeing & Psychosocial Health

Find out what is really driving stress, burnout and absenteeism in your workforce, then address the causes, not the symptoms.

WHO IT'S FOR

Heads of HR and People, wellbeing leads, and HSE leads responsible for psychosocial risk.

THE CHALLENGE

"Our wellbeing budget goes on perks, physical health, an EAP and generic workshops. We have little insight into what is actually driving stress or burnout, and no evidence of impact."

WHAT THE PROGRAMME INVOLVES

- A needs assessment of what employees actually experience at work: workplace stressors, burnout, emotional demands, work-life pressure, relational difficulties, lack of support and organisational pressures.
- Targeted interventions designed from the findings, addressing the underlying causes.
- Tiered delivery for frontline staff, managers and leadership.

TIERS AND FORMATS

Frontline staff | Managers | Leadership | Problem-focused or preventive | Pilot with one team or site

WHAT WE CAN MEASURE

- Employee wellbeing scores
- Burnout risk
- Absenteeism
- Staff turnover
- Perceived organisational support

WHAT YOU RECEIVE

- Needs assessment findings and priorities.
- Programme design with KPIs agreed up front.
- Tiered interventions, delivered.
- Impact evaluation across learning, behaviour and systems.

KPIs are illustrative. Relevant indicators and realistic targets are agreed after the initial needs assessment.

S · Social

PROGRAMME S2

Gender Equity, Inclusion & Leadership

Turn gender commitments into fairer progression and retention, starting from how people actually experience your organisation.

WHO IT'S FOR

Diversity & Inclusion leads, Heads of HR and Talent, and ESG leads reporting on gender commitments.

THE CHALLENGE

"Our gender commitments, targets and policies are in place, but gaps in leadership representation and retention persist, and we don't really understand how people experience progression here."

WHAT THE PROGRAMME INVOLVES

- An assessment of gender-specific workplace experiences, barriers to career progression and the distinct challenges people may face in leadership, recognising how these differ across genders and contexts.
- Interventions addressing leadership expectations, gender bias, work-life pressures, access to opportunities, and the organisational structures that affect leadership effectiveness and equitable participation.

TIERS AND FORMATS

Group consultations | Facilitated dialogues | Leadership pipeline | Managers and senior leadership | Recommendations to leadership

WHAT WE CAN MEASURE

- Gender representation in leadership
- Promotion and retention gaps
- Perceived fairness and inclusion scores
- Leadership effectiveness
- Access to leadership opportunities
- Gender-specific leadership and workplace
- challenges identified and addressed

WHAT YOU RECEIVE

- Assessment findings on gender-specific experiences and barriers.
- Programme design with KPIs agreed up front.
- Interventions, delivered.
- Impact evaluation you can use in gender and ESG reporting.

KPIs are illustrative. Relevant indicators and realistic targets are agreed after the initial needs assessment.

S · Social

PROGRAMME S3

Youth Development & Workforce Readiness

Prepare young people for the behaviours, relationships and responsibilities of professional life, and measure readiness, not just participation.

WHO IT'S FOR

University career centres and student affairs teams, youth programme owners, and earlycareer and graduate programme leads at employers.

THE CHALLENGE

"Our young people graduate with knowledge but limited preparation for professional life. Our programmes track participation, not readiness."

WHAT THE PROGRAMME INVOLVES

- Competency-based programmes that prepare young people for responsible participation in professional and social systems.
- An assessment of the cohort's starting point before design.
- Competencies and indicators agreed with you, then tracked through to the workplace.

TIERS AND FORMATS

University students | Graduate and early-career cohorts | Youth programmes | Competency-based

WHAT WE CAN MEASURE

- Employability competencies
- Behavioural involvement
- Participation in initiatives
- Workplace readiness
- Sustained application of skills

WHAT YOU RECEIVE

- Cohort assessment findings.
- Competency framework and programme design.
- Programme, delivered.
- Impact evaluation across learning, behaviour and systems.

KPIs are illustrative. Relevant indicators and realistic targets are agreed after the initial needs assessment.

Governance



GOVERNANCE PROGRAMMES

G1 · G2

G · Governance

PROGRAMME G1

Workplace Relationships & Conflict

Understand the patterns behind recurring conflict and communication breakdown, and strengthen how people work together at every level.

WHO IT'S FOR

Heads of HR and Employee Relations, operations leaders, and HSE leads in fieldbased or frontline workforces.

THE CHALLENGE

"Conflict, grievances and communication breakdown keep recurring, between teams or between frontline staff and management. We handle them case by case, with no view of the underlying patterns."

WHAT THE PROGRAMME INVOLVES

- Identifying recurring patterns of conflict and communication breakdown.
- Tiered interventions for frontline staff, managers and leadership.
- Strengthening communication, conflict management, relational capability and psychologically informed leadership.

TIERS AND FORMATS

Frontline and field staff | Managers | Leadership | De-escalation

Multi-month tiered programmes

WHAT WE CAN MEASURE

- Conflict frequency
- Resolution effectiveness
- Employee grievances
- Psychological safety
- Communication effectiveness

WHAT YOU RECEIVE

- Findings on recurring conflict patterns and their drivers.
- Tiered programme design with KPIs agreed up front.
- Interventions, delivered across levels.
- Impact evaluation across learning, behaviour and systems (see the worked example on page 16).

KPIs are illustrative. Relevant indicators and realistic targets are agreed after the initial needs assessment.

G · Governance

PROGRAMME G2

Leadership & Organisational Culture

Leadership and management development tied to what your teams actually experience, not a generic leadership course.

WHO IT'S FOR

Chief People Officers, Heads of Talent and L&D, and owners of the employee engagement survey.

THE CHALLENGE

"Our engagement survey points to managers as a key driver of engagement and trust, but our leadership training is generic and not tied to what teams actually experience."

WHAT THE PROGRAMME INVOLVES

- An assessment of how leadership practices influence employee engagement, trust and performance, starting from your existing data, such as engagement survey results.
- Leadership and management interventions that address the gaps identified.
- Tiered for senior leaders and people managers.

TIERS AND FORMATS

Senior leadership | People managers | Pilot with one function or entity

Linked to your engagement survey

WHAT WE CAN MEASURE

- Leadership effectiveness
- Employee trust
- Engagement
- Psychological safety
- Team performance

WHAT YOU RECEIVE

- Assessment findings on leadership practice and its effects.
- Programme design with KPIs agreed up front.
- Leadership and management interventions, delivered.
- Impact evaluation across learning, behaviour and systems.

KPIs are illustrative. Relevant indicators and realistic targets are agreed after the initial needs assessment.

Reporting change, not attendance

Every programme has indicators set at the outset and measured over time, through preand post-assessment and established monitoring and evaluation practice. We measure at three levels.

Learning



What do people understand?

Knowledge, awareness, capability and attitudes.

Behaviour



What are people doing differently?

Observable practices, communication, participation and decisions.

Systems



What has changed in the organisation?

Policies, routines, working conditions, culture and organisational outcomes.

A WORKED EXAMPLE: WORKPLACE CONFLICT

Level	Illustrative KPI	Evidence source
Learning	80% demonstrate improved conflictmanagement capability in scenario-based assessment.	Pre/post scenario assessment
Behaviour	60% demonstrate consistent use of agreed conflict-resolution practices at follow-up.	Observation, supervisor/peer feedback, follow-up assessment
Systems	Reduction in recurring conflict cases, alongside improved perceptions of fairness and resolution effectiveness.	Case records and workforce feedback

The percentages above are hypothetical targets for illustration, not evidence-based benchmarks or promised results.

CONNECTING OUTCOMES WITH ORGANISATIONAL PERFORMANCE

Where appropriate, evaluation may also examine absenteeism, retention, productivity, service quality and safety attitudes. These measures help you understand whether social improvements align with operational performance, without assuming that a single intervention caused the change.

All KPIs in this catalogue are illustrative, not guaranteed outcomes. Relevant indicators and realistic targets are agreed with you after the initial baseline or needs assessment.

The people behind the programmes

One method, led by specialists across sustainability, behaviour change, curriculum design and evaluation.



Muneeza Aftab

Founder & Managing Consultant · Lead, Environmental programmes

Muneeza brings a track record of sustainability reporting, strategy and advisory work across UAE sectors, including oil and gas, retail, luxury retail and multi-sector investment. She holds an MA in Sustainable Development & Global Governance from Middlesex University Dubai and is a GRI Certified Professional, bringing both regulatory depth and practical delivery experience to how Lighthouse builds ESG capability within organisations.

Sustainability reporting | ESG strategy | GRI Certified Professional | Advisory



Maryam Suheyl

Organisational & Behaviour Change Consultant · Lead, Social & Governance programmes

Maryam has more than 15 years of experience designing and delivering interventions for corporate, development and humanitarian organisations. Her work spans workplace conflict, safety culture, leadership, gender, wellbeing and behaviour change, with an approach rooted in understanding the people, relationships and systems behind a challenge before designing solutions. She holds an MSc in Marriage & Family Therapy from Northwestern University (USA) and brings a systemic understanding of human behaviour to the design of meaningful, measurable organisational change.

Workplace conflict | Safety culture | Gender | Wellbeing | Leadership



Zainab Aftab

Curriculum Developer

Zainab translates an organisation's mandate into learning that works. Starting from what the organisation needs its people to know and do, she builds the competency framework, sequences modules into a clear learning pathway, and designs scenariobased assessments that show whether learning has turned into practice. She holds an MPhil in Educational Leadership & Management from Beaconhouse National University, bringing a grounding in how learning is designed and led to every Lighthouse programme.

Curriculum design | Instructional design | Assessment design | LMS-ready content



Muhammad Yahya

Monitoring & Evaluation Lead

Muhammad Yahya brings mixed-methods research and evaluation expertise to every Lighthouse programme. He designs the instruments, indicators and scoring frameworks that show whether a programme is working, from M&E frameworks and nationally representative surveys to a multi-pillar maturity index for public services. His work spans government, international development and the private sector, combining behavioural insight, ethnographic research and stakeholder consultation to understand why people act as they do and what helps them change. He holds a Master's in Global Development from Cornell University, where he was a Fulbright Scholar, and a BSc (Honours) in Political Science from the Lahore University of Management Sciences (LUMS).

Every stage of a programme, covered

Our team covers the full programme cycle, from baseline to monitoring.

CAPABILITY MATRIX

Capability	Lead	Programme stages
Sustainability subject expertise	Muneeza Aftab	Baseline, Design
Psychosocial, behavioural and systemic practice	Maryam Suheyl	Needs assessment, Design, Delivery
Curriculum and instructional design	Zainab [Surname]	Design, Roll-out
Monitoring and evaluation	Muhammad Yahya	Baseline, Evaluate, Monitor
Bilingual delivery at scale	IBTA delivery network	Pilot, Roll-out

ibta MEA
International Business Training Association

1,400+

Certified bilingual trainers across the UAE

Our delivery partner IBTA gives programmes reach into corporates, universities and public audiences, in Arabic and English.

Ways to work with us

Every engagement is scoped to your organisation. Most begin with a pilot, so you see evidence before committing to scale.

1 Pilot



One cohort, team or site. Baseline, design, delivery and a pilot evaluation that shows what changed.

2 Full roll-out



Phased delivery across sites, subsidiaries or audiences, with quality assurance and periodic impact reporting.

3 Handover



We train your own facilitators and move delivery to them, licensing the curriculum and auditing quality.

HOW ENGAGEMENTS ARE SCOPED

Scope, timeline and investment depend on your audience, the number of sites and tiers, and whether you choose handover. Pricing is shared in a tailored proposal following a scoping conversation.

NEXT STEP

Book a complimentary consultation

A 30-minute conversation to understand your mandate or challenge and identify the right programme.

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