



China Maple Leaf Educational Systems Limited 中國楓葉教育集團有限公司*

(Incorporated in the Cayman Islands with limited liability)
Stock Code: 1317



2020 ENVIRONMENTAL, SOCIAL and GOVERNANCE REPORT

* For identification purposes only

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ABOUT THIS REPORT

COMPANY PROFILE

China Maple Leaf Educational Systems Limited (the “Company”, together with its subsidiaries and consolidated affiliated entities, collectively the “Group”) is a leading international school operator, from preschool to grade 12 (“K-12”) education, mainly in the People’s Republic of China (“China” or the “PRC”) as measured by student enrolment.

Founded in 1995, the Group’s headquarters is located at Dalian, Liaoning Province, China. With over 25 years’ of experience in operating international schools in China, the Group provides high quality K-12 education by combining the merits of both Western and Eastern educational philosophies in 29 cities in China, Canada, Malaysia, Singapore and Australia, namely Dalian, Wuhan, Tianjin, Chongqing, Zhenjiang, Luoyang, Ordos, Shanghai, Pingdingshan, Jingzhou, Yiwu, Huai’an, Pinghu, Xi’an, Haikou, Weifang, Huzhou, Yancheng, Shenzhen, Xiangyang, Luzhou, Jinan, Hohhot, Kamloops, Richmond, Thunder Bay, Kuala Lumpur, Singapore City and Adelaide.

REPORT RELEASE CYCLE

This report is the fourth independent annual Environmental, Social and Governance (ESG) Report released by China Maple Leaf Educational Systems Limited. It covers the period from 1 September 2019 to 31 August 2020 (“FY2020”). Certain content may be beyond the aforesaid period.

ORGANISATIONAL SCOPE OF THE REPORT

This report covers data regarding China Maple Leaf Educational Systems Limited and its subsidiaries. For convenience, expressions including “MLES Group”, “MLES”, “the Group”, “the Company” and “We” are also used in this report.

BASIS FOR COMPILATION OF THE REPORT

This report was prepared in accordance with the Environmental, Social and Governance Reporting Guide issued by The Stock Exchange of Hong Kong Limited (the “Stock Exchange”) with reference to the GRI Sustainability Reporting Standards (GRI standards) issued by the Global Sustainability Standards Board (GSSB) and United Nations Sustainable Development Goals (SDGs).

ESG REPORTING PRINCIPLES

Materiality: In compliance with the requirements of materiality principle defined by the Stock Exchange, the ESG issues considered by the board of directors and the ESG working group, stakeholders communication, identification process of substantive issues and the matrix of substantive issues are disclosed in this report, further details of which are set out in the corresponding part of this report.

Quantitative: Statistical standards, methods, assumptions and/or calculation tools for quantitative key performance indicators herein and source of conversion factors are all explained in the definitions of the report.

Balance: This report shall provide an unbiased picture of the Group’s performance during the reporting period and should avoid selections, omissions, or presentation formats that may inappropriately influence the decision or judgment made by the report readers.

Consistency: The statistical methodologies applied to the data disclosed in this report shall be consistent.

DATA DESCRIPTION

Certain financial data in the report are extracted from FY2020 financial statements. In case of discrepancy between this report and the annual report, the latter shall prevail. Other data are mainly associated with FY2020, with certain data beyond the aforesaid period, are mainly from the Group’s internal statistics. Unless otherwise stated, the amounts in this report are denominated in Renminbi (“RMB”).

1. CHAIRMAN'S STATEMENT



Year of 2020 marked the 25th year of establishment of MLES Group, and also the starting year of its “Sixth Five-Year Plan”. Guided by the educational philosophy of “Promoting Quality-oriented Education by combining the Merits of Both Western and Eastern Educational Philosophies”, MLES has made efforts to strengthen internal governance, persist in energy saving and emission reduction, and care about the social welfare as a way to make steady progress on the road of sustainable education development.

Devoting to anti-epidemic public welfare and making arrangements for epidemic prevention and control.

In 2020, faced with the outbreak of the epidemic, the Group immediately donated RMB1 million to medical workers assisting Wuhan. During the epidemic, all faculty and staff worked together and made their best efforts to minimize the impact of the epidemic. Benefited from the previous emphasis on paperless teaching and paperless office, all campuses of the Group were able to respond quickly and accomplished the online teaching tasks during the epidemic. At the same time, the Group established an epidemic prevention and control team to ensure the safety and health of teachers and students upon returning to school through a series of prevention and control measures.

Innovating education system and expanding education service coverage.

“Operating a world school” is an important task of MLES at the new stage of development. In FY2020, the Maple Leaf World School Program has been established and accredited by Cognia, and will be benchmarked with A-level courses in stages by UK NARIC, so as to further correspond with international standards in terms of the education system. In this financial year, MLES also acquired and deployed new campuses in Ontario, Canada, Singapore and Malaysia, which not only expanded education service coverage, but also laid a solid foundation for the layout of the “World School”.

Promoting quality-oriented education and caring for the growth of students.

Taking the cultivation of elite talents as our mission, we provide advanced learning courses, organize diversified campus activities, and help students develop in an all-round way. At the same time, we strive to build a safe campus environment, strengthen the development of teachers’ professional ethics and morality, strictly control the procurement process and food hygiene, respect the privacy of students, and promote the physical and mental health of students. In the 2019/20 school year, approximately 79% of Maple Leaf high school graduates were admitted to Maple Leaf Global Top 100 Universities, reaching a new record. As of 15 October 2020, 44,338 students enrolled in our schools.

1. CHAIRMAN'S STATEMENT

Attracting outstanding talents and supporting employee development. Upholding the talent management mechanism of “career cultivating talents, environment condensing talents, and remuneration retaining talents”, MLES absorbs better faculty who are knowledgeable of both Western and Eastern cultures. As of the end of the reporting period, the Group had a total of 6,781 full-time employees. We continued to embrace compliance and equal employment, provide competitive salaries and benefits, and organize diversified activities to enrich the lives of employees. We further developed and improved the existing staff training system, enhanced staff professionalism, and implemented talent strategies as a way to promote the development of the Group.

Improving the management system and sticking to compliance and integrity operation. MLES strictly observes various laws and regulations, and continues to improve the internal management structure and management system. It ensures our compliance operations from risk management, anti-corruption, brand protection and other aspects. In this financial year, we issued the Guidelines on Preventing the Legal Risk of Copyright (《版權法律風險防範指引》) to help each school understand potential legal risks and guide them to regulate copyright management.

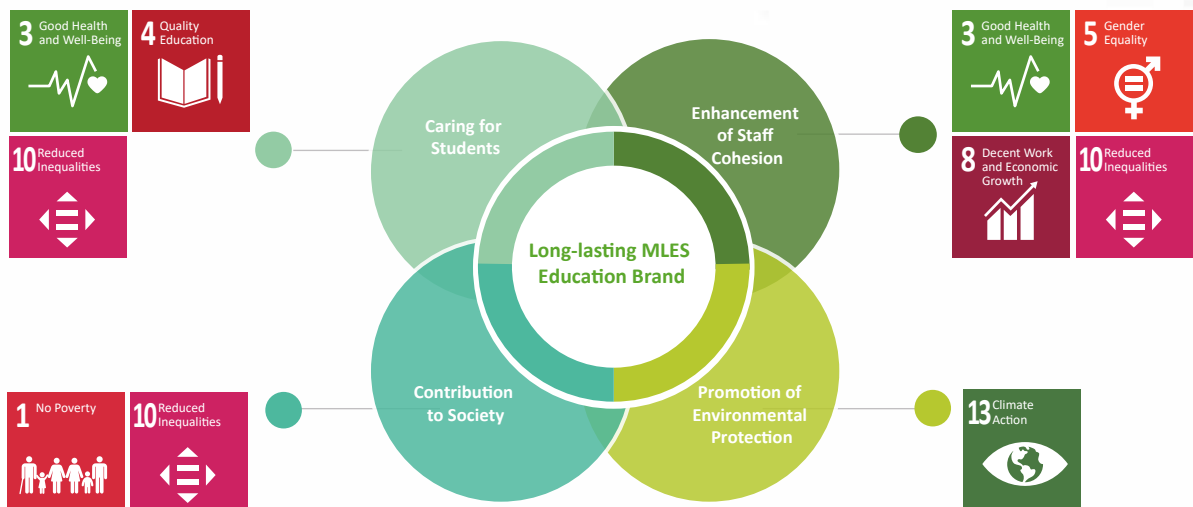
Adhering to the concept of environmental protection and practicing green operations. Resource conservation and emission reduction are MLES's requirements for its operation and commitment to environmental responsibility. At the same time, we have integrated environmental protection issues into teaching content and campus life to cultivate the environmental protection concept and habit of students. In FY2020, we continued to promote electronic office and teaching to save energy and resource while improving teaching efficiency and effectiveness.

Devoting to public welfare and creating society value. In FY2020, MLES proactively fulfilled its social responsibilities, led all employees and students to help the weak and the poor by repaying the society through donations and voluntary services, and passed on the connotation of social responsibility to students as a way to unswervingly create society value.

2. ESG MANAGEMENT

2.1 SUSTAINABILITY CONCEPT

Being a responsible corporation, MLES Group is well aware of the impact of sustainability on the long-term development and operational resilience of enterprises. We penetrate the sustainability concept into our daily operation. By implementing four major approaches of caring for students, enhancement of staff cohesion, promotion of environmental protection and contribution to the society, we have pursued our missions to cultivate social elites, promote green development and drive regional common prosperity. We integrate United Nations Sustainable Development Goals (SDGs) into ESG management system and respond positively with actions. Through our own efforts, we hope to create long-term value for the society.



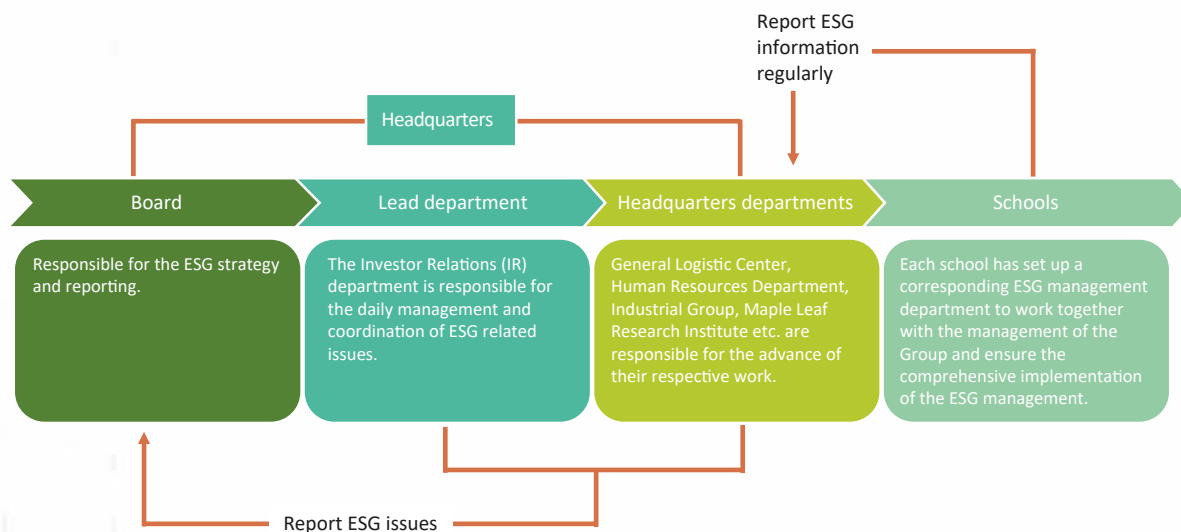
2-1: Sustainability concept of MLES Group

2.2 CORPORATE GOVERNANCE

The Company improves its governance structure in accordance with relevant policies and regulations. The board of directors (the “**Board**”) which is the core decision-making body of the Group, comprises six directors, including three executive directors and three independent non-executive directors. The Board has established the audit committee, remuneration committee and nomination and corporate governance committee, which govern all affairs of the Group in different aspects. For more information relating to our corporate governance, please refer to the section of “Corporate Governance Report” in our 2020 annual report.

The Board has overall responsibility for ESG strategy and reporting. It participates the evaluation and determination of ESG-related risks. The Group formed an ESG working group to manage the ESG report which constitutes the Board, the lead department, headquarters departments and schools. The ESG working group has clear terms of reference. Each part of the Group performs its respective responsibilities orderly and collaborates with others effectively to promote ESG management. The lead department coordinates and communicates with stakeholders. Headquarters departments oversee ESG issues pursuant to their respective functions. Schools perform specific ESG routine work and report ESG primary data. In FY2020, during the preparation of this report, the Board reviewed the material issues disclosed in the report, reporting strategies and approved the releasing of this report.

2. ESG MANAGEMENT



2-2: ESG Management Mechanism of MLES Group

2.3 COMPLIANCE AND RISK MANAGEMENT

MLES deeply understands that compliance and risk management are the basic requirements for enterprise operation. The Group always strictly abides by relevant laws, regulations and industry requirements. The Board will supervise and improve compliance and risk management of the Group, so as to meet the national and industrial regulatory requirements and satisfy the requirements under the Corporate Governance Code. The Group resolutely prohibits any corruption behaviour, giving priority to prevention and supplementing with cracking-down efforts, with zero tolerance towards corruption or fraud. We attach importance to the protection of the brand and intellectual property rights owned by MLES Group, and safeguard our own rights and interests.

- **Risk management and anti-corruption practice**

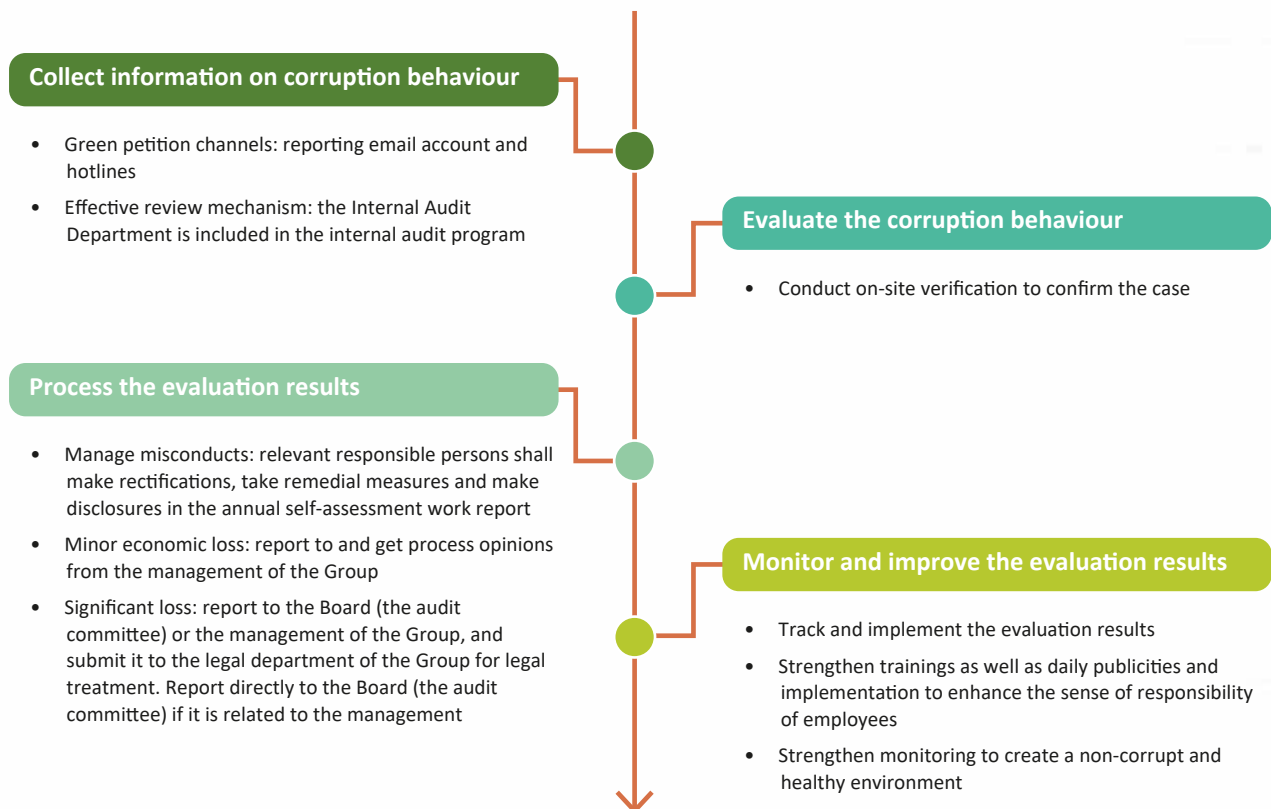
The Group always strictly complies with the provisions in respect of anti-corruption, bribery, extortion, fraud and money laundering of national laws and regulations such as the *Criminal Law*, the *Law against Unfair Competition* and the *Company Law*. During the reporting period, the Group was not involved in any litigation relating to corruption or fraud.

In respect of organizational structure system, the Group has established a perpetual integrity supervisory committee, which is responsible for timely investigation, verification and recommendation of complaints, reports and indiscretions and corruptions. The members of the committee are only accountable to the Board and CEO. The members comprise part-time faculty, professionals and third parties. The establishment and operation of the committee effectively protect the image of MLES and MLES brand.

2. ESG MANAGEMENT

In respect of internal policy management, we have developed the Anti-fraud System of MLES (《楓葉教育集團反舞弊制度》), which outlines the goals and policies of the Group in prevention and crackdown of corruption behaviour; meanwhile subject to the Internal Audit Management System of MLES (《中國楓葉教育集團內審管理制度》), the Internal Audit Department of the Group is responsible for independent supervision of the authenticity and legitimacy of the inter-group income and expenses and economic activities.

In respect of the implementation of anti-corruption reporting initiatives, we have in place anti-corruption management process, which forms an anti-corruption mechanism that links up and down. In respect of reporting channels, the Company has established smooth petition channels such as reporting email account and hotlines with whistle-blower protection. Anti-corruption management at different levels has ensured integrity operation of the Group.



2-3: Anti-corruption management process of MLES Group

- **Brand protection**

In FY2020, the legal department of the Group carried out work of copyright application and maintenance to strengthen the protection on MLES's independently developed courses and other creative achievements and improve MLES's intellectual property rights system. The Group compiled relevant guidelines on copyright legal risk prevention, implemented trademark monitoring and opposition, brand rights protection and brand protection training, actively protected MLES Group's trademark, and safeguarded rights and interests of its brand.

2. ESG MANAGEMENT

- **Copyright application and protection:** The Group applied for copyright registration in time for various courses, educational and teaching achievements, research reports and other works researched and developed by the Group and each school. In FY2020, six tutorial works were certificated by Copyright Administration of Liaoning Province (遼寧省版權局) with Work Registration Certificate (《作品登記證書》).
- **Compiling Guidelines on Legal Risk Prevention for Copyright:** The legal department of the Group completed Guidelines on Legal Risk Prevention for Copyright (Draft) (the “Guidelines”) in May 2020. Based on common problems and potential legal risks, combined with existing laws, regulations and judicial precedents, the Guidelines explains relevant copyright issues and risks prevention measures in detail to help schools understand copyright provisions and its applicability, standardize and efficiently complete the development of school-based curriculum and work registration.
- **Trademark monitoring and opposition:** The Company shall monitor all kinds of trademarks in accordance with the law, regularly retrieve the trademark announcements published on the official website of the Trademark Office of National Intellectual Property Administration, carry out trademark monitoring, prevent others from registering the same or similar trademarks, and safeguard the trademark rights and other prior rights of the Group.
- **Brand protection training:** The Group trains staff who are in charge of recruitment and promotion on brand protection, as to ensure the legal use of Company’s trademark and enhance the awareness of brand protection during enrollment promotion and external publicity, protecting the Group’s rights and interests on its trademark and brand.

2.4 STAKEHOLDER COMMUNICATION

MLES Group pays attention to the concerns of stakeholders. The stakeholders are closely associated with our long-term development and success. We communicate with stakeholders regularly through diverse channels to understand their concerns and respond actively. The Group has identified key stakeholders closely related to the Group and made the following table, which provides the basis for identifying ESG substantive issues of the Group.

Stakeholders	Expectations and concerns	Communication mode
Shareholders/ investors	Ensuring interests and benefits of shareholders Investment return Information disclosure Operation and management in compliance with laws and regulations	General meeting Press release and announcement Financial reports of the Company HKEx/the Company’s website Investor conferences and roadshows
Government/ regulatory authorities	Legal and compliance supervision Fulfilment of tax obligations Business and economic development Social contribution Operation safety	Compliance reports On-site inspections Attending conferences/seminars Special enquiries/inspections Submitting documents

2. ESG MANAGEMENT

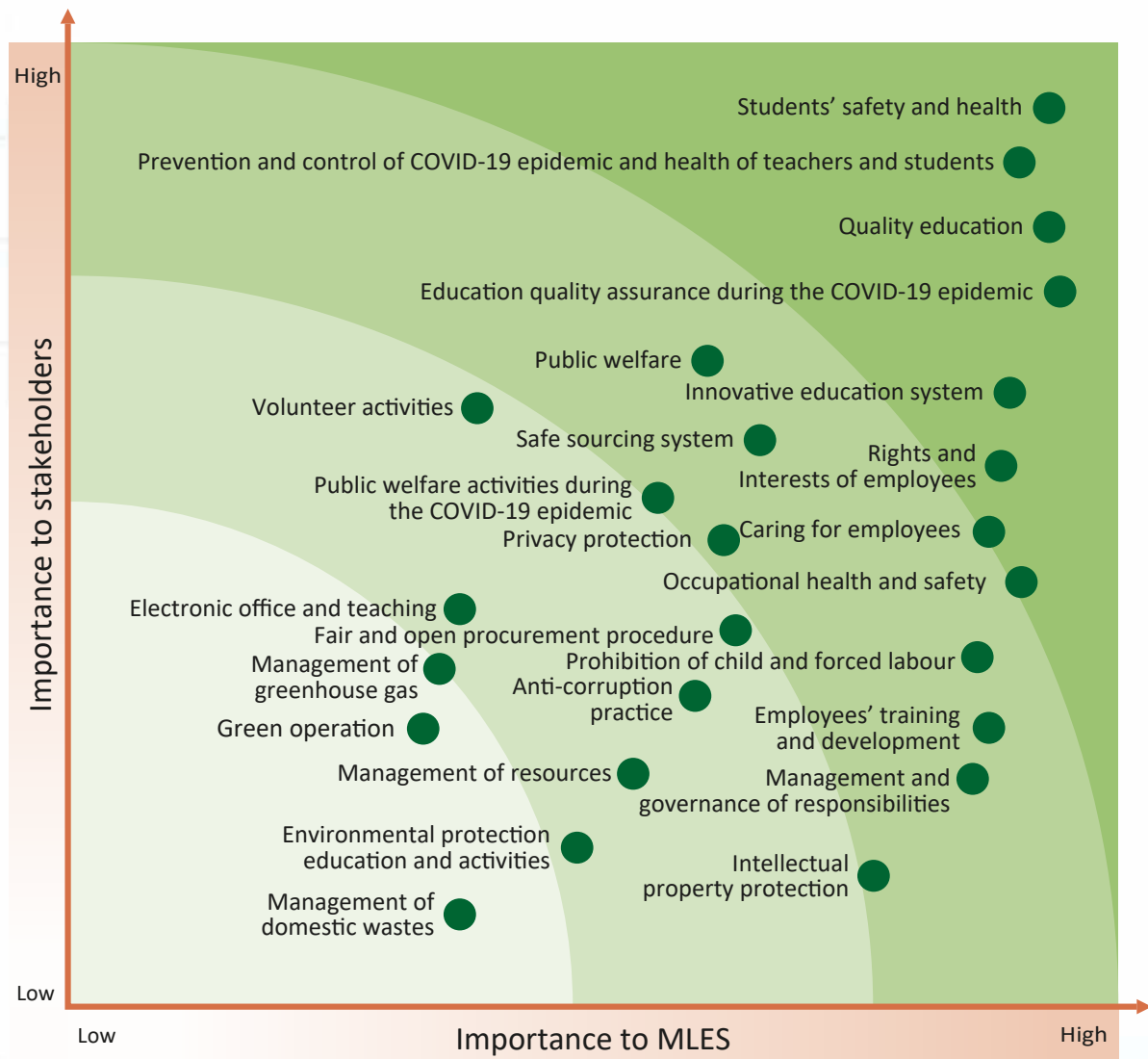
Stakeholders	Expectations and concerns	Communication mode
Students/parents	Health of students during the epidemic Teaching quality during the epidemic Health and safety of students Protecting students' rights and interests Quality education Innovative education system	Timely communication on epidemic prevention Online courses Daily interaction Education Fair Parent-teacher conferences Company website and official account on social platform
Teachers/ employees	Health of the employees during the epidemic Protecting employees' rights and interests Conducting communication between management and employees Occupational health and safety Improving employees' welfare Equal opportunity in employment and diversified development	Timely communication on epidemic prevention Labour contract Employees' symposiums Daily communication
Suppliers/partners	Mutual benefit and win-win Fair competition Long-term business relationship Product quality assurance	Supplier evaluation Field visits Daily communication
Environment	Enhancing environmental and ecological protection Energy and resource conservation Promotion of green teaching	Environmental inspection Environmental information disclosure Green teaching
Communities/public	Community engagement Social fusion Public welfare events	Volunteer activities Public welfare and charitable activities
Media	Update on education development School activities	Written interviews Telephone interviews Press conferences

2.5 ASSESSMENT OF MATERIAL ISSUES

Referring to the ESG Reporting Guide set forth in Appendix 27 of the Rules Governing the Listing of Securities on the Stock Exchange of Hong Kong Limited and international standards and after considering the importance of relevant issues to stakeholders and the Company, our ESG working group took the lead to conduct assessment and analysis of ESG issues through questionnaires, interviews and other manners, and formed the following ESG materiality matrix after selection and prioritization. Identified management issues related to material ESG issues will be disclosed in this report.

2. ESG MANAGEMENT

During the reporting period, the Group kept teasing out the concerns of various stakeholders for the Group in its daily work. The Group also circulated stakeholder questionnaires to our employees, students, parents, investors/shareholders, suppliers, media, experts, Board members, principals, etc. and received 122 valid replies. The results of the communication and survey to employees, students, parents, investors/shareholders, suppliers, media and experts formed an important basis for identifying material issues concerned by internal stakeholders, while the communication and survey results from principals, Board members and other management were used as ranking reference to ascertain the importance of issues to the Company. During the current financial year, the Company has also added issues related to the COVID-19 epidemic that are closely watched by stakeholders on the basis of issues for the prior years. Through evaluation, identification and ranking of the issues, the Group formed its ESG materiality matrix. At the same time, according to the analysis of important issues, the corresponding reporting strategies were formulated as shown in Table 2-1.



2-4: MLES Group ESG Materiality Matrix

2. ESG MANAGEMENT











Section	Material Issues	Aspects of issue in HKEx ESG Guide	UN SDGs
ESG management	Company's development strategy, corporate governance, intellectual property protection, anti-corruption practice	Reporting strategies B6 Product Responsibility B7 Anti-corruption	
Special subject: adoption of suitable measures to prevent the epidemic and pass on love	Students' safety and health, occupational health and safety, quality education, electronic office and teaching, public welfare	B2 Health and Safety B6 Product Responsibility B8 Community Investment	 
Innovative education offering a combination of different cultures	Innovative education system, quality education	B6 Product Responsibility	
Caring for teachers and students to cultivate future talents	Privacy protection, students' safety and health, prohibition of child and forced labour, equal employment, rights and interests of employees, occupational safety and health, employees' training and development, caring for employees, safe sourcing system, fair and open procurement procedure	B1 Employment B2 Health and Safety B3 Development and Training B4 Labour Standards B5 Supply Chain Management B6 Product Responsibility	   
Promotion of environmental protection for green development	Management of greenhouse gas, green operation, electronic office and teaching, management of domestic wastes, environmental protection education	A1 Emissions A2 Use of Resources A3 The Environment and Natural Resources	
Dedication to the community to create a harmonious and loving environment	Public welfare and volunteer activities	B8 Community Investment	 

Table 2-1: ESG issues reporting index

3. SPECIAL SUBJECT: ADOPTION OF SUITABLE MEASURES TO PREVENT THE EPIDEMIC AND PASS ON LOVE

3.1 ENSURE THE PREVENTION AND CONTROL OF THE EPIDEMIC

Since the outbreak of novel coronavirus (COVID-19) at the beginning of 2020, MLES has responded swiftly and faced up to the “epidemic”. All schools have strictly followed the guidelines on COVID-19 prevention and control in middle and elementary schools issued by the local education bureau and related authorities to carry out epidemic prevention work. The Group has established an epidemic prevention and control team, formulated epidemic prevention and control policies and carried out corresponding measures as a way to ensure the safety and health of teachers and students and reduce the risk of epidemic transmission.

- **Epidemic prevention and control measures in schools**

Implementation of epidemic monitoring	<ul style="list-style-type: none"> • All schools formulate epidemic work plans and systems in accordance with local authorities requirements, establish comprehensive fever emergency response plan and handling procedures, and organize epidemic prevention drills. • Comprehensively investigate the health status of teachers and students, and form a daily linkage mechanism of “parents-teacher-school” to accurately grasp the health status of each teacher, student and employee 14 days before returning to school so as to ensure a full coverage without omission, and find out the accurate bottom line. • Strengthen safety inspection, and disinfection and cleaning in campuses. Comprehensively manage the environment of key campus areas (such as canteens, classrooms, offices, dormitories).
Reservation of anti-epidemic supplies	<ul style="list-style-type: none"> • Ensure the reservation of emergency supplies needed for epidemic prevention and control, and purchase quality-assured forehead thermometers, thermometers, disposable masks, hand sanitizer, gloves, alcohol, disinfectants, etc. through multiple channels.
Campus management after school opening	<ul style="list-style-type: none"> • Before resuming classes and going back to school, schools strictly implement the 14-day quarantine policy and conduct temperature monitoring. • Implement closed management during school hours. Necessary external visitors must present their health code, complete personnel registration, and accept entry disinfection. • All classrooms are equipped with anti-epidemic supplies; all teachers and students are required to wear masks; and students are spaced apart in the classroom. • After the school opening time is determined, strengthen the education of hygiene, health, and self-protection for students at the grade and class level.
Strengthening educational publicity of epidemic prevention	<ul style="list-style-type: none"> • Teachers release the epidemic developments and anti-epidemic knowledge through the social platforms such as class group and official account. • Special education and training on epidemic prevention and control are carried out online and offline in schools. • Schools use electronic screens, posters, banners and other forms to comprehensively promote anti-epidemic knowledge at the school entrances, corridors, and canteens.

3. SPECIAL SUBJECT: ADOPTION OF SUITABLE MEASURES TO PREVENT THE EPIDEMIC AND PASS ON LOVE



3-1: Disinfection of teaching building in Dalian development zone elementary school



3-2: Temperature measurement at Maple Leaf Haikou Meiwen School

- **Food and dining environment safety during the epidemic**

Since most campuses of MLES operate canteens, in order to ensure the safety of meals for students during the epidemic, the canteen of each campus have taken the following measures:

- Disinfect the canteen daily and weekly as planned.
- After students enter the canteen, teachers supervise students to have their meals in a regulated way. Emphasize that students must wash their hands before and after meals, and provide students with hand sanitizer.
- The rules and requirements for dining in the canteen are repeatedly displayed on the restaurant screen, which serves as a timely reminder.
- Students are required to line up for meals, and arrows are posted in the canteen to keep the lines spaced.
- The canteen strictly controls the purchase of goods, cooperates with qualified, best suppliers, and stipulates that invoices and certificates must be requested from the suppliers to ensure the safety of food source.

3.2 ENHANCE THE ENTHUSIASM FOR HOME LEARNING

In order to curb the spread of the epidemic to campuses and ensure the safety and health of teachers and students, all schools of MLES strictly abided by the relevant requirements of the local government and carried out online teaching activities during the severe surge period in the epidemic. On the one hand, we pay attention to the quality of online teaching and student learning to ensure the smooth progress of teaching tasks. On the other hand, we keep a watchful eye on the mental state of students in home learning and family resilience, so that students maintain a positive and optimistic attitude.

In response to the online teaching during the epidemic, all schools of MLES have actively responded and fully prepared to ensure the quality of online teaching from the following aspects:

3. SPECIAL SUBJECT: ADOPTION OF SUITABLE MEASURES TO PREVENT THE EPIDEMIC AND PASS ON LOVE

- **Scientifically formulate online teaching plans:** School leaders discuss with teachers and continuously improve the online teaching system. Teachers of various subjects should do well in classroom teaching design of Internet teaching, preparation of teaching resources, after-school homework feedback, subject question answering and other teaching-related plans, and carry out online teaching with MLES characteristics according to the curriculum arrangement of each stage, and regularly review teaching results and plans.
- **Use stable online teaching platforms:** In view of the special circumstances of the COVID-19 epidemic, the Group has decided to formally implement the Maple Leaf World School Program with the support of Canvas learning system for the purpose of network teaching in all high schools within the system since March 2020, as a way to improve curriculum and effectively use resources. At the same time, all schools flexibly use stable platforms such as synchronized classrooms of famous schools, Zoom, Tencent Meeting Online Classrooms, and DingTalk to teach.
- **Carry out teaching follow-up and supervision:** Teaching is conducted based on the principle of “completing today’s work today, and follow-up every day”, with explanations, homework, feedback, and answers to daily teaching content. Teachers urge students to study through the class group and other channels every day, and check in on time every day (students’ homework is sent to the class group in the form of photos, small videos, etc.). The head teacher pays attention to the students’ learning every day, understands the students’ participation and learning effects, and makes a daily summary.
- **Maintain good communication with parents and students:** Teachers in each school set up class groups to keep in touch with parents and students, and communicate in time on learning content, home life, and general knowledge of epidemic prevention. Teachers supervise and accompany students to learn independently according to the schedule provided by the school, carefully record the communication with students, effectively ensure smooth home-school communication, and further improve the quality of students’ self-learning at home.



3-3: Student takes online classes seriously



3-4: Parents accompany students to practice fencing

During the period of “no school suspension” due to the epidemic, the Group also paid attention to the mental health and comprehensive quality training of students at home. We assisted and guided parents in terms of students’ psychological counseling as a way to enhance family resilience, and conducted effective home-school interaction in the fight against the epidemic. During the home study period, MLES always attached great importance to comprehensive English teaching, and improved the English competence of students through various tasks such as English fun dubbing, English movie appreciation, English song recording, video editing, etc. Each school made full use of various methods to guide students to carry out activities such as film and television appreciation, hands-on practice, exercise and fitness, and encouraged students to initiatively participate in housework, improve their ability to practice in life and participate in family affairs, and mobilize their positive and optimistic attitude at home.

3. SPECIAL SUBJECT: ADOPTION OF SUITABLE MEASURES TO PREVENT THE EPIDEMIC AND PASS ON LOVE

3.3 OVERCOME THE EPIDEMIC TOGETHER

The unexpected epidemic has brought great impact to everyone's work and life. During the severe epidemic, economic activities stagnated for a while, many people faced reduced incomes or even lost their jobs. In this difficult time, Maple Leaf chose to overcome the difficulties with all employees. During the epidemic, the Group actively undertook its social responsibility to its employees and did not conduct any layoffs or salary cuts related to the epidemic, so as to ensure the stability of employees' posts and income during the epidemic.

On the other hand, the teachers of the Group also reflected on the direction and goals of education to help students learn from the events, re-examine their life, understand the value orientation, guide students to be concerned with all sectors of society affected by the epidemic, devote themselves to social welfare, feel the growth of social responsibility, and spread the spirit of great love.

Case study: All employees of MLES Group donated over RMB3 million to fight against the epidemic

At the beginning of 2020, the whole country, especially in Hubei and Wuhan, faced a daunting challenge. MLES has remained true to its original aspirations and conveyed a sense of responsibility and positive energy to the society. Under the initiative and leadership of Dr. Shu Liang Sherman Jen, our Chairman, all Chinese and foreign faculty and staff of MLES actively donated to support China's fight against the COVID-19 epidemic. Among which, more than RMB2 million was donated directly to Wuhan for COVID-19 prevention and control in Hubei province and Wuhan city. RMB1 million was directly donated to 546 Dalian medical workers assisting Wuhan through the Dalian Charity Foundation. This was the largest anti-epidemic donation received by the Dalian Charity Foundation from the education industry in Dalian since the outbreak of the COVID-19 epidemic.



4. INNOVATIVE EDUCATION OFFERING A COMBINATION OF DIFFERENT CULTURES

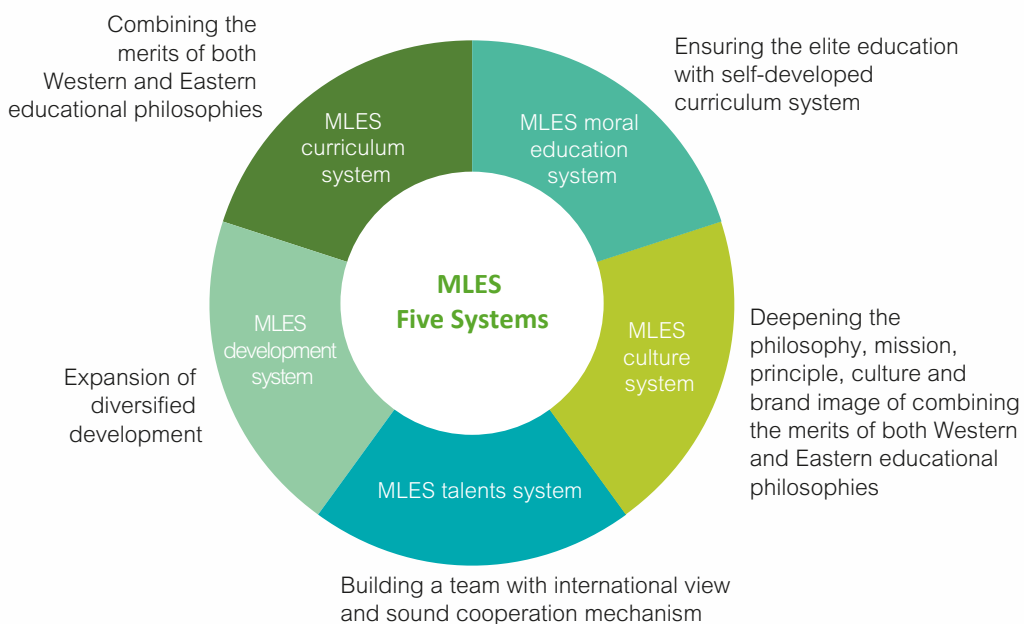
4.1 EXPLORATION FOR INNOVATIVE EDUCATION MODE

The educational philosophy of Dr. Shu Liang Sherman Jen, the founder of MLES, is to “build the best school in the world”. Adhering to this philosophy, the Group continues to seek and explore more scientific educational methods, and conceive an effective way to complement the advantages of Eastern and Western educational methods. After years of exploration, an educational philosophy of “Promoting Quality-oriented Education by combining the Merits of Both Western and Eastern Educational Philosophies” and a unique, innovative education mode of “Three Blendings, Two Certifications and One Integration” have finally been formed. After 25 years of practice, the Group officially announced the launch of “Maple Leaf World School Program” in this financial year and started the Program at Grade 10 in September 2020, opening a new mode of “One diploma, Two-party Certification and Global Integration”, to further promote the integration of Eastern and Western education.

- ### Improving education system

The educational philosophy of MLES which combines the merits of both Western and Eastern educational philosophies has established in practice an innovative MLES mode of “bilingual and dual-diploma”, and built the “MLES Five Systems” which are composed of MLES curriculum system, MLES moral education system, MLES culture system, MLES talents system and MLES development system.

MLES has constructed an educational mode of “Three Blendings, Two Certifications and One Integration” in practice. Among them, “Three Blendings” refers to the blending of the merits of both Western and Eastern educational philosophies, the blending of outstanding Chinese-foreign teachers, and the blending of the Chinese-foreign courses and teaching resources; “Two Certifications” refers to the Chinese-English bilingual education certification system and dual diploma certification system recognized by the governments of China and Canada; and “One Integration” refers to that MLES has achieved comprehensive docking with foreign higher education. Upon completion of their studies, students will receive a graduation certificate from the Maple Leaf World School Program endorsed by Cognia (formerly known as AdvancEd), the world’s largest school accreditation agency and a senior high school graduation certificate issued by the Chinese education authorities.



4-1: MLES Five Systems

4. INNOVATIVE EDUCATION OFFERING A COMBINATION OF DIFFERENT CULTURES

During the reporting period, the Group completed the establishment of the “Maple Leaf World School Program”. Based on 25 years’ teaching management of MLES, the Maple Leaf World School Program was developed by Chinese and foreign education experts and teachers for 5 years. It consisted of Chinese and English academic courses and Chinese and English language courses, opening a new mode of “One Diploma, Two-party Certification and Global Integration”. The Maple Leaf World School Program is the first internationally accredited program with self-developed intellectual property rights in China.

“One Diploma” means that a student who has completed the bilingual Maple Leaf World School Program which integrates Western and Eastern cultures and obtained the credits as required can obtain the high school graduation diploma from Maple Leaf World School issued by MLES Group.

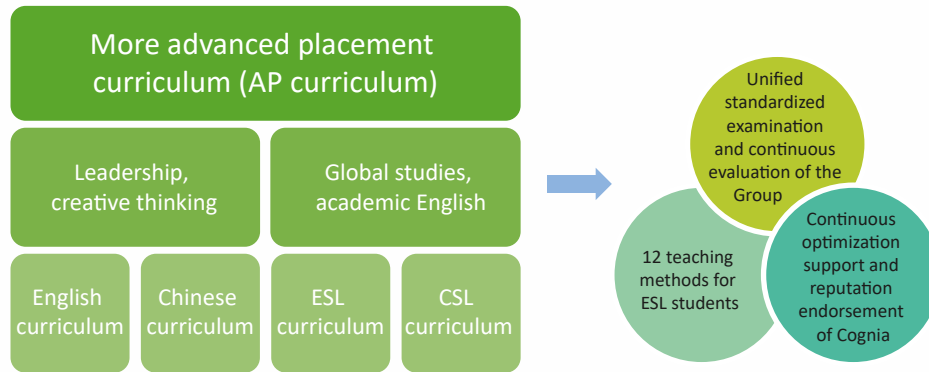
“Two-party Certification” means that the Maple Leaf World School Program has been accredited by Cognia, the world’s largest school accreditation agency, and UK NARIC is also benchmarking by phases to this program with world-class international courses such as A-Level.

“Global Integration” means that the international, authoritative dual accreditation of Cognia and UK NARIC can ensure the Maple Leaf World School Program being recognized by global universities, and graduates can directly apply for admission to global English-taught universities, including Chinese-foreign cooperative education programs of Chinese universities.

As of November 2020, 105 colleges and universities in 12 countries and regions have sent official letters of support for the Maple Leaf World School Program, expressing their warm congratulations on MLES’s launch of the world’s first internationally accredited program with Chinese characteristics, and looking forward to developing further cooperative relationship with MLES.

4. INNOVATIVE EDUCATION OFFERING A COMBINATION OF DIFFERENT CULTURES

As the core of a broader standard system of MLES, the Maple Leaf World School Program will be an important part of MLES’s contribution of standards to the world and an organic carrier for MLES’s overseas and global development.

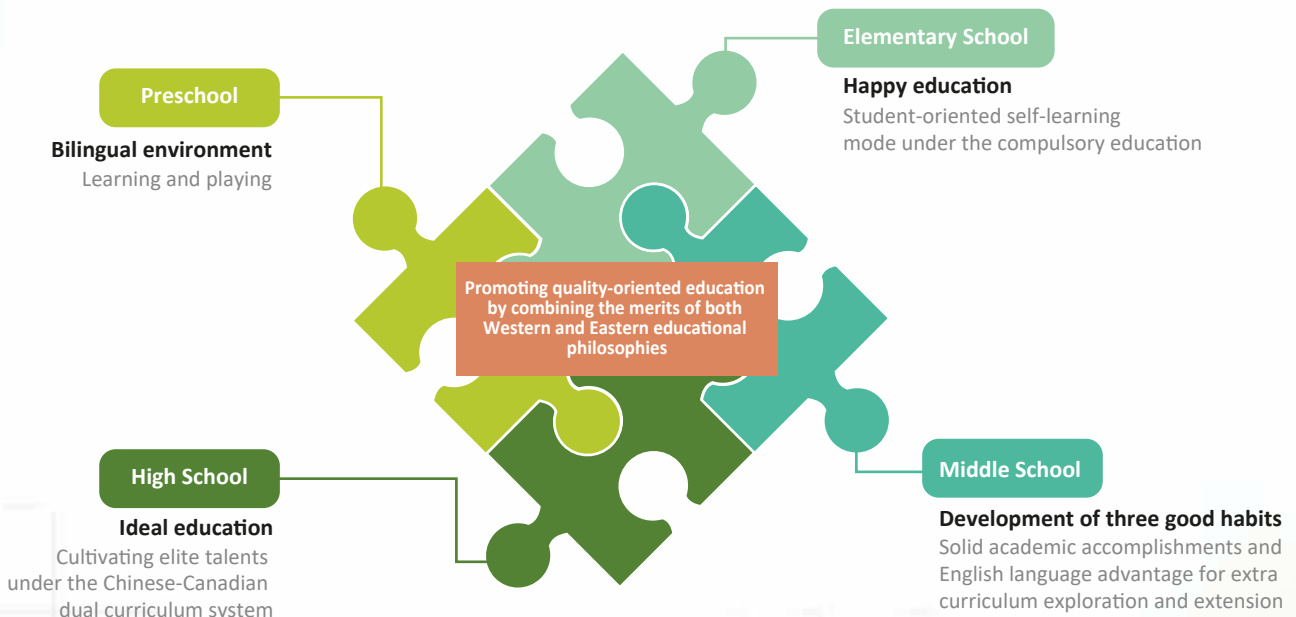


4-2: Overview of the Maple Leaf World School Program

In order to implement the Maple Leaf World School Program, provide MLES students with a first-class learning experience, and help them adapt to the future life of studying abroad, MLES Group has entered into an agreement with Instructure Global Ltd. to subscribe for its Canvas learning management system to make teaching more convenient to the greatest extent. The system is now adopted by numbers of the world’s top universities and high schools, including Harvard University and Massachusetts Institute of Technology. In March 2020, the Canvas system was officially put into use in all high schools of the Group.

- **Promoting quality-oriented education**

MLES’s educational philosophy of combining the merits of both Western and Eastern educational philosophies has created a brand-new school system in practice to fully implement quality-oriented education. This allows MLES students to have a broader development space, and easily develop and succeed in the quality-oriented education environment.



4-3: The focus of quality education at each stage of MLES

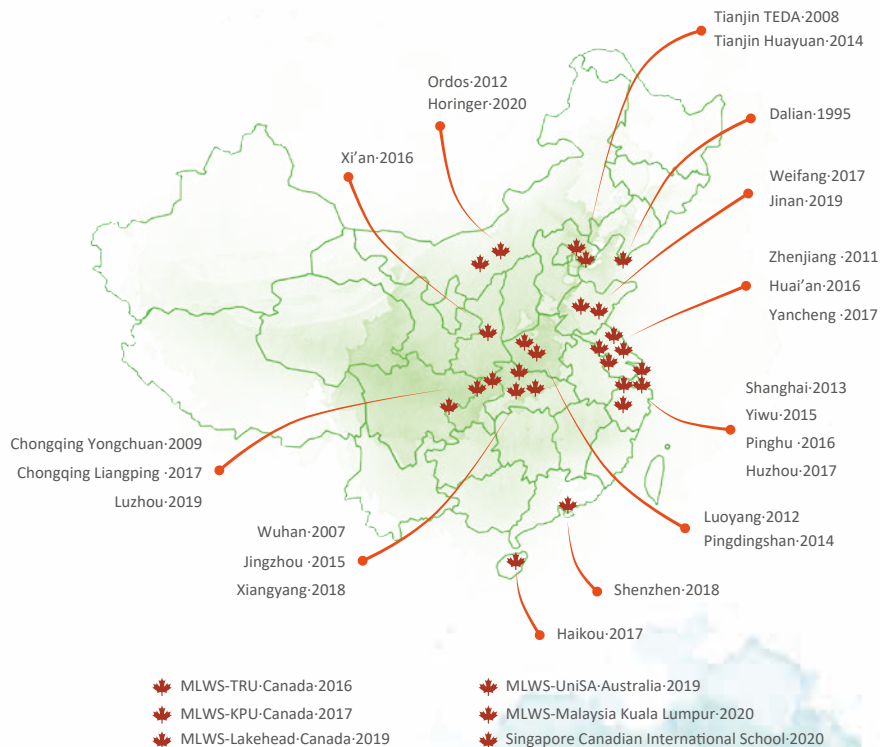
4. INNOVATIVE EDUCATION OFFERING A COMBINATION OF DIFFERENT CULTURES

4.2 EXPANDING EDUCATION SERVICE COVERAGE

Adhering to the corporate mission of “committing to providing first-class education to all students regardless of race, colour or nationality”, the Group is committed to providing fair and abundant educational resources. In the strategy of the Group, we also put the expanding of education service coverage at the core.

In September 2020, MLES implemented its “Sixth Five-Year Plan” to carry out two major strategies, one of which is the School District Strategy. In the next five years, MLES will establish 10 educational school districts in China, with enrolment of 100,000 students, and 2 educational school districts overseas, with enrolment of no less than 10,000 students. MLES will establish Maple Leaf World School in about 50 cities around the world, with about 150 campuses at home and abroad, and a total enrolment of about 110,000 students, making it one of the world’s largest international education organizations in the sector of basic education. The second strategy is Standard Strategy, including the standards of the Maple Leaf World School Program, school construction standards, resource allocation and management service standards, so that MLES can achieve standardization from school construction to daily operation. In the next five years, MLES will fully implement the Maple Leaf World School Program and complete the benchmarking of A-Level and BC courses. We will strive to provide quality education experience to more students around the world.

As of 15 October 2020, we had 44,338 students enrolled in our schools, representing an increase of 6.8% compared to the same period for the last year. Furthermore, we have also added to our school network using an asset light model a total of 4 schools in one new city, namely Hohhot, and two cities where we already had schools, namely Xiangyang and Jinan. Our school network also added two self-owned schools located in Dalian, together with the newly acquired CIS in August 2020, bringing our network to a total of 114 schools located in 23 Chinese cities, 3 Canadian cities, 1 Malaysian city, 1 Singaporean city and 1 Australian city.



4-4: Maple Leaf International School Network

4. INNOVATIVE EDUCATION OFFERING A COMBINATION OF DIFFERENT CULTURES

The Group's grand vision of "building MLES education brand for the world" is highly compatible with the "Belt and Road" initiative of China. In recent years, Maple Leaf Institute has continuously explored and studied the feasibility of operating schools along the "Belt and Road" route, and discussed long-term plans for operating schools in Southeast Asian, Asia-Pacific, and European countries along the "Belt and Road" route. As early as May 2017, MLES Group released the Feasibility Report of MLES on Operating Schools in Countries along the "Belt and Road" Route, making it the first to participate in the "Belt and Road" construction with the concept of cooperative education. We are also sharpening the report. In the practice of operating schools, we also successively lay out the path of operating schools along the "Belt and Road" route. Currently, we have launched the layout in the Asia-Pacific region.

Case study: MLES has established new international schools in Malaysia and Singapore

Kingsley International School (KIS):

In March 2020, MLES officially completed the acquisition of Kingsley Edugroup Limited in Malaysia. Kingsley owns and operates KIS in Kuala Lumpur, Malaysia, which provides K-12 education to local and international students. At the time of the acquisition, the school had more than 1,000 students, and could actually accommodate 2,600 students. In addition to the current A-Level courses and other high school advanced courses, KIS will also provide the Maple Leaf Chinese language course (CSL) in the future.



4. INNOVATIVE EDUCATION OFFERING A COMBINATION OF DIFFERENT CULTURES

Canadian International School (CIS):

On 22 June 2020, MLES Group acquired Canadian International School Pte Ltd, the operator of Canadian International School (CIS) in Singapore, at a consideration of SGD680 million. Established in 1990, CIS is now the largest for-profit premium international school in Singapore. CIS delivers the International Baccalaureate (IB) curriculum from kindergarten to high school. There are currently two campuses, which can accommodate approximately 4,100 students. The acquisition will create synergies with schools in China in curriculum development, teacher training, research exchanges, marketing, ect.



The acquisition of the two schools mentioned above plays a key role in the “Sixth Five-Year Plan” and the “Belt and Road” layout of MLES. According to the “Sixth Five-Year Plan”, MLES will establish two Educational School Districts overseas. Upon the completion of the CIS acquisition, MLES will have 3 campuses in Singapore and 1 campus in Malaysia. This will further expand the presence of MLES in Southeast Asia and lay a solid foundation for the establishment of Educational School Districts in the Asia-Pacific region.

We believe that with the active deployment of Maple Leaf World School along the “Belt and Road” route and the formal implementation of Maple Leaf World School Program, MLES will surely make its due contribution to the opening up of China’s education in the new era.

4.3 SMOOTH TRANSITION WITH INTERNATIONAL UNIVERSITIES

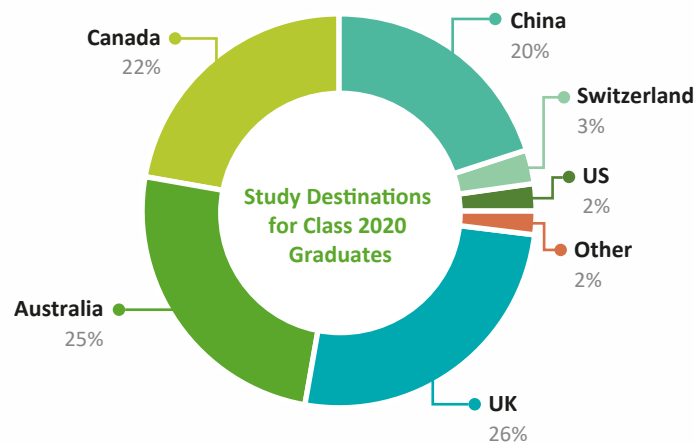
The Group continues to maintain close ties and cooperation with overseas universities, integrates high-quality global educational resources, and strives to create unblocked international admission channels and global development opportunities for students. The Group has teachers from more than 30 countries and regions over the world, and both Chinese and foreign teachers of the Group take “One team, One goal” as their motto which emphasizes trust, cooperation, communication and mutual complementation. As of 15 October 2020, the Group had 3,943 teachers. We have optimized the operation of the global linkage system, integrated the global campus resources of MLES, and coordinated and prospered in terms of curriculum, teachers, teaching and research, and further studies. Through such a virtuous circle, we help more elite students to go global from MLES, and promote the sustainable operation of a “long-lasting MLES” education brand.

4. INNOVATIVE EDUCATION OFFERING A COMBINATION OF DIFFERENT CULTURES

MLES actively communicates with international universities and peers. Through conferences or visits, MLES promotes its own brand and establishes contacts with global universities, clearly clarifies admission criteria and obtains channels of contacts which support admission. Besides, it explores potential areas of cooperation (such as education exhibitions, winter and summer camps, science teacher project, and Maple Leaf University School), and actively promotes cooperation between MLES and global universities. During the reporting period, we mainly carried out the following exchange activities:

- **Holding International Education Fair:** The 15th MLES International Education Fair was opened at Dalian Maple Leaf International School in November 2019, and itinerant fairs were held in 6 cities, namely, Tianjin, Xi'an, Chongqing, Wuhan, Zhenjiang and Shanghai from 18 to 26 in the same month. A total of 89 colleges and universities from 12 countries and regions attended the fair, and more than 15,000 MLES students and parents were attracted.
- **Holding education forum:** The 4th MLES International Education Forum kicked off in May 2020. The forum was composed of three major sections: keynote speeches, alumni sharing and study abroad guides. It presented the advantage of “more opportunities, more choices” of the Maple Leaf World School Program to students, parents, and the community in multiple dimensions.
- **Communicating with overseas universities:** MLES Group was invited to visit Australia and Switzerland in September 2019 to participate in the 70th anniversary celebration of the founding of the University of New South Wales in Australia and the Monash University International Education Seminar in Australia. In October, we visited 33 universities in 5 countries, namely, Australia, Ireland, the United Kingdom, Switzerland and the Netherlands, and three institutions including UK NARIC, Cambridge Assessment, and Oxford AQA. In January 2020, we received a visit from Oxford University.

As of 31 August 2020, 2,265 students graduated from MLES high schools in 2020, of whom, 1,781, approximately 79% of the total, received offers from the MLES Global Top 100 Universities, which reached a record high.



4-5: Study destination for 2019/20 MLES High School Graduates

5. CARING FOR TEACHERS AND STUDENTS TO CULTIVATE FUTURE TALENTS

5.1 CARING FOR THE GROWTH OF STUDENTS

The Group strictly complies with the relevant laws and regulations of the places where it operates, such as the *Law on the Protection of Minors* and the *Measures for the Handling of Student Injury Accidents*. It strives to provide fair education opportunities for students, respect students' rights, protect students' safety and privacy, and create good conditions for the coordinated development of their physical and mental health.

- **Respecting the students' rights to receive education**

The Group makes efforts to promote equality and accessibility to education. In terms of educational equality, with our mission of "commitment to providing an elite education to all students regardless of race, colour or nationality" in mind, we are committed to promoting the equality in education by offering students from different family backgrounds a chance to receive quality education and prohibit the enrolment of students on the basis of, among others, gender, race or religion, etc. In terms of accessibility to education, we strictly complies with the regulations stipulated by local education authorities and price departments of the place where we operate to set tuition fees, and grant scholarships to students with outstanding academic performance to help them adapt to the learning life.

Dr. Shu Liang Sherman Jen, the founder of MLES Group, formally established the Sherman Jen Educational Foundation in 2017 and funded the launch of "Zhou Enlai Class Scholarship" which is to fund outstanding middle school graduates to study in Maple Leaf International School (high school). In the 2019/2020 school year, 17 students from Dalian Maple Leaf International School and 15 students from Maple Leaf International Academy-Shenzhen received "Zhou Enlai Class Scholarship", amounting to full tuition.

- **Rational advertising campaign**

In strict compliance with the *Advertisement Law* of the places where it operates, the Group develops a strict review process, pursuant to which advertisements and other publicities shall be reviewed by the business department, compliance department, etc., before their official release, so as to ensure the rigorousness and authenticity of such information. In June 2020, we released the *Marketing Standards Manual*, which included the management measures for official new media channels to further standardize the publicity process.

- **Protecting students' privacy**

The Group complies with the relevant provisions on privacy protection of the *Tort Liability Law* and the *Law on the Protection of Minors*, so as to protect the privacy and personal information security of students and parents. The accounts of enrollment system of the Group is managed by the marketing center in a unified manner to timely supervise and maintain the enrollment information of the Group; strict management rights and procedures are set up for accessing student information to ensure the confidentiality of student privacy. In addition, since October 2015, the Group has added the terms of use agreement on portraiture right in the application form to respect the portrait rights of students.

5. CARING FOR TEACHERS AND STUDENTS TO CULTIVATE FUTURE TALENTS

• Student safety

The Group is committed to building a safe campus environment with efforts on four major aspects: establishing safety management policy and system, cultivating safety awareness, implementing safety measures and supervising safety responsibility, to ensure the safety of students.

- **Establishing safety system:** Based on its own operation and management needs, each campus formulates its own campus safety management system (such as earthquake, fire, food poisoning emergency plan, etc.) as a way to create a safe campus from multiple perspectives such as campus safety environment protection, fire safety management, food safety management, and prevention of campus bullying.
- **Supervising safety responsibility:** “Giving priority to prevention” is one of the Group’s safety management policies. The principal of each campus is responsible for regular safety inspections, and the results of the inspections are implemented in the annual safety work plan or rectification measures. At the same time, the Group is also guided and supervised by local education authorities and public security agencies for safety management.
- **Conducting safety training:** Safety training is incorporated into the training system, and regularly conducted for employees in each campus to improve safety awareness and emergency response capabilities.
- **Implementing safety measures:** According to the rules, each school conducts at least one emergency drill (such as fire drills and earthquake drills) every year, and school bus safety drills are organised in schools which provide school bus services. Furthermore, public areas of each school are equipped with 24-hour surveillance cameras, and some schools have established connectivity with local police stations to safeguard campus safety.



5-1: Teachers and students of Dalian Maple Leaf Foreign School conduct fire drill with firefighters



5-2: Pingdingshan Maple Leaf International School organizes earthquake drill

• Development of teachers’ professional ethics and morality

The Group attaches great importance to the development of the professional ethics and morality of teachers in every stage of their recruitment, taking a post and teaching, as well as implements strict control over the construction of teachers’ professional ethics and morality. The Group has formulated the staff regulation and relevant policies, which clearly defines the zero tolerance towards harassment and bullying, aiming to ensure the physical and mental health of teachers and students and create a nice learning and working atmosphere.

5. CARING FOR TEACHERS AND STUDENTS TO CULTIVATE FUTURE TALENTS

<p>Strict control over recruitment process</p>	<ul style="list-style-type: none"> • In the process of recruitment, a background investigation shall be carried out on Chinese teachers. At the application stage, a qualification review shall be conducted in terms of the teacher's identity information, academic information, professional qualification information, etc. At the stage of intended recruitment, a background investigation shall be performed on at least one past work experience of the teacher, including working hours, post, work performance, rewards and punishments, reasons for resignation, etc. No applicants would be employed once problems identified during their background investigation. • The recruitment process of Canadian teachers includes criminal record check and professional qualification review. The relevant information in their country of origin shall be verified for non-Canadian teachers.
<p>Establish the culture of professional ethics</p>	<ul style="list-style-type: none"> • It's required in the MLES's culture that every employee should possess MLES's professional spirit, namely, excellent professional skill, noble professional ethics and good professional morality, all of which are integral to it. Each aspect stipulates specific requirements on working standards and the working style of employees. For example, it's required in the "noble professional ethics" that our employees should love and care for all students and respect students' personality as well as treat them equally and fairly. Moreover, our employees should be patient with students. However, sarcasm, irony, discrimination and corporal punishment or covert corporal punishment to students are prohibited. • Training on Human Resource Management System will be conducted for new employees with emphasis on teachers' professional ethics and morality during the induction training. Training on teachers' professional ethics and morality will also be provided during the school's regular management. The regular working meetings and special meetings will be held to enhance teachers' professional ethics and morality.
<p>Define the punishment mechanism clearly</p>	<ul style="list-style-type: none"> • <i>Solemn Commitments</i> of MLES's employees is publicly posted in all schools in China, which prohibits our staff from behaviours violating the professional ethics. MLES would terminate our staff's labour contracts once violation identified, and whereas the case constitutes a crime, criminal responsibilities shall be affixed by transferring to the judiciary authorities. Supervision can be conducted by students, parents and people from all walks of life. • It is stipulated that all Canadian teachers should strictly comply with MLES's <i>Code of Conduct</i> and meet the teachers' professional standards of BC, Canada. They will be subject to the risk of revoking teaching qualifications if violating the discipline of Teacher Management Office of BC, Canada. Thorough investigations will be conducted when the school is informed of potential problems of abusing students by complaint or other channels. Teachers who have any breaches of professional ethics will be published according to the investigation results.

5. CARING FOR TEACHERS AND STUDENTS TO CULTIVATE FUTURE TALENTS

• Safe sourcing system

The quality procurement source of food is the foundation of food safety and health. The industrial group of MLES has established a complete set of procurement process specifications to manage the procurement of MLES in a unified manner. At least three quality suppliers must be selected for comparison in procurement projects. Major procurement projects are open for tendering. The best and suitable suppliers are chosen according to the size of suppliers, product quality, price, services and payment method.

- **Strict selection:** In the supplier admission stage, the Group strictly reviews the relevant qualification certificates of the suppliers, checks the quality inspection reports of related products to ensure that they meet the current national standards in terms of quality and environmental protection, and requests samples for further confirmation. The Group will visit the suppliers to inspect their actual production and operation, and management level.
- **Well-known brand procurement strategy:** The Group has signed strategic cooperation agreements with a number of well-known food suppliers with high supply quality and wide coverage to control the quality of the food from the source.
- **Transparent procurement:** For non-bidding projects, the supplier's evaluation results and contracts need to be reported to the senior management of the industrial group for review by the person in charge to ensure fairness; for bidding projects, Q&A documents are sent to all bidders in a unified manner, and at least three people are required to be present and fill in the bid reveal records when revealing the bids to ensure openness and fairness.
- **Improvement of post-evaluation mechanism:** After the completion of the supply of construction engineering projects, the entire process must be reviewed, and the product and service quality must be evaluated as part of the supplier evaluation. For food projects, it is required to verify and record the weight, quality, validity period, prices, invoices and certificates, etc., with focus on unexpected problems related to quality, quantity and service. Relevant records serve as the basis for supplier evaluation. The evaluation results will largely determine whether or not to continue cooperation in the future, and will be fed back to the suppliers regularly to urge suppliers with unsatisfactory evaluation results to make improvements.

• Food safety and nutrition management

The Group has strictly complied with the *Food Safety Law* and other laws and regulations of places where the Group operates, and kept in mind the purpose of "all for the health of teachers and students" to provide students with safe, assured, nutritious and healthy meals. To this end, the canteens of each campus strictly follow a series of rules and regulations, and standardized operating procedures formulated by the food and beverage department of the Group. These regulations and measures are mainly aimed at the following aspects:

- **Training on food safety:** School trains the manager and staff of the canteens on food safety standardization work processes, and formulates emergency response plans for supermarket food safety accidents.
- **Standardised operation requirement:** Canteen employees must pass the physical examination before taking up their jobs and re-examine each year. They must wear overalls, hair caps, masks, and disposable gloves when working. Processed food and ready-to-eat food are kept separately, same for finished products and semi-finished products. Food sampling are reserved for daily meals. Kitchen utensils and tableware are used separately for raw and cooked food, and cleaned and sterilised for each meal.
- **Ensuring site hygiene:** Food processing places and warehouses shall be kept clean, and irrelevant personnel are prohibited from entering the operation room. Toxic and harmful products shall not be stored in food processing places and warehouses, and deratting and insecticidal activities shall be regularly carried out.

5. CARING FOR TEACHERS AND STUDENTS TO CULTIVATE FUTURE TALENTS

- **Optimising the dietary:** The canteen catering ensures balanced nutrition by offering a portfolio of meat and vegetables with light taste. Meals for students at our preschools and elementary schools are provided in strict compliance with the nutritional catering standards formulated by nutritionists, while a wide variety of dishes are available for choice by students of our middle schools and high schools who are guided to choose dishes properly according to their physical conditions. Supermarkets select products based on the recommendations of nutritionists to reduce the sales of categories (such as carbonate beverages) that have a negative impact on students' nutritional health.
- **Organising lectures on nutrition:** The nutritionist plans the topic of nutrition lectures according to the results of the students' annual physical examination, combined with the on-site observation of the canteen.

• Safe and environmentally-friendly structures

The Group takes corresponding measures to ensure the safety of the structures at each campus at all stages such as project bidding and building materials procurement, on-site construction, before and after putting into use upon the completion of construction:

- **Builder qualification review:** The builders invited by the Group to participate in the bidding must have a second-class or higher qualification for construction and renovation projects. The builders are required to provide qualification certificates which will be verified through an open platform. The suppliers of building materials are restricted to well-known brands in the industry and required to provide material testing reports and environmental protection certificates which will be reviewed according to the design requirements.
- **Engagement of supervision companies:** Contracts entered into by both parties shall contain provisions regarding on-site construction safety. Qualified supervision companies shall be engaged to conduct on-site supervision.
- **Builder evaluation mechanism:** After the completion of the project, the entire process will be reviewed and evaluated, including the selected plan before signing the contract, the conformity between the construction schedule and the plan, and the quality performance in use, as a reference for deciding whether or not to continue cooperation in the future.
- **Conducting environmental testing:** All the buildings shall be subject to environmental inspection before putting into use, and only can be put into use after passing the inspection.

• Colourful campus activities

MLES promotes happy education and improves the harmonious development of students' body and mind through various forms of campus activities. During the reporting period, due to the impact of the COVID-19 epidemic, there were class suspensions in all schools. To this end, each campus organized online activities to enrich students' home life, and resumed campus activities after the resumption of classes to enrich students' campus life.



5-3: Jingzhou Maple Leaf International School holds art carnival



5-4: Henan Maple Leaf International School opens guitar club class



5-5: Shenzhen Maple Leaf School opens chess class for extracurricular activities class

5. CARING FOR TEACHERS AND STUDENTS TO CULTIVATE FUTURE TALENTS

5.2 FOCUSING ON EMPLOYEE DEVELOPMENT

The Group adopts the management mechanism of “career cultivating talents, environment condensing talents, and remuneration retaining talents” to attract and cultivate talents, thereby boosting the development of the Group. We insist on equal employment and are committed to establishing and maintaining a diverse, inclusive, and non-discriminatory working environment. We have also formulated a comprehensive human resources policy, covering compliance employment, salary and benefits, occupational health, labor safety, training and promotion, etc., to build a platform for employee development. No violation in relation to child labour or forced labour, or litigation due to employment issues occurred during the reporting period.

- **Compliance employment**

The Group embraces a talent principle featured with fairness, justice and openness. In accordance with the international covenants of human rights including the *Universal Declaration of Human Rights* and the *International Covenant on Economic, Social and Cultural Rights*, and the laws and regulations such as the *Labour Law*, the *Labour Contract Law*, the *Provisions on Prohibition of Child Labour*, the Group has incorporated related human rights principles and requirements such as non-discrimination, freedom of association and collective bargaining, prohibition of the use of child labor, and opposition of forced labor into sustainable development management to maintain stable and harmonious labor relations. The Group strictly abides by the laws and regulations of China in terms of labor and employment, prohibits the employment of child labor, and eliminates any form of forced labor.

- **Rights and interests protection**

The Group specifies the leave entitlement of the employees and the relevant protection measures in the *Employee Manual* and the *Human Resource Management System*. In 2020, guided by the “Sixth Five-Year Plan” of MLES, we have extensively updated and revised numbers of contents in the *Employee Manual* and the *Human Resource Management System* to ensure that relevant management regulations comply with the requirements of the latest policies and regulations so as to effectively protect the rights and interests of employees. On the basis of compliance, the Group is committed to creating and maintaining a diverse and inclusive work culture. Under the educational philosophy of “combining the merits of Western and Eastern educational philosophies”, the team composed of Chinese and foreign teachers work together to share difficulties and achievements.

- **Diverse training**

As an important part of our talent strategy, the improvement of employee quality and ability and personal development are one of the focuses of the Group’s attention. To this end, we have formulated various talent training plans, established an efficient and diverse training system, and constantly explored and improved them to lay a talent foundation for the development of the Group.

5. CARING FOR TEACHERS AND STUDENTS TO CULTIVATE FUTURE TALENTS

Management cadre training

With the goal of cultivating quality and professional MLES principals, trainees are selected from the cadres of MLES's campuses. During the two-year learning process, they comprehend the educational philosophy, corporate culture, values of MLES, and comprehensively understand various operating systems of MLES's campuses. During the reporting period, a total of 13 trainees in the fifth session of training course received certificates of graduation, of which 7 trainees were promoted to principals during the training period. The sixth session of training course started in June 2020, and a total of 30 middle-level cadres from each campus were selected to participate in the training.

New school "1+5" team training

The "1+5" mode is adopted for build-up of a team for the new schools, which means 1 headmaster and 5 leaders of the school are assigned to form a "1+5" team as the talent basis of the new school. Then the "1+5" team will build a new team of employees based on MLES's system, mode and culture, and transform the educational services which is composed of the mode, system, and curriculum of MLES into school-operating results. During the reporting period, the Group completed the formation and preparation training of the "1+5" management team at the Horinger campus in Inner Mongolia.

Master program of the educational management and leadership at Royal Roads University

The Group cooperates with Royal Roads University to offer educational management and leadership master's program to employees of MLES, which is a 2-year on the job study with half of the fee borne by the Group. Courses will be provided by Royal Roads University in both Chinese and English. After completing 9 courses including *school improvement research*, *leadership development through reflective practice*, and *curriculum system, teaching and assessment* and passing the graduation assessment, the students will be granted RRU Education Master's Degree. This program has become an effective way for self-training cadres of schools due to its fruitful results.

Induction training

The Group has tailored a series of training programs for all newly recruited employees to help them quickly understand various rules and regulations of MLES and integrate into MLES culture. During the reporting period, the staff of the study abroad center and all newly hired employees received relevant training in August.

Science teacher program for MLES graduates

The Group has strategic cooperation with Thompson Rivers University and Lakehead University in Canada, and UniSA in Australia. Every year, a certain number of outstanding MLES science graduates are selected to study education majors in these universities, and return to MLES to teach after obtaining Canadian teacher qualifications. At the same time, MLES also provides internship and job opportunities for outstanding graduates majoring in education from these universities. The Group also encourages MLES graduates who have worked overseas and have excellent performance in science to complete learning and pass exams in respect of Canadian and American teacher qualification certification in one year, and return to MLES to teach after obtaining the teacher qualification certificate.

5. CARING FOR TEACHERS AND STUDENTS TO CULTIVATE FUTURE TALENTS



5-6: The graduation ceremony of the fifth session of the management cadre training course



5-7: Sharing of teaching and research experience in Dalian Maple Leaf Jinshitan campus

- **Employee health and safety**

The Group strictly complies with the *Trade Union Law*, the *Law on Prevention and Control of Occupational Diseases* and relevant laws and regulations of places where it operates, and has established internal systems such as the *Work Safety Management System* and the *Campus Safety Management System* to provide employees with specific guidelines. At the same time, guided by the basic principle of preventing accidents and eradicating casualties, the Group implements an accountability system for safety management, with clear rewards and punishments, and regular safety training and safety inspections to ensure the safety of employees at school.

The Group also takes care of the physical and mental health of employees from the subtle point of view. Nutritionists in the canteens of each campus provide nutritious catering for employees. Stadium and sports equipment of each campus are available to employees during a certain time period every day for free. Psychological consultants for each school will also deliver lectures on psychological wellness and offer psychological counselling services.

5. CARING FOR TEACHERS AND STUDENTS TO CULTIVATE FUTURE TALENTS

- **Benefits and caring for employees**

In terms of remuneration, the Group implements a performance-based appraisal system, which links employee remuneration with work performance, and mobilizes employees to work in a proactive manner.

In terms of benefits, in addition to the benefits provided by the law, MLES will also provide international medical insurance for core management employees in need to safeguard the health of employees.

In terms of activities, the Group organizes the New Year's Party, the Teacher's Day, Christmas and other festive activities, as well as sports games, birthday parties, Sorority, visiting and offering support to employees in need, etc., which not only enriches employees' spare time, but also enhances team cohesion. In addition to the celebration activities, the Group organizes awards ceremony every year to commend employees who have made outstanding contributions to the development of MLES, such as innovation awards in the fields of teaching, management, business and cooperation, outstanding teachers, outstanding employees, etc. On 28 May 2020, the Group solemnly held a celebration meeting for the 25th anniversary of the establishment of the school. 20 outstanding employees who have made remarkable contributions to MLES were awarded the supreme medal of honor of MLES.



5-8: Staff group building activity



5-9: MLES supreme medal of honor award ceremony

6. PROMOTION OF ENVIRONMENTAL PROTECTION FOR GREEN DEVELOPMENT

The Group always strictly complies with the relevant laws and regulations, such as the *Environmental Protection Law of the People's Republic of China* to identify and analyse the emissions generated during operation and the type of resources used, so as to strategically conduct management, reduce emission, improve the efficiency of resource use and achieve green operation. During the reporting period, the Group was not involved in any litigation or imposed of any material penalty owing to any violation of laws and regulations relating to environmental protection.

6.1 SPREADING THE IDEA OF “GO GREEN”

MLES emphasizes on spreading the idea of “go green”, and each school integrates the concept of green life into its daily teaching and puts environmental practices into campus life, thus cultivates students' environmental protection awareness and habits. During the reporting period, we promoted the idea of “go green” mainly through conducting environmental protection education and leading students to participate in public welfare activities.

Each school combines green concept with basic courses, thus students could be influenced by the idea of “go green” unconsciously in a positive way during their daily study. In the meantime, teachers lead students to actively participate in various public welfare activities for environmental protection, to make contribution to ecological environment improvement.

Case study: “English Day for Environmental Protection” by Tianjin Huayuan Maple Leaf International School

On 27 September 2019, the school conducted the first “Go Green-English Day for Environmental Protection” activity. Before the activity, teachers made a speech for knowledge of environmental protection for students by combining with specific environmental protection measures such as “garbage classification, water conservation, turn off light when leaving”. Then students used waste and old materials for creation by focusing on two topics “making friends with technologies” and “decorating life with environmental protection materials”, and all works are accompanied with beautiful introduction card in English.

By making things in person in this activity, students experienced the wonderful process of turning waste into treasure, and by writing introduction cards in English, the activity achieved perfect combination in using English with environmental protection creation, thus truly established students' concept of environmental protection unconsciously and improved their abilities of using English comprehensively.



6. PROMOTION OF ENVIRONMENTAL PROTECTION FOR GREEN DEVELOPMENT

6.2 PROMOTION OF ELECTRONIC OFFICE AND TEACHING

The Group is committed to promoting paperless operation, and adopts paperless operation in daily teaching, office, students' homework and home-school communication and other daily operation aspects, so as to save resources. In FY2020, benefited from the previous emphasis on electronic teaching, office and communication platform, each school could conduct online teaching and online communication with students and parents during the epidemic period in a relatively smooth manner.

Paperless teaching

- Multimedia teaching: Conducting multimedia teaching by using equipments such as computers and projectors makes the teaching scene more vivid and direct, which improves teaching efficiency and save resources at the same time. Some schools are equipped with Multimedia All-in-One PC or Touch All-in-One TV & Whiteboard, which enables the multi-dimensional display for teaching contents and instant connection with teaching system, so as to facilitate the subsequent paperless homework and paperless office.
- Online platform application: Conducting teaching and researching activities through online platforms (e.g. Canvas, Teams, QQ, DingTalk, etc.) not only saves resources, but also ensures the continuity of teaching activities during the epidemic period.

Paperless homework

- Distributing electronic homework sheets to students and parents through social network group reduces the consumption of paper, ink box used during printing as compared with traditional paper sheets.
- Apart from traditional homework, arranges electronic homework such as learning vocabularies online, app task, vlog shooting, poster making, etc.

Paperless office

- Through power school, gradebook and other platforms, the school realizes online education administration, and reduces the use of papers.
- Using inner OA system to complete the application and approval process and internal files should be transmitted by electronic methods as much as possible, so as to avoid paper bills and documents.

Paperless home-school communication

- Each class of all schools uses specific app (e.g. Class Dojo and Seesaw) for communication, or establishes parent communication group on social network, so as to enable a much more smooth communication between school and parents, teachers and parents, parents and parents.
- Some notices and files could be distributed to parents through social network group, thus reduces carbon emission generated from traditional printing of paper notice and files.
- Some schools held parent committee meeting through the online meeting platform, Zoom, during the epidemic period.

6. PROMOTION OF ENVIRONMENTAL PROTECTION FOR GREEN DEVELOPMENT

6.3 STICKING TO LOW-CARBON DEVELOPMENT

During operation, the major emissions of the Group is greenhouse gas; the major wastes are kitchen waste and domestic waste; the major resources used are electricity, water, natural gas, diesel, liquefied petroleum gas, gasoline and outsourcing heat; and the major packaging materials used are plastic packaging bags, cartons and bottle preforms. For the current situation of the Group, we will try to reduce our carbon emission and resources consumption from the following two aspects.

- **Energy conservation and emission reduction**

The Group’s management on emissions, wastes and use of resources is relatively flexible. After delineating the working direction by the headquarters, each school will formulate corresponding system for campus management according to its own condition, such as water and electricity conservation, vehicle use management, etc.

Emission Management	<p>Cooking fume treatment: All school canteens adopt electrostatic cooking fume control equipment, and comply with the national standards The Emission Standard of Cooking Fume (GWPB5-2000), Emission Standard of Cooking Fume (GB18483), General Code for Construction and Acceptance of Mechanical Equipment Installation Engineering (GB50231-98) in the treatment of cooking fume, with the emission concentration being 1.2-1.8 mg/m³, better than the national standards of 2.0mg/m³.</p>
	<p>Wastewater treatment: The oily sewage generated during the operation of the canteens in each school will be treated through the oil-water separator of the oil separation tanks in the canteens to ensure the efficiency and compliance of wastewater treatment.</p>
	<p>Kitchen waste treatment: Each school conducts “Clear Your Plate Campaign”, and posts signs in canteens to advocate meals on demand among teachers and students, so as to eliminate waste and reduce the production of kitchen waste from the source.</p>
	<p>The canteens of each school conduct waste sorting according to the request of the food and beverage department. The sorted waste will be handed over to the local environmental protection department or the professional enterprises for collection and treatment. For instance, Wuhan Maple Leaf International School contacted environmental protection companies to collect the kitchen waste generated from canteens, all of which will be used for biodiesel refining.</p>
	<p>Domestic wastes sorting: Sorting garbage bin will be placed in each school to implement garbage sorting, and all faculty and staff as well as students are required to put each type of waste into the garbage bin as required.</p>
	<p>Medical waste disposal: School infirmaries may produce small amount of medical waste. For this kind of waste, infirmaries shall be responsible for separating them with domestic waste for strictly management.</p>
	<p>Chemical experiment waste disposal: The small amount of chemical experiment waste generated during teaching process shall be collected by the laboratory manager and waited for professional environmental protection companies coming to clean regularly.</p>

6. PROMOTION OF ENVIRONMENTAL PROTECTION FOR GREEN DEVELOPMENT

Resource Conservation	Paper conservation	<ul style="list-style-type: none"> ➤ Advocate the transmission of messages by electronic way, and printing and copying only when necessary and double-sided printing and copying are advised. ➤ Collect envelopes and single-side waste paper for internal reuse and collect residual art paper after class for use next time. ➤ Schools have special place for waste paper and express package recycling.
	Electricity conservation	<ul style="list-style-type: none"> ➤ Regulate the use of air conditioner. Take the Dalian preschool campus as an example, the temperature of air conditioner shall not be lower than 26℃ in summer, and not higher than 20℃ in winter. ➤ Doors and windows shall be closed when air conditioner is on, to avoid unnecessary consumption of energy. ➤ Check the air conditioner and turn it off before leaving school. ➤ Headquarters and each school use and replace gradually the LED lighting equipment, and some dormitories use solar water heaters. ➤ Put up electricity saving signs in the office and classrooms to remind teachers and students to shut down power when leaving school. ➤ Janitors and security guards are required to turn off lights timely in places where no one is found during their daily routine and patrol.
	Water conservation	<ul style="list-style-type: none"> ➤ All the canteens of each school use water-saving faucets, and in the renovation of other areas, water-saving faucets shall be installed to improve water use efficiency. ➤ Water conservation propaganda and education is carried out to students and signs of water conservation are posted everywhere in school, to request faculty and staff to take the lead and save water and cultivate students' awareness of water conservation. ➤ Water equipment shall be checked and maintained regularly to prevent the waste of water resource due to equipment failure. ➤ Water reuse is encouraged to improve water use efficiency. For instance, Dalian Maple Leaf Foreign Nationals School collected condensed water of air conditioner to irrigate plants.

6. PROMOTION OF ENVIRONMENTAL PROTECTION FOR GREEN DEVELOPMENT

• Environmental performance display

Indicator	Unit	FY2020
Greenhouse gas emissions		
Total greenhouse gas emissions (Scope 1 + Scope 2)	tCO ₂ e	34,118
Greenhouse gas emissions per RMB million revenue	tCO ₂ e/RMB million	22.32
Scope 1: Greenhouse gas emissions from direct emission sources	tCO ₂ e	6,673
Scope 2: Greenhouse gas emissions from indirect emission sources	tCO ₂ e	27,445
Discharge of waste		
Disposal of kitchen waste	kg	192,544
Disposal of kitchen waste per RMB million revenue	kg/RMB million	125.96
Use of resources		
Total electricity purchased	kwh	29,572,345
Purchased electricity consumption per RMB million revenue	kwh/RMB million	19,345.91
Total water consumption	tons	1,245,191
Water consumption per RMB million revenue	tons/RMB million	814.59
Total natural gas consumption	m ³	2,899,729
Natural gas consumption per RMB million revenue	m ³ /RMB million	1,896.97
Total diesel consumption	litre	12,196
Diesel consumption per RMB million revenue	litre/RMB million	7.98
Total LPG consumption	kg	25,490
LPG consumption per RMB million revenue	kg/RMB million	16.68
Total gasoline consumption	litre	97,425
Gasoline consumption per RMB million revenue	litre/RMB million	63.73
Total heat outsourced	million kJ	77,410
Outsourced heat consumption per RMB million revenue	million kJ/RMB million	50.64
Total comprehensive energy consumption	tce	10,296
Comprehensive energy consumption per RMB million revenue	tce/RMB million	6.74
Use of packaging materials		
Total amount of packaging materials used	kg	4,340
among which: plastic bags	kg	1,610
cartons	kg	2,090
bottle preforms	kg	640
Packaging materials consumption per RMB million revenue	kg/RMB million	2.84

6. PROMOTION OF ENVIRONMENTAL PROTECTION FOR GREEN DEVELOPMENT

- Notes:
1. Unless otherwise stated, based on the principle of materiality, the above environmental data covers data for office premises of MLES Group headquarters, all campus, Maple Leaf Spring and Maple Leaf Red Garment Factory operating in Mainland China and Malaysia KIS campus;
 2. Packaging materials consumption mainly refers to consumption of packaging materials by Maple Leaf Spring and Maple Leaf Red Garment Factory;
 3. Emissions and energy consumption per RMB million revenue are both calculated by the following formula: total emissions and energy consumption/revenue (in RMB million). The revenue of Maple Leaf Education Systems Limited for the FY2020 was RMB1,528.61 million;
 4. The calculation of GHG emission refers to the Greenhouse Gas Protocol: A Corporate Accounting and Reporting Standard 2012 (Amendment). The grid emission factors used in the calculation of Scope 2 refer to the latest emission factors of China's regional power grid for 2017 released by the Department of Climate Change under the Ministry of Ecology and Environment of the PRC;
 5. The comprehensive energy consumption conversion coefficient for standard coal is derived from Comprehensive Energy Consumption Calculation Principle (GB/T 2589-2008).

7. DEDICATION TO THE COMMUNITY TO CREATE A HARMONIOUS AND LOVING ENVIRONMENT

7.1 PROMOTION OF PUBLIC WELFARE

The Group actively carried out various public welfare activities, and transmit students the meaning of social responsibility while helping groups in difficulties. We wish students could care for the public welfare in the future and proactively shoulder the social responsibility.

Case study: Charity donation activity by Dalian Maple Leaf Foreign Nationals School

Dalian Maple Leaf Foreign Nationals School organized “Goodbye 2019, Welcome 2020 Donation” charity donation activity, during which idle students’ articles (e.g. stationery, art supplies, sporting goods, etc.) and new personal care products (e.g. combs, nail clippers, etc.) were collected and put into shoeboxes, to donate to students in need. While donating love and care, an environment friendly lifestyle is advocated.

The activity was well received by students and parents and the number of donated items was far more than expected. Finally, those items were donated to the middle school and elementary school of Yuantai, Wafangdian, Dalian by representatives of Dalian Maple Leaf Foreign Nationals School, together with Guangxiang Volunteer Team of the Hope Project of Dalian.



7.2 DEDICATION TO VOLUNTEER ACTIVITIES

The Group encourages the faculty and staff as well as students to participate in volunteer activities. As for students, participating in volunteer activities not only serves the society, creates value, but also an important way to experience social life before entering society. Maple Leaf hopes students could improve their personal moral cultivation and quality through those volunteer activities.

Case study: Visited the elderly by students of Chongqing Maple Leaf International School during the Mid-Autumn Festival

During the Mid-Autumn Festival, students of Zhou Enlai Class of Chongqing Maple Leaf International School, as the community volunteers, visited the nursing home of Zhongshan Road sub-district office and enjoyed a good time with the elderly during the Mid-Autumn Festival. Apart from giving gifts, students accompanied the elderly, chatted with them, and listened to their stories patiently. The visiting activity enriched the spiritual and cultural life of the elderly and brought them with happiness and warmth.



OUTLOOK

The year of 2020 was destined to be eventful for MLES. Facing the COVID-19 outbreak, MLES joined hands with all stakeholders to actively fight the epidemic, which demonstrated the risk response ability of the Group to cope with emergencies, as well as the responsibilities and commitments of the MLES people. In response to the challenges and opportunities in the post-epidemic era, and adhering to the mission of “providing first-class education to all students”, MLES implemented its Sixth Five-Year Plan in 2020. In the next five years, MLES will build 10 Educational School Districts in China and fully implement the Maple Leaf World School Program. In this process, MLES will continue to implement the sustainable development policy and further explore the optimal combination of sustainable development concept and group development.

In the future, we will continue to carry forward the spirit of MLES:

We will keep to the promise of “educating people with sincerity”. Actions will be taken to provide quality and accessible educational resources, cultivate student in an all-round way, and pay attention to the cultivation of environmental protection concept and social responsibility awareness; continue to innovate the education mode as a way to give full play to the advantages of the Maple Leaf World School Program.

We will practice the pursuit of “striving for excellence in education”. Efforts will be made to strictly abide by all laws and regulations and operate with integrity; adopt various measures to protect the physical and mental health of students and employees, and protect the legitimate rights and interests of employees; provide various employee benefits; establish a diversified training system to promote the personal development of employees; implement energy saving and emission reduction policies and adhere to green operations; promote community development through charity and voluntary activities.

We believe that with the efforts of MLES people, in the next five years, we are able to accomplish the “Sixth Five-Year” Plan by gradually implementing work list, tasks and goals thereof, and create more society value for itself and stakeholders.

ESG INDEX

No.	Description	Disclosure Status	Reference Sections in the Report
A1 Emissions	<p>General Disclosure</p> <p>Information on:</p> <p>(a) the policies; and</p> <p>(b) compliance with relevant laws and regulations that have a significant impact on the issuer relating to air and greenhouse gas emissions, discharges into water and land, and generation of hazardous and non-hazardous wastes.</p> <p>Note: Air emissions include NO_x, SO_x, and other pollutants regulated under national laws and regulations.</p> <p>Greenhouse gases include carbon dioxide, methane, nitrous oxide, hydrofluorocarbons, perfluorocarbons and sulphur hexafluoride.</p> <p>Hazardous wastes are those defined by national regulations.</p>	Disclosed	P32, P34
A1.1	The types of emissions and respective emissions data.	Disclosed	P36
A1.2	Greenhouse gas emissions in total (in tons) and, where appropriate, intensity (e.g. per unit of production volume, per facility).	Disclosed	P36
A1.3	Total hazardous waste produced (in weight or volume) and, where appropriate, intensity (e.g. per unit of production volume, per facility and per regular employee).	Not applicable	–
A1.4	Total non-hazardous waste produced (in weight or volume) and, where appropriate, intensity (e.g. per unit of production volume, per facility and per regular employee).	Disclosed	P36
A1.5	Description of measures to mitigate emissions and results achieved.	Disclosed	P32, P34
A1.6	Description of how hazardous and non-hazardous wastes are handled, reduction initiatives and results achieved.	Disclosed	P32, P34

ESG INDEX

No.	Description	Disclosure Status	Reference Sections in the Report
A2 Use of Resources	General Disclosure Policies on the efficient use of resources, including energy, water and other raw materials. Note: Resources may be used in production, storage, transportation, buildings, electronic equipment, etc.	Disclosed	P32-P35
	A2.1 Direct and/or indirect energy consumption by type (e.g. electricity, gas or oil) in total (kWh in '000s) and intensity (e.g. per unit of production volume, per facility).	Disclosed	P36
	A2.2 Water consumption in total and intensity (e.g. per unit of production volume, per facility).	Disclosed	P36
	A2.3 Description of energy use efficiency initiatives and results achieved.	Disclosed	P32-P35
	A2.4 Description of whether there is any issue in sourcing water that is fit for purpose, water efficiency initiatives and results achieved.	Disclosed	P32-P35
	A2.5 Total packaging materials used for finished products (in tons) and, if applicable, with reference to per unit produced.	Disclosed	P36
A3 The Environment and Natural Resources	General Disclosure Policies on minimising the issuer's significant impact on the environment and natural resources.	Disclosed	P32-P33
	A3.1 Description of the significant impacts of activities on the environment and natural resources and the actions taken to manage them.	Disclosed	P32-P33
B1 Employment	General Disclosure Information on: (a) the policies; and (b) compliance with relevant laws and regulations that have a significant impact on the issuer relating to compensation and dismissal, recruitment and promotion, working hours, rest periods, equal opportunity, diversity, anti-discrimination, and other benefits and welfare.	Disclosed	P28, P30-P31
	B1.1 Total workforce by gender, employment type, age group and geographical region.	Partially disclosed	P3
	B1.2 Employee turnover rate by gender, age group and geographical region.	To be disclosed in the future	-

ESG INDEX

No.	Description	Disclosure Status	Reference Sections in the Report	
B2 Health and Safety	General Disclosure Information on:	Disclosed	P30	
	(a) the policies; and			
	(b) compliance with relevant laws and regulations that have a significant impact on the issuer relating to providing a safe working environment and protecting employees from occupational hazards.			
	B2.1	Number and rate of work-related fatalities.	To be disclosed in the future	-
	B2.2	Lost days due to work injury.	To be disclosed in the future	-
B2.3	Description of occupational health and safety measures adopted, how they are implemented and monitored.	Disclosed	P30	
B3 Development and Training	General Disclosure Policies on improving employees' knowledge and skills for discharging duties at work. Description of training activities.	Disclosed	P28-P30	
	Note: Training refers to vocational training. It may include in-house and external courses paid by the employer.			
	B3.1	The percentage of employees trained by gender and employee category (e.g. senior management, middle management).	To be disclosed in the future	-
	B3.2	The average training hours completed per employee by gender and employee category.	To be disclosed in the future	-
B4 Labour Standards	General Disclosure Information on:	Disclosed	P28	
	(a) the policies; and			
	(b) compliance with relevant laws and regulations that have a significant impact on the issuer relating to preventing child and forced labour.			
	B4.1	Description of measures to review employment practices to avoid child and forced labour.	Disclosed	P28
B4.2	Description of steps taken to eliminate such practices when discovered.	To be disclosed in the future	-	
B5 Supply Chain Management	General Disclosure Policies on managing environmental and social risks of the supply chain.	Disclosed	P26	
	B5.1	Number of suppliers by geographical region.	To be disclosed in the future	-
	B5.2	Description of practices relating to engaging suppliers, number of suppliers where the practices are being implemented, how they are implemented and monitored.	Partially disclosed	P26

ESG INDEX

No.	Description	Disclosure Status	Reference Sections in the Report	
B6 Product Responsibility	General Disclosure Information on:			
	(a) the policies; and	Disclosed	P16-P27	
	(b) compliance with relevant laws and regulations that have a significant impact on the issuer relating to health and safety, advertising, labelling and privacy matters relating to products and services provided and methods of redress.			
	B6.1	Percentage of total products sold or shipped subject to recalls for safety and health reasons.	Not applicable	-
	B6.2	Number of products and service related complaints received and how they are dealt with.	To be disclosed in the future	-
	B6.3	Description of practices relating to observing and protecting intellectual property rights.	Disclosed	P7-P8
	B6.4	Description of quality assurance process and products recall procedures.	Not applicable	-
B6.5	Description of consumer data protection and privacy policies, how they are implemented and monitored.	Disclosed	P23	
B7 Anti-corruption	General Disclosure Information on:			
	(a) the policies; and	Disclosed	P6-P7	
	(b) compliance with relevant laws and regulations that have a significant impact on the issuer relating to bribery, extortion, fraud and money laundering.			
	B7.1	Number of concluded legal cases regarding corrupt practices brought against the issuer or its employees during the reporting period and the outcomes of the cases.	Disclosed	P6-P7
B7.2	Description of preventive measures and whistleblowing procedures, how they are implemented and monitored.	Disclosed	P6-P7	
B8 Community Investment	General Disclosure Policies on community engagement to understand the needs of the communities where the issuer operates and to ensure its activities take into consideration the communities' interests.	Disclosed	P38	
	B8.1	Focus areas of contribution (e.g. education, environmental concerns, labour needs, health, culture, sport).	Disclosed	P38
	B8.2	Resources contributed (e.g. money or time) to the focus areas.	Disclosed	P38

FEEDBACK FORM



Thank you for reading the Environmental, Social and Governance Report of the Group for FY2020. In order to provide you and other stakeholders with more valuable information and improve the Group's ability to implement the overall environmental, social and governance work, we sincerely welcome any opinions and suggestions on the report, you may:

Mail to: Maple Leaf Educational Park, 6 Central Street, Jinshitan National Tourist Area, Dalian, Liaoning Province, China

Postal code: 116650

Email to: ir@mapleleaf.net.cn

1. What kind of stakeholders are you?
- A. Government B. Regulatory Authority C. Shareholder D. Customer
- E. Employee F. Supplier and Partner G. Community H. Public and Media

2. Do you think whether this report has fully satisfied your expectations?

- A. Yes B. If not, what other expectations do you have?
-

3. Do you think the Group has responded to your expectations well?

- A. Yes B. If not, what other expectations do you think were not responded well?
-

4. Do you think the content and layout design of this report are reader friendly?

- A. Excellent B. Good C. Fair D. Poor

5. What other opinions and suggestions do you have on our ESG works and this report?
-

Thanks again for your participation!



China Maple Leaf Educational Systems Limited
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(Incorporated in the Cayman Islands with limited liability)
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