



# 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

## 2021

### ENVIRONMENTAL, SOCIAL AND GOVERNANCE REPORT



\* For identification purposes only

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CHINA MAPLE LEAF EDUCATIONAL SYSTEMS LIMITED  
2021 ENVIRONMENTAL, SOCIAL AND GOVERNANCE REPORT

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# ABOUT THIS REPORT

## COMPANY PROFILE

With over 26 years of experience in operating international schools in the People's Republic of China ("China" or "PRC"), the Group is one of the leading international school operators in China in terms of student enrolment, offering high quality and bilingual education, combining the merits of both Western and Eastern educational philosophies. We also operate international schools in Malaysia, Singapore, Canada and Australia.

The Maple Leaf World School Program ("World School Program") is the first international program with oriental cultural characteristics in the world. It cooperates with two of the world's largest educational institutions, benchmarking by UK ENIC (formerly known as UK NARIC) and accreditation of Cognia (formerly known as AdvancED). As of 31 August 2021, we have received official support letters from 113 universities in 12 countries and have successfully promoted the World School Program in domestic universities in China. We are confident that the World School Program will become a top international education program equivalent to the A-Level and International Baccalaureate (the "IB") programs in the future.

Our overseas school, Kingsley International School ("KIS") offers A-Level program from preschool to Year 12 students in Malaysia. KIS targets at mainly local students and also international students primarily from Asian countries. Canadian International School ("CIS") offers the IB curriculum from preschool to Year 12 students across two campuses, the Tanjong Katong campus and the Lakeside campus, in Singapore. CIS is one of the largest for-profit premium international schools in Singapore in terms of revenue and student enrolment, and targets expatriate families employed in Singapore, especially those from the United States, India and other Asian countries. CIS is well known for its highly acclaimed bilingual English/Chinese program where students are fully immersed culturally and taught by qualified native English speakers who are also IB certified.

## REPORT RELEASE CYCLE

This report is the fifth independent annual Environmental, Social and Governance ("ESG") Report released by China Maple Leaf Educational Systems Limited. It covers the period from 1 September 2020 to 31 August 2021 ("FY2021"). Certain content may be beyond the aforesaid period.

## ORGANISATIONAL SCOPE OF THE REPORT

This report covers information 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 ("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").

## ABOUT THIS REPORT

### 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 (the “Board”) 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 this 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 information disclosed in this report shall be consistent.

### INFORMATION DESCRIPTION

Certain financial information in this report are extracted from FY2021 financial statements. In case of discrepancy between this report and the annual report, the latter shall prevail. Other information associated with FY2021, with certain information beyond the aforesaid period, is mainly from the Company and its subsidiaries’ internal statistics. Unless otherwise stated, the amounts in this report are denominated in Renminbi (“RMB”).

### REPRESENTATION BY THE BOARD IN RELATION TO ESG MANAGEMENT

China Maple Leaf Educational Systems Limited has committed that the Company is in compliance with the disclosure requirements under the Environmental, Social and Governance Reporting Guide issued by the Stock Exchange. The publication of this report was approved by the Board. For the financial year ending 31 August 2022, the Board of the Company will further improve ESG management system and continue to promote the Company’s ESG standard.



# 1. CHAIRMAN'S STATEMENT

FY2021 marked the start of the "Sixth Five-Year Plan" of MLES, and also the year of formally implementing the Maple Leaf World School Program. Guided by standard strategy, we continue to explore educational innovation. In the past 26 years of school operation, we have been adhering to the philosophy of "Promoting Quality-oriented Education by combining the Merits of Both Western and Eastern Educational Philosophies", and we are aware that we are in the education industry and should shoulder a more important social responsibility. We have explored the path of sustainable development, continuously improved our internal governance, paid attention to climate change, insisted on energy saving and emission reduction, and contributed to social welfare and devoted ourselves as a social citizen.

**Innovating education exploration and perfecting program standard system.** With years of efforts since 2015, the Maple Leaf World School Program has been formally implemented since September 2020. The Maple Leaf World School Program possesses self-owned intellectual property, accredited by Cognia, the largest education accreditation organisation in the world and benchmarking by UK ENIC, the United Kingdom National Information Centre for the recognition and evaluation of international qualifications and skills, and is leading the industry with the practice of "International Programs with Chinese Characteristics". During two school years of implementation at Maple Leaf high schools, the World School Program has been well recognised by teachers, students and parents at home and abroad, and received letters of support from 113 domestic and international universities.

**Fully facilitating comprehensive development and caring for the health and growth of students.** Centring around the goal of "cultivating elite talents with global competence", we have constructed the "Seven Forces" core literacy model, which includes learning, thinking, acting, leading, connecting, developing and growing, and lead the implementation of quality education by clarifying the connotation of quality education, evaluating students' comprehensive quality, and planning their growth. At the same time, we also respect the students' right of education, build a safe campus environment, strengthen the development of teachers' professional ethics and morality, strictly control the procurement process and food hygiene, promote the normalisation of pandemic prevention and control, and promote the physical and mental health of students. In 2020/21 school year, the total number of student enrolment was 45,829 (including those from the affiliated entities operating private schools that offer compulsory education consisting of six years of primary school education and three years of middle school education to PRC residents and not-for-profit schools that provide preschool education in the PRC ("Affected Schools") which have been deconsolidated from the Company's consolidated financial statements for the year ended 31 August 2021). In 2020/21 school year, 85.2% of the graduates received at least one admission offer from the MLES Global Top 100 Universities.

**Supporting career growth and harmonious work among staff.** We have implemented a talent strategy to attract and retain, especially international talents, and at the same time, we have formulated various talent cultivation programs, focusing on the close integration of training and practice to improve the overall quality of our workforce and promote the implementation of the Group's strategic development. We are committed to establishing and maintaining a pluralistic, inclusive and non-discriminatory working environment and supporting our employees to lead a healthy and sustainable working life by adhering to the principles of fairness, impartiality and openness, and insisting on compliance and equality in employment and paying attention to the occupational health, labour safety and welfare of our employees. As of the end of the reporting period, the Group had a total of 1,890 full-time employees.

**Fully improving management and sticking to compliance and integrity operation.** We observe relevant laws and regulations and industry requirements, and continue 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 FY2021, we have revised and improved 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.

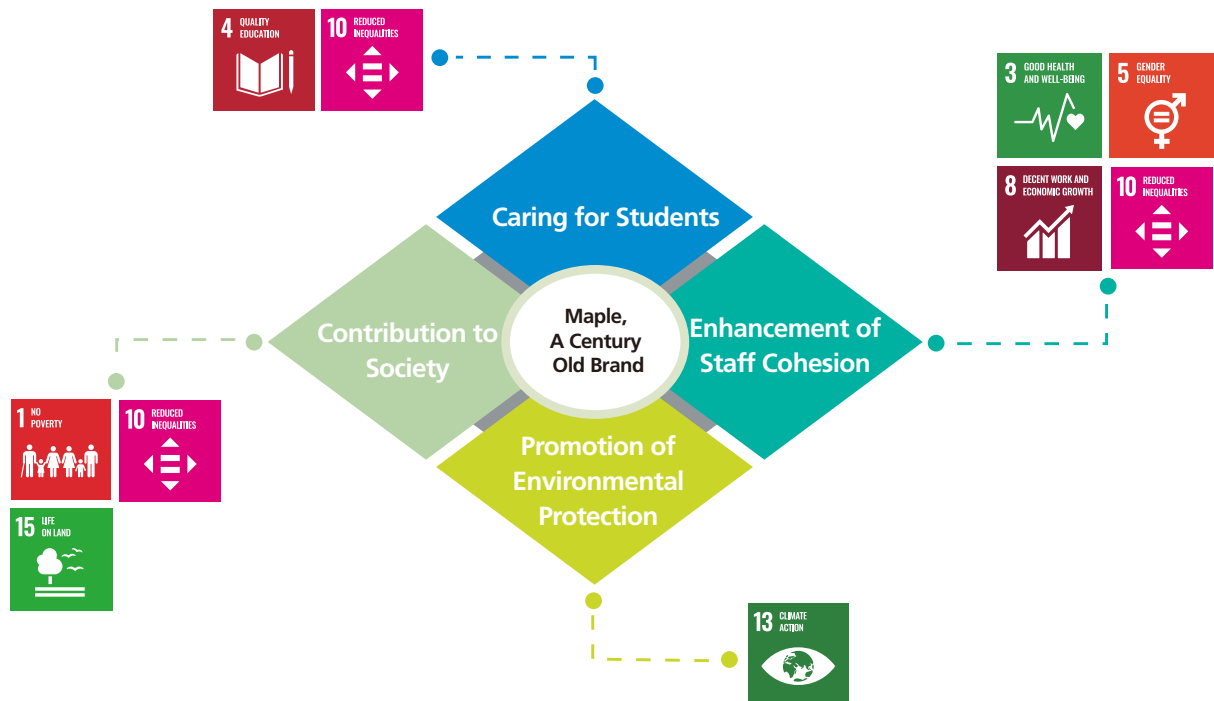
**Adhering to green and low-carbon and proactively coping with climate change.** Facilitating the achievement of the goal of carbon neutrality and actively addressing climate change are the way forward. We are committed to our environmental responsibilities and are taking steps to promote resource conservation and reduce carbon emissions in the areas of green office and green teaching. We also integrate carbon emissions and climate change into quality education and campus life, and guide students to develop habits of frugality, low-carbon and environmental protection.

**Being enthusiastic about public welfare and actively practicing social responsibility.** We are actively fulfilling our social responsibility by guiding all employees and students to participate in community charity activities through donations and volunteer services in the areas of poverty alleviation, poverty relief and environmental protection, helping employees and students to raise their awareness of social responsibility and fulfil their own social responsibility.

## 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.



Graph 2-1: Sustainability concept of MLES Group

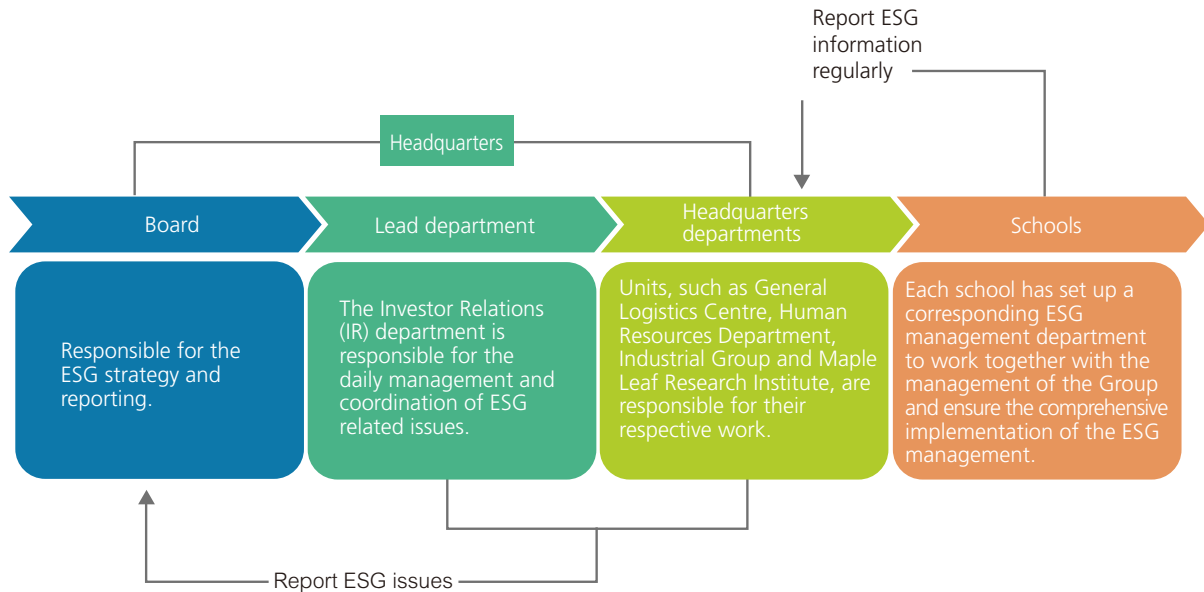
### 2.2 CORPORATE GOVERNANCE

The Company improves its governance structure in accordance with relevant policies and regulations. The Board as 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 annual report.

The Board has overall responsibility for ESG strategy and reporting. It participates in 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 each other 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 information. In FY2021, during the preparation of this report, the Board reviewed the substantive issues disclosed in this report, reporting strategies and approved the publication of this report.



## 2. ESG MANAGEMENT



Graph 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 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 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 (《刑法》), the Law against Unfair Competition (《反不正當競爭法》) and the Company Law (《公司法》). During the reporting period, the Group was not involved in any litigation relating to corruption or fraud, or received any complaint or reporting concerning corruption.

In respect of organisational 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 chief executive officer of the Company. The members comprise employees, professionals and third party specialised institutions. 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.

- **Anti-corruption management process**

In respect of the implementation of anti-corruption reporting and awareness promotion, 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. We have strengthened training on corruption prevention awareness and launched a series of thematic training sessions to ensure clean operations of the Group at multiple levels of anti-corruption management.



### Case Study: Training session on the theme of "Prevention of Fraud and Corruption"

In May 2021, Maple Leaf held a training session on the theme of "Prevention of Fraud and Corruption" to train the employees on the concepts of fraud, corruption and related legal requirements and the Group's procedures for handling fraud and corruption.

The training emphasised that strengthening the culture of cleanliness on campus and constructing a harmonious and civilised campus in China is an important part of our social and economic construction. Through the training for all employees of the Group's departments and affiliated campuses, the awareness of responsibility of all employees was enhanced, and a good atmosphere of being role model and pioneer with integrity was created.





## 2. ESG MANAGEMENT

### • Brand protection

In FY2021, the intellectual property rights department of the Group carried out work of copyright application and maintenance to strengthen the protection on MLES' independently developed courses and other creative achievements and improve MLES' intellectual property rights system; published the "Handbook for Running Schools in accordance with the Laws and Regulations" 《依法依規辦學手冊》; carried out work to improve the trademark system, trademark monitoring and opposition, brand rights protection and brand protection training, and actively protected the MLES Group's trademark and safeguarded brand rights.

- **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 FY2021, more than 600 copyrighted works and one national-level patent were added, covering copyrighted works and patents for teaching materials, teaching aids, classroom standards, cultural symbols, book collections and special school-based classes, providing intellectual property rights accumulation for the implementation of the Group's standard strategy.
- **Publication of "Handbook for Running Schools in accordance with the Laws and Regulations" (《依法依規辦學手冊》):** The handbook is a collection of laws and regulations on education, especially in the field of private education, rules, regulatory documents, case studies, guidelines and internal regulations compiled by the MLES Group to further strengthen school administrators' awareness of the laws and regulations and to ensure the sustainable and healthy development of the Group and its schools.
- **Improvement of the trademark system:** According to the Group's strategic plan for trademark protection and defence, 46 new trademarks were approved for registration, increasing the scope and types of the Group's trademark use and protection, and improving the construction of the Group's trademark and brand system.
- **Trademark monitoring and opposition:** The Group 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 (國家知識產權商標局), carry out trademark monitoring to propose trademark opposition to the Trademark Office in accordance with the law against the same or similar trademarks applied for registration by others in respect of the same or similar goods/services, and safeguard the trademark rights and other prior rights of the Group. The Group shall prevent others from registering the same or similar trademarks in order not to create confusion and misunderstanding among the public and affect the brand value of Maple Leaf.
- **Brand maintenance:** The Group continues to actively pursue the protection of Maple Leaf's trademarks and brands. We have completed numerous legal actions against unauthorised use of our trademark and other infringements of Maple Leaf's trademark and brand rights through letters of warning, litigation and arbitration.
- **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 enrolment promotion and external publicity, protecting the Group's rights and interests on its trademark and brand.

## 2. ESG MANAGEMENT

### 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 announcements Financial reports of the Company HKEx/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
Students/parents	Health of students during the pandemic Teaching quality during the pandemic Health and safety of students Protecting students' rights and interests Quality education Innovative education system	Timely communication on pandemic prevention Online courses Daily interaction Education fair Parent-teacher conferences Company website and official account on social platform
Teachers/ employees	Health of employees during the pandemic 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 pandemic prevention Labour contract Employees' symposiums Daily communication
Suppliers/partners	Mutual benefit and win-win cooperation 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/the 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



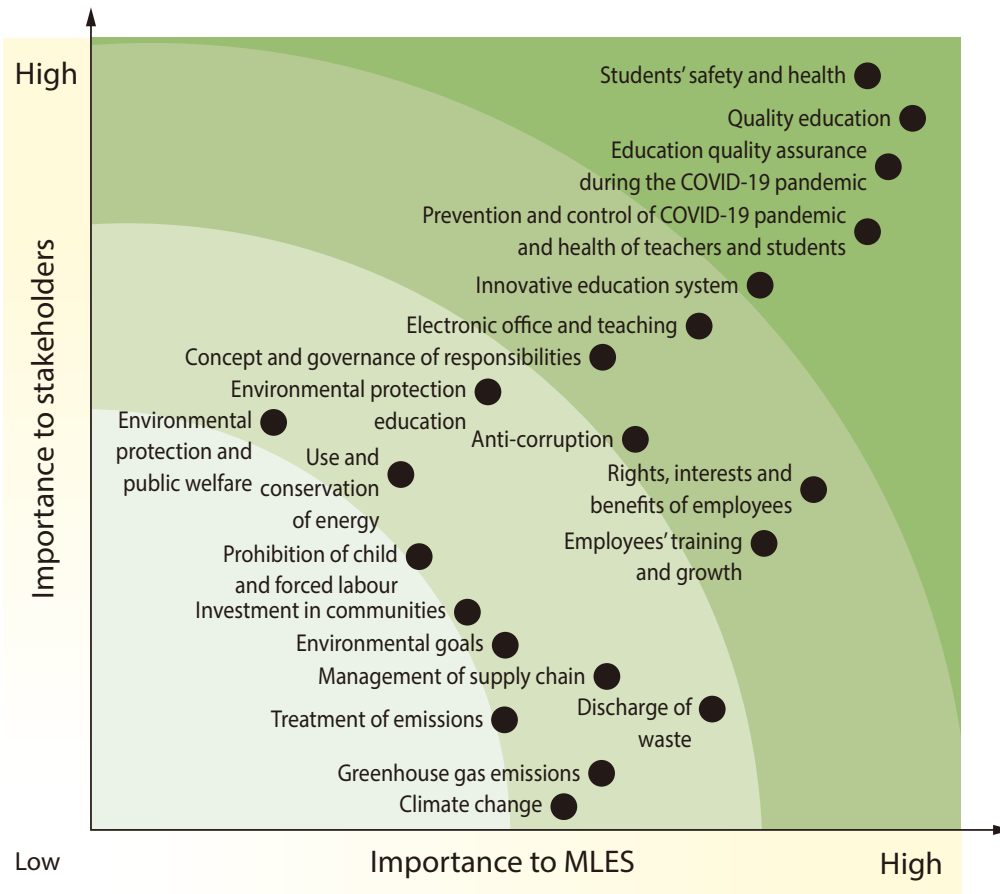


## 2. ESG MANAGEMENT

### 2.5 ASSESSMENT OF MATERIALITY ISSUES

Referring to the ESG Reporting Guide set forth in Appendix 27 to the Rules Governing the Listing of Securities on the Stock Exchange 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 prioritisation. The identified management issues related to material ESG issues are disclosed in this report.

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, the Board, principals, etc. and received 126 valid questionnaires. 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, the Board 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 pandemic 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.



Graph 2-3: MLES Group ESG Materiality Matrix

## 2. ESG MANAGEMENT






Section	Materiality 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	
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, COVID-19 pandemic prevention and control, 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 A4 Climate Change	
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. INNOVATIVE EDUCATION OFFERING A COMBINATION OF DIFFERENT CULTURES

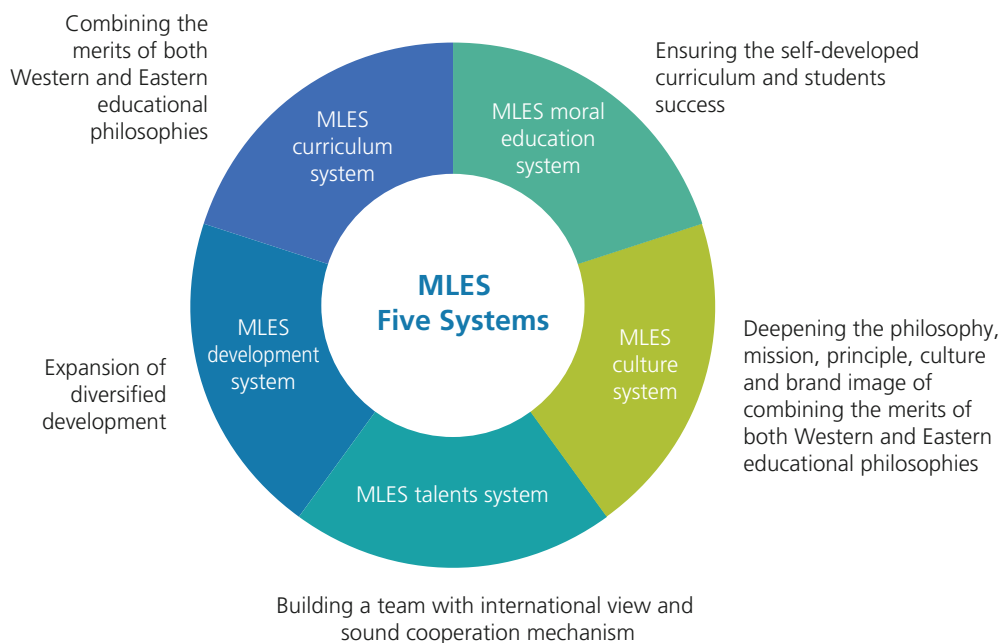
## 3.1 EXPLORATION FOR INNOVATIVE EDUCATION MODE

Since its inception, MLES Group has been firmly exploring innovative education mode. After years of educational exploration, Maple Leaf high schools in China have been implementing the Maple Leaf World School Program since September 2020. Based on more than 20 years of practice, the Group has organised dozens of Chinese and foreign education experts and hundreds of Chinese and foreign front-line teachers to develop and officially launch the Maple Leaf World School Program, which opens up a new model of “One Diploma, Two-party Certification and Global Integration”. It further promotes the integration of Chinese and Western education. We are committed to making positive contributions to the international education in China.

- **Improving education and research system**

Adhering to the educational concept of optimisation and combination between domestic and foreign education and with the implementation of the Maple Leaf World School Program, a new model of “One Diploma, Two-party Certification and Global Integration” has been launched and optimised continuously. “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 ENIC 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 ENIC can ensure the Maple Leaf World School Program being recognised by global universities, and graduates can directly apply for admission to global English-taught universities, including Chinese-foreign cooperative education programs of Chinese universities. Students who meet the high school graduation requirements and the admission requirements of the target university may be admitted directly to the first year of undergraduate studies at the target university without the needs to attend additional language and preparatory courses.

MLES has also 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.

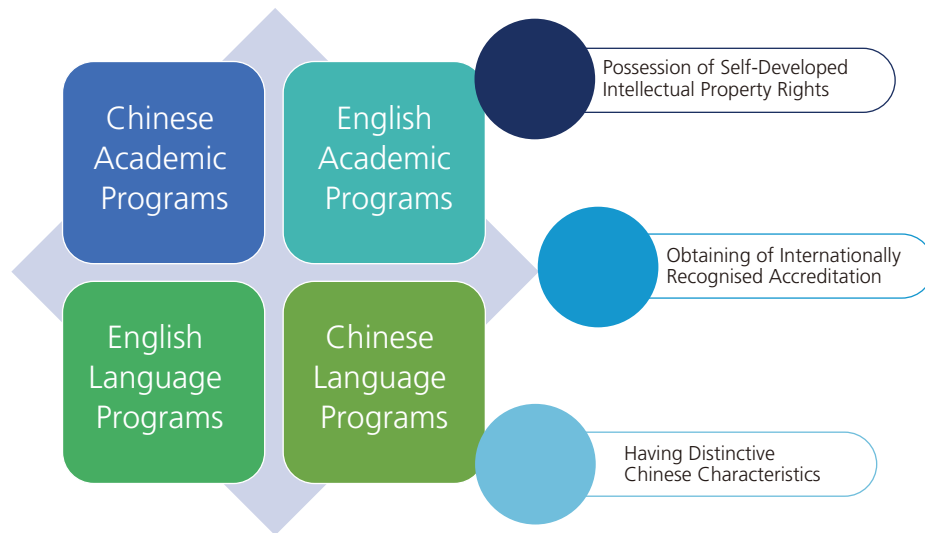


**Graph 3-1: MLES Five Systems**

### 3. INNOVATIVE EDUCATION OFFERING A COMBINATION OF DIFFERENT CULTURES

In September 2020, the “Maple Leaf World School Program” was successfully implemented by the Group. The curriculum is the first internationally accredited curriculum in China with its own intellectual property rights, and has been unanimously praised by teachers, students and parents in China and abroad, and has obtained benchmarking certification from two major academic accreditation agencies in the world and received letters of support from 113 domestic and international universities. It is expected that the Group’s first batch of graduates from the Maple Leaf World School Program will receive Maple Leaf High School Graduation Diplomas in June 2023.

As the core of the broader Maple Leaf Standards System, the Maple Leaf World School Program includes Chinese academic programs, English academic programs, English language programs, and Chinese language programs with three distinctive features. As of 31 August 2021, 113 universities in 12 countries have sent official letters of support for the Maple Leaf World School Program, which has become an organic carrier for MLES’ overseas and global development.



**Graph 3-2: Overview of the Maple Leaf World School Program**



### 3. INNOVATIVE EDUCATION OFFERING A COMBINATION OF DIFFERENT CULTURES

#### **Case: Our Chairman of the Group delivered a keynote speech at the Seminar on Study in China and College-preparatory Education Based on Chinese Proficiency Test**

The Center for Language Education and Cooperation under the Ministry of Education and Chinese Testing International Co., Ltd (“CTI”) held the Seminar on Study in China and College-preparatory Education Based on Chinese Proficiency Test on 14 December 2021 during the International Chinese Language Education Week 2021. Dr. Sherman Jen, Founder and Chairman of the Group, as a representative in the field of international basic education in China, was invited to have a discussion with experts in college-preparatory education from Peking University, Tsinghua University and other universities, and delivered a keynote speech on “Standards on China Maple Leaf’s curricula for Chinese plus high school subjects”.

Dr. Jen mentioned in his speech that the World School Program is the world’s first accredited international program with Chinese characteristics. The combination of “Chinese language curriculum” and “English academic curriculum” is a set of “curricula for Chinese plus high school subjects” tailored for international students, which can help international students in China and global students prepare for undergraduate study in China from a multi-dimensional perspective.

“Chinese” in China Maple Leaf’s “curricula for Chinese plus high school subjects” refers to its Chinese language curriculum. The specific course is “Chinese language and culture”, which uses the “Maple Leaf Chinese” language study textbooks with a total of 16 books classified into 5 stages and 9 levels, covering from Level 1 and 2 (zero base level) to the Level 7-9 (advanced level) and China’s university application stage. Through level-based teaching, it helps international students learn Chinese efficiently and get familiar with and understand Chinese culture. This will consolidate the Chinese education for international students from the aspects of language competence and cognition.

### 3. INNOVATIVE EDUCATION OFFERING A COMBINATION OF DIFFERENT CULTURES

#### 3.2 SMOOTH TRANSITION WITH UNIVERSITIES AT HOME AND ABROAD

- **Integrated Educational Resources of the East and West**

The Group continues to maintain close ties and cooperation with overseas universities, integrates high-quality global educational resources, and strives to create smooth international admission channels and global development opportunities for students. Under the educational philosophy of “combining the merits of Western and Eastern educational philosophies”, faculty resources that contain the Eastern and Western cultures are realised. The Group’s team composed of Chinese and takes “One Team, One Goal” as their motto which emphasises trust, cooperation, communication and mutual complementation, striving jointly to “providing first-class educational services to all educational recipients regardless of race, colour, or nationality” so as to bring impetus for the Group’s sustainability.

We have optimised 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 development of a “long-lasting MLES” education brand.

- **Diversified Channels to Higher Education**

The Group actively takes advantage of the resources of the East-West cooperation to provide students with a “dual exit” platform of Maple Leaf, giving them more choices and opportunities to receive different education. We have established cooperation agreements with more than 20 well-known universities in China to admit Maple Leaf graduates, such as Beijing Foreign Studies University, Beijing University of Technology and Beijing Aviation University. Maple Leaf high school graduates can choose to study abroad and have more access to global education resources, or they can study in domestic universities and graduate with a diploma from a foreign university and enjoy the benefits of being a returnee.





### 3. INNOVATIVE EDUCATION OFFERING A COMBINATION OF DIFFERENT CULTURES

MLES continues to actively engage in multi-faceted exchanges with an open, cooperative and win-win mindset to enhance connections with international universities and peers. Through holding expositions, roadshows, etc., 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, STEM teacher project, and Maple Leaf University School), and actively promotes diversified cooperation between MLES and global universities. During the reporting period, we mainly carried out the following exchange activities:

- **Holding the International Education Exhibitions:** In November 2020, over 110 colleges and universities and educational promotion organisations from 11 countries and regions, including Australia, France, Canada, the United States, the United Kingdom and China, and more than 15,000 Maple Leaf students (including about 1,800 Maple Leaf graduates who will apply for foreign universities) and parents attended the 16th Maple Leaf International Education Exhibitions in Chongqing, Wuhan, Shanghai and online.
- **Actively Conducting External Exchanges:** We have carried out roadshows and shared educational philosophies and teaching results with relevant parties in China Brand Boao Forum (博鰲中國品牌論壇), Top Si Moral Education Conference (頂思德育大會), CERB Guangzhou Conference (CERB廣州大會), the New Era of English Teaching Seminar (新時代英語教學研討會), the National Private School Artificial Intelligence and Education Development Forum (全國民辦學校人工智慧與教育發展論壇), the Maple Leaf World School Program Seminar (楓葉世界學校課程研討會), the Fifth Anniversary Top Si International Education Forum (頂思五周年國際教育論壇) and other forums and 16 Chinese universities.

Despite the global pandemic, 1,778 high school students of the class of 2021 ("Class of 2021") received over 7,485 admission offer letters from universities in 17 countries as of the end of 2020/2021 school year. In addition, 139 graduates of the Class of 2021 received offer letters from QS Top 10 Universities (including the well-known University College London and Imperial College London in the United Kingdom). Moreover, 1,514 students (approximately 85.2% of students of the Class of 2021) received at least one offer letter from the MLES Global Top 100 Universities.

## 4. CARING FOR TEACHERS AND STUDENTS TO CULTIVATE FUTURE TALENTS

### 4.1 CARING FOR THE GROWTH OF STUDENTS

The Group complies with the relevant laws and regulations of the places where it operates, such as the Law on the Protection of Minors (《未成年人保護法》) and the Measures for the Handling of Student Injury Accidents (《學生傷害事故處理辦法》). It strives to provide fair education opportunities for students, respect and protect students' rights including rights to personal safety, personal rights and interest, rights to education, rights to rest, rights to property, etc., and create good environment for their physical and mental health as well as their overall growth.

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

The Group has been always sticking to the educational concept of respect, tolerance and equality, being committed to promote equality and accessibility to education. With our mission of "commitment to providing an elite education to all students regardless of race, colour or nationality" in mind, we offer students from different countries, regions and family backgrounds an equal chance to receive education. We comply with the regulations stipulated by local education authorities and price bureau of the place where we operate to set tuition fees, establish a scientific, reasonable and fair evaluation system, pay attention to students' learning process, classroom performance, etc., and provide students with opportunities for all-round development and happy learning.

We have established scholarship to help excellent students so as to promote the accessibility to education. In 2017, funded by Sherman Jen Educational Foundation, MLES Group established "Zhou Enlai Class Scholarship" ("周恩來班獎學金"), with a cultivation goal of inheriting and carrying forward Premier Zhou's ambition and spirit of struggle "for the rise of China", and becoming a well-rounded bilingual and bimodal elite. As of June 2021, the first 15 graduates from Zhou Enlai Class Scholarship received 127 undergraduate acceptances from 52 universities around the world with a total scholarship amount of more than RMB3.12 million. 11 of them, i.e. 73%, received QS Top 10 overall or professional admissions, and the Top 20 acceptance rate reached 93%.

- **Rational advertising campaign**

In compliance with the Advertisement Law (《廣告法》) of the places where we operate, the Group designs and publishes advertisements in the public media, the contents are true and reliable. The advertising pipeline is carefully identified and compared, and the published contents are reviewed internally by business department and the compliance department, and are monitored during the publication process and followed up with feedback after the publication. It ensures the accuracy of all advertisements and prohibits deceiving promotion.

- **Protecting students' privacy**

The Group complies with the relevant provisions on privacy protection of the Tort Liability Law (《侵權責任法》) and the Law on the Protection of Minors, continuously improves student privacy protection systems and safeguards the privacy and personal information safety of students and parents.

- **Respect for students' portraiture rights:** Since July 2014, Dalian Maple Leaf International School has been organising student photo shoots and signing portrait rights agreements with students and parents. Since October 2015, the Group has added the terms of use agreement on portraiture rights in the application form to respect the portrait rights of students.
- **Protection for personal information:** The accounts of enrolment system of the Group are managed by marketing department in a unified manner, which monitors and maintains the information on student referrals and enrolment at each school campus and office in a timely manner. Strict management authority and processes are in place for student information access to ensure the confidentiality of information.



## 4. CARING FOR TEACHERS AND STUDENTS TO CULTIVATE FUTURE TALENTS

### • Caring for mental health of students

Good psychological quality is the basis for students' healthy growth, and the development of psychological health education is a necessary requirement for promoting quality education. The Group focuses on students' learning, life, interpersonal communication, further education and career, and self-awareness to help students establish a correct self-awareness, further improve their ability to withstand failure and cope with setbacks, and develop good will quality.

#### Psychological Health Education

- Course counseling: Students are given assistance through psychological guidance for learning, emotional education, guidance for interpersonal relationships, and guidance for self-cultivation.
- Special lectures: On a regular basis, students are asked to tell their class advisors by anonymous letter about their current psychological problems that urgently need to be solved. After analysing and summarising the problems raised by students, we hold special lectures to answer students' questions about their consultation.
- Subject infiltration: Teachers consciously and deliberately use theories and techniques of psychology in the teaching process to create a positive psychological atmosphere in the classroom, stimulate motivation for study and cultivate good learning habits in students. For instance, the indomitable and strong deeds of patriots and giants in language textbooks are excellent materials for students to train their wills and educate them about resistance to setbacks.

#### Psychological Consultation

- Individual counseling: Through the four stages of student self-reporting, diagnosis and analysis, adjustment and correction, and feedback, we provide help through face-to-face interviews, telephone calls, and correspondence. Our schools have set up psychological counseling rooms equipped with psychological counseling teachers according to different situations, and established psychological files for students.
- Group counseling: We organise group counseling activities for 6 to 12 people. Through the four links of setting up a group, group activities, implementing correction and consolidating the effects, we help students form a group consensus and goals, produce good psychological implication.

### • Special protection for students

The Group establishes a system to prevent and control bullying and sexual assault and sexual harassment among students in accordance with relevant laws and regulations, and organises various activities such as seminars to prevent bullying, sexual assault and sexual harassment among students.

## 4. 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, supervising safety responsibility, cultivating safety awareness and implementing safety measures, to ensure the safety of students.

- **Safety policy and system:** Based on its own circumstances, 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.
- **Performance of safety responsibilities:** Each campus has formulated a safety responsibility management model for which the principal of such campus is responsible, and that gives priority to prevention. Based on that, we conduct regular safety inspections, and the results of the inspections are implemented in the annual safety work plan or rectification measures. The Group also actively cooperates with local education authorities and public security agencies for safety management to ensure campus safety.
- **Enhancement of safety awareness promotion:** Safety training is incorporated into the campus training system. Each campus regularly organises safety trainings for employees and carries out safety trainings, so as to improve safety awareness and emergency response capabilities of faculty and students in schools.
- **Implementation of safety measures:** Regular emergency drills, such as fire safety drills and earthquake drills, are conducted to enhance the ability of teachers and students to save themselves in case of danger and to escape in case of emergency; regular seminars on safety in schools are conducted, and police officers from police stations in the area are invited to schools to carry out legal publicity on topics such as telecom fraud; 24-hour security cameras are set up in public areas of each school district; some school districts cooperate with local police stations to set up a joint mechanism for campus security.

#### Case Study: Emergency evacuation drill organised by Maple Leaf Kindergarten

To further strengthen the fire safety knowledge of teachers and students, improve their safety awareness and self-rescue and self-care ability, and effectively protect their lives in the event of an emergency, Inner Mongolia Ordos Maple Leaf International School Kindergarten held a fire safety emergency evacuation drill, developed a detailed fire evacuation drill plan, and organised a theme class meeting for students to learn simple escape precautions and methods.

This drill event was completed successfully, which has improved the safety awareness of teachers and students, imparted rudimentary points of self-protection and self-rescue in the occurrence of emergency and laid a foundation for building a safe, stable and harmonious campus.



## 4. CARING FOR TEACHERS AND STUDENTS TO CULTIVATE FUTURE TALENTS

### • 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 employee regulations and relevant policies, which clearly define 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.

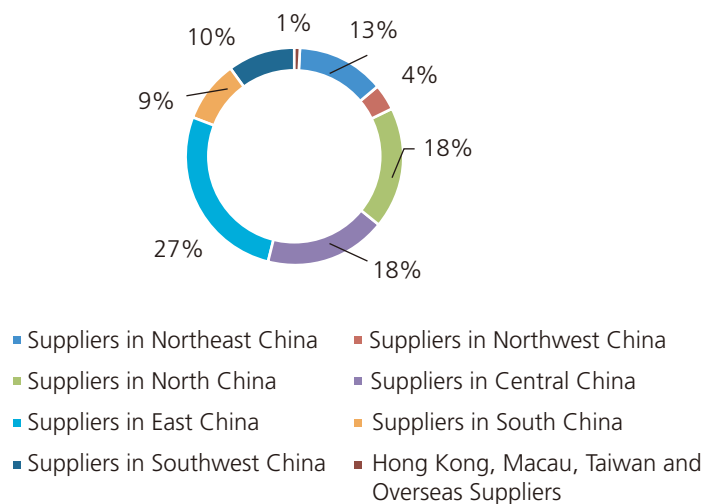


## 4. CARING FOR TEACHERS AND STUDENTS TO CULTIVATE FUTURE TALENTS

### • Safe sourcing system

MLES' procurement mainly involves cafeteria, garment factory, water factory, supermarket and cultural products store, covering the "food, clothing and use" aspects of teachers and students on campus, so quality procurement sources are essential to protect the health of teachers and students. The industry division of Maple Leaf has established a comprehensive procurement process to manage the procurement of Maple Leaf in a unified manner and strictly select suppliers that meet the requirements. During the reporting period, the Group had 307 major suppliers, with the following geographical distribution:

**Distribution of Suppliers in FY2021**



**Graph 4-1: Geographical Distribution of Major Suppliers in FY2021**

- **Strict selection of suppliers:** 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 suppliers to inspect their actual production and operation, and management level.
- **Giving priority to famous brands:** For the bulk purchase of rice, flour, oil, milk and meat for the canteens of the Group's campuses, the Group has signed long-term strategic cooperation agreements with well-known international and domestic brands such as COFCO (中糧), Mengniu (蒙牛) and Metro (麥德龍).
- **Transparent procurement:** The supplier evaluation results and contracts for all projects must be submitted by the responsible person to the head of the industry department for review 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.
- **Supplier review and supervision:** After the completion of the supply of construction engineering projects, the entire process must be reviewed, including pre-sales contract of selected solutions, in-sales process of supply capability, quality and cooperation, duration and schedule compliance, after-sales quality of products in use, evaluation of suppliers' services throughout the process, and assessment results for continued cooperation for subsequent projects. For food projects, we need to verify and record the weight, quality, expiration date, price, invoices and supporting documents, focusing on quality, quantity and service related unexpected problems, and using the relevant records as the basis for supplier evaluation. At the same time, we regularly monitor the operation and development of our long-term partners to reduce the risk of our future project cooperation.



## 4. CARING FOR TEACHERS AND STUDENTS TO CULTIVATE FUTURE TALENTS

### • Food safety and nutrition management

The Group has complied with the Food Safety Law (《食品安全法》) and other laws and regulations of places where it operates, and improved food quality and paid attention to nutrition balance of diet with the principle of keeping food safety as the top priority. The canteens of each campus strictly follow a series of rules and regulations, and standardised operating procedures formulated by the food and beverage department of the Group. The Group also organises systematic training, learning and testing for cafeteria managers in all school campus to ensure the safety, hygiene and health of meals.

#### **Food safety management:**

- We seriously implement the Food Safety Law, care for sanitary facilities, enhance the hygiene awareness of all employees, cultivate good hygiene habits, and prevent food poisoning.
- We operate the daily dining food 48-hour sampling system, require separate use of cookware for raw and cooked food, and conduct cleaning and disinfection of kitchen utensils and tableware after every meal with each disinfection for not less than 45 minutes. We separately store raw and cooked food, food processing and production are in accordance with the prescribed process, and the sale of leftover food is prohibited.
- The staff must pass the medical examination before they can be employed, and the staff must be neat and clean, healthy and disease-free, and be given medical check-up once a year to detect problems and adjust the staff in time. Work clothes and hats should be clean and tidy, washing hands is needed before and after meals, wearing disposable gloves or tools such as food clips is required when sharing meals, and bare hand contact with ready-to-eat food is prohibited to prevent contamination.
- Processed food and ready-to-eat food are stored separately, same for finished products and semi-finished products. Raw materials must not be directly placed on the ground, and food should not come into contact with toxic substances and unclean materials.
- We insist on the system of exterminating rats, cockroaches and flies, no toxic and harmful products should be stored in the food processing site and the warehouse, and irrelevant personnel should be prohibited from entering the operation room, and all kinds of garbage should be cleaned up in time and stored and transported by designated persons and places.

## 4. CARING FOR TEACHERS AND STUDENTS TO CULTIVATE FUTURE TALENTS

### Student nutrition management:

- Nutritional meal preparation is carried out in the mode of “calculating first and eating later”, and the meals are decided by canteen managers and full-time nutritionists according to students' physical conditions, seasons and students’ tastes and preferences to ensure that the meals are nutritious, healthy and delicious.
- The food festival is held once a semester to create an atmosphere of good nutritious meals. Nutrition lectures are conducted by nutrition teachers from time to time to help students develop the concept of healthy diet; publicity on knowledge of nutritious diet is carried out in various forms such as broadcasting, bulletin boards, wall posters and class meetings from time to time, and knowledge about reasonable diet is popularised among parents through such channels as parent-teacher meetings.
- Students are given regular medical check-ups once a semester and the results are included in their health records, and personalised dietary recommendations are given based on their physical information.
- Nutritional inquiry machines are installed in each school cafeteria, covering the four main functions of MLES’ diet culture, physical fitness evaluation, meal measurement, and nutrition knowledge, so that students can obtain dietary advice more conveniently.

### • Safe and environmental-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:

- **Admission stage:** According to the requirements in design drawings for performance of materials, such as fireproofing, we review the supplier’s material testing reports and building materials selected. The suppliers of building materials are restricted to well-known brands in the industry.
- **Procurement stage:** Tender documents and contracts are limited according to the performance of the required materials, and the material inspection reports and factory certificates are reviewed when the materials are on site.
- **Construction stage:** After the construction and furniture installation, indoor environmental testing will be carried out. The building will be put into use after passing the test to ensure environmental protection and health.



Graph 4-2: Nutritional Meal Preparation for Students



Graph 4-3: Use of a Nutritional Inquiry Machine by Students





## 4. CARING FOR TEACHERS AND STUDENTS TO CULTIVATE FUTURE TALENTS

### • Normalisation of the prevention and control of the pandemic

The Group is concerned about the health and safety of teachers and students, and promotes the normalisation of pandemic prevention and control through three modules: daily prevention and control, education and publicity on the COVID-19 pandemic, and the establishment of emergency plans. At the same time, with the concept of "serving every student", we flexibly introduce online teaching methods such as watching videos and PPTs, interacting with teachers and students in online discussions, reading materials, and completing assignments according to the pandemic situation in each city where the school is located, so as to ensure the quality of students' learning during the pandemic.

#### Enhancement of School Management

- Comprehensively investigate into the health status of teachers, students and employees based on the "daily-report" and "zero-report" system to grasp the health status of each teacher, student and employee 14 days before returning to school in order 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 and dormitories).

#### Well-Implemented Reservation of Emergency Supplies

- Ensure the reservation of emergency supplies needed for pandemic prevention and control, and purchase quality-assured forehead thermometers, thermometers, disposable masks, hand sanitiser, gloves, alcohol, disinfectants, etc. through multiple channels.
- Establish isolation rooms: Set up temporary isolation rooms for pandemic situations as needed. Disinfect daily and equip with isolation beds, sealing bags, thermometers, no-rinse antiseptic hand sanitiser and other necessities.

#### Strict Control of Three Barriers of School

- Entrance control: Entry is strictly monitored to keep distance, orderly queue, hand and foot disinfection, and measurement of body temperature.
- Closed-off management: The school adopts closed-off management during the school day, all teachers and students are not allowed to enter or leave the campus at will, and non-related personnel are not allowed to enter the campus. External business personnel need to check the health code, complete the registration and finish the entry disinfection.
- Process control: Flow scheme is formulated to established exhaustive plans and requirements for going to and leaving school, dining, taking activities, attending class and disinfection and ventilation of dormitory.



**Graph 4-4: Temperature Check Before Students Enter the School Gate**

## 4. CARING FOR TEACHERS AND STUDENTS TO CULTIVATE FUTURE TALENTS

- **Colourful campus activities**

MLES promotes happy education, organises colourful campus activities, respects students' growth at every stage, their individuality and diversity, and allows students to acquire knowledge, rules and regulations in a happy manner and grow in a happy way to promote the harmonious development of students' minds and bodies through various forms of campus activities.



Graph 4-6: Food and Diversified Culture Festival Held by Dalian Maple Leaf Foreign Nationals School



## 4. CARING FOR TEACHERS AND STUDENTS TO CULTIVATE FUTURE TALENTS

### 4.2 FOCUSING ON EMPLOYEE DEVELOPMENT

We have also formulated a comprehensive human resources policy, covering compliance employment, salary and benefits, occupational health, labour safety, training and promotion, etc., to establish and maintain a diverse, inclusive and non-discriminatory working environment. In the meantime, the Group focuses on attracting and retaining talents and attaches high importance to them in order to pursue simultaneous development between Maple Leaf and its employees. No violation in relation to child labour or forced labour, or litigation due to employment issues occurred during the reporting period. The performance indicators in relation to the employment, safety and health of staff during FY2021 are as follows:

Indicator	Unit	FY2021
<b>Employment</b>		
Number of employees	person	1,890
Number of male employees	person	622
Number of female employees	person	1,268
Number of full-time employees	person	1,890
Number of part-time employees	person	0
Number of employees under age 45 (inclusive)	person	1,238
Number of employees over age 45	person	652
Number of employees in China (including Hong Kong, Macau and Taiwan)	person	981
Number of employees overseas	person	909
<b>Employee turnover</b>		
Employee turnover rate	%	26%
Turnover rate of male employees	%	23%
Turnover rate of female employees	%	27%
Turnover rate of employees under age 45 (inclusive)	%	28%
Turnover rate of employees over age 45	%	21%
Turnover rate of employees in China (including Hong Kong, Macau and Taiwan)	%	24%
Turnover rate of employees overseas	%	28%
<b>Work injury data</b>		
Number of fatalities due to work injury during FY2019	person	0
Number of fatalities due to work injury during FY2020	person	0
Number of fatalities due to work injury during FY2021	person	0
Lost days due to work injury	day(s)	130.25

## 4. CARING FOR TEACHERS AND STUDENTS TO CULTIVATE FUTURE TALENTS

### • Compliance employment

In accordance with Universal Declaration of Human Rights (《世界人權宣言》), International Covenant on Economic, Social and Cultural Rights (《經濟、社會和文化權利國際公約》) and other international covenants of human rights and International Labour Organisation Core Labour Conventions (國際勞工組織有關核心勞工公約) and the State laws and regulations such as the Labour Law (《勞動法》), the Labour Contract Law (《勞動合同法》), the Provisions on Prohibition of Child Labour (《禁止使用童工規定》), the Law on the Protection of Women's Rights and Interests (《婦女權益保障法》), the Law on Trade Unions (《工會法》), etc., 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 labour, and opposition of forced and compulsory labour into sustainable development management, and follows international conventions and relevant national laws and regulations applicable to the Group, abides by and implements international conventions and labour standards committed by the Chinese government and other applicable industry standards, so as to safeguard the legitimate rights of enterprises and employees and maintain stable and harmonious labour relations.

### • 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 and put into practice the requirements of non-discrimination, freedom of association and collective bargaining, prohibition of child labour, and opposition to forced and compulsory labour.

### • Diverse training

The Group implemented the talent strategy and focused on improvement of all-round quality of its employee teams. The Group has formulated various talent training plans, focused on close combination between training and practice, established an efficient and diverse training system, and constantly explored and improved them while building a talent team with occupational, professional and advanced educational philosophy, which lays a talent foundation for the sustainable development of the Group. During the reporting period, the performance in respect of employee trainings is as follows:

Indicator	Unit	FY2021
Percentage of female employees trained	%	72%
Average training hours of female employees	hour(s)/person	19.46
Percentage of male employees trained	%	77%
Average training hours of male employees	hour(s)/person	22.69
Percentage of employees at the director level and above trained	%	87%
Average training hours of employees at the director level and above	hour(s)/person	28.53
Percentage of supervisors and managers trained	%	78%
Average training hours of supervisors and managers	hour(s)/person	21.80
Percentage of other employees trained	%	73%
Average training hours of other employees	hour(s)/person	20.16



## 4. CARING FOR TEACHERS AND STUDENTS TO CULTIVATE FUTURE TALENTS

### Two-year management cadre training

With the goal of cultivating quality and professional MLES principals, trainees are selected from the cadres of MLES' 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' campuses. After the implementation of its sixth session in 2020, the training aimed to build a MLES principal pipeline training curriculum with the dual development of knowledge and leadership as the training goals and the enhanced awareness and job performance ability as the training contents, through compiling course modules and refining course topics, and by integrating theories and practices.

### New school "1+5" leading team training

The "1+5" leading team 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" leading team as the talent basis of the new school. Then the "1+5" leading team will build a new team of employees based on MLES' system, mode and culture, and transform the educational services which is composed of the mode, system, and curriculum of MLES into school-operating results.

### 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 the employees of MLES, the purpose of which is to improve overall literacy and management level of MLES management team. The system is a 2-year on the job study with half of the fee borne by the Group. Nine courses, such as school improvement research, leadership development through reflective practice, and curriculum system, teaching and assessment, will be provided by Royal Roads University, which offers Chinese and English bilingual education. After completing 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 remarkable features.

### STEM 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 STEM graduates are selected to study education majors in these universities, and return to MLES to teach after obtaining Canadian teacher certification. The Group 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 certification in one year, and return to MLES to teach after obtaining the teacher qualification certificate.

### Training for all employees in new schools and newly-acquired schools

Large-scale employees training programs are carried out for new schools and newly acquired schools. Through theoretical training of MLES and practical instruction training by famous teachers from the Group to the new schools, the employees of new schools and newly acquired schools can get familiar with Maple Leaf model, master Maple Leaf rules and regulations, in order to improve the leadership of school managers and the educational and teaching ability of its faculty.

### Induction training via video

The induction training for this school year adopts "1+N" training form; "1" refers to the Group's use of video training to provide theoretical courses on Maple Leaf's development history, philosophy, culture, model, etc.; "N" refers to each school to provide trainings on campus development overview, workflow, job responsibilities and business knowledge.

## 4. CARING FOR TEACHERS AND STUDENTS TO CULTIVATE FUTURE TALENTS

- **Employee health and safety**

The Group 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 a full set of safety work management system in all aspects such as the Work Safety Management System and the Campus Safety Management System aiming to prevent accidents and eradicate casualties, and has introduced reward and punishment and management accountability mechanisms, provided training and conducted regular safety inspections to ensure that employees work safely at school.

The Group also engages psychological consultants for every campus to provide psychological health lecture and offer psychological consultancy services for its employees. There are also nutritionists engaged in the canteens to 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.

- **Improved benefit mechanism**

In terms of employee remuneration, the Group implements a performance-based appraisal system, which links employee remuneration with work performance meaning that more efforts are paid, more rewards are obtained, which fully mobilises employees to work in a proactive manner to facilitate the enhancement of the work quality.

In terms of employee benefits, in addition to the benefits provided by the law, the Group will also provide international medical insurance for core management employees in need as well as a wide range of benefits other than those required by law, depending on the actual situation in each region, in order to take care of the personal needs and physical and mental development of our employees.

In terms of employee activities, the Group organises New Year Opening Ceremony, the New Year's Party, the Employee Sports Game, Teacher's Day, Christmas celebrations and other activities, which not only enriches employees' spare time, but also enhances team cohesion.

In terms of culture development, in order to recognise and motivate outstanding employees and promote the progress of Maple Leaf's education business, the Group has implemented the highest honorary medal system of Maple Leaf since 1998, and more than 100 Chinese and foreign employees have been awarded this honour in the past 20 years.



**Graph 4-7: Employee Sports Game**



**Graph 4-8: Teachers' Day Activity**



## 5. PROMOTION OF ENVIRONMENTAL PROTECTION FOR GREEN DEVELOPMENT

The Group always complies with the relevant laws and regulations, such as the Environmental Protection Law of the PRC (《環境保護法》) to identify and analyse the emissions generated during operation and the type of resources used, so as to facilitate energy saving and emission reduction, reduce carbon emission, improve the efficiency of resource use and achieve green operation. The Group identifies the risk of its operation due to climate change and prepares response plans. During the reporting period, the Group was not involved in any litigation or being imposed of any material penalty owing to any violation of laws and regulations relating to environmental protection.

### 5.1 SPREADING THE IDEA OF “GO GREEN”

#### • Environmental protection education

MLES emphasises 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, with the goal of creating a green campus, we help students improve environmental protection awareness mainly through conducting environmental protection education and leading students to participate in public welfare activities.

Each school actively organises different forms and contents of activities to enhance the environmental awareness education for students:

- Formulate environmental education plans or plans with the idea of sustainable and harmonious development, and include them in the work ideas of each teaching and research group and the work plans of the moral education department, general affairs department and other departments;
- Actively carry out a full range of educational activities in various forms, penetrate environmental protection content in subject teaching and subject activity classes, create a series of environmental education seminars, and conduct education on environmental topics in extracurricular activities;
- Make full use of environmental education blackboards, bulletin boards, broadcasts, and permanent environmental education slogans to conduct environmental education activities;
- Organise students to participate in various environmental protection essay, speech contest, poster design competition and other activities, and conduct environmental education activities in accordance with the school’s actual condition;
- Organise Arbor Day, World Environment Day and other specific time in the school to carry out publicity and education, public welfare and volunteer activities on the theme of environmental education, to improve the environmental knowledge and environmental protection awareness of teachers and students, so that students develop a good habit of not throwing, dumping, spitting, or writing graffiti, and will consciously save, recycle resources and love the environment.

## 5. PROMOTION OF ENVIRONMENTAL PROTECTION FOR GREEN DEVELOPMENT



**Graph 5-1: Environmental Protection Education Activity Held by Jinan Maple Leaf International School**

### **Case Study: Kingsley International School (KIS) participated in wild animal protection**

With continued habitat destruction and declining wild populations, orangutans are now critically endangered. KIS in Sabah has partnered with the Sabah Sepilok Rehabilitation Centre (沙巴州塞皮洛克康復中心) to help rehabilitate and protect orangutans and their habitat in Sabah. KIS adopted an orangutan named “Zorro”. Through this animal adoption activity, we encourage students to care about and participate in wildlife conservation, so that they can develop a love for nature, care for the environment, and protect animals and the rainforest.

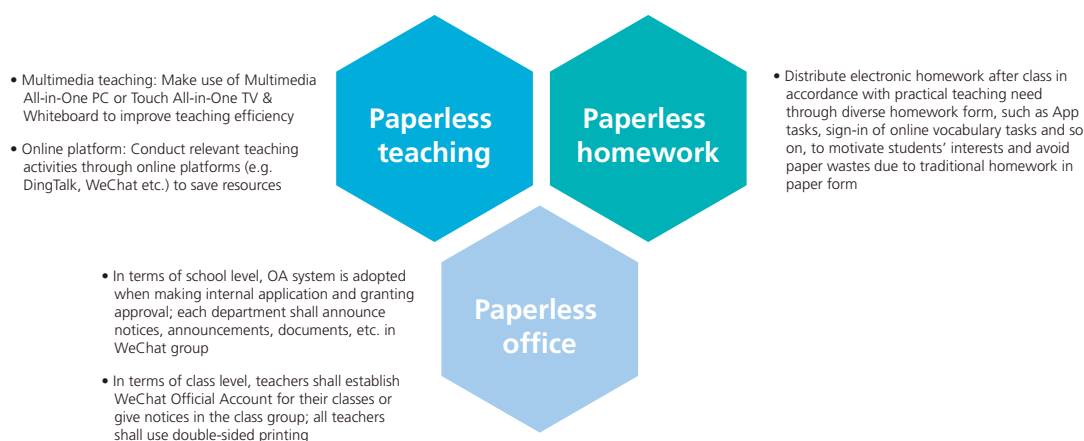




## 5. PROMOTION OF ENVIRONMENTAL PROTECTION FOR GREEN DEVELOPMENT

### 5.2 PROMOTION OF ELECTRONIC OFFICE AND TEACHING

The Group actively promotes electronic office and teaching in its daily operations to achieve the goal of saving paper. Our initiatives around green teaching, paperless office, and paperless work aim to promote a smooth communication online and offline while promoting the participation of teachers and students in the process of electronic office to create an environment-friendly campus.



### 5.3 STICKING TO LOW-CARBON DEVELOPMENT

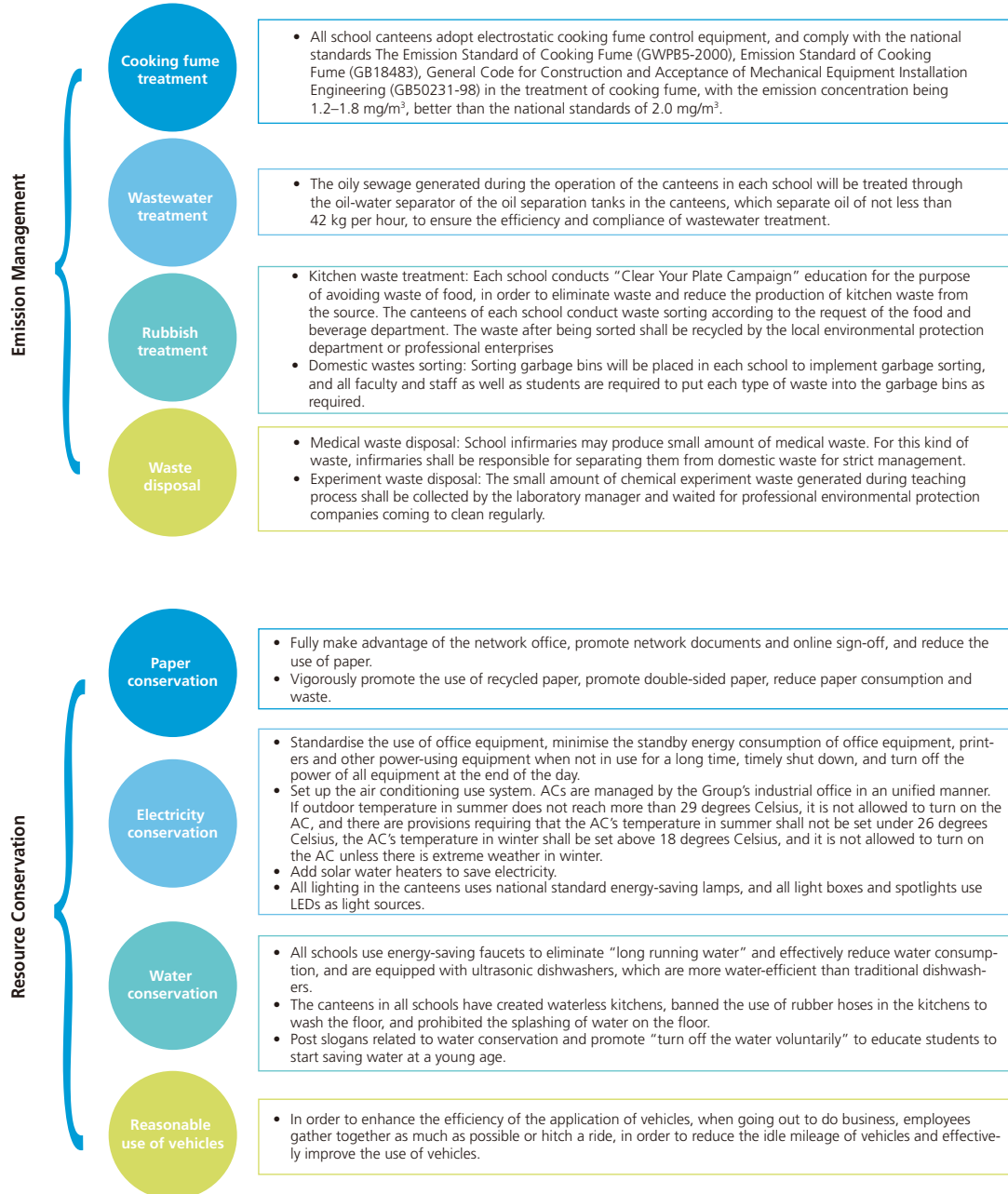
Climate change is a topic of global concern, and reducing carbon emissions and actively responding to climate change are key issues that we must face in our future development. In order to implement the United Nations 2030 Agenda for Sustainable Development (《聯合國2030年可持續發展議程》), we shall take practical actions to reduce energy consumption and emissions, reduce greenhouse gas emissions, and make every effort to combat climate change.

We have identified that in the course of the Group's operation, the main emissions are greenhouse gases, the main wastes are kitchen waste and domestic waste, the main resources used are electricity, water, natural gas, diesel, liquefied petroleum gas, gasoline and purchased heat, and the main packaging materials used are plastic packaging bags, cartons and bottle preforms. We are striving to build a "resource-saving and environment-friendly" campus through effective management of emissions and resource-saving measures, and to contribute to the PRC's goal of achieving carbon neutrality by 2060.

## 5. PROMOTION OF ENVIRONMENTAL PROTECTION FOR GREEN DEVELOPMENT

### • 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, and then start energy saving and emission reduction management according to local conditions.



## 5. PROMOTION OF ENVIRONMENTAL PROTECTION FOR GREEN DEVELOPMENT

### Case Study: Doctor of Chinese Academy of Sciences was invited to give a lecture on climate change

In January 2021, Wuhan Maple Leaf International School invited Dr. Zhao Lu from the Wuhan Institute of Virus Research of the Chinese Academy of Sciences to campus to deliver a public service lecture on "The Impacts and Implications of Global Climate Change on Human Health". The lecture focused on the two themes of "Global Climate Change" and "Human Health", introducing in detail the causes and evidence of global climate change, and exploring the impact of these changes on human health, such as the triggering of extreme weather (high temperatures, droughts and floods) and the impact of infectious diseases, especially affecting the spread of new infectious diseases, which refreshed and triggered the recognition and re-thinking of students in relation to the global climate change and the sustainable development of human health.



## 5. PROMOTION OF ENVIRONMENTAL PROTECTION FOR GREEN DEVELOPMENT

- **Environmental performance display**

Indicator	Unit	FY2021
<b>Greenhouse gas emissions</b>		
Total greenhouse gas emissions (Scope 1 + Scope 2)	tCO <sub>2</sub> e	9,932
Greenhouse gas emissions per RMB million revenue	tCO <sub>2</sub> e/RMB million	10.55
Scope 1: Greenhouse gas emissions from direct emission sources	tCO <sub>2</sub> e	3,246
Scope 2: Greenhouse gas emissions from indirect emission sources	tCO <sub>2</sub> e	6,686
<b>Discharge of waste</b>		
Disposal of kitchen waste	kg	389,009
Disposal of kitchen waste per RMB million revenue	kg/RMB million	413.39
<b>Use of resources</b>		
Total electricity purchased	kWh	11,176,426
Purchased electricity consumption per RMB million revenue	kWh/RMB million	11,876.93
Total water consumption	tonnes	273,081
Water consumption per RMB million revenue	tonnes/RMB million	290.20
Total natural gas consumption	m <sup>3</sup>	1,316,009
Natural gas consumption per RMB million revenue	m <sup>3</sup> /RMB million	1,398.49
Total diesel consumption	litre	63,805
Diesel consumption per RMB million revenue	litre/RMB million	67.80
Total LPG consumption	kg	47,856
LPG consumption per RMB million revenue	kg/RMB million	50.86
Total gasoline consumption	litre	18,384
Gasoline consumption per RMB million revenue	litre/RMB million	19.54
Total heat outsourced	million kJ	3,370
Outsourced heat consumption per RMB million revenue	million kJ/RMB million	3.58
Total comprehensive energy consumption	tce	3,421
Comprehensive energy consumption per RMB million revenue	tce/RMB million	3.63
<b>Use of packaging materials</b>		
Total amount of packaging materials used	kg	9,740
among which: plastic bags	kg	1,750
cartons	kg	3,990
bottle preforms	kg	4,000
Packaging materials consumption per RMB million revenue	kg/RMB million	10.35



## 5. PROMOTION OF ENVIRONMENTAL PROTECTION FOR GREEN DEVELOPMENT

- Notes:
1. Unless otherwise stated, based on the principle of materiality, the above environmental information covers data for office premises of MLES Group headquarters, all campus (excluding the Affected Schools), Maple Leaf Spring Beverage Co., Ltd (“Maple Leaf Spring”) and Maple Leaf Red Garment Factory Co., Ltd. (“Maple Leaf Red Garment Factory”).
  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 total consolidated revenue of China Maple Leaf Educational Systems Limited for FY2021 was RMB941.02 million.
  4. The calculation of Greenhouse Gas 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 2019 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 2589-2020).

### • Environmental goal display

Greenhouse Gas emission goals	Carbon emissions generated in the operation process will be identified and analysed. Measures including paperless education will be taken to achieve green operations. Take FY2021 as the base year, it is expected that greenhouse gas emissions per RMB1 million of revenue will be further reduced by the period from 1 September 2025 to 31 August 2026 (“FY2026”)
Energy consumption goals	Priorities will be given to saving energy and reducing energy consumption. Measures include energy conservation and transformation in schools, such as time control management in electricity, use of energy-saving lamps and operation of air conditioners, green office, as well as green mobility. Take FY2021 as the base year, it is expected that energy consumption per RMB1 million of revenue will be further reduced by FY2026
Water consumption goals	Efforts will be made to save and protect water resources. Water use efficiency will be improved by taking water-saving measures, regularly checking whether there is a pipeline leakage, installing water-saving faucets, raising water conservation awareness, etc. Take FY2021 as the base year, it is expected that water consumption per RMB1 million of revenue will further decline by FY2026
Hazardous waste goals	Hazardous waste* will be continuously disposed of in 100% compliance with regulations by FY2026
Non-hazardous waste goals	Actions including the Clean Plate campaign will be taken to reduce food waste. Take FY2021 as the base year, it is expected that food waste generation per RMB1 million of revenue will further decline by FY2026

\* Hazardous waste mainly refers to a small amount of medical waste generated at school infirmaries and a small amount of laboratory waste generated at school laboratories.

## 6. DEDICATION TO THE COMMUNITY TO CREATE A HARMONIOUS AND LOVING ENVIRONMENT

### 6.1 PROMOTION OF PUBLIC WELFARE

The Group is actively dedicated to various public charity and volunteer activities, and promote students to be a volunteer, enhance the social responsibility awareness and devoted spirit of MLES students and deliver to students the meaning of social responsibility while helping groups in difficulties to facilitate students forming a social responsibility value and caring for public welfare.

#### **Case Study: Garage Sale event of Dalian Maple Leaf Foreign Nationals School**

Dalian Maple Leaf Foreign Nationals School organised the Garage Sale event. Each classroom had its own booth and goods for sale. All proceeds from the sale were donated to the Dalian Hope Project. The event received a strong response from parents inside and outside the school, wishing that every small act of kindness by the children can help children in need and make an effort to contribute to community.



## 6. DEDICATION TO THE COMMUNITY TO CREATE A HARMONIOUS AND LOVING ENVIRONMENT

### 6.2 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.



**Graph 6-1: Donation Event Organised by Kingsley International School (KIS)**

#### **Case Study: KIS participates in the 30-Hour Famine (30 Hunger) online celebration**

Malaysian Vision's "30 Hunger" campaign is a global youth campaign against hunger and poverty that raises funds to support children suffering from hunger and poverty.

Funds raised through the 2021 "30 Hunger" campaign, which has been affected by the pandemic, has gone through online, support World Vision's community development work in India, Lebanon, Mongolia and Vietnam to provide health and nutrition, water, sanitation and quality of life improvements for children and their families suffering from hunger and poverty.

KIS called on students to participate together in this online charity event, which included lectures, video presentations, and analogy games. Participants volunteered to fast for 8 hours to raise funds for those in need.



# OUTLOOK

We will always adhere to the educational philosophy of combining the merits of Western and Eastern educational philosophies, assume the corporate mission of committing to “providing first-class education to all students regardless of race, colour and nationality”, and insist on the principle of combining education and market regulations, management and service optimisation. In upcoming five years, focusing on the goals of the “Sixth Five-Year Plan”, we will implement standards and export standards to eventually achieve the transition from Maple Leaf’s Chinese and Canadian curricula to the World School Program and from education provider to a school accreditation institution. We will permanently maintain our quality and improve connotation in order to achieve scale development.

In the future, as the world’s first “internationalised” curriculum with Chinese characteristics, the promotion and practice of the Maple Leaf World School Program will play a unique and important role in finding a stable path for the development of “internationalised” schools in China. It will become an effective resource for opening up of basic education in China and running schools along the Belt and Road countries.

Going forward, we will strictly abide by the relevant national regulations, adhere to the direction of socialist schooling, the fundamental task of establishing moral education, and seriously perform well “five education at the same time” and “three comprehensive education”. We will emphasise top-level design and build a moral education model based on environment and activities; develop sports characteristics to showcase their personality; highlight the characteristics of aesthetic education to make the arts colourful; realise discipline integration and build to a well-rounded education, and always strive to cultivate internationalised talents with a Chinese heart and national soul.

In the future, we will continue to care for our employees, protect their legal rights and benefits, and support their overall development; build a green campus, actively reduce carbon emissions through green teaching, green office, and environment-friendly public welfare activities, and respond to climate change and contribute to the realisation of the goals of emission peak and carbon neutrality; insist on operating in compliance and integrity, improve internal management; and be enthusiastic about social welfare and contribute to people’s well-being.

In the future, we will centre around the sustainable development concept, continue to improve management system, and actively conduct engagement and cooperation with stakeholders to promote joint development.





# ESG INDEX

No.	Description	Section/ Statement	Page
A1 Emissions	General Disclosure		
	Information on:	5.1 Spreading the Idea of "Go Green"	P30-P31
	(a) the policies; and	5.2 Promotion of Electronic Office and Teaching	P32
	(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.	5.3 Sticking to Low-Carbon Development	P32-P35
	Notes: Air emissions include NO <sub>x</sub> , SO <sub>x</sub> , and other pollutants regulated under national laws and regulations.		
	Greenhouse gases include carbon dioxide, methane, nitrous oxide, hydrofluorocarbons, perfluorocarbons and sulphur hexafluoride.		
	Hazardous wastes are those defined by national regulations.		
A1 Emissions	A1.1 The types of emissions and respective emissions data.	5.3 Sticking to Low-Carbon Development	P32, P35
A1 Emissions	A1.2 Direct (Scope 1) and indirect energy (Scope 2) greenhouse gas emissions in total (in tonnes) and, where appropriate, intensity (e.g. per unit of production volume, per facility).	5.3 Sticking to Low-Carbon Development	P35
A1 Emissions	A1.3 Total hazardous waste produced (in tonnes) and, where appropriate, intensity (e.g. per unit of production volume, per facility).	5.3 Sticking to Low-Carbon Development	P35
A1 Emissions	A1.4 Total non-hazardous waste produced (in tonnes) and, where appropriate, intensity (e.g. per unit of production volume, per facility).	5.3 Sticking to Low-Carbon Development	P35
A1 Emissions	A1.5 Description of emissions target(s) set and steps taken to achieve them.	5.3 Sticking to Low-Carbon Development	P36
A1 Emissions	A1.6 Description of how hazardous and non-hazardous wastes are handled and a description of reduction target(s) set and steps taken to achieve them.	5.3 Sticking to Low-Carbon Development	P33
A2 Use of resources	General Disclosure		
	Policies on the efficient use of resources, including energy, water and other raw materials.	5.3 Sticking to Low-Carbon Development	P32, P33
	Notes: Resources may be used in production, in storage, transportation, in buildings, electronic equipment, etc.		
A2 Use of resources	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).	5.3 Sticking to Low-Carbon Development	P35
A2 Use of resources	A2.2 Water consumption in total and intensity (e.g. per unit of production volume, per facility).	5.3 Sticking to Low-Carbon Development	P35
A2 Use of resources	A2.3 Description of energy use efficiency target(s) set and steps taken to achieve them.	5.3 Sticking to Low-Carbon Development	P33, P36
A2 Use of resources	A2.4 Description of whether there is any issue in sourcing water that is fit for purpose, and water efficiency target(s) set and steps taken to achieve them.	5.3 Sticking to Low-Carbon Development	P33
A2 Use of resources	A2.5 Total packaging materials used for finished products (in tonnes) and, if applicable, with reference to per unit produced.	5.3 Sticking to Low-Carbon Development	P35

## ESG INDEX

No.	Description	Section/ Statement	Page
A3 The Environment and Natural Resources	General Disclosure		
	Policies on minimising the issuer's significant impact on the environment and natural resources.	5.3 Sticking to Low-Carbon Development	P32, P33
A3 The Environment and Natural Resources	A3.1 Description of the significant impacts of activities on the environment and natural resources and the actions taken to manage them.	5.3 Sticking to Low-Carbon Development	P33, P36
A4 Climate Change	General Disclosure:		
	Policies on identification and mitigation of significant climate-related issues which have impacted, and those which may impact, the issuer.	5.3 Sticking to Low-Carbon Development	P32
A4 Climate Change	A4.1 Description of the significant climate-related issues which have impacted, and those which may impact, the issuer, and the actions taken to manage them.	5.3 Sticking to Low-Carbon Development	P33, P34
B1 Employment	General Disclosure		
	Information on:	4.2 Focusing on Employee Development	P26-P29
	(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.		
B1 Employment	B1.1 Total workforce by gender, employment type (e.g. full-time or part-time), age group and geographical region.	4.2 Focusing on Employee Development	P26
B1 Employment	B1.2 Employee turnover rate by gender, age group and geographical region.	4.2 Focusing on Employee Development	P26
B2 Health and Safety	General Disclosure		
	Information on:	4.2 Focusing on Employee Development	P29
	(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 Health and Safety	B2.1 Number and rate of work-related fatalities occurred in each of the past three years including the reporting year.	4.2 Focusing on Employee Development	P26
B2 Health and Safety	B2.2 Lost days due to work injury.	4.2 Focusing on Employee Development	P26
B2 Health and Safety	B2.3 Description of occupational health and safety measures adopted, how they are implemented and monitored.	4.2 Focusing on Employee Development	P29



## ESG INDEX

No.	Description	Section/ Statement	Page
B3 Development and Training	General Disclosure		
	Policies on improving employees' knowledge and skills for discharging duties at work. Description of training activities.	4.2 Focusing on Employee Development	P27, P28
	Notes: Training refers to vocational training. It may include internal and external courses paid by the employer.		
B3 Development and Training	B3.1 The percentage of employees trained by gender and employee category (e.g. senior management, middle management).	4.2 Focusing on Employee Development	P27
B3 Development and Training	B3.2 The average training hours completed per employee by gender and employee category.	4.2 Focusing on Employee Development	P27
B4 Labour Standards	General Disclosure		
	Information on:	4.2 Focusing on Employee Development	P27
	(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 Labour Standards	B4.1 Description of measures to review employment practices to avoid child and forced labour.	4.2 Focusing on Employee Development	P27
B4 Labour Standards	B4.2 Description of steps taken to eliminate such practices when discovered.	4.2 Focusing on Employee Development	P27
B5 Supply Chain Management	General Disclosure		
	Policies on managing environmental and social risks of the supply chain.	4.1 Caring for the Growth of Students	P21
B5 Supply Chain Management	B5.1 Number of suppliers by geographical region.	4.1 Caring for the Growth of Students	P21
B5 Supply Chain Management	B5.2 Description of practices relating to engaging suppliers, number of suppliers where the practices are being implemented, how they are implemented and monitored.	4.1 Caring for the Growth of Students	P21
B5 Supply Chain Management	B5.3 Description of practices relating to identifying environmental and social risks along the supply chain, how they are implemented and monitored.	4.1 Caring for the Growth of Students	P21
B5 Supply Chain Management	B5.4 Description of practices used to promote environmentally preferable products and services when selecting suppliers, how they are implemented and monitored.	4.1 Caring for the Growth of Students	P21

## ESG INDEX

No.	Description	Section/ Statement	Page
B6 Product Responsibility	General Disclosure		
	Information on:	3.1 Exploration for Innovative Education Mode	P12-P14
	(a) the policies; and		
	(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.	4.1 Caring for the Growth of Students	P17-P25
B6 Product Responsibility	B6.1 Percentage of total products sold or shipped subject to recalls for safety and health reasons.	N/A	
B6 Product Responsibility	B6.2 Number of products and service related complaints received and how they are dealt with.	4.1 Caring for the Growth of Students	P20
B6 Product Responsibility	B6.3 Description of practices relating to observing and protecting intellectual property rights.	2.3 Compliance and Risk Management	P8
B6 Product Responsibility	B6.4 Description of quality assurance process and recall procedures.	N/A	
B6 Product Responsibility	B6.5 Description of consumer data protection and privacy policies, how they are implemented and monitored.	4.1 Caring for the Growth of Students	P17
B7 Anti-corruption	General Disclosure		
	Information on:	2.3 Compliance and Risk Management	P6, P7
	(a) the policies; and		
	(b) compliance with relevant laws and regulations that have a significant impact on the issuer relating to bribery, extortion, fraud and money laundering.		
B7 Anti-corruption	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.	2.3 Compliance and Risk Management	P6, P7
B7 Anti-corruption	B7.2 Description of preventive measures and whistle-blowing procedures, how they are implemented and monitored.	2.3 Compliance and Risk Management	P6, P7
	B7.3 Description of anti-corruption trainings provided for directors and staff.	2.3 Compliance and Risk Management	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.	6.1 Promotion of Public Welfare 6.2 Dedication to Volunteer Activities	P37 P38
B8 Community Investment	B8.1 Focus areas of contribution (e.g. education, environmental concerns, labour needs, health, culture, sport).	6.1 Promotion of Public Welfare 6.2 Dedication to Volunteer Activities	P37 P38
B8 Community Investment	B8.2 Resources contributed (e.g. money or time) to the focus areas.	6.1 Promotion of Public Welfare 6.2 Dedication to Volunteer Activities	P37 P38





# FEEDBACK FORM

Thank you for reading the Environmental, Social and Governance Report of the Group for FY2021. 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: No.76, Baohe Avenue, Baolong Community, Baolong Street, Longgang District, Shenzhen, Guangdong Province, China  
Postal code: 518000  
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?

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Thanks again for your participation!



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

