

# ENVIRONMENTAL, SOCIAL AND GOVERNANCE REPORT



# 2017



开启全球机遇之门  
*Presenting a world of opportunity*

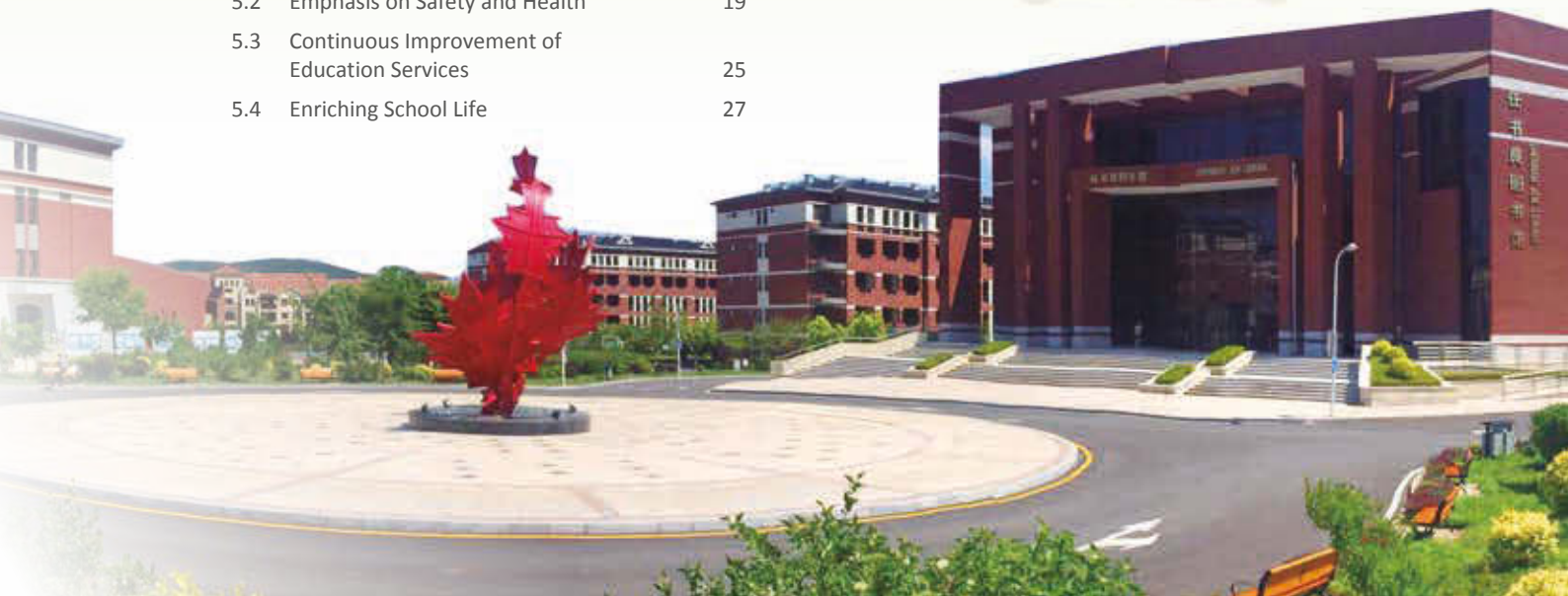
China Maple Leaf Educational Systems Limited  
中國楓葉教育集團有限公司\*

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

\* For identification purposes only

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# ABOUT THIS REPORT

## Report Release Cycle

This report is the first independent annual Environmental, Social and Governance (“ESG”) Report released by China Maple Leaf Educational Systems Limited (the “Company”), with the reporting period covering 1 September 2016 to 31 August 2017. Certain content may be beyond the aforesaid period.

## Organisational Scope of the Report

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

## Basis for Compilation of the Report

This report was prepared with reference to the Environmental, Social and Governance Reporting Guide issued by The Stock Exchange of Hong Kong Limited (the “Stock Exchange”), the Sustainability Reporting Guidelines (G4) issued by the Global Reporting Initiative (GRI) and other standards.

## Data Description

Certain financial data in the report are derived from the financial statements for 2017 Financial Year (“FY”). In case of discrepancy between data of this report and the annual report, the latter shall prevail. Other data are mainly associated with FY2017, with certain data regarding previous years are mainly from the statistics of internal system of the Company and its subsidiaries. Unless otherwise stated, the amounts in this report are denominated in Renminbi (“RMB”).

## Publication Form of the Report

This report is published in both Chinese and English. Should there be any discrepancy between the Chinese and English versions, the English version shall prevail. The electronic version of this report is available on the website of the Stock Exchange ([www.hkexnews.hk](http://www.hkexnews.hk)) and the website of the Group ([www.mapleleaf.cn](http://www.mapleleaf.cn)).

## Contact Information

China Maple Leaf Educational Systems Limited

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

Post Code: 116650

E-mail: [ir@mapleleaf.net.cn](mailto:ir@mapleleaf.net.cn)

# CHAIRMAN'S STATEMENT

Education is the foundation for the future development of a nation. For the past over twenty years, the Group has been focused on education, making united efforts to promote innovative education while sticking to equal emphasis on domestic growth and expansion overseas. Starting with legal compliance, caring for students, enhancement of staff cohesion, promotion of environmental protection and commitment to public welfare, we seek for sustainable development to promote the long-lasting MLES education brand, with an aim to cultivate international elite talents for the society.

Legal compliance and integrity operation. Compliant operation is fundamental to the sustainability of an enterprise. Upholding the principle of “integrity operation”, MLES takes proactive measures to identify, control and prevent compliance risks, so as to ensure the stability and sustainability of the Group.

Promotion of innovative education to cultivate elite talents. Innovation brings about new dynamics for a company's future development. MLES aligns itself with the development pattern of the era, and proactively explores for leading educational philosophy and education mode. With the innovative educational philosophy of “promoting quality-oriented education by combining the merits of both Western and Chinese educational philosophies”, the Group has established the unique education mode of “three blending”, “two certification” and “one integration”, with an aim to cultivate elite talents who are equipped with both Western and Chinese thinking, familiar with international affairs and international rules, and well-prepared for international competition for the society.

Caring for students to promote holistic development. Students are the most important stakeholders of the Group. MLES respects the right for education of each student, and is committed to providing an elite education to all students regardless of race, colour, nationality or family background. Sticking to the principle of “safety first”, MLES always places great emphasis on the physical and psychological wellness of the students, so as to promote the healthy development of both the physical and psychological wellness of the students. Meanwhile, by implementing the educational philosophy of “happy education” at elementary school level, “development of three good habits” at middle school level and “ideal education” at high school level, MLES promotes holistic and quality-oriented education by organising all kinds of school activities and social practice activities, so as to promote the comprehensive development of all students.

Enhancement of staff cohesion by upholding the people-oriented principle. Employees are essential to the accomplishment of our mission in cultivating quality talents. Adhering to the human-oriented principle, MLES embraces the diverse talent development strategy, and has attracted outstanding international talents through extensive channels and fair recruitment process. At the end of the reporting period, the Group had approximately 4,513 employees. The Group provides various development opportunities for our employees with diverse talent development (such as project new sprouts) and promotion plans (such as “1+5” team program). Moreover, the Group pays continuous attention to the physical and psychological wellness of our employees and offers our employees with care and love, so as to enhance their sense of belonging and trust towards the Company and inspire them to create greater value for the Company.

Promotion of energy conservation and emission reduction for environmental protection. MLES proactively promotes the concept of environmental protection. On one hand, MLES incorporates the concept of environmental protection into our daily teaching activities, and helps them to development a sense of environmental protection. On the other hand, MLES organises education programs and public welfare activities focusing on environmental protection, making positive contribution to the promotion of environmental protection. Moreover, in our teaching activities, the Group forms cooperation alliance with a number of online and digital platforms, in an effort to facilitate paperless intelligent education. We adopt a series of measures such as water conservation and electricity saving, recycling and reuse of wastes as well as utilisation of renewable energy in our own operation, so as to promote energy conservation and emission reduction.

Contribution to the society and commitment to public welfare. As a leading player in the domestic education industry, MLES stays grateful to the society for its success and adheres to its long-standing principle of sharing its development achievements with the society, making contribution to the economic and social development of the communities where its campuses are located as well as promoting humanistic culture communication. The Group fulfils its corporate citizen responsibility by proactively initiating public welfare charity projects and organising volunteer activities, extending love and care to the society.

In the future, MLES will continue to uphold the sustainability concept and push forward sustainability management and practice, building itself into a model of the industry in fulfilment of social responsibility. From the perspectives of economy, society and environment, the Group will strive to create greater value for the stakeholders, in an effort to achieve our mission of building the Group into a long-lasting education brand.



# 1. ABOUT US

## 1.1 Corporate Overview

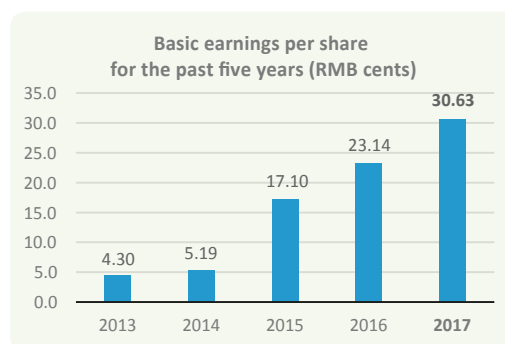
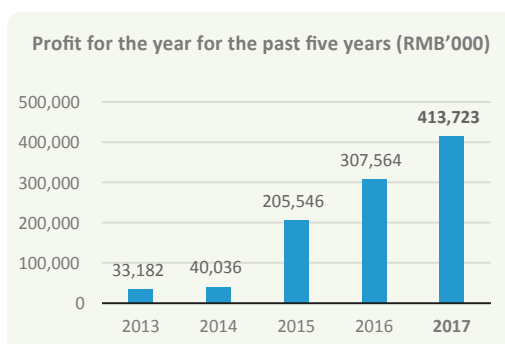
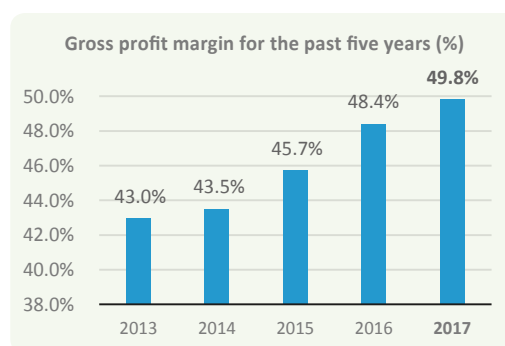
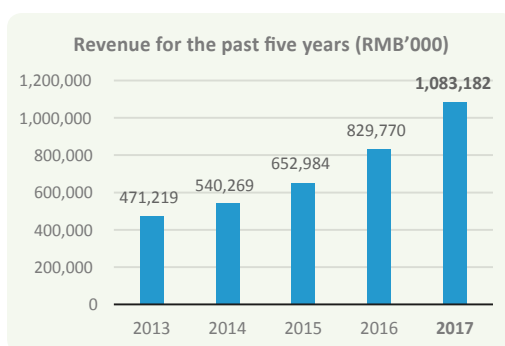
China Maple Leaf Educational Systems Limited (the “Company”, together with its subsidiaries, collectively the “Group”) is a leading international school operator, from preschool to grade 12 (“K-12”) education, in the People’s Republic of China (“China” or the “PRC”). Founded in 1995, the Group’s headquarters is located at Dalian, Liaoning Province. With over twenty years of experience in the education industry, the Group opens schools and provides high quality K-12 education for local students by combining the merits of both Western and Chinese philosophies in 16 cities in China and British Columbia (“BC”), Canada. As of 15 October 2017, the Group had 28,111 students and 2,640 teachers. Over 90% of our students are local Chinese and the rest are foreigners. The Group currently has 73 schools, of which 71 are located in China and 2 are located in Canada, comprising 12 high schools (for students in grade 10 to 12), 20 middle schools (for students in grade 7 to 9), 20 elementary schools (for students in grade 1 to 6), 18 preschools and 3 foreign national schools.

Maple Leaf high schools are certified by both the Ministry of Education of British Columbia (“BC”), Canada and the local governments in China, where we offer a bilingual and dual-curriculum education to our students. Our high school graduates receive both a BC diploma and a Chinese diploma. Furthermore, Maple Leaf high schools have been accredited by AdvancED in the United States of America. Currently, the Group employs approximately 384 BC-certified teachers.



### Corporate development

- Operating results review



Note: For the year ended 31 August

# 1. ABOUT US

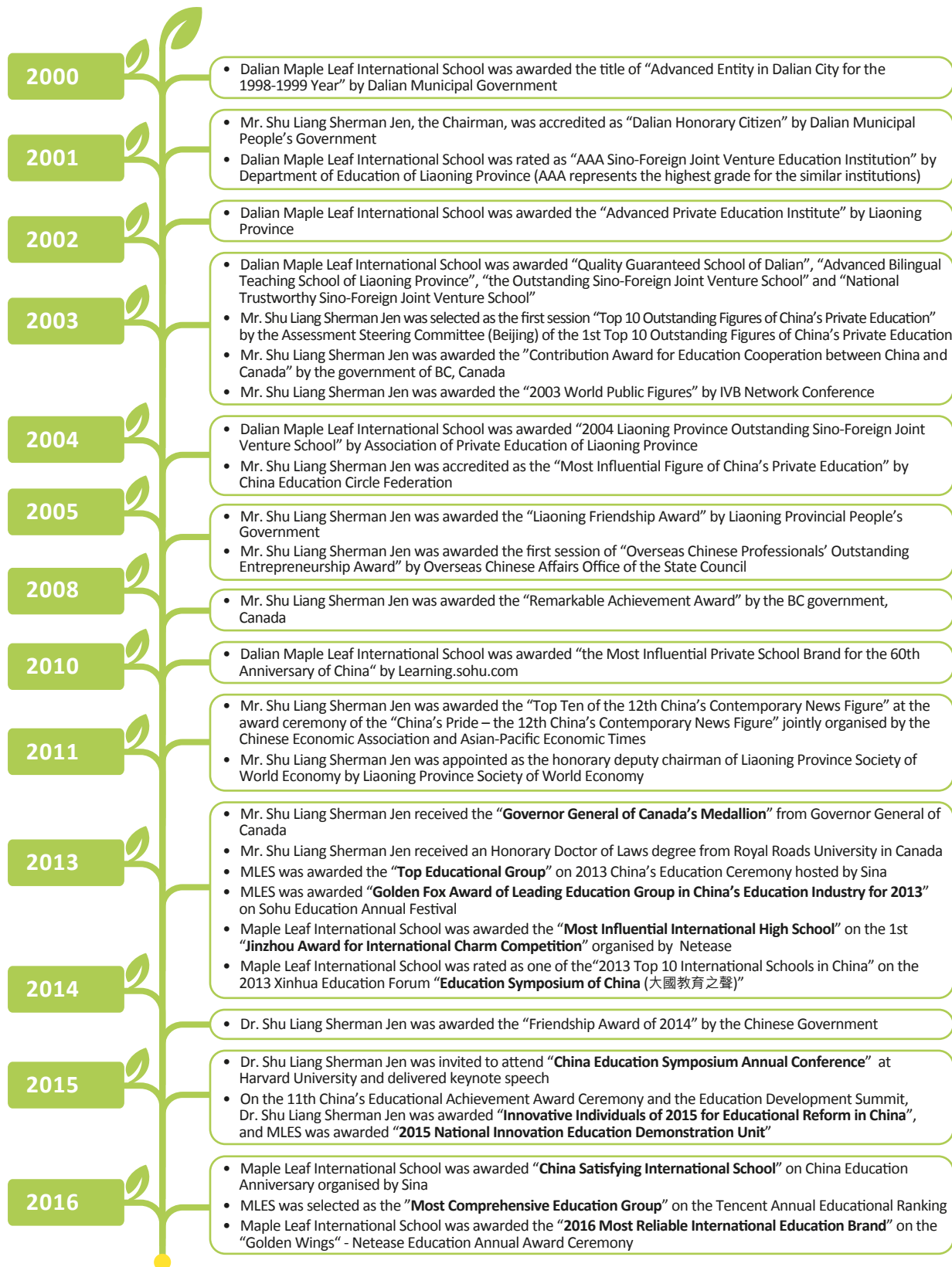
## • Development History





# 1. ABOUT US

## 1.2 Awards and Honour

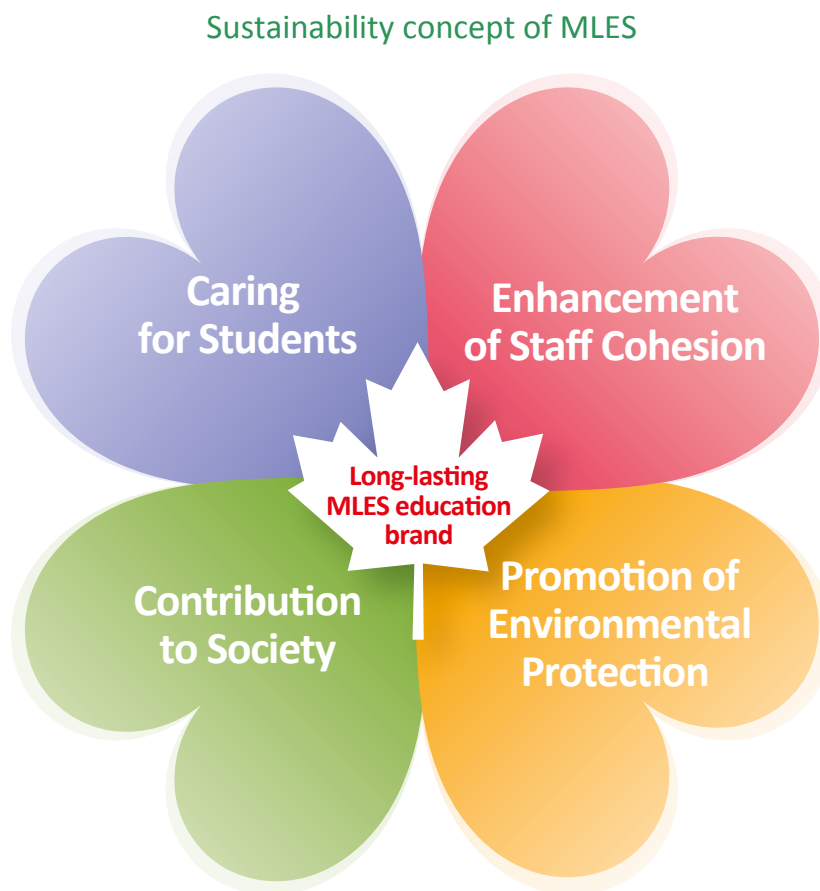


## 2. ESG MANAGEMENT

MLES embraces the sustainability concept, and effectively push forward social, environmental and governance work by constantly improving its corporate governance structure. Moreover, the Group also attaches great emphasis on communication with the stakeholders, and strives to understand and address the concerns of the stakeholders through various communication channels and feedback platforms, so as to gain understanding and recognition of the stakeholders.

### 2.1 Sustainability Concept

Focusing on our mission and vision, the Group has established the sustainability concept with our own unique features. From four major perspectives including caring for students, enhancement of staff cohesion, promotion of environmental protection and contribution to the society, we are committed to promoting sustainability practice, with an aim to realize our mission of building the long-lasting MLES education brand and win recognition and respect of all stakeholders.





## 2. ESG MANAGEMENT

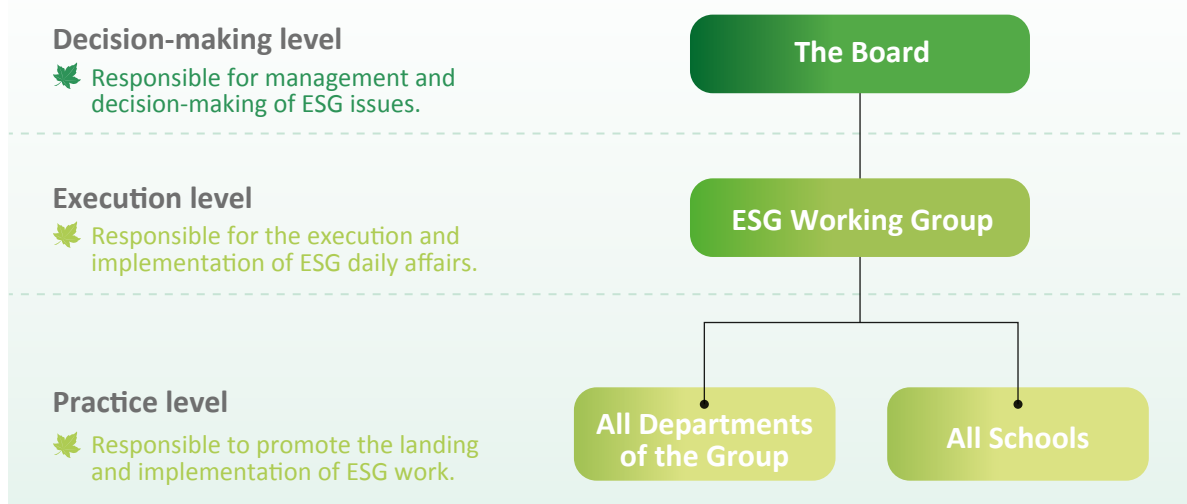
### 2.2 Corporate Governance

A sound corporate governance structure is fundamental to the promotion of sustainability practice by MLES, and is also an important premise for the achievement of comprehensive values in the economy, society and environment by the Company. The board of directors (the “Board”) is the core decision-making organ of the Group, which comprises seven directors, including three executive directors, one non-executive director and three independent non-executive directors. The Company has established the audit committee, remuneration committee and nomination and corporate governance committee under the Board, which shall govern all major affairs of the Group in different aspects.

In order to promote the sustainability concept and implement ESG practice, the Group has set up a top-down ESG system. Firstly, the Board is responsible for the management and decision-making for ESG issues. Secondly, the Board assigns personnel to form the ESG working group, which is responsible for the execution and liaison of ESG work and ensuring smooth communication among the Board, all departments and all schools of the Group, so as to push forward the management and implementation of ESG work. Meanwhile, it will summarise the difficulties encountered by all departments and schools of the Group in the implementation of ESG work, and report them to the Board for resolutions. Thirdly, as the practitioners of ESG work, all departments and schools of the Group are responsible for the implementation of ESG work.

Currently, the Group has in place the ESG system consisting of the decision-making level – execution level – practice level, which enables interaction among multi-levels and has clearly defined functions. Through the ESG system, we have successfully implemented the sustainability concept at all levels within the Company, laying a solid foundation for the sustainable development of the Group, so as to guarantee sustainable value for all stakeholders.

#### ESG corporate governance system of MLES



## 2. ESG MANAGEMENT

### 2.3 Stakeholder Communication

The Group takes proactive measures to identify the concerns and expectations of the stakeholders in its own operation. By establishing diverse communication channels and improving communication and feedback mechanism, the Group strives to enhance stakeholder management and balance interests among stakeholders, so as to gain respect and understanding of the stakeholders and mitigate the social risks of corporate operation. The stakeholders identified by the Group include shareholders/investors, government/regulatory authorities, students/parents, teachers/employees, suppliers/partners, environment, communities/public and the media.

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 of shareholders Announcement and press release Financial reports of the Company HKEx/Company website Investor conferences and roadshows
Government/regulatory authorities	Legal and compliance supervision Fulfillment of tax obligations Business and economic development Social contribution Operation safety	Conferences Compliance reports On-site inspections Attending conferences/seminars Special enquiries/inspections Submitting documents
Students/parents	Safe teaching environment Improving education quality Health and safety of the students	Daily interaction Education Expo Satisfaction survey Regular visits Parent-teacher conferences
Teachers/employees	Protecting employees' rights and interests Conducting communication between the management and the employees Occupational health and safety Improving employees' welfare Equal opportunity in employment and diversified development	Labour contract Employees' symposiums Manager's mail Daily communication
Suppliers/partners	Mutual benefit and win-win Fair competition Long-term business relationship Fair and reasonable price Product quality assurance	Seminars Supplier evaluation Field visits Daily communication
Environment	Enhancing environmental and ecological protection Energy and resource conservation Promotion of green teaching	Environmental inspection Environmental information disclosure Green teaching
Communities/public	Community engagement Social fusion Public welfare events	Volunteer activities Charitable activities Public welfare activities
Media	Update on education development School activities	Written interviews Telephone interviews Press conferences



# 3. LEGAL COMPLIANCE AND RISK MANAGEMENT

Legal compliance and risk management is essential to the fulfilment of social responsibility by the Company. Upholding the principle of integrity operation, MLES strictly abides by the national and local laws and regulations of the places where it operates, and takes proactive measures to identify, control and prevent potential industry risks. By establishing compliance management system and improving risk management mechanism, the Group implements anti-corruption practice, so as to ensure the healthy and compliant operation of the Group and continue to create greater value for the society.

## 3.1 Compliance Operation

The Group sticks to compliance operation, and strictly abides by relevant laws, regulations and regulatory requirements of the industry. In respect of legal compliance and risk management, the Group has, in accordance with the relevant laws and regulations stipulated by regulatory authorities at national and industrial level, developed the Internal Audit Management System of MLES and established the Internal Audit Department, which is responsible for independent supervision and assessment of the authenticity and legitimacy of the income and expenses and economic activities of each department and school of the Group, so as to ensure compliance operation of MLES.

Furthermore, the Board will also continue to supervise and improve the basic 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, taking our compliance management up to a whole new level.

## 3.2 Anti-corruption Practice

The Group strictly complies with the provisions in respect of corruption and bribery of the Criminal Law, the Law against Unfair Competition and the Company Law of the places where it operates, and has developed the Anti-fraud System of MLES (《楓葉教育集團反舞弊制度》), which outlines the goal and policies of the Group in prevention and crackdown of corruption behaviour, so as to ensure integrity operation and healthy development of the Company. During the reporting period, the Group was not involved in any litigation caused by corruption or fraud.



# 4. INNOVATIVE EDUCATION OFFERING A COMBINATION OF DIFFERENT CULTURES

Adhering to the sustainability strategy of innovation and integration, and upholding the educational philosophy of “promoting quality-oriented education by combining the merits of both Western and Chinese educational philosophies”, MLES promotes innovative education mode by integrating domestic and overseas resource advantage, allowing the students to have more study options, broaden their vision and enhance their innovation capability. Moreover, leveraging on its own resource advantage, the Group provides an elite education by blending the best of Western and Chinese cultures, building itself as a model of the education industry in implementing comprehensive quality education.

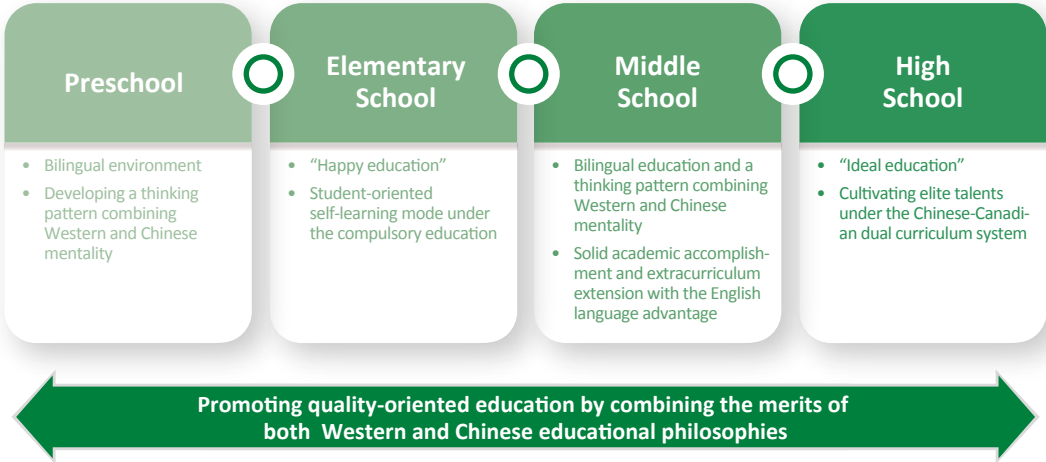
## 4.1 Exploration for Leading Educational Philosophy

Since its establishment, the Group has been conducting innovation and exploration for new educational mode by combining the leading Western and Chinese educational philosophies. After constant exploration and expansion for over twenty years, the Group has established schools in 16 domestic and overseas cities as at the end of the reporting period.

### Educational philosophy of “promoting quality-oriented education by combining the merits of both Western and Chinese educational philosophies”

The Group has established the “Maple Leaf Institute”, which conducts in-depth study on the education needs of our students and designs an education system combining the merits of both Western and Chinese educational philosophies that instils our students with Chinese traditional culture and value while teaching them the knowledge and skills, methodologies and ways of thinking of Western high schools, so as to meet their needs to learn the Chinese language and culture and also the needs for English-medium international education, with an aim to cultivate elite talents who are fluent in Chinese and English and are equipped with both Western and Chinese thinking and wisdom.

Furthermore, the Group has created educational philosophies with different focuses applicable for preschool, elementary school, middle school and high school level respectively, which combine the merits of both Western and Chinese educational philosophies.



At preschool level, the Group has established a bilingual environment. While focusing on manner and moral quality training, we also help the students to develop logic, scientific and innovative thinking through direct perception, first-hand experience and practice.



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

At elementary school level, we implement the educational philosophy of “happy education” which emphasizes on the importance of interest and delight from learning in improving study efficiency, with an aim to inspire their study enthusiasm and curiosity towards life and the world. In accordance with the Curriculum Standards on Nine-year Compulsory Education implemented in Mainland China, and with the goal of “being effective, interesting and meaningful”, we introduce the teaching concept of “respect, caring, guidance and support” to represent a student-oriented education mode, enabling them to have delight in learning, develop independent thinking and enjoy a happy childhood.

At middle school level, we implement the educational philosophy of “development of three good habits”, namely positive learning skills, positive living skills and positive personal conduct. We endeavour to equip students with outstanding academic accomplishments, while encouraging them to engage in in-depth study of each academic subject and make external extension with the English language advantage. Through various channels such as classroom teaching, extracurricular activities and club activities, we aim to cultivate all-around developed students equipped with bilingual proficiency as well as Western and Chinese thinking.

At high school level, we implement the educational philosophy of “ideal education”, and help our students to establish their aspiration and expectation for life, with a focus on the learning of both Chinese traditional culture and English-medium Western culture. We adopt a Chinese-Canadian dual curriculum system for our classroom teaching, with an aim to cultivate all-round developed talents equipped with bilingual proficiency as well as Western and Chinese thinking.

### 4.2 Integrating Domestic and Overseas Education Resources

Leveraging on our advantage of blending the best of Western and Chinese cultures and integrating domestic and overseas education resources, the Group shows diversity feature in teacher resources and school admission channels, offering more options for students’ future development. Meanwhile, the Group proactively organises exchange activities with international universities, enabling the students to have a better understanding of the Western universities and choose a suitable school for further study by themselves.



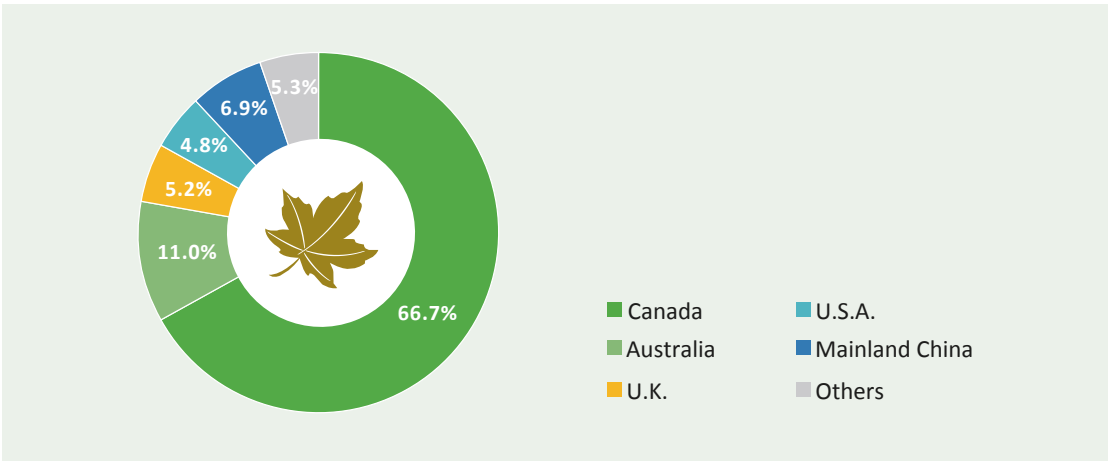
#### Destination of outstanding graduates

Under the guidance of leading educational philosophy, the Group makes full use of its advantage in integrating domestic and overseas education resources, with approximately 12,000 graduates having been admitted by at least 640 universities in around 30 countries and regions around the world for further study. In 2016/17 school year, MLES had 1,807 high school graduates, while 1,018 of whom received offers from one of the Maple Leaf Global Top 100 Universities, accounting for more than 56% of all students. These schools include Stanford University and University of Chicago, U.S.A., University of Cambridge, Imperial College of London and University College of London, U.K., University of Toronto, Canada, Australian National University, National University of Singapore and University of Hong Kong.

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



Chart: approximately over 12,000 of the previous 19 sessions of graduates having been admitted by at least 640 universities in around 30 countries and regions



Destinations of high school graduates from MLES for the 2016/17 school year



### Team of teachers knowledgeable of Western and Chinese cultures

Under the educational philosophy of “combining the merits of both Western and Chinese educational philosophies”, the Group has built a team of teachers who are knowledgeable of both Western and Chinese cultures. As at 15 October 2017, the Group had a total of 2,640 teachers, with 384 BC-certified teachers. Under the motto of “One team, One goal” and with an emphasis on trust, cooperation and communication, our team of Chinese-Canadian teachers benefit from complementary advantages and work together to fulfil our mission of “providing an elite education to all students regardless of race, colour or nationality”, so as to promote the sustainable development of the Group.





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



### Providing multiple exchange channels

The Group always maintains a close relationship with universities overseas. During the reporting period, we paid visits to 41 universities in Australia, Singapore, Canada and the U.K. to promote our MLES brand and explore for cooperation opportunities including establishment of Maple Leaf university schools, summer and winter camps, MLES science teacher project and other fields. Furthermore, in order to facilitate understanding of universities domestic and overseas by our students and their parents, the Group hosts the MLES International Education Fair in November every year, offering more opportunities for our students to get a better understanding of and choose international universities.

#### Case study: 12th MLES International Education Fair

On 18 November 2016, a grand opening ceremony was held for the 12th MLES International Education Fair (Autumn), with 85 universities from 10 countries and regions including Canada, the U.S.A., the U.K., Australia, Switzerland, Denmark, Italy, United Arab Emirates, Japan and Hong Kong of China participating in the itinerant fairs held in Dalian, Tianjin, Chongqing, Wuhan, Luoyang, Zhenjiang and Shanghai from 19 to 28 November.

The education fairs this year have attracted more outstanding universities, among which 16 universities were first-time participants, 19 universities were listed among the MLES Global Top 100 Universities, 6 universities were among the global top 10 in four professional fields, 39 universities offered scholarship dedicated for MLES graduates, and 25 universities granted offers at the fair.

At the press conference of the fair, Bob Gardner, vice-president and superintendent of BC program of MLES, announced that seven Maple Leaf International Schools (high school) had been accredited by AdvancED. Maple Leaf Institute also updated the MLES Global Top 100 University Guide and Report on International Admission of Maple Leaf Graduates.

During the 12th MLES International Education Fair, Dr. Shu Liang Sherman Jen, the founder and chairman of MLES, entered into the memorandum of understanding with Kwantlen Polytechnic University (KPU) of BC, Canada in relation to the establishment of Maple Leaf university school on the campus of KPU.



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

### 4.3 Development of Innovative Education Mode

The Group has created a unique education mode through innovative practice, which comprises five education systems namely the MLES curriculum system, moral education system, culture system, talents system and development system, with an aim to facilitate the comprehensive implementation of quality-oriented education.

#### Five systems

Over the past twenty-two years, the Group has developed its “bilingual and dual-diploma” mode into an enforceable and exportable system, namely the “five systems” with the MLES curriculum system and moral education system as the core, guided by the MLES culture system and supported by the MLES talents system and development system. Replacing exam-oriented education with quality-oriented education, MLES represents the innovative design concept in the globalization era, providing complementary benefit to the state-run education system of China and addressing diverse education needs in the new era.

**Combining the merits of both Western and Chinese educational philosophies**

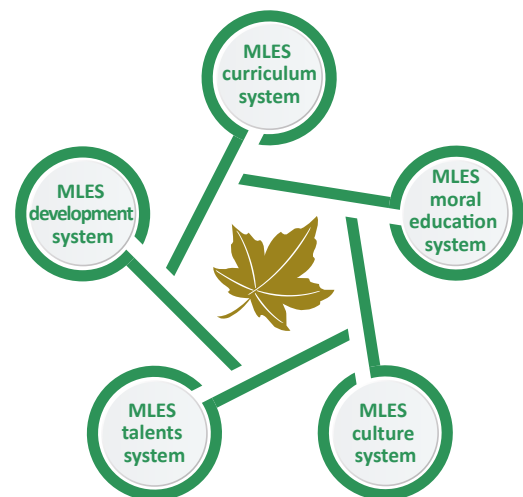
- “Bilingual and dual-diploma” curriculum system at high school level
- Unique curriculum system at elementary and middle school level which comprises “Chinese compulsory education curriculum + unique English course + school-based activity courses”
- ESL multi-level teaching system
- CSL teaching system
- MLES standard global curriculum system

**Elite education with self-developed curriculum programs**

- Developing curriculum programs by ourselves according to the general pattern of student development and our moral education goal
- Providing a generative, participating, time-sensitive and up-to-date moral education curriculum
- Implementing the “happy education” educational philosophy and practice at preschool and elementary school level, setting the stages for “inquisitiveness - delight in learning - happy childhood”
- Implementing the educational philosophy of nurturing positive personal development at middle school level, which combines the concept of “developing three good habits” (i.e. positive learning skills, positive personal conduct and positive living skills) and the practice of “establishing rules - rules compliance - development of good habits”
- Implementing the ideal education practice mode with the basis of “aspiration driven - goal establishment - self-fulfillment” at high school level

**Implementing our concept, mission, principle, culture and brand image of combining the merits of both Western and Chinese educational philosophies**

- Culture system is designed to promote employees’ development, so as to aspire employees’ enthusiasm and creativity and provide guidance and dynamics for their future success
- Culture system covers concept, mission, principle, vision and course culture, team culture, system culture, management culture, environmental culture and execution culture, etc.
- Sticking to the traditional philosophy of “rigorous discipline”, and combining with spiritual guidance, contract spirit and occupational self-discipline, the Group implements “comprehensive quality management” on education in accordance with the defined concept of ISO



**Building a team of Chinese-foreign employees with international view and sound cooperation mechanism**

- Building a team of teachers with diverse backgrounds: over 4,000 Chinese and foreign employees and in which over 400 are foreign teachers
- Under the motto of “One team, One goal” , building a team of Chinese-foreign employees with international view and sound cooperation mechanism
- Adhering to the motto of “combining the merits of both Western and Chinese education philosophies” , we are committed to educating students with outstanding occupational skills and morality and differentiating ourselves from our peers. Providing seven talent cultivation programs including “talent reserve” , management cadre training course, project new sprouts for principal candidates
- Sticking to the people-oriented talent management strategy with emphasis on integrity, innovation, professionalism and outstanding execution

**Expansion of diversified development**

- Adhering to the general development strategy of expanding from stand-alone schools to educational parks and from educational parks to school districts, and from domestic market to overseas expansion
- Establishing schools through cooperation with the governments and other institutions, and developing multiple operation modes including self-establishment, acquisitions and mergers and PPP mode, in an proactive effort to explore diversified development



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

### Case study: Education mode of Maple Leaf high schools

MLES develops the leading education mode comprising “three blending”, “two certifications” and “one integration” at high school level:

#### Three blending

“Three blending” refers to the blending of the merits of both Western and Chinese educational philosophies, the blending of outstanding Chinese-foreign teachers, and the blending of the best of Chinese-Canadian education resources. The Chinese curriculum at Maple Leaf high schools covers Chinese, politics, history and geography which are taught by Chinese teachers, while the Canadian curriculum covers English, maths, physics, chemistry, biology, social class and science etc., which adopt Canadian textbooks and are taught by Canadian-certified teachers in English.

#### Two certifications

“Two certifications” refers to the Chinese-English bilingual education certification system and Chinese-Canadian dual diploma certification system. Students of Maple Leaf high schools are registered with both Chinese and Canadian educational authorities, and are awarded both Chinese and Canadian high school diploma if they pass the Chinese and Canadian high school graduation examinations.

#### One integration

“One integration” refers to the qualification of our Chinese students to apply for all universities in English-speaking countries (regions) and the qualification of our foreign students for admission into Chinese universities after completion of curriculum programs at Maple Leaf high schools with the prescribed credit. The education costs only account for a quarter of those required for equivalent education in foreign countries.

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

### 4.4 Promoting the Blending of Western and Chinese Cultures

The Group is committed to promoting the blending of Western and Chinese cultures through education activities. With innovative teaching concept and education mode, we incorporate Western curriculum program into the selective courses of all schools. In addition, we organise a wide variety of extracurricular cultural exchange activities, achieving the goal of promoting the integration of learning and practice and the blending of Western and Chinese cultures.

#### Case study: Western and Chinese culture exchange activity hosted by Dalian Maple Leaf Foreign Nationals School

On 8 January 2017, an exchange activity was jointly hosted by Dalian Maple Leaf Foreign Nationals School and Shanjing Community, Development Zone, Dalian City. Children from Shanjing Community offered Chinese-featured gifts – Spring Festival couplets and presented Peking opera performance, while our students presented onsite musical performance led by their musician teacher. At last, all students learned to make dumplings and shared their works. The exchange activity played an important role in promoting the blending of Western and Chinese cultures.





## 5. CARING FOR STUDENTS TO CULTIVATE FUTURE TALENTS

Students are the essential stakeholders of MLES. Upholding innovative educational philosophy, the Group is committed to promoting leading education mode, with an aim to provide students with better education services. To guarantee students' safety is our fundamental task in fulfilling our corporate social responsibility. The Group places great emphasis on the health and safety of the students at campus, and strives to create an environment that is comfortable to the students and satisfactory to the parents. Meanwhile, the Group takes various measures to address students' needs for holistic development. The Group cherishes the students' right to receive education, and has made strenuous efforts in facilitating their learning and development and enriching their school life, which has achieved satisfactory results.

### 5.1 Respecting the Students' Right to Receive Education

As for student enrolment for all schools around the world, the Group pays full respect to and prohibits any kinds of discrimination against genders, ethnics and religious belief of the students. Meanwhile, the Group attaches great attention to the growth and development of each student, and takes a number of measures such as providing scholarships to guarantee education for all students with ambitions, offering access to global education around the world for every student with potential for international development.

MLES has made great investments to improve super teaching environment, introduce advanced office and teaching apparatus and recruit outstanding Chinese and foreign teachers. Under this background, our schools charge reasonable tuition fees. In setting the tuition fees, we strictly comply with the regulations stipulated by local education bureaus and price bureaus, fully demonstrating the principle of "equal education opportunity" and allowing more students from different family backgrounds to have access to our unique leading education. Moreover, MLES strictly abides by the Advertisement Law and other laws and regulations of the places where it operates, and prohibits false claims and exaggerated propaganda, so as to protect the rights and interests of the students and their parents. Instead, the Group strives to promote our schools through various channels, enabling more students and parents to get a better understanding and experience of our education service.

#### Case study: Establishment of Sherman Jen Educational Foundation and Zhou Enlai Scholarship Class

In May 2017, Dr. Shu Liang Sherman Jen, the founder of MLES, officially set up the Sherman Jen Educational Foundation, together with the launch of the "Scholarship of Sherman Jen Educational Foundation" and the establishment of "Zhou Enlai Scholarship Class", with an aim to provide financial support for outstanding fresh middle school graduates to receive elite education at Maple Leaf international high schools, paving their ways to global first-class universities. By helping them overcome financial difficulties, the Foundation offers elite students an opportunity for further study at universities around the world.

By establishing Zhou Enlai Scholarship Class, we aim to cultivate students in Zhou Enlai Class into all-round developed elite talents equipped with bilingual proficiency and both Western and Chinese thinking, with an aim to inherit and emulate the great aspiration and spirit of "Study for the prosperity of China" advocated by Premier Zhou, and prepare them for admission into global top universities. We strive to establish these students as models for our students, demonstrating our transition in talent cultivation from international talents to elite talents.

The Group has set up the "Executive Committee for Zhou Enlai Scholarship Class", which is responsible for drafting and implementing the "Implementation Proposal of Zhou Enlai Scholarship Class", including selection of applicants for Zhou Enlai Scholarship Class, the design and implementation of "5+1" course mode (i.e. the English course, Chinese course, consular course, tutoring course and overseas study planning course) as well as major research projects, etc.

The first Zhou Enlai Scholarship Class was officially launched on 1 August, which currently has 28 students.

## 5. CARING FOR STUDENTS TO CULTIVATE FUTURE TALENTS

### 5.2 Emphasis on Safety and Health

The Group strictly complies with the relevant laws and regulations on safety and health of students in the places where it operates, such as the Law on the Protection of Minors and the Measures for the Handling of Student Injury Accidents. The Group also takes various measures to enhance student safety and health management, including adoption of safe sourcing system, establishment of safety and privacy protection system, setting up infirmary and consulting rooms and strengthening safety patrols, so as to ensure the safety in campus and personal safety of students and to promote the healthy development of the students.



#### Safe sourcing system

A safe sourcing system for students' basic necessities of life is essential to the safety and health of the students. The Group implements strict control over its supply chain, laying a solid foundation for its efforts to create a safe and healthy campus environment and to guarantee the quality and safety of students' necessities. The Group adopts five measures to manage its supply chain, so as to guarantee the quality of supplies for all schools.

##### Unified procurement

Under the unified procurement approach, all suppliers are selected through open tendering. These suppliers are domestic leading manufacturers with qualifications in compliance with the Company's needs for sustainable development.

##### Top brand strategy

Maple Leaf Industrial Group actively promotes the top brand strategy and strives to approach and sign cooperation agreements with source manufacturers in the selection of supermarket suppliers. At present, all suppliers who have entered into cooperation agreements with MLES are well-known domestic brands.

##### Visit and inspection on suppliers

The president of the Company himself paid visits to the production sites of each brand for unified procurement to inspect the scale of the enterprises. The management of the industrial group of the Company has visited the supplier of drinking water equipment and conducted inspection on its scale and management. Inspection report is required for the selection of fabric suppliers for school uniform, so as to ensure that the goods meet our quality requirements.

##### Fair and open procurement procedure

MLES has developed procurement rules according to the characteristics of different industries; holds unified procurement meetings on a regular basis to improve the procurement process in response to new situation and new issues; and sets up a tendering committee to carry out tendering works based on the process.

##### Sound supplier evaluation mechanism

Entrusted inspection is conducted for products used by the Company (including uniforms and drinking water) every year. In addition, MLES documents the feedbacks given by all schools on the paper products, school shoes and other products purchased from third party suppliers, and communicates promptly with the suppliers for any problem identified and set a time limit for solving the problem.





## 5. CARING FOR STUDENTS TO CULTIVATE FUTURE TALENTS



### Safe and environmentally-friendly constructions

The Group has thoroughly monitored the construction safety and environment protection during the process of new school development and school expansion construction, with an aim to protect the health of our students in using various venues and facilities at schools.

During the course of construction (including school dormitories, stadiums and public facilities), the Group implements centralised management over the contractors. Only contractors with second class or higher qualification for renovation and decoration projects are invited for bidding, and the contracts entered into by both parties shall contain provisions stating that the contractors shall be responsible for the safety precaution at the construction site to ensure construction safety and compliance with the requirement of safe and civilised construction site implemented by the municipal government. Moreover, qualified supervision companies shall be engaged to conduct on-site supervision. Construction materials used by the contractors shall be subject to rigorous selection process, and it is stipulated in the supply agreement that the quality of all construction materials and equipment shall be assured with production permit, quality certification, product use permit and relevant inspection reports. Only brands compliant with environmental standards shall be adopted for construction materials, and in-coming materials shall be accompanied with relevant quality certification and inspection reports. After ventilation process upon completion of construction, the buildings shall only be put into use after passing the indoor environment inspection.



### Safeguarding student safety

The Group attaches great importance to the students' physical and psychological safety at school. At the institutional level, in addition to strictly compliance with local laws and regulations on fire fighting and safety, all schools of the Group have formulated their own rules and regulations including fire fighting and safety drill process and proposals that are in line with their own situations, such as the Safety Management System of Wuhan Maple Leaf School and the Safety System Manual of Henan Maple Leaf School. At the implementation level, in order to ensure students' personal safety, fire fighting and safety drill is conducted at least once a year at all our schools. Moreover, for schools that provide school bus services, school bus safety drills are organised. Furthermore, public areas of each school are equipped with 24-hour surveillance cameras.

#### Case study: Safety measures implemented by Tianjin TEDA Maple Leaf School

Surveillance equipments are installed at all public areas of the school. Strict safety rules and regulations are in place both for the teaching area and the living area. Besides, security guards perform 24-hour patrol inspection, while doctors at the infirmary provide all-day medical service. Dormitory teachers shall take care of the students and manage their life in the dormitory buildings. Students are not allowed to leave school without permission. Instead, they can leave only after the class teacher signing on the written request for leave and his/her parent confirming by signature at the security booth at the gate of the school. A police office has been set up within the campus by the local police station as well. These measures help to ensure the safety of students at school from multiple directions.

## 5. CARING FOR STUDENTS TO CULTIVATE FUTURE TALENTS

### Case study: Fire fighting and safety drill conducted by Dalian Maple Leaf High School

In order to ensure that the students and the teaching and administrative staff are able to escape as soon as possible whenever there is an unexpected fire accident, Dalian Maple Leaf International School conducted a fire fighting and safety drill during the school year.

Without any warning, the alarm bells of both the boys' and girls' schools were set off abruptly. The students left the classrooms in an orderly manner under the guidance of their teachers and evacuated to the playground through the nearest escape routes, and then quickly assembled by separate administrative classes. At the same time, the teachers in charge of classes and the Canadian teachers carried out headcount of students in their own classes and reported to the teacher-in-charge of the school office. It took 9 minutes and 22 seconds for the boys' school to complete the drill while 7 minutes for the girls' school to complete, both meeting the required standards set by the schools.



### Case study: School bus safety drill conducted by Tianjin Huayuan Maple Leaf International School

Tianjin Huayuan Maple Leaf International School conducts school bus safety drills regularly every semester. In the live simulation drills, the students gathered quickly and neatly as usual and got on the buses in an orderly manner under the leadership of their teachers. The school bus safety drills provided an opportunity to test the school's emergency response ability in handling unexpected school bus incidents, and also improved the coordination and cooperation among all departments, therefore enhancing the safety of school buses.



The Group also pays close attention to the mental wellness of the students. We have developed the "mental health education" subject for the consular course, which guides the students to achieve self-understanding, self-exploration, self-experience, self-development and self-improvement according to the theories and methods of counselling, provides individual counselling for students to address their psychological problems, emotional confusion and other issues through one-on-one real-time communication, and organises the students to create a column on psychology through group activities, conferring them the liberty to pick the topic and to design the content and layout according to their own thoughts, knowledge and opinions.



## 5. CARING FOR STUDENTS TO CULTIVATE FUTURE TALENTS

### Case study: Psychological counselling room set up by Henan Maple Leaf School

Individual counselling for students' psychological problems forms an integral part of mental health education. Henan Maple Leaf School has set up a counselling room to address psychological anxiety and confusion for students, and provide counselling sessions before examinations to help relieve their fear, anxiety and other negative emotions. Besides, the school provides counselling and care in time for students with psychological imbalance and psychological disorder.

In respect of physical health, all schools of the Group organise routine check-up for students during April to May every year and provide medical examination reports. Freshmen are required to have a thorough check-up at any qualified hospital before admission and shall be admitted only after passing the medical examination. For students who are on medicine treatment, the class teacher or the student shall make registration at the infirmary regarding the class and grade, name of the student, the name of the medicine, the dosage and the directions for use, and the medicine shall be taken according to prescription, while the doctor of the infirmary will observe and follow up the condition of such students.

Our focus on food safety and balanced nutrition for the students has become part of the Group's culture. The canteens of each school are equipped with a calorie calculation screen, which can automatically calculate the calorie intake according to the dishes chosen by the students. Moreover, our schools have engaged nutritionists to provide nutrition intake management and scientific catering for the students, so as to provide a diet with sufficient nutrition for their physical development. In addition, the nutritionists will regularly deliver lectures on nutrition management for the students, covering food safety, healthy diet, Chinese food culture and other special topics.

All school canteens of MLES have strict standards for suppliers, and the two top suppliers are both big companies listed among the world's top 500 enterprises. Grain and oil are supplied by well-known domestic brands, and only non-GMO oil is used. The other major suppliers for goods other than grain and oil are also among the world's top 500 enterprises.

The canteen areas are divided into several sanitary zones and the accountability system is implemented, which specifies the responsibility of each individual employee with clearly-defined standards. The management signs are kept neat and tidy and posted in an orderly manner in accordance with the relevant regulations.

MLES strictly complies with the Food Hygiene Law of the PRC. All workers at the canteens must pass the physical examination before taking their posts. The hygiene facilities are kept in good condition to ensure clean kitchens. Furthermore, efforts have been made to enhance the hygiene awareness of all employees and develop good health habits to prevent food poisoning.

Kitchenware and tableware are used for raw and cooked foods separately, and kitchenware is cleaned every day while tableware is cleaned and sterilised for each meal. Raw and cooked foods are kept separately and foodstuffs are processed according to the prescribed procedures. Sale of leftover foods is forbidden.

# 5. CARING FOR STUDENTS TO CULTIVATE FUTURE TALENTS

Food safety measures implemented by MLES



The parents committee presented a silk banner as award to the student canteen



Delivering lecture on nutrition



## 5. CARING FOR STUDENTS TO CULTIVATE FUTURE TALENTS



Regular safety education



Regular safety drills

### Protecting students' privacy

Adhering to the relevant regulations of the places where it operates in relation to privacy protection for students and parents, the Group complies with the relevant provisions of the Tort Liability Law and the Law on the Protection of Minors, and lays emphasis on privacy protection for the students and parents. Starting from student enrolment process, the Group makes great effort in protecting the privacy of the students and parents. The student enrolment department is responsible for documenting the information of recommended students and regularly tracking the registration of such students. The department has an account with limited access and password protection, thus only the staff-in-charge have access to the information of students enrolled in the Group, which shall be managed and maintained according to the relevant regulations of the Group, so as to protect the students information and privacy at the enrolment stage.

In addition, we place high importance in safeguarding the portraiture rights of the students. An agreement on use of portraiture rights is attached to the admission application form which is required to be completed by the students at the time of enrolment. The school is not authorised to use the portraits of students in brand promotion and enrolment advertisement unless the parents agree by signing the aforesaid agreement.



## 5. CARING FOR STUDENTS TO CULTIVATE FUTURE TALENTS

### 5.3 Continuous Improvement of Education Services

The Group has well-established teaching and research teams at the group and school level, which, from the perspectives of research input and teaching output, have established a sound teaching and research system to ensure outstanding teaching results, so as to prepare our students to gain access to desirable schools and embrace a bright future.

#### Sound teaching and research system

The Group has established Maple Leaf Institute, which focuses on the reform of education systems, innovation of education methods, development of education strategies and major education research projects, as well as the establishment of a sound teaching and research system. All schools of the Group have established individual teaching and research team for each grade. The teaching and research teams and the teaching and research groups shall carry out teaching and research activities on a regular basis, while the new and veteran teachers shall help and learn from each other and exchange their teaching experiences, so as to enhance their teaching skills and improve classroom teaching quality. Meanwhile, the Group also encourages our teachers to prepare papers regarding their teaching works and research results and submit for contests, with an aim to inspire them to enhance teaching skills and improve professional competence.

With joint efforts by teachers at all levels, the Group has successfully established a comprehensive teaching system which provides bilingual teaching, Chinese-Canadian dual diploma as well as curricular and extra-curricular programs. Furthermore, all schools also developed unique teaching modes, such as “Maple Leaf Tutoring Centre (楓葉培優中心)” after-school tutoring system, “521 happy teaching mode” implemented at Chongqing Maple Leaf School, etc.



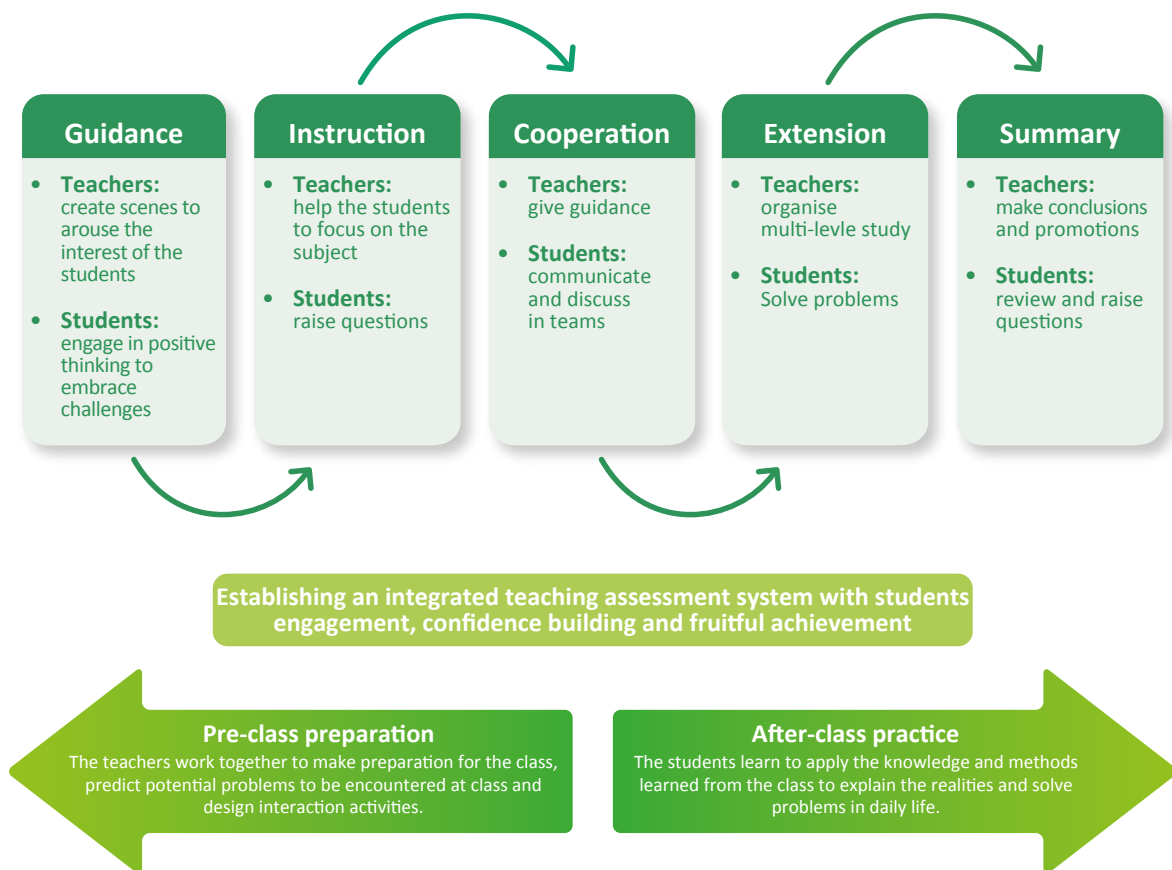


## 5. CARING FOR STUDENTS TO CULTIVATE FUTURE TALENTS

### Case study: “521 happy teaching mode” implemented at Chongqing Maple Leaf School

Under the “happy teaching mode” concept implemented at the elementary schools of the Group, Chongqing Maple Leaf School has created the “521 happy teaching mode”, which comprises five teaching procedures, two after-school extension links and one appraisal system.

Five teaching procedures include all student-oriented activities engaged by the teachers and the students at class, which are designed to inspire their enthusiasm for study. Two after-school extension links help to extend classroom engagement to after-school practice, where the teachers make full preparation before the class while the students proactively apply the knowledge into practice after school, enabling them to learn knowledge in a more effective way. One appraisal system provides more objective assessment of teaching results with the Summary on Classroom Teaching Performance (《課堂教學觀察表》), with an aim to help the teachers to improve their teaching performance and identify shortcomings in the teaching processes.



## 5. CARING FOR STUDENTS TO CULTIVATE FUTURE TALENTS

### Enriching social practice

While focusing on academic study and improvement of our students at classroom and school, the Group also encourages them to engage in social activities to have first-hand experience of social life, so as to enrich their social experiences and knowledge, broaden their horizon and apply knowledge into practice.

#### Case study: A visit to Dongpo Village organised by Henan Maple Leaf School

In order to broaden learning resources, arouse interest for study and enrich life experiences, Henan Maple Leaf School organised farm-life experience for the students, where they engaged in a variety of farm works such as land digging and weeding, enabling them to discover delight in daily life and enhance the spirit of hardworking. A whole new environment helped to change their perspectives on things and bring about new dynamics, offering an opportunity to get an insight into life.



### 5.4 Enriching School Life

The Group organises a wide variety of campus activities at all schools and grades. The Group encourages students to carry out all kinds of club activities, with an aim to nurture positive hobbies and help them to make study plans and future career plans. Such activities also enhance their team coordination, organisation and planning, problem-solving abilities and other comprehensive capability and competence, building them into elite talents with great sense of social responsibility and global view.



“Intelligent technology class” at Wuhan Maple Leaf School



“Model United Nations” at Wuhan Maple Leaf School



## 5. CARING FOR STUDENTS TO CULTIVATE FUTURE TALENTS



"Halloween Celebration" at Shanghai Maple Leaf School



"Peace Day" activity at Dalian Maple Leaf Foreign Nationals School



"Club Exhibition" at Tianjin TEDA Maple Leaf School



"Christmas and New Year Party" at Wuhan Maple Leaf School

## 5. CARING FOR STUDENTS TO CULTIVATE FUTURE TALENTS

### Case study: Club activity at Dalian Maple Leaf International School

Club activity is an important part of school education at Dalian Maple Leaf International School, which represents a useful extension of classroom teaching. After the commencement of the new school year in September every year, the fantastic MLES club cultural festival will be staged in the stadiums of the boys' and girls' high schools, providing a platform for the clubs to present themselves with marvellous performances, and offering an opportunity for the students to choose their desirable clubs based on their own interest and hobbies.

Dalian Maple Leaf International School has over 200 clubs, which, under the guidance of our Chinese and Canadian teachers, play an active role in organising activities within and outside the campus. These clubs include Association for Chinese Culture Exchange with Foreign Countries, MLES Equestrian Club, MLES Golf Club, MLES Fencing Club, MLES Taekwondo Club, Green Maple Media, Model United Nations, Fengbao Magazine, MLES Young Volunteer, VEX Robot Club and other cultural and sport clubs, charity clubs, which are popular among the teachers and students and have achieved outstanding performance in all kinds of contests and competitions.





## 5. CARING FOR STUDENTS TO CULTIVATE FUTURE TALENTS

### Case study: English Art Festival at Ordos Maple Leaf School

Inner Mongolia Ordos Maple Leaf International School hosted the 5th English Art Festival, which lasted for nearly three hours, with all of teachers and students participating in this activity, it feasted people with great enjoyment. The children have presented a devoted and marvellous performance, demonstrating their delight, confidence, optimism and aspiration for the future, which represent our best gift for the children and also the best interpretation of the “MLES Educational Philosophy”.

The festival has presented a great number of magnificent performances, such as the global popular shuffle dance which has thrown the whole campus and even all families into frenzy sensation and attracted the teachers, students and parents to dance with the rhythm, the fashion show led by the parents, the joyful Mongolian dance presented by the kids, and the fairy tale of “Peter Pan” performed by our students in English. The school, students and parents worked together to create a joyful, positive and harmonious rhythm.



### Case study: “Terry Fox” Long-distance Relay Race hosted by Dalian Maple Leaf International Middle School

In memorial of Terry Fox, the founder of “Marathon of Hope”, for his strong moral character and love for the world, Dalian Maple Leaf International Middle School hosts “Terry Fox” Long-distance Relay Race every year.



During the race, the players worked as a team to strive for the best performance, while the other students cheered in uproar for them. Their enthusiasm injected vibrancy and vigour into the school, and their joyful voices turned the campus into a buoyant sea.

The race fully demonstrates the teachers’ and students’ enthusiasm for sports, and is also good for the health of our students, offering a chance to build up their body, strengthen their will power to overcome difficulties and enhance team spirit and sense of group honour. “Terry Fox” Long-distance Relay Race is not only a test for their physical strength and team spirit, but also inspires the students to learn the motto of the founder of “Marathon of Hope”, namely perseverance is the best quality.

## 5. CARING FOR STUDENTS TO CULTIVATE FUTURE TALENTS

### Case study: Parent-Child Fun Sports Meeting hosted by Dalian Maple Leaf International Middle School

Dalian Maple Leaf International Middle School hosts the annual Parent-Child Fun Sports Meeting around the May Day every year.

During the walk-in parade at the opening ceremony, the colourful flag team, referee team, equestrian team and distinct class teams in uniform marched before the rostrum with out-loud slogans, an eye-catching moment for all participants. Besides, a number of fantastic performances were presented before the matches, including equestrian performance and fancy basketball show. The sports meeting is a get-together party for the school, students and parents, providing a chance to demonstrate the achievement in cultivation of three good habits and our educational philosophy at middle school level. Everyone was devoted to the games and cooperated with each other to achieve outstanding performance, enjoying the delight from sports.



### Case study: “Hand in hand” activity hosted by Dalian Maple Leaf International Middle School



The “Hand in hand” activity is a meaningful education practice activity to promote team spirit and mutual development for young children. It is designed to guide the students to care for others, promote unity and friendship, and advocate the spirit of giving and caring, with an aim to cultivate their sense of social responsibility. Dalian Maple Leaf International Middle School organises such activity between students of “Deng Yingchao Class” and students from other friendship schools every year.

During the school year, students from “Deng Yingchao Class” formed pairs of good friends with student representatives from Fuzhouwan Central Elementary School to make friends and learn from their partners. With the themes of “Going to my good friend’s home” and “Taking my good friend home”, the activity focused on daily life experience



with friends by creating chances for friends meeting and providing them an insight of study and life in villages.





## 6. ENHANCEMENT OF STAFF COHESION TO CREATE GREATER VALUE

Human resource is the most important asset of the Company and employees are the core capital for the development of the Company. Adhering to the “people-oriented” principle, MLES strives to create a comfortable and happy working and development environment for its employees by implementing diverse talent development strategies, strictly complying with the relevant employment laws and regulations of the places where it operates, recruiting talents through fair recruitment process, promoting career development of the employees, protecting employees’ occupational health and caring about employees’ life, so as to inspire employees to create greater value for the Group.

### 6.1 Building a Diverse Team

Building a diverse team is the most fundamental step in maintaining the innovative capability and improving the core competitiveness of the Company. Adhering to the principal of equal employment and attaching importance to the recruitment of diversified talents, MLES provides a fair career platform for its employees of different culture, race, colour, nationality and gender. The Group encourages communication and exchange of diverse cultures and ideas, gives full play to the specialities and advantages of different employees, so as to promote the sustainable development of the Company. Meanwhile, the Group pays high attention to the protection of employees’ basic rights and interests by incorporating the requirements for non-discrimination, freedom of association and collective negotiation, prohibition of use of child labour and forced labour into its talent management strategy, with a view to provide a respectful workplace for its employees to demonstrate their talent and create greater value for the Company. As of the end of the reporting period, the Group had 4,513 employees.



#### Equal employment

Adhering to the “equal and fair” talent employment principle, MLES proactively pushes ahead the strategic development of the Group by implementing diversified talent recruitment strategy, widely attracting international talents regardless of their race, gender, nationality and age. The Group embraces a talent employment principle featured with fairness, justice and openness, and abides by the international and domestic laws, regulations, conventions and rules in relation to employment and labour. Furthermore, the Group has developed comprehensive human resources policies covering employee recruitment, employment, remuneration, promotion, working hours, vacations, dismissal, occupational health, work safety and welfare benefits, etc., with a view to create and maintain a working environment of diversity, integration and non-discrimination.



#### Teachers’ professional ethics and morality

The Group attaches great importance to the development of teachers’ professional ethics and morality, and implements strict control over every aspects ranging from employee recruitment to daily education and supervision on teachers’ professional ethics and morality.

MLES conducts stringent inspection on the teachers and administration staff as to their qualifications, backgrounds and competence before offering them any position. All newly-recruited Chinese and Canadian teachers are required to provide certificates of non-criminal record. Background check on applicants for key posts such as principles and middle management cadre shall be conducted by various channels as to their education background, work experience, personal character, competence, punishments and lawsuits. The Group will establish a dedicated recruitment group consisting of professional personnel which shall be responsible for the recruitment of Chinese teachers and conduct stringent review of the qualification of the applicants. Only those who pass all the examinations will be offered with the job. Lectures on Human Resource Management System will be arranged for new employees to provide training on teachers’ professional ethics and morality during the induction training. Canadian employees are required to pass the criminal record review conducted by MLES and the Ministry of Education of BC, Canada to be qualified for the job.

## 6. ENHANCEMENT OF STAFF COHESION TO CREATE GREATER VALUE

In our daily operation, the Group has formulated the Regulation on Development of Teachers' Professional Ethics and other rules, which require our staff to abide by professional conduct code, follow the law of education, respect the students and prohibit physical punishment or disguised physical punishment. MLES focuses on the strengthening of professional ethics and morality of our team. The "Four Criteria" constitute the basic condition for the recruitment and promotion of our staff, among which, Criteria Three emphasizes on "good personal accomplishment and strong morality; honesty and integrity; fairness, justice and creditability; contributions instead of personal gains or losses". The "Four Undertakings of MLES Employees" are posted in public areas of all the schools, which include undertakings not to take bribes from the parents and prohibiting behaviours violating professional ethics and damaging the reputation of MLES. By posting such undertakings in public areas of the schools which contain contact information, the Group is willing to subject itself to supervision by the parents and all social parties at any time.

It is stipulated in the Chinese/Canadian employee management system that Chinese teachers shall be recorded a serious demerit for behaviours violating the professional ethics, damaging the reputation of the Group and impacting stability and unity, and shall be dismissed for delivering physical punishment or disguised physical punishment, abusing on students, violating ethical requirements and professional ethics, establishing improper relationship with students or conducting improper behaviours, while Canadian teachers shall comply with the standards promulgated by the relevant regulatory departments (such as the Teacher Regulation Branch Professional Standards of the Ministry of Education of BC) and the basic professional ethics for teachers. Investigations will be conducted by the school on any complaint or potential breach of the conduct code, and, if necessary, the supervisor of the BC Program will report such incident to the BC Commissioner for Teacher Regulation and the Director of the International Education Branch in accordance with the requirement of the Offshore School Certification Agreement under the British Columbia Global Education Program. Employment Termination Letter will be issued if the case is serious.



### Protection of employees' rights and interests

By incorporating the principles and requirements of non-discrimination, freedom of association and collective negotiation, prohibition of use of child labour, strict compliance with working hour standards and holiday-taking requirements, caring about employee welfare and prohibition of forced labour into its talent sustainability management in accordance with the Universal Declaration of Human Rights, the International Covenant of Human Rights including the International Covenant on Economic, Social and Cultural Rights, the relevant core labour convention issued by the International Labour Organisation as well as the laws and regulations such as the Labour Law, the Labour Contract Law, the Provisions on Prohibition of Child Labour and the Trade Union Law, the Group strictly abides by the international conventions and the applicable national laws and regulations, and follows and implements the international conventions and international labour standards committed by the Chinese government as well as other applicable industrial standards, so as to protect the legitimate rights and interests of the employees. The Group has developed and implemented a set of systems such as the Human Resource Management System and the Employee Manual which specify the fundamental rights of the employees and the relevant protection measures, so as to maintain the stable and harmonious labour relationship, and enhance their sense of belonging and mission towards the Company, thus reducing employee turnover rate.

MLES adheres to the principle of transparent inspection and management. The Group provides induction training for all new staff to introduce the labour rules and regulations of the Group (the schools) as well as requirements of labour laws and regulations, enabling them to get a full understanding of their rights and obligations. Detainment of identification certificates or charge of deposits or training fees is strictly prohibited. We fully respect the employees' freedom of job selection and work. Existing employees can also enjoy the right of freedom at work as specified in the labour laws and regulations. The Group strictly prohibits forced labour for any reason, nor limits freedom of employees in any way.



New staff training



## 6. ENHANCEMENT OF STAFF COHESION TO CREATE GREATER VALUE

MLES has also established detailed recruitment regulations and review procedures. We strictly verify the applicants' information and explain our employment conditions, so as to avoid employment of child labour or forced labour.

### 6.2 Promoting Mutual Development with the Employees

MLES works together with all employees to achieve mutual growth. By developing diverse talent development and promotion plans, the Group has established a sound talent cultivation mechanism and smooth promotion path for its employees, allowing the employees to enjoy equal development opportunities and fully demonstrate their skills and talents, so as to improve the comprehensive quality of the staff and enhance the core competitiveness of the Company.



#### Diverse talent development and promotion plans

To accommodate the Group's strategic development needs, MLES has developed a diverse talent development and promotion program, which consists of the "Two-year Management Cadre Training Course", "'1+5' Team for New Schools", "Project New Sprouts", "RRU Educational Management and Leadership Master's Program", "MLES Science Teacher Project for Graduates" and other plans. During the reporting period, our schools in various regions conducted a total of 1,431 training courses.

The Maple Leaf management cadre training course spans over two years and conducts in four sessions. The Group's management identifies and appoints elite talents by reviewing pre-graduation papers with reference to work performance appraisal. The Group has successfully held three sessions of cadre training course so far, while the fourth session is underway. Many outstanding management personnel of MLES's principal team and middle management team were selected from the cadre training class, who grew rapidly to become the backbone of MLES's management team.

The Group cooperates with Royal Roads University, with an aim to improve the overall quality and management skill of MLES's management team. The educational management and leadership master's program run by Royal Roads University for MLES is available for employees of MLES, providing a 2-year on-the-job study. After completing the course and passing the graduation assessment, the students will be granted RRU Education Master's Degree.



The Group has established strategic cooperation with many well-known universities to conduct in-depth communication and select outstanding student cadres in education related majors from these universities to join MLES from time to time. With systematically theoretical training and on-the-job training, they will be promoted as principals of middle schools or elementary schools or a middle management member within two years.

Through strategic collaborations between the Group and Thompson Rivers University and Lakehead University in Canada and Western Washington University in USA, a number of outstanding science graduates from MLES are selected to study education at these universities every year. After obtaining the Certificate of Qualification from the Canadian Teachers' Federation, they will join MLES and enjoy the remuneration package for foreign teachers.

The "1+5" mode is adopted for the build-up of talent team for the new schools, whereas "1" refers to the assignment of a headmaster, while "5" refers to the formation of the leading group of the school. Following the system model and enterprise culture of MLES, this team will form a new staff team to explore a new market and develop a new school, with an aim to achieve success in running new schools by duplicating the education services with MLES mode, system and curriculum.

## 6. ENHANCEMENT OF STAFF COHESION TO CREATE GREATER VALUE

In order to improve the overall quality of the workforce, the Group has formulated a diverse talent training program for different function categories and established an efficient and diversified training system. Focusing on the integration of training and practice, we actively carry out trainings for management team, teacher team, administrative staff team, enrolment staff team and general logistics service team, so as to promote the professional competence and career development of the staff. According to the long-term and short-term development plans and goals, we organise various training courses or assign outstanding employees to visit, study and communicate abroad each year. Through training and practice, the Group continuously improves the professional competence of our management team and grass-root staff team, and builds a team of qualified professional talents with advanced educational concepts as well as ability and integrity, providing talent reserve for the sustainable development of the Group.



RRU Master's Program Project



Project New Sprouts

### 6.3 Safeguarding Safety and Health of Employees

MLES firmly believes that healthy employees are the most valuable assets for the development of the Company, and health is the prerequisite for work efficiency. In strict compliance with the local Trade Union Law, Law on Prevention and Control of Occupational Diseases and relevant laws and regulations, and focusing on our sustainability strategy, the Group has established a set of systems regarding staff health, and has taken a number of measures to safeguard the occupational health and safety of our employees and improve their physical and psychological wellness.

#### Safeguarding safety of employees

Attaching great importance to the occupational health and safety of employees, the Group has set up a comprehensive work safety management system, which specifies safety guidelines, introduces the rewards, punishments and management accountability system, provides training sessions and requires regular safety inspections, with an aim to prevent accidents and eradicate casualties.

In terms of organisational management, the Group implements the policy of “giving priority to prevention, allocating duties to each individual, and keeping a big picture in mind while focusing on key issues” and follows the principle of “headmaster accountability system”. In this regard, the headmaster of each school and the person-in-charge of each department should respectively be directly responsible for the safety management of each school and department of the Group.

To ensure safety and prevent accidents, each school also carries out safety supervision on a regular basis to eliminate hidden dangers, and implements the annual safety management work plan and rectification measures. In addition, intricate problems are reported to the Group and the local competent authority. Meanwhile, each school and department of the Group shall be subject to guidance and supervision by the provincial, municipal competent authorities for education, the public security organs and the Group regarding their efforts in safety management.





## 6. ENHANCEMENT OF STAFF COHESION TO CREATE GREATER VALUE



### Physical and psychological wellness of employees

For the physical and psychological wellness of employees, the Group arranges physical examinations at regular intervals for all employees and assigns psychological consultants for each school to deliver lectures on psychological health and offer psychological counselling services. Moreover, each canteen is furnished with nutritionists who prepare nutritional diet for the staff, and the stadium and sports equipment of each school are available to the staff in a certain time period every day for free. All these measures are in place to protect the physical and psychological health of the staff.



Psychological counselling room for teachers



Female teachers participated in the Pink Run, a “care for women” public welfare activity

Each school regularly arranges physical examinations for the staff to guarantee their occupational health and safety. The school doctors shall review the physical examination report and give timely advice to those in sub-health status to take more exercises and build up strength, and to those identified with body abnormalities to receive treatment as soon as possible.



### 6.4 Caring for Employees

As one of the major duties of the Company, caring for the employees lays the foundation for maintaining internal stability and harmony, and plays a key role in building a sense of mission and belonging among the employees. Upholding the “people-oriented” philosophy, the Group vigorously promotes caring for employees by constantly improving the salary and benefit system and understanding and caring for their work and life, in an effort to build harmonious and win-win labour relations and strengthen their sense of belonging and cohesion.

## 6. ENHANCEMENT OF STAFF COHESION TO CREATE GREATER VALUE

### A sound welfare system

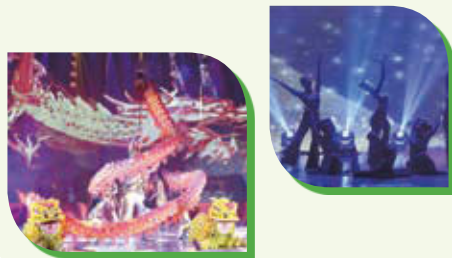
To offer each employee a decent job and address their concerns for the future, the Group provides the employees with competitive salary and munificent benefit package, so as to motivate them to create greater value for the Group. In addition to the welfare and benefit provided by law, the Group also purchases international medical insurance and provides other benefits for key member of the management, with an aim to address their personal needs and create a comfortable and decent workplace for them.

### Recreational and sports activities

To create a relaxed and pleasant working environment, the Group organises a wide variety of recreational and sports activities, ranging from artistic performances to sports competitions of various themes suitable for different groups of employees at different age groups and with various hobbies. By encouraging the employees to actively participate in these activities and strike a proper balance between work and leisure, their work efficiency is evidently improved while keeping a delighted state of mind.

#### Employee New Year's Day Party

At the end of each year, the Group holds a party for all employees to review their work and achievements for the past year and to anticipate a better future and greater accomplishments in the coming year.



#### Employee Sports Meeting

The Group hosts a sports meeting for all employees in a week of May to mark the MLES anniversary, which has become a major traditional group activity for our employees, offering an opportunity to build up the body and enhance communication and team cohesion.



#### Teachers' Day events

A variety of events are organised on the Teachers' Day to inspire teachers' sense of honour and students' gratitude towards the teachers, thus enhancing interaction between teachers and students, as well as the employees' sense of belonging.



#### Hockey match

The schools hold exciting hockey matches for teachers and administrative staff.





# 7. PROMOTION OF ENVIRONMENTAL PROTECTION FOR GREEN DEVELOPMENT

MLES strictly complies with the local Environmental Protection Law and relevant laws and regulations, and sticks to our sustainability strategy. While pursuing rapid development of the Group, MLES upholds and promotes the idea of green operation, fulfils its obligation in respect of energy conservation and emission reduction, and attaches importance to environmental protection. Starting with organisation of education and public welfare activities regarding environmental protection and from other perspectives, the Group advocates the concept of “go green” to fulfil its obligation of environmental protection. During the reporting period, the Group was not involved in any litigation or imposed of any penalty owing to any violation of laws and regulations relating to environmental protection.

## 7.1 Spreading the Idea of “Go Green”

MLES vigorously advocates and spreads the idea of “go green” by providing classroom education and organising all kinds of activities regarding environmental protection. Through integrating the concept of environmental protection with teaching activities, the Group gives lessons and organises regular public welfare activities to promote such concept in both awareness and behaviour and fulfil the obligation of environmental protection.



### Environmental protection education

The Group promotes the idea of green development at multiple levels and through multiple channels, including daily teaching activities, publicity of the concept of environmental protection, and development of green lifestyle, so as to inspire students to practice environmental protection. Moreover, students are encouraged to convey school knowledge and practice to their families and communities and promote the ideas of energy conservation and low-carbon lifestyle among family members and the community, thus taking the ideas from schools to the society.



## 7. PROMOTION OF ENVIRONMENTAL PROTECTION FOR GREEN DEVELOPMENT

In addition, each school organises all kinds of educational activities regarding environmental protection for pre-school and elementary school students, such as “Children’s Environmental Protection Painting Competition” hosted by Tianjin Maple Leaf School, “Earth Day” English Day event hosted by Yiwu Maple Leaf School and so on.



Pinghu Maple Leaf School built the “Maple Leaf Farm”



Students of Xi’an Maple Leaf School made a snowman out of used disposable paper cups



Dalian Maple Leaf Foreign Nationals School set up boxes to collect waste batteries for recycling

### Case study: Students of Tianjin Huayuan Maple Leaf Elementary School participated in Tianjin Binhai Hi-tech Industrial Development Park Children’s Environmental Protection Painting Competition

In 2016, Tianjin Binhai Hi-tech Industrial Development Park held the Children’s Environmental Protection Painting Competition with the theme of “environmental protection, ecology, low carbon and harmony”, and also hosted the Creative Environmental Protection Competition, aiming to cultivate the children’s awareness of environmental protection.

In September 2016, Tianjin Huayuan Maple Leaf Elementary School organised a total of 103 students to take active part in the “2016 Tianjin Binhai Hi-tech Industrial Development Park Children’s Environmental Protection Painting Competition”, which vividly demonstrated the overall image of Tianjin Binhai Hi-tech Industrial Development Park, the construction of an eco-industrial park, the environment, and the ideas of green economy and low-carbon lifestyle.



## 7. PROMOTION OF ENVIRONMENTAL PROTECTION FOR GREEN DEVELOPMENT

### Case study: Yiwu Maple Leaf School organised the “Earth Day” English Day event

By organising English activities, Yiwu Maple Leaf School not only improved the comprehensive English skills of the students, but also developed their awareness of environmental protection. The school incorporated environmental protection education into English education and designed all kinds of English activities, such as the “Earth Day” English Day event, in which the students designed beautiful posters for environmental protection and learned expressions about environmental protection and garbage sorting in English, thus realizing a great combination of knowledge and entertainment.



### Case study: Environmental Protection Education at Dalian Maple Leaf Pre-school

Dalian Maple Leaf Pre-school plays videos of environmental protection for the kids, so as to instill the environmental protection concept of “loving our homeland and the Earth”. The school teaches the children to discover recyclable wastes around them and inspires them to make reuse of such wastes with their imagination and creativity. For instance, empty milk powder cans are painted with gorgeous watercolor patterns and turned into beautiful flowerpots for growing plantlets the kids like, which not only adorn the classrooms but purify the indoor air; empty water bottles are cut into the shape of boat and tied with colored hemp ropes, which are turned into a unique and pretty “mini fish tanks” adorning with delicate water plants; used paper boxes and cartons are painted with various colors and cut into various shapes, which are turned into buildings of different structures.



Artworks made out of wastes



Flowerpots made out of wastes

## 7. PROMOTION OF ENVIRONMENTAL PROTECTION FOR GREEN DEVELOPMENT

### Public welfare activities for environmental protection

MLES also encourages teachers and students of all schools to take active part in public welfare activities for environmental protection, translating theories of environmental protection education and knowledge learned in classes into practices and making positive contributions to the undertaking of environmental protection.



Chinese and foreign teachers participated in the low-carbon public welfare running event “Qingjiangpu Campaign” (運河一家親追夢清江浦) organised by the district government



All schools organised the staff and students to plant trees around the Tree Planting Day (i.e. 12 March)

### 7.2 Energy Conservation and Emission Reduction

In strict compliance with local laws and regulations in respect with environmental protection, all schools have developed their own energy conservation and emission reduction systems according to their actual operation conditions, such as the “Management System for Water, Power and Heating Supply”, “Management System for the Printing Room”, “Management System for Energy Conservation”, as well as regulations on energy consumption, low carbon and emission reduction. Moreover, each school adopts various measures according to its own actual conditions to implement green teaching, green office, and energy conservation and emission reduction, encouraging the teachers and students to put energy conservation and emission reduction into practice.





## 7. PROMOTION OF ENVIRONMENTAL PROTECTION FOR GREEN DEVELOPMENT



### Green teaching

The Group implements the philosophy of low-carbon, green operations in daily teaching activities and realizes low-carbon operation and green teaching through application of multimedia teaching equipment, doing homework by electronic means, promotion of paperless teaching and encouraging teachers and students to make teaching aids by themselves.

#### Audio-visual Education

Each classroom is equipped with audio-visual educational equipment such as computers, screens, projectors and episcope. Teachers are required to prepare scientific and intuitive PPTs, so as to guarantee teaching quality and also avoid use of consumables and pollution caused by blackboard-writing. In presenting test papers and mistakes to the students, an episcope not only help to save time but also improve teaching efficiency.

#### Electronic Homework

Electronic homework of different forms is assigned, including doing homework with Microsoft PPT and Word. This not only allows greater flexibility for the students to do their homework, but also serves to save paper by promoting paperless homework.

#### Lease of Textbooks

Textbooks are available for lease at high schools for the purposes of saving paper and recycling of resources.

#### Paperless Teaching

The departments of each school advocate paperless teaching, and notices are released through software applications. At school level, notices, announcements and documents of each department are published in WeChat groups or QQ groups; at class level, official Wechat accounts or WeChat groups are established to give notices.

A powerschool account is created for each Chinese/Canadian teacher to record class attendance and scores, and adjust seats for the students by the software applications after class, realizing paperless office while making it more convenient and efficient to deal with daily teaching affairs.

#### Teaching Aids Made by Teachers and Students

Teachers and students worked together to make teaching aids like clothes and accessories for a stage play by using waste materials, thus lowering cost for the stage performance and also enhancing their creativity, as well as cultivating awareness of recycling of the students from childhood.





## 7. PROMOTION OF ENVIRONMENTAL PROTECTION FOR GREEN DEVELOPMENT

### Case study: Students of Dalian Maple Leaf Elementary School do their homework with “Meipian” APP



In 2016, as homework for the National Day holiday, third-grade teachers of Dalian Maple Leaf Elementary School asked their students to prepare a paper on their travel experience during the holiday by editing the pictures and texts with “Meipian” APP and to present their homework in electronic form.

To do homework with “Meipian” APP is convenient, easy for transmitting and can also save paper. It was warmly welcomed by the students, teachers and parents.

### Case study: Dalian Maple Leaf Pre-school employs all-round environmentally-friendly multimedia teaching method

Maple Leaf pre-schools replaced traditional teaching tools like blackboard or whiteboard with multimedia teaching equipment. It was proven by classroom practice that audio-visual method can help to maintain an exciting, pleasant mood and a proactive state of mind in learning, and also played a critical role in environmental protection.

The multimedia teaching method has many advantages. Firstly, it replaces the traditional blackboards and chalks, therefore reducing airborne dust pollution. Secondly, it reduces the use of markers, so as to reduce office supply consumption. Thirdly, it helps to improve the liveliness of teaching activities and also save paper.



## 7. PROMOTION OF ENVIRONMENTAL PROTECTION FOR GREEN DEVELOPMENT



### Green operation

In its own operation, MLES encourages the students and employees to fulfil their obligation of energy conservation and emission reduction. By taking measures such as saving water and power, disposal of wastes, use of renewable energy and recycling of resources, the Group promotes energy conservation and emission reduction at school campuses and implements the principle of green operation.

#### Saving power

- ▶ Voice-activated lights are installed in corridors of teaching buildings.
- ▶ Daily inspection is conducted regarding power use and power meters of classrooms and offices, so as to remind turning off the fluorescent lamps in the classrooms and offices and timely identify classrooms and offices with excessive use of electrical appliances.
- ▶ Indoor lighting power is cut off at a fixed time every night for the student dormitories.
- ▶ Air conditioners are set at a reasonable temperature, with no lower than 26 Celsius in summer. Air conditioners should be turned off in an unoccupied room. And students and teachers are encouraged to use less air conditioning.
- ▶ Apply natural daylight as much as possible in daily work, and don't turn on indoor lights if natural daylight is sufficient.



#### Saving water

- ▶ Automatic sensor urinals are used in men's rooms of teaching buildings.
- ▶ Faucets in toilets are equipped with pressurized timing water feeders. Negative-pressure flush tanks are adopted.
- ▶ According to the actual conditions of each school, "We Can All Save Water" campaign is conducted to promote the knowledge and importance of saving water.
- ▶ The Office of General Affairs of each school regularly carries out patrol inspections to identify any water leakage, running faucet, overflowing or any other water-wasting situation, so as to reduce water consumption.
- ▶ Angle valves of faucets are adjusted to ensure a moderate water flow rate and thus reducing waste of water owing to high flow rate.
- ▶ Slogans of water conservation are posted near faucets.



- ▶ Irrigation water is required to be turned off when no one is around.

## 7. PROMOTION OF ENVIRONMENTAL PROTECTION FOR GREEN DEVELOPMENT

### Emission reduction

- ▶ Domestic waste, medical waste and other wastes produced by schools are disposed by qualified professional companies designated by the Group so as to reduce direct discharge.
- ▶ Waste collectors in the schools shall sort out the wastes before putting them into separate large bags and taking them to the designated waste station, which shall be loaded onto garbage trucks by dedicated personnel every day and transported out of schools, so as to avoid environmental pollution to the campus due to storage of wastes.
- ▶ The range hoods in school canteens adopt electrostatic cooking fume control equipment widely applied in the catering trade and comply with the Emission Standard of Cooking Fume (GWPB5-2000), Emission Standard of Cooking Fume (GB18483), General Code for Construction and Acceptance of Mechanical Equipment Installation Engineering (GB50231-98) and other standards. The range hoods achieve over 85% of cooking fume removal and meet the requirement of emission concentration, i.e.,  $2.0\text{mg}/\text{m}^3$ , as provided in national standards.
- ▶ Wastewater produced by canteens are filtrated and precipitated in stages. Oil-water separators are used with an oil removal rate of no lower than 42kg per hour.
- ▶ Carpooling is advocated, and reduce use of vehicle by single individual as practicable as possible. Employees are encouraged to use public transport, bicycle, and other low-carbon transport means, so as to reduce exhaust emission and petroleum consumption.
- ▶ Renovations are carried out in some schools to reduce emission of pollutants. For example, Dalian Maple Leaf School (Boys' School) has replaced coal-fired boilers with gas-fired boilers to reduce emission of smoke, sulphur dioxide and oxynitride.

### Use of renewable energy

- ▶ Some schools have mounted solar energy equipment on rooftops of school buildings to utilise clean energy and reduce harm to the natural environment.



## 7. PROMOTION OF ENVIRONMENTAL PROTECTION FOR GREEN DEVELOPMENT

### Recycling of resources

- ▶ Assorted dustbins are placed in campuses for garbage sorting. And students are taught in classes how to sort garbage and develop good behavioural habits.
- ▶ Reuse of office paper and envelopes: one-side used office paper and used envelopes are kept and recycled for internal use.



### Other energy saving measures

- ▶ Canteens at Dalian Maple Leaf International High School select pollution-free, hazard-free bio oil as fuels for cookers.
- ▶ All waste paper and scrap from art paper used by the teachers and students is kept in cartons for reuse.
- ▶ Measures are taken to save printing supplies, such as properly reducing paper margin, line space and word size for informal documents, advocating double-sided printing, using thin printing paper as much as possible, no bold or boldface in printing for saving printing ink or lead powder.
- ▶ Labels printed with slogans like “saving paper” are posted on the surface of hand towel boxes to remind teachers and students to save paper.



- ▶ Renovation are carried out at the campus of Dalian Maple Leaf Foreign Nationals School to replace the aluminum windows of the leased buildings with plastic steel windows and take heat preservation measures for all exterior walls so as to realize energy conservation to a certain extent.
- ▶ Students and employees are encouraged not to use any overpackaged or overdecorated products. A campaign named “Send fewer cards to save trees” is carried out, which advocates replacement of paper greeting cards with greetings given by phone calls, emails, electronic greeting cards or SMS, etc.
- ▶ Students and employees are encouraged to use fewer disposable paper cups, beverage paper packaging material and other non-recyclable paper products.

## 7. PROMOTION OF ENVIRONMENTAL PROTECTION FOR GREEN DEVELOPMENT

### Case study: positive results achieved in saving water by Dalian Maple Leaf Elementary School

In the year 2016/17, Dalian Maple Leaf Elementary School continued to enhance management on water conservation. The school increased patrol inspections to discover any water leakage or running faucets and address the problem immediately, and janitors are required to make multiple use of water. Besides, flushing valves in toilets were adjusted to a lower flow rate for saving water.

Average water consumption for the years 2014/15 and 2015/16 was 38,000 tons per year by approximately 1,000 students, while the average water consumption for the year 2016/17 was 36,000 tons per year by approximately 1,095 students, achieving a reduction in water consumption of 2,000 tons per year in spite of the increased number of students and teachers.





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

As a leading player in the domestic education industry, MLES stays grateful to the society for its success and adheres to its long-standing principle of sharing its development achievements with the society, making contribution to the economic and social development of the communities where its campuses are located as well as the promoting educational services and humanistic culture communication. The Group fulfils its corporate citizen responsibility by proactively initiating public welfare charity projects and organising voluntary activities, extending love and care to the society. Nowadays, our employees and students all over the world are making their contributions to promote the social charity undertakings and voluntary practices.

## 8.1 Promotion of Public Welfare Charity

MLES has been dedicating itself to the public welfare charity undertakings since its establishment. Focusing on cultivation of the sense of social responsibility among students, MLES encourages its students to participate in various social public welfare activities. The Group exerts every effort to help the underprivileged groups and provide support for those with financial difficulties, with a view to making contributions to the local communities.



### Charity donations

The Group carried out a series of charity donation and supporting activities, including organising graduates to donate books to the libraries, donating money and supplies to the areas and households in poverty and initiating pair-up support activities, etc., with an aim to extend love and care to children in impoverished areas and more importantly, to cultivate the sense of philanthropy among our students by implementing moral education through actual actions.

Dalian Maple Leaf Elementary School held a ceremony for material donation by the graduates



The 2017 high school graduates of Tianjin TEDA Maple Leaf School donated books to the school



Dalian Maple Leaf Elementary School organised a charity donation activity for impoverished households



Students in Class Three, Grade Two of Dalian Maple Leaf Elementary School initiated a charity donation for patients with acute leukemia

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

### Case study: “Hand in hand” public welfare donation for impoverished students initiated by “Kids in China” (《少年中國行》)

On 22 November 2016, Chongqing Junior Journalist Club (重慶小記者站) of the program “Kids in China” produced by CCTV was authorised for establishment by the program leaders of the Middle School Student channel (中學生頻道) of CCTV and the leaders of the Ministry of Education, and Chongqing Maple Leaf International School was accredited as the “training base of Chongqing Junior Journalist Club of “Kids in China” of CCTV (CCTV少年中國行重慶小記者站實訓基地)”.

At the establishment ceremony, 15 students from Chongqing Maple Leaf International School and League members of the junior journalist class (小記者子弟體驗班) formed “hand in hand” supporting pairs with 15 outstanding impoverished students from Chenshi elementary school in Yongchuan District. Subsequently, Chongqing Junior Journalist Club of Kids in China of CCTV and Chongqing Maple Leaf International School donated charitable money to the impoverished students.



### Case study: Tianjin Huayuan Maple Leaf International School initiated targeted poverty alleviation activity for impoverished students

On 6 January 2017, 12 teachers and students from Tianjin Huayuan Maple Leaf International School initiated “targeted poverty alleviation” activity at Yujing elementary school, Dong Ji Tuo Town, Ninghe District to accomplish the “little wishes (微心願)” of 20 exceptionally impoverished students and donate 180 books. Besides, Tianjin Huayuan Maple Leaf International School also bought down jackets and books valued at over RMB10,000 as gifts for impoverished students from Yujing elementary school, Ninghe with the charitable proceeds from the gratitude sale in November 2016.



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



### Caring for the underprivileged groups

Under the leadership of the school office of the headquarters, each Maple Leaf school initiated caring activities for the underprivileged groups including the elderly without family, children with autism and people with disabilities. Led by teachers of each school, our students proactively participated in various caring activities for underprivileged groups to offer them with love and care.



The Canadian principal and teachers from Dalian Maple Leaf Foreign Nationals School visited Dalian School for the Deaf and Mute to extend love and care to the students



The “Breeze Association (微風社團)” from Luoyang Maple Leaf School made frequent visits to the left-behind children at Bazi Village elementary school, Linbao



Students from Ordos Maple Leaf School visited a special school and donated books



Led by their principal, students from Tianjin Huayuan Maple Leaf School visited the Sunflower Autism Rehabilitation Centre (向日葵自闭症康复中心) and donated material supplies for the patients



The “Maple Leaf Public Welfare Association” (「益」展「楓」公益社團) and the student representatives of Tianjin TEDA Maple Leaf School visited the TEDA Cardiovascular Hospital to extend love and care to the children suffered from congenital heart disease



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

### Case study: “Caring for the elderly (溫暖夕陽)” visit to the welfare centre for the elderly

During the reporting period, students from Class Eleven, Grade Seven of Dalian Maple Leaf International School (middle school) visited the elderly in Dalian social welfare centre, and presented them with gifts and self-produced performances.

Four little hosts made a short speech on behalf of their classmates to extend their care and respect for the elderly. The students presented a variety of performances such as instruments playing and singing, “three and a half talk show (三句半)”, two-man comic show, recitation and martial arts. During their visit, they gave back massage, sang songs and did other things for the elderly, and prayed for their happiness and good health.

The elderly watched attentively the children’s performances with affection, and enjoyed the delight, warmth and happiness brought by them. Wishing to give the elderly more care and accompany, the children had a hard time in saying goodbye to them. For the students, this visit not only was a care-giving activity, but also enhanced their sense of charity.



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

### Case study: “Care and Love (情暖與愛同行)” - “Caring for Children with Special Needs (特殊兒童關愛日)” activity hosted by Chongqing Maple Leaf International School

On 26 October 2016, the student representatives from Chongqing Maple Leaf International School visited the Special Education School at Yongchuan District to hold the “Caring for Children with Special Needs” activity. The special school currently has over 200 deaf-mute and mentally-challenged students, of which 90% come from rural poor families and have been discriminated due to their disabilities from an early age. However, they have not been forgotten. After learning the conditions of these children three years ago, Chongqing Maple Leaf International School immediately approached the special school and set up the “Charity Supermarket (愛心超市)”, and often organised students to communicate and carry out activities with these children with special needs.

The activity included the “Loving Care (獻愛心)” donation ceremony, art performances, teaching the student representatives of Maple Leaf some simple sign language by the children with special needs, interactive games and group photo taking, etc.



During the activity, all of our teachers and students donated more than RMB20,000 worth of stationery, sporting goods and books to the “Charity Supermarket” of the special school. The activity won praise and thanks from teachers and students of the special school. MLES will continue to work with more special schools in the future to pay close attention to the growth and development of the deaf-mute and mentally-challenged students.

### Case study: Caring for children with brittle bones condition

On 5 January 2017, led by their principal, teachers and students from Huayuan Maple Leaf International School visited Agape Family Life House, where they visited and communicated with children with brittle bones condition (i.e. patients suffered with Congenital Osteogenesis Imperfecta). Moreover, they also offered gifts of over RMB10,000 worth to those children such as refrigerators, water purifiers, TV set-top boxes, leg massagers, clothing and bed sheets. Huayuan Maple Leaf has been to Agape Family Life House for 3 years in a row to visit and extend love and care to those children with brittle bones condition.





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

### Focusing on education

The Group pays continuous attention to the English learning and development of the elementary and middle school students in the community where our headquarters is located, and facilitates international promotion of Dalian City and cultural exchange with foreign countries by participating in and sponsoring various English speech contests and essay contests hosted by the municipal government. As a member of the organisation committee and sponsor, Dr. Shu Liang Sherman Jen, the Chairman of the Group, has made outstanding contribution to such activities. With an aim to create good condition to boost the opening-up in the economic and social development of Dalian City, MLES has contributed a total of RMB2,000,000 to the “My Foreign Teacher and I(我與外教)” Essay Contest for the last three years. Moreover, the Group sponsors the Dalian Maple Leaf Cup English Speech Contest with an amount of RMB150,000 every year.

#### Case study: “Maple Leaf Cup” English Speech Contest

The “Maple Leaf Cup” English Speech Contest is jointly hosted by Dalian Foreign Affair Office, Bureau of Education, Association for Friendship with Foreign Countries and MLES. Since its launch in 1997, the event has drawn great attention and attracted a great number of English fans to participate in the contest, which represents the highest level of English speech contest in Dalian City and has become the most dynamic component in the cultural construction of Dalian City, building up foreign language talent reserve for the international development of Dalian City. On behalf of the Group, Dr. Shu Liang Sherman Jen sponsors the contest with an amount of RMB150,000 every year.



#### Case study: “My Foreign Teacher and I” National Essay Contest series activities

The “My Foreign Teacher and I” National Essay Contest series activities, which are exclusively sponsored by Maple Leaf International School, were first launched in 2011. With the support from the bureau of foreign expert affairs and bureau of education of various provinces across the country as well as all relevant schools and entities, the event has been successfully held for six times and has produced a great number of outstanding award-winning works, including 1,299 essays under the theme of “My Foreign Teacher and I”, 235 photos depicting the foreign teachers’ view on China and 10 “Outstanding Foreign Teachers of the Year”. Five sessions of “Development of International Talents” Forum have been held, which are very popular among teachers and students at home and abroad and receive very positive feedbacks.

Given its large scale and far-reaching influence, the “My Foreign Teacher and I” contest series activities have drawn wide attention and attracted participants from all works of life, and have become a brand activity for promotion of talent recruitment and enhancement of education and cultural exchange with foreign countries.



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

### 8.2 Volunteer Activities

MLES is actively engaged in various volunteer activities and encourages students to participate in volunteer activities, so as to enhance their sense of social responsibility and dedication, establish healthy moral values, and strengthen their communication and expression skills, enabling the students to perceive their social citizen responsibility from practice.



Students from Shanghai Maple Leaf School conducted rural-life experience at the Miao Village in Guizhou



Students from Luoyang Maple Leaf School worked as volunteers at the social welfare centre, making their own contribution to deliver positive energy to the society



Social service during summer holiday - tour guides for ice sculpture exhibition



Students from Haikou Maple Leaf School formed a team of volunteers to take an active part in the "Mass Entrepreneurship and Innovation" activity in Haikou and to carry out the campaign of campus clean-up and environment improvement of the surrounding areas of the school



Students from Shanghai Maple Leaf School acted as volunteer teachers in the poverty-stricken areas in Wenzhou

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

### Case study: “Caring for the Elderly without Family (心繫孤寡，愛在楓葉)” Thanksgiving campus bazaar hosted by Pinghu Maple Leaf School

During the reporting period, Pinghu Maple Leaf School organised the “Caring for the Elderly without Family” Thanksgiving campus bazaar.

The activity called on the students to sort out their idle items for sale so as to take full advantage of those items. It offered an opportunity for the students to play the roles of buyers and sellers and experience market atmosphere, and also enhanced their cooperation ability and communication skills. Furthermore, the teachers, students and parents were encouraged to speak in English when making the deals, so as to create an English communication atmosphere. The proceeds from the bazaar were donated to the elderly without family, extending warmth and love to them in this cold winter.

Through the Thanksgiving charity donation activity, we encouraged our students to offer love and care to others to develop the spirit of caring and giving and a good moral character.



### Case study: Students from Wuhan Maple Leaf School participated in the 2016 United Nations International Volunteer Program

In 2016, students from Wuhan Maple Leaf School took part in the United Nations International Volunteer Program together with middle school students from all over the country. They travelled to Nairobi, Kenya, where they carried out activities such as working at the canteens and serving as volunteer teachers of local schools, and delivering food for the slum residents, making positive contribution to the local communities.



Through this trip, the students gained first-hand experience of the shortage in local education resources and poor learning environment, and learned to appreciate the resource advantages they enjoyed, so as to inspire the students to strive for their best, establish a strong sense of social responsibility and social citizenship, and encourage them to make their contribution to poverty eradication, narrowing the gap between the rich and the poor and other public welfare undertakings through their own efforts.



# OUTLOOK

Looking forward, we will continue to adhere to the sustainability concept and enhance the CSR management, with the aim to build the long-lasting MLES education brand. By focusing on the core CSR issues including integrity and compliant operation, innovative education, respect for students, caring for employees, promotion of environmental protection and contribution to society, we are committed to providing first-class education services, building the responsible brand image and enhancing responsibility competitiveness of the Group.

Upholding the educational philosophy of “promoting quality-oriented education by combining the merits of both Western and Chinese educational philosophies”, MLES will continue its efforts in innovating education mode and promoting the blending of Western and Chinese educational philosophies. We are devoted to facilitating the healthy and holistic development of the students, and will continue to build the Group into a top brand in the education industry, while efforts will be made to promote industrial chain value enhancement.

Sticking to the “people-oriented” core value, MLES will continue to attach great emphasis on the health of its employees by establishing the occupational health management mechanism and enriching their cultural life after work, so as to ensure the physical and psychological wellness of the employees. The Group will further improve its talent cultivation and promotion program, enhance the employees’ comprehensive competence, and provide them with diverse career development paths, with an aim to facilitate self-development of the employees.

MLES will continue to promote the concept of “go green” by implementing intelligent education and paperless teaching activity. We will continue to pay close attention to new approaches for energy conservation and environmental protection at home and abroad to improve our green teaching and operation system, so as to proactively push forward energy conservation and emission reduction. Moreover, we will continue to advocate the concept of environmental protection to our students and encourage our teachers and students to implement sustainable green development.

MLES will step up efforts to make contribution to the society by proactively participating in community poverty alleviation and charitable donation activities. The Group will also encourage the teachers and students to pursue the spirit of devotion and participate in public welfare activities, extending love and care to the society. Moreover, the Group will pay close attention to community development and provide more job opportunities for local residents, so as to facilitate the development of the community.

In the future, MLES will continue to create greater sustainable value for the stakeholders by bringing greater return for the shareholders, providing better education for the students, offering broader development platform for the employees, winning more reciprocal business opportunities for the partners, contributing more wisdom and power to environmental protection and delivering more benefits to the local communities, in an effort to achieve the harmonious and sustainable development in respect of economy, society and environment.



# ESG INDEX

NO.	Description	Disclosure Status	Reference Sections in the Report
<b>A1 Emissions</b>	<p>General Disclosure</p> <p>Information on:</p> <p>(a) the policies; and</p> <p>(b) compliance with relevant laws and regulations that have a significant impact on the issuer relating to air and greenhouse gas emissions, discharges into water and land, and generation of hazardous and non-hazardous wastes.</p> <p>Note: Air emissions include NO<sub>x</sub>, SO<sub>x</sub>, and other pollutants regulated under national laws and regulations.</p> <p>Greenhouse gases include carbon dioxide, methane, nitrous oxide, hydrofluorocarbons, perfluorocarbons and sulphur hexafluoride.</p> <p>Hazardous wastes are those defined by national regulations.</p>	Disclosed	P37, P40
A1.1	The types of emissions and respective emissions data.	Planned to be disclosed in the future	
A1.2	Greenhouse gas emissions in total (in tons) and, where appropriate, intensity (e.g. per unit of production volume, per facility).	Planned to be disclosed in the future	
A1.3	Total hazardous waste produced (in weight or volume) and, where appropriate, intensity (e.g. per unit of production volume, per facility and per regular employee).	Planned to be disclosed in the future	
A1.4	Total non-hazardous waste produced (in weight or volume) and, where appropriate, intensity (e.g. per unit of production volume, per facility and per regular employee).	Planned to be disclosed in the future	
A1.5	Description of measures to mitigate emissions and results achieved.	Disclosed	P40-45
A1.6	Description of how hazardous and non-hazardous wastes are handled, reduction initiatives and results achieved.	Partially disclosed	P44
<b>A2 Use of Resources</b>	<p>General Disclosure</p> <p>Policies on the efficient use of resources, including energy, water and other raw materials.</p> <p>Note: Resources may be used in production, in storage, transportation, in buildings, electronic equipment, etc.</p>	Disclosed	P37, P40
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).	Planned to be disclosed in the future	
A2.2	Water consumption in total and intensity (e.g. per unit of production volume, per facility).	Planned to be disclosed in the future	
A2.3	Description of energy use efficiency initiatives and results achieved.	Disclosed	P41-46
A2.4	Description of whether there is any issue in sourcing water that is fit for purpose, water efficiency initiatives and results achieved.	Partially disclosed	P43, P46
A2.5	Total packaging materials used for finished products (in tons) and, if applicable, with reference to per unit produced.	Planned to be disclosed in the future	





## ESG INDEX

NO.	Description	Disclosure Status	Reference Sections in the Report
<b>A3 The Environment and Natural Resources</b>	General Disclosure		
	Policies on minimising the issuer's significant impact on the environment and natural resources.	Disclosed	P37
	A3.1 Description of the significant impacts of activities on the environment and natural resources and the actions taken to manage them.	Disclosed	P37-40
<b>B1 Employment</b>	General Disclosure		
	Information on:		
	(a) the policies; and (b) compliance with relevant laws and regulations that have a significant impact on the issuer relating to compensation and dismissal, recruitment and promotion, working hours, rest periods, equal opportunity, diversity, anti-discrimination, and other benefits and welfare.	Disclosed	P31-36
	B1.1 Total workforce by gender, employment type, age group and geographical region.	Partially disclosed	P13, P31
	B1.2 Employee turnover rate by gender, age group and geographical region.	Planned to be disclosed in the future	
<b>B2 Health and Safety</b>	General Disclosure		
	Information on:		
	(a) the policies; and (b) compliance with relevant laws and regulations that have a significant impact on the issuer relating to providing a safe working environment and protecting employees from occupational hazards.	Disclosed	P34-35
	B2.1 Number and rate of work-related fatalities.	Planned to be disclosed in the future	
	B2.2 Lost days due to work injury.	Planned to be disclosed in the future	
	B2.3 Description of occupational health and safety measures adopted, how they are implemented and monitored.	Disclosed	P34-35
<b>B3 Development and Training</b>	General Disclosure		
	Policies on improving employees' knowledge and skills for discharging duties at work. Description of training activities.	Disclosed	P33-34
	Note: Training refers to vocational training. It may include internal and external courses paid by the employer.		
	B3.1 The percentage of employees trained by gender and employee category (e.g. senior management, middle management).	Planned to be disclosed in the future	
	B3.2 The average training hours completed per employee by gender and employee category.	Planned to be disclosed in the future	

NO.	Description	Disclosure Status	Reference Sections in the Report	
<b>B4 Labor Standards</b>	General Disclosure			
	Information on:			
	(a) the policies; and (b) compliance with relevant laws and regulations that have a significant impact on the issuer relating to preventing child and forced labour.	Disclosed	P31-33	
	B4.1 Description of measures to review employment practices to avoid child and forced labour.	Disclosed	P31-33	
B4.2	Description of steps taken to eliminate such practices when discovered.	Planned to be disclosed in the future		
<b>B5 Supply Chain Management</b>	General Disclosure			
	Policies on managing environmental and social risks of the supply chain.	Disclosed	P19-20	
	B5.1	Number of suppliers by geographical region.	Planned to be disclosed in the future	
	B5.2	Description of practices relating to engaging suppliers, number of suppliers where the practices are being implemented, how they are implemented and monitored.	Partially disclosed	P19-22
<b>B6 Product Responsibility</b>	General Disclosure			
	Information on:			
	(a) the policies; and (b) compliance with relevant laws and regulations that have a significant impact on the issuer relating to health and safety, advertising, labelling and privacy matters relating to products and services provided and methods of redress.	Disclosed	P19-23	
	B6.1	Percentage of total products sold or shipped subject to recalls for safety and health reasons.	N/A	
	B6.2	Number of products and service related complaints received and how they are dealt with.	Partially disclosed	P9
	B6.3	Description of practices relating to observing and protecting intellectual property rights.	Planned to be disclosed in the future	
	B6.4	Description of quality assurance process and recall procedures.	N/A	
B6.5	Description of consumer data protection and privacy policies, how they are implemented and monitored.	Disclosed	P23	



## ESG INDEX

NO.	Description	Disclosure Status	Reference Sections in the Report	
<b>B7 Anti-corruption</b>	General Disclosure			
	Information on:			
	(a) the policies; and	Disclosed	P10	
	(b) compliance with relevant laws and regulations that have a significant impact on the issuer relating to bribery, extortion, fraud and money laundering.			
B7.1	Number of concluded legal cases regarding corrupt practices brought against the issuer or its employees during the reporting period and the outcomes of the cases.	Disclosed	P10	
B7.2	Description of preventive measures and whistle-blowing procedures, how they are implemented and monitored.	Disclosed	P10	
<b>B8 Community Investment</b>	General Disclosure			
	Policies on community engagement to understand the needs of the communities where the issuer operates and to ensure its activities take into consideration the communities' interests.	Disclosed	P47-54	
	B8.1	Focus areas of contribution (e.g. education, environmental concerns, labour needs, health, culture, sport).	Disclosed	P47-54
	B8.2	Resources contributed (e.g. money or time) to the focus area.	Disclosed	P52

# FEEDBACK FORM

Thank you for reading the “Environmental, Social and Governance Report” of the Group for the 2016/17FY. 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 you may offer on the report via:

Mail to: Maple Leaf Educational Park, 6 Central Street, Jinshitan National Tourist Area, Dalian, Liaoning Province, China  
Postal code: 116650  
Email: ir@mapleleaf.net.cn

1. Which of the following stakeholder types applies to 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 this report has fully satisfied your expectations for the Group?

- A Yes      B No. Which of your expectations do you think have not been reflected in this report?
- 

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

- A Yes      B No. Which of your expectations do you think have not been met well?
- 

4. Do you think the arrangement of content and layout design of this report provide easy reading?

- A Excellent      B Good      C Fair      D Poor
- 

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

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Thanks again for your participation!





开启全球机遇之门  
*Presenting a world of opportunity*

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