



中國新高教集團有限公司
China New Higher Education Group Limited

(於開曼群島註冊成立之有限公司)
(Incorporated in the Cayman Islands with Limited Liability)
股份代號 Stock Code : 2001

2024/2025

Environmental, Social and Governance Report





Contents

- 01 [About Us](#)
- 03 [About this Report](#)
- 05 [Chairman's Statement](#)
- 07 [The ESG Working Group](#)
[Leader's Statement](#)
- 08 [Messages from Other Stakeholders](#)
- 09 [Statement of the Board of Directors](#)
- 118 [Appendix](#)

01

Sustainability Management

- 13 Overview of Sustainability Performance
- 15 Sustainability Approach
- 17 ESG Risk Assessment and Management
- 19 Emerging Risk Assessment and Management
- 21 Communication with Stakeholder and Materiality Assessment

03

Education Development and Collective Goodness

- 55 Educational Collaboration and Rural Revitalisation
- 58 Social Welfare Practices

05

Green Campus and Low-carbon Transition

- 85 Embracing Green Practices, Pursuing Environmental Protection
- 89 Resource Circularity, Green Efficiency
- 96 Ecosystem Protection and Biodiversity
- 97 Low-carbon Action and Energy Management
- 104 Environmental Performance Indicators

02

Reform and Innovation for Quality and Efficiency Enhancement

- 27 Pursuing Higher Employment Quality, "High-quality Employment as the Foundation of the School"
- 30 Pursuing Enhanced Learning Outcomes, Advancing Teaching Reform and Innovation in Practice
- 41 Pursuing Superior Service Experience, Enhancing Satisfaction and Well-being Across the Schools
- 47 Pursuing a More Beautiful Campus Environment, Continuously Advancing Infrastructure and Ecological Investment
- 49 Pursuing a More Responsible Supply Chain, Multi-dimensional Evaluation and Green Shared Prosperity

04

People-oriented Prosperity and Shared Progress

- 63 Talent Condensation and Rights Protection
- 72 Training and Improvement
- 78 Health and Safety

06

Standardised Governance and Integrity in Operations

- 109 Business Ethics and Code of Conduct
- 113 Information Security and Privacy Protection
- 115 Information Security Incident Response
- 116 Responsible Marketing and Intellectual Property Management

About Us



Group Profile

China New Higher Education Group Limited ("the Group", "New Higher Education Group", "China New Higher Education Group" or "we"), founded in 1999, is a leading higher education group, which has been dedicated to the higher education sector for 26 years, and were among the pioneers in proposing and advancing the practice-oriented university model in China. The Group was listed on the Hong Kong Stock Exchange in April 2017 (stock code: 2001.HK) and is headquartered in Beijing. By 2025, the Group operates eight full-time higher education institutions (including four undergraduate programmes and four vocational college programmes) across seven provinces in China. We currently serve approximately 133,000 students and employ around 10,000 staff members. To date, we have nurtured more than 500,000 high quality applied talents, making positive contributions to the high-quality development of the national strategy and regional economy and society.

The Group fully implements Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era and the Spirit of the 20th National Congress of the Communist Party of China ("the Party"). Upholding the fundamental mission of fostering virtue through education, we are committed to our vision of "the most student-oriented universities with a century-long vision", and to fulfilling our mission of "enabling every student to achieve career success and life fulfilment". We maintain a firm focus on talent cultivation, continuously advancing educational reform and enhancing teaching quality to elevate the overall standards of our institutions. We deepen industry-education integration, establishing platforms for innovative talent development. Through a "strengthening the university with talent" strategy, we lay a solid foundation for sustainable growth. Guided by the belief that "high-quality employment is the foundation of the school", we consistently enhance our students' professional competitiveness. As a leader in high-quality employment, the employment competitiveness of graduates from our institutions has long remained at the forefront among similar institutions in the province. Over the years, our graduate career-placement rate has consistently exceeded 95%, demonstrating continuous improvement in graduate competitiveness. We have been honoured numerous national titles, including "Top 50 National Employment", "Top 100 Typical Cases of Employment and Entrepreneurship by General College Graduates in China", and the "National College Graduate Grassroots Employment Excellence Award". These achievements collectively affirm the Group's outstanding performance in cultivating high-quality, applied talent.

- 📅 founded in **1999**
- 🏢 headquartered in **Beijing**
- 📍 across **7** provinces in China
- 🏢 founded **8** universities
- 📖 **4** undergraduate universities and **4** colleges
- 🎓 about **133,000** students currently enrolled
- 👤 about **10,000** staff members
- 👤 cultivated more than **500,000** high-quality applied talents

Mission and Vision

For 26 years, the Group has been focusing on higher education and has taken the lead in the development of an applied university mode. We actively respond to the "14th Five-year Plan", which highlights the urgent need for application-oriented technical and skilled talent. Guided by Party building, committed to cultivating virtue through education, and driven by the mission to serve societal development, we uphold high-quality employment as our core educational objective. Through ongoing optimise the professional structure and method of talent cultivation, we strive to enhance the quality of talent cultivation and provide strong support for the high-quality growth of the national economic and social development.

In 2024, the Group officially launched its Cultural Handbook, which articulates our mission of "enabling every student to achieve career success and life fulfilment" and our vision of "establishing the most student-oriented universities with a century-long vision". The Handbook also sets out eleven core values, including "student-oriented, contributor driven and adherence to long-termism".

Mission

"Enabling every student to achieve career success and life fulfilment"

Vision

"Establishing the most student-oriented universities with a century-long vision"

Educational Philosophy

"Strengthening morality through education, teaching students in accordance with their aptitude, studying for the sake of application"

Core Values

Organisational Level:

- *"Student-oriented"*
- *"Contributor-driven"*
- *"Adherence to Long-Termism"*

Group Level:

- *"Empathy and Perspective-taking"*
- *"Embracing Supportive Roles"*
- *"Candid Communication"*

Individual Level:

- *"Internal Attribution"*
- *"Exemplary Conduct"*
- *"Performing Full Duties"*
- *"Confronting Challenges"*
- *"Pursuit of Excellence"*

About this Report

This Environment, Social and Governance Report (the "ESG Report" or "this Report") is the tenth ESG report issued by China New Higher Education Group Limited. Based on the reporting principles of materiality, quantitative, balance, and consistency, this Report discloses in detail the Group's environmental, social and governance ("ESG") policies, measures and performance in 2024/2025, in order to enhance various stakeholders' understanding of the sustainable development work of the Group. In the future, the Group will better fulfil its corporate social responsibility by responding to the expectations and needs of stakeholders.

REPORTING GUIDELINES

This Report has been prepared in accordance with the Environmental, Social and Governance Reporting Guide (the "ESG Reporting Guide") in Appendix C2 to the Rules Governing the Listing of Securities on The Stock Exchange of Hong Kong Limited ("Main Board Listing Rules") issued by the Stock Exchange of Hong Kong Limited ("the Stock Exchange" or "HKEX") and with reference to:

- Global Reporting Initiative (GRI) Standards
- Chinese Corporate Social Responsibility Report Preparation Guide (CASS-ESG 5.0)
- The Ten Principles of the United Nations (UN) Global Compact
- UN Sustainable Development Goals (SDGs)
- Task Force on Climate-related Financial Disclosures (TCFD)

The data and case studies presented herein were derived from internal documents, reports, and the compilation and statistics of the relevant accountability situations within the Group.

REPORTING PRINCIPLES

This Report has been prepared in accordance with the following principles:

○ Materiality Principle

The Group identifies material issues related to the Group through the materiality assessment and highlights the verified material issues in this Report. The materiality assessment includes identifying key stakeholders, inviting the Board and various stakeholders to prioritise the importance of sustainable development issues, and conducting analysis of material issues.

○ Quantitative Principle

In order to comprehensively evaluate the ESG performance of the Group during the Reporting Period, the Group discloses the applicable quantitative key performance indicators (KPIs) in the ESG Reporting Guide, and stated the standards, methods, assumptions, and calculation reference and basis used to quantify the key performance indicators, including the sources of major conversion factors.

○ Balance Principle

This Report presents the Group's performance for the Reporting Period in an unbiased manner, avoiding improper selections, omissions or presentation formats that might influence readers' decisions or judgments.

○ Consistency Principle

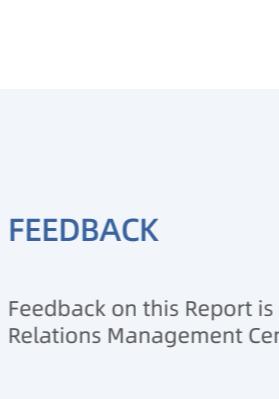
This Report adopts the same compilation method as that of the previous Reporting Period, so that readers can make meaningful comparisons of the ESG information during the Reporting Period against that of last year. In addition, it also provides explanations for the parts and statistical methods and formulas that were disclosed for the first time, and for data that have changed.

REPORTING PERIOD

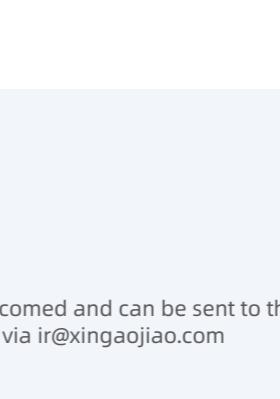
This Report is an annual report for the period from 1 September 2024 to 31 August 2025 (the "Reporting Period"). To enhance the readability of this Report, some contents or data may relate to previous or subsequent years.

ORGANISATIONAL STRUCTURE

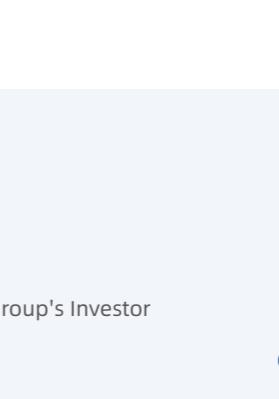
Unless otherwise specified, this Report mainly covers the sustainability performance and measures of the Group's headquarters office in Beijing (the "Beijing Headquarters") and its schools, which include:



Yunnan Technology and Business University ("Yunnan School")



Guangxi Yinghua International Occupation College, Guangxi Qinzhou Yinghua International Occupation and Technology School, and Guangxi Yinghua International Occupation Middle School (collectively, "Guangxi Schools")



Lanzhou College of Information Science and Technology ("Gansu School")



Zhengzhou City Vocational College ("Zhengzhou School")

FEEDBACK

Feedback on this Report is welcomed and can be sent to the Group's Investor Relations Management Centre via ir@xingaojiao.com



Chairman's Statement



Distinguished guests and colleagues,

For twenty-six years, we have remained steadfast in our dedication to education, holding firm to our mission of serving the nation through cultivating talent. Guided by the mandate of the Fourth Plenary Session of the 20th CPC Central Committee to "accelerate the comprehensive green transition of economic and social development", New Higher Education Group has embedded ESG principles into the very fabric of its growth. Our S&P Global ESG rating has continued to rank first among education institutions in China and increased globally within the diversified consumer services industry, maintaining our leading position in Asia. These achievements have laid a solid foundation for us to stand at the forefront of our global peers and to become a leader in the ESG field.

Summary of Core ESG Achievements

In the environmental dimension, we have integrated the concept of green development into campus operations and implemented a number of pragmatic measures: Yunnan School has completed the construction of a photovoltaic power generation system with an annual output of about 3 million kWh, meeting 16% of the school's total electricity consumption and contributing clean energy towards the "dual-carbon" goals; Yunnan School was recognised as a "Green and Beautiful Campus", Northeast School as a "Green Campus", and five schools, Yunnan, Guizhou, Central China, Zhengzhou and Gansu, were recognised as "Water-saving Universities", forming a replicable model of green campus management; training on energy and water conservation was carried out for teachers and staff to promote the widespread adoption of green concepts.

In the social dimension, we remained focused on our core educational mission and achieved notable results in creating social value: **first, in promoting educational equity**, we continued the seven-in-one financial support system of "scholarships, grants, work-study, subsidies, loans, waivers and reductions", investing more than RMB 87 million to support about 10,000 financially disadvantaged students; under the Ministry of Education's "Western Yunnan Rural Youth Entrepreneurship Talent Development Programme",

we cultivated 830 rural prosperity leaders and helped about 4,000 people lift themselves out of poverty. **Second, our achievements in high-quality employment were significant**: the initial employment placement rate for the Class of 2025 reached 98.22%, with a high-quality employment rate of 53.94%; the number of graduates entering leading enterprises increased by 110.32%; and the final employment rate for the Class of 2024 exceeded 95% for the fifth consecutive year; five major employment service centres were established in regions including Beijing-Tianjin-Hebei and the Yangtze River Delta, supporting about 13,000 graduates in connecting with leading enterprises such as Huawei and BYD, with an employer "very satisfied" rating of 81.90%. **Third, in deepening industry-education integration**, we fulfilled our social responsibility through concrete actions to support talent cultivation and employment assistance, adding 288 high-quality enterprise partners and 127 internship bases, and providing more than 40,000 internship positions, with placements in leading enterprises exceeding 25%. **Fourth, teacher development and talent cultivation continued to strengthen**, with "dual-qualification" teachers accounting for 48%, the number of "dual-high" teachers increasing by 6.19% year-on-year, and 90 teachers obtaining ISW international teaching skills certification.

In the governance dimension, we aligned high-standard governance with national requirements and global benchmarks by formulating policies such as the "Accountability Management Regulations" and the "Data Protection Policy", clarifying behavioural requirements in areas including anti-bribery and information security.

Future Outlook for ESG Work

Building on our leading position in Asia, we have set the goal of "standing at the forefront of our global peers and becoming a leader in ESG", and will focus on advancing work in three key areas:

In the environmental dimension, we will replicate benchmark environmental management practices, publish the Group's "Environmental Management Commitment" with a clearly defined scope of coverage, and advance ISO 14001 Environmental Management System certification; increase dedicated investment to conduct climate scenario analysis and risk assessment, collect Scope 3 greenhouse gas data, and engage third-party institutions to verify our ESG report and data relating to energy, water resources and Scope 2 emissions; at the same time, we will strengthen daily management by disclosing new quantitative water-saving targets, recycled water treatment measures and training content on water and energy conservation, as

well as publishing updates on the Yunnan photovoltaic project, thereby steadily enhancing our performance in the environmental dimension.

In the social dimension, we will formulate the Group's "Code of Conduct" and review data relating to gender pay differences; disclose employee training hours by training type, publish data regarding new employee onboarding, and continue the employee stock option incentive scheme; at the same time, we will improve our privacy protection framework by incorporating personal information usage notices into relevant systems and revising the "Privacy Statement", thereby addressing gaps in social dimension disclosures.

In the governance dimension, we have introduced third-party assurance for our ESG report; revised the "Accountability Management Regulations" and supplement anti-bribery clauses, conducted relevant training, established an independent reporting mechanism and disclosed its operating procedures; at the same time, we have clarified information security responsibilities for senior management, included cybersecurity risk reporting as a standing item at the annual Audit Committee meeting, issued the "Information Security Policy", continually enhancing governance performance.

For twenty-six years, we have weathered challenges and made steady progress, advancing along a stable and far-reaching ESG pathway. We are grateful for the trust and support of our partners from all sectors, and for the collective efforts of all our colleagues. Looking ahead, New Higher Education Group will continue to adopt ESG as a strategic guide, aligning closely with national strategies and societal priorities, optimising our educational structure and programme development, strengthening our ESG governance framework, and actively responding to the requirements set out in the "Ministry of Ecology and Environment's Opinions on Promoting Voluntary Corporate Greenhouse Gas Information Disclosure" issued in March 2025, thereby contributing to the realisation of the national "dual-carbon" goals. We will remain committed to driving social progress through educational innovation and supporting sustainable development with a high-quality education system, building a new education development framework that aligns strongly with the United Nations Sustainable Development Goals (SDGs), and contributing the solid strength of New Higher Education towards fostering a learning society, advancing common prosperity, and supporting the national agenda of building a strong education nation.

LI Xiaoxuan

China New Higher Education Group Limited
Chairman

The ESG Working Group Leader's Statement

ESG (Environmental, Social and Governance) is not only a responsibility and public obligation that enterprises should shoulder, but also a strategic choice essential to achieving sustainable and high-quality development at China New Higher Education Group. We firmly believe that integrating ESG concepts into our daily operations and long-term planning not only enhances our corporate image, but also improves the overall well-being of society. In this context, we always attach great importance to the practice of ESG and continue to promote the implementation of relevant measures. By establishing a scientific management system and transparent decision-making process, we ensure that environmental protection and social responsibility are considered while promoting business development. These actions have not only garnered the support and recognition from stakeholders but have also injected a strong momentum for our long-term development. We believe that only through the joint efforts of all parties can we realise the target of sustainable development and create a better future for higher education.

Our ESG Commitment: Upholding Responsibility and Creating Shared Value

New Higher Education Group is committed to fully integrating ESG principles into our educational practices. We actively adopt international frameworks such as the United Nations Sustainable Development Goals (SDGs) and the Global Reporting Initiative (GRI) Standards, establishing a transparent and well-structured governance system, and maintaining close communication with stakeholders through multiple channels to respond effectively to their concerns. At the same time, by improving ESG management mechanisms and conducting regular evaluations, we ensure that the Group's development consistently follows a sustainable trajectory. This year, we elevated the governance of climate-related risks by conducting a climate risk assessment to identify the climate risks and opportunities that may arise in the Group's business development. In parallel, the Group is comprehensively advancing the construction of its ESG management system and formulating practical ESG action plans for all affiliated schools, setting out clear action pathways and measurable indicators in areas such as energy conservation and emissions reduction, the cultivation of green awareness, and sustainable brand development.

Nurturing People as the Foundation: Building a Development Community Centred on Teachers and Students

We have always upheld the belief that the essence of education lies in "people", placing the development of teachers and students at the forefront. In terms of teacher development, the Group has invested tens of millions of RMB to implement the "Three Excellence" incentive programme, comprehensively covering "Excellence in Teaching with Enhanced Rewards", "Excellence in Guidance with Enhanced Rewards" and "Excellence in Learning with Enhanced Rewards", effectively stimulating teaching vitality and enhancing teachers' sense of belonging and fulfilment. In campus environment and services, we pursue the goal of creating "a more beautiful campus environment", developing spaces that embody aesthetics, functionality and cultural depth; and under the goal of providing "better service experience", we encourage students to participate in diverse extracurricular organisations, systematically strengthening their overall competencies and employment competitiveness, and laying a solid foundation for lifelong development.

The Foundation of Operations: Building a Transparent, Compliant and Efficient Governance System

We continue to optimise our Group-wide governance structure and operating model, integrating ESG objectives deeply into both decision-making and implementation processes. At the same time, we regard information security and privacy protection as the cornerstone of modern governance. By establishing rigorous data management standards and protection systems, we safeguard the personal information of teachers and students as well as core institutional data. Through institutionalised evaluation and feedback mechanisms, we continuously identify and enhance management practices, ensuring that all operational activities remain transparent, compliant and efficient. By conducting regular assessments and feedback cycles, we are able to promptly identify and refine management approaches, ensuring that the Group's development consistently follows a sustainable direction. This series of governance practices has not only strengthened the Group's overall operational effectiveness, but also contributed "New Higher Education" experience to the modernisation of governance in private higher education, significantly enhancing the credibility and social reputation of our member institutions.

Environmental Responsibility: Advancing Towards Climate-friendly Green Campuses

As global consensus on climate action continues to deepen, New Higher Education Group has proactively responded, recognising the long-term implications of climate issues for the education sector and designating them as key management priorities. During the Reporting Period, we conducted a climate scenario analysis to assess the potential financial impacts of climate risks and opportunities that may materially affect the Group's operations, and proposed targeted management measures to enhance our carbon emissions management. At the same time, we completed the accounting of Scope 3 greenhouse gas emissions, providing a data foundation for formulating precise emissions reduction strategies. In practice, we systematically advanced the development of green campuses, implementing energy-saving retrofits, low-carbon initiatives and environmental behaviour cultivation to comprehensively achieve energy conservation and emissions reduction targets. In addition, during the Reporting Period, Yunnan School installed photovoltaic systems on the rooftops of the library, Zhizhi Building, Mingyuan Building, Zhishan Building and Hongyuan Building, converting sunlight into clean electricity to provide long-term, stable and clean energy for daily campus operations, continuously enhancing campus environmental resilience and ecological benefits.

Mr. Xu Xiaoqiang

China New Higher Education Group Limited
Senior Vice President, the Leader of the
ESG Working Group

Messages from Other Stakeholders

 Student

I am truly honoured to have been a student at Zhengzhou School under the "most student-oriented" New Higher Education Group. I feel an immense sense of pride and gratitude for the guidance and support offered by the Group, my alma mater, and those alumni who have gone before me—each gesture has made me feel warmly cared for. As I move forward, I hope to pass on this warmth, lending a helping hand and offering direction to the students who follow. May the Group and my alma mater continue to nurture outstanding talents and achieve ever-greater success in the years ahead!



Wu Xueru, Zhengzhou School, Graduated in 2025

 Student

Looking back on my youthful days spent on campus, my heart is filled with gratitude for this cherished place. The teachers' rigorous devotion to scholarship illuminated my path of knowledge, and the sincere friendships among classmates remained one of my most treasured blessings. Guided by the Group's forward-looking educational philosophy, Central China School continues to thrive with renewed vitality. I am deeply grateful to the Group and my alma mater for providing me with a platform to grow and seize valuable opportunities. May the Group and my alma mater flourish with thriving talent, spreading their influence far and wide, and nurturing ever more outstanding students to write new and brilliant chapters in education.



Liu Xuechun, Central China School, Graduated in 2025

 Student

Under the guidance of New Higher Education Group, Guangxi Schools have steadfastly upheld the value of "student-oriented" and embraced the mission of enabling every student to achieve professional success and a fulfilling life. As a graduate of the Class of 2025, I have been fortunate to witness many defining moments in the school's journey of growth and transformation. Step by step, we move forward—our future full of promise. I will carry with me the school motto of "erudition, excellence, patriotism, and dedication", weaving its spirit into every stage of my future development. With my heartfelt wishes, may the Group and my alma mater continue to broaden their horizons and compose ever more brilliant chapters ahead!



Li Yuanbin, Guangxi Schools, Graduated in 2025

 Staff member

Reflecting on the past year, we have journeyed together through three remarkable phases of determined endeavour. Guizhou School's pursuit of undergraduate accreditation marked a breakthrough from "nothing" to "something". Yunnan School and Northeast School overcame significant challenges in research capacity on their path towards master's degree authorisation. Gansu School's qualification assessment, meanwhile, witnessed a comprehensive strengthening of its institutional systems. Each of these battles has reinforced our belief that education is a long-term undertaking—one that demands unwavering conviction and collective wisdom. From Guizhou's transformation of the "impossible" into the "exceptional", to Yunnan and Northeast Schools' targeted solutions in response to real and pressing constraints, and to Gansu's steadfast commitment to improving through evaluation—every milestone reminds us that true breakthroughs stem from a deep and enduring dedication to the very essence of education.

**Hu Zhumei, Teaching Department, Beijing Headquarters** Staff member

Over the past year, I have deeply felt that the power of educational innovation stems from collective wisdom and the strong institutional support of the Group. With the school's well-established platforms for teaching and research, our team was honoured with the Second Prize in the National Teaching Innovation Competition. This achievement reflects not only the steady enhancement of teaching quality, but also the school's unwavering commitment to talent cultivation and the sustainable development of education. From classroom practice to academic exploration, I have witnessed the shared dedication of teachers and students in creating knowledge and co-building value. Looking ahead, we will continue to embody the spirit of the educator and uphold the craftsmanship ethos, contributing our professionalism and passion to students' growth and to broader social progress. Together, we will support the school in advancing high-quality and sustainable educational development under the ESG framework.

**Hu Guangying, Full-time Lecturer, Yunnan School** Partners / Suppliers

In recent years, Chaoxing Group and New Higher Education Group have deepened our collaboration in areas such as smart teaching and programme development, jointly advancing the improvement of educational quality. In September of this year, together with Steinbeis University Berlin, we established the European Education AI Centre, bringing together the strengths of all three parties to harness AI in driving innovation across higher education. Chaoxing appreciates the trust and support of New Higher Education Group. Guided by our belief that "learning is a form of faith", we will continue to uphold a student-centred approach, deepen our commitment to smart education, and deliver ever higher-quality services. We look forward to contributing our efforts to the ongoing digital transformation of education in China.

**Yang Chaojun, Marketing Director, Chaoxing Group** Partners / Suppliers

From jointly advancing digital procurement transformation to supporting the development of an efficient supply chain system, JD Enterprise Services has always upheld the principle of "customer first", transforming our accumulated strengths in technology, logistics and service into solid support for our partners' growth. Focusing closely on the core needs of cost reduction, efficiency enhancement, compliance and controllability, we deliver tailored solutions and precise services that make complex government and enterprise operations simpler and more efficient. Looking ahead, we will continue to deepen the application of digital and intelligent technologies, exploring further opportunities for collaboration with New Higher Education Group in areas such as smart procurement, industrial coordination, emergency support and green development—together shaping a new chapter of high-quality growth. We sincerely appreciate the trust and partnership of New Higher Education Group, and look forward to continuing this journey forward, side by side.

**Shi Xiaomeng, Head of Growth Business, North China Region, JD Enterprise Services**

Statement of the Board of Directors

The Board of Directors takes full responsibility for the Group's ESG strategy and reporting. Its primary duties include assessing and identifying ESG-related risks, as well as establishing effective ESG risk management and internal control systems. During the Reporting Period, we deepened the integration of ESG with corporate governance to promote high-quality sustainable development. Additionally, we enhanced operational transparency and accountability, adhered to corporate governance principles, complied with legal and business standards, and remained focused on internal controls, fair disclosure, and shareholder responsibilities.

During the Reporting Period, the Board conducted research on our stakeholders based on the Group's external environmental strategy and development strategy, and in this way identified 25 material ESG issues to outline our focus areas. The following 12 issues were deemed to be of higher importance to the Group:

○ student employment and entrepreneurship	○ employee welfare and benefits	○ health and safety	○ business ethics
○ teaching quality and innovative education	○ corporate development strategy	○ corporate governance	○ protection of consumer rights
○ student experience in school	○ employee training and development	○ employment management	○ information security and privacy protection

The Group is focusing on the above issues and improving its daily operations in these areas, as well as implementing corresponding management. Going forward, we will continue to adjust sustainable development management strategies and promotion methods based on stakeholder expectations and the actual operation of the Group, aiming to continuously enhance the level of sustainable development. This Report discloses China New Higher Education Group's ESG progress and performance in 2024/2025. This report was approved by the Board of Directors in December 2025.



新高教集團
NEW HIGHER EDUCATION GROUP

01

Sustainability Management

Sustainable management has long been one of the Group's core operating principles. By setting both quantitative and qualitative environmental targets, we regularly review the progress of relevant initiatives to ensure their effective implementation. During the Reporting Period, the Group continued to achieve steady improvements across environmental, social and economic dimensions, reflecting our active contribution to social progress and environmental protection.

- Overview of Sustainable Development
- Sustainable Development Policy
- Stakeholder Engagement and Materiality Assessment

Contributions to SDGs:



Overview of Sustainability Performance

(Highlights of ESG Performance for FY2024/2025)

Environmental Performance¹

Water consumption density decreased by

20.27%

Electricity-purchased intensity decreased by

15.63%

Scope 2 greenhouse gas emissions decreased by

13.91%

Northeast School was recognised as
**"Heilongjiang Provincial Green University
(Ordinary Higher Institution)"**

Gansu School and Zhengzhou School were recognised as
"Water-Saving Universities"



Student satisfaction continued to rise, with an overall NPS reaching

62.38%

an increase of

27.74

percentage points YoY

Teachers and staff satisfaction continued to rise, achieving an overall NPS of

44.78%

an increase of

20.64

percentage points YoY



Total volunteer service hours amounted to
1.135 million hours

Social Performance

Final employment rate of 2024 graduates was

98.03%

Final employment rate for five consecutive years was

95%+

Initial employment rate of 2025 graduates reached

98.22%

representing a increase of

↑ 3.13 percentage points
compared with the same period last year

Initial high-quality employment rate for the Class of 2025 reached

53.94%

representing a increase of

↑ 20.73 percentage points
compared with the same period last year

Annual number of awards received by our teachers in competitions recognised by the Ministry of Education increased by

↑ 46.3%

Students won national-level awards in 84 national university student discipline competitions recognised by the Ministry of Education

3,023

Teachers and staff completed a total of

8.7821 million hours

covering about

53,000 participants

Economic Performance

Cost of sales increased by

9.2% YoY

Employee remuneration increased by

13.2% YoY

Pension scheme contributions increased by

10.5% YoY

External Participation and Recognition

› S&P Global



Selected in S&P Global Sustainability Yearbook (China Edition) in two consecutive years (2024 and 2025)

S&P Global ESG score²:

39

Ranked globally in the diversified consumer services industry

4th

¹ The consumption intensity data presented in the Environmental Performance section are all calculated in comparison with the previous financial year.

² Received an updated rating from S&P Global in December 2025.

Sustainability Approach

In today's rapidly changing business environment, corporate sustainability is no longer just an ethical imperative, but a critical element of business success. As society places increasing emphasis on environmental protection and social responsibility, companies must demonstrate commitment and action in these areas. We recognise that achieving the SDGs requires an effective balance between environmental protection, social responsibility and economic growth. To this end, we have developed a series of specific action plans that are designed to ensure that our business operations are always in line with these core values.

These actions are not only our commitment, but they are also our responsibility for the future. We will regularly evaluate and adapt our strategies to address evolving challenges and ensure that our efforts are always aligned with the goals of sustainable development. Through continuous efforts, we hope to create economic value while making a positive contribution to society and the environment. This integrated approach will lead us towards a more sustainable path in the future.

In the next three to five years, the Group will gradually push forward ESG transformation. The Board will regularly review and adjust the strategy to achieve the harmonious development of the enterprise, society and the ecological environment.

Sustainability Strategy

During the Reporting Period, the Board was actively involved in developing the ESG strategy and integrating ESG aspects into strategic planning. To ensure transparency and accountability in its operations, the Board adheres to corporate governance principles, complies with legal and commercial standards, and maintains a constant focus on internal control, fair disclosure and shareholder responsibility.



Under the guidance of the Board of Directors, the ESG Working Group is responsible for overseeing the Group's overall ESG initiatives. Chaired by the Group's Senior Vice President, its key duties include:

- Review the progress of the ESG targets under the guidance of the Board
- Develop ESG-related policies and processes, and submit them to the Board for approval
- Coordinate the implementation of ESG targets across functional departments while monitoring the progress
- Lead the completion of ESG report and report to the Board
- Monitoring ESG risks that are closely related to the Group's business and promptly report them to the Board
- Establish and maintain a communication mechanism with stakeholders of the Group and collect relevant
- Feedback and suggestions regularly
- Report to the Board on ESG management on a regular basis
- Complete other ESG-related work arranged by the Board from time to time

Sustainability Governance Framework

As the highest decision-making body for the Group's ESG tasks, the Board fully assumes the oversight responsibilities. Its main duties include setting the Group's overall ESG management objectives, strategies and policies, evaluating and managing important ESG-related matters and related risks, reviewing and approving the establishment of ESG-related organisations and group system processes, guiding the sorting out of ESG indicators and risk assessment, establishing an effective ESG risk monitoring system, reviewing the progress of targets and making major decisions, as well as approving ESG reports. Through these functions, the Board ensures that the ESG management of the Group is comprehensive, effective and aligned with strategic development needs. The Board has established the ESG Working Group to fully leverage the oversight mechanism for ESG matters. As authorised by the Board, this working group is responsible for assisting the Board in guiding and implementing governance functions related to ESG matters.



During the Reporting Period, the Group has established an ESG Environmental Group as a subordinate body under the ESG Working Group. The team is led by the Group's Vice President and is mainly responsible for the following duties:

- Developing environmental and climate-related policies and procedures under the guidance of the ESG Working Group
- Coordinating and supporting all schools in implementing ESG-related environmental objectives
- Reviewing the progress of ESG environmental goals
- Regularly reporting the progress of ESG environmental initiatives to the ESG Working Group and the Board of Directors
- Identifying climate-related risks and opportunities and coordinating the formulation of corresponding response measures

Under the guidance of the ESG Working Group and ESG Environmental Group, the respective functional departments are responsible for implementing the relevant specific tasks, ensuring that the ESG strategy is deeply integrated into every phase of work planning, execution, and implementation.

ESG Risk Assessment and Management

The Board recognises its overall responsibility for the Group's risk management and internal control systems, and reviews the effectiveness in meeting ongoing operational standards. The Board fully comprehends ESG risks within the industry and has incorporated ESG risk management into the existing risk management and internal control system. By performing effective risk management and internal control procedures, the Group can identify, assess, prioritise and manage significant risks associated with its operational objectives and derivative risks of ESG matters. The specific process includes:

Step 1: Risk identification and establishment of ESG risk database

Based on an analysis of megatrends related to the Group's business, such as "2025 China Enterprise Development Trends" by the China Business Council for Sustainable Development (CBCSD) and the "MSCI ESG Industry Materiality Maps - Education Sector", referencing risk categories, significant sustainable development issues from the "2025 World Economic Forum's Global Risks Report" and peer concerns, 17 ESG risks related to the Group were selected and the ESG risk database was established for the Reporting Period.

Step 2: Prioritise risks

We have invited the heads of departments related to the identified ESG risks to assess from two dimensions - "severity of risk impact" and "likelihood of risk occurrence", resulting in an ESG risk matrix. Through this evaluation, we have identified two significant ESG risks (rated as "high" with Risk Priority Number above 12) across the environmental, social, and governance dimensions.

Step 3: Identify significant ESG risks

After confirming the prioritisation of ESG risks, the importance level of the above ESG risks is reported to the ESG Working Group and approved by the Board. The Group has developed and implemented appropriate risk control measures based on the results and integrated ESG risks into the corporate risk management process.

During the Reporting Period, a total of 2 ESG risks associated with the Group were identified and prioritised based on their importance (with a maximum Risk Priority Number, or RPN, of 25). Please refer to the following list of ESG risks:

ESG risk	
ESG RPN	ESG Risk corresponding to the Degree of Risk
Score 12 and above	<input type="radio"/> Brand reputation <input type="radio"/> Teaching quality
Score 9 to 12	<input type="radio"/> Employment management <input type="radio"/> Employee development and training <input type="radio"/> School health and safety management <input type="radio"/> Employee turnover <input type="radio"/> Policy risk <input type="radio"/> Infectious disease <input type="radio"/> Risk of integrity prevention and control mechanism <input type="radio"/> Regulation, standards and reporting <input type="radio"/> Student data privacy
Score 6 to 9	<input type="radio"/> Confidentiality risk of confidential information <input type="radio"/> Violation of business ethics <input type="radio"/> Supply chain sustainable development management <input type="radio"/> Employee data privacy <input type="radio"/> Natural disaster

During the Reporting Period, owing to the comprehensive implementation of the "Information System Network and Software Service Security Standard", along with the deepening reform of the job grade and remuneration system and the effective enforcement of the principle of equal pay for equal work, the severity of impact from "student data privacy" and "employee turnover" on the Group has been reduced to "medium". Concurrently, based on the results of the ESG risk assessment, we have identified two ESG risks rated as "high" that are critical to the Group's operations and business. The relevant control measures have been reviewed to ensure these risks are effectively controlled.

Brand reputation

Impact

Negative publicity about a business may adversely affect reputation, business, growth prospects, and the ability to recruit qualified teachers and staff.

Management measures

- Formulate and issue the "New Higher Education Group Content Planning and External Release Management Measures" during the Reporting Period, providing specific guidance on internal news publicity, routine external communications, emergency publicity, and public opinion and crisis management, thereby promoting the standardised development of communication activities;
- Establish a dedicated brand promotion team and an experience management team to monitor real-time complaints and sentiment from both internal and external stakeholders, including students, faculty, staff, government bodies, and the media, and to develop professional response plans to ensure timely and appropriate handling of adverse incidents;
- Build a systematic crisis response mechanism to strengthen communication between the institution and families, enhance the professional image of teachers, focus on student development needs, and build a trustworthy educational brand reputation through multi-dimensional initiatives;
- Implement the "Responsible Marketing Policy of China New Higher Education Group", requiring all promotional content to be truthful and transparent, compliant with educational regulations and advertising laws, safeguarding the rights of students and staff, while making a public commitment via the official website to convey positive educational values to society.

Teaching quality

Impact

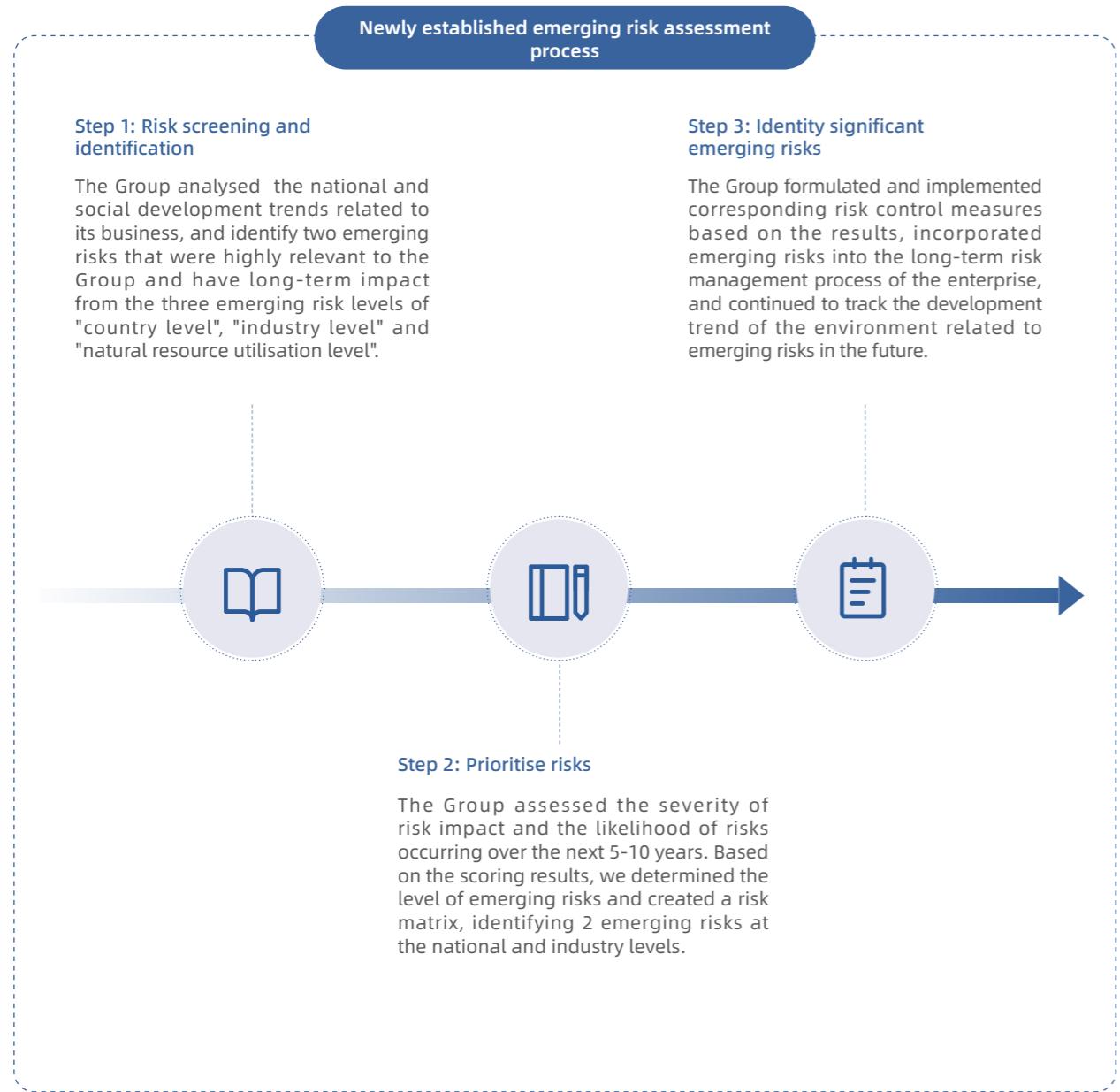
The teaching quality of schools affects the satisfaction and confidence of students and parents in schools. Failure to meet educational standards and a lack of well-structured internal improvement programmes can lead to student attrition and impact business performance.

Management measures

- Formulate and release the "Work Plan for Strengthening the Development of the In-house Full-time Supervision Team" and the "Implementation Plan for the "Rewarding Excellent Supervision" Commendations Incentive", fully leveraging the professional knowledge and practical experience of outstanding teachers to provide more precise and in-depth evaluation and guidance on teaching quality;
- Adopt the Outcome-Based Education (OBE) teaching model, focusing on cultivating students' core competencies and practical skills. Supporting measures such as the "Management Measures for OBE-based Curriculum Quality Evaluation (Trial)" were introduced to achieve closed-loop management of teaching evaluation;
- Advance teaching quality enhancement by conducting teacher self-assessments of classroom instruction and organising comprehensive evaluations led by panels of students, peers, and supervision experts. The application of teaching quality evaluation results was strengthened, with analysis conducted to produce an annual teaching quality analysis report, thereby informing the reasonable formulation of teaching plans for the following year;
- Enhance the development of the teaching staff, attach importance to the introduction of high-level talents, increase investment in teacher training and exchange visits, and provide incentive policies to support teachers' further education and academic advancement;
- Reinforce teaching quality management through target, resource, process, and management assurances. Build a "One Centre, Four Assurances" (一中心, 四保障) teaching quality monitoring and assurance system involving students, school leaders, management personnel of functional departments, teaching supervision experts, teaching management personnel of departments, and peer educators;
- Design and operate a closed-loop quality assurance mechanism that encompasses teaching decision command, teaching quality objectives, teaching input guarantees, teaching operation management, teaching monitoring and evaluation, and feedback for teaching quality improvement;
- Construct a multi-stakeholder quality assurance system centred around classrooms, courses, majors, laboratories, examinations, graduation theses, internships, and the quality of graduate cultivation, employment authenticity, and employment quality. This system involves students, teachers, supervisors, employers, alumni, industry experts, teaching experts, and assessment and accreditation specialists.

Emerging Risk Assessment and Management

We are aware of the potentially significant impact that emerging risks may have on business operations. The Group has incorporated emerging risks as part of its comprehensive risk management process to identify, assess and proactively respond to these risks. In the process of identifying emerging risks, the Group conducts in-depth analysis of potential emerging risks arising from socio-economic trends that are expected to have a long-term and significant impact on the Group's business. In order to continuously improve the relevant risk management system, we will monitor the developments of emerging risks on an ongoing basis and report the relevant situation to management regularly. The specific process adopted by the Group to identify, assess, prioritise and manage emerging risks is as follows:



Based on the emerging risk assessment results, the Group identified the following two emerging risks with the greatest impact on the Group. Analysed their potential long-term impact on the Group's business, and implemented targeted mitigation measures to ensure effective control of the risks:

Risk	Degree of Risk	Impact on Business	Management and Mitigation Measures
Innovation and Technology Adaptation Capability	High	If schools fail to adopt emerging technologies (such as artificial intelligence, virtual reality, online education platforms, etc.) in time or to drive digital transformation, it may result in educational models, curriculum content, and operational methods falling behind market demands.	<ul style="list-style-type: none"> Deployment of a Campus AI Intelligent Q&A System: Providing 7x24 hour online services to address enquiries related to regulations, scholarships and other matters, thereby significantly enhancing information accessibility and student satisfaction, while reducing administrative costs and freeing up human resources; Development of the "Brilliant Classroom" Teaching Evaluation Data Model: Using AI to generate multidimensional quantitative reports, accurately identifying variations in teachers' instructional capabilities and enabling data-driven, precise enhancement of teaching research; AI-Based Evaluation of "Excellence in Teaching, Excellence in Reward" Educational Outcomes: Integrating data from academic affairs, examination and survey systems, and applying AI analytics to objectively assess instructor performance, thereby supporting refined decisionmaking in student management; Launch of the AI Smart Teaching Platform since July 2025 leveraging the technological strengths of Chaoxing Group, the platform integrates three core AI functions, namely student assistance, teaching support, and teacher-student collaborative interaction, to systematically improve teaching efficiency and learning outcomes; Co-establishment of the China-German AI Education Collaboration Project: Through deepened strategic cooperation between the schools and industry partners, jointly advancing innovation and practical application of educational technologies in areas such as online education, curriculum development, smart teaching and digital literature resources; Deployment of a Digital Teaching Quality Monitoring System: Enabling precise evaluation of the achievement of classroom teaching objectives. Combined with dynamic student progress tracking and alert mechanisms, it assists teachers in identifying learning obstacles and implementing targeted teaching interventions.
Change in Market Demand	High	The private higher education sector remains relatively nascent in China and may require time to gain wider acceptance and adapt to market changes. Enterprises need to conduct regular market research to ensure their offerings align with market demands.	<ul style="list-style-type: none"> Closely align with national strategic emerging industries and regional strength sectors, five new programmes were introduced, including Smart Grid Information Engineering, Building Electrical and Intelligence, Information Security, Unmanned Aircraft Systems Engineering, and Intelligent Welding Technology, ensuring programme offerings keep pace with market needs; Through initiatives such as "Enterprise Visits", "Position Expansion", "Needs Assessment" and "Teaching Reform", teaching innovation was advanced across 12 key areas to precisely cultivate application-oriented talent that meets market requirements. These areas include educational objectives, graduate competencies, curriculum design, teaching content, laboratory training, internships, teaching methodologies, competitions, and faculty development; Establish stable industry-academia partnerships with leading enterprises. Through deep market research, 288 new cooperative enterprises and 127 internship bases were added. Collaborations with top employers such as China State Construction, China National Nuclear Corporation, PLA General Hospital, BYD, and CATL helped 13,477 graduates from the Class of 2025 secure positions at renowned companies, achieving a notable employment rate of 34.14% at such enterprises. The schools actively organised supply and demand exchange events to enhance the precision of talent-job matching and respond efficiently to employer needs; All eight schools conduct annual "Freshmen Surveys" focusing on core dimensions such as learning environment, teaching quality, graduate employment outcomes, faculty strength, programme design, industry collaboration, and practical training facilities. These surveys provide comprehensive insight into the expectations of students and parents, enabling the schools to respond effectively to market shifts.

Communication with Stakeholder and Materiality Assessment

The Group's sustainable development is inextricably linked to its stakeholders, whose opinions and needs serve as a vital cornerstone for driving this progress. To this end, we continuously strengthen two-way communication with all stakeholders and actively establish smooth internal and external engagement mechanisms to foster productive dialogue. We pay close attention to key issues of importance to various parties, integrating them into the Group's management enhancement process to better align with their expectations, create enduring value for stakeholders, and jointly address future challenges while seizing development opportunities.

Stakeholder Engagement Approach

Stakeholders' concerns and expectations for the Group during the Reporting Period, as well as the information regarding daily communication channels between the Group and stakeholders, are outlined in the table below:

Stakeholders	Concerns and Expectations	Communication Channels
Shareholders/ Investors	<ul style="list-style-type: none"> Robust operation Business prospect Investment return Brand image 	<ul style="list-style-type: none"> Disclosure of announcements and financial reports on the Stock Exchange Release of results Annual general meeting Investor conference Visits to the headquarters or schools Official website of the Group
Students	<ul style="list-style-type: none"> Education service quality Campus environment and facilities Healthy and safe campus Students' employment rate 	<ul style="list-style-type: none"> Students' satisfaction survey Principal's reception day Themed class meeting or seminar Telephone, email, face-to-face meeting, etc. Dedicated opinion and complaint platform
Students/ Parents	<ul style="list-style-type: none"> Education service quality Employment outlook 	<ul style="list-style-type: none"> Satisfaction survey Regular meeting and seminar with parents, etc. Parents' meeting Daily communication
Business partners/ Suppliers	<ul style="list-style-type: none"> Fair and equitable procurement Quality standards Cooperation and win-win results 	<ul style="list-style-type: none"> Suppliers meeting Evaluation and review process Tender invitations and offering Site visits

Stakeholders	Concerns and Expectations	Communication Channels
Employees/ Teachers	<ul style="list-style-type: none"> Career development Remuneration package and benefits Health and safety Working environment 	<ul style="list-style-type: none"> Training and exchanges Satisfaction survey Annual general meeting with schools and headquarters Orientation seminar New staff training Regular teachers/staff performance review Regular departmental meetings Dedicated opinion and complaint platform
Banks/ Financial Institutions	<ul style="list-style-type: none"> Operating results Business outlook Return on Investment 	<ul style="list-style-type: none"> Site visits to the headquarters or schools Meeting negotiation Due diligence Regular information reporting
Government/ Regulatory Authorities	<ul style="list-style-type: none"> Education quality Operation by laws and regulations Health and safety of campus 	<ul style="list-style-type: none"> Annual inspections, assessments, audits, etc. School inspections Conferences, counselling, lectures, etc.
Industry Associations	<ul style="list-style-type: none"> Promote industry development Diversified exchange 	<ul style="list-style-type: none"> Conference, seminar, etc. Public welfare activities Activities held by industry associations Serving for associations
Public	<ul style="list-style-type: none"> Education service quality Brand image Social public welfare 	<ul style="list-style-type: none"> Community activities Information disclosure Official website of the Group Poverty alleviation and charitable donations
Media	<ul style="list-style-type: none"> Business outlook Social contribution Brand image 	<ul style="list-style-type: none"> Interview activities News release Press release

Materiality Assessment

In order to fully identify and prioritise sustainability issues, various stakeholders are invited to participate in the assessment of ESG material issues through questionnaires, interviews, etc., so as to ensure that this Report can respond to the Group's key concerns of stakeholders. The following shows the materiality assessment process:

Step 1: Identification of major stakeholders and updating ESG issues	<p>After considering factors such as "the degree of influence the Group has on stakeholders" and "the degree of influence stakeholders have on the Group" as well as feasibility, the ESG Working Group will formulate a list of major stakeholders to participate in the materiality assessment and invite them to participate in the materiality assessment.</p> <p>With reference to the ESG Reporting Guide, the ESG database of the previous year and the benchmark analysis of peer companies, we selected 25 ESG issues relevant to the Group and updated the ESG database of the Group.</p>				
Step 2: Questionnaire survey	<p>We invited key internal and external stakeholders identified in Step 1 to participate in this materiality assessment online questionnaire, ranking ESG issues at the environmental, social and governance dimensions according to their importance. The main factors for internal stakeholders to assess the materiality of an issue include the degree of impact on the Group's strategy, policies, processes and commitments, and the relevance of the Group's current and future development plans. The main considerations for external stakeholders in conducting materiality assessments include the degree of influence on their own interests and the degree of influence on the Group's evaluation.</p> <table border="1" data-bbox="511 993 1346 1452"> <thead> <tr> <th data-bbox="511 993 819 1036">Materiality to stakeholders</th> <th data-bbox="819 993 1346 1036">Materiality to the Group</th> </tr> </thead> <tbody> <tr> <td data-bbox="511 1036 819 1452"> <ul data-bbox="543 1058 892 1430" style="list-style-type: none"> Shareholders/investors Students Students' parents Business partners/suppliers Employees/teachers Banks/financial institutions Government/regulatory authorities Industry associations Public Media </td><td data-bbox="819 1036 1346 1452"> <ul data-bbox="987 1058 1210 1252" style="list-style-type: none"> The Board of Directors The person in charge Head of the department Headmaster Deputy Head </td></tr> </tbody> </table> <p>A total of 2,559 stakeholders participated in the questionnaire.</p>	Materiality to stakeholders	Materiality to the Group	<ul data-bbox="543 1058 892 1430" style="list-style-type: none"> Shareholders/investors Students Students' parents Business partners/suppliers Employees/teachers Banks/financial institutions Government/regulatory authorities Industry associations Public Media 	<ul data-bbox="987 1058 1210 1252" style="list-style-type: none"> The Board of Directors The person in charge Head of the department Headmaster Deputy Head
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Step 3: Determination of priority	<p>In line with the Group's strategy and business approach, the Group examined the importance of ESG at each level in terms of "materiality to stakeholders" and "materiality to the Group".</p> <p>We consolidated the responses from all internal and external stakeholders to determine the relative importance of ESG issues in two dimensions (out of 10 for each dimension). An ESG issue is considered a material issue if its relative importance is at least half or more in both dimensions (i.e., it receives a score of 5 or above in both dimensions). We have identified twelve important issues at the environmental, social and governance levels.</p>				
Step 4: Identify materiality issues	<p>In alignment with the Group's strategic objectives and business policies, management reviewed the results of the materiality assessment and reported them to the Board for approval. Through comprehensive analysis, we have further clarified the substantive issues that hold material significance for both the Group and its stakeholders, along with their respective priority levels. Targeted disclosure and elaboration on these issues are provided in the corresponding sections of this Report.</p>				

The following is the Group's ESG issue materiality analysis matrix:



Environmental issues	Social issues	Governance issues
17 Impact on the environment and natural resources	1 Student employment and entrepreneurship	5 Corporate development strategy
19 Energy use	2 Teaching quality and innovative education	8 Corporate governance
22 Water resources management	3 Student experience in school	10 Business ethics
23 Waste disposal management	4 Employee welfare and benefits	14 Anti-corruption
24 Tackle climate change	6 Employee training and development	
25 Greenhouse gas emissions	7 Health and safety	
	9 Employment management	
	11 Protection of consumer rights	
	20 Community investment and engagement	
	21 Supply chain management	

Top three most material issues to the Group (In descending order of materiality)

- Student employment and entrepreneurship
- Teaching quality and innovative education
- Student experience in school

Top three most material issues to external stakeholders (In descending order of materiality)

- Student employment and entrepreneurship
- Student experience in school
- Teaching quality and innovative education

The following table shows the sections of this Report that address these material issues:

Material issues (in order of importance)	Responding chapters in this Report	Material issues (in order of importance)	Responding chapters in this Report
1 Student employment and entrepreneurship	II. Reform and Innovation for Quality and Efficiency Enhancement	7 Health and safety	IV. People-oriented Prosperity and Shared Progress
2 Teaching quality and innovative education	II. Reform and Innovation for Quality and Efficiency Enhancement	8 Corporate governance	VI. Standardised Governance and Integrity in Operations
3 Student experience in school	II. Reform and Innovation for Quality and Efficiency Enhancement	9 Employment management	IV. People-oriented Prosperity and Shared Progress
4 Employee welfare and benefits	IV. People-oriented Prosperity and Shared Progress	10 Business ethics	VI. Standardised Governance and Integrity in Operations
5 Corporate development strategy	I. Sustainability Management	11 Protection of consumer rights	VI. Standardised Governance and Integrity in Operations
6 Employee training and development	IV. People-oriented Prosperity and Shared Progress	12 Information security and privacy protection	VI. Standardised Governance and Integrity in Operations

02

Reform and Innovation for Quality and Efficiency Enhancement

Throughout its 26-year educational journey, the Group has consistently adhered to the principle of "high standards in education delivery and rigorous quality management", establishing an end-to-end quality management system that spans teaching, services, operations and the supply chain. Through close collaboration with local governments, leading enterprises and industry peers, we are committed to achieving "high-quality employment" and cultivating "high-calibre talent", in pursuit of the Group's vision to "establishing the most student-oriented universities with a century-long vision".

- ▶ Pursuing Higher Employment Quality, "High-quality Employment as the Foundation of the School"
- ▶ Pursuing Enhanced Learning Outcomes, Advancing Teaching Reform and Innovation in Practice
- ▶ Pursuing Superior Service Experience, Enhancing Satisfaction and Well-being Across the Schools
- ▶ Pursuing a More Beautiful Campus Environment, Continuously Advancing Infrastructure and Ecological Investment
- ▶ Pursuing a More Responsible Supply Chain, Multi-dimensional Evaluation and Green Shared Prosperity

Contributions to SDGs:



Pursuing Higher Employment Quality, "High-quality Employment as the Foundation of the School"

The Group has always regarded the quality of employment as the yardstick to evaluating its own high-quality development, with "High-quality Employment as the Foundation of the School". Through various measures, the Group has achieved remarkable results in high-quality employment, with the graduate employment quality and employment rates have remained consistently high. As of 31 August 2025, the initial employment rate for the 2025 graduates reached 98.22%, an increase of 3.13 percentage points compared to the same period last year. Four of the eight schools achieved an initial employment rate of 99%. The high-quality employment rate reached 53.94%, representing a significant increase of 20.73 percentage points year-on-year and reaching a record high. The number of graduates employed by well-known enterprises grew by 110.32%, with students securing positions in Fortune Global 500 companies, renowned central and state-owned enterprises, top-tier hospitals, and other leading organisations.

As of 31 December 2024, the final employment rate for the 2024 graduates reached 98.03%, maintaining a high level for five consecutive years. The high-quality employment rate for the 2024 graduates was 37.72%, an increase of 10 percentage points compared to the same period last year. Among them, the number of graduates employed by well-known enterprises grew by 90% year-on-year, with two out of every five graduates securing positions at Fortune Global 500 companies and other leading organisations.

The schools achieved remarkable success, receiving numerous awards for excellence in graduate employment

- Over four consecutive years, the schools under the Group have accumulated a total of **993** employment related awards, comprising **41** awards issued by the Department of Education and provincial human resources and social security departments, **907** awards from employment related competitions, and **23** other employment accolades.
- Schools including Yunnan School, Northeast School, Zhengzhou School, Luoyang School, Guizhou School, and Guangxi Schools have repeatedly secured gold medals, silver medals, and outstanding organisation awards in national and provincial career planning competitions.
- Yunnan School was selected as a typical case for the "Love Yunnan, Work in Yunnan" campaign—a provincial initiative encouraging graduates to remain in or return to Yunnan for employment and entrepreneurship. Multiple schools have been honoured with titles such as "Outstanding Organisation for Achievements in Employment and Entrepreneurship" and "Excellent Institution in Government Industry Academic Cooperation" conferred by government departments. Recognised for their well-established career guidance systems and high-quality curriculum design, several schools have been included as exemplary cases in local higher education employment efforts. For instance, Guangxi Schools have been awarded the title of "Outstanding School for Graduate Employment and Entrepreneurship in Guangxi" for five consecutive years.

Systematic initiatives form the cornerstone for achieving high-quality employment. By consistently increasing investment in employment support, the Group has advanced the following four areas of employment work:

- Deepening University Enterprise Collaboration:** Proactively organising activities such as exploring enterprises, expanding jobs, enquiring needs. Feedback collected from corporate employers during the "enquiring needs" process is used to drive teaching reforms, ensuring precise alignment between talent development and market demand.
- Expanding High-quality Internship Channels:** Focusing on five strategic regions—the Beijing-Tianjin-Hebei region, the Yangtze River Delta, the Pearl River Delta, the Chengdu-Chongqing region, and Xinjiang Uygur Autonomous Region—the Group has established targeted partnerships with leading enterprises and organisations including Huawei, JD.com, BYD, China National Nuclear Corporation (CNNC), Xinjiang Zhongtai Chemical Co., Ltd., and the PLA General Hospital (Hospital 301), facilitating direct pathways into top employers for 13,000 graduates of the Class of 2025.
- Strengthening High-quality Employment Team Development:** Continuously increasing funding for employment initiatives, with a focus on supporting frontline staff in conducting employment promotion and training activities. Recognition mechanisms are also enhanced to boost team motivation and professionalism.
- Enhancing Graduate Guidance Services:** Initiating student employment preparations ahead of schedule, ensuring all graduates receive employment training and guidance. In response to both corporate and student needs, 137 employment training sessions were conducted, providing tailored support in areas such as workplace etiquette, resume improvement, and interview skills.

Top Enterprise Development Programme

The Group's unwavering mission is to "enabling every student to achieve career success and life fulfilment". To achieve this goal, we establish ongoing partnerships with renowned enterprises, conduct thorough market research to understand industry demands, and leverage seasoned industry mentors to effectively translate these requirements into student training materials. Concurrently, we continuously refine the internship programmes across all schools, providing students with timely guidance and support to help them better adapt to the professional environment.

During this Reporting Period, the Group has added 18 school-enterprise collaborations, cumulatively offering more than 41,318 internship positions to students, significantly increasing their practical opportunities. Furthermore, each school actively invites enterprises for on-campus interaction activities.

The Group Successfully Held the "2024 Best Employer Awards Ceremony and 2025 Government-Industry-Academia Supply-Demand Exchange"

The New Higher Education Group's Government-Industry-Academia Exchange yielded significant outcomes, bringing together over 100 renowned enterprises including Geely, JD.com, SF Express, and Midea. The event generated over 8,000 high-quality internship and job positions, and strategic agreements were signed with the Luopu County Education Bureau in Xinjiang and Hengdian World Studios, among others, to deepen industry-education integration.



The event facilitated precise tripartite supply-demand alignment among government, industry, and academia, feeding corporate talent needs back into every stage of talent cultivation to help graduates achieve high-quality employment. During the conference, leaders from several of the Group's schools engaged in in-depth dialogues with enterprise representatives on topics such as career planning and joint industry-academic training programmes. Moving forward, the Group will continue to build platforms for supply-demand matching and welcomes high-calibre enterprises to participate in talent development and internship base construction, jointly cultivating high-quality, application-oriented talent that meets market demands.

Building on its commitment to ensuring both high-quality and full employment, the Group continuously enhances the satisfaction levels of graduates and employers. During the Reporting Period, the Group conducted questionnaire surveys with both graduates and employers. The results indicate that the satisfaction rate regarding the employment quality of the 2024 graduate cohort increased by 13.79% year-on-year. Furthermore, employers expressed a "high satisfaction" rate of 81.90% with the graduates. "Good Employment" has become an established hallmark of the New Higher Education Group.

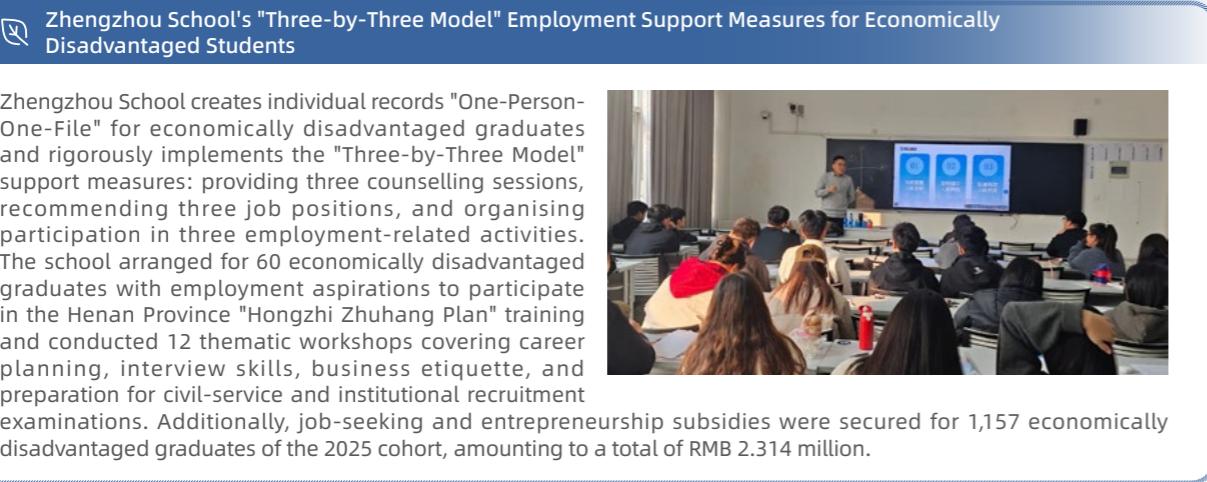


Employment Assistance Programme for Economically Disadvantaged Students

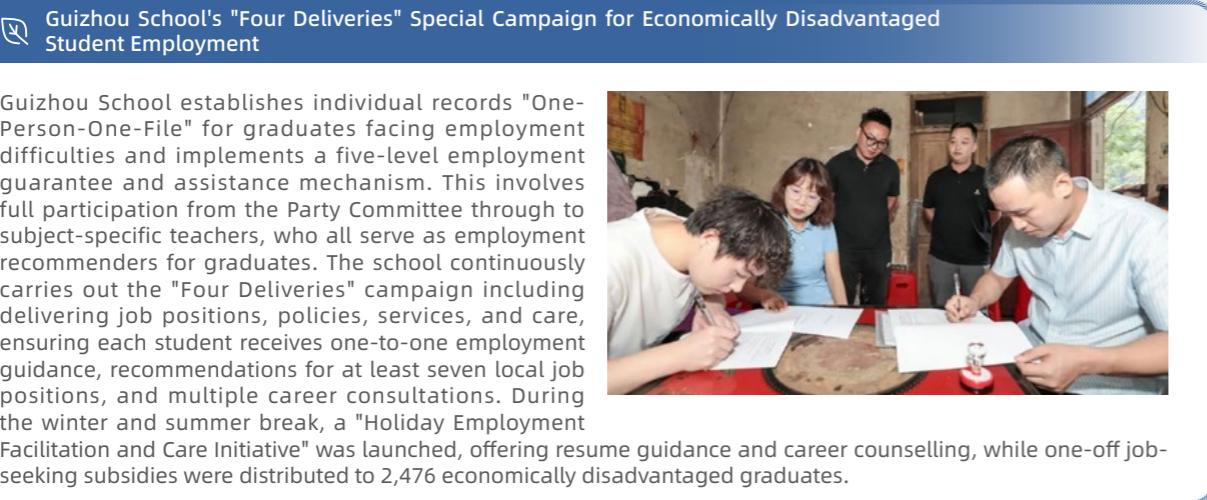
The Group places particular emphasis on economically disadvantaged student groups building on the foundation of achieving widespread high-quality employment, fulfilling the social responsibility of "educate one person, employ one person, and enable one family to prosper". Each school has developed its own distinctive targeted support model:

 Luoyang School's Targeted "One-to-One" Employment Guidance for Economically Disadvantaged Students

Luoyang School conducts precise screening of economically disadvantaged students, establishing individual records "One-Person-One-File" and providing comprehensive "One-to-One" support that includes career guidance, psychological counselling, resume optimisation, and interview skills training. By maintaining assistance ledgers and implementing dynamic "One-Student-One-Plan" management, teachers are paired with students to offer support through personal consultations and tailored job recommendations, ensuring full implementation of employment assistance. Furthermore, one-off job-seeking subsidies were provided to students from financially disadvantaged families, benefiting 1,702 individuals with a total amount of RMB 3.404 million.

 Zhengzhou School's "Three-by-Three Model" Employment Support Measures for Economically Disadvantaged Students

Zhengzhou School creates individual records "One-Person-One-File" for economically disadvantaged graduates and rigorously implements the "Three-by-Three Model" support measures: providing three counselling sessions, recommending three job positions, and organising participation in three employment-related activities. The school arranged for 60 economically disadvantaged graduates with employment aspirations to participate in the Henan Province "Hongzhi Zhuhang Plan" training and conducted 12 thematic workshops covering career planning, interview skills, business etiquette, and preparation for civil-service and institutional recruitment examinations. Additionally, job-seeking and entrepreneurship subsidies were secured for 1,157 economically disadvantaged graduates of the 2025 cohort, amounting to a total of RMB 2.314 million.

 Guizhou School's "Four Deliveries" Special Campaign for Economically Disadvantaged Student Employment

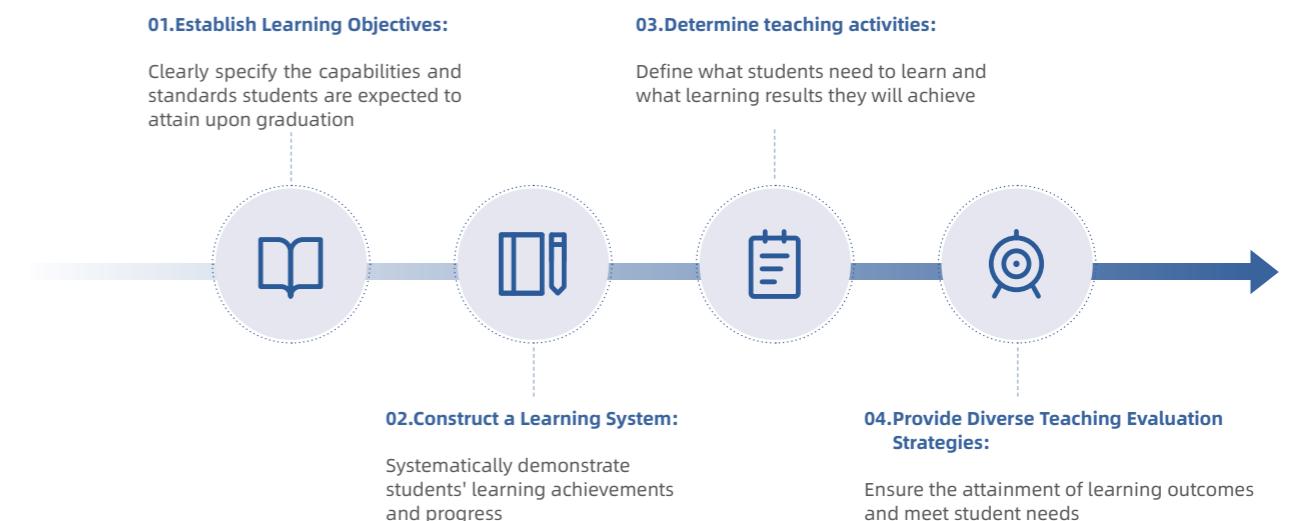
Guizhou School establishes individual records "One-Person-One-File" for graduates facing employment difficulties and implements a five-level employment guarantee and assistance mechanism. This involves full participation from the Party Committee through to subject-specific teachers, who all serve as employment recommenders for graduates. The school continuously carries out the "Four Deliveries" campaign including delivering job positions, policies, services, and care, ensuring each student receives one-to-one employment guidance, recommendations for at least seven local job positions, and multiple career consultations. During the winter and summer break, a "Holiday Employment Facilitation and Care Initiative" was launched, offering resume guidance and career counselling, while one-off job-seeking subsidies were distributed to 2,476 economically disadvantaged graduates.

Pursuing Enhanced Learning Outcomes, Advancing Teaching Reform and Innovation in Practice

Since its establishment in 1999, the Group has been deeply committed to the field of higher education for twenty-six years, consistently placing students' learning outcomes at the forefront. Adhering to the Outcomes-Based Education (OBE) model as our core approach, we deepen teaching reforms through exploring enterprises, expanding jobs, enquiring needs. By continuously optimising programme development and refining talent cultivation models, we comprehensively drive the enhancement of education quality.

Outcome-Based Education (OBE) Teaching Model Development

The Group comprehensively implements Outcome-Based Education (OBE), focusing on cultivating students' core competencies and time management skills, with an emphasis on the tangible outcomes achieved during the learning process. The implementation pathway is as follows:



To ensure the effective implementation of the OBE model, the Group has formulated and implemented a series of regulatory documents, including the "Implementation Opinions on Building Two-tier Supervisory Teams at Colleges and Schools", the "Management Measures for OBE-oriented Wonderful Classroom Quality Evaluation", the "Management Measures for OBE-based Curriculum Quality Evaluation (Trial)", and the "Management Measures for Sampling Undergraduate Theses (Designs)". Focusing on "student development as the centre, student learning as the centre and learning effect as the centre", we have built up a quality assurance system combining internal and external evaluations by students, teachers, supervisors, employers, alumni, and industry experts.

During the Reporting Period, the Group further refined its supervision and incentive mechanisms by issuing the "Work Plan for Strengthening the Development of the In-house Full-time Supervision Team" and the "Implementation Plan for the 'Excellence in Supervision, Excellence in Reward' Supervision Recognition and Incentive Scheme". By increasing monetary rewards and subsidising teaching hours for full-time supervisors, the Group has effectively attracted outstanding teachers who have demonstrated excellence in enhancing teaching quality and innovating pedagogical research to join the supervision team. This leverages their professional expertise and practical experience to provide more precise and in-depth evaluation and guidance on teaching quality. Concurrently, the Group implemented the "Implementation Plan for the 'Excellence in Learning, Excellence in Reward' Recognition and Incentive Scheme" to encourage counsellors to transition from student management to mentorship roles, strengthen academic ethos, and enhance student engagement and learning outcomes.

Deepening Teaching Reforms, advancing "Exploring Enterprises, Expanding Jobs, Enquiring Needs"

To promote the deep integration of the education chain and the industry chain, the Group has been continuously advancing the series of initiatives "exploring enterprises, expanding job opportunities, enquiring needs, and strengthening teaching reforms" across all schools. By consistently refining the teaching quality assurance system, innovating evaluation mechanisms, deepening connotative development, and improving the quality of talent cultivation, the Group is comprehensively enhancing the standard of education and teaching.

During the Reporting Period, a total of 289 programmes and 1,200 faculty and staff members across the entire Group actively participated in the relevant work. The research covered 2,448 employers, over 3,000 alumni, and more than 100,000 current students. Through continuous interviews and research, the Group made slight improvements based on 1,467 identified issues during the teaching process. Building upon the original 9 key areas—"educational objectives, graduation requirements, curriculum systems, teaching/course content, experimental training, internship experience, teaching methods, competitions, and teaching team"—this Reporting Period saw the addition of three new modules: "assessment and evaluation, teaching materials and handouts, and course objectives". This forms a reformed system covering 12 key areas across the entire teaching process.

To ensure the effectiveness of the reforms directly addresses the needs of teachers, students, and enterprises, all schools have held feedback and improvement exchange meetings with students, incorporating the student experience into the self-evaluation and improvement process of teaching quality. These exchange meetings also rely on a continuous feedback mechanism from alumni and employers to ensure the outcomes align with the expectations of all parties, driving the dual enhancement of education quality and employment results.

This process achieves threefold value in educational reform:



Teaching Level:

Timely adjustment of courses and teaching content to ensure teaching aligns with industry frontiers



Student Level:

Tangible improvement in learning experience and professional competitiveness



Industry Level:

Deepening collaborative partnerships between schools and enterprises, forming a close and mutually beneficial industry-education alliance

Adhering to Teaching Reform Implementation and Innovating Curriculum Layout Scientifically

To enhance the systematic and coordinated nature of the reforms, the Group established a collaborative management mechanism involving the Academic Affairs Office, the Quality Assurance Centre, and secondary colleges. This mechanism institutionally ensures that reform progress is monitorable, assessable, and traceable. Furthermore, the schools under the Group have created dedicated rectification ledgers to closely track monthly progress, ensuring the advancement and implementation of all improvement initiatives. The academic affairs and quality assurance departments also regularly review rectification materials and provide feedback, guaranteeing that each improvement initiative has clear objectives, responsible parties, and verification mechanisms.



Guided by the OBE philosophy, the schools have continuously advanced the optimisation of teaching components such as professional courses, experimental training, and internship practice, achieving a series of breakthrough results:

- 1 **Significant Achievements in Course Development:** During the Reporting Period, 21 new provincial-level first-class undergraduate courses were added, 7 of which were submitted for evaluation as national-level first-class courses. Among these, the courses "Robot Offline Programming Systems" and "Innovation and Entrepreneurship" were successfully approved as national-level first-class courses, marking a historic breakthrough. Currently, the Group has developed 13 provincial-level first-class specialties and 42 provincial-level first-class courses.
- 2 **More Targeted Development of Professional Clusters:** Schools have developed advantageous professional clusters based on the needs of societal and local priority industry development. For instance, leveraging Guizhou Province's strength in digital economy development, the digital economy and trade professional cluster was approved as a provincial-level high-level professional cluster. As of this Reporting Period, 10 core professional clusters have been established.
- 3 **Dynamic Layout of Emerging Specialties:** In line with national strategies and urgent needs for local and regional development, the Group has applied for new specialties that demonstrate high alignment with market demand and the schools' educational positioning. During this Reporting Period, relevant schools collectively introduced five new emerging specialties, including Smart Grid Information Engineering, Building Electrical and Intelligentisation, Information Security, Unmanned Aircraft Systems Engineering, and Intelligent Welding Technology. Applications were also submitted for six new undergraduate specialties, such as Artificial Intelligence, Intelligent Equipment and Systems, Intelligent Construction, and Intelligent Vehicle Engineering. Furthermore, the structure of seven specialised college programmes was optimised, with a continuous focus on distinctive features.

Additionally, we employ data feedback to drive the optimisation of the talent cultivation system, incorporating multi-dimensional feedback from enterprises, alumni, and students into the basis for teaching evaluation and cultivation plan revisions. This promotes the scientification and demand-orientation of educational decision-making. During the Reporting Period, the Group revised and optimised the talent cultivation objectives, plans, graduation requirements, and curriculum systems for 289 specialties. We also organised on-site defence sessions for secondary colleges during this period to ensure that reform outcomes are measurable upon implementation.

Group Level - Full-System Training and Defence Mechanism Driving Implementation

In October 2024, the Group initiated the work of justifying the reasonableness of programme graduation requirements, with the Chairman providing in-depth guidance on multiple occasions. The heads of all schools led the advancement of this work. In November of the same year, 115 heads from various schools went to Xi'an Eurasia University to participate in specialised training on "EmployerOriented, StudentCentred" approaches. During this period, the various programmes collectively conducted research visits to over 600 target employers. A total of 1,467 microimprovement tasks were completed by the programmes, with 1,221 improvement initiatives launched within the online "MicroImprovement" process.



School Level - Exemplary Cases of Teaching Innovation

Northeast School: The Mechanical Design and Automation programme reformed its Metalworking Practice, integrating digital and virtual manufacturing technologies to cultivate students' spirit of innovation and craftsmanship.

Luoyang School and Guangxi Schools: The implementation of the "Busy Season for Work, Slack Season for Study" model achieved significant results. The cycles of enterprise practice and course learning complement each other, markedly enhancing students' jobreadiness and adaptability.

Yunnan School: The Computer Science programme codeveloped courses and teaching materials with Huawei, Tektronix, and Ruijie Networks, contributing to a 30% increase in the employment rate.

Zhengzhou School: The school coestablished "Orderbased Classes" with Voyah and Great Wall Motors, with corporate mentors delivering lectures on campus, reducing students' job adaptation period by 50%.

Central China School: In response to the Practising Physician Qualification Examination, the teaching and exam outlines for 28 courses were restructured, leading to a significant improvement in certification pass rates. Concurrently, a "Theory + Public Service Week" model was implemented in the "Labour Education" course, with the related project being selected as a provincial-level quality project.

Guizhou School: The English and Mathematics curriculum systems were optimised (including setting up "CollegetoBachelor English" and "CollegetoBachelor Mathematics" courses), and activities and environmental development were utilised to enhance students' professional literacy and well-being.

Gansu School: New characteristic physical education courses and clubs were introduced, such as baseball, dance sport, freestyle combat, and Go (Weiqi), enriching campus life and promoting students' physical and mental well-being.



"Competitions Catalyse Learning and Teaching", with Authority Competitions Achieving Remarkable Success

Following the deepening of teaching reforms, the Group has continued to refine its educational mechanism where "competitions catalyse learning and teaching". It actively encourages both teachers and students to participate in various professional competitions at all levels, utilising these contests as a crucial platform for assessing teaching outcomes and fostering innovative capabilities. This model not only stimulates students' motivation to learn but also promotes the innovation of teachers' pedagogical methods, creating a virtuous cycle where teaching and practice mutually reinforce each other, and teachers and students progress together.

Competitions Catalyse Learning: Student Competition Achievements Reach a New Historical High

The schools actively organise students to participate in internal and external academic and skills competitions, encouraging them to apply their professional knowledge in real-world contexts, thereby enhancing their practical abilities and teamwork awareness. During this Reporting Period, students from the Group's schools achieved outstanding results across various levels of competitions, securing a total of 10,989 awards—a new historical record. Notably, within the 84 national university student discipline competitions recognised by the Ministry of Education, students received 7,685 awards at the provincial level or above, 3,023 national-level awards, and 152 top awards, representing the best overall performance since the Group's establishment.

Honours/Awards Achieved by Schools/Students in Various Competitions

Students from Guizhou School won 3 first prizes, 4 second prizes, and 2 third prizes at the 27th National Final of the China Robotics and Artificial Intelligence Competition. The school was the only institution in the province to receive first prizes in three competition categories: the Quadruped Bionic Robot Small Group, Humanoid Robot Sprint, and Aelos Robot Challenge (OpenHarmony Version).



At the 5th Gansu Provincial University Student Optoelectronic Design Competition, all 12 teams sent by Gansu school won awards, including 4 first prizes, 5 second prizes, and 3 third prizes, achieving a 100% award rate.



Competitions Catalyse Teaching: Further Breakthroughs in Teacher Teaching Competitions

In addition to student competitions, teachers from the Group also demonstrated exceptional performance in teaching competitions at various levels. Seizing the opportunity presented by these contests, teachers showcase innovative lesson examples, digital teaching practices, and teaching reform achievements. Through exchanges with peers, they continuously enhance their educational teaching standards, driving the overall refinement of the Group's teaching quality. During the Reporting Period, teachers performed notably well in three national authoritative teaching competitions, winning 3 national second prizes, 4 national third prizes, as well as 22 provincial first prizes, 22 provincial second prizes, and 28 provincial third prizes. The number of awards increased by nearly 46.30%, marking a sustained new breakthrough. Furthermore, 1 provincial-level special prize for teaching achievements was newly added, reflecting the continuous strengthening of teaching development capacity.

New Higher Education Group Faculty Participants in the 5th National Teaching Innovation Competition, 2025



Expanding International Exchange Platforms and Enriching Overseas Study Experiences

To meet the diverse and individualised learning needs of students, the Group actively promotes the development of international study programmes across its schools. All eight schools under the Group have implemented regular international study programmes, organising students to study at world-renowned universities such as the University of Cambridge, the National University of Singapore, and the University of Tokyo.

Study Programmes



The Group's international study service network now covers 6 countries and regions including the UK, Australia, South Korea, and Thailand, with a total of 235 students participating in study abroad service programmes. Students from various schools have shown great enthusiasm for participation. Multiple international-themed events and selection competitions for Cambridge study programmes have been held, receiving high recognition from local educational authorities and partner universities.

During this Reporting Period, we successfully assisted more than 80 students in obtaining undergraduate and postgraduate admission offers from overseas universities. Among them, more than 20 students received offers from institutions ranked within the top 500 of the QS World University Rankings, including prestigious universities such as the University of Sydney (ranked 18th), the University of Malaya (ranked 58th), and the University of Nottingham (ranked 97th). These achievements fully demonstrate the professional operational capabilities and brand strength of the Group's international education services, and also validate the significant results in cultivating students' learning abilities, language proficiency, and comprehensive qualities.

University-Government-Enterprise Collaboration: Fostering a New Landscape through Multilateral Cooperation

Building upon the expansion of international educational initiatives, the Group has further strengthened strategic synergy and multilateral engagement with renowned universities and local governments. It is dedicated to constructing an open, shared, and integrated educational ecosystem. Through in-depth collaboration with top-tier universities both domestically and internationally, as well as local governments, the Group not only introduces advanced educational concepts and research achievements but also establishes a mutually beneficial mechanism driven by industry needs and centred on talent cultivation. This promotes the efficient alignment of educational resources, research outcomes, and regional development.

Strategic Collaboration with Duyun City, Guizhou Province to Promote Industry-Education Integration and High-Quality Development

The New Higher Education Group formally signed a strategic cooperation framework agreement with the People's Government of Duyun City to jointly promote the deep integration of regional education and industry. Based on the strategic positioning of "enhancing industry-education integration, empowering through technical services, and upgrading talent co-cultivation", this collaboration focuses closely on Duyun City's three leading industries: digital economy, green ecology, and ethnic culture. Leveraging the resources of Guizhou School, it drives deep university-local integration across multiple dimensions including joint Party building, vocational training, technical services, and achievement transformation. Operating under the model of "government platform-building + Group coordination + school implementation", this cooperation provides a new paradigm for private education to serve local economic development, promoting the panoramic integration of the education chain, talent chain, industry chain, and innovation chain.



Hosting University-Government-Enterprise Symposium with Kunshan Development Zone, Suzhou to Promote Precise Talent Supply-Demand Matching

In response to the urgent demand for professionals in fields like electronic information, machinery, and electrical engineering driven by industrial upgrading and intelligent transformation in Kunshan Development Zone, the Group jointly held a university-government-enterprise symposium with the Kunshan Development Zone Human Resources and Social Security Bureau to facilitate precise talent supply-demand matching. Both parties will engage in deep cooperation in areas such as joint cultivation platforms, physical co-construction platforms, and information exchange platforms, focusing on advancing four major initiatives: co-building physical practice bases, establishing digital information exchange platforms, refining the university-enterprise joint cultivation model, and leveraging artificial intelligence to drive transformation and upgrading. This collaboration marks the establishment of a regularised interactive communication system among government, universities, and enterprises, providing strong talent support for the high-quality development of the regional industry.



Deepening Strategic Collaboration with Xi'an Jiaotong-Liverpool University to Jointly Advance Innovation in International Education

In May 2025, the Group formally signed a strategic cooperation framework agreement with Xi'an Jiaotong-Liverpool University, establishing a multi-level, sustainable long-term partnership. The collaboration aims to jointly develop the Sino-German International University (Hainan School), which the Group is preparing to establish in Hainan, achieving deep integration in aspects such as educational philosophy, talent cultivation models, industry school development, and campus planning. Based on national strategic deployments such as "building a strong education system" and "Hainan Free Trade Port construction", Hainan School is committed to establishing an international, future-oriented new university that integrates Chinese and international elements and deeply combines industry, academia, and research, contributing innovative solutions to the internationalisation of Chinese education.



Establish a Robust System for guaranteeing Teaching Quality

In the process of deepening educational reform and strengthening connotative development, the Group consistently prioritises the establishment of a teaching quality assurance system as a core project to drive the sustained and high-quality development of its educational endeavours.

During the Reporting Period, the Group strictly complied with national and regional laws and regulations closely related to its operations, including the "Education Law of the People's Republic of China", the "Nonstate Education Promotion Law of the People's Republic of China", the "Regulations on the Implementation of the Nonstate Education Promotion Law of the People's Republic of China", and the "Higher Education Law of the People's Republic of China". It thoroughly implemented the guiding principles of policy documents such as the "Overall Plan for Deepening Educational Evaluation Reform in the New Era", the "Opinions on Deepening the Reform of Undergraduate Education and Teaching and Comprehensively Improving the Quality of Talent Training", the "Implementation Plan for National Vocational Education Reform", the "Opinions on Promoting the High-quality Development of Modern Vocational Education", and the "Reform Plan for the Adjustment and Optimisation of Discipline Structure in General Higher Education". The Group continuously advanced the refinement and implementation of its teaching quality management system.

Establishing a Multi-dimensional Interconnected Quality Assurance Network

The Group has established a "One Centre, Four Assurances" teaching quality monitoring and assurance system covering both the Group headquarters and its subordinate schools, starting from the four dimensions of goal assurance, resource assurance, process assurance, and management assurance. This forms a top-down, full-chain quality management closed loop.

"One Centre" "Student-oriented"

Firmly grasping the educational core of "education being student-centred", and starting from the demands of the country, society, industry, students, employers, and parents for talent development, the Group promotes the effective alignment of talent cultivation objectives with actual market needs. It comprehensively cultivates application-oriented, high-quality talent equipped with productivity, innovation, and social responsibility.

"Four Assurances" → "Goal Assurance, Resource Assurance, Process Assurance, Management Assurance"

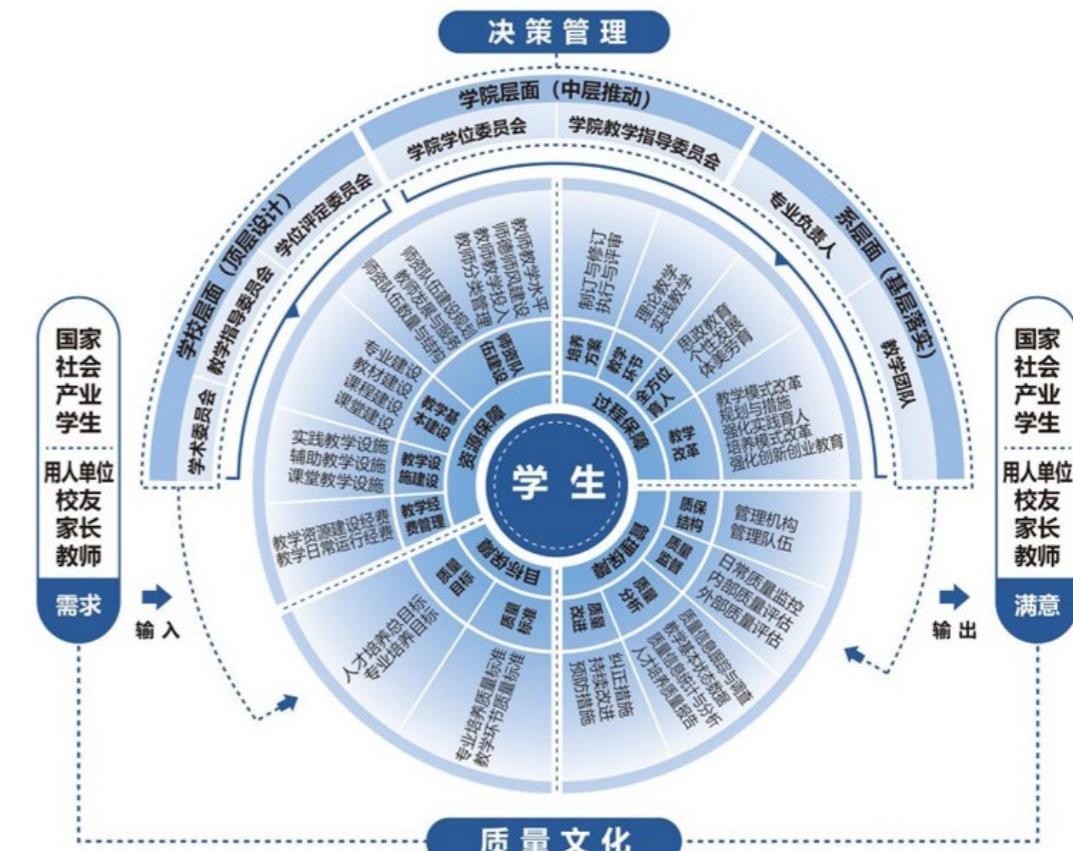
This includes setting goal standards, building teaching staff, developing management teams, constructing teaching resources, reforming talent development, overseeing teaching operations, and quality supervision feedback, among others. From organisational assurance, goal setting, plan execution, operational implementation, standard management, inspection monitoring, evaluation feedback, improvement enhancement, to setting new goals and plans, it constitutes a complete closed-loop system.

Building a Multi-Party Quality Enhancement Community

The Group also fully leverages the roles of multiple stakeholders to establish a multi-dimensional monitoring mechanism involving student representatives, school leaders, functional department managers, teaching supervision experts, faculty administrators, and peer teachers.

A quality assurance system with clearly defined responsibilities and mutual support is formed at various levels:

- Students provide feedback based on their authentic learning experiences;
- Teachers and faculties, through a mechanism of "top-level design, mid-level promotion, and basic-level implementation", are guided to continuously improve curriculum and instructional design;
- At the Group level, regular inspections and quality evaluations ensure that the quality management operations of each school are scientific and standardised.



The Group's internal education and teaching quality monitoring and assurance system

Teaching Quality Monitoring and Operational Mechanism

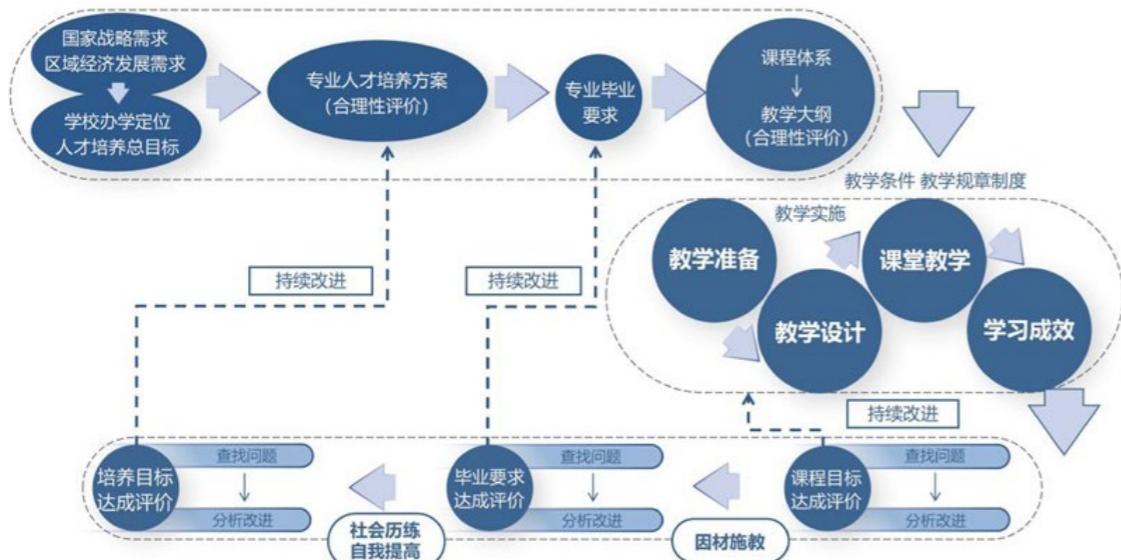
Building on a sound quality assurance system, the Group has further refined its teaching quality monitoring and operational mechanism, continuously improving the two-tier "Group-School" monitoring system. The teaching quality monitoring work is centrally managed by the Group's Teaching Quality Assurance Department, which is responsible for formulating unified teaching quality standards and work guidelines, and regularly supervising the implementation effectiveness of each school. Under the Group's unified framework, each school formulates specific quality assurance plans and implementation schemes based on its own professional characteristics and educational direction.

Enhancing Teaching Management Synergy Effectiveness

To ensure the scientific nature of teaching quality monitoring, a school's teaching quality assessment comprises multiple components, including "routine and special" teaching inspections, classroom observations and inspections by teaching supervisors, classroom observations by school leaders and management personnel, and feedback on classroom teaching from student information officers. This series of measures achieves full participation, whole-process monitoring, and all-round evaluation, ensuring teaching activities are transparent, efficient, and orderly.

Focusing on the goal of enhancing teaching quality, the Group and its schools continuously refine the teaching evaluation and results application mechanism. Each school's Teaching Quality Assurance and Teacher Development Centre systematically organises teachers to conduct self-assessments of their classroom teaching. Simultaneously, it regularly organises students and teaching supervisors to participate in comprehensive teaching quality evaluations for all staff each semester. Building on this, the Group strengthens the practical application of evaluation results. Through systematic analysis, an annual teaching quality analysis report is produced, helping schools comprehensively review the teaching work of the academic year and providing a basis for the scientific formulation of teaching plans for the following year.

Based on a robust teaching quality monitoring mechanism, schools hold annual comprehensive teaching work meetings to promptly update teachers' educational and pedagogical concepts, delve into significant issues in teaching practice, and ensure that teaching work consistently advances in the right direction. Additionally, schools hold monthly teaching work meetings using a combination of online and offline methods and convene teaching work coordination meetings as needed to ensure smooth and orderly teaching operations and the timely completion of all teaching plans.



The Group's internal teaching quality monitoring mechanism

Improving the Educational Environment and Teacher Allocation

The Group consistently regards teaching strength and the educational environment as the twin pillars of high-quality education. Over the years, we have established a comprehensive teacher management system and a teaching atmosphere characterised by openness and inclusiveness. We are committed to providing space for teachers' professional growth and creating a positive learning environment for students, thereby driving the comprehensive enhancement of education and teaching quality.

The group adhere to the principle of "external recruitment and internal development" (「外引内培」). Based on the development needs of key disciplines and characteristic specialties, we continuously strengthen the recruitment and cultivation of high-quality talent. During the Reporting Period, the Group recruited 20 industry experts and academic leaders, with a 6.19% increase in the number of "dual-high" teachers (teachers with high academic qualifications and professional titles), and a 10% year-on-year increase in remuneration for teaching core position. Furthermore, for specialties with high social demand, large enrolment scales, but relatively weak teaching staff, the Group implements a differentiated expansion policy, targeted supplementation of teaching resources to ensure a reasonable teacher structure and stable teaching quality. This strategy not only elevates the overall teaching standards but also effectively meets the market's demand for cultivating application-oriented professional talent.

In addition to increasing investment in teaching staff costs, the Group continues to invest in and update teaching and student activity facilities to provide a more intelligent, flexible, and user-friendly learning environment. During the Reporting Period, the Group renovated and added 85 laboratories, installed 303 new sets of laboratory equipment, introduced 40 laboratory systems, and added 36 laboratory projects, promoting the deep integration of practical teaching and industrial application.



Guizhou School Big Data College Intelligent Connected Centre



Practising University ESG Responsibility, Continuously Promoting ESG-Oriented Teaching Innovation and Research Development

The schools under the Group actively practise university ESG responsibilities, strengthening the educational leadership role of higher education institutions in the ESG field. Through systematic curriculum development, they demonstrate a firm commitment to social responsibility and sustainable development governance, providing exemplary pathways for promoting the deep practice of ESG concepts in higher education.



Northeast School launched the course "Green Building and Building Carbon Emissions" in September 2025, targeting students from multiple engineering majors. Zhengzhou School simultaneously advanced the development of a "Carbon Neutrality Technology" micro-specialty, constructing a teaching system comprising six professional courses including "Climate Change Science", "Fundamentals of Carbon Emission Accounting and Monitoring", and "Renewable Energy Technology", to cultivate professional talent in the field of green development.



The Group's research capabilities continue to improve. Two provincial-level research projects from Yunnan School, focusing on ecological auditing and green development, were successfully approved during the Reporting Period. Three key scientific research projects in Henan Province from Luoyang School achieved phased results, with two of them successfully completed. Northeast School completed a university-level "Dual Carbon" research project, providing a practical basis for green campus construction.

Pursuing Superior Service Experience, Enhancing Satisfaction and Well-being Across the Schools

The Group places great emphasis on the overall quality of both teaching and campus life experiences, comprehensively promoting the enhancement of service experiences to build a warm and efficient campus operation system. For years, the Group has been a pioneer among higher education institutions nationwide by establishing the "Experience Management" function, creating a new service governance model in the education sector that is experience-oriented. Adhering to the principle of "problem-driven and highlight-focused", this function utilises methods such as satisfaction surveys, student-faculty feedback platforms, principal reception days, student experience committees, and peak experience activities to form a closed-loop experience management model, driving precise improvements and high-quality development in campus services.

Teaching Experience and Classroom Engagement Enhancement

Teaching experience serves as a vital foundation for the holistic development of students. High-quality teaching experiences not only stimulate learning interest and increase engagement but also contribute to cultivating critical thinking and innovative capabilities. The Group regards the optimisation of teaching experience as a core component of enhancing educational quality, committed to fostering positive teacher-student interaction and a conducive learning atmosphere, thereby laying a solid groundwork for students' future development. Consequently, emphasizing teaching experience is an indispensable aspect of every school's pursuit of educational excellence, which directly influences students' growth and future prospects.

To systematically advance teaching experience management, the Group further refined the "New Higher Education Group Student-Teacher Experience Work Management Measures (Trial)" during this Reporting Period. Supporting documents such as the "Guidelines for Feedback and Handling Reference for Student Opinions" and the "Guidelines on the Proper Use of the 'Principal's Mailbox' by Students" were also formulated, establishing a standardised and efficient handling mechanism to ensure students' feedback is appropriately addressed.

In the practice of teaching experience management, the Group adheres to the following core principle system:

Comply with the principle of "four insistence and one target" at the perception level:

- We insist on the "student-oriented" principle, prioritising experience, adhering to the concept of "detail-oriented thinking", and the culture of service
- With the fundamental objective of "Creating Teaching Experiences that Deeply Move Both Teachers and Students"

Adhere to the principles of problem-orientation and highlight-building at the execution level:

- Students and teachers are encouraged to reflect problems in a timely and adequate manner under an open and tolerant atmosphere
- To form an atmosphere in which various departments are adept at identifying problems and dare to face them with increasing insight and responsibility
- We combine fragmented solutions with systematic improvements to enhance the ability of solving problems quickly and, by way of example, gradually clarify terms of reference and establish relevant sound regulations and procedures

Gradually clarify terms of reference and establish relevant sound regulations and procedures:

- We will continue to invest resources in the identification of experiential projects that are highly anticipated by students and teachers and that support our schools' brand building, cultivating the experience highlights

Through systematic development across three levels of philosophy, implementation, and institutionalisation, the Group is progressively establishing a distinctive and sustainable teaching experience management model, providing robust support for the enhancement of overall education quality.

Campus Life Quality Enhancement

To comprehensively enhance student campus life quality, the Group's schools have continuously advanced the upgrading of residential facilities and the innovation of commercial services during the Reporting Period. Through systematic improvement measures, a more liveable and convenient campus environment is being fostered.

Enhancement of Accommodation Experience

The Group has persistently increased investment in student apartments, meeting personalised accommodation needs through layout optimisation and comprehensive smart home upgrades. A total of 73 multifunctional student spaces has been added across campuses, encompassing various types such as shared apartment kitchens, gyms, study rooms, and activity centres. This significantly extends the living service functions within residential areas, creating a high-quality educational environment that integrates study, living, and social interaction, thereby cultivating a more comfortable, collaborative, and humane campus atmosphere.

Newly Renovated Apartments at Yunnan School

The newly built apartments adhere to the core value of being "the most student-oriented", embodying the "6T" service-education philosophy to provide students with a high-quality teaching and living environment. Each room is decorated with eco-friendly materials and furnished with high-quality furniture, significantly improving the student accommodation experience.



Luoyang School's Rixin Academy Establishes Six Thematic Workshops as Multifaceted Education Platforms

Luoyang School innovatively established six thematic workshops. Among them, the Hanfu Culture Workshop promotes traditional heritage, while the Music and Dance Workshop provides a platform for artistic practice for teachers and students, breaking disciplinary boundaries and enriching the essence of aesthetic education on campus.



Commercial Service Innovation

To continuously enhance campus life quality, the Group has comprehensively implemented a campus commercial service upgrade plan across all eight schools during the Reporting Period, dedicated to creating an intelligent, convenient, and warm campus service ecosystem.

Regarding the catering experience, the Group introduced 20 nationally renowned chain brands, covering categories such as Chinese fast food, coffee/beverages, and supermarkets, further enriching campus dining options. Concurrently, various schools successively added diverse facilities such as mobile food trucks, shared printers, and shared coffee machines, constructing a more convenient "one-stop" lifestyle service scene. This ensures that the smart campus concept extends beyond technology to genuinely address students' daily needs.

Furthermore, the Group emphasises students as co-creators, actively encouraging their participation in the design and decision-making of campus commercial spaces. It launched a campus-wide solicitation (with rewards) for naming new dining venues and suggesting desired catering brands, granting students "naming rights" and "menu selection rights". Additionally, student symposiums were held and a "Suggestions for Rewards" feedback channel was opened, offering mobile phone credit rewards to students and staff who provided suggestions for improving commercial services. This stimulates their sense of participation and belonging in campus life and promotes the continuous optimisation of campus commercial services.

Central China School Hosts Exchange Symposium on "Canteen Commercial Environment Optimisation"

Central China School hosted a university-level exchange symposium, broadly inviting student representatives to discuss the dining area environment, service quality, and food variety. Participating students actively provided suggestions from perspectives such as food hygiene, hot water supply, and takeaway services. Relevant school departments attached great importance to the feedback and committed to promptly implementing improvement measures. Moreover, the school is planning to launch a "4 AM Campus Logistics Tour" experience activity, allowing students to personally understand logistical operations, further enhancing their comprehension and recognition of campus services.



During the Reporting Period, all eight schools under the Group simultaneously implemented a "Duty-based Caring Window" system, providing students in need with secure and convenient dining support, infusing campus catering services with greater humanistic care. Simultaneously, each school continued to refine its "Heart-warming Budget Meal" programme, offering affordable, nutritionally balanced meals to effectively meet students' multi-level dining needs.

Schools Add "Heart-warming Budget Meal" Canteen Stalls

To practice the service philosophy of "Doing Practical Things for Students and Teachers", each school added "Heart-warming Budget Meal" windows in their canteens. Taking Yunnan School as an example, all dishes at these windows are offered at a 20% discount, marked with "Budget Meal, Less Oil & Salt" signage. Four meat and four vegetable budget set meals are provided daily during lunch and dinner times. Meat dishes are priced as low as RMB 3 per serving, and vegetable dishes cost only RMB 1.5 per serving. The canteens select quality ingredients, focusing on scientific combination and dietary nutrition. The Asset Management Office, centring on students, implemented fourfold caring initiatives. These services not only warm students' stomachs but also their hearts, effectively safeguarding student welfare.



Campus Culture and Brand Activity Development

The Group actively builds a campus cultural ecosystem, employing "Experience Leadership - Cultural Empowerment" as a key lever to enhance happiness and belonging. During periods such as the start of the academic year, graduation season, and traditional festivals like the Mid-Autumn Festival and Dragon Boat Festival, the eight schools host diverse and content-rich interactive experience activities, allowing culture to flow through engagement. The schools also conduct "Start-of-Term / Graduation Season Peak Experience" series of activities, using a sense of ceremony to guide students' growth and reflection at life milestones. These activities, covering large-scale music festivals, ceremonies with thousands in Hanfu attire, unique military training performances, and parent meetings, are immensely popular among students and have garnered attention from mainstream media on multiple occasions.

Zhengzhou School Music Festival – Tens of Thousands Sing "Spring Breeze for Miles"

Singing the melody of youth, deeply nurturing aesthetic education! On the evening of May 28, 2025, Zhengzhou School's "Youth Echoes, Meeting the Future in Henan" campus music festival rocked the stage! Bands including Mr. Deer, Panda Shorts, alongside Daydreamer from Henan University, Shamen from Henan University of Technology, Sonnet from North China University of Water Resources and Electric Power, The Eighth Day from Zhengzhou University of Aeronautics, Yun Yu Shang from Yunnan Business Institute, and Xing Yi from Zhengzhou City Vocational College, together with nearly ten thousand teachers and students present, painted a picture of youth under the starry sky, making the pulse of youth resonate with cultural heritage.



Furthermore, integrating regional culture and the spirit of the times, each school designs campus-themed festivals and special performances, transforming campus spaces into vibrant cultural arenas, further strengthening students' sense of identity and pride. These activities not only enrich campus cultural life but have also made "Experience Management" an important carrier and new hallmark for advancing the "three-all" educational requirements (educating all students, throughout all process, in all aspects), receiving high praise from the broad community of teachers and students as well as high recognition from educational authorities.

Northeast School's Special Activity "Revisiting History, Recalling Past Hardships, Cherishing Present Sweetness, Honouring Revolutionary Martyrs"

To pass on the "red gene" and cultivate a new generation for the times, Northeast School innovatively launched a themed ideological and political practice activity titled "Revisiting History, Recalling Past Hardships and Cherishing Present Sweetness, Honouring Revolutionary Martyrs" on April 3, 2025. The activity extended the classroom to the campus canteen. By displaying historical ration coupons, setting up themed slogans, and offering a "Red Army Meal Set", an immersive educational setting was created. This guided students to continue the spiritual lineage and fortify their sense of national sentiment while experiencing the red dietary culture, effectively enhancing the appeal and effectiveness of ideological and political education.



Development of Student Associations and Diverse Participation

Student associations, as mass organisations voluntarily formed by students, serve as crucial platforms for independent learning and practice, while also undertaking the significant mission of expanding classroom boundaries and enriching campus culture. The Group fully safeguards students' right to freedom of association. Under the premise of legal and regulatory compliance, it provides necessary institutional support, developmental guidance, and resource assistance to student associations, ensuring their healthy and orderly operation.

The student associations across the Group's schools cover a wide and diverse range of types, spanning multiple fields such as academic science & technology, innovation and entrepreneurship, culture and arts, sports and fitness, voluntary public service, self-discipline and mutual aid. This fully satisfies students' diverse interests and developmental needs. Association activities not only enrich students' extracurricular life but also help broaden their horizons, alleviate academic pressure, and enhance social and organisational skills. Through participating in various themed activities and practical projects, students learn cooperation and responsibility, translating learning outcomes into tangible capabilities for action.

To further promote the standardisation and professionalisation of association development, the schools under the Group specifically established Student Association Federations during this Reporting Period. These federations are responsible for coordinating the daily operations of associations, managing and coordinating their activities, and promoting brand-building initiatives. The Student Association Federations actively build communication bridges between students and the school, and guide various associations in creating brand activities with campus influence.

Beyond routine association activities, the Group places particular emphasis on the educational function of voluntary service. Each school has also established a Youth Volunteers Association, responsible for organizing, guiding, and promoting public welfare practice projects both on and off campus. Aligning with local needs and school characteristics, the Volunteers Associations continuously carry out diverse projects such as community service, public welfare teaching support, environmental actions, and care for vulnerable groups. This drives voluntary service towards normalised and professional development, helping students grow and develop their talents through practice.



Feedback Handling and Satisfaction Enhancement

In the ongoing pursuit of "establishing the most student-oriented universities with a century-long vision", the Group firmly believes that sincere listening is the starting point for enhancing satisfaction, and that actionable improvement is the core of building trust. Therefore, the Group is dedicated to transforming suggestions from students and parents into concrete action plans, achieving efficient translation from a "List of Feedback" to "Tangible Improvements".

To continuously optimise feedback channels, the Group and its schools utilise platforms such as the "Principal's Mailbox", "Principal's Reception Day", and "Feedback Channels" to consistently collect suggestions and concerns from students and parents. Simultaneously, we encourage active student participation in campus governance through initiatives like the "Suggestions Award", ensuring every piece of feedback is seen, responded to, and acted upon. Furthermore, the Group regularly publishes a "Highlights List of Practical Matters", proactively disclosing outcomes of improvements and progress made, thereby enhancing transparency and allowing students and parents to genuinely feel that "feedback yields results and concerns receive responses".

Guided by a student-experience orientation, the Group persistently conducts satisfaction surveys across all eight schools, maintaining a steady upward trend for five consecutive years. To enhance service quality and teaching satisfaction, the Group is progressively establishing a "Student Experience and Satisfaction Assessment System" and exploring the introduction of eNPS (Employee Net Promoter Score) and sNPS (Student Net Promoter Score) metrics to quantify the experiential feelings of students and staff regarding campus life and environment. During the Reporting Period, the Group implemented regular feedback mechanisms using standardised questionnaires and routine surveys. The results of the "2024-2025 Academic Year Student Experience Satisfaction Survey" indicate that 94.2% of students expressed being "satisfied" or "very satisfied" with the school's overall work and services, a 7.8-percentage point increase year-on-year; the overall sNPS stood at 62.38%, a rise of 27.74 percentage points year-on-year. 92.75% of the Group's employees expressed being "satisfied" or "very satisfied" with the headquarter and school's overall work and services, a rise of 6 percentage points year-on-year; the overall eNPS was 44.78%, an increase of 20.64 percentage points year-on-year. These figures not only reflect steady improvement in educational services but also confirm the virtuous cycle of the Group's approach: "using feedback to drive improvement, and using improvement to build trust".

We respect the right of students and staff to express themselves, listen patiently to their concerns, and effectively address pain points affecting their experience. To ensure efficient and standardised feedback handling, the Group has continuously refined its student-staff feedback platform with reference to the document "Students and Teachers Feedback Handling Process", establishing a full-process closed-loop management mechanism covering "collection - categorisation - analysis - resolution - feedback - supervision". Concurrently, the Group upgraded its digital platform for managing student and teacher feedback during the Reporting Period, leveraging intelligent data analysis for issue tracking, statistics, and categorised management. The resolution rate for reported matters has reached 97%, truly achieving the goal of "every case is followed up, every matter receives a response".

During this Reporting Period, the Group did not receive any relevant complaints escalated from regulatory authorities, indicating the feedback management mechanism is functioning well. Furthermore, to address potential external complaints from the public or clients, the Group has established an efficient and responsive mechanism for managing externalised customer complaints. This includes monitoring customer complaint data, information extraction, investigation and verification, issue analysis, solution development, and feedback. Upon receiving a complaint, the Group immediately initiates an internal rapid response process, maintains proactive communication with the complainant, collaborates with internal teams to provide a solution within a reasonable timeframe, resolves misunderstandings and dissatisfaction, gains key insights from the process, and takes measures to prevent the recurrence of similar issues.

The proportion of students who were satisfied or very satisfied with the school's overall work and services was

94.2%

The overall sNPS index was

62.38%

The proportion of employees who were satisfied or very satisfied with the headquarter and the school's overall work and services was

92.75%

The overall eNPS was

44.78%

During the Reporting Period, the Group upgraded its digital student feedback management platform, enabling intelligent data analysis, issue tracking and classified management; the issue resolution rate reached

97%



Pursuing a More Beautiful Campus Environment, Continuously Advancing Infrastructure and Ecological Investment

The Group firmly believes that a high-quality campus environment not only enhances students' learning outcomes and quality of life, but also, through subtle influence, realises the deeper goal of fostering personal growth through the environment itself. To this end, the Group continues to increase investment and is committed to creating a worldclass educational environment. Significant improvements have been achieved in campus planning, architectural design, interior space renovation, and landscape layout.

In the future, each school will continue to align with international high standards and high quality, creating a more beautiful campus environment. By leveraging the "environmental education" effect, they will further solidify support for high-quality development.

 Campus Environment Improvement Comparison

A photograph showing a classroom before renovation on the left, featuring green plastic chairs and a large blackboard. On the right, a photograph shows the same classroom after renovation, featuring modern grey chairs and a large whiteboard.

Smart Classroom at Guizhou School "Before Renovation vs After Renovation"

A photograph showing a classroom before renovation on the left, featuring green plastic chairs and a large blackboard. On the right, a photograph shows the same classroom after renovation, featuring modern grey chairs and a large whiteboard.

An aerial photograph of a sports field before renovation, showing a green grassy area with a red running track and a blue track. On the right, an aerial photograph of the same sports field after renovation, showing a modern green grassy area with a red running track and a blue track.

Central China School Sports Field "Before Renovation vs After Renovation" (Being the first track and field facility in Enshi Prefecture certified as a Class II venue by the Chinese Athletics Association)

An aerial photograph of a sports field before renovation, showing a green grassy area with a red running track and a blue track. On the right, an aerial photograph of the same sports field after renovation, showing a modern green grassy area with a red running track and a blue track.

A photograph showing a financial service hall before renovation on the left, featuring a printer, a table with boxes, and a window. On the right, a photograph showing the same financial service hall after renovation, featuring a modern counter, chairs, and a large screen.

Central China School Financial Service Hall "Before Renovation vs After Renovation"

A photograph showing a financial service hall before renovation on the left, featuring a printer, a table with boxes, and a window. On the right, a photograph showing the same financial service hall after renovation, featuring a modern counter, chairs, and a large screen.

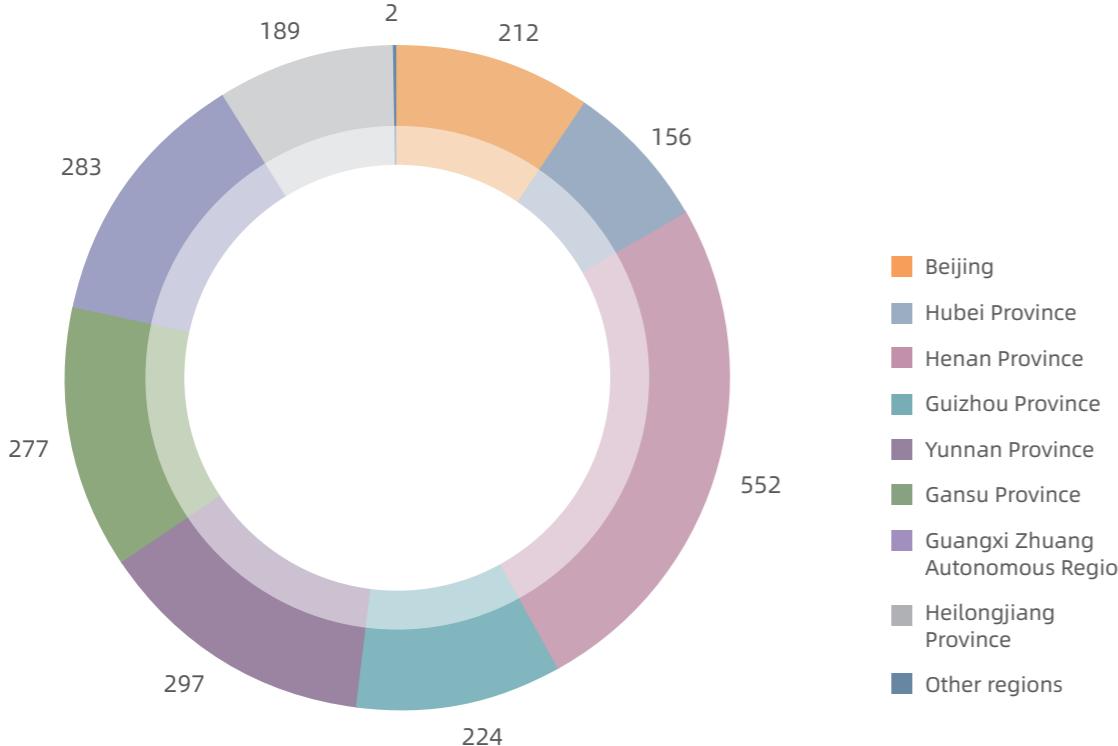
A photograph showing a classroom in Building 2 at Zhengzhou School before renovation on the left, featuring blue chairs and a blackboard. On the right, a photograph showing the same classroom after renovation, featuring modern grey chairs and a large whiteboard.

Classroom in Building 2, Zhengzhou School "Before Renovation vs After Renovation"

A photograph showing a classroom in Building 2 at Zhengzhou School before renovation on the left, featuring blue chairs and a blackboard. On the right, a photograph showing the same classroom after renovation, featuring modern grey chairs and a large whiteboard.

Pursuing a More Responsible Supply Chain, Multi-dimensional Evaluation and Green Shared Prosperity

During the Reporting Period, the Group's supplier distribution in different regions³ is as follows:



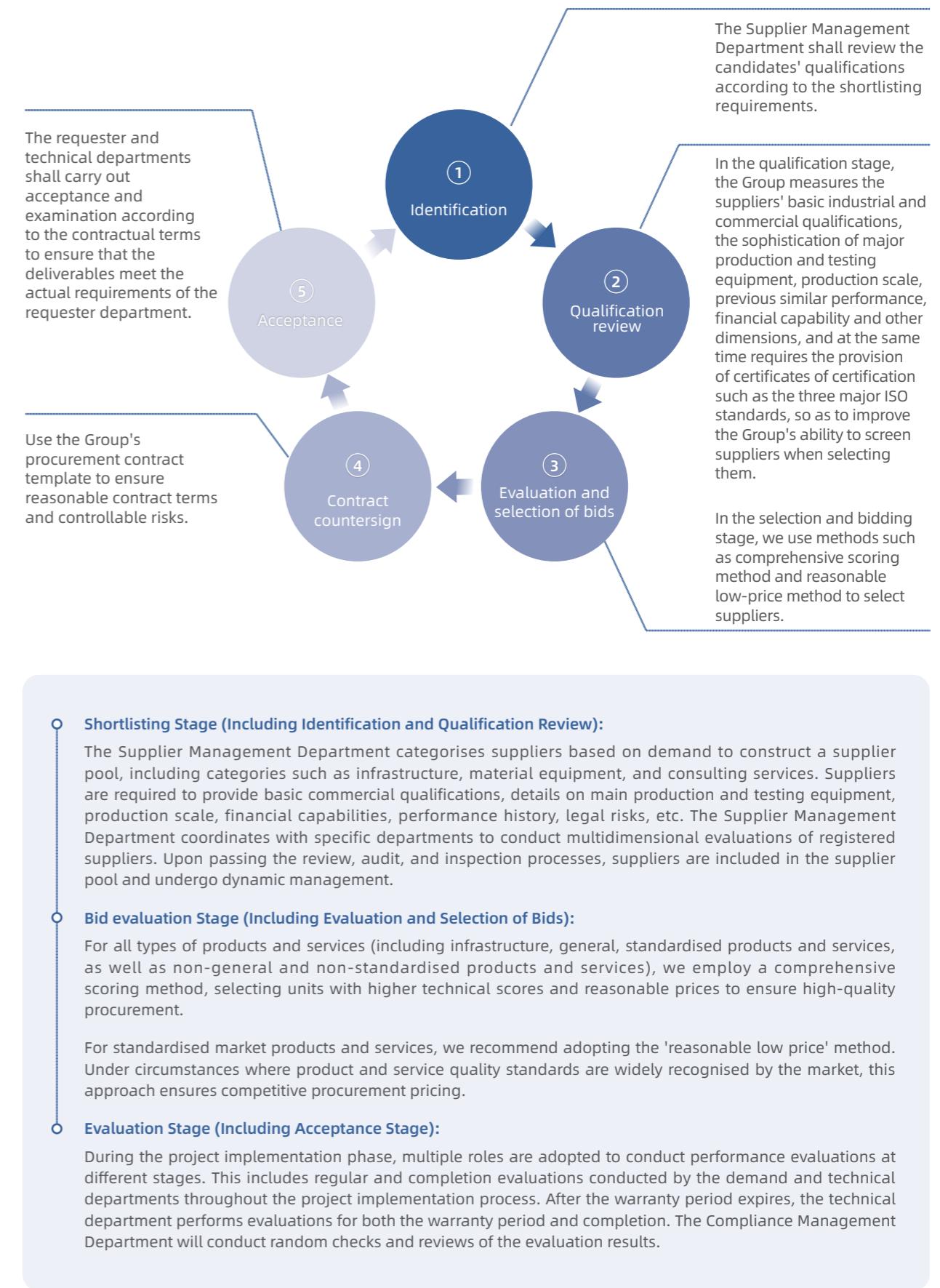
Responsible Supply Chain Management

The Group attaches high importance to supply chain governance and supplier management, adhering to the core principles of fairness, equity, and openness. We have established a comprehensive control system covering the entire process from supplier development, credit evaluation, inspection, bid evaluation and award, contract signing to acceptance assessment, ensuring transparent, efficient, and risk-controllable procurement activities. During the Reporting Period, the "Procurement Office of the Marketing Department" and the "Supplier Management Office of the Administrative Department" worked collaboratively to implement a system of checks and balances between procurement decision-making and supplier management. This ensures compliance with the standards of "separation of selection and appointment, and risk prevention and control" during the supplier engagement process. The relevant management systems primarily cover "internal authority division management, optimisation of bid evaluation methods, enhancement of evaluation panel composition, improvement of negotiation quality, and coordination of centralised procurement across schools".

Supplier Selection Process

At every stage of supplier selection, we have implemented unified high-standard procurement principles, integrating all phases including supplier shortlisting, bid evaluation, and supplier performance assessment. Coupled with dynamic monitoring and rigorous review, this ensures selected suppliers possess quality service capabilities, compliant operational records, and stable supply standards.

³During the Reporting Period, the Group's supplier distribution statistics were compiled based on the locations where suppliers provided products or services to the schools.



The Group implements full lifecycle management for supplier development, onboarding, dynamic tracking, assessment, classification management, and exit mechanisms to enhance our supply chain management framework and improve procurement performance. Prior to a supplier's formal commencement on-site, we uniformly conduct a "Pre-commencement Briefing", covering safety training and technical standard communication, aiming to align on quality and safety requirements before collaboration begins. For suppliers already on the roster, if verified to have engaged in significant breaches of contract, fraud, or unfair competition, they will be added to a "List of Non-Compliant Suppliers". Suppliers receiving an annual performance evaluation score below 60 points will be classified as unqualified.

In addition, the Group conduct annual evaluations of all completed project suppliers. During this process, we track the expiration and renewal status of qualification documents for construction units and material and equipment manufacturing units, including but not limited to qualifications of unit and project managers, safety production permits, and certifications for quality, environmental management, and occupational health systems ("three-system certificates"). If certificates expire during the contract period, suppliers are required to promptly undergo re-certification and update their documents.

Within the Reporting Period, suppliers with certifications for quality, environmental management, and occupational health systems reached 90%, and the proportion of suppliers with three-system certificates in the total procurement amount reached 78.8%, which fully demonstrates the Group's stringent controls regarding quality and safety standards.



The proportion of total procurement value involving cooperation with suppliers certified under the Three Major Management Systems reached

78.8%

The Group integrates the concept of sustainable development throughout all aspects of its supply chain management, maintaining long-term partnerships with suppliers and establishing regular communication mechanisms. It engages in exchanges and cooperation with suppliers in areas such as green procurement, energy conservation and emission reduction, social responsibility, and environmental compliance.

During the Reporting Period, the Group incorporated suppliers' environmental performance into its procurement criteria, with 80% of suppliers passing the relevant assessments and meeting sustainable procurement requirements. These efforts have continuously enhanced the environmental responsibility and collaborative efficiency of the overall supply chain.



The proportion of suppliers evaluated and found to meet sustainable procurement requirements reached

80%

Procurement Integrity

To ensure transparency, fairness, and integrity in the procurement process, the Group has established a comprehensive integrity procurement management system, comprehensively preventing corruption risks from three aspects: system development, behavioural constraints, and advocacy education. All suppliers are required to sign the "Partner's Integrity Commitment" upon contract signing, committing to adhere to the Group's integrity cooperation norms and prohibiting any form of improper benefit-seeking conduct. To continuously monitor suppliers' occupational safety and ethical responsibilities, the Group, within the "Occupational Health and Safety Standards" chapter of the commitment document, requires suppliers to commit to their responsibilities in "establishing, implementing, and maintaining occupational health and safety management systems" to improve health and safety, eliminate hazards, and minimise occupational health and safety risks as much as possible. During this Reporting Period, the coverage rate for suppliers signing the integrity commitment reached 100%.

The Procurement and Supply Office regards "anti-corruption" and "anti-fraud" as red lines in procurement operations, promoting continuous advocacy and providing warning education through monthly meetings and annual training sessions, ensuring the culture of integrity is deeply embedded in every node of supply chain management. The Group regularly conducts integrity and procurement supervision training, strengthening the awareness of ethical boundaries among employees and suppliers through policy briefings, case analyses, and risk warnings.

Strengthening Employee Awareness of Integrity in Procurement, Fortifying the Procurement Defence Line

On March 26, 2025, the Procurement and Supply Office of Yunnan School held a "Special Meeting on Integrity Warnings", attended by the Deputy Party Secretary, Executive Vice President, staff from the Supervision and Auditing Department, and all faculty and staff members of the Procurement and Supply Office. The meeting focused on integrity risk prevention and control throughout the entire procurement process. It thoroughly reviewed potential integrity vulnerabilities in key stages such as pre-procurement project preparation, bidding and bid evaluation, contract signing, document management, and supplier relations. By analysing typical cases, the meeting aimed to enhance self-discipline and risk identification capabilities.

At the conclusion of the meeting, all faculty and staff of the Procurement and Supply Office signed the "Procurement Staff Integrity Commitment Letter" on-site, pledging to strictly safeguard procurement confidentiality, standardise contract execution, proactively avoid related-party transactions, and uphold integrity and self-discipline as the lifeline of their profession, putting into practice the principle of maintaining integrity as the fundamental standard.



03

Education Development and Collective Goodness

The Group positions education as the engine that injects lasting momentum into rural revitalisation. From the transmission of knowledge to the provision of resources, and from talent cultivation to the fostering of shared community values, we channel multifaceted strengths to advance the sustainable development of rural areas, helping more disadvantaged groups realise personal growth and enhance their sense of self-worth. At the same time, the Group actively promotes and practices social responsibility, inspiring students and teachers to participate in charitable activities and community services, extending the light and warmth of education across a wider rural landscape.

- Educational Collaboration and Rural Revitalisation
- Social Welfare Practices

Our Contribution to the SDGs:



Educational Collaboration and Rural Revitalisation

The Group remains committed to advancing the deep integration of educational public welfare with rural revitalisation, guided by the principle of "educational collaboration and empowerment for revitalisation". The Group focuses on two main areas of social welfare activities—"educational collaboration and rural revitalisation", alongside "community-based public welfare initiatives"—thereby shaping a sustainable development model in which education serves as the engine and public welfare as the connective force. During this Reporting Period, the total volunteer service hours of the Group are approximately 1.135 million hours. Additionally, to support rural revitalisation and consumer assistance initiatives, the Group procured related products worth about RMB 0.959 million.

While focusing on education development, the Group consciously fulfills its social responsibility, actively responding to the national call and consistently advances the effective alignment between educational support initiatives and rural revitalisation. Leveraging our strengths in education and regional resources, New Higher Education Group continues to explore pathways for integrating "educational public welfare" with "rural revitalisation", promoting the downward extension of educational resources, facilitating talent return, and supporting equitable rural education and sustainable community development.

Upholding the educational mission of "student-oriented", the Group and its schools prioritise rural youth and disadvantaged minority students in their educational support efforts, implementing comprehensive assistance programme called "No One Left Behind". Within the schools. Each school has established a system that encompass "implementing comprehensive assistance programme called "No One Left Behind". Within the schools", ensuring that students facing financial hardship complete their studies. The Group's "China New Higher Education Group's Procedures for Identifying Students from Families with Financial Difficulties" and the "China New Higher Education Group's Procedures for Approving Students' Scholarship, Grant, Subsidy and Fee Exemption" serve as important institutional references, reinforcing fairness and transparency within the support mechanism. The Group has allocated about RMB 21.7204 million for internal scholarships, and loans, benefiting over 20,500 students, contributing meaningfully to the advancement of educational equity.

Dianxi Youth Entrepreneurship Institute Project

The New Higher Education Group continues to deepen its model of "revitalising agriculture through education and fostering rural talent return". The Group's Yunnan school has operated the Dianxi Youth Entrepreneurship Institute Project for many years to cultivate rural youth with both innovative thinking and practical capability. During the Reporting Period, the Academy admitted 57 young rural entrepreneurs, bringing the cumulative enrolment to more than 1,000. The School provides free pre-examination coaching and eligibility review for participants, supporting their development in agricultural technology, agricultural product branding, and rural entrepreneurship.

In June 2025, the Dianxi Youth Entrepreneurship Institute held its graduation ceremony, the Group leadership attended and presented certificates of honour to graduates demonstrating outstanding contributions to rural revitalisation. Among the ten exemplary awardees was Mr Yuan Haibo, a deputy to the National People's Congress and distinguished alumnus. The continual advancement of this programme has not only strengthened the local entrepreneurial ecosystem, but has also become a benchmark for how education can meaningfully support rural revitalisation.

To broaden the scope of educational and employment support, the schools of the Group actively undertook rural revitalisation assistance programmes. During the Reporting Period, the Group provided training for a total of 2,379 individuals involved in rural revitalisation initiatives. Tailored programmes were delivered in line with provincial initiatives such as "Skilful Henan" and "Skilful Guangxi", offering differentiated training and entrepreneurial guidance to farmers, veterans, and industrial workers.

During the Reporting Period,
a total of related practitioners and beneficiaries were trained

2,379 people



Multi-Skill Training Initiative in Guangxi Schools

During October and November 2024, Guangxi Schools actively carried out a diverse range of vocational training programmes aimed at migrant workers. The courses offered included Chinese Pastry Chef training, Paediatric Tuina therapy, Maternity and Newborn Care, as well as the Start Your Business (SYB) entrepreneurship programme. Participation in these courses exceeded 100 individuals, the overall certification pass rate achieved an impressive figure of exceeding 95%. The majority of trainees successfully secured employment locally or embarked on flexible, self-employed ventures. Notably, a number of participants went on to establish small-scale local enterprises, thereby making a tangible contribution to enhancing rural employability and stimulating regional economic development.



"Smart Support for Rural Communities" Agricultural Machinery Services and Outreach Activities in Zhengzhou School

From 10 to 13 July 2025, Zhengzhou School organised a series of "Smart Support for Rural Communities" activities in Caiyuan Village, Yifeng Town, Lankao County, Kaifeng. The programme provided agricultural machinery services alongside hands-on science outreach, aiming to strengthen residents' practical skills and support the modernisation of agriculture.



The Group's schools actively encourage young students to engage at the grassroots level, taking part in a wide range of social practice and voluntary activities, and continuing to support rural development through cultural education and public services.

 Yunnan School's "Youth Dream-building Practice Team" Ethnic Unity Themed Practice Activity

Yunnan School's "Youth Dream-building Practice Team" was selected for the 2025 university summer "Bringing Three Voluntary Services to the Countryside" social practice programme under the "Pomegranate Seeds Journey Across the Motherland" initiative. The team travelled to the 77th Regiment of the Xinjiang Production and Construction Corps to carry out activities on ethnic unity and cultural exchange, promoting youth red-themed practice and ethnic integration.




In addition, the Group's institutions have established the Rural Revitalisation Design Industry Academy, the first platform in Heilongjiang Province dedicated to design-driven industry-academia-research collaboration for rural revitalisation. By fostering cooperation among government, academia and enterprises, the Academy supports innovative practices aligned with national strategies and brings renewed vitality and insight to rural revitalisation efforts.

The Group also continues to operate the "China Rural Revitalisation Leader Training Centre" and consistently provides support through livestream-based promotion of rural industries and advisory services for rural development. Through point-to-point assistance and various forms of collaborative programmes, the Group remains committed to contributing to educational initiatives for rural revitalisation and demonstrating its corporate responsibility and dedication.



Social Welfare Practices

We uphold the core value of being "contributor-driven" and actively fulfil our responsibilities as a corporate citizen by continuing to give back to society through the power of education. By integrating internal and external resources, the Group advances a diverse range of initiatives across community welfare, educational support and volunteer services, with the aim of building a long-term and sustainable public welfare ecosystem. Through institutionalised participation and the implementation of concrete programmes, the Group has gradually developed a public welfare practice framework that encompasses educational philanthropy, emergency relief and social services.

In response to major social events and community needs, the Group consistently acts with the responsibility and commitment of an education-focused organisation. In January 2025, following the earthquake in Dingri, Tibet, the Group and its affiliated schools made an immediate donation of RMB 500,000 to support post-disaster reconstruction. In August of the same year, a further RMB 200,000 was donated to visit frontline teachers in Qiannan and Qiandongnan in Guizhou, extending care and support to those dedicated to grassroots education. In addition, the Group allocated RMB 1 million during the Reporting Period to launch the "New Reading Initiative" and other education support programmes, establishing a "New Education Children's Library" at Xinchunyi Primary School in Songming County, Yunnan. This initiative aims to bring quality reading resources to rural campuses and enhance students' reading literacy.

The Group actively encourages employees and students to participate in public welfare and give back to the communities they serve. We remain committed to directing resources towards key areas such as child protection, volunteer services and voluntary blood donation, demonstrating our firm commitment to community development through concrete actions.

In January 2025, following the earthquake in Dingri, Tibet, the Group and its affiliated schools made an immediate donation to support post-disaster reconstruction with

**RMB
500,000**

In August of the same year, visits were made to frontline teachers dedicated to their posts in Qiannan and Qiandongnan, Guizhou, with a donation of

**RMB
200,000**

During the Reporting Period, the Group also carried out the "New Reading Initiative" and scholarship and teaching support programs, investing

**RMB
1 million**



ⓘ Gansu School's "Harbour of Childhood, Warm Community" Event

On 22 November 2024, Gansu School organised the "Harbour of Childhood · Warm Community" (童心港灣·溫情社區) volunteer service activity in Shan Zidun Community, Gaolan County, Lanzhou City, Gansu Province. The programme provided academic support, interest-development activities and psychological companionship for children in the community, enriching their after-school life and contributing to the building of a harmonious neighbourhood.



ⓘ Guizhou School's "Bringing Three Voluntary Services to the Countryside" Social Practice Event

From July to August 2025, Guizhou School organised the summer Culture, Science and Technology, and Health "Bringing Three Voluntary Services to the Countryside" social practice programme across Tucheng in Xishui, as well as Xiuwen and Qingzhen in Guizhou Province. Through rural teaching support, Putonghua promotion, cultural outreach and basic medical services, the initiative reached more than 50,000 residents. It contributed to the promotion of local characteristic industries, rural environmental improvement and the enhancement of grassroots education, with students completing over 9,000 service hours in total. The programme received strong recognition from local authorities and the community, and significantly supported improvements in local education and public services.



ⓘ Zhengzhou School's World Autism Awareness Day Public Welfare Event

On the 18th World Autism Awareness Day, Zhengzhou School organised volunteers to visit Zhongqiang Guangnian City Plaza and participate in a public awareness event themed "Walking with Love, Guarding the Starry Sky" hosted by Yan Hao Children's Rehabilitation Centre. The activity helped build a caring support network for children with special needs.



ⓘ Luoyang School's "Give Blood, Give Love" (獻血獻愛心，血濃情更濃) Blood Donation Event

On 12 September 2025, Luoyang School organised the "Give Blood, Give Love - Stronger Bonds Through Every Drop" public blood donation event. As the mobile blood donation vehicle arrived on campus, teachers and students responded enthusiastically, expressing care and hope through their voluntary contribution. Voluntary blood donation has become a regular public welfare activity at Luoyang School and serves as a vivid reflection of Luok University youth's commitment to social responsibility and the spirit of dedication.



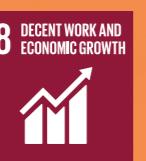
04

People-oriented Prosperity and Shared Progress

We uphold a people-oriented spirit across core areas such as employment, welfare, training and development, and safety, fostering a work environment full of respect and growth. The Group is committed to building a safe and healthy educational environment, ensuring that all students and teachers can realise their self-worth under the care of the Group, collectively promoting sustainable development and societal harmony and progress.

- Talent Condensation and Rights Protection
- Growth and Improvement
- Health and Safety

Contributions to SDGs:



Talent Condensation and Rights Protection

The Group firmly believes that the long-term development of the enterprise is built upon the collective efforts and contributions of all employees. Therefore, we consistently regard our staff as a valuable core asset. We are committed to continuously refining our employee management systems, caring for the well-being of our colleagues, and fostering an open, inclusive, positive, and harmonious work environment. In terms of employment practices, the Group strictly adheres to national labour laws and regulations, ensuring full compliance with legal requirements and ethical standards in areas such as anti-discrimination, dismissal procedures, equal opportunities, holidays, and working hours. The Group is planning to formulate a comprehensive "Code of Conduct" to institutionalise anti-discrimination and anti-harassment principles, thereby creating a safe, equal, and mutually respectful workplace.

💡 The National Labour Laws and Regulations that the Group adheres to

- Labour Law of the People's Republic of China
- Trade Union Law of the People's Republic of China
- Labour Contract Law of the People's Republic of China
- Special Rules on the Labour Protection of Female Employees
- Law of the People's Republic of China on the Protection of Women's Rights and Interests
- Law of the People's Republic of China on the Protection of Minors
- Regulations on the Paid Annual Leave of Employees
- Regulation on Public Holidays for National Annual Festivals and Memorial Days
- Regulations on Work-Related Injury Insurances

In addition to national laws and regulations, the Group has formulated corresponding internal policies, which include but are not limited to:

💡 The Group's Internal Policies (including but not limited to)

- Remuneration Management System
- Recruitment Management System
- Management Measures for the Training of Teachers and Staff
- Incentive Systems for Talent Recruitment by the Group's Employees
- Implementation Measures for Cultivating Reserve Cadres for the Group
- Measures on the Implementation and Management of Training for Teachers and Staff of the Group
- Management Measures on the Probation and Development of New Department-Level Cadres
- Management System for Teachers and Staff Welfare
- Management Measures for the Selection and Appointment of Cadres
- Management Measures for the Confirmation of Cadres

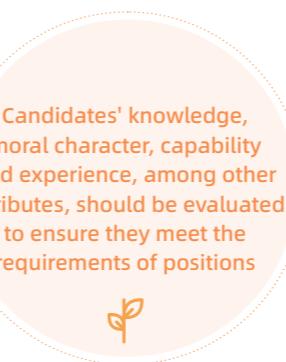
During this Reporting Period, to strengthen employment management and safeguard employee benefits, the Group implemented three key policies: the "Group Attendance Management System" version 1.1, the "Group Faculty and Staff Welfare Management System" version 2.1, and the "New Higher Education Group Performance Evaluation Management Measures" version 2.0.

Employee Recruitment

The Group has established a comprehensive and efficient employee recruitment system, attracting talent through diversified channels including campus recruitment, social recruitment, and internal referrals. To standardise the recruitment process, the Group has formulated the "Recruitment Management System". All job applicants are required to undergo the following rigorous, standardised assessment procedure:

- ① **Written Examination:** Evaluating applicants' basic knowledge and professional skills
- ② **Preliminary Qualification Examination:** Verifying if applicants' qualifications and work experience meet the requirements
- ③ **Preliminary Professional Examination:** Conducting a professional knowledge test specific to the position
- ④ **Second-round Examination:** Interviews with the hiring department to gain a deeper understanding of applicants' abilities and adaptability
- ⑤ **Background Investigation:** Verifying applicants' work experience and educational background to ensure the accuracy of information

The Group follows the three principles set out below in its recruitment:

-  Candidates' knowledge, moral character, capability and experience, among other attributes, should be evaluated to ensure they meet the requirements of positions
-  Exceptional employment must be subject to the group level approval
-  All examinations shall be conducted according to the prescribed procedures and merit-based enrolment principles

Our recruitment practices consistently uphold the principles of openness and fairness, prohibiting any form of discrimination based on factors such as age, gender, race, religion, or physical condition. We ensure that every applicant has access to competitive and developmental opportunities on an equal footing.

If an employee applies for resignation, he/she is required to submit an application to the head of his/her department. The resignation application is verified by an employee relationship staff member first, then approved by the person in charge and the head of the Organisation and Human Resources Department, and finally by the President. After the resignation application is approved, the employee is required to hand over his/her work to ensure a smooth transition of responsibilities. If an employee is involved in violations of laws and regulations or serious dereliction of duty, the Group will terminate the labour contract with the employee in accordance with internal procedures and legal stipulations.

Employee Remuneration

The Group firmly believes that a diverse and inclusive work environment is fundamental to stimulating organisational vitality. To this end, we are committed to creating an equal and non-discriminatory workplace. The Organisation and Human Resources Department has been established to lead the development and oversight of relevant policies' implementation.

"Competitive Compensation System"

In terms of our compensation philosophy, we are dedicated to offering market-competitive remuneration packages to attract and retain outstanding talent. Salary adjustments are determined through a comprehensive consideration of multiple factors, including inflation levels, market supply and demand, regional differences, annual performance, and individual capability and contribution. This ensures both the reasonableness and motivational impact of our compensation structure. We adhere to the principle of "remuneration based on position, capability and contribution", guarantee equal pay for equal work regardless of gender, and ensure that compensation decisions are not influenced by factors such as gender, age, race, religion, or physical condition.

Furthermore, the Group actively promotes the reform of its job grade and compensation systems to clarify multiple career development pathways. Salary adjustments are made in line with job promotions and performance achievements, and multiple incentive policies (such as teacher competition incentives and classroom quality incentives) have been established to support teaching staff in achieving dual-track development in both their professional expertise and job roles.

The Group consistently upholds the core values of fair compensation and gender equality, striving to build a diverse and inclusive organisational environment. To systematically evaluate the effectiveness of our compensation system management, we recently completed an internal group-wide review of the gender pay gap, focusing particularly on the distribution of pay for the same or roles of comparable value. According to the internal review findings, the Group's median gender pay gap stands at 6%, and the median bonus gap is 2%. This data further corroborates that the Group's overall compensation structure adheres to and reflects the fundamental principle of equal pay for equal work.

"Contributor-Driven"

The Group upholds the "contributor-driven" value, providing employees with broad opportunities for growth and development. Through systems such as the "Annual Objective Task Formulation Process" version 3.0 and the "Annual Objective Task Decomposition Method" version 2.0, we set clear performance goals for all faculty and staff. Leaders from the Group and various schools regularly organise review sessions to monitor goal achievement and provide timely guidance and support based on actual progress.

To implement the "Strengthen the Frontline" initiative, we conduct stratified and graded performance evaluations based on positions and management authority. The Group released the "China New Higher Education Group Performance Evaluation Management Measures" version 2.0 in July 2025, stipulating an annual performance assessment, with quarterly work reporting required during the cycle. The eight schools and the Group headquarters set strategic objectives as teams and provide performance reports based on their comprehensive performance from the previous academic year. Finally, the Performance Evaluation Committee determines the scores, based on which performance bonuses are disbursed.

We integrate key ESG indicators into the performance objectives of core management executives, such as integrity, leadership enhancement, teaching quality, service satisfaction, and carbon emissions, and link them to their compensation. This guides senior management to focus on the developmental needs of faculty and staff. The Group maintains a performance excellence ratio higher than the market average and has established a reasonable performance incentive mechanism. The results of performance evaluations are practically applied to salary adjustments, job promotions, educational advancement, and training opportunities, fully supporting faculty and staff in realising their self-worth and professional aspirations.

Working Hours and Holidays

The Group has implemented a standard working hour system of five days per week, eight hours per day. Simultaneously, in accordance with the "Attendance and Vacation Management System for the Headquarters of New Higher Education Group", we provide comprehensive leave benefits for employees, including public holidays, annual leave, marriage leave, maternity leave, paternity leave, compassionate leave, and sick leave.

To practice people-oriented management, while ensuring work effectiveness, we implement flexible and trust-based working arrangements. The Group headquarters has adopted a flexible working hours mechanism. According to Article 4 of attendance management in the "Group Attendance Management System", employees can flexibly adjust their arrival time within specified limits—for instance, arrival before 10:00 AM is not recorded as a late arrival. Based on the creative nature of its work, the Hangzhou Visual Centre implements a task-oriented system, with assessment centred on work outcomes. These measures aim to respect employees' individual needs and actively promote work-life balance.

Prevention of Child Labour and Forced Labour

The Group maintains a "zero tolerance" stance towards child labour and forced labour. During the recruitment process, we rigorously verify candidates' identification documents to ensure all hired individuals are aged 16 or above. All employment relationships within the Group are established on a voluntary and equal basis, supported by formal labour contracts. Any form of forced labour is strictly prohibited, and coercing employees to work outside normal working hours is eliminated. In case of violations, the Group will hold the relevant responsible personnel strictly accountable.

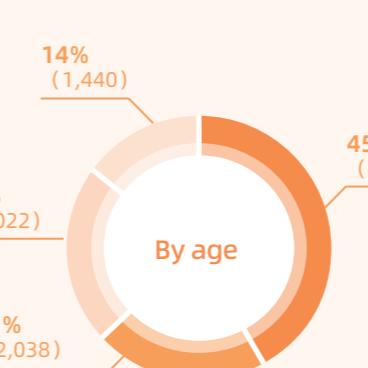
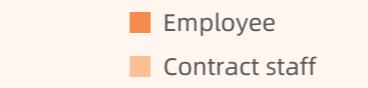
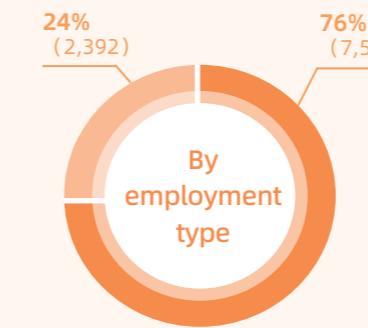
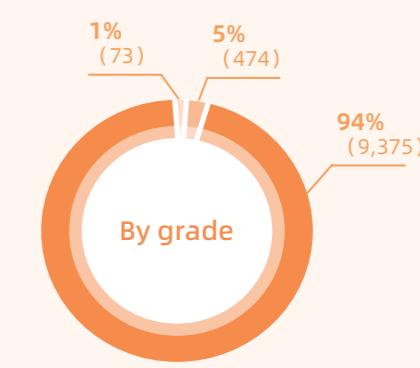
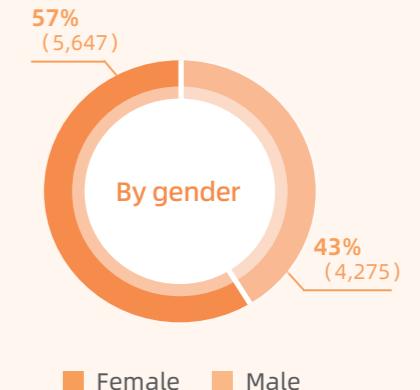
Employee Composition and Workforce Overview

At the end of the Reporting Period, the Group had 9,922 employees. The following chart shows the number of employees by category:



9,922

employees



The following table shows the staff turnover and turnover rate by category during the Reporting Period:



Employee Benefits and Care

To foster a positive work environment and build a united, forward-looking team, the Group is dedicated to providing diverse and comprehensive welfare care for all employees. We aim to acknowledge employee contributions through a people-oriented system, convey the Group's support, and achieve mutual growth and a win-win outcome for both employees and the enterprise.

Building on the full fulfilment of statutory obligations, the Group has further formulated the "Benefit Management System for Employees at New Higher Education Group's Headquarters" to systematically enhance welfare standards. Statutory obligations include contributing to employees' pension insurance, unemployment insurance, medical insurance, work-related injury insurance, maternity insurance, and housing accumulation fund, as well as ensuring the provision of all types of paid leave.

Our additional welfare measures primarily encompass the following areas:

- **Health Protection:** In addition to arranging annual health check-ups for all staff, we have extended the scope of these check-ups to include employees' family members this year, aiming to promote health awareness for the entire family. Concurrently, we provide appropriate assistance to employees or their immediate family members in the event of major illnesses, along with hospital visitations.
- **Life Care and Allowances:** We provide monetary gifts for various occasions including birthdays, holidays, employment anniversaries, weddings, and childbirths, as well as complimentary refreshments. Policies for congratulating staff on their marriages and offering condolences in case of the death of immediate family members have also been optimised. Furthermore, we provide "family visit benefits" for employees who are transferred across regions.
- **Growth Support:** We have established systems for academic qualification allowances and title allowances, and regularly organise training and team-building activities to encourage the continuous development of our employees.
- **Cultural Activities:** During the Reporting Period, we successfully held multiple events such as Teachers' Day celebrations, Mid-Autumn Festival gatherings, employee birthday parties, and work anniversary commemorations, continuously fostering a warm and harmonious organisational atmosphere.

During the Reporting Period, by providing care and condolences to employees for occasions such as childbirth and hospitalisation, the Group disbursed a total of RMB 5,000 in condolence payments. This action practically implements our people-oriented corporate culture and tangibly enhances employees' sense of belonging and well-being.

Teacher's Day Awards Ceremony Honours Educators

On 10 September 2025, the Group held a Teacher's Day Awards Ceremony in Beijing, where all headquarters staff witnessed the honorary moment for the "Most Outstanding Educators". The ceremony recognised 20 "Most Outstanding Educators" spanning various roles including teaching, management, and service. Award recipients shared their insights on education, collectively interpreting the value of being "student-oriented and contributor-driven", and demonstrated extraordinary dedication in their ordinary posts.



Group Held Baseball Team-Building Event for the Third Consecutive Year

Marking its 26th anniversary, the New Higher Education Group recently successfully held its third baseball-themed team-building event. Over 200 employees from the Group headquarters formed 12 teams to participate in the competition, putting into practice the event's philosophy of "persistent effort leads to continuous improvement". This activity has become a significant component of the Group's annual team-building programme. By consistently organising the baseball team-building event, the Group has established an effective platform for employee interaction, significantly promoting teamwork, enhancing staff's sense of belonging, and demonstrating the Group's strong commitment to employee care and corporate culture development.



Employee Satisfaction

The Group places high priority on employees' work experience within its operational management, advancing related initiatives through a combined strategy of "systematic safeguards" and "data-driven insights".

At the systematic safeguard level, the Group has formulated the "China New Higher Education Group Student-teacher Experience Work Management Measures (Trial)" and the "Guidelines for Feedback and Handling Reference for Staff's Opinions", providing a clear institutional basis for safeguarding the rights of students and staff. All employees can access the complaint channel directly via the risk control pathway within the internal system, ensuring that all types of concerns receive timely responses and proper resolution.

At the data-driven insights level, to objectively and comprehensively track improvement effectiveness and listen to frontline voices, the Experience and Culture Management Centre conducted a survey on employee experience satisfaction from 29 August to 12 September 2025, targeting the Group headquarters and eight schools. The survey covered three major dimensions: development and cultural experience, work-life experience, and management service experience. The questionnaire content encompassed four core indicators: satisfaction, sense of purpose, well-being, and stress levels.

The survey results indicate that the Group's sustained investment in employee experience has yielded significant outcomes:

- **Overall Satisfaction:** The overall satisfaction score among all Group faculty and staff reached 4.41 points, representing a 7.30% increase year-on-year.
- **Satisfaction Proportion:** The vast majority of faculty and staff hold positive attitudes towards the work and services provided by the headquarters and schools, with 92.75% of employees indicating they were "very satisfied" or "satisfied"—an increase of 6 percentage points year-on-year.
- **Employee Loyalty:** The Group's overall Net Promoter Score (NPS) is 44.78%, a substantial increase of 20.64 percentage points year-on-year.

Trade Union

Since 2008, schools under the Group have successively established trade union organisations in accordance with the law, strictly adhering to the "Trade Union Law of the People's Republic of China" and the "Constitution of the All-China Federation of Trade Unions" in their operations, upholding the purpose of protecting employees' rights and interests. The unions fully respect and safeguard employees' right to join or withdraw from the union in accordance with the law, and organise various activities in accordance with their constitutions within the scope permitted by law. The core function of the unions lies in safeguarding the lawful rights and interests of employees, primarily reflected in the following two aspects:

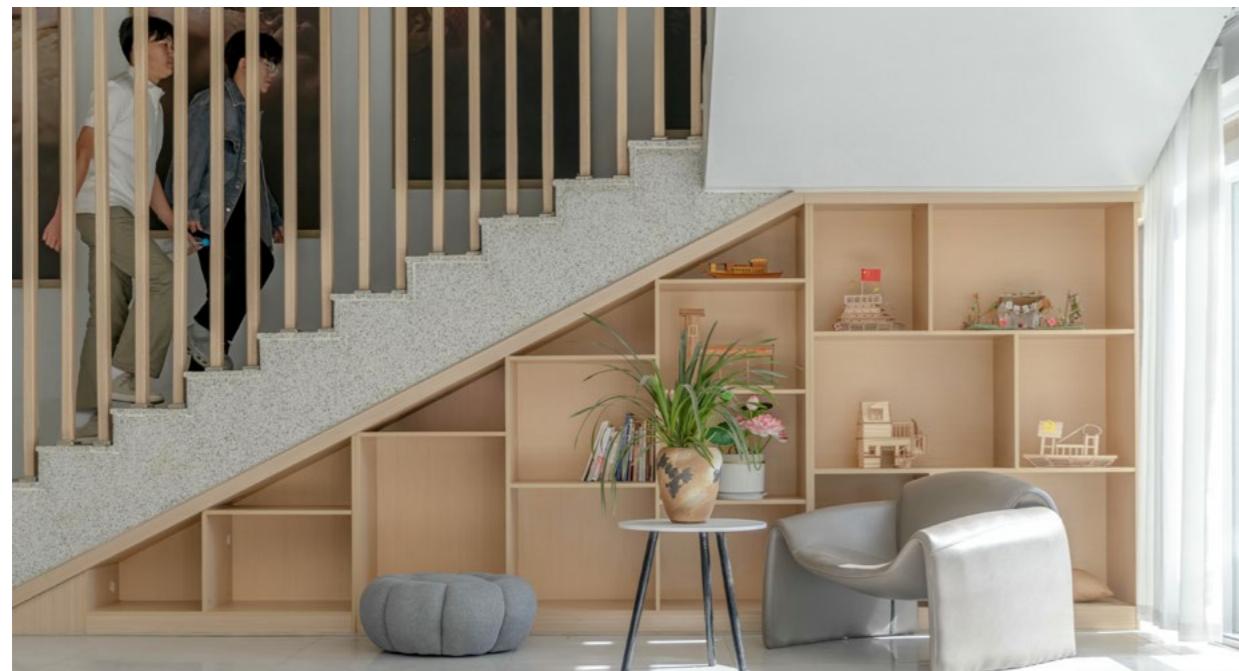
① Safeguard employees' labour rights and interests:

Include the right to employment, right to remuneration, right to labour protection and social security, and right to rest and vacations.

② Safeguard employees' democratic rights:

Mainly refer to employees' right to democratic management, democratic participation and democratic supervision over the affairs of enterprises and institutions according to law. The trade union holds annual congresses of staff and union members to review the work and important decisions of the union during the Reporting Period.

During this Reporting Period, union organisations have covered 98% of the Group's employees, ensuring that the vast majority of staff can benefit from the protections they provide. In terms of concrete actions, school unions actively provide support to faculty and staff in need. For instance, they have assisted teachers in applying for the Group's "Million-Care Fund" programme, disbursing a total of RMB 350,000 in support funds during the Reporting Period. Simultaneously, to facilitate smooth communication channels, Guizhou School and several other institutions have successively convened Faculty Representative Assemblies and the Third Session of the fourth Trade Union Member Representative Conference. These regularised democratic practices provide an open platform for faculty and staff to voice their opinions, effectively promoting the collection of feedback and fostering equal communication within the schools.



Training and Improvement

Employee Training

The Group regards its employees as a key driver of corporate development and is committed to achieving mutual growth for both staff and the enterprise through systematic training. We integrate high-quality resources from both domestic and international sources to build a scientific training system covering multiple fields such as education quality, student experience, risk management, and brand communication. Through a combination of online and offline methods, we provide targeted learning pathways for employees in different roles.

During the Reporting Period, we focused on strengthening the teaching and career counselling capabilities of frontline faculty and staff. We conducted "student-oriented" teaching methodology training for full-time teachers and designed quality and skill enhancement courses for counsellors at all levels. These courses covered topics such as the standardisation of life mentorship and career counselling techniques, providing comprehensive support for students' academic and career development.

To promote internal knowledge sharing and talent development, the Group continued to increase training investment, with annual resource allocation growing by 23%. We actively built an internal trainer team. During the Reporting Period, the cumulative duration of internal training reached 8.7821 million hours, covering approximately 53,000 participants. This effectively enhanced the overall professional level and practical capabilities of our workforce.



Senior/Middle management

To master modern management theories and techniques, gain a comprehensive understanding of relevant national policies, guidelines, and regulations, and enhance decision-making and control capabilities.



Junior management and Teaching support staff

To enrich professional knowledge through training, aiming for participants to proficiently master and integrate job-specific knowledge and skills, thereby strengthening practical work abilities.



Full-time teacher

To enhance relevant professional skills through training, further consolidate and effectively improve the basic theoretical level of their discipline and modern educational technology proficiency, master advanced teaching models, methods, and techniques, and persistently elevate teaching standards.



All employees

To gain an in-depth understanding of various regulations, operational procedures, codes of conduct, professional ethics, and labour discipline through training, thereby tangibly enhancing professional integrity.

Central China School Held "Situational Leadership" Specialised Training

To precisely empower its management team, Central China School organised specialised training on "Situational Leadership" in July 2025. The course focused on the core pathway of "defining tasks, diagnosing status, and matching behaviours", emphasising how managers should flexibly adopt differentiated leadership strategies for employees with varying levels of capability and willingness, such as telling, selling, participating, and delegating. By combining theory with case studies, the training reinforced managers' leadership artistry in "tailoring approaches to individuals and guiding according to circumstances", laying a solid foundation of basic-level leadership for advancing educational reform and unleashing team potential.



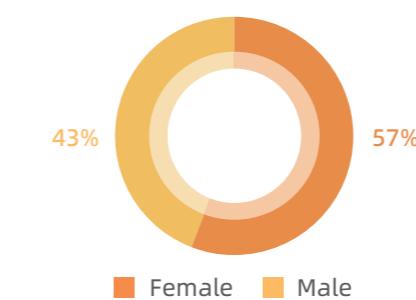
Gansu School Organised Targeted Integrity Risk Training on "Emphasising Signing, Neglecting Performance" in 2025

To enhance the standardisation of contract management, the Supervision and Auditing Department organised a specialised training session on "Key Stages of Contract Performance and Risk Prevention" on July 7, 2025, for nearly 50 contract handling personnel. The training directly addressed prominent issues such as "emphasising signing while neglecting performance" and "irregular signing with a lack of performance tracking", focusing on typical risks like weak performance links, non-standard operations, and inadequate risk response. It proposed the core objectives of "standardised signing, rigorous performance, and rights protection in accordance with the law". By analysing key stages and typical cases, the training strengthened participants' awareness of standards and their risk prevention capabilities, promoting a shift in contract management towards "decentralising focus and serving the frontline". This provides strong support for the standardised operation of the school's key projects and external cooperation areas.

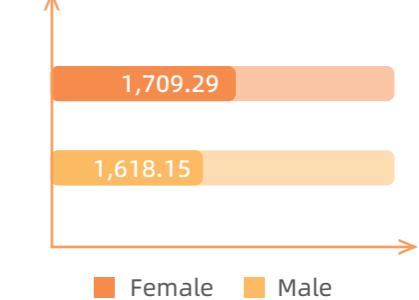


During the Reporting Period, the Group and its schools optimised training management, set relevant training targets and conducted more specific training. The table below shows the percentage of employees trained and the average training hours of employees by category during the Reporting Period⁴:

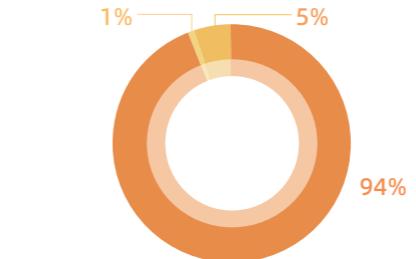
Percentage of employees trained
(By gender)



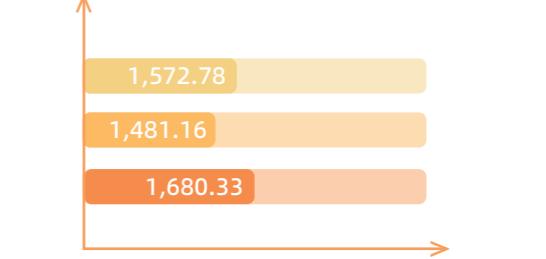
Average training hours of employees
(By gender)



Percentage of employees trained
(By employee grade)



Average training hours of employees
(By employee grade)



The Group Launched "Navigating · Setting Sail" Reserve Cadres Intensive Training

On 1 July 2025, on the occasion of the 104th anniversary of the founding of the Communist Party of China, the Jiang'an Cadre College launched the "Navigating · Setting Sail" intensive training programme for reserve cadres. Utilising a tiered development model, separate "Navigating" and "Setting Sail" curricula were designed for principal and deputy-level cadres respectively, focusing on core competencies such as strategic operations and team management. The training innovatively employed a practical simulation format, organising participants to engage in decision-making exercises based on real-world cases involving institutional revenue generation and cross-departmental collaboration. Through diverse methods including senior management lectures and thematic seminars, the training fostered strategic alignment and management integration. This systematic training initiative marks a new phase in the Group's cadre development, injecting fresh managerial impetus for high-quality development.



⁴During the Reporting Period, the total duration of employee training increased due to the introduction of new course resources on the learning platform.

Employee Development System

Employee development is not only a core issue within the dimension of social responsibility but also the cornerstone of the New Higher Education Group's long-term competitiveness. By deeply integrating institutional innovation, multi-dimensional empowerment, and a lifecycle development system, we implement numerous skill enhancement and improvement plans for our staff, elevating talent cultivation to a strategic priority within sustainable development.

Teacher Professional Competency Development

Teachers are not only a focal point for fulfilling social responsibility but also a core driving force for promoting educational equity, quality enhancement, and governance modernisation. The Group continuously strengthens teacher development capacity building by implementing a series of training programmes, including:

1 New Teacher Training

Issued the "Guidance on New Teacher Training", and conducted training and workshops such as classroom observations, lesson refinement, and new teacher teaching competitions, covering 100% of new teachers. This helps new teachers integrate quickly and further enhances their professional skills. The supervision evaluation scores for new teachers have improved significantly, with over 30% of new teachers receiving "Excellent Teaching, Excellent Reward".

2 Teacher Development Map Training

Developed the "11234" Teacher Development Map: focusing on one core—building brilliant classrooms; upholding one red line requirement—professional ethics; following two models (SC and BOPPPS); categorised into three phases—novice, development, and mature stages; and focusing on cultivating four key competencies—teaching ability, digital intelligence capability, professional competence, and research capacity.

3 Introduction of BOPPPS Model Training

During the Reporting Period, organised 4 external training sessions involving 130 participants, conducted 1,174 cascade training sessions, and saw 90 teachers obtain the international ISW (Instructional Skills Workshop) teaching skills certification. Trained 40 facilitators, compiled the "Teacher Guide Manual" and "Facilitator Guide Manual", which guided 896 cascade training sessions achieving 100% theoretical knowledge coverage, and conducted 278 micro-teaching simulation exercises in groups of five, achieving a 46.2% coverage rate.

4 Teacher Further Education Programme

During the Reporting Period, the Group invested over RMB 1.1 million to support 172 teachers in pursuing academic qualifications advancement and further studies, and implemented supporting incentive policies for teachers undertaking further education and degree enhancement, empowering curriculum innovation.

Benefiting from these initiatives, our teachers have won numerous awards in teaching competitions. The number of awards won by teachers in national authoritative teaching competitions increased by 46.3% year-on-year, with one new provincial-level special prize for teaching achievements added. In three national authoritative teaching competitions, they won 3 national second prizes, 4 national third prizes, 22 provincial first prizes, 22 provincial second prizes, and 28 provincial third prizes. In the Teaching Innovation Competition, Yunnan School ranked first nationally among private higher education institutions and within Yunnan Province for total awards won, and was the only private institution nationwide to receive the "Outstanding Organisation Award". Gansu School secured 2 national third prizes, ranking first among higher education institutions in Gansu Province and among the top three nationally for private institutions, setting a historical best record for similar institutions in the province. Northeast School performed exceptionally in provincial competitions, with all 11 participating teachers winning awards, achieving the highest ranking among undergraduate institutions in Heilongjiang Province.

New Employee Training Programme

The New Employee Training Programme at the New Higher Education Group Headquarters targets all newly hired (including seconded) employees, achieving 100% coverage. It systematically cultivates employees from multiple dimensions including organisational structure, business processes, corporate culture, and leadership. Post-training, the average business processing time for new employees shortened by 20%, error rates decreased by 15%, and project cycles within their teams reduced by 10%, demonstrating excellent integration efficiency.

The Group continues to introduce special incentive policies and option grants to encourage management to pay more attention to the Group's medium to long-term development. Looking to the future, with the continuous refinement of the Group's career development pathways, we will revise the "Job Grade Management Measures" to further clarify promotion paths, standards, and frequency. We will continue to support the diversified development of talents and enhance internal selection efforts to motivate teachers and staff to grow continuously. Simultaneously, building on the improved promotion mechanism, the Group will persist in monitoring market salary competitiveness, further elevating the salary levels of the Group and its schools. This aims to achieve "co-creation and sharing of results" between the organisation and employees in the development process, fostering a positive interaction between internal and external incentives.

Achievements in Reserve Cadre Cultivation

The Group continuously refines its cadre cultivation and selection mechanisms to meet the demands of cadre appointment in the new era. We have maintained the use of the "Management Measures on the Probation and Development of New Department-Level Cadres", adhering to the principles of "clear guidance, strict selection, and combining practice and training". We actively explore new models for the growth of reserve cadres and gradually establish and improve a long-term mechanism for selection and cultivation.

Regarding the development of the reserve cadre pool, we strictly follow the selection principles of "openness, fairness, and impartiality". Outstanding performance in annual assessments and various evaluations is a prerequisite for entry into the pool, and regular dynamic adjustments are made to reserve cadre pools at all levels. To further standardise the selection, appointment, and cultivation processes for reserve cadres, during this Reporting Period, we formulated and issued a series of regulatory documents including the "Management Measures on the Probation and Development of New Department-Level Cadres", the "Management Measures for the Selection and Appointment of Cadres", and the "Management Methods for the Confirmation of Cadres", strengthening the management and supervision of the reserve cadre cultivation process.

We consistently uphold a strong sense of responsibility and mission, actively constructing and continuously improving the "one college and four levels" (一院、四層) cadre cultivation system:

One college

refers to the officially approved Jiang'an Cadre College, aimed at establishing it as the core base for cadre cultivation within the New Higher Education Group, supplying the Group with high-calibre, professional management talent.

Four levels

indicates that the system comprehensively covers the cultivation of four tiers of reserve cadres:

- Group Deputy-Level Reserve Cadres: Serving as important reserves for the senior management team.
- School Principal-Level Reserve Cadres: Including principal leaders of various departments at the Group headquarters, serving as mid-level management backbone.
- School Deputy-Level Reserve Cadres: Including deputy leaders of various departments at the Group headquarters, undertaking key management functions.
- Mid-Level Management Reserve Cadres: Serving as crucial support for basic-level management and future backbone talent.

Through this systematic, tiered cultivation system, the Group effectively ensures the stable development and continuity of the cadre team at all levels.

The Group conducts systematic leadership training for reserve cadres designated for headquarters and school leadership positions, comprehensively covering core reserve talents identified in the cadre inventory. Through systematic management theory learning and practical case training, the average project completion cycle for departments led by participating cadres shortened by 15%, and new business expansion achieved 120% of expected benefits. Within two years post-training, 30% of participants have been promoted, supplying high-quality talent to the management layer.

Zhengzhou School's 2025 Cadre Leadership Intensive Training Yields Fruitful Results

During the Reporting Period, Zhengzhou School successfully held its 2025 Management Cadre Leadership Enhancement Camp. The camp aimed to "leverage leadership to drive execution" and was led by the Dean of the School of Replicable Leadership, covering 60 middle and senior managers. Over the three-day training, the curriculum focused on seven modules including the core of leadership, manager roles, team coaching, and delegation, implementing tiered teaching and high-fidelity practical simulation exercises. Participating cadres produced 21 departmental strategic roadmaps, solved 35 management challenges, formulated 12 performance improvement plans, and achieved a 92% tool implementation rate, significantly promoting the translation of leadership into team execution capability.



Health and Safety

Safety is the lifeline of school operations and the fundamental prerequisite for the Group's high-quality development. We consistently prioritise safety as our foremost concern, continuously increasing investment and driving institutional innovation in key areas such as personnel, facilities, and food safety. This strengthens our foundational security and is dedicated to creating a safe and stable campus environment, safeguarding the holistic development and achievements of our teachers and students.

The Group's internal policies (including but not limited to)

- Food Safety and Sanitation Management Regulations of China New Higher Education Group
- Environmental Sanitation Management Measures of Luoyang School (Trial)
- Emergency Response Plan for Food Safety Incidents of Luoyang School (Trial)
- Traffic Safety Management Regulations of Luoyang School (Version 2.0)
- Fire Safety Management Standards of Luoyang School
- Security and Defence Management Regulations of Luoyang School (Trial)
- Student Dormitory Safety Management Regulations of Luoyang School
- Campus Vehicle Management Regulations of Luoyang School
- Campus Perimeter Wall Safety Management Regulations of Luoyang School (Trial)
- Surveillance Video Recording Retrieval Management Regulations of Luoyang School
- Food Safety and Sanitation Management Regulations of Luoyang School (Trial)
- Implementation Measures for Restaurant Supervision and Management of Luoyang School (Trial)
- Student Psychological Crisis Intervention System of Luoyang School (Trial)
- Emergency Response Plan of Guizhou School
- Implementation Rules for Complaint Letters and Visits Work of Guizhou School (Trial)
- Surveillance System Management System of Guizhou School
- Traffic Safety Management System of Guizhou School
- Regulations on Anti-Cult and Anti-Infiltration Work of Guizhou School
- Safety Management System for Flammable, Explosive, and Highly Toxic Materials of Guizhou School
- Laboratory/Training Room Safety Regulations of Guizhou School
- Library Safety Management System of Guizhou School (Revised)
- On-Duty Management Measures of Guizhou School 2.0
- Emergency Management System for Library Incidents of Guizhou School (Revised)
- Campus Event Management Measures of Guizhou School
- Fire Safety Management Measures of Guizhou School
- Computer Lab Safety Management Measures of Guizhou School
- Implementation Measures for Investigating and Resolving Contradictions and Disputes of Guizhou School
- Catering and Commercial Area Management Service Manual of Gansu School
- Emergency Response Plan for Large-Scale Event Incidents of Gansu School
- Surveillance Retrieval Management System of Gansu School
- Food Safety Emergency Plan of Gansu School
- Implementation Plan for Infectious Disease Prevention and Control of Central China School
- Canteen Epidemic Prevention Plan of Northeast School
- Canteen Food Safety Responsibility System of Northeast School
- Logistics Vendor Management Measures of Yunnan School
- Safety and Stability Work Management Regulations of Yunnan School
- Emergency Response Plan for Public Emergencies of Yunnan School
- Incident Handling Feedback Process of Yunnan School
- 'Safe Campus' Safety Work Responsibility Assessment Measures of Yunnan School
- Prohibited Items Management Measures of Yunnan School
- Traffic Safety Management Regulations of Yunnan School
- Rectification of Safety Hazards Implementation Rules of Yunnan School
- Fire Safety Management Regulations of Yunnan School
- Fire Safety Propaganda Education and Training Measures of Yunnan School
- Fire Facilities and Equipment Management Measures of Yunnan School
- Fire Prevention and Emergency Evacuation Plan of Guangxi Schools
- Emergency Response Plan for Food Safety Incidents of Guangxi Schools
- Flood Control and Disaster Relief Emergency Plan of Zhengzhou School
- Food Safety Emergency Plan of Zhengzhou School
- Safety Responsibility System Management Measures of Zhengzhou School
- Campus Vehicle Management Measures of Central China School
- Safety Management Regulations of Central China School

Protecting Employee Health

Ensuring the occupational health and safety of employees is crucial for the Group. While focusing on the physical health of employees, we place a high priority on their mental health and well-being. The Group strictly complies with national laws and regulations such as the "Labour Law of the People's Republic of China" and the "Regulations on Work Injury Insurances", providing all employees with work-related injury insurance and basic medical insurance in accordance with the requirements.

We further provide comprehensive safety protection for all employees and implement specialised measures according to job characteristics. For employees involved in infrastructure projects, we supply professional construction protective equipment and organise specialised safety training. Concurrently, we collaborate with each school to establish safety working groups. For instance, Yunnan School has established a Safety and Stability Work Committee responsible for formulating school regulations, implementing various safety plans, and continuously improving emergency response protocols for unforeseen events, thereby achieving proactive management of the safety of teaching and administrative staff.

Regarding health promotion, we are committed to fostering a positive and proactive work atmosphere and tangibly enhancing the physical and mental well-being of our employees. The Group is committed to continually improving employee health. We have not only increased the annual health check-up reimbursement allowance from RMB 1,000 to RMB 2,500 per person, but also, through the psychological counselling centres at our schools, regularly monitor work-related stress among faculty and staff, providing timely professional support and emotional guidance to enhance their sense of happiness and belonging.

Benefiting from years of experience accumulated in conducting health and safety work, the Group is planning to formulate a comprehensive "Occupational Health and Safety Management System" and is actively pursuing ISO 45001 certification, strategically safeguarding the safety of all employees.

To ensure comprehensive coverage and practical relevance of occupational safety and health training, the Group provides systematic safety guidance and specialised training to all employees, regardless of their gender, age, or position level:

Overview of Occupational Health and Safety Training			
Category	Number	Percentage	
By Gender	Male	4,275	43%
	Female	5,647	57%
By grade	Senior management	73	1%
	Middle management	474	5%
	Teachers and staff	9,375	94%
By age	30 or below	2,038	21%
	31-40	4,422	45%
	41-50	2,022	20%
	50 or above	1,440	14%

According to internal statistics, there has been no work-related fatality in the past three years, including this Reporting Period. The working days lost due to work-related injuries during this Reporting Period were 224 days. Work-related injuries were mainly due to accidental falls during working hours and accidental injuries occurring during commutes to and from work as stipulated by law. Beyond ensuring that employees with work-related injuries receive their statutory rights, the Group proactively provides humane care, including condolence payments, visits, and several months of paid leave for employees with severe injuries. This practical support for employee recovery demonstrates the enterprise's profound concern.

Northeast School Organised Psychology Empowerment Training in 2025

To enhance the positive psychological literacy of teachers and students and advance the construction of "the most student-oriented universities with a century-long vision", the China New Higher Education Group collaborated with the team of Professor Peng Kaiping from Tsinghua University to conduct specialised training on positive psychology. The training, themed "Positive Education: Rebuilding the Foundation of Well-being in Higher Education", delved into the prospects of integrating positive psychology with artificial intelligence. It emphasised that cultivating students' positive psychological qualities is key to achieving talent development goals. Participating teachers expressed significant gains, stating they would integrate the learned concepts and methods of positive psychology into daily teaching and student guidance to support students' holistic growth. This training has provided a solid psychological foundation for the school to build a student-centred education system and will continue to drive the improvement of education and teaching quality.



Campus Security

To strengthen safety management and prevent various disasters, accidents, and incidents, the schools under the Group have implemented comprehensive safety management systems and emergency plans. These include documents such as the "Fire Safety Management Regulations of Yunnan School", "Emergency Response Plan of Guizhou School" and "Food Safety Emergency Response Plan of Luoyang School", ensuring standardised, systematic, and procedural safety protocols.

Building upon the improved institutional framework, the Group further advanced innovation and reform in safety management and services. During the Reporting Period, we introduced an "Internet + Safety Education" online education platform, achieving a comprehensive upgrade to the traditional safety education model. This platform organically integrates key stages such as instruction, assessment, analysis, and evaluation throughout the entire safety education process. It ensures full coverage and a complete process for safety education in the Group's directly affiliated schools, tangibly enhancing the safety prevention and response capabilities of teachers, students, and staff.

During the Reporting Period, the Group achieved a series of outcomes in innovating safety governance models, with the following being typical examples:

Gansu School Launched the Implementation Plan for the "Five Major Systems" of Proactive Stability Creation in 2024

In 2024, Gansu School innovatively established the "Five Major Systems" for proactive stability creation. By setting up a "One Office, Four Groups" working structure, where "One Office" refers to the Campus Police Office and "Four Groups" include the Intelligence Information Group, Emergency Response Group, Public Opinion Control Group, and Campus Safety Group, a new comprehensive governance mechanism featuring school-police collaboration and multi-party coordination was formed. This comprehensively enhanced the campus's ability to prevent and respond to safety risks.

Zhengzhou School Established the "One Network, Three Chains" Working Framework for Campus Safety

To enhance campus safety protection capabilities, Zhengzhou School completed and implemented the "Zhengzhou School Safety Responsibility System Management Measures" on 26 August 2025. These measures clarify ten major safety responsibility entities, establish a grid-based management system, and construct safety responsibility chains that extend "horizontally to all areas and vertically to the grassroots level". This further clarified the safety management duties of various units, tightened the campus safety protection network, and ensured the effective execution of safety work.

To construct a comprehensive campus safety defence, the Group uniformly deployed and fully operationalised the "Safe Campus Smart Management Platform" across all schools. Characterised by high-definition, networked, intelligent, and highly integrated features, the platform systematically identifies and manages campus safety hazards by integrating eight major functions: dormitory facial recognition attendance, perimeter warnings, area intrusion alerts, transparent kitchens, speed checkpoints, visual intercoms, big-data search, and operations and maintenance platform alerts.

The Group continued to increase investment in technical security measures during the Reporting Period, driving continuous upgrades to the security system. Zhengzhou School completed the construction of its Smart Campus Safety Command Centre in December 2024, achieving a comprehensive update of its surveillance system. Luoyang School, Zhengzhou School, and Guizhou School added anti-ram hydraulic rising bollard systems. These devices were integrated into the existing smart management platform, supporting data log queries, video linkage, and remote raising/lowering control, significantly enhancing the campuses' ability to respond to sudden violent incidents.

We concurrently strengthened safety management mechanisms. Through continuous risk identification and assessment, we worked to purify the campus surrounding environment and focused on improving the professional response capabilities of security personnel. By enhancing information analysis, strictly implementing a 24-hour duty system, and ensuring all-day communication channels, we effectively ensured efficient responses to various emergencies.

Furthermore, the Group regularly conducted diverse health and safety training and drills. The content covered prevention against natural disasters such as fires, earthquakes, and floods, as well as comprehensive safety knowledge including anti-drug, traffic safety, HIV/AIDS prevention, and anti-fraud education. This comprehensively raised the safety awareness of teachers and students and their ability to respond in emergencies.

Yunnan School Implements the Yunnan Safe Campus Intelligent Management Platform

Yunnan School has launched the Yunnan Safe Campus Intelligent Management Platform, featuring over 2,400 surveillance cameras that provide 100% coverage of public areas across the campus. This system establishes a comprehensive smart security network that integrates proactive prevention and overall management. It enables rapid response to emergencies and real-time identification of potential safety risks, ensuring that campus safety monitoring is thorough and free of blind spots.



Guizhou School Security Task Force

Guizhou School has comprehensively upgraded its security measures in terms of personnel, physical protection, and technology. The school now utilises facial recognition cameras, deployment and early-warning systems, perimeter intrusion alarm systems, one-click emergency alert and assistance systems, an AR cloud-based visual command platform, intelligent fire safety systems, and advanced smart security technologies to establish an efficient and robust security network. The security team works in close coordination, continuously strengthening an integrated protection system that also includes psychological counselling and intervention mechanisms. Together, these initiatives form an intelligent and resilient security shield that safeguards the safety of Guizhou School campus.



Gansu School's Anti-Fraud Video Works Received Provincial Recognition

Gansu School organised two sessions of anti-fraud and scam prevention micro-video competitions in September 2024 and May 2025. Its outstanding entries achieved excellent results in the provincial selection for the "Rights Protection Posts in Action: Say No to Telecom and Online Fraud" campaign. In June 2025, they received joint commendation from 15 provincial departments including the Provincial Party Committee Organisation Department, securing one third prize and one excellence award.

Promoting Food Safety

The Group consistently places campus food safety at the forefront of its management priorities, strictly adhering to the "Food Safety Law of the People's Republic of China" and related national standards. Accordingly, we have established a comprehensive internal regulatory framework. We formulated the "Food Safety and Sanitation Management Regulations of China New Higher Education Group" and the "China New Higher Education Group Commercial Operation Project Management Work Standards", and issued the "Food Safety and Sanitation Inspection Implementation Details Operational Manual Version 1.0" as unified guiding principles for food safety management across the entire Group. Building upon this foundation, all eight schools have established specific systems tailored to their own circumstances, covering aspects such as canteen management, ingredient procurement, storage and distribution, food production and sales, and risk prevention and control. These include, but are not limited to, the "Food Safety Management System of Yunnan School", the "Cafeteria Daily Supervision and Management Interim Measures of Central China School" (《華中學校食堂日常監督管理暫行辦法》), and the "Catering and Commercial Area Management Service Manual of Gansu School".

To effectively prevent and address food safety emergencies, several schools under the Group have developed specialised emergency response plans. These include, but are not limited to, the "Food Safety Emergency Plan of Zhengzhou School" and the "Emergency Response Plan for Food Safety Emergencies of Guangxi Schools". These plans clarify the processes for preventing, notifying, reporting, investigating, controlling, and handling major incidents, and stipulate strict accountability for negligence or misconduct. Simultaneously, we actively promote the digital and intelligent transformation of food safety management by creating a "Food Safety Inspection System". Leveraging the digital platforms of various schools, we have established a management module with three core functions: "inspection, rectification, and approval". This standardises management processes through information technology, implements regular spot checks, thereby solidifying management responsibilities and enhancing overall food safety management efficiency.

Guizhou School Conducted Surprise Inspections of Canteen Kitchens Jointly with the Dietary Committee

To strengthen canteen safety management, the Asset Management Department of Guizhou School formed a special inspection team with student representatives from the Dietary Committee to conduct surprise inspections of the school canteen kitchens. The inspections covered key aspects including ingredient sources, processing environments, and equipment operation. Specific checks included verifying supplier qualifications and vegetable freshness to control ingredient safety at the source, using professional instruments to detect natural gas pipeline leaks, and comprehensively inspecting kitchen hygiene to ensure no water accumulation or garbage piles.



Regarding hardware safeguards and daily supervision, all schools have established "Cafeteria Inspection Rooms" equipped with dedicated testing equipment. Regular professional training is provided to rapid inspection personnel to ensure their proficiency in operational procedures and quality management requirements. Furthermore, departments responsible for assets, infrastructure, and security conduct joint monthly special inspections focusing on food safety and fire safety in canteens and commercial service areas. These result in "special reports + issue rectification lists", with responsible departments addressing each item for closure, achieving closed-loop management of potential hazards.

We highly value management transparency and the joint participation of teachers and students. By organising activities such as kitchen tours for teacher and student representatives, "checking the kitchen refrigerator", holding food safety knowledge lectures, and inviting student dietary committees to participate in food safety sampling inspections, we proactively accept supervision and jointly build the campus food safety defence line. During the Reporting Period, all eight schools under the Group simultaneously implemented a caring initiative by opening "Duty-based Caring Windows" in canteens to provide dining support for students in need, reflecting the warmth of our management.

Northeast School Established a Food Safety Testing Laboratory in its Campus Restaurant

To ensure the dining safety of teachers and students, Northeast School established a Food Safety Testing Laboratory within its campus restaurant, equipped with professional devices and reagents for comprehensive testing. The school's Dietary Committee conducts daily rapid tests on raw materials, semi-finished products, and finished products used in the canteen. The testing focuses on common safety indicators such as pesticide residues, veterinary drug residues, heavy metal content, and microbial contamination.



05

Green Campus and Low-carbon Transition

The China New Higher Education Group is committed to maintaining ecological balance and actively fulfilling social responsibilities, responding to the global call for environmental protection and the mitigation of climate change impacts with concrete actions. We embed green concepts such as energy conservation and emission reduction, water resource protection, and low-carbon development into every aspect of our operations through measures like optimising campus facilities, improving equipment energy efficiency, and constructing smart campuses, leading the industry toward sustainable development.

- Embracing Green Practices, Pursuing Environmental Protection
- Efficient Resource Management
- Ecosystem Protection and Biodiversity
- Low-Carbon Operations and Energy Efficiency
- Environmental Performance Indicators

Contributions to SDGs:



Embracing Green Practices, Pursuing Environmental Protection

Green practices and environmental protection have become an important mission across various industries. The Group deeply understands that only through efficient operations can the Group truly achieve sustainable development. By integrating green concepts into daily management, the Group can not only reduce resource consumption and environmental impact but also enhance overall work efficiency. This dual focus not only contributes to the long-term development of the Group but also contributes to the ecological civilisation construction of society.

Environmental and Energy Management System

The Group is committed to promoting the construction of green campuses, incorporating the concepts of sustainable development and ecological civilisation into daily operational management. Our core business is to provide higher education services, with the main operating locations being the headquarters and schools. The environmental issues related to the Group's operations include energy consumption, water consumption, domestic sewage discharge, and generation of hazardous and non-hazardous waste, as well as air pollutants emitted by campus transportation vehicles and greenhouse gas (GHG) emissions caused by energy consumption.

During the Reporting Period, the Group strictly adhered to important environmental laws and regulations related to its operations, ensuring that all operational activities comply with national and local environmental requirements. Simultaneously, in response to the key environmental issues mentioned above, the Group has established a series of comprehensive environmental management systems and policies aimed at advancing the green operation concept and fulfilling the Group's social and environmental responsibilities.

The Group is planning to introduce an "Environmental Management System" applicable to its headquarters, eight schools, and the supply chain, and is actively applying for ISO 14001 certification. Going forward, we will continue to uphold the principles of ecological civilisation, further optimise our operational processes, and strive to achieve harmony between economic development and environmental protection. Through these efforts, we aim to advance sustainable development and contribute to the creation of a better living environment.

Internal policies of the Group and its schools (including but are not limited to)



Beijing Headquarters

- Green Office Management Measures of the Group headquarters
- Waste Management Measures of the Group headquarters
- Office Resources and Items Allocation Management Measures of the Group headquarters



Schools

- Water Conservation Management Rules and Regulations of Yunnan School
- Environment and Health Management Systems of Guizhou School
- Water and Electricity Management Regulations of Guizhou School
- Environmental Protection Management Measures of Central China School
- Campus Environment Management Measures of Northeast School
- Emergency Response Plan for Campus Incidents of Northeast School
- Water and Electricity Management Regulations of Central China School
- Energy Management Measures of Gansu School
- Water and Electricity Management Regulations of Zhengzhou School
- Flood Relief Emergency Plan of Zhengzhou School
- Energy Management Measures of Northeast School
- Environment and Health Inspection and Reporting System of Guangxi Schools
- Water and Electricity Management Regulations of Guangxi Schools
- Energy Management Measures of Luoyang School

National and local laws and regulations applicable to the Group and its schools (including but are not limited to)

Environmental management

- Environmental Protection Law of the People's Republic of China
- Environmental Protection Regulations of Yunnan Province
- Regulations to Protect Niulanjiang Environment in Yunnan Province
- Ecological Environment Protection Regulations of Guizhou Province
- Environmental Protection Regulations of Guangxi Zhuang Autonomous Region

Energy management

- Energy Conservation Law of the People's Republic of China
- Renewable Energy Law of the People's Republic of China
- Energy Conservation Regulations of Guizhou Province
- Heat Supply and Use Regulations of Lanzhou City
- Gas Safety Management Regulations of Lanzhou City

Air pollutant emission

- Atmospheric Pollution Prevention and Control Law of the People's Republic of China
- Comprehensive Emission Standards for Air Pollutants
- Atmospheric Pollution Prevention and Control Regulations of Gansu Province
- Atmospheric Pollution Prevention and Control Regulations of Hubei Province

Waste management

- Law of the People's Republic of China on the Prevention and Control of Environmental Pollution Caused by Solid Wastes
- Rules for the Implementation of Emission Permit Management in Gansu Province
- Technical Policy for Urban Sewage Treatment and Pollution Prevention

Water management

- Water Pollution Prevention and Control Law of the People's Republic of China
- Water Law of the People's Republic of China
- Water Pollution Prevention and Control Regulations of Hubei Province
- Water Conservation Regulations of Guizhou Province Implementation Plan for
- Administrative Measures on Water Conservation of Lanzhou City

Responding to climate change

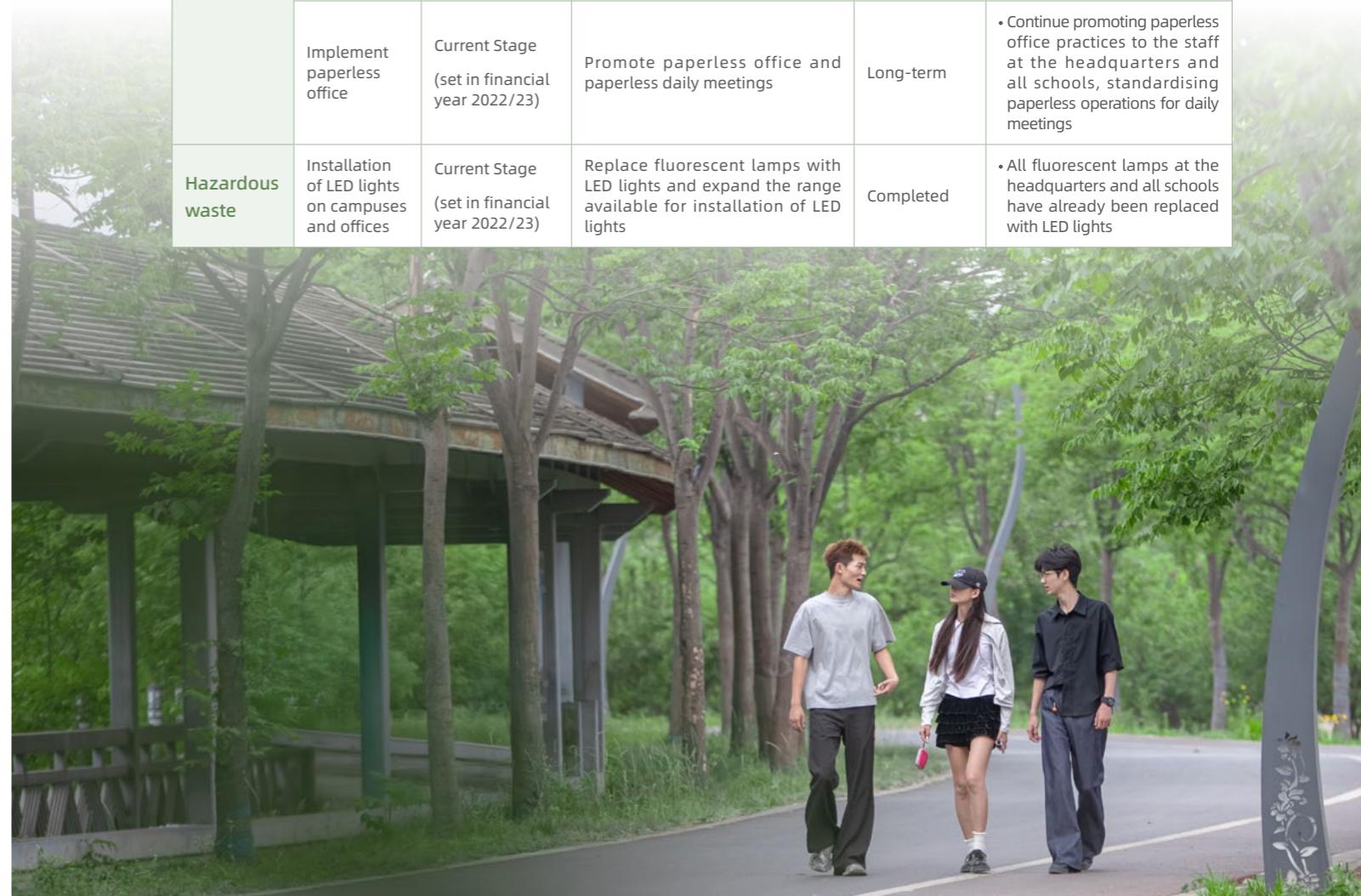
- Key Tasks for Tackling Climate Change (2023-2025)
- National Strategy for Climate Change Adaptation by 2035

Environmental Targets

The Board of the New Higher Education Group is responsible for overseeing the implementation progress and performance review of the environmental directional goals set by the Group. During the Reporting Period, we monitored and supervised specific actions related to the execution of environmental targets to ensure continuous progress toward achieving these objectives. The following environmental targets cover the Group and its eight schools:

Environmental Targets					
Target type	Indicators	Specific Goals	Target Deadline	Completion Status	
Quantitative targets					
Energy utilisation efficiency					
Energy targets	Natural gas consumption intensity	Previous Stage (set in financial year 2022/23)	By 2025, the natural gas consumption intensity of the Group and its schools will decrease by 5%	Fiscal year 2024/2025	Completed
	Purchased electricity consumption intensity	Previous Stage (set in financial year 2022/23)	By 2025, the purchased electricity consumption intensity of the Group and its schools will decrease by 5%	Fiscal year 2024/2025	Completed
		Current Stage (set in financial year 2024/25)	By 2026, the total purchased electricity consumption of the Group and its schools will decrease by 2% (compared with the total purchased electricity consumption in 2025)	Fiscal year 2025/2026	Ongoing
GHG emissions					
GHG emission targets	Scope 1 GHG emissions intensity	Previous Stage (set in financial year 2022/23)	By 2025, the scope 1 GHG emissions intensity of the Group and its schools will decrease by 5%	Fiscal year 2024/2025	Completed
	Scope 2 GHG emissions intensity	Previous Stage (set in financial year 2022/23)	By 2025, the scope 2 GHG emissions intensity of the Group and its schools will decrease by 5%	Fiscal year 2024/2025	Completed
		Current Stage (set in financial year 2024/25)	By 2026, the total scope 2 GHG emissions of the Group and its schools will decrease by 1% (compared with the Group's Scope 2 GHG emissions in 2025)	Fiscal year 2025/2026	Ongoing
Water resources					
Water resources targets	Water consumption intensity	Previous Stage (set in financial year 2022/23)	By 2025, the water consumption intensity of the Group and its schools will decrease by 5%	Fiscal year 2024/2025	Completed
		Current Stage (set in financial year 2024/25)	By 2026, the total water consumption of the Group and its schools will decrease by 10% (compared with the Group's total water consumption in 2025)	Fiscal year 2025/2026	Ongoing

Environmental Targets					
Target type	Indicators	Specific Goals	Target Deadline	Completion Status	
Quantitative targets					
Waste generation					
Non-hazardous waste	Support purchase on demand	Current Stage (set in financial year 2022/23)	The canteen provides a counter for selling weighable food, using slogans and dedicated reminders to guide students to purchase according to their needs and eliminate waste	Long-term	• All eight schools' canteens must set up a counter for purchasing weighable ingredients
	Promote the "Clean Your Plate" campaign	Current Stage (set in financial year 2022/23)	Post promotional materials with the theme of "Clean Your Plate" in canteen to remind students not to waste food	Long-term	• Canteens at all eight schools prominently display "Clean Your Plate" or other promotional slogans to prevent food waste, reminding students not to waste food • Promote the "Clean Your Plate" requirements through regular themed class meetings, guiding students not to waste food
	Introduce bulk supply vendors for canteens	Current Stage (set in financial year 2022/23)	By introducing bulk supply vendors for canteens, we aim to reduce the inventory cycle of ingredients and prevent food waste	Long-term	• 5 schools have already unified the introduction of bulk supply vendors, and other schools will gradually implement this project
	Implement paperless office	Current Stage (set in financial year 2022/23)	Promote paperless office and paperless daily meetings	Long-term	• Continue promoting paperless office practices to the staff at the headquarters and all schools, standardising paperless operations for daily meetings
Hazardous waste	Installation of LED lights on campuses and offices	Current Stage (set in financial year 2022/23)	Replace fluorescent lamps with LED lights and expand the range available for installation of LED lights	Completed	• All fluorescent lamps at the headquarters and all schools have already been replaced with LED lights



Resource Circularity, Green Efficiency

In the context of increasingly scarce resources today, the importance of natural resource management on campuses is particularly crucial. The Group recognises that scientifically and reasonably managing and utilising natural resources not only concerns the sustainable development of campuses but also directly impacts students' learning and living environments. By implementing advanced management strategies and technologies, the Group is committed to optimising resource allocation, reducing waste, and enhancing resource efficiency. This focus on efficient resource management not only demonstrates our commitment to environmental protection but also lays a solid foundation for fostering students' awareness of and responsibility for sustainable development.

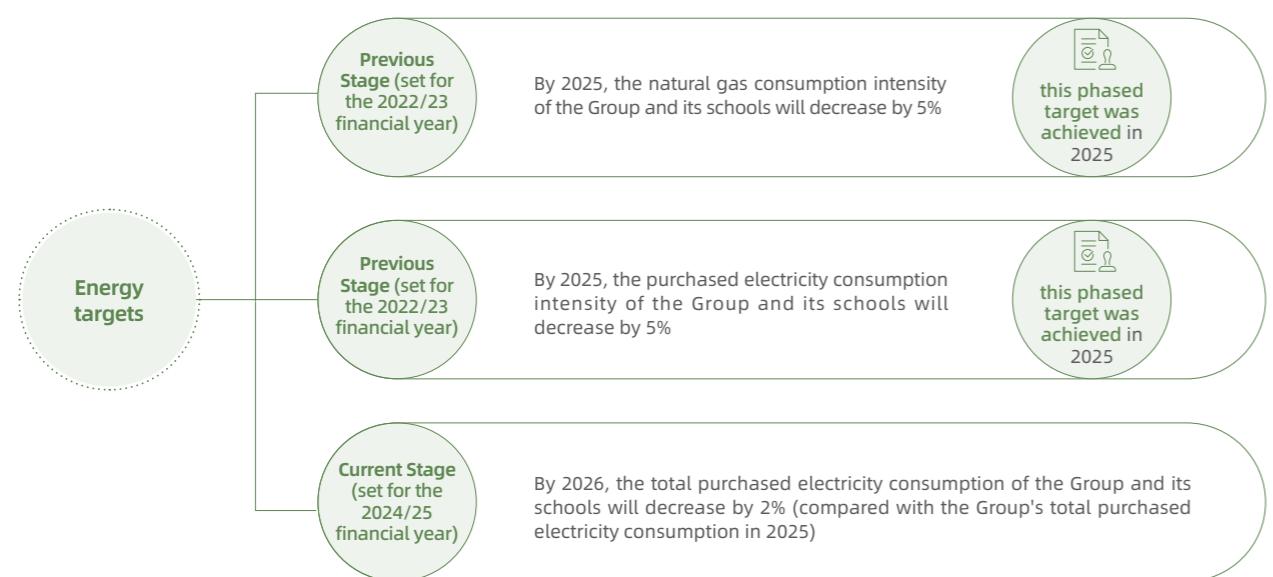
Energy Management

To further improve energy management, the Group and its schools have set up an energy management team, supervised by and regularly reporting to the ESG Environmental Group, and formulated management measures to standardise and optimise the use of energy. The Group firmly abides by national and local laws and regulations, including the "Energy Conservation Regulations of Guizhou Province", the "Heat Supply and Use Regulations of Lanzhou City" and the "Gas Safety Management Regulations of Lanzhou City", to ensure lawful, safe and effective use of energy. To better implement these policies, each school has established a sound environmental management system, which includes regular inspections, assessments, and improvements, forming a closed-loop management process. The Group's flagship institution, Yunnan School, is actively applying for ISO 14001 Environmental Management System certification, marking an important step forward in the standardisation and institutionalisation of our environmental management efforts.

Energy consumption at schools mainly arises from the use of electricity, the use of fuel oil by vehicles and the use of natural gas. In response, the Group has established long-term conservation targets to enhance overall energy efficiency while continuously improving energy conservation performance.

Energy Conservation Measures

In active response to the environmental challenges, the Group and its schools have formulated energy-related goals and action plans that cover the Group and its schools. As the schools are located nationwide, the environmental priorities vary. Each school is required to formulate its own environmental management policies that comply with local laws and regulations and actual operating conditions to effectively manage their respective major environmental issues and relevant impact.



The Group and its schools conserve energy and reduce emissions in the following five aspects:

⑤ Introduce third party partners

Establish partnerships with local government agencies, energy companies and other relevant organisations to obtain support and resources and promote the implementation of energy conservation projects.

④ Use of renewable energy

Increase the use of renewable energy, such as solar water heating systems, solar streetlights, etc.

① Energy-related education and publicity

Carry out education and publicity activities to improve the energy conservation awareness of school communities and encourage students and staff members to participate in energy conservation initiatives.

② Energy-efficient buildings

Schools are required to follow the latest national requirements on energy saving and thermal insulation measures in their new construction and external wall renovation projects. In the third phase of the Guizhou School project, a man-made lake spanning 14,000 square metres is being constructed to serve as a water storage facility.

③ Use of energy-saving equipment

Energy-saving devices and technologies should be applied to campus and laboratory equipment, such as LED lighting, intelligent thermostatic control system, etc.

Energy Education and Promotion Case

Northeast School conducts energy management training for all teaching and administrative staff

To support the Group's energy-saving targets, Northeast School organised a specialised training session on the Energy Management Measures for all teaching and administrative staff during the year. Through systematic briefings combined with practical case examples, the training effectively strengthened staff awareness of energy conservation and improved operational compliance, laying a solid foundation for building an energy management system with full staff participation.



The Group continues to refine its energy structure and actively expand the use of clean energy, including photovoltaic power generation. At present, the Group has invested in a number of distributed photovoltaic projects, among which a self-built photovoltaic station in Yunnan makes effective use of the region's abundant solar resources to generate electricity for on-site consumption and reduce carbon emissions. Looking ahead, we will further scale up photovoltaic generation and increase the proportion of clean energy in our overall energy use, contributing through concrete measures to ecological civilisation and sustainable development.

Renewable Energy Substitution Case

Yunnan School's Self-Built Photovoltaic Project

Yunnan School actively supports the national "dual carbon" target by making full use of rooftop space on campus buildings to construct a photovoltaic power generation system. The system produces approximately 3 million kWh of electricity annually, meeting around 16% of the campus's electricity demand and significantly increasing the share of clean energy in daily operations. Once commissioned, the project enables an annual reduction of roughly 1,800 tonnes of carbon dioxide, accelerating the school's transition towards a low-carbon campus. Designed with a service life of 25 years, the system will provide stable and clean electricity for long-term campus operations. The successful implementation of this project not only represents a key step in the school's adoption of green energy, but also serves as a demonstration model for the Group in advancing the development of green campuses.



Luoyang School's Green Lighting Development Project

Luoyang School has continued to enhance its green lighting system by installing 18 new solar-powered streetlights on campus and coordinating with the River Management Bureau to replace 79 riverfront streetlights within the campus area. In total, 97 streetlights were newly installed or upgraded, strengthening the school's green lighting infrastructure.



Water management

The Group and its schools strictly abide by relevant national and local laws and regulations in their operation, including but not limited to the "Water Conservation Regulations of Guizhou Province", the "Implementation Plan for Water-saving Action of Guiyang City", the "Administrative Measures and on Water Conservation of Lanzhou City", the "Balance Adjustment Table for Non-residential Water Use Plan of Songming County" and the "Planned Water Use and Quota Management Implementation Rules of Chongming county (Trial)". The Group uses municipal tap water at all its business premises and there is no problem in sourcing water. As all of the Group's operating sites use municipal water supplies, there are no issues relating to the sourcing of water.

The ESG Environmental Group is responsible for monitoring the Group's water consumption and formulating corresponding water-saving policies to strengthen management. During the Reporting Period, the Group introduced an innovative incentive scheme, piloted at Yunnan School.

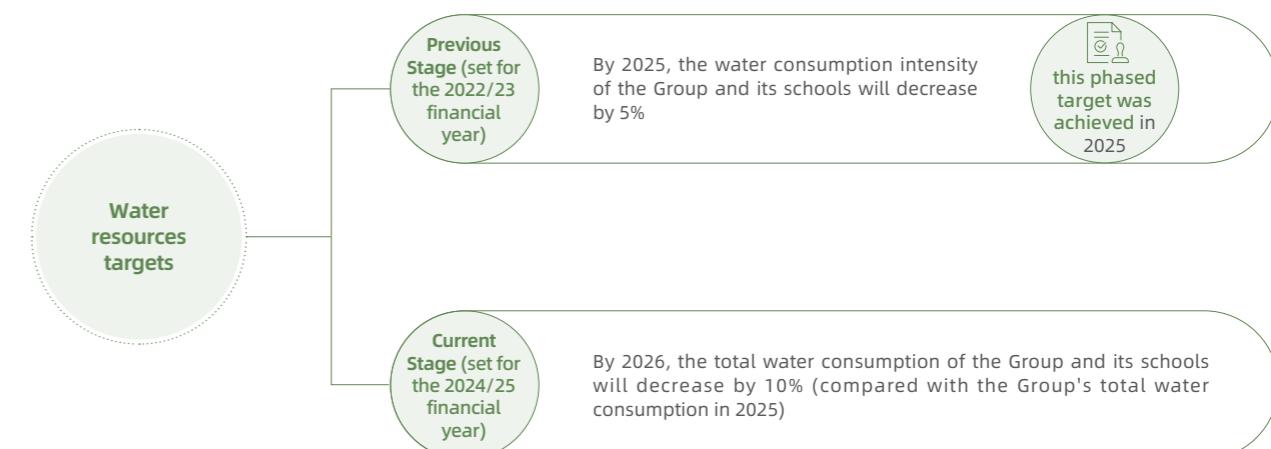
Yunnan School - "Notice on the Reward and Penalty Mechanism for Campus Energy Management"

During the Reporting Period, Yunnan School issued the "Notice on the Reward and Penalty Mechanism for Campus Energy Management", aimed at effectively curbing energy wastage on campus, such as running water, lights left on and equipment left on standby, through a systematic incentive and penalty mechanism. The notice stipulates that the Infrastructure and Logistics Office and the Security Office shall jointly conduct routine inspections, and a tiered penalty system is applied for identified instances of energy wastage: a verbal warning for the first offence, a deduction of 5 points under the labour discipline blacklist for the second offence, and a deduction of 10 points for each subsequent offence; penalties for management personnel will be doubled in cases of violations.

At the same time, the school established a positive incentive mechanism, selecting a "Model Unit for Energy Conservation" each month and awarding an honorary designation, encouraging teachers and students to participate actively in energy supervision through the "red slip reward". Each unit is required to appoint a dedicated person responsible for energy conservation management; the Audit and Supervision Office oversees enforcement; and the Infrastructure and Logistics Office regularly compiles and discloses relevant data. Through joint efforts, the school promotes the development of a conservation-oriented campus and enhances the energy-saving awareness and sense of responsibility among teachers and students.

To further enhance awareness of energy conservation and water conservation, the Group and its schools have incorporated the monitoring of water and electricity management as well as saving and emission reduction into their daily management. Divisions and individuals that are in violation of these requirements will be subject to circulation of a notice of criticism, while a reward mechanism is used to encourage teachers and staff to participate actively in sustainability initiatives.

Building on this management framework, the Group and its schools have established quantifiable water conservation targets and implemented a series of management measures aimed at ensuring water usage does not exceed local government water restriction requirements, while progressively reducing overall water consumption each year, achieving continuous optimisation of water resources.



Water Conservation Measures

To further advance the sustainable use of water resources, all schools have fully implemented a range of water-saving management measures and actively guided teachers, students and staff to cultivate water conservation awareness.

To this end, the Group has taken the following measures:

➤ Measurement and Monitoring

All campuses are equipped with comprehensive water metering devices, with water consumption managed by area and usage type, and water data regularly collected and analysed

➤ Smart Management

Smart one-card metering terminals are installed in student residences, teachers' residences and on-campus commercial units, enabling remote meter reading and consumption tracking to achieve refined monitoring and efficient management of water resources

➤ Awareness and Education

Strengthen communication and education on water conservation to cultivate water-saving habits among all teachers and students

➤ Equipment Inspection

Conduct regular inspections of water-consuming equipment to identify and repair potential leak points in a timely manner

➤ Fixture Maintenance

Carry out periodic checks of taps and water valves in teaching buildings, public areas and teachers' and students' residences, and replace outdated fixtures when necessary

➤ Adoption of Water-saving Technologies

Use water-efficient fixtures and install remote smart water meters to monitor real-time water usage and implement timely conservation measures to achieve water-saving outcomes

➤ Water Supply System Assurance

Monitor the water supply system to ensure stable water pressure and safeguard the system's safety and reliability

➤ Utilisation of Non-conventional Water Sources

Install and upgrade rainwater harvesting systems



Northeast School Develops a Smart Water Management Platform, Advancing Precision Water-saving Management on Campus

Northeast School has established a Campus Smart Water Management Platform, integrating smart water meter data to enable real-time monitoring of water usage and precise fault detection. Beginning in 2025, the school comprehensively upgraded its water supply facilities:

- January 2025: Engaged a professional institution to inspect the outdoor water supply and fire-fighting pipe networks, successfully repairing five leakage points and reducing the pipeline leakage rate.
- February 2025: Installed valve control systems in selected buildings and replaced 300 sets of water-saving foot-operated valves in student residences and teaching buildings.
- May 2025: Completed the installation of 26 smart water meters, establishing a secondary metering system to ensure real-time monitoring and timely response to abnormalities.
- June 2025: Upgraded 40 washrooms and 160 urinals across three student residence buildings, replacing them with sensor-based facilities.

Waste and Air Pollutants Generation and Management

Based on the nature of the Group's business, the types of pollutants generated by each of its schools are limited, and we have consistently adhered to local regulations to ensure strict management. In terms of wastewater and exhaust gas control, we ensure that all emissions comply with the required standards. To reduce exhaust emissions generated by campus vehicles, all schools have implemented a series of emissions reduction measures. For details of air pollutant emissions from cars, please refer to "Environmental Performance Indicators".

In solid waste management, we implement a strict source segregation system, separating non-hazardous waste, such as kitchen waste, plastics and paper, from hazardous waste, including fluorescent tubes, ink cartridges and used batteries, which are all collected and transferred to qualified units for proper treatment. To further promote waste reduction and resource recovery, all campuses have established comprehensive classification systems, set up multiple recycling points, and implemented the "one recycling, two special treatments and three concentrations" model to encourage "Turning Waste into Wealth". For example, since 2024, Guizhou School has implemented the "Waste Classification Action Plan of Guizhou School", aiming to achieve "100% coverage of waste sorting facilities on campus, 100% establishment of relevant systems, and 100% classified waste collection". The initiative guides teachers and students to start with everyday habits, sorting waste consciously, correctly and scientifically, thereby gradually fostering environmental awareness and cultivating a lifestyle that values resource conservation and energy efficiency. In addition, in recent years the Group headquarters and all schools have actively promoted the replacement of fluorescent tubes with LED lighting and expanded the scope of LED usage. During the Reporting Period, all fluorescent tubes at the headquarters and across all schools were replaced with LED tubes, further reducing the generation of hazardous waste.



The "Plastic New Generation" Lecture Held at Northeast School to Inspire Youth Environmental Awareness

On the occasion of World Environment Day on 5 June 2025, the Heilongjiang Environmental Protection Volunteers Federation, through its "Green Hills Public Welfare" campus initiative, delivered a themed lecture titled "Plastic New Generation" (塑料新生代) at Northeast School. Focusing on the current state of plastic pollution and sustainable solutions, the speaker used vivid real-life examples to strengthen students' environmental awareness. A "Bags for Green" (袋來綠色) workshop event invited students to design their own reusable fabric bags, promoting plastic reduction. An interactive waste-sorting mini-competition further reinforced knowledge in an engaging way and encouraged the development of good environmental habits. The event enhanced the campus' adoption of green values and inspired young people to contribute through practical action to a low-carbon and sustainable learning environment.

Northeast School's Daily Water-saving Practices

Northeast School has integrated all smart water meter data across the campus through the establishment of a "Campus Smart Water Management Platform", enabling real-time monitoring and precise management of water usage. In 2025, the school systematically advanced a comprehensive water-saving upgrade, including pipeline leakage detection and repair, replacement of water-saving valves and foot-operated valves, and upgrades to sensor-based fixtures in student residence washrooms, while simultaneously installing additional smart water meters to enhance the secondary metering system. This series of management and hardware-driven measures has significantly improved water resource utilisation efficiency on campus and set a practical benchmark for the Group's green campus development.

Students of Northeast School Carry Out Waste Classification Promotion in the Community



Northeast School actively encourages students to take environmental responsibility and organised an outreach activity in nearby communities centred on "waste classification". Through on-site explanations, distribution of educational leaflets and interactive demonstrations, students helped residents understand how to sort household waste and further promoted "green living" within the community.

In addition, we place great emphasis on preventing pollution at source during our operations. The canteens and catering service providers across our schools primarily use clean natural gas as their main fuel, thereby minimising the generation of air pollutants.

Waste and Air Pollutant Generation and Treatment

Waste Disposal Method

Recycling:

- Waste stationery, old clothes, all kinds of plastics, wastepaper and other recyclable garbage are collected and sold to waste collection stations by cleaning staff

Special treatments:

- Kitchen waste from daily life in schools is handed over to professional recycling companies for special treatment
- Contractors are responsible for removal of waste bricks, waste ceramics, waste tiles and other construction wastes generated from the construction, decoration and renovation of schools

Centralised collection and transportation:

- Garbage collectors are responsible for collecting and sorting garbage under the classification of recyclable garbage, non-recyclable garbage and hazardous waste from all areas of the schools and delivering them to the campus dump station for disposal
- Hazardous waste is properly sorted and collected by schools and then handed over to a qualified third party waste disposer for disposal. As for other non-hazardous waste, it is sorted, collected and delivered to a waste disposer for disposal

Ecosystem Protection and Biodiversity

In respect of biodiversity, the Group and its schools always adhere to the concept of protecting the ecological environment. Each school has formulated a special plan for maintaining green areas on campus. The plan covers detailed maintenance plans, maintenance measures, pest prevention and other measures. Designated personnels are assigned to take charge of the schools' greening maintenance, and in this way guarantee sustainable development of a green campus. Additionally, to further ensure the harmony and safety of the campus environment, the Group and its schools clearly stipulate environmental protection requirements when signing contracts with suppliers at all levels, ensuring that their actions will not cause pollution or harm to the campus environment.

During the Reporting Period, the Group did not have any significant incidents causing damage to biodiversity.

Campus Environmental Activities

The Group and its schools focus not only on promoting universal education and improving academic standards, but also on the role of the environment in education through a beautiful campus. Through the implementation of environmental protection measures, the campus environment has been improving, and students are guided to develop values of caring for the environment and cherishing resources.

Appointment Ceremony for Campus Environment Supervisors at Northeast School

To strengthen ideological and political guidance and to uphold the "student-oriented" approach, Northeast School held the 2024 Launch Meeting for the University Student Volunteer Team for Campus Civility Construction, together with the Appointment Ceremony for Campus Environment Supervisors, in October 2024. The volunteer team, guided by the goals of "improving image, taking action, enhancing service, elevating quality and contributing to a better campus", has played an important role in maintaining learning order and promoting civil behaviour. In the new phase, the volunteer team will focus on activities related to learning environment management, campus cleanliness and cultural civility, balancing service with advocacy to guide students in observing codes of conduct and fulfilling a leading and exemplary role in campus development.

Northeast School Launches the "Party Flag Leading · Green Action at Huade" (黨旗領航 · 綠動華德) Initiative

To enhance water- and energy-saving awareness among teachers and students and to strengthen their sense of responsibility in protecting resources, the "Bowen" Communist Party Member Volunteer Service Team of Northeast School held the "Party Flag Leading · Green Action at Huade" series activity at the library square on the morning of 10 April 2025, attracting enthusiastic participation from the campus community. Through promoting water and energy conservation and encouraging low-carbon living, the activity guided teachers and students to take part in environmental volunteer services and helped embed green values more deeply across the campus. This initiative significantly strengthened environmental awareness and injected new momentum into building an energy-efficient, effective and sustainable campus environment.



Low-carbon Action and Energy Management

In the face of the severe challenges posed by global climate change, advancing green and low-carbon development and achieving energy conservation have become shared priorities worldwide. The Group understands deeply that efficient resource management and energy use are not only essential pathways for promoting sustainable development, but also fundamental to fulfilling environmental responsibilities and responding to climate risks.

We are committed to embedding energy conservation principles at source, and by optimising facility planning, strengthening energy efficiency management and introducing low-carbon technologies, we have effectively reduced energy consumption and carbon emissions, thereby minimising the environmental impact of our operations. This series of initiatives not only reflects our firm commitment to green and low-carbon development, but also demonstrates our positive approach to fostering harmonious coexistence between economic growth and the ecological environment.

Responding to Climate Change

As global attention on climate issues continues to intensify, the Group and its schools have also been keeping a close watch on the latest international developments in climate governance and emissions reduction, and actively respond to national policies and strategic objectives. In strict accordance with policy guidelines such as the "Key Tasks for Tackling Climate Change (2023-2025)" and the National Strategy for Climate Change Adaptation by 2035". We have incorporated climate risk management into the entire process of infrastructure planning and campus operations, ensuring that our actions are fully aligned with the national "dual carbon" goals.

Under the national targets of "achieving carbon peaking by 2030 and carbon neutrality by 2060", China has demonstrated its global perspective, responsibility and determination in addressing climate change. The Group and its affiliated schools fully understand and actively respond to this strategic direction, integrating climate action and low-carbon development principles into daily operations, construction and management decision-making, thereby advancing campus development and environmental sustainability in tandem. The following section provides a summary of the concrete actions and outcomes achieved by the Group, aligned with the recommendations of the Task Force on Climate-related Financial Disclosures (TCFD), across climate-related governance structures, strategic planning, risk management, and the setting of metrics and targets.

Governance

The Board of Directors holds ultimate oversight of the Group's climate strategy, climate-related risks and opportunities, and the achievement of our targets. The Group continues to refine its ESG governance structure and has progressively incorporated climate-related responsibilities into the governance functions of the Board and the ESG Working Group, establishing a top-down decision making and implementation mechanism. During the Reporting Period, the Board and the ESG Working Group conducted a comprehensive review and assessment of the Group's first climate risk and opportunity assessment, laying the foundation for subsequent strategy enhancement and the implementation of action plans.

During the Reporting Period, the Group established a dedicated ESG Environmental Group under the ESG Working Group, led by the Vice President of the Group. The team is responsible for overseeing environmental and climate-related management at the Group level and reports progress and outcomes regularly to the ESG Working Group and the Board of Directors. The ESG Environmental Group also monitors climate risks and opportunities and coordinates the development of forward-looking response measures to support the implementation of the Group's sustainable development strategy.

To strengthen management's accountability and effectiveness in addressing climate-related matters, the Group has incorporated climate performance into the performance appraisal and incentive mechanism for senior management. The key arrangements are as follows:

- **Incentive recipient:** Head of the ESG Environmental Group (Vice President of the Group)
- **Performance target:** Annual electricity consumption of the Group included as one of the key performance indicators
- **Incentive mechanism:** Cash rewards granted based on performance outcomes, with the bonus level ranging from 0.8 to 1.6 times according to the performance rating

The ESG Environmental Group holds meetings every year to review climate related matters and implementation progress, and reports to the Board of Directors. Through close collaboration with various functional departments, the Group continues to advance its climate change management efforts and to identify, assess and analyse the potential impacts that climate change may have on the Group's operations.

Strategy

During the Reporting Period, the Group conducted its first systematic climate risk and opportunity assessment and climate scenario analysis. Throughout the process, we followed the TCFD recommendations and focused on the potential impacts that climate-related physical risks and transition risks may have on the Group's operations and financial performance. Through structured identification and quantitative analysis, we identified a total of 13 potential climate risks (including 6 potential physical climate risks and 7 potential transition climate risks, as well as 7 potential climate opportunities), forming the climate risk and opportunity inventory for the 2024/25 financial year.

To ensure the breadth and accuracy of the assessment, we conducted a questionnaire survey inviting 42 representative participants, including Group senior management, department managers and division heads, as well as presidents and vice presidents of the schools, to take part in the analysis. Participants examined the actual and potential impacts of climate change on the Group's long-term development from multiple perspectives, including strategic planning, business deployment and financial resilience. At the same time, we actively identified emerging market opportunities and low carbon transition prospects arising from climate change with the aim of providing strong decision support for the Group's green industry deployment and sustainable development strategy, thereby promoting synergy between our operations and environmental responsibilities.

Based on the assessment results across the two dimensions of "impact" and "likelihood", we calculated the priority scores for climate risks and opportunities and identified four climate risks of material significance during the Reporting Period (all of which are acute physical risks) as well as three climate opportunities. The key parameters used in assessing these material climate risks and opportunities, together with the reasons they are considered material, are set out below:

Climate Risks / Opportunities		Key Parameters	Reasons Considered in the Assessment (that is, the impacts of the climate risks/ opportunities)
Climate risks (Ranked in descending order of risk priority score)			
Acute Physical Climate Risks	Typhoons and Severe Convective Weather	<ul style="list-style-type: none"> • Annual number of typhoon landfalls; • Duration of regional power outages caused by typhoons 	Some of the Group schools are located in coastal regions of China, such as the Guangxi Schools, which are prone to typhoons. Severe convective weather may damage campus buildings, lead to prolonged power outages or communication disruptions, and affect teaching order and campus safety management. Therefore, this risk is included as a key focus.
	Heavy Rainfall and Flooding Risks	<ul style="list-style-type: none"> • Number of days with extreme rainfall each year; • Number of urban waterlogging incidents in the city where the campus is located 	Schools located in Henan, Yunnan, Guizhou and Guangxi are situated in regions with concentrated rainfall. Heavy rains can cause flooding or damage to campus and surrounding infrastructure, affect the use of school facilities and the travel safety of teachers and students, and potentially disrupt material supply and teaching equipment. Hence, this risk is included in the assessment.
	High Temperature and Heatwave Risks	<ul style="list-style-type: none"> • Number of extreme high temperature days each year; • Number of times red heat warnings are issued 	Schools in central China, northern China and southwestern China increasingly experience high temperatures during summer. Persistent heatwaves place pressure on campus power supply and cooling systems and may affect the physical and mental wellbeing of students and teachers and staff, as well as the learning environment. Therefore, this is considered a significant operational risk.
	Extreme Low Temperature and Snowstorm Risks	<ul style="list-style-type: none"> • Number of extreme low temperature days each year; • Number of snowstorm days each year 	Schools located in northeastern and northwestern China face winter risks associated with extreme cold and snowstorms. These conditions may increase the load on heating systems, damage campus infrastructure and disrupt transportation, affecting normal teaching and daily operations. For these reasons, the risk is included within the assessment scope.

Climate Risks / Opportunities	Key Parameters	Reasons Considered in the Assessment (that is, the impacts of the climate risks/ opportunities)
Climate opportunities (ranked in descending order of opportunity priority score)		
Enhancement of Campus Resource Efficiency	<ul style="list-style-type: none"> Feasibility of applying relevant technologies; Degree of improvement in resource use efficiency brought by these technologies 	The Group promotes smart and energy-saving facilities in campus infrastructure and energy management (such as LED lighting, photovoltaic systems and water-saving technologies). These measures can significantly reduce operational energy consumption and costs, strengthen carbon management capabilities and align with the green campus development goals set for higher education institutions.
Green Employment and Industry Collaboration	<ul style="list-style-type: none"> Demand gap for green employment positions; Number of potential partner enterprises within green industry value chains 	As a higher education provider, the Group possesses advantages in talent development and industry-academia collaboration. With the expansion of national green transition value chains, the Group can create opportunities by offering green-related academic programmes and establishing school-enterprise collaboration bases, thereby supporting students in pursuing green career pathways while expanding the Group's education service areas and fostering long-term sustainable development opportunities.
Campus Climate Resilience	<ul style="list-style-type: none"> Completion rate of climate adaptation upgrades for key facilities such as power, water and network systems; Ability to prevent supply chain disruptions; Regulatory requirements relating to green supply chain management 	Through upgrades to campus infrastructure for climate adaptation and disaster prevention, such as green building enhancements, smart monitoring and emergency response systems, the Group can improve overall operational resilience and strengthen safety protection for teachers and students. These efforts also support government policies on green campus development and the transition towards carbon neutrality.
In addition, based on internationally recognised climate scenario analysis frameworks and taking into account the Group's business characteristics and geographical distribution, we have developed a scientific and applicable scenario analysis system. The Group primarily referred to research findings from authoritative bodies such as the Intergovernmental Panel on Climate Change (IPCC) and the International Energy Agency (IEA) and selected two model pathways, "the Green Pine Scenario" (low emissions) and the "Brown Scenario" (high emissions), each corresponding to different carbon emission trajectories.		
Green Pine Scenario (Low Emissions)	Brown Scenario (High Emissions)	
Intergovernmental Panel on Climate Change (IPCC) Representative Concentration Pathway RCP 2.6	Intergovernmental Panel on Climate Change (IPCC) Representative Concentration Pathway RCP 8.5	
IPCC Shared Socioeconomic Pathway SSP 1	IPCC Shared Socioeconomic Pathway SSP 5	
International Energy Agency (IEA) SDS 2020 (Sustainable Development Scenario)	International Energy Agency (IEA) STEPS (Stated Policies Scenario)	
The analysis covers the following time horizons: the short term (from 2025 to 2030), the medium term (from 2030 to 2035), and the long term (beyond 2035). The parameters set for this climate scenario analysis ensure a comprehensive, systematic and forward-looking assessment, allowing the potential impacts of climate change on the Group across different stages to be fully reflected.		

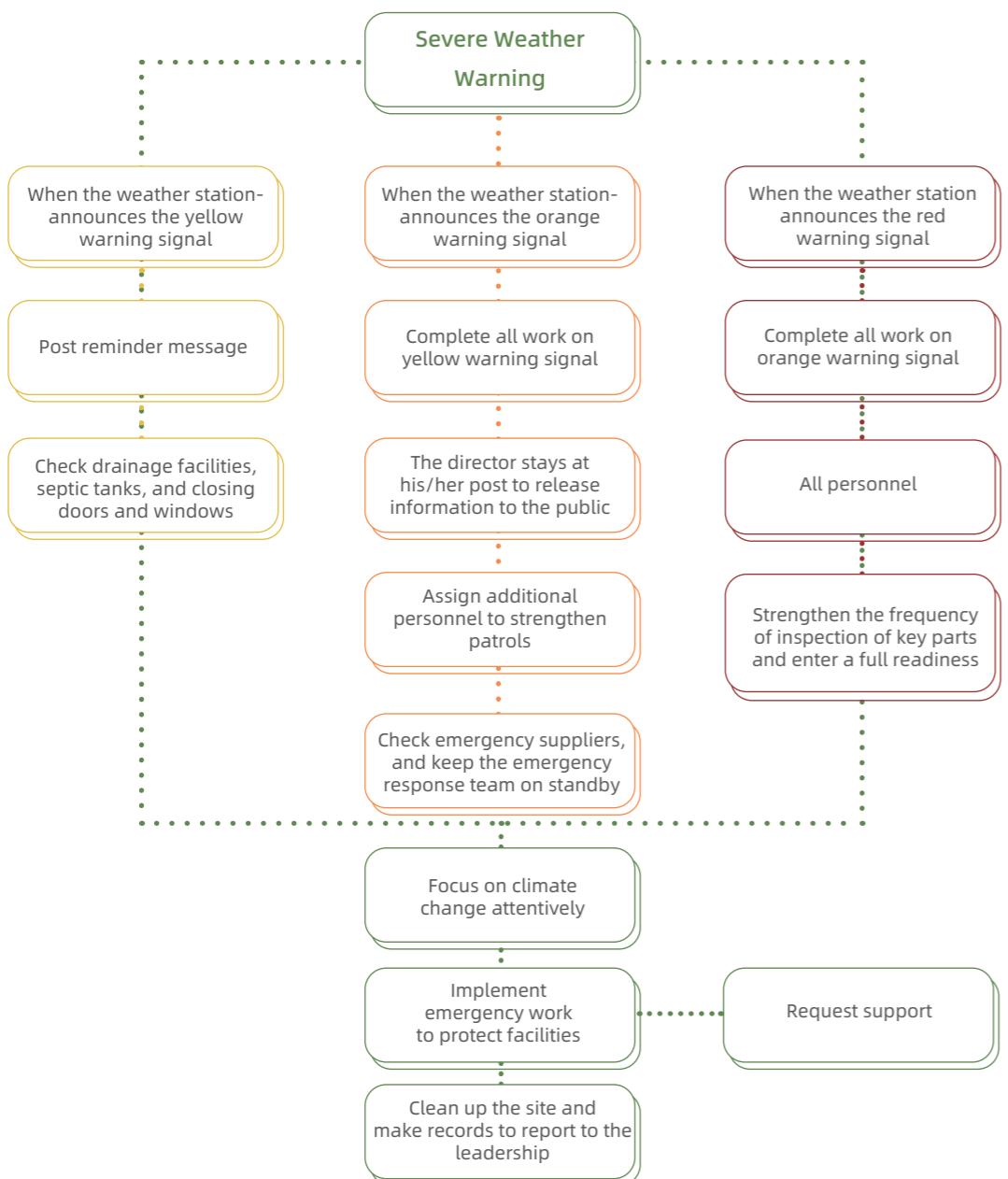
Risk Management

For the material climate-related risks and opportunities identified through the assessment, the Group has formulated a systematic response strategy and integrated these measures into daily operations and management practices to enhance overall climate resilience and sustainable competitiveness. The table below outlines the specific response actions and management measures for each material climate risk and opportunity, ranked from high to low based on the assessment results:

Climate Risk Category	Climate Risk	Time Horizon	Operational and Financial Impacts	Risk Response Measures
Physical Risks	Typhoon and Severe Convective Weather Risks	Short to Medium Term	<p>Current financial impacts: Schools located in coastal and southern regions, such as the Guangxi Schools, incur additional spending during the typhoon season for building repairs and emergency power supply due to storm damage. Short-term disruptions to teaching activities may temporarily reduce operational efficiency.</p> <p>Expected financial impacts: As climate extremes intensify, investment in wind resistant building reinforcement and insurance costs are expected to rise, along with continued increases in maintenance expenditure and post-disaster recovery costs.</p>	<ul style="list-style-type: none"> The Infrastructure, Logistics and Security Office of Guangxi Schools have issued a "Typhoon Emergency Response Plan"; Develop graded early warning and response procedures for typhoons and severe convective weather, automatically activating measures based on meteorological alerts, such as adjusting class schedules and suspending non-essential outdoor activities; Strengthen wind resistance for key facilities such as rooftops, windows, electrical and network lines, tall trees, outdoor signage and perimeter walls; Advise teachers and students to park vehicles in open and safe areas away from flooded zones, tall trees and building structures to reduce property loss; Pre store flood control sandbags, large drainage equipment and emergency generators at basement entrances and flood prone areas to mitigate potential impacts.
	Heavy Rainfall and Flooding Risks	Short to Medium Term	<p>Current financial impacts: Campuses in Zhengzhou, Luoyang and Yunnan have experienced local flooding and facility repair costs caused by intense rainfall, leading to increased Short-term flood prevention and cleaning expenditure.</p> <p>Expected financial impacts: Increased frequency of extreme rainfall may accelerate infrastructure deterioration, requiring higher investment and maintenance costs for drainage systems and potentially affecting insurance premiums and campus asset valuation.</p>	<ul style="list-style-type: none"> Zhengzhou School, Luoyang School and Yunnan School have each issued "Flood and Rainstorm Emergency Response Plans", and Guizhou School plans to issue a similar plan; Establish clear early warning and response procedures for heavy rainfall and flooding, activating measures according to meteorological alert levels, such as adjusting class schedules, suspending outdoor activities, preparing sandbags, implementing drainage actions and arranging emergency duty staff; Upgrade campus flood control measures, including installing water barriers at main building entrances and deploying automatic drainage pumps in underground areas to enhance overall flood resilience.
	High Temperature and Heatwave Risks	Short to Medium Term	<p>Current financial impacts: High summer temperatures increase cooling and electricity costs. Some regions may experience grid pressure, causing temporary class suspension or higher equipment maintenance expenditure.</p> <p>Expected financial impacts: As temperatures continue to rise, energy consumption costs and equipment replacement expenditure are expected to increase, with additional investment required for energy-saving upgrades and smart energy management systems.</p>	<ul style="list-style-type: none"> During high temperature days of 35°C or above, afternoon outdoor sports and practical training classes are reduced or suspended and replaced with indoor sessions or theory teaching; The campus clinic increases supplies of heat relief medication, cooling rest points are set up in teaching buildings and dormitories, and heat stress awareness campaigns and health monitoring for teachers and students are strengthened; Implement alternating use of air conditioning during peak electricity hours and carry out advance inspections of cooling and power facilities to ensure safe operation and energy efficiency.
	Extreme Low Temperature and Snowstorm Risks	Short to Medium Term	<p>Current financial impacts: Campuses in northeastern China and Gansu face increased heating costs and equipment maintenance expenditure during extreme cold periods; snowstorms may affect commuting safety and operational arrangements.</p> <p>Expected financial impacts: Fluctuating energy prices and more frequent extreme low temperature events may drive sustained increases in heating, maintenance and insurance-related expenditure, creating challenges for cost control.</p>	<ul style="list-style-type: none"> Northeast School has issued a Natural Disaster Emergency Plan and Gansu School plans to introduce a similar plan; Develop graded early warning and response procedures for snowstorms and cold waves, activating measures based on meteorological alerts, such as suspending outdoor classes, shifting theory classes online, clearing snow from main pathways, installing anti-slip mats, reinforcing campus trees and outdoor facilities and prohibiting activities on frozen surfaces; Conduct regular inspections and reinforcement of heating and power systems, including inspection of power lines for icing, stocking heating system spare parts, monitoring indoor temperatures in dormitories and teaching buildings and preparing backup generators to ensure safe operation under extreme weather conditions.

The Group recognises that environmental and climate risks may generate potential operational and financial impacts. For the 4 material climate risks identified above, the Group and its schools have developed emergency response plans that outline procedures and coordination mechanisms for handling unexpected events. A structured workflow for identifying, assessing and responding to climate risks has been established, together with a three-tier response system covering the Group, schools and secondary colleges to continuously monitor climate conditions and associated risks. In daily risk management, if schools identify weather-related risk events, they will promptly assess and respond and report through the material incident reporting process to the Group headquarters to ensure efficient communication and timely decision-making.

The diagram below presents the Group's emergency response workflow for the 4 acute physical climate risks:



Flood Control Emergency Drill Conducted at Luoyang School



In June 2025, Luoyang School organised a comprehensive flood control emergency drill, placing strong emphasis on safety preparedness during the flood season. School leadership personally oversaw and directed the exercise, reiterating the principle of "better to over prepare than to fall short", ensuring that all flood control measures were fully implemented. Guided by a real scenario approach, the drill focused on flood-prone areas on campus and simulated severe internal flooding in the riverside corridor caused by an extreme rainstorm. The entire exercise was carried out in accordance with the emergency response plan and tested key capabilities including risk identification, emergency response, on site command and cross departmental coordination, thereby strengthening the school's overall capacity for disaster prevention, mitigation and emergency management.

Opportunities

The Group continues to monitor potential opportunities arising from climate change and has formulated and implemented targeted management measures for the three material climate opportunities identified.

Climate Opportunity Category	Climate Opportunity	Time Horizon	Opportunity Response Measures
Opportunity	Enhancement of Campus Resource Efficiency	Short, Medium and Long Term	<ul style="list-style-type: none"> Promote low-carbon upgrades across campuses, such as replacing lighting with energy efficient systems and adopting smart air conditioning to reduce energy expenditure. Strengthen energy conservation awareness among teachers and students through activities such as "World Water Day", "China Water Week" and themed energy-saving lessons, fostering a culture of collective conservation.
	Green Employment and School-Enterprise Collaboration	Short, Medium and Long Term	<ul style="list-style-type: none"> Transform expectations from students, parents, employers and the wider public regarding environmental education into business opportunities by integrating climate education into the curriculum and developing teaching content with ESG components. For example, Northeast School plans to introduce a course "Green Buildings and Building Carbon Emissions" to align with market needs and demonstrate its responsibility in addressing climate change, thereby enhancing public recognition and brand value. Strengthen alignment with key enterprises in the green industry value chain and expand employment pathways in sectors such as new energy, energy conservation, environmental protection and green services. Priority is given to collaboration with enterprises aligned with national "dual carbon" goals and those possessing green technologies or relevant certifications, thus promoting industry-education integration and low-carbon transition.
	Campus Climate Resilience	Medium to Long Term	<ul style="list-style-type: none"> To address the potential impact of high temperatures on power systems in regions such as Hubei and Henan, schools in Central China, Zhengzhou and Luoyang have installed air conditioning units in power distribution rooms to maintain stable temperatures and ensure the safe operation of core power equipment. The pump rooms at Gansu School and Luoyang School are located underground and vulnerable to flooding. Both schools have installed secondary drainage systems to discharge water promptly and protect the safety and stability of water supply equipment. The Group regularly conducts diverse health and safety training programmes and activities to strengthen the awareness and emergency response capabilities of teachers and students in relation to natural disasters and unexpected incidents such as fires, earthquakes and flooding. In campus construction and refurbishment, priority is given to strengthening disaster resilience for key infrastructure, including water supply and drainage systems, power grids and network facilities. Emergency power units, backup water sources and digital teaching backup systems are installed in critical areas to enhance overall disaster resistance.

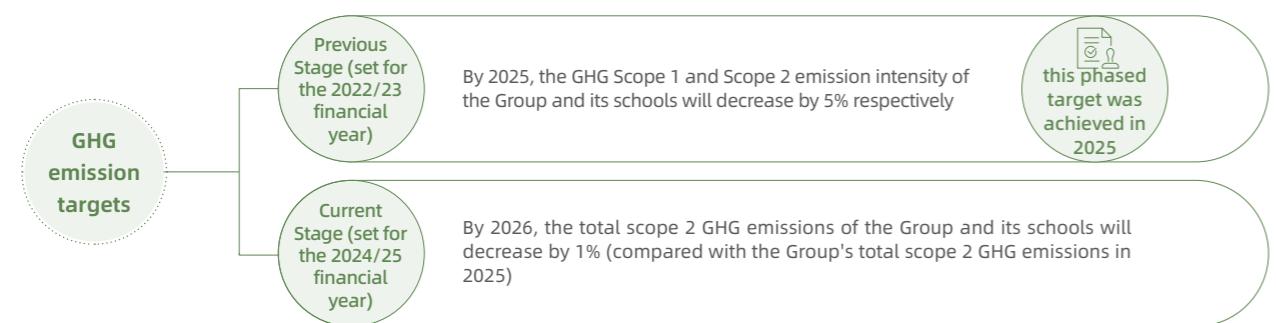
Metrics and Targets

The Group has established climate-related risk metrics covering energy efficiency, water resource utilisation, waste generation and greenhouse gas emissions, taking into account our operational characteristics. We have also set corresponding targets (as set out in the "Environmental Targets" section of this Report). Given the evolving nature of our operations and market conditions, the Group will review these practices on a regular basis and adjust the relevant targets and planned actions where necessary.

First-time Scope 3 emissions calculation, laying a new foundation for low-carbon transition

Additionally, we conducted our first feasibility assessment on the collection of Scope 3 greenhouse gas emissions data in the Reporting Period, with the aim of further enhancing the Group's carbon accounting system and strengthening value chain decarbonisation management. The assessment was carried out with reference to the "Corporate Value Chain (Scope 3) Accounting and Reporting Standard" and aligned with the organisational boundaries adopted in this Report. We systematically identified and evaluated activities and emission sources relating to potential Scope 3 categories within the value chain, assessing their applicability based on emission magnitude, level of influence, associated risks and sectoral guidance. Following this analysis, seven key Scope 3 categories were included: purchased goods and services (Category 1), capital goods (Category 2), fuel and energy-related activities (Category 3), waste generated in operations (Category 5), business travel (Category 6), employee commuting (Category 7) and downstream leased assets (Category 13). These categories were subsequently quantified (as detailed in the "Environmental Performance Indicators" section of this Report). The assessment results show that Categories 2 and 13 represent the primary sources of the Group's Scope 3 emissions, together accounting for 93% of total Scope 3 emissions. These are therefore the areas requiring the greatest attention both now and going forward. This feasibility assessment marks an important step forward in the Group's climate action, laying a solid foundation for the formulation of more comprehensive decarbonisation targets and low-carbon transition strategies, and providing clear direction for future supply chain carbon management and emission-reduction efforts.

The Group and its schools have set quantitative emission-reduction targets to improve energy efficiency and overall conservation performance. To achieve this goal, we have taken energy-saving measures to reduce energy consumption and greenhouse gas emissions. At the same time, the Group has also set long-term GHG emissions targets to promote low-carbon development and continue to strive for green campuses.



To this end, the Group has taken the following measures

- Promote energy-saving appliances and LED lamps to reduce power consumption
- Improve the thermal insulation performance of buildings and adopt more efficient heating systems to further reduce energy consumption
- Replace fuel vehicles with new energy vehicles. Improve vehicle fuel efficiency, such as regular maintenance and introduction of high-efficiency fuel pumps, to minimise fuel consumption
- Actively explore the use of renewable energies, such as solar energy and wind energy, to further optimise energy structure
- Reduce dependence on traditional energies
- Use natural gas as the main fuel to reduce the use of coal
- Encourage teachers and staff to travel in an environmentally friendly manner, such as arranging commuter buses and encouraging staff to take public transport

Energy Conservation Initiatives at the Northeast School

To foster an energy-saving campus and promote green office practices and low-carbon lifestyles, the Northeast School encourages everyone to start with small daily actions and to cherish every unit of electricity, every drop of water, every sheet of paper and every grain of rice. The initiative aims to cultivate among teachers and students the habit of "conserving resources and practising a green and low-carbon way of living" and carrying out related activities.

Energy Conservation Promotion Week at Yunnan School

Yunnan School organised an Energy Conservation Promotion Week from 23 to 29 June 2025. A series of promotional and practical activities was carried out to enhance the energy-saving awareness of teachers and students and to support the development of a green and low-carbon campus.

Environmental Performance Indicators

Use of Resources

Category	Fiscal year 2024/2025	Fiscal year 2023/2024	Unit
Direct energy consumption ⁵	16,136	16,660	MWh
Total natural gas consumption	1,453,136	1,499,602	m ³
Natural gas consumption intensity	0.62	0.65	m ³ /m ² (gross floor area)
Total gasoline consumption (vehicle)	46,429	45,865	L
Gasoline consumption intensity (vehicle) ⁶	1,498	1,699	L/vehicle
Total diesel consumption	43	2,624	L
➤ Total diesel consumption (non-road mobile sources)	0 ⁷	228	L
➤ Total diesel consumption (vehicle)	43	2,396	L
Diesel consumption intensity (non-road mobile sources)	0 ⁷	228	L/item
Diesel consumption intensity (vehicle)	43	799	L/vehicle
Indirect energy consumption	67,387	71,123 ⁸	MWh
Electricity consumption	42,604,429	49,705,737 ⁸	kWh
Electricity consumption intensity	18	22 ⁸	kWh/m ² (gross floor area)
Purchased heat consumption	89,217	77,101	GJ
Purchased heat consumption intensity	0.3	0.3	GJ/m ² (gross floor area) ⁹
Total energy consumption	83,523	87,783 ⁸	MWh
Total non-renewable energy consumed	83,523	87,783 ⁸	MWh
Water consumption	3,002,760	3,706,878	Tonnes
Water consumption intensity	1.3	1.6	Tonnes/m ² (gross floor area)

⁵The calculation method of direct energy consumption refers to the "Accounting Methods and Reporting Guidelines for Greenhouse Gas Emissions from Public Building Operating Units (Enterprises) (Trial)".

⁶During the Reporting Period, the Group owned a total of 31 gasoline vehicle and 1 diesel vehicles, no diesel generators were used. The relevant fuel consumption density is calculated by the number of various types of fuel equipment.

⁷As no diesel generators were utilised during the Reporting Period, non-road mobile sources recorded no diesel consumption, and the corresponding data remained at zero.

⁸Since certain schools included electricity consumption from non-self-operated buildings in the 2023/24 financial year, the figures for electricity consumption, electricity consumption intensity, indirect energy consumption, total non-renewable energy consumption and total energy consumption have now been revised accordingly.

⁹Only Gansu School used the purchased heat use during the Reporting Period, and the gross floor area used to calculate intensity included this school only.

Emissions

Category	Fiscal year 2024/2025	Fiscal year 2023/2024	Unit
Air pollutant Emissions¹⁰			
CO emissions	344	356	kg
NO _x emissions	24	125	kg
SO _x emissions	0.69	0.86	kg
PM2.5 emissions	1.8	3.7	kg
PM10 emissions	1.8	4.0	kg
Greenhouse gas emissions			
Scope 1			
Vehicle emissions	107	112	Tonnes
Non-road mobile source emission ¹¹	0 ¹²	0.59	Tonnes
Natural gas consumption emissions ¹³	3,142	3,242	Tonnes
Greenhouse Gas Offset by the Group's owned trees ¹⁴	-4	-6	Tonnes
Scope 2¹⁵			
Electricity consumption emissions ¹⁶	22,862	28,879 ¹⁷	Tonnes
Purchased heat consumption emissions ¹⁸	9,814	8,481	Tonnes
Scope 3 ¹⁹	43,992	/	Tonnes
Total Emissions (Scope 1 and Scope 2)			
Greenhouse gas emissions	37,029	43,132	Tonnes
Greenhouse gas emissions intensity	0.02	0.02 ¹⁷	Tonnes/m ² (gross floor area)
Total Emissions (Scope 1, Scope 2 and Scope 3)			
Greenhouse gas emissions	81,021	/	Tonnes
Greenhouse gas emissions intensity	0.03	/	Tonnes/m ² (gross floor area)

¹⁰ Air pollutant emissions are calculated with reference to the "Technical Guide for the Preparation of Air Pollutant Emission Inventory for Road Motor Vehicles (Trial) and the Technical Guidelines for the Preparation of Emission Inventory from Non-road Mobile Source (Trial)". Due to the reduction in diesel consumption during the Reporting Period compared to the 2023/24 fiscal year, the corresponding emissions of air pollutants also decreased.

¹¹ The GHG emissions from non-road mobile sources are calculated with reference to the "Technical Guidelines for the Preparation of Emission Inventory from Non-road Mobile Source (Trial)".

¹² During this Reporting Period, the Group did not utilise diesel generators; therefore, no diesel consumption occurred from non-road mobile sources, and the corresponding greenhouse gas emission data is zero.

¹³ "GHG Emission Accounting Methodology and Reporting Guidelines for Public Building Operators (Enterprises) (Trial)".

¹⁴ The amount of GHG offsets from trees are calculated with reference to the "Environmental Protection Department's Guidelines for Accounting and Reporting of Greenhouse Gas Emissions and Removals from Buildings (Commercial, Residential or Public Use) in Hong Kong".

¹⁵ During the Reporting Period, the Group's market-based Scope 2 emissions were consistent with its location-based Scope 2 emissions, therefore disclosed collectively.

¹⁶ During the Reporting Period, GHG emissions from electricity use are calculated with reference to the "Guidelines for Accounting and Reporting of Greenhouse Gas Emissions of Enterprises - Power Generation Facilities (amended in 2022)".

¹⁷ Given that in the 2023/24 fiscal year, the electricity consumption of non-self-operated buildings at some schools was included in the statistical scope, the electricity consumption data has now been revised. Accordingly, the related data for greenhouse gas emissions from electricity use, total emissions, and total emission intensity have been synchronously updated.

¹⁸ During the Reporting Period, GHG emissions from purchased heat use is calculated with reference to the GHG Emission Accounting Methodology and Reporting Guidelines for Public Building Operators (Enterprises) (Trial).

¹⁹ The calculation methodology for greenhouse gas emissions across various Scope 3 categories refers to the "Corporate Value Chain (Scope 3) Accounting and Reporting Standard".

Wastes

Category	Fiscal year 2024/2025	Fiscal year 2023/2024	Unit
Total hazardous wastes			
Printer cartridges			
Waste produced	2,654 ²⁰	1,222 ²¹	Item
Waste production intensity	0.0011	0.00053 ²¹	Item/m ² (gross floor area)
Waste recycled	1,428	478	Item
Fluorescent tubes²²			
Waste produced	1,466	4,455	Item
Waste production intensity	0.0006	0.002	Item/m ² (gross floor area)
Waste recycled	1,212	1,915	Item
Lamp bulbs²²			
Waste produced	1,375	2,135	Item
Waste production intensity	0.0006	0.001	Item/m ² (gross floor area)
Waste recycled	655	935	Item
Total non-hazardous wastes			
Waste paper			
Waste produced	24,171 ²³	40,726 ²⁴	Kg
Waste production intensity	0.010 ²³	0.018 ²⁴	Kg/m ² (gross floor area)
Waste recycled	6,076	3,079 ²⁴	Kg
Kitchen waste²⁵			
Waste produced	0	0	Kg
Waste production intensity	0	0	Kg/m ² (gross floor area)
Waste recycled	0	0	Kg

²⁰ During this Reporting Period, schools under the Group progressively switched to using disposable printer cartridges instead of reusable ones, leading to an increase in the generation of waste printer cartridges compared to previous periods.

²¹ Following a review of the data collection scope, the data for waste printer cartridge generation and generation intensity for the 2023/24 fiscal year has been revised.

²² Since the 2023/24 fiscal year, the Group has been gradually replacing lighting equipment at both the Group level and its schools, substituting original fixtures with more environmentally friendly LED lamps. Consequently, data related to the replacement of fluorescent tubes and bulbs containing hazardous substances decreased during this Reporting Period.

²³ During this Reporting Period, the Group implemented multiple paper-reduction measures, such as adopting online electronic data submission and optimising printing processes, to effectively reduce paper consumption and control waste paper production.

²⁴ After reviewing the data collection scope, the data for waste paper production, production intensity, and waste recycled for the 2023/24 fiscal year has been revised.

²⁵ During the Reporting Period, no kitchen waste was generated as all canteens were outsourced.

06

Standardised Governance and Integrity in Operations

The New Higher Education Group places integrity at its core, with compliance as its foundation, actively promoting anti-corruption, information security management, and intellectual property protection. By doing so, it aims to establish a paradigm of integrity in operations on the global business stage. Through the establishment of transparent and orderly governance structures and rigorous compliance mechanisms, the Group ensures that the legitimate rights and interests of every stakeholder are respected and protected.

- Business Ethics and Code of Conduct
- Information Security and Privacy Protection
- Information Security Incident Response
- Responsible Marketing and Intellectual Property Management

Contributions to SDGs:



Business Ethics and Code of Conduct

The Group consistently adheres to lawful and compliant operations, maintaining a zero-tolerance stance towards any conduct that violates regulations or business ethics. We are committed to building a systematic compliance management framework. We have formulated and implemented stringent internal policies and guidelines in key areas including supply chain management, protection of student and employee personal information, regulation of promotional activities, and anti-corruption measures.

To strengthen risk control, the Group developed the "Guidance for Risk Management in Key Areas (Trial)". The compliance department is tasked with continuously monitoring the implementation and effectiveness of risk control measures, and is responsible for maintaining and managing the risk register.

Concurrently, the Group regularly conducts compliance training and integrity education to continuously enhance the sense of responsibility and awareness among all personnel. We are persistently improving the internal control and integrity standards system, requiring both the Group and its affiliated schools to conduct regular self-assessments to prevent corruption risks at the systemic and procedural level. This ensures that leaders at all levels lead by example and serve with integrity. Furthermore, the Group strictly complies with relevant regulations and has not provided any donations or expenditures to political campaigns, political organisations, individuals or organisations involved in public policy participation, or chambers of commerce. This is to ensure the independence and impartiality of business operations.

Group Governance Risk and Response

During the Reporting Period, the Group continued to strengthen its risk management system. It comprehensively organised risk identification, assessment, and control activities within key units, including the Group headquarters and departments with intensive fund usage across its schools. This culminated in the consolidation of an internal Group risk register and control plan, with risk items classified and managed according to four levels: low, medium, high, and significant.

Based on the evaluation results, the Group issued risk management guidance. This guidance covers sections including general principles, organisational structure and responsibilities, risk monitoring and early warning, risk identification and assessment, list management, and the implementation and tracking of control measures. This establishes a networked management mechanism that vertically connects the Group and schools while horizontally coordinating between the lead controlling department and risk management departments.

1 Risk management organisational structure

The organisational structure and responsibilities specify the scope of rights and responsibilities of the risk control department and risk management divisions, and establish a network model of vertical management between the Group and the schools, and horizontal collaboration between the risk control department and risk management divisions.

2 Risk monitoring and early warning

In terms of risk monitoring and early warning, a mechanism has been established under which the risk control department focuses on daily monitoring, supported by risk management divisions' regular and ad-hoc examinations. By sending risk warnings, the risk control department is reminded to strengthen the management of specific periods and scenarios.

3 Risk evaluation and identification

The management, revision and process of the risk checklist have been refined to reflect the results of risk management in a timely manner.

4 Implementation and tracking of control measures and others

Control measures are driven by effectiveness and dynamically adjusted in response to changes in risk events. The subsequent direction of risk management is also specified.

Furthermore, the Group released version 2.0 of the "Management Measures on Internal Audit", clarifying the audit responsibilities of the headquarters and the schools. The Compliance Management Department, established under the Board's Audit Committee, serves as the independent internal audit function. Staffed with dedicated personnel, it conducts audit work in accordance with regulations and submits audit reports to the Audit Committee at the end of each half-year and fiscal year. These reports cover the implementation of audit plans and identified issues, ensuring the independence, objectivity, and comprehensiveness of the audit function.

To further deepen the risk management culture, the Group organised multi-level risk training and specialised audit guidance sessions. These aimed to enhance employees' risk identification and prevention awareness from perspectives such as business logic and tax compliance. The schools continued to advance specialised and comprehensive audits, strengthening their business risk control capabilities. During the Reporting Period, schools including Guizhou School, Gansu School, and Yunnan School conducted warning education and analytical training based on audit findings. This helped personnel in procurement, revenue, and management to accurately identify risks, standardise processes, and improve overall management effectiveness.

Integrity, Self-discipline, and Anti-corruption

Integrity and anti-corruption serve as the cornerstone for the healthy development of higher education institutions, crucial for fostering an upright campus ethos and creating a just and transparent educational environment. The Group is deeply aware of its mission as an educational institution and consistently places integrity building at the forefront. By implementing systematic policies and mechanisms, it ensures that all decisions and actions comply with ethical standards and regulations, thereby upholding the credibility and fairness of education.

To construct a robust culture of integrity, the Group actively advances internal governance. It has formulated and issued multiple regulations, such as the "Measures for the Integrity-related Conversations among Management of China New Higher Education Group (Trial)" and the "Accountability Management Regulations of China New Higher Education Group", providing an institutional guarantee for integrity management.

This year, under the supervision of the Group's senior management, the Compliance Management Department once again upgraded the accountability regulations, issuing version 3.0 of the "Accountability Management Regulations of China New Higher Education Group". Key optimisations include: adding new categories of actionable conduct, with a focus on misconduct, malpractice, favouritism and fraud, corruption and bribery, conflicts of interest, information security, and other behaviours warranting accountability; refining accountability measures, clearly defining the criteria for identifying and addressing general violations, serious violations, and major violations; clarifying the rules for distributing performance bonuses to employees subject to dismissal or forced resignation, and standardising the procedures for suspension during investigation.

Building on this foundation, we organised nearly 2,000 employees to sign the "Integrity Commitment Letter", including department heads and above at both the Group and school levels, as well as staff in key areas such as procurement, infrastructure, investment attraction, training, and enrolment. Additionally, we entered into the "Partnership Integrity Commitment Notification" with all suppliers, collectively strengthening the integrity defence line through both internal constraints and external collaboration.

Signed the "Integrity Commitment Letter" with employees and the "Partnership Integrity Commitment Notification" with suppliers





Internal policies of the Group and its schools (including but are not limited to)

- Fraud Monitoring Management System
- Internal Control System of China New Higher Education Group
- Accountability Management Regulations of China New Higher Education Group
- Internal Audit Management Regulations of China New Higher Education Group
- Measures for the Integrity-related Conversations among management of China New Higher Education Group (Trial)
- Integrity Commitment Letter
- Partnership Integrity Commitment Notification

The Group consistently upholds the guiding principles of "truthfulness, fairness, and justice" and "education, prevention, and addressing issues before they escalate", maintaining a zero-tolerance stance towards illegal and irregular conduct. Formulated in accordance with relevant laws and regulations, the "Accountability Management Regulations of China New Higher Education Group" systematically defines a tiered handling mechanism for employee misconduct. Depending on the severity of the offense, disciplinary actions such as warnings, reprimands, demotions, suspensions, and dismissals are imposed accordingly.

To further strengthen internal oversight, the Group established the "Internal Audit Management Regulations of China New Higher Education Group" and set up an independent internal audit department. Operating under the leadership of the Board of Directors, this department independently conducts audits in strict compliance with national and Group regulations. Its focus includes monitoring fund-intensive departments at the headquarters and schools, and conducting special audits in key risk areas.

Reporting Mechanism

To establish a transparent and efficient integrity governance system, the Group continuously refined its corruption whistleblowing mechanism to systematically strengthen its integrity risk prevention and control capabilities. The "Management System for Handling Complaints, Reports, and Appeals" clearly standardises the scope of acceptance, processing timelines, and confidentiality principles for corruption reports, providing an institutional safeguard for whistleblowing activities. To ensure accessible reporting channels, the Group established a diversified whistleblowing system, including postal delivery, personal visits, hotlines, an integrity reporting platform, and dedicated integrity supervision reporting mailboxes. A unified entry point for the "Integrity Reporting Centre" was also set up on both the automated Office Automation System (OA System) and the Group's official website homepage, ensuring convenient and accessible reporting avenues.

Whistleblowers can choose to report anonymously or provide their identity. The platform maintains strict confidentiality for all report content, limiting access to compliance-related departments for verification. The platform responds promptly to the whistleblower upon receiving a report and provides regular updates on progress and results during the investigation. If the whistleblower disputes the handling outcome, they may submit a request for review. A classified and tiered handling mechanism is implemented for tips of different natures. Less severe cases are typically handled directly by the disciplinary inspection department, while more complex or serious cases are referred to judicial authorities for handling in accordance with the law.

Reporting Mechanism



Anti-corruption Training

To effectively prevent corruption risks, the Group views training as a key preventive measure. We conduct targeted training sessions for Board members and employees in critical positions, focusing on corruption prevention, conflict of interest avoidance, and integrity building. These efforts continuously reinforce all personnel's understanding of business ethics and anti-corruption practices.

Since the current academic year, we have further expanded the breadth and depth of our training. The scope of participation now extends to personnel from partner organisations and family members of management cadres. In terms of implementation, we conduct multi-dimensional, differentiated anti-corruption training tailored to various groups, including newly hired faculty and staff, those engaged in student affairs, management cadres, and supply chain management personnel.

During the Reporting Period, the multiple rounds of anti-corruption training organised by the Group saw participation from 9,925 individuals, including all Board members, achieving a 100% employee participation rate—a significant increase compared to the previous year.



Central China School organised and convened a training session on Party Conduct, Integrity Building, and Warning Education



Yunnan School carried out the "Family Assistance for Integrity" activity



Zhengzhou School organised integrity discipline and professional ethics training for newly hired employees



Guizhou School organised and convened a training session on Party Conduct, Integrity Building, and Warning Education

Furthermore, the Group extends integrity supervision to business collaboration processes. Whistleblowing channels are made available to suppliers, clients, and other partners with vested interests in the Group and its schools during contract signing and tender processes, forming a collaborative internal-external oversight force. During the Reporting Period, there was 1 confirmed case of corruption and fraud within the Group and its schools that was substantiated based on whistleblower leads and submitted to judicial authorities for handling.

Information Security and Privacy Protection

During the Reporting Period, the Group continued to enhance data management and confidentiality, prioritising both network security and information technology development to ensure comprehensive data security at all levels. We strictly adhere to the "Civil Code of the People's Republic of China" and the "Information Protection Law of the People's Republic of China". We clearly define the scope and classification levels of confidential matters to ensure all work is conducted according to established rules and regulations.

In response to regulatory violations such as breaches of confidentiality or leakage of confidential information, the Group promptly implements corrective measures. In accordance with established policies, accountability plans are formulated, and appropriate actions are taken against responsible individuals. These actions may include issuing warnings, suspending internet access privileges, imposing administrative sanctions for severe cases, or referring the matter to judicial authorities for handling. For instance, this year the Group formulated and issued the "China New Higher Education Group Headquarters Document Management Measures". The measures explicitly stipulate that individuals who leak Group business secrets during document management or utilisation processes will be held accountable under the "Accountability Management Regulations of China New Higher Education Group". Concurrently, departments and individuals who make significant contributions to safeguarding document security are recognised and rewarded. Furthermore, we enter into confidentiality agreements with clients to strictly protect their information security. These efforts collectively build a comprehensive data security protection system encompassing institutional, managerial, and behavioural levels.

Information Security and Cybersecurity Measures

We consistently place the Group's information security and core interests first. The formulation of all policies and processes is fundamentally based on ensuring data accuracy and security. During this Reporting Period, the Group established a governance structure for information security risk incidents. Management at the Vice President level assumes management responsibilities for information security governance and plans to report to the Board of Directors annually. Our privacy policy comprehensively covers all operational aspects, including supply chain management and employee information security. To strengthen data security management, the Group issued a confidentiality system at the corporate level, clarifying the scope and levels of confidential matters, standardising management requirements, and establishing procedures for handling and accountability mechanisms for information leak incidents. Additionally, each school has formulated targeted information security management contingency plans and data security inspection methods to ensure the comprehensive implementation of information security measures.

Our schools also actively improve their information security management mechanisms. For instance, to strengthen the security management of information systems, Yunnan School has developed specific work rules and management systems for various system management and operational tasks, such as the "Data Centre Management System of Yunnan School" and the "Computer Virus Prevention Management System of Yunnan School". These aim to mitigate risks from the source, such as errors, fraud, and facility misuse due to improper information system use. Meanwhile, to achieve institutionalised management, procedural information security work, and standardised operations, Gansu School's Process IT Centre compiled and printed the "Information Security Management System of Gansu School" based on relevant laws, regulations, and normative documents, further strengthening the standardisation and operability of campus information security work.

The Group's internal policies (including but not limited to)

- Information Security Management Measures of Yunnan School
- Information Security Management System of Gansu School
- Network Security Management System of Guangxi Schools
- Network Security Monitoring and Assurance Plan of Guangxi Schools
- Campus Network and Information Security Management System of Luoyang School
- Campus Network Security Management System of Guiyang School
- Network Information Security Management Regulations of Zhengzhou School
- Information System Network and Software Service Security Standards of Yunnan School
- Information System Network and Software Service Security Standards of Central China School
- Information System Network and Software Service Security Standards of Gansu School
- Information System Network and Software Service Security Standards of Northeast School
- Information System Network and Software Service Security Standards of Guiyang School
- Information System Network and Software Service Security Standards of Guangxi Schools
- Information System Network and Software Service Security Standards of Luoyang School
- Information System Network and Software Service Security Standards of Zhengzhou School
- Safety Information Officer Work System of Guiyang School
- Information and Data Confidentiality Management System of Guiyang School
- Implementation Plan for Online Public Opinion Management of Guiyang School
- Emergency Plan for Network Security Incidents of Guiyang School

Against the backdrop of continuously deepening information security control, the Group attaches great importance to information security management. It has clarified that a Group Vice President oversees information security responsibilities. Concurrently, the Digital Intelligence Centre takes the lead in promoting the formulation and implementation of information security policies and standards, reporting information security risks to the Board of Directors annually to further improve the Group-level information security governance framework. Currently, the Digital Intelligence Centre is drafting the "Information System Network and Software Service Security Standards". This document focuses on strengthening technical protection and data management, aiming to gradually enhance the stability and defensive capabilities of the security system by optimising system architecture, improving management processes, and updating protection technologies. The Group has also established an accompanying all-time network security monitoring and early warning mechanism to grasp system operation dynamics in real-time, promptly identify and address potential risks, and ensure the security and integrity of data throughout its entire lifecycle of collection, storage, transmission, and application.

The Group's Digital Intelligence Centre is spearheading the development of an "Information Security Policy". This policy will include provisions for continuously improving the information security system, ensuring data integrity and protection, monitoring and responding to information security threats, and establishing information security responsibilities for all employees. To strengthen security control in external collaborations, the Group is establishing a unified third-party data submission process, clarifying compliance standards and operational norms for data submission. Schools must complete an "External Document Submission Request Form" when submitting materials externally, subject to review and filing by the responsible department and the Group Office. This forms a closed-loop control mechanism, ensuring the safety, transparency, and traceability of the data transfer process.

Furthermore, the Group and its subordinate schools actively engage in cybersecurity efforts. With the goal of perfecting information security management systems, they deeply participate in and promote cybersecurity standards among educational institutions nationwide.

Northeast School Issues Decision on "Adjusting the Northeast School Cybersecurity and Information Technology Work Leading Group"

To fully ensure the safe and stable operation of network systems during the Asia-Pacific conference period, Northeast School issued the Decision on "Adjusting the Northeast School Cybersecurity and Information Technology Work Leading Group". This document clarifies and details the responsibilities and division of labour within the leading group, which is composed of the Academic Affairs Office Information Centre, the Publicity Department, and the Brand Communication Centre, responsible for coordinating the school's cybersecurity and information technology work. Its core tasks include:

- Coordinating and promoting network security protection and information system management;
- Researching and drafting the development plans, work plans, and institutional standards for Northeast School's cybersecurity and information technology work;
- Guiding various colleges and departments in preventing and responding to network and information security emergencies;
- Organising regular cybersecurity awareness campaigns, educational and training activities to enhance the information security awareness and protection capabilities of all faculty, staff, and students.

This adjustment further improved Northeast School's network security management system, clarified coordination mechanisms and responsibility divisions, effectively enhanced overall protection efficiency and emergency response capabilities, and provided solid network security assurance for the smooth running of the Asia-Pacific conference.

Information Security Incident Response

The Group has established a comprehensive emergency response mechanism for network and information security incidents, ensuring efficient handling and post-incident management to prevent and mitigate potential negative impacts. Concurrently, we strictly enforce accountability and traceability for related responsibilities in accordance with the network information security responsibility system. The Group is actively pursuing ISO 27001 certification, a critical step in fulfilling our commitment to information security governance.

To effectively respond to emergencies such as cyber-attacks, virus intrusions, system crashes, and data loss, the Group and its affiliated schools have formulated detailed security emergency response plans. We have established complete early warning and emergency response procedures, alongside security alert and suspicious activity response mechanisms. This ensures a rapid and orderly initiation of emergency measures when incidents occur, minimising security losses. Furthermore, by deploying regular network vulnerability scans and a real-time monitoring mechanism for critical data, we continuously enhance our proactive detection and response capabilities to information security risks.

Building on the improved security framework, the Group continues to advance the dissemination and implementation of security management. During the Reporting Period, the Group issued the "Notice on Strengthening Prevention Against Computer Viruses", conducted security education and technical training, and clarified requirements for virus scanning, abnormal information handling, and daily protection measures. Upon detection of security anomalies, response mechanisms and internal notifications were promptly activated to ensure timely and orderly action. Additionally, throughout 2025, we held 30 network security meetings and 39 information security awareness campaigns, comprehensively raising the cybersecurity awareness of faculty, staff, and students. We also organised 24 major information security inspections, further strengthening the protection system and management effectiveness.

To consolidate information security governance, the Group and its schools have signed confidentiality agreements with employees, achieving a 100% signing rate. We continuously enhance the level of information security management from three aspects: institutional, technological, and personnel:

- ① Enhancing awareness of network security prevention to improve the security capabilities of each school
- ② Conducting regular self-inspections for network security vulnerabilities and promptly addressing high-risk issues
- ③ Strengthening team management by organising regular skills training, actively reporting network security arrangements to superiors, and enhancing the Group's information security explanations and promotional efforts
- ④ Undertaking network security compliance rectifications to meet relevant requirements for security assessments

Zhengzhou School's Cybersecurity Awareness Campaign Strengthens Campus Defence Line

In response to the national call for cybersecurity education, the Process Information Department of Zhengzhou School successfully organised a series of cybersecurity awareness activities from November 13 to 15, 2024. Through diverse methods such as setting up promotional booths, displaying posters, organising knowledge competitions, and holding thematic lectures, protective knowledge was effectively popularised. This significantly enhanced the security awareness and protective capabilities of the entire school's teachers and students, laying a solid foundation for constructing a safe campus network environment.



During the Reporting Period, under the protection of various security measures and systems, the Group experienced no information leakage incidents. Information security operations remained stable, and prevention and control mechanisms continued to be effective, providing solid and reliable support for the Group's digital operations.

Responsible Marketing and Intellectual Property Management

Responsible marketing and intellectual property management are indispensable components of a modern university governance system. Higher education institutions are not only entrusted with the mission of cultivating character and conducting research but should also lead by example in all market activities, adhering to the highest ethical standards. We deeply recognise that rigorous protection of intellectual property essentially creates a stable expectation and return mechanism for innovative endeavours. This not only incentivises sustained investment in innovation but also forms the foundation for maintaining fair competition in both academic and market spheres, thereby achieving sustainable development. To this end, we are committed to raising awareness of responsible marketing among all teachers and students, establishing a robust intellectual property management system, and laying a solid groundwork for the honest, transparent, and healthy academic ecosystem we collectively pursue.

Responsible Marketing

The Group strictly complies with the "Advertising Law of the People's Republic of China", the "Trademark Law of the People's Republic of China", and related laws and regulations to ensure promotional information is truthful and accurate, eliminating false or exaggerated advertising. To standardise publicity efforts and safeguard the brand image, we have formulated the "China New Higher Education Group Content Planning and External Release Management Measures" and the "China New Higher Education Group Online Public Opinion Management Measures". These provide specific guidelines for internal publicity, external communications, emergency response, and public opinion handling, promoting the standardised development of publicity work. During the Reporting Period, we specifically developed and issued the "Responsible Marketing Policy of China New Higher Education Group", explicitly requiring all marketing activities to adhere to principles of accuracy and transparency, respect the rights of teachers, students, and stakeholders, comply with educational regulatory requirements and relevant Chinese laws and regulations, and actively disseminate positive values to society.

Concurrently, by refining the teaching and service quality management system, we ensure the efficient operation and continuous improvement of educational activities. Through strengthened brand marketing and publicity, we enhance the schools' reputation and influence, helping more families understand our educational philosophy and distinctive features. Furthermore, we have established a crisis management mechanism to ensure a rapid and effective response to emergencies, thereby protecting the schools' reputation.

Guizhou School Conducts Cybersecurity Quiz with Rewards Activity

From June 9 to 13, 2025, Guizhou School hosted a campus cybersecurity quiz with prizes themed "3 Challenge Attempts, 90 Points for Luck". The activity was conducted in an entertaining and educational format. Through online interactive quizzes, it disseminated practical knowledge to teachers and students on common university online fraud risk scenarios, preventing personal information leakage, daily online safety norms, and cybersecurity emergency response. This laid a solid foundation for building a healthy and stable campus information management system.



ESG Brand Building

To further strengthen ESG brand management, we plan and continuously conduct sustainability-themed brand perception surveys to track changes in customer perceptions of the brand's sustainable development aspects. For several consecutive years, we have conducted surveys among various stakeholders, including new students and their parents, current student satisfaction, graduate employment satisfaction, and employer satisfaction. This provides an in-depth understanding of the recognition students, parents, and employers have regarding the schools' educational quality, social responsibility, and sustainable development practices. This series of surveys not only helps us scientifically measure the development trends of brand image but also systematically tracks the evolution of perceptions regarding the Group's brand in sustainable development.

Based on insights from the surveys, we have fully integrated the concept of sustainable development into brand building. By regularly organising parent meetings, open days, and online communication platforms, we extensively listen to parental feedback, jointly focusing on student growth and development. Simultaneously, we continuously enhance faculty development, improving teacher quality and teaching capabilities through professional training and career development support, providing solid assurance for their educational mission. In terms of student development, we equally emphasise the holistic education philosophy, assisting students in achieving comprehensive improvement across academic ability, psychological well-being, and social skills, cultivating a new generation of talent with both a sense of responsibility and sustainability literacy.

Practice has proven the effectiveness of this brand-building approach. Survey data indicates that stakeholders' positive evaluation of our schools' ESG practices has become one of the key factors influencing institutional effectiveness. In 2025, the schools achieved significant improvements in both student recruitment quality and employer satisfaction, fully reflecting the dual promotional effect of a responsible brand image on both educational quality and market performance.

Intellectual Property Rights

In terms of intellectual property rights protection, the Group strictly adheres to laws and regulations such as the "Trademark Law of the People's Republic of China", advancing intellectual property management and protection work. We have formulated the "Regulations on Protection and Management of Intellectual Property Rights of Colleges", which requires all employees to use genuine teaching materials and computer software and strongly eliminate any infringement of intellectual property rights.

Furthermore, the Group and its schools have established comprehensive intellectual property management systems, actively encouraging the translation of innovative achievements. During the Reporting Period, teachers from the Group's 8 schools successfully applied for a total of 214 intellectual property patents, covering areas such as utility model patents, design patents, and software copyrights, demonstrating strong innovative vitality and achievement translation capability.



Appendix

Applicable Laws and Regulations

The Group proactively obtains information on laws and regulations related to its business on a timely basis to ensure that the daily operations comply with relevant laws and regulations applicable in the place of operation. During the Reporting Period, the Group has identified laws and regulations that have a significant impact on its operations and compliance, including but are not limited to:

Laws and Regulations that have a Significant Impact on the Group	Possible Significant Impact
<p>Overall environmental management</p> <ul style="list-style-type: none"> Environmental Protection Law of the People's Republic of China Regulations of Yunnan Province on the Protection of Ecological Environment Regulations of Guizhou Province on the Protection of Ecological Environment Environmental Protection Regulations of Guangxi Zhuang Autonomous Region <p>Energy management</p> <ul style="list-style-type: none"> Energy Conservation Law of the People's Republic of China Renewable Energy Law of the People's Republic of China <p>Water resources management</p> <ul style="list-style-type: none"> Water Pollution Prevention and Control Law of the People's Republic of China Water Law of the People's Republic of China <p>Air pollutant emission management</p> <ul style="list-style-type: none"> Atmospheric Pollution Prevention and Control Law of the People's Republic of China Comprehensive Emission Standards for Air Pollutants Atmospheric Pollution Prevention and Control Regulations of Gansu Province Atmospheric Pollution Prevention and Control Regulations of Hubei Province <p>Waste management</p> <ul style="list-style-type: none"> Law of the People's Republic of China on the Prevention and Control of Environmental Pollution Caused by Solid Wastes Rules for the Implementation of Emission Permit Management in Gansu Province (Trial) Technical Policy for Urban Sewage Treatment and Pollution Prevention 	<p>Business activities of the schools shall obtain pre-approval or post-approval from the environmental supervision authority before commencement. During the operation process, the schools shall devote management resources for planning and improving the resource utilisation efficiency of the schools and building environmental protection facilities and maintaining its normal operation, to ensure that the environmental protection measures and pollutant emissions comply with the laws and regulations. Failure to comply with relevant laws and regulations may lead to punishment from regulatory authorities, and the normal operation of the schools and the Group's social reputation will be adversely affected.</p>

Laws and Regulations that have a Significant Impact on the Group		Possible Significant Impact
Employment and Labour Practices	<p>Labour laws and regulations</p> <ul style="list-style-type: none"> • Labour Law of the People's Republic of China • Labour Contract Law of the People's Republic of China • Law of the People's Republic of China on the Protection of Women's Rights and Interests • Law of the People's Republic of China on the Protection of Minors • Trade Union Law of the People's Republic of China • Special Rules on the Labour Protection of Female Employees • Regulations on the Paid Annual Leave of Employees • Regulation on Public Holidays for National Annual Festivals and Memorial Days <p>Social security and welfare</p> <ul style="list-style-type: none"> • Social Insurance Law of the People's Republic of China • Regulations on Work-Related Injury Insurances 	<p>A designated department has been established to develop and implement labour employment systems and procedures, ensuring the employment relationship meets the Group's operational needs and protects the dignity and legitimate benefits of employees. Failure to abide by the relevant compliance requirements may lead to disputes with employees, encounter administrative punishment and trigger talent loss, which will have a negative impact on the Group's competitiveness and social reputation.</p>
Health and Safety	<ul style="list-style-type: none"> • Fire Protection Law of the People's Republic of China • Food Safety Law of the People's Republic of China • Construction Law of the People's Republic of China • Working Regulation for the Hygiene at School • Regulations on the Administration of Production Safety in Construction Projects 	<p>The schools shall dedicate management resources and offer necessary equipment to ensure the health and safety of students and employees on campus. Violation of relevant regulations may lead to safety incidents and result in compensation claims and legal liabilities.</p>
Product Responsibility, Responsible Marketing, Intellectual Property Protection	<ul style="list-style-type: none"> • Patent Law of the People's Republic of China • Copyright Law of the People's Republic of China • Advertising Law of the People's Republic of China • Civil Code of the People's Republic of China • Law of the People's Republic of China on Protection of Consumer Rights and Interests • Trademark Law of the People's Republic of China • Implementation Regulations on the Trademark Law of the People's Republic of China • Regulations on Protection and Management of Intellectual Property Rights of Colleges 	<p>The school shall maintain a corresponding scale of teaching staff and teaching facilities, to ensure the teaching quality, otherwise it will lead to a decline in competitiveness and loss of students.</p>
Anti-corruption	<ul style="list-style-type: none"> • Criminal Law of the People's Republic of China • Anti-Unfair Competition Law of the People's Republic of China • Bidding Law of the People's Republic of China • Supervision Law of the People's Republic of China • Company Law of the People's Republic of China • Interim Provisions on Prohibiting Commercial Bribery 	<p>The Group shall set up an internal monitoring and auditing team and continuously optimise the content and program to improve the ability to investigate and combat corruption, and eliminate corruption in business activities. Failure to comply with relevant regulations will incur direct economic losses and lead to legal disputes with other units.</p>

Content Index for HKEX ESG Reporting Guide and GRI Sustainability Reporting Standards

Applicable Content for the Environmental, Social and Governance Reporting Guide of the Stock Exchange		Applicable Content for the GRI Sustainability Reporting Standards	Relevant Chapter(s)/Remarks
A. Environmental			
Aspect A1: Emissions	General Disclosure	<p>Information relating to air and greenhouse gas emissions, discharges into water and land, and generation of hazardous and non-hazardous waste:</p> <ul style="list-style-type: none"> (a) the policies; and (b) compliance with relevant laws and regulations that have a significant impact on the issuer. 	<p>GRI 2: General Disclosure 2-27 GRI 3: Disclosure on Material Topics 3-3</p> <p>Green Campus and Low-carbon Transition</p>
	A1.1	The types of emissions and respective emissions data.	GRI 305: Disclosures on Emissions 305-1, 305-2, 305-3 and 305-7
	A1.2	Direct (scope 1) and indirect energy (scope 2) greenhouse gas emissions (in tonnes) and, where appropriate, intensity (e.g. per unit of production volume, per facility).	GRI 305: Disclosures on Emissions 305-1, 305-2 and 305-4
	A1.3	Total hazardous waste produced (in tonnes) and, where appropriate, intensity (e.g. per unit of production volume, per facility).	GRI 306: Disclosures on Waste 306-3
	A1.4	Total non-hazardous waste produced (in tonnes) and, where appropriate, intensity (e.g. per unit of production volume, per facility).	GRI 306: Disclosures on Waste 306-3
	A1.5	Description of emissions target(s) set and steps taken to achieve them.	<p>GRI 3: Disclosure on Material Topics 3-3 GRI 305: Disclosure on Emission 305-5</p> <p>Environmental Performance Indicators</p>
Aspect A2: Use of Resource	General Disclosure	Policies on the efficient use of resources, including energy, water and other raw materials.	<p>GRI 3: Disclosure on Material Topics 3-3</p> <p>Green Campus and Low-carbon Transition</p>
	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).	GRI 302: Disclosures on Energy 302-1 and 302-3
Environmental Performance Indicators			

Applicable Content for the Environmental, Social and Governance Reporting Guide of the Stock Exchange			Applicable Content for the GRI Sustainability Reporting Standards	Relevant Chapter(s)/Remarks	Applicable Content for the Environmental, Social and Governance Reporting Guide of the Stock Exchange		Applicable Content for the GRI Sustainability Reporting Standards	Relevant Chapter(s)/Remarks		
Aspect A2: Use of Resource	A2.2	Water consumption in total and intensity (e.g. per unit of production volume, per facility).	GRI 303: Disclosures on Water 303-5	Green Campus and Low-carbon Transition	Aspect B1: Employment	General Disclosure	Information relating to compensation and dismissal, recruitment and promotion, working hours, rest periods, equal opportunity, diversity, anti-discrimination, and other benefits and welfare: (a) the policies; and (b) compliance with relevant laws and regulations that have a significant impact on the issuer.	GRI 2: General Disclosure 2-27 GRI 3: Disclosure on Material Topics 3-3	People-oriented Prosperity and Shared Progress	
	A2.3	Description of energy use efficiency target(s) set, and steps taken to achieve them.	GRI 3: Disclosure on Material Topics 3-3 GRI 302: Disclosures on Energy 302-4 and 302-5	Green Campus and Low-carbon Transition		B1.1	Total workforce by gender, employment type (e.g. full-time or part-time), age group and geographical region.	GRI 2: General Disclosure 2-7 GRI 405: Disclosures on Diversity and Equal Opportunity 405-1	People-oriented Prosperity and Shared Progress	
	A2.4	Description of whether there is any issue in sourcing water that is fit for purpose, water efficiency target(s) set and steps taken to achieve them.	GRI 3: Disclosure on Material Topics 3-3 GRI 303: Disclosures on Water 303-1	Green Campus and Low-carbon Transition		B1.2	Employee turnover rate by gender, age group and geographical region.	GRI 401: Disclosures on Employment 401-1	People-oriented Prosperity and Shared Progress	
	A2.5	Total packaging materials used for finished products (in tonnes) and, if applicable, with reference to per unit produced.	GRI 301: Disclosures on Materials 301-1 Not applicable	The Group's business does not involve the use of packaging materials		General Disclosure	Information relating to providing a safe working environment and protecting employees from occupational hazards: (a) the policies; and (b) compliance with relevant laws and regulations that have a significant impact on the issuer.	GRI 3: Disclosure on Material Topics 3-3 GRI 2: General Disclosure 2-27 GRI 403: Disclosures on Occupational Health and Safety 403-1	People-oriented Prosperity and Shared Progress	
	General Disclosure	Policies on minimising the issuer's significant impact on the environment and natural resources.	GRI 3: Disclosure on Material Topics 3-3	Green Campus and Low-carbon Transition		B2.1	Number and rate of work-related fatalities in each of the past three years (including the reporting year).	GRI 403: Disclosures on Occupational Health and Safety 403-9	People-oriented Prosperity and Shared Progress	
Aspect A3: The Environment and Natural Resource	A3.1	Description of the significant impacts of activities on the environment and natural resources and the actions taken to manage them.	GRI 3: Disclosure on Material Topics 3-3 GRI 303: Disclosures on Water 303-1 GRI 304: Disclosures on Biodiversity 304-2 GRI 306: Disclosures on Effluents and Waste 306-1 and 306-2	Green Campus and Low-carbon Transition	Aspect B2: Health and Safety	B2.2	Lost days due to work injury.	GRI 403: Disclosures on Occupational Health and Safety 403-9	People-oriented Prosperity and Shared Progress	
						B2.3	Description of occupational health and safety measures adopted, how they are implemented and monitored.	GRI 3: Disclosure on Material Topics 3-3	People-oriented Prosperity and Shared Progress	
						B3.1	Policies on improving employees' knowledge and skills for discharging duties at work. Description of training activities.	GRI 3: Disclosure on Material Topics 3-3 GRI 404: Disclosure on Training and Education 404-2	People-oriented Prosperity and Shared Progress	
Aspect A4: Climate Change	General Disclosure	Policies on identification and mitigation of significant climate-related issues which have impacted, and those which may impact, the issuer.	GRI 3: Disclosure on Material Topics 3-3 GRI 2: General Disclosure 2-12	Green Campus and Low-carbon Transition	Aspect B3: Development and Training	B3.2	The percentage of employees trained by gender and employee category (e.g. senior management, middle management).	Not covered by the GRI Sustainability Reporting Standards	People-oriented Prosperity and Shared Progress	
	A4.1	Description of the significant climate-related issues which have impacted, and those which may impact, the issuer, and the actions taken to manage them.	GRI 201: Disclosures on Economic Performance 201-2	Green Campus and Low-carbon Transition		B3.2	The average training hours completed per employee by gender and employee category.	GRI 404: Disclosures on Training and Education 404-1	People-oriented Prosperity and Shared Progress	
						General Disclosure	Information relating to preventing child and forced labour: (a) the policies; and (b) compliance with relevant laws and regulations that have a significant impact on the issuer.	GRI 3: Disclosure on Material Topics 3-3 GRI 2: General Disclosure 2-27	People-oriented Prosperity and Shared Progress	
						B4.1	Description of measures to review employment practices to avoid child and forced labour.	GRI 3: Disclosure on Material Topics 3-3 GRI 408: Disclosures on Child Labour 408-1 GRI 409: Disclosures on Forced or Compulsory Labour 409-1	People-oriented Prosperity and Shared Progress	
					Aspect B4: Labour Standards	B4.2	Description of steps taken to eliminate such practices when discovered.	GRI 3: Disclosure on Material Topics 3-3 GRI 408: Disclosures on Child Labour 408-1 GRI 409: Disclosures on Forced or Compulsory Labour 409-1	People-oriented Prosperity and Shared Progress	

Applicable Content for the Environmental, Social and Governance Reporting Guide of the Stock Exchange			Applicable Content for the GRI Sustainability Reporting Standards	Relevant Chapter(s)/Remarks	Applicable Content for the Environmental, Social and Governance Reporting Guide of the Stock Exchange			Applicable Content for the GRI Sustainability Reporting Standards	Relevant Chapter(s)/Remarks
Aspect B5: Supply Chain Management	General Disclosure	Policies on managing environmental and social risks of the supply chain.	GRI 3: Disclosure on Material Topics 3-3	Reform and Innovation for Quality and Efficiency Enhancement	Aspect B6: Product Responsibility	B6.3	Description of practices relating to observing and protecting intellectual property rights.	Not covered by the GRI Sustainability Reporting Standards	Standardised Governance and Integrity in Operations
	B5.1	Number of suppliers by geographical region.	GRI 2: General Disclosure 2-6	Reform and Innovation for Quality and Efficiency Enhancement		B6.4	Description of quality assurance process and recall Procedures.	Not covered by the GRI Sustainability Reporting Standards	The Group is not involved in product recycling procedures
	B5.2	Description of practices relating to engaging suppliers, number of suppliers where the practices are being implemented, how they are implemented and monitored.	GRI 3: Disclosure on Material Topics 3-3 GRI 308: Disclosures on Supplier Environmental Assessment 308-1 and 308-2 GRI 414: Disclosures on Supplier Social Assessment 414-1 and 414-2 GRI 2: General Disclosure 2-6 GRI 303: Disclosure on Water and Waste Water 303-1	Reform and Innovation for Quality and Efficiency Enhancement		B6.5	Description of consumer data protection and privacy policies, how they are implemented and monitored.	GRI 3: Disclosure on Material Topics 3-3	Standardised Governance and Integrity in Operations
	B5.3	Description of practices used to identify environmental and social risks along the supply chain, and how they are implemented and monitored.	GRI 414: Disclosures on Supplier Social Assessment 414-1 and 414-2 GRI 2: General Disclosure 2-6 GRI 3: Disclosure on Material Topics 3-3 GRI 308: Disclosures on Supplier Environmental Assessment 308-1 and 308-2	Reform and Innovation for Quality and Efficiency Enhancement	Aspect B7: Anti-corruption	General Disclosure	Information relating to bribery, extortion, fraud and money laundering: (a) the policies; and (b) compliance with relevant laws and regulations that have a significant impact on the issuer.	GRI 2: General Disclosure 2-27 GRI 3: Disclosure on Material Topics 3-3 GRI 419: Disclosures on Socioeconomic Compliance 419-1	Standardised Governance and Integrity in Operations
	B5.4	Description of practices used to promote environmentally preferable products and services when selecting suppliers, and how they are implemented and monitored.	GRI 3: Disclosure on Material Topics 3-3 GRI 306: Disclosure on Waste 306-1 GRI 308: Disclosure on Supplier Environmental Assessment 308-1	Reform and Innovation for Quality and Efficiency Enhancement		B7.1	Number of concluded legal cases regarding practices brought against the issuer or its employees during the Reporting Period and the outcomes of the cases.	GRI 205: Disclosures on Anti-corruption 205-3	Standardised Governance and Integrity in Operations
	B5.5	Description of practices used to identify environmental and social risks along the supply chain, and how they are implemented and monitored.	GRI 414: Disclosures on Supplier Social Assessment 414-1 and 414-2 GRI 2: General Disclosure 2-6 GRI 3: Disclosure on Material Topics 3-3 GRI 308: Disclosures on Supplier Environmental Assessment 308-1 and 308-2	Reform and Innovation for Quality and Efficiency Enhancement		B7.2	Description of preventive measures and whistle-blowing procedures, how they are implemented and monitored.	GRI 2: General Disclosure 2-26 GRI 3: Disclosure on Material Topics 3-3 GRI 205: Disclosures on Anti-corruption 205-1	Standardised Governance and Integrity in Operations
Aspect B6: Product Responsibility	General Disclosure	Information relating to health and safety, advertising, labelling and privacy matters relating to products and services provided and methods of redress: (a) the policies; and (b) compliance with relevant laws and regulations that have a significant impact on the issuer.	GRI 2: General Disclosure 2-27 GRI 3: Disclosure on Material Topics 3-3 GRI 416: Disclosures on Customer Health and Safety 416-2 GRI 417: Disclosures on Marketing and Labelling 417-2 and 417-3 GRI 418: Disclosures on Customer Privacy 418-1	Reform and Innovation for Quality and Efficiency Enhancement	Aspect B8: Community Investment	B7.3	Description of anti-corruption training provided to directors and staff.	GRI 205: Disclosures on Anti-corruption 205-2	Standardised Governance and Integrity in Operations
	B6.1	Percentage of total products sold or shipped subject to recalls for safety and health reasons.	Not covered by the GRI Sustainability Reporting Standards	The Group's business does not involve products that are recalled for safety and health reasons		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.	GRI 3: Disclosure on Material Topics 3-3	Education Development and Collective Goodness
	B6.2	Number of products and service-related complaints received and how they are dealt with.	GRI 2: General Disclosure 2-29 GRI 3: Disclosure on Material Topics 3-3 GRI 418: Disclosures on Customer Privacy 418-1	Reform and Innovation for Quality and Efficiency Enhancement		B8.1	Focus areas of contribution (e.g. education, environmental concerns, labour needs, health, culture, sport).	GRI 203: Disclosures on Indirect Economic Impacts 203-1	Education Development and Collective Goodness
	B6.3	Number of products and service-related complaints received and how they are dealt with.	GRI 2: General Disclosure 2-29 GRI 3: Disclosure on Material Topics 3-3 GRI 418: Disclosures on Customer Privacy 418-1	Reform and Innovation for Quality and Efficiency Enhancement		B8.2	Resources contributed (e.g. money or time) to the focus area.	GRI 201: Disclosures on Economic Performance 201-1	Education Development and Collective Goodness

Feedback

Dear readers:

Thank you for reading the 2024/25 Environmental, Social and Governance Report released by China New Higher Education Group Limited. The Group hopes that you will let us know your views on this Report. **Please scan the QR code on the right to access the online feedback questionnaire** and provide your valuable opinions to us for this Report's continuous improvement.

Please send your feedback and suggestions on the Group's sustainable development to us via ir@xingaojiao.com.



Online Feedback Questionnaire

The Group would like to hear from you:

1. Do you think this Report outlines the Group's important ESG information?

2. Do you think this Report makes a clear, accurate, and complete disclosure of information and indicators?

3. Do you think this Report is reader-friendly in terms of content and indicators?

4. Which part of the Report are you most interested in?

5. What information do you think is missing in this Report?

6. What are your suggestions for the Group's future ESG Reports?

Independent Assurance Statement

To the Board of Directors of China New Higher Education Group Limited:

CECEP (HK) Advisory Company Limited ("CECEPAC (HK)" or "We") has been engaged by China New Higher Education Group Limited ("China New Higher Education") to conduct an independent limited assurance engagement ("Assurance Engagement") on the information and data related to sustainable development in *2024/2025 Environmental, Social and Governance Report ("ESG Report")* of China New Higher Education, providing assurance conclusions to users of *ESG Report* through the independent assurance statement.

CECEPAC (HK) assessed China New Higher Education's adherence to the four AA1000 Accountability Principles (Inclusivity, Materiality, Responsiveness and Impact) set out in the *AA1000 Assurance Standard v3 ("AA1000AS v3")*. In addition, CECEPAC (HK) provided limited assurance on the reliability and quality of specific performance information disclosed in the *ESG Report* that have been selected in accordance with the *Environmental, Social and Governance Reporting Guide ("ESG Reporting Guide")* published by the Stock Exchange of Hong Kong Limited ("SEHK").

This independent assurance statement has been prepared in Chinese and English versions. Should there be any discrepancies between these versions, the Chinese version shall prevail.

I. Independence and Competence

CECEPAC (HK) was not involved in collecting and calculating data, or in the development of the *ESG Report*. CECEPAC (HK)'s activities are independent from China New Higher Education. There is no relationship between CECEPAC (HK) and China New Higher Education beyond the contractual agreement for providing proper assurance service.

The assurance team of CECEPAC (HK) is composed of experienced consultants in the industry who have had professional training on sustainability-related

standards such as the *GRI Sustainability Reporting Standards* issued by Global Reporting Initiative, AA1000AS v3, the *ESG Reporting Guide* of the SEHK, ISO 14064, and ISO 9001, etc.

The assurance team of CECEPAC (HK) has extensive experience in conducting assurance and has sufficient understanding and capabilities of the implementation of AA1000AS v3. In addition, the Assurance Engagement related to sustainability issues is carried out in line with CECEPAC (HK)'s internal assurance protocol.

II. China New Higher Education's Responsibilities

China New Higher Education is responsible for the preparation and presentation of the *ESG Report* in accordance with the *ESG Reporting Guide* published by SEHK. China New Higher Education is also responsible for implementing internal control procedures to ensure that contents of the *ESG Report* are free from material misstatement, whether due to fraud or error.

III. Assurance Provider's Responsibilities

CECEPAC (HK) is responsible for issuing an independent assurance statement according to AA1000AS v3 and the *ESG Reporting Guide* published by SEHK to the Board of Directors of China New Higher Education. This independent assurance statement applies solely to the *ESG Report* in the specified scope, expresses a conclusion on the assurance work, and does not serve any other intents or purposes.

CECEPAC (HK) ensures that all personnel involved in assurance work meet professional qualification, training and experience requirements, and are proficient in conducting assurance engagements. All results of assurance are internally reviewed by senior staff to ensure that methodologies used in the process are sufficiently stringent and transparent.

IV. Scope of the Assurance Engagement

- The scope of the Assurance Engagement is limited

to the information and data in the *ESG Report* that relate to China New Higher Education and its subsidiaries only and does not include China New Higher Education's suppliers, contractors, and the data or information provided by other third parties;

- Type 2 Moderate Level of Assurance was adopted to evaluate the nature and extent of China New Higher Education's adherence to the four AA1000 Accountability Principles (Inclusivity, Materiality, Responsiveness and Impact) set out in the AA1000AS v3;
- Assurance on China New Higher Education's disclosures for general disclosures of environmental, social and governance subject areas and key performance indicators provided with mandatory disclosure requirements and the "Comply or Explain" provision, in alignment with the *ESG Reporting Guide* published by SEHK;
- Specified performance information disclosed in the *ESG Report* were agreed upon and selected between China New Higher Education and CECEPAC (HK) for assurance. The selected specific performance information is as follow:

- Energy indirect (Scope 2) greenhouse gas emissions
- Total electricity consumption (in kilowatt-hours) and density (in units of production, per facility) of direct and/or indirect energy sources (such as electricity, gas, or oil) categorized by type
- Total water consumption and density (e.g., per unit of production, per facility)

- CECEPAC (HK)'s assurance work was with respect to information disclosed from 1 September 2024 to 31 August 2025 and included in the *ESG Report* only. Any information that falls outside this period and disclosed in the *ESG Report* is not included within the scope of the Assurance Engagement. Therefore, we do not express any conclusions on this information; and

- The scope of the assurance is confined to the information and data provided by China New Higher Education. Any queries regarding the content or related matters within this Assurance Statement should be addressed to China New Higher Education only.

V.Methodology

CECEPAC (HK) conducted Assurance Engagement only within the scope of China New Higher Education,

and the assurance works included:

- Evaluating the appropriateness of China New Higher Education's stakeholder engagement participation process;
- Conducting online interviews with personnel involved in sustainability management, preparation of the *ESG Report* and provision of the relevant information in the *ESG Report*;
- Assessing whether the reporting and management approach for the *ESG Report* responded to the principles of Inclusivity, Materiality, Responsiveness and Impact as defined in the AA1000AS v3;
- Assessing the supporting evidence for selected specified performance information, and conducting random sampling of evidence pertaining to data reliability and quality for selected specific performance information;
- Recalculating selected specific performance information;
- Assessing the degree of conformity of the *ESG Report* with the *ESG Reporting Guide*; and
- Performing other procedures we deemed necessary.

The Assurance Engagement was performed and the conclusions within were based upon information and data provided by China New Higher Education to CECEPAC (HK), and on assumptions that the information provided was complete and accurate.

VI.Limitations

The absence of a significant body of established practice on which to draw to evaluate and measure non-financial information allows for different, but acceptable, measures and measurement techniques and can affect comparability between entities.

VII.Conclusions

In accordance with the principles of Inclusivity, Materiality, Responsiveness and Impact in the AA1000AS v3, the specific performance information and the conformity of the *ESG Reporting Guide*, our findings and conclusions are as follows:

Inclusivity

China New Higher Education has identified key stakeholders. Regular communication with the key stakeholders is carried out in various ways to understand their expectations and key concerns. On this basis, China New Higher Education

has formulated policies in consideration of key stakeholders' expectations and its impacts on key stakeholders. In our professional opinion, China New Higher Education adheres to the Principle of Inclusivity.

Materiality

Based on the expectations and concerns of key stakeholders, China New Higher Education has identified and disclosed major sustainable development related issues through appropriate methods based on its own industry characteristics, legal and regulatory requirements, and outward economic and social impacts. China New Higher Education has disclosed the process and result of materiality assessment in the *ESG Report*. In our professional opinion, China New Higher Education adheres to the Principle of Materiality.

Responsiveness

Through the *ESG Report*, China New Higher Education has disclosed corporate sustainability strategies and targets, management systems, management key points, key stakeholder participation activities as well as major sustainable development related issues to respond to key stakeholders. In our professional opinion, China New Higher Education adheres to the Principle of Responsiveness.

Impact

China New Higher Education has identified and presented impacts that were measured and disclosed in a balanced and effective way. China New Higher Education has considered to monitor, measure, evaluate and manage impacts from the operation aspect that lead to a more effective decision-making and result-based management within an organisation. In our professional opinion, China New Higher Education adheres to the Principle of Impact.

Specific Performance Information

Based on the procedures CECEPAC (HK) has performed and the evidence we have obtained, nothing has come to our attention that causes us to believe that the disclosure of the three selected specific performance information including Energy indirect (Scope 2) greenhouse gas emissions, Total electricity consumption (in kilowatt-hours) and density (in units of production, per facility) of direct and/or indirect energy sources (such as electricity, gas, or oil) categorized by type, and

Total water consumption and density (e.g., per unit of production, per facility), in the *ESG Report* are unreliable and unqualified or have not been prepared in accordance with the basis of reporting.

SEHKs *ESG Reporting Guide*

Disclosures for general disclosures of environmental, social and governance subject areas and key performance indicators have been provided with the mandatory disclosure requirements and "Comply or Explain" provision, in all material aspects, in alignment with the *ESG Reporting Guide* published by SEHK. China New Higher Education has disclosed the involvement of key stakeholders in the materiality assessment process; impacts caused by business are objectively disclosed; relevant environmental and social data are calculated and disclosed. Our recommendations for the *ESG Report* have been either adopted or responded by China New Higher Education before the issuance of this assurance statement.

Recommendation

We recommend that China New Higher Education considers strengthening the below items in the future:

- Optimize and continuously advance the management structure of the Group headquarters and various colleges and universities, strengthen the overall management and operation of the Group headquarters at the environmental and social levels, and improve the communication bridge with various colleges and universities, so as to effectively supervise, manage and measure the implementation of various indicators and related policies or measures.



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