

# **CREATING VALUE IN EDUCATION**

Corporate report  
**/ 2019**

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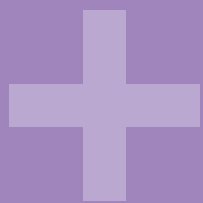
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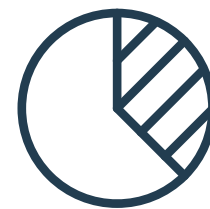
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# MIGUEL ÁNGEL CAYUELA

CEO of Santillana

“

For Santillana, creating value in education involves meeting the needs of today's students and schools, by creating positive learning experiences.

4 / Letter from the CEO

## CREATING VALUE IN EDUCATION

Current educational practices require a holistic, comprehensive approach to the world of schooling, one which contributes value and takes into account learning in the classroom and how the establishment is managed at a pedagogic level, as well as the methodological and digital training of its teachers and school leaders.

Meaningful, collaborative, cooperative learning, learning through discovery, learning that is observational and experiential...these ways of learning are flourishing. And these different ways of building knowledge are not under any circumstances mutually exclusive; rather they complement each other and coexist in the life of the classroom. At Santillana, we work to incorporate the new technologies that make learning a true process into our projects, through which students acquire abilities, skills and values.

However, improving both the execution and results of learning is not understood solely on the basis of the educational content. **It is essential to support schools as an institution, as centres for educational innovation, understanding their needs, listening to them and contributing value from an advisory and training perspective.** Teaching staff and establishments need tools that allow them to work with the reality of each classroom and each student, diagnosing and generating increasingly personalised itineraries for learning.

For Santillana, creating value in education means; providing solutions to the needs of schools today, creating positive learning experiences and innovative pedagogic management models.



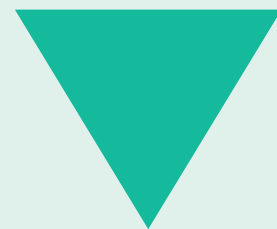


01 /

The hallmarks of Santillana comprise our values and beliefs, the way we have of understanding education today. The role of students, teachers, schools and the family. And commitment to creativity and innovation, to inclusion and greater personalisation of learning.

**Ideas that  
inspire us**

**2019**





# OUR HALLMARKS

## WE DEFEND THE PLACE OF **PUPILS** 01

at the heart of learning

Because pupils play an increasingly active role in the learning process, we foster their intellectual and personal development, and their participation in constructing the society in which they live.



## WE OFFER SERVICE AND **SUPPORT** 02

to schools

Because the success of an educational system depends to a great extent on the pedagogical approaches we take to the school, we feel jointly responsible for their educational work.



## WE EMPOWER **TEACHERS** 03

as agents of educational change

Because teachers are key in school improvement and require our recognition and support, we promote their training as the basis of their empowerment and leadership.



WE INVOLVE

04

## FAMILIES

in our projects

Because education is a shared effort that goes beyond the school, the family is an indispensable part of school improvement.



WE ARE COMMITTED  
TO INNOVATION AND

06

## CREATIVITY

as cornerstones of  
learning

Because creativity and innovation are intrinsic skills of human beings and enable us to evolve, we work on projects that foster and stimulate them.

WE STIMULATE THE

05

## 21ST CENTURY SKILLS

as being at the heart of  
competent citizens

Because in addition to curriculum subjects, we help children and young people develop the abilities and skills that enable them to do well in the society in which they live.



WE SUPPORT GREATER

07

## PERSONALISA- TION

of learning  
adjusted to each  
student/child

Because each child has a different learning speed, we seek educational solutions that adapt to their needs and enable them to keep on learning.

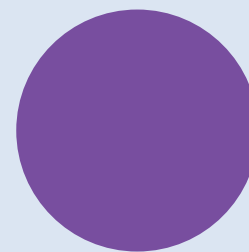


# 02 /

We offer flexible, fully configurable educational platforms and projects that allow educational establishments and teaching staff to personalise their work in the classroom and foster communication between teachers, pupils and families.

## Spheres of our educational activity

2019



## BOOST THEIR TALENT

**I**n 2018, Santillana achieved excellent economic results despite the unstable macro-economic backdrop in countries in Latin America, including significant devaluations in currency (particularly in Argentina) and changes in government. The systems known as “teaching systems” have progressed positively in the private market, as well as the main public procurement procedures in America. For the first time, the government of Puerto Rico has put out to tender an educational platform containing content for its schools, with good results for the company.

**Teaching systems (UNOi and Compartir)** continue to be the main driver of growth, reaching **1.3 million students in 2018** and growing 11% compared to the previous year.

In general, all the Group's digital projects experienced considerable growth, including Farias Brito, Richmond Solution and Educa.

Bilingualism continues to gain momentum in schools and the demand for comprehensive solutions, such as Richmond Solution (diagnosis, materials on paper and in digital formats, assessment and certification), have led us to broaden our portfolio with innovative solutions like **Compass** and **Educate** in Brazil. At the same time, we continue to be committed to teaching English to adults, with significant growth of **Personal Best**.

Santillana continues to promote the development of proposals that reflect new pedagogical trends, such as **SET 21** in the area of skills and **Eureka**, a personalised children's learning platform.



Santillana has updated its corporate websites; dynamic and flexible spaces that feature the educational initiatives of each country and the current situation of the company.



In the field of technology, Santillana continues to foster digital tools designed to help to improve pedagogic processes. **EVA** (the acronym in Spanish for Virtual Learning Environment) has enjoyed great success and offers teachers a set of digital tools that enable interaction at a didactic level with students.

Additionally, we continue to foster evaluation platforms.

In the two years since the acquisition of the publisher **Norma**, this entity/activity has managed to achieve considerable growth in revenue in both the private market and the public sector, and technological platforms have been developed to strengthen its **Educa** system.



# / 01

## EDUCATIONAL PROJECTS

**W**e help teachers and educational professionals to face the current challenges in learning by adapting new methodologies to the characteristics of each educational establishment. Our professionals interpret the educational curriculum of each country, offering teaching projects that ensure the coherence of classroom practice and the proper implementation of this practice in the classroom.

Our content comprises complete teaching projects in different, high-quality formats and a broad range of proposed activities to encourage student creativity, critical spirit, reasoning, respect for others and respect for their environment.

Some of the titles of the series published in 2018 are **Activamente**, **Lectópolis**, **Espacios Creativos**, **Creemos juntos**, **Buriti**, **Araribá**, **En movimiento**, **Desafíos** and **Creativos**, among others. They all incorporate a broad range of digital offerings that contribute to the methodological changes in the classroom, through LibroMedia, LibroWeb, LibroClick, LibroNet, etc., together with other models, such as e-books and e-reading, and virtual classrooms.

In the case of Spain, the series launched in the 2016-2017 academic year have shown continuity in projects such as **¡Cuánto Sabemos! 3.0**, focusing on project-based learning that applies the advances made in neuroeducation, backed by a web portal; **Saber Hacer Contigo**, which now covers all Primary years from Year 1 to Year 6, and **Escuela de Autor**, in Andalusia.

**Innovations include the designing of Primary Projects by stage** and we have launched **Plástica Emocionarte**, a new series focusing on arts and crafts to train creative and critical students, who are cooperative and committed.

Among the new collections is the series **Women Protagonistas**, an innovative publishing project that documents, makes visible, vindicates and values the contributions of women to the history of knowledge and construction of our world. Lastly, **Santillana Activa** brings together the most innovative methodologies, innovative experiences of good educational practice and reflections on new teaching and learning processes.



SABER  
HACER  
contigo



EMOCIÓNARTE

Pedagogías para  
una nueva escuela

COLECCIÓN DE DIDÁCTICA PRÁCTICA



mujeres  
protagonistas

# / 02

## TEACHING SYSTEMS

**S**antillana **Compartir** ended the year with 730,945 students in 16 countries. This year, the initiative has been structured around different programmes that support schools in their educational growth. As regards curricula development, a range of print and digital content has been created in basic subjects with monitoring of student assessments through the **Ple-no** platform and development of reading comprehension with **Lectópolis**; for the migration towards bilingualism, content and consulting services have been structured in conjunction with a reading platform, which **helps students** to achieve international certifications in language acquisition.

Skill development boasts a powerful tool in the **Logros** programme for diagnosing and developing cognitive and emotional skills.

And for 21st century skills, **SET 21** offers innovative materials in non-curricula areas with methodologies that include projects and the maker culture.

Each programme goes into the school's educational project in more depth to fulfil the aims for which they were created. Through this, we are committed to accompanying schools on their path towards the future of education.

Robotics is another of the innovations incorporated into the project. We have entered into an alliance with Makeblock, one of the leading brands in producing robotics components worldwide, to bring this discipline to our schools.

**UNOi** was recognised by HundrED, a non-profit educational organisation based in Finland, as one of the 100 most innovative educational initiatives in the world.



**UNOi** is one of the most innovative educational initiatives in Latin America, thanks to a comprehensive model in which all the components and elements are closely linked, breaking down the barriers between subjects and languages.

The maker culture has taken hold in schools as a catalyst in their evolution. In Mexico, we have introduced more than 130 Maker Clubs, in addition to a similar number of Challenge Clubs and Media Clubs: maker spaces for Secondary level, which make up what is known as the **UNOi Lab** and which enable young people to make prototypes that involve mechanics, electronics and programming.

UNOi and Compartir have more than 1,400,000 users and are a clear example of the company's commitment to teaching systems and how they have been widely accepted in the educational market.



# / 03

## LANGUAGE LEARNING

**T**he languages division (**Richmond**, **Santillana Français**, and **Santillana Español**) had a strong year, increasing sales and market share while strengthening its catalogue. There was significant sales growth in Mexico, resulting partly from federal government purchases for public schools.

Richmond, Santillana's English Language Teaching imprint, contributed to the increase in subscription sales both through Santillana Compartir and through **Richmond Solution**, a blended learning package which complements print and digital content with the online library **MyON**, academic coaching, student assessment and certification, and teacher training.

Richmond launched **Compass**, an innovative series at primary level for schools with a high number of contact hours. The series has been very well received across Latin America, in Turkey, and in parts of Asia. The publication of **Compass** offers a response to the increasing interest in bilingualism in many parts of the world, blending EFL and ESL methodologies and stimulating critical thought through the use of Big Questions. The **Educate** System was successfully launched in Brazil, for schools aspiring to become bilingual.

Richmond also launched **Personal Best** for the Young Adult market, a segment in which Richmond has become increasingly well-known, not only in the Spanish- and Portuguese-speaking world but also in countries such as Turkey and Thailand.



Finally, the languages division maintained its leading position in teaching **Spanish in Brazil and French in Spain**, where Santillana complements its own catalogue with series from leading French educational publishers.

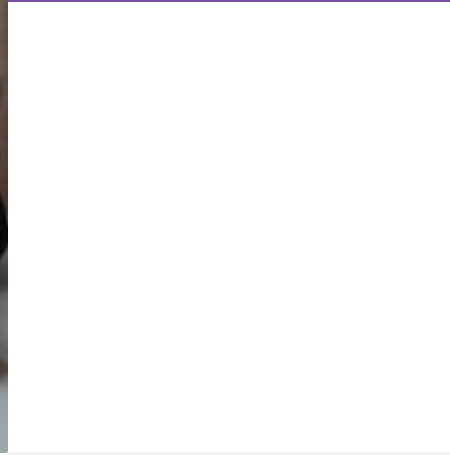
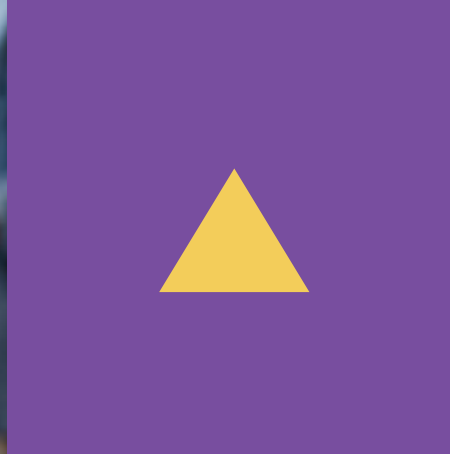
# / 04

## FOSTERING READING

**T**he year 2018 was the year in which there was a focus on digital resources in **Loqueleo**. We launched a reading comprehension platform in Argentina and Mexico which makes it possible to measure the reading comprehension skills defined by PISA, the Programme for International Student Assessment. This platform will be progressively implemented in other countries throughout 2019.

Furthermore, we have continued to make strides with the book plan for the consumer or trade segment, with the international launches of the Roald Dahl activity books; new titles for information and knowledge; and the first titles from the Familia a la Fuga collection, by the writer Ana Campoy. For 2019, we will be launching some trade titles focusing on young people and a book programme for children aged 0-3 years old in different formats (cloth, for bath time, with cut-outs, etc.) with a character created by our publishing team.





In 2018, we celebrated two outstanding anniversaries for **Norma** children's and young people's literature: the 20th anniversary of the **Zona Libre** collection for young readers and the 20th anniversary of our best-seller, *Los ojos del perro siberiano*, by Antonio Santa Ana, which has been read by more than one million readers since it was first published. We also carried out the promotional tour of the winner of the Premio Norma de Literatura Infantil y Juvenil award, Ezequiel Dellutri, with his book *Koi*.

At the **Moderna** publishing imprint, the year was very important both due to the positive results in sales to the government and due to the inclusion of Ilan Brenman in our catalogue of exclusive writers.



# / 05

## INNOVATION

**I**n Santillana's R&D+i area, we focused on research into innovation and transformation in educational establishments, in-depth analysis of different pedagogic trends and the continuation of the **#SantillanaLAB** space, which aims to gain deeper knowledge of the current educational situation and demands for new products and services. As a result, we have developed an analysis series with ideas as evocative as: GAFAM and education; conquerors of the 21st and 22nd centuries; in-depth learning; Are we each a world unto ourselves?; learning in a world of screens; the future is made of maths; Are teachers the new publishers?; the user is the new curriculum, and Is artificial intelligence contrived?

In addition, understanding how educational innovation and transformation in schools **is organised/takes place** was the subject matter of the study **Panorama de la Innovación Educativa en España (Panorama of Educational Innovation in Spain)**, performed in collaboration with the research team at the Universidad de Granada.

Through our **#SantillanaLAB** space, we have continued analysing the use of **educational video and podcasts** in learning; **#artthinking**, or the ability to extrapolate the things learnt from **Fontán teaching methods** to other geographic contexts.

We also paid particular attention to the range offered in the mathematics product market for the K12 (Primary and Secondary) segment by developing a tool, **Brújula de las Matemáticas**, which offers a detailed picture of products and services in Spain, Latin America, USA, United Kingdom, Japan, India, China, Korea and Singapore, and enables us to understand new trends.

Lastly, we must highlight the prominence of our communication forums and spaces, **IneveryCREA** (nominated the most influential educational portal at the 2nd edition of the National Education Marketing Awards), and the blog **#SantillanaLAB**, which has been updated following its merger with the Líderes Compartir portal.



**# SantillanaLAB**

# / 06

## EDUCATIONAL TECHNOLOGY

**S**antillana continues to consolidate its position in educational technology, rendering services to over 2.2 million users (especially Compartir and UNOi) with a unique, comprehensive ecosystem that can be personalised according to the needs of each company and business. This consolidation has been possible thanks to its commitment to creation and the use of multi-device HTML5 digital content, as well as a cross-cutting digital strategy from the company based on data, the Cloud and educational technology standards. All this has been adapted to the latest guidelines on cyber security. We also broadened the scope of operation of the **e-stela** educational platform, by extending its implementation and use to Be + Live, Richmond Together and government initiatives.



In addition, a successful initial incursion into the text-book market was carried out, with the launch of the **EVA** digital platform in three countries. Deployment of this platform in up to eight countries will be completed during 2019.

Lastly, in 2018 progress was made in the roadmap for the implementation in nine countries of the Commercial Management System (**CRM**), as well as the integration with the analytical platform (**BI**) in Mexico, Peru, Colombia and Brazil, which enables us to have a 360° perspective of our customers and to configure personalised educational solutions for schools.



/ 07

## NORMA

**W**e can consider 2018 to be the year of Norma's definitive consolidation within Santillana, and also a year of consolidation for Norma itself as a profitable, valuable publishing group inside or outside Santillana. Its strong performance is indicative of the sound investments made by Santillana as regards both the decision to purchase Norma and the investment carried out after the purchase.

Growth in sales and market share has been noteworthy in all countries, reaching 64 % as a group.





Significant events occurring in 2018 included the consolidation of Norma's blended (paper and digital) educational initiatives as a global solution, the excellent performance of Norma Argentina in a particularly difficult year due to the country's inflation situation, and the significant growth of Norma in public procurement processes: in Mexico it grew by 100 % and in Argentina by 364 %.









In 2019, a large part of our work will focus on developing the abilities and skills of students through educational initiatives with a high degree of pedagogic, methodological and technological innovation, which provide support for schools and teachers and enable them to improve the teaching-learning process. At the same time, we are focusing on subjects such as mathematics with ground-breaking projects, such as **WeMaths**, which offer a more user-friendly, entertaining and fun approach for teaching and learning the subject.

We will also considerably improve our range of other projects, such as Compartir, by fostering the creation of proprietary materials and digital training for teachers with certification of official **ISTE** standards.

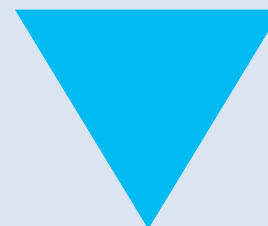
Another of our points of interest will be the headway made in comprehensive overviews of schools through **learning analytics**. Managing the data provides us with a detailed breakdown not only of the content consumed by students but also of how they learn, making it possible to personalise learning in greater depth. This year, a significant step forward has already been made with the launch in the Mexican market of the **Learning Dashboard** for teachers, providing relevant information about the process regarding the students using Libroweb 3.0.

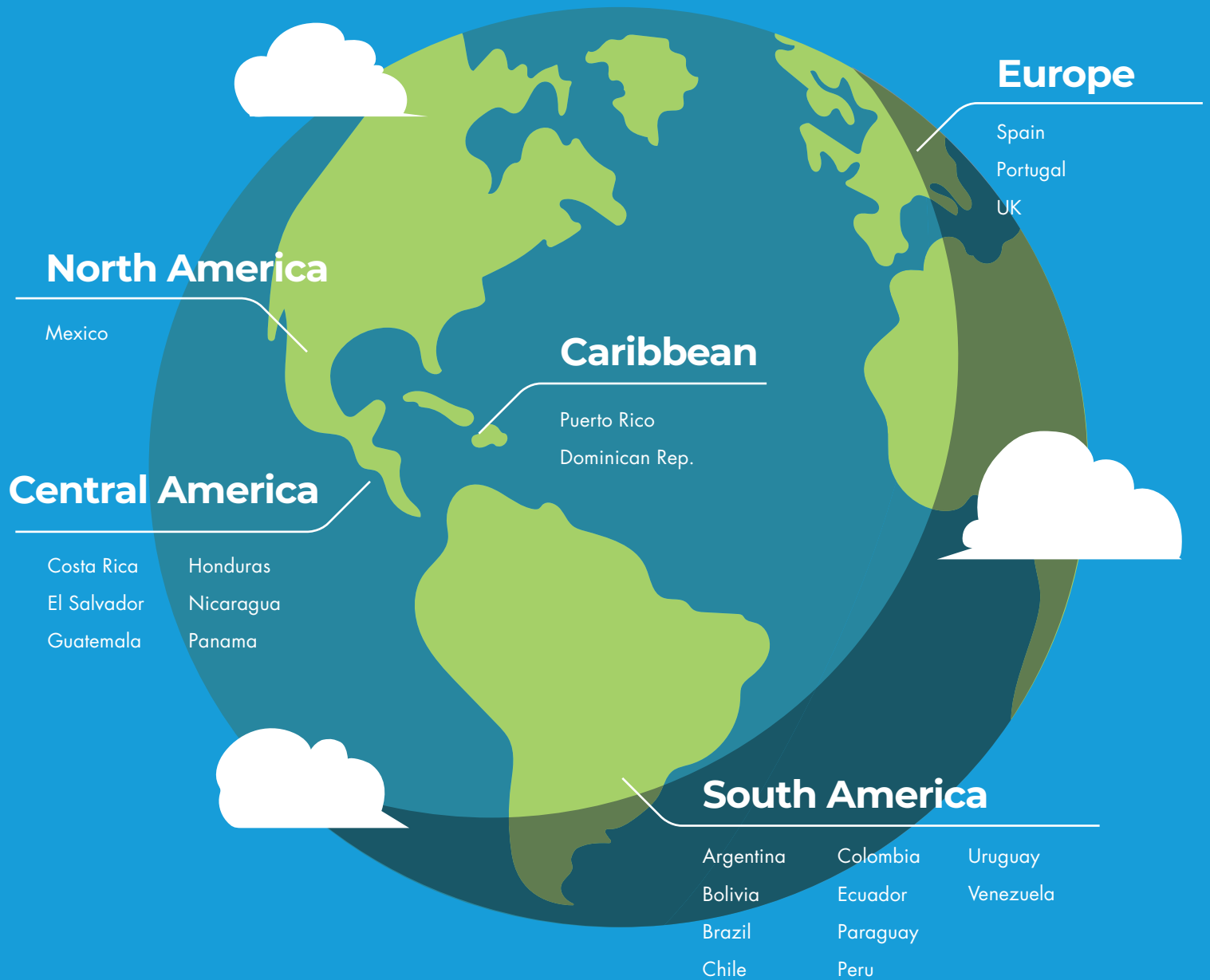
03 /

There are currently 3,989 employees serving and providing educational solutions for millions of classrooms in 21 countries.

# International presence

2019





LAUNCH YEAR	COUNTRY	MANAGING DIRECTOR
1963	ARGENTINA	José Liñán
1994	BOLIVIA	Carola Ossio
2001	BRAZIL	Sergio Quadros
1995	NORTHERN CENTRAL AMERICA*	Luis Alonso González
1993	SOUTHERN CENTRAL AMERICA**	Diego Cerutti
1968	CHILE	Mauricio Montenegro
1988	COLOMBIA	Alberto Polanco
1993	ECUADOR	Carmen Ureña
1960	SPAIN	Javier Caso
1971	MEXICO	David Delgado
1997	PARAGUAY	José Miguel Pereda
1981	PERU	Javier Laría
1989	PORTUGAL	Alberto Muñoz
1991	PUERTO RICO	Ignacio Romero
1994	DOMINICAN REP.	Pedro Luis Ayuso
1992	URUGUAY	Fernando Rama
1977	VENEZUELA	María Jesús Abad

\*Guatemala, Honduras, El Salvador

\*\*Costa Rica, Nicaragua, Panama

## Corporate directors and management

### Miguel Ángel Cayuela

Chief Executive Officer

### Julio Alonso Peña

Global Director of Operations

### Francisco Cuadrado

Global Director of Education

### Miguel Barrero

Global Director of R&D+i

### Christopher West

Global Director of Languages

### Luis Guillermo Bernal

Global Director of Content

### José Málaga

Global Director of Technology

### Rosa Junquera

Global Director of Communications

### Francisco Lorente

Global Director of Human Resources



10 out of every  
**have**



#theyhavetalent

10 pupils  
**talent.**



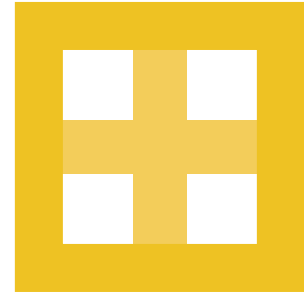
# 04 /

This year, we wanted to be close to pupils, families, teachers, experts and influencers from the world of education. Therefore, we have organised and participated in numerous events to be able to share experiences with them. We have also been the recipients of awards and honours.

## The year in pictures

2019





# January



## ESPAÑA /

“¡Grandes Profes!” confirmed its success in 2018 with record high participation. Santillana and Fundación Atresmedia acknowledged the work of 1,700 great teachers at its “Grandes Profes” event, which centred on “curiosity”, a basic cornerstone of learning.



## INTERNATIONAL /

Santillana was awarded the Jesús Maestro Honour given by the Inter-American Catholic Education Confederation (CIEC), for its 50-year commitment to education and Catholic schooling in Latin America.



## BRAZIL /

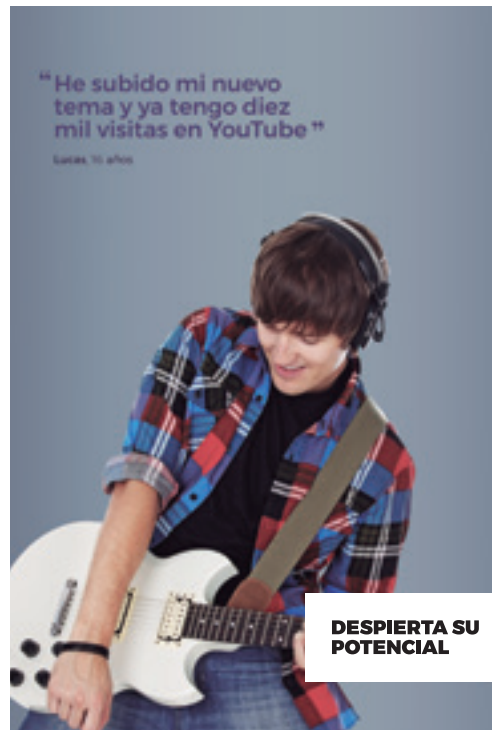
With the slogan “Transformando a educação com você” Moderna launched an institutional campaign to celebrate its 50th anniversary and introduced a new company to the market, which respects its roots and is always open to anything new, increasingly sustainable, diverse and ready for the future.

# February



## SPAIN /

BBVA, Santillana and El País launched the **“Aprendemos juntos”** platform, an initiative to improve society through education and improve people’s lives. We encouraged educational conversation with inspiring stories and new teaching methodologies aimed at the whole school community.



## INTERNATIONAL /

Santillana updated its **corporate website** and launched the **“Despierta su potencial”** (“Awaken their potential”) campaign, a new way of experiencing education that aims for its message to reach the entire educational community.



# March



## SPAIN /

The **e-vocación** portal celebrated its 10th anniversary and acknowledged the dedication of its teachers with the campaign entitled “10 años, 10 propósitos” (“10 years, 10 goals”), an awareness campaign that revisited daily life in the classroom in an authentic, everyday, light-hearted fashion.



## SPAIN /

The Colegio Luis Palacios primary school in Valdepeñas won the first “**Lecciones de Paz**” National Award in a competition organised to encourage pupils from primary schools throughout Spain to give a lesson that defends peace based on mastery of different subjects.



## CHILE /

Santillana celebrated its 50th anniversary: half a century supporting the educational development of the country and being part of its progress. These 50 years have been spent building and innovating in the day-to-day life of the classroom and providing schools with educational initiatives and services.

# April



## BRAZIL /

Toffoli and Todos Pela Educação launched a book on state education entitled “Reflexiones sobre la Justicia y la Educación”, a work that aims to stimulate debate on the role of the justice system in guaranteeing quality state schooling. Published by Editora Moderna, the book is a collection of texts by 12 authors.



## SPAIN /

Santillana kicked off a month devoted to the Arts by awarding the prizes to the winners of the School Reading Competition, in which secondary school and Baccalaureate level children in the Madrid autonomous region record and publish their work relating classic reading material with contemporary artistic expression. The competition was a collaboration with the Madrid Publishers’ Association and Madrid regional government.



## CHILE /

The Supreme Court presented a pan-Hispanic dictionary of legal Spanish, *Diccionario panhispánico del español jurídico*, edited by the Real Academia Española (RAE), coinciding with a seminar held on clear legal language, entitled “Justicia al alcance de todos” (“Justice within everybody’s reach”).



# April



## SPAIN /

An event took place focusing on young people's literature with **Loqueleo** at the **Espacio Fundación Telefónica**, with the presence of three of its major authors (Rosa María Huertas, Alfredo Gómez Cerdá and Santiago García-Clairac), who spoke about the value of freedom and dreams as opposed to violence and repression.



## INTERNATIONAL /

**Norma** celebrated 20 years of Zona Libre, a key collection for Latin American young people's literature. Launched in 1998, its aim has always been that of building an innovative catalogue.



## SPAIN /

**Begiko** was born, the new publishing imprint for children's and young people's literature in Basque, with the goal of publishing children's and young people's literature by Basque Country authors – such as Unai Elorriaga, Jasone Osoro, Leire Bilbao and Antton Kazabon – and major foreign language authors, such as Gianni Rodari, Margaret Mahy and Roald Dahl.



# May



## SPAIN /

The author of **Jolibre** (Loqueleo's publishing imprint in Catalonia), Maite Carranza, won the 2018 Crítica Serra d'Or award for young people's literature for her book *Una bala para el recuerdo*.



## VENEZUELA /

Santillana took part in the **AVEC** (Venezuelan Catholic Education Association) National Congress in collaboration with the Culture Office of the Spanish Embassy.



## SPAIN /

The Paraninfo assembly room at Universitat de Barcelona hosted the final of the third Publish Speaking Competition for secondary school and Baccalaureate level students, organised by the publisher Grupo Promotor/Santillana, with the support of the university's Education Department. Haoula Azdig, a student in the first year of her Baccalaureate studies at the Instituto Rubió i Ors in L'Hospitalet de Llobregat, won first prize.

## May / June



### SPAIN /

Over 2,500 students participated in the jury for the **15th edition of the Frei Martín Sarmiento Award**, which awarded the prize to *Hilario y los tres miedos* (Oqueleo). This story by Xoán Babarro was the favourite among Primary students in Year 5 and Year 6 at Catholic schools in Galicia.



### PANAMA /

**Santillana Compartir** supported 400 students and their teachers in preparing for their TOEFL exams with specific materials for these tests.



### ECUADOR /

Santillana signed a framework agreement for inter-institutional cooperation with **Universidad Internacional SEK**, through which both companies undertook to perform joint teaching, research, and extension and dissemination of culture.

# June



## PERU /

Santillana Peru brought together nearly 900 teachers during the **8th Santillana International Congress, “Transformando la escuela hacia el futuro”** (“Transforming schooling into the future”), held on 14 June to address the challenges education is facing with regard to social and technological changes. It also communicated to the participants the importance of their role as leaders in transforming education.



## SPAIN /

**Eureka**, the new platform for infant education developed by Santillana, enables teaching professionals to create their own classroom materials easily and intuitively.

## SPAIN /

The new Content and Language Integrated Learning (CLIL) portal “The best of both worlds” was launched, in which Santillana and Richmond joined forces to design a website with a true **CLIL** focus and to support curriculum content in multilingual establishments.



## CHILE /

The first cycle of TED talks **“Talleres Educativos Docentes”** (“Educational Teaching Workshops”) from Santillana Chile ended. In 2018, more than 200 teachers from Antofagasta, Viña del Mar, Santiago, Temuco, Osorno and Concepción participated in the “Evaluación para el Aprendizaje” (“Assessment for Learning”) cycle.

# July / August



## SPAIN /

**Santillana CLIL** sponsored the 15th Annual International Conference on Hands-on Science, which aims to promote exchanges of experiences with good practices, plans of study and scientific education policies.

## SPAIN /

Santillana co-organised a summer course at Universidad Complutense de Madrid on the **40th anniversary of the Spanish Constitution** in conjunction with Cadena SER radio station and the El País and Cinco Días newspapers. During the course, participants reflected on how information has evolved and its connection with the future of fundamental rights, such as the right to education.



## PERU /

**Unesco** organised the round table **“Educación Patrimonial para niños y niñas del Perú”** (“Heritage education for Peruvian boys and girls”), where publications were presented that sought to establish a dialogue between the different cultures in Peru and highlight the value of women as agents for social change, including the collection *Un paseo por...* from Santillana and local governments.

# August



## ECUADOR /

**Santillana Compartir** held the fifth edition of the “Innovative Methodological Strategies” Congress in collaboration with UISEK, with the goal of motivating teachers and educational institutions with workshops about using technological tools in the classroom.



## BRAZIL /

Brazil was once again honoured with two **TOP Educação** awards, the prestigious educational awards conferred through public voting since 2006, in two categories: in assessment with Avalia Educacional and in children’s literature with Moderna.



## COLOMBIA /

During the National Schools Event, 250 headteachers spoke about “**Education for a changing world**”, a context of continual learning in which training is essential to guarantee/advance the skills of leaders, educators and students.



# September



## MEXICO /

**UNOi** made a new, 40-million-peso investment to provide all Secondary schools using the UNOi educational model in the new academic year with technological tools and advanced, innovative educational content.

## INTERNATIONAL /

**“Leemos a la par”** (“Reading on an equal footing with each other”) was the gender equality initiative from Editorial Norma for students at all levels and with reading material which seeks to build a more equal, fairer society. The collection has 27 titles.



## PERU /

Lima welcomed the **Richmond Convention 2018**, with the purpose of renewing the approach to ELT. Over 300 coordinators and English teachers in the leading schools in Peru had the opportunity to find out about the new developments at Richmond for 2019 and the alliance with Michigan Language Assessment, which makes it the first and only publishing house authorised to be an examination centre in Peru.



## BRAZIL /

The digital marketing campaign for the 2019 National Programme of Educational Books (PNLD) 2019, entitled Moderna – PNLD, **“Escolas que llevan más lejos”** (“Schools that take it further”), aimed at teachers and curriculum coordinators, represented a milestone due both to its innovative proposal and to its results, achieving 20 million impressions in one month.



# October



## PERU /

With the slogan “We live education together”, Santillana sponsored the **31st National Catholic Education Convention** in Ica, organised by the Catholic Educational Establishment Consortium, with the goal of promoting each educational establishment’s commitment to generating change. Miguel Barrero, the Director of Education for Fundación Santillana, gave a talk on “Hacia una tecnología que humaniza” (“Working towards technology that humanises”).

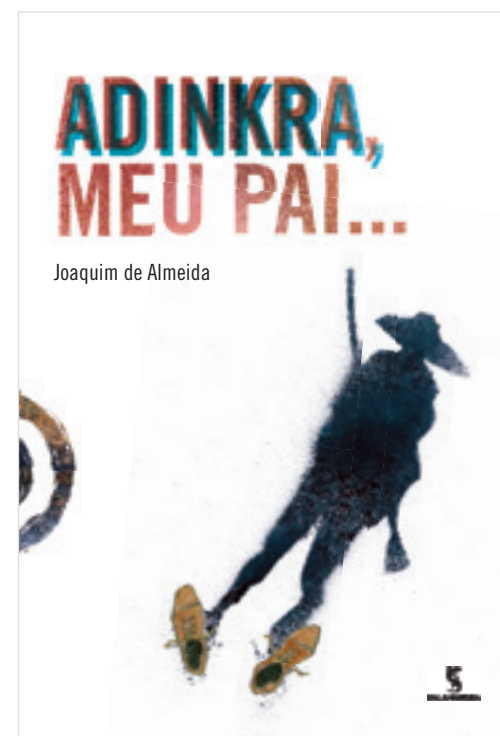


## PUERTO RICO /

With the slogan, “Reading comprehension: a path to enrich knowledge in all learning areas”, the first **Expo Santillana Puerto Rico** brought together teachers in the country to raise their awareness of the importance of reading comprehension skills.

## COLOMBIA /

**Bejob and the Pontificia Universidad Javeriana** implemented the “Javeriana Virtual” distance-learning project, a remote new technologies educational platform that supports the acquisition of digital skills.



## BRAZIL /

*Adinkra, meu pai*, from the author Joaquim de Almeida, a story for young people about African traditions that talks about the love of a boy for his mysterious father, was a finalist in the **60th edition of the Jabuti Awards**.

# October / November



## INTERNATIONAL /

Primary students will be able to access Santillana content through Alexa, Amazon's virtual voice service. Thanks to the **“Pequeños genios”** (“Little geniuses”) skill, students acquire new knowledge and revise the subject, in an approach focusing on artificial intelligence as an educational tool.



## COLOMBIA /

**“Educar para el humanismo solidario”** (“Educating for solidarity-based humanism”) was the slogan of the 2018 International Conference organised by the Inter-American Catholic Education Confederation (CIEC), with participation by Santillana. The conference addressed the main challenges for Catholic schooling.



## VENEZUELA /

Santillana sponsored the **Private Education Meeting and National Assembly of ANDIEP**, which welcomed educational experts from Venezuela and addressed trends in educational technology.

# November



## MEXICO /

**UNOi**, in collaboration with Apple, Space, Steelcase, Cambridge, Lexium, UDLAP and EPSON, presented its “Nueva Secundaria” project, which achieves transversality in education by implementing, at all educational levels, the maker culture (learning by doing), through a Big Challenge set during the school year.



## SPAIN /

On the occasion of the 40th anniversary of the Constitution, the Speaker of the Spanish Parliament, Ana Pastor, presented the book *La fabulosa historia de nuestra democracia*, published by Santillana. The work is a selection of the events, protagonists and data that have marked the history of the country, decade to decade, told in illustrated form.

## MEXICO /

**UNOi** was honoured by **HundrED**, the Finnish initiative to transform education around the world. HundrED highlighted UNOi as being the most significant transforming educational movement in Latin America due to its technological innovation, action learning teaching and multi-linguism, which educate children and young people through a personalised approach.



## SPAIN /

**Santillana Activa** was launched, a collection that provides the keys to understanding the pedagogical revolution taking place in classrooms, with six practical titles aimed at teachers who want to develop to the fullest extent the possibilities of the classroom and to apply new methodologies.

# December



## INTERNATIONAL /

**Santillana** and **Microsoft** contributed to improving learning through data analysis; this will benefit 28 million users who teach and learn in Latin America and Spain with Santillana's educational content and services, as well as the 2.2 million people who are habitual users of its digital ecosystems.



## CHILE /

Santillana presented the prizes for the national “**¡Somos KiVa! Todos Contra el Bullying**” anti-bullying competition. The prize-winners were secondary school students from Escuela España in Vallenar, with their short film against bullying, and student Karla Espinoza, a Year 5 primary-level student at Escuela Arturo Pérez Canto, also in Vallenar.



## BRAZIL /

The bilingual programme **Educate** increased its student base by 1,000%, with 11,000 pupils at the end of the year. It is more than an English-teaching method - it is an innovative initiative that seeks to train people to be able to communicate without any barriers.

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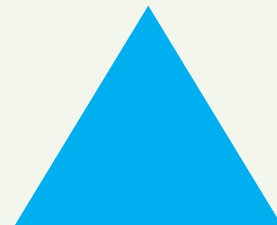
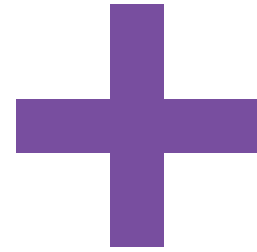
# 05 /

Santillana continues to be committed to digital teaching systems with a high level of innovation. These have been implemented in 15 American countries and in over 3,000 schools, and serve nearly 1.5 million users.

## Santillana in figures

2019





**32**  
**million**

students used Santillana  
educational resources  
and services in 2018

**3,989**  
**professionals**

**4,500**  
new editions came into  
existence last year

**93.7**  
**million**  
textbooks  
sold





Santillana Digital

**1,435,929**

**LMS users**

**Digitalised classrooms**

**25k**

**UNOi and Compartir:**

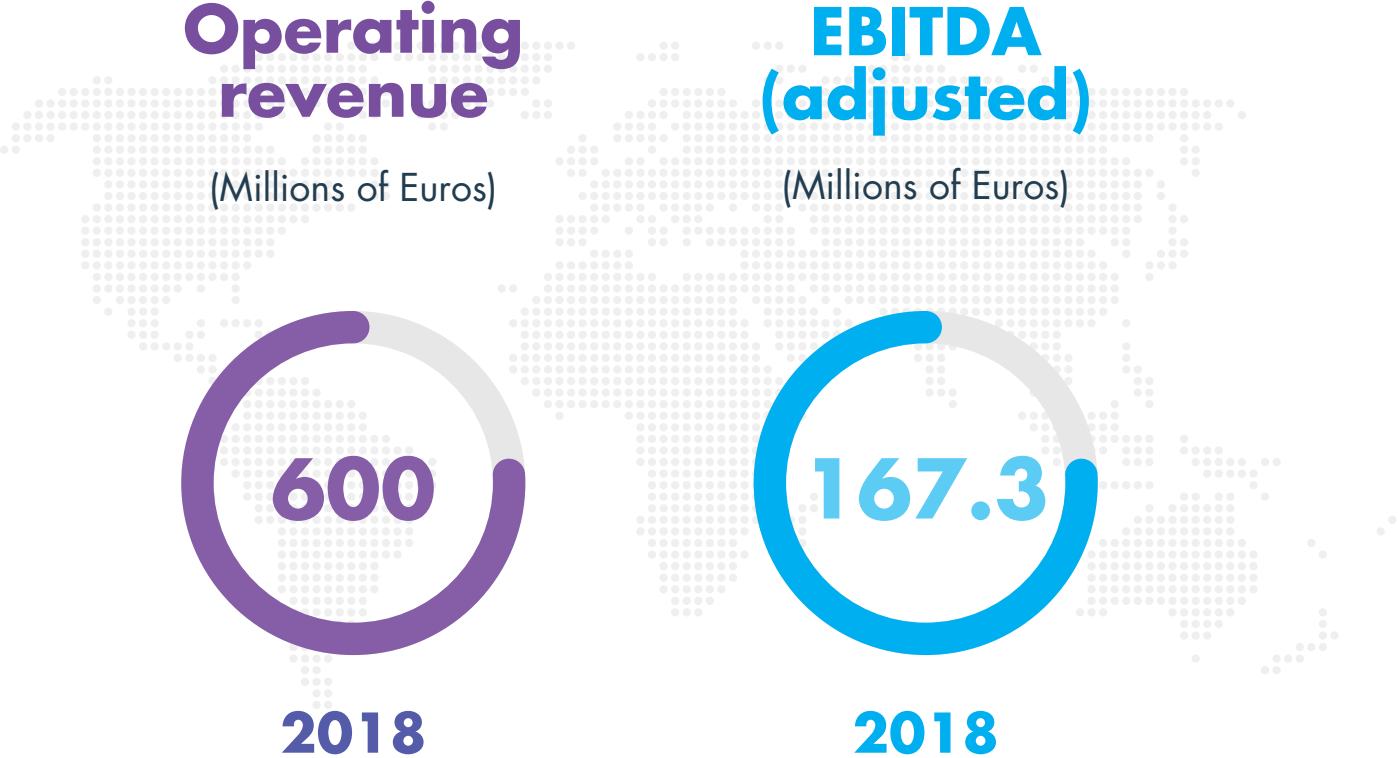
**996k**

**EDUCA students for Norma:**

**144k**

Followers on **social media**

**2,959,644**





## By geographic region

Spain  
**115.0**  
 19.15%



LATAM and others  
**485.5**  
 80.85%



Total  
**600.5**

## By business line

Education  
**372.5**  
 62.03%

Compartir  
**68.8**  
 11.46%

Systems  
**62.8**  
 10.46%

Languages  
**74.6**  
 12.42%

Other  
**21.8**  
 3.63%

Total  
**600.5**

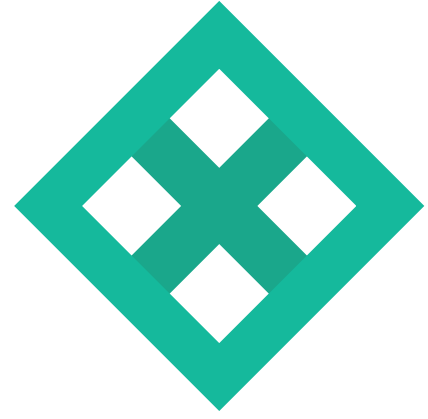


06 /

We imagine a world in which boys and girls grow, thanks to equal opportunities in education and culture and to the development of all their intellectual and social potential.

# A responsible Santillana

2019



# RESPONSIBILITY TOWARDS PEOPLE

**T**he focal point of Santillana's business strategy and culture is education. We consider it to be the main driver of the future. We are concerned about people's development and we understand that, as a company, we are also responsible for boosting the potential of all those who work at Santillana.



**TRAINING /** Our professionals carry out their activities within a corporate culture in which lifelong collaborative learning is constantly facilitated. Santillana offers training and ongoing development designed to foster the abilities and skills of everybody in a digital, changing environment.

In 2018, Santillana invested 400,000 euros in 21,000 hours of training for its employees, focusing mainly on the company's digital and technological transformation, management and team leadership.

We also have the **Campus PRISA** platform, through which our professionals (3,989 individuals) have access to training in the following areas:

- **Digital skills**
- **Management skills**
- **Innovation**
- **Office software**
- **Journalism**
- **Education**
- **Legal**
- **Technology**



Santillana provides this learning environment to encourage our professionals to optimise and increase their learning capabilities, thus improving their employability and career development, focusing on their ability to learn in the light of the irresistible change in working methods and the appearance of new technology, tools and processes.

One of the most innovative training ideas is the **innovation and trends platform Mi idea**. Through this tool, which is shared with the other PRISA employees, professionals can contribute by offering suggestions, proposals for improvements and even intellectual property for generating potential patents. The platform seeks to identify individual talent and foster new, groundbreaking, unusual, spontaneous ideas.

Another initiative for boosting and developing the Group's collective intelligence is the **Factoría de Experiencia (FEX)**, or "Experience Factory", an online platform that was launched four years ago and incorporates the experience and knowledge acquired from its major business projects. **FEX** identifies expert employees who are able to contribute knowledge that is useful to the entire organisation.

Santillana also supports **active training and job experience programmes** as part of its global human resources policy. It works with universities, secondary schools, postgraduate study establishments and other schools specialising in the publishing sector, enabling a total of 185 students in 2018 to gain work experience in our business environment.

**PROFESSIONAL DEVELOPMENT** / At Santillana we are committed to a cultural shift in order to foster equal opportunities and recognition of achievement. As a result, the company has established a performance appraisal system to identify, develop and attract talent.

We aim to bring the company's results into line with the needs of each person through efficient management of performance assessment and by establishing a road map for that person's development at the company.

On many occasions, the company leverages its consolidated international presence to transfer the knowledge of its professionals through exchanges.

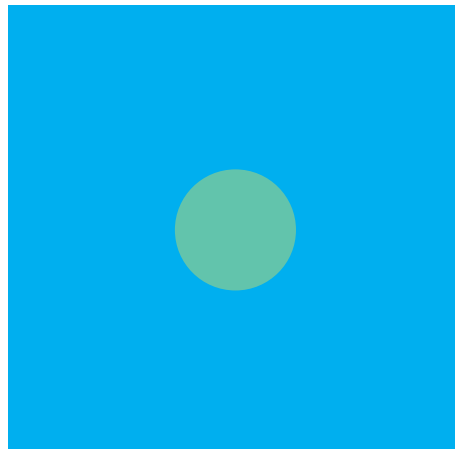
As a global project, through **PRISA Jobs**, the company offers internal job postings that promote options for rotation of employees inside the company's departments and PRISA's other business units, encouraging the professional development of our employees.

In this respect, Santillana acknowledges and ratifies its commitments to society, including them in its **Ethical Code**, thus sharing its mission, vision and value given to basic principles such as defending freedoms, peace, equal rights and opportunities, and environmental protection.

In this respect, the companies of the Group in Spain express, in the Ethical Code, their policy regarding professional development, equal opportunities, non-discrimination and respect for people, all of which promotes equal opportunities in access to employment, training and promotion for the people in the workforce, and prohibits discrimination based on their personal, physical or social status, whether for reasons of race, colour, nationality, social origins, age, sex, sexual orientation, marital status, ideology or religion. In the same way, recruitment, hiring and professional careers are based on merit, ability and performance of duties, with an open attitude towards diversity and with the aim of meeting the needs of the job.



At Santillana, behaviour involving physical, sexual or psychological harassment, abuse of authority, insult, defamation or other forms of aggression or hostility is not tolerated under any circumstances. The business group seeks to foster a suitable balance between work and personal life and will promote programmes that help to achieve this. All this will be contained in the nationwide equality plans that will come into effect in 2019.





**WORK-LIFE BALANCE /** The company has internal policies in place to ensure work-life balance. It promotes a set of voluntary initiatives for employees, which foster the balance between work and personal and family life. These measures will be part of the equality plans, which also ensure equal opportunities at Santillana.

**INTERNAL COMMUNICATION /** The showcase for information about the company and a meeting point for all employees, Toyoutome (the shared, global intranet), is a project with the mission of creating a business culture. Santillana participates in its in-house newsletter, by contributing major news items on a monthly basis about its social commitment and commercial aspects.

Santillana AL DÍA, the daily digital newsletter that has been operating for the past three years, is another tool that illustrates the scale of our business project and makes our workers feel they are involved in our goals. The digital newsletter is issued every day with more than 20 new items of content, making it possible to report on our achievements and events, share market forecasts, divulge the most significant sector news and link our goals to the work being performed on a daily basis.

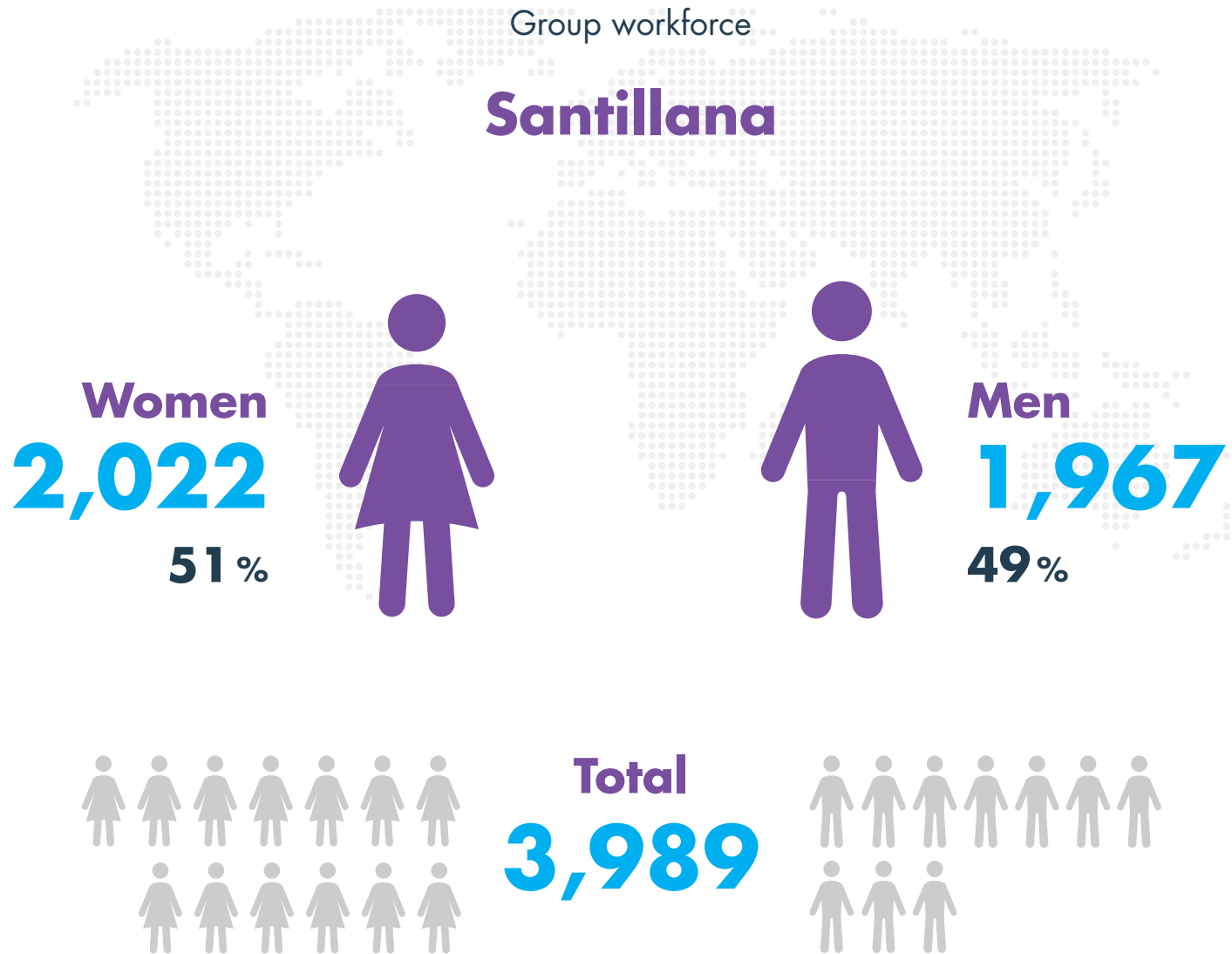
**HEALTH AND SAFETY /** Santillana looks after the health of its employees and places free medical check-ups and an alternative range of private and subsidised healthcare cover at their disposal. We also foster healthy habits and implement programmes to promote them: fruit in the offices, sporting activities, etc.

The creation of a positive workplace health and safety culture is reinforced with assessment and the creation of specific preventive programmes for its 5e8m/pSloaynteil-leasna. in figures

**EMPLOYEE BENEFITS/** The Santillana corporate centre sets out the basic guidelines for applying, at local level, the employee benefits that are dependent on the employment and fiscal regulations in each country. All Santillana workers have a series of employee benefits that can range from life and accident insurance to health insurance and support for families, etc., depending on the country in question.

A Flexible Remuneration Plan was introduced in Spain six years ago; it has been successful with employees and has been adapted each year to the company's entire workforce in the country.











# RESPONSIBILITY TO THE COMMUNITY



## 01/ Argentina

### The “Educación, Arte y Literatura Infantil y Juvenil” cycle

**T**he seminars for the cycle of talks on education, art and children’s and young people’s literature made it possible to explore the role of children’s and young people’s literature in educating children and young people; children and young people as readers; and the role played by educational institutions and families in this process. Over 300 people attended the seminars, including teachers, librarians, experts in children’s and young people’s literature, students, reading mediators, and head specialists and authors such as Juan Sasturain, María Fernanda Heredia, María Cristina Ramos and Cristina Banegas.

### Talks and workshops at the Children’s and Young People’s Book Fair

In collaboration with Fundación El Libro, Santillana held the Children’s and Young People’s Book Fair in Buenos Aires, offering an extensive range of talks and workshops providing training for some 150 teachers.



## Donation of school textbooks and children's and young people's literature

Santillana Argentina donated 3,500 Loqueleo books and 2,500 primary-level school books to the Nicolás Avellaneda school, in the Moreno neighbourhood of Buenos Aires, which had been seriously damaged in a gas explosion.



## Participation in the UNICEF Race for Education

With the aim of improving the standards of living of many children, thus allowing them to access quality education, Santillana subsidised entry fees for employees who wanted to take part in the UNICEF Race for Education. The publishing house managed to raise a total of 1,575 dollars between all those who participated in the popular charity sporting event.

## Annual agreement with Tiflonexos

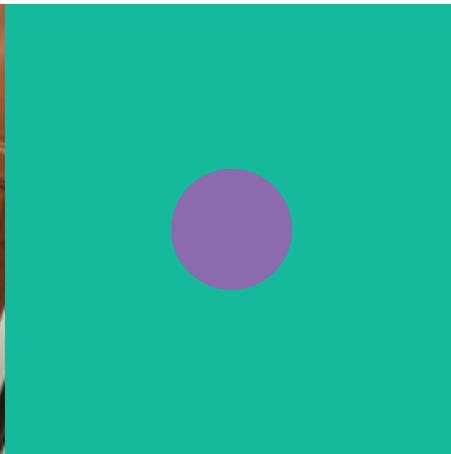
Santillana renewed, for a further year, its agreement with Tiflonexos, an organisation working to extend access to reading and to information for people with visual disabilities, in order to encourage their independence. Almost 8,500 users from 400 institutions benefit from this help.

## Business benefits from Santillana collaborating with NGOs

In 2018, we repeated our collaboration with different NGOs as suppliers of different proposals for business benefits aimed at our employees. This year, we worked with Fundación Si and Fundación Garrahan and the social organisation En Buenas Manos. In addition, Human Resources cooperated with Cáritas Argentina to promote the collection, by the publisher's employees, of toys and books to be donated to children with fewer resources, in a venture related to the celebration of the Day of the Child.

## Diversity and life in a school community

The series of workshops entitled “Diversidad y convivencia escolar” was aimed at primary and secondary students over the course of the school year to address subjects relating to handling emotions, violence, and its causes. During the sessions, participants focused on practical modules, such as breathing and relational exercises.



## Recycling paper and plastic lids

For the third year running, Santillana Argentina recycled paper and plastic lids that had been handed over to the Garrahan Hospital to be reused. In return, the hospital received money, supplies or other resources.

Con mucha alegría, te presentamos **CONCIENCIA, EL AGUA QUE NACIÓ PARA AYUDAR**

SANTILLANA, eligió el agua Conciencia para lanzar la semana de la salud, porque además de hacer bien ayudamos **DONANDO EL 50% DE LOS DIVIDENDOS** a Fundación Sí y Fundación Garrahan.

¡Disfrutá de la semana de la salud!



[www.tomaconciencia.com.ar](http://www.tomaconciencia.com.ar)

## 02/ Bolivia

### Bolivia Lee

Santillana collaborated in the “Bolivia Lee” campaign, promoted by the Ministry of Education to strengthen and increase reading opportunities for the population through the creation of community libraries, especially in the rural areas most in need.

## Awards for children’s and young people’s literature

Santillana published the award-winning children’s and young people’s literature texts in Bolivia. In 2018, the awards went to Rudy Terceros, who was given the National Children’s Literature Award for *Aventura en un pueblo perdido*, and César Leonardo Herrera, who won the National Young People’s Literature Award for *La Cruz de Jaén*.



## 03/ Brazil

### Reflections on Justice and Education

**T**offoli and Todos Pela Educação launched the book on public education *Reflexiones sobre la Justicia y la Educación*, a work that seeks to trigger debate on the role of the justice system in ensuring quality state education. Published by Editora Moderna, the book is a collection of texts by 12 authors.

### The *Educatrix* magazine

Biannual magazine *Educatrix* published its 15th issue in 2018. It offers a broad range of topics to discuss innovative educational trends and practices and share them with the teaching community, to contribute to building quality education. The publication is distributed free of charge to teachers in Brazil.







## 04/ Chile

### Cooperation with the Congress on Catholic Education

**T**he Congress on Catholic Education, organised by the Federation of Private Education Institutions (FIDE), took place on 12 and 13 September, and brought together nearly 800 headteachers and teachers from schools and religious congregations. The event was attended by the Chilean President, Sebastian Piñera, and the Education Minister, Marcela Cubillos. The theme of the congress was “La educación que queremos para el Chile que soñamos” (“The education we want for the Chile we dream about”). Representing the Fundación Santillana, Miguel Barrero offered a talk entitled “Aprendizaje para el siglo xxi, una aproximación” (“Learning for the 21st century, an approach”) accompanied by a practical workshop on the subject.

## Santillana Front Runners

The “Front Runners” events brought together the heads of educational establishments, who shared innovative and disruptive experiences in the field of education, and how to manage them, within an environment of trust where networking was encouraged.

Inaugurated by the Secretary General of the Inter-American Catholic Education Confederation (CIEC) and researcher into education and pedagogy, Óscar Pérez, with the theme “Claves para transformar la Escuela Católica” (“Keys to transforming Catholic schooling”), the events took place at Santillana Chile’s offices.

Over three days, the educational leaders invited to attend had the opportunity to reconsider education for the 21st century, reflect and debate on the proposals, and reach new conclusions.





## Campaign

### “¡Somos KiVa! Todos Contra el Bullying”

Santillana presented the prizes for the national “¡Somos KiVa! Todos Contra el Bullying” anti-bullying competition. The prizewinners were secondary school students from Escuela España in Vallenar, with their short film against bullying, and Karla Espinoza, a Year 5 primary-level student at Escuela Arturo Pérez Canto, also in Vallenar, for her short story *Trip y Sip: amigas por siempre*. The tale is based on her own personal experience of the bullying she suffered when her father died and how she coped with the situation.



## 05/ Guatemala

### Santillana Compartir educational gathering for teachers

**O**n 21 June, the Santillana Compartir Encuentro Educativo educational event took place, with the goal of providing teachers with tools they can use in their classrooms and in their teaching methodologies.

This year, the Proyecto Creativos Primaria was presented, regarding creativity at primary level, with two coaches participating as special guests. John Pulido gave a talk on learning to learn, entitled “Aprender a aprender, nuevo enfoque de los pilares de la educación”, and Marcela Garzón discussed the subject of new pedagogies as a learning model.



## 06/ Nicaragua

### Puentes Educativos: a contribution to children's wellbeing in Nicaragua

**I**n January 2018, Santillana began participating in the World Vision “Puentes Educativos” (“Educational Bridges”) programme in Nicaragua, which seeks to reduce child labour and foster equal opportunities in communities with limited economic resources.



## 07/ Costa Rica

### Equal opportunities

We cooperated with the CEBRA - CENAREC (production centre for educational materials using the Braille system) association on the delivery of education material for 1st to 6th grade of the TodosJuntos project and for English. The materials, which will be adapted to people with visual disabilities, will enable them to access information and education.

### Protecting the environment

As an in-house campaign, we encouraged recycling and reusing materials within the Santillana community in Costa Rica.

## Social aid for Costa Rican children

In 2018, Santillana once again supported the campaign to collect toys and books for the Christmas fair organised by the Asociación Obras de Espíritu Santo, with book donations to educational establishments with a high

## 08/ Panama

### Support for education

Donation of texts to educational establishments for students with limited economic resources in Panama.

## 09/ Colombia

### 3rd Private Education National Meeting

**T**he third Private Education National Meeting, aimed at deans and heads of private schools, made possible the creation of a space for training and encounters between educational leaders at a national level.

The event revealed different views of trends, challenges and issues that are currently affecting private education, from the perspective of managing successful experiences, within the framework of the policies of the Ministry of National Education.







## National Congress: Education for a changing world SET 21

The National Congress “Educación para un mundo cambiante” (“Education for a changing world”) opened a space for dialogue around the challenges set by the 21st century in education for children and young people. The event welcomed experts such as Carlos Magro, Carlos Andrés Peñas, José Marino Gallego and Manuela Lara, who emphasised the changing landscape of the reality of education.

## Fourth Compartir Leadership Congress

The fourth Compartir Leadership Congress was organised by Santillana Colombia at the Panamá Hotel Decamerón Golf Beach Resort, where 300 professionals gathered from 2-4 August to discuss the change in education. It was stressed that innovation in curriculum is a dynamic process that seeks to strategically improve education for the students at schools.





## Santillana Plus 2018 Forum

The Santillana Plus forums were created to be spaces for debate to reach the most vulnerable areas and offer valuable training free of charge to all the educational communities in Colombia. Relayed by Facebook, participants in the forums include major national and international specialists, and the forums offer debate, training and tools regarding significant current issues and new trends in education.

This year, we welcomed speakers such as Alfredo Hernando Calvo, an expert in innovative practices; Carlos Magro, an expert in educational innovation; Carlos Llorente, an expert in managing change and managing education; Lucas Malaisi, an expert in emotional education; and Isauro Blanco, educational psychologist, among others.

## Santillana Digital Café

In 2018, Santillana held its second digital café event, #CaféDigitalSantillana, at which leading experts from the education, business and institutional sectors and from the media spoke about developing skills and the challenge this represents for the country. On this occasion, we were joined by representatives from entities such as ICFES, the Ministry of National Education, Fundación SIGE, Universidad Jorge Tadeo Lozano, Agencia de Noticias Reporteros Asociados del Mundo and *El Tiempo*.

Relayed by Facebook Live to every part of Colombia, the meeting expanded the panorama regarding standardised assessments, such as PISA tests. The key conclusion was that the goal of education is to prepare for life, not for tests.





## Pisa for Schools

This is an educational programme developed by the Organisation for Economic Co-operation and Development (OECD) and adopted by the ICFES for Colombia.

This programme makes it possible to assess and determine the quality of learning and the overall position of the students; that is, to ascertain accurately how they are being made ready to face global challenges. With the information that has been gathered, an analysis is completed of strengths and weaknesses, and action plans are created to provide education for the global era.

Colombia is the first Latin American country to apply this test, which until that point had only been conducted in the USA, the UK and Spain.



## *Habilidades 21 book*

More than 1,500 copies of the book *Habilidades 21*, written by educational expert Carlos Magro and published by Santillana, were sent to deans and heads of institutions around the country. The book offers different tools and guidelines to put into practice in the educational field.

## *Ruta Maestra*

The journal *Ruta Maestra* is published and distributed quarterly. It specialises in education, with articles related to the educational community and its members.



## 10/ Spain

### Competition consisting of a modern reading of the classics

The School Reading Competition, in which secondary school and Baccalaureate level children from different schools in the Madrid autonomous region record and publish their own reading, was recognised by Santillana and the Madrid Publishing Association. The “Una lectura actual de los clásicos” (“A modern reading of the classics”) competition aims to foster reading among young people in the Madrid region.

### “¡Grandes Profes!”

“¡Grandes Profes! 2018”, an exceptional event for the educational community that aspires to inspire and motivate teachers, confirmed its success with record high participation. Over 1,700 teachers were eager to attend this encounter in 2018, organised by Fundación Atresmedia, with Santillana and Samsung. Curiosity was the subject that inspired the 5th edition of this special event whose hashtag (#GrandesProfes) was a trending topic in Spain during the morning the event took place.

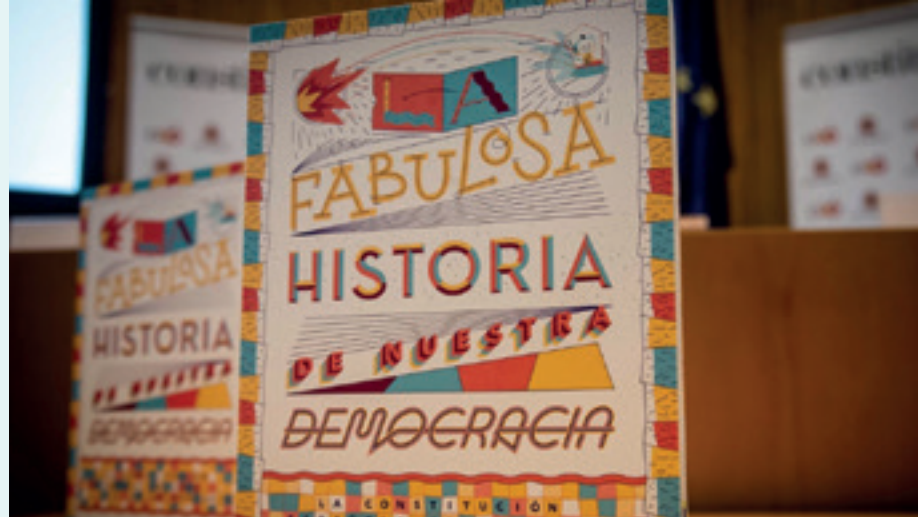


### Yo hago mi papel

With the slogan “Yo hago mi papel” (a play on words to mean both “I play my role” and “I make my paper”), Santillana implemented an educational project throughout Spain to generate environmental awareness among children. A total of 20,000 classrooms and more than 300,000 pupils aged between 3 and 7 learnt the rules of the three R’s for the environment (Reduce, Reuse, and Recycle) by making their own recycled paper, thanks to paper books.

Last year, infant and primary schools throughout the country received their “Yo hago mi papel” teaching kits (published in the different regional languages) with explanations about the paper recycling process. Teachers were invited to participate by sharing their experience on the Santillana e-vocación loyalty portal.





## “Lección de Paz” Campaign

The Colegio Luis Palacios primary school in Valdepeñas (Ciudad Real) won the first “Lecciones de Paz” National Award from Santillana in a competition in which teachers from around the country at all educational levels were encouraged to give a lesson on peace that was related to their subject. The prize consisted of a diploma, a trophy and a donation from Santillana of 3,000 euros to an NGO chosen by the winners.

The work created at the Valdepeñas school was a lip dub video commemorating Peace Day, as they had **participated** in previous editions.

The video showcased the cross-cutting theme of developing values such as peace, harmony, fraternity, solidarity, integration, normalisation, friendship, respect, accepting differences and inclusion, among many others, and the video’s own slogan reflected this, stating that in the sea of life, there is room for everyone.

## *La fabulosa historia de nuestra democracia*

The Speaker of the Spanish Parliament, Ana Pastor, presented the book *La fabulosa historia de nuestra democracia*, published by Santillana in collaboration with the Spanish Parliament, on the occasion of the activities organised to celebrate the 40th anniversary of the Constitution.

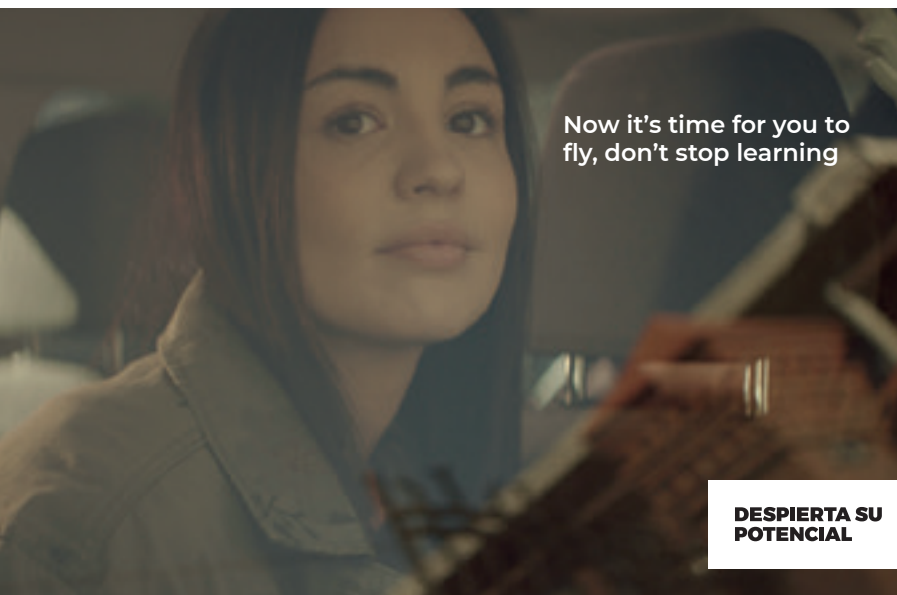
The work is a selection of events, protagonists and data that explain to children how the Constitution came into being and how Spain has changed over the past 40 years.

## Young people’s literature events Loqueleo

During Book Week, an event focusing on young people’s literature was held with Loqueleo and the presence of three of its great authors (Rosa María Huertas, Alfredo Gómez Cerdá and Santiago García-Clairac), who spoke about the value of freedom and of dreams as opposed to violence and repression.

## Don't stop learning

Santillana launched a communication campaign targeting the general public, to highlight the value of effort and the importance of learning in the personal and professional development of students. This corporate activity to awaken the potential of students was viewed more than 140,000 times.



## Compartir en Familia

Santillana has created an informative website focusing on children's education at home with specific social action campaigns for a better future for the country. Compartir en Familia (Sharing as a Family) is a reference website for families who want to know more about their children's education.





## 11/ Mexico

### Seminar to develop socio-emotional abilities

A seminar entitled “Las habilidades socioemocionales en el marco del modelo educativo” was held to address how developing social-emotional abilities is becoming a major factor in educating happy, determined, creative students, who show perseverance and resilience in the face of the world ahead of them.

With this vision, on 14 March Santillana brought together major experts to provide teachers and heads with the knowledge they need to be ready and supported in developing social-emotional abilities in their daily lives.



## Educational Model Symposium

Mexico held the Educational Model Symposium to address the challenges facing primary education in the face of an increasingly daunting educational model.

The event took place on 3 May at the Sheraton María Isabel Hotel in Mexico City and welcomed educational authorities from the Mexican states. It also included a forum on the 21 skills for educational autonomy. Specialist guests Carlos Magro, Miguel Barrero, Guadalupe Sevilla and Carlos Becerril, introduced by Antonio Moreno, led the tour through the tools provided for students by SET 21.





## 12/ Peru

### International Congress Santillana

Santillana Perú brought together nearly 900 teachers during the 8th Santillana International Congress, “Transformando la escuela hacia el futuro” (“Transforming schooling into the future”), held on 14 June to address the challenges education is facing with regard to social and technological changes, and communicate to participants the importance of their role as leaders in transforming education.



Santillana /

## A wander through...

Unesco organised the roundtable “Educación Patrimonial para niños y niñas del Perú” (“Heritage education for Peruvian boys and girls”), where publications were presented that sought to establish a dialogue between the different cultures in Peru and highlight the value of women as agents for social change, including the collection *Un paseo por...* from Santillana and local governments.



## We live education together

With the slogan “Juntos vivimos la educación”, (“We live education together”), Santillana sponsored the 31st National Catholic Education Convention in Ica, organised by the Catholic Educational Establishment Consortium, with the goal of promoting each educational establishment’s commitment to generating change. Miguel Barrero, the Director of Education for Fundación Santillana, gave a talk on “Hacia una tecnología que humaniza” (“Working towards technology that humanises”).



## 13/ Venezuela

### Repaveca

Venezuela continues to promote paper recycling through Repaveca, a company that buys the paper collected by the employees at Santillana's headquarters. A total of 342 kg of paper was collected to be recycled in 2017, which made it possible to save 2,394 litres of water, 2,052 Kwh of energy and six trees.

### 6th Pastoral Pedagogical Congress of the Venezuelan Catholic Education Association (AVEC)

Santillana participated in the 6th Pastoral Pedagogical Congress of the Venezuelan Catholic Education Association (AVEC), providing two workshops given by our facilitators, materials for the attendees (700 folders and 5 kits to be raffled), logistic support and the link for an important radio interview.

The purpose of the congress was to generate a space for reflection to tailor educational practice with audacity, an innovative approach and evangelising commitment, taking into account the current reality of the country, new trends and the challenges that are transforming the education of tomorrow.

### Collaboration with the 10th Private Education Meeting

Santillana collaborated with the 10th Private Education Meeting/12th National Assembly of the National Association of Private Education Establishments (ANDIEP) through the participation of the speaker Arnaldo Esté (a researcher at the Universidad Central de Venezuela and one of Santillana's contributors), as well as, folders and bibliographical materials for attendees.

# EARTH HOUR

Once again this year Santillana met the challenge of Earth Hour.

For the 10th year, Santillana joined the biggest global action campaign against climate change, **Earth Hour**. Through our websites for teachers and social media profiles, we spread the message to raise awareness among our employees, customers and readers, and encourage them to turn off their lights for one hour, a symbolic gesture made by citizens around the world each year, as well as numerous companies and public institutions.

The slogan last year was “Yo apago por” (#YoApagoPor). **WWF** wants it to be us who become aware and take responsibility in the face of the need to protect our environment, and for us to choose a personal Promise for the Planet.







# CORPORATE GOVERNANCE

**O**ur Good Governance Policy sets out the principles that direct company management.

As regards regulatory compliance, Santillana is linked to the Ethical Code and general policies of the PRISA Group. Good governance practices are deemed an integral part of our governance policy and constitute the framework of our Corporate Social Responsibility actions, a sphere in which we continue to increase the scope and impact of our activity.

Furthermore, as a part of PRISA, the Internal Code of Conduct on Matters Relating to the Securities Market is also applicable to Santillana.

The Board of Santillana has established two committees, the Audit Committee and the Nomination and Remuneration Committee; these contribute to strengthening the work dynamic of the Board of Directors in its role of monitoring management of the company.

Within the framework of the new regulatory requirements, Santillana has continued to strengthen the regulatory compliance structure it has been developing over the last few years through the Compliance Unit in Spain, which supervises the operation and compliance of the group's crime prevention model, as well as promoting ethical behaviour among employees and compliance with current legislation.



This collegial body, with autonomous powers for monitoring and initiative, reports to the Board of Directors and is accountable at a hierarchical level to the Audit Committee and at a functional level to the PRISA Compliance Unit. Since 2016, it has intensified its efforts through the creation of the Compliance Units in Brazil (2016) and Mexico (2017); the implementation of the Compliance Unit in Colombia is scheduled for 2019.

Another of the Compliance Unit's functions is to monitor compliance with the legislation applicable to the Group's activities and with the organisation's internal regulations in all Santillana's companies in any geographic area.

It has a number of local compliance mailboxes for receiving, retaining and processing any reports of irregularities or non-compliance of both external and internal rules and regulations as regards aspects that affect the Group, its employees or activities, and a reporting channel for third parties, all of which are confidential.

As regards the publishing area, the content published by Santillana around the world is determined by the curricula the government or administration of each country determines for each school year and subject. Several global, national and corporate committees in each country supervise the decisions referring to the construction of the publishing process and the content to be published, with all the drafting, production and illustration details.



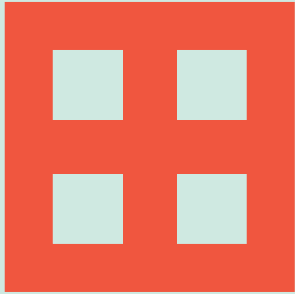
07 /

For 40 years, Fundación Santillana has been supporting the dissemination and social appropriation of education as a positive value for human and social development.

**Fundación  
Santillana**

**2019**





# EDUCATION

# / 01

## 13th Latin American Education Forum “Habilidades del siglo XXI. Cuando el futuro es hoy”

On 27 June, almost 500 teachers, leaders and national and international specialists participated in the 13th Latin American Education Forum, with the slogan “Habilidades del siglo XXI. Cuando el futuro es hoy” (“21st Century Skills. When the future is today”).

The discussion of 21st century skills was based on a document prepared and presented by Mariana Maggio, who invited attendees to reflect on which skills would be the most useful ones for students when they leave the educational system and search for the best job and life opportunities.

The forum is a space to reflect on and debate the current educational system, policies and the pedagogical challenges presented in it. Each year a relevant theme is selected for the national and regional political agenda, and a baseline document is published that will be discussed during face-to-face sessions.

**ARGENTINA. Buenos Aires, 27 June**

## Working sessions on educational inclusion and skills for the 21st century

In collaboration with the Department of Education and Culture of the Principality of Asturias and Universidad de Oviedo

The main purpose of these working sessions was to trigger reflections, discover innovative projects and identify and share successful experiences, in short, to create and pool educational knowledge to address the challenges of inclusion and the development of the new skills required by a constantly changing society.

SPAIN. Gijón, 26 and 27 February

## Regional Meeting of Ministers on Skills in Ibero-America

With the support of the OECD, the Brazilian Ministry of Education and the Ibero-American General Secretariat (SEGIB)

The aim of the meeting was to tackle educational policy issues, which are key for the region, through analysis of the latest PISA results. PISA is an institution/programme that assesses to what extent 15-year-old students, who are about to exit compulsory education, have acquired the essential abilities and skills for full participation in modern societies. The assessment focuses on the basic school subjects of science, reading and mathematics.

The meeting was attended by representatives from 13 countries: Argentina, Brazil, Chile, Colombia, Ecuador, Spain, Guatemala, Mexico, Panama, Paraguay, Peru, Portugal and Uruguay.

BRAZIL. São Paulo, 19 and 20 February

## The 2018 Vivalectura Award

In Ministry of Education of the Nation and the Organización de Estados Iberoamericanos para la Educación, la Ciencia y la Cultura (OEI, the Organization of Ibero-American States for Education, Science and Culture)

The Vivalectura Awards aims to stimulate, foster and pay tribute to the most outstanding experiences of promoting reading in different social spaces.

This edition has a record number of entries, with a total of 668 registrations and 411 projects received. The award was given as part of the 44th Buenos Aires International Book Fair in 2018.

ARGENTINA. Buenos Aires, 10 May

## Presentation of the book *Reflexiones sobre Justiça e Educação*

In collaboration with Todos por la Educación and Editora Moderna

The Todos por la Educación (All for Education) movement and Editora Moderna launched the publication *Reflections on Justice and Education* on Wednesday, 18 April, at the headquarters of the Federal Supreme Court (STF), in Brasilia. This work is the continuation of a debate that began in 2013, which resulted in the book *Justicia por la Calidad en la Educación* (Justice for Quality in Education), reaffirming the commitment to broadening the discussions on the role of the Justice system in guaranteeing the right to quality state education.

BRAZIL. Brasilia, 18 April







“Society wants to know how to build a quality 21st-century school system”

## Together with the OECD and Fundación Telefónica

Fundación Santillana published, in Spanish, *Primera clase. Cómo construir una escuela de calidad para el siglo XXI*, by Andreas Schleicher, the director of Education of the OECD and the precursor of the PISA tests.

What was schooling like in the past and what will it be like in the future? What characteristics do successful educational systems have to have? What myths hinder educational improvement? What should teachers be like? What do countries like Finland, Canada and Singapore have at an educational level that the rest do not? What do PISA tests contribute?

The presentation took place on Tuesday 9 October at the Espacio Telefónica venue and was moderated by the journalists Berna González Harbour and Jesús Cintora.

The book is the result of observing the educational systems of more than 70 countries, supporting ministers and educational leaders in defining progressive educational practices and policies, as well as the conviction that educational systems can change and improve if we understand educational reform as a science.

SPAIN. Madrid, 9 October

## CULTURE

# / 02

### The forums for the culture area of Fundación Santillana

**T**he academic activity of the Master's on Governance and Human Rights, of the Jesús de Polanco Chair for Ibero-American Studies, created by Fundación Santillana and Universidad Autónoma de Madrid, is one of the most dynamic activities on campus, and the Master's with the largest number of students registered, many of whom are Ibero-American. The inauguration of the academic year and the diploma-giving ceremony are key institutional events on the university calendar.

The **Red de Industrias Creativas** (the Creative Industries Network, with the Spanish acronym RIC), which develops several training courses each year, is a business laboratory in which young entrepreneurs in the cultural industry learn to develop their capacity to innovate and acquire new competitive skills.

The meeting with investors from the creative industry, the advisory sessions and the collaborative network organised by the RIC constitute a benchmark model in the development of the sector.

Using external collaborations and funds, the Culture area of the Fundación Santillana develops four of its main programmes: the 2nd Philosophy Festival, the Formentor Literary Conversations, the Cultural Journalism Congress and the Cultural Industries Forum.

The **Cultural Industries Forum** is a meeting point for professionals and experts who address and analyse the challenges of the cultural sector. Specialised reports have been published as a complementary activity of the forum, which this year celebrated its 10th edition, and with it the conclusion of a programme that has completed its journey and met its expectations.

The **Formentor Literary Conversations**, which celebrated its 11th edition, brought together writers, publishers, critics and teachers, thus prolonging the legendary meetings of 1960. With these 11 editions, Formentor has become a benchmark festival among the European continent's literary events. The collaboration with the Guadalajara International Book Fair, which began in 2016, enables us to present our programmes and reinforce the international outreach of the Formentor Conversations.

The **Cultural Journalism Congress**, which carries on from the Cultural Journalism Seminar organised by the foundation as a summer course at Universidad Internacional Menéndez Pelayo (UIMP), brings together professionals from the press, radio, television and digital media who are responsible for preparing Spanish cultural information. With experts invited to debate current issues, the professionals present address the innovations in a media sector that is highly influential in Spanish cultural life.

The content of the edition devoted to the use and abuse of social media were collected in a book published by the Jot Down magazine and will be presented in different cities over the course of the year. The Santander City Council and Fundación Botín sponsor the meeting.

The **2nd Philosophy Festival** was held in conjunction with the Madrid City Council and Universidad Complutense de Madrid in the municipal library network. Philosophers and essayists participated in the debates and public discussions. Public attendance levels confirmed the importance of philosophy as a space for civic reflection. The third edition of the festival will be extended in 2019 following the model of the edition that took place in Malaga in 2017.



Master's degree in Governance  
and Human Rights.  
Graduation ceremony

### With the Jesús de Polanco Chair for Ibero-American Studies (OEI)

The academic diploma award ceremony for the seventh year of the Master's degree, with 62 students, was presided over by Ignacio Polanco, President of Fundación Santillana; Juan Luis Cebrián, President of El País; the Chancellor of Universidad Autónoma de Madrid, Rafael Garesse Alarcón; Yolanda Valdeolivas, Dean of the Faculty of Law; and the co-director of the Master's course and senior lecturer in Constitutional Law, Antonio Rovira.

Daño Villanueva, director of the Real Academia Española, was the special guest who gave the keynote speech at the diploma ceremony, with a talk entitled "Lenguaje, posverdad y corrección política" ("Language, post-truth and political correctness").

SPAIN. Madrid, 14 March

Creative Industry Network.  
Business laboratory

### With the Istituto Europeo di Design (IED) in Madrid

More than 120 companies have already been through its consultancy programme, which attained its eighth edition in the second half of 2018, and all of these highlighted the transformational effect of this experience. The RIC brings together companies, professionals and institutions from different countries: Spain, Costa Rica, Peru, Brazil, Colombia, Argentina, Chile, Venezuela, France and Italy. The aim is to build up a network of alliances committed to developing the creating industry in Spanish.

The RIC focuses its efforts on helping entrepreneurs and freelancers in the Spanish-language cultural and creative sector to grow, using new business management methodology based on strategic design.

SPAIN. Madrid, 18 April





The Cultural Journalism Congress. “El linchamiento digital. Acoso, difamación y censura en las redes sociales”. (“Digital lynching. Harassment, defamation and censure on social media”).

### With Fundación Botín and the Santander City Council

The fourth edition of this congress, held at the Botín Centre, was devoted to social media and its perverse effect in our democracies due to the anonymous machinery of censure, harassment and defamation. In addition to assessing the spreading of habits instigated by hostility and belligerence, the congress analysed to what extent the threat of scandal alters the behaviour of journalists, how they abandon certain subjects in order to avoid the wrath of the masses or choose others to win their favour.

This professional congress welcomed the participation of 53 journalists from around 30 of the main publications in the country, who reflected on digital lynching, harassment, defamation and censure on social media.

SPAIN. Santander, 25, 26 and 27 April

### Fomentor Literary Conversations “Vírgenes, diosas y hechiceras”

#### With the Barceló Formentor Hotel

“Vírgenes, diosas y hechiceras. Drama y comedia del femenino literario” (“Virgins, goddesses and enchantresses. Drama and comedy of women in literature”) was discussed before a large, attentive audience of avid readers. Writers commented on their favourite books and shared, during a relaxed conversation, the art of interpreting the great literary, poetic and philosophical texts.

Over 11 editions, the Formentor Literary Conversations have achieved an outstanding level of fame and influence in the context of Spanish Arts. Since 2008, over 240 writers, editors and critics have passed through the gardens of the Barceló Formentor Hotel to participate in a conversation that explores the extensive horizons of the universal library. The Formentor Arts Award is given on the same date as the Conversations; in 2018, it was awarded to Romanian writer Mircea Cărtărescu.

SPAIN. Mallorca, 28, 29 and 30 September

## Investors Forum of the Red de Industrias Creativas (RIC)

### With the Istituto Europeo di Design (IED) in Madrid

The success of the first edition guaranteed its continuity in the second edition of the Investors Forum of the RIC (Red de Industrias Creativas, or Creative Industries Network), which was launched with the goal of facilitating the relationship between entrepreneurs, business people and investors, in order to promote, foster and give impetus to investment in the creative industry. Around 50 entries for projects and companies in the creative sector were received, of which 10 were selected to put forward their proposals in the forum. A platform to teach children to read and write through playing (MyABCKit), software to provide subtitles in theatres (Aptent) and an app for professionals in the music industry (SoundsLikeMarket) were some of the participants.

These projects were put to 16 investors, including ENISA, Swanlaab, CREAS and ViCe LLP Foundation, and also business angels like Jesús Alonso Gallo and Antonio Fontanini.

Participation in the forum is free of charge. The chosen projects had access to a programme for training and meetings prior to the forum in order to strengthen their business projects before presenting them to the investors.

SPAIN. Madrid, 18 October

## 2nd Philosophy Festival. “Hedonists versus Puritans”

With the Madrid City Council  
and the Philosophy and Society  
Department of Universidad  
Complutense de Madrid

The philosophers invited to this, the second edition of the Philosophy Festival, held in Madrid, discussed the factors that dictate the evolution of politics, science, art, feminism and nationalism. The academic tradition of philosophy thus regained the spirit of its origins: refining the discursive, conceptual and linguistic qualities that enable human beings to understand the meaning of existence and skilfully demonstrate the intellectual abilities of a shared life.

Five weeks and six meetings: Hedonists against Puritans; #Metoo Americans against French libertines; the industry of illness against the craft of health; Europe challenge; economism against humanism; censure versus imagination.

The festival upheld its nomadic spirit within the city, with events taking place at many different venues, including the cultural centres CentroCentro (headquarters of the Madrid City Council), Albergue San Fermín (Usera), Biblioteca Pública Municipal José Hierro (San Blas-Canillejas), Biblioteca Ángel González (Aluche) and Centro Cultural Lope de Vega, with the support of the Librería Muga bookshop (Vallecas).

SPAIN. Madrid, 14 October to 17 November



## 10th Cultural Industries Forum. “Los alcaldes y las ciudades culturales”

### With Fundación Alternativas

What are the characteristics of a decentralised governance system for culture? In Spain, culture is managed at a territorial level, with autonomous regions, regional and local authorities having specific competences. 2018 saw the 40-year anniversary of this type of management of culture, and its contribution to the country's civil and economic development. The 10th Cultural Industries Forum gave an overview of this territory-based cultural planning model and compared it to other decentralised governance models such as those used in Canada and Germany, with the aim of identifying points that could help to optimise how culture is governed in Spain.

The 10th Cultural Industries Forum consisted, firstly, of showcasing the experiences and reflections of experts on cultural policy issues in Canada, Germany and Spain. Secondly, it involved participation by members of the different Spanish political forces, who showcased/ shared their deliberations and proposals regarding management of culture at a territorial level.

On its 10th anniversary, the Cultural Industries Forum maintained the spirit of its previous editions, offering useful answers to the most recent and urgent dilemmas of the cultural sector.

SPAIN. Santander, 25, 26 and 27 April





signed  
recently

Agreement with the Philosophy and Society Department of the Faculty of Philosophy of the Universidad Complutense de Madrid to put on the 2nd Philosophy Festival in Madrid.

Protocol for collaboration with the Madrid City Council to carry out activities to foster reading and research.



**Each journey is  
unique.  
So is each pupil.**





08 /

Each year, we draw up a long list of initiatives and projects that we implement with each of our stakeholders.

# Stakeholders

2019





# STAKEHOLDERS



01

## COMPETITORS AND SECTOR ASSOCIATIONS

Publishing trade  
associations, book  
associations



02

## CUSTOMERS AND CONSUMERS

Pupils, teachers, families,  
schools, readers and  
bookshops

03

## SUPPLIERS

Technological,  
content, marketing



04

## GOVERNMENTS AND PUBLIC ADMINISTRATIONS

Legislators, authorities

05

## MEDIA

Opinion leaders, social networks

07

## EMPLOYEES

Trade union committees



06

## EDUCATIONAL AND CULTURAL INSTITUTIONS

NGOs, cultural centres, schools and universities, religious groups, libraries, educational employers and trade union associations, student-parent associations

09

## PARTNERS, SHAREHOLDERS AND FINANCIAL INSTITUTIONS

08

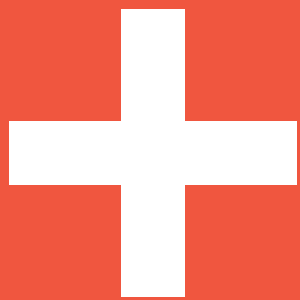
## AUTHORS

09 /

A look at our strategic our strategic alliances, brands and products, with information about our projects and much more.

Other  
data

2019





# / 01

## STRATEGIC ALLIANCES

At Santillana we know it is our obligation to be a sustainable company that generates value and economic and social balance, and this requires us to be more transparent with citizens and with all our contributors, suppliers and allies. We seek intersectoral cooperation models with companies and public entities, international bodies and educational institutions to achieve sustainable development.









# / 02

## INTERNATIONAL BODIES



The agreement entered into between Fundación Santillana and the Organization for Economic Cooperation and Development (OECD, or OCDE under its Spanish acronym) enables Fundación Santillana to participate in translating, publishing and disseminating throughout Latin America and Spain, the educational reports and appraisals of learning and competences in both Spanish and Portuguese, whether in printed or digital format, created by the OECD, in an agreement covering the next five years.



Collaboration agreement on the subject of educational cooperation between Fundación Santillana and the Spanish Agency for International Cooperation for Development (AECID) with the common goal of a qualitative improvement in education and, in particular, of reinforcing school leadership in order to have more qualified leaders and thus achieve more efficient and effective schools in Ibero-America. Fundación Santillana participated in the Board for the Sectoral Coordination of Education, organised by the General Secretariat for International Cooperation for Development (SGCID) and AECID.



Agreement signed between the Inter-American Development Bank (IADB, or BID under its Spanish acronym) and Fundación Santillana with the goal of developing activities designed to contribute to improving the quality of education in Latin America and increasing competitiveness and development in its regions. Furthermore, Fundación Santillana participates in the Inter-American Awards organised by Fundación Alas and the Inter-American Development Bank to identify, acknowledge and disseminate successful Latin American educational initiatives.



Collaboration agreement between Fundación Santillana and Fundación Telefónica, which focuses particularly on pedagogical and methodological change processes triggered by the use of technology in education, as well as on strengthening qualified school leadership. The territorial scope of the agreement consists of Spain and all the Latin American countries in which both institutions have headquarters and operations.



Secretaría General Iberoamericana  
Secretaria-Geral Ibero-Americana

Fundación Santillana and the Ibero-American General Secretariat organise and participate together in forums and conferences in Spain and Latin America. They also participate in preparing cultural and educational projects and initiatives for cooperation and social action.



Fundación Global Democracia y Desarrollo (FUNGLODE) and Fundación Santillana signed an educational collaboration agreement with a view to formulating public policies designed to contribute to obtaining better results in the field of education. The aim of this agreement is to exchange information, produce and disseminate reports and hold seminars, conferences and other, similar activities.



IGEP (the International Group of Educational Publishers) is a forum created at all levels. The members are renowned publishers of dictionaries and materials for teaching and learning in Western Europe. IGEP aims to:

- Promote cooperation on a bilateral or multilateral level in all fields, including copublishing, production and management.
- Continuously analyse significant publishing parameters like production costs, illustration costs, market research, marketing costs, financial results and others through the active participation of all members.
- Monitor trends on the international publishing scene, including new technologies, curriculum developments, EC initiatives, new markets, etc.



The OIJ (the International Youth Organisation for Ibero-America) and Fundación Santillana signed a collaboration agreement containing commitments to improving opportunities for young people in Ibero-America. Both institutions agreed to boost and promote deployment of cultural, educational and entrepreneurial initiatives, from a perspective that enables the sharing of information and knowledge, as well as encouraging participation by young people in the region.



Alliance entered into with the Regional Education Office for Latin America and the Caribbean (OREALC). OREALC-UNESCO Santiago provides advice and technical assistance for the UNOi System and Santillana Compartir. It also participates in other activities organised by Santillana.



## / 03

## COMPANIES



With the technological company Knewton, a leader in adaptive learning, Santillana creates digital materials that enable the schooling of primary and secondary students to be personalised.



The strategic alliance with Lexium makes it possible to assess and diagnose the learning potential of pupils using UNOi in Mexico and Colombia, with the goal of training and developing the skills and abilities that play a part in the learning process.



Framework agreement between HP and Santillana to develop, promote and implement solutions together that foster the use of technology and digital content in education.



Neoris provides software development and maintenance services, collaborating in a key manner in educational platforms (Aprendizaje eficaz) learning analysis projects (Learning Dashboard) and communication portals (Compartir en Familia).



The agreement between ETS and Santillana makes it possible to provide teaching and assessment for English for the UNOi System, Santillana Compartir, Richmond and Richmond Solution. It includes the TOEFL® Primary™ and TOEFL® Junior™ examinations and interactive tools on multiple platforms, including tablets.



Agreement for assigning iPads at schools that use the UNOi System.



The alliance with Discovery Education makes it possible to provide the UNOi System in Mexico with digital content, in order to add value to the educational provision with learning assets in video format.



Technological ally for improving Santillana's operations through global implementation projects for Microsoft Dynamics CRM and the use of analytical intelligence tools such as Microsoft BI and Power BI.



An agreement to socially acknowledge the role of the teacher through the ¡Grandes profes! event, in which tribute is paid to teachers and their projects and initiatives, showcasing educational success from their attitudes and results.



Framework agreement signed between PRISA and the World Wildlife Fund (WWF) for the dissemination of the "Earth Hour" campaign. Thanks to the support of Santillana, this initiative is communicated to the educational institutions in all the countries where the publisher operates.



With Epson, innovation in education has been boosted through two lines of collaboration in Latin America :

- In the case of Santillana Compartir and the UNOi System, Epson is the exclusive strategic partner for equipping classrooms with projectors.
- For the commercialisation of interactive projectors aimed at the education sector, Epson includes by default in all its equipment the licence for "Saber y Más". Developed by Santillana, this product offers schools more than 100,000 items of interactive content, as well as tools to promote new ways to learn in the classroom.



Agreement entered into with PRISA that includes access to the basic Getty Images catalogue for all the Group's companies.



The agreement with Habilmind makes it possible to include in the UNOi, Santillana Compartir and conventional market schools a platform to assess and discover the development level of all the factors that impact the learning of pupils aged from 3 to 18. The platform offers different online tests and automatically generates both individual and group reports with the results of the diagnostic tests.

This platform is offered independently or as part of the LOGROS platform.



Collaboration to develop the learning management system (LMS) already introduced in 16 countries in the UNOi System and Santillana Compartir. We cooperate with NETEX to prepare latest-generation digital learning content.



Through the agreement with BQ, pedagogic experiences are prepared around the areas of programming, robotics and 3D printing.



Through this agreement, the UNOi, Santillana Compartir and conventional market schools have access to the English Attack! English learning platform with the aim of improving English levels through entertainment.



Cloud hosting services for the entire Santillana digital system.



In Mexico and Brazil, Santillana Compartir has reached an agreement with Google to offer an additional solution at secondary schooling level. The Google pack includes Chromebook devices, use of Google (G Suite) tools and academic support.



Santillana is also a member of W3C, whose mission is to develop protocols and guidelines designed to lead to optimum growth of the Web in the long term through open standards, accessibility and the participation and consensus of all members of the consortium (Cisco, IBM, Google and Microsoft, among others) when designing and implementing a “Web for All” and a “Web on Everything”.



Contract through which Everis takes on the functions of consultancy, infrastructure management and project maintenance within the framework of the UNOi System and Santillana Compartir, as well as the development and ongoing maintenance of the “Saber y Más” and WICCO, projects and the implementation of global CRM.



The agreement with myON enables the UNOi, Santillana Compartir and conventional market schools to access a comprehensive literacy programme with an extensive library of graded reading in English, from infant to secondary level. The programme also includes tests at the end of each read to assess the user’s reading skills. Based on the results of these tests, the teacher can assign reading and/or activities to pupils according to their level.



Santillana became a member of Edutech Cluster in December. This association of 70 education and technology companies aims to revitalise and find synergies in the school market.



IMS is an international non-profit organisation, made up of the main players in the technology and education sector. Its inclusion as a partner in this body enables Santillana to participate in the main technological standardisation forums in the education sector, and is a necessary step to ensure quality in integrating our products with the other solutions in the market.



Santillana Compartir in Brazil relies on Acer as a partner to include Chromebooks as a device option in its comprehensive classroom equipment solution.





# / 04

## UNIVERSITIES AND EDUCATIONAL INSTITUTIONS



Fundacion General of the Universidad de Alcalá, and Bejob, in their shared purpose of fostering, disseminating and applying knowledge, have made an agreement through which the Fundación certifies the various training courses developed by Bejob.

Agreement of understanding and collaboration with regard to educational information, knowledge and research with Universidad del Desarrollo Empresarial y Pedagógico (UNIVDEP) of Mexico, with the objective of creating and implementing a stable strategy of information and collaboration defined jointly by the two institutions, to become the leading entities for consultation and preparing proposals for education.



Universidad Anáhuac México Norte and Fundación Santillana signed an academic cooperation and collaboration agreement that aims to create a chair for research on digital skills.



Agreement with the Ministry of Education, Culture and Sport with the goal of establishing an area of collaboration between Fundación Santillana and the General Directorate for Cultural and Book Industries, as part of the Ibero-American Festival of Children's and Young People's Literature, in fulfilment of activity 1.1.1 of the 2017-2020 Plan for Fostering Reading: "support of book fairs, exhibitions and literary events".



Santillana and Pontificia Universidad Javeriana have created a Pedagogic Training Centre that delivers several diploma courses relating to Education Sciences.



Memorandum of understanding whose purpose is to jointly formulate and develop a programme to strengthen school leadership and qualify the leaders of educational centres, institutions and projects, undertaken in conjunction with Universidad de Panamá.



Agreement that fosters the learning experience and the professional development of teachers and pupils.



GOBIERNO DEL  
PRINCIPADO DE ASTURIAS

The Department of Education and Culture of the Principality of Asturias, the University of Oviedo and Fundación Santillana signed a collaboration protocol with the purpose of promoting research, exchanging experiences and preparing innovative educational proposals.

Thanks to this agreement, it was possible to develop and apply in the Principality the skills defined by UNESCO for the 21st century: an uncertain outlook in which value will be placed not so much on what our students know but on what they are able to do with their knowledge, where we do not know today what most jobs will be like or what will be required to perform them.

# / 05

## MINISTRIES AND GOVERNMENTAL EDUCATIONAL INSTITUTIONS

Fundación Santillana and Santillana, through trade associations, has transparent and open relationships with ministries of education and the public administrations who are responsible for educational and curricular policies, as well as with the other companies in the sector. Different activities are regularly carried out at the company, including forums, congresses and seminars in which reports, studies and innovative initiatives are explained and exchanges of information are promoted about these, in addition to educational debates. Competitions are encouraged around schooling experiences, good teaching practices and projects for improving educational quality on equitable terms. The process of identifying, formulating and executing this type of activity is always performed through direct communication and agreement with the heads of each entity, with absolute respect for the principle of educational independence and sovereignty.









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## CORRELATION OF INDICATORS WITH THE PRINCIPLES OF THE GLOBAL COMPACT

### Santillana's action and commitments in 2018

The following table details the progress made regarding the United Nations Global Compact principles in the pages of this report.

The other specific indicators can be viewed in the PRISA 2019 Responsibility Report, [www.prisa.com](http://www.prisa.com).





## PRINCIPLES

## Pages



<p><b>HUMAN RIGHTS</b></p> <p>1. Businesses should support and respect the protection of internationally proclaimed human rights within their sphere of influence.</p>	<b>6-9, 68-89, 90-91, 92-105</b>	1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 16, 17
<p><b>HUMAN RIGHTS</b></p> <p>2. Businesses should make sure that they are not complicit in human rights abuses.</p>	<b>90-91</b>	1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 16, 17
<p><b>LABOUR</b></p> <p>3. Businesses should uphold the freedom of association and the effective recognition of the right to collective bargaining.</p>	<b>62-67</b>	1, 3, 5, 8, 9, 10, 16, 17
<p><b>LABOUR</b></p> <p>4. Businesses should uphold the elimination of all forms of forced and compulsory labour.</p>	<b>50, 62-67</b>	1, 3, 5, 8, 9, 10, 16, 17
<p><b>LABOUR</b></p> <p>5. Businesses should uphold the effective abolition of child labour.</p>	<b>50, 68-89, 90-91, 92-105</b>	1, 3, 5, 8, 9, 10, 16, 17
<p><b>LABOUR</b></p> <p>6. Businesses should uphold the elimination of discrimination in respect of employment and occupation.</p>	<b>39-41, 62-67</b>	1, 3, 5, 8, 9, 10, 16, 17
<p><b>ENVIRONMENT</b></p> <p>7. Businesses should support a precautionary approach to environmental challenges.</p>	<b>72-87, 88-89</b>	1, 3, 5, 8, 9, 10, 16, 17
<p><b>ENVIRONMENT</b></p> <p>8. Businesses should undertake initiatives to promote greater environmental responsibility.</p>	<b>72-87, 88-89</b>	1, 3, 5, 8, 9, 10, 16, 17
<p><b>ENVIRONMENT</b></p> <p>9. Businesses should encourage the development and diffusion of environmentally friendly technologies.</p>	<b>72-87, 119-122</b>	1, 3, 5, 8, 9, 10, 16, 17
<p><b>ANTI-CORRUPTION</b></p> <p>10. Businesses should work against corruption in all its forms, including extortion and bribery.</p>	<b>90-91</b>	3, 10, 16, 17

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## BRANDS AND PRODUCTS









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**You can also consult the 2019 ANNUAL REPORT at [www.santillana.com](http://www.santillana.com).**

We would like to thank all the departments who  
have contributed to this report.

