

Challenges are faced without fear

# Awaken their potential



Corporate report  
**/ 2018**



# **AWAKEN THEIR POTENTIAL**

Corporate report

**/ 2018**

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Because we  
are working  
to build the  
present and  
the future  
of education  
together

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## MIGUEL ÁNGEL CAYUELA

*CEO of Santillana*

A few years ago, the technology boom gave rise to the idea that this was a wake-up call for schools to transform themselves. Classrooms began to fill with devices and schools sought to digitise their facilities as an element of modernisation and an intention to improve the education being offered. It was an exciting period of technological growth, but, somehow, it overlooked two fundamental factors: what content would be incorporated into the new devices and what training teachers would need to achieve maximum pedagogic benefit from it. And we are addressing these two factors at Santillana, advising schools on how to incorporate educationally relevant and meaningful technologies and supporting teachers in their digital skills training: the hallmarks of the different teaching systems in our portfolio: **Compartir**, **UNOi**, **Richmond Solution** and **Educa Inventia**.

Now that the initial technology bubble has calmed down, it has become ever clearer

that technology is an important tool in facilitating the process of teaching and learning, assessment, and management and communication as seen already in many schools, but that its contribution is not, by itself, decisive in improving education. In addition, it offers a promising future for progress through the effective personalisation of learning and generating analysis in order to optimise the learning experience.

We are now in a new phase – one in which “methodological innovation” is gaining ground. This does not mean that everything is new, but that, now, teachers incorporate “active” methodologies into their classrooms, ones that combine with more explanatory methodologies, according to the pace and needs of their students, the subject area and the syllabus. Our students need not only knowledge, but also 21st-century skills and abilities which enable greater

**We are now in a new phase – one in which methodological innovation is gaining ground**

personal development and prepare them professionally for a labour market with new demands. To this end, it is important that they are enthusiastic about what they are learning, reflect on what they see, and learn to research by themselves, ask questions, and contextualise knowledge and apply it to their own reality. It is equally important that they are able to work as part of a team, to be creative, to employ critical thinking, to develop and use communication skills, and to embrace the digital world.

The **educational projects** we develop in Latin America and Spain take these needs very much into consideration. More specifically, approaches such as those in **SET VEINTIUNO**, **Escuela de Autor** and our **maker programmes** in different countries adopt collaborative project-based learning, which focuses on specific pedagogic needs.

Another of the educational tools that continues to be of importance is that of



assessment. Educators, parents, students and society as a whole are more aware than ever of the importance and the potential repercussions of assessment, of the need to reach certain levels of educational achievement and of the need to make appropriate use of resources, time and effort. We have focused on tools that analyse, not only students' academic progress (**Pleno**), but also their cognitive and socio-emotional skills, such as **HabilMind**, as well as on programmes that develop reading skills more comprehensively, such as **Lectópolis**, among others.

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**We have focused on tools that analyse, not only students' academic progress, but also their cognitive and socio-emotional skills**

/01.

Ideas  
that  
inspire us



*Cristina, aged 5. Future biologist.*



# our hallmarks

WE DEFEND THE PLACE OF

*pupils*

*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.

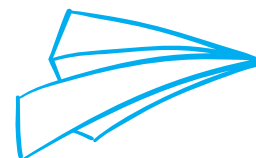


WE OFFER SERVICE AND

*support*

*to schools*

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



WE EMPOWER

*teachers*

*as agents of educational change*

Because teachers are key to school improvement and require our recognition and support, we promote their training as a basis for their empowerment and leadership.





WE INVOLVE

*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

*creativity*

*as cornerstones of learning*

Because they are skills that are intrinsic to us as human beings, which enable us to evolve, we work on projects to foster and stimulate them.



WE PROMOTE

*21st-century  
skills*

*as being central to good citizenship*

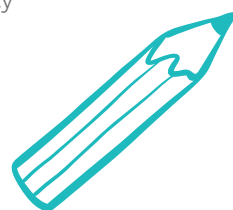
Because, in addition to curriculum subjects, we help children and young people to develop the skills they need to cope with the society they are part of.

WE SUPPORT GREATER

*personalisation  
of learning*

*tailored to the pace of each child*

Because every child learns at their own pace, we seek to provide educational solutions that adapt to their needs and enable them to keep on learning.



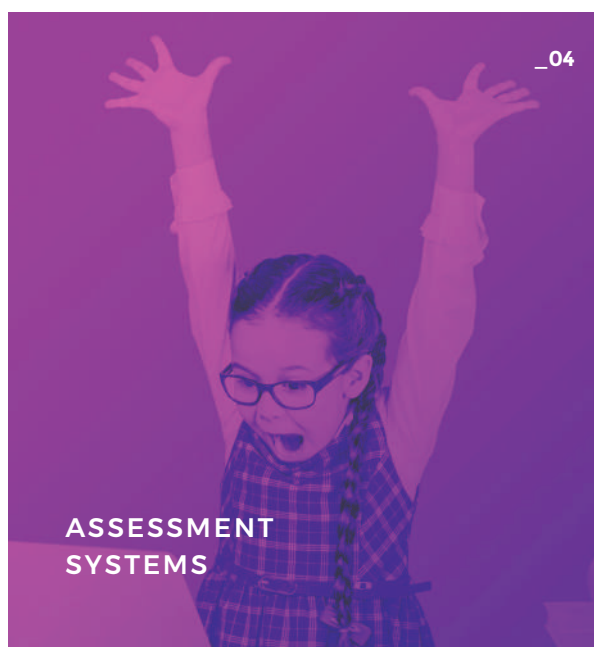
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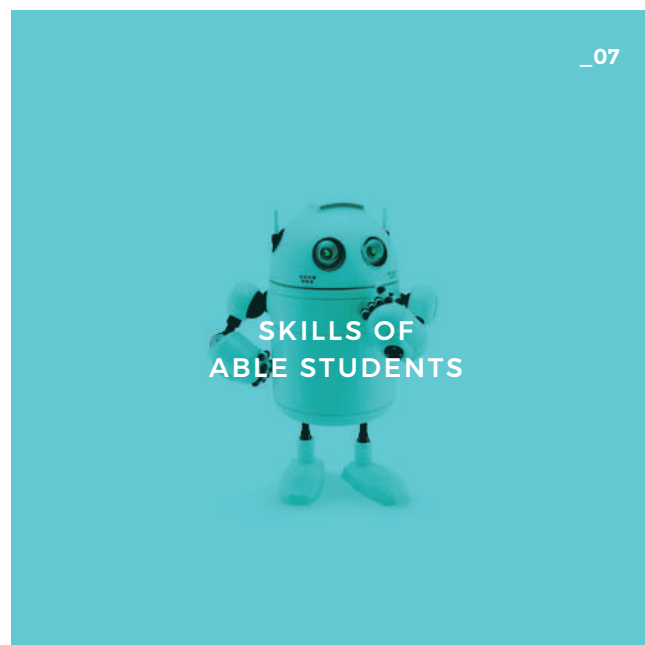
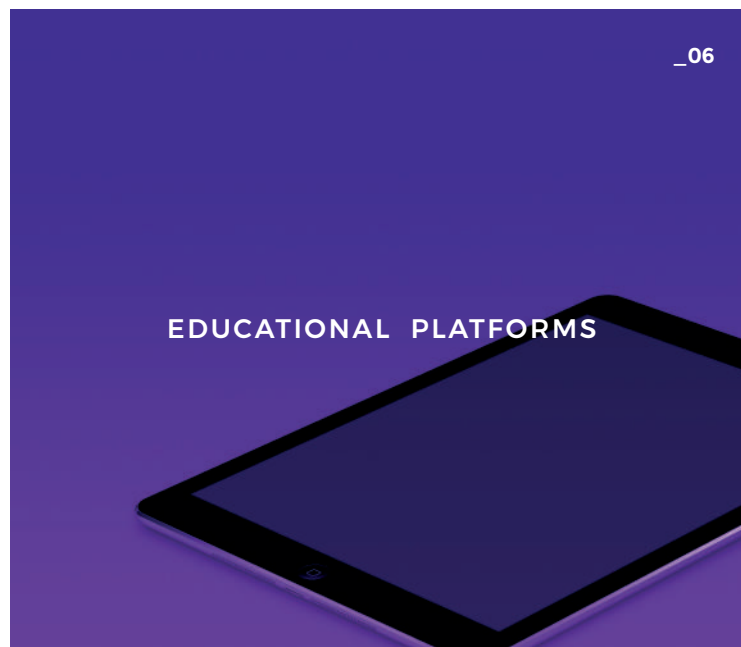
# Scope of our educational activity



*Mariela, aged 7. Future teacher.*

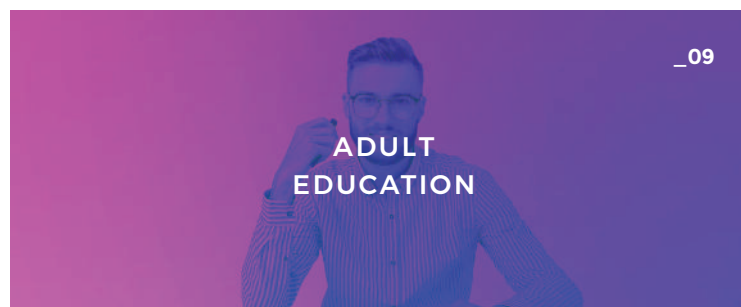






## **PROTAGONISTS OF THEIR OWN LEARNING**

Our products provide activities that enable children to feel that they are protagonists, participating and experimenting within their environment.



# AWAKEN THEIR POTENTIAL

For Santillana, 2017 was a splendid year in terms of both business results and initiatives, and new educational projects. It concluded the integration into the company of the different brands of Carvajal Soluciones Educativas (Norma, Kapelusz, etc.), acquired in 2016, which retain their own personality, sales network and customer service.

The year was characterised by a strengthening of the comprehensive solutions that offer a 360° approach to the learning experience, and address educational projects or skills completely and in depth. In addition, we have committed to a greater deployment of assessment tools, which analyse not only students' academic progress, but also their cognitive and socio-emotional skills, and to

programmes that develop reading skills more completely, among other things.

The new trends towards greater flexibility and personalisation of the educational approaches have been reflected in projects offering modular materials adapted to the new ways of understanding education and classroom teaching, and in the programmes created to provide resources and services to develop the skills of 21st-century citizens.

Santillana also reached an agreement with Marshall Cavendish to sell its maths system using the Singapore methodology in certain countries.



The publication, in conjunction with the Real Academia Española, of the *Diccionario panhispánico del español jurídico* (*Panhispanic Dictionary of Legal Spanish*) was our standout institutional collaboration.

In 2018, we will continue developing new and innovative educational projects, such as a platform for infant-school pupils to create personalised paper-based and digital content.

\_01.

## Educational projects

Our professional staff interpret the educational curriculum of each country, delivering teaching projects that ensure the coherence of teaching practice, help to rise to new educational challenges, and adapt to the particular characteristics of institutions, teachers and new learning methodologies. Our content and multiple resources can be adapted to a range of different needs, allowing each institution to have its own voice and become an 'Escuela de Autor'.

In any format and integrated into comprehensive didactic projects, all our content stands out thanks to its quality and innovation, and aims to enable pupils to learn better and to develop their creativity, ability to reason, critical thinking, respect for others and the environment they live

in, and use of new technologies. These projects work with the linguistic needs of each setting and include **Saber hacer, Todos juntos, Creemos juntos, Araribá, La casa del saber, Buriti, Saberes, Santillana en línea, En Español, Caleidoscopio and Espiral del saber**, among others. They all incorporate a broad range of digital offerings which 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 the virtual classroom.

**Escuela de Autor**, a new programme launched in Spain for the 2017–2018 academic year, introduces new methodologies and projects, which generate ideas that can be customised by any teacher.

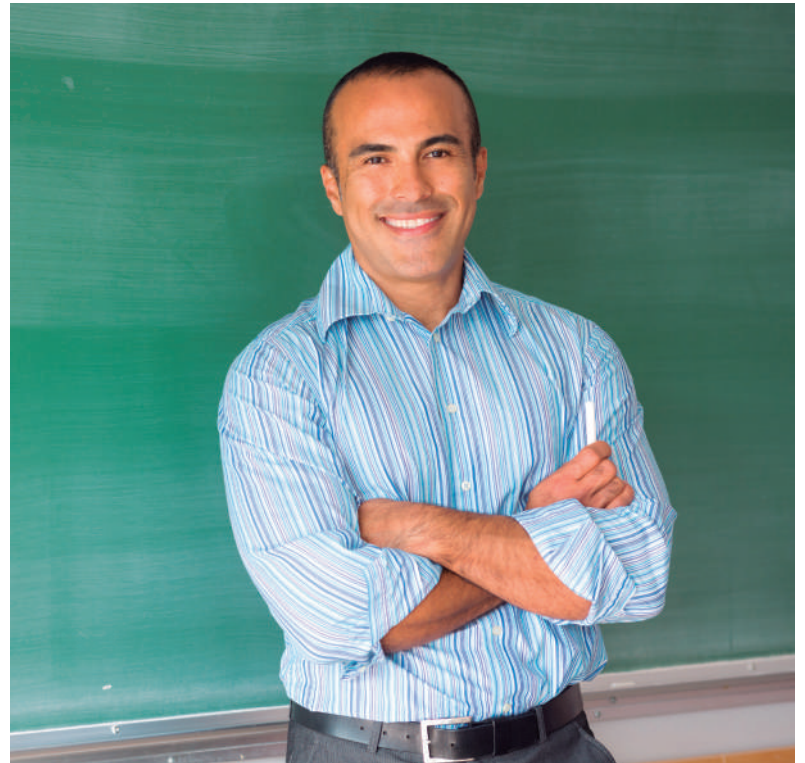


PROYECTO  
**Quiero**

The new, globalised project  
for infant-level education

*I want to discover it all*

 **SANTILLANA**



# Educación Primaria

CATALOGUE



**escuela  
de autor**  
cuando educar es crear...

**SANTILLANA**

*Now for  
infant  
education*



\_02.

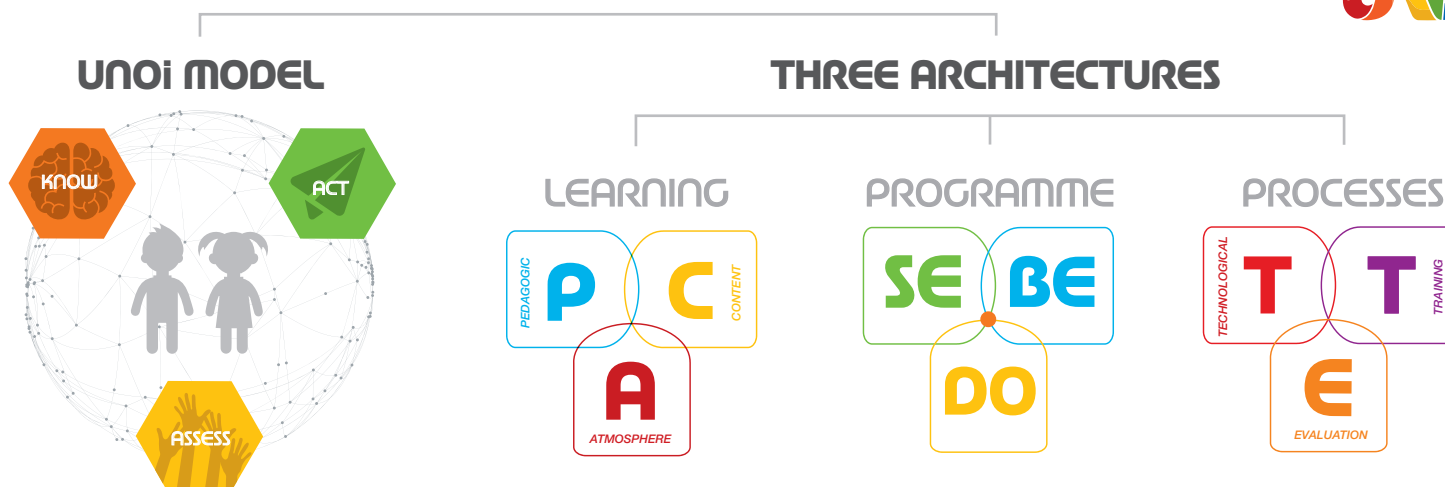
## Education systems

In barely six years more than 1,100,00 students have passed through the **UNOi and Compartir** programmes, demonstrating the success of this approach of offering an all-round vision of learning to all the stakeholders involved.

**Santillana Compartir** already has 640,000 students in 16 countries. In 2017, the **Logros** programme for diagnosing and developing cognitive and emotional skills, was incorporated and rolled out in four countries; in 2018, it will be extended to the rest.

The area of English (via a reading comprehension programme) and the academic progress assessment area (via the **Pleno** platform) were also bolstered, and reading in Spanish was enriched (with Loquecuento, **Lectópolis** and **Aprendizaje Eficaz**), encouraging the development of skills in our students.





After several years of supporting teachers in using digital tools, we are now offering them new features to create digital activities and enrich their classroom experience.

Lastly, we have improved communication with families with the app **Compartir en familia**.

**UNOi** continues to be Santillana's most comprehensive and forward-thinking offering, and one of the most innovative approaches in Latin America, with a significant impact on children's learning.

In 2017, **UNOi** evolved into a single programme focusing on developing 21st-century skills and comprising three "languages": SE (in Spanish) + BE (English)

+ DO (maker). The initial processes of digitalisation (digital culture), training (in active teaching methods) and assessment were joined by new processes: maker (maker culture), certification (teachers and schools) and appraisal (qualitative assessment).



\_03.

## Language learning

**Richmond Publishing** maintained its leadership position in English language learning in Latin America. This is due both to its extensive catalogue for the standard school market and to its successful participation in government procurement processes in Mexico, Brazil, Paraguay, Chile and the Dominican Republic.

The **Students for peace** series, published in Brazil, won the prestigious ELTons award given by The British Council in London, in the innovation category. This series is becoming increasingly well-known not only in Santillana's traditional markets, but also in countries such as Turkey and China.

One of the more interesting offerings for complete, in-depth learning is Richmond Solution, a flexible teaching system which covers every requirement related to language learning, including assessment.



In 2018, Richmond will take a considerable leap forward through the addition of a new series, **Compass**, to its list of courses. This new course meets the growing demand for bilingual education, is highly innovative and combines the standards of the Common European Framework with the US Common Core standards.

In addition, the **Personal Best** series is being launched for language teaching for young adults, with an app that enables them to practise their English anywhere, at any time, and on any device.

**Santillana Français** once again achieved magnificent results in Spain, growing in all market segments. It continues to be the absolute leader at primary, secondary and adult level.



\_04.

## Assessment systems

In current education systems, assessment is key for analysing whether the educational targets of each country have been achieved, and for encouraging learning in the classroom. At Santillana, we believe that assessment should not focus merely on the result, but it should also take into account the entire process, evaluating pupils and generating more personalised learning methods. To this end, we have developed assessment platforms and tools that make it possible to know the academic achievement of each student, and to analyse, develop and strengthen their basic verbal and mathematical cognitive skills.





For curricular assessment, Santillana offers **Pleno**, an online platform aimed at students, teachers, advisors and management teams that generates reports by academic year and by student of considerable pedagogic value in order to detect strengths and weaknesses, and to manage learning in the classroom. More than 400,000 pupils in 9 countries use this tool.

In 2016, the **Logros** programme was created as a platform for reinforcing the basic skills and abilities of learning, reading comprehension and mathematical reasoning; it also assesses what has been learnt in real situations, the emotional facets of each student and their relationships within

the classroom. It includes **HabilMind** (diagnostic assessment of the institution, and of cognitive and emotional facets of pupils) and **Aprendizaje Eficaz** (training portal for basic cognitive skills, mathematical skills and reading literacy) platforms, as well as a collection of practical workbooks that make it possible to develop what has been learnt in real situations.

Other assessment systems, such as **Avalia** in Brazil and certifications of English, thanks to alliances with the prestigious **Cambridge English Language Assessment** and **ETS** (TOEFL) systems, make it possible to analyse the attainment level of students and improve their results.

\_05.

## Encouraging reading

2017 was the year in which the **Loqueleo** imprint was consolidated. Since its launch in October 2015, it has been assimilated into a total of 19 countries across Latin America and in Spain. In addition, we have made progress in our launches in autonomous community languages in Spain, with publications in Galician (**Oqueleo**) and Valencian (**Jolibre Voramar**).

This was the year in which Santillana returned to working on children's and young people's literature, with launches such as the book of the movie *El pequeño vampiro*, the hardcover collection of *Natacha*, by Luis Pescetti, and the augmented reality book *¿Amigos?*, among others.

In 2018, we will continue to develop our commercial product line with new global and local launches. We will also launch the **Loqueleo** reading comprehension platform in Argentina, Colombia, Mexico, Uruguay and other countries. It will enable teachers and pupils to measure and improve their reading skills through interactive activities related to the books in our collection.

The **Norma** catalogue of children's and young people's literature has opened new markets in the US, Uruguay, Chile and Bolivia, and its prestigious **Premio Norma de Literatura Infantil y Juvenil** award was bestowed on the Argentinean writer Ezequiel Dellutri, whose work will be published next year.



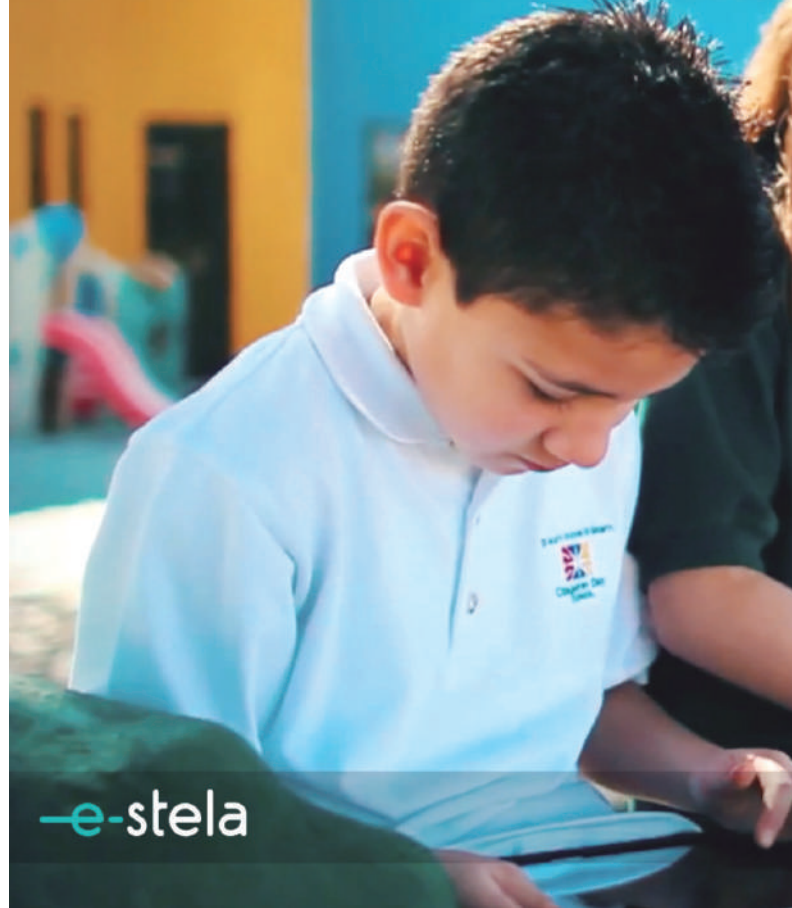
In 2018, we will celebrate two very important anniversaries for the imprint: the 20th anniversary of **Zona Libre**, a leading collection for young readers throughout Latin America, and the 20th anniversary of one of the most widely-read books in the publisher's backlist: *Los ojos del perro siberiano*, by Antonio Santa Ana.

Also in 2018, we will be redesigning and relaunching at a global level the most emblematic collections (*Buenas Noches*, *Torre de Papel*, *Zona Libre* and *Cara Cruz*), which enable us to continue expanding our extensive backlist.

\_06.

## Educational platforms

One of the **technological developments** implemented in 2017 in 18 countries was version 3.0 of the **e-stela** Learning Management System (LMS) platform. Our main digital tool, it provides access to the content of Santillana Compartir and UNOi. In 2018, Santillana will launch the digital platform EVA (VLE - Virtual Learning Platform) to give access to digital content, which aims to become the most advanced tool in the textbook market.







We have also made progress in our educational digital products. In this regard, we have consolidated the use of Libroweb 3.0, an innovative digital product focusing on personalising pupils' learning experience.

Libroweb 3.0 boasts an attractive visual design, and it is a responsive, accessible and multi-device product (computer, tablet and smartphone). It incorporates a learning analysis system, which enables teachers to visualise the progress of their pupils, to know where their starting point was, and to see how they are progressing, and which students need special attention and in what area.

At an analytical level, 2018 will be the year of the introduction of the 360° perspective; this will make it possible to obtain information on the extent to which schools are making use of digital tools and content.

**Through Learning Analytics, we will be able to offer teachers detailed information on the content consumed by their pupils and of their progress, enabling greater personalisation of the teaching and learning process.**



\_07.

## Skills of able students

Modern society demands new skills to tackle present and future challenges. This is why it is important to provide students with the necessary tools to help them to become citizens of the knowledge society in the world they live in.

The **SET VEINTIUNO** programme, which includes materials and resources for developing these skills (21st-Century Skills), rolled out two initiatives in 2017: the **Viveros de Experiencias**, which have enabled teachers and pupils from Spain and Latin America to work in fields such as programming and robotics, and teaching values

(sustainable economy, critical thinking, etc.), through a methodology based on challenges and team work; and **Expedición SET VEINTIUNO**, an exclusive event to raise awareness among teachers, first-hand, about the skills needed for modern life. Through a series of pedagogic challenges, those attending the event experienced the benefits of incorporating the development of these skills into the classroom. The education expert Carlos Magro concluded the event by sharing his free e-book *21 habilidades del siglo VEINTIUNO*.



In 2018, we will promote our **SantillanaLAB**, a forum for research and dialogue on educational trends, with open, monthly sessions which will combine experts' experience with analysis of the best innovation practices and their direct application to the educational community.

Through a blog and various social networks, the conclusions of the sessions will be shared with all those involved in improving education.

\_08.


## Teacher training

The teacher is a key component in educational change. Today the teacher's mission goes beyond mastering the knowledge base for their speciality and each day requires them to fulfil the role of mentor – a guide for pupils. The digital and methodological transformation that schools are experiencing requires trained teachers who are capable of implementing interdisciplinary teaching methods and practices, and who foster team work, etc. For Santillana, it is essential to be by the side of teachers and leadership teams of schools and educational institutions, supporting their professional development with programmes and workshops which update and renew their knowledge and skills.



\_09.

## Adult education



The speed at which society is moving needs people to be able to educate themselves throughout their lifetimes, both within and outside the educational system, with the purpose of acquiring, updating, completing and broadening their capacities, knowledge, abilities, skills and competences for their personal and professional development. Santillana responds to the needs of the job market with training for employability in information technologies and digital marketing. This is the proposition of **BeJob**, the new online learning and training platform which provides job seekers with new, highly sought-after professional profiles, especially in the field of information technologies and strategy and digital marketing (website programming, robotics, Arduino, 3D computer graphics, Real Time Bidding, big data, digital analytics, etc.).

In August 2017, BeJob was awarded a European-funded project for training in technology of young people within the Youth Guarantee programme, with a commitment to employment. The goal of the project is to train 500 young people in different regions of Spain and to facilitate access to a job related to ICT.

Another of the areas of adult education is that led by **Richmond** for learning English, with a broad range of materials aimed both at older people with different levels of command of the language and at young adults, with series such as @work, English ID and iDentities.

**Inspire them  
and you will be  
surprised how  
far they are  
able to go.**

“I'm not scared of  
lions”

David, aged 7.



/03.

# The year in pictures





*Laura, aged 6. Future photographer.*



# The year in pictures 2017



**JANUARY /** Digital skill and personal transformation in the day-to-day lives of teachers were the focus of the talks at the well-established annual event ¡Grandes Profes! 2017 in **Madrid**, which was attended by almost 2,000 teachers.

**JANUARY /** The experts Tyler DeWitt, Julia Borbolla, Marco Serrato, Iván Barrera and Roxana Morduchowicz inspired teachers and heads of educational establishments during the fourth Santillana Compartir Congress, held in **Jalisco (Mexico)**, which focused on “Educational transformation and management”.

**FEBRUARY /** We celebrated the 5th anniversary of the specialist educational magazine published in **Colombia**, *Ruta Maestra*, a space for communicating and building knowledge and experiences between experts, institutions and the educational community.

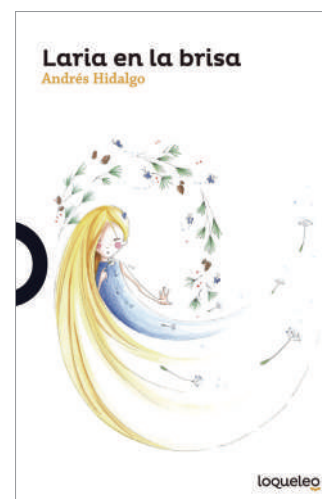




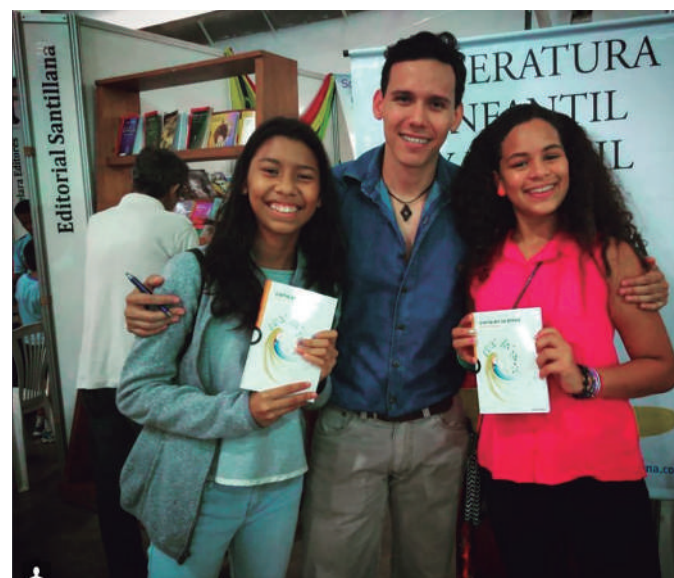
**MARCH** / Santillana launched the Escuela de Autor project in **Spain**. This incorporates new educational materials and open, flexible methodologies tailored to the needs of schools.

**MARCH** / Santillana, together with major educational institutions in **Colombia**, took part in the Second National Private Education Conference; With the theme “Disruptive Innovation”, it offered new educational strategies to help pupils face the challenges and problems of a globalised world.

**MARCH** / Santillana donated 7,400 titles to the **Bolivia** Lee programme for the creation of libraries and literacy centres throughout the country.



**MARCH** / *Laria en la brisa*, by Andrés Hidalgo (Loqueleo), was the biggest seller at the Caribbean International Book Fair (FILCAR) 2017.





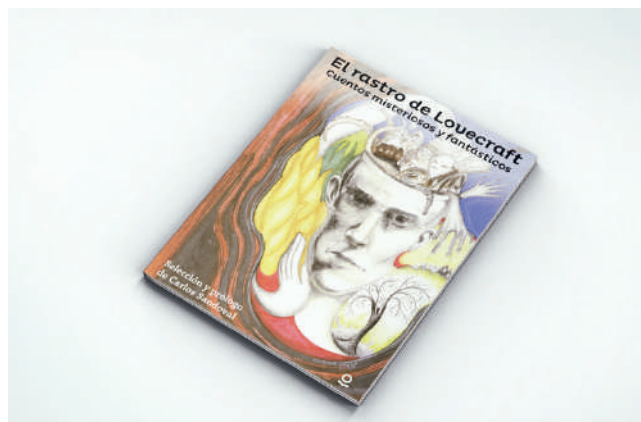
**APRIL /** Successful participation of Santillana in the 43rd **Buenos Aires** Book Fair.



**APRIL /** Santillana **Venezuela** celebrated its 40th anniversary with the exhibition entitled “#CómoSeHaceUnLibro”, inaugurated at the Venezuela Central University, where it offered guided tours on the book value chain and an extensive exhibition of original illustrations from the publishing projects undertaken in the country.



**APRIL /** The Santillana Compartir conventions in **Ecuador**, in the mountain and coastal regions, offered talks from leading international educational specialists, such as Natalia Armijos, director of the Organización de Estados Iberoamericanos (OEI, the Organization of Ibero-American States), and Renata Castillo, director of the IDEA Institute at Universidad San Francisco de Quito.



**APRIL /** *El rastro de Lovecraft*, by Carlos Sandoval (Loqueleo), won the **Venezuela** Book Bank award in the category of Best Original Book for Young Readers 2017 (<http://revista.babar.com/wp/los-mejores-libros-para-ninos-y-jovenes-2017-banco-del-libro/>).





**MAY** / With the launch of **proyecto Quiero**, Educación Inicial (for ages 3 to 5), Santillana completed its educational project for the **Dominican Republic** with material that fosters meaningful learning for girls and boys, designed in line with the New Curricular Design from the Ministry of Education of the Dominican Republic.

**JUNE** / Titled **“Liderazgo y escuelas efectivas: perspectiva para mejoría constante y sostenible” (Leadership and effective schools: perspective for continuous and sustainable improvement)**, Santillana sponsored the 2017 Effective Schools Forum of the Ministry of Education in the **Dominican Republic**. Participants included top educational leaders and consultants from the World Bank.



**JUNE** / The **Students for Peace** collection, published by Richmond in **Brazil**, received the award in the Excellence in Innovation Course category from the ELTons Awards, awarded each year by The British Council to the best products for teaching the English language.



**AUGUST** / Launch in **Colombia** of the book *Pedagogía, lenguaje y democracia*, written by Fabio Jurado and endorsed by the Latin American Network for the Transformation of Teacher Training in Language.

**AUGUST /** The sixth National Congress on “Educating in the digital era” in **Buenos Aires** brought together specialists in innovation and educational professionals. More than 800 representatives from schools had the opportunity to listen to the talks given by Pilar Sordo, Carmen Pellicer and Melina Masnatta.



**SEPTEMBER /** Santillana welcomed the Norma publishing house in **Chile** with the seminar “Readers for the future”. Authors such as Ana María Machado, María Fernanda Heredia and Keiko Kasza, among others, reflected on the convergence of tradition and new formats in children’s and young people’s literature.

**SEPTEMBER /** Titled “Innovative strategies for transforming schooling”, the fourth Headteachers’ Congress for Santillana Compartir took place in **Rionegro (Colombia)**. The biggest challenges of innovation in the classroom were discussed. Participants included education experts such as Koji Miyamoto, Carmen Pellicer, Miguel Barrero and Mariano Jabonero.

**SEPTEMBER /** The new Digital Educators Programme was launched in **Spain**, coinciding with the new academic year. It supports teachers as they acquire new methodological and technological expertise in the process of digitalising the classroom.

**SEPTEMBER** / Editora Moderna and Richmond were the leading imprints in the National Programme of Educational Books (PNLD), sponsored by the Federal Government of **Brazil** in 2017. In the annual book selection process undertaken by the Ministry of Education, 19 works from Moderna and two from Richmond were selected.

**OCTOBER** / The motivation for reading comprehension and improving access to information by children and young people, the main educational challenges in **Chile**, were addressed in the “Lectópolis” seminar organised in cooperation with Fundación Telefónica and Universidad Nacional Andrés Bello in Chile.



**OCTOBER** / Santillana **Peru** celebrated the 16th “Innovate to Educate” Convention for Headteachers, an academic event which brings together the headteachers of the main educational institutions in Peru. Pilar Sordo spoke about leadership associated with change in education.



**OCTOBER** / Editora Moderna received two **Top Educação** awards in the categories of Children’s Literature and Educational Books. Top Educação is a spontaneous participation survey which measures the popularity of the most widely-read imprints in the educational field.







**NOVEMBER /** Editora Moderna won several Jabuti awards in **Brazil**, the most important arts award in Brazil, with the first award in the Children's category for ***Drufts***, by Eva Furnari; the first prize for Adaptation with ***Romeo y Julieta***, by Walcyr Carrasco; and second place in the Teaching Book with ***Como os pés na África***, by the author Sérgio Túlio Caldas.

**NOVEMBER /** Santillana, in collaboration with the Spanish Embassy and the Ecuadorian Language Academy (AEL), rewarded the schoolchildren in **Ecuador** who were the winners of the "Yo cuento" literary competition on the occasion of the centenary of the publication of ***Platero and I***, seminal work of the Spanish Nobel prize winner Juan Ramón Jiménez.



**NOVEMBER /** UNOi In **Mexico**, in collaboration with Apple, Space, Steelcase, Cambridge, Lexium, UDLAP and EPSON, presented its "Nueva Secundaria" project, a project seeped in *maker* culture (that is, learning by doing) that cuts across all educational levels, through the year-long Big Challenge.

**NOVEMBER /** **Colombia** broadcast eight editions of the **Santillana+ Virtual Forums**, a free, virtual training space for teachers, to tackle issues of great importance among the Colombian educational community, with the collaboration of well-known experts and specialists in education.



/04.

# Santillana in figures



*Claudia, aged 6. Future programmer.*



Santillana /

Our students

/30 million

students using

Santillana's educational content and services



Publishing and content

**+1307**

professionals

specialising in content development, and over

**3881**

new editions a year

**/94 million**

textbooks sold  
in 2017



Santillana digital

**30K**

classrooms  
digitalised in Latin America

**1,270,040**

users

of the LMS (*learning management system*) e-stela and other systems

Santillana Ecosystem

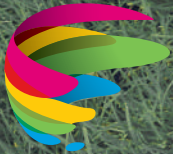
**2,523,793**

total followers

**+930,000**

pupils

study with the UNOi and Compartir  
educational systems







Cultural and social commitments

**+11,119**

event  
attendees

**19**

Foundation publications

(11 in Spanish and 8 in Portuguese)

# Fundación Santillana

**+60**

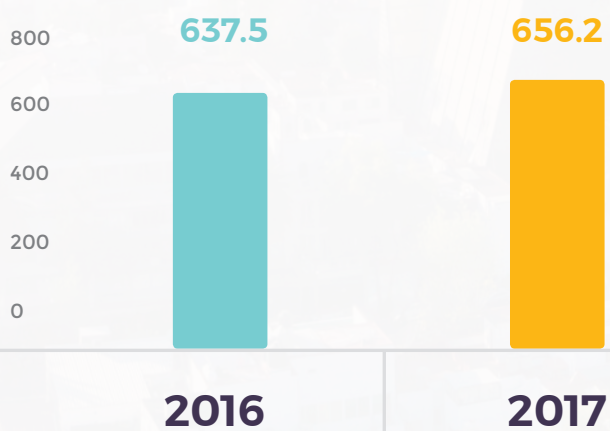
activities  
In 6 countries

**+797**

media impacts

## OPERATING REVENUE

(Millions of euros)



## REVENUE BY GEOGRAPHIC REGION

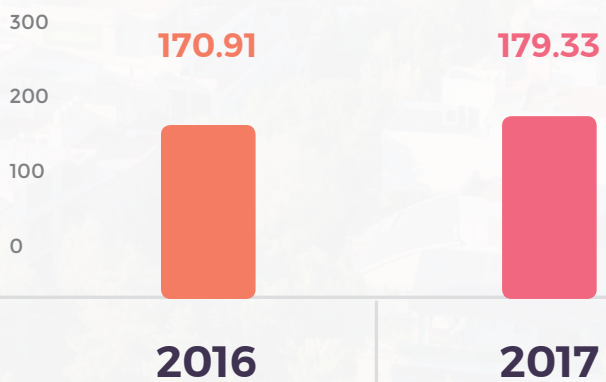
(Millions of euros)

	2016	%	2017	%
SPAIN	135.3	21.23%	120.9	18.43%
LATAM AND OTHER	502.2	78.77%	535.3	81.57%



## EBITDA

(Millions of euros)



## REVENUE BY BUSINESS AREA

(Millions of euros)

	2016	%	2017	%
EDUCATION	430.9	67.59	439.5	66.97
COMPARTIR	54.6	8.57	64.7	9.87
SYSTEMS	55.6	8.73	56.5	8.61
LANGUAGES	86.5	13.57	86.6	13.20
OTHER*	9.9	1.54	8.9	1.35
<b>TOTAL</b>	<b>637.5</b>	<b>100</b>	<b>656.2</b>	<b>100</b>

/05.

# International presence



*Cristina, aged 5. Future drone pilot.*





### North America

USA  
Mexico

### Caribbean

Puerto Rico  
Dominican Rep.

### Central America

Costa Rica	Honduras
El Salvador	Nicaragua
Guatemala	Panama

### South America

Argentina	Colombia	Uruguay
Bolivia	Ecuador	Venezuela
Brazil	Paraguay	
Chile	Peru	

### Europe

Spain  
Portugal  
UK

## Corporate directors and management

### President (non-executive)

Ignacio Santillana

### Chief Executive Officer

Miguel Ángel Cayuela

### Global Director of Operations

Julio Alonso Peña

### Global Director of Education

Francisco Cuadrado

### Global Director of R&D+i

Miguel Barrero

### Global Director of Languages

Christopher West

### Global Director of Compartir

Luis Guillermo Bernal

### Global Director of the UNOi System

José Henrique del Castillo

### Director of Human Resources

Francisco Lorente

### Director of Communications

Rosa Junquera

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**	María Jesús Abad
1968	CHILE	Mauricio Montenegro
1988	COLOMBIA	Alberto Polanco
1993	ECUADOR	Carmen Ureña
1972	USA	Miguel Tapia
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

/06.

Santillana –  
a **responsible**  
company



*Julia, aged 18. Future volunteer at an NGO.*

**We all have a  
special talent for  
something; we just  
have to discover  
what it is.**



“Unlock the potential  
of a child and they  
can change the world”.

María Rodrigues, teacher.



/ 06.

# Santillana's commitment to the community

Since it was founded nearly sixty years ago, Santillana has always been guided by the conviction that education is an essential human need and by the idea that the ability to learn is basic for people's development in each and every stage of life.

This commitment continues to be deep-seated and has been strengthened over time. We want to help create a world where children and young people can achieve what they desire.

We know that to awaken the potential of each pupil, we have to become closer to the students themselves, to their teachers, education advisors and families, performing our work responsibly, openly and transparently, and attempting to strengthen business practices in all areas of social responsibility: economic, environmental community, and standards of ethical governance.



# Corporate governance

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Our good governance policy sets out the principles that direct company management.

With regards to 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 Responsible actions, a sphere in which we continue to increase the scope and impact of our activity.

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

The Board of Santillana has established two Committees: the Audit Committee and the Nomination and Remuneration Committee, which contribute to strengthening the working 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 its compliance structure with the implementation of a Compliance Unit entrusted not only with the supervision of the group's crime prevention model, but also with promoting ethical behaviour among employees, and compliance with current legislation.

This registered body, with autonomous powers for monitoring and initiative, reports to the Board of Directors, and is subordinate at the hierarchical level to the Audit Committee and at the functional level to the PRISA Compliance Unit. In 2017, it intensified its supervision of the operation and compliance of the Group's crime prevention model, in addition to promoting the ethical behaviour of employees through several communications.

Another function of the Compliance Unit 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 compliance channel for receiving, retaining and processing any reports of irregularities or non-compliance of both external and internal rules and regulations in aspects that affect the Group, its employees or activities, as well as a complaints mailbox for third parties, both of which are confidential.

With regards to the publishing area, the content published by Santillana around the world is determined by the curricula that the government or administration of each country determines for each school year and subject. Various global and national corporate committees in each country supervise decisions relating to the publishing process and the content to be published, including all the manuscript, production and illustration details.



# Responsibility towards people

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One of the most important parts of the business culture and strategy of Santillana is that we consider education to be the main strength of the future. We are concerned about the development of human capabilities in all the countries in which we operate, and we understand that transformative strength power begins at home: in the company's responsibility towards its employees.

## Policies for employees

**TRAINING /** Our professional staff work in a culture which facilitates lifelong learning. Santillana has invested in training its employees, in providing them with all the tools they need to develop their professional skills.

In 2017, Santillana invested 900,000 euros in 26,000 hours of training for its employees, focusing mainly on the company's digital and technological transformation, management and team leadership.

Santillana has active training programmes as part of its global human resources policy. This initiative started years ago, with universities, secondary schools, postgraduate study establishments and other schools specialising in the publishing sector. This made it possible for a total of 120 students to gain work

experience in our business environment in 2007, with an average duration of six months per programme.

In addition, we have the PRISA Camplus platform, through which our professionals have access to training in the following areas:

- *Innovation and technology*
- *Digital skills*
- *Executive skills and Business management*
- *Digital strategy transformation*

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

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



**PROFESSIONAL DEVELOPMENT** / At Santillana, we are committed to a culture 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 the efficient management of the appraisal, and by establishing a road map for that person's development within the company.

Frequently, the company takes advantage of its consolidated international presence in order to transfer its professionals' knowledge through exchanges.

As a global project, through PRISA Jobs, the company offers internal job postings which provide opportunities for employees to practise job rotation within the company's departments and PRISA's other business units, thereby encouraging the professional development of our employees.

**WORK-LIFE BALANCE /** The company has internal policies in place which ensure equal opportunities and work-life balance with the aim of promoting a set of voluntary initiatives for employees which, while fostering a better balance between work and personal and family life, makes it possible to progress professionally through training.

**INTERNAL COMMUNICATION /** The showcase for information about the company and a meeting point for all employees, Toyoutome (the shared, global intranet) is a project which aims to create a company culture. Santillana participates in its in-house newsletter by contributing major news items on a monthly basis about its social and commercial commitments.

Santillana AL DÍA, the daily digital newsletter which has been operating for the past three years, is another tool which helps employees to understand the scale of our business plans and to help them to feel that they are involved in our goals. The digital newsletter is issued every day with more than 20 new items of content, enabling us to report on our achievements and events, to share market expectations, to share key sector news and to make our goals part of our daily routine.

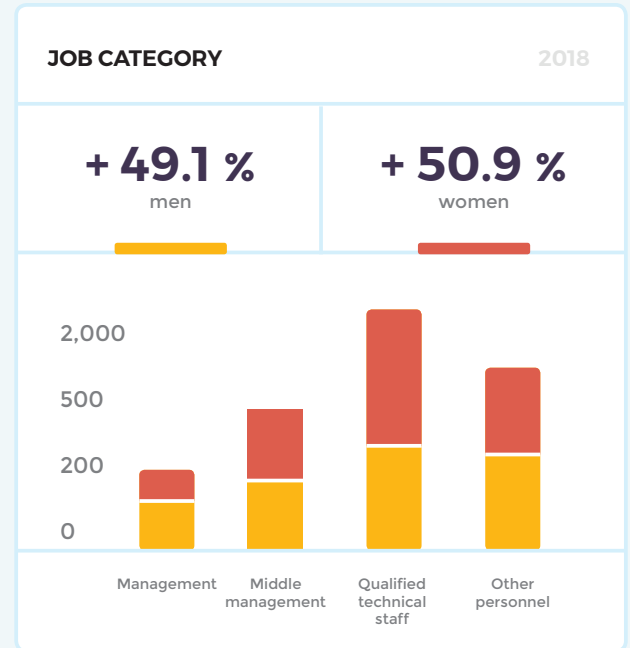
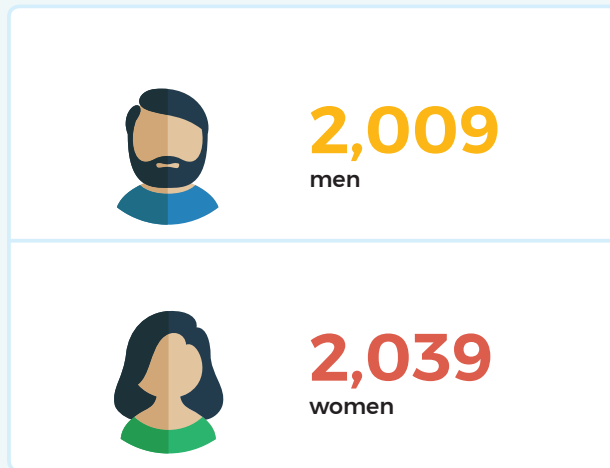
**HEALTH AND SAFETY /** Santillana looks after the health of its employees and provides free medical check-ups and a range of private and subsidised healthcare cover.

The creation of a positive health and safety culture in the workplace is reinforced through the provision of advice and the creation of specific preventive programmes for its employees.

**EMPLOYEE BENEFITS /** The Santillana corporate centre sets out the basic guidelines for applying, at a 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, which can range from life and accident insurance to health insurance and family assistance, etc., depending on the country in question.

A Flexible Remuneration Plan was introduced in Spain four years ago. It has been welcomed by employees and has been adapted each year to our entire workforce in the country.

## Total personnel 4,048







# Responsibility to the community

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**ARGENTINA /** The seminars on teaching mathematics, entitled “Encuentros sobre la enseñanza de la Matemática” and led by the team of well-known expert Claudia Broitman, generated several opportunities for supervisors, legal representatives, leadership team members and teachers from public and private institutions, invited by Santillana, to exchange experiences.

In solidarity with children suffering from illness who have to spend long periods of time in hospital, and with the aim of preventing them from falling behind in their schooling, Santillana participated with the Movimiento Darte in preparing and printing hand-crafted workbooks produced with recycled materials for the children at the Garrahan Hospital,

to which it donated children’s books. It also donated books from Loqueleo to the Ricardo Gutiérrez Children’s Hospital, a hospital school which offers pre-primary and primary schooling for hospitalised children, and to the Doctor Pedro Elizalde Children’s Hospital.

Through the race for education organised by UNICEF, Santillana subsidised the entry cost for its employees, who managed to raise 1,575 dollars between them.

To encourage reading among children and teenagers, Santillana Compartir organised 80 storytelling shows in various schools in the country.

Throughout 2017, many free teacher training events were organised for English teachers

involving well-known experts, fostering equal opportunities with several training events in different provinces in Argentina and in areas in Buenos Aires, as well as distance-learning opportunities.

The fifth Cycle of Education, Art and Children’s and Young People’s Literature, held by Loqueleo, explored the role of children’s and young people’s literature in the education of children and young people, and the development of individual readers. The cycle included talks by Marina Colasanti and Liliana Bodoc, on language and nostalgia (“El lenguaje y la nostalgia. Diálogo entre titanes”) and fairy tales (“Cuentos de hadas. Reales y necesarios como los lobos”).

**BOLIVIA /** Santillana continued to support the government's "Bolivia Lee" reading programme in 2017 with further donations of books to the Plurinational Ministry of Education of Bolivia. The objective of the plan is to create libraries and literacy centres in rural areas and suburban peripheries in the country. Santillana has participated in the six Bolivia Lee campaigns by providing more than 50,000 books. This has helped to meet the great needs of this post-literacy programme in the country in which, due to lack of practice, those who have recently become literate forget what they have learnt and become illiterate at a functional level.

In addition, we donated funds for the creation of the first library at the La Paz Children's Hospital, where children from the province and other areas within the country receive cancer treatment.

**BRAZIL /** In 2017, Editora Moderna collaborated in several public seminars to discuss and debate relevant issues in Brazilian education, such as the National Programme of Educational Books (PNLD 2019), the tender process for technology at the Ministry of Education, the launch of the Chamber Directory (Anuario de la Cámara) or the Observatory for the National Education Plan (OPNE).

Moderna continued its support for the social and cultural activities organised by the NGO Maestros de Obra aimed at civil construction industry workers. Since 2012, almost 4,000 workers from different regions have benefited from educational activities thanks to the financial support given to this organisation.

This programme delivers multicultural workshops on the plastic arts, photography, film, literature, music and philosophy, in which the workers find a knowledge space where the term *educate* becomes a collective responsibility and strengthens the social role of citizens and the relationships between them.

In association with the Todos Pela Educação movement, and with the participation of educational specialists, Editora Moderna collaborated in the basic education discussion groups with the purpose of contributing to the challenges faced as a result of new education, preparing proposals through surveys and strengthening strategic alliances with the sector.

**SOUTHERN CENTRAL AMERICA /** Santillana supported the campaign for gathering toys and books for the 17th Christmas Fair organised by Asociación Obras de Espíritu Santo, with book donations to educational establishments with a high risk of social exclusion in Costa Rica, Nicaragua and Panama.

**CHILE /** Santillana's alliance with the Fundación Chile Vive Sano promotes good health inside and outside schools through the Healthy School Seal competition. More than 200 schools around the country competed, submitting creative culinary suggestions in pursuit of a truly healthy culture and of improving the physical and psychological state of children and teenagers. The prizes were awarded during the conference on the importance of forming healthy lifestyle habits in the 21st century.



EMPÁPATE (Chile).

On the occasion of the visit to Chile of Pope Francis, Santillana participated in preparing the EMPÁPATE projects for school-age children. This initiative consists of creating a set of books designed as an academic unit for schools or for families to work on together over holidays. The launch of the EMPÁPATE books took place at a celebration which brought together close to 2,000 people. It was organised by the committee for the visit of the Pope Comisión Visita del Papa Francisco, the Chilean Episcopal Conference and the diocese of Melipilla.

The seminar on programming proposals for children and teenagers in Chile organised by Unidos por la Infancia (UPPI) sought to place a commitment to public policies aimed at the country's boys, girls and young people on the authorities' agenda. UPPI is made up of companies including Telefónica, Santillana, Deloitte, Arcor, Sodimac and the social corporation United Way Chile, and has been sponsored by state institutions such as the Ministry of Labour and Social Policies,

the Ministry of the General Secretariat of the Presidency and the National Council for Children.

We launched the KiVa anti-bullying programme, a method which, in partnership with the Universidad de Turku, prevents bullying in schools and has already been adopted by several schools in the country. Its creator, Christina Salmivalli, delivered a keynote lecture to headteachers, teachers, authorities and academics from Universidad de los Andes, and shared a rigorous investigation into the method, which was conducted in Finland as of 2017 by the University of Turku and financed by the Ministry of Education and Culture in Finland, with very positive results.

**ECUADOR /** For many years, Santillana has had cooperation agreements with several foundations and entities, including the Fundación Cecilia Rivadeneira, for which, in 2017, it awarded grants for the entire academic year to five children who had been

diagnosed with cancer, and completed the creation of a children's library at the Escuela Granja (Farm School).

The Fundación Escuela Ecuatoriana Tenis en Ruedas received books and uniforms to enable students to participate in national competitions. Other organisations which benefited from the materials needed for the school year and books for libraries are the Fundación Niños de María Catholic organisation, the Unidad Educativa Guachapelí de Pedernales (which was a victim of the earthquake, one year earlier, that left irreparable damage) and Patronato San José (a state aid agency aimed at those who are most vulnerable).

**SPAIN /** The second edition of the Educatividad Awards, aimed exclusively at the teaching community using our materials, once again placed value on the ideas that promote educational innovation and research in the classroom with new teaching techniques and methods.



**MEXICO** / With the slogan “Los Reyes Magos son +D3” (There are more than three Wise Men), and as part of the commemoration of Epiphany, Santillana Mexico delivered toys through the Fundación para la Protección de la Niñez I. A. P. to the association called Juntos por la Niñez “Mi Casita” A. C. and to the Salvation Army. This initiative enables children in vulnerable circumstances (children of socio-economically marginalised working mothers, and children from problematic families) to receive a gift on that very joyful and important date for Mexican children.



*Educational Model Symposium (Mexico).*

#AllWithBooks and Loqueleo. The Mayan community Katab, located in the state of Campeche, benefited from this initiative. Santillana, through its Loqueleo imprint, donated 2,000 new books to AllWithBooks to create a library in the community and to encourage reading. In turn, this startup (AllWithBooks) published the series *All You Need To Make Mayan Honey*, which tells ten stories about the Mayan communities of Katab. For each collection or series bought, the purchasers were allowed to choose a Loqueleo book to create more libraries in this state of the Mexican Republic.

After the earthquakes on 7 and 19 September, which devastated extensive areas of Mexico City and the states of Morelos, Puebla and Oaxaca, Santillana ran the Dupliquemos Soluciones campaign. For each peso donated by partners, family members or friends, Santillana contributed two more. The total contribution was delivered to the Fundación Carlos Slim, which contributed five more pesos for each peso collected. This cause helped to rebuild schools damaged by the earthquakes and, thus, enable more children to return more quickly to their classrooms.

In collaboration with Fundación Santillana and the OEI, Santillana invited specialists from renowned national and international bodies to reflect on important issues in the current educational reform in Mexico at the Educational Model Symposium. Otto Granados Roldán, the current Secretary of Public Education of Mexico, Serafín Antúnez, from the University of Barcelona, and Ricardo Cuenca Pareja, director of the Institute of Peruvian Studies, among other specialists from UNESCO, the OECD and educational authorities, reflected on four key issues: curriculum reform, leadership, school management and governance.



"Juntos hacemos más" ("Together we do more") (Peru).

**PERU /** #JuntosHacemosMás. With the motto "Porque si solos hacemos algo, juntos hacemos más" ("Because if we can do something alone, we can do more together"), Santillana approached schools in Lima with the aim of helping those impacted throughout the country by the landslides caused by flooding in the previous year. In collaboration with Cáritas, Santillana's partners were able to help approximately 4,000 families from the areas affected by the rains in the cities of Lima (Chosica and Cañete), Piura, Chiclayo, Ica, Arequipa and Chimbote.

**PUERTO RICO /** In collaboration with Learn Aid, help was given to educational establishments in Puerto Rico to deal with the financial challenges caused by the recession in the country. A workshop was run for school leaders on the subject of the tools and strategies available to them for the administration of their institutions. Learn Aid Puerto Rico, the Puerto Rico Private Education Association (Asociación de Educación

Privada, AEP and Universidad Interamericana de Puerto Rico (UIPR) Recinto de Arecibo and the company Estudios Técnicos, Inc. collaborated.

The "Alienta a otros a ser, crear y actuar" ("Encourage others to be, create and act") campaign disseminated educational posters for Catholic schools to promote the values of empathy, compassion, gratitude, tolerance and justice among the school community. The initiative, undertaken in partnership with the San Juan Catholic Schools Board (Superintendencia de Escuelas Católicas, SEC), is part of an effort carried out in a gesture of solidarity with Catholic schools as they recover from the impact of Hurricane Maria.

**USA /** Santillana USA joined forces with not-for-profit organisation The Pulsera Project in order to support its mission to help to *colour the world* through art and social justice. The project purchases hand-crafted bracelets or wristbands made by Central American craftspeople and joins together with teachers or groups of students to sell them through US schools.

Aimed at teachers of Spanish as a second language and bilingual programmes, the competition raised more than 61,000 dollars, equivalent to seven years' work and salary for 200 craftspeople and their families.

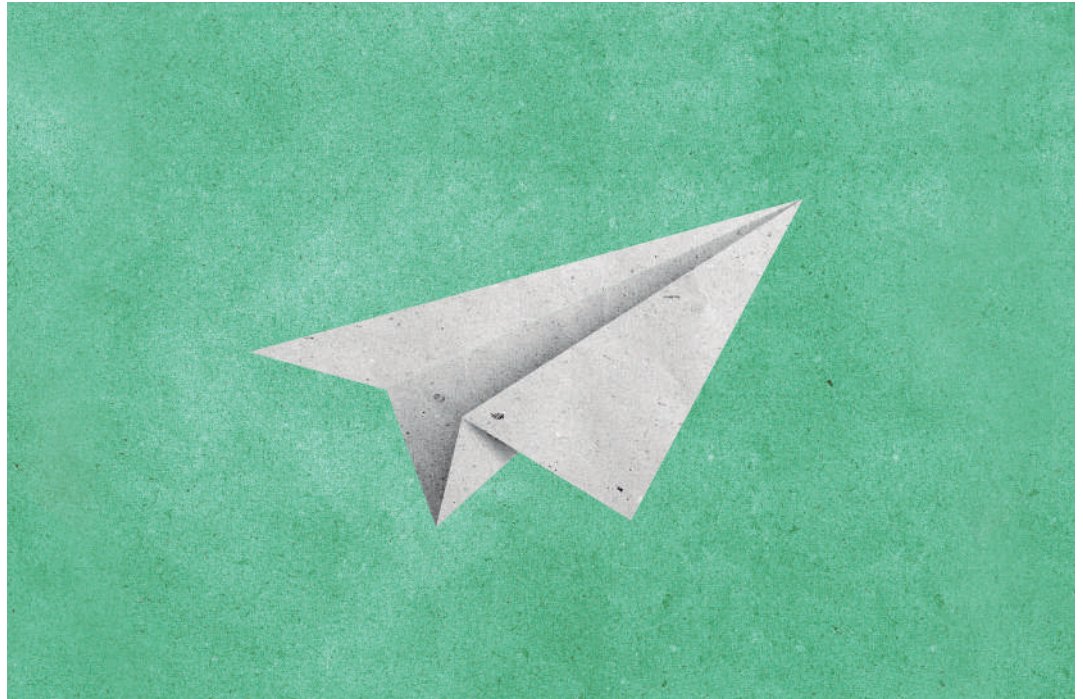
# Responsibility towards the environment

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At Santillana, we want to highlight our support for teachers and classrooms, the popularisation of science and raising awareness to enable us to better understand the world in which we are living, our place in it and the care we have to take of it.

**BRAZIL /** We continued with our project for recycling materials collected by the Cooperative Central Tieté, which began in 2012 at our São Paulo offices. We collected an estimated 100 kg of paper, disposable plastic cups, cardboard, plastic, aluminium and metals per week for recycling, which amounted to around 4,800 kg of recycled material donated in 2017.

Santillana's recycling programme rolled out a campaign to send resources and support to Venezuela, in view of the impoverishment of the country. All those cooperating in the programme were asked to donate non-perishable sanitary products and medicines.



**SPAIN /** The environmental campaign “I look after water” made it possible to convey to infant schools and the people around them (families and teachers) throughout the country how important it is to make the best use of water. To show children how to conserve this scarce natural resource and how to look after water, a kit was designed with practical tips and a *water-drop* bag to collect water.

The “I make my own paper” strategy, which will be launched in 2018, was created. It was designed to introduce to teachers of infant-level and young-primary-level children an aspect of caring for the environment which helps to generate social awareness from a very young age, in this specific case, in regard to paper recycling.





**VENEZUELA /** Recycling paper through REPAVECA. Santillana sells unused paper collected by head office employees to this company. A total of 342 kg of paper collected for recycling in 2017 made it possible to save 2,394 litres of water; save 2,052 kWh of energy; prevent the emission of 205 cm<sup>3</sup> of CO<sub>2</sub>; avoid 1 cm<sup>3</sup> of landfill; and save six trees.

**DOMINICAN REPUBLIC /** Santillana collaborated with the recycling programme of the Tzu Chi Foundation. Based on the philosophy of the three Rs – reduce, recycle and reuse – cardboard containers were distributed to all floors of the office to collect paper, which is later sold by the foundation and recycled. The monies raised in 2017 were used to help the children at the Escuela Tzu Chi La Romana and Escuela Hermanas Bucarely de Bani schools, as well as the Hogar de Ancianos de San Francisco de Asís nursing home. The Tzu Chi Foundation, which was created in 1966 in Taiwan, reached the Dominican Republic in 1999 and encourages recycling in the Dominican Republic in diverse ways.



/07.

# Fundación Santillana



*Malik, aged 5. Future member of the Red Cross.*

/ 07.

# Action, reflection and debate on education

In 2017, Fundación Santillana continued to develop its global “Leadership and Educational Knowledge” strategy, the backbone of all its activities since 2014, as part of its educational drive. Institutional relations were strengthened through agreements signed with entities such as UNESCO, IADB, CIEC (the Inter-American Catholic Education Confederation), OECD and Fundación Telefónica, as well as OIJ (the International Youth Organisation for Ibero-America) and OEI (the Organization of Ibero-American States).

Its activities included more than 60 events, held in Spain and seven other countries in Ibero-America, which represents an increase of 8.3% with respect to 2016, with a total of 11,119 people attending.

The “Leadership and Educational Knowledge” blog increased its number of sessions by 29%, with 36% more new users.

In the publications section, 19 titles were published, 11 of them in Spanish and eight in Portuguese.

The themes most addressed were: how to improve reading comprehension and promote children’s and young people’s literature; skills needed in the 21st century (in accordance with the priorities established by UNESCO); and the contribution to improving the quality of education under conditions of equity, in line with the 2030 Plan of Action approved by the UN General Assembly.





Particularly noteworthy was the consolidation of the Ibero-American Festival of Children's and Young People's Literature, the events of which, in Bogotá, Valladolid, Buenos Aires and Alcalá de Henares, have received thousands of festival visitors and followers on social networks.

The volume of activities and publications, the constant increase in the numbers of visitors and followers on social networks and its territorial expansion make the Fundación Santillana a flagship educational institution in the Ibero-American area.

Among its cultural activities in Spain, the 10th Formentor Literary Conversations, the 1st Festival of Philosophy and the Cultural Journalism Congress, which celebrated its third event, were very well received.

## 12th Latin American Education Forum

### “Change and educational innovation: the crucial issues”

Around 1,000 teachers and directors from all around the country attended this event, held in the Centro Cultural de la Ciencia de la Ciudad de Buenos Aires, as well as 5,000 people who joined via streaming. They could follow the round tables and presentations on the needs, limits and expectations of the education system with a focus on the secondary school and the processes of innovation and educational change.

The objective of this forum, which has been held regularly for many years, is to debate the current situation of the education system, its policies and the pedagogic challenges it faces. Each year, a theme with relevance to the national and regional policy agenda is selected and a draft document is drawn up, which is then discussed in the sessions at the event.

*ARGENTINA. Buenos Aires, 26 and 27 June.*

**Institutions:** CIPPEC and OEI.

## Alcalá de Henares hosted the fourth Ibero-American Festival of Children's and Young People's Literature

After the success of the Bogotá, Valladolid and Buenos Aires events, the festival in Alcalá de Henares was attended by writers, academics, librarians, representatives from the Ministry of Education, Culture and Sport and Alcalá de Henares Council, specialists and booktubers, who discussed the richness of the act of reading. It was organised by Fundación Santillana and the Miguel de Cervantes Virtual Library (Biblioteca Virtual Miguel de Cervantes).

The conferences, workshops, round tables and experiences focused on the importance of reading for education and life, and also reading in the digital world, which has become, with increasing frequency, an ally of those who promote the rewarding habit of enjoying a book.

*SPAIN. Alcalá de Henares, 16 and 17 November.*

**Institutions:** *Fundación Biblioteca Virtual Miguel de Cervantes; the Ministry of Education of Argentina; the Ministry of Culture of Argentina; OEI; Ministry of Education, Culture and Sport; Regional Government of Madrid; Regional Government of Castilla y Leon; Alcalá de Henares Council; University of Alcalá; OJJ; Loqueleo, El País and PRISA Radio.*

## 2017 Educational Model Symposium

# “Make curriculum reform possible: leadership, school management, governance”

In collaboration with the Secretary for Public Education of Mexico and the Organization of Ibero-American States (OEI), this symposium focused on curriculum reform, leadership, school management and governance, all core aspects of the educational model recently made public by the Secretary of Public Education (SEP) and which, most certainly, will enable us to continue working towards consolidating the proper implementation of the educational model during the 2018–2019 academic year.

*MEXICO. Mexico City, 25 and 26 October.*

**Institutions:** SEP, OEI, OECD, UNESCO and Fundación Telefónica.

## Seminar

# “New Secondary Education – the challenges of implementation”

Debate on the perspectives and challenges for state teaching networks in introducing the new guidelines for secondary education in Brazil.

Participating in the event were Iván Claudio Pereira Siqueira, vice-president of the Chamber of Basic Education of the National Education Board (CNE), and Julio Gregorio, Education Secretary for the Federal District, who represented the National Board of Education Secretaries (CONSED), the body which brings together all the Education Secretaries in the country. Also participating were coordinators for secondary schooling from the state networks in Bahía, Goiás, Santa Catarina and São Paulo, and students from the São Paulo network, who contributed to the debate.

*BRAZIL. São Paulo, 19 May.*

**Institutions:** El País, Avalia Educacional, CONSED, Unibes Cultural and Moderna.

## 23rd Award

# Santillana Educational Projects 2017

This year, the projects submitted for the Santillana award addressed the active participation of pupils in living democratically. The prize was given to the teachers Amalfi Cerpa Jiménez, Dihann Alexis Penagos López, Franci Yulieth Gómez Tocarruncho and Isabel María Martelo Pardo, from rural school Colegio Rural Pasquilla IED in Bogotá, for their project “Tuning ourselves into democracy, human rights and peace”.

In his talk, Enrique Chau, psychologist and professor at the Universidad de Los Andes, highlighted the quality of the projects submitted, which centred on civic education, education for coexistence and democracy, and child development through citizenship skills, such as empathy and assertiveness.

*COLOMBIA. Bogota, 19 October.*

**Institutions:** *Ministry of National Education of Colombia*

## Seminar

# Skills for the 21st century: addressing change and uncertainty

Fundación Santillana created a new space for debate with the aim of explaining and discussing the new skills which children and young people have to develop, and the methodological and technological innovations which make this possible.

It invited leading national and international experts to participate in the seminar, creating two main panels, the first entitled “From a content-based syllabus to a skills-based syllabus. A necessary change?” and the second with the title “Non-cognitive abilities: why these are important”.

*CHILE. Santiago, 30 June.*

**Institutions:** *Fundación Telefónica, ADN, Santillana, PDI Kiva, UNESCO Santiago and Fundación Chile.*



**Education Forum of  
Castilla-La Mancha**

## The role of innovation and technology in educational change

The event addressed a subject of vital importance currently, which is how to overcome the limitations of the traditional parameters of education. It was attended by leading experts.

The conference programme dealt with the value of innovation and how to use technology in order to improve learning.

*SPAIN. Toledo, 16 October.*

**Institutions:** *UNESCO and the Castilla-La Mancha Regional Government*

/08.

# Stakeholders



*Nico, aged 10. Future influencer.*

# Stakeholders



## Competitors and sector associations

Publishing trade associations, book associations



## Governments and public administrations

Legislators, authorities



## Customers and consumers

Pupils, teachers, families, schools, readers and bookshops



## Suppliers

Technological, content, marketing, etc.





## Educational and cultural institutions

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



## Media

Opinion leaders, social networks



## Partners, shareholders and financial institutions



## Employees

Trade union committees



## Authors

/09.

# Other information



*Daniela, aged 7. Future systems architect.*

/ 09.

# Strategic alliances

At Santillana, we know that we have an obligation to be sustainable, and this requires us to be more transparent with citizens and with all our contributors, suppliers and allies. We seek out models of cross-sectoral cooperation with companies and public bodies, international bodies and educational institutions, in order to achieve this sustainable development.





## International bodies



An agreement entered into between Fundación Santillana and the Organization for Economic Cooperation and Development (OECD, or OCDE, to use its Spanish acronym) which enables Fundación Santillana to participate in translating, publishing and disseminating of the OECD's educational reports and appraisals on learning and skills in both Spanish and Portuguese, as well as in both print and digital formats, throughout Latin America and Spain. The agreement term lasts for the next five years.



An agreement signed between the Inter-American Development Bank (IADB, or BID, to use 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 of increasing competitiveness and development in its regions. Furthermore, Fundación Santillana participates in the Inter-American Awards convened by Fundación Alas and the Inter-American Development Bank to identify, acknowledge and disseminate successful Latin American educational initiatives.



A partnership agreement for educational cooperation between Fundación Santillana and Spanish Cooperation, with the common goal of improving the quality of education and, in particular, of strengthening school leadership in order to have more qualified leaders, and therefore to have 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 the Spanish Agency for International Cooperation for Development (AECID).



A partnership 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 comprises Spain and all the Latin American countries in which both institutions operate and have headquarters.



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.



An 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.



The OIJ (the International Youth Organisation for Ibero-America) and Fundación Santillana signed a partnership agreement committing 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 which enables the sharing of information and knowledge, as well as encouraging participation by young people in the region.

## Companies



An agreement to allocate iPads to schools which use the UNOi System.



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



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.



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.



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).



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





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.



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



Contract through which Everis takes charge of consultancy, infrastructure management and project maintenance within the framework of UNOi System and Santillana Compartir, as well as the development and ongoing maintenance of the "Saber y Más" and WiCCO, and the implementation of global CRM.



Technology partner for the improvement of Santillana's operations through projects to implement the Microsoft Dynamics CRM and the use of business intelligence tools such as Microsoft BI and Power BI.



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 in which 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.
- As part of the sale of interactive projectors aimed at the education sector, Epson includes licence for "Saber y Más" in all its equipment by default. Developed by Santillana, this product offers schools more than 100,000 items of interactive content, as well as tools to promote new ways of learning in the classroom.



Partnership 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.



The agreement with BQ facilitates teaching experiences in the areas of programming, robotics and 3D printing.



The agreement with HabilMind makes it possible to provide to UNOi, Santillana Compartir and open market schools a platform to assess and understand the level of development in all areas that impact the learning of pupils aged 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.



The agreement with myOn enables UNOi, Santillana Compartir and open 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 reading 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.



Through this agreement, the UNOi, Santillana Compartir and open market schools have access to the English Attack! English learning platform, which aims to improve English levels through entertainment.



The agreement entered into with PRISA provides access to the basic Getty Images catalogue for all the Group's companies.



Cloud hosting services for the entire Santillana digital system.



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



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



IMS is an international not-for-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 other product solutions in the market.



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 Everyone" and "Web on Everything".

## Universities and educational institutions



Santillana USA and the University of Alcalá have entered into a partnership agreement in order to promote the teaching of Spanish in the USA through specialised training for teachers who give lessons in the Spanish language and teach Spanish culture in the country.



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



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



Universidad Anáhuac México Norte and Fundación Santillana signed an academic cooperation and partnership agreement which aims to create a research chair for digital competence.



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 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 20172020 Plan for Fostering Reading: "support of book fairs, exhibitions and literary events".



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 as being necessary for the 21st century, which has an uncertain outlook and in which value will be placed not so much on what students know, but on what they are able to do with their knowledge, and in which we do not know today what most jobs will be like or what will be needed in order to perform them.



UNIVDEP

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 in order to become the leading entity for consultation and preparing proposals for education.



## Ministries and government educational institutions

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



# GRI indicators

## Action and commitments of Santillana in 2017

The following table details where the GRI G4 indicators have been treated at Core level. The rest of the specific indicators can be consulted in the PRISA 2018 Social Responsibility and Sustainability Report, [www.prisa.com](http://www.prisa.com).

GRI	General Standard Disclosures GRI-G4	Pages
<b>STRATEGY AND ANALYSIS</b>		
<b>G4-1</b>	Provide a statement from the most senior decision-maker of the organization (such as CEO, chair, or equivalent senior position) about the relevance of sustainability to the organization and the organization's strategy for addressing sustainability.	4
<b>G4-2</b>	Provide a description of key impacts, risks, and opportunities.	4

GRI	General Standard Disclosures GRI-G4	Pages
<b>ORGANIZATIONAL PROFILE</b>		
<b>G4-3</b>	Report the name of the organization.	4-5
<b>G4-4</b>	Report the primary brands, products, and services.	12-31, 108-109
<b>G4-5</b>	Report the location of the organization's headquarters.	54-55
<b>G4-6</b>	Report the number of countries where the organization operates, and names of countries where either the organization has significant operations or that are specifically relevant to the sustainability topics covered in the report.	54-55
<b>G4-7</b>	Report the nature of ownership and legal form.	60-61
<b>G4-8</b>	Report the markets served (including geographic breakdown, sectors served, and types of customers and beneficiaries).	12-31, 54-55
<b>G4-9</b>	Report the scale of the organization, including: <ul style="list-style-type: none"> <li>• Total number of employees.</li> <li>• Total number of operations.</li> <li>• Net sales or net revenues.</li> <li>• Total capitalization broken down in terms of debt and equity (for private sector organizations)</li> <li>• Quantity of products or services provided.</li> </ul>	46-51, 68-69
<b>G4-10</b>	<ul style="list-style-type: none"> <li>a. Report the total number of employees by employment contract and gender.</li> <li>b. Report the total number of permanent employees by employment type and gender.</li> <li>c. Report the total workforce by employees and supervised workers and by gender.</li> <li>d. Report the total workforce by region and gender.</li> <li>e. Report whether a substantial portion of the organization's work is performed by workers who are legally recognized as self-employed, or by individuals other than employees or supervised workers, including employees and supervised employees of contractors.</li> <li>f. Report any significant variations in employment numbers.</li> </ul>	68-69
<b>G4-12</b>	Describe the organization's supply chain.	62-63
<b>G4-13</b>	Report any significant changes during the reporting period regarding the organization's size, structure, ownership, or its supply chain.	46-51

GRI	General Standard Disclosures GRI-G4	Pages
<b>COMMITMENTS TO EXTERNAL INITIATIVES</b>		
<b>G4-14</b>	Report whether and how the precautionary approach or principle is addressed by the organization.	62-63
<b>G4-15</b>	Provide a description of key impacts, risks, and opportunities	62-63
<b>G4-16</b>	List memberships of associations and national or international advocacy organizations in which the organization: <ul style="list-style-type: none"> <li>• Holds a position on the governing body</li> <li>• Participates in projects or sits on committees</li> <li>• Provides substantive funding beyond routine membership dues</li> <li>• Views membership as strategic</li> </ul>	80-85, 94-95, 100-101
<b>STAKEHOLDER ENGAGEMENT</b>		
<b>G4-24</b>	Provide a list of stakeholder groups engaged by the organization.	88-89



GRI	General Standard Disclosures GRI-G4	Pages
<b>REPORT PROFILE</b>		
<b>G4-28</b>	Reporting period (such as fiscal or calendar year) for information provided.	51
<b>G4-29</b>	Date of most recent previous report (if any).	51
<b>G4-30</b>	Reporting cycle (such as annual, biennial).	51
<b>G4-31</b>	Provide the contact point for questions regarding the report or its contents.	110
<b>GRI CONTENT INDEX</b>		
<b>G4-32</b>	<ul style="list-style-type: none"> <li>a. Report the 'in accordance' option the organization has chosen.</li> <li>b. Report the GRI Content Index for the chosen option.</li> <li>c. Report the reference to the External Assurance Report, if the report has been externally assured.</li> </ul>	104-107
<b>GOVERNANCE</b>		
<b>G4-34</b>	Report the governance structure of the organization, including committees of the highest governance body. Identify any committees responsible for decision-making on economic, environmental and social impacts	62-63
<b>G4-35</b>	Report the process for delegating authority for economic, environmental and social topics from the highest governance body to senior executives and other employees.	62-63
<b>G4-36</b>	Describe the organization's values, principles, standards and norms of behaviour such as codes of conduct and codes of ethics.	62-63
<b>SPECIFIC STANDARD DISCLOSURES (refer to the PRISA 2018 Sustainability Report)</b>		

## Brands and products



Fundación **Santillana**







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**You can also see the 2018 ANNUAL REPORT at [www.santillana.com](http://www.santillana.com)**

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









## **Awaken their potential**

Corporate report / **2018**