

Championing Education

Corporate Report 2016



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Corporate Report 2016



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What is required today is an education system capable of adapting its methodology to current needs, one that will train our students in knowledge, skills, abilities, and values.

Teachers are the lever for real change; they can incorporate new classroom methodologies that will engage today's students, they will accompany them on the journey and ensure that they enjoy learning.



Educational transformation, change, disruption, new paradigms, new methodologies, improved learning... The current education debate is awash with such terms and concepts. Indeed, few other issues command comparable consensus, with there being broad agreement on the fundamental and decisive role that education plays in the progress and welfare of people and society. And this certainty entails a unanimous demand for a higher quality education system, one that can adapt its methodology to current needs and that will train our students in knowledge, skills, abilities, and values. In short, everything we need if we are to enable citizens to develop both personally and professionally in an increasingly globalized environment, in a world that demands collaborative learning, as well as one that requires knowledge that can be put to use in real, practical situations.

We need people capable of critical thinking, who are able to make informed decisions, able to argue their views and manage responsibly the natural and technological resources available.

Any educational change (and the one we now face is undoubtedly the greatest in recent times) will require the efforts of everyone, especially teachers. They are the lever for real change; they can incorporate new classroom methodologies that will engage today's students, they will accompany them on the journey and ensure that they enjoy learning.

Santillana's efforts focus on defining these new methodologies and on developing new content, as well as the resources and services needed to implement them. We are committed to helping and supporting teachers and school principals as they strive to successfully incorporate these into their centers.

In 2015, Santillana launched a new literary imprint aimed at children and young people, called Loqueleo, which boasts a broad catalog of classic and contemporary authors, and features new ways of reading and of sharing reading. This new imprint offers readers tools that promote reading and enable them to better develop this most basic skill for learning.

Educational change is an enormous challenge. We can only successfully meet this challenge with everyone's support.

MIGUEL ÁNGEL CAYUELA
SANTILLANA CEO



Areas of activity

Santillana in figures

International presence

A year in pictures

Educational content and services



Children's and Young People's Literature



Languages



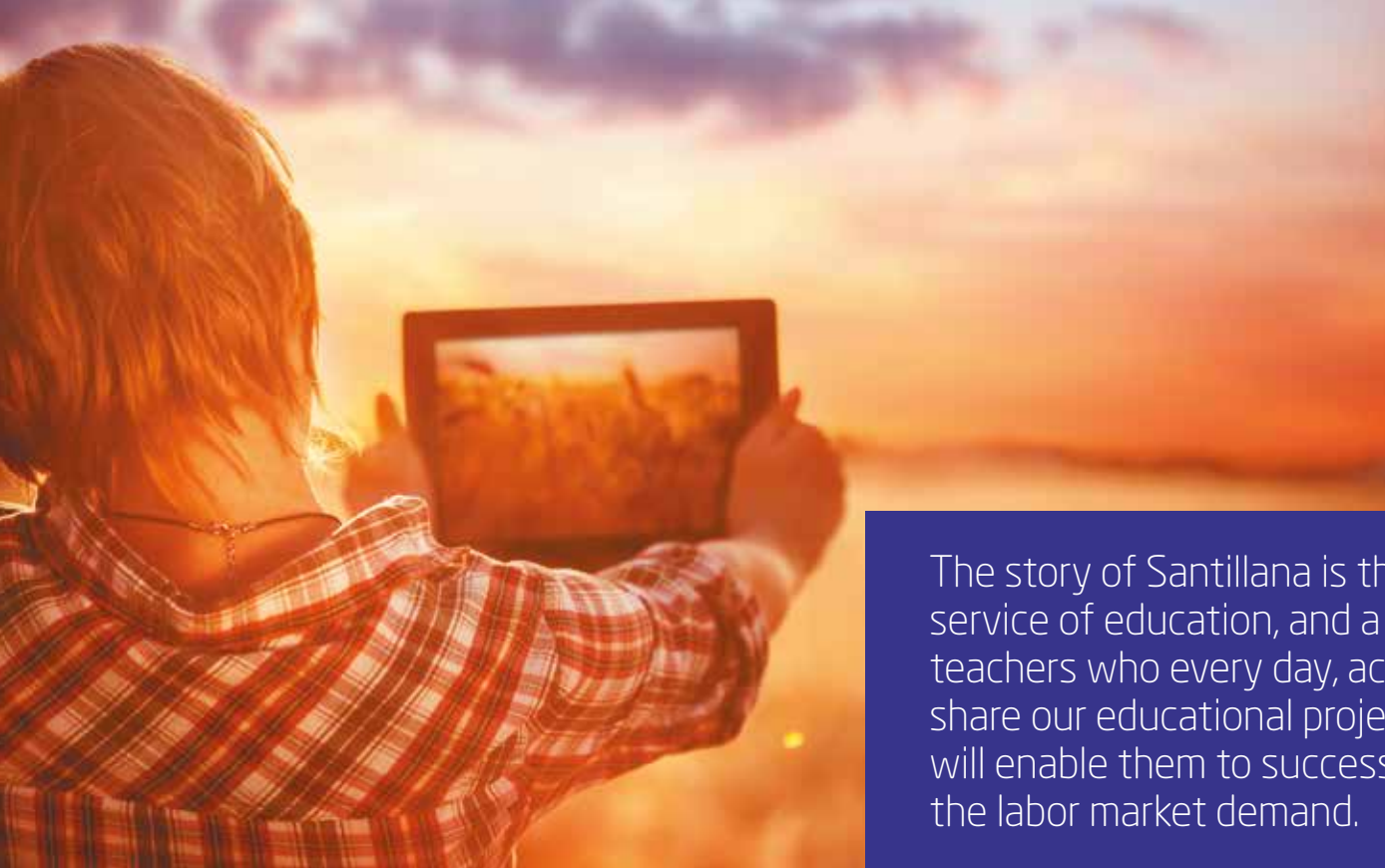
R&D&I



Areas of activity

We are the leading company in content creation and educational services in Spain and Latin America. Throughout our more than 50 years of history and experience, we have have been quick to adopt the latest knowledge and new technologies in order to develop new ways of learning in each of our markets, where we adapt to the special circumstances and needs each has.

We are committed to the goal of achieving better learning outcomes. We do our utmost to foster and encourage reflection and ongoing debate on education and the keys to educational change.



The story of Santillana is the story of vocation in the service of education, and a commitment to students and teachers who every day, across thousands of classrooms, share our educational projects and work on the skills that will enable them to successfully achieve what society and the labor market demand.

Educational content and services

Content, and how it is taught in the classroom, has emerged as key to the entire learning process. That's why interpreting the curricula of all those countries where we operate, responding with quality educational projects that engage teachers with different methodologies, delivering content on new platforms that enable the integration of technology in schools... is not merely our challenge but also our responsibility – and one which we embrace with enthusiasm.

Our mission to instill a love of learning among students – by offering them high-quality materials

– means that we do everything possible to ensure that our publishing models are among the very best in the industry in developed countries.

Our **educational content**, regardless of format, is integrated into comprehensive educational projects, and is notable for both quality and innovation. All content is aimed at ensuring that students learn more effectively and that they develop their creativity, critical thinking, an appreciation for nature, and the use of **new technologies**. We publish in Spanish, Portuguese, English, French, Guarani, Aymara, Quechua, Catalan, Basque, Galician, and adapt to the language needs of each region. Projects such as Saber Hacer, Todos Juntos, Araribá, Buriti, La Casa del Saber, Nuevamente Santillana, Saberes, En Español, Caleidoscopio, Espiral del Saber... are all widely appreciated by teachers and students alike.

All these projects incorporate a wide and varied range of digital content aimed at facilitating methodological development in the classroom: LibroMedia, LibroWeb, LibroClick, LibroNet..., along with other models such as e-books and e-lessons, and the Virtual Classroom.

Santillana Compartir and Sistema UNOi now account for more than 17% of total company revenue and cater to more than 800,000 students.



This content is complemented by reference books, workbooks, dictionaries, and more specific material such as the Singapore Math Problem Solving system, DECA, workbooks for developing verbal reasoning and mathematical reasoning ... All this plus resources available to teachers, new ideas and content for activities that address diversity and facilitate personalization.

Meanwhile, **educational support services**, advice and teacher training are gaining increasing importance. Platforms such as e-vocación, the teachers' portal, Virtual Classroom, Teachers Network, IneveryCrea ... are unique portals that enable users to share experiences and find additional resources to improve classes.

Alongside the traditional line of educational content and services, in recent years Santillana has been gaining ground in Latin America in the area of **educational solutions** and **learning systems**. These deliver comprehensive support to schools in the areas of teaching, training, equipment and service. Two such projects, Santillana Compartir and Sistema UNOi, now account for more than 17% of total company revenue and cater to more than 800,000 students.

In 2015 **Santillana Compartir** reached 533,000 students in 14 countries. Revenue was up by 41.8% compared to 2014. This modular and flexible educational solution that integrates ICT, content and services according to the needs and rhythm of each school, is responding successfully to the needs of the education community, seamlessly integrating new tools that enhance learning.

Sistema UNOi was launched in 2011 as part of our commitment to changing the educational model and to overhauling the traditional classroom. Since then, this start-up has definitely come of age, having carved out its own identity, having scaled up successfully, and achieved operational stability. UNOi set the agenda for educational transformation and was an effective catalyst for Santillana and, indeed, for the entire education sector.

It closed 2015 with 274,000 students, and after taking stock, is ready to face the challenges that lie ahead and continue to grow and serve as an engine for change.



Children's and young people's literature

The last quarter of 2015 saw the debut of **Loqueleo**, Santillana's new children's and young people's literature imprint in Argentina, Colombia, Mexico, and elsewhere. The official international launch was held at the Guadalajara International Book Fair (FIL) in Mexico, in the presence of the authors Luis Pescetti, Yolanda Reyes and Francisco Hinojosa. The new brand includes a wide range of classic and contemporary authors, and seeks to respond to new ways of reading and the way readers now engage with each other. Social networks now play a very prominent role in the generation of a "community" and a "social conversation" about reading.

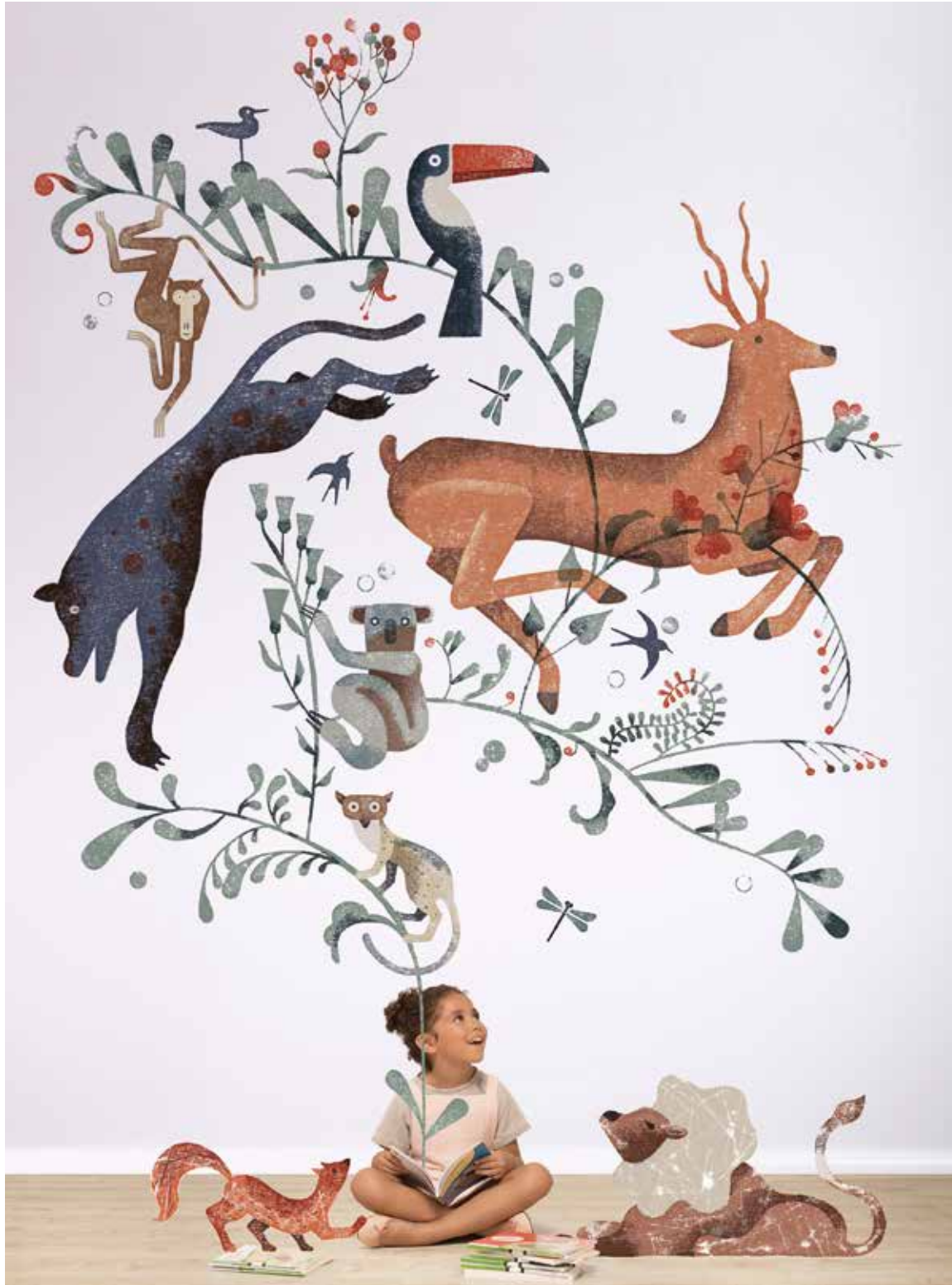
"It's a young and dynamic imprint bringing together Santillana's wide and varied catalog of titles aimed at children and young people – the very best literature from the genre which



Loqueleo, Santillana's new children's and young people's literature imprint, is a young and dynamic brand with a wide and varied catalog of titles adapted to new ways of reading.

the company has been bringing to schools for the past thirty years. Authors include Roald Dahl, Elsa Bornemann, Michael Ende, Jorge Eslava, Alma Flor Ada, Edna Iturralde, Ana María Machado, Yolanda Reyes, Gianni Rodari and Jordi Sierra i Fabra. Loqueleo give will give new impetus to reading and will generate new reading experiences, and the goal is to reach the nearly 100 million students in Spain and Latin America," said **Raúl González**, global director of Loqueleo, at the launch.

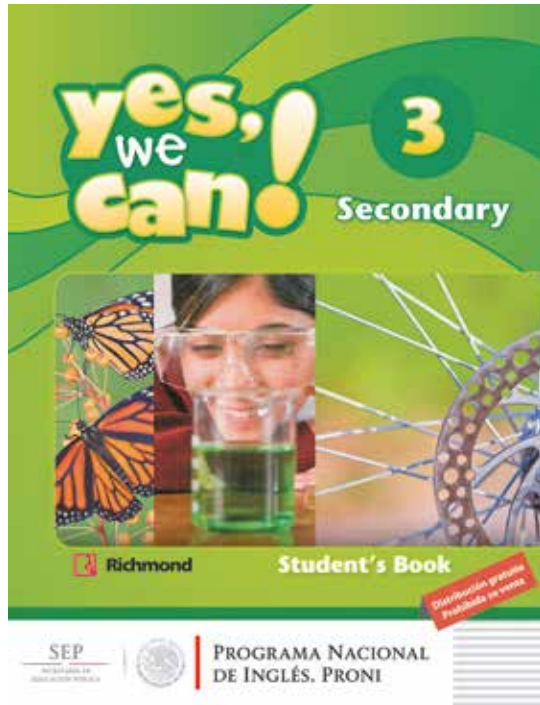
Loqueleo will be present in 22 countries in 2016, with an exciting catalog that combines fun and the learning of values, and includes unforgettable titles such as *Rebels*, *Charlie and the Chocolate Factory*, *The Neverending Story*, *Momo*, *Little Nicholas* and *Matilda*... as well as brand new titles that engage the tastes and interests of younger readers and allow them to reflect on the world they live in.



From left to right: Francisco Hinojosa, Yolanda Reyes, Luis Pescetti, Raul Gonzalez and Juan Arzo, at the launch of Loqueleo at FIL (Mexico).
Courtesy of: elpais.com.



The languages division continues to expand, with growth of 4.8% (CAGR) in the past five years.



The Richmond series of course books, YES, WE CAN!, is the most popular among state school teachers in Mexico, and has sold millions of copies to the Ministry of Education through its National English Program, PRONI.

Languages

The languages division enjoyed a very positive 2015, in both sales and profits.

The Richmond imprint, for English Language Learning, is among the leading brands in both Latin America and Spain. Likewise in Spain, Santillana Français is clear leader for the teaching of French. The business of traditional textbooks accounts for 70% of sales, while digital business, account for 30%. The Languages business unit contributes significantly to the content of Sistema UNOi and Santillana Compartir, with the latter educational solution seeing growth of 35% in the number of students studying English in 2015.

Government sales are particularly important in Mexico and Brazil. In Brazil, Spanish as a Foreign Language accounts for 6% of language textbook sales.

Course book series with more than 250,000 copies in annual sales include **KIDS' WEB**, originally published in Brazil and now on sale in 5 countries, and **BEEPI!**, a series published in Spain that has subsequently expanded into 7 countries.

The ongoing digitization of language learning continues apace, both through the development of

device agnostic platforms that offer supplementary material for teachers that incorporate the concept of traceability, and through other materials that teach through entertainment, such as **RICHMOND CARTOONS**.

To add to its offer of digital content, Santillana's languages division has partnered with leading companies such as **English Attack!**. The future for Languages is promising indeed, as the number of hours of English learning in several Latin American countries has increased, and there is a growing interest in *bilingualism*.

Meanwhile, the brand continues to expand into new international markets such as *Turkey and Asia*.

Finally, throughout the year, Richmond has made successful inroads into *language institutes and universities*, thereby gaining access to the *Adult/Young Adult* market segments, which had been relatively untapped by the imprint until recently. The signing up of renowned authors, along with a series of international promotional events, has given Santillana and its imprints a robust presence on the international market.

R&D&I

SANTILLANA is more committed than ever to incorporating new technologies into content solutions and educational services, and to fostering debate on the future of education:

- ✔ Improved LMS for Sistema UNOi and Santillana Compartir to optimize the user experience.
- ✔ Development of the adaptive learning pilot project “**a2o**”, focused on algebra for students aged 12-13. 2,000 pupils from Spain and Latin America took part.
- ✔ The **Saber y más** project reaches completion and is now a repository of more than 60,000 items of digital content organized in lesson plans.
- ✔ Development of the online evaluation platform **PLENO**, which provides teachers with tests and authoring tools, as well as student performance reports. This is the first of the company's initiatives in the strategic area of evaluation and assessment, seen as key to learning.
- ✔ First module of “**Aprendizaje efectivo**”, a training tool in basic cognitive skills that support learning. Students are assessed and offered a personalized learning path based on their performance. As well as the module on basic skills, there are two more covering literacy and numeracy.
- ✔ **SantillanaLAB** gets up and running. This is a group of experts brought together by Santillana to explore educational trends in emerging markets (LabEDU) and to create the new digital textbook (LabTEXT).
- ✔ Conceptualization, definition and development of **SET21**, a program focused on the new skills that students need today. In both print and digital formats, this initiative develops emotional skills, entrepreneurship, creativity, critical thinking, communication, robotics and programming, as well as other basic skills.

We foster the development of new projects in innovation as well as debate on the future of education.



Santillana in figures



More than **808,076 students** and **2,410 schools** study with **Sistema UNOi** and **Santillana Compartir** in Latin America



More than **1,502,612.33 followers** on **social media**



Present in **22 countries**

3,844 employees



98,215,000 books sold



More than **28 million students** worldwide learn with our **content and educational services**



REVENUE BY COUNTRY (Millions of Euros)

	2014	%	2015	%
ARGENTINA	22.8	3.5	39.9	6.2
BOLIVIA	4.2	0.6	5.3	0.8
BRAZIL	224.4	34.4	180.1	28.0
CENTRAL AMERICA (NORTH)*	21.5	3.3	26.2	4.1
CENTRAL AMERICA (SOUTH)**	9.2	1.4	10.2	1.6
CHILE	29	4.5	29.5	4.6
COLOMBIA	20.5	3.1	20.0	3.1
DOMINICAN REPUBLIC	14.4	2.2	13.1	2.0
ECUADOR	16.4	2.5	18.6	2.9
SPAIN	116.5	17.9	139.4	21.7
MEXICO	93.1	14.3	94.7	14.7
PARAGUAY	2.3	0.4	1.9	0.3
PERU	17.0	2.6	20.1	3.1
PORTUGAL	6.6	1	5.8	0.9
PUERTO RICO	10.1	1.6	11.2	1.7
URUGUAY	2.9	0.4	2.2	0.3
VENEZUELA	28.1	4.3	4.9	0.8
USA	12.8	2	19.8	3.1

*Guatemala, Honduras, El Salvador **Costa Rica, Nicaragua, Panama



REVENUE BY BUSINESS AREA

(Millions of euros)

	2015	%
EDUCATION	414.7	64.51
COMPARTIR (BLENDED LEARNING)	48.8	7.6
LEARNING SYSTEMS	63.3	9.85
LANGUAGES	90.4	14.06
OTHER *	25.6	3.98

USA (ESL & SFL)/ non-publishing revenues



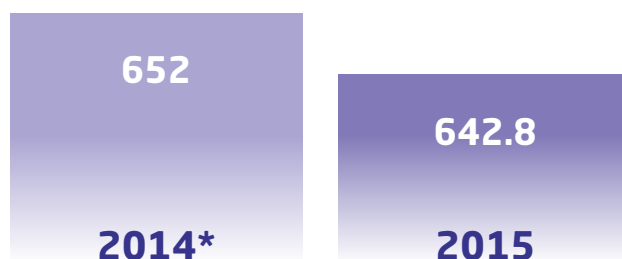
REVENUE BY GEOGRAPHICAL AREA

(Millions of Euros)

	2014	%	2015	%
SPAIN	116.5	17.87	139.4	21.68
LATAM AND REST	535.2	82.13	503.4	78.32



OPERATING INCOME (Millions of Euros)



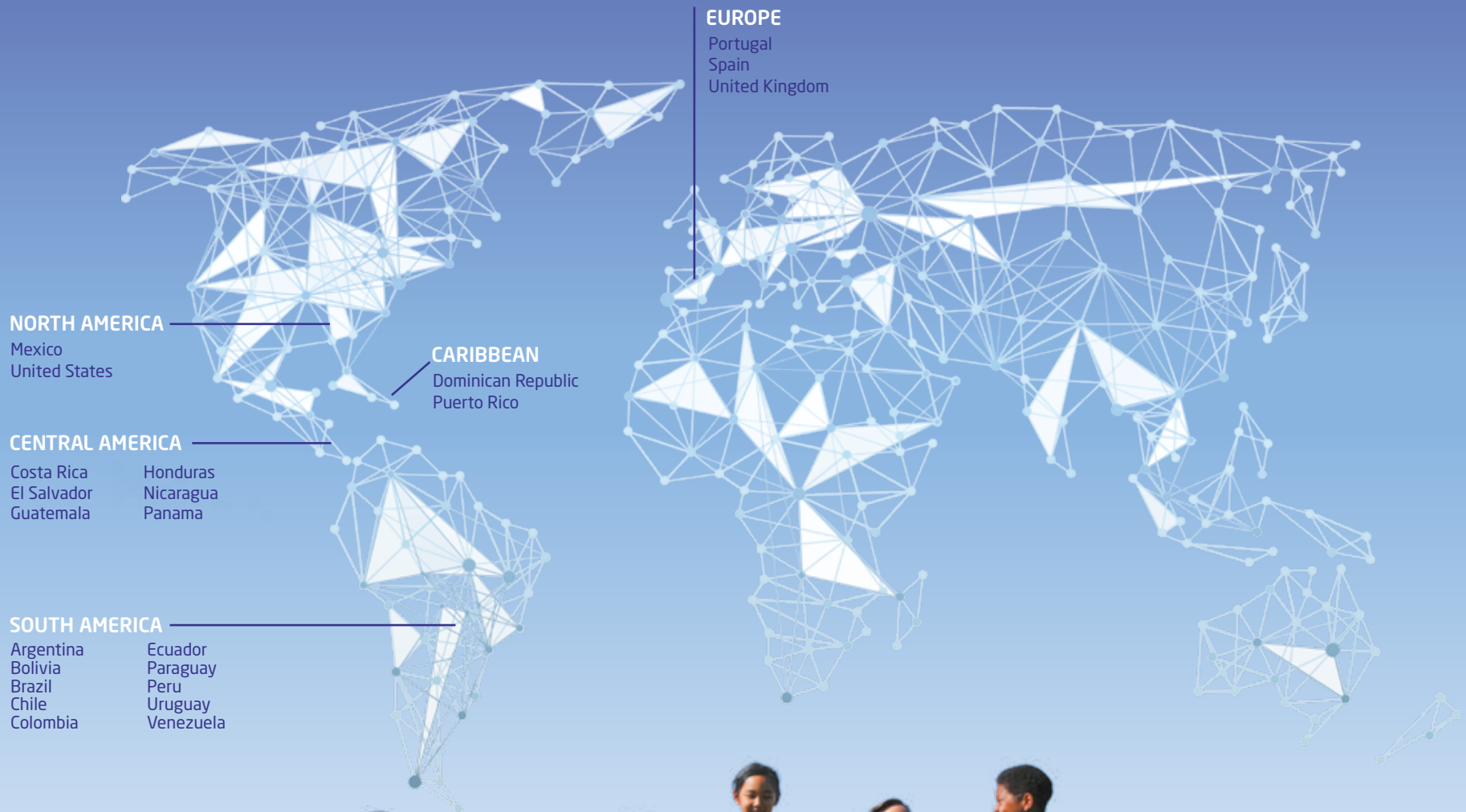
Adjusted EBITDA (Millions of Euros)

(Not including trade)



* 2014 income excluding Trade Publishing in countries with a local company.

International presence



CORPORATE DIRECTORS

PRESIDENT (NON-EXECUTIVE)

IGNACIO SANTILLANA

CEO

MIGUEL ÁNGEL CAYUELA

COO

JULIO ALONSO PEÑA

DIRECTOR OF EDUCATION

FRANCISCO CUADRADO

DIRECTOR OF R&D&I

MIGUEL BARRERO

DIRECTOR OF LANGUAGES

CHRISTOPHER WEST

DIRECTOR OF SANTILLANA COMPARTIR

LUIS GUILLERMO BERNAL

DIRECTOR OF SISTEMA UNOI

JOSÉ HENRIQUE DEL CASTILLO

DIRECTOR OF HUMAN RESOURCES

FRANCISCO LORENTE

DIRECTOR OF COMMUNICATIONS

ROSA JUNQUERA

YEAR FOUNDED	COUNTRY	MANAGING DIRECTOR
1963	ARGENTINA	David Delgado
1994	BOLIVIA	Carola Ossio
2001	BRAZIL	Sergio Quadros
1995	CENTRAL AMERICA (NORTH)*	Luis Alonso González
1993	CENTRAL AMERICA (SOUTH)**	María Jesús Abad
1968	CHILE	Mauricio Montenegro
1988	COLOMBIA	Alberto Polanco
1994	DOMINICAN REPUBLIC	Pedro Luis Ayuso
1993	ECUADOR	Carmen Ureña
1960	SPAIN	Javier Caso
1971	MEXICO	Juan Arzo
1997	PARAGUAY	José Miguel Pereda
1981	PERU	Javier Laría
1989	PORTUGAL	Alberto Muñoz
1991	PUERTO RICO	Ignacio Romero
1992	URUGUAY	Fernando Rama
1977	VENEZUELA	María Jesús Abad
1972	USA	Miguel Tapia

* Guatemala, Honduras, El Salvador

** Costa Rica, Nicaragua, Panama

A year in pictures



Grandes Profes.

JANUARY Spain

Santillana, in collaboration with the Atresmedia Foundation, brought together more than 1,500 teachers for this event during which leading figures paid tribute to teachers and encouraged them in their work.

2° National Congress on Trends in Education.

FEBRUARY Mexico

Santillana Compartir brought together, in Cancun, 450 education professionals and 25 speakers from Mexico, Spain, Chile and the USA to discuss the latest trends in education and the new challenges posed by the information society.

Technological trends in the classroom were debated by professionals from Cambridge Assessment, UNESCO, Microsoft, Epson, HP, Mimio, Google for Education, ETS Toefl, English Attack, Mundo Joven, Manpower, The Anglo, TEDx Mexico City and Televisa Radio.

Saber Hacer Forum. FEBRUARY Spain

The Saber Hacer Forum was held in a range of Spanish cities, and fostered debate on the current state of education. The forum was created to explore the premise that education goes beyond the mere textbook and must now tackle the greatest challenge of this new era of learning: teacher training.

UNOi conclave. APRIL Colombia

UNOi brought together in Cartagena de Indias more than 700 school directors from Mexico, Brazil and Colombia who are using the UNO International system and who were eager to share how their work has been transformed.

Reading as a journey without borders

JUNE Peru

Santillana Peru brought together leading writers, scholars and education leaders at the second congress dedicated to children's literature. Attendees discussed the fundamental role of teachers in the development of literacy skills.





Educating in the Digital Age. SEPTEMBER Argentina

In Argentina, Santillana Compartir brought together 600 school principals to guide them in the process of transitioning to a digital model in education.



Ruta Maestra. SEPTEMBER Colombia

Santillana Colombia celebrated the third anniversary of *Ruta Maestra*, the education sector magazine which has become a benchmark for change.

More than 5,000 downloads and 3,000 print copies of this issue were distributed to schools in the country.

Launch of PLENO

SEPTEMBER Colombia

Coinciding with the Congress of Santillana Compartir 2015 in Cartagena de Indias, the new online assessment tool, PLENO, was presented. Leading figures from the world of education and some 370 school principals, customers and potential customers, were able to learn more about the issues and problems tackled by this platform.



Smartlab. NOVEMBER Brazil

November saw the launch of Smartlab, an educational platform for collaborative learning, in collaboration with other companies such as Google and Encyclopedia Britannica. It brings together diverse applications and interactive content for students in Elementary and Middle Grades.

International launch of Loqueleo

NOVEMBER Mexico

The Guadalajara International Book Fair (FIL) hosted the launch of the new children's and young people's literature imprint, Loqueleo. The new brand's debut was attended by Francisco Hinojosa, Yolanda Reyes and Luis Pescetti.



Launch of Saber y más

NOVEMBER Chile and Colombia

Santillana and Epson teamed up to roll out *Saber y más*. The new technological tool hosts more than 100,000 items of educational content on the Epson projector, aimed at children and young people aged 10 to 18.



Values

Our corporate responsibility policies

Our commitments for 2016

Stakeholders

Values

Building freer, fairer and more caring societies

MISSION

We contribute with quality innovative solutions to education training, and see this as the most effective way to build freer and more equitable societies. All this while creating value for employees, shareholders and society at large.

VISION

We champion the integral education of children and the training of people who surround them, in all the countries where we operate, by leveraging the talent of our teams.



VALUES

We carry out our work in adhering to the following values:



WE STRIVE FOR QUALITY

We believe that excellence is the best way to contribute to the success of the company and ensure the satisfaction of our customers.



WE ARE COMMITTED

We promote active citizenship and a commitment to society. Our teams strive to rise to any challenges we meet and implement plans and projects with resolve and determination.



WE CHAMPION PLURALISM

Diversity and difference inform all our projects, and we take everyone into account: students, families and teachers. We should all be treated fairly and equally. Because we are all equal, we are all diverse.



WE ARE INDEPENDENT

Everyone in the company acts with autonomy and freedom, and we are committed to accountability and transparency.



WE INNOVATE

We create new solutions for students, their families and their teachers, thereby helping them grow. We cover their educational needs while stimulating and enriching the development of society.



In 2015 a Compliance Unit was established to monitor respect for all standards and regulations related to the company's code of conduct and corporate liability.

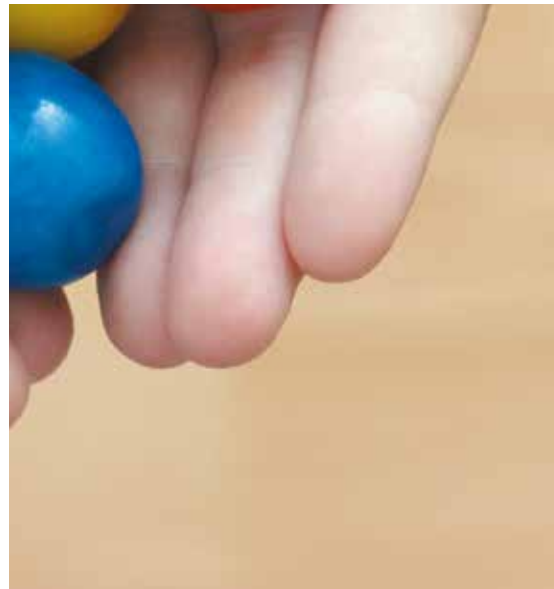
Our corporate responsibility policies

At Santillana we are committed to accountable, transparent and sustainable management. All company policies and activities are governed by both regulations and a code of conduct, thereby providing us with a clear framework both for those who are part of the company and for those who maintain a professional or contractual relationship with us.

Corporate governance

2015 saw the completion of the process of adapting internal corporate governance rules to the new Companies Act (passed in 2014).

These standards were approved by Prisa (to which Santillana belongs) at its AGM in 2015.



The Compliance Unit is also entrusted with the mission of promoting the Code of Ethics among employees and ensuring respect for internal rules and standards throughout all the Group's operations.

Code of Ethics

Prisa's new Code of Ethics adopts a range of recommendations enshrined in the Code of Good Governance, including entrusting the Corporate Governance Committee with overseeing Social Responsibility Policy, communications, our relationship with shareholders and investors, the selection of directors, improving gender balance in the management bodies and, finally, the adoption of a fiscal strategy that will comply with tax regulations. The company will thus act in a fair and responsible fashion with society and stakeholders and ensure good corporate governance.

To complete this task, in 2016, the Compliance Unit will conduct a range of training and awareness-raising sessions aimed at all those affected by these standards.

Responsible management of our suppliers

Santillana did business with a total of 20,931 suppliers in 2015

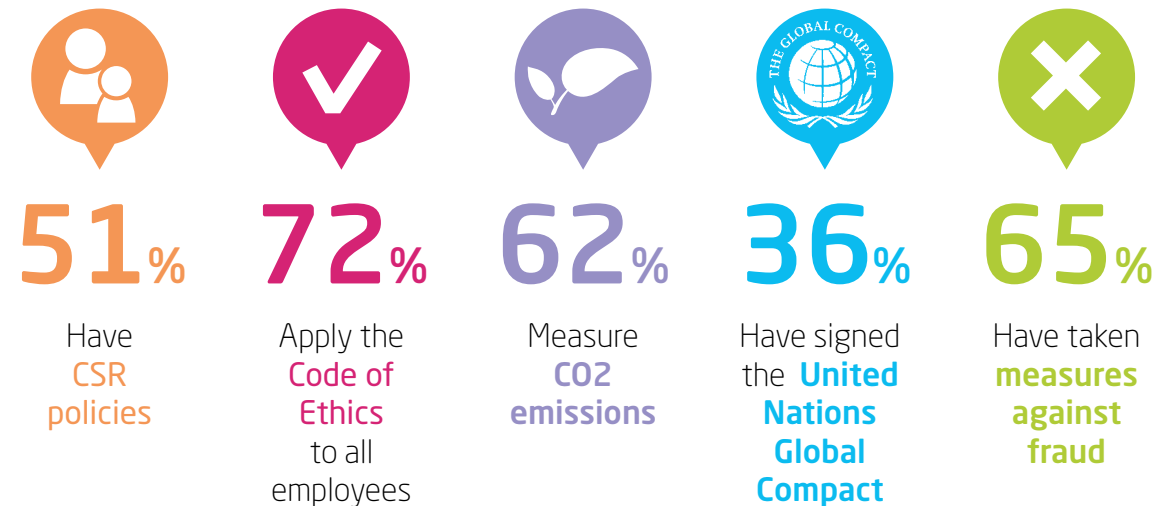
WORKING WITH OUR SUPPLIERS

Responsibility in the selection of content

The content of the books published by Santillana is determined by the curricula that the governments of each country set for each of the school subjects.

In all those countries where the company operates, corporate, global and national committees are active in decision-making throughout the editorial process and will be asked to give frequent input on all the details concerning writing, illustration and production.

Santillana's corporate center coordinates these committees, ensuring compliance with the official curricula of each country when it comes to either selling products to private centers or bidding in public tenders.



Our procurement policy is key to ensuring the quality of books and materials in all countries so as to ensure the safeguarding of and respect for fundamental human rights and the environment.

We carry out a comprehensive assessment of all suppliers with whom we establish relationships based on business ethics. For the approval of new suppliers, we measure quality, the adequacy of the product or service, and cost, while above all, ensuring compliance with sustainability policies.

We are committed to fostering the development of local suppliers. Approximately 90% of acquisitions are subject to tax in the country where the purchase and payment is made.

A commitment to people



One of the hallmarks of all those who make up Santillana is that we see education as key to the future. And we understand that this transformative force starts with us – with the company's duty to its employees and the support it provides to all its professionals. In short, we have two main goals: to meet new challenges and to improve relations with stakeholders.

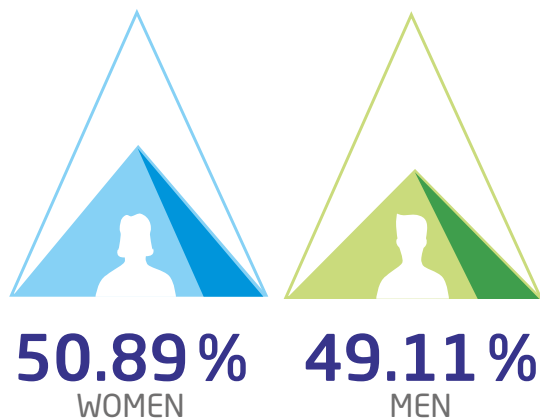
2015

Our professionals work in a culture which particularly fosters one of our corporate values, innovation.

EMPLOYEE NUMBERS



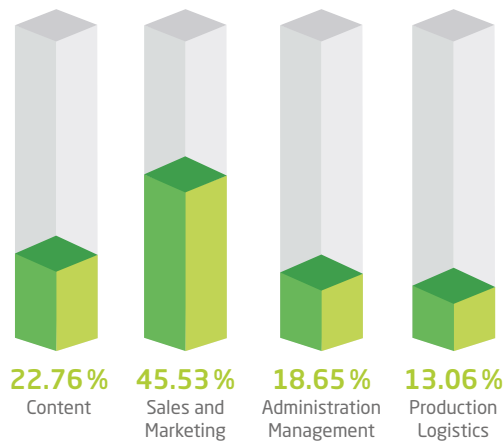
BREAKDOWN BY SEX



JOB FUNCTION

	2014	2015
CONTENT	23.16 %	22.76 %
SALES AND MARKETING	46.31 %	45.53 %
ADMINISTRATION / MANAGEMENT	15.97 %	18.65 %
PRODUCTION / LOGISTICS	14.55 %	13.06 %

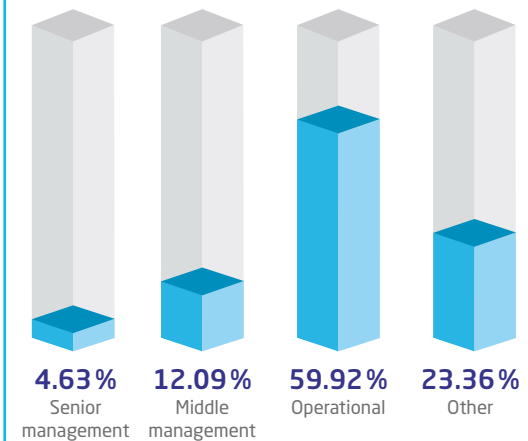
2015



JOB CATEGORY

	2014	2015
SENIOR MANAGEMENT	4.91 %	4.63 %
MIDDLE MANAGEMENT	12.35 %	12.09 %
OPERATIONAL	58.73 %	59.92 %
OTHER	24.01 %	23.36 %

2015





Policies for employees

TRAINING

Santillana invests in training and in equipping all employees with all the necessary tools to develop their professional skills. In 2014, almost 36,000 hours of training were made available globally, with a focus on the digital development of employees. In Spain, 1,383 hours of training were offered, geared towards the technological and digital transformation of the company.

Training was offered through a range of different models (classroom, online courses taught by fellow staff members) and through the PRISA Campus platform, and in the following areas:

- Knowledge of the digital world.
- Learn Light language platform.
- Seminars on educational innovation, e-mail marketing, branded content and knowledge management.
- Conference on "Keys to implementing a culture of innovation."
- Data journalism.

At a global level, Santillana offers the *Mi idea!* platform for innovation and trends, open to all Prisa employees and where they are encouraged to make suggestions, share improvement projects and even intellectual property that could lead to potential patents. This tool is geared towards identifying individual talent and disruptive ideas from anywhere within the organization.

The Factoría de Experiencia (FEX), or Experience Factory, launched in late 2013, is another initiative to promote the development of the collective intelligence of the group through the identification of experts from among employees, who are then responsible for sharing useful knowledge with the entire organization. This online platform integrates experience and knowledge gleaned from major business projects.



PROFESSIONAL DEVELOPMENT

At Santillana we are committed to a cultural change that fosters greater equality of opportunity and recognition of achievements. To this end, the company has implemented a performance evaluation system for identifying, developing and retaining talent.

Through the effective management of evaluation, company goals are better aligned with the needs of employees who are provided with a all roadmap for their development within the company. In many cases, we are able to take advantage of Santillana's consolidated international presence to facilitate exchanges among professionals.

As a global project, Santillana is in a position to offer its professionals internal vacancies and encourage job rotation among the departments of the company and among other Prisa business units.

WORK-LIFE BALANCE

The company ensures that internal company policies safeguard gender equality and improve the access of women to positions of responsibility. There are

also measures to promote a better balance between the work, family and personal lives of staff. In 2014 we continued apace with the development of plans and measures aimed at striking a better balance between work and life, already underway in previous years.

INTERNAL COMMUNICATION

The company is equipped with a global internal communication tool, called Toyoutome, which was rolled out in 2011. This project brings together a series of initiatives that are aimed at fostering a new business culture.

This channel provides news about the company and serves as a meeting point for all employees. Santillana also contributes to Prisa's internal newsletter, with updates on its top social and business achievements.

As part of the Group's cultural and organizational transformation plan, the Toyoutome project continues to change the way we work, enabling us to become a more connected organization and one that is better equipped to develop our teams.

SOCIAL BENEFITS

All Santillana employees enjoy, depending on the country, a range of social benefits: life and accident insurance, health insurance, and support for families. Corporate Headquarters lay down the basic guidelines for these policies, which are then implemented locally, as these will depend on the tax and labor laws of each country, as well as usual market practices.

The implementation in Spain of the Flexible Compensation Plan, initially rolled out in 2013, has been extremely well received by employees, with some of the measures subsequently being expanded to include the entire workforce.

OCCUPATIONAL HEALTH AND SAFETY

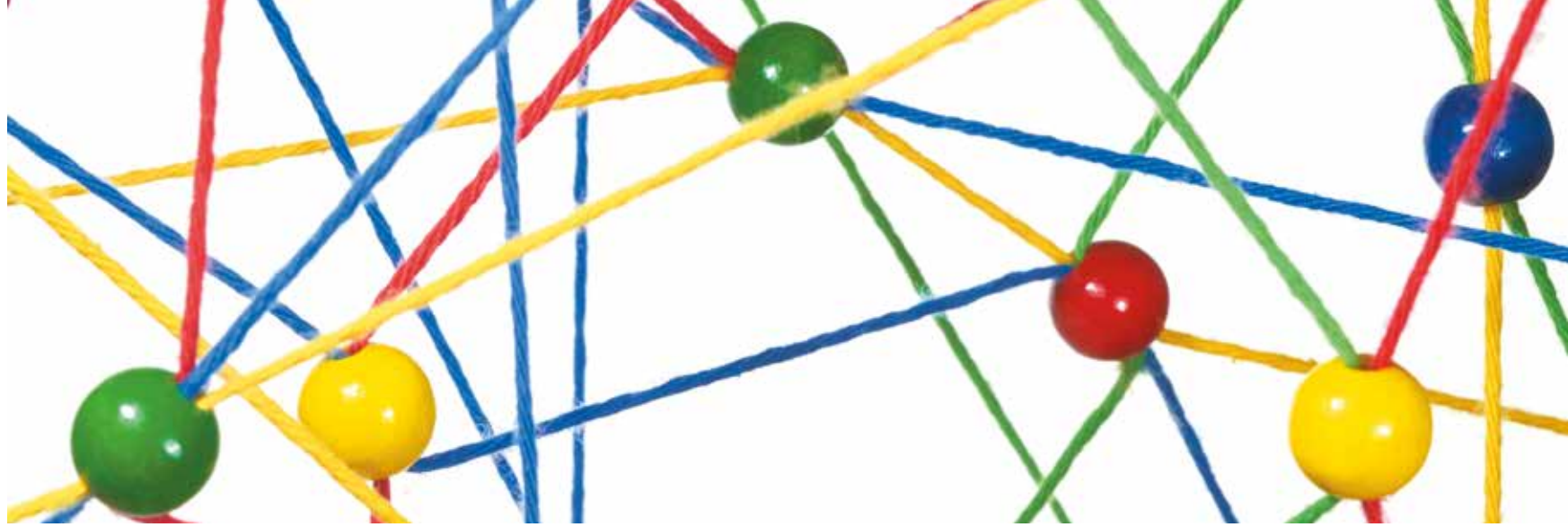
Santillana fosters and oversees a positive culture of workplace health and safety, and is available to advise employees on preventive programs. The company offers employees free medical check-ups as well as private and subsidized health cover.

A commitment to the community



At Santillana we are committed to making education accessible, and we foster reading as a tool for social improvement among children, young people, educators and families.

In **Colombia**, for instance, Santillana and the the National Savings Fund developed a campaign to bring libraries to schools in Tierra Bomba, one of the areas with the highest number of children at risk. Here, 3,000 children living in absolute poverty received 3,000 books from the new imprint Loqueleo and a further 1,500 books that were donated by volunteers.



There have been other projects aimed at fostering reading among children. In **Peru**, Santillana held the Second Congress and Second International Seminar on Children's and Young People's Literature with the title "Reading in the twenty-first century: a journey without borders", sponsored by the Ministry of Education and with a wide-ranging program of virtual lectures from renowned national and international specialists.

Children and older people with reading difficulties in the neighborhood of Floresta (Argentina), the project *Mestres da Obra (Masters of Works)* (**Brazil**) and others in **Costa Rica, Ecuador, Dominican Republic** and **Uruguay**, all benefited from donations. Of particular note was the campaign *Bolivia lee* (Bolivia reads), to which Santillana contributed books valued at \$23,850.

All too aware of the importance of reading in **Ecuador**, as well as in **Spain**, the Grupo AMÁS and Santillana signed an agreement to promote reading and enable easier access to literature for the 30% of the population with reading or reading comprehension difficulties (people with intellectual disabilities, immigrants, the elderly, people with aphasia, the deaf, the blind ...).

In **Brazil**, the "*Trilhas da Cidadania*" (Pathways to Citizenship) project provided free Portuguese courses for immigrants and refugees, a project that is in its fifth year and which fosters the social integration of this group.

In **Chile**, Santillana is committed to creating innovative methodologies that result in improved dietary and health habits among children. In collaboration with the Chile Vive Sano Foundation, Santillana provides educational, methodological and academic support to schools.

Santillana contributes to studies and important reports on education that are available to thousands of teachers and school directors. The Saber Hacer Forum is a project that recognizes the crucial role of the

teacher in the teaching process, and has trained thousands of professionals and families throughout **Spain**.

In **Puerto Rico**, a partnership with UNESCO contributed to the transformation of schools and to the training of principals and teachers, while encouraging improvement in the academic performance of their students and reducing dropout rates. In November 2015, Alfredo Rojas, program advisor at the School Leadership Network of the Regional Bureau of Education for Latin America and the Caribbean (OREALC-UNESCO Santiago) gave a number of workshops on educational leadership for transformation.

Among the most lauded initiatives to pay tribute to teachers was the *Grandes Profes* (Great Teachers) event in **Spain**, held in collaboration with the Atresmedia Foundation. Professionals from different areas came together to pool all their knowledge and place it at the disposal of teachers in order to help and motivate them in their daily lives and to honor their work in the classroom.

A commitment to the environment



We conduct all our business operations with respect for the environment, and we strive to measure the impact of our activities. We remain as committed as ever to reducing both our energy consumption and our emissions, and we manage waste paper, cardboard and pallets, by donating them to recycling companies.

The digitization process affecting the production model in our industry has led to the reduction of ink residue, as well as of paper and cardboard waste – the materials most commonly used in our production processes. Our main impact on the supply chain derives from the consumption of natural resources, air emissions and waste and residue generation.

Santillana ensures that responsible management takes place from start to finish of the paper cycle. **In Peru, the program *Reclícame (Recycle Me)* benefits children with special needs.**

The main measures taken in this area include the contracting of suppliers who have environmental protection measures in place and who are authorised to recycle paper and cardboard. Our main suppliers are certified by the Forest Stewardship Council (FSC) and the Sustainable Forestry Initiative (SFI).

At our warehouses in the US, from where we distribute over long distances, our top logistics supplier is certified by the EPA (Environment Protection Agency) within the SmartWay Transport program.

Increasing digitization has helped cut paper consumption. Noteworthy is the project Sob Medida in Brazil, aimed at reducing stock to improve efficiency.

Our overall aim is to reduce energy use. At Santillana Peru we have installed timers on all lighting and we use low energy bulbs for energy savings.

We continue to support the energy-use awareness campaign "Earth Hour" in collaboration with the WWF (World Wildlife Fund for Nature). This initiative encourages millions of people, organizations and governments worldwide to take action on climate change.

Our commitments for 2016

- ✓ Understand the current needs of the education community, particularly students and teachers.
- ✓ Understand how learning occurs and what role job skills should play.
- ✓ Get more involved in the innovation taking place in public, private and state-subsidized private schools in Spain and Latin America.
- ✓ Recognize the role of non-education-sector players who might have an impact on opinion in the field.
- ✓ Identify new demands emerging from the range of actors in the education community.
- ✓ Identify where the Santillana brand can add value, and propose specific areas of action and lines of work.
- ✓ Improve our social commitment to the education community by recognizing and encouraging their work and by helping them to develop.
- ✓ Continue fostering debate and educational research and identify emerging trends that will improve learning.



Stakeholders



What follows are merely some examples of how we engage with our stakeholders. But they serve to give us an idea of the most important aspects of this ongoing dialogue and allow us to evaluate how well we meet our stakeholders' expectations.

SantillanaLAB

An eagerness to foster open debate and the exchange of ideas led to the creation of SantillanaLAB, which brings together experts and teachers to learn more about the current state and the future of education and to come up with ideas and new dynamics that will help redefine our activity. The chief goal is to create a positive environment and a climate of trust that favors the contribution of ideas about what is most important for students, while also helping us explore better evaluation and assessment models.

The forum encourages continuous learning, and getting participants to rethink and implement proposals for services that help teachers, families and students.

SantillanaLAB has detected some very real business opportunities, ones that are highly feasible, different and that respond to previously unanswered needs.

"Santillana saludable y solidario", improving employee relations

In 2015, Chile ran the initiative "*Santillana saludable y solidario*" (Santillana: healthy and committed). The project makes fresh fruit available to workers every Friday to spark dialogue among employees, promote healthy habits and encourage charity or volunteer work with the Santa Clara Foundation (a home for children with HIV). Also in Chile, and in partnership with the Chile Vive Sano Foundation, we renewed the agreement to create material for teachers, aimed at promoting healthy lifestyles in schools in the country with one of the highest rates of childhood obesity.

Collaboration with major associations and institutions

We form part of the most important national and international professional associations to promote best practices and the exchange of ideas in all those countries where we operate. These include the OECD (Organisation for Economic Co-operation and Development) in Europe; UNESCO in Latin America; and ANELE (Spanish Association of Book Publishers and Learning Materials) and the Guild of Publishers of Spain, in Spain among others.

We pay tribute to our customers: Educatividad Awards

In Spain, through portals like *e-vocación*, we enable teachers to access content and resources created especially for them. The development of the virtual Edupack allows us to keep teachers up to date with new releases from the publishing world. *E-vocación* is also behind the Educatividad Awards, a contest for the Santillana teaching community, which pays tribute to ideas that promote educational innovation and research in the classroom.

Third Annual Prize for Children's Literature and the Second Annual Prize for Young People's Literature

We support literature for children and young people, and we foster an interest in reading. In collaboration with the Ministry of Culture and Tourism of Bolivia, and the companies ENTEL, Banco Sol and BBVA-AFP, we honor the literature from these genres in the country.

Smartlab, collaborative learning

The launch of the educational platform for collaborative learning, Smartlab, in collaboration with companies such as Google and Britannica, brings together diverse applications and interactive content for students at basic and mid-level in Brazil.



The Santillana Foundation



The Santillana Foundation

2015, A YEAR OF CONSOLIDATION AND GROWTH

Ever since the Foundation took its first steps at the beginning of the 1980s, it has focused all its activities on education and culture, in keeping with the philosophy of the publisher Santillana, and later Grupo Prisa itself, into which it was integrated in 2000.

The Foundation has now consolidated its plans and strategies, allowing us to increase the number of agreements and collaborations with a wide range of national and international organizations, as well as public and private entities. The results speak for themselves: we can observe a sharp increase in the Foundation's presence and activity in education throughout Latin America, with a total of 52 initiatives. This compares to 29 in 2014, and represents an annual increase of 44% over the previous year.

Meanwhile, the Foundation's initiatives in the field of education have built up a permanent and positive visibility among the general public thanks to media and social network coverage, with a 32% increase in impact compared to 2014.

In addition, we have acquired a notably strong presence in the institutional and academic worlds, thanks to the publication and dissemination in print and digital formats, of reports, studies and research.



29th Education Week

The Santillana Foundation hosted the 29th Education Week, dedicated this year to analyzing the role of technology in improving the quality of education and learning, as well as other key topics such as innovation and teachers. Entitled "Improving education: what can technology contribute?", the conference welcomed Spanish and European experts, who heard about the experience of other educational environments within the OECD.

The core document, "Improving education: what can technology contribute?" was developed by Francesc Pedró, Chief of Section - Sector Policy Advice and Information and Communication Technology (ICT) in Education at UNESCO

SPAIN. Madrid. . February 24, 25 and 26

Institutions: Ministry of Education, Culture and Sport of Spain, UNESCO, Rafael del Pino Foundation, Google and El País.



First Education Week: Lima



International seminar on leadership and innovation in education



VivaLectura Award 2015

First Education Week: Lima

Under the title “Key factors for improving education”, leading national and international experts and researchers focused their analysis on three themes: technology for improving education; teacher training; content, methodological and technological changes; and leadership and innovation in management. The event was inaugurated by the Minister of Education of Peru, Dr. Saavedra.

Coinciding with this event, the Board of Trustees of the Santillana Foundation in Lima, Peru, was set up. Its members are: Luis Bustamante Belaúnde, Dante Córdova Blanco, Ricardo David Cuenca Pareja, José Miguel Morales Dasso, Juan Ossio Acuña, César Picón Espinoza and Mario Vargas Llosa.

PERU. Lima. April 14, 15 and 16

Institutions: Ministry of Education of Peru, UNESCO, Fundación Telefónica and El País.

VivaLectura Award 2015

The VivaLectura Award aims to celebrate the most outstanding initiatives aimed at promoting reading.

In this eighth edition, there were a total of 450 projects from every province.

The award categories were Schools, Society and Digital Environments plus a special category for Reading, open to teachers. Submissions were noteworthy for both their quantity and quality.

Submissions were evaluated for creativity and dynamism, the relevance of the initiative to the target community, the quality, the impact of the results achieved and the potential for continuity.

ARGENTINA. Buenos Aires. May 8

Institutions: Ministry of Education of Argentina and the Organization of Iberoamerican States.

International seminar on leadership and innovation in education

School leadership is a strategic issue in education policy in many countries. Yet it is a subject that is yet to be properly addressed in Latin America. School leaders are a vital component in bringing about change in the classroom. This seminar on leadership and innovation brought together more than 200 professionals in Sao Paulo to tackle the subject.

The aim of the seminar was to get participants to reflect on innovative management practices in the context of schools, learning systems and governance structures, and to share successful experiences.

BRAZIL. São Paulo. September 18

Institutions: CONSED, UNDIME, UNESCO, Fundación Telefónica, Moderna and El País.



Seminar on Education Policy

During this one-day event, the OECD report, “Education Policy Outlook 2015: Making Reforms Happen”, translated into Spanish, was presented by Diana Figueroa Toledo, OECD analyst, and Beatriz Pont, of the Paris Institute of Political Studies (Sciences Po), both co-authors of the report.

During the second part of the day, there was a debate entitled “Educational Policy for the future of Spain”, with representatives from the main political parties in the country: Sandra Moneo (PP); Angel Gabilondo (PSOE); Sandra Mínguez (Podemos) and María Teresa de la Iglesia Vicente (Ciudadanos).

SPAIN. Madrid. September 30

Institutions: OECD and Fundación Telefónica.



Twenty-first Santillana Award 2015

The theme for this year’s Santillana Award for public and private schools in Colombia was: “Innovative experiences for the development of ICT skills among teachers.” The theme was chosen because strengthening the skills of teachers is considered, nationally and internationally, as one of the main driving forces behind the processes of educational innovation.

The theme chosen is aligned with the national education strategy: “Computers for education”, spearheaded by the Ministries of Education and Technology of the Republic of Colombia.

COLOMBIA. Bogotá. October 22

Institutions: Ministry of Education of Colombia.

First International Seminar on Education

The series of seminars on Technology and Education, initiated in 2014 in Bogotá, came to an end on October 6 in Santiago de Chile with the celebration of the First International Seminar on Education, entitled “Improving education: What can technology contribute?”

The seminar focused on what experts consider to be the greatest priorities. Thus, issues tackled included methodological changes that are required by the use of technology; training, support and follow-up for teachers in the use of technology; connectivity in rural areas; and being able to access quality digital content that is aligned with the curricula.

CHILE. Santiago de Chile. October 6

Institutions: UNESCO, Fundación Telefónica, Epson, Microsoft, Lenovo and ADN.



Sixth Santillana Education Congress

This Congress, entitled “The value of language in 21st-century education”, was addressed by Arturo Perez Reverte, writer and member of the Royal Spanish Academy, who gave the motivational keynote speech “Literature, education and life” on the critical importance of children’s and young people’s literature, and the genre’s contribution to a passion for reading. Attendees also heard from María Ángeles Álvarez Martínez, Spanish professor and member of the Royal Spanish Academy, and Professor of Linguistics at the University of Pennsylvania, John Lipski.

PUERTO RICO. San Juan. October 28

Institutions: Department of Education of Puerto Rico and the University of Alcalá.

Aprova Brazil Seminars

This series of seminars, aimed at state and municipal education secretaries, school directors, state school coordinators and teachers, explores the importance of assessment at primary education and basic literacy level. 5,000 people heard from experts in educational assessment in 11 states. Speakers included the leading expert on evaluation, Professor Cipriano Carlos Luckesi, who gave a general overview of the main educational assessments used in the country and debated with educators on the latest thinking, that champions initiatives to improve the quality of education in the early years of primary school.

BRAZIL. Goiânia, São Paulo, San Luís, Fortaleza, Joao Pessoa, Recife, Salvador, Rio de Janeiro, Belo Horizonte, Campo Grande y Rondônia. From May 5 to August 25

Institutions: CONSED, UNDIME, Modern and Avalia Educacional.

National UNDIME Forum

The 15th Forum of the National Union of Municipal Directors of Education was held from June 16 to 18 in Mata de São João (BA). This year’s theme was “The role of municipal education officials in the implementation of the National Education System” and participants debated the chief challenges facing the sector with directors and members of the technical team of the Municipal Departments of Education.

The forum brought together around 2,000 public managers from regional Ministries of Education in the country. During the the Forum, Moderna distributed two of its new publications, with the support of the Foundation.

BRAZIL. State of Bahia. June 16, 17 and 18

Institutions: Ministry of Education of Brazil and National Development Fund for Education (FNDE).



Brazilian Teachers and School Management Awards

Brazilian Teachers and School Management Awards

Launch of the “Educadores do Brasil” initiative, which brings together under one umbrella the Brazilian Teachers Awards and School Management Awards, supported by the Santillana Foundation and aimed at paying tribute to teachers and school managers, and encourages efficient and innovative practices in Brazilian public educational institutions. This year saw about 20,000 submissions.

BRAZIL. Brasília. December 3

Institutions: Ministry of Education of Brazil, CONSED and UNDIME.



El País con tu futuro

El País con tu futuro

El País and the Santillana Foundation teamed up to hold an unprecedented event: “*El País con tu futuro*” (El País with your future,) where 52 professionals from different sectors and with different profiles gave career and academic guidance to around 3,000 high school students.

Such was the the success of the initiative, that it is likely that another such event will be held in 2016, with another in Latin America.

SPAIN. Madrid. December 16 and 17

Institutions: El País.



Cultural Journalism Congress

Cultural Journalism Congress

Professionals from all the media (press, radio, television, and online) were invited to participate in the First Cultural Journalism Congress in Santander, giving them the opportunity to debate the dilemmas and transformations of the sector. They addressed the mission of cultural journalism, and the need to convey creative vitality, enthusiasm and respect.

SPAIN. Santander. 10 and April 11

Institutions: Santander Town Hall, Botin Foundation, Palacio de la Magdalena, Santander Creative Foundation, Menendez Pelayo International University and Technological Institute of Monterrey.



Ibero-American Festival of Children's and Youth Literature

Ibero-American Festival of Children's and Youth Literature

The third edition of the Festival brought together 800 primary and secondary school students, who enjoyed a unique work of theater for children and young people, *El barrio de las letras*, by theater company Cuarta Pared, and with stellar performances by authors such as Jordi Sierra i Fabra, Joan Manuel Gisbert, Maria Isabel Molina, Violeta Monreal, Rafael Ordóñez, Gemma Pasqual i Escrivà, and Sofia Rhei. "Authors with teachers" was the title of the panel discussion held for teachers, and was open to the public and attended by all the authors participating in the program. Together they discussed, from personal experience, the specific challenges of writing in this genre.

SPAIN. Madrid. November 25 and 26

Institutions: Miguel de Cervantes Virtual Library Foundation, the Vargas Llosa Chair, Santillana, the Reina Sofia Museum, the Eugenio Trias Municipal Library, the Ministry of Education's Plan for the Promotion of Reading



Master in Governance and Human Rights

Master's in Governance and Human Rights

The graduation ceremony was held for graduates of the fifth year of the Master's degree in Governance and Human Rights, with a keynote speech by Rebeca Grynspan, Secretary General of the SEGIB, who spoke of the challenge facing Latin America if it is to avoid a downturn at a time of economic slowdown. This year's course had a total of 49 students enrolled. The Master's is organized by the Jesus de Polanco Chair of the Autonomous University of Madrid. The ceremony was attended by, among others, José M. Sanz, rector of UAM, Juan Luis Cebrián, executive chair of Grupo Prisa, and Ignacio Polanco, president of the Santillana Foundation.

SPAIN. Madrid. April 14

Institutions: Jesús de Polanco Chair for Ibero-American Studies and the Autonomous University of Madrid.



Publicaciones

Publications

The Santillana Foundation's ceaseless educational activity in 2015 included 16 publications related to educational initiatives that the Foundation carried out or which were developed thanks to cooperation agreements signed with other organizations.

Spanish-language publications included: *Education Outlook 2014*, *OECD Indicators*, *Teaching Practices and Student Outcomes*, *Educational Policy Review 2015*, as well as a number of core documents on technology for improving education in different countries. Portuguese-language publications included: *OECD Study on Skills – Skills for Social Progress: the Power of Socioeconomic Skills*; *National Education Plan and the National Education System - 21 specialists analyze goals for 2024*.



Strategic Alliances

GRI-G4 Indicators

Products and Brands

Strategic alliances

In this interconnected age, we are committed to robust, open and sustainable relationships with our suppliers and partners, based on trust and quality, as we undergo a process of constant innovation and improvement.

We constantly seek out models that foster intersectoral cooperation with companies and public bodies, international organizations and educational institutions to achieve sustainable development.



International organizations



The agreement between the Santillana Foundation and the Organization for Economic Development and Cooperation (OECD) sees the Santillana Foundation collaborate in the translation, publication and distribution throughout Latin America and Spain of OECD education reports and assessments on learning and skills, both in Spanish and Portuguese, and in print and digital formats. The agreement remains in effect for the next five years.



Collaboration agreement on educational cooperation between the Santillana Foundation and Cooperación Española with the common goal of improving the quality of education and, in particular, of strengthening school leadership so as to have more qualified managers for more effective and efficient schools in Latin America.

The Santillana Foundation participates in the coordinating board, convened by the General Secretariat for International Cooperation for Development (SGCID) and the Spanish Agency for International Cooperation for Development (AECID).



Joint organization and participation in forums and conferences in Spain and Latin America. Also, participation in the development of projects and initiatives in the area of educational and cultural cooperation and social action.



Alliance signed with the Regional Office of Education for Latin America and the Caribbean. OREALC-UNESCO Santiago provides advice and technical assistance to Sistema UNO and SANTILLANA Compartir. It also participates in other activities organized by the publisher.



Agreement signed between the Inter-American Development Bank and the Santillana Foundation to develop activities that contribute to improving the quality of education in Latin America and increase the competitiveness and development of their regions. In addition, the Santillana Foundation participates in the Latin American awards organized by the ALAS Foundation and IDB to identify, honor and disseminate successful Latin American educational initiatives.



Cooperation agreement between the Santillana Foundation and the Telefónica Foundation, which focuses particularly on the processes of pedagogical and methodological change generated by the use of technology in education, as well as on strengthening school leadership. The agreement covers Spain and all those Latin American countries where both institutions have offices and carry out initiatives.



Funglode, the Global Foundation for Democracy and Development, and the Santillana Foundation have signed an educational cooperation agreement with a view to formulating public policies that contribute to better outcomes in the area of education.

The aim of this agreement is the exchange of information, the drafting and dissemination of reports, and the organization of seminars, conferences and other related activities.

Companies



Agreement that sees the distribution of iPads in schools using the Sistema UNO Internacional.



Framework agreement between HP and Santillana to provide comprehensive and integrated solutions for digital education services.



With our partners, the technology company Knewton and leaders in adaptive learning, we create digital materials that enable the personalization of education for primary and secondary school students.



Agreement to promote initiatives that pay tribute to the work of teachers, such as the "Grandes Iniciativas, Grandes Profes", awards that honor inspiring projects in different categories, and the event "Grandes Profes".



Strategic partner in printing, and technology partner in the custom-books project run by Santillana Brazil.



Framework Agreement signed between PRISA and the World Wide Fund for Nature (WWF) to promote the Earth Hour campaign across all its business units. Thanks to the support of Santillana, this initiative is promoted among schools in all countries where the publishing company operates.



Agreement between Santillana and Twig, a British film producer, for the distribution of over 1,000 science videos created using the educational criteria of the publisher.



Our strategic alliance with Lexium, leaders in optimizing learning skills, allows us to reach more than 800 educational centers with 500,000 users in Latin America.



Our partnership with Discovery Education allows us to supply and provide digital content to Sistema UNOi. The objective is to improve teaching and learning, thereby transforming classrooms into digital learning environments.



Agreement which sees Everis undertake the role of consulting, auditing of digital content and support in the implementation of Tareas y más, Sistema UNO Internacional and Santillana Compartir, as well as other new projects.



With Epson we promote innovation in education in two areas:

- In the case of Sistema UNO Internacional and Santillana Compartir, Epson undertakes to distribute hardware to classrooms in Latin America.

- Schools acquiring an Epson projector may access the learning tool *Saber y más*, Santillana's learning solution that offers interactive content that fosters new ways of learning in the classroom.



An agreement with ETS to provide solutions for the teaching and assessment of English for Sistema UNO Internacional in Brazil, Mexico and Central America. Includes the TOEFL® Primary™ and TOEFL® Junior™ exams, as well as interactive tools on multiple platforms, including tablets.



Neoris provides the very best capabilities in data services, analytics and software development, and is a key partner in Santillana's process of digital transformation.



Collaboration agreement for pilot projects involving active learning spaces in schools using Sistema UNO Internacional and Santillana Compartir.



Technology partner for the improvement of Santillana operations through the global implementation of Microsoft Dynamics CRM system and use of business intelligence and analytics tools such as Microsoft BI and Power BI.



Collaboration aimed at developing and implementing a learning management system in 16 countries using Sistema UNO Internacional and Santillana Compartir. With NETEX we cooperate on developing state-of-the-art digital educational content.



Through our agreement with BQ, we develop learning experiences in the fields of programming, robotics and 3D printing.

Universities and educational institutions



Offers the Masters in Governance and Human Rights, in partnership with the Santillana Foundation and the Jesús de Polanco Chair.



In collaboration with the organization that represents Catholic schools in the Americas, Santillana publishes and distributes an educational magazine and participates in a range of educational events, such as congresses at a local and continental level.



A Masters in Publishing and an MBA in Cultural Industries and Institutions are offered through the Center for Advanced Studies in Management, in collaboration with Santillana.



Both institutions have created an Education Training Center that offers several diplomas related to Education Sciences.



Santillana USA and the University of Alcalá have signed a cooperation agreement to promote the teaching of Spanish in the United States through specialized training of teaching staff who teach the Spanish language and culture in the US.



The University of Salamanca, through its international courses, and Santillana USA have signed a collaboration agreement with the aim of promoting the teaching of Spanish in the United States.



Postgraduate courses for teachers and directors of education.



An agreement that fosters the learning experience and professional development of teachers and students.



The Anahuac University Mexico Norte and the Santillana Foundation have signed an agreement for academic collaboration and cooperation which aims to create a Chair for Research on Digital Skills.



A memorandum of understanding which aims to jointly develop a program to strengthen school leadership and to measure the management of schools institutions and educational projects.

Ministries and government educational institutions

Santillana, and especially the Santillana Foundation, maintains open and transparent relations with practically all Ministries of Education and public administrations in the area of education.

The company regularly organizes a wide range of activities, including forums, conferences and seminars at which reports, studies and innovative initiatives are presented. The publisher fosters and promotes the sharing and exchange of information about these, and encourages

debate on education, organizes competitions on school experiences, good teaching practice and projects – all aimed at improving the quality of and equal access to education.

The process of identification, formulation and implementation of these activities is always conducted via direct dialogue and agreement with those responsible for each organization or body and with absolute respect for the principle of educational independence and in line with their individual needs and interests.

GRI indicators

The GRI-G4 disclosure requirements for the selected Standard Disclosures are provided below. Other specific indicators are detailed in the PRISA Sustainability Report 2016, www.prisa.com

GRI	GRI-G4 GENERAL STANDARD DISCLOSURES	PAGE
STRATEGY AND ANALYSIS		
G4-1	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.	5
G4-2	Key impacts, risks, and opportunities.	5
ORGANIZATIONAL PROFILE		
G4-3	Report the name of the organization.	7
G4-4	Report the primary brands, products, and services.	8-15, 54
G4-5	Report the location of the organization's headquarters.	18-19
G4-6	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.	24-25
G4-7	Report the nature of ownership and legal form.	25-27
G4-8	Report the markets served (including geographic breakdown, sectors served, and types of customers and beneficiaries).	8-15, 18-19
G4-9	Report the scale of the organization, including: <ul style="list-style-type: none"> • Total number of employees. • Total number of operations. • Net sales (for private sector organizations) or net revenues (for public sector organizations). • Total capitalization broken down in terms of debt and equity (for private sector organizations) • Quantity of products or services provided 	16-17
G4-10	a. Report the total number of employees by employment contract and gender. b. Report the total number of permanent employees by employment type and gender. c. Report the total workforce by employees and supervised workers and by gender. d. Report the total workforce by region and gender. 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. f. Report any significant variations in employment numbers	29
G4-12	Describe the organization's supply chain.	27
G4-13	Significant changes during the reporting period regarding size, structure, ownership, or its supply chain.	25-27

GRI	GRI-G4 GENERAL STANDARD DISCLOSURES	PÁGINA
COMMITMENTS TO EXTERNAL INITIATIVES		
G4-14	Report whether and how the precautionary approach or principle is addressed by the organization.	26
G4-15	List externally developed economic, environmental and social charters, principles, or other initiatives to which the organization subscribes or which it endorses.	26-27
G4-16	List memberships of associations (such as industry associations) and national or international advocacy organizations in which the organization: <ul style="list-style-type: none"> • Holds a position on the governance body. • Participates in projects or committees. • Provides substantive funding beyond routine membership dues. • Views membership as strategic. 	40-45 49-51
STAKEHOLDER ENGAGEMENT		
G4-24	Provide a list of stakeholder groups engaged by the organization.	36
G4-25	Report the basis for identification and selection of stakeholders with whom to engage.	37
G4-26	Report the organization's approach to stakeholder engagement, including frequency of engagement by type and by stakeholder group, and an indication of whether any of the engagement was undertaken specifically as part of the report preparation process.	37
REPORT PROFILE		
G4-28	Reporting period (such as fiscal or calendar year) for information provided.	16-17
G4-29	Date of most recent previous report (if any).	16-17
G4-30	Reporting cycle (such as annual, biennial).	16-17
G4-31	Provide the contact point for questions regarding the report or its contents.	55
GRI CONTENT INDEX		
G4-32	a. Report the 'in accordance' option the organization has chosen. b. Report the GRI Content Index for the chosen option (see tables below). c. Report the reference to the External Assurance Report, if the report has been externally assured. GRI recommends the use of external assurance but it is not a requirement to be 'in accordance' with the Guidelines.	52-53
GOVERNANCE		
G4-34	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.	25-26
G4-35	Report the process for delegating authority for economic, environmental and social topics from the highest governance body to senior executives and other employees.	25-26
G4-56	Describe the organization's values, principles, standards and norms of behavior such as codes of conduct and codes of ethics.	24-27
Other specific indicators are detailed in the PRISA Sustainability Report 2016		

Brands and products



Fundación **Santillana**





SANTILLANA

Avda. de los Artesanos, 6. 28760 Tres Cantos. Madrid. España
Tel.+34 91 744 90 60 / Fax 91 744 92 07

COMMUNICATIONS DEPARTMENT

Tel.+34 91 744 94 17
comunicacion@santillana.com
www.santillana.com



You may also consult the ANNUAL REPORT 2016 at www.santillana.com

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