



# Learning with Purpose

2020, a year of challenges and learning

**Sustainability report**  
Our activity in Latin America



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Our activity in Latin America

After a year as complex as 2020, we would like to dedicate this Sustainability Report to the people who really made it possible for education to move forward.

**Teachers and families, once again, THANK YOU.**

# Contents

4 /



**/ 01** p.8

## Message from the CEO



**/ 02** p.10

## A team that lives and breathes education

- 2.1 Our hallmarks
- 2.2 Management team
- 2.3 Santillana around the world



**/ 03** p.18

## Educational projects based on innovation

- 3.1 Educational products and services
- 3.2 Technology
- 3.3 Language Learning
- 3.4 Promoting reading
- 3.5 Training for employability



**/ 04** p.32

## A company with purpose

- 4.1 Transforming society
- 4.2 Supporting the educational community
- 4.3 Being a meeting and reflection point

/ 5



**/ 05** p.52

## A year for learning

- 5.1 A year in figures
- 5.2 A year in pictures

**/ 06** p.72

## Appendix: Transparency

## The importance of learning with purpose

In 2020 the countdown began for achieving the United Nation's Sustainable Development Goals (SDGs). With only ten years left to resolve the main problems in our society, we found ourselves at the start of a **decisive decade** for the 2030 Agenda.

Unfortunately, things did not get off to a good start. The COVID-19 pandemic caused a setback in practically every area, leading to a health, economic and social crisis which continues to unevenly affect every country in the world.

For this reason, today more than ever, at Santillana we believe it is essential to live, work and, of course, **to learn** with a purpose: to make our world more sustainable from a social, economic and environmental point of view through education and its capacity for transformation and impact.

That is the main theme of our sustainability report for 2020, an extraordinary year which showed how important it is that we all share this purpose. Only by working together can we achieve the changes our planet needs.



## Message from the CEO

**Miguel Ángel Cayuela**  
CEO, Santillana



2020 was a difficult year for everyone. The COVID-19 pandemic arrived without prior warning and forced us to face up to an historical moment which led to huge changes in many areas of our lives, including education.

The exceptional situation in which we found ourselves and which will continue in 2021, kept colleges and schools closed in practically all of Latin America. This led to a real boost for online education and an unprecedented challenge for educational systems around the world, which had to adapt themselves in record time to a new reality.

At Santillana we have been committed to innovative solutions and services for years and this helped us respond effectively to this challenge. Thanks to our digital ecosystem, we were able to distribute our content to teachers and students and to facilitate the transition towards a completely online education.

Beyond the purely technological, we also focused on people. We strengthened our advisory, consultancy and customer-facing services and, across all our countries and business units, we endeavoured to support the educational community with training and support, with more than seven thousand free webinars.



As with all change, this was also a challenge: but in amongst uncertainty there is always room to find new opportunities: to learn, to reinvent ourselves, to continue improving.

Now is the moment to take what we have learnt and look to the future. At Santillana, we do so with the aim of continuing to create value in education, independently of where the teaching-learning process takes place, and with the conviction, today more than ever, that through education we can achieve a fairer and more sustainable society, in which no one is left behind.

This is our principal purpose.

**“Today more than ever, at Santillana we are convinced that through education we can achieve a fairer and more sustainable society.”**





# A team that lives and breathes education

Santillana is a global company with a presence in schools in practically all of Latin America. It has an international workforce of more than 3,500 professionals who all share a common link: a passion for education.

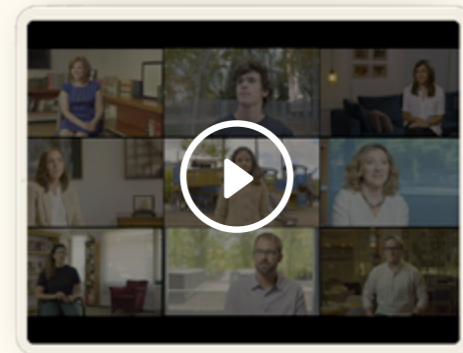


# Our hallmarks

Santillana is the sum total of each of the 3,500 professionals who make it up, and who work in the 21 countries where the company has a presence.

All of them share a passion for education and a series of values that guide the company's activity and that are based on a commitment to quality education that has an impact on society.

## Our professionals explain how Santillana lives and breathes education



## We empower teachers as agents of educational change

Because teachers are key to educational improvement and need our recognition and support, we promote their training and their role as guides as the basis of their empowerment and leadership.

## We offer support to schools

Because the success of an educational system depends to a large extent on the educational initiatives we bring to schools, we feel jointly responsible for their educational work.



## We defend the place of students at the heart of learning

Because students play an increasingly active role in the learning process, we nurture their intellectual and personal development, and their participation in building the society in which they live.



## We involve families in our projects

Because education is a joint effort which goes far beyond just school, the family is an indispensable part of school improvement.



## We stimulate skills as being at the heart of competent citizens

Because in addition to curriculum subjects, we help children and young people develop the skills and competencies that will enable them to progress in the society they live in.



## We are committed to innovation as a pillar of learning

Because creativity and innovation are intrinsic human skills which enable us to evolve, we work on projects that promote and stimulate both.



## We support greater personalisation adapted to every level

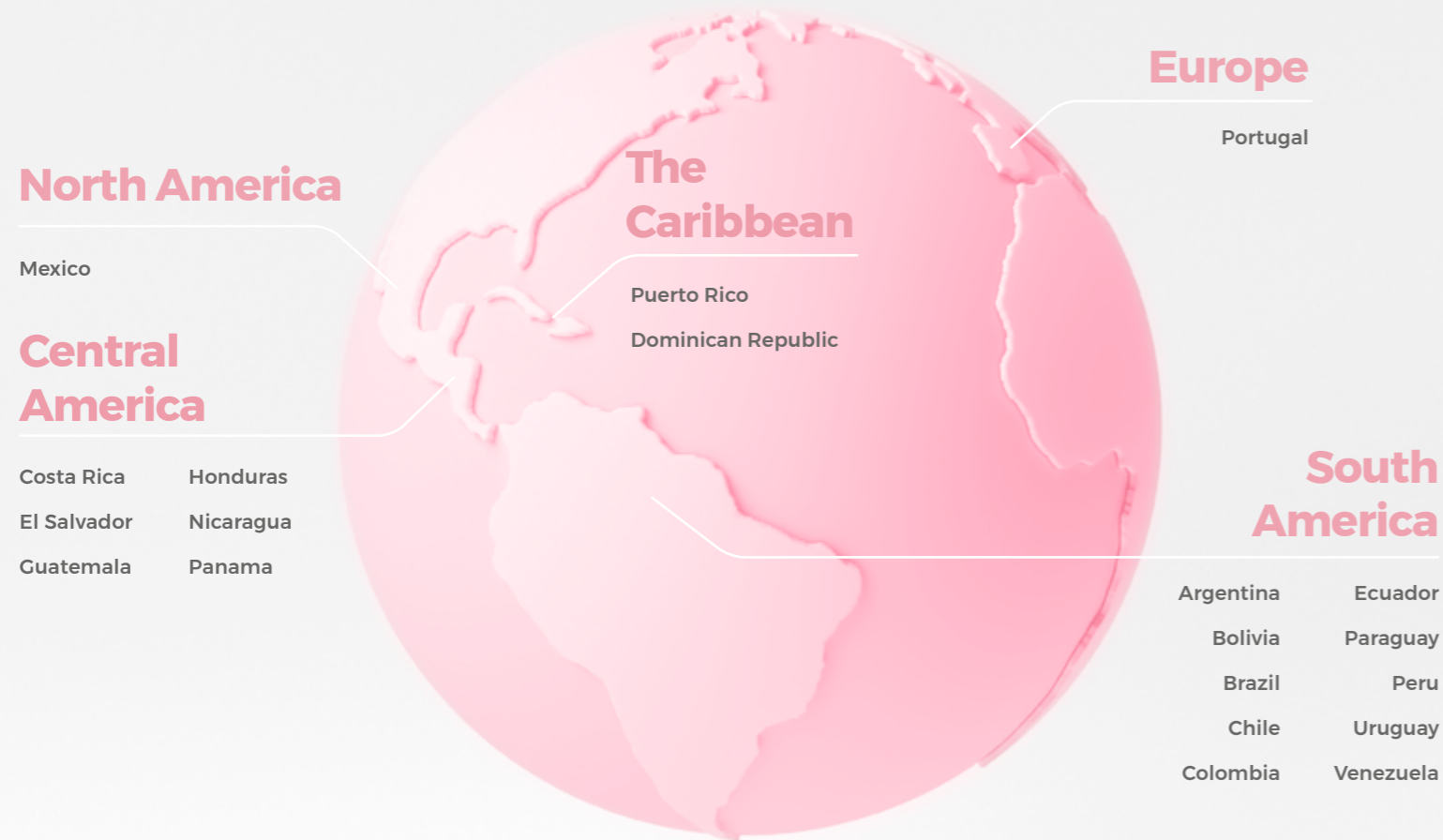
Because every child learns at a different speed, we try to find pedagogical solutions that can be adapted to their needs and that allow them to continue learning.





# Santillana around the world

With activities in 20 countries, we are one of the leading educational companies in Latin America.



COUNTRY	PRESENT SINCE	MANAGING DIRECTOR
ARGENTINA	1963	José Liñán
BOLIVIA	1994	Carola Ossio
BRAZIL	2001	Sergio Quadros
CENTRAL AMERICA NORTH*	1995	Luis Alonso González
CENTRAL AMERICA SOUTH**	1993	Diego Cerutti
CHILE	1968	Mauricio Montenegro
COLOMBIA	1988	Alberto Polanco
ECUADOR	1993	Alexé Guerrero***
MEXICO	1971	David Delgado
PARAGUAY	1997	Yvonne Petersen
PERU	1981	Fernando Esteves
PORTUGAL	1989	Alberto Muñoz
PUERTO RICO	1991	Ignacio Romero
DOMINICAN REPUBLIC	1994	Pedro Luis Ayuso
URUGUAY	1992	Fernando Rama
VENEZUELA	1977	Arturo Ortega

\* Guatemala, Honduras and El Salvador \*\* Costa Rica, Nicaragua, Panama \*\*\* Publishing Director

## Corporate management team

**Miguel Ángel Cayuela**  
Chief Executive Officer

**Francisco Cuadrado**  
Global Director of Education

**Julio Alonso Peña**  
Global Director of Operations

**Luis Guillermo Bernal**  
Global Director of Content

**Rosa Junquera**  
Global Director of Marketing and Communications

**José Málaga**  
Global Director of Technology

**Christopher West**  
Global Director of Languages





# Educational Projects based on innovation

Our projects are designed to cover all the needs of schools and students. We offer content, technology, support... and we always do so from the perspective of innovation and continuous improvement.



## Educational Products and Services

Innovation is one of the things that all our products and services have in common. We have educational projects for 3- to 18-year-olds, including innovative content, services and methodologies.

One of our great strengths is our **teaching systems**, such as Compartir and UNOi, which offer schools a comprehensive learning solution. These types of solutions are flexible and modular: we help identify the needs of schools and we offer them the service which best suits them, which translates into better central management and greater student learning.

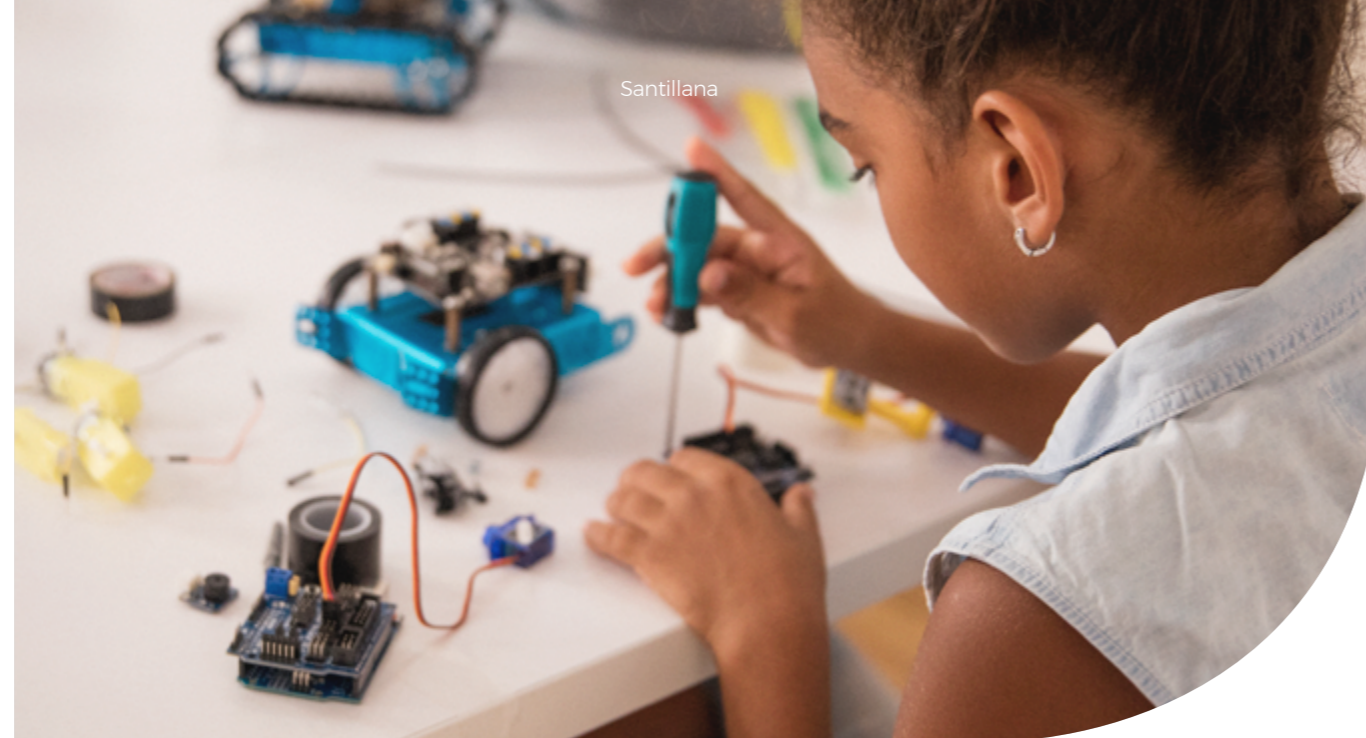
Another distinguishing Santillana value is our **support and consultancy service**. Our coaching teams play a key role not only in the correct implementation of our solutions in schools, but also in teacher training and the joint development of school-based improvement plans. We currently have the largest network of coaches in the whole of Latin America.

Socio-emotional and financial education, communication skills, reading and maths comprehension, and maker culture are some of the skills developed in our programmes.

We also **offer** other more specific **services**. In Colombia, we have **Santillana 360**, a strategic advisory programme, with which we help schools achieve their goals of sustainability and permanence in the future, through marketing directed at family loyalty and strengthening their position within the education sector.

**We have the largest network of coaches in the whole of Latin America**





## A Year of Change

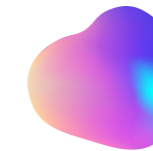
In 2020 we continued developing educational initiatives that respond to the demands of schools and teachers. In what was an extraordinary year, with the implementation of distance education and the regulatory changes that took place in each country, we were able to respond to this new context with educational projects adapted to the new situation, as in the case of **Núcleos de Aprendizaje** in Chile and in Central America North, which met the new prioritised curriculum.

Our project for learning maths, **WeMaths**, stands out as a highlight from last year and will continue to be rolled out in other countries such as Mexico in 2021. **Milenguaje** and the **Horizum** programme for communicative skills were also given a boost.

In Argentina, Santillana reached an agreement with Rasti to launch **Modoblock**, an innovative project for educational robotics.

In addition, 2020 was a year of recognition: our educational project **SET VEINTIUNO**, which focuses on skills such as critical thinking, communication, entrepreneurship etc., was recognised with the QIA International Award for Educational Excellence.

## Our main comprehensive solutions



**COMPARTIR**

**Compartir** revolves around three axes: innovation, expertise and partnership, and its objective is to become the ally of schools in their process of educational transformation. It encompasses all the needs of the school in one unique solution, adapted to each centre, in order to facilitate and enhance innovation strategies. It is currently present in 17 countries in Latin America.

In Brazil, Compartilha has developed a specific project with content in maths and Portuguese, which together with learning analytics, offers schools a renewed and powerful experience with pedagogical tools of the future.



A comprehensive learning model which has become a transformation movement in Latin America. It offers three fundamental components, pedagogy, content and environments, and four added values, strategic planning, support, alliances and a large network of schools which share experiences and best practices. It is present in **Brazil**, **Mexico** and **Colombia**.

In 2020 the highlight was its "Aprendizaje aumentado" (Augmented Learning) initiative, implemented in Mexico, which promotes both virtual and augmented reality and the use of drones in education





## Technology

At Santillana we have spent years developing and evolving digital learning ecosystems in which everything is interconnected, with the aim of facilitating the school day and communication between the different educational agents (schools, families and students).

In 2020 more than ever, the Santillana digital ecosystem was the link between schools and families and a facilitator of home learning.

Technology helped to distribute Santillana's digital content to thousands of homes, to connect teachers and students through asynchronous and synchronous tools integrated into the e-stela platform and to evaluate student learning on the Pleno platform. So it is worth highlighting the role of technology in meeting educational needs in a pandemic, making both hybrid and distance learning possible.

## A facilitator of distance education

Santillana's commitment to being digital in recent years made it possible for teachers and students to have remote access to curricular content in 2020 and carry on with distance classes as normal.

Our e-stela platform registered more than 210 million sessions throughout 2020. Teachers and students consumed more than 167 million pieces of online content and the length of an online session grew by 50% compared to the previous year. The growth in interaction on forums positioned this tool as the main channel for collaborative work.

In addition to online access to content, in 2020 there were more than half a million tablet synchronisations, which made it easier for students to study offline at home with Santillana content. As a solution, this is a key differential in Latin America, especially in areas with low connectivity.

Student assessment was a very important aspect in a year of distance education. Our online assessment tool, Pleno, allowed schools to accurately measure students' learning progress. Schools carried out an average of 45,000 daily assessments across this platform during the initial months of the pandemic.

In addition, with the aim of facilitating communication between teachers and students, Santillana reached **global agreements with Microsoft, Google and Zoom** in order to integrate their communication tools within our own digital ecosystem.

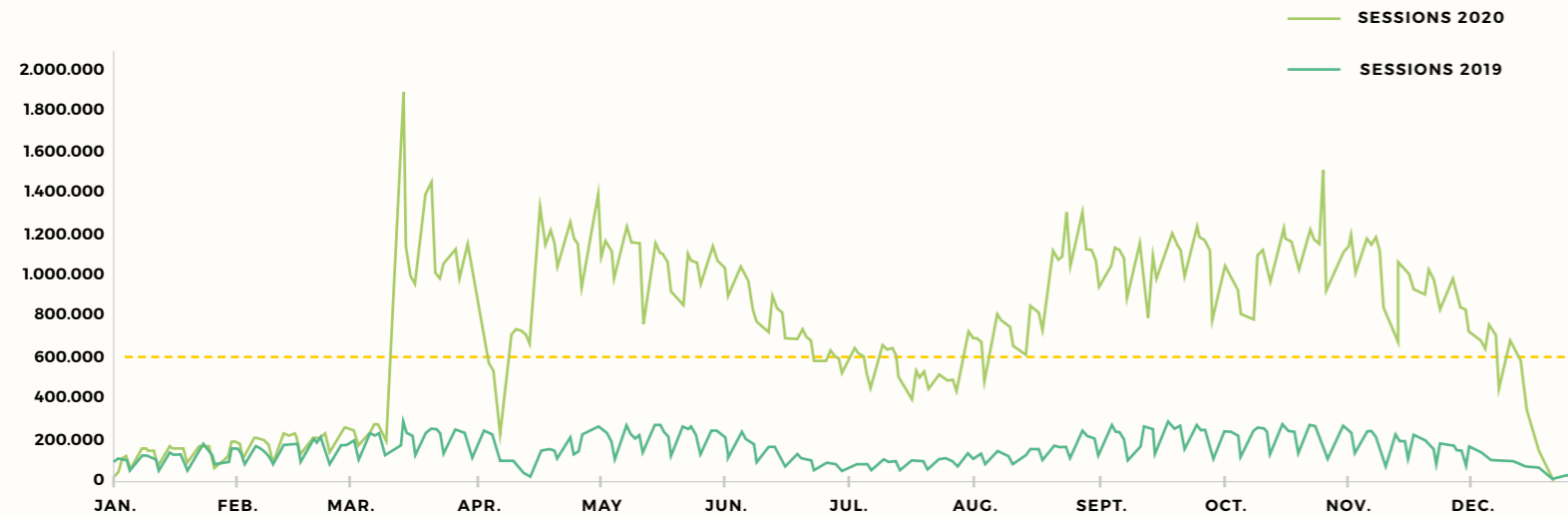
In the second semester of the year, more than one million online classes were scheduled in e-stela in a total of 1,250 schools that already use Microsoft Teams, Google Meet and Zoom within our environment.



# e-stela

## Digital Activity

How much was e-stela accessed:  
daily browsing sessions



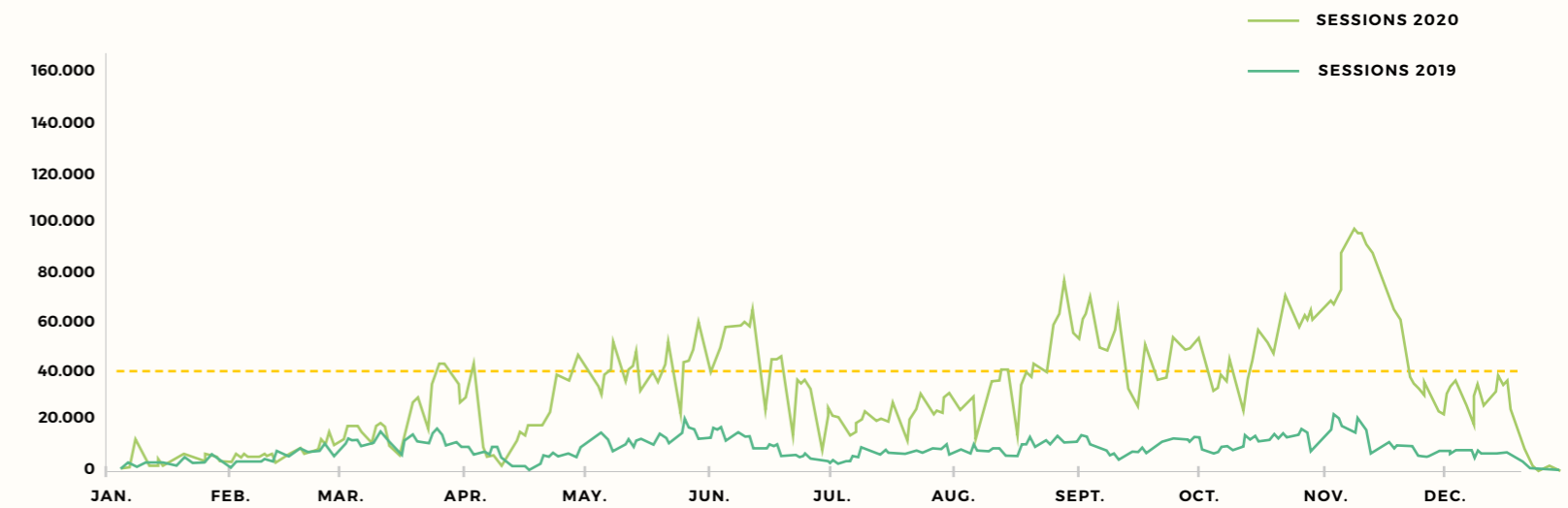
Between March and December 2020, there was an **increase of almost 500%** in the number of daily browsing sessions compared to the same period in 2019.

# pleno

INTERNACIONAL

## Digital Activity

How much was Pleno used:  
daily assessments answered by students



The daily assessments that took place between **March and December 2020** **rose 250%** compared to the same period the previous year, reaching a maximum of **96,700 daily assessments** in November.





## Language Learning

In English Language Teaching, we are committed to digital and subscription models. Currently, our educational initiatives in this area are the leaders in Latin America and have a significant presence in other markets too, such as Turkey. Our digital content is also present in the academies of the British Council and in 2020 gained important institutional sales in Mexico, Brazil and Chile.

2020 was a year of large growth thanks to digital learning models, which increased the number of student users by 50% compared to the previous year. This growth was led by **Richmond Solution**, a modular and

scalable digital system that allows great flexibility in its implementation and reached 200,000 users.

**Richmond**, Santillana's main languages imprint, continued developing its Learning Platform, which offers interactive and trackable content for all levels, and finished the year with close to 600,000 users. The growth of other systems such as **Educate**, **Greenwich Now** and **B+Live** was also notable, the latter based on a novel methodology focused on *Mindfulness*.

## Promoting Reading

Our publishing imprints offer reading and writing platforms and a wide catalogue of classic and contemporary books, which connect with the children and young people of today.

In what was a complex year to get books to readers, due to the closure of bookshops and difficulties in distribution, much of our effort focused on digitizing our content. We opted for ebooks and audiobooks that allowed access both to classic titles and recent publications.

All this work sowed the seed for two major projects being developed in 2021: **Loqueleo digital** and **Andrómeda** (Terra), digital ecosystems with which we intend to revolutionise and complement our range. These will be attractive, user-friendly gamified environments which provide teachers with interesting reports on their students' progress.





## Training for employment

**BeJob** is Santillana's brand for training in new technologies and digital skills for the workplace. **BeJob Educa** is a space aimed at school heads and teachers, with programmes that update their knowledge and skills in areas such as digital skills, new methodologies, leadership or management solutions.

2020 was a year of growth and consolidation for **BeJob**. As a consequence of the pandemic and the acceleration of digital transformation, it launched large training projects in new technologies.

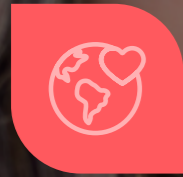
7,300 people trained with BeJob in 2020

Of particular note were the business digitization programmes and those dedicated to gender equality, which trained more than 3,000 individuals with projects such as **Samsung DesArrolladoras**, **Club Inspiring Girls**, **Inspiring Girls American Space Club**, **Kostal**, **Logitrail** de Renfe and **red.es**, among others. One of the new highlights of the year was the launch of **Women4IT**, a programme promoted by Plan International and aimed at unemployed women. With this initiative, **BeJob** increased its range aimed at maximising female talent.

There was also a boost in course sales from the new technologies catalogue for professionals and teachers, training almost 2,500 users.







# A company with purpose

Beyond our activity, all of us who form part of Santillana work for a deeper purpose: to give life opportunities through education.



## Transforming Society

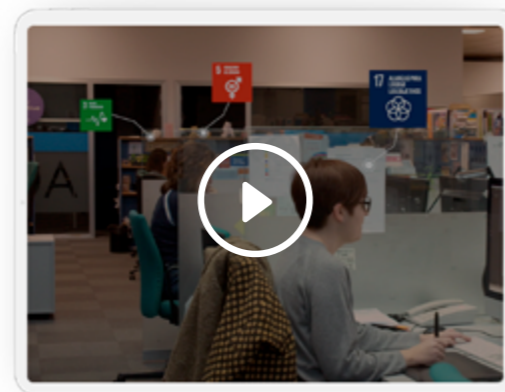
At Santillana we believe in the transforming power of education. We, the professionals of the company, work so that every child and adolescent can have a quality education. We are convinced that through this, progress can be achieved in many areas, such as equality, caring for the environment and prosperity.

For that reason, our activity is closely linked to Sustainable Development Goal (SDG) number 4, Quality Education, on which we have a direct impact. It is part of our DNA and the basis of our main purpose as a company: to guarantee a quality education for everyone, and with it, to transform society.

Indirectly, we also try to impact on the other Sustainable Development Goals, through the way we work, our content and with social action projects that seek to generate value in our stakeholder groups and in society as a whole.

In 2020 we wanted to boost our commitment to society and the environment with the creation of **Propósito Santillana**, a new brand that encompasses all our impact and social responsibility initiatives.

### Meet Propósito Santillana



**PROPOSITO**  
SANTILLANA

## Santillana Honduras, certified as a Socially Responsible Company.

Following an evaluation process in areas such as governance, labour practices and community relations, **Santillana Honduras was certified in 2020** with the ESR mark (Socially Responsible Company) of the Honduran Foundation for Corporate Social Responsibility (FUNDAHRSE). A recognition of its commitment to sustainability.



# Our Stakeholders



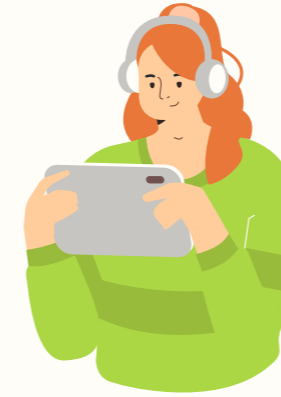
Employees



Governments and public administration



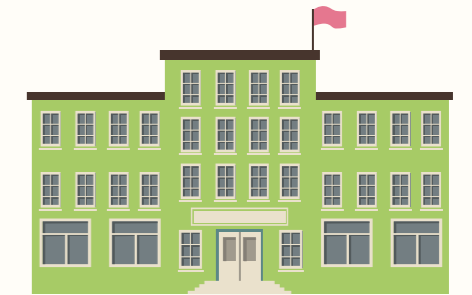
The media



Customers and consumers



Competitors and industry associations



Educational and cultural institutions



Society



Suppliers



Authors



Partners, shareholders and financial institutions





## Our way of working

The first step to responding to the needs of our stakeholders is to maintain a work dynamic based on honesty. For this reason, we have a **Code of Ethics** which includes the commitment of the company to human rights, the defence of liberties, equal opportunities, protection of the environment, etc. It is also a guide of conduct for all employees in their day-to-day activities.

We also adopt **good corporate governance practices**, in line with our Good Governance Policy, the Ethics Code and Prisa's general policies. As part of the group, Santillana is also subject to the **Anti-corruption policy and Internal Code of Conduct (RIC)**, in matters relating to the securities market. In turn, the board of Santillana deals with matters corresponding to the **Audit and Appointments and remuneration committees**.



The company also tries to meet the needs and expectations of its main interest group: its own professionals. This commitment was especially important in 2020, a year in which **the safety and wellbeing of our employees** was a priority above all else, opting in the majority to work remotely and then adopting the safety measures needed in the different local offices when returning to work.

To promote their wellbeing, Santillana has implemented a set of voluntary measures for **work-life** balance. In almost every country, there is a flexible timetable for starting work and leaving the office, specific permission for training or the possibility of asking for a reduction in working hours when the employee needs it.

Enhancing the talent of our team is another of our priorities. We have performance evaluation systems in place in countries such as Argentina, Brazil, Mexico or Central America North which allow us to identify and boost the potential of our employees. Another tool for developing talent is training. We have the Prisa Campus platform, with courses on various subjects for all our employees. In addition, in 2020 we continued with our cybersecurity training programme, in collaboration with consultancy firm AUDEA, with the implementation of seven new courses.



## Quality Content

Santillana's fundamental contribution to Agenda 2030 is brought to life by its educational projects, which are designed and developed with the aim of offering education of the highest quality.

The contents of the products that we create are determined by the curricula that the government of each country sets for each subject. Interpreting these curricula and responding with quality pedagogical projects is for us a challenge, but also a responsibility.

So everywhere we create educational projects and materials, there are global and national corporate committees, to take decisions about the structure of the editorial process. These committees meet regularly and are coordinated from the corporate centre, ensuring compliance with the rules and laws of each country.



## Our Social Action

Santillana also contributes to the United Nations road map through its initiatives in support of the community and the environment, which are laid out in its **Social Action Plan**.

During the ideation phase of this plan, we consulted with professionals from different areas of the company to agree on which would be the three priority objectives of Santillana's social action. These objectives, which correspond to three targets of Sustainable Development Goal number 4, Quality Education, are what helps us choose which social action initiatives the company takes part in. They are as follows:

- **Target 4.5** By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.

- **Target 4.7** By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

- **Target 4.c** By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states.

Integrating sustainability practices across the board **to care for the planet has also been incorporated as an objective.**





### Target 4.5: Equal access to education

- Santillana regularly makes **book donations to schools, libraries and vulnerable sectors of society** in different countries. In Ecuador for example, our 2020 contribution helped create the Marianita Granja Children's Library, a space that aims to offer recreational and pedagogical options for children with cancer. Santillana El Salvador also maintains alliances with organisations such as Educo and the Rotary Club for the creation of libraries in vulnerable sectors.

In Argentina, Santillana has an annual agreement with the civil association **Tiflonexos** in order to provide accessible school books for students with visual disabilities and other reading difficulties. This collaboration has allowed the creation of the first library on the internet for Spanish-speakers with visual disabilities.

In Brazil, we have contributed to the education of two **refugee girls**: Celin and Lamar, aged 5 and 7. El Colegio Portinari, an associate of Compartilha, covers the cost of monthly payments until they finish basic education and Moderna takes care of all the teaching materials needed for this period.

Through Bejob, we collaborate with partner companies on programmes to train women in digital skills and thus **boost female talent**, such as **Women4IT**, **Desarrolladoras** and the **Inspiring Girls**.

### Target 4.7: Education for Sustainable Development

- **We raise awareness of the need to care for the environment** through our content and also through specific outreach campaigns, focused on topics such as biodiversity or recycling.
- **We promote healthy habits**, through our educational content, our portal Compartir en Familia and free webinars, such as the UNOi Mexico comprehensive health days, or those held by Santillana Colombia during the months of lockdown, focusing on *mindfulness* and emotional intelligence.

### Learn more about our training projects for supporting female talent



### 4.c: Teacher Training

• We support **teacher training** with free workshops and events. In 2020 we carried out numerous online trainings to facilitate distance learning, with the help of educational experts or our own coaches.

We also contribute to teacher training with different free publications. Moderna offers teachers in Brazil the magazine **Educatrix**, with content on trends in education. This magazine is widely used by pedagogical coordinators and teacher training managers. To facilitate this task, we also organise free workshops called *Las Formaciones Educatrix*.

In the same way, Santillana Colombia prepares and distributes the magazine **Ruta Maestra** for free. Its main objective is to provide a space for communication and building knowledge and experiences among experts, entities and the educational community around the topics which generate most interest within the community.

In Paraguay we also support the **Paraguayan Journal of Education**, a print and digital publication with scientific articles by Paraguayan and Ibero - American researchers in the area of education. It is published biannually by the Ministry of Education and Science, the Organisation of Ibero-American States and Santillana.



### Environment

- We support **Earth Hour**, a WWF initiative which encourages turning off lights for 60 minutes globally.
- In Brazil, we have adopted **energy efficiency measures** to make our local office as sustainable as possible.
- In Costa Rica, during the first months of the year, volunteers from the company take part in **reforestation days**. In Honduras, between three and five voluntary corporate activities take place a year, some of them focused on caring for the environment, such as **planting trees**.

- In Mexico, out-of-print books are donated to a private aid foundation which **recycles them** to get paper and then sell it. The resulting profit is used to perform surgical operations on children in extreme poverty, who have malformations or congenital defects.





46 /

## Supporting the Educational Community

2020 was the year of 'Home Schooling'. The pandemic kept educational centres closed and so gave a real boost to online education.

At Santillana, we did our utmost to support the educational community, offering free resources and stepping up our customer service and our consultancy service.

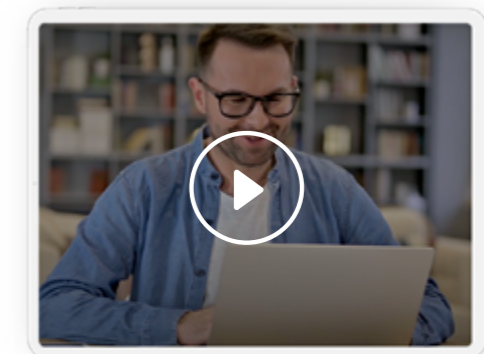
We provided numerous free resources, advice and ideas from leading experts, through the portals [Santillana en casa](#) (Argentina), [Maratona.edu](#) (Brazil) and [Quédate en casa](#) (Peru), created specifically to offer support during lockdown. Through the global web page [La escuela en casa](#), we offered more than twenty videos with tips on how to facilitate teaching and school management remotely.

We also created educational projects adapted to these new requirements. In Chile for example, we launched [Núcleos de aprendizaje](#), (Learning Nuclei), a project based on the prioritised curriculum to help

the work of teachers during the pandemic. This project was distributed at cost price and, in more remote areas like Easter Island, it was delivered for free, so that students far from the mainland could still access education.

In many countries, specific educational projects were also created to reinforce the knowledge acquired during distance education, such as [Ponte en forma](#), in Mexico, which was offered to users at no extra cost to help schools strengthen the learning of the previous cycle.

**Santillana during COVID. This is how we supported the educational community in the first months of the pandemic.**



/ 47







## Training

Virtual teacher training was key in a year where practically all school activity was carried out online. Through our platform **Rutas Formativas** and other tools, such as tutorials and short video clips, we offered free training to teachers, both in the technological challenges of the pandemic (use of our platforms, training in international digital standards ISTE...), and in the emotional transition of our educational communities. The role of our pedagogical coaching teams, in charge of much of this training, was fundamental in this.

Santillana's social networks throughout Latin America also turned to providing training and support to centres, providing **more than 7.000 webinars** for heads, teachers and students. Especially notable were the Santillana LABTalks or La Escuela que viene (Fundación Santillana), two projects that were created in the context of the pandemic.

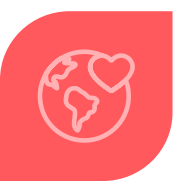
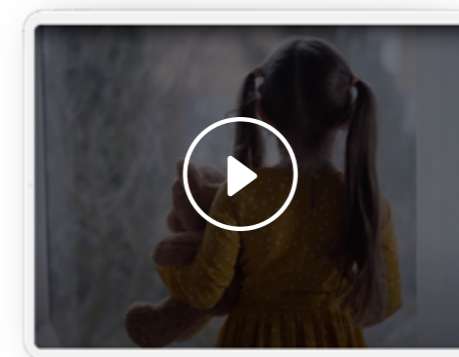
We also innovated in formats with the podcasts "**Diary of a teacher**", "**Family Podcast**" and "**Educators around the world**", and with the videos "Chess Tales".

## Support for families

Aware of the leading role that families played during lockdown, Santillana offered the children's app **Pupitre** for free and focused **Compartir en familia's** content strategy on providing answers to many of the questions raised during lockdown. It also released a new, more attractive website with new sections. There were also webinars specifically aimed at families, such as the UNOi Family Forum in Colombia, or

the online activities promoted by our literary imprints, with storytelling, book presentations, workshops, etc.

## Don't miss our video of gratitude to families



## Being a meeting and reflection point

In a year marked by social distance, we tried to shorten distances by opting for virtual events, which served to unite users from different countries in a single space.

One example of this was the **Compartir Virtual Congress** which, with the theme 'Together we open the school of the future', brought together for the first time all the heads of Compartir schools from all over Latin America.

In the month of June, UNOi Mexico also held the first Virtual Directors' Congress, whose main theme was the school in the context of the pandemic.

Virtual events were also organised for languages, such as **Richmond Week**, held in October, with the participation of different English language teaching experts and videos and articles for teachers.



**Fundación Santillana** continued to be a fundamental meeting and reflection point in 2020, with initiatives such as:

- **UNESCO seminars:** Fundación Santillana and the UNESCO Regional Office for Education for Latin America and the Caribbean (OREALC/UNESCO) launched a series of online seminars and conferences. This series sought to explore the profound transformations that are possible for the future organisation of societies, politics, the economy and even cultures.
- **En clave de Educación:** A programme of conversations between Carlos Magro, president of the Open Education Association, and Ibero-American education experts, that helped us better understand some of the more difficult concepts within education.
- **Premio Viva Lectura:** a competition to encourage and recognise the most outstanding experiences in the encouragement of reading. It was created by the Ministry of Education in Argentina, in collaboration with the Organisation of Ibero-American States (OEI) and with the sponsorship of Fundación Santillana. Since its launch, it has received more than 7,000 registrations, among which more than 100 experiences have been honoured.

- **La Escuela que Viene:** reflective cycles which encouraged collective participation in order to improve education after the COVID-19 crisis. All the contributions were included in two publications: *La escuela que viene: a crisis as an opportunity to contribute to the improvement of education and schools* and *La escuela que viene: A look at tomorrow for the schools of today*. More than 200 different voices took part, with 10,500 attendees from more than 30 countries.

- **enlightED:** a global conference on education, technology and innovation organised by Fundación Santillana, Fundación Telefonica, IE University and South Summit. The event brought together key international experts and thinkers to share practical solutions around the big debate on education in the post-COVID world.





# A year for learning

2020 was a year of changes, of challenges... but also of opportunities and great learning that will help us to improve education in the future.



## 2020 in figures:

**3,515**  
AVERAGE  
WORKFORCE

**1,611**  
Men

**1,904**  
Women

**41,973**  
Hours of  
training

**61**  
Students in work  
experience





**28,500,000**  
students using our content



**31,662**  
digitized classrooms



**7,059**  
support webinars  
during the pandemic



**94,600,000**  
copies sold



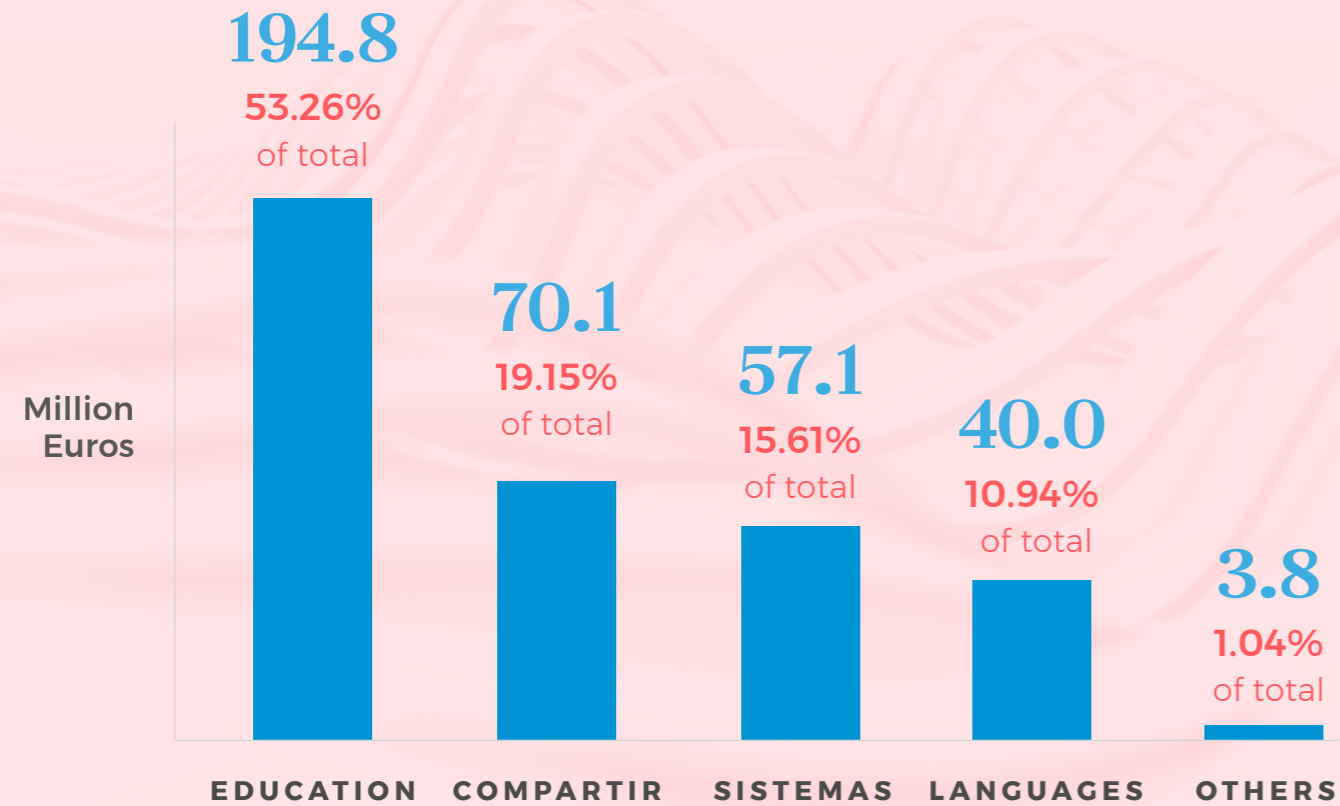
**1,782**  
new titles  
published



**1,727,000**  
students subscribed to one  
of our teaching systems



### Operating Revenue by business unit



TOTAL: **365.8** million Euros

### EBITDA adjusted



## Our community on social media:

**4,618,162**  
TOTAL



**3,435,215**  
followers



**705,607**  
followers



**221,768**  
followers



**168,432**  
subscribers



**87,140**  
followers



## 2020 in pictures

### JANUARY



Santillana took part in the **26th Inter-American Congress of Catholic Education (CIEC)** in Santiago de Chile. The motto this year was 'Leadership, communication and marketing'.

### FEBRUARY



SET VEINTIUNO, Santillana's educational programme for the development of 21st century skills in educational centres, won the International Award in the Educational Innovation category at the **Quality Innovation Award (QUIA) 2019**, at the ceremony held in Tel Aviv, Israel.



UNOi Mexico held its **Directors' Congress** to provide education managers with information on academic topics and the use of tools, as well as expanding their knowledge on the development of life skills and the use of technologies in the classroom.

### MARCH



In Puerto Vallarta, Mexico, Santillana held the **6th National Compartir Congress: A New Look**, a meeting point for school principals, where the repositioning of the Compartir brand was presented.





## MARCH

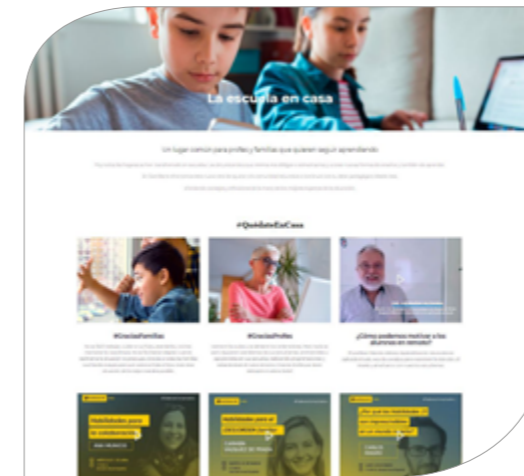


Santillana did its utmost in all its countries and business units to support teachers, students and families, through a **wide range of free resources**: Santillana Lab-Talks, webinars from Compartir en Familia, Cápsulas Compartir, videos of educational experts, UNOi webinars, Loqueleo storytelling, Santillana and Richmond tutorials....



For another year, Santillana supported **Earth Hour**, a WWF initiative that, on this occasion, as well as encouraging people to turn off their lights, invited them to launch a message of hope in the face of COVID-19 with their mobile flashlights.

## APRIL



Santillana set up **La Escuela en Casa**, a website integrated within its corporate website where all the resources created for teachers and families during lockdown are stored.

## MAY



Santillana installed the communication tool **Microsoft Teams** in e-stela, its learning platform. It also incorporated **Microsoft Dynamics 365** solutions into its management system, which allowed it to better understand its customers and offer schools the products or educational services that best suited their needs.



## JUNE



**Compartir en Familia** continued to focus on quality content and launched a new website, with a more current, attractive design and with new sections and collaborations.



Santillana and the Inter-American Confederation of Catholic Education (CIEC) introduced the reflective cycle **'The meaning of education in times of crisis'**, which included several webinars, with the aim of giving educational agents the tools to be able to face these uncertain times in the best way.

## JULY



The e-stela platform integrated Microsoft Teams, Google Meet and Google Drive in order to improve communication in the educational community.

## AUGUST



The **Compartir International Virtual Congress, entitled 'Together we open the doors of the school of the future'**, took place. The event brought together 4,000 headteachers from 15 countries in Latin America, and involved leading educational experts such as Michael Fullan, John Hattie, Mario Alonso Puig, Laura Lewin, Cristóbal Cobo, David Bueno, Richard Culatta and María Acaso.



Within the framework of the Buenos Aires Children's and Youth Book Fair, the winners of the **VivaLectura Prize** organised by the Argentinian Ministry of Education, together with Fundación Santillana and the OEI, were presented. 15 projects were awarded, among which were "La Literatura viaja en carta" by CPES Rural Itinerante, "Esperando a puro cuento" by Hospital Niños R. Ricardo Gutierrez, "Acceder estudiando" by Mujeres 2000, and "Literatura en red", by Colegio Gabriel Taborin.



## SEPTEMBER



Prisa agreed the sale of Santillana's K-12 education business in Spain to the Finnish corporation Sanoma for an asset value of 465 million Euros.



The **Inspiring Girls American Space Club** project, for which Bejob is the training provider, was chosen as a finalist in Ametic's Digital Skills Awards Spain 2020, in the category Digital skills for women and girls.

## OCTOBER



**EnlightED**, the global conference on education, technology and innovation organised by Fundación Santillana, Fundación Telefonica, IE University and South Summit took place once again. This year it was organised online and brought together more than 40,000 attendees from 44 different countries.



**Women4IT**, a free Plan International training programme delivered by Bejob, was created. It aims to promote female talent and boost the incorporation of women into jobs in the digital sector.



## OCTOBER



**Richmond Week** began, a week in which several online lectures were offered on the teaching of English organised by Richmond, Santillana’s English language imprint.

## NOVEMBER



Santillana was one of the corporate sponsors of the **8th National Congress of Catholic Education**, from the Inter-American Confederation of Catholic Education (CIEC), focused on this occasion on artificial intelligence and the challenges it brings to education.

## DECEMBER



**Propósito Santillana**, a Santillana project to promote its social responsibility, was born and launched its first campaign to make the United Nations Sustainable Development Goals (SDGs) visible.



Santillana Honduras received the mark of **Socially Responsible Company** (ESR) approved with ISO 26000 and endorsed by FUNDAHRSE (the Honduran Foundation for Corporate Social Responsibility).



# APPENDIX:

## 72 / Transparency / 73

This publication is the result of Santillana's commitment to transparency. In its pages, we have tried to recount our activity in 2020 as well as our contribution to the Sustainable Development Goals.

# Indicators of the Global Compact

The following table details where the topics of the United Nations Global Compact principles and the related Sustainable Development Goals are mentioned. The rest of the specific indicators can be found in the Prisa Group's Social Responsibility and Sustainability Report ([www.prisa.com](http://www.prisa.com))



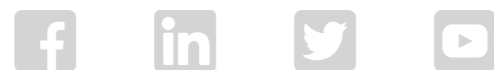
PRINCIPLE	PAGE	SUSTAINABLE DEVELOPMENT GOALS
<b>HUMAN RIGHTS</b>		
1. Businesses should support and respect the protection of internationally proclaimed human rights within their sphere of influence.	p. 38	1, 2, 3, 4, 5, 6, 7, 8, 10, 16, 17
2. Businesses should make sure that they are not complicit in human rights abuses.	p. 38	
<b>LABOUR STANDARDS</b>		
3. Businesses should uphold the freedom of association and the effective recognition of the right to collective bargaining.	p. 38	
4. Businesses should uphold the elimination of all forms of forced and compulsory labour.	p. 38	5, 8, 9, 10, 17
5. Businesses should uphold the effective abolition of child labour.	p. 38	
6. Companies should uphold the elimination of discriminatory practices in employment and occupation.	p. 39	
<b>ENVIRONMENT</b>		
7. Businesses should support a precautionary approach to environmental challenges.	p. 45	
8. Businesses should undertake initiatives to promote greater environmental responsibility.	p. 43	4, 6, 7, 11, 12, 13, 14, 15, 17
9. Businesses should encourage development and diffusion of environmentally-friendly technologies.	p. 43	
<b>ANTI-CORRUPTION</b>		
10. Businesses should work against corruption in all its forms, including extortion and bribery.	p. 38	10, 16, 17



Avda. de los Artesanos, 6.  
28760 Tres Cantos, Madrid, Spain  
Tel.+34 91 744 90 60

### **Communications and Marketing Department**

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



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

To all teachers and families,  
**thank you**



**Sustainability report**  
Our activity in Latin America