



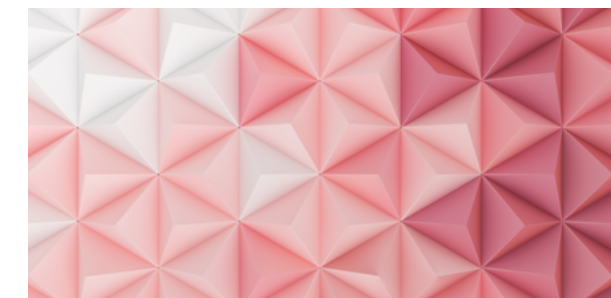
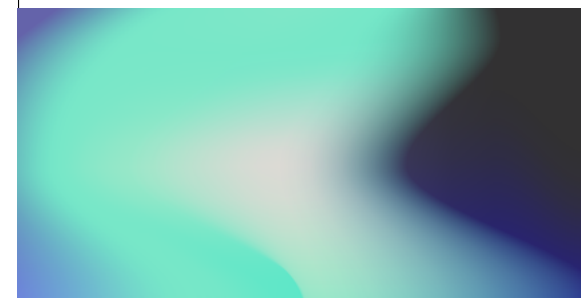
LEARNING

WITH ALL

5 SENSES

Corporate Report  
2020







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**/01**

**We look to the**

# FUTURE



Our 60 years of excellence have transformed us into what we are today: a global company with a clear purpose and a solid plan for the future.





That is and must continue to be the role of Santillana. Those who are part of the company know this, and we put **all our senses** to work to make sure that education is always of the highest quality.

Our commitment is both inside and outside classrooms. Last year, we sowed the seed of a project with which we intend to boost our social responsibility and focus it more directly towards complying with the United Nations Agenda 2030, because we are convinced that through education we can contribute to society and move towards a more sustainable world. This is our greatest objective.

## LETTER FROM THE CEO

Miguel Ángel Cayuela  
CEO of Santillana

How hard it is to give an overview of 2019 at a time like this! If last year we said we were facing an unstoppable educational transformation, the current situation, in which the entire educational community has had to reinvent itself to ensure distance learning, has accelerated this revolution. Nothing will be the same after this unprecedented period we are living through, either for education or for the world in general.

In such a changing context, it is essential that we all maintain a resilient attitude, and one that is open to innovation, because innovating means **looking to the future**, being able to see its opportunities and having the courage to take advantage of them. This is key for schools, who are adapting to new models of management and teaching, and obviously for Santillana, which must support them throughout the entire process.

We look to the future

One of our priorities in 2019 was precisely that: to consolidate our position as an ally in educational transformation; to listen to, and understand the needs of directors, teachers, families and students; to offer an educational medium in which everything is easier; to generate real learning experiences and to train people capable of meeting the challenges of the 21st century.

It is also the case in such a difficult moment in time as the present. Our priority is to assist and support the educational community so that learning never stops.

We look to the future

**“One of our priorities is to consolidate our position as the ally of schools in educational transformation”**



**/02**

**We relish**

# EDUCATION



We know that building tomorrow starts today.

That's why, fuelled by the passion that inspires us, we have been promoting education in Latin America and Spain for 60 years.

Today Santillana is an educational company with over 4,000 professionals and activities in 21 countries.



## 2.1 OUR HALLMARKS

We are a team of professionals with something in common: our **passion for education**, which inspires us to always seek excellence and to enjoy and relish our work on a daily basis.

This sense of vocation, our way of understanding learning and our values, are what make up **Santillana's DNA**.

They are characteristics that recognise the role of all the parties involved in the educational process and that focus on innovation, personalisation and the skills students today need to meet the **challenges of the future**.

We relish education



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

at the heart  
of learning

Because pupils 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 OFFER **SUPPORT**

to schools

Because the success of an educational system depends to a large extent on the educational initiatives we take to schools, we feel we share responsibility for the educational work they do.





**WE EMPOWER  
TEACHERS**

as the agents of  
educational change

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



**WE ARE COMMITTED TO  
INNOVATION AND  
CREATIVITY**

as cornerstones of learning

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

**WE INVOLVE  
FAMILIES**

in our projects

Because education is a joint effort that extends far beyond school, the family is an indispensable part of school improvement.



**WE SUPPORT GREATER  
PERSONALISATION**

of learning adapted  
to every level

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



**WE STIMULATE  
21<sup>ST</sup> CENTURY  
SKILLS**

as being at the heart  
of competent citizens

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





2.2

# SANTILLANA AROUND THE WORLD

We try to spread our taste for education across the 21 countries where our activities are located.



## North America

Mexico

## Central America

Costa Rica Honduras  
El Salvador Nicaragua  
Guatemala Panama

## The Caribbean

Puerto Rico  
Dominican Rep.

## Europe

Spain  
Portugal

## South America

Argentina Ecuador  
Bolivia Paraguay  
Brazil Peru  
Chile Uruguay  
Colombia Venezuela

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

\*Guatemala, Honduras, El Salvador

\*\*Costa Rica, Nicaragua, Panama

## Corporate management team

**Miguel Ángel Cayuela**  
Chief Executive Officer

**Julio Alonso Peña**  
Global Director of Communications

**Francisco Cuadrado**  
Global Director of Education

**Miguel Barrero**  
Global Director of R&D+i

**Christopher West**  
Global Director of Languages

**Luis Guillermo Bernal**  
Global Director of Content

**José Málaga**  
Global Director of Technology

**Rosa Junquera**  
Global Director of Communications

**Francisco Lorente**  
Global Director of Human Resources

**Cristina Elías**  
Head of Legal



**/03**

**We touch all areas of**

# EDUCATION



We began our journey with the distribution of manuals and books for children and young people.

Nowadays our activities cover every angle of education, with different products and services that deliver tangible results.



## 3.1

## AN ECOSYSTEM WE ENRICH FROM YEAR TO YEAR

At **Santillana** we touch all areas of education. From the most traditional business – publishing text books – to the most recent-educational technology – as well as teacher training and training for employability. In all these fields, **Santillana** is present to cover the needs of the educational community.

One of our main **objectives in 2019** was to offer a good customer experience, that generates trust and loyalty in all our projects. The formula to achieve this consisted of contributing added value to schools through innovation and service.

We touch all areas of education

Specifically, in the last year we have given a boost to **subscription models**, which are built on the basis of an in-depth knowledge of the customer. With them, we help **identify needs** and we offer a first class service which translates into better management of the establishment and improved learning **for pupils**.



Our **coaching teams** represent a key element not only for the proper implementation of the solutions from Santillana in schools but also for teacher training and joint preparation of school-based improvement plans. In addition, our **certifications** offer international accreditation for the skills acquired.







## 3.1.1.

## Technology serving education

Through technology, we make devices and classroom kits that create effective virtual learning environments available to schools.

We develop tools that offer more in-depth knowledge of the digital activity of learning. This is demonstrated by indicators such as Edutech's KPIs (number of pupils under the subscription model, number of sessions and average length of use, renewal rate, etc.).

We are the most advanced educational company in Latin America in the **digital and learning analysis** area, with our dashboard for teachers used across the business in subscription models by subject (we-maths) and the integration of our assessment tool (Pleno) with our business intelligence platform to generate reports on academic performance.

Our educational projects incorporate **smart trackable content** that facilitates greater personalisation of teaching. The **assessment services** make it possible to make a diagnosis of the situation of each pupil and generate remedial action that adapts to their learning level.

## 3.1.2.

## New methodologies

Developing **21st century skills** and applying new methodologies continues to be essential in all our projects.

We ask ourselves not only what students should learn but for what purpose, in order to develop the skills and abilities that will enable them to successfully navigate a changing world.

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

## 3.2

## EDUCATIONAL PROJECTS AND TEACHING SYSTEMS

In 2019, we continued to develop educational initiatives designed to meet the demands of schools and teachers in all the countries we operate in.

In Mexico, for example, the incorporation of new curricula required the creation of projects adapted both to traditional subjects, such as the Espacios Creativos series, and to new initiatives, such as material for socio-emotional education.

We continued strengthening our subscription businesses in different countries, principally **Compartir and UNOi**. We also included **Farias Brito and Kepler** in Brazil.

In **UNOi México** we launched our “Augmented Learning” project, which will allow us to push forward new virtual and augmented reality developments. **UNOi** also has a clear commitment to complying with the UN Sustainable Development Goals in its educational programmes.

Thanks to the alliance of **Compartir** with **ISTE** (International Society for Technology in Education), we obtained the Seal of Alignment for our coaching model in schools, which means our initiatives are now aligned with international digital standards.

In addition, in 2019 we launched an ambitious brand repositioning project for **Compartir** which, under the slogan “Tu aliado en transformación educativa” (“Your ally in educational transformation”), is based on the concepts of innovation, expertise and partnership with schools. Mathematics and language are core subjects which must be learnt in order to develop other disciplines and skills.

We have therefore developed specific projects, with their own methodology, such as **WeMaths**, an innovative learning experience which brings mathematics closer to pupils through emotions.

We have also strengthened our communication project with different programmes, such as **Milenguaje** in Mexico and **Compartilha Lengua Portuguesa** in Brazil.

In Spain, we continued to make progress in our **Saber Hacer Contigo** project for primary education



and in developing new methodologies in the classroom with **Escuela de Autor**, especially in projects (in English and Spanish) and at different levels. We are also doing this in other countries in Latin America.

And in our search for new methodological perspectives, **SET VEINTIUNO** continues to roll out its 21st century skills projects in different countries.

We know we have to work for the integrity of our students and that schools are looking for ways to meet these challenges. In Spain, for example, we have also launched cross-curricular projects such as **Escuela Saludable** and **Escuela Responsable**, as well as **Emocionarte** and the **Entrénate** workbooks.







## 3.3

## LANGUAGE LEARNING

At the end of 2019, around 900,000 pupils were studying English as part of some kind of subscription model. The significant growth of **Richmond Solution** is note worthy in almost all countries, as is hat of **Educate** in Brazil, both of which are 100% in English.

These educational packages incorporate a trackable platform, printed materials, a reading platform, international certification, diagnostic tests and training for teachers, strengthening language teaching and learning.

In October, **Richmond Learning Platform** was launched at school level, complementing the successful platform for **Young Adults** created in 2012, and which

now has hundreds of thousands of users. The quality of the reports and the possibility of asynchronous work using an app puts it among the market leaders.

The catalogue for **Richmond**, our imprint for English Language Teaching, covers every segment of the market.. Its methodological philosophy places the pupil at the heart of the learning process, taking care of their cognitive development through learning based on developing critical thought, social awareness through education for global citizenship and emotional intelligence through mindfulness and emotional well-being activities.

Our range for bilingual schools has been exceptionally well received. The **Compass** series, in leading position in Latin America and also even in Turkey, was a finalist in the Innovation in English Teaching category at the prestigious international English language teaching awards, the ELTons.

The range of language learning materials is completed by **Greenwich** (the English publishing imprint of Ediciones Norma), **Santillana Français** (the leader in Spain) and **Santillana Español** (mainly for the Brazilian market).

The demand for English as a foreign language is not falling and there is a growing trend in Spain and Latin America of teaching science and mathematics in English too. In the near future, Santillana plans to extend this business model which it currently offers in seven countries, to all of Latin America, on a subscription model.





## 3.4 PROMOTING READING

Our **Reading Comprehension Platform Loqueleo** now has more than 100,000 pupils/users, with activities available for almost 200 titles from our backlist. We have also promoted the augmented reality app, Vive loqueleo, which includes booktrailers and animations, etc., and our very first publications, such as "Natacha", by the writer Luis Pescetti.

2019 was a key year in publishing children's and young people's literature for **Ediciones Norma**. We launched the new design of the "Buenas Noches", "Torre", "Zona Libre" and "Cara y Cruz" collections. In addition, thanks to the alliance with the Organización de Estados Iberoamericanos (OEI, the Organization of Ibero-American States), the Premio Norma award expanded its frontiers and opened a new stage that strengthens the dissemination of literature for children and young people. The winning text of this new version of the Premio Norma OEI 2019 award was "Lo que una vez hicieron los alienígenas", by the Colombian author John Fitzgerald Torres.

Through our imprints in Brazil, **Moderna and Salamandra**, we developed the "Território da Leitura" project, enabling schools and families to work together to develop the creativity, imagination, reading and critical communication skills of pupils.





## 3.5

## TRAINING FOR EMPLOYABILITY

The **Bejob** platform for training in information technology and digital marketing for the most sought-after professionals launched more than 12 new corporate projects in 2019 with entities such as Cofares, Kostal, Leaseplan, Samsung, Fremap, Agencia para el Empleo de Madrid and ICEX, among others, with which it trained 5,000 pupils.

We touch on all areas of education

Some of these collaborations had a strong “responsible” vocation, such as the agreement with the Fundación Inspiring Girls to train over 120 girls in digital and technological subjects, related to jobs in the immediate future.

Another great project from CSR along the same lines is the Desarrolladoras programme from Samsung, which benefitted 1,000 women, training them in

Artificial Intelligence and Big Data, or the agreement with Savia Digital to train senior professionals in programming and web development.

For yet another year Bejob was the beneficiary in 2019 of a project funded by Red.es, to train the most needed technological profiles in the working community in five autonomous communities.



**/ 04**

**Innovation is part of**

# OUR DNA



At a time of educational transformation, having keen senses is key to smelling out opportunities.

At Santillana we take note of new teaching trends, we foster educational debate about them and we are absolutely committed to innovation, to be able to offer creative solutions that have been adapted to the current backdrop of change.



## 4.1 INNOVATION, A CORE CONCEPT ACROSS THE WHOLE OF SANTILLANA

Innovation is a continuous trickle which seeps through little by little and which, with its constant flow, allows us to make strides in educational transformation. At the current time it is a core concept across the whole of Santillana, as it is implicit:

· **In our way of working:**

it is part of our corporate culture. The professionals at Santillana are creative and, when faced with new challenges, we believe in new solutions.

· **In the projects we develop:** we look for innovation in all our projects and back disruptive ideas. We explore the potential of new educational narratives, such as podcasts, and we encourage the most innovative classroom practices, both in assessment and in new methodologies and teaching of key subjects like language and mathematics.

Today, we are running educational projects that are distinctive and even pioneering at sector level. Some have been positively rated by renowned international entities, such as **SET VEINTIUNO**, our programme which focuses on 21st century skills, which in 2019 received the QIA-CEX award for educational innovation from the Asociación Nacional de Centros Promotores de la Excelencia.



In line with our commitment to innovation, and in order to generate oblique thinking strategies both inside and outside schools, in 2019 we partnered in Spain with two entities specialising in recognising and boosting creativity: Red de Industrias Creativas (the Creative Industries Network, or RIC), which collaborates with Fundación Santillana in training professionals from the creative and cultural industries, and Fundación Juan March, present in some of our SantillanaLab sessions and with which various creative activities will be developed.



## 4.2

## NEW EDUCATIONAL TRENDS

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At Santillana we love teaching... and also learning. This is why our team never stops learning. Our 60 years of experience is joined by our curiosity and a clear commitment: to foster research and facilitate the flow of knowledge throughout the educational community. We explore the most innovative trends in education, we delve deep into them and we share them through our communication channels.

One such channel is **#SantillanaLab**, a digital space which gives visibility to the latest teaching trends, with a focus on the situation in Spain and Latin America.

This site hosts the vision of experts, institutions, education professionals and students, with the goal of making strides in identifying roadmaps towards transformation. Together with them, we have held enriching sessions, the highlights of which we regularly share on the blog and through our social channels.

In 2019, the **Observatorio SantillanaLab** analysed around ten educational trends, including, among others, Artificial Intelligence, the role of technology in teaching and the potential of podcasts as an educational tool.

In 2019, we conducted two detailed studies. The first, **Escenas de estudio**, enabled us to understand what tools, tasks, technological and technical devices and time/space contexts are key for students aged 14 to 18 in Spain, Mexico and Argentina.

The second, **Panorama de la innovación en evaluación**, provided us with a comprehensive, holistic overview of assessment in innovative contexts, as well as the opportunity to learn more about their effects on learning and teaching. This information is essential for defining future trends in schooling, in teacher practices and in developing publishing products and services.

For its part, in the new space at #SantillanaLab, **Educadores por el mundo** (Educators Around the World), we put together experiences from the most innovative educational establishments in Spain and Latin America.

Another interesting space is **Inevery CREA**, the community for innovative teachers. A meeting point for teachers where they can find and share educational courses, discover successful teaching experiences and participate in educationally innovative projects.



Image of one of the sessions organized by SantillanaLab.

We also have a proprietary tool in, el **GPS de la Innovación Docente**. This geolocates education professionals with the teaching projects with the most impact on their professional endeavours, as a means to facilitate and strengthen new networks and projects.

Our informational efforts are also reflected in our participation in events, in our **teacher training** initiatives and in the work performed by the **Fundación Santillana**, which undertaken the debate on the educational transformation taking place in classrooms through research, publications and forums.



also have easier, more intuitive digital platforms and tools that offer valuable analytical information about pupil learning, and make it possible to focus on where there really is an area for improvement, enabling something in which we are firm believers: greater **personalisation** of teaching-learning processes.

In 2019 we sought out **alliances with technological companies** to encourage the development of technologies such as Artificial Intelligence and augmented reality in schools. One example is the alliance between UNOi México and Google to launch "Aprendizaje Aumentado" ("Augmented Learning"), a project which offers the chance to use technologies such as augmented reality, virtual reality and drones in the classroom.

Within the company, digitalisation is also enabling us to optimise processes and increase efficiency, without forgetting that true digital transformation is in people. This is why we have continued our commitment to **in-house training in digital skills**, with courses aimed at all employees.

### 4.3

## TALENT AND TECHNOLOGY

Digital transformation is enabling us to offer new products and services that represent a qualitative step forward. We have been able to offer true **digital ecosystems**, where everything is interconnected, that enable increased communication between the different educational agents (school, family and pupil). We

This type of course, focusing on training in those skills required by digital transformation, is also offered by us to the general public through our online training channel, Bejob. In 2019, Bejob joined up with Miriadax, the main Ibero-American MOOC (Massive Open Online Courses) platform and non-English-speaking platform in the world, to extend one of its most popular training programmes since its launch: Digital Marketing and Strategy.





**/05**

**We listen to**

# PEOPLE



Because education is also respect, dialogue and team work. At Santillana, we listen to our stakeholders, we take on board their suggestions, we learn from them and we always seek a relationship based on collaboration, transparency and mutual trust.



## 5.1. COMMITMENT TO AGENDA 2030

Santillana and its parent group, Prisa, have a firm commitment to the **Sustainable Development Goals (SDGs) of the United Nations**, and are working to align their management with Agenda 2030.

As a company providing educational services and content, at Santillana we contribute with our activity to the fulfilment of SDG 4, focused on ensuring inclusive, equal and quality education, and

promoting learning opportunities for everyone. With this contribution, we also help indirectly with the rest of the Sustainable Development Goals, thanks to the key role of education plays in reducing inequalities, consolidating values and driving progress.

Our alliances, which we will also talk about in this chapter, seek to join forces and achieve a greater impact on society, in line with SDG 17.



# SUSTAINABLE DEVELOPMENT GOALS

In addition, by devoting this space in our corporate report to Agenda 2030, our intention is to play our small part in making the SDGs known to everyone. Because in order to achieve the set goals, it is essential that everyone plays their part: governments, the private sector, civil society and each of us individually, and the first step is to internalise what it is that we want to achieve.

**More information about the Sustainable Development Goals on the UN website:**

<https://www.un.org/sustainabledevelopment/en>



## What are the Sustainable Development Goals?

On 25 September 2015, world leaders adopted a set of global objectives to eradicate poverty, protect the planet and ensure prosperity for all as part of a new sustainable development agenda.

They defined 17 global objectives, each one focusing on one of the challenges facing the planet, and several very specific goals that must be achieved before 2030. This is why we talk about "Agenda 2030". It is, first and foremost, a road map to follow in this decade we have just begun.

## SUSTAINABLE DEVELOPMENT GOALS







## 5.1.2 Our social action, targeting SDG 4

In 2019, we began work on a Global Social Action Plan fully aligned with the SDGs. The aim is to achieve greater coordination between all the branches of Santillana so that, from the different countries, we can contribute jointly to those goals in which Santillana can make a clearer contribution.

During the plan's creation phase, professionals from different areas of the company were consulted to

find out their vision of corporate social responsibility and a workshop was conducted to exchange ideas and suggestions for improvement.

Three primary objectives came out of this working group corresponding to three goals of **SDG 4. Quality Education**. These objectives will help us focus when it comes to selecting which social action initiatives the company participates in.

**Goal 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.

**Goal 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.

**Goal 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.

In addition, integrating **sustainability practices** across the board to care for the planet has been incorporated as an objective.

All the initiatives laid out in this plan will bear the new **CSR stamp**.



## 5.2

# GOOD GOVERNANCE

To meet the needs of our stakeholders, the first step is to lead by example. That is why we apply best corporate governance practices, in line with our Good Governance Policy, our Ethical Code and with Prisa's general policies.

As part of the group, Prisa's Anti-Corruption Policy also applies to Santillana, as does the Internal Code of Conduct on Matters Relating to the Securities Market (RIC), which includes the rules of conduct to

be followed by the company, its governance bodies, its employees and anyone else affected by the company's activities on the securities market.

The Board of Directors of Santillana deals in turn with matters corresponding to the Audit and the Nomination and Remuneration Committees.

## 5.2.1

# Our Ethical Code

We have an Ethical Code, updated in 2019, which contains the company's commitments to human rights, defending freedoms, equal opportunities and protecting the environment, etc. and acts as a guide of conduct for all employees, regardless of their duties and their workplace.

For all of us who are part of the company, the Ethical Code is much more than a document. We know that it is a case of not only being aware of it but of understanding it, internalising it and applying it naturally in our daily lives, acting honestly and transparently in relation to all our stakeholders.

We have a **Group Compliance Unit**, which coordinates all the countries' actions on any matters within its remit.

This collegial body, with autonomous powers for monitoring and initiative, reports to the Board of Directors and is accountable at a hierarchical level to the Prisa Compliance Committee. Its work has increased significantly since 2016 with the creation of compliance units in Brazil, in Mexico and more recently in Colombia.





## 5.2.2

## Quality Content

The content of the books we publish is determined by the curricula the government or administration of each country sets for each school subject. Interpreting the curricula, responding with quality teaching projects which offer teachers different working methodologies, and presenting content in new formats that help incorporate technology in education, is a challenge for us but also a responsibility.

So everywhere that content is generated (educational projects and materials), we have global and national corporate committees, which meet regularly on a ongoing basis, to make decisions relating to the structure of the publishing process, including the basis of the projects; innovative educational objectives; business, financial and commercial strategies; and actions to create and present texts.

There are editorial committees in all the Santillana offices that decide on the content to be edited or the scientific, graphic, drafting or production aspects to be actioned.

The committees meet regularly and are national (management, editorial, commercial, etc.) and global (with each of the countries, with the countries overall, with the countries belonging to a particular editorial programme and so on).

These committees are coordinated from Santillana's corporate centre, thereby ensuring compliance with the rules and laws of each country.



# 5.3. OUR STAKEHOLDERS

An overview of our main stakeholders:



### EMPLOYEES

Trade union committees



### CUSTOMERS AND CONSUMERS

Students and teachers, families, schools, readers and bookshops



### GOVERNMENTS AND PUBLIC ADMINISTRATION

Legislators, authorities



### COMPETITORS AND INDUSTRY ASSOCIATIONS

Publishers' guilds, Book Guild



### TECHNOLOGICAL SUPPLIERS

of content, of marketing



### THE MEDIA

opinion leaders, social media



### SOCIETY



### PARTNERS, SHAREHOLDERS AND FINANCIAL INSTITUTIONS



### EDUCATIONAL AND CULTURAL INSTITUTIONS

NGOs, cultural centres, schools and universities, religious groups, libraries, educational employer and trade union associations, parents' associations



### AUTHORS



5.4

# EMPLOYEES

Santillana is so much more than a brand. Behind it are more than 4,000 professionals, spread around the world. Without their efforts and talent we would not have reached where we are today. This is why we are committed to their development and try to guarantee their personal and professional well-being.

# 4,016

Professionals

**1,908**

Men  
(48%)

**2,108**

Women  
(52%)

**181**

Students on  
placement

**33,265**

Hours of training  
for employees



## 5.4.1

## Health and safety at work

Santillana ensures the safety of all its employees, as well as their health and well-being. In each of the countries where it is present, the company meets the current legislation in terms of occupational risk prevention. Likewise, it encourages healthy habits among its professionals, with measures that range from regular deliveries of **organic fruit to promoting sport**.

In countries such as Brazil there is a specific health programme, "**Calidad de vida**" ("Quality of Life"), which promotes a variety of initiatives such as postural education, hygiene and nutrition, among others. In Spain, the main purpose of **Prisa's Joint Prevention Service** is to eliminate workplace accidents, injuries or illnesses and, so it develops risk evaluations, monitors the efficiency of the preventative measures, prepares emergency plans, and manages training on health, etc.

## 5.4.2

## Training and professional development

Nurturing the talent of our employees is one of our priorities. In this respect, we believe in training as a fundamental tool to boost their motivation and promote their professional development.

We have established **performance appraisal** systems in countries such as Argentina, Brazil, Mexico and Northern Central America which enable us to identify and boost the potential of our professionals, offering them a training path based on their needs and strengths.

Furthermore, in Spain job vacancies are offered on **Prisa Jobs** to encourage in-house rotation and professional development.

In Spain in 2019 work was done on an **Equality Plan**, which is already in force, through which the company aims to reinforce and ensure equal opportunities and promote female talent in the organisation.

As for the training we offer, we have the **Prisa Campus** platform, in which Santillana employees from around the world can access courses on the following subjects:

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

In 2019, we began a new journey at Santillana towards cybersecurity with an annual programme of training activities aimed at staff and related to information security. This initiative includes different tips about software updates, use of work devices and non-corporate equipment, managing credentials, browsing and so on, with the goal of making Santillana more secure. It also makes a security **cyberawareness platform available to employees**. This global project was launched by the IT department in collaboration with AUDEA, a consultancy firm specialising in cybersecurity, risks and compliance.



Training is also regularly offered on other topics. In Spain, a course was offered, in self-study format, on **the new General Data Protection Regulation**, to enable all employees to understand and familiarise themselves with the new regulations.

We also have active **training and work placement** programmes as part of Santillana's global human resources policy, with agreements with universities, postgraduate establishments and other schools specialising in the publishing sector.

**Do you want to be part of our team? Take a look at our job offers in Prisa Jobs:**

<https://prisajobs.epreselec.com>





### 5.4.3

## Work-life balance and flexibility

Santillana has implemented a set of voluntary measures to promote the work-life balance of its employees.

In practically every country, our professionals have a flexible timetable for their office working hours. Santillana is also committed **to flexibility at a spatial level**, facilitating remote working in countries and for professional profiles wherever possible.

There is also flexibility in the way each person prefers to receive their remuneration.

At some of our branch offices, such as in Spain and Colombia, employees have the opportunity to benefit from a **Flexible Remuneration Plan**, a personalised remuneration system through which our professionals can freely and voluntarily decide how to receive part of their annual salary, so that it adapts to their personal and family needs at any given time.

The company also has other measures to aid work-life balance and flexibility, such as specific permission for training and the chance to request shorter working hours when the employee so requires.

### 5.4.4

## Other benefits

In some countries we have agreements with different suppliers to offer exclusive promotions and discounts to their employees.

In Argentina, Santillana has a supplier of corporate benefits aimed at employees: the **NGO En Buenas Manos**, which works towards labour-market inclusion and offers products and services provided by people with disabilities.

All the employees in Spain can access this type of discount through **Prisa Club** and by using the **Más Vida Red** platform. This includes more than 120 services to make the lives of these professionals and their immediate family members easier, including searching for accommodation, event organisation, tourist information and legal advice.







### 5.4.5

## Internal communication

Internal communication is an essential tool for listening to, and talking to employees.

The globally shared intranet, Toyoutome, was designed to be a meeting point for employees. It contains sections for information and news, but also for dialogue and debate, and sections such as the bulletin board and interest groups. In addition, all these professionals can contribute their ideas, comments and suggestions via the mailbox [tuopinioncuenta@santillana.com](mailto:tuopinioncuenta@santillana.com).

The company also has the **Santillana AL DÍA newsletter**, a daily e-newsletter for all employees around the world, with information about Santillana and the educational sector. Countries like Mexico also have their own newsletter, **#PalabrasSantillana**.

## 5.5

# SOCIETY

In addition to contributing to quality education through our main business, in 2019 we continued to develop our Corporate Social Responsibility and social activities which have an impact on the well-being of people and on care for the environment.

In Spain, we involved the educational community with the **Ayúdanos a ayudar** (Help Us to Help) initiative, available on our **e-vocación** customer loyalty portal where teachers can vote on which social activities they want Santillana to contribute to.

These are the main social projects we participated in during 2019:





### 5.5.1

## Caring for the environment



The nature of our activities means that our commitment to the environment is very much linked to the responsible use of paper and caring for forests.

When selecting suppliers, Santillana prioritises those who hold certain certifications regarding quality, safety and the respectful treatment of forests, such as the FSC label. It also develops campaigns on environmental education, promotes recycling and responsible consumption at its offices and bolsters initiatives to care for forests and seas.

We listen to people

## Environmental education

At its branch office in Puerto Rico, Santillana prepared a digital educational model with information about hurricanes, explained from a present-day, teaching perspective. The goal is to enable pupils to know about this natural phenomenon and manage it appropriately. The content is free and freely distributed to all educators who are interested in the subject.

In addition, in Costa Rica workshops were conducted at educational establishments with the Costa Rican Leda Cavallini, based on a reading of her book *Duranta, una flor con nombre de árbol*, focusing on environmental education. In Costa Rica, Compartir also provided a mobile exhibition about biodiversity in the schools where this teaching system has been implemented.





## Earth Hour

For the eleventh year running, Santillana promoted participation in Earth Hour, the initiative from the WWF that suggests that all citizens around the world turn off their lights for one hour. Santillana disseminated the campaign through its social networks and its portals for teachers, with the intention of increasing knowledge about this symbolic gesture which helps raise awareness and invites greater responsibility towards to the planet.



## A message for the Earth

Santillana's Christmas greeting in 2019 was a preview of the communication campaign, entitled "Un mensaje para la Tierra" ("A Message for the Earth") to be developed in Spain over the course of 2020. This initiative focuses on caring for the environment and the need to educate about the three Rs: reduce, reuse and recycle.



## The Educators Project

Moderna in Brazil has an alliance with Two Sides, a global NGO whose proposition is to raise awareness about the conscious use of paper. In 2019, as part of this collaboration, several informative activities were promoted in different schools, with the distribution of materials which explained the life cycle of paper. To this end, there were also contributions from other organisations such as International Paper (Chamex) and Ogra Gráfica.





## 1,000 corals for Costa Rica

In 2019, Santillana Costa Rica sponsored the launch of the “1,000 corals for Costa Rica” campaign, an initiative from the Pelagos and Raising Coral foundations, in conjunction with the Centro de Investigación en Ciencias del Mar y Limnología (CIMAR, the Research Centre for Marine Science and Limnology) of the Universidad de Costa Rica.

The campaign consisted of the publication of a documentary laying out the issue of coral, environmental education workshops in public and private establishments in the country and the sale of the book *Los corales mágicos* by Lara Ríos, published by Loqueleo. The money raised is being put towards financing the growth in nurseries of coral that will subsequently be transplanted into the ocean to revive coral reefs.

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## The language of the Sea

Also linked to caring for our seas, our imprints for English and French teaching, Richmond and Santillana Français, took part in the “The Language of the Sea” project, along with language academy associations and the FECEI (the national language school association), by contributing environmentally friendly bags to collect the plastic collected from the Cantabrian Sea.

As part of this project, Santillana also collaborated in organising events to present the initiative and raise awareness among teachers about the issue of plastic.





## Choose Reuse

In Chile, we joined the “Elige reutilizar” (“Choose Reuse”) campaign launched by the municipality of Providencia, providing reuseable bags at the Espacio Santillana store. With this activity, Santillana was one of the first companies in the sector to obtain the Green Label from the commune.

## 5.5.2

### Inclusive education

Because each pupil is unique, we believe in personalised and inclusive education. With our social initiatives, we seek to ensure that all children can access education on equal terms and that classrooms are always a space for diversity, respect and inclusion.



## Sowing the seed to lead by example, we reap education

In Honduras, we collaborated with the Rotary Club and the association that looks after Tegucigalpa’s hills and parks (Asociación de Cuidados de Cerros y Parques de Tegucigalpa) on a project to protect and repopulate Cerro Juana Láinez, one of the parks which acts as the capital’s “lungs”. More specifically, Santillana contributed with a donation of 500 seeds. Nearly 40 volunteers from the company participated in sowing the seeds for these trees, an action which aims to improve the ecosystem and fight deforestation.



## Accessible content

In Peru, Santillana participated in the “Libros Sin Barreras” (“Books Without Barriers”) project with Havas Perú and Megaplaza. In particular, a special edition was created of the classic Peruvian tale “El caballero Carmelo” (“Gentleman Carmelo”), which alternated pages in Braille and pages in print to encourage shared reading and the inclusion of children with visual disabilities. The idea was to create a book to be read using one’s eyes and hands, thus harnessing reading to raise awareness and as a tool for tolerance and inclusion.

In Brazil, Moderna also edited, published and distributed free of charge over 80,000 copies of seven titles in accessible format for people with visual impairment.

In addition, Santillana Argentina renewed its collaboration agreement with Tiflonexos, an association present in 48 countries and, responsible for creating the first free online library for Spanish-speaking people with visual disabilities. Santillana contributes books in PDF format and Tiflonexos converts them into free, accessible digital books.



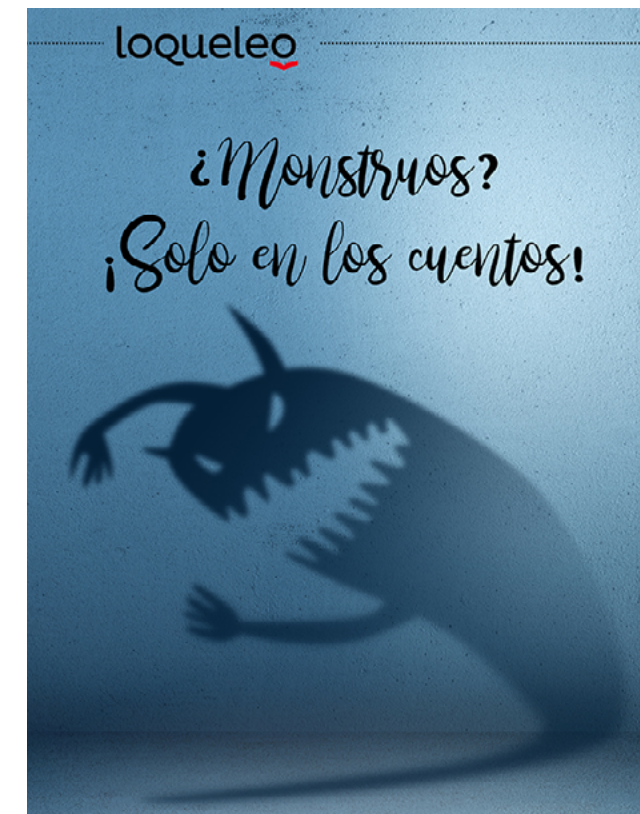
## Monsters? Only in stories!

Our imprint for children's and young people's literature, Loqueleo, launched the "¿Monstruos? ¡Solo en los cuentos!" ("Monsters? Only in stories!") campaign, which aims to show that literature is an excellent medium for training skills such as listening, respect for others, knowledge about emotions, self-regulation and assertiveness. Within the framework of this initiative, in 2019 the "Di no al acoso. Todas y todos ganamos" ("Say no to bullying. Everybody wins") campaign was launched, which encouraged pupils to lay out their proposals to beat bullying.



## Bullying prevention programme

We belong to the 2019 panel discussion for the Network for Peaceful Coexistence in Schools, in Chile, in conjunction with various organisations connected to this topic. The aim of this network is to promote well-being and the importance of emotional development from infancy up through all educational levels. Within the framework of this initiative, Santillana Chile participates in the KIVA bullying prevention programme and in concrete terms, has contributed through two specific awareness-raising activities: "Yo te perdono" for Peaceful Coexistence in Schools month and "Contigo Fest", taking place in the month of April.



## Coexistence Without Violence competition

Santillana Uruguay, in collaboration with Uruguay's Secondary Education Council (Consejo de Educación Secundaria) and its Ministry of Education and Culture's national reading scheme, organised this competition aimed at pupils aged 12 to 18, who were asked to produce micro-videos focusing on the problem of violence raised in the new elements of the Zona Libre collection selected for the competition and published by Norma.



## Lección de paz Competition

In the "Lesson for Peace" competition, launched by Santillana España, the goal was for pupils to write a letter that would make us all remember the true meaning of the word "peace", to put an end to senseless arguments and opt for understanding. The winning letter was chosen from all the letters entered, winning the prize of a charitable gift of €3,000 given by Santillana to the winner's chosen NGO, the Spanish Cancer Association (AECC) in Almería, plus a trophy and diploma.

## Leamos a la Par competition

“Leamos a la par” (“Reading on a Par”) is a result of the efforts made by the publisher Norma’s regional headquarters to contribute to building a truly inclusive society. It is aimed at primary school pupils and enables each teacher to choose one or several literary works from 12 selected titles from the Norma catalogue. The works are accompanied by materials that promote reflection and dialogue.

## Together we learn more

Santillana Guatemala supported the Guatemalan Inclusion Down 502, Asociación Guatemalteca del Autismo Guatemala and Angelman Guatemala associations in organising the “Juntos aprendemos más” (“Together We Learn More”) seminar aimed at teachers and focusing on the topic of managing diversity and inclusive education.



### 5.5.3

## Gender equality



Education is essential to achieve equal opportunities for men and women, a key issue for Santillana. We have increased the visibility of the role of women and participated in projects to boost their empowerment and achieve a cultural change that takes us to complete equality.

## Female Protagonists

“Mujeres Protagonistas” (“Female Protagonists”) is a project that seeks to raise the visibility, vindicate and value the contributions of women to the development of knowledge. It consists of three lines of action: “El papel de las mujeres” (“The Role of Women”), a collection of books which explores the contribution made by women in fields such as literature, cinema and science; “Vidas de mujeres” (“Lives of Women”), a set of biographies of extraordinary women made available to the general public through the website; and “La Voz de las Mujeres” (“The Voice of Women”), a list of organisations and entities working towards gender equality and female empowerment.







## Inspiring Girls

Fundación Inspiring Girls launched “Club Inspiring”, a project offering year-round on-site educational workshops given by Bejob for girls aged between 10 and 13, aimed at boosting vocations for new technologies from an early age. It is a space where participants can take part, one Friday each month, in practical activities and listen to inspiring talks given by women working professionally in the technology and innovation sectors, with the goal of awakening their vocation and interest in learning new technologies.

## DesArrolladoras

“DesArrolladoras” is a training project created by Bejob for Samsung as part of its CSR, which aims to encourage 1,000 women to join the world of programming to ensure a future with high employability for them. Bejob supplies the content and training for the programme.

We listen to people



We listen to people

## #Women’s Empowerment

As part of the online community for innovative teachers, Inevery CREA, we promoted the #EmpoderamientoFemenino (#Women’sEmpowerment) space, an observatory which gives teachers a voice and highlights their contribution to the world of education.

## Magical Women

As part of the celebrations for International Women’s Day, Santillana paid tribute to the writers Lara Ríos and Floria Jiménez, authors published by the Loqueleo and Norma imprints, as a way of acknowledging their careers and highlighting the contribution of women in literature.

## Ellas cuentan en Loqueleo

“Ellas cuentan en Loqueleo” is the name of the Loqueleo communication campaign to raise the visibility of the role of women in children’s literature and in society in general.

## 5.5.4 Health



Health is also an important subject for Santillana. We try to ensure that all employees have a healthy life style in and outside the workplace and we seek pupils' well-being through our content and our social action.

## International Childhood Cancer Day

In Costa Rica, Santillana participated in a recreational event with patients from the Hospital Nacional de Niños (National Children's Hospital) with a presentation involving storytellers, puppet shows, flamenco and book signings, as part of International Childhood Cancer Day.

## Recycling in exchange for smiles

Santillana México donates recycled paper from discontinued books. The money raised from its sale is allocated to paying the costs of surgery for children with congenital malformations and deformities living in extreme poverty. In this way, it contributes to improving the health of children with limited resources.

## Charity runs

As part of its commitment to the health and well-being of its employees, Santillana encouraged its employees in Guatemala to take part in a charity run organised by the Fundación Margarita Tejada, which supports people with Down's Syndrome.

## 5.5.6

## Promoting reading and writing



As an educational services company, we are firm believers in the power of reading and writing. This is why some of our social initiatives focus on promoting these habits.

## #MeSumoALeer

Santillana supported the Fundación Leer in the organisation of its 17th National Reading Marathon, in Argentina, an initiative that seeks to make society aware of how important reading is to children's futures.

## International Festival Puro Cuento

The Puro Cuento 2019 international oral narration festival, organised in Peru by Loqueleo, welcomed national and international guests who shared tales and stories with children and young people, achieving real cultural and Latin American exchanges. This festival promoted the storytelling tradition in Latin America and also included workshops on techniques to encourage reading and storytelling in classrooms.







## Soy Loqueleo Competition

The competition is an initiative created by Loqueleo in Peru to encourage and reward the habit of reading in Peruvian children and young people. It lasts for five months, during which time those taking part must register as participants on the website and fulfil the challenge set depending on the book chosen for the competition.

## Yo Cuento

The Cultural Section of the Spanish Embassy in Ecuador, with sponsorship from Santillana and in collaboration with the Academia Ecuatoriana de la Lengua ("Ecuadorian Academy of Language"), UNICEF and the Plan Nacional del Libro y la Lectura José de la Cuadra, convened the third "Yo Cuento" literary competition for children. The competition this time was devoted to the Prado Museum to commemorate its 200 year anniversary.

## Había una vez... Michael Ende

Also in Ecuador, the 8th National Story Competition for young writers, known as Había una vez... Michael Ende ("Once upon a time there was....Michael Ende"), took place in 2019.

## 5.5.7

# Donations of books and school materials



In practically every country where Santillana is present, we regularly donate books to schools, NGOs, public institutions and vulnerable communities.

In 2019, in Northern Central America, for example, text books were donated to state schools associated with the Guatemalan Rotary Club and the San Miguel de Heredia Rotary Club in Guatemala and Honduras, respectively. In Honduras, texts were also donated to the Foundation for Education in Honduras, a charitable association committed to children's education in rural areas of the country. We also donated in El Salvador, where we contributed books for teaching English to public institutions and books on general topics to children with limited resources.



In addition, in Puerto Rico we contributed our help through book donations to institutions such as the Adrienne Serrano Montessori School on the island municipality, Vieques; the James W. Garfield Elementary School in Cabo Rojo; children who are part of the community of La Perla, Viejo San Juan in collaboration with Universidad Albizu in library week; and Head Start Little Tower in Canóvanas.

In Argentina, the Buenos Aires Provincial Government honoured Santillana for its social responsibility activities and donations of material. Those completed in 2019 included the donation of 2,500 primary school texts and 3,500 Loqueleo books in the Moreno area.



## Maker Space

At our Compartir brand, we invited 50 students studying Educational Science and Mathematics at Universidad Católica de Argentina to a "Culture Maker" workshop to allow them to incorporate these practices in their training as future teachers.



### 5.5.8

## Support for young talent



Santillana also promotes initiatives to support children's talent, providing them with the skills that current society demands and thus bolstering their future employability.

## Robotic competitions

In 2019, the company sponsored five Ecuadorian students who participated in the global robotics challenge in Dubai, in the United Arab Emirates, supporting them through transport costs and also with preparing for this global competition.



5.5.9

## Events, workshops and training

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Events are spaces in which we mix with the educational community and with citizens in general. In all the countries where we operate, we organise or participate in conferences to create these meeting points with society and to share ideas, points of view and information about the educational sector. These were some that were held in 2019:

### International Book Fairs

Through our publishing imprints, Santillana participated in some of the most important international book fairs in the world, such as those in Madrid (Spain), in Guadalajara (Mexico), in Buenos Aires (Argentina) and Santo Domingo (Dominican Republic), among others.

## Recognising Great Teachers

The annual “¡Grandes Profes!” (“Great Teachers!”) event, which Santillana participates in Spain, is designed to pay tribute to the world of education and particularly teachers. This event has become a real gathering point for the education community. In 2019, the day focused on talent, with the talks and experiences revolving around this topic. At Santillana, we took advantage of this annual landmark to present our “Tienen Talento” (“They Have Talent”) communication campaign on our stand.



In Venezuela, Santillana also supported the sixth Meeting on Quality Education and Recognition of Excellence among the Teaching Profession, organised by the Faculty of Education of the Universidad Católica Andrés Bello (UCAB), which acknowledged the work of 69 teachers from 27 junior high schools from around the country for being inspiring role models for their pupils.

## Compartir, UNOi and Sistema Farias Brito (SFB) Congresses

Every year, we open a space to present the new developments in the Compartir teaching system in each country and to enable experts and managers from the world of education to debate the new learning methodologies both in and outside schools. In 2019, we took advantage of these events to present the re-launch of the Compartir brand in Argentina, Peru and Colombia, a project through which we intend to strengthen the positioning of Compartir as an ally for the educational transformation of schools in Latin America.

The UNOi congresses are also held on a yearly basis to explain what's new in the UNOi teaching system and address the different intelligences which will govern the world in the future (artificial intelligence, for example), as well as to create a debate about the challenges this brings to bear in the educational

process for both current and new generations. In Mexico, one of the countries where this system is more established, the 2019 event brought together more than 150 leaders from the Mexican educational sector.

The International Congress of Headteachers from the Sistema Farias Brito (SFB) in Brazil is aimed at the headteachers of schools in the SFB network. The event in 2019 bore the title "Diving into the Young Universe" with activities to reflect on young people, their relationship with technology and how to place them under the spotlight of the learning process. SFB also holds a meeting with school managers to present the improvements made for the following year and deliver various workshops, talks and panel discussions

## Projects presented

"Convivencia: Construcción de la ciudadanía y deporte" ("Coexistence: The building of citizenship and sport"), a project from Santillana Uruguay for the first six years of primary education, was presented in 2019 in workshop format. This initiative offers a comprehensive teaching programme aimed at improving peaceful coexistence and personal growth.

In addition, the STEAM fair in Colombia served to present the different STEAM projects which have been rolled out in schools using SET VEINTIUNO.





## Programmes for teacher development

Another of our areas of activity involves organising teacher training programmes. To give a few examples, in Brazil we launched the teaching development programme for the Compartilha Plus schools, allied with the Instituto Crescer and ISTE (International Society for Technology in Education).

In Peru we also offered teachers workshops, advisory sessions, training and webinars, among other activities. The "Digital Educators" programme in Spain is another channel to support teachers in gaining digital skills.

In Colombia, we conducted the Loqueleo training programme, where teachers had the opportunity to reflect on the relationship between reading, writing and neuroeducation, and in Puerto Rico we organised workshops, given by psychologists, at 80 schools on how to achieve an appropriate, safe school environment.

## Reading clubs

At our Loqueleo literature imprint, we also held events to promote reading. In Uruguay, there are reading clubs at educational institutions so that members can read books and exchange their impressions about the plot, author, style, etc.

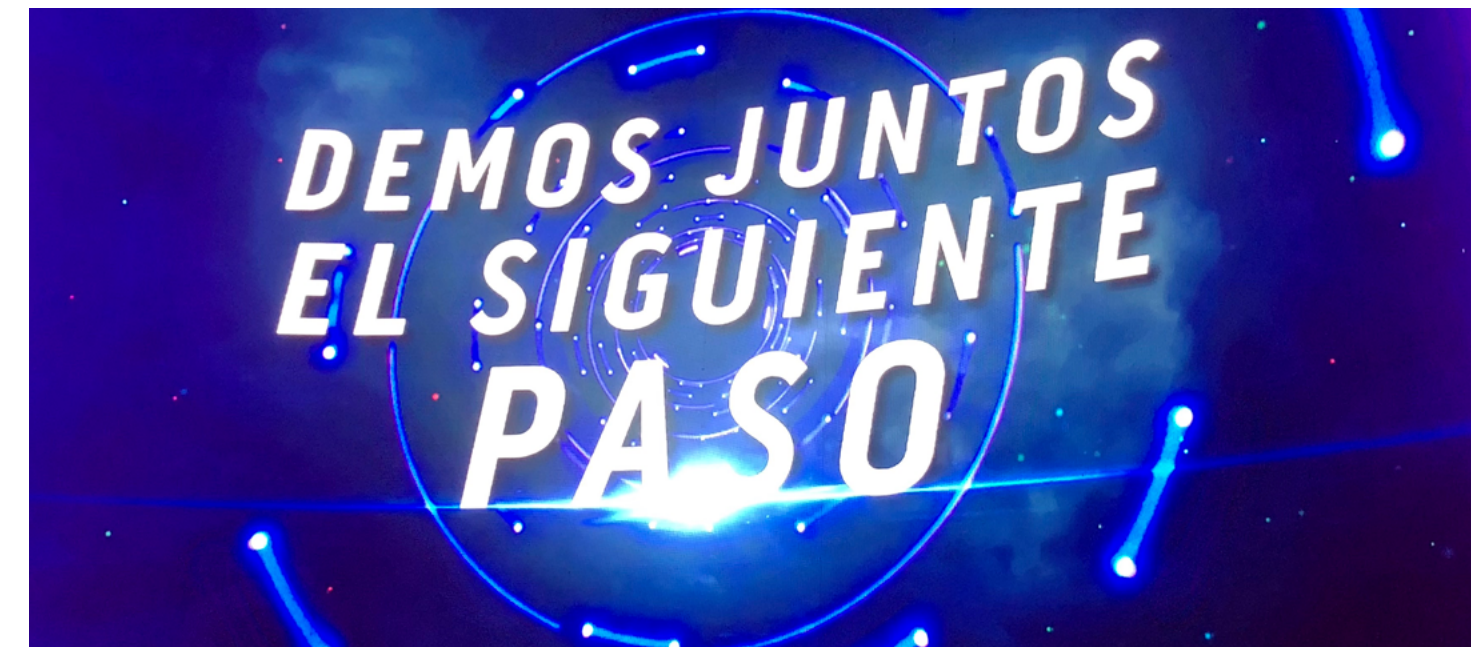
## Contact with families

In Peru, we support the so-called "school for parents", where guidance is given to families and work is done on topics of interest regarding bringing up children, such as discipline in the home, children's autonomous development, and so on. The goal is to promote family well-being and greater communication between parents and children.

## Augmented learning

In 2019, UNOi México presented the new technological trends in education which will enable students to acquire the skills they will require in the future. In front of more than 600 representatives from the education sector, UNOi showed the new way of teaching through drones, augmented reality and virtual reality. In turn, it announced its alliance with Google Education, designed to facilitate student access to attractive, groundbreaking content.

In Venezuela, Santillana presented its augmented reality experience at two important events at the Universidad Central de Venezuela: the second Digital Transformation Congress of the Faculty of Science and the twelfth Research Workshop and second Extension Workshop of the Faculty of Humanities and Education.



## Meetings about innovation

Santillana organised the Science and Educational Innovation Congress in different cities in Ecuador, backed by Universidad Internacional SEK. Issues such as neuroeducation, gamification in the area and STEM methodology were addressed at the congress.

In Guayaquil, Santillana launched the “Educar en un contexto de cambio” (“Educating in a context of change”) event. Aimed at teachers of infant, primary and early secondary-level school, subjects such as flipped learning, thinking routines and maker spaces were discussed. In the city of Quito, a congress

which welcomed more than 200 attendees was also organised around these subjects.

As part of the “2019 Santillana Educational Innovation Meeting” for Costa Rica and Panamá, the international lecturer, educational expert and TEDx speaker Laura Lewin gave a talk to more than 1,000 heads and teachers of public and private educational establishments, in which she highlighted the importance of placing students at the heart of the teaching process.



## Other reflections on education

Over 500 participants from the Mexican educational system reflected on the importance of having an effective classroom at this Santillana event, which welcomed speakers such as Laura Lewin (“Enseñar no significa que aprendan” or “Teaching doesn’t mean they learn”), Leandro Chernicoff (“El cerebro que aprende: el aula atenta” or “The learning brain: the attentive classroom”), Rafael Bisquerra (“El cerebro que se emociona: habilidades socioemocionales y el cerebro” or “The brain that feels emotional: socioemotional skills and the brain”) and Ramón Barrera Morales (“Sorprendizaje vs. Una educación aburrida” or “Surprising learning vs Boring education”).

In Uruguay, we held a meeting with education professionals about the challenges and responsibilities of working together to build more inclusive education designed to ensure the well-being of the youngest generations.

Santillana has also been present at various congresses in Colombia, such as the fourth Private Education Meeting, Expocatólica and those organised by Conaced, with its own stands or by organising activities for attendees.





## 5.5.10

## External communication

Another social effort we at Santillana believe to be important is that of being transparent and sharing our vision of education with society. We do this in different ways: in our daily work, by talking with our stakeholders; through our external communication channels (website, email, social media, etc.); and with specific initiatives, which enable us to reach people more directly.



In 2019, we launched the global campaign “#Tientalento”, aimed at the general public and, more specifically, at the teaching profession. It is based on the idea that everybody has a special talent for something and that teachers play a key role in detecting, inspiring and helping the development of talent, however it may come out. The campaign includes a “Guide to Talent” to learn to detect strengths; an inspiring and motivating collection of stories of talent; and several “Talent dynamics” to help teachers awaken the potential of their students.

We listen to people



We also make available to families Compartir en Familia, an informative website with content from Santillana and collaborating experts, about children’s education. The content is based around four major blocks: emotions, learning, technology and healthy lives.

In Colombia, we distribute the ‘Ruta Maestra’ magazine free of charge to heads, deans and teachers of different schools and educational institutions in the country. The objective of this publication is to facilitate a space for experts, entities and the educational community to express and exchange their experiences.

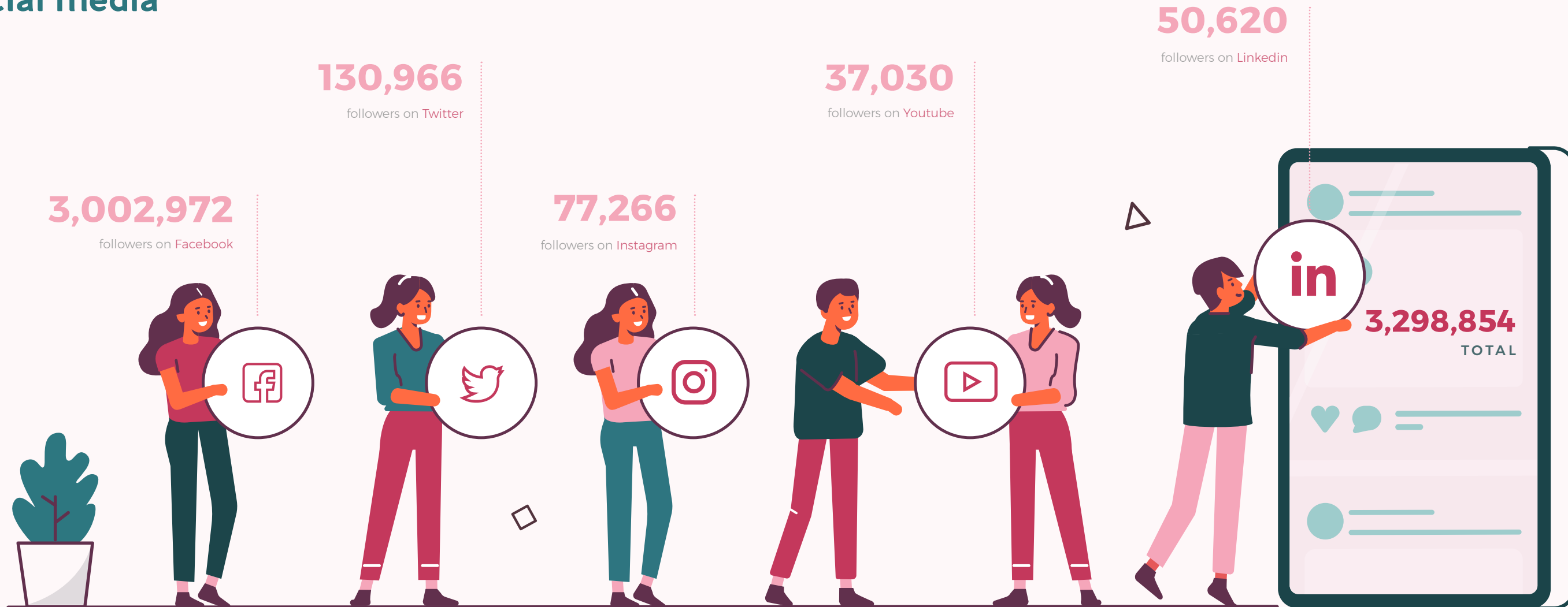


Along the same lines, in Brazil we have Educatrix, a free magazine from Moderna which offers content focused on training teachers and updating pedagogical development.

On the other hand, in Chile Santillana supported the Creando Conocimiento programme of the Faculty of Science of Universidad de Chile, which is broadcast every Monday on the radio on 102.5 FM. Each week, it invites students and teachers of schools using Santillana with the goal of awakening the young people’s scientific vocation and, at the same time, of providing important information about the progress being made in innovation and the technological and scientific developments happening in Chile and in the world.

# Our community on social media

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## 5.6

# FUNDACIÓN SANTILLANA

Fundación Santillana was created in 1979 to promote innovative, educational and cultural projects, to establish links for cooperation between Spain and the Americas, to convene forums for intellectual exchanges and to sponsor initiatives related to the world of publishing, information and education.

At the current time, our foundation is present in 21 countries, with headquarters in seven of them (Spain, Brazil, Colombia, Argentina, Mexico, Chile and Peru). It is also present in another fourteen (Guatemala, El Salvador, Honduras, Nicaragua, Costa Rica, Panama, Venezuela, Bolivia, Ecuador, Puerto Rico, the Dominican Republic, Portugal, Paraguay and Uruguay).

The foundation's project has taken into account positive impacts on the 17 Sustainable Development Goals, promoting the development of social, technological and environmental innovation.

Its ultimate goal is to become an ideas laboratory to contribute actively to debate, to reflection, to the adaptation and reinvention of schools and to lifelong education.

## ED21 Programme

In 2019, the most important milestone for the Fundación Santillana was the launch of the ED21 Programme. With it we wish to define a broad framework that helps determine what is important to learn in school today; explore skills for the 21st century; and implement open, collaborative projects that bring together different perspectives and serve to guide overall debate, placing special emphasis on the Ibero-American educational area.

It is based on the following cornerstones:

### 1. Education 21

Anticipating the future is an impossible but necessary task. How do we educate for an uncertain future? What type of knowledge and skills will make sense and be valuable in the future? The future is something that is changing, uncertain, daunting and complex, but at the same time is challenging and exciting.

At Fundación Santillana we want to work towards better, more inclusive and participative, fairer and more equal education, to encompass the diversity of our societies and help us overcome the current indifference to learning. In this changing society, school has to help students build the mental, emotional and social resources to enjoy the challenges and cope with uncertainty and complexity.

## 2. The role of skills

Asking what we should learn and, therefore, what we should teach at school is not a new question, nor is it particularly disruptive, but it is necessary and becoming more important every day. It is the big educational question. And that is because, in short, asking oneself about what to learn (and therefore what to teach) means asking oneself about the sense (or senselessness) of schooling itself.

To consider what children should learn means to consider why children and young people should go to school. It means asking what all this is for. It means defining the skills that schools need to work on to achieve active and participative citizens, with great self-confidence, who are autonomous, curious and adapt to change, and who promote innovation.

## 3. The Ibero-American Region

Our students, in 21 countries in Ibero-America, learn in their own, specific context, with their problems and opportunities, their interests and their needs.

Fundación Santillana mobilises reflection on the future of these 112 million plus Ibero-American students by offering its voice and its coverage to present proposals, ideas and experiences, as well as concerns and worries to define the education of the 21 for the progress and success of the 21.

## 5.6.1

# Educational activity

### Presentation event of the ED21 Programme

The presentation was held on 23 September in Madrid and brought together experts and representatives from different sectors, including education, politics, culture and entrepreneurship, who discussed the present and the future of education.



### Launch of the ED21 blog

In 2019 the foundation launched this blog, a space which brings together ideas, reflections, proposals and aspirations of all those who understand that Ibero-America needs a change in the educational model that accompanies the region in its approach to the 21st century.



Fundación **Santillana**





**EnlightED  
2019**

In 2019, Fundación Santillana joined EnlightED as a leading partner in order to promote great debate on education in the digital era. The event, also organised by Fundación Telefónica, IE University and South Summit, was held in October in Spain, Argentina, Mexico and Venezuela.

**Vivalectura  
Competition**

Santillana collaborates with the Argentinian Ministry of Education and the Organization of Ibero-American States for Education, Science and Culture (OEI) in this competition, which aims to compile the most outstanding experiences in the encouragement of reading. In 2019 it beat its record for entries: 467 projects were submitted by schools, libraries, cultural centres, NGOs, companies and others.



**Presentation of the book  
*Acepto las condiciones.  
Usos y abusos de las  
tecnologías digitales***

The book by Cristóbal Cobo was presented in February in Madrid, Barcelona, Montevideo and Buenos Aires, at an event designed to be a space for dialogue between the author, the foundation and those attending about the questions and challenges raised in the book.

**Presentation of the OECD  
report “Competencias para  
construir un futuro mejor”  
 (“Skills to shape a better  
future”)**

During this event held on 17 June in Madrid, different experts discussed the key aspects of developing and strengthening skills from the perspective of education in the current context.

**Fourteenth Latin  
American Education  
Forum**

The event was held on 1 and 2 July in Argentina under the slogan “Rediseñar la escuela para y con las habilidades del siglo XXI” (“Redesigning schools for and with 21st century skills”). The forum offered panel discussions with experts with significant experience in the national and international educational sectors, following the presentation of the basic document by its author, Lila Pinto.



### The first meeting for “21st century skills, the future of education”

Held on 26 September in Bogotá, the meeting allowed for the discussion of this topic with different opinion leaders and participants in education. The meeting was based on the document entitled “¿Qué hay que aprender hoy? De la escuela de las respuestas a la escuela de las preguntas” (“What has to be learnt today? From the school of answers to the school of questions”) drawn up by Axel Rivas.



### The Moderna Education Congress

Organised by Fundación Santillana in conjunction with Moderna and Moderna Compartir, the event was held in several cities in Brazil between May and August. It addressed how to undergo a reinvention in order to transform education from the perspective of the new National Common Curricular Base (“BNCC” in Portuguese) on digital technologies, skills and also the transformation of the world of work.

### “Transforming Peruvian education” Forum

The foundation continues its activities in Peru and in November it held this educational forum in Lima. It brought together experts and representatives from different sectors, such as education, politics and culture, both from Peru and from Ibero-America.



### Seminário “Educação para a Vida: ¿Por onde caminha a Educação?”

Fundación Santillana organised this seminar on 21st century skills on 29 October in São Paulo, coinciding with the presentation in Portuguese of the book by Axel Rivas *¿Qué hay que aprender hoy?*





## 5.6.2 Cultural activity

### Master's degree in Governance and Human Rights

The academic activity of the Master's degree in Governance and Human Rights, of the Jesús de Polanco Chair for Ibero-American Studies created by Fundación Santillana and the Universidad Autónoma de Madrid, is one of the most dynamic on campus, as the Master's with the highest number of enrollments.



### Creative Business Network (Red de Industrias creativas)

Since 2019, the Foundation has been part of the Creative Business Network. Based in Denmark, this is the largest creative business network in the world. Each year it organises the most important global event on entrepreneurship for the creative sector.



### III Philosophy Festival

The Third Philosophy Festival was convened, in conjunction with Madrid City Council and Madrid's Universidad Complutense, in the municipal library network. Philosophers and essayists participated in the debates and public discussions.



### Conversaciones Literarias de Formentor

This event, which celebrated its twelfth year in 2019, brings together writers, publishers, critics and teachers, thus extending the legendary meetings of 1960.

### The Cultural Journalism Congress

The Cultural Journalism Congress, which carries on from the Cultural Journalism Seminar organised by the foundation as a summer course at Universidad Internacional Menéndez Pelayo (UIMP), brings together professionals from the press, radio, television and digital media who are responsible for preparing Spanish cultural information. The fifth event was held in 2019 and invited attendees to reflect on entertainment, art, business, virtual reality, violence and addiction to video games.



**/06**

**A year of**

# SENSATIONS



We report on the most noteworthy moments and the main results of our business in 2019, a year in which we put our senses to use.



# 6.1 THE YEAR IN FIGURES: 2019



**34,000,000**

students consume our content



**4,016**

average  
workforce



**1,400,000**

pupils signed up to any of  
our teaching systems

**279,000**

UNOi pupils

**788,000**

Compartir pupils

**49,000**

Farías Brito pupils

**158,000**

EDUCA pupils

**161,000**

Sistemas de inglés  
pupils





**106,400,000**

copies sold



**29,800**

digitalised classrooms



**3,810**

titles published

Operating  
revenue

**628**

million euros

EBITDA  
(adjusted)

**180**

million euros



OPERATING REVENUE  
BY GEOGRAPHIC  
REGION

OPERATING REVENUE  
BY BUSINESS  
UNIT

Spain

**133.7**  
million  
euros



**21.29%**  
total

Latam and others

**494.3**  
million  
euros



**78.71%**  
total

Education

**419.3**  
million  
euros

**66.76%**  
total

Compartir

**64.3**  
million  
euros

**10.24%**  
total

Systems

**56.2**  
million  
euros

**8.96%**  
total

Languages

**75.9**  
million  
euros

**12.09%**  
total

Others

**12.3**  
million  
euros

**1.95%**  
total



## 6.2 THE YEAR IN PICTURES

### January



#### SPAIN /

Santillana's Global Director of R&D+i, **Miguel Barrero**, was unanimously elected as the new president of the FGEE, the Federation of Publishers' Guilds in Spain.



#### SPAIN /

Santillana, in conjunction with Fundación Atresmedia and Samsung, held the sixth **"¡Grandes Profes!"**, the popular annual gathering to pay tribute to teachers. On this occasion, the main theme of the day was talent.



#### INTERNATIONAL /

Fundación Santillana launched **Acepto las Condiciones**, by Cristóbal Cobo, a book which questions technology's supposed neutrality and the cost of handing over personal information to technological platforms.

## February

#### CHILE /

As part of the **"Elige reutilizar"** ("Choose re-use") campaign, Santillana Chile replaced its plastic bags with other, reusable bags and became one of the first companies in the sector to achieve the Green Label for this gesture.





## March



### MEXICO /

Santillana México held the **UNOi Leadership Congress**, entitled “El futuro de la inteligencia” (“The future of intelligence”) and dealt with issues such as robotics and artificial intelligence applied to education.

*mujeres*  
**protagonistas**

### SPAIN /

The official launch of the publishing project **“Mujeres Protagonistas”** from Santillana, which offers a complete and real vision of the space occupied in the past and present by women in the history of knowledge and of social construction.



### COSTA RICA /

Santillana celebrated International Women’s Day in different parts of the world. In Costa Rica, tribute was paid to authors from Loqueleo in a day called **“Mujeres mágicas”**.

## March

### SPAIN /

The graduation ceremony was held for the pupils of the **Master’s degree in Governance and Human Rights** of the Jesús de Polanco Chair for Ibero-American Studies, of the Fundación Santillana and the Universidad Autónoma de Madrid.



April



**INTERNATIONAL /**

Santillana participated in the **Book Fairs** of the Dominican Republic, Colombia and Argentina.

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**ECUADOR /**

Santillana Ecuador held the **Congress on 21st century skills applied to education**, which addressed subjects such as STEM methodology, the flipped learning model and the pillars for achieving a successful English programme.

A year of sensations



**BOLIVIA /**

A new edition of the **"Bolivia Reads"** campaign, an initiative of the Ministry of Education of Bolivia in which Santillana participated. This year the campaign was entitled "Mobilised by Reading".

May



**SPAIN /**

Bejob and Samsung launched the second edition of **DesArrolladoras**, a programming course for women which seeks to encourage their incorporation into the ICT sector.

**SPAIN /**

Santillana launched the **"Tienen talento"** ("They have talent") campaign based on the idea that everyone has a special talent for something, and that educators play a key role in discovering, developing and strengthening it.



**SPAIN /**

The **"Santillana Proyectos" platform**, developed for Santillana España by Neoris, won an award at the Comunicaciones Hoy Awards for the best technological project in the digital innovation/transformation category.





# May

## ARGENTINA /

**Santillana Argentina** was acknowledged by the Buenos Aires Provincial Government for its commitment to social responsibility and sustainability and for its collaboration with the public and private sector, through joint actions that contribute to the development of the province.



## COSTA RICA /

Santillana participated in the Central American story festival, the **Festival Centro-américa Cuenta** held in Costa Rica, with cultural activities with authors from the Loqueleo and Norma imprints, aimed at children and young people at risk in society.



# June



## INTERNATIONAL /

Santillana's **"Don't Stop Learning"** campaign won the prize for Best Branded Content Campaign and Best Internet Ad at the International Social Advertising Festival, PubliFestival, as well as special recognition from the jury for its social content.



## SPAIN /

**La fabulosa historia de nuestra democracia**, (The fabulous story of our democracy), an illustrated book published by Santillana, received the award for best graphic design at the IED Design Awards.

## SPAIN /

Loqueleo took part in the **78th Madrid Book Fair** with several activities aimed at fans of children's and young people's literature.





## June



### BRAZIL /

The **International UNOi System Leadership Congress** was held at **Santillana Brazil**, providing managers with an opportunity to debate the trends in the education market and exchange experiences with the UNOi school network.



### VENEZUELA /

Santillana Venezuela was **acknowledged by the Venezuelan Catholic Education Association (AVEC)** for the support it offers the association for its work to benefit Venezuelan education.



### SPAIN /

Loqueleo launched **Storytel**, an app that allows you to discover some of the books from Santillana's literature imprint in audiobook format.

## July



### INTERNATIONAL /

Santillana Compartir and Pleno received the **Seal of Alignment**, a trust mark from the International Society for Technology in Education (ISTE), as Edtech tools that offer a high quality learning experience.



### SPAIN /

Classes finished for the 18th class of the **Master's degree in Publishing** from Santillana and the Universidad Complutense de Madrid.





**INTERNATIONAL /**

In Argentina, Peru and Colombia, Santillana **relaunched the Compartir brand**, its comprehensive teaching solution, as part of the congresses it holds each year. The brand aims to strengthen the positioning of Compartir as an ally in the educational transformation of schools in Latin America, based on the concepts of innovation, expertise and partnership with schools.



**COLOMBIA /**

The **Sixth Norma International New Educational Trends Congress** was held in Bogotá, welcoming more than 300 heads and leaders from around the country.

**BRAZIL /**

Santillana Brazil held the **Meeting of Managers of the Sistema Farias Brito (SFB)**, a congress aimed at the heads of schools belonging to the SFB network, to present the improvements for the coming year and offer various workshops, talks and panel discussions.



**Programa Senior Digital**

Aprende las **competencias digitales** más demandadas actualmente por el mercado

- Transformación Digital
- Marketing Digital
- Ciberseguridad
- Python
- Java
- Jira
- Big Data
- Actualizate Digital
- Wordpress Avanzado
- Inglés Profesional
- MS Office

savia BeJob una empresa de SANTILLANA

**wemaths**  
SOMOS MATEMÁTICAS

**1er Encuentro Internacional  
Somos Matemáticas**

Hotel Sheraton Bogotá Agosto 14

**COLOMBIA /**

Santillana Colombia hosted the First International Congress for **Wemaths. Somos Matemáticas**, at an event in Bogotá with national and international educational experts.



## September



### SPAIN /

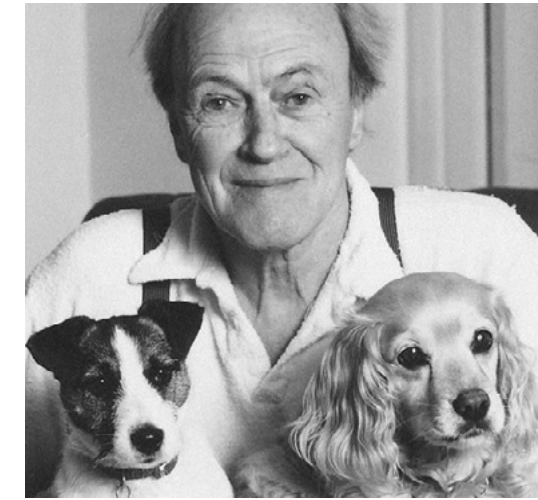
Bejob and Fundación Inspiring Girls launched the **Inspiring Girls Club**, a space where girls aged between 10 and 15 carry out practical activities and receive inspirational talks from women working in the technology and innovation sectors.



### COLOMBIA /

Santillana Colombia held the **first meeting of "21st century skills, the future of education"**, which brought together national and international experts and representatives from all sectors of the Colombian educational community.

## October



### SPAIN /

Santillana's literature imprint, Loqueleo, organised **"Conversaciones imaginarias con Roald Dahl"** ("Imaginary conversations with Roald Dahl"), an event in round-table format which addressed Dahl's work from the perspective of the experiences of readers and experts (September).



### SPAIN /

**Fundación Santillana** co-organised the educational innovation meeting **"enlightED"** with Fundación Telefónica, IE University and South Summit.



### SPAIN /

Fundación Santillana presented the **ED21 educational programme** at an event with specialists and representatives from different sectors, such as education, politics, culture and entrepreneurship, to discuss the present and the future of education.



### INTERNATIONAL /

The **Norma Award**, the top award for children's and young people's literature in Ibero-America achieved new prominence this year following the alliance with the Organización de Estados Iberoamericanos (OEI, the Organization of Ibero-American States). The winning work was *Lo que una vez hicieron los alienígenas*, by Colombian author John Fitzgerald Torres.



## October



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### MEXICO /

Santillana México reached an agreement with Google to implement **Aprendizaje Aumentado** (Augmented Learning), a new educational model based on taking advantage of new technologies such as augmented reality, virtual reality and drones, among others.



### SPAIN /

Santillana, Loqueleo and Richmond took part in LIBER, the **International Book Fair at IFEMA**, the biggest international Spanish-language book event.



### CHILE /

Chile's **Somos KiVa** anti-bullying competition, #todoscontraelbullying, took place for the second time, focusing on promoting respect, equality, accepting differences and shared responsibility.

## October



### SPAIN /

The **Aprendemos juntos** (Let's Learn Together) initiative from BBVA, in collaboration with Santillana and El País, won the Gran Premio Eficacia award which is given every year by the Spanish Advertisers' Association (AEA).

# November

# November

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### ARGENTINA /

Fundación Santillana, the OEI and the Argentinian Ministry of Education, Culture and Technology held the **Premio Vivalectura** awards for another year, an initiative which honours projects that promote reading in educational and social spaces in Argentina and Uruguay.



### INTERNATIONAL /

Norma launched a new edition of its **“Leamos a la par”** (“Reading on a par”) programme at its regional headquarters.



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### GUATEMALA /

Santillana Guatemala collaborated in the **Seminar on educational inclusion entitled “Juntos Aprendemos más”**, together with Inclusión Down 502, Asociación Guatemalteca del autismo Guatemala and Angelman Guatemala.



## December



### INTERNATIONAL /

Santillana's 21st-century-skills learning programme, **SET VEINTIUNO**, received the Quality Innovation Award from the Asociación Nacional de Centros Promotores de la Excelencia-CEX in the educational sector category.



### INTERNATIONAL /

Loqueleo Santillana attended the 33rd **International Book Fair in Guadalajara** (Mexico), the largest Spanish-language publishers' event in the world. The children's literature imprint also took part in the International Book Fair in Quito, Ecuador.



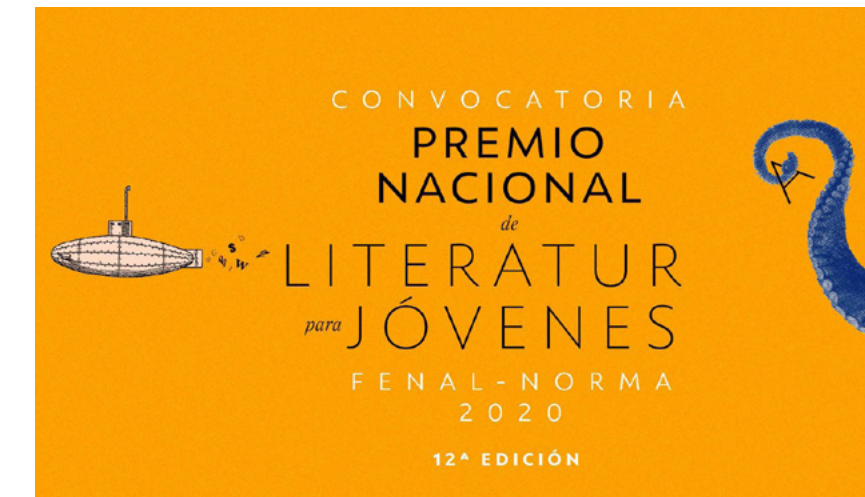
### PUERTO RICO /

Santillana Puerto Rico supported the organisation of various workshops, given by psychologists and aimed at school leaders and coordinators, on **techniques to develop an appropriate and safe school environment**.

## December

### MEXICO /

Mexican writer Luis Antonio Rincón García received the **12th FeNaL-Norma National Young People's Literature Award**, the literary contest from Norma and the León Cultural Institute, organised as part of León's National Book Fair.



**/07**

# APPENDICES

We have taken the principles of the United Nations Global Compact into account in the preparation of this report.



7.1

# TRANSPARENCY



## Indicators of the Global Compact

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



### PRINCIPLES

### PAGES

#### HUMAN RIGHTS

- 1. Businesses should support and respect the protection of internationally proclaimed human rights within their sphere of influence.
- 2. Businesses should make sure that they are not complicit in human rights abuses.

Where Good Governance is mentioned

**page 49**

1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 16, 17

#### LABOUR STANDARDS

- 3. Businesses should uphold the freedom of association and the effective recognition of the right to collective bargaining.
- 4. Businesses should uphold the elimination of all forms of forced and compulsory labour.
- 5. Businesses should uphold the effective abolition of child labour.

Where Good Governance is mentioned

**page 49**

1, 3, 5, 8, 9, 10, 16, 17

#### LABOUR STANDARDS

- 6. Businesses should uphold the elimination of discrimination in respect of employment and occupation.

Where Good Employees are mentioned

**page 56**

1, 3, 5, 8, 9, 10, 16, 17

#### ENVIRONMENT

- 7. Businesses should support a precautionary approach to environmental challenges.
- 8. Businesses should undertake initiatives to promote greater environmental responsibility.
- 9. Businesses should encourage the development and diffusion of environmentally friendly technologies.

Where Society / Caring for the environment is mentioned

**page 62**

2, 6, 7, 9, 11, 12, 13, 14, 15, 17

#### ANTI-CORRUPTION

- 10. Businesses should work against corruption in all its forms, including extortion and bribery.

Where Good Governance is mentioned

**page 49**

3, 10, 16, 17



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

**Our 2019 ANNUAL REPORT is also available to read at [www.santillana.com](http://www.santillana.com).**

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





Corporate report  
**2020**