

# Responsible Business Report **2022**



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“ A future full of challenges and uncertainty awaits us, and we are fully aware of our great responsibility since everyone here at Macmillan Education Iberia works closely with the educational community, with effort and dedication, “Advancing Futures”. ”

The progressive recovery from the pandemic encouraged us to be optimistic about the reactivation of our sector in 2022, although new circumstances have left their mark on this period. Some notable matters include difficulties in the supply chain with major delays and paper supply problems, the subsequent rise in prices of raw materials and energy, and, finally, the war in Ukraine that has exacerbated and prolonged these effects, making the situation even more complex.

Moreover, our sector has been impacted by an extremely uneven implementation of the new education law throughout Spain, which has caused significant challenges during the past campaign.

In spite of this, Macmillan Education Iberia has successfully maintained its position in the publishing market, keeping its unwavering commitment to educational excellence and sustainability.

This year, our Responsible Business Report summarises the most important events that took place during 2022. This report also aims to highlight our strong commitment to the United Nations Global Compact and the Sustainable Development Goals for yet another year.

We would like to highlight three significant aspects:

- Macmillan Education Iberia, as part of Springer Nature Group, continued to work on the **Vision/Action 2025** project, the main purpose of which continues to be to align the different business units with common goals, involving the entire workforce and tracking the progress made. One of the main goals of Vision/Action 2025 is to **meet the Sustainable Development Goals**.
- We are continuing to drive forward with the corporate values that define our culture: Collaboration, Integrity, Proactivity and Responsibility. **Diversity, equity and inclusion** are all strongly advocated within the sphere of Responsibility. We would like to highlight the importance of our internal employee networks (Springer Nature Pride Spain, Springer Nature Women Spain and Springer Nature Disability&Neurodiversity Spain), which work together to focus on becoming a **truly inclusive and diverse organisation**.
- This year we undertook key social actions such as providing aid to **Ukrainian war refugees** in Spain and Poland, organising 2 **corporate volunteering programmes** with Fundación Balía por la Infancia and with Fundación Alares, and participating in the Desconectad@s project by Fundación Alares to encourage the youth to disconnect and put down their digital devices. We would also like to point out the creation of **educational resources to foster diversity, equity and inclusion** in educational centres in Spain.

I encourage you to learn more about our environmental, social and governance performance in 2022 by reading this report. Continuing to carry out Sustainability and Responsible Business actions aligned with Springer Nature Group will remain a firm commitment throughout 2023.



**Augusto Di Marco**  
Managing Director  
Macmillan Education Iberia



#MacmillanEducationcommitment



## 2. Macmillan Education, a benchmark in education

“ **Research** and **learning** are the cornerstone of progress. That is why we open the doors to discovery, enabling millions of researchers, educators, clinicians and other professionals to access, trust and make sense of the latest insights. ”

*Springer Nature's mission*



macmillan  
education

Iberia

## Accelerating solutions to the world's most urgent challenges


“ We will accelerate solutions to the world's urgent challenges by unlocking the potential of open science and research across all disciplines, advancing knowledge and inspiring all to achieve more to improve the lives of generations to come. ”

Springer Nature's vision

Macmillan Education is part of **Springer Nature publishing group**, a global leader in research, education and professional publishing, which brings together a selection of renowned, prestigious publishing imprints committed to working together to solve the world's greatest challenges.

Springer Nature is the world's largest academic book publisher, the publisher of the world's most influential journals, and a leader in the field of open research. The Education and Professional Publishing divisions are leaders in their markets and deliver quality content through a variety of innovative platforms, products and services.

**SPRINGER NATURE**

 Springer

nature portfolio


 **BMC**


**SCIENTIFIC AMERICAN**

 Research Square

 J.B. METZLER

palgrave macmillan

 Springer Healthcare

 Springer Medizin

 Adis

Apress®

 macmillan education

### Business areas of Springer Nature Group

#### Research Division



- We champion science, lead the way on opening up research and providing open access, and are a strong advocate for the highest quality research that applies robust ethical standards.
- We advance discovery through journals, books, platforms and databases.

#### Education Division



- Our publishing brand, Macmillan Education, is committed to developing learning by offering state-of-the-art support and services, striving to provide books, educational content and tools of the highest quality to both teachers and students around the world.
- We further language learning, school curriculum and higher education.

#### Health and Professional Division



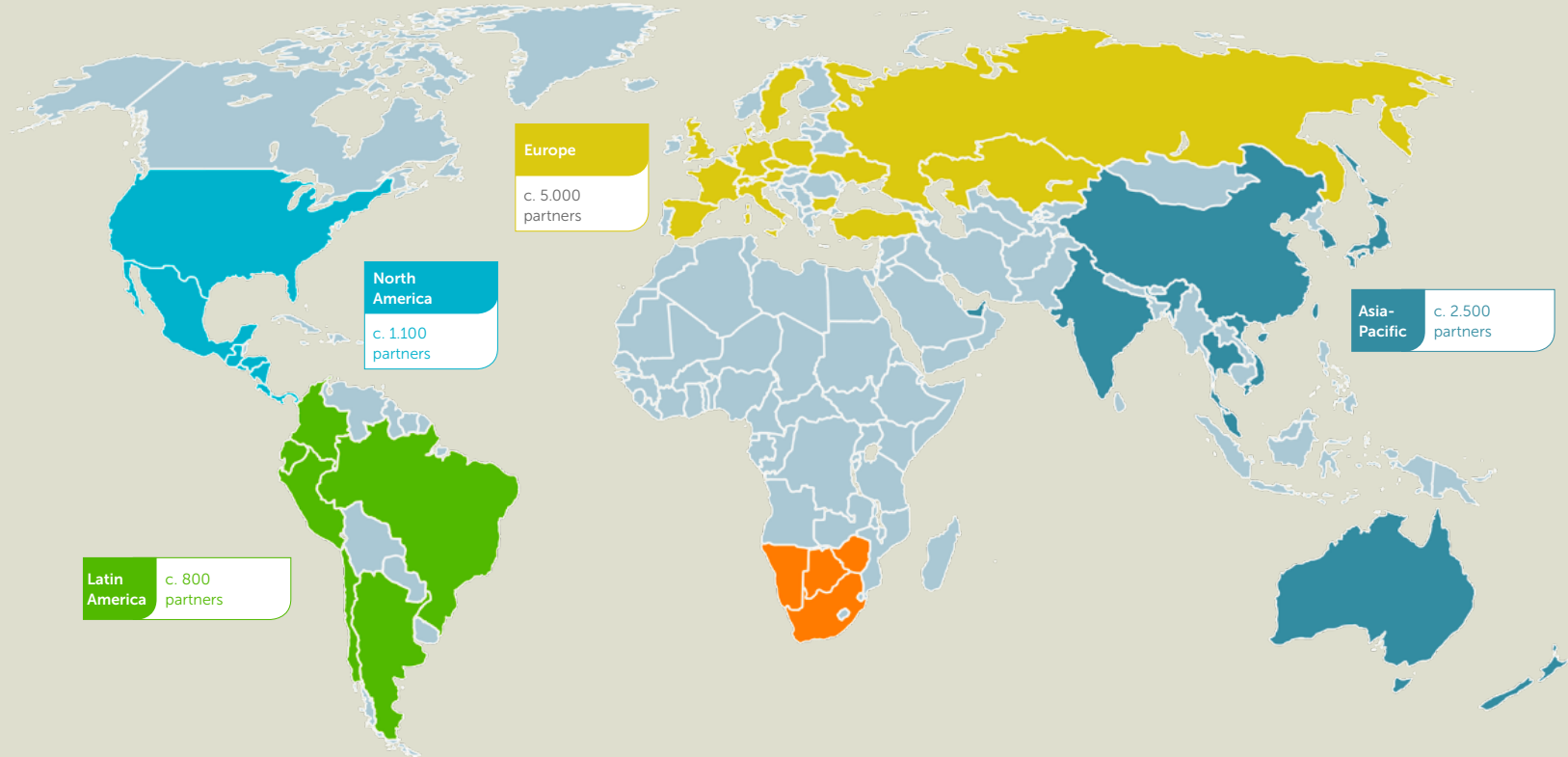
##### Health

- Throughout SpringerMedizin, Springer Healthcare and Bohn Stafleu Van Loghum brands, we provide doctors, dentists and pharmacists with high-quality, reliable content and solutions, advancing medical knowledge for the benefit of patients and healthcare professionals worldwide.

##### Professional

- We offer learning, services, and publications to help transport, engineering, and business professionals reach their full potential. Our road safety publishers are market leaders in several European countries.

### Global Presence Springer Nature Group



5. Creating value for the educational community

## 2.2. Macmillan Education Iberia. Our products and services

**Macmillan Education** (founded in 1843) develops print, digital and online products and solutions that help scholars, teachers and students of all ages. With a presence in 120 countries, it is continually adapting to the changing needs of the communities it serves.

Since its launch in 1987, **Macmillan Education Iberia** has established itself as one of the **most important educational publishers in Spain**. It has been part of Springer Nature Group since 2015.

“ Macmillan Education Iberia is at the forefront of today’s trends. ”

As an educational publisher, we offer quality content through a variety of innovative, inclusive platforms, products and services. Our education experts bring together knowledge from teachers and schools and the latest educational research to develop all types of educational materials and services for the classroom.

Macmillan Education Iberia focuses on importing, editing and publishing books and educational materials, and to marketing and distributing them in Spain, Portugal and Turkey.





## 2.2. Macmillan Education Iberia. Our products and services

### Areas of activity

“ Our extensive experience and specialisation in language teaching is particularly worthy of note ”

#### Linguistic Preparation

At Macmillan Education Iberia, **language teaching** is the main activity and hallmark of our identity, thanks to our long experience in developing a wide range of teaching material for all stages of the formal education system (infant, primary, secondary and baccalaureate), as well as for less formal teaching centres such as official language schools and private academies.

**English Language Teaching (ELT)** is our most important and largest publications business. Although, in terms of origin and tradition, English is the predominant language in the company's activity (ELT), the catalogue of teaching tools also extends to the most demanded European languages, such as **German (DaF)** and **French (FLE)**, in partnership with Hueber Verlag and Maisons des Langues, respectively.

Macmillan Education's extensive experience in developing English language educational material has naturally allowed it to expand its sphere of activity to include publishing material for bilingual curricula, carried out through **ByME**, a joint venture with Edelvives.



## 2.2. Macmillan Education Iberia. Our products and services

“ We are preparing for the future. High-potential projects that set us apart. ”

### Future Readiness

Macmillan Education Iberia offers another business area based on **services, values and professional and educational innovation.**

Particularly worthy of note is the development of educational material for basic and intermediate **vocational training**, along with the Diversification Programmes, in which the materials are tailored to the particular circumstances of diverse students.

**KiVa**, an anti-bullying programme created by the University of Turku in Finland, aims to provide training for the whole educational community, allowing everybody involved to understand and recognise bullying in all of its forms, in order to intervene and therefore protect and improve the school environment.

Finally, we have **bMaker**, developed in partnership with the technology company BQ. This is an educational solution designed to develop computational thinking and learning for STEAM subjects such as programming, 3D design and robotics.

In 2022, we continued to promote bMaker School and bMaker Academy, the most innovative technology-based extracurricular activities programme.

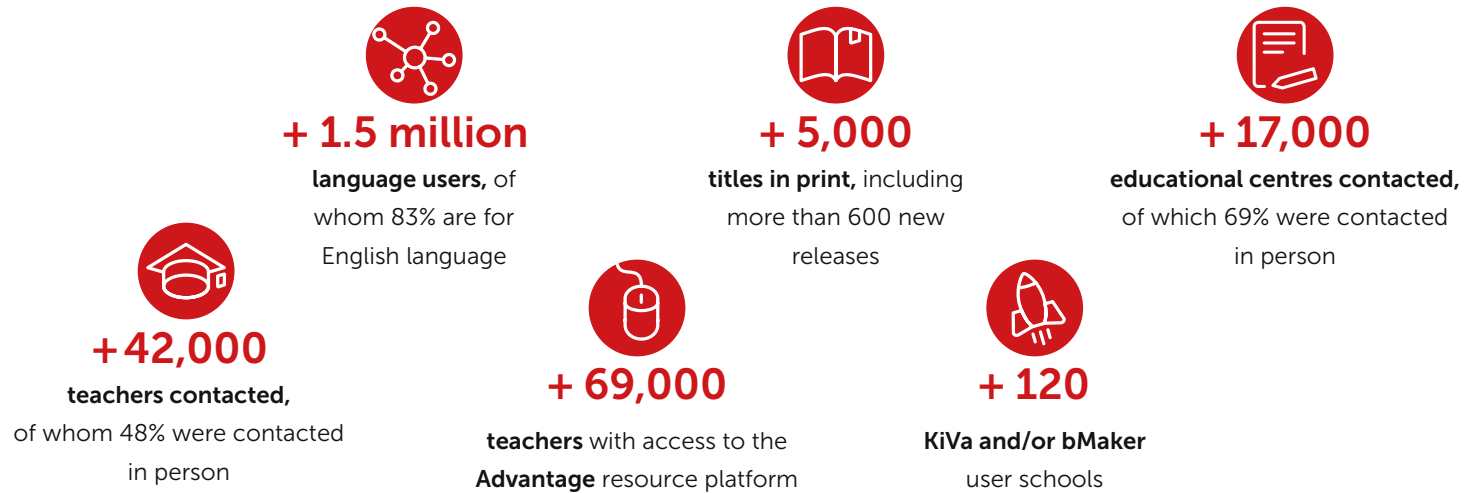


# 2.2. Macmillan Education Iberia. Our products and services

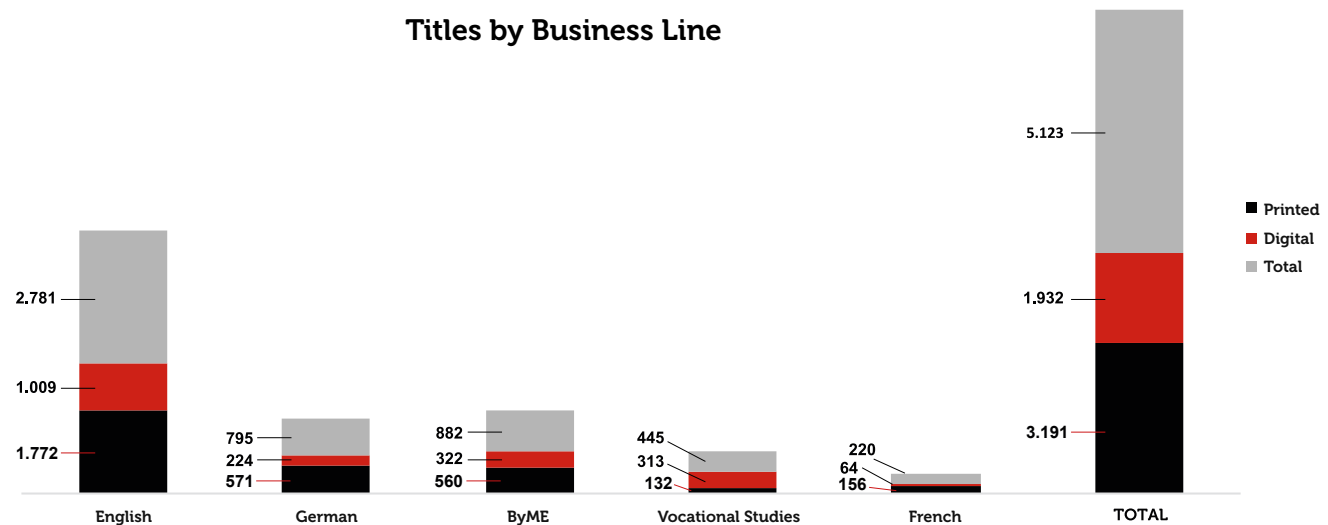
## Customer types

**B2B.** Schools, academies and language schools, bookshops and large distributors.

**B2C.** Customers in the e-commerce channel.



**Titles by Business Line**



5. Creating value for the educational community

“ We want to lead the way in terms of creating added value for our partners in the educational community, promoting standout solutions based on our specialisation, strong positioning and profitability in language teaching, as well as sustainable projects with high growth potential related to the skills, competencies and values required by the society of the future, fostering successful personal and professional development in our students. ”



Macmillan Education Iberia's **Vision/Action 2025** reflects its aspiration to contribute to educational development through innovative, standout solutions based on solid positioning.

These educational solutions are related to the skills, competencies and values required by the society of the future, and help foster students' personal and professional development.

### Keys to success

- **Closeness** to customers, allowing us to know their needs and concerns.
- **Close interaction** with authors and contributors, who are an important source of knowledge.
- **Continuous alignment** with new educational trends, turning our educational solutions into sustainable projects.
- **Passion** offered by our workers in everything they do, showing an ability to adapt to change.





Vision/Action 2025 is built around **five key pillars**:

## 2.3. Vision/Action 2025



**Prioritise**

Consolidate and strengthen our positioning by **prioritising customer** segments, educational stages and geographic areas, with a view to building loyalty and giving our target community greater value while ensuring sustainable growth and maximising both our return on investment and our efforts.



**Know**

Once we have defined our target community, we build a close relationship with it in order to create the channels and means necessary to better understand its **current and future needs**.



**Innovate**

Promote **standout solutions** for the target educational community, making the most of our portfolio and developing quality, innovative, profitable content, projects and services, all with an agile, efficient, flexible approach, open to strategic alliances and constant feedback with our customers.



**Optimise**

Improve **operational efficiency** in order to guarantee compliance with cost targets and ensure all processes bringing added value for our stakeholders work correctly.



In view of these 4 strategic aspects, and in a cross-disciplinary manner, a **fifth pillar, Sustainability**, has been incorporated into its three-fold feature of economic, social and environmental sustainability. In this aspect, the company's strategic commitment to **diversity, equity and inclusion (DEI)** stands out as part of its social sustainability.

To achieve our mission and vision as a company, we rely on the **Values and Ways of Working** adopted by Springer Nature Group: **Collaboration, Integrity, Proactivity and Responsibility**. These are described in greater depth in the Ethics section.

**Macmillan Education Iberia** showed a good performance in terms of activity in 2022. The worst of the pandemic is now behind us and the school year followed its normal course. Nevertheless, the invasion in Ukraine and the stress on the raw materials and energy markets with high inflation rates marked the economic agenda of companies and individuals.

The publishing sector experienced several challenges, being the access to the paper market and the production of printed content the ones with major difficulties. Furthermore, the discrepancies between different public regional administrations when it comes to executing and working together to implement the new Education Law **LOMLOE**, has delayed the publication of regional curricula, thus generating uncertainty in the publishing sector and in educational centres. The new law has not been adopted throughout all of Spain and it will continue to be amended in 2023.

One achievement that is worth noting is the partnership with the **new logistics operator and printing centre, Edelvives**, which will operate from the city of (Zaragoza, Spain) and will cover Macmillan Education for all its customers in Europe and other Mediterranean countries.



## 2.5. Digitalisation and innovation at the service of education

### Digitalisation

Digital transformation requires a change in the way of understanding and adding value to the relationship between the company and its customers. That is why Macmillan Education Iberia is moving towards digitalising its processes and services.

The company is working on the following lines of action:

- **Developing digital content.** Macmillan Education continues to develop educational materials in digital format, adapting them to current needs and proposing innovative tools tailored to the interests of teachers, taking into account the **different technology integration levels** found in Spanish classrooms and schools.

The company is also working to ensure that all its products and services reflect and address the digital trends brought by the pandemic over the past two years. This includes **integrating our digital platforms** with third-party platforms and services in order to streamline communication between teachers and students, and **gamification processes**, which are highly demanded in the educational community.

- **Support for the educational community.** Macmillan Education is committed to offering the educational community differential value. Since 2021, printed books include access to their digital version, helping to promote a blended education.

A series of webinars, seminars and events (either online or face-to-face) are also carried out with a wide range of materials, accompanying teachers and training them in the use of digital platforms and services, as well as in educational trends and digital skills.

Macmillan Education Iberia is digitalising all of its educational publishing production, most notably for the following projects:

- **Virtual Classroom Exchange.** This project, developed throughout 2021 for one of the English teaching books, will allow teachers to connect their students to other users on the course in other parts of the world, encouraging them to use English for real communication in an authentic cultural exchange. It comes with video, messaging and programming tools, and is compatible with the main educational platforms on the market.

## 2.5. Digitalisation and innovation at the service of education

- **bMaker.** Project in conjunction with BQ Education, to bring all the technology skills in primary and secondary education to the classroom in a simple, creative, flexible manner: computational thinking, programming, 3D design, robotics, mobile app design and web development. Its methodology is based on cooperative project-based learning, the STEAM philosophy, gamification and Design Thinking.

bMaker is a key product in the cross-curricula teaching of the digital skills required by the European Commission within the framework of DigComp, which has been designed to develop digital skills among European citizens.

- **Local publications:** Digitalisation of all material printed every year, achieved by creating interactive resources (audio, video, flashcards, documentation) and uploading them to different platforms, developing free digital books (e-books), researching new areas of interest for teachers, and digitalising material to help teachers in their work.

Progress has also been made with regards to **internal digital transformation** with many internal processes now being automated and digitalised in order to promote initiatives such as working from home. A range of tools have been adopted to allow workers to organise their tasks and communicate with each other, streamlining their work.





## 2.5. Digitalisation and innovation at the service of education

### Innovation

In 2022, Macmillan Education Iberia launched an **Incubator of Ideas**, a space designed to promote the creation and development of new ideas or products in which creative and innovative solutions that address market needs or improve processes are sought with Design Thinking as a work methodology and while always focusing on the user.

Macmillan Education Iberia will continue to develop the following innovation areas:

- **Agile methodologies:** the company has been using agile methodologies and innovation management to create its products for some time and has trained several of our teams in Agile or Design Thinking methodologies.
- **Business models:** the publishing industry has long been undergoing a digital transformation, bringing with it new opportunities such as subscriptions to content hosted on platforms (Sample, Freemium, Premium, etc.) and the sale of fragmented and segmented content.



## 2.5. Digitalisation and innovation at the service of education

Always with the goal of remaining at the forefront of innovation, digitalisation and educational trends, Macmillan Education Iberia is present at leading events, forums and congresses in the sector:

- **SIMO Education.** A yearly event specialising in Educational Innovation and Technology that brings together leading brands in technology, teachers and educational centres, publishing groups, distributors and educational platforms in order to discover the latest advances and the current market offer for learning and teaching processes.
- **enLightED.** Global conference on education, technology and innovation organised by Telefónica Foundation, which was held in hybrid format. At this event, experts from the sector reflected on the challenges facing the educational landscape, and shared and discussed best practices in education in the digital era.

- **EdTech Congress.** This is a space where education and technology come together to shine the spotlight on trends, meetings and dialogue, where research findings in educational technology, educational policies and the resources that are going to be used are disclosed, in addition to the challenges and opportunities facilitated by Artificial Intelligence in the area of education.

Through Macmillan Education, Macmillan Education Iberia takes part in several events and competitions, including: **Bett UK**, an international educational technology meeting, and the English Language Teaching Award, an international event organised by the British Council, which rewards courses, publications, projects, apps and platforms that are committed to finding new ways to help English language learners and teachers around the world.



### 3. Responsible and sustainable business

“ As a publisher of educational content, we have a **significant positive impact** on the communities we serve, helping to reduce the social and educational divide while also improving our environment. ”



macmillan  
education

Iberia

## 3.1. Macmillan Education Commitment

“ At the Springer Nature Group, the SDGs serve as the reference framework for evaluating both our positive and negative impact on people, society and the environment. ”

Macmillan Education Iberia integrates its sustainability and responsible business strategy into Vision/Action 2025, the company's corporate strategy that seeks to create added value for stakeholders that are involved in the development of our activity and daily management.

In 2022, a fifth strategic pillar was added to Vision/Action 2025: **Sustainability** (economic, social and environmental sustainability), an aspect that previously fell under the Optimise pillar. This pillar of sustainability notably includes the company's strategic commitment to promoting **diversity, equity and inclusion (DEI)** as a key aspect to achieve social sustainability both internally in the company and for society as a whole.

The goals that define this sustainability strategy are:

- Protect and support all people and partners we work with, fostering an inclusive, diverse environment (**SDG 17**).
- Reduce our carbon footprint and environmental impact through the use of sustainable resources and materials (**SDG 13**).
- Forge ties with the communities we serve, to help towards the social improvement of our environment (**SDG 4**).
- Report our progress and corporate social responsibility actions to different stakeholders.

Our commitment to acting as a responsible business can also be seen in the four values and ways of working that define corporate culture at Springer Nature Group: **Responsibility**.

**“Responsibility.** Do the right thing for all our communities and advocate diversity, equity and inclusion. This helps ensure we act responsibly as a company, driving sustainable progress and recognising the ideas and opinions of all people.”

The sustainability strategy is aligned with Springer Nature Group's Sustainable Business guidelines and strategy. The Group focuses on business impacts within the framework of Agenda 2030 and the United Nations Sustainable Development Goals (SDGs). In this regard, the following three Goals, where the Group can make a significant difference through its editorial content and community actions, have been identified.

## 3.1. Macmillan Education Commitment



*Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.*

We are drivers of the SDGs, and are committed to quality education without leaving anyone behind

We seek to integrate dissemination of the SDGs in the Responsible Business strategy, based on the power of education to achieve goals with a positive social and environmental impact in the communities we work with. Education has an amplifying effect, as it ensures all other SDGs are understood and make sense. It is for this reason all books and educational material we publish with SDG-based topics show our adults of the future how to lead social transformation.



*Implement urgent measures to combat climate change and its effects*

We are reducing the environmental footprint of our operations and products

Our efforts to improve climate action focus primarily on publishing content related to climate change and its effects in our texts and pedagogical materials, with a view to raising awareness and future actions among students; measuring our carbon footprint in order to manage the impact of our operations; using paper from forests that are managed responsibly and sustainably; and implementing environmental improvement measures in product packaging.





*Revitalise the Global Partnership for Sustainable Development*

We are forging ties with the communities we serve, to help towards social improvement of the environment.

We connect with researchers, government officials and education professionals to address the major challenges facing education. Seeking out and forming partnerships in the educational community with a view to generating value and achieving quality education is a key strategic area for Macmillan Education Iberia. That is why some of our products and services are offered in collaboration with a range of partners, sharing knowledge and experience in different specialisation fields.

Furthermore, since 2020, Springer Nature has been a signatory to the United Nations SDG Compact in the publishing industry (**United Nations SDG Publishers Compact**), launched by the UN in collaboration with the International Publishers Association with the aim of inspiring the publishing industry to action. Macmillan Education Iberia, as part of Springer Group, endorses the 10 principles set out in this Compact.

Springer Nature’s responsible business strategy also includes fostering and **promoting diversity, equity and inclusion (DEI)**. At Macmillan Education Iberia we take this commitment on board through actions such as applying diversity, equity and inclusion criteria in recruitment processes, creating internal employee networks, supporting specific communities, and promoting DEI content through our materials.

This report describes the range of initiatives, aligned with the Sustainable Development Goals, that have defined our ethical, social and environmental commitment throughout 2022.



Springer Nature was awarded a **Silver rating** for sustainability performance from **EcoVadis** in 2022

“Macmillan Education Iberia aims to lead a sustainability strategy based on the Sustainable Development Goals (SDGs) and the involvement of its stakeholders.”

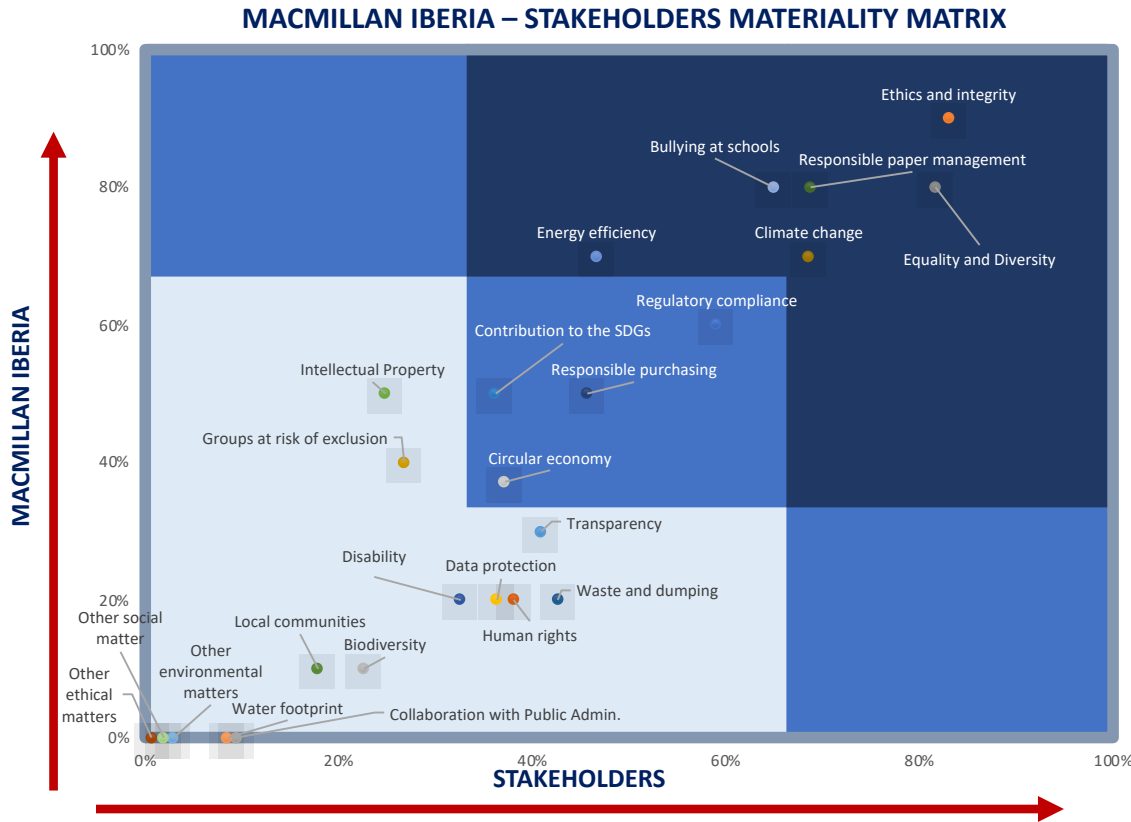
In 2021, Macmillan Education Iberia carried out a materiality analysis to identify and define the sustainability aspects that are a priority for the company and its stakeholders. The material issues obtained in this analysis were valid in 2022, and in this framework, the process was carried out in the following phases:

- 1. Identification of material issues.** Research was carried out both at the sector level and at the company level, which Macmillan Education Iberia deems to be similar in terms of market, product and stakeholders.  
After completion of the analysis, the 77 of most recurrent materiality criteria were pre-selected. Subsequently, this number was reduced to 21 material issues based on the interest and suitability of these criteria to the reality of the organisation and its Responsible Business strategy.
- 2. Consultation with stakeholders.** Macmillan Education Iberia conducted an online survey of its priority stakeholders in which it asked for their opinion and assessment of the relevance of the 21 material issues identified in the previous phase. Likewise, the survey included a question on the assessment of Macmillan Education Iberia's overall performance in sustainability.  
A response was received by 136 people (of the 331 who were invited to participate) including individuals from administration, management and the CSR Committee, staff, shareholders, partners, non-profit organisations, suppliers, educational centres and distributors/bookstores.
- 3. Drawing up the materiality matrix.** Based on the results of the stakeholder survey, the following materiality matrix was designed which includes the issues according to the level of relevance conferred by the company and its stakeholders.

Macmillan  
Education Iberia's  
sustainability  
performance according  
to its stakeholders

**3.38 out of 4**

5. Creating value for the educational community



- Priority issues
- Important issues
- Non-material issues

<ul style="list-style-type: none"> <li>Regulatory compliance</li> <li>Ethics and integrity</li> <li>Collaboration with Public Admin.</li> <li>Data protection</li> <li>Transparency</li> <li>Intellectual Property</li> <li>Responsible purchasing</li> <li>Other ethical matters</li> </ul>	<b>ETHICS &amp; GOVERNANCE</b>
<ul style="list-style-type: none"> <li>Climate change</li> <li>Waste and dumping</li> <li>Responsible paper management</li> <li>Energy efficiency</li> <li>Water footprint</li> <li>Biodiversity</li> <li>Circular economy</li> <li>Other environmental matters</li> </ul>	<b>ENVIRONMENT</b>
<ul style="list-style-type: none"> <li>Disability</li> <li>Human rights</li> <li>Equality and diversity</li> <li>Groups at risk of exclusion</li> <li>Contribution to the SDGs</li> <li>Local communities</li> <li>Bullying at schools</li> <li>Other social matters</li> </ul>	<b>SOCIAL</b>



## 3.3. Sustainability and Responsible Business Committee

Macmillan Education Iberia has its Corporate Social Responsibility (CSR) Committee since 2017. This Committee, which meets on a monthly basis, establishes guidelines on the social and environmental aspects of the company.

At the beginning of 2022, this Committee changed its previous name to the new name “Sustainability and Responsible Business Committee”. This Committee is **cross-disciplinary** in nature and is represented by the different corporate areas of the company: Human Resources, Business, Operations, Procurement, Marketing, Legal, Publishing and IT. At the end of 2022, the Committee was made up of 8 women.

Its main **functions** are described below:

- Establish the company’s responsible business targets in line with the principles and objectives of the Springer Nature Group’s strategic plan, as well as with the public commitments undertaken (United Nations SDG Publishers Compact, The Climate Pledge and Valuable 500).
- Approve and implement initiatives aligned with the SDGs that are set as priorities and propose the corresponding working groups.
- Promote a diverse and inclusive work environment.
- Take stock of the degree of compliance with the established sustainability commitments and targets, participate in the preparation and definition of the annual responsible business report, and communicate the impact of our activities to the different stakeholders.



Macmillan Education Iberia maintains a stable and trusting relationship especially with stakeholders who contribute the most to the company's success, and who are described below:

**Shareholders.** Given that they support our vision of leading the way in creating added value for the educational community, promoting innovative solutions and sustainable projects, thus fostering personal and professional development.

**Employees.** They are our internal customers and for whom our focus on implementing an inspiring social responsibility policy will serve as a source of pride in belonging and retaining talent.

**Partners.** With the unity and collaboration of the educational community, we can harness the strengths of each one and create added value, thus achieving an inclusive, quality education. We include the **non profits organizations**, whom we work closely to promote equal opportunities,

non-discrimination and integration of underprivileged communities.

**Customers.** We focus mainly on the educational community (teachers, schools, educational institutions, students and families), as well as distributors and bookstores and their sales channels.

**Suppliers.** Companies and people with whom we work in content creation, printing, transport and logistics, marketing and communication, as well as other supporting activities.

**Regional governments, public institutions and non-governmental organisations.**

We have a diverse range of **communication channels** with stakeholders, responding to the profile of each group and those aspects relevant to its activity. We have both one- and two-way communication channels.

We continue to identify and bolster those channels that allow us to respond to concerns in a more personalised way, and to implement measures in line with our stakeholders' expectations and needs.

## Communication channels with stakeholders

<b>Regional governments and public institutions</b>	<ul style="list-style-type: none"> <li>• Telephone and e-mail contact</li> <li>• In-person meetings</li> <li>• Public tenders for the award of services</li> <li>• Official public announcements: Official Spanish Gazette (BOE), memoranda, etc.</li> </ul>
<b>Partners</b>	<ul style="list-style-type: none"> <li>• In-person and virtual meetings</li> <li>• Telephone and e-mail contact</li> <li>• Corporate website*</li> <li>• Social media</li> <li>• Forums and events specialised in our services</li> </ul>
<b>Educational centres: schools, academies and language schools.</b>	<ul style="list-style-type: none"> <li>• On-site visits and interviews at schools</li> <li>• Round tables to share ideas</li> <li>• Telephone and e-mail contact with the sales team and customer service</li> <li>• Corporate website*</li> <li>• Social media</li> <li>• Events: Teacher’s Day and other events organised by third parties</li> <li>• Sector journals and publications</li> </ul>
<b>Teachers</b>	<ul style="list-style-type: none"> <li>• Online questionnaires to help define the strategy or receive feedback on products and services</li> <li>• Surveys on promotional materials</li> <li>• On-site visits and interviews at schools</li> <li>• Round tables to share ideas</li> <li>• Telephone and e-mail contact with the sales team and customer service</li> <li>• Corporate website*</li> <li>• Social media</li> <li>• Platforms: Teacher’s Corner and Advantage</li> <li>• Events: Teacher’s Day and other events organised by third parties</li> <li>• Sector journals and publications</li> <li>• Professional training and webinars</li> </ul>

5. Creating value for the educational community

Communication channels with stakeholders	
<b>Families and students</b>	<ul style="list-style-type: none"> <li>• Corporate website*</li> <li>• Social media</li> <li>• Telephone, e-mail and web form contact with the customer service team</li> <li>• Services:               <ul style="list-style-type: none"> <li>– Platform: Pupil’s Corner and Customer Portal</li> <li>– e-commerce: online sale of products</li> </ul> </li> </ul>
<b>Distributors and bookstores</b>	<ul style="list-style-type: none"> <li>• Customer service: web forms, telephone, e-mail</li> <li>• Platform: Customer Portal</li> <li>• Corporate website*</li> </ul>
<b>Suppliers</b>	<ul style="list-style-type: none"> <li>• On-site visits, especially to the printing press and warehouse</li> <li>• Telephone and e-mail contact</li> <li>• Speak-Up: whistleblower channel</li> </ul>
<b>Employees</b>	<ul style="list-style-type: none"> <li>• Engagement/work climate survey</li> <li>• Speak-Up: whistleblower channel</li> <li>• Performance Review</li> <li>• Corporate website*</li> <li>• Intranet (global and local with 3-level communication: unilateral, bilateral and multilateral (Hive)).</li> <li>• Surveys on specific topics or services provided locally and globally on Hive</li> <li>• Monthly webinars and/or internal monthly newsletter – Macmillan Education Iberia</li> <li>• Weekly newsletter and video from the CEO of Springer Nature Group</li> <li>• Macmillan Education monthly newsletter and monthly Global Meet-Up</li> <li>• Education and Springer Nature global webinars</li> </ul>
<b>Shareholders</b>	<ul style="list-style-type: none"> <li>• Financial and non-financial reports</li> <li>• Meetings with the EMB (Education Management Board)</li> <li>• Corporate website*</li> <li>• Internal intranet - Hive</li> </ul>

5. Creating value for the educational community

### Communication channels with stakeholders

#### Society

- Corporate website\*
- Social media
- Mailbox to communicate and receive suggestions:  
[compromisomacmillan@macmillaneducation.com](mailto:compromisomacmillan@macmillaneducation.com)
- Slogan: #MacmillanEducationcommitment
- Responsible Business Report
- Relations with the media
  - Press releases:
    - Coverage in general national and regional media, both print and digital, as well as news agencies
    - Coverage in education vertical media
    - Coverage in sustainability vertical media
  - Positioning as opinion leaders through interviews in tier 1 publications
- Participation in awards and events

\*<https://www.macmillaneducation.es/>



## 4. Ethics and Good Governance

“ **Integrity** is a key value at Springer Nature Group. We have Codes of Conduct for staff, for our business partners and for publishers. These provide us with the framework we need to support our **values**. ”



macmillan  
education  
Iberia

## Shareholding and governance structure

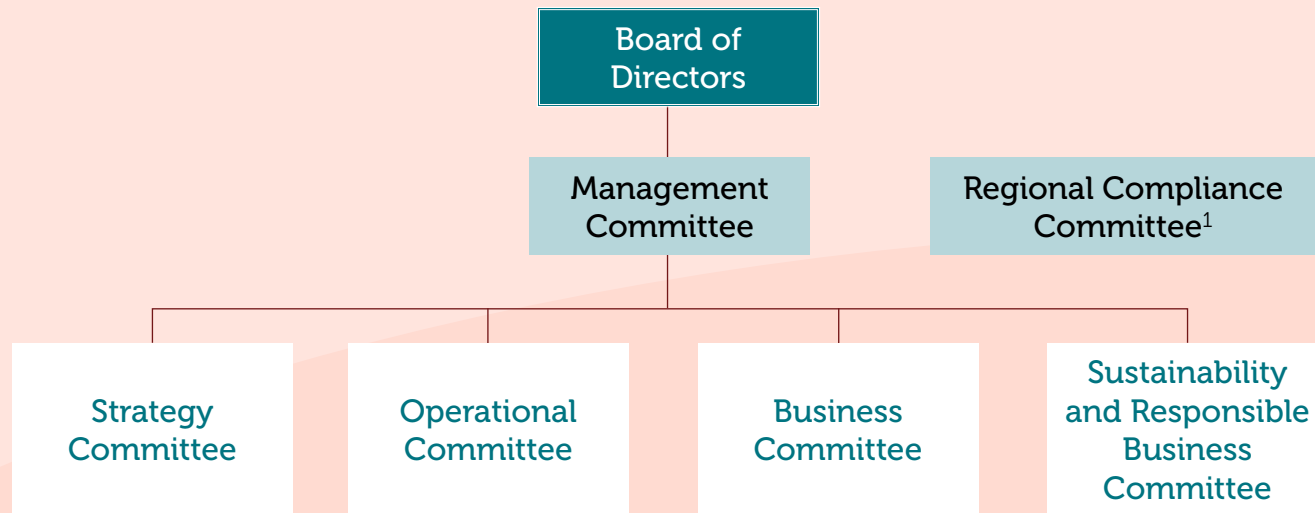
The company MACMILLAN EDUCATION LIMITED U.K. is the sole shareholder of Macmillan Iberia, S.A.

The highest governing body of Macmillan Iberia S.A. is the Board of Directors, whose functions are those specifically granted to it by the Spanish Companies Act.

The Board of Directors, which meets quarterly, is made up of three executive members (two men and one woman).

### Members of the Macmillan Education Iberia Board of Directors

- **Augusto C. Di Marco.** Managing Director, Macmillan Education Iberia. Director and Chairman.
- **Mary O'Connor.** Chief Product Officer, Global Education. Director and member.
- **Christian Staral.** Chief Financial Officer, Global Education. Director and member.
- **Fernando Rastrollo.** Chief Financial Officer, Macmillan Education Iberia. Non Member and Secretary of the Board.



<sup>1</sup> The Regional Compliance Committee reports to the Global Compliance team which reports to the Management Board of Springer Nature.

5. Creating value for the educational community

7. Long-term relations based on trust

The **Management Committee** reports to the **Board of Directors**.

- **Management Committee.** Its responsibility is to define the company's roadmap ensuring its long-term viability, to lead, direct and implement corporate projects, as well as to supervise and control aspects of day-to-day management. It meets once a month (excluding August).

This Committee is made up of 9 people (6 men and 3 women): Managing Director ELT of the Education Division and the rest of positions belong to Macmillan Education Iberia: Managing Director, Chief Publishing Officer, Chief Financial Officer; Chief Business Officer, Chief Information Officer, Chief Human Resources Officer, Chief Operating and Customer Officer, and Chief Marketing and Strategic Development Officer.

- **Regional Compliance Committee.** It's responsible for the implementation of the company's compliance programme and risk management system. It is made up of members from various Springer Nature Group companies based in Spain, 6 men and 1 woman. Macmillan Education Iberia members: Managing Director, Chief Financial Officer, Chief Information Officer and Business & Legal Manager. Other members: HR Director –Central, South and Eastern Europe– of the Springer Nature Group, Managing Director of Etrasa, Chief Business Officer of Springer HealthCare Iberica.

In addition, there are **four Committees** that support the management of the company, Macmillan Education Iberia:

- **Strategy Committee.** The Strategy Committee's purpose is to define, monitor and control the company's strategic framework. It makes decisions on investment or divestment proposals, agreements and associative operations, and the development of business lines and financial operations that may affect the company's strategy. It meets once or twice a year.

It is made up of 6 men and 3 women: Managing Director ELT of the Education Division, and the rest of positions belong to Macmillan Education Iberia: Managing Director, Chief Publishing Officer, Chief Financial Officer; Chief Business Officer, Chief Information Officer, Chief Human Resources Officer, Chief Operating and Customer Officer, and Chief Marketing and Strategic Development Officer.

- **Operating Committee.** The Operating Committee is responsible for implementing the company's strategic goals, ensuring proper management of resources to develop, produce and distribute products and services. It is also responsible for agreeing and coordinating the processes and resolving operational issues related to product/service development, supply chain, purchasing, production, logistics and customer service. It meets once a month, except August.



It is made up of 11 people, 9 women and 2 men: Chief Operating and Customer Officer, Chief Information Officer, Chief Financial Officer, Sales Assistant Coordinator Central Iberia Region, Sales Assistant Coordinator Catalonia & Aragón Region, Local Systems and Digital Platforms Manager, Stock&Production Manager, Customer Service Manager, Warehouse and Logistics Advisor, Business & Legal Manager, Accounting &Tax Manager.

- **Business Committee.** This committee is responsible for the development and strengthening of current and future business lines. It is responsible for analysing the development of the business, compliance with the established plans and proposing actions to correct and improve them. It meets once a month, excluding August.

It is made up of 11 members, 6 men and 5 women: Managing Director, Chief Marketing and Strategic Development Officer, Chief Business Officer, Chief Operating and Customer Officer, Chief Financial Officer, Chief Publishing Officer, Product and Business Development Manager, Data Mining and Business Intelligence Manager, Stock&Production Manager, Head of Promotion&Sales - Northern Iberia, Head of Promotion&Sales - Central and Southern Iberia.

- **Sustainability and Responsible Business Committee.** Its task is to promote the transformation of the company, involving it in the challenges of the future, in order to generate a positive social and environmental impact and to position it as a partner of choice externally. Made up of 8 members, all women: Sales Manager, Business&Legal Manager, Local Systems and Digital Platforms Manager, Stock&Production Manager, ELT Marketing Manager, Editor, Procurement Specialist and Sustainability Specialist. This Committee reports quarterly to the Management Committee of Macmillan Education Iberia.



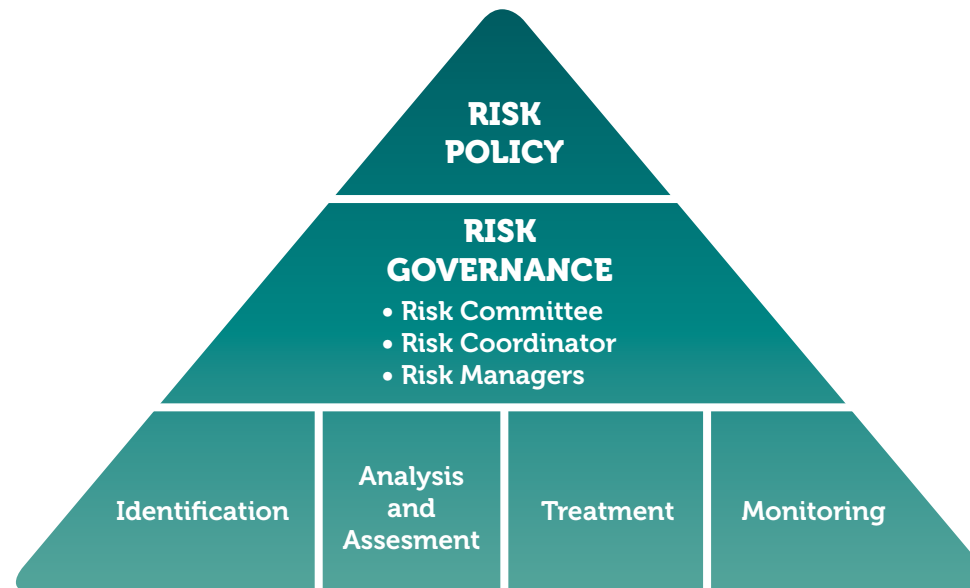
5. Creating value for the educational community

6. Committed to diversity, equity and inclusion

“ Although Macmillan Education Iberia is not a listed company, the Risk Policy follows the recommendations set out in the Code of Good Governance for Listed Companies, which enables it to advance best practice in corporate governance. ”

Springer Nature’s General Risk Management and Control Policy, applicable to Macmillan Education Iberia, establishes the principles and general framework for risk control and management in the company in order to make the right decisions regarding identified risks that may affect its mission and objectives.

The system for risk management and control is structured on three levels, which ensure the participation and involvement of all staff in risk management from the highest levels (Risk Committee Members) involved in decision making to the lowest levels of responsibility (Risk Manager), chosen for their vision and knowledge of their respective areas of responsibility.



Activities required for proper risk management. These are recorded in the company’s risk matrix.

The Group has established a series of categories of risks that affect (or may affect) its goals being met. Each risk is assessed according to its likelihood and possible impact and has a series of associated controls for mitigation. Evolution of risks and compliance with established action plans are reviewed periodically.

Type of risk	Description
<b>Strategic risk</b>	The risk associated with the company's type of management. It relates to global matters concerning the mission and achievement of the company's strategic objectives.
<b>Business risk</b>	Uncertainty in the business's intrinsic values, such as the characteristics of demand or competitor strategies.
<b>Operational risk</b>	The risk related to inadequate functioning and operativity at Macmillan Education, which is caused by technology failures, human error, or inefficient or ineffective company processes and structures.
<b>Financial risk</b>	Economic or financial loss resulting from the use of the company's resources, including but not limited to economic and financial bad practices, failure to fulfil contractual obligations, defaults, and availability of company liquid assets or property, which can have adverse effects on the company's results.
<b>Reputational risk</b>	Negative impact on the results due to actions or conduct by the company that fall short of stakeholder expectations (shareholders, customers, suppliers...).
<b>Regulatory risk</b>	The risk caused by regulatory changes and/or associated with political changes.
<b>Compliance risk</b>	The risk associated with the fulfilment of legal, contractual and ethical requirements, as well as internal policies, at national or international level.
<b>Other risks</b>	Any other risk that does not pertain to the previous categories.

“ All Springer Nature Group employees in Spain have been trained in Cybersecurity and Data Privacy and Confidentiality in 2022. ”

The growing dependence on technology, accentuated by the pandemic, exposes businesses to a number of risks that could cause damage, including interruption of activities, putting people’s safety at risk and exposure to penalties or liabilities with third parties.

In this regard, Macmillan Education Iberia follows **Springer Nature Group’s Information Technology and Privacy Policy**, which aims to provide a framework to implement and maintain the Group’s standards when handling personal or confidential information. The Policy also includes additional security measures implemented by Macmillan Education Iberia, such as:

- The company duly informs employees of the obligation to comply with the document “Duties and Obligations”, which includes the measures to be implemented by employees with regard to data and equipment. Employees must also sign a receipt whenever they are given an item of equipment (smartphone, computer, tablet, etc.).
- To ensure the security of third parties, Macmillan Education Iberia has signed an agreement regulating the processing of personal data in accordance with the Group’s standards and European regulations.
- Any vulnerability identified by the employee must be reported to the Group and to Macmillan Education Iberia’s IT department.





During 2022, in order to reinforce not only knowledge, but also to influence habits and behaviours related to security, a Cybersecurity Awareness campaign was launched using a platform based on a gamified, person-centred storytelling.

Macmillan Education Iberia also follows the ISO 27001 methodology, which sets out the security measures required to reduce the likelihood of threats materialising, while all security incidents are resolved in the shortest possible time in order to prevent them affecting the information managed or the services provided.

**The company has a user guide in the case of data leakage.  
In 2022, no complaints were filed in relation to data leakages.**

“ Macmillan Education Iberia is committed to maintaining the highest ethical standards in all its activities. ”

## OUR VALUES AND WAYS OF WORKING

	<p><b>PARTNERSHIP</b></p> <p><b>Trust each other and engage to build strong relationships</b> – inviting and respecting different perspectives, working well together and recognising the contribution of all.</p>	<p><b>TRUST each other:</b> Value the strengths and recognise the contribution that everyone makes to the success of the group. Encourage others to be accountable in their areas of expertise and responsibility. Empower and delegate effectively, setting direction and sharing responsibility for achieving results in the best possible way.</p> <p><b>ENGAGE to build strong relationships:</b> Listen to feedback, engage with other points of view and value new ideas. Communicate your vision clearly, carefully tailoring your channels, language and style to reflect the needs of a global and diverse audience with different first languages and cultural perspectives.</p>
	<p><b>INTEGRITY</b></p> <p><b>Deliver on your promises and priorities and inspire through your actions.</b> Be a role model for others - fair, respectful and true to yourself.</p>	<p><b>Deliver on your promises and PRIORITIES:</b> Take responsibility for delivering results and meeting targets. Be reliable, keep promises and meet timelines. Stay open to the opinions of others – respecting decisions and being prepared to alter your approach and priorities if required.</p> <p><b>INSPIRE through your actions:</b> Be true to yourself and a role model for others – fair and respectful regardless of their role or position. Demonstrate the importance of learning quickly from mistakes in order to build an environment in which creativity and innovation can thrive</p>
	<p><b>DRIVE</b></p> <p><b>Activate change and accelerate your potential.</b> Be agile and adaptable, open to new ideas and embracing opportunities to develop and succeed.</p>	<p><b>Activate CHANGE:</b> Respond positively to the need for change in a constantly evolving environment. Support others so that they continue to perform at their best even during uncertainty. Be flexible, adapting your actions and approach and setting the right pace for change to ensure the success and wellbeing of everyone involved.</p> <p><b>Accelerate your POTENTIAL:</b> Commit to learning and development for yourself and others. Play your part in creating a stimulating environment where people learn from new experiences and develop their careers; so that everyone enjoys their time at work and achieves a good balance in their professional and personal lives.</p>
	<p><b>RESPONSIBILITY</b></p> <p><b>Do the right thing for all our communities and champion diversity, equity and inclusion.</b> Play your part in ensuring we act as a responsible business, driving sustainable progress and recognising the ideas and opinions of all.</p>	<p><b>Do the right thing for all our COMMUNITIES:</b> Use insight and data to drive sustainable solutions that make a real difference to our customers and communities. Play your part in ensuring that we act as a responsible business, helping to deliver progress for all.</p> <p><b>Champion DIVERSITY, EQUITY and INCLUSION:</b> Actively encourage a working environment that promotes diversity and recognizes ideas and opinions of all in line with our values. Think and act globally, keeping the needs of local colleagues and customers in mind. Model inclusive behavior, demonstrate your commitment to anti-racism and uphold our Code of Conduct.</p>

SPRINGER NATURE GROUP

Springer Nature’s corporate culture, common to all companies in the Group, is based on the following **values and ways of working**:

- **Collaboration:** Trust people and commit to building strong relationships, always inviting and respecting people’s opinions, fostering good teamwork, and recognising each person’s contributions.
- **Integrity:** Fulfil your promises and priorities, and inspire others with your actions. Be a role model for others: fair, respectful, and true to yourself.
- **Proactivity:** Activate change and accelerate your potential. Be agile and versatile, open to new ideas and opportunities to develop and succeed.
- **Responsibility:** Do the right thing for all our communities and advocate diversity, equity and inclusion. This helps ensure we act responsibly as a company, driving sustainable progress and recognising the ideas and opinions of all people.

### Compliance Model

“ Our work is governed by codes of conduct for employees, business partners and publishers, supported by policies and procedures. These provide us with the necessary frameworks to uphold our values and implement our sustainable priorities, within the organisation and throughout our supply chain. ”

Governance is a key component of managing ESG impacts. Led by the Chief Risk and Compliance Officer at SN Group, the governance and compliance risk team are responsible for reporting the Group’s risks, designing and operating the compliance system.

This system is designed to proactively identify and address legal and regulatory risks and other issues addressed in the Code of Conduct.

Functional, divisional and regional management are responsible for the implementation of the Group’s policies and procedures.

In order to prevent and properly manage compliance risks, Macmillan Education Iberia has put in place the following elements:

#### Compliance Committee

The **Regional Compliance Committee** for Iberia region was set up in November 2019. This committee oversees Springer Nature’s compliance programme and risk management system in Iberia<sup>2</sup>.

The Committee meets quarterly and is made up of the Managing Directors of Springer Nature Group business units in the region (including Macmillan Education), together with the heads of HR, IT and Legal. Macmillan Education’s CFO is the Head of Compliance for the region.

The Committee reports to the global Compliance team, which in turn reports to Springer Nature’s Management Board.

<sup>2</sup>The Springer Nature’s businesses located in the region of Iberia and the Operative Business of Education located in Turkey are under the mandate of this Committee.

### Functions of the Compliance Committee

- Regularly **implement and report** the group's Compliance policies, always in the local language.
- Regularly **review local policies**, procedures and internal controls to prevent non-compliance and identify vulnerable areas.
- **Identify areas** where legal requirements differ from Group policies, and propose solutions to ensure compliance standards.
- **Support** Springer Nature Group's annual risk management process.
- **Steer** the process at regional level.
- Duly **identify new risks**, assess changes for newly identified risks, and implement the agreed mitigation actions.
- **Report** to the central Compliance group any material changes in business operations that could affect the risk profile of the activities (e.g. structural changes, new activities in the region, new suppliers, acquisitions, etc.).

### Codes of conduct

We have a Code of Conduct for employees, and a Code of Conduct for business partners. Together, they provide the reference framework for day-to-day activities and interaction with stakeholders: employees, customers, partners, etc.

**Employees' Code of Conduct** This applies to all Macmillan Education Iberia employees, who must confirm their commitment to the code on a yearly basis.

The most relevant aspects of the Code of Conduct are as follows:

- Behaviour towards colleagues and third parties working at Springer Nature.
- Environmental, social and governance compliance.
- Protection and appropriate use of assets.
- Impartiality.
- Protection of privacy and confidentiality.
- Fair competition.
- Intolerance to any form of corruption, fraud and bribery.
- Transparent record of transactions.
- Supply chain management.
- Transparency in contracts with Public Administrations and NGOs.

**Business Partners Code of Conduct.** This Code of Conduct sets out the basic requirements we expect Business Partners to comply with, as described in detail in the report section dedicated to our partners and suppliers.

### Whistleblower channel (Speak-up)

“ Under the motto “If you see something, say something”, we encourage our employees and business partners to raise questions and concerns about compliance. ”

Staff, business partners, authors, suppliers, publishers, customers and anyone else who wishes to raise questions or concerns about the Code of Conduct for Employees or the Code of Conduct for Business Partners, respectively, can do so through the Speak-Up whistleblowing channel.

**Speak-Up is provided by a third party**, and allows anyone to make a query or complaint securely (and anonymously) in any language.

### Other compliance monitoring tools

- **SNICS (Springer Nature Information on Customers and Suppliers System)**. This is a system for assessing and managing business partners, used to measure risks with third parties and ensure that we only work with business partners that follow the standards set out in our Code of Conduct.
- **Register of interests, gifts and gratuities**. All gifts given or received by way of entertainment, hospitality, promotional items, sponsorships, charitable donations, or any other non-contractual charges or payments, with a value greater than €100 must be declared.

### Training on the Code of Conduct and Compliance

Mandatory training on the Code of Conduct and Compliance is provided for all employees throughout the company at least once a year.

In this regard, the **mandatory courses** carried out in 2022 have been delivered in e-learning format on: sustainable business, supply chain management, corruption and economic crime, privacy and information security, managing personal interests, fair competition and creating an inclusive work environment.

The average duration of each course was 30 minutes. 98% of Macmillan Education Iberia’s active workforce has completed this training in 2022.

**Voluntary training** is offered on the LEAP platform (Leveraging Educational Assistance Partnership).



### Fighting corruption and bribery

The Springer Nature Group operates under a Zero Tolerance Policy: no corruption involving employees or the supply chain. In 2021, a Group-wide bribery, fraud and corruption risk assessment was conducted. As a result, the **anti-bribery, fraud and corruption (ABFC) policy** was adopted. This Policy aims to:

- **Raise awareness** among employees about how to recognise bribery, fraud and corruption, and the behaviours and circumstances associated with them.
- Establish a consistent set of **expectations and requirements**, ensure controls are in place to help prevent bribery, fraud and corruption throughout our supply chain, and prevent misuse of Springer Nature assets, whether for personal gain (corruption or fraud) or to generate funds to bribe third parties.
- Provide clear **guidelines** on raising concerns and seeking assistance for any members of staff who discover or suspect bribery, fraud and corruption.

The Group's commitment is also reflected in the **Code of Conduct**, which states that "We do not tolerate any form of corruption on the part of any person representing Springer Nature. We do not offer, give or receive bribes or other benefits or advantages for personal or commercial gain. We also forbid such behaviours within our supply chain. No matter how large or small the payment or other benefit appears to be: a bribe is a bribe. Our **zero-tolerance position** on bribery and corruption covers the whole company, and Springer Nature has adopted it worldwide. We would rather suffer delays or lose the contract than make payments or offer benefits that could be considered illegal."

Springer Nature often works with third parties and expects all its suppliers, vendors, agents, intermediaries, service providers and other partners to stand by the same ethical, health, safety and environmental standards as us. These standards are described in Springer Nature's Code of Conduct for Business Partners.

Training explaining various aspects of this policy can be found in LEAP (Leveraging Educational Assistance Partnership) and is also included in the annual values and conduct training programme.

### Human rights

Macmillan Education Iberia complies with all **Spanish labour and human rights regulations**, and we expect our business partners and suppliers to do the same. That is why our Code of Conduct includes clauses on protecting human rights, with specific reference to avoiding human trafficking and slavery. These clauses must be included and signed in the contractual agreement between Macmillan Education and its business partners.

Furthermore, Springer Nature's "**Statement on Modern Slavery**" sets out how the risks around modern slavery and child labour are monitored and addressed, in accordance with the type of goods and services, where they are provided, and the group's estimated annual expenditure.

In accordance with Spanish law, the company respects **freedom of association and the right to collective bargaining**.

Macmillan Education Iberia also has a **policy of fair and respectful treatment and protection from harassment** and an investigation protocol, duly agreed with workers' representatives and communicated to all staff.

In addition, the **Code of Conduct for Business Partners** covers issues such as fair pay and conditions, prevention of forced and child labour, health and safety, and environmental practices.

All partners must complete a **due diligence questionnaire** covering modern slavery and human trafficking, and update it at least once every three years, or more frequently, depending on the supplier's risk profile. Due diligence questionnaires are regularly reviewed to adapt them to legal and regulatory ESG requirements.

**No complaints regarding  
human rights violations have been received  
over the course of the year.**

## Tax transparency

Macmillan Education Iberia is committed to complying with Spanish tax laws and regulations and OECD guidelines, and to carrying out initiatives to increase tax transparency.

Taxes Data (euros)	2021	2022
Pre-tax Income	€ 3,499,000	€ 1,665,996
Accrued income tax	€ 645,000€	€ 442,558

Macmillan Education Iberia has filed tax deductions in 2022 for tax relief thanks to capitalisation reserve (10% deduction for not distributing dividends) and a deduction for donations to non-profit organisations.

The company has made contributions to foundations and non-profit organisations amounting to €1,375 compared to €26,525 in 2021.

	2021	2022
Cash Donations	€ 26,525 <sup>3</sup>	€ 1,375 <sup>4</sup>

<sup>3</sup> It included the donation to Fundación Once to comply with the General Disability Law in 2021, among others.

<sup>4</sup> It does not include neither the Christmas Gifts 2022 donation (settled in 2023) - €1,215 nor the Springer Nature Group's donation - €10,000.



## 5. Creating value for the educational community

“ At Macmillan Education Iberia we strive to lead the way in creating shared value within the **Educational Community**. That is why we believe it is essential to promote an inclusive quality education that has a multiplier effect on society. ”



macmillan  
education  
Iberia

## 5.1. Committed to the Educational Community

We strive for the Educational Community to make a positive contribution to the Sustainable Development Goals (SDGs) through various initiatives by **increasing the level of educational development in society and promoting equal opportunities among the most vulnerable sectors.**

As part of our commitment to the development of the Educational Community, we carried out actions in 2022 that have had a positive impact on the society that we belong to and, especially, on the educational framework of our surroundings.

As part of our **initiatives**, we made charity donations and offered inclusion activities that focus on special needs. Moreover, our most noteworthy milestones have been our collaborations with Fundación Balia por la Infancia and Fundación Alares, as well as the creation of educational resources to work toward the SDGs and aspects related to diversity, equity and inclusion in the classroom.



*Fundación Balia  
por la Infancia*



In 2022, we continued to collaborate with **Fundación Balia** on three initiatives related to language learning, technological learning and bullying prevention with the common goal of improving opportunities for children at exclusion's risk.

## Balia Hello



“Dee used different games and activities to make the classes fun and engaging for the children. She adapted them to the children’s level and created activities to enhance their vocabulary and motivate them.”

Testimonial - Balia centre coordinator



### 5. Creating value for the educational community

This initiative helps identify an unmet need: the need to incorporate English into children’s learning processes so that they can adapt to the bilingual system without this added challenge delaying their educational development compared to all other schoolchildren in Spain.

Our aim was to prevent English from becoming yet another obstacle to acquiring skills. That is why we focused on bringing English to children at risk of social exclusion from a fun and social perspective, thus boosting their motivation to learn this language and therefore leading to a positive evolution in their academic performance.

With this initiative, 30 children received 26 English lessons at the Balia Latina Centre. **The average level of satisfaction with the activity was 7.9 points out of 10;** and 94% of them say they learned new words thanks to the lessons they had.

To measure the degree of effectiveness of this new course on school marks, marks were gathered from 19 of the 30 participants. 16 of these participants passed the subject of learning English at their schools, meaning that **the programme success rate was 84%.**

Furthermore, the overall satisfaction of the Balia’s educational team was **7.5 out of 10,** finding the sessions to be useful and entailing an improvement in the group.



## School bullying prevention workshops

The aim of this initiative is to prevent and raise awareness about school bullying among boys and girls at risk of social exclusion.



5. Creating value for the educational community

**KiVa** is a school bullying prevention programme developed by the University of Turku, (Finland) and funded by Finland's Ministry of Education and Culture. The methodology consists of a series of phases including information sessions with teachers, lessons and interventions in cases of bullying, and, lastly, follow-up of the cases and progress at the centre.

In the case of **Fundación Balía**, a **corporate volunteer** project was implemented, directly using the KiVa methodology with students for two school years: 2021-22 and 2022-23. During these sessions, work was carried out to develop the emotional skills necessary to prevent violence among classmates, providing them with useful learning tools that will last a lifetime. These KiVa lessons, taught by official instructors of Macmillan Education's KiVa programme, consisted of seven hours of activities for a group of ten primary school children (**Year 5 and Year 6**), since this age group has been identified as being especially vulnerable to school bullying.

Given the importance and current situation of school bullying in our society, this initiative has had significant media coverage: media sources like El Economista and ABC have partnered with Macmillan Education through KiVa and Fundación Balía, highlighting the important work done to create a supportive setting in classrooms to combat school bullying.

## Technology Project

bMaker



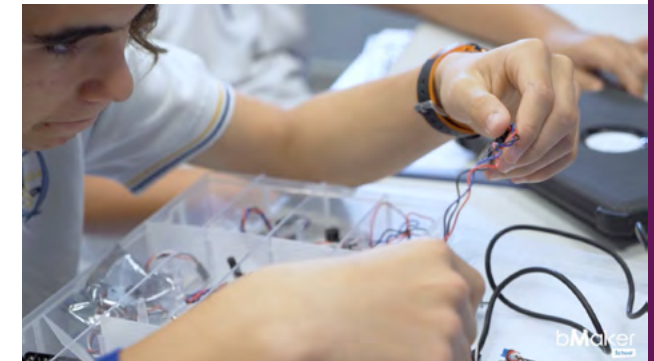
# 5.1. Committed to the Educational Community

This tech initiative included donating bMaker digital licences to help children learn programming and 3D design, in addition to extending the scope of learning to a social group that otherwise would not have had access to the same, thus creating more balanced educational opportunities. These licences are worth €1,425.

This collaboration benefited 23 young people (9 girls and 14 boys) between the ages of 12-16 at risk of social exclusion. These young people combined school support activities and the development of civic, social and emotional skills with 3D design projects.

There is an ever-growing need to acquire digital skills to close the digital gap which, according to the document prepared by the High Commissioner for the Fight against Poverty in Spain, is reflected in the following three aspects:

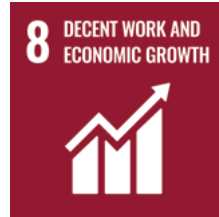
- **Internet access:** A good internet connection facilitates access to a whole range of resources and opportunities for learning and reinforcement.
- **Equipment:** The type and number of access devices are fundamental tools for educational activities at home.
- Use of **information and communications technologies** (ICT): In homes with few resources, parents may spend less time on extracurricular activities, which increases the time that children spend on the Internet, potentially affecting the quality of the content viewed.



5. Creating value for the educational community



## Corporate volunteering

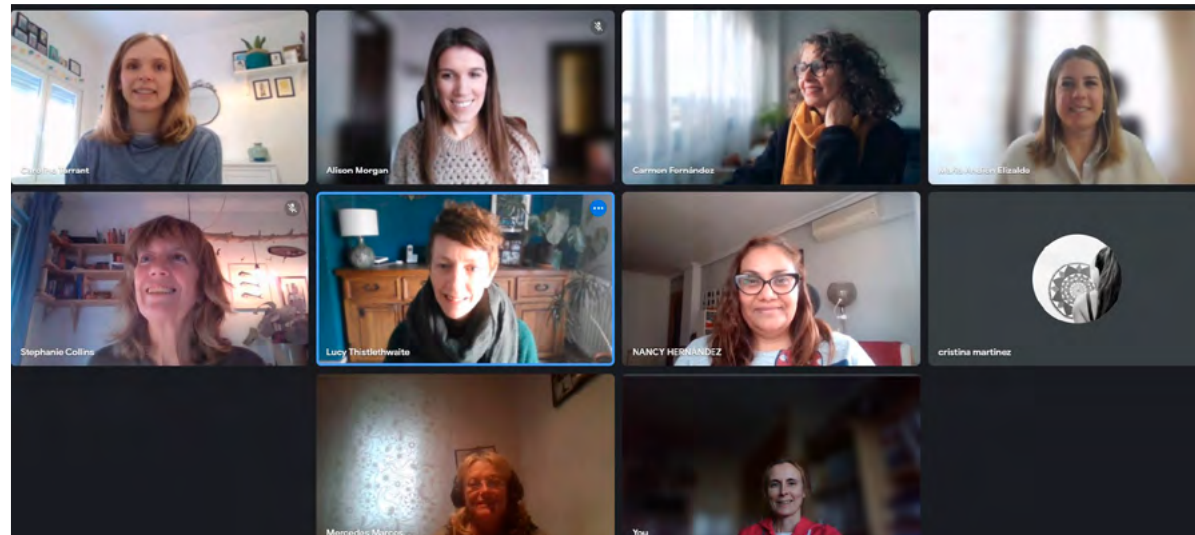


In 2021, we launched a **corporate volunteer initiative** with *Fundación Alares*, that we continued to carry out in 2022. Fundación Alares undertakes social improvement projects to try to bring all people of civil society, companies and organisations together as partners who wish to fight for the well-being of people and the development of a balanced society in Spain.

As such, we collaborated with its **@ObjetivoEmpleo** programme to boost the employability of people with functional diversity with whom it works. Macmillan Education Iberia volunteers taught English classes to people with whom the Foundation works so that, with the knowledge and command of the language, they have more opportunities to enter the labour market.

17 English classes were taught in 2022, compared to the 10 classes taught in 2021. They consisted of 1-hour virtual classes for a group of 10 people. Moreover, we provided students with new Macmillan Education textbooks, worth €870, as well as access to our digital platform to help them complete their studies.

5. Creating value for the educational community



## Desconectad@s

Macmillan Education Iberia participated in the pilot project “Desconectad@s” invited by **Fundación Alares**. The project arises from the identified need to instil in young people the importance of **disconnecting from the online technology/ environment**.

A “Disconnection Day” was held with Year 4 secondary school students of María Reina Salesianas School - Aravaca (Madrid) and it led by the entrepreneur and adventurer **Nacho Dean** in the hills of Madrid. During the activity, students worked on values such as self-confidence, empathy, the spirit of improvement and commitment through their connection with nature and with themselves.

The positive social impact generated by this type of initiative led the media echoed this project: Agencia EFE, ElDiario.es, Corresponsables and La Vanguardia, among others.



5. Creating value for the educational community

## Support for Ukraine

Macmillan Education Iberia, together with the Springer Nature Group, condemns the Russian invasion of Ukraine. Our thoughts are with all the people affected by this incredibly difficult situation.

In 2022, we carried out initiatives as a show of our support for the Ukrainian people, such as:

- The creation of **school vocabulary** and **emotion guides** in Spanish, English and Ukrainian to facilitate the integration of Ukrainian refugee students in Spanish schools.

MATERIAL ESCOLAR ШКОЛЬНІ ПРИНАДЛЯ	OBJETOS DE LA CLASE СЛІДОВІ ОБ'ЄКТИ Предмети у класній кімнаті	LISTA DE VOCABULARIO BÁSICO DEL COLEGIO СЛОВОСІЛОВАНИК СЛОВНИК У ШКОЛІ
<p>Lápiz / Lapicero / Penzil / олівець</p> <p>Goma de borrar / Eraser / Rubber / гумка</p> <p>Rotador / Coloured Pencils / Цветні / Колірні олівці</p> <p>Pincel / Paintbrush / пензлик</p> <p>Carpintero / Stapler / степлер</p> <p>Regla / Ruler / лінійка</p> <p>Diccionario / Дієслово / словник</p> <p>Bolí (Bolígrafo) / Pen / ручка</p> <p>Sacapuntas / Sharpener / ТОЧКА</p> <p>Rotador / Felt-Tip Pen / фломастер</p> <p>Pegamento / Glue / клей</p> <p>Calculadora / Calculator / калькулятор</p> <p>Libro / Book / книга</p> <p>Enciclopedia / Енциклопедія / енциклопедія</p> <p>Papel / Folio / Sheet of Paper / Аркуш паперу</p> <p>Estuche / Pencil Case / пенал</p> <p>Acuarelas / Watercolours / акварелі</p> <p>Tijeras / Scissors / ножиці</p> <p>Compás / Compass / циркуль</p> <p>Cuaderno / Notebook / зошит</p> <p>Mapa / Map / мапа</p>	<p>Mesa / Table / стіл</p> <p>Pizarra / Blackboard / дошка</p> <p>Pizarra digital / Digital Blackboard / Електронна дошка</p> <p>Mochila / Backpack / BackPack / рюкзак</p> <p>Ordenador portátil / Laptop / ноутбук</p> <p>Silla / Chair / стілець</p> <p>Tiza / Chalk / крейда</p> <p>Papelera / Wastepaper Basket / Кошик для сміття</p> <p>Ordenador / Computer / комп'ютер</p> <p>Impresora / Printer / принтер</p>	<p>FRASES ÚTILES USEFUL PHRASES Корисні фрази</p> <p>¿Puedo ir al baño? May I go to the Toilet, Please? Можна піти в туалет, будь ласка?</p> <p>¿Puedo jugar? Can I Play, Please? Please? Можна мені погратися, будь ласка?</p> <p>¿Cómo te llamas? What's Your Name? Як вас / тебе звати?</p> <p>¿Cuántos años tienes? How Old are You? Скільки тобі років?</p> <p>Sal a la pizarra Go up to the Blackboard Підійди до дошки</p>



- The sending of Macmillan Education **textbooks** to schools with Ukrainian refugee students in Spain, for free.
- In coordination with the Macmillan Education Poland team, Macmillan Education Iberia organised a **non-perishable food drive in its offices** to be distributed among Ukrainian refugees in Poland. 52 boxes of food were sent.

### Inclusion and special needs

As in previous years, in 2022 we donated approximately 145 educational resources for students with special needs such as visual disabilities and dyslexia that were identified through schools and the ONCE Foundation.

### Donating the company Christmas gift

In 2022, we offered the employees the option of donating the company's Christmas gift to different charities (non-profits organisations proposed by the staff), thus involving our employees in actions with a positive social impact. In total, **€1,215** were donated to the **Spanish Cancer Association** and the **Help to Ukraine NGO**.

In addition, as part of the Springer Nature Group's (SNG) Charitable Contributions Framework, **€10,000** were allocated to Spain. Foundations and NGOs, whose activity was aligned with SNG business lines, were suggested by the staff. The beneficiary organisations were **Fundación Uno Entre Cien Mil**, which supports research into childhood leukaemia, and **Fundación Balia**, which works to improve the situation of the most vulnerable children and teenagers.

## Advancing Futures

During the 2022-2023 school year, two corporate campaigns related to the SDGs were developed: Advancing Futures and Change Makers.

**Advancing Futures:** this programme aims to support teachers and involve students in key issues such as global citizenship, sustainability, diversity, equity and inclusion by providing them with free activities and resources.

The programme helps students build their future through four pillars:

- **Power skills:** It provides the interpersonal skills and abilities needed to manage their mental health, interact and engage in social situations.
- **Diversity:** Educating in diversity is essential to give a voice and decision-making power to all people under equal

conditions, while encouraging their creativity, innovation and critical thinking through the promotion of different skills, content at different levels, flexibility, teamwork and a flipped classroom.

- **Values:** To become the people that our future needs, students must understand the world and its complexities, such as social equality, diversity and inclusion, ecology and sustainability, and the SDGs.
- **Digitalisation:** Technology is able to promote active and collaborative learning by making education accessible to a greater number of people and making it easier to understand concepts, using and developing tools such as digital platforms, gamification, online security and applications.

5. Creating value for the educational community



## Advancing Futures

- We reinforce our commitment to **diversity, equity and inclusion (DEI) in the classroom** by offering teachers free resources. These resources mark an important first step in providing the supporting material requested by teachers to address these aspects in class. The materials aim to create an environment for debate and conversation in the classroom in order to discuss diversity, equity and inclusion, topics that have been kept out of educational circles so far.
- We also count on **"Únicos"**, a **podcast series with experts in different topics related to inclusion in the classroom**. This project was created to support teachers in the integration of students in classrooms where diversity can be difficult to manage. It was launched in 2021 and focuses on issues of great importance in schools, such as racial discrimination, students with ADHD or dyslexia, students who do not speak the language in which the classes are taught, etc.

### Diversity, equity and inclusion

This collection of **DEI resources** is designed to help make diversity, equity, and inclusion a cornerstone of the classes. Topics such as different family structures, privilege, differences and similarities between people and differing abilities are covered.



5. Creating value for the educational community

### Change Makers

We are in the Decade of Action and to achieve the Agenda 2030, every single one of us must take action, changing our habits and becoming Change Makers.



5. Creating value for the educational community

**Change Makers** is a global platform that invites teachers to share their projects on how they can achieve the SDGs with their students, thus Advancing Future.

The purpose of Change Makers is for teachers to make students think about how they would make the world a better place and to help them express their ideas. These ideas can be presented in different digital formats (videos, photos, podcasts, drawings, Tik-Toks, etc.) and shared on the **Change Makers World platform**, in turn being inspired by the contributions of other students.

Furthermore, we continue to be committed to the dissemination of the **Sustainable Development Goals** as one of our key educational commitments through the **SDG Observatory** and the **content of our textbooks and publications**. These actions are also integrated into the United Nations SDG Publishers Compact initiative, signed by the Springer Nature Group.

Macmillan Education Iberia thus adds to the contribution made by the SN Group to achieve the SDGs.

### SDG Observatory



We are in the midst of a decade of action, a challenge for the entire planet where every action counts. Macmillan Education Iberia has provided a number of resources to teachers and students so that they can join forces to eradicate extreme poverty, win the fight against climate change, and leave injustice and inequality behind

The **SDG Observatory** is a project that aims to promote the SDGs from the core of our business. The real added value comes from the creation of educational materials that help teachers work on the SDGs in the classroom. Macmillan Education Iberia was one of the pioneering companies in launching this type of material in the Spanish education market.

In 2022 we continued this project that began last year, focusing on raising awareness about and disseminating the SDGs among the educational community. To do so, a specific page was created on our corporate website to disseminate the **Agenda 2030** and share **educational resources related to the SDGs** so that teachers could work with them in the classroom.

The school materials distributed by Macmillan Education Iberia are available on the website at no cost to the public. They are available in French, English, German and Spanish, thereby offering more opportunities to contribute to inclusive lifelong learning for all.







Activities intended to increase knowledge and promote the implementation of the SDGs are included in Macmillan Education textbooks. We estimate that we will be able to provide resources to more than 13,500 schools and more than 2,2 million users in Spain. Macmillan Education Iberia's vision for the next few years includes creating more educational material focused on the SDGs, in addition to updating the examples included in all materials. Moreover,

we intend to publish new resources based on teachers' feedback, while also encouraging more Social Action activities and evaluating their impact.



5. Creating value for the educational community

## We incorporate the SDGs in our materials


Sustainable Development Goals	Initiative	
 <p>3 GOOD HEALTH AND WELL-BEING</p>	<p>Fit and healthy?</p>	
 <p>5 GENDER EQUALITY</p>	<p>Great Learners Great Thinkers</p>	
 <p>10 REDUCED INEQUALITIES</p>	<p>What can you do in your park?</p>	

5. Creating value for the educational community



Sustainable Development Goals	Initiative	
	<p>Recycling</p>	
	<p>Environment</p>	

5. Creating value for the educational community



## 6. Committed to diversity, equity and inclusion

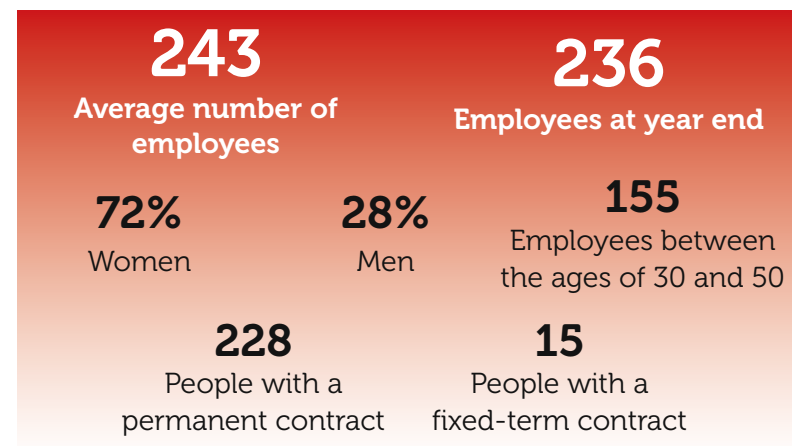
“ MacmillanEducation Iberia, as part of the Springer Nature group, is committed with the creation of an **inclusive and diverse corporate culture**. ”



macmillan  
education  
Iberia

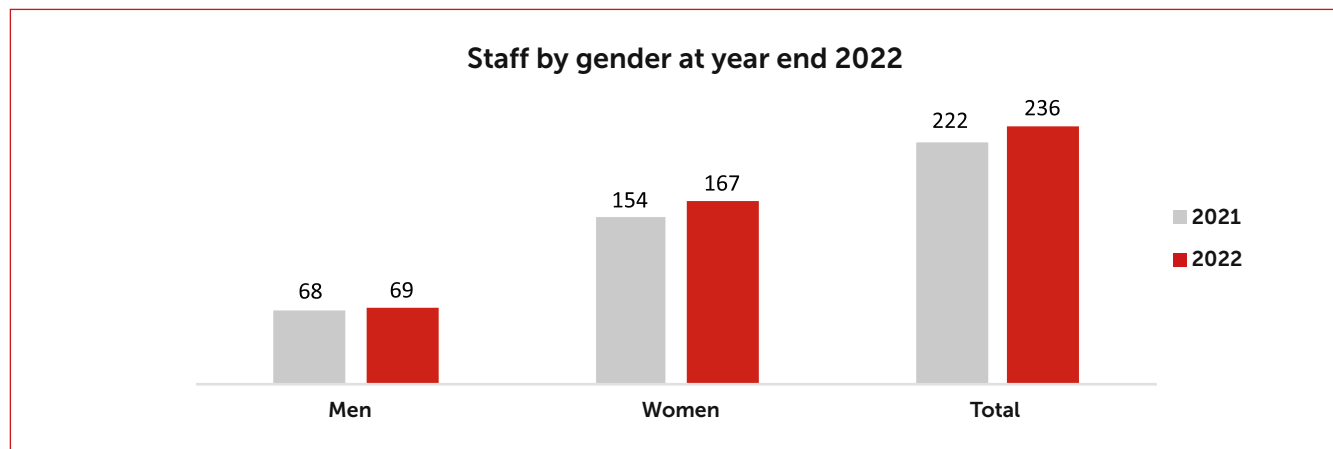
Macmillan Education Iberia has various policies and guidelines in place for employees. They have been established at a global level for the entire Springer Nature group and, in some cases, at a local level to comply with legislation or area-specific needs. The aim of these policies is to ensure the well-being of our employees.

At a global level, general policies and guidelines are established with regards to talent attraction and selection, compensation, work organisation, training and professional development, etc., all of which are complemented by other local policies and guidelines, such as the Flexible remuneration policy, the *Concilia Plan* and flexible hours, the Work from Home policy, the Learning Plan, the Career Plan, the Policy of fair and respectful treatment, and the Equality between men and women Plan.



\*Data calculated from the average number of employees

5. Creating value for the educational community

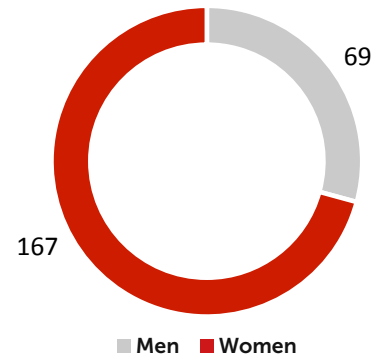


As of 31 December 2022, the staff at Macmillan Education Iberia totalled 236 people, compared to 222 people in the previous year, which represents a 6% increase. The staff are based at six work centres in Spain, located in Madrid, A Coruña, Bilbao, Barcelona, Valencia and Seville.

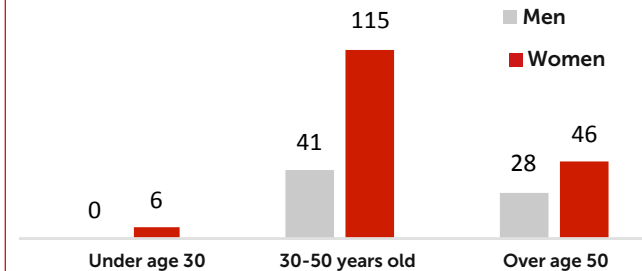
The distribution of staff by gender shows a higher number of women, representing 71% of the staff. The largest age group is between 30 and 50 years old, which represents 66% of the staff.

Macmillan Education Iberia is made up of **global teams**, mainly for the functions of global management and coordination and product development (content, editorial, digital, production); and **local teams**, mainly with functions of a commercial nature, marketing, and local support teams (operations, finance, legal, IT, human resources).

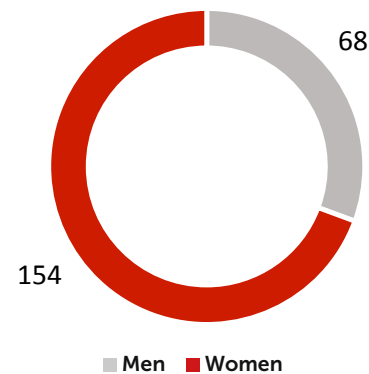
Staff by gender at year end 2022



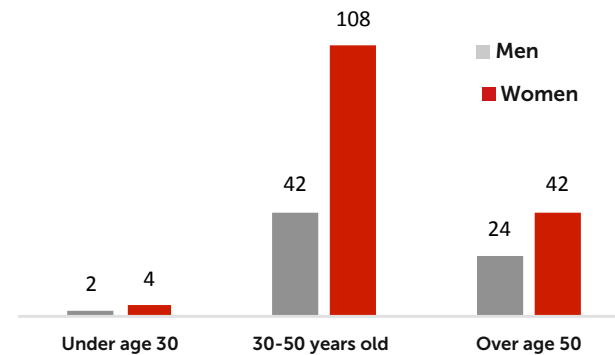
Staff by age range and gender at year end 2022



Staff by gender at year end 2021



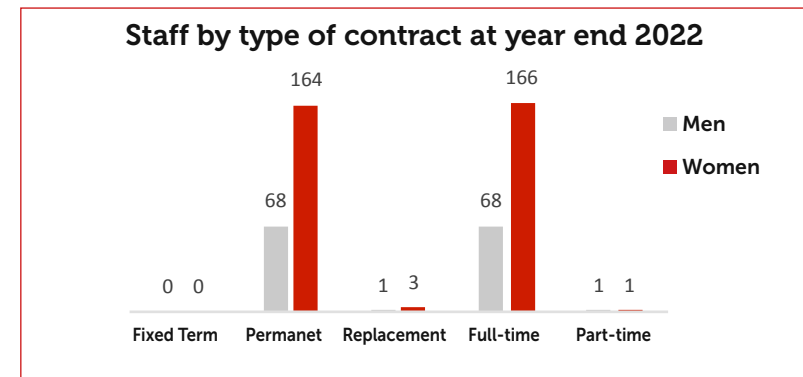
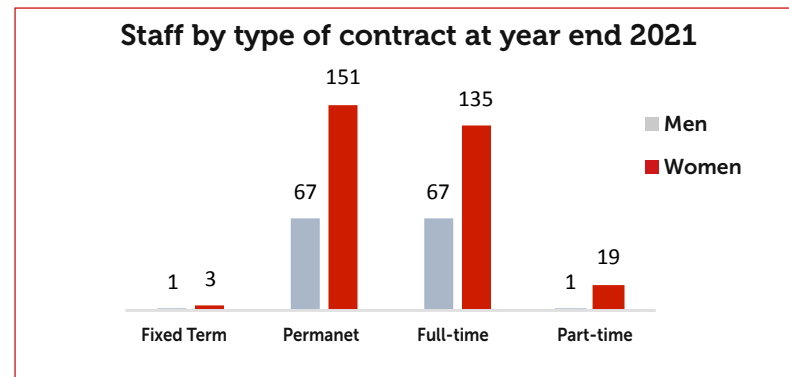
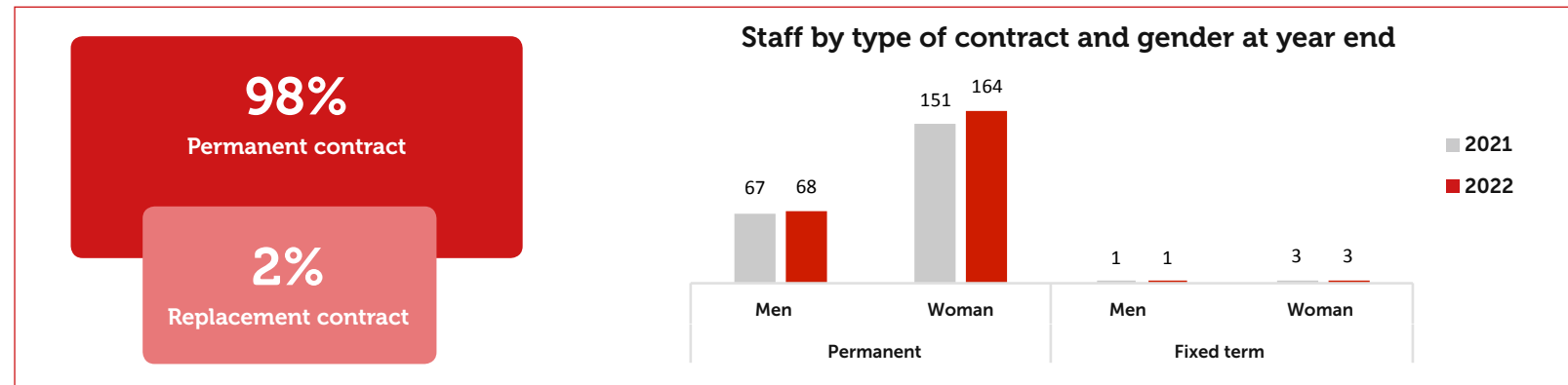
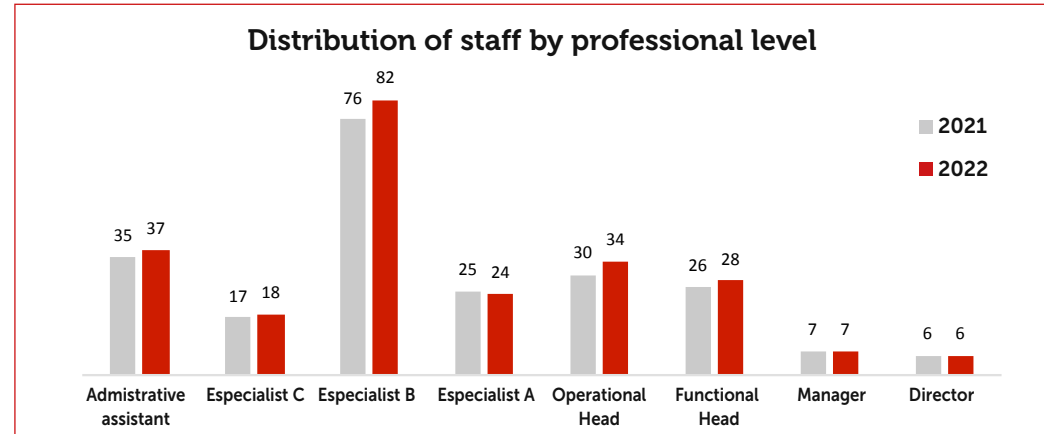
Staff by age range and gender at year end 2021



5. Creating value for the educational community

In terms of distribution by professional level, B specialists represent the largest group, comprising 35% of Macmillan Education Iberia's staff, followed by administrative assistants, who represent 16% of the total.

The company is committed to offering stable employment, where 98% of its contracts are permanent and 99% are full-time.



\*For part-time work, we report reductions of working hours for legal guardianship.

5. Creating value for the educational community

The average number of employees was 243 people in 2022 (235 in 2021). A breakdown of the average number of employees based on type of contract and employment, gender and age group over the last two years is provided below:

	2021				Total
	Fixed Term		Permanent		
	Full-time	Part-time	Full-time	Part-time	
<b>Men</b>	<b>3.33</b>	<b>0.00</b>	<b>70.67</b>	<b>1.00</b>	<b>75.00</b>
Administrative assistant	1.08		6.42		7.50
C Specialist			2.08		2.08
B Specialist	2.25		28.25		30.50
A Specialist			7.00		7.00
Operational Head			11.25		11.25
Functional Head			6.67	1.00	7.67
Manager			4.00		4.00
Director			5.00		5.00
<b>Women</b>	<b>4.34</b>	<b>0.59</b>	<b>134.49</b>	<b>20.58</b>	<b>160.00</b>
Administrative assistant	1.67	0.42	23.58	5.00	30.67
C Specialist	0.42		11.58	2.75	14.75
B Specialist	2.25	0.17	44.50	4.00	50.92
A Specialist			15.25	2.83	18.08
Operational Head			17.08	3.00	20.08
Functional Head			16.50	3.00	19.50
Manager			3.00		3.00
Director			3.00		3.00
<b>Overall total</b>	<b>7.67</b>	<b>0.59</b>	<b>205.16</b>	<b>21.58</b>	<b>235.00</b>

	2022						Total
	Fixed Term		Permanent		Replacement		
	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	
<b>Men</b>	<b>2</b>	<b>0</b>	<b>65</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>69</b>
Administrative assistant	2		7		1		10
C Specialist			2				2
B Specialist			25				25
A Specialist			8				8
Operational Head			10				10
Functional Head			6	1			7
Manager			4				4
Director			3				3
<b>Women</b>	<b>8</b>	<b>1</b>	<b>159</b>	<b>2</b>	<b>4</b>	<b>0</b>	<b>174</b>
Administrative assistant	7	1	27		2		37
C Specialist	1		15		1		17
B Specialist			48	1	1		50
A Specialist			18	1			19
Operational Head			23				23
Functional Head			22				22
Manager			3				3
Director			3				3
<b>Overall total</b>	<b>10</b>	<b>1</b>	<b>224</b>	<b>3</b>	<b>5</b>	<b>0</b>	<b>243</b>

5. Creating value for the educational community

	2021			
	Fixed Term		Permanent	
	Full-time	Part-time	Full-time	Part-time
<b>Men</b>	<b>3.33</b>	<b>0.33</b>	<b>70.58</b>	<b>1.00</b>
Under age 30			0.83	
30-50 years old	1.83	0.33	44.08	0.08
Over age 50	1.50		25.67	0.92
<b>Women</b>	<b>4.58</b>	<b>0.44</b>	<b>133.67</b>	<b>20.75</b>
Under age 30	0.33	0.44	1.67	
30-50 years old	3.25		93.50	18.58
Over age 50	1.00		38.50	2.17
<b>Overall total</b>	<b>7.91</b>	<b>0.77</b>	<b>204.25</b>	<b>21.75</b>

	2022						Total
	Fixed Term		Permanent		Replacement		
	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	
<b>Men</b>	<b>2</b>	<b>0</b>	<b>65</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>69</b>
Under age 30	1						1
30-50 years old	1		38		1		40
Over age 50			27	1	0		28
<b>Women</b>	<b>8</b>	<b>0</b>	<b>160</b>	<b>2</b>	<b>4</b>	<b>0</b>	<b>174</b>
Under age 30	1		5		1		7
30-50 years old	5	0	108	1	1		115
Over age 50	2		47	1	2		52
<b>Overall total</b>	<b>10</b>	<b>0</b>	<b>225</b>	<b>3</b>	<b>5</b>	<b>0</b>	<b>243</b>

In 2022, 28,448 absence hours were accounted for, compared to 18,880 hours in 2021, which represents an increase of 51% and is due to long-term absences. Absence hours correspond to common occupational contingencies and absences contemplated in the *Concilia Plan*.

5. Creating value for the educational community



## 6.2. New ways of working

“Providing greater work flexibility to improve the well-being, commitment and performance of people at Macmillan Education Iberia.”

Macmillan Education Iberia has a **Work from Home Policy** implemented at all company's work centres and complies with current Spanish legislation (Law 10/1021, of 9 July, on remote working).

The goal is to **increase flexibility** to reflect the new productive working styles that benefit from digital development, while at the same time maintaining the positive elements that exist in our business culture: collaboration, integrity, proactivity and responsibility.

In line with our commitment to the SDGs, this measure also aims to reduce the environmental impact associated with commuting from one's home to the office and promote a work-life balance.

## 6.3. Macmillan Concilia

The workplace schedule and work times have been agreed upon with the Work Council, under the Collective Agreement for Graphic Arts, Paper and Cardboard Handling, Publishing and Auxiliary Industries, to which the company belongs at the Madrid work centre. At the other centres, this is agreed upon with their respective staff.

Moreover, there is a **compensation policy for overtime hours**, a **Working from Home Policy**, a **Work-Life Balance Plan** (*Macmillan Concilia*) and we are currently working on a **digital disconnection protocol** to be launched in 2023.



*Macmillan Concilia* is the company's Work-Life Balance Plan, which responds to the desire to create a work environment that allows people to develop professionally while maintaining a good work-life balance. This Plan was designed in collaboration with the Work Council to give employees more flexibility and to foster greater commitment and responsibility, all of which leads to better results.

### Existing work-life balance measures

- Absence for accompanying family members (added to the provisions of the Agreement).
- Justified absences and corresponding days according to the causal situation.
- Births.
- Illness, surgery and death of family members.
- School events (not contemplated in the Agreement).
- Attendance of examinations for accredited and non-accredited studies (the latter is added to the provisions of the Agreement).
- Days of leave for marriage or common-law partnership.
- Unpaid leave.
- Culture of flexible hours and responsibility.
- Special schedules.
- Meetings.

*Macmillan Concilia* is a dynamic, open project just like the educational environment, and for this reason, it is reviewed twice a year. This makes it possible to consider new needs and requests by the Management Committee or the Work Council, who are committed to fulfilling the Plan in a spirit of cooperation and understanding.



## 6.4. Learning and career development

The Human Resources Area strategically fosters training for professional development, providing employees with the tools they need to successfully overcome present and future challenges that they face in their respective jobs. The Learning Plan is the vehicle for acquiring skills and that is why it is closely developed with the career plans.

The **Learning Plan** is also the result of a process of dialogue with the Work Council, which is kept alive throughout the year to keep their priorities, requests and needs up-to-date. The sources that make up the Training Plan are mainly: the strategic training lines aligned with the business objectives, the guidelines indicated by Springer Nature, the inputs from the People and Manager Area on annually detecting

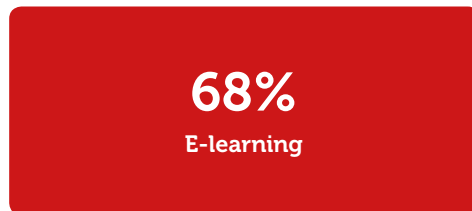
the needs of teams, and the contributions of the Workers' Committee.

The **training priorities** set for 2022 were the following:

- Innovation and market trends
- Digital transformation
- Personal and organisational technical capabilities
- Leadership and team development
- Diversity, equity and inclusion
- Well-being

In 2022, 2,971 training hours were provided, compared to 3,155 hours in 2021, which are distributed by professional level as follows:

5. Creating value for the educational community



## 6.4. Learning and career development

Professional Level	Training Hours 2021	Training Hours 2022
Administrative assistant	1,270	524
C Specialist	135	288
B Specialist	442	367
A Specialist	271	521
Operational Head	716	395
Functional Head	239	635
Manager	40	158
Director	42	83
<b>Total</b>	<b>3,155</b>	<b>2,971</b>

Professional Level	Average number of training hours 2021 <sup>5</sup>	Average number of training hours 2022 <sup>5</sup>
Administrative assistant	33.27	11.16
C Specialist	8.04	15.17
B Specialist	5.43	4.90
A Specialist	10.81	19.28
Operational Head	22.85	11.97
Functional Head	8.80	21.90
Manager	5.71	22.52
Director	5.25	13.81

<sup>5</sup> The average number of training hours was calculated based on the average number of employees.

### Career development

In 2020, the “**Job Families**” Project was implemented at Macmillan Education with its corresponding career plans for the global publishing teams (CPMO), which includes part of Macmillan Education Iberia’s staff.

Its purpose is to create a global architecture that makes it possible to organise the different jobs according to their roles and levels to allow for better understanding and visibility of the professional opportunities as well as greater transparency in appointments and promotions. Thanks to the creation of said job families, the framework of the **career plans** was established and it allows staff to set their own goals and professional trajectories in a cross-cutting and streamlined manner that is adapted to their individual needs.

Following the same job families work methodology, a career plan was launched for these areas: Sales, Marketing and Strategic Development and Operations. Thus, more than 70% of Macmillan Education Iberia’s staff had a career plan by the end of 2022. The next objective will be to successively ensure that all areas have a career plan.

Lastly, the participation of Springer Nature and, therefore, that of Macmillan Education Iberia in the **STM Programme**, a mentoring programme organised at a global level, continues to be fostered. This initiative seeks to develop publishing professionals worldwide, as well as enhance their ability to establish and expand networks of contacts in the sector through mentors and mentees.

### Performance assessment

99% of the active staff have completed their performance review process, compared to 97% last year

To drive the continuous improvement in performance and people development, Macmillan Education Iberia conducts an annual performance review process. A **two-way channel for dialogue** between managers and their teams is established through this process to assess the objectives to be attained and how they align with Springer Nature’s values and CEB’s universal competency framework.

The promotion of **diversity, equity and inclusion** is an integral part of our corporate value of Responsibility, encouraging all to play a key role in ensuring that all companies of the Springer Nature Group operate responsibly, driving sustainable progress and recognising the ideas and opinions of all.

## Diversity

Springer Nature is a diverse organisation with a wide geographical distribution and more than 10,000 employees in more than 50 countries. This is why the risks arising from matters of diversity, equity and inclusion (DEI) are critical for the Group, and Springer Nature is leading the development of a DEI strategy over the next three years.

Our **Code of Conduct**, globally defined by Springer Nature, sets out the rules and guidelines to follow so that all employees are treated fairly and with respect by their managers and colleagues.



**Springer Nature Awarded "Diversity Team of the Year" at the British Diversity Awards 2022.**

In exercising Governance at a global level, the **DEI Council** approves the internal and external strategic initiatives of diversity, equity and inclusion (DEI) and monitors the implementation of the strategy. This Council is in constant communication with the DEI work groups in each of the following divisions: Research, Education, Professional and Healthcare.

The DEI strategy includes a series of internal and external measures:

**Internally**, it includes a DEI Code of Conduct, training and learning resources, a checklist to carry out inclusive selection processes, as well as internal employee networks that bring together colleagues who share an identity or work towards a common goal.

**Externally**, each of the aforementioned divisions defines its external strategy in terms of the Marketing and Communication messages that are to be transmitted to stakeholders, as well as the DEI content that we want to include in our products and services.

## 6.5. Diversity, equity and inclusion

As for the **governance structure** relating to diversity, equity and inclusion **at the local level**, DEI is led and managed by the Sustainability and Responsible Business Committee at Macmillan Education Iberia, the body in charge of locally implementing both the external strategy defined by Macmillan Education and the internal strategy following the guidelines set by the Springer Nature Group.

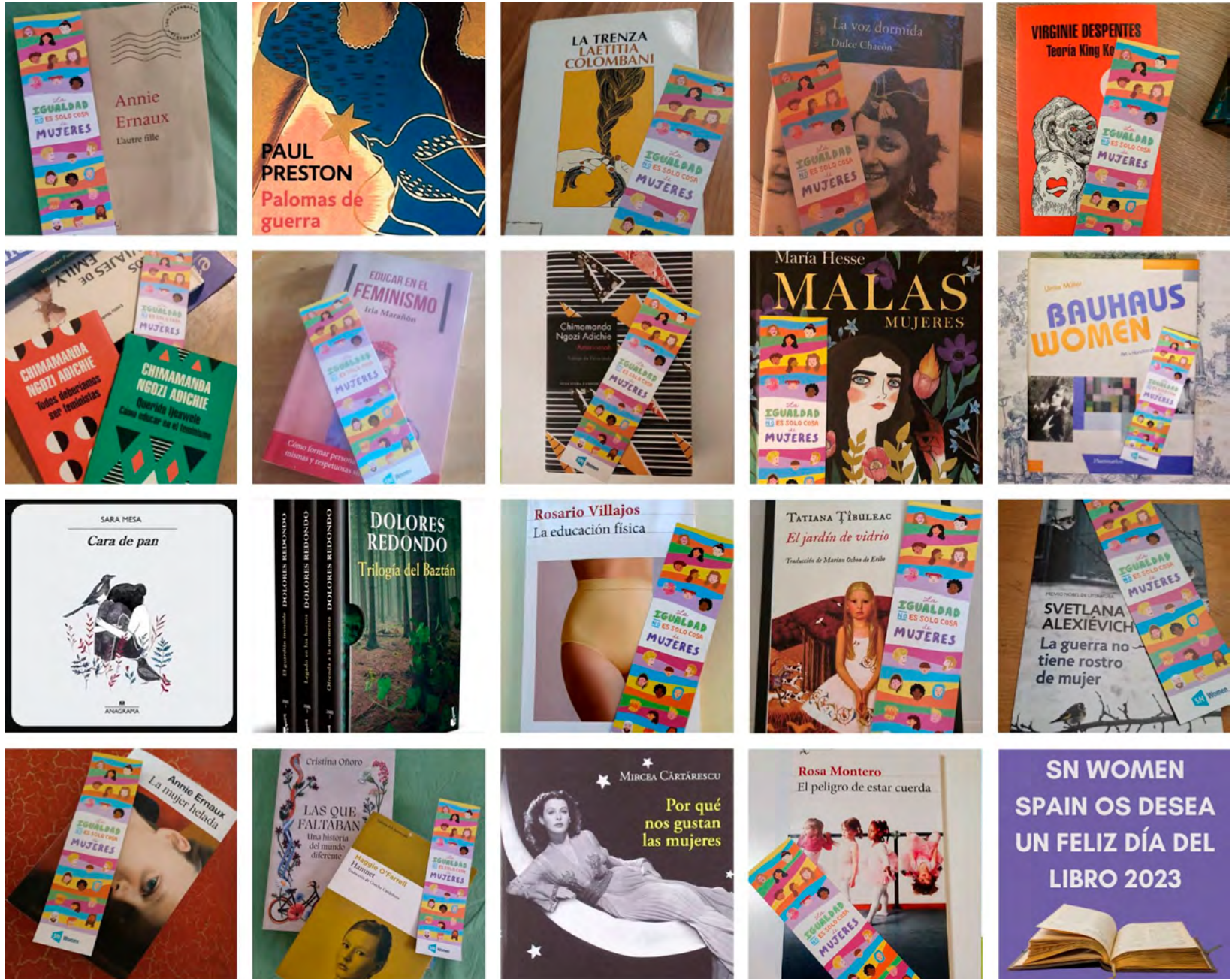
In this sense, it should be noted that in Spain we have three local employee networks: **SN PRIDE SPAIN**, which was created in 2021 to support people belonging to the LGBTIQ+ collective; and **SN WOMEN SPAIN**, launched to promote gender equality and enable women to achieve their personal and professional ambitions, and **SN D&N SPAIN**, created to support and connect people with disabilities and/or neurodiversity in the company, both of which started in 2022. Other employee networks at different Springer Nature Group locations that actively include disadvantaged groups are: SN Parents, SN Black Employee Network, SN Asians & Pacific Islanders Network, SN Latin American Network, SN Jewish Employee Network (new in 2022).



5. Creating value for the educational community

# 6.5. Diversity, equity and inclusion

5. Creating value for the educational community



SN WOMEN  
SPAIN OS DESEA  
UN FELIZ DÍA DEL  
LIBRO 2023



In 2022, Springer Nature conducted its second **global inclusion and diversity survey** to hear the staff’s opinion on this topic and work towards creating a more inclusive workplace. The results of the survey led to the development of five key initiatives that involve all the companies of the Group and, therefore, Macmillan Education Iberia:

Key initiatives	Actions that we have undertaken
<ul style="list-style-type: none"> <li>• Train employees to be inclusive within their spheres of influence</li> </ul>	<ul style="list-style-type: none"> <li>• Launch of a long-term learning experience that helps support the understanding and implementation of inclusive and integrative behaviours.</li> </ul>
<ul style="list-style-type: none"> <li>• Celebrate employee networks and network organisers</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in structural support for people working in employee networks.</li> </ul>
<ul style="list-style-type: none"> <li>• Train staff to carry out inclusive selection processes on new job boards</li> </ul>	<ul style="list-style-type: none"> <li>• Review of current hiring processes, expanding inclusive hiring practices throughout the company, including the use of diversity-focused job boards, and relaunching the DEI hiring checklist.</li> </ul>
<ul style="list-style-type: none"> <li>• Use benchmarking tools to assess our inclusion of specific groups</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of the inclusion of historically marginalised groups and guiding future actions and initiatives.</li> </ul>
<ul style="list-style-type: none"> <li>• Monitor progress</li> </ul>	<ul style="list-style-type: none"> <li>• Review of the key metrics and performance indicators, with quarterly reports.</li> </ul>

5. Creating value for the educational community

In 2022, more than 70 mentor and mentee pairs participated in **Springer Nature’s DEI mentoring programme**. This initiative was intended for groups that are underrepresented in leadership or experience lower levels of inclusion. The mentees, who identified as people of colour, LGBTQ+, disabled or neurodivergent, worked with their mentors throughout the year, focusing on professional development and growing their internal network.

Macmillan Education has developed an **external DEI strategy** to ensure that we serve our customers and communities in a fair and inclusive manner. We work to remove barriers that prevent creating, discovering, and using knowledge, and we strive for equitable learning outcomes and academic progress.

In this regard, Macmillan Education launched **Advancing Futures**, an educational programme on global citizenship, sustainability and DEI in classrooms around the world. This enables it to contribute to the Group’s ambition: helping teachers inspire the next generation and using the power of education to have a positive impact on society.

## Equality and non-discrimination

Since 2018, Macmillan Education Iberia has had a **regulation in place on the fair and respectful treatment of employees and protection against harassment**, in addition to an action procedure and an investigation protocol with a focus on preventing, detecting and responding to possible misconduct. The same setting that we wish to promote in educational centres is the one that we defend and promote within our own facilities and from our Management Board.

In 2022, efforts were made to define a specific protocol against sexual harassment and another specific protocol for gender harassment, together with updating the **Equality Plan for Women and Men** in accordance with the regulatory updates of 2022. Both will be published in 2023.

We also have a **global anti-discrimination and anti-harassment policy** and an externally managed whistleblower channel: Speak Up. This makes it possible to ensure anonymity and the proper operation of this mechanism.



In 2022, the company reviewed the job evaluation system (hereinafter SVPT), in accordance with Royal Decree 902/2020 on equal pay for men and women and analysed internal and market wage levels. This SVPT will be the basis for future wage auditing that will be carried out, as part of the updated Equality Plan.

The wage policy that will be reviewed annually by the company takes into account factors such as inflation or other external factors, but it also ensures the company's competitiveness in the job market.

5. Creating value for the educational community

Macmillan Education Iberia completed the wage register for years 2021 and 2022 in accordance with RD 902/2020.

		Average wage and wage gap in 2021		
		Men	Women	% wage gap
Under age 30	Administrative assistant	€ 19,988	€ 19,832	1%
	C Specialist		€ 35,008	-
	B Specialist	€ 26,224		-
	A Specialist		€ 24,311	-
30-50 years old	Administrative assistant	€ 21,400	€ 23,194	-8%
	C Specialist		€ 27,511	-
	B Specialist	€ 29,285	€ 30,382	-4%
	A Specialist	€ 33,543	€ 33,772	-1%
	Operational Head	€ 40,086	€ 34,179	15%
	Functional Head	€ 42,203	€ 46,412	-10%
	Manager	€ 56,762	€ 50,998	10%
	Director	€ 87,228	€ 85,189	2%
Over age 50	Administrative assistant		€ 31,523	-
	C Specialist	€ 33,411	€ 32,539	3%
	B Specialist	€ 35,388	€ 35,139	1%
	A Specialist	€ 39,031	€ 39,335	-1%
	Operational Head	€ 36,411	€ 42,892	-18%
	Functional Head	€ 48,661	€ 50,023	-3%
	Manager	€ 77,343	€ 80,269	-4%
	Director	€ 86,543	€ 101,201	-17%
<b>Total average</b>		<b>€ 38.892</b>	<b>€ 35.843</b>	<b>8%</b>

		Average wage and wage gap 2022		
		Men	Women	Wage gap
<b>Under age 30</b>	Administrative assistant		€ 22,223	--
	A Specialist		€ 30,756	-
	Operational Head		€ 30,173	-
<b>30-50 years old</b>	Administrative assistant	€ 23,248	€ 28,101	-21%
	C Specialist		€ 28,212	-
	B Specialist	€ 32,206	€ 34,907	-8%
	A Specialist	€ 35,708	€ 37,637	-5%
	Operational Head	€ 43,610	€ 38,456	12%
	Functional Head	€ 45,409	€ 49,341	-9%
	Manager	€ 62,976	€ 56,106	11%
	Director	€ 100,340	€ 98,634	2%
<b>Over age 50</b>	Administrative assistant		€ 32,841	-
	C Specialist	€ 33,919	€ 33,519	1%
	B Specialist	€ 38,980	€ 36,486	6%
	A Specialist	€ 42,455	€ 47,962	-13%
	Operational Head	€ 45,433	€ 44,376	2%
	Functional Head	€ 52,118	€ 51,828	1%
	Manager	€ 81,185	€ 88,563	-9%
	Director	€ 101,679	€ 120,973	-19%
<b>Total Average</b>		<b>€ 45,628</b>	<b>€ 42,919</b>	<b>6%</b>

\*Negative wage gap data represent a wage gap in favour of women; positive values are in favour of men.

\*The data take into account total remuneration (base salary + salary supplements).

Macmillan Education Iberia's Board of Directors is comprised of three people: two members of Macmillan Education LTD and one member of Macmillan Education Iberia. These members do not receive remuneration or allowances for undertaking these responsibilities. As of 31 December 2021 and 2022, Macmillan Education Iberia has no pension and life insurance obligations with respect to former or current members of the Board of Directors, nor does it have any obligations on their behalf by way of guarantee.

5. Creating value for the educational community

### Inclusion

In 2021, Springer Nature joined the Valuable 500 initiative, which brings together 500 executive directors of the world's leading organisations to publicly commit to promoting the inclusion of people with disabilities in their organisations. Frank Peeters (Springer Nature Group CEO) is one of those 500 directors.

Furthermore, in accordance with the **General Disability Law of Spain**, Macmillan Education Iberia's staff includes 3 people with a disability certificate and they all have a permanent contract. In addition, the alternative measures set forth in article 2 of Royal Decree 364/2005, of 8 April, were met.

The following global accessibility measures have been implemented in our offices:

- **Madrid and Barcelona:** these offices comply with the conditions of accessibility in terms of building access and mobility, as well as the width of doorways in our offices. Only the bathrooms, which belong to the building, are not adapted.
- **Bilbao:** the office complies with the conditions of accessibility in terms of doorway width; however, the building and the bathrooms are not adapted.
- **Seville, A Coruña and Valencia:** the offices and the building comply with the conditions of accessibility.

### Accessible learning

To ensure that our virtual training events are accessible to all, accessibility guidelines have been created for external collaborators who create and conduct virtual training.



Maintaining team cohesion and increasing commitment and pride of belonging is a company priority. That is why the following main **objectives of the internal communication strategy are as follows:**

- To convey the company objectives and the purpose of advancing education.
- To act as a coordination mechanism between employees and managers.
- To promote the company's values and corporate culture.
- To allow for informal interaction among employees.

Macmillan Education Iberia has several **channels, both in-person and digital, to manage internal communications:**

- **Intranet** with 3-level communication: unilateral, bilateral and multilateral (Hive).
- Routine **e-mail** announcements from the Internal Communications email address.
- Monthly **newsletters** from Macmillan Education Global and Macmillan Education Iberia.
- Monthly/bimonthly **webinars** from Macmillan Education Iberia and Macmillan Education (and Springer Nature webinars, whenever necessary).
- Physical elements (**posters, notice boards, banners, etc.**)

Other actions have also been performed with the aim of increasing staff commitment. The most noteworthy actions are:

- Well-being actions for the staff (discounts on yoga, at-home physiotherapy sessions, the "Calm" app, good practices, Employee Assistance Programme\*, etc.).
- Measures to help offset high inflation rates and their effect on the purchasing power of the staff.
- Special offers and discounts for the staff.

The **Employee Assistance Programme** offers advice and/or information and resources on emotional and financial aspects, legal matters and aspects of working life. The service is available 24/7 and it is free and confidential for the staff and their immediate family. This programme was implemented in Spain in July 2021.

### Work environment

#### The response rate for Macmillan Education Iberia was 72%

The work environment survey is directly conducted by SN Group every year through the **Pulse Survey**. In Spain, our staff was very responsive, reaching a 72% participation rate in 2022, in line with last year's participation. The staff level of satisfaction was 70% compared to 75% in 2021.

The responses are anonymous and are analysed externally to ensure objectivity and data transparency. Moreover, the results obtained serve as a basis for further internal reflection on the factors affecting the work environment, commitment and staff satisfaction.

## 6.7. Labour relations

Macmillan Education Iberia defends the right of employees to be represented. 100% of the staff are covered by the **Collective Agreement for Graphic Arts, Paper and Cardboard Handling, Publishing and Auxiliary Industries**.

The new National Agreement on Graphic Arts, Paper and Cardboard Handling, Publishing and Auxiliary Industries was published in November 2021.

Moreover, employees have legal representatives at the Madrid work centre.

At the end of 2022, the Work Council was comprised of 7 people, 5 from the CC.OO. Union (*Comisiones Obreras*) and 2 from the CGT Union (*Confederación General de Trabajadores*).



Health and safety in the work environment is a priority, which is why we promote a **culture of prevention**.

Macmillan Education Iberia's commitment is defined in its **Global Health and Safety Policy**, approved by the Springer Nature Board of Directors, and it aims to maintain the occupational health and safety conditions set out in the Code of Conduct. This policy is available on the corporate intranet.

The following **principles** are defined in the Policy:

- To implement adequate, proportional safety measures.
- To ensure the fulfilment of obligations with employees with regards to health and safety.
- To foster a safe environment, not only for employees but also for customers, contractors and suppliers.
- The adequate safety measures are specific and depend on the context of the situation, including the type of work, the number of employees that participate and the workplace.
- To encourage a proactive approach to accident reporting.

Our workplaces are mainly offices and the home of the employees if working remotely, so there is a low risk as regards physical safety and/or occupational illnesses. Possible risks may be related to accidents occurring when sales teams travel for business, when employees commute to and from the office, and from poor posture.

Preventive activity is mainly organised in collaboration with the **External Prevention Service (SPA)**, which prepares the National Prevention Plan as well as the Emergency Action Plan for each work centre.

Macmillan Education Iberia has prevention and action protocols and manuals that are available on the intranet.



To manage Health and Safety, the company selected the following specific structure to provide prevention advice and support:

- **Health and Safety Committee:** ensures compliance with the Global Health and Safety Policy at a local level through the Health and Safety Committee (CSS) of the Madrid work centre Furthermore, it is a joint body comprised of three members of the Workers' Committee and three company representatives who periodically implement corrective and/or preventive actions in this area.
- **Central Services Prevention Coordinator (Madrid):** this person assists with communication between the External Prevention Service (SPA) and the company.
- **Prevention leaders in other centres:** comprising nine people who are in contact with the prevention coordinator.
- **Rosario Pino Emergency Team:** given the number of employees in the Madrid offices, an emergency team or team of prevention leaders, people who are responsible for helping in the case of an emergency, was established. This team is made up of 17 people.

The following insurance policies are offered to promote occupational well-being: private medical insurance, train and airplane travel insurance, and group accident insurance.

### Accident rates

In 2022, there were two accidents (1 male and 1 female) representing 124 lost days, compared to one accident (1 female) in 2021, representing 129 lost days.

No fatal accidents occurred. Likewise, no cases considered to be an occupational illness occurred. Given the type of activity, there is no incidence or elevated risk of contracting occupational illnesses.

In the case of an accident, the company conducts the relevant investigation alongside the person who suffered the accident and they are sent the corresponding preventive measures to try to prevent them from being repeating. In turn, the External Prevention Service is informed and an electronic accident report is submitted to the Ministry of Labour.

## COVID-19 Management

2022 was another year marked by the pandemic, mainly during the first half of the year, which is why Macmillan Education Iberia continued to implement several measures:

- Implementation of the action protocols in the event of detecting positive cases of coronavirus and/or close contacts.
- Office capacity limits, as well as temperature monitoring and staying 1.5 metres away from others.
- Provision of face masks, sanitising gel, personal protection equipment, etc. to employees.
- A colour-coded system at all Group locations, where the percentage capacity in offices, meetings, etc. and the type of trip that can be made according to the country of origin and the destination country are identified.
- Supply of equipment necessary to work from home: laptop, screens, keyboard and mouse, headphones, office chair and compensation for the use of Internet connection.

2021		2022	
Number of infected employees	Lost Days	Number of infected employees	Lost Days
18	256	59	317

*Number of employees with cases of COVID-19 confirmed by medical testing*

5. Creating value for the educational community





## 7. Long-term relationships based on trust

“ We aim to achieve **customer satisfaction** and offer the best educational experience ”



macmillan  
education  
Iberia

# 7.1. Creating value for our customers

To strengthen our relationship with customers, clear and timely communication is key. We work to help them achieve their goals and understand their expectations.

Over the years, we have built a relationship with our clients based on trust, loyalty, effectiveness and availability, as well as with close and personalised assistance.

## Our main customers



Schools



Academies and Language Schools



Large distributors



Bookstores



End customer e-commerce

### How we create value for our customers:

- ✓ By seeking and promoting **alliances and stable relationships** with our partners in the educational community.
- ✓ By offering **solutions that make a difference** that are based on our specialisation and strong positioning in language teaching and professional development.
- ✓ By developing **sustainable projects** with high growth potential related to skills, competences and values required by the society of the future.
- ✓ By **supporting channel partners** (bookstores and distributors) to sell and distribute as effectively as possible.
- ✓ By changing the **supply chain to a more flexible model that is closer** to key markets, to shorten delivery times to our customers.

### Communication with customers

At Macmillan Education Iberia, we have several effective mechanisms that allow us to maintain adequate, clear and close two-way communication with our customers.

The main channel is our **extensive network of offices and representatives throughout Spain**, which ensures professional and personalised assistance, with Macmillan Education Iberia being the choice of both teachers and educational centres.

Beyond this, the **Market Research Team** collaborates with teachers in the research and contribution of high-quality educational materials, to ensure that the products meet the needs and expectations of teachers and students.

In 2022, approximately 29 mass online questionnaires were sent to teachers with a total of nearly 6,000 responses (34 questionnaires in 2021). The purpose of these questionnaires was to gather their feedback on our products and services, in addition to other pedagogical matters that help us define our strategy and support editorial teams in daily decision-making. Unlike the previous two years due to the pandemic, we have returned to classrooms to observe them through in-person centre visits. This has made it possible to conduct more than 43 editorial observations. As for the VIP collaborator panels, 9 projects are still ongoing in 2023.

In addition to this, we offer teachers two platforms: *Teacher's Corner* and *Advantage*, and students have the *Pupil's Corner* platform, where they can access educational materials and resources to enrich student learning inside and outside the classroom.

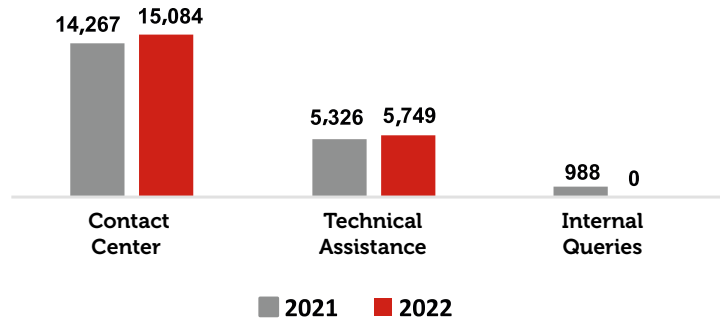
We also have a **Customer Care service** that records and manages queries and incidents over the phone and remotely (internal and external e-mail and web form).

The call centre has 2 service lines: contact centre and technical specialist service.

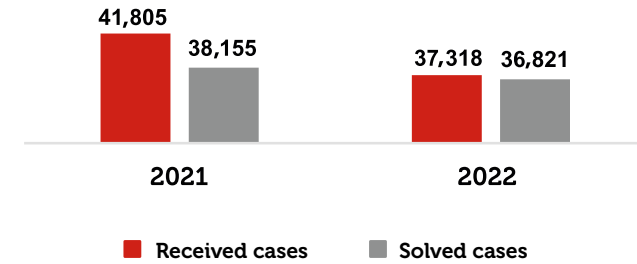
In 2022, approx 24,800 telephone calls were received, with 87.54% being answered and resolved, compared to 86% the previous year.

Of the approximately 37,000 cases received remotely, 99% were resolved, compared to 91% that were resolved in 2021. The average response time was 7.53 hours (6.80 hours in 2021).

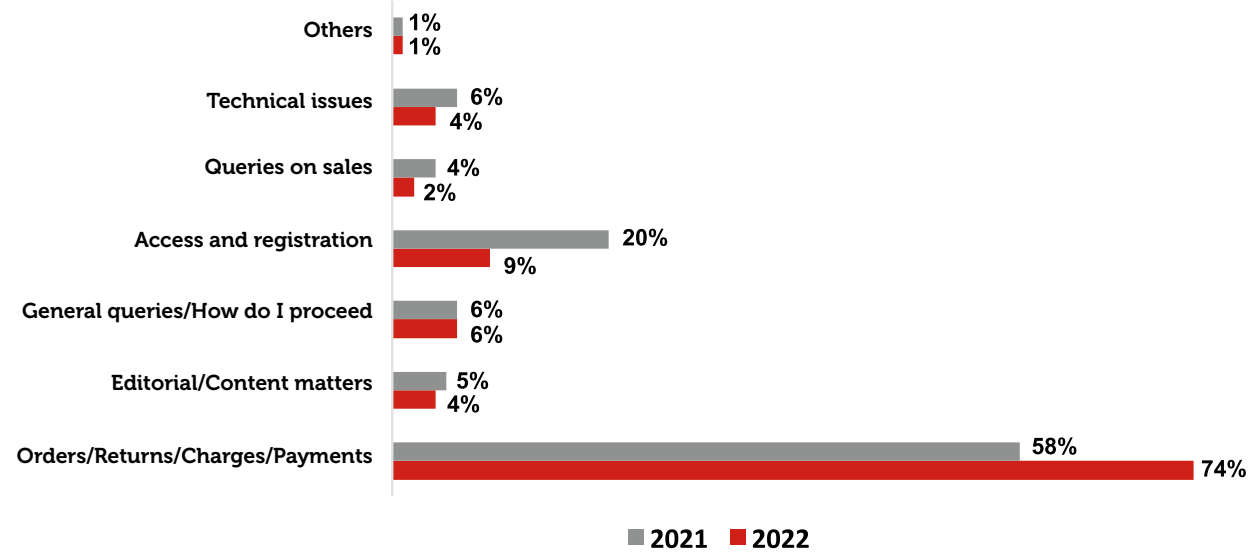
Number of received calls



Number of cases handled and resolved remotely



Type of record<sup>6</sup>



<sup>6</sup> In 2022, one (1) administrative complaint related to the return of a purchase order from the online store, was addressed.

We also continued to improve other customer communication channels, including:

- Customer Portal: to make it easier to manage use of digital products in classrooms
- The ongoing creation of content for the YouTube channel with video tutorials on the customer service channel.
- Updating of the database of customers aligned with the Macmillan Education 360 campaign and following the criteria of the commercial network, to ensure priority delivery, response to inquiries/incidents within 48 hours, and arranging appointments for technical assistance in under 48 hours.
- A new Priority service has been established to offer a more personalised service to a group of customers selected by the commercial network, creating a team of Priority agents, a Priority Mailbox, exclusive mobile lines, and the creation of a mini-site with exclusive content for a specific group of customers.

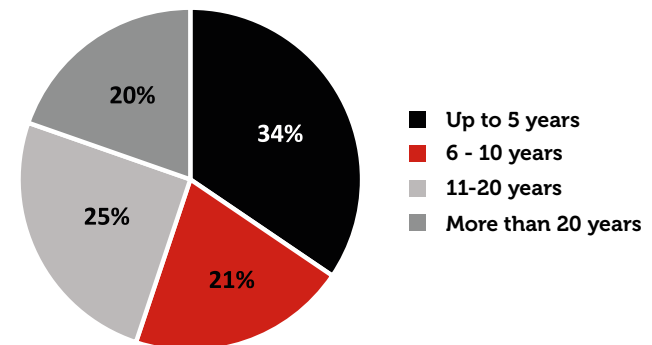
## Our customers' loyalty

Macmillan Education Iberia is proud to have the loyalty of **customers who have been working with us for more than 10 years** (46%), and who accounted for more than 55% of the company's turnover in 2022, demonstrating the trust they place in what we do and how we do it.

Aware of this vote of confidence, we work hard to respond to their needs and expectations and to strengthen the corporate relationship.

In 2022, we had more than 3,700 customers<sup>7</sup> (more than 4,000 in 2021), 34% have been with us for up to 5 years, 21% between 6 and 10 years, 25% between 11 and 20 years and 20% for more than 20 years. In this sense, 25% of the turnover in 2022 was made with customers who started working with Macmillan Education Iberia before 1999.

Loyalty of Macmillan Education Iberia's customers



<sup>7</sup> Only customers with a Macmillan Education Iberia account are considered.



### Responsible supply chain management

“At Springer Nature Group we expect that each of our suppliers, subcontractors, sales representatives, agents and other intermediaries (“Business Partners”) adhere to the same rules that we establish for ourselves.”

A competitive and robust supply chain is a priority for business sustainability. We work closely with suppliers to maximise the quality of book and educational material editing and publishing, as well as its marketing and distribution in Spain, always seeking to improve competitiveness.

Our commitment to suppliers is outlined in the **Group’s Procurement Policy** and in the **Management Guide**. The aim of this **policy** is to ensure the best value for money, minimise risks and facilitate communication and coordination among interested parties.

The **Management Guide** was developed to help Group operations, Department heads and Business unit leaders to understand the responsibilities of the Central Procurement (CP) Department and to create and implement processes within departments that seek advice from CP at the right moment during the procurement process. It was further designed to help establish procurement processes that are not subject to consolidation through CP.



The Guide establishes the following levels of accountability regarding procurement choices:

- **Procurement Council:** members oversee Springer Nature’s global procurement strategy, approve the Annual Procurement Plan, approve the strategic objectives of corporate procurement, and monitor progress, among other actions.
- **Central Procurement (CP):** this department establishes and upholds the rules and regulations governing the process for procuring the required goods and services, and it ensures the best value for money and adherence to **Employees Code of Conduct** and the **Code of Conduct for Business Partners**.

It is also responsible for defining the global procurement strategy, negotiating terms and conditions and issuing contracts with suppliers, communicating the Procurement Policy and procedural changes to interested parties, etc.

- **Local or Functional Purchasing Team:** this team is comprised of the Petitioner and their Manager. Both individuals define the specifications, performance and quality levels required.

The Annual Procurement Plan, approved by the Procurement Council, is also set forth in the Guide and the main categories of good and services are defined therein. The Annual Procurement Plan focuses on the planned objectives and the resources needed to achieve them.

Thus, the Group expects suppliers to adhere to Springer Nature’s Code of Conduct for Business Partners. Suppliers are required to comply with all legal standards and are encouraged to exceed them in the areas of human rights, work conditions, health and safety, anti-corruption and environmental protection. They are also encouraged to take measures that ensure compliance with these standards in their own supply chains.

At a local level, a stricter procedure for Macmillan Education Iberia has been developed which seeks to lower costs, improve internal management and reduce supplier-associated risks.

Since 2019, ethical clauses have been strengthened and incorporated into contracts with new business partners. Some of these clauses include the following:

- Compliance with labour, tax and occupational risk prevention obligations.
- Compliance with all applicable laws regarding anti-corruption, slavery and human trafficking issues.
- Allowing employees, workers or subcontractors access to Springer Nature’s complaint reporting platform (“Speak up”) to make it easier to report any suspected policy violation, among others.

In addition, the Springer Nature Group annually prepares the **Modern Slavery Act Statement**, a document that disseminates the actions carried out to minimise the occurrence of risks in the supply chain. The following actions were carried out in 2022:

- Publication of the new Business Partner Code of Conduct, in which the legislative and regulatory changes were updated. Likewise, a reference to the Sustainable Development Goals was included.
- Updating of training modules on supply chain management as part of the annual programme focused on value and conduct learning (in e-learning format) for all staff.
- All included partners must complete a due diligence questionnaire on modern slavery and human trafficking issues, as well as update it at least once every three years, based on the supplier's risk profile.

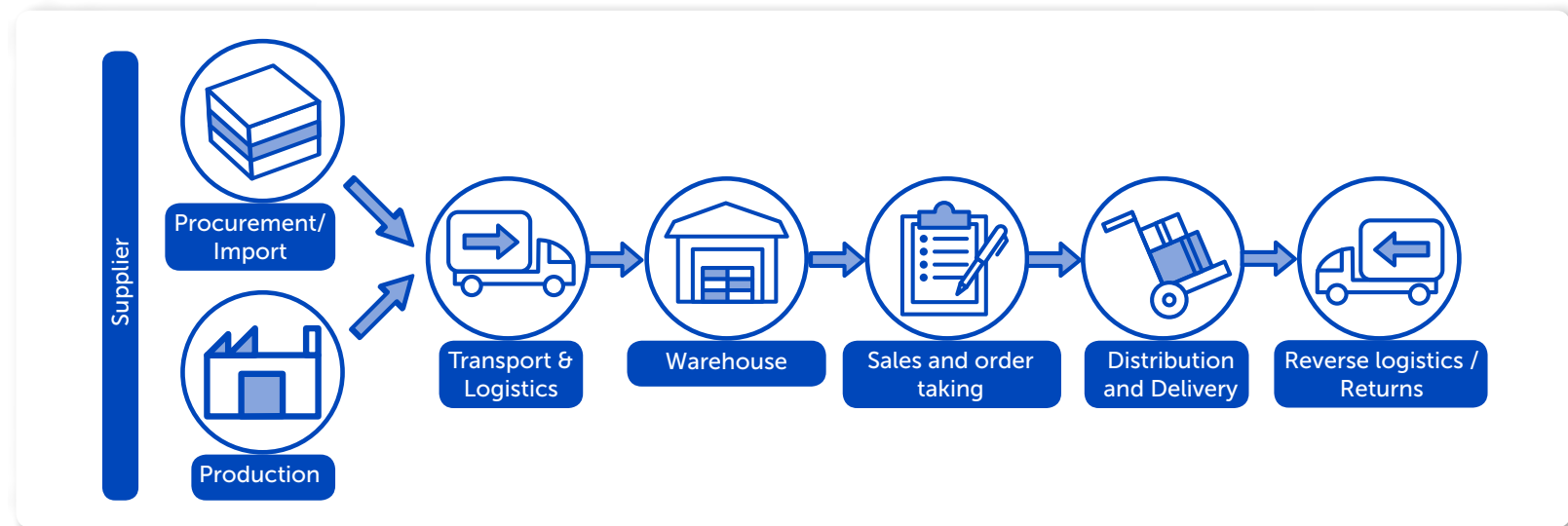
### Types of supply chain

Macmillan Education Iberia's main suppliers can be divided as follows:

- **Suppliers of direct goods and services:**
  - Editing: authors, content creators, translators, proofreaders.
  - Production: printing and paper.
  - Distribution: storage, logistics, transport and distribution.
- **Suppliers of indirect goods and services:**
  - Office space rental.
  - Suppliers of supplies and consumables.
  - Technology: hardware, software, servers, landline and mobile telephones.
  - Marketing and communication.
  - Travel and events.
  - External consultants.

92%

Spanish suppliers  
or suppliers  
belong to the  
SN Group



The following table summarises our activity in terms of supply chain:

Product / Service	Group's Companies	Partners	Macmillan Education Iberia
English (ELT)	Purchase		
French (FLE)		Purchase	
German (DaF)		Purchase	
Bilingual Curriculum (BYME)			Production
Vocational Training			Production
KIVA			Services
bMaker			Services

### Supplier selection, approval and assessment process

Macmillan Education Iberia conducts a rigorous **selection process for suppliers** in which the following aspects are assessed:

- Particular conditions and warranty terms: price, payment terms, etc.
- Product/Service: quality, adaptation to technical specifications.
- Company details: location, size, certifications, etc.
- Other aspects: response time, flexibility, Code of Conduct, etc.

Once the supplier is selected, they must undergo a **risk assessment process** via the *Springer Nature Information on Customers and Suppliers (SNICS)* tool, which is coordinated by *Springer Nature's GRC (Governance Risk and Compliance)* team. This business partner assessment and management system ensures that the standards set forth in the Code of Conduct are shared. These assessments are performed every three years.

When registering a new supplier, an initial due diligence questionnaire is conducted and according to the responses received, SNICS assigns additional questionnaires concerning risks and labour standards, anti-corruption, anti-bribery and data protection. The tool assigns a risk level, a due diligence renewal date, and records and stores the contract.

The SNICS system itself sends alerts to notify the *Compliance Officer* in the event of detecting a critical point to be clarified with the supplier.

Moreover, Springer Nature has an **audit programme** to verify whether said partners comply with the regulations and required labour standards. Although Macmillan Education Iberia is part of the scope of these audits, it is generally excluded from the audit sample carried out since it is not considered to be in a high-risk country.

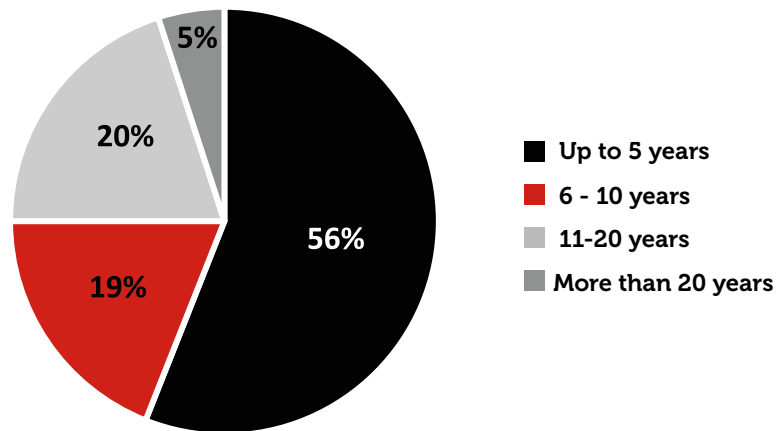
In 2022, 92% of our suppliers were Spanish or belonged to the Springer Nature Group, the same as the previous year, which minimised our exposure to occupational risks and risks related to human rights. In addition, nearly 25 suppliers were assessed through SNICS, of which 14 were classified as at risk and were assigned supplementary questionnaires concerning risks and labour standards, anti-bribery and anti-corruption, and/or data protection.

### Our suppliers' trust in us

Macmillan Education Iberia is committed to establishing lasting relationships with its suppliers, something that is reflected in the length of service of many of them. Without taking Group companies into account, 56% of suppliers have a length of service of 5 years or less. However, 50% of the turnover in 2022 was made with **suppliers** that started working with Macmillan Education Iberia before 2012, meaning that they have been **associated with the company for 10 years or more**.

The **average payment period to suppliers** was 106 days in 2022 (100 days in 2021). Such a long period originates from the fact that the average payment period to group companies was about 180 days.

Seniority of Macmillan Education Iberia's suppliers





## 8. Environmental responsibility

“ The internal **Global Environmental Policy** sets out the guidelines to be followed by the entire Springer Nature Group to reduce our environmental impact in line with our objectives. ”



macmillan  
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Iberia

# 8.1. Environmental management

Macmillan Education Iberia carries out its activity with a focus on protecting the environment and it does so by following the Springer Nature Group's guidelines, the main environmental objectives of which are the pursuit of carbon neutrality and positively contributing to the Sustainable Development Goals (SDGs), with a special focus on **Goals 13. Climate Action and 15. Life on Land**. These commitments are consistent with our Code of Conduct, the Code of Conduct for Business Partners and the sustainable business strategy.

The Springer Nature Group makes its environmental commitment known in its Global Policy, which also applies to Macmillan Education Iberia. The Policy aims to:

- Internally establish clear expectations about particularly important or significant aspects of the company's environmental impact with the goal of achieving a comprehensive and environmentally conscious decision-making process.
- Relay information to our external stakeholders about the areas that are considered the most important for taking action.

## OUR ENVIRONMENTAL POLICY IN ACTION

Minimise travelling and use greener alternatives whenever possible

Travel



Monitor water use at most sites and try to improve efficiency whenever possible

Water



Reduce energy use

Offices



Ensure the use of paper from sustainable sources

Paper



Packaging

Minimise the use of plastic packaging and try to use biodegradable materials or alternative substitutes



Supply chain

Suppliers should adhere to our Code of Conduct, which includes environmental expectations



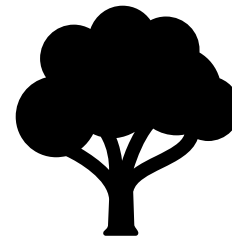
Marketing and events

Ask staff to consider sustainable supply and waste reduction



Cloud services

Strive to use suppliers that are carbon neutral or are committed to being so in 2025



## 8.1. Environmental management

In the framework of these Policies, Macmillan Education Iberia operates on the principle of precaution, identifying, assessing and managing its main environmental risks. This includes the consumption of paper, cardboard, plastic, electricity, water and natural gas, as well as the atmospheric pollution caused by the company's vehicle fleet and, to a lesser extent, business travel and product distribution.

Environmental management focuses on activity at the offices and it is implemented through several departments: Purchasing, General Services and Operations. Moreover, the Sustainability Committee contributes to promoting environmental initiatives, as well as aspects related to the carbon footprint.





“The Group is committed to using paper only from sustainable sources.”



## 8.2. Paper management in the business

The printed paper format is inherent to our business, which is why we are conscious of the need to responsibly and sustainably manage this input which has an important meaning for ecosystems and forests. All our products are printed by external suppliers, and we ask them to comply with the **Group's Paper Policy**, which complements the commitments set forth in the Code for Business Partners.

The Policy reflects the responsibility we take on when we assume that the paper we use comes from sustainable sources<sup>8</sup>. With this objective, we actively participate in the **Book Chain Project**, a tool that helps us make better purchasing decisions, changing from three separate projects (PREPS, PIPS and PRELIMS) to one single platform, which involves book and magazine publishers, print service suppliers and paper manufacturers.

Paper used at Macmillan Education must have a three- to five-star rating in the Publisher's Database for Responsible Environmental Paper Sourcing (PREPS). This database takes into account several aspects of the pulp and paper manufacturing process, forests from which raw materials originate, as well as CO<sub>2</sub> emissions and the use of water at paper mills.

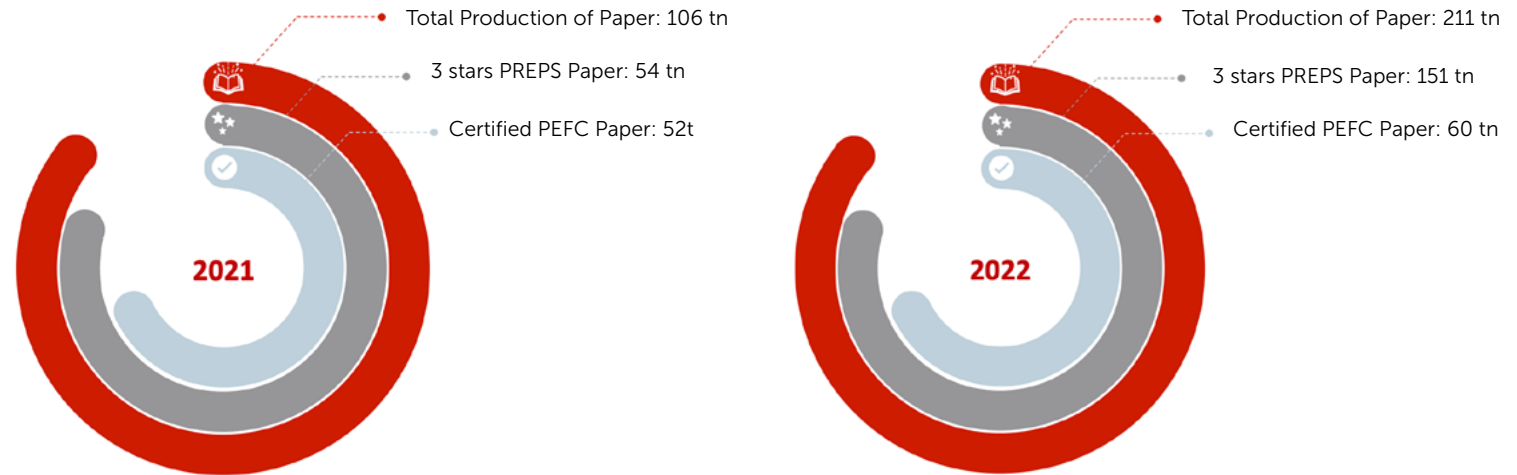
### **Book Chain Project**

Springer Nature is a member of the Book Chain Project, a joint initiative of more than 20 publishing houses, which helps publishers to understand the origins and forest management practices of wood fibre used in paper and cardboard. It also helps us to comply with safety legislation concerning chemical substances and materials used in production and it analyses the employment practices and environmental management undertaken by the printers.

<sup>8</sup> Paper with certified sustainable content, rated with 3 or 5 stars in the PREP database, whenever possible.

## 8.2. Paper management in the business

In 2022, our local production used 211 tonnes of paper, compared to 106 tonnes in 2021. 72% of this paper had a 3-star classification and 28% is PEFC-certified paper.



5. Creating value for the educational community

For our main publishing area (ELT), which we purchase from the Macmillan Education UK parent company, 3-star or 5-star PREPS paper or FSC, PEFC or SFI-certified paper is also used.

Some of the main initiatives that we continue to implement in favour of reducing paper consumption are the following:

- Our partnership with the French publisher *Maison des Langues*, which prints new books on Forest Stewardship Council (FSC)-certified paper. Furthermore, it replaces conventional paper used for communications with paper made from sugar cane.
- Our partnership with the German publishing house *Hueber*, which uses official FSC-certified paper for product packaging.
- At Macmillan Education Iberia we worked with more than 5,100 titles in print in 2022, of which 38% are in digital format.
- 46% of the new publications are in digital format.

### Other raw materials

Macmillan Education Iberia works to reduce its product packaging and use inks based on renewable raw materials, such as pigments and plant oils.

Decreasing the volume of packaged material is also a priority, without letting it affect the good quality of printed materials and the preservation of digital content.

Similarly, the following initiatives which have been added to those of past years are worth noting:

#### Locally-produced titles (vocational training)

- The plastic shrink wrap for books has been removed. The stickers that contain “scratch-offs” to find the access code to digital materials are replaced for both new titles and reprints.
- In promotional packs, plastic is replaced with cardboard boxes.
- CDs are not used for educational content for teachers and students.

#### Titles in the ELT collection

- New titles and reprints are not covered in plastic shrink wrap.
- Use of paper for wrapping CDs. In 2022, we continued to withdraw CDs, with very few that are difficult to manage remaining.

#### Titles in the French collection

- The materials used to package shipments are compostable.
- A material called *graspapier* is used for packaging and promotion materials and its production requires almost no water.
- All promotional bags are made of cloth.
- The pens are made of bamboo and comply with the REACH regulation<sup>9</sup>.

#### Titles in the German collection

- CDs are withdrawn to the extent possible.
- The packaging material is FSC-certified.

<sup>9</sup>Regulation on chemical substances in European industry.

Macmillan Education Iberia does not directly conduct any production activities, since printing, warehousing, logistics and distribution are outsourced. For this reason, resource management is focused on activity at the office.

### Circular economy

Waste management is carried out by authorised administrators and carriers. Macmillan Education Iberia has adhered to **Ecoembes's Integrated Management System (SIG)** since 2018, paying the fee corresponding to the most representative waste.

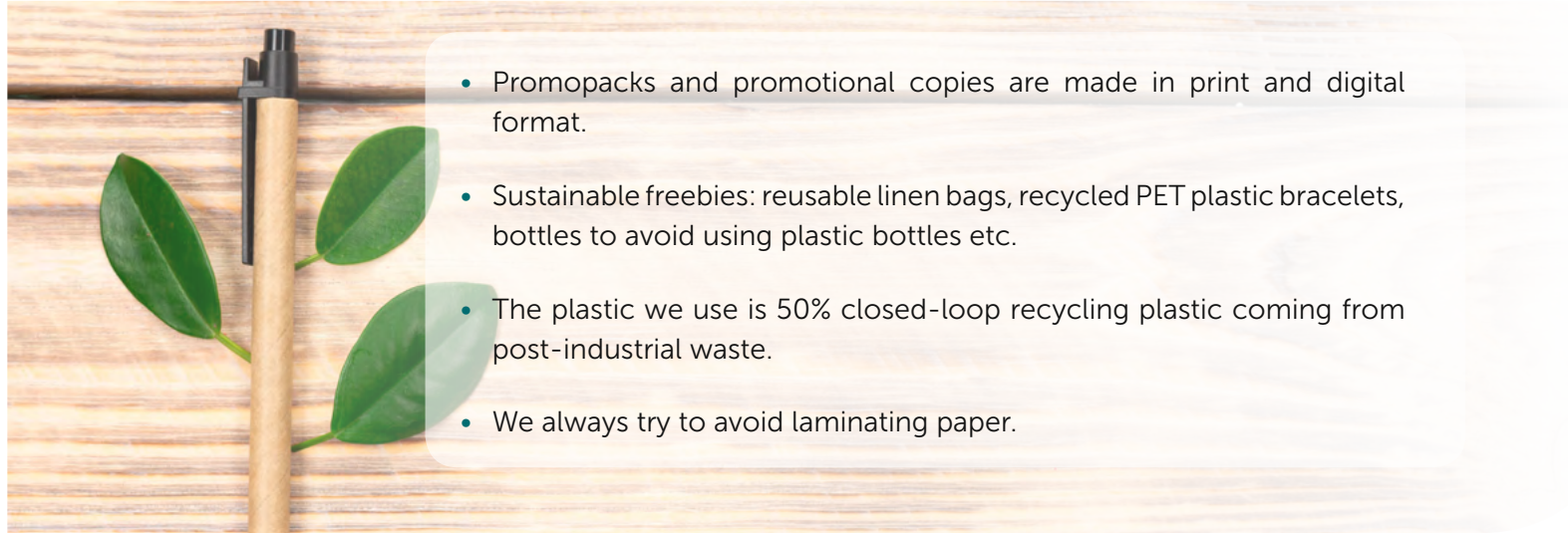
For the purpose of establishing measures that boost waste recycling, the offices have recycling waste separation bins (paper and cardboard, toners, batteries, organic waste, plastic packaging, office material and plastic caps). In addition, litter bins were removed from each of the individual desks to encourage each person to separate their waste into the appropriate bin properly.

Moreover, measures to **reduce paper printing in offices** include requiring employees to use their employee ID card to identify themselves before printing, and two-sided printing as the default setting. The signing of staff contracts and documents was made through a digital signature system (DocuSign), avoiding the printing of paper.

In 2022, 470 kg of paper were removed from our main offices (Madrid and Barcelona) for a final treatment of recycling or reusing (480 kg in 2021). In the Madrid office, 37 computers and communication devices were removed, and they were handled by managers who ensure compliance with environmental legislation on electronic waste management.



### Initiatives developed to reduce paper and plastic consumption in promotion and marketing materials



- Promopacks and promotional copies are made in print and digital format.
- Sustainable freebies: reusable linen bags, recycled PET plastic bracelets, bottles to avoid using plastic bottles etc.
- The plastic we use is 50% closed-loop recycling plastic coming from post-industrial waste.
- We always try to avoid laminating paper.

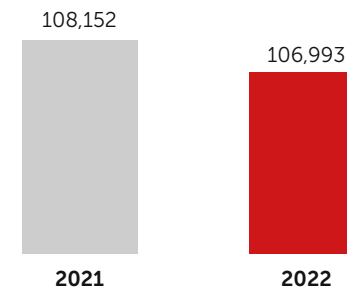
5. Creating value for the educational community

### Energy consumption

Macmillan Education Iberia works to achieve greater energy efficiency in its operations and promote the sustained use of natural resources. In this regard, its largest sources of energy consumption are controlled and monitored.

It is worth noting that electricity comes from 100% renewable energy at all offices nationwide.

#### Electricity energy consumption (kWh)<sup>10</sup>



**100%**  
electricity comes  
from renewable  
sources

<sup>10</sup> Includes offices in Madrid, Barcelona, Bilbao, A Coruña, Valencia and Seville.

## 8.4. Decisive action on climate change



“ The Springer Nature Group aims to be Net Zero in the year 2040 ”

The Springer Nature Group is committed to being **Net Zero Carbon by 2040**, including emissions generated by the value chain and in line with the criteria set out by SBTi (Science-Based Targets initiative).

Moreover, the Group considered climate risks in its corporate risk analysis, including physical risks in operations and for critical suppliers, as well as transition risks in terms of regulatory impacts and market factors.

Short-term decarbonisation objectives have been established at Group level with the aim of reducing climate impact:

- **Net Zero Objective.** Objectives based on those established in the SBTi which cover at least 95% of our scope 1 and 2 emissions and two-thirds of our scope 3 emissions in 2022.
- **People.** Breakdown of training for all employees in a three-year programme that began in 2022.
- **Offices.** Establish checklists and actions plans for green construction at the main offices in 2022, and review them every six months between 2022 and 2025. Apply space-saving strategies in all our global offices and measure the associated carbon reductions.
- **Suppliers.** Actively committed to 50% of print service suppliers and 50% of pre-print service suppliers for alignment with our 2022 sustainability objectives.
- **Products.** Provide information about recycling materials at the end of their useful, labelling new titles in our portfolio of printed books and magazines for 2025.
- **IT.** Transition of data centres towards carbon neutrality and energy efficiency, whenever possible.
- **Suppliers.** Actively engaged with 50% print suppliers and 50% pre-press suppliers to align with our sustainability goals by 2022.

### Carbon footprint

For its part, Macmillan Education Iberia calculates its carbon footprint annually, in accordance with the GHG Protocol methodology. Calculation of the footprint is a key instrument to know how operations impact climate change and to take action against them.

The emissions generated were 414.37 tonnes of CO<sub>2eq</sub> in 2022, compared to the 269.89 tonnes of CO<sub>2eq</sub> in the previous year, which represents a significant annual increase. Emissions from the last two years, however, are not considered comparable because the increase in emissions in 2022 is directly related to an upturn in activity to pre-pandemic levels.

Based on the previous premise, the following comparisons are made with respect to year 2019, the last year before the pandemic.

Emissions for year 2022 are distributed as follows:

- **Scope 1:** 192.55 tonnes CO<sub>2eq</sub>
- **Scope 2:** 0 tonnes CO<sub>2eq</sub>
- **Scope 3:** 222 tonnes de CO<sub>2eq</sub>

Scope 1 represents 46% of the emissions and Scope 3 represents the remaining 53%.



## 8.4. Decisive action on climate change

The emissions generated by Macmillan Education Iberia over the last four years are indicated below:

Based (tn CO2eq)	2019	2020	2021	2022	Variation 2019-2022
<b>Scope 1</b> Fuel consumption	<b>196.60</b>	<b>107.05</b>	<b>154.57</b>	<b>192.55</b>	-2%
<b>Scope 2</b> Electricity consumption <sup>11</sup>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	0%
Market Based	0	0	0	0	0%
Location Based	54.10	37.6	21.54	16.49	-70%
<b>Scope 3</b>	<b>354.70</b>	<b>131.55</b>	<b>115.32</b>	<b>221.81</b>	-37%
Category 1 – Purchase of goods and services	19.32	25.2	13.42	45.35	135%
Category 3 – Activities related to fuel and energy	0.87	0.56	0.70	0.45	-48%
Category 4 – Transport and Distribution	143.36	40.55	63.64	45.41	-68%
Category 6 – Business Travel	112.47	34.00	11.56	86.76	-23%
Category 7 – Employees' Commuting	78.68	31.24	26.00	43.84	-44%
<b>Emissions avoided</b> <sup>12</sup>	<b>54.10</b>	<b>37.60</b>	<b>21.54</b>	<b>16.49</b>	-70%
<b>Total</b>	<b>551.30</b>	<b>238.60</b>	<b>269.89</b>	<b>414.37</b>	-25%

**Source for emission factors:**

DEFRA (Department for Environment, Food & Rural Affairs-UK) and IEA (International Energy Agency) for Electricity Emission Factors.

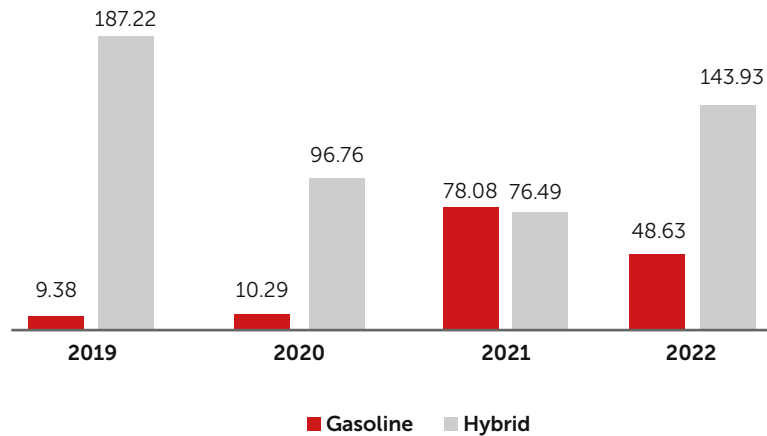
<sup>11</sup> Electricity comes from 100% renewable energy at all offices nationwide.

<sup>12</sup> Avoided emissions correspond to the consumption of electricity from 100% renewable sources.



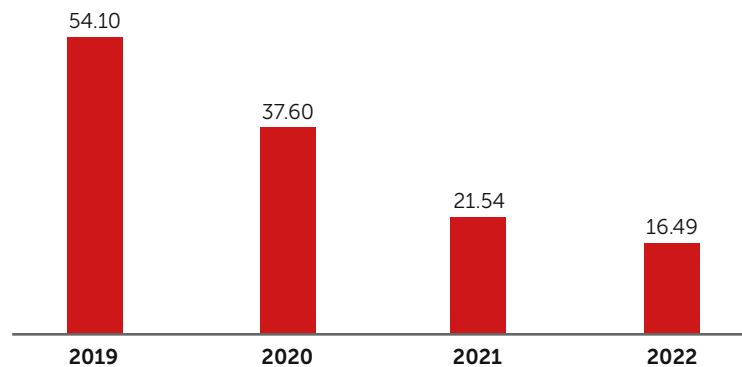
## 8.4. Decisive action on climate change

Scope 1 Emissions by fuel type (tn CO<sub>2eq</sub>)



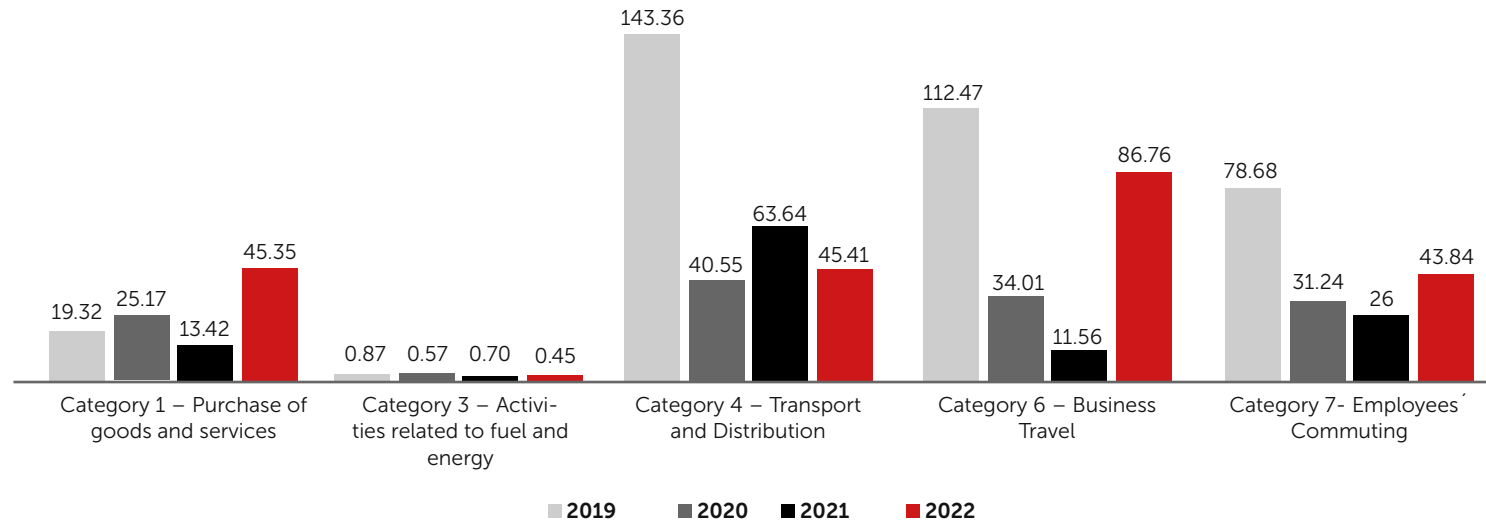
**Scope 1:** includes the consumption of the vehicle fleet, which is available to the staff to conduct their commercial activity. This fleet is made up of diesel vehicles and non-plug-in hybrid petrol vehicles. These emissions have decreased by 2% compared to 2019, in line with the volume of activity in both years.

Scope 2 Emissions Location-based (tn CO<sub>2eq</sub>)



**Scope 2:** includes the information corresponding to electricity. In 2022, we continued to use electricity from 100% renewable energy sources, meaning that we avoided emitting 16.49 tn of CO<sub>2eq</sub> into the atmosphere, such that Scope 2 emissions would be 0 tn CO<sub>2eq</sub>.

Scope 3 Emissions by category (tn CO<sub>2eq</sub>)



**Scope 3**, related to other indirect emissions, mainly includes:

- Fuel and energy-related activities at the printing press, servers and the warehouse.
- Transport and distribution of educational materials (purchase and own production).
- Business trips.
- Employee commuting, as well as employees working remotely.

Emissions from **category 1** –Purchased goods and services– have increased significantly (135%) compared to 2019. Please note that servers are neutral in carbon emissions since mid-2019.

## 8.4. Decisive action on climate change

Emissions from **category 3** –Fuel and energy-related activities, and **category 4** –Transport and distribution, have decreased 48% and 68%, respectively. The decrease in **category 3** is due to the fact that consumption and the emission factor have decreased compared to 2019. In **category 4**, the decrease is caused by the move of the warehouse from Madrid to Zaragoza at the end of 2021, so now both the printing press and the warehouse are located in Zaragoza. However, in 2019, the books from our largest publishing area (ELT) came from the warehouse located in the UK and from other printing presses located in Egypt and Singapore. In 2022 all this became concentrated in Zaragoza (Spain).

In **category 6** – Business trips, emissions decreased by 23% due to the fact that although business trips have resumed in 2022 after the pandemic, it has done so at a much lower rate than in 2019.

In **category 7** – Employee commuting, emissions dropped 44% as a result of the implementation of a hybrid work model, at home and in the office.

### Other types of pollution

Macmillan Education does not have a significant impact on the environment as a result of dumping, spills, NOx, SOx or particle emissions, light pollution or noise, such that it is not considered a material aspect.

Finally, with the aim of promoting sustainable mobility and as part of the fleet renewal programme, Macmillan Education Iberia has 48 hybrid vehicles, which represent 41% of the entire fleet. 85% of the fleet is expected to be non-plug-in hybrids by 2023.

#### A more resilient supply chain for Macmillan Education

The physical products from the largest publishing area (ELT) previously came from printing presses located in Europe and Asia. In the last two years, Macmillan Education transitioned **towards a more resilient supply chain model of regional printing and local logistics**. This is an attempt to implement a more flexible model close to key markets, thereby reducing supply times, improving customer service and reducing emissions from transport and distribution.

## Green Office Network:

This global network of employees created by the Springer Nature Group aims to involve and raise awareness among people in the organisation so that they may take actions that have a positive impact on the environment, sharing ideas and initiatives among the different offices where the Group is present.

It promotes awareness of the impacts that we generate in our offices and how we can be more environmentally responsible in our personal and professional life.

In 2022, we participated in the celebration of the Global Goals Week organised by the Springer Nature Group, focusing on the SDGs and implementing the following three initiatives aimed at employees:

- **Global SDG Impact Challenge:** It involved internal activities to raise awareness about four environmental aspects: energy, clothing, food and waste. Linked to this, the Green Office Network at Macmillan Education Iberia organised a talk on sustainable fashion with **Uttopy**, a sustainable clothing brand that supports great causes.



## 8.5. Awareness-raising initiatives



- **Giki Zero:** a virtual participation platform. Employees were invited to calculate their carbon footprint through Giki and participate in the activities suggested by the platform to reduce it.
- **SDG Hero:** Initiative that recognises colleagues who show their passion and commitment to the SDGs.

# Appendix



macmillan  
education  
Iberia

This Sustainability Report published by Macmillan Education Iberia discloses information about the company's activities and main **economic, social, governance and environmental impacts**, as well as the matters considered relevant to its main stakeholders in 2022. This Report also includes the ways in which the company supports the achievement of the United Nations' **Sustainable Development Goals (SDGs)**.

The process of writing the report followed the **Global Reporting Initiative (GRI)** international standard as a reference framework.

The scope of the information provided in this report covers Macmillan Iberia SAU, with reference being made to the Springer Nature Group or Macmillan Education when deemed appropriate. In cases where the report covers a different area, the relevant clarifications have been made.

The information contained in the report corresponds to the 2022 fiscal year, although other periods have been mentioned when the evolution of certain indicators is of interest.

## 2. Key Indicators of Interest

### Economic Figures

Economic Figures	2021	2022
Revenue (millions of €)	31.6	33

### Business figures

Titles by business line	2021	2022
English (ELT)	61%	54%
French (FLE)	4%	4%
German (DaF)	17%	16%
Vocational Training	9%	9%
BYME	9%	17%

### Compliance Figures

Compliance training	2021	2022
People who completed the Values and Conduct training courses	100%	98%

### Social Figures

- Senior Management

Board of Directors	2021	2022
<b>Total</b>	<b>3</b>	<b>3</b>
Men	2	2
Women	1	1

Management Committee <sup>1</sup>	2021	2022
<b>Total</b>	<b>9</b>	<b>9</b>
Men	6	6
Women	3	3

- Staff

Employees	2021	2022
<b>Total Staff</b>	<b>222</b>	<b>236</b>
Permanent employees	216	229
Temporary employees	4	4
Employees with disabilities	2	3

<sup>1</sup> Part of the Management Committee belong to Macmillan Education Iberia staff and part belong to Springer Nature.

Seniority of Employees	2021	2022
0 to 5 years	37%	42%
6 to 10 years	19%	16%
11 to 15 years	12%	17%
16 to 20 years	18%	13%
Over 20 years	15%	14%

Distribution by gender	2021	2022
<b>Total Staff</b>	<b>222</b>	<b>236</b>
Men	68	69
Women	154	167

Distribution by nationality (% of employees)	2021	2022
Spain	82%	82%
United Kingdom	9%	11%
Rest of Europe	6%	5%
North America	2%	1%
Latin America	1%	1%

Training	2021	2022
<b>Total Training Hours</b>	<b>3,155</b>	<b>2,971</b>
Average hours per employee	13	12
Men	18	9
Women	11	14
Scholars and student trainees	10	7

Health and safety	2021	2022
Accidents	1	2



- Suppliers

Seniority of Macmillan Education Iberia´s suppliers	2021	2022
Up to 5 years	57%	56%
6 to 10 years	19%	19%
11 to 20 years	19%	20%
Over 20 years	5%	5%

- Customers

Number of received calls	2021	2022
Contact centre	14,267	15,084
Technical service	5,326	5,749
Internal assistance	988	0

Number of cases handled and resolved remotely	2021	2022
Cases received	41,805	37,318
Cases resolved	38,155	36,821

Seniority of Macmillan Education Iberia´s customers	2021	2022
Up to 5 years	35%	34%
6 to 10 years	22%	21%
11 to 20 years	24%	25%
Over 20 years	19%	20%

- Society

Social Actions	2021	2022
Cash Donations (€)	26,525	1,375 <sup>2</sup>
Gifts in kind valued at market value(€)	8,025	1,600
Corporate volunteering (working hours plus off-hours)	57	69

### Environmental Figures

	2021	2022
<b>Paper Production</b> (Tonnes) <sup>3</sup>	<b>107</b>	<b>211</b>
Sustainably managed production paper (PEFC Certification)	52	60
Sustainably managed production paper (3 star PREPS rating)	55	151
<b>Office paper</b> - Revalued waste for recycling (Tonnes) <sup>4</sup>	0.48	0.47
<b>Energy Consumed</b> (kwh) <sup>5</sup>	<b>108,152</b>	<b>106,993</b>
Energy from renewable sources (kwh)	108,152	106,993

<sup>2</sup> It does not include neither the Christmas Gifts 2022 donation (settled in 2023) - €1,215 nor the Springer Nature Group's donation - €10,000.

<sup>3</sup> Includes the production of Vocational Training fund as well as promotion's materials for all the products and services of Macmillan Education Iberia.

<sup>4</sup> Includes offices in Madrid and Barcelona.

<sup>5</sup> Includes offices in Madrid, Barcelona, Bilbao, A Coruña, Valencia, Seville.

Greenhouse gas emissions (tn CO <sub>2</sub> equivalent) <sup>6</sup>	2021	2022
<b>Scope 1</b>		
Fuel consumption	<b>154.57</b>	<b>192.55</b>
<b>Scope 2</b>		
Electricity consumption <sup>7</sup>	<b>0</b>	<b>0</b>
Market Based	0	0
Location Based	21.54	16.49
<b>Scope 3</b>	<b>115.32</b>	<b>221.81</b>
Category 1 – Purchase of goods and services <sup>8</sup>	13.42	45.35
Category 3 – Activities related to fuel and energy	0.70	0.45
Category 4 – Transport and Distribution	63.64	45.41
Category 6 – Business Travel	11.56	86.76
Category 7- Employees´ Commuting	26.00	43.84
<b>Avoided emissions <sup>7</sup></b>	<b>21.54</b>	<b>16.49</b>
<b>Total</b>	<b>269.89</b>	<b>414.37</b>

<sup>6</sup> GHG emissions: ByME is not included as it is a separate legal entity from Macmillan Education Iberia.

<sup>7</sup> Electricity comes from 100% renewable energy at all offices nationwide.

<sup>8</sup> Includes warehouse, logistics and printing services. The IT servers have been carbon neutral since mid-2019.

Content of the Responsible Business Report 2022	Materiality	Page or section of the report containing the response	Reporting criteria: GRI
<b>General information</b>			
A brief description of the business model, including its business environment, organisation and structure	Material	5-8 59-64 110	GRI 2-1 GRI 2-6
Markets in which it operates	Material	5-8	GRI 2-1 GRI 2-6
Objectives and strategies of the organisation	Material	12-13	GRI 3-3
Main factors and trends that may affect its future evolution	Material	14	GRI 3-3
Reporting framework used	Material	109	GRI 1
Principle of materiality	Material	23-24	GRI 3-1 GRI 3-2
<b>Environmental matters</b>			
<b>Management approach:</b> description and results of the policies related to these matters, as well as the main risks related to these matters linked to the group's activities	Material	95-108	GRI 3-3
<b>Detailed overview</b>			
Detailed information on the current and foreseeable effects of the company's activities on the environment and, where appropriate, on health and safety	Material	95-96	GRI 3-3
Environmental assessment or certification procedures	Material	96	GRI 3-3
Resources dedicated to environmental risk prevention	Material	7 people	GRI 3-3
Implementation of the precautionary principle	Material	96	GRI 3-3
Amount of provisions and guarantees for environmental risks	Non-material	Not applicable	GRI 3-3
<b>Pollution</b>			
Measures to prevent, reduce or address emissions that seriously affect the environment; taking into account any form of activity-specific air pollution, including noise and light pollution	Material	102-107	GRI 3-3

5. Creating value for the educational community

Content of the Responsible Business Report 2022	Materiality	Page or section of the report containing the response	Reporting criteria: GRI
<b>Circular economy and waste prevention and management</b>			
Measures relating to prevention, recycling, reuse, other forms of recovery and waste disposal	Material	97-100, 108	GRI 3-3
Actions to end food waste	Non-material		
<b>Sustainable use of resources</b>			
Consumption of raw materials and measures taken to improve the efficiency of their use	Material	98-101	GRI 3-3 GRI 301-1 GRI 301-2
Direct and indirect energy consumption	Material	101	GRI 302-1
Measures taken to improve energy efficiency	Material	102-103	GRI 3-3
Use of renewable energy	Material	101, 104-105	GRI 302-1
<b>Climate change</b>			
Greenhouse gas emissions generated as a result of the company's activities, including the use of the goods and services it produces	Material	103-104, 115	GRI 3-3 GRI 305-1 GRI 305-2 GRI 305-3
Measures taken to adapt to the consequences of climate change	Material	21,102	GRI 3-3
Reduction targets established voluntarily in the medium and long term to reduce greenhouse gas emissions and the means implemented for this purpose	Material	102	GRI 3-3 GRI 305-5
<b>Biodiversity protection</b>			
Measures taken to preserve or restore biodiversity	Material	96-97	GRI 3-3
Impacts caused by activities or operations in protected areas	Material	96-97	GRI 3-3

Content of the Responsible Business Report 2022	Materiality	Page or section of the report containing the response	Reporting criteria: GRI
<b>Social and staff matters</b>			
<b>Management approach:</b> description and results of the policies related to these matters, as well as the main risks related to these matters linked to the group's activities	Material	59-82	GRI 3-3
<b>Employment</b>			
Total number and distribution of employees by country, gender, age and occupational classification	Material	59-61	GRI 2-7 GRI 405-1
Total number and distribution of employment contract modalities and annual average of permanent contracts, fixed-term contracts and part-time contracts by gender, age and occupational classification	Material	62-64	GRI 2-7 GRI 405-1
Average wage and its evolution broken down by gender, age and professional level or equal value	Material	75-76	GRI 3-3
Salary gap, the wages of equal or average jobs in the company	Material	75-76	GRI 3-3 GRI 405-2
Average wage for directors and executives, including variable remuneration, allowances, indemnities, payment to long-term savings pension systems and any other perception broken down by gender	Material	75-76	GRI 3-3
Implementation of policies on workers' right to disconnect	Material	65-66	GRI 3-3
Number of employees with disabilities	Material	77	GRI 3-3
<b>Work organisation</b>			
Organisation of working time	Material	65	GRI 3-3
Number of absence hours	Material	64	GRI 3-3
Measures aimed at facilitating the enjoyment of a work-life balance and fostering the joint responsibility of both parents	Material	65-66	GRI 3-3

Content of the Responsible Business Report 2022	Materiality	Page or section of the report containing the response	Reporting criteria: GRI
<b>Health and safety</b>			
Occupational health and safety conditions	Material	80-81	GRI 403-2 (2018) GRI 403-3 (2018) GRI 403-6 (2018)
Occupational accidents, in particular their frequency and severity, as well as occupational illnesses; broken down by gender	Material	81	GRI 403-9 (2018) GRI 403-10 (2018)
<b>Social relationships</b>			
Organisation of social dialogue including procedures for informing, consulting and negotiating with staff	Material	79	GRI 3-3
Percentage of employees covered by collective agreement by country	Material	79	GRI 2-30
Balance of collective agreements, particularly in the area of occupational health and safety	Material	79	GRI 3-3
Company mechanisms and procedures to promote the involvement of employees in company management, in terms of information, consultation and participation	Material	28, 79	GRI 3-3
<b>Training</b>			
Policies implemented in the area of training	Material	67	GRI 3-3
Total number of training hours by professional level	Material	68	GRI 404-1
<b>Universal accessibility</b>			
Universal accessibility for people with disabilities	Material	77	GRI 3-3

5. Creating value for the educational community

Content of the Responsible Business Report 2022	Materiality	Page or section of the report containing the response	Reporting criteria: GRI
<b>Equality</b>			
Measures taken to promote equal treatment and equal opportunities between women and men	Material	70-73	GRI 3-3
Equality plans, measures taken to promote employment, protocols against sexual and gender-based harassment	Material	74	GRI 3-3
Policy against all types of discrimination and, where appropriate, diversity management	Material	70	GRI 3-3
<b>Respect for Human Rights</b>			
<b>Management approach:</b> description and results of the policies related to these matters, as well as the main risks related to these matters linked to the group's activities	Material	42	GRI 3-3
<b>Implementation of due diligence procedures</b>			
Implementation of due diligence procedures in the area of human rights and preventing risks of human rights violations and, where appropriate, measures to mitigate, manage and address possible abuses committed	Material	42	GRI 2-23
Reports of cases concerning human rights violations	Material	42	GRI 3-3
Measures implemented to promote and comply with the provisions of the fundamental ILO conventions related to respect for freedom of association and the right to collective bargaining; the elimination of discrimination in respect of employment and occupation; the elimination of forced or compulsory labour; the effective abolition of child labour	Material	39, 42	GRI 3-3
<b>Fight against corruption and bribery</b>			
<b>Management approach:</b> description and results of the policies related to these matters, as well as the main risks related to these matters linked to the group's activities	Material	38-42	GRI 3-3
Measures taken to prevent corruption and bribery	Material	41-42	GRI 3-3 GRI 2-23 GRI 2-26 GRI 205-2

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Content of the Responsible Business Report 2022	Materiality	Page or section of the report containing the response	Reporting criteria: GRI
Measures to fight money laundering	Material	39	GRI 2-23 GRI 2-26
Contributions to foundations and non-profit entities	Material	43	GRI 3-3
<b>Information about society</b>			
<b>Management approach:</b> description and results of the policies related to these matters, as well as the main risks related to these matters linked to the group's activities	Material	45-57	GRI 3-3
<b>Company commitments to sustainable development</b>			
The impact of the company's activity on employment and local development	Material	45-51	GRI 3-3
The impact of the company's activity on local populations and the land	Material	45-51	GRI 3-3
Relationships maintained with players in the local communities and the modalities of dialogue with them	Material	26-27	GRI 2-29
<b>Outsourcing and suppliers</b>			
Inclusion of social, gender equality and environmental matters in the purchasing policy	Material	88-89	GRI 3-3
In relationships with suppliers and subcontractors, consideration of their social and environmental responsibility	Material	89,92	GRI 2-6 GRI 308-1
Monitoring systems and audits and their results	Material	92	GRI 2-6
<b>Consumers</b>			
Measures for consumer health and safety	Material	84	GRI 3-3
Complaint systems, complaints received and their resolution	Material	85-86	GRI 3-3
<b>Tax information</b>			
Profits obtained country by country	Material	43	GRI 207-4
Income tax paid	Material	43	GRI 207-4
Public subsidies received	Material	43	GRI 201-4

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