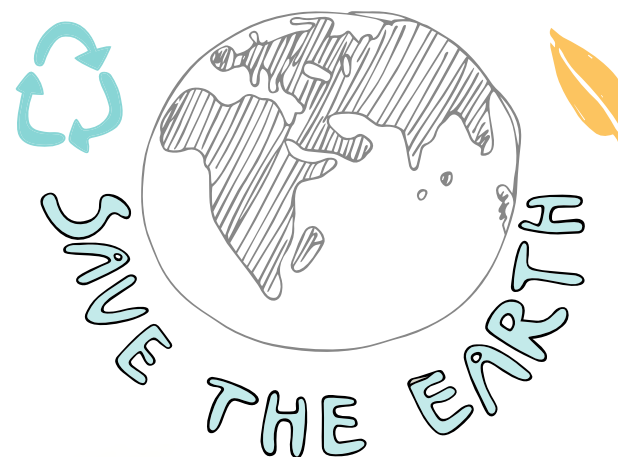


# CORPORATE SOCIAL RESPONSIBILITY

GREDOS SAN DIEGO COOPERATIVE



2019 2020





CSR REPORT  
Gredos San Diego Cooperativ 2019/20

GSD

# A SOCIALLY RESPONSIBLE INSTITUTION

GSD

## GREDOS SAN DIEGO - A SOCIALLY RESPONSIBLE INSTITUTION

\_ GREDOS SAN DIEGO CORPORATE SOCIAL RESPONSIBILITY REPORT 2019/2020

\_ GSD'S STATEMENT AS A SOCIALLY RESPONSIBLE INSTITUTION

\_ GSD: QUALITY AND SOCIALLY RESPONSIBLE EDUCATION

Gredos San Diego, S. Coop. Mad., (hereinafter, "GSD") has made a commitment to work towards managing the company in a socially responsible way. GSD provides quality education that favors the transfer of social and environmental values so as to have socially responsible citizens.

This commitment is related with the participatory principals of a worker cooperative and is reflected in good corporate governance, transparency in management, and through our different stakeholders. Likewise present is the improvement of employee relationships, support for gender equality and equal opportunities, respect for diversity and the inclusion of people with disabilities and at risk of social exclusion, support for social projects to improve the lives of those most in need, and environmental advocacy and education.

In our cooperative company strategy, the mission, vision, and values are in line with the characteristics of a socially responsible company.

As a company that is mainly dedicated to education, we share the recommendation made by the European Commission in its recent Communication on CSR dated 25 October 2011, **for the period 2011-2014, where it stated that:**

*"The further development of CSR requires new skills as well as changes in values and behavior. Member States can play an important role by encouraging education establishments to integrate CSR, sustainable development, and responsible citizenship into relevant education curricula, including at secondary school and university level."*

Likewise, GSD would like to reiterate its commitment to continue developing socially responsible company policies. To that end, the cooperative continues to be adhered to the United Nations Global Compact, as the principles that it includes on human rights, labor rights, environmental matters, and anti-corruption measures are values that our company wants to have present in its daily operations.

Thus, GSD is committed to the 2030 Agenda for Sustainable Development adopted at the United Nations General Assembly in September 2015 and, therefore, to the achievement of the **17 Sustainable Development Goals (SDGs)** to *"end poverty, protect the planet, and ensure prosperity for all as part of a new sustainable development agenda."*



Mr . Javier Martinez Cuaresma  
Governing Council Chair

Mr Jorge de la Calle Martin  
Managing Director

# A SOCIALLY RESPONSIBLE INSTITUTION



## FRAMEWORK FOR GSD'S CURRENT CORPORATE SOCIAL RESPONSIBILITY REPORT

GSD, as a European company with over 1,000 employees, including co-owners and hired workers, chooses to follow the European Commission's recommendation, made in its Communication on CSR of October 25, 2011, where it proposes:

To monitor the commitments made by European enterprises with more than 1,000 employees to take account of internationally recognized CSR principles and guidelines, and take account of the ISO 26000 Guidance Standard on Social Responsibility in its own operations.

In May 2012, GSD adhered to the United Nations Global Compact and has since presented annual progress reports, documents which have been the **GSD CSR Reports** adopted at the General Assembly of Cooperative Members. The latest progress report is the CSR Report for the 2019/2020 academic year adopted at the General Assembly of Members in February 2021.

The GSD CSR Report follows the guidelines set forth in the ISO 26000 guide on social responsibility, adapting the subjects included in that guide to aspects of GSD's own activity and the geographical scope in which it operates.

Similarly, the GSD CSR report looks at the actions that the cooperative has been taking to promote, to the extent possible, the achievement of the **17 Sustainable Development Goals set forth in the 2030 Agenda**, approved by the United Nations General Assembly of September 2015.

Although Law 11/2018, of December 28, 2018 amending the Commercial Code, the revised Capital Companies Law approved by Legislative Royal Decree 1/2010, of July 2, 2010 and Audit Law 22/2015, of July 20, 2015, as regards non-financial information and diversity, affects certain capital companies and not cooperatives, at GSD cooperative, we consider it important to provide information on non-financial and diversity aspects. And so, in the GSD CSR report various actions are related to the different **indicators presented in the Global Reporting Initiative (GRI)**.



# A SOCIALLY RESPONSIBLE INSTITUTION

GSD will continue to submit its CSR Report to the Social Responsibility Portal of the Ministry of Labor, Migrations, and Social Security. It has done so since the latter was created, and the last four reports have been published so far, having received a "Resolution of Recognition" from the Ministry.



The current GSD Report takes into account the situation produced by the COVID-19 pandemic. The lockdown measures, with different levels of mobility restrictions for people and businesses, have significantly affected the GSD Cooperative's operations and the social activities that had been being done in prior school years. Nevertheless, it has also made it possible to rethink actions alleviating the negative effects of the pandemic, helping our students, reducing the negative effects for co-owners and hired workers and promoting solidarity actions aimed at the most needy. Throughout this CSR Report, in each of the sections, the socially responsible practices carried out can be observed.



# A SOCIALLY RESPONSIBLE INSTITUTION



# GSD

## GSD'S PROFILE AS A SOCIALLY RESPONSIBLE INSTITUTION

### GSD, A WORKERS' COMPANY

GSD states in its Bylaws that it **"aims to maintain, improve, and continue to create, first and foremost for its partners, cooperative jobs in its own teaching campuses."**

It is a cooperative of education workers in which the vast majority of the teachers and administration and service staff are cooperative partners and therefore owners of the company.

Its configuration as a worker cooperative makes GSD a company with a high level of worker participation in corporate decisions.

The co-owners make up the General Assembly, the company's top decision-making body, and choose from among themselves the members of the Governing Council, the administrative and decision-making body, and the representative of the cooperative enterprise.

GSD also has a Managing Director, appointed by the Governing Council, who is a worker-partner in the cooperative (which is not a condition that necessarily needs to be met) and who manages the company's strategic plan, which is also approved at General Assembly.

As for non-partners, they have their own representation systems: trade unions, work councils, and trade union delegates (*GRI Indicator 407: Freedom of Association and Collective Bargaining*).

After a period of time, they may choose to become co-owners, once their incorporation is approved by the Governing Council.

Of the **1,827** GSD works on average in the 2019-2020 academic year, **1,052** are **cooperative members**.  
The vast majority of workers are owners of the company.



# A SOCIALLY RESPONSIBLE INSTITUTION



## TEACHING AND SERVING 13,776 STUDENTS

GSD's activity is centered on education. The cooperative is authorized to teach official programs in Preschool Education, Primary Education, Compulsory Secondary Education, Baccalaureate, with the modality of International Baccalaureate, Dual Diploma and Vocational Training, both face-to-face and online, with a specific commitment to Dual Vocational Training, as well as Art, Music, and Sports, all of them official in nature.

It is worth noting the significant growth over time in the number of GSD students. When comparing the 2019/2020 school year to the 2011/2012 school year (GSD's first CSR Report), we may note that while student growth in the Community of Madrid was 10.08% and in concerted education 12.18%, GSD experienced a growth of 24.89%.

It should be noted that with the social situation caused by COVID-19, GSD has increased its number of students – something which is proof of the degree of satisfaction of families.



No. of Students	Community of Madrid	Concerted Schools	GSD Schools
11/12 School Year	1,114,821	327,572	10,695
12/13 School Year	1,127,269	335,931	11,828
13/14 School Year	1,137,322	339,144	12,100
14/15 School Year	1,144,922	342,625	12,195
15/16 School Year	1,159,653	350,016	12,606
16/17 School Year	1,172,769	354,917	12,823
17/18 School Year	1,195,810	360,384	13,064
18/19 School Year	1,213,539	364,558	13,197
19/20 School Year	1,227,255	367,471	13,358

In the last 8 school years, the **number of students** at GSD **increased** by **24.89%**.

A percentage 2.4 times higher than the percentage of student growth in the Community of Madrid.

# A SOCIALLY RESPONSIBLE INSTITUTION



It is worth noting that in 2018, a new GSD educational center opened in Costa Rica, and it had 458 students for the 2019 school year.

GSD schools are secular, and their goal is to promote tolerance and freedom of ideas, instilling educational values based on respect for human dignity, promoting interest in the knowledge of other realities, the discovery of the world and study, both in the scientific and humanistic fields, and educating with the values of a socially responsible citizenship.

The economic regime is educational subsidy from ages 3 to 16, and private funding for the first three years of Preschool Education, the Baccalaureate, and higher education vocational training programs. GSD schools are bilingual (Spanish-English) from the age of 3, and incorporate a second foreign language in Primary Education, complementing the approach with a humanistic background, which attaches great importance to the understanding and respect for people in the global context of which we are a part, the proper use of technologies in our current society, environmental education, physical education and sport, music, and work methodologies in the classroom, such as cooperative learning. Moreover, GSD Las Suertes, GSD Las Rozas, GSD Guadarrama, and GSD Buitrago schools offer vocational training.

All centers have science labs, a library, swimming pool, indoor sports center and outdoor courts, and computers in every classroom. GSD International School in Buitrago has a dorm with a total capacity of 400 students. It offers extended hours and dining halls managed by

the cooperative itself with its own kitchens, attending to the various nutritional needs, with specific menus for students with celiac disease and allergies.

It also offers activities in the area of employment training, helping students join the job market with the help of agreements that have been signed with various companies so students may have professional internship opportunities.

During the 2019/2020 school year, 24 official Professional Certification courses have been taught to 360 jobseekers, for a total of 5,970 hours of theoretical training. These courses have internship partners in 43 companies, with 28,800 hours, which has facilitated the return of these professionals to the job market, thus providing a great social service.





# A SOCIALLY RESPONSIBLE INSTITUTION



# GSD



GSD seeks to promote the health and well-being of our students and workers, in compliance with **Goal 3** of the United Nations' SDGs: **"Ensure healthy lives and promote well-being for all at all ages."**

For GSD, nutrition education is a priority. That's why the teachers themselves share a table with the students in the dining hall. This is understood as part of the school's teaching/learning process.

GSD has implemented a **School Nutrition Plan** in its schools, focused on preventing obesity and high cholesterol, and promoting equity criteria and gender perspective.

Its key pillars are:

**Health-related factors:** It considers all health conditions that require a special diet, such as celiac disease or any type of allergy, as well as other intolerances and diseases, such as diabetes.

**Economic factors:** It provides aid for families with financial difficulties by assigning scholarships or adapting fees to their means, so that their children may access the dining service.

**Gender factors:** There are training activities that vary according to age and in which topics related to bulimia and anorexia are addressed, among others. Follow-up of students from 12 to 18 years of age who may have these types of problems, as well as those who have symptoms along these lines – in many cases collaborating in the treatment they receive from external specialists.

During the 2019/2020 academic year, GSD continued to prepare school menus in cooperation with the Spanish Society of Dietetics and Food Science (SEDCA), taking as a reference criteria for nutritional balance, the use of local foods, organic products, reduction of processed foods, elimination of saturated vegetable oils, and reduction of fried garnishes and processed desserts. Special attention is also paid to meal plans for pupils with allergies or intolerances. Moreover, we offer complete information on preparation and the ingredients used, and the menus are published monthly (*GRI Indicator 416: Customer Health and Safety*).

To ensure the highest quality, an external entity has been hired to continuously assess school menus.

GSD offers all its students a medical service in each of its schools, through the medical offices. Each office is made up of a doctor and pediatric nursing service, with the aim of monitoring students, both for specific diseases and chronic pathologies, as well as for the systematic undertaking of health checkups that are appropriate to the age of the students.

The medical office is also a fundamental tool for the monitoring and control of allergic and/or intolerant students by coordinating this important information and providing advice to the staff of the center. Training activities for parents and students are also undertaken.



# A SOCIALLY RESPONSIBLE INSTITUTION



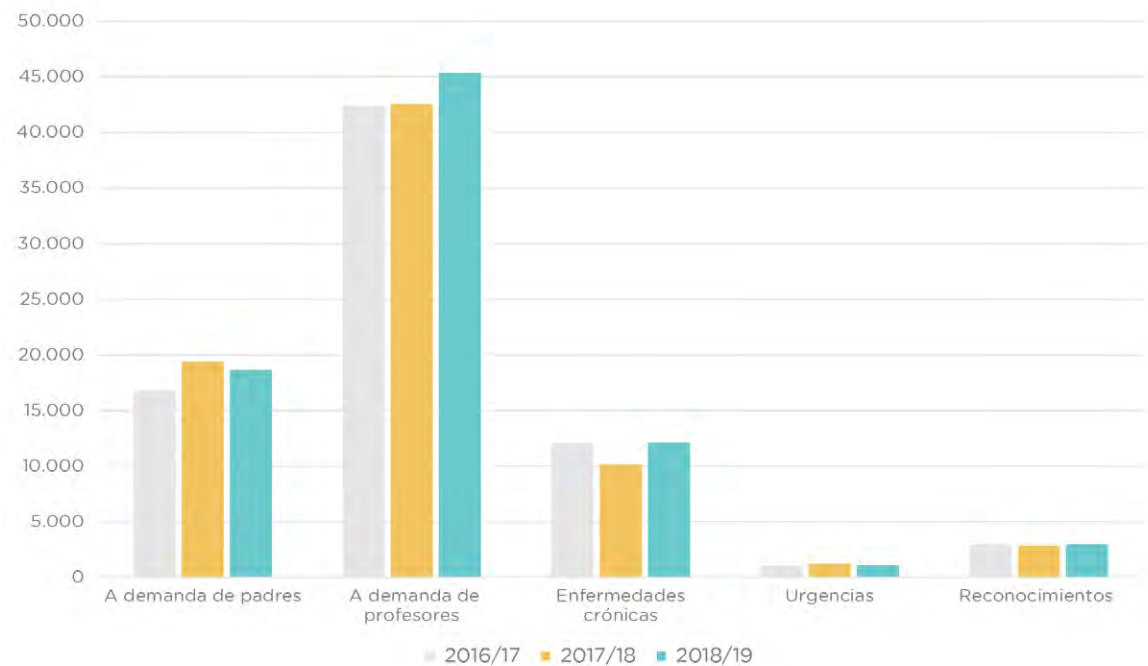
GSD

All of the above is complemented with the service that is also provided to the staff of each center, taking care of them in the event of specific diseases and responding to their personal questions related to health problems.

As seen in the monitoring indicators provided by the **Medical Office**, medical care is constant, underlining the high level of demand, both by internal staff and by families, which means a high degree of health safety and optimal learning for students. A significant number of students with chronic diseases are also treated and are monitored constantly, including on a daily basis, in some cases. During the COVID-19 lockdown, it was not possible to provide said care, but the medical offices continued to give support and advice to the centers and collaborated in the work and development of measures for the incorporation of students from June onwards, in addition to becoming essential members of the COVID team of each center.



Medical Office - Medical Attention Given



# A SOCIALLY RESPONSIBLE INSTITUTION



A number of classroom activities are planned annually to raise students' awareness in terms of good healthy habits. To this end, collaboration agreements have been established with the Association of Dentists and Stomatologists of Madrid and the Spanish Society of Dietetics and Food Science. Said agreements involve talks in the classroom for preschool students and primary students, and these talks are held regularly and planned as part of the curriculum for said stages. In Secondary Education, interventions are usually less programmed and focused on very specific topics. Sports activities at GSD also encourage good healthy habits. This year, said planned talks were not able to be fully given in response to the circumstances arising from COVID-19.

The **Counselling Department** offers an ever-growing range of services aimed at the entire GSD educational community, students, families and workers, understanding guidance as an indispensable form of assistance for educational activities whose main goal is to promote the cognitive, affective, and social development of students, in addition to providing professional advice to students, families, and teachers in specific cases.

During the period of confinement resulting from the COVID-19 pandemic, members of the guidance department continued to collaborate with students and families. In addition to undertaking their work online at the individual level, webinars were also organized for all interested families (related or not to GSD) on topics that were considered especially significant during this period. The **GSD Online School for All** was thus created, in which the following topics were addressed:



- A strange case of communication: the teenage years.
- How to manage loss in the family environment.
- How to bring children up and not die trying. The need of rules from an early age.
- Mentality and action in a changing world.
- Managing emotions during the lockdown and the return to the new reality.

With all these services and activities, GSD aims to offer multiple possibilities to families in order for them to reconcile personal, family, and work life by adapting (this school year more than ever) to the exceptional circumstances through which we are living.



# A SOCIALLY RESPONSIBLE INSTITUTION



# GSD

## GSD: A COMPANY THAT GROWS WHILE CREATING STABLE EMPLOYMENT

GSD offers various lines of work, the most prominent being teaching, which is complemented by services related to the sale of books and school supplies; uniforms and sportswear; catering with dining halls and cafeteria for its students and the general public; music school, nature classrooms, travel and learning experiences at the national and international level to promote cultural knowledge and language learning in their relationship with people; other after-school activities, advice to cooperative companies and school management.

GSD's revenue for the fiscal year that closed on August 31, 2020 rose to **74.77 million euros**.

The average number of workers for the 2019/2020 school was **1,827**, of which **1,052** were partners and **775** were contracted workers, with seven schools in the Community of Madrid; a school in Costa Rica; two environmental education centers, which are nature classrooms and rural accommodations and which promote the development and creation of employment in the rural environment and Dual Vocational Training; and two other work centers where the cooperative is managed.

The financial results of the 2019/2020 academic year were influenced by the negative effects of the restrictions imposed on all activities due to the COVID-19 pandemic, breaking away from the upward trend in invoicing and employment that GSD had been experiencing year after year.

This school year, income decreased by 12.58% in comparison with the previous year due to a fall in the invoicing of certain services that GSD had been performing in previous years – such as the school cafeteria, extracurricular activities, etc. Even so, employment grew by **3.57%**.



**3.57**  
.....  
rise in  
employment

GSD  
**INCOME**

**74.77**  
million euros



GSD  
**WORKERS**

**1,827**  
workers



# A SOCIALLY RESPONSIBLE INSTITUTION



In this unfavorable context, we must emphasize the behavior of our educational community.

On the one hand, the families of our students have continued to make donations to the GSD Foundation, which has allowed the foundation to support the activities of GSD Cooperative in order to preserve our educational, cultural, and solidarity project. The **foundation contributed to GSD Cooperative 94.47%** of what it contributed the previous year.

On the other hand, we must highlight the effort of the GSD working co-owners, accepting a reduction in their remuneration, not receiving their extra payment of June 2020 or the variable remuneration that they had been granted previous years.

In this regard, it is important to note the **solidarity of the working co-owners who continued to work with the working co-owners who were laid off** because their activity was slowed as a result of restrictions. This solidarity commitment has meant that the working co-owners who were laid off did not see their salaries reduced in relation to those who were still active.

True to its principles and values, GSD has led the development of what it has named the **GSD Cooperative Group**, with the GSD cooperative as its head, promoting effective and socially responsible management of the various cooperatives that make up the Group. The total revenue, including GSD's, comes to a total of 92.94 million euros, the total number of workers being 2.135.



To the above, we must add the management of the GSD École Internationale au Cameroun, although it is not technically a GSD cooperative, which has generated 15 jobs for the Cameroonian people.

Nationally, GSD is one of 26 Cooperative Societies and one of 830 companies, including businesses and cooperatives, with more than 1,000 jobs, according to the data provided in the 2020 Central Companies Directory (DIRCE) of the National Statistics Institute. Moreover, the **GSD Cooperative Group** has been recognized as the **seventh most relevant Cooperative Group within the Spanish Social Economy**, according to the report "Most Relevant Companies of the Social Economy" published in January 2019/2020 by CEPES.



# A SOCIALLY RESPONSIBLE INSTITUTION



## GOOD CORPORATE GOVERNANCE AND TRANSPARENT

GSD is committed to transparent management and good corporate governance.

### MANAGEMENT

#### PARTICIPATORY GOVERNANCE

One element that is worth noting within GSD's corporate governance is the configuration of its social bodies: the General Assembly, the Governing Council and General Management.

The General Assembly is composed of all co-owners and is the supreme body, which expresses social will, approves the business strategy and, annually, the financial accounts and the management report, as well as the CSR report.

The Governing Council is the governing, management and representation body of the cooperative, and directly and permanently oversees the management of the cooperative. Its activity is conditioned by the decisions and powers granted by the General Assembly. The current membership of the Governing Council is comprised of a total of 14 people, 12 worker-members, that are both teachers and non-teachers, one of whom is elected as President, and two independent advisors.



The Managing Director, appointed by the Governing Council (with its management team) is responsible for developing the strategic plan and implementing the necessary measures at all levels of the cooperative, in a coordinated and integrated manner, for a socially responsible management.



# A SOCIALLY RESPONSIBLE INSTITUTION



## BALANCED REMUNERATION OF ADVISORS AND DIRECTORS

GSD's policy of remuneration of members of government and management is characterized by moderation and connection with the responsibilities they assume.

As for the members of the Governing Council, they receive their remuneration based on the position they hold in the Cooperative, and for their representative function, they receive an allowance that is calculated on the basis of the general remuneration of all co-owners.

Information on the remuneration of co-owners is contained in the Internal Rules of Procedure and in the rules of the cooperative remuneration system.



## FAIR MANAGEMENT OF GOVERNING AND MANAGEMENT BODIES

GSD stipulates the necessary provisions in its Bylaws to ensure the positive and effective management of the Governing and Management Bodies, resolving any possible conflicts of interest of the members who comprise these bodies.

In this regard, it is important to highlight what is contained in Article 41(bis) of the Bylaws, in the part concerning the duties of the members of the Governing Council, which are also extendable to the Managing Director:

### **Duty of diligent administration:**

Advisors shall carry out their duties with the diligence of an ordained employer and a loyal representative.

Each of the Advisors shall be informed diligently of the company's progress.

### **Duties of fidelity:**

Advisors shall fulfil the duties imposed by the laws and Bylaws with fidelity to social interest, understood as society's interest.

### **Duties of loyalty:**

Advisors may not use the company's name, nor invoke their condition as the company's governors for conducting transactions for themselves or transactions with persons linked thereto.

# A SOCIALLY RESPONSIBLE INSTITUTION



No Advisor may make, for their own benefit or the benefit of any person associated with them, investments or any transactions linked to the Cooperative's assets (which they may have become aware of during the exercise of their duties) when the investment or operation would have been offered to the Company or the Company would have had an interest in it, provided that it had not dismissed such investment or transaction without any influence from the Advisor.

Advisors shall communicate to the Governing Council any situation of conflict of interest, direct or indirect, that they may have with the interests of the Company. In the event of a conflict, the Advisor in question shall refrain from intervening in the operation to which the conflict pertains. In any case, the situations of conflict of interest in which the Company's governors are placed will be informed in the corporate governance annual report.

Advisors shall communicate their participation in the capital of a company with the same, analogous, or complementary type of activity that constitutes its social object, as well as the positions or functions they carry out therein, and the performance by their own or any other account of the same, analogous, or complementary type of activity that constitutes its social object. This information shall be included in the report.

#### Duty of secrecy:

Advisors, even after their duties have ended, must keep confidential information secret, being obliged to store the information, data, reports, or histories they come across as a result of the exercise of their duties; this information shall not be communicated to third parties or disclosed where it may have detrimental consequences for the social interest.

Cases in which communication or disclosure to a third party are permitted by law are exempt from the duty referred to in the preceding paragraph, as well as cases, where appropriate, disclosure to the respective supervisory authorities is required, in which case the transfer of information must comply with the provisions of the law.



# GSD





# A SOCIALLY RESPONSIBLE INSTITUTION



## COMPLIANCE AND CODE OF CONDUCT

The Code of Conduct is a compendium of ethical values and principles that guide the daily activities of the co-owners, employees, managers, and members of the cooperative's governing bodies, and has the goal of preventing behaviors of a corrupt character and bribes, **10th Principle of the UN Global Compact against corruption.**

During the 2016/2017 school year, the **Governing Council established the Regulatory Compliance Committee**, which among other functions is responsible for monitoring and supervising the proper implementation of the Code of Conduct. The Governing Council has disseminated the Code of Conduct and the compliance Channel among GSD suppliers, co-owners, workers, and managers, as well as among the entire educational community.



Both the Code of Conduct and the compliance Channel are available to all through the intranet and on the GSD website.

Among the highlights from the 2019/2020 academic year, we can note the following:

- The Governing Council approved the following documents:
  - The regulations for the Compliance Officer (Regulatory Compliance Directorate) as supervisor of the risks inherent to a failure to comply with current regulations.
  - The Compliance Channel procedure, a necessary tool for the detection of incidents that may pose a risk to the cooperative.
  - The conflicts of interest policy, covering the duties of confidentiality and loyalty that each of GSD's members must uphold.
- The identified risk scenarios (criminal and other risks with serious consequences for GSD) are still being reviewed and new controls related to the Criminal Risk Prevention Plan are being studied and developed.
- Preparation of training documents for all members of the cooperative.
- During the year, the Compliance Committee became aware of six incidents. They were duly investigated and their corresponding motions for resolutions were considered.

# A SOCIALLY RESPONSIBLE INSTITUTION



## PARTICIPATION OF STAKEHOLDERS



GSD contributes to the achievement of SDG **Goal 17** by fostering *"alliances between governments, the private sector, and civil society."*

In order to make GSD management as participatory and transparent as possible, the parent and student association is encouraged. There is a parents' association in each center, which promotes effective communication within GSD schools. The participation of the educational community, teachers, students, and family members in the various activities of the Cooperative is also encouraged.

The **GSD Foundation** is an instrument that the Cooperative uses to channel much of the cultural, sports, and social activities in which the educational community participates.

Teachers and activity monitors, in close relationship with students and parents, participate in the **GSD Sports Club** and the **GSD Cultural Association**, developing numerous workshops and activities throughout the school year. For example, consider the social activities that collect resources which are used to improve the situation of troubled social groups, such as refugees, by supporting the UNHCR, the UN refugee agency, or low income populations, by donating resources to the Food Bank.



It is also worth mentioning the existence of the **GSD School of Music and Dance**, with 1,720 students at the end of the first term; also, the existence of a Big Band with members of the educational community and other people participating in it, an inter-center choir called Children's Voices, and an adult choir called the GSD Foundation Choir. All of these activities are organized in conjunction with the Artemus Cooperative, which belongs to the GSD Group.

For GSD, it is essential to establish mechanisms for dialogue and permanent and transparent communication with all stakeholders to consider the concerns they express, giving reasonable and adequate responses to their demands. Therefore, we have a close relationship with social organizations and public institutions in the areas where the cooperative undertakes its activities.

As a result of this involvement by GSD in the areas nearby, several members of the cooperative are actively involved in various organizations, in particular in the Executive Committee of **CEPES** (Spanish Social Economy Business Confederation), in the presidency of **FECOMA** (Federation of Cooperatives and the Social Economy of Madrid), in the vice-presidency of **UCETAM** (Union of Cooperatives of Teaching and Associated Work of Madrid), and in the presidency of **UECOE** (Spanish Union of Cooperatives of Teaching).

# A SOCIALLY RESPONSIBLE INSTITUTION



We must note the presence of GSD in FECOMA, which has favored the following:

- Participation in the Self-Employment, Social Economy, and Corporate Social Responsibility Roundtable, a forum for dialogue and participation between the government of Madrid, the main representative associations of the social economy and the self-employed, and trade unions and business organizations at the regional level.
- One of the issues that has been worked on is the drafting of a new law on cooperatives in Madrid.
- Trusteeship at the School of Cooperative Studies of the Complutense University of Madrid, whose focus of study, analysis, and research are the companies that make up the Social Economy.
- Active participation in the definition and start of the Window of the Social Economy Project of the community of Madrid, which serves to inform and advise potential entrepreneurs on the preparation of a business plan, procedures for the establishment of a company, information on public aid, etc.
- Collaboration is undertaken with the City Council of Madrid, which grants aid to the individual contributions to the capital of new cooperative members.
- GSD attended the INAISE's (International Association of Investors in the Social Economy) annual conference held in Agadir (Morocco). The INAISE, of which GSD is an associate member, is dedicated to the social financing and solidarity of sustainable development, the social economy, and rural development.



The presence in UCETAM and UECOIE has favored the following:

- Active participation in the requirements and needs brought on as a result of the pandemic at educational centers concerted with the Ministry of Education of the Community of Madrid.
- Participation in political and union forums on issues such as the pay gap.
- Attendance at GSD is Buitrago by a Social Economy Group (European Social Economy Organization), with CEPES.
- Attendance at dialogue roundtables with COFAPA (confederation of parents).
- Meetings with the President of the Spanish Government, Minister of Labor, and Minister of Education to discuss issues of great importance at the labor and educational level.
- These actions, due to the impact they have on different stakeholders' social environment at the local level, are linked to the *GRI Indicator 413: Local Communities*.



# A SOCIALLY RESPONSIBLE INSTITUTION



## GSD: A COMPANY THAT PROMOTES GENDER EQUALITY



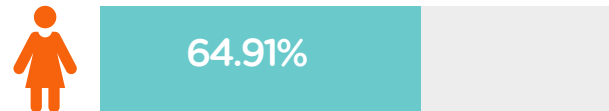
GSD is very prominently compliant with **Goal 5** of the UN's Millennium Development SDGs: **"Achieve gender equality and empower all women and girls."**



This data is related to *GRI Indicator 405: Diversity and Equal Opportunity*, in terms of gender distribution in the cooperative's governing and management bodies, which –as can be seen– is quite balanced.

With regard to the body that governs, manages, and represents the cooperative, the Governing Council, consists of 14 members, 8 of which are female advisors, so **women hold 57.14 %** of the positions in this Council.

For the 2019/2020 school year, considering average employment, **64.91% of GSD workers were women**, and it should be noted that **women hold 49.47%** of management positions (management, directors, heads and middle managers).



See Appendix 7

Information on staff and social issues.

# A SOCIALLY RESPONSIBLE INSTITUTION



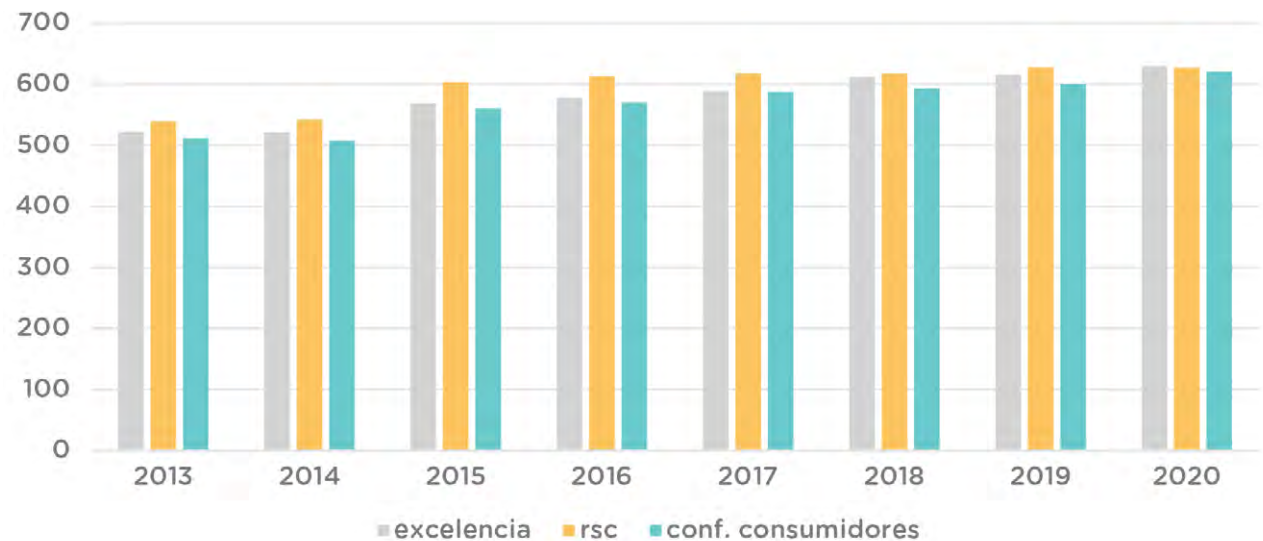
## GSD: A COMPANY THAT PURSUES QUALITY AND EXCELLENCE IN MANAGEMENT

One of GSD's goals is to seek quality and excellence in its management, and that this be recognized by its stakeholders. One of the stakeholders consists of the government authorities of the area closest to where the organization operations, and, in this case, the Community of Madrid.

On November 22, 2013, the Madrid Foundation for Excellence, under the powers granted by the Community of Madrid, awarded GSD the license to use the Madrid Mark of Excellence for the management that GSD carries out at its Headquarters and in its schools.



Scores obtained in the Madrid Mark of Excellence



Since obtaining the certification, there have been several annual follow-up controls, resulting in an increase in overall scoring, and in particular in GSD's Corporate Social Responsibility.

The scores obtained by our management stand out with respect to the average obtained in the education sector in this model of excellence.

# A SOCIALLY RESPONSIBLE INSTITUTION



# GSD

## EDUCATING WITH SOCIAL AND ENVIRONMENTAL VALUES BY PROMOTING RESPONSIBLE CITIZENSHIP

The Gredos San Diego Educational Project is based on the "Cooperative School Model", which is inspired by democratic values of **collaboration, cooperative management, and works of solidarity**.

These values make it possible for Gredos San Diego to commit to educating with an approach that favors **responsible citizenship**, which, as mentioned above, is a central proposal of the European Commission's Communication on CSR of October 25, 2011, when it mentions a **"greater integration of CSR into education, training, and research"**.

Specifically, the GSD Educational Project is based on principles and values such as:

- Secular culture.
- Teamwork and the development of a cooperative learning methodology in the classroom as basic principles of education.
- Education in the development of attitudes, social responsibilities, and relationship with the people who are part of the global environment in which we live.
- The integral education of the individual through the love of the arts, culture, sport, respect, nature, and cultural diversity.



The GSD Educational Project addresses satisfactorily the commitment to meet **Goal 4** of the UN's SDGs, more specifically: **"Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all"**.

- Education from a global perspective that allows students to be part of an international environment by participating in their own culture and learning from the rest of those around us.



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The GSD Educational Project involves a series of teaching proposals that aim to improve the objective of quality and equity in the teaching-learning process and that result in a more active role for students within the classroom. ***favoring their empowerment and, of course, the development of cooperative values that we wish to perfect as a cooperative enterprise.***



The following proposals are worth noting:

- The development of emotional intelligence throughout the student body, from Preschool Education to the Baccalaureate, based on the model of conscious emotional connection.
- Incorporation of active and participatory methodologies in the classroom from Preschool Education to Secondary Education Introducing first and foremost learning through corner learning environments, moving on to the development of the cooperative methodology that gives rise to the incorporation of project-based learning.

- The incorporation of teaching tools that facilitate the development of creativity in all three stages.
- The incorporation of the practice of multiple intelligences at all stages.
- The development of a new educational assessment model in line with the methodologies proposed above.
- The continuous improvement of the educational assessment model, in line with the methodologies proposed above and as a key element of the teaching/learning process.



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## GSD'S EDUCATIONAL PROJECT AND THE TARGETS FOR SDG 4

The Sustainable Development Goal of Quality Education for all (SDG 4) sets forth several goals to be achieved by 2030. GSD, while seeking to develop its educational project, is working towards this SDG.



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



See Appendix 1

Educational data



### Target 4.1

By 2030, ensure that all girls and boys complete free, equitable, and quality primary and secondary education leading to relevant and effective learning outcomes.

#### ACTIONS

- Continuous and personal follow-up with families.
- Educational support and reinforcements.
- Monitoring of absences and follow-up of individual results.
- Pedagogical coordination meetings at the centers.
- Inclusive education plan.

### Target 4.2

By 2030, ensure equal access for all women and men to affordable quality technical, vocational and tertiary education, including university.

#### ACTIONS

- Academic and professional guidance starting from 3<sup>rd</sup> year of compulsory secondary education.
- Special needs support, and subdivisions in Baccalaureate courses.
- Guidance talks given by the Counselling Department (DOP) and vocational training workshops.
- Talks with former GSD students to transmit their experiences in their university or working stage.
- Talks given by professionals for secondary school students.
- Visit to multiple companies and university centers specialized in different teachings and activities.



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## Target 4.4

By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs, and entrepreneurship.

### ACTIONS

- Course titled "School Cooperatives" in 6<sup>th</sup> grade of primary school.
- Dual vocational training programs.
- Participation in entrepreneurship competitions and contests.
- Course titled Initiation to Entrepreneurial and Business Activity in the 4<sup>th</sup> year of compulsory secondary education.
- Financial Education Talks in the 4<sup>th</sup> year of compulsory secondary education.
- Collaboration with universities in practical teacher training experiences.
- *Match the People* Program, which allows students to learn about other cultures by facilitating participation in global experiences in collaboration with sister institutions in approximately 40 countries.
- Participation in the Erasmus program for vocational training students.



See Appendix 2

Match the People



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## Target 4.5

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

### ACTIONS

- Activities to promote gender equality, fight intolerance, and prevent gender-based violence included in the tutorial action plan (PAT).
- Heterogeneous groups of students for all activities carried out in the centers: class groups, extracurricular activities, etc.
- Faculty that is especially attentive to their behaviors, attitudes, and language in order to highlight the hidden curriculum with the goal of encouraging co-education in everyday life.
- Promotion of the incorporation of male professionals in preschool education.
- Home education service (Servicio de Atención Educativa a Domicilio or SAED). During the 2019/2020 school year, 10 students received the service, with the assistance of 8 teachers.



## Target 4.6

By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.

### ACTIONS

- Regular teaching activity at our centers.
- Service-learning projects with seniors in nursing homes (digital and language literacy).
- Volunteer groups organized by the schools and made up of teachers and students.

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## Target 4.7

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

### ACTIONS

- Collaboration with UNHCR and other NGOs in solidarity and volunteer programs.
- Back to School "One in a hundred thousand", an action that supports an NGO that fights childhood leukemia.
- Collaboration with Adisgua, an association dedicated to the inclusion of people with disabilities.
- Actions in the course titled CAS (creativity, activity and service) in the International Baccalaureate program.
- Environmental activities in Nature Classrooms.
- Activities through the tutorial action plan.
- Celebration of different festivities: Day of Diversity, Day of Peace and Non-Violence, etc.
- School project in Cameroon, GSD École Internationale au Cameroun.
- Eco-friendly schools project (Banderas Verdes ADEAC - Asociación de Educación Ambiental y del Consumidor).



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## Target 4.a

Build and adapt educational facilities that take into account the needs of children and people with disabilities and gender differences, and provide safe, non-violent, inclusive, and effective learning environments for all.



### ACTIONS

- Maintenance plan and improvement of facilities.



See Appendix 3

Facilities

- Active monitoring in the courtyards and common areas to ensure the inclusion of all students and the prevention of situations of conflict.
- Interstage collaboration to develop an inclusive courtyard.
- Participation through calls to adapt the facilities.
- Development of a Welcome Plan for new students.
- Projects where emotions and values are discussed through story therapy.
- Availability of crutches and wheelchairs in the centers for potential cases of disability.
- Preferred schooling centers for students with ASD (autism spectrum disorders).
- Agreements with organizations in the recruitment of workers with disabilities (Down Association and others).

# A SOCIALLY RESPONSIBLE INSTITUTION



## FAMILY PARTICIPATION: A KEY COMPONENT IN OUR EDUCATION SYSTEM

A central component of the GSD Educational Project is the participation of the educational community: students, teachers, administration and maintenance staff, etc.; and, in a very special way, we believe that it is very important to **involve families in their children's educational process**. For this purpose, a two-way online system is available that allows parents to immediately access their children's educational information (schoolwork, exam dates, tutoring, grades, activities, etc.) and express their concerns, suggestions, and complaints so they may be addressed.

With the onset of the COVID-19 pandemic, which caused the declaration of a State of Alarm and the confinement of the population, we at the GSD centers, in addition to teaching online classes, carried out actions with the aim of softening the effects of the pandemic on society and, especially, on the GSD educational community.



Prior to the lockdown, the offer of functional services required to meet the needs and interests of families was upheld, such as extended hours, extracurricular activities, the school cafeteria, a program involving talks by professionals with parents on topics of social interest, etc.

With the students and throughout the lockdown and the State of Alarm, we acted along two essential lines: emotional care and progress in the teaching and learning process, doing through our teaching and tutoring activities and through the guidance department.

In terms of our families, the educational teams undertook detailed monitoring of everything relating to their children, with the development of guidelines that were sent with the aim of meeting regulatory, organizational, pedagogical, and emotional needs – all to deal with the new circumstances caused by COVID-19 and to prevent any risks associated with using new technologies.



# A SOCIALLY RESPONSIBLE INSTITUTION



## EDUCATING THROUGH THE VALUES OF A SOCIALLY RESPONSIBLE CITIZENSHIP

GSD educates its students while seeking their personal enrichment through the development of all of their abilities and the promotion of their social skills, so that they may participate objectively and productively in the improvement of their social and natural environment.

Responsibility is fostered in ecological issues, so that our students feel involved in safeguarding and improving our world.

They are educated within a context of social plurality and in the objective and balanced knowledge of the global society that surrounds them through access to culture, and the practice of sports, music, and the arts, as well as respect for nature.

The students are prepared for their integration into this global society, understanding that knowledge is an instrument of personal promotion and social values that must be shared.

We believe that the satisfaction of the people working at GSD in terms of their working conditions and the improvement of their professional self-esteem and social prestige stimulates their educational work and their involvement in the collective task. We believe that GSD's own character of cooperative ownership promotes the organizational structure of the company and each of our schools, and the model of coexistence and the active participation of the educational community, thus promoting cooperative and socially responsible education.

Our educational project is also intended to foster the entrepreneurial spirit of people within the framework of the social economy.

GSD: quality and socially responsible education.



# A SOCIALLY RESPONSIBLE INSTITUTION



## EDUCATING WITH RESPECT FOR DIVERSITY

Attention to diversity, as well as the prevention of inequalities in school, is another goal pursued by GSD schools. To achieve this, different educational compensation actions are undertaken, aimed at preventing and countering the inequalities of access, permanence, and promotion of students in the educational system.

In this sense, GSD centers have specific supports to facilitate the social and educational integration of students at a social disadvantage, with the aim of ensuring equal opportunities for access, permanence, and promotion of all students in education, regardless of personal, social, economic, and cultural conditions – or their origin.

It should be noted that in the 2019/2020 academic year, GSD delivered, through projects approved by the GSD Foundation, **110 scholarships to Baccalaureate students and 612 scholarships for the acquisition of books.**

The project "Behind the Mask" works with students with special educational needs through theatrical and stage techniques that promote the development of curricular and social competencies, thus achieving greater integration in the classroom. In the 2019/2020 school year, with the support of the GSD Foundation, **168 sessions were held with the participation of 117 students.**

## RAISING AWARENESS OF GENDER-BASED VIOLENCE

GSD is committed to educating and preventing any behavior that represents gender-based violence and, for this reason, we promote the **Comprehensive Program of Citizen Coexistence and Responsibility** developed in GSD Las Rozas with theater techniques. In this context, the play titled *El regalo* (The Gift), developed at the GSD Las Rozas center, was presented. During the 2019/2020 academic year, it was not possible to put on said play, due to the exceptional circumstances related to COVID-19.



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## INTEGRATING STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

At the GSD centers, the necessary measures are developed to promote the integration of students with special educational needs through the creation of ASD Classrooms (Autism Spectrum Disorder), adapting the spaces of the Campuses to their needs, and placing specialized human teams to care for these students.

We also collaborate closely with different universities, as well as with the Educational Administration and other private companies, participating in various scientific research projects aimed at facilitating the cognitive and educational development of children with special education needs.

## EDUCATION THAT PROMOTES INITIATIVE IN A COOPERATIVE WAY

GSD, as an associated cooperative whose main activity is education, teaches participatory and cooperative values, but also encourages an entrepreneurial spirit among students. In this regard, the various initiatives that have been developed in schools among educational teams with students are of tremendous value.

In this period, the implementation of the International Baccalaureate Diploma Program at GSD International School Buitrago began, continuing the path embarked upon in previous courses at GSD Las Rozas.

## School Cooperatives

This is an activity that involves the design and implementation of small businesses created by students, which promotes their initiation into entrepreneurship from a young age and, additionally, allows the practice of solidarity by donating the income gained by their enterprises to support the charity work of various social associations, such as the UNHCR's work with refugees.

With the work of school cooperatives, we have initiatives like:

### Intercooperation among school cooperatives.

In the search for a global learning experience in a global world, a cooperative relationship among students allows them to get to know students from different geographical locations.

### Entrepreneurship

Starting from the 4<sup>th</sup> year of compulsory secondary education, teachers encourage the development of entrepreneurship and facilitate actions, such as:

- The creation of cooperative companies.
- The creation of toys with recycled materials.
- A Charity Market is set up with what the companies created by the students have produced.
- Baccalaureate and 4<sup>th</sup> year secondary students receive information about social volunteering programs.



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## EDUCATIONAL INNOVATION



GSD's commitment to innovation in education is to a large extent related to the **UN's SDG Goal 9: "Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation"**.

In the context of the education of socially responsible citizens, we must give greater importance to innovative processes that contemplate an educational project focused on offering students personal enrichment through the development of all of their skills and promoting their social skills, by training them so that they can participate in the improvement of their social and natural environment.

In order to recognize and promote various innovative initiatives taking place in the field of education, the GSD Foundation organized the **VII Annual Educational Innovation Awards**. In this way, the most innovative projects of educational centers throughout Spain are recognized. The aim, as always, is to reward the work of schools that promote innovative pedagogical methods to optimize the motivation and academic results of their students.



## THE QUALITY OF TEACHING

Since 2007, GSD schools have had a quality management system in compliance with UNE-EN ISO 9001:20015, which is externally certified for regulated teaching activities at the levels of Preschool, Primary, Secondary, Baccalaureate, and Vocational Training, as well as in the provision of the dining service. This scope is noteworthy, since we understand that no school certifies the dining service specifically as our cooperative does. This just goes to show the importance we place on the food of our students and the impact of that food on their health: current and future.

Last year, certification was renewed after the follow-up audit carried out during the month of January in most of our centers.



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## GSD PROTECTS THE ENVIRONMENT

Since its inception, the cooperative has been committed to the Environment and Environmental Education. This commitment, has been materialized in the projects of *La Vía Láctea Nature Classroom* in Casavieja (Ávila), of the **Albergue Sendas del Riaza** (Segovia), in the *Captain's Log of a Classroom at Sea Project*, in the implementation of the **Eco-Friendly Schools** program in schools, in the management of the **Sierra del Rincón Biosphere Reserve**, in the development of publications and in the implementation of two training cycles linked to the environment that are taught in GSD Buitrago: Mid-Level Technical Degree in Forestry and Conservation of the Natural Environment and Senior Technical Degree in Forest Management and the Natural Environment.

These actions have gone beyond what is set forth in the official educational program, achieving an added value that represents GSD's social and environmental commitment to achieve, through education, a socially responsible citizenship.



With these environmental actions, GSD is committed to developing the following SDG goals and targets:



**Goal 4:** Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

**Target 4.7** "By 2030, ensure all learners acquire the knowledge and skills needed to promote sustainable development."



**Goal 6:** Ensure availability and sustainable management of water and sanitation for all.

**Target 6.6** "By 2030, protect and restore water-related ecosystems, including mountains, forests, wetlands, rivers, aquifers, and lakes."

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**Goal 8:** Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.

**Target 8.9:** "By 2030, devise and implement policies to promote sustainable tourism which creates jobs and promotes local culture and products."



**Goal 11:** Make cities and human settlements inclusive, safe, resilient, and sustainable.

**Target 11.4:** "Strengthen efforts to protect and safeguard the world's cultural and natural heritage."



**Goal 12:** Ensure sustainable consumption and production patterns.

**Target 12.2:** "By 2030, achieve sustainable management and efficient use of natural resources."

**Target 12.5:** "By 2030, substantially reduce waste generation through prevention, reduction, recycling, and reuse."

**Target 12.8:** "By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature."

**Target 12.b.:** "Develop and implement tools to monitor sustainable development impacts for sustainable tourism which creates jobs and promotes local culture and products."



**Goal 13:** Take urgent action to combat climate change and its impacts.

**Target 13.3:** "Improve education, awareness raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction, and early warning."



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**Goal 14:** Conserve and sustainably use the oceans, seas, and marine resources for sustainable development.

**Target 14.a:** "Increase scientific knowledge, develop research capacities, and transfer marine technology."



One piece of information that allows us to measure the degree of satisfaction with GSD's environmental actions is that which we obtain from the satisfaction survey conducted on students and their families. According to the survey conducted in 2018, students value these actions with a high score, 8.08 points (from 0 to 10 points), and their families do so with 8.07 points, the highest scores obtained in the last 5 years.



**Goal 15:** Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss.

**Target 15.1:** "By 2020, ensure the conservation, restoration and sustainable use of terrestrial and inland freshwater ecosystems."

**Target 15.2:** "By 2020, promote the implementation of sustainable management of all types of forests, halt deforestation, restore degraded forests and substantially increase afforestation and reforestation globally."

Perceptions	Scores					
	2013	2014	2015	2016	2017	2018
Please rate the activities related to Environmental Education (Eco-friendly School, La Vía Láctea and/or Albergue Sendas del Riaza)						
<b>FAMILIES</b>	7.8	7.77	7.81	7.95	8.17	8.07
<b>STUDENTS</b>	6.24	6.99	6.85	7.76	7.96	8.08

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## ENVIRONMENTAL EDUCATION PROGRAM OF LA VÍA LÁCTEA NATURE CLASSROOM AND ALBERGUE SENDAS DEL RIAZA

*La Vía Láctea Nature Classroom*, located in Casavieja (Ávila), and the **Albergue Sendas del Riaza**, in Valdevacas de Montejo (Segovia) in the Natural Park Hoces del río Riaza, are two environmental education facilities located in natural environments that allow students to learn about natural and rural ecosystems, their elements, the interrelationships between them, the benefits they offer us and the environmental problems they suffer from.

*La Vía Láctea Nature Classroom* educational program is aimed at preschool and primary school students, and the *Albergue Sendas del Riaza* program is aimed at secondary and vocational training students.

The environmental education program offered and the facilities are open to any educational center, whether it belongs to the GSD or not, and to associations and individuals who are interested in nature.

An activity that brings social and environmental benefits to our students, but also to the community, is GSD's work in the village of Valdevacas de Montejo. Local employment is created, and the GSD Foundation has financed the rehabilitation of infrastructure in the village, like the old laundry of Valdevacas de Montejo, which was turned into a Water Education Classroom, the exhibit for the Woodwork Classroom, and a sports track on the outskirts of town.

The exhibits are open to the village's neighbors and present various interpretive elements, such as posters, wood cross sections, natural elements, pitchers, washboards, etc., to explain the uses and trades related to these two natural resources.

A weekend **Sustainable Family Leisure program** is also being held at the *Albergue Sendas del Riaza*. This program's main goal is to promote direct contact with nature, knowledge of the natural, cultural and ethnographic environment, creativity and art and promote the knowledge and occupation of our nature classrooms during the weekend. In reference to our partners, this initiative also has the goal of building cohesion and a sense of belonging.

The number of students, from GSD schools and other schools, who attended *La Vía Láctea Nature Classroom* and *Sendas del Riaza* during the 2019/2020 school year was **2,527**.



 [See Appendix 4](#)

Student Attendance in Environmental Classrooms

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## GSD ECO-FRIENDLY SCHOOL NETWORK

The **Eco-Friendly School Program** is an international initiative that involves the entire educational community (students, families, teachers, senior management, and management staff and services) with the aim of improving the environmental management of the centers and their environment. This project is supported by the ADEAC (Association of Environmental and Consumer Education) and the FEE (Foundation for Environmental Education).

**GSD's Eco-Friendly School Network** is comprised of the cooperative's eight schools. We promote the exchange of experiences between the different centers that belong to the network and other eco-friendly schools, as well as cooperation with municipal corporations and other organizations.

The ADEAC gives out the **Green Flag** award to the centers that have managed to achieve all the goals of the Eco-friendly Schools project. During the 2019/2020 academic year, the GSD Center in Buitrago obtained the Green Flag award; therefore, at this time, all GSD centers already have said award.

In the 2019/2020 academic year, the GSD center in Buitrago obtained the Green Flag award, and the GSD centers at Guadarrama, Las Rozas, and Moratalaz renewed their Green Flags.



Some of the initiatives undertaken in the GSD Eco-Friendly School Network are:

- Campaigns to reduce the consumption of energy and water, and reduce waste.
- Promotion of responsible consumption habits.
- Learning through school orchards and gardens.
- Promotion of sustainable mobility.
- Celebration of "D-Days" (days of environmental relevance).
- Revitalization of volunteer groups for social purposes.
- Participation in open house days at each center.
- Participation in eco-friendly school meetings.
- Design of materials and exchange of experiences.

The real protagonists of the project are the students themselves and they help to bring about great initiatives such as that of the "ecodelegates" of each class of Primary and Secondary Education at GSD Moratalaz. They prepared a manifesto that they read and delivered to the Government Councilor of the District of Moratalaz, who attended them kindly and took note of their proposals showing their commitment to the environment.

# A SOCIALLY RESPONSIBLE INSTITUTION

Due to the special situation brought on by COVID-19, many of the eco-friendly school projects that were developed in the classroom had to be interrupted and adapted to the new circumstances.

That is the case of the GSD Vallecas center, which organized an online contest for all the families of the center related to the school garden. The families participated with photos, stories, and scarecrows. The competition valued the use of reused materials. As a result, the center's team of eco-friendly school teachers sent a personalized diploma to all participants, produced a digital booklet, and sent the link to all families.

The eco-friendly schools project continues to focus on school gardens. The same GSD Vallecas center also received last year the second prize for the most ecological educational project in the "Show us Your Garden" contest organized by the magazine *Mi Jardín Y Cultivarte Agroambientales*. Also, it was a finalist in the National Contest for Ecological Education Gardens, held by the Triodos Foundation and the "Vida Sana" ("Healthy Life") Association.



# GSD

## MANAGEMENT OF THE SIERRA DEL RINCÓN BIOSPHERE RESERVE

The Community of Madrid granted **Unión Temporal de Empresas Senda Natura (temporary union of companies or UTE Senda Natura)**, formed by Gredos San Diego and the Helechos Cooperative, the management of the Training, Promotion, Revitalization, and Environmental Disclosure Program in the **Sierra del Rincón Biosphere Reserve** for the years 2013 to 2015; this was later extended another two years, until October 2017.

Again in December 2017, the UTE Senda Natura granted the concession of the new tender that will be managed until December 2021.

The program is made up of two key projects:

- Management of the **Sierra Del Rincón Biosphere Reserve**.
- Management of the **CEA Educational Program "Hayedo de Montejo"**, which has to do with the educational program for school groups and the general public, during the 2019/2020 academic year, and despite the long lockdown period in which the facilities remained closed, 16,420 visitors (schoolchildren and the general public) enjoyed the program.



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Regarding the CEA Educational Program "Hayedo de Montejo," teachers from the different levels of all GSD centers participated in drafting proposals for updating and improvement.

Under the Management Program of the Biosphere Reserve, various actions have been implemented for biodiversity conservation and to promote sustainable development, the value of traditional trades, green employment, etc.



Highlights:

- Biodiversity conservation projects such as the **Seed Bank: Biodiversity Guardians** project, a pilot project for pollinating stations in the Biosphere Reserve undertaken with Apitecnic, and the micro-invertebrate project on the Jarama River undertaken in collaboration with the CSIC and Science Museum. Likewise, the Cultivable Wild Relatives project done in collaboration with the Higher Technical School for Agronomics, Food Sciences, and Biosystems.

- Amphibian monitoring and recovery in the Sierra del Rincón Biosphere Reserve with the Spanish Herpetological Association, CSIC, and Science Museum.
- Collaboration with several conservation NGOs such as **SEO, ADENA, GREFA, and BRINZAL** in conservation projects, release of recovered species, and installation of vinyls to keep birds from colliding into glass.
- Participation in different conferences on Protected Natural Areas, healthy eating, citizen involvement, and climate change, as well as the participation of Higher Diploma in Forest Management and the Natural Environment student at GSD Buitrago in the First Spanish Youth Forum of Biosphere Reserves, held in Oleiros (A Coruña).
- Participation in the **Fair of the Solidarity Economy**, held in September in Madrid.
- Collaboration with local cattle ranchers' associations, entrepreneur programs of the Sierra del Rincón Biosphere Reserve, etc.

The project has a participatory seed bank that stores a total of 91 traditional horticultural varieties in the area, thanks to the involvement of the local population and the maintenance carried out by the reserve's orchard team, who is dedicated to the conservation of the varieties that are most at risk of disappearing. Also, a collection of fruit trees of traditional varieties is maintained in order to conserve the genetic resource of the varieties that are most at risk and achieve their propagation with grafting techniques.







## OTHER ENVIRONMENTAL AND ENVIRONMENTAL EDUCATION PROJECTS

### Training in environmental education

From October 3 to 5 of 2019, the V State Meeting and the **XVI Permanent Seminar of Environmental Education Equipment** were held at GSD Buitrago, being attended by about 100 people.



The Environmental Education Department also participated in the II Conference on Ecosocial Education, focused on climate change and organized by La Casa Encendida, with the experience of *Kirima's Voyage* and its pedagogical application to the different educational stages.

GSD's environmental education projects were also present at the I Virtual Conference on Environmental Education, with the presentation of *The Role of the School in Reconnecting with Nature and Society's Environmental Commitment*.

### Collaboration Agreement between WWF Spain and GSD.

GSD fosters partnerships with other organizations with the aim of improving advocacy for and conservation of nature, such as the Agreement for Collaboration Framework with WWF Spain (formerly ADENA) for the development and dissemination of environmental and education projects for children, adolescents, and adults interested in knowing more about and preserving the natural environment, in line with the goals that both institutions have pursued.

### EDUCATIONAL MATERIALS

#### Kirima's Voyage

A project seeking to raise awareness of the problem of climate change aimed at students of the Second Cycle of Preschool Education. The material was funded by the General Secretariat for the Prevention of Pollution and Climate Change of the Ministry of Environment, Rural, and Marine Affairs.



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## ENVIRONMENTAL CERTIFICATION

In order to advance our commitment to education and management for a more favorable environment for all, the cooperative has implemented the ISO 14001 environmental management standard, external certification since 2013, linked to the design and development of advisory, training, and awareness-raising projects in environmental issues.

After the corresponding certification audit was carried out by the AENOR agency in 2019, GSD (central services offices) kept its Certificate of Environmental Management, in accordance with the new version of the UNE-EN ISO 14001:2015 standard (a certification that was granted in 2018).

In order to maintain ISO 14001:2015 certification, during the 2019/2020 academic year a series of actions were planned and periodic follow-ups were carried out. The health crisis made it impossible to undertake some actions.

For the control of the environmental aspects of José Gutierrez Maroto's offices, goals were set and a series of actions were carried out, the results of which were acceptable.

Environmental aspect of offices	Quantity 2019/20	Average 3 prior academic years
Paper consumption (sheets/person/year)	102	259
Water consumption (m3/person/year)	3.41	3.71
Electricity consumption (kW/h/year)	87,350	92,293
Toner waste (units/year)	16	33
Plastic containers to the recycling center (units/year)	20	18
Aerosol sprays to the recycling center (units/year)	1	2





## ENERGY CONSUMPTION

Given GSD's activity, which is mainly education, the effects it may have on the environment are linked to the following indicators:

- **Consumption related to GRI 301 indicators, on material consumption.**
  - Paper consumption: 3,745,000 sheets/year.

- **Consumption related to GRI 303 indicators, on water consumption.**
  - Water consumption: 62,439 m<sup>3</sup>/year
- **Consumption related to GRI 302-1 indicators, on energy consumption.**
  - Electricity consumption: 3,956,151 kV/hour/year
  - Diesel fuel consumption: 326,000 liters/year.
  - Natural gas consumption: 552,855 m<sup>3</sup>/year,
  - Propane gas consumption: 19,176 liters/year.



Annual Consumption	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	DEFINITION
Paper (sheets)	5,337,500	4,112,500	4,850,000	5,120,000	4,715,000	5,095,000	5,155,000	5,075,000	3,745,000	Σ Sheets bought for printing
Water (m <sup>3</sup> )	66,601	81,306	88,951	80,669	78,404	74,698	70,904	90,605	62,439	Σ Cubic meters of water used.
Electricity (kW/h)	3,874,720	4,243,995	4,322,644	4,443,612	4,542,831	4,381,502	4,848,486	4,748,635	3,956,151	Σ Kilowatts/hour consumed.
Natural gas (m <sup>3</sup> )	547,664	583,384	620,339	593,207	599,505	587,361	652,587	588,469	552,855	Σ Cubic meters of natural gas used.
Diesel fuel (l)	100,000	369,000	355,892	304,682	324,000	388,000	409,000	354,000	326,000	Σ Liters of diesel fuel consumed.
Propane gas (l)	7,391	15,263	18,815	20,756	23,398	16,838	25,278	31,267	19,176	Σ Liters of propane gas consumed.
CO <sub>2</sub> emissions	2,987	4,158	4,071	3,951	3,353	4,104	4,845.70	4,406.73	3,367.37	Calculation based on ministry recommendations.

In the calculations used to measure our carbon footprint, for Scope 1 emissions, we took into account our fixed installations (fossil fuels: natural gas, diesel fuel, and propane gas), and for Scope 2 emissions, we took into account electricity consumption.

# A SOCIALLY RESPONSIBLE INSTITUTION



## GSD TAKES CARE OF ITS CUSTOMERS

Socially responsible management must achieve high levels of customer satisfaction, and in achieving this goal, GSD has been measuring what our customers' opinions are of the services we provide, which not only relate to our main activity, teaching, but also to other services, such as food services (breakfast and lunch for students), after-school activities, leisure, sport and cultural activities, etc.

GSD uses different ways to measure the level of satisfaction of our main clients, students and their families, from the opinions collected by of school delegates, AMPA Parents' Association, the School Board, and tutoring sessions with family members, to ultimately conduct a satisfaction survey on a periodic basis, which allows the company to obtain very important individual and collective information.



This satisfaction survey has been conducted since 2004/2005 and asks several questions aimed at family members and students. The results obtained in recent years are significant enough to conclude that our customers have a high level of satisfaction with GSD.

In the 2019/2020 academic year, the lockdown of the March pandemic coincided with the undertaking of the surveys, with them having been partially delivered in the different GSD centers; therefore, the data is not significant or comparable. In the 2018 survey, which is the last fully undertaken, students **rated GSD overall with 7.07 points and families with 8.01 points.**



# A SOCIALLY RESPONSIBLE INSTITUTION



# GSD

## RESPONSIBLE COMMUNICATION

GSD undertakes honest and truthful communication, with special attention to ethical criteria that are determined by its activity. Advertising and commercial communication is never aimed at students of early ages; this only occurs in communication aimed at Vocational Training and Baccalaureate students, the target audience being the students themselves.

A style manual has been developed, which in addition to the rules of writing applied to the brand, includes guidelines for maintaining inclusive, responsible communication, which respects the rights to privacy and the image of students and their families.

We communicate respect for the environment, by minimizing the use of paper through the creation of **digital channels and registration systems, and the booking of activities online.**



During the 2019/2020 academic year, **a digital version of the Cuadernos GSD Magazine** was developed to reduce the print run, keeping this vehicle for communication available to anyone who wants a copy, but transferring the bulk of its dissemination to a digital format.

Similarly, GSD uses messages and arguments that promote people's dignity and promote education in Cooperative values, always based on the current needs of our schools' students, their families, partners, workers, and stakeholders in our educational center, and not based on the creation of needs that do not bring improvements in quality of life or benefits to education.

The magazine *Cuadernos GSD* develops useful content for families and addresses current issues from an open and rigorous perspective.

# A SOCIALLY RESPONSIBLE INSTITUTION

GSD promotes the knowledge of life in our centers, especially in social media – a channel which, at the moment, represent a pillar of our communication with the educational community. It is worth noting the important interaction with users, which exceed 17,300 (with a yearly increase of 4,780), thanks to the fact that in our communication, we encourage the participation of various people.

Two users per school and some areas of General Management post news through a digital management tool, which enables us to have prompt, relevant, and decentralized communication that is close the audience. Our social media accounts with the most relevance for families are **Facebook**, with over 8,000 followers, and **YouTube**, because of the great importance that is given to audiovisual content. The channel already has almost 2,500 subscribers. At the moment, the fastest growing social network is **Instagram**, especially from March, as it already exceeds 2,800 followers.

**Instagram** has become the social network that proportionally has a greater amount of interaction, with 9,997 activities/actions, although it is still far from Facebook which, due to its volume of users, reaches 116,306 activities/actions.

Especially noteworthy is the use of the **YouTube channel**, with 152,147 views (clicks on the videos) and a viewing average of 3 minutes and 29 seconds, which represent a total of 8,864 hours of viewing.

**GSD's social media accounts** support user opinions openly, and these are addressed to the extent that they require more information from the Cooperative.



With the immediate suspension of school activity as a result of the COVID-19 pandemic, the great task of communicating with all members of the educational community was undertaken (families, students, co-owners, and employees) through written means, videos from the directors of the GSD schools to families, and from the Governing Council and General Management to co-owners and employees. We must highlight the communication carried out during the lockdown through social networks (#GSDestudiaencasa) with recommendations and suggestions for educational games, tips to get back out on the street, videos of teaching teams, webinars, family schools, virtual visits, parent meetings, etc.



# GSD



# A SOCIALLY RESPONSIBLE INSTITUTION



## OUR PEOPLE: A CENTRAL COMPONENT OF GSD'S LABOR POLICY



One of the United Nations' SDGs that GSD is most committed to is **Goal 8**, related to **"Promoting sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all"**. GSD's own legal and organizational framework as a worker cooperative, where the company is mostly owned by the workers, allows employees to have the highest level of participation and decision in their employment.

### WORKER PARTICIPATION FREEDOM OF ASSOCIATION AND RIGHT TO ORGANIZE

Due to the characteristics that define GSD as a worker cooperative, the level of worker participation in the company is very high. The participation of the co-owners is full, as already mentioned above in the section on participatory governance, and they do so through the most important decision-making body, the General Assembly, and in GSD's representative body, the Governing Council.

Hired workers have their labor rights respected in the collective agreements applicable to each group and through the applicable labor law – as well as in the workers' statute. These individuals are represented at the workplace by one or more representatives and by a Workers' Committee. In the 2019/2020 academic year, union elections were promoted in all schools.



Fluid communication is maintained with workers to discuss issues of special relevance, and several of the workers are part of the Occupational Health and Safety Committee and the Equality Plan Commission.

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We must mention that, due to the consequences stemming from the COVID-19 crisis, at all times the workers' representatives were kept informed of the presentation of ERTes (Temporary Layoff Plans) due to force majeure for the affected workers and, together, support was given to answer questions for anyone who had difficulties with the collection of unemployment benefits.

We must note that GSD, in its application of the first cooperative principle, always has a door open for the company's salaried workers who wish to become more involved in the cooperative project; they may do so by becoming co-owners.

As mentioned before, in the 2019/2020 school year there were 1,827 workers on average (including 86 in GSD Costa Rica), of which 1,052 were co-owners and 775 hired employees, which means that 57.58% of the workers are also owners of the company.

Significant job creation over the years that satisfactorily addresses the *GRI 401-1 Indicator: New employee hires*.

Despite the crisis caused by COVID-19, in the 2019/2020 school year, employment increased somewhat when compared to the previous year.

**In 9 years, the number of co-owners has grown by 205 people: that is, 24.20%.**

Since GSD submitted the Progress Report to the United Nations Global Compact, as a result of our adherence to the first principles of the Global Compact, it has been observed that total employment has grown 50.37% annually on average. The number of workers who acquire the status of co-owners, and which therefore are owners of the Cooperative, has increased by 24.20%.

Type of Worker	Co-owner workers	Hired workers	Total	FTE*
2011-2012	847	368	1,215	1,136.65
2012-2013	920	435	1,355	1,259.7
2013-2014	958	446	1,404	1,308.5
2014-2015	957	468	1,425	1,310.9
2015-2016	971	505	1,476	1,349.4
2016-2017	999	556	1,555	1,403.72
2017-2018	1,027	588	1,636	1,469.09
2018-2019	1,058	706	1,764	1,573.4
2019-2020	1,052	775	1,827	1,610.79

\* FTE (Full-Time Employee) = No. of hours worked / Total days in period  
FTE. Annual data, average equivalence to full days.

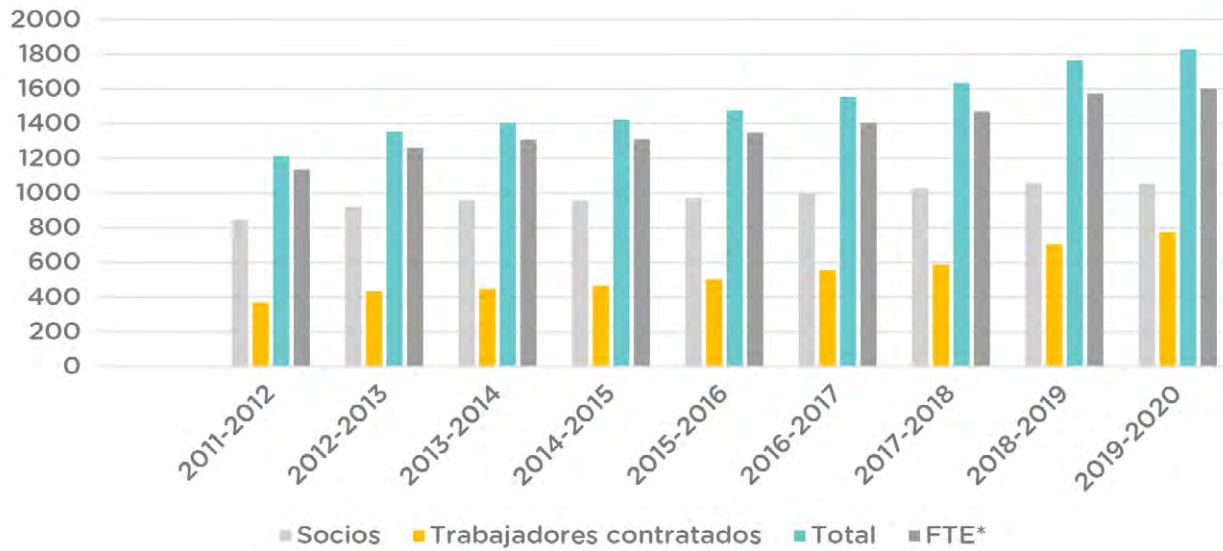


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GSD

Evolution of employment at GSD



# A SOCIALLY RESPONSIBLE INSTITUTION



## COVID-19'S IMPACT ON GSD

This year, there was something of special relevance: the pandemic caused by COVID-19. This situation led the different governments to adopt various measures that brought on the confinement of citizens and made it so that certain economic and social activities could not be carried out, in particular with regard to education.

While this emergency situation lasts in the country, the possibility of undertaking the following activities in the company is going to be affected: care for children from 0 to 3 years in preschools, provision of the dining hall services in schools, not all extracurricular sports and cultural activities will be possible. All this is due to the fact that the facilities of all our centers are closed, as well as their associated activities of cleaning, maintenance, administration, and reception.

At the El Corralón and Sendas Del Rianza environmental education centers, all reservations were canceled (both for groups of school children, due to the suspension of teaching throughout Spain, and for people who enjoyed rural accommodation, due to the limitation of the freedom of movement of people).

This situation led GSD to take the decision to file for an ERTE (Temporary Layoff Plan) due to force majeure, as a result of the coronavirus situation and evolution. Thus, we requested the Labor Authority to suspend 496 employment contracts and to reduce 4 employment contracts of the 702 employees that the we had at the time.

This measure also affects the cooperative members, with 211 partner's work contracts being fully suspended and 17 of the partners receiving a reduction of working hours – this is of the 1,049 partners that GSD currently had active.

Because the situation of the pandemic continued to grow over time, GSD requested a new force majeure ERTE (Temporary Layoff Plan) in April which took effect from April 13, 2020. This new ERTE affected 12 people hired as employees and 34 cooperative partners, 2 of which saw the total suspension of their working activities and 32 of which received a reduced workday.

In these circumstances, GSD took two measures to favor the economic situation in which hired staff and partners found themselves during this time of temporary layoffs.

Firstly, GSD advanced pay and co-owner benefits for the months of March and April for those affected by the ERTE in March and for the months of April and May for those affected in the month of April. Thus, as the Public Employment Service was behind in paying benefits, the affected employees had their ordinary income to be able to organize their financial affairs as best as possible.

Additionally, and in the case of the members of the cooperative, taking into account the principle of solidarity, it was decided that all the members affected would keep the income from their co-owner benefits for the time they remained in the temporary layoff situation.

In addition, all partners assumed the full loss of their extra summer pay in order to save jobs, thus contributing to a our company's stability.





## POLICY OF EQUALITY AND NON-DISCRIMINATION, SUPPORT FOR DIVERSITY AND FOR THE INCLUSION OF DISABLED PEOPLE AND PEOPLE AT RISK OF EXCLUSION

GSD's Human Resources department has wrapped up work on the GSD 2020 Equality Plan in the areas of employee selection and promotion, wage policy, training, working and employment conditions, occupational health, work hours and conciliation, so that GSD may assume the commitment to equal opportunities for women and men.

In keeping with the cooperative and social values that GSD upholds, including respect for diversity, although the vast majority of our partners and workers are Spanish nationals, there are also people who come from other countries (98 workers from 31 countries and 20 nationalities).

GSD, as a socially responsible company, has been implementing a policy of supporting the employment inclusion of persons with disabilities with a special focus on people with intellectual disabilities. Specifically, by the end of August 2020, there were 20 workers in this situation hired by GSD, representing 40.5% of the total number of people with disabilities working in the company.

This commitment to equal treatment and non-discrimination, in addition to being a social action, is also an educational action towards our students, as it fosters socially responsible citizens.

The following table contains data on the situations of people with some degree of disability employed in GSD.

 Situations of employed persons with disabilities

	People with a disability certificate as of the end of the calculation period (31/08/2020)	No. of individuals
67%	Degree 3, Moderate Disability	28
28%	Degree 4, Severe Disability	12
5%	Degree 5, Very Severe Disability	2
2.60%	Percentage of people with disabilities (31/08)	42



# A SOCIALLY RESPONSIBLE INSTITUTION



GSD

## WORK, PERSONAL, AND FAMILY LIFE BALANCE

The GSD cooperative is committed to equal treatment and opportunities for women and men, and therefore the following measures are being implemented through Human Resources:

### Adaptation of work day and hours to particular conciliation needs

Taking into account that our main activity is education, which requires a clearly defined schedule, as far as possible and whenever the job allows it, at GSD the workers' schedule is accommodated to their personal situation.

### Accommodations for co-owners over 60

Co-owners over 60 are granted the right to reduce their work hours by 20% without decreased pay, plus a two-month annual vacation leave. Moreover, in the case of termination of the position held -unless the partner resigns- the level of remuneration specified in the Professional Index that the partner has until that moment received is fully consolidated. As of August 31, 2020, the end of the 2019/2020 school year, there were 57 co-owners over the age of 60.

### Maternity assistance

- A large number of individuals in high-risk positions take advantage of the special risk to pregnancies that are over 28 weeks facility.

- This is a measure designed to reduce occupational risk during pregnancy in positions in the kitchen, cleaning, preschool, primary, the guidance department, physical education, environmental education, and Sports Club supervision.
- Attempts are made, as far as possible, to change the vacation cycle so that co-owners who have a baby may enjoy time off during the months of July and August.
- We offer 100% reduction of the work day with 99% mutual insurance policy benefits for the care of minors (up to 18 years old) affected by serious illness, with GSD supplementing the remaining 1%. During the 2019/2020 school year, 6 people benefited from this measure.
- We also reserve spots at the school from the first 4 months of age for co-owners' and workers' children.



# A SOCIALLY RESPONSIBLE INSTITUTION



## Emotional compensation

Through the concept of "emotional compensation", GSD has been implementing a benefits policy that improves their quality of life in the workplace, as well as social improvements that allow work-life balance for staff and their families, especially among the young workers who are starting a family.

In the **Employee Portal**, each partner and worker may access their personal and compensation information, and in the Information Management System (*Sistema de Información para la Gestión* or SIG), they have access to the social measures that the cooperative's partners have approved in order to, as already mentioned, improve the personal and family life of those working at GSD.

In this regard, GSD offers free education for the children of full-time partners and workers, and discounts in the case of part-time workers (911 students benefit from this). Likewise, there are benefits in some services such as the school cafeteria and extracurricular activities.

Another benefit is free parking for workers (when spaces are available) at school facilities, with preference given to those who have children and who take them to the center.

## Actions to aid work-life balance for students and their families

Actions to aid work-life balance are not only carried out for GSD workers, but also apply to students' relatives, as we understand that this balance should extend to the entire educational community, where students and their families play an important part as essential actors in a company that aims to be socially responsible.

With this aim, GSD carries out the following actions:

- During non-school periods of the school year, parents with children in the second cycle of Preschool Education (3 to 6 years) may benefit from childcare service.
- A service that is highly valued by parents is that they may park the baby stroller at school next to their child's classroom, which allows them greater comfort when dropping off and picking up their children.
- There are a wide range of activities that can be shared by children and parents, such as hiking, skiing, infant swimming, and cultural routes organized by the GSD Cultural Association. The rural lodging facilities at El Corralón and Sendas del Riaza may also be used.

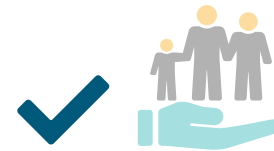


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The June 2019 pulse survey of partners and workers (which is conducted every two years) obtained a score of 6.27 points in reference to the question of whether GSD promotes a balance between family, personal life, and employment. Even though the score increased by almost 3%, it is still a low score, and this may be due to the low score on the level of knowledge that workers have of these work-life balance measures: 6.41 points.

The actions contained in this section relate to what is covered by the [GRI 401-2 Indicator on Employee Benefits](#).



## Summary of Social Benefits towards Work-Life Balance in 2020

No. of Beneficiaries	Social benefit
69	Births during 2019-2020
38.23%	Women in management positions who were pregnant or had children under the age of 12
57	Partners benefiting from measures for those over 60
57	Extended nursing leave
27	Paternity leave
22	Voluntary leave of absence
26	Leave to care for a child or dependent
6	Special leave to care for children with a severe illness
24	Partial retirement



# A SOCIALLY RESPONSIBLE INSTITUTION



## PREVENTION OF OCCUPATIONAL RISKS

One of the basic aspects of corporate social responsibility is occupational safety and health policy, which in turn has been the best indicator for knowing what a company's progress is in this regard.

GSD has an Occupational Safety and Health Policy that ensures that all partners or stakeholders participate and are a part thereof, thus allowing the organization to assume an authentic preventive culture at all levels.

GSD has an **Occupational Risk Prevention Plan** that was approved by the Steering Committee for Prevention, which is available to all partners and workers on the Cooperative intranet.



As a company that has its own Prevention Service, it is obliged to pass External Audits; the auditing company has recognized the following strengths:

- Prevention organization: roles and responsibilities.
- Accident investigation, and participation of affected roles.
- The methodology established for improvement actions and their follow-up.
- The annual review of risk assessments for all campuses.
- The document control system.
- Coordination of business activities.
- Training programs.
- The completion of training with internal resources.
- Annual evacuation drills.
- The conditions of the facilities.



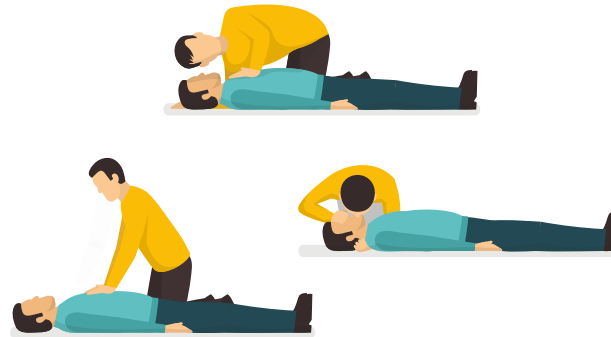
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With the clear goal of achieving an authentic preventive culture, GSD has not been limited to regulatory compliance; instead, it has gone further, and has opted to carry out a series of actions among which it is worth noting the following:

## In the area of occupational health

- Placement of a second / third automated external defibrillator (AED) in some centers, based on the need to cover the entire population that accesses the different centers (workers, students, parents, suppliers, general visitors).
- Improvements in medical information that allow for a more comprehensive health report, as it includes tests and indicators that are not covered by the standard medical examinations established by the medical protocol for each job.



- Visual Health Campaign aimed at all workers, whose goal is the prevention and treatment of visual problems, aimed at improving working conditions and visual health, as well as minimizing levels of risk.
- Biological Risk Campaign with two clear goals: inform and anticipate the risk of possible contagion of both workers and students.

## In the area of training

- First Aid and AED courses, Mountain Safety courses, and Self-Containment and Mechanical Protection courses.

## In the area of information:

- Development of occupational safety and health manuals and emergency manuals, adapted for people with intellectual disabilities.





# A SOCIALLY RESPONSIBLE INSTITUTION



## In the area of Equality and Workplace Harassment

In accordance with the Procedure for Information, Participation, and Consultation in matters of Occupational Health and Safety dated February 27, 2020, the timeline for the publication of the Harassment Protocol is opening up so that partners and workers can make the any suggestions and/or allegations that they deem fit. Once said period has finalized, it will be approved by the Governing Council.

On April 29, 2020 the 2020 Protocol for Action against Workplace Harassment approved. In the protocol, it is stated that GSD will adopt a proactive attitude, promoting measures for prevention, detection, information dissemination, and awareness. Likewise, GSD will show Zero Tolerance to any kind of workplace harassment, sexual harassment, or inequality by reason of sex, regardless of who the alleged victim is or who the alleged harasser is.

The approved goals are:

### ■ Overall goal:

Establish the actions and instructions to be followed to prevent or avoid and eradicate workplace harassment in the GSD cooperative to the greatest possible extent.

### ■ Specific goals:

- Inform, train, and raise awareness amongst workers, giving them guidelines to identify different situations of harassment to prevent and avoid.



- Have the specific organization and the necessary measures to handle and resolve any cases that occur.
- Ensure the safety of the persons concerned, the application of appropriate measures to end harassment, and the application of sanctioning procedures.

On January 15, the Permanent Commission against Workplace Harassment at the GSD Cooperative was established, being composed of representatives from the HR Department, representatives of the workers, occupational health and safety technicians, workers from the guidance departments, and center Advisors.



# A SOCIALLY RESPONSIBLE INSTITUTION



GSD

With the aim of being as rigorous as possible in these situations, GSD has included in said document a final questionnaire to verify the application of the protocol that must be completed by the management of the company, the possible victim, and the investigating committee so that any possible discrepancies that arise can be corrected.

It is evident how in some activities, considerable progress is being made:

■ **Training:**



See Appendix 5

Worker Training

- **Pregnancy:** Protection of the pregnant worker both internally by adapting a series of preventive measures and externally with a leave of absence in cases of risk during pregnancy.

This section is related to the *GRI 403 Indicator: Occupational Health and Safety*.

2018-2019 School Year		2019-2020 School Year	
No. of days of leave	No. of workers who received this leave	No. of days of leave	No. of workers who received this leave
4,661	41	2,391	22

This decrease is due to the fact that, from March 13 and due to COVID-19, no leave of absence was processed until the beginning of the following school year (2020/2021).

In the worker and employee satisfaction survey, occupational safety and hygiene conditions had a score of 7.81 points, 5% higher than the previous year.



# A SOCIALLY RESPONSIBLE INSTITUTION



## BALANCED AND SOLIDARITY COMPENSATION SYSTEM

During the 2019/2020 academic year we have been working, and still continue to do so, on the revision of the remuneration model for our company, thus complying with the 2017-2021 Strategic Plan.

Our current remuneration model began in 2007 and is composed of a classification system, a remuneration formula, and a map of remuneration levels – all following the principles of legality, internal coherence, external competitiveness, solidarity, and professional development.

GSD, aware of the importance of compensation as a strategic tool to attract, retain, and motivate employees, is immersed in the revision of the current compensation system. In relationship with the aforementioned, we have the collaboration of EY as an external advisor.



The following phases have already been completed:

- **Familiarity with the Cooperative:** For the review of the remuneration system, in this first stage of the project, different partners were involved to conduct face-to-face interviews and all the information received was analyzed – along with the GSD documentation.
- **Presentation of alternatives:** This section focused on continuing with the objective criteria of the remuneration system, ensuring the system would be socially sustainable and competitive on the market. The performance evaluation model was reviewed, as well as the various alternatives, to choose the most favorable for the review of our remuneration system.

As of the end of the 2019/2020 academic year, approval by the Governing Council of the model's review was still pending.

In addition, in the co-owner worker and hired employee satisfaction survey, GSD received 7.84 points in terms of level of satisfaction with GSD as an appropriate framework for professional and personal development, 1.82% higher compared to the previous survey. Similarly, GSD obtained a score of 6.94 points in the survey in reference to the possibility of promotion and professional growth for GSD's partners and workers.

Some of the social measures have already been set forth in the Work-Life Balance section, but others are as follows:

- Paid leave of four days for the birth of a child or serious illness or death of a worker-partner's first or second-degree relative.
- Up to 100% of the total salary is supplemented if the worker-partner is in a situation of temporary disability, whether it is due to a common or occupational illness or accident.
- Extended leave of absence with re-employment rights.
- Permission to change centers due to proximity to the home, whenever possible.
- Advice to workers on labor and tax matters, especially in reference to the management of benefits, the collection of the single payment of unemployment benefits for workers who will join the cooperative as partners, and the recognition of Social Security retirement pension.
- Payroll advances.



# A SOCIALLY RESPONSIBLE INSTITUTION



## PROFESSIONAL TRAINING OF GSD WORKERS

The professional training of GSD workers, both co-owners and hired workers, is a strategic element of the cooperative enterprise and the social responsibility it assumes with its workers in their training and professional qualification.

The Madrid Cooperatives Law states that cooperatives must add at least 5% of their earnings to the Reserves for Education and Promotion, which will be aimed, among other things, at the cooperative's partners and workers to uphold the cooperative principles and values and their vocational training.

For GSD, it is important to train workers, and this is reflected in the Bylaws; **the cooperative adds 10% of its earnings to the Reserves for Education and Promotion.**

Goals to be achieved in reference to training:

- Contribute to improving GSD's productivity and competitiveness.
- Ensure that the professional skills acquired by the workers, both through formal and informal training processes, and work experience, are accredited.
- Evaluate and control the quality of training to ensure the effective and efficient management of the resources provided, whether they are specific to the cooperative or come from public vocational training programs.

- Digitize the training process to make the training of all workers possible, while being able to balance said training with personal life.
- Facilitate language training for workers who need it in their position.

During the 2019/2020 school year, **155 training actions were scheduled**, which involved 14,677 training hours, 1,749 beneficiaries (between partners and hired employees), and 2,383 training certifications were given.



Thanks to the Promotion and Education Reserve, GSD has launched 97 training actions during this period, the rest were funded by the annual credit of bonuses from the State Foundation for Training in Employment (*Fundación Estatal para la Formación en el Empleo* or FUNDAE).

The level of satisfaction of partners and hired employees in relation to the training necessary for carrying out their work and professional growth is high, with a score of

 **See Appendix 5**

Worker Training

8.85 points out of 10, similar to the score received in the previous year.

This section is linked to the matters listed in the GRI 404 *Indicator on Training and Teaching*.



## SOCIAL ENGAGEMENT AND COMMITMENT TO HUMAN RIGHTS



GSD considers, in line with **Goal 1** of the SDGs, that: **"Poverty goes beyond the lack of income and resources to ensure sustainable livelihoods. Poverty is a human rights problem,"** and the cooperative aims to contribute to the achievement of this goal to end poverty by engaging the GSD educational community in actions aimed at improving the conditions of those who are most in need.



GSD intends to help **"empower and promote the social, economic and political inclusion of all irrespective of age, sex, disability, race, ethnicity, origin, religion, or economic or other status,"** as one of the targets included in **Goal 10** of the SDGs.

GSD's commitment as a cooperative, where the mission, vision, and values it upholds respond to a socially responsible business model, is not only reflected in its internal management and in its relationship with customers and other actors linked to the activities it carries out, but goes further than that; it is a social commitment to the people who are most in need, at a time like the present one where unfortunately various social problems still exist.

The actions contained in this section of the Report bear a close relationship with the *GRI 412 Indicator: Human Rights Assessment*.





## SUPPORT FOR THE UNHCR'S WORK WITH REFUGEES

As something noteworthy, we should mention that GSD has been collaborating with the **UNHCR**, the United Nations High Commissioner for Refugees, for 16 years. During this time, a number of solidarity campaigns have been carried out which have had a tremendous response throughout the educational community and which are part of the Partnership Agreement between the GSD Foundation and the Spanish Committee of the UNHCR, signed on November 29, 2006.

The activities carried out by the GSD educational community, with the help of the GSD Foundation, during the 2019/2020 school year were affected by the effects of the pandemic. Many of the planned activities were not able to be carried out, as was the case of the Spring Festival, although collaboration has been maintained in those areas that the exceptional situation has allowed us to do so, as is the case of the **participation of students from GSD Las Rozas in the activity entitled "Loco festival" ("Crazy Festival")**, an educational project

promoted by the Spanish Committee of the UNHCR to raise awareness among the students about the situation of refugees and the importance of playing an active role in the defense of human rights.

For the last 16 years of collaboration, GSD has provided a total of **505,000 euros for the support of refugees**.

Our students' education in values of solidarity is reflected in the **school agenda**, which includes dates marked for the commemoration of social events of great interest, and for their organization we have the help of texts prepared by the Spanish Committee of the UNHCR. The aforementioned agenda includes an information sheet that facilitates voluntary donation to this organization by the members of the GSD educational community.

It is also worth noting the fifth edition of the **drawing contest titled "Pinta un sueño" (Paint a Dream)**, with the participation of 7,811 students from different

educational levels, who in the 2019/2020 school year made drawings surrounding the theme "Gender Equality in Refugee Camps." Because of COVID-19, the judges' decision was put off until the next school year.

Support to the UNHCR for measures of solidarity with refugees, as well as other social actions by GSD in the field of Corporate Social Responsibility, have merited a great degree of appreciation from students, who in the 2018 survey awarded a score of 7.94 points; families gave GSD a score of 8.34 points.

### Social Responsibility Actions

UNHCR, incorporation of disabled people into the workforce, food collection campaign, etc.

PERCEPTIONS	2013	2014	2015	2016	2017	2018
FAMILIES	7.95	7.91	7.9	8.45	8.40	8.34
STUDENTS	6.47	6.41	6.21	7.65	7.68	7.94

# A SOCIALLY RESPONSIBLE INSTITUTION



# GSD

## MANAGEMENT OF GSD ÉCOLE INTERNATIONALE AU CAMEROON

In September 2018, an important educational and solidarity project was initiated with the creation of **GSD École Internationale au Cameroun**. The aim is to educate children in a region of Cameroon with a low schooling rate. The project involves two foundations, *Abriendo Caminos* (opening roads) and GSD, which provide financial resources to finance the project, and the GSD cooperative is responsible for the pedagogical and administrative management of the center, training local teachers, and transferring GSD's educational project based on quality education and social values.

In the 2019/2020 school year, each of the two foundations contributed 50,000 euros, which were used to grant scholarships to students, finance various operating and equipment costs, and in particular, pay the teachers' salaries.

It should also be noted that, the GSD Foundation and GSD Cooperative financed this project with resources obtained from other activities, like the "Bicycle Festival," in which donations were received in exchange for numbers for the bike race.

This is an educational and social project that aims to achieve sustainability in the medium and long term, and that, with the incorporation of more students, the amount of external aid to the management of enrolments will be lower. **The future goal is to reach 600 students in the stages of preschool, primary, and secondary education.**

During the 2019/2020 academic year, the number of girls and boys enrolled in preschool and primary school **increased by 55.81%** compared to the previous year, and 15 local jobs were created among teachers, administrative staff, and general service staff.

The coronavirus pandemic forced us to close GSD École Internationale au Cameroun; however, despite the rudimentary technological possibilities of the area, our teachers **did not stop attending and taking care of the education of our students**, visiting the homes of the families from time to time to do school follow-up, deliver and pick up tasks, and/or supervise the work – always with the necessary safety measures. In this way, the needs of the GSD educational community in the African country were met.



# A SOCIALLY RESPONSIBLE INSTITUTION



GSD

## PARTICIPATION IN OPERATION KILO OF FOOD

As part of the collaboration agreement signed on June 11, 2013 between GSD and the *Banco de Alimentos* ("Food Bank") Foundation, GSD has been participating in the "**Operation Kilo of Food**" campaigns, which are organized to improve the living conditions of those who are most in need. GSD and its educational community collected non-perishable foods in the days leading up to the 2019 Christmas festivities, collecting **a total of 3,518 kilos**, of which 500 kilos were provided by GSD itself.



Also, the GSD El Escorial school collaborated with the City Council of Colmenarejo in the collection of food for Caritas, collecting 600 kilos.

Moreover, it is worth noting that students from GSD schools participated, like previous years, in the "*Great Food Collection*" campaign in shopping malls, organized by the *Banco de Alimentos* Foundation in November 2019.





# A SOCIALLY RESPONSIBLE INSTITUTION



## GSD ADHERES TO THE UN GLOBAL COMPACT

GSD, as a socially responsible company, has adhered to the **United Nations Global Compact** since May 15, 2012.



This endorsement requires us to submit an annual progress report on compliance with the 10 principles on human rights, labor relations, environment, and anti-corruption tactics.

On April 6, 2020, the eighth GSD progress report was presented and published by the Global Compact, corresponding to GSD's Report on Corporate Social Responsibility for the 2018/2019 school year, approved by the Cooperative's General Assembly in February, 2019.

## OTHER SOCIAL ACTIONS

### Collaboration with the SEUR Foundation to support children with special illnesses

Per the agreement signed by GSD and the SEUR Foundation, we support the project sponsored by the latter called "**Plastic Bottle Caps for a New Life.**" This way, the environmental action of the GSD eco-friendly schools of collecting plastic bottle caps, which are brought in by the students, their families, and the cooperative's workers, is linked to a solidarity action, since later SEUR volunteers collect them and deliver them to a recycling company, and the income obtained helps minors in need because they suffer illnesses that are not covered by ordinary health care systems.

### Collaboration with the Red Cross

On March 27, 2017, GSD signed an agreement with the Spanish Red Cross in the Community of Madrid, which reaffirms the work that had been done to collaborate with the Red Cross with blood drives and expand to other types of actions, as is the case of GSD students volunteering in blood drive motivation campaigns.

During the 2019/2020 academic year, a **blood drive** was carried out in which the professional training students of GSD International School Buitrago participated.

# A SOCIALLY RESPONSIBLE INSTITUTION



## OTHER SOCIAL ACTIONS

### "Knitting to Learn" for solidarity purposes

During the 2019/2020 school year, various activities were carried out in several GSD centers by the **IAIA Association**, within the framework of its Social Volunteer Program and the agreement signed with GSD.



From the training of students to disseminate the **"Donate your Yarn"** campaign among other students and families to make blankets for people in need to the undertaking of workshops to raise awareness of Climate Change by weaving climate scarves in classrooms, an activity by the ATRESMEDIA **"Hazte Eco"** ("Be Ecological") program.

GSD students participated in a cooperative development project to establish a sisterhood with a school in Sierra Leone.

During the 2019/2020 academic year, we were informed of the reception of teddy bears to establish a pairing with students of the GSD centers. The bears had been sent the prior academic year, as the activity scheduled for this year **"Tejiendo solidaridad – Ositos para Camerún"** ("Knitting Solidarity – Bears for Cameroon") had been interrupted by COVID-19. Thanks to these activities, the students of the GSD centers get involved in the world of volunteering, thus contributing to a great work of solidarity whose common thread is symbolized by the wool.

The schools that participated in these initiatives were GSD Moratalaz and GSD Guadarrama.

### Educational support at home

GSD collaborates with the Ministry of Education of the Community of Madrid to provide the **SAED** (Home Education Support Service), featuring teachers who instruct students with illnesses in their homes. Ten students were attended by eight teachers in the 2019/2020 academic year.

### Cooperative entrepreneurship

GSD participated in the annual commemoration of **International Cooperatives Day**. During the event, which served to highlight the value of cooperative work and show institutional support for this solidarity model, GSD Guadarrama received one of the awards given at the event, the award **"We undertake. Promoting cooperative entrepreneurship in schools."**

# A SOCIALLY RESPONSIBLE INSTITUTION



## Other solidarity responses to demands from the immediate surroundings

It should be added that the educational centers undertook several activities, such as the **collection of toys** at GSD Alcalá, GSD Las Rozas, and GSD Las Suertes. **Collection of funds and donation thereof** to the Dutch Association for the Activities of Promotion, Support, and Integration of People with Physical, Intellectual, or Functional Diversity, and AFA Alcalá (Association of relatives of Alzheimer's patients and other neurodegenerative diseases associated with aging, in Alcalá de Henares).

It should be noted that co-owners and workers of GSD Las Suertes made donations for the purchase of tablets, which were provided to the **Los Balcones Nursing Home** in order to allow the elderly residents to communicate with their families, given the impossibility of face-to-face visits due to COVID-19.



With the collaboration of the GSD Foundation, a **children's choir from the "Los ámbitos" district of Rivas Vaciamadrid** receives support, thus providing a leisure alternative in an area of risk of social vulnerability, all in coordination with the Council of Social Services of the City of Rivas Vaciamadrid. The aim of the project is to integrate and instill the values of music, collective work, and discipline in a fun and very affordable context, by presenting music to children through the creation of a white voice choir with the use of specific methodologies used in other pedagogical projects.

Students from GSD Las Rozas participated as volunteers in fundraising efforts for Tay-Sachs research by the **ACT-AYS Foundation**, helping in the organization of a solidarity bike race. They cooperated with the **Be my Eyes** app to help visually impaired people. Collaboration has also been undertaken with the therapists of the **MHG Foundation** to help children with disabilities or cognitive and movement difficulties through therapies on horseback. And students participated in the **accompaniment of the elderly in nursing homes**, as well as in the collection of toys in the Christmas campaign by **Cáritas**.

To soften the effects of COVID-19, student volunteers from GSD Las Rozas collaborated in **helping people at risk during confinement**: assistance with the cleaning of their houses, errands, and purchases. They also supported students with learning difficulties who have no resources.

# A SOCIALLY RESPONSIBLE INSTITUTION



## Social integration through sport

GSD's involvement in promoting integration through sport was reflected in the participation of GSD centers in numerous events and activities.

There is a **project to support people with disabilities through competitive sport** (swimming and athletics) at GSD centers. The aim is to support the collective of people with disabilities through high performance sport.

Students participating in the Physical-Sports Activity Animation training cycle at GSD Las Suertes shared another year of their professional and personal experience with students of the **Down Madrid and ZETEAN**

**Foundation** (they were assisted by animals), doing so on the International Day of Disabled Persons. This year, with the aim of raising awareness of other realities, the activity was extended to the entire educational community, adopting it to the developmental moment of each educational level.

Collaboration continues with **FEMM** (Multiple Sclerosis Foundation of Madrid) through the campaign "*Mójate por la Esclerosis Múltiple*" ("Get Wet for Multiple Sclerosis"). The activity is aimed at raising awareness and attracting resources to favor the group of patients with this disease.



# A SOCIALLY RESPONSIBLE INSTITUTION



## INTERCOOPERATION

### Collaboration with Coocafé

An intercooperation project continues to be undertaken with the **Coocafé cooperative**, a consortium of 7 cooperatives with 2,300 small coffee farmers from different rural areas of Costa Rica who market their product under the *Fair Trade* label.

Under this umbrella, partner cooperatives commit to environmental and social issues, such as not hiring workers under the age of 15 and actively participating in child labor prevention programs in order to phase out child labor of children under the age of 15 in the production of coffee in the cooperatives' area of influence.

There are also two foundations: the *Café Forestal* Foundation, dedicated to the financial support of environmental and socio-economic development projects, and the *Hijos del Campo* Foundation, which grants scholarships for children of low income coffee farmers so that they may send their children to the University of San José in Costa Rica. *Hijos del Campo* has a residence that houses these students and is funded, in part, with GSD resources.

The high quality coffee they produce is imported in containers to be consumed in the coffee shops of the GSD centers.

This action is closely related to the *GRI 408 Indicator: Child Labor* and the *GRI 409 Indicator: Forced or Compulsory Labor*.

### UTE for the management of the Sierra del Rincón Biosphere Reserve

As mentioned earlier, GSD and the Helechos cooperative, through a Temporary Union of Companies (UTE), manage the **Training, Promotion, Revitalization, and Environmental Disclosure Program in the Sierra del Rincón Biosphere Reserve**. This project is carried out by 8 people.



# A SOCIALLY RESPONSIBLE INSTITUTION



## Job placement companies and special employment suppliers for GSD

During the 2019/2020 school year, GSD continued acquiring products from providers which act as **job placement companies**, responsible for placing people at risk of social exclusion into the job market, as well as **special employment centers**, whose workers are mostly persons with disabilities.

Some examples are the job placement company **ASISCAR**, which provides transportation service for documentation between GSD centers and schools, and the agreement signed with the **John XXIII Foundation**, and its **Roncalli** special employment center, for the digitization of personnel records and the storage, management, and maintenance of documentation.

## Collaboration with the Catholic University of Avila

The link between GSD and the Catholic University of Avila in promoting the Official Master's Degree in Management and Administration of Social Economy and Cooperativism, has allowed for the 2nd edition of this Master's Degree and the organization of, in conjunction with FECOMA, "*Los lunes de la Economía Social*" (**Social Economy Mondays**).

This activity consists of a cycle of conferences held once a month (on a Monday) and aimed at Master's Degree students, representatives of companies and organizations of the social economy, local governments, and anyone who is interested in attending. In these conferences, a speaker representing a government agency, an organization of the social economy, or an expert in this field is invited to speak.

Due to the lockdown brought on by the COVID-19 pandemic, during this school year only two sessions of "Social Economy Mondays" could take place.



On November 25, 2019, the first session was held at the facilities of the GSD Vallecas center, whose speaker was Almudena Moreno, new General Director of the Madrid Community's Unit for the Self-Employed, Entrepreneurs, Social Economy, Social Responsibility, and Registries, who explained what the new policy of promoting the Social Economy in the Community of Madrid would be like.

On February 27, 2020, the second session was held at the facilities of the UCAV, in which Sebastián Reyna Fernández, former Director General of Cooperatives for the Ministry of Labor, Employment, and Social Security (1982-1989), attended as a speaker and a round table was held in which representatives of the Alta Moraña Cooperative, FAEMA, and Red Cross of Ávila participated.

# A SOCIALLY RESPONSIBLE INSTITUTION

## Cooperative collaboration for financial education

With the Cooperative Credit Bank, Cajamar Group, we have close collaboration to teach courses on **"financial education"** in our centers.

During the 2019/2020 academic year, students aged between 13 and 15 years have participated, although we were not able to complete the project taking into account the circumstances surrounding COVID-19. GSD understands this training as something essential for its students.

## Collaboration with FUNDEPOS University (Costa Rica)

The opening of the GSD IS Costa Rica has led to the development of different alliances with agencies in the country.

Through a collaboration agreement signed with **FUNDEPOS University** of Costa Rica, an internship program has been organized for managers of Costa Rican cooperatives so they may learn about models of European Social Economy and in particular, GSD's and the GSD Cooperative Group's model of organization and management, as well as Madrid's social economy in its different production sectors, with visits to different housing, agriculture, consumption, worker, etc. cooperatives.

In February 2020, one of the founders of GSD, Carlos De La Higuera Pérez, and the Director of CSR at GSD, Juan José Barrera Cerezal, attended several meetings on Cooperativism and the Social Solidarity Economy in San José, Costa Rica. It is worth mentioning their participation

in the forum entitled **"Cooperativism to Close Social Gaps in Costa Rica,"** organized by the Ministry of the Presidency and the Costa Rican Cooperative Movement – a form in which issues such as the Social Solidarity Economy and Social Inclusion were addressed, where GSD representatives were the main speakers, explaining the Spanish model of Social Economy as included in a law in the European framework and in accordance with the experience of GSD Cooperative.



# GSD



# A SOCIALLY RESPONSIBLE INSTITUTION



# GSD

## Collaboration with universities in the practice of teacher training in the Community of Madrid

Internships in companies are a vital part of the every professional's training, and there is no doubt that is also true for teachers. In this regard, GSD opens the doors of all its centers to university students **seeking to obtain a variety of primary teaching degrees, as well as the Master's Degree in Teacher Training in Secondary Education** (Compulsory, Baccalaureate, and Vocational Training).

GSD is a Member of the Commissions for the Monitoring of the Degrees of Teaching, Pedagogy, and Psychology, as well as the Master's Degree in Teaching and Equivalent Training of the Community of Madrid, created by the Ministry of Education of the Community of Madrid, representing schools, together with universities, and government agencies.

## GSD collaborates with Dual Vocational Training schools

GSD's commitment to Dual Vocational Training goes beyond the availability of all of its training choices in terms of Higher Education Vocational Training in this modality. It also collaborates with other educational institutions in training programs for several professional degrees.

In this regard, a total of **30 students have passed through our work centers, with training cycles as varied as Preschool Education, Administration and Finance, and Kitchen Management**, among others.





# A SOCIALLY RESPONSIBLE INSTITUTION



## Collaboration with other educational institutions

As in the previous cases, GSD opens itself to its surrounding environment and facilitates access to practical training for other institutions that, with due administrative authorization, are dedicated to the training of other professionals who offer different services to the community. This is the case of numerous associations that train supervisors and coordinators of leisure activities, as well as coaches for different sports disciplines.

## Collaboration with sports federations

GSD's mission is the education of people in different fields and stages of life to improve society. For this reason, GSD collaborates with different sports federations of the Community of Madrid in the training of sports technicians.

The collaboration agreement with these sports federations consists of the development of training programs that lead to a coaching degree at the different levels of action, in which GSD provides the training under the common training block and the federations provide the specific training block for the sporting discipline concerned.

## Other actions

- Collaborating with sports counselling with the IAA (**International Academy of Amman**), Jordan.
- Collaborating with the immersion program on Spanish Culture and Language at the **Royal Foreign Language School** (Beijing, China), in conjunction with GSD International School Buitrago.



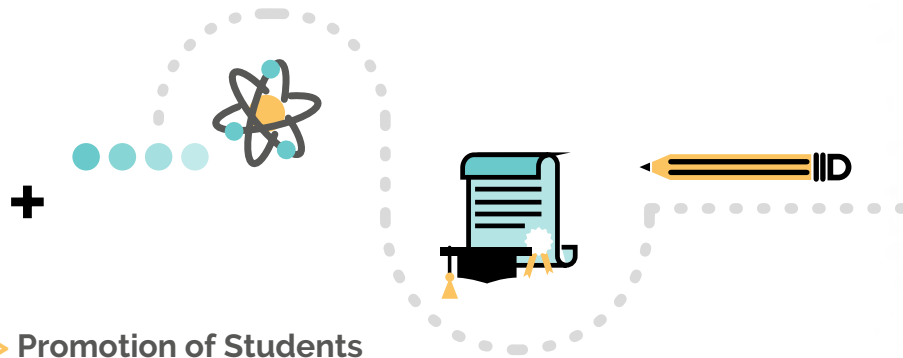
# Appendices





## APPENDIX 1

### DATA ON EDUCATIONAL OUTCOMES



#### > Promotion of Students

4 <sup>th</sup> Year Obligatory Secondary School	No. of Students registered	Number of students who move on to the next phase	Number of students who repeat current phase	Percent of passing students
Community of Madrid 17/18 School Year	57,406	48,249	9,157	84%
GSD Students 17/18 School Year	828	802	25	97%
Community of Madrid 18/19 School Year	60,242	51,207	9,035	85%
GSD Students 18/19 School Year	938	896	42	95%
Community of Madrid 19/20 School Year	The latest data published is from the 18/19 school year			
GSD Students 19/20 School Year	1,011	994	3	98%



## APPENDIX 1

### DATA ON EDUCATIONAL OUTCOMES

#### > Promotion of Students

2 <sup>nd</sup> YEAR BACCALAUREATE	Number of students registered	Number of students who move on to the next phase	Number of students who repeat current phase	Percent of passing students
Community of Madrid 17/18 School Year	46,952	38,031	8,921	81%
GSD Students 17/18 School Year	501	483	24	95%
Community of Madrid 18/19 School Year	46,859	38,162	8,697	81.44%
GSD Students 18/19 School Year	561	533	28	95%
Community of Madrid 19/20 School Year	The latest data published is from the 18/19 school year			
GSD Students 19/20 School Year	619	606	3	98%



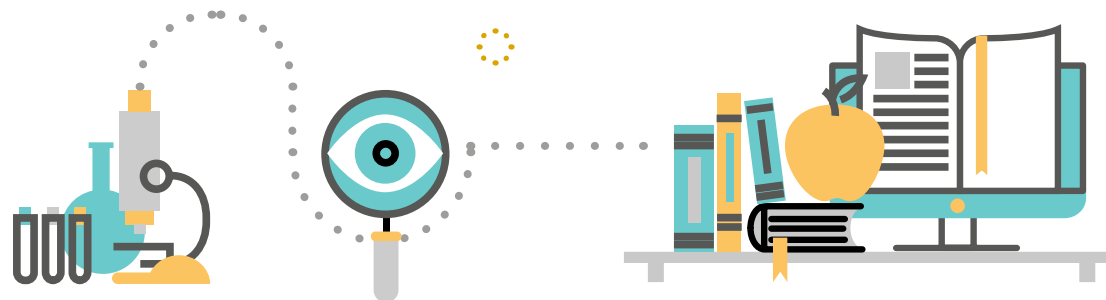


## APPENDIX 1

### DATA ON EDUCATIONAL OUTCOMES

#### > Promotion of Students

EvAU	Number of students	Students who went to the exam	Students passing students	Percent of passing students	Average grade
Community of Madrid 17/18 School Year	46,952	29,505	27,558	93%	-
GSD Students 17/18 School Year	565	459	450	98%	6.8
Community of Madrid 18/19 School Year	30,197	30,059	27,989	93.11%	-
GSD Students 18/19 School Year	562	464	456	98.28%	7.12
Community of Madrid 18/19 School Year	33,751	33,472	30,773	91.94%	6.63
GSD Students 19/20 School Year	588	550	537	97.64%	7.2





## APPENDIX 1

### DATA ON EDUCATIONAL OUTCOMES

#### > Promotion of Students

DUAL VOCATIONAL TRAINING	14/15	15/16	16/17	17/18	18/19	19/20
Forecast of Dual VT students in the Community of Madrid	1,910	1,986	2,335	2,915	3,375	-
No. of GSD students in this modality	399	450	501	616	512	543
% of GSD students with regard to the Community of Madrid	20.90%	22.50%	21.50%	21.50%	15%	-
Training Cycles offered	8	7	8	8	10	9
No. of collaborating companies	117	146	218	250	155	157

\*2019/2020 data not published

#### > Erasmus (no. of participating students)

VT MOBILITY	16/17	17/18	18/19	19/20
Higher Education Training Cycles	7	9	9	12
Middle Education Training Cycles	11	23	15	0



## APPENDIX 2

### MATCH THE PEOPLE PROGRAM

#### > Students Participating in the Match the People Program

Programs	Students	Centers
Exchanges	42	> GSD LS > GSD IS BU > GSD EE > GSD GU > GSD LR > GSD VA (*)
Long stay program	39	> GSD Schools > Arcadia School > Sagrado Corazón School
School Trips	77	<b>London School Trip</b> > GSD GU > GSD MO (*)
	55	<b>School Trip Tarragona</b> > GSD Schools (July)
	368	<b>School Trip Granada</b> > GSD LS > GSD MO > GSD VA <b>July:</b> > GSD AL > GSD IS BU > GSD EE > GSD GU > GSD LR
International Trips	0	Programs cancelled due to COVID-19
Bilingual Summer Camps	121	<b>1<sup>st</sup> Turn</b> > Football Summer Camp <b>An English Week</b> > 13-17 July > 20-24 July > 27-31 July <b>Surf Gijón</b>
Europa Project	12	> GSD IS BU > GSD GU > GSD LS
School Year	17	> GSD AL > GSD EE > GSD GU > GSD LR > GSD VA > GSD LS > Students not related with GSD

GSD Alcalá > GSD AL  
 GSD IS Buitrago > GSD IS BU  
 GSD El Escorial > GSD EE  
 GSD Guadarrama > GSD GU  
 GSD Las Rozas > GSD LR  
 GSD Las Suertes > GSD LS  
 GSD Moratalaz > GSD MO  
 GSD Vallecas > GSD VA



## APPENDIX 2

### MATCH THE PEOPLE PROGRAM

#### > Students Participating in the Match the People Program

(\*) **EXCHANGES** > Of the 9 exchanges we do at different destinations, this year only the following have been undertaken: China, Finland, and Lyon and part of Oberuff. Exchanges with Japan, Questembert, Paris, Rennes, Germany (KGN), and Germany (Oberuff). Cancelled or postponed due to COVID-19

(\*) **SCHOOL TRIPS** > The school trips cancelled due to COVID-19 were to Stratford and Italy.

(\*) **SCHOOL TRIPS** > **London school trip.** The following schools were cancelled due to COVID-19: GSD Alcalá, GSD Buitrago, GSD El Escorial, GSD Las Rozas, GSD Las Suertes, GSD Vallecas, Sagrado Corazón School.

(\*) **SCHOOL TRIPS** > **School Trip Tarragona.** This trip was affected in terms of participation numbers due to COVID-19. It was set for the month of April and, as it was not possible in that month, work was done to offer the families new dates during the month of July.

(\*) **SCHOOL TRIPS** > **Granada School Trip.** This trip was only done by the following schools: GSD Las Suertes, GSD Vallecas, and GSD Moratalaz. The rest of the GSD Schools and the Sagrado Corazón School were affected by the situation and the families were offered new dates during the month of July. That is why the number of students is less compared with the prior year.

(\*) **EUROPA PROJECT** > It has also been affected by this situation; the only students who could undertake their internships were the ones of September. The internships for the students who were going to begin in March were cancelled.

(\*) **SUMMER CAMPS** > Due to the COVID-19 pandemic, the following Summer Camps were cancelled: Filmmaking, Culinary, Theater, Young World Town. Weeks in English from Monday to Friday were offered (last weeks of July) and Surf in Gijón.







## APPENDIX 2

### MATCH THE PEOPLE PROGRAM

#### > International students at GSD

International centers	Students	GSD Centers
Wyndham Central Collage (Australia)	7	> GSD IS BU
Wesley Collage (Australia)	14	> GSD IS BU > GSD AL > GSD GU > GSD LR > GSD MO > GSD EE > GSD VA
Hong Kong Creative Secondary School	21	> GSD IS BU
Mayor School India	8	> GSD IS BU
Punahou School Hawaii	25	> GSD IS BU
MLC (Australia)	4	> GSD LR
PLC (Australia)	2	> GSD AL
St. Catherine´s (Australia)	2	> GSD IS BU
Werribee (Australia)	2	> GSD EE
Oberurff (Germany)	16	> GSD LS > GSD MO > GSD VA





## APPENDIX 2

### MATCH THE PEOPLE PROGRAM

#### > International visits

Name	Country	Date
Margrét Jónsdóttir	Iceland (summer program)	10/09/2019
Chai Reddy	Honolulu (Hawaii)	18/09/19
Cheryl van Dijck	NZ (Auckland)	24/09/19
FUNDEPOS Internship	Costa Rica	26/09/2019
Sara Keilholtz Bruckner	US A	04/11/2019 to 05/11/2019
Tara Chatzakis	UK (FP)	11/11/2019 to 15/11/2019
Catherine Pritchard	Telford (UK)	11/11/2019
Delhi World Public School	INDIA	11/11/2019
Sonia Díaz	US A (Knoxville)	11/11/2019
Melissa Álvarez	Costa Rica (Cartago)	29/11/2019
Libby Giles	New Zealand (Global citizenship)	13/12/2019
Shelley Mikszan	The United States	08/01/2020
Kevin Zhou	China (Beijing)	15/01/2020

Name	Country	Date
Delegation of 28 individuals	South Korea	16/01/2020 to 17/01/2020
Zamá School	Mexico	21/01/2020
Blaine Melnyk	Canada	22/01/2020
Malcolm Wood	United Kingdom	24/01/2020



# A SOCIALLY RESPONSIBLE INSTITUTION



GSD

## APPENDIX 3 FACILITIES

### > Improvements and conditioning of GSD centers during 2019/2020

In addition to the work of conditioning and updating of the facilities in all the centers and the regular maintenance work, such as painting, general cleaning, polishing of tile floors, etc. the following actions have been implemented:

#### El Corralón

- Installation of a solar DHW production system for water heating in the showers and washbasins of the Nature Classroom.

#### GSD IS Buitrago

- Change of the anti-intrusion alarm system.
- Repair of roofs of Pavilion 2.
- Waterproofing of terrace of Pavilion 2.
- Repair of water leakage in the women's locker room of the kitchen.





## APPENDIX 3 FACILITIES

### > Improvements and conditioning of GSD centers during 2019/2020

#### GSD El Escorial

- Repair of slate roof.
- Replacement of the rubber floor of the Preschool, with installation of water fountains.
- Fire protection system replacement.
- Change of the anti-intrusion alarm system.

#### GSD Las Suertes

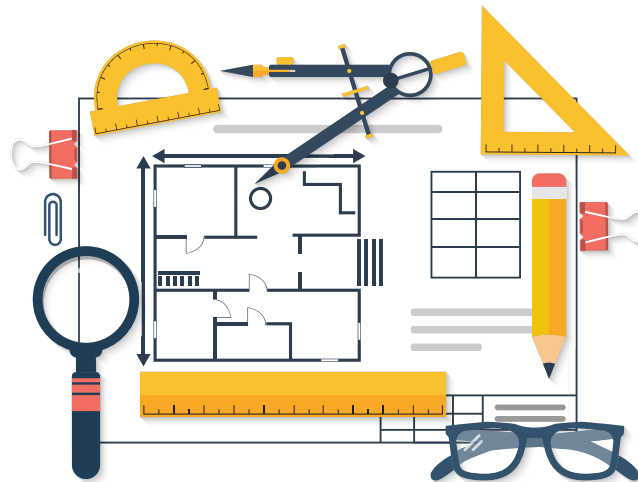
- Reinforcement of the outdoor fencing of the preschool.
- Remodeling of baccalaureate classrooms.
- Waterproofing of sunken forecourt.

#### GSD Guadarrama

- Conditioning of a Preschool classroom as a computer classroom.

#### GSD Las Rozas

- Remodeling of the ground floor of the baccalaureate building.





## APPENDIX 3

### FACILITIES

#### > Investment in infrastructure for the actions undertaken

Center	Investment
La Vía Láctea El Corralón	€16,217.02
GSD IS Buitrago	€210,883.71
GSD El Escorial	€128,001.30
GSD Guadarrama	€3,717.65
GSD Las Rozas	€6,820.95
GSD Las Suertes	€31,692.78
Sendas del Rianza	€2,000.00
<b>TOTAL</b>	<b>€397,333.41</b>





## APPENDIX 4

### STUDENT ATTENDANCE IN ENVIRONMENTAL CLASSROOMS

> “La Vía Láctea”

SCHOOL	LEVEL 6 - Early Childhood Ed.		2 <sup>nd</sup> Grade Primary		4 <sup>th</sup> Grade Primary		6 <sup>th</sup> Grade Primary	
	NO. OF STUDENTS	%	NO. OF STUDENTS	%	NO. OF STUDENTS	%	NO. OF STUDENTS	%
GSD AL	-	-	-	-	105	80.77%	84	75.00%
GSD BU	-	-	24	85.71%	26	92.86%	25	92.59%
GSD EE	-	-	-	-	96	90.57%	108	87.10%
GSD GU	-	-	-	-	90	85.71%	95	85.59%
GSD LR	-	-	-	-	131	93.57%	135	97.83%
GSD LS	-	-	52	*	121	87.68%	100	87.72%
GSD MO	-	-	-	-	107	93.86%	131	94.24%
GSD VA	-	-	116	88.55%	107	84.25%	119	88.81%
<b>TOTAL</b>	<b>-</b>	<b>-</b>	<b>192</b>	<b>87.13%</b>	<b>783</b>	<b>88.18%</b>	<b>797</b>	<b>88.65%</b>

\* Due to the health crisis, not all the 2<sup>nd</sup> grade primary groups and level six preschool groups could attend.





## APPENDIX 4

### STUDENT ATTENDANCE IN ENVIRONMENTAL CLASSROOMS

#### > Albergue Sendas del Riaza

SCHOOL	1 <sup>st</sup> Year Obligatory Secondary			3 <sup>rd</sup> Year Obligatory Secondary		
	NO. OF STUDENTS	TOTAL	%	NO. OF STUDENTS	TOTAL	%
GSD AL	-	143	-	63	118	53.39%
GSD BU	-	121	-	35	122	28.69%
GSD EE	73	92	79.35%	74	110	67.27%
GSD GU	-	124	-	-	108	-
GSD LR	127	150	84.67%	111	158	70.25%
GSD LS	108	138	78.26%	54	129	41.86%
GSD MO	-	150	-	65	113	57.52%
GSD VA	128	143	89.51%	74	147	50.34%
<b>TOTAL</b>	<b>436</b>	<b>1061</b>	<b>82.95%</b>	<b>476</b>	<b>1005</b>	<b>52%</b>



\* Due to the health crisis, not all the groups could attend.



## APPENDIX 5 WORKER TRAINING

### > Training 2019/2020

Aimed at the competitive and personal needs of teachers and non-teachers. The teaching skills are no different from the skills needed to function in personal life: areas of personal development, communication, digital culture, social responsibility or leadership, etc., focused on the individual's reality. This will all nurture the individual's work both inside and outside the classroom.



#### > Cooperation and Distributed Leadership

- Leadership development - Cycle II

#### > Critical and Creative Thinking

- Creativity in the preschool classroom.

#### > Personal Development

- Coaching for participants in the Delice course.

#### > Entrepreneurship and Social Responsibility

- Social economy and cooperativism.

#### > Digital Skills

- Alexia Classroom: different ways to use this educational platform.







## APPENDIX 5 WORKER TRAINING

### > Training 2019/2020

Aimed at the centers' educational needs. Technical and methodological training to face projects, solve problems and face the challenges of everyday life in the classroom. These are fast, direct training actions, with trainers who present their direct experiences. Workshop format, self-learning, use of learning technology for facilitation.

#### > Cooperative Learning

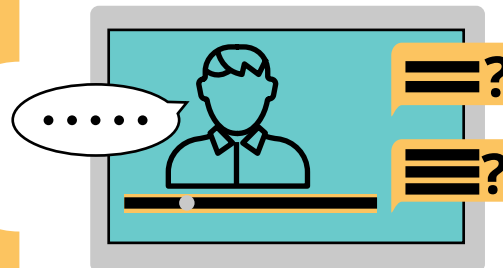
- Specialist in Cooperative Learning.
- Initiation to the practice of cooperative methodology in the classroom.

#### > Project-Based Learning

- Introduction to Project-Based learning in Primary.

#### > Assessment

- Assessment of learning in preschool.
- Assessment of learning in education.





## APPENDIX 5 WORKER TRAINING

### > Training 2019/2020

Aimed at the management needs of the centers and their technical areas. Standard training to keep senior management, management, and technical teams constantly updated to meet the increasingly complex demands of management or customers and anticipate customer needs.

#### > Management, Quality and Legislation

- Integrated Management Systems: Quality, Environment, Corporate Social Responsibility.
- Running and Managing Social Service Centers.

#### > Food Control

- Allergies and intolerances at school.
- Food handlers.

#### > Coexistence

- Prevention of bullying.
- LGBTQ awareness workshop.
- Equal opportunities.

#### > Prevention of Occupational Risks

- Prevention of speech pathologies in teachers.
- Emergencies and fire control.
- Self-Containment and mechanical protection.
- Mountain safety.
- Specific risks for cleaning and kitchen staff.
- Handling trampolines.
- Prevention of risks while working from home.
- Occupational Health and Safety: COVID-19.

#### > Professional Skills

- Rescue and lifeguarding.

#### > Languages

- English.

In addition, different informational sessions on biological risks have been held for Preschool teaching teams.



## APPENDIX 6

### CARE FROM THE MEDICAL OFFICE



Actions	RESULTS 17/18	RESULTS 18/19	RESULTS 19/20	TOTAL
Medical assistance on parents demand	17,305	17,993	13,348	<b>48,646</b>
Medical assistance on teachers demand	41,828	42,699	31,277	<b>115,804</b>
Medical assistance for students with chronic illnesses	10,054	11,266	8,898	<b>30,218</b>
Urgent care	310	1,040	921	<b>2,271</b>
Number of medical checkups	3,045	3,451	1,881	<b>8,377</b>
Allergic reactions to foods	34	85	69	<b>188</b>
Medical care for staff	3,613	4,083	2,745	<b>10,441</b>



## APPENDIX 7

### NON-FINANCIAL INFORMATION

#### > I. Information on environmental matters

Indicator name	Relationship with GRI	Actions
<b>Pollution</b>		
Measures to prevent, mitigate, or repair carbon emissions that gravely affect the environment.	GRI 301	<ul style="list-style-type: none"> <li>There are maintenance plans for facilities.</li> </ul>
Audits and environmental certifications (14001)	GRI 308	<ul style="list-style-type: none"> <li>ISO 14001:2015 certification at GSD General Service offices.</li> <li>Eco-friendly schools green flag in schools.</li> </ul>
<b>Circular economy and waste prevention and management</b>		
Measures for waste prevention, recycling, reuse, as well as other forms of recovery and disposal of waste.	GRI 301	<ul style="list-style-type: none"> <li>There is a Plastics Protocol developed by the Environment Department.</li> </ul>
Measures for the treatment of hazardous waste	GRI 306	<ul style="list-style-type: none"> <li>Collection by an authorized hazardous waste manager:                             <ul style="list-style-type: none"> <li>Electrical and electronic equipment waste.</li> <li>Collection of used cooking oil and biosanitary waste.</li> <li>Toner and printer cartridges.</li> </ul> </li> </ul>





**APPENDIX 7**  
NON-FINANCIAL INFORMATION



> I. Information on environmental matters

Indicator name	Relationship with GRI	Actions
<b>Sustainable use of resources</b>		
Measures taken to improve energy efficiency and the use of renewable energy		<ul style="list-style-type: none"> <li>There is a 2016-2020 energy audit plan of action.</li> </ul>
Energy consumption, water, raw materials, etc.	GRI 301, 302, 303	<ul style="list-style-type: none"> <li>There are different documents dealing with Asset Management 33.00-02 CM ASSET MANAGEMENT 2019-20.</li> <li>Internal control records of the project area. See the section entitled "Environmental Certification: Energy Consumption" in the CSR Report.</li> </ul>
The reduction of energy consumption achieved as a direct result of consumption saving initiatives.	GRI 302-4	<ul style="list-style-type: none"> <li>2016-2020 energy audit plan of action.</li> <li>Sustainable management of water plan</li> </ul>





## APPENDIX 7

### NON-FINANCIAL INFORMATION

#### > I. Information on environmental matters

Indicator name	Relationship with GRI	Actions
<b>Climate change</b>		
Measures taken to adapt to the consequences of climate change		<ul style="list-style-type: none"> <li>■ Cross ventilation in classroom hallways.</li> </ul>
Voluntarily established medium- and long-term reduction targets to reduce greenhouse gas emissions and the means implemented for said purpose	GRI 305	<ul style="list-style-type: none"> <li>■ 2016-2020 energy audit plan of action. See the section entitled "Environmental Certification: Energy Consumption" in the CSR Report.</li> </ul>
<b>Protection of biodiversity</b>		
Measures taken to preserve or restore biodiversity		<ul style="list-style-type: none"> <li>■ Management of the Sierra del Rincón Biosphere Reserve, Vía Láctea Nature Classroom in Casavieja (Ávila), and Albergue Sendas Del Riaza in Valdevacas De Montejo (Segovia).</li> </ul>
Impact caused by activities and operations in protected areas	GRI 304	





## APPENDIX 7

### NON-FINANCIAL INFORMATION

> II. Information on staff and social issues. Information according to GRI 401 and 405.

Average employment this school year by age, gender, and status as working co-owners and hired workers

AGE	MEN			WOMEN			TOTAL GENERAL
	NON-PARTNERS	PARTNERS	TOTAL MEN	NON-PARTNERS	PARTNERS	TOTAL WOMEN	
17-29	104.23	3.96	<b>108.19</b>	104.87	18.92	<b>123.78</b>	<b>231.97</b>
30-39	94.46	83.84	<b>178.30</b>	140.83	223.86	<b>364.68</b>	<b>542.98</b>
40-49	43.16	151.96	<b>195.12</b>	81.80	303.56	<b>385.35</b>	<b>580.47</b>
50-59	25.00	63.98	<b>88.97</b>	63.58	143.23	<b>206.81</b>	<b>295.79</b>
+60	11.70	17.81	<b>29.51</b>	19.14	41.07	<b>60.22</b>	<b>89.73</b>
<b>TOTAL</b>	278.55	321.54	<b>600.08</b>	410.21	730.64	<b>1140.85</b>	<b>1740.93</b>

Data not including GSD IS Costa Rica.



## APPENDIX 7

### NON-FINANCIAL INFORMATION

#### > II. Information on staff and social issues. Information according to GRI 401 and 405.

Average employment this school year by labor relationship, gender, and status as working co-owners and hired workers

CONTRACT TYPES	MEN			WOMEN			TOTAL GENERAL
	NON-PARTNERS	PARTNERS	TOTAL MEN	NON-PARTNERS	PARTNERS	TOTAL WOMEN	
Part-time permanent	75.69	1.00	76.69	75.61	1.00	76.61	153.30
Full-time permanent	44.36	314.96	359.32	92.85	719.57	812.42	1171.74
Part-time permanent		0.58	0.58	-	-	0.00	0.58
Full-time temporary	17.02	-	17.02	54.73	-	54.73	71.75
Part-time temporary	1.31	-	1.31	4.02	-	4.02	5.33
Partial retirement	4.01	5.00	9.01	3.00	10.07	13.07	22.08
Full-time internship	26.35	-	26.35	31.36	-	31.36	57.70
Part-time internship	1.00	-	1.00	1.99	-	1.99	2.99
Hand-over contract	5.58	-	5.58	8.58	-	8.58	14.16
Full-time temporary	37.32	-	37.32	73.17	-	73.17	110.49
Temporary disability	4.72	-	4.72	2.67	-	2.67	7.39
Temporary part-time	61.21	-	61.21	62.22	-	62.22	123.43
<b>TOTAL</b>	278.55	321.54	600.08	410.21	730.64	1140.85	1740.93

Data not including GSD IS Costa Rica.





## APPENDIX 7

### NON-FINANCIAL INFORMATION

#### > II. Information on staff and social issues. Information according to GRI 401 and 405.

##### Remuneration for co-owner workers and hired workers

AVERAGE SALARY BY GENDER	MEN			WOMEN			TOTAL GENERAL
	NON-PARTNERS	PARTNERS	TOTAL MEN	NON-PARTNERS	PARTNERS	TOTAL WOMEN	
Less than 10,000	184.32	4.23	188.54	250.41	17.21	267.62	456.17
10,001-14,999	33.37	10.52	43.89	54.33	59.51	113.84	157.73
15,000-24,999	32.33	35.00	67.33	55.56	148.55	204.11	271.44
25,000-34,999	25.53	198.75	224.29	44.90	448.37	493.28	717.56
35,000-54,999	3.00	61.03	64.03	5.00	53.00	58.00	122.03
More than 55.000	-	12.00	12.00	-	4.00	4.00	16.00
<b>TOTAL</b>	278.55	321.54	600.08	410.21	730.64	1140.85	1,740.93

Data not including GSD IS Costa Rica.



## APPENDIX 7

### NON-FINANCIAL INFORMATION

#### > II. Information on staff and social issues. Information according to GRI 401 and 405.

Distribution of employment by professional category at the end of the 2019/2020 academic year

PROFESSIONAL CATEGORIES	PARTNERS			EMPLOYEES		
	WOMEN	MEN	TOTAL	WOMEN	MEN	TOTAL
Management	4	5	9	1	1	2
Directors	6	21	27	-	2	2
Heads	56	49	105	2	3	5
Middle managers	67	57	124	4	5	9
Teaching staff	475	148	623	119	63	182
Administrative and concierge staff	61	13	74	29	16	45
Kitchen staff	53	3	56	61	25	86
Maintenance and cleaning staff	13	21	34	73	32	105
Extracurricular activity staff	-	4	4	124	155	279
<b>TOTAL</b>	735	321	<b>1,056</b>	413	302	<b>715</b>

Data from the Annual Accounts Report as of 31/08/2020.



## APPENDIX 7

### NON-FINANCIAL INFORMATION

#### > II. Information on staff and social issues. Information according to GRI 401 and 405.

##### Other social actions relating to staff

Indicator name	Relationship with GRI	Actions
Organization of Work	GRI 401	<ul style="list-style-type: none"> <li>The measures aimed at facilitating a work/life balance can be found in the section entitled "Work, Personal, and Family Life Balance" of the CSR Report.</li> </ul>
Health and safety	GRI 403	<ul style="list-style-type: none"> <li>See the section on "Prevention of Occupational Risks" of the CSR Report.</li> </ul>
Social relationships	GRI 402	<ul style="list-style-type: none"> <li>See the section entitled, "Our People: A Central Component of GSD's Labor Policy" and, especially, "Worker Participation" and "Freedom of Association and Right to Organize" of the CSR Report.</li> </ul>
Training	GRI 404	<ul style="list-style-type: none"> <li>Actions and data included in the section on "Professional Training of GSD Workers" in the CSR Report.</li> </ul>
Equality	GRI 405 GRI 406	<ul style="list-style-type: none"> <li>See the sections entitled, "GSD: A Company that Promotes Gender Equality" and "Policy of Equality and Non-Discrimination, Support for Diversity and for the Inclusion of Disabled People and People at risk of Exclusion" of the CSR Report.</li> </ul>



## APPENDIX 7

### NON-FINANCIAL INFORMATION

#### > III. Information on respect for human rights

Indicator name	Relationship with GRI	Actions
Implementation of human rights due diligence procedures	GRI 412	<ul style="list-style-type: none"> <li>There is a code of conduct that considers respect for Human Rights.</li> <li>There are specific policies in favor of Human Rights, emphasizing the 10 main principles contained in the United Nations Global Compact to which GSD has adhered since 2012.</li> </ul>
Prevention of the risk of human rights violations		<ul style="list-style-type: none"> <li>Application of current law.</li> <li>Training in human rights policies is included in the company training plans.</li> </ul>
Measures to mitigate, manage, and repair possible abuses	GRI 406-1	<ul style="list-style-type: none"> <li>Recourse committee: 3 case studies.</li> </ul>
Compliance with the provisions of the ILO fundamental conventions relating to respect for freedom of association and the right to collective bargaining	GRI 407-1	<ul style="list-style-type: none"> <li>Number of union representatives: 21</li> </ul>





**APPENDIX 7**  
**NON-FINANCIAL INFORMATION**

> **III. Information on respect for human rights**

Indicator name	Relationship with GRI	Actions
Elimination of discrimination in employment	GRI 405	<ul style="list-style-type: none"> <li>Equality plan (see the section entitled, "Policy of Equality and Non-Discrimination, Support for Diversity and for the Inclusion of Disabled People and People at risk of Exclusion" of the CSR Report).</li> </ul>
Elimination of forced labor	GRI 409-1	<ul style="list-style-type: none"> <li>Collaborating companies are asked that the workers who enter our company be registered with Social Security and that the company be aware of its tax obligations. There is an approval process for suppliers, contractors, and subcontractors in matters of human rights.</li> </ul>
Elimination of child labor	GRI 408-1	<ul style="list-style-type: none"> <li>Collaborating companies are asked that the workers who enter our company be registered with Social Security and that the company be aware of its tax obligations. There is an approval process for suppliers, contractors, and subcontractors in matters of human rights.</li> </ul>





## APPENDIX 7

### NON-FINANCIAL INFORMATION

#### IV. Information relating to the fight against corruption and bribery

Name of indicator	Relationship with GRI	Actions
Measures taken to prevent corruption and bribery	GRI 205	<ul style="list-style-type: none"> <li>■ There is a code of conduct to prevent corruption.</li> <li>■ The code of conduct establishes a whistleblowing channel.</li> <li>■ There is a system to monitor the code of conduct to prevent corruption, and the figure of Director of Compliance is created.</li> <li>■ There is a whistleblower protection system that is anonymous.</li> <li>■ There is a procedure on conflict of interest policies that was approved by the Governing Council on July 10, 2020 and which must be complied with by all members of the company.</li> <li>■ Our actions in Cameroon, which is one of the countries listed on the Transparency International List, has been to promote the existence of employment contracts for the fifteen workers of GSD International École au Cameroun for which taxes and social benefit contributions are paid.</li> <li>■ Compliance with tax regulations in terms of invoicing, payment of invoices, remuneration.</li> </ul>
Measures to control money laundering, contributions to foundations, and non-profit entities	GRI 205	<ul style="list-style-type: none"> <li>■ Issuance of certificates of contributions made by co-owners to the foundation.</li> </ul>





## APPENDIX 7

### NON-FINANCIAL INFORMATION



#### > V. Information about the Company

Indicator name	Relationship with GRI	Actions
Commitment to sustainable development		

Impact of the company's activity on employment and local development

GRI 203

- Employment actions, see the section entitled "GSD: A Company that Grows while Creating Stable Employment" in the CSR Report.
- Support for the establishment, improvement of working conditions, and training conditions for 15 jobs created in Cameroon (see the section entitled, "GSD: A Company that Grows while Creating Stable Employment" in the CSR Report).
- Investments in infrastructure improvements at GSD Cameroon (water, reduction in the number of students per classroom, health, sanitation infrastructure, etc.).



## APPENDIX 7

### NON-FINANCIAL INFORMATION

#### > V. Information about the Company

Indicator name	Relationship with GRI	Actions
Commitment to sustainable development		

Impact of the company's activity on local populations and in the region

GRI 203

- Study slots offered in the different centers acting in areas that need to cover study slots (see the section entitled "Teaching and Serving 13,776 Students" in the CSR Report).
- 134 students at GSD International École Cameroon during the 2019/2020 academic year.
- 110 beneficiaries of study grants. Investment of €104,500.
- 612 students benefiting from book grants.







## APPENDIX 7

### NON-FINANCIAL INFORMATION

#### > V. Information about the Company

Indicator name	Relationship with GRI	Actions
<b>Commitment to sustainable development</b>		
Relations with local community players and the types of dialog therewith	GRI 203	<ul style="list-style-type: none"> <li>In the Community of Madrid and other regions of Spain (see the section entitled "Participation of Stakeholders" in the CSR Report).</li> <li>Cameroon: Archbishopric, Consulate, Abriendo Caminos (see the section entitled "Management of GSD École International Au Cameroun" in the CSR Report).</li> <li>Costa Rica: Government and cooperative organizations, as well as Organizations for the Social Economy and Solidarity Organizations. See the section on "Intercooperation" in the CSR Report.</li> </ul>
Partnership and sponsorship actions		<ul style="list-style-type: none"> <li>Sponsored local events (solidarity races, local festival programing, etc.) and support for different entities and social organizations (see the section on "Other Social Actions" in the CSR Report).</li> </ul>





## APPENDIX 7

### NON-FINANCIAL INFORMATION

#### > V. Information about the Company

Indicator name	Relationship with GRI	Actions
<b>Subcontracting and suppliers</b>		
Positive social impact in terms of supplier contracting	GRI 414	<ul style="list-style-type: none"> <li>Priority is given to the contracting of goods and services from Social Economy companies, specifically from insertion companies and special employment centers – see the section entitled "Intercooperation" in the CSR Report.</li> </ul>





## APPENDIX 7

### NON-FINANCIAL INFORMATION

#### > V. Information about the Company

Indicator name	Relationship with GRI	Actions
<b>Consumers</b>		
Promotion of Sustainable Consumption	GRI 416	<ul style="list-style-type: none"> <li>Students and their families are informed about sustainable and balanced consumption.</li> </ul>
Consumer information and awareness		<ul style="list-style-type: none"> <li>Students and their families are informed about their rights and obligations as consumers.</li> </ul>
Consumer awareness to encourage recycling and its effects on the environment		<ul style="list-style-type: none"> <li>There are agreements with associations and foundations for the recycling of products; for example, with the SEUR Foundation (see the section entitled "Other Social Actions" in the CSR Report).</li> </ul>
Certifications		<ul style="list-style-type: none"> <li>ISO 9001 certification was secured.</li> </ul>
There is a specific set of regulations on the defense of client safety and health.		<ul style="list-style-type: none"> <li>Health plan for GSD centers. See the information in the section entitled "Teaching and Serving 13,776 Students" in the CSR Report.</li> </ul>





## APPENDIX 7

### NON-FINANCIAL INFORMATION

#### > V. Information about the Company

Indicator name	Relationship with GRI	Actions
<b>Consumers</b>		
Healthcare for students and workers	GRI 416	<ul style="list-style-type: none"> <li>56,394 students cared for by the medical offices of the different centers.</li> <li>2,745 workers cared for by the medical offices of the different centers. This data can be found in Appendix 6 of the CSR Report.</li> </ul>
There is a complaint and dispute resolution system in place		<ul style="list-style-type: none"> <li>There is data on the number of complaints, suggestions, claims, and accolades.</li> </ul>
Public transport: reliable and responsible	GRI 417	<ul style="list-style-type: none"> <li>See the section on "Responsible Communication" in the CSR Report for the characteristics of GSD's advertising.</li> </ul>
Respect for privacy	GRI 418	<ul style="list-style-type: none"> <li>Actions are carried out to protect the privacy of GSD students, families, and staff. Informational campaigns on data privacy are carried out.</li> </ul>





## APPENDIX 7

### NON-FINANCIAL INFORMATION

#### > V. Information about the Company

Indicator name	Relationship with GRI	Actions
<b>Tax Information</b>		
Profit and loss statement on a country-by-country basis		<ul style="list-style-type: none"> <li>GSD operates in two countries with its own activities tied to tax matters: Spain, with an overall result of € 1,286,259 and Costa Rica, with an overall result of € -1,645,274. Consolidated profit/loss €-359,015</li> </ul>
Income tax paid	GRI 419	<ul style="list-style-type: none"> <li>Spain: € 73,599. In Costa Rica, corporate income tax is not paid as there is a negative financial result.</li> </ul>
Public subsidies received		<ul style="list-style-type: none"> <li>Because GSD in Spain has schools with concerted education, subsidies amounting to €31,118,562 have been received, in addition to €968,481 in additional subsidies from Social Security contributions due to ERTE temporary layoff benefits. In Costa Rica there have been no subsidies.</li> </ul>



[www.gsdeducacion.com](http://www.gsdeducacion.com)

