



REPORT 2020|21

Corporate Social Responsibility

GREDOS SAN DIEGO COOPERATIVE



2021

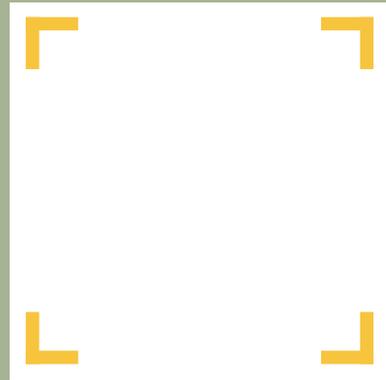


CSR REPORT

www.gsdeducacion.com/rse/memoria



2021



1.

2020 2021 2022

A SOCIALLY RESPONSIBLE COMPANY

GREDOS SAN DIEGO CORPORATE SOCIAL RESPONSIBILITY REPORT 2020/2021

GSD'S STATEMENT AS A SOCIALLY RESPONSIBLE COMPANY

GSD: QUALITY AND SOCIALLY RESPONSIBLE EDUCATION

Gredos San Diego, S. Coop. Mad., (hereinafter GSD) strives to ensure the company's socially responsible management and to provide quality education, promoting the transmission of social and environmental values that facilitate the education of socially responsible citizens.

This commitment relates to the participatory principles inherent to a worker cooperative, and is reflected in good corporate governance, transparency in our management and with our various stakeholders, improvement of employee relationships, support for gender equality and equal opportunities, respect for diversity and the inclusion of people with disabilities and those 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, our mission, vision, and values align with the characteristics of a socially responsible company.

As a company mainly dedicated to education, we share the recommendation made by the European Commission in its recent Communication on CSR dated October 25, 2011, published in the "action plan for the 2011-2014 period," in which it is 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."

Similarly, GSD reiterates its commitment to continue pursuing a socially responsible business policy and, therefore, to continue adhering to the United Nations Global Compact, given that the principles contained therein relating to human rights, labor rights, the environment, and the fight against bribery and corruption are the values that our company seeks to uphold throughout its day-to-day management.

In this regard, 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. A. Javier Martínez Cuaresma
Governing Council Chair



Mr. Jorge de la Calle Martín
Managing Director



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2.

FRAMEWORK FOR THE DEVELOPMENT OF GSD'S CURRENT CORPORATE SOCIAL RESPONSIBILITY REPORT

GSD, as a European company with over 1,000 employees, including partners and contracted workers, has chosen to follow the European Commission's recommendation, made in its Communication on CSR of October 25, 2011, in which it proposes to:

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.



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 became a signatory to the United Nations Global Compact and has since presented annual progress reports, whose texts are taken from the GSD CSR Reports adopted at the General Assembly of Cooperative Members. The latest progress report is the CSR Report for the 2020/2021 academic year adopted at the General Assembly of Members in February of 2022.

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



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Although Spanish 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 the Audit Law 22/2015, of July 20, 2015, with regard to non-financial information and diversity, affects certain capital companies and not cooperatives, at GSD Cooperative, we believe that it is important to provide information on non-financial matters and those relating to diversity. As such, in the GSD CSR report, various actions are related to the different indicators presented in the Global Reporting Initiative (GRI).

GSD will continue to submit its CSR Report to the Social Responsibility Portal of the Spanish Ministry of Labor, Migration, and Social Security. It has done so since the latter's creation, with the publication of the last six reports so far and having received a "Resolution of Recognition" from said Ministry.

The current GSD Report takes into account the situation caused by the COVID-19 pandemic during the period to which the report refers. The safety protocols established to prevent the spread of the virus and the limitations implemented have affected operations at the GSD Cooperative, as well as the social actions that had been carried out in previous years, leading GSD to redirect and redesign many of these actions and generate new ones in order to alleviate the negative effects of the pandemic—actions such as helping our students, reorganizing work, and developing charitable initiatives aimed at those most in need. Throughout this CSR Report, in each of the sections, the socially responsible practices carried out can be observed.





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3.

GSD'S PROFILE AS A SOCIALLY RESPONSIBLE COMPANY

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 centers."*

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 by the General Assembly.

As for non-partners, they have their own representation systems: trade unions, work councils, and trade union delegates.

GRI 407 Indicator: 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 **1,612** GSD workers on average during the 2020-2021 school year, **1,042** are cooperative partners. The vast majority of workers are owners of the company.



3.

TEACHING AND SERVING 12,899 STUDENTS

GSD's activity is centered on education. The cooperative is authorized to teach official curriculums in Preschool Education, Primary Education, Compulsory Secondary Education, Baccalaureate (School-Leaving Qualification), offering International Baccalaureate, Dual Diploma, and Vocational Training programs—both face-to-face and through distance learning— with a specific commitment to Dual Vocational Training, as well as Art, Music, and Sports, with all of these benefiting from official recognition.

We must note how we have managed in recent years to maintain the number of students studying at our centers, reaching maximum occupancy in most cases—even after the difficult situation caused by COVID-19.

In fact, 4% of students in the Community of Madrid undertaking their studies in subsidized centers are enrolled at GSD.



No. of Students	Community of Madrid	Subsidized 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
20/21 School Year	1,244,053	367,351	14,115



GSD A SOCIALLY RESPONSIBLE COMPANY

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It is worth noting that in 2018, a new GSD educational center opened in Costa Rica, and it had 486 students enrolled for the 2020 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—, while educating with the values of a socially responsible citizenship.

The financial scheme is that of subsidized education from ages 3 to 16, and private funding for the first three years of Preschool Education, the Baccalaureate (Non-Compulsory Secondary), and Higher Education Vocational Training programs. GSD schools are bilingual (Spanish-English) from the age of 3 and they incorporate a second foreign language in Primary Education (French), complementing the approach with a humanistic background, which attaches great importance to the understanding of 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 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 and featuring 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 assistance of agreements that have been signed with various companies so students may have professional internship opportunities.

During the 2020/2021 school year, **8 official Professional Certification courses were taught to 120 jobseekers, for a total of 3,180 hours of theoretical training.** These courses have internship partners in 5 companies, with 7,143 hours, which has facilitated the return of these professionals to the job market, thus providing a great social service.



3.



GSD seeks to promote the health and wellbeing of our students and workers, in compliance with Goal 3 of the United Nations' SDGs: *"Ensure healthy living and promote wellness 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 a 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 2020/2021 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 416 Indicator: Customer Health and Safety



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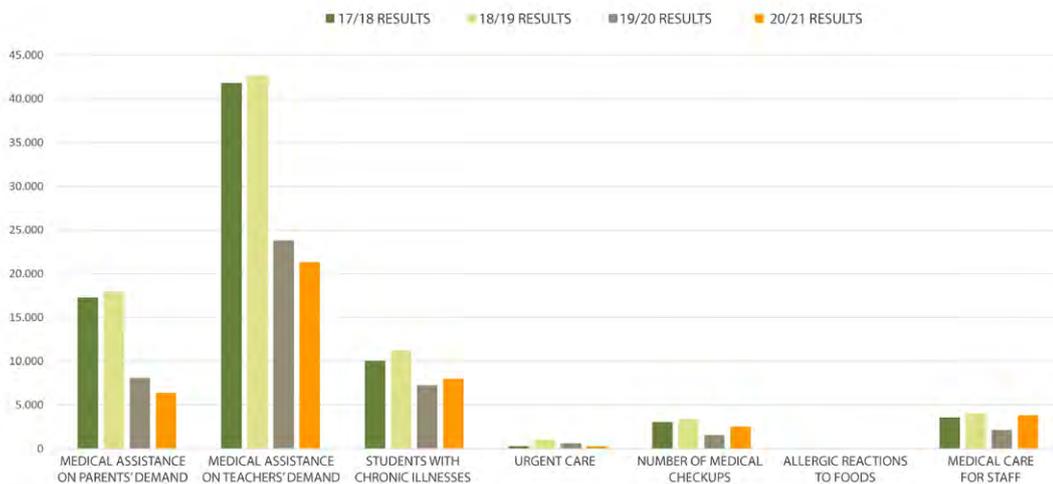
GSD offers all its students a medical service in each of its schools, through the **medical offices**. Each office is made up of a doctor and pediatric nursing service, with the aim of monitoring students, both for specific diseases and chronic pathologies, as well as for the systematic undertaking of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

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 2020/2021 academic year, the medical office staff members have also been part of the COVID Team at our centers, providing their professional advice and collaborating in the prevention and hygiene tasks.



MEDICAL OFFICE - MEDICAL ATTENTION GIVEN



3.

Each year, different initiatives are planned in the classrooms aimed at making students aware of good health habits. This year, those actions were especially aligned with the preventive measures put in place regarding COVID-19.

The **Psychopedagogical Guidance 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 20/21 academic year, the **GSD Online Family School** project continued, in

which the following topics were addressed:

- Eating disorders.
- Prevention of psychosocial risks from the family environment.
- Use and abuse of social networks.
- Reconnecting with nature in times of pandemic.
- Temper tantrums. Tools and strategies for respectful accompaniment.
- Story therapy.
- Health measures for the COVID-19 pandemic.

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.





GSD A SOCIALLY RESPONSIBLE COMPANY

3.

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 a 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, 2021 came to **75.21 million euros**.

The financial results of the 2020/2021 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.

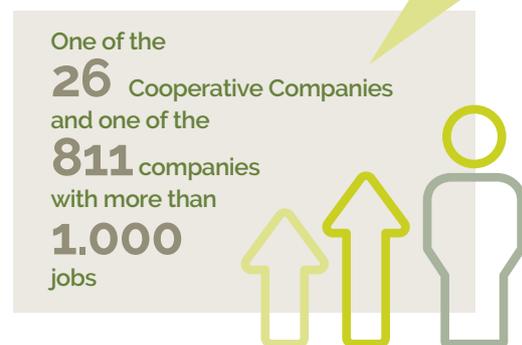
In this unfavorable context, we must emphasize the behavior of our educational community.

True to its principles and values, GSD has led the development of what it has named the GSD Cooperative Group, with the GSD Cooperative at its head, promoting the effective and socially responsible management of the various cooperatives that make up the Group.

The total revenue, including GSD's, came to a total of 91.86 million euros, the total number of workers being 2,089.

To the above, we must add the management of a GSD School in Cameroon that, although it is not technically a GSD Cooperative, **generated 19 jobs for the Cameroonian people.**

Nationally, GSD is **one of 26 Cooperative Societies and one of 811 companies, including businesses and cooperatives, with more than 1,000 jobs**, according to the data provided in the 2021 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 2020-2021 by CEPES.



4.

GOOD CORPORATE GOVERNANCE AND TRANSPARENT MANAGEMENT

GSD is committed to transparent management and good corporate governance.



PARTICIPATORY GOVERNANCE

One element that is worth noting within GSD's corporate governance is the configuration of its company 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 company 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 it 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, doing so in a coordinated and integrated manner, for socially responsible management.

GENERAL ASSEMBLY	1
GOVERNING COUNCIL	2
GENERAL MANAGEMENT	3
TECHNICAL MANAGEMENT	4
PARTNERS AND SALARIED EMPLOYEES	5
BUSINESS UNITS	6



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4.

BALANCED REMUNERATION OF ADVISORS AND DIRECTORS

GSD's policy of remuneration of members of the Governing Council 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 official 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 company interests, 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.

No Advisor may make, for their own benefit or the benefit of any person associated with them, investments or undertake 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 transaction

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may have been offered to the Company or the Company may have had an interest in it, provided that the Company 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 transaction to which the conflict of interest 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 as that of our company, as well as notifying the positions or functions they carry out therein, as well as the performance on their own or by

any other account of the same, analogous, or complementary type of activity. 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 company 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 in which, 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.





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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 it has the goal of preventing behaviors of a corrupt character and bribes, the **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 (www.gsdeducacion.com).

Among the highlights from the 2020/2021 academic year, we can note the following:

- **Purchasing policy** as a consequence of the importance placed by GSD on transparency, which must be maintained in all relationships with third parties—ensuring that there is a transparent contracting system for third parties and that said system brings greater legal certainty.
- **Policy on the use of technological means**, which verifies that compliance with the obligations of the cooperative members, employees, and students is upheld.
- **Review of the child abuse prevention protocol** to verify that it meets the necessary requirements and is adapted to the activities of the Cooperative.
- **Update of the Criminal Risk Analysis** for risks detected at GSD, doing so in order to identify the criminal risks that may be committed at the cooperative. This analysis culminated in a report that shows the checks carried out and the residual risk detected, and it has allowed us to reduce our level of risk in recent years. Finally, there is a proposal for actions and recommendations that should be taken into consideration for implementation during future school years.
- **The identified risk scenarios (criminal and other risks with serious consequences for GSD) continue to be reviewed** and new checks related to the Criminal Risk Prevention Plan are studied and developed on an ongoing basis.
- **Preparation of training documents** for all members of the cooperative continues. They will be available during the next school year.
- During the period in question, **the Department for Regulatory Compliance has learned of six incidents, which** have been duly investigated and their corresponding proposals for resolution have been formulated.

4.

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 association of students and their families 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 the instrument that the Cooperative uses to channel much of the cultural, sports, and social activities in which the educational community participates.

Teachers and activity leaders, 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.

We must also note the existence of the **GSD School of Music and Dance**, which manages the inter-center choir called Children's Voices. 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.





GSD A SOCIALLY RESPONSIBLE COMPANY

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As a result of this involvement by GSD in the areas closest thereto, 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).

GSD's presence in FECOMA has allowed us to:

- Contribute to the development of the social economy of Madrid, doing so through the collaboration agreement between FECOMA and the GSD Foundation, enabling the existence of a technical and management structure for said federation, thus facilitating the integration and entry of new firms, support for the creation of other firms, and technical assistance for unions, federations, businesses, and the general social economy of Madrid.
- Participate 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, as well as to participate in trade unions and business organizations at the regional level.
- Being a member of the Board of Directors of CEPES has allowed us to participate in the Council for the Promotion of the Social Economy and be part of different working groups.
- Increase dialogue with the different agencies of the Government of Spain, the Community of Madrid, the City Council of Madrid, small municipalities, and political groups of the Madrid Governmental Assembly.
- Provide our opinion, during the public allegations period, on the draft for the Cooperative Societies Law of the Community of Madrid.
- Dialogue with the Complutense University of Madrid and its group of researchers—linked to the School of Cooperative Studies.
- Sign an agreement with the SERYES insurance brokerage and Cajamar for the support and dissemination of cooperativism and Social Economy companies.
- Collaborate with the City Council of Madrid, which grants aid for individual contributions to the capital of new cooperative members, as well as with the Community of Madrid, which grants aid of different types.
- Participate in the organization of the International Cooperativism Day celebration in the Community of Madrid and the 2021 ES_MAD Awards for the Social Economy, in which GSD and Tosande, S. Coop. Mad. won awards.
- Formulate a project for the call by the ESF for the drafting of social economy business plans in vocational training at GSD and Valle del Miro centers.
- Manage the PlanViaEsCov-19 Project, financed by the City Council of Madrid and which involved advising 35 entities of Madrid's social economy on the undertaking of their feasibility plans in relationship with the COVID-19 crisis.

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Our presence in UCETAM and UECOFE has favored the following:

- Participation in meetings with the Minister of Education, with the Secretary of State for Education, and with the Secretary General for Vocational Training of the Ministry of Education and Vocational Training, as well as with the Director General for Self-Employment, doing so to discuss issues of great importance at the professional and educational level.
- Participation in agreement negotiations and in meetings with different employers' representatives.
- Representation on the CEPES Board of Directors.
- Presence in the State School Council and the Community of Madrid School Council.



These actions, due to the impact they have on different stakeholders' social environment at the local level, are linked to **GRI Indicator 413: Local Communities**.





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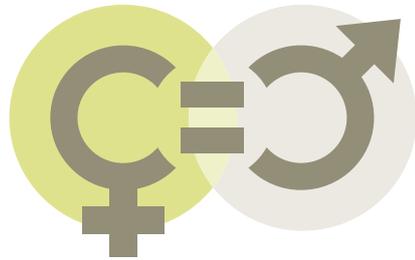


GSD is very prominently compliant with Goal 5 of the UN's Millennium Development SDGs: "Achieving gender equality and empowering all women and girls."

GSD: A COMPANY THAT PROMOTES GENDER EQUALITY

With regard to the body that governs, manages, and represents the cooperative, the Governing Council, it consists of 14 members, 9 of which are female advisors, so women hold 64.28 % of the positions in this Council.

For the 2020/2021 school year, considering average employment, 66.75% of GSD workers were women, and it should be noted that women hold 50.37% of management positions (management, directors, heads, and middle managers).



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.



Information on staff and social issues.



4.

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 environment closest to its action, 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, granted GSD the license to use the Madrid Mark of Excellence

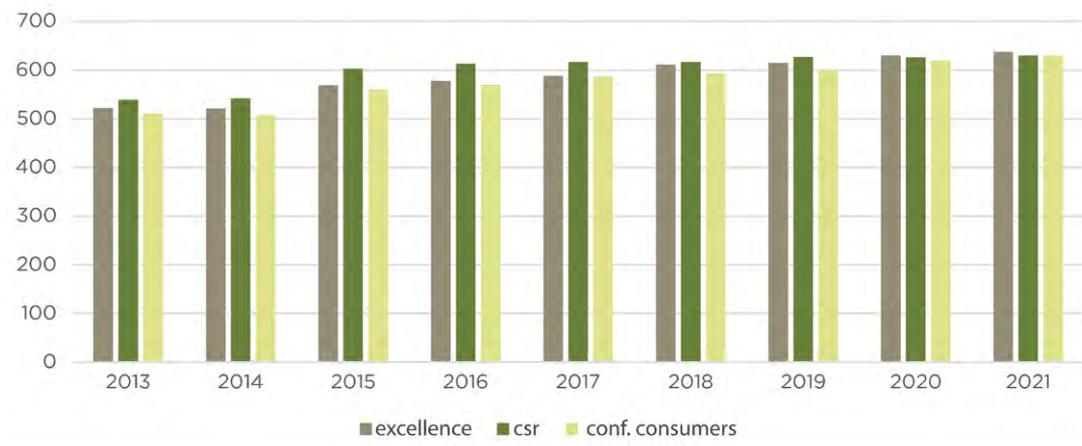
for the management that GSD carries out at its Headquarters and in its schools.

Since obtaining the certification, there have been several annual follow-up checks, 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.



SCORES OBTAINED IN THE MADRID MARK OF EXCELLENCE





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5.

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."



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

SEE
APPENDIX 1



Data on educational outcomes

5.

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 relationships with the people who are part of the global environment in which we live.
- The comprehensive education of the individual through a love for the arts, culture, sport, respect, nature, and cultural diversity.
- 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.

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 the 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 Pre-school Education to the Baccalaureate (Non-Compulsory Secondary Education) stage, based on the model of conscious emotional connection.

- Incorporation of active and participatory methodologies in the classroom from Pre-school Education to Secondary Education. Introducing first and foremost learning through corners and 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 previously.
- The continuous improvement of the educational assessment model, in line with the methodologies proposed previously and as a key element of the teaching/learning process.





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5.

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.



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



Data on educational outcomes

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 supports and reinforcements.
- Monitoring of absences and follow-up of individual results.
- Pedagogical coordination meetings at the centers.
- Diversity plan and coexistence 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 the 3rd year of compulsory secondary education.
- Supports, reinforcements, 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.

5.

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 6th grade of primary school.
- Dual vocational training programs.
- Participation in entrepreneurship competitions and contests.
- Course titled "Initiation to Entrepreneurial and Business Activity" in the 4th year of compulsory secondary education.
- Financial Education Talks in the 4th year of compulsory secondary education.
- "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 Program.

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: Group, class, complementary 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 2020/2021 school year, 13 students received the service, with the assistance of 8 teachers.



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5.

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.

TARGET 4.7.

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

ACTIONS

- Collaboration with UNHCR and other NGOs in solidarity and volunteer programs.
- "One in a hundred thousand" back to school initiative, an action that supports an NGO that fights childhood leukemia.
- Collaboration with Adisgua, an association dedicated to the inclusion of people with disabilities.
- Activities in the course titled CAS (Creativity, Action and Service) in the International Baccalaureate program.
- Environmental activities in nature classrooms.
- Activities through the tutorial action plan.
- Holding of different celebrations/festivities: Diversity Day, Peace Day, Non-Violence Day, etc.
- School project in Cameroon, GSD École Internationale au Cameroun.
- Eco-friendly schools project (Banderas Verdes ADEAC - Association of Environmental and Consumer Education).



5.

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.
- Active monitoring in the courtyards and common areas to ensure the inclusion of all students and the prevention of situations of conflict.
- Inter-stage 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 temporary 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).

SEE
APPENDIX 3



Facilities





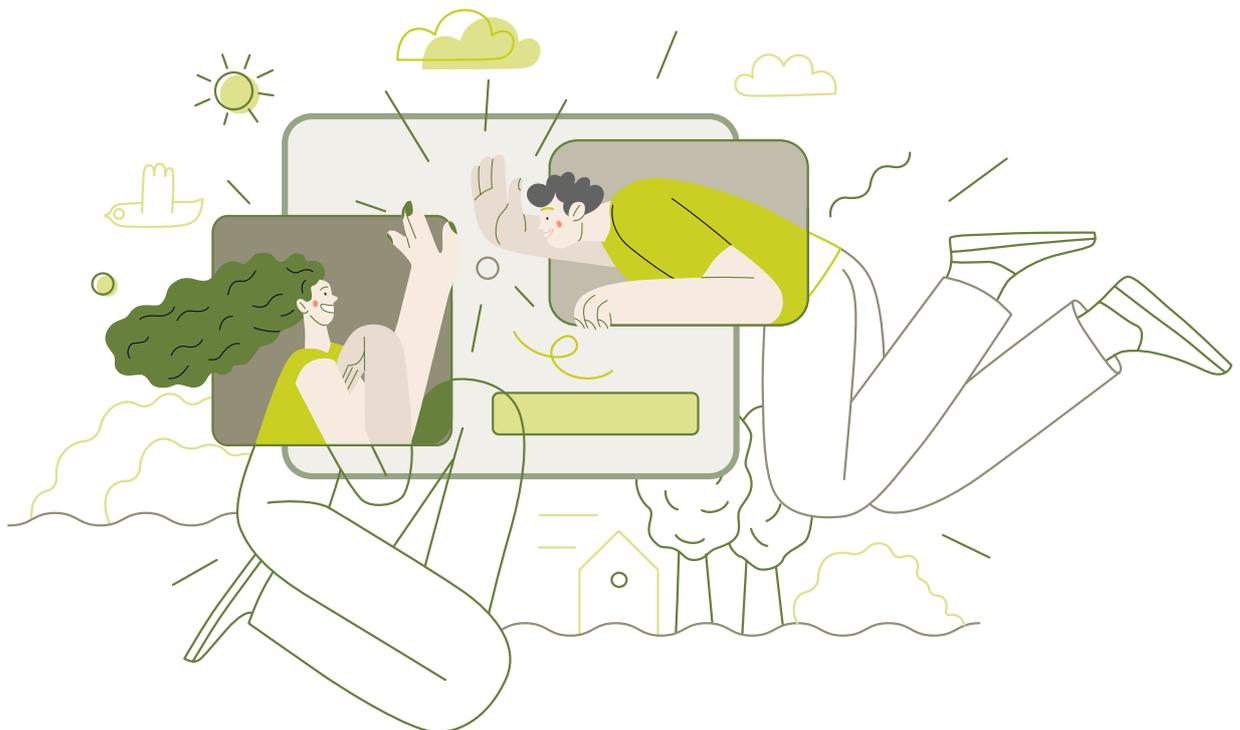
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5.

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; suppliers; government agencies; 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 (school-work, exam dates, tutoring, grades, activities, etc.) and express their concerns, suggestions, and complaints so they may be addressed.

This online system gained in prominence during the 20/21 academic year, taking into account the COVID-19 prevention and hygiene measures that did not allow families access to the center, except in special situations. GSD has continued to maintain fluid and constant communication through the available online means.



5.

EDUCATING THROUGH THE VALUES OF A SOCIALLY RESPONSIBLE CITIZENSHIP



Quality and socially responsible teaching

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, as well as 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.





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5.

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, doing so regardless of personal, social, economic, and cultural conditions – or their origin.

It should be noted that in the 2020/2021 academic year, GSD delivered, through projects approved by the GSD Foundation, 62 scholarships to Baccalaureate (Non-Compulsory Secondary Ed-

ucation) students and 425 scholarships for the purchase of books.

In addition, this year, GSD organized school cafeteria scholarships in order to facilitate access to the school cafeteria for those families who were studying at GSD and were especially affected by the crisis brought on by the pandemic.

This project arose thanks to the collaboration of the GSD Foundation and the Abriendo Caminos Foundation. The scholarship amount totaled €15,000, monies which were applied as discounts of €75 per month off the dining room fees for each beneficiary student from January to June 2021. Thirty-three families from the GSD Educational Community benefited from these scholarships.

RAISING AWARENESS OF GENDER-BASED VIOLENCE

GSD is committed to educating and preventing any behavior that represents gender-based violence and, for this reason, promotes the Comprehensive Program for 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 2020/2021 academic year, it was not possible to put on said play, due to the exceptional circumstances related to COVID-19.



5.

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 Centers to their needs, and placing specialized human teams in place to care for these students.

We also collaborate closely with the University, 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 work 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 undertaken in schools among educational teams with students are of tremendous value.

The International Baccalaureate program is already fully in place at GSD Las Rozas and GSD International School Buitrago.

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 for 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:

■ **Inter-cooperation 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 4th 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 4th year secondary students receive information about social volunteering programs.



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5.

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."

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.

During this 2020/2021 academic year, the **Innova International Awards** were reconvened with the aim of promoting and recognizing educational innovation while rewarding the work of schools and teaching teams that promote innovative teaching methods.

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 by AENOR for regulated teaching activities at the levels of Preschool, Primary, Secondary, Baccalaureate (Non-Compulsory Secondary Education), and Vocational Training, as well as being certified in the provision of dining services. 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.



6.

GSD STANDS BY THE ENVIRONMENT

Since its inception, the cooperative has been committed to the Environment and to Environmental Education. This commitment, has materialized in the following projects: *La Vía Láctea Nature Classroom* in Casavieja (Ávila), *Albergue Sendas del Riaza* (Segovia), *Captain's Log of a Classroom at Sea Project*; as well as materializing 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, socially responsible citizens.

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



Goal 4 ▶ "Ensure inclusive, equitable and 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."



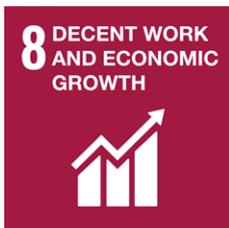
Goal 6 ▶ Ensure availability and sustainable management of water and sanitation for all.

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



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6.



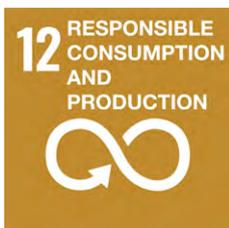
Goal 8 ▶ Promote sustained, inclusive, and sustainable economic growth, full and productive employment, and decent work for all.

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 in order to obtain sustainable tourism which creates jobs and promotes local culture and products."



Goal 13 ▶ Adopt urgent measures to combat climate change and its effects.

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

6.



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."



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."





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6.

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 2021, students value these actions with a high score—7.14 points (from 0 to 10 points)—, and their families do so with 7.45 points.

Perceptions	Scores						
Please rate the activities related to Environmental Education (Eco-friendly School, La Vía Láctea and/or Albergue Sendas del Riaza)	2013	2014	2015	2016	2017	2018	2021
	FAMILIES	7.8	7.77	7.81	7.95	8.17	8.07
STUDENTS	6.24	6.99	6.85	7.76	7.96	8.08	7,14.

The decrease in scores for the perceptions of families and students is due to the suspension of some of the activities as a result of our COVID-19 prevention protocol.



6.

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

La Vía Láctea Nature Classroom, located in Casavieja (Avila), 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.

The *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 was created, and the GSD Foundation has financed the rehabilitation of infrastructure in the village, like the old washhouse 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 inhabitants and present various interpretive elements, such as posters, wood cross sections, natural

elements, jugs, washboards, etc., to explain the uses and trades related to these two natural resources.

Although it could not be undertaken during the 20/21 academic year due to the pandemic, there is also a *Sustainable Family Leisure* program on weekends at the Albergue Sendas del Riaza lodge. This program's main goal is to promote direct contact with nature, knowledge of the natural, cultural, and ethnographic environment, creativity and art, and to promote knowledge and keep our nature classrooms in use during the weekend. In reference to our partners, this initiative also has the goal of building cohesion and a sense of belonging.

Due to the health situation caused by COVID-19, the La Vía Láctea and Sendas del Riaza nature classrooms have been closed, so these programs have been temporarily suspended.





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6.

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 objectives of the Eco-Friendly Schools project. Currently the **eight GSD Schools** of the Community of Madrid already have this award.

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

- Campaigns to reduce the consumption of energy and water, and to 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 situation caused by COVID-19 forced us to make adaptations in the Eco-Friendly Schools project during the 2020/21 academic year in order to comply with health recommendations; thus, work from the different subjects has been prioritized, maintaining bubble groups. Virtual work, the garden/orchard project, and the use of outdoor spaces have been enhanced.

In the 2019/2020 academic year, GSD IS Buitrago obtained its first Green Flag and both GSD Guadarrama and GSD Las Rozas obtained their second renewal. In the month of June 2021, coinciding with World Environment Day, an internal ceremony was held to award the Eco-Friendly Schools Green Flag to GSD IS Buitrago, and an act of renewal of the Eco-Friendly Schools Green Flag was also undertaken at GSD Guadarrama. GSD Las Rozas participated in a virtual event with the City Council for the renewal of their Green Flag.



6.

It was agreed with ADEAC to postpone to the 2021/22 school year Green Flag renewals for the two centers that renewed in 2020/21 (GSD Alcalá is on its second renewal and GSD Vallecas is on the third).

Several of our Eco-Friendly Schools took the opportunity to participate in virtual competitions. In several cases, we won awards. This school year was not good for the exchange of experiences as we had enjoyed other years; however, we have adapted to virtual options.

1. Contests and Challenges

- Participation of GSD IS Buitrago in the **V Endesa Foundation Call for Educational Eco-Innovation** (<https://www.fundacionendesa.org/es/premios-innovacion-educativa/news/d202009-la-fundacion-endesa-convo-ca-la-v-edicion-de-los-premios-a-la-eco>). The project presented is called "Peros y peras" and is a project to create an orchard of traditional fruit tree varieties at the GSD IS Buitrago center, with the participation of students from primary and the International Baccalaureate program and teachers from the center, as well as inhabitants from the villages of the Sierra del Rincón Biosphere Reserve.
- Participation of primary students from GSD Guadarrama in the **Trash Hack** contest, an initiative of UNESCO which consists of designing small activities aimed at reducing the production of waste and garbage, which can generate great ideas for the planet (<https://www.trashhack.org/es/incio/>).
- Participation of early childhood education students from GSD Las Rozas in **"Sustainable Christmas"** (organized by the City of Las Rozas), with the creation of decorative objects made from reused materials.
- Participation of early childhood education students from GSD Las Rozas in the contest



"Embárcate en la vuelta al mundo" ("Set Sail Around the World," organized by the City Council of Las Rozas) to celebrate the V centenary of the trip of Magallanes-Elcano. After talking in class about how the trip came about, a drawing was done individually.

- Participation of the Baccalaureate (Non-Compulsory Secondary Education) students at GSD Las Rozas in the contest entitled **"El reto del Agua"** ("The Water Challenge"), organized by the City Council during the European Green Week. Participation consisted of the creation of a project with proposals for ideas that would help to improve aquatic ecosystems and promote marine/ocean education in schools.
- Participation of students in the International Baccalaureate CAS (Creativity, Action and Service) class at GSD Las Rozas in the third **"Let's Clean Up Dehesa de Navalcarbón"** (Las Rozas), a sports and environmental challenge that aims to honor the World Recycling Day (May 17). The students produced the video "Cuidame: Yo cuido de ti" ("Take Care of Me: I Take Care of You"), in which we are invited to travel through nature to explore its benefits by undertaking "Plogging" (a fast march with the aim of collecting the maximum amount of waste in one hour).



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- Participation of students in the International Baccalaureate CAS (Creativity, Action and Service) class at GSD Las Rozas in **volunteering work with the LICAON Association in Molino de la Hoz** (Las Rozas). The service experience consisted of carrying out a cleaning event and scientific study on the waste that is left in the lake and the dam and in the natural environment around the middle of the Guadarrama River.
- Participation of students and families in the International Baccalaureate CAS (Creativity, Action and Service) class at GSD Buitrago in the **"Liberá" activity**, organized by SEO Birdlife and Ecoembes, in collaboration with the El Cuadrón Nature Classroom, for the collection of litter in nature around the Lozoya River, in the Hoya Encavera area. The activity included a previous talk to raise awareness about the problem of waste and a citizen science activity to collect data for the preparation of scientific studies.

2. Awards

- **Best Creative Project in the III Edition of the Minecraft Education School Games (JEME), with the "Tortuga" ("Turtle") project of the 6th grade primary students at GSD Las Rozas.** The restoration of ecosystems was the main theme of the contest and the project aims to act on the environmental impact of plastic waste in the marine ecosystem—waste that is polluting said habitat.
- **Second Prize in the First Edition of the Contest by the "Mi jardín" ("My Garden") Magazine - 2021, "Enséñanos tu huerto" ("Show us your Garden") for GSD Vallecas, for their project entitled "Quien siembra ... Recoge" ("He who plants reaps the benefits").** This is a project in which the school garden allows the GSD School to cultivate a series of values, among which are environmental and social awareness, cooperative work, love for small details, and creative thinking.

- **First prize in the category "The Class through the Garden" (collage) of the IV Contest by the Network of Sustainable School Gardens of the City Council of Madrid for GSD Vallecas, for their project "He who plants reaps the benefits").** Special mention in the category "The Garden Explained through More Art" (video), as the Center came in second but the rules said that you could not be finalists in two categories, and the prize become just a mention.

3. Experience Exchanges

- **Involvement of the Valle Norte del Lozoya Regional Social Services Center** in the GSD IS Buitrago project.
- **Participation in the meetings organized by the City Council** (Alcalá de Henares City Council, Las Rozas City Council).
- **Participation of students of the International Baccalaureate CAS (Creativity, Action and Service) class at GSD Las Rozas in the World Conference of the Global Education Benchmark Group**, discussing with other schools of the world the topic of "Social Justice to Environmental Challenges and Global Pandemics." Together they have sought and proposed solutions to the problem of climate change.
- **Participation in the XIX Meeting of Eco-Friendly Schools by ADEAC, 2021** (virtual format).



6.

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 was awarded the new tender, which it will manage until December 2021.

The program comprises two key projects: **the management of the Sierra del Rincón Biosphere Reserve and the management of the "Hayedo de Montejo" Environmental Education Center (CEA)**, which includes the educational program for school groups and the general public, during the 2020/2021 school year. The reality during this school year is that, due to the pandemic, no activities were carried out with school groups and the number of places for the general public were reduced to minimize risks, with there being smaller groups than usual before this special situation—going from groups of twenty people to five at first then to seven and, at the end of the school year, to ten.

This circumstance has meant a significant decrease in visitors, reducing to a total of 10,405—which is 47% less than the previous year and 55% less than previous years in a normal situation.

Regarding the program for the general public, the same number of informational trails were done as any other year, but with a reduction of up to 50% of the normal number of people. Thus, the accumulated difference throughout the year is understood.

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 vinyl stickers to keep birds from colliding into glass.



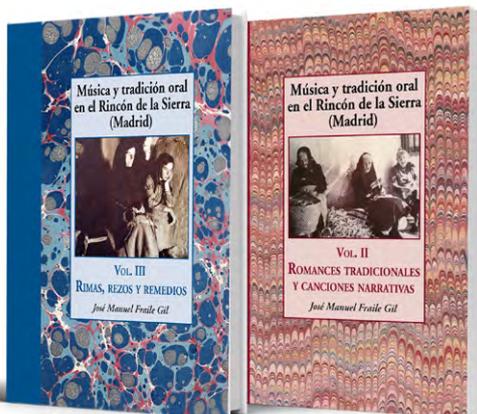
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- Participation in different events on Protected Natural Spaces, healthy eating, citizen involvement, and climate change. All attendance in these cases was online.
- Collaboration with local cattle ranchers' associations, entrepreneur programs of the Sierra del Rincón Biosphere Reserve, etc.

The project has a **participatory seed bank** that stores a total of 91 traditional horticultural varieties from the area, thanks to the involvement of the local population and the maintenance carried out by the reserve's orchard team, which 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 genetics of the varieties that are most at risk and achieve their propagation with grafting techniques.

During the school year, **two new volumes of folklore from the Sierra del Rincón region** were published, with funding from the GSD Foundation.



As for training matters, we must note the **technical outings that students from the Forestry program at GSD International School Buitrago** did in different parts of the Reserve, with the collaboration of the team from the Reserve.

At the end of the school year, along with the participation of teachers from different GSD schools, we developed a teaching unit which uses romance books to bring about greater knowledge of the Sierra Norte area in an interdisciplinary way, undertaking a visit to the La Hiruela area with the third-year obligatory secondary school students, who participated in the Nature Classroom.



6.

OTHER ENVIRONMENTAL AND ENVIRONMENTAL EDUCATION PROJECTS

Training in environmental education

Participation in the GSD "School for All" with a webinar: "Reconnecting with nature in times of pandemic."

Participation in an online talk about the environmental education project at GSD: nature classrooms as part of a mixture of experiences aimed at students of the environmental education class, part of the pedagogy and social education program at UIB.

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 Framework Agreement for Collaboration with WWF Spain (formerly ADENA) for the development and dissemination of environmental and educational 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 the Environment, Rural Areas, 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, obtaining external certification since 2013, linked to the design and development of advisory, training, and awareness-raising projects in environmental issues.

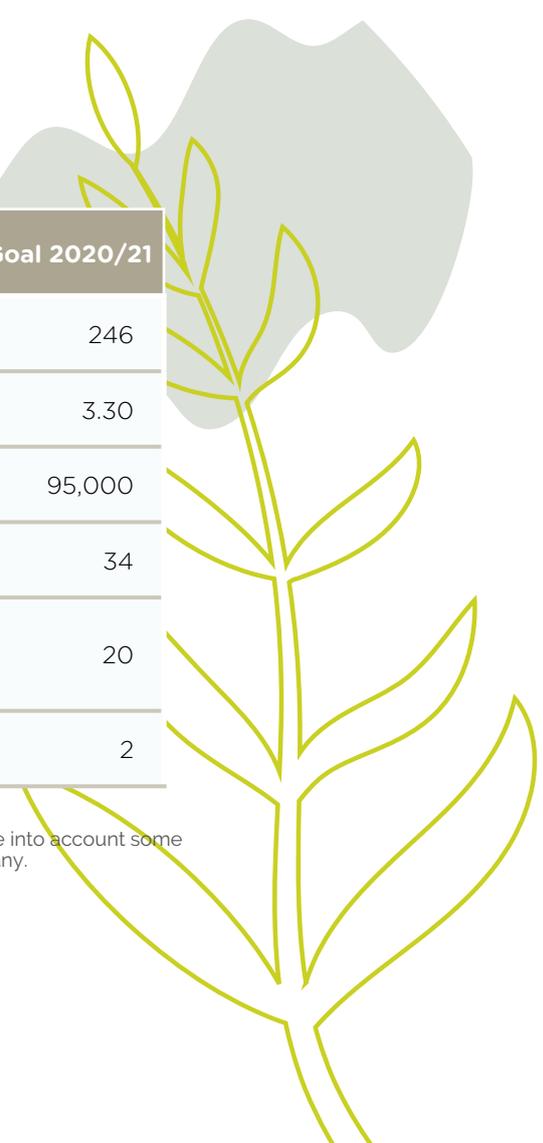
After the corresponding certification audit was carried out by the AENOR agency in 2020, GSD (central services offices) has kept its Certificate of Environmental Management, in accordance with the new version of the UNE-EN ISO 14001:2015 standard (a certification that was granted in 2018).

In order to maintain ISO 14001:2015 certification, during the 2020/2021 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 the offices, goals were set and a series of actions were carried out, the results of which were acceptable.

Environmental aspect of offices	Quantity 2020/21	Goal 2020/21
Paper consumption (sheets/person/year)	123	246
Water consumption (m ³ /person/year)	3.44	3.30
Electricity consumption (kW/h/year)	76,069 ⁽¹⁾	95,000
Toner waste (units/year)	7	34
Plastic containers to the recycling center (units/year)	42	20
Aerosol sprays to the recycling center (units/year)	0	2

(1) Due to the change in electricity pricing in June 2021, it was not possible to take into account some electricity bills because they had not yet been issued by the electricity company.



6.

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: 3,840,000 sheets/year.

- Consumption related to GRI 303 indicators, on water consumption.

- Water consumption: 51,494 m³/year

- Consumption related to GRI 302-1 indicators, on energy consumption.

- Electricity consumption: 3,877,510 kV/hour/year⁽²⁾
- Diesel fuel consumption: 344,492 liters/year
- Natural gas consumption: 469,065 m³/year
- Propane gas consumption: 9,071 liters/year

- CO₂ emissions related with the GRI 305 indicators

- CO₂ emissions from fixed installations (fossil fuels: natural gas, diesel, and propane) and electricity consumption: 2956.27 t CO₂ eq⁽²⁾

(2) Due to the change in electricity pricing in June 2021, it was not possible to take into account some electricity bills because they had not yet been issued by the electricity company.





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Annual Consumption	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
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	3,840,000
Water (m ³)	66,601	81,306	88,951	80,669	78,404	74,698	70,904	90,605	62,439	51,494
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	3,877,510
Natural gas (m ³)	547,664	583,384	620,339	593,207	599,505	587,361	652,587	588,469	552,855	469,065
Diesel fuel (l)	100,000	369,000	355,892	304,682	324,000	388,000	409,000	354,000	326,000	344,492
Propane gas (l)	7,391	15,263	18,815	20,756	23,398	16,838	25,278	31,267	19,176	9,071
CO ₂ emissions	2,987	4,158	4,071	3,951	3,353	4,104	4,845.70	4,406.73	3,367.37	2,956.27

DEFINITIONS

- Paper (sheets): Σ Sheets bought for printing.
- Water (m³): Σ Cubic meters of water used.
- Electricity (kW/h): Σ Kilowatts/hour consumed.
- Natural gas (m³): Σ Cubic meters of natural gas used.
- Diesel fuel (l): Σ Liters of diesel fuel consumed.
- Propane gas (l): Σ Liters of propane gas consumed.
- CO₂ emissions: Calculation based on ministry recommendations.

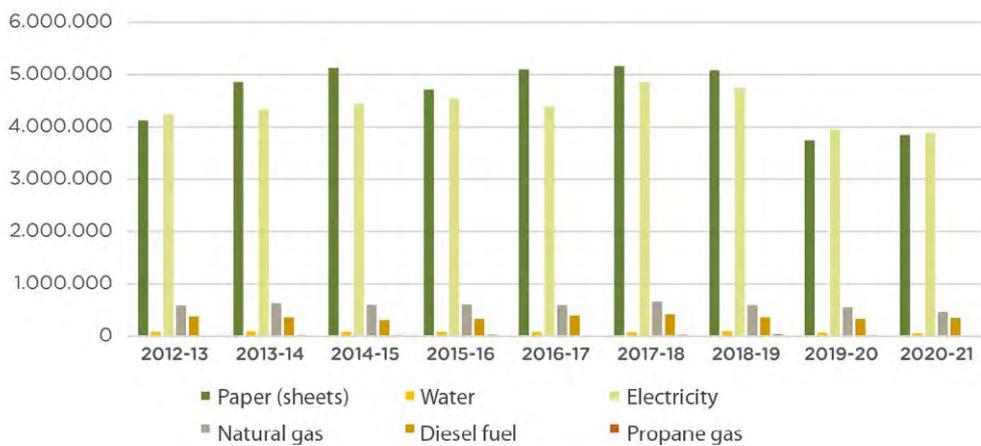
In the calculations used to measure our carbon footprint, for Scope 1 emissions, we took into account our fixed installations (fossil fuels: natural gas, diesel fuel, and propane gas), and for Scope 2 emissions, we took into account electricity consumption.

Due to the change in electricity pricing in June 2021, as well as the change in the calculation of electricity consumption and CO₂ emissions, it was not possible to consider some electricity bills because they are pending issuance by the company.

6.



CONSUMPTION OF MATERIALS AND ENERGY





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7.

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, 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 during school delegate meetings, AMPA Parents' Association meetings, School Board meetings, 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 latest survey carried out in 2021, students assessed **GSD** overall with **7.21 points** and **families** with **8.41 points**, having observed a small improvement in student' perception, despite the limitations imposed by COVID-19.

RESPONSIBLE COMMUNICATION

GSD undertakes honest and truthful communication, with special attention to ethical criteria that are determined by its activity. Advertising and commercial communications are not aimed at children, but instead at their families. Only older students (Vocational Training and Bacalaureate) are targeted.

The GSD style manuals, in addition to the rules of writing applied to the brand, include guidelines for maintaining inclusive, responsible communication which respects the rights to privacy and the image of students and their families.

7.



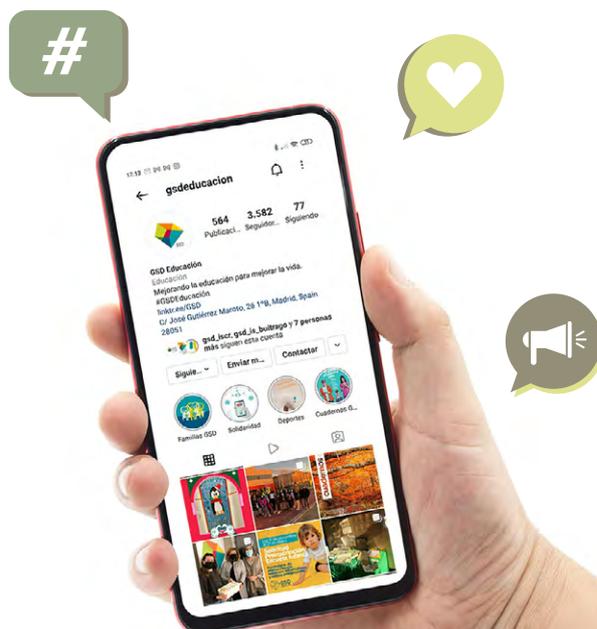
We communicate respect for the environment by minimizing the use of paper through the creation of digital channels and registration systems, and the booking of activities online.

During the 2020/2021 academic year, **the Cuadernos GSD magazine** was sent to families in digital format via email. Its paper version has been reduced to a small number of copies per center, which are available to those who wish to have a paper copy. The magazine **Cuadernos GSD** develops useful content for families and addresses current issues from an open and rigorous perspective, promoting participation from the community.



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. We do not work on needs that do not bring about improvements to quality of life or benefits to education. Educational criteria always prevail over any Marketing and Communications initiative.

GSD promotes the knowledge of life in our centers, especially in social media – a channel which, at the moment, represent a fundamental pillar of our communication with the educational community. During this school year, an important effort was made to strengthen communication on Instagram, which is the social network that is growing the most among our users—almost 3,500 (+23%)—, and on LinkedIn, which although it is not a priority audience, is generating great interest, with almost 4,500 followers (+33.1%).





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Our social media accounts with the most relevance for families are Facebook, with over 8,500 followers, and YouTube, because of the great importance that is given to audiovisual content—the channel has almost 2,800 subscribers.

Instagram has become the social network that proportionally has a greater amount of interaction, with 25,800 activities/actions, although it is still far from Facebook which, due to its volume of users, reaches 60,100 activities/actions.

Especially noteworthy is the use of the YouTube channel, with 83,000 views (clicks on the videos) and a viewing average of 3 minutes and 28 seconds, which represents a total of 4,800 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.

The situation caused by the COVID-19 pandemic has prevented us from undertaking many of the usual face-to-face activities. To maintain contact, the lost face-to-face activity has been replaced by videos, online meetings, and press releases. We must note the effort made with activities such as the open house activity.

One of the milestones of the school year was the **publication of a new website**, with clearer and simpler information for families seeking information about GSD. It has been chosen to give greater prominence to each of the schools, including specific content and a news system for each center organized with the digital *Cuadernos* magazine in mind.



8.

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.





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These individuals are represented at the workplace by one or more representatives and by a Workers' Committee.

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.

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 2020/2021 school year there were 1,612 workers on average (including 77 in GSD Costa Rica), of which 1,042 were co-owners and 570 hired employees, which means that **64.24% of the workers** are also **owners of the company**.

Considering the school years linked to the years that GSD has presented its Progress Report to the United Nations Global Compact as a result of our adherence to the 10 principles set forth by that organization, we may note how employment has been growing an average of 32.67% annually in that period of time, as well as the number of workers who become partners, and are therefore owners of the cooperative enterprise, at 23.02%.

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

In 10 years, the number of co-owner workers has grown by 195 people (23.02%) and the number of hired workers has grown by 202 people (54.89%).

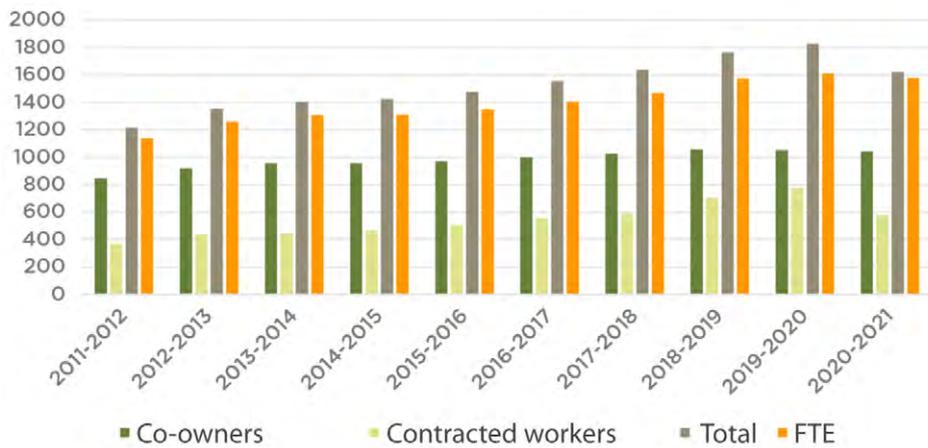
Type of Worker	Co-owner workers	Hired workers	Total	FTE*
2011-2012	847	368	1,215	1,136.65
2012-2013	920	435	1,355	1,259.7
2013-2014	958	446	1,404	1,308.5
2014-2015	957	468	1,425	1,310.9
2015-2016	971	505	1,476	1,349.4
2016-2017	999	556	1,555	1,403.72
2017-2018	1,027	588	1,636	1,469.09
2018-2019	1,027	588	1,636	1,469.09
2019-2020	1,052	775	1,827	1,610.79
2020-2021	1,042	570	1,612	1,577.55

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

8.



EVOLUTION OF EMPLOYMENT AT GSD



COVID-19'S IMPACT ON GSD

During this school year, we continue to suffer the consequences of the COVID-19 pandemic. Thus, at GSD we had to adapt from the beginning of the school year—something which meant that the workers in the different positions saw changes in their schedules to be able to continue having all the people present who had to work in person at the different workplaces, as well as to the care for the students in bubble groups and undertake the development of the curricular contents.

Our prioritizing the health of all our people led us to not be able to incorporate all those people who had been laid off under the force majeure "ERTE" scheme, which ended for all members and workers assigned to schools on August 31, 2020. However, said scheme continued for after-school activities staff and people working in the two nature classrooms. Once the force majeure "ERTE"

scheme for layoffs had been completed, an "ETOP ERTE" layoff solution was agreed upon (laying off employees for economic, technical, organizational, and production reasons), citing organizational and production reasons at GSD.



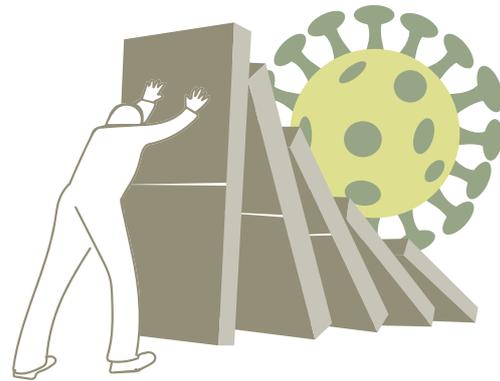


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To make this change in the type of "ERTE" layoff scheme and with it give peace of mind to the groups of people involved in extracurricular activities at Sendas del Riaza and El Corralón, GSD negotiated with the legal representation of the workers and the Workers' Committee. The causes that led the Cooperative to negotiate a new "ERTE" layoff scheme with a scheduled duration until August 31, 2021 were exposed with total transparency, with GSD committing at all times to the fact that if the pandemic situation improved and the authorities also allowed it, all those people who could start their extracurricular activities would be put back to work. With this measure, the Cooperative guaranteed jobs would be kept.

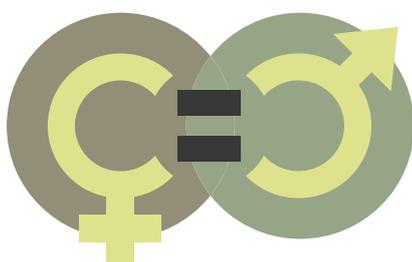
Once the school year has started, with the schedule changes that occurred in Primary and Secondary Education, and without having vaccinated the population yet, the Cooperative



saw a considerable decline in the number of students in the dining room. Thus, it was not viable to keep all of the people working; therefore, once again in March we proposed a new "ERTE ETOP" layoff scheme aimed exclusively at the kitchen staff, which ended on August 31, 2021 and involved 37 people, 14 of whom had their contracts fully suspended and 23 of whom got a reduction of working hours.

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

The Human Resources Department completed and logged, in January of 2021, the **GSD Equality Plan**, which was subsequently made known to the entire staff, with GSD assuming the principle of equal opportunities between 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 (73 workers from 25 countries and 18 nationalities).

GSD, as a socially responsible company, has been implementing a policy of **supporting the workplace inclusion of persons with disabilities** with a special focus on people with intellectual disabilities. Specifically, by the end of August 2021, there were 16 workers in this situation hired by GSD, representing 40% of the total number of people with disabilities working in the company.

8.



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 by 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
70%	Degree 3, Moderate Disability	28
25%	Degree 4, Severe Disability	10
5%	Degree 5, Very Severe Disability	2
2.61%	Percentage of people with disabilities (31/08)	40





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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 the schedule and reduction of working hours due to COVID-19 (MECUIDA Plan)

This aspect was regulated in article 6 of Royal Decree/Law 8/2020, of 17 March, and was extended in the numerous Royal Decrees that were approved by the Government until the 9th additional provision of Royal Decree/Law 18/2021, of 28 September, being extended until 28 February 2022.

This special conciliation scheme is aimed at the duty the worker has to care for loved ones for reasons of age, illness, or disability, or when said individual needs personal care as a direct

consequence of COVID-19. In addition, it covers care needs that arise as a result of the closure of educational centers, day centers, and/or centers of any other nature that provide care or attention to the person in need thereof.

The measure may be a change of shift, a change of schedule, allowing flexibility or a reduction of the working hours, etc.—all of which will entail a proportional reduction in salary. GSD, in line with its commitment to conciliation and supporting the members of the cooperative, decided to cover the *MECUIDA* Plan with 75% of the advanced cooperative payment for the people who had to make use of these special measures.

During the 2020-2021 academic year, 40 members benefited from this measure, 10 of whom were men, representing 25% of the beneficiaries.



8.

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 years of age

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 event of termination of the position held—unless the partner resigns—the level of remuneration specified in the Professional Index that the partner has received until that moment is fully recognized. As of August 31, 2021, at the end of the 2020/2021 academic year, there were 53 members over 60 years of age who benefited from a 20% reduction in working hours without a reduction in pay.

Maternity assistance

A large number of individuals 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 2020/2021 school year, 3 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.

Emotional compensation

Under the term "emotional compensation," GSD applies a policy of benefits to workers to improve their quality of life inside and outside the workplace. Social improvements are being made that allow for a better work-life balance, especially in our younger group of workers who are starting a family.

In the Employee Portal, each partner and worker may access their personal and compensation information. In the Information Management System (*Sistema de Información para la Gestión* or SIG), employees 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.



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In this regard, GSD offers an 85% reduction on the price of private education for the children of co-owner workers, and discounts in the case of children of part-time workers (870 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 they 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 services.
- A service that is highly valued by parents is that they may park their 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.



The April 2021 pulse survey of partners and workers (which is conducted every two years) obtained a score of **7.41 points** in reference to the question of whether **GSD promotes a balance between family, personal life, and employment**. This is up by more than a point from the previous survey from June 2019.



8.



SUMMARY OF SOCIAL BENEFITS TOWARDS WORK-LIFE BALANCE



The actions contained in this section relate to what is covered by the **GRI 401-2 Indicator on Employee Benefits**.



No. of Beneficiaries	Social benefit
69	Births during 2020-21
41	Women in management positions who were pregnant or had children under the age of 12
53	Partners benefiting from measures for those over 60
34	Nursing leave
31	Paternity leave
31	Voluntary leave of absence
20	Leave to care for a child or dependent
50	MECUIDA plan
3	Special leave to care for children with a severe illness
18	Partial retirement

PREVENTION OF OCCUPATIONAL RISKS

One of the basic aspects of corporate social responsibility is the occupational safety and health policy, which in turn is 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, we are obliged to pass external audits; the auditing company has recognized the following strengths:



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- Prevention organization: roles and responsibilities.
- Accident investigation, and participation of affected roles.
- Methodology established for improvement actions and their follow-up
- Annual review of risk assessments for all centers.
- Document control system.
- Coordination of business activities.
- Training programs.
- Completion of training with internal resources.
- Annual evacuation drills.
- Conditions of the facilities.

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.
- Continuous health monitoring actions against COVID 19 - particularly sensitive workers.

In the area of training

- First aid and AED courses, self-containment courses, mechanical protection courses, and workplace harassment courses.



In the area of information

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

In the area of equality and workplace harassment

The following protocols were approved:

- Sexual and/or gender-based harassment.
- Conflict resolution for the prevention of workplace harassment and violence at work.

8.



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. It is composed of representatives from the HR Department, representatives of the workers, occupational health and safety technicians, workers from the guidance departments, and center advisors.

With the aim of being as rigorous as possible in these situations, GSD has included in said document a final questionnaire to verify the ap-

plication 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, progress is being made considerably:

SEE APPENDIX 4

Worker training

- **Training:** Appendix 4 "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		2020-2021 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	No. of days of leave	No. of workers who received this leave
4,661	4 1	2,391	22	3,069	30

In the worker and employee satisfaction survey, occupational safety and hygiene conditions had a score of 8.82 points, one point higher than the previous year.



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BALANCED AND SOLIDARITY COMPENSATION SYSTEM

In January 2021, flexible retribution was launched at GSD, offering all employees voluntary private health insurance. 157 workers and partners and 134 of their immediate family members are benefiting from this measure.

During the 2020/2021 academic year, we were 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, undertook in May of 2021 the review of the cooperative system in collaboration with EY as an external advisor.

The cooperative remuneration system, the variable remuneration system, and the performance evaluation system were all analyzed. As a result of this analysis, proposals

for improvement were made, resulting in a priority to improve the salaries of the posts of Secondary Education tutors and Primary Education and Second Cycle Early Childhood Education tutors. Positions immediately above those ones also improved their pay. 50% of the members of the Cooperative were benefited by this measure. In relationship with the variable remuneration system, new common, multi-disciplinary objectives were defined for the whole Cooperative, with these being quantitative in nature (economic and academic) and qualitative in nature (social). There was also an overall objective that measures the behavior of the cooperative as a whole.

In addition, in the co-owner worker and hired employee satisfaction survey, GSD received 7.86 points in terms of level of satisfaction with GSD as an appropriate framework for professional and personal development. Similarly, GSD obtained a score of 7.26 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:



8.

- Paid leave of four days for the birth of a child or serious illness or death of a worker-partner's first of 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 reemployment rights.
- 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 the Social Security retirement pension.
- Permission to change centers due to proximity to the home, whenever possible.
- Advances of the advanced cooperative payment and payroll advances.



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 to the Reserves for Education and Promotion at least 5% of their earnings, which will be aimed, among other things, at training the cooperative's partners and workers to uphold the cooperative principles and values and at 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.





GSD A SOCIALLY RESPONSIBLE COMPANY

8.

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 2020/2021 school year, 64 training actions were scheduled, which involved 13,506 training hours, 817 beneficiaries (between partners and hired employees), and 1,184 training certifications were given.

Thanks to the Promotion and Education Reserve, GSD has launched 21 training actions during this period, the rest were funded by the annual credit of funds from the State Foundation for Training in Employment (*Fundación Estatal para la Formación en el Empleo* or FUNDAE).

This section is linked to the matters listed in the **GRI 404 indicator on training and teaching.**



SEE
APPENDIX 4



Worker training



9.

SOCIAL COMMITMENT 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 we aim 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 everyone 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 it also goes further than that: it is a social commitment to the people who are most in need, at a time like the present one when, 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**.





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9.

SUPPORT FOR THE UNHCR'S WORK WITH REFUGEES

GSD has been collaborating with the UNHCR, the United Nations High Commissioner for Refugees, for 17 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.

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 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 17 years of collaboration, GSD has provided a total of **517,000 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. In the drafting thereof, we have the help of texts prepared by the Spanish Committee of the UNHCR.

The activities carried out by the GSD educational community, with the help of the GSD Foundation, during the 2020/2021 school year were affected by the pandemic. Many of the planned activities were not able to be carried out due to the health crisis. Instead of the traditional Spring Festival, the "GSD&TÚ Giving Week" was held, and during that week different activities were planned for solidarity purposes for families, students, and workers—all with the aim of supporting the UNHCR "Educate a Child" project.



9.

The aforementioned agenda includes an information sheet that facilitates voluntary donation to this organization and to the "Schooling of Boys and Girls in Cameroon" project by the members of the GSD educational community.

It is also worth noting the seventh edition of the drawing contest titled "Pinta un sueño" (Paint a Dream), with the participation of 7,002 students from different educational levels, who in the 2020/2021 school year made drawings around 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 May 2021 survey awarded a score of 7.29 points; families gave GSD a score of 8.22 points.

Social Responsibility Actions

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

PERCEPTIONS	2013	2014	2015	2016	2017	2018	2021
FAMILIES	7.95	7.91	7.9	8.45	8.40	8.34	8.22
STUDENTS	6.47	7.91	6.21	7.65	7.68	7.94	7.29



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9.

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 Paths)* 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 2020/2021 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 be noted that to finance this project, the GSD Foundation and GSD Cooperative used donations from other activities. Many of those activities were affected by the pandemic and were not implemented. Instead of the traditional Spring Festival, the "GSD&Tú Giving Week" was held, and during that week different activities were planned for solidarity purposes for families, students, and workers—all with the aim of supporting the project.

There was also a solidarity concert organized by the GSD Children's Voices choir.

Likewise, voluntary contributions were received from members of the educational community, thanks to the dissemination efforts carried out by the international department with the webinar program entitled "Around the World

in 10 Days," as well as the publication and sending of newsletters and specific articles in the *Cuadernos GSD* magazine.

Likewise, we received some donations from external collaborating entities, which contributed to the provision of materials and furniture in the school.

In addition to the actions described for the collection of funds and voluntary contributions, awareness-raising and outreach activities were carried out with the local population of the center, one example being the writing of letters in French by the students in fifth grade at the primary school of GSD El Escorial to the students of GSD IS Cameroon.

GSD IS Cameroon is an educational and social project that aims to achieve sustainability in the medium and long term, and that, as more students are added, will see the amount of external aid to the management of enrolments going down. The future goal is to reach 600 students in the stages of preschool, primary, and secondary education.



9.



During the 2020/2021 academic year, we were able to school 163 students and kept 19 workers working, all of whom were local. The number of girls and boys enrolled in early childhood education and primary school increased by 21.64% when compared with the previous year. We do not forget about our commitment to sport, offering a football school and some martial arts classes/workshops.

The study of languages continued to be of vital importance. Therefore, we continued to strengthen the study of English and Spanish, in addition to French, which is the vernacular language of the country. In the 20-21 academic year, the study of languages and the hiring of well trained language teachers was a priority in our school.

During the school year, a library and a computer room were created, gradually being equipped with books and computers.

Another of the programs introduced this year was the "school garden," used as a pedagogical tool and as a means to foster sustainable production and conservation of traditional crop varieties—intended for consumption by the educational community and the area population, thus ensuring access to healthy products.

Continuous training to transfer our educational methodology to GSD IS Cameroon (always adapting to a complex and diverse environment) took place in each of the stays we made, having worked on aspects such as cooperative and meaningful learning, multiple intelligences, musical training, and literacy.

Like each course, we visited our families who, with the passing of the years, are more and more committed. We wanted to get to know their way of life and their real needs, with the intention of managing our scholarship system in a fair and solidary way. Since its inception, the project has sought to improve education so as to improve the life of a very disadvantaged and forgotten region. With work, prudence, and humility, we can say that we are achieving our goal.





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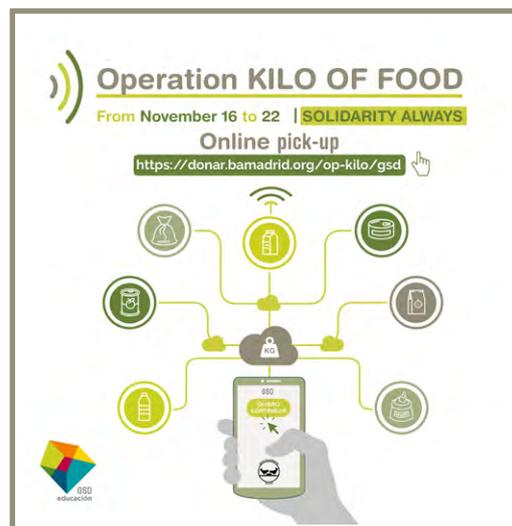
PARTICIPATION IN OPERATION KILO OF FOOD

As part of the collaboration agreement signed on June 11, 2013 between GSD and the *Banco de Alimentos* 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.

Due to the restrictions caused by the COVID-19 pandemic, this 2020 campaign was conducted online. GSD and its educational community collected non-perishable foods in the days leading up to the Christmas festivities, collecting **a total of €21,566, which equates to 19,409.40 kilos** of non-perishable foods, of which €500 were provided by GSD itself.



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 2020.



GSD received the following letter: "We are writing to you in order to express our gratitude for your contribution to the "Operation Kilo of Food" campaign, recently carried out in your centers."



9.

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 adherence 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 5, 2021, the ninth GSD progress report was presented and published by the Global Compact, corresponding to GSD's Report on Corporate Social Responsibility for the 2019/2020 school year, approved by the Cooperative's General Assembly in February, 2021.

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 (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. The income obtained helps minors in need because they suffer from illnesses that are not covered by ordinary healthcare systems. Due to the special situation caused by COVID-19, this activity was temporarily suspended.

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.

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. Thirteen students were attended by eight teachers in the 2020/2021 academic year.



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9.

Cooperative entrepreneurship

GSD participated in the annual celebration 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 mention in the second edition of the award "We undertake. Promoting cooperative entrepreneurship in schools."

Other solidarity responses to demands from the immediate surroundings

It should be added that various actions were carried out from the educational centers:

- Collection of funds at GSD Alcalá, marked for the "Fight Against Cancer."
- Awareness campaign with the disabled for their workplace inclusion, in collaboration with the "Down Madrid," "Prodis," and "A la par" Foundations, through the dissemination of awareness videos made by disabled people working at GSD and members of the respective foundations.



- At GSD El Escorial, primary school students wrote letters to a total of 581 elderly people from 13 nursing homes in the area where the center is located, with the aim of mitigating the isolation and loneliness caused by the restrictions brought on by the pandemic in said nursing homes.
- Students of GSD IS Buitrago participated in the collection of garbage in nature under the "Libera" Project, promoted by SEO and Ecoembes. Environmental education activities were organized, aimed at people with functional diversity from the APAFAM association, in collaboration with the ASION association (association formed by families with children with childhood or adolescent cancer). All of this was done under the slogan "En nuestras manos/Through our hands," paying tribute to children who suffer from said disease. This center was represented in the project "Five cries against ALS."
- At GSD Las Rozas, among other actions, projects were undertaken like the "Charity Swimming 100x100 SWIM," collecting food through swimming, promoting equality through sport, having participated in the "Blue Challenge" (water challenge) project, promoted by the City of Las Rozas.

9.

- GSD Vallecas raised €3,954.23 for Action Against Hunger, an international humanitarian organization that fights the causes and effects of hunger by providing access to food, safe water, basic healthcare, and education to members of the population in a situation of vulnerability, making it possible for boys and girls, men and women, to be free from the threat of hunger around the world.
- The GSD Foundation signed an agreement with the City Council of Rivas for the social integration through music of children at risk of social vulnerability.

Other solidary responses at the international level

- Global Connection Foundation and the GSD Foundation jointly developed a humanitarian fundraising initiative among the schools and the educational communities linked to this international network of educational institutions. The aim was to alleviate the crisis suffered in India as a result of the new COVID-19 strain. The funds raised went to the Parikrma Humanity Foundation, an NGO working in India with low-income children and youth.



- GSD Las Rozas, together with GSD IS Buitrago, participated in the Global Education Benchmark Group World Conference, where they discussed with other schools around the world the topic of "Social Justice to Environmental Challenges and Global Pandemics," seeking and proposing solutions to the problem of climate change.

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) at GSD centers. The aim is to support the collective of people with disabilities through high performance sport.





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- Our collaboration with the FEMM (Multiple Sclerosis Foundation of Madrid) continues with the campaign "Mójate por la Esclerosis Múltiple" ("Get Wet for Multiple Sclerosis"). The activity is aimed at raising awareness and funds to assist patients with this disease.
- We also collaborated with the Down Madrid Foundation through the dissemination (to our educational community) of different solidary padel, tennis, and golf tournaments.

INTERCOOPERATION

Collaboration with CoopeAtenas

GSD signed a collaboration agreement with the CoopeAtenas Cooperative, founded on August 7, 1868. At present, it undertakes various activities based on the offer of services, production, sales, industrialization, harvesting, and marketing of coffee, as well as agricultural, livestock, and forestry activities.

CoopeAtenas has among its purposes the production, processing, marketing, and distribution of high-quality coffee both for the Costa Rican market and for the different markets of the world, a process carried out under the Fairtrade

standards and in compliance with different regulations to ensure not only a good product and an excellent price but also that the process is carried out under conditions of equality, accessibility, and accountability, establishing a strategy for poverty reduction and sustainable development.

CoopeAtenas has an area of 127 km² dedicated to the planting of coffee. It has demonstrated its great commitment to environmental sustainability, which has been reflected in the prevention of pollution and the correct use of natural resources, considerably minimizing the impact on the environment.

In terms of the inter-cooperation agreement, we can highlight the following areas of mutual collaboration:

Sales area:

- Supply of coffee produced and processed by the CoopeAtenas Cooperative.
- Promotion of coffee made by the CoopeAtenas Cooperative through participation in events and decoration of the cafeteria at GSD IS Costa Rica.



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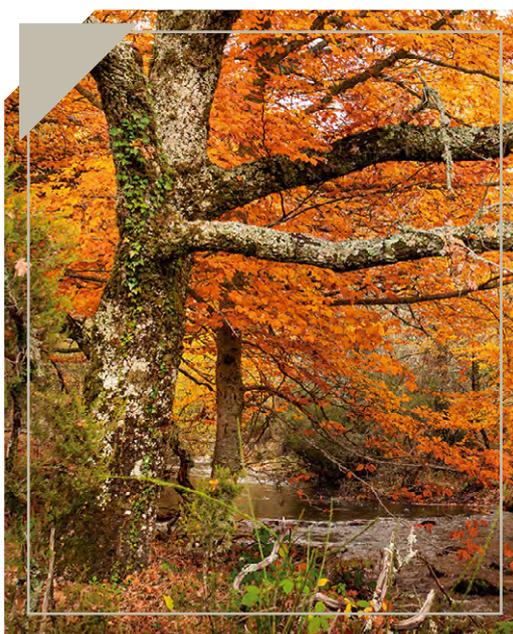
- Supplying the school with products from the "La Coope" supermarket.
- Providing the school with supplies like agricultural products, grass, fertilizers, etc.
- Opening of markets through GSD sister schools.
- Specific offers for CoopeAtenas members to enroll their children in GSD IS Costa Rica.

Educational area.

- Participation of GSD students in learning experiences in CoopeAtenas linked to sustainable coffee production and fair trade.
- Practical training of Dual Vocational Training students at CoopeAtenas.

Corporate Social Responsibility Area:

- Establishment of donations linked to the GSD Foundation for social projects with an impact on the local environment.



Job placement companies and special employment suppliers for GSD

During the 2020/2021 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.

For example:

1. The job placement company ASISCAR, which provides document transport services between GSD centers and schools.
2. The agreement adopted with the Juan XXIII Foundation and its special employment center Roncalli for the digitization of personnel files, as well as the storage, management, and maintenance of documentation.



This action is closely related to the GRI 405 indicator **on diversity and equal opportunities** and **406 on non-discrimination**.

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 at the Sierra del Rincón Biosphere Reserve. This project is carried out by 8 people.



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9.

3. OSGA, a cleaning company that works with job placement opportunities.
4. Collaboration with one of ILUNION's special job centers for the purchasing of gifts.

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 2020/2021 academic year, students aged between 15 and 16 years 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 AND CENECOOP (Costa Rica)

The opening of the GSD IS Costa Rica has led to the development of different alliances with entities 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 the 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 September 2021, GSD and Fundepos University signed an addendum as an extension of the existing collaboration agreement for the implementation, development, and enhancement of Dual Vocational Training programs.

The objective is to expand and strengthen the cooperative efforts already established, promoting Dual Education and Vocational Training programs at Fundepos University, taking advantage of the experience that GSD already has in the sector. Joint programs may also be offered for a double degrees and, even, internships with Spanish or Costa Rican companies to complete the education of the participants in these programs.



9.

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 teaching degrees, as well as the Master's Degree in teacher training in Secondary Education (Compulsory Secondary, Baccalaureate Non-Compulsory Secondary, 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 delivery of all of its Higher Education Vocational Training under this scheme. We also collaborate with other educational institutions on training programs for several professional degrees.



In this sense, a total of 12 students have passed through our work centers, maintaining our commitment to training despite the difficulties stemming from the COVID-19 pandemic.

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 federations consists of the undertaking of training programs leading to the qualification of coach at the different levels of action. GSD provides the common classes that are part of these programs and the federations provide the specific training in the sports discipline in question.

Other actions

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.

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2021

APPENDICES





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Appendix 1

Promotion of Students to Next Phase

4 th Year Obligatory Secondary School	Number of students registered	Number of students move on to the next phase	Number of students who do not move on to the next phase	Percentage 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	13	98%
GSD Students 20/21 School Year	867	851	16	98.15%



Appendix 1

Promotion of Students to Next Phase

2 nd YEAR BACCALAUREATE	Number of students registered	Number of students move on to the next phase	Number of students who do not move on to the next phase	Percentage 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	13	98%
GSD Students 20/21 School Year	561	538	23	95.90





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Appendix 1

Promotion of Students to Next Phase

EvAU - University entrance exam	Number of students	Students who went to the exam	Students of passing students	Percentage of passing students	Average score
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 19/20 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
GSD Students 20/21 School Year	550	529	515	97.35	6.95



Appendix 1

Promotion of Students to Next Phase

DUAL VOCATIONAL TRAINING	14/15	15/16	16/17	17/18	18/19	19/20	20/21
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	582
% of GSD students from the Community of Madrid	20.90%	22.50%	21.50%	21.50%	15%	*	*
Training Cycles Offered	8	7	8	8	10	9	7
No. of collaborating companies	117	146	218	250	155	157	280

*Data not published





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Appendix 2

Students Participating in the Match the People Program - GSD

Programs	Number of students	Centers
Exchanges	> Program cancelled due to COVID-19	
Long-stay program	(*)	4 weeks in the USA and Jordan > Program canceled due to COVID- 19.
	4	10 Weeks at Abbey College (1 st turn) > GSD AL, GSD LR
	3	09 Weeks at Abbey College (2 nd turn) > GSD LR, GSD VA
School Trips	355	School Trip León (Fifth Grade Primary Education) > GSD IS BU, GSD EE, GSD GU, GSD LR, GSD LS, GSD MO, and GSD VA
	411	School Trip Catalan Pyrenees (Sixth Grade Primary Education) > GSD IS BU, GSD EE, GSD GU, GSD LR, GSD LS, GSD MO, and GSD VA
	272	School Trip Tarragona (2 nd Year Obligatory Secondary Education) > GSD IS BU, GSD EE, GSD GU, GSD LR, GSD LS, GSD MO, and GSD VA
	307	School Trip Granada (4 th Year Obligatory Secondary Education) > GSD IS BU, GSD EE, GSD GU, GSD LR, GSD LS, GSD MO, and GSD VA
	39	School Trip Tarifa (1 st Year Baccaulaureate) > GSD IS BU, GSD GU, GSD MO, and GSD VA
International Trips	14	A Boarding Experience in Abbey College > GSD IS BU, GSD LR, GSD VA , and students not related with GSD
	12	Summer at Secondary School > GSD AL, GSD IS BU, GSD EE, GSD GU, and GSD LR

Appendix 2

Students Participating in the Match the People Program - GSD

Programs	Number of students	Centers
Bilingual Summer Camps	57	Football Summer Camp
	88	An English Week [12 - 16 July]
	44	An English Week [19 - 23 July]
	04	An English Week [26 - 30 July]
	14	An English Week [12 - 16 July 19 - 23 July]
	06	An English Week [19 - 23 July 26 - 30 July]
	32	I GSD Basketball Campus [Chus Mateo Academy]
	71	Judo
	17	Theatre Summer Camp
Europa Project	Program cancelled due to COVID-19	
School Year	3	GSD GU and GSD VA

(*) **Exchanges** [10 Exchanges to different destinations in France (Lyon, Rennes, Paris, Questembert), Germany (KGN and Oberurff), Japan, Australia, New Zealand, and China]. This could not be done this year due to the COVID-19 pandemic.

(*) **Long stay program** [4 weeks in the USA and Jordan]. This could not be done during the 20-21 academic year due to the COVID-19 pandemic.

(*) **School Trip Stratford and London**. During the 20-21 school year, they were not undertaken due to the COVID-19 pandemic. Two School Trips were offered to the families of the students with new destinations as detailed in the table.

(*) **International programs** [USA, Ireland, United Kingdom, Iceland, Australia, New Zealand, India, Botswana]. During the summer of the 20-21 academic year, these experiences could not be carried out due to the COVID-19 pandemic; only the programs detailed in the table were undertaken.



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Appendix 2

Students Participating in the Match the People Program - GSD

During the 2020-21 academic year, due to the mobility restrictions caused by the pandemic, we were not able to receive international students in short-stay programs, nor as part of exchanges with our schools.

To this end, we maintained contact with all of our sister schools in more than 40 countries through a webinar program called "Around the World in 10 Days," in which our students, families, and the rest of the GSD Educational Community were able to learn more about the culture and way of life at the different destinations.



Name	Country	Date
Lourdes Ballesteros	Brazil (São Paulo)	19-20/07/2021
Jorge Berné	Brazil (São Paulo)	19-20/07/2021

GATES 6-9



Appendix 3

Facilities

Improvements and conditioning of GSD centers during 2020/2021

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

- Replacement of the "Casa Grande" roof tile.
- Start of the processing of the new water treatment plant.

GSD IS Buitrago

- Change of the fire alert panel.
- Installation of new fire hose cabinets.
- Repair and waterproofing of the washroom terrace.

GSD Guadarrama

- Change of the anti-intrusion alarm system.

GSD Las Rozas

- Change of the anti-intrusion alarm system.
- Replacement of the rubber flooring on the early childhood education playground.
- Waterproofing of the primary school and secondary school roofs.
- Reorganization of the office.

GSD Las Suertes

- Replacement of water pressure equipment.
- Remodeling of early childhood education classrooms.
- Replacement of the sand filter for the small pool.

GSD Vallecas

- Installation of a gas kettle, an oven, and an electric stove.

La Vía Láctea/ El Corralón	€37,036.21
GSD IS Buitrago	€51,547.90
GSD Guadarrama	€39,819.97
GSD Las Rozas	€96,915.93
GSD Las Suertes	€35,514.72
GSD Vallecas	€15,323.21
TOTAL	€276,157.94



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Appendix 4

Worker training

TRAINING IN COMPETENCIES

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



Communication	<ul style="list-style-type: none">▪ Communicating effectively every time
Personal development	<ul style="list-style-type: none">▪ Coaching for the central services management team▪ Take care of yourself to take care of others
Global competencies	<ul style="list-style-type: none">▪ Languages, mainly English
Entrepreneurship and social responsibility	<ul style="list-style-type: none">▪ Social economy and cooperativism
Digital skills	<ul style="list-style-type: none">▪ Data analysis with MS Power BI▪ HR analytics with Power BI▪ Alexia for after school activities▪ Power Automate

Appendix 4

Worker training

CLASSROOM: TRAINING IN ACTIVE METHODOLOGY

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 to facilitate knowledge acquisition.

During this academic year, no training actions of this type were carried out due to the reorganization of schedules required to comply with COVID-19 protocols.





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Appendix 4

Worker training

SUPPORT TRAINING

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 Law	<ul style="list-style-type: none"> ▪ Data Protection in the Education Sector ▪ Integrated Management Systems
Food Safety	<ul style="list-style-type: none"> ▪ Food Handlers
ORP	<ul style="list-style-type: none"> ▪ Specific risks for cleaning staff ▪ Specific risks for kitchen staff ▪ Specific risks for maintenance staff ▪ Occupational Health and Safety: COVID-19 ▪ First aid, basic life support, and AED use
Professional skills	<ul style="list-style-type: none"> ▪ Rescue and lifeguarding ▪ Assessment of work positions ▪ International Baccalaureate Workshops: <ul style="list-style-type: none"> _ Creativity, Activity, Service _ Physics _ Center directors _ DP assessment
Coexistence	<ul style="list-style-type: none"> ▪ Prevention of sexual harassment ▪ Gender impact reports ▪ Conflict resolution and negotiation ▪ Registration: The Art of Asking – Silvia Bueso

In addition, the development of contents has begun for online training on subjects such as compliance and work-related, sexual, and gender-based harassment.

Appendix 5

Care from the medical office

Programs	17/18 Results	18/19 Results	19/20 Results	20/21 Results	Total
Medical assistance on parents' demand	17,305	17,993	13,348	9,021	57,667
Medical assistance on teachers' demand	41,828	42,699	31,277	25,473	141,277
Students with chronic illnesses	10,054	11,266	8,898	8,557	38,775
Urgent care	310	1,040	921	336	2,607
Number of medical checkups	3,045	3,451	1,881	3,324	11,701
Allergic reactions to foods	34	85	69	13	200
Medical care for staff	3,613	4,083	2,745	4,668	15,109





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Appendix 6

Non-Financial Information

I INFORMATION ON ENVIRONMENTAL MATTERS

Indicator name	Relationship with GRI	Actions
Pollution		
Measures to prevent, mitigate, or repair carbon emissions that gravely affect the environment	GRI 301, 305	<ul style="list-style-type: none"> ■ There are maintenance plans for facilities. ■ The setpoint temperature of the heating boilers was lowered. This allows us to have the heat on for most of the school day, being able to live with the ventilation recommendations for COVID-19 without increasing consumption and without sacrificing thermal comfort.
Medical assistance on teachers demand (14001)	GRI 308	<ul style="list-style-type: none"> ■ ISO 14001:2015 certification at GSD General Service offices. ■ Eco-friendly schools green flag in schools. ■ Performance of Energy Audits according to Royal Decree 56/2016.
Circular economy and waste prevention and management		
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"> ■ There is a Plastics Protocol developed by the Environment Department.
Measures for the treatment of hazardous waste	GRI 306	<ul style="list-style-type: none"> ■ Collection by an authorized hazardous waste manager: <ul style="list-style-type: none"> — Electrical and electronic equipment waste. — Collection of used cooking oil and biosanitary waste. — Toner and printer cartridges.

Appendix 6

Non-Financial Information

I INFORMATION ON ENVIRONMENTAL MATTERS

Indicator name	Relationship with GRI	Actions
Sustainable use of resources		
Measures taken to improve energy efficiency and the use of renewable energy.	GRI 302-4	<ul style="list-style-type: none"> There is an agreement with Naturgy for the installation of photovoltaic solar panels at GSD Vallecas.
Energy consumption, water, raw materials, etc.	GRI 301, 302, 303	<ul style="list-style-type: none"> Internal control records for the project area. See the section entitled "Environmental Certification: Energy Consumption" in the CSR Report.
The reduction of energy consumption achieved as a direct result of consumption saving initiatives.	GRI 302-4	<ul style="list-style-type: none"> The setpoint temperature of the heating boilers was lowered. This allows us to have the heat on for most of the school day, being able to live with the ventilation recommendations for COVID-19 without increasing consumption and without sacrificing thermal comfort.





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I INFORMATION ON ENVIRONMENTAL MATTERS

Indicator name	Relationship with GRI	Actions
Climate change		
Measures taken to adapt to the consequences of climate change	GRI 103-2	<ul style="list-style-type: none"> ▪ Cross ventilation in classroom hallways.
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"> ▪ Analysis of the feasibility of different proposals for the installation of solar photovoltaic power facilities. ▪ Consideration of energy efficiency (energy labelling) when purchasing machinery, equipment, and devices. ▪ See the section entitled "Environmental Certification: Energy Consumption" in the CSR Report.
Protection of biodiversity		
Measures taken to preserve or restore biodiversity	GRI 304	<ul style="list-style-type: none"> ▪ 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).
Impact caused by activities and operations in protected areas		

Appendix 6

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	78.75	6.48	85.22	120.13	13.89	134.02	219.25
30-39	86.93	70.14	157.07	108.94	203.78	312.72	469.78
40-49	42.11	148.48	190.59	75.70	300.33	376.04	566.63
50-59	27.53	79.93	98.46	67.03	158.00	225.03	323.49
+60	11.17	19.53	30.70	25.60	54.98	80.57	111.27
General Total	246.49	315.55	562.04	397.40	730.98	1,128.38	1,690.42

Data not including GSD IS Costa Rica.





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Appendix 6

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	
Full-time permanent	55.77	308.25	364.02	100.16	710.54	810.70	1,174.72
Part-time permanent	65.79	1.67	67.46	66.15	9.69	75.84	143.29
Full-time temporary	22.94	0.00	22.94	56.09	0.00	56.06	79.04
Part-time temporary	0.80	0.00	0.80	2.41	0.00	2.41	3.21
Partial retirement	2.00	5.64	7.64	1.66	10.75	12.41	20.05
Full-time internship	20.19	0.00	20.19	43.61	0.00	43.61	63.80
Part-time internship	2.87	0.00	2.87	6.23	0.00	6.23	9.09
Hand-over contract	2.13	0.00	2.13	8.43	0.00	8.43	10.56
Full time set term	33.32	0.00	33.32	56.93	0.00	56.93	90.25
Temporary disability	2.05	0.00	2.05	2.66	0.00	2.66	4.71
Part-time set term	38.62	0.00	38.62	53.08	0.00	53.08	91.69
TOTAL	246.49	315.55	562.04	397.40	730.980	1,128.38	1,690.42

Data not including GSD IS Costa Rica.

Appendix 6

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	93	4	97	0	72	72	169
10,001 - 14,999	29	19	48	68	13	81	129
15,000 - 24,999	26	14	40	67	111	178	218
25,000 - 34,999	51	221	272	87	546	633	905
35,000 - 54,999	0	34	34	0	49	49	83
More than 55,000	0	21	21	0	10	10	31
TOTAL	199	313	512	294	729	1,023	1,535

Data not including GSD IS Costa Rica.





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Appendix 6

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 2020/2021 academic year

PROFESSIONAL CATEGORIES	PARTNERS			EMPLOYEES		
	WOMEN	MEN	TOTAL	WOMEN	MEN	TOTAL
General Management	5	8	13	0	0	0
Directors	5	13	18	0	0	0
Heads	49	34	83	0	0	0
Middle managers	74	76	150	2	2	4
Teaching staff	472	145	617	85	49	134
Administrative and concierge staff	59	11	70	17	11	28
Kitchen staff	52	3	55	50	15	65
Maintenance and cleaning staff	13	19	32	68	29	97
Extracurricular activity staff	0	4	4	72	93	165
TOTAL	729	313	1,042	294	199	493

Data not including GSD IS Costa Rica.

Appendix 6

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"> 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.
Health and safety	GRI 403	<ul style="list-style-type: none"> See the section on "Prevention of Occupational Risks" of the CSR Report.
Social relationships	GRI 402	<ul style="list-style-type: none"> 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.
Training	GRI 404	<ul style="list-style-type: none"> Actions and data included in the section on "Professional Training of GSD Workers" in the CSR Report.
Equality	GRI 405 and GRI 406	<ul style="list-style-type: none"> 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.



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Appendix 6

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">There is a code of conduct that considers respect for Human Rights.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.
Prevention of the risk of human rights violations		<ul style="list-style-type: none">Application of current law.Training in human rights policies is included in the company training plans.
Measures to mitigate, manage, and handle possible abuses	GRI 406-1	<ul style="list-style-type: none">Recourse committee: 6 case studies.



Appendix 6

Non-Financial Information

III. INFORMATION ON RESPECT FOR HUMAN RIGHTS

<p>Compliance with the provisions of the ILO fundamental conventions relating to respect for freedom of association and the right to collective bargaining</p>	<p>GRI 407-1</p>	<ul style="list-style-type: none"> Number of union representatives: 21.
<p>Elimination of discrimination in employment</p>	<p>GRI 405</p>	<ul style="list-style-type: none"> 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).
<p>Elimination of forced labor</p>	<p>GRI 409-1</p>	<ul style="list-style-type: none"> Collaborating companies are asked that the workers who enter our company be registered with Social Security and that the company be up to date with its tax obligations. There is an approval process for suppliers, contractors, and subcontractors in matters of human rights.
<p>Elimination of child labor</p>	<p>GRI 408-1</p>	





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Appendix 6

Non-Financial Information

IV. INFORMATION RELATING TO THE FIGHT AGAINST CORRUPTION AND BRIBERY

Indicator name	Relationship with GRI	Actions
Measures taken to prevent corruption and bribery	GRI 205	<ul style="list-style-type: none"> ■ There is a code of conduct to prevent corruption. ■ The code of conduct establishes a whistleblowing channel. ■ There is a system to monitor the code of conduct to prevent corruption, and the figure of Director of Compliance is created. ■ There is a whistleblower protection system that is anonymous. ■ 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. ■ 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 nineteen workers of GSD International École au Cameroun for which taxes and social benefit contributions are paid. ■ Compliance with tax regulations in terms of invoicing, payment of invoices, remuneration.
Measures to control money laundering, contributions to foundations, and non-profit entities		<ul style="list-style-type: none"> ■ Issuance of certificates of contributions made by co-owners to the foundation.

Appendix 6

Non-Financial Information

V. INFORMATION ABOUT THE COMPANY

Commitment to sustainable development

Indicator name	Relationship with GRI	Actions
Impact of the company's activity on employment and local development	GRI 203	<ul style="list-style-type: none"> 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 19 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.).
Impact of the company's activity on local populations and in the region		<ul style="list-style-type: none"> Vacancies for students offered in the different centers acting in areas that need to cover vacancies for students (see the section entitled "Teaching and Serving 12,899 Students" in the CSR Report). 163 students at GSD International École Cameroon during the 2020/2021 academic year. 62 beneficiaries of study grants. 425 students benefiting from book grants. 33 families benefiting from dining hall grants.



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Appendix 6

Non-Financial Information

V. INFORMATION ABOUT THE COMPANY

Commitment to sustainable development

Indicator name	Relationship with GRI	Actions
Relations with local community players and the types of dialog therewith	GRI 203	<ul style="list-style-type: none"> ■ In the Community of Madrid and other regions of Spain (see the section entitled "Participation of Stakeholders" in the CSR Report). ■ Cameroon: Archbishopric, Consulate, Abriendo Caminos (see the section entitled "Management of GSD École International Au Cameroun" in the CSR Report). ■ 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. ■ Sponsored local events (solidarity races, local festival programming, etc.) and support for different entities and social organizations (see the section on "Other Social Actions" in the CSR Report).
Partnership and sponsorship actions		<ul style="list-style-type: none"> ■ Sponsored local events (solidarity races, local festival programming, etc.) and support for different entities and social organizations (see the section on "Other Social Actions" in the CSR Report).

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Non-Financial Information

V. INFORMATION ABOUT THE COMPANY

Subcontracting and suppliers

Indicator name	Relationship with GRI	Actions
Positive social impact in terms of supplier contracting	GRI 414	<ul style="list-style-type: none"> 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.





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Appendix 6

Non-Financial Information

V. INFORMATION ABOUT THE COMPANY

Consumers

Indicator name	Relationship with GRI	Actions
Promotion of sustainable consumption	GRI 416	<ul style="list-style-type: none"> Students and their families are informed about sustainable and balanced consumption.
Consumer information and awareness		<ul style="list-style-type: none"> Students and their families are informed about their rights and obligations as consumers.
Consumer awareness to encourage recycling and its effects on the environment		<ul style="list-style-type: none"> 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).
Certifications		<ul style="list-style-type: none"> ISO 9001 Madrid Excellent certification was secured.
There is a specific set of regulations on the defense of client safety and health.		<ul style="list-style-type: none"> Health plan for GSD centers. See the information in the section entitled "Teaching and Serving 12,899 Students" in the CSR Report.



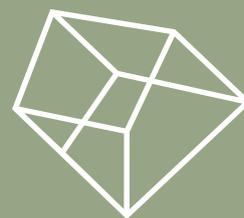
Appendix 6

Non-Financial Information

V. INFORMATION ABOUT THE COMPANY

Consumers

Indicator name	Relationship with GRI	Actions
Healthcare for students and workers	GRI 416	<ul style="list-style-type: none"> 46,724 students cared for by the medical offices of the different centers. 4,668 workers cared for by the medical offices of the different centers. This data can be found in Appendix 6 of the CSR Report.
There is a complaint and dispute resolution system in place		<ul style="list-style-type: none"> There is data on the number of complaints, suggestions, claims, and accolades.
Public transport: reliable and responsible	GRI 417	<ul style="list-style-type: none"> See the section on "Responsible Communication" in the CSR Report for the characteristics of GSD's advertising.
Respect for privacy	GRI 418	<ul style="list-style-type: none"> Actions are carried out to protect the privacy of GSD students, families, and staff. Informational campaigns on data privacy are carried out.



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