

CORPORATE SOCIAL RESPONSIBILITY



GREDOS SAN DIEGO COOPERATIVE



201819





www.gsdeducacion.com/rse/report

CSR REPORT
Gredos San Diego Cooperative 2018/19



GREDOS SAN DIEGO

A SOCIALLY RESPONSIBLE ACADEMIC INSTITUTION

GREDOS SAN DIEGO CORPORATE
SOCIAL RESPONSIBILITY REPORT
2018/2019

GSD'S STATEMENT AS A SOCIALLY
RESPONSIBLE ACADEMIC INSTITUTION

GSD: QUALITY AND SOCIALLY
RESPONSIBLE EDUCATION

Gredos San Diego, S. Coop. Mad., (henceforth GSD) is committed to working towards managing the academic institution in a socially responsible manner and to providing quality education that promotes the transmission of social and environmental values that foster the education of socially responsible citizens.



This commitment is linked to the participatory principles that correspond to a worker cooperative, and is reflected in good corporate governance; transparency in management and with our different stakeholders; improvement of employee relationships; support of 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 enterprise strategy, the mission, vision, and values are in line with the characteristics of a socially responsible academic institution. As a company that is mainly dedicated to education, we share the recommendation made by the European Commission in its Communication on CSR of 25 October 2011, for the period 2011-2014, where it stated that:

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

Similarly, GSD reiterates its commitment to continue pursuing a socially responsible business conduct and, therefore, to continue adhering to the United Nations Global Compact, since the principles it contains in relation to human rights, labor, environment, and combating bribery and corruption are the values that our academic institution wishes to uphold in 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."

D. A. Javier Martínez Cuaresma
Governing Council Chair

D. Jorge de la Calle Martín
Managing Director

FRAMEWORK FOR GSD'S CURRENT CORPORATE SOCIAL RESPONSIBILITY REPORT

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

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

In May 2012, GSD adhered to the United Nations Global Compact and has since presented annual progress reports, documents which have been the **GSD CSR Reports** adopted at the General Assembly of Co-operative Members. The latest progress report is the CSR Report for the 2018/2019 academic year adopted at the General Assembly of Partners in February 2020.

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

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

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

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



GSD'S PROFILE AS A SOCIALLY RESPONSIBLE ACADEMIC INSTITUTION

GSD, A WORKERS' ACADEMIC INSTITUTION

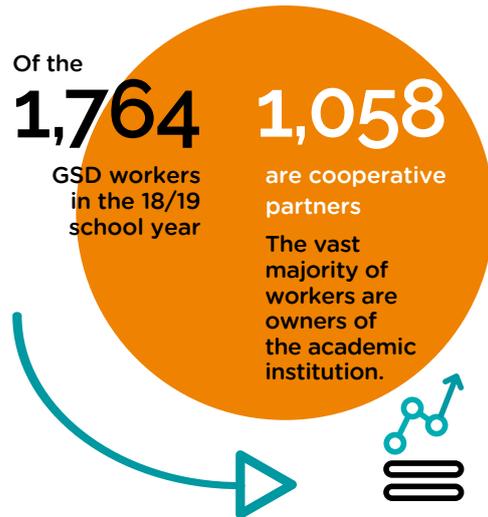
GSD states in its Bylaws that it *"aims to maintain, improve, and continue to create, first and foremost for its partners, cooperative jobs in its own teaching campuses."*

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

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

The worker-partners make up the General Assembly, the academic institution'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 academic institution's strategic plan, which is also approved at General Assembly.



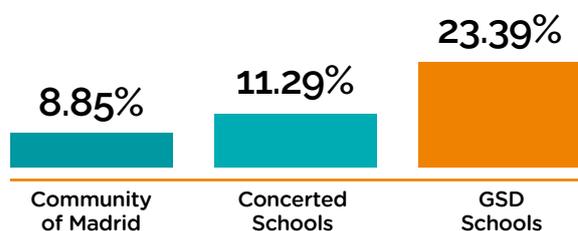
As for non-partners, they have their own representation systems: trade unions, work councils, and trade union delegates | **GRI 407: Freedom of Association and Collective Bargaining**

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

TEACHING AND SERVING 13,570 STUDENTS

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

It is worth noting the **significant growth over time in the number of GSD students**. When comparing the 2018/2019 school year to the 2011/2012 school year (GSD's first CSR Report), we may note that while student growth in the Community of Madrid was 8.85% and in concerted education 11.29%, GSD experienced a growth of 23.39%.





In the last 7 GSD school years, the number of students increased by 23.39%.

A percentage 2.6 times higher than the percentage of student growth in the Community of Madrid.

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

It is worth noting that in 2018, a new **GSD educational center opened in Costa Rica, and it has 373 students for the 2019 school year.**

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

The economic regime is educational subsidy from ages 3 to 16, and private funding for the first three

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

All centers have science labs, library, swimming pool, indoor sports center and outdoor courts, and computers in every classroom. **GSD International School in Buitrago** has a dorm with a total capacity of 400 students. It offers extended hours and dining halls managed by the cooperative itself with its own kitchens, attending to the various nutritional needs, with specific menus for students with celiac disease and allergies.



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

During the 2018/2019 school year, 19 official Professional Certification courses have been taught to 300 jobseekers, for a total of 6,940 hours of theoretical training. These courses have internship partners in 40 companies, with 22,800 hours, which has facilitated the return of these professionals to the job market, thus providing great social service.

GSD is authorized to act as a job placement agency, and during the 2018/2019 school year, 361 people registered and 13 companies were contacted, with the result of 16 job offers and 9 hires.



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

For GSD, **nutrition education** is a priority. That's why the teachers themselves share a table with the students in the dining hall. GSD has implemented a **School Nutrition Plan** in its schools, focused on preventing obesity and high cholesterol, and promoting equity criteria and gender perspective.

The Plan's Main Highlights:

- **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:** Topics like bulimia and anorexia, among others, are discussed through educational interventions that vary by age, as these are problems that affect for the most part female students and cause serious health conditions. Follow-up of students from 12 to 18, age range in which these problems may arise, as well as those who already present these disorders.

Throughout the 2018/2019 school year, we carried out intensive work aimed at introducing a series of improvements to the menus, mainly durable menus, locally grown food, organic products, reduction of processed foods, elimination of saturated vegetable oils, reduction of fried side dishes and sugary desserts, and the addition of more foods without allergens. The development of a plan to improve the information provided to families regarding the nutritional content of the menus and the adaptations that are made for allergic students has been initiated.

In order to better understand out students' food preferences and their opinions and their families' regarding the dining service and to be able to continue to advance its improvement, a comprehensive questionnaire was distributed to students and families. Accurate information on the results has been provided publicly in the magazine *Cuadernos GSD* and on the institutional website. The results will help us to establish new plans that increase the already high level satisfaction of our students and their families.



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

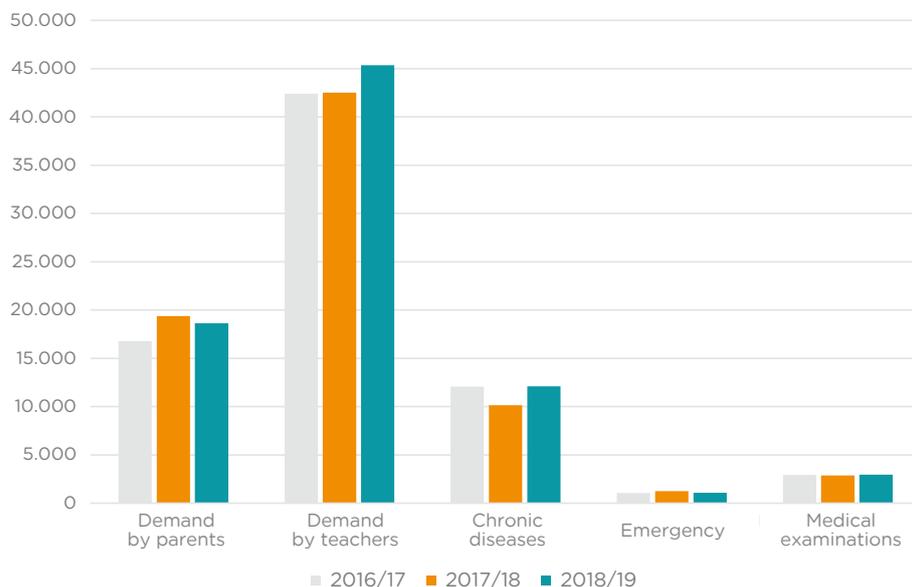
A **Medical Service** is available in each center consisting of medical and nursing personnel specialized in pediatrics, which monitors students and promotes the safety of those with chronic illnesses.

Also, students and staff receive care on the premises in the case of mild ailments, which means it's not necessary for them to leave the school. If the condition, in the medical service provider's view, prevents the student from staying in class or requires more specialized medical care, the center notifies the parents.

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.



Medical Office - Medical Attention Given



The **Nutrition and Health** interventions are integrated, and in order to disseminate information and achieve greater effectiveness in its application, training actions are carried out aimed at parents and students. Moreover, we offer complete information on preparation and the ingredients used, and the menus are published monthly based on special needs.

► **GRI 416: Customer Health and Safety.**

Annually, several activities are carried out in the classrooms, aimed at raising awareness of healthy habits. To this end, we've established collaboration agreements with the College of Dentists and Stomatologists of Madrid and the Spanish Society of Dietetics and Food Sciences, carried out as talks in the classroom to students enrolled in Preschool and Primary Education on a regular basis and planned within the curriculum for these stages. In Secondary Education interventions are usually random and focused on very specific topics. Sports activities at GSD also encourage good healthy habits.

The **Counselling Department** provides an ever-growing range of services, aimed at the entire GSD educational community, students, families, and workers.

These actions facilitate the balance between the personal, family, and work life.



GSD, AN ACADEMIC INSTITUTION THAT GROWS WHILE CREATING STABLE EMPLOYMENT

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

GSD's revenue for the fiscal financial year that closed on August 31, 2019 rose to **85.5 million euros**.

The average number of workers for the 2018/2019 school was **1,764, of which 1,058 were partners and 706 were contracted workers**, with seven schools in the Community of Madrid; a school in Costa Rica; two environmental education centers, which are nature classrooms and rural accommodations; a restaurant, which promotes the development and creation of employment in the rural environment and Dual Vocational Training; and two other work centers where the cooperative is managed.

The commitment to education and job creation allows **GSD to improve its turnover and generate employment**, increasing income by 5.72% and employment by 7.83% for the 2018/2019 school year compared to the previous one.





True to its principles and values, GSD has led the development of what it has named the **GSD Cooperative Group**, with the GSD cooperative as its head, promoting effective and socially responsible management of the various cooperatives that make up the Group. The total revenue, including GSD's, comes to a total of **104.94 million euros**, the total number of workers being **2,230**.

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

Nationally, GSD is one of 26 Cooperative Societies and one of 801 companies, including businesses and cooperatives, with more than **1,000 jobs**, according to the data provided in the 2019 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 2017 by CEPES.

REVENUE
COOPERATIVE
GROUP

104.94
million euros



WORKERS
COOPERATIVE
GROUP

2,230
workers



7th

Seventh Most
Relevant
Cooperative
Group



GOOD CORPORATE GOVERNANCE AND TRANSPARENT MANAGEMENT



PARTICIPATORY GOVERNANCE

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

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

The **Governing Council** is the governing, management and representation body of the cooperative, and directly and permanently oversees the manage-

ment 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 15 people, 12 worker-members, that are both teachers and non-teachers, one of whom is elected as President, and three independent advisors.

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





BALANCED REMUNERATION OF ADVISORS AND DIRECTORS

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

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

Information on the remuneration of worker-partners 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 has regulated in its Bylaws the necessary provisions to ensure a positive and effective management of the Governing and Management Bodies, resolving any possible conflicts of interest of the members who comprise these bodies.

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

■ **Duty of diligent administration:**

Advisors shall carry out their duties with the diligence of an ordained employer and a loyal representative. Each of the Advisors shall be informed diligently of the academic institution's progress.

■ **Duties of fidelity:**

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

■ **Duties of loyalty:**

Advisors may not use the company's name, nor invoke their condition as the academic institution's governors for conducting self-employed transactions or persons linked to these.

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

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

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

the report.

■ **Duty of secrecy:**

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

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



COMPLIANCE AND CODE OF CONDUCT

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

During the 2016/2017 school year, the Governing Council established the [Regulatory Compliance Committee](#), which among other functions is responsible for monitoring and supervising the proper implementation of the Code of Conduct. Its members were appointed, the Compliance Channel was launched, and a process of dissemination of the Code of Conduct was carried out among GSD suppliers, worker-partners, employees, and senior managers, making it available through the GSD Intranet.

For the 2018/2019 school year, both the Code of Conduct and the Compliance Channel were disseminated among the entire educational community and made available through the GSD website.

Among its highlights, we may note the following:

- The Governing Council approved the Criminal Compliance Policy, which declares commitment and responsibility for the implementation, maintenance, and continuous improvement of a Crime Management System.
- The identified risk scenarios (criminal and others with serious consequences for GSD) are still being reviewed and new controls related to the Criminal Risk Prevention Plan are being studied and developed.
- Specialized training measures are maintained for members of General Management and the Governing Council.
- During its exercise, the Compliance Committee has become aware of six incidents. All of them have been duly investigated and, where appropriate, the corresponding complaints were filed with the Compliance Channel, with their corresponding motion for a resolution.



STAKEHOLDERS PARTICIPATION



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 associationism 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.

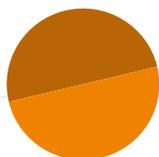
The **GSD Foundation** is the instrument that the Cooperative uses to channel much of the cultural, sports, and social activities in which the educational community participates.

Teachers and monitors, in close relationship with students and parents, participate in the **GSD Sports Club** and the **GSD Cultural Association**, developing numerous workshops and activities throughout the school year.

For example, the theater group, theater or short film competitions, and social activities collect resources that are used to improve the situation of troubled social groups, such as refugees by supporting the UNHCR, the UN refugee agency, or low income populations by donating resources to the Food Bank.

It is also worth noting the existence of the **GSD School of Music and Dance**, which has 1,495 students. Among the activities it carries out, we may find the organization of the GSD international classical guitar competition, "Young Performers"; the existence of a Big Band comprised of members of the educational community and others; an intercenter choir called Children's Voices and an adult choir called the GSD Foundation. 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 channels of dialogue and permanent and transparent communication with all its stakeholders to address any concerns they may have, and give reasonable and adequate answers to their demands. For this reason, it has a close relationship with the social organizations and public institutions in the area where the Cooperative's activity takes place.



As a result of this involvement of GSD in the nearby areas, members of the Cooperative actively participate in different organizations, specifically in the **Executive Committee of the CEPES** (organization that represents the companies of the social economy in Spain), in the **presidency of FECOMA** (organization that represents the cooperatives of Madrid), in the **vice-presidency of UCETAM** (organization that represents the education cooperatives of Madrid), and in the **vice-presidency of UECOFE** (the Spanish union of education cooperatives).



It is worth noting the presence of GSD in FECOMA, since this federation participates in the **Autonomous Labor and Social Economy Bureau** of the Community of Madrid, created through agreement of the Governing Council of this Community on March 8, 2016, whose main goal is to be a channel of communication and stable participation between Madrid's government, the main associations representing the social and autonomous economy, and trade unions and business organizations in the region.

One of the important challenges it has been working on is the creation of a Law for Cooperatives in Madrid, which will be a major advance in the development of cooperatives in the Community of Madrid and therefore attach greater recognition to GSD as a worker and education cooperative.

Participation in FECOMA also allows us to be present as patrons of the **School of Cooperative Studies of the Complutense University of Madrid**, whose object of study, analysis, and research are participation organizations (cooperative societies and other worker societies, agricultural transformation societies, mutual funds and guilds, as well as associations and foundations).

From the **Chair of Social Entrepreneurship UCM-Santander**, attached to the School of Cooperative Studies and the Complutense Office of Entrepreneurship, we have participated in a project for the Community of Madrid, on the perception held by teachers who teach entrepreneurship-related subjects regarding social economy and social entrepreneurship. Also, from this Chair, we have participated as GSD and as FECOMA, in the International Exchange Program of Experiences in Social Entrepreneurship (*Programa Internacional de Intercambio de Experiencias en Emprendimiento Social* or PIIIEES), by receiving two students from the University of Santiago, Chile and a student of the Cooperative University of Colombia.

Likewise, FECOMA participates in the **Advisory Board of the Social and Solidarity Economy of the city of Madrid**, attached to the City Council of Madrid, where the local government and other business and social organizations are represented. This initiative reflects the City Council of Madrid's commitment to promoting and strengthening the social economy as a basic sector for the balanced development and cohesion of the capital.

GSD attended the INAISE's (International Association of Investors in the Social Economy) annual conference held in Dakar. The INAISE, of which GSD is an associate member, is dedicated to the social financing and solidarity of sustainable development, the social economy and rural development.



In June 2019, the report on **"Harassment and cyberbullying of students with disabilities"** was presented at GSD Las Suertes by the ONCE Foundation and CERMI (Spanish Committee of Representatives of People with Disabilities).

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



GSD: AN ACADEMIC INSTITUTION THAT PROMOTES GENDER EQUALITY



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

With regard to the body that governs, manages, and represents the cooperative, the Governing Council, consists of 15 members, 8 of which are female advisors, so **women hold 53.33 %** of the positions in this Council.

For the 2018/2019 school year, considering average employment, **65.52% of GSD workers were women**, and it should be noted that **women hold 49.16% of management positions** (management, directors, heads and middle managers).



| ▶ This data is related to **GRI 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.



GSD: AN ACADEMIC INSTITUTION THAT PURSUES QUALITY AND EXCELLENCE IN MANAGEMENT

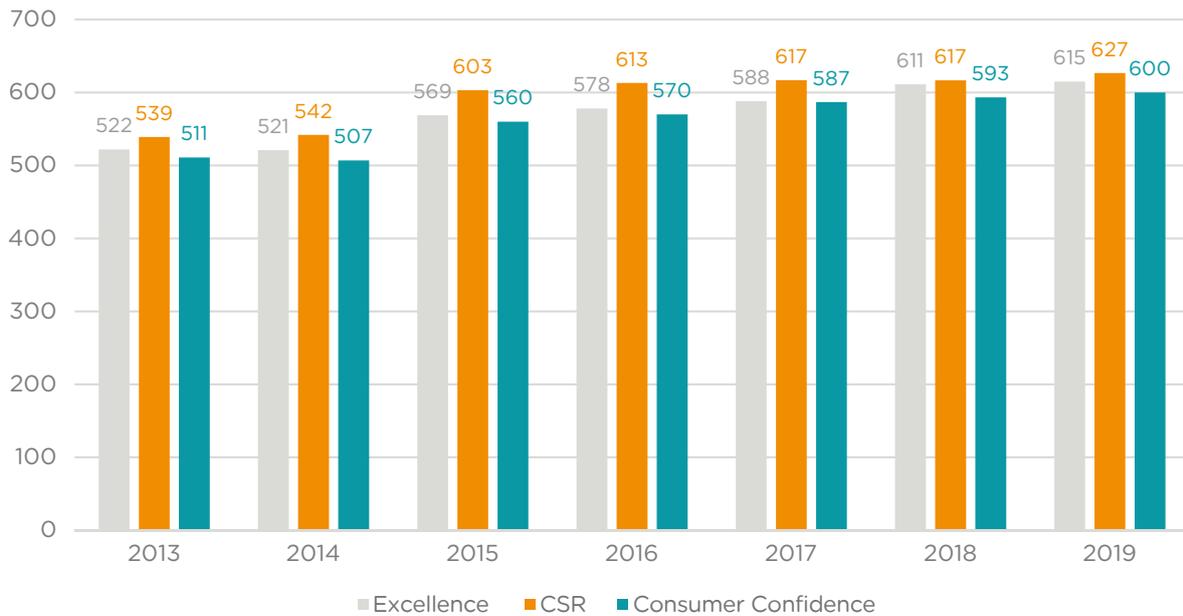
One of GSD's goals is to seek quality and excellence in its management, and that it is recognized by its stakeholders. One of them being the one that corresponds to the government authorities of the immediate surroundings, and, in this case, the Community of Madrid.

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

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



Scores obtained in the Madrid Mark of Excellence





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

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

- Secular culture
- Teamwork and the development of a cooperative learning methodology in the classroom as basic principles of education.
- Education in the development of attitudes, social responsibilities, and relationship with the people who are part of the global environment in which we live.
- The integral education of the individual through the love of the arts, culture, sport, respect, nature, and cultural diversity.
- 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 update of the **GSD Educational Project**, initiated in the 2016/17 school year, has involved a series of teaching proposals that aim to improve the objective of quality and equity in the teaching-learning process and that result in a more active role for students within the classroom, **favoring their empowerment and, of course, the development of cooperative values that we wish to develop as a cooperative enterprise.**

The following proposals are worth noting:

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

- The incorporation of teaching tools that facilitate the **development of creativity** in all three stages.
- The incorporation of the **practice of multiple intelligences** at all stages.
- The development of a **new educational assessment model** in line with the methodologies proposed above.





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.

4 QUALITY EDUCATION

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

See Appendix 1

Educational Results

TARGETS

Target 4.1

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

Actions

- Continuous and personal follow-up with families.
- Educational support.
- Monitoring of absences and follow-up of individual results.
- Pedagogical coordination meetings at the centers.
- Attention to inclusive education 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 3rd year of compulsory secondary education.
- Special needs support and subdivisions in Baccalaureate courses.
- Guidance talks given by the Counselling Department (DOP) and vocational training workshops.
- Talks given by professionals for secondary school students.

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 course in 6th grade of primary school.
- Dual vocational training programs.
- Participation in the 4th ESO + Company Program of the Community of Madrid.
- 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 4th year of compulsory secondary education.
- Collaboration with universities in the practice of teacher training.
- 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.

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 mentoring plan.
- Heterogeneous groups of students for all activities carried out in the centers: group, class, extracurricular activities.
- 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 2018/2019 school year, 7 students received the service, with the assistance of 7 teachers.



See Appendix 2

Match the People Program





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.

Target 4.7

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

Actions

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



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



See Appendix 3

Facilities



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 telematic system is available that allows parents to immediately access their children's educational information (schoolwork, exam dates, mentoring, grades, activities, etc.) and express their concerns, suggestions, and complaints so they may be addressed.

The offer of functional services addresses families' needs and interests and include extended hours, after-school activities, dining hall, and immediate and continuous communication, either personally or online. Professionals also organize talks with parents on topics of social interest proposed by them, such as bullying.



EDUCATING THROUGH THE VALUES OF A SOCIALLY RESPONSIBLE CITIZENSHIP



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

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

They are educated within a context of social plurality and in the objective and balanced knowledge of the global society that surrounds them through access

to culture, and the practice of sports, music and the arts, as well as respect for nature.

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 academic institution and each of our schools, and the model of coexistence and the active participation of the educational community, thus promoting cooperative and socially responsible education.

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

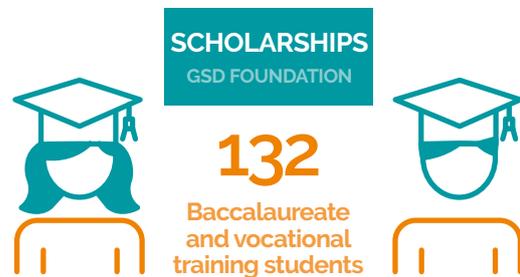
EDUCATING WITH RESPECT FOR DIVERSITY

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 developed 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 support to facilitate the social and educational integration of students at a social disadvantage, with the aim of ensuring equal opportunities for access, permanence, and promotion of all students in education, regardless of personal, social, economic, and cultural conditions or their origin.

It should be noted that in the 2018/2019 school year, **132 scholarships were awarded to Baccalaureate and vocational training students by the GSD Foundation.**

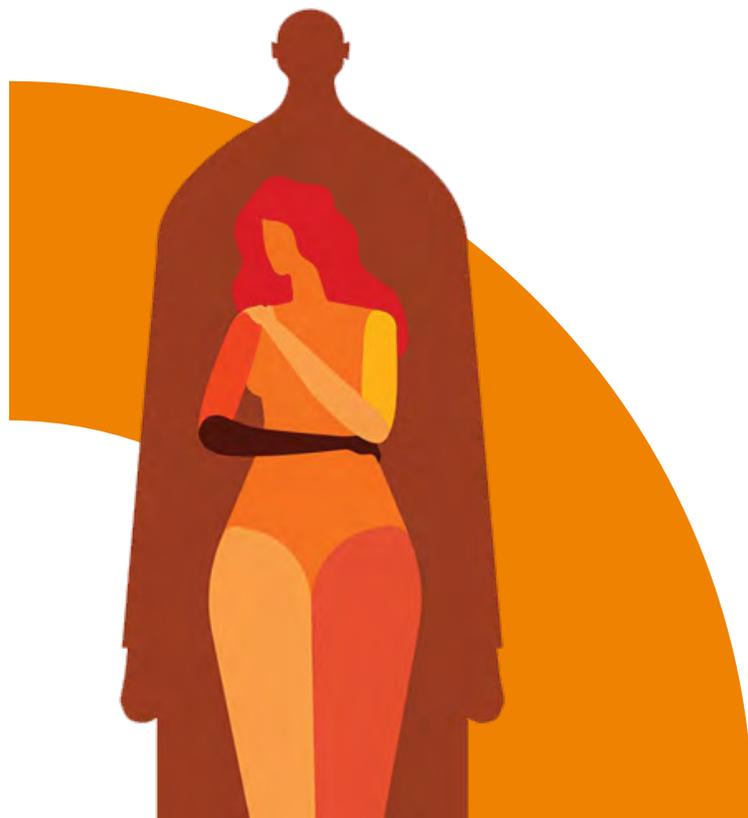
The project called "Behind the Mask" works with students with special educational needs through theatrical and stage techniques that promote the development of curricular and social competencies, thus achieving greater integration in the classroom. In the 2018/2019 school year, with the support of the GSD Foundation, 220 sessions were held with the participation of 140 students.



RAISING AWARENESS OF GENDER-BASED VIOLENCE

GSD is committed to educating and preventing any behavior that represents gender-based violence and, for this reason, promotes the Integral Program of Citizen Coexistence and Responsibility developed in GSD Las Rozas with theater techniques. In this context, the play titled *El regalo* (The Gift), developed at the GSD Las Rozas center, was presented.

In the 2018/2019 school year, it was presented at the centers of GSD Moratalaz and GSD Las Suertes to enrich the activities included in the Mentoring Plan on prevention of gender-based violence.





INTEGRATING STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

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

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

EDUCATION THAT PROMOTES THE INITIATIVE IN A COOPERATIVE WAY

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

In the 2018/2019 school year, the **GSD Cooperative Learning Days were integrated with the Educational Motor Show**, where the teaching teams of the GSD campuses shared their teaching and organizational experiences to improve their own pedagogical model. The main themes of the meeting were innovation, leadership, and participation.

During this period, the implementation of the **International Baccalaureate Program** was completed, continuing the path started in the previous school year in the Creativity, Activity and Service course, where students volunteered in various social causes.



■ School Cooperatives



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

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

Intercooperation among school cooperatives.

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

Entrepreneurship

Starting from the 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.





EDUCATIONAL INNOVATION

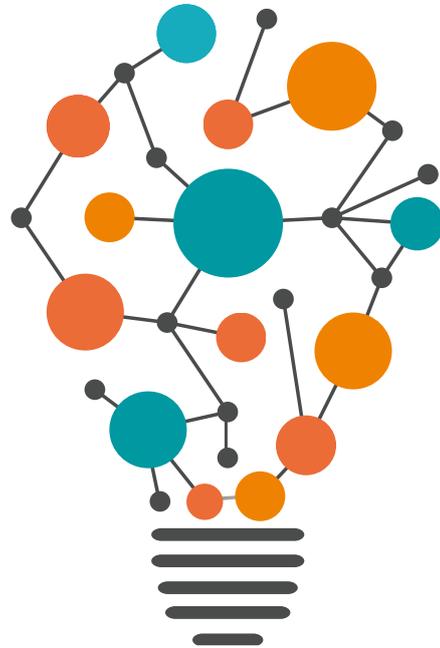


GSD's commitment to innovation in education is to a large extent related to the **UN's SDG Goal 9: "Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation"**.

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

In order to recognize and promote various innovative initiatives taking place in the field of education, the GSD Foundation organized the **VI Annual Educational Innovation Awards**. In this edition, several projects were awarded, from those that highlight the importance of gender equality to those that disseminate and value the rural environment, as well as game initiatives and technology for learning in the classroom.

In June 2019, an educational research project linked to GSD's relationship with the **Japan Super Science Fair** was presented, organized by our sister school in Japan, Ritsumeikan School, and aimed at twenty schools representing different countries, fostering an interest in bringing our students closer to other cultural realities. It consists of the choice and planning of a high-level scientific program, which enables student training in one of the following categories: physics, chemistry, biology, environment, robotics, and mathematics.



■ THE QUALITY OF TEACHING

Since 2007, GSD schools have had a quality management system in compliance with UNE-EN ISO 9001:2015, that is externally certified for regulated teaching activities at the levels of Preschool, Primary, Secondary, Baccalaureate and Vocational Training, as well as, in the provision of the dining service.



GSD PROTECTS THE ENVIRONMENT

Since its inception, the cooperative has been committed to the Environment and Environmental Education. This commitment has been materialized in the projects of *La Vía Láctea* Nature Classroom in Casavieja (Ávila), of the Albergue Sendas del Riaza (Segovia), in The Captain's Log Project of a Classroom at Sea, in the implementation of the Eco-friendly Schools program in its 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: Basic diploma in Forestry and Conservation Of the Natural Environment and Intermediate diploma in Forest Management and Natural Environment.

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

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



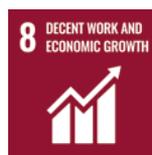
Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Target 4.7: "By 2030, ensure all learners acquire 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 2020, protect and restore water-related ecosystems, including mountains, forests, wetlands, rivers, aquifers and lakes."



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, promotes local culture and products."



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

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





Goal 12: Ensure sustainable consumption and production patterns.

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

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

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

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



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

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



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

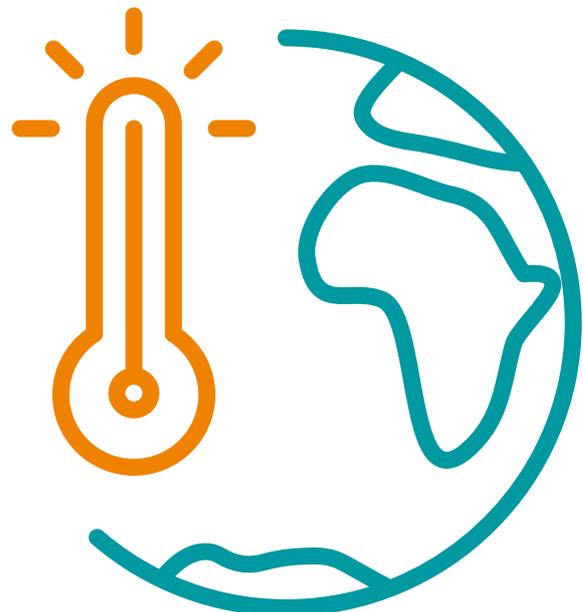
Target 14.a.: "Increase scientific knowledge, develop research capacities and transfer marine technology."



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."

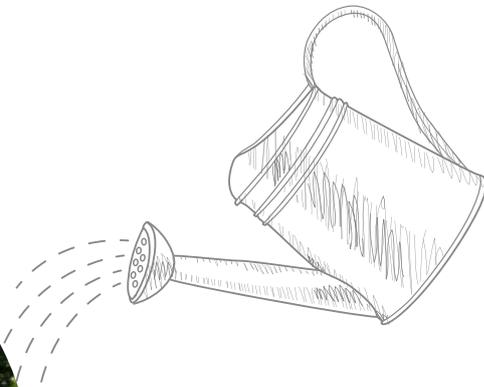
Target 15.2.: "By 2020, promote the implementation of sustainable management of all types of forests, halt deforestation, restore degraded forests and substantially increase afforestation and reforestation globally."



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



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
	FAMILIES	7.8	7.77	7.81	7.95	8.17
STUDENTS	6.24	6.99	6.85	7.76	7.96	8.08





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

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

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



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.



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

A weekend **Sustainable Family Leisure program** is also being held at the Albergue Sendas del Riaza. This program's main objective is to promote direct contact with nature, knowledge of the natural, cultural and ethnographic environment, creativity and art and promote the knowledge and occupation of our nature classrooms during the weekend. In reference to our partners, this initiative also has the goal of building cohesion and a sense of belonging. During the 2018/2019 school year, a total of **129 people** participated in the various workshops offered: Creative Ceramics, Traces and Footprints, and Uses of Plants.

The number of **students**, from GSD schools and other schools, who attended *La Vía Láctea* Nature Classroom and Sendas del Riaza during the 2018/2019 school year was **4,286**.



See Appendix 4

Student Attendance in Environmental Classrooms





CLASSROOM AT SEA: THE CAPTAIN'S LOG PROJECT

In the 2018/2019 school year, the fourth edition of The Captain's Log Project (*Bitácora*) was held, which is a classroom at sea whose main objective is showing students the environmental, cultural, and historical values of the Mediterranean Sea. This expedition, comprised of ten students and two teachers, offers, in addition to an opportunity to learn about nature, a very significant experience on a personal level.

The project is aimed at 4th year of secondary school, Baccalaureate and vocational training students of the GSD schools, who were selected after presenting a paper to a jury comprised of people who are prestigious and renowned professionals in the fields of nature conservation, education, and corporate social responsibility. To facilitate access to the project, the GSD Foundation awarded individual scholarships to selected students.

Initially, the students participated in a training weekend at the Albergue Sendas del Riaza in Valdevacas de Montejo (Segovia), and in July the students took their trip on a classic boat from Burriana (Valencia) to the Columbretes, Cabrera and Dragonera Islands. The trip included some complementary activities, such as a visit to the nature reserves located on the Columbretes, Cabrera and Dragonera Islands. The trip ended with a dive.



The project has been supported by various agencies of renowned prestige in the environmental field: the General Secretariat of Fisheries of the Ministry of Environment, the CENEAM, the Ministry of Environment of the Community of Madrid, the Oceanogràfic oceanarium of Valencia, the ADEAC and the TRAGSA, as well as the companies CANON, RENFE, and OUTDOOR SIN LÍMITE.



Classroom at Sea brings students closer to the environmental, cultural and historical values of the Mediterranean Sea.

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).



The GSD's Eco-friendly School Network is comprised of the cooperative's eight schools. We promote the exchange of experiences between the different campuses 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. So far, GSD Alcalá, GSD El Escorial, GSD Guadarrama, GSD Las Rozas, GSD Las Suertes, GSD Moratalaz, and GSD Vallecas centers have already received their Green Flag.



In the 2018/2019 school year, **Green Flags were renewed at GSD El Escorial and GSD Las Suertes schools**, and we celebrated it at the **XI Meeting of the GSD Eco-friendly School Network**.



The main protagonists in this process are the students, who carry out activities to raise environmental awareness at every educational stage.

In the GSD Eco-friendly Schools Network, we promote different actions:

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

We are aware of the importance of garden and orchard spaces in the GSD Eco-friendly School Network. Our GSD Vallecas center has again served as an example, being chosen as finalist in two contests:

- **The V National Ecological Orchards Award** granted by the Triodos Foundation for the project "Those Who Sow Reap."
- In two categories of the III Edition of the Sustainable School Garden Competition, organized by the Government Area for Environment and Mobility of the City of Madrid:
 - Category: "Orchard with the most art"
 - Category: "Best harvest"



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 is granted the concession of the new tender that 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 Environmental Education Center (CEA) "Hayedo de Montejo", which includes the educational program for school groups and the general public, with a total of 26,000 visitors, of which 4,700 are schoolchildren and 3,500 local residents.

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

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

Highlights:

- Biodiversity conservation projects such as the Seed Bank project, Biodiversity Guardians, pilot project of pollinating stations in the Biosphere Reserve with Apitecnic, and the micro-invertebrate project on the Jarama River in collaboration with the CSIC and Science Museum.

- Collaboration with several conservation NGOs such as SEO, ADENA, GREFA, and BRINZAL in conservation projects, release of recovered species, and installation of vinyls to keep birds from colliding into glass.
- Participation in different events on Protected Natural Spaces, healthy eating, citizen involvement, and climate change.
- Participation in local festivals: *Rinconada*, Sierra Norte Fair, Pear Harvest Festival (La Hiruela), and Solidarity Economy Fair (Matadero).
- Collaboration with local cattle ranchers associations, entrepreneur program of the Sierra del Rincón Biosphere Reserve, etc.
- Collaboration with other associations such as FEMADDI (Sports Federation for the Disabled of Madrid), or the Sufragium platform.

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



As part of the management project of the Biosphere Reserve, in 2014 the restaurant El Rincón del Cárabo, in Horcajuelo de la Sierra, opened its doors, supporting the Dual Vocational Training project by hiring students from the training cycle, thus promoting the consumption of local organic products. Most of the products consumed in the restaurant are produced in a nearby orchard belonging to an association of people with intellectual disabilities (APAFAM), which is managed by the association "Llamando a Mañas", formed by young people from Montejo de la Sierra with an interest in generating economic activity in the area.

The management project of the Sierra del Rincón Biosphere Reserve hosts every year trainee students of the two training cycles, both at the middle and upper level, of forestry and natural environment of GSD Buitrago, which represents an excellent training opportunity.



OTHER ENVIRONMENTAL AND EDUCATION PROJECTS

TRAINING IN ENVIRONMENTAL EDUCATION

The GSD environmental project has been present at GSD events, at the Social Economy Fairs, at the Permanent Seminar on Environmental Education Equipment (CENEAM) held in the Señorío de Bertiz Natural Park (Navarra) in October 2018, and at the GSEF (Global Social Economy Forum) held in Bilbao in October 2018 with the presentation on: GSD's role in the socio-economic development of the Sierra del Rincón Biosphere Reserve.

COLLABORATION AGREEMENT BETWEEN WWF SPAIN AND GSD

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





EDUCATIONAL MATERIALS

Kirima's Voyage

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

ENVIRONMENTAL CERTIFICATION

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

After the corresponding certification audit was carried out by the AENOR agency, in 2018, GSD (central services offices) is awarded the Certificate of Environmental Management, in recognition and evidence of the conformity of its management system with the new version of the UNE-EN ISO 14001:2015 standard.

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 on material consumption**
 - Paper consumption: 5,075,000 sheets/year
- **Consumption related to GRI 303 on water consumption**
 - Water consumption: 90,605 m³/year
- **Consumption related to GRI 302-1 on energy consumption**
 - Electricity consumption: 4,748,635 Kv/hour/year
 - Diesel fuel consumption: 354,000 liters/year
 - Natural gas consumption: 588,469 m³/year
 - Propane gas consumption: 25,368 liters/year



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.

Annual Consumption	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	Definition
Paper (sheets)	5,337,500	4,112,500	4,850,000	5,120,000	4,715,000	5,095,000	5,155,000	5,075,000	Σ Sheets bought for printing
Water (m ³)	66,601	81,306	88,951	80,669	78,404	74,698	70,904	90,605	Σ Cubic meters of water used
Electricity (Kw/h)	3,874,720	4,243,995	4,322,644	4,443,612	4,542,831	4,381,502	4,848,486	4,748,635	Σ Kilowatts/hour consumed
Natural gas (m ³)	547,664	583,384	620,339	593,207	599,505	587,361	652,587	588,469	Σ Cubic meters of natural gas used
Diesel fuel (l)	100,000	369,000	355,892	304,682	29,200	388,000	409,000	354,000	Σ Liters of diesel fuel consumed
Propane gas (l)	4,704	12,036	13,965	16,849	19,363	15,507	20,194	25,368	Σ Liters of propane gas consumed
CO ² emissions (t CO ² eq)	1,806	2,909	2,743	2,687	2,079	2,854	3,449.7	3,156.2	Calculation based on ministry recommendations for ecological transition.

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), extracurricular activities, leisure, sport and cultural activities, etc.

GSD uses different ways to measure the level of satisfaction of our main clients, students and their families, from the opinions collected by school delegates, parents representatives (AMPA), the School Board, and tutoring sessions with family members, to ultimately conduct a satisfaction survey on a periodic basis, which allows the academic institution 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 2018 survey, students **globally rated GSD with 7.07 points** and families **with 8.01 points**.



RESPONSIBLE COMMUNICATION

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

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

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

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

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, and not based on the creation of needs that do not bring improvements in quality of life or benefits to education.

GSD Cuadernos

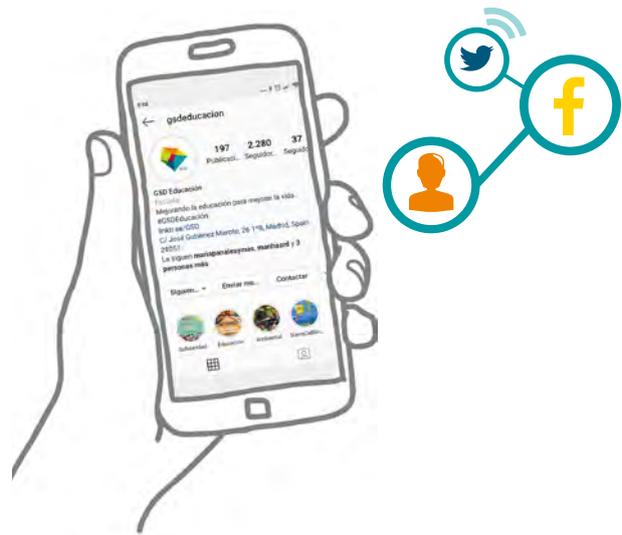




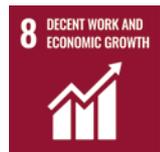
GSD promotes the knowledge of the world in our schools, especially in **social media** which, at the moment, represent a pillar of our communication with the educational community. It is worth noting the important interaction with users, which exceed 12,500, thanks to the fact that in our communication, we encourage the participation of various people.

Two users per school and some areas of General Management post news through a digital management tool, which enables us to have a prompt, relevant, and decentralized communication that is close the audience. Our social media accounts with the most relevance for families are Facebook, with over 7,000 followers, and YouTube, because of the great importance that is given to audiovisual content. Right now, our fastest growing social media account is Instagram, which already has 2,000 followers.

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



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 academic institution is mostly owned by the workers, allows them 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 academic institution is very high.

As mentioned before, in the 2018/2019 school year **there were 1,764 workers** on average (including 54 in GSD IS Costa Rica), of which **1,058** were **partners** and **706 employees**, which means that 60% of the workers are also owners of the academic institution.

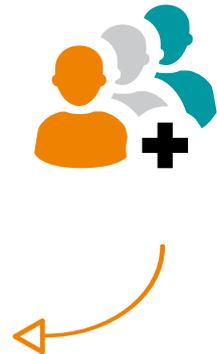
Considering the school years linked to the years that **GSD has presented its Progress Report to the United Nations Global Compact** as a result of our adherence to the 10 principles set forth by that organization, we may note how **employment has been growing an average of 45.19% annually** in that period of time, as well as the number of workers who become partners, and are therefore owners of the cooperative enterprise, at 24.91%.

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



In 7 years, the number of worker-partners has grown by 211 people, by 24.91%.

Type of Worker	Worker Partners	Hired Workers	Total	FTE
2011-2012	847	368	1,215	1,136.65
2012-2013	920	435	1,355	1,259.7
2013-2014	958	446	1,404	1,308.5
2014-2015	957	468	1,425	1,310.9
2015-2016	971	505	1,476	1,349.4
2016-2017	999	556	1,555	1,403.72
2017-2018	1,027	588	1,636	1,469.09
2018-2019	1,058	706	1,764	1,573.40



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



Evolution of employment at GSD





The participation of the worker-partners is full, as already mentioned above under 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' labor rights are respected under the Workers' Statute and in the various regulations that govern it. They have their own participation system in place through representation in the workplace, but GSD, in its application of the first cooperative principle, always has a door open for the academic institution's salaried workers who wish to become more involved in the cooperative project; they may do so by becoming worker-partners.



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 Area is carrying out work to implement an **Equality Plan** in the areas of employee selection and promotion, wage policy, training, working conditions and employment, occupational health, work hours and conciliation, so that GSD may assume the commitment to equal opportunities for women and men.

In keeping with the cooperative and social values that GSD upholds, including **respect for diversity**, although the vast majority of our partners and workers are Spanish nationals, there are also people who come from other countries (100 workers 34 countries and 19 nationalities).

GSD, as a socially responsible academic institution, has been implementing a policy of supporting the **employment inclusion** of persons with disabilities with a special focus on people with intellectual disabilities. Specifically, by the end of August 2019, there were 19 workers in this situation hired by GSD (11.76% more than in the previous year), representing 47.5% of the total number of people with disabilities working in the company.

For the sixth time, the Down Syndrome Foundation of Madrid awarded GSD the **2019 Stela Award** for the employment of a person with intellectual disabilities between April 2018 and April 2019.

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



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

 **Situations of employed persons with disabilities**

	People with a disability certificate at year-end (08/31/2019)	No. Individuals
55%	Degree 3, Moderate Disability	22
40%	Degree 4, Severe Disability	16
5%	Degree 5, Very Severe Disability	2
2.60%	Percentage of people with disabilities (31/08)	40

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 from the People's Area:

ADAPTATION OF WORK DAY AND HOURS TO PARTICULAR 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 WORKER-PARTNERS OVER 60

Worker-partners over 60 are granted the right to reduce their work hours by 20% without decreased pay, plus a two-month annual vacation leave. Moreover, in the case of termination of the position held - unless the partner resigns - the level of remuneration specified in the Professional Index that the partner has until that moment received, is fully consolidated. As of August 31, 2019, the end of the 2018/2019 school year, there were 45 worker-partners over the age of 60.

MATERNITY ASSISTANCE

A large number of jobs present a risk to pregnancies that are over 28 weeks. It is a measure aimed at reducing occupational risks during pregnancy in those who hold positions in the cooking or cleaning staff, preschool education, guidance department, and physical education, as well as environmental educators and sports club monitors; this year we extended the measure to the primary education level.





Attempts are made, as far as possible, to change the holiday cycle so that worker-members 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 benefit for the care of minors (up to 18 years old) affected by serious illness, supplementing GSD for the remaining 1%. During the 2018/2019 school year, 6 people benefited from this measure.

We also reserve places at the school from the first 4 months of age for partners' and workers' children.

CARE FOR THE HEALTH AND WELL-BEING OF PARTNERS AND WORKERS

GSD has been carrying out various actions aimed at caring for the health and well-being of its workers, of which the following should be noted:

- Visual health campaign, campaign to prevent contagious diseases during pregnancy, incorporated into the cooperative's medical examinations.
- Ergonomic risk prevention campaign (musculoskeletal disorders) designed and developed by physical therapists.
- Provision of two AEDs (automated external defibrillators) per work center for workers, students, families, and the general public, with an additional unit in the largest centers.
- First aid courses and course on the use of the AED.
- Vocal technique courses.
- Free medical services at each GSD school.
- Celebration of conferences to improve workers' health and well-being.
- Mindfulness (a technique used to reduce stress and increase positive emotions).
- Infant swimming, Pilates, hiking, and skiing.
- Special menu options for people with food allergies, specifically, menus for those with celiac disease.

- Accommodation in rural lodging, El Corralón and Sendas del Riaza, for workers, partners and non-partners, and their families and friends with discounts on rates.
- Competitive prices for private health insurance.
- Physical therapy service in schools, offered with discounts.



EMOTIONAL COMPENSATION

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

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

In this regard, GSD offers free education for the children of full-time partners and workers, and discounts in the case of part-time workers (900 students benefit from this). There are also discounts on some services such as the dining hall. There are also 203 students, partners, and workers who have received scholarships for their studies.

GSD workers have free dining service and discounts on after-school activities. These activities are also benefits offered to the partner they live with.

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

ACTIONS TO AID WORK-LIFE BALANCE FOR STUDENTS AND THEIR FAMILIES

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



With this aim, GSD carries out the following actions:

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





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

In the near future, we expect to improve the way this information is given, by including these work-life balance measures for partners and workers in a Work-Life Balance Plan that will be integrated into the Equality Plan.

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



Summary of Social Benefits towards Work-Life Balance in 2019

No. of beneficiaries	Social Benefit
81	Births during 2018-2019
37.12%	Women in management positions who were pregnant or had children under the age of 12
45	Partners benefiting from measures for those over 60
34	Extended nursing leave
34	Paternity leave
18	Voluntary leave of absence
19	Leave to care for a child or dependent
7	Special leave to care for children with a severe illness
21	Partial retirement



PREVENTION OF OCCUPATIONAL RISKS

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

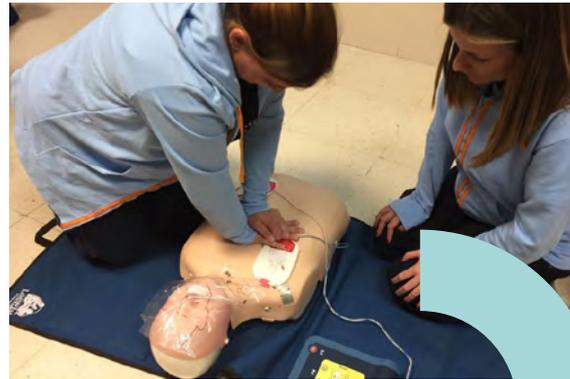
GSD has a **Occupational Safety and Health Policy** that ensures that all partners or stakeholders participate and are a part of it, thus allowing the organization to assume an authentic preventive culture at all levels.

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

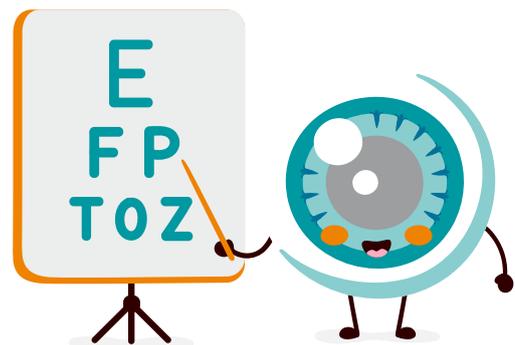
- Prevention organization: roles and responsibilities
- Accident investigation, and participation of affected roles
- The methodology established for improvement actions and their follow-up
- The annual review of risk assessments for all campuses
- The document control system
- Coordination of business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

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



- **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 campuses (workers, students, parents, suppliers, general visitors).
- ▶ Improvements in medical information that allow for a more comprehensive health report, as it includes tests and indicators that are not covered by the standard medical examinations established by the medical protocol for each job.
- ▶ Visual Health Campaign aimed at all workers whose objective is the prevention and treatment of visual problems, aimed at improving working conditions and visual health, as well as minimizing levels of risk.
- ▶ Biological Risk Campaign with two clear objectives: inform and anticipate the risk of possible contagion of both workers and students.





- **In the area of training:**
 - ▶ First Aid and AED courses, Mountain Safety courses, and Self-Containment and Mechanical Protection.

- **In the area of information:**
 - ▶ Development of occupational safety and health manuals and emergency manuals, adapted for people with intellectual disabilities.

It is evident how in some activities progress is being made considerably:



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.

2017/2018 School Year	
No. of Days of Leave	No. of workers who received this leave
3,111	30

2018/2019 School Year	
No. of Days of Leave	No. of workers who received this leave
4,661	41

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

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

BALANCED AND SOLIDARITY COMPENSATION SYSTEM

GSD has its own, fixed and variable compensation system, which meets the following objectives:

- It must be consistent with cooperative values from its development, relying on a participatory process and providing the organization with its own regulation.
- It must compensate each individual based on their contribution to the cooperative.
- It must reference the sectoral, cooperative, and geographical environment.
- It must consider the possible personal differential contribution linked to professional development, establishing different compensation segments at the same professional level.



This compensation system is based on the principles of:

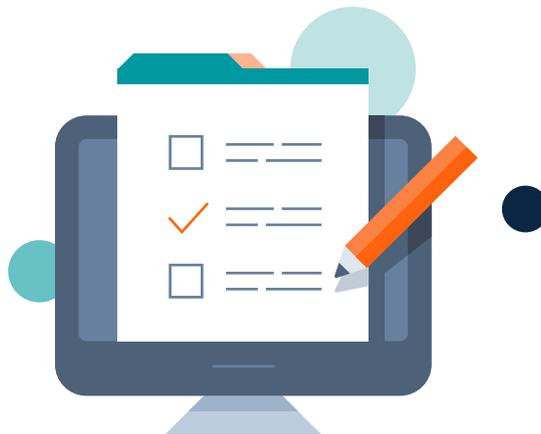
- **Legality**, all GSD actions in the area of compensation comply with the mandatory legal regulations at all times.
- **Solidarity**, in the case of higher levels of responsibility, compensation is lower with respect to the market, and at the lower levels it is higher, thus shortening the pay range.
- **Internal coherence**, all partners are assigned to a job and the pay levels for each are established following the corresponding classification system.
- **External competitiveness**, the reference compensation market is taken into account to establish GSD's compensation levels.
- **Professional development**, the compensation structure allows us to reflect the differential contribution of each of the GSD partners in the same position as a result of professional development.

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



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

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





PROFESSIONAL TRAINING OF GSD WORKERS

The professional training of GSD workers, both worker-partners and hired employees, 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 the cooperative's partners and workers to uphold the cooperative principles and values and their training.



- Provide knowledge of the values of being in a worker cooperative that belongs to the social economy, with socially responsible business practices.
- 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.

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

Goals to be achieved in reference to training:

- Introduce into the cooperative the culture of educational innovation, providing pedagogical tools collected in the Change Management project.
- Help consolidate an inclusive educational practice model, by programming training activities that delve into the practice of inclusive models such as cooperative learning, project work, and the knowledge of learning disabilities in some students.
- Provide workers with the knowledge and practices that suit their professional skills and GSD's needs, improving their professional ability and personal development.

During the 2018/2019 school year, 206 training actions were scheduled, which involved 27,391 training hours, 1,664 beneficiaries, between partners and job hires, and 2,824 training certifications were given.





From the Promotion and Education Reserve, GSD has launched 83 training actions during this period, the rest were funded by the annual credit of bonuses from the State Foundation for Training in Employment (*Fundación Estatal para la Formación en el Empleo* or FUNDAE).

In addition to the above-mentioned training actions, other activities linking information and training are worth noting, such as presentations given at conferences dealing with various issues pertaining to education, social economy, cooperation, and corporate social responsibility.

The level of satisfaction of partners and hired employees in relation to the training necessary for carrying out their work and professional growth is high, a score of 7.7 points, similar to the score received in the previous year.



The **Magnets to Teach** project, the training school that focuses on the development of skills for the 21st century, has continued its development during the 2018/19 school year with a new way of bringing the GSD training offer to the schools' teams. The Magnets to Teach website has undergone a lengthy design process, with the goal of facilitating the search and comparison of training actions, and organizing the training areas of the Magnets to Teach project (Magnet Skills, Magnet Classroom, and Magnet Support).



 [See Appendix 5](#)

Worker Training

▶ This section is related to **GRI 404: Training and Education**.



SOCIAL ENGAGEMENT AND COMMITMENT TO HUMAN RIGHTS



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



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

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

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



SPRING FESTIVAL: A SOLIDARITY PARTY

The Spring Festival is a day where the GSD educational community, students, families, partners, and workers all come together. It's a day full of children's activities, music, and games, but it's also an opportunity for various acts of solidarity, including support for the **"Educate A Child" program aimed at refugee children, carried out by UNHCR, and the schooling of children in a rural region of Cameroon.** The funds collected are meant to finance some of the costs of managing educational classrooms in refugee camps and the GSD IS Cameroon school.



In the 2018/2019 school year, the celebration of the Spring Festival (and some other activities) collected **contributions from the educational community** amounting to **50,140 euros**, with the intention of supporting the two projects mentioned above. In turn, GSD cooperative spent 9,975 euros on the purchase of T-shirts for this celebration and solidarity festival, a purchase that was made from *El Mercante*, a cooperative company, for a price that did not leave them any profit.

It is very important to note that the GSD Foundation has approved a budget of 50,000 euros to support the **"Educate A Child"** program, run by the UNHCR and 50,000 euros to support (provide scholarships) the schooling of children in Pouma (Cameroon) at the GSD IS Cameroon school.

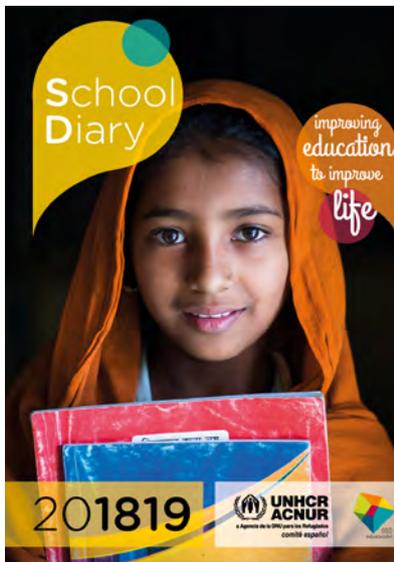
Some of the resources come from activities carried out with the participation of the GSD educational community (students and their families and GSD partners and workers), as well as suppliers and companies from the GSD Group (*El Mercante* and *Educación Activa Complutense*) and, obviously, the rest of the resources are provided by the GSD Foundation and GSD cooperative.





SUPPORT FOR THE UNHCR'S WORK WITH REFUGEES

GSD has been collaborating with the UNHCR, the United Nations High Commissioner for Refugees, for 15 years. During this time, a number of solidarity campaigns have been carried out, which have had a tremendous response throughout the educational community, and which are part of the Partnership Agreement between the GSD Foundation and the Spanish Committee of the UNHCR, signed on November 29, 2006.



The activities carried out by the GSD educational community, with the help of the GSD Foundation, during the 2018/2019 school year have allowed us to contribute 50,000 euros to the UNHCR "Educate A Child" program. **For the last 15 years of collaboration, GSD has provided a total of 505,000 euros for the support of refugees.**



Social Responsibility Actions

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

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



It is worth noting that GSD's collaboration with the UNHCR is not only limited to the above-mentioned contribution; GSD fully financed the cost of solidarity shirts with UNHCR and the schooling of children in Cameroon, which are handed out by the GSD Foundation at the Spring Festival to students, their families, and partners and workers. The cost was approximately 10,000 euros.

Our students' education in values of solidarity is reflected in the school agenda, which includes dates marked for the commemoration of social events of great interest, and for their organization we have the help of texts prepared by the Spanish Committee of the UNHCR.

It is also worth noting the fifth edition of the drawing contest titled "Pinta un sueño" (paint a dream), with the participation of 7,479 students from different educational levels, who in the 2018/2019 school year made drawings surrounding the theme "Games they play in a refugee camp classroom". The winning drawings were incorporated into the school agenda for the following year.

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

MANAGEMENT OF GSD ÉCOLE INTERNATIONALE AU CAMEROON

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

In the 2018/2019 school year, each of the two foundations contributed 50,000 euros, which were used to grant scholarships to students, finance various operating and equipment costs, and in particular, pay the teachers' salaries.

It should also be noted that, the GSD Foundation and GSD Cooperative have financed this project with resources obtained from the activities linked to the Spring Festival, as well as through the celebration of other activities in which donations were received in exchange for numbers for the bike race, musical performances, etc. For example, the great GSD Music Charity Gala was held. The event, organized by the School of Music and Dance of the Gredos San Diego Schools, in collaboration with the Artemus Cooperative and with the support of the GSD Foundation and the Rivas Vaciamadrid City Council, brought together approximately a thousand people in the Pilar Bardem Auditorium in Rivas (Madrid) in June 2019, and its revenue went towards supporting the Cameroon GSD project.

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

The result of the first 2018/2019 school year was the schooling of 86 children in preschool and primary levels, and the creation of 15 local jobs among teachers, administrative and general service staff.





PARTICIPATION IN OPERATION KILO-FOOD BANK

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. GSD and its educational community collected non-perishable foods in the days leading up to the 2018 Christmas festivities, collecting a total of 4,002 kilos, of which 500 kilos were provided by GSD itself.

Also, the GSD El Escorial school collaborated with the City Council of Colmenarejo in the collection of food for Caritas, collecting 625 kilos.

Moreover, it is worth noting that students from GSD schools participated, like previous years, in the "Great Food Collection" campaign in shopping malls, organized by the *Banco de Alimentos* Foundation in November 2018.



GSD has received the following communication: **"The Banco de Alimentos wishes to thank the contribution of 4,002 kilos of food made by the schools of your cooperative in 2018".**

GSD ADHERES TO THE UN GLOBAL COMPACT

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

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

On April 10, 2019, the seventh GSD progress report was presented and published by the Global Compact, corresponding to GSD's Report on Corporate Social Responsibility for the 2017/2018 school year approved at the Cooperative's General Assembly in February, 2018.

THE TEN PRINCIPLES
of the United Nations Global Compact

- 1 Support and respect the protection of internationally proclaimed human rights.
- 2 Not be complicit in human rights abuses.
- 3 Uphold the freedom of association and the effective recognition of the right to collective bargaining.
- 4 Support the elimination of all forms of forced and compulsory labour.
- 5 Support the effective abolition of child labour.
- 6 Support the elimination of discrimination in respect of employment and occupation.
- 7 Support a precautionary approach to environmental challenges.
- 8 Undertake initiatives to promote greater environmental responsibility.
- 9 Encourage the development and diffusion of environmentally friendly technologies.
- 10 Work against corruption in all its forms, including extortion and bribery.

10 Principles LINKAGES 17 SDG

The value of sharing principles

OTHER SOCIAL ACTIONS

In addition to the solidarity actions carried out in accordance with the agreements mentioned above, such as UNHCR and the Food Bank Foundation, during the 2018/2019 school year, GSD has carried out various solidarity actions aimed at people with problems and the need for social support.

The following are some of these actions:

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 drives.

As in the previous year, several blood drives were carried out at GSD centers during the Spring Festivals.

The Red Cross expressed their gratitude to the entire school community for participating in the blood drive and recognized the great value of this activity in helping everyone who needs a blood transfusion.

"On behalf of everyone who needs a transfusion, the Red Cross would like to thank all GSD school donors for the response received on June 8, 2019 in the different blood drives organized on the occasion of the celebration of the Spring Festival. A total of 407 people attended, 356 of which were able to donate blood. Thanks to them we have helped more than a thousand sick people recover, because every bag of blood #saves3lives! Thank you all and see you soon!"



DESPIERTA AL DONANTE QUE LLEVAS DENTRO

	ATTENDED	DONATED
GSD VALLECAS	85	74
GSD LAS SUERTES	53	49
GSD ALCALÁ	50	42
GSD GUADARRAMA	39	34
GSD LAS ROZAS	85	74
GSD EL ESCORIAL	53	49
GSD MORATALAZ	50	42
TOTAL	407	305

#SOLIDARITY CHALLENGE GSD

During the Spring Festival, Gredos San Diego schools came together to face the challenge:

TARGET 400 DONORS

Saturday, June 8





"Knitting to Learn" for solidarity purposes

During the 2018/2019 school year, various activities were carried out in several GSD schools by the **IAIA Association**, within the framework of its Social Volunteer Program and the agreement signed with GSD. Activities include training students to disseminate the "Donate your ball of wool" campaign among the students themselves and their families to make blankets for families in need, support in the logistics and organization of the Association's facilities, knitting with a group of knitters, organizing climate change awareness workshops, knitting in classrooms, and in another center participating in a development cooperation project with the students from a sister secondary school in Sierra Leone. Thanks to these activities, the students of the GSD schools approach the world of volunteering, thus contributing to a great work of solidarity whose common thread is symbolized by the wool.

The schools that have participated in the workshops are GSD Moratalaz (students of 4th year of secondary school and 1st Baccalaureate) and GSD Las Suertes (students of 5th and 6th grades of primary school).



Collaboration with the SEUR Foundation to support children with special illnesses

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

Collaboration with local governments and NGOs for social purposes

GSD and its schools, through their relationship with local government and social organizations, has carried out several actions of solidarity:

- GSD collaborates with the Ministry of Education of the Community of Madrid to provide the SAED (Home Education Support Service), with teachers who instruct students with illnesses in their homes. Seven students received this service in the 2018/2019 school year.
- GSD Vallecas collaborated with the NGO Kariibu to raise awareness of the reality of immigrant and refugee groups through workshops and talks with the participation of the school's students and teachers.
- GSD Guadarrama participated and collaborated with the City Council of Guadarrama and the environmental reserve El Gurugú during the 2018/2019 school year in a pilot experience of selective collection and treatment of organic matter (community composting), in line with the goals set by the school and the eco-friendly school. Moreover, GSD Guadarrama continues to collaborate with Adisgua, Association of Persons with Disabilities of Guadarrama, and the City Council of Guadarrama, by hiring people with disabilities and carrying out vocational training practices in the cooperative, and by organizing GSD student internships in the training cycle of Physical-Sports Activities at Adisgua's facilities.

- At GSD Las Suertes, members of the MUM Association, which works with female victims of gender-based violence, and the AJFSF (Women's Futsal Association) were presented with the project "Let us Bee", which seeks to save bees. To this end, they met with the leaders of the eco-friendly school, the primary school students, and some preschoolers, to plant seeds for a bee garden and help in the pollination and conservation of the species. This project was presented in Copenhagen at the Global Goals Cup. This activity had a dual objective for the educational community: environmental conservation and awareness of gender-based violence.
- GSD Moratalaz Baccalaureate students, with their teachers, collaborated with the Special Education Center of the Ademo Foundation of Moratalaz, through a learning and service project, in the creation of different types of educational materials for children with learning difficulties.

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

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

Support for the fight against childhood leukemia

As in the previous year, GSD Alcalá has been carrying out various activities that have allowed to finance the work of the foundation "Uno entre Cien Mil" (one in one hundred thousand, whose main objective is to finance research studies on childhood leukemia that increase patients' chances of survival. These activities include student-led fundraising through school cooperatives and a Photocall for Solidarity.



X VUELTA AL COLE
UNO ENTRE CIENTO MIL

13 SEP EVENTO BENÉFICO PARA RECAUDAR FONDOS PARA LA INVESTIGACIÓN DE LA **LEUCEMIA INFANTIL**

GSD ALCALÁ
17:15 a 19:00 h.

Natación | Atletismo
RETO DE NATACIÓN
 [100x50 m, 6 equipos de 8 personas]

ATLETISMO

17:30 h. 0, 1 y 2 años Comienzan con un adulto	18:00 h. 3º y 4º Ed. Primaria
17:35 h. 3 años - Ed. Infantil Comienzan solos	18:05 h. 5º y 6º Ed. Primaria
17:40 h. 4 años - Ed. Infantil Comienzan solos	18:10 h. 1º y 2º ESO
17:45 h. 5 años - Ed. Infantil Comienzan solos	18:15 h. 3º y 4º ESO
17:50 h. 1º Ed. Primaria	18:20 h. ADULTOS en GENERAL Bambaleros, bailarín, música, acrobacias, etc.
17:55 h. 2º Ed. Primaria	18:30 h. Entrega de Premios Comedia.

VENTA DE DORSALES ODI Y CAMISETAS ODI0 EN EL HALL DEL COLEGIO Y EN LAS DEPENDENCIAS DEL CLUB DEPORTIVO DESDE EL LUNES DÍA 9 DE SEPTIEMBRE DE 17:00 A 18:00 h.

www.gsdeducacion.com | colegiosgd | gsdoscañiego | gsdeducacion



Social integration through sport

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

- There is a project to support people with disabilities through competitive sport (swimming and athletics) at GSD schools. The aim is to support the collective of people with disabilities through high performance sport.
- Baccalaureate students from GSD Las Rozas participated as volunteers in the Parainclusive Games of the Community of Madrid.
- Students participating in the training cycle of Physical-Sports Activities at GSD Las Suertes shared another year of their professional and personal experience with students of the Down Madrid Foundation.
- GSD Moratalaz participated and collaborated in a sporting day with the special education center M^a Isabel Zulueta of the Down Foundation.
- GSD International School Buitrago participated in the VIII Conference of Alternative Games and Sports for Equality and Interculturality of Sierra Norte in Madrid.

- The 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.



INTERCOOPERATION

Collaboration with Coocafé

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

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

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

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

- | ▶ This action is closely related to **GRI 408: Child Labor** and **GRI 409: Forced or Compulsory Labor**.

UTE for the management of the Sierra del Rincón Biosphere Reserve

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



Job placement companies and special employment suppliers for GSD

During the 2018/2019 school year, GSD continued working with job placement companies, responsible for placing people at risk of social exclusion into the job market, as well as special employment centers, whose workers are mostly persons with disabilities.

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

GSD has signed a collaboration agreement with the job placement company "Textil empleo" (Textile Job), linked to Caritas, which is dedicated to the recycling of clothing, based on ethical criteria and a model of solidarity and sustainable economy, which gives employment to people suffering social exclusion. This agreement allows GSD to release surplus clothing from GSD schools with a social and environmental destination.

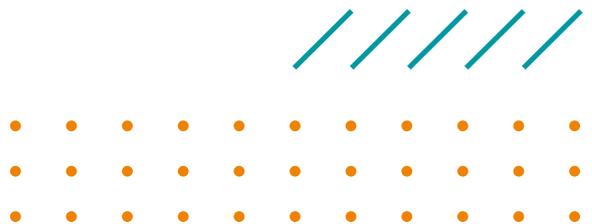
Cooperative collaboration for financial education

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

In the 2018/2019 school year, students between the ages of 13 and 15 participated, and the results of the surveys carried out show a high degree of satisfaction.

Collaboration with the Catholic University of Avila

The link between GSD and the Catholic University of Ávila in promoting the Official Master's Degree in Management and Administration of Social Economy and Cooperativism, has allowed the 2nd edition of this Master's Degree and the organization of, in conjunction with FECOMA, "Los lunes de la Economía Social" (social economy Mondays). This activity consists of a cycle of conferences held once a month (on a Monday), aimed at Master's Degree students, representatives of companies and organizations of the social economy, local governments, and anyone who is interested in attending. In these conferences, a speaker representing a government agency, an organization of the social economy, or an expert in this field is invited to speak.





Collaboration with FUNDEPOS University (Costa Rica)

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

This year, two internships were carried out, in which approximately 30 managers of Costa Rican Cooperatives were trained.



Collaboration with CENECOOP

The opening of GSD IS Costa Rica has led to the development of different alliances with agencies in the country. It is worth noting the agreement of collaboration framework signed with the Center for Cooperative Studies and Training CENECOOP R.L., for the development of academic and cultural programs, through which joint actions of common interest are carried out, which in turn benefit both institutions and

the Costa Rican society. Among the first joint actions, we have the provision of a training program under the cooperative learning methodology developed at GSD centers for the past ten years, as a result of which 20 teachers from Costa Rican educational and public institutions were trained.

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

Internships in companies are a vital part of 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 schools 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, Baccalaureate, and Vocational Training). During the 2018/2019 school year, a total of 60 university students passed through our schools.

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 training offer of intermediate vocational training courses in this modality. It also collaborates with other educational institutions in training programs for several professional degrees.

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





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 monitors and coordinators of leisure activities, as well as coaches for different sports disciplines.

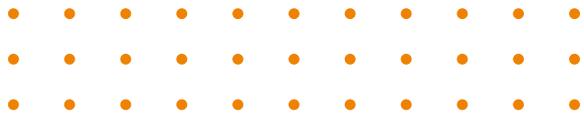
ESCUELA DE OCIO Y TIEMPO LIBRE GSD



Collaboration with sports federations

GSD's mission is the education of people in different fields and stages of life to improve society. For this reason, GSD collaborates with different sports federations of the Community of Madrid in the training of sports technicians. The collaboration agreement with these sports federations consists of the development of training programs that lead to a coaching degree at the different levels of action, in which GSD provides the training under the common training block and the federations provide the specific training block for the sporting discipline concerned.

In the current period, 236 students have trained in the different sports disciplines of gymnastics and skating.



Other actions

1. Collaborating with sports counselling with the IAA (International Academy of Amman, Jordan)
2. 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.



201819



GSD

APPENDICES



APPENDIX 1. Educational Outcomes

PROMOTION OF STUDENTS

Assessment and follow-up processes are carried out at every educational stage and level, but the data compiled for 4th year of compulsory secondary school students is significant because they obtain the diploma of Secondary School Graduate, and this allows their continuity in the educational system. **95% of our 4th year of Compulsory Secondary School students graduate.**

4 th YEAR SECONDARY SCHOOL	No. of Students Enrolled	No. of Students Pass	No. of Students Don't Pass	Percentage of Students Pass
Community of Madrid 17/18	57,406	48,249	9,157	84%
GSD Students 17/18 School Year	828	802	25	97%
Community of Madrid 18/19	60,242	51,207	9,035	85%
GSD Students 18/19 School Year	938	896	42	95%



Of great significance for continuity into university studies, it is worth noting that **95%** of the students enrolled in 2nd year of Baccalaureate obtain their diploma (*Bachiller*) and **87%** of these pass their entrance exams to the university.



2 nd YEAR BACCALAUREATE	No. of Students Enrolled	No. of Students Pass	No. of Students Don't Pass	Percentage of Students Pass
Community of Madrid 17/18	46,952	38,031	8,921	81%
GSD Students 17/18 School Year	501	483	24	95%
Community of Madrid 18/19	46,859	38,162	8,697	81.44%
GSD Students 18/19 School Year	561	533	28	95%

RESULTS FROM EXTERNAL TESTING

EvAU	No. of Students	Students who Took Test	Students who Passed	Percentage of Students Pass	Mark
Community of Madrid 17/18	46,952	29,505	27,558	93%	-
GSD Students 17/18 School Year	501	459	450	98%	6.8
Community of Madrid 18/19	3,0197	30,059	27,989	91.3	-
GSD Students 18/19 School Year	561	507	489	96%	7.12

18/19 School Year

E.C.C.A* 4 th Year Secondary School	Spanish language	English	Applied Mathematics	Academic Mathematics	Social and Civic Skills
Community of Madrid	500	500	500	500	500
E.C.C.A 4 th Year Secondary School GSD	520	530	432	505	528

*E.C.C.A.: Evaluación de las Competencias y Conocimientos Adquiridos (Evaluation of Acquired Skills and Knowledge)

Primary school students also undergo external evaluation, obtaining the following results:



E.C.C.A* 3 rd GRADE PRIMARY	Spanish language	Applied	English
Community of Madrid	500	500	500
E.C.C.A 3 rd Grade Primary GSD	497	507	514

E.C.C.A* 6 th GRADE PRIMARY	Spanish language	Applied	English	Science and Technology
Community of Madrid	500	500	500	500
E.C.C.A 6 th Grade Primary GSD	513	528	520	516



EXTERNAL TESTING RESULTS IN THE BILINGUAL PROGRAM OF THE COMMUNITY OF MADRID

All GSD Centers are bilingual in Primary Education, with the exception of GSD IS Buitrago which started the process later.

6 th GRADE PRIMARY	14/15	15/16	16/17	17/18	18/19
Total number students took test	249	912	810	734	884
No. of students took KET	208	742	588	512	624
% of students took KET	83%	81%	72.6%	70%	71%
No. of students passed KET	203	495	401	406	417
% of students passed KET	97%	67%	68%	79%	67%
No. of students took PET	41	135	220	222	236
% of students took PET	16%	15%	27%	30%	27%
No. of students passed PET	41	115	194	169	136
% of students passed PET	100%	85%	87%	76%	58%



FRENCH EXTERNAL TEST: DELF

SCHOOL YEAR	No. Students who Took Test	No. Students who Passed	Percentage Passed
14/15	219	219	100%
15/16	182	182	100%
16/17	247	247	100%
17/18	334	334	100%
18/19	266	262	98.5%

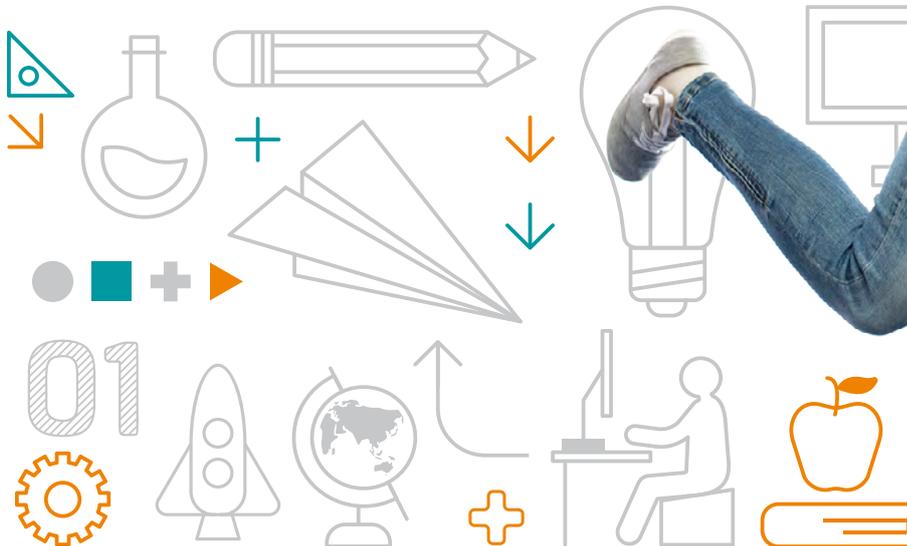


DUAL VOCATIONAL TRAINING

Dual VT	14/15	15/16	16/17	17/18	18/19
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
% of GSD students from the Community of Madrid	20.9%	22.5%	21.5%	21.5%	15%
Training Cycles offered	8	7	8	8	10
No. of collaborating companies	117	146	218	250	426

ERASMUS (NO. OF PARTICIPATING STUDENTS)

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





APPENDIX 2. Match the People Program



STUDENTS PARTICIPATING IN MATCH THE PEOPLE PROGRAM

	Students	Centers
Exchanges - Long Stays	207	GSD Schools ■ Arcadia School ■ Sagrado Corazón School
School Trips	2,290	GSD Schools ■ Arcadia School ■ Sagrado Corazón School
Summer Trips (Outbound) and Bilingual Summer Camps	552	GSD Schools ■ Arcadia School ■ Sagrado Corazón School ■ External Students ■ International Students
Europa Project	13	GSD Buitrago ■ GSD Guadarrama ■ GSD Las Suertes
School Year	15	GSD Buitrago ■ GSD El Escorial ■ GSD Guadarrama ■ GSD Las Rozas ■ Arcadia School ■ GSD Las Suertes ■ External Students



INTERNATIONAL STUDENTS AT GSD

	Students	Centers
Chinese football teachers program	25	GSD IS Buitrago
Group from Carl-Benz-Schule Gaggehau [Germany]	19	GSD IS Buitrago
Stage Lycee Professionnel Charles Mongrand program [FR]	3	GSD IS Buitrago
Group from Woodriver Middle School [Idaho]	18	GSD Las Suertes ■ GSD Moratalaz ■ GSD Vallecas
Group from Institution Saint Claire [FR]	9	GSD IS Buitrago
Group from Hamiltom [New Zealand]	17	GSD IS Buitrago
Total summer immersion in Spain [USA]	17	All GSD
La Trobe Universit [Melbourne - Australia]	3	GSD IS Buitrago
Icelandic teachers' program	27	GSD IS Buitrago
Group from Hillbrook [San Francisco]	22	GSD IS Buitrago
Group from St. Matthew [San Francisco]	21	GSD IS Buitrago
Group from India - Haru	15	GSD IS Buitrago
Creative Secondary School Hong-Kong	9	GSD IS Buitrago
TOTAL	226	





INTERNATIONAL VISITS TO GSD

Name	Country	Date
Fundepos	Costa Rica	September
Carmen Codinach [Director Travel & Tuition Agency]	Canada/Ireland	October
M ^a Jesús and Patricia ["A donde te llevo" travel agency]	Spain	November
Shen Jianhua [Director of Yiwu Foreign Languages School]	China	November
Catherine Pritchard [Telford]	England	November
Bill Kwon [San Francisco and Spanish program for students from St. Mathews and Hillbrook]	San Francisco	January
Kwei Andrew Mngo/Njingum Musa Mbutoh [Representatives]	Cameroon	January
Nathan Speedie [Director of Canada Homestay Network - CHNGO GLOBAL]	Canada	January
Kevin Zhou s collaborators	China	January
Pablo Lopez [Compañía ICEF. Manager of fairs in Spain, France]	Spain	February
Michael W. Polland [IntedSolutions. Summer program coordinator]	Canada	March
Director: Father Leonel Enrique Castro / Assistant Director: Lilia Fe Pérez Valdés [Colegio Claretiano]	Costa Rica	June
Director of Global Studies: Melody Fox Ahmed [National Cathedral School]	USA	June
Mehran Moor, Bursar and Malcom Wood, Director [ABBY College]	UK	June
Vista College [Tim Vleugels / Ivonne Roovers-Camps / Annika Persson / Stefanie Di Palma / Jacqueline Bindels-Rulkens / Lily Houben]	Netherlands	June
Dr. Kandace Jordan, Deputy Superintendent of Schools [Golden Hills School]	Canada	July
Chad Detloff - Director of Professional Curriculum [GEBG Board]	USA	July
Linda Boza, Global Coordinator and Social Studies Teacher, and Katie Rief [St. Mary's Episcopal Day School]	USA - TAMPA	July

APPENDIX 3. Facilities

IMPROVEMENTS AND CONDITIONING OF GSD SCHOOLS DURING 2018/2019

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:



▶ Nature Classroom. "La Vía Láctea"

- Installation of hot water production system through solar panels
- Change of sand filters for water purification

▶ GSD International School Buitrago

- Repair and replacement of roofs in several pavilions
- Change of the anti-intrusion alarm system



▶ GSD El Escorial

- Remodeling of the school building's slate roof (final phase)
- Change of the anti-intrusion alarm system
- Substitution of the fire protection system
- Substitution of the rubber floor of the preschool for another of similar characteristics





▶ GSD Guadarrama

- Replacement of existing lighting on indoor and outdoor sports courts with LED lighting
- Construction of two new classrooms for the preschool and for Vocational Training

▶ GSD Las Rozas

- Repair of secondary school roof
- Replacement of hot water pipes in basement

▶ GSD Las Suertes

- Transfer and commissioning of the transformation center
- Substitution of the rubber floor of the preschool for another of similar characteristics
- Change of the anti-intrusion alarm system
- Improved ventilation in classrooms and hallways



▶ GSD Moratalaz

- Reinforcement of the vaulted brick ceilings (phase 3)
- Change of the anti-intrusion alarm system
- Replacement of the roof waterproof (final phase)
- Swimming pool repairs
- Relocation of the RAC

▶ GSD Vallecas

- Reinforcement of the outer fence
- Change of the anti-intrusion alarm system
- Repair of the flooring in the preschool's sports courts

▶ San Moisés Head Office

- Change of the anti-intrusion alarm system
- Remodeling of office spaces





INFRASTRUCTURE INVESTMENTS IN GSD CENTERS

La Vía Láctea/El Corralón	5,030.00 €
GSD IS Buitrago	380,406.15 €
GSD El Escorial	143,804.14 €
GSD Guadarrama	32,422.00 €
GSD Las Rozas	400,012.00 €
GSD Las Suertes	66,068.23 €
GSD Moratalaz	227,348.33 €
GSD Vallecas	33,014.68 €
San Moisés Head Office	8,500.00 €
Sendas del Riaza	2,000.00 €
TOTAL	1,298.605.53 €





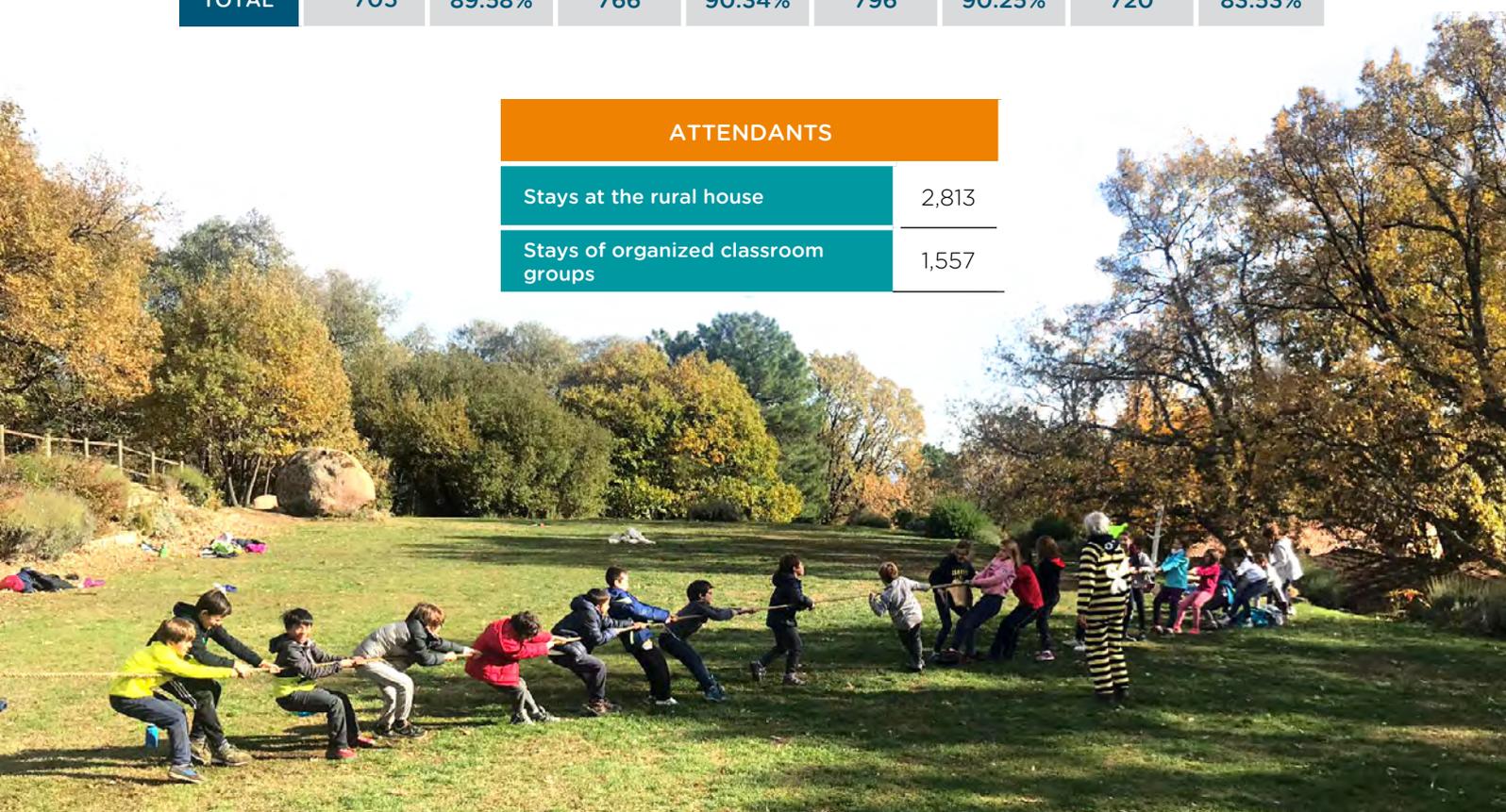
APPENDIX 4. Student Attendance in Environmental Classrooms

LA VÍA LÁCTEA

SCHOOL	LEVEL 6 Early Childhood		2 nd Grade Primary		4 th Grade Primary		6 th Grade Primary	
	NO. OF STUDENTS	PERCENTAGE	NO. OF STUDENTS	PERCENTAGE	NO. OF STUDENTS	PERCENTAGE	NO. OF STUDENTS	PERCENTAGE
GSD AL	83	83.00%	112	81.75%	88	85.44%	98	72.59%
GSD BU	--	--	24	88.89%	27	96.43%	24	82.76%
GSD EE	56	91.80%	67	91.78%	111	94.07%	84	88.42%
GSD GU	74	91.36%	87	90.63%	98	92.45%	108	86.40%
GSD LR	126	92.65%	133	96.38%	126	90.65%	125	89.93%
GSD LS	151	90.96%	126	90.00%	124	91.18%	105	78.95%
GSD MO	104	94.55%	106	95.50%	116	90.63%	104	80.62%
GSD VA	111	83.46%	112	88.19%	106	85.48%	118	89.39%
TOTAL	705	89.58%	766	90.34%	796	90.25%	720	83.53%

ATTENDANTS

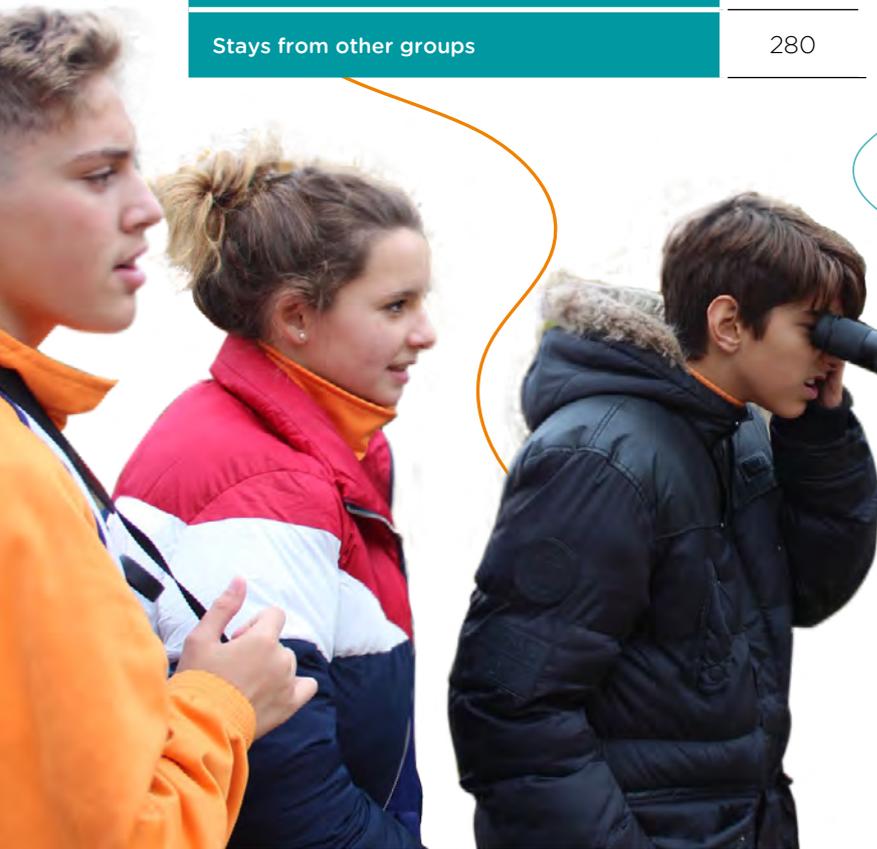
Stays at the rural house	2,813
Stays of organized classroom groups	1,557



ALBERGUE SENDAS DEL RIAZA

SCHOOL	1 st Year Secondary		3 rd Year Secondary	
	NO. OF STUDENTS	PERCENTAGE	NO. OF STUDENTS	PERCENTAGE
GSD AL	56	47.46%	57	53.27%
GSD BU	44	44.00%	27	22.88%
GSD EE	89	76.72%	64	55.17%
GSD GU	84	70.59%	44	35.20%
GSD LR	126	87.5%	130	79.75%
GSD LS	77	66.96%	86	58.50%
GSD MO	123	88.49%	68	55.28%
GSD VA	109	75.17%	68	48.57%
TOTAL	708	71%	544	52%

ATTENDANTS	
Stays from other schools	199
Stays from other groups	280





CAMPING TRIPS IN NATURE CLASSROOMS

NO. OF STUDENTS	
Bilingual camp at La Vía Láctea T1	68
Bilingual camp at La Vía Láctea T2	99
Camp at Sendas del Riaza in conjunction with the WWF	64
Bilingual camp in Sendas del Riaza Young World Town (Students of various nationalities)	72



APPENDIX 5. Worker Training

MAGNETS TO TEACH: TRAINING AVAILABLE 2018/2019



MAGNETS SKILLS

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

Communication	<ul style="list-style-type: none"> Communication and team management
Cooperation and Distributed Leadership	<ul style="list-style-type: none"> Facilitation and prompt project management LEGO® SERIOUS PLAY® methodologies for teams and groups Development of Leadership in Educational Centers (DELICE) Future scenarios (Team Drivers and Managers)
Critical and Creative Thinking	<ul style="list-style-type: none"> Visual thinking
Personal Development	<ul style="list-style-type: none"> Conscious emotional connection (Emotional Intelligence). Behind the mask: theater in the classroom Coaching
Entrepreneurship and Social Responsibility	<ul style="list-style-type: none"> Welcoming new partners Social economy and cooperativism
Digital Skills	<ul style="list-style-type: none"> Alexia Classroom Digital training in preschool, primary, and secondary education Touch panels in preschool education



MAGNETS CLASSROOM

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.

Cooperative Learning	<ul style="list-style-type: none"> ▪ Expert in Cooperative Learning ▪ Specialist in Cooperative Learning ▪ Initiation to the practice of cooperative methodology in the classroom ▪ Advanced practice of cooperative methodology in the classroom ▪ Cooperative Learning and Tutorial Action
Other Methodologies	<ul style="list-style-type: none"> ▪ Learning corners in Preschool Education ▪ Multiple Intelligences ▪ Dance in Physical Education
Others	<ul style="list-style-type: none"> ▪ Story Therapy ▪ Chess in the classroom ▪ Environmental education tools to reconnect with nature ▪ Gamification as a classroom resource ▪ Initiation in Mountaineering

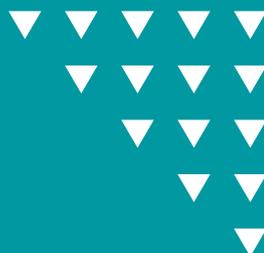


MAGNETS SUPPORT

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

Management, Quality and Legislation	<ul style="list-style-type: none"> Practical application of the Data Protection Law in schools UNE EN-ISO 9001:2015 Standard Evaluation System for Managers-Coordiators
Food Control	<ul style="list-style-type: none"> Allergies and intolerances at school Food handlers
Prevention of Occupational Risks	<ul style="list-style-type: none"> Prevention of speech pathologies in teachers Emergencies and fire control First aid and basic life support Use of the AED Working at heights
Professional Skills	<ul style="list-style-type: none"> Welding with coated electrodes and TIG Rescue and lifeguarding
Coexistence	<ul style="list-style-type: none"> Prevention of bullying LGBTQ awareness workshop
Languages	<ul style="list-style-type: none"> English





www.gsdeducacion.com

