

Responsible Business Report 2019





macmillan
education
Iberia

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Making progress in our commitment to Sustainable Development Goals



I am pleased to present our first responsible business report summarising the main actions and the most important events that have taken place during 2019.

The aim of this report, besides providing information to our stakeholders on the performance of Macmillan Education Iberia

from an economic, social and environmental point of view, is also to show our commitment to the United Nations Global Compact and the Sustainable Development Goals. In addition, we would like to open a framework of reflection on the need for publishing companies to make a strong commitment to sustainability through the content of their texts and their actions.

Letter from the Managing Director

Jeremy Diéguez,

Managing Director - Global Education

Our various actions in the area of Corporate Social Responsibility have focused mainly on the following Sustainable Development Goals:



SDG 4. Quality education. We are aware that, as a publishing company responsible for publishing content, we can have a very direct impact on this goal. All our actions have been designed to try to encourage equitable education, and promote learning opportunities for all.



SDG 13. Take urgent action to combat climate change and its impacts. In this sense, we have calculated the carbon footprint generated by our company, started using PEFC certified paper, and managing the packaging of our products to achieve a lower environmental impact.



SDG 17. Strengthen the means of implementation and revitalize the global partnership for sustainable development. The search for and creation of partnerships with partners in the educational community, to generate value and achieve quality education, is one of our strategic pillars.

Our codes of conduct for employees and business partners, together with the leadership principles defined by the Springer Nature Group, provide the framework we need to support our values and our business. The 2019 Responsible Business Report published by our parent company has been the most important source of reference for the development of this report.

During 2020, we will take action to reduce our net carbon emissions. At the same time, we will work on promoting the dissemination of the Sustainable

Development Goals among the educational community, and the content of our texts. And finally, we will continue to develop our strategic plan for Corporate Social Responsibility, and improving dialogue and communication with our stakeholders.

We are determined to face the coming year with these new challenges and goals, with the conviction that by continuing to carry out actions in the field of Corporate Social Responsibility, we will be able not only to improve our business management, but also to make a clear commitment to a much more sustainable future in the field of education.

2.

Our
Group

« Every day, throughout of the world, publications, books, journals and articles of Springer Nature Group reach millions of people, helping researchers, students, teachers and professionals to discover, learn and achieve more. »

Our first Responsible Business Report highlights the performance and impacts generated by Macmillan Education Iberia's business on social, environmental and governance issues, our contribution to the achievement of the United Nations' Sustainable

Development Goals (SDGs), and our commitment to our main stakeholders, from 1 January to 31 December 2019. Also included are some activities that began before 2019 as well as ongoing projects that remain relevant to our business in the future.

About this report

2.1



Part of the Springer Nature Group

Founded in 1843, Macmillan Education is part of the Springer Nature publishing group, a world benchmark in **research, education and professional publications**, which brings together a selection of prestigious and respected publishing houses, committed to working together to solve the greatest challenges of today's world.

Springer Nature is the world's largest publisher of academic books, the publisher of the world's most influential journals and a leader in the field of open research. The Education and Professional Publishing divisions are leaders in their markets, delivering quality content through a variety of innovative platforms, products and services. Our textbooks are used in classrooms, conference rooms and laboratories around the world.

Divisions of SPRINGER NATURE

RESEARCH



Advancing Discovery

Books
Journals
Databases
Magazines and services

EDUCATION



Advancing Learning

Language learning
Schools curriculum
International curriculum
Higher education

PROFESSIONAL



Advancing Achievement

Medicine
Transports
Engineering
Business management

Macmillan Education



Macmillan Education develops print, digital and online products and solutions that help institutions, teachers and students of all ages. We have a presence in 120 countries and strive to understand and continually adapt to meet the changing needs of the communities we serve.

About us

2.2

SPRINGER NATURE



nature research



SCIENTIFIC
AMERICAN

palgrave
macmillan



Apress®



J.B. METZLER



Spektrum
der Wissenschaft



Macmillan Education Iberia was founded in 1987, and since then has established itself as one of the most important educational publishers in Spain. We have been part of the **Springer Nature group** since 2015.

At Macmillan Education Iberia we import, edit and publish books and educational material, and market and distribute them in Spain, Portugal and Turkey.

Our products and services

As an educational publisher, Macmillan Iberia offers quality content through a variety of innovative and inclusive platforms, products and services. Our education experts bring together knowledge from teachers and schools and the latest educational research to develop books, courses and resources for the classroom.

Languages



English Language Teaching

Hueber



The Garden Project

Services, Values and Innovation



Formación Profesional



bMaker

PLEXUS



Our Business at Macmillan Education Iberia

2.3



At Macmillan Education Iberia **language teaching** is our main field of activity and a sign of our identity. We have extensive experience and have developed teaching materials for all levels of the official education system (early childhood, primary, secondary and vocational studies), as well as for complementary education centres such as Official Language Schools and private academies. In this sense English Language Teaching (ELT) is our main and most important fund in our business..

Although by origin and tradition, **English** is the predominant language in the company's activity (**ELT**), the catalogue of teaching tools also extends to the European languages in greatest demand, such as **German (GLT)** and **French (FLE)**, in association with Hueber Verlag and Maisons des Langues, respectively.



On the one hand, Macmillan's extensive experience in the development of educational material in the English language has made it possible to extend, almost naturally, the scope of action to the publication of material for **bilingual curricula**, through **ByME** in a joint venture with Edelvives, as well as the **international curriculum**, with subjects as diverse as mathematics, science or reading support programmes.

Finally, learning through projects makes time for the little ones through the programme **The Garden Project**, developed in collaboration with Hoopla Education, where the classroom is transformed into an environment where children "discover" nature and the importance of sustainability.

Our Business at Macmillan Education Iberia

2.3



The most recent aspect of Macmillan's activity aims to offer a new line of business based on services, values and professional and educational innovation, with which to have a global approach to the world of education:

- In this aspect, it is important to point out the development of educational material for **Vocational Training**, both in the Basic and Middle grades, and the Learning and Performance Improvement Programmes (**PMAR**), where the subject curriculum is adapted to the particular circumstances of students with special educational needs.
- The **Plexus** online training platform, which offers tailored training to teachers in various skill areas.
- Partnership with **Nile**, an institute specialised in teacher training to offer courses of the highest quality in English Learning Teaching (ELT).

- Through the prestigious **KiVa** programme for the prevention of school bullying created in Finland, the aim is to train the entire educational community in the knowledge and recognition of the phenomenon of bullying in order to be able to tackle it in any of its forms, and thus protect and improve the student's environment.
- Finally, we have **bMaker**, developed in collaboration with the technology company BQ. It is a programme designed to learn programming, 3D and robotics from an early age. The goal is for children to make the transformation from being *technology users* to being *technology creators*.

These last two products are clear examples that Macmillan is always looking to the future, attentive to new educational trends and with a strong commitment to inclusive education.

Macmillan Iberia in Figures (2019)



+ 1.5 million

language users,
88% of which are
English users



+ 5,000

current titles, with
more than 500
new ones



+18,000

educational centres consulted,
71% of which were contacted
in person



+43,000

teachers consulted, 55% of
whom were contacted in
person



+ 65,000

teachers with access to the
Advantage resource platform



+ 70

schools using KiVa
and/or bMaker

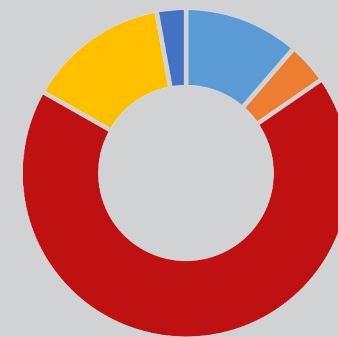


+ 50

teacher training courses
on Plexus

Our Business at Macmillan Education Iberia 2.3

Títulos vivos abiertos por fondo



English - 68%

German - 14%

BYME - 11%

Vocational Training - 4%

French - 3%



3. Responsibility for **Ethics and Good Governance**



Constitution of the Regional
Compliance Committee for Iberia.



Awareness and tutoring of business
practices to avoid bad practices
following the appearance of new
risks caused by Covid-19.

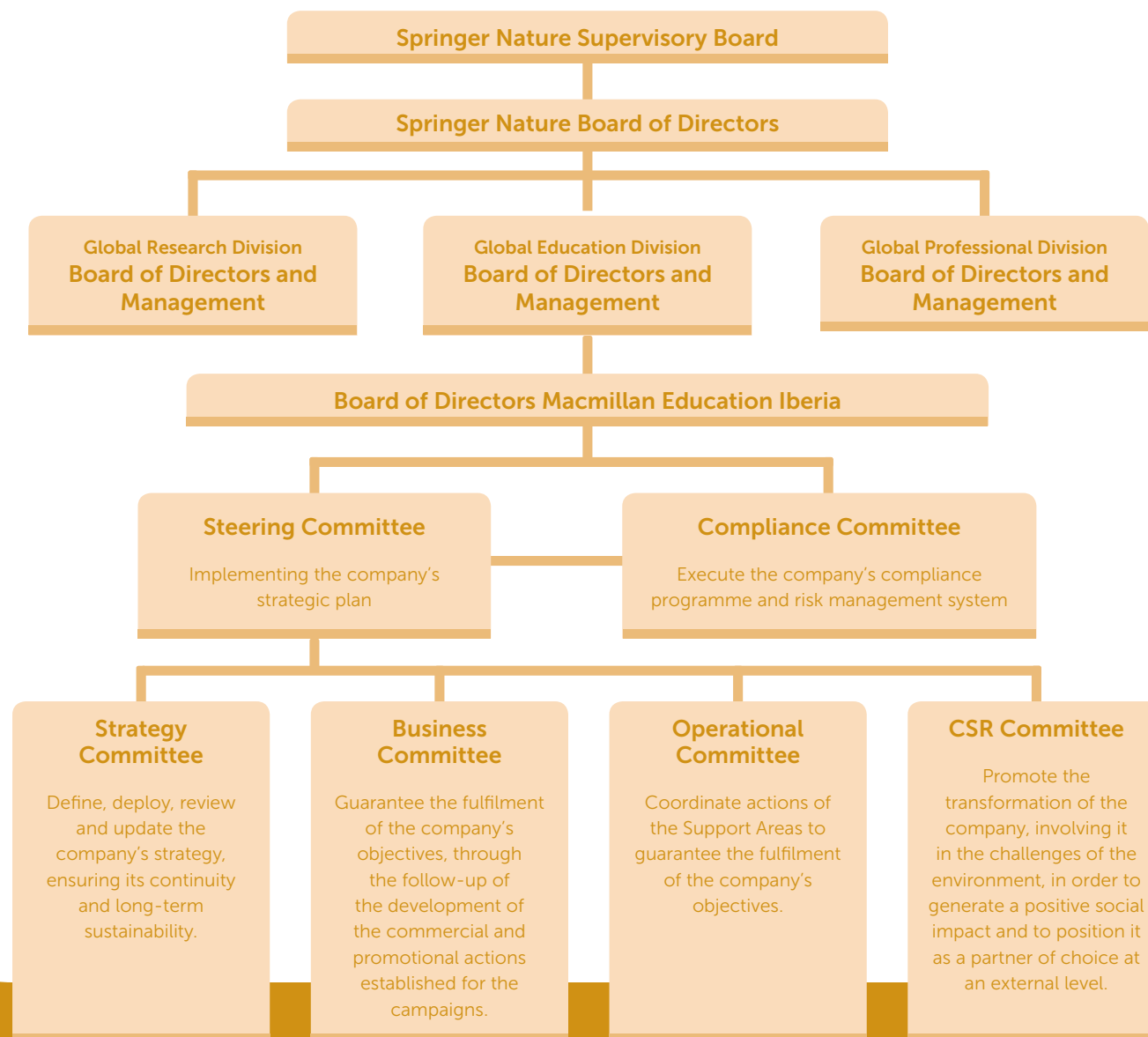


◀◀ As part of the Springer Group, our Corporate Governance is committed to maintaining high ethical standards in our daily activities and interaction with colleagues, customers, partners and society. ▶▶

Macmillan Education Iberia has two main governing bodies: the Board of Directors, made up of people

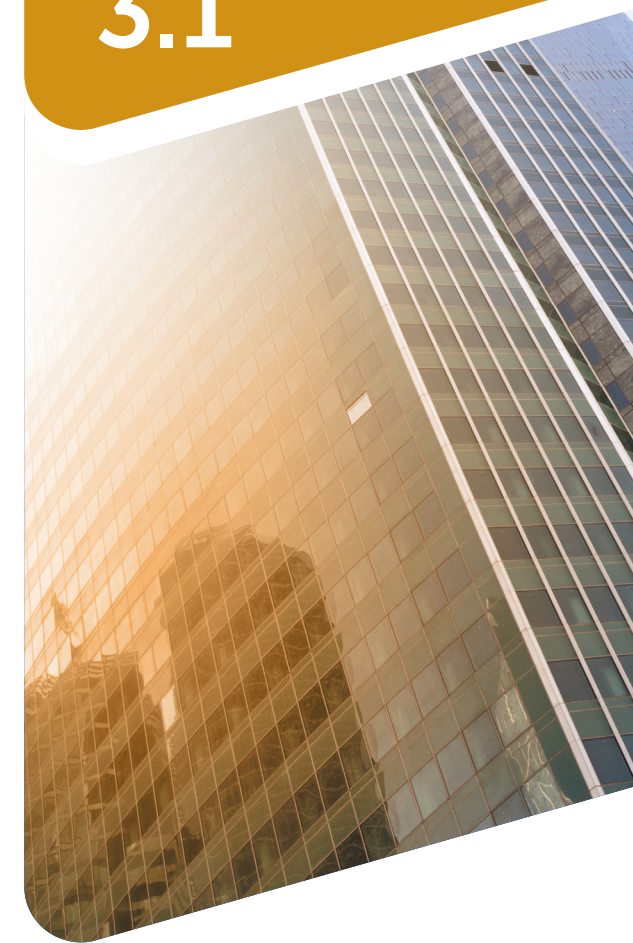
from Global Education, and the Steering Committee at the regional level of Iberia.

Executive Governance Structure at Springer Nature and Macmillan Education Iberia



Corporate Governance Structure

3.1



In November 2019, the Regional Compliance Committee for the Iberia region was established. This Committee is mandated to monitor compliance with our Codes of Conduct and Good Governance Policies in all Springer business units in Iberia.

The Committee reports to the global compliance team, which reports to the Springer Nature Management Board.

The Springer Nature Group is an organisation with strong common ethical values and a collective desire to make an impact on society, which are reflected primarily through **our Codes of Conduct**: one for **employees** and one for business partners.

The Springer Nature Code of Conduct for employees and **Leadership Principles** provide the framework we need to support our values and our business for more than 10,000 employees in 50 countries. All employees must confirm their commitment to the code annually.

The Springer Nature group has the following Good Governance Policies, which are applicable worldwide, and which guide business decisions and are designed to answer questions about how to act as a member of the group:

- | | | |
|---|--|--|
| 1. Anti-Discrimination and Anti-Harassment Policy | 6. Insurance Management Policy | 10. Purchasing Policy |
| 2. Branding Policies | 7. Investment Management Guide | 11. Social Media Policy |
| 3. Financial Policies | 8. Authorisation Levels and Powers Policy | 12. Guide to the Management of Subsidiary Councils |
| 4. Health and Safety Policy | 9. Privacy and Information Technology Policy | 13. Trademark Procedure |
| 5. Human Resources Policies | | 14. Travel and Entertainment Policy |

Regulatory Compliance

Compliance with laws and regulations affecting our business is critical. We comply with all applicable laws, even if this may put us at a commercial disadvantage. In the event that Spanish laws are more restrictive than those of the Group, the former are respected to ensure local compliance. Otherwise, the Group's guidelines and policies apply.

Governance and Compliance Policies

3.2



The risk management and control system at Macmillan Iberia has been structured on three levels:

- Risk Policy
- Risk governance
- Activities required for proper risk management



This structure guarantees the participation and **involvement of all business unit personnel in risk management** from the highest levels (Risk Committee members) involved in decision-making to the levels of lesser responsibility (Risk Managers), chosen for their vision and knowledge of their corresponding areas of responsibility (departments, processes and/or sub-processes).

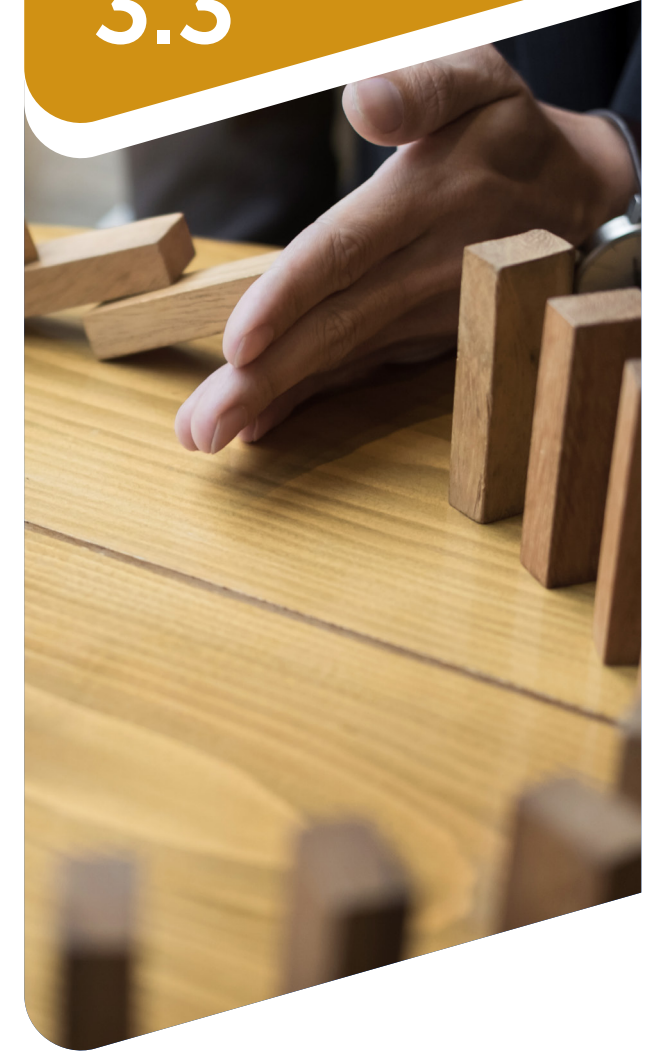
Risk management and its proper administration has been divided into 4 distinct phases:

- Risk identification
- Risk analysis and assessment
- Risk treatment
- Monitoring of risk and actions for its treatment

All these activities will be carried out and recorded in the risk matrix.

The Global Compliance team audits the regions annually for good governance and compliance.

Risk Management 3.3



The fundamental aspects of Compliance at Springer Nature and, consequently, of Macmillan Education Iberia, are set out in the two Codes of Conduct mentioned above. The pillars on which they rest are as follows:



Personal interests

At Macmillan Education Iberia, business decisions are made exclusively with the company's interests in mind. We do not take personal advantage of business opportunities. Therefore, we **disclose in writing any personal interests we may have** (including those of people close to us or relatives) so that the company can decide whether there are any interests that might create a conflict.

Fair competition

In the European Union there are laws that regulate market competition, including the way companies operate and the agreements they may or may not make between themselves. Competition/Antitrust laws are there to preserve a free and competitive economy, and therefore Macmillan Iberia competes fairly by making **business decisions** solely in the best interests of the company, **regardless of any agreement or understanding with a competitor**.

Since 2018, the company has not been a member of any sectoral association that could represent a risk to free competition.

Ethical commitment

3.4



Anti-Corruption

As part of our education business, Macmillan helps finance third sector projects and participates in projects that are publicly funded. In this regard, we operate a policy of zero tolerance towards any type of corruption involving our employees or supply chain, and we recognise our role in ensuring that funds committed to these projects are not diverted or used for purposes other than those for which they were approved.

We do not offer, give or receive bribes or other forms of benefits for personal or business gain. We also prohibit such behaviour in our supply chain.

We ensure that any non-contractual payments, tokens of appreciation, meals, invitations to leisure activities or gifts offered or received cannot reasonably be construed as an attempt to secure unfair preferential treatment.

Throughout 2019, 100% of the employees of Macmillan Education Iberia have taken the mandatory training in values and conduct proposed by Springer Nature where the key areas of the Code of Conduct are explored.

Human Rights

At Macmillan Education Iberia we comply with current Spanish regulations on labour rights and human rights, and we expect our business partners and suppliers to do the same. For this reason, **our Code of Conduct includes, among others, clauses protecting human rights, with special mention of avoiding situations of slavery and human trafficking.** These clauses must be set out and signed in the contractual agreement between Macmillan and its business partners. In addition, Springer Nature, through the "Modern Slavery Statement", sets out how we monitor and address the risks of modern slavery and child labour, based on the type of goods and services provided, the location from which they are provided and the estimated annual level of expenditure in the group.



Ethical commitment

3.4



INTERNATIONAL



Data confidentiality

Privacy and confidentiality are very important to the company. We process personal information responsibly and in compliance with all applicable privacy and data protection laws. Specifically, Macmillan Iberia has adopted the **European Union's General Data Protection Regulation** (GDPR) which applies globally to the entire group, according to Springer Nature's guidelines.

We do not disclose information that is not in the public domain without a valid business purpose and proper authorisation. It also means that sensitive personal information receives additional protection and that data privacy implications need to be taken into account when planning a new project.

Monitoring tools

Springer Nature provides the various regions of the Group with a series of monitoring tools relating to compliance. Although at the time of writing this report there are no specific metrics from Macmillan Iberia's records, there are global data published by Compliance Global. From 2021 onwards, detailed monitoring will be available for the Iberia region. These monitoring tools are described below:

Speak-Up system

Under the motto "**If you see something, say something**", we encourage our employees and business partners to raise compliance questions or concerns directly with local directors, the personnel department, compliance staff or indirectly through the anonymous whistleblower channel: Speak-up, and its abuse reporting system. This system is provided by an external company, and is part of our commitment to a culture where raising questions and concerns is recognised as the right way to go.

SNICS (Springer Nature Information on Customers and Suppliers System)

It is a system for the assessment and management of business partners, used to measure risk with third parties and to ensure that we **only work with business partners who follow the standards of our Code of Conduct**. The section on "Commitment to our suppliers" provides more information.

Interest, gift and hospitality registry

We declare all gifts given or received as entertainment, hospitality, promotional items, sponsorships, charitable donations, or any other non-contractual collection or payment, worth more than 100 euros.

Ethical commitment 3.4



4.

Responsability
SOCIAL

Our Education business is intrinsically linked to the fourth challenge of the United Nations' Sustainable Development Goals (SDGs): **quality education**. Macmillan Education seeks to raise educational standards and create learning opportunities for all people who want to develop. Therefore, from our position, we are committed to contributing to the development of a responsible business, **seeking partnerships** and working closely with the educational community to help leave a better world, through quality education.

In this way, our CSR objectives are aligned with the company's vision:

«Lead the creation of added value for our partners in the educational community in order to achieve success in the personal and professional development of our students.»

In order to carry out a correct management of the CSR at a local level, the **CSR Committee** was created in 2017, where the guidelines to be followed by the company are marked by a set of actions that define our ethical, social and environmental commitment. This Committee is supported by the General Management and has the participation and representation of different areas of the company: Human Resources, Commercial, Operations, Strategy and Business Development, Marketing, Legal and Finance, and IT.



Among its **functions**, we highlight

- Defining, reviewing and validating the company's CSR policy.
- Establishing the company's global CSR objectives and designing the CSR plan, following the principles/objectives of the company's global strategic plan.
- Approving initiatives in the area of CSR and proposing working groups to carry them out.
- Taking stock of the degree of compliance with the commitments and objectives established in the area of CSR, participating in the preparation and final definition of the annual CSR report and communicating to the various stakeholders the impact of our activities.

Our responsible business strategy, which is aligned with the guidelines and strategy of the Springer Nature Group, is based on the following **pillars**:

- We contribute to the achievement of the Sustainable Development Goals within the framework of the United Nations Agenda 2030
- We protect and support the people we work with
- We are committed to an inclusive and diverse environment
- We reduce our environmental footprint
- We forge links with the communities we serve in order to contribute to the social improvement of our environment

We understand that good management of the different dimensions of CSR strengthens our competitiveness and helps to meet the expectations and interests of our main stakeholders.

CSR Committee 4.1



Macmillan Education Iberia attaches the utmost importance to maintaining a stable and trusting relationship with those stakeholders who make the company's success possible. Among the many stakeholders that contribute to our activity, we have selected as priorities:

Our **employees/collaborators**, who are our internal customers and for whom the implementation of an inspiring social responsibility policy will be a reason for pride in belonging and retaining talent.

Our **partners**, because only with the union and collaboration among the educational community will we be able to take advantage of the strengths of each one and create added value, thus achieving an inclusive and quality education.

Our **customers**, focusing mainly on the educational community (teachers, teaching centres and institutions, students and parents), and on the other hand the channels: distributors and bookstores.

Our **suppliers**, from companies and people we work with in content creation, printing, transport and logistics, marketing and communication as well as other support activities.

The **environment** insofar as the actions we take to create products/services for our business, their marketing and distribution generate impacts on the environment.

Autonomous governments, public institutions and non-governmental organisations.



employees/
collaborators



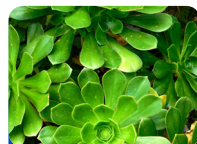
partners



customers



suppliers



environment



governments,
institutions and ONG

One of the priorities to be developed in our responsible business strategy, with a view to continuous improvement, will be to involve our main stakeholders in identifying the material issues that affect our environmental, social and governance (ESG) performance.

We keep multiple and varied communication channels open with the stakeholders. In designing these channels, we have taken into account both the profile of each group and the aspects that are relevant to our activity. Today we have both one-way and two-way communication channels and we continue to work to identify and strengthen those channels that allow us to respond in a personalised manner to the concerns that have arisen, as well as to incorporate measures that meet the expectations and needs of our stakeholders.

Stakeholders

4.2



Communication channels with our stakeholders



Dialogue with the Government and public institutions

- Telephone and e-mail contact
- Face-to-face meetings
- Public tenders for the award of services
- Official public announcements: BOE, circulars, etc.



Dialogue with partners

- Face-to-face and virtual meetings
- Telephone and e-mail contact
- [Macmillan Education Iberia](#) corporate website
- Social Networks
- Forums and events specialised in our services
- Webinars and Face-to-Face training sessions



Dialogue with parents and students

- [Macmillan Education Iberia](#) corporate website
- Social Networks
- Telephone, e-mail and web form contact with the customer service team
- Services:
 - Platform: [Pupil's Corner](#)
 - [e-commerce](#): online product sale



Dialogue with educational centres

- Face-to-face visits and interviews in schools
- Roundtables to share ideas
- Telephone and e-mail contact with the sales team and customer service
- [Macmillan Education Iberia](#) corporate website
- Social Networks
- Events: Teacher's Day and other third party events
- Industry magazines and publications



Dialogue with distributors and bookstores

- Customer service: web forms, telephone, e-mail
- [Macmillan Education Iberia](#) corporate website



Dialogue with suppliers

- Face-to-face visits, especially to the print shop and warehouse
- Telephone and e-mail contact
- Speak-Up Anonymous reporting channel *Speak-Up*



Dialogue with teachers

- Online questionnaires to help define our strategy or receive feedback on products and services
- Surveys on promotional materials
- Face-to-face visits and interviews in schools
- Roundtables to share ideas
- Telephone and e-mail contact with the sales team and customer service
- [Macmillan Education Iberia](#) corporate website
- Social Networks
- Platforms: [Teacher's Corner](#) and [Advantage](#)
- Events: Teacher's Day and other third party events
- Industry magazines and publications
- Vocational training and webinars



Communicating our CSR

- [Macmillan Education Iberia](#) corporate website
- Social Networks
- CSR blog on the intranet
- Participation in internal communication bulletins
- Mailbox to communicate and receive suggestions: compromisomacmillan@macmillaneducation.com
- Motto: [#macmillancommitment](#)
- 2019 Responsible Business Report

Stakeholders

4.2



Dialogue with employees both locally and globally

- Commitment/work climate survey
- Speak-Up Anonymous reporting channel
- Performance evaluation process
- [Macmillan Education Iberia](#) corporate website
- Intranet both at global and local level with communication at 3 levels: unilateral, bilateral and multilateral (Hive)
- Surveys on specific topics or services provided locally and globally in Hive
- Internal bulletins at Iberia level
- Quarterly webinars at Iberia level
- Weekly CEO letter and Global Newsletter
- [Macmillan Education's](#) monthly newsletter
- Global Education and Springer Nature Webinars

The 17 Sustainable Development Goals (SDGs), ratified by all UN members in 2015, set an agenda for global sustainable development, which is expected to be met by 2030 through the achievement of 169 specific targets. This will require business, policy makers and academic research to work together to address the world's most urgent problems.

At Macmillan Education, in line with the Springer Nature strategy, we use the SDG as a framework to consider our potential impacts, both positive and negative, on society and the environment. In this regard, we have identified **three SDGs** where we believe we can make a significant difference with our editorial content and community actions.



Contribution to SDGs

4.3



How do we contribute to the achievement of SDG 4 at Macmillan Iberia?

We seek to integrate SDG outreach into our Responsible Business strategy through the power of education to achieve goals with positive social and environmental impact in the communities we work with. Education is what allows all other SDGs to be understood and to make sense; it has an amplifying effect. For this reason, **the contents of our books and educational material include topics that refer to the different SDGs**, allowing us to teach the adults of the future to lead social transformation.

We have analysed 13 series of publications from our language collections, mainly ELT, 8 ByME series, and 6 Vocational Training. There is content linked to the SDGs in all primary and secondary courses in the series reviewed, and especially in the following:



Ensure healthy lives and promote well-being for all at all ages.



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

Ensure sustainable consumption and production patterns



Take urgent action to combat climate change and its impacts



Contribution to SDGs

4.3



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

Some examples that illustrate this study:

Ensure healthy lives and promote well-being for all at all ages.

3 GOOD HEALTH AND WELL-BEING



Lesson 6 Reading Literacy Text type: a quiz **Lesson 7 Writing**

Before you read

1 Look at the quiz title. What must you do to be fit and healthy? What mustn't you do?

Read Partners Read and listen. Do the quiz with a partner.

Are you fit and healthy?

1 Do you walk to school?
a) always b) sometimes c) never

2 How often do you eat fruit?
a) every day b) five times a week c) once or twice a week

3 What time do you go to bed?
a) about nine o'clock b) about ten o'clock c) about eleven o'clock

4 How much TV do you watch every day?
a) less than one hour b) one to two hours c) more than two hours

5 How often do you do sport?
a) every day b) five times a week c) once or twice a week

After you read

Go to page 31 in your Activity Book.

Investigate a text

1 Think of questions for a quiz about healthy eating.

Do you ...? How often do you ...?

2 Read and listen. Can you see your questions?

Do you have a healthy diet?

Do the quiz to find out.

1 How often do you eat vegetables?
a) every day b) five times a week c) once or twice a week

2 Do you eat breakfast?
a) always b) sometimes c) never

3 Do you drink fizzy drinks with your dinner?
a) never b) sometimes c) always

Discuss a text

3 Think and discuss. Complete the sentences.

1 The title of each quiz is a ...

2 There are ... answers to choose from for every question.

3 An answer which shows you're healthy is ... points.

4 An answer which shows you're unhealthy is ... point.

Writing tip!

We write a **question mark** at the end of a question.
Do you eat breakfast? Are you healthy?

Plan and write a quiz on page 32 in your Activity Book.

Key learning outcomes: read and understand healthy activities

Key learning outcomes: prepare and write a quiz about healthy eating: use question marks

5 Recycling LESSON 1

1 Listen. What is Olivia and Luke's campaign?

Look at all the rubbish in the Heroes Garden!

I know! Let's plan a campaign. Then everyone can help us tidy up.

2 Listen and say the words. Then say the rap.

3 Ask and answer.

Where are the bins in your school?

4 Think and answer.

There's one next to the kitchen.

Can you think of more types of rubbish?

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

Key learning outcomes: identify and say recycling words, use recycling words in simple speaking practice

Target vocabulary: types of rubbish

Ensure sustainable consumption and production patterns.

Take urgent action to combat climate change and its impacts.

13 CLIMATE ACTION



5 Environment

WDYT? (What do you think?)

What can you do to be greener?

Vocabulary: the environment, protecting the planet, materials

Grammar: the passive; be allowed to, let, make, impersonal phrases

Reading: an article about clothes and the environment

Listening: a radio programme about cleaning up beaches

Speaking: comparing and contrasting

Writing: a blog

Project: create a leaflet for an environmental campaign

The environment

1 Match the verbs with the nouns. Can any of the verbs go with more than one noun? Add more words.

Verb	Nouns
give up	the environment
look after	plastic pollution
reduce	trees
recycle	waste
save	water

2 Which of the things in exercise 1 ...

1 do you do to help the environment?

2 can people in your school do?

3 should the government do more about?

Protecting the planet

3 Look at the photos. What do they show? Which things are problems? Which are eco-friendly solutions?

4 Check the meaning of the words in bold. Then match photos A-H to the Dos and Don'ts. Would you add any advice?

Contribution to SDGs

4.3

4 QUALITY EDUCATION



13 CLIMATE
ACTION

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

How do we contribute to the achievement of SDG 13 at Macmillan Iberia?

Our effort to try to improve climate action is mainly focused on:

- Publishing content in our texts and teaching materials concerning climate change and its effects, thus generating awareness and the possibility of action in students.
- Measuring the carbon footprint consumption generated by the company in order to manage our operational impacts in this regard.
- Using paper from responsibly and sustainably managed forests in our local production.
- Environmental improvement measures in the packaging of our products

17 PARTNERSHIPS
FOR THE GOALS

Target 17.16 Enhance the global partnership for sustainable development complemented by multi-stakeholder partnerships that mobilize and share knowledge, expertise, technologies and financial resources to support the achievement of sustainable development goals in all countries, particularly developing countries.

Target 17.17 Encourage and promote effective public, public- private, and civil society partnerships, building on the experience and resourcing strategies of partnerships.

How do we contribute to the achievement of SDG 17 at Macmillan Iberia?

We connect with researchers, government officials and education professionals to address the major challenges in education. The search for and creation of partnerships with partners in the educational community to generate value and achieve quality education is one of the strategic pillars of Macmillan Education Iberia. That is why part of our products and services are offered in collaboration with different partners, sharing knowledge and experience in the different fields of expertise.

Contribution to SDGs 4.3



Our activity also affects the following SDGs:



How does Macmillan Iberia echo the SDGs?

Supporting and amplifying the effect of SDGs

Through our **core-business**, our publications of books and educational materials, and disseminating their importance through training sessions for our employees.

Innovating to support SDGs

Developing new products and services from our partners that help students create innovative solutions to solve the problems of the future. Examples are **bMaker**, which brings the development of technological skills to the classroom, or **KiVa**, a school bullying prevention programme.

Acting as a Responsible Business

Ensuring that our own operations and corporate social responsibility activities are aligned with the SDGs. Examples of this are our collaboration with third sector entities and their educational projects or measures to try to reduce our environmental footprint.

Contribution to ODS

4.3

Finally, in order to raise awareness of the SDGs and the importance of complying with Agenda 2030, training sessions have begun for employees of Macmillan Education Iberia.

In 2019, this training was addressed to the editorial team, who actively collaborated in identifying the contents of our texts that already referred to the SDG, as indicated above.

This is the first phase of an SDG outreach project to be launched throughout 2020-21.

« Our leadership principles are relevant to all our employees and capture the culture of Springer Nature and the ways we want to work and collaborate with each other. »



Commitment to people

4.4



WILESTONES 2019



Professional Development Plan 2019 (implementation of performance evaluation and feedback culture)

Business Excellence Training Programme

Flexible remuneration
Advancing Together Programme

First employee engagement survey at Macmillan Iberia

CHALLENGES 2020



Organisational adaptation measures for Covid-19

Work from home policy

2020 Equality Plan

2020 Career Plan

Drive *Advancing Together*

Employees Engagement Surveys: *pulse survey and work climate*

The management of our people

Human resource management is a key part of our strategy, helping Macmillan to achieve its business objectives, through policies and practices that ensure committed, prepared and productive people, and promoting a flexible and socially responsible working environment.

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

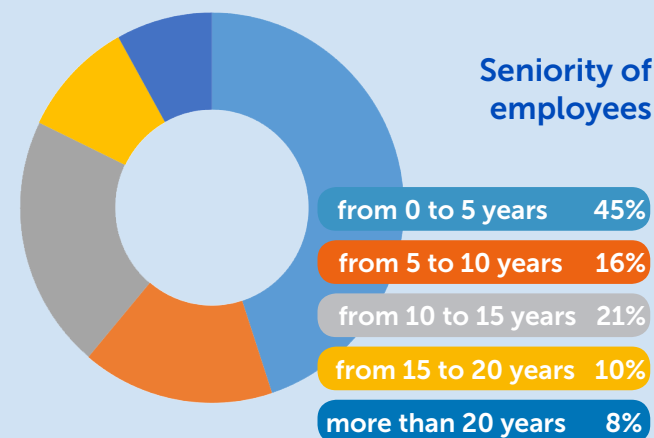


As of 31 December 2019, Macmillan Iberia's staff consisted of 245 people, 200 of whom belonged to **local teams** and 45 to **global teams**. There are 6 work centres in Spain located in Madrid, Coruña, Bilbao, Barcelona, Valencia and Seville, with the head office and the largest number of employees located in the Madrid office. In 2019 the average workforce was 252 people, with an average age of 44.

Commitment to people

4.4

Macmillan Education Iberia tries to promote stable working relationships, which means that **97%** of our employees have a **permanent contract**. The company's great growth took place between 2005 and 2010, going from a workforce of about 80 employees to an average of 250 today, which explains why 82% of the workers do not have more than 15 years of seniority.



Work Climate

Pulse Survey

Since 2018, an annual “Pulse Survey” has been conducted by Springer Nature at group level. In Spain it has had a good response from our employees, reaching a 77% participation rate in 2019. In addition,

the results obtained served as a basis for further internal reflection on the elements that affect the working climate, commitment and satisfaction of our employees.

Advancing Together

This is a programme through which professionals have made their opinion known in aspects related to their perception of the business culture and the state of the working climate, and it has had the direct participation of more than 46% of the staff. In order to enhance the favourable aspects and correct the points for improvement that have emerged from these reflections, working groups have been set up comprising volunteers who, through their more than 20 proposals, wish to promote actions relating to:



Leadership and
work organisation



Leadership and
collaboration with
others



Leadership and
communication



Leadership and
corporate culture



Leadership, motivation
and recognition

The initiatives that have emerged from these working groups will be implemented throughout 2020-2021.

Commitment to people

4.4



Training and Professional Development

Training

Macmillan Education is a company committed to supporting its employees in their development, training and professional evolution.

The People Area of Macmillan Iberia is responsible for preparing an annual training plan, which is agreed with the legal representation of the workers (LRW) of the Madrid office. The information obtained from various sources is used to draw up this plan:

- The Steering Committee, which on an annual basis establishes strategic training lines in line with business priorities.
- Any guidelines that may be issued by the Springer Nature Group.
- The needs that are transferred annually by employees through their team leaders.
- The contributions sent to the People's Area by the LRW, if any.

LEVEL	TRAINING HOURS	AVERAGE HOURS PER LEVEL
MANAGEMENT BOARD	84	10.45
MANAGER	134	16.23
FUNCTIONAL HEAD	672	21.18
OPERATIONAL HEAD	991	30.48
A SPECIALIST	762	29.14
B SPECIALIST	2,503	27.81
C SPECIALIST	462	28.57
ADMINISTRATIVE	762	19.24
TOTAL	6,370	25.28

Commitment to people

4.4

In this sense, the main figures for training activities in 2019 are as follows:

	Training hours	Average hours per employee
Men	2,729	34.93*
Women	3,641	20.94
Total	6,369	25.28

**Note: If we do not consider the completion of a 750-hour master's degree by an employee (man) that deviates from the average number of hours per employee, the average number of training hours for men would be 25.33 hours and for women 20.94 hours.*

Training

Group-wide, Springer Nature shows its commitment through tools and policies that drive this development. A key tool in this regard is Leap: a platform that gives free access to LinkedIn Learning, which offers more than 16,000 courses in several languages. In addition, it dictates the annual **training programme in values and conduct**, which aims to establish a common framework of action to help us promote our values, empower and protect our people, build our reputation and achieve our vision as a Group. 100% of the Macmillan Iberia staff completed this **mandatory training** in 2019.

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At the local level, 76 voluntary training actions were carried out during the year, involving 227 people (many of the workers were involved in more than one action). The most outstanding voluntary training actions, which have accounted for nearly 60% of the total training hours, are related to the following specific programmes:

Springer Nature Leadership Programme

aimed at people who manage teams to create a common vision of leadership and apply Springer Nature leadership principles, the basis of the group's corporate culture and identity.

Commercial Excellence Plan

about 40% of the staff is composed of the sales team. The evolution towards consultative sales and with an increasingly broad portfolio of products and services gave impetus at the local level to the global project of commercial excellence, of which Iberia has been a pioneer.

Cybersecurity

at Macmillan we try to mitigate the potential risks that, in terms of data and system security, can be posed to customers, our staff and the company's reputation. This is why we have devoted a high number of hours to investing in cybersecurity training.

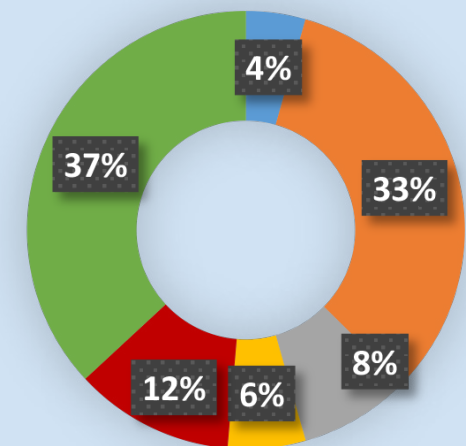
Soft skills management programmes

to help develop the personal and professional skills of our employees. Courses have been given, for example, on resilience, conflict resolution, and productivity and time management techniques.

Commitment to people

4.4

Training hours



Voluntary training

Various other Courses

Sales Excellence

Ciber security

Soft skills

Leadership

Values and Behaviour
(Mandatory Training)

Commitment to people

4.4

Performance review

« Since 2018, a new performance review system has been implemented at Macmillan Iberia, with the aim of encouraging dialogue between managers and their teams and continuously improving performance and people development. »

In this process, both the goals to be achieved and the competencies associated with Springer Nature's leadership principles and CEB's universal competency framework are defined and assessed. 89% of people

completed their end of year 2019 performance review process.

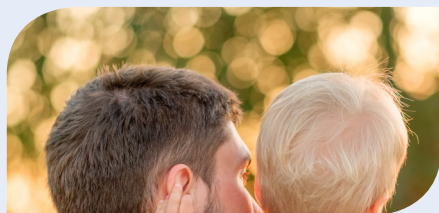
On the other hand, the Global Education Division is developing a career family plan and a career plan for global teams and, on the part of Macmillan Iberia, for its local teams. The purpose of the career families project is to create a global architecture that allows jobs to be organised according to their roles and levels so that there is a better understanding of career opportunities and greater transparency in appointments and promotions.

This project is completed with the career plan, which gives greater visibility and understanding of the professional opportunities of each person.

Work-life balance

At Macmillan Education Iberia, we want to create a work environment that allows people to develop professionally while maintaining a good work-life balance. To this end, the *Macmillan Concilia Plan* was created in 2017, drawn up jointly by the company's management and the workers' representatives from

the contributions of the employees themselves. *Macmillan Concilia* aims to improve the rights contemplated in the Workers' Statute and the Collective Agreement for Graphic Arts, Paper and Cardboard Handling, Publishing and Auxiliary Industries, to which it belongs.



In addition, the company promotes a **culture of flexible hours** and individual responsibility of each worker, both formally and informally. In this way, entry and exit schedules have been made more flexible; it is advisable to hold meetings and work trips adapted to this flexibility; there is the possibility of special schedules and technological advances have been made to enable work to be carried out both in and out of the office.

Throughout 2019, the acquisition of laptops and the installation of calling and video-calling tools has been completed so that the entire workforce can carry out their work from any location, thus helping to achieve this work-life balance. At the beginning of 2020, Macmillan Iberia implemented **a work from home policy**.

Commitment to people

4.4

Existing reconciliation measures :

- Absences for accompanying children, parents, and spouses to the doctor are allowed
- More flexibility is allowed in the enjoyment of justified absences
- More flexibility is allowed in the enjoyment of holidays for marriage and domestic partnerships
- Permission is granted to attend school events for dependent minors
- Unpaid leave can be applied for
- Two days' leave for serious illness, surgery or death is extended to family members within the third degree of consanguinity and affinity

Health and Safety

Our global health and safety policy governs our management of risks stemming from the physical, mental and social health and safety of our employees. At a local level, this policy is carried out through the **Macmillan Education Iberia Health and Safety Committee**, a parity body made up of 3 members of the Works Council and 3 company representatives who meet periodically to promote corrective and/or preventive actions in this area.

Our workplaces, consisting mainly of offices, have a low risk with respect to physical safety and/or occupational diseases. Accidents due to commutes of sales teams for their commercial work, commutes of employees to and from work, and those derived from forced ergonomic postures are those that would present a greater probability of occurrence given Macmillan's activity.

During 2019, only two incidents were recorded as work commute accidents. Once a year an **external analysis** is carried out by Quirón Prevención **of the possible causes** of these accidents, in order to try to avoid them happening again.

There are protocols and manuals on prevention and action available to all employees on the company's intranet. The training corresponding to health and safety in offices and the prevention of risks in commercial posts is the responsibility of Quirón Prevención and is carried out every two years.

In addition, the following insurance policies are offered to employees to promote their well-being at work: medical insurance with Sanitas, train and plane travel insurance, and group accident insurance with Mapfre.

Cost in health and safety activities and resources in 2019

Quirón Prevención services Includes training in Prevention of Occupational Risks	€19,262
Spending on welfare improvements in the office	€15,075
TOTAL 2019	€ 34,337

Commitment to people

4.4

Labour relations

Macmillan Education Iberia defends the right of workers to be represented. 100% of the employees are covered by the Collective bargaining agreement on Graphic Arts, Paper and Cardboard Handling, Publishing and Auxiliary Industries.

There is legal representation for workers in the Madrid workplace. The Works Council is made up of 9 people, 5 from the OC union and 4 from the CGT union.

Diversity and Inclusion (D&I)

Diversity and equality

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

Macmillan Education Iberia has employees of **13 different nationalities**, 92% of whom are Spanish and

British. In addition, of the 245 people who are part of our company, the majority percentage is formed by women (69%), meaning that there is a greater presence of women at all professional levels. With regards to the Senior Management positions, the Board of Directors is made up of 3 people from Global Education, 2 women and 1 man, and the Macmillan Iberia Steering Committee, which is made up of 7 people, 57% men and 43% women. The distribution of staff by gender and professional category is detailed below:

LEVEL	WOMEN	MEN	TOTAL
MANAGEMENT BOARD	3	4	7
MANAGER	3	5	8
FUNCTIONAL HEAD	23	9	32
OPERATIONAL HEAD	21	10	31
A SPECIALIST	19	9	28
B SPECIALIST	51	32	83
C SPECIALIST	14	3	17
ADMINISTRATIVE	34	5	39
TOTAL	168 women	77 men	245 people

Commitment to people

4.4

The Macmillan Iberia **Equality Commission** is currently working on the development of an **Equality Plan**, to be launched in 2020, to achieve equal treatment and opportunities between women and men and to eliminate discrimination based on gender. This plan is linked to local legislation (Chapter III of Organic Law 3/2007 of 22 March 2007 on effective equality between women and men).

Diversity and Inclusion (D&I)

Against discrimination and harassment

Our Code of Conduct and Leadership Principles, defined globally by Springer Nature, set out the guidelines and directives for all employees to be treated fairly and respectfully by their managers and peers. To achieve this, policies, procedures and actions have been established at both global and local levels, seeking to reinforce a corporate culture of respect for the individual, assumption of diversity and equal opportunities, prohibition of any type of discrimination and ensuring healthy and safe working conditions. Since 2018, Macmillan Iberia has had a policy of

fair and respectful treatment of employees and protection against harassment, as well as an action procedure and an investigation protocol, with the aim of preventing, detecting and responding to possible misconduct.

Globally, we have a global policy against discrimination and harassment, as well as an externally managed complaints channel, *Speak Up*, to ensure anonymity. In addition, a global values and behaviour training programme is provided, updated annually, which includes modules to prevent harassment and try to avoid unintentional bias.

Commitment to people

4.4



Springer Nature employee networks

Macmillan Iberia is an active member of the employee networks promoted by Springer Nature. In 2018 the **SN Pride network** was created, our network for the LGBTQ+ community, and 2019 saw the launch of three new networks:

SN Women: a forum to promote gender equality and enable the women of Springer Nature to achieve their personal and professional ambitions

SN DEN: aims to assist and connect employees with disabilities or impairments by acting as a unified voice on disability issues.

SN Parents supports employees who balance a professional life with parenting by cultivating professional development opportunities for parents and creating an open and supportive work environment.



Commitment to people

4.4

Grants, subsidies and social policy

The Springer Nature group has a fund to help employees with certain problems (Julius Springer Charitable Fund) through financial donations. In addition, Macmillan Education offers the following social benefits:

ECONOMIC



- Childcare voucher
- Transport Card
- Meal card
- Payroll advance

HEALTH



- Health Insurance
- Travel Insurance
- Group accident insurance

TRAINING



- Free/subsidised language classes
- Discounts on masters and higher programmes
- Free access to LinkedIn Learning

OTHERS



- Free Macmillan and ByME books up to an amount and discount above that threshold
- Discounts on shopping and leisure
- Discounts on rentals, used cars and workshops with Arval
- Discount platforms: Mac2Me Corporate Benefits and Advantages

At Macmillan Education Iberia we are committed to quality education and want to contribute, through it, to building a more sustainable world for present and future generations. We are therefore proud of the development of different Responsible Business initiatives that passionate and inspire people. We are also aware that the impact is multiplied when initiatives have an important collaborative component

so we consider, in line with our strategic vision, that it is essential to work together and in collaboration with other companies to create value and generate a deeper footprint in society.

We develop our different CSR actions under the motto **#compromisoMacmillan**.

WILDESTONES
2019

Implementation of various social projects linked to Macmillan's business



CHALLENGES
2020

Adapt CSR social actions to the new reality brought by the coronavirus pandemic



« We develop different Responsible Business initiatives via the CSR Committee, aligned with the SDG, whose aim is to contribute to the social improvement of our environment in a voluntary and supportive manner. »

Commitment to the Educational Community and our partners

4.5



Foundation Balia for children



During the 2019-20 academic year, Macmillan has continued to support the Balia Foundation for children with the Balia Hello project, which began in 2017. This is an educational project to familiarise children with the English language, providing educational experiences in English outside the school environment.

The implementation of the bilingual system in Spain has been an added difficulty to the learning processes of children and adolescents at risk of social exclusion who come to Balia. These children often have difficulties in reading, writing and speaking their own language. This fact hinders and slows down learning in almost all school areas. If, in addition, we add the factor of bilingual education, English becomes a further obstacle to the acquisition of skills in bilingual subjects.



That is why Macmillan has provided pedagogical advice, teaching materials, digital licenses and training in the use of these materials. In addition, we provide a **native English teacher** who gives weekly workshops to 28 children aged 9-12 in a dynamic and fun way.

On the other hand, Balia has received the solidarity award from our **bMaker Odyssey Competition Edition I** (technology project that seeks solutions based on sustainability). The award consists of digital licenses to help children learn 3D programming and design, and to extend the reach of learning to younger children who would otherwise not have access to it, creating more balanced educational opportunities.

Commitment to the Educational Community and our partners

4.5

With Balia's educational project, Macmillan contributes to the achievement of the following SDGs:



bMaker Odyssey Competition

This is a competition for schools that already use bMaker, a learning solution linked to the development of programming, robotics and 3D design knowledge, while developing their creative, technical and emotional skills. The aim of the competition is for students to use one or more of these techniques to develop a project with a **solution that makes their environment more sustainable**.

During the competition, milestones are set for students to internalise the concepts of: inclusive education, cooperative learning, SDG, technology and sustainability.

ODISEA bMaker

The prizes consist of two Maker classrooms (3D printer, workbenches and other technological tools), one for the projects of the primary students and another for the secondary students. In addition, we have a solidarity award for the Balia Foundation, as explained above.

The first edition of the contest was launched in September 2019, but had to be suspended due to the suspension of classes due to the Covid-19 pandemic.

The participation figures were very positive:

- 12 schools
- 25 secondary school teams
- 47 primary school teams
- More than 250 participating students

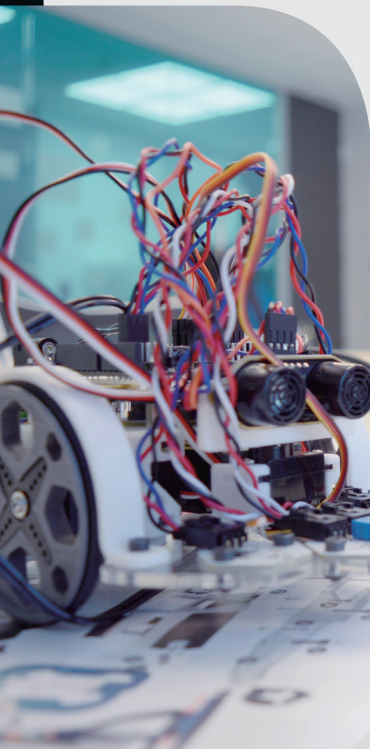
Despite the suspension of the competition, Balia has received two biannual bMaker classroom licenses, valued at €1,425.

In short, through this initiative we seek to make a positive contribution to the Sustainable Development Goals (SDGs) by increasing the level of educational development in our society and promoting equal opportunities among the most vulnerable sectors, by bringing them closer to the knowledge of innovation and new technologies.

Commitment to the Educational Community and our partners

4.5

With this project, Macmillan contributes to the achievement of the following SDGs:






KiVa training sessions

The training sessions for families on the **prevention of school bullying** consist of the solidarity organisation of workshops on the reality of school bullying, in which we provide families with different tools to identify and prevent it from the family environment.

KiVa emphasises the prevention, intervention and monitoring of bullying through comprehensive and specific actions, training teachers in the educational community and helping parents and students to identify bullying and take early action.

During 2019, two training actions were carried out at the Tetuan Cultural Centre (Madrid) and at the Miralmonte School (Cartagena), attended by 132 people, and had the following impact on social networks:

	TOTAL Impresions	TETUAN Impresions	CARTAGENA Impresions
	16,068	12,025	6,218
	6,841	4,671	2,170
	3,442	2,563	879
TOTAL	26,351	19,259	9,267

#juntoscontraelacoso



We had the participation of the Public Administration in both sessions:

- Head of the Education Department of the Municipal Board of the District of Tetuan, in Madrid.
- Director General of Educational Evaluation and Vocational Training. Department of Education and Culture of the Region of Murcia.

In addition, the attendees participated in a satisfaction survey, and 100% of the people who answered considered the relevance of the contents between good and excellent.

Commitment to the Educational Community and our partners

4.5

With this project, Macmillan contributes to the achievement of the following SDGs:



Corporate volunteering in Ghana

At the end of 2019, in collaboration with our partner **Edelvives and the NGO SED**, we launched the corporate volunteer programme at a school in Ghana.

The objective of this programme is to support the development processes promoted by SED and the Marist Brothers of Ghana, by participating in different activities of the **Marist Our Good Mother School** in a town near Acra, the capital of **Ghana**, which houses more than 600 children.

The idea was that, during the summer of 2020, three volunteers from Macmillan Iberia, together with three other volunteers from Edelvives, would spend two weeks on this educational project. The company financed the cost of flights and holidays at 50%. This initiative has also been affected by the global health crisis and travel restrictions, so it has had to be suspended.

In addition, Macmillan has decided to contribute **financial donations** to this project based on our Vocational Training and ByME sales. The following has been donated for 2019: €1,390. The donation of ByME is not included as it is a brand and independent legal entity to Macmillan Iberia.



These funds have been applied in the following projects throughout 2020:

- Promote the right to play and sport through the construction of sports infrastructure (phase II).
- Help complete the construction of the high school classroom block.
- Prepare the classrooms before the opening of the 2020-21 academic year, taking into account the needs to cope with Covid-19. Desks and chairs have been purchased to allow the children to be separated, and to keep the necessary safety distance.

Commitment to the Educational Community and our partners

4.5

With this corporate volunteering and fundraising project, Macmillan contributes to the achievement of the following SDGs:



Inclusion and special needs

In line with previous years, in 2019 we have provided nearly 200 resources for children with special needs due to **visual impairment and dyslexia** free of charge.

Requests have come directly from schools (94% of cases) and from ONCE (6%). Of the requests received, most are for ELT materials, but also for Vocational Training materials (16%) and ByME (5%).

Donation of the company's Christmas gift

In 2019, the option of choosing to donate the company's Christmas gift to an NGO was offered once again, thus **involving our employees** in actions with a positive social impact. This action is carried out with the collaboration of the special employment centre Montesol. A total of €1,560 has been donated to NGOs: Save the Children, Caritas and Open Arms.



Commitment to the Educational Community and our partners

4.5

4 QUALITY
EDUCATION



In this way,
Macmillan helps
to achieve the
following SDGs:

9 INDUSTRY, INNOVATION
AND INFRASTRUCTURE



10 REDUCED
INEQUALITIES



« The relationship of trust and loyalty with our customers has been maintained over the years because Macmillan offers them friendliness, effectiveness and availability to help them, with a close and personalised attention. »

MILESTONES 2019

Long-term customer preservation, given our ability to adapt to meet their needs in an unstable political and educational environment.

Creation of the internal line of support to the commercial network within the customer service Call Center.



CHALLENGES 2020

Measures to adapt commercial campaigns to the Covid-19 pandemic.

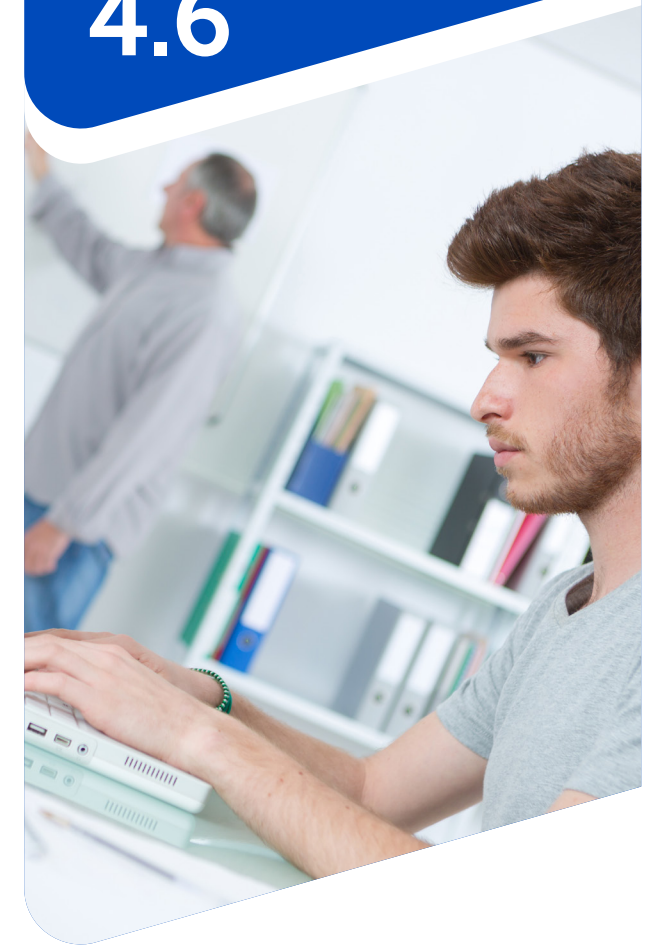
Adaptation of teaching resources and materials to the new demands of blended learning and distance education.

Maintain the loyalty and trust of our customers in a particularly difficult economic moment due to the effects of the health crisis.



Commitment to our customers

4.6



Macmillan has a wide range of customers:



Educational
centres



End customer
E-commerce



Academies and
Language Schools



Bookstores



Large
Distributors

How we create value for our customers

- Looking for and promoting stable **partnerships** and relationships with our partners in the educational community.
- Offering **differentiating solutions** based on our specialisation and strong positioning in language teaching and professional development.
- Developing **sustainable projects** with high growth potential related to skills, competences and values required by the society of the future.
- We support the **channel** (bookstores and distributors) to carry out the sale and distribution in the most efficient way.



Satisfaction and trust of our customers

At our company, all employees are aware of the key role they play in meeting the expectations and needs of our customers, and that is why our business relationship has been maintained for years with most of them.

The high degree of satisfaction and loyalty among our customers is demonstrated by the fact that, of the nearly 4,000 customers registered at the end of 2019 (see note 1), **60% are over 5 years old, 37% are over 10 years old** and of these, **more than half have been working with Macmillan Iberia for over 20 years.**

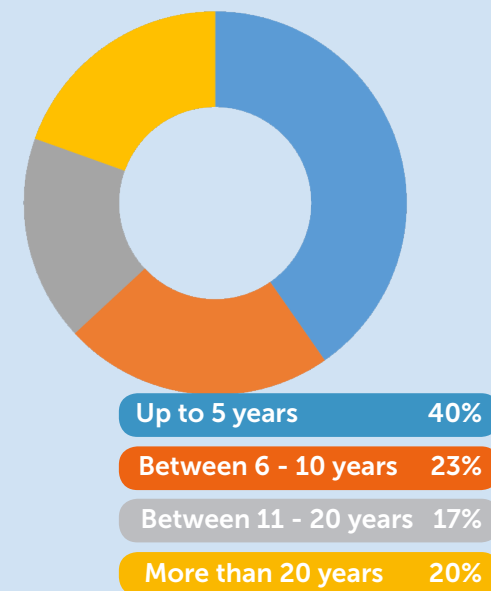
It is also worth mentioning the important work of attracting new customers in the last 6 years, attracted by a competitive offer of products and services. This is the case of educational centres and language academies, which have increased by 39% and 64% respectively.

In addition, Macmillan Education Iberia exports to international distributors and other group companies located in Europe and Latin America, which account for 4% of turnover in 2019.

Commitment to our customers

4.6

Seniority of our customers



**Note 1: only customers with a
Macmillan account are included*

Main channels of communication with customers

1/3

To guarantee a professional and personalised attention, we have an extensive **network of offices and representatives throughout the country**. In this sense, our sales representatives

are always by the side of the customers to advise them and learn from their experience, resulting in the materials they like to teach teachers and educational centres with.

2/3

We believe in **working hand in hand with teachers** to develop high quality educational materials and supporting users of our products to get the most out of them. It is imperative that our teachers feel heard.

Therefore, the **Research & Product Insight Team** works closely with teachers, researching and informing the different stakeholders and internal departments of the company to ensure that our products respond to the needs of teachers and students.

On 2019:

- More than 30 **online questionnaires have been sent to teachers**, with more than 2,400 responses received to get their feedback on our products and services and other pedagogical issues that will help us to define our strategy, and to support the editorial teams in their daily decision making. In addition, this data helps us with the GoToMarket plan.
- 25 **specialised questionnaires** have been launched to certain teachers who collaborate with us throughout the life of a new **editorial project**, obtaining more than 170 answers that help us to strengthen our decision-making in editorial aspects.
- Fifty-five teacher interviews were carried out and 165 classes were observed. These face-to-face and telephone **interviews** along with **direct observation in the classroom** are one of the most important sources of feedback.

Commitment to our customers

4.6



In addition, we provide teachers with 2 platforms: **Teacher's Corner** and **Advantage**, and students with **Pupil's Corner**, where they can access educational materials and resources to enrich the training of students in and out of the classroom.



3/3

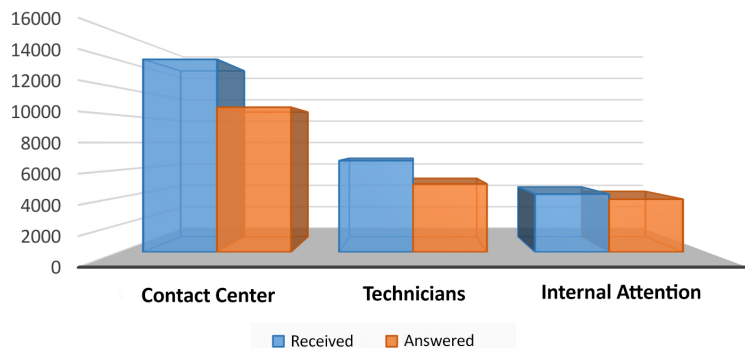
In order to establish a constant and proactive dialogue with customers, Macmillan offers them a **customer service** -Customer Care- to register and manage doubts and incidents, by telephone and remotely (internal and external e-mail and web form).

- Queries and/or incidents related to customer registration, order dispatch, delivery, return, documentation dispatch and collection management.
- After-sales service: digital incident resolution and on-site support to provide digital support to centres throughout Spain.

In 2019, the call center response automation project was launched and a Customer Portal was developed, a tool for managing orders and queries from our customers, which will see the light of day in 2020. In 2019, the pilot project has been realised with its launch for internal use.

The call center has 3 service lines: contact center, technical service and internal help line (created in 2019), which provides support and solves doubts to our commercial network. During 2019, more than 64,000 cases were received through the various channels, of which 29% corresponded to cases with digital doubts/incidents. The breakdown of cases is shown below:

Cases handled by telephone



Of the almost 25,000 telephone calls received, a satisfactory solution for the customer was achieved in 78% of cases, with an average conversation time of 4.5 minutes.

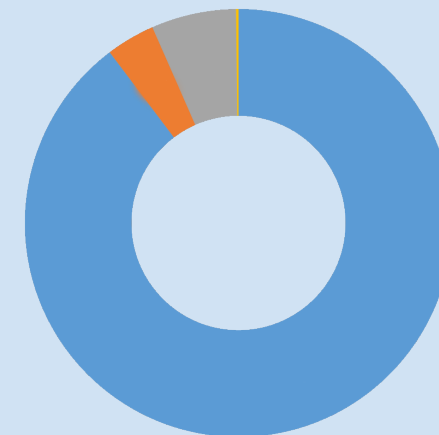
Opening by lines, the internal service line reached 91% effectiveness and 75% in the cases that entered through the contact center and the line of technicians.

Of the more than 39,000 cases received remotely, 90% have been successfully resolved by the Customer Care department. Of the rest, 6% could not be resolved due to lack of information and 4% were cases forwarded to other departments of the company for resolution. The average response time was 10.17 hours, well below the established KPI of 48 hours.

Commitment to our customers

4.6

Cases
handled
remotely



Cases resolved	35,753
Cases forwarded to other departments	1,474
Cases without sufficient information	2,556
Others	74
TOTAL	39,857

« Our Code of Conduct for Business Partners defines how we want our relationships with suppliers and other partners to be, reflecting our commitment to respect the laws and regulations that affect this business and to act in a sustainable and socially responsible manner. »

WILDESTONES 2019

Improvement in the documentation and formalisation of tenders to suppliers.



CHALLENGES 2020

Registration of Macmillan Iberia's business partners in the SNICS system for better monitoring.

Increase the number of business partners whose contracts include more demanding ethical clauses.



Commitment to our suppliers

4.7



Macmillan Education Iberia Supply Chain

The publishing of books and educational material, as well as their marketing and distribution in Spain, requires an extensive supply chain that we could group as follows:

Direct goods and services

- Publishing: authors, content creators, translators, proofreaders
- Production: printing, paper
- Distribution: storage and logistics, transport and distribution

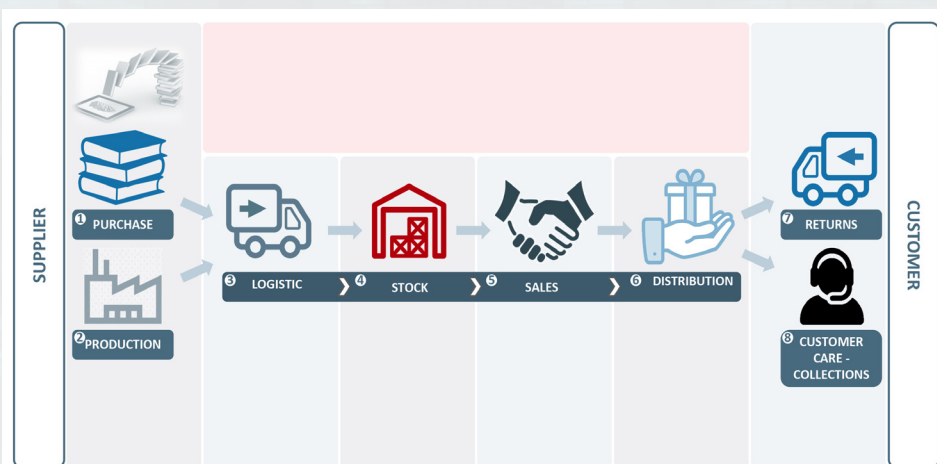
Indirect goods and services

- Office rent
- Suppliers of supplies and consumables
- Technology: hardware, software, servers, fixed and mobile telephony
- Marketing and communication
- Travel and events
- External consultants

Commitment to our suppliers

4.7

The following table summarises our activity from the supply chain point of view:



Product/Service	Group companies	Partners	Macmillan Iberia
English (ELT)	Purchase		
French (FLT)		Purchase	
German (GLT)		Purchase	
Bilingual curriculum (ByME)		Production	
International Curriculum	Purchase		
Vocational Training			Production
<i>The Project Garden</i>		Production	
KiVa		Services	
bMaker		Services	
Plexus			Services
Nile		Services	

Supply Chain Management

Within the 14 global policies defined by the Governance, Risk and Compliance (GRC) Committee of the Springer Nature Group, we have a **global purchasing policy**, accompanied by a purchasing procedure, which aims to unify and carry out in a more efficient way the acquisition of goods and services of the company, as well as a better management of the supply chain.

This global policy serves as a general framework for action, although a **stricter local purchasing procedure** has been developed by Macmillan Iberia, which seeks

to reduce costs, improve internal management and reduce risks linked to suppliers.

Macmillan passes on the company's ethical standards to each of its business partners and suppliers through the **Code of Conduct for Business Partners**, which sets out the basic requirements they are expected to meet. The inclusion of certain ethical clauses and reference to the Code of Conduct are communicated to the business partner in the agreements signed, and their acceptance is essential for the continuation of the operation.

Commitment to our suppliers

4.7

Throughout 2019 and 2020, these **ethical clauses** have been tightened up and incorporated into contracts with new business partners. This process will continue as new members are added and as existing contracts are renewed. In such contracts, the supplier/distributor/partner is required to do the following:

- 1.- Comply with their labour, tax and occupational risk prevention obligations.
- 2.- Comply with all applicable laws regarding anti-corruption, slavery and human trafficking issues.
- 3.- They must have their own policies and procedures against slavery and trafficking, as well as audits to ensure that these do not exist in its supply chains. At Macmillan's written request, the

supplier will prepare and submit a report stating the actions it has taken to ensure that slavery and human trafficking are not occurring in its business.

- 4.- They must allow their employees, workers or subcontractors access to Springer Nature's reporting platform ("Speak Up") to facilitate the reporting of any suspected violations of the supplier's anti-slavery and anti-trafficking policies or the Code of Conduct for Business Partners.



Control and monitoring of suppliers by the Springer Nature Group

As mentioned above in the section on ethics and good governance, there is a system for assessing and managing business partners called **SNICS**, coordinated by the GRC (Governance Risk and Compliance) team at Springer Nature.

To this end, when registering a new business partner, a due diligence questionnaire is carried out and, based on the answers, SNICS determines whether the business partner should also complete questionnaires regarding labour risks and standards, anti-bribery and anti-corruption, and data protection questionnaires.

At the end of 2019, around twenty suppliers of Macmillan Iberia who exceeded a certain turnover threshold are

part of the due diligence and monitoring process by the Springer Nature Group through SNICS.

In addition, Springer Nature conducts a programme of external audits to verify that these partners comply with the required regulations and labour standards. In principle, the **printing, logistics and distribution activities** of Macmillan Education are captured in this supply chain labour standards programme. Macmillan Iberia's suppliers in this respect are national suppliers and have not been audited by the group as Spain is a country where the risk of non-compliance with human rights and health and safety regulations is low. 94% of our suppliers are either national or members of the Springer group, which minimises our exposure to occupational risks.

The main suppliers of Macmillan Iberia, focused on printing activities, on the one hand, and book logistics and distribution on the other, explicitly declare their ethical and responsible commitment to the environment in which they carry out their activities, as set out in the following information:

- The **printing plant** is certified ISO 9001 for Quality Management and EFR certification from the More Family Responsible Company Foundation.

- The **storage, logistics and distribution company**, focused on the adverse impact that its activity generates in terms of air pollution, has the following certifications: ISO14001 - Environmental Management System and ISO 14064-1 Greenhouse Gas Management System. In addition, it has ISO 9001 Quality Management certification and with respect to Corporate Social Responsibility it carries out audits to verify labour standards in its supply chain: SEDEX - SMETA 4 pillars.

Commitment to our suppliers

4.7



Finally, Springer Nature is a member of the *Book Chain Project*, a joint initiative of more than 20 publishers, which helps publishers understand the origins and forest management practices of wood fibre used in paper and board. It also helps us to comply with safety legislation regarding chemicals and materials used in production and analyses the working practices and environmental management carried out by the printers.

Origin of our suppliers

During 2019, around 700 companies or individuals provided some service to the company. Of these, **92% are located in Spain**, and the remaining 8% are distributed in some twenty countries led by the United Kingdom and Germany. This supplier network could be summarised as follows:

- The suppliers who provide us with the books to be marketed and distributed account for 63% of the turnover to be paid. They correspond to partners and group companies, and are located mainly in the United Kingdom, Spain and Germany.
- The rest are mainly suppliers of printing, transport and logistics, technology and office rental services, located in Spain.



Commitment to our suppliers

4.7

Satisfaction and trust of our suppliers

Macmillan is committed to establishing lasting relationships with its suppliers, something that is reflected in the seniority of many of them. Without considering the companies of the group, more than half of the turnover is made with suppliers who started working with Macmillan before 2009 and who, therefore, accumulate 10 years or more of relationship with the company. It is particularly positive that the average age of authors and content creators is over 7 years.

The average payment period to suppliers has been 140 days in 2019. This long period of time is due to the fact that the average payment period to group companies is between 120-150 days, and for the rest of the creditors it is 60 days.



5. Environmental Responsibility

WILESTONES 2019

Calculation of the carbon footprint generated by Macmillan Iberia's business.

Acquisition of less polluting hybrid cars.

Use of certified paper in the novelties of our local production (Vocational Training).

Elimination of plastic shrinkage in the novelties of our local production.



CHALLENGES 2020

Incorporate energy efficiency measures to reduce our environmental footprint.

Use of certified paper in all our local production (Vocational Training).

Elimination of plastic shrinkage in reprints from our local production.



« In 2019, we have avoided emitting 54 tonnes of CO2 equivalent into the atmosphere by using energy from renewable sources in our offices. »

The current climate emergency situation requires companies to take on ambitious commitments, as could be seen during the United Nations Climate Summit (COP25), held in Madrid in December 2019.

That is why we've identified the **SDG 13: Climate action as an area of focus**. Our book publications and other educational resources can help improve education, raise awareness and generate knowledge about climate change mitigation, how to adapt and how to reduce our impact.

In support of these objectives:

At Macmillan Iberia, we have begun to measure our carbon footprint in 2019, to subsequently implement measures to reduce CO2 emissions.

We control the environmental impacts of other materials, particularly those related to our printed products.

We work with our employees to raise awareness internally about how individual decisions can make a difference.

Our Springer Nature Group aims to be carbon neutral in direct operations and commercial flights by the end of 2020.

Environmental Responsibility

13 CLIMATE
ACTION



Our environmental footprint shows that the impact of operations, while not negligible, is modest. It is primarily based in our offices, with no direct manufacturing operations, but the activities of purchasing, marketing and distribution of books and educational materials

involve regular travel, mainly by road and air, and to a lesser extent by ship and train, which generates a negative environmental impact.

In 2019, we emitted 538.5 Tn CO₂ equivalent into the atmosphere.

GREENHOUSE GAS EMISSIONS	2019-kgCO ₂ e
Emissions Scope 1	196,599
Emissions Scope 2 - Market Based	0
Emissions Scope 2 - Location Based	54,098
Emissions Scope 3	341,872
CAT 1 - Emissions from third party electricity use	1,551
CAT 3 - Emissions from electricity transmission and distribution losses	7,603
CAT 4 - Emissions from transport and distribution	141,502
CAT 6 - Emissions from business travel	112,543
CAT 7 - Emissions from employees commuting	78,674
Avoided emissions	54,098
Emissions Scope 1 + Scope 2 Market Based + Scope 3	538,471
Emissions Scope 1 + Scope 2 Location Based + Scope 3	592,569

**Emissions calculated following the GHG Protocol methodology and using DEFRA emission factors aligned with Springer Nature Group methodology.*

Carbon Footprint

5.1

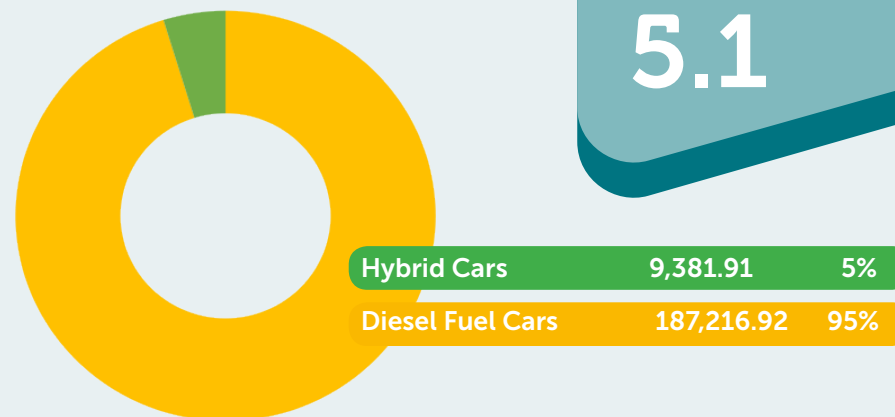


Scope 1: Direct emissions. Emissions from fuel consumption

This is the consumption of CO₂ by the **fleet of vehicles** that the company makes available to employees to carry out, mainly, their **commercial functions** (196.6 Tn CO₂ equivalent). It is the factor that generates the largest carbon footprint within our activity.

As part of Macmillan's fleet renewal programme, and to reduce our emissions into the atmosphere, in 2019 we have had 14 **non-plug-in hybrid cars** (12% of the fleet), which means a CO₂ emission saving of 1.31 Tn. This shift to cleaner vehicles will continue in 2020 and 2021.

Emissions (Kg co2 Equivalent)



Carbon Footprint

5.1



Scope 2: Indirect emissions. Electricity consumption.

In 2019 Cepsa has provided us with **electricity from 100% renewable energy** sources to all our offices nationwide. That is why our emissions in this case are zero, with a saving of 54 Tn of CO₂ equivalent.

Electricity consumption [kWh]	186,738
Emissions Scope 2 - Location Based [kgCO ₂ e]	54,098
Emissions Scope 2 - Market Based [kgCO ₂ e]	0

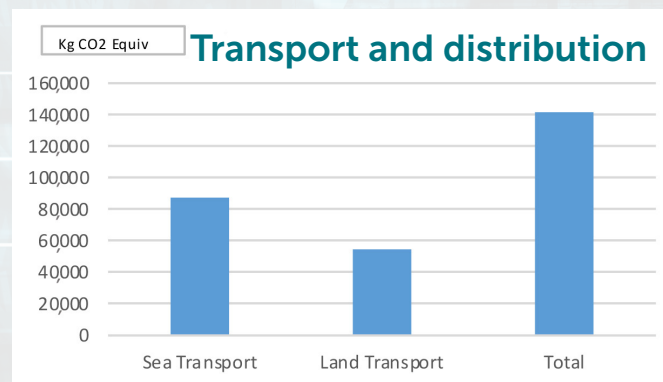
Scope 3: Other indirect emissions

The transport and distribution of our educational resources (purchase and own production) and business travel are the factors that most impact the company's carbon footprint in Scope 3.

On the one hand, **sea transport** was used in 2019 to bring books directly from printers located mainly in Singapore and Egypt, and for domestic sales to the islands (87.4 Tn CO₂ equivalent).

On the other hand, **land transport** is used for purchases of books from Macmillan Education Global (UK), and sales throughout the country (except the islands) - 54.1 Tn CO₂ equivalent.

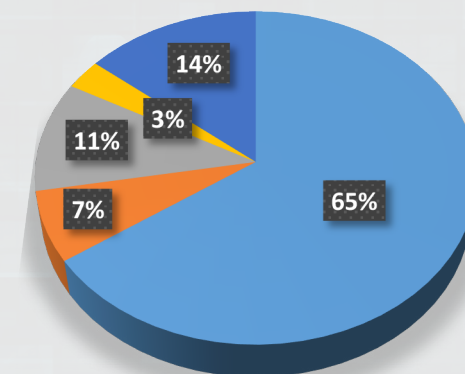
Air travel is the most polluting factor, so it will be a fundamental aspect to take into account in our management of reducing environmental impacts in 2020 and beyond.



Carbon Footprint

5.1

Travel: Kg CO₂ equivalent



Plane

Train

Private
employee car

Taxi and similar

Nights in hotels

Paper

As a publisher of educational books, the printed format remains vital to the way we deliver content. There is a continuing need for textbooks and other physical curriculum materials, although the range of digital products is growing.

A clear example of this evolution is that, of the more than 5,000 current titles that Macmillan Iberia has worked with in 2019, 14% have been digital books. And of the new titles created in 2019, 23% were in digital format. In addition, **the consumption of digital materials has increased by 42% compared to 2018.**

Given the direct impact our business has on ecosystems and forest management, and that all our products are printed by external suppliers, our **paper policy** requires that they only use **paper rated 3 or 5 stars** in the publisher's database for the supply of environmentally responsible paper (**PREPS**).

As members of the *Book Chain Project*, we use their PREPS database to identify whether the papers used in our products meet the standards we expect. This means that the paper must come from responsibly

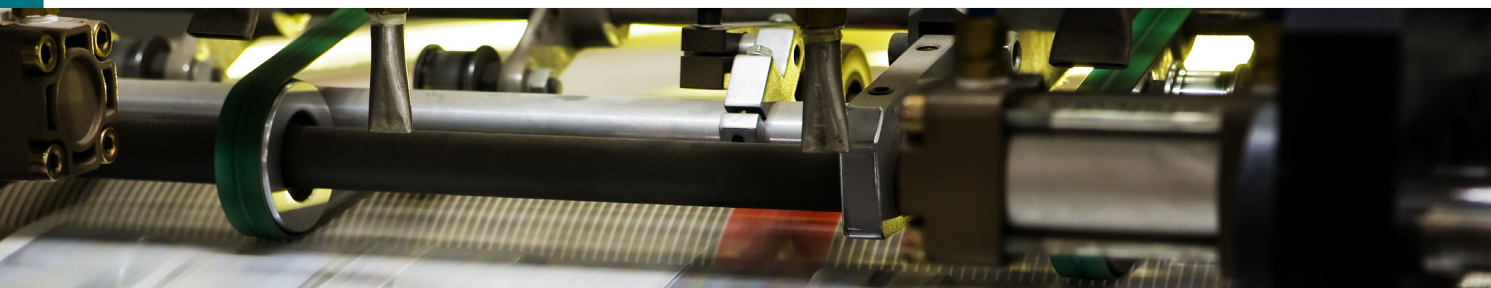
managed forests, seeking to ensure that it is certified, and that it does not come from unsustainable sources that may contribute to deforestation or destruction of biodiversity, thus achieving a positive impact on SDG 15: Earth Ecosystem Life.

In 2019, the paper used in our **local production** of training cycles (172.4 Tn) was rated 3 stars PREPS and the new products have been printed on PEFC certified paper, in compliance with the group's paper policy. With regard to our largest fund (ELT), which we bought from our parent company Macmillan Education Global, we also use paper rated with 3 or 5 stars PREPS.

For our other printed products, we are working to reduce the negative impacts of paper production and plastic packaging waste. In this sense, we are in the process of transitioning to a **reduction of paper in our promotional and marketing materials** in addition to tending to the use of recycled paper. Since 2018, the Digital Catalogue has been used for promotion in our campaigns, and in 2019, the physical gift that has been given to the teacher users was a mug made mainly of bamboo in a 100% recycled cardboard box.

Printed Materials

5.2



Ink

For our local production, we use inks based on renewable raw materials.

Delivery notes

In 2019, the delivery notes issued to our customers were printed on 100% ecological paper.

It is expected that electronic delivery notes will be used in the course of 2020.



Reduction of plastic packaging

We have been working to reduce the volume of packaging on our products. Some of our printed books are wrapped in plastic for distribution to ensure that they reach their destination in good condition or to preserve the content of the digital codes.

For our **locally produced titles** (Vocational Training):

- Plastic has been removed from the book shrink-wrap by replacing the stickers that contained the access codes to the digital materials with “scratch-offs” that hide them. This has begun to be done in the 2019 new titles, and will be done for reprints from 2020 onwards.
- In the promotional packs we use cardboard boxes, not plastic.
- We do not use CDs with educational content for teachers or students.

For the **ELT fund titles**:

- The new products are not shrink-wrapped in plastic
- The plastic bag has been replaced by a paper bag to wrap the CDs with educational content.

Printed Materials

5.2





In 2018, Macmillan Iberia joined the Integrated Management System (SIG) of **Ecoembes**, which is responsible for ensuring the efficient management of **packaging waste** in Spain, with the collaboration of all the agents involved in the process.

Punto Verde is an environmental quality seal that guarantees that companies comply with the Law on Packaging 11/97. This law obliges producers of packaging waste to take responsibility for the efficient extra costs that separate collection of household packaging entails for municipalities. In 2019, Macmillan has paid the fee for the following waste:

MATERIAL	Kg
PAPER/CARDBOARD	6,210 kg
LDPE PLASTICS	1.4 kg
PLASTICS OTHERS	3,039 kg



Paper consumption in our offices was 3.29 Tn in 2019. In 2018, we began to manage the paper waste generated, giving it a final treatment for recycling or reuse. In 2019, 1.65 Tn of paper was removed from our main offices (Madrid and Barcelona) for revaluation.

Waste management 5.3



In 2018, a series of measures were implemented at the Macmillan Iberia offices to reduce our ecological footprint and to increase awareness of the responsible

use of resources, helping to **reduce, reuse and recycle**. These actions have continued to be carried out in 2019:



Disposal of single-use plastic

Plastic cups have been replaced in the water and coffee machine with cardboard cups, glass cups have been bought for meetings and plastic pallets have been removed from the coffee machine.

We have implemented several recycling measures in our offices, with containers for recycling: paper and cardboard, toners, batteries, organic waste, packaging, office supplies and plastic caps.



Solidary plastic caps

Since September 2018, Macmillan has been participating in the solidarity initiative proposed by the Seur Foundation for the collection of solidarity caps: "Caps for a new life."

The **Seur Foundation** collects the caps free of charge and delivers them to a recycling plant which pays the market price per tonne. This amount helps to finance medical and orthopaedic treatment for children that is not covered by the health system and also avoids the emission of CO2, the main gas causing climate change.

Since we started with this initiative we have contributed to helping 3 children.

Recycling



Our offices

5.4



During 2019, Springer Nature expanded its Green Office Network, which now has over 100 members in more than 15 countries. This is a network for involving and raising awareness among employees to take actions that positively affect the environment, sharing ideas and initiatives among

the various offices where the group is present. The members of the Iberia CSR Committee are "Green Office Ambassadors". During 2020, the activity of the Green Office will be enhanced at the local level.

From our environmental responsibility we contribute to the achievement of the following SDGs:



Green Office Network

5.5



6.

Main INDICATORS of interest



Economic Figures

Turnover (millions of €) 34.5

Social Figures

No. of employees 245

No. of permanent workers	237
Number of temporary workers	8
No. of workers with disabilities. Fixed position	2

Seniority of employees

from 0 to 5 years	45%
5 to 10 years	16%
10 to 15 years	21%
from 15 to 20 years	10%
more than 20 years	8%

Equality - distribution by gender (no. employees)

Total staff	245
Men	77
Women	168

Board of Directors	3
Men	1
Women	2

Steering Committee	7
Men	4
Women	3

Diversity - distribution by nationality (no. employees)

Spain	78.6%
United Kingdom	13.6%
Rest of Europe	5.1%
North America	1.6%
Latin America	0.8%
Oceania	0.4%

Training

Total training hours	6,369.5
Average hours per employee	25.3
Men	34.9
Women	20.9
No. of voluntary training courses	76
No. of participants in voluntary training	227
Number of scholars and trainees	3

Social Action

Donations (€)	3,890
Expenditure for the implementation of social actions (€)	9,659
Donated Macmillan products valued at market price (€)	1,425

Compliance figures

Employees who completed the Values
and Conduct training 100%

Main indicators of interest 2019



Main indicators of interest

Environmental Data

Paper - Production (Tonnes) (1)	172
Sustainably managed production paper (3 star PREPS)	172
Office paper (Tonnes) (2)	3
Office paper - Revalued waste for recycling (Tonnes) (3)	2
Energy consumed (Kwh) (2)	186.738
Energy from renewable sources (Kwh) (2)	186.738
Greenhouse gas emissions (Tn CO2 equivalent)*	538
Scope 1	197
Scope 2	
Location-based emissions	54
Market-based emissions	0
Scope 3	
Category 1 - emissions from third party electricity use (4)	2
Category 3 - emissions from electricity transmission and distribution losses	8
Category 4 - emissions from transport and distribution	142
Category 6 - emissions from business travel	113
Category 7 - emissions from employee transfers	79
Avoided emissions (Tn CO2 equivalent)	54

* GHG emissions: does not include ByME as it is a separate legal entity from Macmillan Education Iberia

(1) Includes own production of Macmillan Iberia's Vocational Training fund

(2) Includes offices in Madrid, Barcelona, Bilbao, A Coruña, Valencia, Seville

(3) Includes offices in Madrid and Barcelona

(4) Includes warehouse/logistics services. The servers have been neutral in CO2 from mid-2019. There is no data regarding the printing service.





macmillan
education
Iberia

Learn more about Macmillan Education Responsible Business:

www.macmillaneducation.es/conocenos/nuestro-compromiso/

Any question or suggestion will be answered at:

compromisomacmillan@macmillaneducation.com

