



Education



We want to promote social unity through education, culture, art, cultural heritage preservation, science, technology, and educational infrastructure. We promote quality technical, professional, and higher education—including university level classes—so people can get decent jobs or start their own businesses. We also support literacy programs.

Key activities

- With the **FIRST Robotics program**, we encourage young people to pursue careers in science, technology, engineering, and mathematics (STEM). Students compete for scholarships to study at Universidad LaSalle, with which we have an agreement at its Laguna and Hermosillo campuses.
- Our **Picando Letras program**—where kids can pick out books to read and discuss their ideas with others—resumed activity at “Bunkos” at Cienega and Caborca.
- INNOVEC supported our launch of a **Climate Education Program**—in an alliance with the UNESCO Office for Climate Education—to encourage understanding of climate change among children in neighboring communities.
- Our **Metals Museum** encourages interest in science and showcases mining and metals as opportunities for development. The museum supports academic performance through a focus on science, technology, and human development, offering content and resources for community learning.
- We work together with the educational community and local authorities to develop civil protection programs that contribute to the safety of the school community through **School Civil Protection Fairs**.

25 teams

830 youth (42% women)

180 mentors/volunteers

Case study – Educational Quality Council

To respond to detected challenges—like school dropout, addiction, and bullying in schools and among community youth—we formed an alliance between leaders of each of the educational institutions in neighboring communities, local authorities, and company employees, to create an Educational Quality Council.

This practice contributes to SDG 3, Health and Well-being, through target:

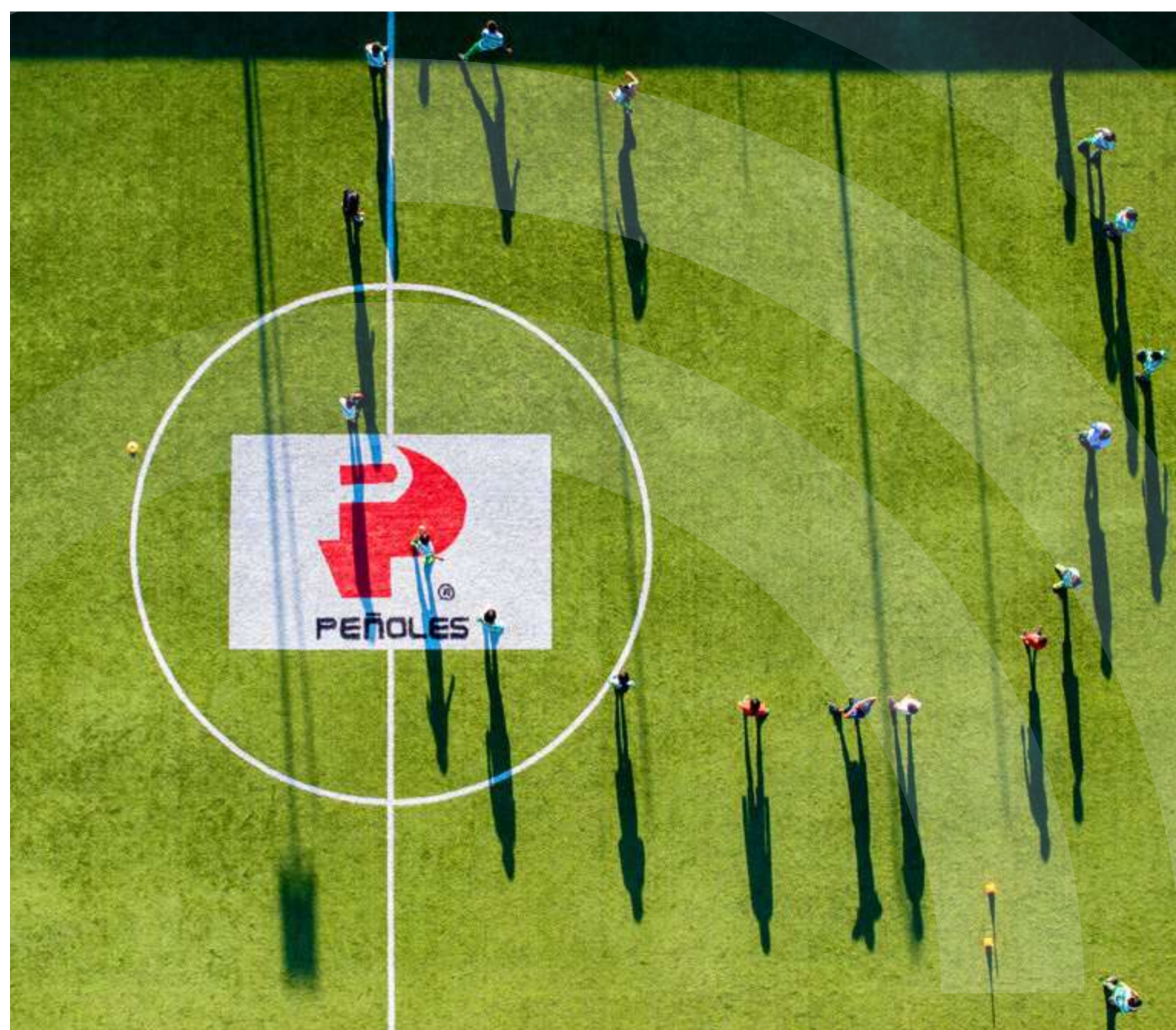
✓ **3.5 Strengthen the prevention and treatment of substance abuse, including narcotic drug abuse and harmful use of alcohol**

This activity’s approach is to strengthen practices and contents of state educational systems to improve competencies for community youth from a comprehensive, interdisciplinary perspective.

- In alliance with the Instituto Mexicano para la Excelencia Educativa A.C., **we promote tools and methodologies** that help teachers perform their jobs better, while creating a community of teachers who are enriched by exchanging experiences and best practices. We have trained more than **196 administrators** and **teachers**.
- Among our actions aimed at promoting **adult education**, we continued our literacy program in Durango, Zacatecas, and Guerrero.
- Through **volunteer work**—in partnership with the United Way Mexico—we contributed equipment and infrastructure to schools in our neighbor communities.
- In coordination with the authorities, civil society organizations, teachers, and the community at large, we participated in a **program on co-management of educational infrastructure**.



Health and sports



Our goal is to encourage our communities' healthy lifestyles and well-being. We support health systems, good hygienic and nutritional habits, and access to safe vaccines; we promote preventive health and sports programs, family togetherness, and emergency response.

Key activities

- Together with Fundación UNAM and the health authorities, we continued our program of **Health Days**, offering medical checkups and specialized care for vulnerable people from our communities. In 2023, we provided more than **7,700 doctors' visits**.
- Through our **11 Santos-Peñoles & Fresnillo plc. soccer academies**, we instilled values among more than **1,200 boys and girls**, transforming their lives and boosting their skills.
- We also organized other **sports tournaments** to promote family togetherness and restore public spaces.



We support better health systems, hygiene, and nutritional habits, while promoting preventive health and sports programs.

Case study – Tú Psique me Importas

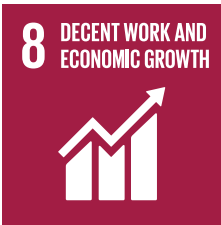
The Tú Psique me Importas psychosocial wellness program aims to guide the families of Velardeña towards greater awareness and a culture based on healthy living habits in collaboration with local organizations and the educational community. The practice follows five lines of action: mental health, children's health, sexual health, chronic diseases, and healthy environments.

This practice contributes to SDG 3, Health and Well-being, through targets 3.4 and 3.5:

- ✓ **3.4 By 2030, reduce premature mortality from noncommunicable diseases by one-third through prevention and treatment, and promote mental health and well-being**
- ✓ **3.5 Strengthen prevention and treatment of substance abuse, including substance abuse and harmful use of alcohol**

The program provides tools and builds awareness to prevent and resolve health challenges, and is compatible with community interests because communities value physical and emotional health.





Skill building



Our goal is to develop capacities and promote entrepreneurship to diversify local economies and build resilient communities.

Key activities

- In an alliance with **Fundación ProEmpleo A.C.**, we promote entrepreneurship and better local businesses through training in business skills, consulting, work grants, and development of local sourcing.
- We develop social capacities through **productive projects**, focusing on economic development. (see *Case study*).
- Our **community centers** provide a space where we can help develop capacities and support talent in our communities. The objective is to strengthen the relationship between the company and the communities by providing a space that facilitates the integration of training activities for life and work, skills development, culture promotion, sports and talent encouragement, harmonizing stakeholders gathering.
- The **Centro de Estudios Técnicos Laguna del Rey (CETLAR)** offers full scholarships to young people from communities near our operations, who receive training as highly qualified technicians.

Our community centers are a space where we develop the capabilities and talent in our communities.

Case study – Productive workshops: food processing

To strengthen skills in our neighboring communities and help improve families' quality of life through economic development and women's skills in Valdecañas and Saucito del Poleo, Zacatecas, we offered programs in processed food production.

This practice contributes to SDG 5, Gender Equality and SDG 8, Decent Work and Economic Growth, through targets 5.5 and 8.5:

- ✓ **5.5 Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life**
- ✓ **8.5 By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value**

This program helps build skills in partnership with the community's Rural Development Education Brigade no. 46.





Access to water



We intend to reduce our water footprint and work with communities and authorities to improve safe access to water, while building awareness about environmental aspects.

Key activities

- We **treat municipal wastewater** and use it in our processes, so we consume less fresh water.
- We developed a water well diagnosis project for the communities in Penmont.
- We conducted **recycling, cleanup, and environmental awareness campaigns** and promoted water stewardship through publications, round tables, and contests in collaboration with authorities, communities, and educational centers.
- We organized visits for school children from neighboring communities to our **wildlife management units and plant nurseries** to raise awareness about the environment and preservation of flora and fauna.



We intend to reduce our water footprint and work with communities and authorities to improve safe access to water—while building awareness about environmental matters.

Case study – Climate Education Program

The purpose of this program is to provide tools and knowledge to teachers and students in the region and to induce the behavioral changes needed to understand and adapt to climate change by promoting high-quality climate change education for primary and secondary school students. This program was developed in collaboration with the government of the State of Zacatecas through the Ministry of Education and the Zacatecas Council for Science, Technology and Innovation, INNOVEC, AC and UNESCO's OCE.

This practice contributes to SDG number 13, Climate Action, through target:

✓ **13.3 Improve education, awareness and human and institutional capacity on climate change mitigation, adaptation, mitigation and early warning.**

With this practice, we provide tools for strengthening individual and collective awareness regarding the protection of natural resources, youth participation, and the call for community action on one of the main global risks: climate change.