



***Report SUSTAINABLE DEVELOPMENT GOALS  
(SDGs) Report***

***Version 01.- July 2023.***

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## 1.- AIM

This document aims to share the information that EDUCTRADE considers relevant to its stakeholders, taking into account the concerns or interests expressed by them through the materiality analysis performed.

The information presented is obtained from the organization's management systems and is therefore reliable, accurate and complete.

## 2.- SCOPE

The scope of the Report refers to EDUCTRADE, as well as the way in which it establishes the Sustainable Development strategy, prioritizes the Sustainable Development Goals (SDGs), and establishes the actions required to work on them.

The central services of the organization are located at calle de Padilla, 32, 28006 Madrid.

The work carried out by EDUCTRADE is: "Elaboration/Implementation of Projects, studies, technical assistance, training and presentation of offers by the different departments of the organization".

## 3.- INTRODUCTION

At EDUCTRADE, we contribute to social, economic and environmental improvement. In our decision-making processes we value the impact of our actions on communities, workers and the environment. Our responsibility goes beyond compliance with the laws and regulations that we must comply with in order to carry out our work.

EDUCTRADE has a sustainability committee to analyze the critical points in terms of environmental sustainability and social responsibility of each event, in order to create the corresponding corrective measures, thus helping to make production and management processes more efficient before, during and after the event.

For more than 45 years, EDUCTRADE has been developing its work with a strong commitment to generate a positive impact on society. The Sustainable Development Goals promoted by the United Nations are for us, a valid framework to continue establishing synergies and strengthening links with our environment.

To ensure good practices from the beginning to the end of the service, EDUCTRADE will have a group of people from the sustainability committee, oriented to verify and certify that each of the corrective measures put to each critical point, are being developed correctly at all times.

### 3.1. PRESENTATION OF THE COMPANY

EDUCTRADE is a company specialized in the development of integrated social infrastructure projects in the areas of health, education, water and energy, and other social sectors.

**"A commitment that goes the extra mile, guarantees our customers' satisfaction, and ensures a positive impact on society."**

EDUCTRADE is a leading international company able to offer customers the best technical and financial solutions.

Our work comprises the design, management, execution, administration and financing, on our behalf or on behalf of third parties, of complex supply and service contracts that require a comprehensive treatment and which, due to their configuration, are usually identified as "turnkey projects".



**"We seek company growth with a committed and enthusiastic team, and our goal is to develop projects that generate value with great social impact".**

**Francisco J. Mozos**  
Managing Director

**"We transfer technology and knowledge"**

all projects.

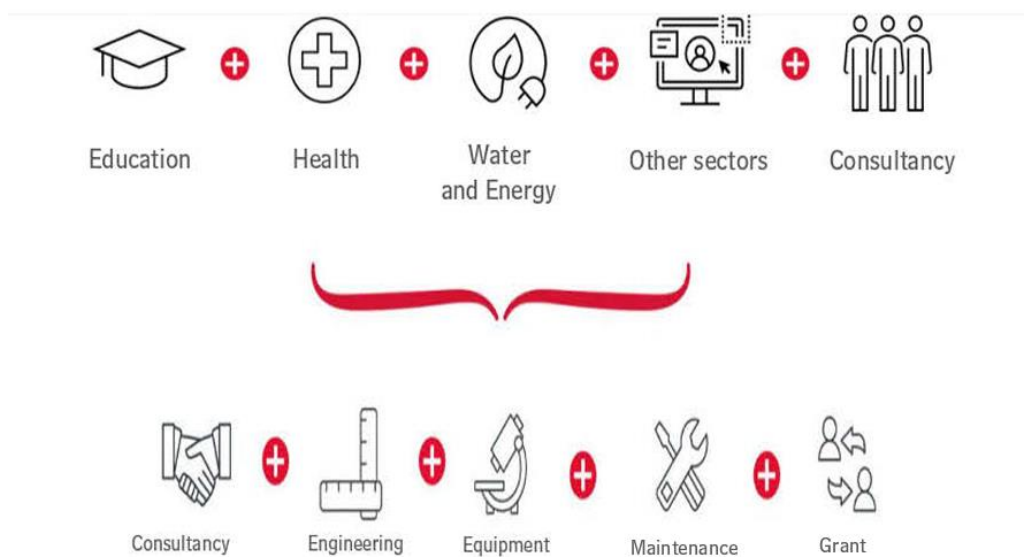
We offer our clients solutions adapted to their needs by applying advanced technology and our experience to guarantee the quality of

In addition, the ability to structure project financing is one of the cornerstones of EDUCTRADE's value proposition.

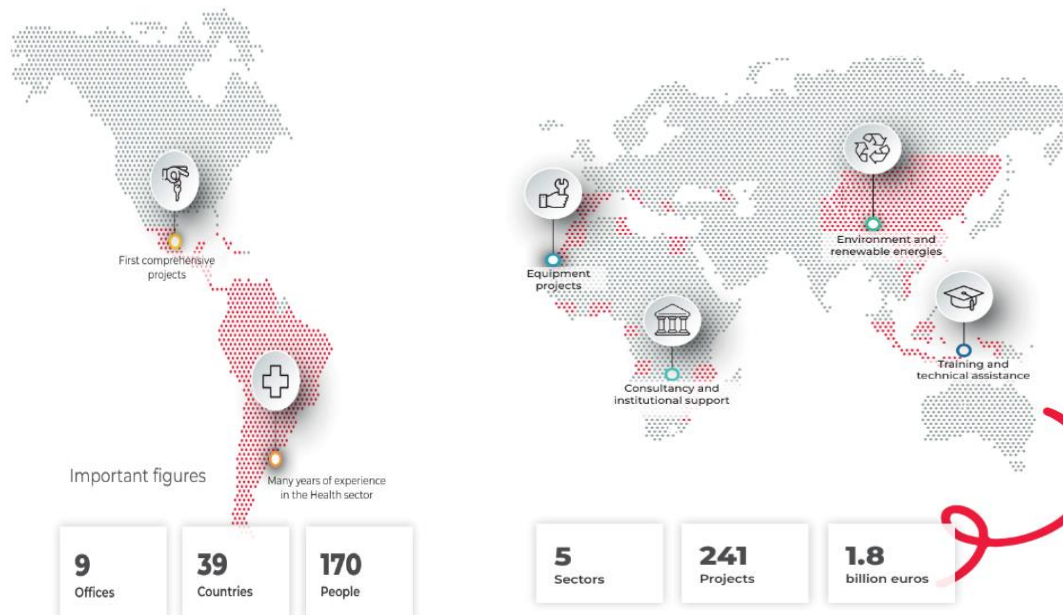
### 3.2. HISTORY OF THE COMPANY



### 3.3. COMPANY SERVICES



### 3.4. INTERNATIONALIZATION OF THE COMPANY



### 3.5. CORPORATE SOCIAL POLICY

"Our level of commitment is reflected in our achievement of leading certifications in quality, compliance, environmental management, energy efficiency, information security and Madrid excellence."



## 4. -SDGs MATERIALITY ANALYSIS

### 4.1. IDENTIFICATION AND PRIORITIZATION OF STAKEHOLDERS

A multidisciplinary team is formed to identify the organization's stakeholders according to the definition of stakeholder: any individual, group or organization that is part of or is affected by an organization, obtaining some benefit or detriment.

The following are identified:

- ▶ Shareholders.
- ▶ Trading Partners.
- ▶ Address.
- ▶ Employees.
- ▶ Customers.
- ▶ Governments.
- ▶ Suppliers and subcontractors.
- ▶ Competitors.
- ▶ Office owners.
- ▶ Financial Institutions.
- ▶ Insurers.
- ▶ Certification bodies / ENAC.

Influence: Level of influence of stakeholders on the organization.	
1	It does not influence the achievement of our goals, the capacity to damage the reputation of the company, it does not influence access or restriction to investment funds or contribute to R&D&I capacity.
2	Influences 25% in: meeting goals, damaging the company's reputation, restricting or providing access to investment funds, and contributing to R&D&I capacity.
3	Influences 50% in: meeting goals, damaging the company's reputation, restricting or providing access to investment funds, and contributing to R&D&I capacity.
4	Influences 75% in: meeting goals, damaging the company's reputation, restricting or providing access to investment funds, and contributing to R&D&I capacity.
5	100% influence of: meeting goals, damaging the company's reputation, restricting or providing access to investment funds, and contributing to R&D&I capacity.
Dependence: Degree of dependence of stakeholders on the organization.	
1	No direct or indirect dependence of the stakeholder on us.
2	25% of: direct or indirect financial dependence, affected by management decisions.
3	50% of: direct or indirect financial dependence, affected by management decisions.
4	75% of: direct or indirect financial dependence, affected by management decisions.
5	100% of: direct or indirect financial dependence, affected by management decisions.

The result obtained is as follows:

STAKEHOLDER PRIORITIZATION			
Ed: 01			
STAKEHOLDER	INFLUENCE	DEPENDENCE	PRIORITY LEVEL
SHAREHOLDERS	2,86	3,00	2,93
TRADING PARTNERS	3,57	2,71	3,14
ADDRESS	5,00	4,29	4,64
EMPLOYEES	4,86	4,43	4,64
CUSTOMERS	4,86	4,71	4,79
GOVERNMENTS	3,57	3,29	3,43
SUPPLIERS AND SUBCONTRACTORS	4,14	3,71	3,93
COMPETITORS	2,86	1,71	2,29
OFFICE OWNERS	1,14	1,57	1,36
FINANCIAL INSTITUTIONS	3,00	2,71	2,86
INSURERS	1,29	1,57	1,43
CERTIFICATION BODIES / ENAC	2,43	2,29	2,36

According to priority level we establish 3 categories:

3,5-5	High
2,5-3,4	Medium
1-2,4	Low

Priorities, according to medium and high priority level, are as follows:





## 4.2. EVALUATION AND PRIORITIZATION OF SDGs

The SDGs assessed as a priority based on the evaluation carried out by the stakeholders categorized with a medium and high score are:

- ▶ SDG 3.- GOOD HEALTH AND WELL-BEING.
- ▶ SDG 4.- QUALITY EDUCATION.
- ▶ SDG 8.- DECENT WORK AND ECONOMIC GROWTH.



# SUSTAINABLE DEVELOPMENT GOALS



## SDGs ACTION PLAN



### PROJECT: EARLY CARE AND REHABILITATION CENTER - PEGASUS FOUNDATION. ARGANDA DEL REY

The Pegasus Foundation seeks to **change the current view of disability**. Through different socio-educational programs focused on play and emotional intelligence, such as ‘Deporte inclusivo’, ‘Terapia para todos’ and ‘Diviértete’, they move away from positive discrimination, charity and paternalism. All these treatments are based on applied research and social innovation.

Educ@trade collaborates with the Pegasus Foundation and has developed the basic project and the implementation of the Foundation's new headquarters, provided advice for the processing of licenses, and managed the construction work.

The new Rehabilitation and Early Care Center of the Pegasus Foundation, located at Avda. de Valdearganda 2, Arganda del Rey, with a built area of 445 m2, will have a Neurological and Sports Physiotherapy Service, Occupational Therapy, Speech Therapy, Psychology, Social Assistance, Gymnasium, Training Classrooms, and Administrative Area.

#### SDGs TARGETS:

##### SDG-3:

3.4 By 2030, reduce premature mortality from noncommunicable diseases by one-third through prevention and treatment and **promoting mental health and wellness**.

##### SDG-10:

10.2 By 2030, enhance and promote the social, economic and political inclusion of all people, regardless of age, gender, disability, race, ethnicity, origin, religion, economic or other status.

10.3 Ensure equality of opportunity and reduce inequality of outcomes, including through the elimination of discriminatory laws, policies, and practices, and the promotion of appropriate legislation, policies, and measures in this regard.

**SDG-8:**

8.3 Promote development-oriented policies that support productive activities, the creation of decent jobs, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro, small and medium-sized enterprises, including through access to financial services.

8.5 By 2030, achieve full and productive employment and decent work for all women and men, including young people and persons with disabilities, and equal pay for work of equal value.



**INDICATORS:**

- Increase in therapeutic care places: 15-25 new places per month.

- Increase in the number of places in sports-inclusive care: approx. 35-50 new places per month.
- Increase in personnel hiring: 3-4 more people.
- Approx. donation budget EDUCTRADE: €25.000.

**IMPLEMENTATION PERIOD:** July-August 2023.

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## PROJECT: WORKS CONCESSION OF THE CUATRO CAMINOS MUNICIPAL SPORTS CENTER (MADRID CITY COUNCIL)

The 7,000 m2 building will be located at **Bravo Murillo 107**, on a plot of more than 1,400 m2. It will have **five floors plus a solarium** and extensive facilities for both individual and group activities. In detail, there will be a **large fitness room for weight training, cardio and free weights**, a **panoramic cycle room**, **six other multi-purpose rooms** in which to practice trend sports, a six-lane indoor swimming pool and a learning pool, as well as a cafeteria with healthy food options, and sports medicine and preventive services.

### SDGs TARGETS:

#### SDG-3:

3.4 By 2030, reduce premature mortality from noncommunicable diseases by one-third through prevention and treatment and **promoting mental health and wellness**.

#### SDG-8:

8.3 Promote development-oriented policies that support productive activities, the creation of decent jobs, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro, small and medium-sized enterprises, including through access to financial services.

8.5 By 2030, achieve full and productive employment and decent work for all women and men, including young people and persons with disabilities, and equal pay for work of equal value.



**INDICATORS:**

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- Increase of places in the area for children, youth, family, adult and senior welfare groups: 10,000-15,000 places/year.
- Hiring of new staff: 45-50 people with different expertise.

**IMPLEMENTATION PERIOD:** third quarter of 2024.

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## PROJECT: NEW MATERNITY HOSPITAL IN CORDOBA (ARGENTINA)

Project contracted by EDUCTRADE, S.A. responsible for the integral implementation of the project subject of contract as sole contractor, implemented under the "turnkey" modality, for Agencia Córdoba de Inversión y Financiamiento Sociedad de Economía Mixta (A.C.I.F. - S.E.M.), resulting from the award of a Public Tender (No. 05/2018).

The project is divided into two lines that consist of:

1. Design, construction of all buildings, facilities, ancillary works, and provision of equipment (including pre-installations, installation, commissioning and technical assistance) for the start-up of the New Maternity Hospital.
2. Supply of new equipment, installation, commissioning and technical assistance, for the renovation and re-equipment of several public hospitals under the Ministry of Health in the province of Córdoba.

The facility will have 101 neonatal and pediatric inpatient rooms and 62 double rooms (i.e. 131 beds) for women; 10 labor and recovery rooms and five operating rooms, one of which will specialize in neonatal surgery, and a highly complex diagnostic imaging service.

The population of the southeastern area of the city will be the direct beneficiaries. This area is the largest and most populated in the city of Córdoba, as it includes the neighborhoods between the Suquía River and Avenida O'Higgins (Camino San Carlos), including Villa El Libertador, which will cover a population of more than 600,000 inhabitants.

<https://prensa.cba.gov.ar/informacion-general/schiaretti-viaja-a-madrid-para-concretar-el-financiamiento-de-la-nueva-maternidad-provincial/>

## SDGs TARGETS:

### SDG-3:

- 3.1 By 2030, reduce the global maternal mortality ratio to below 70 deaths per 100,000 live births
- 3.2 By 2030, end preventable newborn and under-five deaths, with all countries aiming to reduce newborn mortality to at least 12 per 1,000 live births, and under-five mortality to at least 25 per 1,000 live births.
- 3.4 By 2030, reduce premature mortality from noncommunicable diseases by one-third through prevention and treatment and **promoting mental health and wellness**.
- 3.7 By 2030, ensure universal access to sexual and reproductive health services, including family planning, information and education, and the integration of reproductive health into national strategies and programs.
- 3.8 Achieve universal health coverage, including financial risk protection, access to quality essential health services, and access to safe, effective, affordable and quality medicines and vaccines for all.
- 3.c Substantially increase health financing and the recruitment, development, training, and retention of the health workforce in developing countries, especially in the least developed countries and small island developing states.



3.d Strengthen the capacity of all countries, particularly developing countries, in early warning, risk reduction, and management of national and global health risks.

**SDG-8:**

8.3 Promote development-oriented policies that support productive work, the creation of decent jobs, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro, small and medium-sized enterprises, including through access to financial services.

8.5 By 2030, achieve full and productive employment and decent work for all women and men, including young people and persons with disabilities, and equal pay for work of equal value.



**INDICATORS:**

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- Increase in the number of beds (131 beds).
- Increase in the number of delivery rooms (10 labor and recovery rooms and five operating rooms).
- Economic investment made in medical equipment (€6,998,668.7).
- Economic investment made in civil works (€24,989,109.90 excluding VAT).
- Increase in the number of qualified Hospital personnel (> 500 new agents).

**IMPLEMENTATION PERIOD:** currently operational.

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## **PROJECT: ACQUISITION OF REGULAR MEDICAL EQUIPMENT FOR THE THIRD LEVEL HOSPITAL OF POTOSÍ (BOLIVIA)**

Project contracted by EDUCTRADE S.A. - Sucursal Bolivia, responsible for the integral implementation of the project subject of contract as sole contractor, implemented for AISEM.

Project Location: Hospital DE TERCER NIVEL DE POTOSÍ: Distrito 2 Zona Bracamontes Urb. Villa Copacabana N°12 between Av. Savia Andina and Avenidas D-E-F.

The purpose of the contract is to supply Lot 2 Diagnostic Imaging for the Third Level Hospital of Potosí, and Lot 7 Laboratory, Anatomic Pathology and Refrigeration for the Third Level Hospital of Potosí.

Third level hospital with a surface area of 27,230 m². The hospital has 35 specialties addressed to citizens, and a capacity of 276 beds and 29 consultation rooms.

This hospital equipment project will benefit 907,686 inhabitants.

<https://aisem.gob.bo/director-de-la-aisem-realizo-inspeccion-tecnica-a-la-ejecucion-del-proyecto-de-equipamiento-al-hospital-de-tercer-nivel-de-potosi/>

### **SDGs TARGETS:**

#### **SDG-3:**

3.8 Achieve universal health coverage, including financial risk protection, access to quality essential health services, and access to safe, effective, affordable and quality medicines and vaccines for all.

3.b Support research and development of vaccines and medicines for communicable and non-communicable diseases that primarily affect developing countries and facilitate access to affordable essential medicines and vaccines in accordance with the Doha Declaration on the TRIPS Agreement and Public Health, which affirms the right of developing countries to make maximum use of the provisions of the Agreement on Trade-Related Aspects of Intellectual Property Rights regarding flexibilities to protect public health and, in particular, to provide access to medicines for all.

3.c Substantially increase health financing and the recruitment, development, training and retention of the health workforce in developing countries, especially in the least developed countries and small island developing states-

3.d Strengthen the capacity of all countries, particularly developing countries, in early warning, risk reduction, and management of national and global health risks.

#### **SDG-8:**

8.3 Promote development-oriented policies that support productive activities, the creation of decent jobs, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro, small and medium-sized enterprises, including through access to financial services.

8.5 By 2030, achieve full and productive employment and decent work for all women and men, including young people and persons with disabilities, and equal pay for work of equal value.

**SDG-4:**

4.4 By 2030, significantly increase the number of youth and adults who have the necessary skills, particularly technical and vocational, to access employment, decent work and entrepreneurship.

**INDICATORS:**

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- Increase in the number of specialties (35 specialties).
- Increase in the number of beds (276 new beds).
- Increase in the number of offices (29 offices).
- 907,686 inhabitants assisted.
- Recruitment of personnel for the implementation of the project by EDUCTRADE (2-8 people during the project).
- Necessary personnel hired and trained by the agency for the operation of the project (40 people).

**IMPLEMENTATION PERIOD:** 4th quarter of 2023.

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## PROJECT: CONSTRUCTION OF A REGIONAL EPIDEMIOLOGICAL LABORATORY IN ESTELÍ, NICARAGUA

Project contracted by EDUCTRADE S.A., responsible for the integral implementation of the project subject of contract as sole contractor, executed for the Ministry of Health of the Nicaraguan Government.

The works consist of: Construction of an Epidemiological Laboratory, in which it will carry out sample studies and test processing that will benefit the Department of Estelí.

This building has an area of 1,478.50 m<sup>2</sup> and will be built with a reinforced concrete and confined masonry construction system, as well as 10 mm Plyrock-like light partitions. As external work, metal towers for air conditioning equipment, various booths, reinforced concrete retaining walls, masonry and mesh perimeter wall, concrete sidewalks and landscaping will be built.

The building will have 88 rooms such as laboratories, warehouses, Sample Collection, Culture Media, Sample Separation, Administrative Area, Board Room, and Sanitary Facilities, among others.

The Regional Epidemiological Laboratory is currently under construction in Estelí, to carry out bacteriological studies on water and food quality, HIV, Tuberculosis, Influenza, Dengue, Chikungunya and Leptospirosis tests in the Departments of Estelí, Nueva Segovia and Madriz.

The project will have an area of 1,478 square meters and will include laboratories, warehouses, culture media, sample separation and administrative areas.

The necessary equipment such as biosafety cabinets, centrifuges, microscopes, a biological safety cabinet, ultra-low temperature freezer, among others, will be available.

This laboratory will serve to improve epidemiological surveillance and will allow us to make a faster diagnosis of communicable diseases that occur in these departments.

Potential service to 600,000 inhabitants.

<https://www.el19digital.com/articulos/ver/titulo:139126-asi-avanza-la-construccion-del-laboratorio-epidemiologico-regional-en-esteli>

### SDGs TARGETS:

#### SDG-3:

3.3 By 2030, end the epidemics of AIDS, tuberculosis, malaria and neglected tropical diseases and combat hepatitis, waterborne and other communicable diseases.

3.b Support research and development of vaccines and medicines for communicable and non-communicable diseases that primarily affect developing countries and facilitate access to affordable essential medicines and vaccines in accordance with the Doha Declaration on the TRIPS Agreement and Public Health, which affirms the right of developing countries to make maximum use of the provisions of the Agreement on Trade-Related Aspects of Intellectual Property Rights regarding flexibilities to protect public health and, in particular, to provide access to medicines for all.

3.d Strengthen the capacity of all countries, particularly developing countries, in early warning, risk reduction, and management of national and global health risks.

3.8 Achieve universal health coverage, including financial risk protection, access to quality essential health services, and access to safe, effective, affordable and quality medicines and vaccines for all.

**SDG-8:**

8.3 Promote development-oriented policies that support productive activities, the creation of decent jobs, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro, small and medium-sized enterprises, including through access to financial services.

8.5 By 2030, achieve full and productive employment and decent work for all women and men, including young people and persons with disabilities, and equal pay for work of equal value.

**SDG-4:**

4.4 By 2030, significantly increase the number of youth and adults who have the necessary skills, particularly technical and vocational, to access employment, decent work and entrepreneurship.



**INDICATORS:**

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- Increase in the number of new equipment in operation (70% newly acquired).
- Economic investment made (€3,940,897.46 excluding VAT).
- Increased coverage of the area (600 thousand inhabitants in total).
- Hiring and training of new laboratory personnel (47 people).

**IMPLEMENTATION PERIOD:** 4th quarter of 2023.

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## **PROJECT: REPLACEMENT OF THE JORGE NAVARRO PRIMARY HOSPITAL IN WIWILÍ, JINOTEGA (NICARAGUA)**

Project contracted by EDUCTRADE S.A., responsible for the integral implementation of the project subject of contract as sole contractor, implemented for the Ministry of Health of the Nicaraguan Government.

In October 2021, work began on the new Jorge Navarro Primary Hospital in the municipality of Wiwili-Jinotega, to provide decent care for 56,730 inhabitants.

It will have 43 beds and five buildings: outpatient and diagnostic, hospitalization, emergency, administration and general services.

It will provide services in the specialties of internal medicine, gynecology, general surgery, anesthesiology, pediatrics, dentistry, nutrition, and radiology, among others.

It will have state-of-the-art equipment such as a mammograph, biosafety cabinet, electrocardiograph, electro stimulator, cryotherapy, X-ray, spectrophotometer, incubator, portable emergency surgical lamp, anesthesia machine, microscope, vital signs monitor, fetal monitor, ultrasound, and dental chair, among others.

### **SDGs TARGETS:**

#### **SDG-3:**

3.1 By 2030, reduce the global maternal mortality ratio to below 70 deaths per 100,000 live births

3.2 By 2030, end preventable newborn and under-five deaths, with all countries aiming to reduce neonatal mortality to at least 12 per 1,000 live births, and under-five mortality to at least 25 per 1,000 live births

3.3 By 2030, end the epidemics of AIDS, tuberculosis, malaria and neglected tropical diseases and combat hepatitis, waterborne and other communicable diseases.

3.4 By 2030, reduce premature mortality from noncommunicable diseases by one-third through prevention and treatment and promote mental health and wellness.

3.8 Achieve universal health coverage, including financial risk protection, access to quality essential health services, and access to safe, effective, affordable and quality medicines and vaccines for all.

3.c Substantially increase health financing and the recruitment, development, training, and retention of the health workforce in developing countries, especially in the least developed countries and small island developing states.

3.d Strengthen the capacity of all countries, particularly developing countries, in early warning, risk reduction, and management of national and global health risks.

#### **SDG-8:**

8.3 Promote development-oriented policies that support productive activities, the creation of decent jobs, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro, small and medium-sized enterprises, including through access to financial services.



8.5 By 2030, achieve full and productive employment and decent work for all women and men, including young people and persons with disabilities, and equal pay for work of equal value.



#### INDICATORS:

- Increase in the number of beds by 43.
- Increase in the number of specialties (one more operating room).
- Increase in the number of state-of-the-art equipment in operation (state-of-the-art equipment such as mammograph, biosafety cabinet, electrocardiograph, electro stimulator, cryotherapy, X-ray, spectro photometer, incubator, portable surgical emergency lamp, anesthesia machine, microscope, vital signs monitor, fetal monitor, ultrasound, dental chair).
- Economic investment made (€5,395,077.32 excluding VAT).
- Increased coverage of the area (56,730 inhabitants).

**IMPLEMENTATION PERIOD: 4th quarter of 2023.**



## **PROJECT: MANAGEMENT OF PUBLIC SERVICES FOR THE DEVELOPMENT OF THE PROGRAM "THAT'S ENGLISH! FOR THE REMOTE TEACHING OF ENGLISH AND GERMAN"**

The contract was initially designed to cover the English and German language programs. To date, only the English language program "That's English!" has been developed. "That's English!" is a distance learning English program, designed by the Spanish Ministry of Education and delivered by the 14 Autonomous Communities (90 people) through the official language schools. It is an official course, adapted to the European Framework of Reference for Languages (CEFR) and covers levels A2 - C1.

A large part of the program is based on and uses e-learning tools to support distance learning, such as the learning platform (Moodle) or the mobile application.

The Ministry of Education has designed the learning resources and is overall responsible for the program. It ensures that the basic principles of this official English language distance learning program are respected to ensure universal access to the program. Regional governments adapt "That's English!" to their specific regions and oversee the implementation of the teaching and assessment criteria and level goals. The official language schools have administrative staff for the "That's English!" course who provide advice upon enrollment and throughout the course. They also coordinate training and are responsible for assessment tests and tutorials.

The project is managed through a concession contract awarded to Eductrade. The goals of the contract are:

1. Support the Ministry of Education, 14 of the 17 regional governments and the two autonomous cities, as well as more than 100 official language schools in the planning, budgeting and implementation of the program.
2. Provide support to the end users, the learners, in the daily learning process.

The service must cover the following administrative needs:

- To guarantee an adequate and efficient service, in terms of attention to students, to the Official Language Schools and to the educational authorities, in the development of the English and German teaching program remotely and in particular:
  - Services related to the printed material of the program, as well as its availability to students and administrative support staff of the Official Language Schools.
  - Services related to the attention given to the students of the program.
  - Services related to the curricular aspects of the program and the authoring and production of didactic materials.
  - Services related to the training platform and content digitization, including online certification exams.
  - Services related to the overall management of the program.
  - Services related to communication, visibility and dissemination.
- The management, administration and integral financial, accounting, budgetary and tax advice of the program.
- Establish management procedures that imply maximum quality assurance.

- Hire and train administrative support assistants such as tele-assistance and telephone information personnel to adequately attend to and provide information on the queries they may receive.
- Editing, printing, storage and distribution of the program's didactic materials.
- Review and update the program's teaching materials and ensure their quality.
- Training of teacher-tutors.
- Development and maintenance of a learning management system (LMS) and the program's learning platform (Moodle), as well as maintenance of the website [www.thatenglish.com](http://www.thatenglish.com).
- Carry out the edition, digitalization, publication and integration of the Program's didactic materials in the LMS platform.
- Digitalization of online certification exams and their integration into the e-learning platform, as well as the corresponding technical support to students and tutors.  
Integration and maintenance of the administrative management system (Symphony) and updating of all the tools associated with the program.
- Provide assistance and technical support to users of the program's learning platform and all its tools.
- Adapt the program to the new technologies emerging in the market.
- Elaborate the design and advise on the necessary services for the delivery of Internet tutoring.
- Design, develop and organize conferences, stands for industry fairs and other social activities required by the program.
- Execute a specific annual dissemination and communication plan that includes an advertising campaign in traditional and digital media, as well as on social networks, acting as the program's community manager.
- Design, development and maintenance of an application for mobile devices that work with IOS/Android systems.

<https://www.eductrade.com/en/spain-2020-2/>

#### **SDGs TARGETS:**

##### **SDG-4:**

4.4 By 2030, significantly increase the number of youth and adults who have the necessary skills, particularly technical and vocational, to access employment, decent work and entrepreneurship.

**SDG-10:**

10.2 By 2030, enhance and promote the social, economic and political inclusion of all people, regardless of age, gender, disability, race, ethnicity, origin, religion, economic or other status.

**INDICATORS:**

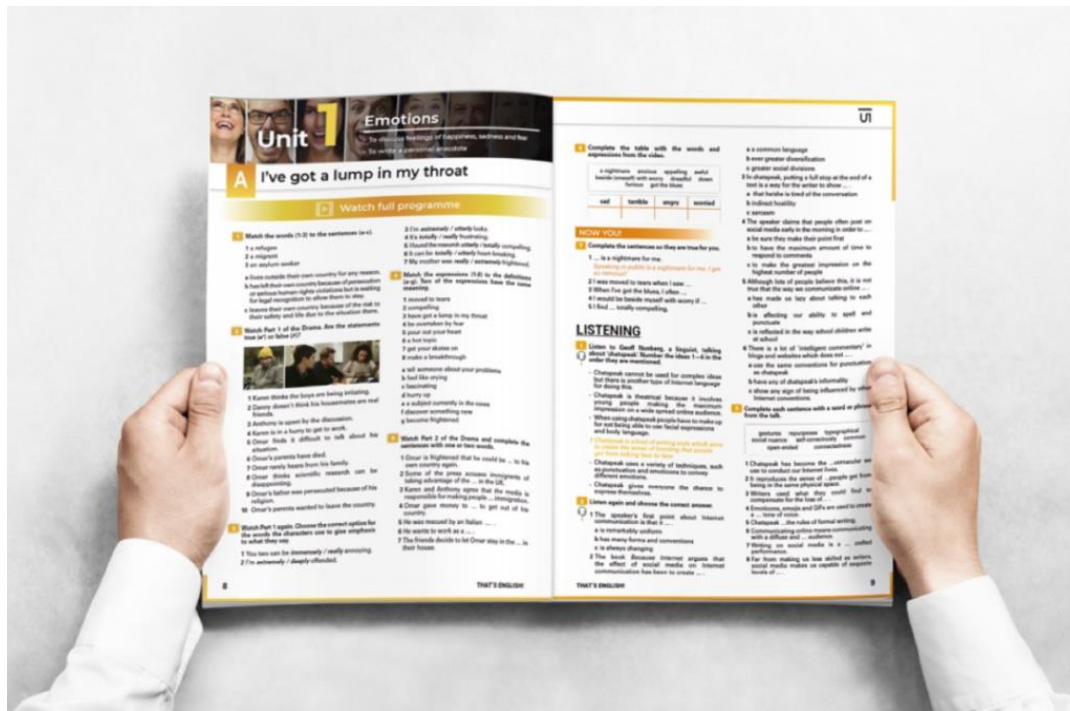
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- Increase in the number of enrollments on the Official Course (>37,000 in 2022-2024).
- Increase in the number of enrollments on the "At your own pace" course (>2,000 in 2023).
- Increased Exam Prep enrollment (>1,500 in 2022-2024).

**IMPLEMENTATION PERIOD:** annual renewal until 2025.

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### **PROJECT: TECHNICAL ASSISTANCE TO INCREASE ATTENDANCE AND ENROLLMENT RATES IN SECONDARY EDUCATION (TURKEY)**

Turkey has made remarkable progress in recent decades in terms of increasing access to education at all levels, including secondary education. According to the Ministry of National Education (MoNE), the gross and net enrollment rates in secondary education have now reached 109% and 84% respectively in 2019, up from 68% and 48% in 2002. In addition, there has been a significant improvement in achieving gender parity in access to secondary education over the same period, as the gender ratio has increased to 94% in 2019 compared to 76% in 2002.

Official statistics from the Ministry of National Education show that, in relation to access and participation in secondary education, reducing disparities between regions remains a major challenge. The inclusion of upper secondary education in compulsory education has legally prevented students from dropping out of the education system for twelve years. However, given that under the new system underperforming and truant students automatically move to open education, enrollment rates do not provide an effective and adequate benchmark to identify the problem of access to education. Consequently, the new challenge is to increase enrollment rates, encourage students to continue with formal education and facilitate the re-engagement of those who have previously dropped out of the system.

According to data from the European Statistical Office, although the early dropout rate from education and training decreased significantly in Turkey in recent years, falling from 41.9% in 2011 to 31% in 2018, it is still well above the EU-28 average of 10.6. The statistics also reveal that while the share of early dropouts in 2018 in the EU-28 was 3.3 percentage points higher for young men than for young women, in Turkey this share was 1.2 percentage points higher for young women than for young men. This indicates that girls are more at risk of dropping out before completing upper secondary education than boys in Turkey. As for class attendance, a notion closely interrelated with dropout, the PISA 2015 results reveal that in Turkey, despite a 3.3% decrease in the student absenteeism rate compared to PISA 2012, the rate of students indicating truancy and tardiness to class is higher than the Organization for Economic Co-operation and Development (OECD) average. In addition, data collected by the Ministry of National Education show that there are large variations between regions in terms of school attendance and that absenteeism is a major problem that needs to be addressed, especially in some provinces, where the rate of non-attendance of more than 30 days in secondary education reached 14% in 2018.

In the above circumstances, it is clear that further steps must be taken to increase access and participation in secondary education for all from an integrated perspective, with special attention to improving equity between regions and keeping particularly at-risk students in the system. Therefore, the overall goal of the current intervention is to boost educational attainment and qualification levels by facilitating access for all and combating early school leaving/absenteeism.

The specific goal of the contract is to support efforts to increase secondary school attendance and enrollment rates through the development and implementation of a comprehensive prevention, intervention and compensation model. The project is being implemented in 50 pilot schools in 14 provinces.

#### **The results to be achieved are as follows:**

- Improved capacity of relevant MNE DG staff, teachers and school principals.
- Access to a wide range of people through awareness campaigns/events.
- Implementation of research (documentary review, comparative study, analysis of the current situation and needs, final evaluation of the pilot phase, study visits, training programs, etc.).
- The organization of workshops and seminars with the participation of the relevant agents. The Project will be implemented by the Ministry of Education, Directorate General of Secondary



Education (DG SE), which is the main authority responsible for all operations related to public general upper secondary schools. Within the scope of the Project, several interventions will be implemented with a view to contribute to increasing attendance and enrollment rates in secondary education, such as:

- Develop and implement (in pilot schools) an integrated model of prevention, intervention and compensation to prevent students from dropping out of school early. The prevention, intervention and compensation model to be developed under the Project will include integrated and concrete measures to address the problems of absenteeism and early school leaving. As an important component of the model, the Early Warning System (EWS) to be developed will enable the early identification of students at risk of early school leaving for the subsequent development of relevant measures. Although various measures are being implemented to increase attendance and enrollment rates in secondary education and the Ministry of National Education regularly monitors student absenteeism, there is currently no comprehensive model for the prevention of early school leaving and no early warning system using multiple data points for secondary education.
- Prepare a National Strategy Paper and Action Plans for each pilot school on the prevention of absenteeism and early dropout from education and training. Although the need to reduce absenteeism and early school leaving is emphasized in several national policy documents in Turkey, to date neither a National Strategy Paper nor School Action Plans specifically targeting the prevention of absenteeism and early school leaving have been prepared. Thus, the preparation of a National Strategy Paper and Action Plans regarding absenteeism and early school leaving will allow for:
  - The development of a national policy framework and identification/design of concrete measures in this regard.
  - Improved coordination between the relevant DGs of the Ministry of Environment.
  - Systematic and joint application of the measures developed by the relevant actors at national and local level.
- The designing and deliverance of comprehensive training programs. Several studies will also be carried out during the Project, starting with an analysis of the current situation and needs regarding absenteeism, grade repetition and early school leaving at the beginning of the Project, which will be complemented by observation checks through field visits to the pilot provinces. One of the main outputs of the project will be the preparation of a desk review, benchmarking, current situation and needs analysis report on the prevention of absenteeism and dropout in secondary education. Study visits to 3 EU MS, to be carried out (preferably) in the first year of the Project, and successive training activities will aim to ensure transfer of know-how and exchange of experiences regarding the model of successful mechanisms and best practices for the prevention of absenteeism and early school leaving. The activities will enable the Ministry to develop an overall strategy as well as a model, and will facilitate the sustainability of the Project after its completion.
- Designing and implementing awareness campaigns and activities targeting Ministry of Education staff, teachers, school administrators, students and their parents, civil society and the general public. Awareness-raising activities will mainly focus on the presentation of the Project activities and results, as well as on raising awareness of the relevant authorities and the general public on the importance of participation in education, with special attention to the target groups of relevant MoE DG staff, teachers and school principals, secondary school students particularly exposed to the risk of early school dropout and grade repetition (who are the most disadvantaged groups), and parents and civil society organizations (CSOs). Sensitization activities are crucial to improve ownership of the Project and raise awareness among all the relevant actors listed above about the importance of education.
- Conducting field and follow-up visits in the pilot provinces. Fourteen pilot provinces have been selected on the basis of Ministry of Education and Science data on absenteeism and grade repetition rates, as well as Eurostat data on early dropout from education and training. In other words, the most statistically disadvantaged province in each region is chosen as the pilot province. The project is planned to be implemented in 50 schools in the pilot provinces. Likewise, the most

disadvantaged schools in terms of attendance, grade repetition and dropout will be selected as pilot schools in order to obtain direct and immediate benefits from the implementation of the project.

**SDGs TARGETS:**

4.1 By 2030, ensure that all girls and boys complete primary and secondary education that is free, equitable and of good quality, and that produces relevant and effective learning outcomes.

4.7 c By 2030, significantly increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially the least developed countries and small island developing states.

**INDICATORS:**

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- By the end of 2023, we will have designed a comprehensive prevention, intervention and compensation model to increase attendance and enrollment rates in secondary education.
- By 2024, this model will be implemented and in use in the 50 pilot schools selected for the project.
- By the end of 2023, remedial/compensation classes will have been designed.
- Increase in the number of students. By 2024, 1,500 students will have received these remedial/compensation classes.
- Increased awareness of the importance of education. In 2024, 14 meetings (one per region) will be organized with parents of students to raise awareness of the importance of regular school attendance and the importance of education.

**IMPLEMENTATION PERIOD:** second quarter of 2024.

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## **PROJECT: EQUIPMENT FOR HIGHER TECHNICAL INSTITUTES IN THE AREAS OF: LIFE SCIENCES, ELECTRONICS, INDUSTRIAL MACHINERY AND AUTOMOTIVE IN ECUADOR**

The main goal of the project is to acquire equipment for the Higher Technical Institutes in the Science Area, to be installed and put into operation in the facilities of the following institutes: Instituto Superior Pedagógico Intercultural Bilingüe Ab. Martha Bucaram de Roldos (ISPIB-MBR), Instituto Tecnológico Superior "El Oro" (IST-EO), Instituto Tecnológico Superior de Patrimonio y Turismo "Yavirac" (ISTTP-Y) and Instituto Tecnológico Superior "Luis Arboleda Martínez" (IST-LAM).

The equipment procurement process for the ISPIB-MBR, IST-EO, IST-LAM, ISTTP-Y institutes, lot 1 Science, includes the following scopes:

- Deliver goods according to the schedule and quantities established for each institute to be equipped.
- Present the characteristics and technical specifications of the goods to be acquired, based on the academic-professional profile of the careers offered.
- Acquire machines, tools and equipment that comply with technical specifications, functionality, quality, maintenance and warranties.
- Manage the training of teaching personnel in the handling of the goods to be acquired, to guarantee technology transfer and, through this, the adequate use of equipment and machinery.

The equipment procurement process for the ISPIB-MBR, IST-EO, IST-LAM, Lot 2 Electricity, Electronics, Autotronics and Didactics institutes includes the following scopes:

- Deliver goods according to the schedule and quantities established for each institute to be equipped.
- Present the characteristics and technical specifications of the goods to be acquired, based on the academic-professional profile of the careers offered.
- Acquire machines, tools and equipment that comply with technical specifications, functionality, quality, maintenance and warranties.
- Manage the training of teaching personnel in the handling of the goods to be acquired, in order to guarantee technology transfer and through this the adequate use of equipment and machinery.

<https://gobnacioneloro.gob.ec/el-oro-contara-con-un-instituto-tecnologico-que-beneficiara-a-mas-de-2-800-jovenes/>

**SDGs TARGETS:**
**SDG-4:**

4.4 By 2030, significantly increase the number of youth and adults who have the necessary skills, particularly technical and vocational, to access employment, decent work and entrepreneurship.

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

4.7 a Build and adapt educational facilities that are sensitive to the needs of children and people with disabilities and gender differences, and that provide safe, non-violent, inclusive and effective learning environments for all.

4.7 c By 2030, significantly increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially the least developed countries and small island developing states.

**SDG-8:**

8.3 Promote development-oriented policies that support productive activities, the creation of decent jobs, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro, small and medium-sized enterprises, including through access to financial services.

8.5 By 2030, achieve full and productive employment and decent work for all women and men, including young people and persons with disabilities, and equal pay for work of equal value.

**INDICATORS:**


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- Investment made (€4,435,021.20).
- Increase in the number of training places (2,800 students).
- Hiring of personnel by EDUC@TRADE (2 people).
- Hiring of personnel by the agency (1 person).
- Subcontracting of trainers for training (5 people).

**IMPLEMENTATION PERIOD:** third quarter of 2023.

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## **PROJECT: TECHNICAL ASSISTANCE TO THE EDUCATION AND LABOR SECTORS OF THE REPUBLIC OF TAJIKISTAN (PROGRAM TO SUPPORT THE QUALITY OF EDUCATION II)**

Tajikistan's population is the fastest growing in Central Asia, with a fertility rate of 3.6 in 2019, a population growth of 2.4% and 68% of young people under the age of 30. This population growth puts additional pressure on the education system's ability to ensure access to quality education at all levels and subsequent access to the labor market. A large portion of young adults of working age are not part of the labor force, as total activity rates have been declining, from 52.1% in 2007 to 41.5% in 2019. The poor labor market performance and the staggering 55% of unemployed youth out of the total population are largely due to the mismatch between skills supply and labor market demand.

The female activity rate is much lower, at 36.9%, compared to 50% among men in 2019. This is also associated with the fact that a significant part of the male working-age population moves abroad in search of employment, while many women stay behind to take care of the family and household. In fact, labor migration and the resulting remittances account for such a significant share of GDP that Tajikistan is one of the most remittance-dependent countries in the world. Given the challenges outlined above, developing and institutionalizing new competency-based curricula, encouraging attendance and improving learning outcomes remain government priorities.

In this context, the overall goal of the Project, of which the Technical Assistance contract is a part, is to improve the learning outcomes and employability of young people in Tajikistan, with a special focus on people living in vulnerable situations.

### **The specific goals of this contract are as follows:**

- Strengthen the quality and relevance of competency-based general secondary education and VET to the needs of learners and the labor market;
- Improve the Labor Market Information System by connecting skills supply and demand and informing skills development and matching policies;
- Improve education sector governance in terms of new financing schemes, strengthened policy development, monitoring and evaluation capacity, and stakeholder coordination.

### **In order to achieve these goals, the activities foreseen in this contract are the following:**

- Improving the quality of evidence-based education policies for Tajikistan's transition to competency-based education and strengthening the process of planning, implementing, and utilizing the results of large-scale national and international assessments.
- Design and implementation of a pilot modular leadership program for secondary and VET school principals, and subsequent widespread application to strengthen school management processes and practices in line with the principles of competency-based education.
- Updating teacher qualifications and entry requirements to implement an inclusive and competency-based approach in primary education.
- Improvement and adaptation of programs and materials for student learning and teaching quality.
- Design of modular curricula for selected VET degrees for the delivery of inclusive, competency-based education with the active participation of employers.

- Development and implementation of a continuing education program for the design of modular curricula for competency-based education of VET teachers of selected degrees.
- Private sector participation in VET governance, curriculum development and delivery is strengthened through the establishment of a multi-stakeholder dialogue.
- Evaluation of the labor market information system and formulation of recommendations and a roadmap for future improvements in close consultation with all stakeholders; this includes the development and testing of the labor market information management system within the Labor and Employment Agency.
- Improving the accessibility of labor market data by supporting and guiding the conduct of household surveys (Labor Force Survey (LFS), and school-to-work transition) and studies on the labor market and employment situation in Tajikistan.
- Strengthening the capacity of Tajik authorities to generate and use labor market information related to the needs of employers.
- Review and adjustment of education sector financing plans to support efficient and effective financing of primary, secondary, vocational and higher education.
- Training of Tajik authorities to develop, monitor and review education and labor market policies.
- Provision of support services to the EUD in overseeing and directing the overall implementation of the QESP II program and all its components.

**SDGs TARGETS:**
**SDG-4:**

4.4 By 2030, significantly increase the number of youth and adults who have the necessary skills, particularly technical and vocational, to access employment, decent work and entrepreneurship.

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

4.7 a Build and adapt educational facilities that are sensitive to the needs of children and people with disabilities and gender differences, and that provide safe, non-violent, inclusive and effective learning environments for all.

4.7 c By 2030, significantly increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially the least developed countries and small island developing states.

**SDG-8:**

8.3 Promote development-oriented policies that support productive activities, the creation of decent jobs, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro, small and medium-sized enterprises, including through access to financial services.

8.5 By 2030, achieve full and productive employment and decent work for all women and men, including young people and persons with disabilities, and equal pay for work of equal value.

8.6 By 2020, significantly reduce the proportion of young people not in employment, education or training.

8.10 Strengthen the capacity of national financial institutions to promote and expand access to banking, financial, and insurance services for all.

8.b By 2020, develop and implement a global strategy for youth employment and implement the Global Jobs Pact of the International Labour Organization.

**INDICATORS:**


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- Tajikistan will be part of the PISA (Programme for International Student Assessment) testing system in 2025.
- Increased staff training.
  - 70 people each year (2023, 2024, 2025, 2026 and 2027), belonging to the Ministry of Education and Science, will receive training on educational quality during the project.
  - 20 teachers belonging to different training institutions in the country will receive training each year (2023, 2024, 2025, 2026 and 2027) on educational leadership and management. This training will be replicated to a total of 400 school managers during the project.
- At the end of the project, the country will be able to implement with its own means 'Active Population Surveys' following international standards.
- Upon completion of the project, the country will have a 'Labor Market Observatory'.
- Upon completion of the project, the country will have a 'Labor Market Information Management System'.

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**IMPLEMENTATION PERIOD:** 4th quarter of 2027.