



***2025 SUSTAINABLE DEVELOPMENT  
GOALS (SDGs) REPORT***

***Version 01.- June 2025.***

1.	PURPOSE .....	3
2.	SCOPE .....	3
3.	INTRODUCTION .....	3
	3.1 COMPANY PRESENTATION .....	4
	3.2 COMPANY HISTORY.....	5
	3.3 COMPANY SERVICES .....	5
	3.4 INTERNATIONALISATION OF THE COMPANY.....	6
	3.5 CORPORATE SOCIAL POLICY.....	6
4	SDG MATERIALITY ANALYSIS.....	7
	4.1 IDENTIFICATION AND PRIORITISATION OF STAKEHOLDERS	
	7	
	4.2 SDG ASSESSMENT AND PRIORITISATION .....	9
5	SDG ACTION PLAN 2023-2024.....	11
	PROJECT: CONSTRUCTION CONTRACT FOR THE CUATRO	
	CAMINOS MUNICIPAL SPORTS CENTRE (MADRID CITY	
	COUNCIL).....	11
	PROJECT: PUBLIC SERVICES MANAGEMENT FOR THE	
	DEVELOPMENT OF THE "THAT'S ENGLISH!" PROGRAMME	
	FOR THE TEACHING OF ENGLISH AND GERMAN	
	LANGUAGES IN	
	DISTANCE LEARNING MODALITY .....	13
	PROJECT: TECHNICAL ASSISTANCE TO INCREASE	
	ATTENDANCE AND ENROLMENT RATES IN SECONDARY	
	EDUCATION (TURKEY).....	16
	PROJECT: TECHNICAL ASSISTANCE TO THE EDUCATION	
	AND LABOUR SECTORS OF THE REPUBLIC OF TAJIKISTAN	
	(EDUCATION QUALITY SUPPORT PROGRAMME II) .....	22
	PROJECT: CONSTRUCTION OF SANITARY SEWERAGE	
	SYSTEM NETWORKS FOR THE CITY OF CHINANDEGA	
	(NICARAGUA) .....	27
	PROJECT: PROJECT TO IMPROVE THE RESPONSE CAPACITY OF	
	THE HEALTH SERVICES OF THE ANTONIO LORENA HOSPITAL	
	LEVEL III-1- CUSCO. PURCHASE, INSTALLATION AND	
	COMMISSIONING OF RADIOTHERAPY EQUIPMENT (PERU).....	37
	PROJECT: TECHNICAL ASSISTANCE FOR TOWN TWINNING	
	BETWEEN TURKEY AND THE EU (PHASE II) (TWINNING FOR	
	A GREEN FUTURE) .....	42
	PROJECT: SUPPLY, INSTALLATION AND COMMISSIONING OF	
	EQUIPMENT FOR THE ARÍSTIDE LE DANTEC HOSPITAL –	
	DAKAR (SENEGAL).....	46
6	SDG 2025 ACTION PLAN .....	52

PROJECT: EU-BOLIVIA TECHNICAL ASSISTANCE PARTNERSHIP  
– BOLIVIA..... 52

PROJECT: FUTURE ECONOMY SECTOR DEVELOPMENT  
PROGRAMME (SFESDP) - IMPLEMENTATION OF OUTPUT 1 /  
REGIONAL INSTITUTE OF EDUCATION (CAMBODIA)..... 56

PROJECT: EXPANSION AND IMPROVEMENT OF DRINKING  
WATER AND SANITATION SERVICES IN THE DISTRICT OF  
CHALA, PROVINCE OF CARAVELI, DEPARTMENT OF  
AREQUIPA, WITH SNIP CODE 112210..... 60

PROJECT: MUNICIPAL CONCESSION FOR THE OPERATION  
OF THE CUATRO CAMINOS SPORTS CENTRE (MADRID  
CITY COUNCIL) ..... 69

PROJECT: MANAGEMENT OF PUBLIC SERVICES FOR THE  
DEVELOPMENT OF THE "THAT'S ENGLISH!" PROGRAMME  
FOR THE TEACHING OF ENGLISH AND GERMAN  
LANGUAGES IN DISTANCE LEARNING MODALITY..... 72

## 1. PURPOSE

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 carried out.

The information presented is obtained from the organisation'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 its Sustainable Development strategy, prioritises the Sustainable Development Goals (SDGs), and sets out the actions to be taken to work towards them.

The organisation's central services are located at Calle de Serrano 116, 28006 Madrid.

The activities carried out by EDUCTRADE are: **"Services for the preparation, management, monitoring and control of projects and concessions, as well as the carrying out of studies, technical assistance, training and the submission of bids in the water, energy, health, education, equipment, sports centres and infrastructure sectors"**.

## 3. INTRODUCTION

At EDUCTRADE, we contribute to social, economic and environmental improvement. In our decision-making processes, we assess 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 activity.

EDUCTRADE has a sustainability committee that analyses critical issues relating to environmental sustainability and social responsibility for each event, with the aim of creating appropriate corrective measures, thereby helping to make production and management processes more efficient before, during and after the event.

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

To ensure best practices from start to finish, EDUCTRADE will assign a group of people from the sustainability committee to verify and certify that each of the corrective measures implemented at each critical point are being carried out correctly at all times.

### 3.1 COMPANY PRESENTATION

EDUCTRADE is a company specialising 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 above and beyond, guarantees customer satisfaction and ensures a positive impact on society."**

EDUCTRADE is a leading international company capable of offering its clients the best technical and financial solutions.

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

"El crecimiento de la compañía lo buscamos con un equipo comprometido e ilusionado, siendo nuestro objetivo desarrollar proyectos que generen valor con gran impacto social."

Francisco J. Mozos  
Director General

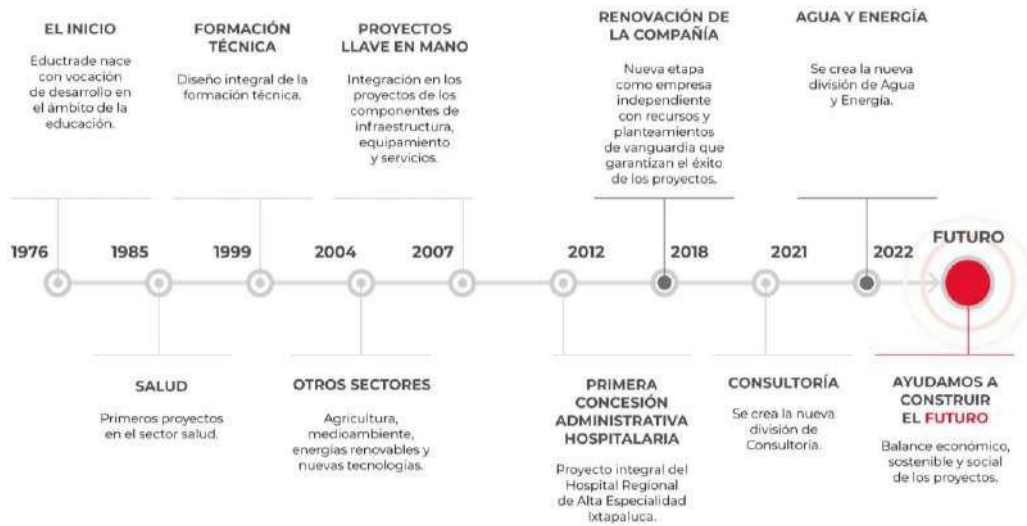


**"We transfer technology and knowledge."**

We offer our clients solutions tailored to their needs, applying advanced technology and our proven experience to guarantee the quality of all projects.

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

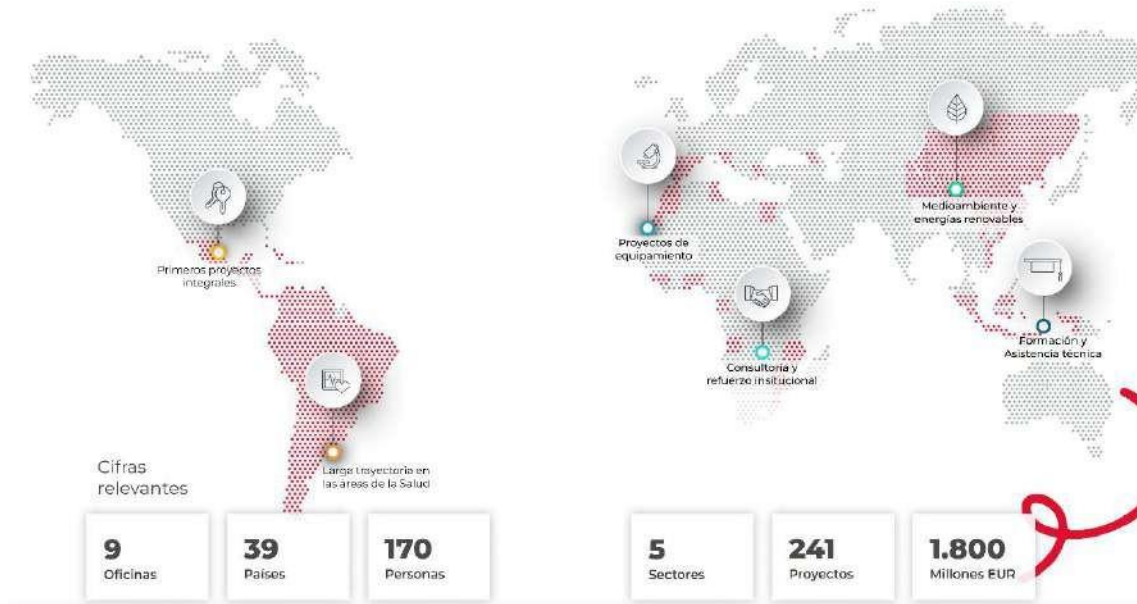
### 3.2 COMPANY HISTORY



### 3.3 COMPANY SERVICES



### 3.4 INTERNATIONALISATION OF THE COMPANY



### 3.5 CORPORATE SOCIAL POLICY

"Our level of commitment is reflected in the fact that we have obtained the main certificates in the areas of quality, compliance, environmental management, energy efficiency, information security and Madrid Excelente."



CSR MANAGEMENT SYSTEM ALIGNED WITH THE SUSTAINABLE DEVELOPMENT GOALS

## 4. SDG MATERIALITY ANALYSIS

### 4.1 IDENTIFICATION AND PRIORITISATION OF STAKEHOLDERS

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

The following are identified:

- ▶ Shareholders.
- ▶ Business partners.
- ▶ Management.
- ▶ Employees.
- ▶ Customers.
- ▶ Governments.
- ▶ Suppliers and subcontractors.
- ▶ Competitors.
- ▶ Office owners.
- ▶ Financial institutions.
- ▶ Insurance companies.
- ▶ Certification bodies / ENAC.

<b>Influence:</b> Level of influence of stakeholders in the organisation	
<b>1</b>	Does not influence the fulfilment of objectives. Does not have the capacity to damage the company reputation. It does not influence access to or restrictions on investment funds. It does not contribute to R&D&I capacity.
<b>2</b>	It has a 25% influence on: meeting objectives, damaging the company's reputation, restricting or providing access to investment funds, contributing to R&D&I capacity.
<b>3</b>	It has a 50% influence on: meeting objectives, damaging the company's reputation, restricting or providing access to investment funds, contributing to R&D&I capacity.
<b>4</b>	It has a 75% influence on: the fulfilment of objectives, damaging the company's reputation, restricting or providing access to investment funds, contributing to R&D&I capacity.
<b>5</b>	100% influence on: the fulfilment of objectives, damaging the company's reputation, restricting or providing access to investment funds, contributing to R&D&I capacity.
<b>Dependency:</b> Degree of dependency of stakeholders on the organisation	
<b>1</b>	No direct or indirect dependence of the interest group on us.
<b>2</b>	25% of: direct or indirect financial dependence, affected by management decisions.
<b>3</b>	50% of: direct or indirect financial dependence, affected by management decisions.
<b>4</b>	75% of: direct or indirect financial dependence, affected by management decisions.
<b>5</b>	100% of: direct or indirect financial dependence, affected by management decisions.

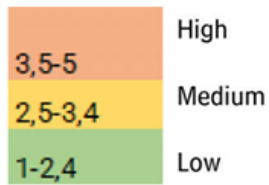
The result obtained is as follows:

**PRIORITISATION OF STAKEHOLDERS**

Ed: 01

STAKEHOLDER	INFLUENCE	DEPENDENCY	LEVEL OF PRIORITY
SHAREHOLDERS	2.86	3.00	2.93
BUSINESS PARTNERS	3.57	2.71	3.14
MANAGEMENT	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
INSURANCE COMPANIES	1.29	1.57	1.43
CERTIFICATION BODIES / ENAC	2.43	2.29	2.36

We establish three categories according to priority level:



The priorities, according to medium and high priority levels, are:



## 4.2 SDG EVALUATION AND PRIORITISATION

The SDGs assessed as priorities based on the evaluation carried out by stakeholders classified 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.

 **OBJETIVOS DE DESARROLLO SOSTENIBLE**



## 5. SDG ACTION PLAN 2023-2024



### PROJECT: CONSTRUCTION CONTRACT FOR THE CUATRO CAMINOS MUNICIPAL SPORTS CENTRE (MADRID CITY COUNCIL)

The 7,000 m<sup>2</sup> building will be located at **Bravo Murillo 107**, on a plot of more than 1,400 m<sup>2</sup>. It will have **five floors plus a solarium** and will offer spacious facilities for both individual and group activities. Specifically, there will be **a large fitness room for weight training, cardio and free weights, a panoramic cycling room, six other multipurpose** rooms for practising trendy sports, a six-lane indoor swimming pool and a teaching pool, as well as a cafeteria offering healthy food options and sports and preventive medicine services.

#### SDG GOALS:

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##### SDG-3:

3.4 By 2030, reduce by one third premature mortality from non-communicable diseases through prevention and treatment and **promote mental health and wellbeing**.

##### SDG-8:

8.3 Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalisation 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 places in the area for the collective well-being of children, young people, families, adults and seniors: 10,000-15,000 places/year. 10,100 places reserved (12,800 people).
- Recruitment of new staff: 45-50 people with diverse specialisations. Currently in the recruitment process (interviews).

**EXECUTION DEADLINE: fourth quarter of 2024.**

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**STATUS: COMPLETED.**

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**PROJECT: PUBLIC SERVICES MANAGEMENT FOR THE DEVELOPMENT OF THE "THAT'S ENGLISH!" PROGRAMME FOR THE TEACHING OF ENGLISH AND GERMAN LANGUAGES IN DISTANCE LEARNING MODALITY.**

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

Much of the programme is based on and uses e-learning tools to support distance learning, such as the learning platform (Moodle) and the mobile application.

The Ministry of Education has designed the learning resources and has overall responsibility for the programme. It also ensures compliance with the basic principles of this official distance learning programme for English to guarantee universal access to the programme. Regional governments adapt "That's English!" to their specific regions and oversee the implementation of teaching and assessment criteria and level objectives. Official language schools have administrative staff for the "That's English!" course who offer advice on enrolment 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 objectives of the contract are:

1. To support the Department for Education, 14 of the 17 regional governments and the two autonomous cities, as well as over 100 official language schools in the planning, budgeting and delivery of the programme.
2. To provide support to end users, the students, in the daily learning process.

The service must cover the following administrative needs:

- Ensure adequate and efficient service in terms of support for students, Official Language Schools (EOI) and educational authorities in the development of the distance learning programme for English and German, and in particular:
  - Services related to the programme's printed material, as well as making it available to students and administrative support staff at Official Language Schools.
  - Services related to student support for the programme.

- Services related to the curricular aspects of the programme and the authorship and production of teaching materials.
- Services related to the training platform and the digitisation of content, including online certification exams.
- Services related to the overall management of the programme.
- Services related to communication, visibility and dissemination.
- Comprehensive financial, accounting, budgetary and tax management, administration and advice for the programme.
- Establishing management procedures that ensure the highest quality standards.
- Hire and train administrative support assistants, such as telecare and telephone information staff, to adequately respond to and provide information regarding any queries they may receive.
- Edit, print, store, and distribute the programme's teaching materials.
- Review and update the programme's teaching materials and ensure their quality.
- Training of teachers/tutors.
- Develop and maintain a learning management system (LMS) and the programme's learning platform (Moodle), as well as maintain the website [www.thatsenglish.com](http://www.thatsenglish.com).
- Carrying out the editing, digitisation, publication and integration of the programme's teaching materials into the LMS platform.
- Digitisation of online certification exams, as well as their integration into the e- learning platform, and the corresponding technical support for students and tutors.
- Integration and maintenance of the administrative management system (Symphony) and updating of all tools associated with the programme.
- Provide assistance and technical support to users of the programme's learning platform and all its tools.
- Adapting the programme to new technologies emerging on the market.
- Developing the design and advising on the services necessary for the provision of online tutoring.
- Design, develop and organise conferences, stands for trade fairs and other social activities required by the programme.
- Implement 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 programme's community manager.
- Design, develop and maintain a mobile application that works with IOS/Android systems.

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

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**SDG GOALS:**

**SDG-4:**

4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.

**SDG-10:**

10.2 By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status.

**INDICATORS:**

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- Increase in the number of enrolments in the Official Course (>37,000 in 2022- 2025): 74,655 enrolments formalised in the 2021-2022, 2022-2023, 2023-2024 and 2024-2025.
- Increase in the number of enrolments in the "At your own pace" course (>2,000 in 2024): 2,994 enrolments in 2024.
- Increase in the number of enrolments in "Exam Prep" (>1,500 in 2022-2024): 534 enrolments formalised in the 2022-2023 academic year and 937 enrolments in the 2023-2024 academic year until June 2024 and 937 enrolments in the 2024-2025 academic year.

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

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Renewed until 2030 and transferred to the 2025 Action Plan.

**STATUS: COMPLETED**

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

Turkey has made remarkable progress in recent decades in increasing access to education at all levels, including secondary education. According to the Ministry of National Education (MoNE), gross and net enrolment 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 during the same period, with the gender ratio increasing to 94% in 2019 from 76% in 2002.

Official statistics from the Ministry of National Education show that, in terms of access to 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 leaving the education system for twelve years. However, given that under the new system, low-achieving and absent students automatically move into open education, enrolment rates do not provide an effective and adequate benchmark for identifying the problem of access to education. Consequently, the new challenge is to increase school enrolment rates, encourage students to continue in formal education and facilitate the re-participation of those who have previously dropped out of the system.

According to data from the European Statistical Office, although the early leaving rate from education and training has decreased significantly in Turkey in recent years, falling from 41.9% in 2011 to 31% in 2018, it remains well above the EU-28 average of 10.6%. The statistics also reveal that while the proportion of early leavers in 2018 in the EU-28 was 3.3 percentage points higher for young men than for young women, in Turkey this proportion was 1.2 percentage points higher for young women than for young men. This indicates that girls are at greater risk of leaving the system before completing upper secondary education than boys in Turkey. In terms of class attendance, a concept closely related to dropout rates, the PISA 2015 results reveal that in Turkey, despite a 3.3% decrease in student absenteeism compared to PISA 2012, the rate of students who report missing classes and arriving late to class is higher than the Organisation for Economic Co-operation and Development (OECD) average. Furthermore, 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 significant 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 circumstances mentioned above, it is clear that further measures must be taken to increase access to and participation in secondary education for all from an integrated perspective, with particular attention to improving equity between regions and retaining pupils who are particularly at risk in the system. Therefore, the overall objective 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 objective of the contract is to support efforts to increase attendance and enrolment rates in secondary education by developing and implementing a comprehensive model of prevention, intervention and compensation. The project is being implemented in 50 pilot schools across 14 provinces.

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

- Improving the capacity of relevant staff in the MNE's DGs, teachers and school principals.
- Reaching a wide range of people through awareness-raising campaigns/events.
- Implementation of research (document review, comparative study, analysis of the current situation and needs, final evaluation of the pilot phase, study visits, training programmes, etc.).
- Organisation of workshops and seminars with the participation of relevant stakeholders. The project will be implemented by the Ministry of Education, Directorate-General for Secondary Education (DG SE), which is the main authority responsible for all operations related to public upper secondary general education schools. Within the scope of the project, several interventions will be carried out with a view to helping increase attendance and enrolment rates in secondary education, such as:
- Develop and implement (in pilot schools) an integrated model of prevention, intervention and compensation to prevent early school leaving. The prevention, intervention and compensation model to be developed within the framework of 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 appropriate measures. Although various measures are being implemented to increase attendance and enrolment 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 or an early warning system that uses multiple data points for secondary education.
- Prepare a national strategy document and action plans for each pilot school on the prevention of absenteeism and early leaving from education and training. Although the need to reduce absenteeism and early school leaving is highlighted in several Turkish national policy documents, to date no National Strategy Document or School Action Plans specifically targeting the prevention of absenteeism and early school leaving have been developed.

Therefore, the preparation of a National Strategy Document and Action Plans on absenteeism and early school leaving will enable:

- Develop a national policy framework and identify/design specific measures in this regard.
- Improve coordination between the relevant DGs of the Ministry of the Environment.
- Systematic and joint implementation of the measures developed by the relevant actors at national and local level.
- Design and deliver comprehensive training programmes. Several studies will also be carried out during the project, starting with an analysis of the current situation and needs in terms of absenteeism, repeating a year and early school leaving at the start of the project, which will be complemented by observation checks through field visits to the pilot provinces. One of the main outcomes of the project will be the preparation of a report on documentary analysis, comparative assessment, current situation and needs analysis on the prevention of non-attendance and early school leaving in secondary education. Study visits to three EU Member States, to be carried out (preferably) in the first year of the project, and subsequent training activities will aim to ensure the transfer of technical knowledge and the exchange of experiences in relation to 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 a comprehensive strategy and model and will facilitate the sustainability of the project once it has been completed.
- Design and implement awareness-raising 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 focus primarily on presenting the project's activities and results, as well as raising awareness among the relevant authorities and the general public about the importance of participation in education, with a particular focus on the target groups of relevant staff from the Ministry of Education's directorates- general, teachers and school principals, secondary school students particularly at risk of early school leaving and grade repetition (who are the most disadvantaged groups), and parents and civil society organisations (CSOs). Awareness-raising activities are crucial to improving ownership of the Project and raising awareness among all the relevant actors listed above about the importance of education.
- Conducting field visits and follow-ups in the pilot provinces. Fourteen pilot provinces have been selected based on data from the Ministry of Education and Science on absenteeism and grade repetition rates, as well as Eurostat data on early leaving from education and training. In other words, the most disadvantaged province in each region according to statistics is chosen as the pilot province. The project is expected to be implemented in 50 schools in the pilot provinces. Similarly, the most disadvantaged schools in terms of attendance, repetition and dropout rates will be selected as pilot schools to obtain direct and immediate benefits from the implementation of the project.

**SDG TARGETS:**

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**SDG-4:**

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

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

**SDG-5:**

5.1 End all forms of discrimination against all women and girls everywhere.

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.

**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:  
Completed.
- By 2024, this model will be implemented and in use in the 50 pilot schools selected for the project:  
Model implemented in 2023.
- By the end of 2023, remedial/compensation classes will have been designed:  
Designed in 2023.
- Increase in the number of students. By 2024, 1,500 students will have received these remedial/compensation classes:  
Increase in students (more than 1,500) in remedial/compensation classes.
- Increased awareness of the importance of education. By 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.  
A total of 1,592 home visits are made to raise awareness.

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

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**STATUS: COMPLETED.**

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**PROJECT: TECHNICAL ASSISTANCE TO THE EDUCATION AND LABOUR SECTORS OF THE REPUBLIC OF TAJIKISTAN (EDUCATION QUALITY SUPPORT PROGRAMME II)**

Tajikistan has the fastest growing population in Central Asia, with a fertility rate of 3.6 in 2019, 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 capacity to ensure access to quality education at all levels and subsequent access to the labour market. A large proportion of young adults of working age are not part of the labour force, as total activity rates have been declining, from 52.1% in 2007 to 41.5% in 2019. The poor performance of the labour market and the staggering 55% youth unemployment rate are largely due to the mismatch between the supply of skills and labour 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 portion of the male working-age population moves abroad in search of employment, while many women stay behind to care for the family and home. In fact, labour migration and the resulting remittances account for such a significant share of GDP that Tajikistan is one of the world's most remittance-dependent countries. Given these challenges, the development and institutionalisation of new competency-based curricula, the stimulation of attendance and the improvement of learning outcomes remain priorities for the Government.

In this context, the overall objective 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 particular focus on those living in vulnerable situations.

**The specific objectives of this contract are as follows:**

- Strengthen the quality and relevance of competency-based general secondary education and VET for the needs of learners and the labour market;
- To improve the Labour Market Information System by connecting the supply and demand for skills and informing policy development and skills matching;
- To improve the governance of the education sector in terms of new funding plans, enhanced policy development, monitoring and evaluation capacity, and stakeholder coordination.

**To achieve these objectives, the activities envisaged in this contract are as follows:**

- Improving the quality of evidence-based education policies for Tajikistan's transition to competency-based education and strengthening the process of planning, implementing and utilising the results of large-scale national and international assessments.
- Design and implementation of a pilot modular leadership programme for secondary school and vocational training centre principals, followed by 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, competency-based approach to primary education.
- Improvement and adaptation of student learning programmes and materials and the quality of teaching.
- Design of modular curricula for selected vocational training qualifications for the delivery of inclusive, competency-based education with the active participation of employers.
- Development and implementation of a continuing training programme for the design of modular curricula for competency-based education for VET teachers of selected qualifications.
- Private sector involvement in VET governance, curriculum development and provision is strengthened through the establishment of a multi-stakeholder dialogue.
- Assessment of the labour 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 labour market information management system within the framework of the Labour and Employment Agency.
- Improving the accessibility of labour market data by supporting and guiding the conduct of household surveys (Labour Force Survey, LFS, and school-to-work transition) and studies on the labour market and employment situation in Tajikistan.
- Strengthening the capacity of Tajik authorities to generate and use labour market information related to employers' needs.
- 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 labour market policies.
- Provision of support services to the DUE in the supervision and management of the overall implementation of the QESP II programme and all its components.

**SDG GOALS:**

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**SDG-4:**

4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.

4.7 By 2030, ensure that all learners acquire the knowledge and practical skills needed 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 Construct and upgrade educational facilities that are child-friendly and take into account the needs of children and persons with disabilities and gender differences, and provide safe, non-violent, inclusive and effective learning environments for all.

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

**SDG-8:**

8.3 Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalisation 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, substantially reduce the proportion of youth not in employment, education or training.

8.10 Strengthen the capacity of domestic 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 International Labour Organisation's Global Jobs Pact.

**INDICATORS:**

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- Tajikistan will join the Programme for International Student Assessment (PISA) testing system in 2025: In preparation, pending the start of the activity.
- Increased staff training.

- 70 people each year (2023, 2024, 2025, 2026 and 2027) from the Ministry of Education and Science will receive training on educational quality during the project.
- Twenty teachers from different educational institutions across the country will receive training each year (2023, 2024, 2025, 2026 and 2027) on leadership and education management. This training will be replicated for a total of 400 school managers during the project. To date, a total of 450 school managers have been trained.
- Upon completion of the project, the country will be able to implement its own 'Labour Force Surveys' in accordance with international standards. Pending completion of the project.
- Upon completion of the project, the country will have a 'Labour Market Observatory'. Pending completion of the project.
- Upon completion of the project, the country will have a 'Labour Market Information Management System'. Pending completion of the project.

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

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**STATUS:** UNDER DEVELOPMENT.

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*With the support of the European Union and within the framework of the project "Technical assistance to the education and labour sectors of the Republic of Tajikistan", a key meeting was held on the formation of public-private partnerships (PPPs) and the strengthening of work-based learning (WBL).*



**PROJECT: CONSTRUCTION OF SANITARY SEWERAGE SYSTEM NETWORKS FOR THE CITY OF CHINANDEGA (NICARAGUA)**

Contracting authority: Nicaraguan Water and Sanitation Company (ENACAL)

Country: Republic of Nicaragua

This project involves the construction of a sanitary sewerage network, including the construction of two new pumping stations (EBAR) and the refurbishment of an existing EBAR.

Once the project is completed, a **significant improvement in sewerage services** is expected, benefiting around 25,500 families in the city and its surroundings.

As described in the list of quantities to be tendered and in accordance with the tender plans, the work packages and activities to be carried out on this work front include:

- Volume of excavations in normal soil with equipment at different depths up to a total of 183,516.45 cubic metres.
- Volume of classified excavations (rubble, quarry and rock) up to a total of 2,931.12 cubic metres.
- Backfilling and compaction with different types of materials up to a total of 184,464.00 cubic metres.
- Supply and installation of 1,572.82 linear metres of PVC SDR 17 pipe of different diameters (10" and 12" diameter) as part of the scope of the drive pipe.
- Supply and installation of 78,820.98 linear metres of PVC F-949 pipe of different diameters (4", 6", 8", 10", 12", 15", 18", 24").
- The scope corresponding to the construction of simple manholes of different depths made of trapezoidal brick, lid and ring of medium-density, high-strength, non- recyclable polyethylene includes:
  - o Construction of 228.00 simple manholes at a depth of 1.50m or less.
  - o Construction of 420.00 simple manholes with a depth range of 1.51m to 2.50m.
  - o Construction of 238.00 simple manholes at depths ranging from 2.51 m to 3.50 m.
  - o Demolition of 389 existing manholes.

- The scope of work for the construction of reinforced concrete manholes, ASTM C- 478M, strength 4,000 psi, of varying depths with cover, ring and bottom slab, includes:
  - o Construction of 84.00 double-walled manholes at depths ranging from 3.51 m to 4.50 m.
  - o Construction of 80.00 double-walled manholes with depths ranging from 4.51 m to 5.50 m.
  - o Construction of 56 double-walled manholes at depths ranging from 5.51 m to 6.50 m.
  - o Construction of 10 double-walled manholes at depths ranging from 6.51 m to 7.50 m.

259.00 fall structures will be installed in PVC F-949 pipe manholes of different diameters (150mm-450mm) and at different depth ranges to achieve the entry levels to the manholes.

3,861.00 short residential connections and 3,861.00 long residential connections will be constructed, made of 3,000 PSI reinforced concrete measuring 0.6 m x 0.6 m x 0.8 m.

A total of 53,938.50 m<sup>2</sup> of road surfaces of different types (asphalt, hydraulic concrete, cobblestone) will be removed and restored.

**SDG GOALS:**

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**SDG-6:**

6.1 By 2030, achieve universal and equitable access to safe and affordable drinking water for all

6.2 By 2030, achieve access to adequate and equitable sanitation and hygiene for all and end open defecation, paying special attention to the needs of women and girls and those in vulnerable situations

6.3 By 2030, improve water quality by reducing pollution, eliminating dumping and minimising the release of hazardous chemicals and materials, halving the proportion of untreated wastewater and substantially increasing recycling and safe reuse globally

6.4 By 2030, substantially increase water resource efficiency across all sectors and ensure sustainable extraction and supply of freshwater to address water scarcity and substantially reduce the number of people suffering from water scarcity

**SDG-3:**

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

3.9 By 2030, substantially reduce the number of deaths and illnesses from hazardous chemicals and air, water and soil pollution.

**SDG-8:**

8.3 Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalisation 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, substantially reduce the proportion of youth not in employment, education or training.

8.10 Strengthen the capacity of domestic 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 International Labour Organisation's Global Jobs Pact.

**INDICATORS**

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- **25,000 families benefiting from the sewerage system.**
  - Physical progress 25%:  
During the current period, 203 household connections were negotiated and marked in 48 sections, for a cumulative total of 4,571 in the following neighbourhoods: Divino Niño, Julio César Tinoco, Miriam Tinoco, Roberto González, Villa 19 de Julio, Walter Arata, Bello Amanecer, Carlos Núñez, Concepción de María, Luis Anduray, Carlos Manzanares, Alex Centeno, David Andino, Concepción de María, Pedro Joaquín Chamorro, and Augusto C. Sandino, representing 59% progress towards the 7,722 contractual household connections.
- **Installation of 5 kilometres of large-diameter pipes and construction of 71 manholes.**
  - These figures do not represent the entire project, only the part corresponding to the main collector that is currently being implemented:  
To date, 538 manholes have been installed in different neighbourhoods: Walter Arata, Pedro Joaquín Chamorro, German Pomares, Santa Ana, La Florida, Colectora 1, Ana Virgen, Santa Patricia, Carlos Manzanares, Luis Anduray, Carlos Núñez, Julio Cesar Tinoco, Daniel Ortega, María Goretti, Walter Estrada, Daniel Ortega, Colectora Sur, Gerardo Lindo, El Naranjo, La Libertad, Colonia La Policía, and Divino Niño. A total of 26,746.1 metres of pipes of different diameters have been installed.

- **Construction of 3,861.00 short residential connections and 3,861.00 long residential connections**, made of 3,000 PSI reinforced concrete measuring 0.6 m x 0.6 m x 0.8 m.
  - In progress:
 

During this period, 300 junction boxes were installed, bringing the total to 2,800 in the 27 neighbourhoods covered by the project. This represents 36% progress towards the 7,722 contractual connections in the following neighbourhoods: Divino Niño, Julio César Tinoco, Miriam Tinoco, Francisco Palaviccini, Santa Mérida, 12 de Septiembre, Colonia El Naranjo, Anexo El Naranjo, Bello Amanecer, Walter Arata, Bayardo Arce Germán Pomares, Luis Anduray, Carlos Manzanares, Villa 19 de Julio, Campana Azul, Pedro Joaquín Chamorro, Gerardo Aguilera, José Benito Centeno, Gerardo Lindo and Colectora Azarías H. Pállais.
- **Restoration of 53,938.50 m<sup>2</sup> of road surfaces** of different types.
  - In progress:
 

To date, 260.41 m<sup>2</sup> of asphalt, 573.71 m<sup>2</sup> of hydraulic concrete and 3,729.60 m<sup>2</sup> of cobblestone have been restored.
- **Investment made:** €17.4 million
  - Pending completion.
- **Local job** creation: subcontracting of local companies.
  - Local labour force. (73% of field staff hired are local to the Department of Chinandega and its surrounding areas: El Realejo, El Viejo and Chichigalpa.
- **Awareness talks** on the operational and environmental use of the sewerage system.
  - UCSA/ENACAL holds educational talks with primary and secondary school students in neighbourhoods undergoing construction. Each month there is a different topic; the topic for this period was: Sanitary Sewage is Health.
  - The schedules and topics to be addressed are planned by UCSA/ENACAL, with the consortium only providing support on the day of the talk.
  - According to the social specialist, once the entire sewerage system has been installed, a talk will be given to all users on its operational use.
- **Compliance with the requirements of the Environmental and Social Management System and Environmental and Social Management Plan (ESMP):** declaration of compliance or listing of issues and measures adopted (or to be adopted) to achieve compliance.
  - The plan for monitoring and following up on environmental measures is carried out each period. The percentage of compliance for the April- May period, corresponding to report #12, is 87%:

CONDITIONING	COMPLIANCE	DOCUMENT SUPPORT	COMPLIANCE
It must be ensured that personal protective equipment complies with the provisions of Law 618, the General Law on Occupational Health and Safety, in order to protect workers in the performance of their duties and guarantee the protection of staff health during the construction phase, as well as other MITRAB recommendations and noise emission control.	Compliant	There is an Occupational Health and Safety Plan, PPE delivery forms with dates and signatures of personnel.	On-site verification. PPE delivery forms. Personnel are provided with personal protective equipment for each activity.
Consider hiring local and national labour, both contractors and subcontractors, to enhance the positive impact of the project.	Compliant	Monthly reports and assessments.	Report on job creation (local and foreign).
Ensure that the facilities have sanitary services, changing rooms, toilets, a dining room, and washbasins, in compliance with Law 618.	Completed	Implementation of the Occupational Health and Safety Plan. Monthly reports/photographic record.	On-site verification.
Sort and recycle non-hazardous solid waste, label, reuse and dispose of in accordance with NTON 05 014-02 Technical Environmental Standard for the Management, Treatment and Final Disposal of Non-Hazardous Solid Waste.	Partially completed	Monthly reports/Record of forms/	On-site verification at the facility.
Provide fences in risk areas, preventive signage for construction sites with delineators, reflective cones, metal fences, orange fences	Compliant.	Implementation of the Signage and Road Safety Plan, in accordance with the PGA.	Signage is available on site: vertical, horizontal, orange mesh and caution tape. A request has been made to improve daytime signage in some areas.
Implementation of the Reforestation Plan.	Pending completion	The environmental unit provided the name and quantity of plants to be replaced.	Quotation obtained. Pending delivery of plants to the municipal environmental unit.

**EXECUTION DEADLINE:** second quarter of 2026.

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*Installation of sanitary piping*



*Installation of manholes*



*Installation of manholes*



*Restoration of paving*



*Asphalt restoration*



*Local labour*



*Monseñor Lezcano School, Chinandega, topic of the talk: Water is Life*



*Negotiation and marking: Prior to and during the execution of the work, an introductory talk is given to the residents (the main stakeholders in each house) about the project and other topics such as the care of the water and sanitation systems implemented by the Nicaraguan Water and Sewerage Company (ENACAL).*



**PROJECT: PROJECT TO IMPROVE THE RESPONSE CAPACITY OF THE HEALTH SERVICES AT THE ANTONIO LORENA HOSPITAL LEVEL III-1-CUSCO. PURCHASE, INSTALLATION AND COMMISSIONING OF RADIOTHERAPY EQUIPMENT (PERU).**

**Contracting party:** Stiler–Ripconiv–Tecnoedil Consortium (Contractor for the end client PRONIS - National Health Investment Programme)

**Country:** Peru

**Execution period:** February 2024 – October 2024 (approx.) – 250 calendar days

The project envisages a range of medical and healthcare services aimed at promoting a culture of healthy living among the population of the Cusco Region, in which health recovery and rehabilitation are central to the recovery of users, making use of technology and specialised medicine. Among the main qualitative benefits, we can highlight:

- Improving the diagnostic and decision-making capacity of the UPSS services of Hospital III-1 ANTONIO LORENA for the population of the jurisdiction of the Cusco Health Services Network and surrounding districts.
- Appropriate waiting times for patient care.
- Adequate comfort for users and family members.
- Accessible medical specialisations that meet the complex needs of users.
- Image reading systems with RIS PACS technologies, among others, ensuring maximum accuracy.

**Scope:**

This includes biomedical equipment related to the different specialities that make up Technical File **Package 01: Radiotherapy**, the subject of the Project, for which equipment distribution plans have been drawn up, with their respective code lists and coding by environment, measured by generic group, reference budget, and corresponding technical specifications.

The Antonio Lorena Hospital is a Level III-1 hospital. The proposed equipment corresponds to this level, as do its physical facilities, capacity, and the environments of each of its units, ensuring that all equipment fits within the level of care provided and guarantees diagnostic and treatment procedures in line with this level.

**SDG GOALS:**

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**SDG-3:**

3.4 By 2030, reduce premature mortality from non-communicable diseases by one third through prevention and treatment, and **promote mental health and well-being.**

**SDG-8:**

8.3 Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalisation 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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- Medical specialities incorporated.
- Personnel trained in these specialisations.
- Investment of 40,120,673.78 soles (€9,898,276.20).
- Incorporation of image reading systems with RIS PACS technologies.

Request for an addendum to extend the project:

LOT NUMBER	LOT NAME	OFFERED TERM (DAYS)	MAIN CONTRACT TERM (CALENDAR DAYS)
EQP-RFQ_001	PURCHASE, INSTALLATION AND COMMISSIONING OF RADIOTHERAPY EQUIPMENT	270	05/03/2024 30/11/2024
EQP-RFQ_005	SUPPLY, INSTALLATION AND COMMISSIONING OF WALL SOCKET EQUIPMENT	204	22/08/2024 13/03/2025
EQP-RFQ_007	SUPPLY, INSTALLATION AND COMMISSIONING OF MONITORING, OPERATING THEATRE AND LIFE SUPPORT EQUIPMENT	160	31/10/2024 08/04/2025
EQP-RFQ_009	SUPPLY, INSTALLATION AND COMMISSIONING OF VIDEO TOWER AND MICROSCOPE EQUIPMENT	200	14/11/2024 02/06/2025
EQP-RFQ_014	VEHICLES	180	04/02/2025 03/08/2025

**Progress of lots currently in progress:**

- Lot 1: 100% Equipment in storage in Lima, adaptation work at the hospital is being completed.
- Lot 5: Equipment is currently in transit to Lima.
- Lot 7: 10 items out of 52 have already been delivered to the warehouse in Lima.
- Lot 9: Equipment is expected to arrive in Lima in July/August 2024.
- Lot 14: Equipment is expected to arrive in Lima in July/November 2024.

**IMPLEMENTATION PERIOD: March 2026.**

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**PROJECT: TECHNICAL ASSISTANCE FOR TOWN TWINNING BETWEEN TURKEY AND THE EU (PHASE II) (TWINNING FOR A GREEN FUTURE).**

The TT-II (Town Twinning - Phase II) Programme will be a continuation of the TT-I Programme. However, based on the Programme's design approach, the theme of 'green future' will be disseminated throughout all activities. The TT-I Programme has been successful in developing mutual relations between local authorities in Turkey and the EU. However, due to proposals on various topics, the need for thematic cooperation became apparent. Therefore, the TT-II Programme will prioritise climate and the environment, as both topics are on the agenda of the EU and global platforms. The mission will be carried out under four components.

**1. Technical assistance to the grant scheme**

The contractor shall provide technical assistance to the UMT during the implementation of the Grant Programme "Town Twinning between Turkey and the EU -

II (Twinning for a Green Future)". Under the TT-II Grant Programme, support will be provided for actions aimed at establishing strong links and a high level of cooperation between local authorities in Turkey and EU Member States. An indicative number of 28 twinning arrangements are expected to be established to exchange knowledge and information in priority areas and fields related to Turkey's harmonisation process with the EU and the chapters of the EU acquis in line with environmental and climate consensus.

**2. Visibility Component**

Under this component, various tasks and activities will be carried out to increase the visibility of the project and the grant scheme, and based on previous experience with the Town Twinning Programme (TT-I), participation in Committee of the Regions events will be ensured to increase the visibility of the project at EU level and on different platforms.

**3. Technical assistance component**

This component mainly includes activities for capacity building of the UMT and key stakeholders, as well as local authorities. Within this component, the "green future" with regard to urbanisation will be the central vision for all activities. In addition, activities will be directly targeted at local authority employees and relevant stakeholders to increase the administrative and participatory planning capacity of local authorities, find synergies between grant projects and enable the exchange of experiences.

#### 4. Mobility and networking component

To facilitate the exchange of experiences between cities and increase the visibility of Turkish local authorities in international city networks, the Programme will implement the mobility component. The main objective of this component is to achieve several goals, such as reactivating dormant twinning relationships, strengthening existing ones and establishing new twinning relationships between local authorities in Turkey and the EU; enabling the inter- municipal exchange of knowledge and experiences between Turkey and the EU; encouraging the development of joint projects for EU grant programmes; supporting the participation of Turkish local authorities in EU city networks; and to help Turkish local authorities expand their network by participating in related events in the EU. A methodology will be developed that takes into account the socio-economic development index (SEGE) to identify the selected candidates, while also respecting the geographical and political diversity of the cities.

## 2. OBJECTIVES AND EXPECTED RESULTS

### 2.1 General objective

The general objectives (impact) to which this action contributes are:

- Improving dialogue between Turkish and EU local authorities.
- Strengthening the capacity of local authorities to carry out climate and environment-related actions.

### 2.2 Specific objectives

The specific objectives of this contract are as follows:

- To enable exchange and cooperation between Turkish local authorities and their EU counterparts on climate and environment-based actions.

### 2.3 The expected results of this contract are as follows:

- Outcome 1: The number and quality of city twinning partnerships focused on a green future will increase, along with effective promotion and participation of key stakeholders, such as civil society and local citizens, in these activities.
- Outcome 2: The capacities of key institutions (UMT, UoP, MoEUCC and DEUA) in terms of monitoring, reporting and grant implementation will be increased.
- Result 3: The visibility of the TT-II Programme will be increased at national and international level.
- Outcome 4: The capacities of key institutions and local authorities on the green future, sustainable urbanisation, Chapter 27 of the EU acquis and lobbying will be improved.
- Outcome 5: A climate finance roadmap will be prepared and published to provide guidance on other funding opportunities.
- Outcome 6: Communication between local authorities in Turkey and the EU will increase, as will the participation of Turkish local authorities in EU networks.

**SDG TARGETS:**

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**SDG-13:**

13.1 Strengthen resilience and capacity to adapt to climate-related hazards and natural disasters in all countries.

13.2 Integrate climate change measures into national policies, strategies and planning.

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

**SDG-17:**

17.14 Improve policy coherence for sustainable development.

17.15 Respect each country's policy space and leadership in setting and implementing policies for poverty eradication and sustainable development.

17.16 Enhance the Global Partnership for Sustainable Development, complemented by multi-stakeholder partnerships that mobilise and share knowledge, expertise, technology and financial resources, to support the achievement of the Sustainable Development Goals in all countries, particularly developing countries.

17.17 Encourage and promote the formation of effective partnerships in the public, public-private and civil society spheres, drawing on the experience and resource mobilisation strategies of partnerships.

**INDICATORS**

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**Result 1.** Five events on grants attended by the ten members of the Project Management Unit (PMU) of the beneficiary institutions.

**Result 2.** Number of participants benefiting from training:

- Capacity-building training (34 participants)
- 5 online training courses:
  - 'Cultural Heritage and Climate Change: Challenges for Local Administrations' (200 participants)
  - 'Climate Change Financing under the 2021-2027 Budget Term of the EU and other International Donors' (451 participants)
  - 'Energy Poverty' (105 participants)
  - 'ESG Cockpit: Climate Tool for Municipalities' (70 participants)
  - 'Climate Change and Buildings in Cities' (70 participants)

- Training on grants (75 participants)
- Training on the Final Report (63 participants)

**Result 3.** 5,686 visibility and promotional materials designed and distributed.

**Result 4.** Number of participants in thematic workshops and study visits:

- Thematic workshops: Ankara (35 participants), Nevşehir (34 participants) and Uşak Workshop (35 participants).
- Study visits: Portugal (9 participants) and the Netherlands (9 participants).

**Result 5.** In April 2025, the roadmap on financing the fight against climate change for local authorities will be delivered.

**Result 6.** Number of participants in the International Green Cities Week workshop:

- Day 1 (26 December 2024): 165 participants
- Day 2 (27 December 2024): 140 participants

**IMPLEMENTATION PERIOD: Completed.**

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**PROJECT: SUPPLY, INSTALLATION AND COMMISSIONING OF EQUIPMENT FOR THE ARISTIDE LE DANTEC HOSPITAL – DAKAR (SENEGAL)**

On 31/12/2022, QUANTUM, in consortium with GHESA (construction company), signed a contract with the Senegalese Government's Sovereign Fund for Strategic Investments (FONSIS) for the execution of the "Reconstruction and equipping of the Aristide le Dantec Hospital in Dakar, Senegal".

On 10/11/2023, QUANTUM signed a turnkey contract with Eductrade, S.A. for the supply, installation and commissioning of part of the equipment for this project, as well as related services. The contract is worth a total of €26,892,946.

The new Arístide Le Dantec Hospital will occupy an area of 70,000 m<sup>2</sup> (769,000 ft<sup>2</sup>), spread over eight floors, with different medical specialities, operating theatres and specific hospitalisation units.

The aim of the project is to treat 13,000 people per day. TOTAL CAPACITY: 447 beds.

BUILT AREA: 68,016.15 m<sup>2</sup> (68,016.15 m<sup>2</sup>).

- **General consultation day hospital (105 beds)**
  - Outpatient consultations.
  - Collection unit.
  - Functional rehabilitation.
  - Surgical day hospital (12 beds + 16 chairs).
  - Day hospital for medicine, chemotherapy and paediatrics (12 beds + 32 chairs).
  - Haemodialysis (9 beds + 24 chairs).
  
- **Hospitalisations (160 beds)**
  - Surgical hospitalisation (81 beds), including suites (3).
  - Medical hospitalisation (79 beds), including suites (3).
  
- **Maternal and child unit (96 beds)**
  - Gynaecological-obstetric hospitalisation (26 beds and 8 kangaroo beds).
  - Paediatric hospitalisation (26 beds).
  - Technical care unit (6 beds).
  - Paediatric intensive care (12 beds).
  - Neonatology (16 beds, including 8 resuscitation beds and 8 cots).
  - Operating theatre (1 room) and recovery room (2 beds).
  
- **Technical platform (86 beds)**
  - Emergency Department (ED) 36 beds (20 adults - 16 children).

- Medical imaging (3 radiology machines, 1 MRI scanner, 1 CT scanner, 3 ultrasound machines, 1 bone densitometer, 2 mammography machines, 1 remote control).
  - Medical and pathology laboratories.
  - Operating theatre (8) and recovery room (18 beds).
  - Adult intensive care (24 beds), including burns (3 beds).
  - Interventional imaging unit (2 endoscopy rooms and 1 angiography room) and recovery room (8 beds).
  - Radiotherapy (1 accelerator, 1 16-slice scanner, 1 curietherapy).
- **TEACHING:** A teaching centre with a 250-seat amphitheatre; 3 classrooms with 40 seats and 3 classrooms with 20 seats.
  - **Support services:**
    - Central pharmacy.
    - Mortuary.
    - Kitchen.
    - Laundry room.
    - Central storage.
    - Central waste storage and biological cleaning.
    - Technical Services Unit.
    - Biomedical Services Unit.
    - Technical rooms.
  - **ACCOMMODATION:** 15 studios.
  - **MOSQUE AND PLACE OF WORSHIP.**

**SDG GOALS:**

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**SDG-3:**

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

3.2 By 2030, end preventable deaths of newborns and children under 5 years of age, with all countries aiming to reduce neonatal mortality to at least 12 per 1,000 live births and under-5 mortality to at least 25 per 1,000 live births.

3.4 By 2030, reduce by one third premature mortality from non-communicable diseases through prevention and treatment and promote mental health and well-being.

3.7 By 2030, ensure universal access to sexual and reproductive health-care services, including for family planning, information and education, and the integration of reproductive health into national strategies and programmes

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 recruitment, development, training and retention of health personnel in developing countries, especially in 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, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalisation 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: €26,892,946.
  - Project progress: 36% of the total project amount.
- Medical imaging equipment installed (3 radiology devices, 1 MRI scanner, 1 CT scanner, 3 ultrasound scanners, 1 bone densitometer, 2 mammography machines, 1 remote control). Pending.
- Installed radiotherapy equipment (1 accelerator, 1 16-slice scanner, 1 curietherapy device). Pending.
- Industrial kitchen and laundry equipment.
  - Stored in Dakar (February 2025).
- Surgical instrument equipment. Pending.
- Clinical laboratory analysis equipment.
  - Shipped in June 2025. Expected arrival in Dakar at the end of June 2025.
- Supply of furniture (beds, resuscitation beds, cots, etc.).
  - Embarked in May-June 2025. Expected arrival in Dakar in July/August 2025.
- Staff recruitment (3 local people and 1 external person).
  - One local person has been hired for administrative tasks.

**IMPLEMENTATION PERIOD:** first quarter of 2026.

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Storage of industrial kitchen and laundry equipment



Clinical laboratory analysis equipment



Shipping of hospital furniture



Furniture stored in Dakar

## 6. SDG 2025 ACTION PLAN



### PROJECT: EU-BOLIVIA TECHNICAL ASSISTANCE PARTNERSHIP – BOLIVIA

Until 2019, Bolivia experienced an economic boom that began in 2010 due to the rise in exports, mainly of hydrocarbons and mining, in a context of high international commodity prices. The significant drop in the value of hydrocarbon exports in recent years, coupled with dependence on gas revenues, as well as the political and social conflict of 2019 and the health crisis resulting from COVID-19, have drastically reduced the country's economic growth levels, also affecting key social indicators.

In 2019, for the first time since the Human Development Index (HDI) has been calculated, Bolivia ranked 114th out of 189 countries and territories, joining the group of countries with "high human development" and achieving an HDI of 0.703. However, the latest data from 2022 show a decline to 120th place ("medium human development") with an HDI of 0.698. With more than 12 million inhabitants, 4.6 million people in Bolivia currently live in poverty, according to the latest UNDP data. (UNDP, 2024)

At the end of 2021, the 2021-2025 Economic and Social Development Plan (PDES) was approved, entitled "Rebuilding the economy for a good life, towards industrialisation with import substitution". This National Development Plan, together with the 2009 Constitution, provides for greater state involvement in economic development, not only through planning and regulation, but also through the management and control of certain sectors considered strategic: hydrocarbons, natural resources, electricity, telecommunications and basic services.

The implementation of the PDES 2021-2025 is one of the factors that has led to the Bolivian economy beginning to show signs of improvement in the wake of the pandemic. However, high public debt, declining natural gas production and modest international reserves have limited the government's efforts to boost growth.

Bolivia is also exposed to various risks associated with an increasingly challenging regional market, as well as the international context, including commodity price volatility, the global economic slowdown and the global commitment to decarbonise the energy sector and reduce dependence on fossil fuels. (WORLD BANK, 2024).

Finally, Bolivia is vulnerable to climate-related disasters, such as drought, which is currently affecting several regions of the country, and the El Niño phenomenon. The effects of climate change on agriculture and food security are becoming more pronounced.

inequality gaps. Therefore, the gender perspective is also crucial to mitigating the effects of climate change, which disproportionately affects rural women. In this regard, the country's energy transition is also essential for diversifying the economy and reducing the current dependence on fossil fuels. (UNDP, 2024)

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

The overall objective of this technical assistance is to contribute to more effective, efficient and visible partnerships between the EU and Bolivia for green and inclusive growth.

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

- Accelerated and technically sound identification, formulation, implementation and evaluation of EU international cooperation/partnership actions and policies.
- Improved synergies and coherence with other EU and Team Europe actions.
- Facilitation of political and participatory dialogue with the government, the private sector, civil society and other relevant actors.
- Strengthening strategic communication and public diplomacy, including visibility actions.

**SDG GOALS:**

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**SDG-5:**

5.1 End all forms of discrimination against all women and girls everywhere.

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.

**SDG-13:**

13.1 Strengthen resilience and capacity to adapt to climate-related hazards and natural disasters in all countries.

13.2 Incorporate climate change measures into national policies, strategies and plans.

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

**SDG-16:**

16.5 Significantly reduce corruption and bribery in all their forms.

16.6 Create effective, accountable and transparent institutions at all levels

16.7 Ensure inclusive, participatory and representative decision-making at all levels that responds to needs

16.8 Expand and strengthen the participation of developing countries in global governance institutions

16.b Promote and implement non-discriminatory laws and policies for sustainable development

**INDICATORS:**

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**O.G.:** Contribute to more effective, efficient and visible partnerships between the EU and Bolivia for green and inclusive growth.

- **I.O.G.1** % of budgetary resources for the Contract executed at the end of the implementation period (effectiveness).
- **I.O.G.2** % compliance with deadlines for delivery of the expected products of the Contract (effectiveness).
- **I.O.G.3** Degree of usefulness of the Contract for achieving the EU's development objectives in Bolivia with regard to the investment of resources used, as perceived by users (efficiency).
- **I.O.G.4** Digital reputation index - Social media engagement rate (visibility).

**O.E.1:** Accelerated and technically sound identification, formulation, implementation and evaluation of EU international cooperation/partnership actions and policies.

- **I.O.E.1.1** % of EU approval of specialised Contract products delivered to support formulation, implementation and evaluation processes.
- **I.O.E.1.2** % of EU-funded interventions in Bolivia that have received advice from the Contract during their formulation comply with the requirements defined by the OECD DAC to be considered G1.

**O.E.2:** Improved synergies and coherence with other EU and Team Europe actions.

- **I.O.E.2.1** Degree of satisfaction of Team Europe representatives with the implementation of the Contract actions aimed at promoting coordination among its members.

**O.E.3:** Facilitation of political and participatory dialogue with the government, the private sector, civil society and other relevant actors.

- **I.O.E.3.1** Number of organisations and/or individuals, broken down by category, participating in policy dialogue events between various key actors and the European Union.

**O.E.4:** Strengthening strategic communication and public diplomacy, including visibility actions.

- **I.O.E.4.1** Number of followers and community on social media (e.g. FB, IG and X).

**IMPLEMENTATION PERIOD: September 2027.**



*Gender workshop in Bolivia*



**PROJECT: FUTURE ECONOMY SECTOR DEVELOPMENT PROGRAMME (SFESDP) - IMPLEMENTATION OF OUTPUT 1 / REGIONAL EDUCATION INSTITUTE (CAMBODIA)**

Cambodia is facing a new phase of economic development due to its openness, low-wage strategy and preferential access to trade (UN, 2023). In this context, the garment, footwear and travel goods sector has flourished and absorbed millions of workers (76% women) into the formal labour market. Thanks to these advances, Cambodia became a lower-middle-income country in 2015 and met the criteria to be considered a Least Developed Country (LDC) for the first time in 2021 (UN, 2023).

However, manufacturing and agricultural production remain concentrated in low value-added activities without strong links to domestic micro, small and medium-sized enterprises (MSMEs), which dominate the informal economy and account for a large share of the workforce with limited labour protection. The low skill level of the labour force is a key challenge for businesses and the manufacturing sector. In addition, real wages or real incomes have recently declined, affecting the livelihoods of households, particularly women. Therefore, improvements in productivity and competitiveness are required to promote inclusive and sustainable economic development (World Bank, 2023).

Poverty in Cambodia stems largely from underemployment rather than unemployment, due in part to a lack of employable skills. Internal rural-urban migration is high and young (64% between the ages of 20 and 34). Young migrants are generally unskilled, with limited vocational training, and tend to work in low-wage jobs with little upward mobility or stability (e.g., in garment, construction, or service industries), making them vulnerable to economic shocks. Female migrants tend to occupy the lowest-paid jobs. Internal migrants and young Cambodians in general face few economic opportunities, limited access to high-quality education and strong competition for well-paid jobs (UN, 2023).

Although enrolment in technical and vocational education and training (TVET) is increasing, it remains low, and the educational level of the working-age population still reflects a past affected by the country's conflicts. There is a significant mismatch between the skills of young workers and those required by employers, due to a combination of low educational attainment, ongoing challenges in the transition from primary to secondary education, and the low quality and relevance of education and training.

**PROJECT OBJECTIVES:**

- To transform eight selected technical training institutes (TTIs) into leading institutions for technical and vocational education and training (TVET) in Cambodia, with the aim of training high-quality technicians in priority sectors and responding to the changing needs of technology and industry.
- Strengthen the role and participation of industry in skills development, focusing on improving the skills and training of existing workers.
- Provide technical support and guidance to the Executing Agency (EA), the Project Management Unit (PMU) and the implementing agencies: the Directorate General of Technical Education and Vocational Training (DGTVET) of the Ministry of Labour and Vocational Training (MLVT) and the Institute of Technology of Cambodia (ITC) of the Ministry of Education, Youth and Sports (MoEYS).
- Staff training and institutional capacity building as part of knowledge transfer to national staff and consultants.

**SDG TARGETS:**

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**SDG-4:**

4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, especially technical and vocational skills, for employment, decent jobs and entrepreneurship.

4.7 By 2030, ensure that all learners acquire the knowledge and practical skills needed 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 of culture's contribution to sustainable development.

4.7 a Construct and upgrade educational facilities that are child-friendly, gender-sensitive and accessible to children with disabilities, and provide safe, non-violent, inclusive and effective learning environments for all.

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

**SDG-8:**

8.3 Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalisation 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, substantially reduce the proportion of youth not in employment, education or training.

8.10 Strengthen the capacity of domestic 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 International Labour Organisation's Global Jobs Pact.

**INDICATORS:**

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- At least 30 modular courses relevant to priority skills and industry requirements identified for skills upgrading and training.
- Documented training modules based on industry-relevant competencies, including curriculum standards for each priority skill.
- Prepare a list of equipment, its detailed technical specifications, quantities required, and costs, including furniture for each laboratory, workshop, and classroom needed to implement the IT Networking/Programming diploma programme and related short courses.
- Module-based training materials, training and learning guides, and assessment packages.
- Delivery of training for trainers.

**IMPLEMENTATION PERIOD:** October 2029.

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**PROJECT: EXPANSION AND IMPROVEMENT OF DRINKING WATER AND SANITATION SERVICES IN THE DISTRICT OF CHALA, PROVINCE OF CARAVELI, DEPARTMENT OF AREQUIPA, WITH SNIP CODE 112210.**

**BACKGROUND**

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With the aim of improving the quality of life of the population of the city of Chala, located in the district of Chala, province of Caravelí, department of Arequipa - Peru, the Ministry of Housing, Construction and Sanitation, through the "National Urban Sanitation Programme", signed Contract No. 063-2024-VIVIENDA-VMCS-PNSU on 9 July 2024 with the CHALA SANITATION CONSORTIUM, which will be responsible for carrying out the work.

The **PHASES** of the project are:

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**1. COMPONENTS OF THE DRINKING WATER SYSTEM**

- Construction of water collection: Filter galleries
- Construction of a pressure line
- Construction of PTAP: Reverse Osmosis
- Construction of water pumping station: Treated Water Pumping Station
- Reservoir construction: REP-1 elevated reservoir, with a capacity of 2,000 cubic metres
- Construction of supply line: Supply line and overflow
- Construction of primary network, 6.4 kilometres of pipework
- Construction of secondary network: 65 kilometres of piping
- Construction of domestic drinking water connections: 2,910 units
- Construction of outfall: Land and submarine (wastewater): 1.8 kilometres of piping

**2. SEWERAGE SYSTEM COMPONENTS**

- Construction of primary collector: 58 kilometres of piping
- Construction of pressure line: Wastewater pressure line
- Construction of drainage pumping station: Wastewater Pumping Station
- Construction of domestic sewer connections: 3,162 units

**3. COMPONENTS OF THE WASTEWATER TREATMENT SYSTEM**

- Construction of WWTP: RAFA, Aeration Tank, Percolating Filter, Sedimentation Tank, Microfiltration, Contact Tank, Sludge Drying Bed.

**POPULATION AND DEMAND PROJECTIONS**

The population projection has been calculated based on the population growth rate of the district of Chala and using the 2017 INEI census as the base population. From there, a projection was made until 2040 (year 20 of the project horizon) – for a total of 30,850 beneficiaries by 2040.

**TECHNICAL DESCRIPTION OF THE PROJECT**

**1. DRINKING WATER SYSTEM:**

The source that will supply the drinking water systems for this project is groundwater located in the beach area of the Chala district. The water will be collected through filter galleries and a planned pumping station (CAISSON-TYPE COLLECTION CHAMBER) will pump the raw water to the Reverse Osmosis PTAP, which will have a treatment capacity of 95.71 l/s.



**2. SEWAGE SYSTEM:**

The planned sewerage system consists of wastewater collection networks with diameters ranging from [200 to 355 mm], made of PVC material NTP ISO 4435: 2005 SN 2, SN 4 and SN 8.

In accordance with the natural topography of the terrain, three drainage areas have been defined that evacuate wastewater to three planned pumping chambers (CBD-01, CBD-02 and CBD-03). The first two pumping chambers drive the drains to two planned collection points within the city, and the third drainage pumping chamber will drive all the drains from the entire district to a planned wastewater treatment plant.



### 3. SUBMARINE OUTFALL:

It is designed to discharge all industrial and domestic wastewater produced by the Desalination Plant – Reverse Osmosis into the PTAP (land section and submarine section) by gravity.

### 4. ELECTRICAL DESIGN:

The project includes the design of general feeders, power installations, outdoor lighting electrical installations for the wastewater treatment plant, Drainage Pump Chamber Station, Drinking Water Treatment Plant and Pumping Station, in a 440V medium voltage system, three-phase, three-wire 60 Hz, with a power factor in accordance with the motors to be installed in each station.

### 5. COMMUNICATIONS SYSTEM:

The implementation of the stations requires an efficient control, monitoring and automation system that integrates the project scheme into the Comprehensive Control Centre at the PTAP for drinking water and at the PTAR for wastewater, where the signals will be monitored by the SCADA to be supplied for the complete management of all systems.

### BUDGET SUMMARY.

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TOTAL VALUE OF THE WORK IS S/. 175,553,079.17 (PEN, of Peru) or its equivalent to €43,507,578.48.

### MAIN CHALLENGES AND SOCIAL COMPONENT.

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- Acquisition of the Reverse Osmosis Plant, an innovative technology that will treat seawater collected through the Caisson and filtering galleries. The water resource will be desalinated through this treatment.
- Logistics and procurement for international equipment purchases. We are working with suppliers in Germany, Italy, Spain, Mexico, and the United States.
- Affected population – summary:
  - o In the district of Chala, there are 35 urban settlements, of which only two have water and sewerage services; the other 33 settlements lack these services.
  - o With regard to the 33 settlements that do not have water and drainage services, families are forced to buy bottled water for their food, at a cost of 20 soles for every 20 litres of water. They also buy untreated water from tanker trucks for cleaning and hygiene, at a cost of 30 soles per 1m<sup>3</sup>.
  - o Furthermore, as they do not have drainage services, families have built silos to dispose of their excrement and throw the water they use onto the streets outside their homes to counteract the dust in the area, as there are no parks or verges with gardens.

- There are developments with larger populations, such as A.H. Las Flores and AH. Imperial Aguadita, where residents have built silos outside their homes, thereby contaminating public roads. Likewise, it was identified that there are settlements that, lacking sewerage services, have opted to connect informally/ clandestinely to networks or manholes that border areas with existing water and sewerage services.
- The lack of water for construction and aggregates such as sand is a huge challenge that the consortium is managing on a daily basis, as both inputs are valuable for concrete mixing, trench filling, hydrostatic testing and dust mitigation.

**SDG GOALS:**

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**SDG-6:**

6.1 By 2030, achieve universal and equitable access to safe and affordable drinking water for all

6.2 By 2030, achieve access to adequate and equitable sanitation and hygiene for all and end open defecation, paying special attention to the needs of women and girls and those in vulnerable situations

6.3 By 2030, improve water quality by reducing pollution, eliminating dumping and minimising the release of hazardous chemicals and materials, halving the proportion of untreated wastewater and substantially increasing recycling and safe reuse globally

6.4 By 2030, substantially increase water resource efficiency across all sectors and ensure sustainable extraction and supply of freshwater to address water scarcity and substantially reduce the number of people suffering from water scarcity

**SDG-3:**

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

3.9 By 2030, substantially reduce the number of deaths and illnesses from hazardous chemicals and air, water and soil pollution.

**INDICATORS**

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- Economic investment of €43,507,578.48
- 30,850 beneficiaries by 2040.
- Acquisition of a reverse osmosis plant, an innovative technology that will treat seawater collected through the Caisson and filtering galleries, desalinating the water through this treatment.
- Acquisition of equipment.
- Completion of project phases.

**IMPLEMENTATION PERIOD: fourth quarter of 2026.**

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The project completion deadlines are as follows:

- Construction: 20 months
- Assisted operation: 6 months



Concrete placement in REP-01 elevated reservoir, 2000 m<sup>3</sup>



Completion of pouring into elevated reservoir REP-01, 2000m<sup>3</sup>



Aerial view of the PTAR – Chala Wastewater Treatment Plant



Aerial view of the PTAR – Chala, with its main components under construction, percentage of progress in civil works at 53%



Aerial view of progress at the Drinking Water Treatment Plant – 32% progress



Aerial view of progress on the CBD-03 Drainage Pumping Chamber, the most important chamber, as it will pump wastewater collected from all of Chala to the PTAR.



**PROJECT: CONCESSION FOR THE MANAGEMENT OF THE CUATRO CAMINOS MUNICIPAL SPORTS CENTRE (MADRID CITY COUNCIL)**

Madrid City Council has awarded the management of **the Cuatro Caminos Municipal Sports Centre**, located at 107 Bravo Murillo Street in the Tetuán district, to **EDUCTRADE**, following the completion of the construction and implementation of the new facility. This modern sports centre, designed to be a benchmark in sustainability and functionality, has a floor area of over **9,200 square metres**, distributed over **five floors above ground**, as well as a **basement, a mezzanine** and a **rooftop terrace** equipped for sports use.

Designed to meet the growing demand for quality sports facilities in the area, the complex has the capacity to serve **more than 11,000 users**, integrating spaces dedicated to physical training, health, leisure and well-being. The concession to EDUCTRADE is part of a public-private partnership model promoted by the City Council, with the aim of ensuring efficient, innovative management focused on citizen service.

**SDG GOALS:**

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**SDG-3:**

3.4 By 2030, reduce by one third premature mortality from non-communicable diseases through prevention and treatment and **promote mental health and well-being**.

**SDG-8:**

8.3 Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalisation 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:**

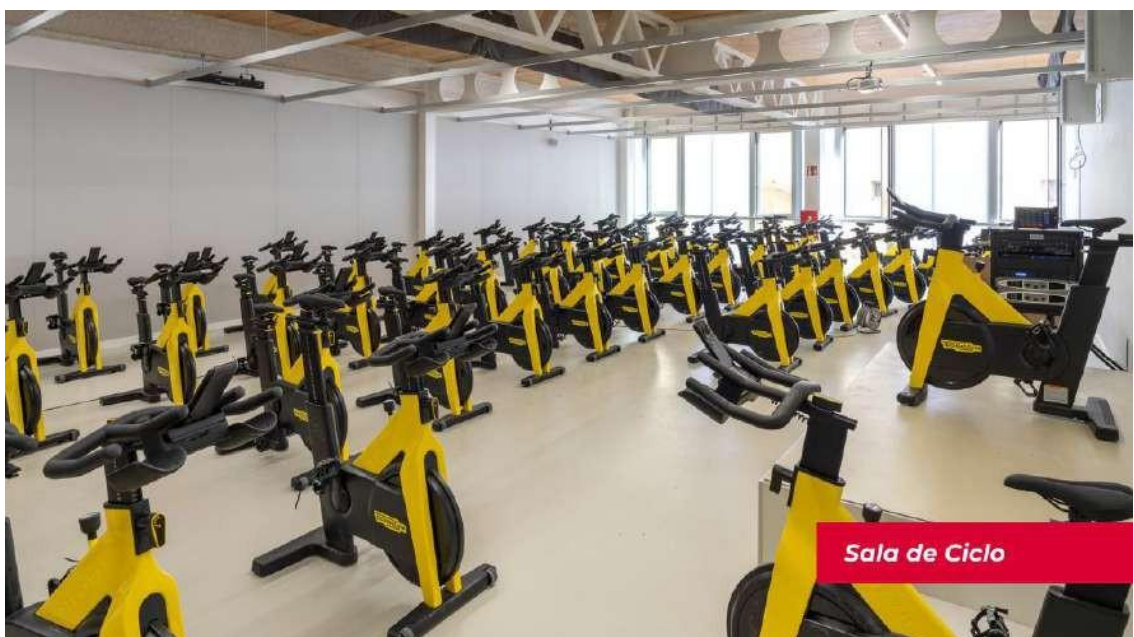
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- Increase in enrolment numbers in 2025 (10,947).
- Revenue in 2025 (€4,564,001).
- New sports activities to be offered.
- Social actions/meetings/collaborations. Currently collaborating with the PEGASUS sports inclusion project.

**IMPLEMENTATION PERIOD:** Until 2050.

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**PROJECT: PUBLIC SERVICES MANAGEMENT FOR THE DEVELOPMENT OF THE "THAT'S ENGLISH!" PROGRAMME FOR THE TEACHING OF ENGLISH AND GERMAN LANGUAGES IN DISTANCE LEARNING MODALITY**

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

Much of the programme 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 has overall responsibility for the programme. It also ensures compliance with the basic principles of this official distance learning programme for English to guarantee universal access to the programme. Regional governments adapt "That's English!" to their specific regions and oversee the implementation of teaching and assessment criteria and level objectives. Official language schools have administrative staff for the "That's English!" course who offer advice on enrolment 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 objectives of the contract are:

1. To support the Department for Education, 14 of the 17 regional governments and the two autonomous cities, as well as over 100 official language schools in the planning, budgeting and delivery of the programme.
2. To provide support to end users, the students, in the daily learning process. The service must cover the following administrative needs:
  - Ensure adequate and efficient service in terms of support for students, Official Language Schools (EOI) and educational authorities in the development of the distance learning programme for English and German, and in particular:
    - Services related to the programme's printed material, as well as making it available to students and administrative support staff at Official Language Schools.
    - Services related to student support for the programme.
    - Services related to the curricular aspects of the programme and the authorship and production of teaching materials.

- Services related to the training platform and the digitisation of content, including online certification exams.
  - Services related to the overall management of the programme.
  - Services related to communication, visibility and dissemination.
- Comprehensive financial, accounting, budgetary and tax management, administration and advice for the programme.
- Establishing management procedures that ensure the highest quality standards.
- Hire and train administrative support assistants, such as telecare and telephone information staff, to adequately respond to and provide information regarding any queries they may receive.
- Edit, print, store, and distribute the programme's teaching materials.
- Review and update the programme's teaching materials and ensure their quality.
- Training of teachers/tutors.
- Develop and maintain a learning management system (LMS) and the programme's learning platform (Moodle), as well as maintain the website [www.thatsenglish.com](http://www.thatsenglish.com).
- Carrying out the editing, digitisation, publication and integration of the programme's teaching materials into the LMS platform.
- Digitisation of online certification exams, as well as their integration into the e- learning platform, and the corresponding technical support for students and tutors.
- Integration and maintenance of the administrative management system (Symphony) and updating of all tools associated with the programme.
- Provide assistance and technical support to users of the programme's learning platform and all its tools.
- Adapting the programme to new technologies emerging on the market.
- Developing the design and advising on the services necessary for the provision of online tutoring.
- Design, develop and organise conferences, stands for trade fairs and other social activities required by the programme.
- Implement 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 programme's community manager.
- Design, develop and maintain a mobile application that works with IOS/Android systems.

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

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#### SDG GOALS:

##### SDG-4:

4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.

**SDG-10:**

10.2 By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status.

**INDICATORS:**

- Increase in the number of enrolments in the Official Course (>40,000 in 2025-2030).
- Increase in enrolment in the "At Your Own Pace" Course (>2,500 in 2025-2030).
- Increase in the number of enrolments in "Exam Prep" (>2,000 in 2025-2030).

**IMPLEMENTATION PERIOD:** Until 2030.

