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Charting Our Course:

PABLO DE OLAVIDE

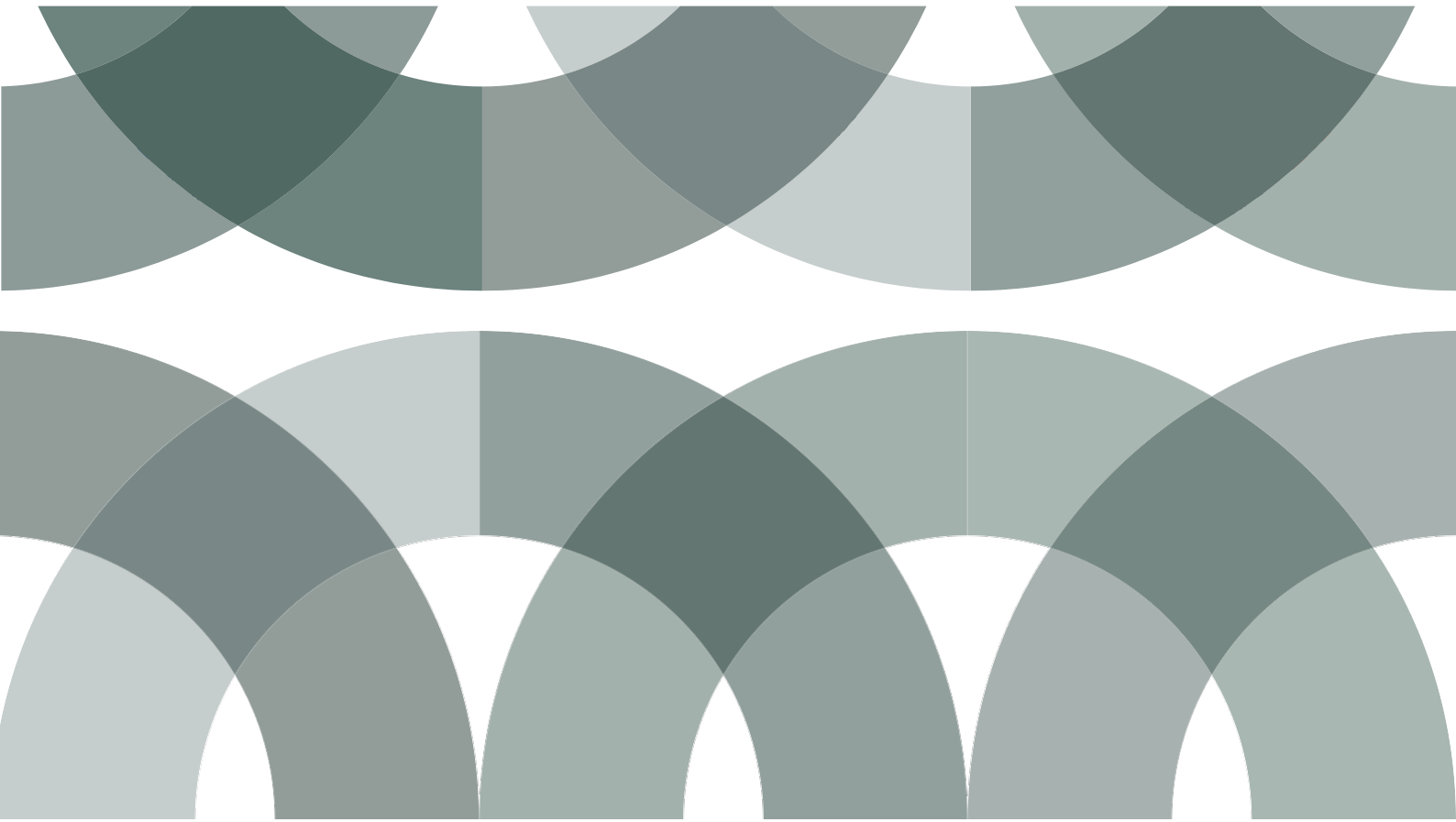
University's Vision for 2030 and Beyond

Seville, Spain

UNIVERSITIES FOR SUSTAINABLE DEVELOPMENT

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Document compiled by staff from Pablo de Olavide University of Seville (UPO), with technical assistance from Periferia Consultoría Social

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INDEX

PRESENTATION	4
KEY ACTORS	5
UPO2030 SWOT ANALYSIS	6
CHARTING OUR COURSE: UNIVERSITY'S VISION FOR 2030 AND BEYOND	14
MAINSTREAMING THE 2030A AND SUSTAINABILITY IN TEACHING	23
ALIGNING UPO'S RESEARCH PLAN WITH THE A2030	24
PROPOSALS FROM THE UNIVERSITY COMMUNITY	26
APPENDIX	27



Presentation

The 2030 Agenda presents a dual mandate for universities. Firstly, they are tasked with integrating the SDGs into their educational and research programs. Secondly, they are expected to act as catalysts for societal transformation and promote a governance model in higher education that aligns with the Agenda's objectives.

Recognizing the crucial role of universities in implementing the 2030 Agenda, the Pablo de Olavide University (UPO) has compiled a comprehensive Action Plan as a final result of a participatory process that has also produced an evaluation of its alignment and contribution towards achieving the Targets defined within the 17 Sustainable Development Goals (SDGs).

A SWOT analysis was also a product of the above-mentioned process, with the goal of assessing the weaknesses, strengths, opportunities and threats in relation to the contribution of the Pablo de Olavide University (UPO) to the 2030 Agenda. Determining the areas in which it can improve its measurement capacity and contribution in the future, the assessment has been a guide towards the implementation of concrete and effective actions from now on.

In light of these responsibilities, UPO has recognized the need to equip itself with the necessary tools to effectively assess the fulfilment of these mandates. This accountability is crucial for demonstrating UPO's commitment to the SDGs and for enhancing the effectiveness of its actions within the framework of the Agenda.

This Action Plan is the result of the work carried out in the context of two Research projects, an Erasmus+ "Universities for Sustainable Development" and another project financed by the Andalusian Agency for International Development Cooperation (AACID) called "Localization and Integration of the A2030 and the SDGs in the institutional practice and policy of the UPO from the Environmental Sustainability and Gender approaches." Both projects have been led collegially from the International Relations Area and from the Rector's Delegation for Sustainable Campus (CEi – CamBio).

Key Actors

An important aspect of this process was the active participation of individuals from different areas within the University.

Initially, a core group of six project members, together with the Periferia team, was formed, and their involvement spanned all three phases of the process. Over time, individuals from other areas and fields of the University also joined the project. To facilitate collaboration and information sharing, a virtual workspace was established at the outset, enabling participants from the University to contribute their insights and review the generated information.

The following people participated throughout the process:

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Department of Sociology

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Earth physics lector and research projects manager

In addition to those already mentioned, there have been other areas of the University that have also participated in the preparation of the Action Plan and




the report on UPO's contribution to the 2030 AGENDA for the 2021-2022 academic year, providing specific and relevant data for the process. These areas have been: Human Resources, PDI and PAS, Quality Area, Scholarships and Grants Service, Functional Diversity Support Service and the Infrastructure, Maintenance and Energy efficiency Service.

UPO2030 SWOT analysis

This chapter offers the result of the analysis carried out to assess the **weaknesses, strengths, opportunities** and **threats** in relation to the contribution of the Pablo de Olavide University (UPO) to the 2030 Agenda. This analysis has been carried out with the support of an external consultant and has the objective of knowing in a comprehensive way the current performance of the UPO in relation to the fulfilment of the Sustainable Development Goals (SDGs) and determining the areas in which it can improve its measurement capacity and contribution in the future. The assessment offers a clear vision of the current situation and is a guide towards the implementation of concrete and effective actions from now on.

Based on the diagnosis of the alignment of the Pablo de Olavide University of Seville with the 2030 Agenda and from the consequent analysis process, both internal and external elements have been identified that influence the university's ability to contribute to the 2030 Agenda effectively. The **weaknesses** detected allow us to recognize those aspects on which the UPO needs to focus its efforts to strengthen future actions and results. On the other hand, the identified **strengths** are elements in which the UPO stands out and that offer a solid foundation from which you can enhance the measurement of your contribution to the SDGs in the future.


In addition, **opportunities** have been identified that can be used as catalyst to create a positive change in the community near the university. These opportunities will allow, in a second stage, to identify new lines of work and improve practices to move towards sustainability and compliance with the SDGs. Finally, identified **threats** must be considered and addressed to ensure the success of future initiatives. These threats arise from external factors that affect the environment, as well as from internal challenges. By being aware of these threats, UPO will be able to develop appropriate strategies to mitigate potential



negative impacts and stay on track towards achieving the SDGs.

Strengths

- There is a **large set of data already available** at the university: After the analysis carried out, it is confirmed that more than 80% of the designed indicators are already existing. This availability of data implies the possibility of understanding and evaluating performance, since there is access to up-to-date information, with which, from this moment on, most of the key indicators could be effectively monitored and evidence-based decisions made. With this extensive prior database, the UPO is well positioned to guide its future actions towards achieving progress in sustainability and in alignment with the objectives of the 2030 Agenda.
- The established **indicator system represents the institution very well**: The system adequately reflects the university's own areas. The indicators cover a wide range of areas, including academic performance, research, knowledge transfer, environmental sustainability, faculty management, governance of the institution, incorporation into the labour market, social responsibility and community participation. By reflecting these fundamental areas of the university, the system of indicators makes it possible to comprehensively measure and evaluate the contribution to society while achieving the institution's own objectives.
- The **selected indicators are comparable with those of other universities**: This is because, when designing and selecting the indicators of the UPO, standards and best practices used at national and international level were considered. This allowed us to establish a set of contribution indicators to the 2030 agenda that are coherent and comparable with those used by other academic institutions. By being able to compare results in the future with those of other universities, it will be possible to obtain a more objective perspective and establish more ambitious shared goals to move towards academic excellence and sustainability.
- The **UPO is capable of showing data on all 17 SDGs**: the contributions of our university to the 17 Sustainable Development Goals (SDGs) of the 2030 Agenda can be measured and evaluated. By covering the SDGs so widely, the indicators allow us to demonstrate in a tangible and quantifiable way the activity carried out by the university, providing clear and objective evidence of their contributions and allowing effective communication of the impact achieved in areas of the 2030 Agenda such as quality




education, gender equality, access to clean energy, climate action or the reduction of inequality, among others.

- **The system offers a good balance** between indicators of different types: selected indicators are divided into those focused on measurements of the effort (progress in resource allocation or development of activities) with the results (changes in the situation) in all the SDGs, as well as combining their focus in different areas: in the institutional, in relation to the university's interest groups and about the contribution to society.
- **Methodological sheets are available for all indicators set:** there has already been a first exercise of reflection, debate and clarification with the participation of different representatives of the UPO and therefore they are not the result of a simple exercise of "brainstorming". Although in the future they can and should be improved and qualified, the existence of a methodological basis is essential to articulate the progress in the definition, dissemination and implementation of the measurement system.
- **Indicators work culture already existing at the university:** management teams are already accustomed to collecting, recording and providing information based on indicators of different types.
- There is a perceived **willingness and commitment to offer a real and transparent feedback to society.** There are several indicators for which no data are currently available. By acknowledging the lack of reliable data, UPO is demonstrating willingness to present a realistic and unadulterated picture of activities and results in relation to the 2030 Agenda. This honesty is essential for a responsible and effective management culture, as it will help identify areas where data collection and monitoring need to be improved.

Weaknesses

- **There is still a lack of awareness and understanding with the 2030 Agenda:** This can lead to a lack of understanding of how the SDGs relate to the institution's activities and goals.
ACTION 1: communication and awareness campaigns and activities to bring the initiative closer to the entire university community
- **Disconnection with the institutional strategy:** If the SDGs are not integrated into the general strategy of the university, there is a risk that the monitoring indicators are not aligned with the established



priorities and goals, this could generate a fragmented approach and lack of coherence in implementation.

ACTION 2: to include SDGs in UPO strategic plan

- **There is no institutional leadership of the initiative:** lack of leadership and engagement at the level of rectorate and vice-rectorate at this initial moment of the project must be corrected as it may hinder the effective implementation of the system of indicators in the near future. It is essential to have strong leadership that supports the importance of the SDGs and provides the necessary resources to carry out monitoring and measurement.

ACTION 3: engagement actions at management level


- **There is no governance nor coordination of the measurement system:** There is a lack of establishing a coordination figure or team responsible for the measurement of the UPO's contribution to the 2030 Agenda. If this formalization does not take place, given the transversality of the project, there is a risk that it will remain in no man's land, due to the lack of a clear definition of responsibilities and roles.

ACTION 4: allocation of 2030A follow-up to a specific area, either existing or new one, in charge of mobilizing the rest of the areas to collect data and to integrate with the work of the university.

- **There are no financial, technological and human resources assigned to the project in a stable and recurring manner:** up to this point, the actions taken are framed in the development of 2 projects, which are providing specific resources for a limited period of time to get the initiative started. Lack of stable funding can lead to significant limitations in data collection, analysis and preparation of reports that require capacity and resources with continuity over time.

ACTION 5: allocation of specific resources for A2030 activities

- **Participation and collaboration of different areas of the university is still limited:** The successful implementation of a system of indicators SDGs monitoring requires the active participation and collaboration of different stakeholders within the university. Without encouraging participation and establishing effective communication channels, it can be difficult to obtain the commitment necessary for successful implementation.
- **The current data collection process is manual and improvised:** most of the real data on the contribution indicators to the 2030 Agenda currently



existing in the different areas of the UPO have had to be collected in a traditional way and with the voluntary collaboration of some agents. This has obvious risks of possible errors or quality of the data collected and would represent complexity in being able to be repeated on future occasions.

ACTION 6: creation of an effective communication system for data gathering and reporting (**internal knowledge generation system**)

- **Some indicators are too closely linked to legal regulations:** the contribution evidenced by the indicators selected for SDG 5 and 10 is highly influenced by compliance with related state laws, so deeper analysis is needed in the future to try and go further, setting specific voluntary measures and goals of the UPO that improve what is established in the law, which is mandatory in any case.
- **Some indicators are difficult to understand and communicate:** the meaning of some indicators established in the set is not direct, they are not well understood simply by reading the name of the indicator. This fact suggests that it will be necessary to carry out an exercise to explain the indicator to help interpret the data offered.
- **Some indicators offer quantitative data so small that lose their sense as evidence of progress towards the 2030 Agenda:** after first data calculation, it seemed that by their very nature some indicators are not going to be able to offer relevant or significant data at any time (for example, infinitesimal percentages of the overall budget of the UPO). Sometimes the amount of money budgeted in an item or its weight on the overall budget is not a good reflection of the contribution or whether something is being seriously worked on, especially when we talk about items with amounts that are always low compared to other budget items. All of this can lead to losing effectiveness when it comes to reflecting the UPO's contribution to the Agenda in some items.

ACTION 7: annual indicator set review for easing understanding and engagement

Opportunities

- **The initiative can position the UPO with an image of leadership in relation to the 2030 Agenda:** The universities that make the greatest efforts in the field of sustainability and those who are capable of making it visible obtain better results in attracting talent at a European level. Students increasingly take this factor into account when choosing a university.



- **The dissemination of this initiative can place the UPO as the first university that has carried out an exercise to define indicators and a structural data collection on the SDGs of the 2030 Agenda in Andalusia.** This would help to "build a brand" and focus on the UPO in external media, showing it as a modern 21st century university, with commitment to values, beyond the academic or scientific fields, with the consequent potential benefit of **attracting a target audience** (students and teachers) with the same values.


- **The information based on indicators numerical offers odds to create a performance tracking model in the future:** dispose of indicators is the condition to be able to establish goals to meet (expected values of each indicator) or to be able to carry out comparative analyses with data from previous years (establishing trends). To this end, it would be desirable to reflect on and establish a "semaphore-type" results assessment model or based on percentages of compliance (0% - 100%) that would allow information to be offered to assess the degree of implementation of the SDGs in the university and serve as a management and mobilization tool for the different UPO teams.

ACTION 8: already being deployed by the SDG Scorecard being developed

- **The initiative can bring out roles and teams of the UPO that are already promoting initiatives around the 2030 Agenda:** which may be a fit for people or teams that are already working on the SDGs, and to which in the coming months a framework can be offered in which to pour those efforts and motivation.

ACTION 9: searching for and appointing internal leaders to help disseminate and motivate in all areas of the university.

- **The current context has milestones that can contribute to promoting sustainability and social commitment:** the new high education law, mobility legislation, circular economy, gender, all of them force the university to go along one line and can allow the UPO to take advantage of this dynamic to integrate them all into the contribution system to the 2030 Agenda.
- **There is clear potential to build alliances with key agents based on the 2030 Agenda:** the UPO could use this initiative to align itself with others important actors, potential partners with whom to share the development of the 2030 Agenda. For example, the city of Seville is part of the urban agenda and has funding sources in that sense at the



city and metropolitan area level. It also offers the possibility of creating alliances with other prestigious universities or entering reference university rankings.

ACTION 10: building alliances with key agents based on the 2030 Agenda.


Threats

- **Temptation to modify the system of indicators to respond to other priorities:** the set of defined indicators provides relevant information on many issues and areas of the university; it opens up a vision that was not available until now. It is logical to want to take advantage of the system and the indicators for other objectives for which they were not intended, and this would not be a problem unless the original purpose begins to be undermined (for example, by removing indicators or proposing new indicators based on other criteria or purposes other than measuring the UPO's contribution to the 2030 Agenda). One must not make the mistake of transforming the measurement of the contribution to the 2030 agenda into a system with indicators to monitor the university's own objectives or to improve educational quality.

- **The usefulness of investing resources in measuring the contribution to the 2030 Agenda can be questioned:** There is a risk that, by publishing the data and considering that there is usually an ideological bias regarding the 2030 Agenda in society, reactions may be provoked that question whether the data obtained is really useful or even that they are simply propaganda or marketing. Doubts about the great effort of collecting data versus the usefulness that can be extracted from it may appear.

ACTION 11: costs and benefits analysis of the SDGs indicators system, with realism and transparency, before beginning its dissemination to other areas or groups of the university community.

- **There may be reluctance on the part of the UPO government team to publish some data that presents unfavourable results:** In the case of data that reflects a breach of a legal limit or that offers a weak institutional image, given the fear of avoiding criticism, it is possible that it is decided that they cannot be published. This could undermine confidence in the initiative both internally and externally in the medium term, as it would lose legitimacy and become a mere marketing tool.
- **The initiative is identified with a lack of legitimacy to be taken seriously or to invest**



time in it: If sufficient institutional support is not obtained, this type of comment or reaction may be common, especially when different teams must be involved to carry out actions.

- **The initiative is identified with extra work and bureaucracy:** if its potential benefits are not adequately explained, the initiative can create rejection because it will be perceived as a source additional work when collecting or calculating data, in addition to the usual functions of the teams or roles.

ACTION 12: to integrate data collection into daily life, within the processes and responsibilities already underway in the different areas.



Charting Our Course: University's Vision for 2030 and Beyond

General considerations about indicators and 2030 targets

- As general comment all data will be disaggregated by gender
- All grants mentioned in following indicators are UPO funded grants with own budget. Grants funded by external organisations are not considered.
- SDG4: Figures related to number of students enrolled is highly dependent on demography so no target values have been set. Actual values will have to be cross checked with population tendencies.
- UPO10.1: 5% target is established by law.
- SDG16: all indicators data are provided by an external entity called Dyntra: The Collaborative Transparency Platform.



		2021-22	2030
UPO 1.1	Percentage of grants awarded with respect to the total requested	40.4%	50%
		Linguistic Accreditation 15%	Linguistic Accreditation 25%
UPO 1.2	Percentage of UPO's annual budget dedicated to grants and social assistance for low-income students with respect to the total annual UPO budget	0.15%	0.20%



		2021-22	2030
UPO 2.1	Percentage of own dining room grants with respect to those requested.	31.7%	40%
UPO 2.2	Percentage of cafeterias on campus that offer a menu with local and seasonal products and also have fair trade products out of the total number of such establishments	Not available	100%



		2021-22	2030
UPO 3.1	Percentage of people from the university community who use the sports facilities and/or enrol in physical activities offered by the university.	5.6%	10%
UPO 3.2	Percentage of UPO's annual budget allocated to the area of Health and Occupational Risk Prevention and Healthy Campus and Sports	0.0007% occupational risk prevention 0.0005% Healthy Campus Area	-
UPO 3.3	Students attended in the mental health service	Not available	Monitor



		2021-22	2030
UPO 4.1	Students enrolled in undergraduate and postgraduate courses at UPO	15196 (6492M/8604F)	Monitor
UPO 4.2	Number of students enrolling for the first time in a degree and postgraduate course at UPO.	2133 graduates 1184 Master 207 doctoral	Monitor
UPO 4.3	Number of students completing their undergraduate and postgraduate studies.	1472 degree and double (560M/912F) Master 1095 (417M/678F)	Monitor
UPO 4.4	Degree of satisfaction of the students with teaching.	4.31/5 degree 4.31/5 postgraduate	4,5 degree 4,5 postgraduate
UPO 4.5	Students rate over number of full-time teachers	25.2 students/ teacher	20
UPO 4.6	Teaching Saturation Index (percentage of credits allocated to a teacher with respect to the total possible).	Not available	Make it available
UPO 4.7	Proportion (%) of college-educated students first-generation in family	Not available	Make it available
UPO 4.8	Academic Success Rate in Master and Degree	93.91%	Above 90%
UPO 4.9	Academic performance Rate	92.24%	Above 90%
UPO4.10	Abandonment rate	13.58%	Below 10%
UPO4.11	Number of people using the Disability Care Service and Specific Educational Support Needs (annual)	122	Monitor it
UPO4.12	Number of students with functional diversity who finish their graduate and postgraduate studies at the UPO	10	Monitor it
UPO4.13	PDI and PAS participating in training actions on attention to diversity	0% of PAS 2.3% of PDI (M) 2.9% of PDI (F)	10% for all
UPO4.14	Percentage of university population that participates in programs/activities that promote education for sustainable development	3.7 %	25%
UPO4.15	Number of students enrolled in specific master for sustainable development, through education for sustainable development and sustainable lifestyles, human rights, gender equality	348 (152M/196F)	350



		2021-22	2030
UPO 5.1	Percentage of women enrolled over total students.	56.4%	40%-60%
UPO 5.2	Percentage of female new students out of total new students.	60.1%	40%-60%
UPO 5.3	Percentage of women participating in research and innovation projects.	51.84%	40%-60%
UPO 5.4	Percentage of PDI women out of total PDI	44%	40%-60%
UPO 5.5	Percentage of PAS women out of the total PAS	67%	40%-60%
UPO 5.6	% UPO annual budget allocated to the Equality area.	0.15%	0.20%
UPO 5.7	% of people in the university that participates in training and awareness-raising activities on equality.	1689 people (13% M/ 87% F)	3500 (achieving 40% M)
UPO 5.8	Number of interventions in application of the protocol against sexual and gender-based harassment at the UPO.	192	Monitor
UPO 5.9	Number of people (PDI+PAS) that welcome conciliation plans.	14 PAS (2M/12F) 127 PDI (34M/93F)	Achieving equality
UPO 5.10	Percentage of women in collegiate bodies and management teams	Not available	40%-60%
UPO 5.11	Percentage of main research groups led by women.	23.5%	40%-60%
UPO 5.12	Percentage of female professors with respect to the total number of professorships.	22%	40%-60%



		2021-22	2030
UPO 6.1	Average water consumption (m3) per person from the university community per year.	Consumption of 2.15m3 of water per person per year.	10% reduction
UPO 6.2	UPO Water footprint	Not available	Make it available
UPO 6.3	Percentage UPO annual budget for the sustainable management of water and sanitation in university facilities and the care of aquatic ecosystems.	Not available	Make it available



		2021-22	2030
UPO 7.1	Percentage of RITE buildings/facilities with an A, B or C energy efficiency certificate	Not available	Make it available
UPO 7.2	Percentage of electricity consumed that comes from renewable sources with respect to total consumption.	25.7%	100%
UPO 7.3	Energy consumption per enrolled student and staff (PAS/PDI/contractors) (kWh per person per year)	652.8 kWh/pax*year	500 kWh/pax*year

		2021-22	2030
UPO 8.1	Number of students with curricular and extracurricular internships managed by the UPO.	2588 students (879 M / 1709 F)	Monitor
UPO 8.2	Number of students who have been assisted by the professional guidance service or who have participated in the entrepreneurship and employability activities of the FPO.	2176 students (977 M / 1211 F)	Monitor
UPO 8.3	Employment rate of graduate students after one year.	41.29%	50%
UPO 8.4	Percentage of UPO personnel with a permanent employment contract or civil servants.	94.8% PAS 33.7% PDI	95% PAS 50% PDI
UPO 8.5	Accident and incident rate per capita for all UPO personnel.	2.8 accidents with sick leave/1,000 workers*year 2.8 accidents without sick leave/1,000 workers*year	Decrease
UPO 8.6	Number of people participating in training activities related to risk prevention and occupational safety	46 people	100 people

		2021-22	2030
UPO 9.1	Number of spinoffs created in the UPO.	5 spinoffs	10
UPO 9.2	Percentage of the UPO's annual budget dedicated to research and development (R&D).	7.73%	9%
UPO 9.3	Percentage of Income from R&D derived of external funds over total R&D budget of the university	6.64%	8%
UPO 9.4	Percentage of Income from R&D derived of public funds over total budget of the university allocated to R&D	6.28%	7%
UPO 9.5	Percentage of Income from R&D derived of private funds over the total budget of the university allocated to R&D.	0.36%	1%
UPO 9.6	Number of patents or exploitation licenses linked to research carried out at the UPO	9	15

10 REDUCCIÓN DE LAS DESIGUALDADES



		2021-22	2030
UPO 10.1	Percentage of staff with functional diversity with respect to the total staff of the UPO.	PAS: 0%M and 0.075% F PDI: 0.006%M and 0.001%F	5% 5%
UPO 10.2	Percentage of students with functional diversity with respect to the total number of students.	1.08%	9%
UPO 10.3	Percentage of facilities and services certified as universal accessibility.	Not available	Make it available
UPO 10.4	Number of older people participants in the program "Open Classroom for seniors".	848 (228M/ 620F)	Monitor (40-60% female)
UPO 10.5	Number of Third Sector entities with which the UPO has signed collaboration agreements for the promotion of University Volunteering.	238	250
UPO 10.6	Number of people participating in activities of Volunteering through the UPO Volunteering Office.	633 people (257 M / 376 F)	750

11 CIUDADES Y COMUNIDADES SOSTENIBLES



		2021-22	2030
UPO 11.1	Percentage of parking places for bicycles out of total of members of the university community.	2.6%	5%
UPO 11.2	Percentage of trips of the university community that is carried out by means of sustainable transport.	61.9%	75%
UPO 11.3	Flora Tristán residence occupancy rate.	93%	Above 90%
UPO 11.4	People who participate in the "Shared Accommodation" program.	Not available	Make it available
UPO 11.5	Percentage of campus surface university occupied by green areas and gardens.	45%	50%

12 PRODUCCIÓN
Y CONSUMO
RESPONSABLES



		2021-22	2030
UPO 12.1	Kg/year/person of food waste in the UPO facilities	Not available	Make it available
UPO 12.2	Kg of Hazardous Waste generated in laboratories and UPO workshops throughout a year	4,006 Kg 0,24kg/pax	Decrease
UPO 12.3	Kg of Electrical and Electronics Waste generated per year per capita on campus	Not available	Make it available
UPO 12.4	Kg of plastic waste generated per year per capita on the UPO campus	Not available	Make it available
UPO 12.5	Kg of paper used per capita recovered in selective bins on the UPO campus	0.93 Kg/pax	Decrease
UPO 12.6	Kg of glass used per capita recovered in selective bins on the UPO campus	Not available	Make it available
UPO 12.7	Percentage of tenders in which they have integrated ethical, social and environmental clauses (beyond law)	Not available	Make it available

13 ACCIÓN
POR EL CLIMA



		2021-22	2030
UPO 13.1	Carbon footprint. Direct and indirect emissions. Scope 1, 2 and 3	0.2 tons per person	Scope 3 calculation
UPO 13.2	Number of people participating in climate change related activities	60 people (7H/53M)	100
UPO 13.3	Number of investigations on climate change	33 publications	50
UPO 13.4	Academic offer in Climate Change	1 degree, 2 double degree and 7 master	Include subject in full academic offer

14 VIDA
SUBMARINA



		2021-22	2030
UPO 14.1	Number of investigations on conservation of oceans, seas, lakes, rivers and marine resources	22 publications	40
UPO 14.2	Academic/training offer in aquatic ecosystems from a perspective of conservation and sustainable use of their resources	1 degree, 2 double degree and 4 master	Same



		2021-22	2030
UPO 15.1	Biodiversity index in campus (existing and reintroduced).	229 species	Monitor
UPO 15.2	Number of publications on conservation and management of soils and terrestrial ecosystems.	38	50
UPO 15.3	Academic/training offer on conservation and sustainable uses of terrestrial ecosystems.	1 degree, 2 double degree and 7 master	Same



		2021-22	2030
UPO 16.1	Transparency index and accountability at UPO*	48.52%	80% (min)
UPO 16.2	Community involvement in decision-making*	38.10%	80% (min)
UPO 16.3	Percentage of cases resolved with respect to those reported to the university ombudsman	80.7%	90%




		2021-22	2030
UPO 17.1	Percentage of the annual budget of the UPO for projects and actions of International Cooperation for Development from both own and external funds.	0.36%	0,7%
UPO 17.2	Percentage of people who participate in international cooperation and development activities with respect to the total university community.	Not available	Make it available
UPO 17.3	Percentage of people in the university who participate in mobility programs.	8.29%	10%

* <https://www.dyntra.org/poi/universidad-pablo-de-olavide/>

Mainstreaming the 2030A and Sustainability IN TEACHING

1. Curricular sustainability:
 - a. Use of participatory teaching methodologies
 - b. New competencies in study plans
 - c. Creation of New contents: specific contents in selected subjects or transversal subjects in all UPO degrees and master studies
 - d. Inclusion in the teaching guides of the subjects how the subject and its syllabus contribute to the achievement of specific SDGs
2. Innovative Teaching projects:
 - a. Development of resources and materials to support curricular sustainability
 - b. Development of training materials that present examples of good practices developed by entities, administrations or civil society to contribute to the achievement of the SDGs, with the aim that they can be used by teachers in their teaching activities. Each of the fields of knowledge will be represented, in the three dimensions of sustainability
 - c. Creation of multidisciplinary teaching teams
 - d. Advice for teachers on the design, implementation and evaluation of this type of projects
3. SDG training for teachers:
 - a. Training of trainers: train teachers in Agenda 2030
 - b. Advice to teaching teams on curricular adaptation to sustainability
4. Continuous or non-formal training
 - a. Dissemination of the 2030 Agenda in terms understandable to citizens through short-term courses on the relevance of the 2030 Agenda, for example, through the MOOCs formula. Training in this sense is very transformative if it is accompanied by concrete examples of how universities are carrying out actions in this line, as well as showing good practices from other entities in the matter that can inspire and put the SDGs into practice.
 - b. Include training for the rest of the University staff: Administration and Services Personnel (PAS). The training of personnel who work in the management and coordination of key services that promote teaching, research, and management for sustainability is crucial. That is, the professionals from the Quality, Research, Teaching, Equality, Inclusion, Sustainability units, among others, who are the ones who can guide and promote these actions. These are necessary competencies if we want to carry out a coherent transformation as a university and not just ask teachers to include these contents or competencies.
5. TFG, TFM and doctoral theses
 - a. Integration of the 2030 Agenda in the TFG, TFM and doctoral theses. Proposal to incorporate in the TFG and TFM files a section that indicates how the TFG or TFM contributes to one or some of the SDGs
6. Agenda 2030 criteria in internal or external teacher evaluation processes

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- a. Recognition of educational innovation or good practices in curricular sustainability
 - b. Specific rubric in the evaluation processes
7. Quality
- a. Joint work with the Agencies or Quality Units of the universities. At this point it is very interesting to analyse the correspondence and coherence between the SDGs, targets and indicators and the criteria/requirements of the certifications that currently there are in environment/teaching/quality, since many points coincide

ALIGNING UPO'S RESEARCH PLAN WITH THE A2030

1. Encourage and promote the SDGs as a research topic within of the University
 - a. Increase awareness of the SDGs among researchers, including those starting out career aiming to build their profile up and their presence in new spaces.
 - b. Help researchers understand how their current research relates and connects with several SDG
 - c. Analyse, through mapping, how university research and its strengths align with the SDGs, and identify key researchers.
 - d. Prioritize research related to the SDGs and recruit appropriate academic staff.
 - e. Develop academic promotion criteria that value contributions to the SDGs
 - f. Disseminate research related to the SDGs and highlight the SDGs in major projects
 - g. Report regularly on how university research contributes to the SDGs
 - h. Encourage and support researchers to participate in the global researcher's community efforts to support the SDGs.
2. Support and encourage innovation for sustainable development solutions
 - a. Collaborate with companies to develop new technologies and solutions to address the SDGs.
 - b. Promote the creation of new high-tech companies, associated with programs university research projects inspired by the SDGs and evaluated for their contribution to the SDGs
 - c. Establish innovation centres focused on challenges related to the SDGs, partnership with companies, and university-based research
3. Actively support national and local implementation of the SDGs
 - a. Use the SDGs to develop collaborative relationships with government, industry, communities, the private sector and non-governmental organizations around specific challenges of the SDGs
 - b. Play a leading role in developing policies for sustainable development, including initiating projects to identify issues and challenges, develop policies and strategies, etc.
 - c. Offer specialized advice on the implementation of the SDGs to others sectors,



such as businesses, national governments and local governments

- d. Use the SDGs as a basis for locally based learning and where the university seeks to involve the community in learning programs or research
4. Support the creation of capacities so that emerging countries develop and use research on the SDGs
 - a. Establish alliances and exchange programs with universities in emerging countries on aspects related to the SDGs
 - b. Promote joint research projects on the SDGs and develop the ability to carry them out
 - c. Facilitate the exchange of knowledge with and between communities or countries about how to address common SDG challenges
 - d. Share experiences in data collection and interpretation and capacity to manage large sets of data
 5. Support the full spectrum of research approaches needed to addressing the SDGs, including interdisciplinary and transdisciplinary research
 - a. Identify opportunities for interdisciplinary links in research
 - b. Identify related interdisciplinary research efforts and capabilities with the SDGs that exist within the university
 - c. Develop the capacity of all researchers in interdisciplinary research and in other new research approaches
 - d. Provide funding and scholarships for interdisciplinary and transdisciplinary work about the SDGs
 - e. Provide structures and forums to encourage interaction, brainstorming and integration between disciplines
 - f. Highlight the value and validity of collaborative research, integrative methodological design and approaches aimed at achieving research incentives and promotion opportunities).

PROPOSALS FROM THE UNIVERSITY COMMUNITY

1. Improvement of social, environmental and gender equity criteria in public procurement and contracting specifications.

The objective of this proposal is to state the basis for a subsequent and definitive list of social, environmental and gender equality criteria that UPO intend to incorporate as annexes in the applications for the initiation of contracting files, as an informative guide to ease the selection and inclusion of this type of criteria in the public procurement specifications at UPO.

All these social, environmental and gender equity criteria shall be contained in a "Guide for ethical and sustainable public purchasing and contracting" at UPO. Thus complying not only with what is stated in the current Public Sector Contracts Law, which establishes in its third section of the first article that *"in all public procurement, social and environmental criteria will be incorporated in a transversal and mandatory manner, as long as they are related to the object of the contract, in the conviction that their inclusion provides a better quality-price relationship in the contractual provision, as well as a greater and better efficiency in the use of public funds"*, but also with the 2030 Agenda for Sustainable Development adopted by the UN.

Some examples of potential future requirements for procurement and contracting are shown in the APPENDIX

2. Creation of a free, comprehensive and equalitarian Mental Health Service for all people on Campus.

UPO launched a mental health care and training service in 2022, a mental and emotional health care and training service for the student body, with the aim of improving well-being and quality of life of young people, working on issues such as; anxiety, stress, toxic relationships, overload work, addictions, eating disorders, self-esteem, among others. With that, it seeks to improve the quality of life of its community, with the aim of promoting a culture of prevention, awareness and comprehensive care.


Although this was a great step on the part of the university, to encourage a change within the same giving attention to the students and improving their ability to face new stages or knowing tools to improve their living and mental conditions, other large component part of the university was not taken into account, workers and teachers. They also have the right to access it. This would achieve total treatment and comprehensive service "Give greater visibility about mental health resources at the UPO and increase its services to all people on campus (teachers, students, workers, etc.)."



3. Ecolavide Hub – Incubator of Sustainable Projects


Business incubators arise with the aim of facilitating the emergence and growth of new companies. These programs provide services that include, among others, supplies and work spaces adapted to the specific needs of each venture. More specifically, this incubator shall provide mentoring and advice to entrepreneurs in collaborative workspaces, where they can work, learn from experts in the field and connect with other actors in the entrepreneurial ecosystem and potential investors and strategic partners to develop and validate their ideas, as well expertise on solid business plans design.


APPENDIX



ENVIRONMENTAL CRITERIA

Criterion Name	Type of packaging
Aim	Promote the use of packaging that causes lower environmental impact
Criterion Type	Formula
Example	<p>It will be valued with up to 10 points depending on the type of packaging used by the bidder for takeaway food according to the following scale:</p> <p>Packaging type</p> <p>5 points if the packaging is exclusively reusable</p> <p>2.5 points if the packaging is not reusable but recyclable, compostable or ecological</p> <p>For accreditation, the tenderer must provide a sample of the packaging that will be used during the supply.</p>
Application to Contracts currently executing from the UPO	Contract for the Administrative concession of Restoration Services in the Plaza de Andalucía of the Pablo de Olavide University, in Seville, following social and environmental
Justification of the Criterion	This criterion makes it possible to reduce waste in the subsequent kitchen service. Therefore, it is in line with what is established in article 145.3.h of the LCSP on the reduction of the level of greenhouse gas emissions as a criterion. By giving the highest score to those proposals that commit to supplying packaging that causes less waste.
Control mechanisms	<p>For the award:</p> <p>Declaration from the bidders indicating the types of packaging to be supplied or, where applicable, a sample thereof.</p> <p>For execution:</p> <p>Control by the person responsible for the contract.</p>
SDG	


Criterion Name	Use of more sustainable vehicles
Aim	Promote the use of vehicles that favour the greenhouse gas emissions reduction
Criterion Type	Formula
Example	<p>Use of more sustainable vehicles</p> <p>The use of vehicles with certain characteristics for the execution of the contract will be valued with up to 30 points according to the following scale:</p> <p>More than 50% of vehicles with ZERO label → 30 points</p> <p>Between 25 and 50% of vehicles with ZERO label → 15 points</p> <p>More than 50% of vehicles with ECO label → 15 points</p> <p>Between 25 and 50% of vehicles with ECO label → 10 points</p> <p>Any reference to labels must include the expression "or equivalent" to allow the bidder to certify that their vehicle meets the required characteristics, even if it does not have the label.</p> <p>The bidder must present the technical sheet of the vehicles intended to be used during the execution of the contract where its characteristics are stated.</p>
Application to Contracts currently executing from the UPO	Maintenance and Conservation Service of Gardens and Sports Facilities of the University Pablo de Olavide
Justification of the Criterion	<p>The introduction of this criterion allows those proposals that include vehicles that contribute to decarbonization and the reduction of greenhouse gas emissions that affect global warming and climate to be valued with more points.</p> <p>climate change.</p>
Control mechanisms	<p>For the award:</p> <p>Declaration from the bidders indicating the types of vehicles they intend to use and attaching their technical sheets and/or accreditation label.</p> <p>For execution:</p> <p>Verification by the person responsible for the contract that those vehicles have been used effectively.</p>
SDG	 



Criterion Name	Waste management
Aim	Promote correct waste management
Criterion Type	Value judgement
Example	<p>The tenderer's delivery of a waste management plan generated during the execution of the contract will be valued with 15 points, which must contain the following:</p> <ul style="list-style-type: none"> • List of waste expected to be generated • Measures for the collection and management of waste generated in the execution of the contract • List of waste managers who will be in charge of transporting the waste generated (including documents proving that they are authorized).
Application to Contracts currently executing from the UPO	Maintenance and Conservation Service of Gardens and Sports Facilities of the University Pablo de Olavide
Justification of the Criterion	Correct waste management is valued as an award criterion to allow those proposals that present a plan for this to obtain more points. This criterion falls within the article 145.3.h of the LCSP when referring to maintenance or improvement of natural resources that can be seen affected by the execution of the contract.
Control mechanisms	<p>For the award: Contract waste management plan in accordance with the requirements of the award criteria.</p> <p>For execution: Verification by the person responsible for the contract that this plan is fulfilled.</p>
SDG	 <p>12 PRODUCCIÓN Y CONSUMO RESPONSABLES</p>


Criterion Name	Use of biodegradable tableware
Aim	Reduce waste generation
Criterion Type	Formula
Example	Use of biodegradable/reusable tableware The use (supply) of tableware and cutlery that is biodegradable will be valued with 10 points.
Application to Contracts currently executing from the UPO	Concession of Restoration Services in the Dining Room of the Celestino Mutis Building of the Pablo de Olavide University, following criteria social and environmental
Justification of the Criterion	This criterion makes it possible to reduce waste in the subsequent kitchen service. It is in line with what is established in article 145.3.h) of the LCSP on the reduction of the level of greenhouse gas emissions as a criterion, since it will reduce the energy consumption due to waste management.
Control mechanisms	For the award: Commitment of the bidder or sample of the product to be supplied. For execution: Verification by the person responsible for the contract that the supplies correspond to the commitment.
SDG	


Criterion Name	Energy efficiency
Aim	Favour the use of more energetically efficient equipment
Criterion Type	Formula
Example	<p>Use of more efficient equipment:</p> <p>The use of more energy efficient equipment with a European eco-label or equivalent will be valued with up to 10 points.</p> <p>The bidder must present the technical sheet of the equipment intended to be used during the execution of the contract, stating its characteristics.</p>
Application to Contracts currently executing from the UPO	Acquisition of personal desktop and laptop computers articulated by the Pablo de Olavide University in this restricted procedure through a Dynamic System of Acquisition
Justification of the Criterion	This criterion is included as one of the possibilities explained in article 145.3.h) of the LCSP on the assessment of the use of energy saving and efficiency measures as one of the criteria to be considered.
Control mechanisms	<p>For the award:</p> <p>Declaration from the bidders indicating the types of equipment that they intend to use and attaching their technical sheets.</p> <p>For execution:</p> <p>Verification by the person responsible for the contract that equipment has been used effectively.</p>
SDG	 

SOCIAL CRITERIA


Criterion Name	Job stability
Aim	Favour the assignment to the personnel contract with favourable working conditions, which allow reducing temporary employment in the labour market.
Criterion Type	Formula
Example	<p>10 points will be awarded to proposals that commit to maintaining the initial staff throughout the entire period of execution of the contract, without suspension or termination of the employment contracts of the staff linked to the fulfilment of the object of the contract, except for suspensions or extinctions resulting from the will of the worker or those that are a consequence of disciplinary dismissals.</p> <p>Bids submitted that do not comply with this condition will not be assigned any points in this section.</p>
Application to Contracts currently executing from the UPO	Road transportation service by bus and minibus for the Pablo de Olavide University, with environmental and social criteria
Justification of the Criterion	Through this criterion, we seek to contribute to the reduction of temporality among the staff that will execute the contract, valuing those proposals that present a higher proportion of permanent contracts.
Control mechanisms	<p>For the award:</p> <p>Responsible declaration from the bidders indicating the percentage of permanent contracts (full-time, if applicable)</p> <p>For execution:</p> <p>Nominal List of Workers indicating which contracts are permanent</p>
SDG	

Criterion Name	Integration of disadvantaged groups
Aim	Promote the insertion into the labour market of those people included in groups with risk of exclusion.
Criterion Type	Formula
Example	<p>A maximum of 10 points will be awarded to proposals that commit throughout the contract execution period to include within their workforce people belonging to groups at risk of exclusion, in accordance with the following formula for each of the people, up to a maximum of 5:</p> <p>Score= (number of hours per week/40)+(number of contract months/months of service duration)</p>
Application to Contracts currently executing from the UPO	<p>Maintenance and Conservation Service of Gardens and Sports Facilities of the University</p> <p>Pablo de Olavide</p>
Justification of the Criterion	Through this criterion, we seek to contribute to the insertion of people belonging to groups at risk of social exclusion, valuing those proposals that present a higher score, greater number of people to hire and a greater proportion in the dedication and duration of their contracts.
Control mechanisms	<p>For the award:</p> <ul style="list-style-type: none"> - Responsible declaration from the bidders indicating the number of people to be hired, the weekly dedication and its duration. <p>For execution:</p> <ul style="list-style-type: none"> - Nominal List of Workers indicating which contracts belong to the people belonging to these groups. - Report from social services or equivalent proving that these people come from these groups.
SDG	 


Criterion Name	Gender equality
Aim	Promote equality of people without distinction of gender or sexual condition
Criterion Type	Value judgement
Example	<p>A maximum of 10 points will be awarded to proposals that provide an Equality Plan applicable to the workforce and which must contain, at a minimum:</p> <ul style="list-style-type: none"> - Plan Objectives - Actions to take - Time planning - Evaluation and execution control - Economic memory <p>(specific requirements for gender equality in line with UPO's Gender Equality Plan shall be set-up before contracting)</p>
Application to Contracts currently executing from the UPO	Maintenance Service in accordance with environmental, social and ethical clauses of the Pablo de Olavide University
Justification of the Criterion	Through this criterion, we seek to contribute to real equality between people, without distinction of their sex or sexual orientation, beyond the obligations set by law.
Control mechanisms	<p>For the award:</p> <p>Equality Plan in force in the company or its project that includes the points required in the criteria.</p> <p>For execution:</p> <p>Favourable report from the representation of the workers on the execution of the Plan.</p>
SDG	


Criterion Name	Staff increase
Aim	Promote the reduction of the unemployment rate
Criterion Type	Formula
Example	<p>A maximum of 10 points will be awarded to proposals that commit to increasing their workforce throughout the contract execution period, according to the following formula for each person, up to a maximum of 5:</p> <p>Score= (number of hours per week/40)+(number of contract months/months of service duration)</p>
Application to Contracts currently executing from the UPO	Hiring of Warehouse, Moving and Personalized Courier Services, at the Pablo de Olavide University
Justification of the Criterion	Through this criterion, we seek to contribute to the reduction of unemployment rates, giving a higher score to those proposals that present a greater number of people to be hired and a greater proportion of dedication and duration of their contracts.
Control mechanisms	<p>For the award:</p> <p>Responsible declaration from the bidders indicating the number of people to be hired, the weekly dedication and its duration.</p> <p>For execution:</p> <p>Nominal List of Workers where the number of contracts, their dedication and duration.</p>
SDG	 <p>8 TRABAJO DECENTE Y CRECIMIENTO ECONÓMICO</p>



Criterion Name	Staff training
Aim	Increase workforce capacity
Criterion Type	Formula
Example	<p>A maximum of 6 points will be awarded to proposals that commit, throughout the contract execution period, to carrying out training courses for their staff, related to the object of the contract, as follows:</p> <ul style="list-style-type: none"> - 1 point for 20 hours of training per person for at least 50% of the workforce - 2 points for 20 hours of training per person for at least 90% of the workforce - 3 points for 40 hours of training per person for at least 50% of the workforce - 4 points for 40 hours of training per person for at least 90% of the workforce - 5 points for 60 hours of training per person for at least 50% of the workforce - 6 points for 60 hours of training per person for at least 90% of the workforce


Application to Contracts currently executing from the UPO	Personnel and communication support service for students with disabilities, in relation to hearing disability (sign language users), and disability in degree III: highly dependent (according to Law 39/2006, of December 14, of Promotion of Personal Autonomy and Care for people in a situation of dependency.), in the Pablo de Olavide University
Justification of the Criterion	Through this criterion, we seek to contribute to the improvement of the capabilities of the people who make up the workforce, which should mean an improvement in the provision of the service and an increase in the possibilities of stabilization of employment or insertion future in the labour market of these people
Control mechanisms	<p>For the award:</p> <p>Current training plan in the company or its project that includes a list of courses, calendar and places</p> <p>For execution:</p> <ul style="list-style-type: none"> - Signed attendance reports for each of the courses taught. - File for each course, indicating the syllabus, duration and dates.
SDG	


ENVIRONMENTAL SPECIAL CONDITIONS OF EXECUTION

Name of the Special Condition of Execution	Use of fresh products
Aim	Favor the use of products whose distribution and consumption reduce the greenhouse gases emission
Example	<p>For the execution of the contract, a minimum number of fresh products (vegetables, fruits, etc.) must be used, understood as those for which 2 days or less have passed from collection to distribution and that have not been frozen.</p> <p>For accreditation, the bidder must present proof of the day of collection of the product supplied by means of a delivery note from the supplier.</p>
Application to UPO Contracts	Concession of Restoration Services in the Dining Room of the Celestino Mutis Building of the Pablo de Olavide University, following social and environmental criteria
Control mechanisms	<p>For the award:</p> <p>Bidders' declaration indicating the types and quantities of fresh products that are intended to be supplied.</p> <p>For execution:</p> <p>Document where the fresh products and their quantities are broken down, supported, where appropriate, by the purchase delivery notes. The delivery notes must certify the date and place of harvesting and the place of marketing.</p>
SDG	



Name of the Special Condition of Execution	Use of Eco-friendly cleaning products
Aim	Promote the use of products whose distribution and use has a lower impact on the environment. Promote the use of products with an ecological label.
Example	<p>For the execution of the contract, the following products [identify which ones] must comply with the criteria [X and Y] of the EU eco-label for [type of product to be used]</p> <p>For verification, the bidder must provide a list of products that will be used during the execution of the contract and provide documentation proving the compliance with the requirements.</p>
Application to UPO Contracts	Cleaning service for the university campus of the Pablo de Olavide University, in Seville. Provided following social responsibility criteria, as well as carrying out practices that guarantee the preservation of the environment
Control mechanisms	<p>For the award:</p> <p>Bidders' declaration indicating the types and quantities of fresh products that are intended to be supplied.</p> <p>For execution:</p> <p>Document detailing the products with the ecological label and their quantities supported, where appropriate, by the purchase delivery notes. Product certificates.</p>
SDG	


Name of the Special Condition of Execution	Use of more sustainable vehicles
Aim	Promote the use of vehicles that favour greenhouse gas reduction
Example	<p>It is a special condition for the execution of this contract that at least a % of the vehicle fleet used for the execution of the contract are gasoline or diesel vehicles with EURO 6/VI emissions level.</p> <p>The bidder must present the technical sheet of the vehicles intended to be used during the execution of the contract, stating their characteristics.</p>
Application to UPO Contracts	Maintenance and Conservation Service of Gardens and Sports Facilities of the Pablo de Olavide University
Control mechanisms	<p>For the award:</p> <p>Bidders' declaration indicating the types of vehicles intended to be used.</p> <p>For execution:</p> <p>Technical sheet of the vehicles stating the ecological label. Product certificate.</p>
SDG	 


Name of the Special Condition of Execution	Selective Waste management
Aim	Promote correct waste management
Example	<p>It is established as a special condition of execution that the bidder delivers a report that specifies the actions for the management of waste generated during the execution of the contract. Said memory must contain:</p> <ul style="list-style-type: none"> -Types of waste that are expected to be generated. -Authorized managers who will take care of waste. -Destination of waste.
Application to UPO Contracts	Maintenance and Conservation Service of Gardens and Sports Facilities of the Pablo de Olavide University
Control mechanisms	<p>For the award:</p> <p>Waste management plan of the Contract in accordance with the requirements of the award criteria.</p> <p>For execution:</p> <p>Verification by the person responsible for the contract that this plan is fulfilled.</p>
SDG	

Name of the Special Condition of Execution	Use of compostable and biodegradable tableware
Aim	Reduce waste generation
Example	The use of tableware and cutlery that is compostable as defined in the standard is established as special execution conditions. EN13432 or equivalent
Application to UPO Contracts	Service Concession Contract for Restoration in the Plaza de Andalucía, Pablo de Olavide University, Seville, following social and environmental criteria
Control mechanisms	For the award: Commitment from the bidder or sample of the product to be supplied (including the corresponding certificate). For execution: Verification by the person responsible for the contract that the supplies correspond to the commitment.
SDG	

SOCIAL SPECIAL CONDITIONS OF EXECUTION

Name of the Special Condition of Execution	Integration of disadvantaged groups
Aim	Promote the insertion into the labour market of those people included in the groups at risk of exclusion.
Example	It is a special condition of execution that, for new hires and replacements, the winning company undertakes to include a minimum of 4 people belonging to groups at risk of exclusion.
Application to UPO Contracts	Maintenance and Conservation Service of Gardens and Sports Facilities of the Pablo de Olavide University
Control mechanisms	<p>For the award:</p> <ul style="list-style-type: none"> - Responsible declaration from the bidders indicating the number of people to be hired, the weekly dedication and its duration. <p>For execution:</p> <ul style="list-style-type: none"> - Nominal List of Workers indicating which contracts belong to the people belonging to these groups. - Report from social services or equivalent proving that these people come from these groups.
SDG	 

Name of the Special Condition of Execution	Staff training
Aim	Increase workforce capacity
Example	It is a special condition of execution that the company conducts training courses for its staff, related to the object of the contract, lasting 20 hours per year for 90% of its staff and 40 annual hours for 50%.
Application to UPO Contracts	Personnel and communication support service for students with disabilities, in relation to hearing disability (sign language users), and disability in degree III: highly dependent (according to Law 39/2006, of December 14, of Promotion of Personal Autonomy and Care for people in a situation of dependency.), at the Pablo de Olavide
Control mechanisms	<p>For the award:</p> <ul style="list-style-type: none"> - Current training plan in the company or its project that includes a list of courses, calendar and places <p>For execution:</p> <ul style="list-style-type: none"> - Signed attendance reports for each of the courses taught. <p>File for each course, indicating the syllabus, duration and dates.</p>
SDG	 <p>4 EDUCACIÓN DE CALIDAD</p>

Name of the Special Condition of Execution	Inclusive communication
Aim	Promote equality of people without distinction of gender, sexual condition, race, etc
Example	A special condition of execution is the use by the awarded company of inclusive and non-discriminatory language and images in all documentation and materials used for the execution of the contract.
Application to UPO Contracts	Hiring of Warehouse, Moving and Personalized Courier Services, at Pablo de Olavide University
Control mechanisms	For the award: <ul style="list-style-type: none"> - Responsible declaration of the bidding company with the commitment For execution: <ul style="list-style-type: none"> - Justifying report.
SDG	

Name of the Special Condition of Execution	Supply of fair-trade products
Aim	Promote the consumption of products based in fair trade
Example	It is a special condition of execution that during the entire period of execution of the contract, at least 5 products based on fair trade are included in its offer. Fair trade products will be considered those that contain the Fairtrade label, the World Fair Price Organization (WFTO) label or equivalents.

Application to UPO Contracts	Concession of Restoration Services in the Dining Room of the Celestino Mutis Building of the Pablo de Olavide University, following social and environmental criteria
Control mechanisms	For the award: <ul style="list-style-type: none"> - Responsible declaration indicating the number and type of fair trade or equivalent products to be supplied. - Product sheet showing fair trade label For execution: <ul style="list-style-type: none"> - List of fair trade or equivalent products. - Purchase invoices
SDG	