



MINISTERUL EDUCAȚIEI  
ȘI CERCETĂRII  
AL REPUBLICII MOLDOVA

**„Moldova Higher Education” Project (MHEP)**

# Report on Stakeholders Engagement Process



**THE WORLD BANK**  
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*Updated Stakeholder Engagement Plan*

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## 1. Introduction

A Stakeholders Engagement Plan (SEP) is being implemented during the „Moldova Higher Education” Project (MHEP / the Project) life cycle according to the World Bank’s Environmental and Social Standards, legislation of the Republic of Moldova and best practices. The SEP was developed according to the Environmental and Social Standard 10 of the World Bank (ESS10) during the MHEP preparation, and the monitoring of their implementation is ensured by the Ministry of Education and Research (MoER).

### 1.1. Project Description

MHEP is a World Bank-financed Project to be implemented between May 2020 and December 2025. The total cost of credit is EUR 35.7 million (US\$39.4 million equivalent) financed by the International Development Association (IDA) and is provided to the Republic of Moldova in support of Moldova Higher Education.

The Project Objective is to improve the labor market orientation of selected higher education institutions and the quality assurance mechanisms.

The Project is organized around three components and includes systemic interventions in the areas of higher education quality, financing and management, as well as a targeted program to be implemented by selected higher education institutions and pedagogical colleges to address some of their most pressing needs in labor market orientation.

The MHEP components and sub-components are the following:

**Table 1: Project's components and sub-components**

Components	Description
<b>Component 1 – Improving the Quality Assurance Mechanisms.</b>	This component aims to improve Moldova higher education system’s quality assurance mechanisms, which would also contribute to improve its labor market orientation. It comprises three sub-components that support activities in: (i) National Qualifications Framework (NQF) and Quality Assurance (QA); (ii) System Management and Monitoring; (iii) Higher Education Financing.
<i>Sub-Component 1.1 – National Qualifications Framework and Quality Assurance.</i>	This sub-component would finance relevant activities in higher education quality, which are expected to contribute to improving the overall management and monitoring capacity of the system in this area. These activities include the development and revision of qualification standards in alignment with the NQF, and the improvement of the QA mechanisms. This component would support the following activities: <ul style="list-style-type: none"> <li>• development and revision of 300 qualification standards for Bachelors, Master’s and Doctoral programs (levels 6 to 8)22 in 23 fields;</li> <li>• assistance to the implementation of the NQF including through the training of 80 university teachers, as well as support to MoER’s NQF Directorate for the self-certification of the NQF;</li> <li>• technical assistance for the management and maintenance of the national qualifications register;</li> <li>• digitalization of the archive of diplomas that were issued before 2008.</li> </ul>
<i>Sub-component 1.2 – System Management and Monitoring.</i>	This sub-component would finance activities to improve the higher education system’s management and monitoring capacity. It would finance the development and implementation of three information systems (see below) and a higher education system-wide graduate tracer study that would use data from various information systems (including the three mentioned below) and surveys to inform plans and decisions at the central (MoER) and universities levels. It would support the development and installation of the following information systems: (i) unified electronic higher education admission system (e-Admission), (ii) unique Higher Education Management Information System (HEMIS), and (iii) LMIS. These information systems would produce data that would be used to inform plans and decisions at the system and institutional levels. The installation of these information systems would imply an extensive capacity building program to train

	<p>staff of the MoER, Ministry of Labor and Social Protection (MoLSP) and universities in the operation of these tools and utilization of their data for planning and decision-making. LMIS).</p> <p>The activities on the development of these systems would be implemented by the MoER's Higher Education Department in close collaboration with the MoER's ICT Department, the Information and Communication Technologies Center for Education, as well as the MoLSP.</p>
<i>Sub-component 1.3 - Higher Education Financing.</i>	<p>To improve the internal efficiency of Moldova's higher education system, which would ultimately help to channel more public funds toward the improvement of this system's quality, this sub-component would support the piloting and implementation of the financial model that the MoER developed in 2018. This financial model includes a performance-based component. More precisely, the following activities would be financed:</p> <ul style="list-style-type: none"> <li>• piloting the implementation of the new financial model and adjusting it, if needed;</li> <li>• development of guidelines for the implementation of the new model;</li> <li>• training of MoER's and universities' staff in the new model. It is expected that 100 staff would be trained through this activity;</li> <li>• monitoring/assessment of the implementation of the new financial model for course correction;</li> <li>• development and implementation of a communication strategy to raise awareness on the new model and its advantages.</li> </ul>
<b>Component 2 – Improving the Labor Market Orientation through Targeted Interventions.</b>	<p>This component would finance the design and implementation of a targeted and needs-based program (Higher Education Improvement Program - HEIP) aimed at improving the labor market orientation of Moldova's higher education institutions, as well as their research capacity. Component 2 has HEIP Preparation sub-component that will finance technical assistance for the preparation of improvement programs by eligible higher education institutions and pedagogical colleges, including the development of guidelines for beneficiaries, evaluation of these proposals, constant and high-quality fiduciary support at the HEIP implementation stage and the adaptation or development of a tool for engaging stakeholders in the design and implementation of the HEIP (participatory planning and decision making).</p>
<i>Sub-component 2.1 - HEIP Preparation.</i>	<p>This component would finance technical assistance for the (i) preparation of improvement programs by selected universities and colleges, including the development of guidelines for beneficiaries, (ii) evaluation of the proposed programs, and (iii) carrying out of the fiduciary tasks (procurement and financial management) at the implementation stage of the HEIP. It would help with mitigating the risk associated with the limited fiduciary capacity of some HEIP beneficiaries.</p>
<i>Sub-component 2.2 – HEIP Implementation.</i>	<p>This sub-component would finance the implementation of the HEIP's awarded proposals. All nine public universities in the areas of pedagogy, information technologies, engineering and health (medicine), as well as six pedagogical colleges would be eligible to benefit from this stage. These institutions should prepare proposals for addressing their needs in labor market orientation, research and learning.</p>
<b>Component 3 – Project Management.</b>	<p>This component would support the day-to-day management and monitoring of the proposed Project through the establishment and maintenance of the Project Management Team (PMT). The PMT would provide managerial, fiduciary and technical support to the implementation of the proposed Project for its full duration. This component would also finance: (i) project monitoring studies or surveys, (ii) the required annual project audits, as well as the (iii) design and implementation of a project-specific Grievance Redress Mechanism (GRM). The project's GRM should be able to capture grievance through various channels including telephone and Internet-based applications for computers and smart phones. The results of the Project's GRM should be made public by the MoER.</p>

### ***1.2. Scope and Objectives of the Report***

The SEP is a living document and shall be updated as per Project's activities progress. In this context, this document includes the review of the previous stakeholder engagement activities carried out and an updated stakeholder engagement plan to ensure that the engagement process is properly ensured. Specifically, the report incorporates the identified gaps between the stakeholder action plan (which is part of the SEP) and already conducted activities, following the analysis of stakeholder engagement activities which have been done by MoER during the Project preparation and implementation.

## **2. The Analysis of the Stakeholder Engagement Process**

This section includes the analysis of the information and engagement activities held during the periods of the Project preparation and implementation until the start of the year 2023. The results of the information and engagement activities carried out during the first half of the year 2023 will be reported until July 15, 2023.

### ***2.1. Data Collection and Results Summary***

The analysis of the carried-out engagement activities is based on the data and information collected through the following actions and methods:

- Review of the Project documents, including Project Appraisal Document, Environmental and Social Management Framework, Stakeholder Engagement Plan and Labor Management Procedure, developed at preparation stage of the Project (the year 2019).
- Meetings and discussion with the Project management appointed by MoER – MoER is the responsible institution for the Project implementation.
- Meetings and discussion with the Project Management Team (PMT), including the components coordinators, procurement, monitoring and reporting and environmental and social specialists.
- Review and analysis of the developed progress reports and report on engagement activities.
- Social Media review and monitoring.
- Review of the Grievance Redress Mechanism procedures and arrangements.

During the period September 2020 – April 2023, the necessary activities for Project effectiveness and activities related to procurement and bidding procedures were carried out. The preparation of the Project Operation Manual, Operation Manual for HEIP, development of the Terms of References and of the Bidding Documents, the initiation of the sub-project selection and start of the procurement procedures for the approved sub-projects were the main activities completed in the mentioned period. Thus, the information and engagement activities were orientated to these preparation activities. The implementation of the main Project's activities will start in the second half of 2023, and this is appropriate Project implementation stage for updating the stakeholders engagement plan as per planned activities.

MoER appointed designated persons for every Project activity that are responsible inclusive for the stakeholders engagement at the relevant stages in the activity development. The universities and colleges created the subprojects implementation teams by order. The PMT and the subproject teams work together for timely and successful implementation of the planned/approved activities.

The status of activities carried out under MHEP has been monitored regularly and was presented weekly to the leadership of the MoER and to the PMT. The data on Project indicators were regularly collected from the higher education institutions, responsible Departments of the MoER and the National Bureau of Statistics, and the semi-annual Progress reports submitted to the Bank included the updated Project Results Framework, based on data collected. At the same time, a database with Project indicators was created and the data on Project indicators are regularly collected and monitored under MHEP.

Discussions were held with each Subproject Management Team on the results framework to be achieved under MHEP and the updated data on the Subproject Results Framework have been collected from them.

### ***2.2. Summary of the Conducted Stakeholder Engagement Activities***

This section includes the carried-out information and engagement activities as per Project's components and sub-components during the preparation and implementation stages.

The Table 2 below included the status of the activities planned to be conducted during the preparation stage of the Project.

**Table 2: Engagement activities during the preparation stage**

Stakeholders	Engagement Actions	Expected discussions/decisions	Timing	Status/remarks
All	Agreement on/Disclosure of the SEP	Stakeholders have been consulted and informed on the SEP and GRM process.	July 2019	<i>Completed.</i> SEP, including GRM, was disclosed and consulted prior Project appraisal on the web sites of World Bank and MoER. The Information and GRM was placed on MoER's site. No available reports on disclosure and consultation.
All	Agreement on/Disclosure of the GRM		July 2019	<i>Completed.</i> Is used the existing grievance mechanism of MoER, available on its website: <a href="https://mecc.gov.md/ro/peti%C8%9Bii-online">https://mecc.gov.md/ro/peti%C8%9Bii-online</a> .
All	Update of SEP		monthly	The SEP has not been updated.
Higher-education institutions, MECR management; sectoral business associations; NAQAER, raion education authorities; associations representing vulnerable groups	Discussion of the qualification standards framework	Agreement on the need for the qualification framework; Agreement on the process for improving the qualifications framework; Agreement on the timetable for standards update.	July-August 2019	<i>Completed.</i> Based on discussions was decided on number and type of qualification standards to be developed under the Project.  No detailed data or photos on carried out activities.
Higher-education institutions' management; sectoral business associations; NAQAER	Modernization of the Quality Assurance System	The need and expected benefits of the QAS modernization. Agreement on the process and timetable for the implementation of the quality assurance system	July-August 2019	<i>Completed.</i> The developed Project's implementation plan includes the results of the agreed aspects during the discussions and meetings held during the preparation stage.  No detailed data or photos on carried out activities.
Higher-education institutions; student associations; raion education departments; associations representing vulnerable groups	Admissions and Management Systems	Seek input on the functionalities and usability of the admissions and management system. Discuss the tentative process and timetable for the development and roll-out of the system. Discuss the promotion campaign required to educate the graduates	July-August 2019	<i>Completed.</i> The existing systems were analyzed and the possibilities to improve these systems were discussed. Study-visit in Portugal was conducted for MoER's staff involved in the improvement of the admissions and management systems.


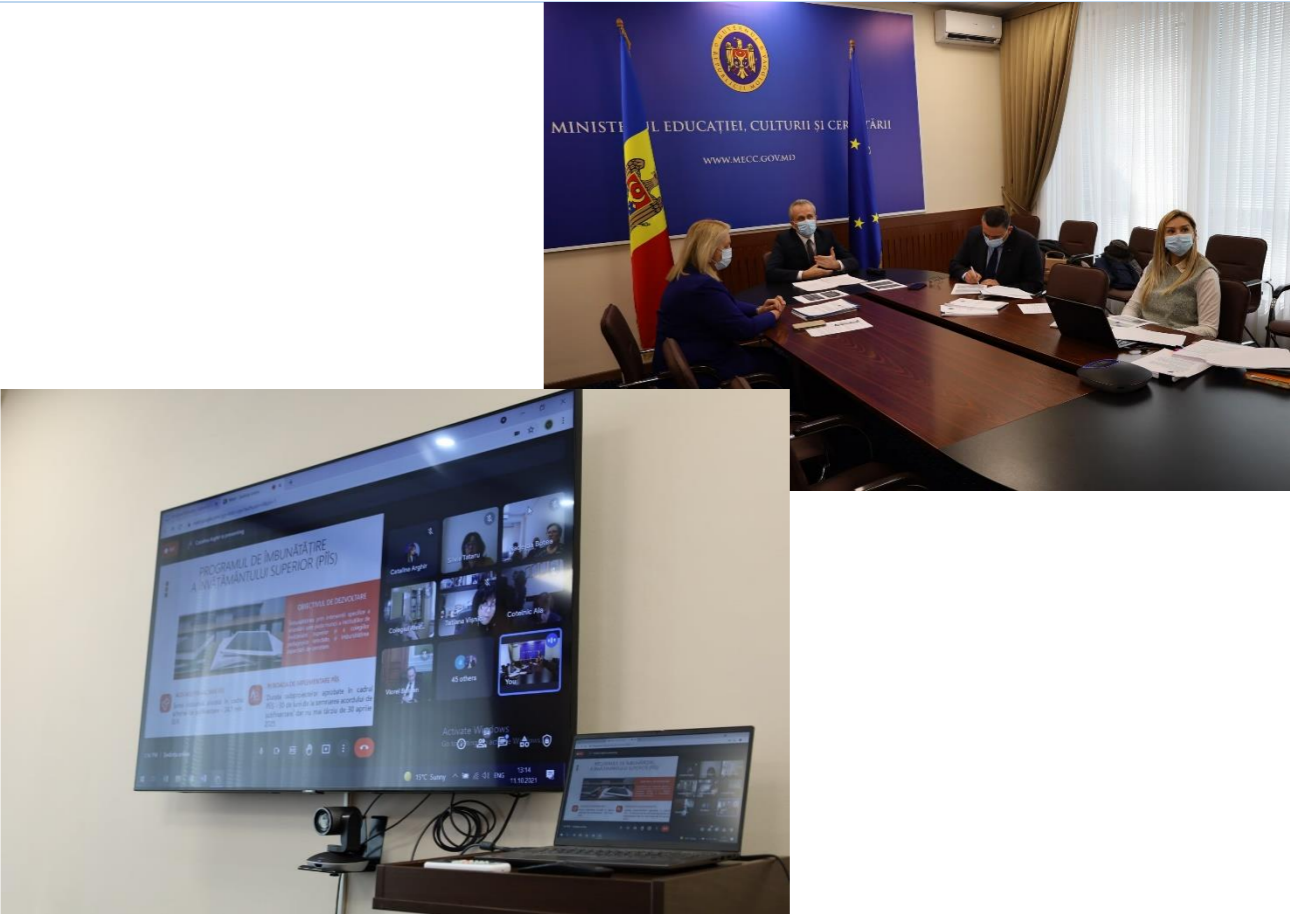
*Updated Stakeholder Engagement Plan*

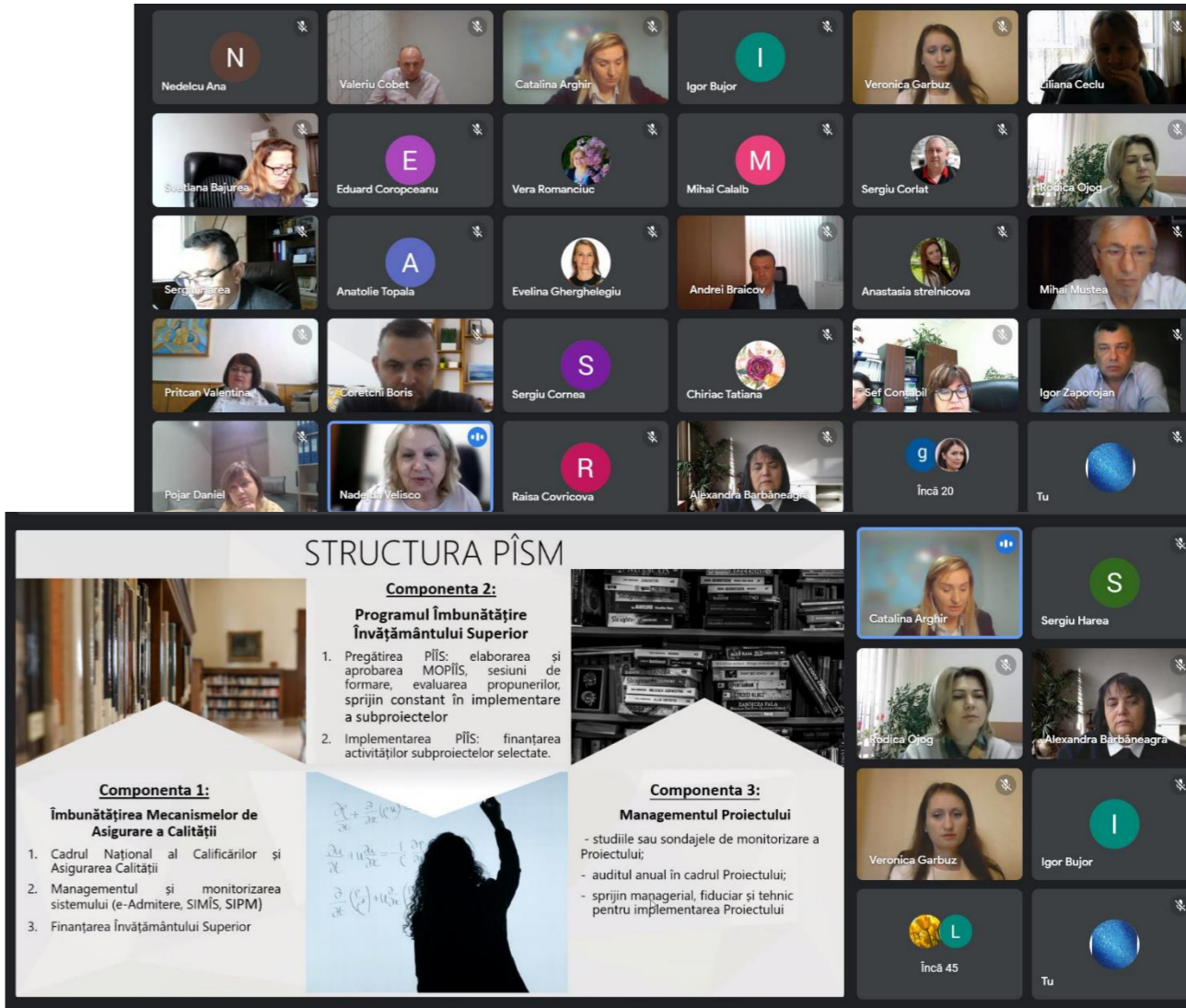

		about the switch to the online admissions system.		No detailed data or photos on carried out activities.
MECR; university and college management boards; MoF; associations representing vulnerable groups	Higher Education Financing	Stakeholders understanding why the system will be changed, the expected benefits and the process of change. Inclusive process for designing and agreeing on the changes of the system. Discuss the process and expected timetable of pilot and roll-out.	July-August 2019	<i>Completed.</i>  A Government Decision was issued.  During the project the financing methodology was to be finalized.
	University Improvement Program	Stakeholders understanding the essence and phasing of the program. Stakeholders providing input on the content of the program and mix of software/hardware required. Stakeholders understanding the eligibility and proposal requirements for a successful award.	July-August 2019	<i>Completed.</i> Based on these engagement activities, the domains eligible for financing were selected (4 domains).
MECR, MoF; associations representing vulnerable groups	Project Management and M&E	How to monitor the project activities and achievement of results framework.	July-August 2019	<i>Completed.</i> The specialist was contracted.

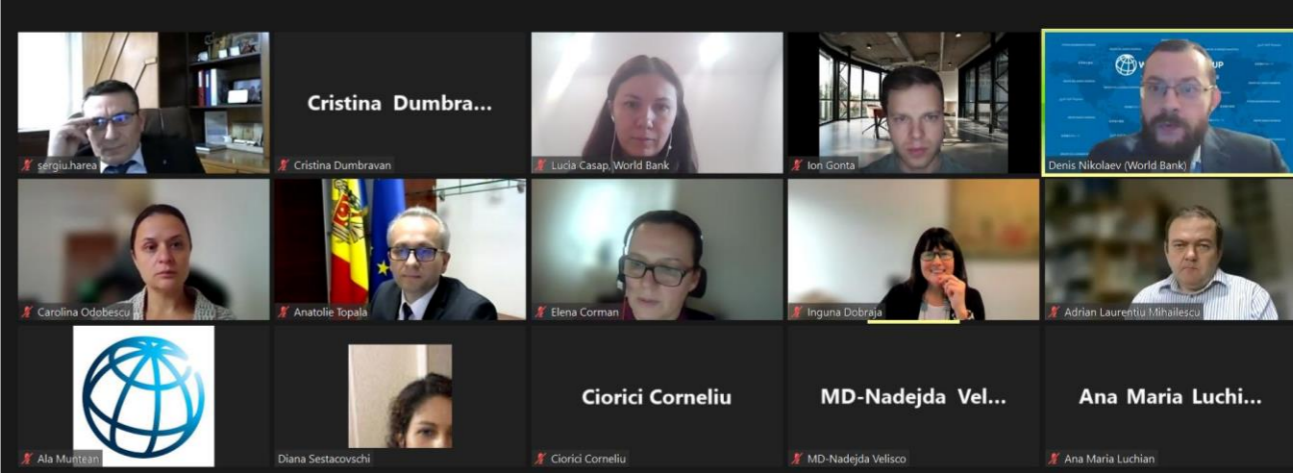

The Table 3 below includes the main information and engagement activities conducted during the implementation stage of the Project. Following the process of information and data collection regarding the engagement activities carried out, several activities were mentioned, but in the table below only the activities that were accompanied by certain documents and confirmatory photos were included, in order to ensure that the engagement process was properly implemented. The included below activities will be compared with the planned actions in the SEP in order to identify the gaps and update the plan for stakeholders engagement.

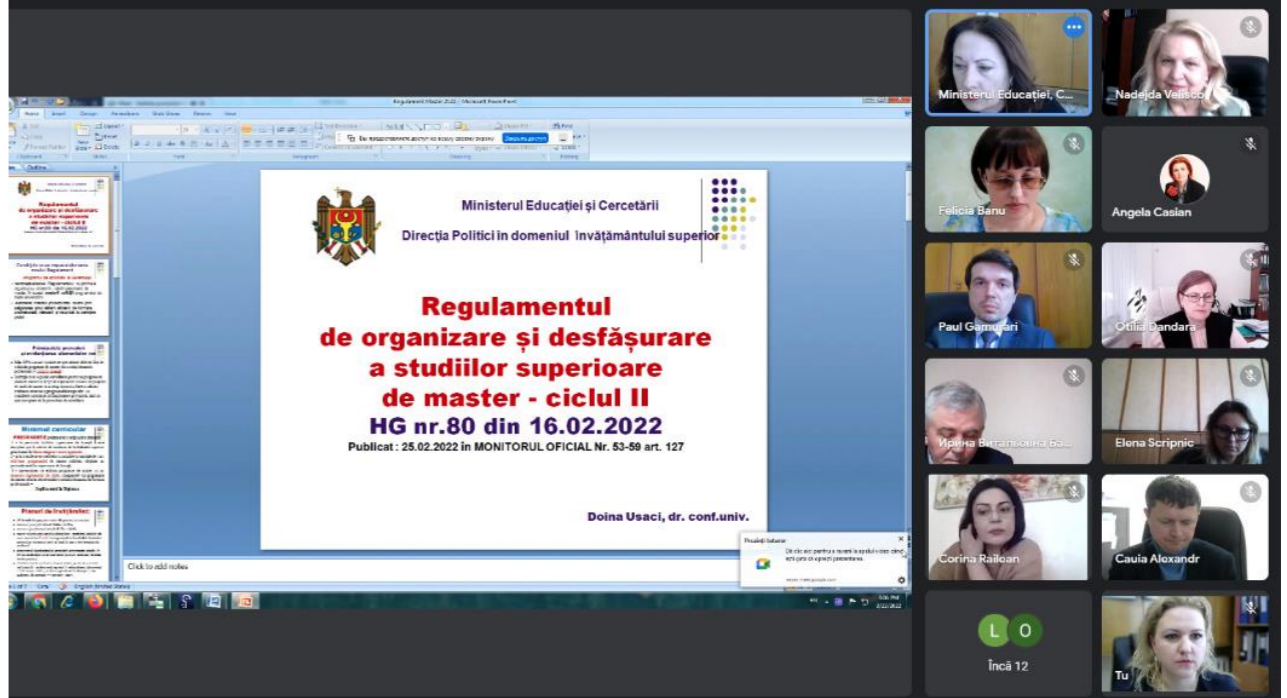




Table 3: The engagement activities during the Project Implementation.

Type of activity	Date/Period	Stakeholders Group	No. of participants	Topics	Photos/list of participants
Discussion session – in person	October 07, 2021	MoER and 14 Higher education public institutions involved in the piloting stage.	16	The first results of the piloting process of the new Methodology for financing higher education institutions. Recommendations for the improvement of the methodology developed by MoER.	
Information event - online	October 12, 2021	Higher education public institutions and pedagogical colleges	55	Launching the investment programme in higher education. Investments in the infrastructure of universities and colleges.	



<p>Trainings - online</p>	<p>November 03-05, 2021</p>	<p>12 Higher education public institutions and pedagogical colleges</p>	<p>44 – 50</p>	<p>Eligibility criteria of institutions, activities and costs that are in accordance with the provisions of the Operational Manual of the Higher Education Improvement Program, procurement procedures, financial management, as well as environmental and social management aspects.</p>	
<p>Discussion session - online</p>	<p>November 18, 2021</p>	<p>MoER and higher education institutions</p>	<p>33</p>	<p>Clarification of the aspects related to proposal preparation for sub-projects. Eligibility of domains for financing the minimum and maximum financial allocations, the period for submitting project proposals; their evaluation, procurement procedures; disbursement methods, etc.</p>	

<p>Progress meeting - online</p>	<p>November 29 – December 06, 2021</p>	<p>World Bank's team; MoER; PMT and institution involved in the implementation of the programme for education improvement.</p>	<p>15</p>	<p>Implementation Progress of the Project, including procurement, financial management, environmental and social aspects and COVID-19 impact on the Project implementation;</p> <p>The development of the unified e-admission system in higher education institutions; the new higher education financing mechanism based on performance indicators; improving the study programs, the university curriculum; ensuring the quality of higher education, etc.</p>	
<p>Meeting – in person</p>	<p>March 24, 2022</p>	<p>MoER's management and specialists.</p>	<p>7</p>	<p>Elaboration of projects to modify the "Nomenclature of professional training fields and specialties in higher education".</p>	

<p>Working meeting - online</p>	<p>April 08, 2022</p>	<p>MoER and proectors of the higher education institutions.</p>	<p>23</p>	<p>Modernization of the Quality Assurance System under the Project. Information about the provisions of two normative acts that regulate the process of organizing master's higher education programs and the external evaluation of the quality of higher education programs by the National Agency for Quality Assurance in Education and Research.</p>	
<p>Progress meeting - online</p>	<p>May 03 – 06, 2022</p>	<p>World Bank's team; MoER's management and PMT</p>	<p>7</p>	<p>Implementation Progress of the Project, including procurement, financial management, environmental and social aspects.</p>	


<p>Public discussion – in person</p>	<p>June 20, 2022</p>	<p>MoER and representatives of businesses</p>	<p>10</p>	<p>The planned activities under Higher Education Project, including the started study to follow the professional path of the graduates, the development and implementation of the following information systems: the unified electronic system for admission to higher education (e-Admitere), the unique Management Information System in Higher Education, the Labor Market Information System.</p>	
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<p>Four Training sessions – in person</p>	<p>June 21, 2022</p>	<p>MoER in collaboration with the National Agency for Quality Assurance in Education and Research (NAQAER), State University of Moldova, Academy of Economic Studies of Moldova, State Pedagogical University “Ion Creanga”, Technical University of Moldova.</p>	<p>194 from 21 institutions (Management of higher education institutions, with responsibilities in quality assurance, deans/deans, heads of departments, teaching staff responsible for the study program, representatives of academic structures responsible for quality assurance, members of the evaluation and quality assurance committees at the institution level / faculty/ study programs, including students, as well as representatives of administrative structures (departments/ offices/ services) with duties in quality assurance.)</p>	<p>Increasing the capacity of higher education institutions in the Republic of Moldova to develop internal quality assessment systems.                  The main topics of the training were:                  The European context regarding quality assurance in higher education.                  Standards and guidelines for quality assurance in the European Higher Education Area 2015 – Part I.                  The context and the national normative framework regarding quality assurance in higher education.                  External quality assessment methodology for provisional operation authorization and accreditation of study programs and vocational technical, higher education and continuing training institutions.                  The external evaluation guide of bachelor's higher education programs (cycle I) and integrated higher education.                  External evaluation guide for master's degree programs.                  Development of the internal institutional framework for internal quality assurance at the level of study programs.                  Recommendations regarding the preparation of internal evaluation reports (self-evaluation) of bachelor's/integrated studies and master's degree programs.</p> <p>The participants' feedback was collected via survey using a questionnaire. The report on training results is developed and accepted.</p>	
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Seminar	July 05-06, 2022	The Ministry of Finance, the central public authorities that have universities under their control, vice-chancellors responsible for finance, heads of study sections, planning and finance services from the 14 universities, which benefit from university autonomy.	60	<p>Evaluation of the results of the implementation of financing mechanisms and the simulation of changes focused on the performance of higher education.</p> <p>Presentation of financing types according to the new financing formula and the data calculation mechanism for the standard financing component.</p> <p>Proposals to adjust the financing methodology on the compensatory and complementary financing component, presenting other performance indicators that could be taken into account.</p>	
Meeting	July 14, 2022	The multidisciplinary committee, consisting of representatives of the MoER, the Ministry of Finance, the State Chancellery and other relevant ministries and agencies, as well as national experts.	13	<p>Financing approval for 20 sub-projects based on proposals submitted by 13 educational institutions.</p>	


<p><b>Meetings</b></p>	<p>October 13 – November 10, 2022</p>	<p>PMT and the management teams of the approved sub-projects (13 educational institutions).</p>	<p>71</p>	<p>The environmental and social specialist of the Project presented the provision of the Project’s safeguard documents, including the ESMF, SEP, LMP and GRM at Project level.</p> <p>The preparation of the site-specific ESMPs, the stakeholders / beneficiaries’ engagement during the sub-project implementation, the planned public consultation regarding the safeguards under the Project.</p>	
<p>Subproject launch event - State University of Medicine and Pharmacy “Nicolae Testimitanu”</p>	<p>December 07, 2022</p>	<p>MoER’s representatives, representatives of university and of the National Institute for Research in Medicine and Health, teaching and scientific-didactic staff, researchers, students, master's students, doctoral students and resident doctors.</p>	<p>-</p>	<p>Updating education plans and curricula, developing new interdisciplinary study plans, with the application of the latest biomedical technologies in medical practice. Also improving the infrastructure and equipment of the laboratories.</p>	



<p>Subproject launch events - Pedagogical State University “Ion Creanga” and Moldova Academy of Economic Studies</p>	<p>December 13, 2022</p>	<p>MoER’s representatives, representatives of university and academy teaching and scientific-didactic staff and students.</p>	<p>-</p>	<p>Reconceptualization of pedagogical study programs from the perspective of integration, praxeological approach and digitization of the professional training process.</p> <p>Reforming the educational offer of the academy of economic studies in the field of ICT, in accordance with the best international practices, with the connection to the needs of the local market and the business field, as well as the implementation of ICT in teaching and learning activities, etc.</p>	
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<p>Subproject launch events - Pedagogical college “Mihail Eminescu” in Soroca Town and Moldova State University</p>	<p>December 14, 2022</p>	<p>MoER’s representatives, management and staff of the pedagogical college, students.</p>	<p>-</p>	<p>Improving the existing conditions in the study blocks and, respectively, ensuring the equipment of classrooms, laboratories, research centers and other learning environments, training human resources, improving study programs, to ensure a better alignment of professional training with market requirements workforce, as well as to create mechanisms that increase the employment chances of graduates.</p>	 The image consists of two photographs stacked vertically. The top photograph shows a large, dense crowd of people, mostly women, seated in a large hall or auditorium. They are looking towards the front of the room. The room has pink walls and red curtains. The bottom photograph shows a smaller group of people seated in a room with green chairs. They are also looking towards the front. A camera on a tripod is visible in the background of this room.
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<p>Subproject launch events - Moldova Technical University and Pedagogical college "Iulia Hasdeu" in Cahul Town</p>	<p>December 16, 2022</p>	<p>MoER's representatives, management, staff and students.</p>	<p>-</p>	<p>Three subprojects for the Technical University; Increasing the employment rate of graduates in the field of education, by implementing a quality professional training process correlated with the dynamic requirements of the labor market.</p>	
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<p>Subproject launch event - Pedagogical college “Alexei Mateevici” in Chisinau City</p>	<p>December 20, 2022</p>	<p>MoER’s representatives, management, staff and students.</p>	<p>-</p>	<p>Systemic interventions to improve the quality of professional training programs in the field of education and to increase the attractiveness of the teaching profession in primary school and early childhood education institutions, including:</p> <ul style="list-style-type: none"> <li>- the creation of an educational hub intended for students to adapt as simply as possible to the imperatives of the time;</li> <li>- equipping two modern multifunctional educational spaces: a "Media Hall" laboratory and an "Open space education" room;</li> <li>- training teachers on the use of new educational equipment and platforms, including the use of open educational resources and ICT tools in teaching;</li> <li>- the training and development of digital skills by including in the professional training process of future teachers and educators of ICT disciplines;</li> <li>- the development of curricular contents, including digital in Robotics and Educational Project Management;</li> <li>- increasing the attractiveness of the pedagogical specialty for both girls and boys by organizing open doors and various promotional activities.</li> </ul>	
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<p>Subproject launch events - Pedagogical college "Mihail Ciachir" in Comrat Town</p>	<p>December 21, 2022</p>	<p>MoER's representatives, management and staff of the pedagogical college, students.</p>	<p>-</p>	<p>The official launch of the subproject, including:</p> <ul style="list-style-type: none"> <li>- the creation of 3 laboratories for conducting practical lessons in the specialties "Primary Education" and "Preschool Education";</li> <li>- equipping 2 IT classes with modern equipment;</li> <li>- carrying out 25 activities, which will contribute to the improvement of teaching methods and methodology;</li> <li>- carrying out 2 studies on the state of the labor market and the education system;</li> <li>- the development of 10 documents for organizing the study process in the institution;</li> <li>- the organization of 3 "summer school" programs for high school and gymnasium students and 2 social campaigns to promote pedagogical education and the image of the college.</li> </ul>	
<p>Public consultations</p>	<p>November 25 – December 23, 2022</p>	<p>Pedagogical college „Ion Creangă” in Balti Town; Pedagogical college „Iulia Hasdeu” in Cahul Town; Pedagogical college Alexei Mateevici” in Chisinau City;</p>	<p>590</p>	<p>Environmental and social aspects under the Project, including the provisions of the following documents:</p> <ul style="list-style-type: none"> <li>- Environmental and Social Management Framework;</li> <li>- Stakeholder Engagement Plan, including the Grievance Redress Mechanism;</li> </ul>	<p>The lists of attendees and minutes of meetings are attached to this report.</p>

	<p>Pedagogical college “Mihail Ciachir” in Comrat Town;          Pedagogical college “Mihai Eminescu” in Soroca Town;          Pedagogical college “Vasile Lupu” in Orhei Town.          Teaching staff, students, local public administration, entrepreneurs, preschool institutions and general schools.</p>		<p>- Labor Management Procedure.          The questions addressed during the consultations referred to planned term for subproject implementation and the possibility to involve the colleges representatives in the project implementation as volunteers.          It was explained the engagement process according to the World Bank’s Environmental and Social standards, which provide that all interested parts can address and submit their suggestions, comments and grievances on project implementation.</p>	
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### 2.3. Grievance Redress Mechanism Operation Status

Under MHEP implementation is used the existing MoER's channels for submission of the grievances or requests.

During the Project implementation two complaints and one request of information on MHEP have been submitted.

**Table 4: Grievance Resolution Status**

Complainant data	Submission Date	Subject	Resolution status
FORS-COMPUTER SRL	May 06, 2022	Technical specifications for procurement of equipment for the PMT.	The response no 01-02/22 dated May 12, 2022, was submitted to the complainant. No further requests or actions from complainant side.
Head of the Rescue Committee of the Tiraspol State University	July 06, 2022	The request of information on MHEP activity.	The response no. 02-02/22 dated July 8, 2022, was submitted to the applicant. No other request or actions from applicant side.
NAQAER	March 02, 2021	The activities of individual consultant to be hired under MHEP in the field of quality assurance in higher education.	By letter no. 04 / 1-09 /1792 dated April 16, 2021, the MoER submitted a response to NAQAER's comments and provided detailed explanation of the issues raised in the letter and informed the complainant that would take into account the requests of the NAQAER. No further requests or actions from complainant side.

On December 14, 2022, the PMT submitted to the pedagogical colleges and higher education institutions – beneficiaries of MHEP, the sample of the grievances monitoring form and grievance tracking register with the request to publish on the institution website the announcement on GRM under the Project and provide online possibility for grievances submission.

### 2.4. The Gaps Between Planned and Carried Out Engagement Activities

Based on the information provided the section above on already carried out and recorded engagement activities, the Table 5 below is presented the planned actions to be carried out during the Project implementation and the gaps based on the completed engagement activities.



**Table 5: Gaps between planned and carried out engagement activities.**

Target Stakeholders	Stakeholder Engagement Actions	Expected discussions/decisions	Timing	Gaps/Remarks
All	Report on Implementation of SEP	Stakeholders have been informed about the outcome of the SEP implementation and GRM reviews and they had the opportunity to provide feedback into the process and assess how previous feedback was incorporated; discuss the dissemination of the GRM and SEP implementation.	Semi-annually and on need basis	The Progress Reports, including SEP implementation and GRM status are published on MoER's website <a href="https://mec.gov.md/ro/content/rapoarte-de-activitate-2">https://mec.gov.md/ro/content/rapoarte-de-activitate-2</a>
All	Report/Disclosure of the GRM		Semi-annually and on need basis	
Higher-education institutions, MECR management; sectoral business associations; NAQAER, raion education authorities; associations representing vulnerable groups	Discussion of the qualification standards framework	<ul style="list-style-type: none"> <li>• Discussion of the progress made and implementation corrections required</li> <li>• Discussion of the immediate results after the introduction of the framework for specific sectors</li> </ul>	Semi-annually and on need basis	<p>The planned discussions were carried out.</p> <p>The tracking and documentation shall be ensured for all type of the engagement activities, such as the meetings and discussion of small groups or with individuals.</p>
Higher-education institutions' management; sectoral business associations; NAQAER; associations representing vulnerable groups	Modernization of the Quality Assurance System	<ul style="list-style-type: none"> <li>• Implementation progress and corrections required</li> <li>• Feedback on the accreditation process of bachelor, master and PhD degrees</li> <li>• Progress on the accreditation of higher education institutions</li> </ul>	Semi-annually and on need basis	<p>The planned discussions were carried out.</p> <p>The tracking and documentation shall be ensured for all type of the engagement activities, such as the meetings and discussion of small</p>

Updated Stakeholder Engagement Plan

				groups or with individuals.
Higher-education institutions; student associations; raion education departments; associations representing vulnerable groups	Admissions and Management Systems	<ul style="list-style-type: none"> <li>• Progress on the implementation and roll-out of the system</li> <li>• Progress of the promotion campaign required to educate the graduates about the switch to the online admissions system</li> </ul>	Semi-annually and on need basis	The engagement activities were carried out during the procurement stage, specifically during the preparation of the Terms of Reference.
MECR; university and college management boards; MoF; associations representing vulnerable groups	Higher Education Financing	<ul style="list-style-type: none"> <li>• Implementation progress of the new funding system</li> <li>• Discussion of the preliminary results, feedback and corrections required.</li> </ul>	Semi-annually and on need basis	<p>The activities were carried out at relevant periods of the activity, no on the periodic basis.</p> <p>To be revised the frequency.</p>
	University Improvement Program	<ul style="list-style-type: none"> <li>• Discussion of the launch of the program</li> <li>• Discussion on the outcome of the awards granted;</li> <li>• Updates on the implementation progress of individual university programs</li> </ul>	Semi-annually and on need basis	<p>The planned activities were carried out (see the Table 3).</p> <p>The several engagement activities were carried out, including the official events, public consultations, group and individual meetings and discussions. The recorded and documentation process for all engagement activities (without the limitation</p>

*Updated Stakeholder Engagement Plan*

				due to type or scale of the engagement activity) shall be ensured for proper recording of the provided feedback.
MECR, MoF; associations representing vulnerable groups	Project Management and M&E	<ul style="list-style-type: none"> <li>Report on the progress and outcome indicators of the project and the corrections required.</li> </ul>	Semi-annually and on need basis	The engagement process was ensured during the development of the indicators and their monitoring and reporting as agreed in the Project's documents (the detailed process is described in section 2.1). The project management, monitoring and evaluation is discussed in the general events and meetings, as often as necessary or requested.

## ***2.5. Analysis Conclusions***

MoER carried out the stakeholders engagement activities / actions during the period 2019-2022 for the specific Project's activities, such as: National Qualifications Framework; Modernization of the Quality Assurance System; Admissions and Management Systems; Higher Education Financing; Higher Education Improvement Program Preparation and Implementation; Environmental and Social Standards and Requirements. The engagement methods included groups and individual meetings, public consultations, trainings, promotion and information events.

The engagement activities were held in accordance with the Project initiated activities.

The status of activities carried out under MHEP has been monitored regularly and was presented weekly to the leadership of the MoER and to the PMT. The data on Project indicators were regularly collected from the higher education institutions, responsible Departments of the MoER and the National Bureau of Statistics, and the semi-annual Progress reports submitted to the Bank included the updated Project Results Framework, based on data collected.

During the current period of the Project's implementation, many more engagement activities were carried out, but certain records regarding these activities and the feedback received from them are missing.

The clearly defined procedures shall be developed and implemented for stakeholder engagement, grievance redress and receiving feedback from the interested parties and taking it into account in the future implementation activities of the Project. Also, including the collaboration between all parties involved in the Project implementation and disclosure approach in order to ensure properly and appropriate stakeholders engagement process.

The adopted approach on development of the engagement activities as per Project's implementation needs, not necessarily with a stable frequency can be followed in the further Project implementation. Also, the combination of information, promotion and engagement activities can be used further.

The tracking and monitoring process of the information and engagement activities shall be ensured properly for all information and engagement activities in order to receive the necessary feedback during these activities and to improve the engagement process.

Considering that in the period from Project start and the actual stage the main activities were at the initial stage (i.e. procurement procedures), the stakeholders engagement actions can be revised as per actual Project progress and to ensure the properly stakeholders engagement during the development of the planned activities.

## **3. Updated Stakeholder Engagement Process**

The conclusions of the above analysis serve as base for the review and update of the stakeholder engagement process as per planned Project's components and subcomponents. The updated engagement process will consider the regularly involved parties in the Project's and subcomponents implementation, the stakeholder that need additionally to be engaged in the Project and other stakeholders identified at preparation stage of the Project.

### ***3.1. Organization of the Stakeholders Engagement Process***

The PMT will revise all planned engagement actions according to ongoing or planned Project's activities. The stakeholders engagement process will be discussed and agreed during the weekly progress meetings. Considering the actual Project progress and already involved parties in the Project implementation, a stakeholder database will be developed and continuously updated that will be used to provide necessary information at every stage of the Project/activities and to organize the meetings and other necessary events when necessary. The stakeholder engagement specialist

will as a focal point for engagement process and will collaborate with all designated persons/departments for every Project's activity to ensure a properly engagement process. At the same time, the stakeholder engagement specialist will provide guidance and will ensure that the necessary information and tracking materials for information/engagement activities are prepared, the feedback provided by the stakeholder are received and considered in the Project implementation. In this respect, the reports with results on engagement activities will be prepared quarterly for proper monitoring of the process and taking corrective measures if necessary. The quarterly reports will be submitted for review and approval to Project's management.

The biannual reports will include the information and data on engagement activities carried out during the reporting period, including the received feedback and grievances resolution status. The biannual reports are subject to the World Bank's review and approval.

### ***3.2. Grievance Redress Mechanism Implementation***

The regulation on grievance redress mechanism operation will be developed at Project level, which will be approved by MoER's order and will submit to all participating universities and colleges in the Project. The grievances submissions and monitoring form, tracking register and guiding information materials will be developed and shared with the universities and colleges.

The trainings and workshops will be carried out with the persons designated by the universities and colleges for GRM management, specifically with secretariat responsibilities.

The collaboration, monitoring and reporting on GRM operation will be established and agreed between PMT and the subproject teams.

### ***3.3. Stakeholders Engagement Action Plan***

Analyzing the Project's planned activities, the following aspects can be highlighted:

1. The Project include the technical assistance activities and subprojects that can include construction/rehabilitation works and equipment procurement;
2. There are the following types of stakeholders groups:
  - beneficiaries of the activities/investments – universities and colleges management, teachers and students, businesses/employers;
  - institutions involved in the Project implementation – PMT, ministries, government institutions, management teams of subprojects, consultant and contractors;
  - community members, such as the peoples that works or live near the area of construction/rehabilitation works and peoples interested in the education field activities.

Considering the mentioned above the stakeholders engagement action plan was updated as follow:

**Table 6: Updated stakeholder action plan**

<b>Stakeholder group</b>	<b>Engagement methods</b>	<b>Frequency/location</b>	<b>Topics</b>	<b>Responsible stakeholders</b>
<b>Component 1</b>				
Ministries and governmental institution.	Meetings Letters Reports	Prior to start/activity preparation. At the request.  Completion of the activities.	Expected results;  Activities progress, issues and solutions/needs for additional support; The final results, actions for the further application.	PMT
Beneficiaries of the activities planned in the component 1.	Trainings and capacity buildings activities  Individual and group meetings	TBD	As per purpose and objectives of the planned activities under component 1.	Contracted companies and consultants. PMT
<b>Component 2</b>				
Subproject management teams	Information and promotion events	Calls for the subprojects applications  During Project implementation	Conditions, eligibility criteria, deadlines, forms for documents.  Project progress, SEP and GRM implementation.	MoER and PMT
	Individual meetings and discussions Letters	Preparation of the subprojects for application.	Eligibility criteria, deadline and form of the documentation.  Implementation of the environmental and social requirements, including GRM operation.	PMT
	Trainings and workshops	During procurement stage	The procurement procedures, bidding documents;	PMT

Updated Stakeholder Engagement Plan

Stakeholder group	Engagement methods	Frequency/location	Topics	Responsible stakeholders
	Individual meetings		Financial management; Monitoring and Reporting, including the indicators; GRM operation and GRM for workers. SEP implementation.	
The identified beneficiaries of the planned investments in construction/rehabilitation	Consultation and meetings	Prior to start of the construction works	The site-specific identified risks and impacts and proposed mitigation measures; C-ESMP or screening results, including Health and Safety (HS) risks and their mitigations; C-LMP; GRM.	Contractors PMT Subproject teams
	Information Board in the construction area	By start of the construction works	Summary information on the HS risks and the protection measures during the construction works, which have to be respected by all in the site; GRM for affected parties and workers; The planned investments and benefits.	
	Meetings and workshops	During the implementation.	The needs, skills and abilities for the national labor market and local businesses.	Subproject teams/beneficiaries  Monitoring: PMT
	Leaflets/posters	To be distributed in the meetings	GRM and main impacts mitigation measures.	PMT and subprojects management teams

Updated Stakeholder Engagement Plan

Stakeholder group	Engagement methods	Frequency/location	Topics	Responsible stakeholders
	Individual meetings	If necessary	Overall sub-project implementation, concerns, proposed solutions and others.	
	Letters and emails	If necessary	TBD	
	Web sites and social media channels	Continuously	Project progress implementation.	
Community members from the area of the planned activities and project's workers	Information board at institutions and at the construction site	Starting with the construction works	Planned works, their duration and expected benefits; The proposed mitigation measures during the construction works; GRM at Project level and GRM for workers.	PMT, subproject management teams and Contractors
	Individual and group meetings	At request	GRMs under the Project, including GRM for workers; LMPs provisions; SEA/SH Code of Conduct; OHS potential impacts and mitigations measures.	PMT and subproject management teams
	Promotion and information events using mass media and social media channels	Prior to construction works	Planned investment, duration, implementation arrangements and responsibilities, the beneficiaries and the objectives of the investments.	MoER and PMT
		At the end of the construction works  At the request or is relevant.		
Leaflets at subproject area	Prior to construction works		MoER and PMT	
<b>General</b>				



*Updated Stakeholder Engagement Plan*

<b>Stakeholder group</b>	<b>Engagement methods</b>	<b>Frequency/location</b>	<b>Topics</b>	<b>Responsible stakeholders</b>
All	Web sites and social media	Biannually	Stakeholder engagement process, feedback received and grievance resolution status.	PMT
		Continuously	Project progress implementation.	PMT

## 4. Annexes

Annex 1

### Minutes dated December 23, 2022 on the public consultations held at the Pedagogical college „Ion Creangă” in Balti Town and the list of participants

**Proces verbal**

al consultărilor publice referitor la implementarea Cadrului Managementului de Mediu și Social

Din "23." decembrie 2022 Mun. Bălți

Denumirea SP „Educația, Dezvoltarea, Umanizarea Specialiștilor Pedagogi de Azi pentru Comunitatea Eco (EDUSPACE)”,

Au fost prezenți 42 persoane, (Lista participanților cu semnăturile personale se anexează).

În cadrul CP au fost abordate aspectele de mediu și sociale legate de:

- Cadrul Managementului de Mediu și Social (CMMS)
- Procedura de gestionare a forței de muncă (PGFM)
- Planul de Implicare a părților interesate (PIPI)
- Planul de Management de Mediu și Social (PMMS)

Partea introductivă a fost inițiată de către dl Moraru Anatol, director al Colegiului Pedagogic „Ion Creangă” din cadrul USARB cu o descriere succintă a activităților preconizate în cadrul subproiectului Educația, Dezvoltarea, Umanizarea Specialiștilor Pedagogi de Azi pentru Comunitatea Eco (EDUSPACE)”,

Consultările publice au fost continuate de către dl Mihai Mustea, consultant de mediu și social, din cadrul PISM, cu o prezentare a aspectelor de mediu și sociale evaluate și reflectate în CMMS, PGFM, PIPI, posibilele riscuri de mediu și efecte sociale prezente în procesul de implementare a subproiectului și măsurile de diminuare a acestora. Concomitent s-a menționat despre părțile implicate în acest proces, care este mecanismul de soluționarea a reclamațiilor și de expunere a opiniilor privind orice problemă de mediu și socială, care poate apărea pe parcursul sau în timpul implementării subproiectului nominalizat mai sus.

Apoi, dna Șova Tatiana, manager de subproiect a prezentat PMMS elaborat specific subproiectului în cauză.

Pe marginea subiectelor discutate au fost solicitate întrebări și propuneri/luări de cuvânt.

Dl. Moraru: „La procurarea echipamentului se va ține cont de părerea instituției sau Banca Mondială stabilește careva cerințe”.


Alte întrebări nu au parvenit.

Urmare discuțiilor purtate **s-a decis:**

1. S-a luat act de informațiile prezentate (dl. Mustea, Dna Șova)
2. Instalarea unui panou informațional cu referire la activitățile din proiect.
3. Implicarea personalului didactic și a colectivului de elevi în implementarea proiectului.

Directorul Colegiului Pedagogic „Ion Creangă” din Cadrul USARB, A. Moraru

Manager de subproiect, T. Șova



Anexă la procesul-verbal din 23.11.22

LISTA

participanților la consultările publice privind implementarea Cadrelui de Management de Mediu și Social în procesul realizării subproiectului:

„Educația, Dezvoltarea, Umanizarea Specialiștilor Pedagogi de Azi pentru Comunitatea Eco (EDUSPACE)”

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19	Moraru Stuard	CPJC	director	069120808	stuard.moraru@gmail.com	

Anexă la procesul-verbal din 23.12.22

LISTA

participanților la consultările publice privind implementarea Cadrului de Management de Mediu și Social în procesul realizării subproiectului:  
 „Educația, Dezvoltarea, Umanizarea Specialiștilor Pedagogi de Azi pentru Comunitatea Eco (EDUSPACE)”

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Minutes dated December 16, 2022 on the public consultations held at the Pedagogical college „Iulia Hasdeu ” in Cahul Town and the list of participants

**Proces verbal**

al consultărilor publice referitor la implementarea Cadrului Managementului de Mediu și Social

Din **“16” decembrie 2022** Municipiul Cahul

Denumirea CP: **IP Colegiul Iulia Hasdeu din Cahul**

Au fost prezenți **50** persoane, (Lista participanților cu semnăturile personale se anexează).

În cadrul CP au fost abordate aspectele de mediu și sociale legate de:

- Cadrul Managementului de Mediu și Social (CMMS)
- Procedura de gestionare a forței de muncă (PGFM)
- Planul de Implicare a părților interesate (PIPI)
- Planul de Management de Mediu și Social (PMMS)

Partea introductivă a fost inițiată de către dna director interimar, Zbirciog Tatiana, cu o descriere succintă a activităților preconizate în cadrul subproiectului „Crearea Hub-ului Educațional (EduHub) în cadrul Colegiului „Iulia Hasdeu” din Cahul” EduHub - CIHCahul

Consultările publice au fost continuate de către dl Mihai Mustea, consultant de mediu și social, din cadrul PISM, cu o prezentare a aspectelor de mediu și sociale evaluate și reflectate în CMMS, PGFM, PIPI, posibilele riscuri de mediu și efecte sociale prezente în procesul de implementare a subproiectului și măsurile de diminuare a acestora. Concomitent s-a menționat despre părțile implicate în acest proces, care este mecanismul de soluționarea a reclamațiilor și de expunere a opiniilor privind orice problemă de mediu și socială, care poate apărea pe parcursul sau în timpul implementării subproiectului nominalizat mai sus.

Apoi, dna Zbirciog Tatiana manager de subproiect a prezentat PMMS elaborat specific subproiectului în cauză.

Pe marginea subiectelor discutate au fost solicitate întrebări și propuneri/luări de cuvânt.

Dl. *Președintele propus/întrebat/luat cuvânt... a întreprins o discuție cu reprezentanții școlii.*

Urmare discuțiilor purtate s-a decis:

1. S- a luat act de informația prezentată conform ordinii de zi privind PMMS și PGFM;
2. Instalarea unui panou informativ privind implementarea subproiectului;
3. Implicarea activă a cadrelor didactice la implementarea subproiectului.

Au votat „Pro” **50** persoane, „Contra” **0** persoane, „S-au abținut” **0** persoane

Administrația instituției

*Zbirciog Tatiana*  
Zbirciog Tatiana  
semnătura, Numele și prenumele





MINISTERUL EDUCĂȚIEI  
ȘI CERCETĂRII  
AL REPUBLICII MOLDOVA



Programul de Îmbunătățire a Învățământului Superior  
„Crearea Hub-ului Educațional (EduHub) în cadrul Colegiului „Iulia Hasdeu” din Cahul

LISTĂ DE PREZENȚĂ

Consultări publice

Subproiect: „EduHub CIHCahul”

16. 12. 2022

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MINISTERUL EDUCAȚIEI  
ȘI CERCETĂRII  
AL REPUBLICII MOLDOVA



Programul de Îmbunătățire a Învățământului Superior  
„Crearea Hub-ului Educațional (EduHub) în cadrul Colegiului „Iulia Hasdeu” din Cahul

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17	Solun Valeriu	profesor	Colegiul „I. Hasdeu”	068817517	<i>Valeriu</i>
18	Doni George	profesor	Colegiul „I. Hasdeu”	0796 91 780	<i>George</i>
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20	Căciută Corina	profesor	Colegiul „I. Hasdeu”	078536949	<i>Corina</i>
21	Grășin Antonina	profesor	Colegiul „I. Hasdeu”	079167277	<i>Antonina</i>
22	Rău Costandachi	Director adj	CJHC	064500985	<i>Costandachi</i>
23	Megre Ecaterina	director	J.P. Școala Primară „I. Mateevici”	078088974	<i>Ecaterina</i>





MINISTERUL EDUCAȚIEI  
ȘI CERCETĂRII  
AL REPUBLICII MOLDOVA



Programul de Îmbunătățire a Învățământului Superior  
„Crearea Hub-ului Educațional (EduHub) în cadrul Colegiului „Iulia Hasdeu” din Cahul

Nr.	PARTICIPANT	FUNCȚIE	ORGANIZAȚIE / INSTITUȚIE	Detalii de contact (nr. de tel, email)	SEMNĂTURĂ
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26.	Bulat Vlad	eluc	Colegiul „Iulia Hasdeu” Cahul	068903224	Bulat
27.	Yauer Marina	profesor	Colegiul „Iulia Hasdeu” Cahul	069050108	[Signature]
28.	Pasat Diana	studentă	Colegiul „Iulia Hasdeu” Cahul	068664446	Pasat
29.	Bogdan Nicolae	studentă	Colegiul „Iulia Hasdeu” Cahul	078375016	Bogdan
30.	Popan	profesor	Colegiul „Iulia Hasdeu” Cahul	06973440	[Signature]
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34.	Zrems Mihaela	studentă	Colegiul „Iulia Hasdeu” Cahul	076034014	Zrems
35.	Stati Silvia	studentă	Colegiul „Iulia Hasdeu” Cahul	087112577	Stati
36.	Rusu Valina	secretar de studii	Min. Educației și Cercetării	069669957	[Signature]
37.	Murtea Andreea	Coord. metin/social	PTSA	069111863	[Signature]



Programul de Îmbunătățire a Învățământului Superior  
 „Crearea Hub-ului Educațional (EduHub) în cadrul Colegiului „Iulia Hasdeu” din Cahul

Nr.	PARTICIPANT	FUNCȚIE	ORGANIZAȚIE / INSTITUȚIE	Detalii de contact (nr. de tel, email)	SEMNĂTURĂ
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Anexă la procesul-verbal din 25 noiembrie 2020

LISTA

participanților la consultările publice privind implementarea Cadrelui de Management de Mediu și Social în procesul realizării subproiectului:

*Program de asigurare a calității în învățământul pedagogic.*

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**Minutes dated December 21, 2022 on the public consultations held at the Pedagogical college in Comrat Town and the list of participants**

**Proces verbal**

al consultărilor publice referitor la implementarea Cadrului Managementului de Mediu și Social

Din "21" decembrie 2022

municipiu Comrat

Denumirea SP «Crearea condițiilor moderne pentru formarea capitalului uman competitiv pe piața muncii la colegiul „Mihail Ciachir” din Comrat».

Au fost prezenți 106 persoane, (Lista participanților cu semnăturile personale se anexează).

În cadrul CP au fost abordate aspectele de mediu și sociale legate de:

- Cadrul Managementului de Mediu și Social (CMMS)
- Procedura de gestionare a forței de muncă (PGFM)
- Planul de Implicare a părților interesate (PIPI)
- Planul de Management de Mediu și Social (PMMS)

Partea introductivă a fost inițiată de către dna director, Tanasovici Maria, cu o descriere succintă a activităților preconizate în cadrul subproiectului «Crearea condițiilor moderne pentru formarea capitalului uman competitiv pe piața muncii la colegiul „Mihail Ciachir” din Comrat».

Consultările publice au fost continuate de către dl Mihai Mustea, consultant de mediu și social, din cadrul PISM, cu o prezentare a aspectelor de mediu și sociale evaluate și reflectate în CMMS, PGFM, PIPI, posibilele riscuri de mediu și efecte sociale prezente în procesul de implementare a subproiectului și măsurile de diminuare a acestora. Concomitent s-a menționat despre părțile implicate în acest proces, care este mecanismul de soluționarea a reclamațiilor și de expunere a opiniilor privind orice problemă de mediu și socială, care poate apărea pe parcursul sau în timpul implementării subproiectului nominalizat mai sus.

Apoi, dl Guseinov Igor, manager de subproiect a prezentat PMMS elaborat specific subproiectului în cauză.

Întrebări și luări de cuvânt n-au fost.

Urmare discuțiilor purtate s-a decis:

1. S-a luat act de informația prezentată pe ordinea de zi.
2. Instalarea panoului informațional privind implementarea subproiectului cu evidențierea mecanismului de soluționarea a petițiilor.
3. Implicarea colectivului și a elevilor în realizarea cu succes a proiectului.

Administrația instituției



semnătura, ștampila

*[Handwritten signature]*

numele și prenumele

*M. Tanasovici*

Consultant de mediu și social

semnătura

*[Handwritten signature]*

numele și prenumele

*[Handwritten signature]*



MINISTERUL EDUCAȚIEI  
ȘI CERCETĂRII  
AL REPUBLICII MOLDOVA



Proiectul "INVĂȚĂMÂNTUL SUPERIOR DIN MOLDOVA" (PISM)  
Programul de Îmbunătățire a Învățământului Superior (PIIS)

### ЗАПУСК И ПУБЛИЧНЫЕ СЛУШАНИЯ ПО РЕАЛИЗАЦИИ СУБПРОЕКТА

"Создание современных условий в колледже имени Михаила Чакира, Комрат для формирования специалистов, востребованных на рынке труда"

Дата: 21 декабря 2022, 14:00 часов

Месторасположение: Колледж им. М. Чакира, мун. Комрат, ул. Ленина, 160

Участники: представители Министерства, представители власти Автономии, представители местных органов власти, партнеры, учащиеся, преподаватели, родители, представители гражданского общества, СМИ и др.

Цель: представление целей и мероприятий проекта, условия и способы взаимодействия в рамках проекта «Создание современных условий для формирования конкурентоспособного человеческого капитала на рынке труда в колледже М. Чакира в Комрате».

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MINISTERUL EDUCAȚIEI  
ȘI CERCETĂRII  
ALE REPUBLICII MOLDOVA



Proiectul "ÎNVĂȚĂMÂNTUL SUPERIOR DIN MOLDOVA" (PISM)  
Programul de îmbunătățire a învățământului Superior (PIFS)

**ЗАПУСК И ПУБЛИЧНЫЕ СЛУШАНИЯ ПО РЕАЛИЗАЦИИ СУБПРОЕКТА**

"Создание современных условий в колледже имени Михаила Чакира, Комрат для формирования специалистов, востребованных на рынке труда "

Дата: 21 декабря 2022, 14:00 часов

Месторасположение: Колледж им. М. Чакира, мун. Комрат, ул. Ленина, 160

Участники: представители Министерства, представители власти Автономии, представители местных органов власти, партнеры, учащиеся, преподаватели, родители, представители гражданского общества, СМИ и др.

Цель: представление целей и мероприятий проекта, условия и способы взаимодействия в рамках проекта «Создание современных условий для формирования конкурентоспособного человеческого капитала на рынке труда в колледже М. Чакир в Комрате».

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AL REPUBLICII MOLDOVA



**Proiectul "ÎNVĂȚĂMÂNTUL SUPERIOR DIN MOLDOVA" (PISM)  
Programul de Îmbunătățire a Învățământului Superior (PİIS)**

**ЗАПУСК И ПУБЛИЧНЫЕ СЛУШАНИЯ ПО РЕАЛИЗАЦИИ СУБПРОЕКТА  
"Создание современных условий в колледже имени Миханла Чакира, Комрат для формирования  
специалистов, востребованных на рынке труда"**

**Дата:** 21 декабря 2022, 14:00 часов

**Месторасположение:** Колледж им. М. Чакира, мун. Комрат, ул. Ленина, 160

**Участники:** представители Министерства, представители власти Автономии, представители местных органов власти, партнеры, учащиеся, преподаватели, родители, представители гражданского сообщества, СМИ и др.

**Цель:** представление целей и мероприятий проекта, условия и способы взаимодействия в рамках проекта «Создание современных условий для формирования конкурентоспособного человеческого капитала на рынке труда в колледже М. Чакир в Комрате»

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**Minutes dated December 5, 2022 on the public consultations held at the Pedagogical college in Soroca Town and the list of participants**

**Proces-verbal**

al consultărilor publice referitor la implementarea Cadrului Managementului de Mediu și Social

Din "05" decembrie 2022

Municipiul Soroca

Denumirea SP ***Instruirea modernă – atribut al succesului profesional (IMASP)***

Au fost prezenți **168** persoane, (Lista participanților cu semnăturile personale se anexează).

**În cadrul CP au fost abordate aspectele de mediu și sociale legate de:**

- Cadrul Managementului de Mediu și Social (CMMS)
- Procedura de gestionare a forței de muncă (PGFM)
- Planul de Implicare a părților interesate (PIPI)
- Planul de Management de Mediu și Social (PMMS)

Partea introductivă a fost inițiată de către dna director, Tatiana VIȘNIOVAIA, cu o descriere succintă a activităților preconizate în cadrul subproiectului *Instruirea modernă – atribut al succesului profesional/IMASP*.

Consultările publice au fost continuate de către dl Mihai Mustea, consultant de mediu și social, din cadrul PÎSM, cu o prezentare a aspectelor de mediu și sociale evaluate și reflectate în CMMS, PGFM, PIPI, posibilele riscuri de mediu și efecte sociale prezente în procesul de implementare a subproiectului și măsurile de diminuare a acestora.

Concomitent s-a menționat despre părțile implicate în acest proces, care este mecanismul de soluționarea a reclamațiilor și de expunere a opiniilor privind orice problemă de mediu și socială, care poate apărea pe parcursul sau în timpul implementării subproiectului nominalizat mai sus.

Apoi, dna Maria PÎNZARI, manager de subproiect a prezentat PMMS elaborat specific subproiectului în cauză.

Pe marginea subiectelor discutate au fost solicitate întrebări și propuneri/luări de cuvânt.

Dna Virgilia CELAC, director adjunct pentru educație a întrebat: Care este posibilitatea de antrenare a corpului didactic în activitățile SP, la care s-a răspuns cu referire la procedura de gestionare a forței de muncă.

Urmare discuțiilor purtate **s-a decis:**

1. S-a luat cunoștință de informația prezentată din ordinea de zi și act de PMMS.
2. Instalarea panoului informațional privind implementarea subproiectului.
3. Antrenarea activă a tuturor persoanelor interesate în implementarea subproiectului.

Au votat „Pro” **168** persoane, „Contra” **0** persoane, „S-au abținut” **0** persoane

Administrația instituției

semnătura, stampila

  
Numele și prenumele



AS



Anexă la procesul-verbal din 05 decembrie 2022

LISTA

participanților la consultările publice privind implementarea Cadrelui de Management de Mediu și Social în procesul realizării subproiectului:  
*Instruirea modernă – atribut al succesului profesional/TMASP*

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college in Orhei Town and the list of participants

Proces verbal

al consultărilor publice referitor la implementarea Cadrului Managementului de Mediu și Social

Din "05"decembrie" 2022

mun. Orhei

Denumirea: Colegiul „Vasile Lupu” din Orhei

Au fost prezenți 143 persoane, (Lista participanților cu semnăturile personale se anexează).

În cadrul CP au fost abordate aspectele de mediu și sociale legate de:

- Cadrul Managementului de Mediu și Social (CMMS)
- Procedura de gestionare a forței de muncă (PGFM)
- Planul de Implicare a părților interesate (PIPI)
- Planul de Management de Mediu și Social (PMMS)

Partea introductivă a fost inițiată de către dna director, *Sandul Valentina*, cu o descriere succintă a activităților preconizate în cadrul subproiectului *PECCO (Proiectul Educație de Calitate în Colegiul din Orhei)*.

Consultările publice au fost continuate de către *dl Mihai Mustea*, consultant de mediu și social, din cadrul PÎSM, cu o prezentare a aspectelor de mediu și sociale evaluate și reflectate în CMMS, PGFM, PIPI, posibilele riscuri de mediu și efecte sociale prezente în procesul de implementare a subproiectului și măsurile de diminuare a acestora. Concomitent s-a menționat despre părțile implicate în acest proces, care este mecanismul de soluționarea a reclamațiilor și de expunere a opiniilor privind orice problemă de mediu și socială, care poate apărea pe parcursul sau în timpul implementării subproiectului nominalizat mai sus.

Apoi, dna Sandul Valentina, manager de subproiect a prezentat PMMS elaborat specific subproiectului în cauză.

Pe marginea subiectelor discutate au parvenit două întrebări din partea celor prezenți:

- Ne putem implica ca voluntari în susținerea lucrărilor de implementare a proiectului?
- La cât timp de la demarare ne vom bucura de beneficiile proiectului?

Urmare discuțiilor purtate **s-a decis:**

1. Aprobarea planului de Management de Mediu și Social;
2. Plasarea pe panoul informativ a acțiunilor de implementare a SP;
3. Participarea activă a întregii comunități educaționale la implementarea cu succes a PIPI, PMMS, CMMS, SP.

Au votat „Pro”-143 persoane, „Contra” -0 persoane, „S-au abținut” -0 persoane



Administrația instituției

*Horn*  
semnătura, ștampila

*Valentina Sandul*  
Numele și prenumele

*Mihai Mustea*, Consultant de mediu și social în cadrul PÎSM

*Sandul*

Anexă la procesul-verbal din 05 decembrie 2022

## LISTA

participanților la consultările publice privind implementarea Cadrului de Management de Mediu și Social în procesul realizării subproiectului:

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Anexă la procesul-verbal din 05 decembrie,

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Anexă la procesul-verbal din

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Anexă la procesul-verbal din \_\_\_\_\_

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Anexă la procesul-verbal din

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