

**SEP – EDUCATION QUALITY IMPROVEMENT PROJECT**

**MINISTRY OF EDUCATION AND RESEARCH  
MOLDOVA**

**STAKEHOLDER ENGAGEMENT PLAN (SEP)**

**FOR**

**EDUCATION QUALITY IMPROVEMENT  
PROJECT**

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# SEP – EDUCATION QUALITY IMPROVEMENT PROJECT

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### ABBREVIATIONS AND ACRONYMS

ESCP	Environmental and Social Commitment Plan
ANACEC	National Agency for Quality Assurance in Education and Research
CICTE	Center for Information and Communication Technologies in Education
eGA	e-Governance Agency
ECEC	Early Childhood Education and Care
EMIS	Education Management Information System
ESF	Environmental and Social Framework
ESMF	Environmental and Social Management Framework
ESMP	Environmental and Social Management Plan
ESS	Environmental and Social Standard
EU	European Union
GIES	General Inspectorate for Emergency Situations
GoM	Government of Moldova
GPE	Global Partnership for Education
LED	Local education Directorate
LMP	Labor Management Procedures
MERP	The Moldova Education Reform Project
MER	Ministry of Education of Romania
MIA	Ministry of Internal Affairs
MIRD	Ministry of Infrastructure and Regional Development
MoER	Ministry of Education and Research
MoF	Ministry of Finance
MoLSP	Ministry of Labor and Social Protection
NACE	National Agency for Curriculum and Evaluation,
NAQAER	National Agency for Quality Assurance in Education and Research
NCEL	National Centre for Education and Leadership
NEA	National Employment Agency
NORLD	National Office for Regional and Local Development
PCCERYSM	Parliamentary Committee on ‘Culture, Education, Research, Youth,

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	Sport and the Media'
PDO	Project Development Objectives
PMT	Project Management Team
POM	Project Operations Manual
PP	Procurement Plan
RCE	Republican Commission for Emergency Situations
SEP	Stakeholder Engagement Plan
ToR	Terms of Reference
UNDP	The United Nations Development Programme
UNICEF	The United Nations International Children's Emergency Fund

## GLOSSARY OF KEY TERMS

**Affected Communities** - Refers to groups of people living in close proximity to a project that could potentially be impacted by a project (“Stakeholders,” in contrast, refers to the broader group of people and organizations with an interest in the project).

**Consultation** - The process of providing stakeholders with opportunities to express their views on project opportunities, risks, impacts and mitigation measures by gathering information or advice from stakeholders and taking these views into account when making project decisions and/or setting targets and defining strategies.

**Disadvantaged and Vulnerable Stakeholders** - Individuals or groups who may be more likely to be adversely affected by the project impacts and/or more limited than others in their ability to take advantage of a project’s benefits. Such an individual/group is also more likely to be excluded from/unable to participate fully in the mainstream consultation process and may require specific measures and/or assistance to participate. Such measures take into account considerations relating to age, including the elderly and minors, and including in circumstances where they may be separated from their family, the community or other individuals upon which they depend.

**Disclosure** – The provision of information as a basis for consultation with project stakeholders. Involves prior disclosure and dissemination of relevant, transparent, objective, meaningful and easily accessible information in a timeframe that enables meaningful consultations with stakeholders in a culturally appropriate format, in relevant local language(s) and is understandable to stakeholders;

**Engagement** - A continuous two-way process in which an implementing agency, company or organization builds and maintains constructive and sustainable relationships with stakeholders impacted over the life of a project. This is part of a broader stakeholder engagement strategy, which also encompasses governments, civil society, employees, suppliers, and others with an interest in the Project.

**Environmental and Social Assessment** - An assessment comprising various social and environmental studies which aim to identify project risks and impacts and design appropriate mitigation measures to manage these and to enhance positive impacts and outcomes.

**Grievance Redress Mechanism** - A process for receiving, evaluating, and facilitating resolution of concerns and grievances from project-affected parties related to environmental and social performance of the project as well as other project-related concerns from citizens and other interested stakeholders. This may utilize existing formal and information mechanisms supplemented as needed with project-specific arrangements but does not prevent access to judicial remedies.

**Non-Governmental Organizations** - Private organizations, often not-for-profit, that facilitate community development, local capacity building, civil society advocacy, and environmental protection.

**Partnership** - In the context of engagement, partnerships are defined as collaboration between people and organizations to achieve a common goal and often share resources and competencies, risks and benefits.

**Stakeholders** - Project-affected and other interested parties. These are individuals or groups who are affected or likely to be affected by the project, and those who may have an interest in the project and/or the ability to influence its outcome, either positively or negatively. This may include beneficiary business enterprises, partner organizations, workers and their organizations, local communities, national and local authorities, neighboring projects, and nongovernmental organizations.

**Stakeholder Engagement Plan** - A plan which assists investors with effectively engaging with stakeholders throughout the life of the project and specifying activities that will be implemented to manage or enhance engagement.

## 1. INTRODUCTION

### 1.1. Background and project's description

#### 1.1.1. Background

The Moldova World Bank Country Partnership strategy identifies an improved alignment of Moldova's education and training systems to the labor market as one of its priorities. Moldova's education system is characterized by low quality of services provided in pre-primary, basic and secondary education, with low transition from lower to upper-secondary schools. Additionally, the pandemic, refugee and energy crisis plus high inflation have revealed the fragility of the country's education system. Due to the COVID-19 school closures, learning is estimated to have dropped by an equivalent of 8 PISA points, eroding about 20 percent of learning gains made by Moldova over the last decade. The gaps between the better-off and disadvantaged students also tend to deepen, due to differential access to technologies among others. While the weaknesses of the basic and secondary education have been addressed by previous investment projects, including those by the World Bank, the learning loss due to COVID-19 pandemic and regional crisis remains largely left unattended.

#### 1.1.2. Proposed Project Development Objective and key results

The proposed Project Development Objective (PDO) is to (i) improve teaching practices of participating teachers and physical learning environments of selected educational institutions; (ii) strengthen the capacity of the Ministry of Education and Research for sector management and refugee response; and (iii) in case of an Eligible Crisis or Emergency, respond promptly and effectively to it

The project will cover preprimary, primary and secondary education service delivery in project supported schools and kindergartens. Disadvantaged students include poor rural students, girls, children with disabilities and special needs, refugees and students lagging academically.

#### Key Results

- Improved teaching practices of participating teachers (percentage)
- Students benefiting from improved learning environment under the project (girls/boys, urban/rural, refugee students, vulnerability status, education level) (number)
- Annual statistics reports produced using data generated by the integrated EMIS (text)

#### 1.1.3. Project Components

#### **Component 1: Improve teaching practices (US\$8.6 million IBRD; US\$2.7 million ELP; US\$4.7 million GPE)**

The objective of this component is to improve teaching practices in the classroom as a major element driving student learning. The Project will help equip teachers with the skills required to succeed in the classroom including raising the awareness and knowledge of teacher professional standards, and improving teacher's digital skills and classroom management skills. This component will finance: (a) nationwide implementation of national teachers' and managers' professional standards; (b) nationwide rollout of teacher quality assessment; (c) development and implementation of in-service teacher training for ECE teachers and educators; (d) periodic assessment of quality of ECEC service delivery; (e) provision of indoor and outdoor teaching and learning and play materials; (f) development, piloting and



implementation of the rapid student assessments to identify students who are falling behind; and (g) development and implementation of tutoring or other learning recovery program; (h) decentralized approach to teacher professional development and innovative instructional practices. Activities under this component will support Pillar 4 of the GCRF through strengthening the education sector in Moldova to be more resilient to future crises. This will be achieved through training of teachers and managers on the revised professional standards, which will include standards related to digital skills in schools to help students continue to learn uninterrupted. The component will provide capacity building to staff across prioritized educational institutions to implement the new professional standards, support energy efficiency in schools, focus on equitable access to quality education, and enhance digital skills and the use of digital technology in schools. Teachers and managers from schools with the larger share of disadvantaged students will be prioritized for the in-service training on the revised teacher professional standards, and effective classroom management strategies. This targeting strategy will ensure convergence among project activities envisaged under components 1 and 2.

**Subcomponent 1.1. Improve teaching practices of participating teachers.** This subcomponent (part A) will support the delivery of modern in-service training programs that foster an increased awareness and understanding of the revised teacher professional standards, as well as more effective classroom management strategies among school practitioners at primary and secondary education levels. It will finance TA to support the development and implementation of in-service teacher training on the revised professional standards which are to include digital pedagogy. This subcomponent will also finance the scale-up of the assessment of the quality of teaching in classrooms by the National Agency for Quality Assurance in Education and Research (ANACEC), to better understand to what extent teachers in Moldova: (a) create a culture that is conducive to learning, (b) instruct in a way that deepens student understanding and encourages critical thinking, (c) foster socioemotional skills that encourage students to succeed both inside and outside the classroom, and (d) use inclusive teaching practices that help all students to learn. A communications campaign will be conducted by the ANACEC to inform and consult with teachers and managers about the rollout of the assessment of the quality of teaching in classrooms.

This subcomponent (part B: US\$2.7 million ELP) will also finance the development and implementation of in-service teacher training in the pedagogical capacity for early childhood education (ECE) teachers and educators in line with the Early Learning and Development Standards for Children (0-7), with the focus on new teachers, educators, and teaching assistants to expand ECEC provision. The training will focus on the ECE curriculum and support play-based teaching and learning. This subcomponent will support an in-depth periodic quality assessment in a nationally representative sample of ECEC service providers to better understand the quality of ECEC service delivery in the country. The standard package of support for ECEC will include the provision of indoor and outdoor teaching and learning and play materials. The quality assessment survey will also collect information about the resilience of ECEC facilities against climate change and related disaster risks, particularly extreme heat, droughts, and floods. The data collected through the project will provide the MoER with valuable information that can be used to plan and enhance the climate resilience of the ECEC infrastructure through rehabilitation and expansion efforts under Component 2.

**Subcomponent 1.2. Develop, pilot, implement and evaluate a learning recovery program for disadvantaged students.** This subcomponent will finance the development, implementation, and evaluation of a new rapid formative learning assessments in key subject areas (e.g., reading and math) for at least one selected grade. TA will support this work under the National Agency for Curriculum and Evaluation of the MoER. Following the identification of students and learning challenges, a consulting firm will be hired to work closely with the MoER to develop feasible tutoring program options. The program design/prototypes will be developed based on international evidence and will cover targeting of students for the pilot, subject areas, selection of tutors (identification and selection criteria for the tutors who will deliver the program), mode of delivery (online/blend, duration, timing, frequency etc.), cost implications, and materials and/or equipment needed. High-dosage tutoring, with small groups of students who meet around three times a week for tutoring sessions lasting up to an hour over a 10-week period typically show the greatest impact (Education Endowment Foundation, 2018). TA under the project will also support the development and implementation of an impact evaluation of the tutoring program to measure its implementation fidelity and impacts. The tutoring program will first be piloted in the randomly selected schools (with proper

selection of treatment and control groups). After an initial cohort of students participates in an impact evaluation and program design is fine-tuned in line with its finding and recommendations, disadvantaged students performing in the bottom 20 percent will be provided with a supplemental tutoring program (remedial/accelerated learning program) developed under the project. The identification and targeting of disadvantaged students will be made by the MoER and will be facilitated by student-level EMIS and other sources of data on vulnerability, socioeconomic status, and academic performance of students in full adherence to the national personal data protection legislation.

**Subcomponent 1.3. Decentralized approach to teacher professional development and innovative instructional practices (US\$4.7 million GPE).** This subcomponent will finance: (i) the setup of a professional learning network and exchanges between Moldovan teachers, and potential collaboration with teachers from Romania, Estonia and other countries facing similar challenges; (ii) small grant-supported projects, developed by schools that are aligned with the NDS (eligible categories for small grant applications will be detailed in the Project Operations Manual (POM) ; (iii) two school grants officers hired by the Project Management Team (PMT) to work closely with the MoER to develop a school grants operations manual, together with the program guidelines and application package featuring call-for-proposals documentation (application template) and assessment grid for evaluation of submitted proposals. The development of the school grants operations manual will serve as a disbursement condition for relevant expenditures category under the project, and (iv) the development and implementation of a wide communication campaign and capacity building program to ensure that schools with large numbers of disadvantaged students, but low capacity, could successfully participate in the school grants program. The grants will be channeled to schools through the national budget system by inclusion of the relevant allocations by the MoER and the Ministry of Finance (MoF) to the annual budget law and the implementation will be checked as part of regular annual financial audits.

### **Component 2: Improve the quality and resilience of learning environment in selected educational institutions (US\$24.7 million IBRD; US\$2.3 million ELP)**

The objective of this component is to improve the quality and resilience of (physical and digital) learning environments in targeted schools (grades 1-12) and preschools aligned to the quality standards for infrastructure and equipment. This component will finance: (i) the physical and digital modernization of learning environments in around 200 selected schools including equipping them with the necessary laboratory and IT equipment; (ii) rehabilitation in about 15 schools and 15 preschools to improve access for children in Moldova and refugee children from Ukraine, and (iii) construction of three new high schools as part of the upper secondary education reform. The proposed Project aims to comprehensively address development challenges related to safety, resilience, inclusion, and sustainability of infrastructure.

#### **Improving resilience in the short term**

**Subcomponent 2.1. Equipping selected schools.** The objective of this subcomponent is to improve the learning environment in selected schools and preschools. School selection will rely on a predefined criteria that considers the sustainability of investments in light of declining student population. The subcomponent will support: (a) an identification study, including the definition of criteria to determine which educational institutions will be selected to receive support; (b) a needs assessment in each educational institution to determine the availability of basic infrastructure (water supply and sanitation); (c) provision of furniture, IT equipment, and STEM equipment for schools, and teaching and learning materials for students with disabilities; and (d) training of teachers and managers, along with provision of user guides and demonstration videos on operating and maintaining IT and STEM equipment, as well as the use of such equipment with modern teaching methodologies and digital learning materials in the classrooms. The subcomponent will prioritize energy-efficient equipment to reduce energy consumption and GHG emissions.

Teachers would receive training focused on effective use of the equipment in the educational process to support students in acquiring the modern skills essential in the 21st century (building on the experience and achievements of MERP). Equipment will provide teachers with: (a) a practical component for teaching and (b) resources for a

project-based learning approach in the delivery of STEM curriculum, which aims to better integrate climate change, environmental science, and disaster risk reduction into mainstream education. These activities will also ensure that the equipment, furniture, and materials address the needs of students with disability, as well as of the refugee students from Ukraine. This activity will support strengthening the resilience capacities of educational institutions and continuity of learning by ensuring connection to internet in targeted educational institutions, as well as mobile applications, also available offline. Increased digitalization of classrooms will improve continuity of learning in adverse weather conditions, which are expected to intensify with climate change. Teachers will receive training on how to adapt lessons for remote instruction and in the use of online teaching tools.

**Subcomponent 2.2. Rehabilitation of selected schools and preschools.** This subcomponent (part A) will finance design, civil works, and supervision of civil works. It will target school buildings that have the highest risk of collapse or serious damage in an event of an earthquake which could jeopardize the health and safety of students, teachers, and other building users. Larger schools with the most disadvantaged students will be targeted. The selection criteria will prioritize schools in areas with a higher deprivation index, with sufficient school capacity utilization but failing to meet basic WASH and other infrastructure requirements. Field verification will be conducted and schools on the priority list will be cross-checked to ensure that they are not prioritized under current or future funding by local authorities or other development partners, and that they have not undergone recent comprehensive renovations. This subcomponent (part B: US\$2.3 million ELP) would target ECEC facilities that could expand access (with quality) to vulnerable children from Moldovan families and refugee children from Ukraine. Minor rehabilitations including WASH facilities in centers that do not have access to water will be supported. Rehabilitation will follow similar prioritization as for schools but will focus only on those ECEC facilities that commit to expanding access to vulnerable children from Moldovan families and refugee children from Ukraine, not yet covered by ECEC services.

### **Longer-term approach**

#### **Subcomponent 2.3. Building new and more resilient high schools**

This subcomponent will support the upper secondary education reform that requires establishing separate high schools to standardize access to high-quality upper secondary education across the country. Specifically, this subcomponent will finance: (a) construction of the first three schools in this reform learning from relevant experience; (b) provision of furniture and equipment for classrooms, canteens, and sports facilities, and (c) training modules and adoption of manuals on school maintenance (including operation and maintenance of clean technologies), contributing to the long-term climate resilience, climate mitigation, and sustainability of investments in infrastructure. Procedures and protocols for the new schools will integrate consideration of safe egress for vulnerable students and others who may require additional assistance. Civil works that might cause land acquisition or involuntary resettlement will not be eligible for financing under the project.

Infrastructure development will focus on safe, inclusive, sustainable and resilient facilities design, aligned with the learning process and developed from applicable best practices, with a focus on greater energy and water efficiency, use of renewable energy, water recycling and harvesting, waste minimization, durability, and resilience to climate-induced hazards and adhering to the national and regional circumstances and climate objectives communicated through Moldova's NDC. Activities under this component will support Pillar 3 of the GCRF through – Strengthening Resilience – through incorporating climate-smart and resilient physical and digital infrastructure, and providing support to strengthening sector resilience to withstand pandemic-like shocks. It will also finance activities aligned with Pillar 4 focusing on strengthening policies, institutions and investments for rebuilding better.

### **Component 3: Strengthen education sector management, project management, and M&E (US\$6.7 million IBRD)**

#### **Subcomponent 3.1: Support nationwide education sector management and refugee response**

This subcomponent will support improved planning, management, and evaluation of education reforms in the following areas: (i) improvement of the existing EMIS and making better use of data to support management

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decisions at all levels; (ii) national and international student assessments; (iii) revision of the teacher and managers professional standards; (iv) improved nationwide education infrastructure investments planning for modern and resilient school infrastructure and climate change adaptation of the education system; and (v) national and subnational capacity to lead ECEC and upper secondary education reforms. The project will support critical sectoral studies, capacity building, and evidence-based policy planning, implementation and monitoring and evaluation of reforms, refugee response, and project interventions. Under activity (iii), professional standards for teachers and managers—which define the pedagogical and other professional knowledge and skills required of all educators—will be revised to include digital pedagogy.

For strengthening data management and analytics for evidence-based decision-making, this subcomponent will support the following activities: (i) technical improvements to the EMIS to enable integrated use of NBS and MoF data; (ii) strengthening a system for the generation of aggregate data and reports based on primary data and integrate data on refugee children from Ukraine; (iii) training to EMIS experts on data collection and management, (iv) strengthening MoER’s analytical capacity in using data; and (v) strengthening EMIS data protection systems as well as data quality assurance. More specifically, it will finance: (i) the development and integration of the E-Catalog/E-Register and other modules to EMIS that would allow a switch from paper-based to a greener, more efficient electronic format of data reporting to various stakeholders, and interoperability of the NBS system and EMIS; (ii) creation of the dedicated module and interface in the EMIS that would allow the MoER to identify students that require support with adherence to the personal data protection legislation; and (iii) the development and integration to EMIS of a module for the ANACEC on external assessment of education institutions.

On student assessments, this subcomponent will support: (i) analysis of PISA 2022 results in student learning and Moldova’s participation in PISA 2025 and 2028 ; (ii) preparation activities conducted by the ANACEC, including the development, translation, and editing of test materials; education, training and preparatory workshops; and piloting of assessments; (iii) test implementation, including printing, distribution, and supervision of assessments; data processing and analysis; and dissemination of results; and (v) strengthening the capacity of the national implementing agency responsible for carrying out national and international student assessments, including for refugee children from Ukraine.

This subcomponent will support the development of a long-term, nationwide plan for better integrated investments in resilient and modern school infrastructure. It will be based on changing demographic trends (anticipated demand/enrollment projections; integration of disadvantaged children, including refugees from Ukraine) and local network optimization plans. Strategic investments planning will help improve the safety and resilience of schools, addressing the issues of access for students with disabilities and WASH facilities (separate for girls and boys), integrating climate-smart innovations, and undertaking regular maintenance. The subcomponent will also finance the development of new designs for schools so that they are more sustainable, energy efficient, inclusive, and resilient. By being more energy efficient, schools and preschools can help prevent GHG emissions and improve teaching and learning environment in line with the GoM’s NDC commitments. Close attention will be paid to optimizing the design of the schools so that they meet identified needs but also are cost-effective, energy efficient, sustainable, and can be easily replicated with state, local, and development partners’ financing. Facility planning based on school mapping and facilities survey will precede any infrastructure investments. Research for improving climate change resilience of the education system will be also supported to promote more efficient and resilient school buildings contributing to energy savings, building performance, and incorporating seismic resilience into building designs in line with international best practices, and supporting climate adaptation and mitigation actions.

This subcomponent will provide TA and capacity building for the development of policies to harness the potential of the private sector to close the gap in ECEC service provision in Moldova, in an inclusive manner, while increasing access for disadvantaged children including refugee children from Ukraine to quality ECEC services and their mothers to the labor market, thereby reducing their economic and social vulnerability. Activities will support Pillar 2 of the GCRF (Protecting People and Preserving Jobs) through the current network of state-owned kindergartens and by piloting a model of private sector provision, with an impact evaluation to measure labor market outcomes of the parents.

## **Subcomponent 3.2: Project management, monitoring, and evaluation**

This subcomponent will provide support for project management activities including project supervision, procurement, and financial management (FM), environmental and social (E&S) management, monitoring and evaluation (M&E), verifications, and essential communications strategy. It will support the MoER/PMT and National Office for Regional and Local Development (NORLD) team with staff responsible for fiduciary responsibilities, adherence to environmental and social standards, technical oversight, monitoring and evaluation, annual audits, stakeholder engagement and consultations, and services of the verification agency. Support will also focus on strengthening the institutional capacity of the MoER and NORLD to carry out project implementation.

## **Component 4: Contingent Emergency Response Component (US\$0)**

This component is included with the objective to support the country's future response if a natural or manmade disaster or emergency arises, in line with the procedures governed by paragraph 12, Section III of the Bank Policy, Investment Project Financing (IPF) on Projects in Situations of Urgent Need of Assistance or Capacity Constraints.



## 1.2. Purpose and Objective of the Stakeholder Engagement Plan

ESS10 of World Bank’s Environmental and Social Framework (ESF) requires the EQIP to prepare and implement a Stakeholder Engagement Plan (SEP). The purpose of the Stakeholder Engagement Plan (SEP) is to ensure appropriate stakeholder consultation and information disclosure in the context of Moldova. The goal of the SEP is to help decision-making and the project implementation by involving beneficiaries and other stakeholders in a way that gives these groups the opportunity to provide feedback and express their views on intended project outcomes, benefits and potential adverse consequences. The SEP is a useful tool to manage communication between the project and its stakeholders.

The main objectives of the SEP are the following:

- To understand the stakeholder engagement requirements of the Moldovan legislation
- To identify key stakeholders that are affected, and/or able to influence the Project and its activities
- To develop a stakeholder’s engagement process that gives stakeholders the opportunity to participate and influence project design and implementation
- To define the information disclosure provisions under the project
- To establish a formal Grievance Redress Mechanism under the project
- To define roles and responsibilities for the implementation of the SEP
- To define the monitoring arrangements to ensure that the SEP remains an effective and up-to-date tool for stakeholder engagement

Communicating early, often and clearly with stakeholders helps manage expectations and avoid risks, potential conflict, and project delays. The involvement of the local population is essential to the success of the project in order to ensure smooth collaboration between project staff and local communities and to minimize and mitigate environmental and social risks related to the proposed project.

## 1.3. Stakeholder engagement principles

In order to meet best practice approaches, the project will apply the following principles for stakeholder engagement:

- Openness and life-cycle approach: public consultations for the project(s) will be arranged during the whole lifecycle, carried out in an open manner, free of external manipulation, interference, coercion or intimidation;
- Informed participation and feedback: information will be provided to and widely distributed among all stakeholders in an appropriate format; opportunities are provided for communicating stakeholders’ feedback, for analyzing and addressing comments and concerns;
- Inclusiveness and sensitivity: stakeholder identification is undertaken to support better communications and build effective relationships. The participation process for the projects is inclusive. All stakeholders at all times encouraged to be involved in the consultation process. Equal access to information is provided to all stakeholders. Sensitivity to stakeholders’ needs is the key principle underlying the selection of engagement methods. Special attention is given to vulnerable groups, in particular women, internally displaced persons (IDPs), returnees, persons with disabilities, youth, elderly and those living in remote or inaccessible areas.
- Cultural appropriateness. The activities, format, timing, and venue will respect local customs and norms.
- Conflict sensitivity. Considering the complex country context and referring to the humanitarian principles of neutrality and impartiality.
- Gender sensitivity. Consultations will be organized to ensure that both females and males have equal access to them. As necessary, the implementing agencies will organize separate meetings and focus group discussions for males and females, engage facilitators of the same gender as the participants, and provide additional support to facilitate access of facilitators.

## 1.4. Scope and Structure of the SEP

The SEP shall be applicable to all activities planned under the Project. The engagement will be planned as an integral part of the project's environmental and social performance and project design and implementation.

The document comprises 8 chapters. The first chapter serves as an Introduction. Chapter 2 presents the World Bank ESS10 and Moldovan Environmental and Social regulation and analysis the gaps between World Bank and Moldovan Stakeholder Engagement Legislation. A summary of stakeholder engagement held so far is presented in Chapter 3. Stakeholder Identification, Mapping and Analysis is described in the chapter 4. The Stakeholder Engagement Program is presented in Chapter 5. Resources and responsibilities for implementing stakeholder engagement activities is discussed in Chapter 6. Description of the Project's Grievance Mechanism (GM) follows in Chapter 7. Monitoring, documentation and reporting is presented in Chapter 8.

## 2. REGULATORY CONTEXT

### 2.1. Relevant Moldovan Stakeholder Engagement Legislation

Moldova has the following citizen/stakeholder engagement legislation that relates both the right to access information and participation in policy development and decision-making:

#### **Access to Information**

- The right to information is guaranteed by the Constitution of the Republic of Moldova in Article 34 while the Access to Information Law has been granting access to public data since 2000. Article 5 of the Law on Access to Information stipulates that the direct subjects of this Law are both Central and Local Public Administration Authorities. The Law on Access to Information (adopted in 2000), restricts public access to state secrets, confidential business information submitted to public institutions under conditions of confidentiality, and personal data, the disclosure of which may be considered interference in one's private life.

There is a guide for journalists on legal access to government information developed by Access Info Europe and the Network for Reporting on Eastern Europe. It provides very detailed guidance on access to information, data security, and how to submit a request for information among others. There is another guide for public servants and journalists developed in 2015 by the Moldovan Independent Journalism Center and Civil Rights Defenders, which provides a clear illustration of how the Law on Access to Information should be implemented, with specific tips for public servants and journalists.

#### **The Citizen Engagement Legislation**

- The Law on Transparency in Decision-Making Processes #239 of 2008 defines how the consultation process with the civil society takes place. It identifies the following phases in ensuring the transparency of the decision-making process: a) informing the public about the initiation process of the decision drafting; b) making the draft decision/policy available to stakeholders; c) consulting citizens, associations and other stakeholders; d) reviewing the citizens and other stakeholders' recommendations; e) informing the public about the decision taken.

- The above law had been supplemented by Government Order #967 of August 8, 2016 “about the public consultation mechanism with civil society in the decision-making process, on the exact consultation mechanisms with civil society. This order sets the framework for consultation, describing the step by step tasks, roles and responsibilities of the authorities, including deadlines, consultation methods, and transparency of the adoption of decisions. It also recommends that local public administrations update their internal procedures related to the transparency of the decision-making process. Article 16/1 of the Law on Transparency in Decision-making mentions that for the infringement of the respective law, the persons bear disciplinary and administrative responsibility.
- The Government Order # 11 as of January 19, 2010 “about creation of National council on participation”, created the National Participation Council as an advisory body to the Prime Minister’s office, involving the civil society in the policy decision- making process. However, the operation of the National Participation Council has not been regular.

Moldova currently does not have clear national legislative provisions on the citizen and stakeholder engagement in the more specific investment programs and projects. In those cases, it relies on the relevant provisions of the donor organizations.

### 2.2. World Bank Requirements

The World Bank has a long history of multi-stakeholder engagement and strategies to promote effective project preparation, project implementation and project monitoring, which entails empowering citizens to participate in the development process and integrating citizen voice in development programs as key enablers to achieving results.

In August 2016, the World Bank’s Board of Executive Directors approved the Environmental and Social Framework (ESF), which went into effect in 2018 and progressively replaced the Bank’s Safeguards. The ESF protects people and the environment from potential adverse impacts that could arise from Bank-financed projects and promotes sustainable development. Within the ESF, ten Environmental and Social Standards highlighted responsibilities for Borrowers. The Standards are designed to help Borrowers manage project risks and impacts as well as improve environmental and social performance, consistent with good international practice and national and international obligations.

The Environmental and Social Standard (ESS) 10 is on “Stakeholder Engagement and Information Disclosure”. The provisions of the Standards are to be read in conjunction with other applicable ESSs. The specific requirements set out by ESS10 are highlighted below:

Borrowers will commence with stakeholder engagement as early as possible in the project development process and in a timeframe that enables meaningful consultations with stakeholders on project design and shall maintain such engagement throughout the Project cycle. The nature, scope and frequency of stakeholder engagement will be proportionate to the nature and scale of the project and its potential risks and impacts.

Borrowers will engage in meaningful consultations with all stakeholders. Borrowers will provide stakeholders with timely, relevant, understandable and accessible information, and consult with them in a culturally appropriate manner, which is free of manipulation, interference, coercion, discrimination and intimidation.

The process of stakeholder engagement will involve the following: (i) stakeholder identification and analysis; (ii) planning on ways to engage; (iii) disclosure of information; (iv) consultation with stakeholders; (v) addressing and responding to grievances; and (vi) reporting to stakeholders.

The Borrower will maintain and disclose a stakeholder engagement log as documented record of stakeholder engagement, including a description of the stakeholders consulted, a summary of the feedback



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received and a brief explanation of how the feedback was taken into account, or the reasons why it was not.”

As early as possible in the Project, before appraisal, the Borrower will develop and disclose a Stakeholder Engagement Plan proportionate to the nature and scale of the project and its potential risks. The SEP is a living document, potential changes are driven by any changes in the Project. Should the project incur significant changes, such updates will be reflected in the SEP and the document will be re-disclosed. According to ESS10, the Borrower should also propose and implement a grievance mechanism to receive and facilitate the resolution of concerns and grievances of project-affected parties related to the environmental and social performance of the project in a timely manner.

### 2.3. Gap Analysis between the National Legislation and World Bank requirements

**Table 1 : Gap Analysis between the National Legislation and World Bank requirements**

National legislation	World Bank	The Project
The national legislation does not have provisions for the development of a specific Stakeholder Engagement Plan for public consultations, however the requirement for public consultation and the procedure is clearly described in Law 239 on Transparency in Decision-Making and in Government Order #967 of August 8, 2016 on the mechanism for public consultation with civil society in the decision-making process.	Consultations with stakeholders and public involvement are an integral part in the development and implementation of the SEP.	Moldova currently does not contain express terminology and requirements for developing a Stakeholder Engagement Plan; however, it contains requirements for public consultations in the decision-making process. Although SEP requirements are not provided under the national legislation, the project has developed the present SEP and will carry out a comprehensive consultative process with project - affected persons, local and state authorities, other stakeholders as required through public disclosure meetings, individual consultations and public consultations.
The national legislation has provisions that allow citizens to make complaints and grievances, but these provisions do not allow anonymity. The anonymous or submitted petitions without indicating the petitioner's postal or email address are not examined.	The World Bank ESS10 allows the option of anonymous provision of grievances.	The project will apply the WB standard and allow anonymous submission of grievances and complaints.
The national legislation does not have special provisions to address the concerns of the vulnerable groups during the consultation process.	The ESS10 specifically provides for the identification and engagement with the vulnerable groups that might be affected by the project to ensure that these groups also benefit from the project activities.	The SEP will identify affected vulnerable persons and engagement mechanisms to ensure that their voice is heard and their concerns are addressed to the extent possible by the project.

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<p>The national legislation does not have provisions to establish a Project specific GM.</p>	<p>According to the ESS 10 and ESS 2 the Project specific GM should be established and be easily acceptable for all stakeholders at each stage of Project, including specific GM for project workers</p>	<p>The Project specific GM will be established for all stakeholders at each stage of the Project, including GM for all project workers<sup>1</sup>.</p>
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<sup>1</sup> Directly engaged people (PMT staff and consultants) and contracted workers (people employed or engaged through contractors/ subcontractors that will perform work for specific project activities).

### 3. SUMMARY OF PREVIOUS STAKEHOLDER ENGAGEMENT ACTIVITIES

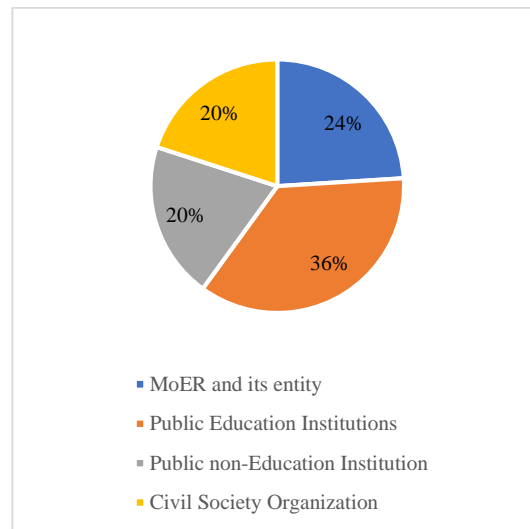
The main stakeholder engagement activities were conducted by the project implementing agency (MoER) and World Bank team. The following information provides a list of all the stakeholders consulted during the project identification and formulation stage. The consultations were used to identify the needs and concerns of the stakeholder. These needs and concerns were utilized to inform the project activities.

#### 3.1. Consultative assessment on Digital Education Readiness

The Moldova - Digital Education Readiness Assessment was conducted between October 2021 and May 2022. The WB team with the participation of key development partners and Moldova stakeholders led this consultative assessment using an evidence-based, comprehensive, system-level assessment. This assessment made it possible to identify the key barriers and opportunities to digitalization in Moldova’s education system.

**Twenty-five purposefully identified technical experts participated in the Moldova Digital Readiness Assessment for Education.** These included six representatives from MoER, nine representatives from public education institutions including pedagogical universities and regional level public entities, five public non-education institutions and five representatives from CSOs (Figure 9). Over half of the participants had extensive experience (15–45 years) and self-identified their areas of expertise (Figure 10). All participants were identified as technical experts with substantial institutional memory and held decision-making positions.

**Figure 1: Distribution by institution**



Institutions and organizations that are mandated, interested and/or considered relevant in playing a role in education digitalization activities were identified for this system-level assessment (Figure 8). These stakeholders were identified as Decision-Makers, Key Influencers, Engaged Stakeholders, and Broader Stakeholders.

The decision-making institutions with a high level of interest and influence on digitalization processes in education were identified as the MoER, eGA, National Agency for Quality Assurance in Education and Research (ANACEC),

National Agency for Curriculum and Evaluation, and Parliamentary Committee on ‘Culture, Education, Research, Youth, Sport and the Media’.

Meanwhile, six ministries and agencies, including the MoF were identified as Key Influencers with high interest and indirect influence on the decisions and actions affecting implementation of digitalization solutions and instruments in education.

Eight institutions that include institutes, universities, and other CSOs were identified as Engaged Stakeholders who may directly or indirectly affect implementation and need to be aware of the actions and decisions being made. Finally, there are a range of Broader Stakeholders, including the private sector, schools, students, parents, and national-level institutions, such as the National Center for Personal Data Protection, National Agency for Regulation in Electronic Communications and Information Technology and Cyber Security Service were selected to participate.

**Figure 2 : Stakeholder mapping for Digital Education Readiness**



Source: The Moldova - Digital Education Readiness Assessment

Most respondents identified Pillar 3 *Digitally enabled education service delivery and analytics* as their self-assessed area of expertise whereas Pillar 5 *EdTech market and business models* was determined as the pillar least familiar to them.

### 3.2. Consultation on key challenges and opportunities in pre-university education

Consultations took place on October 12, 2022 on key challenges and opportunities in pre-university education on the following components: Quality of teaching, Resilient Schools, ECD, etc. The consultations were held on the Education Quality Improvement Project in the Republic of Moldova with the participation of 37 peoples from the following institutions:

- Ministry of Education, Culture and Research (MEC)
- School of Continuing Education ASEM
- ICT Center in Education (CTICE)
- The International Securities Exchange (ISE)
- Ion Creangă State Pedagogical University (UPSC)
- The Moldova State University (USM)
- Centrul Republican de Asistență Psihopedagogică (CRAP)
- Parliament
- The Technical University of Moldova UTM)
- ANACEC
- ANCE

The summary of Stakeholders concerns and suggestions in pre-university education and the summary of challenges and solution are respectively provided in table 2 and table 3.

**Table 2 : Stakeholders concerns and suggestions in pre-university education**

Stakeholders	Responses/Concerns about the project	Recommendations/Suggestions
The Ministry of Education and Research	The major challenges: Fewer teachers are entering the teaching profession as it is not attractive as in the past No teacher retention mechanisms Massive number of teachers retiring/exiting the system Deficit of teachers in theoretical profile/sciences (math, science, IT) and rural area	Reform of pay performance to include more attractive salary packages for entry teachers+ housing in the school dorms + transportation (a car) + a mentor/coach Competitive Grants for teachers to innovate at school levels and support increase quality in schools that have an overall risk of dropout, marginalization, and poor performance (summer boot camps, exchange programs, trips, innovative pedagogy, developing digital content)
Agency for Quality Assurance in Education and Research (ANACEC)	Lack of mentoring in schools, high resistance to change the pedagogy methods at the classroom level	Mentoring/Coaching program to support teachers in their careers with a focus on young teachers. Conversion programs (Math teachers can become English or IT teachers) of one year delivered by universities – through contracts between the ministry and universities that pay the fees for teachers enrolled in the programs they chose.
University community (Teachers)	The school infrastructure is insufficient, outdated, not adapted to demographic realities Lack of information systems development Insufficient digital instruments for pupils, teachers and parents Overloaded school programs Reconfiguration of teaching-learning-evaluation methods Quality of teaching in classrooms Weak, formal interaction of the institutions with the community and public authorities Insufficient spaces to accommodate all beneficiaries Undeveloped infrastructure including for people with CES	Adaptation of the school infrastructure according to updated standards, conditions and needs of all pupils Expansion of the information system, of the EMIS database, CTICE server Creation of the Digital Eco-system in education: <ul style="list-style-type: none"> <li>• Personal pupil's cabinet</li> <li>• Management platform of digital materials</li> </ul> Reconceptualization of the framework plan, the school curriculum on educational levels Modernization of teaching-learning-evaluation methods. Digitization of teaching Use various instruments (e.g. TEACH, COACH, etc.) on helping teachers become better Development of mechanisms, models of efficient relations with the community and local authorities

Stakeholders	Responses/Concerns about the project	Recommendations/Suggestions
	Human resources deficit: Didactical personell Nannies and teaching assistants	Construction of new energy-efficient spaces (serving as model) Refurbishing existing spaces according to modern standards Stimulating the private sector for stepping in the EAD sector Developing a program to attract specialists in the sector  Providing more targeted programs for training/coaching didactical personell Increase salaries of EAD teachers to the level of school teachers

Table 3 : Summary of challenges and solution

Challenges	Solutions
<b>QUALITY OF TEACHING</b>	
<ul style="list-style-type: none"> <li>Fewer teachers are entering the teaching profession as it is not attractive as in the past</li> <li>No teacher retention mechanisms</li> <li>Massive number of teachers retiring/exiting the system</li> <li>Deficit of teachers in theoretical profile/sciences (math, science, IT) and rural area</li> </ul>	<ul style="list-style-type: none"> <li>Reform of pay performance to include more attractive salary packages and benefit for entry teachers</li> <li>Competitive Grants for teachers to innovate at school levels and support increase quality in schools that have an overall risk of dropout, marginalization, and poor performance</li> </ul>
<ul style="list-style-type: none"> <li>Lack of mentoring in schools, high resistance to change the pedagogy methods at the classroom level</li> </ul>	<ul style="list-style-type: none"> <li>Mentoring/Coaching program to support teacher's careers</li> <li>Conversion programs (Math teachers can become English or IT teachers) of one year delivered by universities</li> </ul>
<ul style="list-style-type: none"> <li>Teachers are overwhelmed with bureaucratic administrative tasks</li> </ul>	<ul style="list-style-type: none"> <li>Handover of the administrative burden from teachers to administrative staff (principals)</li> </ul>
<b>RESILIENT SCHOOLS</b>	
<ul style="list-style-type: none"> <li>Schools network supra-dimensional</li> <li>Insufficient number of pupils in schools</li> <li>Outdated standards</li> </ul>	<ul style="list-style-type: none"> <li>Rationalization of the schools' network</li> <li>Standardization of education institutions according to the levels of schooling</li> </ul>
<ul style="list-style-type: none"> <li>Inappropriate concept of organizing high school education</li> </ul>	<ul style="list-style-type: none"> <li>Reconceptualization of the organization of high school education</li> </ul>
<ul style="list-style-type: none"> <li>The school infrastructure is insufficient, outdated, not adapted to demographic realities</li> </ul>	<ul style="list-style-type: none"> <li>Adaptation of the school infrastructure according to updated standards, conditions and needs of all pupils</li> </ul>
<ul style="list-style-type: none"> <li>Lack of information systems development</li> </ul>	<ul style="list-style-type: none"> <li>Expansion of the information system, of the EMIS database, CTICE server</li> </ul>
<ul style="list-style-type: none"> <li>Insufficient digital instruments for pupils, teachers and parents</li> </ul>	<ul style="list-style-type: none"> <li>Creation of the Digital Eco-system in education:</li> <li>Person pupil's cabinet</li> </ul>
<ul style="list-style-type: none"> <li>Quality of professional training / the aging of the system</li> </ul>	<ul style="list-style-type: none"> <li>Correlation of the scientific training approach with the methodical-didactic one. Modernization of professional training</li> </ul>
<b>ECD</b>	
<ul style="list-style-type: none"> <li>Insufficient spaces to accommodate all beneficiaries</li> </ul>	<ul style="list-style-type: none"> <li>Construction of new energy-efficient spaces</li> <li>Refurbishing existing spaces according to modern standards</li> </ul>

Challenges	Solutions
<ul style="list-style-type: none"> <li>Undeveloped infrastructure including for people with CES</li> </ul>	
<ul style="list-style-type: none"> <li>Unclear and incomplete legal framework regarding the legal status of private service providers</li> </ul>	<ul style="list-style-type: none"> <li>Development of the legal framework regarding the activity of EAD institutions (including private) by age</li> </ul>
<ul style="list-style-type: none"> <li>Different activity programs of early education institutions</li> </ul>	<ul style="list-style-type: none"> <li>Setting up similar activity programs for all EAD institutions with flexibility options where needed</li> </ul>
<ul style="list-style-type: none"> <li>Insufficient provision of didactic materials</li> </ul>	<ul style="list-style-type: none"> <li>Provision of didactic materials according to the curriculum</li> </ul>

### 3.3. Consultations during EQIP preparation

Consultations took place on February 02, 2023 focusing on the Education Quality Improvement Project presentation and consultation with the following attendance : .

- **Participants:** Adriana Cazacu-Țigaie, State Secretary, Ministry of Education and Research; Valentin Crudu, Head of General Education Department, Ministry of Education and Research.
- **Representatives** of the Ministry of Finance, the Ministry of Infrastructure and Regional Development, National Office of Regional and Local Development (NORLD), UNICEF Moldova, the Alliance of NGOs Active in the Field of Child Social Protection, local authorities-local bodies specialized in the field of education, the management and teaching staff from primary, secondary and high school education institutions, the Trade Union Federation of Education and Science, Education Trade Union "Viitorul".
- At the same time, representatives from civil society were also present: NGO "Parintii Solidari", Association for Efficient and Responsible Governance.

**Table 4 : Concerns and suggestions about the project**

Stakeholders	Responses/Concerns about the project	Recommendations/Suggestions
The Ministry of Education and Research	The major challenges at the quality level: lack of attractiveness; Massive number of teachers retiring/exiting the system; Deficit of teachers in theoretical profile/sciences (math, science, IT) and rural area	<p>The implementation of the Project will increase the quality of the system: 4 components: (1) Improve teaching practices; (2) Improve the quality and resilience of learning environment in selected educational institutions; (3) Strengthen education sector management, project management, and M&amp;E; (4) Contingent Emergency Response Component.</p> <p>The basic objectives of the project are:</p> <ul style="list-style-type: none"> <li>▪ Improving the quality of the provision of educational services in the Republic of Moldova;</li> <li>▪ Increasing the effectiveness of teaching staff in the students' learning process;</li> <li>▪ Revising professional standards for teaching and management staff in order to include minimum digital skills and providing relevant continuing education programs for teaching staff;</li> <li>▪ Providing innovative remedial programs for students with academic delays, including Roma children, refugee students from Ukraine, and children with special educational needs and disabilities;</li> <li>▪ Improving physical and digital learning environments in schools in the Republic of Moldova, in accordance with the minimum quality assurance standards approved for school infrastructure and equipment and through the lens of investment sustainability.</li> </ul>

Stakeholders	Responses/Concerns about the project	Recommendations/Suggestions
Hincesti Education Directorate	The problems with the performance of teaching staff.	The 4 components of the Project address the educational system in general education in a multidimensional way, especially the increase in the performance of teaching staff.
NGO Parintii Solidari	The management of the project and financial resources within the Project should be transparent.	15 schools (with eligible indicators) will receive assistance for the modernization of the learning environment and the construction of 3 theoretical high schools. The selection of schools will be transparent; the mapping of general education institutions will be done.
Youth and Sport Department of the Falesti Raional Council	The mapping of general education institutions throughout the country is a very necessary activity for the Republic of Moldova.	Within this Project, many mini-projects will be submitted, where small schools will also have the opportunity to participate.
Theoretical Lyceum „Liviu Deleanu”, Chişinău	The remediation of students with poor academic results. A concrete mechanism is needed for this activity (it cannot be free).	For this activity, students, other than the teacher in the classroom, will be involved.

### Consultations on the Proposed Project Design/Components

The table below summarizes the institutions and agencies consulted and the topics of engagement during the project preparation visits.

**Table 1: Summary of Stakeholders and Issues Discussed**

Stakeholder	Main topics discussed
Ministry of Education and Research (MoER); National Agency for Quality Assurance in Education and Research (ANACEC), National Office for Regional and Local Development (NORLD)	<ul style="list-style-type: none"> <li>Goals/objectives the Ministry of Education and Research (MoER) wants to achieve with the project according to the national policies</li> <li>Design of the project components to meet the expectations of the Ministry of Education and Research (MoER)</li> <li>Strategies to achieve the goals</li> <li>Indicators to be used to measure attainment of the goals (results framework)</li> <li>Monitoring mechanism for the project</li> <li>Implementation arrangement for the project</li> <li>Project preparation timeline and the documentation required, such as the environmental and social management plan, the stakeholder engagement plan and the compliance with gender requirements of the World Bank</li> </ul>
Local Public Authorities	<ul style="list-style-type: none"> <li>Consultations on potential synergies and sectorial collaboration; potential involvement of the LPA in the project implementation support</li> </ul>



<p>Ministry of Infrastructure and Regional Development</p>	<ul style="list-style-type: none"> <li>• Consultations on potential synergies and sectorial collaboration</li> </ul>
<p>Ministry of Finance</p>	<ul style="list-style-type: none"> <li>• Alignment of the project with national strategies</li> <li>• Investment viability of the project</li> <li>• Sustainability considerations in the project design</li> <li>• Contribution of the project to the county's economic development, poverty reduction and shared prosperity</li> <li>• Contribution of the project to enhanced human capital</li> </ul>
<p>General Education Institutions' Management</p>	<ul style="list-style-type: none"> <li>• Seeking feedback on proposed project components and activities</li> <li>• Input on Component 2; preliminary determination of the training and equipment needs</li> </ul>

## 4. STAKEHOLDER IDENTIFICATION AND ANALYSIS

Project stakeholders are defined as individuals, groups or other entities who:

- (i) are impacted or likely to be impacted directly or indirectly, positively or adversely, by the Project (also known as “affected parties”); and
- (ii) may have an interest in the Project (known as “interested parties”). They include individuals or groups whose interests may be affected by the Project and who have the potential to influence the Project outcomes in any way.

For the purposes of effective and tailored engagement, the project stakeholders can be divided into the following core categories:

- **Affected Parties** – persons, groups and other entities within the Project Area of Influence (PAI) that are directly influenced (actually or potentially) by the project and/or have been identified as most susceptible to change associated with the project, and who need to be closely engaged in identifying impacts and their significance, as well as in decision-making on mitigation and management measures;
- **Other Interested Parties** – individuals/groups/entities that may not experience direct impacts from the Project but who consider or perceive their interests as being affected by the project and/or who could affect the project and the process of its implementation in some way; and
- **Vulnerable Groups** – persons who may be disproportionately impacted or further disadvantaged by the project(s) as compared with any other groups due to their vulnerable status<sup>2</sup> and that may require special engagement efforts to ensure their equal representation in the consultation and decision-making process associated with the project.

### 4.1. Stakeholders’ identification through project’s components

The table below summarizes the stakeholders involved in each project component and sub-component for ease of reference:

**Table 5: Stakeholders Involved in Each Component**

Project Component	Target Stakeholders	Area of Interest by Target Stakeholders	Other Interested Parties
<b>Component 1: Enhance teacher effectiveness for student learning, with focus on disadvantaged students</b>			
1.1: Increase teacher effectiveness for student learning.	<ul style="list-style-type: none"> <li>• ANACEC,</li> <li>• General education institutions’ management.</li> <li>• Institutions teaching staff,</li> <li>• MoER,</li> <li>• Students</li> </ul>	Teacher training and assessment: revision of professional standards for teachers and managers to include minimum digital skills, and the delivery of the relevant in-service training programs; teaching quality assessment using the TEACH classroom observation tool	<ul style="list-style-type: none"> <li>• Direct workers: public</li> <li>• Local authorities</li> <li>• MERP</li> <li>• MoER</li> <li>• eGA</li> <li>• MoF,</li> <li>• NACE;</li> <li>• NGOs</li> <li>• Sectoral donors</li> <li>• World Bank</li> </ul>
1.2: Support	<ul style="list-style-type: none"> <li>• ANACEC,</li> </ul>	Identify lagging students	<ul style="list-style-type: none"> <li>• Direct workers:</li> </ul>

<b>Project Component</b>	<b>Target Stakeholders</b>	<b>Area of Interest by TargetStakeholders</b>	<b>Other Interested Parties</b>
learning recovery, with a focus on disadvantaged students.	<ul style="list-style-type: none"> <li>Disadvantaged students.</li> <li>General education institutions' management.</li> <li>Girls</li> <li>Institutions teaching staff,</li> <li>MoER,</li> <li>schools award of small grant-supported projects</li> <li>Students</li> </ul>	and learning gaps to inform instructional practices: supplemental tutoring programs or other remedial and/or accelerated learning programs after an initial cohort of students participates in an impact evaluation	<ul style="list-style-type: none"> <li>Local public authorities</li> <li>MERP</li> <li>MOER</li> <li>MoF,</li> <li>NACE;</li> <li>NGOs</li> <li>Sectoral donors</li> <li>Romanian teachers</li> <li>Moldovan teachers,</li> <li>World Bank</li> </ul>
1.3: Promote teacher professional development and innovative instructional practices to support lagging students.	<ul style="list-style-type: none"> <li>MoER,</li> <li>Institutions teaching staff,</li> <li>Students</li> </ul>	Small grant-supported projects developed by schools that are aligned with the NDS 2030	<ul style="list-style-type: none"> <li>MoF</li> <li>Sectoral donors</li> <li>NGOs</li> <li>General education institutions' management;</li> <li>Local public authorities</li> </ul>
<b>Component 2: Improve the quality and resilience of physical and digital learning environments in targeted schools</b>			
2.1 Strengthen resilience of education institutions in the short term.	<ul style="list-style-type: none"> <li>ANACEC,</li> <li>Disadvantaged students.</li> <li>General education institutions' management.</li> <li>Girls</li> <li>Institutions teaching staff,</li> <li>MoER,</li> <li>schools award of small grant-supported projects</li> <li>Students</li> <li>students with disabilities</li> <li>Teachers</li> </ul>	Improve physical and digital learning environments in targeted schools: provision of equipment, furniture, and related learning materials for targeted general education institutions including preschools.	<ul style="list-style-type: none"> <li>Contractors/Constructor</li> <li>MIRD</li> <li>MoF</li> <li>Sectoral donors</li> <li>NGOs</li> <li>General education institutions' management;</li> <li>Local public authorities</li> <li>Direct workers</li> <li>Contracted workers</li> <li>Primary Supplier Workers</li> <li>World Bank</li> </ul>
2.2 Lay the foundations for resilience in the long-term.	<ul style="list-style-type: none"> <li>ANACEC,</li> <li>disadvantaged students</li> <li>General education institutions' management.</li> <li>Institutions teaching staff,</li> <li>Local public authorities</li> <li>MERP</li> <li>NACE;</li> </ul>	Create the enabling environment for a long-term investment program for resilient, modern, energy efficient and inclusive schools across the country.	<ul style="list-style-type: none"> <li>MoF</li> <li>Sectoral donors</li> <li>Consultants</li> <li>NGOs</li> <li>MIRD</li> <li>MOER</li> <li>MoF</li> <li>General education</li> </ul>

<b>Project Component</b>	<b>Target Stakeholders</b>	<b>Area of Interest by TargetStakeholders</b>	<b>Other Interested Parties</b>
	<ul style="list-style-type: none"> <li>• Students</li> <li>• students with disabilities</li> <li>• Teachers</li> </ul>		institutions' management; <ul style="list-style-type: none"> <li>• Local public authorities</li> <li>• World Bank</li> </ul>
<b>Component 3: Support capacity building and project management</b>			
Support capacity building and project management	<ul style="list-style-type: none"> <li>• Ministry of Education of Romania</li> <li>• MoER</li> <li>• MoER team</li> <li>• National Agency for Quality Assurance in Education and Research (NAQAER).</li> <li>• Trainers</li> </ul>	support for project management activities including project supervision, procurement and financial management (FM), social and environmental management, monitoring and evaluation, verifications, and essential communications strategy	<ul style="list-style-type: none"> <li>• MoF</li> <li>• Sectoral donors</li> <li>• NGOs</li> <li>• Local Public Authorities</li> <li>• World Bank</li> <li>• Consultant</li> </ul>
<b>Component 4: Contingent Emergency Response Component (US\$0)</b>			
Contingent Emergency Response Component	<ul style="list-style-type: none"> <li>• General Inspectorate for Emergency Situations (GIES)</li> <li>• Ministry of Internal Affairs (MIA).</li> <li>• The Government of Moldova</li> <li>• Republican Commission for Emergency Situations (RCE)</li> </ul>	Support the country's future response if a natural or manmade disaster or emergency arises\	<ul style="list-style-type: none"> <li>• World Bank</li> <li>• Project Implementation Unit</li> </ul>

## 4.2. Key stakeholders

### 4.2.1. Affected Parties

This section identifies individuals, groups, local communities, and other stakeholders that may be directly or indirectly affected by the project, positively or negatively.

#### Government

- The Government of Moldova

#### Ministers

- Ministry of Education and Research (MoER)
- The Ministry of Finance (MoF)

### **National Agencies and institutions**

- Center for Information and Communication Technologies in Education (CTICE),
- General Inspectorate for Emergency Situations (GIES)
- Moldova Education Reform Project (MERP)
- National Agency for Curriculum and Evaluation, (NACE)
- National Agency for Quality Assurance in Education and Research (ANACEC)
- National Centre for Education and Leadership (NCEL)
- National Office for Regional and Local Development (NORLD)
- Rayon Education Directorates (REDs).
- Republican Commission for Emergency Situations (RCE)

### **Local institutions**

- Schools award of small grant-supported projects
- State-owned kindergartens
- Targeted centers
- Local education directorates (LED),
- ECD service providers

### **Individuals**

- Parents (including refugees)
- Refugee children from Ukraine
- Mothers of refugee children from Ukraine
- School leaders
- Other Students
- Students with disabilities
- Teachers/caregivers
- Direct project's workers
- Contractor workers
- Primary supplier workers
- Trainers
- Vulnerable students from Moldovan families and refugee families from Ukraine
- Young Students/Children
- Individual Recipients/beneficiaries of the project.

### **Civil society**

- Parent Teacher Associations (PTAs)

### **Private sectors**

- Contractors for Construction Works
- Private sector providers of ECD services.
- Primary suppliers

#### 4.2.2. Other Interested Parties

Interested Parties include stakeholders who may not experience direct impacts from the project but who consider or perceive their interests as being affected by the project and/or who could influence the project and the process of its implementation in some way. Specifically, this category will include the following individuals and groups:

#### Ministries and national agencies

- Ministry of Infrastructure and Regional Development,

- National social and environmental public-sector agencies,
- Government authorities,

#### Individuals

- Residents and labors, and individual in the area of the project;
- Primary Supplier Workers
- Local population,

#### Local institutions

- Nearby communities.
- local organizations,
- Local public authority
- Others schools.

#### Civil society and Media

- Local, regional and national level civil societies and non-governmental organizations (NGOs) with an interest in areas of education.
- Media and other interest groups, including social media

#### International Development Partners

- UNICEF/GPE
- UNDP
- EU
- Other UN agencies active in the area of intervention.
- Other IFIs involved in the Education sector in Moldova.

#### 4.2.3. Vulnerable People

Disadvantaged or vulnerable individuals or groups, who often do not have a voice to express their concerns or understand the impacts of a project.

The vulnerable groups may include and are not limited to the following:

- Biological and social orphans;
- Children with severe physical and sensory disabilities;
- Children whose parents have physical and sensory disabilities;
- Children whose parents participated in the Moldovan war for territorial integrity and independence as well as those who participated in the liquidation of Chernobyl nuclear disaster;
- Households with more than four children;
- Graduates of high schools and technical colleges from Transnistria who completed their education according to the educational programs approved by the Moldovan authorities;
- Roma communities;
- Ukrainian refugee children.
- Poor children from rural communities,
- Women that have limited access to education services
- Teacher with disabilities
- Parent and children from ethnic minorities
- Illiterate parents
- Low-income families/extreme poor and especially female headed households;
- Internally displaced people (IDPs),
- Returnees.
- War victims.

### 4.3. Summary of Stakeholder Interest and Influence over the Project

The table below summarizes the potential role, interests and influence for each of the above-mentioned stakeholders.

**Table 6 : Role, Interest and Influence of key Stakeholders**

Stakeholder	Potential Role of Stakeholder	Interest	Influence
The Government of Moldova	Borrower / Recipient of the current project. It shall ensure that the Project is carried out in accordance with the ESSs and the ESCP.	High	High
Ministry of Education and Research (MoER)	Lead in implementation	High	High
PAPs, local governments and councils	The main beneficiaries and implementers of the project activities; the success of the implementation depends on their active involvement and engagement	High	Medium
NORLD	Will implement the school construction and civil works in schools and kindergartens	High	High
MoF	Efficient use of the construction investments. Interested in efficient implementation of external funding	High	High
Ministry of Infrastructure and Regional Development	Supporting identification of locations where institutions to be rehabilitated / constructed	High	High
Contractors	Renovation and construction of schools	High	Medium
Local Public Authorities	Supporting identification of institutions to be rehabilitated / constructed;	High	High
GEI	Impacted by the project actions, recipients of the investment facility	High	Medium
National Agency for Quality Assurance in Education and Research (ANACEC)	Provide the quality assessment framework and methodology	High	Medium
National Agency for Curriculum and Evaluation (NACE)	Provide the students assessment framework and methodology	Medium	Medium
Center for Information and Communication Technologies in Education (CICTE),	Promote research and development of information technology in education	Medium	Medium
General Inspectorate for Emergency Situations (GIES)	develops regulations in this domain and responsible for oversight of public and private institutions as well as economic operators (private companies) which need to have contingency plans	Medium	Low

	for the identified risks		
Rayon Education Directorates (REDs).	An executive staff that manage education at district level	Medium	Medium
Sectorial NGOs and Think Tanks	Provide additional policy advice and input	Medium	Low
Development partners (DPs)	Budgetary support and technical assistance	Medium	High
Multilateral and bilateral donors	Provide investments in similar areas and need to coordinate to avoid overlap and maximize impact	High	Medium
High school and university students,	Benefit from improved education which may affect their life-long earning potential	High	Moderate
Vulnerable groups		High	Low
Media	Dissemination of information in local and national news	High	Medium
Parents	Interested in ensuring an improved general education for their children	High	Low

#### 4.4. Summary of Project Stakeholder Needs

The following specific needs were identified based on the prior experience of the implementing agencies:

**Table 7: Project Stakeholder Needs (Summary)**

Stakeholder Group	Consultation Methods	Specific Needs (accessibility, large print, childcare, daytime meetings)
Education authorities at district, governorate, and Ministry level	<ul style="list-style-type: none"> <li>• Official letters</li> <li>• Emails</li> <li>• Nontechnical summary documents</li> <li>• Progress reports</li> <li>• in person meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Official correspondence and nontechnical documents or progress reports to be shared in Romanian (official language)Daytime meetings</li> </ul>
Local authorities at district, governorate, and Ministry level who are engaged in the education process or access approval	<ul style="list-style-type: none"> <li>• Official letters</li> <li>• Emails</li> <li>• Nontechnical summary documents</li> <li>• Progress reports</li> <li>• In person meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Official correspondence and nontechnical documents or progress reports to be shared in Romanian (official language) Daytime meetings</li> </ul>
Teachers in target areas	<ul style="list-style-type: none"> <li>• Official letters</li> <li>• Emails</li> <li>• In-person meetings</li> <li>• Nontechnical summary documents</li> <li>• Flyers</li> <li>• Posters</li> </ul>	<ul style="list-style-type: none"> <li>• Communication to go through Ministry of Education reporting lines</li> <li>• Materials to be shared in Romanian</li> <li>• Proximity to schools / homes</li> <li>• Time bound meetings to enable teachers to meet family commitments</li> </ul>



<b>Stakeholder Group</b>	<b>Consultation Methods</b>	<b>Specific Needs (accessibility, large print, childcare, daytime meetings)</b>
School Directors in target areas	<ul style="list-style-type: none"> <li>• Official letters</li> <li>• Emails</li> <li>• In-person meetings</li> <li>• Nontechnical summary documents</li> <li>• Flyers</li> </ul>	<ul style="list-style-type: none"> <li>• Communication to go through Ministry of Education reporting lines</li> <li>• Materials to be shared in Romanian</li> <li>• Proximity to schools / homes</li> <li>• Time bound meetings to enable School Directors to meet family commitments</li> </ul>
Other education personnel in target areas	<ul style="list-style-type: none"> <li>• In-person meetings</li> <li>• Banners</li> <li>• Posters</li> <li>• Flyers</li> </ul>	<ul style="list-style-type: none"> <li>• All materials to be shared in Romanian</li> <li>• Printed material to be in large font</li> <li>• Proximity to schools / homes</li> <li>• Time bound meetings to enable stakeholders to meet family commitments</li> </ul>
Children (in and out of school)	<ul style="list-style-type: none"> <li>• In-person meetings</li> <li>• Banners</li> <li>• Posters</li> <li>• Flyers</li> </ul>	<ul style="list-style-type: none"> <li>• All materials to be shared in Romanian</li> <li>• Printed material to be in large font</li> <li>• Presence of caregiver</li> <li>• )</li> </ul>
Parents and caregivers of children living in the targeted areas	<ul style="list-style-type: none"> <li>• Parent Teacher Association (PTA)</li> <li>• In-person meetings</li> <li>• Banners</li> <li>• Posters</li> <li>• Flyers</li> <li>• Radios (during COVID-19)</li> </ul>	<ul style="list-style-type: none"> <li>• All materials to be shared in Romanian</li> <li>• Printed material to be in large font</li> <li>• Timings for in-person meetings should not interfere with childcare responsibilities or professional commitments</li> </ul>
Education actors working in the targeted areas	<ul style="list-style-type: none"> <li>• Cluster working group in-person meetings</li> <li>• Email</li> <li>• Phone</li> <li>• Flyers</li> </ul>	<ul style="list-style-type: none"> <li>• All materials to be shared in both Romanian and English</li> <li>• Printed material to be in large font</li> <li>• Daytime meetings</li> </ul>
Vulnerable groups (in and out of school) living in the targeted areas, including children with disabilities (CWD)	<ul style="list-style-type: none"> <li>• In-person meetings</li> <li>• Banners</li> <li>• Posters</li> <li>• Flyers</li> </ul>	<ul style="list-style-type: none"> <li>• All materials to be shared in Romanian</li> <li>• Printed material to be in large font</li> <li>• Presence of caregiver</li> <li>• Ensure facilities for in-person meetings are physically accessible (for CWD)</li> <li>• Materials in Accessible Format (for CWD)</li> </ul>
Humanitarian and Development Actors, including NGOs and CSOs	<ul style="list-style-type: none"> <li>• Cluster working group in-person meetings</li> <li>• Email</li> <li>• Phone</li> <li>• Flyers</li> </ul>	<ul style="list-style-type: none"> <li>• All materials to be shared in both Romanian and English</li> <li>• Printed material to be in large font</li> <li>• Daytime meetings</li> </ul>

## **5. STAKEHOLDER ENGAGEMENT PROGRAM**

Stakeholder engagement is an inclusive process that must be conducted throughout the project life cycle. The table below presents key stakeholder engagement activities to take place during the project preparation stage through to implementation and closure.

### **5.1. Engagement Methods to be Used**

The suggested methods would be used to communicate and consult with the stakeholders:

- **Online Platform.** A dedicated webpage/Platform will be created for the project to enable users to find all the information about the project. The goal of the platform is to provide core information about the project and to ensure accessible online feedback from Education Sector stakeholders and to support several citizen engagement activities. The platform will also be used to publish the all ESF documents, including ESMF, LMP, SEP, site specific ESIA and ESMP and other relevant information related to project implementation. The platform will be used to support face-to-face consultations through digital feedback surveys at regular intervals, and will provide a dedicated portal for the identified sub-projects to inform the population and engage them in providing feedback and support monitoring through the implementation cycle. All public consultations events will be advertised through this platform. The platform's outreach will be guaranteed by ensuring that links with various websites of relevant Education sector entities and partners and outreach will be done through social media to make sure citizens can easily find and access the platform.
- **Public Consultations / virtual and in-person consultations.** Consultations have been and will continue to be organized during the project design stage and the project implementation. Public consultations will be organized for ESMF documents, as well as site specific ESIA/ESMP and other ESF documents. Moreover, public consultations will be held on an ongoing basis as part of the citizen engagement process during the project cycle.
- **Workshops.** The workshops with experts will be held to consult on the implementation status and progress of the project and the revision and development of new policies and normative documents. Also several workshops with citizen/ stakeholders will be carried out. The main topics of these workshops will be on raising stakeholder awareness on project benefits, establishing project implementation procedure, timing for project implementation, and GRM. Other topics relevant for these workshops will be identified during project implementation.
- **The quality assessment survey:** a periodic quality assessment in a nationally representative sample of ECD service providers to better understand the quality of ECD services provided and measure early child development and educational outcomes. The quality assessment survey will build on existing tools and will also collect information about the resilience of ECD facilities against climate change and related disaster risks, particularly droughts and floods. The data collected through the project will provide the MoER with valuable information that will be publicly disclosed and can be used to plan and enhance the climate resilience of the ECD infrastructure.
- **In-depth interviews with relevant experts.** Expert's views and recommendations on various project issues and challenges are valuable and have been conducted as part of the gender assessment. They will continue to be used as part of specific project activities (e.g. for component 2.1. on policy and normative/legislative documents).
- **Leaflets/ informative notes.** Leaflets with information that might present more interest for affected parties, such as the benefits of proposed investments, will be developed and distributed in the meetings/ public consultations/ public institutions (schools, etc.).
- **Information boards.** Establish Information Boards in each sub-Project area, in the communities that will benefit by investments and also in localities with investments for Education facilities. On these information boards will be placed the information related to the Project, relevant for every phase of Project implementation.
- **Letters.** The letters will be an instrument used in order to facilitate the Project implementation process through good collaboration between the implementing entities and other stakeholders.
- **Reports.** The reports will be used to monitor the Project implementation and to keep informed the main stakeholders of the Project.
- **E-mails.** To facilitate communication between implementing entities.

- **GRM.** GRM will be established in line with the World Bank’s ESS-10 requirements. A dedicated grievance mechanism will be set up for the Project. The stakeholders will be able to raise grievances anonymously by phone or online or using the project digital platform.
- **Grievance Log - where** grievances, including those delivered through the online platform, are registered (including grievance delivered by letter mail or in writing) and maintained, followed up and resolved through a database.

## **5.2. Purpose and Timing of Stakeholder Engagement Program**

### 5.2.1. Purpose of Stakeholder Engagement Program

Stakeholder engagement activities will be ongoing through the whole life cycle of the Project. The stakeholders will be engaged as early as possible and will continue the engagement throughout the planning, implementation until the project is finished. The nature and frequency of follow up consultations will be different depending on the preparation or the implementation phase of project activities.

Before starting of the EQIP, all affected parties will be informed about the Project’s scope and contact information which they can address for further information. They also will be informed about the availability of the publicly available information on the MoER website.

Key communication principles are to:

- Keep the community and key stakeholders informed in advance of project progress.
- Encourage stakeholder’s participation.
- Ensure ‘no surprises’ to key stakeholders and the community.
- Listen to feedback, investigate suggestions and adopt them where possible.
- Transparency.

The EQIP PMT will be responsible for overall EQIP implementation, including the implementation of this SEP. The Social Development Specialist and the Environmental Specialists shall be the responsible persons for implementation the SEP document during the entire Project cycle, and in charge of communicating with the communities. All contractors in charge of carrying out specific Project activities will also be required to implement the relevant provisions of SEP.

### 5.2.2. Engagement during Project Preparation

Target Stakeholders	Stakeholder Engagement Actions	Expected discussions/decisions	Timing	Communication methods				
				Round tables	Individual Meetings	Letters	Document Disclosure	Information Campaign
<b>Project Preparation Phase</b>								
All	Agreement on/Disclosure of the SEP	Stakeholders have been consulted and informed on the SEP and GRM process	Prior to the Project appraisal,					
All	Agreement on/Disclosure of the GRM		Prior to the Project appraisal					
All	Update of SEP		monthly					
All	Disclosure of the others ESS tools/documents: <ul style="list-style-type: none"> <li>• Environmental and Social Commitment Plan (ESCP);</li> <li>• ESMF.</li> <li>• LMP;</li> </ul>	Stakeholders have been consulted and informed on the ESCP and ESS documents (ESMF, LMP) and Projects' --risks and impacts and opportunities and their points of view have been addressed and considered in the ESS tools/documents	Prior to the Project appraisal	Yes	Yes	Yes	Yes	Yes
General-education institutions, Ministry of Education and Research (MoER) management; sectoral donors and NGO; ANACEC, the local bodies specialized in education area	Discussion of the teachers training needs and assessment	<ul style="list-style-type: none"> <li>• Agreement on the teachers' training needs and tools</li> <li>• Agreement on the process and methodology for improving the teachers' assessment: using the TEACH classroom observation tool,</li> <li>• Development of the teacher training programs including scale-up of the teacher training on professional standards</li> </ul>	Prior to the Project appraisal	Yes	Yes	Yes	Yes	Yes

		<ul style="list-style-type: none"> <li>and digital skills</li> <li>• Agreement on the process and mechanism for assessment to understand the current role of teacher policies in promoting teacher effectiveness in Moldova, using the SABER Teachers Framework tool</li> <li>• Agreement on the timetable for teachers' training</li> </ul>						
<p>General-education institutions, Ministry of Education and Research (MoER) management; NACE, sectoral donors and NGO; ANACEC, the local bodies specialized in education area; associations representing vulnerable groups</p>	<p>Identification of lagging students and learning gaps to inform instructional practices</p>	<ul style="list-style-type: none"> <li>• Developing the mechanism for identification and targeting of disadvantaged students based on student-level EMIS and other sources of data on vulnerability, socioeconomic status, and academic performance of students</li> <li>• Tutoring programs or other remedial and/or accelerated learning programs</li> <li>• Agreement on the process and timetable for the implementation of the rapid assessments</li> <li>• Agreement on the process and timetable for the development of the alternative performance-based teacher motivation mechanism</li> </ul>	<p>Prior to the Project appraisal</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>

<p>General-education institutions; the local bodies specialized in education area ;</p>	<p>Small grant-supported projects developed by schools that are aligned with the NDS 2030.</p>	<ul style="list-style-type: none"> <li>• Seek input on the use of digital tools and content to support active and engaging learning experiences</li> <li>• Discuss the tentative process and timetable for the development and roll-out of the small-grants scheme</li> <li>• Discuss the promotion campaign required to create the professional learning network between Moldovan teachers, and potentially collaboration with teachers from Romania and other countries</li> </ul>	<p>Prior to the Project appraisal</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>
<p>Ministry of Education and Research (MoER), MoF, NORLD, Ministry of Infrastructure and Regional Development, Local Public Authorities</p>	<p>Modernization of learning environments by equipping the targeted schools with the necessary laboratory and IT equipment to provide a modern teaching and learning environment in the targeted schools</p>	<ul style="list-style-type: none"> <li>• Stakeholders understanding the long term vision on the high school education reconceptualization</li> <li>• Stakeholders understanding why the Project will support up to 15 schools (modernization of learning environment) and construction of 3 high schools as part of the upper secondary education reform.</li> <li>• Inclusive process for designing and agreeing on the civil and construction works</li> <li>• Discuss the process and expected timetable and roll-out</li> </ul>	<p>Prior to the Project appraisal</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>
<p>Ministry of Education and Research (MoER), MoF</p>	<p>Project Management and M&amp;E</p>	<ul style="list-style-type: none"> <li>• How to monitor the project activities and achievement of results framework</li> </ul>	<p>Prior to the Project</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>

			appraisal					
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5.2.3. Engagement during Project Implementation

Target Stakeholders	Stakeholder Engagement Actions	Expected discussions/decisions	Timing	Communication methods				
				Round-tables	Individual Meetings	Letters	Document Disclosure	Information Campaign
<b>Project Implementation Phase</b>								
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					
All	Report/Disclosure of the GRM		Semi-annually and on need basis					
All	Report/Contractor - ESMP	Stakeholders including Contractor's worker have been informed on existing E&S policies and capacities including stakeholder engagement, HR (including workplace antisexual harassment policies), codes of conduct which should include specific provisions against SEA and GBV . Clear communication to stakeholders on how to address grievances related to the activities of the Contractors, including both works	Before Contractor Works commence					

		on the project site(s) and in any ancillary facilities and infrastructure						
General-education institutions, Ministry of Education and Research (MoER) management; sectoral donors and NGO; ANACEC, the local bodies specialized in education area	Discussion of the teachers training needs and assessment	<ul style="list-style-type: none"> <li>• Discussion of the progress made and implementation corrections required</li> <li>• Discussion of the immediate results</li> </ul>	Semi-annually and on need basis	Yes	Yes	Yes	Yes	
General-education institutions, Ministry of Education and Research (MoER) management; NACE, sectoral donors and NGO; ANACEC, raion education authorities; associations representing vulnerable groups	Identification of lagging students and learning gaps to inform instructional practices	<ul style="list-style-type: none"> <li>• Implementation progress and corrections required</li> <li>• Feedback on the identification of lagging students</li> </ul>	Semi-annually and on need basis	Yes	Yes	Yes	Yes	
General-education institutions; the local bodies specialized in education area ;	Small grant-supported projects developed by schools that are aligned with the NDS 2030.	<ul style="list-style-type: none"> <li>• Progress on the implementation and roll-out of the small grants scheme</li> <li>• Progress of the promotion campaign</li> </ul>	Semi-annually and on need basis	Yes	Yes	Yes	Yes	
Ministry of Education and Research (MoER), MoF, NORLD, Ministry of Infrastructure and Regional Development, Local Public Authorities	Modernization of learning environments by equipping the targeted schools with the necessary laboratory and IT equipment to provide a modern teaching and learning environment in the targeted schools	<ul style="list-style-type: none"> <li>• Implementation progress of the civil and construction works</li> <li>• Discussion of the preliminary results, feedback and corrections required.</li> </ul>	Semi-annually and on need basis	Yes	Yes	Yes	Yes	



Ministry of Education and Research (MoER), MoF;	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	Yes	Yes			
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### 5.3. Information Disclosure Approach

The table below provides a preliminary summary of the suggested information to be disclosed based on the project design and topics that might be of interest to stakeholders. The table is a living document that may be modified and changed following input and suggestions from project stakeholders:

Project component	List/ Type of information to be disclosed	Methods of disclosure proposed	Timing/Frequency	Target stakeholders	Responsible stakeholders
All	Proposed Project Design; PAD (check the WB requirements for PAD disclosure)	Ministry of Education and Research website; distribution via email to stakeholders,	Before project effectiveness	All	Ministry of Education and Research/WB team
All	ESS documentation that is required for disclosure by the WB, including ESMF, LMP, Stakeholder Engagement Plan (SEP), GRM description	Ministry of Education and Research website; distribution via email to stakeholders,	Before project effectiveness	All	Ministry of Education and Research/WB team

Project component	List/ Type of information to be disclosed	Methods of disclosure proposed	Timing/Frequency	Target stakeholders	Responsible stakeholders
<b>Component 1: Improve teaching practices</b>					
Subcomponent 1.1 Improve teaching practices of participating teachers	Report on Teacher training and assessment	Post on ministerial website; emails with the information or linkages to information; roundtables and workshops	After proposed improvements are developed  After the report on proposed changes is finalized	Ministry of Education and Research (MoER), ANACEC, educational institutions, raion educational authorities;	Ministry of Education and Research/PMT
Subcomponent 1.2 Develop, pilot, implement and evaluate a learning recovery program for disadvantaged students	Report on the Identification of the lagging students and learning gaps	Post on ministerial website; roundtables and workshops with relevant stakeholders	To be completed	Educational institutions, raion educational authorities;	Ministry of Education and Research/PMT, NACE
Subcomponent 1.3 Decentralized approach to teacher professional development and innovative instructional practices	Vision on the Small grant-supported projects	Post on ministerial website; emails with the information or linkages to information; roundtables and workshops	To be completed		Ministry of Education and Research/PMT
<b>Component 2: Improve the quality and resilience of learning environment in selected educational institutions</b>					

<b>Project component</b>	<b>List/ Type of information to be disclosed</b>	<b>Methods of disclosure proposed</b>	<b>Timing/Frequency</b>	<b>Target stakeholders</b>	<b>Responsible stakeholders</b>
2.1. Equipping selected schools	Eligibility and participation criteria for equipment provision	Post on ministerial website; emails with the information to stakeholders or linkages to information; roundtables and workshops	To be completed	Target educational institutions	Ministry of Education and Research/PMT, NORLD
2.2. Rehabilitation of selected schools and preschools	Eligibility and participation criteria for rehabilitation and construction works	Post on ministerial website; emails with the information to stakeholders or linkages to information; roundtables and workshops	To be completed	Target educational institutions	Ministry of Education and Research/PMT, NORLD
2.3. Building new and more resilient high schools	Eligibility and participation criteria for a long-term investment program for resilient, modern, energy efficient and inclusive schools across the country	Post on ministerial website; emails with the information to stakeholders or linkages to information; roundtables and workshops	To be completed	Target educational institutions	Ministry of Education and Research/PMT, local public authorities
<b>Component 3: Strengthen education sector management, project management, and M&amp;E</b>					
3.1 Support nationwide education sector management and refugee response	EMIS data, reports on national and international student assessments, report on improved nationwide education investments planning	Ministry of Education and Research website; distribution via email	Quarterly, semi-annually or annually as appropriate for the type of reporting	All stakeholders	Ministry of Education and Research/PMT, NACE, ANACEC

<b>Project component</b>	<b>List/ Type of information to be disclosed</b>	<b>Methods of disclosure proposed</b>	<b>Timing/Frequency</b>	<b>Target stakeholders</b>	<b>Responsible stakeholders</b>
Project management, monitoring, and evaluation	Project Progress Reports ESMF, SEP and GRM Monitoring Reports	Ministry of Education and Research website; distribution via email	Quarterly, semi-annually or annually as appropriate for the type of reporting	All stakeholders	Ministry of Education and Research/PMT, NORLD
<b>Component 4 – Contingent Emergency Response Component</b>					
Support the country's future response if a natural or manmade disaster or emergency arises	Vision on the country's future response if a natural or manmade disaster or emergency arises	Distribution via email	To be completed	All stakeholders	Ministry of Education and Research/PMT, MoF

## 5.4. Proposed strategy for inclusion and communication with vulnerable groups

The project will make a concerted effort to target all the vulnerable groups identified in the SEP. As part of its visibility/communication strategy, the Project will promote and highlight social benefits for disadvantaged groups and individuals in the society such as the poor, disabled and socially excluded. EQIP will continue to consult with and engage all relevant stakeholders and interested parties in different stages of planning and implementing this project.

EQIP will organize different techniques to include vulnerable groups. Part of the techniques will include, but not limited to: focus groups with parents of vulnerable students, school open days, online presentations/info sessions/consultations etc. This risk will be addressed through a two-tier approach: (i) through the ESIA/ESMP and C-ESMP preparation for each sub-project that will assess the risk and propose adequate mitigation measures, which will, consequently, be integrated in project designs and (ii) through the stakeholder engagement processes. The second tier are activities within a school, especially for schools with more children coming from the vulnerable group: the project will be proactive in soliciting views from the vulnerable group parents and children's especially in the preparation of the school improvement plans. Schools with higher number of Roma communities and Ukrainean refugee children or/and disabilities and/or children coming from poorest families will have more extensive, focused and directed activities and proactive approach

**Table 8 : Strategy for inclusion and communication with vulnerable groups**

Target groups	Strategy
<ul style="list-style-type: none"> <li>• Biological and social orphans;</li> <li>• Children/Parents with severe physical and sensory disabilities;</li> <li>• Roma communities/Ukrainian refugee children.</li> <li>• Poor children from rural communities,</li> <li>• Teacher with disabilities</li> <li>• Illiterate parents /Parent and children from ethnic minorities</li> <li>• Low-income families/extreme poor and especially female headed households;</li> <li>• Returnees/Internally displaced people (IDPs),</li> </ul>	<ul style="list-style-type: none"> <li>• Engagement of local NGO's who work with vulnerable people at the community level to help disseminate information and organize consultations</li> <li>• The PMT will arrange separate consultation sessions (e.g., meetings and focus group discussion).</li> <li>• The PMT will use various communication measures including women associations or organizations to reach out to female groups but also materials and training on responding to needs of disabled children, information in relevant languages for minorities, visual information tailored to child needs, messages on safe schools and prevention and ADM for reporting of VAC.</li> <li>• The PMT will use various communication measures including all relevant NGO;s to reach out different vulnerable groups</li> <li>• The project will finance use various measures including counseling and support services to address gender issues in education such as workshops on gender issues, advocacy and media campaigns</li> <li>• School open days will be organized for vulnerable groups</li> <li>• Having in mind COVID-19 pandemic, different online activities can be provided such as presentations and/or information for project activities, consultations, surveys, meetings etc.</li> </ul>

## **5.5. Timeline for Provision of Feedback**

The Ministry of Education and Research and the PMT will provide appropriate background and relevant technical information to stakeholders' whose feedback is sought on various project issues with sufficient advance notice (5-10 business days) so that the stakeholders have enough time to prepare to provide meaningful feedback. The PMT will collect, review and report back to stakeholders on how the comments were incorporated or the rationale for not incorporating them within 10 to 30 working days from the stakeholder engagement event.

## **6. RESOURCES AND RESPONSIBILITIES FOR IMPLEMENTING STAKEHOLDER ENGAGEMENT ACTIVITIES**

### **6.1. Implementing arrangement**

The overall coordination role in the implementation of the SEP will be carried out by the Ministry of Education and Research (MoER). The Ministry of Education and Research (MoER) has experience with the implementation of projects financed by international development organizations, including the World Bank. At present, it is the main implementing agency for the Moldova Higher Education Project.

A PMT will be within the Ministry of Education and Research (MoER) for the management of the implementation of this Project. This PTM has a good track record of project implementation and ensures compliance with the applicable World Bank procedures. Its staff are hired as part-time individual consultants, financed through the mentioned Project. Given the nature of the proposed package of interventions to be funded by the Project and the new Environmental and Social Framework applicable to the Project, the PMT will include one Environmental and Social Specialist and one Citizen Engagement and Grievance Redress Specialist who will ensure compliance with the World Bank's ESF guidelines and implementation of this SEP. In addition, to these professionals, the Ministry of Education and Research (MoER) will be allowed to hire as many individual consultants as needed to help with the implementation of specific project activities over the course of the project, including for raising awareness and SEP implementation.

The Project Coordinator would be the liaison officer between the Ministry of Education and Research (MoER) and the World Bank and will be held accountable for the compliance with ESF guidelines agreed upon under the project. He or she should report to the Project Director (MoER's staff) who will be appointed by the Minister of Education and Research. The MoER will play an important role in the implementation of the proposed Project include those responsible for (i) higher education, (ii) NQF, and (iii) information, communication and technologies.

The PMT would be responsible for day-to-day project management activities, including monitoring and reporting on project progress to all the relevant stakeholders (please see the table on Information Disclosure). For this purpose, the PMT will organize, at regular intervals, workshops involving representatives of all stakeholders to present project progress and seek stakeholder input. The costs for all these activities are budgeted under the Project Management component and may be increased should there be a need.

The management, coordination and implementation of the SEP and its integral tasks will be the responsibility of dedicated team members within the PMT and local sub-contractors.

## 6.2. Roles and responsibilities

The roles and responsibilities of the organizations are presented below in Table. The Project Management Team (PMT) will be responsible for the preparation and implementation of the SEP.

**Table 9 : Organizational Roles and Responsibilities**

<b>Role</b>	<b>Responsibility / Accountability</b>
<b>MoER Project management team (PMT)</b>	<ul style="list-style-type: none"> <li>• Ensure proper implementation and follow up of the SEP.</li> <li>• Ensure that contractor's and MOER employees are informed and trained on the SEP.</li> <li>• Ensure the MOER ESS team reports on time and with the expected and agreed points.</li> <li>• Provide resources to ensure that interests of stakeholders are represented and taken into consideration during implementation of Program.</li> </ul>
<b>MoER Project Management Team</b>	<ul style="list-style-type: none"> <li>• Ensure that employees and subcontractors have in their contracts a stakeholder engagement/community relations management clause and they are aware and trained on the SEP.</li> <li>• Coordinate required SEP support and trainings for staff in coordination with ESS team and Human Resources Manager.</li> </ul>
<b><u>Project Environmental Specialist and Social Specialist</u></b>	<p>Neutral individual ideally recruited locally, who speaks the dominant local language, and should be proven not to have a personal interest in a particular outcome.</p> <p>As the primary interface between the Project and stakeholders, including the local community, the Environmental and Social Specialist will:</p> <ul style="list-style-type: none"> <li>• Lead the SEP Plan design and implementation and coordinate the results and actions to be taken with the Environmental Specialist and later with the Subcontractor Team</li> <li>• Review the SEP viability with the Environmental Specialist</li> <li>• Lead day-to-day implementation of the SEP and Community Grievance Mechanism, including proactively maintaining regular contact with affected communities through regular community visits to monitor opinions and provide updates on Project activities, and ensuring communication with vulnerable groups.</li> <li>• Produce stakeholder engagement monitoring reports and submit to Project Implementation Team</li> <li>• Supervise/monitor and coordinate activities with the Project management Team to ensure that staff and all sub-contractors comply with the SEP.</li> <li>• Manage the day-to-day working, utilization, implementation of SEP by all parties engaged on the Program.</li> <li>• Review the SEP ensuring compliance in terms of Environmental, Occupational Health and Safety requirements and provide feedback to Social Development Specialist</li> <li>• Maintain the project Grievance Redress Mechanism and ensuring that it functions throughout the project cycle</li> </ul>
<b>Subcontracted employees</b>	<ul style="list-style-type: none"> <li>• Comply with requirements stated under this document - Non-compliance will be treated as a disciplinary matter.</li> <li>• Provide assistance if needed to ensure compliance with this plan.</li> <li>• Perform assigned tasks towards meeting SEP objectives.</li> <li>• Communicate concerns, questions or views to their supervisor or the MOER Social Development and Environmental Specialist.</li> <li>• Provide data related to SEP performance/monitoring as required.</li> </ul>

## 6.3. Training and awareness

All parties involved on the SEP will attend a workshop that will orient everyone about the Project and appraise all

individuals of responsibilities and reporting structures. The project will assess the adequacy and capacity of the PMT team members in terms of their understanding of the SEP and GRM put in place for the project and the principles governing the same. Provisions for refresher trainings will be put in place at the commencement of the project effectiveness and annually thereafter

Information leaflets will be developed and disseminated among beneficiaries during various events (see the leaflet below). In addition, all communication materials, including banners commonly used during project implementation, will include information on access points for feedback and complaints.

Information about the Grievance Redress Mechanism will be available at the Ministry of Education and Research’s website (EQIP’s section) and NORLD’s website and will be included in communications with stakeholders and in events organized under the project. The Ministry of Education and Research will also inform via email all the Local Education Departments, and beneficiary schools of all project activities, with instructions that the information be publicly displayed. The information about the GRM will also be included as part of the communication campaign about the project.

The EQIP will include information provided on the scope of the GRM, the eligibility criteria to make a complaint, the procedure to make a complaint (where, when and how), the investigation process, the timeframe(s) for responding to the complainant, as well as the principle of confidentiality and the right to make anonymous complaints.

#### 6.4. Review of comments

Establishing a communication mechanism with the public is an integral part of the Stakeholder Involvement. The PMT will respond to public request for information and concerns/complains as soon as possible in accordance with the procedures below:

**Table 10 : Procedure to respond to public request for information and concerns/**

Stage	Descriptions
Reception	The PMT will ensure the reception of communications sent by the public from accessible means made available to them (phone number with WhatsApp, email address, complaints box, etc.)
Registration	The PMT must ensure the registration and update of all external communication
Analyze	The PMT must analyze the issues raised and determine how they will be handled and answered
Feedback	The PMT must ensure that all questions/concerns/complains raised are responded to within an acceptable time frame
Adjustment	The PMT should consider the possibility of adjusting the management process, if necessary. It should be taken from the perspective of improvement.
Publication	The PMT should periodically report on the project and social issues.

#### 6.5. Estimated Budget

The Project will have a dedicated budget for engagement and communications activities to ensure the implementation of this SEP and outreach activities envisaged. The below table presents an estimated budget for the implementation of the SEP. It should be noted that Constructors’ budgets should include the costs of SEP implementation, in view of activity specific stakeholder consultations and information dissemination for educational facilities/schools’ rehabilitation/construction. The budget presented here concerns the Project level implementation of the SEP through the PMT. The source of funding is the Project budget.



**Table 11 : The Project estimative costs for SEP activities (USD)**

<b>Item</b>	<b>Quantity</b>	<b>Unit cost</b>	<b>Total cost (USD)</b>
Periodic stakeholder consultations	20	500	10000
Capacity building for citizen engagement and delivery and support to public awareness campaign (trainings, workshops for local focal points and Citizen	1	240 000	240000
Project information (preparation of webinars/video and GRM materials)	12	1000	12000
Project website creation and maintenance (online platform)	1	20000	20000
Technical support (WEBEX, Zoom) for conducting of online public, consultations, meetings with communities, interested parties	5	1200	6000
Information materials development (brochures, leaflets, posters, other items)	6	2000	12000
Connectivity cost	6	600	3600
Project press conferences (twice per year)	18	500	9000
Trainings for PMT staff on stakeholder engagement and GRM, GBV Risk Mitigation,	3	10000	30000
Training for Contractors: <ul style="list-style-type: none"> <li>• stakeholder engagement methods and tools</li> <li>• GRM Implementation</li> <li>• Occupational and Community Health and Safety,</li> <li>• Emergency Preparedness and Response for worker,</li> <li>• GBV Risk Mitigation</li> </ul>	6	10000	60000
<b>Subtotal</b>			402600
<b>Contingency 5%</b>			201300
<b>Total</b>			603900

## 6.6. Financial Resources

The project will ensure that the budget formulated for the purpose of the stakeholder engagement process and grievance redress is sufficient to meet the expenses of the same. In case of grievances requiring monetary compensation, the amount for the same will be provided through the dedicated escrow account set up for the project.

## **7. GRIEVANCE REDRESS MECHANISM**

It should be expected that the implementation of the Project will cause grievances to individuals and communities such that a system needs to be in place to effectively attend to, and resolve, these complaints, hence the need of a GRM, the details of which are proposed in this section.

Transparency and accountability are core elements of the Education Quality Improvement Project (EQIP). For this purpose, the project will include a Grievance Redress Mechanism (GRM) that is already used in a different project funded by the World Bank. The goal of the GRM is to strengthen accountability to beneficiaries and to provide channels for project stakeholders to provide feedback and/or express grievances related to project supported activities. The GRM is a mechanism that allows for the identification and resolution of issues affecting the project. By increasing transparency and accountability, the GRM aims to reduce the risk of the project inadvertently affecting citizens/beneficiaries and serves as an important feedback and learning mechanism that can help improve project impact.

The mechanism focuses not only on receiving and recording complaints but also on resolving them. While feedback should be handled at the level closest to the complaint, all complaints should be registered and follow the basic procedures set out in this chapter.

### **7.1. Definition of GRM**

For the purposes of this SEP, a Grievance Redress Mechanism is a process for receiving, evaluating, and addressing project-related complaints from citizens and affected communities at the level of the project.

The terms ‘grievance’ and ‘complaint’ are used interchangeably.

### **7.2. GRM Principles**

- The project-level GRM would be designed in a culturally appropriate way so as to effectively respond to the needs and concerns of all affected parties.
- The GRM would be well-publicized and known to all affected population. The implementing agency will ensure that the GRM is widely publicized and will also conduct awareness campaigns in this regard among the affected communities. Implementing agencies will brief target stakeholders about the scope of the mechanisms, the safety of the complainant, time of response, the referral and appeal processes.
- Accessibility - The GRM will be clear, accessible to all segments of affected communities, living within the vicinity of the project and subprojects sites or location.
- The Mechanism would allow for multiple avenues of uptake of grievances.
- The system would be sensitive to women, men, boys and girls, as well as vulnerable populations such as persons with disabilities, elderly, displaced persons and other marginalized groups.
- Confidentiality and prevention against retaliation.
- The GRM would be designed to protect beneficiaries and stakeholder's rights to comment and complain, and even raise their complaints to higher management if they are not satisfied with services or receive insufficient solutions. The mechanism would facilitate their sharing of concerns freely with understanding that no retribution will be exacted for their participation. To create a safe space, anonymous complaints will also be allowed.

- The GRM shall provide for relaying regular information and feedback regarding the redressal of the grievance to the aggrieved.
- The Mechanism shall be responsive in redressal of grievances by facilitating resolution with the concerned actor in the implementing chain.
- The GRM would be based on transparency and accountability. All complainants will be heard, taken seriously, and treated fairly. The community and stakeholders will be aware of the expectation from the project; the GRM procedures; understand its purpose, have sufficient information on how to access it.
- The GRM will have provisions to appeal if the grievances are not resolved satisfactorily
- The GRM would not prevent access to judicial and administrative remedies.

The mechanism would provide for prompt time-bound redressal of grievances.

### 7.3. GRM scope and use

*SCOPE:* EQIP’s Grievance Redress Mechanism will be available for project stakeholders and other interested parties to submit questions, comments, suggestions and/or complaints, or provide any form of feedback on all project-funded activities.

*GRM’s users:* Project beneficiaries, project workers, project affected people (i.e. those who will be and/or are likely to be directly or indirectly affected, positively or negatively, by the project), as well as the broader citizenry can use the GRM for the above purposes (see Scope).

*GRM’s management:* The GRM for EQIP Project is managed by the EQIP’s ProjectCoordination Unit, under the direct responsibility of EQIP’s Executive Director.

*Submission of complaints:* Complaints can be expressed at any time throughout project implementation.

### 7.4. Procedures - Grievance Resolution Framework

Information about the GRM will be publicized as part of the initial program consultations and disclosure in all the participating institutions. Brochures will be distributed during consultations and public meetings, and posters will be displayed in public places such as in government offices, project implementation unit offices, notice boards available to strategic stakeholders, etc. Information about the GRM will also be posted online at the implementing agencies’ websites. The overall grievance resolution framework will include six steps described below. The six steps demonstrate a typical grievances resolution process.

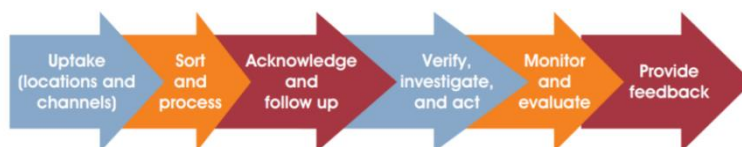


Figure 3 Feedback and GRM Process<sup>3</sup>

#### Step 1: Uptake/ Channels to make complaints

Project stakeholders will be able to provide feedback and report complaints through several channels such as filling up grievance forms, reporting grievances to implementing agencies, submitting grievance via email address made available by the implementing units and via the implementing institutions’

<sup>3</sup> Source: Agarwal, Sanjay and David Post. 2009. Feedback Matters: Designing Effective Grievance Redress Mechanisms for Bank-Financed Projects – Part I. SDV. World Bank.

websites collection boxes stipulated for the grievance uptake.

EQIP establishes the following channels through which citizens/beneficiaries/Project Affected Persons (PAPs) can make complaints regarding project-funded activities:

Table 12 : Various channels to make a complain

a) <u>By Email</u>	<ul style="list-style-type: none"> <li>MoER/EQIP: eqip@edu.md,</li> </ul>
b) <u>Internet:</u>	<ul style="list-style-type: none"> <li>MoER’s website: EQIP’s section, GRM rubric</li> </ul>
c) <u>In writing:</u>	MoER/EQIP: Letter addressed EEQIP’s Executive Director at 180 Stefan cel Mare boulevard, 13th floor, office 1305, 1307, Chisinau city
d) <u>By phone:</u>	<ul style="list-style-type: none"> <li>MoER/EQIP: [022-23-25-02]</li> </ul>
e) <u>By fax:</u>	<ul style="list-style-type: none"> <li>MoER/EQIP: 022-23-25-02</li> </ul>
f) <u>Other:</u>	<ul style="list-style-type: none"> <li>Written complaints or phone calls to project staff at MoER/EQIP.</li> </ul>

The project shall ensure flexibility in the channels available for complaints, as well as ensure accessibility to the contact information for individuals who make complaints. EQIP’s Executive Director must be informed of all complaints received.

**Confidentiality and conflict of interest:** Complaints may be made anonymously, and confidentiality will be ensured in all instances, including when the person making the complaint is known. For this reason, multiple channels to submit complaints have been established and conflicts of interest will be avoided.

### Step 2: Receipt and recording of complaints

The person receiving the complaint will complete a grievance form (see Annex A) and will record the complaint in the Register of Complaints, kept under EQIP. Then, the complaint is to be submitted immediately to EQIP’s Executive Director.

Within one week of receiving the complaint, EQIP’s Executive Director must have forwarded the complaint to the department/individual expected to address it. In consultation with the Project Coordinator, EQIP’s Executive Director is responsible for determining who to direct the complaint to, whether a complaint requires an investigation (or not), and the timeframe to respond to it.

When determining who will be the investigating officer, the Executive Director should ensure that there is no conflict of interest, i.e. all persons involved in the investigation process should not have any material, personal, or professional interest in the outcome and no personal or professional connection with complainants or witnesses.

### Step 3: Acknowledgement and follow-up.

Once the investigation process has been established, the person responsible for managing the GRM records enters this data into the Register of Complaints, and informs the complainant that his/her grievance was

received and the timeframe expected for the response. The information provided to complainant would also include, if required, the likely procedure if complaints had to be escalated outside the unit and the estimated timeline for each stage

The number and type of suggestions and questions should also be recorded and reported so that they can be analyzed to improve project communications. Once a month, the Project Coordinator should submit to EQIP's Executive Director a list of all complaints received, the follow-up required, and the status of complaints from the previous month ("on-going" or "addressed").

#### **Step 4: Verification, Investigation and action.**

This step involves gathering information about the grievance to determine the facts surrounding the issue and verifying the complaint's validity, and then developing a proposed resolution. It is expected that many or most grievances would be resolved at this stage. All activities taken during this and the other steps will be fully documented, and any resolution logged in the register.

According to the National Law on complaints no. 190 dated July 19, 1994, with further amendments, the complaints shall be examined within 30 working days of the receipt of the grievance. The person responsible for investigating the complaint will gather facts in order to generate a clear picture of the circumstances surrounding the grievance. The investigation/follow-up can include site visits, review of documents and a meeting with those who could resolve the issue.

The results of investigation and the proposed response to the complainant will be presented for consideration to EQIP's Project Coordinator who will decide on the course of action. Once a decision has been made and the complainant informed, the investigating specialist describes the actions to be taken in the grievance form (see Annex A), along with the details of the investigation and the findings, and submits the response to the corresponding Executive Director for signing.

#### **Step 5: Monitoring and evaluation.**

Monitoring refers to the process of tracking grievances and assessing the progression toward resolution. The implementing agency would develop and maintain a grievance register and maintain records of all steps taken to resolve grievances or otherwise respond to feedback and questions

#### **Step 6: Providing Feedback.**

This step involves informing those who have raised complaints, concerns or grievances the resolutions to the issues they have raised. Whenever possible, complainants should be informed of the proposed resolution in person, which gives them the opportunity ask follow-up questions. If the complainant is not satisfied with the resolution, he or she will be informed of further options

The complainant will be informed about the results of verification via letter, email or by post, as received. The response shall be based on the materials of the investigation and, if appropriate, shall contain references to the national legislation.

The deadline for investigating the complaint may be extended by 30 working days by the corresponding Executive Director, and the complainant is to be informed about this fact, whether:

- a) additional consultations are needed to provide response to the complaint;
- b) the complaint refers to a complex volume of information and it is necessary to study additional materials for the response.

## 7.5. Recommended Grievance Redress Time Frame

As much as possible, the EQIP uses electronic data collection and recording tools to reduce the costs of reporting, expand the capacity to monitor, and improve communication flows from the community level to the national level. The PMU thus allows data to be captured electronically and for smooth compilation of reports. The table below generally presents the recommended time frames for addressing grievances or disputes received related to EQIP.

**Table 13: Proposed GRM Time Frame**

Step	Process	Time frame
1	Receive and register grievance	within 24 hours
2	Acknowledge	within 24 hours
3	Assess grievance	Within 2 Days
4	Assign responsibility	Within 2 Days
5	Development of response (investigation, consultation)	within 21 Days
6	Implementation of response if agreement is reached	within 21 Days
7	Close grievance	within 30 Days
8	Initiate grievance review process if no agreement is reached at the first instance	within 30 Days
9	Implement review recommendation and close grievance	within 30 Days
10	Grievance taken to court by complainant	As applicable

## 7.6. Roles and Responsibilities for GRM

The responsibilities for the management of the GRM system include the following and may be updated from time to time in consultation with the ministerial management team and the World Bank task teams:

- Overall management of the GRM system
- Developing and maintaining awareness-building
- Collection of complaints
- Recording complaints
- Notification to the complainant on the receipt and timeline to review a complaint
- Sorting/categorization of complaints
- Thorough examination of the issues, including the causal link between project activities and alleged damage/harm/nuisance
- Decision-making based on such examination
- Processing appeals or continuous communication with complainants with the purpose to resolve issues amicably
- Publishing responses to complaints, unless otherwise is requested by complainants due to privacy or other concerns (see above 4.2)
- Organization and implementation of information materials and awareness campaigns
- Reporting and feedback on GRM results

## 7.7. Labour GRM

The objective of this procedure is to settle the grievance between an employer and employee or between employees bilaterally before the intervention of a formal court, except in cases where the grievance constitutes a criminal offense that requires notifying law enforcement. Under the provisions of ESS2, the project will provide a grievance mechanism for all direct and contracted workers to raise workplace concerns. Workers will be informed of this grievance mechanism at the time of recruitment and the measures put in place to protect them from any reprisal for its use. The project will put in place measures to make the worker grievance mechanism easily accessible to all project workers.

In COVID 19 context, the nature of complaints may be particularly sensitive in terms of time and confidentiality. Hence, Contractors should consider streamlined procedures to address specific worker grievances, which would allow workers to quickly report labor issues, such as a lack of PPE, lack of proper procedures or unreasonable overtime, and allow the project to respond and take necessary action. The Social Development Specialist and Environmental Specialist of the PMT will also provide overall implementation and capacity building support on resolving all workers grievances. They will also include workers grievance status in the progress report.

The full Labour GRM will be detailed in the Labor Management Procedures (LMP)

## 7.8. GBV GRM

### 1.1.1. Making Complaints: GBV and VAC Allegation Procedures

All staff, volunteers, consultants and sub-contractors are encouraged to report suspected or actual GBV or VAC cases. Managers are required to report suspected or actual GBV and/or VAC cases as they have responsibilities to uphold company commitments and they hold their direct reports accountable for complying with the Individual Code of Conduct.

The project will provide information to employees and the community on how to report cases of GBV and VAC Code of Conduct breaches through the Grievance Redress Mechanism (GRM). The GCCT will follow up on cases of GBV, VAC and Code of Conduct breaches reported through the GRM.

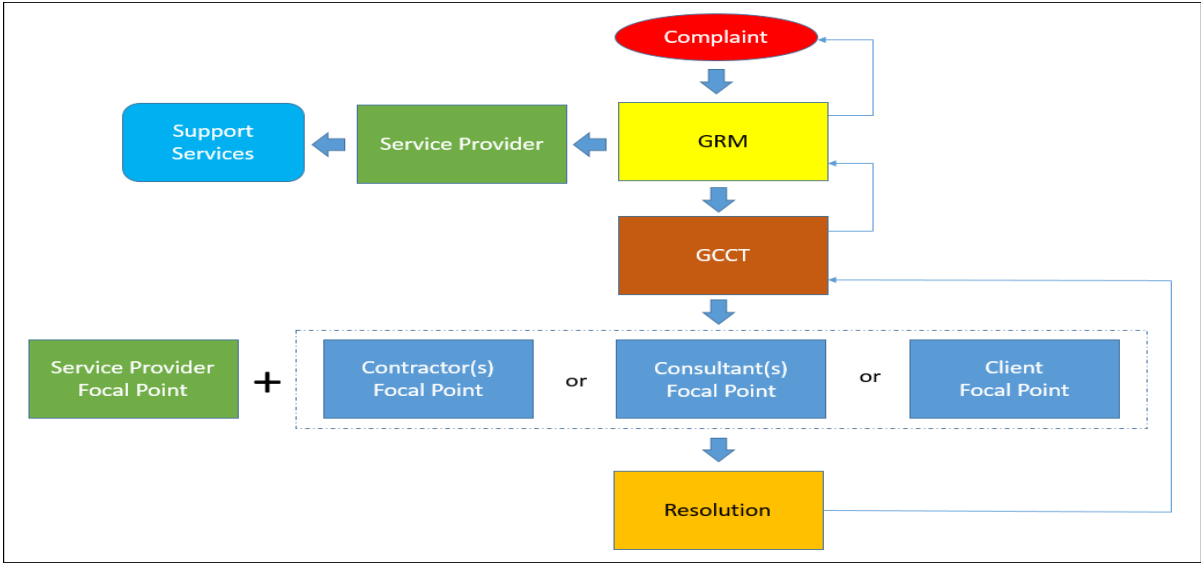
### 1.1.2. Process for addressing GBV or VAC complaints

The figure below shows the process for addressing complaints.

The project operates a grievance redress mechanism (GRM). Reports of GBV or VAC, other complaints, or other concerns may be submitted online, via telephone or mail, or in person.

The GRM operator will refer complaints related to GBV or VAC to the GCCT to resolve them. In accordance with the Action Plan, the GCCT through the Service Provider and Focal Point(s) will investigate the complaint and ultimately provide the GRM operator with a resolution to the complaint, or the police if necessary. The GRM operator will, upon resolution, advise the complainant of the outcome, unless it was made anonymously. Complaints made to managers, or the Service Provider will be referred by them to the GRM for processing.

If the complaint to the GRM is made by a survivor or on behalf of a survivor, the complainant will be directly referred to the service provider to receive support services while the GCCT investigates the complaint in parallel.





## 8. MONITORING AND REPORTING OF THE SEP

### 8.1. Reporting back to stakeholder groups

The SEP will be periodically revised and updated as necessary in the course of project implementation in order to ensure that the information presented herein is consistent and is the most recent, and that the identified methods of engagement remain appropriate and effective in relation to the project context and specific phases of the development. Any major changes to the project related activities and to its schedule will be duly reflected in the SEP. Policies, procedures and regular updates on the GRM system, the complaints made and resolved, will be available on the Ministry of Education and Research's web page, EQIP's section.

Periodic summaries and internal reports on public grievances, enquiries and related incidents, together with the status of implementation of associated corrective/preventative actions, will be collated by the designated GRM Focal Point (Social Development Specialist), and referred to the senior management of the project. The summaries will provide a mechanism for assessing both the number and the nature of complaints and requests for information, along with the Project's ability to address those in a timely and effective manner.

Further details on the SEP will be outlined in the updated SEP, to be prepared and disclosed within 30 days after the project Effectiveness Date.

Reports on stakeholder engagement activities will be prepared by the PMT Social Development Specialist and will be shared through email and/or physical versions to specific groups.

Monthly summaries and internal reports on public complaints, inquiries and incidents, together with the status of implementation of the correction/prevention associated with the actions will be compiled by the responsible staff and sent to the PMT. Monthly summaries will inform the number and nature of complaints and requests for information, as well as the project's ability to address them in a timely and effective manner. The quarterly report on stakeholder engagement will be prepared by the Social Development Specialist and submit it to the World Bank. In addition, these quarterly reports will be transmitted to stakeholders in two possible ways:

- Publication of an annual report on the project's interaction with stakeholders;
- Regularly monitoring of some key Project GRM performance indicators as follows:

**Table 14: Key Project GRM performance indicators**

#	INDICATOR	RESPONSIBILITY
1	Percentage of public grievances received within a reporting period (e.g. monthly, quarterly, or annually) and number of those resolved within the prescribed timeline. Sex- disaggregated data should be provided.	Project Environmental and Social Specialist
2	Number of channels and frequency of information provided to stakeholders	Project Environmental and Social Specialist
3	Number of community awareness and training on the functioning of the GRM;	Project Environmental and Social Specialist
4	Number of press releases published or broadcasted in local, regional and national media;	Project Environmental and Social Specialist
5	Number of training programs on GRM management for key project stakeholders;	Project Environmental and Social Specialist
6	Number of complaints handled within the prescribed time;	Project Environmental and Social Specialist
7	Number of complaints received regarding GBV/SEA/SH.	Project Environmental and Social Specialist



## 8.2. Regular internal monitoring and reporting

The Executive Director will assess quarterly the functioning of the GRM in order to:

- Provide a monthly/quarterly snapshot of GRM results, including any suggestions and questions, to the project team and the management.
- Review the status of complaints to track which are not yet resolved and suggest any needed remedial action.
- In the case of NORLD, as part of its regular implementation reports to MoER/EQIP, it will inform the Project Coordinator about the complaints received and their status.

During quarterly EQIP's meetings, the project team shall discuss and review the effectiveness and use of the GRM and gather suggestions on how to improve it.

## 8.3. Reporting in half-yearly and annual progress reports submitted to the World Bank

In the semi-annual project implementation reports submitted to the World Bank, EQIP shall include a GRM section, which provides updated information on the following:

- Status of establishment of the GRM (procedures, staffing, awareness building, etc.);
- Quantitative data on the number of complaints received, the number that were relevant, and the number resolved;
- Qualitative data on the type of complaints and answers provided, issues that are unresolved;
- Time taken to resolve complaints;
- Number of grievances resolved at the lowest level, raised to higher levels;
- Any particular issues faced with the procedures/staffing or use;
- Factors that may be affecting the use of the GRM/beneficiary feedback system;
- Any corrective measures adopted.

## 8.4. Reporting on stakeholder engagement and consultations in half-yearly and annual progress reports submitted to the World Bank

In the semi-annual project implementation reports submitted to the World Bank, EQIP shall include a stakeholder engagement section, which provides updated information on the following:

1. **Report on issues and topics identified during consultations and responses provided: provide a bulleted summary of substantive issues raised by proponents and stakeholders at each event.** This should be understandable to laypersons and demonstrate that a meaningful two-way feedback response process has occurred describing the results of the engagement (ie. what issues, ideas, concerns were raised by whom and how the project responds). Describe any communications resulting from use of social and conventional media and at consultation events.
2. **Describe engagement with the range of stakeholders identified in the SEP including beneficiaries, vulnerable groups:** demonstrating that stakeholders who are benefiting or will be affected are included in discussions, their concerns identified and addressed.
3. **The report should address the contents of the engagement strategy and action plans described in the SEP to demonstrate progress on SEP implementation** indicating deadlines, delays and revised timeframes

## ANNEXES

### Annex 1: Grievance/inquiry record

<b>GRIEVANCE/INQUIRY RECORD (Form A)</b>				
<i>Instructions: This form is to be completed by staff receiving the inquiry or grievance and kept in the Project's file. Attach any supporting documentation/letters as relevant.</i>				
Date Grievance Received:		Name of Staff Completing Form:		
Grievance Received (check <input checked="" type="checkbox"/> ): <input type="checkbox"/> National <input type="checkbox"/> Oblast <input type="checkbox"/> Rayon <input type="checkbox"/> Village				
Mode of Filing Inquiry or Grievance (check <input checked="" type="checkbox"/> ): <input type="checkbox"/> In person <input type="checkbox"/> Telephone <input type="checkbox"/> E-mail <input type="checkbox"/> Phone Text Message <input type="checkbox"/> Website <input type="checkbox"/> Grievance/Suggestion box <input type="checkbox"/> Community meeting <input type="checkbox"/> Public consultation <input type="checkbox"/> Other _____				
Name of Person Raising Grievance: <i>(information is optional and always treated as confidential)</i>				
Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female				
Address or contact information for Person Raising Grievance: <i>(information is optional and confidential)</i>				
Location where grievance/problem occurred [write in]				
National:	Oblast:	Rayon:	Village:	
Brief Description of Grievance or Inquiry: <i>(Provide as much detail and facts as possible)</i>				
	Category 1	Social Safeguards		
	Category 2	Environmental Safeguards		
	Category 3	Grievances regarding violations of policies, guidelines and procedures		
	Category 4	Grievances regarding contract violations		
	Category 5	Grievances regarding the misuse of funds/lack of transparency, or other financial management concerns		
	Category 6	Grievances regarding abuse of power/intervention by project or government officials		
	Category 7	Grievances regarding MERP staff performance		
	Category 8	Reports of force majeure		
	Category 9	Grievance about project interventions		
	Category 10	Other		
Who should handle and follow up on the grievance:				
Progress in resolving the grievance (e.g answered, being resolved, settled):				

## **Annex 2: Report on Consultation on the Draft ESF documents with Interested and Affected Parties**

### **ESF Disclosure**

The ESF documents for the proposed Project (ESCP, ESMF, SEP, LMP and SEASHAP) have been on March 23, 2023 on *www.mec.gov.md* website, which is specially designed for public consultations of such types of documents. All interested parties have been invited to submit virtually their comments and questions to PMT by March 30 2023.

After consultations, the updated ESMF, final version for the Project was disclosed on both, national (PMT website) and WB website.

### **ESF consultations**

The updated ESF documents for proposed Project have been disclosed on March 23, 2023 for *Public Consultation* (PC) on *www.mec.gov.md* website, which is specially designed for public consultations of such types of documents. All interested parties have been invited to submit virtually their comments and questions to MoER by March 30, 2023.

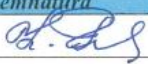

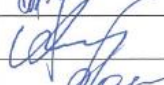

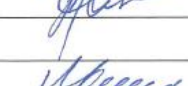
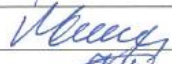
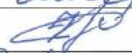
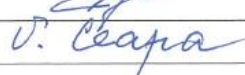
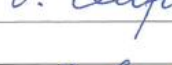



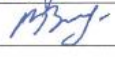




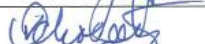
### Annex 3: List of participants (consultation on key challenges and opportunities in pre-university education)

Consultation on key challenges and opportunities in pre-university education

Wednesday, October 12, 2022

Chisinau, 20/1 Pushkin St., World Bank office, room #202

LIST OF PARTICIPANTS

No.	Numele	Organizatia	Pozitia	Semnatura
1.	Lilia Pogolșa	ISE	dr. hab., conf. univ.	
2.	Aliona Afanas	ISE	dr., conf. univ.	
3.	Arcadi Malearovici	CITCE	Director	
4.	Angela CASIAN	ASEM	Prim-prorector cu activitate didactică	
5.	Aurelia Braguța	ASEM	director Școala de Formare continua	
6.	V. Crudu	MEC	DÎG	
7.	C. Lungu	MEC	DÎG	
8.	V. Ceapa	MEC	DÎG	
9.	D. Usaci	MEC	DÎG	
10.	L. Pavlov	MEC	DAMEP	
11.	T. Gherștega	MEC	CNC	
12.	M. Baleca	MEC	Sectia Învățare pe parcursul Întregii Vieți	
13.	V. Museienco	MEC	STIC	
14.	I. Sobari	MEC	Direcția MI	
15.	Gherlovan Olga	UPSC	prorector pentru activitatea didactică	
16.	Andrițchi Viorica	UPSC	director, Centru Formare Continuuă și Leadership	
17.	Garștea Nina	UPSC	decanul Facultății Științe ale Educației	
18.	Belous Victoria	UPSC	director CNIDE „Clasa Viitorului”	

Consultation on key challenges and opportunities in pre-university education

Wednesday, October 12, 2022

Chisinau, 20/1 Pushkin St., World Bank office, room #202

LIST OF PARTICIPANTS

19.	<del>Dandara Otilia</del>	USM	prim-prorector	<i>[Signature]</i>
20.	Iurie Cristea	Parlament		
21.	Tatiana LUNGU	CRAP	Psiholog, Director adjunct	<i>[Signature]</i>
22.	Inga Grosu	CRAP	sef sectie	<i>[Signature]</i>
23.	Rodion Ciuperca	UTM	Director, centrul formare continua	
24.	<del>Alina Popov</del> Anghela Ghelbet	UTM	Director adjunct	<i>[Signature]</i>
25.	Lucia Casap	WB	ofiter operational	<i>[Signature]</i>
26.	Anna Olefir	WB	specialist senior in educatie	<i>[Signature]</i>
27.	Alina Sava	WB	specialist senior in educatie	<i>[Signature]</i>
28.	Ion Gonta	WB	consultant	<i>[Signature]</i>
29.	Diana Sestacovschi	WB	traducator	<i>[Signature]</i>
30.	Cristina Umanet	WB	traducator	<i>[Signature]</i>
31.	Angela Baldare Lucia	ANAC&C	sef directie	<i>[Signature]</i>
32.	Zolra Ivanov	ANCE	director	<i>[Signature]</i>
33.	Cumbotaru Stancu	ANCE	director-adjunct	<i>[Signature]</i>
34.	Piriacaru Tepele	MEC	cons. presc.	<i>[Signature]</i>
35.	Turcan Elena	MEC	cons sup	<i>[Signature]</i>
36.	Adriana Casacu	MEC	executar de stat	<i>[Signature]</i>

37. Dandara Otilia USM prim-prorector  
 29. Angela Ghelbet UTM, anghela.ghelbet@dttp.utm.md



#### **Annex 4: Minutes on the public consultations from 02.02.2023**

**Participants:** Adriana Cazacu-Țigaie, State Secretary, Ministry of Education and Research; Valentin Crudu, Head of General Education Department, Ministry of Education and Research.

**Representatives** of the Ministry of Finance, the Ministry of Infrastructure and Regional Development, National Office of Regional and Local Development (NORLD), UNICEF Moldova, the Alliance of NGOs Active in the Field of Child Social Protection, local authorities-local bodies specialized in the field of education, the management and teaching staff from primary, secondary and high school education institutions, the Trade Union Federation of Education and Science, Education Trade Union "Viitorul".

At the same time, representatives from civil society were also present: NGO "Parintii Solidari", Association for Efficient and Responsible Governance.

The meeting was opened by Mrs. Adriana Cazacu-Țigaie, State Secretary, who greeted the people present and informed that the subject of the discussion is the presentation and consultation of the **Education Quality Improvement Project in the Republic of Moldova** which includes 4 components: (1) Increasing the effectiveness of teaching staff in the learning process of students, with an emphasis on disadvantaged students; (2) Improving the quality and resilience of physical and digital learning environments in targeted schools; (3) Support for capacity building and project management; (4) Emergency response component.

The basic objectives of the project are:

- Improving the quality of the provision of educational services in the Republic of Moldova;
- Increasing the effectiveness of teaching staff in the students' learning process;
- Revising professional standards for teaching and management staff in order to include minimum digital skills and providing relevant continuing education programs for teaching staff;
- Providing innovative remedial programs for students with academic delays, including Roma children, refugee students from Ukraine, and children with special educational needs and disabilities;
- Improving physical and digital learning environments in schools in the Republic of Moldova, in accordance with the minimum quality assurance standards approved for school infrastructure and equipment and through the lens of investment sustainability.

Mrs. Adriana Cazacu-Țigaie, Secretary of State informed the audience about the following documents which are related to the Project: Environmental and Social Commitment Plan (ESCP); Environmental and Social Management Framework (ESMF); Labor Management Procedures (LMP); Stakeholder Engagement Plan (SEP).

Following the presentation of the Project, some proposals, suggestions, questions appeared. The people present at the meeting were satisfied with the presentation of the Project and appreciated the opportunities of implementing the nominated Project.

#### **Diana Mamaliga**

The Inclusive Education Program has not been approved, and question was when it will be approved. It is a positive thing that some activities planned in the Inclusive Education Program are included in the Education Quality Improvement Project in the Republic of Moldova.

It was proposed to avoid the term of "disadvantaged".

#### **Adriana Cazacu**

The Inclusive Education Program will be proposed for approval after the official approval of the National Strategy 2030. We will take your proposals into account.



**Ghenadie Donos**

The average salary in the field of education differs by 1500-2000 lei compared to the average salary in the economy.

**Vera Balan**

It is a positive thing that 20% of students who will benefit from additional meditation programs or other remedial and/or accelerated learning programs are provided with the meal.

**Adriana Cazacu**

Students in primary education are provided with meal, which constitutes 30% of the total number of students. Also, the Government of the Republic of Moldova is examining the possibility of feeding secondary school students as well, especially students transported to school.

**Ala Revenco**

The management of financial resources within the Project should be transparent. The question was about digital textbooks.

**Valentin Crudu**

The digital textbook relevant experience comes from Estonia. Digital textbooks are expensive. In the Republic of Moldova, we have some digital textbooks for primary education (especially for students with disabilities, with Special Educational Needs).

**Valentina Tonu**

The 4 components of the Project address the educational system in general education in a multidimensional way, especially the increase in the performance of teaching staff.

**Valentin Crudu**

It is a great news for schools. 15 schools (with eligible indicators) will receive assistance for the modernization of the learning environment and the construction of 3 theoretical high schools. The selection of schools will be transparent; the mapping of general education institutions will be done.

**Mariana Osadța**

The mapping of general education institutions throughout the country is a very good activity for the Republic of Moldova.

**Adriana Cazacu**

Within this Project, many mini-projects will be submitted, where small schools will also have the opportunity to participate.

**Ala Gherman**

It is a successful Project, especially the remediation of students with poor academic results. A concrete mechanism is needed for this activity (it cannot be free).

**Adriana Cazacu**

For this activity, students, other than the teacher in the classroom, will be involved.

**Daniela Donoagă**, director of the Theoretical High School "A. Russo", Cojușna, Strășeni

Theoretical High School "A. Russo", Cojușna, Strășeni is the institution that benefited from the Education Reform Project in Moldova (PRIM). The institution has been renovated and all actors are satisfied with the result. Teaching staff work in the institution every day until 4:00 p.m. - 5:00 p.m.

V. Ceapa, 022 232284

**Annex 5: List of participants at the public consultations, 02.02.2023**

Nr. crt.	Name	Institutions
1.	Rusnac Olga	Ministry of Finance
2.		Ministry of Infrastructure and Regional Development
3.	Croitoru Mihail	National Office of Regional and Local Development (NORLD)
4.	Guțu Ludmila	National Office of Regional and Local Development (NORLD)
5.	Andros Dorin	National Office of Regional and Local Development (NORLD)
6.	Gîncu Irina	The representative of UNICEF in Moldova
7.	Mămăligă Daniela	The Alliance of NGOs Active in the Field of Child Social Protection
8.	Isac Oxana	National Office of Regional and Local Development (NORLD)
9.	Mustea Mihai	National Office of Regional and Local Development (NORLD)
10.	Cojocari Serghei	National Office of Regional and Local Development (NORLD)
11.	Gonța Ion	World Bank
12.	Moldovanu Radu	World Bank
13.	Donos Ghenadie	The Trade Union Federation of Education and Science
14.	Rîbac Svetlana	Education Trade Union "Viitorul".
15.	Revenco Ala	NGO "Părinții Solidari"
16.	Diaconu Olga	Association for Efficient and Responsible Government
17.	Dandara Viorel	Education, Youth and Sport Department of the Riscani Raional Council
18.	Osadța Mariana	Youth and Sport Department of the Falesti Raional Council
19.	Tonu Valentina	Education Department of the Raional Council Hincesti
20.	Baban Valeriu	Education Department of the Raional Council Cahul
21.	Cristeva Natalia	General Education Department UTA Găgăuzia
22.	Ostaș Lidia	General Education Department UTA Găgăuzia
23.	Scripliu Stela	Theoretical Lyceum „Liviu Damian”, Rîșcani
24.	Cristea Nadea	Theoretical Lyceum „Pro Succes”, Chișinău
25.	Bălan Vera	Theoretical Lyceum „Petre Ștefănuță”, Ialoveni
26.	Tambur Cristina	Theoretical Lyceum „Mihai Eminescu”, Fălești
27.	Donoagă Daniela	Theoretical Lyceum „Alec Russo”, Cojușna, Strășeni
28.	Novic Ana	Theoretical Lyceum „Boris Dânga”, Criuleni
29.	Jitari Mariana	Theoretical Lyceum „Spiru Haret”, Chișinău
30.	Baltag Valeriu	Republican Theoretical Lyceum „Aristotel”, Chișinău
31.	Gherman Ala	Theoretical Lyceum „Liviu Deleanu”, Chișinău
32.	Baltag Stela	Lyceum of Modern Language and Informational Technologies „Socrate”, Chișinău
33.	Bragarenco Nicolae	USM
34.	Rotaru Veronica	Theoretical Lyceum Lăpușna, Hîncești

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