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This evaluation has been conducted according to ILO's evaluation policies and procedures. It has not been professionally edited, but has undergone quality control by the ILO Evaluation Office.

LIST OF ACRONYMS

CNPM	National Confederation of Employers of the Republic of Moldova (Confederația Națională a Patronatului din Republica Moldova)
CNSM	National Trade Union Confederation of Moldova (Confederația Națională a Sindicatelor din Moldova)
DWCP	Decent Work Country Programme
DWT/CO	Decent Work Team and Country Office
ILO	International Labour Organization
ILS	International Labour Standards
M&E	Monitoring and Evaluation
ME	Ministry of Energy
MER	Ministry of Education and Research
MLSP	Ministry of Labour and Social Protection
NDS	National Development Strategy
OECD DAC	Organization for Economic Cooperation and Development's Development Assistance Committee
RE	Renewable Energy
SC	Steering Committee
SDG	Sustainable Development Goal
ToC	Theory of Change
TOR	Terms of Reference
UN	United Nations

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EXECUTIVE SUMMARY

Introduction

The main purpose of the internal mid - term evaluation of the project “Skills for an Environmentally Sustainable Transition in Moldova” is to promote accountability and strengthen learning among the ILO and key stakeholders. The evaluation report provides recommendations that can be used to adjust strategies of the project in the second half of its implementation.

Background and context

Ensuring the availability and affordability of energy resources remains a top priority for Moldovan Government, given their potential impact on Moldovan families, especially the vulnerable, as well as the country’s competitiveness. The National Determined Contribution (NDC) 3.0 submitted in May 2025 intends to achieve more ambitious targets than updated NDC (NDC 2.0). Moldova is implementing policies to scale up renewable energy by supporting the development of renewable technologies through financial incentives and regulatory reforms. A set of specific occupations will be essential for applying and implementing technologies that are crucial for low-carbon and low-polluting economic production, which are mainly to be found in the sector of renewable energy. To this end, the provision of green skills is essential, through training for new and updated occupations in the initial TVET (IVET), as well as the upskilling of existing workers through continuous training (CVET).

Project background

The project aims to strengthen technical and vocational education and training (TVET) systems in Moldova by integrating skills for the green transition. The focus is on increasing the number of skilled workers in the renewable energy (RE) sector while fostering environmentally sustainable practices in TVET institutions.

The project is funded by the Austrian Development Agency (ADA) and the Liechtenstein Development Service (LED) with an overall budget of 1,681,194 EURO, including an ILO own contribution of 181,194 EURO. The implementation period is 1 December 2023 – 30 November 2026. The intervention is being implemented in collaboration with multiple stakeholders, including government ministries, TVET institutions, social partners, and industry representatives.

The overall objective of the project is to have skilled labour force available to fill skills shortages in the renewable energy sector and thereby facilitate the green transition in

Moldova. On the outcome level, the project aims to introduce new and revised qualifications to attend the need for qualified workers in the renewable energy sector and then provide young and adult learners with skills qualifying them for new job opportunities in the three selected occupations (Technician for RE installations, Installer of heat pump systems and shallow geothermal systems and Solar Photovoltaic Systems Installer).

Direct beneficiaries of the project at system-level are Ministry of Education and Research (MoER), Ministry Labour and Social Protection (MLSP) and the Ministry of Energy. At the Institution level, direct beneficiaries are the training providers (Centres of Excellence, TVET schools, adult education providers). At the individual level, beneficiaries are TVET teachers and trainers for the selected occupations in the renewable energy sector, TVET students in these occupations, adult learners, young people, in particular females, benefitting from career guidance, boot-camps, internships and related measures. Indirect beneficiaries of the project are the companies, whose workers will be trained or that will benefit from trained graduates and youth, teachers and the general public / civil society reached by visibility campaigns.

Evaluation background

The evaluation was carried out in accordance with the UN Evaluation Group (UNEG) Norms and Standards (updated in 2016), and OECD/DAC's recommendations, as well as the ILO's Evaluation Policy Guidelines. The evaluation will be used primarily by the project team and partners to guide the further implementation of activities to best achieve the target results. The mid-term evaluation will promote accountability and strengthen learning among the ILO and key stakeholders.

The mid-term evaluation focus is on the implementation period of the project between 1 December 2023 and 1 June 2025, assessing all the results and key outputs that have been produced since the start of the project.

Evaluation Methodology

The evaluation used triangulation of data sources (e.g., document analysis, interviews, reports, and direct observation) to ensure the validity and reliability of the findings. In addition, it used a participatory approach by involving ILO key stakeholders such as beneficiaries, ILO constituents, ILO staff, and strategic partners.

The internal evaluation was carried out between 15 May and 15 June 2025 through a desk review, followed by a field mission (09 - 12 June 2025) to Moldova (Chisinau). The field mission included interviews with Government officials, the social partners and other

stakeholders, beneficiaries, Liechtenstein Development Service (LED), as well as the ILO Project Team. Online interviews were conducted with representative of the Austrian Development Agency (ADA), with the ILO staff from the ILO DWT/CO Budapest and ILO HQ Geneva.

Findings

Relevance and Strategic Fit

The project is highly relevant and contributes to the energy transition of Republic of Moldova, by providing skilled workforce for the emerging renewable energy sector. The Project contributes to the sustainable development priorities embodied in the National Development Strategy “European Moldova 2030” on diversification and facilitation of the transition from traditional to modern technological processes, including innovative technological entrepreneurship, and geographic mobility; creating decent jobs and increasing skills and productivity; relevant, inclusive and qualitative educational and research system; sustainability, through responsible use of natural resources, minimizing the impact on the environment. The Project is in line with the priorities set in the National strategic documents United Nations Sustainable Development Framework (UNSDCF) 2023 to 2027, Decent Work Country Program (DWCP), ILO’s global Programme and Budget (P&B) 2024 – 2025. It also contributes to and the specific priorities of the main project stakeholders:

- Priority of the Ministry of Energy to develop renewable energy sector, from the aspect of supply of skilled workers that can build the new renewable energy infrastructure.
- Priorities of Ministry of Labour and Social Protection to i) develop new occupational standards in emerging occupations needed for the energy transition and ii) trained workforce that will find decent jobs in the renewable energy sector.
- Priorities of the Ministry of Education and Research to i) provide new educational paths to young people and ii) build an agile and adaptable VET system in line with labour market needs.
- Priority of the Moldovan Employers to fill in the job positions with competent workers, which will increase their productivity and competitiveness.
- Priority of the Moldovan Trade Unions for workers to have access to decent jobs.

Coherence and Validity of Design

Triangulated information demonstrated that the strong aspect of the project is that it is backed by solid evidence from the labour market and economy and crafted in response to the labour market challenges. The project contains a strong analysis of the national context in which the project needs to operate and provide clear arguments in justification of the intervention. The Government and the social partners stated they were consulted during the design phase of the project. During the development phase of the project, a total of six in-demand occupations in the sector in the RE sector were identified as needing standards and curricula. The three most urgent priority occupations were selected in coordination with project stakeholders and included in this project, for the development of occupational standards, qualification standards curricula, teacher training, the development of training materials and piloting.

The project design is clear and logical with well-designed linkages between the activities – the four (4) outputs - and the two (2) outcomes. The theory of change is clear about the change to be brought by this project. Indicators and targets under the four outputs generally reflect the intervention which focuses on the developing new standards and curricula, developing capacities of TVET institutions, application of the new curricula and awareness raising on green skills and just transition. While there are 5 outcome level indicators and 16 output level indicators to follow up the project results, distinction between output and outcome-level indicators is not always fully reflected in the framework, with several outcome indicators focusing more on delivery than on change. As a result, outcome-level achievements may not be consistently captured. The project addresses gender aspects and contains gender specific targets on Outcome level (15% women among new learners) and on output level (8 out of 16 indicators have quantitative or qualitative gender specific targets).

The Project is implemented in synergy with other ongoing projects, aiming to deliver complementary effects. Examples include the cooperation with CEDA ¹project Creativo II on Eco Impact competition, with ETF GRETA ²initiative, e.g. on an online study tour organized, and on violence and harassment at work with another ILO project “Enhancing peace and economic prosperity through women's leadership and inclusion” (“Women for Peace & Prosperity”).

Effectiveness

¹ Center for Entrepreneurial Education and Business Support (CEDA)

² Greening Responses to Excellence through Thematic Actions

The overall assessment is that the project is achieving its intended objectives and outcomes and delivering on outputs, with slight delays. Until 1 June 2025, the project has fully achieved 2 out of 5 outcome level targets and 8 out of 16 output level targets.

ILO constituents and project stakeholders recognize the importance of coordinated work of the project. The Project succeeded in fostering strategic partnerships across a wide range of actors, from government ministries and social partners to universities, TVET institutions, employers, local public authorities, Chisinau City Hall, Environmental Agencies, national and international development partners, and NGOs.

At the outcome system level, the project has mostly achieved its objective to introduce new and revised qualifications as planned. The project has produced new occupational standards, qualification standards, training plans, curricula, and started developing the teaching materials. Until 1 June 2025, the project results include the introduction of two new occupations in the national classification of occupations, two new occupational standards approved, two new qualification standards approved, two study plans and curricula approved and one was under approval. Most of the materials for teaching were under development at the time of evaluation. The project raised high interest by the TVET institutions in its work. Due to this high interest among the training providers, the project has expanded the reach of the planned four to seven training providers.

To fully achieve the outcome at the end beneficiary level, the project has done the preparations to roll out the new education offer. These preparations include delivery of training, developing teaching materials, and supporting actions to attract students and adults to enroll in the new training programmes, which will be offered by the two Centers of Excellence (Center for Excellence in Construction and Center for Excellence in Energy and Electronic) and four TVET schools (No.9, No.7, No.3 Chisinau and No.4 Balti).

The project strengthened the institutional capacity of TVET providers to integrate sustainability principles, gender equality, and social inclusion into education, institution culture and campus management practices. It worked to enhance awareness, knowledge, and skills of TVET staff, enabling them to actively support an inclusive green transition and foster environmentally responsible learning environments. The project promoted cross-sector collaboration between education institutions, industry, local authorities and social partners to align training initiatives with labour market needs and sustainability goals.

The project support on greening of VET and the specific project action “Eco Impact competition” had tremendous effect, raising high interest, with 48 submitted projects, out of which 11 projects are supported. Project support includes funds, technical support, and

guidance. The project encouraged the engagement of the TVET schools with local communities and local authorities, going beyond their traditional link with the Ministry of Education and Research.

Awareness raising activities of the project, like the Campaign on Green Jobs and promotion of new occupations with production of three videos and incorporating gender perspective with the Inspirational Talks has raised the interest among schools to join the project and could potentially increase TVET reach to new students.

Efficiency and management arrangements

The project's human resources comprise a team of three people, forming the Project Management Team (PMT). These are the National Project Coordinator (NPC), and the Project Administrative Assistant located in Chisinau, and the Programme Assistant (covered 25% by the project) in the ILO DWT/CO Budapest. ILO specialist on skills in the ILO DWT/CO Budapest is technically backstopping the project. For some of the interventions, the Project relied on the expertise from the ILO HQ in Geneva, Switzerland.

The process of the recruitment of the staff working on the project took three months, with the National Project Coordinator starting to work on 1 March 2024, Programme assistant in DWT/CO Budapest on 1 July 2024, and the Project Administrative Assistant only on 16 December 2024. The initial plans to budget a part-time (50%) G4 project assistant proved unsuccessful. An upgrade to a 100% assistant position and a new recruitment process needed to be implemented. This long process of establishing the project team can explain some of the delays in project implementation and ILO could consider offering full-time assistant positions at higher grades, so as to secure more ample choice of suitable applicants.

The project works strategically with all relevant stakeholders and created partnerships for results. Although some of the partners are relatively new for the ILO, the trust was built, and high-level commitment was ensured. The project team is highly praised for their responsiveness, professionalism and listening and considering the concerns of all stakeholders. The stakeholders are provided with the information on the implementation of the Project, but stated they welcome more frequent sharing of information, plans, sharing of the results, and would like to be aware of the work with the other stakeholders of the project.

The Project is planned to be finished by 30 November 2026. It faces small delays due to external factors (preparation and approval of standards and curricula, lack of staff and time

to prepare teaching material) and internal factors (late hiring of project assistant). The project has a disbursement level of 38% on 31 May 2025.

Impact orientation and sustainability

Internalization of the products by the TVET institutions and the new education offer for occupations in the renewable energy sector can be the most crucial aspect of sustainability of the action. Maintaining the offer by the Centers for excellence and the TVET schools after the project end will ensure the sustainability of the action taken. Schools are very proactive and engaged in the project, as demonstrated through the greening VET activities.

Local ownership of processes, knowledge and communication is an important aspect of sustainability. Steering committee can play the transitional role of forum for National Dialogue on Education and Skills for the Green Transition, with a clear path of transforming to self-governed national dialogue after the project ends.

The impact of sensitized schools, students and public will have effect on the long run, and first results should be observed with the increase of interest among the Moldovans for the new educational offers in the school year 2025/26.

One of the most important aspects of the impact of the project is its contribution to the reform of the education in Moldova. The Project can be used to demonstrate the importance of an adaptable and agile educational system, quickly responding to the needs of the changing labour market.

Lastly, the project can have an impact on the formalization of jobs. To this end, in partnership with the Ministry of Energy, the project can strategically promote the register of Renewable Energy installers. The Register should serve as a tool to encourage the obtaining of formal qualifications and as a state guarantee of the quality of the performed work. State subsidies of the RE installations through the registered installers can give incentive to workers to enter the register and to companies to hire registered professionals. Increased registration will contribute to formalization of jobs in this sector.

CONCLUSIONS

Relevance and strategic fit

- 1) The project is entirely relevant and contributes to the energy transition of Republic of Moldova, by providing skilled workforce for the renewable energy sector.
- 2) The project is fully aligned with the national priorities (Moldova 2030), United Nations Sustainable Development Cooperation Framework (UNSDCF) and Decent Work Country Programmes.

Coherence and Validity of Design

- 3) The Project intervention is based on solid analysis of the situation and identification of the priority occupations for the energy transition in Moldova.
- 4) The project design is clear and logical with well-designed linkages between the activities –outputs- outcomes, and the theory of change is clear about the change to be brought by this project, although the results framework does not consistently capture outcome-level results, limiting the visibility of certain achievements. The project addresses gender aspects and contains gender specific targets.
- 5) Project is implemented in synergy with the other ongoing projects, delivering complementary assistance.

Effectiveness

- 6) Overall assessment is that the project is achieving its intended objectives and outcomes and delivering on outputs, with slight delays.
- 7) On outcome system level the project has mostly achieved its objective to introduce new and revised qualifications as planned. Until 1 June 2025 the project results include the introduction of two new occupations in the national classification of occupations, two new occupational standards approved, two new qualification standards approved, two study plans and curricula approved and one was under approval. Most of the materials for teaching were under development at the time of evaluation.
- 8) To fully achieve the outcome at end beneficiary level the project has done the preparations to roll out new education offer. These include training, developing teaching materials, and supporting actions to attract students and adults to enroll in the new training programmes to be offered. Due to high interest among training providers, the project has expanded the reach of the planned four to seven training providers.

Efficiency and management arrangements

- 9) The project team is highly praised for its responsiveness, professionalism and taking into account the concerns of all stakeholders.
- 10) The project works strategically with all relevant stakeholders, and it created partnerships for results. Although some of the partners are relatively new for the ILO, the trust was built, and high-level commitment was ensured.
- 11) The Project receives the support needed from the ILO specialists.
- 12) Project faces small delays due to external factors (preparation and approval of standards and curricula, lack of staff and time to prepare teaching material) and internal factors (late hiring of project assistant).

- 13) The project had only one meeting since the start of the project, due to the request to postpone the second meeting planned for 2024
- 14) The Project ensured full visibility of ADA and LED as the development partners for this project.

Impact and sustainability

- 15) Internalization of the products by the TVET institutions and the new education offer for occupations in the renewable energy sector can be the most crucial aspect of sustainability of the action.
- 16) The commitment by Centers for Excellence and the TVET schools to maintaining the training programmes after the project end will ensure the sustainability of the action taken. Schools are proactive and engage in the project, as demonstrated through the greening VET activities. High interest from other schools to join needs to be harnessed to increase the availability of offers to students and greening the schools.
- 17) Local ownership of processes, knowledge and communication is an important aspect of sustainability. The steering committee can play the transitional role as forum for the National Dialogue on Education and Skills for Green Transition.
- 18) One of the most important aspects of the impact of this project is its contribution to the reform of the education system in Moldova, in direction of being more adaptable and agile, responding to the needs of the labour market.

LESSONS LEARNED AND GOOD PRACTICES

Lessons learned

Effective implementation was supported by early engagement with non-traditional partners across the education, energy and skills systems. This collaboration ensured policy alignment and contributed to concrete results.

Good practices

The project has generated strong engagement from institutions and teachers through participatory initiatives that promote sustainability and green practices. These activities demonstrate the project's potential to contribute to behavioural change and increased interest in green skills development for the just transition at different levels.

RECOMMENDATIONS

Recommendation 1: Projects Steering committee acts as de facto Coordination Committee on Skills for the Green Transition and is therefore recommended to **Explore the possibility**

of transforming the Project Steering Committee into Coordination Committee on Skills for the Green Transition. This could be done in transition period of 6 months before the end of the project, allowing continuity of the dialogue on green skills.

Responsible Units	Priority	Time Frame	Resource implication
ILO Project and PSC	Medium	By 1Q 2026	Low

Recommendation 2: Conduct Market System Development Analysis for the renewable energy sector. The Market System Analysis (MSA), initially planned for early implementation, was not delivered. Due to an urgent need to obtain official approvals for the new occupations by authorities, the MSA had to be split into two parts: An analysis on labour market requirements to inform OS and QS development and a later analysis of market conditions. Skills for Trade and Economic Diversification (STED) analysis is scheduled for autumn 2025. However, in consultation with the donors, Market System Analysis can be done in the last year of the project, to serve as a basis for eventual second phase of the project. This option should be thoroughly discussed among the ILO , donor and the project stakeholders.

Responsible Units	Priority	Time Frame	Resource implication
ILO Project and Donors	Medium	By mid-2026	Medium

Recommendation 3: Increase efforts to attract students, especially more girls and women to enroll in the new trainings that are offered (suggestions: partner with employers, women activist NGOs, direct visits to local communities, VET Student Council, proactive approach by schools, share success stories etc.).

Responsible Units	Priority	Time Frame	Resource implication
ILO Project	High	Ongoing	Medium

Recommendation 4: Expand Eco Impact competition (explore possibility to allocate more funding and partner with other projects, employers, state institutions). The project support on greening of VET and the specific project action “Eco Impact competition” had tremendous effect, raising high interest, with participation of 61% of the total number of TVET institutions. The project was able to provide financial and technical support to 11 out of 32 submitted projects.

Responsible Units	Priority	Time Frame	Resource implication
ILO Project	Medium	By end of 2025	High

Recommendation 5: Improve external communication and sharing of project results (suggestions : have regular SC meetings every 6 months; have regular monthly meetings with the local NGO partner for follow up on agreed action points and improved coordination; develop project website that can act as a repository of generated knowledge; facilitate integrated information sharing on recent developments (legislation changes, state subsidies, registered installers, offer of new education programmes) maybe through quarterly newsletter.

Responsible Units	Priority	Time Frame	Resource implication
ILO Project	High	Ongoing	Medium

Recommendations 6.: Enhancing visibility of outcome-level results. Some outcome-level results are not currently captured through the existing indicators, as several indicators focus on delivery, rather than change. A review of the framework would allow the project's achievements to be more clearly reflected.

Responsible Units	Priority	Time Frame	Resource implication
ILO Project	High	Next 2 months	Low

1. Introduction

The present document contains the report of the internal mid - term evaluation of the project “Skills for an Environmentally Sustainable Transition in Moldova”, carried out by Emil Krstanovski, ILO internal evaluator. The Evaluation was managed by Vera Chilari, ILO Project Coordinator. The evaluation benefited from consultation and feedback from the project stakeholders and beneficiaries, donors, as well as the inputs from the ILO Project team in the Republic of Moldova, ILO Decent Work Technical Support Team and Country Office in Budapest and ILO staff in HQ in Geneva.

The main purpose of the evaluation is to promote accountability and strengthen learning among the ILO and key stakeholders. The evaluation report provides recommendations that can be used to adjust strategies of the project in the second half of its implementation.

2. Background and context

2.1. Republic of Moldova context

The Republic of Moldova (hereafter Moldova) is a landlocked country lying in the north-eastern corner of the Balkan region of Europe. Moldova is bounded by Ukraine to the north, east, and south and by Romania to the west. Its capital city is Chişinău, located in the south-central part of the country.

Moldova is currently facing unprecedented challenges due to the spillover effects of Russia's invasion of Ukraine, which resulted in an energy and refugee crisis that are straining household budgets, the economy, and public finances. Spillovers from the war in Ukraine continued to hinder Moldova's economic growth in 2024, with a flattish 0.1% increase³.

Ensuring the availability and affordability of energy resources remains a top priority for Moldovan Government in short term, given their potential impact on Moldovan families, especially the vulnerable, as well as the country's competitiveness. The National Determined Contribution (NDC) 3.0 submitted in May 2025 intends to achieve more ambitious targets than updated NDC (NDC 2.0). The Government of Moldova is committed to promoting the use of energy from renewable resources, to reduce greenhouse gas emissions by 75% by 2035 (71% by 2030)⁴ and building a sustainable, inclusive and resilient economy. To this end, regulations have been developed, to shape the green transition. Moldova is implementing policies to scale up renewable energy by supporting the development of renewable technologies through financial incentives and regulatory reforms. Renewable potential is

³ <https://data.worldbank.org/country/moldova>

⁴ https://unfccc.int/sites/default/files/2025-05/MD_NDC_3.pdf

estimated in Moldova at over 27 GW, including 20.9 and 4.6 GW of wind and solar potential, respectively.⁵

The green transition will impact all sectors and require knowledge on sustainable production and business models across most professions. A set of specific occupations will be essential for applying and implementing technologies that are crucial for a low-carbon energy generation and low-polluting economic production, which are mainly to be found in the sector of renewable energy. However, a just transition and the creation of green jobs will not happen by default. It requires transformations in economic production and societies. Such changes are highly dependent on a workforce that is capable to apply the technologies and business processes needed for a low-carbon, resource-efficient and environmentally friendly production of goods and services. To this end, the provision of green skills is essential, through the training for new and updated occupations in the initial TVET (IVET), as well as the upskilling of existing workers through continuous training (CVET).

Moldova is an ILO member since 8 June 1992. It has ratified 44 ILO conventions and 1 protocol, out of which 42 are in force⁶. These include all ten fundamental conventions and all four priority conventions.

2.2. Project background

The project aims to strengthen the technical and vocational education and training (TVET) system in Moldova by integrating skills for the green transition. The focus is on increasing the number of skilled workers in the renewable energy (RE) sector while fostering environmentally sustainable practices in TVET institutions, promoting a National Dialogue on the green transition and creating awareness among young people about job opportunities in the Renewable Energies sector.

The project has produced new occupational standards, qualification standards, training plans, curricula, and started developing the teaching materials. Until 1 June 2025 the project results include the introduction of two new occupations in the national classification of occupations, approval of two new occupational and qualification standards, as well as approval of two study plans and curricula. The project is funded by the Austrian Development Agency (ADA) and the Liechtenstein Development Service (LED) with an overall budget of 1,681,194 EURO, including an ILO own contribution of 181,194 EURO. The intervention period is 1 December 2023 – 30 November 2026. The Project is being implemented in collaboration with multiple stakeholders, including government ministries, TVET institutions, social partners, and industry representatives. Project is managed by project team of National Project Coordinator (NPC) and Project Administrative Assistant

⁵ <https://www.irena.org/Publications/2019/Feb/Renewables-Readiness-Assessment-Republic-of-Moldova>

⁶ [Ratifications of ILO conventions: Ratifications for Republic of Moldova](#)

located in Chisinau, and Programme Assistant in the ILO DWT/CO Budapest. ILO specialist on skills in the ILO DWT/CO Budapest is technically backstopping the project. For some of the interventions, the Project relied on the expertise from the ILO HQ in Geneva.

2.2.1. Project objectives

The project's intervention logic is based on the assumption that investments in development of skills for the renewable energy sector will contribute to Moldova's transition toward a green economy.

The overall objective of the project is to have skilled labour force available to fill skills shortages in the renewable energy sector and thereby facilitate the green transition in Moldova.

On the outcome level, the project aims to introduce new and revised qualifications to attend the need for qualified workers in the renewable energy sector and then provide young and adult learners with skills qualifying them for new job opportunities in the three selected occupations.

Expected results / Outputs of the project are:

Output 1 - Standard and curriculum development Occupational and qualification standards and curricula developed for the renewable energy sector.

Output 2 - Institutional support and capacity building: Technical vocational education and training (TVET) providers have capacitated to integrate new/ revised curricula into their operations.

Output 3 - Skills Development: New and revised TVET curricula developed and piloted in the selected occupations.

Output 4 - Policy support and awareness raising: Stakeholders are sensitised on skills for the green transition and on Education for Sustainable Development into TVET and LLL, including a focus on gender equality and increasing female participation. A Coordination Committee on Skills for the Green Transition has been established. Young people, in particular women and girls, are encouraged towards career choices in the renewable energy sector and are sensitised about environmental topics. A validated, gender-sensitive market system analysis outlines future sector developments and strategies for better including women, girls and disadvantaged learners into the project.

2.2.2. Project beneficiaries

Direct beneficiaries of the project at system-level are Ministry of Education and Research (MoER), Ministry Labour and Social Protection (MLSP) and the Ministry of Energy.

At the Institution level direct beneficiaries are the training providers (Centres of Excellence, TVET schools, adult education providers); National Trade Union Confederation of Moldova (CNSM), National Employers Confederation of Moldova (CNPM), sectoral Trade Unions and business associations; Sector Skills Committee in Construction, Agency for Energy Efficiency, Technical University of Moldova, Training Center of Excellence in Energy and Electronics.

At the individual level beneficiaries are TVET teachers and trainers for the selected occupations in the renewable energy sector, TVET students in these occupations, adult learners (workers, unemployed, workers with informally acquired skills, adult learners in conditions of disadvantage), young people, in particular females, benefitting from career guidance, boot-camps, internships and related measures.

Indirect beneficiaries of the project are the companies, whose workers will be trained or that will benefit from trained graduates and youth, teachers and the general public / civil society reached by visibility campaigns.

3. Evaluation background

3.1. Evaluation objectives

The evaluation will be used primarily by the project team and partners to guide the further implementation of activities to best achieve the target results. The mid-term evaluation will promote accountability and strengthen learning among the ILO and key stakeholders.

The specific objectives of the evaluation are:

- a. Analyse the implementation procedures and activities and outputs regarding their potential effectiveness in achieving the project outcomes and potential impact and its innovative dimension. identifying factors affecting project implementation (positively and negatively). If necessary, propose revisions to the expected level of achievement of the objectives.
- b. Review the institutional set-up, capacity for project implementation, coordination mechanisms and the use and usefulness of management tools including the project monitoring tools and work plans.
- c. Review the project efficiency at financial and human resources levels.
- d. Review the strategies for sustainability

- e. Identify the contributions of the project to the ILO initiatives and strategies, and synergies with other projects.
- f. Identify lessons, potential good practices and recommendations for key stakeholders.

3.2. Scope and clients of evaluation

The mid-term evaluation focus is on the implementation period of the project between 1 December 2023 and 1 June 2025, assessing all the results and key outputs that have been produced since the start of the project.

The principal audiences for this evaluation are the ILO DWT/CO Budapest, ILO project staff in Moldova, donors and the ILO constituents.

4. Evaluation approach, methodology, and methodological limitations

The evaluation was carried out in accordance with the UN Evaluation Group (UNEG) Norms and Standards (updated in 2016), and OECD/DAC's recommendations and quality standards, as well as the ILO's Evaluation Policy Guidelines. In line with ILO evaluation policy, the evaluation integrated gender equality, disability inclusion and other non-discrimination considerations, international labour standards, tripartism and social dialogue and fair transition to environment issues as cross-cutting concerns throughout its methodology and all deliverables. It was based on the TOR provided in Annex 1. It has adhered to ethical standards and codes of conduct when gathering information to protect those involved in the evaluation process. Thus, the confidentiality of the respondents was respected in the interviews.

The evaluation criteria and evaluation questions were designed in a way that considers stakeholder diversity and ensures gender equality and women's empowerment-related data is collected. For example, questions on key achievements of the project on gender equality and women's empowerment, type of assistance that was most valuable, and on the work of the project with key stakeholders and partners.

The internal evaluation was carried out between 15 May and 15 June 2025 and included a field mission (09 - 12 June 2025) to Moldova (Chisinau). A mixed-methods approach was used, and included a desk review, consultation with all main stakeholders, and an assessment of development effectiveness. The desk review included the following documentation: strategic national documents; DWCP, project annual reports, and project documents; (see Annex 3 for the list of documentation reviewed). A participatory approach was taken by involving ILO stakeholders such as beneficiaries, ILO constituents, ILO staff and strategic partners.

The field mission included interviews with Government officials, the social partners (national agencies and institutions, National Confederation of Employers, National Confederation of Trade Unions) and other stakeholders, beneficiaries, Liechtenstein Development Service (LED), as well as the ILO Project Team. Online interviews were conducted with representative of the Austrian Development Agency (ADA), with the ILO staff from the ILO DWT/CO Budapest and ILO HQ Geneva.

The persons interviewed (see Annex 4 for a list of interviewees) were selected on the proposal of the ILO project team in Moldova to represent all relevant stakeholders, beneficiaries and staff implementing the activities under the project. The interview protocol is provided in Annex 2.

The evaluation used triangulation of data sources (e.g., document analysis, interviews, reports, and direct observation) to ensure the credibility, validity and reliability of the findings and to minimize the risk of subjective conclusions. No methodological limitations were encountered.

5. Evaluation criteria and questions

The Internal mid-term Evaluation of the Project was based upon the ILO's evaluation policy and procedures. The ILO uses a conceptual framework that is consistent with Results-Based Management (RBM) and addresses the following five OECD/DAC Evaluation Criteria:

- i) Relevance and strategic fit
- ii) Coherence and Validity of Design
- iii) Effectiveness
- iv) Efficiency
- v) Impact and Sustainability

Evaluation questions

Relevance

1. To what extent are the project's objectives and approach relevant to the constituents' needs and present country context, as well as with ILO and national development frameworks?
2. How well has the project adapted to the changes in the country context?
3. What is the relevance of the project's outcomes regarding improved prospects for skills development for the green agenda and sustainable development of the country?

4. To what extent did the project design identify and integrate specific targets and indicators to capture gender equality and non-discrimination concerns?

Effectiveness

5. What were the major results and lessons learned during the project's implementation?
6. What has been the progress made in the achievement of the project's outcomes? Have there been any changes in the specific areas defined as the project outputs?
7. To what extent have the project's activities considered and contributed to the advancement of the ILO's cross-cutting policy drivers (CCPDs)?
8. What are the main constraints and positive factors experienced by the project (both in terms of methodology and context)?

Efficiency

9. Have resources available (time, funds, partnerships, knowledge, expertise and tools) been used efficiently?
10. Are there any ways to enhance efficiency?

Sustainability and impact potential

11. Are the results achieved likely to continue after the end of the intervention? Are they likely to produce longer-term effects and benefits to the target groups?
12. What is the expected long-lasting effect after the activities are completed?

Recommendations and next steps

13. What are the next steps to be undertaken? What is the best way to proceed? What would be the main issues to tackle?
14. Which actors and in which way should they be engaged?
15. What action might be needed to bolster the longer-term effects and to come to further policy measures, generating a positive change?

6. FINDINGS

6.1. Relevance and Strategic Fit

Relevance and Strategic Fit were evaluated largely by reviewing secondary information, the Project Document, the DWCP 2021-2024, the ILO Programme and Budget, United Nations Sustainable Development Cooperation Framework (UNSDCF) 2023 – 2027, National Development Strategy “European Moldova 2030”, Government priorities and triangulated through interviews with the ILO constituents, project stakeholders and the ILO staff.

As indicated the overall objective of the project is to support provision of skilled labour force to fill skills shortages in the renewable energy sector and thereby facilitate the green transition in Moldova. The project has two outcomes:

- At end-beneficiary level: Young and adult learners possess skills qualifying them for new job opportunities in the three selected occupations.
- At system level: Introduction of new and revised qualifications to attend to the need for qualified workers in the renewable energy sector.

The project is highly relevant and contributes to the energy transition of Republic of Moldova, by providing skilled workforce for the emerging renewable energy sector. The Project is in line with the priorities set in the National strategic documents and the specific priorities of the main project stakeholders:

- Priority of the **Ministry of Energy** to develop renewable energy sector, from the aspect of supply of skilled workers that can build the new renewable energy infrastructure.
- Priorities of **Ministry of Labour and Social Protection** to i) develop new occupational standards in emerging occupations needed for the energy transition and ii) trained workforce that will find decent jobs in the renewable energy sector.
- Priorities of the **Ministry of Education and Research** to i) provide new educational paths to young people and ii) build an agile and adaptable VET system in line with labour market needs.
- Priority of the **Moldovan Employers** to fill in the job positions with competent workers, which will increase their productivity and competitiveness.
- Priority of the **Moldovan Trade Unions** for workers to have access to decent jobs.

The Project contributes to the sustainable development priorities embodied in the **National Development Strategy “European Moldova 2030”** (approved through Law no. 315 of 17 November 2022)⁷. The national development strategy "European Moldova 2030" (hereinafter - NDS) is the national long-term strategic vision document, which indicates the development directions of the country and society and which adapts the priorities, objectives, indicators and targets of the international commitments undertaken by the

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Republic of Moldova in the national context. The NDS focus is on the increase in the quality of life based on several key elements, which will put people at the center of public policy, reform and development processes and will have as their final objective the improvement of people's living standards and the strengthening of demographic resilience. The project contributes to several of these elements, namely: diversification and facilitation of the transition from traditional to modern technological processes, including innovative technological entrepreneurship, and geographic mobility; creating decent jobs and increasing skills and productivity; relevant, inclusive and qualitative educational and research system; sustainability, through responsible use of natural resources, minimizing the impact on the environment. The specific NDS targets to which the project contribute are:

- promoting green jobs as an effective way to combine social and environmental development, as well as to improve skills and business practices for sustainable and inclusive growth (SDG 8.4);
- by 2030, the number of young people and adults who have relevant skills for employment will increase substantially (SDG 4.4);
- all pupils/students will acquire knowledge and skills necessary to promote sustainable development and sustainable lifestyles, environmental protection, healthy lifestyles, human rights, gender equality, culture of peace and nonviolence, global citizenship and appreciation of cultural diversity, as well as the contribution of culture to sustainable development (SDG 4.7); and
- specific objective 10.4. on active transition to the green and circular economy

The Project contributes to Moldova's achievement of the **Sustainable Development Goals** and specific targets under the Sustainable Development Goal (SDG) 4 (target 4.4. By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship), SDG 5 (Achieve gender equality and empower all women and girls), SDG 8 (target SDG 8.4: Improve Resource Efficiency in Consumption and Production).

The Project contributes to the Moldova's ***United Nations Sustainable Development Framework (UNSDCF) 2023 to 2027***⁸, especially Outcome 3 "By 2027, all people of Moldova, especially the most vulnerable, benefit from inclusive, competitive and sustainable economic development and equal access to decent work and productive employment"

The ILO support framework for Moldova is the **Decent Work Country Program (DWCP)**. The DWCP for 2021–24⁹, which aligns with the national development priorities of the 2030 UN Agenda for Sustainable Development, the United Nations Partnership Framework

⁸ https://moldova.un.org/sites/default/files/2022-12/UNSDCF%202023_2027%20final%20ENG.pdf

⁹ [Decent Work Country Program \(DWCP\) for 2021–24](#)

(UNPF) and the National Development Strategy “Moldova 2030” relates to the Project in the following chapters: 1) Inclusive and productive employment for youth; 2) improvement of skill needs anticipation and lifelong learning strategy and 3) Improved Social Dialogue. Outcome 1.3 mentions the untapped potential of green jobs and the deficiencies of the Moldovan TVET system: “There is no effective skills anticipation and matching system to focus on the need for technical and generic skills, in particular in economic growth sectors and sectors with potential for green jobs creation.”

During the evaluation the process of finalisation of the new **DWCP 2025-2027** took place. Notably, during the DWCP formulation process, the national counterparts explicitly requested the inclusion of Skills for Green Transition as a strategic area of cooperation. This demonstrates both the growing recognition of the importance of the green transition among key stakeholders and the positive influence of the project in raising awareness and building commitment toward sustainable development goals. The integration of skills needed for a digital and green economy into the new DWCP¹⁰ further reinforces the project's relevance and sustainability within the national development agenda.

The Project is aligned with the **ILO's global Programme and Budget (P&B) 2024 – 2025**¹¹ and its outcomes: Outcome 3: “Full and productive employment for just transitions” and the specific output 3.2. Increased capacity of Member States to develop inclusive, sustainable and resilient skills and lifelong learning systems; Outcome 5: “Gender equality and equality of treatment and opportunities for all”, and Outcome 8: “Integrated policy and institutional responses for social justice through decent work” and the specific output 8.3. Improved coherence in support and action to facilitate just transitions towards environmentally sustainable economies and societies.

ILO constituents and project stakeholders recognize the importance of coordinated work of the project. Bringing together the tripartite constituencies is identified as the added value of the ILO which differentiates its interventions from those of other development actors. But this project went further and succeeded in fostering strategic partnerships across a wide range of actors, from government ministries and social partners to universities, TVET institutions, employers, local public authorities, Chisinau City Hall, Environmental Agencies, national and international development partners, and NGOs. The operationalisation of the steering committee has institutionalised dialogue and coordination, creating a structure for sustained engagement and joint decision-making on skills development for green economies.

¹⁰ <https://www.ilo.org/resource/news/republic-moldova-and-ilo-sign-new-agreement-advance-decent-work>

¹¹ [Programme and Budget for 2024-25](#)

6.2. Coherence and Validity of Design

The coherence and validity of the design was evaluated largely by reviewing secondary information, the project document, and project reports and triangulated through interviews with the ILO constituents, beneficiaries, ILO project staff, ILO staff in Budapest and Geneva.

Triangulated information demonstrated that the strong aspect of the project is that it is backed by evidence from the labour market and economy and crafted in response to the labour market challenges. The project contains a strong analysis of the national context in which the project needs to operate and provide clear arguments in justification of the intervention. The Government and the social partners stated they were consulted during the design phase of the project.

During the development phase of the project, a total of six in-demand occupations in the sector in the RE sector were identified as needing standards and curricula (sector analysis from October 2022). The three most urgent priority occupations were selected in coordination with project stakeholders and included in this project, for the development of occupational standards, qualification standards curricula, teacher training, the development of training materials and piloting. However, at the time of project initiation, it was identified that occupational and qualification standards for Solar Photovoltaic Systems Installer have already been developed and approved. Still, the teaching material will need to be developed for all the three occupations.

The project design is clear and logical with well-designed linkages between the activities – the four (4) outputs - and the two (2) outcomes. The theory of change is clear about the change to be brought by this project. Indicators and targets under the four outputs generally reflect the intervention which focuses on developing new standards and curricula, developing capacities of TVET institutions, application of the new curricula and awareness raising on green skills and just transition. While there are 5 outcome level indicators and 16 output level indicators to follow up the project results, the distinction between output and outcome-level indicators is not always fully reflected in the framework, with several outcome indicators focusing more on delivery than on change. As a result, outcome-level achievements may not be consistently captured.

The project addresses gender aspects and does contain gender specific targets on Outcome level (15% women among new learners) and on output level (8 out of 16 indicators have quantitative or qualitative gender specific targets).¹² At project inception, there were no female students in the targeted programmes. Recognizing the time needed to shift gender norms and recruit learners into new occupations, the project team and the donors agreed on a realistic target of 15 percent female participation

¹² See tables of Outcomes and Outputs under Effectiveness for further details on indicators.

It had also been decided not to establish numeric indicators on PwDs, refugees and other disadvantaged groups in this initial stage of introducing the occupations. However, equality issues are included as cross-cutting themes in policy dialogue and strategic events.

The Project is implemented in synergy with the other ongoing projects, aiming to deliver complementary effects. Examples include the cooperation with CEDA project Creativo II on Eco Impact competition, with ETF on the online study tour and promotion the ETF GRETA initiative, and on violence and harassment at work with another ILO project.

The Project Document elaborates well the risks and assumptions for the successful implementation of the project and has mitigation measures for the identified potential problems of the project. There were no changes in context, so no adaptations to the design were needed.

6.3. Effectiveness

Project effectiveness was evaluated by reviewing secondary information, the project document, project annual reports, project implementation reports, products of the project, and triangulated through interviews with the ILO constituents, beneficiaries, donors, partners and ILO staff. The evaluation assessed the extent to which expected outcomes and outputs were achieved and the timely delivery.

The overall assessment is that the project is achieving its intended objectives and outcomes and delivering on outputs, with slight delays. Until 1 June 2025, the project has fully achieved 2 out of 5 outcome level targets and 8 out of 16 output level targets. The project aligns with Convention 142 (Human Resources) and Recommendation 195 (Human Resources Development)

At the outcome system level, the project has mostly achieved its objective to introduce new and revised qualifications as planned. The project has produced new occupational standards, qualification standards, training plans, curricula, and started developing the teaching materials. Until 1 June 2025 the project results include the introduction of two new occupations in the national classification of occupations, two new occupational standards approved, two new qualification standards approved, two study plans and curricula approved and one was under approval. Most of the materials for teaching were under development at the time of evaluation. The project raised high interest by the TVET institutions in its work. Due to this high interest among the training providers, the project has expanded the reach of the planned four to seven training providers.

To fully achieve the outcome at the end beneficiary level, the project has done the preparations to roll out the new education offer. These preparations include delivery of training, developing teaching materials, and supporting actions to attract students and adults to enroll in the new training programmes , which will be offered by the two Centers

of Excellence (Center for Excellence in Construction and Center for Excellence in Energy and Electronic) and four TVET schools (No.9, No.7, No.3 Chisinau and No.4 Balti).

The project strengthened the institutional capacity of TVET providers to integrate sustainability principles, gender equality, and social inclusion into education, institution culture and campus management practices. It worked to enhance awareness, knowledge, and skills of TVET staff, enabling them to actively support an inclusive green transition and foster environmentally responsible learning environments. The project promoted cross-sector collaboration between education institutions, industry, local authorities and social partners to align training initiatives with labour market needs and sustainability goals.

The project support on greening of VET and the specific project action “Eco Impact competition” had tremendous effect, raising high interest, a total of 48 institutions (about 61% of the total number of TVET institutions) participated in the initial stage and received training on grant proposal writing, planning of project activities, human and financial resources; with 32 submitted projects, out of which 11 projects are provided financial and technical support. Project support includes funds, technical support, and guidance. The project encouraged the engagement of the TVET schools with local communities and local authorities, going beyond their traditional link with the Ministry of Education and Research.

Awareness raising activities of the project, like the Campaign on Green Jobs and promotion of new occupations with production of three videos, and incorporating gender perspective with the Inspirational Talks has raised the interest among schools to join the project and could potentially increase TVET reach to new students. The project followed the rules for donor visibility and the donors was visible on all the products of the project.

The project started the process for developing micro- qualifications (10 credits) - Education for sustainable development from which 40 VET teachers will benefit.

The project has embedded tripartism and social dialogue from its inception. Its design and implementation are grounded in ongoing engagement with the tripartite Sector Skills Committee for the Construction sector, which includes representatives of workers, employers and government and holds responsibility for renewable energies. Social partners have been systematically invited to and involved in consultations, workshops, Steering Committee meetings and National Dialogue events, with the latter strongly promoting social dialogue. The identification of skills needs has been carried out through dialogue with social partners, particularly employers, ensuring relevance to labour market realities. As just transition is equally about inclusive processes and fair outcomes, the active uptake of social dialogue with workers’ and employers’ organisations has been essential for fostering broad-based support and co-developing solutions grounded in the needs of real economy actors.

Outcome at system level : Introduction of new and revised qualifications to attend the need for qualified workers in the renewable energy sector.

Indicator	Targets	Achievement	Comments
New or updated qualifications in the renewable energy sector registered with the Ministry of Education	Three (3) qualifications	Achieved	
Occupational and qualifications standards and curricula developed	Three (3) occupational and qualifications standards	Achieved	
Training providers applying the new curricula and training modules	At least four (4) training providers	Ongoing	
Number of teachers (disaggregated by age and sex) that benefited from training measures	At least 26 teachers	Ongoing	

Outcome at end beneficiary level: Young and adult learners possess skills qualifying them for new job opportunities in the three selected occupations.

Indicator	Targets	Achievement	Comments
Number of persons (disaggregated by age, sex and vulnerability status) that benefited from (re) qualification measures (at least 15% women among new learners)	At least 125 persons (at least 19 women)	Not started	The first people to enroll in the new trainings are expected in the autumn of 2025.

In the following section, achievements per output are systematically elaborated:

Output 1

Standard and curriculum development: Occupational and qualification standards and curricula developed for the renewable energy sector.

Indicator	Targets	Achievement	Comments
<u>Indicator 1.1:</u> Analysis of skills requirements for the three occupations in	One analysis	Achieved	Skills Needs Analysis for three occupations in renewable energy

the field of renewable energy conducted			completed in March 2024.
<u>Indicator 1.2:</u> Occupational and qualification standards the renewable energy sector developed and validated by tripartite, sectoral partners	Three occupational and qualification standards	Achieved	Two occupational profile and two occupational standards (Technician for RE installations, (level 4 NQF) and Installer of heat pump systems and shallow geothermal systems, (level 3 NQF)) developed, validated and approved The occupation and qualification standards for Electrician in Construction - Solar Photovoltaic Systems Installer already exist and there was no need to develop new normative acts for these occupations.
<u>Indicator 1.3:</u> Curricula updated and revised to make learning materials and assessment-kits more gender-sensitive and socially inclusive.	Three curricula	67% achieved	Curriculum and syllabi (Study Plan) for Electrician in Construction - Solar Photovoltaic Systems Installer done. Syllabi (Study Plan) done and Curriculum development ongoing for Technician for renewable energy installation and for the Shallow Geothermal Systems and Heat Pump Installer,

Skills Needs Analysis for three occupations in the renewable energy sector was conducted to inform the development of the Occupational Standards. Through the project, two occupational profiles and two occupational standards (Technician for RE installations, (level 4 NQF) and Installer of heat pump systems and shallow geothermal systems, (level 3 NQF)) were developed, validated and approved by tripartite, sectoral partners. The occupation for

Technician for renewable energy installations and the occupation Installer of heat pump systems and shallow geothermal systems were formally recognized and introduced in Moldova's National Nomenclature of Occupations.

Two qualification Standards (Technician for RE installations, (level 4 NQF) and Installer of heat pump systems and shallow geothermal systems, (level 3 NQF)) developed, validated and approved.

At the time of project initiation, it was identified that occupational and qualification standards for Solar Photovoltaic Systems Installer have already been developed and approved. The project might develop an additional occupational and qualification standard in the RE sector, based on analysis and discussion the donors.

With approved syllabi and advanced work on curricula and development of the content for all three TVET training programmes, the project is on the good track to have all the needed elements in place to start the 2025/2026 school year with the new offer by the training providers. The project worked in parallel to the development of the new qualifications, to inform and motivate young people, in particular women, to choose renewable energy studies and careers, promoting successful models and concrete examples.

The Project delivered 21 training sessions on the development of occupational and qualification standards with 50 people (17 women and 33 men) from five TVET institutions and industry representatives. Furthermore, the project delivered 10-day trainings on didactic digital materials for capacity building of 14 teachers (7 women and 7 men) from 7 TVET institutions.

Output 2

Institutional support and capacity building: Technical vocational education and training (TVET) providers capacitated to integrate new / revised training programmes into their operations

Indicator	Targets	Achievement	Comments
Indicator 2.1: Methodological specialists, technical staff, sector skills committees and industry experts (disaggregated by age and sex) that benefitted from capacity building measures	At least 30 methodological specialists, technical staff, sector skills committees and industry experts.	Achieved	79% women

<u>Indicator 2.2:</u> TVET providers that develop gender-sensitive and socially inclusive action plans for green campus management and applying gender-sensitive training on Education for Sustainable Development.	At least four TVET providers	Overachieved	7 TVET institutions
<u>Indicator 2.3:</u> In-service training programme updated, including content on gender-equality, inclusion of disadvantaged learners and sensitisation about SEAH. TVET teachers and instructors (disaggregated by age and sex) that benefit from training programmes on inclusion and SEAH.	At least one in-service training programme updated At least 26 TVET teachers and instructors	Achieved	40 teaches (34 % women)
<u>Indicator 2.4:</u> Teachers (disaggregated by age and sex) that benefit from experiences with piloting gender transformative training modules on Education for Sustainable Development	At least 40 teachers	26	Data was not gender-disaggregated

The Project delivered a three-day training on sustainability and eco-friendly practices for 26 participants, including teachers from 7 TVET institutions, as well as representatives from

government, industry and NGOs, aiming to strengthen institutional leadership in green transition efforts. Five Green TVET Action Plans were developed and are under implementation, guiding institutional strategies for integrating sustainability into campus operations, teaching, and community outreach. Green initiatives were launched at 6 TVET institutions focusing on greening the campus, curriculum and training, research, institutional culture and community engagement). Implemented activities included 10 awareness seminars and a Vertical Gardening Competition designed to raise awareness among students and teachers about sustainable urban agriculture & leisure green spaces and resource efficient practices, reaching about 400 participants (TVET students and teachers).

The project organized a national workshop on Greening TVET for 50 stakeholders from TVET institutions, academia, government, industry, civil society, national and international experts, NGOs, development partners, and public local authorities to discuss strategies and share experiences.

The development of ESD training programme for teachers, equivalent to 5–10 European Credit Transfer and Accumulation System (ECTS) credits, was initiated. The programme aims to equip teachers with the knowledge, skills, and practical tools, methodologies needed to integrate sustainability principles into their teaching practices.

A large procurement of modern RE and green technology equipment was initiated for 4 TVET institutions to support practical, hands-on learning aligned with the new curricula. This finalization of this activity is a priority and needs to be delivered on time before the start of the school year 2025/2026.

Output 3

Skills Development: New and revised TVET curricula developed and piloted in the selected occupations

Indicator	Targets	Achievement	Comments
<i>Indicator 3.1:</i> Number of teachers (disaggregated by age and sex) that benefit from trainings on revised curricula	At least 26 teachers	54% achieved	- Training programme “Innovate the teaching process by incorporating visual and digital materials” for 14 teachers (43% Women) from 7 TVET institutions
<i>Indicator 3.2:</i> Number of training providers	At least four training providers	Ongoing	

applying new/revised curricula			
<u>Indicator 3.3:</u> Number of persons (disaggregated by age, sex and vulnerability status) that benefit from (re)qualification measures in new/reviewed training programmes	At least 125 persons (at least 15% women)	Not started	
<u>Indicator 3.4:</u> Number of TVET providers piloting a plan from enrolling girls in male dominated occupations and STEM occupations, including renewable energies	At least one TVET provider	Not started	

The project made steps towards achieving results under this output. Institutional stakeholders gained practical exposure and implemented tools for innovation and investment planning. Two training sessions on investment project development for institutional strengthening for 48 participants, representatives of TVET institutions and Ministry of Education and Research. The Project supported online study tour to Denmark and Germany titled "Building a Greener Future" for 40 participants. The Project delivered Gender Equality, Violence, & Harassment (SEAH) workshop for 50 participants (TVET institutions, sector committees, industry, government, social partners, NGOs, national and international experts, development partners).

Output 4

Policy support and awareness raising: Stakeholders are sensitised on skills for the green transition and on Education for Sustainable Development into TVET and LLL, including a focus on gender equality and increasing female participation. A Coordination Committee on Skills for the Green Transition has been established. Young people, in particular women and girls, are encouraged towards career choices in the renewable energy sector and are sensitised about environmental topics. A validated, gender-sensitive market system analysis outlines future sector developments and strategies for better including women, girls and disadvantaged learners into the project.

Indicator	Targets	Achievement	Comments
<u>Indicator 4.1:</u> Number of sensitization events conducted with policy makers, social partners and experts on the just transition and decent, green jobs.	At least two sensitization events	Achieved	Two events held , one in September 2024 and one in December 2024.
<u>Indicator 4.2a:</u> Number of National Dialogue events (e.g. 1 per year) conducted with policy makers, social partners and civil society, incl. topics such as EDS, making TVET in the sector more attractive and inclusive, especially for women. <u>Indicator 4.2b:</u> A Coordination Committee on Skills is in place.	At least three National Dialogue events Coordination Committee on Skills is in place	2 events (66%) Achieved (conditionally upon fulfillment of recommendation No.1)	One conference in December 2024 and one public event in September 2024 Project steering committee plays this role during the project implementation, in order not to overburden stakeholders with meetings on the same subject.
<u>Indicator 4.3:</u> 1000 persons (disaggregated by age, sex and vulnerability status) that benefitted from gender-sensitive awareness raising campaigns (50% women).		Achieved	The awareness campaign “Green Jobs Are Your Future”, launched in November 2024, targeted youth across Moldova through schools, social media, and national media channels. Key activities included: 960 posters promoting green careers and new TVET qualifications distributed to 320 secondary schools across 10 districts. Broad media engagement through 9 national TV appearances, resulting in 6,000+ views and 4,000+ interactions. Social media campaign via ILO Moldova Facebook page with 120,400+ views and 99,647+ engagements. Coverage on gender-sensitive platforms such as Moldova.org (a feminist media outlet), Diez.md, Agora.md, DeLucru.md, and Rabota.md,

			highlighting role models, job opportunities, and the relevance of green careers for young women.
<i>Indicator 4.4:</i> 500 girls and women benefitted from awareness-raising activities (workshops, boot camps, etc.) to introduce women to technologies and occupations in the renewable energies sector.		62 women (12%)	The awareness raising campaign on career choices in the RE are now scheduled for the next academic year. This extension is primarily due to the need to align promotion campaigns for new occupations with the period of piloting and admission to new training and education programmes in TVET institutions. Approximately 33% of the planned awareness-raising activities aimed at promoting renewable energy careers, particularly among girls and women, have been completed. While several activities included both male and female participants—such as the “Inspirational Talks” event with 120 attendees (52% girls, 48% boys)—they were designed to promote inclusivity while still prioritizing outreach to women and girls. The awareness campaign “Green Jobs Are Your Future”, launched in November 2024, targeted youth across Moldova through schools, social media, and national media channels.
<i>Indicator 4.5:</i> One gender-sensitive Market Systems Analysis carried out to determine future developments of the sector, including recommendations for the inclusion of women, girls and disadvantaged learners.		Not started	A formal proposal has been submitted to the donor to reallocate part of the project budget to implement a gender-sensitive Skills for Trade and Economic Diversification (STED) analysis in the RE.

Through a series of high-profile events, including the Inspirational Talks, National Competitions, and dedicated media appearances, the project sparked public conversations around green jobs, just transition, and sustainability. The campaign reached over 120,000 people, with strong engagement from students, teachers, employers, and the general public. This has helped to shift perceptions and raise awareness, particularly among young people and teachers, about the value of green careers.

Seven TVET providers have begun integrating ESD principles into their campus operations, teaching methodologies, and student initiatives. From green action plans to student-led

environmental campaigns, institutions are taking ownership of sustainability in ways that are likely to endure beyond the life of the project.

Centre of Excellence in Construction independently requested additional training on gender-responsive teaching, reflecting a growing awareness and internal motivation to challenge stereotypes and promote inclusive education. This demonstrates early cultural change within institutions and signals the potential for broader gender transformation across the sector.

The Market System Analysis (MSA), initially planned for early implementation, was not delivered. Due to an urgent need to obtain official approvals for the new occupations by authorities, the MSA had to be split into two parts: An analysis on labour market requirements to inform OS and QS development and a later analysis of market conditions. Because of project savings, it was proposed to carry out a STED analysis instead of an MSA, which applies a similar methodology but applies a more detailed skills foresight. Skills for Trade and Economic Diversification (STED) analysis is scheduled for autumn 2025. This adjustment is a deliberate step to strengthen the project's strategic focus and ensure better alignment with sectoral skills development. However, in consultation with the donors, Market System Analysis can be done in the last year of the project, to serve as a basis for eventual second phase of the project. This option should be thoroughly discussed among the ILO, donor and the project stakeholders.

6.4. Efficiency and management arrangements

Efficiency and management arrangements were evaluated by reviewing secondary information, the project document, project reports, and triangulated through interviews with the ILO constituents, beneficiaries, ILO staff and field observations.

The project's human resources comprise a team of three people, forming the Project Management Team (PMT). These are the National Project Coordinator (NPC), and the Project Administrative Assistant located in Chisinau, and the Programme Assistant (covered 25% by the project) in the ILO DWT/CO Budapest. ILO specialist on skills in the ILO DWT/CO Budapest is technically backstopping the project. For some of the interventions, the Project relied on the expertise from the ILO HQ in Geneva, Switzerland.

The Project team is working very well, and the project is excellently managed. Management procedures are efficient, effective and flexible (decision making, planning, reviews) in all areas to ensure effective and efficient functioning. The project makes efficient use of monitoring and reporting tools to ensure systematic tracking and timely reporting of results.

The process of the recruitment of staff working on the project took three months, with the National Project Coordinator starting to work on 1 March 2024, Programme assistant in

DWT/CO Budapest on 1 December 2023, and the Project Administrative Assistant only on 16 December 2024. This long process of establishing a full project team can explain some of the delays in project implementation .

The Project Steering Committee (PSC) consists of 9 members (Ministry of Education and Research (MoER) , Ministry of Labour and Social Protection (MLSP), Ministry of Energy (MoEn), National Trade Union Confederation , National Confederation of Employers, Association Education for Development (AED), National Center for Sustainable Energy (CNED) ,Center of Excellence in Energetics and Electronics (CoEEE), International Labour Organisation). It met only once in the first 18 months of project implementation. The SC meeting planned for December 2024 was postponed at the request of the Ministry of Education and ADA, it was decided not to have the SC meeting.

The project works strategically with all relevant stakeholders and created partnerships for results. Although some of the partners are relatively new for the ILO, the trust was built, and high-level commitment was ensured. The project team is highly praised for their responsiveness, professionalism and listening and considering the concerns of all stakeholders. The ILO established very good connections with all the stakeholders. Most of the stakeholders expressed their satisfaction with the relationship and cooperation with the ILO team. Project staff works strategically with all relevant stakeholders to deliver the results planned under the project. All stakeholders praised the ILO expertise provided through the project.

The stakeholders are provided with the information on the implementation of the Project, but stated they welcome more frequent sharing of information, plans, sharing of the results, and would like to be aware of the work with the other stakeholders of the project.

The Project is planned to be finished by 30 November 2026. It faces small delays due to external factors (preparation and approval of standards and curricula, lack of staff and time to prepare teaching material) and internal factors (late hiring of project staff).

The project has a disbursement level of 38 % on 31 May 2025.

6.5. Impact orientation and sustainability

Impact orientation and sustainability were evaluated by reviewing secondary information, the project document and reports, project products and triangulated through interviews with the ILO constituents, beneficiaries, ILO staff and field observations.

Internalization of the products by the TVET institutions and the new education offer for occupations in the renewable energy sector can be the most crucial aspect of sustainability of the action. Maintaining the offer by the Centers for excellence and the TVET schools after

the project end will ensure the sustainability of the action taken. Schools are very proactive and engaged in the project, as demonstrated through the greening VET activities. High interest from other schools to join needs to be harnessed to increase the availability of offer to students and greening the schools.

Local ownership of processes, knowledge and communication is important aspect of sustainability. Steering committee can play the transitional role of forum for National Dialogue on Education and Skills for the Green Transition, with a clear path of transforming to self-governed national dialogue after the project ends.

The impact of sensitized schools, students and public will have effect on the long run, and first results should be observed with the increase of interest among the Moldovans for the new educational offers in the school year 2025/26.

One of the most important aspects of the impact of the project is its contribution to the reform of the education in Moldova. The Project can be used to demonstrate the importance of an adaptable and agile educational system, quickly responding to the needs of the changing labour market.

Lastly, the project can have an impact on the formalization of jobs. To this end, in partnership with the Ministry of Energy, the project can strategically promote the register of RE installers. The Register should serve as a tool to encourage the obtaining of formal qualifications and as a state guarantee of the quality of the performed work. State subsidies of the RE installations through the registered installers can give incentive to workers to enter the register and to companies to hire registered professionals. Increased registration will contribute to formalization of jobs in this sector.

7. CONCLUSIONS

Conclusions have been drawn based on the totality of evidence available to the evaluator. The Project is highly relevant, and although it faces delays in the implementation, it is successfully implemented.

Relevance and strategic fit

- 1) The project is entirely relevant and contributes to the energy transition of Republic of Moldova, by providing skilled workforce for the renewable energy sector.
- 2) The project is fully aligned with the national priorities (Moldova 2030), United Nations Sustainable Development Cooperation Framework (UNSDCF), Decent Work Country Programmes and ILO P&B Outcomes.

Coherence and Validity of Design

- 3) The Project intervention is based on solid analysis of the situation and identification of the priority occupations for the energy transition in Moldova.
- 4) The project design is clear and logical with well-designed linkages between the activities –outputs- outcomes, and the theory of change is clear about the change to be brought by this project, although the results framework does not consistently capture outcome-level results, limiting the visibility of certain achievements. The project addresses gender aspects and does contain gender specific targets.
- 5) Project is implemented in synergy with the other ongoing projects, delivering complementary assistance.

Effectiveness

- 6) Overall assessment is that the project is achieving its intended objectives and outcomes and delivering on outputs, with slight delays.
- 7) On outcome system level the project has mostly achieved its objective to introduce new and revised qualifications as planned. Until 1 June 2025 the project results include the introduction of two new occupations in the national classification of occupations, two new occupational standards approved, two new qualification standards approved, two study plans and curricula approved and one was under approval. Most of the materials for teaching were under development at the time of evaluation.
- 8) To fully achieve the outcome at end beneficiary level the project has done the preparations to roll out new education offer. These include training, developing teaching materials, and supporting actions to attract students and adults to enroll in the new training programmes to be offered. Due to high interest among training providers, the project has expanded the reach of the planned four to seven training providers.

Efficiency and management arrangements

- 9) The project team is highly praised for its responsiveness, professionalism and taking into account the concerns of all stakeholders.
- 10) The project works strategically with all relevant stakeholders, and it created partnerships for results. Although some of the partners are relatively new for the ILO, the trust was built, and high-level commitment was ensured.
- 11) The Project receives the support needed from the ILO specialists.
- 12) Project faces small delays due to external factors (preparation and approval of standards and curricula, lack of staff and time to prepare teaching material) and internal factors (late hiring of full project team).

- 13) The project had only one meeting since the start of the project, due to the request to postpone the second meeting planned for 2024
- 14) The Project ensured full visibility of ADA and LED as the development partners for this project.

Impact and sustainability

- 15) Internalization of the products by the TVET institutions and the new education offer for occupations in the renewable energy sector can be the most crucial aspect of sustainability of the action.
- 16) Maintaining the offer by the Centers for excellence and the TVET schools after the project end will ensure the sustainability of the action taken. Schools are proactive and engage in the project, as demonstrated through the greening VET activities. High interest from other schools to join needs to be harnessed to increase the availability of offers to students and greening the schools.
- 17) Local ownership of processes, knowledge and communication is an important aspect of sustainability. The steering committee can play the transitional role as forum for the National Dialogue on Education and Skills for Green Transition.
- 18) One of the most important aspects of the likely impact of this project is its contribution to the reform of the education system in Moldova, in direction of being more adaptable and agile, responding to the needs of the labour market.

8. LESSONS LEARNED AND GOOD PRACTICES

8.1. Lessons learned

Collaboration with the non- traditional ILO partners and solid problem analysis before as bases of project development are crucial for successful implementation of the project. Ministries of Education, Labour and Energy, National Center for Sustainable Energy (CNED), and TVET institutions (Centre of Excellence in Construction, Centre of Excellence in Electronics and Energetics, VET School no. 4 from Balti, VET School no. 7, VET School no. 3, VET School no. 9, College of Ecology), Technical University of Moldova, City Hall, EcoVillage NGO, CEDA NGO, European Training Foundation, as well as other development partners, have actively been engaged by the project. These partnerships have ensured that the project's activities are well-integrated with national educational policies and energy sector strategies and yield into concrete results.

8.2. Emerging good practice

Project inspiring engagement by the institution and the teachers. Among other encouraging activities on green and eco-friendly initiatives was the enthusiastic

participation in the Vertical Gardening Competition, Inspirational Talks, EcoImpact National Competition which raises awareness among students and teachers, government, social partners, local authorities, development partners & industry representatives, and larger community about sustainability but also generates wider interest in embedding green practices within institution, community and personal daily life as well as a growing interest in skills development for green transition. Such initiatives demonstrate the project's potential to inspire behavioural change through practical, engaging activities.

9. RECOMMENDATIONS -

Recommendation 1: Projects Steering committee acts as de facto Coordination Committee on Skills for the Green Transition and is therefore recommended to **Explore the possibility of transforming the Project Steering Committee into Coordination Committee on Skills for the Green Transition**. This could be done in transition period of 6 months before the end of the project, allowing continuity of the dialogue on green skills.

Responsible Units	Priority	Time Frame	Resource implication
ILO Project and PSC	Medium	By 1Q 2026	Low

Recommendation 2: Conduct Market System Development Analysis for the renewable energy sector. The Market System Analysis (MSA), initially planned for early implementation, was not delivered. Due to an urgent need to obtain official approvals for the new occupations by authorities, the MSA had to be split into two parts: An analysis on labour market requirements to inform OS and QS development and a later analysis of market conditions. Skills for Trade and Economic Diversification (STED) analysis is scheduled for autumn 2025. However, in consultation with the donors, Market System Analysis can be done in the last year of the project, to serve as a basis for eventual second phase of the project. This option should be thoroughly discussed among the ILO , donor and the project stakeholders.

Responsible Units	Priority	Time Frame	Resource implication
ILO Project and Donors	Medium	By mid-2026	Medium

Recommendation 3: Increase efforts to attract students, especially more girls and women to enroll in the new trainings that are offered (suggestions: partner with employers, women activist NGOs, direct visits to local communities, VET Student Council, proactive approach by schools, share success stories etc.).

Responsible Units	Priority	Time Frame	Resource implication
ILO Project	High	Ongoing	Medium

Recommendation 4: Expand Eco Impact competition (explore possibility to allocate more funding and partner with other projects, employers, state institutions) . The project support on greening of VET and the specific project action “Eco Impact competition” had tremendous effect, raising high interest, with participation of 61% of the total number of TVET institutions. The project was able to provide financial and technical support to 11 out of 32 submitted projects.

Responsible Units	Priority	Time Frame	Resource implication
ILO Project	Medium	By end of 2025	High

Recommendation 5: Improve external communication and sharing of project results (suggestions : have regular SC meetings every 6 months; have regular monthly meetings with the local NGO partner for follow up on agreed action points and improved coordination; develop project website that can act as a repository of generated knowledge; facilitate integrated information sharing on recent developments (legislation changes, state subsidies, registered installers, offer of new education programmes) maybe through quarterly newsletter.

Responsible Units	Priority	Time Frame	Resource implication
ILO Project	High	Ongoing	Medium

Recommendations 6.: Enhancing visibility of outcome-level results. Some outcome-level results are not currently captured through the existing indicators, as several indicators focus on delivery, rather than change. A review of the framework would allow the project’s achievements to be more clearly reflected.

Responsible Units	Priority	Time Frame	Resource implication
ILO Project	High	Next months	Low

Annex 1: TOR

TERMS OF REFERENCE MID-TERM INTERNAL EVALUATION (MTIE) OF THE PROJECT

Title of project:	Skills for an Environmentally Sustainable Transition in Moldova
Project DC Code:	MDA/22/02/MUL (109384)
Geographical coverage:	Moldova
ILO Administrative Office:	Chisinau, Moldova
ILO Technical Unit:	DWT/CO Budapest
Type of evaluation:	Internal
Timing of the evaluation:	Mid-term evaluation
Period of the evaluation:	01 May – 11 July 2025
Preparation date:	20 March 2025
Duration of the project:	36 months 01 December 2023 – 30 November 2026 (36 months)
Budget:	1,681,194 EURO
Donor (Contracting Authority):	Austrian Development Agency (ADA) and Liechtenstein Development Service (LED)

I. Introduction

This is a mid-term internal evaluation (hereinafter MTIE) of the “Skills for an Environmentally Sustainable Transition in Moldova” project, conducted in line with the ILO Evaluation Policy and ILO Policy Guidelines for Evaluation. The mid-term evaluation is also required by the project document and the Agreements with donors. The evaluation will assess progress, coherence with ILO strategic objectives, relevance for beneficiaries, and efficiency of implementation. The evaluation will apply the criteria of relevance, validity, efficiency, effectiveness, impact, and sustainability.

II. Background and description of the project

The project aims to strengthen technical and vocational education and training (TVET) systems in Moldova by integrating skills for the green transition. The focus is on increasing the number of skilled workers in the renewable energy (RE) sector while fostering environmentally sustainable practices in TVET institutions.

The project is funded by the Austrian Development Agency (ADA) and the Liechtenstein Development Service (LED) with an overall budget of 1,681,194 EURO, including an ILO own contribution of 181,194 EURO. The intervention is being implemented in collaboration with multiple stakeholders, including government ministries, TVET institutions, social partners, and industry representatives.

Project links to ILO's strategic framework and country strategies:

- Contributes to Moldova's national policies on RE and sustainable development.
- Supports the achievement of Sustainable Development Goals (SDG) 4 (Quality Education), SDG 8 (Decent Work and Economic Growth), and SDG 13 (Climate Action).
- Aligns with the ILO Programme and Budget Outcomes:
 - **Outcome 2:** Strong, representative, and influential tripartite constituents and effective social dialogue.
 - **Outcome 4:** Sustainable enterprises for inclusive growth and decent work.
 - **Outcome 6:** Protection at work for all.
- Contributes to the Decent Work Country Programme (DWCP) through identified priorities related to skills development and green and just transition.

Theory of Change

The project's intervention logic is based on the assumption that investments in skills development for RE sector will contribute to Moldova's transition toward a green economy. The theory of change outlines the following steps:

If the ILO:

- Develops occupational and qualification standards, as well as curricula for RE occupations.
- Trains teachers and strengthens TVET providers in green skills.
- Introduces modules on Education for Sustainable Development (ESD) in TVET.
- Engages in awareness-raising campaigns targeting youth, especially women and girls, to promote careers in RE sector.
- Facilitates a National Dialogue on ESD and Skills for the Green Transition.

Then:

- A larger pool of skilled workers in RE will be available.
- Green practices will be embedded in TVET systems.
- Employers will have access to a workforce equipped with relevant competencies for the green transition.

- Women and girls will have increased access to green jobs and training opportunities.
-

Brief description of the project

The project consists of four main outputs:

1. **Standards and curriculum development:**

- Developing and approving occupational and qualification standards, and curricula for new RE-related occupations.
- Piloting new training programmes in at least four TVET institutions.
- Ensuring gender-sensitive approaches in curriculum design.

2. **Institutional support and capacity building:**

- TVET providers capacitated to integrate new / revised training programmes into their operations.
- Training 26 teachers in delivering newly developed/revised curricula.
- Supporting at least four TVET institutions in implementation green practices, greening their campus operations and training delivery.
- Establishing partnerships between TVET providers and private sector companies.

3. **Skills development and training implementation:**

- Enrolling 125 learners in new training programmes for RE occupations.
- Organising capacity-building activities for ministries, sectoral committees, and social partners.
- Implementing WBL initiatives with companies in the RE sector.
- Piloting a plan for enrolling girls in male-dominated occupations and STEM occupations, including RE in one TVET institution.

4. **Policy support and awareness raising:**

- Conducting a sensitization campaign reaching 1000 young people on green skills and career opportunities.
- Organising National Dialogue events on Education and Skills for the Green and Just Transition with key stakeholders.
- Promoting best practices and knowledge-sharing through international platforms.

Main reported accomplishments of the project: (as of March 2025)

1. **Standards and Curriculum Development**

- Skills Needs Analysis for RE Occupations completed.

- Two new occupational profiles, occupational and qualification standards developed and approved. One new Occupation included in Moldova Nomenclature.
- 2 Curricula and syllabi developed and updated, validated, and submitted for approval.
- 21 training sessions on qualification standards development with 5 TVET institutions and industry conducted.
- 10-day training on digital teaching materials for 12 teachers from 7 VET schools conducted.

2. Institutional Support and Capacity Building

- Project Steering Committee established.
- Three-day capacity-building training on sustainability for 26 representatives from seven TVET institutions.
- 5 Green TVET Action Plans developed and implemented.
- Green initiatives in 5 institutions: campus greening, 10 awareness seminars, and "Vertical Gardening Projects" competition (42 participants).
- National workshop on Greening TVET with 50 stakeholders.

3. Skills Development and Training Implementation

- National Competition "Eco Impact with TVET" launched (48 TVET institutions registered).
- Two training sessions on investment project development for 48 TVET institutions.
- Online study tour "Building a Greener Future" focused on green technologies in Denmark and Germany for 40 TVET representatives.
- Gender Equality, Violence, and Harassment Workshop (beneficiaries - 50 stakeholders, including 26 TVET specialists).

4. Policy Support and Awareness Raising

- Project launch event (60 stakeholders).
- National Conference on Skills for the Green and Just Transition (55 experts and stakeholders).
- "Green Jobs Are Your Future" Sensitisation Campaign launched in Nov 2024.
- Media outreach: articles in major outlets (6,000+ views, 4,000+ interactions).
- Social media campaign on ILO Facebook (120,400 views, 99,647 engagements).
- Inspirational Talks event (120 participants).
- 960 posters on green career opportunities distributed to 320 schools in 10 districts.

III. PURPOSE, OBJECTIVES AND CLIENTS OF THE EVALUATION

Background to the project MTIE

ILO considers evaluation as an integral part of the implementation of technical cooperation activities. Provisions are made in all projects in accordance with the ILO evaluation policy and based on the nature of the project and the specific requirements agreed upon at the time of the project design and during the project as per established procedures.

The overall objective of the MTIE is to undertake an assessment of the continued relevance of the on-going activities and their objectives; to assess the overall implementation and performance with regards to progress and results achieved against the defined outcomes. The MTIE will further identify challenges in the current context and institutional set-up, adjustments in project design, implementation and management of the project both from a substantive and financial perspective.

The evaluation will consist of a thorough assessment by the project team and related ILO technical specialists in the ILO DWT CO Budapest office, facilitated by the consultant, focusing on progress to date in the implementation of project activities. The review will use data produced by the project monitoring information already available and initial interviews by the consultant of key stakeholders

The MTIE will review the following areas of project design, implementation, relevance and sustainability and make recommendations for the remaining period of the project towards improving delivery and sustainability of outcomes.

The evaluation objectives are:

- g. Analyse the implementation procedures and activities and outputs regarding their potential effectiveness in achieving the project outcomes and potential impact and its innovative dimension. identifying factors affecting project implementation (positively and negatively). If necessary, propose revisions to the expected level of achievement of the objectives.
- h. Review the institutional set-up, capacity for project implementation, coordination mechanisms and the use and usefulness of management tools including the project monitoring tools and work plans.
- i. Review the project efficiency at financial and human resources levels.
- j. Review the strategies for sustainability
- k. Identify the contributions of the project to the ILO initiatives and strategies, and synergies with other projects.
- l. Identify lessons, potential good practices and recommendations for key stakeholders.

The role of the consultant is, based on the desk review of existing documents and preparatory consultations, to identify areas where discussion is needed in the evaluation core activity, the project team “workshop” (online if Budapest and Geneva colleagues are involved or offline for project team in Moldova) and to facilitate reaching to a consensus on

the way forwards. The consultant will also provide input and further analysis based on their perspective and their overall findings.

The results will be used to adjust strategies of the project and make necessary amendments to the Logical Framework and Workplan if needed.

The main clients of this analysis will be ILO management, technical specialists, project staff, tripartite constituents, and the donor.

IV. SUGGESTED ASPECTS TO BE ADDRESSED

The evaluation is conducted under the framework of the regional M&E plan of the ILO Regional Office for Europe and Central Asia to evaluate progress made so far in the implementation recommendations on how to improve the sustainability of achieved results. It will ensure accountability to the stakeholders and organizational learning.

The consultant should review and assess the progress and achievements of the project from December 2023 to April 2025. The objectives and outputs as mentioned in the project document will be the starting point of the evaluation. The project should be evaluated in terms of relevance, coherence, efficiency, effectiveness, potential impact and sustainability

V. EVALUATION SCOPE

The scope of the evaluation will encompass all activities and components of the project for the period of December 2023 - April 2025 in Moldova.

In line with ILO evaluation policy, the evaluation will integrate gender equality, disability inclusion and other non-discrimination, international labour standards, tripartism and social dialogue and fair transition to environment issues as cross-cutting concerns throughout its methodology and all deliverables.

VI. EVALUATION CRITERIA AND QUESTIONS

The assessment will apply the key OECD/DAC criteria of relevance, coherence, effectiveness, efficiency, sustainability and will provide recommendations in the definition of the key actions to be undertaken. Impact potential will be assessed to the extent possible given the limited scope of the interventions.

The assessment will seek answers to the following questions:

Relevance

16. To what extent are the project's objectives and approach relevant to the constituents' needs and present country context, as well as with ILO and national development frameworks?
17. How well has the project adapted to the changes in the country context?
18. What is the relevance of the project's outcomes regarding improved prospects for skills development for the green agenda and sustainable development of the country?
19. To what extent did the project design identify and integrate specific targets and indicators to capture gender equality and non-discrimination concerns?

Effectiveness

20. What were the major results and lessons learned during the project's implementation?
21. What has been the progress made in the achievement of the project's outcomes? Have there been any changes in the specific areas defined as the project outputs?
22. To what extent have the project's activities considered and contributed to the advancement of the ILO's cross-cutting policy drivers (CCPDs)?
23. What are the main constraints and positive factors experienced by the project (both in terms of methodology and context)?

Efficiency

24. Have resources available (time, funds, partnerships, knowledge, expertise and tools) been used efficiently?
25. Are there any ways to enhance efficiency?

Sustainability and impact potential

26. Are the results achieved likely to continue after the end of the intervention? Are they likely to produce longer-term effects and benefits to the target groups?
27. What is the expected long-lasting effect after the activities are completed?

Recommendations and next steps

28. What are the next steps to be undertaken? What is the best way to proceed? What would be the main issues to tackle?
29. Which actors and in which way should they be engaged?
30. What action might be needed to bolster the longer-term effects and to come to further policy measures, generating a positive change?

The list of questions can be adjusted by the consultant prior to interviews in coordination with the evaluation manager.

Based on the analysis of the findings this assessment will aim at providing practical recommendations on the immediate next steps to be taken.

VII. EVALUATION METHODOLOGY

The evaluation will be conducted in a participatory, consultative and transparent manner by engaging various groups of stakeholders. The evaluation will use a mix of qualitative and quantitative methods to gather and analyse data, which will be disaggregated by sex to the extent possible. It will pay attention to which groups benefit from, and which groups contribute to the project and provide an assessment of how the project has performed.

The evaluation will be carried out through a desk review, MS Teams interviews with ILO specialists in Budapest (technical areas) and face to face or MS Teams interviews in Moldova with ILO project staff, and National Coordinator, ILO constituents, project beneficiaries, development partners and other key stakeholders.

The methodology should clearly state the limitations of the chosen evaluation methods, including those related to representation of specific group of stakeholders. The evaluation will comply with UNEG evaluation norms, standards and follow ethical safeguards, as specified in the ILO's evaluation guidelines and procedures. The evaluation will be conducted in a participatory manner by engaging the stakeholders at different levels and ensuring that they have a say about the implementation of the project, can share their views and contribute to the evaluation and participate in dissemination processes.

The methodology should include multiple methods, both qualitative and quantitative. The consultant will review the available project documents.

The review should be carried out in adherence with the relevant parts of the ILO policy guidelines for results-based evaluation: Principles, rationale, planning and managing for evaluations, 4th ed. <https://www.ilo.org/publications/ilo-policy-guidelines-results-based-evaluation-principles-rationale>

The following elements are the proposed methodology

The methodology can be adjusted by the consultant if considered necessary in accordance with the scope and purpose of the review. This should be done in consultation with the evaluation manager. A consultant will serve as facilitator to guide the project internal evaluation.

1. Desk review and inception

The Consultant will receive a briefing by the project team, review the project document, work plans, progress report, and other documents that were produced through the project.

The methodology will include examining the projects' Theory of Change in the light of the logical connection between the levels of results, and their alignment with the ILO's strategic

objectives. Particular attention will be given to the identification of assumptions, risks and mitigation strategies, and the logical connection between levels of results and their alignment with ILO's strategic objectives and outcomes at the global and national levels, as well as with the relevant SDGs and related targets.

This will be reflected in the Inception report that will translate this TORs into an operational work plan. The Inception report will be reviewed and approved by the evaluation manager prior to the fieldwork phase.

2. Field Work Based on the evaluation's purposes and the suggested aspects above, the document review and briefings, the consultant will identify key issues for discussion during the field work.

Information will be collected by means of group and/or individual interviews with key actors. Interviews could be arranged on-distance in the case of travel restrictions. A stakeholders' survey questionnaire might be also applied if relevant and appropriate.

The consultant will be given a list of recommended/potential persons/institutions to interview that will be prepared by the project team in consultation with the evaluation manager. The consultant may use **online surveys** to collect data for the evaluation from the target groups, if applicable. Gender concerns should be addressed in accordance with ILO Guidance "Considering gender in the monitoring and evaluation of projects" ¹³. All data should be sex-disaggregated should be considered throughout the review process.

2. 1. Preliminary findings and project workshop programme

A **Preliminary findings presentation** will be prepared by the consultant. The content will include:

- Achievements so far of the project as documented and assessed by the consultant,
- Summary of the key findings based on the purpose of the evaluation, the suggested aspects to address and the initial scoping by the consultant,
- Questions and issues identified for discussion at the workshop.

The consultant will present the preliminary findings to the workshop for ILO team and project stakeholders in Moldova and will also develop a tentative proposed agenda for the stakeholder review meeting.

2.2. Project evaluation workshop

¹³ http://www.ilo.org/eval/Evaluationguidance/WCMS_165986/lang--en/index.htm

The project evaluation workshop will include participation of the project staff and ILO technical specialists (online) and project stakeholders.

The consultant will be responsible for consolidating all comments during the workshop and reflect them in the MTIE report.

2.3. Debriefing

After the workshop a debriefing session with the project coordinator will take place regarding, specially, changes that have been suggested by the workshop. This will focus on the implication of the proposed adjustment in the strategy for the remaining period of the project.

3. Evaluation report

Based on the preliminary findings and the inputs from the workshop and follow-up meeting, the consultant will draft the mid-term evaluation report. The draft report will be sent to ILO evaluation manager by the consultant for comments that will be considered by the consultant for finalising the report.

The consultant will be expected to follow EVAL's Guidance material on appropriate methodologies to measure key cross-cutting issues, namely the ILO EVAL [Guidance Note 3.1 on integrating gender equality and non-discrimination](#); and the ILO EVAL [Guidance Note 3.2 on Integrating social dialogue and ILS in monitoring and evaluation of projects](#).

All this information should be accurately reflected in the final internal evaluation report.

VIII. MAIN DELIVERABLES

All deliverables and outputs will be in English.

Deliverable 1. Inception report with the operationalization of the ToRs.

Deliverable 2. Debriefing/presentation of preliminary findings at the workshop.

Deliverable 3. Draft mid-term internal evaluation report Deliverable 4. Final version of the mid-term internal evaluation report (with Title page, the Executive Summary and Annexes including lessons learned and emerging good practices in the ILO template) by July 11, 2025.

Deliverable 5. An evaluation summary.

D1. Draft MTIE report (initial draft to be submitted to the project manager within **10 days** of completion of the field work)

The consultant shall submit to the Evaluation Manager the initial draft of the midterm internal evaluation report. This draft will be up to 30 pages plus executive summary and appendices.

D2. Debriefing/ presentation of preliminary findings

D3. Final Evaluation Report (to be submitted to the evaluation manager within **7 days** of receipt of the draft final report with comments). The final report should be submitted along with all relevant Annexes as indicated in the ILO Guidance Note on the evaluation report (including executive summary, good practices, lessons learned and etc.).

The final report will be disseminated to all key project stakeholders as well as concerned ILO officials.

D 4. An evaluation summary using the ILO Summary template.

Suggested report format

The final version of the report shall follow the below format in accordance with the ILO Evaluation Office guidelines (see Checklist 6 on Rating the quality of evaluation reports and be no more than 40 pages in length, excluding the executive summary and annexes:

1. Title page
2. Table of Contents
3. Acronyms
4. Executive Summary
5. Project Background
6. Evaluation Background
7. Evaluation criteria and questions
8. Evaluation Methodology
9. Main Findings
10. Conclusions
11. Lessons learned and Emerging Good Practices
12. Recommendations
13. Annexes (TOR, lessons learned template, list of interviews, meeting notes, relevant country information and documents)

For detailed information, please follow this page:

Checklist preparing the evaluation report: [Checklist 4.2: wcms_746808.pdf \(ilo.org\)](#)

The process of the finalization of the evaluation report:

- The evaluation manager will provide inputs/comments to the draft final report,
- After reflection of the inputs/comments into the draft report, the draft report will be shared with the donor and the stakeholders to receive their comments.

- After consideration of comments of stakeholders to the report, the final draft of the report will be subject to approval by the ILO evaluation focal points at the RO/Europe, for consequent submission to the ILO Evaluation Office for filling in the central database. The final report shall be delivered not later than **one week** after receiving the comments to the draft report.

IX. MANAGEMENT ARRANGEMENTS AND PROFESSIONAL REQUIREMENTS

Management arrangements

The evaluation will be conducted by the consultant – certified evaluator and who will report to the project manager. The assignment will be fulfilled in the period of April - May 2025. The consultant should preferably speak Romanian and with advanced English proficiency. A tentative timeline is available below:

Task	Time
Desk review and online briefing with project staff	May 5 – May 27, 2025
Draft Inception Report	May 27
Conduct interviews, surveys with relevant project staff, stakeholders, and beneficiaries.	1 June – 12 June 2025
Validation workshop	12 June
Draft MTE Report	20 June, 2025
Comments on draft MTE	4 July
Revision and finalization of the report	11 July 2025
Total	

The **midterm internal evaluation** will be managed by the ILO National Project Coordinator (Project Manager).

The consultant is responsible for conducting the evaluation according to the terms of reference (ToR). He/she will:

- Review the ToRs and provide inputs, propose any refinements to assessment questions, as necessary
- Review the project background materials (e.g., project document, progress reports)
- Develop and implement the assessment methodology (i.e., prepare interview guides, conduct interviews, review documents) to answer the assessment questions
- Conduct preparatory consultations with the ILO
- Analyse interview notes/recordings of trainings
- Prepare an initial draft of the evaluation report
- Conduct briefing on findings, conclusions, and recommendation of the assessment

- Prepare a final report based on comments obtained on the initial draft report

The *Project Manager* is responsible for:

- Planning the evaluation and preparing the ToR
- Circulating the ToR for comments and inputs with input from the Project team and ILO CO Country Office.
- Submitting the final draft ToR to RO Europe evaluation focal point for approval and EVAL for database filing
- Providing the consultant with the project background materials
- Assisting in the implementation of the assessment methodology, as appropriate (i.e., participate in meetings, review documents)
- Reviewing the initial draft report, circulating it for comments and providing consolidated feedback
- Reviewing the final draft of the report
- Submitting the final draft report to RO Europe evaluation focal point for approval and EVAL for database filing
- Disseminating the summary of the final report to all the stakeholders
- Coordinating follow-up as necessary

Consultant professional requirements

The consultant should meet the following requirements:

- Advanced university degree in social sciences or economics
- Understanding of the ILO's tripartite foundations and standards
- Adequate expertise in gender, diversity and non-discrimination issues
- Experience in evaluation of international development initiatives
- Knowledge of evaluation methods, qualitative and quantitative research
- Knowledge of the region
- Analytical skills
- Fluency in English.

X. LEGAL AND ETHICAL MATTERS

The evaluation will be carried out in adherence with the ILO evaluation policy guidelines, UN Evaluation Group (UNEG) Norms and Standards and OECD/DAC criteria for evaluating development assistance.

Ethical considerations will be taken into account in the evaluation process. As requested by the UNEG Norms and Standards, the consultant will be sensitive to beliefs, manners and customs, act with integrity and honesty in the relationships with all stakeholders.

The consultant will not have any links to project management or any other conflict of interest that would interfere with the independence of the evaluation.

Annex 2 QUESTIONNAIRE FOR INTERVIEWS WITH THE CONSTITUENTS

INTERVIEWS WITH THE KEY STAKEHOLDERS

Name:

Position / Organization :

Please describe the nature of your collaboration on the ILO project

A. Relevance and strategic fit

1. In your view, how is the project contributing toward the relevant development priorities of the Government of Moldova? What is your perception about the importance of the project for the national priorities (for example NDC, National Development Goals, DWCP etc.)?
2. In your view, did the project work complement other ongoing ILO projects or UN projects in the country? To what extent?

B. Coherence and Validity of Design

3. Does the project address the causes of labour shortages in renewable energy sector in Moldova? Please explain.
4. In your view, is the project realistic given the time and resources available?
5. Is it clear what are the changes project is/will bring?

C. Effectiveness

6. What in your view are the major results of the project so far? Please name 3-5 main achievements of the ILO project intervention.
7. Can you tell of any unexpected result (positive or negative)?
8. In your view, what are the key success/limiting factors (internal/external)?
9. How do you assess the achievements on gender equality and women's empowerment through this project?
10. Is the project providing good visibility to ADA and LED as donors of this project?

D. Efficiency

11. Did the project deliver results in the planned timeframe?
12. In your view, has the management and governance structure of the project worked strategically with all key stakeholders and partners to achieve project goals and objectives?
13. Do you receive regular updates about the project implementation and results? Do you feel you were kept abreast of developments, delays and delivery?
14. How do you assess your cooperation with the ILO project team?
15. How do you assess your cooperation with the Local project partner AED?

E. Impact

16. What can you say about the overall level of influence the project having on the development of policies and practices at national and district levels regarding skills development?

17. Is the project sharing the knowledge and evidence obtained during project implementation?
18. If the ILO's interventions were to be stopped, what results will continue to occur? And do they have a potential to sustain without additional financial resources? Do they have the potential to be replicated and scaled up?

F. Sustainability

19. What are the risks that the achievements would not be sustainable and what are the measures needed to improve prospects for the sustainability of results?

Other

20. Anything else that I did not ask, but you would like to mention?

INTERVIEWS WITH THE ILO staff

Name:

Position / Organization :

What is your role in the project. Please describe your inputs.

A. Relevance and strategic fit

1. In your view, how is the project contributing toward the relevant development priorities of the Government of Moldova? What is your perception about the importance of the project for the national priorities (for example NDC, National Development Goals, DWCP etc.)?
2. In your view, did the project work complement other ongoing ILO projects or UN projects in the country? To what extent?

B. Coherence and Validity of Design

3. Does the project address the causes of labour shortages in renewable energy sector in Moldova? Please explain.
4. In your view, is the project realistic given the time and resources available?
5. Is it clear what are the changes project is/will bring ?

C. Effectiveness

6. What in your view are the major results of the project so far? Please name 3-5 main achievements of the ILO project intervention.
7. Can you tell of any unexpected result (positive or negative)? Any lesson learned or good practice that you would like to share?
8. In your view, what are the key success/limiting factors (internal/external)?
9. How do you assess the achievements on gender equality and women's empowerment through this project?
10. Is the project providing good visibility to ADA and LED as donors of this project?

D. Efficiency

11. Did the project deliver results in the planned timeframe?

12. In your view, has the management and governance structure of the project worked strategically with all key stakeholders and partners to achieve project goals and objectives?
13. How do you assess your cooperation with the Local project partner AED?

E. Impact

14. What can you say about the overall level of influence the project having on the development of policies and practices at national and district levels regarding skills development?
15. How is the project sharing the knowledge and evidence obtained during project implementation?
16. If the ILO's interventions were to be stopped, what results will continue to occur? And do they have a potential to sustain without additional financial resources? Do they have the potential to be replicated and scaled up?

F. Sustainability

17. What are the risks that the achievements would not be sustainable and what are the measures needed to improve prospects for the sustainability of results?

Other

18. Anything else that I did not ask, but you would like to mention?

Annex 3: List of the documents reviewed

1. Project Document, reports and products
2. DWCP
3. UNSDCF 2023-2027
4. Moldova 2030
5. ILO P&B

Annex 4: List of the people interviewed

Ms Sandra Horina, (Austrian Development Agency - donor)

Ms Strietska-Ilina, Olga, HQ

Ms Luca Szabco, project assistant, ILO Budapest

Ms Chun, Hae Kyeung, ILO HQ

Ms Alesandra Molz, Skills Specialist, ILO Budapest

Ms Vera Chilari, **Ms Doina Covalciuc**, ILO project team

Ms Ala Lipciu, ILO NC

Mr Sergiu Sainciuc, Vice president, National Trade Union
Confederation of Moldova

Ms Nadejda Burciu, Country Director, LED, (donor)

Ms Elena Nicolaev, Deputy Head Center of Excellence in
Construction,

Ms Padureac Mariana, Director VET School # 4 Balti

Ms Liliana Stircea, Director AED, & Mr Oleg Bursuc, project
Manager, AED,

Ms Mariana Stircul, Principal Consultant, Ministry of Labour and
Social Protection

Mr. Grigori Tofan, deputy director, Center of Excellence in Energy
and Electronics

Mr. Nicolae Magdil – Head of Renewable Energy
Department

Mr Sveatoslav Postoronca, Principal Consultant, Ministry of
Energy

Ms Irina Terigradean, Head, Policy Compliance Directorate
in the field of energy efficiency and utilization of renewable
energy sources, National Center for Sustainable Energy
Ministry of Energy

Ms Ludmila Stihi, State Secretary, Ministry of Education and
Research,
Ministry of Education and Research

Mr Vladislav Caminschi, executive director, National
Confederation of Employers of Moldova
National Confederation of Employers of Moldova

Annex 5: Lessons Learned

Skills for an Environmentally Sustainable Transition in Moldova

Project DC/SYMBOL: MDA/22/02/MUL (109384)

Name of Evaluator: Emil Krstanovski

Date: 09 December 2025

<i>The following lesson learned has been identified during the course of the evaluation. Further text explaining the lesson may be included in the full evaluation report.</i> LESSON LEARNED ELEMENT	
Brief description of lessons learned (link to specific action or task)	Collaboration with the non- traditional ILO partners and solid problem analysis before as bases of project development are crucial for successful implementation of the project. Ministries of Education, Labour and Energy, National Center for Sustainable Energy (CNED), and TVET institutions (Centre of Excellence in Construction, Centre of Excellence in Electronics and Energetics, VET School no. 4 from Balti, VET School no. 7, VET School no. 3, VET School no. 9, College of Ecology), Technical University of Moldova, City Hall, EcoVillage NGO, CEDA NGO, European Training Foundation, as well as other development partners, have actively been engaged by the project. These partnerships have ensured that the project's activities are well-integrated with national educational policies and energy sector strategies and yield into concrete results.
Context and any related preconditions	Established presence in a country is a precondition to be able to expand partnership beyond ILO traditional partners.
Targeted users / Beneficiaries	ILO offices
Challenges /negative lessons - Causal factors	
Success / Positive Issues - Causal factors	Excellent relationship with the ILO constituents and very good knowledge of the country situation positively impact development of new partnerships.
ILO Administrative Issues (staff, resources, design, implementation)	Maintain strong country presence.

Annex 6 : Good Practice

Skills for an Environmentally Sustainable Transition in Moldova

Project DC/SYMBOL: MDA/22/02/MUL (109384)

Name of Evaluator: Emil Krstanovski

Date: 09 December 2025

<i>The following emerging good practice has been identified during the course of the evaluation. Further text can be found in the full evaluation report. GOOD PRACTICE ELEMENT</i>	
Brief summary of the good practice (link to project goal or specific deliverable, background, purpose, etc.)	Structured participatory green initiatives proved effective in mobilising institutions and teachers and stimulating behavioural change. The project successfully inspired institutional and teacher engagement through participatory green and eco-friendly initiatives. Activities such as the Vertical Gardening Competition, Inspirational Talks and the EcoImpact National Competition generated enthusiastic participation and raised awareness of sustainability among students, teachers, government stakeholders, social partners, local authorities, development partners, industry representatives and the wider community. These activities stimulated wider interest in embedding green practices within institutions, communities and personal daily life, while increasing motivation for skills development related to the green transition. This illustrates how practical, visible and engaging activities can drive behavioural change.
Relevant conditions and Context: limitations or	This practice is particularly relevant in projects seeking to mobilise institutions and stakeholders around emerging themes such as the

advice in terms of applicability and replicability	just transition to environmental sustainability. It is most effective in settings where institutions, teachers and social partners are willing to engage in hands-on initiatives, and where there is space for them to showcase their efforts publicly. This can promote stakeholder engagement, ownership and awareness-raising around these issues.
Establish a clear cause-effect relationship	The provision of participatory platforms such as competitions, inspirational events and national awareness activities directly enabled project stakeholders and beneficiaries to engage visibly with sustainability themes. This opportunity to participate and showcase green initiatives generated enthusiastic responses, contributed to the adoption and appreciation of environmentally friendly practices, and stimulated broader interest in embedding such practices within institutions and communities.
Indicate measurable impact and targeted beneficiaries	Enthusiastic participation and growing interest in adopting and embedding green practices were observed among students, teachers, institutions and wider community stakeholders
Potential for replication and by whom	This participatory approach can be replicated by the ILO and partners working on initiatives that seek to build awareness, mobilise institutions or encourage behavioural change, particularly in projects promoting sustainability, green practices or just transition themes. .
Upward links to higher ILO Goals (DWCPs, Country Programme Outcomes or ILO's Strategic Programme Framework)	ILO's global Programme and Budget (P&B) 2024 – 2025 ¹⁴ and its outcomes: Outcome 3: “Full and productive employment for just transitions” and the specific output 3.2. Increased capacity of Member States to develop inclusive, sustainable and resilient skills and lifelong learning systems; Outcome 5: “Gender equality and equality of treatment and opportunities for all”, and Outcome 8: “Integrated policy and institutional responses for social justice through decent work” and the specific output 8.3. Improved

¹⁴ [Programme and Budget for 2024-25](#)

	coherence in support and action to facilitate just transitions towards environmentally sustainable economies and societies.
Other documents or relevant comments	