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Social Services Improvement Project

Republic of North Macedonia

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ABBREVIATIONS AND ACRONYMS

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BDE	Bureau for Development of Education
Bank	International Bank for Reconstruction and Development
Borrower	Republic of North Macedonia
CB	Cash Benefits
CQ	Selection based on Consultant's Qualification
CBMIS	Cash Benefit Management Information System
CG	Consultative Group
EC	Evaluation Committees
ESMF	Environmental and Social Management Framework
ESMP	Environmental and Social Management Plan
ECEC	Early Childhood Education and Care
ECD	Early Childhood Development
EIA	Environmental Impacts Assessment
ESE	Environmental and Social Expert
ESMF	Environmental and Social Management Framework
ESMP	Environmental and Social Management Plans
EU	European Union
GAC	Grant Approval Committee
GOM	Grant Operations Manual
GRM	Grievance Redress Mechanism
GRS	Grievance Redress Service
IC	Individual Consultants
ICB	International Competitive Bidding
IE	Impact Evaluations
IFB	Invitation For Bids
LSP	Labor and Social Protection
MIS	Management and IT System
M&E	Monitoring and Evaluation
MLSP	Ministry of Labor and Social Protection
MOES	Ministry of Education and Science
MOF	Ministry of Finance
PAD	Project Appraisal Document
PDO	Project Development Objective
PID	Project Implementation Documents
PO	Project Objectives
PMU	Project Management Unit
POM	Project Operational Manual
PPSD	Project Procurement Strategy for Development
QCBS	Quality Cost Based Selection
SBD	Standard Bidding Documents
SPN	Specific Procurement Notices

SSI	Social Services Improvement
SSIP	Social Services Improvement Project

1. INTRODUCTION

1.1. PURPOSE OF THIS MANUAL

This Grant Operational Manual for Preschool Infrastructure (GOM or “the Manual”) outlines operational guidelines and procedures to be followed while implementing the Grants for Infrastructure Subprojects (“Subprojects” or “Grants”) envisaged under the Subcomponent 2.1. “Improving access to and demand for ECEC”, Component II “Expanding the access to and improving of the quality of preschool services” of the Social Services Improvement Project (SSIP or “the Project”). This Manual lays out the processes and procedures of identifying, preparing, selecting, procuring, managing and monitoring the implementation of the Grants i.e. Subprojects under the Project Category II. This Manual will be the basis on which the SSIP Project Management Unit (PMU), the Ministry of labour and social Policy (MLSP), the municipalities and all other interested parties including the beneficiaries shall implement the Subprojects.

1.2. LEGAL FRAMEWORK

The guidelines and procedures laid out in the Manual are in line with the: SSIP Project Operational Manual, the SSIP Project Appraisal Document of the World Bank (or the “Bank”), and the Loan Agreement between the Government of the Republic of North Macedonia and the World Bank for Social Services Improvement Project. The guidelines and procedures are also in accordance with national laws.

2. SOCIAL SERVICES IMPROVEMENT PROJECT DESCRIPTION

A. Project Development Objectives

The Project Development Objective (PDO) of the SSIP is to expand access to and improve the quality of social services, including preschool services, for vulnerable groups.

B. SSI Project Components

The project includes three main components, as described in the following paragraphs.

Component 1: Promoting social inclusion through improved access to social benefits and services (US\$12.7 million / 10.8 million EURO equivalent)

The objective of this component will be to strengthen the overall social protection delivery system for improved services by existing social assistance recipients and by vulnerable groups. On the supply side, the project will support creation and expansion of preventive and nonresidential social services. The increased outreach activities by the system (SWCs and other institutions at the local level) will result in the rise of the poor and vulnerable applying for social benefits and services. Better access to a menu of social benefits and services will also be ensured with the merger of the two existing information systems (databases), which would enable improved identification of actual individual/family needs, more poor or vulnerable individuals and families receiving support, and better case management (that is, referrals, tracking, and monitoring) using the integrated social welfare information system. A new human-centered approach¹ and integrated information system will enhance targeting and prioritization of beneficiaries for services (including the ECEC). This will also include developing referrals between social services, preschools, and other relevant institutions. The focus will be on the beneficiaries (including the preschool children), their needs, and facilitation of their inclusion in the system of benefits and services.

Component 2: Expanding the access to and improving of the quality of preschool services (US\$18.6 million/16.0 million EURO equivalent)

This component will focus on improving access to quality ECEC services, in particular for children from socially disadvantaged backgrounds (that is, poor children, children with disabilities, and Roma children). Activities for children aged 3 to 6 years will focus on increasing access to quality and energy efficient preschools (that is, child-centered and with age-appropriate learning opportunities) while also supporting their transition to the early grades of primary education. Activities for younger children—from birth onwards—will focus on empowering parents and families to support children’s holistic development through increased knowledge about the importance of the early years (including adequate health and nutrition, early stimulation and learning opportunities, and nurturing and protection from stress) and about the relevant services available in the community. The activities related to the infrastructure will be sequenced while the process quality activities will be happening in parallel.

Component 3: Project management, monitoring and evaluation (US\$2.1 million/1.8 million EURO equivalent)

This component will support the day-to-day management of project implementation and the monitoring and evaluation (M&E) of its objectives and outcomes. This component will finance the activities that would ensure effective administration and implementation of the project by supporting (a) the establishment and operation of the Project Management Unit (PMU),

¹ Macedonia has been listed among the potential countries for support and learning on innovative Human Centered Design approaches from the World Bank’s Social Protection and Jobs Delivery Systems Global Solution Group.

including the provision of operating costs,(b) development and implementation of a M&E system for the project, and (c) development and carrying out of a public awareness campaign to inform vulnerable groups of available social assistance services, including the application process requirements.

Detailed description of the Component II of this Project is given in Annex 1 to this Manual

3. INSTITUTIONAL AND IMPLEMENTATION ARRANGEMENTS FOR PROJECT COMPONENT 2

This section describes the respective roles and responsibilities of the SSIP stakeholders in the implementation of the Project.

The MLSP will be accountable for execution of project activities and implementation would rely on its existing structures, with the additional support of a PMU. Decisions will be made by the MLSP in coordination with the MOES/BDE.

The project implementation structure will consist of

3.1 Minister of Labor and Social Policy

3.2 Project Management Unit - PMU,

3.3 Grant Approval Committee for preschool infrastructure (GAC) chaired by the MLSP and supported by MOES/BDE,

3.4 Municipalities,

3.1 Minister of Labor and Social Policy

The Minister of Labor and Social Policy – is the implementing authority and together with the Project Director is entitled to make decisions and approve project annual working plans, budgets and reports. The Minister is entitled to sign contracts and payment documents awarded under the Project. In his/her absence the Minister shall appoint the Project Director or other Ministry's officials to sign on his/her behalf.

3.2 Project Management Unit

The MLSP as the main implementing agency for the Project has established PMU as a temporary body. The PMU would report to the MLSP Minister and would be responsible for day-to-day project implementation; overall project coordination, monitoring activities, safeguard and fiduciary functions, and reporting The PMU shall be housed in the MLSP and headed by a

Project Manager and Project Director. The Project Director is employee in the MLSP and shall be responsible for the preparation and implementation of the Project, managing of all day-to-day activities and reporting Minister and the other institutions involved in the project implementation. The Director/Manager also serves as the focal point with the World Bank and with other potential donors

Main responsibilities of PMU fall into the following groups of activities but are not limited to:

3.2.1 Manage and administer SSIP implementation that includes (i) coordination of overall project implementation activities; (ii) coordination of involved institutions in order to make sure that the project activities are implemented in a technically and timely harmonized manner, (iii) coordination of international and local consultants and (iv) act according the WB team's requirements.

3.2.2 Planning and budgeting that includes precise assessment of the activities related to project preparation and implementation from their technical, financial and procurement viewpoint.

3.2.3 Procurement that includes (i) ensuring compliance with the procurement rules and procedures as defined in the applicable Regulations, Legal Agreement, POM, PPSD and Procurement Plan of the Project; (ii) contract signing, implementation and monitoring implementation of signed contracts

3.2.4 Promotion of SSIP among municipalities

3.2.5 Financial management and accounting

3.2.6 Ensure compliance with environmental and social requirements. The PMU shall ensure that the daily implementation of the project is according to the environmental and social requirements as given in the published SSIP Project Environmental and Social Management Framework (ESMF), and in accordance with sub-project specific Environmental and Social Management Plans (ESMPs) as envisaged under ESMF.

3.2.7 Monitoring and evaluation includes establishment of arrangements for systematic comparison of actual project activities against plan on the basis of agreed indicators and objectives. The PMU has to monitor the SSIP according the result framework of Monitoring and Evaluation. The PMU should also monitor the environmental and social performance of the overall project, and of individual sub-projects as per the respective monitoring plans included in sub-project specific ESMPs.

3.2.8 Citizen engagement The citizen engagement element shall take an important role during the project implementation. The PMU Grant Administration Coordinator with help of the other PMU members shall be responsible for planning and conducting the Project Citizen Engagement (CE) activities.

Under Component 2, the PMU will involve ECEC teachers and parents in two stages: (a) During the first year of the Project implementation (first half of the first project implementation year)

initial outreach and sensitization efforts on project goals, activities, and the role of ECEC teachers and parents shall be conducted and

(b) After the selection of the municipalities where the specific sub projects shall be implemented, identification of their needs regarding ECEC services and prioritization of planned investments shall be conducted, through interviews and focus group discussions especially in the communities where Roma population prevails. The collected inputs will inform and prioritize current planning and allocation of ECEC funding to municipalities and kindergartens.

An annual beneficiary feedback mechanism (such as a beneficiary scorecard) will measure teachers' and parents' perception of quality of ECEC services and collect their feedback on the improvement to ECEC services and their views which activities should be prioritized. The mechanism will disaggregate data for different marginalized groups (e.g. Roma) in order to better and more specifically inform service improvement. This information will support the design of future reforms. The PMU will include a number of results that measure beneficiary feedback and the citizen engagement process in the Results Framework and/or in PMU reporting such as "Share of supported sub-projects in which direct beneficiaries report their engagement in decision making" and "Share of beneficiaries satisfied with responsiveness of the grievance redress mechanism".

The PMU will organize regular social audit meetings for all direct beneficiaries (that is, ECEC teachers, parents, social workers, disadvantaged population especially Roma minority and so on) to achieve transparency, disclosure and beneficiary oversight for supported subprojects. These meetings will ensure that (a) beneficiaries are aware of the activities strengthening the institutions of the social services system (including the grant scheme or social contracting), (b) information is disseminated, and (c) beneficiary feedback is generated on subprojects which will be supported.

The PMU (Grant Administration coordinator) will be responsible for invitations for the social audit meetings (to be held at least twice a year), producing information, and posting on social services notice boards. After the identification of the municipalities where the specific sub projects shall be implemented (for example after selection of the municipality where a new kindergarten shall be build, or some new social service shall be developed), an social audit meeting shall be organized in the particular municipality (at the municipality/school/SWCs or other premises), preferably at least twice in twelve months i.e. once at the beginning before the actual sub project implementation has started, and second for preferably 6 months after the starting of the project implementation. The PMU shall conduct several activities such as invitation of direct beneficiaries especially the most disadvantaged one (for example Roma minority) as well as municipality representatives, parents, citizens living in the municipality, social workers, teachers, NGOs etc. The invitation shall be conducted through distribution of printed materials through the SWCs, Schools, Kindergartens, Municipality, citizen organizations, as well as through invitations send by mail. The aim of the meetings shall be to hear the voice of the beneficiaries, to inform them about what is planned, and by their help to shape the project implementation in a way their needs are met in most efficient and effective way. All presents shall be asked to fill beneficiary scorecard for rating the projects proposed/implemented by giving suggestions for improvement. In addition, during the meetings the Grievance Redress Mechanism shall be promoted, in order all the interested to be able to submit questions,

comments, suggestions, and/or complaints or provide any form of feedback on all project-funded activities. After each meeting, minutes shall be prepared, and those shall be disseminated to all officials responsible for designing, planning and implementation of the sub projects. After a certain period, preferably 6 months after the starting of the project implementation the social audit meeting shall be conducted in the same municipality to inform the beneficiaries about the status of the sub project implementation, and how their thoughts/complaints/recommendations given at the previous meeting have been implemented.

In addition, the PMU will establish and institutionalize a comprehensive Grievance Redress Mechanism (GRM), which will be developed as described below, to allow all ECEC stakeholders to submit questions, comments, suggestions, and/or complaints or provide any form of feedback on all project-funded activities (not just safeguards).

3.2.9 Safeguards

The PMU, the MLSP, MOES/BDE, the Municipalities and all other involved institutions respectfully shall ensure that the Project is carried out with due regard to appropriate health, safety, social, and environmental standards and practices, and in accordance with the Safeguards Instruments (ESMF, sub-project specific ESMPs).

MLSP/PMU shall ensure that the obligation to comply with the relevant Safeguard Instruments is incorporated: (a) in the contracts between the MLSP and the relevant contractor[s] and any entity (including any engineer) supervising the Project's and the Subproject's civil works; and (b) in the contracts between the relevant contractor[s] and the contractors' subcontractors.

An independent Environmental and Social Expert(s) (ESEs) will be engaged by the PMU on a full time or part time basis for the entire period of the project implementation. The ESE will be responsible for ensuring proper environmental management of all Project activities, will conduct environmental supervision by carrying out document reviews, site visits and interviews with Contractor, Construction Supervisors (if any), and municipality staff.

Subprojects involving: (a) acquisition of land; or (b) Involuntary Resettlement; or (c) acquisition of used or second-hand equipment and furniture shall not be eligible for financing under the Project, either by Loan or Borrower counterpart proceeds.

The PMU, i.e. the ESE shall:

- a) be responsible for reviewing all environmental safeguard documentation (site-specific ESMPs) submitted by project applicants, providing recommendations, advising on the sub-project category advising on the quality of, and clearing the environmental safeguard documentation on behalf of the PMU
- b) Supervise Contractors' compliance with site-specific ESMPs and shall visits each sub-project at least once a month.
- c) take all measures necessary on its part to regularly collect, compile, and submit to the Bank, and promptly in a separate report whenever the Bank may require or at least quarterly , information on the status of compliance with the Safeguards Instruments. Such

information shall include: (i) measures taken in furtherance of the Safeguards Instruments; (ii) conditions, if any, which interfere or threaten to interfere with the smooth implementation of the Safeguards Instruments; and (iii) remedial measures taken or required to be taken to address such conditions;

- d) promptly furnish to the Bank a copy of each progress report prepared and submitted by any entity (including any engineer) supervising the Project's civil works, the Project's contractors and/or subcontractors; and
- e) promptly upon receipt, shall furnish to the Bank any notification received from any entity (including any engineer) supervising the Project's civil works, the Project's contractors and/or subcontractors regarding any incident that have might occurred during Project implementation.

3.2.10 Grievance Redress Mechanism

Grievance – An issue, concern, problem, or claim (perceived or actual) that an individual or community group wants a company or contractor to address and resolve. Project Affected People as well as Project Affected Legal Entities will be able to submit grievances directly to the PMU/MLSP on paper, by e-mail or mail (a sample grievance form is given in point 3.2.10.1).

All grievances will be recorded in a register and assigned a number, and tracked until it is closed. The PMU will make all reasonable efforts to address the complaint upon the acknowledgement of grievance. If the PMU is not able to address the issues raised by immediate corrective action, a long-term corrective action will be identified. The complainant will be informed about the proposed corrective action and follow-up of corrective action.

If the PMU is not able to address the particular issue raised through the grievance mechanism or if action is not required, it will provide a detailed explanation/justification on why the issue was not addressed. The response will also contain an explanation on how the individual/entity which raised the complaint can proceed with the grievance in case the outcome is not satisfactory.

In case of complaints (grievances) on Sub-grant beneficiary selection process (on notification in writing of the GAC's decision concerning application, stating the reasons for rejection), Applicants should use same grievance form given in point 3.2.10.1. Complaint Group consisting of members of GAC with assistance of PMU members will undertake review of complaint (whether complaint address on process of application, evaluation and selection of full sub-project proposals) with regards to selection criteria determined in this Grant Manual. Complaint Group will give an answer in writing within 15 days from registration of complaint.

Grievances need to be sent to the address provided below.

Contact information:
Project Management Unit
Social Services Improvement Project
Ministry of Labour and Social Policy of the Republic of North Macedonia
Str. Dame Gruev 14, 1000 Skopje

3.2.10.1 Sample Grievance Form

The PMU shall maintain, throughout Project implementation, and publicize the availability of a grievance redress mechanism as a separate form published on the MLSP website www.mtsp.gov.mk

The form shall enable the interested parties to submit questions, comments, suggestions, and/or complaints or provide any form of feedback on all project-funded activities

The form shall have the following fields that should be filled up by the interested party

Name

Postal address

e-mail address

Telephone

Question

Suggestion

SUBMIT

The field “submit” shall be automatically connected to one or more mail addresses of PMU members that shall review the questions and send them to the respective persons for answering. After the answer is given, PMU shall send it to the mail/postal address given in the form by the interested party.

In addition the questions, suggestions and the answers shall be publicly published without disclosing who is asking.

The fields “name”, “address”, “e-mail”, “telephone” shall not be mandatory for filling

The form shall include information such as telephone number and address of the PMU members in order the interested parties to be able to call, to write or in person to express their opinion and /or complain directly to the PMU members

3.3 Grant Approval Committee for Preschool Infrastructure

The GAC for preschool infrastructure shall be established and led by the MLSP and shall be consisted of 5 members and 5 deputy members:

1. Three MLSP Representatives
2. Representative from the Ministry of Education and Science/Bureau for Development of Education
3. Representative from the Ministry of local self-government

The Grant Approval Committee shall review the applications and shall select municipalities (project proposals) according to the World Bank ranking list and according the other evaluation as given in point 4.6 “Selection of project proposals/municipalities” of this GOM.

The Project Director/Manager shall appoint the Grant Administrative Coordinator or other one PMU staff to act as a secretary to the GAC meetings. The secretary is responsible for preparation of the minutes from the meetings held and is a nonvoting member.

3.4 Municipalities

Municipalities will be responsible for identifying-assessment their social services needs and demand, for preparing and submitting applications for preschool infrastructure, for signing Grant agreement as well as for supervision and reporting regarding the implementation of the activities and ensuring that the environmental and social standards and practices are met.. Grant

Agreement shall be signed between the Ministry of Labour and social Policy and the Respective Municipality. The Grant Agreement shall define a) the grant value, b) the rights and obligations of the contracting parties c) agreement that the Grant funds are used exclusively for the purposes specified for a Subproject approved by the respective Grant Approval Committee, d) the commitment of the municipality after establishing the service to: provide reasonable maintenance; carry out the connection of required utilities; pay recurrent utility bills; and assure adequate staffing in respect of any Infrastructure Subproject; and other conditions as described in point. 4.10 of this GOM.

The procurement procedures on behalf of the municipalities shall be carried out by the PMU. The Municipalities shall sign the contract with the selected contractor/supplier together with the MLSP (Tripartite contracts shall be signed with the selected companies) . This procurement arrangement may be changed during project implementation, subject to improving the capacities of the municipalities.

4. STEPS THAT SHALL BE FOLLOWED FOR ADMINISTRATION OF THE GRANTS FOR INFRASTRUCTURE PROJECTS

1. Information Dissemination
2. Public Call for inviting the municipalities to apply for a grant for new pre-school spaces
3. Preparation of applications
4. Submission of applications from the municipalities to apply for a grant for new pre-school spaces
5. Environmental screening procedure
6. Selection of project proposals/municipalities
7. Preparation of project program
8. Contracting project design firm and Audit Company
9. Preparation of environmental documentation
10. Grant Agreement signing
11. Procurement and payment of construction works/equipment/furniture

4.1. Information Dissemination

Before publishing the public call for inviting the municipalities to apply for a grant for new pre-school spaces, the Municipalities shall be contacted/visited by representatives from the SSI project in order to inform them about the projects that can be carry out through the SSI project, i.e. about the possibilities for financing projects for increasing the pre school spaces in the Municipalities. The Municipalities shall be informed about the application process and shall be given details about the selection process, procurement process and about their obligations for further maintenance of the objects that shall be established. The SSIP representatives will offer direct support to the Municipalities for filling the Application form. Copy of the GOM for preschool services shall be given to all Municipalities.

In addition, Interviews, surveys and focus group discussions, where possible and appropriate, with potential direct beneficiaries and/or their representatives to verify their need for pre school services shall be organized.

4.2. Public Call for inviting the municipalities to apply for a grant for new pre-school spaces

The Ministry of Labor and Social Policy-PMU will launch an Open Public Call for inviting the municipalities to apply for a grant for new pre-school spaces through construction, extension, upgrade or adaptation of facilities for care and upbringing of pre-school children in the Municipality. The Call will be announced in two national newspapers (one in Macedonian and one in Albanian) and published at the official MLSP website. The Call will provide the following minimum information:

- Brief summary of the SSIP project;
- Information where the Application form can be obtained (MLSP web site and directly from the PMU)
- Type of documents requested for submission;
- Selection criteria;
- Contact details from the SSIP PMU members for obtaining assistance in preparation of the Application;
- Deadline for application (place and date).

Municipalities will have 15 days to submit an application. The Public Call for applications shall be launched at least once per year, prior to the year of the project closure or until on-lending funds are fully committed.

4.3. Preparation of applications

Municipalities shall fill the application form and shall submit the documents required with close collaboration and assistance from the PMU members

The application form is given in Annex 2 to this GOM

4.4. Submission of applications from the municipalities to apply for a grant for new pre-school spaces

The interested municipalities shall submit a Application to the MLSP which will include the following information:

- Details of the Municipality/Applicant

- Project information:
 - Project type: Kindergarten, CECD (Center for Early Childhood development), Outpost (Satellite kindergarten group)
 - Project location address
 - Project location region (Skopski; South –east; East; Pelagoniski; Poloski; South-west; Vardarski and North- west region)
 - Type of construction: New building; Upgrade/extension; Adaptation; Mounting/Modular Kindergarten
- Needs assessment
 - Number of children 3-6 years in the Municipality
 - Current Projected Number of Kindergarten Spaces in the Municipality
 - Current Number of children 3-6 years attending Kindergartens/ Center for Early Childhood Development in the Municipality
- The Commitment of the Municipality for maintenance of the project / infrastructure, i.e. connect the relevant utilities, pay for the recurrent utility bills and ensure adequate staffing of all new preschool classrooms
- Filled Environmental and Social Screening (ESS) Check List
- Mandatory documents to be enclosed :
 - Property List for the offered project location
 - Excerpt from the Urban Plan for the offered project location (V2 categorization-health and social protection)
 - Elaborate for Numeric data for the project location
- Signed statement for commitment of the Municipality to provide maintenance of the project / infrastructure after it is build - connect the relevant utilities, pay for the recurrent utility bills, and ensure adequate staffing of all new preschool classrooms

4.4.1. Submission of applications for adaptation

- If the application submitted is for adaptation, the PMU Civil engineers/Architects shall visit the building and shall submit a report with recommendation for accepting the recommended building for adaptation or otherwise or for rejecting the proposed building with explanation of the reasons why the building is not suitable for adaptation for providing pre-school services. The applications with negative recommendation from the PMU Civil engineers/Architects shall be rejected
- The PMU Grant Administrative Coordinator shall inform the Municipalities whose applications for adaptation received positive recommendation from the PMU Civil engineers/Architects, to submit opinion from the Institute of Earthquake Engineering and Engineering Seismology of the Republic of North Macedonia (IZIIS) that the building is suitable for adaptation. The Municipality shall have to submit the positive opinion from IZIIS within two months from the received notification from the PMU, otherwise the application shall be rejected

4.5. Environmental screening procedure

For each submitted application an environmental screening procedure shall be undertaken by the PMU Environmental and Social Expert in order to: determine the environmental risk associated with the proposed project activities, assign respective environmental categories and identify the type of environmental and social due diligence document to be developed by a project applicant if selected for financing, or reject applications which are unacceptable due to the nature of the proposed activities, for example project classified as Category A.

The Form for the for the Approval of Project Categorization performed in ESS Check List is given in Annex 3 to this GOM

4.6. Selection of project proposals/municipalities

The Grant Approval Committee shall review the applications and shall select municipalities (project proposals) that passed the prequalification process and are evaluated as first 5 applications (depending of the approximate value of the works to be done and on the number of applications received) with highest points received.

The prequalification process shall include:

- Determination whether the project proposal is submitted in the required form (according the Application form) and whether the proposals for applications received positive opinion from the PMU civil engineers/architects and positive recommendation from IZIIS (for the proposals for adaptation)
- Whether all the requested documents have been submitted properly
- Environmental screening procedure to determine whether the project is eligible for financing

As a result of the prequalification process conducted, prequalification report shall be prepared

The projects that have been prequalified shall be evaluated according to the following Evaluation criteria:

- Ranking list – (Prioritization of Municipalities greed during the project preparation - table given Annex 1 to this GOM) according to which each municipality receives points opposite to its place of ranking on the table, i.e. the first ranked Municipality “Suto Orizary” receives 80 points, and the last ranked Municipality (80th place) receives 1 point
- The Projects that are located in Rural areas shall receive three more points
- The projects that are for Upgrade/extension; Adaptation/ Mounting/Modular instead of building new kindergarten shall receive additional 17 points
- For the purposes for Regional Development the Projects (Law on Regional Development RM no.63, Official Gazette dated: 22.05.2017) of that are located in :

- Skopski region- shall receive 0 points
- South –east region- shall receive additional 1 point
- East region- shall receive additional 1 point
- Pelagoniski region- shall receive additional 1 point
- Poloski region- shall receive additional 2 points
- South-west region- shall receive additional 2 points
- Vardarski region-3 points
- North- east region-3 points

Criteria						
Name of Municipality	Points from the ranking made during the project preparation	Points -Rural Area	Points - Urban area	Points- New building	Points- Upgrade/extension; Adaptation Mounting/Modular	Regional development ^{i*}
Suto Orizari	80	3	0	0	17	0
Cair	79	3	0	0	17	0
Aracinovo	78	3	0	0	17	0
Lipkovo	77	3	0	0	17	3
Studenicani	76	3	0	0	17	0
Bogovinje	75	3	0	0	17	2
Tearce	74	3	0	0	17	2
Zelino	73	3	0	0	17	2
Vrapciste	72	3	0	0	17	2
Saraj	71	3	0	0	17	0
Cucer I Sandevo	70	3	0	0	17	0
Plasnica	69	3	0	0	17	2
Centar	68	3	0	0	17	0
Brvenica	67	3	0	0	17	2
Zrnovci	66	3	0	0	17	1
Caska	65	3	0	0	17	3
Sopiste	64	3	0	0	17	0
Dolneni	63	3	0	0	17	1
Butel	62	3	0	0	17	0

Staro Nagoricane	61	3	0	0	17	3
Kumanovo	60	3	0	0	17	3
Tetovo	59	3	0	0	17	2
Debar	58	3	0	0	17	2
Gostivar	57	3	0	0	17	2
Mavrovo I Rostuse	56	3	0	0	17	2
Vasilevo	55	3	0	0	17	1
Krusevo	54	3	0	0	17	1
Gazi baba	53	3	0	0	17	0
Strumica	52	3	0	0	17	1
Kichevo	51	3	0	0	17	2
Struga	50	3	0	0	17	2
Bosilevo	49	3	0	0	17	1
Jegunovce	48	3	0	0	17	2
Aerodrom	47	3	0	0	17	0
Zelenikovo	46	3	0	0	17	0
Krivogastani	45	3	0	0	17	1
Gorce Petrov	44	3	0	0	17	0
Kisela voda	43	3	0	0	17	0
Debarca	42	3	0	0	17	2
Ohrid	41	3	0	0	17	2
Prilep	40	3	0	0	17	1
Veles	39	3	0	0	17	3
Petrovec	38	3	0	0	17	0
Centar Zupa	37	3	0	0	17	2
Bitola	36	3	0	0	17	1
Kocani	35	3	0	0	17	1
Rankovce	34	3	0	0	17	3
Negotino	33	3	0	0	17	3
Rosoman	32	3	0	0	17	3
Ilinden	31	3	0	0	17	0
Radovis	30	3	0	0	17	1
Stip	29	3	0	0	17	1
Dojran	28	3	0	0	17	1
Kavadarci	27	3	0	0	17	3
Valandovo	26	3	0	0	17	1
Kriva Palanka	25	3	0	0	17	3
Karbinci	24	3	0	0	17	1

Gradsko	23	3	0	0	17	3
Resen	22	3	0	0	17	1
Cesinovo I Oblesevo	21	3	0	0	17	1
Sveti Nikole	20	3	0	0	17	3
Delcevo	19	3	0	0	17	1
Makedonska Kamenica	18	3	0	0	17	1
Vinica	17	3	0	0	17	1
Lozovo	16	3	0	0	17	3
Pehcevo	15	3	0	0	17	1
Mogila	14	3	0	0	17	1
Berovo	13	3	0	0	17	1
Demir Kapija	12	3	0	0	17	3
Gevgelija	11	3	0	0	17	1
Konce	10	3	0	0	17	1
Bogdanci	9	3	0	0	17	1
Novo Selo	8	3	0	0	17	1
Makedonski Brod	7	3	0	0	17	2
Demir Hisar	6	3	0	0	17	1
Probistip	5	3	0	0	17	1
Kratovo	4	3	0	0	17	3
Novaci	3	3	0	0	17	1
Karpos	2	3	0	0	17	0
Vevcani	1	3	0	0	17	2

*

Skopski region-0 points
 South –east region-1 points
 East region-1 points
 Pelagoniski region-1 points
 Poloski region-2 points
 South-west region-2 points
 Vardarski region-3 points
 North- east region-3 points

After each public call, the GAC shall select max 10 projects to be financed that have been evaluated with highest points, in accordance to the evaluation criteria listed above. The other applications shall go in the next round of selection directly.

If some municipality that has applied on the public call has in the meantime received financing or is in a process for obtaining financing from other sources for building pre school infrastructure, it shall be taken into consideration by the GAC and the ranking can be changed based on GACs decision. The decision shall be made based on the real need for pre school spaces

Output of the evaluation process will be an evaluation report with recommendation of projects to be financed

The prequalification report and the evaluation report shall be prepared by the PMU Grant Administration Coordinator or other PMU member

The PMU Civil engineers/Architects shall visit the proposed locations for the selected projects, in order to confirm that the locations are suitable for building pre-school center or to reject the proposed location with explanation of the reasons why it is not suitable for building center for pre-school services. The projects with negative recommendation from the PMU Civil engineers/Architects shall be rejected, and the on the list of selected projects the next ranked applications shall be added

4.7. Preparation of project program

PMU / MLSP with the Municipality shall prepare project program for each selected project separately.

4.8. Contracting project design firm and audit company

After the selection of project proposals to be finances, the MLSP/PMU shall publish a call and contracts shall be signed with:

1. Project design firm/s for preparation of Main Projects for the selected Municipalities
2. Audit Company/s for revision of the prepared Main designs
3. Company/s for supervision and monitoring of construction works under the Sub - Project implementation

The bill of quantities submitted within the basic design for the works and equipment to be procured shall ensure that the works/equipment shall be of a good quality supported by certificates that proves it. No brand names are allowed to be used, and if some certificate is required, it shall be accompanied by the requirement “or equivalent” In the process of preparation of the project designs, SSIP Project architects/civil engineers/experts shall have active role of approving the design, i.e. the project designs prepared by the project design companies must be approved by the SSIP Project architects/civil engineers/experts

Exception from this procedure for preparation of project designs shall be the selected municipalities that have already prepared project designs in the previous period, for which the

SSIP Project Architects/Civil Engineers shall confirm that fulfill all the requirements given in this Manual

4.9. Preparation of environmental documentation

The Prepared Main project and Audit of a Project for the respective municipality shall be given to the Applicant, in order to prepare and submit the environmental documentation depending of the classified project category: for project classified as Category B+- “Initial Limited Environmental and Social Impact Assessment” (template given in Annex 4) or for project classified as Category B “Environmental and Social Management Plan (ESMP) Checklist (template given Annex 5). If, after completing the ESS Check List and its review by the PMU Environmental Expert, it is determined that the project is classified as “C”, the final Decision will be that the Project is eligible, and that the applicant is not required to prepare additional environmental and social documentation. The submitted document - Initial Limited Environmental and Social Impact Assessment /ESMP shall be reviewed by the PMU Environmental and Social Expert in order to confirm the quality and completeness of the environmental assessment and environmental documentation of grant/sub-project proposals, and to determine whether all the conditions for signing Grant Agreement are met. The Environmental and Social Expert shall prepare Minutes for quality and completeness of the environmental assessment and environmental documentation of grant/sub-project proposals and shall submit the Minutes to the other PMU and GAC members.

4.10. Grant Agreement signing

Grant Agreement with each selected municipality shall be signed. The Grant Agreement defines:

1. The grant value,
2. The rights and obligations of the contracting parties
3. The Grant funds are used exclusively for the purposes specified for a Subproject approved by the respective Grant Approval Committee;
4. The Grants shall be denominated in Denars;
5. The Municipality commitment to: (1) provide reasonable maintenance; (2) carry out the connection of required utilities; (3) pay recurrent utility bills; and (4) assure adequate staffing in respect of any Infrastructure Subproject.
6. The Borrower (Republic of North Macedonia), through MLSP, shall obtain rights adequate to protect its interests and those of the Bank, including the right to:
 - (i) suspend or terminate the right of a Selected Municipality to use the proceeds of a Grant, or obtain a refund of all or any part of the amount of a Grant then withdrawn, upon the Selected Municipality’s failure to perform any of its obligations under a Grant Agreement; and
 - (ii) require the MLSP as well each Selected Municipality to:
 - (A) carry out the relevant Subproject with due diligence and efficiency and in accordance with sound technical, economic, financial,

- managerial, environmental and social standards and practices satisfactory to the Bank (International Bank for Reconstruction and Development) , including in accordance with the provisions of the Anti-Corruption Guidelines applicable to recipients of proceeds other than the Borrower, and with the Grants Operational Manual;
- (B) provide, promptly as needed, the resources required for the purpose;
 - (C) procure the goods, works and services to be financed out of the Grant in accordance with the provisions of this Agreement and the Grants Operational Manual;
 - (D) maintain policies and procedures adequate to enable it to monitor and evaluate in accordance with indicators acceptable to the Bank, the progress of a Subproject and the achievement of its objectives;
 - (E) (1) maintain a financial management system and prepare financial statements in accordance with consistently applied accounting standards acceptable to the Bank, both in a manner adequate to reflect the operations, resources and expenditures related to a Subproject; and (2) at the Bank's or the Borrower's request, have such financial statements audited by independent auditors acceptable to the Bank, in accordance with consistently applied auditing standards acceptable to the Bank, and promptly furnish the statements as so audited to the Borrower and the Bank;
 - (F) enable the Borrower and the Bank to inspect the Subproject, its operation and any relevant records and documents;
 - (G) prepare and furnish to the Borrower and the Bank all such information as the Borrower or the Bank shall reasonably request relating to the foregoing; and

Grant Agreement template is given in Annex 6

4.11. Procurement and payment of construction works/equipment/furniture

The Ministry of Labour and Social Policy, i.e. the SSIP Project Management Unit (PMU) shall carry out a procedure for procurement of construction works and equipment as specified in the prepared Project Main Design.

Tripartite Contract shall be signed between 1) MLSP, 2) the selected Construction Company / Equipment Supplier and 3) the Municipality which shall regulate the value of the contract, works to be done/equipment to be delivered with quantity and unit price, deadline for contract execution, supervision and payment , handling complaints during the guarantee period and other contract conditions. For the works contracts Approved Final version of Initial Limited Impact Assessment document i.e. Approved Final version of ESMP Checklist shall be included in the Grant Agreement, and then into the respective bidding documents and construction contracts.

The municipalities obligation to provide operation and regular maintenance of the facility after the its construction shall be also stipulated in the contract.

The Supervision company, the Municipality and the Ministry through the SSIP PMU shall carry out the supervision and monitoring of works under the Project implementation.. If during the supervision and monitoring of the works, the Municipality identifies some irregularities or bad performance, it shall inform the SSIP PMU in order measures for resolving the situation to be taken.

The payments to the contracted companies for the woks done i.e. goods delivered shall be done by the MLSP (PMU), based on confirmation received by the Supervision company hired by the MLSP , and by the SSIP experts that the works are completed and goods are being delivered in accordance to the technical and quality parameters as stipulated in the Contracts signed;

In order to ensure timely execution of the contracting obligations, the contract terms shall be strengthen by introducing clauses for payment of liquidated damages in respect to the Completion Date and also in respect to fulfillment of milestones such as amount of works to be completed in a specified period of time

Procurement regulations

The procurement process shall be conducted in accordance with the World Bank Procurement Regulations for Investment Project Financing (IPF) Borrowers – Procurement in IPF of Goods, Works, Non-Consulting and Consulting Services, (Regulations) issued in July 2016, revised November 2017, the provisions of the Loan Agreement, Project procurement Strategy for Development (PPSD) and the Procurement Plan.

The latest Standard procurement documents applicable to the Procurement regulations, available on its external website at www.worldbank.org/procurement/standarddocuments shall be used for all the procurements under the Project, irrespective of their value. In exceptional cases and for small value procurements, altered bidding documents can be used based on prior approval from the WB.

4.11.1 Procurement Methods and Thresholds

A) Selection methods for Works:

- a. Request for Bids (RFB) for procurements estimated more than 200,000 EUR;
- b. Request for Quotations (RFQ)-for procurements estimated less than 200,000 EUR; and

B) Selection methods for Goods:

- a. Request for Bids (RFB) for procurements estimated more than 100,000 EUR;
- b. Request for Quotations (RFQ)-for procurements estimated less than 100,000 EUR; and

C) Selection methods for Consulting Services (Project Design, Supervision of works and Project Audit)

c. Quality Cost Based Selection (QCBS) for procurements of contracts estimated more than 300,000 EUR;

d. Consultant's Qualification-based Selection (CQS) for procurements of contracts estimated less than 300,000 EUR;

The procurement procedures are described in the Procurement Regulations for Investment Project Financing (IPF) Borrowers – Procurement in IPF of Goods, Works, Non-Consulting and Consulting Services, (Regulations) issued in July 2016, revised November 2017 (<http://pubdocs.worldbank.org/en/659511533066042959/Procurement-Regulations-2017.pdf>)

4.11.2 Minimum Qualification requirements

4.11.2.1 Procurement of works

Financial capabilities and average annual construction turnover:

- a. Minimum average annual construction turnover of US\$ _____, (2.5 times higher than the budgeted amount) calculated as total certified payments received for contracts in progress and/or completed within the last 3 years, divided by 3 years. In a case of Joint Venture (JV) the fulfillment of this criteria will be determined if all members combined satisfy the requirement and if the Leading partner satisfies min 60% of the requirement, and each of the partners at least 15% of the requirement
- b. The Bidder shall demonstrate that it has access to, or has available, liquid assets, unencumbered real assets, lines of credit, and other financial means (independent of any contractual advance payment) sufficient to meet the construction cash flow requirements estimated as USD \$ _____ (estimated to finance the construction work for the first three months) for the subject contract(s) net of the Bidder's other commitments In a case of Joint Venture (JV) the fulfillment of this criteria will be determined if all members combined satisfy the requirement.

General experience:

- a. Minimum number of 3 (three) similar contracts², each of minimum value V (budgeted amount); that have been satisfactorily and substantially³, completed as a prime

² The similarity of the contracts shall be based on the following: the minimum key requirements in terms of physical size, complexity, construction method, technology and/or other characteristics including part of the requirements that may be met by specialized subcontractors, shall be specified

³ substantial completion shall be based of 80% or more works completed under the contract

contractor, joint venture member⁴, management contractor or sub-contractor⁵, in the last 5 years, between 1st January [insert year] and bid submission deadline. In a case of Joint Venture (JV) the fulfillment of this criteria will be determined if all members combined met the requirement.

- b. Min. License B for construction of second category buildings in accordance with the Construction Law of the Republic of North Macedonia. In a case of Joint Venture this qualification criteria must be met by all partners of the Joint Venture.
- c. Bidders must provide documentary evidence that they have been in their current form of business, for at least three years prior the date of issuing of this invitation for bids. In a case of Joint Venture this qualification criteria must be met by all partners of the Joint Venture.
- d. ISO 9001 Certification. In a case of Joint Venture this qualification criteria must be met by the Leading partner of the Joint Venture.
- e. ISO 14001 Certification. In a case of Joint Venture this qualification criteria must be met by the Leading partner of the Joint Venture.
- f. ISO 18001 Certification. In a case of Joint Venture this qualification criteria must be met by the Leading partner of the Joint Venture.
- g. To have employed (formally full time employed) for at least 6 months prior to the publishing the Invitation for bids for the works to be done, at least 6 key employees/Engineers, minimum 2 for each of the following positions (or if the budgeted procurement is below 200.000,00 EUR at least 1 for each of the positions). In a case of Joint Venture (JV) the qualifications of the JV partners will be cumulated
 - Construction Engineer-Civil Engineer/Architect
 - Construction Engineer for Mechanical Installations
 - Construction Engineer for Electro-Technical Installations

Each with a minimum 3 years relevant work experience and with Authorization B for construction

- h. To have employed for at least 6 months prior to the publishing the Invitation for bids for the works to be done, at least 30 employees full time employed or more depending on the value of procurement (or if the budgeted procurement is below 200.000,00 EUR at least 15 full time employees). In a case of Joint Venture (JV) the qualifications of the JV partners will be cumulated
- i. The Bidder shall be excluded from the contract award procedure, provided that:
 - is a under a bankruptcy or liquidation procedure;

⁴ In the case of JV, the value of contracts completed by its members shall not be aggregated to determine whether the requirement of the minimum value of a single contract has been met. Instead, each contract performed by each member shall satisfy the minimum value of a single contract as required for single entity. In determining whether the JV meets the requirement of total number of contracts, only the number of contracts completed by all members each of value equal or more than the minimum value required shall be aggregated.

⁵ For contracts under which the Bidder participated as a joint venture member or sub-contractor, only the Bidder's share, by value, shall be considered to meet this requirement.

- has unpaid taxes, contributions or other public duties, unless the economic operator is approved delayed payment of taxes, contributions or other public duties, in accordance with the special regulations and pays them on regular basis;
- has been imposed a secondary sentence prohibition on participation in open call procedures, awarding public procurement contracts and contracts for public private partnership;
- has been imposed a secondary sentence temporary or permanent prohibition on performing a certain activity;
- is being pronounced a misdemeanor sanction prohibition on practicing profession, performing activity or duty, i.e. temporary prohibition for performing a particular activity, or
- it has t been announced, in the last 5 years, effective court decision for participation in criminal organization, corruption, fraud or money laundering;

In a case of Joint Venture this qualification criteria must be met by all partners of the Joint Venture

4.11.2.2 Procurement of consulting services: Preparation of Main Project design, Supervision, Audit of the Main project design

For procurement of consulting services for preparation of Main Project Design , Supervision of works, and Audit of the Main Project Design, the qualification criteria shall include the following minimum requirements

General experience:

- a. The Consultant company must have License B for preparation/revision of designs and supervision of works in accordance with the Construction Law of the Republic of North Macedonia.; In a case of Joint Venture this qualification criteria must be met by all partners of the Joint Venture
- b. ISO 9001 Certification. In a case of Joint Venture this qualification criteria must be met by the Leading partner of the Joint Venture
- c. ISO 14001 Certification. In a case of Joint Venture this qualification criteria must be met by the Leading partner of the Joint Venture
- d. The consultant should have performed at least three assignments in the past five years, similar to the one described in the specific request for expression of interest (name of the assignment, description, duration, contract amount, reference). The list shall be supported with certificates on fulfilled contract obligations. In a case of Joint Venture (JV) the qualifications of the JV partners will be cumulated, and the fulfilment of this criteria will be determined if the Leading partner has completed at least one (1) successful contract
- e. The Consultants must provide documentary evidence that they have been in their current form of business, for at least three years prior the date of issuing of this invitation for expression of interest . In a case of Joint Venture this qualification criteria must be met by all partners of the Joint Venture
- f. Key staff:

- To have employed (formally full time employed) for at least 6 months prior to the publishing the Invitation for expression of interest for the services to be done, at least 8 employees/ / technical expert staff, i.e. minimum 2 for each of the following positions (for budgeted procurements less than 100.000,00 EUR the requirement shall be minimum 1 for each of the following positions)

1. Civil engineer (minimum qualifications):

- Bachelors Degree in Civil engineering;
- At least 5 years of professional experience in preparation/revision of designs/supervision of works;
- Valid Authorization B for preparation /revision of designs /supervision of works issued by the Chamber of authorized architects and authorized civil engineers of the Republic of North Macedonia;

2. Architect (minimum qualifications):

- Bachelors Degree in Architecture;
- At least 5 years of professional experience in preparation/revision of designs/supervision of works
- Valid Authorization B for preparation/revision of designs/supervision of works issued by the Chamber of authorized architects and authorized civil engineers of the Republic of North Macedonia;

3. Mechanical Engineer (minimum qualifications):

- Bachelors Degree in Mechanical engineering;
- At least 5 years of professional experience in preparation/revision of designs/supervision of works
- Valid Authorization B for preparation/revision of designs /supervision of works issued by the Chamber of authorized architects and authorized civil engineers of the Republic of Macedonia;

4. Electrical Engineer (minimum qualifications):

- Bachelors Degree in Electrical engineering,;
- At least 5 years of professional experience in preparation/revision of designs/supervision of works
- Valid Authorization B for preparation /revision of designs /ssupervision of works issued by the Chamber of authorized architects and authorized civil engineers of the Republic of North Macedonia;

- For preparation and audit of the project designs in addition to the above listed key experts the company must have employed or contracted at least 1 Environmental engineer with the following qualifications

5.Environmental Engineer

- Bachelors Degree in technical sciences,

- At least 5 years of professional experience in the environmental protection area
- Valid Certificate for environmental impact assessment expert issued by the Ministry of environment and physical planning or Authorization B (or A) for environmental aspects issued by the Chamber of authorized architects and authorized civil engineers of the Republic of North Macedonia;
- For preparation and audit of the project designs at least one of the 5 key experts listed above must have valid Authorization B for preparation /revision of energy efficient designs issued by the Chamber of authorized architects and authorized civil engineers of the Republic of Macedonia;

In a case of Joint Venture (JV) the qualifications of the JV partners will be cumulated.

- g. The Supervision company must have a certified lab or must have signed agreement for collaboration with a certified lab for testing the materials that shall be used during the contraction to confirm that they fulfill the requested characteristics. In a case of Joint Venture this qualification criteria must be met by the Leading partner of the Joint Venture
- h. The Consultant shall be excluded from the contract award procedure, provided that:
 - is a under a bankruptcy or liquidation procedure;
 - has unpaid taxes, contributions or other public duties, unless the economic operator is approved delayed payment of taxes, contributions or other public duties, in accordance with the special regulations and pays them on regular basis;
 - has been imposed a secondary sentence prohibition on participation in open call procedures, awarding public procurement contracts and contracts for public private partnership;
 - has been imposed a secondary sentence temporary or permanent prohibition on performing a certain activity;
 - is being pronounced a misdemeanor sanction prohibition on practicing profession, performing activity or duty, i.e. temporary prohibition for performing a particular activity, or
 - it has been announced, in the last 5 years, effective court decision for participation in criminal organization, corruption, fraud or money laundering;

In a case of Joint Venture this qualification criteria must be met by all partners of the Joint Venture

In the bidding documents and respectfully in the signed contracts for Preparation of Main Project design, Supervision of works and Audit of the Main project design, shall be stated that the Consultant/Company must work in accordance with the:

- Laws of the Republic of North Macedonia and the Regulation for child protection (all Macedonian legislative requirements) *“Rulebook for standards and norms regarding the functioning of the institutions for children ”*

- Design Guidelines for new Kindergartens (Annex 7 to this GOM)
- Reconstruction and renovation Guidelines (Annex 8 to this GOM)
- Modular and Mobile Kindergartens Guidelines (Annex 9 to this GOM)
- All other relevant Law regulations

Reference to these documents will be included in the provisions of the procurement document for the specific contract.

5. ADVIRTESMENTS

For international procedures the procurement notices will be published automatically through STEP on the Bank's external website and UNDB, as well as locally on the Ministry's website, on the portal of Public Procurement Bureau at: (<https://e-nabavki.gov.mk/PublicAccess/home.aspx#/notices>) and daily newspaper as relevant (not mandatory).

The PMU shall advertise the Specific procurement notices on the Ministry's website, on the portal of Public Procurement Bureau at: (<https://e-nabavki.gov.mk/PublicAccess/home.aspx#/notices>) and daily newspaper as relevant (not mandatory).

6. MONITORING AND EVALUATION

The Project Development Objective (PDO) of SSIP is to expand access to and improve the quality of social services, including preschool services, for vulnerable groups.

6.1 The PDO Results Indicator related to increasing the pre school spaces is the following:

National preschool enrollment rates for 3–6-year-old children (baseline 35.7%, target value 46.5% -

Sub-indicator: National preschool enrollment rates for 3–6-year-old children who belong to the families - recipients of the SFA (baseline 0.4%, target value 20%) ;

6.2 Intermediate Results Indicators

- Additional energy-efficient classrooms built at the preschool level resulting from project interventions (baseline 0, target value 60)
- Additional classrooms rehabilitated or re-purposed at the preschool level resulting from project interventions (baseline 0, target value 240)

6.3 Internal Monitoring and Evaluation

The SSIP Monitoring and staff is responsible for internal monitoring and evaluation of the SSIP program.

It is the responsibility of the unit to track the number of applications and their compliance with conditions as well as to track information on grant payments, complaints and other and will be reported on a quarterly base during the program lifetime.

Internal monitoring indicators:

- No of applications submitted after each public call
- No of applications selected to be financed after each public call
- Grant amount committed by signing Grant Agreements after each public call for xx of subprojects
- No of selected projects after each public call that are ranked as first 30 on the ranking list
- No of questions/suggestions/complaints submitted through the grievance mechanism

The main responsible entities for collection of data are the MLSP, the municipalities, the PMU and the BDE

The PMU is responsible for monitoring and evaluation of project achievements and will be a focal point to collect all the data and communicate with the WB according to the frequency of reports described in the monitoring arrangement matrix

The PDO level and intermediate results indicators would be monitored using the following sources and methodologies: (a) regular data collection process, including existing administrative data systems; (b) baseline and follow-up surveys; and (c) evaluation reports.

In addition, an operational and performance audits will be conducted each year to assess and review the implementation of the competitively awarded grants in municipalities for preschool infrastructure

7. ENVIRONMENTAL REQUIREMENTS

All sub-projects have to be in compliance with local and national environmental rules and regulations, as well as with environmental policy of the World Bank. The Municipalities and the PMU will ensure that an environmental assessment (EA) was carried out during the sub-project preparation, in line with the procedures outlined in the Environmental Assessment and Management Framework (EAMF). Furthermore, it will ensure that environmental monitoring as required will be carried out during sub-project implementation. Municipalities must obtain all necessary permits and clearances from the institutions before final approval of any project proposal. During project implementation, follow-up engineers engaged by the MLSP and from the Municipalities will monitor the quality of works, including environmental standards.

8. SUPERVISION OF THE PROJECT IMPLEMENTATION

The Supervision company and the Ministry through the SSIP PMU shall carry out the supervision and monitoring of works under the Project implementation and inspection of the goods delivered

8.1 The MLSP shall hire a company/companies, i.e. Supervision company-Supervisor that shall carry out the supervision and monitoring of works under the Project implementation and inspection of the goods delivered. The Supervisor will provide supervisory services in the technical and financial control of the works; check the performance of the Contractor and verify that the execution of the project is in accordance with the contract documents. During the construction phase, the Supervisor will carry out all the necessary inspections and testing of materials and of manufactured products in order to insure the compliance with accepted standards and practices. The materials should be checked before incorporation and their relevant quality has to be specified in the Technical Specifications of the contract's documents and approved by the Supervisor before the beginning of the works. The Supervisor will instruct the contractor for the site testing, including in the supervision's and verification's phases of such a test. The Supervisor will take care of reducing as much as possible the project expenditures and request the Contractors to take appropriate measures in view of improving the work's progress. The Supervisor shall supervise the sites at least twice per week accompanied by the SSIP experts for better coordination of their work and in order to have same approach when supervising the contracts execution. The supervision company shall prepare minutes of each visit with describing the dynamic of works in regards to the dynamic plan submitted by the construction company

8.2 The experts engaged within the SSIP Project Management Unit (PMU) (Civil engineers/Architects) shall also carry out supervision and monitoring of works and inspection of the goods delivered. The experts shall provide technical and financial control of the works; check the performance of the Contractor and verify that the execution of the project is in accordance with the contract documents. The PMU Experts, i.e. SSIP Architects/Civil engineers shall provide onsite supervision of the ongoing works at least twice a week, and each week shall submit a report to the Project manager/Director of the works progress in respect to the program

plan. The reports shall be accompanied with site photos. The experts shall have obligation to identify if there are unauthorized subcontractors working on the site, and if confirmed, they must recommend measures in order the supplier to respect the contract obligations or to terminate the contract if not applicable

The Supervisor in coordination with the PMU shall determine the actual quantities of the works executed by the Contractor, and this shall be paid in accordance with the provisions of the Contract. The Interim payments have to be approved by the Supervisor and the PMU.

The Supervision company and the PMU experts must have coordinate their work and must come up with mutual agreement about the supervision results.

ANNEX 1 -Component II - SSIP Project: Expanding the access to and improving of the quality of preschool services

Component 2: Expanding the access to and improving of the quality of preschool services (US\$18.6 million/16.0 million EURO equivalent)

The project would support quality early learning for preschool children (3–6 years old) and their families and strengthen the transition into primary education, with a focus on inclusive education and learning. Other aspects of the project include expansion of access to ECEC institutions, especially for children from lower socioeconomic and vulnerable backgrounds, revision of ECEC financing, and more efficient use of the ECEC and the primary school network. The focus is given to the ECEC rather than to ECD due to the cost-effectiveness of the ECEC investment and its impact on improvement of the lives of individuals and the conditions in the country. High-quality preschool programs lead to reduced school dropouts, better educational performance, and an array of socioeconomic returns, such as reduced crime and unemployment rates. Given the benefits that quality preprimary education yields for both the individuals and the society as a whole, the Government wants to extend the access to and quality of ECEC services. The additional argument to invest in quality and expansion of ECEC is the continuous and comprehensive support that UNICEF has been providing to the Government in ECD.

Subcomponent 2.1. Improving access to and demand for ECEC. This subcomponent aims at increasing access to ECEC for 3–6-year-old children across the country, with a focus on children from vulnerable groups and children with disability by increasing the availability of ECEC services and stimulating demand for ECEC services. This subcomponent will support (a) Grants for Infrastructure Subprojects; (b) advice to selected municipalities for the design of Infrastructure Subproject proposals; (c) support for the construction of a selected number of preschools and rehabilitation of selected existing infrastructure to be used as preschools, including relevant equipment and teaching and learning materials; and (d) advice for the development of a Grants Operational Manual. The subcomponent will also support the construction or rehabilitation, including provision of relevant equipment for about five innovative preschool centers in the cities of Skopje, Tetovo, Stip, and Bitola; as well as the implementation of outreach activities for families.

Expanding preschool capacity entails a combination of building new centers and repurposing (or upgrading) of existing infrastructure for preschool programs. For all new and rehabilitated preschool institutions, the project will finance furniture, teaching-learning materials, equipment, and playgrounds. In addition, the project will finance capacity building of local architects and engineers for such innovative and highly energy-efficient infrastructure. Training and knowledge-sharing activities will be focused on development of innovative designs for new preschool institutions and mapping, analyzing, and proposing readjustment of the existing physical infrastructure and regulatory environment.

This activity will include considerations of climate risks to enhance the design and construction of the buildings in the context of natural disasters (for example, ensuring that new preschool institutions are located outside of areas at high risk of flooding) aimed at improving climate resilience of the sector (and hence contributing to the country's climate adaptation efforts). The

interventions will also address climate mitigation by including energy efficiency measures as part of the retrofitting of buildings (for example, architectural or building changes that enable reduction of energy consumption, such as new windows or improved heating system) and construction of new buildings (for example, use of highly efficient architectural designs and energy efficient appliances and equipment). These efforts will support the Government’s own commitments to reduce emissions from the building sector. This subcomponent would also explore options to construct passive buildings, aimed at demonstrating a higher ambition in terms of generating climate mitigation co-benefits.

Macedonia is a high seismic risk country and has experienced several destructive earthquakes in the past. The project will ensure the seismic safety of the childcare facilities that will be renovated or built under the project.

Approximately 7,500 new preschool spaces will be created in both urban and rural areas, equivalent to covering 54 percent of children aged 3 to 6 years, assuming that the available resources for infrastructure will be evenly split between repurposing and building of the new classrooms. The estimates show that the infrastructure funds would significantly increase the supply of spaces for preschool education under all scenarios (table 1.1). The project should aim at maximizing the share of repurposed spaces as these are significantly cheaper than newly built spaces. A 70 percent share of repurposed spaces would allow additional enrollment of a quarter of Macedonian children, who are currently not enrolled. However, the decision regarding the share of new and repurposed spaces will be determined based on the needs and available capacities in the municipalities, on a case-by-case basis.

Table 1.1. Different Scenarios Regarding Possible Number of Spaces Created by The Project

Scenario	Number of Additional Spaces		Increase in Enrollment Ratio for Children 3–6YearsOld by 2019a
50/50 split between repurposing and new spaces	New: 1,500	Total: 7,500	Increase by 10.7 percentage points, up to 46.44% enrollment ratio
	Repurpose: 6,000		
70/30 split between repurposing and new spaces	New: 900	Total: 9,300	Increase by 13.2 percentage points, up to 49.0% enrollment ratio
	Repurpose: 8,400		
30/70 split between repurposing and new spaces	New: 2,100 Repurpose: 3,600	Total: 5,700	Increase by 8.1 percentage points, up to 43.88% enrollment ratio

Source: MLSP.

Note: The number of 3–6-year-old children was calculated using the following data given by the MLSP Child Protection Department: the number of children 3–6 years in 2017 was 70,302 and the number of enrolled children in kindergartens aged 3–6 years in 2017 was 25,146. It assumes a net migration of zero.

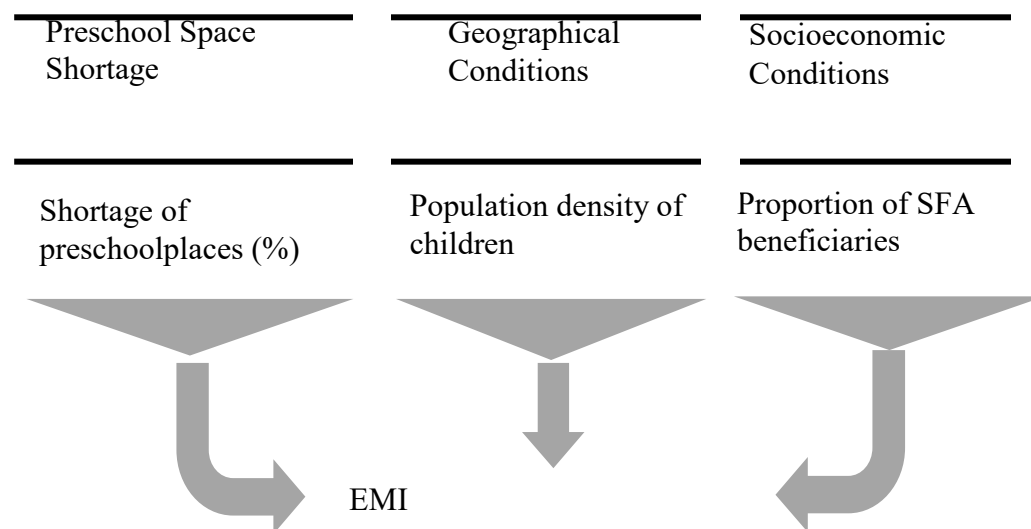
The implementing arrangement for the infrastructure works will be through grant programs to the municipalities. This grant program will benefit from the implementation mechanisms established by the well-functioning ‘grant program’ developed under the World Bank-funded ‘Municipal Services Improvement Project.’ The grant program will finance technical assistance to the municipalities aimed at designing grant proposals and fund the grants. The MLSP would also receive technical assistance for the development of a GOM for awarding grants. The completion of the GOM satisfactory to the World Bank would be a condition for disbursing

against this activity. The key instrument for implementing this subcomponent would be the grant agreement between the MLSP and the selected municipalities.

Implementation includes three phases, as detailed in the following paragraphs.

Phase 1: Preliminary identification of municipalities. Municipalities will be identified and prioritized based on a proposed Eligible Municipality Index (EMI). The EMI is a proposed measure to help identify and prioritize municipalities for expanding ECEC services. The EMI is constructed based on social and economic characteristics of the municipality and estimated preschool needs. The EMI rates all municipalities from lowest to highest needs (figure 1.1).

Figure 1.1.EMI



Phase 2: Needs and feasibility assessment. Municipalities will be invited to submit proposals that will include analysis of infrastructure needs and plans for reconstruction, repurposing, or new construction. Interested municipalities will receive technical assistance to prepare quality proposals. reselection of the municipalities will be done based on the quality of the proposals, including their prioritization based on the EMI (see table 1.2).Preselected municipalities will be consulted to confirm their commitment to participate in the preschool service expansion project (including their commitment to maintain the infrastructure, connect the relevant utilities, pay for the recurrent utility bills, and ensure adequate staffing of all new preschool classrooms). Once the list of the selected municipalities is confirmed, an assessment will be carried out to validate municipalities’ proposals for new versus renovated preschool facilities (and retrofitted primary schools) and a final list of the specific construction and renovation sites will be produced accordingly.

Table 1.2. Prioritization of Municipalities

Name of Municipality	Number of Available Kindergarten Spaces	Score for Shortage of Spaces, Children 3–5.5	Score for Shortage of Spaces, Children 0–5.5	Score for Population Density, Children 0–5.5	Score for Incidence of Poverty	Ranking

Name of Municipality	Number of Available Kindergarten Spaces	Score for Preschool Shortage of Spaces, Children 3–5.5	Score for Preschool Shortage of Spaces, Children 0–5.5	Score for Population Density, Children 0–5.5	Score for Incidence of Poverty	Ranking
Suto Orizari	220	0.124	0.131	0.247	1.000	1
Cair	1,150	0.053	0.058	1.000	0.424	2
Aracinovo	0	1.000	1.000	0.034	0.556	3
Lipkovo	20	1.000	1.000	0.005	0.818	4
Studenicani	0	1.000	1.000	0.007	0.400	5
Bogovinje	25	0.935	0.998	0.008	0.316	6
Tearce	0	1.000	1.000	0.007	0.324	7
Zelino	0	1.000	1.000	0.007	0.220	8
Vrapciste	0	1.000	1.000	0.005	0.276	9
Saraj	90	0.527	0.567	0.010	0.235	10
Cucer I Sandevo	0	1.000	1.000	0.002	0.275	11
Plasnica	0	1.000	1.000	0.001	0.850	12
Centar	1,678	0.038	0.049	0.291	0.033	13
Brvenica	0	1.000	1.000	0.004	0.084	14
Zrnovci	0	1.000	1.000	0.002	0.160	15
Caska	0	1.000	1.000	0.001	0.497	16
Sopiste	0	1.000	1.000	0.002	0.158	17
Dolneni	20	0.363	0.340	0.002	0.286	18
Butel	920	0.028	0.032	0.032	0.168	19
Staro Nagoricane	0	1.000	1.000	0.000	0.280	20
Kumanovo	1,204	0.045	0.047	0.009	0.303	21
Tetovo	770	0.090	0.097	0.004	0.351	22
Debar	180	0.049	0.049	0.006	0.396	23
Gostivar	504	0.079	0.084	0.005	0.269	24
Mavrovo I Rostuse	0	1.000	1.000	0.000	0.464	25
Vasilevo	50	0.184	0.193	0.003	0.214	26
Krusevo	90	0.058	0.062	0.003	0.499	27
Gazi baba	1,610	0.023	0.025	0.035	0.092	28
Strumica	590	0.051	0.052	0.008	0.148	29
Kichevo	240	0.215	0.290	0.002	0.162	30
Struga	310	0.133	0.140	0.005	0.060	31
Bosilevo	40	0.173	0.175	0.004	0.062	32
Jegunovce	40	0.124	0.125	0.003	0.115	33
Aerodrom	1,965	0.023	0.028	0.150	0.010	34
Zelenikovo	50	0.174	0.211	0.002	0.104	35

Name of Municipality	Number of Available Kindergarten Spaces	Score for Preschool Shortage of Spaces, Children 3–5.5	Score for Preschool Shortage of Spaces, Children 0–5.5	Score for Population Density, Children 0–5.5	Score for Incidence of Poverty	Ranking
Krivogastani	40	0.086	0.095	0.002	0.146	36
Gorce Petrov	730	0.035	0.040	0.026	0.027	37
Kisela voda	1,505	0.015	0.018	0.049	0.029	38
Debarca	0	1.000	1.000	0.000	0.081	39
Ohrid	731	0.048	0.054	0.005	0.085	40
Prilep	920	0.034	0.036	0.002	0.268	41
Veles	917	0.020	0.020	0.004	0.215	42
Petrovec	110	0.064	0.067	0.002	0.128	43
Centar Zupa	70	0.025	0.024	0.002	0.331	44
Bitola	1,480	0.029	0.032	0.004	0.137	45
Kocani	650	0.021	0.023	0.003	0.233	46
Rankovce	25	0.107	0.116	0.001	0.254	47
Negotino	360	0.024	0.026	0.005	0.121	48
Rosoman	80	0.057	0.080	0.001	0.139	49
Ilinden	370	0.026	0.030	0.007	0.029	50
Radovis	578	0.019	0.019	0.002	0.143	51
Stip	1,200	0.014	0.016	0.003	0.105	52
Dojran	50	0.040	0.044	0.001	0.083	53
Kavadarci	560	0.036	0.039	0.001	0.088	54
Valandovo	240	0.025	0.029	0.001	0.119	55
Kriva Palanka	355	0.015	0.016	0.001	0.178	56
Karbinci	50	0.043	0.043	0.001	0.080	57
Gradsko	25	0.041	0.039	0.000	0.153	58
Resen	112	0.051	0.052	0.001	0.098	59
Cesinovo I Oblesovo	100	0.043	0.052	0.002	0.035	60
Sveti Nikole	330	0.014	0.015	0.001	0.127	61
Delcevo	315	0.013	0.014	0.001	0.142	62
Makedonska Kamenica	160	0.015	0.018	0.001	0.115	63
Vinica	380	0.010	0.009	0.001	0.134	64
Lozovo	60	0.023	0.026	0.001	0.112	65
Pehcevo	93	0.019	0.027	0.001	0.166	66
Mogila	20	0.177	0.184	0.001	0.010	67
Berovo	160	0.015	0.015	0.001	0.133	68
Demir Kapija	80	0.042	0.053	0.000	0.096	69
Gevgelija	680	0.016	0.020	0.002	0.036	70
Konce	20	0.048	0.043	0.001	0.026	71

Name of Municipality	Number of Available Kindergarten Spaces	Score for Preschool Shortage of Spaces, Children 3–5.5	Score for Preschool Shortage of Spaces, Children 0–5.5	Score for Population Density, Children 0–5.5	Score for Incidence of Poverty	Ranking
Bogdanci	220	0.008	0.009	0.003	0.036	72
Novo Selo	100	0.013	0.011	0.001	0.035	73
Makedonski Brod	124	0.023	0.028	0.000	0.437	74
Demir Hisar	155	0.007	0.008	0.000	0.156	75
Probitip	422	0.001	0.001	0.001	0.070	76
Kratovo	160	0.001	0.000	0.001	0.060	77
Novaci	0	1.000	1.000	0.000	0.006	78
Karpos	1,680	0.012	0.014	0.065	0.000	79
Vevcani	75	0.000	0.000	0.005	0.011	80

Phase 3: Renovation and new construction. The renovation (or repurposing or expansion) of existing buildings is expected to be the largest part of project activities under this component due to lower costs and the availability of unused or underused infrastructure, especially in small cities and rural areas. Reconstruction will be prioritized in municipalities and facilities where technical documentation and plans for construction are complete and available.

New construction will be delivered through development of locally adaptable model for preschool designs, including climate risk screening and opportunities for energy efficiency measures. Preschools constructed under this model would share similar design characteristics but would differ by their capacity. The core architectural design that would be used for these new preschool facilities would be developed ex ante as part of the project preparation and later customized by local architects.

In addition to all the new and upgraded preschools described above, the project would also finance five innovative preschool centers in cities that host preschool pedagogical university departments, to serve as model preschools for training purposes. These preschool centers could be either constructed new (in cities where such centers do not exist) or renovated in cases where the innovative institutions exist. They would be equipped as needed for the optimal delivery of preschool services and for teacher training. The new innovative preschool centers intended to serve as model preschools for training purposes would also serve as models in terms of highest building standard.

Finally, this subcomponent will finance a nationwide communication campaign. The campaign would be used to raise awareness about the importance of the early years and seek to empower parents (with children aged 0–6 years) to play a key role in promoting their young children’s development through (a) early stimulation, play, positive interactions, good health, and nutrition practices at home and (b) information about the range of services that are available in the community and that they may be eligible for, to support the overall development of their children (including in the health, nutrition, early screening of disabilities, social protection, and early learning areas) and the importance of preschool attendance.

Subcomponent 2.2. Ensuring quality of ECEC services. A growing body of research recognizes that ECEC brings a wide range of benefits, but all these benefits are conditioned by ‘quality’.

Expanding access to services without attention to quality will not deliver good outcomes for children or long-term productivity benefits for the society. This subcomponent would finance (a) strengthening pre-service and in-service teacher capacity-building programs, development of new preschool teachers' required competencies, and implementation of preschool teachers' capacity-building program; (b) carrying out capacity-building activities for ECEC preschool administrators and other decision makers; (c) developing materials for age-appropriate teaching and learning; and (d) enhancing ECEC quality assurance mechanisms. The subcomponent will also provide support for developing a per student funding formula that improves teaching quality.

Strengthening preservice and in-service teacher training. Recent research⁶ provides evidence that better-trained staff are more likely to provide high-quality pedagogy and learning environment, which in turn, fosters children's development and better learning outcomes. This subcomponent would finance activities that contribute to strengthening preservice and in-service preschool teacher training. Preservice training for preschool teachers is currently fragmented and of varying quality. There are high inconsistencies among the study programs with respect to their content as well as quality. This issue was recognized in the new Strategy for Development of Education (2018–2025) as one of the weaknesses of preschool. Therefore, this subcomponent will support measures to align these preservice programs and define competencies that the students need to acquire to become professional preschool teachers. Initial training of teachers will be modernized by introducing modern teaching techniques and more practical experience in its curriculum, so that future teachers could employ theoretical knowledge and acquire core professional teacher competences. Similarly, the system of in-service training is not well developed and is mainly donor driven. To address this, the subcomponent will provide technical assistance to evaluate, reform, and harmonize in-service preschool teacher training. Specifically, this will review the existing in-service training system and will support the improvement in the substance and relevance of the training, as well as assure the quality of teacher training providers. In addition, the subcomponent will finance the identification of training needs, development of training courses, and provision of this training to increase competences of teachers as well as leadership and competencies of managerial staff.

Next, this subcomponent will finance activities to improve evaluation of quality in the preschool education system. The prevailing role of the system would be 'quality building,' to cultivate the importance of continuous support and actions to improve preschool quality. Information gathered through different M&E instruments—capturing both structural and process quality⁷—would inform the changes in the curriculum, improvement in teacher training, and utilization of innovative approaches with children, parents, and communities. To this end, this subcomponent would support development of both dimensions for quality assurance, self-evaluation, and

⁶Litjens, I., and M. Taguma. 2010. Literature Overview for the 7th Meeting of the OECD Network on Early Childhood Education and Care. OECD: Paris.

⁷ Process quality refers to the child's day-to-day experiences in ECEC settings and encompasses dynamic elements such as interactions with teachers, peers, and materials, the quality of daily routines, and the implementation of the curriculum. Structural elements, in contrast, include things such as center infrastructure and materials, health and safety aspects, and characteristics of the group of children and teachers (group size, student/teacher ratio), and caregiver characteristics (teachers' level of education, experience, salary, and so on).

external evaluation as well as establishing of the mechanisms for utilization of collected information for evidence-based decision making. Technical assistance will be provided for quality evaluation tools. The tools could include classroom observation tools as well as surveys of teachers, parents, and children, among others. Once the instruments are developed, piloted, and adopted, the subcomponent would support training for external evaluators, preschool staff and administrators, and other decision makers on the use of the instruments for external and self-evaluation of quality.

In addition, this subcomponent will finance development and procurement of age-appropriate learning materials and toys. Young children learn best by experimenting with their environment through hands-on activities and play, which is why appropriate learning materials and toys are such a vital part of the preschool classroom. This subcomponent will finance (a) development of learning materials (books) for children and manuals for teachers and (b) procurement of the toys and learning materials from well-known producers.

Finally, this subcomponent would also provide technical assistance in developing a new funding formula as an important condition for the fiscally sustainable expansion of ECEC coverage. This activity will be prioritized due to the need to ensure sustainable and efficient expansion of the preschool enrollment. The ultimate goal will be development of perstudent funding formula that would allow for transparent and more equitable way of distributing resources and would overcome issues of efficiency, but also of equity and quality. It would finance the (a) analysis of the current ECEC funding formula, (b) the analysis of the current planning and allocation of ECEC funding to municipalities and kindergartens, and (c) the development of a revised formula based on the analysis of the above. It is expected that the Government would adopt the new formula in the second year of project implementation.

ANNEX 2- Application Form

MINISTRY OF LABOUR AND SOCIAL POLICY
SOCIAL SERVICES IMPROVEMENT PROJECT

APPLICATION FORM

for financing a project for creating new pre-school spaces through construction, extension, upgrade or adaptation of facilities for care and upbringing of pre-school children in the Municipality

Date: _____

I. Name of applicant- Municipality: _____

I.1. Contact information

- Address: _____
- Telephone: _____
- E-mail: _____
- Contact person: _____

II. Project Information

II.1. Project type:

A) Kindergarten B) Center for Early Childhood Development C) Outpost (Satellite kindergarten group)

II.2. Project Location:

II.2.1 Address: _____

II.2.2. Project Location Region:

1. Skopski region
2. South –east region
3. East region
4. Pelagoniski region
5. Poloski region
6. South-west region
7. Vardarski region

8. North- west region

II.3. Type of construction:

- A) New building A.1) Built structure A.2) Mounting/Modular
- B) Upgrade/Extension
- C) Adaptation / repurposing

III. Needs Assessment

III.1 Number of children 3-6 years in the Municipality: _____

III.2 Current Projected Number of Kindergarten Spaces in the Municipality:

III.3 Current Number of children 3-6 years attending Kindergartens/ Center for Early Childhood Development/ Group in other spatial conditions in the Municipality: _____

IV. Municipality commitment

The Municipality shall provide maintenance of the project / infrastructure after it is build, i.e. connect the relevant utilities, pay for the recurrent utility bills and ensure adequate staffing of all new preschool classrooms

- A) Yes B) No

Short description of the project to be financed (please explain the Municipality need for preschool services, the offered location for the project, whether the project is for building new kindergarten, for upgrade/extension of a existing one, or for adaptation; the municipality commitment to maintain the infrastructure- connect the relevant utilities, pay for the recurrent utility bills, and ensure adequate staffing of all new preschool classrooms):

V. Environmental and Social Screening (ESS) Check list

V.1 Instruction for fulfillment:

Objectives of the ESS check list

The environmental and social screening (ESS) check list will support you (the Municipality) to determine the sub - project category (A / B (B+ or B) / C) based on assessment criteria (type of activity and preliminary impact assessment). The screening process will identify the required type of environmental due diligence document to be used for impact assessment for your project.

V.2 . Structure of the check list

PART 1: General information about the project and proponent applicant provides information about the proponent/applicant, project activities and relevant documents already prepared, feasibility study, EIA report...)

PART 2: Screening for category “A” projects lists large scale projects with significant adverse environmental and social impacts with long term regional/national impacts (they are excluded by financing under the SSI project).

PART 3: Screening for category “B” and “C” projects includes type of activities for small scale projects and preliminary assessment criteria to evaluate potential environmental and social impacts of your project.

V.3 How to fulfil the check list?

The ESS check list need to be fulfilled by the responsible person from the Municipality(proponent/ applicant) taking into account the project location, project type activities, sensitive areas around the project location and possible adverse environmental and social impacts that might occur. You need to preliminary evaluate the possible impacts in terms of intensity, time of occurrence and geographical scale. The overall assessment of the impact will lead you to the project category.

Category “A” projects are large scale projects with high environmental and social risks and they are not eligible for financing under the SSI project.

Category “B” projects are divided into two groups B and B+ based on project activities and potential impacts, and for these projects different environmental and social due diligence instruments need to be applied for project impact assessment.

Category “C” projects are those projects for which no additional impact assessment is required.

V.4. How to fulfill the check list?

Please, complete the ESS check list and at the end provide your overall assessment of potential impacts and categorize your project.

Please, sign completed ESS check list and submit it to the for approval as part of the Application. After the approval of the ESS check list the Project Management Unit within the Ministry of Labour and Social Policy (MLSP PMU) will inform you about the following steps and the environmental due diligence instruments to be applied to your project.

PART 1	GENERAL INFORMATION ABOUT THE PROJECT AND PROPONENT/APPLICANT
---------------	--

Municipality (Proponent/ Applicant's) name:	
Address (street and number, postal code and city):	
Project name	
Main Project activities	
Responsible person completing the ESS Check-list:	
ESS Check-list completion date:	
Obtained relevant documents (approved Environmental Impact assessment- EIA Report, obtained permits, etc.)	
PART 2	ENVIRONMENTAL AND SOCIAL SCREENING FOR LARGE SCALE PROJECTS
Type of Project Activity	
<ul style="list-style-type: none"> • Trade in wildlife and wildlife products prohibited under the CITES convention <input type="checkbox"/> YES <input type="checkbox"/> NO • Release of genetically altered organisms into the natural environment <input type="checkbox"/> YES <input type="checkbox"/> NO • Manufacturing, distribution and sale of banned pesticides and herbicides <input type="checkbox"/> YES <input type="checkbox"/> NO • Drift seine netting in the marine environment <input type="checkbox"/> YES <input type="checkbox"/> NO • Manufacturing, handling and disposal of radioactive products <input type="checkbox"/> YES <input type="checkbox"/> NO • Hazardous waste storage, treatment and disposal <input type="checkbox"/> YES <input type="checkbox"/> NO • Manufacturing of equipment and appliances containing Chlorofluorocarbons (CFCs) and other substances regulated under the Montreal Protocol <input type="checkbox"/> YES <input type="checkbox"/> NO • Manufacturing of electrical equipment containing polychlorinated biphenyls (PCBs) in excess of 0,005 % by weight <input type="checkbox"/> YES <input type="checkbox"/> NO • Manufacturing of asbestos containing products <input type="checkbox"/> YES <input type="checkbox"/> NO • Nuclear reactors and parts thereof <input type="checkbox"/> YES <input type="checkbox"/> NO • Tobacco, unmanufactured or manufactured <input type="checkbox"/> YES <input type="checkbox"/> NO • Tobacco processing machinery, and Manufacturing of firearms <input type="checkbox"/> YES <input type="checkbox"/> NO • Distilled alcohol for consumption <input type="checkbox"/> YES <input type="checkbox"/> NO 	
Preliminary Assessment of Potential Impact	
<ul style="list-style-type: none"> • Does the Project have adversely long term regional/national impact on natural habitats? <input type="checkbox"/> YES <input type="checkbox"/> NO • Does the Project have adversely long term regional/national impact on <input type="checkbox"/> YES <input type="checkbox"/> NO 	

forests and forested areas?

- Does the Project have adversely long term regional/national impact on physical cultural heritage? YES NO

PLEASE NOTE: If any of the answers of the above listed type of project activities is **yes**, the project belongs to category “A” and the project is not eligible for financing under SSIP. Sub-projects which may adversely impact natural habitats, forests and forested areas, with long term regional/national impacts, will be automatically categorized as category a project and they will be excluded from support by SSIP. If all answers of the above listed type of project activities are **no**, please continue with fulfillment of part 3

PART 3		ENVIRONMENTAL AND SOCIAL SCREENING FOR SMALL TO MEDIUM SCALE PROJECTS			
Project name:					
Activity/Impact	Y (yes)	N (no)	Preliminary assessment of potential impacts		
			Minor/local / short term	Moderate/local / medium term	Major/regional/long term
Building rehabilitation/reconstruction					
Site specific vehicle traffic					
Increase dust and noise from demolition and or construction					
Generation of construction waste					
New construction					
New land required for construction					
Excavation impacts and soil erosion					
Increase sediment loads in receiving waters					
New access roads required and specific vehicle traffic					
Increase dust and noise from demolition and or construction					
Generation of construction waste					
Will the sub-project cause dust and noise pollution after its completion?					

Individual wastewater treatment system					
Effluent and/or discharging into receiving waters					
Will the sub-project contribute to pollution of international waters?					
Will the sub-project cause water pollution after its competition?					
Energy efficiency of the new kindergarten facility?					
Acquisition of land					
Encroachment on private property					
Relocation of project affected persons					
Involuntary resettlement					
Loss of assets, property, houses, agricultural produces etc.					
Impacts on livelihood incomes					
Hazardous or toxic materials					
Removal and disposal of toxic and or hazardous demolition and or construction waste					
Storage of machine oils and lubricants					
Asbestos, PCB's, pollution from unspent PV batteries					
Will the sub-project emit greenhouse gases (CO ₂ , NO _x , O ₃) or ozone depleting substances (CFC, methyl bromide etc.)					
Impacts on forests and/or protected areas⁸					
Sensitive habitats - National parks and game Reserve,					

⁸ Proposed sub-projects which may adversely impact natural habitats, forests and forested areas, physical cultural heritage, will be automatically categorized as category A project and they will be excluded from support by SSIP.

Wet-lands, Areas with rare or endangered flora or fauna					
Areas with outstanding					
Scenery/tourist site					
Disturbance of locally protected habitat					
Damage of wildlife species and habitat					
Encroachment on designated forests, buffer and/or protected areas					
Introduction of exotic or alien species					
Will the sub-project involve the use of forest trees or other natural as building materials?					
Traffic and Pedestrian Safety					
Site specific vehicle traffic					
Site is in a populated area					
Other physical and environmental issues and concerns					

Overall impact assessment of the small scale Project	Minor/local/short term	Moderate/local/medium term	Major/regional/long term	Comments
Categorization of the Project done by the Proponent/Grant Applicant	<input type="checkbox"/> Project Category: B⁺ The project has major/moderate environmental and social impact.		<input type="checkbox"/> Project Category: B The project has moderate/minor environmental and social impact.	<input type="checkbox"/> Project Category: C The project has minor or no environmental and social impacts.
Additional comments				

ESS Checklist prepared by: _____

Signature of responsible person _____

Date of fulfilment: _____

VI. Mandatory enclosed documentation

VI.1 Property List for the offered project location

VI.2 Excerpt from the Urban Plan for the offered project location(V2 categorization-health and social protection) or equivalent document (for rural places)

VI.3 Elaborate for Numeric data for the project location

VI.4 Signed statement for commitment of the Municipality to provide maintenance of the project / infrastructure after it is build - connect the relevant utilities, pay for the recurrent utility bills, and ensure adequate staffing of all new preschool classrooms

Signed by: _____, Mayor

Statement for commitment

Date:

Public Call reference no. _____, Social Services Improvement Project

The municipality of _____ has submitted Application for financing a project for creating new pre-school spaces through construction, extension, upgrade or adaptation of facilities for care and upbringing of pre-school children in the Municipality. Part of the Application is this statement of commitment, under which we as an Municipality commit our self to provide maintenance of the project / infrastructure to be build under this project, i.e. connect the relevant utilities, pay for the recurrent utility bills and ensure adequate staffing of all new preschool classrooms.

Respectfully,

Mayor,

Signature

ANNEX 3- Approval of Project Categorization Performed in ESS Check List

Approval of Project Categorization performed in ESS Check List

The fulfilled ESS Check List provided by Proponent

_____ for the Project

_____ was reviewed by MLSP ESE and WB ES

Specialist and the following comments has been provided:

Additional comments provided by MLSP ESE/WB ES for Project categorization:

--

Categorization of the Project done by MLSP ESE and approved by WB ES Specialist	<input type="checkbox"/> Project Category: B⁺ The project has major/ moderate environmental and social impact.	<input type="checkbox"/> Project Category: B The project has moderate/ minor environmental and social impact.	<input type="checkbox"/> Project Category: C The project has minor or no environmental and social impacts.
Environmental and social Due Diligence Instruments	The Proponent need to prepare <u>Initial ESIA with ESMP (the outline of the document will be provided by MLSP PMU)</u>	The Proponent need to prepare <u>ESMP Check-list (the outline of the document will be provided by MLSP PMU)</u>	The Proponent should not prepare any environmental and social documentation.

Project Categorization issued by MLSP/PMU ESE: _____

Signature of responsible person: _____

Date: _____

ANNEX 4 -Template of content of “Initial Limited Environmental and Social Impact Assessment (for Category B+)”

Content

INTRODUCTION

PROJECT DESCRIPTION

BASELINE DATA

- Geology and soil
- Climatic characteristics
- Seismology
- Sensitive receptors
- Air quality
- Waste
- Soil
- Flora and Fauna
- Noise

POTENTIAL IMPACT AND IMPACT ASSESSMENT

- Potential Impacts on the Air quality
- Potential Impacts on water and soil
- Impact of generated waste streams
- Potential impacts on occupational and community (especially for students) health and safety
- Noise Impact
- Potential Impacts on the Flora and Fauna
- Potential Impacts on Cultural Heritage

ENVIRONMENTAL AND SOCIAL MITIGATION PLAN

ENVIRONMENTAL AND SOCIAL MONITORING PLAN

Template of the ENVIRONMENTAL AND SOCIAL MITIGATION PLAN

I. Civil Works Implementation phase

Potential impact	Impact scale	Proposed mitigation measures	Responsibility	Costs
Project activity:				
<i>a) OH&S issues</i>				
<i>b) Waste management</i>				
<i>c) Water quality</i>				
<i>d) Noise</i>				
<i>e) Air quality</i>				

Potential impact	Impact scale	Proposed mitigation measures	Responsibility	Costs
Project activity:				
<i>a) OH&S issues</i>				
<i>b) ACM Waste management</i>				

II. Operational phase

Potential impact	Impact scale	Proposed mitigation measures	Responsibility	Costs

Template of ENVIRONMENTAL AND SOCIAL MONITORING PLAN

I. Civil Works Implementation phase

<i>What parameter is to be monitored?</i>	<i>Where is the parameter to be monitored ?</i>	<i>How is the parameter to be monitored ?</i>	<i>When is the parameter to be monitored (frequency of measurement)?</i>	<i>Why is the parameter to be monitored?</i>	Cost		Responsibility	
					Constru ction	Operat ions	Reconstruction/ad aptation of school facilities into the kindergarten facilities	Operatio ns of the Kinderga rten facility
Project activity:								

II. Operational phase of the sub - project

<i>What parameter is to be monitored?</i>	<i>Where is the parameter to be monitored?</i>	<i>How is the parameter to be monitored?</i>	<i>When is the parameter to be monitored (frequency of measurement)?</i>	<i>Why is the parameter to be monitored?</i>	Cost		Responsibility	
					Construc tion	Operati ons	Reconstruction /adaptation of school facilities into the kindergarten facilities	Operations of the new Kindergarten facility
Project activity:								

Signature of responsible person from the Municipality: _____

Date: _____

ANNEX 5-“Template of Environmental and Social Management Plan (ESMP) Checklist (for Category B)”

1. Short introduction to the sub-project
 - 1.1. Project description and planned activities
 - 1.2 Sensitive receptors
2. Overview of environmental impacts
3. Purpose of the ESMP Checklist and disclosure requirements
4. Application of ESMP Checklist
5. Monitoring and reporting procedures and distribution of responsibility
6. Table part of ESMP Checklist
7. Annexes

Annex 1 Location information

5.1 INSTITUTIONAL & ADMINISTRATIVE

PART 1: INSTITUTIONAL & ADMINISTRATIVE		
Country		
Sub-Project title		
Scope of sub-project and particular activities		
Institutional arrangements (Name and contacts)	Project management	
Implementation arrangements (Name and contacts)	Supervision	
SITE DESCRIPTION		
Name of site		
Describe site location (geographic description)		Annex 1: Site information (figures from the site) <input type="checkbox"/> Y <input type="checkbox"/> N
LEGISLATION		
Identify national & local legislation & permits that apply to sub-project activity(s)		
PUBLIC CONSULTATION		
Identify when / where the public consultation process took place and what were the remarks from the consulted		

stakeholders	
INSTITUTIONAL CAPACITY BUILDING	
Will there be any capacity building?	<input type="checkbox"/> N or <input type="checkbox"/> Y

5.2 ENVIRONMENTAL /SOCIAL SCREENING

PART 2: ENVIRONMENTAL /SOCIAL SCREENING		
Will the site activity include/involve any of the following:	Activity	Status
	A. Building rehabilitation/adaptation	<input type="checkbox"/> Yes <input type="checkbox"/> No
	B. New construction	<input type="checkbox"/> Yes <input type="checkbox"/> No
	C. Individual wastewater treatment system	<input type="checkbox"/> Yes <input type="checkbox"/> No
	D. Historic building(s) and districts	<input type="checkbox"/> Yes <input type="checkbox"/> No
	E. Acquisition of land ⁹	<input type="checkbox"/> Yes <input type="checkbox"/> No
	F. Hazardous or toxic materials ¹⁰	<input type="checkbox"/> Yes <input type="checkbox"/> No
	G. Impacts on forests and/or protected areas	<input type="checkbox"/> Yes <input type="checkbox"/> No
	H. Handling / management of medical waste	<input type="checkbox"/> Yes <input type="checkbox"/> No
	I. Traffic and Pedestrian Safety	<input type="checkbox"/> Yes <input type="checkbox"/> No

5.3 MITIGATION MEASURES CHECKLIST

ACTIVITY	PARAMETER	MITIGATION MEASURES CHECKLIST
A. General Conditions	Notification and Worker Safety	
B. General Rehabilitation and /or	Air Quality	
	Noise	

⁹Land acquisitions includes displacement of people, change of livelihood encroachment on private property this is to land that is purchased/transferred and affects people who are living and/or squatters and/or operate a business (kiosks) on land that is being acquired.

¹⁰ Toxic / hazardous material includes and is not limited to asbestos, toxic paints, removal of lead paint, etc.

ACTIVITY	PARAMETER	MITIGATION MEASURES CHECKLIST
Construction Activities	Water Quality	
	Waste management	
C. Individual wastewater treatment system	Water Quality	
E. Acquisition of land	Land Acquisition Plan/Framework	
F. Toxic Materials	Asbestos management	
	Toxic / hazardous waste management	
I Traffic and Pedestrian Safety	Direct or indirect hazards to public traffic and pedestrians by construction activities	

5.4 ENVIRONMENTAL AND SOCIAL MONITORING PLAN

Phase	What (Is the parameter to be monitored)?	Where (is the parameter to be monitored)?	How (is the parameter to be monitored)?	When (Define the frequency or continuous)?	Why (is the parameter being monitored)?	Cost (if not included in project budget)	Who (Is responsible for monitoring)
During activity preparation							
During activity implementation							
During activity supervision							

Signature of responsible person from the Municipality: _____

Date: _____

SOCIAL SERVICE IMPROVEMENT PROJECT

Loan # 8902- MK

GRANT AGREEMENT No. **XXX**

between

**MINISTRY OF LABOR AND SOCIAL POLICY OF THE REPUBLIC OF
NORTH MACEDONIA**

(HEREINAFTER REFERRED TO AS THE "MINISTRY")

And

MUNICIPALITY (Name of Municipality)
(HEREINAFTER REFERRED TO AS THE "MUNICIPALITY")

FOR CREATING NEW PRE-SCHOOL SPACES THROUGH CONSTRUCTION
OF NEW BUILDING OR THROUGH EXTENSION, UPGRADE OR
ADAPTATION OF EXISTING BUILDING AND ITS REPURPOSING AS
FACILITY FOR CARE AND UPBRINGING OF PRE-SCHOOL CHILDREN IN
THE MUNICIPALITY

Skopje, (month, year)

GRANT AGREEMENT No **xx**.

THIS AGREEMENT (“Agreement”) is entered into this **(date)**, by and between **Ministry of labor and social policy of the Republic of North Macedonia (hereinafter called the “Ministry”)**, having its principal place of business at Dame Gruev 14, 1000 Skopje, Republic of North Macedonia, and **xxx (hereinafter called the “Municipality”)**, having its principal place of business located at **xxxx**, Republic of Macedonia.

THE PARTIES hereby agree as follows:

ARTICLE I-GENERAL CONDITIONS

I.1 The Ministry agrees to finance the Project Proposal Ref.No (xx) dated (xx) submitted by the Municipality for creating new pre-school spaces through construction of new building or through extension, upgrade or adaptation of existing building and its repurposing as facility for care and upbringing of pre-school children in the Municipality.

ARTICLE II- GRANT AMOUNT AND PURPOSE

II.1 The Ministry shall provide a Grant in amount of **xxxx MKD** for financing the Municipality’s Project. The Grant Amount shall be used solely for financing a Subproject approved by the respective Grant Approval Committee for creation of new pre-school spaces through construction of new building or through extension, upgrade or adaptation of existing building and its repurposing as facility for care and upbringing of pre-school children in the Municipality. The Grant amount is a budget ceiling amount calculated based on the calculation given in the Main Project prepared by the Project design company.

II.2 The payment shall be made directly to the contracted companies by the Ministry, i.e by the SSIP Project Management Unit

II.3 If after starting the procurement process for selecting a company for construction and company for supply of furniture/equipment it is determined that the grant amount shall not be enough to cover the construction/furniture/equipment costs, Amendment to this Agreement can be signed, based on mutual agreement of both contracting parties

II.4 The Grant Amount stipulated in this Agreement is a budget ceiling amount. The difference between the grant amount and the actual amount spent based on the signed contracts for construction/supply of equipment shall be reallocated by the Ministry for financing other projects

ARTICLE III-TERMS AND CONDITIONS

III.1 The Grant amount stipulated in the article II.1 of this Grant Agreement shall be used for financing procurement of works and goods described in the Main Project prepared by the Project design company (Main Project dated xx, prepared by xxx)

III.2 The procurement of the works and goods described in the Main project shall be conducted by the Ministry, i.e by the SSIP Project Management Unit.

III.3 Tripartite Contract shall be signed between MLSP, the selected Construction Contractor / Supplier and the Municipality which shall regulate the value of the contract, works to be done/equipment to be delivered with quantity and unit price, deadline for contract execution, supervision and payment , handling complaints during the guarantee period and other contract conditions. For the works contracts Approved Final version of Initial Limited Impact Assessment document i.e. Approved Final version of ESMP Checklist shall be included in the Grant Agreement, and then into the respective bidding documents and construction contracts.

III.4 The payments to the contracted companies for the woks done i.e. goods delivered shall be done by the MLSP (PMU), based on confirmation received by the Supervision company, and by the MLSP SSIP Experts that the works are completed and goods are being delivered in accordance to the technical and quality parameters as stipulated in the Contracts signed

III.5 The Municipality confirms that shall provide maintenance of the project / infrastructure after it is build, i.e. connect the relevant utilities, pay for the recurrent utility bills, and ensure adequate staffing of all new preschool classrooms

III.6 The Borrower, i.e. Republic of North Macedonia, through MLSP, shall obtain rights adequate to protect its interests and those of the Bank (International Bank for Reconstruction and Development) , including the right to:

- (i) suspend or terminate the right of a Selected Municipality to use the proceeds of a Grant, or obtain a refund of all or any part of the amount of a Grant then withdrawn, upon the Selected Municipality's failure to perform any of its obligations under aGrant Agreement; and
- (ii) require the MLSP as well each Selected Municipality to:
 - (H) carry out the relevant Subproject with due diligence and efficiency and in accordance with sound technical, economic, financial, managerial, environmental and social standards and practices satisfactory to the Bank (International Bank for Reconstruction and Development) , including in accordance with the provisions of the Anti-Corruption Guidelines applicable

to recipients of proceeds other than the Borrower, and with the Grants Operational Manual;

- (I) provide, promptly as needed, the resources required for the purpose;
- (J) procure the goods, works and services to be financed out of the Grant in accordance with the provisions of this Agreement and the Grants Operational Manual;
- (K) maintain policies and procedures adequate to enable it to monitor and evaluate in accordance with indicators acceptable to the Bank, the progress of aSubproject and the achievement of its objectives;
- (L) enable the Borrower and the Bank to inspect the Subproject, its operation and any relevant records and documents;
- (M) prepare and furnish to the Borrower and the Bank all such information as the Borrower or the Bank shall reasonably request relating to the foregoing;

ARTICLE IV-SUPERVISION AND MONITORING OF THE WORKS

The Supervision company and the Ministry through the MLSP PMU shall carry out the supervision and monitoring of works under the Project implementation and inspection of the goods delivered

The MLSP shall hire a company/companies, i.e. Supervision company-Supervisor that shall carry out the supervision and monitoring of works under the Project implementation and inspection of the goods delivered. The Supervisor will provide supervisory services in the technical and financial control of the works; check the performance of the Contractor and verify that the execution of the project is in accordance with the contract documents.

The experts engaged within the SSIP Project Management Unit (PMU) (Civil engineers/Architects) shall also carry out supervision and monitoring of works and inspection of the goods delivered. The experts shall provide technical and financial control of the works; check the performance of the Contractor and verify that the execution of the project is in accordance with the contract documents.

The Supervisor in coordination with the SSIP Project Management Unit shall determine the actual quantities of the works executed by the Contractor, and this shall be paid in accordance with the provisions of the Contract. The Interim payments have to be approved by the Supervisor and the SSIP Project Management Unit.

The Supervision company and the SSIP Project Management Unit experts shall coordinate their work and shall come up with mutual agreement about the supervision results.

ARTICLE V -CHANGES, AMENDMENTS AND NOTIFICATIONS

V.1 Changes to this Grant Agreement can be made any time, by signing Grant Agreement between the Parties in writing

V.2. Any notifications related to this Grant Agreement made by the Parties shall be submitted in written.

V.3 The changes and amendments to Grant Agreement shall enter into force from the date of their signing or from any other date specified therein.

ARTICLE VI -DURATION OF THE GRANT AGREEMENT

VI.1 The Grant Agreement enters into force on the date of the signature of both parties and remains effective till agreement obligations are fulfilled but not later than the Social Services Improvement Project End Date.

ARTICLE VII -TERMINATION OF THE GRANT AGREEMENT

VII.1 The Parties at any time can claim termination of this Grant Agreement on the basis of due justification.

ARTICLE VIII - FORCE MAJEURE

VIII.1. In case of Force Majeure- wars, natural disasters, embargo, inhibit normative acts issued by the State, which have direct impact on this Agreement and hamper its fulfillment, time limits of this Grant Agreement and the terms of its implementation shall be prolonged for the period of the Force Majeure.

VIII.2 In case of Force Majeure conditions the parties are obliged to inform each other thereof in written.

ARTICLE IX – DISPUTE RESOLUTION

IX.1. The Administrative court of the Republic of North Macedonia shall be competent court for all disputes, and difference in opinions under this Grant Agreement.

Done in 4 originals in the Macedonian language.

Skopje, this day of, XXX

FOR THE MINISTRY OF LABOUR
AND SOCIAL POLICY

Signed by _____

Title: _____

FOR THE MUNICIPALITY XXX

Signed by _____

Title: _____

ANNEX 7-Design Guidelines for New Kindergartens

ANNEX 7-Design Guidelines for New Kindergartens



INTRODUCTION

These guidelines are a tool for architects and designers of new kindergarten facilities in Macedonia to design contemporary kindergartens efficient on all levels from pedagogy to energy use and cost efficiency. The importance of good design is essential, as the better the design is, the better are the living, working and learning conditions in the kindergarten. Good design does not only support but also boosts the education and children's development providing a spatial frame for their new life experiences and skills.

Chapter 1

URBAN DESIGN GUIDELINES FOR NEW KINDERGARTENS

This chapter advises the most optimal land selections, both in assuring quality play environment as optimal building shape to consequentially avoid unnecessary costs.

Plot selection:

Selection of the plot is very important as the selection determines the building as well. A plot is suitable for a kindergarten if it meets the following criteria:

- is in a quiet zone, away from noise, dust, smoke, industry or major roads
- preferably the location is already a green spot, allowing for the use of green spaces as much as possible
- there is a plenty of sunshine and sheltered from high winds but ventilated at the same time
- location is not foggy or moist and not situated in the wetlands or floodplains
- is not the natural habitat of endangered animal species or protected vegetation
- is rational in terms of communications and services to avoid unreasonable costs
- is flat terrain or with a minimal southward slope



When choosing the locations is preferable to avoid:

Along the before mentioned criteria of plot selection it is also better to avoid the following:

Hillside locations – as it is harder to make quality playground - ground works costs are higher, also costs for concrete support walls which increases the building total cost.

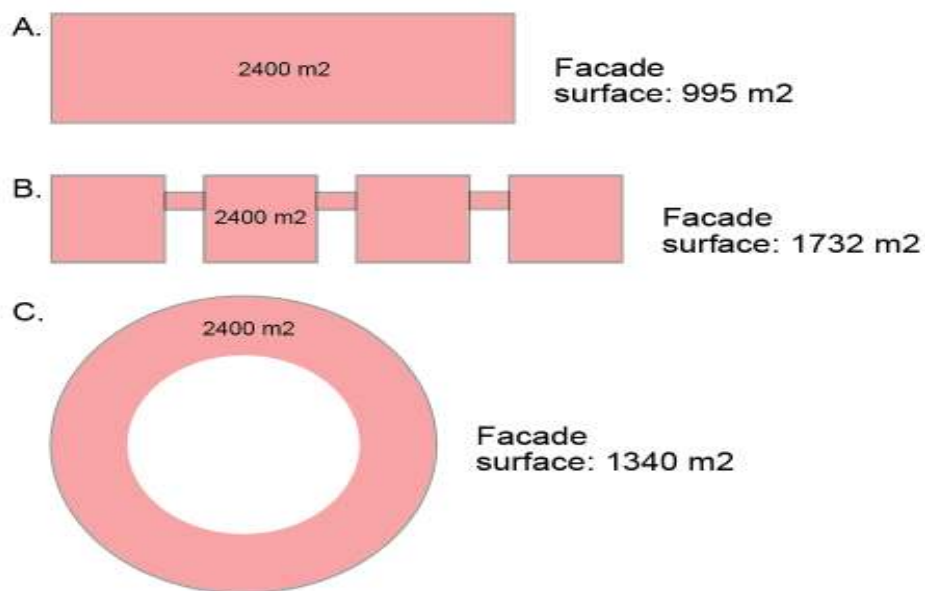
Narrow locations – are forcing designers into linear building typology that has longer communications which leads into environment that in oppose to compact buildings with central space are less encouraging for kids to meet, mix and socialize.

Shapes of the building to fit certain location

There are various shapes possible with kindergarten design. In many cases it is the location that dictates the shape. In other situations, it is advised to carefully select the shape of the building as it effects importantly on the costs, energy efficiency and also functionality of the building. The most advisable shapes are all compact shapes as they reduce the communication areas, façade surfaces, foundations, roofing etc.

Shape of the building vs. costs

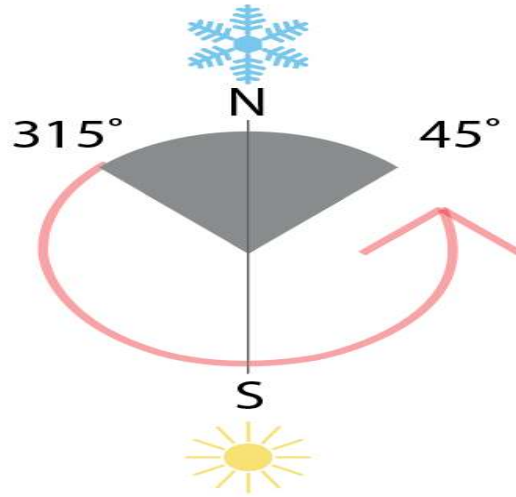
Shape of the buildings gravely affects the costs of the building as it adds to floor, roof and wall surfaces. Wide spread, linear and complex floor plans contribute to greater façade surface, greater material spending and consequently also longer building time. Such structures also add to greater heat losses in comparison to compact plans. The scheme below shows that same floor surface can have up to 75% bigger façade surface (scheme example A vs. B) just based on different shape of the building.



Scheme1: Same floor surface, differences in façade surface.

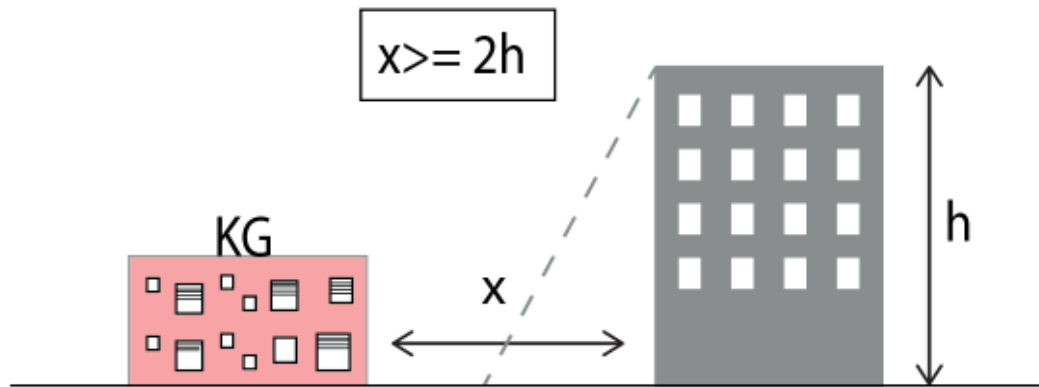
Orientation of the building

Once the plot has been selected for its size, location it is important to orientate well the building as this can help with energy efficiency of the kindergarten. Playrooms should be located preferably to the south-east orientations with windows openings to this side, while the building needs to be properly shaded to avoid overheating.



Distance from adjacent buildings

In order to generate as much quality space around the kindergarten as possible, especially for play areas, the distance from the kindergarten to each adjacent building should be equal to or greater than twice the height of the adjacent building. This preserves the qualities of the plot as well as preventing the kindergarten being overshadowed by neighboring buildings.



Plot Organization

The shape of the plot and its surrounding have an impact on the choice of the building typology. This will later affect the organization of all other elements from interior design, playground, staff and parking areas. It is most likely that new plots, unless in dense urban areas, will offer sufficient space to conceive various building typologies (linear, compact, round, orthogonal).

In most cases it is advised to build the early childhood education center closer to the edge of the plot instead of locating it centrally in order to make a more efficient use of the land. In many cases, the building can be located on the very edge of the plot,

making the most out of the playground surfaces and reducing the quantity of the fence. Central positioning of the building on the plot is not advisable as it takes too much of the area that can be used for playground.

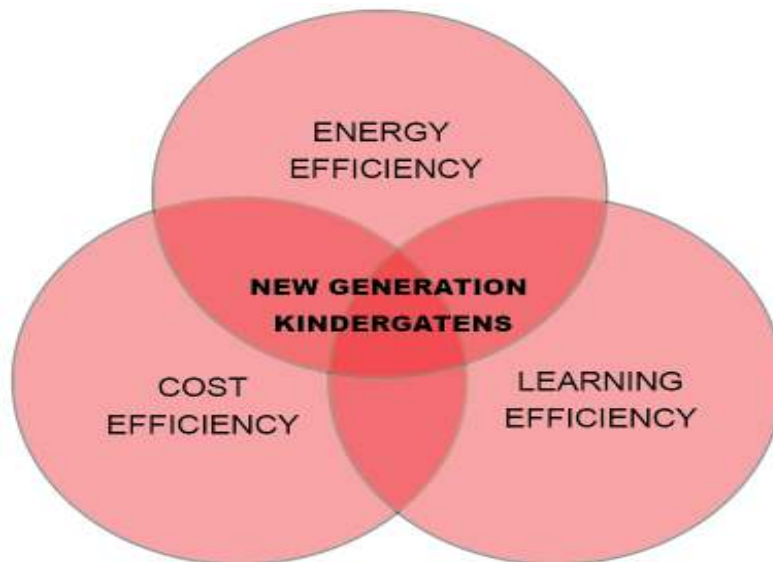


Building should be positioned on a plot in a way a quality playground can be organized.

2Chapter 2

EFFICIENT KINDERGARTEN BUILDING DESIGN

Principles of building design promote efficient design in order to lower the cost without jeopardizing the quality of architecture and interior designs. These principles can be taken into account and architects are encouraged to use them in their projects.



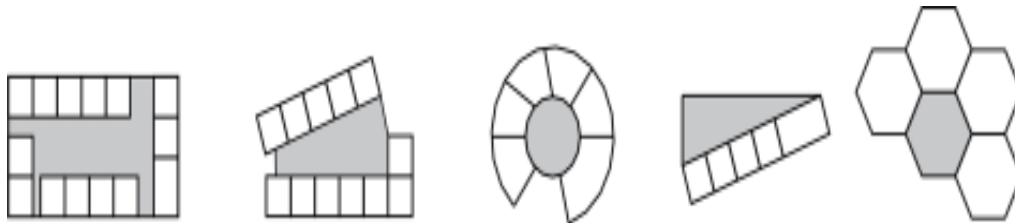
CHOOSING THE RIGHT TYPOLOGY

It is advised to design buildings as compact as possible. Compact buildings are energetically more efficient, communication areas tend to be small and several surfaces are reduced as surface of the façade, size of foundation, ground works etc.



Simple forms bring several benefits in efficiency.

Choosing the right typology influences gravely on cost and performance of the building. One of the design aims is to make an active, child centered facility with spaces where kids can meet, cooperate and learn from each other. Central spaces in kindergartens can serve various purposes as central meeting spaces, extension of the playrooms, spaces for sport activities, main group events wardrobes, while they are main communicational surface at the same time thus reducing corridors in the building.



Central space principle in various compact typologies.

CHOOSING SIMPLE CONSTRUCTIONS AND SIMPLE BUILDING GEOMETRY

Simple construction solutions are lowering the costs are easy to build and are cost effective. Organic forms, console structures etc. are better to be avoided as they are making the costs higher than needed, while adding nothing to the functionality of the building or pedagogical value of the project.

Simple construction solutions can be also very flexible. For instance, frame construction systems can form big open spaces (later closed if needed) at low cost. The materials used can vary from concrete, timber to steel. Spaces can be closed freely. Pillars can later be used as didactical elements etc.



©Kaufmann Oberholz, © Elzendaalarchitectuur

CHOOSING SIMPLE DETAILS

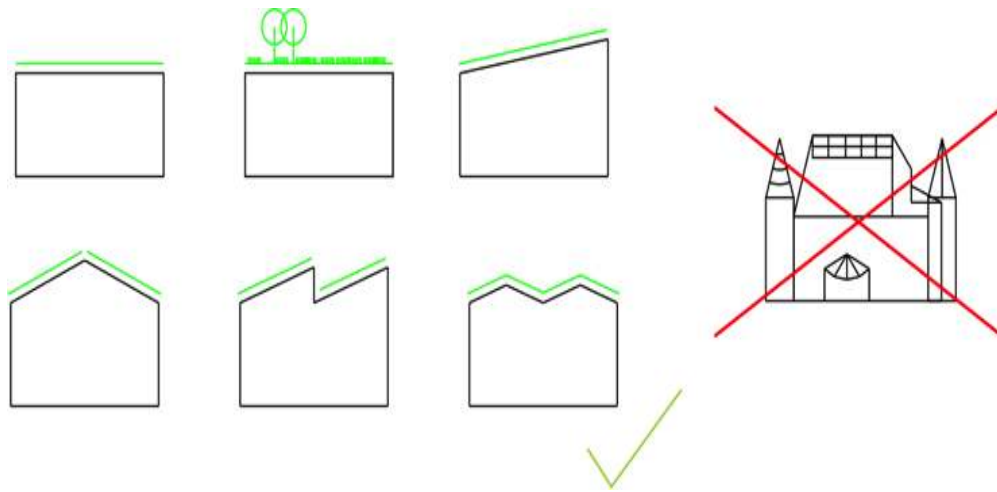
Despite custom details can add to the architecture it is better to avoid them in building design and focus possible customization in interior design. Complex detailing often brings the risk of the element not working properly, can lead to higher prices due to customization.



Complex details are more costly and often tend to go wrong if not designed carefully and done by skilled craftsmen.

CHOOSING SIMPLE ROOF

Complex roofing should be avoided (prisms, pyramids, cones...) since complex roof designs are often connected with higher costs due to the custom detail design, longer time of construction and mostly potential with water manipulation issues and higher, chance of leaking etc.. Roof terraces can be an extension of the playground. In this case they should be properly fenced and secured.



Simple yet effective roofing variations of the same project

USING MINIMAL MATERIALS

To achieve cost efficiency, careful material selection is vital. When more diverse materials are used, higher the chance of increased costs while excessive combination of materials hardly ever results in quality architecture. Several options as changes in colours or textures of the same material can benefit the appearance of the building. The quantity of materials selected can benefit the cost effectiveness and organization of the project - less materials usually means less subcontractors are needed and in case of wrongdoings problem solving is usually easier.



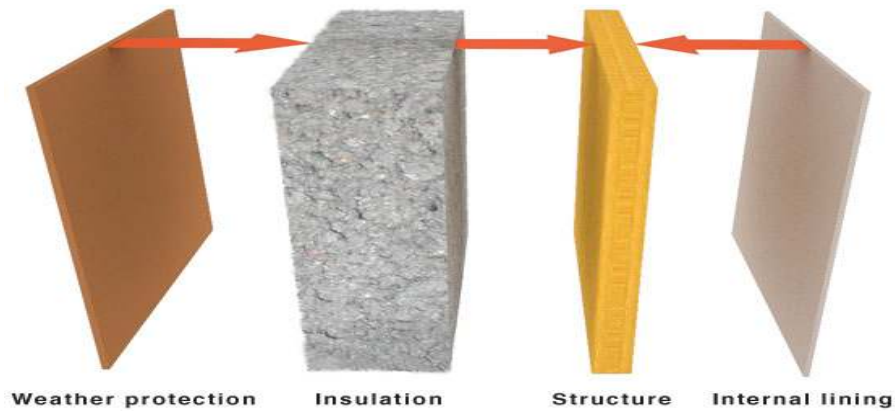
One material, different colours and positions.

THE MATERIAL SELECTION

Materials selection affects both the use and the costs. The highest standards of construction in educational buildings are natural materials. In the construction of kindergartens that means especially timber construction. The studies have shown the best results of living and learning comfort in timber built buildings (air quality, heart rate levels etc.). Timber buildings can be built from full timber wall constructions and CLT or frame constructions as the most common prefab wall option. Timber constructions are the lightweight, earthquake prone, environmentally friendly and have the lowest CO2 footprint, when acquired locally, which can be a setback should there isn't any timber prefab producers on the market, which can consequently rise up the end price of the investment. There are options to import timber prefabs from nearby countries as the costs might be competitive, the construction is faster, cleaner and the costs are more under control as in traditional construction. Due to expected lower costs most likely the majority of the buildings will be built in the most common concrete and brick constructions, yet better insulated and with more efficient details.

Timber walls

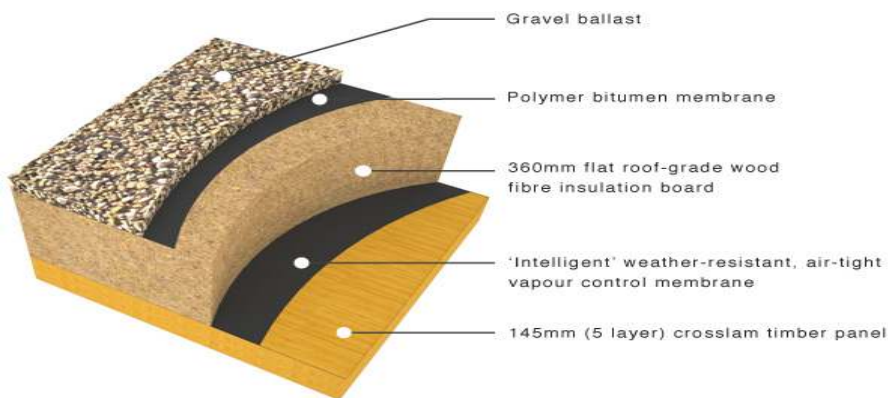
The timber wall details can vary from producer to producer, yet most common cross laminated timber wall has four basic layers. From the inside out there is internal lining, usually made from plaster boards, CLT wall structure usually 6-12cm thick, insulation layer (15-25cm thick) and final façade layer that can be either closed with cast or ventilated façade.



Typical wall composition from cross laminated timber consist of four layers.

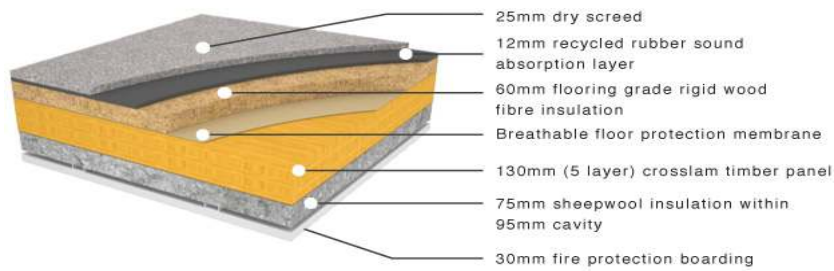
Roofing in timber constructions

Timber roof frame construction is the most common roof construction of any pitched roof of various final materials from brick to metal roofs. Timber roof construction can also be flat (similar to a flat roof in built in concrete) with similar final layers that can be either of gravel or as more and more common made from a roof membrane that is sealed and waterproof.



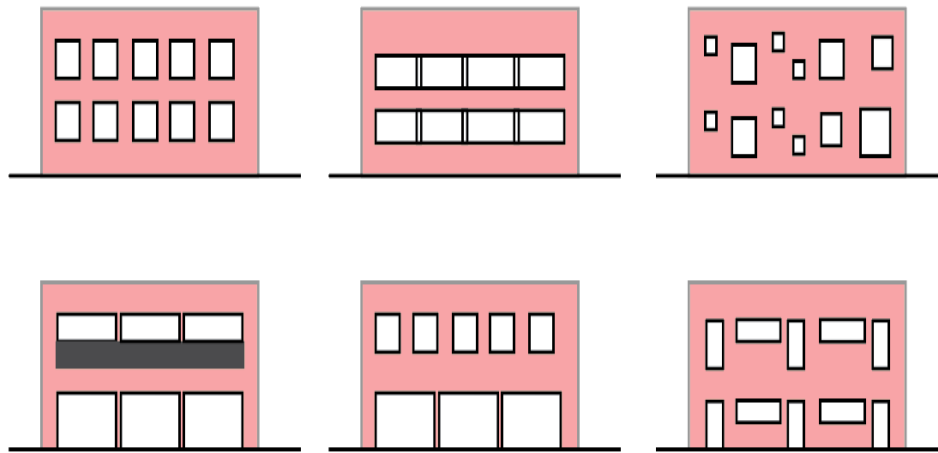
Timber flooring

Though the timber is the most favorable construction material there is a downside to it when it comes to flooring as timber constructions tend to transmit impact sounds if not designed properly with the use of the material good for the sound absorption such as so-called floating flooring solutions or other materials as rubber.



SIMPLE FAÇADE / WINDOWS DESIGN

Window design should enable the kids to have good visual connection into surrounding (nature, playground etc.) This means that the windows preferably have no parapet wall. And if there is some parapet, this can be used as bench for sitting or similar. Also, a dispersed window concept is possible, with some windows on the level of the kids and some above their height level. Within the same plan several façade concepts are possible such as symmetric composition, linear, dispersed, combined etc.



Same building with different façade variations to create a visual diversity

ACTIVE FACADES

The use of elements that involve children's active participation with the building can be done with the interactive facade elements. Such elements may include:

blackboards (drawing, messaging, playing games with words, numbers etc. – enhancing the IQ)

Magnets (creating shapes,

Sport elements (climbing walls, balance practicing, basketball boards etc.)

Relax areas (in façade built elements with pillows, treehouses etc.)

Hiding areas (nooks for retreat etc.)



Active façade for direct connection of kids with the kindergarten building. Example of façade magnets (left, Kindergarten Ajda2) and example of façade blackboard for drawing (photo right - Kindergarten Podgorje).



Kindergarten façade with elements for climbing (Podgorje kindergarten)



Example of didactic façade with hiding nooks and relax areas (Takatuka Land Kindergarten, Berlin)

ACCESSIBILITY FOR CHILDREN WITH DISABILITIES

The design of new facilities should carefully consider the proper use for children with disabilities. This goes specially to dimensioning elements as doors and distances among various elements of furniture and equipment. The building needs to be

designed handicapped friendly, with the access/entrance suitable for the wheelchair. If the building is two story high, elevator should be built.



© L: Courtesy DM R:Bloom blog

Chapter 3

ENERGY EFFICIENT DESIGN

Kindergarten design should promote quality materials and elements that reduce the energy loss. This means that the building itself should be designed in sustainable way by using good isolation, quality multi-layer windows, heat pumps, solar energy features etc.

Elements of sustainable energy can also have educational value by introducing the kids into the ecological processes such as recycling, principles of solar energy, importance of careful use of resources (electricity, water) and similar.

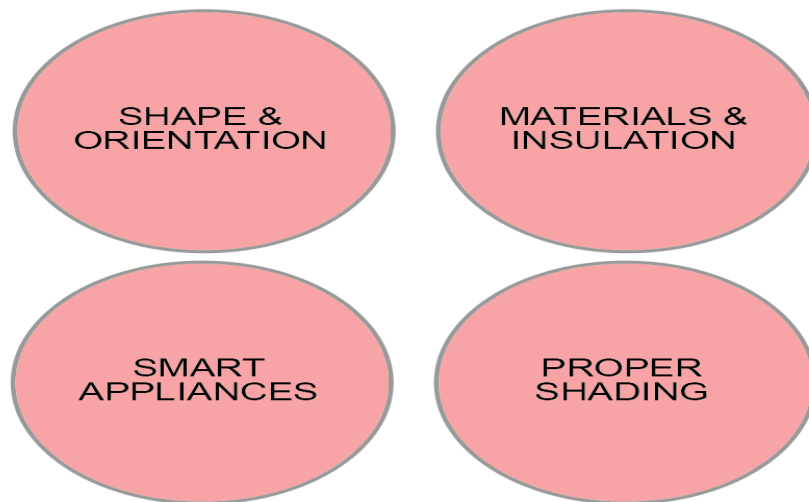
Designs should promote quality materials and elements that reduce energy loss. This means that the building itself should be designed in a sustainable way by using good

isolation, quality multi-layer windows, heat pumps, and solar energy features. Elements of sustainable energy can also have educational value and introduce children to ecological processes such as recycling, principles of solar energy, the importance of careful use of resources (electricity, water) and similar as the proper education in use of EE buildings both for kids and employees is one of important aspects of energy saving.

ELEMENTS OF ENERGY EFFICIENCY

Design itself can effectively contribute to building performance. The key elements are:

1. Proper shape of the building – more compact shape - smaller facade surface - less heat losses.
2. Proper orientation – quality natural light – lesser use of artificial lights. Using the energy of the sun, positioning more windows to southern façade, while less window openings to the north.
3. Quality materials as well as good insulation, quality windows and doors all contribute to better building performance.
4. The use of technology as heat pumps, smart installations etc. Also the use of smart apps, sensors can contribute a lot to optimal use of energy in the building.
5. The use of natural and artificial shading is a must as this way heat impact in strong Macedonian sun can be regulated.
6. The use of the building – one of the key factors is also human factor – proper use of building elements can reduce overall running costs and energy consumption.



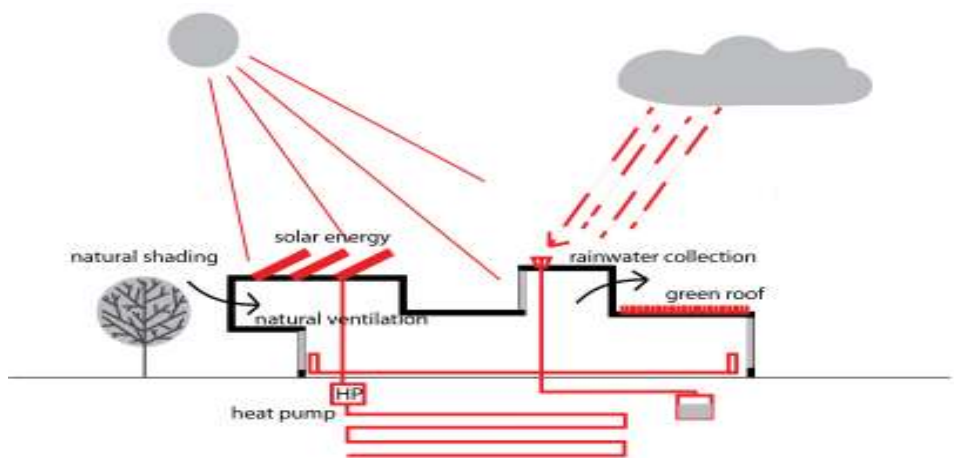
Key elements of energy efficient design.

SUSTAINABLE DESIGN FEATURES

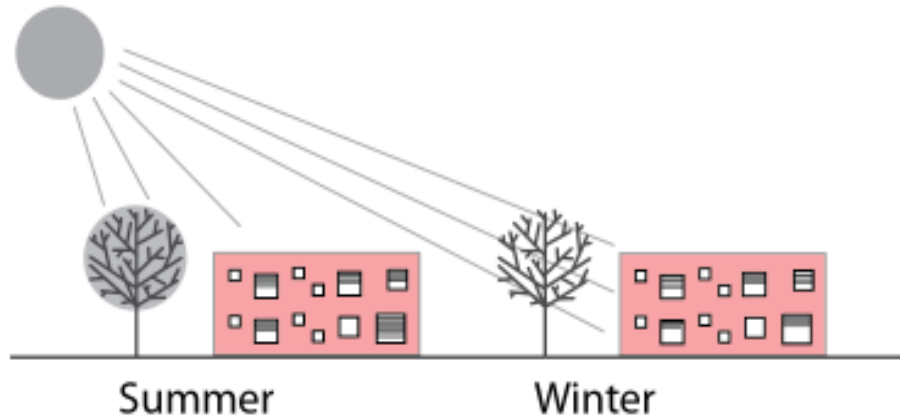
The construction of education buildings is becoming increasingly sustainable and eco-friendly by promoting:

- the use of natural and eco-friendly materials, especially wood (timber);
- access to green surfaces and trees, as they filter the summer sunlight when in bloom and reduce the need for air conditioning as well as allowing the sun's rays through in the winter;
- clever window openings to provide ample daylight, reducing the need for artificial lighting and thus saving energy and ensuring proper ventilation; It is advisable to choose a design with windows that have outside shading, since outside shading prevents the building from overheating and reduces the expenses of cooling in the summer.
- the use of solar energy and heat pumps in connection with the earth's warmth, and similar alternative energy sources to keep the building warm and to heat water;
- the collection and use of rainwater for toilets, irrigation, etc.
- Simple design details can prevent heat losses and, if the building is well isolated, result in lower energy consumption. Different countries prescribe different values for passive or low-energy buildings.

Proper shading can regulate the temperature inside the building and help with natural ventilation. Shading can be mechanical or natural, relying on the use of trees according to the seasons.



Various elements of sustainability



Both natural and artificial shading play key role in the performance of the kindergarten.

EFFICIENT HEATING AND ENERGY USE

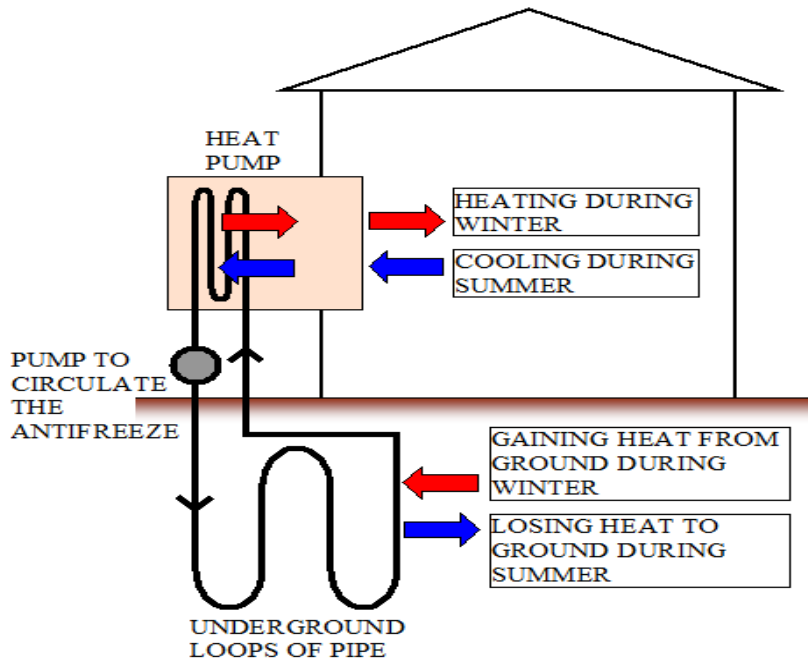
Despite evermore present technological solutions for energy efficiency no technology can save as much energy as bad planning and misuse can lose it. From this reason it is very important to consider the building technology as a part of a holistic system or an addition to above mentioned design principles in combination with proper use of these elements.

In the natural and geographic conditions of Macedonia, mini solar powerplants on the roofs of the kindergartens can add a significant contribution to the energy efficiency. This adds to the overall energy profile of the building and to its sustainability as the solar power is renewable source of energy. If not used for electricity solar panels can at least contribute to heating the water, which is an important energy contribution as well.



Solar panels on the roof of the kindergarten ©Cebra.dk

Another important element of reducing the heating costs is the use of the heat pumps, that can be either based on the temperature of the air, soil or water. Nevertheless the biggest importance still lies in the quality design.



Heat pump principle ©real-world-physics-problems.com

Chapter 4

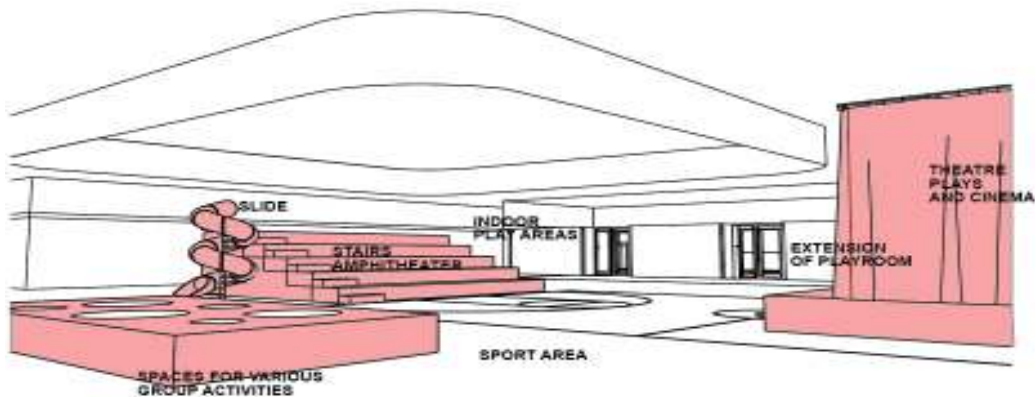
INTERIOR DESIGN GUIDELINES

CENTRAL SPACE PRINCIPLE – PUBLIC SPACE IN KINDERGARTEN

One of the most important elements of new kindergartens is the creation of common/public spaces of kindergartens. These spaces are multi-functional and are meant to be used with groups of children for various activities from cultural to motor skills development or for example group celebrations while at the same time it should offer corners for individual activity or hiding nooks. It is advised to locate the central space between the groups of playrooms, for easy and direct, while it can also replace corridors and represents the core of kindergarten public and group activities.



Central space as extension of the playroom with sport, theatre and other elements.



Central space elements scheme

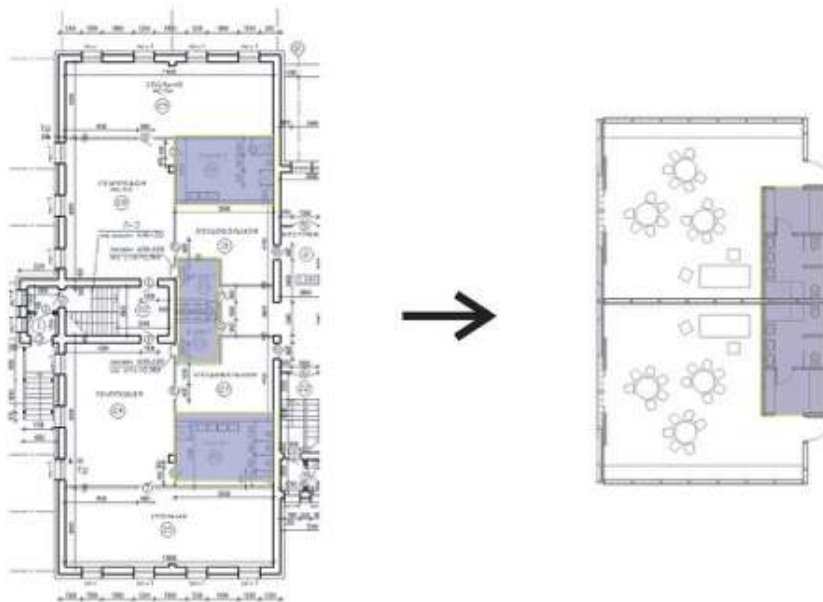
MERGING SPACES PRINCIPLE

Several spaces in kindergarten have low frequency of use. The solution is to merge them with other spaces or add them new functions. Central hallways could be used as extensions of the playrooms and several group activities can take place there. Similarly, the use of the wardrobes on wheels can free lots of space for other activities. Several spaces are defined by furniture only and by using mobile furniture space use can get more dynamic. Similar to spaces some building elements can be multi-used as well. For example, stairs can become an amphitheater, space beneath can be used for storage or hiding nook for kids.



CONCENTRATING THE INSTALATIONS PRINCIPLE

Suggestion is to locate sanitary units next to each other, while they can also share some of the spaces for nursing. It is advised to make interior windows / one-layer glass in order to ease control from the playroom and to let the some natural light into the sanitary spaces/ reduce the artificial lighting.



Toilets can be shared by two playrooms.

REDUCING COMMUNICATIONS- ZERO HALLWAY PRINCIPLE

If there are hallways in the building, they should not be too long, dark and complicated. Labyrinth effect should be avoided. Communication areas have an opportunity to be transformed into series of new and useful environments like

dressing rooms, galleries, group playrooms etc. The hallways and communication areas should be lit with natural light, warm and inviting, especially the spaces of the entry in the playrooms, so that children want to enter in the playrooms instead of fearing a half-dark hallway.

CONNECTING SPACES PRINCIPLE

Sliding or folding doors are the best principles of combining spaces in kindergarten, whether this is between the playrooms or towards central spaces. In some smaller kindergartens space saving partitions between playrooms can be removed to make one bigger event space when needed.



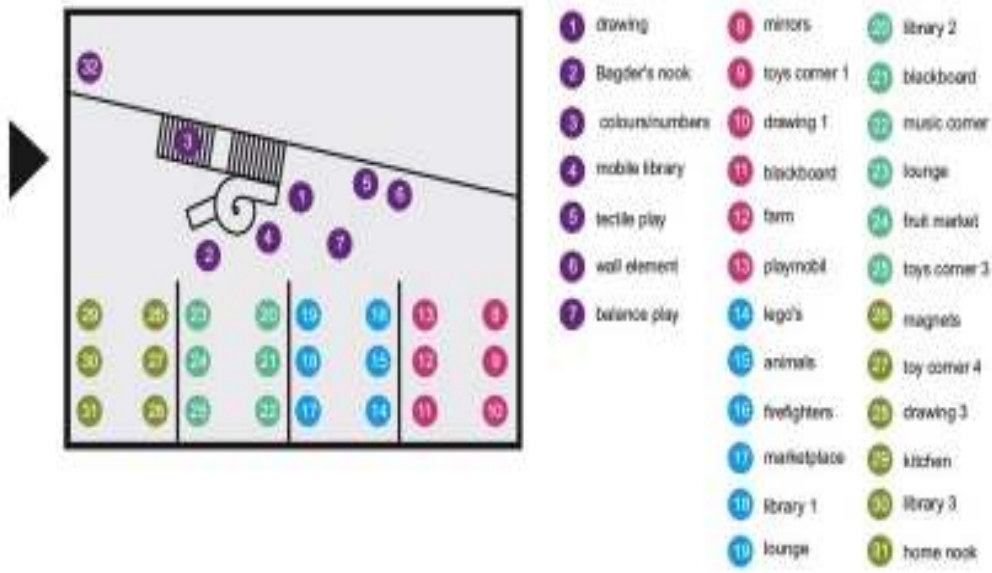
Two playrooms can be connected with sliding doors or united by foldable wall.

DIVERSE AND FLEXIBLE PLAYROOM PRINCIPLE

Children spend most of their day in the playroom, which should therefore be designed to allow for various play and learning areas for small groups as well as individual children, while there should also be a group gathering area. With flexible and mobile furniture the configuration of the playroom can be changed quickly and easily when needed. The equipment should be diverse with creation of different thematic corners (repair shop, kitchen, farm etc.) for role playing as well tables and chairs for drawing and creating.

DIDACTICAL DIVERSITY PRINCIPLE

Environment diversity invites children to explore the building involving themselves into different activities by their interest, meeting also kids from other groups with similar activities. That is why it is important that designs within the playroom and in central areas are diverse.



DIVERSITY ✓

QUALITY FURNITURE SELECTION

Furniture is one of key elements in interior design of preschool facilities. The main criteria

for quality furniture selection complies following criteria:

- is adjusted to the age and size of children
- creates variety in the playroom
- is durable
- is safe to use (no sharp edges)
- is easy to clean
- is flexible
- is (preferably) stackable/hangable
- does not create an institutional environment
- makes optimum use of natural materials
- is rich in textures
- is finished in calm, soothing, coordinated colors.

- is not too expensive.

QUALITY ✓

FLEXIBLE FURNITURE PRINCIPLE

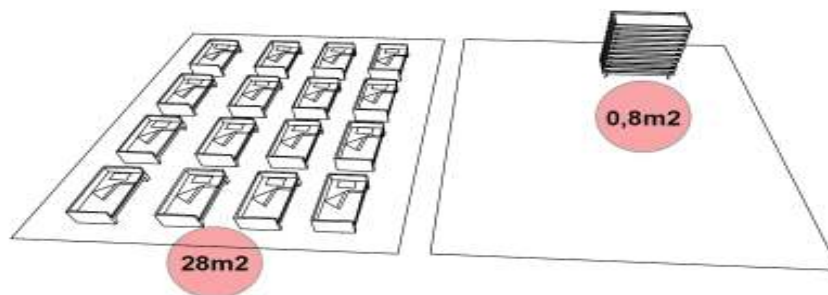
Flexible furniture as folding table can make a playroom at one time or emptied multi-use space the other time.



: Adjustable tables suitable for all age groups ©Wesco

SPACE SAVING AND MULTI-USE FURNITURE

Stackable and foldable furniture that is in use only when needed and then moved away can save lots of space and add to the flexibility of the learning environment. Also several elements of furniture can be used in more way as for example closets with blackboards or similar.



Light stackable beds can save lots of space.

MOBILE FURNITURE

Mobile furniture allows different space arrangements, can be moved to another playroom easily or removed when not needed.



Furniture on wheels allows for dynamic arrangements of the playrooms.

NOOK CREATION

Nooks formation is the upgrade of the playrooms and can create the identity of the preschool facility. Thematic nooks are very popular with kids and include dynamic group nooks as toboggans, individual nooks, retreat nooks for relaxing, reading books etc. It is important to create enough of private spaces with nooks (both in the playrooms and throughout the whole kindergarten) so that introverted children can have a safe learning space, since both introverted and extroverted children don't have an identical learning style.

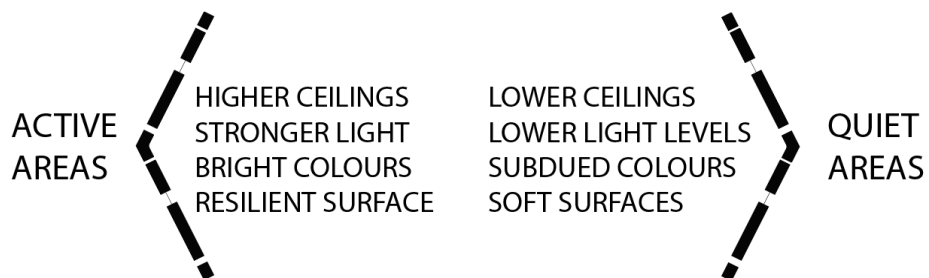




Chapter 5

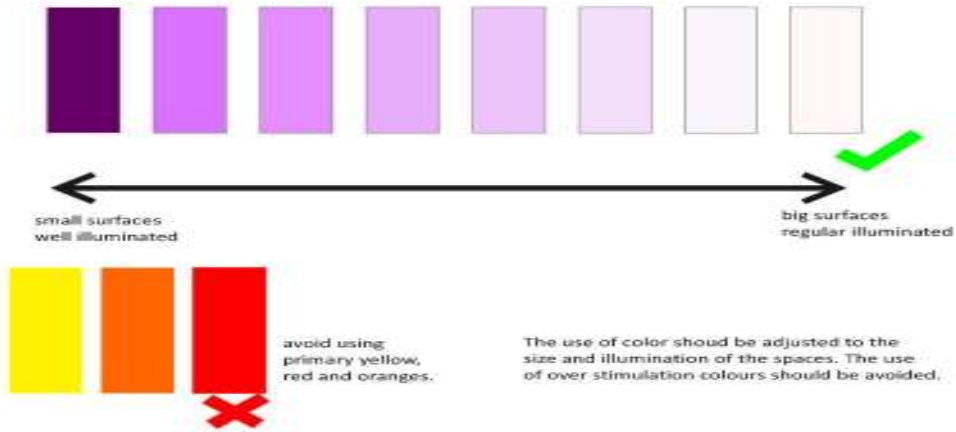
INTERIOR DESIGN ELEMENTS GUIDELINES

Interior design can be influenced by several elements. Those are primarily the colors, materials and texture, shapes of spaces, surfaces, light.



The use of colors

Colors can have a great impact on children. Cool colors tend to have a calming effect and warm colors create warmth and excitement. Vivid colors may be applied on one wall in corridors and playrooms, however they should not be overused as this may result in over-stimulated and over-excited behavior in the children. Primary colors, particularly yellow, red and orange, should be avoided. The use of over stimulation colors should also be avoided. It is better to use too little color in spaces where children spend the majority of their time since their clothing and toys are usually very colorful. Colors can be used to differentiate areas, such as child areas from staff areas or nap areas from activity areas. Complex color patterns are also best to be avoided. The principle of coloring should be adjusted to the size and illumination of the spaces.



2. The use of textures

The sense of touch is very important in cognitive development. Low-lying surfaces can be covered in a variety of textures to stimulate children, especially infants and young toddlers. Producers of children's equipment have designed several sensorial mats to stimulate toddler's behavior. Soft textures should be used in quiet areas and sleeping areas to promote relaxed and quiet behavior, while hard textures are well suited for large activity areas.



Pic: Textures gallery and motor development tool in one ©Wesco

The use of surfaces and other elements

In addition to color and texture, children's moods can be affected by other elements, such as acoustics, lighting, ceiling height, etc. To stimulate lively motor activities vivid colors and plenty of light should be used, while subdued colors, acoustically absorbent surfaces and lower ceilings tend to have a calming effect on children.

The use of the walls

Walls can be used for various purposes from storage to exhibitions of children's work. Wall is also a good place for placing didactic equipment, mirrors or blackboards. It is advised to leave the walls up to the reach of children available to children's activities and not for paintings of staff like cartoon characters and similar.



Pic: The walls can be used as gallery or blackboard or as didactic wall for younger kids. ©L:BoschFjord & R:Jure Kotnik

The use of floors

The floors are still one of the most unused surfaces in education. Partly this issue can be addressed by educational mats or graphic elements in form of drawings or floor stickers. All longer corridors should be given an educational element, like traffic lights or signalization learning.



Floors can be used as traffic field or for other game activities

The use of ceilings

Ceilings are very rarely used in educational purposes. The most common way of using ceilings is to use it for various hanging elements for sport and other play activities.

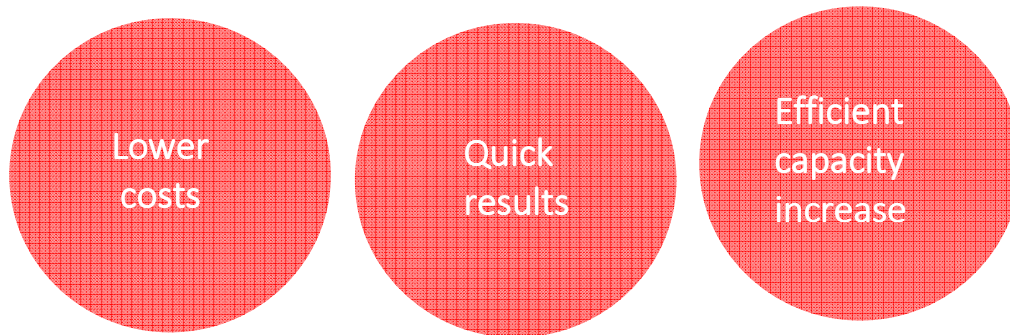


Pic: Swings are the most common way of using ceiling for play purposes ©Eden Lang

ANNEX 8-Reconstruction and renovation Guideline

INTRODUCTION

Renovations and reconstructions carry the potential of increasing the enrollment capacity quick and for relatively low cost. In comparison to new constructions renovations are usually one quarter of the cost. The term renovation is often also use for the reconstruction, cost wise both investments are comparable.



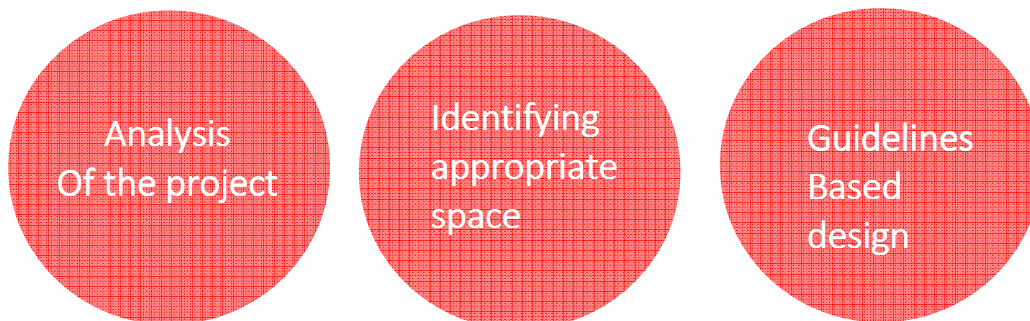
RENOVATION/RECONSTRUCTION DESIGN PROCESS STEPS

Renovation/reconstruction process can be described in three key stages:

Analysis of the building for expanding capacity

Identifying the appropriate space.

Design based on the guidelines



ANALYSIS OF THE BUILDING

Building analysis is the key process when identifying proper building to be renovated. There are several patterns of spaces that can be converted into playrooms:

Conversion of offices and spaces that are not in frequent use or can be relocated into playrooms

Conversion of school classrooms into playrooms with simple change of the furniture

Conversion of unused communication areas into playrooms

Conversion of dining areas into playrooms

Conversions of other public buildings into kindergarten (local community center, dome of culture etc.)

IDENTIFYING THE RIGHT SPACE

There are three main questions that must be considered when analyzing. If building is suitable for renovation:

What is the general overall condition of the existing building? (construction, light conditions, mold, vapor intrusion, hazardous materials etc.)

How well does the existing building meet the needs of the kindergarten educational programs? (including outdoor areas for playground)

What changes needs to be done and at what cost?

After positive identification of these parameters the design process is very similar to the ones in new constructions and it is presented in the chapters E and F of this guidelines.



GUIDELINES BASED DESIGN

After identifying the space to be renovated, the next step is to using design solutions that support contemporary education. Renovations that follow the guidelines provided

for the Ministry of work and social policy will create a quality, dynamic and cost-efficient environment for preschool education. The last chapter of this document suggests and explains the key furniture elements architects could use in the kindergarten interiors.

ADDITIONAL ELEMENTS OF RENOVATION/RECONSTRUCTION—IMPROVING THE HOSTING ENVIRONMENT

Considering the fact renovations will mostly be done in existing schools or kindergartens (rarely inside other public buildings), the increased capacity would in partly mean additional burden for the building. To encourage the renovations and to improve the conditions for all the kids we suggest a certain amount of money to be spent for elements that improve conditions for the all kids. These elements can be: thematic nooks, informal hang-out places, benches, climbing walls, sports equipment and playground equipment.

In addition to that many renovation investments might include renovation of the windows, roofing or facades including isolation for better energy efficiency of the building.

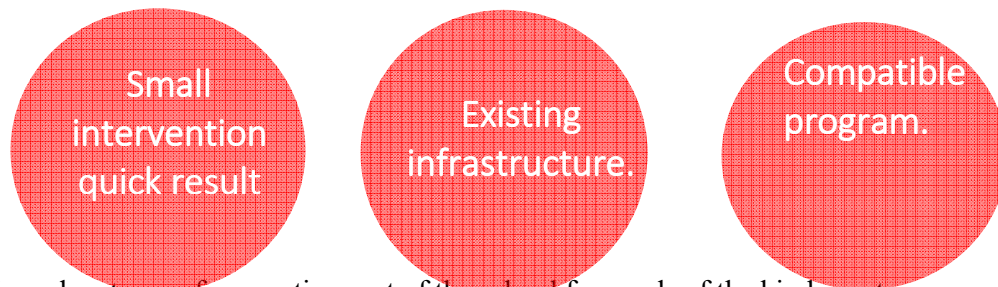


Every renovation should give something in return to a school as a whole, either in the interior or exterior. Left: adding relaxing furniture, right: adding a workout area to the school ©BoschFjord

TYPES OF RENOVATIONS/RECONSTRUCTIONS

RENOVATIONS OF EXISTING KINDERGARTENS AND SCHOOLS

The biggest advantage of renovations within the existing educational buildings is the infrastructure and outdoor areas that are most likely ready for the increased capacity with small interventions. In best cases the classrooms can be easily converted to playrooms with addition of the toilets within the new playroom or direct access to it. Existing schools or kindergartens so favorable choices that even extensions make bigger sense than making a new project from scratch where the capacity needs are not more than two additional playrooms (four in two floors).



Key advantages of converting part of the school for needs of the kindergarten

RENOVATIONS IN OTHER BUILDINGS

In several situations there is no possibility to create kindergarten environment in schools and kindergartens, but there is alternative city owned buildings that could be easily converted into a kindergarten. There are several good examples of converting kindergarten in a church building, car shop, castle etc. In Macedonia the most eligible buildings for conversion seem to be cultural centers, local community centers and other city owned buildings as office buildings or un-finished buildings that can be repurposed etc.



Key areas of converting spaces and increasing capacity through renovation.

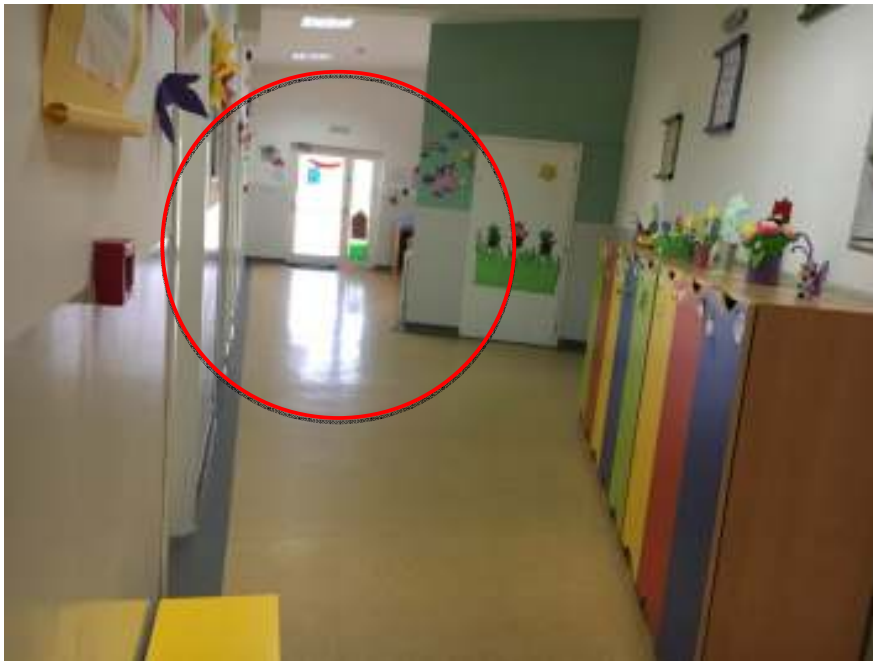
CASE STUDIES (MK)

One of the biggest challenges is a proper identification of spaces that are eligible for conversion. In some cases, the options are evident, sometimes the renovation should be done in more steps with space swapping within the building.

CASE 1: KINDERGARTEN RENOVATION - JUDG Morkovche - Jurumleri (MK)

Several kindergartens have the option to add a playroom or two within the existing space. This can be done with conversion or redistribution of offices, storages or other spaces that can be organized differently.

The selected kindergarten is a three-playroom kindergarten with the option of adding another playroom – that can optionally be with separate entrance – as nursery wing.

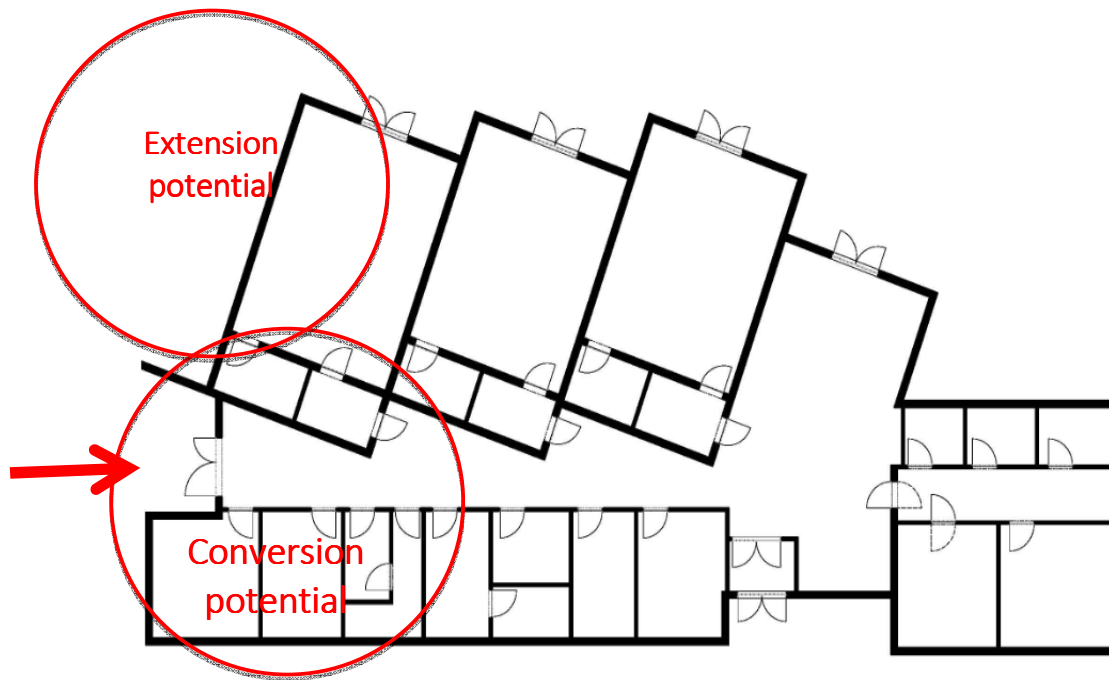


Corridor with an entrance – potential for another playroom.



L: Several offices and storages can be distributed along the building. R: Separate entrance is an advantage for independent nursery playroom.





Existing plan of the building. Potential for additional playroom with conversion of several spaces and part of the corridor to the playroom while also having good option for an extension to the building.



Conversion of offices and storages into additional playroom. There is also option to use for separate entrance which could be advantage for nursery playroom. The kindergarten typology would also allow for extension adding an additional playroom to the existing three playrooms.

CASE 2: SCHOOL 11 ti OKTOMVRI RENOVATION

Schools are public buildings with the biggest potential to host preschool program. As many schools have already kindergarten program or preschool program this is proven compatibility. As the schools are usually built with lavishly with space this gives several options for quality spaces within the building and on the playground.



Most common school conversion options.

Visit and analysis of 11.ti Oktomvri schools in Skopje has resulted in several options for kindergarten within the existing school. As the classrooms comply well with the playrooms requirements the conversion of the classroom into playroom is the quickest and easiest option. Second most favorable option is to convert aulas, dining rooms, offices or other spaces into playrooms. In many cases there is an unused attic that can be adjusted for the capacity extension, while also extension to the schools are cost efficient option as there are already all of the installations, playground space etc. and the overall cost is lower as building new kindergarten.

School visit photos and space identification:



Classroom conversion is the quickest and easiest way of inserting a kindergarten within existing school.



Entrance aula could host two playrooms, but due to the importance of the entry space and the functionality of the central hall for school activities it is better to use the upper aula, which is less used and less functions as a public space.



In contrast to ground floor aula, the upper floor aula is less sed and would be perfect for two playrooms with adjacent toilets. The used “public” space can be relocated to fairly wide corridors (see next page).



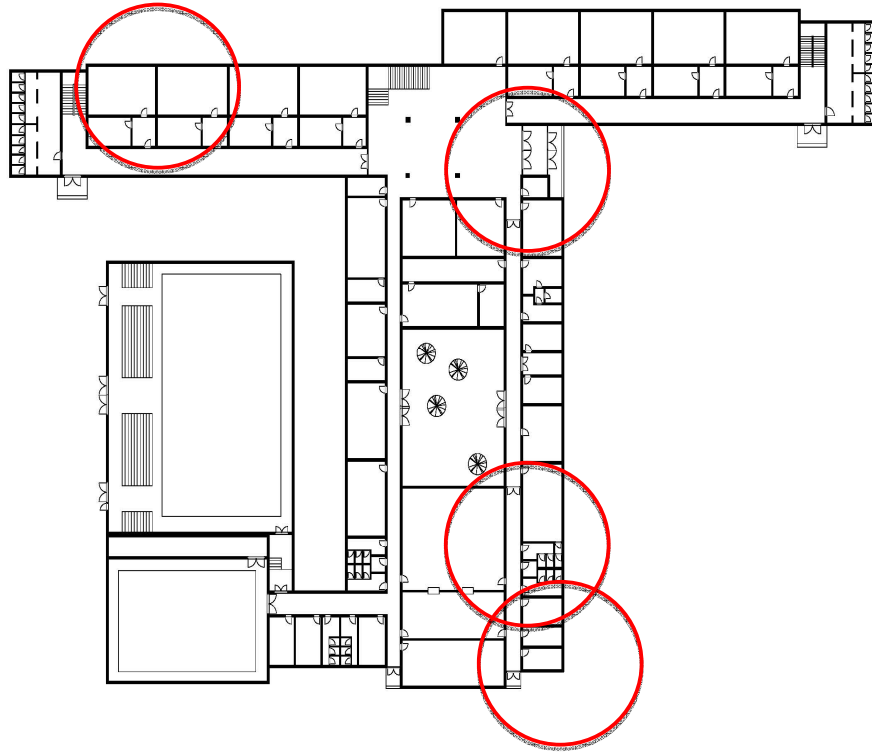
Wide corridors can be transformed to form a “longitudinal aula” – a “street of activities”, areas for relaxing and socializing.



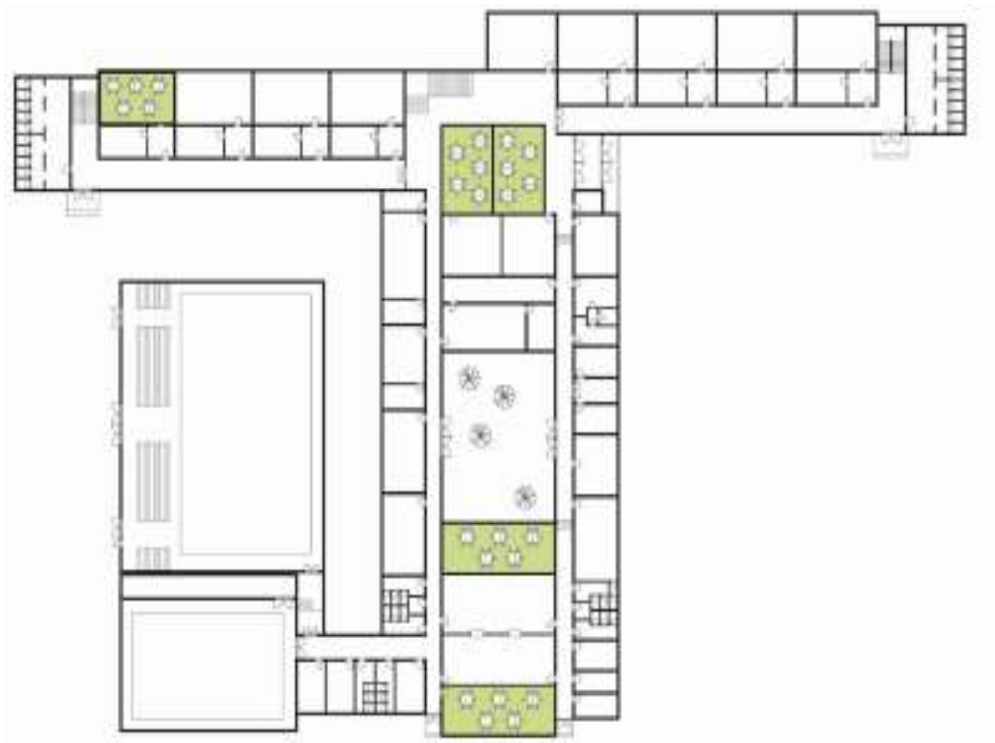
Example of how the corridors can be transformed to form a “longitudinal aula” – a “street of activities”, areas for relaxing and socializing



The use of dining room can be adjusted, capacity can be lowered and regulated in shifts, while part of the big space can be used for kindergarten as it has a direct access to inner court – possible children’s playground.



Existing plan of the building and the most obvious options for playrooms within the school.



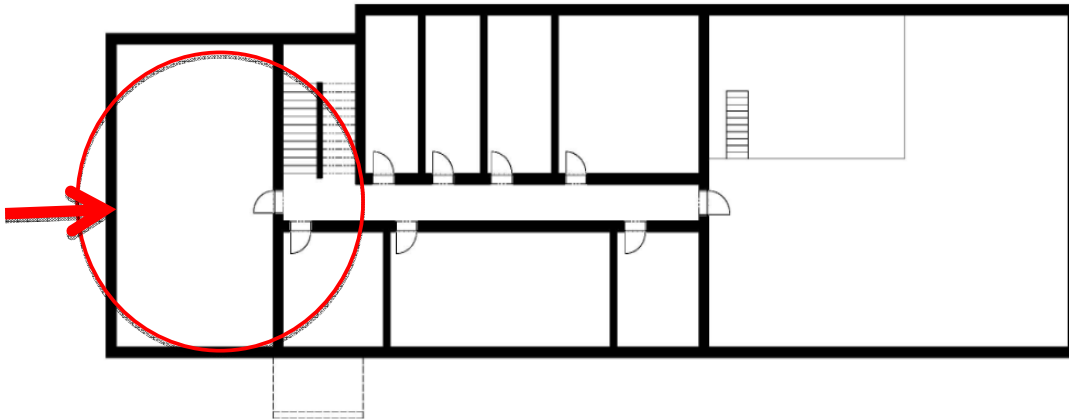
Scheme of playroom insertions – ground floor.

CASE 3: PUBLIC BUILDING CONVERSION - POLICE STATION KISELA VODA, SKOPJE

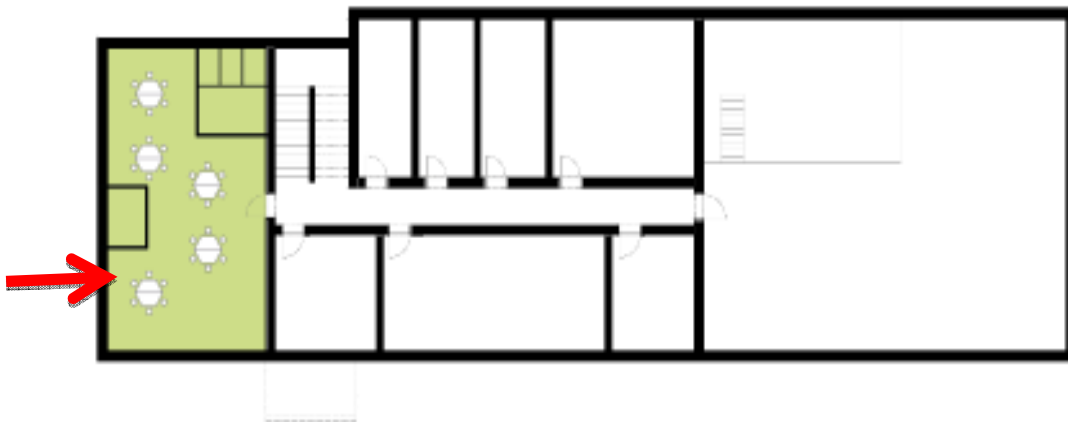


Several public buildings could host a kindergarten If the work and space would be organized properly. The best way to do so is to make a separate entrance to the

building as in case of police station Kisela Voda in Center area of Skopje. Especially in smaller rural communities the use of public buildings as cultural centers, police and postal offices etc. can be suitable to host one or two playrooms according to the needs. Such conversion usually demands some sewer and installation adaptations, while food preparation can be outsourced from existing kindergartens and can only have a distributive kitchen.



Existing plan of the building showing the proposed conversion of the offices.



Proposed solution with kindergarten playroom and separate entrance so the kindergarten is fully independent.

INTERNATIONAL BEST PRACTICE

This chapter presents the selection of quality kindergarten renovations and conversions.

St. Leonhard Primary School and Kindergarten

The school was built in 1964 and was renovated in 2010. The main energy related targets were the attainment of the passive house standard after the renovation, the use of prefabricated timber facade elements as well as the use of renewable energy sources for heating, domestic hot water and electricity.



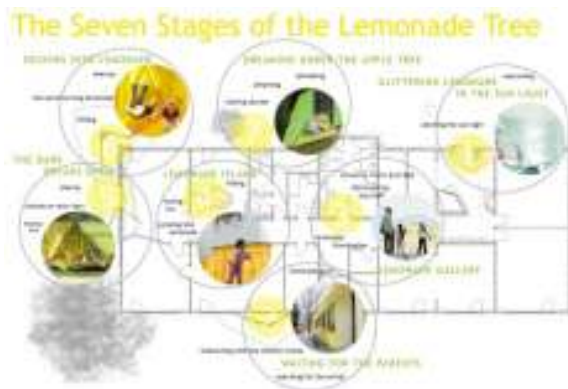
©Renew School

Taka Tuka Kindergarten, Berlin

Old kindergarten was converted from a dull prefabricated kindergarten into dynamic learning environment with several activity nooks in the interior and dynamic multi-use façade that has given to the building a new visual identity while giving the kids place to hide, climb and relax.



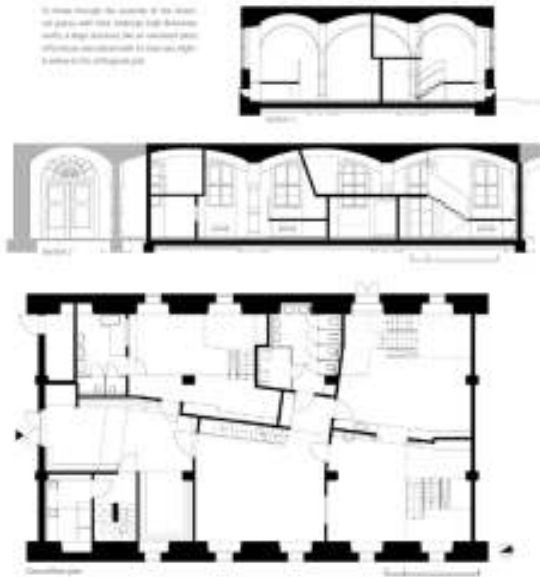
Comparison of old and new project in the exterior.



Floorplans with added elements and nooks and photo of a façade play element. ©Thebaupiloten

Schonbrunn castle kindergarten

This kindergarten was inserted into a historical building of Schonbrunn castle ground floor. It is a space with high ceilings and two-level kindergarten was done with galleries and nooks for children, mostly for quiet activities while the dynamic activities are held below. The furniture, walls and materials are mostly made from timber. The example shows that is possible to make a quality kindergarten also inside protected historical environment.

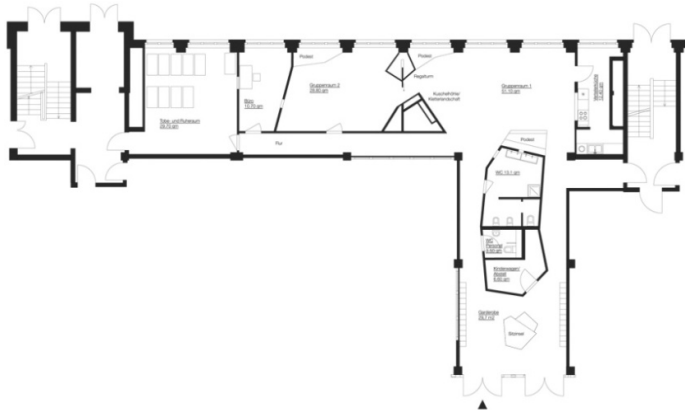




©Rupert Steiner

Loftschloss kindergarten

Loftschloss kindergarten is an example of making a kindergarten in an upper floor loft in the previously industrial building. Despite its old use the conversion to kindergarten shows a quality environment for children can be done with careful planning.



St. Sebastian church conversion to kindergarten

One of the most unusual conversions is a conversion of a church into the kindergarten in Muenster in Germany. The church core construction was maintained with some partial openings to the outside, while the main light comes from the skylight. The kindergarten is designed to have its own indoor playground for a year-round play with several play and sport activities.





©Bolles Wilson architects

RENOVATION DESIGN GUIDELINES

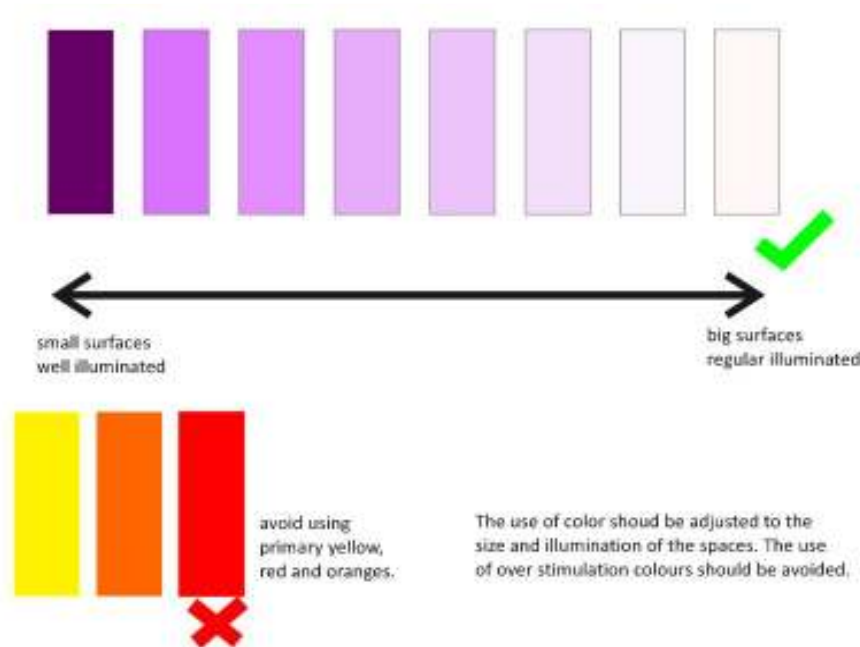
Besides the furniture, interior design can be influenced by several other elements, namely colors, materials, textures, shapes of spaces, surfaces and light.



COLORS

Colors can have a great impact on children. Cool colors tend to have a calming effect and warm colors create warmth and excitement. Vivid colors may be applied on one wall in corridors and playrooms, however they should not be overused as this may result in over-stimulated and over-excited behavior in the children. Primary colors, particularly yellow, red and orange, should be avoided. The use of over stimulation colors should also be avoided. It is better to use too little color in spaces where children spend most of their time since their clothing and toys are usually very colorful. Colors can be used to differentiate areas, such as child areas from staff areas or nap areas from activity areas. Complex color patterns are also best to be avoided. The principle of coloring should be adjusted to the size and illumination of the spaces.

Additionally if the kindergarten is planned to have users/children with special needs, it should be stated in the project needs assessment and specialists for the appropriate disabilities should be consulted so that the colors used are appropriate and not aggravating the children.



TEXTURES

The sense of touch is very important in cognitive development. Low-lying surfaces can be covered in a variety of textures to stimulate children, especially infants and young toddlers. Producers of children's equipment have designed several sensorial mats to stimulate toddlers' behavior. Soft textures should be used in quiet areas and sleeping areas to promote relaxed and quiet behavior, while hard textures are well suited for large activity areas



Pic: Textures gallery and motoric development tool in one.

SURFACES AND OTHER ELEMENTS

In addition to color and texture, children's moods can be affected by other elements, such as acoustics, lighting, ceiling height, etc. To stimulate lively motor activities vivid colors and plenty of light should be used, while subdued colors, acoustically absorbent surfaces and lower ceilings tend to have a calming effect on children.

The use of walls

Walls can be used for various purposes from storage to exhibitions of children's work. Wall is also a good place for placing didactic equipment, mirrors or blackboards. It is advised to leave the walls up to the reach of children available to children's activities or at least kid's art gallery instead of drawings of cartoon characters drawn by staff or professional painters.



Pic: The walls can be used as blackboard, gallery of kid's art or as didactic wall for younger kids.

The use of floors

The floors are still one of the most unused surfaces in education. Partly this issue can be addressed by educational mats or graphic elements in form of a floor drawings or floors stickers.



Pic: Floors can be used as traffic polygon learning about traffic and promoting motor skills development.

The use of ceilings

Ceilings are very seldom used in educational purposes. The most common way of using ceilings is to use it for various hanging elements for sport and other play activities.



Pic: Swings are the most common way of using ceiling for play purposes ©Eden Lang

FURNITURE GUIDELINES AND PRINCIPLES OF QUALITY INTERIOR DESIGN RENOVATION

DIVERSE AND FLEXIBLE PLAYROOM PRINCIPLE

Children spend most of their day in the playroom, which should therefore be designed to allow for various play and learning areas for small groups as well as individual children, while there should also be a group gathering area. With flexible and mobile furniture, the configuration of the playroom can be changed quickly and easily when needed. The equipment should be diverse with creation of different thematic corners (repair shop, kitchen, farm etc.) for role playing as well tables and chairs for drawing and creating.

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- is flexible
- is (preferably) stackable/hangable
- does not create an institutional environment
- makes optimum use of natural materials
- is rich in textures
- is finished in calm, soothing, coordinated colors
- is not too expensive



Pic: Adjustable tables suitable for all age groups ©Wesco

FOLDABLE FURNITURE PRINCIPLE

Foldable furniture can be a great space saver element leaving the space in the playroom empty for other activities, which comes especially handy in renovations inside limited spaces or small playrooms.



Pic: ©Wesco

MULTI USE ELEMENTS PRINCIPLE

Furniture can be designed in a way to be used in various ways and by this the educational environment gets richer. For example, closet doors can be used as a blackboard surface, stairs can be used both as educational surface, hiding nook or storage beneath etc.



FURNITURE MOBILITY PRINCIPLE

Mobile furniture allows different space arrangements, can be moved to another playroom easily or removed when not needed.



ACTIVE USE PRINCIPLE

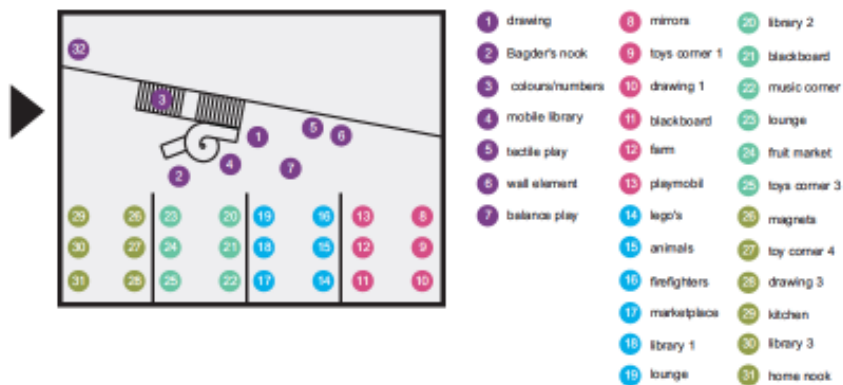
Furniture can also allow kids make their own spatial arrangements and use it in their way.



Pic: ©Baukind

DIVERSITY PRINCIPLE

Environment diversity invites children to explore the building involving themselves into different activities by their interest, also meeting kids from other groups with similar activities. That is why it is important that design elements within the playroom and in central areas are diverse.



PLAYROOMS CONNECTION PRINCIPLE

Sliding or folding doors are the best principles of combining spaces in kindergarten, whether this is between the playrooms or towards central spaces. In some smaller kindergartens space saving partitions between playrooms can be removed to make one bigger event space when needed.



LOW COST ADDITIONS PRINCIPLE

Small interventions as mats, seating bags or foam elements which kids can move and arrange themselves add a lot to the informality and well-being of the educational space. At the same time the option to shape the space by their own boosts children's creativity and acceptance of the educational environment due to increased informal character of the spaces.



Pic: ©U:Svetvmes D:BoschFjord

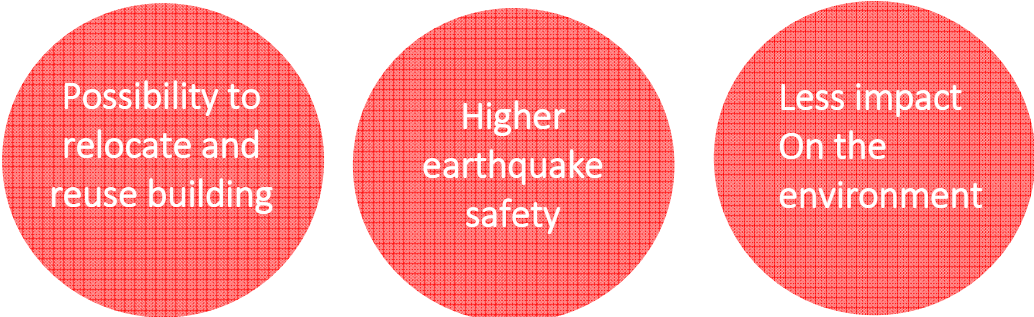
ANNEX 9- Mounting/Modular Kindergartens

INTRODUCTION

This document analyses options for modular and mobile (in most cases also modular) kindergartens as the most flexible approach to construction also with the presentation of the options and best practice. As prefabs are more and more popular this might be in future also an option for Macedonia. This document presents the construction options for modular kindergartens, the design methodology and reflects its costing.

MODULAR KINDERGARTENS AS A VARIATION IN CONSTRUCTION

Prefabricated constructions are fast growing industry slowly even prevailing the traditional construction markets in some sectors, especially in family housing, while at school and kindergarten constructions are still more an exception. Nevertheless, there are several quality examples, also in the Balkan region. There are several qualities for which modular kindergartens are in demand. Among those are control over the construction costs as these building is in most cases turn key investments and the costs of production can be easily predicted. There is also a high level of quality control in the factory. Units are quick to build, even larger structures can be assembled in a single day, which is one of key advantages. The construction site is kept clean, there is few noise and other pollution in contrast to traditional way of building. One the main advantage of modular and especially mobile buildings is that they can be of temporary nature and relocated after use to another location with minimal costs. One important quality that modular structures have in comparison to traditional construction is their light weight that makes them more prone to earthquakes.



Possibility to
relocate and
reuse building

Higher
earthquake
safety

Less impact
On the
environment

Control
over the
construction
costs

In factory
quality
control

Quicker
to build

As with anything there are also disadvantages of modular kindergartens among those: one cannot build organic shapes, the sizes are always a multiplier of a basic module, if not designed well projects can lack of design etc.

Limitation
in the shape of
the building

Module
limitation

Design
monotony if
designed poorly



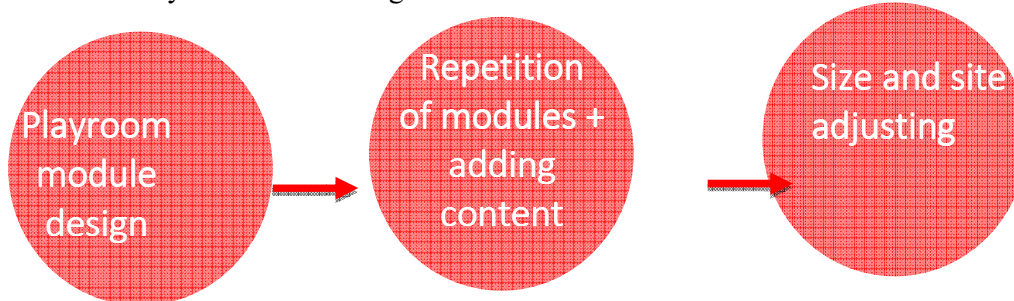
Two story school with secondary roof



Example of monotony in design.

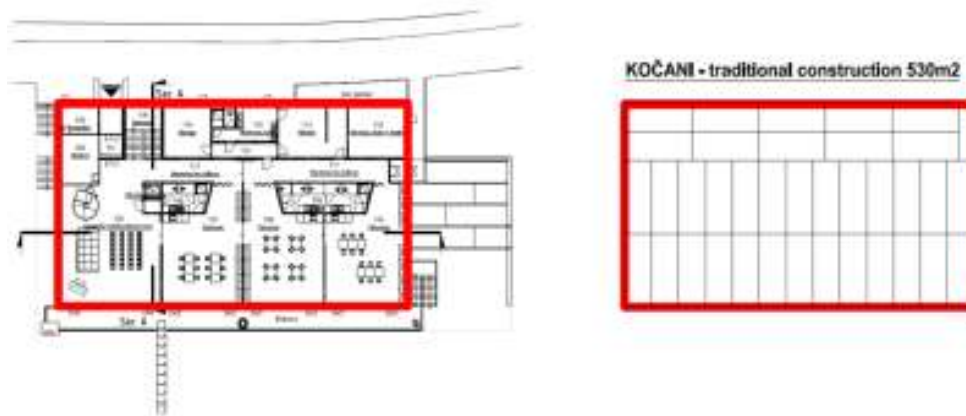
MODULAR KINDERGARTEN DESIGN BASICS

Creating a modular kindergarten is to follow simple “Lego” alike philosophy, where modules are stacked together as needed. The best way to start designing modular kindergarten is to define the playroom module, then adding the sanitary(toilets) module to it, corridors, services and staff area accordingly to the needs. In fact, there is no much difference in organizational scheme in comparison with the traditional kindergarten there are only few construction limitations, a limitation in creating organic forms or non-perpendicular forms as basic modules of modular kindergarten are almost always based on rectangular forms.



MODULAR AND TRADITIONAL CONSTRUCTION

Modular buildings can more or less successfully compete with rectangular designs and in many ways the limitations based on the module can be solved without bigger issues. Below there is example of Kočani kindergarten plan (530sqm) in traditional construction, to cover this area with most common 20'feet container module it would take 36 modules and the surface difference would be one square meter. Below is the scheme of how these modules would be distributed to fit the program.



Scheme: Floorplan of Kočani kindergarten would translate to 36 twenty feet containers.

KEY DESIGN PRINCIPLES OF MODULAR KINDERGARTENS

As with any new kindergarten, the key principles of modular kindergarten focus on cost, educational and energy efficiency provided by:

Compact shape of the building

Rational material selection

Simple selection of key building details

Proper building orientation and proper shading

Multi use of spaces

Energy efficiency, sustainable design (heat pumps, rainwater collection, solar panels etc.)

Quality natural light

Quality inside air (both with natural and forced ventilation)

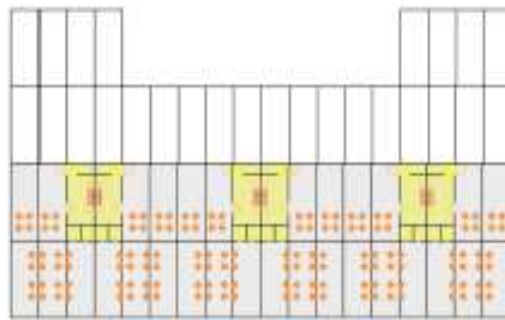
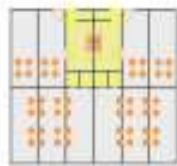
Flexible spaces with flexible furniture

Handicapped access

BASIC PLAYROOM MODULE DEFINITION

When designing a modular kindergarten building the key element is a definition of playroom module that can be repeated various times and in different positions to fit the site.

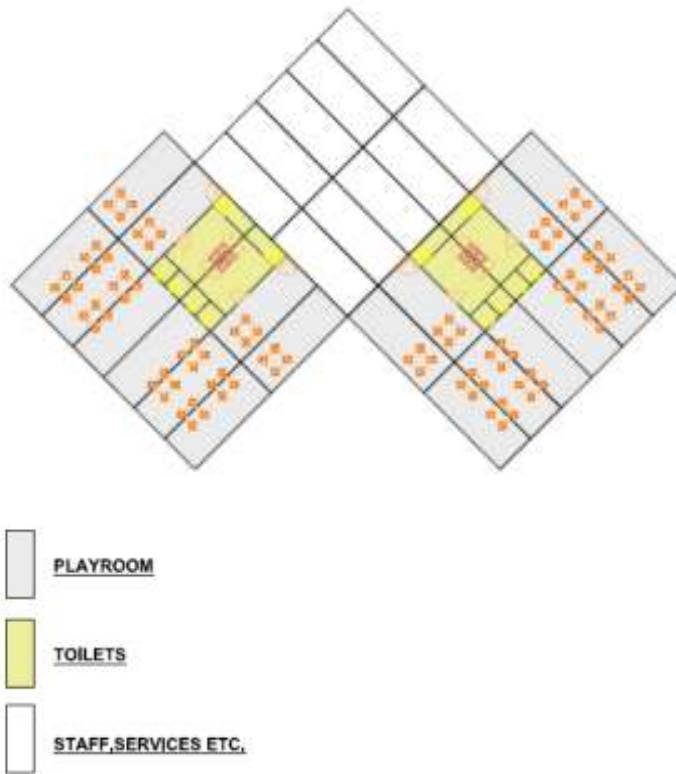
5 modules = 1 playroom



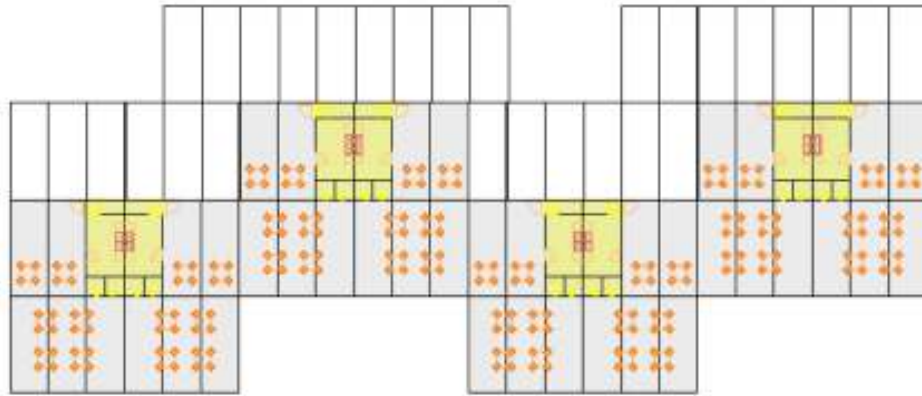
Basic module of six containers can be combined in bigger structures.

SPATIAL FLEXIBILITY AND BUILDING EXPANSION

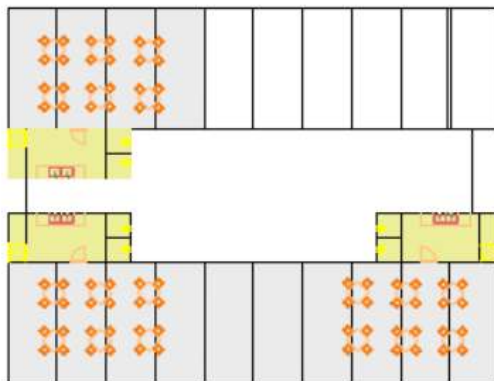
Same model can be transformed easily so It fit the needs of the location. Playrooms as the core element of the kindergarten can be moved or rotated to change the central space design or building design as a whole.



Four playroom kindergarten in triangular form.

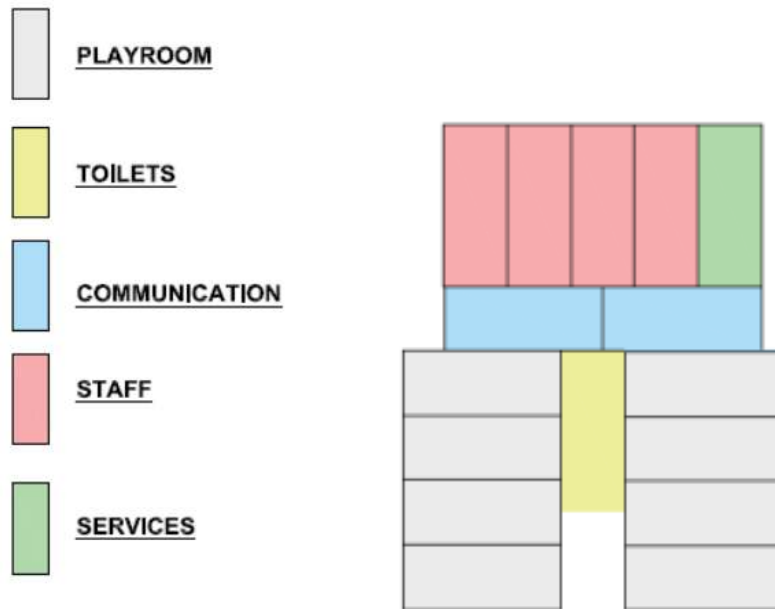


Dynamic linear eight playroom kindergarten.

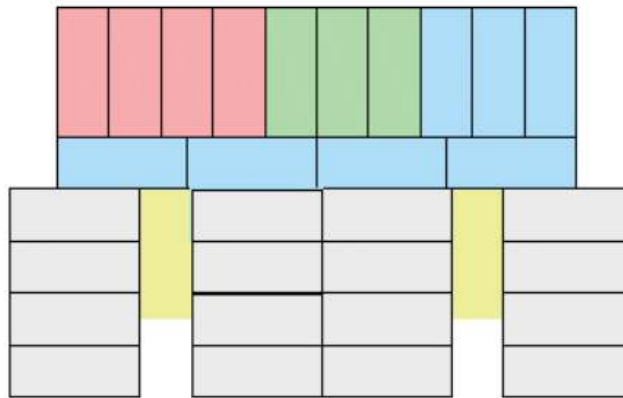


Variations of the modules in different combinations and shapes – central space three playroom kindergarten.

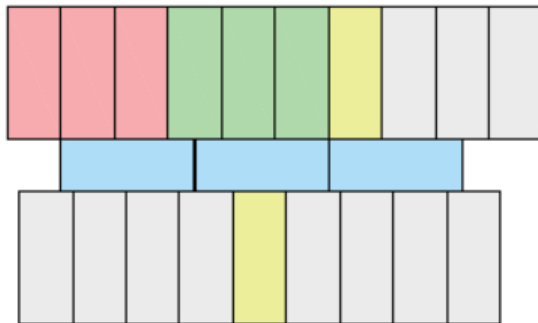
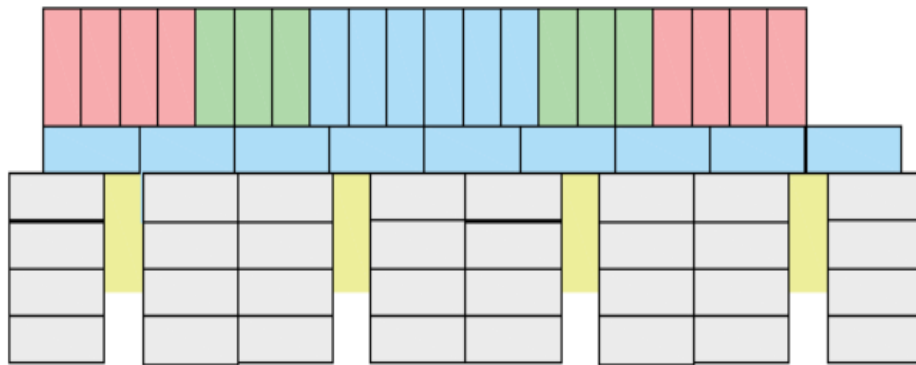
DIFFERENT SIZES AND ORGANIZATIONS OF MODULAR KINDERGARTENS



Nr. of units	Nr. of playrooms	Nr. of children	Size	Shape
16	2	40	230 m2	Compact S

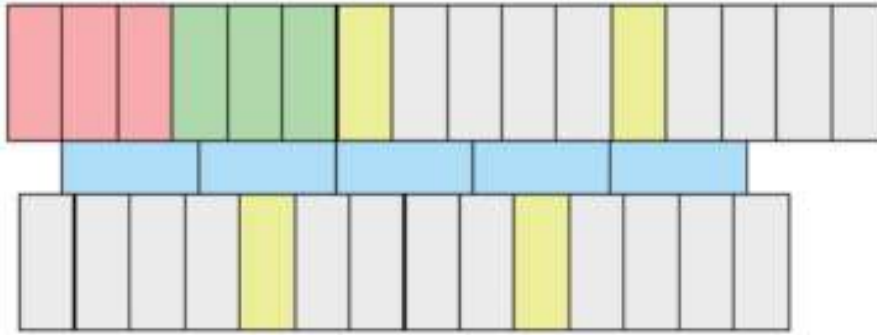


Nr. of units	Nr. of playrooms	of	Nr. of children	Size	Shape
32	4		80	460m2	Linear M

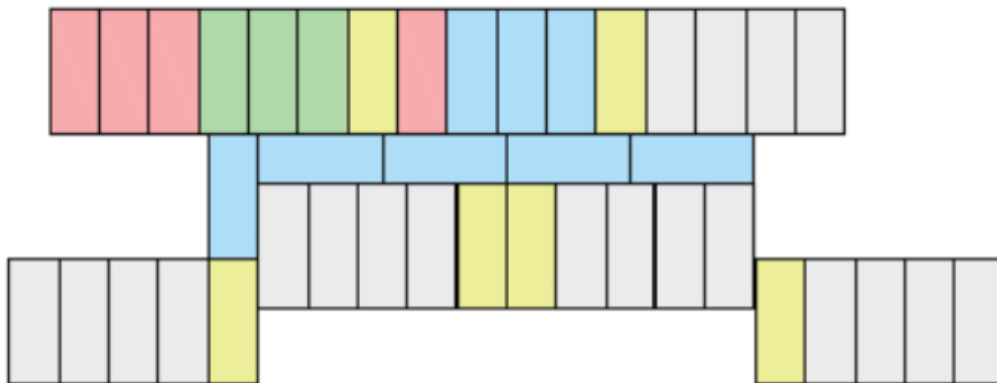


Nr. of units	Nr. of playrooms	of	Nr. of children	Size	Shape
22	3		120	316,8m2	Linear M

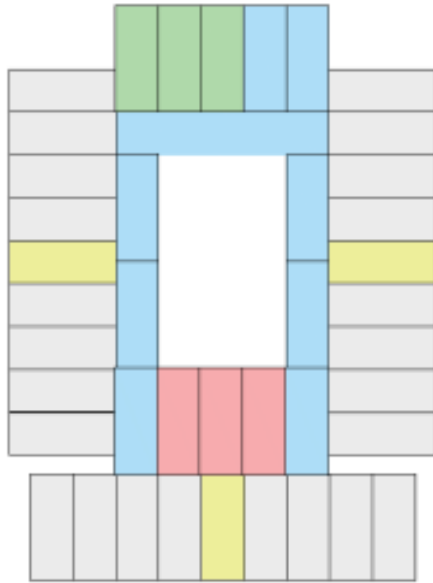
Nr. of units	Nr. of playrooms	Nr. of children	Size	Shape
64	8	160	921,6 m2	Linear XL



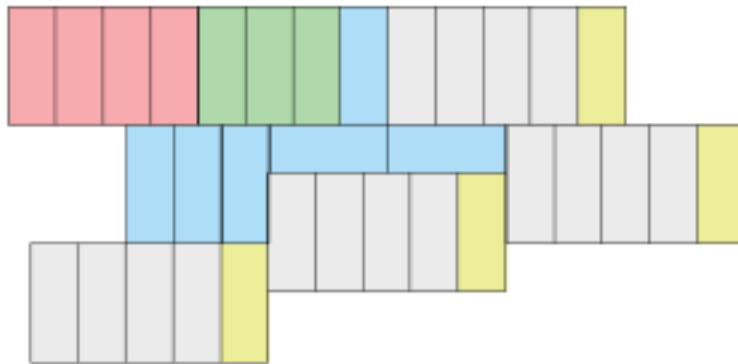
Nr. of units	Nr. of playrooms	Nr. of children	Size	Shape
76	5	100	1094,4m ²	Linear L



Nr. of units	Nr. of playrooms	Nr. of children	Size	Shape
42	5	100	604,8m ²	Dispersed linear



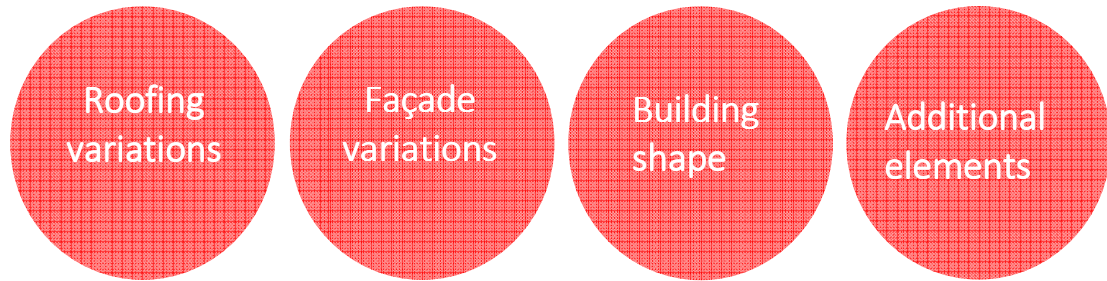
Nr. of units	Nr. of playrooms	of	Nr. of children	Size	Shape
43	6		120	619,2m ²	Inner courtyard kindergarten



Nr. of units	Nr. of playrooms	of	Nr. of children	Size	Shape
33	4		80	619,2m ²	arrow

PREVENTING MONOTONY: BUILDING ELEMENTS VARIATIONS

To prevent repetition and monotony of stacking modules together architects have several options of creating the identity of the building with roof, façade (color, material, window position), building shape and other additional elements as terraces, balconies that give the final outlook of the building.



Elements of creating visual diversity of modular and mobile kindergartens.

ROOFING VARIATION

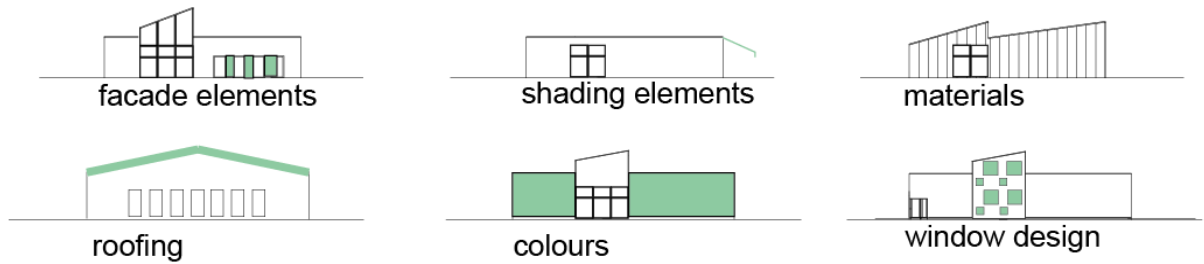
Roof is one of the most recognizable elements of architectural design. Same plan can have different roofing. There are several simple roofing options that can fit to modular kindergartens (see scheme below). Complex roofing should be avoided due to the custom detail design, longer time of construction and mostly potential with water manipulation issues and higher, chance of leaking etc.



Same building - different roofing options creating visual diversity within the same plan.

FAÇADE VARIATIONS

Window design should enable the children to have good visual connection into surrounding (nature, playground etc.) This means that the windows preferably have no parapet wall. If there is some parapet, this can be used as bench for sitting or similar. A dispersed window concept is also possible, with some windows on the level of the children and some above their height level. Within the same plan several façade concepts are possible such as symmetric composition, linear, dispersed, combined etc.



Same building - different façade variations creating visual diversity within the same plan.

VARIATION OF DESIGN ELEMENTS

Besides the façade also additional elements can form an identity of a modular/mobile kindergarten. Among those are elements as terraces, skylights and different play equipment as climbing walls, drawing boards, toboggans etc.

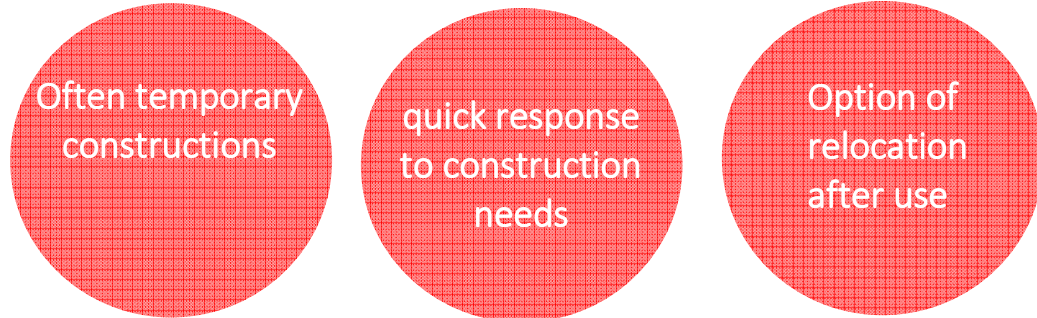


Left: Expressive terrace design visually covering the modular building behind. Right: intensive colour scheme of the façade.

MOBILE KINDERGARTENS – TYPE OF MODULAR KINDERGARTENS

By the definition mobile kindergartens are all kindergartens, that can be moved to other location. Most often these are ISO container-based buildings as these structures are designed specially to fit the road transport. In most cases mobile kindergartens are used for temporary kindergartens from various reasons. Either it goes for quick response to construction needs due to the quick assembly of mobile kindergartens. Mobile kindergartens can be reused and relocated to another location after the use. This is one of the most distinctive quality in comparison to traditional ways of construction.

Key characteristics of mobile kindergartens:

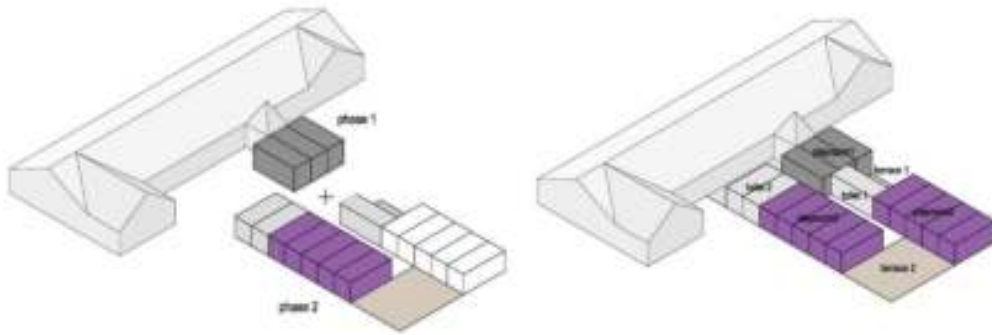
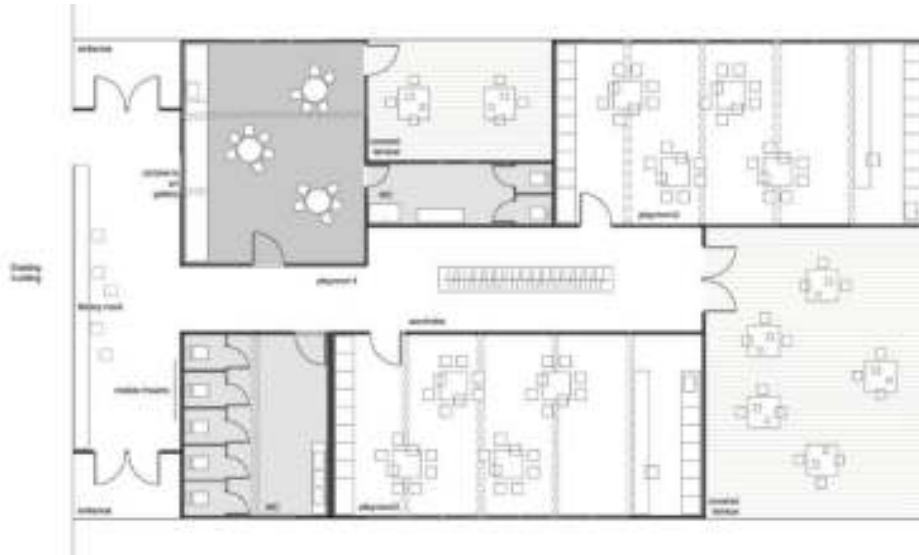


BEST PRACTICE OF MODULAR AND MOBILE KINDERGARTENS

To show the potential of modular and mobile kindergartens following chapter presents best practice examples, many of them from the near region.

Ajda 2, Ravne, Slovenia–16 modules, 3classrooms, 58 children.

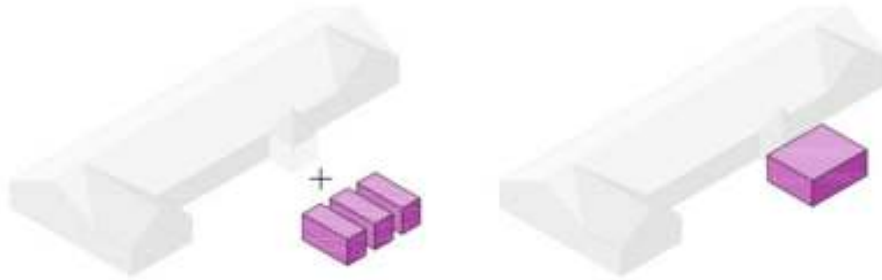
Kindergarten Ajda 2, is one of more known modular kindergarten projects as it also a part of OECD best practice in educational facilities investments and was awarded by Europe 40 under 40 award. It is a three-playroom extension to existing kindergarten with two covered terraces. The design signature of the kindergarten is world's first magnetic façade.





Ajda 1, Ravne, Slovenia, 3 modules, 20kids, 1 classroom

Kindergarten Ajda extension was the first mobile kindergarten in Slovenia. It is one unit extension that was in use for one year and then recycled.





Kindergarten Samobor, Croatia, 90 modules, 6 classrooms, 130 children

Samobor kindergarten was the first modular kindergarten in Croatia and gathered a lot of media attention in 2013 when it was built. The whole construction process took 130 days and the total surface is 1645m². It is energy efficiency level B.



Playrooms are orientated towards the playground and have modular covered terraces.



Joints of two modules in the playroom.



Rather wide corridor in width of one container module (2,4m).



Services areas as kitchen etc. can easily be established within modular structures.

Ballerup Kindergarten, Denmark, 9 playrooms, 180 kids

Ballerup kindergarten is a modular kindergarten build with modules in timber frame structure. It is part of the awarded prefab system designed by ONV architects, that have done several notable kindergarten designs in Denmark.



Montage of the modules.



Kindergarten Extension Sračinec, Croatia, 5 groups, 120 kids, 46 modules.

Kindergarten extension to the existing kindergarten in Sračinec adds 5 new playrooms and a multi-use hall on 90m². Investor was Municipality of Sračinec and the building reaches B+ energy efficiency. The whole building was built in 6 months.



Before extension



After extension

Kindergarten Požega, Croatia, 200 kids, 124 modules.

Požega kindergarten has a special design signature of circular covered terraces visually put the modular structure in the second plan. The building has 10 group rooms and a multi-use hall. It took six months to build it.



Design of the covered terraces is the first one notices – this design element hides the modular structure behind.

Radoboj Kindergarten, Croatia – 24 modules, 3 groups, 60 kids.

Radoboj kindergarten was built in 3 months and it is first modular kindergarten in Croatia that was built by a private investor. The kindergarten is located on a slope and has therefore a concrete supportive wall



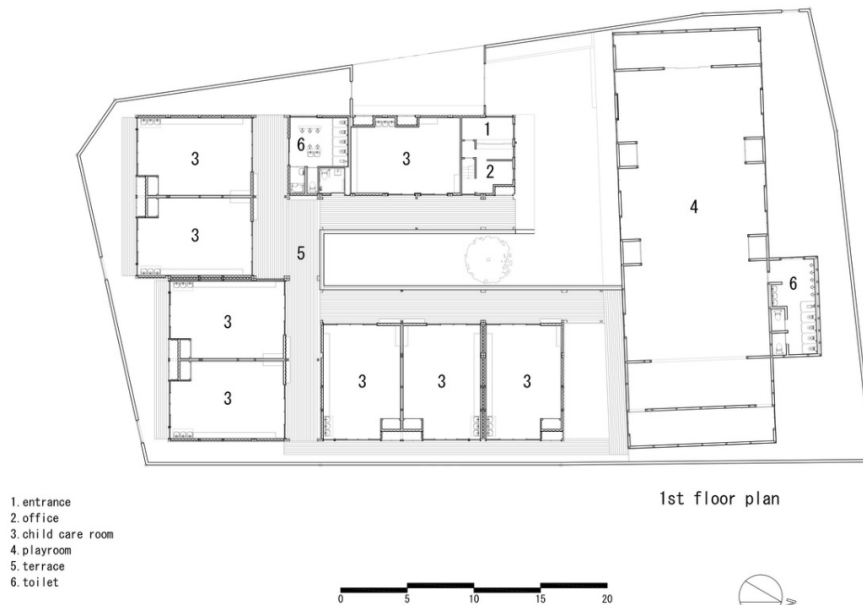
kindergarten

Slope located two story

OA Kindergarten, Japan, 210 kids, 8 classrooms, 70 modules.

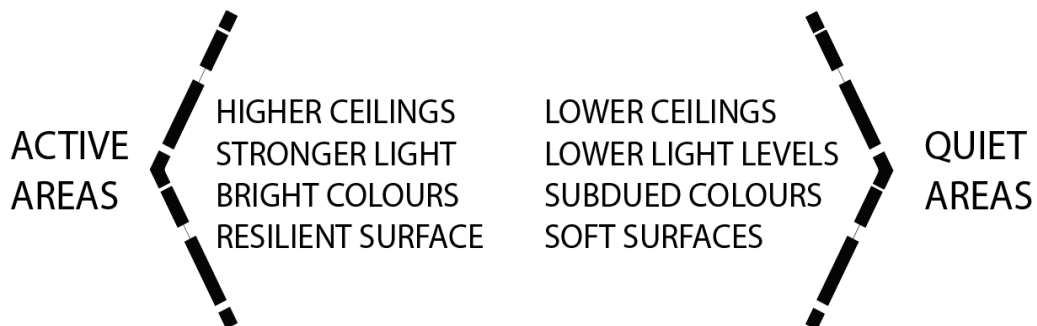
This private modular kindergarten in Saitama prefecture in Japan was designed by one of most prominent preschool designer Taku Hibino. The key decision for using modular elements – containers was due to its earthquake safety and quick construction as the building was built faster than using any other traditional construction material.





GENERAL INTERIOR DESIGN SUGGESTIONS FOR MOBILE AND MODULAR KINDERGARTENS

Interior design suggestions for mobile and modular kindergartens do not differ from the guidelines of new constructed kindergartens built by traditional building materials. This paragraph points out the most important suggestions and design principles.



Basic interior design principles useful for any kindergarten interior design.

CENTRAL SPACE PRINCIPLE AND OPEN DESIGN APPROACH

Central spaces in kindergartens can serve various purposes as central meeting spaces, extension of the playrooms, spaces for sport activities, main group events wardrobes, while they are main communicational surface at the same time thus reducing corridors in the building. All model kindergartens have surfaces where multi-purpose activities

take place. Their shape can depend on the site possibilities but mostly there are two typologies used, either is central space in a form of a square or longitudinal but wider mimicking the city street.

Sliding or folding doors are the best principles of combining spaces in kindergarten, whether this is between the playrooms or towards central spaces. In some smaller kindergartens space saving partitions between playrooms can be removed to make one bigger event space when needed. Standards of noise transmission should be checked.



Sliding doors connecting playrooms and openness towards the central space.

PROMOTING MULTI-USE OF SPACES

As with the traditional kindergartens also mobile and modular kindergartens would profit from multi-use of space, that increases the use of space and reduces the total surface of the building.

Minister of Labor and Social Policy



Mila Carovska