



State of Palestine
Ministry of Education

OPERATIONAL GUIDELINES

PUBLIC PRIVATE PARTNERSHIP (PPP) FOR THE EXPANSION OF KINDERGARTEN SERVICES IN PALESTINE

Version 2.0
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ABBREVIATIONS

ECD	Early Childhood Development
ECE	Early Childhood Education
DO	District Office
KG	Kindergarten
MoE	Ministry of Education
MoH	Ministry of Health
MoSD	Ministry of Social Development
PPP	Public Private Partnership
VE	Verification Entity
QEP	Quality Enhancement Plan

2. SUMMARY OF CHANGES FROM VERSION 1

This document has been updated to reflect key changes and lessons learned in the pilot PPP implementation between August 2022 and May 2023. The following are the main changes from Version 1.

Main changes from Version 1

- Elaboration of official Appeals process for private providers (Section 2.1)
- Clarification of process to support Applicants to the PPP in filling out applications (Section 3.3.2)
- Adjustments to Child Eligibility Criteria (Section 4.1.3)
- Amendments to the list of Responsible Parties throughout stages of implementation (Section 4.2)
- Extension of the Readiness Period for 4 weeks to 8 weeks (Section 4.2.1)
- Clarification that the Classroom Observation Module of the Monitoring Tool shall be applied during the Technical Evaluation and subsequent Monitoring Visits in every classroom participating in the PPP (Sections 4.2.1. and 6.3.1.)
- Adjustment to the per-child transportation payment under exceptional circumstances (Section 5)
- Reduction in the required monthly attendance rate to receive the Quality Incentive Payment from 90% to 85% (Section 6.2)

3. OVERVIEW

Purpose of this document

This document presents the operational guidelines of the Public Private Partnership (PPP) for the expansion of Kindergarten (KG) services in Palestine.

How this document was developed

This document was jointly developed by the Palestinian Ministry of Education (MOE) and the World Bank, through extensive consultations with KG supervisors as well as public and private KG providers.

Recipients

The intended audiences of this document are: Directorate General of Early Childhood Education and other relevant departments of the MOE, as well as District KG Supervisors, governorates, localities, KG service providers, among others.

1. INTRODUCTION

The *Improving Early Childhood Development in the West Bank and Gaza Project*, financed by the World Bank, aims to improve the coverage and quality of targeted early childhood development services for children from gestation until age 5. Under subcomponent 2.1 of this project, the Ministry of Education (MOE) plans to increase access to kindergarten level 2 (KG2) services through the design and rollout of a public-private partnership (PPP) model. The aim of the PPP is to develop effective partnerships between MOE and KG2 private providers to leverage and strengthen their capacity to expand quality KG2 service provision in a cost-effective manner.

The focus on KG2 is in line with the Palestinian Authority's (PA) priority to universalize access to KG2 education. In addition to public provision expansion, reaching the goal of universalization will require effectively partnering with private providers to increase access to KG2 in underserved areas to reach the most vulnerable children. With the support of the World Bank, MOE has developed a PPP initiative to partner with private KG providers, with a focus on providing KG access to children living in marginalized areas. This document presents the operational guidelines for this initiative, which is expected to lay the foundation for a meaningful and financially-sound collaboration between MOE and private providers to serve vulnerable and marginalized children in the years to come.

1.1. About PPPs in the Early Childhood Education (ECE) context

PPP can be defined as a coordinated and concerted approach between government and non-government actors to leverage resources, expertise, or market efforts to achieve greater impact in development outcomes. Globally, growing demand, constrained by limited government capacity and public provision, has contributed to PPPs being increasingly considered for their potential to accelerate progress toward development goals.

By harnessing the capacities of governments alongside the private sector and civil society organizations, PPPs can provide innovative solutions to improve the quality of ECE services and reduce the gaps in service provision while addressing constraints in public funding and government capacity. PPPs have the following characteristics and benefits:

Characteristics	Benefits
<p>Flexibility: The private sector can be more flexible concerning a wide range of issues related to service delivery management, such as hiring human resources, more financial independence, and latitude in incentivizing high-quality pedagogical practices.</p>	<p>The flexibility of the private sector to respond to service delivery challenges can yield a more substantial alignment between the demand and provision of education, which in turn may lead to greater effectiveness in service delivery.</p>
<p>Transparency and result focus: Private providers are selected through a transparent process that includes information on costs, and can be held accountable to performance indicators that are part of the monitoring component of the contracts.</p>	<p>The inclusion of output and outcome indicators in private sector contracts allows continuous monitoring and can improve the quality of service provision.</p>
<p>Increased competition: Providing opportunities for families to choose among a wide range of qualified providers can encourage market competition and improve quality.</p>	<p>Greater competition can trigger increased emphasis on quality.</p>

Source: Adapted from Gustafsson-Wright et al (2017)

2. THE ENABLING ENVIRONMENT FOR PPPs

This section introduces the main aspects that enable the implementation of the PPP for the expansion of KG services in Palestine.

2.1. Policy and legal framework

This sub-section briefly presents the policy and the legal framework in which the PPP is implemented. It also includes other regulations and guidelines that must be considered during the implementation of the PPP.

2.1.1. Sector context

The Education Sector Strategic Plan (ESP) 2017-2022 stresses the importance of KG education in preparing children for the primary stage. The first strategic goal of the 2017-2022 ESP is equitable, safe, and inclusive access for all educational stages. Furthermore, the ESP states that KG education should offer an enabling environment with age-appropriate opportunities for children to develop physically, mentally and socially. It also states that KGs should teach children basic life skills and healthy habits. Indicators to measure progress toward this overarching goal include: KG enrolment rate (both public and private), number of private KG classrooms receiving licenses, proportion of KGs meeting structural safety standards, and others.

In a significant development, the 2017 Education Law made KG2 enrollment compulsory, making the rapid expansion of KG2 supply a high priority for the MOE. Anecdotal evidence suggests that while some parents believe that children are too young to attend KG1, increasingly, KG2 is perceived as part of the formal basic education cycle. This has resulted in high and geographically widespread demand for KG2 services, which has maxed out existing public supply and triggered a robust private market response.

A recent World Bank – MOE joint effort created the consolidated KG Quality Standards that aim to strengthen KG service delivery quality. The consolidated KG quality standards are applicable for all types of KG service providers, including public and private KGs. The standards are categorized into 10 different domains, each laying out a set of standards that are aligned with international quality frameworks (Figure 1).

Figure 1: Quality Standards Domains



2.1.2. KG Arrangements under MOE

The MOE plays a central role in the provision and supervision of KG education, where it is mandated to: (1) license private KG classrooms according to a number of set conditions and specifications, more formally called *licensing requirements*, (2) set terms and requirements for KG staff, and (3) lay out the curriculum framework that guides teaching and learning in KGs. This role is expected to further grow to match the MOE's plan and vision to integrate KG education in the formal education system and to adopt a standard unified curriculum. Procedures under each of these mandates are briefly covered below:

Licensing: The KG owner initiates the process of licensing. They submit an application to the District Directorate of Education and a visit is then conducted by the KG Supervisor and Engineer of the relevant Directorate of Education. Once the KG has completed all licensing requirements supported by documents, a one-year license is issued, to be renewed annually.¹

Requirements for staffing: As part of the licensing requirements, the MOE identifies the minimum staffing needed at any KG and the minimum requirements and qualifications of principals and teachers. Private providers should seek the MOE approval of any changes in staff members during the academic year.

Curriculum framework: The Early Childhood Curriculum Framework was developed in 2016. The Framework guides teachers on how young learners should be supported to learn and acquire skills, knowledge, values, and ethics that are aligned with their development trajectory and their Palestinian identity. The Manual for KG Teachers is a document that provides a road map for teachers to take a meaningful approach to relate to the lives of children, the context in which they live, and their connection to their local environment. The Manual includes details

¹ It should be noted that as per the instructions stated in the licensing requirements, some exceptions can be made for community-based, camp-based and Bedouin community-based KGs.

on the following topics: i) the classroom environment and what resources should be provided for teachers and students; ii) teaching and learning strategies to be used in classrooms; iii) classroom and lesson planning; iv) evaluation and assessment; v) strategies to address individual variances among children in their learning and the right for all children with special needs to receive quality education; vi) engaging parents to learn about their children's development and how get their support to complete planned programs.

2.1.3. Challenges

The first five years of a child's life is a period of rapid brain development, and providing children with a safe and stimulating environment during this time makes subsequent education investments much more effective. Yet, there continue to be many challenges facing the ECE sector, mainly related to the low enrolment rates of children in KGs and limited coordination among the different stakeholders in this sector. Closing the enrollment gap through public provision alone is estimated to require an unprecedented investment in KG infrastructure and a five-fold increase in the total salary outlay on KG teachers. A joint MOE-WB analysis pointed to a proliferation of private KG2 providers —1,116 providers spread across all West Bank governorates in 2018 — evidencing an opportunity for MOE to explore partnerships with private providers through which provision could be expanded rapidly and with less public capital expenditures.

2.2. About the Registry of KG2 Private Providers Qualified for PPPs

The planned expansion of KG2 services is carried out in collaboration with a number of qualified providers who are selected to be part of a "Registry of KG2 Providers Qualified for PPPs" (henceforth known as the Registry). The selection process involves issuing a "Call for Applications" and inviting interested and eligible private KG2 providers to submit an application.² The process is followed by a rigorous evaluation of applications submitted by the ECE providers, which consists of an administrative review conducted by MOE and a technical review conducted by an independent Verification Entity that determines the suitability of applicants to provide quality KG2 services. Private Providers will remain on the Registry for two calendar years (24 months), unless approved for renewal.

Once the evaluation process concludes, a contract is signed with a subset of providers listed in the Registry to provide KG2 services in specific localities; the full Registry will serve as a longlist of qualified providers who can be contracted at a later stage, should the PPP expand or should contracted private providers exit the partnership. The cost of the contract is determined by a per child cost, the number of children being subsidized, the number of children requiring transportation, and a start-up grant (for select providers only, see Section 5). Disbursements are done according to the Disbursement structure defined in Annexes 4 and 5 and attached to the compliance of specific targets determined in the Quality Enhancement Plan (QEP) described in Section 5 of the Operational Guidelines.

² For the September 2023 – June 2024 cohort, applications have already been received and are under review.

2.2.1. Appeals

Appeals from private providers not selected for the PPP are accepted upon completion of the technical review. Appeals are not accepted at the administrative review phase. Appeals can be submitted through the Grievance Redress Mechanism or submitted in writing to the Technical Committee clarifying their argument for the appeal. The Technical Committee with the VE shall review the technical report of the relevant appeal request and decide whether there will be changes to the evaluation and scoring.

- If the appeal is related for being in the Registry but not being contracted, the Technical Committee shall inform the provider of the criteria made by the High-Level Decision-Making Committee to contract other providers and why the applicant did not fit/respond to the criteria. There will be no review of their technical report.
- If the appeal was because the provider was not nominated for the Registry, the Technical Committee will review the technical reports and see if the score will be changed and respond according to the following process:
 - a. If the score is not changed the Technical Committee shall respond in writing to the provider with a confirmation that a score review was completed but there has been no change.
 - b. If the score is changed and the provider will be nominated for the registry but NOT contracted, the Technical Committee shall respond in writing with reasons for not being contracted (did not respond to the criteria set by the decision making committee / unavailable funds).
 - c. If the score is changed and the applicant will be nominated for the Registry and contracted, the Technical Committee shall respond in writing stating that the provider will be offered a contract.

All responses to appeals shall strictly respond to the points raised by the appeal or points that led to failing the application without comparing it to other applications. Any changes shall be presented and approved by the High-Level Decision-Making Committee, and updates to the Registry published online.

Not selected providers are entitled to submit a formal request for feedback within 5 business days of receiving notice from the MoE of the final decision. The MOE Technical Committee shall respond to the appeals no later than two weeks from receiving the appeal.

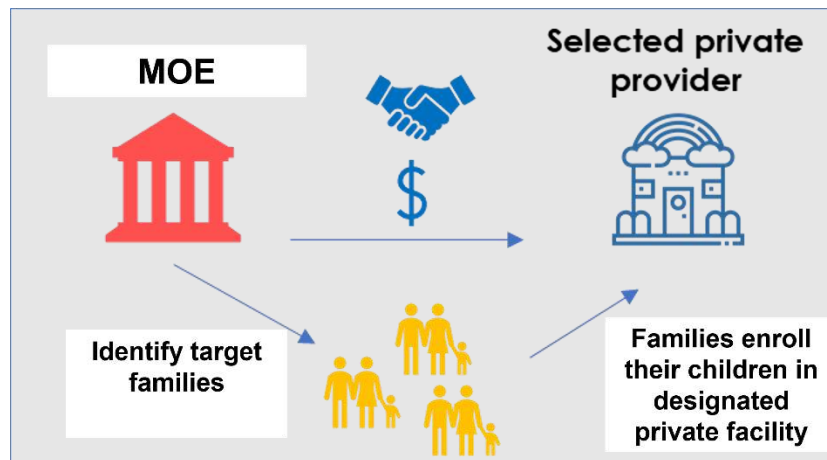
3. OPERATIONAL FEATURES OF THE PPP

Private KG2 providers are invited to enter into a PPP agreement with the MOE to expand the provision of KG2 services in selected geographic locations in the West Bank. As part of the PPP agreement, private KG2 providers will be offered financing in return for enrolling additional children into their KG2 facility, conditional on meeting established standards. Private KG2 providers may enter into a PPP agreement through two models: (i) the Service Delivery Model and (ii) the Voucher Model.

3.1. Service Delivery Model

The Service Delivery (SD) Model is a supply-driven funding program. The SD model is recommended for use in localities or regions with unmet KG2 demand and scarce or nonexistent KG2 service supply. Under the SD model, private providers enter into an agreement with the MOE to increase enrolment by renting or establishing a facility or center to house new KG2 classrooms (Figure 2). Selected private providers will enroll children from households meeting the eligibility criteria.

Figure 2. Service Delivery Model



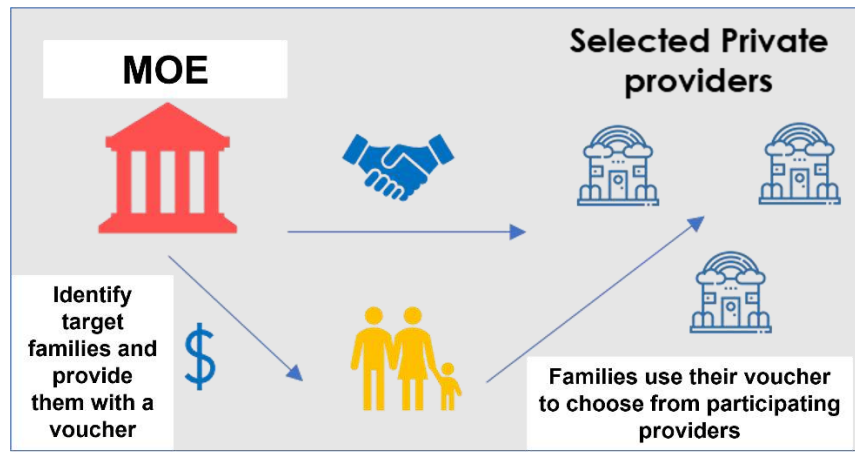
3.2. Voucher model

The Voucher Model is a demand-driven funding program. The Voucher Model is recommended for use in localities or regions with unmet KG2 demand and idle private sector capacity. Under the Voucher Model, private providers enter into an agreement with the MOE to serve children who live in a target geographic location using the following mechanisms (Figure 3):

- Enrolling new children into available slots in *an existing KG2 classroom(s)*, and/or
- Enrolling new children *into new KG2 classrooms in the existing facility.*

Eligible families with a voucher are free to choose any participating provider. Selected private providers will enroll eligible households with a voucher.

Figure 3. Voucher Model



3.3. Leadership and coordination structure

The MOE will bear the responsibility for the management of the PPP during the different phases, including: identifying the geographic locations to implement the PPP, selecting providers, and overseeing implementation. For this purpose, the MOE has formulated two committees for managing and making decisions throughout the whole process. They are: the High-Level Decision-Making Committee and the Technical Committee. The duties and responsibilities of each committee are described in the following sections.

3.3.1. The High-Level Decision-Making Committee

The High-Level Decision-Making Committee (henceforth known as Decision-Making Committee) has been appointed by the Minister of Education for a period of two years and may be reappointed for up to one additional year. It is comprised of the heads of the following:

- D.G. of Early Childhood Education/head of the ECE section
- Legal Department at the MOE
- D.G. of Financial Affairs
- D.G. of Construction
- D.G. Planning and Development
- World Bank Projects Coordination Unit (PCU) – Secretary
- Verification Entity – non-voting member providing technical support

The Decision-Making Committee will be responsible for the following:

- Validating and approving the target geographic locations prior to issuing the “Call for Applications”. The selection of geographic locations will be based on selection criteria that include the existing public provision, poverty rate, and KG2 enrollment rate.
- Endorsing the list of KG2 private providers pre-approved for awarding based on the Registry submitted by the Verification Entity .

- In the case where additional decisions need to be made to identify the final list of approved KG2 providers, the Decision-Making Committee will make strategic decisions in line with MOE's plan for expanding KG access, including increasing access in marginalized areas.
- Approving the list of selected private providers to be awarded for publishing.
- Reviewing progress reports on PPP implementation prepared by the Verification Entity.
- Reflecting on progress and revising strategies and processes at the end of each school year as needed.

It is expected that the Decision-Making Committee will work according to the following guidelines:

- The Chair of the Decision-Making Committee will be elected (preferably by rotation) every year by the other Committee members and may be re-elected for one additional year.
- The Decision-Making Committee members will not participate in decisions where there is a potential conflict of interest. Potential conflict of interest could include members' direct or indirect involvement in an application that is considered for funding.
- The Decision-Making Committee will submit an annual report to the Minister of Education describing the PPPs' progress and achieved outcomes.
- The Decision-Making Committee will seek additional financial support from international development partners through established thematic groups and forums.
- The PCU will act as the Secretary for the Decision-Making Committee.

3.3.2. The Technical Committee

The Technical Committee will be comprised of representatives from the following departments³ who will be appointed by the Minister of Education:

- D.G. of Early Childhood Education (including the ECE supervisor at the MOE)
- District Office Representative (ECE Supervisor) from which is part of the targeted geographic area/s
- PCU
- D.G. of Construction
- D.G. of Planning and Development

³The Legal Department at the MOE and the D.G. of Financial Affairs can be invited as deemed necessary.

The Technical Committee will be responsible for the following tasks during each of the PPP implementation phases:

Phase 0. Preparation and dissemination

- Review the “Call for Applications” and update it as needed in subsequent rounds.

Ensure that conditions that allow for all private providers to have a fair chance at applying are in place, such as:

- a. Informing all District Offices (DOs) in target geographic locations of the “Call for Applications” and ensuring that they have access to information needed ahead of the dissemination of the Call.
- b. Ensuring that the “Call for Applications” is published on the MOE website, as are all subsequent official announcements related to the PPP.
- c. Assigning a KG Supervisor as the DO focal point who shall be trained on how to support providers to apply to the PPP, and who will also be supported by a Frequently Asked Questions resource sheet (prepared by the MOE). KG Supervisors shall be responsible for:
 - Planning, organizing, and overseeing information sessions to inform private providers about the PPP.
 - Responding to queries regarding the “Call for Applications” posed by private providers to the PCU (via email or other channels) during the application period in a timely manner.

Phase 1. Application, evaluation and nomination

- Develop a process for the receipt of submitted applications at the DOs.
- Develop a transparent and diligent methodology for the administrative review of applications, which among other things should include:
 - Confirmation that the private provider location complies with the target geographic locations.
 - Review of proposals including required documents for completeness and compliance with the provided forms in the “Call for Applications”.
 - Establish the validity of the private provider’s license.
 - Ensure proper keeping and filing of submitted and reviewed applications to be handed over to the Verification Entity for the technical review and population into the database.
 - In cases where the application is missing documents, forms, or other key information, the Technical Committee, through the DO supervisor, shall communicate with the specific private provider to complete the missing document within a predetermined timeframe (to be confirmed with the Decision-Making Committee)
- Invite the Decision-Making Committee to:

- Convene for the decision on the list of providers to advance to the technical review stage.
 - Prepare letters for each individual private provider:
- To inform private providers of qualifying for the technical review stage of the application and to set up a time for the technical review visit.
- To inform private providers in writing of not qualifying for the technical review stage.
- Publish the full list of private providers that applied through the “Call for Applications” (regardless of if their applications were complete) on PCU/MOE website.

Phase 2. Selection, awarding and contracting

- Invite the Decision-Making Committee to convene for the decision on:
 - The Registry of PPP providers
 - The list of private providers selected to be contracted for the PPP
- Once the Decision-Making Committee has decided on the final list of approved applicants, the Technical Committee shall notify applicants of final decisions:
 - Private providers not selected for the PPP shall be given notice of decision at the same time as selected providers. Not selected providers are entitled to submit a formal request for feedback within 5 business days of receiving notice from the MoE of the final decision. See Section 2.2.1. for further details on the appeals process.
 - Providers selected for the Registry will be notified in writing that
 - they were nominated to the Registry but will not be contracted due to the decision of the High-Level Decision-Making Committee. It will be communicated to these providers that the Registry will form the basis of a pool of approved PPP providers, as well as serves as the waiting list for the ongoing PPP cycle.⁴
 - Providers selected for the PPP will be notified in writing with a Pre-Contractual Offer. This Offer will identify that the Provider was nominated for the Registry and will include a list of technical requirements necessary for contracting under the PPP; providers will be required to sign the offer form to indicate their commitment to making required adjustments. Providers are not obligated to accept the offer to participate in the PPP. In addition, the Pre-Contractual offer shall not commit the MOE to a specific contract type with the Provider.

⁴ In the case of a selected provider being unable to provide the agreed-upon service, providers in the Registry can be called upon.

- The Decision-Making Committee is also responsible to handling appeals according to the guidelines laid out in Section 2.2.1. and respond to requests in a timely manner.
- Once the letters are issued, the MOE shall publish the Registry online, including listing the providers who were selected for the PPP.

Phase 3. Monitoring and evaluation

- Monitor the progress of the funded PPPs through progress reports that should be prepared by the Verification Entity and presented to the Decision-Making Committee.
- Propose recommendations to the Decision-Making Committee to enhance PPP implementation and make recommendations to channel potential funding from development partners towards the PPP, based on midterm and final process evaluations.

4. CHILD ENROLMENT AND OPERATIONAL PROCEDURES OF THE PPP

4.1. Child Enrolment

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The following sections outline the procedures for child enrolment under the PPP, once the selected private providers are approved.

4.1.1. Outreach Process

The outreach process to children and families is the responsibility of the ECE supervisor and the private provider. The following steps are advised for the outreach process.

1. The DO shall announce in due time the availability of KG2 slots at centers selected under the PPP. The DO shall invite families with children within the age group to fill an application to enroll their child into eligible KG facilities. The announcement shall be published – for four weeks period to apply - through the village council, schools, mosques, churches, and other venues.
2. Vulnerable families in eligible governorates (list to be provided by MoSD) will be targeted by MoSD social workers. MoSD social workers will inform such families of the opportunity to enroll their children in the PPP.
3. Orientation meetings will be conducted by ECE supervisors to the local community and families. The objective of these meetings is to inform local communities about the PPP, advise on application procedures, and discuss generally the benefits of enrolling children into kindergarten.

4.1.2. Application Process for Child Enrollment

The application process will be managed by the selected private providers, the ECE Supervisor, and the DO. The steps are as follows:

1. Private providers will advertise their facilities and provide information on the open application period. Application forms will be made available at all private facilities participating in the PPP model.
2. Parents will express their interest to enroll their child in the KG2 classrooms available under the PPP by filling out an application form and submitting them at advertised facilities. In cases where the SD facility is not set up by that time, families will submit the application at the DO where a SD facility representative will receive applications.
3. Private providers will collect all applications and turn them over to the DO for processing and selection.
4. Applications will also be available for distribution at the orientation meetings held by ECE supervisors, and families may submit completed applications directly at these meetings to the supervisor.

4.1.3. Selection process for Child Enrolment

The selection process will be managed centrally by DOs. DOs in the selected geographic areas will review enrolment applications and apply the following process to determine final enrolment in each participating center:

1. DOs will apply the Child Eligibility Criteria (Table 1) to determine final enrolment offers, with priority given to children who score highest/are most vulnerable. Note that the Child Eligibility Criteria will be applied based on information presented in the enrolment application only.
2. For the voucher model, DOs will assign children to a center. The decision will be made taking into account: a) the family's preferred choice of provider (ranked as part of the application), b) distance of the child from the center (suggested distance no further than 1km), and c) center absorption capacity.
3. The DO will inform the private provider of the approved list of children to enroll. The list will be sent to the Verification Entity at the same time.

Table 1: Child eligibility scoring

1.	Economic Status	Criterion	Score
1.1	Number of working family members	1 or less = 1 2 or more =0	
1.2	Does the parent/primary caregiver of child receive a regular salary or a non-regular salary?	Non-Regular Salary=1 Regular Salary=0	
1.3	At least one parent/primary caregiver of the child receives an income value above or	Below minimum wage=1	

	below Below minimum wage defined by the government – مقارنة مع الحد الأدنى للأجور	Equals and above=0	
1.4	Does the family qualify for any kind of additional financial support (from MOSD or other charity institutes)?	Yes = 1 No = 0	
1.5	Does the parent/primary caregiver support other family members in the extended family?	Yes=1 No=0	
1.6	Number of children in the family	4 children and above=3 3 children=2 2 children=1	
2.	Inclusiveness		
2.1	Do any of the family members have any kind of disability or need of any kind of special health care?	Yes=1 No=0	
2.2	Does the child have a developmental delay, and/or a physical/mental disability?	Yes=1 No=0	
3	Location		
3.1	Does the child live in target locality and/or does the child's parent/primary caregiver work in the target locality	Yes = 1 No = 0	
	Total (out of 11)		

4.1.4. Enrollment process

The enrolment process will be managed by the selected private providers. The steps are as follows:

1. Once the private provider receives the list of children selected for enrolment, they will be responsible for informing the families of the selected children.
2. The provider is responsible for uploading the required child-level data onto the Provider Database. This will be a document (to be provided) that will collect data in a uniform way across KG2s participating in the PPP, and which will be uploaded onto a MOE database.
3. The provider is responsible for updating the Provider Database regularly to reflect the enrolment status of the child and/or if new children are enrolled.

4. The provider is responsible for ensuring that the service provided to children enrolled within the PPP starts from the first day of the semester. A period of two weeks is given after the start of the semester to allow for registration and withdrawal, and child enrolment lists will be considered final after this two week period.

4.2. Operational procedures for the implementation of PPP modalities

This section describes the steps and activities that should be followed and the responsible for preparing and implementing each PPP modality.

4.2.1. Readiness

This phase includes all the activities prior to the beginning of the service, and starts from the point at which a private provider is notified of a provisional invitation for contracting. This phase has a maximum duration of eight weeks. The activities to prepare the service in accordance with the quality requirements established in this document are described below.

a. KG Personnel Preparedness

Activities	Service Delivery (SD)	Voucher (enrolling children in existing classrooms only)	Voucher (establishing a new classroom)	Responsible
1. Selected KG carries out calls for hiring new KG staff following the ratios and profiles defined in Annex 1. The provider shall prioritize the desired qualifications over the minimum requirements.	X		X	Private provider
2. For situations where, after an extensive search, the provider is not able to find any possible staff members to comply with minimum requirements, the provider shall present an alternative to the Technical Committee, who shall approve or not the proposed qualification.	X		X	Private provider Technical Committee
3. Newly-hired staff under the Service Delivery model shall be hired with the salaries established in Annex 1 and following the Palestinian Law.	X			Private provider

4. New staff enroll in introductory training/orientation to ensure that they can assume their role according to the pedagogical guidelines defined by the Ministry of Education and the Palestinian National Strategy for Early Childhood Development (ECD), described in section 2.1. ⁵ New staff will enroll in the KG Diploma (contingent on availability).	X		X	Private provider District supervisors
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b. KG Facility Set-up

Activities	Service Delivery (SD)	Voucher (enrolling children in existing classrooms only)	Voucher (establishing a new classroom)	Responsible
1. In the case of the SD model, the Verification Entity will visit the proposed site for the new KG operation and apply selected items from <i>the list of minimum Specifications of Private Preschool Buildings</i> , as part of the <i>Licensing Instructions for Private Preschools</i> for evaluation of the proposed site. The provider shall also submit at least one additional alternative facility to be rented and used under the PPP-SD model.	X			Private provider Verification Entity MOE Committee to be assigned by Ministry of Education (MOE)
2. Selected providers under the Voucher model (new classrooms) and the SD model will be given <i>provisional contract</i>	X		X	Private provider Verification Entity

⁵ If the teacher is considered qualified, his/her attendance is encouraged but not mandatory. If the teacher is not qualified, the teacher and principal should commit to enroll the teacher into the professional diploma program (assuming availability of space). If the professional diploma is not able to enroll the teacher, arrangements will be made with the MOE to decide on the appropriate training/orientation plan for the teacher.

offers. ⁶ These selected providers will be given a list of items to be purchased (Annex 6) and receive the <i>Start-up Grant disbursement</i> to start setting up their classrooms and hiring staff. The provisional contractual offer will stipulate the requisite quality standards needed in order for the provider to receive the subsequent <i>First Disbursement</i> .				
3. Selected providers under the Voucher model (existing classroom) will be given <i>contract offers</i> . ⁷ These contracts will stipulate the proposed QEP based on baseline observations conducted during the Technical Review, prepared by the Verification Entity.		X		Private provider Verification Entity
4. For the Voucher model (new classroom) and SD model, the Verification Entity will: <ul style="list-style-type: none"> • Establish that key indicators of quality as stipulated in the prior visit have been met. • Review evidence of the resumes and contracts of the contracted personnel for the PPP contract's execution and verify compliance (i.e., teachers are paid at or above the minimum established wage for the SD model); • Review the final list of purchased inventory, assessing that required 	X		X	Private provider Verification Entity MOE (Directorate General of Early Childhood, Buildings departments)

⁶ Legal Department at MoE will revise and review all contracts prior to being signed by the MoE and offered to the private provider.

⁷ Legal Department at MoE will revise and review all contracts prior to being signed by the MoE and offered to the private provider.

<p>purchases have been made, items are available, and are of sufficient quality.</p> <p>Providers who meet the quality verification standards will receive the <i>first disbursement</i>.</p>				
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c. Coordination with Local Authorities and Partners

Activities	Service Delivery (SD)	Voucher (existing classroom)	Voucher (new classroom)	Responsible
<p>1. District Offices announce the availability of KG2 slots in selected private providers. Local authorities are informed of KG's location and the number of children to be served.</p>	X	X	X	<p>Private provider Verification Entity District supervisors</p>
<p>2. The private provider elaborates a list of civil society institutes responsible for ensuring young children's holistic development and rights. The private provider shall specifically define the links with health and child protection services to ensure access to ECD interventions. The private provider shall be responsible for gaining the written approval of MoE before initiating any collaborations.</p>	X	X	X	<p>Private provider Local Authorities District supervisors ECE Department</p>

d. Enrollment of Children

Activities	Service Delivery (SD)	Voucher (existing classroom)	Voucher (new classroom)	Responsible
1. Enroll children following the procedures described in section 4.1.	X	X	X	Private provider District Office
2. Upload the information of enrolled children into database and update information monthly.	X	X	X	Private provider Verification Entity ECE General Directorate
3. Prepare the files of each child and organize them in a way that are accessible for the KG staff, the verification entity and education supervisors.	X	X	X	Private provider

e. Budgeting

Activities	Service Delivery (SD)	Voucher (existing classroom)	Voucher (new classroom)	Responsible
1. Based on the cost of the contract and guidelines provided in section 5, the private provider shall submit a budget of expected start-up and overall expenses, using a template provided by MOE.	X	X	X	Private provider Verification Entity PCU
2. The provider shall present the itemized budget and report of expenses during the implementation period within the accepted timeframe to the Verification Entity. The Verification Entity shall submit these expenses to be reviewed and approved by the MoE according to Annex 4	X	X	X	Private provider Verification Entity PCU

f. Implementation

Activities	Service Delivery (SD)	Voucher (existing classroom)	Voucher (new classroom)	Responsible
<p>1. Beginning at least 4 weeks after the commencement of classes, the Verification Entity will visit the private providers contracted under the Voucher model (existing classrooms). The Verification Entity shall apply the Quality Tool and apply the Classroom Observation module to <u>all classrooms</u> contracted under the PPP. The Verification Entity shall assess compliance to the QEP.</p>		X		<p>Private provider Verification Entity PCU</p>
<p>2. Beginning at least 4 weeks after the commencement of classes, the Verification Entity will visit the private providers contracted under the Voucher (new classroom). The Verification Entity shall apply the Quality Tool and apply the Classroom Observation module to all classrooms contracted under the PPP. The Verification Entity shall apply the Quality Tool and update the QEP based on the observations of this visit (if needed).</p>			X	<p>Private provider Verification Entity PCU</p>
<p>3. Beginning at least 4 weeks after the commencement of classes, the Verification Entity will visit the private providers contracted under the SD model to determine the process quality baseline. The Verification Entity shall apply the Quality Tool and apply the Classroom Observation module to all classrooms contracted under the PPP. The Verification Entity shall develop the QEP based on the observations of this visit.</p>	X			<p>Private provider Verification Entity PCU</p>
<p>4. The private provider shall implement the required adjustments and</p>				

<p>improvements following the Verification Entity's recommendations, including:</p> <ul style="list-style-type: none"> • Implementation and monitoring of activities as presented in the Family and Community Outreach proposal. • Implementation and monitoring of activities as presented in the Professional Development proposal. • Implementation and monitoring other activities as identified in providers' QEPs. 	X	X	X	Private provider Verification Entity
5. The PCU, with support from the Verification Entity, shall verify compliance and approve disbursement at intervals identified in Annexes 4 and 5.	X	X	X	Verification Entity PCU

5. BUDGETING AND CONTRACTING

This section describes in detail the payment amount eligible to providers under each PPP model. Contracted providers will be receiving 4 installments per academic year (plus an additional Start-up grant, if eligible), covering the following:

Yearly per child payment – This is the amount paid by the MOE to the provider for every additional child enrolled in KG2. The cost per child payment is quoted per school year.

Quality incentive payment – This is a payment for the achievement of established quality indicators (see section 6.2)

Transportation payment – This is the amount paid by the MOE to providers for every additional child enrolled who uses center-provided transportation to attend KG2. The transportation payment is quoted per month.

Start-up grant payment – This is the amount paid by the MOE to eligible providers for the purchase of classroom and office furnishing. The Start-up grant payment is disbursed once at the start of the contract for eligible providers only (i.e., Service Delivery Model providers and Voucher Model providers who will be opening a new classroom within their existing facility).⁸

⁸ Payment amounts may be subject to change. Final numbers will be shared prior to contracting.

Table 2: Overview of Payments under the Service Delivery and Voucher Models

Cost, per unit of time	Service Delivery Model	Voucher Model
Cost per child, per year	<p>Providers not paying rent (facility provided free of cost by donor/partner):</p> <ul style="list-style-type: none"> Enrolling 75 new children: ₪2,940 per child, per year Enrolling 100 new children: ₪3,030 per child, per year <p>Providers paying rent for facility:</p> <ul style="list-style-type: none"> Enrolling 75 new children: ₪3,120 per child, per year Enrolling 100 new children: ₪ 3,190 per child, per year 	<p>All providers:</p> <ul style="list-style-type: none"> ₪1,600 per child per year (8 additional children per classroom, maximum)
Quality incentive payment (more details in section 6.1).	<p>All providers meeting quality incentive standards:</p> <ul style="list-style-type: none"> ₪290 per child per year 	<p>All providers meeting quality incentive standards:</p> <ul style="list-style-type: none"> ₪140 per child per year
Transportation cost per child, per month	<p>All providers:</p> <ul style="list-style-type: none"> ₪150 per child, per month⁹ 	

⁹ Under exceptional circumstances, where providers are located in highly remote areas and third-party transportation arrangements need to be made in order to provide service through the PPP, one or both of the following provisions may apply: (i) 80% of the annual transportation payment shall be advanced in the first disbursement to the provider; and/or (ii) the per-child payment shall increase to up to ₪200 per child, per month. Exceptions must be approved by the MOE/Technical Committee on a case-by-case basis and the provider will be required to show necessary evidence as required by the MOE/Technical Committee.

Start up grant, one-time payment	<p>All providers:</p> <ul style="list-style-type: none"> • Start-up grant for classroom furniture: <ul style="list-style-type: none"> ○ ₩15,330 per new classroom of up to 25 children ○ ₩4,250 for a standard staff office furniture 	<p>Providers adding a new classroom within their current facility only:</p> <ul style="list-style-type: none"> • Start-up grant for classroom furniture: <ul style="list-style-type: none"> ○ ₩15,330 per new classroom of up to 25 children
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Note that in cases where actual beneficiaries differ from beneficiaries stipulated in the contract, payment to the provider will be calculated based on actual beneficiaries. In certain cases, this will require an amendment to the partnership contract. The Decision-Making Committee reserves the right to make such decisions on a case-by-case basis.

5.1. Payment Structure under Service Delivery Model

Providers entering in a partnership with MOE under the Service Delivery Model are eligible for the following payments: *Payment amount per child, Quality incentive payment, Transportation payment, and Start-up grant.* The details of each of these payments can be found below.

5.1.1. Payment amount per child

Private providers who are contracted by MOE under the Service Delivery Model can expand services by enrolling 75 new children (in 3 classrooms) or 100 new children (in 4 classrooms). Providers are requested to indicate whether they will be renting a new facility to provide services or if they will be utilizing a facility free of charge. Private providers are encouraged to find local partner(s) or donor(s) who commit to provide or fund the cost of the facility.¹⁰ For providers who will be paying rent at a new facility, rental costs are embedded within the cost per child. Therefore, the renting cost may or may not be included in the contract depending on whether the provider actually incurs the cost. Table 3 indicates the per child amount (inclusive of taxes) paid to private providers, depending on whether the provider will be paying rent at the facility, and whether the provider will be enrolling 75 or 100 new children.

¹⁰ The availability of an existing facility with adequate space to be used as a KG and relevant rental provisions (such as whether the provider will be paying rent or if the space will be provided free of charge) will be verified prior to contracting.

Table 3: Yearly per child amount to be paid to private providers under the Service Delivery Model

Rent	Number of new children that the private provider is being contracted to enroll	
	75 new children	100 new children
Private provider will not be paying rent	₺2,940 per child (including taxes)	₺3,030 per child (including taxes)
Private provider will be renting a new facility to provide services	₺3,120 per child (including taxes)	₺3,190 per child (including taxes)

Note that payments will be made based on the actual number of children enrolled during the previous logical period¹¹, subject to verification. In cases where the actual beneficiaries differ significantly from beneficiaries stipulated in the contract, the PPP Decision-Making Committee reserves the right to amend and/or terminate the partnership contract.

5.1.2. Quality incentive

Private providers contracted under the Service Delivery Model will be paid a Quality incentive payment upon satisfactory achievement of performance indicators (see section 6.2).

Table 4: Yearly quality incentive

Quality incentive, per year	Up to ₺290 per child
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5.1.3. Transportation

Private providers contracted under the Service Delivery Model will be paid a transportation fee.¹² This transportation fee is determined based on the number of enrolled children who are expected

¹¹ The previous logical period will be determined by the PPP Technical Committee, taking into consideration previous enrollment periods and adjusting by any potential COVID shocks.

¹² To be eligible to provide transportation under the PPP model, the vehicle used by the provider for transportation must be: properly insured, operated by a licensed driver, and not carry children/adults in excess of its maximum legal capacity. Adherence to these conditions will be inspected and verified at the

to require transportation to the KG2 center. Table 5 shows the monthly cost of transportation per child.

Table 5: Monthly cost of transportation per child

Transportation payment, per month	₹150 per child ¹³
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Note that payment will be made based on the actual number of children who received transportation during the previous period, subject to verification.

5.1.4. Start-up Grant

Providers contracted under the Service Delivery Model will be paid a Start-up grant (in their first year of implementation only). Providers will have a period of eight weeks to (i) set up their new facility, (ii) purchase necessary furniture and learning materials (see Annex 6: List of learning materials and furniture), and (iii) set up contracts with newly-hired staff. The facility will be inspected to ensure that it meets safety and structural quality standards to ensure an optimal and safe environment for children’s learning. The Start-up grant will be disbursed before the commencement of those eight weeks to cover the cost of setting up the facility and preparing it for operation. The Start-up grant is disbursed to providers before furniture is purchased.

Table 6: Start-up grant to be paid for purchasing classroom and staff office furniture

Start-up grant for classroom furniture	₹15,330 per classroom of 25 children
Start-up grant for staff office furniture	₹4,250 for a standard staff office furniture per new facility

Note that the start-up grant is calculated for a classroom with the capacity of 25 children, and it will be adjusted based on the actual capacity of the classroom included in the contract.

start and throughout the life of the partnership. MOE bears no responsibility for accidents that occur during transportation.

¹³ Under exceptional circumstances, where providers are located in highly remote areas and third-party transportation arrangements need to be made in order to provide service through the PPP, one or both of the following provisions may apply: (i) 80% of the annual transportation payment shall be advanced in the first disbursement to the provider; and/or (ii) the per-child payment shall increase to up to ₹200 per child, per month. Exceptions must be approved by the MOE/Technical Committee on a case-by-case basis and the provider will be required to show necessary evidence as required by the MOE/Technical Committee.

Table 7 below shows a sample of scenarios under the Service Delivery Model and the eligible costs associated with each scenario.

Table 7: Payment structure scenarios under the Service Delivery Model

Contract Items	Contract scenario 1: <i>Private provider expands into a new facility and enrolls 75 children. The provider pays rent for this facility. 35 children to take transportation.</i>	Contract scenario 2: <i>Private provider expands into a new facility and enrolls 100 children. The facility is provided at no charge to the provider. 42 children to take transportation.</i>
Total cost of the contract		
Cost per year	$\text{₺}3,120 * 75 \text{ children}$ = ₺234,000	$\text{₺}3,030 * 100 \text{ children}$ = ₺303,000
Quality Incentive payment, per year	$\text{₺}290 * 75 \text{ children}$ = ₺21,750	$\text{₺}290 * 100 \text{ children}$ = ₺29,000
Transportation cost payment, per year	$\text{₺}150 * 35 \text{ children} * 9 \text{ months}$ = ₺47,250	$\text{₺}150 * 42 \text{ children} * 9 \text{ months}$ = ₺56,700
Start-up grant, one-time standalone payment	Classroom furniture: $\text{₺}15,330 * 3$ = ₺45,990 + Office furniture = $\text{₺}4,250$ = ₺50,240	Classroom furniture: $\text{₺}15,330 * 4$ = ₺61,320 + Office furniture = $\text{₺}4,250$ = ₺65,570
Total cost of the contract	= ₺ 353,240	= ₺454,270
Example of the contract's second disbursement for the period September – December (4 months) Payment 30%		
Payment Items	Payment scenario 1: <i>The provider <u>meets</u> quality incentive standards. 28 children required transportation during the disbursement period</i>	Payment scenario 2: <i>The provider <u>does not meet</u> quality incentive standards. 42 children required transportation during the disbursement period</i>
Cost, per disbursement period	$\text{₺}3,120 * 75 \text{ children} * 30\%$ = ₺70,200	$\text{₺}3,030 * 100 * 30\%$ = ₺90,900
Quality Incentive payment, per disbursement period	$\text{₺}290 * 75 * 30\%$ = ₺6,525	Quality incentive payment withheld
Transportation cost payment, per disbursement period	$\text{₺}150 * 28 \text{ children} * 4 \text{ months}$ = ₺16,800	$\text{₺}150 * 42 \text{ children} * 4 \text{ months}$ = ₺25,200
Total payment in the due period	= ₺93,525	= ₺116,100

5.2. Payment Structure under Voucher Model

5.2.1. Payment amount per child

Private providers who are contracted by MOE under the Voucher Model can enroll a maximum of 8 *additional* children per existing KG2 classroom. Providers may also set up additional classrooms within their existing facility building to enroll children.¹⁴ Table 8 indicates the per child amount (inclusive of taxes) that will be paid to private providers contracted under the Voucher Model. *Note that only additional enrolments will be considered as eligible for the PPP per-child payment.*¹⁵

Table 8: Yearly per child amount to be paid to private providers under the Voucher Model

Yearly per child amount	₹1,600 per child (including taxes)
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Note that payments will be made based on the actual number of children enrolled during the previous logical period¹⁶, subject to verification. In cases where the actual beneficiaries differ significantly from beneficiaries stipulated in the contract, the PPP Technical Committee reserves the right to amend and/or terminate the partnership contract.

5.2.2. Quality incentive

Private providers contracted under the Voucher Model will be paid a Quality incentive payment upon satisfactory achievement of performance indicators (see section 6.2).

Table 9: Yearly quality incentive

Quality Incentive, per year	Up to ₹140 per child
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¹⁴ This is an option only in cases where additional enrollments will cause existing class sizes to exceed 25 children. Minimum class size may apply and will be determined by the Technical Committee on a case-by-case basis.

¹⁵ This will be calculated based on a comparison of the enrolments presented in the provider application form and new enrolment numbers achieved under the PPP.

¹⁶ The previous logical period will be determined by the PPP Technical Committee, taking into consideration previous enrollment periods and adjusting by any potential COVID shocks.

5.2.3. Transportation

Private providers contracted under the Voucher Model will be paid a transportation fee.¹⁷ This transportation fee is determined based on the number of enrolled children who are expected to require transportation to the KG2 center. Table 10 shows the monthly cost of transportation per child.

Table 10: Monthly cost of transportation per child

Transportation payment, per month	₺150 per child ¹⁸
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Note that payment will be made based on the actual number of children who received transportation during the previous period, subject to verification.

Start-up grant (only for providers under the Voucher Model adding a new classroom within their current facility)

Providers contracted under the Voucher Model who will add a new classroom within their current facility to enroll additional children will be paid a Start-up grant to cover the cost of buying the furniture for this refurbished KG2 classroom (see table 11). The Start-up grant is disbursed to providers before furniture is purchased.

Table 11: Start-up grant to be paid under the Voucher Model for purchasing classroom furniture

Start-up grant for classroom furniture	₺15,330 per new classroom of up to 25 children
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Note that the start-up grant is calculated for a classroom with the capacity of 25 children, and it will be adjusted based on the actual capacity of the classroom included in the contract.

¹⁷ To be eligible to provide transportation under the PPP model, the vehicle used by the provider for transportation must be: properly insured, operated by a licensed driver, and not carry children/adults in excess of its maximum legal capacity. Adherence to these conditions will be inspected and verified at the start and throughout the life of the partnership. MOE bears no responsibility for accidents that occur during transportation.

¹⁸ Under exceptional circumstances, where providers are located in highly remote areas and third-party transportation arrangements need to be made in order to provide service through the PPP, one or both of the following provisions may apply: (i) 80% of the annual transportation payment shall be advanced in the first disbursement to the provider; and/or (ii) the per-child payment shall increase to up to ₺200 per child, per month. Exceptions must be approved by the MOE/Technical Committee on a case-by-case basis and the provider will be required to show necessary evidence as required by the MOE/Technical Committee.

Table 12 below shows a sample of scenarios under the Voucher Model and the eligible costs associated with each scenario.

Table 12: Payment structure scenarios under the Voucher Model

Contract Items	Contract scenario 1: <i>Private provider enrolls 5 additional children in one classroom. 3 children take transportation.</i>	Contract scenario 2: <i>Private provider enrolls 25 additional children. 8 children are added into two existing classrooms (4 children in each classroom), and a new classroom is created for the remaining 17 children. 11 children take transportation.</i>
Total cost of the contract		
Cost per year	₺1,600 * 5 children = ₺ 8,000	₺1,600 * 25 children = ₺ 40,000
Quality Incentive payment, per year	₺140 * 5 children = ₺ 700	₺140 * 25 children = ₺ 3,500
Transportation cost payment, per year	₺ 150 * 3 children * 9 months = ₺ 4,050	₺ 150 * 11 children * 9 months = ₺ 14,850
Start-up grant, one-time standalone payment	N/A <i>(No additional classrooms required)</i>	15,330 * 1 = ₺ 15,330
Total cost of the contract	₺ 12,750	= ₺ 70,180
Example of the contract's second disbursement for the period September – December (4 months) Payment 30%		
Payment Items	Payment scenario 1: <i>The provider <u>meets</u> quality incentive standards. 3 children required transportation during the disbursement period</i>	Payment scenario 2: <i>The provider <u>does not meet</u> quality incentive standards. 7 children required transportation during the disbursement period</i>
Cost, per disbursement period	₺1,600 * 5 children * 30% = ₺ 2,400	₺140 * 25 children * 30% = ₺ 1,050
Quality Incentive payment, per disbursement period	₺140 * 5 children * 30% = ₺ 210	Quality incentive payment withheld
Transportation cost payment, per disbursement period	₺150 * 3 children * 4 months = ₺ 1,800	₺150 * 7 children * 4 months = ₺ 4,200
Total payment in the due period	= ₺ 4,410	= ₺ 5,250

5.3. Disbursement structure

The following section details the monitoring and disbursement schedule for payments under the Service Delivery and Voucher models. Table 13 shows the disbursement schedule and conditions spanning one full academic year (starting in September and ending in June).

Table 13: Disbursement Schedule and Conditions (Full Academic Year, September-June)

Payment	Planned disbursement date	Eligible payment category (percentage disbursed)		Conditions ¹⁹
		Service Delivery	Voucher	
Start-up grant	After contract signing, upon approval of necessary documents (see Annex 4) ²⁰	Start-up grant for classroom furniture + Start-up grant for staff office furniture	Start-up grant for classroom furniture (only for providers adding a new classroom within their current facility)	<ul style="list-style-type: none"> If the contract with the provider is terminated ahead of the contract end date, the purchased assets under the start-up grants shall be transferred to the MOE offices in that area.
First disbursement	August	30% of the following: Cost per child + Quality incentive + Transportation	30% of the following: Cost per child + Quality incentive + Transportation	<ul style="list-style-type: none"> SD and VN: Purchased inventory are complete, available, and of sufficient quality. Staff final contracts are signed
Second disbursement		30% of the following:	30% of the following:	<ul style="list-style-type: none"> SD and VN: Contracted provider meets access standards.

¹⁹ Exceptions/Flexibility can apply on a case by case basis subject to the approval of the Technical Committee.

²⁰ For new PPP providers only

	October/November	Cost per child + Quality incentive + Transportation	Cost per child + Quality incentive + Transportation	<ul style="list-style-type: none"> • VE: Contracted provider meets access and quality standards.
Third disbursement	February	30% of the following: Cost per child + Quality incentive + Transportation	30% of the following: Cost per child + Quality incentive + Transportation	<ul style="list-style-type: none"> • Contracted provider meets access and quality standards.
Fourth disbursement	April/May	10% of the following: Cost per child + Quality incentive + Transportation	10% of the following: Cost per child + Quality incentive + Transportation	<ul style="list-style-type: none"> • Contracted provider meets access and quality standards.

Figures 5 & 6 and Annex 4 present further detail on the disbursement structure and provides indicative information to the private provider on the required documents and products for each disbursement throughout the implementation process.

6. MONITORING AND EVALUATION

Besides increasing access to KG2 services, the PPP model seeks to contribute to the continuous improvement of the quality of services. A monitoring and evaluation system is an integral part of quality assurance, and it serves the purpose of regularly monitoring the progress of PPP implementation. A comprehensive monitoring system can contribute to collecting information that can be used to improve the quality of services and inform policymaking. It is also essential to inform the public about the level of quality provided, which provides more transparency to the users of KG services.

The purpose of this section is to present the structure, definitions and guidelines for the implementation of the monitoring and evaluation scheme of KG services operated under the PPP modalities. Specifically, this section seeks to:

- Define the performance indicators that private providers must comply with for quality enhancement and disbursements approval purposes.
- Describe the phases, processes and tools required to ensure timely monitoring of KG services under the PPP.

6.1. Compliance Requirements

6.1.1. Service Delivery Model

Private providers contracted under the Service Delivery Model shall comply with all of the following:

- Licensing requirements: Private providers under the Service Delivery Model shall comply with all requirements included in the licensing procedure defined by the MOE.
- Staff dedication, qualifications, and ratios: Private providers are required to comply with staff dedication, qualifications, and ratios according to Annex 1.
- Classroom furniture: Private providers under the Service Delivery Model are also required to purchase, using the Start-up Grant, a complete set of classroom furniture and staff office furniture, as indicated in Annex 6. To verify compliance with this, the MOE, through the verification entity, will require the provider to present an inventory of the learning materials and furniture that were purchased using the Start-up grant and a report of expenses.
- Minimum salaries: Private providers must pay the minimum salaries (included in Annex 1). To verify compliance with this, MOE, through the verification entity, will oversee the contracts and payments according to the disbursement structure.

6.1.2. Voucher Model

Private providers shall comply with implementing all of the following:

- Licensing requirements: Private providers under the Voucher Model shall comply with all requirements included in the licensing procedure defined by the Ministry of Education. (See Section 2.1 for providers without a license who have the intention to obtain one).
- Classroom furniture: Private providers under the Voucher Model expanding capacity in a new classroom within an existing KG facility are also required to purchase, with the Start-up Grant, *a complete set of classroom furniture only* (not staff office furniture), as indicated in Annex 6. To verify compliance with this, MOE, through a contracted verification entity will require the provider to present an inventory of the learning materials and furniture that were purchased with the Start-up grant and a report of expenses.

6.2. Performance indicators

In addition to meeting compliance requirements (as outlined in section 6.1), all contracted private providers must comply with the following performance indicators in order to access the Quality Incentive Payment.

Table 14: Performance Indicators tied to Quality Incentive Payments

Indicator type	Service Delivery Model	Voucher Model
Access indicators	a. At least 90% of the total children included in the contract must be served during the period prior to disbursement. b. Average daily attendance must equal or exceed 85% during the period prior to disbursement. ²¹	a. 100% of the total children included in the contract served during the period prior to disbursement. b. Average daily attendance must equal or exceed 85% during the period prior to disbursement.

²¹ The attendance rate excludes excused absences (e.g., severe weather events). In the case of excused absences, such absences shall be excluded from the calculation of the attendance rate.

Quality indicators	<p>Quality will be assessed against each provider’s QEP, detailed as follows:</p> <ul style="list-style-type: none"> • One or two technical review visits will be made to the provider prior signing the contract. In these visits, providers will be observed with a monitoring tool and compliance to selected standards will be assessed. The results will be captured in the QEP database and will form the baseline indicators for the provider’s individualized QEP. • There will be three site visits to monitor and review the targets set in the contract including the QEP. <p>The QEP shall become an integral part of the signed contract with each private provider.</p>
<p><i>In case of non-compliance with any of the above conditions, the Quality incentive payment will be cancelled (in part or in full). The provider must also submit a plan to ensure improvement (in enrolment, attendance, and/or QEP indicators) in the following disbursement period. <u>If the situation continues for two consecutive disbursement periods, the PPP Technical Committee reserves the right to re-assess or terminate the partnership contract.</u></i></p>	

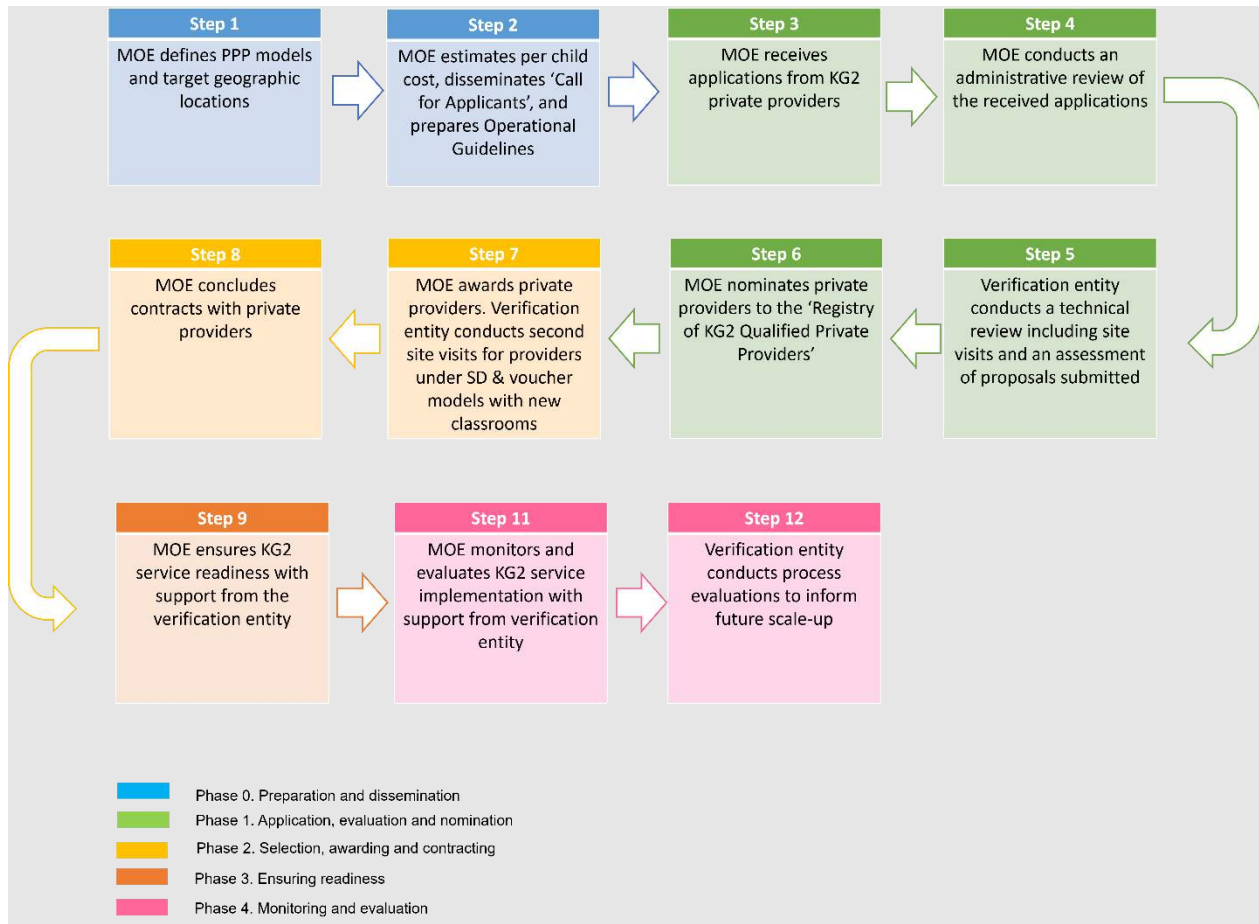
For providers who exceed standards and targets, one or more of the following incentives may apply:

- Renewal of KG licensing for the following two years
- Renewal of the contract for the following year upon the availability of funds
- Recognition of high-quality performance through certificates and public sharing of success

6.3. Monitoring and evaluation phases and processes

The monitoring process is embedded in the overall steps of the PPP rollout, shown in Figure 4. In this context, each monitoring process and specific MoE and private provider responsibilities are presented below.

Figure 4: Steps for implementation of the Public-Private Partnership (PPP) pilot



6.3.1. Application, evaluation and nomination

As a first step, the MOE will undertake an Administrative Review (step 4) of the submitted applications and documents to ensure that they are properly filled out and complete. Applicants who submitted a complete application will be notified and will move on to the Technical Review step.

In the Technical Review, applications will be assessed based on three components, which will be weighted to obtain a total score, as described below.

Table 15: Weight of each Evaluation Component

Component	Weight
Community and family outreach proposal	10%
Professional development proposal	10%
Compliance with Quality Standards	80%
Total	100 %

Qualifying for the Registry is conditional upon achieving a minimum score in the KG environment module of the Quality Standards

a. Community and family outreach proposal

The community and family outreach proposal is an integral part of the application submitted by the private providers. The proposal details a plan of actions that private providers will undertake to ensure sufficient enrolment of children from their locality. The proposals will be assessed according to the technical soundness and feasibility of the following three sub-components: 1) a contextual analysis that offers an understanding of families' perception about early education and the factors that affect the inclusion of children in these services; 2) detailed strategy and activities to sensitize the community and raise families' awareness of the importance of ECE and children's enrollment in KG2 education; and 3) a monitoring and evaluation plan to assess the results of planned activities.

b. Professional development proposal

The professional development proposal is an integral part of the application submitted by the private providers. The proposals will be assessed according to the development of the following three subcomponents: 1) an identification of priority areas for continuous professional development of KG teachers in the facility/center; 2) detailed strategy and activities to engage the KG2 principal and teachers in professional development programs or training provided by the MOE or other entities that focus on improving ECE outcomes, child-teacher interactions, or other ECE related topics and; 3) a monitoring and evaluation plan to assess the results of planned activities.

c. Compliance with quality standards

The verification entity will conduct technical site visits to score providers based on their compliance with quality standards. To this aim, the verification entity will use the KG2 monitoring tool to supervise the implementation of items included in the following sections. Compliance with each

item will be graded from 0 to 2. Based on the results of the field visits for the first and second²² technical review, the verification entity or supervisor will agree with selected providers on a QEP. This QEP seeks to ensure progress in implementing the quality standards, identify required support, and define corrective measures when required.

After the official nomination of the Registry of ECE Providers (step 6) and during the awarding process (step 7), a second technical review is conducted for private providers under the Service Delivery Model that will expand their capacity through a new facility as well as for providers under the voucher model expanding through a new classroom in an existing facility. These site visits seek to ensure compliance with security and safety quality standards and licensing requirements in potential facilities to be rented or provided by a third party or in classrooms within their existing KG facilities.

Once the awarding process is completed, based on the first and second technical review, the verification entity or supervisor agrees with selected providers on a QEP. This Plan seeks to ensure progress in implementing the quality standards and, identify required support, define corrective measures when required. The Plan considers two types of standards.

- **Structural standards** are considered critical as they refer to those conditions that ensure a proper environment for learning, including staffing, administration records, security and safety issues.
- **Process standards:** these include aspects of the service that are more dynamic in its implementation, such as child/adult interactions, curriculum development and family involvement, among others.

The verification entity will develop a template for the QEP to be approved by the Technical Committee. The QEP will be developed with each private provider based on the site visits conducted during the technical review, and will become an integral part of the PPP contract to be signed with private providers. It will include a set of actions and gradual targets for private providers to meet throughout the academic year, and will be used as the primary instrument to monitor private providers' performance throughout the contracting period, and authorize disbursements (See Annex 3).

The QEP shall include the following targets:

Types of targets	For the Service Delivery model	For the Voucher model
Enrollment and attendance	<ul style="list-style-type: none"> • At least 90% of the total number of children included in the contract have been provided with KG2 services during the period prior to disbursement A minimum of 85% attendance rate of all 	<ul style="list-style-type: none"> • 100% of the total number of children included in the contract have been provided with KG2 services during the period prior to disbursement.

²² A second technical review will apply for those providers under the Service Delivery Model, discussed below.

	children included in the contract, throughout the school year	<ul style="list-style-type: none"> A minimum of 85% attendance rate of all children included in the contract, throughout the school year
Quality	<p>Actions and targets to be achieved throughout the academic year, on the following quality domains:</p> <p>I.KG administration and staffing: will be monitored each visit and selected items can be added to the QEP</p> <p>II.KG Environment: will be monitored each visit, but will not be included in the QEP</p> <p>III.Parents Module: will be monitored in the last visit through survey or interview, but shall not be included in the QEP</p> <p>IV.Classroom Practices: will be monitored each visit and selected items will be added to QEP</p>	

Under each of the two PPP modalities, the Verification Entity shall verify compliance for each provider according to their QEP targets, see the following two sections.

6.3.1.1. QEP development for new facilities under the Service Delivery Model and new classrooms under the Voucher Model

As shown in Figure 5, for providers expanding under the SD Model or providers under the Voucher Model opening new classrooms within the existing KG facility, the agreement and further development of the QEP are agreed upon differently than Voucher Model providers expanding seats within an existing classroom.

Under the SD Model or providers under the Voucher Model opening new classrooms within the existing KG facility, the process quality baseline for the QEP is set/refined in Visit 2. This visit will be required in order to observe classroom interactions (previously unobservable). The Verification Entity shall observe all classrooms contracted under the PPP and apply the Classroom Observation module to all classrooms.

The outcome from that visit will constitute the basis for agreeing on the QEP on the targets and measures related to process standards.

Note for providers currently participating in the January-June 2023 PPP, the period of implementation and disbursement will begin in August with Visit 1 below (Visit 0, contract-signing, and start-up grant do not apply).

Figure 5: Quality Enhancement Plan (QEP) implementation and disbursements for Service Delivery Model and Voucher Model (new classroom)

Period	KG2 Evaluation and Selection Phase		KG2 Service Readiness Phase	QEP Targets for KG2 Service Implementation Phase		
	0		Visit 1	Visit 2	Visit 3	Visit 4
	Technical Review	Contract-signing July	Pre-commencement August (two weeks prior to starting the service)	Quality compliance October/November	Quality compliance February	Quality compliance April/May
Description of actions required	<p>Voucher (new classrooms) and Service Delivery Models passing Administrative Review: Verification Entity conducts Technical Visit and applies Quality Tool in existing classrooms of the original KG</p> <p>Service Delivery model only passing Administrative Review: Verification Entity conducts site visit to proposed new</p>	<p>Selected Voucher (new classrooms) and Service Delivery Models: Provider signs contract (committing to make requested changes coming out of Technical Review, if required). Verification Entity will provide list of items to be purchased (Annex 6).</p>	<p>Contracted Voucher (new classrooms) and Service Delivery Models: Verification Entity ensures requested changes have been fulfilled, verifies that resumes and contracts comply with requirements, and assesses inventory purchases.</p> <p>Contracted Service Delivery model only: Verification Entity visits the new facility and applies</p>	<p>Contracted Voucher (new classrooms) and Service Delivery Models: Verification Entity to visit classroom in a period between the first and second disbursement, at least 4 weeks after the start of the operation. The visit will form the basis for/updates to the QEP. Providers will be informed of the calendar for the quality compliance visits period.</p>	<p>Contracted Voucher (new classrooms) and Service Delivery Models: Verification Entity to visit site and assess compliance based on QEP.</p>	<p>Contracted Voucher (new classrooms) and Service Delivery Models: Verification Entity to visit site and assess compliance based on QEP.</p>

	facility and applies <i>list of minimum Specifications of Private Preschool Buildings</i> , as part of the <i>Licensing Instructions for Private Preschools</i> .		the full list of Specifications of Private Preschool Buildings, as part of the <i>Licensing Instructions for Private Preschools</i> .			
Requirement to trigger disbursement	N/A	Signed contract (with commitment to make necessary changes by next visit, if required). Resumes of proposed personnel Itemized budget for use of start-up grant	Changes committed to have been achieved, staff contracts comply with requirements, and necessary inventory has been acquired. Submission of full inventory and receipts for purchased furniture. Staff final contracts are signed.	Access indicators are met.	Quality (structural and process) and access indicators are met.	Quality (structural and process) and access indicators are met.
Disbursement	No disbursement triggered after visit	Start-up grant	First disbursement	Second disbursement	Third disbursement	Fourth disbursement

6.3.1.2. QEP development for providers increasing enrolment in existing classrooms under the Voucher Model

As shown in Figure 6, under the Voucher Model (existing classrooms), the QEP is agreed upon using baseline observations made in the Technical Review and will include both structural and process standards. During the Technical Review, the Verification Entity shall observe all classrooms contracted under the PPP and apply the Classroom Observation module to all classrooms.

Note for providers currently participating in the January-June 2023 PPP, the period of implementation and disbursement will begin in August with Visit 1 below (Visit 0 and contract-signing do not apply).

Figure 6: Quality Enhancement Plan implementation and disbursements for Voucher Model (existing classrooms)

Period	KG2 Evaluation and Selection Phase	KG2 Service Readiness Phase	QEP Targets for KG2 Service Implementation Phase			
	0		Visit 1	Visit 2	Visit 3	Visit 4
	Technical Review	Contract-signing July	Pre-commencement (no physical visit) August	Quality compliance October/November	Quality compliance February	Quality compliance April/May
Description of actions required	<p>All Voucher Model (existing classrooms) passing Administrative Review: Verification Entity conducts Technical Visit and</p>	<p><i>The Verification Entity shall prepare quality recommendations and determine an individualized QEP based on the baseline visit done during the technical review.</i></p> <p>Selected providers: Sign contract agreeing on the QEP.</p>	N/A	<p>Contracted providers: Verification Entity to visit classroom in a period between the first and second disbursement, at least 4 weeks after the start of the operation. Providers will be informed of the calendar for the</p>	<p>Contracted providers: Verification Entity to visit site and assess compliance based on QEP.</p>	<p>Contracted providers: Verification Entity to assess compliance based on QEP.</p>

	applies Quality Tool in classrooms.			quality compliance visits period.		
Requirement to trigger disbursement	N/A	N/A	N/A	Quality (structural and process) and access indicators are met.	Quality (structural and process) and access indicators are met. Verification through site visit.	Quality (structural and process) and access indicators are met.
Disbursement	No disbursement triggered after visit	No disbursement triggered after visit	First disbursement	Second disbursement	Third disbursement	Fourth disbursement

6.3.2. Selection, awarding and contracting

Supporting the final selection and awarding of the private providers

From the Registry, the Verification Entity shall support MOE in doing a final selection for awarding the contracts under this pilot. This will include:

- Acting as the PPP High-Level Committee Secretariat and providing advice and support to reach the final list of providers and to send the provisional award letter to these providers.
- For private providers selected under the Service Delivery model or providers contracted under the Voucher Model expanding capacity by creating new classrooms , the Verification Entity will conduct (one or two) additional site visits, as needed. These site visits will ensure compliance with MOE licensing requirements and selected security and safety quality standards.
- Based on the technical review conducted for each private provider, the Verification Entity agrees with selected providers on a QEP that sets actions and gradual targets for providers to meet quality standards throughout the academic year. The template for the QEP should also be developed by the verification entity and submitted for approval to MOE.
 - As noted in Sections 4.2.1. and 6.3.1.1 above, the QEP targets are determined at different stages based on the PPP model:
 - Voucher (existing classroom): QEP targets are determined after the Technical Review visit.
 - Voucher (new classroom): QEP targets are tentatively determined after the Technical Review visit, but process quality targets may be amended until after the second visit during implementation to account for new classrooms and teachers.
 - SD: QEP targets are not determined until after the second visit during implementation to account for new facilities, classrooms, and teachers.
- Populate an online PPP database with (i) additional site visit conducted for selected providers under the Service Delivery model, (ii) fast-tracking licensing procedures followed, and (iii) agreed upon actions and targets from each provider’s QEP.

Support for contract awarding (from contract preparation to signing)

- The Verification Entity shall support the MOE in contract preparation and negotiations, this includes:
 - Preparing a template contract for MOE to enter into the PPP with the selected providers under both models (Voucher and Service Delivery) in close consultation with MOE line departments (Legal and Finance) and the PCU. The template contract should comply with applicable public laws of the Palestinian Authority and government procedures for contracting private entities.

- Supporting the MOE and the PCU from contract preparation to signing, including the tailoring of contracts, as needed so that they are legally and financially feasible and follow the Disbursement Structure, and supporting the finalization of all contracts with the awarded private providers to be signed by both parties.
- Reviewing the required documents for the start-up grant, and requiring the provider to introduce adjustments as required.
- Preparing a report to support the PCU to approve the first disbursement.

6.3.3. Ensuring service readiness

Due to the importance of structural standards in ensuring safety for all children, private providers should implement and comply with all recommendations included in the QEP. Its compliance is a requisite for the first disbursement and approval to begin the operation of services. Exceptions can apply subject to the approval of the Technical Committee²³.

6.3.4. Monitoring and evaluation

As shown in Figures 5 and 6, the compliance of these standards is progressive according to the agreed targets on the QEP. The periodic disbursements of the contract are conditioned to the fulfilment of the agreed targets. Exceptions can apply subject to the approval of the Technical Committee.

²³ Flexibility will be exercised by the Technical Committee prior to the approval of each disbursement on a case base case basis.

7. ANNEXES

ANNEX 1: STAFF QUALIFICATIONS, EXPERIENCE AND SALARIES

Staffing Requirements for all KGs participating in PPP (with the exception of <i>Administrative Support Staff</i> , required in the Service Delivery Model only)		Minimum salaries for staff under Service Delivery Model only			
Role	Qualifications	Minimum monthly salary	Monthly required bonus	Monthly transport cost	Total cost
<p>Principal</p> <p><u>Dedication:</u> 12 months Full time</p>	<p>Desirable qualification</p> <p><u>Qualifications:</u> Minimum 2-year degree diploma in ECE or basic education</p> <p><u>Experience:</u> 5 years including 2 years in teaching ECE or basic education</p> <p>Minimum requirements</p> <p>If it is not possible to find the person with the desirable qualification, the applicant must meet the following:</p> <p><u>Qualifications:</u> Minimum 2-year degree diploma in areas related to education/humanities/ applied sciences</p> <p><u>Experience:</u> No experience is required</p>	₪ 2,250	+ ₪300	+ ₪250	₪2,800
<p>Teacher</p> <p><u>Dedication:</u> Full time</p>	<p>Desirable qualification</p> <p><u>Qualifications:</u> Minimum 2-year degree diploma in ECE or basic education (specialty)</p> <p><u>Experience:</u> No experience is required</p> <p>Minimum requirements</p> <p>If it is not possible to find the person with the desirable</p>	₪2,250		+ ₪250	₪2,500

Staffing Requirements for all KGs participating in PPP (with the exception of <i>Administrative Support Staff</i> , required in the Service Delivery Model only)		Minimum salaries for staff under Service Delivery Model only			
Role	Qualifications	Minimum monthly salary	Monthly required bonus	Monthly transport cost	Total cost
	<p>qualification, the applicant must meet the following:</p> <p><u>Qualifications:</u> Minimum 2-year degree diploma in areas related to education/humanities/applied sciences</p> <p><u>Experience:</u> No experience is required</p>				
<p>Sociopsychological Support</p> <p><u>Dedication:</u> Full time if the KG has 4 classrooms and above</p>	<p>Minimum requirements</p> <p><u>Qualifications:</u> Minimum 2-year degree diploma in areas related to psychology/community services/social work</p> <p><u>Experience:</u> No experience is required</p>	₹2250		+ ₹250	₹2,500
<p>Administrative Support (SD model only)</p> <p><u>Dedication:</u> To be included full time if the KG has 4 classrooms and above</p>	<p>Minimum requirements</p> <p><u>Qualifications:</u> Minimum 2-year degree diploma in areas related to administration secretarial works</p> <p><u>Experience:</u> No experience is required</p>	₹2,050		+ ₹250	₹2,300
<p>Cleaning</p> <p><u>Dedication:</u> Full time</p>	<p>Minimum requirements</p> <p>No specific qualifications or experience are required</p>	₹1,880		+ ₹250	₹2,130

ANNEX 2: INDICATIVE MONTHLY COSTS FOR THE OPERATION OF KG BY SIZE FOR THE SERVICE DELIVERY MODEL

The following table should be utilized as a reference/resource by private providers in the development of their operational budgets.

Total months					12
Operational months					9
Components	Item	Type of cost	Monthly cost / number of children		
			75	100	
SUBTOTAL FIXED COSTS					
Human Resources	Principal	Fixed	₺2,800		
	Teacher	Fixed	₺2,500		
	Socio-psychosocial support staff (Social worker/psychologist)	Fixed	₺1,250/75 children and less ₺2,500/100 children and above		
	Administrative support staff	Fixed	₺2,300		
	Cleaning staff	Fixed	₺2,130		
Infrastructure	Public Services/Utilities (Electricity, water, sanitation, internet)	Fixed	₺600	₺1,200	
	Maintenance	Fixed	₺600	₺900	
SUBTOTAL VARIABLE COSTS					
Operational expenses	Institutional supplies	Variable	₺727	₺1,058	
	Learning materials: Supplies for activities (e.g., paper, pens, paints, etc) (variable)	Variable	₺1,005	₺1,364	

Personal hygiene supply	Children and staff's hygiene and cleaning supplies (variable)	Variable	₺1,005	₺1,364
Other costs	Rent	Fixed	₺1,100	₺1,297
	Quality incentive per child 10%			

ANNEX 3: COST PER CHILD FOR THE OPERATION OF KG SERVICES IN THE SERVICE DELIVERY MODEL

The below table describes the methodology behind the calculation of the cost per child payment. Please mind the difference in payments quoted in-text and below. Actual payments, as they appear in-text, are rounded off.

Fixed costs and renting costs are calculated for 12 months covering the whole calendar year. Variable costs are calculated for 9 months for the period of operation of the facility.

		Number of children				Number of children			
		75				100			
Components	Item	Quantity	Monthly cost per child	Yearly cost per child	Yearly cost per KG facility	Quantity	Monthly cost per child	Yearly cost per child	Yearly cost per KG facility
Human Resources	Principal	1	₺ 37	₺448	₺33,600	1	₺ 28	₺336	₺33,600
	Teacher	3	₺ 100	₺1,200	₺90,000	4	₺ 100	₺1,200	₺120,000
	Socio-psychosocial support staff	0.5	₺ 17	₺200	₺15,000	1	₺ 25	₺300	₺30,000
	Cleaning staff	1	₺ 28	₺341	₺25,560	1	₺ 21	₺256	₺25,560
Infrastructure	Public Services/Utilities	1	₺ 8	₺96	₺7,200	1	₺ 12	₺144	₺14,400
	Maintenance	1	₺ 8	₺96	₺7,200	1	₺ 9	₺108	₺10,800
SUBTOTAL FIXED COSTS			₺ 214	₺2,565	₺192,360		₺ 218	₺2,620	₺261,960
Operational expenses	Institutional supplies	1	₺ 10	₺87	₺6,541		₺ 11	₺95	₺9,525
	Learning materials	1	₺ 13	₺121	₺9,047		₺ 14	₺123	₺12,276
Personal hygiene supply	Children and staff's hygiene and	1	₺ 13	₺121	₺9,047		₺ 14	₺123	₺12,276

		Number of children				Number of children			
		75				100			
Components	Item	Quantity	Monthly cost per child	Yearly cost per child	Yearly cost per KG facility	Quantity	Monthly cost per child	Yearly cost per child	Yearly cost per KG facility
	cleaning supplies								
SUBTOTAL VARIABLE COSTS			₺ 36	₺328	₺24,635		₺ 38	₺341	₺34,077
TOTAL FIXED AND VARIABLE COSTS			₺ 250	₺2,893	₺216,995		₺ 256	₺2,960	₺296,037
Taxes		25	₺ 4	₺48	₺3,600	50	₺ 6	₺72	₺7,200
TOTAL (without rent)			₺ 254	₺2,941*	₺220,595		₺262	₺3,032*	₺303,237
	Rent	1	₺ 15	₺176	₺13,200	1	₺13	₺156	₺15,560
TOTAL (with rent)			₺ 269	₺3,117*	₺233,795		₺275	₺3,188*	₺318,797

* These annual per child costs are rounded to ₺2,940, ₺3,030, ₺3,120, and ₺3,190, respectively for purposes of contracting.

ANNEX 4: DISBURSEMENT STRUCTURE FOR THE SERVICE DELIVERY AND VOUCHER MODELS

This annex presents the disbursement structure and timing to provide indicative information to the private provider on the required documents and products for each disbursement throughout the implementation process. The disbursement is projected for one academic year and is subject to change if the contract period varies.

The following financial and legal documents are a requirement for all disbursements described below:

- Original signed payment request (invoice)- form will be agreed upon later.
- Valid source deduction certificate (شهادة خصم مصدر سارية المفعول).
- Valid professional license certificate/ clearance from the property tax (شهادة رخص مهن/ براءة ذمة) (من ضريبة الأملاك).
- For each reporting period, enrollment and attendance lists of the total children included in the contract and children in all other KG1 and KG2 classes run by that private provider should be provided. Lists of children not included in the contract are only subject to verification to ensure no cross-over.

Start-up Grant for setting up new facilities.

This payment applies only to providers contracted for the first time to serve a group of children by setting up a new KG2 facility or center or setting up a new KG2 classroom in the existing facility or center. The payment is defined in the cost per child according to the number of children to be served (or number of classrooms to be opened). The payment will be disbursed once the contract is signed and after delivery and approval by the Verification Entity of the following documents:

- Resumes of the proposed personnel for the contract's execution, according to the number of children included in the contract and the quality standards
- Itemized budget for the use of the Start-up grant and overall expenses
- Financial and legal documents are required to process the payment.

The Payment Structure shall follow the outlines indicated in Figures 5 and 6 of the OG. Necessary documentation for payments can be found below.

Required documentation for payments:

Payments will be due after the delivery and approval by the verification entity of the following documents		Payments triggered				
		1 (30%)	2 (30%)	3 (30%)	4 (10%)	
Service Delivery	Voucher (Existing Classroom/New Classroom)					
1	List of children pre-enrolled to receive KG2 services at the provider's facility, including at minimum 90% of the total number of children to be enrolled as stipulated in the contract.	List of children pre-enrolled to receive KG2 services at the provider's facility, including at minimum 100% of the total number of children to be enrolled as stipulated in the contract.				
2	An inventory of the learning materials and furniture that were bought with the Start-up grant.	An inventory of the learning materials and furniture that were bought with the Start-up grant.				
3	List of enrolled children requiring transportation.	List of enrolled children requiring transportation.				
4	List of personnel that comply with the quality standards hired to provide the service	N/A				
5	Report of expenses for the previous period	Report of expenses for the previous period	*			
6	Attendance of all children included in the contract of at least 85% of classes during the previous period.	Attendance of all children included in the contract of at least 85% of classes during the previous period.				
7	N/A	For those providers setting up a KG2 classroom in the existing facility or center, provide the list of children previously enrolled in the KG with a registration number.				
8	Updated information of enrolled children in the management information system of at least 90% of the total children included in the contract.	N/A				
9	N/A	Updated information of enrolled children in the management information system of all children served in the KG facility				
10	Certification by the verification entity that corresponding QEP actions and targets have been met for the reporting period	N/A		VE	SD, VN, and VE	SD, VN, and VE

* Under payment 1, the report will cover expenses of the startup grant

ANNEX 5: LIST OF LEARNING MATERIALS AND FURNITURE




Games and Educational Resources

Educational tools, resources, and stories are an integral part of the educational process because they can stimulate and help clarify concepts (such as language, mathematics, spatial space, etc.) and develop the child's emotional and social development, fine/gross motor skills, and neuromuscular coordination. A wide variety of kindergarten educational resources allows teachers to choose what suits children's learning methods and preferences. Minimum conditions for these resources are that they must:



1. Take into account safety (i.e., resources must not be made of toxic materials)
2. Suitable for the age group
3. Have a variety of purposes and uses

List A below shows the MOE's proposed furniture and resources for PPP classrooms:

List A: Furniture per classroom of 25 children

No.	Item	Unit Estimated Price (ILS)	# of Units	Total Estimated Price (ILS)	Notes	Item Photo
1	Tables	₪400	5	₪2,000	5 round tables per class	
2	Chairs	₪75	25	₪1,875	25 chairs per class	
3	Book Shelves Unit	₪600	1	₪600	1 unit per class	






4	Theater	₪450	1	₪450	1 per class	
5	Cupboard	₪500	2	₪1,000	2 per class	
6	rubber floor	₪50	50	₪2,500	50 m ² per class	
7	Mattress	₪220	5	₪1,100	5 mattresses per class	
8	Numbers Mattress	₪300	1	₪300	1 per class	
9	House Unit	₪1,000	1	₪1,000	1 per class	
10	Doctor's unit	₪1,200	1	₪1,200	1 per class	

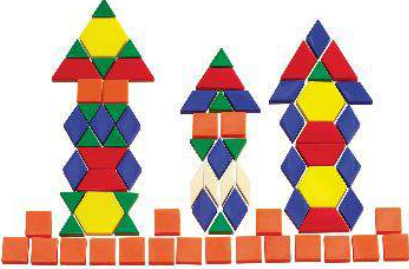

11	Kitchen Unit	₪1,000	1	₪1,000	1 per class	
12	Store (Market) Unit	₪900	1	₪900	1 per class	
13*	Educational Games and Tools	₪70	20	₪1.400	20 different games and tools per class (puzzles, blocks, math and language logic tools, dominos.....etc)	
Total				₪15,325		

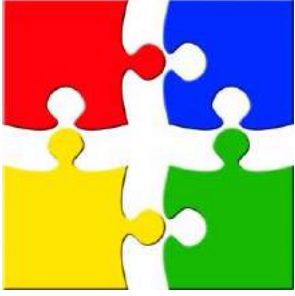
*Additional detail on educational games and books can be found in Lists B and C below.

List B: Suggested educational games and books (this is a detail of tem 13 in Table A above)

Quantity :20				
Maximum Cost:NIS1400				
صورة العنصر	ملاحظات	عدد الوحدات	العنصر	الرقم
	<ul style="list-style-type: none"> • ليجو عادي حجم وسط 	5	ألعاب تركيب	1
	<ul style="list-style-type: none"> • ألعاب تركيب وبناء 	3		2
	<ul style="list-style-type: none"> • ليجو مشط .ا. 			3
	<ul style="list-style-type: none"> • ألعاب تركيب وبناء 			4

	<ul style="list-style-type: none"> • ليجو تركيب وبناء 			5
	<ul style="list-style-type: none"> • ليجو حجم كبير 			6
	<ul style="list-style-type: none"> • مكعبات خشبية حجم صغير .II 		ألعاب بناء	7
	<ul style="list-style-type: none"> • مكعبات خشبية حجم وسط .I 			8
	<ul style="list-style-type: none"> • ألعاب تركيبية 			9

	<ul style="list-style-type: none"> • ألعاب تركيبية 			10
	<ul style="list-style-type: none"> • ألعاب نمط ومنطق 			11
	<ul style="list-style-type: none"> • ألعاب تركيب ومنطق 			12
	<ul style="list-style-type: none"> • تطوير حس الأعداد ومهارات الرياضيات 			13

	<ul style="list-style-type: none"> • ألعاب تركيب ومنطق 			14
انظر للقائمة المقترحة أدناه	<ul style="list-style-type: none"> • قصص تعليمية 		قصص	15

List C: Suggested stories for KG2 level

سنة النشر	دار النشر	الكتاب/المؤلفون	اسم القصة
2019	كتب نون: مؤسسه ناهد الشوا	ناهد الشوا	ماذا بعد يا سليمان
2021	دار الحدائق	جليل خزعل	أفعال نحبها
2021	دار الشروق	فيلسيتي بروكس، فرانكي آلان	كل شيء عن المشاعر
2019	كلمات	هنادا طه	جواربي المجنونة
-	حقوق الطبع للمؤلفة	آية خلدون أبو حسان	لماذا
2019	ناشرون	جايكور خورشيد	بهاء ولعبه الاختفاء
2017	ناشرون	محمد بسام ملص	ألف أسد
2015	ناشرون	محمد بسام ملص	حبه قمح
2015	ناشرون	محمد بسام ملص	القطه تساعد الآخرين
2013	السلوى للدراسات والنشر	إعداد: تغريد النجار	أهازيج الطفولة المبكرة إحنا الثلاثة سوا

2013	السلوى للدراسات والنشر	إعداد: تغريد النجار	أهازيج الطفولة المبكرة (٢) هيك يسبحوا الأسماك
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List D: Office Furniture

Item	Quantity	Price (ILS)	Total Price
Office/ Desk	1	700	700
Office Chair	1	550	550
Round Meeting Table	1	600	600
Chairs (for the Meeting Table)	4	350	1400
Files Cabinet	2	500	1000
Total			4250