



**INTERNATIONAL LABOUR ORGANIZATION  
DEVELOPMENT COOPERATION**

**COVER PAGE -PROJECT DOCUMENT**

<b>ILO XB Symbol:</b>	<b>LCA/19/01/UND</b>	
<b>Project title:</b>	<b>Upgrading Saint Lucia's capacity to provide impactful vocational training for marginalized youth</b>	
<b>Country:</b>	<b>Saint Lucia</b>	
<b>ILO P&amp;B Outcomes:</b>	<b>Outcome 1</b>	
<b>ILO DWCP Outcome:</b>	<b>LCA176</b>	
<b>Technical field:</b>	<b>Skills and vocational training, youth employment.</b>	
<b>Administrative unit:</b>	<b>ILO Office for the Caribbean</b>	
<b>Implementing agency:</b>	<b>International Labour Organization</b>	
<b>ILO Responsible Official:</b>	<b>Ms. Claudia Coenjaerts, Director Decent Work Team and Office for the Caribbean</b>	
<b>Technical Backstopping Unit:</b>	<b>Outcome 1 – EMPLOYMENT</b>	
<b>Collaborating ILO Units</b>	<b>ILO Procurement, YEP, SKILLS Department</b>	
<b>External Implementing Partners/Responsible parties</b>	<b>Government of Saint Lucia-Ministry of Education</b>	
<b>Time frame and starting date</b>	<b>1.5 years-18 months from September 1 2019</b>	
<b>Budget requested</b>	<b>USD 992,723.88 (total project budget)</b>	
<b>Development partner</b>	<b>India – UN Development Partnership Fund through UNOSSC</b>	
<b>In kind co financing:</b>	<b>FACILITIES:</b> The George Charles Secondary School, in Cul de Sac, Castries, Saint Lucia (Ministry of Education, Saint Lucia): Estimate of market value of land plus building is <b>USD 6,213,843</b> <b>OTHER:</b> 8 work months - instructors and administrative personnel (Ministry of Education of Saint Lucia via C.A.R.E. ltd). 12 work-months valued at <b>USD 186,882 (ILO).</b>	
<b>Evaluation requirements:</b>	<b>Annual Review; Final Internal Evaluation</b>	
For and on behalf of the International Labour Office Mrs Claudia Coenjaerts Director Decent Work Team and Office for the Caribbean  Place and date <b>27/8/19</b>	For and on behalf of the Government of Saint Lucia-Ministry of Education  Place and date <b>06.09.19</b>	For an on behalf of the Office of the UN Resident Coordinator Mr. Didier Trebucq United Nations Resident Coordinator for Barbados and the Organization of Eastern Caribbean States  Place and date <b>29/08/19</b>

## EXECUTIVE SUMMARY

The project “Upgrading Saint Lucia’s capacity to provide impactful vocational training for marginalized youth” addresses the need to upgrade training facilities, capacity of instructors and offer of coordinated services from national stakeholders’ to Saint Lucia’s youth. Building on an established and proven successful learning model implemented by the Centre for Adolescent Renewal and Education (C.A.R.E) organization in the country since 1993 -combining technical training and life skills to the benefit of vulnerable youth- the project will hinge on the resources of the India-UN Development Partnership Fund to primarily refurbish and equip a former secondary school building owned by the Ministry of Education, for which they will make available for use by C.A.R.E. In addition, capacity building of national education system and C.A.R.E. instructors to teach about entrepreneurship development will be developed through a training of trainers on the ILO K.A.B. modules allowing for an encompassing and state of the art approach to the subject. Coordination with the Department of Labour and Unions on job search and rights at work for young people will be enhanced with formal agreements and initial training sessions to the benefit of C.A.R.E. students. Finally, a new tracer questionnaire to be integrated into C.A.R.E. and Ministry of Education operations will be developed and will allow for monitoring of labour market outcomes of future students.

## 1. BACKGROUND AND JUSTIFICATION

### • Problem Analysis

Saint Lucia is a small island country facing several economic and labour market challenges. Despite the classification as a middle-income country, data indicate the general poverty rate is as high as 25 per cent (2016)<sup>1</sup> and the youth population (15% of the 160,000 habitants are aged 15-24, circa 25,000 individuals) appears particularly vulnerable to un(der) employment. The unfavourable youth employment situation was compounded by a positive but sluggish economic growth rate during the past three years (1.62% average growth per year 2015-2017). At the root of the situation is the high rate of youth unemployment which stood at 38.5% in 2017 (against an overall unemployment rate of 20.2%)<sup>2</sup>. Besides the negative economic factors responsible for youth unemployment, a number of other interrelated elements contribute to increasing the risk factors for young boys and girls. These factors include primary and secondary school dropout rates (the latter measured at 1.29% in 2013 and 2014<sup>3,4</sup>), a non-marginal number of young juveniles (2017 UNICEF report indicated as 169 the number of juveniles (15-19 years old) charged with offences in 2015) and, more broadly, a vast portion of the youth (13,900) deemed vulnerable.<sup>5</sup>

A CARICOM 2010 study of youth in the Caribbean, argued that youth comprised the population best positioned, by virtue of their creative potential, to play the leading role in responding to the challenges of globalization. However, the lack of relevance of the education curricula remains the critical issue of concern for youth. The Report concluded that education in its present form does not adequately prepare youth for further education or employment<sup>6</sup>. This situation places the youth at a disadvantage of dropping out of school and engaging themselves in negative social activities, i.e., drugs or alcohol addiction, delinquent behaviour, and crime.

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1 Survey of Living Conditions/Household Budget Survey, 2006 & 2016

2 <https://data.govt.lc/dataset/labour-force-indicators>

3 See Government of Saint Lucia Education Statistical Digest, 2015 Past Trends, Present Position And Projections up to 2017/18 <http://www.govt.lc/media.govt.lc/www/resources/publications/digest-2015-electronic-version.pdf>

4 Data from the Department of Education’s 2016 Statistical Digest show that for the 5-year period ending August 2015, an average of 225 children per year dropped out of the school system (217 from secondary school and 8 from primary school) Government of Saint Lucia 2016 Department of Education Statistical Digest

5 See UNICEF (2017) “Situation Analysis of Children in Saint Lucia”

[https://www.unicef.org/easterncaribbean/ECA\\_St\\_Lucia\\_SitAn\\_2017\\_\(002\).pdf](https://www.unicef.org/easterncaribbean/ECA_St_Lucia_SitAn_2017_(002).pdf)

6 CARICOM (2010). Report of the CARICOM Commission on Youth Development, Summit on Youth Development, 29-30 January 2010, Paramaribo, Suriname

It is easy to see, even if the equation drop outs equal juvenile delinquents may not always be proven true, it can be safely affirmed that for youth who discontinue school prior to graduation, life chances and opportunities for personal development are severely limited due to their low educational attainment. Thereby, further perpetuating the intergenerational cycle of inequality and poverty in the country.

It is also worth noting that employers in Saint Lucia have reported a skills shortage as the key constraint in private sector development.<sup>7</sup> In particular, evidence of poor work ethic and lack of soft skills were confirmed by the Saint Lucia Employers' Federation (SLEF).

The project will directly address the issue of reintegration of school dropouts, youth unemployment and delinquency by enhancing local capacity to deliver quality technical and vocational education, and enhancing students' behavioural skills. Such results will be achieved via an upgrade of existing physical infrastructure (allowing for increased and more efficient capacity to deliver training) and of enabling conditions for delivery of training in selected trades; These conditions include improved capacity of instructors to deliver training, enhancement of the curricula contents and tracing and monitoring of employment outcome of selected beneficiaries. These strategic approaches will enhance the quality of vocational training programmes at the C.A.R.E. centres, improve employment placement, and students' retention rate.

- **Stakeholders and target groups**

The primary stakeholder and beneficiary of the project will be the Ministry of Education of Saint Lucia. The Ministry supervises primary and secondary including technical and vocational education within the school system and is committed to quality delivery. In addition to being the direct referent for the project implementation and an integral member of the steering committee, **the Ministry of Education will sign with the ILO an implementation agreement regarding the implementation of Output 1 and Output 2 and the procurement activities therein included.**

Amongst the remaining stakeholders, a primary role will be held by the Centre for Adolescent Renewal and Education (C.A.R.E.). C.A.R.E. is a registered non-governmental organisation (N.G.O.) in Saint Lucia and will partner with the Ministry of Education to directly receive assistance through project funds as the renovated building will be hosting future C.A.R.E. activities. C.A.R.E. has a long-established history of delivery of vocational training programmes aimed at vulnerable youth, and specifically school drop outs and youths in conflict with the law. Since the institution's establishment in 1993, it has expanded island-wide— with four centres, providing opportunities for adolescents to obtain technical, life skills, and income generating skills. C.A.R.E. has been funded by public and private funds. A steady and constant increase in the size of enrolment and number of programmes is witness to partners and public satisfaction. Over the years, there has been an increase in persons/organisations both wanting to sponsor at-risk youth to enrol in the programmes as well as those wanting to employ graduates from the programmes. The C.A.R.E. programme focuses on fostering positive attitudes in youth towards themselves and others; understanding work and work-related issues thus empowering them for more wholesome and independent living; training in vocational skills; and orientation toward entrepreneurship.

Currently, the programme is implemented in two phases and each phase is of at least one (1) year's duration. The first phase is referred to as the Adolescent Development Programme (A.D.P.) which emphasises soft skills acquisition, and the second phase is the Skills Programme which focuses on technical vocational skills training and certification, and a minimum of six (6) weeks on-the-job training with a local business partner. At the completion of the vocational training programme, C.A.R.E. students are assessed for the Caribbean Vocational Qualification (CVQ) certification at Level 1. The

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<sup>7</sup> See, for instance, Dohnert, S., T. L. Persaud, S. Pereira, W. Elliott, and K. Grant. 2016. "Toward a Business Climate Reform Agenda in the Caribbean." Discussion Paper 479. Washington, DC: IDB and Compete Caribbean, where the "inadequately trained labour force" is mentioned as the main factor hindering firm development. Available at <http://competecaribbean.org/resources/private-sector-development/towards-business-climate-reform-agenda-caribbean/>

achievement of the CVQ certification demonstrates level competency and is evidenced by employers' satisfaction with C.A.R.E. graduates' performance on the job and, in particular, with their soft skills. C.A.R.E. collaborates and coordinates with the Ministry of Education while receiving annual financial contributions from the Ministry to run its programmes.

With respect to the present project, C.A.R.E. has provided the blueprint and technical specifications for the buildings and classrooms referred to outputs 1 and 2 (in compliance with Caribbean Vocational Education Frameworks) and will ensure, together with the other members of the steering committee, that the final output is consistent with the required technical and standard qualification requirements. In addition, a Memorandum of Understanding (M.O.U.) or other suitable document will be developed and signed between the Ministry of Education and C.A.R.E. to formalize the partnership related to the project and exactly determine the respective roles for future usage of the facilities.

The representatives of the Government of India, the Department of Labour within the Ministry of Infrastructure, Ports, Energy and Labour, the Employers Federation of Saint Lucia, the Saint Lucia Workers' Union and the Saint Lucia Teachers' Union will be members of the project's steering committee. The committee will assist in the implementation of all the outputs and related activities. The goal is to ensure close quality of the refurbishment and equipping activities and, more generally, close linkages between education and employment outcome by enhancing the quality of C.A.R.E. training courses to be demand driven and building the capacity of instructors to deliver the high-quality vocational skills training.

Indirect Beneficiaries of the project will include the Department of Labour, which will operate to better labour market outcomes by assisting C.A.R.E. graduates to match with available jobs through its employer databank; employers' and workers' organizations that will not only be able to orient project activities and build the capacity of future workers with respect to labour rights, but also to provide internship placement opportunities for C.A.R.E. students. These Indirect Beneficiaries will, through the realization of the project, be able to build on an existing programme and expand its outreach not only in terms of number of beneficiaries but also in terms of including contents of interest for sustainable employment generation (e.g. job search and labour rights). In addition, the whole experience being based on rigorous monitoring, the results will be object of synthetic analysis by ILO and will be shared via the Virtual Policy network on Youth Education and Employment.

Overall, Saint Lucia youth will be the ultimate beneficiaries of the project as an increased number of them will be able to attend a study programme with proven effectiveness, and benefit from upgrades delivered to the programme itself. Currently the C.A.R.E. programmes benefit 174 youth a year with 21% of young girls. The declared goal of the project is to expand the presence of young girls up to 35%. In addition, availability of additional classrooms and teaching facilities will allow to increase the total number of beneficiaries per year by 20 per cent. C.A.R.E.'s student population has traditionally been a male dominated one owing to the adolescent males being the primary school dropouts.

## 2. STRATEGY AND LOGICAL FRAMEWORK

### 2.1 Description of the Project Strategy

The issue of providing employment opportunities to vulnerable youth is a complex one and one to be approached in a holistic manner. Challenges have been sizable in Saint Lucia. Difficulties with outreach of school dropouts, involvement in remedial education over a long time span, lack of interest from youth and, more generally, being confronted with the competition of crime related activities have been obstacles for policy makers and educators.

Against the above framework, the C.A.R.E. programmes have shown encouraging signs of success. The organization operates four (4) centres. Two (2) of them are used to carry out both soft skills training and technical training, one (1) of which is rented from the Government. The other two (2) are rented to host the soft skills component. An average of 154 youth has been trained annually over the past three (3) years (of which an average of 29 have been young girls), and for that same period, an average of 50% of them had acquired permanent employment at the time of graduation.

Despite such successes, the present arrangement presents some challenges: (i) C.A.R.E. is a tenant in all four (4) centre locations which restricts its operations; (ii) the infrastructure is inadequate and in need of repairs with one (1) facility partially wearing out due to a termite infestation; (iii) it is not possible to accommodate more beneficiaries due to physical infrastructure constraints, and (iv) utilizing un-owned premises makes it difficult to attract private sector –and often long term oriented–partnerships. In addition, resources devoted to the operation of the centres hinder attempts to upgrade the training provided and increase the quality of the educational and post educational assistance.

In order to address such constraints, the project intends to operate on a two-tier level. At the first level, the project will upgrade existing facilities where C.A.R.E. operates by renovating and refurbishing one (1) building into a state-of-the art infrastructure aimed at:

- a. Allowing up to date teaching in soft skills, auto maintenance, air-conditioning and refrigeration, catering and hospitality, carpentry and joinery, electrical installation and small appliance repair, garment production and office skills with the potential for accommodating agriculture and trades reflecting future labour market developments, in particular, within construction (priority sector for development in Governmental strategies)
- b. Supporting Ministry of Education (MOE) led educational programmes by receiving secondary school students attending other public educational institutions for vocational training.
- c. Increasing efficiency of current logistical arrangements by grouping curricula under a single roof.

At the second level, the project will aim at enhancing the quality of the training provided by:

- d. Training C.A.R.E. and MOE instructors on the entrepreneurship education established curriculum “Know About Business” to enhance C.A.R.E. existing course units in business education. The training will be organized in coordination with the Ministry of Education, Saint Lucia-led Teacher Training division.
- e. Incorporating in the current curricula, in collaboration with the Department of Labour (DOL), and the tripartite Constituent elements of occupational health and safety; job search skills; and labour rights. In particular, the latter will draw from the experience of the DOL Work Permit Unit, from the National Workers’ Union (NWU), and activities with the Youth Council (YC) on education of students through simulation exercises on workplace problems.

The two components described above will naturally complement each other by allowing to upgrade the physical infrastructure where the training is provided (hardware) and to upgrade the training provided (software). This will occur through interventions which will benefit C.A.R.E. instructors, the country’s vocational training instructors (via the summer school annually organized by the MOE) and ensure systematic linking to additional services provided by the DOL, Saint Lucia Employers Federation (SLEF), and Unions. In addition, a newly renovated and refurbished facility will allow to:

- Progressively expand the number of beneficiaries of training courses provided in highly demanded trades such as plumbing and air conditioning operations.
- Host, thanks to bigger space available and the possibility to arrange a rotational schedule, students from public sector schools to benefit from some of the C.A.R.E. offered services. Starting in September 2019, the MOE plans to send to C.A.R.E., students for whom C.A.R.E.’s Adolescent Development Programme will be beneficial as well as the technical programme. These students will also have the option to return to the traditional school programme if they so choose.

A tripartite steering committee will enable ILO constituents to orient the work of the project. In addition, ILO constituents will be able to directly contribute (based on their already ongoing activities) to training design and implementation enhancing the relevance to the market and the protection of future workers’

rights. It is also envisaged that this tripartite committee, which will involve the main national stakeholders, will be tasked with coordinating the ongoing country level interventions on youth employment and ensure strategic guidance.

An increase in the share of trainees of female gender, in traditionally male dominated trades will be pursued and monitored with quantitative targets.

## **2.2 ILO Capacity**

The ILO has assisted constituents in the Caribbean on matters pertaining to TVET and youth employment over the past decade. Skills and employability specialists directly provide expertise on the design of curricula, training space, programmes and policies. The DWT for the Caribbean Skills specialist in 2016 -2017 provided technical advice and strengthened capacity of TVET instructors in Saint Lucia and Guyana in competency-based instructional methodology and assessment, including entrepreneurship education. The Specialist also provided advice in the establishment of tripartite Skills Advisory Committees for the TVET Councils in Guyana and Saint Lucia, the latter focusing on establishing a National Skills Advisory Committee for the Hospitality Sector to provide advice to the TVET Council Board and TVET institutions.

During the 2018-9 biennium, the ILO is supporting the countries of the region in the area of TVET and skills development, including Antigua and Barbuda and Barbados with revision of national TVET policies, and Belize with improving its national tripartite skills committee. In Grenada, the ILO is aiding increase social dialogue in the TVET system, in particular for sustainable financing. Planned work in three countries of the region (including Saint Lucia) aims at enhancing national capacity to carry out skills forecasts and revise TVET curricula accordingly.

The ILO, through several projects across the world implements employment intensive infrastructure works, often based on implementation agreement with national counterparts. Such template of intervention will be followed for what concerns the procurement and renovation work envisaged within the present project.

The ILO Decent Work Team and Office for the Caribbean advises countries on the design and implementation of youth employment programmes and active labour market policies combining elements of training with those of job search and entrepreneurship support such as in Barbados, St. Kitts and Nevis, Sint Maarten and Suriname as well as skills development training..

The ILO is currently managing and operating the Caribbean Virtual Policy network on youth education and employment, a new initiative spearheaded by the United Nations system and co-convened by the CARICOM Secretariat, the Caribbean Employers' Confederation, the ILO and UNESCO whose primary goal is to help countries and stakeholders specify and understand which public policy interventions effectively support youth employment.

## **2.3 Lessons Learned**

In a recent evaluation of the ILO's skills strategies<sup>8</sup>, it was highlighted that skills development programmes were most successful when combined with larger institution-oriented strategies. For the execution of this project, there is high-level stakeholder commitment from C.A.R.E., as well as the Government, including the Ministry of Education and the Department of Labour, which will help to ensure that the assistance provided to C.A.R.E. is aligned with larger government strategies to improve skills development and youth employment.

The project main beneficiary, together with the Ministry of Education, C.A.R.E., has been in existence since April 1993, providing an educational opportunity for young people who otherwise would not have met with any educational success. Over the years several lessons were learnt and progressively

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<sup>8</sup> [http://www.ilo.org/wcmsp5/groups/public/---ed\\_mas/---eval/documents/publication/wcms\\_243429.pdf](http://www.ilo.org/wcmsp5/groups/public/---ed_mas/---eval/documents/publication/wcms_243429.pdf)  
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incorporated in the teaching and into the curricula contents such as individualizing instruction when necessary; adjusting programme completion time-lines to meet students' needs; and implementing competency-based assessment to allow students to obtain the Caribbean Certificate of Secondary Level Competence (CCSLC) and the Caribbean Vocational Qualification (CVQ).

The need to integrate similar training within the rest of the educational curricula or to expand access to the highest number of youth is recognized by the Ministry of Education which acknowledges the relevance and effectiveness of C.A.R.E. approach.

## **2.4 The Logical Framework (see also annex A)**

### **2.4.1 Development Objective**

**Youth in Saint Lucia have access to more and better education and employment opportunities**

- **Link to P&B, DWCP and CPO**

The project is aligned with the ILO Programme and Budget under Outcome 1, Indicator 1.2, as its overall objective is to increase youth employment prospects in Saint Lucia. The goal is to improve the technical skills programme offered by C.A.R.E. to improve the school-to-work transition of students. This is aligned with Government's national priorities and strategy to improve young people's access to work.

- **Link to National, Regional and Global Development Frameworks**

The project fully fits into the Saint Lucia Medium Term Development Strategic Plan 2011 which explicitly called, for "education, training and human resource development" by way of "Improving the participation and retention of boys and implementing programmes for girls at risk", "Making provisions for second chance education"; "Providing quality Technical and Vocational Education and Training within a flexible framework to allow for changing labour market needs"; and of "Upgrading of school plants through reconstruction, refurbishment and rehabilitation of buildings and learning resource centres such that facilities for science education and ICT/IT are readily accessible". Other significant references are the CARICOM Human Resources Development Strategy and its imperatives of "access and participation", and "improved quality in delivery in all HRD sectors" and the Education Sector Plan for Saint Lucia for the period 2015-2020

The project fits into the priority area "An inclusive, equitable and prosperous Caribbean" of the regional United Nations Multi-Country Sustainable Development Framework and its outcome "Access to quality education and life-long learning increased, for enhanced employability and decent and sustainable economic development. The project will also contribute to achieve a number of Sustainable Development Goals:

SDG 1: No Poverty – Marginalised youth and their families will be given increased opportunity to alleviate the poverty in their communities and will be able to actively engage in productive employment.

SDG 4: Quality Education –

As a result of the project Technical Vocational Education and Training (TVET) will be provided within C.A.R.E. facilities using state of the art equipment and methodologies.

SDG 8: Decent Work and Economic Growth.

Having received training and certification in Skill areas currently in demand, the marginalised youth are positioned to obtain better employment or to be self-employed which would add to their own and, by extension, the country's economic growth.

## 2.4.2 Immediate Objectives / Outcomes

### **Outcome 1. Capacity of Saint Lucian constituents to provide market-relevant training for vulnerable youth enhanced.**

The project will work on a two-tier approach.

On the one hand, a facility accommodating a state-of-the-art learning environment for selected technical and vocational education curricula will be renovated/refurbished and equipped. The facility will include machineries satisfying standards required for auto maintenance, air-conditioning and refrigeration, catering and hospitality, carpentry and joinery, electrical installation and small appliance repair, garment production and office skills and will be structured to allow future adaptation to curricula needed within the job market, in particular with reference to the construction industry. Wherever possible, the classrooms and laboratories will be structured as multipurpose laboratories, allowing to host both theoretical and practical teaching and accommodating 10 – 15 young people per session. It is expected that the new equipment will allow students to be prepared to receive Level 2 CVQ (currently only Level 1).

On the other hand, in order to complement the physical infrastructure and ensure instructors and students are provided with the highest quality training to the benefit of students, a number of complementary activities will lead to the establishment of an upgraded instructors' capacity and curricula. Those will include extended training of instructors on entrepreneurship development following the ILO KAB Curriculum and incorporation within current C.A.R.E. curricula, elements of safety, workers' rights and job search skills.

## 2.4.3 Outputs and activities

**Output 1.** A renovated/refurbished state of the art building premise designed to host multipurpose laboratories. A procurement process relying on expertise from ILO, Ministry of Education and C.A.R.E. will be launched and led by the Ministry of Education of Saint Lucia which will sign a formal implementation agreement with the ILO. The latter will follow ILO rules and regulations. Estimates for the renovations and refurbishments to the secondary school complex are attached in Annex I. The renovation/refurbishment of the building will take between 6 and 13 months. The land is owned by the Government and will represent its direct contribution to the project. The government will take responsibility for on-site visits which may need to be pre-arranged as well as for written answers to potential bidders about technical specifications. With respect to security arrangements during the renovations, those will be one of responsibilities of the general contractor. In addition, the Government will also continue to provide security (as the building will remain its property). The starting blueprints and technical specifications for outputs 1 and 2 are provided in Annexes I and II.

**Output 2:** Equipped laboratories/classrooms with state-of-the-art equipment allowing students to be exposed to modern IT based material related to the auto maintenance, air-conditioning and refrigeration, catering and hospitality, carpentry and joinery, electrical installation and small appliance repair, garment production and office skills trades and allowing students to fulfil the respective CVQ Level 1 and in some instances possible Level 2 requirements. (See in Annex III the list of equipment). In order to start operations and teaching in the new premises, multipurpose classrooms/laboratories instrumental to running the current Skills courses will be set up.

For what concerns both outputs 1 and 2, ILO will sign with the Ministry of Education of Saint Lucia an implementation agreement for the delivery of outputs 1 and 2. Standard template and regulations for such agreement and the entrenched system of checks and balances is provided in annex F which includes a template and the reference to the terms and conditions applicable to ILO implementation agreements. Depending on requirement of the development partner, specific conditions may be added



to such agreement. Also, it is envisaged to amend from the standard clauses given the nature of the work to be performed, so that necessary ex ante payments -subject to approval of the ILO Chief Finance administrator-can be made available to the Ministry of Education and in turn, to contractors and providers of equipment. It is anticipated that procurement procedures will be launched for bulk purchase of machinery and ensure training of users with respect to the IT related component of those. The Ministry of Education will follow its own procurement policy for those and will be responsible to report on results achieved.

The implementation agreement will include detailed plan for construction and financial disbursement as well as progress reports and monitoring of implementation by the ILO and its staff and the members of the steering committee. Moreover, the agreement will include -as a necessary condition to finalize payments -the reception of the report from an independent body regarding the quality, health and safety of the refurbished building and the construction work performed therein.

**Output 3:** Capacity building via training of trainers benefitting C.A.R.E instructors and Ministry of Education instructors on world used “Know About Business” (KAB) teaching modules, allowing to complement the ongoing modules. The training will take place within the MOE’s annually-held summer school and over a two-week period. Amongst the nine (9) KAB modules, a training programme will be identified in collaboration with MOE and an implementation plan for each teacher will be elaborated jointly with the KAB and ILO facilitators. Of the total C.A.R.E. instructors, overall 74% are female, and of the C.A.R.E. Skills Programme instructors, 57% are female.

**Output 4:** Knowledge sharing via: (i) 2 Information sessions (one per semester) on job placement activities carried out by Department of Labour (home placement) and rights at work for young people to the benefit of C.A.R.E. instructors and students, (ii) institutionalised written agreement between CARE, Ministry of Education, Department of Labour and participant Unions and Employers aimed at establishing long term engagement for carrying information sessions on rights at work and job search methods. Upon formalization of timing, contents and duration of the Information session, the Department of Labour will regularly visit the C.A.R.E. facility to offer registration within its placement programmes to C.A.R.E. students and to carry out, in collaboration with the Saint Lucia Workers’ Union and the Saint Lucia Teachers’ Union, information sessions on workers’ rights and job search skills. The former will be modelled according to similar interventions taking place regularly within youth councils and based on theatrical representations of circumstances and collective discussions. It is expected that such activities will be carried out within the regular operations of Department of Labour and Unions and thus entail no extra costs.

**Output 5.** Evaluation of Youth employment policy and programme landscape in Saint Lucia through (i) mapping and review of youth employment programmes in the country. Along the lines of previously undertaken studies about ongoing youth employment interventions in Caribbean countries,<sup>9</sup> of the Caribbean Virtual Policy Network on Youth Education and Employment,<sup>10</sup>; (ii) recommendations for concrete recommendations to enhance the efficiency and effectiveness of ongoing interventions the established project steering committee. Based on the mapping sub (i) the ILO, will undertake a review and discussion of the youth employment programmes in the country; (iii) tracer questionnaire for programme evaluation. Complementary to the production of the review and recommendations will be the production of a tracer questionnaire aimed to track labour market and the decent work outcomes of youth participating in selected programmes. The questionnaire will, amongst others, be pilot tested and adopted by C.A.R.E.

#### 2.4.4 Indicators

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<sup>9</sup> [https://www.ilo.org/wcmsp5/groups/public/---americas/---ro-lima/---sro-port\\_of\\_spain/documents/publication/wcms\\_632706.pdf](https://www.ilo.org/wcmsp5/groups/public/---americas/---ro-lima/---sro-port_of_spain/documents/publication/wcms_632706.pdf)

<sup>10</sup> The primary goal of the VPNYEE is to help countries and stakeholders specify and understand which public policy interventions effectively support youth employment. latter [https://www.ilo.org/caribbean/projects/WCMS\\_643302/lang--en/index.htm](https://www.ilo.org/caribbean/projects/WCMS_643302/lang-en/index.htm)

## **Capacity of Saint Lucian constituents to provide market relevant training for vulnerable youth enhanced with upgraded facilities and teaching quality.**

Indicator 1: Refurbished George Charles Secondary School Complex building located at Cul de Sac, Castries, is ready to host training courses by Month 18.

Indicator 2: Operational laboratories with state-of-the-art machines are ready to host auto maintenance, air-conditioning and refrigeration, catering and hospitality, carpentry and joinery, electrical installation and small appliance repair, garment production and office skills courses by Month 18.

Indicator 3: 40 instructors of which 40 percent women have benefitted from training on KAB modules and have designed strategy to gradually deploy it within their training courses by Month 3.

Indicator 4a: Written agreement between MOE, DOL, C.A.R.E. and participating trade unions on rights at work and job search skills signed by Month 3.

Indicator 4b: Number of information sessions carried out by Department of Labour per semester, of which with participation of trade unions.

Indicator 5a. Review mapping study of ongoing interventions completed by 8/2019

Indicator 5b. Concrete recommendations through joint communiqué for future development of youth employment programmes in Saint Lucia issued by project steering's committee.

Indicator 5c. Tracer questionnaire for youth participating in training and labour market programmes pilot tested.

### **2.4.5 Assumptions and Risk Analysis**

See Annex D below

## **3. INSTITUTIONAL FRAMEWORK AND MANAGEMENT ARRANGEMENTS**

### **3.1 Institutional Framework**

The Ministry of Education of Saint Lucia will be the national counterpart leading the project implementation in partnership with C.A.R.E. The C.A.R.E. Board of Directors and C.A.R.E. management will team with the Ministry of Education for any aspect concerning the implementation of the project. The ILO will ensure management and technical advice regarding hardware and software components of the project.

C.A.R.E., the Saint Lucia TVET Council, the Department of Labour of the Ministry of Infrastructure, Ports, Energy and Labour, the Saint Lucia National Workers' Union and the Saint Lucia Teachers' Union together with the Saint Lucia Employers' Federation, the Representatives from Government of India linked to India-UN Development Partnership Fund will be part of the project steering committee and will monitor and guide the correct implementation of the activities.

### **3.2 Management Arrangements**

The project will be managed by the ILO Decent Work Team and Office for the Caribbean based in Port of Spain, Trinidad and Tobago. The Ministry of Education in Saint Lucia will be the national referent. C.A.R.E. may assist the Ministry of Education with contributions in kind or other to the implementation of the project. The relationship between the Ministry of Education and C.A.R.E. may be regulated by an ad hoc defined memorandum of understanding or other legal agreement. In any case, the Ministry of Education will be the main and only national counterpart for the implementation of the project and will be the signatory of the implementation agreement regarding outputs 1 and 2 above. The Ministry of Education will also submit to the ILO the necessary progress reports regarding the delivery of outputs 1 and 2. Such progress reports will follow standard ILO templates and may be complemented with requirements from the development partner. The steering committee will be fully involved in the monitoring of the implementation agreement as well as all the phases of the project. Assistance of ILO Finance unit previously in charge of managing and regulating implementation agreements of similar

nature will be sought, as well as assistance of ILO technical units such as skills and youth employment programme.

The ILO Office in Port of Spain will rely on its existing administrative and professional structure to carry out the project. Work months from the skills and employability, employment and labour market, programme and financial officers will be devoted to its management.

#### 4. SUSTAINABILITY

Few key elements will contribute to the sustainability of the undertaking.

- 1) The Government of Saint Lucia and the Ministry of Education acknowledged and long supported the C.A.R.E. approach considering the results obtained to place vulnerable youth. Not only has a subvention been made available to C.A.R.E. since 1994, but the Ministry of Education envisages to directly link with the new C.A.R.E. facility allowing and facilitating students from public institutions to attend C.A.R.E. offered training, complementing the teaching between the two. A new facility allowing for rotation of students such as the one resulting from the project (including evening hours) will be instrumental for the purpose.
- 2) C.A.R.E. has an established partnership with the Saint Lucia TVET Council. Such a partnership entails not only recognition for deserving C.A.R.E. students of the Caribbean Vocational Qualification, but also allowing facilitators of the National Skill Development Centre to attend the trainings.
- 3) C.A.R.E. has been able to run its training taking full care of operational costs (energy, water, maintenance) for over 25 years and currently operates less energy efficient facilities than the one which will be renovated / refurbished.
- 4) It is expected that the building will allow the training of C.A.R.E. students to be consolidated within a single place, facilitating not only logistics and expenditures, but also representing an established headquarters. Thereby allowing C.A.R.E., the Government of Saint Lucia and potential future development partners to concretely rely upon an unencumbered premise for carrying out trainings for an increased number of people and so attract more support funds.
- 5) Government is seeing construction as one of the areas for development, demand for the future.
- 6) Elements of greening in the each of the curricula thought in the new building will be added to the teaching curricula contributing to environmental sustainability.

#### 5. MONITORING AND EVALUATION

In line with ILO Internal guidelines ([https://www.ilo.org/wcmsp5/groups/public/---ed\\_mas/---eval/documents/publication/wcms\\_571339.pdf](https://www.ilo.org/wcmsp5/groups/public/---ed_mas/---eval/documents/publication/wcms_571339.pdf)) for projects of similar size and duration, the project will carry out annual reviews and a final internal evaluation. The ILO Office for the Caribbean together with the Ministry of Education will be responsible for producing such reports which will then be shared for information and comments with the national steering committee and support units. In addition, as per India-UN Development Partnership Fund guidelines, Government of India representatives will also be monitoring the progress of the project and will be provided with any necessary tool including:

- Monthly bullet points progress reports to be sent to UNOSSC
- Reporting to UNOSSC every 6 months
- Final evaluation report to be shared with UNOSSC

Built within the implementation agreements signed between the ILO and the Ministry of Education there will be specific monitoring and progress reports referring to outputs 1 and 2. Those will be complemented by ILO and Steering committee regular visits to the building object of renovation.

## 6. KNOWLEDGE SHARING AND COMMUNICATION

The project will allow the Ministry of Education and national stakeholders to enhance existing knowledge on latest construction techniques and requirements related to vocational training premises. Participation of India representatives in the steering committee will allow for exchange of knowledge and immediate integration into project activities, including but not limited to good practices in procurement, construction and curricula design. Specific information sessions via video conference can be arranged for the goal.

The tracer questionnaire to be developed and pilot tested will allow, once in use by relevant bodies in Saint Lucia, to constantly monitor the outcome of educational and employment programmes, directly contributing to their improvement, including C.A.R.E. run ones.

Press communiques and releases, bulletins and news releases from implementing partners (ILO, Government of Saint Lucia, C.A.R.E.) and any project activity including, but not limited to, steering committee meetings, beginning of work and inauguration ceremony will acknowledge Government of India support and provide for a direct participation. India- UN Development Partnership Fund will be given credit, and its logo will be displayed at the reconstruction site, at all printed material produced under this project, at the visible plaques in the premise or in the classrooms. In addition, visible plaques in building and main material goods will showcase development partner's commitment and financial contributions while each classroom and equipment will also be labelled with solid plaques including relevant partnership signage.

## 7. BUDGET

### 7.1 Inputs

The project inputs will be the following:

Available budget is USD **992,723.88** to be received from the India-UN Development Partnership Fund through the UNOSSC (attached, in Annex IV letter from the fund of acceptance of the concept note initially submitted by the Government of Saint Lucia).

The ILO Decent Work Team and Office for the Caribbean and the ILO Headquarter will devote a total of no less than 12 work months to the implementation of the office:

9 P4 work-months 166,950 and 3 NOA Work months: 19,232 for a total of USD **186,882**

The Government of Saint Lucia will provide the building George Charles Secondary School Complex located in Cul de Sac, Castries, for a total area of 2839 square meters (see annex I for details of building. The estimated value of the land and buildings is US \$ 6,213,843 (EC \$16,793,222). In addition, C.A.R.E. will be providing in kind contribution of 8 work months from instructors and administrative personnel to implement the project and, notably assist with technical answers to bidders during the procurement process.

The Ministry of Education will provide infrastructure and facilities to carry out the training of instructors with an estimated market value of at least USD 1,500 for 10 full days of training. In addition, a total of at least six work months from the instructors who will attend the training.

In order to minimize costs, the following actions will be taken: import of machineries through UN or Ministry of Education channel which will ensure duty free delivery; and tranche payment for procurement contracts will ensure control of quality and costs.

### 7.2 Project Budget

Output based budget:

**Output 1** (Refurbishment of building and common parts). While the George Charles Secondary High School includes two blocks, the project's fund will aim at (i) renovating and fully equip block B which is the one more readily available for teaching, (ii) undertake and finalize work necessary to access the building and the common parts to block A and B (iii) undertake initial work to be continued subsequently related to block A. Of the items listed in Annex II A (Rough estimates for George Charles Secondary School Building Rehabilitation) to be included under Output 1 are:

Under (i) fully renovating and equip block B:

Item 19-31 for a total of ECD 1,102,850 (USD 408,462.96)

Under (ii), work necessary to warrant accessibility to the premises:

Items 1 to 5 for a total of ECD 206,500 (USD 76,481.48)

Under (iii), initial work for block A:

Item 6 and 7 for a total of ECD 55,000 (USD 20,370.37)

The estimates were provided by Ms. Lotty Prospere, Saint Lucian Engineering Technologist, who was integrally involved in the design and construction of the George Charles Secondary School. Note also that the estimates received do also *already include* 15% for contingencies for (i) and (ii). It is understood that, if those funds are unnecessary or unused, they will to be allocated to finance procurement of other items under Annex IIA (8, 10, 11 and 12) or any other agreed upon by the development partner and the project steering committee.

In total for **Output 1**, the expected cost is ECD1,364,349.99 equivalent to **USD 505,314.**<sup>11</sup>

**Output 2** (equipment). The full set of equipment in terms of furniture and training material included in the project proposal is described in Annex II and III.

The total cost for furniture and equipment will be USD 129,000 and

The total cost for material and equipment will be USD 237,000

In total, **Output 2**, the expected cost will be **USD 366,000**

**Output 3.** Expected cost for output 3 refers to the hiring and facilitating participation of the trainer or trainers for the KAB module over a two weeks period. Expected cost of output 3 will be **USD 8,584**

**Output 4.** Output 4 will be entirely based on the collaboration between stakeholders and steering committee members a total of **USD 1,002.81** will be earmarked for transport/food allowances for the 12 sessions envisaged during the project execution time (months 1 to 10), while consultation for elaborations of written agreement will represent the basis for future sustainable and voluntary collaboration and will be delivered at no extra cost.

**Output 5.** Output 5 will be based on ILO funds and resources for the implementation of the mapping exercise and design of the tracer questionnaire. Inputs from implementing partners and steering committee members will be free of charge and the committee will itself produce concrete recommendations to enhance the efficiency and effectiveness of ongoing island wide interventions. Such recommendations will be shared also with the development partners' community. C.A.R.E. will offer in kind support for the piloting of the tracer questionnaire to its students and once piloted last modifications will be drafted by ILO with the aim of having a ready to use tool to be used in at least all of Saint Lucia vocational training institutions.

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<sup>11</sup> Using exchange rate of USD1 = XCD2.7

In addition to the budget for the above activities, the items below will have to be accounted for:

- ILO Agency Implementation cost rate 7%: USD 63,052.96
- UNDP through UNOSSC GMS Rate 3%: USD 28,914.29
- ILO Internal evaluation: USD 19,854.48

There will be no security provision as ILO Staff will be hosted in Port of Spain and building construction security will be ensured by the contractor. Office space will be within ILO Port of Spain premises.

The summary of the budget allocations is provided in the table below:

Item	Cost-USD		Total
	Year 1	Year 2	
<b>Output 1</b> (Refurbishment of building and common parts)	243,833.33	261,481.48	505,314.81
<b>Output 2</b> (equipment).	100,000	266,000	366,000
<b>Output 3</b> (training of trainers)	8,584.63	0	8,584.63
<b>Output 4</b> (capacity building in collaboration with local stakeholders)	602.71	400	1,002.71
<b>Output 5</b> (mapping study and tracer questionnaire)	0		
<b>Monitoring and evaluation (including final project evaluation to be shared with all stakeholders)</b>		19,854.48	19,854.48
<b>ILO Agency Implementation cost (7%)</b>			63,052.96
<b>UNDP through UNOSSC GMS Rate (3%)</b>			28,914.29
<b>Total</b>			992,723.88

A further detailed excel based file is presented in Annex C.

### **Annex A: Logframe matrix (ILO template)**

Project title: Upgrading Saint Lucia's capacity to provide impactful vocational training for marginalized youth		Project duration:18 months Project budget: USD 992,723.88	
Direct recipients: Government of Saint Lucia-C.A.R.E Ltd			
Ultimate beneficiaries: Saint Lucia's vulnerable youth			
Development Objective: Youth in Saint Lucia have access to more and better education and employment opportunities			
Outcome 1: Capacity of Saint Lucian constituents to provide market relevant training for vulnerable youth enhanced with upgraded facilities and teaching quality.			
Output	Indicators	Means of verification	Assumptions, hypothesis and Risks

<p><b>Output 1. A</b> renovated/refurbished state of the art building premise designed to host multipurpose laboratories.</p>	<p><b>Indicators</b></p> <p>Indicator 1: Refurbished George Charles Secondary School Complex building located at Cul de Sac, Castries, is ready to host training courses by Month 18.</p>	<p>Independent report on quality and safety, direct observation, pictures, about finalization and holding of classes into new building</p>	<p>See Annex D</p>
<p><b>Output 2:</b> Equipped laboratories/classrooms with state of the art equipment allowing students to be exposed to modern IT based material related to the auto maintenance, air-conditioning and refrigeration, catering and hospitality, carpentry and joinery, electrical installation and small appliance repair, garment production and office skills trades and allowing students to fulfil the respective CVQ Level 1 and in some instances possible Level 2 requirements.</p>	<p>Indicator 2: Operational laboratories with state of the art machines are ready to host auto maintenance, air-conditioning and refrigeration, catering and hospitality, carpentry and joinery, electrical installation and small appliance repair, garment production and office skills courses by Month 18.</p>	<p>Direct observation, pictures, about finalization and (plat to) holding of classes into new building</p>	<p>See Annex D</p>
<p><b>Output 3:</b> Capacity building via training of trainers benefitting C.A.R.E instructors and Ministry of Education instructors on world used "Know About Business" (KAB) teaching modules allowing to complement the ongoing modules.</p>	<p>Indicator 3: 40 instructors of which 40 percent women have benefitted from training on KAB modules and have designed strategy to gradually deploy it within their training courses by Month 3.</p>	<p>ILO/MOE report</p>	<p>See Annex D</p>
<p><b>Output 4:</b> Knowledge sharing via: (i) 2 Information sessions (one per semester) on job placement activities carried out by Department of Labour (home placement) and rights at work for young people to the benefit of C.A.R.E. instructors and students, (ii) institutionalised written agreement between CARE, Ministry of Education, Department of Labour and participant Unions and Employers aimed at establishing long term engagement for carrying information sessions on rights at work and job search methods.</p>	<p>Indicator 4a: Written agreement between MOE, DOL, C.A.R.E. and participating trade unions on rights at work and job search skills signed by Month 3.</p>	<p>Document itself</p>	<p>See Annex D</p>
	<p>Indicator 4b: Number of information sessions carried out by Department of Labour per semester, of which with participation of trade unions.</p>	<p>DOL report/project report</p>	<p>See Annex D</p>

<p><b>Output 5.</b> Evaluation of youth employment policy and programme landscape in Saint Lucia through (i) Mapping and review of youth employment programmes in the country and related recommendations (ii) Production of a tracer questionnaire aimed to track labour market and the decent work outcomes of youth participating in selected programmes.</p>	<p>Indicator 5a. Review mapping study of ongoing interventions completed by 8/2019</p>	<p>Actual document uploaded on ILO website and VPNYEE platform.</p>	<p>See Annex D</p>
	<p>Indicator 5b. Concrete recommendations through joint communiqué for future development of youth employment programmes in Saint Lucia issued by project steering's committee.</p>	<p>Joint communique shared with national stakeholders and media</p>	<p>See Annex D</p>
	<p>Indicator 5c. Tracer questionnaire for youth participating in training and labour market programmes pilot tested.</p>	<p>Actual questionnaire shared on VPNYEE platform<sup>12</sup></p>	

<sup>12</sup> See [https://www.ilo.org/caribbean/projects/WCMS\\_643302/lang--en/index.htm](https://www.ilo.org/caribbean/projects/WCMS_643302/lang--en/index.htm)  
ILO EXTRA-BUDGETARY DEVELOPMENT COOPERATION PRODOC



## Annex B: Implementation Plan

Please attach as a separate Excel document. See template of the implementation plan at:  
<http://www.ilo.org/intranet/english/bureau/pardev/tcguides/templates.htm>

Outcome	Indicators	Baseline (+ date)	End Target (+ date)	Milestones																	
				Month																	
				3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
Output 1	Refurbished George Charles Secondary School Complex building located at Cul de Sac, Castries, is ready to host training courses by Month 18.	Building is empty or not accessible for pedagogic purpose (2/2019)	Block B of the building and access road are ready to be used (month 18 from start)				End of procurement process												End of construction		
Output 2	Indicator 2: Operational laboratories with state of the art machines are ready to host auto maintenance, air-conditioning and refrigeration, catering and hospitality, carpentry and joinery, electrical installation and small appliance repair, garment production and office skills courses by Month 18.	Building is empty and not usable for pedagogic purpose (2/2019)	Classrooms of block Fully equipped (month 18 from start)									End of procurement process							Full arrangement within buildings		
Output 3	Indicator 3: 40 instructors of which 40 percent women have benefitted from training on KAB modules and have designed strategy to gradually	Entrepreneurship training is based on different module and not systematized, not all teacher	At least 40 TVET instructors to be trained as trainers on KAB modules. (Month 3 from start, MOE summer school)	Finalized training of trainers																	

	deploy it within their training courses by Month 3.	underwent it. (2/2019)																
Output 4	Indicator 4a: Written agreement between MOE, DOL, C.A.R.E. and participating trade unions on rights at work and job search skills signed by Month 3.	No explicit collaboration (2/2019)	Written agreement (month 5 from start)			Finalized agreement												
	Indicator 4b: Number of information sessions carried out by Department of Labour per semester, of which with participation of trade unions.	No information session held for C.A.R.E students on topics (2/2019)	At least 4 information sessions Month 18 from start)			Session 1			Session 2			Session 3					Session 4	
Output 5	Indicator 5a. Review mapping study of ongoing interventions completed by 8/2019	No existing review or dialogue (2/2018)	Document ready and published (month 8)					Finalization of document										
	Indicator 5b. Concrete recommendations through joint communiqué for future development of youth employment programmes in Saint Lucia issued by project steering's committee.	No coordinated forum for discussion on youth employment (2/2018)	Document ready and circulated (Month 10)								Joint communiqué							
	Indicator 5c. Tracer questionnaire for youth participating in training and labour market programmes pilot tested.	No systematic tracing of students (2/2019)	Tracer questionnaire designed, piloted and adopted (Month 12)				Tracer questionnaire ready	Tracer questionnaire pilot tested			Tracer questionnaire revised and finalized							

**Implementation timeline**

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	Months	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Immediate Objective 1:																			
	Output 1																		
	Output 2																		
	Output 3																		
	Output 4																		
	Output 5																		





### **Annex C. Excel based budget.**




Budget for project "Upgrading Saint Lucia's capacity to provide impactful vocational training for marginalized youth"								
Output	Activity	Inputs	Type	Unit rate	Quantity	Year 1 (2019)	Year 2 (2020)	Total
		(Assumptions)	Budget Line/ Resource type (IRIS)					
Outcome 01: Capacity of Saint Lucian constituents to provide market relevant trainin for vulnerable youth enhanced with upgraded facilities and teaching quality						353,020.67	527,881.48	880,902.15
						243,833.33	261,481.48	505,314.81
01.01. A new renovated/refurbished state of the art building premise designed to hose multiple laboratories	01.01.01. Procurement process for contractors to renovate building	Project Sub-Contract	531115			243,833.33	261,481.48	505,314.81
						100,000.00	266,000.00	366,000.00
01.02. Equipped laboratories/ classrooms with state of the art equipment	01.02.01. Procurement process for purchase and installation of furniture and equipment for building	Miscellaneous Equipment	561191			100,000.00	266,000.00	366,000.00
						8,584.63	-	8,584.63
01.03. Capacity building via training of trainers benefitting C.A.R.E teachers and Ministry of Education teachers on "Know About Business" (KAB) teaching modules	01.03.01. Seminars (printing material)	Printing material	551113			1,084.63		1,084.63
	01.03.02. Conduction of Training	International Consultant	531515			7,500.00	-	7,500.00
						602.71	400	1,002.71

01.04. Knowledge sharing via Information sessions on job placement activities carried out by Department of Labour (home placement) and rights at work for young people to the benefit of C.A.R.E. teachers instructors and students, institutionalised	01.04.01. Information Sharing Seminar	Seminars	581100			602.71	400	1,002.71
	01.04.02 Drafting of MOU							
						-	-	-
01.05. Mapping and review of youth employment programmes in the country (funding to come from DWT/CO-Port of Spain RBSA resources)	01.05.01. Drafting of document					-	-	-
	01.05.02. Tracer Study Questionnaire Designed					-	-	-
	01.05.03 Tracer Study Questionnaire pilot tested					-	-	-
	01.05.04. Communique from steering committee on findings					-	-	-
<b>Outcome 02: Project Management and Oversight</b>						<b>22,477.50</b>	<b>32,431.98</b>	<b>54,909.48</b>
02.01. Staff Costs								
						-	-	-
02.02. Security Costs	02.02.01. Security costs		541500			-	-	-
							-	19,854.48
02.03. Monitoring and Evaluation	02.03.01. M&E						19,854.48	19,854.48
<b>Outcome 03: Programme Support Costs and Provision for Cost Increase</b>						<b>63,052.96</b>	<b>-</b>	<b>63,052.96</b>
						63,052.96	-	63,052.96
03.01. PSC	068.001 PSC (7% direct costs)		593101			63,052.96	-	63,052.96

TOTAL (ILO budget)					416,073.63	547,735.96	963,809.59
UNDP costs (taken out before disbursement of funds to the ILO)							
UNDP costs					12,482.21	16,432.08	28,914.29
	UNDP programme support cost (3%)				12,482.21	16,432.08	28,914.29
TOTAL project amount					428,555.84	564,168.04	992,723.88

#### Annex D: Assumptions and Risks Table

Assumption	Likelihood (H/M/L)	Importance (H/M/L)	Risk level (R/Y/G)	Mitigation measures
<b>Sustainability assumptions</b>				
C.A.R.E. will be able to continue to provide improved training to its students in a state of the art learning environment	M	H	G 	High level stakeholder involvement and commitment to the project will ensure that the training facility is constructed in alignment with national training and industry needs.
Capacities of staff at C.A.R.E. will be enhanced to provide improved skills training	M	H	Y 	Training will be provided in accordance to national and regional (CARICOM) standards, and using proven ILO tools in skills and TVET pedagogy.
<b>Development assumptions</b>				
The skills training techniques will be adopted into the revised curricula	M	H	Y 	All pedagogic training will be approved by the project Committee beforehand to ensure alignment with the Government's and the organization's educational priorities.
The new facilities will be aligned with the needs of C.A.R.E.	L	H	G 	C.A.R.E. will be a key member of the project steering committee so as to ensure that the building specifications and procurement are aligned with training and industry standards.
<b>Implementation assumptions</b>				

Project stakeholders remain committed to the implementation of the two-tier approach.	M	H	G 	The project will include a tripartite Committee of key stakeholders to ensure continued project commitment. Project document and specific implementation agreement will be signed between ILO and Ministry of Education and will be legally
<b>Management assumptions</b>				
Building construction is not delayed by environmental disasters	H	H	Y 	The renovation / refurbishment schedule will be planned with hurricane mitigation measures in mind and building supplies will be secured so as to minimize any losses
The procurement for the building construction goes according to schedule	M	H		The project procurement plan will be completed before commencement of the project so that procurement process can well coordinated in advance

### **Annex E: GENDER and TRIPARTISM markers**

<b>Gender marker (as apparent in project document – please verify and signal any changes)</b>		
1	<input type="checkbox"/>	Contains no objectives, outcomes outputs or activities that aim to promote gender equality
2	<input checked="" type="checkbox"/>	Does not include gender equality as an outcome, but some outputs and/or activities specifically address gender issues
3	<input type="checkbox"/>	Includes gender equality in the outcome(s), and some outputs/activities specifically address gender issues
4	<input type="checkbox"/>	Main stated objective is to promote gender equality, and outcomes, outputs and activities are designed to promote gender equality

<b>Tripartism and Social Dialogue marker</b>		
1	<input type="checkbox"/>	None
2	<input checked="" type="checkbox"/>	Tripartite constituents, including social partners, were involved in project design
3	<input type="checkbox"/>	Social partners are direct recipients of the project
4	<input checked="" type="checkbox"/>	Social partners participate in project implementation
5	<input checked="" type="checkbox"/>	Social partners are included in the governance of the project
6	<input type="checkbox"/>	Project activities specifically strengthen mechanisms of social dialogue

### **Annex F: Template of Standard ILO Implementation agreement**<sup>13</sup>

<sup>13</sup> See also [https://www.ilo.org/wcmsp5/groups/public/---ed\\_mas/---inter/documents/legaldocument/wcms\\_666598.pdf](https://www.ilo.org/wcmsp5/groups/public/---ed_mas/---inter/documents/legaldocument/wcms_666598.pdf) for standard terms and conditions applicable to ILO implementation agreements.

**IMPLEMENTATION AGREEMENT**  
**No.: [NUMBER]**  
**between**  
**THE INTERNATIONAL LABOUR ORGANIZATION**  
  
**represented by**  
  
**THE INTERNATIONAL LABOUR OFFICE**  
  
**and**  
  
**[IMPLEMENTING PARTNER]**

<b>Duration of the Agreement</b>	<b>:</b>	<b>[WORK COMPLETION TIME FRAME IN MONTHS]</b>
<b>Currency and Total Value of the Agreement</b>	<b>:</b>	<b>[CURRENCY AND TOTAL VALUE]</b>
<b>Programme/Project Name</b>	<b>:</b>	<b>[PROGRAMME/PROJECT NAME AND CODE]</b>

**WHEREAS**, the International Labour Organization represented by the International Labour Office (the “ILO”) and **[IMPLEMENTING PARTNER]**, located at **[ADDRESS]**, **[COUNTRY]** (the “Implementing Partner”) have agreed to cooperate in the implementation of **[PROGRAMME/PROJECT NAME AND CODE]** in **[COUNTRY]** which aims to **[PROJECT OBJECTIVE]**.

**NOW THEREFORE**, the ILO and the Implementing Partner (the “Parties”) hereby agree as follows:

**1. NATURE OF THE AGREEMENT**

- 1.1. This Agreement constitutes the complete and exclusive agreement between the Parties. It supersedes all proposals, verbal or written arrangements or agreements, and any other communications by one of the Parties or between the Parties relating to the Agreement.
- 1.2. For the purpose of this Agreement the term “goods” means all tangible items, including equipment. The term “services” means work, duty or labour, including renovation and construction works.

**2. WORK TO BE PERFORMED**

- 2.1. The Implementing Partner will perform with all reasonable skill, care and diligence the tasks and/or services as specified in the Terms of Reference (TOR) or equivalent document in **Annex A**, within the approved budget.
- 2.2. The work will commence upon the signature of this Agreement and will be completed within **[WORK COMPLETION TIME FRAME IN MONTHS]** thereof.
- 2.3. The Implementing Partner will be responsible for obtaining and renewing at its own cost and in a timely manner all licenses, authorizations and permits, which are required to perform the work under the Agreement, and without prejudice to paragraph 1.2 of the Terms and Conditions Applicable to ILO Implementation Agreements, for paying all customs, taxes, fees and duties relating to the Agreement and its implementation.
- 2.4. The Implementing Partner will submit for the approval by the ILO a detailed workplan, not later than **[WORKPLAN SUBMISSION TIME FRAME]** after the signature of this Agreement.
- 2.5. In accordance with the ILO’s instructions, the Implementing Partner will regularly review the workplan and, where necessary, submit to the ILO an updated version.

- 2.6. The Implementing Partner will notify the ILO of any developments that may have a significant impact on the ILO programme/project activities or may materially impair the ability to meet the objectives of the ILO programme/project.

### 3. REPORTING

- 3.1. The Implementing Partner may, subject to the duration of the Agreement and/or any deliverables established in the Agreement, submit for acceptance to the ILO technical progress and expenditure reports in accordance with the following schedule:  
**[PROGRESS REPORTING SCHEDULE]**.
- 3.2. Upon completion of the work the Implementing Partner will submit for acceptance to the ILO the final technical and expenditure reports within **[FINAL REPORTING TIME FRAME]** following completion of the work.
- 3.3. Each of the reports will be prepared in the formats set out in **Annex B** and signed by a duly authorized representative of the Implementing Partner and submitted to the ILO official(s) mentioned in paragraph 5.2.
- 3.4. The ILO reserves the right to request the Implementing Partner to supply additional information on the work and on its progress thereof. If fully satisfied with the reports, the ILO will notify the Implementing Partner of its acceptance.
- 3.5. Without prejudice to any other right or remedy under this Agreement, non-compliance with the above provisions will result in action being taken by the ILO, including a demand for reimbursement or suspension of future payments.

### 4. FINANCIAL ARRANGEMENTS

- 4.1. Upon execution of the work to the satisfaction of the ILO and acceptance by the ILO of the reports, submitted in accordance with paragraphs 3.1 and 3.2, and any other deliverables established in the Agreement, the ILO will pay to the Implementing Partner an amount not exceeding **[AMOUNT IN LOCAL CURRENCY OR USD]** (the "total value of the Agreement"). In any event, the ILO's maximum financial liability under this Agreement will not exceed **[AMOUNT IN USD]**.
- 4.2. The total value of the Agreement will be paid by the ILO to the Implementing Partner as follows:  
**[PAYMENT SCHEDULE]**
- 4.3. In no event will the total of the payments referred to in paragraph 4.2 exceed ninety-five (95) per cent of the total value of the Agreement.
- 4.4. A final payment representing any difference between the approved total expenditure incurred by the Implementing Partner, which cannot exceed the total value of the Agreement and the sums already paid by the ILO to the Implementing Partner as advance and progress payments, will only be made to the Implementing Partner by the ILO upon receipt and acceptance of the final reports described in paragraph 3.2 and subject to the ILO's satisfaction.
- 4.5. The Implementing Partner will obtain the prior written approval of the ILO should it become necessary to deviate from the approved budget indicated in **Annex A** or in the approved revised budget, where applicable. The Implementing Partner will reimburse with immediate effect any amount spent contrary to the authorized expenditures and, further, without prejudice to any other right or remedy under this Agreement, the ILO reserves the right to suspend with immediate effect any payments to the Implementing Partner until the Implementing Partner makes the necessary reimbursement.
- 4.6. Upon completion of the work, the Implementing Partner will immediately return any unspent balance to the ILO.
- 4.7. All financial obligations and transactions under this Agreement will be completed by the end date of the related ILO programme/project, **[END DATE OF THE ILO PROGRAMME/PROJECT]**.

### 5. LANGUAGE AND COMMUNICATIONS



- 5.1. The language to be used for all official communications between the Parties is English.
- 5.2. The Implementing Partner will submit all communications (including the reports and any other deliverables) to the ILO official(s) mentioned below: **[ILO OFFICIAL(S) NAME(S) AND CONTACT DETAILS]**.
- 5.3. The ILO will submit all communications to the Implementing Partner's representative(s) mentioned below: **[IMPLEMENTING PARTNER REPRESENTATIVE(S) NAME(S) AND CONTACT DETAILS]**.
- 5.4. The original of this Agreement has been written and signed in English. If this Agreement is translated into another language, the English version will govern and prevail.

## 6. AGREEMENT DOCUMENTS

- 6.1. The Agreement is composed of the following documents listed in their order of precedence:
  - This Agreement document;
  - Terms and Conditions applicable to ILO implementation agreements;  
[https://www.ilo.org/wcmsp5/groups/public/---ed\\_mas/---inter/documents/legaldocument/wcms\\_666598.pdf](https://www.ilo.org/wcmsp5/groups/public/---ed_mas/---inter/documents/legaldocument/wcms_666598.pdf)
  - Terms and Conditions for implementation agreements funded by ILO donor(s) (EU) :  
[https://www.ilo.org/wcmsp5/groups/public/@ed\\_mas/@inter/documents/genericdocument/wcms\\_655282.pdf](https://www.ilo.org/wcmsp5/groups/public/@ed_mas/@inter/documents/genericdocument/wcms_655282.pdf)
  - (USDOL) :  
[https://www.ilo.org/wcmsp5/groups/public/@ed\\_mas/@inter/documents/genericdocument/wcms\\_655296.pdf](https://www.ilo.org/wcmsp5/groups/public/@ed_mas/@inter/documents/genericdocument/wcms_655296.pdf)
  - (USDOS) :  
[https://www.ilo.org/wcmsp5/groups/public/@ed\\_mas/@inter/documents/genericdocument/wcms\\_655300.pdf](https://www.ilo.org/wcmsp5/groups/public/@ed_mas/@inter/documents/genericdocument/wcms_655300.pdf)
  - (WB) :  
[https://www.ilo.org/wcmsp5/groups/public/@ed\\_mas/@inter/documents/genericdocument/wcms\\_655304.pdf](https://www.ilo.org/wcmsp5/groups/public/@ed_mas/@inter/documents/genericdocument/wcms_655304.pdf)
  - (KFW) :  
[https://www.ilo.org/wcmsp5/groups/public/@ed\\_mas/@inter/documents/genericdocument/wcms\\_655290.pdf](https://www.ilo.org/wcmsp5/groups/public/@ed_mas/@inter/documents/genericdocument/wcms_655290.pdf)
  - Annex A : Terms of Reference (TOR) or equivalent document, including detailed budget; and
  - Annex B : ILO Implementation Agreement Expenditure Report Format and Technical Report Format (the latter will be prepared by the ILO programme/project team and attached to this Agreement).

## 7. ENTRY INTO FORCE AND VALIDITY

- 7.1. This Agreement, superseding all communications between the Parties, will enter into force upon its signature by the authorized representatives of the Parties and will expire upon fulfilment by the Parties of their respective obligations or otherwise in accordance with its provisions.

**IN WITNESS WHEREOF**, the undersigned, being duly authorized, have signed the present Agreement, in duplicate, on the dates and at the places indicated below their respective signatures.

**Implementing Partner:**  
**[REPRESENTATIVE'S NAME]**

**International Labour Office :**  
**[REPRESENTATIVE'S NAME]**

**Signature :**

**Signature :**

Date :  
Place :

Date :  
Place :

## Annex I: Secondary School complex description

### George Charles Secondary School Complex

**Brief Summary:** The George Charles Secondary School, constructed in 1992, comprises of two three -storey Reinforced Concrete Buildings connected by a reinforced concrete covered walkway, and two single storey timber structures which serve as an annex and home management room. The school is situated on a site with a total area of approximately 69, 934.95 square meters, in a commercial/ industrial/ residential zone in Cul de Sac, Castries.

The site is partially fenced and gated with paved parking, drainage, concrete walkways and steps. The school's playing field is located directly across the school grounds, whilst the playing court is within the school compound.

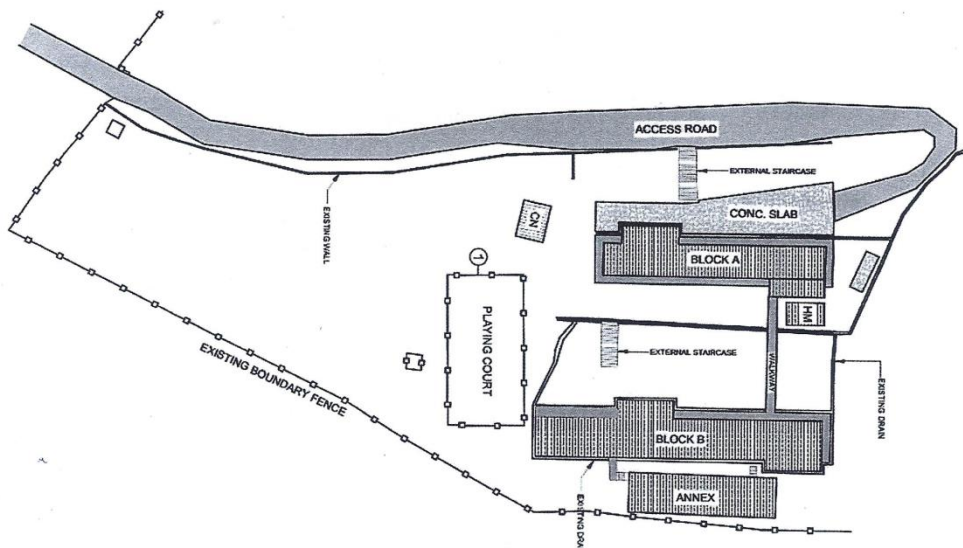
The school buildings are labeled as Blocks A, B, Annex and Home Management y (See Figure 2-2 below) that accommodate mainly classrooms, staff facilities and laboratories.

- Block A - has a total floor area of 1,127.98 square meters.
- Block B - has a total floor area of 1,394.79 square meters.
- Annex - has a total floor area of 233.52 square meters.
- Home Management Room - has a total floor area of 32.99 square meters.
- Canteen - has a total floor area of 50.26 square meters.

Total Area of all buildings is 2,839.54 square meters.

- Rough estimate of market value of the land is \$161.46/sq m x 69, 934.95 sq m = EC \$11,291,603.05.
- Rough estimate of current market value of buildings is EC \$5,501,619.00.
- Rough estimate of market value of land plus building is EC \$16,793,222.05.

Figure 2-2: George Charles Secondary School Site Layout



**Annex II:****A. Rehabilitation, construction, furnishing equipment and training materials estimates.**

<b>ROUGH ESTIMATED VALUES FOR GEORGE CHARLES SECONDARY SCHOOL BUILDING REHABILITATION WORKS</b> Provided by Ms. Lotty Prospere, Engineering Technologist, who was integrally involved in the design and construction of the George Charles Secondary School			
<b>ITEM</b>	<b>DESCRIPTION</b>	<b>AMOUNTS (XCD)</b>	<b>Amounts in USD</b> (UN exc. rate at Feb 2019 of 1USD = 2.7 XCD)
1	LANDSCAPING	\$ 8,000.00	2,962.96
2	PAVEMENT, WALKWAYS & STEPS	\$ 15,500.00	5,740.74
3	SITE DRAINAGE AND FENCING	\$ 88,000.00	32,592.59
4	ROAD WORKS	\$ 80,000.00	29,629.63
5	MISCELLANEOUS (TERMITE TREATMENT AND CLEAN-UP OF COMPOUND)	\$ 15,000.00	5,555.56
	<b>SITE WORKS SUB-TOTAL</b>	<b>\$ 206,500.00</b>	<b>76,481.48</b>
	<b><u>BLOCK A</u></b>		
6	DEMOLITION WORKS	\$ 25,000.00	9,259.26
7	STRUCTURAL CONCRETE REPAIRS (CRACKS/SPAULING)	\$ 30,000.00	11,111.11
8	TIMBER FLOOR STRUCTURE	\$ 20,000.00	7,407.41
9	ROOF WORKS AND ROOF DRAINAGE (ESTIMATED VALUE FOR EITHER RE-SCREEDING AND SEALING/WATERPROFFING OR CONSTRUCTION OF TRUSS ROOF SYSTEM OVER CONCRETE SLAB)	\$ 300,000.00	111,111.11
10	DOORS AND WINDOWS	\$ 80,000.00	29,629.63
11	FURNITURE (WALL CUPBOARDS, SHELVES, BLACKBOARDS/WHITE BOARDS)	\$ 60,000.00	22,222.22
12	BALUSTRADING WORKS	\$ 20,000.00	7,407.41
13	FLOOR FINISHES (TILING ETC)	\$ 63,000.00	23,333.33
14	WALL FINISHES	\$ 80,000.00	29,629.63
15	PLUMBING WORKS (FULL REPLACEMENT/UPGRADE)	\$ 41,000.00	15,185.19
16	ELECTRICAL WORKS (FULL REPLACEMENT/UPGRADE)	\$ 150,000.00	55,555.56
17	AIR CONDITIONING (FULL REPLACEMENT/UPGRADE)	\$ 10,000.00	3,703.70
18	FIRE PREVENTION/DETECTION	\$ 80,000.00	29,629.63

	<b>SUB-TOTAL</b>	<b>\$ 959,000.00</b>	355,185.19
	<b>15% CONTINGUENCY SUM FOR BLOCK A (FOR UNFORESEENS, ETC)<sup>14</sup></b>	<b>\$ 143,850.00</b>	53,277.78
	<b>ESTIMATED TOTAL COST FOR BLOCK A RENOVATIONS</b>	<b>\$ 1,102,850.00</b>	408,462.96
	<b><u>BLOCK B</u></b>		
<b>19</b>	DEMOLITION WORKS	\$ 25,000.00	9,259.26
<b>20</b>	STRUCTURAL CONCRETE REPAIRS	\$ 30,000.00	11,111.11
<b>21</b>	ROOF WORKS AND ROOF DRAINAGE (ESTIMATED VALUE FOR EITHER RE-SCREEDING AND SEALING/WATERPROFFING OR CONSTRUCTION OF TRUSS ROOF SYSTEM OVER CONCRETE SLAB)	\$ 300,000.00	111,111.11
<b>22</b>	DOORS AND WINDOWS	\$ 80,000.00	29,629.63
<b>23</b>	FURNITURE (WALL CUPBOARDS, SHELVES, BLACKBOARDS/WHITE BOARDS)	\$ 60,000.00	22,222.22
<b>24</b>	BALUSTRADING WORKS	\$ 10,000.00	3,703.70
<b>25</b>	FLOOR FINISHES (TILING ETC)	\$ 63,000.00	23,333.33
<b>26</b>	WALL FINISHES	\$ 80,000.00	29,629.63
<b>27</b>	PLUMBING WORKS (FULL REPLACEMENT/UPGRADE)	\$ 41,000.00	15,185.19
<b>28</b>	ELECTRICAL WORKS (FULL REPLACEMENT/UPGRADE)	\$ 180,000.00	66,666.67
<b>29</b>	AIR CONDITIONING (FULL REPLACEMENT/UPGRADE)	\$ 10,000.00	3,703.70
<b>30</b>	FIRE PREVENTION/DETECTION	\$ 80,000.00	29,629.63
	<b>SUB-TOTAL</b>	<b>\$ 959,000.00</b>	355,185.19
	<b>15% CONTINGUENCY SUM FOR BLOCK B (FOR UNFORESEENS, ETC)<sup>15</sup></b>	<b>\$ 143,850.00</b>	53,277.78
	<b>TOTAL ESTIMATED COST FOR BLOCK B RENOVATIONS</b>	<b>\$ 1,102,850.00</b>	408,462.96
	<b>ESTIMATED TOTAL FOR RENOVATION AND REMODELING WORKS</b>	<b>\$ 2,412,200.00</b>	893,407.41

<sup>14</sup> Kindly note that the present contingencies are based on factors related to the actual construction -not fully accountable for/foreseeable at this stage and with exactitude over 18 months. Elements such as change in price of materials, any geological shift due to rain or natural events. In any case, any unspent amount will be devoted to construction of items 1or 3 (with priority) and 5 to 18 amongst those listed in Annex II A and not already covered by the current project budget.

<sup>15</sup> Kindly note that the present contingencies are based on factors related to the cost increase of imported goods-not fully accountable for/foreseeable at this stage and with exactitude over 18 months. In any case, any unspent amount will be devoted to construction of items 1or 3 (with priority) and 5 to 18 amongst those listed in Annex II A and not already covered by the current project budget.

## **B. Estimated Furniture & Equipment /Training Materials Costs C.A.R.E. Cul de Sac**

The below figures reflect the cost of the items listed in ANNEX III clustered by subject area and whether referring to (i) furniture or (ii) equipment and material. Figures derived through historical costs and TVET Council of Saint Lucia advise on cost of items (2/2019).

### **(i) Furniture Cost Estimates**

Program/Skill	Cost (\$US)
Air Conditioning & Refrigeration	\$10,500.00
Auto Maintenance	\$10,500.00
Carpentry & Joinery	\$32,500.00
Catering & Hospitality	\$32,500.00
Electrical Installation & Small Appliance Repair	\$12,500.00
Garment Production	\$10,500.00
Office Skills	\$20,000.00
<b>SUB-TOTAL</b>	<b>\$129,000.00</b>

### **(ii) Training Materials and Equipment Cost Estimates**

Program/Skill	Cost (\$US)
Air Conditioning & Refrigeration	\$14,500.00
Auto Maintenance	\$20,000.00
Carpentry & Joinery	\$75,000.00
Catering & Hospitality	\$82,000.00
Electrical Installation & Small Appliance Repair	\$14,500.00
Garment Production/Embroidery Design	\$10,500.00
Office Skills / IT	\$20,500.00
<b>SUB-TOTAL</b>	<b>\$237,000.00</b>

**TOTAL ESTIMATED FURNITURE & EQUIPMENT COST – US\$366,000.00**



08	Valve spring compressor	2	2	2	2	1	1	1	1	1
09	Pipe cutter kit	1	1	1	1	1	1	1	1	1
10	Pipe bender--size 4.76 mm 9.52mm	1	1	1	1	1	1	1	1	1
11	Portable hand drill--size 9.52mm, rating 120V, 50HZ	1	1	1	1	1	1	1	1	1
12	Tyre fitting machine	1	1	1	1	1	1	1	1	1
13	Engine analyzer (OTC)	1	1	1	1	1	1	1	1	1
	Handheld Star tester	2	2	2	2	2	1	1	1	1
	<b>Transmission testing kit</b>	1	1	1	1	1	1	1	1	1
14	<b>Microscope</b>	1	1	1	1	1	1	1	1	1
15	<b>Multimeter</b>	6	6	4	4	4	2	2	2	2
16	<b>Vacuum gauge</b>	1	1	1	1	1	1	1	1	1
17	<b>Test light</b>	1	1	1	1	1	1	1	1	1
18	<b>Fuel injector cleaner</b>	1	1	1	1	1	1	1	1	1
	<b>DESCRIPTION</b>	<b>2 NUMBER OT ITEMS PER SIZE OF TRAINING GROUP</b>								
		<b>24</b>	<b>22</b>	<b>20</b>	<b>18</b>	<b>16</b>	<b>14</b>	<b>12</b>	<b>10</b>	<b>8</b>
19	<b>Rigid stand--size 1410 mm &amp; 2030 mm (50% of each sizes per training group)</b>	12	12	10	10	8	8	6	6	4
20	<b>Work station--size 1.2m x 0.60m</b>	28	28	28	20	20	20	12	12	12
21	<b>Tool stand (trolley)</b>	6	6	5	5	4	4	3	3	2
22	<b>Anvil</b>	1	1	1	1	1	1	1	1	1
23	<b>Utility bar</b>	1	1	1	1	1	1	1	1	1
24	Battery jumper cable-- length 244 cm.	1	1	1	1	1	1	1	1	1
25	Clamps--10cm, 16cm, 25cm 31 cm (a maximum of 4 sizes per each training group)	16	16	16	12	12	12	8	8	8
26	Pressure cleaner—steam 85-95 psi, 220V, 50HZ	1	1	1	1	1	1	1	1	1
27	Cleaner--piston groove	4	4	4	3	3	3	2	2	2
28	Ring compressor--size 50 mm - 127 mm, height 90 mm.	4	4	4	3	3	3	2	2	2
29	Air compressor—Rating 220V, 50HZ, 150 psi 10hp; air cooled, tow-stage, four cylinder, 750 litres tank	1	1	1	1	1	1	1	1	1
30	Air blow gun with air hose	4	4	4	3	3	3	2	2	2
31	Creeper--size 1m x 0.5 m	6	6	6	5	5	5	4	4	4
32	<b>Growler--rating 120v, 50HZ</b>	1	1	1	1	1	1	1	1	1
33	Hacksaw--size 254 mm to 304 mm (length).	8	8	8	6	6	6	4	4	4
34	Hone (cylinder)—size 76 mm to 95 mm	1	1	1	1	1	1	1	1	1
35	Jack--hydraulic, capacity 0.153 and 0.253 tonnes (max. 2 each for every 12 trainees)	4	4	4	4	4	2	2	2	2
36	Mallet (rubber)	6	6	6	4	4	4	2	2	2
<b>Demonstration Engines</b>										
37	<b>Diesel</b>	3	3	3	2	2	2	2	2	2
38	Petrol carburetor	3	3	3	2	2	2	2	2	2
39	Petrol injection--size	3	3	3	2	2	2	2	2	2

40	Manual transmission	3	3	3	2	2	2	2	2	2
41	Automatic transmission	3	3	3	2	2	2	2	2	2
ITEM	DESCRIPTION	<b>3</b> NUMBER OT ITEMS PER SIZE OF TRAINING GROUP								
		<b>24</b>	<b>22</b>	<b>20</b>	<b>18</b>	<b>16</b>	<b>14</b>	<b>12</b>	<b>10</b>	<b>8</b>
<b>Simulator</b>										
42	Engine simulator	1	1	1	1	1	1	1	1	1
43	Electrical simulator	1	1	1	1	1	1	1	1	1
44	Air bag simulator	1	1	1	1	1	1	1	1	1
45	Auto-A/C system bench	1	1	1	1	1	1	1	1	1
46	Electricity master	1	1	1	1	1	1	1	1	1
47	Electromagnetism master	1	1	1	1	1	1	1	1	1
48	Transaxle cutaway model	1	1	1	1	1	1	1	1	1
49	EFI cutaway parts	1	1	1	1	1	1	1	1	1
<b>Gauge</b>										
50	Feeler--size 0.08--0.50 mm	8	8	7	7	6	6	5	5	4
51	Fuel pressure	8	8	7	7	6	6	5	5	4
52	Spark plug--size 0.8 to 1.1 mm	5	5	5	4	4	4	3	3	3
53	Vacuum	4	4	4	3	3	3	2	2	2
54	Compression tester--size 0 - 2100 KPA, thread 14 mm	1	1	1	1	1	1	1	1	1
55	Radiator pressure gauge	2	2	2	2	2	1	1	1	1
56	Surface Plate	1	1	1	1	1	1	1	1	1
57	Vernier caliper--size 30 mm, 45 mm (max. one each for every 8 trainees)	6	6	6	4	4	4	2	2	2
58	Hermaphrodite caliper	12	12	10	10	8	8	6	6	4
59	Dial indicator--size (diameter) 2.5 mm, 5.0 mm, 7 mm (max. of one each for every 8 trainees)	9	9	9	6	6	6	3	3	3
60	Outside micrometer --sizes 0 to 25 mm, 0 to 50 mm (max. of one each for every 8 trainees)	6	6	6	4	4	4	2	2	2
61	Cylinder bore gauge indicator size 65mm - 175 mm	1	1	1	1	1	1	1	1	1
62	Inside micormeter set--range 40 to 200 mm	1	1	1	1	1	1	1	1	1
63	Steel rule--length 45cm	3	3	3	2	2	2	1	1	1
64	Measuring tape--length 6 meters	3	3	3	2	2	2	1	1	1
65	Parts washing machine--rating 220V, 50HZ; capacity 800 litres									
ITEM	DESCRIPTION	<b>4</b> NUMBER OT ITEMS PER SIZE OF TRAINING GROUP								
		<b>24</b>	<b>22</b>	<b>20</b>	<b>18</b>	<b>16</b>	<b>14</b>	<b>12</b>	<b>10</b>	<b>8</b>
66	Parts tray--size, 1.1mm x 0.60mm	8	8	6	6	6	4	4	4	2
67	Pliers, sizes 200 mm	6	6	5	5	4	4	3	3	2
68	Needle nose pliers, sizes 160 mm	6	6	5	5	4	4	3	3	2



69	Puncher (gasket)	6	6	5	5	4	4	3	3	2
70	Screwdrivers--type, phillips, sizes (mm) 150, 100, 75 (max. one each for every 6 trainees)	12	12	12	9	9	9	6	6	6
71	Screwdrivers--type, standard tip, sizes (mm) 150, 100, 75, (max. one each for every 6 trainees)	12	12	12	9	9	9	6	6	6
72	Screwdrivers--type, stubby, sizes (mm) 35 (-), 35 (+), 50 (-)(max. one each for every 6 trainees)	12	12	12	9	9	9	6	6	6
73	Screwdrivers--type socket, sizes (mm) 10 (max. one each for every 6 trainees)	4	4	4	3	3	3	2	2	2
74	Screw extractor set (no. of sets)	2	2	2	2	2	1	1	1	1
<b>Grinder</b>										
75	Bench--220V, 50HZ	1	1	1	1	1	1	1	1	1
76	<b>Valve--rating, 220V, 50HZ</b>	1	1	1	1	1	1	1	1	1
77	Portable electric—rating 110V, 50HZ	2	2	2	2	2	1	1	1	1
78	<b>Valve face--rating, 220, 50HZ</b>	2	2	2	2	2	1	1	1	1
79	<b>Valve seat kit</b>	2	2	2	2	2	1	1	1	1
80	Wheel dresser	1	1	1	1	1	1	1	1	1
<b>Hammer</b>										
81	Ball pein--1Kilometer	4	4	4	3	3	3	2	2	2
82	Sledge--5 Kilometres	1	1	1	1	1	1	1	1	1
83	Soft face	4	4	4	3	3	3	2	2	2
84	Plastic	4	4	4	3	3	3	2	2	2
<b>Wrench set</b>										
85	Combination--sizes (mm) 8 x 9 10 x 12, 12 x 14, 14 x 17, 17 x 19 (one each for every four traiees)	30	30	25	25	20	20	15	15	10
<b>ITEM</b>	<b>DESCRIPTION</b>	<b>5 NUMBER OT ITEMS PER SIZE OF TRAINING GROUP</b>								
		<b>24</b>	<b>22</b>	<b>20</b>	<b>18</b>	<b>16</b>	<b>14</b>	<b>12</b>	<b>10</b>	<b>8</b>
86	Socket--sizes (mm) 10, 12, 14, 17,19, 21, 22, 23, 24 (one each for every 8 trainees)	27	27	27	18	18	18	9	9	9
87	Ignition	4	4	4	3	3	3	2	2	2
88	Hub nut--size 20.6	4	4	4	3	3	3	2	2	2
89	Spark plug--size 20.6 mm	4	4	4	3	3	3	2	2	2
90	Open end--sizes (mm) 8 x 9 10 x 12, 12 x 14, 14 x 17, 17 x 19 (one each for every four traiees)	30	30	25	25	20	20	15	15	10
91	Off-set--sizes (mm) 8 x 10, 10 x 12, 12 x 14, 14 x 17 19 x 21, 22 x 24 (one each for every four trainees)	36	36	30	30	24	24	18	18	12
92	Vice grip--size 10cm range	4	4	4	3	3	3	2	2	2
93	Socket adaptor & handle	3	3	3	2	2	2	1	1	1



132	Bristle brush set	2	2	2	2	2	1	1	1	1
133	Beam setter	1	1	1	1	1	1	1	1	1
134	Axle puller	1	1	1	1	1	1	1	1	1

**II) AUTO-ELECTRICAL EQUIPMENT, TOOL, ACCESSORIES AND OTHER FACILITIES**

ITEM	DESCRIPTION	7 NUMBER OT ITEMS PER SIZE OF TRAINING GROUP								
		24	22	20	18	16	14	12	10	8
01	Bench grinder—ratings 220V, 50HZ 15cm wheels; 0.33hp; single phase motor	1	1	1	1	1	1	1	1	1
02	Battery bulb filler	1	1	1	1	1	1	1	1	1
03	Battery carrying strap	1	1	1	1	1	1	1	1	1
04	Battery charger	1	1	1	1	1	1	1	1	1
05	Battery hydrometer set	1	1	1	1	1	1	1	1	1
06	Battery jumper cables	1	1	1	1	1	1	1	1	1
07	Extension cord--length 15 meters, 30 meters (one each per group)	2	2	2	2	2	2	2	2	2
08	Battery terminal cleaners	2	2	2	2	2	1	1	1	1
09	Portable electric drill-- drill size, 20mm; 1.5hp;110/ 120V; 50HZ	1	1	1	1	1	1	1	1	1
10	Battery terminal lifter	2	2	2	2	2	1	1	1	1
11	Bushing driver set	2	2	2	2	2	1	1	1	1
12	Air compressor—Rating 220V, 50HZ, 150 psi 10hp; air cooled, tow-stage, four cylinder, 750 litres tank	1	1	1	1	1	1	1	1	1
13	Creeper--size 1M x 0.05M	3	3	3	2	2	2	1	1	1
14	Growler--rating, 120V, 50HZ	3	3	3	2	2	2	1	1	1
15	Hacksaw--size 254mm to 304mm	4	4	4	3	3	3	2	2	2
16	Digital multimeter	3	3	3	2	2	2	1	1	1
17	Analog	3	3	3	2	2	2	1	1	1
<b>Testing Equipment</b>										
18	Alternator-regulator tester	3	3	3	2	2	2	1	1	1
19	Amp/volts regulator tester	3	3	3	2	2	2	1	1	1
20	Compression tester	1	1	1	1	1	1	1	1	1
21	TDC indicator	1	1	1	1	1	1	1	1	1
22	Spark plug tester	1	1	1	1	1	1	1	1	1
23	Battery tester—rating 180/300amp	1	1	1	1	1	1	1	1	1
24	Multi-meter	1	1	1	1	1	1	1	1	1
25	Vacuum gauge	1	1	1	1	1	1	1	1	1
26	Timing light--rating 6-12V	1	1	1	1	1	1	1	1	1

ITEM	DESCRIPTION	8 NUMBER OT ITEMS PER SIZE OF TRAINING GROUP								
		24	22	20	18	16	14	12	10	8

**Automotive Electronics & Electrical  
Training & Demonstration Equipment**

27	Electronic diesel control	1	1	1	1	1	1	1	1	1
28	Lighting & signal systems	1	1	1	1	1	1	1	1	1
29	Ignition system	1	1	1	1	1	1	1	1	1
30	Air fuel management systems	1	1	1	1	1	1	1	1	1
31	Generators & electronics motors	1	1	1	1	1	1	1	1	1
32	Communication & comfort electronics	1	1	1	1	1	1	1	1	1
33	Open & closed loop control in vehicles	1	1	1	1	1	1	1	1	1
34	Test bench									
35	Hydraulic jack	3	3	3	2	2	2	1	1	1
36	Rubber mallet	3	3	3	2	2	2	1	1	1
37	Arbor press	3	3	3	2	2	2	1	1	1
38	Rule	2	2	2	2	2	1	1	1	1
39	Soldering iron	5	5	5	3	3	3	2	2	2
40	Combination--sizes (mm) 8 x 9 10 x 12, 12 x 14, 14 x 17, 17 x 19 (one each for every four trainees)	30	30	25	25	20	20	15	15	10
41	Socket--sizes (mm) 10, 12, 14, 17,19, 21, 22, 23, 24 (one each for every 8 trainees)	27	27	27	18	18	18	9	9	9
42	Ignition	4	4	4	3	3	3	2	2	2
43	Hub nut--size 20.6	4	4	4	3	3	3	2	2	2
44	Spark plug--size 20.6 mm	4	4	4	3	3	3	2	2	2
45	Open end--sizes (mm) 8 x 9 10 x 12, 12 x 14, 14 x 17, 17 x 19 (one each for every four trainees)	30	30	25	25	20	20	15	15	10
46	Off-set--sizes (mm) 8 x 10, 10 x 12, 12 x 14, 14 x 17 19 x 21, 22 x 24 (one each for every four trainees)	36	36	30	30	24	24	18	18	12
47	Vice grip--size	4	4	4	3	3	3	2	2	2
48	Socket adaptor & handle	3	3	3	2	2	2	1	1	1
49	Torque--capacity 1900kg, 460kg, 30kg (one each for per training group)	3	3	3	3	3	3	3	3	3
ITEM	DESCRIPTION	9 NUMBER OT ITEMS PER SIZE OF TRAINING GROUP								
		24	22	20	18	16	14	12	10	8
50	Adjustable, 250 mm	4	4	4	3	3	3	2	2	2
51	Wench kit, Impact	4	4	4	3	3	3	2	2	2
52	Wenches, allen--no of sets (assorted sizes)	3	3	3	2	2	2	1	1	1
53	Square & level	3	3	3	2	2	2	1	1	1
54	Pipe wrencher	2	2	2	2	2	1	1	1	1
55	Coil and condenser tester	1	1	1	1	1	.5	.5	.5	.5
56	Electrical short tester	3	3	3	2	2	2	1	1	1
57	Test light, 6V to 120V	3	3	3	2	2	2	1	1	1
58	Spark plug gap gauge	2	2	2	2	2	1	1	1	1
59	Beam setter	1	1	1	1	1	1	1	1	1
60	Soldering iron--capacity 120V 300-W, 2 speed	4	4	4	3	3	3	2	2	2

61	Crimping pliers	4	4	4	3	3	3	2	2	2
62	All purpose pliers	4	4	4	3	3	3	2	2	2
63	Stanley knife	6	6	6	4	4	4	2	2	2
64	Battery terminal remover	4	4	4	3	3	3	2	2	2
65	Jumper cable	2	2	2	2	2	1	1	1	1
66	Belt Strand tension gauge	1	1	1	1	1	1	1	1	1
67	Digital multimeter	1	1	1	1	1	1	1	1	1
68	Digital volt-meter	1	1	1	1	1	1	1	1	1
69	Engine Systems:									
*	- Engine cutaway- 4 cylinder or single-trainer	1	1	1	1	1	1	1	1	1
*	- Complete petrol engine with stand-fuel injector- 4 cylinder, capable of running and programming faults-Trainer	1	1	1	1	1	1	1	1	1
*	- Complete diesel engine with stand-4 cylinders capable of running and programming faults-Trainer	1	1	1	1	1	1	1	1	1
	- 4 cylinder heads- complete	4	4	4	3	3	2	2	2	2
	- 4 cylinder engine bottom halves-complete	4	4	4	3	3	2	2	2	2

**\*Trainer**

ITEM	DESCRIPTION	10 NUMBER OT ITEMS PER SIZE OF TRAINING GROUP								
		24	22	20	18	16	14	12	10	8
70	Electrical systems:	1	1	1	1	1	1	1	1	1
*	- Electrical wiring system trainer simulator complete with all components and accessories	1	1	1	1	1	1	1	1	1
*	- Charging systems-trainer simulator-12 volts complete	1	1	1	1	1	1	1	1	1
*	- Starting systems-trainer simulator-12 volts-complete	1	1	1	1	1	1	1	1	1
*	- Ignition systems-trainer simulator-electronic	1	1	1	1	1	1	1	1	1
*	- Electronic lab-trainer equipped with simulator for teaching all electronic systems functions -	1	1	1	1	1	1	1	1	1
71	Transmissions systems:	1	1	1	1	1	1	1	1	1
*	- Manual transmissions-trainer cut-away; 4 speed	1	1	1	1	1	1	1	1	1
*	- Automatic transmission trainer cut-away; 4 speed- electronic shift	1	1	1	1	1	1	1	1	1
*	- Transaxle – front wheel manual trainer-cut-away	1	1	1	1	1	1	1	1	1
	- Complete manual transmissions	4	4	3	3	3	2	2	2	1
	- Complete transfer box assembly	4	4	3	3	3	2	2	2	1
	- Complete clutch and flywheel assembly	6	5	5	4	4	3	3	2	2
	- Rear axle assembly	4	4	3	3	3	2	2	2	1

	- Drive-shaft assembly	4	4	3	3	3	2	2	2	1
72	Steering & suspension systems:									
*	- Steering diametric system-trainer	1	1	1	1	1	1	1	1	1
*	- Suspension systems trainer- complete rear and front suspensions	1	1	1	1	1	1	1	1	1
	- Steering rock and pinions	4	4	3	3	3	2	2	2	1
	- Steering gear boxes	4	4	3	3	3	2	2	2	1
*	- Power steering simulator-trainer	4	4	3	3	3	2	2	2	1
	- Power steering pumps	4	4	3	3	3	2	2	2	1
	- McFerguson strut assembly	4	4	3	3	3	2	2	2	1
	- Off-shaft assembly	4	4	3	3	3	2	2	2	1

**\* Trainer**

ITEM	DESCRIPTION	11 NUMBER OT ITEMS PER SIZE OF TRAINING GROUP								
		24	22	20	18	16	14	12	10	8
73	Braking systems:	1	1	1	1	1	1	1	1	1
*	- ABS/traction control systems-trainer	1	1	1	1	1	1	1	1	1
*	- Conventional hydraulic braking systems-trainer	4	4	3	3	3	2	2	2	1
	- Master cylinder assembly	4	4	3	3	3	2	2	2	1
	- Caliper assembly	4	4	3	3	3	2	2	2	1
	- Rear brake assembly	4	4	3	3	3	2	2	2	1
	- Front brake assembly	4	4	3	3	3	2	2	2	1
	- ABS modules	4	4	3	3	3	2	2	2	1
	- Wheel sensors and pressure sensors	4	4	3	3	3	2	2	2	1
74	Fuel systems:									
*	- Diesel fuel injection system - trainer simulator	1	1	1	1	1	1	1	1	1
*	- Petrol injection system - trainer simulator	1	1	1	1	1	1	1	1	1
	- Carburetors - complete	4	4	3	3	3	2	2	2	1
	- Petrol injectors (set)	6	5	5	4	4	3	3	2	2
	- Diesel injectors set)	6	5	5	4	4	3	3	2	2
75	- Air conditioning trainer	1	1	1	1	1	1	1	1	1

**\* Trainer**

**Proposed sizes for training workshop—Level I Automotive Repairs and Maintenance Programme**

ITEM	DESCRIPTION	12 NUMBER OT ITEMS PER SIZE OF TRAINING GROUP								
		24	22	20	18	16	14	12	10	8
	Height (metre)	4.57	4.57	4.57	4.57	4.57	4.57	4.57	4.57	4.57
	Width (metre)	18	18	18	15.5	15.5	15.5	12	12	12
	Length (metre)	24	24	24	21	21	21	18	18	18

Areas (sq. metre)	432	432	432	325	325	325	216	216	216
Sq. metre per trainee	18	18	18	18	18	18	18	18	18
Students' lockers <sup>12</sup>	12	11	10	9	8	7	6	5	4

**B) FACILITIES AND EQUIPMENT REQUIREMENTS FOR THE ELECTRICAL INSTALLATION TRAINING PROGRAMME (IN YELLOW DESIRED GROUP SIZE)**

ITEM	DESCRIPTION	NUMBER OF ITEMS PER SIZE OF TRAINING GROUP									
		24	21	20	18	16	14	12	10	8	
01	Standard Screwdrivers, Plastic Handle, Blade Length = 10cm, Tip = 2.4mm	24	21	20	18	16	14	12	10	8	
02	Standard Screwdrivers, Plastic Handle, Blade Length = 10cm, Tip = 6mm	24	21	20	18	16	14	12	10	8	
03	Standard Screwdrivers, Plastic Handle, Blade Length = 20cm, Tip = 10mm	24	21	20	18	16	14	12	10	8	
14	Phillips Screwdriver with Plastic Handle-Stubby - Point Size #2	24	21	20	18	16	14	12	10	8	
15	Phillips Screwdriver with Plastic Handle, Blade Length = 20cm, Point Size #1	24	21	20	18	16	14	12	10	8	
16	Phillips Screwdriver with Plastic Handle, Point Size #2	24	21	20	18	16	14	12	10	8	
17	Roberts Screwdriver with Plastic Handle Blade Length 8 cm	1	1	1	1	1	1	1	1	1	
18	Star Screw Driver with Plastic Blade Length 10cm	1	1	1	1	1	1	1	1	1	
19	Phillips Screwdriver, with Plastic Handle, Blade Length =20cm, Point Size 8mm	24	21	20	18	16	14	12	10	8	
20	Standard "Off Set" Screwdrivers Blade widths of 6mm, 12mm, 19mm	24	21	20	18	16	14	12	10	8	
21	Pliers: Diagonal, 18cm long with Plastic coated cushion grip handle for heavy duty cutting	24	21	20	18	16	14	12	10	8	
22	Pliers (Water pump)	4	4	4	4	3	14	2	1	1	
23	Wire Stripper with Precision form-ground knife type blades & custom cushioned grip for 10-18 solid (AWG)	4	4	4	3	3	3	2	1	1	
24	Hammer - Electricians straight claw- 504 grams-head weight, fibreglass handle smooth face	4	3	3	3	2	2	2	1	1	
25	Long Needle nose Pliers 150 mm	24	21	20	18	16	14	12	10	8	
26	Curved Needle Nose Pliers 150 mm	12	11	10	9	8	7	6	5	4	
27	Adjustable Spanners 150 mm	5	4	4	4	3	3	2	2	2	
28	Hammer - Ball Pen - 224gm head-weight, fibreglass handle, smooth face	24	21	20	18	16	14	12	10	8	
29	Frame-rigid steel frame hacksaw-blade length = 25cm, throat depth = 8.9cm	4	4	4	4	4	3	2	2	2	
30	File - 250mm flat second cut	4	4	4	4	4	3	2	2	2	
31	File - 250mm, Flat, Smooth	4	4	4	4	4	3	2	2	2	
32	File - 200mm, Round Second Cut	4	4	4	4	4	3	2	2	2	
33	File - 200mm, Half Round, Second Cut	4	4	4	4	4	3	2	2	2	
34	File - 3-Square, (Triangular Shaped-Double cut) 200mm Second Cut	4	4	4	4	4	3	2	2	2	
35	File handles, White Birch, with Nickel-Plated Ferules	2	2	2	2	2	2	2	1	1	
36	File - Cleaners, File Card for general cleaning of file teeth	1	1	1	1	1	1	1	1	1	
37	Chisels-cold, 20cm x 19mm, hot forged, , high carbon tool steel, precision ground	4	4	4	4	4	4	2	1	1	

ITEM	DESCRIPTION	NUMBER OF ITEMS PER SIZE OF TRAINING GROUP									
		24	22	20	18	16	14	12	10	8	
38	Chisels-cold, 38cm x 31mm, hot forged, high carbon tool steel, precision ground	4	4	4	4	4	4	2	1	1	
39	Punches, Centre Type	2	2	2	2	2	2	2	1	1	
40	20 mm Wood Chisels with Plastic Handles	2	2	2	2	2	2	1	1	1	
41	Carpenters Brace	1	1	1	1	1	1	1	1	1	
42	Junior Hacksaws	24	22	20	18	16	14	12	10	8	
43	Goggles, Clear	24	22	20	18	16	14	12	10	8	





ITEM	DESCRIPTION	NUMBER OF ITEMS PER SIZE OF TRAINING GROUP								
		24	21	20	18	16	14	12	10	8
70	Hole Saw, Bi-metal, 10pcs set, electricians kit, sizes = 22mm, 32mm, 35mm, 44mm, 50mm, 64mm, 76mm, 92mm, 10.8cm, 12cm. Constructed of hardened heat & abrasion resisting high speed steel teeth with 0 tough alloy body & cap. Cuts wood, metal & plastic. Has variable pitch teeth 4-6 in a modified set which allows fast cutting action on a wide selection of materials & thickness. Maximum cutting depth = 38mm	1	1	1	1	1	1	1	1	1
71	Saw - handsaw 65cm, 8pt with chrome nickel alloy steel blade. Has extra wide walnut stained hardwood handle.	1	1	1	1	1	1	1	1	1
72	Oil can, 0.55 litre, 15cm - long rigid sprout, with straight sprout tip. Made from heavy duty drawn steel construction	1	1	1	1	1	1	1	1	1
73	Helmet (hard hat) full brim offers traditional hard hat protection plus extra coverage for sides of neck and back of machine tools	24	421	20	18	16	14	12	10	8
74	Press - Drill 50cm, capacities: cast iron up to 38mm, steel up to 25mm. Drills to centre = 50mm, spindle nose = #3 Morse taper, spindle travel = 17cm spindle speeds (rpm) = 80-1200, feed rates = 0.004 - 0.012, quill dia = 76mm, column dia. = 11cm, table working surface = 46cm x 63cm, table slots = 13mm, table travel spindle to table = 76cm, spindle to base = 104cm. Base working surface = 41cm x 48cm, base slots = 13mm, spindle to base (max) = 127cm. Overall width = 61cm. Overall depth = 91cm, overall height = 203cm, 50cm variable speed drill press with variable speed gear drive, provides full torque at low speeds. Fully enclosed spindle with internal taper	1	1	1	1	1	1	1	1	1
75	Drill - 3/8 - 1/2" -hand drill, variable speed reversing (VSR) double insulated with trigger switch heavy rubber cord, length = 25cm, speed (rpm) = 0-800 @ 110v/50HTZ	1	1	1	1	1	1	1	1	1
76	Multi-Meter - Analogue (amprobe) designed for maintenance & service of electrical devices a.c. units, refrigeration, appliances, electrical motors & equipment: ranges: volts (a.c.) 10/50/125/250/11000 x volts (dc) 50/5m/250m a. Has mechanical method of displaying the applied signal which is better than digital multi-meters for observing changes, adjusting for peak for instantaneous response	2	2	2	2	2	1	1	1	1
77	AC CLAMP - ONS (Amprobe RANGES: current (ac) 6/15/40/100/300 a. voltage = 150/300/600V. resistance (OHMS) 1k/100k. Frequency 50-60 HTZ. has rotary volt and amp scales, showing one range at a time. Includes carrying case & leads with current extender to 1200 a, pencil - type leads, alligator clips, line splitter & 3-phase line sequence indicator	2	2	2	2	2	2	1	1	1
ITEM	DESCRIPTION	NUMBER OF ITEMS PER SIZE OF TRAINING GROUP								
		24	21	20	18	16	14	12	10	8
78	Tachometers - Hand held digital "Contact" Range = 50 - 4000rpm. Has fluid damper for steady pointer indication concave & convex tips, magnetic mechanism enclosed in rugged dust proof steel case	1	1	1	1	1	1	1	1	1
79	Motor - Squirrel cage - 30 induction - 220v	1	1	1	1	1	1	1	1	1
80	Motor - Slip ring (wound rotor) 30/220v induction motor	1	1	1	1	1	1	1	1	1
81	Motor - Slip ring (wound rotor) 30/415v induction motor	1	1	1	1	1	1	1	1	1
82	Motor - 1 Phase (10) split - phase induction	1	1	1	1	1	1	1	1	1
83	Starter - Direct-on-line for 10 & 30 starting	4	4	4	4	4	3	3	2	2
84	Starter - Star/Delta for 3-Phase Squirrel Cage Induction Motor	4	4	4	4	4	3	3	2	2

### C) FACILITIES AND EQUIPMENT REQUIREMENTS FOR THE GARMENT PRODUCTION TRAINING PROGRAMME

ITEM	Description	Number of items for 14 people

		<b>training group</b>
1	Industrial Sewing Machine Table Zig-zag machine; Juki 700-4 Overlock machine; Juki Straight & Singer 2491/D300A machine replacement table for:	3
2	Industrial Binding Sewing Machine—for garments, handbags, quilting	1
3	Industrial Embroidery Machine—built-in designs, allows editing, USB port and memory card port, auto thread cutter	1
4	Portable Overlock Machine – Lay-in type thread tension slots, colour-coded threading, automatic looper threading, slit-type molded looper threading paths, adjustable stitch length (external) adjustable differential feed (external), adjustable lower knife, retractable upper knife, automatic rolled hemming, 2/3 thread conversion cap, wide over edge width (5 - 9mm), higher presser foot lift, sewing light micro safety switch	3
5	Industrial Hemmer-- Needle positioner with synchronizer, swing-away plate, 0-8 mm stitch length, tool kit, thread stand 2,500-RPM high speed operation, adjustable thread tension, cylinder diameter 58 mm.	1
6	Full Body Female Mannequin--Fully pinnable with removable shoulders, adjustable	2
7	Ironing Board--Extra wide T-leg board	1
8	Iron and Vertical Steamer	1
9	Steam Generator Iron with Vacuum and Blower Ironing Board	1
10	Metal French Curve	14
11	Metal Square	14
12	Metal Hip Ruler	14
13	Dress Maker's Sheers	14
14	Pinking Sheers	3
15	Pin Cushion	14
16	Straight Pins--1 box	14
17	Tracing Wheel	14
18	Sewing Clipper	20
19	Sewing Ripper	20
20	Taylor's Chalk--Boxes with assorted colours	20
21	Needles--1 packet of various sizes	20
22	Carbon Paper for dress makers—1 packet	20
23	Clear Ruler	14
24	Metre Stick	14
25	Measuring Tape	14
26	Assorted Thread--Various sizes and colours for use with industrial machines	
27	Brown Paper--Roll for drafting	2
28	Zipper Foot--Invisible	10
29	Zipper Foot—Visible	10
30	Bobbins	20
31	Fire Extinguisher	1
32	Storage Cabinets with locks	2
33	Sewing Machine Operator Chair	14

**D) FACILITIES AND EQUIPMENT REQUIREMENTS FOR AIR-CONDITIONING AND REFRIGERATION MAINTENACE TRAINING PROGRAMME**

ITEM	NUMBER OF ITEMS PER SIZE KOF TRAINING GROUP	NUMBER OT ITEMS PER SIZE OF TRAINING GROUP								
		24	22	20	18	16	14	12	10	8
MACHINING EQUIPMENT										
1	Lathe—size 340 mm swing, 1000 mm between centre, Lathe—size 340 mm swing, 1000 mm between centre, and dials, motor 11KW, 220V, 3-phase, 50 Hz, speed range40 - 3000 rpm, number of speeds 4.	2	2	2	2	2	1	1	1	1
2	Drill press—size overall high 1800mm, column in steel 25mm, spindle distance to table 700mm, spindle distance to base 1250mm, motor 1.6KW, 220/440V, 1hp, 50Hz, 3-phase, quick action chuck, variable speed and table lift, floor model	2	2	2	2	2	1	1	1	1
3	Pedestal grinder--bench model, 200mm x 25 mm x 20 mmwheels, ball bearings, 220/440V, 50Hz, 0.5hp, single phase motor; 2450 rpm, complete with wheel guards, eye shields, tool rests and water pot.	1	1	1	1	1	1	1	1	1
4	Power Hacksaw—cutting capacity 210mm, 220/440V, 1hp, 50Hz, 3-phase motor.	1	1	1	1	1	1	1	1	1
5	Pipe Threading Machine—Universal drive shaft complete With accessories, 13mm—13mm pipe operation 110V, 50Hz	1	1	1	1	1	1	1	1	1
6	Guillotine—Length 3M; rating 220V, 50Hz, 1/3hp	1	1	1	1	1	1	1	1	1
7	Bending Machine—Length 3M; rating 220V, 50Hz, 1/3hp	1	1	1	1	1	1	1	1	1
8	Mechanical pipe bending machine w/spring, Size 6mm – 25mm	1	1	1	1	1	1	1	1	1
9	Pipe threading Machine—Hand operated; 220V, 50Hz, 1/3hp	1	1	1	1	1	1	1	1	1
10	Seaming Machine—Hand Operated; rating 220V, 50Hz, 1/3hp	1	1	1	1	1	1	1	1	1
WELDING EQUIPMENT										
11	Oxyfuel--Portable with complete accessories-- regulators, hoses, tanks, welding and cutting torches, and spanners	2	2	2	2	2	1	1	1	1
12	Shielded Metal Arc Welding (SMAW) Equipment— AC/DC welders, 300amp, 220V, 50Hz	1	1	1	1	1	1	1	1	1
AIR-CONDITIONING EQUIPMENT										
13	Air-conditioning & Refrigeration Trainer	2	2	2	2	2	1	1	1	1
14	Refrigerant Recovery Unit—RS-200 Model, 1/3 hp, 115VAC/60Hz, 5.8 Amps.	1	1	1	1	1	1	1	1	1
MACHINING EQUIPMENT										
ITEM	NUMBER OF ITEMS PER SIZE KOF TRAINING GROUP	NUMBER OT ITEMS PER SIZE OF TRAINING GROUP								
		24	22	20	18	16	14	12	10	8
15	Leak Detection Kit—RLD 1000c with UVL 150V UV lamps	1	1	1	1	1	1	1	1	1
16	Vacuum Pump—Model 93462, 6 cfm free air displacement, 2-stage rotary vane, 1/3 hp, 1725rpm, 110/220V, 50Hz	3	3	3	2	2	2	1	1	1
17	Charging System—Basic unit: manifold gauges, hooks and anchors, with 3 – 72” RYB hoses, Temperature scales; R-134a, R-404A and R-507	3	3	3	2	2	2	1	1	1
18	Pressure and Compound Gauges—UPC # 49066 (Bar and psi) & UPC # 49068 (kg/cm2 and psi) Range with R-134a, -507, and R-404A	6	6	6	4	4	4	2	2	2
19	Seven-day humidity/temperature recorder. Rang –370 C to 54o C	4	4	4	3	3	3	1	1	1

20	Thermometer—UPC # 69107, 40o F to 240o F, Digital	12	12	12	8	8	8	4	4	4
21	Sling psychrometer—UPC # 69010, wet bulb & dry bulb range, 30o F to 100o F	12	12	12	8	8	8	4	4	4
22	Air-conditioner—Window Unit: 9000Btu cooling Capacity, 200cfm, 110V, 1hp, 50Hz	1	1	1	1	1	1	1	1	1
23	Capacity, 200cfm, 110V, 1hp, 50Hz cooling capacity, 400cfm, 110V, 1hp, 50Hz	1	1	1	1	1	1	1	1	1
24	Air-conditioner—Package Unit: 48, 000Btu cooling capacity, 1600cfm, 220V, 3hp, 50Kz	1	1	1	1	1	1	1	1	1
25	Domestic Refrigerator—Capacity 14 cubic feet, 110V, 50 Hz									
26	Velocimeter--	6	6	6	4	4	4	2	2	2
27	Manometer	4	4	4	2	2	2	1	1	1
28	Electronic Vacuum Gauge	4	4	4	2	2	2	1	1	1
29	Belt Tension gauge	4	4	4	2	2	2	1	1	1
30	Electronic Charging Scale	3	3	3	2	2	2	1	1	1
31	Handheld digital anemometer (for air flow), range 80 – 8000fpm	4	4	4	2	2	2	1	1	1
GENERAL MAINTENANCE EQUIPMENT										
32	Air compressor--800psi steel tank, 220V, 3-phase, 1 hp, 50HZ motor	1	1	1	1	1	1	1	1	1
33	50HZ motor	6	6	5	5	4	4	3	3	2
34	Hydraulic gear Pump	12	12	10	10	8	8	6	6	4
35	Hydraulic Press—Capacity 2.5 tonnes	1	1	1	1	1	1	1	1	1
ITEM	NUMBER OF ITEMS PER SIZE KOF TRAINING GROUP	NUMBER OT ITEMS PER SIZE OF TRAINING GROUP								
		24	22	20	18	16	14	12	10	8
36	Portable Electric Drill—heavy duty type, 12mm & 6mm chuck, 110/120V 50Hz	1	1	1	1	1	1	1	1	1
37	Bearing Heater—Rating 220V, 50Hz & ½ hp	6	6	5	5	4	4	3	3	2
38	Rivet gun Rating 110V, 50Hz, 1/2hp	3	3	3	2	2	2	1	1	1
39	Soldering Iron—Electrical with Assorted Tips	3	3	3	2	2	2	1	1	1
40	Spray gun	1	1	1	1	1	1	1	1	1
41	Work benches—wooden tops, 2 stations per bench, locker type, 1.83m x 1.83m bench surface, 6cm thick, top equipped with 2 vices.	12	11	10	9	8	7	6	5	4
42	Demonstration Table benches-- wooden top, locker type, 2.44m x 1.22m bench surface, 4cm thick.	1	1	1	1	1	1	1	1	1
WRENCHES										
43	Wrench—Type: Open End (set)	4	4	4	3	3	3	2	2	2
44	Wrench—Type: Crescent (set)	4	4	4	3	3	3	2	2	2
45	Wrench—Type: Socket (Set)	3	3	3	2	2	2	1	1	1
46	Wrench—Box End (Set)	2	2	2	2	2	1	1	1	1
47	Wrench--Pipe	4	4	4	3	3	3	2	2	2
48	Wrench—Allen (Set) 1.5mm – 9mm	2	2	2	2	2	1	1	1	1
49	Wrenches—Type: Bar, Adjustable vise jaw, 6mm – 20mm	2	2	2	2	2	1	1	1	1
HAMMERS										

50	Hammer—Type: Ball Peen, size: 800g	3	3	3	3	2	2	2	1	1
51	Hammer—Type: Ball Peen, size: 900g	3	3	3	3	2	2	2	1	1
52	Hammer—Type: Ball Peen, size: 1400g	3	3	3	3	2	2	2	1	1
53	Hammer—Type: Ball Peen, size: 2400g	3	3	3	3	2	2	2	1	1
54	Hammer—Type: soft face, plastic; size: 500g	3	3	3	3	2	2	2	1	1
55	Hammer—Type: soft face, lead; size: 800g	3	3	3	3	2	2	2	1	1
56	Hammer—Type: soft face, lead; size: 800g	3	3	3	3	2	2	2	1	1
57	Mallet—Type: Hickory; size: 75mm face	3	3	3	3	2	2	2	1	1
ITEM	NUMBER OF ITEMS PER SIZE KOF TRAINING GROUP	NUMBER OT ITEMS PER SIZE OF TRAINING GROUP								
		24	22	20	18	16	14	12	10	8
SQUARES										
58	Framing Square	6	6	6	6	6	3	3	3	3
59	Try square—250mm blade	6	6	5	5	4	4	3	3	2
60	Try square—150mm blade	8	8	8	6	6	6	4	4	4
61	T bevel square—150mm and 200mm (number of each size per group)	6	6	5	5	4	4	3	3	2
62	Combination square—300mm blade	3	3	3	2	2	2	1	1	1
MICROMETER, DIVIDERS & CALIPERS										
63	Micrometer—Type: Outside, Size: 0 – 25mm	12	12	12	8	8	8	4	4	4
64	Micrometer—Type: Outside, Size: 0-50	2	2	2	2	2	1	1	1	1
65	Micrometer—Type: Inside, Size : 40mm – 400mm	2	2	2	2	2	1	1	1	1
66	Micrometer—Type: Depth, Size: rod size 10mm - 75mm	2	2	2	2	2	1	1	1	1
67	Micrometer—Type: Screw Thread	2	2	2	2	2	1	1	1	1
68	Vernier Caliper—Size 0 to 250 mm	8	8	8	4	4	4	2	2	2
69	Vernier Caliper—Size 0 to 400mm	2	2	2	2	2	1	1	1	1
PLIERS										
70	Pliers—Type: Needle, size: 150mm	12	12	10	10	8	8	6	6	4
71	Pliers—Type: slip joint; size: 150mm	6	6	5	5	4	4	3	3	2
72	Pliers—Type: duckbill; size: 150mm	6	6	5	5	4	4	3	3	2
73	Pliers—Type: channel lock, adjustable; size: 250mm	6	6	5	5	4	4	3	3	2
74	Pliers—Type: lineman’s size: 200mm	8	8	8	6	6	6	4	4	4
75	Punches—Assorted, long aligning, starting centre, pin-punches	6	6	5	5	4	4	3	3	2
76	Rules—Size: 300mm length	6	6	5	5	4	4	3	3	2
77	Measuring Tape—Size: 6M	3	3	3	3	3	2	2	2	2
78	Hacksaw—Size 300mm frame	12	12	12	8	8	8	4	4	4
SCREW DRIVER										
79	Phillips set—Nos. 1-4 (sets)	12	12	10	10	8	8	6	6	4
80	Standard—Sizes 70mm to 200mm (sets)	3	3	3	2	2	2	1	1	1
81	Offset (sets)	3	3	3	2	2	2	1	1	1

ITEM	NUMBER OF ITEMS PER SIZE KOF TRAINING GROUP	NUMBER OT ITEMS PER SIZE OF TRAINING GROUP								
		24	22	20	18	16	14	12	10	8
<b>CALIPERS, DIVIDERS AND SCRIBERS</b>										
82	Calipers--inside 20cm	4	4	4	3	3	3	2	2	2
83	Calipers--outside 20cm, 30cm(number of each size per class)	4	4	4	3	3	3	2	2	2
84	Dividers--(wing), 20cm, 30cm (number of each size per group)	4	4	4	3	3	3	2	2	2
85	Divider—150mm spring steel	2	2	2	2	2	1	1	1	1
86	Scriber—200mm, replaceable blade	3	3	3	2	2	2	1	1	1
<b>FILES</b>										
87	Files—Flat, bastard, 25cm	3	3	3	2	2	2	1	1	1
88	Files—Flat, bastard, 30cm	3	3	3	2	2	2	1	1	1
89	Files—Flat, bastard, 35cm	3	3	3	2	2	2	1	1	1
90	Files—Flat, second cut, 30cm	3	3	3	2	2	2	1	1	1
91	Files—Flat, smooth, 30cm	3	3	3	2	2	2	1	1	1
92	Files—Flat, smooth, 30cm	3	3	3	2	2	2	1	1	1
93	Files—Half Round, second cut, 30cm	3	3	3	2	2	2	1	1	1
94	Files—Mill, smooth, 30cm	3	3	3	2	2	2	1	1	1
95	Files—Round, bastard, 30cm	3	3	3	2	2	2	1	1	1
96	Files—Round , smooth, 30cm	3	3	3	2	2	2	1	1	1
97	Files—Hand saw, slim taper, 15cm	3	3	3	2	2	2	1	1	1
98	Files—Hand saw, slim taper, 15cm	3	3	3	2	2	2	1	1	1
99	Files—Square, smooth, 20cm	3	3	3	2	2	2	1	1	1
<b>OTHER BASIC HAND TOOLS &amp; EQUIPMENT</b>										
100	Crimping Tool	3	3	3	2	2	2	1	1	1
101	Inspection Mirror	4	4	4	3	3	3	2	2	2
102	Flaring Tool	4	4	4	3	3	3	2	2	2
103	Swaging Tool	4	4	4	3	3	3	2	2	2
104	Pinch-Off-Tool	4	4	4	3	3	3	2	2	2
105	Fin Comb	12	12	12	8	8	8	4	4	4
106	Tap and Die Set	3	3	3	2	2	2	1	1	1

ITEM	NUMBER OF ITEMS PER SIZE KOF TRAINING GROUP	NUMBER OT ITEMS PER SIZE OF TRAINING GROUP								
		24	22	20	18	16	14	12	10	8
107	Hand Reamer	3	3	3	2	2	2	1	1	1
108	Broaching set	16	16	16	12	12	12	8	8	8
109	V-blocks	8	8	8	8	8	8	8	4	4
110	Drill gauge	8	8	8	8	8	8	8	4	4
111	Centre Drill set	2	2	2	2	2	1	1	1	1
112	Counter bore set	12	12	12	8	8	8	8	4	4
113	Drill Vice	3	3	3	2	2	2	1	1	1
114	Screw Extractor	3	3	3	2	2	2	1	1	1
115	Wire cutter & Stripper	12	12	12	12	12	8	8	8	8
116	Ratchet brace--25cm	4	4	4	4	4	4	4	4	4
117	Hand drill--8mm cap	3	3	3	3	3	2	2	2	2
118	Tinsnip—Type: Straight	3	3	3	3	3	2	2	2	2
119	Tinsnip—Bird	3	3	3	3	3	3	3	3	3
120	Tinsnip—Type: Combination	4	4	4	4	4	2	2	2	2
121	2-Jaw Pullers (small)	3	3	3	2	2	2	1	1	1
122	3-Jaw Pullers	2	2	2	2	2	1	1	1	1
123	Hoist	6	6	6	6	6	3	3	3	3
124	Utility knife	6	6	5	5	4	4	3	3	2
125	Tinsnip--length 30cm	3	3	3	2	2	2	1	1	1
126	"C" Clamps--10cm, 16cm, 25cm & 31cm(a maximum of 4 of each sizes per training group)	16	16	16	12	12	12	8	8	8
127	Carriage clamps--10mm, 15mm, 20mm, 30mm(number of each size per group)	6	6	5	5	4	4	3	3	2
128	Spirit level--91cm long	4	4	4	3	3	3	2	2	2
129	Pry bar	2	2	2	2	2	1	1	1	1
130	Crowbar	2	2	2	2	2	1	1	1	1
131	Sledge hammer--400g	1	1	1	1	1	1	1	1	1
132	Pick axe	1	1	1	1	1	1	1	1	1
133	Hatchet	1	1	1	1	1	1	1	1	1
134	Wrenching Bar/claw bar	1	1	1	1	1	1	1	1	1
135	Pincers	2	2	2	2	2	1	1	1	1
136	Hacksaw, 30cm adjustable frame	3	3	3	2	2	2	1	1	1

ITEM	NUMBER OF ITEMS PER SIZE KOF TRAINING GROUP	NUMBER OT ITEMS PER SIZE OF TRAINING GROUP								
		24	22	20	18	16	14	12	10	8
137	Rope & Pulley--2 ton capacity	1	1	1	1	1	1	1	1	1
138	Ladder--Step type, aluminium or board, length 3m	2	2	2	2	2	2	1	1	1
139	Ladder--Straight adjustable, aluminium or board, length 6m	2	2	2	2	2	2	1	1	1
140	Scaffolding--selected as required to satisfy class demonstration (number of sets)	1	1	1	1	1	1	1	1	1
<b>ADDITIONAL TRAINERS &amp; DEMONSTRATION ITEMS</b>										
141	Air compressor--800psi steel tank, 220V, 3-phase, 1 hp, 50HZ motor	1	1	1	1	1	1	1	1	1
142	Motor Control Trainer--Lab Volt, Model 8040, 110/220V 60Hz, 3-phase, Size 286mm x 419mm	1	1	1	1	1	1	1	1	1
143	Motor Controller	1	1	1	1	1	1	1	1	1
144	Hydraulic Gear Pump Mechanism	1	1	1	1	1	1	1	1	1
145	Hermetic Compressor Mechanism	1	1	1	1	1	1	1	1	1
146	Screw Compressor Mechanism	1	1	1	1	1	1	1	1	1
147	Scroll Compressor Mechanism	1	1	1	1	1	1	1	1	1
148	Vacuum Compressor Mechanism	1	1	1	1	1	1	1	1	1
149	Vane Pump Mechanism	1	1	1	1	1	1	1	1	1
150	Centrifugal Pump Mechanism	1	1	1	1	1	1	1	1	1
151	Workshop Size									
	Height (metre)	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
	Width (metre)	14.0	14.0	14.0	14.0	14.0	14.0	14.0	14.0	14.0
	Length (metre)	30.0	30.0	30.0	30.0	30.0	30.0	30.0	30.0	30.0
	Areas (sq. metre)	420	420	420	364	364	364	288	288	288
	Sq. metre per trainee	17	19	21	20	22	26	24	28	36
152	Work Station Space (in sq. metre)	102.4	93.72	85.2	76.68	68.16	59.64	51.12	42.6	34.08
153	Students' lockers	12	11	10	9	8	7	6	5	4

Note:

- If you have an odd number of trainees such as 21 or 23 use the class size that immediately precedes that number as a guide for determining your selection for the standards in this section

### **E) FACILITIES AND EQUIPMENT REQUIREMENTS FOR CARPENTRY AND JOINERY TRAINING PROGRAMME**

		<b>24</b>	<b>22</b>	<b>20</b>	<b>18</b>	<b>16</b>	<b>14</b>	<b>12</b>	<b>10</b>	<b>8</b>
<b>1</b>	<b>Laid</b> --36cm swing, 96 cm between centre, cast-iron bed,speed range 900-3400, spindle 25.4 dia. or larger threaded for in-board and out-board turning; no.2 morse tapers for centres, tailstock centre self-ejecting, 0.75hp, 1725rpm,	2	2	2	2	2	1	1	0	8



	220V, 50HZ 3 phase motor Complete with pulley belt, spur centre, cup centre, 15.3cm face plate, 7.6 cm face plate, 30cm tool rest, 10cm tool rest, one set of turning chisel, one each 25.4mm skew, 13mm gauge, 13mm spear, 13mm parting tool and 13mm round-nose tool.								
2	<b>Circular saw</b> --30cm floor model tilting arbor, 56cm X 64cm quick positioning rip fence with vernier final adjustment; mitre gauge with stop rods safety guards and splatters complete with one 31cm (ripe blade, cross cut lade, tonguestone, blade carbid tip blade) 1hp 220V, 3 phase, 50 HZ, ball-bearing motor, motor pulley and contractor	1	1	1	1	1	1	1	1
3	<b>Jointer</b> --20 cm floor model or mounted on enclosed cast iron stand with chute. "V" belt drive, 69cm overall length, round three-knife cutter head, sealed ball bearings, rapid action fence, cuter head guard and belt pulley guard 0.75 hp 220V, 50HZ, 3-phase ball bearing motor and contractor	1	1	1	1	1	1	1	1
4	<b>Mortiser</b> – hollow chisel	1	1	1	1	1	1	1	1
5	<b>Planner</b> --20cm x 58cm single head floor model, 5 hp, 220V, 50hz, 3-phase motor.	1	1	1	1	1	1	1	1
6	<b>Radial arm saw</b> --25.5cm, 220V, 50HZ, 3-phse, 5hp motor,w/mitre bevel and cut off	1	1	1	1	1	1	1	1
7	<b>Spindle moulder</b> --16cm, 0.5 hp, 1800 rpm, 220V, 50HZ, 3-phase motor, complete with base guide and complete set of cutters	1	1	1	1	1	1	1	1
8	<b>Band saw</b> --floor model, 51cm table, tilt 45 degrees, grooved for mitre gauge 41cm x 41cm table top, capacity guide to table, 23cm capacity blade to frame balanced, rubber-covered ball-bearing wheels; adjustable guard and guides; 5 hp 3-phase, 1725 rpm, 50HZ, 220V motor; contractor starter.	1	1	1	1	1	1	1	1
9	<b>Drill press</b> --36cm or 38cm floor model, 7cm round steel column Jacobs key-type chuck, 1/2" capacity; mortising attachments complete with 6.5mm, 9.5mm, and 13mm hollow chisels and hollow chisel bits; 0.33hp, 1725 rpm, 50HZ, 220V, 3-phase, ball bearing motor.	2	2	2	2	2	1	1	1
10	<b>Grinder-bench model</b> , 15cm wheels; 0.33 hp, ball bearing, 110V, 50HZ, single phase motor; complete with wheel guards, eye shields, tool rests and water pot.	1	1	1	1	1	1	1	1
11	<b>Sander</b> --floor model, belt type w/tilting table, minimum 0.33 hp, 110V, 50hz, 3-phase, sealed-bearing motor.	1	1	1	1	1	1	1	1
12	<b>Sander</b> --portable belt type, minimum 0.25 hp; 110V, 50HZ, single phase motor, 58cm belt complete with dust bag	1	1	1	1	1	1	1	1
13	<b>Router</b> --portable type, minimum 0.25 hp, 110V, 50HZ motor, complete with set of moulds & mortar cutters	1	1	1	1	1	1	1	1
14	<b>Jigsaw</b> --60cm capacity, portable type, four speed, 0.33 hp 110V, 50 HZ, single phase	1	1	1	1	1	1	1	1
15	<b>Circular saw</b> --portable type, 18cm blade, 5800rpm, 110V 50 HZ.	2	2	2	2	2	1	1	1

16	<b>Spray gun</b> —with no compressor	1	1	1	1	1	1	1	1	1
17	<b>Drill</b> --portable type, maximum drill bit size, 20mm, 1.5hp, 60 HZ	1	1	1	1	1	1	1	1	1
18	<b>Work benches</b> --woodworking, 4 stations per bench, locker type, 1.83m x 1.83m bench surface, 6cm thick, top equipped with 4 vices.	6	6	5	5	4	4	3	3	2
19	<b>Layout benches</b> -- wooden top, locker type, 2.44m x 1.22m bench surface, 4cm thick.	2	2	2	2	2	1	1	1	1
20	<b>Rip saw</b> --blade length 650mm, 4 to 6 teeth per 25 mm, straight back, tempered, taper ground and polished	6	6	5	5	4	4	3	3	2
21	<b>Coping saw</b> --spring steel frame, wooden handle for 160mm pin tempered blade, 14 teeth per 25 mm	6	6	5	5	4	4	3	3	2
22	<b>Compass saw</b> --300 to 450 mm reversible tempered steel blade, average of 10 teeth per 25 mm	6	6	5	5	4	4	3	3	2
23	<b>Tennon saw</b> --blade length 300 - 450 mm tempered steel, 12 to 14 teeth per 25 mm. (2 tennon saw per 4 trainees)	1 2	12	10	10	8	8	6	6	4
24	<b>Cross-cut saw</b> --blade length 600 to 650 mm, straight back, taper, ground and tempered, 7 to 8 teeth per 25 mm	6	6	5	5	4	4	3	3	2
25	<b>Combination saw</b> --600 to 650 mm tempered steel blade straight back, 6 to 8 teeth per 25 mm	3	3	3	3	2	2	2	1	1
26	<b>Mitre box saw</b>	2	2	2	2	2	1	1	1	1
27	<b>Saw set</b>	3	3	3	2	2	2	1	1	1
28	<b>Nail hammer</b> --curved claw, bell face, 0.45kg or 57kg	1 2	12	10	10	8	8	6	6	4
29	<b>Nail hammer</b> --0.37kg									
30	<b>Hammer</b> --upholsterer's magnetic type, 98g	3	3	3	2	2	2	1	1	1
31	<b>Mallet</b> --7.6cm x 13cm wood, complete with handle weight--0.4 to 0.7 kg.	1 2	12	10	10	8	8	6	6	4
32	Mallet--plastic face	6	6	5	5	4	4	3	3	2
33	File--wood rasp, square double cut--200 mm length	6	6	5	5	4	4	3	3	2
34	File--wood rasp, half round, & round--300 mm bastard cut (maximum--one of each per 6 trainees)	8	8	8	6	6	6	4	4	4
35	File--wood, 200 mm rasp	6	6	5	5	4	4	3	3	2
36	File brush	6	6	5	5	4	4	3	3	2
37	File auger bit--180 mm, one flat, one triangular end	2	2	2	2	2	2	2	2	2
38	Plane (block)--length 140, 180 or 205 mm, blade width 42 mm	3	3	3	3	3	2	2	2	2
39	Plane (smoothing)--length 240, 245 & 250 mm, width 45, 506& 60 mm	6	6	5	5	4	4	3	3	3
40	Plane (jack)--length 355 & 380 mm, blade width 50 & 60 mm	1 2	12	10	10	8	8	6	6	4
41	Plane (jointer)--length 560 and 610 mm, blade width 60 & 70 mm	3	3	3	2	2	2	1	1	1
42	Plane (rabbet)--length 200 mm, blade width 40 mm	3	3	3	2	2	2	1	1	1
43	Plane (router)--65mm to 130mm cutter	3	3	3	2	2	2	1	1	1
44	Chisel (flat)--6 mm to 32 mm, plastic handle (maximum of four sizes per set and one set per group of trainees)	6	6	5	5	4	4	3	3	2
45	Gouging chisel (inside)--6 mm to 25 mm, plastic handle	6	6	5	5	4	4	3	3	2

	(maximum of four sizes per set and one set per group of trainees)									
46	Gouging chisel (outside)--6 mm to 25 mm, plastic handle (maximum of four sizes per set and one set per group of trainees)	6	6	5	5	4	4	3	3	2
47	Turning chisel set	2	2	2	2	2	1	1	1	1
48	Screwdrivers--plastic handle, flat blade 10, 15, 20, 30cm shank (maximum of four sizes per set and one set per group of trainees)	4	4	3	3	3	2	2	2	1
49	Screwdriver--Phillips # 1-9 (sets per group)	1	1	1	1	1	1	1	1	1
50	Screwdriver--ratchet 29cm	3	3	3	2	2	2	1	1	1
51	Screwdriver--bit brace 5, 6, 8, 10mm tip(maximum of 4 per set, 1 set per training group) (maximum of two of each per group)	2	2	2	2	1	1	1	1	1
52	Nail sets 1, 2, 3mm	3	3	3	2	2	2	1	1	1
53	Try square--25cm blade	6	6	5	5	4	4	3	3	2
54	Try square--15cm blade	1 8	18	15	15	12	1 2	9	9	6
55	T bevel square--15cm and 20cm (number of each size per group)	6	6	5	5	4	4	3	3	2
56	Combination square--30cm blade	3	3	3	2	2	2	1	1	1
57	Laying-out square--61cm x 46cm	6	6	5	5	4	4	3	3	2
58	Scraper--7.6m x 10cm									
59	Spoke shave--25cm x 0.6 cutter	1 2	12	10	10	8	8	6	6	4
60	Measuring tape--6m	6	6	6	5	5	5	4	4	4
61	Marking gauge--15cm	1 2	12	10	10	8	8	6	6	4
62	Dowelling jig--6mm to 13mm (number of four sizes and one size each per group)	3	3	3	2	2	2	1	1	1
63	Ratchet brace--25cm	3	3	3	2	2	2	2	1	1
64	Hand drill--8mm cap	3	3	3	3	3	2	2	2	2
65	Auger bits--set no. 4 to 16 (maximum of four sizes and one size each per eight trainees)	3	3	3	3	3	2	2	2	2
66	Frostner drill--set no. 4, 6, and 8 (maximum of one of each sets per group)	3	3	3	2	2	2	2	1	1
67	Expansive bit cutter--10mm to 38mm (maximum of two sizes, and one of each size per 12 trainees)	4	4	4	3	3	2	2	1	1
68	Counter sink (rose head)--13mm, 16mm (maximum of three sizes, and one of each size per 12 trainees)	6	6	5	5	4	4	3	2	2
69	Twist drills--(straight shank), 1.6mm to 13mm set	2	2	2	2	2	1	1	1	1
70	Drawing knife--20cm, 25cm (number of each size per group)	6	6	5	5	4	4	3	3	2
71	Utility knife	6	6	5	5	4	4	3	3	2
72	Calipers--inside 20cm	4	4	4	3	3	3	2	2	2
73	Calipers--outside 20cm, 30cm (number of each size per class)	4	4	4	3	3	3	2	2	2
74	Dividers--(wing), 20cm, 30cm (number of each size per group)	4	4	4	3	3	3	2	2	2
75	Tinsnip--length 30cm	3	3	3	2	2	2	1	1	1
76	Gusset plate	1 2	12	12	12	8	8	8	8	8
77	"G" Clamps--10cm, 16cm, 25cm & 31cm (one per training group)	1 2	11	10	9	8	7	6	5	4
78	Slash clamps--1.22m, 1.83m, 2.8m (one each per group of trainees)	6	6	5	5	4	4	3	3	2

79	Carriage clamps--10mm, 15mm, 20mm, 30mm (one per group of trainees)	6	6	5	5	4	4	3	3	2
80	Pliers--(combination type), 20mm	6	6	5	5	4	4	3	3	2
81	Sharpening stone--carbine, 2-face	6	6	5	5	4	4	3	3	2
82	Saw files	3	3	3	2	2	2	1	1	1
83	Plumb bob and chalk line	2	2	2	2	2	1	1	1	1
84	Spirit level--91cm long	4	4	4	3	3	3	2	2	2
85	Line level	4	4	4	3	3	3	2	2	2
86	Pry bar	2	2	2	2	2	1	1	1	1
87	Crowbar	2	2	2	2	2	1	1	1	1
88	Sledge hammer--400g	1	1	1	1	1	1	1	1	1
89	Shovel	2	2	2	2	2	1	1	1	1
90	Builder's level	2	2	2	2	2	1	1	1	1
91	Bradawl quinlet	4	4	4	3	3	3	2	2	2
92	Pick axe	1	1	1	1	1	1	1	1	1
93	Hatchet	1	1	1	1	1	1	1	1	1
94	Pincers	2	2	2	2	2	1	1	1	1
95	Trammel points	2	2	2	2	2	1	1	1	1
96	Hacksaw, 30cm adjustable frame	3	3	3	2	2	2	1	1	1
97	Ladder--Step type, aluminium or board, length 3m	2	2	2	2	2	2	1	1	1
98	Ladder--Straight adjustable, aluminium or board, 6 m long	2	2	2	2	2	2	1	1	1
99	Scaffolding--selected as required to satisfy class demonstration (number of sets)	1	1	1	1	1	1	1	1	1
100	Props--selected as required to satisfy class demonstration (number of sets)	1	1	1	1	1	1	1	1	1
101	Air compressor--800psi steel tank, 220V, 3-phase, 1 hp, 50HZ motor	1	1	1	1	1	1	1	1	1

**F) FACILITIES, APPLIANCES, UTENSILS, AND OTHER REQUIREMENTS FOR THE FOOD PREPARATION, FOOD SERVICE AND BEVERAGE SERVICE TRAINING PROGRAMME  
I. HOT KITCHEN**

ITEM	DESCRIPTION	1 NUMBER OT ITEMS PER SIZE OF TRAINING GROUP				
		25	20	15	10	5
01	I Industrial stove with oven--six burners; size, length 86cm (Heat extractors should be fitted over stoves)	3	3	2	2	1
02	Convection oven	1	1	1	1	1
03	Salamander--length 126cm, depth 80cm, height 86cm	2	2	2	1	1
04	Deep fat fryer--(installed in 2 metal Frame), size length 50cm, width 30cm, depth 20cm	2	2	2	2	1
05	Industrial mixer--capacity 80 litres, width 70cm, depth 100cm, height 147 cm, 240V, 60HZ ,hp	1	1	1	1	1
06	Combined freezer with fridge--height 200cm, depth 80cm or	1	1	1	1	1
07	Refrigerator & deep freezer--refrigerator capacity--7cu meters,	2	2	2	1	1

	110/240V, 60HZ, 0.5 hp					
08	Tilting skillet—capacity 114 litres, stainless steel material	1	1	1	1	1
9	Steam kettle—size 76 litres	1	1	1	1	1
10	Proofing box	1	1	1	1	1
11	Flat range—size length 182 cm, depth 45cm, height 70cm	1	1	1	1	1
12	Combined electric slicer--240V, 60HZ, ¼ hp	1	1	1	1	1
13	Orange juicer—110V, 60HZ, 1/4hp	1	1	1	1	1
14	Electric carving knife—110V, 60HZ, ¼hp	2	2	2	1	1
15	Blender—metal base, 110V, 60HZ, 1/4hp, capacity 5 litres	1	1	1	1	1
16	Food processor—size, width 28cm, depth 54cm, height 60cm, 120V, 50-60HZ, 1hp	1	1	1	1	1
17	Micro wave oven—110V, 60HZ, width 64cm, depth 45cm, height 56cm	1	1	1	1	1
18	Chiller	1	1	1	1	1
19	Walk – in fridge	1	1	1	1	
20	Walk-in freezer	1	1	1	1	
21	Rotisseur	1	1	1	1	1
ITEM	DESCRIPTION	NUMBER OT ITEMS PER SIZE OF TRAINING GROUP				
		25	20	15	10	5
22	Banquet carts	2	2	2	1	1
23	Commercial grinder (combination) type—capacity 36 litre, 220V, 60HZ, 5hp	1	1	1	1	1
24	Double sink	1	1	1	1	1
25	Triple sink	1	1	1	1	1
26	Hand wash sink	5	5	5	5	3
27	Storage racks and shelves in dishwashing area					
28	Utility trolley (double deck)	1		1	1	1
29	Pressure less steamer	1	1	1	1	1
30	Steamer oven ( convection-combo)	1	1	1	1	1
31	Dish washing machine—220V, 60HZ, 3/4hp, width 60cm depth 70 cm, height 84cm	1	1	1	1	1
32	Pressure cooker, size 35L	2	2	2	2	1
33	Demonstration table with mirror— length 185cm, width 92cm, height 83cm	1	1	1	1	1
34	Storage cabinet—size height 200cm, width 159cm, depth 50cm	1	1	1	1	1
35	Temporary storage table—length 180, width 80cm, height 85	2	2	2	1	1
	<b>Small utensils - Spoons</b>					
1	Wooden—size30cm to 50cm	10	8	6	4	2
2	Perforated—30cm to 50cm	10	8	6	4	2
3	Salad—30cm to 40cm	10	8	6	4	2
4	Ladle—30cm to 50	10	8	6	4	2

5	Slotted (food lifters)—30 to 50cm	10	8	6	4	2
6	Cutting board	10	8	6	4	2
7	Measuring spoon—size 1.25ml to 15ml (number of sets)	10	8	6	4	2
8	Measuring cups (numbers of sets)	10	8	6	4	2
9	Measuring jug & Beaker—500ml to 1 litre	10	8	6	4	2
10	Scale—size 10kg	5	4	3	2	1
11	Thermometer	5	4	3	2	1
12	Cooks forks—30cm to 50cm	10	8	6	4	2
13	French	10	8	6	4	2
14	Boning	10	8	6	4	2
15	Paring	10	8	6	4	2
16	Carving	10	8	6	4	2
17	Serrated	10	8	6	4	2
18	Pallete	10	8	6	4	2
19	Grape fruit	10	8	6	4	2
20	Utility	10	8	6	4	2
21	Butcher cleaver	10	8	6	4	2
22	Oyster	2	2	2	2	2
23	Dough cutter	10	8	6	4	2
	<b>Pans</b>					
25	Omlette pan	5	4	3	2	1
26	Roasting pan (number of sets)	5	4	3	2	1
27	Braising pan (number of sets)	5	4	3	2	1
28	Frying pan –16cm, 23cm, 30cm, (number of sets)	10	8	6	4	2
29	Quiche pan	5	4	3	2	1
30	Vegetable pan	10	8	6	4	2
31	Chaufing pan	6	6	5	5	4
32	Chaufing pan stand	4	4	4	3	3
	<b>Pots</b>					
33	Sauce pots—size 1 litre to 5 litre (select 4 sizes for every 6 trainees)	10	8	6	4	2
34	Stock pot, size 63L	1	1	1	1	1
35	Stock pot, size 45L	2	2	2	2	1
36	Pot rest	5	4	3	2	1
	<b>Strainers</b>					
37	Conical (select three sizes for every 5 trainees—maximum)	15	12	9	6	3
38	Wire (select three sizes for every 5 trainees—maximum)	15	12	9	6	3
39	Can opener	5	4	3	2	1
40	Garlic press	1	1	1	1	1
41	Sugar dredger—aluminium	5	4	3	2	1
42	Skewer	12	10	10	8	8
43	Skimmer	12	10	10	8	8

44	Flour bin	1	1	1	1	1
45	Flour scoop	3	3	3	2	2
46	Cooling rack/wire	12	10	10	8	8
47	Egg lifter	8	8	6	6	4
48	China caps	6	6	5	5	4
49	Pie server	8	8	6	6	4
50	Spatula	10	10	8	8	6
51	Food tong	8	8	8	6	6
52	Vegetable tureen	6	6	5	5	4
53	Storage bins	10	8	6	4	2
54	Orange juicer (manual)	5	4	3	2	1
55	Dish washing sink	1	1	1	1	1
56	Fire blanket	10	10	10	8	8
57	First aid kit	1	1	1	1	1
58	Mittens	10	10	10	8	8
59	Colander	12	11	10	9	8
60	Kitchen towel	20	16	12	8	4
61	Mallet	5	4	3	2	1
62	Egg slicer	10	8	6	4	2
63	Chef steel	5	4	3	2	1
64	Cutting board	10	8	6	4	2
65	Baking tray	15	12	9	6	3
66	Baking sheet	15	12	9	6	3
67	Potato ricer	5	4	3	2	1

## II. PANTRY

ITEM	DESCRIPTION	NUMBER OT ITEMS PER SIZE OF TRAINING GROUP				
		25	20	15	10	5
1	Hand wash sink	3	3	3	3	3
2	Work station	5	4	3	2	1
3.	Walk-in freezer	1	1	1	1	1
4	Three compartment sink	1	1	1	1	1
5.	Slicer (large, automatic)	1	1	1	1	1
6.	Robo-coupe (large)	1	1	1	1	1
7.	Mixer (30 qt.)	1	1	1	1	1
8.	Smoking machine	1	1	1	1	1
9.	Salad dryer (19 litres. Dynamic)	1	1	1	1	1
10.	Buffalo chopper	1	1	1	1	1
11.	Food cutter (regular)	1	1	1	1	1
12.	Berkel food cutter with attachments	1	1	1	1	1
13.	Cuber – self contained	1	1	1	1	1
14	Ice carving set	5	4	3	2	1

## III. PASTRY KITCHEN

ITEM	DESCRIPTION	NUMBER OT ITEMS PER SIZE OF TRAINING GROUP				
		25	20	15	10	5
1.	Revolving pastry oven	1	1	1	1	1
2.	Combination Pastry oven (regular)	1	1	1	1	1
3.	Ice Cream sorbet Mixer	1	1	1	1	1
4.	Mixer – 19 litres	5	4	3	2	1
5.	Mixer – 57 litres	1	1	1	1	1
6.	Dough Roller machine	1	1	1	1	1
7.	Proof Box	2	2	1	1	1
8.	Heated sink (double compartment)	1	1	1	1	1
9.	Marble top work station	1	1	1	1	1
10.	Marble top work station with double light heat lamp	1	1	1	1	1
11.	Scales 4.5 grams	5	4	3	2	
12	Scales 9.1 grams	5	4	3	2	1
13	Scales 22.7 grams	2	2	2	1	1
14.	Rolling pins	50	40	30	20	10
16	Roll away bins – 22.7 grams cap.;; With cover	2	2	2	1	1
17	Roll away bins – 45.4 grams cap.;; With cover	1	1	1	1	1
18	Demonstration table with mirror	1	1	1	1	1
19	Candy Thermometer	1	1	1	1	1
20.	Work table	5	4	3	2	1





01.	Letter opener	6	6	6	4	4	4	2	2	2
02.	Date stamp	6	6	6	4	4	4	2	2	2
03.	Appointment book	24	22	20	18	16	14	12	10	8
04.	Visitors' log book	1	1	1	1	1	1	1	1	1
05.	Callers' log book	1	1	1	1	1	1	1	1	1
06.	Register	2	2	2	2	1	1	1	1	1
07.	Franking machine	1	1	1	1	1	1	1	1	1
08.	Postage account book	6	6	6	4	4	4	2	2	2
09.	Stamps (no. of dozens)	10	10	8	8	6	6	4	4	4
10.	Postage scale	1	1	1	1	1	1	1	1	1
11.	Brush-size 5cm	24	22	20	18	16	14	12	10	8
12.	Envelope-assorted sizes (no. of dozens)	10	10	8	8	6	6	4	4	4
13.	Correcting fluid	24	22	20	18	16	14	12	10	8
14.	Pencil eraser	24	22	20	18	16	14	12	10	8
15.	Vertical filing cabinet (five drawers)	6	6	6	4	4	4	3	3	2
16.	Hole punch	24	22	20	18	16	14	12	10	8
17.	File container	24	22	20	18	16	14	12	10	8
18.	File card-assorted sizes & colours (no. of packages)	10	10	10	8	8	8	6	6	6
19.	Folder-size 37 cm x 24 cm (no. of dozens)	8	8	8	6	6	6	4	4	4
20.	Folder-size 30 cm x 24 cm (no. of dozens)	10	10	10	8	8	8	6	6	6
21.	File guide label (no. of dozens)	18	18	18	14	14	14	10	10	10
22.	Transparent tape-size 8 cm diameter (no. of rolls)	6	6	6	4	4	4	2	2	2
23.	Charge-out card	24	22	20	18	16	14	12	10	8
24.	Plastic shields-package of 20 plastic shields per person	24	22	20	18	16	14	12	10	8
25.	Blank cross reference sheet (packages of 6 sheets)	8	8	8	6	6	6	4	4	4
26.	Markers-assorted colours (packages of 12)	6	6	6	4	4	4	2	2	2
27.	Tape recorder	4	4	4	3	3	3	2	2	2
28.	Blank petty cash voucher (package of 30 sheets per person)	24	22	20	18	16	14	12	10	8
29.	Petty cash book (package of 10 sheets per person)	24	22	20	18	16	14	12	10	8
30.	Blank cheque-printed or photocopied sample (package of 10 sheets per person)	24	22	20	18	16	14	12	10	8
31.	General journal-printed or photocopied sample (package of 20 sheets per person)	24	22	20	18	16	14	12	10	8
32.	Deposit slip-printed or photocopied sample (package of 10 sheets per person)	24	22	20	18	16	14	12	10	8
33.	Savings passbook	24	22	20	18	16	14	12	10	8
34.	Currency cheque-printed or photocopied sample (package of 10 cheques per person)	24	22	20	18	16	14	12	10	8
35.	Printed stock form-packages of 25 sheets per person	24	22	20	18	16	14	12	10	8
36.	Blank purchase order form-	24	22	20	18	16	14	12	10	8

	printed or photocopied samples (package of 10 forms per person)									
37.	Purchase invoice-printed or photocopied sheets (package of 25 per person)	24	22	20	18	16	14	12	10	8
38.	Bank reconciliation form-printed or photocopied (package of 10 forms per person)	24	22	20	18	16	14	12	10	8

39.	Cash book-printed or photocopied (package of 20 leaves per person)	24	22	20	18	16	14	12	10	8
40.	Sales book-printed or photocopied (package of 10 leaves per person)	24	22	20	18	16	14	12	10	8
41.	Returns inwards journal page - printed or photocopied leaves (package of 10 leaves per person)	24	22	20	18	16	14	12	10	8
42.	Returns outwards journal page - printed or photocopied leaves (package of 10 leaves per person)	24	22	20	18	16	14	12	10	8

## II. List of Equipment

### and Special Supplies for the General Accounting Skills Training

Item	Description/ Specifications	Number of Items Per Size of Training Group								
01.	QuickBooks Licenses	24	22	20	18	16	14	12	10	8
02.	Prospectus for company bank stock	24	22	20	18	16	14	12	10	8
03.	Shares certificate	24	22	20	18	16	14	12	10	8
04.	Proxy form	24	22	20	18	16	14	12	10	8
05.	Memorandum of Association	24	22	20	18	16	14	12	10	8
06.	Memorandum of Articles of Association	24	22	20	18	16	14	12	10	8
07.	Certificate of Incorporation	24	22	20	18	16	14	12	10	8
08.	Deed of Partnership	24	22	20	18	16	14	12	10	8

### General List of Equipment and Supplies for All Areas

01.	Chair-swivel (computer room)	24	22	20	18	16	14	12	10	8
02.	Desk-computer room	24	22	20	18	16	14	12	10	8
03.	Computer *	24	22	20	18	16	14	12	10	8
04.	Internal telephone directory	24	22	20	18	16	14	12	10	8
05.	Note Pad/Message pad	24	22	20	18	16	14	12	10	8
06.	Calculator	24	22	20	18	16	14	12	10	8
07.	Smartboard / Interactive Whiteboard	1	1	1	1	1	1	1	1	1
08.	Photocopying machine	1	1	1	1	1	1	1	1	1
09.	Scanner	1	1	1	1	1	1	1	1	1
10.	Intercom system	1	1	1	1	1	1	1	1	1
11.	Facsimile	1	1	1	1	1	1	1	1	1
12.	Telex machine (optional item)	1	1	1	1	1	1	1	1	1
13.	Printer	4	4	4	3	3	3	2	2	2
14.	Jump drive 32GB	24	22	20	18	16	14	12	10	8
15.	Backup external drive 2TB	1	1	1	1	1	1	1	1	1
16.	Pen-assorted colours and sizes (no. of dozens)	4	4	4	3	3	3	2	2	2
17.	Pencil-no. of dozens	4	4	4	3	3	3	2	2	2
18.	Telephone	8	8	8	6	6	6	4	4	4
19.	Stapler	8	8	8	6	6	6	4	4	4
20.	Petty cash box	6	6	6	4	4	4	2	2	2
21.	External telephone directory	12	11	10	9	8	7	6	5	4

**\*Operating Systems:**

- Internet Access
- Graphics
- Word Processing
- Spreadsheet
- Database Pkgs
- Accounting Pkgs
- Communication Pkgs
- Command line graphic user interface



United Nations  
Office for South-South Cooperation

Ref: SSC/2018/10/403

16 October 2018

Dear Mr. Xeureb,

We are pleased to inform you that the enclosed project proposal “21st Century Youth Empowerment: Skills Training for Saint Lucia’s Marginalized Youth” received favourable review by the Board of Directors of the India-UN Development Partnership Fund Commonwealth Window to receive funding from this facility in the amount of \$992,723.88. This proposal was submitted by the Permanent Mission of Saint Lucia to the United Nations in New York.

As a next step, a detailed project document should be formulated in line with the approved proposal and include considerations regarding the Implementing Agency, implementation modality and the roles of Responsible Parties. On this regard, we would be grateful if you could nominate the relevant UN agency in Saint Lucia, as well as the focal point within that agency for further contacts, including discussions with the various stakeholders of this initiative.

As way of background, the India-UN Development Partnership Fund was launched on June 2017 and aims to support initiatives that advance the implementation of the Sustainable Development Goals, with a focus on Least Developed Countries and Small Island Developing States. It operates through a demand-driven approach that responds to proposals submitted by governments for implementation through various United Nations agencies, funds and programmes. The United Nations Office for South-South Cooperation acts as fund manager and secretariat of the Board of Directors.

The project should be formulated in line with the India-UN Development Partnership Fund guidelines in enclosure. Moreover, the project formulation phase is the most appropriate stage for incorporating concerns for sound South-South cooperation partnerships. Additional concerns from the India-UN Development Partnership Fund include stressing the project’s national ownership and leadership, equity and horizontality, sustainability, development of local capacity, South-South cooperation elements, partner visibility, and concrete development impact through people-centred development.

**Mr. Godfrey Xeureb**  
**UN Resident Coordinator a.i.**  
**PAHO WHO Representative in Saint Lucia**