



Labour-Intensive Construction (LIC) Orientation Training Course

Assessment & Evaluation Guide

EPWP LABOUR-INTENSIVE CONSTRUCTION (LIC) TRAINING MANUALS

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Foreword

The Department of Public Works and Infrastructure (DPWI) is proud to present this Labour-Intensive Construction (LIC) Orientation Training Course, which aims to provide participants with the **awareness, advocacy, technical skills** and **knowledge** they need to incorporate LIC principles and processes in the implementation of **Expanded Public Works Programme (EPWP)** projects. It is with great pleasure that I present this redeveloped LIC training package, assessed and approved for continuing professional development (CPD) validation by the Engineering Council of South Africa (ECSA), Consulting Engineers South Africa (CESA), and other professional bodies in the building and construction industry.

The redevelopment of the existing LIC orientation training into a full package of new materials, including a Trainer Manual, a Learner Manual, PowerPoint slides, an Assessment & Evaluation Guide, and Reference Manual/Source Material, is a great step towards ensuring that all participants receive high-quality, engaging training that reflects adult-learning principles. The training aims to be a standalone, self-guided resource that a trainer can use to easily deliver the material to learners, primarily in a face-to-face setting, but with adaptations provided for online delivery.

LIC orientation training and capacity building are key activities in the EPWP's infrastructure sector. They are conducted for technical and non-technical officials to provide knowledge transfer and skills development. This activity has great potential to create long-term employment in the execution downstream of EPWP projects.

Where it is technically and economically feasible, the EPWP encourages using employment-intensive methods when implementing public projects and other assets. These methods link infrastructure development with employment creation, poverty reduction, and local economic and social development. These methods generally generate significantly more productive employment per unit of expenditure compared with conventional approaches. The ILO has advocated this approach to infrastructure development for more than four decades. A key principle of this is the effective use of local resources (labour, materials, service providers, tools and appropriate equipment, as well as knowledge) in delivering infrastructure assets, thereby improving the livelihoods of disadvantaged communities.

The main purpose of these training manuals is to guide the learning and delivery of the LIC Orientation Training Course and ultimately provide client bodies, technical practitioners, consultants, contractors and service providers with concise operational information on the planning, implementation and monitoring of LIC works, using employment-intensive techniques.

Therefore, the overall objective of developing these manuals is to effectively implement EPWP capacity-building interventions, act as a guide in skills development/training, improve the efficiency and effectiveness of employment-intensive construction practices in the country, and ensure the uniform execution of various construction and maintenance activities.

The development of the manuals has been greatly enriched by a wide and comprehensive analytical and consultative process that has involved stakeholders within and outside of the DPWI, including the private sector, as well as peer reviews by subject matter specialists.

I earnestly hope the training manuals will improve the productivity and effectiveness of our LIC orientation training programmes, both in terms of skills development and employment generation. I wish all participants well in their training in the LIC Orientation Training Course, and I hope the skills and knowledge learnt will be put into practice.

Ignatius Ariyo
Chief Director: EPWP Infrastructure Sector
Expanded Public Works Programme (EPWP)
Department of Public Works and Infrastructure (DPWI).

Preface

These manuals are created for those involved in training LIC orientation courses. The courses are designed for public officials, consultants, contractors, and other stakeholders engaged in implementing projects under the Expanded Public Works Programme (EPWP), which is coordinated by the Department of Public Works and Infrastructure (DPWI).

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Acknowledgements

The LIC Training Manuals are the result of a combined effort of Employment Intensive Investment Programme (EIIP) practitioners and stakeholders from the relevant departments and the private sector. Their development has been participatory, consultative, and informed by the particular needs of the EPWP implementing bodies.

I take this opportunity to thank all those involved in developing these manuals, including ILO colleagues, officials and practitioners from the DPWI, and other stakeholders. I sincerely hope that all stakeholders who helped develop these manuals will take ownership and remain committed to their utilisation.

I specifically wish to express my gratitude to the ILO project staff for their in-depth study, analysis and preparation of the source materials, and subsequent compilation of the training manuals.

My special thanks go to the consultants involved in compiling the training manuals and those involved in the peer review for their valuable input and insight.

Thanks also goes to the development partners and the Government of South Africa, through the DPWI, for their unreserved support while preparing these manuals.

I also wish to acknowledge and appreciate the continued cooperation and cordial relationship between the ILO and the DPWI.

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Southern Africa and ILO Country Office for
South Africa, Botswana, Lesotho, Namibia and Swaziland

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Abbreviations

CESA	Consulting Engineers South Africa
CETA	Construction Education and Training Authority
CoGP	Code of Good Practice
CPD	Continuing Professional Development
DPWI	Department of Public Works and Infrastructure
ECSA	Engineering Council of South Africa
EIIP	Employment Intensive Investment Programme
ELHUS	Excavate, Load, Haul, Unload and Spread
EPWP	Expanded Public Works Programme
FIDIC	International Federation of Consulting Engineers
FTE	Full Time Equivalent
ILO	International Labour Organisation
LI	Labour-Intensive
LIC	Labour-Intensive Construction
LIM	Labour-Intensive Methods
M&E	Monitoring & Evaluation
NDPWI	National Department of Public Works and Infrastructure
NQF	National Qualifications Framework
OHSA	Occupational Health and Safety Act
OSH	Occupational Safety and Health
PDs	Person Days
SACAP	South African Council for the Architectural Profession
SACLAP	South African Council for Landscape Architectural Profession
SACQSP	South African Council for the Quantity Surveying Profession
SAICE	South African Institution of Civil Engineering
SACPCMP	South African Council for the Project and Construction Management Professions
SDA	Skills Development Act
SMME	Small, Medium & Micro Enterprise
WO	Work Opportunities

1. Preliminaries

Introduction

This Assessment & Evaluation Guide accompanies the Learner and Trainer Manuals for the two-day LIC Orientation Training Course. It provides the tools and methodology for conducting formative and summative training assessments and provides options for follow-up evaluation of the training's effectiveness.

Note that the assessment and evaluation tools presented in this guide have been developed as paper-based tools for face-to-face training. However, given that the training may be conducted online (all content and assessment delivered online) or as hybrid training (main content delivered face-to-face, with assessments and evaluations conducted online), the tools provided in this guide can be converted into an online format.

Outcomes-Based Training and Workplace Assessments

Assessments in outcomes-based training focus on what learners *can do* to develop themselves holistically. In other words, learners must demonstrate certain life skills, which will enhance their learning and ensure that these skills are transferable to their day-to-day assignments.

The training aims at improving the following areas:

- Knowledge (cognitive)
- Skills (psycho-motor)
- Behavioural change (attitudes)
- Competence (ability to apply)

As part of this aim, DPWI has initiated tracer studies to monitor, assess, and evaluate the effect of LIC training on improving the implementation and reporting of EPWP projects. These workplace assessments will be an important element in evaluating the training's effectiveness and the consequent behaviour change and results (outcomes), which align with Kirkpatrick Levels 3 and 4 of the evaluation (see Section 6 of this guide).

The Assessment & Evaluation Guide presents tools to measure training outcomes immediately after training and after a certain time interval.

This outcomes-based training will include both formative and summative assessments:

- The formative assessment occurs at the beginning or during the learning and training process
- The summative assessment is used to judge achievement. It is carried out when a learner is ready to be assessed at the end of a learning programme

These different types of assessments are outlined in more detail in Section 2.

Roles in the Assessment Process

Learner	Learners will participate in the facilitated classroom training section of the programme by participating in formative assessment class activities/exercises. The learner needs to: • Attend all learning/training sessions • Participate in the learning and take part in group activities • Do research and prepare for participation during the training course • Complete the assignments, activities and portfolio Learners will complete portfolios of evidence by observing the following: • Required attendance registers/administration documentation • Completed formative assessment/class activities and course reflection evaluation • Summative assessment: a) Knowledge questions b) Assessment activities checklist—a control checklist to ensure all required evidence is submitted by the learner Assessments should be as clear and transparent as possible, learners should know: • The kinds of assessment activities they would be asked to perform • The standard and level of performance expected • The types and amount of evidence to be collected • Their responsibility regarding the collection of evidence
Trainer	It is the trainer's role to facilitate theoretical classroom training and skills practice sessions with groups of learners. The trainer is also responsible for: • Being available for questions regarding the assessment after the training has been completed • Acting as an evidence-collection facilitator when facilitating formative assessment using the class activities in the Formative Assessment Guide • Guiding the learners on completing their Portfolio of Evidence • Learning programme administration, e.g. attendance register, training report after the session, and any other related administration required by the course/external assessors

CPD Validation

The Engineering Council of South Africa (ECSA) and the Consulting Engineers South Africa (CESA) have validated the two-day LIC Orientation Training Course as being worth two CPD points (credits). The training package will also be submitted to other relevant voluntary associations for CPD validation.

To receive two CPD points from ECSA/CESA (or another relevant body) for the two-day training, learners must successfully complete the following:

- Registration (on both days of the training)
- End of Day 1 feedback
- Post-Training Quiz (summative assessment)
- Post-Training Evaluation questionnaire
- Minimum attendance is specified by the trainers and professional bodies

Note: Learners must score **70% or above** on the Post-Training Quiz (at the end of day two).

Below is an example of a checklist for the Portfolio of Evidence that can be adapted to acknowledge each participant's completion of the required tasks:

Name of participant:

Organisation and designation:

Date and location of training course:

Task	Completed?	Comments
Registration Day 1		
Attendance Day 1		
Attendance Day 2		
End of Day 1 feedback		
End of Day 2 quiz		Score =
Post-Training Evaluation		

2. Guidance for Trainers

The assessment tools below are designed to gauge the *knowledge*, *skills*, and *attitudes* developed during the two-day LIC Orientation Training through formative and summative assessments (pre-, during and post-training). The pre- and post-testing are based on the specific learning objectives identified for each session in the Learner Manual. This type of assessment aligns with Kirkpatrick's Level 2 evaluation. Note that successful completion of all assessment items is required to be awarded the relevant CPD points for this training (as outlined in the section above).

Formative assessments are methods that educators can use to conduct in-process evaluations of learners' comprehension, learning needs, and academic progress during a lesson, unit, or course. They are commonly contrasted with summative assessments, which evaluate student learning progress and achievement after a specific instructional period. In other words, formative assessments are *for* learning, while summative assessments are *of* learning. It should be noted, however, that the distinction between formative and summative is often fuzzy in practice, and educators may hold divergent interpretations and opinions on the subject.

For the purposes of the LIC Orientation Training, the pre-test questions and self-assessment questionnaire completed during the Getting Started session are considered formative assessments, and the post-test quizzes at the end of day one and two are considered summative assessment tools.

Pre-Test Quiz and Self-Assessment (Formative Assessment)

Note: The formative assessment, including a pre-test quiz and self-assessment, is not required for awarding CPD points to participants.

However, the training team may choose to use these tools to assist with understanding the needs of the participant group at the beginning of the training, depending on the time and number of trainers available.

The pre-test quiz is a brief assessment which uses multiple choice, true/false, and answer-matching questions designed to determine existing levels of understanding of the subject matter to be covered in the training. There is also a self-assessment checklist as part of the pre-test, which participants can complete individually to determine their perceptions of their ability to carry out tasks related to LIC where relevant to their work role. A terminology matching exercise has also been included, which participants can do in pairs or small groups, as an interactive way of determining some level of existing knowledge before the training starts.

It is recommended that pre-testing be carried out as part of the Getting Started session. Trainers should work in teams (e.g., two or three) so that one trainer can analyse the pre-testing results and incorporate that information into the training. At the same time, the other trainer can continue with the session so that training is not unnecessarily delayed.

It is important to emphasise to participants that the pre-test results are confidential and are designed to give an overall picture that can help the trainers. The tests are not meant to single out individuals who may be 'lacking' in some areas. Therefore, the more honest participants can be when filling out their self-assessment forms, the more useful the forms will be.

Conducting a pre-test can help the trainer(s) and participants focus on specific areas needing improvement. Importantly, a pre-test is useful for measuring against post-test results, so there is some basis for comparing participants' levels of understanding at the end of the training with their understanding before the training.

Note: the pre-training quiz and self-assessment tools can be converted into an online format for participants to complete and submit online as part of either a hybrid delivery mode or a fully online delivery mode.

The instructions for administering the pre-test quiz, terminology matching exercise and self-assessment questionnaire can be found in the Trainer Manual, Getting Started section. The answer key in Section 5 of this guide provides the answers to the pre-test quiz and terminology matching exercise.

Group Exercise (In-Training Assessment)

The group exercise is administered during the training session to gauge participants' understanding of the concepts and terminologies of LIC, i.e., work opportunities (WO), full time equivalents (FTEs), and labour intensity (LI). The facilitator can issue the questions depending on the time available and the training needs of the audience.

Post-Test End of Training Quiz and Self-Assessment (Summative Assessment)

The summative assessment is designed to measure a participant's transfer of learning due to having completed the training course. It can help the trainer identify the effectiveness of the training, and it can help the participants identify areas where they have improved or feel they need more support or further learning opportunities. In the case of the LIC Orientation Training Course, summative assessment tools are designed to assess the participants' understanding and comprehension of what they have learned on both days of the course. The post-test is an important component of the CPD requirements of the training course.

A final summative assessment is conducted as part of the LIC Orientation Training Course. A training quiz (of at least 20 questions) must be undertaken at the end of the second day. An answer key is provided to pre- and post-test questions. It also gives a scoring mechanism for post-test questions.

Note: The end-of-training quiz and self-assessment tools can be converted into an online format for participants to complete and submit online, either in a hybrid or fully online delivery mode.

The instructions for administering the post-test quiz, and evaluation questionnaire can be found in the Trainer Manual, Conclusion session. The answer key in Section 5 of this guide provides the answers to the post-test quiz.

Evaluation

This guide includes an evaluation questionnaire. Trainers can copy and distribute the questionnaire to participants at the end of the second day to measure their reactions to the training they have just completed (as per Kirkpatrick Level 1).

Note: Alternatively, the evaluation questionnaire can be converted into an online format for participants to complete and submit as part of either a hybrid or fully online delivery mode.

In addition, some information about other levels of evaluation has been included (Kirkpatrick Levels 3 and 4). This information provides guidance on how to evaluate the extent to which the training has affected participants' behaviour (Level 3) and what results can be seen on the ground as a result of the training (Level 4), should these levels of evaluation be required.

Levels 3 and 4 of the evaluation are not required for CPD courses by any of the six professional councils: South African College of Applied Psychology (SACAP), The South African Council for the Project and Construction Management Professions (SACPCMP), Engineering Council of South Africa (ECSA), South African Council for the Landscape Architectural Profession (SACLAP), South African Council for Valuers (SACPVP), and the South African Council for the Quantity Surveying Profession SACQSP). However, some Level 3 and 4 tools have been included in the guide to measure training outcomes for DPWI purposes.

3. Assessment Tools—Formative Assessment

Pre-Test Quiz: LIC Orientation Training Course

Note: This content can be converted into an online format as part of a hybrid or fully online training delivery mode, making it easier to collate and analyse the results.

Name/Position/Organisation:

.....

Date:

- From the list below, select the most accurate description, *in your opinion*, of LIC, (choose one only):
 - A construction approach that relies mainly on heavy machinery, using labour and hand tools only where machinery is not physically or economically viable
 - An approach to construction that involves labour as a primary resource with use of light equipment where labour is not technically feasible and economically viable
 - An approach to construction that can only be used for small-scale community projects
- Circle the correct answer. TRUE or FALSE
The EPWP stands for the Extended Public Works Project.
 - TRUE
 - FALSE
- The EPWP has a set of demographic targets for its workers that it aims to meet for each project. Match each demographic group on the left to the correct target percentage on the right:

Demographic Group	Target
1. Women	A. 55%
2. Youth (16-35)	B. 2%
3. People with Disabilities	C. 60%

Answers: 1. 2. 3.

- To the best of your knowledge, which of the following is *not* a key parameter (measurement of success) of EPWP projects. (Choose 1):
 - Work opportunities (WO)
 - Code of Good Practice (CoGP)
 - Full-time equivalent (FTE)
 - Labour-intensity (LI)

Pre-Test Terminology Matching Exercise

Work in pairs or small groups to match each term with the statement that best describes it by entering the letter next to the terms in the space provided after each statement. Note there are 10 terms but only eight descriptions.

	Description	Answer	Term
1	Expenditure on unskilled and semi-skilled labour wages expressed as a percentage of the total expenditure on activities implemented labour-intensively		A Wage rate
2	Methods of construction and maintenance involving a mix of labour and machines without compromising on quality, where labour is the primary resource supported by plant and equipment for activities that cannot be feasibly done by labour only		B Full-time equivalent (FTE)
3	Amount of work to be performed by a worker to a defined quantity and quality and be completed in a working day		C Number of workers
4	Set wage to be paid to a worker (based on time or task) who completes assigned work for the day		D Group task
5	Paid work created for an individual on a project for any period of time		E EPWP target
6	Number of workers/persons who worked on a project multiplied by the number of days each person worked		F Labour-intensive
7	One person-year of employment, equivalent to 230 effective person days after deducting provision for non-productive days in a year (e.g. weekends, leave, holidays, etc.)		G Labour-intensity (LI%)
8	Group of workers/people who are recruited for a defined period by a project to carryout elementary works		H Work opportunity
			I Task rate
			J Person days (Pd)

Pre-Test Self-Assessment Questionnaire—LIC Orientation Training

Note: This content can be converted into an online format as part of a hybrid or fully online training delivery mode, making it easier to collate and analyse the results.

You are not required to fill in your name.

1. What is your role in the implementation of EPWP?

2. Have you attended any training or workshops on LIC before?

If yes, note where and when the training took place.

3. Based on your *current* knowledge and experience for each skill area, please tick ✓ the box reflecting your existing knowledge level.

Competency Area	Level of Knowledge and Practice		
	None	Average	Good
1. Basic knowledge on LIC work methods			
2. EPWP terminology and performance indicators			
3. EPWP and relevant guidelines			
4. Task system and productivity			
5. Interventions at different stages of the project cycle			
6. EPWP Recruitment Guidelines, Ministerial Determination and Code of Good Practice			
7. EPWP monitoring and evaluation, and reporting			
8. Community/social facilitation			

4. What challenges (if any) do you face in implementing EPWP projects?

5. What are your expectations of this two-day training course?

4. Assessment Tools—Summative Assessments

Group Exercise: LIC Orientation Training Course

The following group exercise is administered during the training session to gauge participants' understanding of the concepts and terminologies of LIC i.e. WOs, FTEs and LI. The facilitator can issue the questions depending on the time allocation available and training needs of the audience.

Question 1

A public body has been allocated a budget of R2.5 billion with a condition to create nine FTEs per R1 million expenditure. What is the labour intensity if this condition is met using a wage rate of R200?

Question 2

A programme with an employment creation focus has three projects with expenditures and labour intensity listed in the table below.

PROJECT	EXPENDITURE (R)	LABOUR INTENSITY (%)
A	1,000,000	10
B	480,000	30
C	1,000	50

- What is the average labour intensity for the programme?
- How many work opportunities were created if the wage rate is R130 and the entire programme duration is 180 days?
- If project B has 100 work opportunities and a wage rate of R150, how many FTEs did it create?

Question 3

A public body is considering implementing either Project A or Project B. The following data is available.

PROJECT A

Estimated unskilled labour cost is R30 million
Planned wage rate R150/day

PROJECT B

Trench excavation of 655,500m³
Productivity of 3m³ per day, per person

The Director General is keen to implement the project that will yield more FTEs.

- Which of the two projects will yield higher FTEs?
- What wage rate should Project B pay to achieve the same estimated unskilled labour cost as Project A?
- If Project B is implemented over a duration of nine months how many work opportunities will the project create?

End-of-Training Quiz: LIC Orientation Training Course

Note: To earn two CPD points for this training course, you must score 70% or higher. Each question is worth one mark.

Note: This content can be converted into an online format as part of a hybrid or fully online training delivery mode, making it easier to collate and mark the results.

Name/Position/Organisation:

.....

Date:

1. Circle the correct answer.

LIC projects have been proven to produce quality infrastructure works:

- a) Within a reasonable timeframe and at a reasonable cost
- b) That are easy to maintain
- c) That offer decent work for target groups
- d) All of the above

2. Circle the **two** correct answers from the choices below.

The following is needed for a sustainable LIC approach:

- a) Access to heavy equipment
- b) Availability of sustainable local resources
- c) High availability of local labour
- d) High wage rates

3. Circle the correct answer. TRUE or FALSE

The following statement is one of the EPWP universal principles:

- Workers are recruited through a fair and transparent process, according to the EPWP recruitment guidelines
- a) TRUE
- b) FALSE

4. Match each of the following LIC terms with their correct definition:

Term	Definition
1. Full time equivalent (FTE)	A. Expenditure on unskilled and semi-skilled labour wages, expressed as a percentage of the total expenditure on project activities (for LIC projects).
2. Labour intensity (LI %)	B. Paid work created for an individual on a project, for any period.
3. Work opportunity (WO)	C. Number of workers who worked on a project, multiplied by the number of days that each person worked.
4. Person days (PD)	D. One person-year of employment, which is equivalent to 230 effective person days.

Answers: 1. 2. 3. 4.

5. Circle the correct answer.

If 50 people all work on a project for 10 days, what is the total number of worker days?

- a) 50
- b) 500
- c) 5000
- d) 250

6. Circle the correct answer. TRUE or FALSE

In the EPWP, one 'working year' is calculated as 250 days

- a) TRUE
- b) FALSE

7. Circle **two** important considerations when using the task work system from the list below

- a) A realistic and fair task rate that considers local conditions must be set
- b) The worker does not need to understand the expected daily task
- c) Task work is not applicable where the task is difficult to measure, such as supervision and security duties
- d) The worker cannot leave the work site until the end of the day, even if they have finished their set task

8. Which of the following is **not** a feature of a **task-based** system? (Choose one)

- a) Where a task is set correctly, it allows a typical worker to finish early and go home
- b) Worker is paid a fixed task rate for a fixed output over an estimated time (one day)
- c) Improper task setting can lead to exploitation
- d) Simple to organise and easy bookkeeping

9. In the EPWP, a 'public body' refers to a department, state-owned entity, constitutional institution, municipality, public entity or municipal entity. These public bodies are responsible for implementing the EPWP's LI projects.

Choose from the list below, the responsibilities of a public body:

- a) Selection of projects
- b) Setting of rate of pay
- c) Monitoring and reporting
- d) All of the above

10. Circle the correct answer. YES or NO

Does the EPWP have a form of contract and specifications for LIC? Please elaborate further on your response.

a) YES

b) NO

11. Number the following phases of the EPWP project implementation cycle in the correct order. The first one has been done for you.

- _____ Implementation
- _____ Design and procurement
- _____ Planning and preparation
- _____ Maintenance
- 1 Project identification

12. Match each phase (letter) with a relevant key activity (number).

Answers: A.B.C.D.....E..... F.....

Phase	Key Activity
A. Monitoring and evaluation	1. Implement the appropriate wage level that has been set, within EPWP guidelines.
B. Maintenance	2. Ensure that the projects identified as EPWP projects are amenable to LI methods.
C. Planning and preparation	3. Decide on the maintenance delivery option—which type of maintenance model suits your needs to achieve required output and labour-intensity.
D. Project identification	4. Design work components, methods, and choice of construction materials with the aim of overall optimisation of employment on the project.
E. Design and procurement	5. Conduct regular monitoring resulting in the preparation of reports on Key Performance Indicators (KPIs) such as WOs and FTEs.
F. Implementation	6. Select and plan for the appropriate technology for the various activities in the project.

13. Which of the following is **not** an objective of the EPWP Recruitment Guidelines?

(Choose one)

- a) To ensure uniformity across all sectors in the process of recruitment of participants
- b) To provide guidance in the selection process
- c) To allow patronage in the recruitment of participants
- d) To eliminate unfair and biased practices

14. Circle the correct answer. **TRUE or FALSE**

The Ministerial Determination and Code of Good Practice are two documents which give authority to the EPWP Recruitment Guidelines.

- a) TRUE
- b) FALSE

15. Which of the following techniques are part of EPWP Monitoring and Evaluation?

- a) Process evaluations
- b) Surveys, including baselines, cross-sectional and longitudinal
- c) Case studies and completion reports
- d) Poverty impact analysis
- e) All of the above

16. Circle the correct answer. **TRUE or FALSE**

The EPWP Reporting System (EPWP-RS) can be accessed by any user, without the need to register.

- a) TRUE
- b) FALSE

17. Which of the following is **not** a feature of a large project?

- a) A large project is an infrastructure project with a value of more than R30 million (including VAT)
- b) Large projects cannot involve the use of LI methods
- c) Large projects can be singular or an aggregation of smaller projects, culminating in a monetary value of at least R 30 million
- d) Large projects should be designed and packaged to promote the participation of small-to-medium-term contractors.

18. Circle the correct answer. **TRUE or FALSE**

The Mndwaka Dam is the highest rubble masonry concrete dam ever built in Southern Africa using the EPWP's labour-intensive methods.

- a) TRUE
- b) FALSE

$$\text{FTE} = \frac{(\text{Person days})}{230}$$

19. Using the formula above:

Calculate the FTE for a group of 23 workers who each work for 100 days

.....

.....

20. Which of the following are essential considerations in the design of LI works? (Choose two)

- a) Drawings are not needed for the design of labour-intensive works
- b) Project identification: Is the project location suitable for labour-intensive construction/maintenance methodology?
- c) Earthworks must be designed taking consideration of the labour-intensive construction/maintenance methodology
- d) During the design of gravel roads, it is not necessary to have suitable construction material sourced close to the work site

21. What maximum depth of excavation is recommended for labour-based works?

- a) 2.0m
- b) 2.5m
- c) 1.5m
- d) 1.0m

22. At what stage of the project cycle do you consider incorporating EPWP principles of LIC?

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.....

23. Who sets the wage rate for EPWP participants in a construction project?

- a) Social facilitators
- b) Public Bodies
- c) Bargaining councils
- d) Labour unions

24. How would you ensure that LIC approaches are enforced if there is tendency of non-compliance?

.....

.....

25. Which is the most accurate means of setting targets for work opportunities and full-time equivalents?

- a) Budget allocation
- b) Norms/statistics
- c) Estimation from project lists
- d) Scope of works

Additional Short Answer Questions for Summative Assessment

Note: These questions can be selected by the trainer to replace, or in addition to, the above quiz questions if the training is delivered as a leadership/skills programme. These questions are not needed for CPD-only training.

26. What is meant by LIC?

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.....

27. Explain the differences between labour-intensive, labour-based, labour-enhanced and labour-extensive construction.

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28. LIC project documents: What are they, and how important are they?

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29. Name some important environmental impacts of construction and describe how they can be controlled.

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30. Explain the functions of a foreman, storekeeper, records keeper and a jobs desk on a small LIC project.

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31. Give three reasons why LIC should be used in South Africa.

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32. What is meant by ELHUS?

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33. What is a task norm?

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34. Where in the contract would you expect to find details about training the client pays for?

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35. What is meant by community participation?

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36. What is the role of the project steering committee in EPWP projects?

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37. What are the long-term environmental impacts of a roadway or building?

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38. Why is reporting an important component in the implementation of EPWP?

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39. Suggest penalties that can be imposed for non-compliance of EPWP prescripts that are stipulated in the contract documents.

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40. What are the socio-economic benefits of selecting labour-intensive methods, where feasible, over capital-intensive methods?

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5. Answer Key

Pre-Test Quiz: LIC Orientation Training Course

1. b) An approach to construction that involves a mix of labour using hand tools and light plant and equipment where needed, in preference to heavy machinery
2. TRUE / FALSE
EPWP stands for 'Expanded' Public Works Programme (not Extended).
3. Answers:1.C.....2.A.....3.B.....
4. b. Code of Good Practice (CoGP)
5. Matching terminology exercise answers:
1. G. / 2. F. / 3. I. / 4. A. / 5. H. / 6. J. / 7. B. / 8. C / Not used E. and D

Group Exercise: LIC Orientation Training Course

Question 1

A public body has been allocated a budget of **R2.5billion** with a condition to create nine FTEs per **R1million** expenditure. If this condition is met using a wage rate of **R200** what is the labour intensity?

Solution

Method 1

From the formula: $LI (\%) = \frac{FTE \times 230 \times Wage Rate}{Total project expenditure} \times 100$

$$FTE = \frac{2,500,000,000}{1,000,000} \times 9$$

$$= 22,500 FTEs$$

Hence,

$$LI (\%) = \frac{22,500 \times 230 \times 200}{2,500,000,000} \times 100$$

Therefore,

$$LI = 41.4 \%$$

Method 2

$$FTE = \frac{2,500,000,000}{1,000,000} \times 9$$

$$= 22,500 FTEs$$

$$\begin{aligned}
 \text{Expenditure on wages} &= \text{FTE} \times 230 \times \text{wage rate} \\
 &= 22,500 \times 230 \times \text{R}200 \\
 &= \text{R}1,035,000,000
 \end{aligned}$$

$$\text{Labour intensity} = \frac{\text{Expenditure on wages}}{\text{Total expenditure}}$$

$$\text{LI (\%)} = \frac{1,035,000,000}{2,500,000,000}$$

Labour intensity = **41.4%**

Question 2

A programme with an employment creation focus has three projects with expenditures and labour intensity listed in the table below.

Solution

PROJECT	EXPENDITURE (R)	LABOUR INTENSITY (%)	EXPENDITURE ON WAGES (R)
A	1,000,000	10	100,000
B	480,000	30	144,000
C	1,000	50	500
TOTAL	1,481,000		244,500

(a) What is the average labour intensity for the programme?

Total programme expenditure = R1,481,000

Total expenditure on wages = R244,500

$$\text{LI (\%)} = \frac{\text{Total expenditure on wages}}{\text{Total programme expenditure}}$$

$$\text{LI (\%)} = \frac{244,500}{1,481,000}$$

Programme labour intensity = **16.5%**

(b) If the wage rate is R130 and the entire programme duration is 180 days, how many work opportunities were created?

Expenditure on wages = WO x duration in days x wage rate

Hence,

$$\text{WO} = \frac{\text{Expenditure on wages}}{\text{Duration} \times \text{wage rate}}$$

$$\text{WO} = \frac{244,500}{180 \times 130}$$

Therefore WO = 10.44 (round-off to 11 WOs)

[c] If project B has 100 work opportunities and a wage rate of R150, how many FTEs did it create?

$$\text{FTE} = \frac{\text{Worker days}}{230}$$

$$\text{FTE} = \frac{\text{WO} \times \text{duration in days}}{230}$$

We need to calculate the duration in days.

Expenditure on wages = WO x duration in days x wage rate

Therefore:

$$\text{Duration} = \frac{\text{Expenditure on wages}}{\text{WO} \times \text{wage rate}}$$

$$\text{Duration} = \frac{144,000}{100 \times 150}$$

Duration = 9.6 days

$$\text{FTE} = \frac{100 \times 9.6}{230}$$

$$\text{FTE} = 4.17$$

Question 3

A public body is considering implementing either Project A or Project B. The following data is available:

PROJECT A

Estimated unskilled labour cost is R30 million

Planned wage rate R150 per day

PROJECT B

Trench excavation of 655,500m³

Productivity of 3m³ per day, per person

The Director General is keen to implement the project that will yield more FTEs.

- Which of the two projects will yield higher FTEs?
- What wage rate should Project B pay to achieve the same estimate unskilled labour cost as Project A?
- If Project B is implemented over a duration of nine months, how many work opportunities will the project create?

Solution

The project that yields a higher incentive is the one with higher full-time equivalents (FTEs) in terms of employment creation, assuming other factors remain constant.

(a) PROJECT A

$$\text{FTE} = \frac{\text{Worker days}}{230}$$

Expenditure on wages = WO x duration in days x wage rate

$$\text{Workerdays} = \frac{\text{Expenditure on wages}}{\text{Wage rate}}$$

$$\text{Worker days} = \frac{30,000,000}{150}$$

Worker days = 200,000

$$\text{FTEs} = \frac{200,000}{230}$$

$$\text{FTEs} = 869.6$$

PROJECT B

$$\text{Workerdays} = \frac{\text{Quantity}}{\text{Productivity}}$$

$$\text{Workerdays} = \frac{655,500\text{m}^3}{3\text{m}^3 \text{ per person per day}}$$

$$\text{Workerdays} = 218,500$$

$$\text{FTE} = \frac{218,500}{230}$$

$$= 950 \text{ FTEs}$$

Project B will yield a higher EPWP payout.

(b) For project B to have unskilled labour cost estimate of R30M

Expenditure on wages = Workerdays x wage rate

$$\text{Wage rate} = \frac{\text{Expenditure on wages}}{\text{Workerdays}}$$

$$\text{Wage rate} = \frac{30,000,000}{218,500}$$

$$= \text{R137.30 per day}$$

(c) If 1 FTE is equivalent to 230 worker days then nine months is equivalent to

$$\frac{9}{12} \times 230 = 172.5 \text{ worker days}$$

Expenditure on wages = WO x duration in days x wage rate

Over a period of nine months project B will create

$$WO = \frac{\text{Expenditure on wages}}{\text{duration in days} \times \text{wage rate}}$$

$$WO = \frac{30,000,000}{172.5 \times 137.30}$$

$$= 1,267 \text{ Work opportunities}$$

End-of-Training Quiz: LIC Orientation Training Course

1. d) All of the above.
 2. b) Availability of sustainable local resources AND c) High availability of local labour
 3. ☒ TRUE / FALSE
 4. Answers:1.D.....2.A..... 3.B..... 4.C.....
 5. b) 500
 6. TRUE / ☒ FALSE
In the EPWP, one working year is calculated as 230 days.
 7.
 - a) A realistic and fair task rate must be set, that considers local conditions.
 AND
 - c) Task work is not applicable where the task is difficult to measure, such as supervision and watchmen duties.
 8. d) Simple to organise and easy bookkeeping.
 9. d) All of the above
 10. YES / ☒ NO
- Apply any relevant conditions of contract i.e. GCC, JBCC, NEC, JCT, FIDIC, e.t.c. and align them to EPWP prescripts or requirements.
11. The correct order is:
- | | |
|--------------|--------------------------|
| <u> 4 </u> | Implementation |
| <u> 3 </u> | Design and procurement |
| <u> 2 </u> | Planning and preparation |
| <u> 5 </u> | Maintenance |
| <u> 1 </u> | Project identification |

12. A. 5. / B. 3. / C. 6. / D. 2. / E. 4. / F. 1.

Phase	Key Activity
A. Monitoring and evaluation	1. Implement the appropriate wage level that has been set, within EPWP Guidelines. (Implementation)
B. Maintenance	2. Ensure that the projects identified as EPWP projects are amenable to Labour Intensive methods. (Project identification)
C. Planning and preparation	3. Decide on the maintenance delivery option—which type of maintenance model suits your needs to achieve required output and labour intensity. (Maintenance)
D. Project identification	4. Design work components, methods, and choice of construction materials with the aim of overall optimisation of employment on the project. (Design and procurement)
E. Design and procurement	5. Conduct regular monitoring resulting in the preparation of reports on key performance indicators (KPIs) such as WOs and FTEs. (Monitoring and evaluation)
F. Implementation	6. Select and plan for the appropriate technology for the various activities in the project. (Planning and preparation)

13. c) To allow patronage in the recruitment of participants

14. TRUE / FALSE

15. e) All of the above

16. TRUE / FALSE

Users need to be registered to access EPWP-RS, according to the process outlined in EPWPRS Circular No. 2 of 2019

17. b) Large projects cannot involve the use of labour-intensive methods

18. TRUE / FALSE

19. 23 workers x 100 days = 2300 Person days

$$\text{FTE} = \frac{\text{WO} \times \text{duration in days}}{230}$$

$$\text{FTE} = \frac{23 \times 100}{230}$$

$$= 10 \text{ FTEs}$$

20.

b) Project identification is the location of the project suitable for labour-intensive construction/maintenance methodology?

c) Earthworks must be designed taking consideration of the labour-intensive construction/maintenance methodology

21. c) 1.5m

22. At the initial stages of project planning

23. b) Public bodies

24. Aligning contract documents and ensuring the supervision team enforces the contract

25. d) Scope of works

Additional Short Answer Questions for Summative Assessment

Encourage group discussions and research work in response to the questions.

6. Evaluation

Evaluation is an important aspect of any training or other learning event, with the aim of answering the following two questions:

1. What difference did the training make?
2. Was it worth the time, effort and money invested?

Evaluation can be considered in terms of different ‘levels’, as identified in the Kirkpatrick Model of Evaluation.

Level 1: Reaction (e.g. evaluation questionnaire)

Level 2: Learning (e.g. written assessment)

Level 3: Behaviour change (e.g. follow-up questionnaires or interviews)

Level 4: Results (e.g. improved performance observed)

These different levels of evaluation can be measured at different times:

- Immediately after the learning takes place
- At the end of a session or training
- At the end of the course
- Shortly after the training (back in the real world)
- Three to six months after training
- After six months (and perhaps years later)

Level 1: Reaction

This is the most common evaluation form, designed to gauge participants’ reactions to the training. It is usually conducted immediately following a training event. The most common mechanism is a written questionnaire, which can provide useful information to the training team and designers and organisers about the organisation, conduct, and relevance of the training. The questionnaire can also indicate whether the content was appropriate, whether the delivery was interesting and engaging, and whether participants believe they will implement what they have learned in their workplace.

A good written questionnaire will be brief but also includes a combination of closed and open questions so that participants can make suggestions for improvement. It is important to set aside time at the end of training for participants to complete and submit their evaluation questionnaires, as it can be difficult to obtain them after the training is over. Below is an example of the post-training evaluation questionnaire to be used at the end of the LIC Orientation Training Course.

Level 2: Learning

Level 2 evaluation measures the extent to which learning took place in the training in terms of the *knowledge, skills, and attitudes* developed. It is commonly regarded as the assessment part of training, and Sections 3 and 4 of this guide are devoted to pre- and post-tests for the LIC Orientation Training Course. It is important that participants understand the testing as a tool for evaluating the training, not necessarily the trainees themselves, particularly when it comes to self-evaluation.

Other ways to measure learning include:

- Practical demonstrations, for example, how to use equipment or software
- Simulations or role-play to demonstrate skills
- Questionnaires and interviews
- On-the-job observation by colleagues or trainers
- Feedback forms completed by colleagues and/or clients

Level 3: Behaviour Change

This level of evaluation determines to what extent the learning has been transferred back to the workplace or applied outside of the training. It is important because if the learning has had no impact on participants' behaviour, then there was little point to it. There is some overlap between Levels 3 and 2, but Level 2 concentrates on *what* learning has taken place, while Level 3 concerns whether the learning has been *applied* back in the workplace.

Level 3 evaluation usually occurs at a given period after the training, rather than immediately after. This allows participants time to implement what they have learned in their workplace and allows for the observation of behaviour change. Some methods for measuring behaviour change include:

- Interviews with participants and colleagues
- Focus group discussions
- Observation or supervision
- Questionnaires
- Feedback forms from colleagues and clients

Some important considerations for measuring behaviour change include:

- Have participants had the opportunity to demonstrate or practise what they learned in the training?
- Does the workplace support the new behaviour and the changes that it represents? Or has it been met with some resistance or barriers?
- Are the necessary resources or equipment in place to allow people to apply their new behaviour?
- Are there any incentives in place to encourage the application of newly learned skills and knowledge?

Level 4: Results

This level refers to the quantifiable outcomes that can be observed due to the behaviour change that took place after the training. Often, this level of evaluation is designed to ask: Has a problem been solved or a gap closed as a result of the training? This level of evaluation can be conducted three to 12 months after the training.

Some examples of what might be used as indicators include:

- Increased sales, and/or productivity
- Reduced staff turnover or absenteeism
- Less time taken to complete tasks
- Higher quality of goods produced with less waste
- People can use new equipment in less time with increased productivity

Note: These will vary depending on the organisation and the purpose of the training. Some indicators can be more difficult to measure than others.

Resources

This section on Evaluation made use of the following resources:

1. Cy Charney and Cathy Conway, *The Trainer's Toolkit*, 2nd ed. New York: AMACOM, (2005)
2. Donald Kirkpatrick, *Evaluating Training Programs*, 2nd ed. San Francisco: Berrett-Koehler Publishers, (1998)
3. Alan Matthews, *Transform your Training*, Chapter 12: How to Evaluate Training
www.transformyourtraining.com

Level 1. Post-Training Evaluation Questionnaire

Note: An editable version of this questionnaire can be found as a separate Excel workbook file accompanying this training package.

This content can be converted to an online format for easier collation and analysis of the results.

WORKSHOP EVALUATION

Workshop: EPWP LIC Orientation Workshop

Venue: _____

Date: _____

(Anonymous questionnaire for course participants)

Please give us your reactions to this workshop to help us make improvement on future workshops.

You do not have to write your name in this form. Please be frank in your answers.

Accurately tick the box corresponding to your assessment. Give written comments where indicated in case you have any.

PART A - WORKSHOP PREPARATION & DELIVERY

A.1	Did you receive the Invite to attend this workshop on time and was information provided adequate?	Yes ☐	Partly ☐	No ☐	
	Any comments: _____				
A.2	Were the Workshop Learning Objectives achieved?	Yes ☐	Partly ☐	No ☐	
A.3	Did the workshop meet your expectations? Or did the content cover all areas of your concern?	Yes ☐	Partly ☐	No ☐	
	Any comments: _____				
A.4	What do you feel about the delivery of the workshop in terms of the following?				
		Very Good	Good	Fair	Not Needed
	1 Relevance to your work	☐	☐	☐	☐
	2 Effectiveness and Standard of Presentation	☐	☐	☐	☐
	3 Usefulness of Handouts / Lecture notes	☐	☐	☐	☐
	4 Usefulness of Discussions, Group Work, Exercises, Videos & Case Studies	☐	☐	☐	☐
	5 Appropriate Learning Methods	☐	☐	☐	☐
	Any comments: _____				
A.5	How do you rate the Facilitation of the workshop?				
		Very Good	Good	Fair	Bad
		☐	☐	☐	☐
A.6	How do you rate trainers knowledge of subjects and efficiency in conducting the workshop?				
		Very Good	Good	Fair	Bad
	XX1	☐	☐	☐	☐
	XX2	☐	☐	☐	☐
	XX3	☐	☐	☐	☐
	XX4	☐	☐	☐	☐
	XX5	☐	☐	☐	☐

- A.7 Will the material of this workshop be of any use to you in your work?
- | | | |
|--------------------------|--------------------------|--------------------------|
| Yes | Partly | No |
| ☐ | ☐ | ☐ |
- Why? _____
- A.8 Were there sessions in this workshop, which you found too difficult to comprehend?
If YES please specify and give reason: _____
- | | |
|--------------------------|--------------------------|
| Yes | No |
| ☐ | ☐ |
- A.9 Were there sessions in this workshop which you think were not relevant?
If YES please specify: _____
- | | |
|--------------------------|--------------------------|
| Yes | No |
| ☐ | ☐ |
- A.10 In relation to the workshop content, how did you find the duration of the workshop?
Any comments: _____
- | | | |
|--------------------------|--------------------------|--------------------------|
| Too Long | Sufficient | Too Short |
| ☐ | ☐ | ☐ |

PART B - GENERAL WORKSHOP FEEDBACK

- B.1 How are you satisfied with the overall quality of the workshop?
- | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| Very Satisfied | Satisfied | Partly Satisfied | Not Satisfied |
| ☐ | ☐ | ☐ | ☐ |
- B.2 Is there any other topic you think you may require to improve your performance in your work?

- B.3 Are there any other comments: _____

PART C - ADMINISTRATION & ORGANIZATION

- C.1 How did you find the arrangement of the workshop venue facilities.
- | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| Very Good | Good | Fair | Bad |
| ☐ | ☐ | ☐ | ☐ |
- Any comments: _____
- C.2 How did you find the catering services regarding the following?
- | | | | | |
|--------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 Quantity of food | Too Much | Enough | Little | Not Sufficient |
| | ☐ | ☐ | ☐ | ☐ |
| 2 Quality of food | Very Good | Good | Fair | Bad |
| | ☐ | ☐ | ☐ | ☐ |
- Any comments: _____

Levels 3 and 4 Evaluation—Follow Up and Support

As outlined above, post-training follow-up and support is an important aspect of encouraging and measuring behaviour change, as well as measuring the training results in terms of quantifiable outcomes. These two things—behaviour change and results—are linked to Level 3 and 4 evaluation.

Level 3 Evaluation: Behaviour Change

The table below provides some guidance on the kinds of follow-up activities that could be undertaken to measure the behaviour change due to the training.

Time since training	Suggested follow up activities to evaluate behaviour change
1-2 weeks	• Informal discussions with training participants, to see if they have any other reactions or opinions about the training they received. This could be done in groups or individually. • Ask to see participants' self-assessment exercises from the start of the training, and action plans from the end of the training, and note important details. • Sit with participants (either individually or as part of a group) and brainstorm ideas about what specific steps they can take to improve their use of LI, particularly those areas where they identified having limited knowledge. • Put up relevant information presented at the training in visible places in the office, for example, flowcharts, diagrams or checklists.
6-8 weeks	• Informally follow up with participants to check on their progress in line with their self-assessment exercise results and action plan. • Check with participants to see if they are experiencing any barriers to implementing change and try to identify ways to overcome these. • Explore the possibility of peer-to-peer networking with others who have successfully been incorporating LI methods in their projects (could be informal or formal) to share questions, ideas and experiences that have arisen since the training.
12+ weeks	• A more 'formal' evaluation of behaviour change and progress toward improving against the indicators used in the self-assessment exercise and the action plan.

Level 4 Evaluation: Results

The table of questions below provides some guidance on the kinds of questions that could be asked to measure any results due to the training.

Guiding Questions for Post-Training Follow Up for LIC Orientation Training Course

Date of follow up visit

Time since training delivery

Name/Position/Organisation of participant

Questions	Comments
<i>Individual's perceptions of changes made as a result of the training.</i> 1. In what specific ways have you been able to put what you learned into practice from the LIC orientation course? 2. Can you show or describe an example of something you have put into practice as a result of the training?	<i>Interviewer—ask for specific examples of work practice and ask to see work samples if possible.</i>
<i>Questions against the action plan prepared during training.</i> 1. To what extent has each item in the action plan progressed? Give each item a score - 0 = not at all, 1 = partially progressed, 2 = fully completed. 2. For each item with a '2 - fully completed', ask: What were the key things that led to the successful completion of this item? 3. For each item with a '0 - not at all' or '1 - partially progressed', ask: What are some of the constraints that have prevented progress on this item? What needs to be done to move this item forward?	<i>Interviewer—refer to the action plan prepared by the participant group during the training and ask questions and record responses against action-plan entries.</i> <i>It is important to record responses for reasons behind the achievements, as well as to record any problems or constraints. That way the successful elements can be built on, and the problem can be addressed.</i> <i>The Action Plan should be prepared jointly by all participants and is a useful tool to benchmark the evaluation of what the participants have put into practice in the workplace/ implementation of EPWP projects.</i>
<i>Questions on further support</i> 1. In which specific areas do you feel you need support to make progress against the action plan items, and for conducting your duties in general. What form should this support take?	<i>Interviewer—further support could include training but does not have to be limited to this. Other ideas for further support include one-on-one coaching, workshops, or peer-to-peer contact, for example. Additionally, support may include technical assistance/project management support.</i>

Responses:

Questions to the action plan prepared by the participants during

[illegible]

Questions to the action plan prepared by the participants during training:

1.
2.

Questions about further support:

1.....

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Other comments as relevant and feedback on the course.:

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