

RURAL TRANSPORT TRAINING MATERIALS

TRAINER'S NOTES

MODULE 1: POLICIES AND STRATEGIES

Part 1

Socio-economic impact of rural transport interventions

Part 2

The impact of feeder road investment on accessibility and agricultural development in Ghana



SESSION 1.1



The World Bank



DFID Department for
International
Development



theIDLgroup 

<p>Session Objectives</p>	<p>This session enables participants to:</p> <ul style="list-style-type: none"> ③ Review the process that led to a new rural transport paradigm in low income areas ③ Explore the historical perspective of key institutions involved and conceptual and methodological changes ③ Examine methods for analysing household transport use and demands ③ Explore some practical lessons learnt in the implementation of the Integrated Rural Accessibility Planning project; ③ Examine how these learning experiences guided the successful transfer of technology to the target implementers at local level ③ Discuss recommendations for improving the implementation of IRAP.
<p>Rural Transport Knowledge Base materials used with this session</p>	<p>Village Level Transport By Professor John Howe</p> <p>Travel and Transport in Rural Communities: Philippines Case Study By Nori Palarca, IRAP, Philippines</p>
<p>Training Materials</p>	<p><u>Presentations</u></p> <p>1.1a Village Level Transport</p> <p>1.1b Travel and Transport in Rural Communities: Philippines Case Study</p> <p><u>Activity Sheets</u></p> <p>4 Timeline</p> <p>5 Household survey</p> <p>6 Philippines Case Study</p>

Key Topics	Training Methods
1. Introduction	Presentation
2. Historical perspective	Presentation Timeline Exercise Presentation
3. Household Travel Analysis	Presentation Group Discussion Presentation
4. Philippines case study 4.1 Introduction 4.2 Philippines Case Study: context 4.2 Philippines Case Study: analysis	Presentation Presentation Case study activity Presentation
Summary of session 1.1	

Trainers' Summary




This session is divided into two parts:

Part 1: is based on the Technical Paper: **Village Level Transport**


Part 2: is based on the Case Study: Travel and Transport in Rural Communities: Philippines


Introduction Session: Trainers' Notes


1. Introduction

Training Methods	Content	Materials
<p>Presentation</p> 	<p>The first part of this session provides participants with the opportunity to explore the historical basis of various concepts and approaches used to address rural transport issues. The first part of the session is based on the technical paper: Village Level Transport.</p> <p>Introduce the session explaining the objectives and provide a brief overview of the topics to be covered.</p> <p>Key Points:</p> <ul style="list-style-type: none">  Historical perspective  Household Travel Analysis (see Trainers' Note below) 	<p>Presentation 1.1a Slides 1 - 5</p>
	<p><u>Trainers' Note</u></p> <p><i>Trainers are referred to session 2.7 of Module 2 of this series of Training Materials if they want to impart practical skills to participants in how to use participatory survey tools. These are based on PRA (Participatory Rural Appraisal) techniques.</i></p> <p><i>These PRA tools may also contribute to field based workshops and studies where participants intend to explore transport issues with rural communities.</i></p>	



2. Historical Perspective


Training Methods	Content	Materials
<p>Presentation</p> 	<p>Institutions</p> <p>Using the PowerPoint presentation describe the role of key institutions in bringing about key shifts in planning paradigms.</p> <p>Key Points: -</p> <ul style="list-style-type: none"> ☉ 1971: Intermediate Technology Development Group (ITDG) = voluntary panel to explore new ideas ☉ 1973: World Bank's <i>labour substitution study</i> and the ILO's World Employment Programme = <ul style="list-style-type: none"> ✓ studies in new road technology ✓ driven by growing concerns over employment & related poverty problems ☉ Late 1970s: ITDG, ILO, World Bank, Overseas Development group and others = New planning paradigm ☉ 1991: ILO was also crucial to the setting up of the International Forum for Rural Transport and Development, with financial support from CIDA, NORAD, SDC and SIDA. 	<p>Presentation 1.1a Slides 6 - 7</p>

Training Methods	Content	Materials
	<p><u>Trainers' Note</u></p> <p>CIDA – The Canadian International Development Agency ILO – International Labour Organisation ITDG – Intermediate Technology Development Group NORAD – Norwegian Agency for Development SDC – Swiss Agency for Development and Cooperation SIDA – Swedish International Development Authority</p>	
<p>Timeline</p> 	<p>Concepts and Methods</p> <p>The purpose of this activity is to review concepts and methodologies used to address transport issues from a historical perspective. The aim is to assess the changes in approaches to addressing rural transport issues, to draw on lesson learnt from the past, and to examine how this may be fed into ways in which rural transport problems may be addressed today.</p> <p>This activity may be carried out for the country in which participants are working.</p> <ul style="list-style-type: none"> ⦿ Divide participants into groups and give them Activity Sheet 4. ⦿ Ask participants to Construct a timeline on a flip chart ⦿ The time line should illustrate conceptual and methodological changes that have taken place in the provision of rural transport since 1960 ⦿ Indicate the problems and limitations with each of the transport planning approaches and methods mentioned ⦿ Ask each group to present their findings to the plenary. Facilitate a discussion on the Key Points arising. The key learning points will be discussed below. 	<p>Presentation 1.1a Slide 8</p> <p>Flip chart, pens</p> <p>Activity Sheet 4</p>




Training Methods	Content	Materials
<p>Presentation</p> 	<p>Summarise the key lessons drawn out of the time line activity above. Use the presentation to provide an overview of advances in concepts and methods used to deepen our understanding of rural transport issues.</p> <p>Key Points:</p> <ul style="list-style-type: none"> ① Search for a new rural transport planning paradigm: early criticism ① From low-cost roads to low-cost vehicles ① Limited progress ① User Travel Demand Studies ① Type and quality of infrastructure verses services ① Limited effective road system ① Disenfranchisement of most people ① Unconventional simple vehicles used ① Frequent small loads over small distances ① Lack of credit ① Neglect by policy makers ① User travel analysis was useful ① Drawbacks of User Travel Analysis ① Needs of the poor were also unclear <p><u>Trainers' Note</u> <i>The participants' timelines do not necessarily have to correspond exactly to the timeline in the presentation, particularly if their timeline related to a specific country. There is not right or wrong answer here.</i></p>	<p>Presentation 1.1a Slides 9 - 26</p>


3. Household Travel Analysis




Training Methods	Content	Materials
<p>Presentation</p> 	<p>Introduce this section using the presentation by explaining the background to Household Travel Analysis.</p> <p>Key Points:</p> <ul style="list-style-type: none"> ☉ A major conceptual leap forward ☉ Early use of Household Travel Analysis ☉ First systematic use in the mid 1980s 	<p>Presentation 1.1a Slides 27-29</p>
<p>Group Discussion</p> 	<p>The purpose of this activity is to design the outline of a household survey to explore issues related to the transport characteristics of households. This activity should build on the experiences and knowledge of the participants.</p> <ul style="list-style-type: none"> ☉ Divide the participants into groups, give them Activity Sheet 5 and ask them to discuss: <ul style="list-style-type: none"> A. <i>How would we carry out a survey to assess household transport characteristics?</i> B. <i>List the key characteristics that would be explored in the survey.</i> ☉ Ask participants to prepare their findings on flip chart. ☉ Ask each group to present their findings to the plenary. ☉ Facilitate a discussion on the Key Points arising. The key learning points are summarised below. 	<p>Presentation 1.1a Slide 30</p> <p>Flip chart, pens</p> <p>Activity Sheet 5</p>


Training Methods	Content	Materials
<p>Presentation</p> 	<p>Expand on the main points raised above, highlighting the significant role of household surveys in helping to understand transport issues.</p> <p>Key Points:</p> <ul style="list-style-type: none"> ③ Household survey <ul style="list-style-type: none"> ✓ household data base ✓ transport activities in the village ✓ travel outside village ③ Quantification of household movements ③ Key findings of Household Travel Analysis ③ The household survey methods was a significant advance as a method ③ The household survey method highlighted non-transport solutions 	<p>Presentation 1.1a Slides 31 - 35</p>


4. Case Study from the Philippines

<i>Training Methods</i>	<i>Content</i>	<i>Materials</i>
<p>Presentation</p> 	<p>4.1 Introduction</p> <p>Introduce the second part of this session explaining the objectives and provide a brief overview of the topics to be covered.</p> <p>The second part of this session draws on experiences from the Philippines, and focuses on the implementation of an approach to local level planning. Integrated Rural Accessibility Planning (IRAP) is a tool aimed at gathering data that is used by government planners to assist in decision making at a local level. The project took place within the context of a process of decentralised decision making.</p> <p>Key Points:</p> <ul style="list-style-type: none">  Context of the Philippines case study  Analysis 	<p>Presentation 1.1b Slides 1 - 3</p>

Training Methods	Content	Materials
<p>Presentation</p> 	<p>4.2 Philippines Case Study: context</p> <p>Explain what IRAP is, the contextual background to the Philippines case study.</p> <p>Key Points:</p> <p>What is IRAP?</p> <ul style="list-style-type: none"> ☉ IRAP is a data gathering and analysis procedure ☉ Used in local planning to improve households access to basic goods, services and facilities ☉ The direct beneficiaries are local planning and development coordinators in municipalities and provinces <p>Context of the IRAP project</p> <ul style="list-style-type: none"> ☉ The IRAP project provides technical inputs for planning in local development councils ☉ Top-down type of planning has been decentralised with the emergence of local government units (LGUs) ☉ Provinces, cities, municipalities and barangays (villages) local development councils which are tasked to prepare the LGUs' development and investment plans. ☉ Philippines enacted into law the Local Government Code which provided for decentralisation, devolution and autonomy to the local government units (LGUs) of the country. <p>Continued ...</p>	<p>Presentation 1.1b Slides 4 - 8</p>

Training Methods	Content	Materials
	<p>... Continued</p> <ul style="list-style-type: none">  The Code provides greater freedom to villages, municipalities, cities and provinces to plot their respective paths to development and progress by giving them functions that used to be vested in national government agencies, additional budget to cover the expenditures for functionaries that are now detailed to them, and by allowing greater flexibility to decide on issues and concerns regarding their respective areas.  It was into the LGUs that the IRAP procedure was introduced.  The Code allows the LGUs to reject or disregard, theoretically, any planning procedure that may be prescribed by outside groups. 	

Training Methods	Content	Materials
<p>Case study</p> 	<p>4.3 Philippines Case Study: analysis</p> <p>The purpose of this activity is to identify the key issues arising from the Integrated Rural Accessibility Planning (IRAP) project carried out in the Philippines in the early 1990s. This exercise also provides the opportunity to reflect on ways in which you may have addressed some of the issues identified.</p> <ul style="list-style-type: none"> ③ Divide the participants into groups and give them copies of the case study Activity Sheet 6. ③ Explain the exercise and ask participants to discuss: - <ul style="list-style-type: none"> A. <i>What are the key issues, and how do these influence the effectiveness of IRAP in the Philippines?</i> B. <i>What recommendations would you make to increase the effectiveness of IRAP?</i> ③ Ask each group to present their findings to the plenary. ③ Facilitate a discussion on the Key Points arising. The key learning points are discussed below. 	<p>Presentation 1.1b Slide 9</p> <p>Activity Sheet 6</p> <p>Flip chart, pens.</p>

Training Methods	Content	Materials
<p>Presentation</p> 	<p>Building on the discussions from the activity above, explain the findings of the 1993-1994 evaluation, issues identified, how the project attempted to address them and the key lessons learnt.</p> <p>Key Points:</p> <ul style="list-style-type: none"> ⊙ Key Issues ⊙ Projects response to issues ⊙ Successful aspects of IRAP ⊙ Points highlighted by the evaluation ⊙ Key lessons learnt <ul style="list-style-type: none"> ✓ It pays to be sensitive ✓ Have confidence in the people ✓ Let people argue on common ground 	<p>Presentation 1.1b Slides 10 - 21</p>
	<p>Summary of Session 1.1</p> <p>Conclude this session by reviewing the issues explored and the key lessons learnt, highlighting areas that may need further investigation or discussion.</p>	