

# RURAL TRANSPORT TRAINING MATERIALS

TRAINER'S NOTES

## MODULE 2 PLANNING, DESIGN, APPRAISAL AND IMPLEMENTATION

### Part 1

Participatory rural planning process

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### Part 2

Developing a local government transport  
master plan: Case study



SESSION 2.1



theIDLgroup

<p><b>Session Objectives</b></p>	<p>This session enables participants to:</p> <p><b>Technical paper</b></p> <ul style="list-style-type: none"> <li>④ Explain the need for a holistic approach to transport interventions</li> <li>④ Describe the 9 key stages in Participatory Rural Planning (PRP)</li> <li>④ Analyse policy, organisational and institutional issues in accessibility planning</li> <li>④ Explain how the availability of various types of resources affect the planning and implementation of interventions</li> <li>④ Develop check lists of the key issues that should be considered during monitoring and evaluation at planning and implementation stages</li> </ul> <p><b>Case study</b></p> <ul style="list-style-type: none"> <li>④ Explain the reasons why local government involvement in rural transport planning is important</li> <li>④ Describe the core principles and steps of a Rural Transport Infrastructure planning process</li> <li>④ Analyse the components of an ‘as is’ plan</li> <li>④ Describe how to carry out a <i>scenario analysis</i></li> <li>④ Design a set of criteria that may be used to screen and select investments for local transport plans</li> </ul>
<p><b>Rural Transport Knowledge Base materials used with this session</b></p>	<p><b>Participatory Rural Planning Processes.</b> Based on: ‘A guide to integrated rural accessibility planning in Tanzania’, ILO and SDC.</p> <p><b>Developing a Local Government Transport Master plan: Case Study.</b> Based on: ‘Setting priorities for rural transport infrastructure investments’, Jerry Lebo, The World Bank.</p>
<p><b>Training Materials</b></p>	<p><u>Presentations</u></p> <p>2.1a Participatory Rural Planning Processes</p> <p>2.1b Developing a Local Government Transport Master Plan (LGTMP): Case Study</p> <p><u>Activity Sheets</u></p> <p>15 Key stages of participatory rural planning (PRP)</p> <p>16 Institutional issues</p> <p>17 Monitoring &amp; evaluation for access planning</p> <p>18 Case study on development of a LGTMP</p>

<b>Key Topics</b>	<b>Training Methods</b>
<p><b>Part 1</b></p> <p><b>1. Introduction</b></p> <p><b>2. Participatory Rural Planning (PRP) - overview</b>            2.1 The need for a holistic approach            2.2 Participatory Rural Planning (PRP) - in a nutshell</p> <p><b>3. Participatory Rural Planning - the process</b>            3.1 Key concepts            3.2 Five stages in the PRP</p> <p><b>4. Institutional Arrangements</b></p> <p><b>5. Resources Issues</b></p> <p><b>6. Monitoring and Evaluation</b></p>	<p><b>Presentation</b></p> <p><b>Q &amp; A with Presentation</b>  <b>Ideas Gathering</b>  <b>Presentation</b></p> <p><b>Presentation</b>  <b>Group Activity</b>  <b>Presentation</b></p> <p><b>Presentation</b>  <b>Venn Diagram Activity</b></p> <p><b>Q &amp; A</b>  <b>Presentation</b></p> <p><b>Q &amp; A</b>  <b>Group Discussion</b>  <b>Presentation</b></p>
<p><b>Part 2</b></p> <p><b>7. Case Study: overview</b>            7.1 Introduction            7.2 Rural transport infrastructure            7.3 Overview of a Local Government Transport Master Plan (LGTMP)            7.4 Components of the process for developing a LGTMP            7.5 Development of a LGTMP: experiences from the case study</p>	<p><b>Presentation</b>  <b>Q &amp; A</b>  <b>Presentation</b></p> <p><b>Presentation</b>  <b>Case Study Activity</b>  <b>Presentation with discussion</b></p>

## Trainers' Summary

This session is divided into two parts:


**Part 1** is based on the technical paper: Participatory rural planning processes

**Part 2** is based on the case study: Developing a Local Government Transport Master plan










# Session 2.1 Trainers' Notes



**Part 1**

## 1. Introduction


<i>Training Methods</i>	<i>Content</i>	<i>Materials</i>
<p><b>Presentation</b></p> 	<p>Introduce the first part of session by explaining the learning objectives and session structure.</p> <p>The first part of this session is based on the technical paper: Participatory Rural Planning Processes. This session focuses on the key stages involved and issues that need to be considered when developing rural transport plans using the Participatory Rural Planning (PRP) approach.</p> <p><b>Overview of the first part of the session:</b></p> <p><b>Key Points:</b></p> <ul style="list-style-type: none"> <li>🎯 The participatory rural planning (PRP) - overview</li> <li>🎯 The participatory rural planning (PRP) - the process</li> </ul>	<p>Presentation 2:1a Slides 1 - 5</p>

## 2. The participatory rural planning (PRP) - overview


Training Methods	Content	Materials
<p><b>Q &amp; A</b></p> 	<p><b>2.1 The need for a holistic approach</b></p> <ul style="list-style-type: none"> <li>  Facilitate a discussion on the rationale behind taking a holistic approach to access planning. Begin the discussion by asking:                     <p style="margin-left: 40px;"><i>What are the reasons for taking a holistic approach to rural access planning?</i></p> </li> <li>  Note the points made by participants on flip chart. Key learning points are discussed below.                     </li> </ul>	
<p><b>Presentation</b></p> 	<ul style="list-style-type: none"> <li>  Summarise the main points raised above using the presentation slide.                     </li> </ul> <p><b>Key Points:</b></p> <ul style="list-style-type: none"> <li>  It's not just about building roads!                     </li> <li>  An effective way to reduce poverty is to improve the mobility of the rural population and their access to employment opportunities and other socio-economic services and facilities.                     </li> <li>  Integrated rural transport helps address poverty by considering a wider range of transport interventions, like paths and tracks, intermediate means of transport and transport services.                     </li> <li>  Integrated rural transport complements the conventional interventions in roads and motorised vehicles.                     </li> </ul>	<p>Presentation 2.1a Slide 6</p>


Training Methods	Content	Materials
<p><b>Ideas Gathering</b></p> 	<p><b>2.2 Participatory Rural Planning (PRP) - in a nutshell</b></p> <p>Explain that PRP is a new approach to access planning. To throw open the debate, facilitate a plenary discussion using the ‘ideas gathering’ method. The purpose of this exercise is to gather as many ideas as possible on the topic of PRP.</p> <ul style="list-style-type: none"> <li>⦿ Write the words ‘Participatory Rural Planning (PRP)’ on flip chart and ask participants to call out ideas (in one or two words) that spring to mind.</li> <li>⦿ Note down participants contributions on the flip chart. There is no discussion at this stage.</li> <li>⦿ After all ideas have been written down ask the participants to help you organise the words into three categories (using coloured marker pens): <ul style="list-style-type: none"> <li>✓ what PRP is</li> <li>✓ what PRP offers</li> <li>✓ fundamental components of PRP</li> </ul> </li> </ul>	<p>Flip chart, pens</p>
<p><b>Presentation</b></p> 	<ul style="list-style-type: none"> <li>⦿ Summarise the Key Points raised above using the presentation slides.</li> </ul>	<p>Presentation 2.1a Slides 7 - 9</p>

## 3. Participatory Rural Planning (PRP)


<b>Training Methods</b>	<b>Content</b>	<b>Materials</b>
<p><b>Presentation</b></p> 	<p><b>3.1 Key Concepts and Process</b></p> <p>Describe the basic concepts behind PRP and the overall process involved in PRP.</p> <p><b>Key Points:</b></p> <p><b>The basic concepts relate to</b></p> <ul style="list-style-type: none"> <li>☉ Access for rural communities is a major factor contributing to poverty.</li> <li>☉ Access is defined in terms of access to basic social and economic services.</li> <li>☉ Mobility - what are the mobility needs of rural communities? Mobility needs focus on the purpose for which people travel, the availability of public transport, condition of transport infrastructure, methods of travel, and availability of social and economic services.</li> </ul> <p><b>The PRP process consists of:</b></p> <ol style="list-style-type: none"> <li>A. Interventions to improve accessibility</li> <li>B. Key stages in Participatory Rural Planning</li> <li>C. Institutional arrangements</li> <li>D. Resources issues</li> <li>E. Monitoring and evaluation</li> </ol>	<p>Presentation 2.1a Slides 10 -11</p>




Training Methods	Content	Materials
<p><b>Group Activity</b></p> 	<h3>3.2 Five Stages in Participatory Rural Planning</h3> <p>There are nine key stages of PRP. The purpose of this activity is to explore these nine stages, drawing on the expertise of the participants.</p> <ul style="list-style-type: none"> <li>☉ Divide participants into <b>nine</b> small groups/pairs, and hand out Activity Sheet 15.</li> <li>☉ There are nine questions in this activity, each corresponding to a key stage in the PRP. Explain that each group / pair will work on a different question. Indicate which question each group should work on.</li> <li>☉ Ask participants to explore the issues related to the stages of the PRP.</li> <li>☉ Ask participants to write their findings on flip chart, elect a presenter and prepare to feedback to the plenary.</li> <li>☉ Ask each group to present their findings to the plenary. Facilitate a discussion on the Key Points raised.</li> </ul> <p><b><u>Trainers' Note:</u></b></p> <p><b>Option 1</b>  <i>The feedback of findings by each group may be combined with the PowerPoint presentation 2.1a (slides 15 to 37). After one group has presented, facilitate a discussion on the comments made, and summarise Key Points on that particular PRP stage using the PowerPoint presentation. Then ask the second group to present, facilitate a discussion, and summarise using the PowerPoint presentation. And so on with each subsequent group until all nine stages of the PRP have been discussed.</i></p> <p><b>Option 2</b>  <i>Alternatively ask all groups to give the feedback of their group work, and summarise the discussions by giving the PowerPoint presentation in one go (below).</i></p>	<p>Presentation 2.1a Slide 12 -17</p> <p>Activity Sheet 15</p>

<b>Training Methods</b>	<b>Content</b>	<b>Materials</b>
<p><b>Presentation</b></p> 	<p>This section is linked to <b>Option 2</b> (<i>Trainers' Note</i>) of the previous activity.</p> <p>Summarise the key learning points related to each of the nine stages of the PRP.</p> <p><b>Key Points:</b></p> <ol style="list-style-type: none"> <li>1. Development of a Local Government Transport Masterplan (LGTMP)</li> <li>2. Identification and consultation of key stakeholders</li> <li>3. Define planning objectives</li> <li>4. Define rural access needs that relate to these objectives</li> <li>5. Collect data on relevant access needs &amp; priorities, and produce Accessibility Database</li> <li>6. Define the main access problems</li> <li>7. Define strategy to address access problems</li> <li>8. Prioritise locations of specific interventions</li> <li>9. Consolidate prioritised interventions to produce action plans</li> </ol>	<p>Presentation 2.1a Slides 18 - 41</p>



## 4. Institutional Arrangements

Training Methods	Content	Materials
<p><b>Presentation</b></p> 	<p>This section explores the policy, institutional and organisational issues related to accessibility planning and PRP in particular.</p> <p>Describe the issues, using the experience from Tanzania to illustrate learning points.</p> <p><b>Key Points:</b></p> <ul style="list-style-type: none"> <li>⦿ Policy issues related to accessibility and provision of services</li> <li>⦿ Organisational issues vary from country to country and the PRP needs to be adapted to accommodate this</li> <li>⦿ In Tanzania there are 3 tiers of local development planning                             <ul style="list-style-type: none"> <li>✓ village level</li> <li>✓ ward level</li> <li>✓ district level</li> </ul> </li> <li>⦿ Each level is composed of different members and has different functions.</li> </ul>	<p>Presentation 2.1a Slides 42 - 47</p>






Training Methods	Content	Materials
<p><b>Venn Diagram Activity</b></p> 	<p>The purpose of this activity is to provide participants with the opportunity to explore the interaction between various organisations and institutions involved in access planning for rural areas.</p> <p>This activity aims to draw on the specific country experience of participants.</p> <p>It also serves to explore the perceptions of participants as to the importance and role of various institutions &amp; organisations in access planning. This is particularly highlighted if there are participants on the workshop who are from different stakeholder groups, such as district planners, the private sector, community groups and government departments.</p> <ul style="list-style-type: none"> <li>⦿ Divide the participants into groups of 3 or 4 and give them Activity Sheet 16 (see <i>Trainers' Note below</i>).</li> <li>⦿ Explain the procedures for developing a Venn diagram, which is as follows: <ul style="list-style-type: none"> <li>✓ list all the institutions/organisations concerned with access planning for rural area</li> <li>✓ rank the institutions in order of importance for access planning</li> <li>✓ write the name of each institution on a circular piece of card</li> <li>✓ arrange the cards on a sheet of flip chart paper, with cards overlapping where there is <b>contact</b> between institutions (the more contact there is the more the cards should overlap)</li> <li>✓ glue the cards to the flip chart sheet when the group has agreed on a final set of relationships</li> </ul> </li> <li>⦿ Ask each group to present their findings to the plenary, and facilitate a discussion on key issues.</li> </ul>	<p>Presentation 2.1a Slide 48</p> <p>Activity sheet 16</p> <p>Flip chart paper, pens</p> <p>Cards cut into circles of various sizes,</p> <p>Coloured marker pens, glue</p>


	<p><b><u>Trainers' Note:</u></b></p> <p><b><u>Option 1</u></b></p> <p><i>This exercise may be carried out for a particular country with which participants are familiar. If participants are from different countries then they should work in the same country-groups. This may provide an interesting comparison between countries.</i></p> <p><b><u>Option 2</u></b></p> <p><i>An alternative for this exercise: if participants come from a range of stakeholder groups then they may be divided into different groups e.g. government staff in one group, NGOs in second group, community members in third group, Planners in another group, and so on.</i></p> <p><i>The resulting Venn Diagrams may then be compared to illustrate different opinions and perceptions between stakeholders of the importance and role of various institutions in access planning.</i></p>	
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## 5. Resources Issues


Training Methods	Content	Materials
<p><b>Q &amp; A</b></p> 	<p>This section explores important issues and considerations related to availability and requirements for resources when carrying out PRP.</p> <ul style="list-style-type: none"> <li>Facilitate a discussion on resources. Start discussion by asking:                     <p><i>What are the key issues and considerations we need to take into account regarding resources when carrying out PRP?</i></p> </li> <li>Note the comments on flip chart. The key learning points are discussed below.</li> </ul>	<p>Flip chart, pens.</p>
<p><b>Presentation</b></p> 	<ul style="list-style-type: none"> <li>Summarise the key learning points raised in the discussion above using the presentation slides.</li> </ul>	<p>Presentation 2.1a Slides 49 - 50</p>

## 6. Monitoring and Evaluation

Training Methods	Content	Materials
<p><b>Q &amp; A</b></p> 	<p>The section examines the role of monitoring and evaluation at the planning and the implementation stages of rural access interventions. The types of data that should be collected, and how this data may best be used by planners are also explored.</p> <p>This section also highlights gender issues.</p> <ul style="list-style-type: none"> <li>  Facilitate a discussion on resources by asking:           <ul style="list-style-type: none"> <li><i>What are is the purpose of monitoring and evaluation?</i></li> <li><i>What aspects of the intervention should be monitored?</i></li> </ul> </li> <li>  Note the points made by participants on flip chart. The key learning points will be discussed below.           </li> </ul>	<p>Flip chart pens</p>
<p><b>Presentation</b></p> 	<ul style="list-style-type: none"> <li>  Summarise key learning points raised above using the presentation slide.           </li> </ul>	<p>Presentation 2.1a Slide 51</p>






Training Methods	Content	Materials
<p><b>Group Discussion</b></p> 	<p><b>Monitoring</b></p> <p>The purpose of this activity is to explore the issues that should be considered when carrying out monitoring, and the types of data that should be collected, and how it should be used by planners.</p> <ul style="list-style-type: none"> <li>④ Divide the participants into groups of 3 or 4 and give them Activity Sheet 17.</li> <li>④ Ask participants to discuss the questions listed: <ul style="list-style-type: none"> <li>A. <i>What should be monitored when planning rural access interventions?</i></li> <li>B. <i>What should be monitored when implementing access interventions?</i></li> <li>C. <i>How can we ensure that monitoring data is gender sensitive?</i></li> <li>D. <i>How can the monitoring data best be used by planners?</i></li> </ul> </li> <li>④ Ask participants to write their points on paper and be prepared to contribute to the plenary discussion.</li> <li>④ Facilitate a plenary discussion by asking for contributions from each group on the questions explored. Note key learning points on flip chart. These points will be expanded on in the section below.</li> </ul>	<p>Presentation 2.1a Slide 52</p> <p>Activity Sheet 17</p> <p>Flip chart, marker pens</p>












<b>Training Methods</b>	<b>Content</b>	<b>Materials</b>
<p><b>Presentation</b></p> 	<p>Summarise the key learning points raised above and those covered in the presentation slides related to monitoring and evaluation.</p> <p><b>Key Points:</b></p> <ul style="list-style-type: none"> <li>③ At the planning stage we must monitor gender issues in relation to the identification of accessibility factors that affect women in particular, and the priorities &amp; access needs for women.</li> <li>③ Ensure the quality of data by disaggregating according to gender.</li> <li>③ At implementation stage: monitor physical outputs and targets, and whether or not objectives are being met.</li> <li>③ At the implementation stage monitor the impact of the intervention on women.</li> <li>③ There is a need for planning and implementation to be flexible so that alternative strategies may be tried in response to monitoring data.</li> </ul>	<p>Presentation 2.1a Slides 53 - 62</p>


**Part 2**



## 7. Case Study: Overview


Training Methods	Content	Materials
<p><b>Presentation</b></p> 	<p><b>7.1 Introduction</b></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 World Bank, and focuses on the process for developing a Local Government Transport Master Plan (LGTMP). During this session participants will explore the problems facing planners and communities in drawing up investment plans, and how some may be addressed.</p> <p>The focus is on developing LGTMP that is participatory and inclusive, involving all key stakeholders including private sector transport services providers, drawing up clear management frameworks, designing criteria for screening and selecting appropriate investments, considering low cost solutions, and avoiding setting unrealistically high performance standards for roads.</p> <p><b>Key Points:</b></p> <p><b>Session Overview Part 2</b></p> <ul style="list-style-type: none"> <li> Rural transport infrastructure</li> <li> Overview of a Local Government Transport Master Plan (LGTMP)</li> <li> Components of the process for developing a LGTMP</li> <li> Development of a LGTMP: experiences from the case study</li> </ul>	<p>Presentation 2.1b Slides 1 - 3</p>


Training Methods	Content	Materials
<p><b>Q &amp; A</b></p> 	<p><b>7.2 Rural Transport Infrastructure</b></p> <ul style="list-style-type: none"> <li>  Facilitate a discussion on the key issues and problems with current approaches to local government investment planning for rural transport (RTI – Rural Transport Investment). Begin discussions by asking:           <p><i>What are the problems with the current approaches to local government investment planning for RTI?</i></p> </li> <li>  Note points on flip chart. Key learning points will be discussed below.           </li> </ul>	<p>Flip chart, pens</p>
<p><b>Presentation</b></p> 	<p>Drawing on the points raised above, explain the problems with current approaches to local government investment planning for rural transport.</p> <p><b>Key Points:</b></p> <ul style="list-style-type: none"> <li>  Decentralisation has meant that local governments are increasingly made fully responsible for the provision of local services, including health, education, as well as local roads.           </li> <li>  Planning processes tend to be “top down”, technically sophisticated, ignore potential of local government and communities to participate.           </li> <li>  Local governments are a critical element to the success to the RTI planning process.           </li> <li>  In reality most local governments still rely on central government engineers and economists, and externally funded consultants.           </li> </ul>	<p>Presentation 2.1b Slide 4</p>

Training Methods	Content	Materials
<p><b>Presentation</b></p> 	<p><b>7.3 Overview of a Local Government Transport Master Plan (LGTMP)</b></p> <p>Give a brief description of the key elements of a LGTMP, and an outline of the broad process for developing a LGTMP.</p> <p><b>Key Points:</b></p> <p><b>What is a transport master plan?</b></p> <ul style="list-style-type: none"> <li>⊙ A key tool for enabling participation of local government in planning</li> <li>⊙ An appropriate RTI planning methods must be transparent and easily understood by local government planners - who may have limited understanding of the underpinning economics</li> <li>⊙ Allows for a balance of: technical requirements of the planning process and local objectives and capacities.</li> <li>⊙ LGTMP may be set out as part of national sector policy, or explicit national rural transport policy and strategy</li> <li>⊙ There are two main avenues open to us: <ul style="list-style-type: none"> <li>✓ plans prepared by local government planning agencies in collaboration with communities, assisted by local consultants, <b>or</b></li> <li>✓ the entire process contracted out to consultants by local government or community representatives combined in '<i>joint-services</i>' committees.</li> </ul> </li> </ul> <p><b>Continued...</b></p>	<p>Presentation 2.1b Slides 5 - 7</p>


<b>Training Methods</b>	<b>Content</b>	<b>Materials</b>
<p><b>Presentation</b></p> 	<p><b>7.4 Components of the process for developing a LGTMP</b></p> <p>There are three main components to consider when developing a LGTMP: -</p> <ul style="list-style-type: none"> <li>A. Guiding principles</li> <li>B. Organisation &amp; content</li> <li>C. Stages: -               <ul style="list-style-type: none"> <li>1. Establishment of the “as is” plan</li> <li>2. Scenario analysis</li> <li>3. Selection of investments</li> </ul> </li> </ul> <p><b><u>Trainers’ Note:</u></b></p> <p><i>The first two components (A and B) in the process for developing a LGTMP should be explained in a presentation, and the third component (C) as a case study activity in groups.</i></p>	<p>Presentation 2.1b Slide 8 -12</p>

Training Methods	Content	Materials
<p><b>Q &amp; A</b></p> 	<p><b>A. Guiding Principles</b></p> <ul style="list-style-type: none"> <li>④ Facilitate a discussion on the guiding principles for developing a LGTMP. Initiate the discussions by asking:           <p><i>What guiding principles should be used in the development of a LGTMP?</i></p> </li> <li>④ Note points on flip chart. Key learning points will be discussed below.</li> </ul>	<p>Flip chart, pens</p>
<p><b>Presentation</b></p> 	<p>Building on the discussions above, explain the guiding principles for developing a LGTMP.</p> <p><b>Key Points:</b></p> <ul style="list-style-type: none"> <li>④ The process should be participatory</li> <li>④ At the same time there should be simultaneous ‘bottom up’ and ‘top-down’ with interaction between all levels of planning &amp; decision making – to ensure that micro to macro factors are taken into consideration</li> <li>④ Involve all key stakeholders from the beginning:           <ul style="list-style-type: none"> <li>✓ rural transport services providers</li> <li>✓ local and international NGOs locally active in the rural transport sector</li> <li>✓ rural transport services providers</li> <li>✓ local NMT and IMT manufacturers and service providers</li> <li>✓ community leaders, farmers association representatives etc.</li> <li>✓ local rural road agency e.g. Ministry of Local Government</li> <li>✓ provincial road agencies</li> <li>✓ local government road agencies</li> <li>✓ university institutes</li> </ul> </li> </ul>	<p>Presentation 2.1b Slide 9</p>

<b>Training Methods</b>	<b>Content</b>	<b>Materials</b>
<p><b>Presentation</b></p> 	<p><b><u>B. Organisation &amp; Content</u></b></p> <p>Describe the key issues concerning the organisation and content of an event initiated to develop a LGTMP.</p> <p><b>Key Points:</b></p> <ul style="list-style-type: none"> <li>🌀 The planning of a LGTMP should take place in a workshop or interactive format.</li> <li>🌀 A good starting point for discussion is the human or economic development objectives of government or participating agencies.</li> <li>🌀 The rationale behind beginning workshop discussions in this way include:             <ul style="list-style-type: none"> <li>✓ most countries prioritise public expenditures and policy actions according to the impact on development &amp; poverty alleviation</li> <li>✓ many countries have stated poverty reduction plans</li> <li>✓ local governments are usually sensitive to the social &amp; economic development needs of local communities, and so should be encouraged to translate these into network development goals and strategies.</li> </ul> </li> </ul>	<p>Presentation 2.1b Slides 10 - 11</p>

Training Methods	Content	Materials
<p><b>Case Study activity in groups</b></p> 	<p><b><u>C. Stages for the development of a LGTMP</u></b></p> <p>The purpose of this activity is to explore the issues that need to be considered when developing a LGTMP. There are 3 stages in the development of a LGTMP:</p> <ol style="list-style-type: none"> <li>1. Establishment of the ‘as is’ plan</li> <li>2. Scenario analysis</li> <li>3. Selection of investments</li> </ol> <p>During this activity participants are asked to draw on their experiences of gathering data, and methods for prioritising rural transport investments.</p> <ul style="list-style-type: none"> <li>☉ Divide participants into three groups. Each group will work on a different question.</li> <li>☉ Give group 1 a copy of Activity Sheet 18a; group 2 Activity Sheet 18b; and group 3 Activity sheet 18c</li> <li>☉ Ask group 1 to design check lists for the type of data that should be collated in order to make an <b>‘as is’ plan</b>.</li> <li>☉ Ask group 2 to describe the key factors that must be taken into consideration when carrying out a <b>Scenario Analysis</b>.</li> <li>☉ Ask group 3 to design a check list of criteria that may be used to screen local government roads, which may be used as in an <b>investment selection process</b>.</li> <li>☉ Ask the groups to prepare their findings on flip chart and to elect a person to present the findings.</li> <li>☉ Each group presents their findings to the plenary.</li> <li>☉ Facilitate a discussion on the findings and draw out the key learning points.</li> <li>☉ The key learning points are discussed in detail below.</li> </ul>	<p>Presentation 2.1b Slides 12 - 13</p> <p>Flip chart, pens</p> <p>Activity Sheets 18a, 18b, 18c</p>



<b>Training Methods</b>	<b>Content</b>	<b>Materials</b>
<p data-bbox="135 539 331 645"><b>Presentation with discussion</b></p> 	<p data-bbox="400 432 1219 510"><b>7.5 Development of a LGTMP: experiences from the case study</b></p> <p data-bbox="400 553 1166 622">This section builds on the previous activity carried out by participants and should incorporate their comments.</p> <p data-bbox="400 665 1238 806">Present the findings of the rest of the case study, while facilitating a discussion on the key issues raised. The main topic areas are listed below, and details are outlined in the case study sheet and the presentation slides.</p> <p data-bbox="400 848 1225 1133">To stimulate debate ask questions like:            What are the problems faced by planner when developing the 'as is' plan?            Why should the 'scenario analysis' be carried out in a participatory way? Who should be involved? How can we ensure that vulnerable groups are not marginalised in the process?            What criteria could be used to select the final investment?</p> <p data-bbox="359 1214 536 1249"><b>Key Points:</b></p> <p data-bbox="400 1285 938 1321"><b>1. Establishment of the 'as is' plan</b></p> <ul style="list-style-type: none"> <li data-bbox="411 1357 1206 1464">◎ Fundamental problems faced by planners and community groups when trying to establish an 'as is' plan</li> <li data-bbox="411 1507 911 1543">◎ Who should establish the plan?</li> <li data-bbox="411 1581 1219 1617">◎ Integration of physical data with socio-economic data</li> <li data-bbox="411 1655 879 1691">◎ Establishment of a data base</li> <li data-bbox="411 1729 1177 1765">◎ Presentation of data in tabular or graphics formats</li> </ul> <p data-bbox="359 1836 549 1872"><b>Continued...</b></p>	<p data-bbox="1272 542 1469 645">Presentation 2.1b Slides 14 - 37</p>

<b>Training Methods</b>	<b>Content</b>	<b>Materials</b>
	<p><b>2. Scenario Analysis</b></p> <ul style="list-style-type: none"> <li>③ Discuss the range of possible scenarios for rural transport investment.</li> <li>③ This should be carried out in a participatory way using workshop style framework with stake holders.</li> <li>③ The consultant should act as a facilitator, while ensuring that the principles of national rural transport policy are adhered to.</li> <li>③ Consider economic issues, and cost benefit analysis.</li> <li>③ Use the “as is” plan to discuss possible strategies for managing the process, and to develop a financial and management framework that is agreed and understood by all concerned stakeholders.</li> <li>③ A financial and management framework is essential for developing an “as is” plan.</li> <li>③ Precise information about past performance of the rural road agency responsible for implementation and planning, may also be required to help in the scenario analysis.</li> </ul> <p><b>Continued...</b></p>	

<b>Training Methods</b>	<b>Content</b>	<b>Materials</b>
	<p><b>3. Selection of Investments</b></p> <ul style="list-style-type: none"> <li>☉ Make cost estimates, and rank estimates using agreed procedures.</li> <li>☉ On the basis of the results coordinate a consultative process with as many groups of the area as possible.</li> <li>☉ It is important to get the input of vulnerable groups, especially women.</li> <li>☉ It is necessary to design an investment selection process for the screening of local government roads.</li> <li>☉ Selection criteria variables may include:               <ul style="list-style-type: none"> <li>✓ extent and condition of the network</li> <li>✓ socio-economic factors</li> <li>✓ measures of use</li> <li>✓ accessibility constraints to be overcome and costs</li> <li>✓ capacity of districts</li> </ul> </li> <li>☉ Appropriate engineering strategies must be considered, including using suitable (not excessive) performance standards, and setting clear criteria for upgrading higher volumes roads.</li> <li>☉ There is a need to develop low-cost interventions and spot improvement strategies, even though this may mean accepting occasional interruptions to access on certain roads, such as during floods or monsoons.</li> </ul>	
	<p><b>Summary of Session 2.1</b></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>	