

# RURAL TRANSPORT TRAINING MATERIALS

TRAINER'S NOTES

## MODULE 2 PLANNING, DESIGN, APPRAISAL AND IMPLEMENTATION

Principles and Techniques for  
Participatory Rural Transport Surveys

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SESSION 2.7



The World Bank



DFID

Department for  
International  
Development



theIDLgroup 

<p><b>Session Objectives</b></p>	<p>This session enables participants to:</p> <ul style="list-style-type: none"> <li>● Explore the core concepts underpinning of participatory survey techniques based on Participatory Rural Appraisal (PRA)</li> <li>● Assess the best circumstances in which to use PRA</li> <li>● Highlight the constraints of using PRA</li> <li>● Use various participatory survey techniques</li> </ul>
<p><b>Rural Transport Knowledge Base materials used with this session</b></p>	<p>This session incorporates information from:</p> <p>Participatory rural appraisal  <b>Edited by:</b> A.S.C. Davis, TRL Limited</p> <p>IDL’s experience of participatory techniques used in field based research and surveys</p>
<p><b>Training Materials</b></p>	<p><u>Presentations</u>                  2.7 Principles and Techniques for Participatory Rural Transport Surveys</p> <p><u>Activity Sheets</u></p> <p>33 Participatory Mapping of Transport</p> <p>34 Venn Diagrams</p> <p>35 Travel Time Budgets and Activity Profiles</p> <p>36 Matrix ranking</p> <p>37 Transport and Gender Issues</p> <p>38 Applying PRA to rural transport</p>

<b>Key Topics</b>	<b>Training Methods</b>
<p><b>1. Introduction</b></p> <p><b>2. Participatory Rural Appraisal (PRA): core concepts and principles</b></p> <p>2.1 Background to PRA</p> <p>2.2 Principals for conducting PRAs</p> <p>2.3 Range of participatory techniques</p> <p><b>3. Participatory techniques for exploring rural transport issues</b></p> <p>3.1 Participatory Mapping of Transport - paper</p> <p>3.2 Participatory Mapping of Transport - objects</p> <p>3.3 Modelling</p> <p>3.4 Venn Diagrams</p> <p>3.5 Travel Time Budgets and Activity Profiles</p> <p>3.6 Matrix Ranking (and scoring)</p> <p>3.7 Transport and Gender Analysis</p> <p><b>4. Constraints of PRA Methods</b></p> <p><b>Concluding remarks</b></p>	<p><b>Presentation</b></p> <p><b>Q &amp; A</b></p> <p><b>Presentation with discussion</b></p> <p><b>Presentation with discussion</b></p> <p><b>Ideas Gathering</b></p> <p><b>Presentation with discussion</b></p> <p><b>Q &amp; A</b></p> <p><b>Presentation with discussion</b></p> <p><b>Presentation</b></p> <p><b>Practical Group Activities and Q &amp; A</b></p> <p><b>Q &amp; A</b></p> <p><b>Presentation with discussion</b></p> <p><b>Group discussion</b></p>

## Trainers' Summary

This session is has one part only:

Principles and Techniques for Participatory Rural Transport Surveys

## Preparation of Activities

### **Pre-course:**

This is a practical session and requires considerable preparation before hand of materials and venue where participants can practice the techniques they are learning.

Prior to the course participants may be asked to bring information with them about household transport activities in communities with which they are working. This information will be used for Activity Sheets 33 and 34.

A range of objects such as sticks, bottles, paper, stones etc should be prepared for Activity Sheet 35 on participatory mapping using objects.


A range of objects and modelling material such as clay, card board, wood, should be prepared for the group activity on Participatory Modelling (modified version of mapping).

To make the session more effective it is suggested that trainers prepare real-life examples of how participatory survey techniques have been used for rural transport surveys and field studies. This may be based on their own experiences and draw on case studies from regions with which the participants are familiar.

If this session forms part of a field survey, then practical work may be carried out in villages and urban centres with communities and other stakeholders. Arrangements for the field work need to be made in advance and timed to link in with the workshop and this session.





# Introduction Session: Trainers' Notes





## 1. Introduction

<b>Training Methods</b>	<b>Content</b>	<b>Materials</b>
<p><b>Presentation</b></p> 	<p>Explain how this Module and session fit into the overall structure of the Rural Transport Training Materials. The Module and session to which these notes and presentation relate is highlighted in green.</p> <p>This session explores the principles underpinning participatory approaches to surveys, by drawing on the core concepts of Participatory Rural Appraisal (PRA) in particular. This discussion is based on the technical paper: Participatory rural appraisal. This part examines the historical back ground to PRA, core principles underlying PRA, diagramming concepts and lists a range of participatory techniques.</p> <p>The second part of this session takes participants through the practical aspects of using various techniques for assessing household travel demands are examined, and participants are given the opportunity to practise these during the session. These techniques may also contribute to field based workshops and studies where participants intend to explore transport issues with rural communities. Session 2.7 may also be delivered prior to a field-based survey.</p> <p>The participatory techniques draw on the Technical Paper and the experiences of the IDL Group.</p> <p>Introduce the session explaining the objectives and provide a brief overview of the topics to be covered.</p> <p><i>* See Trainers Note below</i> <b>Continued</b></p>	<p>Presentation 2.7 Slides 1 - 5</p>




<b>Training Methods</b>	<b>Content</b>	<b>Materials</b>
	<p>... <b>Continued</b></p> <p><b>Key Points:</b></p> <p><b>Session Overview</b></p> <ul style="list-style-type: none"> <li>☉ Participatory Rural Appraisal (PRA): core concepts and principles</li> <li>☉ Participatory techniques for exploring rural transport issues</li> <li>☉ Constraints of PRA Methods</li> </ul>	
<p><b>Essential point!</b></p>	<p><b><u>Trainer’s Note</u></b></p> <p><i>This is a practical session. It is strongly recommended that participants are given the opportunity to practice the participatory techniques covered in this session.</i></p> <p><i>Participants may practice the techniques with each other in a workshop setting, and may also use them in a ‘field setting’ with communities such as in rural villages or market centres.</i></p> <p><i>This session (2.7) may also be used before session 5.3 of Module 5, which explores Transport and Sustainable Rural Livelihoods. The same participatory techniques covered in this session (2.7) may be used to carry out Sustainable Livelihoods (SL) assessments.</i></p> <p><b><u>Trainers’ Skills</u></b></p> <p><i>It is essential that trainers are fully familiar with participatory survey techniques and have experience of using them themselves, before attempting to teach them to participants.</i></p>	


## 2. PRA: core concepts and principles


Training Methods	Content	Materials
<p><b>Q &amp; A</b></p> 	<p><b>Background to PRA</b></p> <ul style="list-style-type: none"> <li>  Explore the background to Participatory Rural Appraisal (PRA). Facilitate discussions by asking:                     <p><i>What did PRA come from? Out of what other approaches did it emerge?</i></p> <p><i>What does PRA entail?</i></p> <p><i>What concepts is PRA based on?</i></p> </li> <li>  Note points on flip chart.                 </li> <li>  The key learning points are discussed below.                 </li> </ul>	<p>Flip chart, pens</p>














<b>Training Methods</b>	<b>Content</b>	<b>Materials</b>
<p><b>Presentation with Discussion</b></p> 	<p>Building on the points raised in the activity above present and discuss the background to PRA and the concepts underpinning PRA.</p> <p>To stimulate debate during the presentation ask questions like:</p> <p>Why did PRA emerge as an approach to exploring issues with communities?            What is the difference between a PRA approach and a more traditional questionnaire based approach?            Who does most of the learning with a PRA approach?            What does triangulation mean? Why is this done?            What transport questions could PRA help answer?</p> <p><b>Key Points:</b></p> <ul style="list-style-type: none"> <li> PRA is used to gather qualitative data and is often to complement quantitative data.</li> <li> PRA emerged as alternative to questionnaires and rushed site visits.</li> <li> PRA entails substantively involving local people in project selection, design, planning and implementation.</li> </ul> <p><b>Continued...</b></p>	<p>Presentation 2.7 Slides</p>









<b>Training Methods</b>	<b>Content</b>	<b>Materials</b>
	<p><b>...Continued</b></p> <ul style="list-style-type: none"> <li>  PRA methods are based on           <ul style="list-style-type: none"> <li>✓ learning with and from rural people, using flexible methods that are adaptable in the learning process</li> <li>✓ seeking diversity and investigating trends</li> <li>✓ triangulating</li> <li>✓ facilitating by local people</li> </ul> </li>   <li>  PRA give vulnerable groups a voice – especially the poor, women, other groups           </li>   <li>  With regard to transport PRA helps answer           <ul style="list-style-type: none"> <li>✓ who requires transport?</li> <li>✓ when?</li> <li>✓ why?</li> <li>✓ where to?</li> <li>✓ how paid for?</li> <li>✓ what mode of transport is best?</li> </ul> </li> </ul>	





<b>Training Methods</b>	<b>Content</b>	<b>Materials</b>
<p><b>Presentation with Discussion</b></p> 	<p><b>Principles for conducting PRAs</b></p> <p>Present and discuss the principles of conducting PRA surveys and investigations into transport issues.</p> <p>To stimulate debate during the presentation ask questions like:            What principles should we base PRA surveys on? Give your reasons for suggesting these.            What do we mean by “good facilitation”?            What is best practice for our behaviour in villages?            What makes PRA most effective?</p> <p><b>Key Points:</b></p> <ul style="list-style-type: none"> <li>☉ Preparation is essential</li> <li>☉ Facilitation - good facilitation enables locals to do most investigation themselves. Use two facilitators - one to facilitate, one to record</li> <li>☉ Behaviour and attitudes - more important than the methods. Include the following points of best practice               <ul style="list-style-type: none"> <li>✓ critical self awareness</li> <li>✓ embrace error</li> <li>✓ sit down</li> <li>✓ listen and learn</li> <li>✓ don't lecture</li> <li>✓ let villagers be the main teachers and analysts</li> </ul> </li> <li>☉ Longevity - PRA most effective when it is part of a long term dialogue and facilitators live with community</li> </ul>	<p>Presentation 2.7            Slides 6 - 14</p>

Training Methods	Content	Materials
<p><b>Ideas Gathering</b></p> 	<p><b>Range of participatory (or PRA) techniques</b></p> <p>The aim of this activity is to explore the range of PRA techniques that participants know of or have experience in using.</p> <ul style="list-style-type: none"> <li>③ Begin the <i>Ideas Gathering</i> activity by writing up the following question on flip chart/white board</li> </ul> <p><i>What participatory or PRA techniques do you know of or have actually used?</i></p> <ul style="list-style-type: none"> <li>③ Note points on flip chart or white board. Gather as many techniques as possible.</li> <li>③ When all ideas have been written down, ask participants to divide the techniques into the following categories (circle each category using a different coloured marker pen): <ul style="list-style-type: none"> <li>✓ Diagramming techniques</li> <li>✓ Ranking techniques</li> <li>✓ Scoring techniques</li> <li>✓ Observational techniques</li> </ul> </li> <li>③ Summarise the main points.</li> <li>③ The key learning points will be discussed below.</li> </ul>	<p>Flip chart, pens</p>


<b>Training Methods</b>	<b>Content</b>	<b>Materials</b>
<p><b>Presentation with Discussion</b></p> 	<p><b>Examples of Participatory techniques</b></p> <p>Present and briefly discuss a range of participatory (PRA) techniques. The following list is not exhaustive, it should build on the list generated during the Ideas Gathering activity above, and may be added to by the participants.</p> <p><b>Key Points:</b></p> <p><b>Diagramming techniques</b></p> <ul style="list-style-type: none"> <li> Participatory mapping</li> <li> Venn diagrams</li> <li> Time Travel Budgets</li> <li> Flow diagrams</li> </ul> <p><b>Ranking Techniques</b></p> <ul style="list-style-type: none"> <li> Matrix Ranking</li> <li> Preference ranking</li> <li> Card sorting</li> <li> Wealth ranking</li> </ul> <p><b>Scoring techniques</b></p> <ul style="list-style-type: none"> <li> Matrix scoring</li> <li> Gender Analysis</li> </ul> <p><b>Observational techniques</b></p> <ul style="list-style-type: none"> <li> Transect walks</li> <li> Observation of activities, environment, transport services available, and so on</li> </ul>	<p>Presentation 2.7 Slides 15 -</p>

Training Methods	Content	Materials
<p><b>Q &amp; A</b></p> 	<p><b>Diagramming, ranking, scoring, observation</b></p> <ul style="list-style-type: none"> <li>☉ Explore the differences between diagramming, scoring and ranking techniques in more detail.</li> <li>☉ Facilitate the discussion by asking:           <p><i>How do the categories of techniques differ between each other (diagramming, ranking, scoring, observation)?</i></p> <p><i>What was your experience of using these techniques?</i></p> <p><i>Why are they particularly effective when used with illiterate people and groups of people?</i></p> </li> <li>☉ Note points on flip chart.</li> <li>☉ The key learning points are discussed below.</li> </ul>	<p>Flip chart, pens</p>

Training Methods	Content	Materials
<p data-bbox="132 526 327 631"><b>Presentation with Discussion</b></p> 	<p data-bbox="416 454 1235 495"><b>Framework for using participatory techniques</b></p> <p data-bbox="416 533 1203 607">Based on the list drawn up from the discussions above, present and discuss a range of PRA methods.</p> <p data-bbox="416 645 1098 712">To stimulate debate during the presentation ask questions like:</p> <p data-bbox="416 719 1193 748">What is the fundamental framework for all techniques?</p> <p data-bbox="416 754 1174 784">Why is observation important with all the techniques?</p> <p data-bbox="416 790 1150 857">How can we carry out triangulation? And why is this important?</p> <p data-bbox="416 864 1190 893">How may PRA methods be used with illiterate people?</p> <p data-bbox="355 972 533 1005"><b>Key Points:</b></p> <ul style="list-style-type: none"> <li data-bbox="416 1043 1214 1413">  All the techniques are built around the framework work of a <i>semi-structured interview</i>. The technique itself e.g. mapping, simply serves to focus peoples' thoughts and stimulate debate. Once the map has been constructed it is essential to carry out an interview around the map, by asking questions like: who uses the buses most? Why are your roads in poor condition? Who is responsible for maintaining the bridges? ... and so on. These questions should be prepared beforehand and form part of the survey.         </li> <li data-bbox="416 1451 1214 1597">  Straight semi-structured interviews may also be carried out using a check list of questions/issues, for use as an informal interview, without the use of any of the diagramming techniques.         </li> <li data-bbox="416 1635 1155 1742">  Many PRA techniques are visual and so are accessible to larger groups e.g. maps, seasonal calendars.         </li> <li data-bbox="416 1780 1182 1854">  If many people are illiterate then avoid writing and encourage them to use objects and pictures         </li> </ul> <p data-bbox="355 1924 517 1957"><b>Continued</b></p>	<p data-bbox="1267 526 1466 631">Presentation 2.7 Slides 16 - 19</p>

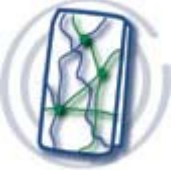
<b>Training Methods</b>	<b>Content</b>	<b>Materials</b>
	<p><b>... Continued</b></p> <ul style="list-style-type: none"> <li>  Triangulation: always cross check information using several techniques, and asking different informants about the         </li> <li>  Try to determine what it is people are actually saying. Are they giving you FACTS? Or is what they are saying a RUMOUR? Or is it their OPNION?         </li> <li>  Observation forms an essential aspect of surveys using participatory techniques. It may be used in two ways:           <ol style="list-style-type: none"> <li>1. Observe the physical and social environment where you are carrying out the survey. Much can be learnt just by looking at the condition of the roads, who is riding bicycles, how many donkeys are carrying water, the nature of peoples' houses and so on.</li> <li>2. Notice who is speaking, who controls the development of a map or Venn Diagram, and whose voice is truly represented in the diagram e.g. was the map drawn by just one person while others looked on in silence? – if so, this map will not necessarily represent the view of the whole community.</li> </ol> </li> <li>  Gender. In some cases it may be more appropriate to carry out interviews with women and men separately. This may be particularly important with communities where there are cultural codes of conduct that govern what situations or forums women or men may voice their opinions.         </li> </ul>	


### 3. Participatory techniques for exploring transport issues

<i>Training Methods</i>	<i>Content</i>	<i>Materials</i>
<p><b>Presentation</b></p> 	<p>The following section explores a series of participatory techniques that may be used to explore rural transport issues. These techniques are drawn from PRA, but may also be used for carrying out Sustainable Livelihoods (SL) assessments and exploring transport issues as part of poverty assessments.</p> <p>Once participants are familiar with using these techniques in a workshop setting, they may be carried out in a village with community members.</p> <p>This is a practical session, and some activities such as mapping and modelling may be carried out outside.</p> <p>Trainers should teach the techniques using a two step process:</p> <ol style="list-style-type: none"> <li>1. Participants go through a practical activity to learn to use each technique</li> <li>2. Discuss with participants <b>how</b> and <b>when</b> to use each technique</li> </ol> <p>Encourage participants to consider how they may use and adapt any of the PRA methods described in the session to explore transport issues with illiterate people.</p>	<p>Presentation 2.7 Slide 20</p>





<b>Training Methods</b>	<b>Content</b>	<b>Materials</b>
	<p><b>... Continued</b></p> <p>Explain to participants that they will learn how to use the following techniques in this session:</p> <ul style="list-style-type: none"> <li>⊙ Participatory Mapping &amp; Modelling</li> <li>⊙ Venn Diagram</li> <li>⊙ Travel Time Budgets and Activity Profiles</li> <li>⊙ Matrix Ranking &amp; Scoring</li> <li>⊙ Gender Analysis Matrix</li> </ul> <p>In addition give a brief outline of other associated techniques as they arise in the Presentation Slides:</p> <ul style="list-style-type: none"> <li>⊙ Flow diagrams</li> <li>⊙ Preference Ranking</li> <li>⊙ Card sorting</li> <li>⊙ Wealth ranking</li> </ul>	




Training Methods	Content	Materials
<p><b>Transport Mapping</b></p> 	<p><b>3.1 Participatory Mapping of Transport Infrastructure and services</b></p> <p>Give a brief overview of Mapping with an example.</p> <p>The purpose of this activity is to explore transport infrastructure within a given community.</p> <ul style="list-style-type: none"> <li>③ Divide participants into groups and give them Activity Sheet 33.</li> <li>③ Ask the groups to draw a map showing the transport infrastructure and services for a village and surrounding area</li> <li>③ The groups should illustrate how the infrastructure and service provision may change between seasons e.g. wet and dry season.</li> <li>③ Ask each group to present their maps to the plenary.</li> <li>③ Facilitate a discussion on the Key Points arising.</li> </ul> <p><b><u>Trainers' Note</u></b></p> <ol style="list-style-type: none"> <li>1. <i>Key learning points should not only focus on the physical location of transport infrastructure, but also on social and economic issues, such as how far poorer sections of the community are from main roads, and services like schools and medical centres.</i></li> <li>2. <i>An alternative to this exercise: participants may be taken through a mapping exercise as a group – see 3.4 and 3.5 below.</i></li> </ol>	<p>Presentation 2.7 Slides 21 - 22</p> <p>Flip chart, pens.</p> <p>Activity Sheet 33</p>


Training Methods	Content	Materials
<p><b>Transport Mapping</b></p> 	<p><b>3.2 Participatory Mapping – using objects</b></p> <p>This activity should be led and demonstrated by the trainer. It may be carried out outside or in a large space.</p> <ul style="list-style-type: none"> <li>⦿ As a group, ask participants to construct a large map on the ground, of the area in which this workshop/course is taking place.</li> <li>⦿ Ask participants to indicate transport infrastructure and services available such as footpaths, bridges, roads, tracks, taxi and bus services and so on.</li> <li>⦿ Ask participants to indicate the location of main services such as markets, schools, health centres and so on.</li> <li>⦿ Participants should use any objects they find lying around like sticks, paper, bottles, stones etc.</li> <li>⦿ Encourage the whole group to participate.</li> <li>⦿ When the group has finished, facilitate a discussion on the map they have constructed, focussing on transport issues.</li> <li>⦿ Finally ask the group to make a drawing of their map.</li> <li>⦿ Facilitate a discussion on how Participatory Mapping may be used with communities to explore transport issues.</li> </ul>	<p>A range of objects</p> <p>Flip chart, pens</p>

<b>Training Methods</b>	<b>Content</b>	<b>Materials</b>
<p><b>Modelling</b></p>	<p><b>3.3 Modelling</b></p> <p>Modelling is similar to mapping with objects except participants construct a three dimensional model of their community, or area. This activity should be led and demonstrated by the trainer. It may be carried out outside or in a large space.</p> <ul style="list-style-type: none"> <li>⦿ As a group, ask participants to construct a model on the ground, of the area in which this workshop/course is taking place. The model may be made out of clay, mud, wood, stocks and any objects lying around.</li> <li>⦿ Ask participants to indicate transport infrastructure and services available such as footpaths, bridges, roads, tracks, taxi and bus services and so on.</li> <li>⦿ Ask participants to indicate the location of main services such as markets, schools, health centres and so on.</li> <li>⦿ Encourage the whole group to participate.</li> <li>⦿ When the group has finished, facilitate a discussion on the model they have built, focussing on transport issues.</li> <li>⦿ Finally ask the group to make a drawing of their model.</li> <li>⦿ Facilitate a discussion on how modelling may be used with communities to explore transport issues.</li> </ul>	<p>A range of objects</p> <p>Flip chart, pens</p>


Training Methods	Content	Materials
<p><b>Q &amp; A</b></p> 	<p><b>Review: How and when to use Maps and Models</b></p> <p>Go through the stages for <u>how</u> to use maps and models</p> <p>Use Q &amp; A and discussion. Ask questions like:            What are the stages for creating a map and model with a stakeholder group?            What materials have to be available?</p> <p><b>Key points:</b></p> <ul style="list-style-type: none"> <li>☉ Refer to the <i>Trainers' Notes</i>, <i>Activity Sheet</i> and supporting <i>Slides</i>. Note learning points on flip chart.</li> </ul> <p><b>Recap on <u>when</u> to use maps and models</b></p> <p>Ask questions like:            What issues can be explored using maps and models?            How do we ensure that we hear the voices of a range of stakeholders? – such as women, the poor, disadvantaged groups?</p> <p><b>Key points:</b></p> <ul style="list-style-type: none"> <li>☉ to explore local transport infrastructure and services, location of services, social issues</li> <li>☉ to analyse how the situation has changed over time, historical perspective</li> <li>☉ for planning the layout and location of new paths, bridges, roads with a community</li> <li>☉ it is often useful to make maps and models with various social-economic groups e.g.               <ul style="list-style-type: none"> <li>✓ men and women separately to gain an understanding of gender differences</li> <li>✓ older people and youth separately</li> <li>✓ poor and better off people separately</li> </ul> </li> </ul>	<p>Presentation 2.7            Slides 23 - 24</p> <p>Flipchart, pens</p>





Training Methods	Content	Materials
<p><b>Venn Diagram</b></p> 	<h3>3.4 Venn Diagrams</h3> <p>Give an overview of Venn Diagrams with an example.</p> <p>The purpose of this activity is to analyse the relationships between the stakeholders and institutions involved in rural transport.</p> <ul style="list-style-type: none"> <li>④ Divide the participants into small groups (see Trainers' Note below).</li> <li>④ Give each group Activity Sheet 34, and explain the procedures for developing a Venn diagram.</li> <li>④ List all the stakeholders involved in rural transport.</li> <li>④ Write the name of each stakeholder on a circular piece of card.</li> <li>④ Rank the stakeholders in order of importance to rural communities.</li> <li>④ Arrange the cards on a sheet of flip chart paper, with cards overlapping where there is <b>contact</b> between stakeholders (the more contact there is the more the cards should overlap).</li> <li>④ Glue the cards to the flip chart sheet when the group has agreed on a final set of relationships.</li> </ul> <p><b>Continued</b></p>	<p>Presentation 2.7 Slides 25 - 26</p> <p>Activity sheet 34</p> <p>Circular pieces of card, glue, marker pens</p> <p>Flip chart</p>


<b>Training Methods</b>	<b>Content</b>	<b>Materials</b>
	<p><b>... Continued</b></p> <ul style="list-style-type: none"> <li>  Ask participants to discuss:           <p><i>What are the relationships between the various stakeholders?</i></p> <p><i>Who are the winners and who loses out? Who has the most and least power?</i></p> <p><i>How are certain socio-economic groups disadvantaged? E.g. the poor, landless, certain ethnic groups, women, children, and so on.</i></p> </li> <li>  Ask each group to present their findings to the plenary.         </li> <li>  Facilitate a discussion on the key issues raised.         </li> </ul>	
	<p><b><u>Trainers' Note:</u></b></p> <p><i>This exercise may be carried out for a particular country, district, or village with which participants are familiar.</i></p> <p><i>An alternative for this exercise: if participants come from a range of stakeholder groups then they may be divided into groups according to their role as key players e.g. government staff in one group, NGOs in another group, Highway Authorities in another group, and so on. The resulting Venn Diagrams may then be compared to illustrate different opinions and levels of knowledge between stakeholders.</i></p>	


Training Methods	Content	Materials
<p><b>Q &amp; A</b></p> 	<p><b>Review: How and when to Use Venn Diagrams</b></p> <p>Go through the stages for <b>how to use</b> a Venn Diagram, using Q &amp; A and discussion.</p> <p>Ask questions like:            What are the stages for creating a Venn Diagram with a stakeholder group?            What materials have to be available/ prepared beforehand?</p> <p><b>Key points:</b></p> <ul style="list-style-type: none"> <li>☉ Refer to the <i>Trainers’ Notes</i>, the <i>Activity Sheet</i> and supporting <i>slide</i>. Note learning points on flip chart.</li> </ul> <p>Recap on <b>when</b> to use Venn Diagrams</p> <p>Ask questions like:            What issues can be explored using Venn Diagrams?            How do we ensure that we hear the voices of a range of stakeholders? – especially women, the poor, disadvantaged groups?</p> <p><b>Key points:</b></p> <ul style="list-style-type: none"> <li>☉ to analysis of institutional relationships</li> <li>☉ to analyse who the key stakeholders are in rural transport and the relationships between these stakeholders</li> <li>☉ emphasise the need to understand power relations, identify patron-client relationships, and factors corruption which would affect transport services and infrastructure</li> <li>☉ also identify which groups are disadvantaged, why this is, and how this affects not only mobility and access to transport, but access to other services and impact on livelihoods.</li> </ul>	<p>Presentation 2.7            Slide 27</p> <p>Flipchart, pens</p>





Training Methods	Content	Materials
<p><b>Travel Time Budgets</b></p> 	<p><b>3.5 Travel Time Budgets and Activity Profiles</b></p> <p>The purpose of this activity is to explore the transport activities carried out by a household within a 24 hour period, and how this compares with other household activities. Travel Time Budgets may be prepared for men and women separately, as well as for children. This exercise also provides an analysis of division of labour within a household.</p> <p>This activity should be based on real communities known to the participants, and as such they will need to have this information to hand.</p> <ul style="list-style-type: none"> <li>⦿ Divide the participants into groups and give them Activity Sheet 35.</li> <li>⦿ Ask participants to: <ul style="list-style-type: none"> <li>≈ draw a 24-hour clock for a given member of the household</li> <li>≈ write on the clock the key activities carried out, including transport activities</li> <li>≈ estimate how much time that household member spends on each activity</li> </ul> </li> <li>⦿ Ask each group to present their findings to the plenary.</li> <li>⦿ Facilitate a discussion on the Key Points arising.</li> </ul> <p><b>See trainers' note below</b></p>	<p>Presentation 2.7 Slide 28</p> <p>Flip chart, pens</p> <p>Activity Sheet 35</p>


Training Methods	Content	Materials
	<p><b><u>Trainers' Note</u></b></p> <p><i>Trainers may prefer to allocate groups specific household members for example one group develops an activity profile for a young woman, another group for children, another group for men and so on.</i></p> <p><i>You may also opt to allocate household 'types' to specific groups, for example resource poor households, wealthy households, female headed households, landless households and so on.</i></p>	
<p><b>Q &amp; A</b></p> 	<p><b>Review: How and when to use Travel Time Budgets</b></p> <p><b>Go through the stages for <u>how</u> to use Travel Time Budgets</b></p> <p>Use Q &amp; A and discussion. Ask questions like:            What are the stages for creating a Travel Time Budget with a stakeholder group?            What materials have to be available?</p> <p><b>Key points:</b></p> <ul style="list-style-type: none"> <li> Refer to the <i>Trainers' Notes</i> and the <i>Activity Sheet</i>. Note learning points on flip chart.</li> </ul> <p><b>Recap on <u>when</u> to use Travel Time Budgets</b></p> <p>Ask questions like:            What issues can be explored using Travel Time Budgets?</p> <p><b>Key points:</b></p> <ul style="list-style-type: none"> <li> gender differences in the amount of time spend on transport tasks in relation to other</li> <li> analyse the reasons for these gender differences</li> </ul>	<p>Flipchart, pens</p>


Training Methods	Content	Materials
<p><b>Group Activity</b></p> 	<p><b>3.6 Matrix Ranking (and scoring)</b></p> <p>The purpose of this exercise is to familiarise participants with matrix ranking technique and to reflect on the costs and efficiencies of different modes of rural transport.</p> <ul style="list-style-type: none"> <li>④ Divide participants into small groups of 4 or 5, and hand out Activity Sheet 36.</li> <li>④ Ask participants to copy matrix on the Power Point slide on to flip chart paper. Explain how to carry out the ranking (<i>see trainers' note below</i>).</li> <li>④ Ask the groups to fill in the matrix as if they were living in a remote rural village and with irregular bus service, no cars and a few bicycles. The information they use should be based on realistic experiences if possible.</li> <li>④ Ask the groups to: rank each element (walk, car, bus, bicycle, cart) by its efficiency with regards to each judging criteria (cost, frequency, availability, energy, time) with 1 being the least costly and 5 being the most costly option.</li> <li>④ Ask the groups to discuss             <ol style="list-style-type: none"> <li>1. <i>The reasoning behind their rankings</i></li> <li>2. <i>What is revealed by this sort of participatory exercise that might be missed by a simple quantitative survey?</i></li> </ol> </li> <li>④ Ask participants to write their findings on flip chart, elect a presenter and prepare to feed back to the plenary.</li> <li>④ Ask each group to present their findings to the plenary. Facilitate a discussion on the Key Points raised.</li> </ul> <p><i>See Trainer's Note below for details on scoring.</i></p>	<p>Presentation 2.7 Slides 30 - 34</p> <p>Activity Sheet 36</p> <p>Flip chart, pens</p>

Training Methods	Content	Materials
	<p><b><u>Trainers' Note</u></b></p> <p><i>An alternative way of carrying out the ranking instead of writing is to use beans, where instead of writing the number "1", a single bean is placed next to the item being ranked.</i></p> <p><i>Using beans, counters and objects to represent rankings and scoring, as well as items being ranked is useful for illiterate people.</i></p>	
<p><b>Presentation</b></p> 	<p><b>Matrix Scoring</b></p> <p>An alternative to matrix ranking is matrix scoring. This technique involves comparing different elements e.g. walk, car, bus, bicycle, cart by its efficiency with regards to each judging criteria (cost, frequency, availability, energy, time – using proportions of beans/any counter.</p> <p><i>Trainers may choose to demonstrate this technique as a practical activity with participants.</i></p> <p><b>Key points:</b></p> <ul style="list-style-type: none"> <li>☉ Compare all elements according to each individual criteria, one at a time i.e. compare each of the following modes of transport - walking, car, bus, bicycle and cart – according to the criteria of 'efficiency in terms of cost'.</li> <li>☉ Allocate 25 beans for each criteria. For the mode of transport that is most efficient in terms of cost - give more beans, for the mode that is least efficient in terms of cost give less beans – so, divide all 25 beans between all modes of transport for the criteria 'efficiency of cost'.</li> <li>☉ Then move on to the next criteria 'frequency', allocate 25 beans for this row, and divide the beans between the elements 9walk, car, bus, bicycle, cart, giving more beans to those elements that are more 'frequent' and less beans to those elements that are less frequent.</li> </ul>	<p>Presentation 2.7 Slides 35 - 36</p>


Training Methods	Content	Materials
<p><b>Q &amp; A</b></p> 	<p><b>Review: How and when to use Matrix Ranking</b></p> <p>Go through the stages for <u>how</u> to use matrix ranking and scoring</p> <p>Use Q &amp; A and discussion. Ask questions like:            What are the stages for using matrix ranking with a stakeholder group?            What materials have to be available?</p> <p><b>Key points:</b></p> <ul style="list-style-type: none"> <li>☉ Refer to the <i>Trainers’ Notes</i> and the <i>Activity Sheet</i>. Note learning points on flip chart.</li> </ul> <p><b>Recap on <u>when</u> to use matrix ranking and scoring</b></p> <p>Ask questions like:            What issues can be explored using matrix ranking?            How do we ensure that we hear the voices of a range of stakeholders? – such as women, the poor, disadvantaged groups?</p> <p><b>Key points:</b></p> <ul style="list-style-type: none"> <li>☉ matrix ranking &amp; scoring is used to explore stakeholders preferences for different modes of transport and various transport services</li> <li>☉ allows us to explore stakeholders reasons, opinions, perceptions and attitudes towards various modes and types of services</li> <li>☉ can also be used to evaluate a transport project e.g. community members rank which type of IMT they found most useful</li> <li>☉ it is useful to make maps and models with various social-economic groups e.g.               <ul style="list-style-type: none"> <li>✓ men and women separately to gain an understanding of gender differences</li> <li>✓ older people and youth separately</li> <li>✓ poor and better off people separately</li> </ul> </li> </ul>	<p>Flipchart, pens</p>


Training Methods	Content	Materials
<p><b>Q &amp; A</b></p> 	<p><b>Review: How and when to use Matrix Ranking</b></p> <p>Go through the stages for <u>how</u> to use matrix ranking and scoring</p> <p>Use Q &amp; A and discussion. Ask questions like:            What are the stages for using matrix ranking with a stakeholder group?            What materials have to be available?</p> <p><b>Key points:</b></p> <ul style="list-style-type: none"> <li>☉ Refer to the <i>Trainers’ Notes</i> and the <i>Activity Sheet</i>. Note learning points on flip chart.</li> </ul> <p><b>Recap on <u>when</u> to use matrix ranking and scoring</b></p> <p>Ask questions like:            What issues can be explored using matrix ranking?            How do we ensure that we hear the voices of a range of stakeholders? – such as women, the poor, disadvantaged groups?</p> <p><b>Key points:</b></p> <ul style="list-style-type: none"> <li>☉ to explore stakeholders preferences for different modes of transport and various transport services</li> <li>☉ allows us to explore stakeholders reasons, opinions, perceptions and attitudes towards various modes and types of services</li> <li>☉ can also be used to evaluate a transport project e.g. community members rank which type of IMT they found most useful</li> </ul> <p><b>Continued</b></p>	<p>Flipchart, pens</p>

<b>Training Methods</b>	<b>Content</b>	<b>Materials</b>
	<p><b>... Continued</b></p> <ul style="list-style-type: none"> <li>◎ it is useful to make maps and models with various social-economic groups e.g.               <ul style="list-style-type: none"> <li>✓ men and women separately to gain an understanding of gender differences</li> <li>✓ older people and youth separately</li> <li>✓ poor and better off people separately</li> </ul> </li> </ul>	
<p><b>Presentation</b></p> 	<p>Briefly explain 'Preference Ranking', using the Presentation slides.</p>	<p>Presentation 2.7 Slide 37</p>



Training Methods	Content	Materials
<p><b>Gender Analysis Matrix</b></p> 	<p><b>3.7 Transport and Gender Analysis</b> <b>Gender Analysis Matrix</b></p> <p>The purpose of this exercise is to explore household transport activities from a gender, and adult/child, perspective. We will examine activities involving transport and the access to transport facilities e.g. motorised vehicles, bicycles etc. This exercise also allows for an analysis of division of labour for transport activities.</p> <p>Participants will need to have information and knowledge of a particular household's transport activities to carry out this exercise.</p> <ul style="list-style-type: none"> <li>⦿ Divide the participants into groups and give each group Activity Sheet 34</li> <li>⦿ Ask each group to: <ul style="list-style-type: none"> <li>≈ list household activities involving transport</li> <li>≈ prepare a <i>Transport Matrix</i> for a given household on flip chart.</li> </ul> </li> <li>⦿ Ask each group to present their findings to the plenary.</li> <li>⦿ Facilitate a discussion on the Key Points arising.</li> </ul> <p><b><u>Trainers' Note</u></b></p> <p><i>This technique is also appears in the Introduction Session (Activity Sheet 3) of these training materials. If participants have already used the Gender Analysis Matrix technique then trainers may elect just to recap on the technique.</i></p> <p><i>Key learning points should include issues such as the different roles and tasks of men and women and how this may affect their transport problems and needs. These issues are explored in detail in Session 5.2 of Training Module 5 of this series training materials.</i></p>	<p>Presentation 2.7 Slide 38</p> <p>Flip chart, pens</p> <p>Activity Sheet 37</p>





Training Methods	Content	Materials
<p><b>Q &amp; A</b></p> 	<p><b>Review: How and when to use Gender Analysis Matrix</b></p> <p><b>Go through the stages for <u>how</u> to create a Gender Analysis Matrix</b></p> <p>Use Q &amp; A and discussion. Ask questions like:            What are the stages for creating a Gender Analysis Matrix with a stakeholder group?            What materials have to be available?</p> <p><b>Key points:</b></p> <ul style="list-style-type: none"> <li>☉ Refer to the <i>Trainers' Notes</i> and the <i>Activity Sheet</i>. Note learning points on flip chart.</li> </ul> <p><b>Recap on <u>when</u> to use a Gender Analysis Matrix</b></p> <p>Ask questions like:            What issues can be explored using a Gender Analysis Matrix?            How do we ensure that we hear the voices of a range of stakeholders? – such as women, the poor, disadvantaged groups?</p> <p><b>Key points:</b></p> <ul style="list-style-type: none"> <li>☉ access to and use of transport services on a household level</li> <li>☉ degree of mobility in a household and modes of transport used</li> <li>☉ an indication of demand for transport</li> <li>☉ develop the matrix with various socio-economic groups separately</li> </ul>	<p>Flipchart, pens</p>

<b>Training Methods</b>	<b>Content</b>	<b>Materials</b>
<p><b>Presentation</b></p> 	<p>Briefly explain 'Card Sorting' and 'Wealth Ranking', using the Presentation slides.</p>	<p>Presentation 2.7 Slides 39 - 41</p>

## 4. Constraints to PRA methods

Training Methods	Content	Materials
<p><b>Q &amp; A</b></p> 	<p><b>Limitations of PRA and participatory techniques</b></p> <ul style="list-style-type: none"> <li>⦿ Examine the limitations of PRA methods. Draw on the experiences of participants who have used PRA methods. Facilitate the discussion by asking:                     <p><i>What are the limitations and constraints of participatory and PRA techniques?</i></p> </li> <li>⦿ Note points on flip chart. Key points are discussed below.</li> </ul>	<p>Flip chart, pens</p>
<p><b>Presentation with Discussion</b></p> 	<p>Based on the points mentioned above, present and discuss the limitations of PRA methods.</p> <p>To stimulate debate during the presentation ask questions like: What does successful participatory survey or a PRA require?</p> <p><b>Key Points:</b></p> <ul style="list-style-type: none"> <li>⦿ Successful PRA requires...                     <ul style="list-style-type: none"> <li>✓ sufficient resources</li> <li>✓ sufficient time</li> <li>✓ mutual respect and trust between facilitators and participants</li> <li>✓ understanding of local culture</li> </ul> </li> <li>⦿ Facilitators should be...                     <ul style="list-style-type: none"> <li>✓ non-dogmatic</li> <li>✓ flexible</li> <li>✓ sensitive</li> </ul> </li> <li>⦿ Lessons learned from PRA</li> </ul>	<p>Presentation 2.7 Slides 42 - 44</p>

Training Methods	Content	Materials
<p><b>Group Discussion</b></p> 	<p><b>Role of participatory surveys/PRA in rural transport</b></p> <p>The purpose of this activity is to reflect on the role of PRA in effective transport provision and for participants to explore potential applications of PRA techniques to their own work. Participants should draw on their own experience and knowledge.</p> <ul style="list-style-type: none"> <li>③ Divide participants into small groups and give them Activity Sheet .</li> <li>③ Ask participants to discuss the following questions:           <ol style="list-style-type: none"> <li>1. <i>What do PRA methods add to the analysis of rural transport provision that are not addressed through quantitative surveys?</i></li> <li>2. <i>How might PRA techniques be utilised on transport projects on which participants have worked or might work?</i></li> </ol> </li> <li>③ Ask participants to write their findings on flip chart, elect a presenter and prepare to feed back to the plenary.</li> <li>③ Ask each group to present their findings to the plenary.</li> <li>③ Facilitate a discussion on the Key Points raised.</li> </ul> <p><b>See Trainer’s Note below</b></p>	<p>Presentation 2.7 Slide 45</p> <p>Activity Sheet 38</p> <p>Flip chart, pens</p>

<b>Training Methods</b>	<b>Content</b>	<b>Materials</b>
	<p><b><u>Trainers' Note</u></b></p> <p><i>There are no right and wrong answers to this question. Encourage participants to think about how PRA can add value to their work, in such a way that they consider a much broader range of questions than they may have in the past. Encourage participants to think about how PRA can be used to engage in dialogue with socially excluded groups in society such as the landless, or the very poor.</i></p>	
<p><b>Presentation</b></p> 	<p><b>Concluding remarks</b></p> <p>Summarise the first part of this session by highlighting the main issues explored, and how participatory techniques and PRA may be used to help deepen our understanding of transport issues affecting the lives of rural communities.</p>	