

RURAL TRANSPORT TRAINING MATERIALS

TRAINER'S NOTES

MODULE 5 SOCIAL AND ENVIRONMENTAL ISSUES

Role play on rural transport

SESSION 5.6



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"> ● Explore the perspectives of different stakeholders at a village-level transport planning meeting ● Assess the different transport requirements and constraints of different stakeholders ● Examine the ways in which conflicts of interest can be resolved ● Reflect on participatory decision making processes |
| <p>Rural Transport Knowledge Base materials used with this session</p> | <p>Role play on rural transport By: P. Fernando, IFRTD</p> |
| <p>Training Materials</p> | <p><u>Presentations</u></p> <p>5.6 Role play on rural transport</p> <p><u>Activity Sheets</u> Handout: Role play on rural transport, by P. Fernando, IFRTD (photocopy for participants)</p> |

| <i>Key Topics</i> | <i>Training Methods</i> |
|---------------------------------------|---------------------------|
| 1. Introduction to the session | Presentation |
| 2. Background | Presentation |
| 3. Role play | Presentation |
| 3.1 Briefing for the role play | Role play |
| 3.2 The role play debriefing | Plenary discussion |
| Summary of session 5.6 | |


Trainers' Summary


This session consists of one part

It is based on: a role play on rural transport. This session uses the paper by P. Fernando, IFRTD


Session 5.6 Trainers' Notes



1. Introduction

| Training Methods | Content | Materials |
|---|--|--|
| <p>Presentation</p>  | <p>Overview</p> <p>Introduce the session by explaining the objectives with a brief overview of the topics to be covered.</p> <p>This session is based on a role play, which will entail the active participation of the participants. This role play explores issues and view points of various stakeholders with regard to transport.</p> <p>Key Points:</p> <p>Session Overview</p> <ul style="list-style-type: none"> ◎ Background ◎ Role Play <ul style="list-style-type: none"> ✓ Briefing ✓ Debriefing for the role play | <p>Presentation 5.6 Slides 1 - 5</p> |

| <h2>2. Background</h2> | | |
|--|--|---|
| <i>Training Methods</i> | <i>Content</i> | <i>Materials</i> |
| <p>Presentation</p>  | <p>Describe the background to the role play, and the range of stakeholders that will be involved in the play.</p> <p>Key Points:</p> <ul style="list-style-type: none"> ◎ The scenario ◎ Description of the region <ul style="list-style-type: none"> ✓ context of the district making a transport plan ✓ land and climate ✓ demography ✓ climate ✓ existing infrastructure ✓ distance to resources and facilities | <p>Presentation 5.6 Slides 6 - 10</p> |

3. Role Play

| Training Methods | Content | Materials |
|---|---|--|
| <p>Role Play</p>  | <p>3.1 Briefing for the role play</p> <ul style="list-style-type: none"> ☉ Allocate a stakeholder role to each of the participants. If there are more participants than stakeholder roles then some participants can act the same role e.g. two may be female traders. ☉ Give the participants their briefing sheet * that explains the character and situation of the stakeholder they will play. ☉ Only give each person the details of their own character. Actors should not know the details of each other's characters. ☉ Explain to participants that you would like them to act as realistically as possible in their role, as the meeting takes place to develop the transport plan. ☉ Allow the play to run for about 15 to 20 minutes. ☉ After the play, ask the participants to 'de-role'. This is important so that objective discussions can take place and lessons can be drawn out of the play. ☉ One way to 'de-role' is to ask participant to jump over a line drawn on the ground as they do so they shout out their own name. This also serves to help defuse any tension that may have arisen during the play. <p><i>* The briefing sheets need to be photocopied from the original paper from the Rural Transport Knowledge Base materials.</i></p> | <p>Presentation 5.6 Slide 11</p> <p>Photocopies of role play sheets for participants</p> |

| Training Methods | Content | Materials |
|-------------------------|--|-------------------------|
| | <p>3.2 The role play debriefing</p> <ul style="list-style-type: none">  Facilitate a discussion on what happened in the play and draw out key lessons.  Ask questions like: <ol style="list-style-type: none"> 1. What happened in the play? 2. Who spoke more and who spoke less and why? 3. What conflicts of interest arose between stakeholders? 4. What was the role of the MP and District planner in imparting information to the community? 5. What was the role of the community members in the decision making? 6. Did some community members participate more than others? Which ones? Why was this? 7. In what ways could the voice of community members who participated least be heard? 8. What was the role of the women in decision making? How could this role be enhanced? 9. How could women’s participation in labour based approaches to road construction and maintenance be enhanced? 10. In what ways can conflict be resolved without compromising the needs to any of the stakeholder groups? | <p>Flip chart, pens</p> |

| Training Methods | Content | Materials |
|-------------------------|--|------------------|
| | <p><u>Trainers' Note</u></p> <p><i>There are no right or wrong answers to these questions. However, participants should be encouraged to explore the role of the various stakeholders and appreciate that individuals do not come to the discussion from the same stand point. An important learning point is that different stakeholders may have different vested interests in a transport intervention, and these need to be taken into account by decision makers.</i></p> <p><i>Different stakeholders may also have different transport needs. For example, women's needs are not necessarily the same as those of men.</i></p> <p><i>Another important learning point is that the most vulnerable and socially excluded may also be the people with the least voice. Ways of 'increasing the voice' of such groups may need to be found.</i></p> | |
| | <p>Summary of Session 5.6</p> <p>Finish the session by reviewing the issues explored and the key lessons learnt, highlighting areas that may need further investigation or discussion.</p> | |