



Trainers' Notes
Rural Transport Training Materials

Module 1: Policies and Strategies New directions for Rural Transport

Part 1

Broad policy frameworks and locating rural transport

Part 2

Case studies: Peru, India, Yemen, Ethiopia, and a framework on spatial aspects of poverty

SESSION 1.2



SSATP
Africa Transport
Policy Program

<p>Session Objectives</p>	<p>By the end of the session participants will be able to:</p> <p>Technical Paper</p> <ul style="list-style-type: none"> 🌀 Explain the background to a new policy framework for transport 🌀 Describe the elements of the new policy framework for transport 🌀 Apply the broad elements of the new framework to real-life policy development <p>Case studies</p> <ul style="list-style-type: none"> 🌀 Analyse the links and pathways between rural transport, economic development and poverty alleviation, using five case studies.
<p>Rural Transport Knowledge Base materials used with this session</p>	<p>Broad policy frameworks and locating rural transport</p> <p>By Jeff Turner.</p> <p>Based on the framework paper: “Rural Transport - Improving its Contribution to Growth and Poverty Reduction in Sub-Saharan Africa”, 2012.</p>
<p>Training Materials</p>	<p><u>Presentations</u></p> <p>1.2a Broad policy frameworks and locating rural transport</p> <p>1.2 b (# 1) Peru Rural Roads project</p> <p>1.2 b (# 2) India: Andhra Pradesh economic restructuring project</p> <p>1.2 b (# 3) Yemen’s rural access road project (RAP)</p> <p>1.2 b (# 4) Ethiopian Rural Travel & Transport Program (ERTTP)</p> <p>1.2 b (# 5) Framework for addressing spatial considerations in national poverty reduction strategies</p>

**Training Materials
cont: -**

Activity Sheets

- 5 Applying the new framework
- 6 Gaps between existing & future policy directions
- 7 Peru case study - lessons (# 1)
- 8 Peru case study – transport, poverty, growth (#1)
- 9 India case study – results (# 2)
- 10 India case study - transport, poverty, growth (#2)
- 11 Yemen case study - lessons (# 3)
- 12 Yemen case study - transport, poverty, growth (#3)
- 13 Ethiopia case study – lessons (# 4)
- 14 Ethiopia case study - transport, poverty, growth (#4)
- 15 Framework (spatial aspects of poverty) (# 5)

Copies of the framework paper for participants:-

“Rural Transport - Improving its Contribution to Growth and Poverty Reduction in Sub-Saharan Africa”, 2012).

Key Topics	Training Methods
1. Introduction	Presentation
2. Broad policy frameworks and locating rural transport	Presentation Group Activity
3. Peru case study (# 1) 3.1 Introduction 3.2 Poverty and rural access in Peru 3.3 Peru Rural Roads Project 3.4 Lessons	Presentation Presentation with Discussion
4. India case study (# 2) 4.1 Introduction 4.2 Issues with rural access in Andhra Pradesh 4.3 Andhra Pradesh economic restructuring project 4.4 Project results and next steps.	Presentation Presentation with Discussion
5. Yemen case study (# 3) 5.1 Introduction 5.2 Rural access issues in Yemen + Institutional challenges 5.3 Rural Access Program (RAP) 5.4 Lessons from RAP1 5.5 Rural Access Program - RAP2 (phase 2)	Presentation Presentation with Discussion
6. Ethiopia case study (# 4) 6.1 Introduction 6.2 Approach of ERTTP 6.3 Findings of implementation 6.4 Lessons	Presentation Presentation with Discussion
7. Critique of case studies 7.1 Lessons 7.2 Rural transport, economic development, and poverty alleviation	Case study activity Case study activity
8. Framework (spatial aspects of poverty) (# 5) 8.1 Introduction 8.2 Elements of the framework 8.3 Spatial concerns explored in the framework 8.4 Applying the framework	Presentation Group activity
Summary of session 1.2	

Trainers' Summary

This session is divided into two parts:

Part 1: is based on the Technical Paper: Broad policy frameworks and locating rural transport.

Part 2: is based on four case studies from Peru, India, Yemen and Ethiopia; and a framework for assessing the spatial aspects of poverty in PRSPs.

Session Content

The content of this session is drawn from the framework paper:

Rural Transport – Improving its contribution to Growth and Poverty Reduction in Sub-Saharan Africa. SSATP Working Paper Number 93


By Banjo, Gordon and Riverson (November 2012)

Session 1.2: Trainers' Notes


Part 1


1. Introduction

<i>Training Methods</i>	<i>Content</i>	<i>Materials</i>
Explain	<p>Introduce this session by providing a brief overview of the whole session.</p> <p>The purpose of session 1.2 is to introduce and explore the elements of the framework paper: “Rural Transport - Improving its Contribution to Growth and Poverty Reduction in Sub-Saharan Africa”, 2012). This framework was developed from lessons learnt over recent decades on the inextricable links between rural transport and access, economic growth and poverty alleviation. It includes a policy framework, and issues related to policy implementation.</p> <p>This session has two parts. The first part of the session is based on the technical paper: “Broad policy frameworks and locating rural transport.” This paper was developed using information from the framework paper.</p> <p>The second part of this session contains five case studies, which illustrate how various elements linked to the framework paper have been applied in different country-contexts.</p> <p>A full copy of each of the case studies can be found in the Annexes of the framework paper as follows:</p> <ul style="list-style-type: none">▪ Peru case study (# 1) in Annex E1▪ India case study (# 2) in Annex E4▪ Yemen case study (# 3) in Annex E5▪ Ethiopia case study (# 4) in Annex E4▪ Framework - spatial aspects of poverty (# 5) Annex A	






Training Methods	Content	Materials
	<p><u>Trainers' Note</u></p> <p><i>Ensure that each participant has a copy of the framework paper:-</i></p> <p>“Rural Transport - Improving its Contribution to Growth and Poverty Reduction in Sub-Saharan Africa”, 2012).</p>	
<p>Presentation</p> 	<p>Introduce PART 1 of the session explaining the objectives and provide a brief overview of the topics to be covered.</p> <p>This section will explain the background to the new policy framework, the elements of the new framework and apply the broad elements of the new framework to real-life policy development</p> <p>Overview of the first part of the session</p> <p>Key Points:</p> <ul style="list-style-type: none"> 🌀 Background to the new policy framework 🌀 Key elements of the new framework 🌀 Lessons and Conclusions 🌀 Applicability to policy development 	<p>Presentation 1.2a Slides 1 - 5</p>


2. Broad policy frameworks and locating rural transport

Training Methods	Content	Materials
<p>Presentation</p> 	<p>Background to New Policy Framework</p> <p>Using the PowerPoint presentation describe Comprehensive African Agriculture Development Plan</p> <p>Key Points: -</p> <ul style="list-style-type: none"> Renewal of focus on agriculture as a sector to drive economic growth in Africa Co-ordinated multi-national effort to address challenges in agriculture sector of sub-Saharan Africa, through CAADP. Focus on market access as one of the 4 themes of which rural transport infrastructure and services is acknowledged as part. 	<p>Presentation 1.2a Slides 6 - 7</p>

Training Methods	Content	Materials
<p>Presentation</p> 	<p>Elements of New Framework</p> <p>Using the PowerPoint presentation describe the detail of the proposed New Policy Framework that integrates rural transport with agriculture</p> <p>Key Points: -</p> <ul style="list-style-type: none"> There is a need to set high-level objectives that connect to wider national development such as Poverty Reduction Strategy Papers There is a need to establish policies with in the rural; transport sector that facilitate improved agricultural marketing Whilst pilots are useful, there is a need to anticipate the financial and political resources needed to extend pilot projects into national programmes on rural transport There is a need to ensure wide stakeholder participation for policy development. Give examples of tools. Tools are also covered in Module 2. There is a need to develop different approaches to integrate agriculture and rural transport for different elements of the rural transport problem There needs to be clear roles for different institutions within the rural transport problem. Explain what roles are important; and key stakeholders. There is a need to evaluate how effective policies have been in integrating rural transport and agricultural growth 	<p>Presentation 1.2a Slides 8 - 15</p>

<i>Training Methods</i>	<i>Content</i>	<i>Materials</i>
	<p>Lessons and conclusions</p> <p>Using the PowerPoint presentation describe the summary points and conclusions</p> <p>Key Points: -</p> <ul style="list-style-type: none"> ☉ There has been a resurgence of a focus on agricultural development and there is scope to promote rural transport in the light of this focus. Work by SSATP has developed a new policy framework that shows how that can be done ☉ There is a need to integrate rural transport policy with a range of other development policies ☉ There is a need to appreciate the long-term nature of this integration and assign the necessary resources to make it happen. explain 	<p>Presentation 1.2a Slide 16</p>

Training Methods	Content	Materials
<p>Group Activity</p> 	<p>Applying the new framework</p> <p>The purpose of this activity is to develop appreciation of the application of the new framework for rural transport in the real-life policy environment.</p> <ul style="list-style-type: none">  Divide participants into groups and give them Activity Sheet 5.  Ask participants to: - <ul style="list-style-type: none"> A. Create an image a rural transport policy as if the policy is at the centre of a spiders' web. Prepare this on flip chart. Include other related national policies that are relevant to rural transport and to which the rural transport policy should be connected. B. Discuss: <p style="text-align: center;"><i>How may better connections between the different policies be made?</i></p>  Ask each group to present their findings to the plenary.  Facilitate a discussion on the key points that arise, highlighting: - <ul style="list-style-type: none"> ▪ the range of national policies that are related or should be related to rural transport ▪ the constraints to existing policy integration in the areas of rural transport and agriculture. 	<p>Presentation 1.3a Slide 17 - 18</p> <p>Flip chart, pens</p> <p>Activity Sheet 5</p>

Training Methods	Content	Materials
<p>Group Activity</p> 	<p>Gaps between existing and future policy directions</p> <p>The purpose of this activity is to develop an appreciation of the gap between existing policy and future policy directions in a real-life situation.</p> <p>Explore how far current rural transport policy exists and to what extent does it need to develop to greater integration with other policy areas.</p> <ul style="list-style-type: none"> 🌀 Divide participants into groups and give them Activity Sheet 6. 🌀 Ask participants to read the technical paper 1.2. 🌀 Using the table on Activity Sheet 6, ask participants to assess: <p><i>What elements does the existing policy include and to what extent has each element been included?</i></p> 🌀 Ask the participants to share their findings in plenary 🌀 Facilitation a discussion on key points that arise, including: - <ul style="list-style-type: none"> ▪ the level of development of rural transport policy in their country or a country they know well ▪ what areas work well and which don't ▪ other areas rural transport policy needs to include. 	<p>Presentation 1.2a Slide 19</p> <p>Flip chart, pens</p> <p>Activity Sheet 6</p>

Part 2

Case Studies

Trainers' Note

Four case studies and a Framework are explored in Part 2 of this session.

Four country-based case studies

The first 4 case studies are examples of approaches to addressing rural transport issues that have also included a focus on poverty alleviation and economic growth – in four countries Peru, India, Yemen and Ethiopia.

Two group activities have been designed to critique and learn from these case studies:

The first activity involves participants comparing and contrast lessons (and/or results) from various approaches to improving rural access, with their own country level experiences.

The second activity involves participants exploring the links and pathways between rural transport, economic development and poverty alleviation.

The trainer may use these case studies in a variety of ways. Suggestions are given below in section 7. Trainers may elect to use just one or two case studies, or all four.

Sections 3 to 6 provide an overview of each of the four country-case studies, as power point presentations. They may use some or all of these presentations depending on which case studies they have decide to use. It is suggested trainers review all four case studies and the Case Study activities in section 7, to help them make a decision appropriate to the interests of the participants.

Framework (spatial aspects of poverty)

The fifth activity presents a framework that enables stakeholders to explore the extent to which the spatial aspects of poverty have be incorporated into national PRPS's. This is a stand alone activity. This is covered in section 8.

Number of power point presentations

Because there are 5 power point presentations in Part 2 of this session, the presentations are numbered in sequence: -

- 1.2 b (# 1) Peru Rural Roads project
- 1.2 b (# 2) India: Andhra Pradesh economic restructuring project
- 1.2 b (# 3) Yemen's rural access road project (RAP)
- 1.2 b (# 4) Ethiopian Rural Travel & Transport Program (ERTTP)
- 1.2 b (# 5) Framework for addressing spatial considerations in national poverty reduction strategies

Notes on Poverty


Explain to participants that the case studies focus primarily on the income aspects of poverty. Remind participants that poverty is multidimensional and includes: loss of rights and dignity, powerlessness, inequality in terms of access to and control over resources, vulnerability, isolation, health, time.


Notes on Attribution


There are challenges with attributing a road access project to increased economic activity. While the project may have catalyzed economic activity, there may have been other contributory factors. Examples include government policies on taxation, interest rates on bank loans, minimum wages.


The same challenge applies to attributing roads projects to social benefits such as education and health.

It is important to consider that all contributory factors when exploring the impact of projects aimed at improving roads and rural access.

<i>Training Methods</i>	<i>Content</i>	<i>Materials</i>
Explain	<p>Overview of Part 2 for all case studies</p> <p>Explain to participants which case studies will be explored in Part 2 of this session (see Trainers Notes above), and how the session will be laid out and facilitated.</p>	
<h2>3. Peru Case Study (# 1)</h2>		
Presentation 	<p>3.1 Introduction</p> <p>Introduce the “Peru Rural Roads project” by explaining the learning objectives and provide a brief overview of the topics to be covered.</p> <p>Key Points:</p> <p>Session overview</p> <ul style="list-style-type: none"> 🌀 Poverty in Peru 🌀 Poverty and rural access 🌀 Nature of road networks and services 🌀 Peru Rural Roads Project 🌀 Lessons 🌀 Critique of the case study 	<p>Presentation 1.2 b (# 1)</p> <p>Slides 1 - 3</p>



Training Methods	Content	Materials
<p>Presentation</p> 	<h3>3.2 Poverty and rural access</h3> <p>Explain the nature of poverty in Peru, describing how issues with rural access link to poverty.</p> <p>Key Points:</p> <p>Poverty in Peru</p> <ul style="list-style-type: none"> Most of the rural poor live in rural areas (Selva - jungle, and Sierra - highlands) Rural poverty is greater than urban poverty, and for indigenous people Highlight the multidimensional aspects of poverty <p>Poverty and rural access</p> <ul style="list-style-type: none"> Rural access in remote villages is very limited, in turn reducing access to market, jobs, services There is a poor road network, with a low road density compared to neighbours like Chile and Brazil Roads and tracks are in very bad condition due to poor maintenance and inadequate drainage. Unreliable transport services Mostly non-motorised vehicles are used for travel outside villages; and along neglected, unsafe paths. 	<p>Presentation 1.2b (# 1) Slides 4 - 8</p>



Training Methods	Content	Materials
<p>Presentation</p> 	<h3>3.3 Peru Rural Roads Project</h3> <p>Give a brief overview of the Peru Rural Roads Project.</p> <p>Key Points:</p> <p>Phase 1: 1995 - 2000</p> <ul style="list-style-type: none"> Project goal: alleviate poverty and raise living standards Project strategy: Rehabilitate roads to connect to regional centres; rehabilitate paths for non-motorized transport; and create sustained maintenance of roads and paths, through community-based organisations The aim was to restore basic rural accessibility, in a cost-effective way, to stimulate poverty alleviation and social and economic livelihoods. <p>Phase 2: 2001 - 2006</p> <ul style="list-style-type: none"> Project goal: deepen impact in same areas - address poverty by improving access of rural communities to markets, on- & off-farm opportunities, social services; and use labour-intensive road maintenance – employment Project strategy: sustainability of maintenance; Institutional and financial factors; stimulate economic growth; pilot the Local Development Window (LDW) to facilitate productive activities, e.g. income generation The project demonstrated a new paradigm of demand driven growth, and successful support of decentralisation processes. 	<p>Presentation 1.2b (# 1) Slides 9 - 12</p>

Training Methods	Content	Materials
<p>Presentation with Discussion</p> 	<h3>3.4 Lessons</h3> <p>Explore the lessons that emerged from the Peru Rural Roads Project, by presenting each lesson in turn, and for each lesson facilitating a discussion with participants about the significance of that lesson.</p> <p>Key Points:</p> <ul style="list-style-type: none"> ④ Improved transport conditions contribute to better access to health & education ④ Participatory planning and inclusion enable better targeting of resources, and better response to community needs ④ Maintenance strategy for transport stimulates private sector and entrepreneurship, along with micro-enterprise. Used in local planning to improve households access to basic goods, services and facilities ④ Gravel roads are an effective solution because they are cost-effective and sustainable ④ Municipalities can efficiently manage road assets. Give examples of municipalities can build technical and financial expertise ④ Coordination of key activities between road rehabilitation and local productive activities is important <ul style="list-style-type: none"> ▪ give examples of “local productive activities” such as farming and trade ▪ explain <i>how</i> coordination of road rehabilitation and local activities leads to effectiveness and efficiency of road project <p><i>Continued:-</i></p>	<p>Presentation 1.2b (# 1) Slides 13 - 22</p>

Training Methods	Content	Materials
	<p><i>Continued:-</i></p> <ul style="list-style-type: none"> ③ A long term perspective is needed ③ Decentralization of rural transport program ③ Gender, and impact on women, their families and communities. Note that gender issues also relate to men and boys ③ Cooperation between development organisations such as World Bank and IADB is important. 	


4. India Case Study (# 2)


Training Methods	Content	Materials
<p>Presentation</p> 	<p>4.1 Introduction</p> <p>Introduce the “India: Andhra Pradesh economic restructuring project” by explaining the learning objectives and provide a brief overview of the topics to be covered.</p> <p>Key Points:</p> <p>Session overview</p> <ul style="list-style-type: none"> Issues with rural access in Andhra Pradesh Andhra Pradesh economic restructuring project Project results Next steps Analysis of the case study 	<p>Presentation 1.2 b (# 2) Slides 1 - 3</p>
<p>Presentation</p> 	<p>4.2 Issues with rural access in Andhra Pradesh</p> <p>Explain the issues with rural access in Andhra Pradesh.</p> <p>Key Points:</p> <ul style="list-style-type: none"> Lack of all-weather roads constrained citizens, communities, and business This led to delayed passenger and freight movement, reduced transport safety, hindered economic development and limited poverty alleviation. 	<p>Presentation 1.2b (# 2) Slide 4</p>


Training Methods	Content	Materials
<p>Presentation</p> 	<h3>4.3 Andhra Pradesh economic restructuring project</h3> <p>Give a brief overview of the Andhra Pradesh economic restructuring project, highlighting the roads component.</p> <p>Key Points:</p> <ul style="list-style-type: none"> ☉ The rural roads component was part of a multi-sector approach ☉ The objective of the rural roads component was to address challenges by providing basic all-weather road access to villages in three districts. 	<p>Presentation 1.2b (# 2) Slide 5</p>
<p>Presentation with Discussion</p> 	<h3>4.4 Project results and next steps</h3> <p>Explore the results of the Andhra Pradesh project roads component, by presenting each set of key results in turn. For each set of results facilitate a discussion with participants about the significance of that set of results.</p> <p>Key Points:</p> <p>Results</p> <ul style="list-style-type: none"> ☉ Rural access was improved ☉ A surge in economic activity. Discuss the issues with attributing road access projects to increased economic activity. ☉ The promotion of agriculture reduced poverty ☉ Education improved ☉ Improvement in access to health services <p><i>Continued: -</i></p>	<p>Presentation 1.2b (# 2) Slides 6 - 14</p>


<i>Training Methods</i>	<i>Content</i>	<i>Materials</i>
	<p><i>Continued: -</i></p> <ul style="list-style-type: none"> ⦿ Policy and strategy results included a policy framework on investment for maintenance ⦿ Gravel roads were cost-effective solutions for low-traffic roads. Clarify the meaning of “low traffic roads” ⦿ Computerized system supported annual maintenance plans for the core network <p>Next steps</p> <ul style="list-style-type: none"> ⦿ Network approach adopted nationwide under the Prime Minister’s Rural Roads Program (PMGSY) ⦿ Use of gravel roads with annual maintenance plans - applied in other World Bank-funded rural road projects in India ⦿ Government of India requested the Bank to support similar rural roads projects in other states. 	


5. Yemen Case Study (# 3)

<i>Training Methods</i>	<i>Content</i>	<i>Materials</i>
Presentation 	<p>5.1 Introduction</p> <p>Introduce “Yemen’s rural access road project” (RAP) by explaining the learning objectives and provide a brief overview of the topics to be covered.</p> <p>Key Points:</p> <p>Session overview</p> <ul style="list-style-type: none"> 🌀 Rural access issues in Yemen 🌀 Institutional challenges 🌀 Rural Access Program (RAP) 🌀 Lessons from RAP1 🌀 Rural Access Program - RAP2 (phase 2) 🌀 Critique of the case study 	<p>Presentation 1.2 b (# 3) Slides 1 - 3</p>



Training Methods	Content	Materials
<p>Presentation</p> 	<h3>5.2 Rural access issues in Yemen + institutional challenges</h3> <p>Explain the issues with rural access and institutional challenges in Yemen.</p> <p>Key Points:</p> <ul style="list-style-type: none"> ☉ Rural isolation contributed significantly to poverty and economic development. The rural population lack reliable access to services and markets. ☉ Highlight the multidimensional aspects of poverty ☉ Most people live in rugged steep mountains of the northwest, where the critical constraint is insufficient land transportation ☉ Just 11% of rural roads are paved/ all-weather. Most unpaved rural roads are earth tracks in very poor condition. Roads often impassable due to rain ☉ Travel is exhausting, extremely low speeds, high vehicle operating costs ☉ There has been much improvement, with a 210% increased in paved roads in last two decades; and road networks became a national priority ☉ Serious institutional challenges remain, especially poor budget allocation processes ☉ An independent road maintenance fund with its own revenue source and maintenance planning capability was established; but the funds were inadequate as was the management of it. 	<p>Presentation 1.2b (# 3) Slides 4 - 8</p>


Training Methods	Content	Materials
<p>Presentation</p> 	<h3>5.3 Rural Access Program (RAP)</h3> <p>Give a brief overview of the Yemen RAP.</p> <p>Key Points:</p> <ul style="list-style-type: none"> ● RAP aims to address poverty by improving mobility in rural Yemen, and reducing the isolation of villages in mountainous rural areas ● Isolation will be reduced by creating reliable access, support decentralization, and complementary community-based IDA programs ● RAP Phase 1 (2001-2005) focussed on piloting physical interventions, institutional development and road maintenance ● RAP Phase 2 (2006-2010) focussed on Improvement & maintenance of intermediary road network and village access roads, government capacity building. ● RAP Phase 3 (2013-2017) focussed on expanding road improvement into areas not yet reached. 	<p>Presentation 1.2b (# 3) Slides 9 - 10</p>


<i>Training Methods</i>	<i>Content</i>	<i>Materials</i>
<p>Presentation with Discussion</p> 	<h3>5.4 Lessons from RAP1</h3> <p>Explore the lessons that emerged from the Yemen program, by presenting each lesson in turn. Facilitate a discussion with participants about the significance of each lesson.</p> <p>Key Points:</p> <ul style="list-style-type: none"> Contracting – management, designs, consultation, participation, setting targets Institutional performance can be substantially improved Yemeni road maintenance and construction industry + consulting profession can develop fast with satisfactory quality Access and costs - access is more important for rural people, rather than high technical standards, and appropriate designs and implementation is more cost effective Social framework agreements have high practical value in maximizing net benefits. 	<p>Presentation 1.2b (# 3) Slides 11 - 17</p>

Training Methods	Content	Materials
<p>Presentation</p> 	<h3>5.5 Rural Access Program - RAP2 (phase 2)</h3> <p>Give a brief overview of the next phase of the program – RAP 2.</p> <p>Key Points:</p> <ul style="list-style-type: none"> ⦿ The objective of RAP2 is to reduce isolation of rural population with a high incidence of poverty ⦿ The target is 250,000 people within 2.5 km of project roads in rural areas have improved access to district centres ⦿ Key components: Upgrade roads, institutional support & capacity building, performance-based management contracts. 	<p>Presentation 1.2b (# 3) Slides 18 - 19</p>


6. Ethiopia Case Study (# 4)


Training Methods	Content	Materials
<p>Presentation</p> 	<p>6.1 Introduction</p> <p>Introduce the “Ethiopian Rural Travel & Transport Program (ERTTP)” by explaining the learning objectives and provide a brief overview of the topics to be covered.</p> <p>Key Points:</p> <p>Session overview</p> <ul style="list-style-type: none"> Approach of ERTTP Findings of implementation Lessons Critique of the case study 	<p>Presentation 1.2 b (# 4) Slides 1 - 3</p>
<p>Presentation</p> 	<p>6.2 Approach of ER RTP</p> <p>Explain the approach of the ERTTP.</p> <p>Key Points:</p> <ul style="list-style-type: none"> ERTTP takes a multi-sector development approach In 1998 the Rural Travel & Transport Strategy under ERTTP was prepared In 2002: pilot projects in <i>weredas</i> in 8 regions were implemented Activities during pilot - refinement of implementation manuals, 130 other <i>weredas</i> prepared development plans, financing to roll out plans Administrative divisions: region, wereda, kebele. 	<p>Presentation 1.2 b (# 4) Slides 4 - 5</p>

Training Methods	Content	Materials
<p>Presentation</p> 	<h3>6.3 Findings of implementation</h3> <p>Describe the key findings from the ERRTP.</p> <p>Key Points:</p> <ul style="list-style-type: none"> Travel time reduced where roads improved or constructed at <i>wereda and kebele</i> levels Local markets opened up for traders and farmers Construction of new facilities e.g. health centres and schools closer were located nearer to the users Increased mobility due to introduction of new buses and other transport services Increased in intermediate means of transport (IMTs) Socio-economic factors improved, such as farm production, reduced prices of manufactured goods in local shops, and more microcredit available Labour-based methods were successful, in terms of the most common approach for road construction, satisfactory standards, sustainability, and popularity with local people. 	<p>Presentation 1.2b (# 4) Slides 6 - 9</p>
	<p><u>Trainers' Note</u></p> <p><i>As with all road improvement projects – be aware of the challenges with attributing a road access project to increased economic activity.</i></p>	

<i>Training Methods</i>	<i>Content</i>	<i>Materials</i>
<p>Presentation with Discussion</p> 	<p>6.4 Lessons</p> <p>Explore the lessons that emerged from the ERRTP, by presenting each lesson in turn. For each lesson facilitate a discussion with participants about the significance of that lesson.</p> <p>Key Points:</p> <ul style="list-style-type: none"> ④ Test methods and procedures for road maintenance ④ Test contracting arrangements ④ Sharpen the promotion of the IMT ④ Streamline reporting system ④ Explore how the ERTTP approach should be adapted for different environments ④ Emphasise documenting and disseminate the lessons learned from the pilot project ④ Update the ERTTP manuals and guidelines – based on lessons from pilot. 	<p>Presentation 1.2b (# 3) Slides 10 - 12</p>



7. Critique of Case Studies


Training Methods	Content	Materials
<p>Case study</p> 	<p>7.1 A critique of lessons/ results – in Peru, India, Yemen, Ethiopia</p> <p>The purpose of this activity is to deepen participants' knowledge of the features of an effective rural transport project. This activity provides participants with an opportunity to compare and contrast the lessons from the case studies with their own country situations and experiences.</p> <ul style="list-style-type: none"> ③ Divide the participants into 4 groups and allocate a different case study to each group. Give each group the relevant case study Activity Sheet. ③ Explain the activity and ask participants to discuss: - <ul style="list-style-type: none"> A. <i>How do the lessons from the case study compare with the experiences of rural roads projects in your country - in terms of similarities and differences?</i> B. <i>What are the reasons for the similarities and differences?</i> ③ Ask each group to present their findings to the plenary. ③ Facilitate a discussion on the key points that arise, highlighting the <i>reasons</i> for differences and similarities between the case studies and participants' experiences and between the participant groups. 	<p>Presentation 1.2b Slides – at end of each case study presentation</p> <p>Activity Sheets 7, 9, 11, 13</p> <p>Flip chart, pens.</p>


Training Methods	Content	Materials
<p>Case study</p> 	<h2>7.2 Rural transport, economic development and poverty alleviation – in Peru, India, Yemen, Ethiopia</h2> <p>The purpose of this activity is to deepen participants' knowledge of the links between rural transport, poverty and economic development/growth, by drawing on the experiences from the case studies. It enables participants to explore the features that enable rural transport projects to make an effective contribution to poverty alleviation and economic development.</p> <ul style="list-style-type: none"> ④ Divide the participants into 4 groups and allocate a different case study to each group. Give each group the relevant case study Activity Sheet. ④ Explain the activity and ask participants to discuss and create a flow diagram that shows: - <ul style="list-style-type: none"> A. <i>The <u>links</u> and <u>pathways</u> between rural transport, economic development, and poverty alleviation – using specific examples from the case study.</i> B. <i><u>How</u> improvements to rural transport contribute to economic development, & poverty alleviation.</i> ④ Ask participants to prepare their flow diagram on a flip chart using the printed cards* and post-its; using the layout illustrated on page2 of the Activity Sheets. ④ Ask each group to present their findings to the plenary. ④ Facilitate a discussion on the key learning points. 	<p>Presentation 1.2b Slides – at end of each case study presentation</p> <p>Activity Sheets 8, 10, 12, 14</p> <p>Flip chart, pens.</p> <p>Printed cards, post-its.</p>
	<p><u>Trainers' Note</u></p> <p><i>Alternatively, all participants may explore the same case study, if this is more relevant to them.</i></p> <p><i>* Prepare 4 sets of cards. Each set consist of 3 cards. On the 1st card print "rural transport", on the 2nd card print "economic development", on the 3rd card print "poverty alleviation".</i></p>	

8. Framework

A Framework for addressing spatial considerations in national poverty reduction strategies

Training Methods	Content	Materials
<p>Presentation</p> 	<p>8.1 Introduction</p> <p>Introduce the framework for exploring spatial aspects of poverty in PRSPs by explaining the learning objectives and provide a brief overview of the topics to be covered.</p> <p>Key Points:</p> <ul style="list-style-type: none"> ☉ Elements of the framework ☉ Spatial concerns explored in the framework ☉ Applying the framework 	<p>Presentation 1.2 b (# 5) Slides 1 - 3</p>
<p>Q & A</p> 	<p>8.2 Elements of the framework</p> <p>Explain that this is a framework that enables people to assess the extent to which the spatial aspects of poverty have been integrated into the national PRSP.</p> <ul style="list-style-type: none"> ☉ Facilitate a short discussion on participants' experience and understanding of the spatial aspects of poverty by asking: “what are the ‘spatial’ aspects of poverty?” ☉ Note key points on Flip Chart. 	<p>Flip chart, pens</p>

Training Methods	Content	Materials
<p>Presentation</p> 	<p>Explain the key elements of the framework. Describe only the 'spatial concerns' in detail.</p> <p>Key Points:</p> <ul style="list-style-type: none"> ④ The framework explored 5 areas. These include: <ul style="list-style-type: none"> A. Who are the poor and where do they live? B. Objectives and key targets C. Enabling policies necessary to stimulate growth and remove impediments to participation by poor people D. Participatory process E. Monitoring & evaluation ④ The framework explores these five areas in terms of spatial concerns, quantitative & qualitative parameters, and Steps ④ Mention "public expenditure tracking surveys" (PETS) that enable the use of public funds to be monitored, and highlight issues of cost efficiency, accountability and decentralisation <p>Give participants a copy of the full framework - <i>"A Framework for addressing spatial considerations in national poverty reduction strategies"</i>.</p> <p>This can be found in Annex A of - "Rural Transport - Improving its Contribution to Growth and Poverty Reduction in Sub-Saharan Africa", 2012.</p>	<p>Presentation 1.2 b (# 5) Slides 4 – 11</p> <p>Copies of full framework for participants</p>
	<p><u>Trainers' Note</u></p> <p><i>Poverty Assessments may be carried out using a range of participatory approaches and tools. These are explored in detail in Module 2.</i></p> <p><i>Discuss how "the poor" may be defined, and the importance of disaggregation, e.g. gender, livelihood, age, etc.</i></p>	

Training Methods	Content	Materials
<p>Group Activity</p> 	<h3>8.3 Applying the framework</h3> <p>The purpose of this activity is to deepen participants' knowledge of the key issues related to spatial factors of poverty and the role of these in national poverty reduction strategies (PRSPs).</p> <p>This activity is an opportunity for participants to practice applying the framework, and assessing the extent to which their own national PRSPs take into account the spatial considerations of poverty.</p> <ul style="list-style-type: none"> ④ Divide the participants into groups and give them copies of the case study Activity Sheet 15, ④ Explain the activity and ask participants to discuss: - <p style="margin-left: 40px;"><i>To what extent are the “spatial concerns” for one or more of the 5 areas, addressed in your national PRSP?</i></p> ④ Ask each group to present their findings to the plenary. ④ Facilitate a discussion on the key learning points. 	<p>Presentation 1.2 b (# 5) Slide 12</p> <p>Activity Sheet 15</p> <p>Flip chart, pens.</p>
	<h3>Summary of Session 1.2</h3> <p>Conclude this session by reviewing the issues explored and the key lessons learnt, highlighting areas that may need further investigation or discussion.</p>	