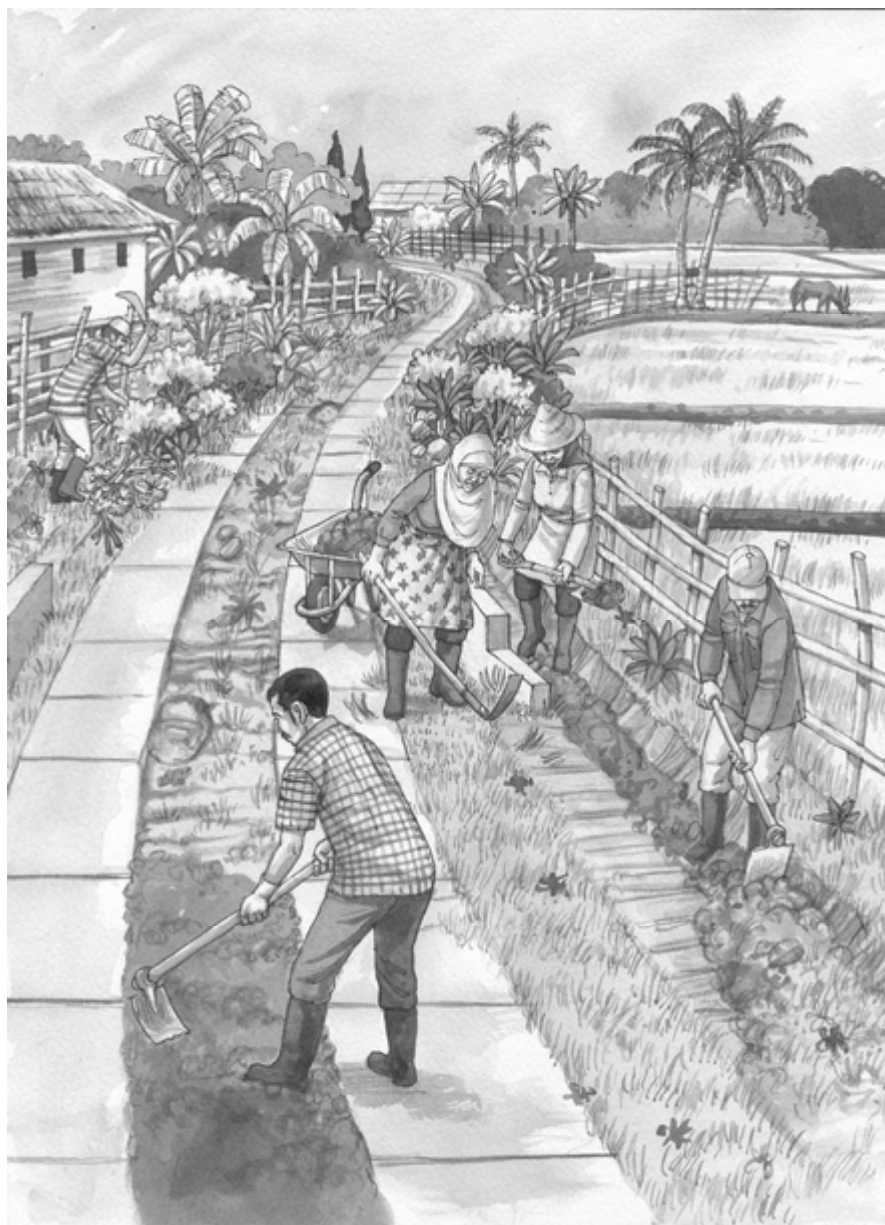


Trainer's Guide for the use of District Trainers in training District Public Works Staff in management and implementation of Routine Maintenance on District roads



Acronyms and abbreviations

Camat	Head of Sub-District
CRMT	Community Routine Maintenance Team (<i>implementing the work</i>)
Desa	Village
HB1	Hand book 1
HB2	Handbook 2
HB3	Handbook 3
ILO	International Labour Organisation
IDR	Indonesian Rupees
Kabupaten	District
Kecamatan	Sub-District

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Introduction to the Trainer's Guide, the purpose and layout

This Guide is designed to support the District Trainers in the training of the District Road Staff and the Community Routine Maintenance Teams to manage their own Routine Maintenance of roads.

Overall Purpose: To improve the quality of routine maintenance being implemented by the Public Works on the district roads in order to sustain a better level of service and extend the period over which the roads benefit the communities.

Training Purpose: To equip the District Roads Staff with the knowledge, information and techniques to manage routine maintenance on the district road network. To enable the District Roads Staff to train the Community Routine Maintenance Team (CRMT) and Team leader on implementing off-carriageway routine maintenance activities.

Topics which will be covered in the training

- 1 INTRODUCTION TO THE TRAINING AND THE TOPICS TO BE COVERED
- 2 KEEPING ROADS IN GOOD CONDITION
- 3 HOW ROADS DETERIORATE AND THE CAUSES
- 4 WHY MAINTAIN ROADS? – THE IMPACT
- 5 FINANCIAL RESOURCES
- 6 ROAD ELEMENT DESCRIPTIONS
- 7 THE ROUTINE MAINTENANCE PROCESS (PLANNING TO FINAL INSPECTION)
- 8 THE ROUTINE MAINTENANCE ACTIVITIES AND PRIORITIES
- 9 THE ROUTINE MAINTENANCE PROCESS OVERVIEW
- 10 INTRODUCTION TO SITE VISIT
- 10 A THE FIRST SITE VISIT
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- 14 OPPORTUNITY FOR QUESTIONS & DISCUSSION ON THE PROCESS AND FORMS
- 15 REVISIT EXPECTATIONS
- 16 EVALUATION AND CLOSE OF TRAINING

How to use the notes

These notes are prepared for the use of the trainers and should be read together with [handbook 1](#), [handbook 2](#) and [handbook 3](#).

These notes consist of

- (i) the introduction and timetable
- (ii) the training course elements
- (iii) the management of the training

Recommendations for the use of handouts and flipcharts included in this guide as well as overhead presentations for beamers, where available. A separate CD is available with the presentations.

Some of the elements of the training programme are more suitable for active participation by the participants, and other topics which may be new, need to be introduced in the form of a presentation or lecture. Wherever possible there should be variety in the presentation and involvement of the participants in order to retain their attention and interest in what is being presented. The modules include suggestions of how the trainer can present various topics. These are suggestions and can be replaced by the trainer's own ideas, provided the involvement of the participants is guaranteed.

The check lists found under "The Management of the Training" for the preparation of the training (P.38) should be followed and the items listed under Stationary and Tools – Basic List on P.39 should be at the training venue every day.

The training programme is very tight as a lot of material has to be covered in only three days. The timing of the sessions is there to act as a guide but there are many factors which can disrupt this timetable – not least the late arrival of the participants. The trainer must remain flexible enough in the timing to ensure that the main topics are covered especially on day 2 and day 3.

Training Programme

Subject: Routine Maintenance Training for DBMCK District Place and Date: Duration: 3 days Trainers:			
Day 1			
Session No	CONTENTS	INSTRUCTORS	TIME
	Participants arrive		8:30-9:00
1	<i>Opening of the training</i> Introduction of all participants and team		9:00-9:30
	Early Tea break		9:30-9:45
2	1. Introduction to the training and the topics to be covered 2. Keeping roads in good condition 3. How roads deteriorate and the causes 4. Why maintain roads? – the impact 5. Financing Routine Maintenance and Creating Employment 6. Road Element Descriptions 7. The Routine Maintenance process (planning to final inspection) 8. Maintenance activities and priorities		9:45 -12:00
	Lunch break		12:00-13:30
2	9. Process Overview 9a) Inspection and planning for routine maintenance, • Map • Inventory • Off – carriageway assessment		13:30-15:15
	Tea break		15:15- 15:30
4	9b) continued inspection and planning for routine maintenance • Planning • On carriageway assessment <i>Close of first day</i>		15:30- 17:00

Day 2			
Session No	CONTENTS	INSTRUCTORS	TIME
5	<i>Second Day opening</i>		8:30 – 9:00
	10.a) Introduction to site visit		9:00 – 9:20
	10. S1: Site visit to a road under routine maintenance. S2: Site Practice of inspection and planning of routine maintenance and budget estimates		9:20 – 12:00
	Lunch break		12:00-13:30
6	11. Working with the results of the site visit and group presentations		13:30 – 15:15
	Tea Break		15:15-15:30
7	9b) Maintenance process continued		15:30 – 17:00
	• Community Agreement • Handtools • Muster roll		
	<i>Close of the Second Day</i>		

Day 3			
Session No	CONTENTS	INSTRUCTORS	TIME
8	<i>Third Day Opening</i>		8:30 – 8:40
	9b) Maintenance process continued		8:40 – 9:45
	• Site Inspection • interim payment • final payment		
	12 Training of Community Routine Maintenance Team		9:45 – 10:15
	Tea break		10:15 - 10:30
9	Continue Training of CRMT		10:30 – 11:00
	13 Summary of maintenance process including Community Training		11:00 -12:00
	Lunch break		12:00-13:30
10	14 Opportunity for questions and discussion on the process and forms		13:30 – 15.15
	15 Revisit expectations		
	Tea break		15:15 – 15:30
11	16 Evaluation and Close of Training		15:30 – 16:15

1 Introduction to the training and the topics to be covered

Objective: To introduce the topic of the training and the administrative arrangements including the support offered by the trainers.

The introduction should be planned so that it can take place before or after the official opening of the training. An official opening of the training is optional and can be decided by the district PNPM, Kecamatan and the Village leadership.

Day 1: Opening

Time allocated	Topic	Training content	Handouts and materials
10 min	Welcome	<i>Welcome everyone and have a brief round of introductions</i> <i>Circulate participants list</i>	Participants list
15 min	Opening	<i>Introduce the guest who will open the seminar</i> <i>Opening</i>	
10 min	Expectations	<i>Ask each person in turn quickly for one sentence on their expectations from the training and what they hope to have learned by the end. Get the participants to note the ideas on cards and tape them onto the flip chart.</i>	Cards Flipchart and pen

Early Tea break

Introduction

Time allocated	Topic	Training content	Handouts and materials
5 min	Administrative arrangements	<i>Training timing and all breaks</i> <i>Meals and travel arrangements</i>	
5 min	Overview of the course	<i>By the end of the three-day course the participants are expected to be fully aware of the advantages of carrying out maintenance on the district roads and how to organise and execute maintenance work. In particular they should be able to:</i> ✓ <i>Identify the causes of damage to roads</i> ✓ <i>Recognise the effect design choices have on the maintenance work and costs</i> ✓ <i>Recognise the different types of maintenance: routine, regular, periodic.</i> ✓ <i>Be able to present the benefits of routine</i>	Introduction presentation Copies of the timetable for the participants

		<i>maintenance</i> ✓ <i>Manage the whole maintenance cycle</i> ✓ <i>Prepare a cost estimate for off-carriageway and on-carriageway and routine maintenance</i> ✓ <i>Inspect and assess the maintenance needs</i> ✓ <i>Understand the individual activities which go together to make up the maintenance work</i> ✓ <i>Prepare a simple contracting agreement for implementation of the off-carriageway routine maintenance through a community routine maintenance team</i> ✓ <i>Assess the on-carriageway routine maintenance needs and use to prepare a standard contract for implementation by a local contractor</i> ✓ <i>Manage the contract process</i> ✓ <i>Continue regular inspections of the road and</i> ✓ <i>Note repairs and maintenance which are too severe to be included in routine maintenance.</i>	
5 min	Introduction to handbooks	<i>The three handbooks prepared are as follows:</i> <i>Handbook 1 (size A4) is for the use of Road Inspectors and Supervisors working for District Public Works Departments. It lays out the whole routine maintenance process from estimating, budgeting, planning, contract preparation and signing, implementation, inspection through to the final payment and includes the training programme for the Community Routine Maintenance Team (CRMT).</i> <i>Handbook 2 (size A5) is for the use of the community routine maintenance team leader and team members contracted to carry out the off-carriageway routine maintenance and describes the activities and the basic forms .</i> <i>Handbook 3 (size A5) has been prepared as guidance to the District Supervisors and the Contractors' staff on the correct procedures for minor repairs to the carriageway. As standard government contracts will be used for this work, the contract documentation is not included in this handbook.</i>	One copy of each handbook to hold up while explaining

2 Keeping roads in good condition

Objective: the participants will actively confirm the reasons why roads are important and have an agreed understanding of the terminology relating to maintenance.

The district staff will already have experience of maintenance, but this session should serve to clarify the different types of maintenance and reach a clear understanding of the maintenance which will be addressed in this training. The trainer will therefore be able to present this section relatively quickly.

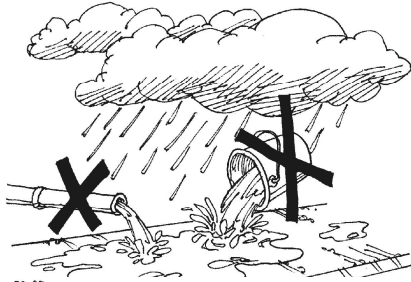
Time allocated	Topic	Training content	Handouts and materials
10 min	Why do we need good roads?	<i>Why do we need good roads?</i> <i>Ask the participants suggest reasons. Try to draw out not only the commercial uses such as agricultural inputs and the transport of crops, but also ideas such as easier access to healthcare, education and other services. What non-agricultural enterprises benefit from the road?</i> <i>List the answers on a flipchart and check against Handbook 1 Page 1</i> <i>Can the participants conclude that roads are valuable to them and the people living in the district?</i>	Presentation for session 2 Blank flip chart and pen Picture of broken Becak Ref: HB1 – P.1
5 min	What is maintenance?	<i>What do the participants think of when they hear the word maintenance?</i> <i>“Maintenance is all about keeping the road in good condition and lengthening the life of the road through constant repair of minor problems when they appear”.</i>	Have prepared on a flip chart with the definition for road maintenance: Have larger copies of the drawings of new roads and roads after 3 to 5 years REF: HB1 – P1 & 2
5 min	Maintenance Definitions	<i>The trainer defines the two main types of maintenance. After discussing the two types of maintenance, the trainer should define reconstruction to emphasise the difference between maintenance and rehabilitation / reconstruction.</i> <i>Rehabilitation or Reconstruction has to be done when a road is in such a bad condition that either the whole road or major lengths need to be rebuilt, or have major repairs and reshaping done, not just on the surface layer.</i>	Maintenance Definitions Ref: HB1 - P.1

3 How roads deteriorate and the causes

Objective: To increase the participants' understanding of what affects roads, what causes the deterioration, and how the original construction decisions and quality influences the future maintenance of the roads

Time allocated	Topic	Training content	Handouts and materials
10 min	A roads greatest enemies	<i>Ask the participants to suggest what can damage the district roads. Note the answers on a flip chart.</i> <i>There are many answers, but try and make sure that the following:- water, overloaded vehicles, steep sides, poor soils and blocked drains are mentioned, particularly water</i>	Presentation session 3 Blank flipchart and pen The drawing shown below flipchart size
5 min	Influence of the original design on the future maintenance	<i>The trainer should introduce the concept that (i) the choice of road construction and (ii) the technical standards of the construction influence the amount of maintenance work that will need to be done on the road.</i> <i>Construction problems which create difficulties when the road is under maintenance:</i> • <i>Steep slopes (gradients),</i> • <i>Poor embankments in low-lying flood areas,</i> • <i>Roads cut into the side of hills where the slopes are not properly cut back,</i> • <i>lack of culverts,</i> • <i>lack of proper drains</i> • <i>drain sides higher than the road level,</i> • <i>poor quality gravel</i> • <i>poor quality concrete/ masonry.</i> • <i>lack of joints in concrete</i> <i>These problems should be illustrated as far as possible using photos from district roads and other sources such as the picture book: "Good and Bad Infrastructure", available from the PNPM.</i> <i>The trainer should explain that not all of the problems are avoidable, but the better the construction in difficult areas, the better the chances are that the road will remain in good condition over a longer time.</i>	<i>Ref: HB1: P.3 & 4</i> Photos from district roads in good condition and those with construction and maintenance difficulties The KDP/PNPM picture book: "Good and Bad Infrastructure"

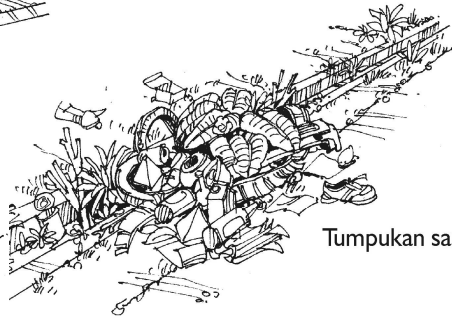
Air



Lalu lintas alat berat



Steep side cuts with poor soils



Tumpukan sampah

4 Why maintain roads? – the impact

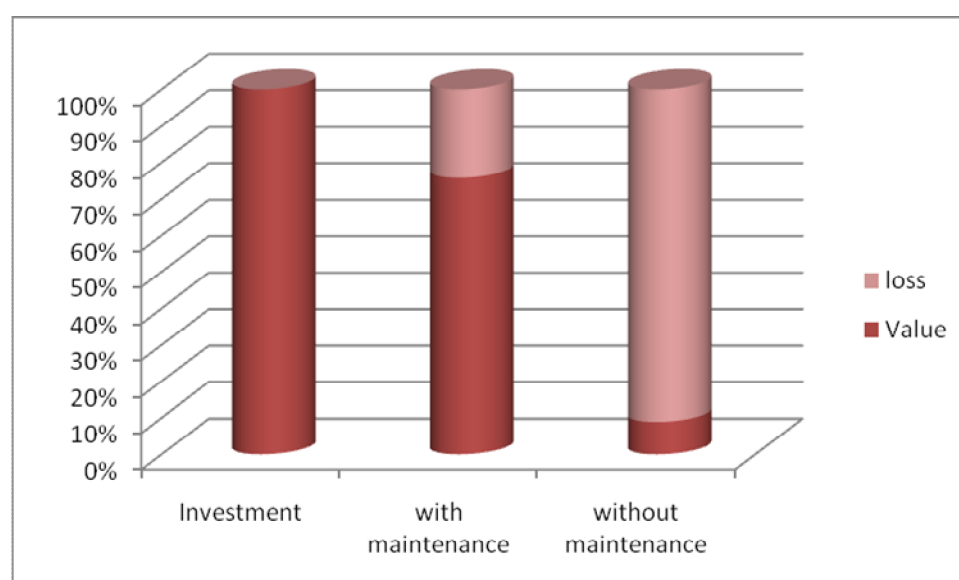
Objective: To ensure that all participants appreciate the savings that can be made through proper road maintenance.

The impact of routine maintenance should be:

- The road remains in a good condition for longer*
- The population served by the road can continue using the road easily*
- Over 5 or more years maintenance costs are much less than the reconstruction costs*

Time allocated	Topic	Training content	Handouts and materials
5 min	Good Roads and Roads with problems	<i>Present pictures of the good and bad roads showing how the roads deteriorate when they are not maintained</i>	Presentation session 4 <i>Ref: HB1: P.4</i> Good and Bad road drawings- flipchart size
5 min	Costs of maintenance compared with rehabilitation	<i>The trainer should introduce the question: Why should you maintain roads? Why not build them and leave them to go bad and then rebuild them again?</i> <i>The trainer should then ask the participants to think of the money aspect. The trainer should then present the following argument and at the end put up the table shown below on the flip chart and explain each column and the outcome.</i> <i>It has cost a lot of money to build the road. If the road is not maintained, the money that was spent will have been wasted. If the road is maintained, it can be used all year round by the community for many years. If roads are neglected they cost more money to repair than if they have been maintained properly each year. The table below shows the costs over 5 years for maintaining the road are Rp 109 million, but to reconstruct a road which has had no maintenance would cost RP 341 million more per km.</i>	<i>Ref: HB1 P. 3</i> Cost table drawn on a flip chart or handouts or temporarily distribute Hand book 1 and get the participants to turn to the appropriate page no. 3 Picture of small money – large money flipchart size
5 min	Savings through maintenance	<i>The trainer should put up the chart showing the losses and explain that with regular maintenance, the savings will be more than 70%. This means that instead of all the budget money being used to continuously rebuild roads the money can be put to other projects and priorities of the district.</i>	Chart showing losses due to lack of maintenance

(i) Road type	(ii) Construction costs ¹ Rp	(iii) RM costs /year	(iv) RM costs for 5 years	(v) PM cost after 5 years	(vi) Reconstruction costs after 5 years
Paved Road	450-490 million	10-15 million	60 million	49 million 10% of the road length	450 million
Total <i>with</i> maintenance (iv) + (v)				109 million	
Total <i>without</i> maintenance (vi)					450 million
Savings	450 - 109 =	341 million	(76%)		



¹ Reported construction costs vary widely and therefore the figures provided in the table above are indicative

5 Financial resources

Objective: to introduce the idea of paying for routine maintenance, and to emphasis the need for budgeting for routine maintenance.

Time allocated	Topic	Training content	Handouts and materials
10 min	Paying for routine maintenance	<i>The trainer asks the question: Do you need money to do routine maintenance?</i> <i>The simple answer is yes for materials and handtools and to pay labour.</i> <i>The trainer should present the following argument:</i> <i>At present some communities are doing what they call maintenance, but there are several drawbacks to the “volunteer” approach presently being adopted. These are:</i> <i>• The work is not being done enough times in the year</i> <i>• The work is only carried out to the extent that people are prepared to stay and work</i> <i>• Often people will only “clean” in front of their own house</i> <i>• Difficult jobs such as cleaning out culverts and bridges are not being done</i> <i>• Waste and soil taken from the drains and irrigation channels are being dumped on the road or drain edge</i> <i>The safest way to ensure that routine maintenance is done well is to pay people to do it. The reason is that when people are paid, the amount of work and the standard of work is easier to control and the roads can be better maintained.</i>	Presentation for session 5
5 min	Budgeting for routine maintenance	<i>The trainer should propose that:</i> <i>• Budget should be estimated for all maintainable lengths of road</i> <i>• Routine maintenance becomes a priority for the district for these roads</i> <i>• Not only will the roads be kept in a good condition but the District Public Works will be boosting local employment.</i>	Flip chart with bullet points

6 Road element descriptions

Objective: to ensure that all participants have the same clear understanding of the elements of a road and of the main problems affecting the condition of the road. As the participants are familiar with roads this should just be a quick run through by the trainer.

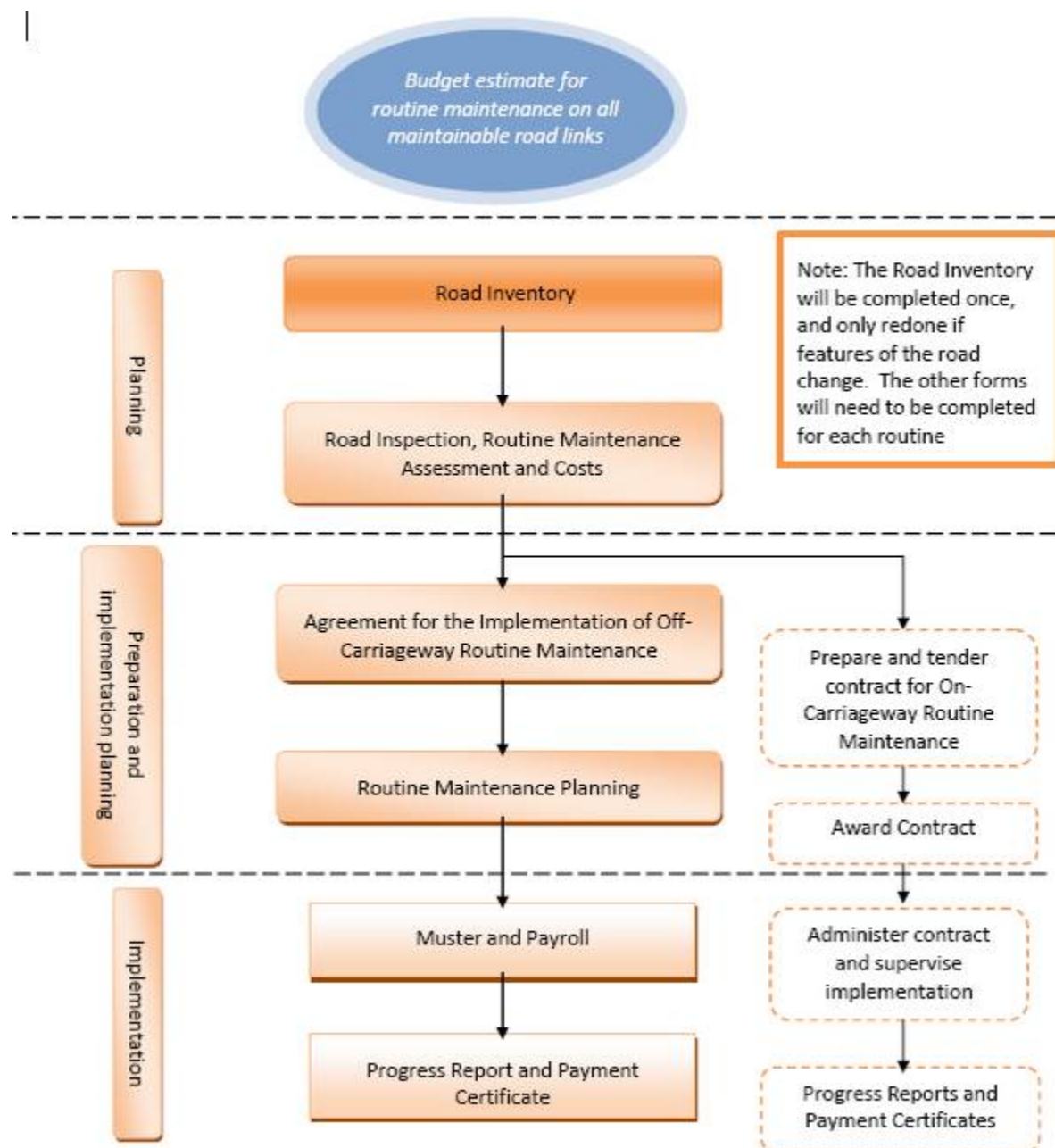
Time allocated	Topic	Training content	Handouts and materials
10 min	The technical description of the road elements and common maintenance problems.	<i>The trainer presents the unlabelled “good road” drawing and ask the participants to name the various element. Then the trainer shows the complete drawing.</i> <i>The trainer then presents the drawing of the road with problems, however this time with the labels completed and goes quickly through this.</i>	Presentation for section 6 Ref: HB1: P.4 Unlabelled and labelled drawings as handouts or a larger copy as a display for the walls or flip chart

7 The routine maintenance process (planning to final inspection)

Objective: The stages in the maintenance cycle management are understood by the participants. This should not involve in depth explanation of how to go about each step, but an introduction to the process as a whole.

Time allocated	Topic	Training content	Handouts and materials
10 min	<i>The routine maintenance process – an overview</i>	<i>Based on the diagram on Page 5 of handbook 1, the trainer should explain the process of managing the routine maintenance. The trainer should explain that the District will not be doing the work themselves. They will be managing the process and contracting a team for the off-carriageway routine maintenance and a contractor for the on-carriageway routine maintenance. The off-carriageway work will be carried out by the community routine maintenance team (CRMT).</i> <i>The trainer should give a very brief outline of what each step entails. This should not be detailed at this stage as each step will be looked at individually later in the training programme. The number of steps make the process look more complicated than it is and the practice should demonstrate that it will be come easier and easier the more often the routine maintenance is carried out.</i>	Presentation for Session 7 Ref: HB1 P.5 The chart showing the routine maintenance process can either, be copied and circulated as a handout , or the handbook 1 can be issued for this training session and the participants asked to open them at Page 5 Or a large scale copy of the diagram on the flipchart.

See diagram below:



8 The routine maintenance activities and priorities

Objective: Each participant is able to identify the types of activities which need to be carried out and the importance of certain activities such as drain and culvert clearing.

Time allocated	Topic	Training content	Handouts and materials
30 minutes	The routine maintenance activities and how they are properly implemented.	<i>The individual routine maintenance activities should be introduced based on pages 4 to 12 of Handbook 2. Either the handbook can be distributed for this session or the relevant pages copied as handouts. (The danger in distributing the handbooks is that the participants start reading them and do not concentrate on the current session.)</i> <i>Each activity should be presented and questions taken where clarifications of specific descriptions of the activities are needed by the participants.</i> <i>Briefly present the on-carriageway activities as described in handbook 3.</i>	Presentation for session 8 Ref: -HB2: P2 then P. 4 – 9 Ref: HB3: P.1-3 If the presentation is not available, Hand book 2 should be issued for this training session and the participants asked to open them at page 4 and follow the explanations through to page 9 and appropriate annexes. The drawings should be arranged in order for hanging up on the flipchart or wall when explaining the work to be done under each item.

Lunch break day one

Energiser

Time allocated	Topic	Training content	Handouts and materials
10 min	Energiser	<i>As the first morning has been rather heavy and with many presentations, and there are more to follow in the after noon. This session should be opened with an energiser for the participants.</i>	Prepared Energiser. Find some suggestions in annex 1

9 The Routine Maintenance process overview

Objective: to provide an overview of the process and actions to be taken as background to later sessions on completion of the various forms developed to facilitate the planning, implementation and reporting on routine maintenance. The forms are only shown here in terms of how they fit within the activities to be carried out in the routine maintenance process.

Time allocated	Topic ²	Training content	Handouts and materials
Total 40 min	Process overview	<i>This training session covers pages 7 to 16 in Handbook 1</i> <i>Reshow the process diagram.</i> <i>For each of the following topics the process and actors involved in the preparation must be explained but not the details of the forms:</i>	Presentation for session 9 Ref: HB1: P. 6 – 16 for the whole session
	Overview of forms	<i>For information</i>	P.6
	Road Mapping	<i>Explain that this is a one-off activity</i>	P.7
	Road Inventory	<i>Explain that this is a one-off activity</i>	P.7 & 8
	Road Inspection & Assessment	<i>Explain that this needs to be done for each contract as a basis for the calculation of the work to be done and the value of the contract.</i>	P.8 & 9
	Preparation of community contract	<i>This needs to be done for each contract. One contract can cover several road links if they are all within the same area.</i>	P. 10

² Note that the topics reflect the titles in Hand book 1 and the relevant sections of Handbook 1 should be referred to starting from Page 6 up to Page 16

	Organising the off-Carriage way RM	<i>For each contract</i>	<i>P.11</i>
	Planning the work	<i>For each contract</i>	<i>P.11 & 12</i>
	Selecting the team leader	<i>The method chosen is intended to provide a non-bias selection method for the team leader.</i>	<i>P.12 & 13</i>
	Agreeing the work and signing the agreement	<i>To be prepared for each contract</i>	<i>P.13</i>
	Handtools purchase and distribution	<i>For the first contract, but the tools should be available for use on further contracts</i>	<i>P.13 & 14</i>
	Checking the quality and progress	<i>An important part of the Road supervisor's work for each contract</i>	<i>P.14</i>
	Interim payments	<i>For each contract</i>	<i>P.14 & 15</i>
	Final payment	<i>For each contract</i>	<i>P.15</i>
	On-carriageway RM	<i>For each contract</i>	<i>P.16</i>
	Continued inspection	<i>A continuous task</i>	<i>P.16</i>
	Overview of forms	<i>For information</i>	<i>P.6</i>

Form Overview

Time allocated	Topic ³	Training content	Handouts and materials
min	Form overview	<i>The trainer should indicate the forms that will be presented before dealing with each one individually.</i>	Presentation of the form overview as a slide. <i>Ref: HB1: P.6</i>

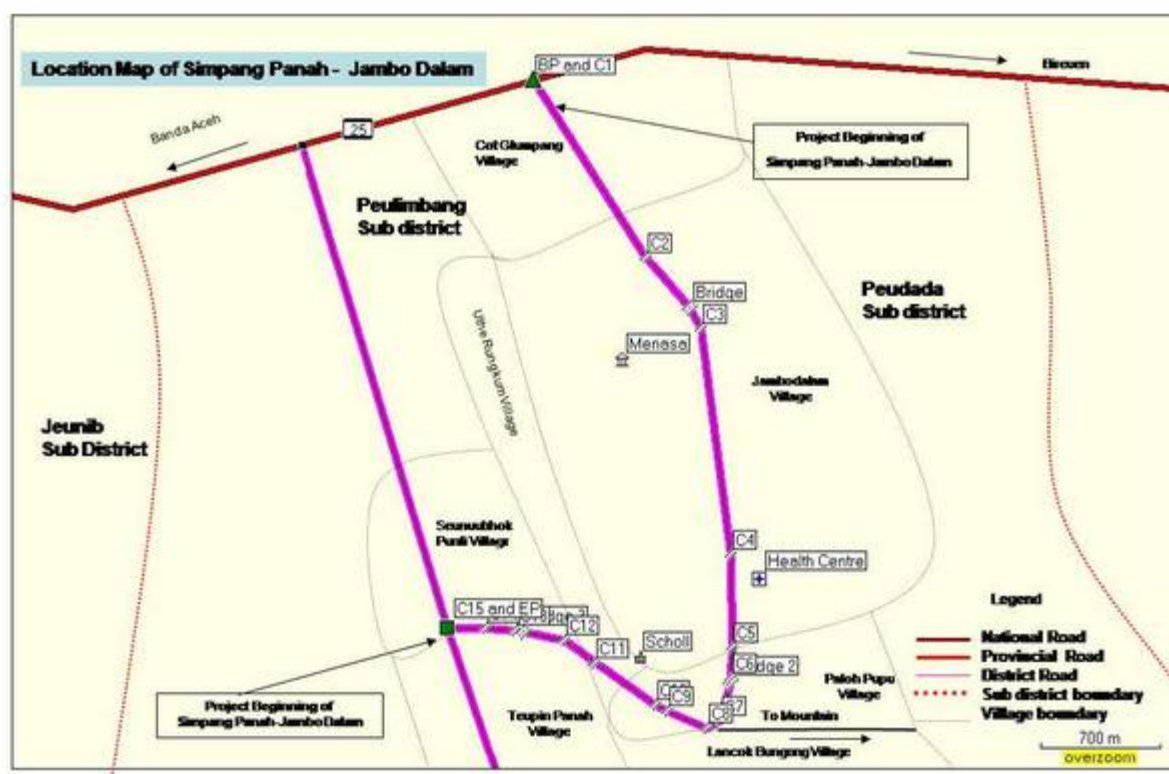
³ Note that the topics reflect the titles in Hand book 1 and the relevant sections of Handbook 1 should be referred to starting from Page 6 up to Page 16

9a) Inspection and planning for routine maintenance

9.1 Mapping

Objective: The District staff can prepare a sketch map or improve an existing one, of the district roads within a given area and the type and length. **This is a “one time” exercise** which does not need to be repeated. It only needs to be amended to record any new surfacing or additional road lengths.

Time allocated	Topic	Training content	Handouts and materials
15 min	Road map	Explaining the purpose: The purpose is to develop a sketch map of the roads in the area (i.e. sub-district) and clearly label them including which authority is responsible for their maintenance. Having a map clarifies which roads are being discussed. Explaining how to do the mapping: If well detailed maps exist, then they should be used as a starting point and the actual position and length of the roads checked on the ground for accuracy. Below is an example of a map prepared using GPS.	Ref: HB1: P. 7 An illustration of the road map for hanging on the wall or flip chart to use during the explanation or handouts of the map as illustrated



9.2 Road Inventory

Objective: *To be able to record information about the road and its general condition. The inventory is not an assessment for the work to be done, but a tool for the district so that Public Works has a record of the road links and their physical features.*

Time allocated	Topic	Training content	Handouts and materials
20 min	Road Inventory	<i>Using Annex 1, form 1 and guidance sheets A1 guide the participants through the relevant information which needs to be recorded in the inventory. Remember to mention that if the district has inventory guidelines these should be used as a starting point for consistency within the district.</i>	Presentation: A blank Form 1 as a MS Excel sheet for filling with the participants. Distribute handouts of form 1 or Handbook 1. Ref. HB1 Annex 1 P.1 - 5

9.3 Off-carriageway assessment

Objective: *To be able to assess the work to be done on routine maintenance, off-carriageway. This provides the basis for the cost estimation and the preparation of the contract with the Community Routine Maintenance Team (CRMT).*

Time allocated	Topic	Training content	Handouts and materials
50 min	Assessing the amount of RM work to be done off-carriageway	<i>Provide an explanation of the different parts of the form and how to complete them.</i> <i>Form 2, Sheets A2 and A3</i>	Presentation: A blank Form 2 as a MS Excel sheet for filling with the participants Distribute handouts of form 2 or Handbook 1. Ref. HB1 Annex 1 P.6 - 14

9.4 Planning and Implementation

Objective: *To take the work identified in the assessment and present it in a form which can be used to set out the work tasks, measure progress, and put a value in terms of payment on the progress made.*

Time allocated	Topic	Training content	Handouts and materials
30 min	Planning and Implementation	<i>Provide an explanation of the converting of the figures in the assessment to a planning and implementing format.</i> <i>Form 4 and Form 4 alternative(if wanted) and sheets A4</i>	Presentation: A blank Form 4 as a MS Excel sheet for filling with the participants Distribute handouts of form 4 or Handbook 1. <i>Ref. HB1 Annex 1 P.15 - 18</i>

9.5 On-carriageway assessment

Objective: To be able to assess the amount of work that needs to be done on the carriageway as part of the routine maintenance. The on-carriageway routine maintenance will be carried out by an established local contractor with the appropriate equipment and skilled labour.

Time allocated	Topic	Training content	Handouts and materials
25 min	Assessing the amount of RM work to be done on-carriageway	<i>Using Annex 1, form 3 and guidance sheet B3, guide the participants through the relevant information which needs to be recorded.</i> <i>Form 3 and sheet B3</i>	Presentation: A blank Form 3 as a MS Excel sheet for filling with the participants Distribute handouts of form 3 or Handbook 1. <i>Ref. HB1 Annex 1 P.30 & 31</i>

End of Day 1

Day 2: Opening

Objective: To welcome the participants to the second day and ensure that there are no unresolved issues with the participants.

Time allocated	Topic	Training content	Handouts and materials
10 min	Day 2 opening	Opening of the second day with a recap of the first days achievements and any feedback from the participants	Flip chart and pen for any comments

10 Introduction to site visit

Objective: To inform the participants about the site visits when they are all together in the class so that the minimum of explanation needs to be done on site where participants can become scattered.

Time allocated	Topic	Training content	Handouts and materials
5 min	Maintained Road	On the way to the site chosen for the assessment, the participants should visit a site where routine maintenance is regularly carried out to see the results of this work. Here they may also get the chance to talk to the Road Supervisor responsible, the CRMT leader and the Head of the village adjacent to the road. The trainer should be familiar with the site and be able to present the location, name of the village or road link, the date of the last round of RM (if not on-going) length of the road section and workerdays needed for the RM and the cost. These should be presented as background but also repeated once on site This visit should be brief as time will be needed for the assessments.	The trainer will have visited the site and be aware of the maintenance history
5 min	Road to be assessed	The trainer should explain that the second part of the site visit will be used to carry out an inventory check, and to complete the road inspection forms for on and off-carriageway routine maintenance. The participants will be divided into teams depending on the number of participants and the number of trainers or experienced supervisors available to support the site visit	Blank Assessment Forms 2 and 3 in size A2 for each team. Sheets A2 A3 and B3 or Handbook 1 Existing inventory and map if available.

		<i>Each team should complete an assessment of a minimum length of 400m of road.</i>	
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10 a The First Site Visit

Objective: The first site visit should be to a site where good routine maintenance is taking place. The participants will have the chance to see how well managed maintenance is done, and the positive results of clearing drains and culverts and doing small repairs in time.

Time allocated	Topic	Training content	Handouts and materials
30 min max.	<i>The first site visit – on site</i>	<i>The participants travel along the road and then the trainer introduces them to the CRMT Leader and members, the District Supervisor, and the Head of the village. The participants should have a chance to ask them questions about their work, successes and challenges</i>	Inspection sheet, planning and cost estimate sheet, RM contract if available

10 b The Second Site Visit

Objective: To allow the participants to test the tools and formats which have been presented in a practical setting. The purpose is to give the participants the opportunity to try out some of the process on site. This should give the participants the confidence to use the systems on their own. This will throw up any difficulties they are facing and may bring out suggestions for improvements.

Time allocated	Topic	Training content	Handouts and materials
2 hours with travel back to the training location	<i>The second site visit – on site</i>	For the site visit the participants will be divided into a minimum of two groups. One trainer accompanies each group. The trainers should only be there to answer questions – the work should be done by the groups. The next on-site tasks are as follows: The first group measures 400m. at the end of this the second group continues the measurement for a further 400m (i.e. chainage 400 to 800m). If there is a third group they will then measure the next 400m (800 – 1200m). Each group will then return to the beginning of their section and assess the off-carriageway and on-carriageway work to be done. This will be done using forms 2 and 3, respectively. For this activity they will need to have copies of the road inspection form A2 and Sheets A2, A3	For each group: Blank Form 2 and Form 3 in A2 size to allow the participants to work as a group. Sheets A2, A3 and B3 or Handbook 1

		and B3.	
		The results of the second site visit will be used in the first session of the afternoon.	

Energiser

Time allocated	Topic	Training content	Handouts and materials
10 min	Energiser	<i>As the first morning has been rather heavy and with many presentations, and there are more to follow in the after noon. This session should be opened with an energiser for the participants.</i>	Prepared Energiser. Find some suggestions in annex 1

11 Working with the results of the site visit

Objective: To work with the results of the road inspection and assessment, and use the information recorded on form 2 to work out the workerdays and cost estimate.

Time allocated	Topic	Training content	Handouts and materials
30 min	Completion of form 2	<i>The participants should work in groups to complete their section of Form 2.</i> <i>The trainer should be circulating and assisting the teams where necessary</i> <i>Once the Form 2 sections are complete the groups should enter their columns on the flipchart size form 2 or on the whiteboard, and then the trainer together with the participants should total the rows for the workerdays, to give the final total.</i>	Presentation of blank form 2 on a white board where each group can add their results. Where this is not possible a large blank sheet should be prepared and hung on the wall for completion by each group from their own results.
30 min	Completion of Form 3	<i>The participants should work in groups to complete their section of Form 3.</i> <i>The trainer should be circulating and assisting the teams where necessary</i> <i>Once the Form 3 sections are complete the groups should enter their results on the flipchart size form 3 or on the whiteboard, and then the trainer together with the participants should total the quantities.</i>	Presentation of blank form 3 on a white board where each group can add their results. Where this is not possible a large blank sheet should be prepared and hung on the wall for completion by each group from their own results.

20 min	Total Cost estimate	<i>The trainer should quickly make an estimate of the total costs for on-carriageway (once) and off carriageway (twice per year) produce an estimate for the 1.2km and then reduce this to a cost / km.. The result should be between IDR 10 and 15 million per year. If it is a lot more than the road probably needs periodic maintenance before routine maintenance can be carried out successfully.</i>	One of the trainers should be entering the results into the appropriate MS-excel sheets so that they can either be presented to the participants or printed out and circulated by the end of the afternoon.
20 min	Planning Form 4	<i>The results of Form 2 should be entered into Form 4 for the planning of the progress along the road length.</i>	One of the trainers should be entering the results into the appropriate MS-excel sheets so that they can either be presented to the participants or printed out and circulated by the end of the afternoon.

Note: The completion of forms 2, 3 and 4, can be done by the participants as one on-going exercise. It is the results which should be presented in the separate sessions. For example if one group is finished completing form 2 before the others this group can go on to completing form 3 and form 4, and then present form 2 when all groups are ready.

Lunch break day two

Energiser

Time allocated	Topic	Training content	Handouts and materials
10 min	Energiser	<i>After Lunch, this session should be opened with an energiser for the participants.</i>	Prepared Energiser. Find some suggestions in annex 1

Note: If not all the field work has been presented or forms completed, then this should be finalised before moving on to the next sessions

9b Maintenance Process Continued

9.6 Community Agreement

Objective: *The participants should be able to insert the relevant details within the standard contract form to complete a routine maintenance contract with the CRMT team leader and the Team Leader's Terms of reference and Internal Team Agreement.*

Time allocated	Topic	Training content	Handouts and materials
5 min	Preparing a community contract /agreement for signing with the CRMT team leader	<i>Explaining how to complete the agreement:</i> <i>The document is prepared by writing down the work to be done in a simple agreement which outlines the responsibilities of the District and those of the CRMT team leader and the team. It will also include the timing of the work and the payment arrangements.</i> <i>What needs to be included?</i> • <i>The names of the people signing the agreement</i> • <i>Their responsibilities under the agreement</i> • <i>The starting date and expected finishing date</i> • <i>The amount of work</i> • <i>Issuing and care of handtools</i> • <i>Timing and conditions of payment</i> • <i>How to deal with any disagreements</i>	See below
15 min	Form 5	<i>The trainer should explain the following sequence for completion of the form:</i> <i>All blank areas should be filled and the prepared form discussed with the CRMT team leader. The agreement should not be signed until the CRMT leader has walked down the roads to be maintained and clearly indicated the areas of work to be done to the team leader and if possible also the team members. The indication of where the work is needed will be based on the original inspection and assessment form 2 and the plan and implementation form 4, which include the workerday estimate.</i>	Handbook 1 or Handouts of blank agreement forms Presentation of form 5 in MS-Word Or flipchart of form 5 to show where all the relevant information is to be filled. <i>Ref: HB1 Annex 1 P. 19 & 20</i>

		<i>The aim is to keep the agreement simple. It is signed by CRMT team leader, the relevant District Authority, witnessed by the Head of Village and legally authorised by the Camat.</i>	
10 min	Form 6	<i>The CRMT team leader signs the contract on behalf of the whole team. She/he also signs a terms of reference which clearly lays out her/his responsibilities and tasks.</i> <i>The trainer just needs to briefly run through form 6</i>	Presentation of form 6 in MS-Word Or flipchart of form 6 to show where all the relevant information is to be filled. Or distribute Handbook 1 <i>Ref: HB1 Annex 1 P. 21</i>
5 min	Form 7	<i>AS the CRMT team leader signs the contract on behalf of the whole team. The team also sign an agreement with the team leader on their working relationship.</i> <i>The trainer just needs to briefly run through form 7</i>	Presentation of form 7 in MS-Word Or flipchart of form 7 to show where all the relevant information is to be filled. Or distribute Handbook 1 <i>Ref: HB1 Annex 1 P. 22 & 23</i>
5 min	Summary	The Road Supervisor and the Community Road Maintenance Team have a clear understanding of the work to be done and the different responsibilities under the agreement. It should be noted that this is a contract and that whether the CRMT take more or less days to complete the work, they will be paid the full amount of the agreement on completion of the tasks to the satisfaction of the district representative.	

9.7 Handtools

Objective: To be clear as to the types of tools needed and the responsibility for care of the tools during and at the end of the contract.

Time allocated	Topic	Training content	Handouts and materials
15 min	Who buys the tools?	There are several choices which the district can make in respect of the handtools: 1. The handtools are purchased by the district and issued to the team for the duration of the maintenance works after which they will be gathered in and return to the district store. 2. The handtools are purchased by the district and issued to the team for the duration of the maintenance works after which they will be kept by the head of the village in safe storage for use on the next routine maintenance contract 3. The cost of tools is added to the agreement with the village CRMT and the team are responsible for supplying the appropriate handtools as per the list provided by the district. The tools then remain with the team leader or the village leader – depending on the agreed arrangement. The issuing and returning of tools needs to be registered and signed for by the CRMT Leader and the CRMT members who receive the tools. The tools are then checked at the end of the agreement period. The preferred option is that the amount for the tools be added to the contract and that the team provide the tools which will be stored in the village at the end of the contract. When issuing the next routine maintenance contract, the sum for tools should be much less and include only a few replacements or the addition of a few tools. Open this for discussion among the participants as to the best option for their District.	Ref: HB2 P. 4 - 9
5 min	Handtools	Form 8 can be used either to purchase tools or to issue tools. As a guide and depending on the activities to be carried out, the team will need per member:-	Presentation of form 8 in MS-Word A flip chart with the basic tool list written up.

		– 1 hoe – 1 shovel – 1 basket – 1 bush knife – 1 grass slasher – Protective clothing <i>In addition for the team:-</i> – 1 Wheel barrow for every 2-3 workers – Safety signs – Tape measures – Pegs and string line	Presentation of a Flipchart size of road safety drawing Ref: HB1 – Annex P.24
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9.8 Muster roll and payment for m

Objective: To show how the attendance is recorded and to explain how payment is made on the basis of progress **not** days worked.

Time allocated	Topic	Training content	Handouts and materials
20 min	Muster roll	<i>The muster roll for the attendance of the workers and their payments are recorded in Form 9 provided in handbook 2 Annex 1 P.6. As the muster roll is taken from the PNPM, the communities should already be familiar with it.</i> <i>For the benefit of the Road supervisors, the trainer should go through the form and explain what needs to be filled in, as explained here:</i> <i>Most workers would prefer not to have to wait till the end of the month to receive their wages, so even if the contract takes less than one month to complete, part payment needs to be made at regular intervals based on progress. These payments are known as interim payments. For the interim payments, the CRMT will be paid according to the progress along the road, but the total sum will not exceed the final amount in the agreement. The team will agree with the Road Supervisor at which progress points the interim payments will be made. For example the interim payments can be made after each 400m or 600m. The team will then be paid the value of the metres as laid out in form 4 and this will be divided by the days worked as</i>	Presentation of form 9 in Ms-Word Or flipchart size Form 9 Ref: HB1 Annex 1 P.25 and HB2 Annex 1 P.6

		recorded on the muster roll to give the amount to be paid to each worker for each day worked. See the explanation box below.	
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Calculating the payment

From form 4, the amount set aside for progress for the first 400m is IDR 1,150,000 + 700,000 = 1,850,000. The estimated number of workerdays needed to complete the first 400m was 23 + 14 = 37. The wage rate was set at IDR 50,000.

If the team has finished the work and only used 35 days on the muster roll Form 9, then the WD to be paid to each worker will be factored by 37/35, and this then multiplied by the actual days worked. The total amount to be paid to each worker will be their new Wds multiplied by the wage rate.

If however the team used 40 days, then the Wds to be paid will be reduced by 37/40 times the number of worker days actually worked to give the new Wds, which in turn will be multiplied by the agreed wage rate of IDR 50,000.

End of Day 2

Day 3: Opening

Objective: To welcome the participants to the second day and ensure that there are no unresolved issues with the participants.

Time allocated	Topic	Training content	Handouts and materials
10 min	Day 3 opening	Opening of the third day with a recap of the achievements so far and any feedback from the participants	Flip chart and pen for any comments

9.9 Site inspection

Objective: To enable the Road supervisor to use a check list to see if the work has been completed satisfactorily before payment is made.

Time allocated	Topic	Training content	Handouts and materials
15 min	Site Inspection	<i>The trainer should either go through the form or introduce the form and invite the trainees to read through it themselves and then ask any questions. This is just an alternative to the presentation style that will have been carried out with the other forms.</i> <i>The task list ensures that the inspection covers all items of the work of the CRMT.</i> <i>If any tasks have not been completed to the correct standard the CRMT team leader should be shown what is to be done before payment can be made.</i> <i>The Road supervisor can also use these visits to warn the maintenance team if they seem to be making too little progress and are using up their days without achieving the required amount of work.</i>	Presentation of form 19 in Ms-Word Or flipchart size Form 10 Ref: HB1 Annex 1 P.26 & 27

9.10 Interim payment

Objective: The Road Supervisor will be able to use the planning and implementing form 4 and the muster roll form 9 and the results of the site inspection to prepare an interim payment.

Time allocated	Topic	Training content	Handouts and materials
20 min	Interim payment certificate	<i>An interim payment form is provided as Form 11 in Handbook 1. The trainer should go through the filling of the interim payment certificate with the participants.</i> <i>The heading box is similar to that for the other forms.</i> <i>The first table entitled "current payment" should be filled with the start chainage for this payment period and the end chainage for this payment period and the total work achieved in meters.</i> <i>From Form 4 the value of the routine</i>	Presentation of Form 11 as a MS-Word form Flipchart size Form 11 Provide as a handout or distribute Handbook 1 Ref: HB1 Annex

		<i>maintenance work for these chainages is known and should be entered together with the equivalent supervision days see the excerpt from form 11 below</i> • <i>For the second payment the starting chainage will be 0+400m</i> • <i>For the first payment there will be no previous payments to enter in the form under section 2 for the second payment, payment 1 with the date and amount (IDR 2,075,000) should be entered.</i> • <i>Under section 3 the total amount under the agreement made with the District and the CRMT team leader should be entered</i> • <i>Under item 4 the balance between what has already been paid and the agreement should be entered as the balance remaining for spending on the routine maintenance.</i> • <i>All payments should be witnessed by the village leader</i> <i>Should any dispute arise over the amount of work or the amount of the payment which cannot be amicably resolved by the Road Supervisor and the work team leader, then the person nominated in the agreement to deal with disputes should be asked to decide the matter. In general it should not be necessary to involve anyone other than the Road Supervisor and CRMT, as they should be able to discuss and resolve any small difficulties. Individual team members will be paid according to their attendance on the muster roll form 9.</i>	1 P.28
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Calculation Example as shown above in section 9.8:

From form 4, the amount set aside for progress for the first 400m is IDR 1,150,000 + 700,000 = 1,850,000. The estimated number of workerdays needed to complete the first 400m was 23 + 14 = 37. The wage rate was set at IDR 50,000.

If the team has finished the work and only used 35 days on the muster roll Form 9, then the WD to be paid to each worker will be factored by 37/35, and this then multiplied by the actual days worked. The total amount to be paid to each worker will be their new Wds multiplied by the wage rate.

If however the team used 40 days, then the Wds to be paid will be reduced by 37/40 times the number of worker days actually worked to give the new Wds, which in turn will be multiplied by the agreed wage rate of IDR 50,000.

Section 1 from form 11 showing payment calculation example

	Progress since last payment	Amount (IDR)
<i>Length of road with routine maintenance complete</i>	Chainage: 0+ 000 To Chainage:0+400 Total in metres: 400m	1,850,000
Amount of team leader supervision days	37 Wds/4 team members = 9 ⁴ days to the nearest round figure 9 * 50% x 50,000=	225,000 ⁵
Others (materials etc.)	<i>This can be extra work agreed due to heavy rains or other causes of unexpected additional work within the contingency budget</i>	0
1. Total Amount Due		2,075,000

9.11 Final Inspection and Payment

Objective: *The Supervisor will be able to manage the agreement and ensure that the quality and quantity of the work is as agreed and that the final payment is made in a timely manner.*

Time allocated	Topic	Training content	Handouts and materials
20 min	<i>Final inspection</i>	<i>The trainer should present this session as a lecture. The trainer should explain that once the CRMT has completed its work. The Road Supervisor then has the duty to inspect the finished works and ensure that it is satisfactory, and to pay the CRMT team leader promptly, if satisfied with the progress. When the CRMT team leader thinks that all the tasks have been completed, he/she will request the Road Supervisor to inspect the work and agree that the payment can be made. The work will be inspected together with the team. Any areas which need brought up to standard will be indicated and the steps to be taken agreed by the Road Supervisor and the team leader. Once all tasks have been successfully</i>	See below

⁴ Any balances due to the supervisor through the rounding up or down of days will be paid out in the final payment

⁵ This sum is in addition to the daily wage the supervisor receives as one of the working team members

		completed, the team leader and team members must be promptly paid. When being paid the team must return all the handtools they received at the start of the maintenance work or hand them over to the person responsible for their safe keeping until the next contract (E.g. the Head of Village). Once all have been returned in good order (apart from normal wear and tear), the full amount of the agreement can be paid to the team. Where any tools are missing the cost of the tool will be deducted from the payment.	
20 min	Final payment	The trainer should explain that the final payment is similar to the interim payments which have already been made. The difference is as follows: • The current payment section is completed as for form 11 using the muster roll • As this is the final payment the team leader should be paid the balance of the supervision sum that is remaining. This is the total in the planning and cost estimate form for supervision Form 4 (e.g. IDR 575,000 minus the amounts previously paid to the team leader for supervision) • Any deductions there are for the cost of any missing or damaged tools) • The agreement balance (item 4) should be the 5% contingencies if they were included and have not been used. This money can be returned to the District.	Presentation of form 12 in MS-Word Flipchart size of form 12 Handout of Form 12 or circulate Handbook 1 Ref HB1, Annex 1 P.29
5 min	Form Overview	To round up this session present quickly again the overhead with the complete list of forms so that the participants can see that they have been introduced to them all.	Presentation of the list of forms or refer to the handout Ref: HB1 P.6

Energiser

Time allocated	Topic	Training content	Handouts and materials
10 min	Energiser	The energiser helps to mark the end of one section of the training and refreshes the participants before starting the next	Prepared Energiser. Find some suggestions in annex 1

12 Training of the community Routine Maintenance Team

Objective: To introduce the participants to the training that they will need to give the Community Routine Maintenance Team Leader and Team.

Time allocated	Topic	Training content	Handouts and materials
5 min	Introduction	<i>The trainer should explain, that to ensure good quality work and an understanding of the forms and processes relevant to the CRMT, it is necessary to have a minimum of a ½ days training followed by on-site practical application. The practical application should be on the start of the work under the contract. The Road Supervisors will be responsible for this training. Where desirable the District Public Works trainers can support them.</i>	Ref: HB1 Annex 2
45 min	The training course	The trainer should present the contents of Hand book 1 annex 2 and a brief overview of the accompanying presentation	Presentation for use during the training of the CRMT
10 min	Role play	The trainer should prepare a typical role play that could be used by the Road Supervisors in the training of the team.	Role play

13 Summary of maintenance process including community training

Objective: To put all the elements of the training into perspective and demonstrate the linkages between the various sessions.

Time allocated	Topic	Training content	Handouts and materials
20 min	Summary	<i>The trainer needs to recap on the process, the forms, the training of the CRMT</i>	Ref: HB1, 2 and 3
10 min	Distribution of materials	<i>To provide each participant with a CD of the presentations, handbooks and forms</i>	CD Handbooks 1, 2, and 3

14 Opportunity for questions & discussion on the process and for m s

Objective: *To give the participants the opportunity to ask questions about any part of the training or any subject which they feel needs additional explanation or time*

Time allocated	Topic	Training content	Handouts and materials
20 min	Question time	<i>Open question session on all that has been presented to clear any final questions or uncertainties. This is also an opportunity to take any questions on the contents of the handbooks</i>	Trainer's own copies of the Handbooks 1, 2 & 3.

15 Revisit expectations

Objective: *To look at the expectations of the participants recorded at the start of the training. To highlight where the expectations have been met and to look at areas where they have not been met and why? (It could be that some of the expectations were not realistic or relevant – these need to be treated tactfully.)*

Time allocated	Topic	Training content	Handouts and materials
20 min	Expectations	<i>Introduce the expectation themes and ask the participants to agree or not as to whether the expectation has been achieved or not</i>	Flipchart with expectation cards grouped in similar themes.

16 Evaluation and Close of Training

Objective: *To finish on a positive note and where possible a senior member of the District staff could be invited to close the training.*

Time allocated	Topic	Training content	Handouts and materials
15 min	Evaluation	<i>It is important that there is an evaluation of the training to ascertain whether it has been useful or not. A suggested evaluation format is provided in this guide below.</i>	Evaluation sheets – one for each participant
		<i>Circulate evaluation sheets and ask the</i>	

		<i>participants to complete them anonymously. They should then be folded and gathered in so that the person collecting the results cannot see them</i>	
	Closure and thanks	<i>To thank all those who helped organise the training and all the participants. To encourage the use of the routine maintenance process as it has been trained. To offer continued support in the implementation of the routine maintenance.</i>	None
		<i>Prepare certificates and either distribute at the end of the training or announce that they will be prepared and sent to the participants.</i>	Certificates of attendance

Note: The timing for sessions 13, 14 and 15 are more generous in the timetable than in the sections above. This provides an opportunity to catch up, should some of the earlier sessions over-run compared with the timetable.

Training Evaluation Form: Routine Maintenance

Date

1 Are you confident you can manage the routine maintenance process?

2 Are you confident that you can train the CRMT

3 Will you use all that you have learned?

4 Was the way the training was presented interesting?

5 Were the site visits useful?

yes completely

yes mostly

OK

not very

not at all

Instruction: place an x along the scale at the place where you agree with the statement

Additional comments:

The Management of the Training

This section guides the training organiser through the preparation, implementation and evaluation of the course. Outlines of checklists are given, but these may need to be adapted to suit individual circumstances

Preparation of the Training - Checklist

At least six weeks in advance

1. Decide on the number of participants and the villages to be covered in one training
2. Select a suitable venue for the training
3. Set the date for the training
4. Prepare a budget for the training
 - a. Secure funding / agreement for the training and the budget
 - b. Arrange finances so that funds are available on time for making payments
5. If there is to be an official opening, invite the official guest(s).
6. Select the two sites for the site visits
7. Collect any background information which would be useful – local wage rates, costs of handtools, etc.

One month in advance

8. Ensure that there are enough copies of handbook1, handbook2 and handbook 3 for each participant
9. Purchase all stationary needs
10. Arrange transport and accommodation (where necessary, either for the trainers or the participants, depending on where the training is being held)

One week in advance

11. Prepare all flipcharts
12. Prepare and copy all handouts
13. Prepare CDs of presentations, handbooks and forms
14. *First site visit to good routine maintenance work: Visit the first site to make an assessment of the suitability in terms of good routine maintenance. Preferably work should be on-going on the site but if this is not possible a site where good routine maintenance work has recently been carried out can be chosen. If possible, the CRMT team leader and Road supervisor responsible for the road section should be available during the site visit to answer questions.*

Where possible a copy of the Inspection form and the Planning and Cost estimate form should be available for the site visit.

15. *Second site visit to inspect and assess the maintenance needs. Visit the second site where the participants will assess 1 to 1.2 kilometre of road. Ensure that no routine maintenance will be done on the chosen road before the site visit during the training. The road chosen should be typical of the construction used by the District.*

Stationary and Tools – Basic List

The training course is likely to need the following stationery and tools:

- At least two flip charts and stands
- Flip chart paper (2 rolls)
- Only where the venue and future training venues allow the use of computers and beamers / overhead projector
 - o Power extension cable
 - o Computer
 - o Beamer
 - o Overhead projector
- Cards
- Tape (for use with cards and flipchart)
- Glue
- Marker pens
- Small folder, pens and lined A4 paper for the participants
- All handouts copied and ready for use
- All illustrations and tables in Flipchart format for presentations
- Tape-measures for the site work
- Certificates of attendance ready for signing

Annex 1: Energisers

What are you doing? (This could be done after the session on the various routine maintenance activities with people having to choose one of the activities and act it out.)

Participants stand in a circle. (or two circles) One person moves to the centre and begins acting an activity, such as building a sandcastle. It is important that the people really do the activity. A second person enters the circle and asks, "What are you doing?" The first person then responds, while still doing the original activity: "Brushing my hair." The second person then begins brushing their hair, and the first person leaves the centre. Another person enters and asks, "What are you doing?" The person in the centre, while still doing her activity, replies: "Climbing a tree" (or any other activity whatsoever), etc. etc.

It can be suggested that actions relate to workshop content to consolidate/have fun with learning if you want to. Good to use once people at least slightly know each other. As the game grows there are lots of laughs. It is good to encourage people not to think of 'what to do' and just say/do anything. You can also play it and have everyone stay in the circle until everyone is in.

Rain: (One of the enemies of the road)

A facilitator talks the group through this energiser. Get everyone to stand up. Start tapping your head lightly with your fingers imagining soft rain. Let it slowly get heavier the further you move your hands down your body. Let the rain turn into a thunderstorm on your calves. Clap them hard with your hands. Then move your hands back up your body, ending with soft rain on your head. Everyone copies.

Share a stretch

Invite people to do a physical stretch and the rest of the group copies.

Lifeboats

In this exercise, participants get together with people based on various similarities. For example, if you said 'Get together with people who share favourite fruits'. Everyone would call out their favourite fruit - finding other people who share the same similarity and getting into a group with them.

Demonstrate and then have them do it. Have the various groups call out their favourite fruit group-by-group. Continue by changing the groups by calling out a range of issues, from the silly to the serious: e.g., favourite animal, least favourite letter of the Roman alphabet, most difficult foreign language and so on.

Something true about yourself

Have each participant write down something true about themselves (anything), without their names, on a piece of paper. Then, have them scrunch it up into the form of a ball. Then, throw snowballs at each other! After a few minutes of play, have the group read the snowballs if you wish. Great for tension release!

Why... Because...

Have people on one half of the group write down a Why question (.Why is the grass green? Why is there suffering? Etc.) Have the other half write down a "Because" answer (.Because I said so. Because it can float, etc.). Give no indication for the purpose or what types of why questions or because answers people should write. Then - and this can be a very funny exercise - go around the room and have the Whys ask a question and get their answer from the Becauses.