

Department for International Development (DFID)

# SEACAP 011/001 - National Training Programme on Rural Road Management 2nd Year Support Programme for RT2 Provincial Support



Final Report

April 2006

Report no:

**Project Office:**

Suite 1402 Vietcombank Tower  
198 Tran Quang Khai Street  
Hoan Kiem District, Ha Noi, Viet Nam  
Tel: +84 (04) 936 37 84/5 Fax: +84 (04) 934 95 97  
Email: RT2OfficeManager@hydercdc.com.vn



Department for International Development (DFID)

SEACAP 011/001 - National Training  
Programme on Rural Road Management  
2nd Year Support Programme for RT2  
Provincial Support

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Final Report

Author: Do Huan

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Checker: Tracy Reid

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Approver: Syd Gamble

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Report no:

Date:

April 2006

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**Hyder Consulting Pty Ltd**

ABN 76 104 485 289

Level 5, 141 Walker Street, North Sydney NSW 2060, Australia

Tel: +61 2 8907 9000 Fax: +61 2 8907 9001 [www.hyderconsulting.com](http://www.hyderconsulting.com)



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# Contents

|   |           |
|---|-----------|
| Abbreviations .....                                   | iii       |
| <b>1 Summary.....</b>                                 | <b>1</b>  |
| <b>2 Introduction .....</b>                           | <b>2</b>  |
| 2.1 Background .....                                  | 2         |
| 2.2 Objectives and scope .....                        | 2         |
| 2.3 Tasks completed .....                             | 2         |
| 2.4 Report objectives.....                            | 4         |
| <b>3 Achievement of objectives.....</b>               | <b>5</b>  |
| 3.1 Capacity of local authorities .....               | 5         |
| 3.2 Support to RT2 provinces.....                     | 5         |
| 3.3 Improvement of a maintenance culture .....        | 5         |
| <b>4 Results .....</b>                                | <b>6</b>  |
| 4.1 Courses attended .....                            | 6         |
| 4.2 Effectiveness evaluation.....                     | 7         |
| 4.3 Products produced .....                           | 8         |
| 4.4 Basis for success .....                           | 10        |
| <b>5 Lessons learnt.....</b>                          | <b>12</b> |
| 5.1 Successes .....                                   | 12        |
| 5.2 Difficulties .....                                | 12        |
| <b>6 Recommendations .....</b>                        | <b>13</b> |
| 6.1 Institutionalisation of the training program..... | 13        |
| 6.2 MoT training institutions .....                   | 13        |
| 6.3 Future training support .....                     | 14        |
| 6.4 Training needs assessment .....                   | 14        |
| 6.5 Handbooks .....                                   | 14        |
| 6.6 Training at commune level .....                   | 15        |
| 6.7 Supply/ demand-driven training.....               | 15        |
| 6.8 Monitoring and evaluation .....                   | 16        |
| 6.9 Use of products .....                             | 16        |

## **Appendix A**

Relationship diagram

## **Appendix B**

Terms of Reference

## **Appendix C**

Course attendance information

## **Appendix D**

Project reports/ minutes

## **Appendix E**

Course evaluations

## **Appendix F**

Training programs and materials

## Abbreviations

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|        |   |
|--------|---|
| DFID   | Department for International Development            |
| HCMC   | Ho Chi Minh City                                    |
| MIS    | Management Information System                       |
| MoT    | Ministry of Transport                               |
| PDOT   | Provincial Department of Transport                  |
| RSC    | Regional Support Centre                             |
| RT     | Rural Transport                                     |
| SEACAP | South East Asia Community Access Programme          |
| TDSI   | Transport Development and Strategy Institute        |
| ToR    | Terms of Reference                                  |
| WAN    | Wide Area Network                                   |
| VRA    | Vietnam Road Administration                         |
| DDOT   | District Department of Transport                    |
| WSP    | WSP International. Consultants managing RT2 Program |
| ToT    | Training of Trainers                                |
| RT2    | Second Rural Transport Project                      |
| RT3    | Third Rural Transport Project                       |

# 1 Summary

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Under the joint World Bank/ DFID funded Second Rural Transport Project, the Ministry of Transport (MoT) established a two-year support (training) programme for the RT2 provinces to address their individual needs in managing and maintaining their rural road networks. The first year was a supply-driven program run by RT2 and was completed in September 2004; the second year was a demand-driven program run under SEACAP 11, starting in November 2004 and completed in April 2006.

The objectives of the programme were to:

- Improve the capacity of local authorities in RT2 provinces to manage and maintain their rural road network
- Support RT2 provinces to put in place suitable systems to manage and maintain their rural road network

All tasks have been completed as set out in the original ToR, with the addition of extra activities as approved during the duration of the Project. The original 12 month program was extended to 17 months, to allow sufficient time to implement the Second Year Plans as agreed under RT2 and set out in the Partnership Agreements.

Curricula and training materials including 27 course modules were developed together with a training film, 22 A0 size support drawings and a website. Training programs were very well received with trainee course evaluations stating that over 92 percent of trainees believed that training materials and aids are relevant and useful.

Course delivery was very successful with 95.9 percent and 98.2 percent of participants attending S3 and D-series courses respectively.

Monitoring and evaluation in the form of “spot-checks” was also undertaken with more than the agreed percentage of courses being evaluated. Observations by the SEACAP 11 team indicated a substantial and positive change in trainers’ delivery capacity at all levels. This change was seen in trainers’ usage of training materials and active participation by trainees.

A number of key factors have been identified for the success of the Project which included the demand-driven focus of the program, the modular approach of the training materials, the active participatory approach of the training, the training aids developed and the monitoring and evaluation that was undertaken.

SEACAP 11 has been widely recognised as a successful project. However, the full extent of this success will only be realized with what follows after its completion. The training provided under SEACAP 11 is the start and it now needs to be sustained to ensure future needs are met; a number of recommendations have been made to ensure this happens. Recommendations are also included for the development and ongoing use by SEACAP of the products and processes developed under the program in Vietnam and other regions.

## 2 Introduction

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### 2.1 Background

Under the joint World Bank/ DFID funded Second Rural Transport Project, the Ministry of Transport (MoT) established a two-year support (training) programme for the RT2 provinces to address their individual needs in managing and maintaining their rural road networks. The first year was a supply-driven program run by RT2 which was completed in September 2004, the second year was a demand-driven program run under SEACAP 11, starting in November 2004 and completed in April 2006.

Set out in **Appendix A** is a relationship diagram of the SEACAP 11 Project in relation to RT2, SEACAP and the MoT.

### 2.2 Objectives and scope

The objectives of the programme were to:

- Improve the capacity of local authorities in RT2 provinces to manage and maintain their rural road network
- Support RT2 provinces to put in place suitable systems to manage and maintain their rural road network

The scope of work comprised:

- Managing and delivering a demand driven, tailor made package of support to the 43 provinces in accordance with pre-defined Second Year Annual Plans
- Conducting a review after completion of the Second Year Annual Plans as to achievement of the RT2 Project objectives and impact of support provided on improvement of a maintenance culture
- Reviewing lessons learned for the design and implementation of RT3

A copy of the Terms of Reference (ToR) can be found at **Appendix B**.

### 2.3 Tasks completed

The nine-task methodology presented in the original Technical Proposal was followed, with the addition of extra activities as approved during the duration of the project. Additionally, the original 12 month program was extended to 17 months to allow sufficient time to implement the Second Year Plans as agreed under RT2 and set out in the Partnership Agreements.

Main tasks undertaken are set out below:

**S1 Courses (Handbook Training):** managed and supervised the Handbook Training in RSC3, which was funded by RT2. These were completed in June 2005.

**S2 Courses (PDOT Workshops):** took part in 4 PDOT Workshops to share First Year Program experiences, jointly organized with WSP. The objective of the Workshops was to share experiences, study training demands and identify methods to be employed for the Second Year Program. These were undertaken in January/ February 2005.

**TOT PDOT Workshops:** implemented two courses in Hanoi and Ho Chi Minh City (HCMC). The purpose of these Workshops was to strengthen the skills of the PDOT trainers, assist them in mastering new curriculum and refreshing training techniques required for DDOT training courses (S3). The Workshops were held on 19-20 and 29-30 of June in Hanoi and HCMC respectively. Course materials were developed and the Workshops run by the SEACAP 11 Consultant. 82 trainees attended the courses.

**S3 Courses (DDOT Training):** course materials (totalling 27 modules in total) were developed and S3 training was held between 9 July 2005 and 16 September 2005.

**D-series (Demand-driven Training D1/D2, D3a, D3b, D4):** course materials of 20 modules were developed and delivered between 1 August 2005 and 2 March 2006. Teaching aids were also developed which include a training film, website and drawings. These materials were all approved by the MoT before delivery.

**Quarterly reviews:** were undertaken with RSC Managers to agree training programs to be undertaken for the next 3 months. These were held in July October and December 2005.

**Monitoring and evaluation:** was undertaken with a view to ensuring delivery at local levels, taking into account personnel, time and funding availability. The percentage of courses to be spot-checked was agreed between all parties before the courses began, and monitoring and evaluation was undertaken by the SEACAP 11 Consultant, the RSCs, WSP, Crown Agents and Halcrow. All trainees also completed evaluation forms of the courses they had attended.

**Mid-Term and Progress Reviews:** were held on 23 September 2005 (Mid-Term Review) and 24 February 2005 and 6 December 2005 (Progress Reviews). The reviews included all stakeholders and provided a summary of the progress of the Project at the time they were held. They also provided a forum for future planning and other opportunities to be discussed.

**Involvement of the MoT in monitoring and evaluation:** the MoT expressed a willingness to carry out independent monitoring and evaluation of the courses to ensure they were satisfied with the outcomes being achieved. It was also considered that this process would assist with the institutionalisation of the Program within the MoT. Funding was made available for this to occur and 3 trips were undertaken.



**Handover to MoT Training Institutions:** a handover to 9 nominated MoT Training Institutions was provided to enable the training institutions to continue the programs developed under the Project. Centres were chosen which ensured that all geographical (mountainous and delta area) and regional factors were covered. A five day training course was developed and delivered to 33 participants. This involved a transfer of information and content, experience sharing, upgrading of training skills and provision of the curricula and training aids.

**MIS:** an initial review of the database was undertaken and regular updates have been carried out during the life of the Project. Additions associated with the Second Year Program have been included such as the addition of extra training courses, revision of report formats and some interface and format changes. Information has been regularly updated and maintained and was available to demonstrate progress of training courses for regular and ad-hoc reports.

**Handover to MoT:** of all equipment from the 4 RSCs and SEACAP 11 office has been undertaken.

**Dissemination Meeting:** is to be held on 11 April 2006 to introduce to all stakeholders the achievements of SEACAP 11 and via these, the DFID/SEACAP activities and achievements in Vietnam. The meeting will include an implementation review as well as a demonstration of the SEACAP 11 activities and products.

**Handover to SEACAP:** of curricula and materials developed under SEACAP 11 will be undertaken on completion of the Project. This will include the website and training film.

## 2.4 Report objectives

The purpose of the Final Report is to provide details on the SEACAP 11 Project, summarising the training courses undertaken, their quality and cost performance and details of the effectiveness analysis. The Final Report is seen as an important element of the knowledge transfer and should assist in developing future rural road training initiatives.

The Project has been reviewed against its original objectives. Lessons learnt for the training program are set out and recommendations made for future development and use of the products and processes developed have been included.

## 3 Achievement of objectives

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### 3.1 Capacity of local authorities

As indicated in the following sections, this objective has been met by both the training of provincial and district level trainers in course delivery but also in the delivery of the program to over 6,000 communes.

The results available from the monitoring and evaluation of the courses provides an effective measure of this success.

### 3.2 Support to RT2 provinces

Extensive training courses have been developed and implemented under the project, ranging from revision training for PDOT trainers, through DDOT training of trainers to the deliver to over 10,000 commune staff. This multi-tiered training has been developed and the necessary systems put into place to ensure that optimum results have been achieved.

Systems have also been developed to monitor the course implementation and evaluate results and the MIS has been reviewed, upgraded and expanded to incorporate the new additions of the Second Year Program.

Additionally, training aids have also been produced which will provide an ongoing basis for the management and maintenance of rural roads, particularly through the use of the website.

### 3.3 Improvement of a maintenance culture

The extent of the training delivered to 43 provinces and involving some 700 trainers and staff from over 6,000 communes in itself is a clear indication of the improvement of a maintenance culture. However, the actual concept of a “demand-driven” training process illustrates clearly the maintenance culture that is growing through the provinces. Permitting people to choose their own courses is a novel approach to the road training process and one that has been highly successful; as judged by the numbers attending the courses.

Feedback from the courses and the discussions with MoT officials at review meetings clearly indicates the courses were considered to be effective and the enthusiasm for ongoing training in maintenance and rehabilitation of rural roads.

## 4 Results

### 4.1 Courses attended

A breakdown of the attendance details of the courses provided is set out in the table below, a summary of the results follows.

Table 1: Detailed breakdown of courses provided

| Training Course | Number of Course |          | Number of Trainee |          | No of courses checked by SEACAP 11 | % of courses checked by SEACAP 11 | Awarded Certificate |
|-----------------|------------------|----------|-------------------|----------|------------------------------------|-----------------------------------|---------------------|
|                 | Target           | Finished | Target            | Finished |                                    |                                   |                     |
| S1              | 20               | 21       | 788               | 740      | 1                                  | 5.00%                             | No                  |
| S2              | 4                | 4        | 121               | 108      | 4                                  | 100.00%                           | No                  |
| PDOT W          | 2                | 2        | 86                | 82       | 2                                  | 100.00%                           | No                  |
| S3              | 43               | 43       | 704               | 675      | 21                                 | 48.84%                            | Yes                 |
| D1/D2           | 198              | 197      | 3310              | 3319     | 41                                 | 20.60%                            | No                  |
| D3a             | 7                | 3        | 48                | 21       | 0                                  | 0.00%                             | No                  |
| D3b             | 232              | 229      | 4271              | 4201     | 29                                 | 12.50%                            | No                  |
| D4              | 186              | 187      | 3115              | 3113     | 28                                 | 14.97%                            | No                  |
| D5*             |                  |          |                   |          |                                    |                                   |                     |
| Total D-series  | 623              | 616      | 10744             | 10654    | 98                                 | 15.68%                            |                     |
| H1              | 1                | 1        | 35                | 33       | 1                                  | 100.00%                           | Yes                 |
| Total courses   | 693              | 687      | 12480             | 12292    | 127                                |                                   |                     |

S1: Rural Road Maintenance Handbook training - 1st year training (continued)

S2: PDOT Trainer Workshop on 2nd year training program demand

PDOT W: PDOT Trainer Training on Module System of Rural Road Maintenance

S3: District Trainer Training

D1/D2: Refreshing - Training on Rural Road Maintenance Handbook

D3a: Raising Awareness of District Leader on Rural Road Maintenance

D3b: Raising Awareness of Commune Leader on Rural Road Maintenance

D4: Community Audit & Supervising of Rural Road Maintenance

H1: Handover Training "Training on Rural Road Maintenance"

**Note:**

D5\*: The original design of D5 by the RT2 consultant, indicated activities such as postcard printing and dissemination in 43/ 357 districts. In order to achieve a greater benefit from this activity, SEACAP 11 agreed with all stakeholders that the training film would be developed and distributed to over 6,000 communes throughout all districts in the Project

**S3 Courses:** 675/ 704 district trainers (95.9% of the planned number of participants).

Some participants were not available to attend the Courses.

**D-series Courses:** 10,654/10,780 participants attended the D-Series courses (98.2% of the planned number of participants).

Two courses were cancelled due to the following reasons:

- lack of experience of the PDOT trainer available to implement the course
- delay in schedule resulting in lack of time to implement within the project timeframe

Additional information on course attendance can be found in **Appendix C**.

## 4.2 Effectiveness evaluation

The monitoring and evaluation methodology implemented was as follows:

Direct supervision:

- SEACAP 11 Consultant visited courses to observe a "snapshot" of training activities rather than being involved directly in course evaluation, in order not to infringe the objectivity
- From the agreed plans, review consultants and nominated persons conducted supervision and evaluation tasks (spot checks) without prior notice to course organizers
- At the end of the training courses, trainees filled out evaluation forms supplied with training materials. Suggestions as to how to fill in evaluation forms were discouraged

MIS and financial reports:

- Reports were forwarded to the SEACAP 11 Consultant by Regional Support Centres and processed
- Processing outcomes were demonstrated in MIS, Financial Reports and Project Monthly (from December 2004 up to March 2006) Reports, copies of which are in **Appendix D**.

Table 2 below sets out the percentage of courses spot-checked by the SEACAP 11 Consultant. In addition:

- 100% of S3 and D courses underwent evaluation by trainees using Project developed evaluation forms
- 18 courses evaluations were supplemented by WSP (until September 2005) and Halcrow (until October 2005) as well as by teams nominated by the MoT

Table 2: % of the “spot checked” courses

| Name of the Training Courses | Agreed % | Undertaken % |
|------------------------------|----------|--------------|
| PDOT Workshops               | 100      | 100          |
| S3                           | 30       | 48.84        |
| D                            | 10       | 15.68        |
| Handover training            | 100      | 100          |

### Summary of evaluation outcomes

- Over 85% of S3 trainees hold the view that training programmes are practical and relevant to training of district trainers on rural road maintenance
- Over 92% of trainees believe training materials and aids are relevant and useful
- More than 80% of trainees certify the achievement of training objectives
- Observations by the SEACAP 11 Consultant indicate a substantial and positive change in trainers' delivery capacity at all levels. This change was seen in trainers' usage of training materials and active participation by trainees
- Although only a limited number of courses are evaluated and supervised, WSP evaluations showed that a majority of evaluation items are evaluated at “satisfactory” level and upwards

Summary of course evaluations can be found in **Appendix E**.

## 4.3 Products produced

### Modules

27 Training Modules on rural road maintenance and training techniques were developed. 7 were produced under the S3 Courses and 20 under the D-series.

#### Modules of Training of DDOT Trainers (S3 Courses)

| No | Name                                   |
|----|--|
| T1 | Modular training - approach and review |
| T2 | Adult training                         |
| T3 | Facility                               |
| T4 | Class arrangement                      |
| T5 | Lecturing techniques                   |
| T6 | Group discussion                       |

|    |                   |
|----|-------------------|
| T7 | Practice training |
|----|-------------------|

### Training Modules for Road Maintenance (D-series)

The relationship between the training courses and the D-series Courses, D1/ D2, D3a/ D3b and D4 is set out in the diagram attached at Appendix F.

| No  | Name  |
|-----|---|
| M1  | Rural road network  |
| M2  | Concepts of rural road maintenance                            |
| M3  | The importance of rural road maintenance                      |
| M4  | Rural road defects and causes                                 |
| M5  | Fund mobilization and rural road maintenance                  |
| M6  | Rural road maintenance management process                     |
| M7  | Define the priority in rural road maintenance                 |
| M8  | Role of local leaders in rural road maintenance               |
| M9  | Rural road inventory  |
| M10 | Road defects survey and maintenance demand determination      |
| M11 | Rural road maintenance materials                              |
| M12 | Rural road techniques-routine maintenance 1                   |
| M13 | Rural road techniques-routine maintenance 2                   |
| M14 | Rural road techniques-main activities of periodic maintenance |
| M15 | Usable norms for rural road maintenance                       |
| M16 | Rural road maintenance cost estimate                          |
| M17 | Rural road maintenance planning                               |
| M18 | Finished work quantity measurement of rural road              |
| M19 | Rural road maintenance quality assessment                     |
| M20 | Rural road maintenance supervision and audit                  |

### Training aids

**Training film:** was developed as a training aid at the request of the RSCs and PDOTs. The purpose of the training film was to help participants to easily understand the road maintenance requirements and support people in communes in raising their awareness of road maintenance. A copy of the film, in CD format, has been provided to over 6,000 communes.

**Website:** was developed which is easily accessible to anyone with access to the internet. The website contains copies of all training materials, training evaluation forms, support drawings, training schedules and general information on the Program.

**Support Drawings:** 22 A0 size drawings have been prepared and provided to PDOT and DDOT trainers to use for S3 and D-series courses.

Copies of training programs and materials are attached at **Appendix F**.

## 4.4 Basis for success

We believe the basis for the success of this Project was the result of a number of key factors as set out below.

### Demand-driven

The First Year Program was supply-driven focussed at Province level to all RT2 Provinces. It provided the main message of rural transport maintenance and included a basic supply-led curriculum, material and training aids.

The Second Year Program was demand-driven and was focussed at District and Commune levels within the RT2 Provinces. The demand-driven approach consisted of the MoT advising what they needed to be trained in, and a resulting curricula and training materials developed which met these requirements. Training aids were also requested to assist trainers in explaining technical issues, which were produced as set out above.

In our opinion, part of the success of SEACAP 11 was this process of providing to the districts and communes the training that they requested, as opposed to what a Consultant felt was required. However, it is important to point out that the supply-led focus is required initially to educate participants in general basic concepts, which in turn enables them to identify what areas they need training in.

### Modular approach

The key to the success of the Second Year Program, we believe is the modular approach of the training materials. Each module is a stand-alone training document which a participant could learn without having prior knowledge of other modules.

This approach not only enabled participants to choose what was relevant to their requirements, it also enabled the training to be better suited to the range of conditions that are found within Vietnam. Maintenance and rehabilitation conditions vary considerably, depending on geographical and therefore topographical and climatic conditions between North and South Vietnam and the mountain regions and the delta; training needed to be appropriate for a range of conditions.

## Active participatory approach

The use of active participatory approach in the delivery of the demand-driven courses has been highlighted as an important factor in the success of the Project.

Commune staff come from a range of backgrounds and may not have any road engineering experience, by undertaking practical exercises, participants obtain a better understanding of processes and procedures required to maintain and rehabilitate their road networks, helping to ensure concepts are properly understood by participants.

## Training aids

Training aids have assisted trainers in demonstrating practical solutions to issues. The training film has been widely distributed, with every commune receiving a copy. Similarly, A0 drawings have been provided to assist trainers in clearly explaining activities. Photographs were also widely used in the training materials.

Training aids have been well accepted by participants and effectiveness evaluation results clearly demonstrate the usefulness of these tools.

## Monitoring and evaluation

At the outset of the training the percentage of courses to be monitored and evaluated was agreed by all parties. This was very important to ensure that sufficient numbers of spot-checks on courses were conducted and that all parties were aware of their obligations. Monitoring and evaluation had two roles, one as a guarantee that the courses were actually taking place and secondly so that the quality of training could be monitored and facilitation could occur where necessary when quality was lacking.

Monitoring and evaluation was of particular importance during the S3 Courses. These courses were delivered by the PDOTs, and were training of trainer courses for the DDOT trainers. To ensure successful delivery of training to commune staff the DDOT trainers needed to fully understand the new curricula, training materials and training aids developed by SEACAP 11. By monitoring these courses, facilitation could be provided by SEACAP 11 staff where courses were not being delivered as developed and identification of weaker trainers could be made for future reference.



## 5 Lessons learnt

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The demand-driven approach of SEACAP 11 has been a different procedure for training in Vietnam and a learning experience for all concerned. The lessons learnt have direct application for any future training programs and in particular for any training program implemented under RT3.

### 5.1 Successes

The program has generally been recognised as a success. We have identified the following factors which provide direct and quantifiable measures of this success.

- Working with the MoT; receiving approval of training materials and attendance on monitoring and evaluation visits
- Exercises completed accurately by participants, demonstrating an understanding of the training received
- District trainer's skills have been greatly improved, over 700 were newly trained
- Provincial trainer skills have been upgraded
- High attendance at courses
- Very positive feedback on relevance of training courses and training aids
- Provision of a range of training aids which are widely available. For example, over 6,000 communes have a copy of the training film
- Training film and website have been widely recognised as useful aids

### 5.2 Difficulties

Within any training program a range of difficulties can be expected. The new approach under SEACAP 11 had the potential to have more difficulties than most, however these were pre-empted, procedures put in place wherever possible, and modifications made where necessary to minimise these difficulties. Difficulties that were encountered are listed below:

- Courses were changed without notification to the SEACAP 11 Consultant. This had to be controlled as much as possible since it caused problems with spot-checks
- Quality trainers were sometimes lacking. For example, they may not have engineering/ roads experience
- Obtaining support of local government for the programs
- Geographical conditions are very varied. Training materials had to suit all conditions and regions (as discussed previously)

## 6 Recommendations

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The SEACAP 11 Project has been widely recognised as successful. However, the full extent of this success will only be realized with what follows after its completion. The training provided under SEACAP 11 is the start and it now needs to be sustained to ensure future needs are met. We have set out below a number of recommendations we see as essentials to this process. These recommendations are based on our experiences in implementing SEACAP 11, but importantly, consider the views expressed and discussed during SEACAP 11 progress review meetings.

In addition to the future training needs in Vietnam, SEACAP 11 has produced products and processes that we believe are of potential use in other regions. We have included our recommendations for what we see as needed for their future development and ongoing use by SEACAP.

### 6.1 Institutionalisation of the training program

SEACAP 11 has succeeded in its aims of producing effective training not only to 6,000 communes but also to PDOT and DDOT trainers throughout 43 provinces.

The recognition of the benefits of this program should be built upon within the concept of rural road training generally, and training for rehabilitation and maintenance in provinces in particular, becoming a part of the processes and procedures within the MoT. There is a need for the MoT training institutions to make use of the material developed under SEACAP 11. Additionally, it is important that the concept of this training for rural roads becomes part of the curricula for training institutions, which will need the long term support of the MoT.

Suggestions have been made for a course in rural road maintenance and rehabilitation at the training institutions and the development of a text book from the training modules. These are proposals worthy of consideration by the MoT.

Overall, we recommend the MoT should proceed with the ongoing development of the program started by SEACAP 11 and continue delivery of training throughout the country based on the existing material.

### 6.2 MoT training institutions

Training institutions exist throughout Vietnam and the SEACAP 11 material has been delivered to 9 of these institutions through the handover training. As a result, these institutions will have the responsibility within the MoT for the material that has been produced by SEACAP 11.

Development of this material will need to be ongoing and we recommend this to be undertaken by these institutions and undertaken in a co-ordinated

way, taking into account the regional differences already identified in the SEACAP 11 training modules.

The ongoing delivery of programs also becomes the responsibility of these institutions, making use of the developing skills of the existing PDOT and DDOT trainers to ensure continued effective program delivery throughout the rural road network.

### 6.3 Future training support

While we consider the future of rural roads training will rely on the institutionalisation of programs within the MoT, we consider there is a need for future and ongoing support from external funding agencies such as DFID.

The SEACAP 11 program was delivered to 43 provinces out of 62 in Vietnam. The demand-driven nature of the courses also means that not all courses were delivered to every province. We therefore recommend consideration is given to a future program to pick up those provinces not already part of the training program and those districts who may not have taken part in the complete training program available.

There will also be an ongoing need to further develop and update the training material to ensure its relevance is maintained. This will be best achieved through the MoT training institutions, and funding to strengthen the capacity of these institutions to develop the material could be considered for future programs.

### 6.4 Training needs assessment

An assessment of the rural roads training needs was carried out as part of the original Rural Transport (RT) program. This was in the form of a basic survey by questionnaire and was undertaken over 3 years ago.

There has been considerable discussion in the review meetings regarding the needs for training. It is our recommendation that prior to any future international funding program for training commences a comprehensive need assessment is undertaken.

As part of this assessment it is our recommendation that the relationships between the MoT rural transport training network; the PDOT, DDOT and training institutions; are clarified and their functions defined. Management and reporting systems also need to be clearly defined. This will assist in enabling the effective implementation of rural transport training projects in the future and co-ordination between projects can be enhanced.

### 6.5 Handbooks

At the present time, two rural road handbooks have been developed by the MoT; one is for provincial/ district level use and is still in draft format; the

other one is for commune use only and is being used. There is general agreement that these handbooks require updating and general amendments to reflect current rural road practice.

There has also been some discussion over the need for two handbooks. Our recommendation is that one handbook covering all rural roads should be produced, based on the existing documents. These handbooks were produced by the MoT and any new handbook should likewise be developed with the full co-operation of the MoT in the review, upgrade and general consultation of the document.

## 6.6 Training at commune level

There has been considerable debate concerning where rural road training should be focused. Rural roads form over 80% of the Vietnam road network and are relied upon all the way down to commune level as a basic means for transport. Any training should therefore focus on the road network throughout the country which means the inclusion of communes.

However, the position for rural road maintenance and rehabilitation is not a permanent one at commune level, like it is at district and provincial levels. Therefore, training people for a position that is not permanent has only a limited life.

In considering these arguments, we consider that the non-permanent nature of the commune position has to be recognized and training programs provided accordingly. We do not consider commune level training can be ignored however.

At the same time focus should continue to be paid to the trainers at district level. The success of SEACAP 11 has been in the training of the DDOT trainers and this must be continued so that they can provide the required training down to commune level.

It is our recommendation that the focus should be on district trainers to enable them to effectively re-train commune staff as required.

## 6.7 Supply/ demand-driven training

The SEACAP 11 program was a demand-driven training program and followed on from a 1 year supply-driven program. SEACAP 11 did include a supply-driven training component in the initial stages, which was provided to PDOT and DDOT trainers (training of trainers).

Any future program must consider the benefits of both supply-driven and demand-driven training. In provinces where demand-driven training has taken place, this is likely to be the way forward. However, in provinces not included in the original 43, we recommend consideration of the use of a combined supply-driven/ demand-driven program.

There will continue to be a need for training of trainers at district and provincial level as new curricula and new material is introduced. It is essential to recognise this as a necessary part of any training program.

It will also be necessary for additional courses to be offered to new trainees who have not undergone Handbook training and to develop trainers who have limited experience in rolling out the training programs.

## 6.8 Monitoring and evaluation

The monitoring and evaluation process undertaken by SEACAP 11 is considered an essential part of the training process. It not only provides an indication of the effectiveness of the courses, it gave the SEACAP 11 team the opportunity to evaluate trainer capacity (as discussed previously).

There was significant discussion between the SEACAP 11 Consultant, SEACAP staff and the RT2 Consultant regarding the quantity of monitoring and evaluation that is required. A balance needs to be made between the benefits flowing from the process with the time available to undertake the visits required.

In general terms we concluded:

- Supply-driven courses (training of trainers) – 50%
- Demand-driven courses – 15%

These figures should be taken as a guide only and will vary depending on the number of courses being undertaken at any one time and the capacity of the team available to undertake the monitoring and evaluation.

## 6.9 Use of products

SEACAP 11 has produced a range of products that can be used directly and modified for use in other programs.

- Comprehensive training program including curriculum and training modules
- Training aids including photographs and drawings
- Website
- Training film

We note in particular the website which contains much of the material is in an easily accessible form. It is our recommendation that this website is properly upgraded and maintained in coming years to ensure its relevance.

The training program and training aids are relevant to Vietnam and have been formulated in such a way that they are relevant to the different regions in Vietnam. The success of the program was in part due to recognition that training has to have a locality focus. The program and aids can be adapted to other regions and countries, however we recommend that this basic

concept of locality based products is continued to ensure future successful implementation.

# Appendix A

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Relationship diagram





# Appendix B

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Terms of Reference



# Appendix C

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Course attendance information



# Appendix D

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Project reports/ minutes



# Appendix E

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Course evaluations





# Appendix F

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Training programs and materials

