



**AsCAP**  
Asia Community Access Partnership



## Gender Mainstreaming in Rural Transport Projects in Nepal: Transformative Changes at Household and Community Levels

Inception Report



**WISE Nepal**

*NEP 2044D*  
**October 2016**



The views in this document are those of the authors and they do not necessarily reflect the views of the Research for Community Access Partnership (ReCAP) or Cardno Emerging Markets (UK) Ltd for whom the document was prepared

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Cover Photo: Cobble stone laying by road building group members in Okhaldhunga District *Photo by LRIP, 2016*

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## **Abstract**

WISE Nepal has been entrusted by ReCAP for conducting a research on “Gender Mainstreaming in Rural Transport Projects in Nepal: Transformative Changes at Household and Community levels”. The project aims at how gender mainstreaming activities in the rural transport projects implemented by the Government of Nepal have transformed the lives of rural women and disadvantaged groups. The research will look into the following key questions with specific indicators on empowerment (economic and social):

- What are the most significant changes in the lives of beneficiaries (in their own perceptions) of these projects?
- How has ‘gender mainstreaming’ in these projects helped contribute to change women’s roles in their households?
- Has ‘gender mainstreaming’ in these projects changed the way decisions are made at communities and district levels?

The research will be carried out in Ramechhap and Okhaldhunga districts.

A research team has been formed and mobilised from 12 September 2016. The research team consulted with ReCAP Country Manager of Nepal to inform about the research, established contact with the research mentor (Professor Gina Porter), discussed and agreed the research methodology and key questionnaires with her. The research methodology includes a mix of various qualitative methods using Immersions, Focus Group Discussions and In-Depth interviews.

## **Key words**

Gender and Social Inclusion, Rural Roads and Bridges, Gender Mainstreaming, Transformative Roles, Women, Disadvantaged Groups, Qualitative research methods

## **RESEACH FOR COMMUNITY ACCESS PARTNERSHIP (ReCAP)** *Safe and sustainable transport for rural communities*

ReCAP is a research programme, funded by UK Aid, with the aim of promoting safe and sustainable transport for rural communities in Africa and Asia. ReCAP comprises the Africa Community Access Partnership (AfCAP) and the Asia Community Access Partnership (AsCAP). These partnerships support knowledge sharing between participating countries in order to enhance the uptake of low cost, proven solutions for rural access that maximise the use of local resources. The ReCAP programme is managed by Cardno Emerging Markets (UK) Ltd.

**See [www.research4cap.org](http://www.research4cap.org)**

## Acronyms, Units and Currencies

ADB	Asian Development Bank
AfCAP	Africa Community Access Partnership
AsCAP	Asia Community Access Partnership
DAGs	Disadvantaged Groups
DDC	District Development Committee
DFID	Department for International Development
DOLIDAR	Department of Local Development and Agricultural Roads
DPO	District Planning Officer
DRSP	District Roads Support Programme
DTO	District technical Office
FGDs	Focus Group Discussions
FHH	Focus Household
GBP	Great Britain Pounds
GESI	Gender and Social Inclusion
HH	Household
HHH	Host Household
LDO	Local Development Officer
LGCDP	Local Governance and Community Development Programme
LRIP	Local Roads Improvement Programme
LIDP	Local Infrastructure Development Policy
LRUC	Local Roads Users Groups
MLRBP	Motorable Local Roads Bridge Programme
MoFALD	Ministry of Federal Affairs and Local Development
PRA	Participatory Rural Appraisal
RAs	Research Analysts
RAs	Research Assistants
ReCAP	Research for Community Access Partnership
RTE	Rural Transport Engineer
RTL	Research Team Leader
SDC	Swiss Agency for Development Cooperation
UCs	User Committees
UGs	User Groups
UK	United Kingdom (of Great Britain and Northern Ireland)
UKAid	United Kingdom Aid (Department for International Development, UK)
UKP	United Kingdom Pound
UNDP	United Nations
UN	United Nations
VDC	Village Development Committee
VSO	Voluntary Service Overseas
WB	World Bank
WISE	Women in Science and Engineering

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## **1 Executive summary**

WISE Nepal has been contracted by ReCAP to conduct research on “Gender Mainstreaming in Rural Transport Projects in Nepal: Case Studies of Transformative Roles of Women and Disadvantaged Groups (DAGs) at Household and Community levels”. The project will investigate how gender mainstreaming activities in the rural transport projects implemented by the Government of Nepal have transformed the lives of rural women and disadvantaged groups. The research will look into the following key questions with specific indicators on empowerment (economic and social):

- What are the most significant changes in the lives of beneficiaries (in their own perceptions) of these projects?
- How has ‘gender mainstreaming’ in these projects helped contribute to change women’s roles in their households?
- Has ‘gender mainstreaming’ in these projects changed the way decisions are made at communities and district levels?

The research will be carried out in Ramechhap and Okhaldhunga districts, where projects on rural roads and roads bridges are currently being implemented. These projects have included women and disadvantaged groups in their main activities in the following ways:

- All the road and bridge users committees, bridge or road building committees should have proportional representation of discriminated groups and one third women in their executive committees (decision making roles).
- The DAGs are identified through Village Development Committee (VDC) level poverty mapping data assisted through Local Governance and Community Development Programme (LGCDP), or if these are not available; projects conduct Focus Group Discussions (FGDs) and identify them through social mobilisation processes.
- The projects target DAGs (at least 60% of the total workers ) to provide short term employment in road and bridge construction, while projects also target at least 35% women (of total workers ) for road construction works and 25% women (of the total workers) for the bridge construction works.
- Men and women in the communities are trained on various bridge and road construction skills and a percentage of women and DAGs are targeted for skill enhancement training for them to be able to get employment in the roads and bridge construction-related trades in the long run after completion of these projects.
- All the bridge and road construction workers are paid equally for equal works – no discrimination in payment is allowed, all workers are insured, and their occupational health and safety are ensured through the provision of safety gear.
- The women workers (if they have small children to be looked after) were facilitated with the child care centres (paid by the projects) around the vicinity so that women could work freely.

A research team has been formed and mobilised from 12 September 2016. The contracts with the key experts were established. The research team consulted with ReCAP Country Manager of Nepal to inform him about the research. The communication was also established with the research mentor (Professor Gina Porter) assigned for this research. The research methodologies together with the key questionnaires were developed with her. The research methodology agreed will become a mix of qualitative methods using Immersions, Focus Group Discussions and In-Depth interviews supported by other Participatory Rural Appraisal (PRA) tools such as mobility maps, timeline of interventions etc. The team also prepared a training plan and schedule for immersions for the research assistants. The training will focus on the theories on immersions, other qualitative research methods and tools. During the training, the areas of enquiries will be tested with the development and elaboration of these into research questionnaires and checklists for various informants.

## 2 Background

The Department of Local Infrastructure Development and Agricultural Roads (DoLIDAR) under Ministry of Federal Affairs and Local Development (MoFALD) is the line ministry that is responsible for rural transport and development. It has a Local Infrastructure Development Policy (LIDP) with due consideration of gender and social inclusion. The Ministry has its own Gender and Social Inclusion Policy, which needs to be mainstreamed by the local bodies - District Development Committees (DDCs), Village Development Committees (VDCs), and Municipalities in all local infrastructure development projects. Although Nepal is said to be progressive in terms of 'formulating' gender and social inclusion (GESI) policies (mostly based on the positive learning experiences of donor supported projects), the challenge remains in implementation of policies in a wider scale to bring about gender equalities and genuine transformations.

Swiss Agency for Development Cooperation (SDC) on behalf of the Government of Switzerland has been assisting Ministry of Federal Affairs and Local Development (MoFALD) and DoLIDAR in the sub-sectors of rural roads, bridges and trail bridges since many years. Gender and Social Inclusion (GESI) approach is mainstreamed in roads and bridge building projects supported by SDC in the districts - Ramechhap, Khotang, Okhaldhunga and Sindhuli districts, which ensures: a) participation of women and DAGs in decision making; b) conducive working environment (safety, insurance and child cares) for women; women and disadvantaged groups are targeted for employment with equal wages; they are proportionally represented in users committees in the decision making positions; and they are trained in construction related activities.

Project reports and evaluations suggest these interventions have led to significant changes in the lives and livelihoods of DAGs and women living in the Zone of Influence (ZoI) of the roads and bridges in the districts. There have also been changes in the practices of local governments in resource allocation in the districts equitably in favour of DAGs and women for various programmes, influenced by these projects. However, it will be worthwhile to look at the contexts and changes after some years of intervention of these projects on several aspects to actually see what are the changes and whether the changes really happened because of the projects. Therefore, this research will focus on following key questions with the key indicators:

- What are the most significant changes in the lives of beneficiaries (in their own perceptions) of these projects?
- How has 'gender mainstreaming' in these projects helped contribute to change women's roles in their households?
- Has 'gender mainstreaming' in these projects changed the way decisions are made at communities and district levels?

The research will be carried out in two districts (Ramechhap, Okhaldhunga) where projects on rural roads and roads bridges are being carried out. The research will generate empirical evidence on how gender mainstreaming in these projects has transformed the lives of rural women and disadvantaged groups, and will explore:

- The positive (or otherwise) impact of gender mainstreaming in projects on gender relations at the family/household level, and at the community/society level, including evidence for transformative impacts beyond raising women's incomes or broadening women's employment opportunities.
- If the changes in lives/societies that were created or influenced by women's engagement and/or employment
- The factors that stimulate, or constrain, the achievement of transformative impacts

- Whether previous or current gender-focused rural transport initiatives have been taken up by the local governments - District Development Committees (DDCs) into their own projects and programs of rural roads and road bridges including the processes of planning, designing, resources allocation and implementation.



### 3 Research Objective

The research's main objective is to assess how the gender mainstreaming in these projects have transformed the lives of rural women and disadvantaged groups.

The specific objectives are:

To explore whether the social and economic empowerment activities focused on targeted groups (DAGs and Women) have actually benefited them in the districts in meaningful ways or not.

- To understand the capitalization of projects' GESI tool of representation of women and DAGs in various development groups (roads and bridge users groups and committees)
- To analyse the empowerment process of women and DAG which has been facilitated by their participation in users groups
- To analyse the influence of women and DAG representatives on social relationships and social norms in the community and at household level
- To understand other factors contributing to social change at community and household levels and;
- To build capacities of Nepali women engineers (members of WISE Nepal) in social and qualitative research methods.



### 4 Methodology

A mix of qualitative research methods will be used. Both primary data collection and secondary data reviews will be done for the research. Primary data collection will be done using *Immersion Studies*, Focus Group Discussions and In-Depth interviews.

#### 4.1 Training on Immersion

Training for Research Assistants (RAs) on *immersions* and other qualitative research methodology will be carried out from 8<sup>th</sup> to 12<sup>th</sup> November 2016. Training will include two days of intensive theoretical understanding of Immersions. It will cover the elements of immersions or reality checks in the field, the scope of reality checks in this research, to what level the RAs can be immersed, methods for triangulation, use of various other Participatory Rural Appraisal (PRA) tools, powers, behaviours, attitudes and biases. While studying the power dynamics, behaviours and attitudes, care will be given to suspend individual judgements by RAs and to avoid presumptions. The RAs will be trained on how to enter the community, how to initiate the conversations, listening and flow with the communities, recording and keeping the daily field diaries, how to capture the visuals (by preparing sketches, maps, drawings) and photos, keeping in view ethical considerations, in regard to issues related to sexual violence in the works, child workers, risks and mitigation measures for RAs own health and safety issues. After the theory sessions, the RAs will be prepared to go to field practical training. The field training will be held in Kavre district where SDC had implemented District Roads Support Programme (DRSP) some 15 years ago with the similar concept and approaches on GESI mainstreaming. It will be interesting to see the impacts in the area after so many years of DRSP phase out. The RAs will be immersed for three days practical training where the questionnaires and checklists developed around the areas of enquiry below will be tested. These areas of enquiries will be further fine-tuned and adapted as necessary in the light of the research objectives.

**Box 1: Areas of Enquiry for Immersions**

Economic and financial activities [gender disaggregated]	Governance and Structures [gender disaggregated]	
<ul style="list-style-type: none"> <li>• Cash income sources</li> <li>• Off-farm activities</li> <li>• Changes in wage rates</li> <li>• Savings, money, assets</li> <li>• Access to and availability of loans, micro-credits</li> <li>• Level of indebtedness</li> <li>• Coping mechanisms in difficult times</li> <li>• Expenditures</li> <li>• Skills, productive use of trained knowledge/skills</li> <li>• changes in ownership of land and property</li> <li>• Access to labour works (road, bridge construction or others)</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership structures – traditional, government, formal, informal, how they are selected, M/F</li> <li>• Involvement and participation in community activities</li> <li>• Involvement in public consultation (hearings and audits),</li> <li>• Participation of women and DAGs in communities activities including users committees</li> <li>• How governance processes have evolved and changed over time</li> <li>• Local politics and structures</li> </ul>	
Intra household decision making [gender disaggregated]	Access over public resources [gender disaggregated]	Quality of Life [gender disaggregated]
<ul style="list-style-type: none"> <li>• How resources are pooled, shared and distributed</li> <li>• How are decisions made or taken</li> <li>• Changes in gender roles with reference to different age groups in the family</li> <li>• Women’s self-esteem</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness of government policies</li> <li>• Extent to which DAGS and women are able to raise their concerns in community meetings</li> <li>• Who decides on resources allocations</li> <li>• Changes in traditional powers</li> </ul>	<ul style="list-style-type: none"> <li>• Perception of well-being, poverty</li> <li>• Consumption pattern, items (use and control by different family members)</li> <li>• Aspirations</li> <li>• Existing services available and usage</li> <li>• Access to transport</li> <li>• Mobility patterns [i.e. including walking journeys]</li> <li>• Use of technology [including mobile phones]</li> </ul>

**4.1.1 Immersions, Sample Households, Host Households and Focal Households**

Hamlets of settlements in the VDCs under the Zone of influence within the road corridors in each district will be selected. There will be four female engineers (RAs) trained as *level 1 Reality Check Approach (RCA) experts* accompanied by two male *level 3 trained RCA experts* as trainer buddies. So a total of six RAs will be immersed in the settlements of two VDCs (one in each district).

In **Ramechhap district**, a hamlet of settlements in **Dimipokhari VDC** will be purposively selected where more of the roads construction works were carried out in different seasons during the last two years, and a road bridge was also constructed there. There are a total of 758 households living along the ZoI of this road corridor in this VDC, out of which, 211 Households (HHs) are DAGs and 80 Households (HHs) are headed by women [Source: *Local Roads Improvement Programme (LRIP) 2016*]. The RAs will visit this VDC and meet the focal people of Local Roads User Committee (LRUC)

of this VDC and identify the six Host Households (HHs), out of which three should be women headed households to be randomly selected. The RAs will then have to agree/negotiate with these selected HHs to host them. Each RA will in turn, interact with another five Focus Households (FHHs) in addition around the vicinity of the settlement they live in. It is better if the RAs could also identify at least one or two FHHs with the members of people with disabilities to see how differently these road and bridge project beneficiaries have benefited from the others.

In **Okhaldhunga district**, a hamlet of settlements in **Prapcha VDC** will be purposively selected where more of the roads construction works were carried out in different seasons during the last two years, and a road bridge was also constructed there. There are a total of 282 households living along the Zol of this road corridor in this VDC, out of which, 73 HHs are DAGs and 13HHs are headed by women (*Source: LRIP, 2016*). The RAs will visit this VDC and meet the focal people of Local Roads User Committee of this VDC and identify the six HHs (out of which three should be women headed households to be randomly selected). The RAs will then have to agree/negotiate with these selected HHs to host them. Each RA will in turn, interact with another five FHHs in addition around the vicinity of the settlement they live in. It is better if the RAs could also identify at least **one or two** FHHs with the members of people with disabilities to see how differently these road and bridge project beneficiaries have benefited from the others.

In total there will be at least **72 responses** from the HHs and FHHs members (counting at least one member interacts with six RAs). This has now changed from the 60 responses from the HHs and FHHs that was originally proposed in the detailed proposal. The RAs can use diverse methods like mobile interviews (walking with the members to markets, service centres etc., so making use of their time efficiently and not disrupting their daily ways of life) to converse with members of these FHHs. The RAs can also use other tools such as mobility maps, seasonal calendars, and social maps while interacting with the HHs and FHHs in order to absorb as much information as possible.

#### 4.1.2 Household Selection Criteria

The sample HHs and FHHs selection criteria will be as follows:

- The sampled households have larger family size (at least five members).
- 40% of the sampled households have elderly people living together with them (meaning having an extended family)
- At least two members of the sampled households (with one woman member) should have worked with the projects (LRIP or MLRBP) in the road or bridge construction related works for a minimum of one year.
- The six HHs and 30 FHHs have to be stratified according to different caste and ethnic groups (ten Dalit<sup>1</sup> HHs, 11 Janajati HHs, five Brahmin HHs, five Chhetri HHs, five Newar HHs).
- At least two FHHs in each VDC with a member of family differently abled (person having physical or mental disability).
- 40% of the sampled households have at least one member of the family migrated abroad for work.

#### 4.2 In-depth Interviews with Key Informants

In depth Interviews with key informants will be conducted by three Research Analysts (RAs). The detail questionnaires are prepared and attached as Annex 1 to this inception report. The key informants are:

- Local political and settlement leaders (including women if the RAs can identify)

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<sup>1</sup> There are more than 20 Dalits caste groups in Nepal, who are the most discriminated socially, they are treated as untouchables by the so called higher caste groups of Brahmins and Chhetris,

- Local health workers
- Local teachers
- Transport operators (can be local or from outside)
- School children (of different age groups – primary, secondary and high school and college going)
- Market traders (can be local or from outsides)
- Local government officials - Local Development Officers (LDOs), District Planning Officers (DPOs), District Technical Officers (DTOs)

#### **4.3 Focus Groups Discussions (FGDs)**

FGDs with the LRUC members including executive committee members will be conducted by two Research Analysts (RAs) – one in each VDC of the district. In Ramchhap, it will be with the members of Dimipokhari LRUC members and other road workers living within the vicinity. In Okhaldhunga, it will be with the members of Prapcha LRUC and other road workers living within the vicinity. It may be the case that same HHH or FHH members participate in the FGDs. The key aspects that the RAs have to note while conducting the FGDs are: the group's political dynamics, the power play within the group between different gender, ethnicity, between executive and other members, how the decisions are made, whether the discussions are monopolised by certain members within a group etc. A common checklist (but not limited to following bullets) for the FGD will look like:

- User Committees (UCs) involvement in development projects (LRP, MLRBP and others. Since when are they involved in development projects?
- Members within UCs – male /female, members of different caste and ethnicity
- The volume of works they manage in terms of financial values, their sources of incomes.
- UCs governance and administrative structures. How they make their own decisions? Who selects workers? What targeting meant for them? How do they do it and see it? Who influences their decisions?
- What is their relation with local government (DDC), line agencies and other service providers? What kind of requests do the Users groups make to VDC budget? How do VDCs use the money allocated for the targeted groups - women, poor, disadvantaged (in accordance with the policy of the respective project/programs)? How do women and DAG members interact with local authorities, line agencies?
- What is their relationship with projects including LRIP and Motorable Local Roads Bridge Programme (MLRBP)? What are the enabling and disabling aspects of the role of the projects for the empowerment of the group members?
- Power analysis - identification of people in the VDC who hold power in their community, ranking them based on level of power they exercise, ranking them based on the influence they have on the people's lives. It will be drawn in a matrix where influence is kept horizontal and power is kept vertical.
- Mobility mapping, mapping sphere of mobility considering the household in the centre. The participants will draw different places that they visited during last one year with distance, reasons for travelling, time taken to travel before and after roads/bridge interventions, costs of travelling etc. to be mapped out.
- Who benefited most from the projects and how?
- What it means to them regarding DAGs/women's empowerment? Are the right persons targeted? What are the roles and growth (knowledge, skills, confidence) of group leader's vs general members? How well do women and other members of DAG analyse the problems in the community and best ways to address it? How do group members analyse the requirements for the advancement of their respective group?
- Do women and DAG members have influence over the decisions of the group? Does the participation of women and DAGs in the development groups and their executive committees/boards lead to changes in their status and lives in their views?

- Has the empowerment of group members, particularly the members who hold key positions influenced gender relations at the household level?
- Has the empowerment of group members who hold key positions any influence on their status and on his/her social relationships in the community?
- Has their empowerment influenced the relationship with local authorities, including agencies?
- Do key members have leadership positions in groups other than LRIP and MLRBP groups? What are enablers and barriers for group members to fulfill leadership positions?
- Have group members influenced social changes in the community, what relevant social changes have taken place over the last five to seven years in the community? What were the drivers of change, what was the role of the groups/group members?

## **5 Review of Key Documents**

The following documents as secondary information were reviewed and studied in detail during the inception phase.

ADB, 2011. Empowering women through rural infrastructure: mainstreaming gender in transport pilot project. Asian Development Bank (ADB), Manila, Philippines. 20p. Available at: <http://www.adb.org/publications/empowering-women-through-rural-infrastructure>

SDC, 2009, Programme Document of District Roads Support Programme Phase IV. 25p.

SDC, 2014, End of Phase Report of District Roads Support Programme (DRSP) Phase IV, 16p. Available at: [https://www.eda.admin.ch/content/dam/countries/countriescontent/nepal/en/resource\\_en\\_193508.pdf](https://www.eda.admin.ch/content/dam/countries/countriescontent/nepal/en/resource_en_193508.pdf).

SDC, 2014, Programme Document of Local Roads Improvement Programme Phase I. 33 P and annexes.

SDC, 2016, End of Phase Report of Motorable Local Roads Bridge Programme (MLRBP). 21p.

SDC, 2016, Programme Document of Motorable Local Roads Bridge Programme Phase III. 77p.

SDC, August 2016, Annual Project Report of Local Roads Improvement Programme (LRIP). 52p.

SDC, June 2015, Reality Check Approach – Perspectives of People Living in Poverty in Nepal: A background paper for the mid-term review of Swiss Country Strategy in Nepal 2013-17. 41p.

Tumbahangfe Ansu, 2016, Reality Check Approach: Study design for Voluntary Services Overseas (VSO) - Insight Study of Current Perceptions and Experience of People on Local Governance in Cambodia.

United Nations Development Programme (UNDP), 2014, Human Development Report 2014, Sustaining Human progress: Reducing Vulnerabilities and Building Resilience. 226p. Available at: <http://hdr.undp.org/sites/default/files/hdr14-report-en-1.pdf>

United Nations New York 2013, Nepal Millennium Development Goals Report 2013. 68p. Available at: <http://www.un.org/millenniumgoals/pdf/report-2013/mdg-report-2013-english.pdf>

World Bank, 2013, Inclusion Matters. Foundation for Shared Prosperity. 273p. Available at: [http://siteresources.worldbank.org/EXTSOCIALDEVELOPMENT/Resources/244362-1265299949041/6766328-1329943729735/8460924-1381272444276/InclusionMatters\\_AdvanceEdition.pdf](http://siteresources.worldbank.org/EXTSOCIALDEVELOPMENT/Resources/244362-1265299949041/6766328-1329943729735/8460924-1381272444276/InclusionMatters_AdvanceEdition.pdf)

## **6 Revised work-plan**

The time table below is revised taking into consideration of the revised milestone date for the submission of inception report, and change of time for the immersion training and field immersions in the two districts, which will take place from November to December 2016.

Time table for implementation of this research													
Activities	Year	2016				2017							
	Month	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Research Design and Finalization		■											
Preparation of Inception Report		■	▲										
Workshop and Practicum Training of Ras				■									
Debriefing of Training by RAs and reflection on area of enquiries				■									
Conduction of Immersion Studies in District Ramechhap				■									
Debriefing of Ramechhap Immersion				■									
Conduction of Immersion Studies in District Okahldhunga				■									
Debriefing of Okahldhunga Immersion studies				■									
Report writing (draft)					■								
Sharing of research findings in national workshop					■								
Seeking feedbacks on draft Report						■							
Preparation of final report							■						
Preparaion of policy briefs								■					
Preparation of research paper for academic journal									■				
Dissemination in international seminars										■			
Conclusion of research contractual obligations/final closings												■	

  

▲	Submission of Inception report to ReCAP
▲	Submission of Immersion Training report to ReCAP
▲	Submission of draft report to ReCAP
▲	Submission of final report and policy brief to ReCAP
▲	Submission of peer reviewed academic article

## 7 Management Approach

The Research Team Leader (RTL) leads and manages the whole research and coordinates with all the key experts involved in the research on all the technical matters. All the communications related to the research within the country team, with Cardno and with the research mentor are done by the RTL.

## 8 Technical Inputs and Budget

There are no changes in the research team members, the budget and the inputs as agreed in the contract. There was a concern raised during the proposal evaluation stage on the role of Rural Transport Engineer (RTE) in this research. The research team would like to clarify on the incumbent's role for two days in this research to enrich the research findings in terms of validating the information collected from the fields, specifically in the areas of road workers' economic empowerment, skills and knowledge of workers, DDC's annual planning processes, allocation of budgets in the DDCs, use of budgets for DAGs etc. The RTE has served as one of the key staff, who took up the role of reporting and monitoring during the implementation of DRSP and therefore, we value him as an institutional memory of DRSP.

## 9 References

- ADB, 2011. Empowering women through rural infrastructure: mainstreaming gender in transport pilot project. Asian Development Bank (ADB), Manila, Philippines. 20p. Available at: <http://www.adb.org/publications/empowering-women-through-rural-infrastructure>
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## Annex A: Draft Questionnaires for Interviews, Focus Group Discussions and Immersions.

### 1. DRAFT QUESTIONNAIRES: HEALTH WORKERS

[i.e. INCLUDING COMMUNITY-BASED HEALTH WORKERS, HEALTH ASSISTANTS, TRADITIONAL BIRTH ASSISTANTS, TRADITIONAL HEALERS, FEMALE COMMUNITY HEALTH VOLUNTEERS, NGO HEALTH STAFF ETC. ]

**Note:** Efforts should be made to include interviews with a range of women and men health workers [varying ages, length of service, ethnic background etc.] if possible at different types of health centre serving the study settlement. It is not necessary to discuss every issue on the check sheet with every health worker. If an area of new information/insights opens up that looks promising, then explore this, even if it means omitting some other issues. *It is NOT necessary to stick to a rigid schedule.*

#### **Note the following information [from observation] before the interview commences:**

Name of study settlement:

Date of interview:

Name of interviewer:

#### **Basic information required from all health workers**

Name of key informant:

Place of interview:

Sex:

Name and type of health organisation/centre where works [unless Traditional Healer/TBA in which case state]:

Position:

Approx age [estimate]:

Length of service at this location:

Personal ownership of transport modes [including bicycle, wheelbarrow, carts, car etc.]:

Ownership or availability mobile phone to key informant [details]:

#### **a) Background information on health service provision**

- Main activities of health facility for which you work, including details of any mobile/peripatetic services [e.g. vaccination services] provided [if traditional/community worker, ask about own activities]
- Annual treatment figures at this facility/at mobile facilities [any detail for men, women, boy children, girl children?] [if traditional/community worker, ask about own activities]
- Broad details of charges [consultation charge, cost of prescription etc.]
- Main problems faced by health facility staff in serving local people [if traditional/community worker, ask about own problems of serving local people]
- Main transport problems faced by health facility staff [including operation of mobile services] [if traditional/community worker, ask about own transport problems re work activities]
- Main problems faced by local residents who might want to use the health facility
- Main problems faced by older people who might want to use the health facility
- Ratio of females to males using the facility [or consulting the individual if traditional/community worker] and explanation of the patterns.
- Will the new road affect usage of the health facility? [detail]



**b) Use of health services [distinguish between people by sex, age, ethnicity etc.]**

- Common reasons for people attending the facility [broad health care, main illness types] [or consulting the individual if traditional/community worker]
- Common reasons for people NOT attending the facility when they are ill [or consulting the individual if traditional/community worker] [ranked]
- Attendance of women and of children on their own? or always with other family member? [details]
- Children accompanying others and accompanied to health services? [details – eg. for any consultation? Only for overnight stay?]

**c) Transport-related health problems [distinguish by sex, age, ethnicity etc.]**

- Any perceived health impacts re load carrying by a) children, b) women, c) men, d) in later life?
- Any perceived health impact from other kinds of work?
- Road accidents dealt with by your facility [or consulting the individual for traditional/community worker]?
- Any statistics for girl and boy children road accidents versus adults? [if so, collect]
- Any likely impacts of the new road on health? [detail]

**d) Vaccination services**

- Local vaccination services - details including how many centres, charges etc.
- Main constraints on vaccination uptake levels in the area served by the health facility? [e.g. Knowledge of immunisation, lack of suitable venues, staff attitudes, long waiting times, cost, transport availability, road access, fear of side effects, timing of sessions? Rank where transport comes among main factors].
- Will the new road affect access to vaccination services?

**e) Travel to health services and views on possible interventions**

- Main mode of travel to this health facility by patients [foot, taxi etc.?)
- Usage of motorised ambulances? [details]
- Usages of non-motorised ambulances – e.g. bicycle ambulances? [details]
- Usage of stretchers and other patient carrying modes? [details]
- Perceptions of transport as a factor affecting access to the health facility [compared to other constraints]
- Which interventions [not just transport] would most improve male attendance at health service and why? *[make it clear that you are not in a position to effect any interventions]*
- Which interventions [not just transport] would most improve women's attendance at health service and why? *[make it clear that you are not in a position to effect any interventions]*
- Which interventions [not just transport] would most improve older people's attendance at health service and why? *[make it clear that you are not in a position to effect any interventions]*
- How big a difference would improved transport / ease of access make to male/ female health service attendance, in the absence of any other interventions? Any specific stories? Why? *[make it clear that you are not in a position to effect any interventions]*
- Would better availability of bicycles make a significant improvement a) for females, b) for males? [details] why? *[make it clear that you are not in a position to effect any interventions]*
- Transport as a factor in referral of patients to higher order health centres [regional hospitals etc. – re availability of emergency transport, ambulance fees etc.]? [any specific stories?]

**f) Health worker's personal travel**

- Health worker's own transport to health facility [distance, mode, ease of transport, problems of travel, travel time]
- Health worker's own regular travel to patients in course of work [distance, mode, ease of transport, problems, travel time]
- Will the new road affect your journey to work?

**g) Communications**

- Do you have access to a phone [mobile or landline]? If so, how has this affected the way you carry out your health-related work?
- What proportion of people in this community [or the communities you serve] have access to phones?
- Has the use of phones made any differences to people's use of health services? Can you give any example where it helped? [E.g. able to call for help in emergencies]

**h) Personal access to/ ownership of transport equipment**

- Ownership or availability of bicycles in household [details]
- Ownership or availability of any carts, wheelbarrows or animals used for transport etc in household [details]
- Ownership or availability of any motorised vehicles in household [details]

**i) Attitudes to living in this settlement [or explain why not if doesn't live here]**

- What do you like about living in this place?
- What do you dislike about living in this place?
- Will the new road change your attitude to living in this place?

## 2. DRAFT QUESTIONNAIRES: LOCAL TEACHERS

**Note:** Efforts should be made to include interviews with women and men teachers [varying ages, length of service, ethnic background etc.] if possible at different types of school [primary, secondary, government, private] serving the study settlement/village. It is not necessary to discuss every issue on the check sheet with every teacher. If an area of new information/insights opens up that looks promising, then explore this, even if it means omitting some other issues. ***It is NOT necessary to stick to a rigid schedule.***

### **Note the following information before the interview commences:**

Name of study settlement:

Date of interview:

Name of interviewer:

### **Basic information required from all teachers**

Name of key informant:

Place of interview:

Sex:

Name of school where teaches:

Position at school where teaches:

Approx age [estimate]:

Length of service at this school:

Personal ownership of/access to transport modes [including bicycle, wheelbarrow, carts, animal-drawn cart, car etc.]:

Ownership or availability mobile phone to key informant [details]:

### **a) Background information about the school**

- Note level [primary, JSS, secondary] and type [government, private etc.]
- School enrolment data [boys, girls separately]
- Age of oldest pupil in school
- Age of youngest pupil in school
- Attendance at school [comparison with enrolment – rough %s]– with daily and seasonal patterns for boys and girls separately
- % of total children of relevant age in school catchment area who are enrolled in school?
- Any boarding at the school?
- Any boarding of children with relatives/ at houses in the neighbourhood so they can attend this school? [details]
- Primary teachers only: does transport [availability, cost] affect transfer to secondary school [a] for boys, b) for girls]? [details]

### **b) Reasons for enrolment / attendance patterns [i.e. re all pupils of the school]**

- Causes of low/high enrolment patterns [girls, boys separately]- ranked
- Causes of low/high attendance patterns [girls, boys separately]– ranked
- Impact of transport on school attendance [boys, girls, age patterns, seasonality?]
- Which interventions would most improve boys' attendance at your school and why [*make it clear that you are not in a position to effect any interventions*]
- Which interventions would most improve girls' attendance at your school and why [*make it clear that you are not in a position to effect any interventions*]

### **c) Child portorage [i.e. load carrying]**

- Incidence/level of child portering [load carrying] work among pupils [girls, boys separately, age patterns, seasonality?]
- Any impacts of load carrying activities on child performance at school [girls, boys separately, age patterns, seasonality?]
- Will the new road have any effect on children's load carrying?

**d) Travel to school and related issues**

- Rough % of children who travel on foot to this school [by sex and age]
- Rough % of children who travel by bicycle [breakdown by sex and age]
- Rough % of children who travel by motor vehicles [breakdown by sex and age] Detail re vehicle type – any motorised transport services to travel to school? [detail]
- Main differences in pattern of travel by age [younger v. older children]
- Maximum distance pupils travel by motorised transport to this school
- Maximum distance pupils travel on foot to this school
- Maximum distance pupils travel by bicycle or other non-motorised transport to this school
- Maximum time pupils take to travel by whatever means to school [i.e. longest regular journey time]
- Any provision of transport services by school? [type, quality, usage, charges]
- Is travel to national examination centres a problem for children from your school? [details]

**e) Teacher's own travel**

- Teacher's own daily travel to school from home [distance, mode, ease of transport, problems of travel, travel time]
- Teacher's own travel to home [if permanent residence is elsewhere: location, distance, mode, frequency, ease of transport, problems of travel, travel time]
- Will the new road affect your journey to work? [detail]

**f) Pupil punctuality**

- Main cause of poor punctuality/lateness to school? [by sex, age, season]
- Impact of work activities on punctuality/lateness to school [girls, boys separately, age patterns, seasonality?]
- Impact of transport on punctuality/lateness to school [including seasonality?]
- What is your attitude to pupils' lateness?
- What punishments/sanctions do you apply [if any]?
- Will the new road affect children's punctuality? [detail]

**g) Attitudes towards transport, traffic and possible interventions**

- Attitudes to bicycle riding in this settlement/school [girls, boys separately]
- Attitudes to any use of motorised transport services by boys? by girls?
- Road safety training [any done? if so, what does it include?]
- Incidence of road accidents among pupils? [younger v older pupils? Boys v girls? Fatalities?]
- How big a difference would improved transport / ease of access make to boys' / girls' school attendance, in the absence of any other interventions?
- Would availability of bicycles make a significant improvement a) for girls, b) for boys? [if not, why not? other details] *[make clear we are not in a position to make provision]*
- Any specific issues for children with disabilities/ special needs?
- Will the new road entail additional road safety training at this school?

**h) Telecommunications and media**

**Own use**

- Do you have any access to a mobile phone? If so, who does it belong to? Mainly used for work purposes, family/social reasons or emergencies?
- Has mobile phone availability changed your travel patterns or work in any way?

**Pupils' use**

- What % of pupils have access to mobile phones [details: gender pattern? age of owners?]  
Any impact of mobiles on travel to school? Can you give a specific example?

**i) Attitudes to living in this settlement [or explain why not if doesn't live here]**

- What do you like about living in this place?
- What do you dislike about living in this place?
- Will the new road change your attitude to living in this place?

### 3. DRAFT QUESTIONNAIRES: TRANSPORT OPERATORS

**Note:** This key informant checklist suggests some themes for discussion with transport operators and other transport-related workers serving local settlements. It could be administered to transport workers in their home, at a repair station, while they are visiting the settlement, or truck/bus park, or on the road to the settlement etc. Efforts should be made to include interviews with a range of transport operators [e.g. Trucks, buses, jeeps, minibus and tractors], owners, repairers etc. of varying ages, scale of business, length of service, ethnic background etc. The interview mostly covers issues with reference to the particular study settlement. It is not necessary to discuss every issue on the check sheet with every transporter. If an area of new information/insights opens up that looks promising, then explore this, even if it means omitting some other issues. ***It is NOT necessary to stick to a rigid schedule.***

#### **Note the following information before the interview commences:**

Name of study settlement:

Date of interview:

Name of interviewer:

#### **Basic information required from all transport operators/owners**

Name of key informant:

Place of interview:

Sex:

Occupation/Position:

Approx. age [estimate]:

Length of service at/to this location:

Personal ownership of/access to transport modes [including bicycle, wheelbarrow, carts, animal-drawn cart, car etc.] [details]:

#### **a)Transport**

- Discuss various transport services available from/to this settlement e.g.:
  - modes available
  - fares [including difference in rates between buses, minibuses, tractors, jeeps etc.]
  - are modes available affected by route quality? [seasonal price changes?]
  - seasonal variation in provision?
  - repair services - availability to operators
  - motorbike-taxi and bicycle-taxi services [approx. date established, perceived advantages, disadvantages]
  - freight patterns [evacuation of large loads, small loads]
- Main challenges in your work? [detail]
- Transport as a factor affecting livelihoods in this place [farming etc.][details]
- Transport as a factor affecting children's attendance at school? [details]
- Any school provision of transport services? [detail]
- Transport as a factor affecting people's use of health services? [detail]
- Views on any health centre transport provision [mobile clinics etc.]?
- Attitudes to women's travel [details e.g. as bus, minibus, jeep passenger]
- Girl children as passengers – problems? safety issues? driver harassment issues?
- Boy children as passengers – problems? safety issues? other issues?
- Children as pedestrian hazard? Views on road safety teaching in school etc.
- Attitudes re cycling – female cyclists (incidence, attitudes), views re impact of cyclists on road safety?

- Older people as passengers– problems? safety issues? other issues?
- Any catering for disabled passengers/special needs? Actual examples?
- Extortion by police, transport workers or road officials? Road-way robbery? pilfering? need for escort? [details] Biggest of these problems?
- Incidence and role of transport unions? [which modes? Advantages? Disadvantages?
- Fuel access/cost/quality [dilution problems?] [detail]
- Insurance costs? [detail]
- What would be the best way to improve transport serving this settlement [*Make it clear that we are not in a position to effect any changes*]
- Will the new road have any impact on your work as a transporter? [detail]
- Will the new road have any impact on your life more generally? [detail]
- Any obligations re road maintenance [personal? community rules?]

**a) Phone communication**

- Do you have any access to a mobile phone? If so, who does it belong to? Main purpose [family business, social calls to friends, emergencies]?
- Do you use it in your business?
- Impact on organizing help following breakdown or traffic accident? [Stories?]
- Has the expansion of mobile phone ownership affected your work? If so how?
- Any impact on provision of transport services to community? [in general? in emergencies?]

#### 4. DRAFT QUESTIONNAIRES: MARKET TRADERS

**Note:** Efforts should be made to include interviews with both women and men traders [varying ages, commodity trade types, retail/wholesale scale of trade, ethnic background etc.]. It is not necessary to discuss every issue on the check sheet with every trader. If an area of new information/insights opens up that looks promising, then explore this, even if it means omitting some other issues. ***It is NOT necessary to stick to a rigid schedule.***

**Note the following information before the interview commences:**

Name of study settlement:

Date of interview:

Name of interviewer:

**Basic information required from all traders**

Name of key informant:

Place of interview:

Sex:

Approx. age [estimate]:

Main trading commodity:

Trader scale/type [retail, wholesale, broker etc.]:

Years of experience in trading:

Other occupations:

Personal ownership of/access to transport modes [including bicycles, motorcycles, tractors, jeeps, buses, trucks etc.]:

Ownership or availability of mobile phone to key informant [details]:

**a) Background information about market[s] access and related services**

- Main commodities traded?
- Distance from home to nearest market? Is this main personal trading location? If not, why not?
- Main markets where trades? Distance? Frequency of market visits? Why these markets?
- Has business improved or declined in last 5 years? Why? [detail]

**b) Transport issues**

- Main transport mode used to market? Advantages? Disadvantages?
- Any constraints on travel to market [transport availability? transport cost? load size? road conditions?]
- Impact of transport problems on trading pattern? [distance, mode of transport, overnight stays]
- Any constraints on personal travel e.g. spouse objects to travel? child care? work load at home? [detail]
- Travel hazards - any harassment during travel by fellow passengers? Pilfering by fellow passengers? [stories]
- Extortion by police, transport workers or road officials? robbery? need for escort? [details] Biggest of these problems? [stories]
- Travel accidents? Cause? Impact on trade? [stories]
- Impact of travel/mobility constraints on trading pattern? [distance, mode of transport, other duties, overnight stays] [detail re each constraint and impact]
- Consequences of late arrival at market? [perishability issues ] [stories]



- Main constraints on personal trading business? Where does transport rank among these constraints? [detail]
- Any purchase of goods from other farmers [i.e. bulking]? If so, what are the main constraints? Where does transport rank among these constraints?
- How big a difference would improved transport / ease of access to farmers and markets make to your trading business, in the absence of any other interventions? Why? [stories?] [make it clear that you are not in a position to effect any interventions]
- Which needs more attention, improving transport/access from homestead to market or improving transport/access from fields to homestead? [details]
- Use of financial services eg. Savings bank? If so, how far away, any access problems? [detail]
- Do you use any motorised transport services? If so, for what purposes?
- Will the new road affect your trading pattern in any way? [detail]

**b) Communications**

- Impact of mobile phones on personal trading partners and trade patterns? Any specific impact on transport and travel patterns?
- Any negative impact of phones? [robbery?]
- Use internet or mobile phone banking? If so, is it changing personal pattern of travel and trade?
- Use any other means of money transfers? What kind of? is it changing personal pattern of travel and trade?

**c) Load carrying**

- Any loads *personally* carried [headloaded] regularly to market? If so, distance? Size/nature of loads carried? Why not motor transport?
- Perceived impacts of load carrying on health? Other impacts?
- Any family members regularly headload for you? If so, distance? Size/nature of loads carried? Why not use of motorised transport instead? Impacts re health? [detail]
- Any payment to porters for load carrying of goods to market? [detail re gender, age, any relationship, ethnic group, size of loads, commodity type, distance carried, charges] [detail]
- Any other loads *personally* carried regularly [water, firewood, produce from fields?] If so, distance carried from source to homestead? Size of load? Impacts on health/other impacts? [detail]
- Any family members regularly carry other loads for you [water, firewood, produce from fields?] If so, load type, distance carried from source to homestead? Size of load? Impacts on health/other impacts? [detail]
- Will the new road affect headloading by you? By your family? Employment of porters?

## **5. DRAFT QUESTIONNAIRES: OTHER LOCAL RESIDENTS (Focal Households )**

### **Note the following information [from observation] before the interview commences**

Name of study settlement:

Date of interview:

Name of interviewer:

Road access to settlement:

Condition of main local access road to settlement at time of interview:

Observed transport services to/from settlement [types, volume]:

Presence/absence of transport repair services [including cycle repair] [details]:

Presence/absence of mains electricity in settlement:

### **Basic information to be obtained from local resident**

Name [can be just a first name or nick-name]:

Place of interview:

Sex:

Occupation(s):

Approx age [i.e. estimate]:

No. of children resident with you and approx. ages:

Length of residence in settlement:

Personal ownership or availability of bicycles to key informant [detail]:

Personal ownership or availability of any carts, wheelbarrows, animals used for transport, etc. [detail]:

Personal ownership or availability of any motorised vehicles [details including any commercial vehicles]:

Personal ownership or availability of mobile phone [detail]:

### **Topics for general discussion**

#### **a) Roads and transport**

- Informant's personal assessment of road access conditions at time of this visit
- Perception of road access conditions in other seasons
- Availability, frequency, reliability, and cost of transport at season of interview
- Availability, frequency, reliability, and cost of transport in other seasons [i.e. any variation]
- Transport services to settlement improved/declined in past 5 years? Why?
- Perceptions of settlement's main transport and mobility problems: a) for children b) women c) men d) older people
- Views about cycle riding by girls and women [detail]
- Views about local road accident levels and road safety among children, older people, others [detail]
- Will the new road bring any road safety problems? [detail]
- Perception of women's freedom of movement in the settlement [variation in freedoms given at different ages?]
- Are any restrictions on women's mobility associated with a) vulnerability, b) views about potential promiscuity?
- Will the new road affect the travel patterns of people in this community? [adults, children, older people] [detail]

#### **b) Personal travel**

- Personal use of motorised transport services? [detail: journey purposes? frequency? year first used? Advantages? Disadvantages?]

- Personal use of other transport? [detail]
- Impact of current transport availability and cost on personal livelihood?
- Single fare cost to nearest main market centre [and affordability e.g. as a % of daily minimum wage]?
- Any personal obligations re road maintenance [community rules? ] [detail]
- Will the new road change your travel patterns? [detail]
- Will the new road change your livelihood and life in any way? If so, how?

**c) Load carrying**

- Any loads *personally* carried [headloaded] regularly? If so, distance? Size/nature of loads carried? Why not motor transport?
- Perceived impacts of load carrying on health? Other impacts?
- Any family members regularly headload for you? If so, distance? Size/nature of loads carried? Why not use of motorised transport instead? Impacts re health? [detail]
- Any payment to porters for load carrying of goods to market? [detail re gender, age, any relationship, ethnic group, size of loads, commodity type, distance carried, charges]
- Any other loads *personally* carried regularly [water, firewood, produce from fields?] If so, distance carried from source to homestead? Size of load? Impacts on health/other impacts? [detail]
- Any family members regularly carry other loads for you [water, firewood, produce from fields?] If so, load type, distance carried from source to homestead? Size of load? Impacts on health/other impacts? [detail]
- Will the new road affect headloading by you? By your family? Employment of porters?

**d) Distance to school and impacts on children's access [if has resident children of school age]**

- Distance travelled by children to primary school [if relevant]
- Distance travelled by children to secondary school [if relevant]
- Details of each child's current patterns of travel to primary school [means of transport used, accompanied or not, etc.]
- Details of each child's current patterns of travel to secondary school [means of transport used, accompanied or not, etc.]
- Do your girl children ever use any means of motorised transport to get to school? [detail] For other purposes?
- Do your boy children ever use any means of motorised transport to get to school? [detail] For other purposes?
- Details of any travel problems experienced by children in getting to school [e.g. cost, danger, time taken, etc.] Discuss any seasonal differences.
- Importance of travel problems versus other problems of attendance [cost, work demands etc.] Discuss any seasonal differences.
- When the road is finished will your children get to school more easily? Will they go more regularly or are other factors more important? [detail]

**e) Distance to health care services and impacts on residents' access**

- Distance to your nearest dispensary/ primary health centre in a) kilometres b) time takes to travel there if walk c) time takes to travel by vehicle d) travel cost by cheapest available mode.
- Distance to nearest hospital in a) kilometres b) time takes to travel there if walk c) time takes to travel by vehicle d) travel cost by cheapest available mode.
- Travel problems experienced getting to health services [cost, time, danger, etc.]? Discuss any seasonal differences.

- Importance of travel problems versus your other problems of health service use? [cost, quality, work demands etc.] Discuss any seasonal differences.
- If health services were nearer / easier to get to, would you personally go / go more regularly or are other factors more important?
- When the road is finished will health services be easier for you to get to, will you use them more regularly, or are other factors more important?

**f) Distance from and access to key resources**

- Distance to your nearest good water supply in kilometres and any issues of access.
- Main cooking fuel used? Distance to nearest main supply in kilometers? Any issues of access?
- When the road is finished will water and cooking fuel be easier to get to? [detail]

**g) New communications impact on transport**

- Does anyone in your household own a mobile phone? [detail]
- What is the network coverage like? [detail]
- Phone charging, phone cards etc. available in settlement?
- Impact of mobile phones on your life? [details]
- Any impact of mobile phone use on your use of transport? [detail]
- Any impact of mobile phones on transport availability/service quality? [detail]

**i) Attitude to living in this settlement**

- What do you like about living in this place?
- What do you dislike about living in this place?
- Will the new road change your attitude to living in this place?

## 6. DRAFT QUESTIONNAIRES: LOCAL GOVERNMENT OFFICIALS

**Note:** Efforts should be made to include interviews with local government staff [mainly Local Development Officer and District Technical Officer]. If possible at try to include women staff of the district technical offices/district Development Committee's Offices serving the study district. It is not necessary to discuss every issue on the check sheet with them, if an area of new information/insights opens up that looks promising, then explore this, even if it means omitting some other issues. ***It is NOT necessary to stick to a rigid schedule.***

### **Note the following information before the interview commences:**

Name of study district:

Date of interview:

Name of interviewer:

### **Basic information required from all LG officials**

Name of key informant:

Place of interview:

Sex:

Name of the district:

Position in the district office of that DDC:

Approx. age [estimate]:

Length of service in this district:

### **a) Background information about the district (use the latest updated district profile, district annual programmes)**

- District size, nos. of Village development committees (VDCs), their accessibility with district HQ
- Population – male, female, children, female headed households
- DDC's roles and responsibilities (from the Local Self Governance Act and Regulation)
- DDC's annual budget and revenues, sources of revenues and budget
- District's programmes - Budget headings, annual expenditures
- District's annual spending on transport sector programmes, which VDCs?

### **b) Information on DDC's budget on targeted programmes**

- Districts special programmes targeting DAGs and women – budget allocation
- Actual Spending for them (detail – analyse how they perceive targeting)

### **c) Information about SDC's roads and bridge programme**

- How are these programmes implemented – the approaches/methods
- To what extent they are aware of the inclusions of DAGs and Women in these programmes
- What do they have to say about the inclusion and empowerment processes
- What are the key factors for the successes or failures of these approaches
- Who do they think benefit/benefited most from the roads and bridges sector projects? and how?

**d) Information on overall district transport planning**

- What are process of planning a road or a bridge in the VDC/district?
- How is a road /bridge sub-project selected?
- Who prepares the plans, who endorse the budget? Who decides on the budget?
- Who implements and monitors the quality of these projects?
- Are DAGs and women involved in these processes?
- If not, why not?
- If so, how are DAGs and women involved in the planning, implementation and monitoring processes of these projects? What are the specific challenges they face? Are they different challenges from those faced my men involved in the process?

**e) Information on Users Committee (UCs) and User Groups (UGs)**

- Are UCs involved in the roads/bridging building projects?
- What is your view of involvement of the UCs/UGs?
- Who are members of the UCs/UGs [+ gender and age breakdown of committee]? Are the people in the group leadership positions appropriate as per policy of Government (in terms of GESI policy)?
- In your view, are these leaders fully aware of what they have to do?
- What enables or prevents them from assuming their full responsibilities?
- What do you think are the issues and challenges for these groups [and specifically for women members of these groups]?
- What are their influences in the overall VDC or DDC planning processes?

**f) Development and change brought about by the roads/bridges**

- In your view, what has changed significantly in the district after the roads and bridges have been built? Details ....
- Who use roads and bridge mostly [details by gender, occupation and age]? for what purpose? Change in local travel pattern [details by gender, occupation, age]– the time and costs associated with (details)
- Who operates transport services? How is transport services managed? What is the role of DDCs in this?

**g) Operation and maintenance of roads bridges**

- What is the overall situation of the maintenance and operation of built roads and bridges in the districts?
- Who operate and maintains them? What is the role of DDC/VDCs in this?
- Are there any roles of local communities – local UCs/UGs?
- If so, how do they manage it? Where do they get the resources and capacities?
- What are the roles of DAGs and Women in the UCs in these functions?
- If the roads/bridges are not maintained, what will be situation of access and mobility in the district? Who will be most affected [including by gender, occupation, age]?