



AfCAP
Africa Community Access Partnership



Impacts and Implications of gender mainstreaming in rural transport in Tanzania

Researchers Training Workshop Report



HelpAge International

AfCAP Project Reference Number. TAN2044H

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Cover Photo: A group of women participating in the pilot focus group discussions – Kibaha District, November 2016. Photo by Henry Mazunda

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Abstract

The effectiveness of any research programme is determined by how well the research teams have been prepared. This is particularly important for a research project that plans to combine conventional methods of using Research Assistants with a co-investigation approach which draws individuals from the communities to shape the design of the research. A three-day training workshop brought together fifteen research assistants and five co-investigators that formed the research team prepared to assess the extent to which gender mainstreaming in the National Transport Policy of Tanzania has been transformative for women facing intersecting inequalities due to gender, age, disability and widowhood by focusing on recent transport projects in Kibaha and Kilolo districts. The training which was facilitated by the lead research team members was vital in equipping the research team with methods of qualitative studies such as key informant interviews (KII), focus group discussions (FGD) and a photo story approach which was one of the unique approaches applied in the research. During the training, the research team piloted the tools and reviewed where this was required. Furthermore, the training provided an opportunity for team building while mapping out communities and understanding key gender terminologies and concepts.

Key words

Co-investigation, Gender mainstreaming, disability, transformative, intersecting inequalities

AFRICA COMMUNITY ACCESS PARTNERSHIP (AfCAP) ***Safe and sustainable transport for rural communities***

AfCAP is a research programme, funded by UK Aid, with the aim of promoting safe and sustainable transport for rural communities in Africa. The AfCAP partnership supports 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 programme follows on from the AFCAP1 programme that ran from 2008 to 2014. AfCAP is brought together with the Asia Community Access Partnership (AsCAP) under the Research for Community Access Partnership (ReCAP), managed by Cardno Emerging Markets (UK) Ltd.

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We thank the research team drawn from both Kilolo and Kibaha Districts and the five co-researchers who tirelessly executed the training and the piloting of the methodologies. Their reflection and review provided valuable inputs in shaping the research tools and their applications in the research districts in the following weeks.

Acronyms, Units and Currencies

AfCAP	Africa Community Access Partnership
FGDs	Focus Group Discussions
ICT	Information Communication Technology
KII	Key Informant Interview
LGTP	Local Government Transport Programme
OCMG	Older Citizen Monitoring Group
PPT	PowerPoint Presentation
ReCAP	Research for Community Access Partnership
VEO	Village Education Officer
VVTP	Village Transport and Travel Programme
WEO	Ward Executive Officer

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1. Executive Summary

The training of researchers was conducted between 8th and 10th November 2016 in Kibaha Township, Pwani Region. The training was conducted to equip researchers with skills required to undertake qualitative studies using key informants interview (KII) methods and focus group discussions (FGD). A total of 15 researchers (8 females and 7 males) and five co-researchers (3 females and 2 males) attended the training. A total of 23 people comprising of Researchers, Research Assistants (RA) and Co-Researchers took part in the training. The RAs were identified from the two research districts of Kibaha and Kilolo in Pwani and Iringa regions respectively. The majority of the RAs were individuals with a minimum qualification of a university degree while the co-researchers were identified on the basis of their age and gender. Efforts to bring people with disability as co-researchers were unsuccessful. See list of participants as Annex A.

The training adopted adult training methodologies to facilitate effective learning. This involved the use of videos and visual aids, practical sessions, group work and role play. The training covered several aspects including: team building exercises, mapping of communities and understanding key gender terminologies and concepts. This was followed by a discussion on the study objectives and the key activities of the research. A review of the roles of the researchers, code of ethics and characteristics of a good researcher were covered. The training also outlined skills for conducting KIIs and FGDs. On the last day, the researchers participated in a practical session of piloting the study instruments. Reactions from the pilot were discussed and amendments on the procedures were agreed accordingly. The workshop evaluation by the participants indicated that the training was successful in achieving its objectives of equipping researchers and co-researchers with the skills needed to conduct the research and in refining the research methodologies by applying them as part of the training and carrying out required modifications.

2. Day one

2.1. Introductions

The objective of this session was to enable participants to get to know one another and to build a strong team of researchers. During the session, participants set their expectations and the key ground rules and norms that govern the team's activities and behaviours during the workshop. Two major activities took place during this session a) a participatory game of personal introductions designed to ensure trainees are able to recall the names and personal details of each of the participants b) introduction to HelpAge International (HelpAge), its work, and the relevance of the research study to the HelpAge's strategies and priority thematic areas. To achieve these objectives, the lead facilitator, Mr. Godfrey Mulongo, welcomed participants and conducted a roll-call to ensure that all participants were present for the training session. He led the team in an active exercise to know each other (details such as name, level of education, family status, hobbies, etc.), shared the timetable of the training, an in-depth explanation of the research objectives, and the research questions. This session was necessary as a foundation to participants' awareness of the research, the expected results of the training, the scope of the study, specific activities involved in the training, locations of the study as well as the activities that will be carried out in the sampled areas of Kibaha and Kilolo districts.

Mr. Mulongo then invited Mr. Jerome Sam-De-Mwaya, the Programme Officer of HelpAge International, to give a brief presentation on the mission of the organisation in Tanzania. Mr. Sam-De-Mwaya shared a video introducing the situation of older people in Tanzania, focusing on their lack of income to meet basic needs (food, medical care and general social safety nets) as well as their lack of voice, as well as the violence and discrimination they experience at family, community and wider societal level. This enabled the participants to understand HelpAge's interventions that

seek to promote the active, dignified, and secure lives of all older men and women through interconnected grassroots and policy influencing activities conducted using evidence generated from robust research such as the planned study and community based data collection using older citizen monitoring groups (OCMGs). Mr. Sam-De-Mwaya then took a few minutes to explain how the current research study contributes to HelpAge’s mission in Tanzania.

2.2. Study objectives and activities

The lead facilitator formally introduced the research study, highlighting its objectives, research questions and the key activities involved (such as in-depth interviews with key informants, focus group discussions as well as photo-stories). The objective of this session was to enable participants to understand the purpose of the study and how it aligns with the previous studies conducted in the two districts. The facilitator highlighted the fact that as much as the study broadly involves gender mainstreaming in rural road infrastructure projects, it is particularly interested in women (in general and in particular in those that face multiple forms of discrimination and exclusion) assessing the transformative gains/benefits of rural road infrastructural development projects, the constraints/bottlenecks to the realisation of transformative changes/benefits from the road projects and the potential benefits of the interlinkages between Information Communication Technology (ICT) and mobile phones in accessing essential services (transport and other socio-economic benefits). The facilitator outlined the selection criteria of the two districts, the sampling procedures, the respondents that will participate in the study and the data collection techniques.

The facilitator then asked participants, in groups, to discuss and highlight a categorical distinction between the roles, characteristics and ethical considerations that the researchers and co-researchers need to possess. **Table 1** on the following page outlines a selection of the responses.

Table 1: Group exercise - roles and qualities of a researcher and ethical guidelines

Roles of researchers	Qualities of a good researcher	Ethical guidelines in social research
Locate and enlist the cooperation of respondents	Patient, respectful and objective	Respondents have a right to participate or not in the study (informed consent). They also can withdraw from an interview at any point should they feel uncomfortable with the questions
Motivate respondents to participate effectively	Able to keep confidential information	Researchers should obtain permission before taking photos and audio-taping participants
Clarify any confusion/ concerns that may arise	Good listener and good communicator	Keep information confidential
Observe the quality of responses	Good time keeper	Understanding the objectives of the study
Conduct good interviews	Observant and able to quickly judge the quality of responses	Should not reveal the identity of participants (anonymity)

2.3. Mapping the research community and the road infrastructure

Maps assist in facilitating groups to work together and express their relationship with where they live in their own way. A community map is a good way to stimulate discussion and analysis about a number of themes, and often generates information regarding infrastructure, social services, natural resources, road transport access challenges and opportunities, distance women travel to access essential social services and economic opportunities. The mapping exercise also helps orient non-residents to the research area on logistical issues they are likely to encounter during the research work.

The lead facilitator guided the team in an exercise of mapping the community resources and the infrastructure in the two districts. The team was split into four groups; two teams each focusing on one district. The lead facilitator emphasised the need for the four groups to focus on social services available in the two areas (meeting points for different age and gender groups), natural resources, road transport access challenges, bridges, as well as information such as distance that women and special groups travel to access critical/basic facilities (for water, healthcare, markets, etc.).

The groups made their impressions of the respective districts on maps (not necessarily drawn to scale). The first group focused on Kibaha District highlighted that most of the social/entertainment points were patronised by males, particularly for recreation, with very few females accompanying them. The only existing social places that attract a fair presence of both males and females were joints for drinking local brews. Most of the brewers in these dens were females but the clients are often males and females of middle age and above. The open grounds in the district areas are used for social gatherings especially religious events that draw participants from all ages and sex. The main economic activities in the areas include hawking which is predominantly (over 70%) by females engaging in small businesses—mostly selling perishable foodstuffs.

Figure 1: The community maps



The second group also focused on the Kibaha district but their perspective was different from the first group. They indicated, as part of the transport infrastructure, the presence of railway transport that provides transport services between Kibaha and Dar es Salaam city. In addition, they indicated a well in the district that is mainly used by women due to the unreliability of the tap water supply system. In terms of usage of healthcare services, the group pointed out the presence of health centres that predominantly help women access healthcare for themselves as well as their children. The team also highlighted the presence of a river that offers livelihood opportunities especially for men engaging in fishing. The team also identified some social services for people with disabilities and children.

The third and fourth groups focused on Kilolo district. The third group identified the rugged terrain of the district as one of the major challenges in the development and usage of transport services. Thus, using motorcycles commonly known as *bodaboda* and walking are the predominant means of transport available to the residents. The group indicated that the average distance villagers cover moving to access health, market and local administrative services is between 15-20 km. The group

further indicated that there are only two schools that have dedicated facilities for children with disabilities. The group however, observed, majority of the pupils using this facility were boys. They further noted that there is no centre that provides specialised services for older people.

The fourth group drew a map of Kilolo district and identified the types of roads, health facilities, natural resources (large forest cover in *Kizungwa* and *Mhanga* area) and the centres that provide critical services to special groups of people (e.g. the *Amani Orphanage Centre* operated by the Catholic Church, *Ilula Orphanage programme* that serves both orphans and other disadvantaged children and widows, and *Maria-Consolata Centre* that focuses on orphans only). The group observed that most of the roads in the district are earth roads that are in bad conditions which are mostly impassable during rainy seasons. They also averred that road contractors are reluctant to bid for road construction projects in the district due to the relatively high cost involved which is attributed to distance covered in obtaining relevant building materials, heavily rugged terrain and mudslides during rainy seasons.

2.4. Understanding gender terminologies and concepts

A co-researcher, a gender expert from the Ministry of Gender Services, delivered a presentation highlighting the key concepts of gender, sex, equality, equity, discrimination, gender analysis, women's empowerment and mainstreaming of gender in development. The presentation highlighted the global developments on gender issues and how women have been discriminated against in development agendas. The presentation was targeted at enabling the participants to differentiate between gender roles and sex roles, while gaining in-depth knowledge on gender mainstreaming which is a key concept of the research. Discussions included the National Transport Policy of 2003 and the government's commitment to the conceptualisation, execution and assessment of impact of infrastructure projects to ensure that gender issues are effectively mainstreamed. During plenary sessions participants contributed how gender issues conflict with the existing cultural practices, stereotypes and other traditional norms. This presentation enabled the facilitator to highlight some of the existing structures that have been instituted which include the Village Travel & Transport Programmes (VTTP), and the Local Government Transport Programme (LGTP) as focal points when assessing gender mainstreaming at the district levels.

Figure 2: Outcome of the gender exercise



3. Day two

3.1. Interviewing skills

The purpose of this session was to equip the researchers with skills required to conduct interviews with respondents to gather evidence against the four questions the research is trying to investigate. By the end of the session, participants were expected to:

- a) Identify the different types of questions and when/why they should be used
- b) Define probing and explain how and when to do probing
- c) Explain the features of a good/bad interview
- d) Identify the questioning techniques and how to obtain information through these techniques

To fulfil these objectives, the lead facilitator made a Power Point Presentation (PPT) highlighting the different types of questions as used in a qualitative study, namely: closed, helper (probing) and open-ended questions. Participants were asked to give examples of each type of question. This helped many of the participants to differentiate between the various formats of questions used in qualitative data gathering and their importance and applications. The facilitator carefully highlighted areas that required further probing and the skills needed to probe, such as when the respondents are providing limited information, or when the interviewer needs to get clarification on the subject matter, or when there is need for the respondent to explain the reasons behind their initial responses. Contributing to this discussion, the participants observed the need for interviewers to exercise patience in order to obtain the necessary information. They, however, added that caution should be observed to ensure that not all questions are probed but only those that call for probing.

3.2. Conducting in-depth interviews and FDGs

The lead facilitator made a PowerPoint Presentation (PPT) on interviewing skills while conducting KIIs and FDGs. This session involved creating awareness and developing skills of participants in obtaining as much information as possible from the interviewees. The facilitator highlighted the need for interviewers to use the questionnaire/checklist carefully (but informally), while asking questions without losing the intended meaning. Researchers were reminded to endeavour to follow the order of questions as provided, asking every question listed in the survey questionnaire and, where appropriate, applying techniques such as silent probing, overt encouragement, asking for elaboration and clarification, and repeating responses to obtain maximum responses. Using examples and case studies for illustration, the facilitator provided an in-depth explanation on listening skills (highlighting the difference between hearing and listening) by differentiating active from passive listening. The facilitator alerted the researchers of the dangers of passive listening, which could result in respondents losing interest in the research, rendering the exercise a waste of time and resources. The need to probe extensively for information and not allowing simplistic or short answers to questions was also discussed. Contributing to this discussion, a researcher cautioned fellow researchers to be observant of spoken and unspoken language during the FDGs to avoid missing out on crucial cues and information.

The facilitator provided a detailed description of the process of conducting a FGD. He highlighted the importance of obtaining informed consent before beginning interviews (for children it must be obtained from teachers or parents/caregivers without exception as well as the children themselves). The consultant reiterated that FGDs are meant to explore, not extract, information from participants. As a preparation for the FGD, the facilitator indicated that researchers must familiarise themselves with the checklists before meeting the respondents. He reiterated that researchers need to be careful to greet respondents respectfully and in a positive manner, ask for permission to interview, explain the purpose of the interview and how long the interview is expected to take. During the interview session, researchers must remain as objective as possible. The researchers' role

is to listen actively and probe accordingly. Researchers must understand the research questions so as to decide on proper probing questions. He observed that the questions in FGD should ideally be open-ended unless to start a conversation. Moreover, the researchers should be keen to note who among the participants is not making contributions and be quick to gently encourage participation of all members. A pair of researchers should conduct an FGD so that as one facilitates the other takes notes. At the end of the interview, researchers must thank the participants and ask if they have any questions, explain what would be done with the information, and note down the age and sex of their respondents. The facilitator encouraged the researchers to regroup for debriefing as often as possible, and to note down any emerging issues that could require further inquiry. In addition, researchers were encouraged to be share their experiences with other team members and to add to their notes any additional information that could assist in the data analysis process.

3.3. Role play on a good interview and a bad interview

Participants were split into two groups for role play. One group conducted a role play depicting a good FGD. This involved display of the characteristics of a good interviewer. Despite this, there were a few reactions from the participants on various aspects that did not go well during the role play, including the need to ensure the language used did not demean any participant and the need to ensure that all responses were recorded. The second group conducted a role play depicting a bad interview between a doctor and patient. The setting was a doctor's consultation room, with a patient (female older person of over 70 years). The patient was subjected to an un-attentive, rude and uncaring doctor. The facilitator then asked the researchers to indicate the interviewing skills portrayed by the doctor. The participants indicated that the doctor was rude, impatient, was a poor listener, asked leading questions, was unkind to the patient, allowed no time for the patient to provide information, was distracted during the interview (attended to his phone calls), was not keen to judge the quality of responses, not objective, didn't maintain eye contact and was quick to make conclusions based on limited information. Concluding this session, the facilitator clarified the need for a clear introduction of the researcher and the study before the commencement of the interviews. In addition, participants were alerted to use the age and culturally appropriate forms of greetings with different people involved in the FGDs and KIIs and used the following as common problems.

Table 2: Group exercise - Dealing with research dilemmas

Group exercise: Dealing with research dilemmas
<p>The lead facilitator asked participants to form three groups and provide their recommendations/ responses on how to deal with a selected set of research dilemmas. The answers provided by each group were then subjected to debate in the plenary. The aim of this exercise was to equip the researchers with practical tactics to deal with common protocol dilemmas that may arise during qualitative data collection. The research dilemmas were:</p> <ol style="list-style-type: none">You visit a key informant who is having lunch with his family. The respondent requests that you begin with the interview as he continues with the mealYou find a key informant respondent in an official meeting with a colleague and she asks you to conduct the interview right awayA very important respondent does not want to participate in the studyAn earlier identified KII respondent (e.g. the WEO) is not available for an interviewThe district engineers want to attend the community FGD as observers or the local administrator wants to be present during the FGDRespondent refuses to be audio taped or his/her photograph takenThe note-taker falls ill and you are left alone to conduct the FGD/note-takingParticipants in the FGD are concerned the research will expose their identityThe villages identified for data collection in Idete can't be accessed because of a reported case of insecurityA KII respondent requests to see/read the KII checklist before commencement of the interviewIn one of the villages, only three participants turned-up for the FGD.It rains the whole day and you must cancel the research activities scheduled for that day16 participants turned-up for the FGD <p>The recommended actions were discussed in the plenary. Apart from equipping researchers with the skills on how to deal with the common dilemmas, the exercise was meant to sensitise them on the need for creativity to deal with emerging challenges. The responses were varied as much as they were entertaining.</p>

3.4. Reviewing the qualitative checklists

In this session, the participants reviewed all the checklists, word for word. By the end of the session, the researchers were expected to:

- Be conversant with the different types of checklists that will be used in the study
- Review all the checklists, word for word, line by line
- Appreciate the different types of questions in each tool
- Discuss all questions to ensure consistent understanding of each

Before reviewing the checklists, the facilitator reiterated that the instruments were similar to guidelines that should be used in such a way as to allow respondents to discuss relevant issues that may not have been included. He explained that the checklists will also be used to organise notes and to compare the views and realities of different groups and individuals that will be interviewed.

The facilitator then led the process of reviewing all checklists, question by question. Participants discussed each question, analysing its complexity, rationale, and where needed, proposed amendments. Moreover, the session allowed the researchers to evaluate the accuracy of the translated checklists (Annex B in Swahili and Annex C in English). The checklists that were reviewed included:

1. FGD guide for women and men
2. KIIs guide with local government officials
3. KIIs guide for central government officials
4. Photo-story guide

4. Day three

4.1. The pilot study

The final day was set aside for the pilot study. Piloting was done between 8:00am and 2:00pm on 10th of November in Ruvu Station Ward of Kibaha district. The team of researchers were split into five different groups to attend to four FGDs (women of all age groups; women facing multiple forms of discrimination and exclusion; men of all age groups; and men facing multiple forms of discrimination and exclusion). The fifth group conducted key informant interviews with the Ward Executive Officer (WEO) and Village Chairmen and Village Executive Officer (VEO). The importance of this exercise was to pre-test the qualitative checklists on an actual group of respondents and assess the applicability of the questions to elicit responses relevant to meet the objectives of the study. While the questions generally elicited the appropriate responses, there were several notable observations that emerged from the field, such as:

- More than eight participants were present for most of the FGDs. The extra people accompanied the respondents with special needs or presented themselves out of curiosity
- There were some questions that elicited a wide range of responses, basically providing answers to other questions in the checklist. For instance, question 3 (a) of part (d) of the FGD questionnaire triggered answers for parts of (b) to (f).
- The deaf were not well incorporated in the study-since researchers are not equipped with skills in sign language.
- Most of the respondents seemed to have certain expectations in terms of what would be done to alleviate their challenges. They took time to share their frustrations even on areas not covered by the study.
- Most of the responses for question one were similar across the four different categories (i.e. personally, family, community, and general access to services)
- Some respondents took too long to settle down to participate in the discussions.
- The time it took to conduct a single key informant interview varied from one respondent to another depending on their levels of knowledge on the subject matter.

The lead facilitator reiterated the importance of ensuring that all the questions received maximum attention. The researchers needed to exercise their interviewing skills to obtain relevant answers to each particular question. For instance, there was a need to probe further if respondents gave vague or general answers. Furthermore, he reiterated the need to ensure that respondents were well informed about the objectives of the study from the onset to ensure that expectations were managed. Time keeping was also highlighted as an important aspect that could affect the quality of the study. In this regard, researchers were encouraged to provide at least two hours between the end of one FGD and the beginning of the next one. Each FGD should not take more than two hours otherwise there would be danger of fatigue and loss of concentration. Researchers were advised to take note of the start and end times for the KIIs and FGDs. The facilitator again emphasised the need to ensure quality rather than quantity of work.

4.2. Logistics arrangements, sampling and assignment of duties

In this session, the duty locations of each researcher, their expected roles, and respective group team leaders were agreed upon (Annex D). The facilitator presented the road construction projects in Kilolo and Kibaha district and explained how sampling of participants will be done. The following is the proposed sampling technique:

- The sampling framework consists of the community members affected by either ongoing or recently completed road projects. For instance, communities served by the recently constructed 19.9 km Kwala - Mperamumbi – Msua road
- From each of the communities in Idete, Kilolo Town, Ilula, Soga, Mlandizi and Kwala, individuals falling into the following categories will be selected to participate in the FGDs:
 - Women (aged 16 and above) that face multiple forms of discrimination and exclusion i.e. orphaned, disabled, widows, older people, those living with HIV
 - Men (aged 16 and above) that are orphans, disabled, widowed, older people, those living with HIV
 - Women randomly selected from the general population in the community (to include young women, middle aged and older people) that face multiple forms of discrimination and exclusion
 - Men randomly selected from the general population in the community (to include young women, middle aged and older people) that face multiple forms of discrimination and exclusion
- Therefore, from each community (Idete, Kilolo Town, Ilula, Soga, Mlandizi, Kwala), five FDGs will be conducted (there will be an additional group of women facing multiple forms of discrimination). In total, 240 individuals will participate in the FDGs.
- Moreover, in each community, KIIs will be conducted with the WEO, VEO, community development officer, and a leader of a women’s group.

The researchers agreed that mobilization the respondents will be done on the first day of field work. The data collection exercise was expected to take four days. At least five key informant interviews in each research zone was recommended, for the WEO, VEO/Village Chairman, the women leader and area development officer; and at least four FGDs covering the four categories respondents identified in section 4.1.

Annex A: List of Researchers, Research Assistants and Co-Researchers

	Name	Gender	Age	District	Position
1.	Filemon Elias Namwinga	Male	45	Kilolo	Research assistant
2.	Confer H. Kikoti	Female	29	Kilolo	Research assistant
3.	Esther Mnzava	Female	31	Kilolo	Research assistant
4.	Esther J. Manase	Female	23	Kilolo	Research assistant
5.	Joyce Amon	Female	44	Kilolo	Research assistant
6.	Frida Jeremia Mgidange	Female	60	Kilolo	Co-researcher
7.	Upendo Lutangilo Mponzi	Female	62	Kilolo	Co-researcher
8.	Deus Mwita Wambura	Male	30	Kilolo	Research assistant
8.	Kisia Sefari	Male	28	Kilolo	Research assistant
9.	Elisha Mwamkinga	Male	67	Kibaha	Co-researcher
10.	Hussein Saidi Mnaroma	Male	67	Kibaha	Co-researcher
11.	Safina Mwinaka Ibrahim	Female	26	Kibaha	Research assistant
12.	Judith N. Bagachwa	Male	35	Kibaha	Research assistant
13.	Josephine Aron	Female	55	Kibaha	Research assistant
14.	Lilian Makyao	Female	39	Kibaha	Research assistant
15.	Esther Elirehema	Female	31	Kibaha	Research assistant
16.	Samuel Tiriongo	Male	36	Kibaha	Photo-story expert
17.	Henry Mazunda	Male	39	Kilolo	Photo-story expert
18.	Omar Ali	Male	40	HelpAge	Research assistant
19.	Jerome Mwaya	Male	33	Kibaha	Research assistant
21.	Josephine Mwanikosye	Female	54	Kibaha	Researcher
22.	Godfrey Mulongo	Male	38	Dar es Salaam	Lead Researcher
23.	Catherine David	Female	44	Ministry of Gender Services	Trainer

Annex B: Translated checklists - Swahili

UTANGULIZI

Habari

Tunafanya utafiti kwa ushirikiano na Shirika la HelpAge International kubaini matokeo, athari na maendeleo kwa kuzingatia uhitaji wa jinsia kutokana na miradi ya ujenzi wa barabara katika eneo lako. Tutayafikisha matokeo haya kwa jamii na watunga sera kwa lengo la kujifunza na kuyatolea ufumbuzi. Tafadhali naomba muda wako kidogo tu ushiriki nasi katika hojaji/dodoso/utafiti huu. Kama hutapendezwa na maswali niambie maramoja tusitische. Jina lako litakuwa siri na halitatumika kwa namna yoyote ile.

Dodoso kwa ajili ya wataalam wa mambo ya jinsia Katika wilaya na ma afisa ustawi wa jamii

1. Tuambie/Niambie cheo chako na kazi yako katika halmashauri (*uliza masharti ya mkataba wake, kuhusika kwake Katika masuala ya miradi kwa ujumla*)
2. Elezea kazi yako katika miradi ya ujenzi au matengenezo ya barabara (*uliza anavoshiriki Katika kuandaa, kubuni, manunuzi na ajira zinazohusu miradi wa barabara*)
3. Elezea nafasi yako ya awali kabla ya nafasi yako ya sasa (mtaalam wa masuala ya jinsia) (*Uliza kuhusu uzoefu wake kwa ujumla (hata katika masuala yasiyohusu miradi ya barabara) katika eneo/ wilaya yake*)
4. Elezea namna uzoefu wako katika utoaji wa huduma zinazohusiana na masuala ya jinsia kwa idara au miradi mbalimbali unavotofautiana au kufanana na utaalim unaotoa katika miradi ya ujenzi wa barabara
5. Elezea namna mipango na miradi ya ujenzi wa barabara inavyotekelezwa katika eneo/ wilaya lako.
6. Wanaume wanahusikaje katika maandalizi/ mipango ya mradi? (*Uliza kuhusu ushirikishaji Katika maandalizi, manunuzi ya vifaa, ajira Katika mradi*)
7. Wanawake wanahusikaje katika maandalizi/ mipango ya mradi wa ujenzi wa barabara? (*Uliza kuhusu ushirikishaji katika maandalizi, manunuzi ya vifaa, ajira Katika mradi*)
8. Kati ya wanawake na wanaume, nani anashiriki Zaidi Katika hatua ya maandalizi/ mipango ya ujenzi wa barabara? (*Uliza nani anahusika Zaidi kufanya maamuzi*)
9. Je uchambuzi wa masuala ya kijinsia unafanyika (*ili kupata mahitaji maalumu na vikwazo kwa upand wa wanawake*) kabla ya kuanza maandalizi ya mradi wa ujenzi wa barabara
10. Kwa maoni yako, unafikiri mradi mradi umezingatia uwiano wa mahitaji ya kijinsia ikiwemo tathmini ya mazingira?
11. Wewe ni mtaalam wa masuala ya kijinsia/ afisa maeneleo ya jamii wa wilaya ambaye unahusika katika mradi, au mradi unatafuta wafanyakazi maalumu wanaohakikisha wanawake wanahusika Katika miradi ya ujenzi wa barabara? (*Uliza kama wataalam wa masuala ya kijinsia wanahusishwa Katika maandalizi na utekelezwaji wa mradi*)
12. Ni mikakati gani ninyi kama viongozi wa serikali mmeiweka kuhakikisha a) yatima wakike b) wajane c) Wazee d) watu wenye ulemavu wanahusika na kunufaika na miradi ya ujenzi wa barabara? Na baada ya utekelezaji wa mradi wanahusika na kunufaika vipi?
13. Unafikiri nini kifanyike kuhakikisha kuwa makundi maalumu (hususani wanawake Wazee, wanawake wenye ulemavu na wajane) wanashirikishwa na kunufaika na miradi ya ujenzi wa barabara.
14. Unafikiri mambo hayo yanawezekana kwa sasa? Nivikwazo gani vinaweza kukwamisha hayo?
15. Ni kwa kiwango gani unaweza kusema viongozi waandamizi/ menejimenti Katika halmashauri/ wilaya wana utashi wa masuala ya kijinsia (chunguza asilimia ya wanawake Katika uongozi wa juu/ menejimenti, majukumu yao na namna uongozi unavotoa fursa kwa kuzingatia usawa wa kijinsia?)

16. Ni kwa kiwango gani taarifa za miradi zinazingatia masuala ya kijinsia? (chunguza matumizi ya lugha za ambazo si zakibaguzi, na zinatumia mifano ya wanaume na wanawake, jinsi na umri.
17. Kwa uzoefu wako wazee wanawake,wajane,watu wenye ulemavu wanafikiwa na huduma au kumiliki simu Katika eneo lako? Kama hapana, kwanini?
 - a) Kama ndiyo, wanazifikiaje huduma hizo
 - b) Je kumiliki simu kunaboresha maisha ya wanawake Wazee, wanawake wenye ulemavu na wajane? Unaweza kutoa mifano?
 - c) Unafikiri vikwazo ni nini kwa makundi haya kupata huduma hizo(*bainisha sababu za vikwazo*)

Dodoso kwa ajili ya Mhandisi wa wilaya na wakandarasi

1. Tuambie/Niambie cheo chako na kazi yako katika halmashauri(*chunguza muda wake kazini,nafasi yake katika ujenzi wa barabara/usafirishaji*)
- 2.Elezea namna mipango na miradi ya ujenzi wa barabara inavyotekelezwa katika eneo lako.
- 3.Wanaume wanahusikaje katika maandalizi/ mipango ya mradi? (*Uliza kuhusu ushirikishaji Katika maandalizi, manunuzi ya vifaa, ajira Katika mradi*)
4. Wanawake wanahusikaje katika maandalizi/ mipango ya mradi wa ujenzi wa barabara? (*Uliza kuhusu ushirikishaji katika maandalizi, manunuzi ya vifaa, ajira Katika mradi*)
5. Kati ya wanawake na wanaume, nani anashiriki zaidi Katika hatua ya maandalizi/ mipango ya ujenzi wa barabara? (*nani anahusika zaidi kufanya maamuzi*)
- 6.Je ni kwa kiwango gani unafanya uchambuzi wa masuala ya kijinsia unafanyika (*ili kupata mahitaji maalumu na vikwazo kwa upand wa wanawake*) kabla ya kuanza maandalizi ya mradi wa ujenzi wa barabara
- 7.Nikwakiwango gani unaingiza vigezo vinavozingatia masuala ya kijinsia Katika mikataba ya wakandarasi wa barabara? Unasimamiaje jambo hili?
8. Je kuna rasilimali mahususi zinazotengwa kuhakikisha uingizwaji wa masuala ya kijinsia katika mradi (*kwa mfano rasilimali watu kama vile wataalam wa masuala ya kijinsia, rasilimali fedha kwa ajili ya mafunzo ya masuala ya kijinsia kwa wahusika wote wa mradi kuhakikisha wanawake wanahusika sawa na wanaume katika mradi?*)
- 9.Mikakati gani ipo kuhakikisha miradi ya barabara inawahusishwa wanaume na wanawake kwa kiwango sawa katika hatua mbalimbali za ujenzi?
10. Ni mikakati gani imewekwa kuhakikisha makundi maalumu kama wanawake wa pembezoni, wanawake wenye matatizo ya kutembea, wananawake wenye ulemavu na wanawake wanaoishi na VVU, wanashiriki karika miradi ya ujenzi wa barabara.
11. Je kuna mkakati wowote wakuhakikisha mafunzo na mbinu za kuwajengea uwezo zinawafikia wote wanaume na wanawake?
12. Je unafikiri nini zaidi kifanyike ili kuhakikisha wanawake Wazee, wanawake wenye ulemavu na wajane wanashirikishwa na kunufaika zaidi na miradi na mipango ya ujenzi wa barabara

Dodoso kwa ajili ya watendaji wa kata na vijiji

- 1.Tuambie/Niambie cheo chako na kazi yako katika halmashauri(*chunguza muda wake kazini,nafasi yake katika ujenzi wa barabara/usafirishaji*)
2. Elezea namna mipango na miradi ya ujenzi wa barabara inavyotekelezwa katika eneo lako.
- 3.Wanaume wanahusikaje katika maandalizi/ mipango ya mradi? (*Uliza kuhusu ushirikishaji Katika maandalizi, manunuzi ya vifaa, ajira Katika mradi*)
4. Wanawake wanahusikaje katika maandalizi/ mipango ya mradi wa ujenzi wa barabara? (*Uliza kuhusu ushirikishaji katika maandalizi, manunuzi ya vifaa, ajira Katika mradi*)
5. Kati ya wanawake na wanaume, nani anashiriki zaidi Katika hatua ya maandalizi/ mipango ya ujenzi wa barabara? (*nani anahusika zaidi kufanya maamuzi*)
6. Ukitoa na mifano, kati ya wanaume na wanawake nani ananufaika zaidi wakati wa ujenzi wa barabara?

7. Ukitoa na mifano, kati ya wanawake na wanaume, nani ananufaika Zaidi baada ya mradi wa barabara kukamilika?*(Jibu lihusu manufaa wakati wa utekelezaji wa mradi tu)*
8. Je wewe kama kiongozi, una utaratibu wowote ambao unahakikisha makundi maalumu kama yatima, wasichana, wajane, wazee na watu wenye ulemavu wanashiriki na kunufaika na ujenzi wa barabara baada ya ujenzi kukamilika?*(Jibu lihusu manufaa baada ya mradi kukamilika)*
9. Unafikiri nini kifanyike kuhakikisha kuwa
 - a) Wanawake wazee wanashirikishwa na kunufaika zaidi na miradi ya barabara/ usafirishaji?
 - b) wanawake wenye ulemavu wanashirikishwa na kunufaika zaidi na miradi ya barabara/ usafirishaji?
 - c) Wajane wanashirikishwa na kunufaika zaidi na miradi ya barabara/ usafirishaji?
 - d) Wanawake wenye ulemavu wanashirikishwa na kunufaika zaidi na miradi ya barabara/ usafirishaji?
 - e) Wanawake wanaoishi na VVU wanashirikishwa na kunufaika zaidi na miradi ya barabara/ usafirishaji?
10. Ni kwa kiwango gani unaweza sema viongozi waandamizi/menejimenti katika halmashauri/wilaya wanazingatia masuala ya jinsia Katika miradi ya barabara?*(chunguza asislimia ya wanawake katika uongozi wa juu/menejimenti, majukumu yao na namna uongozi unavyotoa fursa kwa kuzingatia usawa wa kijinsia?)*
11. Unadhani kuna haja ya kuboresha ushirikishwaji sawa wa wanawake na wanaume Katika ujenzi wa barabara?
12. Kwa uzoefu wako wazee wanawake, wajane, watu wenye ulemavu wanafikiwa au kupata huduma za simu? Je wanawake, wajane, watu wenye ulemavu wanafikiwa na huduma au kumiliki simu katika eneo lako? Kama hapana, kwanini? Kama ndiyo, wanazifikiaje huduma hizo?
13. Je kumiliki simu kunaboresha maisha ya wanawake wazee, wanawake wenye ulemavu na wajane. Je unaweza kutoa mfano.
14. Unafikiri vikwazo ni nini kwa makundi haya kupata huduma hizo (bainisha sababu za vikwazo)

Dodoso kwa ajili ya makundi ya majadiliano

1. Ukilinganisha maisha yalivokua kabla ya mradi wa barabara na sasa, kuna mabadiliko gani chanya na hasi?
 - Kwako binafsi?
 - Kwa familia/ kaya yako?
 - Kwa jamii?
 - Upatikanaji wa huduma za kijamii umerahisishwa au kuongezeka? (Uliza kuhusu uelewa wao katika masuala ya UKIMWI, upatikanaji wa huduma za afya, tiba na ushauri nasaha).

➔ *Uliza washiriki waorodheshe mabadiliko wakianza na yale muhimu zaidi –linganisha majibu kuona kama kuna uhusiano wowote*
2. Sasa uliza washiriki kuhusu mabadiliko ambayo wangependa kuyaona kutokana na mradi wa barabara unaotekelezwa/ uliotekelzwa.

➔ *Fata masharti ya mwanzo lakini uliza washiriki kuhusu mabadiliko ambayo wangependa kuyaona yatokee na siyo yaletu yaliyotokea (ingawa yanaweza kufanana!)*
3. Unakubari au kukataa kauli hizi? *(hesabu, nakiri idadi ya wanaokubari na wanaokataa. Pia uliza kwanini wanakubari au kukataa)*
 - a. Wanawake na wanaume walihusika sawa katika maandalizi ya mradi?
 - b. Badhi ya tamaduni ni kiwazo kwa wanawake katika masuala ya usafiri
 - c. Wanawake na wanaume walinufaika sawa wakati wa utekelezaji wa mradi.
 - d. Idadi ya wanawake na wanaume waliochaguliwa na kuhusika Katika matengenezo ya barabara ni sawa?.
 - e. Katika miradi ya ujenzi wa barabara mamlaka husika zinahakikisha makundi haya yanahusishwa

- i. Wazee
 - ii. Watu wenye ulemavu
 - iii. Wasichana yatima,
 - iv. wajane
 - v. wanawake wanaoishi na VVU
- f. Matokeo ya muda mfupi na muda mrefu yatawanufaisha wanawake na wanaume sawa.
4. Je! kuna changamoto au vikwazo gani ambazo zinawazuia wanawake kuhusika sawa na wanaume Katika maandalizi na utekelezaji wa miradi ya ujenzi? Elezea.
 5. Je! unafikiri nikitu gani cha ziada kifanyike ili kuhakikisha wanawake wazee, wanawake wenye ulemavu na wajane wanahusishwa na kunufaika na miradi ya barabara
 6. Je kumiliki simu kunasaidia watu kupata huduma za usafiri katika eneo lako?
 7. Je! kumiliki simu kunarahisisha upatikanaji wa huduma za kijamii (kwa mfano huduma za afya). Ni watu wa aina gani ambao hawanufaiki au wananufaika kidogo sana kutokana na uwepo wa simu katika eneo lako? Kwanini?

Annex C: Checklist - English

a) District - level Gender Specialists and Community Development Officers

INTRODUCTION

Good morning/afternoon/evening

We are conducting a study with HelpAge International.

We are trying to find out if there have been any results, impacts and developments arising from gender considerations in road construction and other infrastructure projects in the district.

We will take our findings to the community and to other policy makers so they will know about these issues for learning purposes and how to solve them.

Please could you give me a little time to participate in our study?

If you are unhappy about the questions, you can tell me at any time and we will stop.

We will not use your name in any way in this research.

1. Tell us/me about your position and role at this district council (*probe for terms of reference, length/history on the current role, role in development projects in general*)
2. Explain your role as far as road infrastructure, road construction and maintenance is concerned (*probe for participation in design, in planning, in feasibility studies, procurement, recruitment activities of road construction projects*)
3. Please explain your previous role/positon (if applicable) prior to taking up the position of a gender specialist at this district (*probe for background and also his/her general experiences within the district i.e. outside the transport sector*)
4. Describe how your experiences in providing gender related services for other departments/development projects differs or is similar with the expertise you provide for road development projects
5. Describe how planning for infrastructure projects in this district is done
6. How are men involved in planning for infrastructure? (*probe for participation in feasibility studies, procurement, recruitment activities of the project*)
7. How are women involved in planning for infrastructure? (*probe for participation in feasibility studies, procurement, recruitment activities of the project*)
8. Between men and women, who participates most at this planning phase? *Probe for who is likely to hold the decision making power*
9. Is gender analysis conducted (to identifying specific transport needs and constraints of women) prior to the design of the projects?
10. In your opinion, do you think gender dimensions of the project are adequately addressed in the design of the project including environmental assessments? Explain
11. Are you as a gender specialist/District Community development officer included on the project team/ or does the project team identify a specific staff to facilitate and ensure women participate in these projects? (*probe whether gender experts are consulted in the design and implementation of the projects*)
12. What mechanisms do you as local leaders put in place to ensure that groups such as a) orphaned girls, b) widows, c) older people and d) the disabled participate and benefit from road construction projects? What about after completion of these projects?

13. What do you think should be done more to ensure that older women, women with disabilities and widows are included and benefit more in transport programmes?
14. Is that feasible at the moment? What are the biggest constraints to making this happen?
15. To what extent would you say that the senior management/leadership in this district council is committed to gender equality (*probe for percentage of women represented in the senior management/leadership, their role and how the leadership insures that women are given equal chances*)
16. To what extent are district project documents and reports gender sensitive? (*probe for uses gender neutral language; does not contain gender stereotypes; uses examples of men and women in case studies, data is sex and age disaggregated*)
17. Do most older women, women with disabilities and widows have access to mobile phones in this district? If not, why not?
 - a. If so, how do they access them?
 - b. Does owning a mobile phone improve the lives of older women, women with disabilities and widows? Can you give a specific example?
 - c. Can you think of any barriers/difficulties of access these specific groups might experience (prompt for reasons of these difficulties)?

b) KII for District Engineers and Contractors

1. Tell us/me about your position and role at this district council (probe for length of time, role in infrastructure/road transport and construction)
2. Describe how planning for infrastructure projects in this district is done?
3. How are men involved in planning for infrastructure? (*probe for participation in feasibility studies, procurement, recruitment activities of the project*)
4. How are women involved in planning for infrastructure? (*probe for participation in feasibility studies, procurement, recruitment activities of the project*).
5. Between men and women, who participate most at this planning phase? Who makes the decisions?
6. To what extent do you conduct gender analysis (to identify specific transport needs and constraints of women) prior to the design of construction of transport/infrastructure projects? Explain
7. To what extent do you include in the contracts with road contractors a clause on integration and commitment to gender issues? How do you do enforce this?
8. Are specific resources earmarked for ensuring gender is mainstreamed in the project (*probe for human resources such as gender expert; financial resources for capacity building/training on gender for staff involved in the programme; resources facilitating involvement of women in the programme*)
9. What mechanisms do you put in place to ensure that your transport/infrastructure projects involve women and men equally or equitably, in various phases of construction?
10. What mechanisms do you put in place to ensure the participation of marginalised women, e.g. widows, women with reduced mobility, women with disability, women with HIV etc.?
11. Do you have any mechanisms to ensure that trainings and capacity building initiatives and methodologies cater for both women and men?
12. What do you think should be done more to ensure older women, women with disabilities and widows are included and benefit more in transport programmes?

c) KII for WEO and Village Leaders

1. Tell us/me about your position and your administrative role (*probe for length of time, role in infrastructure/road transport and construction*)
2. Describe how the planning for the infrastructure projects implemented in your area of jurisdiction has been conducted?
3. How are men involved in planning for infrastructure? (*probe for participation in feasibility studies, procurement, recruitment activities of the project*)
4. How are women involved in planning for infrastructure? (*probe for participation in feasibility studies, procurement, recruitment activities of the project*).
5. Between men and women, who participate most at this planning phase? Who makes the decisions?
6. Citing examples, between men and women, who do you think benefits most from road construction projects when the road is being built? (NB: the focus here is only during construction)
7. Citing examples, between men and women, who do you think benefits most from completed road projects – when the road construction has been finished? (NB: the focus here is the benefits after completion of the road project-s)
8. Do you as local leaders have any mechanisms in place to ensure that groups such as orphaned girls, widows, older people and the disabled participate and benefit from road construction projects? What about after completion of these projects? What are the mechanisms?
9. What do you think should be done more to ensure that;
 - a. Older women are included and benefit more in transport programmes?
 - b. Women with disabilities are included and benefit more in transport programmes?
 - c. Widows are included and benefit more in transport programmes?
 - d. Women with disabilities are included and benefit more in transport programmes?
 - e. Women with HIV are included and benefit more in transport programmes?
10. To what extent would you say that the senior management/leadership at the district level are committed to gender equality in road projects? (*probe for percentage of women represented in the senior management/leadership, their role and how the leadership insures that women are given equal chances*)
11. Do you think there should be more concern to improve gender equality in road projects?
12. Do most older women, women with disabilities and widows have access to mobile phones in this district? If not, why not, if so, how do they access them?
13. Does owning a mobile phone improve the lives of older women, women with disabilities and widows? Can you give a specific example?
14. Are there any barriers/difficulties of access to mobile phones/ICT that these specific groups might experience? (*prompt for reasons of these difficulties*).

d) Checklist for Focus Group Discussions

1. Thinking of your life before the transport project (e.g. before the roads were built) and comparing it with your life now, could you tell us what are some of the changes – both positive and negative:
 - For you personally
 - For your family/household
 - For your community/society
 - Access to social services for your community/society increase? Probe for in HIV/AIDS awareness, access to health services, treatment and counselling
 - ➔ *Ask the participants to rank the changes in order from the most important to the least important for them – compare results to see if any patterns emerge*
2. What changes would you have loved to see (as an ideal case scenario) as a result of the transport programme / road construction, etc.
 - *Follow the same instructions as in the previous exercise but ask participants to imagine the changes they would have liked to see and not just those that took place (although they can overlap!)*
3. Do you agree or disagree with the following statements? (count and record the number of people that agree/disagree with the statement and ask them to explain them to explain their answers)
 - a. Both women and men were consulted equally during the project planning stage?
 - b. Some cultural practices affect women's access to transport services
 - c. Both women and men benefitted equally at the project construction stage
 - d. The proportion of women and men selected to participate in road or path maintenance is equal
 - e. The relevant authorities always ensure that road construction and maintenance activities involve
 - i. older people,
 - ii. people with disabilities,
 - iii. orphaned girls
 - iv. widows
 - v. women with HIV
 - f. The short-term and long-term results of the project will benefit both women and men equitably
4. Are there barriers or constraints to women's equal participation in the planning of the road construction projects? Explain
5. Are there barriers or constraints to women's equal participation in the implementation of road construction project? Explain
6. What do you think should be done more to ensure that older women, women with disabilities and widows are included and benefit more in transport programmes?
7. Does owning a mobile phone help people in this area get better access to transport?
8. Does owning a mobile phone help people in this area get better access to services [e.g. health care]? Which people benefit least from the availability of mobile phones in the district? Why?

e) Guidelines for photo-story

The photo-story should demonstrate the most significant change that took place as a result of

Note for Co-Researchers

The idea of taking photographs as means of collecting data and telling a story (of changes that took place thanks to the transport projects) to be introduced to Co-Researchers; Making a good photo-story will entail consideration of the following:

1. Thinking and planning about photos:
 - a. Composition of the photo: make a frame with your hands; zooming in and out (moving); including different elements → what's most important in the photo
2. Lighting – There are different examples of how light works and doesn't work (behind the object vs. behind the photographer)
3. Angles – from the bottom, from the top, etc.
4. Natural photos, not posing
5. The importance of sequence in telling the story, i.e. what comes/happens before and what after.

the transport project:

- a. Should fit within the parameters, i.e. 6-10 photos that tell a story, photos taken at the right time, if there are people in the photos, make sure they consent to be in the photograph
- b. An independent third party should be able to understand the story without words, just by looking at pictures. The sequence is extremely important
- c. Upload the photos onto a laptop, review with the key informant and discuss then discuss with the other team members

Annex D: Distribution of researchers

District	Research site	Team leader	Assistant Researchers	Co-Researchers
Kilolo	<i>Idete</i>	Omar Ali	Confer Kikoti	Upendo Mpozi
			Kisia Serafi	
	<i>Kilolo Town Centre</i>	Filemon Namwinga	Jerome Mwaya	Esther Manase
Deus Wambura				
	<i>Ilula Township</i>	Esther Mzava	Joyce Amon	Frida Mgidange
Kibaha	<i>Soga township</i>	Lilian Mwakyao	Magreth Malunda	Hussein Monaroma
	<i>Mlandizi Town Centre</i>	Catherine David	Safina Mwinuka	
	<i>Kwala township</i>	Godfrey Mulongo	Judith Bagachwa	Elisha Sibale
Photo-story experts				
Kilolo	Henry Mazunda			
Kibaha	Samwel Tiriongo			

Annex E: Training Evaluation

Positive Aspects	No of Respondents	%	Negative Aspects	No of Respondents	%
Good capacity building on research skills & sharing of experiences	8	38%	Time spent on training was inadequate	4	19%
Good schedule of learning that facilitated learning	5	24%	None	4	19%
Good exercises to build team work	5	24%	The vehicle used for transport to pilot area was not conducive for the bad roads	3	14%
Great opportunity to learn gender issues and mainstreaming of gender as well as incorporation of the vulnerable groups in development agenda	5	24%	Challenges with time keeping	3	14%
Good food and refreshments	4	19%	Handouts of the training materials was not provided	2	10%
Good training environment	3	14%	Air conditioning not adequate	1	5%
The daily allowance was adequate	2	10%	Seminar room was not spacious enough	1	5%
An opportunity to interact with experienced professionals in different fields	1	5%	Challenges with accessibility to rest rooms (located outside the building)	1	5%
The recruitment of researchers was fair and well balanced; depicting representation of all age groups and gender.	1	5%	Payments of daily allowances was not made in good time	1	5%

Annex F: Revised Budget

1. Remuneration – Fees for experts

Expert	Input (number of days or months)	Revised input (days)	Unit rate	Revised rate	Total	Total Revised
Amleset Tewodros	15days	15days	£409	£423	£6,135	£6,345
Local Consultant	30days	30days	£351	£351	£10,530	£10,530
Gina Porter	10days	10days	£688	£688	£6,880	£6,880
Josephine Mwanakusye	10days	20days	£128	£200	£1,280	£4,000
Magda Rossman	10days	5days	£234	£235	£2,340	£1,175
Leonard Ndamgoba	15days	10days	£351	£350	£5,265	£3,500
Total Remuneration					£32,430	£32,430

Changes in the level of effort and rates of remuneration were needed for some of the researchers as described below:

- Josephine Mwanakusye's input has been doubled due to the need for her to travel to Dodoma where most of the government offices are now located. It is anticipated future dissemination and popularisation of the research findings will be needed through contacts in Dodoma. Additionally, in recognition of the level of effort and the high level influencing Josephine will carry out her rate has been reviewed.
- Both Magda's and Leonard's input have also been reviewed to reflect their level of input.
- Amleset's daily rate has also been reviewed consistent with the level of effort and the risk management role she is assuming.