



**Trainers' Notes**  
Rural Transport Training Materials

# Module 5: Social and Environmental Issues

## Part 1

Social benefits of Rural Transport

## Part 2

Case studies: Kenya, Vietnam, Uganda

### SESSION 5.1



**SSATP**  
Africa Transport  
Policy Program



**DFID** Department for  
International  
Development



theIDLgroup

<p><b>Session Objectives</b></p>	<p>By the end of the session participants will be able to: -</p> <p><b>Technical Paper</b></p> <ul style="list-style-type: none"> <li>④ Explain the role of Social Impact Analysis (SIA)</li> <li>④ Design a check list of questions for SIA</li> <li>④ Describe the social impact of transport and how different socio-economic groups are affected</li> <li>④ Analyse various methods that may be used to evaluate social benefits of rural transport developments</li> </ul> <p><b>Case study # 1 (Kenya)</b></p> <ul style="list-style-type: none"> <li>④ Analyse changes in transport modes, journeys purposes, and frequency of travel as a result of the new road</li> <li>④ Critique the lessons learnt from the impact of the new road in Kenya on travel patterns, including gender differences</li> </ul> <p><b>Case study # 2 (Vietnam)</b></p> <ul style="list-style-type: none"> <li>④ Describe the challenges faced in the Vietnam context of carrying out social and economic analysis</li> <li>④ Explain the conditions and step of the analytical framework and fund allocation approach used in Vietnam</li> <li>④ Identify the lessons learnt from the approach</li> <li>④ Analyse the extent to which the approach to assess the non-monetary benefits of road investment, could be applied in other contexts</li> </ul> <p><b>Case study # 3 (Uganda)</b></p> <ul style="list-style-type: none"> <li>④ Explain the context and key issues of traditional road investment appraisals from a poverty and social perspective</li> <li>④ Analyse the methods and results from using a multi-criteria analysis (MCA) approach in Uganda</li> <li>④ Describe the limitations, policy implications, and requirements for further studies</li> </ul>
<p><b>Rural Transport Knowledge Base materials used with this session</b></p>	<p>Social benefits of rural transport  <b>By:</b> Phil Fouracre, TRL Limited</p> <p>Social benefits of rural transport: a mixed response from a road improvement project in the Thuchi-Nkubu area of Kenya  <b>By:</b> A Airey and M A Cundill (1998)</p>

<b>Training Materials</b>	<u>Presentations</u>  5.1a Social benefits of rural transport  5.1b (#1) Social benefits of rural transport: a mixed response from a road improvement project in the Thuchi-Nkubu area of Kenya  5.1b (#2) Choosing rural road investments to reduce poverty: An approach to capturing nonmonetary benefits (Vietnam)  5.1b (#3) Towards the mainstreaming of an approach to include social benefits within road appraisal (Uganda)
<b>Training Materials</b>	<u>Activity Sheets</u>  71 Social impact of rural transport  72 Effect of a new road on travel. Kenya case study  73 Integrating social and economic analysis for assessing road investments. Vietnam case study.  74 Comparing benefits and costs of road investments. Uganda case study.

# Structure of Session 5.1

<i>Key Topics</i>	<i>Training Methods</i>
<b>Part 1</b>	
1. Introduction	Presentation
2. Social dimensions of rural transport development	Presentation Q & A Presentation with discussion
3. Social Impact Analysis (SIA)	Presentation Q & A Presentation with discussion
4. The social impact of rural transport	Group discussion Presentation with discussion
5. Distribution of social benefits	Presentation with discussion
6. Evaluating social benefits	Q & A Presentation with discussion
<b>Part 2</b>	
7. Case Study #1 (Kenya)	
7.1 Introduction	Presentation
7.2 Background to the case study	Case study activity
7.3 Results of the surveys	
8. Case Study #2 (Vietnam)	
8.1 Introduction	Presentation
8.2 The challenge	Presentation with discussion
8.3 Approach	Case study activity
8.4 The steps	
8.5 Reflections	
9. Case Study #3 (Uganda)	
9.1 Introduction	Presentation
9.2 Context	Q & A
9.3 Aims and Methods	Presentation with discussion
9.4 Results & Conclusions	Case study activity
9.5 Limitations, policy implications, requirements for further studies	
<b>Summary of session 5.1</b>	

## Trainers' Summary

**This session is divided into two parts:**

**Part 1** is based on the Technical Paper: Social benefits of rural transport

**Part 2** is based on three case studies

- # 1. Social benefits of rural transport: a mixed response from a road improvement project in the Thuchi-Nkubu area of Kenya
- # 2. Choosing rural road investments to reduce poverty: An approach to capturing nonmonetary benefits (Appendix D.2)
- # 3. Towards the mainstreaming of an approach to include social benefits within road appraisal (Appendix D.3)

Case studies #2 and #3 are from the framework paper: -







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

By Banjo, Gordon and Riverson (November 2012)





## Session 5.1 Trainers' Notes



### Part 1

## 1. Introduction

<i>Training Methods</i>	<i>Content</i>	<i>Materials</i>
<b>Presentation</b> 	<p>Introduce the first part of session by explaining the learning objectives and session structure.</p> <p>The first part of this session is based on the technical paper: Social benefits of rural transport.</p> <p>This part of the session examines the social dimensions of rural transport developments, including negative and positive impacts. The role of Social Impact Analysis (SIA) is explored and a check list of key questions drawn up. The impact of transport interventions, especially on the poor and the very poor, as well as women and other social groups, is discussed. Methods for evaluating social benefits of transport interventions are explored.</p> <p><b>Key Points:</b></p> <p><b>Session Overview Part 1</b></p> <ul style="list-style-type: none"> <li> Social dimensions of rural transport development</li> <li> Social Impact Analysis (SIA)</li> <li> The social impact of rural transport</li> <li> Distribution of social benefits</li> <li> Evaluating social benefits</li> </ul>	Presentation 5.1a Slides 1 - 3



## 2. Social dimensions of rural transport development


Training Methods	Content	Materials
<p><b>Presentation</b></p> 	<p>Describe the social dimensions of rural transport within a broader context of poverty alleviation. Explain the concept of social development.</p> <p><b>Key Points:</b></p> <ul style="list-style-type: none"> <li>  With a social development approach the behaviour of individuals is determined by economic rationalism; society, culture, the times in which we live; structures and networks of social relationships and obligation; knowledge and values         </li> <li>  Most development goals have strong social development elements           <ul style="list-style-type: none"> <li>✓ poverty reduction</li> <li>✓ human development</li> <li>✓ status of women in society</li> <li>✓ good governance</li> <li>✓ economic reform</li> <li>✓ environmental issues</li> </ul> </li> <li>  Transport may have positive and negative impact on social issues         </li> </ul>	<p>Presentation 5.1a Slides 4 - 8</p>

Training Methods	Content	Materials
<p><b>Q &amp; A</b></p> 	<ul style="list-style-type: none"> <li>Explore the role of social analysis. Begin the discussion by asking: <i>What are the reasons for carrying out social analysis for transport interventions?</i></li> <li>Note points on flip chart.</li> </ul>	<p>Flip chart, pens</p>
<p><b>Presentation with Discussion</b></p> 	<p>Building on the points made above, discuss the role of social analysis in transport programmes.</p> <p>Ask questions like: which stakeholders/socio-economic groups should be included in the analysis?</p> <p><b>Key Points:</b></p> <ul style="list-style-type: none"> <li>To identify all potential social impacts on all stakeholders, especially the effects on the 'socially excluded':             <ul style="list-style-type: none"> <li>✓ the very poor</li> <li>✓ those with 'less voice' e.g. women, children</li> </ul> </li> <li>Where negative impacts on social factors (social dis-benefits) are identified, make an assessment of how these effects can be minimised, in agreement with communities concerned.</li> </ul>	<p>Presentation 5.1a Slide 9</p>









### 3. Social Impact Analysis (SIA)



Training Methods	Content	Materials
<p><b>Presentation</b></p> 	<p>Explain the role of social impact analysis (SIA).</p> <p><b>Key Points:</b></p> <ul style="list-style-type: none"> <li>☉ SIA should be seen as an integral part of the general project development cycle</li> <li>☉ During project identification SIA screens out projects which have indirect, limited or neutral social effects</li> </ul>	<p>Presentation 5.1a Slide 10</p>
<p><b>Q &amp; A</b></p> 	<ul style="list-style-type: none"> <li>☉ Draw up a list of questions that may be used to develop a SIA check list. Ask participants to make suggestions on:  <i>What questions/issues should be included in a SIA check list?</i></li> <li>☉ Note points on flip chart</li> </ul>	<p>Flip chart, pens</p>

<i>Training Methods</i>	<i>Content</i>	<i>Materials</i>
<p><b>Presentation with Discussion</b></p> 	<p>Building on the points raised above, present and discuss the ten questions developed by the UK Department for International Development (DFID). Do participants agree with these questions? Do other questions need to be added to the check list? Ask participants to give their reasons for suggestions.</p> <p>Round off the discussion by exploring what the SIA check list is used for. Ask questions like: how may the SIA check list be used in project appraisals? How may this check list be used to evaluate progress of a project?</p> <p><b>Key Points:</b></p> <p>The 10 DFID SIA check list questions include:</p> <ul style="list-style-type: none"> <li>④ Which populations are intended to benefit from the project?</li> <li>④ Does the target population need the project?</li> <li>④ Are other more needy, members of the population excluded? How could they be included?</li> <li>④ Will any group be negatively affected? What mitigating design changes could be effected?</li> <li>④ Will women benefit as well as men?</li> <li>④ What level of participation by the target population in planning and implementation is possible and appropriate?</li> <li>④ Is the project technically and culturally appropriate?</li> <li>④ Does the project require that the beneficiaries must change their behaviour? Is this feasible?</li> <li>④ Is the project affordable to the beneficiaries?</li> <li>④ Are social issues adequately reflected in judgements on project viability?</li> </ul>	<p>Presentation 5.1a Slides 11 - 16</p>


## 4. The social impact of rural transport

Training Methods	Content	Materials
<p><b>Group Discussion</b></p> 	<p>This activity provides an introduction to the following section and aims to draw on the experiences of participants.</p> <p>The purpose of this activity is to explore the social impact of transport interventions on various socio-economic groups in the community. Explore related transport issues that may occur at micro (village), meso (district) and macro (national) levels.</p> <ul style="list-style-type: none"> <li>🌀 Divide participants into small groups and give them Activity Sheet 52.</li> <li>🌀 Ask participants to discuss the following question: <i>What is the social impact of rural transport?</i></li> <li>🌀 Ask participants to write their findings on flip chart, elect a presenter and prepare to feedback to the plenary.</li> <li>🌀 Ask each group to present their findings to the plenary.</li> <li>🌀 Facilitate a discussion on the Key Points raised.</li> <li>🌀 These points will be explored in more detail in the following section.</li> </ul>	<p>Presentation 5.1a Slide 17</p> <p>Activity Sheet 71</p> <p>Flip chart, pens</p>


<b>Training Methods</b>	<b>Content</b>	<b>Materials</b>
<p><b>Presentation with Discussion</b></p> 	<p>Building on the points from the activity above, facilitate a discussion on the various social impacts of rural transport. The slides also illustrate experiences from Kenya, Zambia and Laos.</p> <p>To stimulate discussion ask questions related to each of the main impacts, such as: how is education affected by transport services? How might access to basic services be improved? Is transport the only answer? What is the impact of transport programmes on community and women's empowerment? How does transport affect agricultural productivity?</p> <p><b>Key Points</b></p> <ul style="list-style-type: none"> <li>  Education           <ul style="list-style-type: none"> <li>✓ Ability to get to school, for children (especially for girls) and teachers</li> </ul> </li> <li>  Health           <ul style="list-style-type: none"> <li>✓ Major concern of people at all income levels</li> <li>✓ There is strong correlation between income and journey frequency - except in the case of health</li> </ul> </li> <li>  Access           <ul style="list-style-type: none"> <li>✓ Improved paths and tracks can greatly increase access</li> <li>✓ A problem is low usage of Intermediate Means of Transport (IMTs), especially for women</li> </ul> </li> <li>  Empowerment           <ul style="list-style-type: none"> <li>✓ Decentralisation of planning and implementation, and use of labour based construction methods has the potential to increase community participation</li> <li>✓ A community orientated approach to transport development can increase community control over resources and a sense of ownership of resources</li> </ul> </li> </ul> <p><b>Continued...</b></p>	<p>Presentation 5.1a Slides 18 - 30</p>






<i>Training Methods</i>	<i>Content</i>	<i>Materials</i>
	<p><b><i>...Continued</i></b></p> <ul style="list-style-type: none"> <li>  Access to markets and towns           <ul style="list-style-type: none"> <li>✓ Agriculture is not the only activity carried out by rural communities – many supplement this income by piece work, fishing, basket making and so on</li> <li>✓ These activities benefit from better access to urban areas</li> <li>✓ Motorised transport and improved roads have important roles to play</li> </ul> </li> <li>  Increased agricultural production           <ul style="list-style-type: none"> <li>✓ The Laos study showed that poor roads can lead to spoilage and losses of post-harvest crops</li> <li>✓ People wanted roads to increase their access to services</li> <li>✓ Roads could increase cash crop production, as farmers would have better access to outside markets</li> </ul> </li> </ul>	

## 5. Distribution of social benefits


<i>Training Methods</i>	<i>Content</i>	<i>Materials</i>
<p><b>Presentation with Discussion</b></p> 	<p>Facilitate a discussion on how the social benefits from the development of transport infrastructure and services are distributed amongst various socio-economic groups.</p> <p>During the discussion ask questions like: Who is most likely to benefit and why? Who is most likely to receive minimal benefits and why? Why might women take less advantage of transport improvements than men?</p> <p><b>Key Points:</b></p> <ul style="list-style-type: none"> <li>Improvements in transport improved the condition of poor people, but not very poor people</li> <li>The very poor often do not have a sufficient standard of living to take advantage of transport improvements</li> <li>Women are less likely to take advantage of rural transport improvements, because they are not likely to possess independent sources of income which they can spend on transport e.g. bus fares, buy a bicycle or cart</li> <li>Transport planners need to take into account the specific transport patterns and needs of women [explored in detail in Session 5.2]</li> <li>The young may benefit from better access to schools</li> <li>The old may benefit from better access to markets - because of the economic power they hold in the first place, such as control over trading livestock</li> </ul>	<p>Presentation 5.1a Slides 31 - 36</p>

## 6. Evaluating Social Benefits

Training Methods	Content	Materials
<p><b>Q &amp; A</b></p> 	<ul style="list-style-type: none"> <li>Draw up a list of methods that may be used to evaluate the social benefits of improvements to transport infrastructure and services. Write the following question on flip chart and ask participants for contributions:</li> </ul> <p><i>What methods may be used to evaluate the social benefits of transport?</i></p> <ul style="list-style-type: none"> <li>Note points on flip chart</li> </ul>	<p>Flip chart, pens</p>


<b>Training Methods</b>	<b>Content</b>	<b>Materials</b>
<p><b>Presentation with Discussion</b></p> 	<p>Building on the points made above, facilitate a discussion on four methods that may be used to evaluate the social benefits of transport developments.</p> <p>For each the four methods ask questions like: what are the problems with using cost benefit analysis? What social indicators can we use? How might econometric methods be used? What are the advantages of using case studies?</p> <p><b>Key Points:</b></p> <ul style="list-style-type: none"> <li>  Cost benefit analysis           <ul style="list-style-type: none"> <li>✓ social benefits often difficult to measure in monetary terms</li> </ul> </li> <li>  Use of social indicators, for example           <ul style="list-style-type: none"> <li>✓ number of families in acute poverty</li> <li>✓ number of hours spent on transporting water and firewood from source to home</li> <li>✓ number of livestock owned</li> <li>✓ number of children regularly attending school</li> <li>✓ infant mortality and disease rates</li> </ul> </li> <li>  Econometric calculations           <ul style="list-style-type: none"> <li>✓ these indicate the financial benefits at a community level</li> </ul> </li> <li>  Case studies           <ul style="list-style-type: none"> <li>✓ use to assess similar benefits from other roads improvements in similar areas/regions in the same country</li> <li>✓ should be considered with the usual transport cost savings that are estimated separately</li> </ul> </li> </ul>	<p>Presentation 5.1a Slides 37 - 42</p>








<i><b>Training Methods</b></i>	<i><b>Content</b></i>	<i><b>Materials</b></i>
<p><b>Presentation</b></p> 	<p><b>Concluding remarks</b></p> <p>Summarise the first part of this session by highlighting the main issues explored and the integral role of transport in providing social benefits to communities.</p>	<p>Presentation 5.1a Slide 43</p>


## Part 2

# 7. Kenya Case Study (# 1)

<i>Training Methods</i>	<i>Content</i>	<i>Materials</i>
<p><b>Presentation</b></p> 	<p><b>7.1 Introduction</b></p> <p>Introduce the second part of this session by explaining the objectives with a brief overview of the topics to be covered.</p> <p>This part of the session is based on the case study: Social benefits of rural transport: a mixed response from a road improvement project in the Thuchi - Nkubu area of Kenya.</p> <p><b>Key Points:</b></p> <p><b>Session Overview Part 2</b></p> <ul style="list-style-type: none"><li>Background to the case study</li><li>Results of the surveys</li></ul>	<p>Presentation 5.1 b (#1) Slides 1-3</p>


<i>Training Methods</i>	<i>Content</i>	<i>Materials</i>
<p><b>Presentation</b></p> 	<h2>7.2 Background to the case study</h2> <p>Describe the outline of the project, when the road was opened and the objectives of the subsequent studies carried out assess the impact of the road on transport issues in the area.</p> <p><b>Key Points:</b></p> <ul style="list-style-type: none"> <li>  The new road was 54 km long, funded through British aid and opened in May 1985.         </li> <li>  The objective of the study was to examine how rural travel behaviour was affected by the new road.         </li> <li>  The data were drawn from a series of household surveys, traffic surveys and surveys of transport services.         </li> </ul>	<p>Presentation 5.1b (#1) Slides 4 - 5</p>



Training Methods	Content	Materials
<p><b>Case study activity in groups</b></p> 	<p>The purpose of this activity is to analyse the impact of the new road on various travel parameters, using data collated from the case study. An analysis is also made of gender differences in the impact of the road. The activity aims to draw key lessons from the Kenya experience that may be applied to other countries.</p> <ul style="list-style-type: none"> <li>③ Divide the participants into groups of 4 or 5, and give each group Activity Sheet 53.</li> <li>③ Ask participants to examine the data extracted from the case study and to discuss the following questions: <ul style="list-style-type: none"> <li>A. <i>What has been the impact of the new road on transport mode?</i></li> <li>B. <i>How has the “journey purpose” changed?</i></li> <li>C. <i>How does the “journey purpose” differ between men and women? What might be possible reasons for these differences?</i></li> </ul> </li> <li>③ Ask the groups to prepare their findings on flip chart and to elect a person to present the findings.</li> <li>③ Each group should then present their findings to the plenary.</li> <li>③ Facilitate a discussion on the findings and draw out the key learning points.</li> <li>③ These points will be explored in more detail in the following section.</li> </ul>	<p>Presentation 5.1b (#1) Slide</p> <p>Flip chart, pens</p> <p>Activity sheet 72</p>


<b>Training Methods</b>	<b>Content</b>	<b>Materials</b>
<p><b>Presentation with Discussion</b></p> 	<h3>7.3 Results of the surveys</h3> <p>Building on the discussions above, describe the impact of the project on poverty related issues.</p> <p>Ask questions like:</p> <p>how have the number of trips using different travel modes changed? What might the reasons be for these changes? How has the road affected women and men? What are the reasons for these differences?</p> <p>Reflect on the lessons learnt from the Kenya case study and how these may be applied elsewhere.</p> <p>Ask questions like: What lessons do we learn about the impact of a new road from a gender perspective? How may the destinations to which people travel change? What impact on social and income issues could these changes have?</p> <p><b>Key Points</b></p> <ul style="list-style-type: none"> <li>Travel rates</li> <li>Transport modes</li> <li>Journey purpose</li> <li>Gender differences in journey purpose</li> <li>Main origin and destination of journeys</li> <li>Household income and journey frequency</li> </ul>	<p>Presentation 5.1b (#1) Slides 7 - 21</p>

## Part 2


# 8. Vietnam Case Study (# 2)


<i>Training Methods</i>	<i>Content</i>	<i>Materials</i>
<p><b>Presentation</b></p> 	<p><b>8.1 Introduction</b></p> <p>Introduce the second case study of this session by explaining the objectives with a brief overview of the topics to be covered.</p> <p>This part of the session is based on the case study - Choosing rural road investments to reduce poverty: An approach to capturing nonmonetary benefits.</p> <p>This case study is Appendix D.2 of the framework paper: Rural Transport – Improving its contribution to Growth and Poverty Reduction in Sub-Saharan Africa. SSATP Working Paper Number 93. By Banjo, Gordon and Riverson (November 2012)</p> <p><b>Key Points:</b></p> <p><b>Session overview Case study #2</b></p> <ul style="list-style-type: none"><li>🌀 The challenge</li><li>🌀 Approach</li><li>🌀 The steps x 8</li><li>🌀 Reflections</li></ul>	<p>Presentation 5.1 b (#2) Slides 1 - 3</p>

Training Methods	Content	Materials
<p>Presentation</p> 	<h2>8.2 The challenge</h2> <p>Describe the challenges of assessing the non-monetary benefits of selecting between various potential road investments in the Vietnam context.</p> <p><b>Key Points:</b></p> <ul style="list-style-type: none"> <li>Important benefits to the poor from rural roads are not measurable in monetary terms</li> <li>A step-by-step approach was developed in Vietnam, to address this challenge, in locations of high poverty, high economic potential and low access</li> </ul>	<p>Presentation 5.1b (#2)</p> <p>Slide 4</p>
<p>Presentation</p> 	<h2>8.3 Approach</h2> <p>Describe the approach taken, highlighting six necessary conditions to use the Vietnam model.</p> <p><b>Key Points:</b></p> <ul style="list-style-type: none"> <li>Flexibility</li> <li>Pilot, and revise after 1st cycle, alter with experience</li> <li>All players accept set-up costs, time for data collection &amp; analysis, make project proposals</li> <li>Fixed budget available for road rehabilitation</li> <li>Project team + government should devise variables and weights</li> <li>Decentralize the formula</li> </ul>	<p>Presentation 5.1b (#2)</p> <p>Slides 5 - 6</p>

<i>Training Methods</i>	<i>Content</i>	<i>Materials</i>
<p>Presentation</p> 	<h3>8.4 The steps</h3> <p>Describe the eight steps of the approach use in Vietnam.</p> <p><b>Key Points:</b></p> <ul style="list-style-type: none"> <li>Potential variables</li> <li>Scale &amp; social variables</li> <li>Weights for variables</li> <li>Technical assistance</li> <li>Proposals</li> <li>Incentives</li> <li>Fund allocations</li> <li>Internal rate of return (IRT)</li> </ul>	<p>Presentation 5.1b (#2)</p> <p>Slides 7 - 19</p>









<i>Training Methods</i>	<i>Content</i>	<i>Materials</i>
<p><b>Presentation with Discussion</b></p> 	<h3>8.5 Reflections</h3> <p>Drawing on the information above facilitate a discussion on the experiences of this approach in Vietnam.</p> <p>Ask questions like: What advantages do you see with this approach that attempts to integrate non-monetary/ social benefits with economic benefit, when assessing potential road investments?</p> <p>Note the points on flip chart.</p> <p><b>Key Points:</b></p> <ul style="list-style-type: none"> <li>Builds on past approaches, observations, project experience</li> <li>Focuses on poverty within a public economic framework</li> <li>Tries to avoid hard-nosed economic analysis that excludes budgets for 'social objectives'</li> <li>Recognizes the practical constraints</li> <li>Facilitates capacity building</li> <li>Participatory</li> <li>Uses local information not readily available to the centre</li> <li>Feasible through its reliance on the participation of local authorities in the appraisal of sub-projects</li> <li>Enables the most effective investments to be selected on basis of poverty reduction</li> </ul>	<p>Presentation 5.1b (#2)</p> <p>Flip chart, pens</p> <p>Slides 20 - 22</p>


Training Methods	Content	Materials
<p><b>Case study activity in groups</b></p> 	<p>The purpose of this activity is to deepen participants' knowledge of developing an analytical framework that integrates economic and social factors when assessing road investments. Participants explore how the approach and lessons from the Vietnam experience might be applicable in their own country contexts.</p> <ul style="list-style-type: none"> <li>Divide the participants into groups of 4 or 5, and give each group Activity Sheet 73.</li> <li>Ask participants to examine the information on the power point handouts of the Vietnam case study, and to discuss the following question: <p><i>To what extent could the approach used in Vietnam to capture non-monetary benefits when assessing road investments, be applied in your contexts?</i></p> </li> <li>Ask the groups to prepare their findings on flip chart and to elect a person to present the findings.</li> <li>Each group should then present their findings to the plenary.</li> <li>Facilitate a discussion on the findings and draw out the key learning points.</li> </ul>	<p>Presentation 5.1b (#2)</p> <p>Slide 23</p> <p>Flip chart, pens</p> <p>Activity sheet 73</p> <p>Copies of the power point presentation</p>



## Part 2









# 9. Uganda Case Study (# 3)


<i>Training Methods</i>	<i>Content</i>	<i>Materials</i>
<p><b>Presentation</b></p> 	<p><b>9.1 Introduction</b></p> <p>Introduce the third case study of this session by explaining the objectives with a brief overview of the topics to be covered.</p> <p>This part of the session is based on the case study: Towards the mainstreaming of an approach to include social benefits within road appraisal.</p> <p>This case study is Appendix D.3 of the framework paper: Rural Transport – Improving its contribution to Growth and Poverty Reduction in Sub-Saharan Africa. SSATP Working Paper Number 93. By Banjo, Gordon and Riverson (November 2012)</p> <p><b>Key Points:</b></p> <p><b>Session overview of case study # 3</b></p> <ul style="list-style-type: none"><li>Context</li><li>Aims and Methods</li><li>Results and conclusions</li><li>Limitations, policy implications, requirements for further studies</li></ul>	<p>Presentation 5.1 b (#3) Slides 1 - 3</p>

<i>Training Methods</i>	<i>Content</i>	<i>Materials</i>
<p>Presentation</p> 	<h2>9.2 Context</h2> <p>Describe the context of the case study, highlighting the need to change the way investment in roads are appraised.</p> <p><b>Key Points:</b></p> <ul style="list-style-type: none"> <li>  Poorest live in remote rural areas, and improving access to social, economic services is essential to raising living standards and reducing poverty         </li> <li>  Traditionally road appraisal frameworks ignored the impact of social benefit and poverty reduction         </li> <li>  Past attempts to overcome these problems lacked consistency         </li> <li>  This led to the need for a framework that is consistent and able to address poverty and social benefit aspects systematically.         </li> </ul>	<p>Presentation 5.1b (#3) Slides 4 - 5</p>

Training Methods	Content	Materials
<p>Presentation</p> 	<h3>9.3 Aims and Methods</h3> <p>Give a brief outline of the case study background, the aims of the study, and the methods used</p> <p><b>Key Points:</b></p> <ul style="list-style-type: none"> <li>• The study took place between 2003-04 in Uganda</li> <li>• Study aims were to create a consistent, systematic framework able to address poverty and social benefit aspects of road appraisals</li> <li>• Study aims also were to improve the Highway Development and Management Model (HDM-4) + Social Benefits Software Tools I order to address issues of road investment related to poverty and social factors</li> <li>• The study consisted of field testing a model and software tool of “MCA” (multi-criteria analysis)</li> <li>• Field study carried out in Acholi &amp; Bugisu sub-regions, Uganda</li> <li>• Data was collected at 3 levels: national, district, community</li> <li>• Qualitative and quantitative data was collected, focussing on benefits/costs from road development, and pair-wise comparison between different types of costs and benefits</li> <li>• Data was analyzed using specialized MCA software2</li> </ul>	<p>Presentation 5.1b (#3) Slides 6 - 8</p>

Training Methods	Content	Materials
<p><b>Presentation with Discussion</b></p> 	<h3>9.4 Results and Conclusions</h3> <p>Explain the results and conclusions of the study, exploring with participants some of the reasons for the results.</p> <p><b>Key Points:</b></p> <ul style="list-style-type: none"> <li>Communities placed higher value on social benefits and costs of road investment, compared to economic and environmental</li> <li>More weight attached to social benefits/costs decreases at community and district levels, compared to the national level</li> <li>More weight attached to economic and environmental benefits/costs decreases at the national level compared to community and district levels</li> <li>Access to markets was not rated as a social benefit, contrary to common belief possibly because access to markets was seen as an economic benefit rather than a social benefit</li> </ul>	<p>Presentation 5.1b (#3) Slides 9 - 16</p>
<p><b>Q &amp; A</b></p> 	<p>Explain that the MCA is not without its challenges.</p> <ul style="list-style-type: none"> <li>Facilitate a short discussion on these challenges by asking: <i>“What are the challenges of the MCA approach (model and tools)?”</i></li> <li>Note key points on Flip Chart.</li> <li>Explain that these points will be expanded on below.</li> </ul>	<p>Flip chart, pens</p>

<i>Training Methods</i>	<i>Content</i>	<i>Materials</i>
<p data-bbox="137 562 328 667"><b>Presentation with Discussion</b></p> 	<h3 data-bbox="419 454 1070 533"><b>9.5 Limitations, policy implications, requirements for further studies</b></h3> <p data-bbox="419 577 1230 651">Explain the Limitations, policy implications, requirements for further studies, based on the Uganda experience.</p> <p data-bbox="359 725 537 759"><b>Key Points:</b></p> <ul data-bbox="419 797 1241 1753" style="list-style-type: none"> <li data-bbox="419 797 1161 871">  The conclusions from this study only valid in the context of rural Uganda </li> <li data-bbox="419 909 1214 1016">  This study (using the MCA) can provide general guidance, if time &amp; financial resource constraints do not allow context specific studies </li> <li data-bbox="419 1055 1198 1128">  MCA is flexible and combines qualitative and quantitative data into a single analytical framework </li> <li data-bbox="419 1167 1225 1274">  MCA approach, with the computerised software tool, has the potential to be one of the main approaches for the appraisal of rural roads </li> <li data-bbox="419 1312 1161 1386">  Key problems highlighted by the study of a cost-benefit approach framework </li> <li data-bbox="419 1458 1230 1644">  Important knowledge gaps around indicators, comparing social, economic, environmental benefits/ costs in different countries, how transferable techniques are to other countries, how the weights would work in a real context </li> <li data-bbox="419 1682 1241 1753">  How would rural residents' react when presented with a list of roads prioritised using the approach? </li> </ul>	<p data-bbox="1270 562 1469 667">Presentation 5.1b (#3) Slides 17 - 21</p>

Training Methods	Content	Materials
<p><b>Case study activity in groups</b></p> 	<p>The purpose of this activity is to reflect on the extent to which the results from Uganda, and the MCA overall, could be applied in other countries.</p> <ul style="list-style-type: none"> <li>④ Divide the participants into groups of 4 or 5, and give each group Activity Sheet 74, and the power point slides.</li> <li>④ Ask participants to examine the information extracted from the case study and to discuss the following questions: <ul style="list-style-type: none"> <li>A. <i>How does the list of benefits and costs from road investment identified by rural communities in Uganda compare you're your country?</i></li> <li>B. <i>What would be the advantages and limitations of using the MCA approach in your country context?</i></li> </ul> </li> <li>④ Ask the groups to prepare their findings on flip chart and to elect a person to present the findings.</li> <li>④ Each group then presents their findings to the plenary.</li> <li>④ Facilitate a discussion on the findings and draw out the key learning points.</li> <li>④ These points will be explored in more detail in the following section.</li> </ul>	<p>Presentation 5.2b (#3) Slide 22</p> <p>Flip chart, pens</p> <p>Activity sheet 74</p> <p>Copies of the power point presentation</p>
	<p><b>Summary of Session 5.1</b></p> <p>Conclude this session by reviewing the issues explored and the key lessons learnt, highlighting areas that may need further investigation or discussion.</p>	