

# RURAL TRANSPORT TRAINING MATERIALS

TRAINER'S NOTES

## MODULE 5 SOCIAL AND ENVIRONMENTAL ISSUES

### Part 1

Women and Rural Transport in Development

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### Part 2

Women and rural transport in Africa and Asia: case studies



SESSION 5.2



The World Bank



DFID

Department for  
International  
Development



theIDLgroup 

<p><b>Session Objectives</b></p>	<p>This session enables participants to:</p> <p><b>Technical Paper</b></p> <ul style="list-style-type: none"> <li>● Analyse the effect of transport issues on women’s main activities</li> <li>● Make recommendations for reducing women’s transport burden</li> <li>● Describe strategies for gender based interventions at macro, meso and project levels</li> </ul> <p><b>Case study</b></p> <ul style="list-style-type: none"> <li>● Analyse the factors affecting the adoption and use of IMTs - the bicycle in particular - by women</li> <li>● Reflect on the lessons learnt from the case studies and consider how these may be applied to other countries.</li> </ul>
<p><b>Rural Transport Knowledge Base materials used with this session</b></p>	<p>Women and rural transport in development  <b>Edited by:</b> M. Bamberger, World Bank and A.S.C. Davis, TRL Ltd.</p> <p>Women and rural in transport in Africa and Asia: case studies  <b>By:</b> IFRTD (1999). Balancing the Load: Proceedings of the Asia and Africa Seminars on Gender and Rural Transport</p>
<p><b>Training Materials</b></p>	<p><u>Presentations</u></p> <p>5.2a Women and rural transport in development</p> <p>5.2b Women and rural in transport in Africa and Asia: case studies</p> <p><u>Activity Sheets</u></p> <p>59 Women’s activities and transport</p> <p>60 Addressing women’s transport issues</p> <p>61 Reflections on the Ghana and Tamil Nadu experiences</p>

Key Topics	Training Methods
<b>Part 1</b>	
1. Introduction	Presentation
2. Background and rationale from a World Bank perspective	Presentation
3. Analysis of women's activities and transport	Ideas gathering Group discussion Presentation with discussion
4. Reducing women's transport burden	Group discussion Presentation with discussion
5. Effective strategies for advocating gender based transport interventions	Q & A Presentation with discussion
<b>Part 2</b>	
<b>6. Case studies: Africa and Asia</b> 6.1 Introduction 6.2 Background to Ghana case study 6.3 Results of the Ghana case study 6.4 Background to Tamil Nadu case study 6.5 Results of the Tamil Nadu case study 6.6 Reflections on key lessons learnt	Presentations          Case study activity Presentation
<b>Summary of session 5.2</b>	

## Trainers' Summary

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


**Part 1** is based on the technical paper: Women and rural transport in development

**Part 2** is based on the case studies: Women and rural in transport in Africa and Asia.


## Session 5.2 Trainers Notes




### Part 1

## 1. Introduction


<b>Training Methods</b>	<b>Content</b>	<b>Materials</b>
<p><b>Presentation</b></p> 	<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: Women and rural transport in development.</p> <p>This part of the session explores the specific transport issues affecting women. These issues related to their gender roles in society (productive, reproductive and community managing) and the range of activities they commonly carry out. A range of strategies for addressing women's transport concerns and needs are explored.</p> <p><b>Key Points:</b></p> <p><b>Session Overview Part 1</b></p> <ul style="list-style-type: none"> <li>◎ Background and rationale from a World Bank perspective</li> <li>◎ Analysis of women's activities and transport</li> <li>◎ Reducing women's transport burden</li> <li>◎ Effective strategies for advocating gender based transport interventions</li> </ul>	<p>Presentation 5.2a Slides 1 - 5</p>

## 2. Background and rationale from a World Bank perspective


Training Methods	Content	Materials
<p><b>Presentation</b></p> 	<p>Describe the background to gender issues in transport, explaining the reasons why transport initiatives failed to meet the needs of women. Explain the World Bank’s perspective on the issues, and the rationale for taking a gender perspective with transport interventions.</p> <p><b>Key Points:</b></p> <ul style="list-style-type: none"> <li>☉ The main reason why women did not benefit was because interventions               <ul style="list-style-type: none"> <li>✓ ignored gender relations at the household and community level</li> <li>✓ men tended to monopolise IMTs intended to benefit women</li> <li>✓ men refused to allow their wives to use IMTs if they were seen as a threat to the man’s position in the household</li> </ul> </li> <li>☉ Gender analysis, monitoring, evaluation</li> <li>☉ Gender roles and transport</li> <li>☉ In order for policy to be responsive to women’s transport needs, there needs to increased knowledge of the issues and a structures approach to acquiring this knowledge and broader understanding of the issues</li> </ul> <p><b>Continued ...</b></p>	<p>Presentation 5.2a Slides 6 - 13</p>


<b>Training Methods</b>	<b>Content</b>	<b>Materials</b>
	<p><b>...Continued</b></p> <ul style="list-style-type: none"> <li>  Conventional cost benefit analysis ignores the cost of women's time spent undertaking transport tasks         </li> <li>  Evaluation of transport interventions often ignore the trade offs between private and social benefits, and the effects on wages, social standing and family health         </li> <li>  Gender focussed strategies for transport interventions are worth the costs and CAN be designed effectively.         </li> </ul>	

### 3. Analysis of women’s activities and transport

<b>Training Methods</b>	<b>Content</b>	<b>Materials</b>
<p><b>Ideas Gathering</b></p> 	<ul style="list-style-type: none"> <li>☉ Explore the range of activities carried out by women by gathering together as many ideas as possible on the topic.</li> <li>☉ Write the following question on flip chart and ask participants to make one or two word contributions:  <i>What are the activities carried out by women?</i></li> <li>☉ Note points on flip chart. There should be no discussion at this point.</li> <li>☉ Based on the participants’ opinions (NOT the trainer’s), group the list of words into the following categories, which represent groups of activities carried out by women: <ul style="list-style-type: none"> <li>≈ Agricultural</li> <li>≈ Domestic</li> <li>≈ Marketing</li> <li>≈ Non-agricultural income earning</li> </ul> </li> <li>☉ Summarise main points</li> <li>☉ Explain that these categories will be expanded on in the next part of the session (below).</li> </ul>	<p>Flip chart, pens</p>







Training Methods	Content	Materials
<p><b>Group Discussion</b></p> 	<p>This activity builds on the ‘ideas gathering’ activity above, and aims to explore the points in more details, drawing on the experiences of participants.</p> <p>The purpose of this activity is to examine in detail the role of transport in the lives of women as they carry out their activities. The effects of limited access to transport on the time and effort women expend in carrying out their various activities are also explored.</p> <ul style="list-style-type: none"> <li>⦿ Divide participants into four groups and give them Activity Sheet 59.</li> <li>⦿ Ask each group to work on just ONE of the major activity groups: <ul style="list-style-type: none"> <li>▪ Agriculture</li> <li>▪ Domestic</li> <li>▪ Marketing</li> <li>▪ Non-agricultural earning</li> </ul> </li> <li>⦿ Ask participants to discuss the following question: <p><i>How does women’s access to transport affect their ability to carry out these activities? (listed above)</i></p> </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, using the presentation slides.</li> </ul>	<p>Presentation 5.2a Slides 14 - 15</p> <p>Activity Sheet 59</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 raised during the activity above, present and discuss impact of transport issues on women’s activities.</p> <p>To stimulate debate during the presentation ask questions like: why might women make more transport trips and take longer with transport tasks than men? How does women’s limited access to IMTs affect agricultural productivity and income? Why are the transport needs for domestic activities inflexible? (i.e. people must have water!) How does limited access to transport affect women’s ability to carry out effective marketing?</p> <p><b>Key Points:</b></p> <ul style="list-style-type: none"> <li>⊙ Transport requirements for agriculture influenced by distances between fields: 1 - 20km, transport means used, loads carried: headload 20kg per trip, topography, travel speed, health status of travelling person</li> <li>⊙ Women tend to make more trips than men combine agricultural activities with domestic responsibilities (preparing meals, collecting water, child-care)</li> <li>⊙ Women’s limited access to motorised transport for marketing was an added burden - longer trips and post-harvest losses</li> <li>⊙ Access to simple equipment may double the volume of produce women can take to market, such as wheelbarrows and bicycles</li> <li>⊙ Conventional economic analysis failed to capture the high economic &amp; social value of domestic activities grossly underestimated role of domestic work in livelihoods of households</li> </ul> <p><b>Continued...</b></p>	<p>Presentation 5.2a Slides 16 - 37</p>

<b>Training Methods</b>	<b>Content</b>	<b>Materials</b>
	<p><b>...Continued</b></p> <ul style="list-style-type: none"> <li>③ Important activities particularly affected by transport include collecting firewood and water, food processing and child care</li> <li>③ In sub-Saharan Africa majority trips to market - by men, though women play a major role in marketing transport - especially West Africa where 4 out of 5 women engage in crop marketing</li> <li>③ Women tend not to be involved in marketing initiatives if transport infrastructure &amp; means is inefficient</li> <li>③ In South East Asia (including India) rural women travel extensively outside the village, and have major responsibility for marketing</li> <li>③ The majority of income earning activities carried out by women require significant inputs of water and firewood, which is time consuming to collect due to lack of transport available for fetching these resources</li> </ul>	


## 4. Reducing women's transport burden





<b>Training Methods</b>	<b>Content</b>	<b>Materials</b>
<p><b>Group Discussion</b></p> 	<p>The purpose of this activity is to explore a range of strategies that may be used to address the transport burden faced by women.</p> <ul style="list-style-type: none"> <li>⦿ Divide participants into small groups and give them Activity Sheet 60.</li> <li>⦿ Ask participants to discuss the following question: <i>In what ways may the issues facing women with regard to transport be addressed?</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 5.2a Slide 38</p> <p>Activity Sheet 60</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 strategies that may be used to address transport issues of concern to women.</p> <p>To stimulate discussion ask questions related to transport and non-transport interventions such as: how may Intermediate Means of Transport (IMTs) be used to address women’s transport issues? Why are women marginalised when it comes to IMTs? How may gender be integrated into strategies to introduce IMTs into rural areas? What non-transport interventions can be used to alleviate the transport burden of women?</p> <p><b>Key Points</b></p> <ul style="list-style-type: none"> <li>            Transport interventions such as IMTs           <ul style="list-style-type: none"> <li>✓ are virtually the only viable mode of transport in many remote rural areas</li> <li>✓ but their adoption in sub Sahara Africa has been hampered by economic factors, cultural factors and lack of information flows</li> <li>✓ may reduce women’s transport burden but are relatively inaccessible to women for reasons such as lack of disposable income, cultural factors and gender issues</li> </ul> </li> <li>            Transport interventions should find ways to integrate gender into IMTs programmes - such identifying the different needs of women and men for transport, addressing lack of credit, and including women’s view point in decision making processes including policy.         </li> </ul> <p><b>Continued...</b></p>	<p>Presentation 5.2a Slides 39 - 50</p>


<b>Training Methods</b>	<b>Content</b>	<b>Materials</b>
	<p><b>...Continued</b></p> <ul style="list-style-type: none"> <li>  Non-transport interventions include improving access to basic services such as health, education, food processing equipment and water supplies by locating these services nearer to rural communities         </li> </ul>	

## 5. Effective strategies for advocating gender based transport interventions

<b>Training Methods</b>	<b>Content</b>	<b>Materials</b>
<p><b>Q &amp; A</b></p> 	<ul style="list-style-type: none"> <li>☉ Explore a range of strategies for advocating the use of gender based interventions to address transport issues. Begin the discussion by asking:                     <p style="text-align: center;"><i>What strategies can be used to advocate gender based transport interventions?</i></p> </li> <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 raised above, facilitate a discussion on how effective strategies for advocating gender based transport interventions may be developed.</p> <p>During the discussion ask questions like: who are the key actors that need to be convinced of taking a gender based approach for transport programmes? What new skills need to be developed to take a gender based approach? What should the role of women be in transport programmes and interventions?</p> <p><b>Key Points:</b></p> <ul style="list-style-type: none"> <li>  The strategy should take place with key players at the national policy level with policy makers and sectoral agencies such as education and health             <ul style="list-style-type: none"> <li>✓ feed into Poverty Reduction Strategy Papers (PRSPs)</li> </ul> </li> <li>  Regional and district level – through the establishment of inter agency co-ordinating committees             <ul style="list-style-type: none"> <li>✓ Promote gender sensitive participatory planning and consultations</li> </ul> </li> <li>  Project level - participation by women in all aspects of the planning and design of interventions             </li> </ul>	<p>Presentation 5.2a Slides 51 - 56</p>





<b>Training Methods</b>	<b>Content</b>	<b>Materials</b>
<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 need to develop gender focussed approaches to transport interventions.</p>	<p>Presentation 5.2a Slide 57</p>


**Part 2**


## 6. Case Studies: Africa and Asia


Training Methods	Content	Materials
<p><b>Presentation</b></p> 	<p><b>6.1 Introduction</b></p> <p>Introduce the second part of this session explaining the objectives with a brief overview of the topics to be covered.</p> <p>This part of the session is based on case studies: Women and rural in transport in Africa and Asia. These case studies are from a coastal region of Goma in Ghana, and Tamil Nadu. The case studies explore the role of transport in assisting or hindering the activities carried out by women. The Ghana case study looks at the experiences of women traders, while the Tamil Nadu case study looks at the experiences of promoting bicycle use amongst women.</p> <p><b>Key Points:</b></p> <p><b>Session Overview Part 2</b></p> <ul style="list-style-type: none"> <li>⦿ Background to Ghana case study</li> <li>⦿ Results of the Ghana case study</li> <li>⦿ Background to Tamil Nadu case study</li> <li>⦿ Results of the Tamil Nadu case study</li> <li>⦿ Reflections on key lessons learnt</li> </ul> <p><b>Case studies:</b></p> <ul style="list-style-type: none"> <li>⦿ The case studies are based on extracts from case study summaries of the <i>Balancing the Load</i> research programme funded by DFID.</li> </ul>	<p>Presentation 5.2b Slides 1 - 4</p>

<b>Training Methods</b>	<b>Content</b>	<b>Materials</b>
<p><b>Presentation</b></p> 	<p><b>6.2 Background to the Ghana case study</b></p> <p>Describe the background to the Ghana case study, explaining the role of women in marketing and the main transport problems they face. Describe the research questions used for the case studies.</p> <p><b>Key Points:</b></p> <ul style="list-style-type: none"> <li>🌀 Women are responsible for marketing and face considerable difficulties getting goods to market.</li> <li>🌀 Feeder roads deteriorate rapidly in the wet season</li> <li>🌀 The 5 study questions relate to:             <ul style="list-style-type: none"> <li>✓ Current organisation of transport services</li> <li>✓ Transport needs and difficulties of women traders</li> <li>✓ The potential for developing women owned and run transport services</li> <li>✓ The potential for using Intermediate Means of Transport (IMTs)</li> <li>✓ The potential for using electronic means of communication</li> </ul> </li> </ul>	<p>Presentation 5.2b Slides 5 - 9</p>

Training Methods	Content	Materials
<p><b>Presentation</b></p> 	<p><b>6.3 Results of the Ghana case study</b></p> <p>Present the findings of the Ghana case study, highlighting the problems faced by women traders as a result of inadequate transport infrastructure and services. Describe the potential role of the World Bank Village Infrastructure Project in the adoption of IMTs by women traders.</p> <p><b>Key Points</b></p> <ul style="list-style-type: none"> <li>☉ Lack of capital to expand marketing and trading</li> <li>☉ Defaulting creditors affect cash flows</li> <li>☉ Late arrival of transport (van) drivers leads to spoilage of produce and loss of income due to late arrival at the market place and having to sell of good at a lower price</li> <li>☉ Low use of IMTs – but a great deal of interest shown by the women, especially in carts. Poverty and lack of experience of working in groups hampers the uptake of IMTs</li> <li>☉ Access to market information – women were not interested in using mobile phones to obtain data on distant markets as they preferred to trade locally</li> <li>☉ Access to motorised transport was limited</li> <li>☉ The World Bank Village Infrastructure Project (VIP) aimed to support the uptake of IMTs through investment in user groups.</li> </ul>	<p>Presentation 5.2b Slides 10 - 22</p>


<b>Training Methods</b>	<b>Content</b>	<b>Materials</b>
<p><b>Presentation</b></p> 	<p><b>6.4 Background to the Tamil Nadu case study</b></p> <p>Present the background to the Tamil Nadu case study, explaining the links with the literacy programmes, the key research questions and the sample group interviewed.</p> <p><b>Key Points</b></p> <ul style="list-style-type: none"> <li>③ The introduction of bicycles and bicycle riding skills for women was part of a literacy campaign in the early 1990s. In the initial campaign men taught women how to cycle.</li> <li>③ Loans were provided for women to buy bicycles.</li> <li>③ Information was collected through key informant interviews, focus group discussions and village surveys.</li> <li>③ The key questions related to: <ul style="list-style-type: none"> <li>✓ Have bicycles been able to meet women’s transport needs?</li> <li>✓ What had been the impact of women’s increased mobility on their self-esteem and confidence, on gender relations in the community?</li> <li>✓ Has providing bicycles to women been a sustainable intervention?</li> </ul> </li> </ul>	<p>Presentation 5.2b Slides 23 - 26</p>

Training Methods	Content	Materials
<p><b>Presentation</b></p> 	<p><b>6.5 Results of the Tamil Nadu case study</b></p> <p>Present the findings of the Tamil Nadu case study.</p> <p><b>Key Points</b></p> <ul style="list-style-type: none"> <li>☉ Bicycle use – used mainly fro domestic tasks</li> <li>☉ Ownership of bicycles - mainly by men, though women did own cycles</li> <li>☉ Social benefits               <ul style="list-style-type: none"> <li>✓ More involvement in social development</li> <li>✓ Increased status</li> </ul> </li> <li>☉ Access to bicycles verses control over their use               <ul style="list-style-type: none"> <li>✓ Most women did not have access to a bicycle when they needed it because the cycles were owned by male household members</li> </ul> </li> <li>☉ Social restrictions               <ul style="list-style-type: none"> <li>✓ Men do not see women’s work as a priority so did not see the need for them to use a cycles</li> <li>✓ Household tasks have no cash value</li> <li>✓ Cycling for women did not change gender relations - men still held main decision making control</li> </ul> </li> <li>☉ Private enterprise               <ul style="list-style-type: none"> <li>✓ Profits of cycle shops increased</li> </ul> </li> <li>☉ Impact on women’s lives               <ul style="list-style-type: none"> <li>✓ Independence</li> <li>✓ Carry out their work faster</li> </ul> </li> </ul>	<p>Presentation 5.2b Slides 27 - 38</p>

Training Methods	Content	Materials
<p><b>Case Study activity in groups</b></p> 	<p><b>6.6 Reflections on the Ghana and Tamil Nadu experiences</b></p> <p>The purpose of this activity is to provide the participants with the opportunity to draw on lessons from the two case studies and consider ways in which they may be applied to the countries in which they are working. Participants should draw on the knowledge and experience they have of transport issues in their countries, and the availability and use of IMTs, particularly amongst women.</p> <ul style="list-style-type: none"> <li>③ Divide the participants into groups of 4 or 5, and give each group Activity Sheet 61. See <i>trainers' note 1 below</i>.</li> <li>③ Give participants a full copy of the case study.</li> <li>③ Ask participants to discuss the following questions: <ul style="list-style-type: none"> <li>A. <i>To what extent are IMTs especially bicycles used by women in other countries?</i></li> <li>B. <i>What factors would encourage and hinder the adoption of IMTs by women?</i></li> <li>C. <i>What potential changes that could be brought about in the social and productive (work) spheres through the adoption of IMTs and bicycles by women?</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 presents their findings to the plenary.</li> <li>③ Facilitate a discussion on the findings and draw out the key learning points. See <i>trainers' note 2 below</i>.</li> </ul>	<p>Presentation 5.2b Slide 39</p> <p>Flip chart, pens</p> <p>Activity sheet 61</p>

Training Methods	Content	Materials
	<p><b><u>Trainers' Note</u></b></p> <ol style="list-style-type: none"> <li><i>1. If there are participants from several countries present, then they can be divided into country groups. This may provide an interesting contrast between different areas.</i></li> <li><i>2. There are no right or wrong answers to these questions. However, participants should be encouraged to explore a wide range of ideas and issues including technical, social, economic, and governance –from micro through to macro levels.</i></li> </ol> <p><i>For example, factors that may encourage the adoption of IMTs by women may be cultural acceptance and IMTs specifically designed for women to meet their needs. A factor that hinders the uptake is lack of access to and control over household income.</i></p> <p><i>For example, potential social changes include more travel by women outside villages, more involvement of women in social and community affairs. Potential productive changes could increase ability of women to carry out timely marketing activities and so obtain better prices for their produce. Another change could be a reduction in the drudgery of certain tasks like collecting water, but an overall increase in their work load.</i></p>	



<b>Training Methods</b>	<b>Content</b>	<b>Materials</b>
<p><b>Presentation</b></p> 	<p><b>Concluding remarks</b></p> <p>Conclude the discussions by recapping on the Key Points raised from the Ghana and Tamil Nadu case studies and the group work.</p>	<p>Presentation 5.2b Slides 40 - 41</p>
	<p><b>Summary of Session 5.2</b></p> <p>Finnish the session by reviewing the issues explored and the key lessons learnt, highlighting areas that may need further investigation or discussion.</p>	