URBAN ACTIVITY PATTERNS – FINAL REPORT, GHANA
COMPTRAN AND CIDT

CONTENTS

INTRODUCTION

Background to the study in Ghana

A description of the areas within Ghana where the study was undertaken is provided in the Methodology section, below. This section places the study in context by reviewing key indicators in Ghana and the general transport context within which the study took place

Ghana, is a unitary republic with a multi-party democracy, located in West Africa, with a land area of about 238,537 sq. km.

A. Resources and Infrastructure

The country has a population of 18.4 million people, with 51% female and about 44.5% aged 14 and under. About 36.4% of the population live in urban areas (Ghana 2000 census, World Bank 1999).

(i) Education

The World Bank's (1999) Africa Development Indicators indicate 47% of females and 24% of males' population aged over 15 years were illiterate in 1995. The Ghana living standard survey (fourth round) report (GLSS4) October 2000 gives a figure of 32% adults who have never been to school.

Ghana's Free Compulsory Universal Basic Education (FCUBE) programme aims to cater for every child by 2005. The country has 77% primary school enrolment and 37% secondary school enrolment. It also has several higher educational institutions including four Universities and six Polytechnics, seven diploma-awarding colleges and thirty-eight teacher-training colleges. Total university enrolment is about 20,000.

(ii) Health

Health Services in Ghana are under resourced. General access to health care was only 25% in 1993 (World Bank, 1999). However some aid officials contend that the quality of health services has actually improved during the past decade, thanks to the expansion of primary healthcare and the introduction of some cost recovery, which has put the system on a better economic footing (Economist Intelligence Unit Ltd., 1999). Life expectancy rose from 53 years in 1982 to 59 years in 1996.

(iii) Natural Resources and the Environment

Ghana has a wide range of natural resources including arable land, forests and sizeable mineral deposits including diamonds, gold, manganese and bauxite. The country also has hydroelectric power plants and the capacity to develop additional one. There are also reserves of hydrocarbons including oil and gas both inland and offshore.

The climate is tropical with variations between northern savannah and southern coastal areas.

(iv) Transport and Communication

The government of Ghana is directing a significant portion of its aid and capital budget to much needed improvements in the country's infrastructure and is currently shifting to the private sector to fund new projects. Road transport is the dominant transportation mode in Ghana currently

accounting for 94% of freight transport and 97% of passenger traffic. About 85-90% of the road traffic is carried by the Private Sector according to (Ganguli xx).

Public transport is provided by the private sector through the various road transport unions including the Ghana Private Road Transport Union (GPRTU), PROTOA and others. Ghana also has a railway network and two ports at Tema and Takoradi. There is also ferry and lake transport on the Volta lake.

The country is well served by international airlines, including the national carrier, Ghana Airways. Currently there is no domestic airline in operation.

B. Economic Structure and Performance

Agriculture is the mainstay of Ghana's economy accounting for 37% of the GDP in 1997. Contributions to this agricultural output mainly include cocoa the country's best-known crop and other food crops and livestock.

Services including trade and public services account for about 29% of GDP. Industry's contribution is around 25%. According to the IMF and the Government the average GDP growth is around 4.6% per annum.

Gross domestic investment accounted for 24% in 1997.

Governance

The government of Ghana's regulatory and provision functions for transport services and transport infrastructure are performed through a number of Ministries and Departments, and District Assemblies, including the following.

i. The Ministry of Transport and Communications

This Ministry is charged with the development of implementation of Government transport policies from formulation to enactment. These policies cover land, air, rail and marine. The Ministry coordinates a Technical Committee involving all Technical stakeholders in the transport sector. The Technical stakeholders include other government ministries and departments and organizations etc. who are instrumental in implementing the government transport policies.

a. Rail Transport
The Ghana Railways Corporation (GRC) operates freight and passenger services, serving Accra, Takoradi and Kumasi, sometimes known as the 'Golden Triangle.' In Accra the passenger rail services is minimal, providing twice daily, morning and evening commuter services between Nsawam and Accra Central.

b. Air Transport
Ghana has one international airport in Accra and an international airline, Ghana Airways that provides services to Europe, North America, West and South Africa. Internal flight services have been attempted by a number of private operators including the Ghana Air

Force who stopped operating recently after their aircraft crashed at Kotoka International Airport in Accra.

c. Water Transport

Water transport comprises of Maritime and Lake transport. The Ghana Ports and Harbour Authority (GPHA) is responsible for the management of the two ocean ports of Tema and Takoradi while the Lake Volta Transportation Company (VLTC) is the largest organisation offering transportation on the Volta Lake.

ii. Ministry of Roads and Transport

The Ministry of Roads and Transport is charged with implementing government road transport polices, specifically with road infrastructure development. The development of road infrastructure is handled at three levels;

- National Highway or Trunk road
- Urban Roads
- Feeder Roads

a. Ghana Highway Authority

The Ghana Highway Authority was set up by Act 540 to among others plan develop maintain, protect and administer trunk roads and related road works. It is also charged with the control of vehicle usage on trunk roads with the aim of providing safe and adequate infrastructure for road transportation commensurate with the economic development of the country etc.

The Ghana Highway Authority therefore provides trunk road to all ports of the country. Those trunk roads or highways are classified into;

- National Trunk Roads
- Regional Trunk Roads
- Inter Regional Trunk Roads
- District Trunk Roads
- Inter District Trunk Roads

b. Department of Urban Roads

The Department of Urban Roads is in charge of road development in selected dominant urban areas in Ghana. These towns include Accra, the capital, Kumasi the second largest city, Tema, Sekondi Takoradi, Tamale and Koforidua.

c. Department of Feeder Roads

This Department is in charge of road development in the rural areas in all parts of Ghana.

iii Ministry of Local Government

The Ministry of Local Government has the responsibility over one hundred and ten (110) Metropolitan, Municipal and District Assemblies. These Assemblies are mandated by the Local Government Act 462 1993 to perform functions including among others over all development of Metropolitan, Municipal and Districts Assemblies under their jurisdiction. The over all development of towns includes land use planning and road development normally undertaken by the Town and Country Planning Departments in the Districts.

The Assemblies are also mandated to provide Road transport services under Act 462 sub-section 30. The Assemblies however have delegated the provision of road transport services to the private operators including companies, Unions and private individuals. Vehicle use includes buses (30 and 40-seater) trotro (15-seater) and trains. The Assemblies regulate these operators through the payment of licence fees.

METHODOLOGY

Research Approach

The research used participatory analysis (PA) approaches within a sustainable livelihoods framework. Working with individuals and communities, we explored how people's livelihood strategies were influenced by transport provision and how transport provision influenced people's livelihood strategies. The work also took account of aspects of governance, especially the decentralisation process underway in Ghana and the regulatory and institutional frameworks relating to transport.

The identification of a research team, research sites, stakeholders and methods used, aimed to set a tone for a research approach based on notions of participation, inclusion and consensus-building. Thus, 'methods' included building an effective team with shared goals, where the team's diversity was embraced. In our context, diversity included ethnicity, language, gender, seniority, age-range, professional experience, local and outside knowledge. All of these led to different thoughts and ideas about the work that proved valuable to the team's process and to the research outcomes.

Research Teams

After initial consultations with government officials, academics, NGOs and private companies in Accra and Kumasi, a research team was agreed with company directors and staff in the Planning Department of a medium sized private engineering and transport infrastructure company in Accra, called Comptran Associates. This decision added possibilities for comparative work since the Zimbabwe counterpart was a University team, and the Sri Lanka counterpart was an NGO.

Four people eventually formed the core team for the first year, two women and two men. In the second year, the team lost two members of the core team and gained two young professionals new to the company from university, and one long-standing employee from the planning department. However, the two original core team members were able to contribute significantly to second year activities from time to time.

All the Comptran team were planners, university graduates from Ghana, and speaking all the languages we would meet during the research. The team age range was from mid-20s to mid-50s, three women and four men plus the Wolverhampton researcher.

Year One research team	Year Two research team
• Albert Dodoo • Maria Hammond • Veronica Ayi-Bonte • Scott Jones	• Albert Dodoo • Veronica Ayi-Bonte (part-time) • Cecilia Vandyke • Abeka Emmanuel • Vincent Kofi • Scott Jones

Selection of project areas

Accra and Kumasi were the potential research areas initially. After discussions with ministry, academic and advisory stakeholders in both cities, the capital, Accra was selected. This had the additional advantage for comparison with the Sri Lanka and Zimbabwe studies, both of which worked in the capitals Colombo and Harare.

During a scoping mission in March 2001 the following criteria were considered in selecting six communities in Accra:

- Poverty levels
- Ethnic mix
- Crime and violence
- Indigenous/immigrant mix
- Geography (e.g. central area vs. peri-urban)
- Prior work with communities
- Nature of settlement (e.g. squatter, government housing, growth around an established village.

The communities initially selected and their locations are presented in the table below

Community	Type	Location
Osu	Indigenous	Central area
Jamestown	Indigenous	Central area
Chorkor	Mixed indigenous + migrant	Coastal zone fisherfolk
Nima	Migrants, single language group dominates	Just outside central area
Amasaman	Indigenous	Peri-urban (Ga District capital)
Sodom and Gomorrah (Agbobloshie)	Migrants, multi-ethnic	Central area

At an April 2001 Planning Workshop at the University of Wolverhampton, a programme was drawn up for field studies between June and December 2001 in all six communities. Under this project phase, the research was to cover two communities, Chokor and Sodom and Gomorrah

(Agbogbloshie). Following discussion with the Ashiedu-Keteke Sub-Metropolitan Assembly, under whose jurisdiction Sodom and Gomorrah falls, it was decided that Sodom and Gomorrah be replaced with Korle Wonkon, a nearby community, because:

- Sodom and Gomorrah was not a legal settlement
- It is a transitional settlement
- It is likely to be demolished under the on going Korle Lagoon Ecological Restoration Project.

Thus, the final communities selected were: Chorkor, Nima East and Korle Wonkon.

Stakeholders and stakeholder analysis

Stakeholders were considered in three groups: transport users, operators and regulators. A fourth group was soon added, which we called simply 'other stakeholders.'

Of course, operators and regulators could be considered transport users as well. In general, though, in line with the project's focus on poverty and vulnerability, we concentrated on 'users' as being poorer people in poorer communities, and vulnerable groups. Having said that, not all 'users' were poor in an absolute sense, but perhaps faced particular travel needs in circumstances that placed them at a disadvantage, for example through distance from a public transport station.

These stakeholder groups were further sub-divided for sampling. We worked with the following, although the list of stakeholders for dissemination of project outputs was larger than this:

Transport Users (Chorkor, Korle Wonkon, Nima East)
The following groups were identified from within each of the communities:

- Women
- Men
- Opinion leaders
- Youth (mainly unmarried people from post-school age to late 20s)
- Citizen-based organisations (CBO)
- Vulnerable groups
- Older school Children (girls and boys between ages 12-15)
- Younger school children (girls and boys between ages 6-8)
- People with disabilities

Transport Regulators

- Ministry of Roads and Transport (initially Ministry of Transport and Communications before government re-organisation)
- Town and Country Planning Department
- Department of Urban Roads
- Accra Metropolitan Roads Department (AMRD)
- Ashiedu-Keteke Sub-Metropolitan Assembly
- Ablekuma Sub-Metropolitan Assembly
- Accra Metropolitan Assembly (AMA)
- Driver and Vehicle Licensing Agency (DVLA)

Transport Operators

- Transport unions (we worked with two, GPRTU and PROTOA)
- Government operators (we worked with one, CEPS)
- Private company operators (we worked with one, Barclays Bank)

Other Stakeholders

- Ministry of Education, Accra Education Department, Education Officers and Teachers
- Accra Police (MTTU)
- Ministry of Social Welfare
- National Road Safety Council
- Department of Feeder Roads (DFID Support to Rural Feeder Roads Project)
- DFID Rural Livelihood Office in Accra
- Other COMPTRAN departments
- Academic researchers

Research methods used

In general, research methods were based on facilitated discussions with individuals and groups. In communities, a variety of Participatory Analysis (PA) tools were used. Semi-structured interviews (SSI) were also used with key community informants but SSIs were mainly used with individuals and groups among regulators, operators and other stakeholders.

Taken together, these research instruments addressed the questions from the inception report:

- What are the determinants of activity patterns in the urban sector?
- How does the process of undertaking the research inform the development of policies (in both transport and other sectors) to meet livelihood aspirations?
- How can transport be developed to support the objectives of other sectors?

In considering research instruments, we first discussed research principles, including:

- Primary focus on grassroots needs/strengths
- An ability to engage with issues as they emerged (as opposed to hypothesis testing)
- Complementarity with other studies (Sri Lanka, Zimbabwe)
- Reliability
- Validity
- Literacy
- Urban/rural generalisability
- How to ensure that cases are representative of the communities in question and of poverty and vulnerability issues in the city as a whole

A number of published and non-published reports informed the research. These are referenced where appropriate in the report with a full list presented in ANNEX XX.

Consideration of household Surveys and questionnaires

For some months into the project there was significant debate about the use of questionnaires and household surveys. We discussed at length the notion of 'household' in Accra, within the team and beyond, including with households themselves. We first attempted a stratified random sampling design based on households, wishing to follow some of the principles and analytical framework in Maxwell *et al*. (2000, Chapters 2 and 3) in the International Food Policy Research Institute study of urban livelihoods and nutrition security in Accra.

However, we abandoned this approach for four reasons. First the set-up time for the analytical framework, including piloting and questionnaire design, was judged to be too high in relation to the resources available. Second, we felt that by using participatory analysis approaches we could achieve greater breadth (three communities, greater coverage of regulators and government stakeholders) and depth (increased numbers of groups representing different stakeholders). Third, we wished to examine the use of PA following recent World Bank and other work where PA had been used in an urban context but where in Accra, and in the transport research community in general, these methodologies had not been significantly field tested and were met with scepticism. Lastly, we wished to bring the process of decentralisation into the work to a greater extent than we had initially planned. This involved devoting more resources to interviews with key actors at different levels of government.

Participatory Analysis

The word 'participation' features in the '*must do'* list of almost every development organisation. Yet 'participation' is a term much misused. What one group means by participatory analysis may not be the same as another group. Our own research was based on a large literature and the experiences of participatory rural appraisal (PRA), participatory urban appraisal (PUA) and participatory analysis (PA) undertaken by the CIDT, University of Wolverhampton in rural and urban settings in many countries. A key reference that informed our work is *Moser, Caroline and Cathy McIlwaine (2000) Urban poor perceptions of violence and exclusion in Colombia, World Bank, Washington D.C.* A version of this may be found in *Moser, C and Mcllwaine, C (1999) Participatory urban appraisal and its application for research on violence, Environment & Urbanisation Vol. 11 No 2 October 1999.* These workers are involved in a research project that develops participatory themes in relation to wider urban poverty reduction agendas (DFID Research Project R7963), details of which can be found in a March 2002 inception report.

- (http://www.citypoverty.net/documents/AnnexI%20fin%2013.).

Two other internet sites that address PA and provide further web resources are:

- http://www2.essex.ac.uk/ces/CommParticipation/ComPartPrinciplesnmethods.htm
- http://www.goshen.edu/soan/soan96p.htm

In most cases PA/PRA/PUA is intended to form part of a programme of action, or else lead to it. In our case, PA tools were a means of gathering information from transport users in ways that people felt comfortable with, on the agreement that:

a. the information they provided would be publicly available through a report that would be circulated to regulators and operators, as well as being available for informants by the end of 2002.
b. they or their representatives would be involved in stakeholder workshops at the end of the research. At these events regulators, operators and users would be able to meet one another and discuss findings and issues emerging from them.

In the event, almost everyone involved was pleased to participate and were keen that the information they had provided would reach policy makers.

In sum, PA in our research was not tied to guaranteed actions. The research team was clear that the outcome of the work was information on transport and livelihood issues affecting stakeholders, and information on the research process itself, as compared with household surveys and questionnaires.

In our research, PA was used to provide a direct link between the production and sharing of knowledge about transport and livelihoods, and the uses to which that knowledge might be put by operators and regulators and others. Participatory analysis was used to engage people in discussions through the use of PA tools (below) to:

- consider, organise, analyse, and describe transport and livelihood-related issues in ways that enabled the information to be examined and debated by all participants
- formulate relevant questions and possible solutions to problems
- develop approaches to presenting and ranking issues of concern to enable policy-relevant information to reach transport regulators, and issues relating to the running of transport services to reach operators.

Gatekeepers and PA tools

Given the existing political structure, and their relationship with the communities, the Assembly members in the selected communities were used as gatekeepers to facilitate entry into the communities.

Special emphasis was placed on livelihoods and the transport needs of poor, vulnerable and marginalized people. The PA tools developed and tested for transport activity pattern analysis were transect walks, spider diagram, problem listing, ranking of various sorts, mapping, and timelines, including seasonal calendars.

Transect walks
On entering a community and after discussions with community members, one or two team members would undertake a walk through the community with a key informant. This provided a way of establishing the geography of the area and enabled the informant(s) to describe in their won way what were the key points of interest or concern in their place. The transect walk also enabled subsequent discussions to be anchored in place, creating discussion possibilities around known areas.

Spider diagram
This turned out to be the most popular tool among participants and facilitators, providing the quickest 'entry point' for subsequent discussions in most cases. The spider diagram assisted participants to visually represent the various places they travelled to, why they travelled there, what

their transport options were, what these cost, how long each took, how frequently people travelled to each place, and other questions of interest. The tool, which the research team came to call "Activity Patterns Diagram", was further developed to include particular points of interest for a given group. A number of other tools were used following this, notably problem listing and the ranking of priorities for improvement in quantity and quality of journeys.

Problem listing
This relatively simple activity generally followed the collaborative generation of an activity patterns diagram and involved the listing of general problems as perceived by various groups. One major advantage of this simple discussion tool was to determine the extent to which people perceived transportation as a major problem compared with other problems.

Ranking
Based on the problem lists generated, problems were ranked by various means (pair-wise ranking, simple ranking, preference ranking) according to importance from the perception of the different stakeholders. Pair-wise ranking was used most frequently to prioritise "every day" problems faced by people.

Mapping
This tool proved appropriate for beginning discussions with school children. Children drew their journey from home to school and then related a discussion of the transport and other issues facing them with reference to the maps. This gave the children the opportunity to present pictorially how they got to school, what they saw on their way to school and their concerns about their journey to and from school.

Timelines and Seasonal Calendars
Timelines were used to identify people's perception of changes over different time frames as well as activity patterns during a particular day. This trend analysis assisted the research team in establishing the historical development of transportation in the project communities. It was specifically used to identify the different types of transport and their availability in the communities from independence in 1957 to date, identify the daily activity patterns of school children and members of community members, as well as significant dates in the lives of some individuals. Other timelines addressed seasonality, something that proved particularly important for livelihoods and transportation in Chorkor fishing community.

Computer write-up of the visualisations and tables generated during the PA are presented in the ANNEXES.

<u>Semi-structured interviews and focus groups</u>

Semi-structured interviews (SSI) and focus groups (FG) sometimes were used within communities in addition to PA, but were mainly used with operators and regulators.

The SSIs were conducted with a fairly open framework allowing for two-way communication. The interviews were focused using questions formulated in an interview guide beforehand, while allowing more general conversation around the questions. The majority of questions emerged during the interviews, as the interviewee brought or sought particular details on issues that came to the fore. In general, between three and six questions were written on the interview guide.

Examples of questions in the interview guides include:

- How can transportation be addressed to meet the needs of the urban poor?
- What aspects of governance and decentralisation affect your work, and how?
- What horizontal linkages exist among communities (e.g. Chokor and Korle Wonkon) and government agencies (e.g. Ministry of Roads and Transport, Ministry of Education, and Accra Metropolitan Assembly)?
- What vertical linkages exist between communities and government agencies?
- What is the purpose of the MTTU and how does it do its work?
- Given the policies and duties of the DVLA in regard to vehicle safety, how do you assess whether the agency is achieving what it is supposed to achieve?
- How is transport policy developed?
- What are some of the barriers to implementing policy / the mission or your agency?

TRAINING AND CAPACITY BUILDING

There were five main approaches to capacity building for the research team, to achieve Output 1in the logframe (Capacity of collaborating institutions, staff strengthened for carrying out research into urban travel policy development)

1) First, an organisational analysis of Comptran was carried out. This was followed up at the end of the first year by a review conducted by an independent consultant hired using project funds, in which she interviewed all Comptran department heads, company directors and the planning department staff. The results from these informed our own research process, and was used to help develop next steps for Comptran's own training and capacity building needs for participatory research, beyond the planning department.

2) Initial training in PA in June 2001 was provided for two core members of the Comptran team through the CIDT's connections with the Walsall PA network and the Walsall Black Sisters Cooperative.

3) Further PA training was done 'on the job' through pilot studies with the CIDT researcher. This was the preferred learning style of Comptran staff and is itself the subject of a research question – how to build capacity effectively – discussed later in this report.

4) A series of developmental mini-workshops was held throughout the project titled "lessons learned," one example of which may be found in ANNEX XX.

5) Informal reviews of data and how the research achieved process and product objectives was carried out after each period of field work, often over lunch or after the office had closed. Thus, the learning process itself was a participatory activity, an '*action research'* process, with each step along the way being examined and modified as experience, confidence and expertise grew.

ANALYSIS OF FINDINGS

This section should be read in conjunction with the Appendices. Findings are presented in two parts.

First, we present findings that relate to the three project Outputs, namely (R7789 Inception Report *PR/INT/224/01*, July 2001):

1. Strengthened capacity of (local) collaborating institutions' staff for carrying out research into urban travel policy development
2. Processes tested and improved for researching the travel-related activity patterns and needs of the urban poor
3. Authoritative and practical guidelines developed, published and disseminated

Second, we review and summarise the data from field work (Appendices A, B, C and D) and project workshops in Ghana (Appendix E).

A full evaluation of Outputs One and Two was undertaken by an independent trainer in July 2002. This lasted a week and the evaluator met with the Comptran team and several users, regulators and operators stakeholders who worked with the process. Key points about the process and the capacity building approach were that these were relevant, empowering, enabled significant learning, fostered commitment and developed linkages among diverse groups. At the time of writing, results from this evaluation are still overdue but preliminary writing from this is given as Appendix F.

Output One. Strengthened capacity of (local) collaborating institutions' staff for carrying out research into urban travel policy development

The Ghanaian collaborator, Comptran, was a private planning and engineering company based in Accra that works closely with the Ghana government and the private sector in a range of transport initiatives. These include planning, design and infrastructure projects. Comptran has more than 300 staff in Ghana and other African countries. There are two directors/owners. In Accra, the company has five departments working from a four-storey building; Planning, Architecture, Engineering, Human Resources, and Support. The project worked with all staff in the planning department but held formal meetings with both directors and held discussions with staff from all other departments, although only planners were involved in the research field work.

All six planning department staff worked on the project. Initial training in PA was provided for two staff in the UK and then 'on the job' in Ghana. The other four staff received PA training in Ghana within the project.

This training was itself a process of learning through experience. Formal training was minimal. Through a process of *action and reflection* the research team itself developed tools that were appropriate to local needs.

By then end of the project, all Comptran planning department staff had:

- built effective communications and mechanisms for entering communities or arranging focus groups for PA work with a range of stakeholders
- facilitated small group discussions, introducing PA and guiding PA research processes

- worked with a range of PA tools, including different diagramming tools, problem listing, ranking of various kinds and time lines
- demonstrated an ability to critically analyse and modify tools and approaches
- explored approaches (e.g. semi-structured interviews, developing a range of question styles) to developing deeper insights into stakeholders' needs, concerns and ideas for policy, strategy, planning and implementation
- managed a range of stakeholders' needs, including working with children, women and men, disabled people, transport operators, government officials and civil servants, in these stakeholders' own place, as well as in workshop contexts away from their place

In sum, the Planning Department of Comptran has demonstrated the knowledge, skills and attitudes necessary to work with a range of PA tools in an urban transport context. All staff in the department feel that the use of PA tools, and the principles underlying them, have enhanced their practice and provide essential additions to the more standard methods of transport research such as household surveys and questionnaires.

A large number of others also were exposed to PA techniques either as participants or as delegates at the two final workshops in Accra. Many of these people expressed enthusiasm for the process and for the outcomes it achieved. Over the course of the work people from several stakeholder groups asked about PA training, noting that the process could be useful in other sectors where questionnaires and surveys alone do not yield the kind of data that facilitated dialogue through PA provided.

Groups 4 and 5 at the final workshops (Appendix E) reviewed the process itself and were unanimous in recommending that others involved in urban policy research would benefit from training in PA.

> *"Participants in this group agree unanimously that the way forward in obtaining relevant information about people's livelihood should shift from the use of structured questionnaires and other non-participatory methods on their own, to more flexible methodologies."* – group presentation

In the course of these discussions, the Comptran team demonstrated their ability to engage in dialogue about their own approaches to research and the advantages and disadvantages of the PA process from their perspective.

Output One, then, was achieved, in the sense that a certain amount of capacity has been built in a large private sector company for carrying out research into urban travel policy development more effectively using participatory methods. The lessons learned from this and next steps for Comptran and others are presented below.

Output Two. Processes tested and improved for researching the travel-related activity patterns and needs of the urban poor

The project asked a range of regulators, operators and users about existing mechanisms for identifying vulnerable, poor groups in Accra and how research was undertaken to identify and respond to their travel-related activity patterns and needs.

Of the users groups we spoke with, only disabled people felt they had been consulted in relation to their transport needs. This had taken place through NGOs and government offices representing disabled people. Most other groups experienced very low or absent consultation with regulators or operators.

In general, research into the transport needs of urban transport users takes place through questionnaires or household surveys. These generally are not targeted for particular vulnerable or poor groups, but toward transport users in general.

Vehicle operator and owner groups have had formal and informal dialogue with MRT on a 1:1 basis since transport de-regulation I the early 1990s. If a committee is formed to reach consensus on particular transport policy issues then operators have representation on such committees.

User representation reaches policy committees and the MRT in the decentralising process through people's representations to the District Assemblies. These are forwarded to the AMA who then may commission a study or else directly take these to the MRT in policy-making forums.

There are other informal mechanisms for gathering data on the transport needs of poor or vulnerable groups. For example, operators come into daily contact with users who purchase seats on their vehicles. The GPRTU have no links with citizens' organisations but stated a wish to develop these and delegates from operators' unions were interested in the final workshop discussions about schoolchildren and disabled people. Operators are well connected both formally and informally with other stakeholders, such as the MRT where they have representation, DVLA with whom they collaborate on vehicle roadworthiness and other issues, the MTTU with whom they hold seminars, the NRSC, and other transport agencies such as the Industrial Transport Federation. Representatives from PROTOA said they had formal links with District Assemblies and a range of transport stakeholders, just like the GPRTU. They also described how they obtain information on travel patterns and needs, through market surveys for example with people queuing for transport.

Consulting with people is an important question for Ghana, not only for transport. Because Ghana is decentralising authority to districts and local communities, finding the best ways to consult with people is important for many sectors.

In this project, the use of the PA tools within a livelihoods approach a number of issues emerged that embraced a variety of livelihood issues. These related not only to assets but also to the overall livelihoods context within which transport needs are situated, and opportunities to understand the nature of vulnerability and ways to reduce it. The PA tools were used to assess how participatory methods might add value to more traditional transport research such as household surveys and questionnaires, give voice of poor people in low-income areas, and help in discussions to understand a range of issues and needs affecting them.

These tools proved fairly easy to use after initial training and relied on face-to-face discussions, interaction and building consensus. They included:

- Activity Patterns Diagram
- Semi-Structured Household Interviews
- Simple Ranking
- Pair-Wise Ranking

- Priority Ranking Of Major Concerns
- Causal Impact Analysis

The results varied with different groups. Women and men, young people and older people, shared many common opinions. But they also had different points to make but everyone mentioned cost, congestion, availability, infrastructure, and, above all, safety (**Appendices A, B, C, D**). People related safety to vehicles themselves, to the way drivers and mates drove and managed vehicles, and to infrastructure, such as drains and potholes. These things varied with time of day and with season, the rainy season being a particularly problematic time for almost everyone, especially perhaps schoolchildren and other vulnerable groups with limited mobility.

Several people talked about sexual harassment on public transport. In particular, some disabled women talked of verbal and sometimes even physical harassment. This was an issue for blind women, those with limited mobility and those who were unable to speak or hear. A number of women we worked with described how they leave busses early rather than be the last person on the bus or taxi at the end of a journey, especially at night or in quiet areas.

Many disabled people felt that the Disability Policy and the transport-related strategies developed from it was bold but expressed concern over how much would actually be implemented. The results addressing activity patterns and other information from disabled groups is given as **Appendix D**.

The team was surprised to learn of the number and variety of transport-related problems facing school children. School children face difficult choices that indicate how much transport issues are bound up with their lifestyles. Several told us that they get between 1000 and 2000 cedis a day for transport but then have to choose between buying books, eating lunch or taking a tro tro to school. Many choose to eat.

Teachers and children both reported that if children are late with their morning chores, they may take a tro tro and go without lunch, only to fall asleep with hunger. Alternatively they could eat and get to school late and face a thrashing from a teacher. Corporal punishment is common in schools. Despite teachers stating that they understood these issues, they still whacked latecomers in case others used the same “excuse.”

One head teacher said that from 200 students, about 80 were poor attenders. With 1500 cedis a day each for transport, he said, this would be cut in half. This 60,000 cedis a day is less than US$ 8 a day to get 40 children attending school regularly.

Many teachers also said they face transport problems getting across town to get to school on time. They were keen to understand the economics and potential routing of school busses and whether this could help solve the problem.

The Ministry of Education has used busses in the past. We spoke to the customs and excise transport people and the transport department of a large Accra bank both of which use staff busses. It was clear that their experience could help the Ministry of Roads and Transport and the Education Ministry.

The results from the different communities revealed many similarities and some differences. Transport in Nima (**Appendix C**) relates to land-use planning issues where congested housing and

narrow streets make emergency access and regular transport services impossible across much of the area. People in Chorkor (**Appendix A**), a fishing community, face transport problems that are seasonal, depending on the fishing season. Transport issues featured prominently in a range of other infrastructure and service concerns facing people in Korle Wonkon (**Appendix B**).

In working with communities and other stakeholders on these things, the tools

- could be used in a transport context, in an urban situation
- proved helpful for participants and researchers alike, enabling people to express themselves freely rather than being constrained by pre-formed survey questions.
- were cost-effective and helped get policy-relevant information in ways that questionnaires and surveys could not do.
- helped to reach people in ways that people themselves found useful
- presented relatively straight-forward training needs for the researchers and were easy to facilitate with a variety of groups after initial practice

Indeed, one senior manager told us:

> **"can we afford NOT to use this approach – after all the people who use the transport are the customers. If it doesn't work for them, then the transport isn't doing its job"**

Using the tools within a Livelihoods approach to transport research

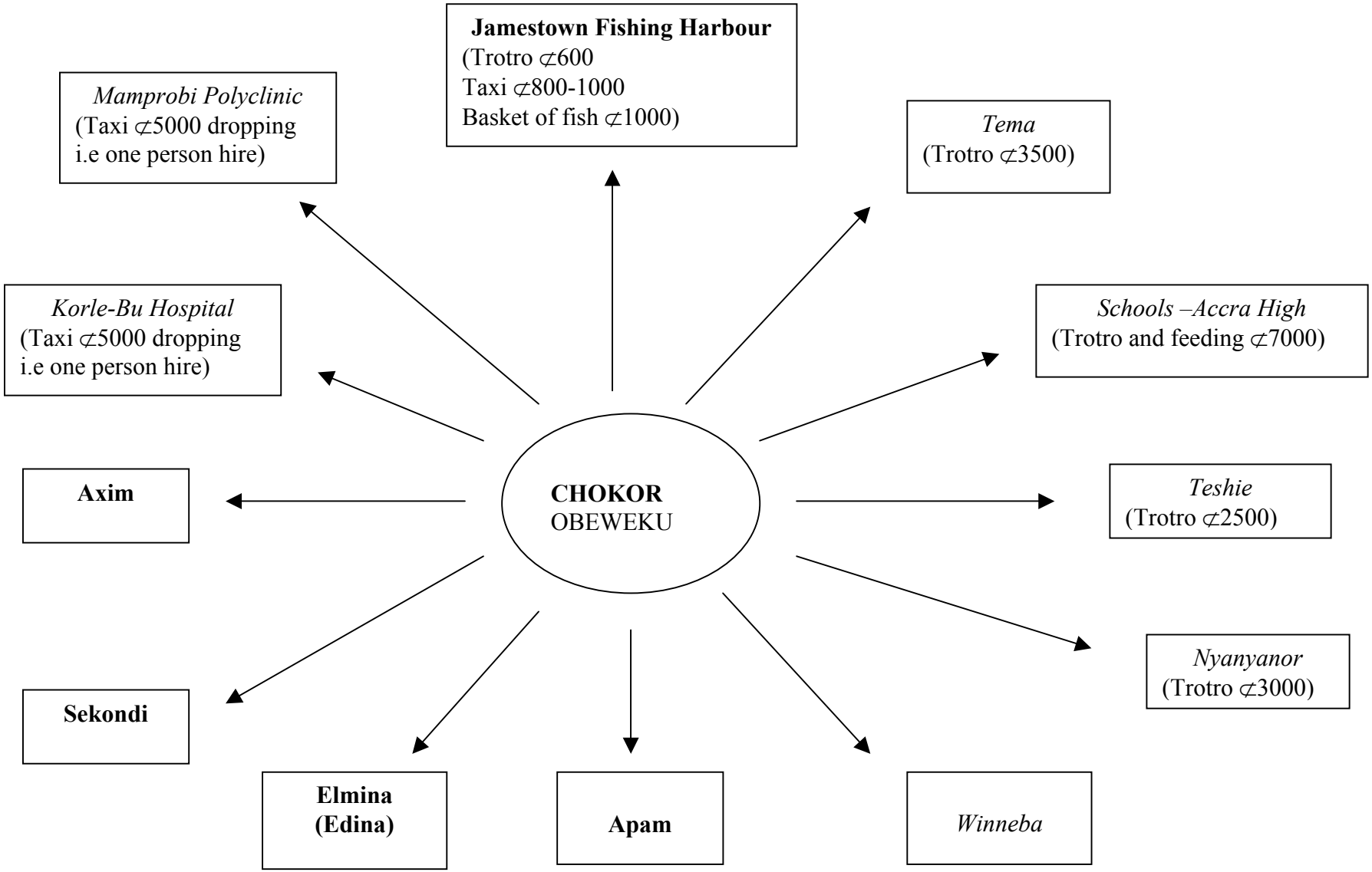
- provided a more complete picture than economic and technical analyses can do on their own
- allowed local people to give voice to their own needs and concerns
- permitted a more comprehensive view of the inter-related nature of transport policy among different sectors
- provided regulators and operators with policy-relevant information

Relevant policy implications to emerge from the research are the subject of the next section.

APPENDIX A

Results from participatory appraisals, semi-structured interviews and focus groups with residents from Chorkor (2001)

A.1 Focus group work with four female opinion leaders (fishmongers), Chorkor Obeweku



Historical trend of transportation 1957 - 2001

Period	Type of Public Transport
Nkrumah 1957- 1966??	Mummy Trucks readily available for both passengers and goods
Busia 1966 – 1972??	Mummy Trucks (group charter) for both passengers and goods
Acheampong 1972 - 1979	Mummy Trucks (scarce due to ban on mummy trucks) for both passengers and goods
Rawlings 1979 - 2001	Bus (207) for both passengers and goods. Readily available with carrier for transporting fish
Kuffour 2001 to date	Urvan bus , taxi readily available for transporting passengers and goods

Activity Patterns

Non Fishing Season		**Fishing Season**	
Time	*Activity*	*Time*	*Activity*
5.00am	Wake up Household chores, dress children for school etc	5.00am	Wake up Household chores, dress children for school etc
7.30am	Children leave for school. Market to purchase frozen fish, preparations for lunch	7.30am	Children leave for school. Fish smoking through out the day
4.30pm	Children back from school. Buy firewood for smoking fish	4.30pm	Children back from school. Fish smoking continues
6.00pm	Supper Children take shower	6.00pm	Supper Children take shower Fish smoking continues
7.00pm	Fish smoking	1.00am	To the beach to buy fish from fishermen who have landed with their catch. Fish smoking continues till morning
10.00am	Sleep		

Transportation Problems

1. Poor maintenance of vehicles/unreliable services due to frequent breakdowns.
2. Overloading of both passengers and goods.
3. High transportation fares
4. Same fare charged for both long and short distance journeys.

Other problems

1. High population –high cost of living – increased inflation – money has lost it value – low income – inadequate capital.
2. High population density
3. High hospital bills
4. High cost of food
5. High cost of inputs (wire mesh, outboard motors etc.)
6. High school fees
7. Lack of development control

Solutions to problems

1. Public information dissemination on transport issues through print and electronic media, FM Stations e.g. Radio Gold
2. Encourage private individuals to import good vehicles
3. Import and encourage use of new spare parts of vehicles
4. Reduce cost of outboard motor and other fishing and smoking inputs.
5. Government to provide free education up to primary level to encourage children to go to school.

Summary of problems

Non-transport problems dominate. The issue is how to improve productivity. Secondary marketing outside Accra and on the international market is a problem. Women had contact with some persons supposed to come from the Export Promotion Council. They paid some monies to them only to realise later that the people were not from the Export Promotion Council.

A. 2 Chokor Alomo Junction community – Transport and non-transport issues

Problems related to transport

- High transport fares/High cost of fuel
- High charges for luggage
- Over speeding and careless overtaking
- Overloading
- Short distance fare the same as long distance fare
- Drivers mate beat up school children (?fault of the children for non payment of fares?)
- Old vehicles
- Police harassment
- Coming back from market is a problem (drivers refuse to carry traders with luggage since luggage occupies space.)

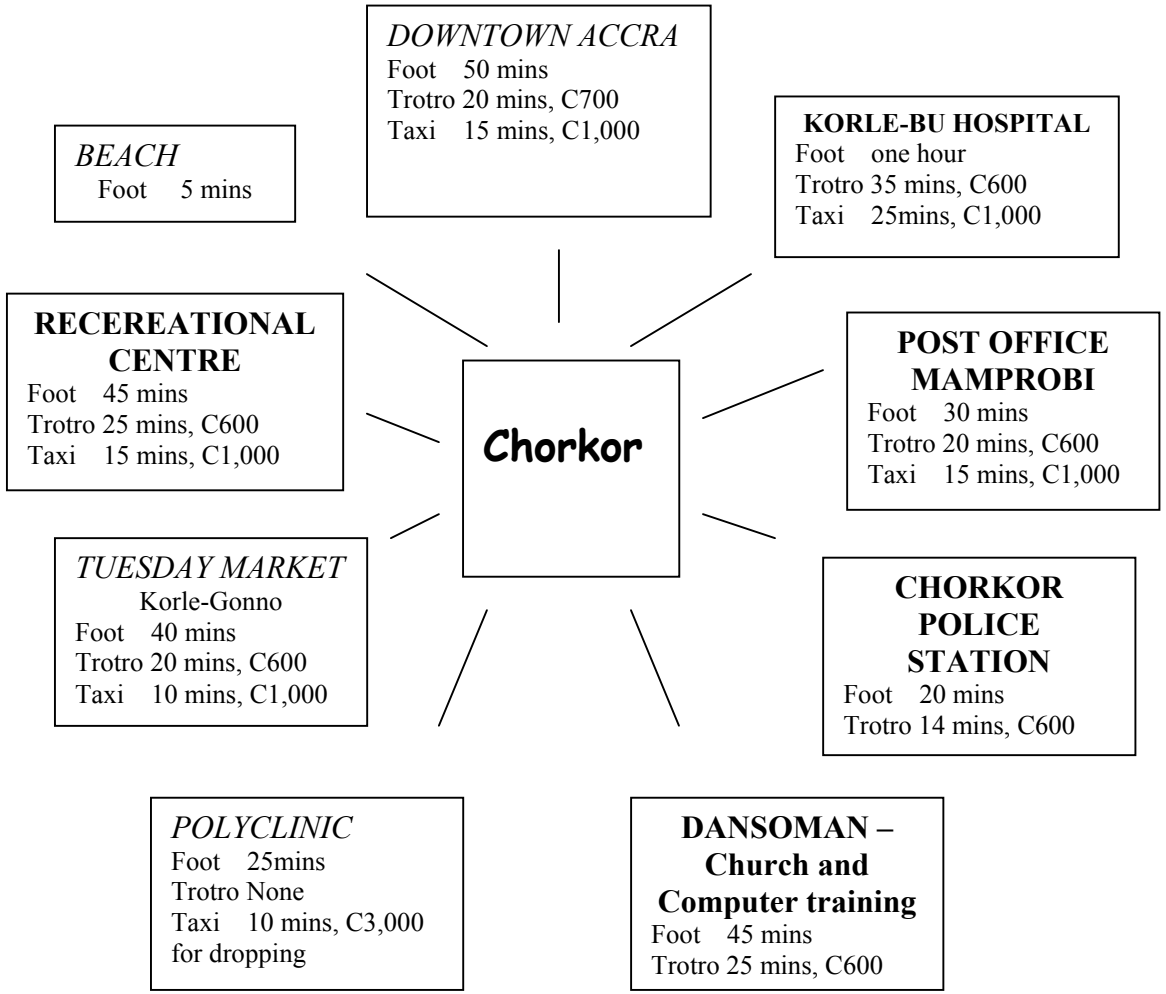
Other problems

- High cost of maize
- High cost of frozen fish
- High school fees
- No vocational schools
- High cost of wire mesh
- High cost of fishing inputs
- General unemployment
- High hospital charges
- Lack of cold store

Possible solutions

- Government Bus
- Reduction in charges
- Advice to drivers
- Government should sell mesh for smoking fish at a lower price
- Job creation

A. 3 Summary from focus group with nine discussants from Tornado Youth Club, Chorkor



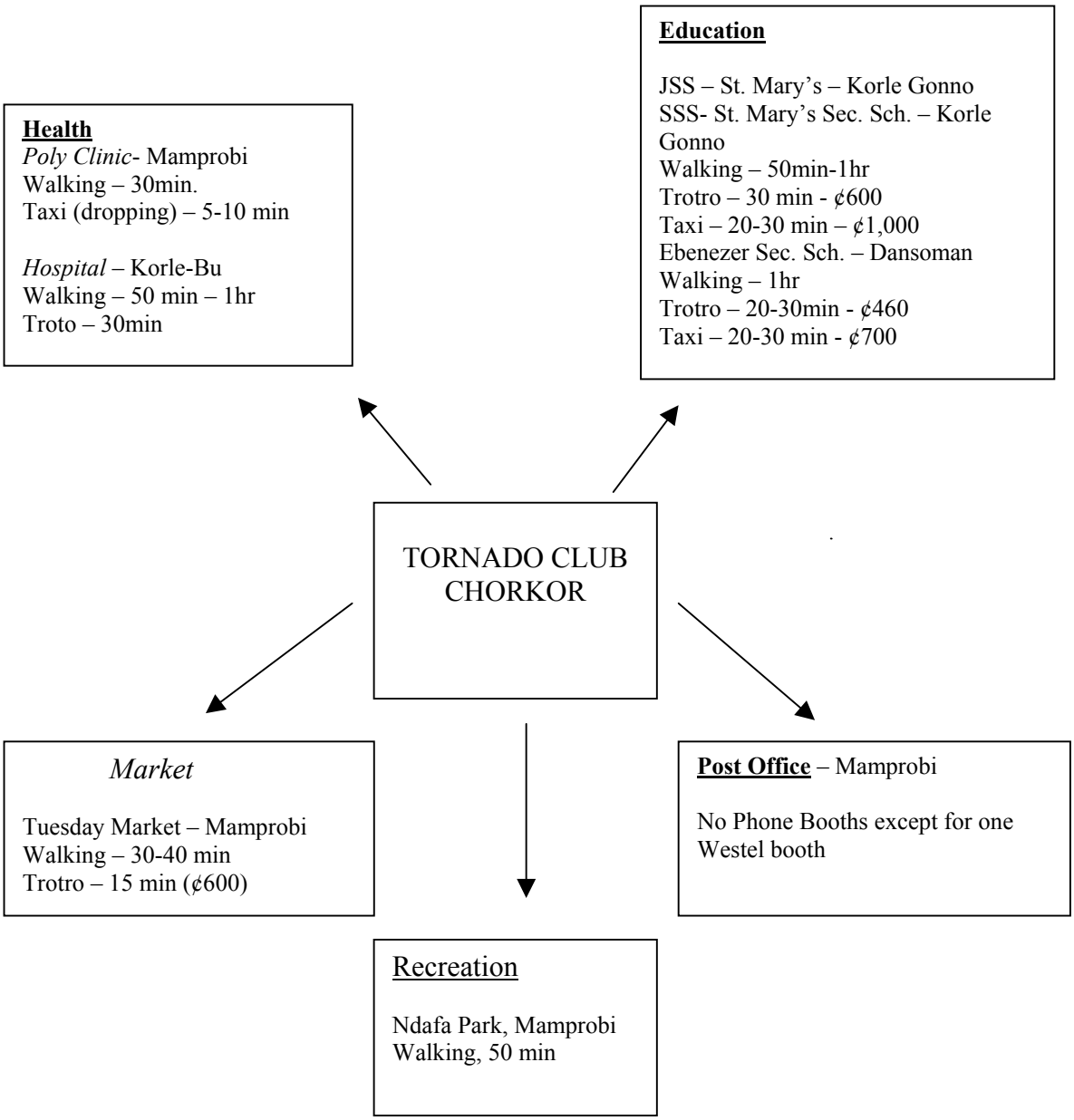
Ranking of priorities for improvement in quantity and quality of journeys from Chorkor -- from activity patterns spider diagram

- Korle-Bu Hospital
- Polyclinic
- Downtown Accra
- Police station
- Post office
- Dansoman
- Tuesday Market
- Recreation Centre
- Beach

Ranking of problems travelling by Trotro

1. Roads are rough (e.g. potholes) and uncomfortable to travel on
2. Trotro are old
3. Over speeding
4. Overcrowding
5. Drivers and mates have a poor attitude – e.g. insult the passengers
6. Seats are uncomfortable – e.g. hard, small, metal
7. Ventilation is poor – no air inside
8. Hot inside Trotro

A. 4 Issues facing youth in Chorkor – Focus group with Tornado Club members



Problems

- No Lorry Station close by
- No Shade/Shelter at the existing Lorry station
- No Street lights
- No toilets within the houses
- Unemployment
- No Hospital or clinic within Chorkor
- Low standard of education
- No public open space
- No community centre
- Traffic Jams
- Traffic congestion due to narrow roads
- Bridge across the Chemu Lagoon
- Inadequate no of schools (No SSS and few JSS)
- Inadequate Public Toilets
- No Library
- No bank
- Poverty
- Silted Chemu Lagoon resulting in the high incidence of mosquitoes
- No drains
- Poor sanitation
- Inadequate trained teachers and teaching materials

Solutions/ Suggestions

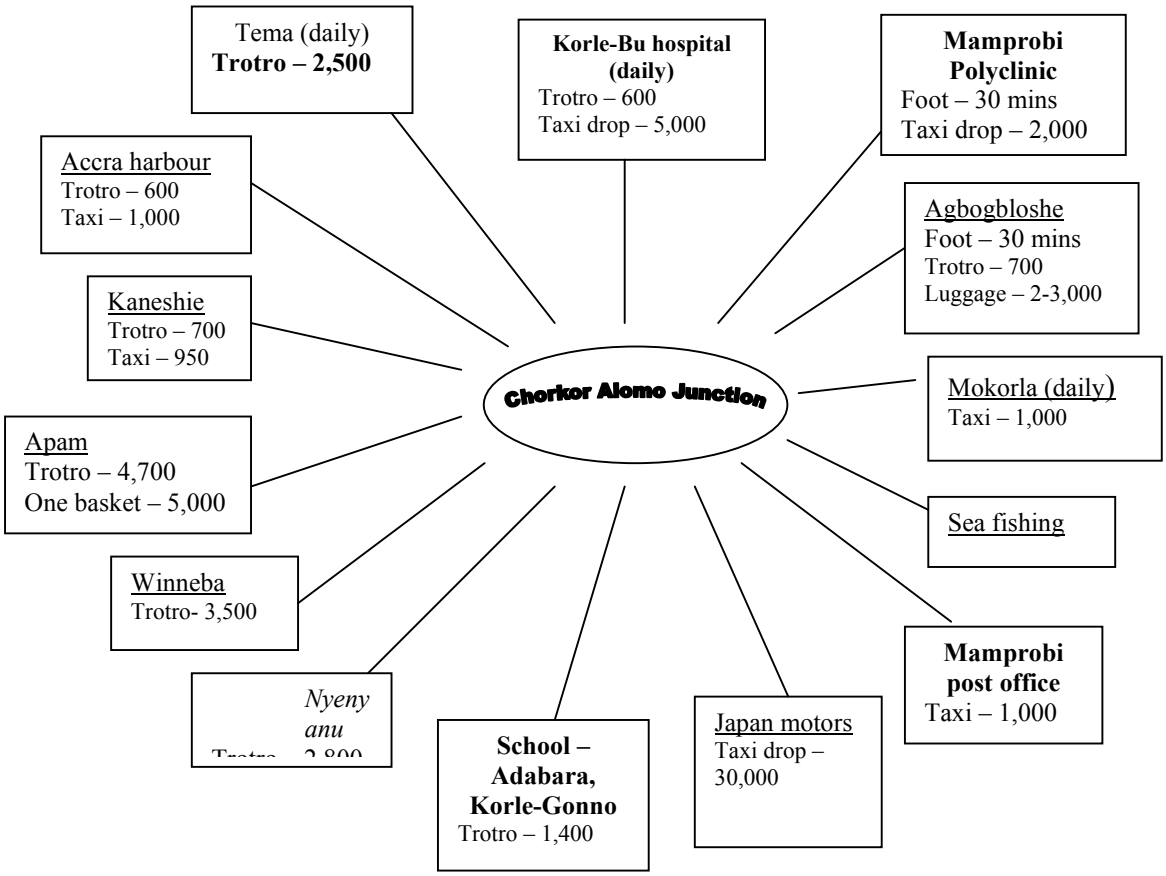
- Provide more jobs
- Provide cold store
- Provide clinic
- Provide more stations and shade
- Provide more trained teachers
- Provide more streetlights
- Provide in house toilet/public toilets
- Provide factories
- Provide teaching facilities and materials
- Provide open spaces
- Provide complete road network to Sukura
- Provide bridge to Dansoman and across the Chemu
- Provide more government space
- Provide Library in schools
- Provide more banks
- Provide more entrepreneurs
- Provide more drains
- Provide more collection points

A. 5 Chorkor Fishing Community – typical fishing day (fishing season)

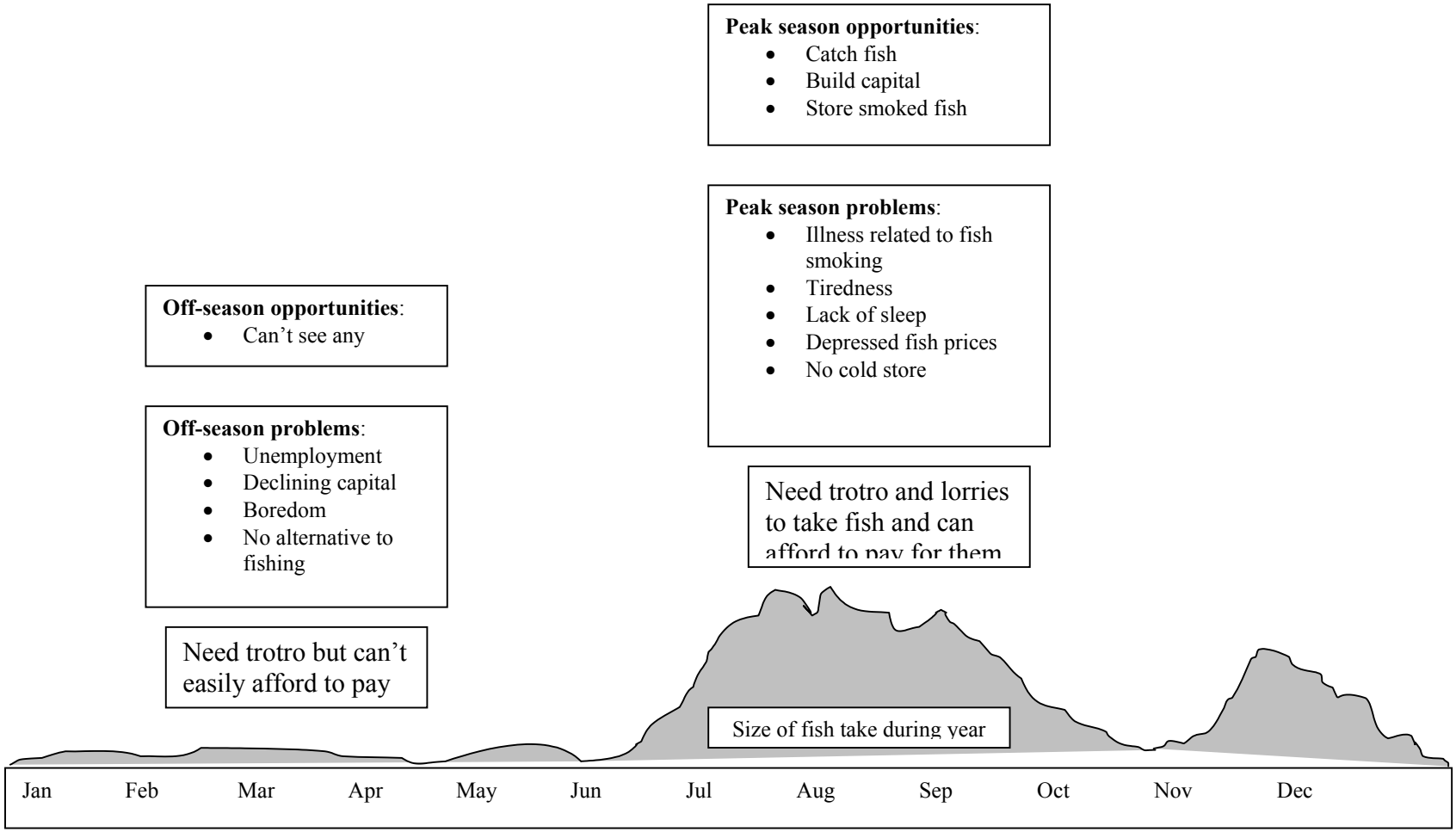
Time	Home	Fishing
0500	Sweeping, washing bowls etc.; fetch water Look after children Children leave for school; Household chores	Go to market to sell fish Some smoke fish at home
0700	Household chores; Cooking; Sleep	
1200	Maintenance of wire mesh Cooking Chores	Return from market Fish smoking Same next day – so long as fish
2000	Sleep	are available

- 40 crates of fish x ¢ 100,000 = ¢ 4,000,000
- 50 crates of fish x ¢ 100,000 = ¢ 50 million per day but only during peak season

Chorkor Fishing Community – transport activity diagram
(Costs in Ghanaian cedis, ¢, where ¢10,000 = €1.23, August 2002)



Chorkor Fishing Community – Seasonal diagram



A. 6 Mapping exercise and discussions with, primary school children, aged 11yrs to 13yrs, Chorkor

Issues arising

- Insufficient vehicles during peak hours, resulting in long queues
- Poor condition of roads (Pot holes)
- No bridge across the Chemu river -- when it floods people have to carry students across the river
- Physical discomfort on the car due to over-loading
- Traffic congestion
- Some people harass the school children for money on the Alhaji Bridge
- Hawkers trade on the pedestrian walkway but pedestrians walk on the carriage way and this could result in accidents
- One student cannot leave home early for fear of being kidnapped and so has to wait for daylight before they set off for school.

Possible solutions

- Construction of a bridge across the Chemu river
- Improvement of the road condition so as to reduce delay
- "More schools (JSS) in Chorkor so we don't have to be mates when we grow up since it is deadly"
- Provision of a reliable public transport system
- Hawkers should be advised not to sell on the pavements so that there will be enough space for pedestrians

Journey modes and times for some children

House location
Mode
Time usually leave home
Time get to school
Travel Time

Dansoman
walk
0600
0700
1.00 hr

Kaneshie
Trotro
0600 – 0630
0700 – 0730
Up to 1.00 hr

Shiabu/Gbegbeyise
Walk
0630
0650 – 0700
20-30 mins.

Agege
Walk
0540
0615
35 mins

Accra
Trotro

A. 7 Chorkor Presby Primary School, Travel issues for teachers

Data from two one-hour focus group discussions with nine teachers (head teacher there for part of the time making ten).

1. *Walk from a long distance (15-20mins)*
   - I have to start journey an hour before the commencement of the lessons otherwise I will be late always.

2. Problems on transportation to school
   - Walk down to the station and join a long queue before you can get a vehicle to a point. At times I have to join a queue to spend about 30mins at official town station before getting a car to Odorkor station.
   - It is time wasting simply because you can't tell the driver to move without stopping to pick other people on the way.
   - Always in a hurry.

3. *Mates misbehave towards teachers.*
   - Because of the walking and struggling, you become very tired when you get to the school.
   - I have to at times struggle with passengers before getting to school early if there is no queue to be formed.
   - I have to take three trotro before reaching school so at times I come in late.
   - Very difficult to get bus.

4. *Inadequate transport services at peak period*. It doesn't help us to begin lessons at a given time.

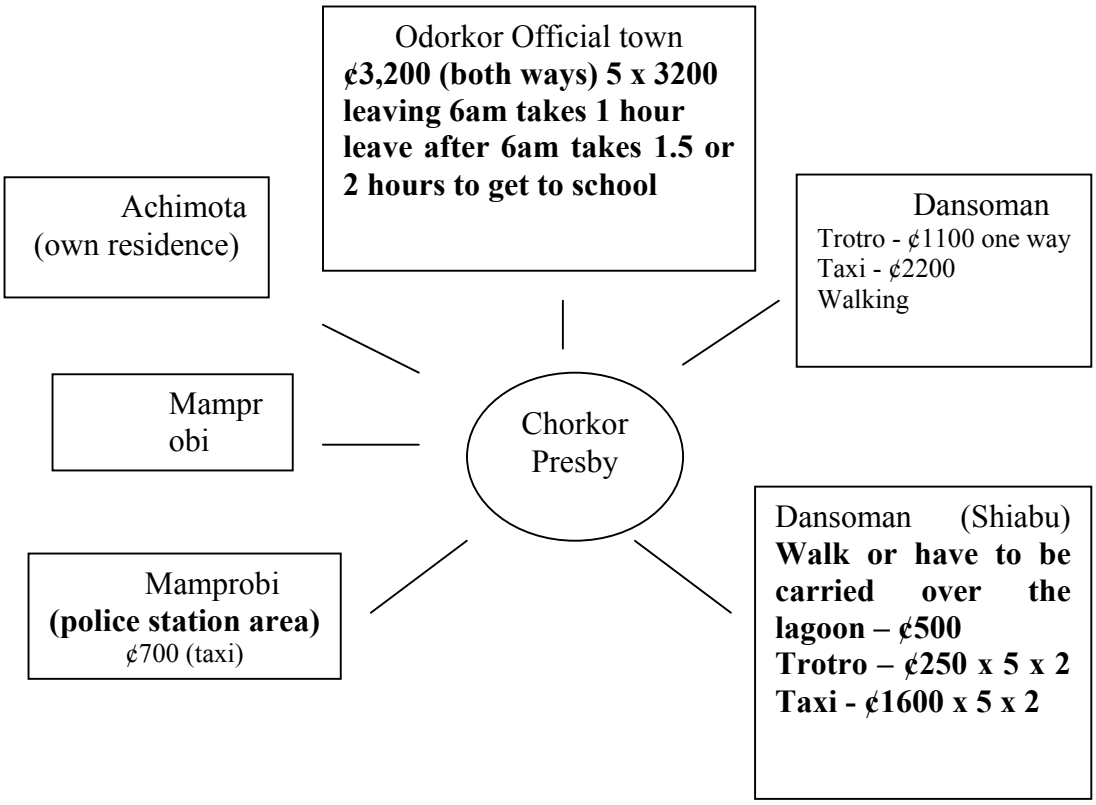
5. *Traffic congestion at peak periods.*

6. *Accommodation.*

Solutions

- Provide school buses or cars for teachers.
- Pick teachers at vantage points.
- The government must come in to the aid of teachers by providing buses to the various districts to enable us to go to work without these problems.
- The government can assist us with motorbikes that will enable us not to wait for any means of transport.
- With these problems I have to start journey 1 ½ hrs before the lessons start. So that at least, struggling joining queue will be over before time.
- Government should give car loans to teachers.

Journeys to school for six teachers



Travel-related problems raised in focus group with JSS teachers

Problems – group one

Lateness in getting to School for children

1. Waiting for too long for vehicle – too much time spent in getting a car – conversing on the way while walking to school - play truant – children work at home before going to school – laziness - absenteeism

2. Transport cost is high – Lack of finance – Lack of money

3. The children become tired of long distant walking – Tiredness

4. Accidents – Accidents within the buses i.e. exposed metals

5. Get Dirty – some trotros not comfortable – sweat - inconvenience

6. Time taking

7. Risky

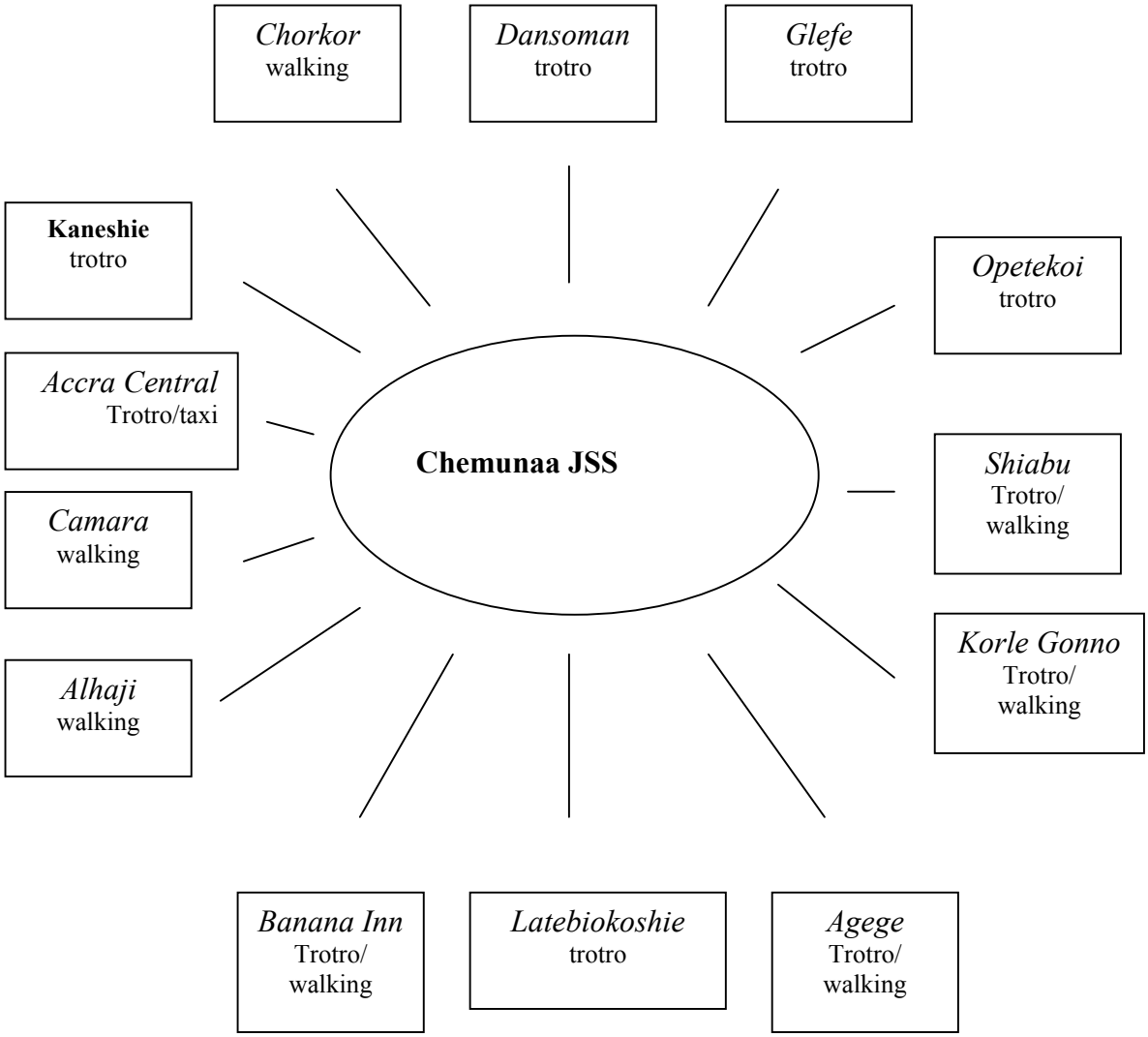
8. Inconvenient

9. Energy consuming

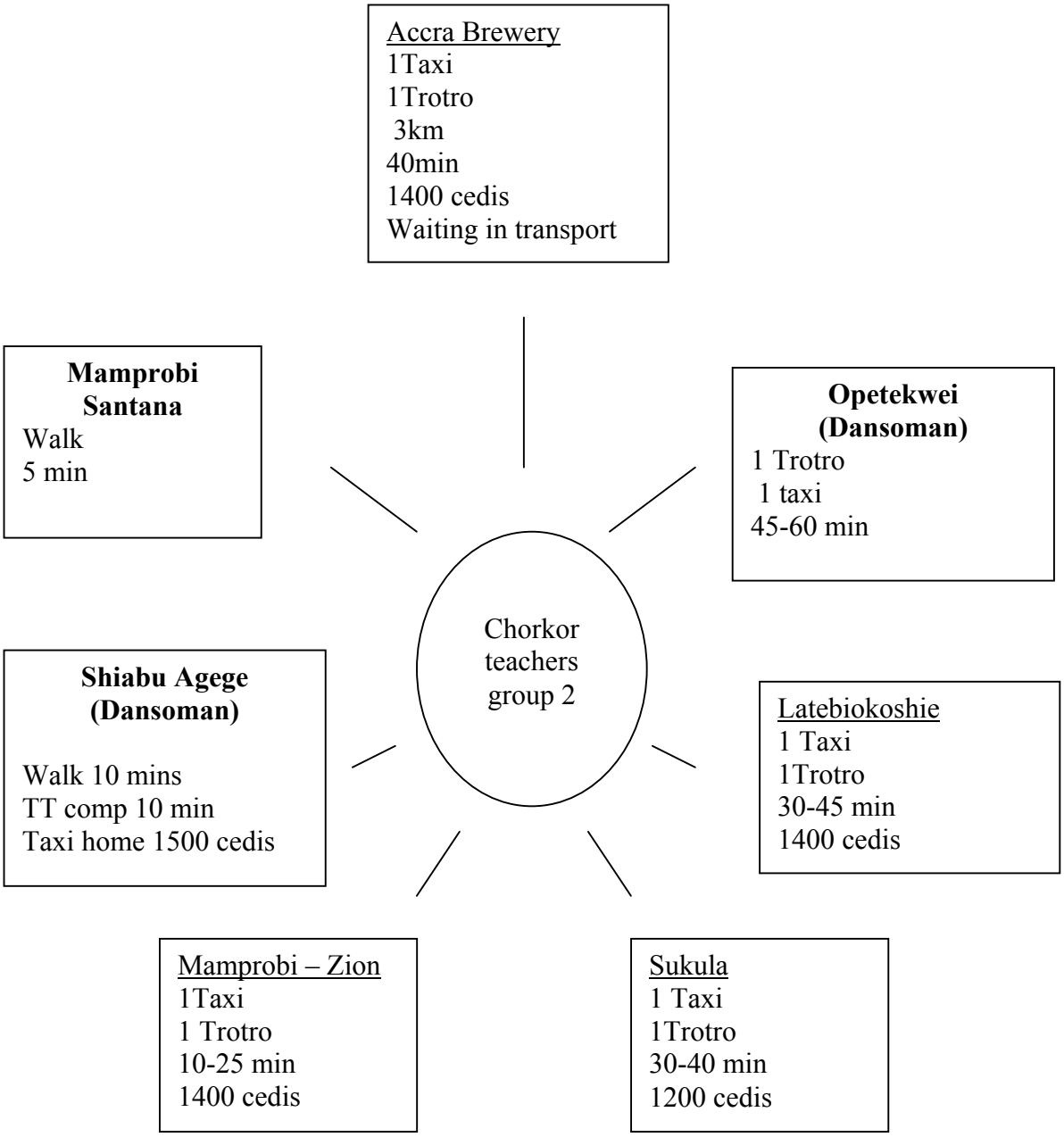
Problems – group two

- Time - while some people can get to school within 30 minutes, many have to take more than one hour
- ***Energy***
- Money - 6000 to 12,000 cedis a day
- Inconvenience – crowded; frequent stops; frequent jams
- Physical discomfort – sweating and discomfort
- Risks – accidents and lateness
- No direct Links between home and school
- After school activities - you cannot do private studies

How teachers get to school – group one



How teachers get to school – group two



PROBLEMS

- Waiting in Trotro
- Traffic jams
- Queuing for a long time
- Cost fluctuation
- Gazumping (Taxi Drivers)
- Safety and Quality of Vehicles – Leaking, Dirty, Sharp edges
- Drivers mates – Impolite, Unclean
- Overloading
- Potholes
- Vehicles are not road worthy
- Passengers are ***not safe*** due to the following:
    - Weak shock absorbers
    - No key for ignition
    - Poor brakes
    - Poor tyres
    - Rain
    - Light
    - Drivers drink Alcohol
    - Will not agree to let you down
    - Over Speeding
    - Passengers fight
    - Stop to buy fuel

Advantage

- Better than walking
- Trotro is cheaper than Taxi.

Children

- Spend transport money
- They not given enough Transport Money
- Irregular attendance due to no transport money
- Tiredness
- Rainy season Problems

- Low attendance (***Out of 200 in the morning shift 80 do not attend school because of non payment of school fees, no money for transportation and food****.)*
- On Tuesdays some of the who are 12 years and above go the beach to push trolleys.

A. 8 Issues affecting seven teachers at a Chorkor Junior Secondary School

Teacher	**1**	**2***	**3**	**4**	**5**	**6**	**7**
Cost	⟨		⟨	⟨			
Trotro quality	⟨						
Time of journey	⟨	⟨	⟨	⟨	⟨		
Queuing		⟨					
Rudeness of drivers and mates							
Rainy season problems		⟨	⟨	⟨	⟨		⟨

*Note: after 6 a.m., it takes 2 hours to get to school, sometimes longer

A. 9 Chokor Presby Primary School, travel issues for teachers and children

Location of Residential Area	Mode of Transport					Transport Fare		Problems associated with modes		Travel Time (Minutes)
	Walk	Trotro	Taxi	Walk/ Taxi	Walk/ Trotro	Trotro/ Taxi ¢	Human Carrier	No. of Bridge	No. of Zebra Crossing	
Chemuna	1	-	-	-	-	-	-	1	-	30
Chemuna	1	-	-	-	-	-	-	-	-	35
Chemuna	1	-	-	-	-	-	-	-	1	30
Chemuna	1	-	-	-	-	-	-	-	-	60
Chokor	1		-	-	-	-	-	-	1	30
Chokor	1	-	-	-	-	-	-	-	-	30
James Town	-	-	1	-	-	1200	-	-	-	30
Dansoman	-	-	-	-	1	1200	1	-	-	60
Old Dansoman	-	-	-	-	1	1200	-	-	-	35
Chiabo/Gbebeise	1	-	-	-	-	-	200	1	-	30
Mamprobi	-	-	1	-	-	1200	-	-	-	80
Ato Quarshie	1	-	-	-	-	-	-	-	1	30
Atto Quarshie	8	-	2	-	2	1200	200	3	3	40

Activities

Activities before School (5.00 to 7.30 a.m.)	School (7.30 a.m. – 12 noon)	After School Activities (12 noon on wards)
Wake up		Games
Bath		Sweep
Sweep		Help mother to cook
Breakfast		Homework/Studies
Fetch water		TA
Wash bowls		Carry food to father
Take rubbish		Sell ice - sell ice water
And Dump Site		

Problems – Primary School

1. Lack of money for transport to school
2. Gutter without covering for children to cross over
3. Lack of money for studies fees
4. Lack of money for lunch
5. Lack of money for school shoes
6. No bridge over lagoon/river which hampers crossing at high tide/rainy season
7. No money for school fees
8. School materials are expensive – one pen costs ¢1,000
9. No library
10. Inadequate JSS

APPENDIX B

Results from participatory appraisals, semi-structured interviews and focus groups with residents from Korle Wonkon (2001)

B. 1 Korle Wonkon – Focus group with opinion leaders

Period	*Type of vehicle*
Nkrumah 1957 -	• Taxi (Russian Cars Vulca) • Abion • Leyland Buses (45 and 60 Seater) • Public transport owned by the govt. • Main terminal Opera Square • 1ST Bus 4.30pm • Last Bus 10.00pm
Limann 1979 1982 1983 1988-89	• City Express (40-45 Seater) • Rawlings Park First • Terminal (Opera Square later) • King of Kings • Introduction of mini buses from Nigeria which led to the collapse of the big bus system. • Stopped using mummy trucks in the cities. This is now used for passengers.
New	**Old**
• Fast services • If the Government wants to manage the public transport, it will have to be co-managed with the private firm.	• The Govt. made a loss due to mismanagement of the public services. • Bureaucratic way of management results in the inefficiency of its services.

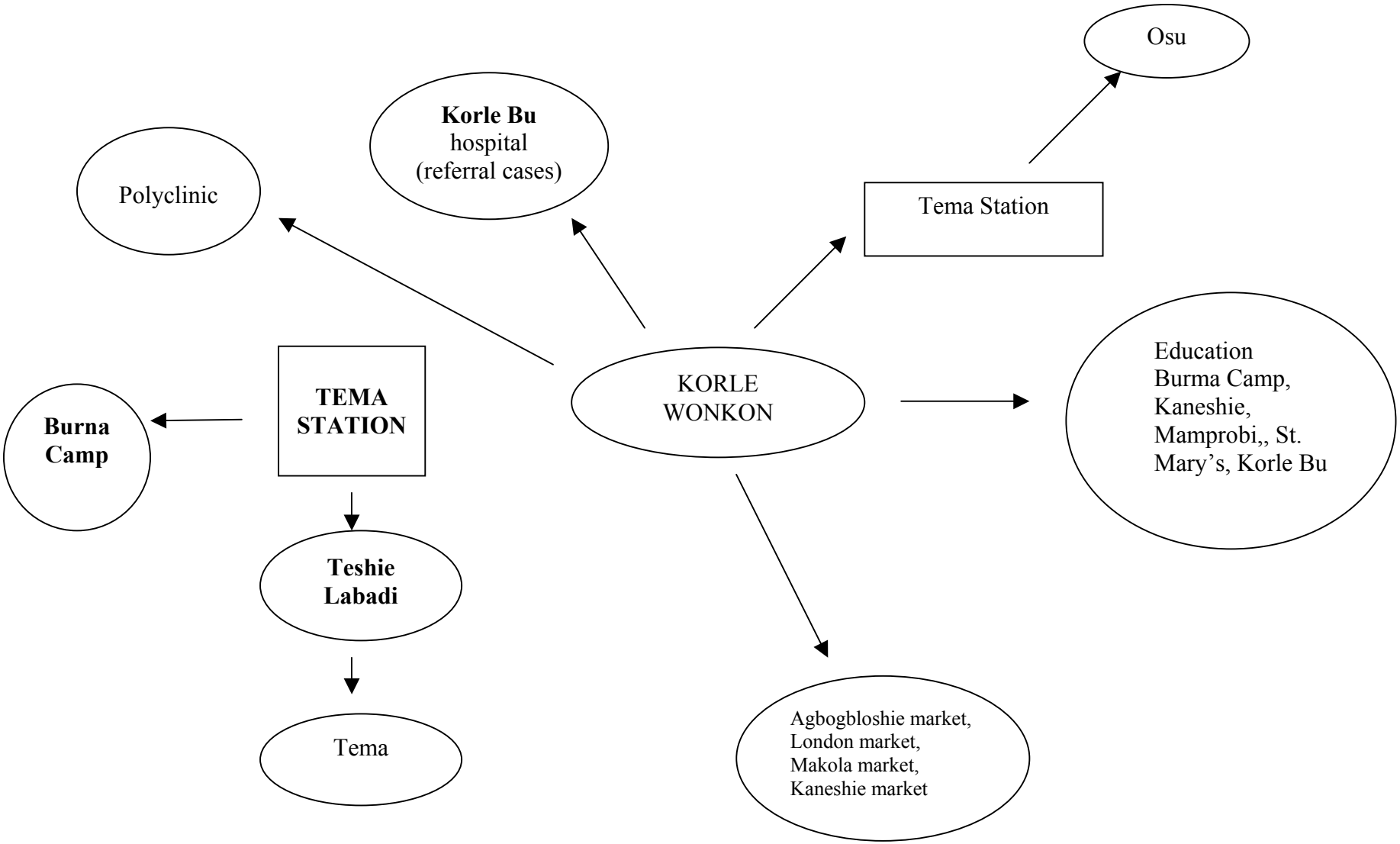
Ranking of problems of opinion leaders

Problem	**Narrow roads resulting in congestion**	**Inadequate no. of schools**	**No recreational centre**	**No school buses**	**Poor school building structures**
Ranking	5+4+2+3+4+4+4 = 26	5	5+4+5+5+3+3+5 = 30	3+1+3+5+5 = 17	5+2+1+1+1 = 10
Position	***2nd***	***10th***	***1st***	***4th***	***7th***
Problem	**Poor drainage system (Ayalolo area)**	**Inadequate no. of public facilities**	**No public standpipe**	**Poor roads**	**No streetlight**
Ranking	3+3+4+3+2+3+3 = 21	0	0	5	1+3+3+1 = 8
Position	***3rd***			***10th***	***9th***
Problem	**Haphazard development**	**High population density**	**Inadequate vehicular access – Agbogbloshie**	**No Police station**	**Invasion of schools by residents from outside Korle Wonkon**
Ranking	1+1 = 2	0	5+1+2 = 8	4+5 = 9	0
Position	***12th***		***9th***	***8th***	
Problem	**Pipelines (extension)**	**No clinic**	**Insanitary condition**	**No direct links to certain locations**	**Traffic Congestion (market activity)**
Ranking	4	2+1+2+4+4 = 13		2	2+2+2+4+2+4 =16
Position	***11th***	***6th***		***12th***	***5th***

From the above, the lack of a recreational centre emerged as the number one problem in the communities. The second major problem, which is linked to transportation, is the narrow nature of the roads, which leads to congestion.

Solutions

- Clear hawkers from the roadside
- Offloading bay and lorry station must be completed as soon as possible
- Rehabilitate the roads
- If possible an alternative route should be constructed where the old rail truck used to be – Agbobgloshie straight to Guggisberg.
- Restore Community Park at the existing Sodom and Gomorah Park – scrap metal yard site.
- Widen existing road – Guggisberg.
- Shallow/Small road should be reconstructed.
- Rehabilitate school structures (storey building)
- Improve road condition
- Public education (civic education) on sanitation for schools and community.


Osu
Korle Bu
hospital
(referral cases)
Polyclinic
Tema Station
Education
Burma Camp,
Kaneshie,
Mamprobi,, St.
Mary's, Korle Bu
KORLE
WONKON
TEMA
STATION
Burna
Camp
Teshie
Labadi
Tema
Agbogbloshie market,
London market,
Makola market,
Kaneshie market

B. 2 Issues affecting four unemployed young people

Date	22 yr old male	22 year old male	22 year old female	23 year old male
Dec. 1996	At school	Last year at school	Last year at school	**Left school.** Found job with mechanic firm for 8 months
Dec. 1997	Left school, really got into life when I met others going around. Found job	Left school Found job but left because most of my money was spent on travel costs – job was in Tema	Completed school, came home waited for results	Left job to go to polytechnic to study for technician
Dec. 1998	Left job in June to re-take exams to get higher grades Results slip good - looking for another job. Became active	Hoping to go to Poly but there was not enough money	Came to sit in the house without doing anything. Later started going to market with my mother	Hoped to find job again but ...
Dec. 1999	in solving environ-mental problems through EDCBO	Joined HIV/AIDS programme as peer educator	Joined EDCBO and later trained as counselor on AIDS programme	Decided to go back for HND but it was impossible Joined EDCBO
Dec. 2000	Looked like all my hopes were falling Became HIV/ AIDS peer educator /supervisor	Hoping to be textile designer	Now studying computers through on-line course and hope to become computer technician	Hope to get back to school
June 2001 … … …	Began learning to be computer technician – on-line course			
2005	Want to be computer scientist to help Ghana improve in the digital world	Wish to be a textile designer	Want to become an information technologist	Wish to become master engineer by 2005

Timeline for four recent senior high school graduates who are unemployed and have founded a community based environmental organization

Congestion									
Accommodation	ACC								
Rich getting richer, poor getting poorer	RICH POOR	RICH POOR							
Unemployment	UNEM	UNEM	UNEM						
High travel cost	HTC	HTC	RICH POOR	UNEM					
High hospital bills	HOSP	HOSP	HOSP	UNEM	HOSP				
High living costs	HLC	HLC	HLC	UNEM	HLC	HLC			
Too few university places	UNIV	UNIV	RICH POOR	UNEM	TFU	TFU	HLC		
Vehicles park anywhere they like	CONG	ACC	RICH POOR	UNEM	HTC	HOSP	HLC	TFU	
	Cong-estion	Accomm-odation	Rich richer poor poorer	Unem-ployment	High travel cost	High hospital bills	High living costs	Too few univ. places	Park any-where

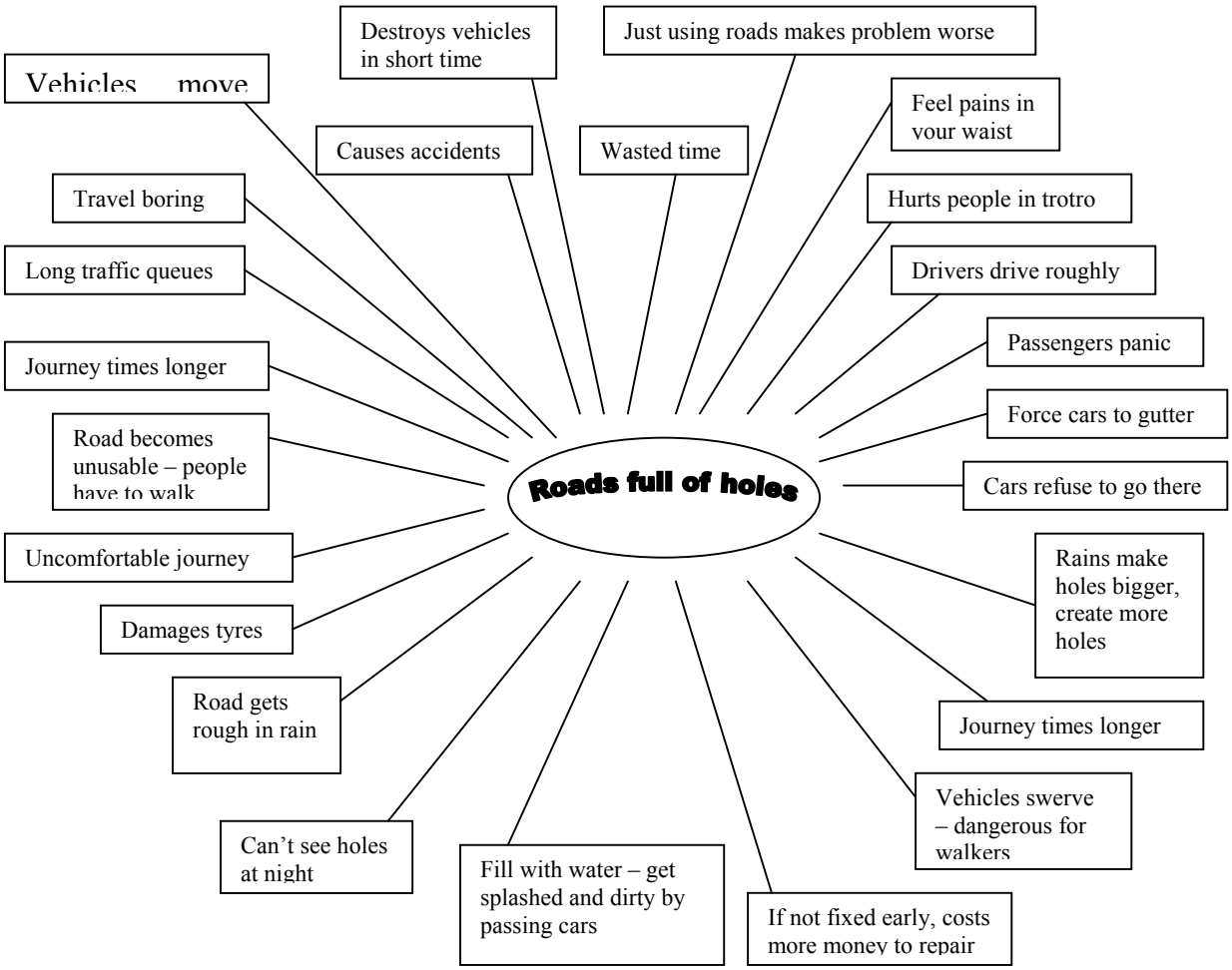
Issue	Frequency	Priority Rank
Traffic congestion	1	8
Accommodation in short supply	2	7
Rich getting richer, poor getting poorer	5	3=
High unemployment	8	1
High travel cost	3	6
High hospital bills	5	3=
High living costs	7	2
Too few universities for good high school graduates	5	3=
Vehicles park anywhere they like	0	9

Pair wise ranking of nine priority 'every day problems' facing people, according to a group of four recent senior high school graduates who are unemployed and have founded a community based environmental organization.

Issues emerging during discussion:

- The transport system is characterized by ‘chaos and disorganisation’
- Difficult for our CBO to discuss routes with GPRTU – don’t listen to us
- Trotro issues -- some are not fit for humans, many are dangerous, fair structures not fair, drivers’ and mates’ attitudes are not good, many vehicles are old
- The roads are full of holes – causes many problems**
- The biggest single solution to many issues would be a reliable public bus service with a published schedule and good fares

** Further discussion on the question “what are the consequences of the roads being full of holes?”

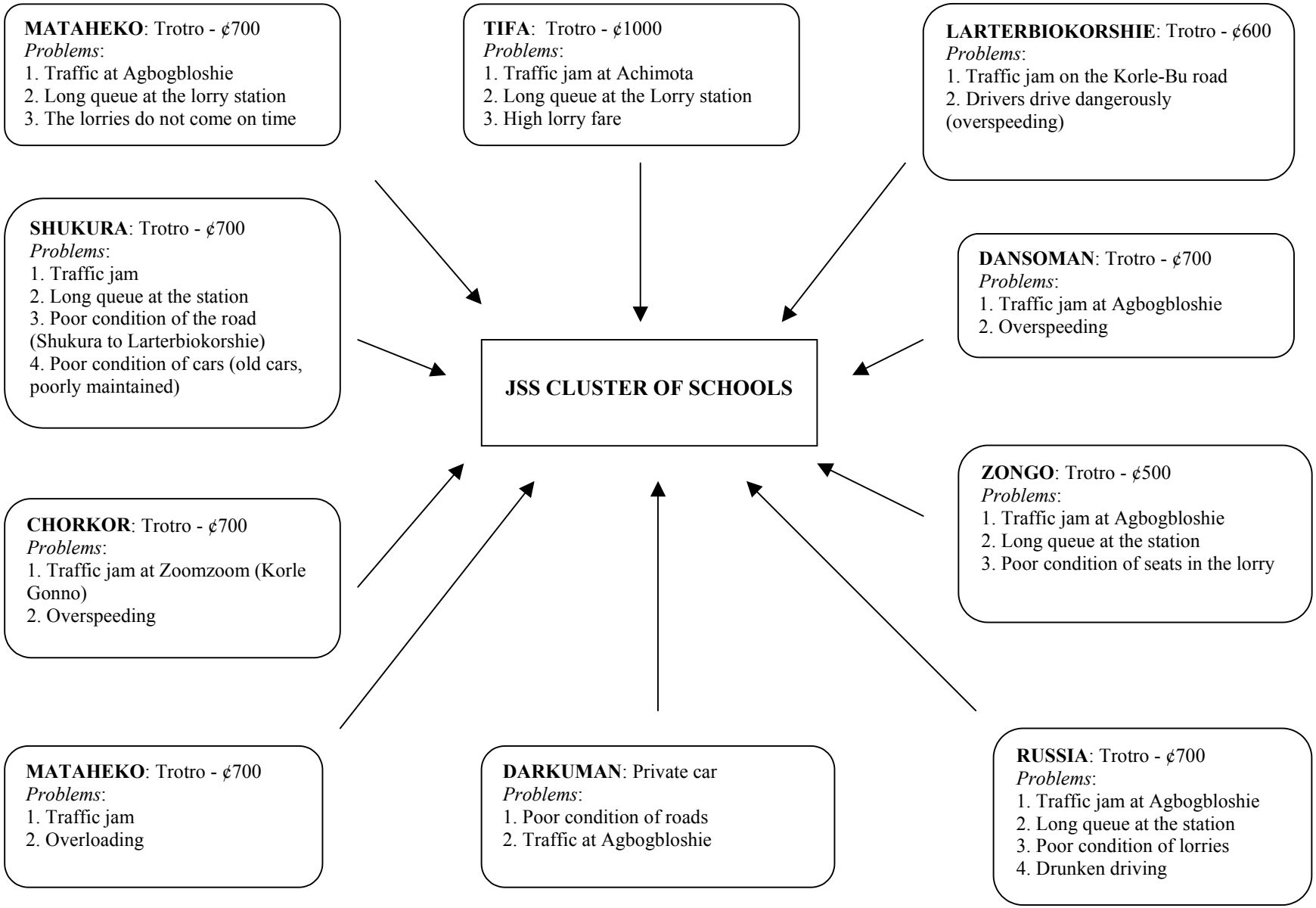


House location	Trotro	Private car	Problems faced along the way	Duration
Mataheko	*		Traffic jam around Abossey Okai U-Turn and Agbogbloshie	30min
Zongo	*		Long queue at the lorry Station, Traffic at Agbogbloshie	1hr 10min
Tifa	*		Take about an hour to walk to the Lorry station, long queue at the lorry station	2hr
Dansoman	*		Traffic jam at Russia (Accra)	1hr 45min
Laterbiokorshie	*		Traffic on the Korle-bu road	1 hr
Chorkor	*			30 min
Darkuman		*	Traffic jam at Agbobloshie Market	1hr 30min
Russia	*		Traffic jam at Abgbogbloshie market	1hr 30min
Mataheko	*		Traffic jam at Abgbogbloshie market	1hr
Shukura	*		Long queue at the lorry station, some people have to stand in the bus, traffic jam around the Agbogbloshie market	1hr

B. 3 Girls' (12-15yrs Junior Secondary School (JSS), and JSS school cluster -- school journey issues

Possible solutions

1. Proper maintenance of vehicles
2. Avoid over speeding
3. Avoid over loading
4. Police should direct traffic
5. Drivers should make sure they have enough fuel before leaving the station
6. Patch potholes in the street
7. Reduce transport fares
8. Drivers should be advised not to drink and drive
9. Hawkers should not sell by the roadside
10. Avoid on-street parking


MATAHEKO: Trotro - ¢700
Problems:
1. Traffic at Agbogbloshie
2. Long queue at the lorry station
3. The lorries do not come on time
TIFA: Trotro - ¢1000
Problems:
1. Traffic jam at Achimota
2. Long queue at the Lorry station
3. High lorry fare
LARTERBIOKORSHIE: Trotro - ¢600
Problems:
1. Traffic jam on the Korle-Bu road
2. Drivers drive dangerously (overspeeding)
SHUKURA: Trotro - ¢700
Problems:
1. Traffic jam
2. Long queue at the station
3. Poor condition of the road (Shukura to Larterbiokorshie)
4. Poor condition of cars (old cars, poorly maintained)
DANSOMAN: Trotro - ¢700
Problems:
1. Traffic jam at Agbogbloshie
2. Overspeeding
JSS CLUSTER OF SCHOOLS
ZONGO: Trotro - ¢500
Problems:
1. Traffic jam at Agbogbloshie
2. Long queue at the station
3. Poor condition of seats in the lorry
CHORKOR: Trotro - ¢700
Problems:
1. Traffic jam at Zoomzoom (Korle Gonno)
2. Overspeeding
MATAHEKO: Trotro - ¢700
Problems:
1. Traffic jam
2. Overloading
DARKUMAN: Private car
Problems:
1. Poor condition of roads
2. Traffic at Agbogbloshie
RUSSIA: Trotro - ¢700
Problems:
1. Traffic jam at Agbogbloshie
2. Long queue at the station
3. Poor condition of lorries
4. Drunken driving

B. 4 Chenuenaa Junior Secondary School - Girls (15yrs), travel issues

Location of house	Mode of transport			Duration
	Trotro	*Walking*	Walking +Trotro	
Korle Gonno		*		**15-30min**
Kamara			*	**30 min**
Chemuenaa		*		**30 min**
Dansoman	*	**[*]**		**40 min [1hr20 min]**
Lanteyman		*		**20 min**
Alhaji		*		**15min**

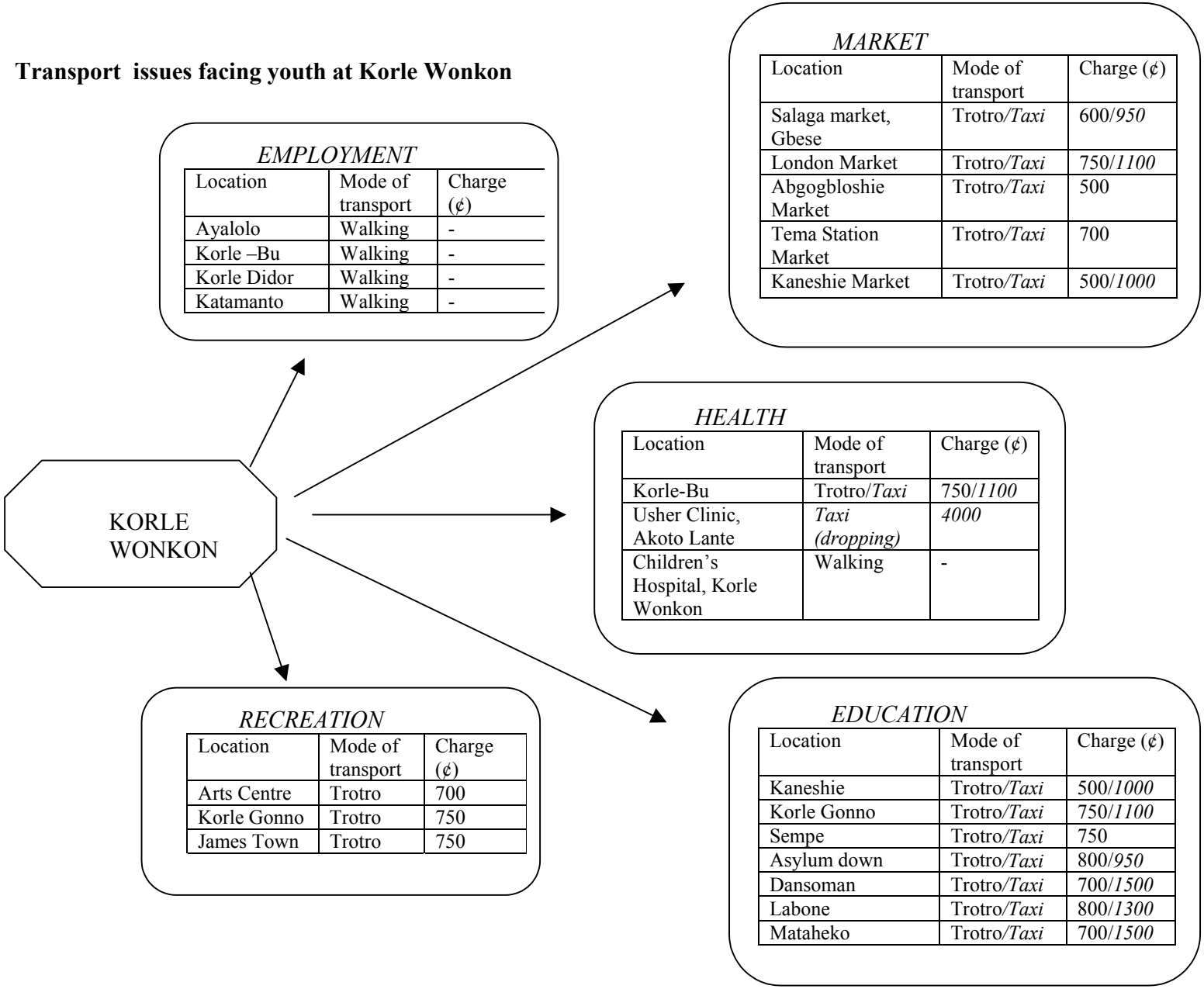
Problems

- No zebra crossing on the road
- Careless driving
- No covers over the drains at the bus stop
- Choked drains – filled with refuse
- Roads too busy to cross
- No Doctor at the hospital
- Animals and lorries on same street
- The untarred roads becomes slippery when it rains
- The roads are rough and there are a lot of potholes
- Throwing of waste water anywhere
- Indiscriminate dumping of refuse in the nieghbourhood

Possible Solutions

- Educate drivers on the need to drive carefully
- The police should punish offenders
- Educate the community on proper waste disposal
- Provide more refuse containers
- There is the need to clean the environment more regularly

B. 5 Transport issues facing youth at Korle Wonkon



Problems faced by the various participants

Person A	Person B	Person C	Person D	Person E	Person F
Flooding during the dry season	Long queues at the station	Traffic congestion at the Agbogbloshie market so they have to get down and walk the rest of the way	Traffic jam	Traffic congestion (Palladium)	*
Roads used for extension of kitchen activities	Traffic Jam	Pot holes on the roads	People who push trucks and hawkers along the road causes congestion	Inadequate number of cars during peak periods	*
Abandoned roads	*	Road blocked by cooking activities	Road blocked by cooking activities	Unsanitary conditions in the neighbourhood	*
*	*	*	*	Congestion caused by on-street parking	*

RANKING OF PROBLEMS

Problems/ rank	High hospital expenses	Unsanitary conditions	Traffic congestion	Children out of school	Street children	Poor condition of cars	Lack of social amenities	Stores in front of public toilet	Accommod ation	Blocking of roads for funerals	Cooking and sleeping on the street	Lack of employment
A	5		4	1							2	3
B	5				4			3			2	1
C	3			4	1	2			5			
D		2			4				3		1	5
E	4			2		3			1			5
F					2		3		4	5	1	
Total	**17**	**2**	**4**	**7**	**11**	**5**	**3**	**3**	**13**	**5**	**6**	**14**
Rank	**1st**	**12th**	**9th**	**5th**	**4th**	**7th**	**10th**	**10th**	**3rd**	**7th**	**6th**	**2nd**

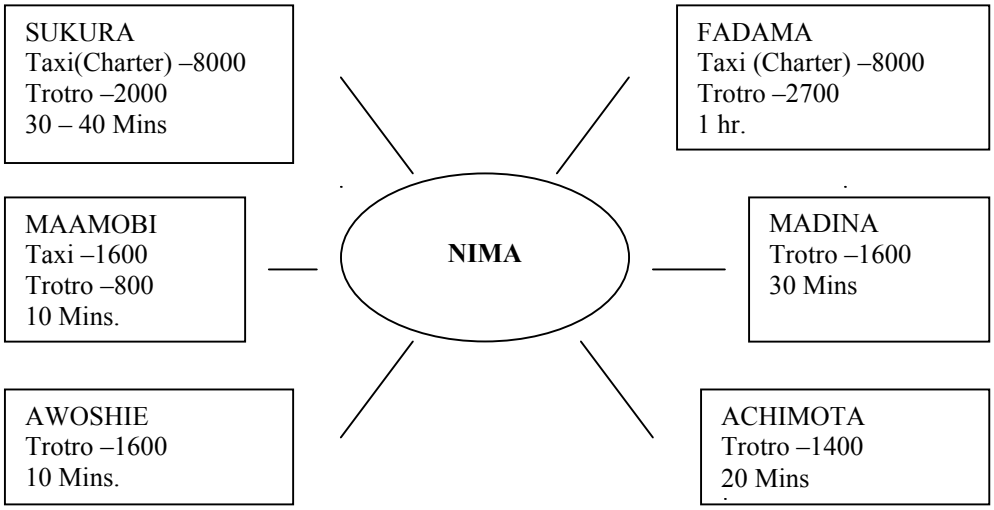
POSSIBLE SOLUTIONS

1. Upgrading of family houses
2. Enforcement of development control/ Effective control by AMA
3. Honesty among Health personnel
4. Check population growth
5. Loans or sponsorships for entrepreneurs
6. Improve the condition of roads
7. Give counseling to parents of street children
8. Health insurance policy

APPENDIX C

Results from participatory appraisals, semi-structured interviews and focus groups with residents from Nima East (2002)

C. 1 Nima East – Focus group with women on activity patterns, transport & livelihood issues



Transportation Problems

- No direct link
- Poor maintenance (Frequent breakdowns)
- Poor roads
- Passengers have to run for a car
- Passengers have to walk before they can get to the main station for a vehicle
- Queuing for a long time
- Invalid Car Insurance
- Long waiting time
- Drivers mates are rude and unclean
- Some drivers don't have License
- No Carrier for Loads
- Overloading
- Overtaking
- Drivers do not have spare tyres
- Inadequate Vehicles
- Poor condition of Vehicles
- No Sheds at the lorry Stations
- Arbitrary change of destination
- Unfair load charges
- Drivers don't obey road signs.

Other problems apart from transportation are:

i. Poor Planning layout
ii. No Capital to start a job
iii. High hospital bills
iv. Teenage Pregnancy on the increase because of poverty
v. Accommodation problem
vi. Cost of School fees is high
vii. No Work

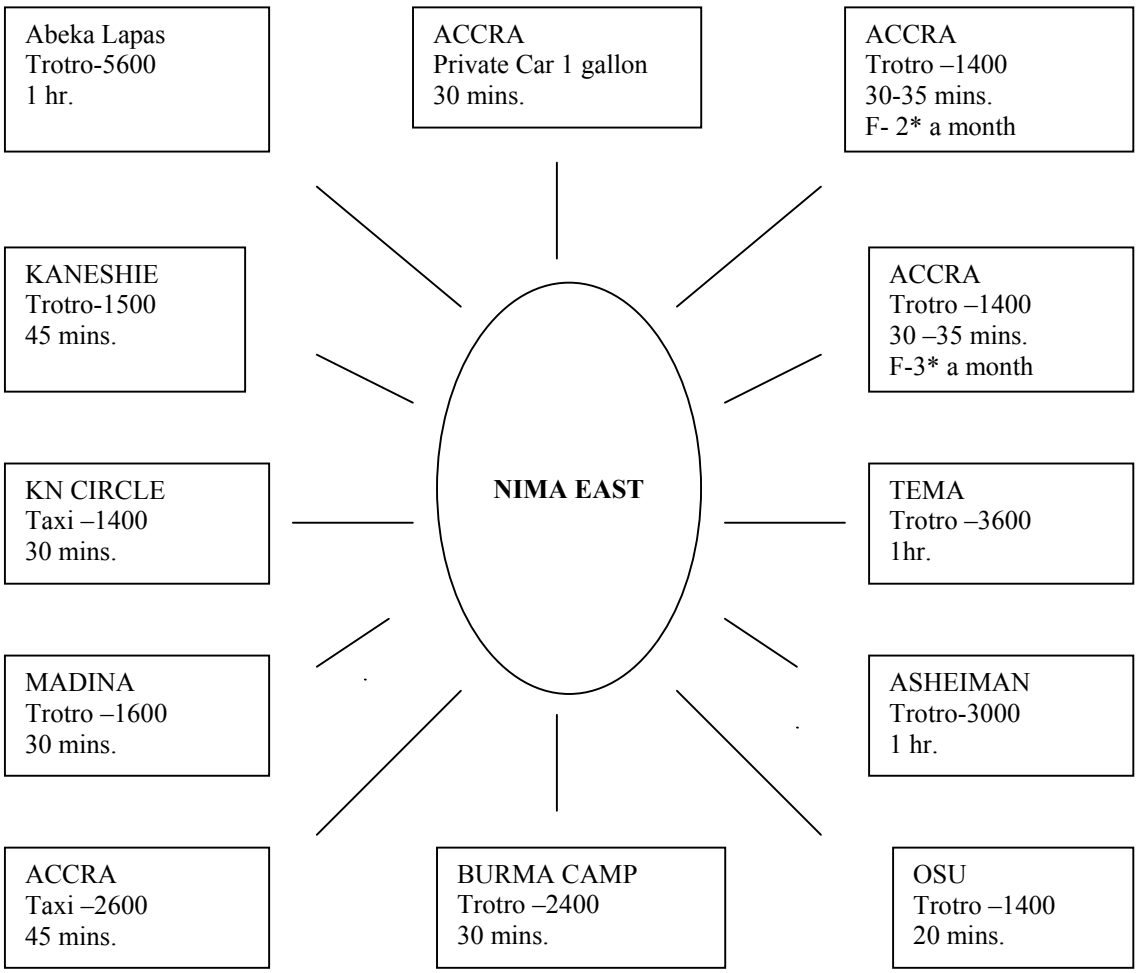
RANKING

Problems	Tally	Frequency	Position
Transportation	///	3	2
Poor Planning layout			
No Capital	///////	7	1
High hospital bills	//	2	2
Increase in Teenage Pregnancy	/	1	
Accommodation Problems	/	1	
Cost of school fees	///	3	2
No work		0	

SUGGESTIONS/SOLUTIONS

- Government must see to it that laws are obeyed
- The Police should check drivers
- Police should stop collecting bribes and see to it that drivers obey rules
- An organization should be formed to train drivers and mates
- Drivers and their mates must respect and neat as well
- Vehicles should be properly maintained
- Reduction of fare charges
- Passengers should also check the drivers
- Drivers should not drink alcohol when driving
- More roads should be constructed
- Provision of more Vehicles
- If possible roads should be constructed for only the long heavy vehicles
- Government should give Women loans to start something with.

C. 2 ***Nima East – Focus group with men on activity patterns, transport and livelihood issues***



PROBLEMS

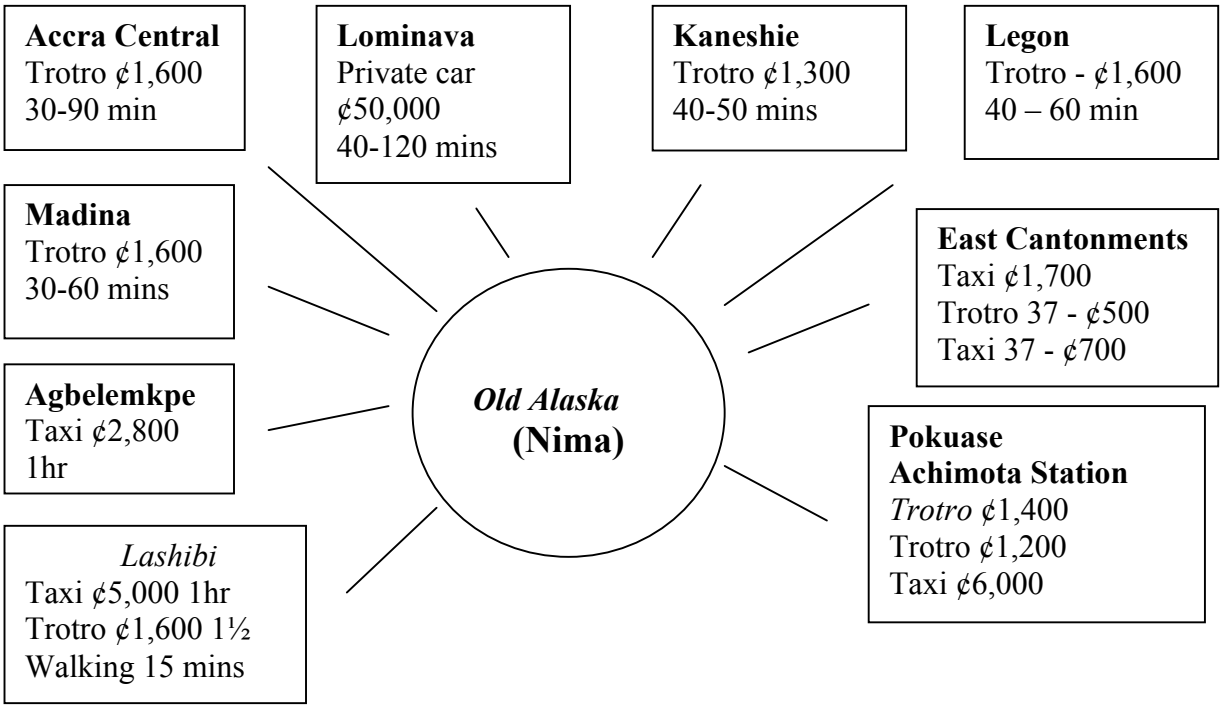
- Long waiting period
- Drivers mates are indisciplined
- Inconvenience
- Too many stops
- Pick passengers any where
- Unfair charges at peak periods
- Prefer taxi charter at peak periods
- Poor condition of vehicles
- Frequent break periods for drivers and mates
- Poor appearance of drivers and mates
- Overloading
- Lack of space
- Poor driving skills
- Young and inexperienced drivers
- Drivers seem unwilling or unable to recognise road signs
- Lack of authorised stations
- Poor condition of lorry parks
- Passengers and goods in the same vehicle

RANKING

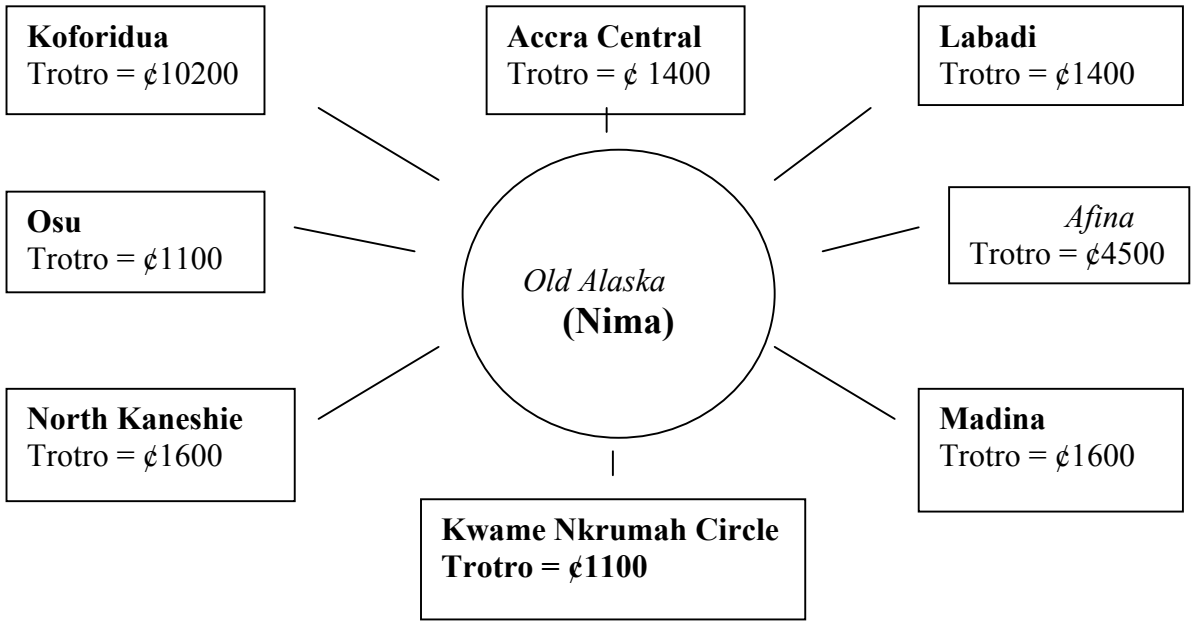
Problems	Tally	Frequency
Long waiting periods	/	1
Indisciplined mates	//	2
Unfair charges at peak periods	//	2
Poor condition of vehicles	/	1
Poor appearance of drivers and their mates		
Overloading	//	2
Poor driving skills	//	2
Police harassment	/	1
Passengers and goods in the same vehicle		
Noise		
Poor condition of lorry parks	//	2
Poor road condition	///////	7
Lack of authorised stations	//////	6
Lack of roads	/////	5

C. 2 Results from Participatory Analysis with Old Alaska Youth Group, Nima

Activity pattern diagram, Group 1



Activity pattern diagram, Group 2



Problems – Group 1

- It takes time to get to the station, i.e. one has to walk.
- The return journey is time wasting.
- There is the problem of heat in the car.
- There is a lot of noise in the car.
- The road to our work place is bad - before you even get there, Jack, you are tired. So I may ask the government to see to our roads and better them.
- Difficult to get taxi from Cantonments to Nima. Inconsistent fares from some.
- No proper maintenance of vehicles and improper dressing by drivers and mate.
- Joining a queue for a car to Kokomlemle, someone can come and cross you – this may lead to a riot. One needs to struggle to board the car !
- One needs to join a long queue to go home after work.
- I join a long queue before getting a car.
- Queuing for transport.
- Most of the cars are not in proper condition -- tend to have breakdowns on the way.
- Heavy traffic
- Ticket sellers for Madina tend to take bribes from some passengers, making it difficult for the rest to get tickets to board vehicles.
- Queuing sometimes while waiting for Trotro. Taxi has the same problem because the road is not a regular route.
- Lateness to work due to hectic time spent in queues. A lot of money being spent for a short distance.
- At times one needs to struggle before getting a van. This brings about competition among a large number of people to board one small vehicle.
- No discipline from trotro and taxi drivers (reckless driving/over speeding and violation of traffic rules). Trotro operators involved in overloading.
- Sometimes you have to fight to get on board -- creates a lot of confusion.
- When you are in a hurry you will find the driver buying petrol.
- A lot of bus stops on the way.
- Overloading of trotro and taxis in the night.
- Crowding in the car to share the burden of high fares.
- No space for vehicles to stop (bus stop).
- One needs to get to the station early enough to get a car.
- Lack of transport terminals.
- Over aged taxis and buses.
- At times one needs to board about three or four cars before getting to one's destination.
- You will experience different kinds of odour in the car.

Problems – Group 2

- No money
- Bad roads
- Poor condition of cars
- Cost (inconsistence)
- Over loading
- No parking space
- Distance
- Queuing
- Odour
- Noise

Pair-wise ranking (using numbers to indicate problem area) of a list of major problems developed from the above lists through facilitated consensus building discussions in plenary

	-									
B	A	-								
C	C	C	-							
D	D	D	C	-						
E	E	E	C	E	-					
F	F	F	C	F	F	-				
G	G	G	C	G	E	F	-			
H	H	H	C	H	E	F	G	-		
I	A	I	C	I	E	F	G	H	-	
J	J	J	J	J	J	J	J	J	J	-
	A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**

Problems		**Tally**
A.	Distance to bus stop	2
B.	Noise and inconvenience in cars and stations	0
C.	Bad roads	8
D.	Queuing	2
E.	Cost (inconsistencies)	6
F.	Poor condition of cars	7
G.	Over loading – indiscipline of drivers and mates	5
H.	No parking spaces/terminal	4
I.	Odour in cars	2
J.	No money	9

From this, the agreed ranking of issues that participants would like to see addressed are:

1. Lack of money
2. Bad roads
3. Poor condition of cars
4. Inconsistency of cost
5. Overloading and ill-disciplined drivers and mates
6. Lack of parking spaces and terminals
7. Equal: Long distances to bus stops
   Queues
   Bad smells in cars
8. Noise and inconvenience in cars and at stations

C. 3 Nima – transport issues affecting teachers (N= 8) in a Junior Secondary School

PROBLEMS

2. Get up early to avoid Traffic Jam
3. Arbitrary change of destination by drivers
4. Poor road restricts services during raining seasons
5. Too many unauthorised stops
6. Arbitrary increase in fares at peak periods
7. Taxis demand dropping at peak periods
8. Drivers should stop harassing passengers
9. Too much Overloading
10. Poor condition of Vehicles
11. Uncovered drains that are hindrance to Pedestrians
12. Long waiting period in Vehicles at the Terminals
13. Lack of Sheds at the Station

POSSIBLE SOLUTIONS /SUGGESTIONS

1. Provide workers with Vehicles Per Community
2. Provide School Children with buses
3. Condition of the Vehicles should be checked
4. Review of charging fares
5. Drivers should be test before giving Licence
6. Government should provide government buses
7. Check Overloading
8. Provide permanent Bus Stops
9. Ensure the comfortability of passengers in Vehicles
10. Drivers and their Mates should put on clean clothes
11. Provide car loans to Teachers

RANKING

SOLUTION NO.	NO. OF TEACHERS	RANK
1	6	1
2	0	12
3	1	6
4	1	6
5	1	6
6	3	2
7	2	4
8	2	4
9	1	6
10	0	12
11	3	2

Nima – transport issues affecting children (N=10) in a Junior Secondary School

PROBLEMS

1. Long waiting time at Bus Stops
2. No direct Service
3. Do not attend School when it rains
4. High Cost of transport
5. Traffic delays
6. Dangers associated in crossing highway
7. Difficulty in crossing roads
8. Disregard for Traffic signals at the Kanda Highway

C. 4 Summary of comments from Junior Secondary School children's drawings on "transport problems – concerns about my journey to and from school"

- Rain makes road slippery
- Animals and lorries on same street – causes conflict and animal death
- Lorries sometimes run across red traffic lights unless police are there
- Need to wait a long time (up to 15 minutes) to cross street due to busy traffic
- Some drivers see me coming but ignore me and don't drive carefully
- When I was sick I had to take a car to hospital
- Waiting for lorries to pass before crossing the road is a long time
- The road is rough and full of pot-holes. People who fill these in ask for money and this causes delays
- Filth and flies on road after rain when road gets watery – drains and gutters get blocked
- No-one at zebra crossing to help us when coming to school
- Gutter too wide – driver stops too close to edge of gutter and can't jump across – gutter is foul.

C. 5 Focus group discussions with seven teachers from AMA schools in Nima

Problem identified	No. of people having this problem
No vehicle	6
Careless driving	3
Traffic congestion	1
Difficulty in crossing road	2
Few zebra crossing	1

Points raised by Nima schoolchildren concerning transport and travel issues they face

- Sometimes when I am coming to school I fall in the gutter.
- Sometimes I have to buy food, so when waiting for the food seller to serve me I come to school late. I am always caned.
- I walk about 15 minutes to school.
- If I am late I take I take a trotro but I don't feel comfortable. In the car, people sometimes do unnecessary things like shouting at others.
- There is a lot of traffic especially on Wednesday (market days).
- I find it very difficult to get car.
- I walk from the house to the station. I take about 5 minutes to reach there but the cars don't always stop.
- The drivers stop several times to pick up passengers at authorized and unauthorized stops so I can be late for school.
- If I am coming to cross the road I take my time because the drivers drive very roughly.
- The problems that worry me is when I am taking a car. I find it very difficult. I f I get a car too I will have to join a long queue. When I reach the school I will have to cross a dangerous road.
- The problem I face is that I always feel tired.
- I have to walk a long distance to school so when I'm late I take trotro or taxi to avoid canes. It is difficult to get a trotro. You have to wait for a car. The fare for trotro is ¢300 and the fare for taxi is ¢700. When I walk to school, I have to cross a big gutter.
- I have to walk a long distance to school so I take a trotro. I have to stand a long time before getting a bus to school. The drivers drive very roughly too.
- I have to wait for a long time for a trotro to arrive - this makes me get tired before I get to school. The drivers stop to pick up passengers at authorized and unauthorized places - this makes the trip to school even longer.
- It is difficult for me to cross the road when I am coming to school.

Summary of issues facing teachers at a Nima RC school

Problems

1. Get up early to avoid traffic jam
2. Arbitrary change of destination by drivers
3. Poor road restricts services during raining seasons
4. Too many unauthorized stops
5. Arbitrary increase in fares at peak periods
6. Taxis demand dropping at peak periods
7. Drivers should stop harassing passengers
8. Too much overloading
9. Poor condition of vehicles
10. Uncovered drains that are hindrance to pedestrians
11. Long waiting period in vehicles at the terminals
12. Lack of sheds at the station

Possible solutions /suggestions

1. Provide workers with vehicles per community
2. Provide school children with buses
3. Condition of the vehicles should be checked
4. Review of charging fares
5. Drivers should be test before giving license
6. Government should provide government buses
7. Check overloading
8. Provide permanent bus stops
9. Ensure the comfortability of passengers in vehicles
10. Drivers and their mates should put on clean clothes
11. Provide car loans to teachers

Summary of issues facing students at a Nima RC school

Problems

1. Long waiting time at Bus Stops
2. No direct Service
3. Do not attend School when it rains
4. High Cost of transport
5. Traffic delays
6. Dangers associated in crossing highway
7. Difficulty in crossing roads
8. Disregard for traffic signals at the Kanda Highway
9. Queuing for a long time
10. Over loading
11. Mates keep your change
12. Setting off very early to avoid queuing.
13. Frequent stopping to pick up passengers on the way
14. Insufficient cars.

Several people mentioned problems particularly associated with the rainy season. This was further explored using ‘post-its’ and a spider diagram. The main concerns are below:

Problems during rainy season

1. Flooding
2. Don't allow you on bus when wet.
3. Very few cars on road.
4. Refusal of drivers to stop to pick up passengers.
5. Lack of gutters causing flood.
6. Queuing becomes worse.
7. Accidents.
8. Potholes.
9. Leaky cars (getting wet).
10. Over loading.
11. No cover in terminals.
12. Alcohol during rainy season.

Solutions

1. More public transport by government
2. Improvement of road infrastructure
3. Drivers should not drink when driving
4. Reduce/avoid over loading

Pair-wise ranking from a list of major problems, derived from the above discussions

Lack of Transport	-							
Passengers argue	Lack T	-						
High cost	Lack T	High cost	-					
Mates keep change	Lack T	Argue	High cost	-				
Congestion	Lack T	Congestion	High cost	Congestion	-			
Rainy season problems	Lack T	Rainy season	High cost	Rainy season	Congestion	-		
Cover in terminals	Lack T	Argue	High cost	Cover	Congestion	Rainy season	-	
Lack of roads	Lack T	Lack R	High cost	Lack R	Congestion	Rainy season	Cover	-
	Lack of transport	**Passengers argue**	**High cost**	**Mates keep change**	**Congestion**	**Rainy season problems**	**Cover in terminals**	**Lack of roads**

From this, the agreed ranking of issues that participants would like to see addressed are:

1. Lack of transport
2. High cost of transport
3. Traffic congestion
4. A range of travel problems associated with the rainy season
5. Mates sometimes keeping schoolchildren's change
6. Equal: The lack of cover in transport terminals
   Lack of roads
7. Arguments among passengers

Appendix D

Output from participatory appraisals, semi-structured interviews and focus groups with people with disabilities (2001 and 2002)

D. 1 People with disabilities

The Vulnerable groups were identified while working in the community. Various community members identified the most vulnerable group to be people with disabilities.

Different agencies are responsible for the welfare of the disabled in Ghana. These include The Ghana Society for the Blind, The Ghana Society for the Deaf and other NGOs.

We worked with several groups, including people with poor sight or no sight, people with hearing impairments and wheelchair users. Further data may be found in this appendix and the main report. The data below are from members of a Non-Governmental Organisation 'Hope for Life (HFL)'.

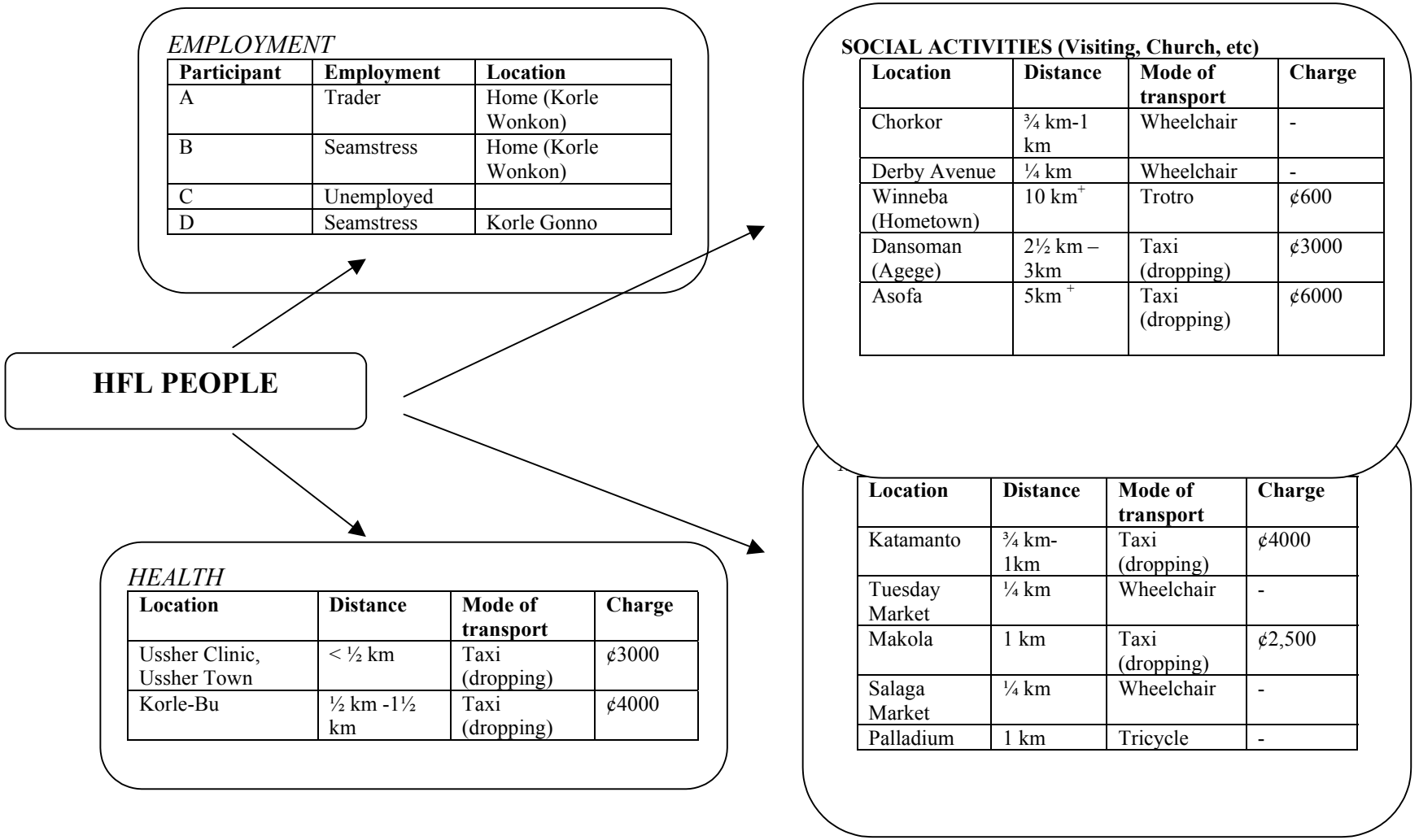
Hope for Life

The 'HFL' project is a subsidiary of Bethany Projects, a Roman Catholic NGO founded in 1986 in response to the suffering and helplessness of disabled people in Accra. Currently they have about 300 members and nine individual branches within greater Accra. The goal for HFL is to uplift the image of the disabled by working hand-in-hand with them to become self-supporting, contributing members of society "… with dignity and respect that all God's children deserve."

We met with one of the nine branches. Participants were mainly from the poor areas of Korle Wonkon and Chorkor. The group was made up of 10 men and women about half of whom had some form of skill such as sewing, trading and bicycle repairing. The educational status for many HFL members is very low with the highest usually being the Junior Secondary School level. However a few members have higher education levels. The reasons they gave for their low education were mainly poverty and neglect by the family. The association caters for disabled people of all age groups with the aim of making them self-reliant. Initial focus for HFL work is increasing mobility and then training disabled people to acquire skills.

The participants were divided into two working groups. During discussions, questions were asked concerning their general activity patterns, mode of travel, time consumed in travelling and the cost of transportation. The discussion was enhanced by the use of PRA visual tools such as the spider diagram and the use of tables. The responses to their questions are shown in Figs. xx and xx below. These show the activity pattern for some of the participants in the discussion group.

ACCESSIBILITY TO SERVICES- VULNERABLE GROUP



EMPLOYMENT

Participant	Employment	Location
A	Trader	Home (Korle Wonkon)
B	Seamstress	Home (Korle Wonkon)
C	Unemployed	
D	Seamstress	Korle Gonno

SOCIAL ACTIVITIES (Visiting, Church, etc)

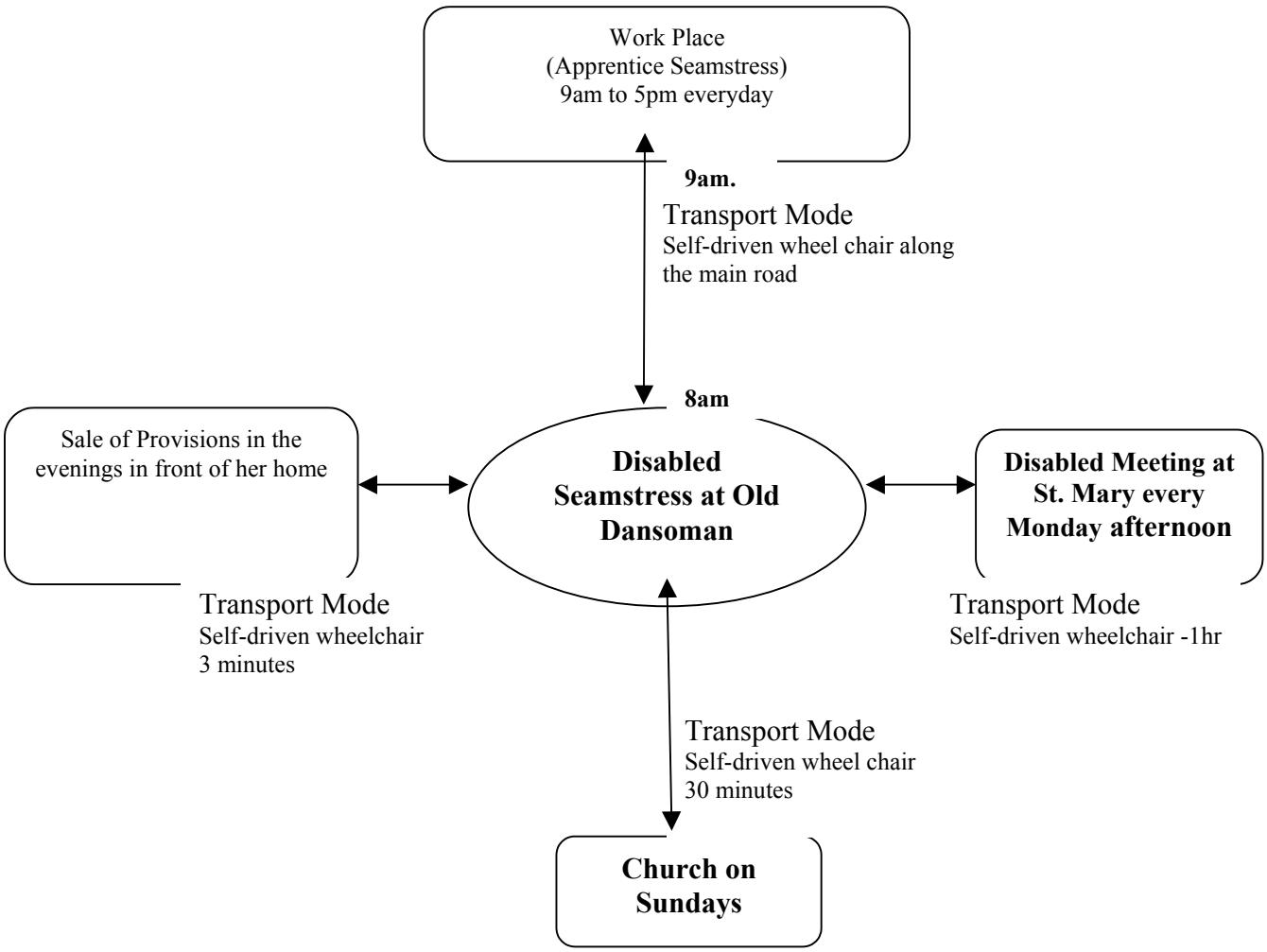
Location	Distance	Mode of transport	Charge
Chorkor	¾ km-1 km	Wheelchair	-
Derby Avenue	¼ km	Wheelchair	-
Winneba (Hometown)	10 km+	Trotro	¢600
Dansoman (Agege)	2½ km – 3km	Taxi (dropping)	¢3000
Asofa	5km +	Taxi (dropping)	¢6000

HEALTH

Location	Distance	Mode of transport	Charge
Ussher Clinic, Ussher Town	< ½ km	Taxi (dropping)	¢3000
Korle-Bu	½ km -1½ km	Taxi (dropping)	¢4000

Location	Distance	Mode of transport	Charge
Katamanto	¾ km-1km	Taxi (dropping)	¢4000
Tuesday Market	¼ km	Wheelchair	-
Makola	1 km	Taxi (dropping)	¢2,500
Salaga Market	¼ km	Wheelchair	-
Palladium	1 km	Tricycle	-

ACTIVITY PARTERN OF DISABLED APPRENTICE SEAMSTRESS



Problems Associated with Transport Needs

- Wheel chair can only access paved roads that prolong travel time.
- Faces difficulty in using wheelchair on gravel roads.
- Trotro drivers refuse to carry her and wheelchair on longer routes resulting in the use of taxis, which cost more.
- Frequent breakdown of wheel chair especially flat tyres.

Many issues raised during the discussion indicated that disabled people's needs have been largely neglected in the development process. Some of the issues include:

1. Infrastructure design and provision hardly takes into consideration the needs of the disabled e.g. Buildings, transportation, road pavements which do not take into consideration wheel chair users, the open drains, and public facilities like public toilets which are designed for squatting.

2. Poverty was an important issue. Many have little education and experience difficulty finding employment. Some have been able to acquire some skills through the help of NGOs. However a lack of capital makes it difficult to set up. Many disabled people resolve to beg along major streets to make ends meet.

3. Participants felt they were discriminated against and insulted. Reasons given included traditional Ghanaian beliefs, disabled people's poverty, and general ignorance about disabled people. These attitudes result in low self-esteem and a feeling of inadequacy. Some are unable to socialise freely with others for fear of being insulted. One participant said, "*because of the way people insult me I do not even go out*". Other transport users do not respect them and treat them badly.

4. There feel their is virtually no assistance from government and as such they have very little trust in the government. There are no regular allowances or subsidy to help alleviate their poverty.

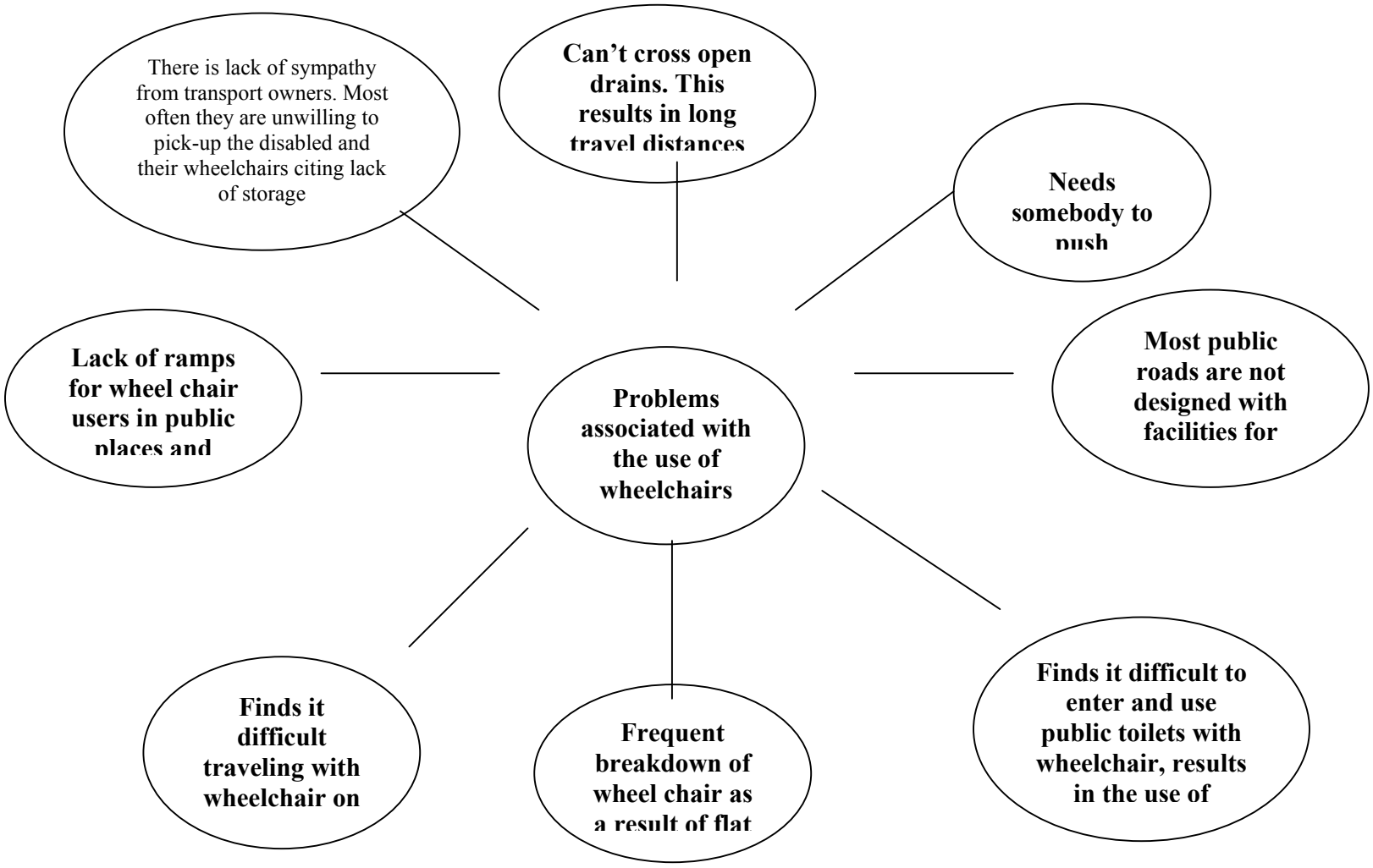
These issues make it difficult for disabled people who have to deal not only with the limitations posed by their disability but at the same time deal with all the issues raised above. This renders them highly disadvantage and poor.

Fig xx shows the general problems faced by the disabled group we worked with, while Fig xx and Fig xx illustrates their problems related specifically to transport.

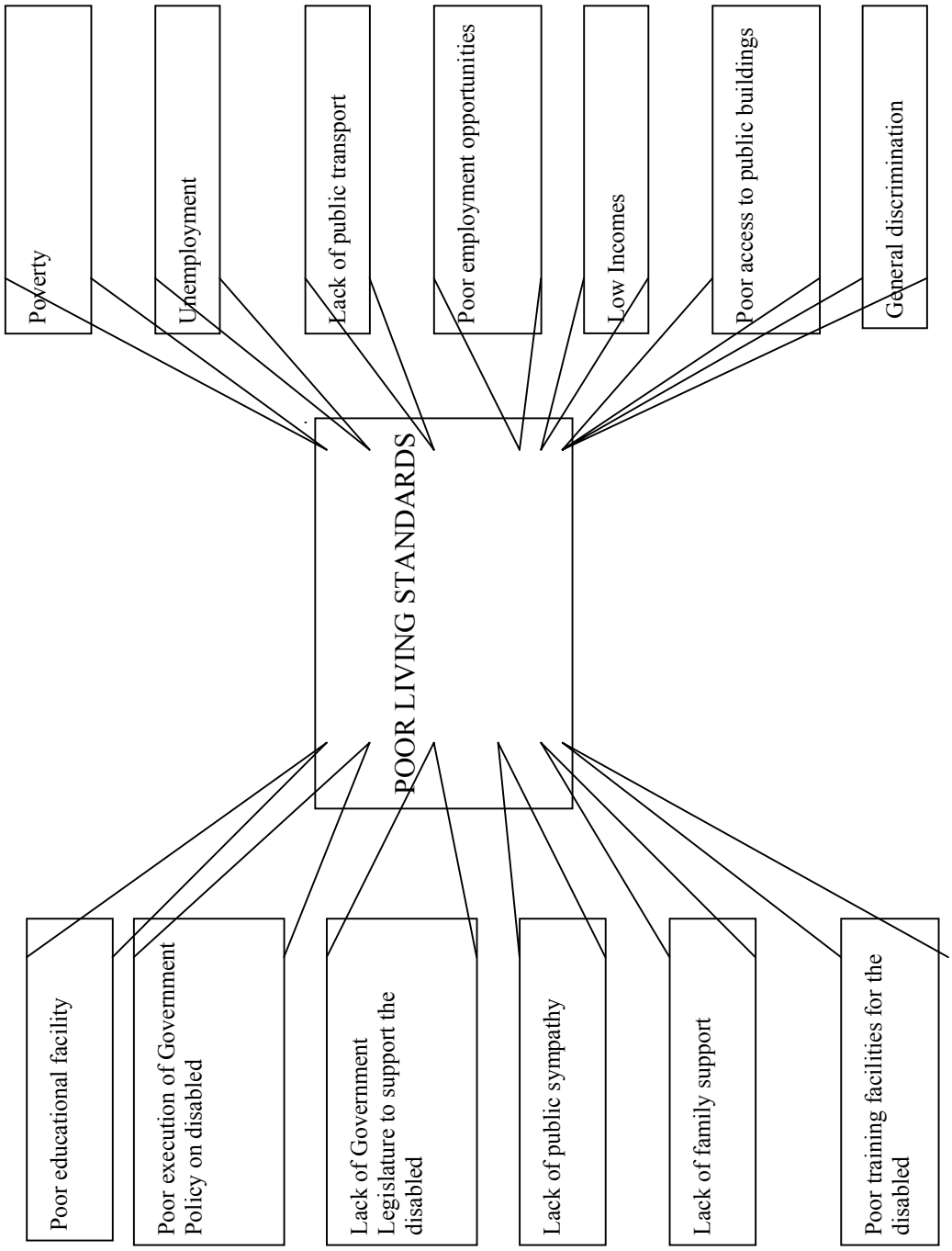
Some suggestions from the group on how their problems might be resolved include:

- Provide access (pavements) to public facilities so they can access them with their wheel chairs.
- Provide lanes along the road and covered drains to make accessibility better for wheelchair users
- Provide special transport services for the disabled
- Improve the road condition
- Provide jobs for the disabled e.g. Seamstresses, Shoemakers etc.
- Give monthly allowances/ benefits to the disabled people
- Enact laws and educate the public on the rights of the disabled (Disability Act)

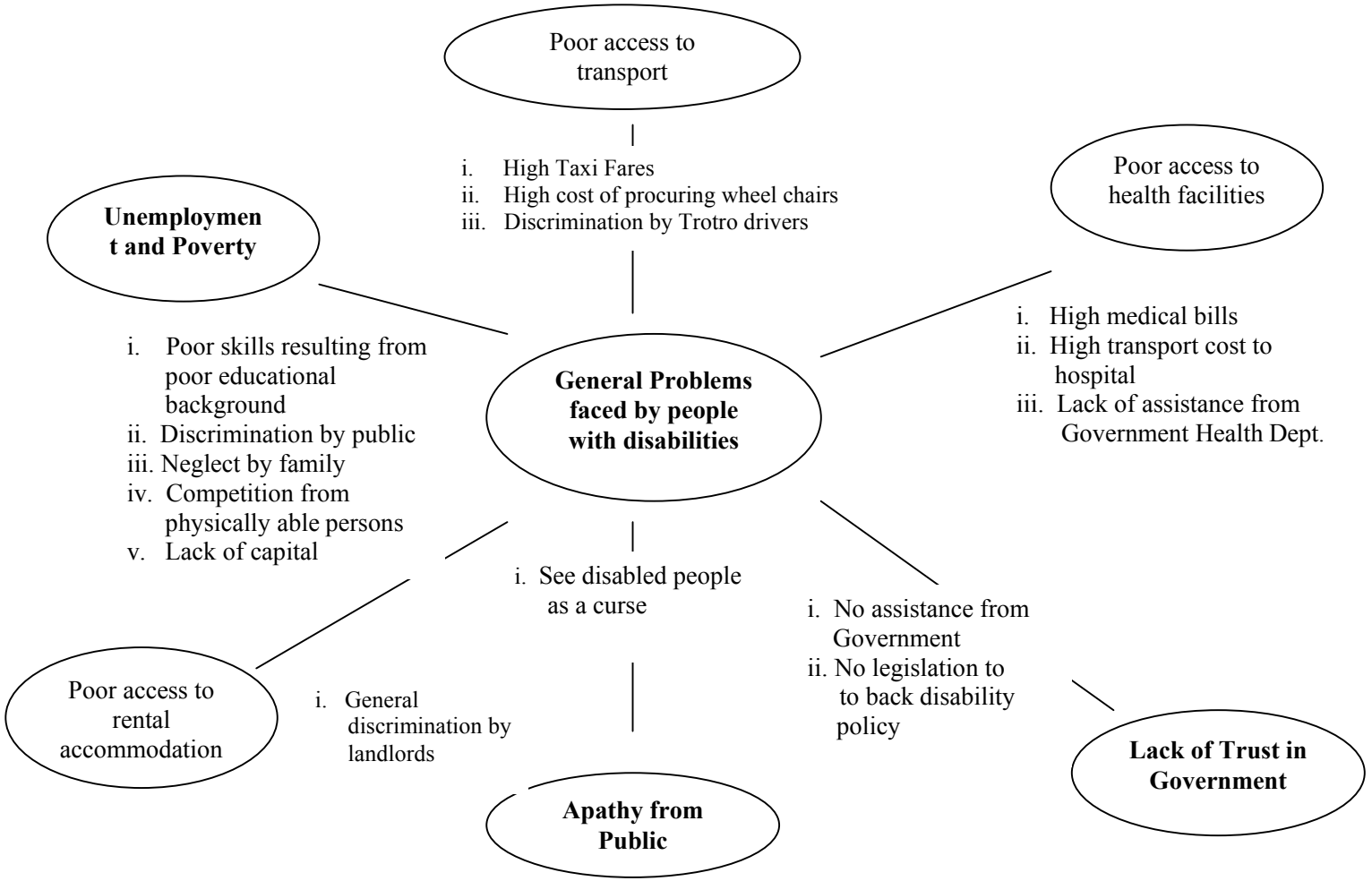
Transportation related problems – focus group with disabled residents of two low-income communities



Problem Tree: Issues emerging from discussions with the disabled



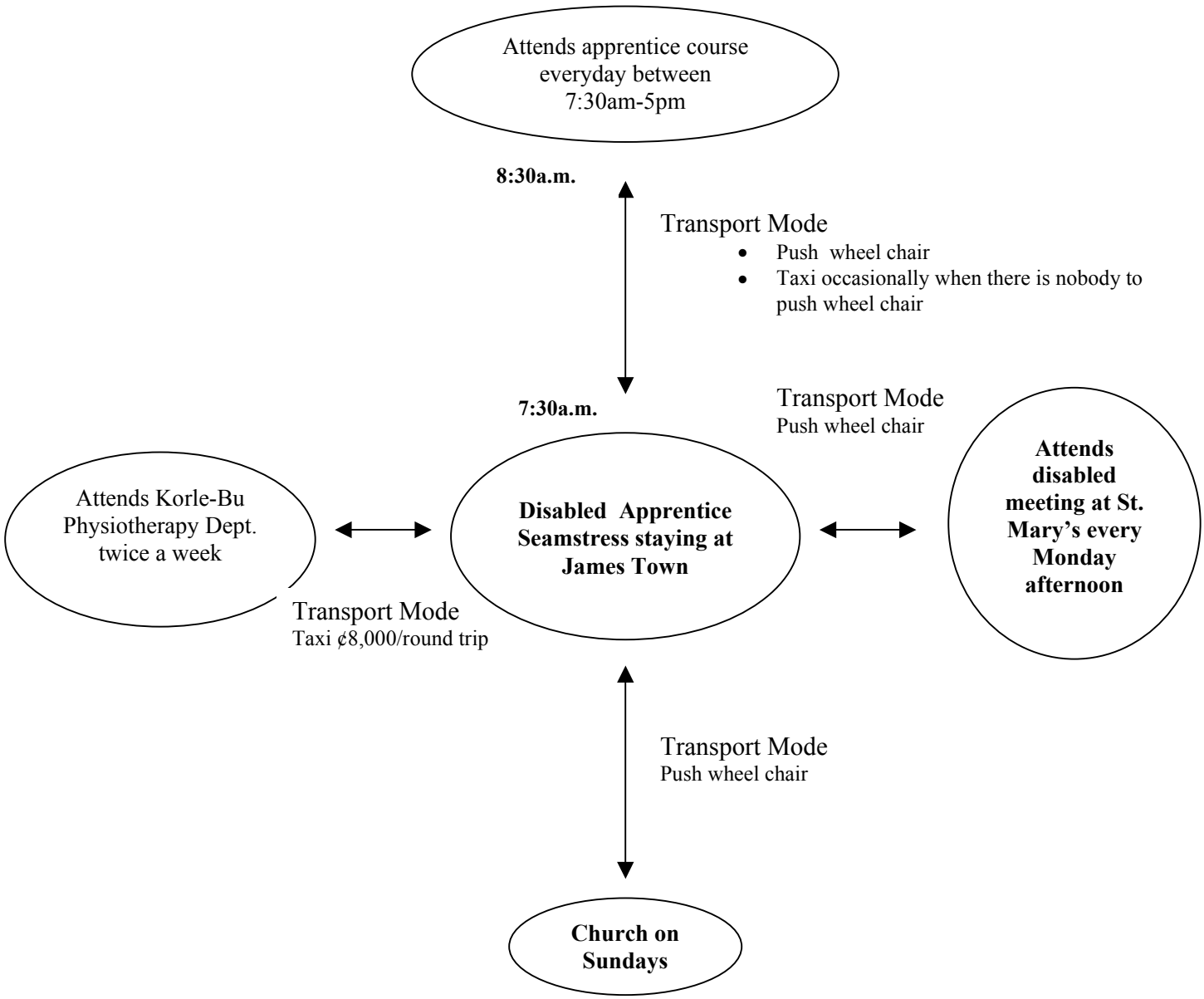
D. 2 Summary of livelihoods issues facing ten people with disabilities in Accra



Some Livelihoods issues facing people with disabilities in Accra – lack of mobility or low mobility is a key factor in maintaining or increasing disabled people's vulnerability.

People with disabilities	Physical Capital	Human Capital	Social Capital	Natural Capital	Financial Capital
Walk with difficulty Cannot walk at all Use a wheel chair Speak and walk with difficulty Cannot hear well or at all	Unemployment Discrimination in access to housing and other facilities High transport cost Discrimination in access to public transport Poor public service for disabled	Poor access to health services Poor access to education	Lack of help from Government Poor public sympathy Discrimination by transport owners (trotro) Neglect by family Difficulty gaining employment	Unable to move around during rainy season.	Difficulty in securing employment Access to credit very difficult High expense for transport

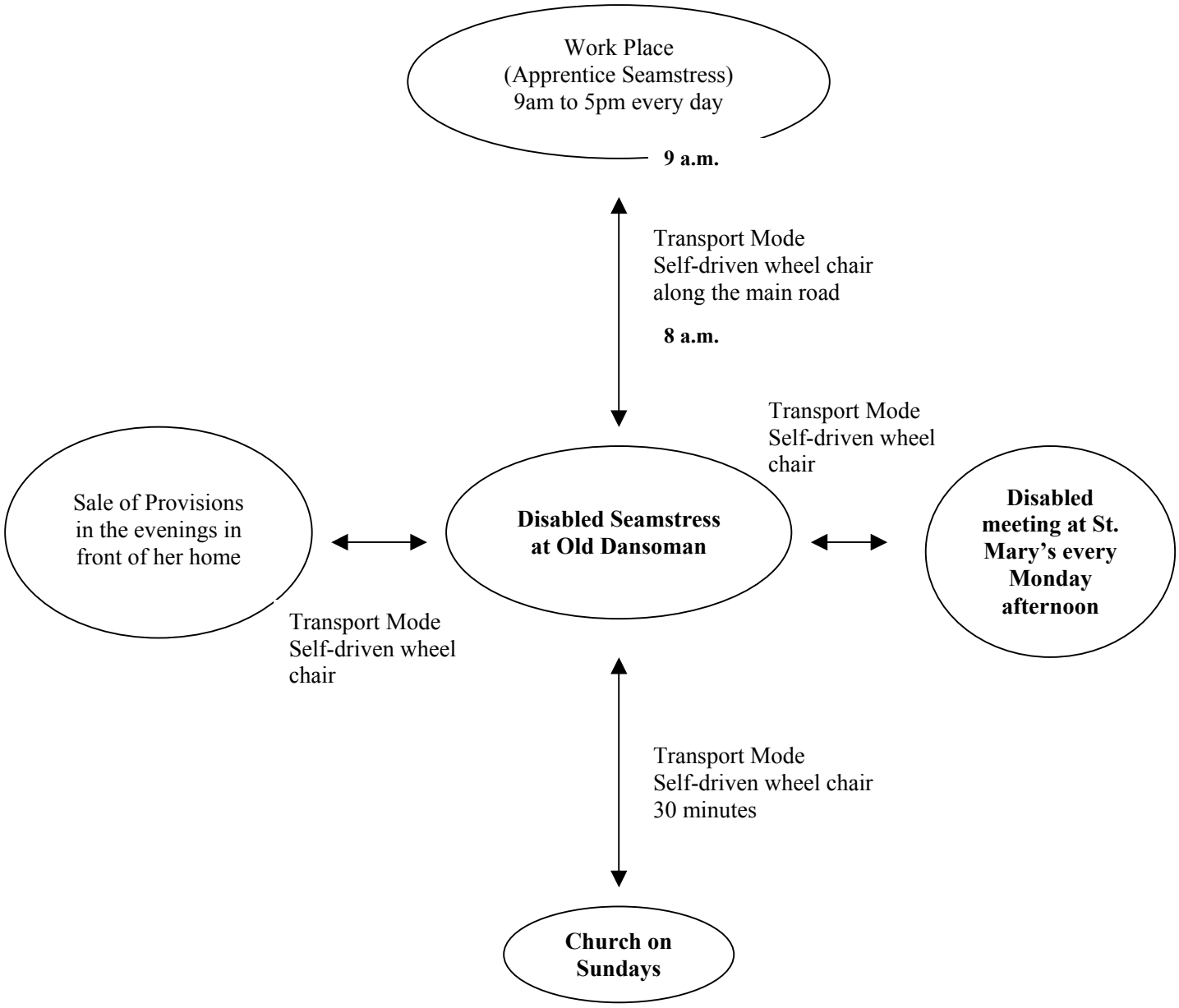
D. 3i Activity pattern of disabled apprentice seamstress



Problems Associated with Transport

- Can only use wheel chair can is she can get somebody to push her.
- Has to charter a taxi for long journeys (e.g. to the hospital) resulting in high transport expenditures.
- Unable to get access to trotro because of lack of storage room for pushchair.

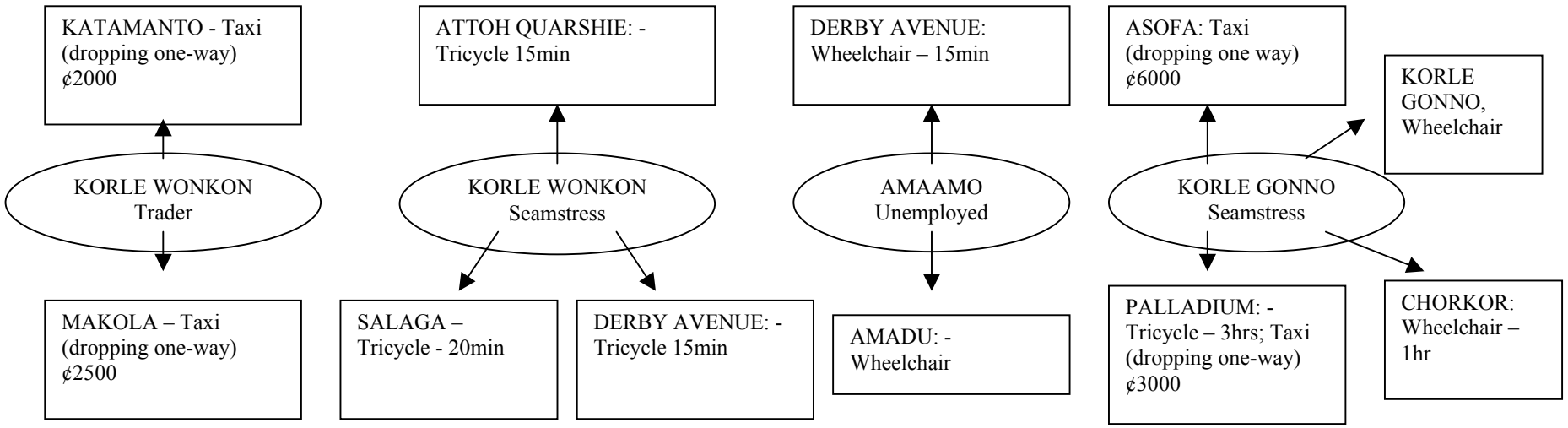
D. 3ii Activity pattern of disabled seamstress



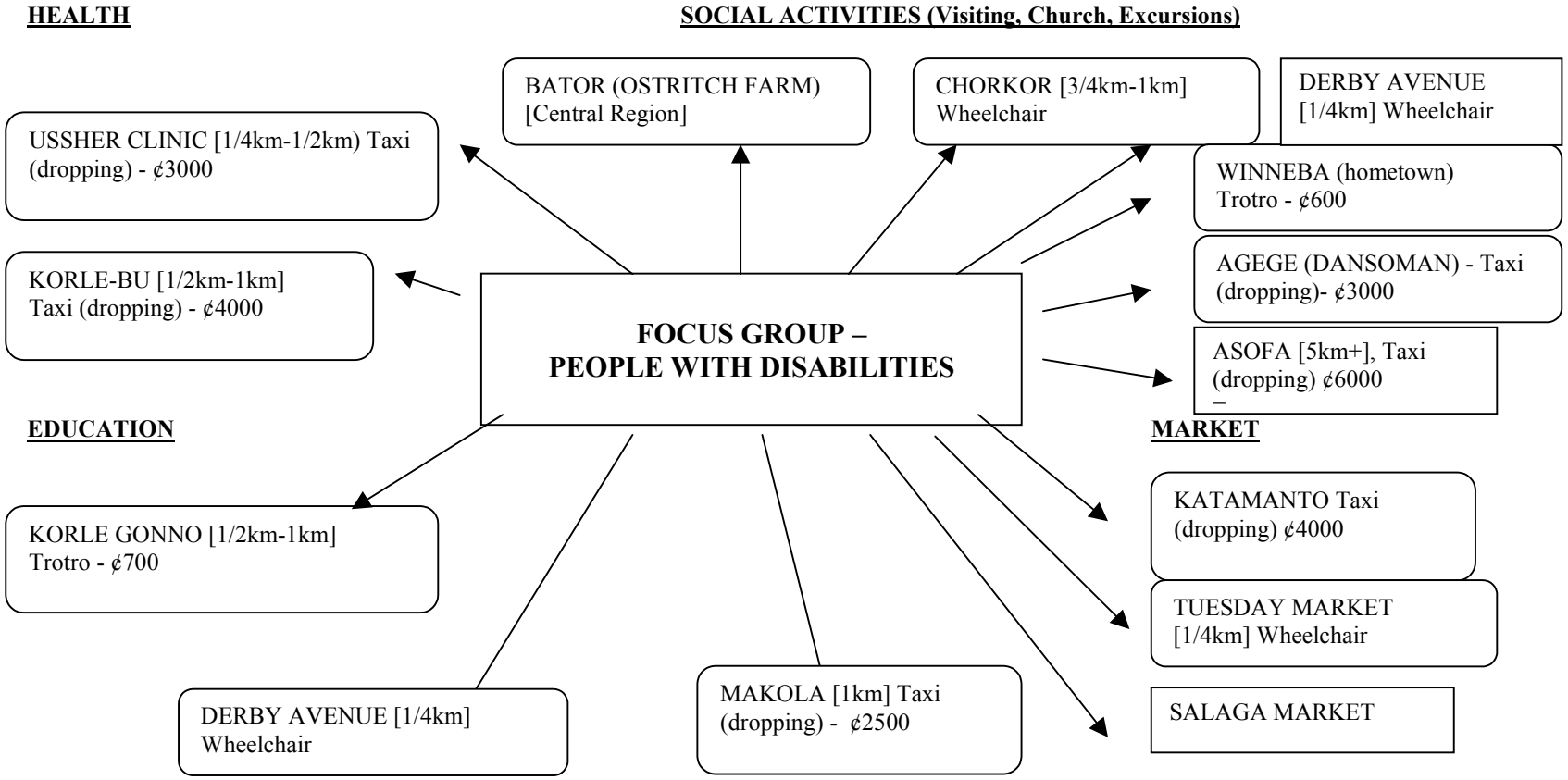
Problems Associated with Transport

- Wheel chair can only access paved roads – this prolongs travel time.
- Faces difficulty in using wheelchair on gravel roads.
- Trotro drivers refuse to carry her and wheelchair on longer routes, resulting in the use of taxis which cost more.
- Frequent breakdown of wheel chair especially flat tyres.

D. 4 Travel Patterns for four people with disabilities



Activity patterns of four people with disabilities – health, education, employment and social activities



PROBLEMS FACED BY FOUR DISABLED PEOPLE

A	B	C	D
The distance to the Trotro station is far to walk and as such had to pick a taxi (dropping), - about 4 times the cost of a normal taxi fare.	Difficulty in boarding vehicle because she will have to get out of the wheel chair to board and also the lack of space for the wheel chair	Has to be pushed in the wheel chair in order to move around	Difficulty in getting access to Taxi's
Difficulty in getting access to the public toilet due to absence in pavements	Difficulty in getting access to the public toilet due to absence in pavements	The house design does not allow for movement in the wheel chair - has to get down and drag himself along the floor in order to move in the house	Has to abandon the tricycle along the way when it develops a puncture and has to pick "dropping" back home and the tricycle will be picked up later
Does not get any help from social welfare except for one NGO (Hope for Life) and private benefactors who help by giving wheel chairs, taking them for excursions, giving them help during festive occasions and sometimes money help for replacement of spare tyres.	Drivers do not give them away or allow them to cross the street	Poverty makes most disabled people end up begging along the roads.	Due to the absence of pavement on majority of the roads, the disable are forced to move on the road alongside with the vehicles and this is often dangerous
	When in tricycle or wheel chair some drivers consider PWDs a nuisance and hurl insults	The seats for the public toilets (squatting type) are too low and are very difficult to use	Difficulty in getting access to spare parts especially for the tricycle.
	Poor condition of roads make it difficult to use the wheel chair of tricycle		Where there are no slabs on the gutters to cross over, they need to be helped to cross the road or they have to travel longer distances till they get to a section, which has a slab across.

SOME POSSIBLE SOLUTIONS

- Pave the roads/paths that lead to the public toilet
- Provide pavement along the road and covered drains to make accessibility better
- Provide special transport services for the disabled
- Improve the road condition
- Provide jobs for the disabled e.g. Seamstresses, Shoemakers etc
- Provide monthly allowance for the disabled people
- Provide pavement/ cycle lanes along the roads I order it will enhance movement
- Educate the public to respect the rights do the disabled

D. 5 Focus group with three representatives of organizations working with disabled people on transport issues

Problems

1. Long waiting
2. Presence of "Agyeman"
3. Struggling to board the vehicle
4. Inability to spot/board the vehicle in time
5. Negative attitude of some drivers/mates to people in wheel chairs.
6. High arbitrary fares (wheel chair) inconvenience
7. Not every car is convenient/suitable (access, seating arrangement) for disabled
   Wheel chair – seating arrangements
8. No seats at stations, No means of shelter from rain
9. Double fare for the blind
10. Lack of spare parts for specially designed cars for disabled
11. Side walks not suitable for wheel chair users – gradient.
12. Traffic management/Road furniture, does not favour disabled (traffic lights – no sensors)
13. Gutters drains not covered.
14. Motorist do not observe zebra crossings
15. Disregard for use of white cane.
16. Lack of official lay byes for taxis/trotros
17. Drivers do not stop at official places – causes problems for visually impaired.
18. Long medians – where they are short unsuitable for wheel chair users.
19. Pedestrian overpass not suitable for wheel chair users
20. Sellers crowd pavement – obstruct users
21. Roads without walking pavement posses problems.

Suggestions

1. Transport operators should order vehicles with the disabled (for all) in mind.
2. Policy makers should take into consideration the disabled – in terms of kinds of vehicles.
3. Sheltered waiting places.
4. Training for drivers/mates to give priority to the disabled etc.
5. Indicators along kurb.
6. Alleys - no provision for wheelchair users.
7. Consultation with the disabled/physically impaired/visually disabled in the design and construction of roads.
8. Regular education for regulators, users, operators (visually impaired/disabled)
9. All roads should have bus stops/request stops.
10. Sensitization of users stakeholders etc.

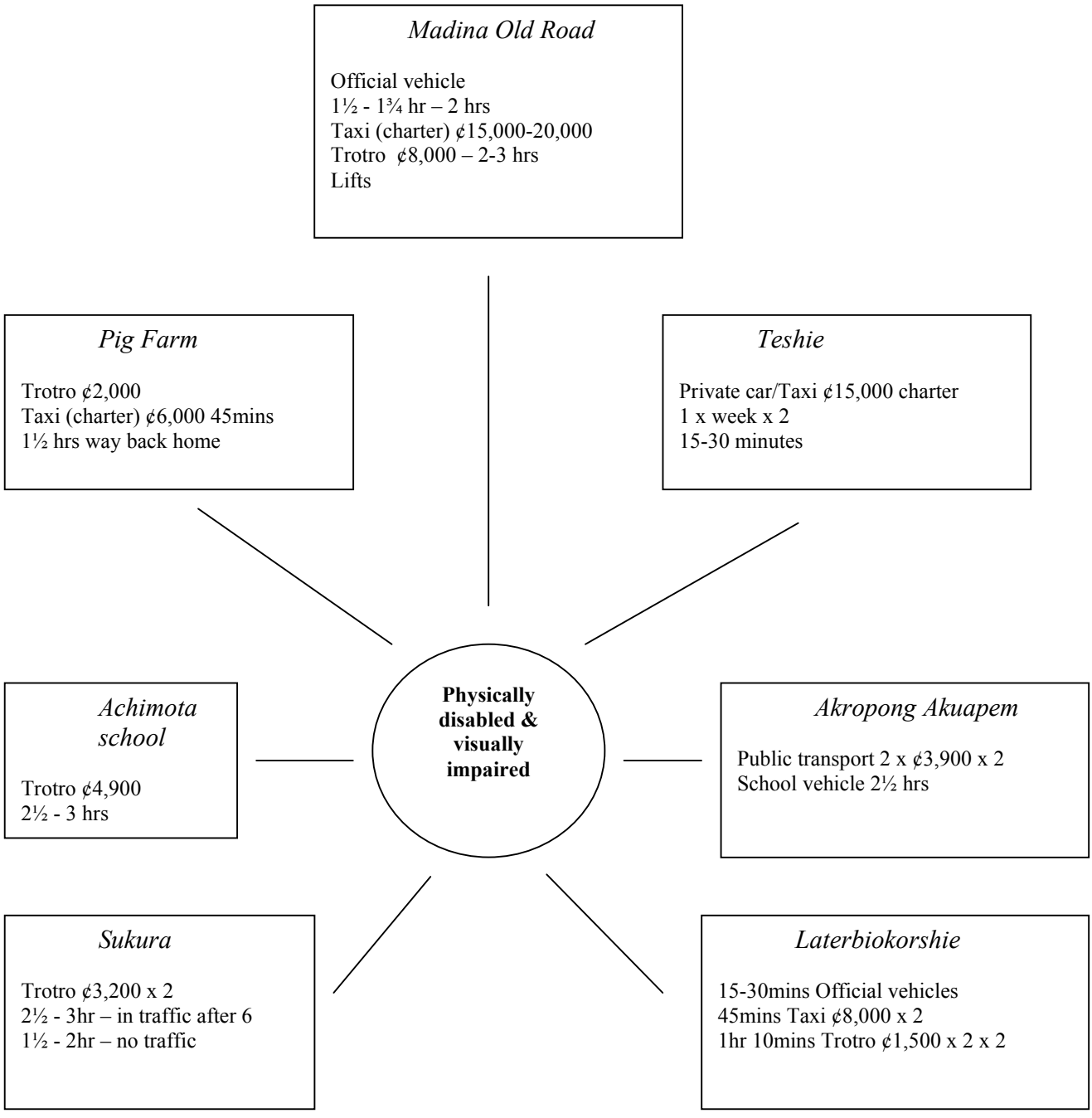
Ranking of key suggestions from above list

Note – participants felt that if suggestion 7 was implemented (i.e. consultation) then the rest of the list would take care of itself. In other words, the lack of consultation on implementation issues (rather than simply policy-making issues) was a key constraint.

Rep.	A	B	C
1	X	X	
2	X	X	X
3			
4			
5			
6			
7	X	X	X
8			
9	X		
10	X		

Issues affecting people who were unable to either hear or speak

- Hearing Impaired children do not know destination
- Drivers skill is poor
- During rainy season there is less transport
- Transport breaks down
- Depend on others to guide
- Congestion
- Policy on disability is weak
- Trotro safety
- Trotro quality and maintenance
- Driver quality e.g. knowledge of area
- Overcrowding
- Mixture of passengers and goods
- Poor use of media in educating deaf people.


Madina Old Road
Official vehicle
1½ - 1¾ hr – 2 hrs
Taxi (charter) ¢15,000-20,000
Trotro ¢8,000 – 2-3 hrs
Lifts
Pig Farm
Trotro ¢2,000
Taxi (charter) ¢6,000 45mins
1½ hrs way back home
Teshie
Private car/Taxi ¢15,000 charter
1 x week x 2
15-30 minutes
Physically disabled & visually impaired
Achimota school
Trotro ¢4,900
2½ - 3 hrs
Akropong Akuapem
Public transport 2 x ¢3,900 x 2
School vehicle 2½ hrs
Sukura
Trotro ¢3,200 x 2
2½ - 3hr – in traffic after 6
1½ - 2hr – no traffic
Laterbiokorshie
15-30mins Official vehicles
45mins Taxi ¢8,000 x 2
1hr 10mins Trotro ¢1,500 x 2 x 2

Appendix E

Results from workshops with Ghanaian stakeholders held in Accra at end of fieldwork, July 2002

END OF FIELD WORK WORKSHOPS HELD IN GHANA

Summary of Issues discussed in workshops with stakeholders on 12th and 15th July, 2002, at Micklin Hotel, Accra. Almost all those involved had previously been participants in the field work.

GROUP 1 – Community planning and transport

This six-person group consisted of opinion and youth leaders from Nima, a suburb of Accra. The discussions centered on strategies to identify community needs and how to improve the quality of public transport system within the community. The main transport problems that emerged from the discussion were:

i) Poor landuse planning and development control

Nima community does not have sufficient access roads because the settlement developed spontaneously with little regard for land use planning. Sections of the community actually have *no* access roads. This has made response to life-threatening emergencies difficult, slow or impossible. Access to public transport is limited to the arterial roads surrounding Nima. Some areas experience flooding during the rainy season due to lack of drains, poor orientation of houses and high housing densities.

ii) Indiscipline on the part of "Trotro" and taxi drivers

The group sited numerous examples of motorists, especially taxi and "trotro" drivers, flouting traffic and safety regulations with impunity. The foul language used by drivers and mates, especially in the presence of elderly people, was of concern. They attributed this to the fact that most drivers who ply the community are not residents.

iii) Poor relationship between community members, operators and policy ,akers

It was felt that the relationship gaps among policy makers, e.g. Member of Parliament, and the community were too wide. They deplored the bad reception that police give people who report cases of reckless driving. They said this discourages people from lodging genuine complains. Operators were also accused for dissociating themselves from communities where they operate because they are not residents.

What can be done

In light of these problems and others mentioned in fieldwork (Appendix xx), communities and their leaders were expected to champion the following strategies that were put forward:

- Education of "difficult residents" to co-operate during transport projects and policies.
- Formation of development associations to act as pressure groups to lobby for transport projects to sensitize local and central government institutions on the impact of projects and policies in the community and provide information on community perspective on policy. These associations could also help the police and the transport unions to enforce traffic regulations.
- Community ownership of vehicles. This will ensure some level of respect and allegiance to the communities and their leaders.
- Transport operators should team up with the community in transport law enforcement
- Enacting of byelaws to curb indiscipline.
- Increased collaboration between the community, enforcement agencies, Unions
- and regulators in the form of quarterly meetings and open fora to discuss ways to curb indiscipline on the roads.

What we want to tell regulators/operators?

- Provide Community layouts before development
- Improvement in road infrastructure
- Transport Operators Unions must improve the quantity and quality of their fleet.
- Transport Unions must be more efficient

GROUP 2 – Discipline and law enforcement

This ten-person group, made up of school children and teachers, discussed indiscipline and law enforcement as key issues affecting their livelihoods.

It was observed that drivers took many risks. Some engage in dangerous driving in spite of existing bad road conditions, thereby endangering their lives and those of others. This includes overtaking on the brow of a hill, a bend or a sharp curve and (more seriously) over speeding. Broken down vehicles are left without any indicating signals either in front or behind, leading to serious accidents.

Some drivers (deliberately or out of ignorance) refuse to stop at RED traffic lights. Others also take hard liquor during working hours and operate their radio sets so loud that they are not able to detect when there is a mechanical fault.

There was considerable discussion that most drivers are illiterate – they cannot read road signs nor interpret what is meant to the road user. Due to lack of education they find it difficult to take relevant, quick decisions that need to be taken when confronted with sudden events on the road. These are "… *the same drivers who use profane languages/insults when they make mistakes to either to other drivers or pedestrians*."

Lack of attention was discussed as one of the principal factors involved in pedestrian accidents. This is usually as a result of pedestrians having deep conversations or listening to messages while they are crossing the road.

Another bad practice among pedestrians, especially where traffic lights are provided is the arrogant attitude by some that they could cross roads at their own convenience without regard to lighting signals indicating whether pedestrian or vehicles have right of way. Pedestrians do not use zebra crossings -- sometimes resulting in accidents.

Apart from drivers and pedestrians who are not disciplined, some contractors also do not leave hazard warning signs or equipment to direct drivers during unfinished jobs. Such omissions end up in accidents which could have been prevented. Where signs are used they are sometimes left after construction or repair work has been completed.

The group discussed several laws, which if enforced, would improve road discipline.

The foremost concern was education – seen as an important factor throughout life but especially regarding the skills needed by drivers in discharging their duties safely. ***It was seen as especially important to examine drivers' training***. The accepted standard of training is through the driving school system. Driving instruction should not only cover skills but most importantly behaviour in its widest sense, e.g. good manners and morals as well as habits of attention whilst driving.

Driving should be part of the school curriculum and given proper attention like any other subject. The age limit at which one can acquire license must be enforced.

Collaboration of various aspects of traffic regulation enforcement between Motor Transport and Traffic Unit (MTTU) and the Vehicle Examination and Licensing Division (VELD) could be a way of checking indiscipline on our roads.

Regulation enforcement should be frequent, continuous and subject to constant review.

During the rehabilitation and repair of existing roads the police should be invited to the location so that they can share local traffic knowledge with road construction authorities. It is the responsibility of road contractors and the like to ensure that motorists are well catered for by positioning traffic signs and other necessary things to ensure road safety.

The police should also undertake highway patrols. This ensures police presence and deters road users from committing traffic offences. The police should indicate to drivers and other road users how to behave during periods of congestion and the like.

Above all the group stressed that offenders of traffic rules and regulations should be prosecuted by law enforcement agencies.

GROUP 3 – Transport policies that affect vulnerable groups

This eight-person group consisted of people who were visually impaired, hearing impaired or physically handicapped. The group considered policies that could enhance the transport system in Ghana and improve the living conditions of deprived, poor and vulnerable groups. The following concerns were raised.

No provision is made for the deaf as to where vehicles are plying. *Hearing impaired people find it difficult to identify the destination of public transport vehicles since these vehicles do not have specific destinations. This issue could be resolved by the use of signboards giving the destination and route of all public transport.*

Road plans are approve without the disabled in mind. Planning standards specifically meant to reduce the burden of the physically handicapped are not enforced by the able bodied who normally occupy the position of authority. This issue could be resolved by including representatives of the vulnerable groups on the planning boards at the national and local level.

Vehicles to cater for disabled people's needs. Public transport imported to the country should be suitable for the use by the physically handicapped.

Priority for disabled people in boarding vehicles instead of joining queues. Conscious effort should be made to educate the public on the needs of the disabled to develop the empathy to assist the disabled in times of need.

People with disabilities (PWD) representation on committees that plan the transportation system and road construction.

The rights and transportation needs of PWDs should be part of the curriculum in driving schools

Commercial drivers should be given permits and should know the city or town very well before being allowed to drive. This issue was raised to ensure that commercial drivers would operate as professionals and be able to assist all users, including the disabled, to their destinations.

There should be an ongoing awareness-raising on the rights of PWDs on the roads.

There should be approved bus stops to avoid the situation where vehicles stop anywhere.

Parking lots should be provided within built up areas to prevent people from parking on the streets or pavements meant for pedestrians.

Pavements should be provided for pedestrians within built up areas and the designs should cater for the needs of PWDs.

PWDs using commercial vehicles should be allowed to access government buildings which are out of bounds to taxis etc.

Zebra crossings should be marked to enable the visually impaired to identify crossing points.

Hearing impaired persons who are qualified to drive should be given licenses like in other developed countries.

There should be walking space in state buses instead of creating middle seats to inconvenience PWDs

Space should be provided for wheelchairs and other mobility aids within public transport.

GROUPS 4 and 5 – The utility of participatory methodologies for transport research, gaps in existing transport policies, communication networks, dissemination

The seven members who made up each of these groups were policy makers, law enforcement agents, and workers from institutions that operate transport schemes as part of their welfare packages, including education and local transport unions. They discussed both the pros and cons of Participatory Appraisal (PA) methodologies in obtaining information about peoples' livelihood using transportation as the focal point.

The group also looked at gaps in the existing transport policies in the light of its relevance to poor and vulnerable groups in the society. Finally the group explored how to develop communication channels for further dialogue (networks) and methods of disseminating the outcomes and reporting back activities.

The utility of participatory methodologies for transport research
Participants agreed unanimously that the way forward in obtaining relevant information about people's livelihood should shift from the use of structured questionnaires and other non-participatory methods to the more flexible methodologies such as focus group discussions.

Participants were especially clear that the methods had helped expose wide-ranging information about vulnerable groups such as school children, teachers and the disabled. Following this, the group said that transportation in Ghana should be subsidized for certain groups, especially school children, teachers and the disabled, but also civil servants and the unemployed in the course of time.

The following are the advantages they that the group gave:

- It allows a wide section of the community to contribute transport policies
- It helps shape up policies
- It gives poor and vulnerable people a say in transport policies

It was however, stressed that PUA was not for universal application. For example it is cumbersome to apply it in parking and other transport studies, which may be technical in nature. Other disadvantages include:

- High expenditures in terms training facilitators and the provision of logistics needed to organize as successful workshops or focus group discussions.
- It is time consuming

Gaps in existing transport policy documents that can quickly rectified.
The round table identified the following as some of the major shortcomings in the existing transport policy documents:

- Poor infrastructure development for vulnerable people (e.g. disabled people and the elderly)
- The draft disability policy and action plan stop short of addressing specific infrastructure needs of people with physical disability in terms of design specifications for public buildings and other infrastructure. The existing national building code and planners are also guilty to this effect.
- No training and medical standards governing entry into the road transport sector
- The public transport sector is characterized by a large percentage of un-skilled and semi-skilled people. These people possessed little or no knowledge on the fundamentals of professional driving and transport management. Training is also generally lacking and stringent medical and mental standards and tests required to refine the caliber of personnel recruited into the sector and maintain an effective mass urban transport system is generally non-existent.
- Lack of comprehensive financial policies especially for repayment of loans
- Lack of a comprehensive financial scheme or loan arrangement for the unions. Participants agreed this was a major cause of the inadequate large freight and passenger carriers. Small capacity taxis and trotros have filled this gap. This leads to more vehicles on the road and traffic congestion, longer queues at terminal and human - vehicular friction especially during the rush hours.

- There has not been full loan recovery of the few loans contracted by government on behalf of the unions to purchase up-to-date vehicles, because their disbursement was not guided by any sound repayment policy. This has frustrated additional large-scale investment into the sector. The sector is currently dominated by old, rickety trotros and taxis whose roadworthiness and safety is questionable.
- Lack of a broad policy framework to regulate and guide Mass Transport Operators
- The participants deplored the competitiveness and rivalry among transport operators such as the GPRTU and PROTOA. This has made monitoring and enforcing road safety and vehicle maintenance standards difficult for individual unions. Drivers can easily change unions at will. The problem of drivers who do not belong to any union (floating drivers) who stop and load anywhere is also of concern to union executives and users; their activities cause congestion and undermine the unions' effort to discipline members. Coupled with the current government policy direction of free market enterprise, this has left a gap in the public transport regulatory framework. In addition to this there is no regulatory commission or committee to monitor and harmonize the activities of the various unions.

What actions can be undertaken to address the emerging issues?

Group members were of the view that while increased state participation and medium to long-term capital was needed to overhaul the sector, it was necessary to undertake the follow activities:

- Educate the operators and users on safety.
- Increase publicity and awareness on transport issues using the media and community based groups
- Introducing broad guidelines to regulate and bind all transport unions
- Set up a regulating body with members drawn from all transport stakeholders to oversee and monitor the activities of individual unions.
- Education on safety of school children through the introduction road safety and vehicle maintenance lessons in the school curricula
- Planning and development controls using the sub metros, opinion leaders and other identifiable groups as the focal points to engender discussions, building consensus and making collective decisions.

In under taking these activities the group identified the 3Cs (co-ordination, co-operation and collaboration) among all stakeholders and stressed that this should guide the way forward. This clearly called for the development of networks.

Networking - who should be talking to who about transport Issues?

Co operations/Companies. The workshop provided a platform for initiating a process of dialogue and consultation among all those who were affected by transport and those whose activities affect transport. The group developed a diagram to illustrate the various people who should make inputs in shaping transport policy in Ghana, including.

- TPT
- Local Authorities pub
- Education
- Press
- Police & others in law enforcement
- Enforcements agencies
- The public
- Vulnerable people
- Government agencies involved in planning & implementation
- Community based organizations

Additional comments on networks from other groups and plenary included:

- A committee of all stakeholders should be formed and must be effective in decision-making, policy making and implementation. There should be a linkage between these stakeholders and all the transport users so that the interest of the users could be aggregated through stakeholder groups and therefore included in the process of decision, policy making and implementation.
- Transport clubs/societies should be formed in schools and the community levels so that they are educated on issues concerning the use of transportation as well as policies affecting transportation.

- The National Road Safety Committee (NRSC) should serve as a linkage between the various stakeholders, to acquire information on what the users want and do not want, to be able to draw innovations in the transport policies within their budget.

Dissemination

A three-tier mode of dissemination was proposed, depending on the abilities and interests of target groups. However, it was clear that the group preferred a concise report that demonstrated the tools of data collection and pictorial illustrations to summarize the process and outcomes. The three stages were:

- Leaflets which indicates the key action points of research and workshops for all participants
- Pamphlets with the appropriate illustration for specific target groups
- A full-scale report that can be reproduced on request by any stakeholder.

Main reports should be produced in summary and information disseminated using all forms of media such as billboards in animation which should make it easier for children, FM stations, television, news papers (print media) and so on which will enable all citizens to acquire this report. Attention should be given also to adequate dissemination in the various local languages.

Additional concerns from plenary and small-group discussions about discipline and law enforcement

- Drivers open their radio so loud that you don't even know what is going on – drivers of such nature should be arrested
- Drivers are not educated/trained – driving should be part of school curriculum, it should be a profession
- Car owners put pressure on drivers – government buses should be provided to avoid the monopolising nature of car owners - passengers should be educated
- Cargo and passenger buses should be provided
- Unskilled drivers should be arrested by the law enforcement agencies
- Zebra crossing should be used by school children
- Drivers and their mates should dress properly
- Profane language – education
- Driver don't obey traffic rules/signs – in-service training is needed frequently to remind drivers
- Overcharging of fares can result in a fight - tickets should be provided by the operations
- School children drop out from school and become drivers mates
- Regulators/operators (GPRTU/PROTOA) do not put a check on the drivers – they should see to it that the laws are enforced
- Cheating on the part of mates – mates of such nature should be reported
- Drivers should pass their driving test before they acquire licenses
- Passengers are squeeze in, even when the car is full
- Improper packing – put fines in place
- Passengers do not consider the disabled. They are pushed away
- Passengers, drivers and mates should be considerate
- Pedestrians walk-ways should be provided so that the children can feel safe when they walk by the roadside

Additional concerns from plenary and small-group discussions about actions that need to follow from the workshops.

- It is very good to have this workshop but there needs to be some action now and not words only.
- Public transport should be made very efficient to embrace all users such as school children, civil servants, and teachers, disabled and so on. Efficiency should be addressed by introducing high occupancy buses on only major routes whiles the trotros could operate within the communities and minor routes.
- Land use-planning needs to be integrated to make all communities have police stations to serve as a check on transport operators. There should be diversification of land use patterns so markets, schools,

police stations are established in other parts of the city so citizens do not only have to travel far to the same places for their needs.

- There should be the provision of adequate bus stops routes between reasonable intervals so that users can only get public transport at only bus stops.
- Government has to subsidize public transport and also redevelop rail transport so it can reduce the concentration on road transport.
- Road safety clubs in schools and communities should be formed and also there should be an interaction with the NRSC.
- Provision should be made in infrastructure to cater for children and PWDs
- Regular interaction between transport operators, policy makers, users groups and regulators should be encouraged so that users groups, transport operators and regulators can be part of the policy making process.

Appendix F

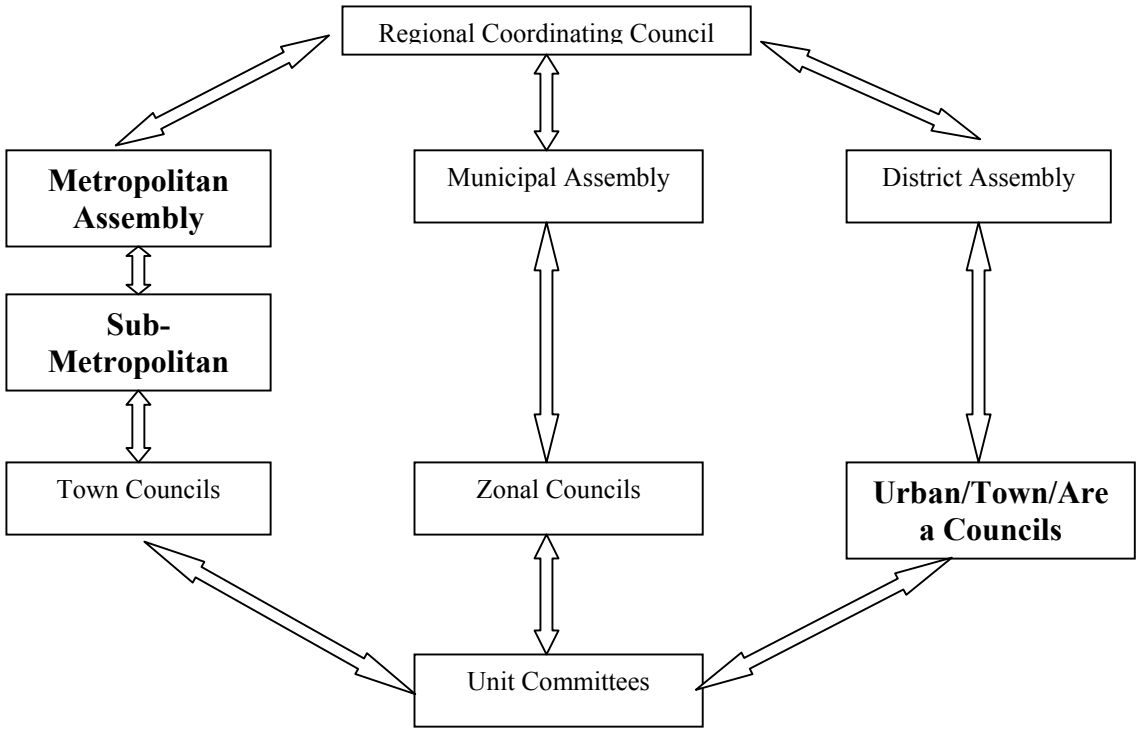
Brief notes on Ghana's decentralization

Reference: *GHANA – The New Local Government System,* 1996 (2nd edition) Ministry of Local Government and Rural Development, Accra

REGULATORS AT THE LOCAL GOVERNMENT LEVEL

The Decentralization Process aims to transfer functions, powers, means and competence from the Central Government Ministries and Departments to the Various Assemblies.

The Local Government system is made up of a Regional Coordinating Council and a four-tier Metropolitan and three-tier Municipal/District Assembly structure as shown below.



FUNCTIONS OF THE ASSEMBLIES

Regional Coordinating Council
This council is an administrative and coordinating body rather than a political and policy-making body. Their major function is to monitor, coordinate and evaluate the performance of the district Assemblies in the region.

Metropolitan/Municipal/District Assemblies
These definitions are related to the population covered by the jurisdiction of the Assemblies.

Metropolitan over 250,000 population
Municipal over 95,000 population

District over 75,000 population

These Assemblies serve as the pivot of administrative and developmental decision making in the designated areas and the basic unit of government administration, with deliberative, legislative and executive functions. They also constitute the Planning Authority for the designated areas.

Sub-Metropolitan and District Political/Administrative Structures
These are subordinate bodies that perform functions assigned to them by the instruments setting up the Assemblies or delegated to them by the Assemblies. These include the Metropolitan District Councils, Urban/Town/Zonal/Area Councils and Unit Committees.

The Unit Committee forms the base structure of the local Government System and the closest to the people in a settlement or group of settlements with population of between 500 and 1,500. The Unit Committee is supposed to play the role of public education, organization of communal labour, revenue raising and ensuring environmental cleanliness, registration of births and deaths, implementation and monitoring of self-help projects. These Unit Committees are supposed to be the instruments of local level development and are required by law to submit their programmes and projects to the District Planning Unit for harmonization.

Composition of the Local Government Structures

Regional Coordinating Council
This Council consists of the following:

- The Regional Minister as Chairman and the Deputies
- Presiding Members
- District Chief Executives
- Two Chiefs from Regional House of Chiefs
- Regional Heads of Decentralised Ministries without voting rights

Metro/Municipal/District Assemblies

- District Chief Executive
- 2/3 elected Assembly Members
- Members of Parliament of constituencies within the administrative area
- 1/3 appointed members by the President in consultation with chiefs and interest groups.

Sub-Metro District Council

- 25-30 members made up of all elected Assembly Members within the Sub-Metro Area and other persons resident in the area appointed by the president.

Urban Council

- 25-30 members
- Including not more than 8 elected Assembly persons of the relevant urban area
- Including not more than 12 representatives from the Unit Committees in the urban area
- Including not more than 10 persons ordinarily resident in the urban area

Zonal Council

- 15-20 members
- Including not more than 5 elected Assembly persons of the relevant zonal area
- Including not more than 10 representatives from the Unit Committees in the zonal area
- Including not more than 5 persons ordinarily resident in the zonal area

Town/Area Council

- 15-20 members
- Including not more than 5 elected Assembly persons of the relevant Town or area
- Including not more than 10 representatives from the Unit Committees in the Town or area
- Including not more than 5 persons ordinarily resident in the Town or area

Unit Committee

- Not more than 15 members
- Including 10 elected persons ordinarily resident in the Unit area
- Including not more than 5 other persons resident in the Unit and nominated by the Chief Executive acting on behalf of the President

<u>Vertical Linkages within the New Local Government System</u>

Issues concerning individuals or groups are supposed to be channeled through either the elected or appointed unit committee members upwards to the Assembly level and vise versa. These issues from individuals or groups are submitted to the Executive Sub-Committees who have the responsibility of performing on specific matters relevant to their areas of jurisdiction. These Sub-Committees in turn submit their recommendations to the Executive Committee for review and then presented to the District Assembly for rectification.

Appendix G

Example of Learning points – part of research team learning for building capacity

Learning points, 23rd June 2001

- Gatekeepers minimize entry time. Assemblymen/women are the logical and necessary gatekeepers for this work, given their relationship to community change and political structures. They can call meetings even at short notice, get in touch with everyone fast, have authority, can promote project-related outputs and development in general. In other places than Accra, the Traditional Council and Chiefs may be more appropriate gatekeepers. However in Accra, one must use assembly people. On the downside, the partisan nature of their appointment may present political difficulties, putting some people off and biasing selection of groups or outcomes. These are questions to be managed rather than seeking alternative gatekeepers.
- Prior knowledge of culture and structure is necessary – e.g. submissive role of children, role of youth groups.
- Preparation time is needed, for awareness raising and other things. We need to re-visit "preparation."
- Sampling standardization, consistency and selection of people – all these sampling questions need to be worked through.
- Weighting and standardization – not that we need to standardise the method. In fact the flexibility of the method is very important. But we need to think about how to weight the views of different groups and present data in ways that can add value to the policy-making dialogue rather be seen as prescriptive and 'correct.' We do not need to create new myths about the sacrosanct nature of PA data, but indicate ways in which PA data might be viewed as part of a policy discourse.
- Need to get more precise definition of 'community' and 'stakeholder group.' E.g. Opinion Leaders in the Korle-Wokon group could not agree "the problem" as they came from different geographic areas.
- What do we mean by 'accessibility?'
- The flexibility of PA methods is good.
- Facilitator should be neutral and not 'fill in the gaps' – we need to learn how to manage silences.
- Special factors that have helped us work together well, and that may not be the same in other places include:- team building; a strong initial team in COMPTRAN; flexibility; common university background in planning and knowledge of the same college culture and people; Ghanaian 'way of life' and culture.
- It's not just the too (i.e. PA), it's the tool plus the user – the person using it.
- Language – we would need others elsewhere in Ghana – need to build capacity across language groups.

What worked well?

- Activity Patterns Diagram. Links to many things – encourages holistic, SL thinking
- Ranking. Highlights 'importance' for different stakeholder groups and groups. Creates atmosphere of dialogue and consensus building
- Team trust
- COMPTRAN collapses hierarchies very well. It is a learning organization.
- Multi-lingual nature of team – Ga, Twi and English.
- Age variability of team
- Gender mix of team adds flexibility

What worked less well?

- Preparation – project design, learn and test tools needed in advance, prepare community and awareness
- Time management – we have been late for some appointments
- Gatekeeper management – need to get to know them and **be ready** to 'train' them if possible in advance – preparation again.
- Household surveys need more consideration
- Time of fieldwork – am, pm, evening – heat and sun is a problem
- Dress code for researchers – need a closer fit with community
- Venue – closed venues are needed for better control, open is OK for community transparency
- Lack of time for end-of-day review sometimes – need to make more time for this
- Lunch – could be shorter and lighter – we need to have less of it to avoid the afternoon slump!!
- Too many activities in one day/one week.