

Base line evaluation of the PSFU capacity building project at Safeway
Right way (SWRW), Uganda Professional Drivers Association (UPDN) and
Uganda Driving Standard Agency (UDSA)

DRAFT REPORT



Presented to the consortium by Anfrey Connor Investment LTD- July 2020

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LIST OF ACRONYMS

DAC	Development Assistance Committee
FGD	Focus Group Discussions
GIZ	German International Cooperation
HGV	Heavy Good Vehicle
CM	Medium Goods truck
MD	Medium omnibus
KII	key informant interviews
LTD	Limited
MIS	Management Information System
MOU	Memorandum of Understanding
MoW	Ministry of Works
MUBS	Makerere University Business School
NGO	Non Government Organisation
PSFU	Private Sector Foundation Uganda
PSV	Public Service Vehicle
SDF	Skills development facility
SOP	Standard Operating Procedure
SWRW	Safer Way Right Way
TOR	Terms of Reference
UDSA	Uganda Drivers Standards Agency
UPDN	Uganda Professional Drivers Network
WHO	World Health Organisation

EXECUTIVE SUMMARY

Aimed at providing the consortium (*Safe Way Right Way, Uganda Drivers Standards Agency and Uganda Professional Driver Network*) with a “mirror” to assess the beginning of the performance of PSFU project against the intended objectives, the main purpose of the baseline evaluation was to provide an objective and independent review of baseline information on intended Program achievements /challenges and generate critical lessons learned. More specifically the baseline evaluation pursued to; assess the start of the implementation of the Program, including overall activities’ outputs as well as the drivers own experiences, assess the evolution of the Program during the period of inception to implementation and understand and document key lessons learned, particularly around the effectiveness, adaptability and sustainability of the approach.

The one-year (Oct 2019 to July 2020) capacity building project (UGX1,114,070,000) targets 150 HGV drivers in Uganda, however, before proposal was generated there was need identification carried out by the three Joint Venture (JV) partners comprising CNOOC Uganda Ltd, Total E&P Uganda B.V and Tullow Uganda Operations Pty Ltd through an extensive Industrial Baseline Survey (IBS). The survey findings indicated that the HGV drivers are insufficient in Uganda and that the drivers needed professional training if they are to meet the selection criteria for the job at the companies. The partner organisations that formed the consortium and charged with responsibilities of training the HGV drivers (SWRW and UDSA), selection of the drivers and Evaluation (UPDN), have since advocated for a standardised driving and certification of HGV driver to reduce road accidents through improved driving skills. At the time of the baseline evaluation, critical activities were being conducted for instance selection of the drivers and training of at least 33% of the targeted 150 HGV drivers. While the evaluation itself was delayed by the Covid-19 lockdown, the start date of the project was un clear, compounded by delays in procurement process of the vehicle for the training which makes other consortium members ponder whether the set intervention will be achieved within the stipulated contract deadline.

During the baseline, it was found that; the Capacity building initiative is praised largely due to its unique ability to train CH class drivers which is a rare phenomenal in Uganda where most professional driver trainings are done by driving schools specifically for light vehicles. Majority 60% respondents prefer working with the Oil and gas sector, followed by 15% with the Oil and Gas including NGO, 11% with Oil and Gas including Government and minute 7% HGV drivers would like to work with any sector just like those that prefer NGO. With respect to evidence of impact, the evaluation team feels that it is too early at this point in the Program to be able to concretely determine the long-term effect. The project period alone is not enough to generate concrete evidence of intermediate outcome or even impact.

It is therefore clear, that food and transport components should have been included in the program from the beginning to motivate the drivers during the training since it is extremely difficult to do trainings without food. Besides, there should have been a deliberate effort to encourage women to acquire CH permits so that the women can benefit for similar programs. In terms of developing an equity and gender-equality sensitive recruitment and selection strategy, it will be important to consider: how female HGV drivers’ applicants are recruited to apply for the Program, at what point in the selection process of the women HGV drivers are prioritized over other candidates, and what mechanisms will be put in place to ensure that the prioritization process has worked effectively

1. INTRODUCTION

This report presents findings of the formative baseline evaluation of the Private Sector Foundation Uganda (PSFU) funding of professional training of the Heavy Good Vehicle (HGV) drivers Program at Safe Way Right (SWRW), Uganda Drivers Standards Agency (UDSA) and Uganda Professional Driver Network (UPDN). The Program is a one-year initiative (2020) designed to enhance capacity of technical and vocational institutions to deliver high quality training programmes under the skills development facility.

The evaluation was carried out between March 2020 and July 2020 by a team of two evaluators from Anfrey Connor Investment LTD contracted to provide an independent assessment of the beginning of the project before any progress is made in implementation of the project.

The baseline evaluation is aimed at providing the consortium (Safe Way Right Way, Uganda Drivers Standards Agency and Uganda Professional Driver Network) with a report to assess the beginning of the performance of PSFU project against the intended objectives, gather lessons learned and best practices from the beginning as well offer any evidence and recommendations that may shape the project moving forward.

The primary target audience of this baseline survey are the HGV Drivers, SWRW, UDSA and UPDN. Other stakeholders who could benefit from the baseline evaluation are the alumni, their employers, the Ministry of Works (MoW) and other driving institutions.

The report is organized as follows:

- Section 1: Introduction
- Section 2: Provides an overview of PSFU project
- Section 3: Outlines of the purpose of the Evaluation and presents the evaluation methodology
- Section 4: The draft findings
- Section 5: Include draft conclusions and lessons learned drawn from Program experiences to date.
- Section 6: Sets out draft recommendations for Consortium.

The contents of this report are derived from a review and cross-examination of information supplied by sources canvassed over the course of the evaluation. The opinions are strictly those of the evaluation team, as informed by a large body of evidence gathered from these various sources. The evaluation team consisted of Ms. Anywar December Walter (Team Lead and international evaluator), Apobhia Ankunda, a UPDN staff and Walter Achire who helped in analysing and drafting the evaluation report.

The evaluation team is grateful for the support provided throughout the evaluation by the staff in SWRW (Mr. Peter Tibigambwa), UDSA (Innocent Nuhangi), UPDN Mr. Ndugu Omongo and their dedicated staff who not only helped the evaluators grasp the essence of the Project but also assisted in organizing field visit schedules during the gradual lockdown process at the time accessing people proved so hard.

2. PSFU PROJECT BACKGROUND

2.1 Overview and Expected Results

The PSFU capacity building is a UGX 1,114,070,000 Project initially scheduled to run from October 2019 to July 2020, in a consortium comprising Safe Way Right Way (SWRW), Uganda Drivers Standard Agency (UDSA) and Uganda Professional Drivers Network (UPDN). The consortium partners contributed 10% of the total project amount (mostly in kinds). The project is designed to enhance capacity of HGV drivers to promote road safety and improve technical and vocational institutions to deliver high quality training programmes under the Skills development facility.

The HGV drivers to be trained are meant to receive moderately comprehensive package of support including training fees, uniforms and learning materials, in addition to access to an enrichment component focused on life and work skills. The Program also provides ongoing support to help the HGV drivers linked to jobs with the Oil and Gas Sector including Government and NGOs

Specific objective of the project

To train and professionalise heavy goods vehicle (HGV) and mechanics in Uganda so as to promote road safety and employment in the oil and gas sector as well as the wider transport and logistics sector.

The primary objectives of the project are to:

- Certify skills acquired informally by current HGV drivers to enhance their competitiveness in the anticipated oil and gas professional job market.
- Build capacity of licensed HGV driver's schools in Uganda to offer in country training and certification needs.
- Enhance competitive edge in the job market for the HGV drivers
- Increase economic benefits to the drivers and their families
- Improve understanding of the expectations and responsibility of a commercial driver
- Improve understanding and appreciation of the driver training functions in Uganda
- Improve integrity and professionalism in the work of the Commercial driver
- Improve road safety performance
- Improve understanding of regulations and policies that govern the transport sector regionally

2.2 Anticipated Reach and Targets

The Program is expected to reach 150 HGV drivers as the direct beneficiaries (with no specific disaggregation to sex) over a period of one years.

The total budget outline in the consortium proposal and corroborated in the financial reports is 1,114,070,000 UGX. Financial report by SWRW suggests that nearly 145,370,584UGX have been spent, representing about 13%. This represent a budget utilization rate of 13%. Furthermore, financial information indicates that project equipment such as trucks specific expense (UGX 563,658,000) component has taken up the largest share of resources. Additionally, an analysis of personnel costs (Salaries and Wages) shows a low contribution to total cost rate of 15%.

3. EVALUATION PURPOSE, APPROACH AND METHODOLOGY

3.1 Purpose of the Evaluation

As indicated in the Terms of reference (TOR), the main purpose of the evaluation is to provide an objective and independent review of baseline information on intended Program achievements and challenges and generate critical lessons learned. More specifically the evaluation seeks to:

- Assess the start of the implementation of the Program, including overall activities level output of the intervention, as well as the HGV drivers own experiences in the project
- Assess the evolution of the Program during the period of inception to implementation.
- Understand and document key lessons learned, particularly around the effectiveness, efficiency and sustainability of the approach.

3.2 Evaluation Approach and Methodology

To address the information needs of the PSFU and the consortium, the baseline evaluation paid critical attention to the five key standard OECD/DAC evaluation criteria associated with the principles for evaluation of development assistance namely relevance, effectiveness, efficiency, impact and sustainability. The criteria were assessed using learning questions, and indicators outlined in the evaluation matrix/Protocol (Appendix 01)

The evaluation team used a participatory approach throughout the evaluation process. The stakeholders were not only valued as sources of information but were provided with adequate space to reflect on their experiences thus far and to provide feedback and suggestions on the primary findings, conclusion and recommendations. At the end of the field visit, consortium staff participated in an interactive discussion to validate the preliminary evaluation findings, conclusions, and recommendations and to provide constructive feedback and suggestions.

The baseline evaluation started in March 2020 but was seriously hampered by the Covid-19 lock down adopted by the authorities in Uganda. The evaluation resumed after two months, specifically June 2020 after easing of lockdown with the Project's documentation review and early development of the inception report. By late June, it was determined that the most practical time to conduct field work was upon the resumption of training after lockdown. However, since easing of lockdown, the evaluation team took the opportunity to meet with some HGV drivers and the consortium representatives (the questions asked are presented in Appendix 02).

It is worth noting that the evaluation team developed a methodology featuring five lines of inquiry, namely: a desk review, gender equality assessment; key informant interviews (KIIs;) and focus group discussions (FGDs). Information obtained through these lines of inquiry was then triangulated and cross-referenced to create robust and verifiable findings. A copy of the original evaluation field schedule (although altered due to lockdown) is found in Appendix 03:

Desk Review

This line inquiry featured an examination of background and program materials relevant to the PSFU projects. The documents were provided prior to the field visit. The complete list of the consulted documents can be found in Appendix 04

Key Informant Interviews

The evaluation team conducted purposeful semi-structured, one-on-one or small group interviews with representatives of key stakeholders (consortium) involved in the design, planning, delivery, and/or monitoring of the project. The main groups of stakeholders interviewed includes SWRW, UDSA and UPDN staff. The HGV drivers undergoing training were substantial as respondents. Access to other stakeholders have been hindered by the social distancing approach to Covid-19 and the timing.

Focus Group Discussions

The evaluation team conducted focus group discussions (FGDs) with the HGV driver trainees at SWRW and UDSA, due to the Covid-19 crisis, it was not possible to conduct FDG with stakeholders such as drivers who never benefited from the training and other relevant community since there were restrictions adopted by the authorities. Such restrictions included; Gathering/meeting of more than five people not allowed, Public transport, including buses, coaches, taxis, and trains were ban from operating until the ease in lockdown were adopted and transports allowed to resume at half capacity. Overall, the evaluation team conducted a total of 5 FGDs with HGV drivers (all males). Each FGD lasted between 45 minutes to one hours. Appendix 05: features the questions used to lead the FGD.



The language spoken during the FGDs was primarily English. Most of the drivers spoke English but in the cases where they were more comfortable speaking in their local language, a translator was present to translate. To the greatest extent possible, FGDs took place in a private location where every participant felt comfortable. The moderators ensured that the atmosphere in the group discussion was safe and respectful of differences among participants. Overall, a total of 40 beneficiaries took part in FGDs.

FDG with the drivers at UPDN tent

Survey

To supplement evidence gathered through the qualitative techniques, a cross sectional survey was conducted with 30 (20%) HGV trainees of the targeted 150 drivers. The survey results were entered into a computer Program, cleaned for accuracy, and analyzed to inform the evaluation findings.

Objectives

The survey was employed to collect mainly quantitative information as to the experiences and perceptions of the drivers who are currently enrolled in the training program. This information was key in assessing the Program's relevance, efficiency, effectiveness, and sustainability and in answering the specific evaluation

questions identified in the evaluation matrix. In addition, the survey provided valuable information on questions centered on gender equality, as it sheds light on whether the project is in fact serving those qualified drivers most in need of its services. The information obtained through the survey (secondary sources) was triangulated against other quantitative and qualitative information sources (KIIs and FGDs) to cross check and validate the findings.

During the KII interviews, the trainees were asked to provide information on their entire experiences with the program from the moment they learned about it until the time of the trainings. As part of the evaluation's equity and gender equality assessment, specific questions were asked about the situation of drivers to identify the kinds of barriers that different groups of drivers face when pursuing professional driving. The survey captured the most important socio-demographic characteristics of the respondents (drivers) and also the evaluation canvassed their opinion about the Program's selection process and services provided; finally, it gathered information on key suggestions and areas for improvement

Sampling Strategy

The sampling strategy used was purposeful approach to ensure that the responses were both proportional and representative within the time and resource constraints for this evaluation. The sample size was statistically representative of the overall population (the survey was administered to 20% (n=30) of the 150 HGV driver trainees). A purposeful sampling approach was used to ensure that the drivers who completed the survey represented diverse backgrounds and experiences. To facilitate this, the survey sample targeted only male because there was no female in the category of respondents.

Selection and Training of Research Assistants

A total of two (2) research assistants were selected to assist the evaluation team in implementing the survey. The evaluation team selected one research assistants who works with UPDN but demonstrated a significant level of impartiality and independence. All in all, the selected research assistants had considerable research experiences and professional university degrees.

Due to financial constraints a one-day training session for the research assistants was conducted to provide them with some Program background information and provide training on how to conduct the survey in an impartial and ethically responsible manner.

Survey Validation

During the two-day training session, the evaluation reviewed the survey questions with the research assistants, going through question by question to make sure that each question was properly phrased and easily understandable in the local context. The survey was then adjusted based on the results of this exercise.

Afterwards, the evaluation team met the team from SWRW, UPDN and UDSA as part of the debriefs. Later, the team visited the partner organisation starting with UPDN. Immediately Covid-19 lockdown was announced by the Uganda authority that lasted for 2months. This greatly affected the survey process, and the only alternative was to pau

se the survey. After the gradual ease in lockdown the survey resumed. Upon completion of the survey validation exercise, the evaluation team reviewed the questions and comments from the team of HGV trainees and consortium partners provided as well as the answers and held a group discussion where they identified additional areas where the survey could be improved. The survey was then modified one more

time before the final version was printed. The survey validation process significantly improved the quality of the survey and has reduced potential areas of confusion or misinterpretation.

3.3 Constraints and Limitations of the Evaluation

Generally, despite the very unclear timeline due to lockdown, the evaluation team faced no critical constraints, although it had to address challenges raised by the following issues:

- The lockdown due to Covid-19: Starting March 18th 2020 when Uganda went for a lock down due to Covid-19, following WHO guideline and presidential directives, the country took several preventive measures to deter possible vulnerabilities related to the pandemic. Measures such as; closure of learning institutions and border points, suspension of social and religious gathering, unauthorized movements, and operation of non-essential businesses and restricted use of private and public transport among others were adopted. The lockdown turned to be the crucial turning point for the survey and delayed significantly the survey process coupled with un-eased access to some of the relevant stakeholders.
- Survey work: The administration of the survey took a significant amount of time and effort, as trainees were completely inaccessible due to their training schedules thus allotting time for the survey very difficult
- Amount of money allocated for the survey was so meager and could not allow for comprehensive evaluation and wider stakeholder engagement.

Under the circumstances, the evaluation team is generally satisfied with the validity and reliability of findings reported here. As the analysis period was very long due to Covid-19 there was difficulty in obtaining key documents because of social distance

4. FINDINGS

This section climaxes the evaluation findings curtailed from the review of evidence gathered in the course of the evaluation process. Information provided by the desk review and insights supplied by key informants, participants in FGDs and the survey has been triangulated and were central to the development of these findings.

4.1 Relevance

The PSFU support program for the HGV drivers training is reflected by all stakeholders encountered during FGDs and key informant interviews as appropriate and responsive to the needs of the drivers.

The nature of the capacity building efforts:

The Capacity building initiative is praised in large part due to its unique ability to train CH class drivers which is a rare phenomenon in Uganda where most professional driver trainings are done by driving schools specifically for light vehicles. The capacity building program is specifically designed to benefit drivers with class CH (heavy goods truck) and majority 80% (n=24) of the interviewed drivers applied for the training since they wanted to improve on the skills and knowledge in road safety and 20% wanted either to upgrade or be linked for jobs in the oil and gas sector and NGO.

It should be noted that the PSFU funding is meant to primarily provides financial support for training tuition fees, learning materials, uniforms and creating data base meant to link drivers to employers while also trucking the drivers where they are working after completing their trainings. In Uganda, several HGV drivers train on jobs when working as turn-men but lack the industrial required skills and professionalism. The capacity building program aims at addressing the none professional driving skills by providing a 6-day refresher course in both theory and practical to bring them up to a desired standard and thereafter certify the HGV drivers. However, during the interviews with the HGV drivers substantial 67% responses were captured among drivers who admitted that their employers weren't supportive of the of them going for the professional training program and majority 73% drivers admitted their employers did not have financial resources to send them for professional driving and certification. This is even made worst by the fact that women never applied for the professional driving, which calls for a deliberate effort by stakeholders to promote women's participation in profession training.

During the process of recruiting the HGV drivers for the training, UPDN knew very well that getting women with Class CH was not a simple task. So before selection processes began, UPDN tried its best to encourage female drivers to acquire necessary permit (CH) so that the women can benefit from the training, however none was able to apply and or meet the requirements for the professional training. Under this particular funding and for one to benefit from the training, one needs a CH (Heavy goods) class permit and for one to get CH permit there must be a class B permit as well as CM (Medium goods), automatically the qualification disenfranchises most women, since it is rare to get a woman in Uganda with class CH.

UPDN through the PSFU program intends to influence the amendment of the traffic and road safety Act 1998 so that there is an enabling law that allows women to directly train in the vehicles of their choices as opposed to the current provision that dictates that accumulation of 5 years, driving trucks or buses, having 'A' level certificate and coupled with acquisition of CM and other permits are the only ways to acquire CH permit. Such requirements put women out of the arena of HGV driving.

HGV Drivers Eligibility Criteria

Through the screening process, the eligible beneficiaries are identified as; a) Driver must have a CH licence, b) Driver must poses at least 3 years of experience driving the CH and c) must be a Ugandan national who have not had driver certification before. As a process, UPDN contacted associations of drivers especially truck driver during the recruitment and screening, the association seconded members into the program. UPDN also used lists from Petroleum Authority of Uganda, which was generated from a registration exercise that was done in 2019. The organisation notified Haulage/Transport companies in the country about the opportunity for them to second their drivers to benefit from the exercise. There were open adverts on the social medial plat form. The project particularly seeks out female drivers to take advantage of the opportunity. However, no females have expressed interest yet.



Following Uganda’s oil and gas discoveries, the sector is transitioning into the development phase in preparation for a sustainable production of these resources. According to the Industrial Baseline survey, the transport industry was earmarked as among the goods and services to be provided by Ugandan companies

Drivers selection process and form fillings at UPDN offices

In communicating for the available training opportunities for the drivers, UPDN used Posters, brochures, fliers, social media adverts and website and peer to peer approach to notify the drivers. During the interviews with UPDN, over 600 drivers had shown interest and 30 selected so at that time. UPDN prioritised doing selection in phases, since the drivers are mobile. There were cases where selection criteria not followed. SWRW recommended 1 of person to be trained as an instructor. The person never was part of the selected applicant.

On a good note, Local stakeholders such as Leadership of Nakawa, transporters and MACK investments, BAMICO holding, committed to providing transport and meals for the drivers attending the training. While, MoW committed to writing to the companies or employers to allow the selected drivers participate in the training. On the other hand, drivers’ associations participated in mobilising members to participate in the training and finally, Petroleum authorities shared list of drivers in their data base

FDG responses

During FDG HGV drivers were asked if there are any group of drivers not being identified by the screening process that should be included.

Responses

- *LGV, PMO, and PSVs were left out of the exercise and it would be of more advantage if they were also considered for this particular program*
- *The smaller classes in the driving permit should also be considered.*
- *The machine operators were left out yet they are equally import road users.*

Program Aligned and Supporting Education Policies and Standards

The PSFU Key program components are in line with Article 90 of the Treaty for Establishment of the East African Community states which stipulates that “the partner states shall adopt common standards and regulations for driver training and licencing and thereafter develop a committee which would “oversee the development of regional institution capacity on matters relating to road transport services. It also relates to the (national content) regulation –Petroleum authority of Uganda 2016 which is meant to promote the training and employment of Ugandans, transfer of knowledge and technology and the provision of goods and services by Ugandan companies, Ugandan citizens and registered entities, in petroleum activities. The program components also support the three objectives of the MoW and transport objectives of; a) regulate and conduct advocacy campaigns to improve safety in road, rail and water transport modes, b) formulate and review policies, laws, regulations and standards so as to improve safety in all modes of transport and c) monitor and evaluate the effectiveness of policies, laws, regulations, standards and advocacy safety campaigns.

4.2 Efficiency and Implementation

Services Provided

In the consortium, roles were clarified; Safe Way Right Way is the lead agency charged with responsibilities such as training of the drivers, quality assurance of all project deliverables and activities and Project Management. UPDN is meant to Monitor and Evaluate the project, select the drivers to be trained, document the training process and also market the trained drivers, while UDSA is mandated to train the drivers along side SWRW. However, it was found that UDSA is yet to start training of HGV drivers due to lock down and delays in funding coupled with the none availed procured truck.

Within SWRW, the intended driver training is ongoing according to the project plan. UPDN is doing the mobilisation of drivers, database management and monitoring, so far, Safe Way Right Way has trained 4 instructors. While conducting selection, UPDN uses strict adherence to the selection guideline which states that for one to be selected one should possess a CH driving licence for at least 2 years, one must have completed S4 for driver A level, speaks and write English, should belong to either an association or should have a recommender for purposes of ensuring easy tracing in further in case they misbehave in their jobs. The selection process is a bit tedious because one has to come to UPDN for verification of their details and have their data captured in the data base. Later they go through oral and practical interface at SWRW school before taken up to benefit from the training. Each intake allows 3:1 driver instructor ratio. It is worth noting that requirements such as S4 has not been followed strictly

It is worth noting that, a number of activities have delayed for instance proposal was generated in 2018, program approved in Oct 2019, funds sent in Feb 2020 and the project was scheduled to end in July 2020, yet less than 50% of the HGV drivers have been trained so far. UPDN is not sure if the project targets will be achieved compounded by the pandemic although SWRW noted that program is on schedule as per the reviewed timeline that was extended due to the lockdown.

Before proposal was generated there was need identification carried out by the three Joint Venture (JV) partners comprising CNOOC Uganda Ltd, Total E&P Uganda B.V and Tullow Uganda Operations Pty Ltd through an extensive Industrial Baseline Survey (IBS). which identified the need for training to suit the oil and gas sector and further findings by CNOOC indicate that current quantities and qualities of HGV drivers who meet oil & gas standards is insufficient in Uganda. Therefore, the need to build capabilities of Ugandan citizens in this skill in order to cater for the estimated transportation needs, it is estimated at about 2500 HGV drivers will be needed in the development phase.

Existing gaps in project implementation

According to the consortium members there are notable challenges facing the project implementation processes, these includes;

- Employers not willing to release the selected drivers to attend the professional drivers training.
- Failure of the drivers to meet transport requirements to attending the training. The project never budgeted for transport cost for the trainees.

- Women have not been taken up since no woman applied for the professional training programme
- Among the selected drivers, a few, never wanted their employers know of them receiving trainings for fears of loosing their jobs
- Uganda has not yet adopted the EAC curriculum and not centralised certification as a method of self enforcing, they are still at industry based/self regulation for example UDSA and SWRW gives their own certificate
- Lack of commitment by some drivers to attend the training. Some who have been assessed and approved for the training have not showed up.
- There was a serious delay in procurement of trucks due to procurement turn around

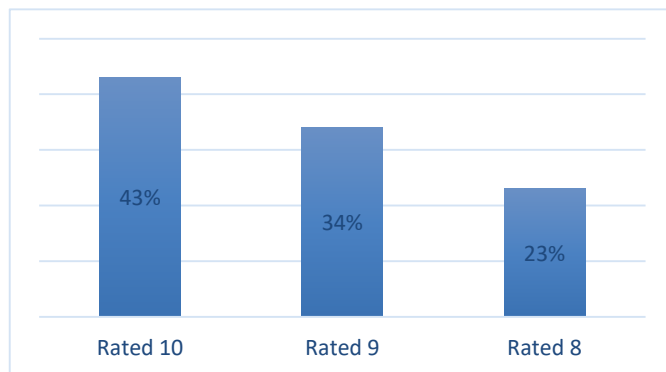
FDG responses on program bottlenecks;

- *It is like the government is not supportive to the project.*
- *The government should introduce drivers professional training as a compulsory curriculum for the driving sector in Uganda*
- *Current employers are not supportive at all*
- *None provision of food and transport during the training period is a big challenge*

The training is based on the standardised East African curriculum that was commissioned by the East African Community and developed by Transaid with input from the Industry partners. The operating procedures are given in easy to understand English and also translated into Luganda, Swahili on a need to basis. Using EAC standardised driver training curriculum and when consulted the OIC (International Oil Company) used them to give their comments on how good the curriculum is, most of the OIC responded in affirmative and added a few areas that they feel the curriculum left out and should be include (eg fire fighting, fast aid)

Procurement of equipment and materials to use during training has delayed and SWRW had to assign another vehicle from their fleet to support the training. Each participant has an over cost of 1,998,000 UGX excluding quality assurance, management fees and trucks. Which is the same amount spent on training a HGV driver not supported under PSFU.

Figure 1: HGV drivers' over all rating of the training, on scale of 1 to 10,



In the mean time, the curriculum has been reviewed and now takes 6 days instead of 10 days as initially planned, so the program can train more drivers at the same time, while ensuring that the project expenditure is tied strictly to the project budget so all expenditures on the project must be approved by the project lead.

During the KII interviews with the HGV drivers on their overall experiences with capacity building program on a scale of 1 to 10, 43%

rated the program at 10, 34% rated it at 9 and 23% rated the program at 8, Figure 1. Which is a good progress towards achieving the intended outcome. However, a third (30%) of the divers noted that they weren't consulted on decision regarding the program.

4.3 Effectiveness

This section looks at the level of achievements of the expected output of the Program. The main sources of information used by the evaluation team are the provided in the objectives and the activity level outputs

(table 01:) The evaluation team also used information from FGDs, KII and data from the consortium members to complement the output data where possible.

Majority 60% respondents prefer working with the Oil and gas sector, followed by 15% with the Oil and Gas including NGO, 11% with Oil and Gas including Government and minute 7% HGV drivers would like to work with any sector just like NGO (Figure 2). It is also worth noting that a substantial (63%) drivers noted that it is difficult for them and their family members to pay for the professional cost.

Figure 2: HGV drivers' preferred work sector after the current professional training

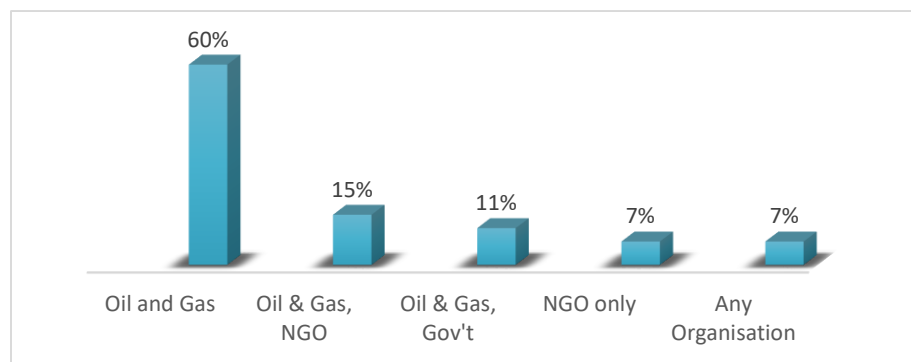


Table 1: Degree of Achievement of Planned Output level indicators

S/no	Output/Outcome	Assessment of output achieved	Factors explaining the performance of the Program meeting (or not meeting) its outputs
1	Output 1; Number of trucks procured for the proposed institutions- UDSA & SWRW	SWRW has allocated 3 trucks and UDSA has allocated 1 truck from their respective training fleet to ensure that the training commences prior to procurement of Trucks	SWRW has included an extra truck to beef up the project procured trucks
2	Output2; Number of computers procured-PDN	There was no resource allocation for this item	Not budget for
3	Output; Data base developed and functional	Consultant identified and work on the template has started	Data base development delayed because of delayed MIS strategy and tools including delayed project take-off
4	Output; Number of Instructors trained to the EAC Standardised curriculum – SWRW	4 instructors trained and are engaged in training the HGV drivers	
5	Output; Number of applications received from the HGV Drivers	3117	The applicants exceeded the expected number as a result of multi institutional marketing through Petroleum Authority of Uganda, Ministry of Works and Transport(jointly), UPDN, SWRW, UDSA and Truck Drivers Associations
6	Output; Number of HGV Drivers selected – UPDN, SWRW & UDSA	52	The project failed to attract female drivers because of legal barriers, existing social structures but received overwhelming male applicants, rendering others unsuccessful
7	Output; Number of staff recruitment and trained to support	One staff has been locally sourced and facilitated by UPDN. The	No budget allocation was provided under the project for this role

	database and information management - UPDN	database project anticipates to employ up to 7 staff for full capacity	
8	Output; Establish a database to monitor career progress and market beneficiaries - UPDN	Development to be completed in 3 months	The delayed take off and completion of the training and certification of the beneficiaries
9	Output; Include/harmonise information with the PAU skills and National supplier - UPDN	Registration process with the PAU data base to start this August	Delayed training completion and signing M.O.U with driver training schools to complement the data is in progress as the data base will only have certified drivers
10	Output; Attach the 4 new trainers to UDSA and SWRW to train drivers. - UDSA and SWRW	¾ trainers completed; 2 certified, 1 awaiting certification and agreed to replacement of failed candidate with the existing UDSA trainer, who is also awaiting certification. Two trainers are already attached to SWRW and 1 to UDSA	Difference in level of knowledge among the selected beneficiary trainers
11	Output; Train and certify One Hundred and fifty (150) HGV Drivers at both UDSA and SWRW	50 Driver training is on	
12	Output; Initiate a research process to establish the possibility of having a local accreditation centre - UDSA	This process was abandoned during consultative meeting with PSFU due to limited funds for conducting research	
13	Output; Submit feasibility report on establishment of accreditation centre - UPDN	Resource mobilization for this still ongoing within UPDN	No direct project budget allocation for this activity
14	Output; Advertisement, publicity and marketing/Documentation - UPDN	The UPDN Project /Marketing Officer has started mobilizing for jobs from prospective direct employers and employment agencies	This process also delayed to kick off as the drivers to be marketed needed to first finalise their training and certification
15	Number trainees benefited from Apprenticeship- VM	2 trucks procured and currently being used for the trainings although not enough	SWRW has included an extra truck to beef up the project procured trucks
16	Quality assurance – UPDN & SWRW	Two quality Assurance visits conducted by International trainer on trained and certified instructors	The Quality Assurance visits have not been conducted due to the COVID19 pandemic; we are currently looking to have alternatives of local trainers corresponding with the International trainer to conduct the Quality Assurance.

The consortium has mobilised and trained 4 instructors and over 50 drivers have already been trained by the instructors. Due to the social distancing requirements where by one trainee is allowed to sit in a truck, the SWRW have included extra trucks for the training within a conducive environment to ease and conclude the trainings in time. Owing to the few number of trucks for training, trainees are advised to meet in the designated area on the training days to avoid the movement of trucks back and forth to collect trainees/participants

In terms of specific contributions of HGV driver's institutions (UDSA, UPDN and SWRW) to the achievement of the program goal, UDSA is planning to dedicating one truck and fuel during training of the drivers to

meet the target while UPDN has staff to commit their time (level of effort) for instance in data collection, reporting selection, monitoring and coordination.

The buy in and uptake of the East African Community Curriculum is growing, with more drivers getting exposed to it while UPDN contends that the trainers will support other driving schools as well.

4.2 Impact

With respect to evidence of impact, the evaluation team feels that it is too early at this point in the Program to be able to concretely determine the long-term effect. The project period alone is not enough to generate concrete evidence of intermediate outcome or even impact. That being said, the evidence of completion of the training contents are likely going to contribute to the programs over all goal, of promoting road safety and employment in the oil and gas sector as well as the wider transport and logistics sector. The baseline evaluation relied primarily on the desk review the use of the surveys, KIIs and FGDs to assess how the Program is likely to have an impact.

Table 2; Skills/qualities acquired further due to the training program

S/no	Responses	Respondents	%age
1	Confidence	15	50%
2	Leadership and Social skills	10	33%
3	Organizational skills	5	17%

Through the KII, majority 50% responses were captured among the drivers who gained confidence during the professional training program. While leadership and social skills gained were mentioned by 33% respondents

and 17% responses were gathered among driver who gained organisation skills undertaken during the training. 50% responses were captured among drivers who acknowledged that the capacity building program provided the support needed to successfully become professional driver. The drivers also noted that group interaction, safety, effective road uses, extended knowledge in road uses, cock drills, defensive driving, skills development and team building are some of the most interesting parts of the training. After the professional training and certification better paid jobs at a big company are the wishes the HGV drivers want to achieve.

In order to improve the capacity building program, the drivers recommended for provision of food and transport, increase number of vehicles for the training and expand to upcountry to benefit drivers out of central

Evidence from KIIs and FGDs indicates that the Program has started showing some good progress to date; Through the training in employability skills, the drivers appreciated their values and are more prepared to take up more challenging roles in their places of work or with other employers, the instructors and drivers are trained on customer care, such skills were deliberately done to enhance their skills, to become confident and safety conscious and make them more reliable at their workplaces. On the other hand, the OIC and other stake holders have agreed in principle that the curriculum is sufficient for driver who passed the training and that the driving schools are allowed to use the EAC curriculum as a tool for certification. This was during a consultative meeting with stakeholders at PAU.

UPDN in its strategic plan has a plan to have centralised certification procedures for Ugandan drivers however the project is developing a sustainable plan for SWRW under the project which should be for the Consortium. There is going to be a stakeholder consultation meeting to agree on standardised certification and accreditation mechanism e.g. a national standardised certification/accreditation mechanism

4.5 Sustainability

The section provides an overall assessment of the sustainability of the PSFU funding and highlights some areas of strengths and areas for improvement in terms of program sustainability.

In an effort to gauge if there are systems put in place by the consortium to ensure the long-term viability of the capacity building program post-funding, it was found that the consortium has developed a 3-year strategic plan to ensure that the program can run sustainably even after funding. Stakeholder engagement, quality management, needs based training are some of the areas that will be emphasised within the project. Further, UPDN is currently pursuing registration with the national supplier data base of the petroleum authority of Uganda so that there is a process of mass registration of drivers to feed into a data base under this program, for sustainability. This will support the process of actualising the commercial driver management information system for merit and demerit purposes. The consortium is also busy generating proposal as a means of sourcing for other donors for continuation of the program so that the project can meet the projected required number of 2500 drivers.

On the other hand, and as part of preparation, SWRW has so far continued with the capacity building Program beyond the contract period, at least 3 master trainers and 3 instructors were instituted. This team is well equipped to continue training drivers beyond the project period. The master trainers are trainers of trainers so can provide capacity building should there be any need to train more instructors.

In terms of integration of the capacity building Program into the consortium members, strategic planning process, SWRW is ensuring that the capacity building of instructors is will be continually done every year to ensure quality management of the program and UPDN has the plan integrated in the strategic plan and committed to pursuing the process of scrapping off some aspect of the traffic and road policies e.g. Provision of professionalism to accumulation of years

Additionally, the SWRW strategic plan has a marketing plan detailing how to identify and attract clientele for both full training and refresher training coupled with the buy-in of the EAC curriculum as the national curriculum for Uganda by the Ministry of Works and Transport. The consortium is just waiting for the final approval after incorporating the last changes in the document.

5. CONCLUSION AND LESSONS LEARNED

5.1 Conclusion

The evaluation team believes that the HGV driver program is none robust project that addressed a minute section of the requirements of the professional training, although addressed the professional training as a solid substance but never planned to address other key social factors that motivate the learners. For instance, the programme in detail never considered food, transport, marketing, alumni program, social skills and wellbeing of the drivers. However, the Program has already started producing professional HGV drivers in the country. Furthermore, the procurement of the heavy trucks for training coupled with training of 4 new instructors to support continued professionalization of the drivers will support continuity of the benefits of the program.

While the Program is considered a tremendous benefit to the HGV drivers, the after training program is missing (alumni program). Thus, upon finishing the training the support they received (fees) on graduating is appreciated but is still in their estimation insufficient, given that some drivers further require capacity building in fire fighting, safety and basic maintenance.

5.2 Lessons Learned and Best Practices

1. To ensure commitment from the drivers, their employers need to be informed so that a special leave may be granted for the drivers to attend the training.
2. It is important to budget for needs assessment. Drivers are asking for food and transport is a big challenge during the training
3. In case of donor delays there should be implementation of project instead of waiting for the donors since donor delays affects project start time
4. There are many drivers who have the required driving class (CH) but cannot drive the vehicle at all which then means, so many drivers have to go through the pre training assessment and only a few actually for the abridged training which the program funds.
5. SWRW has requested UPDN to do more due diligence to ensure that the drivers who are sent do actually have some driving experience on the CH class.
6. It cannot be assumed that because someone has a particular driving class that they can actually drive the vehicles implied. A test is always needed to ascertain their driving skill.
7. Out of pocket facilitation to beneficiaries is a good practice as demonstrated by the facilitation offered to trainer that become an enabler to stay through the trainings

6. RECOMMENDATIONS

1. The program should have considered transport facilitation and food access during the training time. It is difficult to do trainings without food.
2. There is need to address the turn around time for the procurement of trucks and other training equipment.
3. The program should design a strategy to deliberately design efforts to encourage women to acquire CH permits so that the women can benefit for similar programs in future.
In terms of developing an equity and gender-equality sensitive recruitment and selection strategy, it will be important to consider: how female HGV drivers' applicants are recruited to apply for the Program; at what point in the selection process of the women HGV drivers are prioritized over other candidates; and what mechanisms will be put in place to ensure that the prioritization process has worked effectively.
4. During the baseline? evaluation it was clear that the initial start date of the project was delayed and as such it confused the process of selection and identification of the participants as well the consortium. Its important for future project that delays should be addressed for quality project implementation.

APPENDIX 01; KEY INFORMANT INTERVIEW MATRIX

Protocols for Key Informant Interviews

Question	Group of informants				
	UDSA	SWRW	UPDN		
<p>Hello, my name is <i>[name of facilitator]</i>, and I am here today to discuss about the capacity building Program. Before going any further, we would like to thank you for the time you are giving us so we can better understand how you perceive the Program.</p> <p>We have been asked to look at the capacity building to draw lessons that could help improve the Program in the future. Your opinions are important to help us draw these lessons.</p> <p>Please note that what you say will remain strictly confidential. <i>[Ask if the person has questions before beginning]</i></p>					
A. Introductions					
A.1 Could you tell us about your roles and responsibilities in the capacity building Program?	<p>Respondents: Muhangi Innocent, general manager of Uganda driving Standard Agency.</p> <p>His role in the PSFU project as project coordinate is to supervise and monitor the implementation and create good working relationship for the consortium.</p>	<p>Respondents; Peter Tibigambwa, Safe Way Right Way.</p> <p>The Safe Way Right Way is mandated to train and certify 4 driving instructors particularly to support the project and thereafter train 75 drivers on the abridged East African Community standardised curriculum.</p>	<p>Respondents; Ndugu Omongo, the Executive Director of Uganda Professional Drivers Network (UPDN)</p> <p>Is charged with responsibility of supervision and provision of technical and procedural guidance, receive both program and finance for donors and other partners.</p>		
B. Relevance					

Question	Group of informants			
	UDSA	SWRW	UPDN	
1.1 To what extent has the Project addressed the needs for professionalising and certifying HGV drivers in the oil and Gas sectors?	<p>UDSA has so far received 2 instructors trained for the project pending their license by Transport Licensing board</p> <p>These instructors will provide skills improvement to other future projects.</p> <p>The procurement process of two trucks is ongoing and being conducted at UDSA and the best bidder was selected pending contract signature approval from PSFU.</p> <p>UDSA under the consortium will train 75 drivers that are being outsourced by UPDN. These drivers will be listed on National supply data Base for future employment in oil and gas sector</p>	<p>Many Heavy Good Vehicle drivers have been trained on the job as turn men and lack the industry required skill and professionalism. The project is addressing this problem by providing a 6-day refresher course in both theory and practical to bring them up to a desired standard and thereafter certify them.</p>	<p>The project is expected to produce Four (04) certified driver trainers. Previously Uganda as a country had only Ten (10) certified trainers who qualified from Save Way Right Way.</p> <p>Up to 150 HGV drivers shall be trained and will become professional drivers, however the number is still very small compared to the current number of drivers in the country</p> <p>Due to the available purchased training equipment (machines), more HGV drivers will continue benefiting from training after the current project comes to an end</p>	

Question	Group of informants			
	UDSA	SWRW	UPDN	
<p>1.2 To what extent has the Program addressed the needs of female and male HGV drivers? [EM 2]</p>		<p>The project particularly seeks out female drivers to take advantage of the opportunity. However, no females have expressed interest yet.</p>	<p>Only men have so far been recruited. No women applicant captured made it through the selection process.</p> <p>Within the UPDN data base female applicants failed to meet the minimum requirements and eligibility criteria for selection. (How many women applied but never qualified)</p> <p>In should be noted that the National policies has been the greatest hindrances for the women. For instance, for one to be trained under the current project, one needs a CH (Heavy goods) class permit and for one to get CH permit there must be a class B permit as well as CM (Medium goods). Thus disenfranchising most women, since it is rare to get a woman with a CH class.</p> <p>Further, the current law provides that the driving classes such as CH and CM is acquired through accumulation of years in driving rather than by trainings (traffic and road safety 1998. Unlike in Kenya where one can directly be trained based on choices. That explains why young Ugandans move to Kenya and obtain permits of their choices.</p>	
<p>1.3 To what extent is the Program aligned with the policies and frameworks of SWRW, UPDN and UDSA?</p> <p>[EM 1.3]</p>	<p>The adoption and integration of EAC manual for HGV training fits within UDSA policies and is aligned is in congruent with the framework of the consortium member organisation.</p>	<p>SWRW's mission is to promote road safety on Uganda's road networks and the SWRW Driver Training Centre was set up particularly to address the need for professionalism of drivers of Heavy Good Vehicles in the country.</p>	<p>The program is in congruent with the policies and frame of the UPDN. UPDN aspires to professionalise the driving industry for improved transport and it envisions a society free from road accidents and associated effects. This can not be achieved without professional driver training and certification.</p>	

Question	Group of informants			
	UDSA	SWRW	UPDN	
The national government?		<p>Following Uganda’s oil and gas discoveries, the sector is transitioning into the development phase in preparation for a sustainable production of these resources. According to the Industrial Baseline survey, the transport industry was earmarked as among the goods and services to be provided by Ugandan companies. The training is aimed at building capacities of Ugandan Citizens to be able to take advantage according to the (National Content) Regulations, 2016. 1</p>	<p>Uganda currently has no deliberate law or policies and incentives to ensure that government aligns this to the available opportunities</p> <p>Secondly the program is not aligned for instance, Oil and Gas industry, allows a 21year old to attain and obtain driving permit for the HGV and women and People with disabilities are encouraged for the jobs.</p>	
EAC norms and standards?		<p>Article 90 of the Treaty for Establishment of the East African Community states that “ The partner states shalle) adopt common standards and regulations for driver training and licencing; and thereafter developed a committee which would “oversee the development of regional institution capacity on matters relating toroad transport services”</p>		

Question	Group of informants			
	UDSA	SWRW	UPDN	
1.4 Is the recruitment, screening, and selection process identifying the correct target instructors and HGV drivers? [EM 4]	<ul style="list-style-type: none"> • 	<p>Through the screening process, the eligible beneficiaries are identified in the following ways;</p> <ul style="list-style-type: none"> • They must have a CH licence and with at least 3 years of experience driving the CH • They must be Uganda nationals who have not had driver certification before 	<p>UPDN contacted associations of drivers especially truck driver during the process of recruitment and screening, the association seconded members into the program.</p> <p>UPDN also used lists from Petroleum Authority of Uganda, which was generated from a registration exercise that was done in 2019.</p> <p>The organisation notified Haulage/Transport companies in the country about the opportunity for them to second their drivers to benefit from the exercise.</p> <p>There were open adverts on the social medial plat form Printed procures to advertise and as a result there was overwhelming responses</p>	

Question	Group of informants			
	UDSA	SWRW	UPDN	
<p>Were any special measures taken to recruit female instructors and HGV drivers [EM 4]</p>			<p>UPDN did not anticipate to have a challenge recruiting female HGV drivers since from the beginning it knew very well getting women with Class CH was not easy. However, it tried its best to encourage the female drivers some months before program started so that women can acquire the necessary permit (CH) before selection process started</p> <p>The organisation through advocacy wanted to influence the amendment of the traffic and road safety Act 1998 so that there is an enabling law that allows women to directly train in the vehicles of their choices as opposed to the current provision that dictates that accumulation of year stays as the only process.</p> <p>For Instructors, similarly, the law provides that a person should possess A' level and have CH permit for a minimum 5 years, driving trucks or buses. These requirements put away female counterparts in the arena of HGV driving.</p> <p>NB: UPDN shortlisted only 10 out of 170 applicants and none of the instructors was a woman</p>	
<p>1.5 Were presentations, radio announcements, posters, and any other means of communication distributed and applied evenly across target districts? [EM 4]</p>			<p>Posters, brochures, fliers, social media adverts and website, peer to peer.</p> <p>Over 600 shown interest and 30 selected so far. Selection is done in phases. The drivers are mobile</p>	

Question	Group of informants				
	UDSA	SWRW	UPDN		
1.6	How does UPDN identify instructors and HGV drivers to be trained [EM 6]				
	Were there any cases where the selection criteria were not followed? If so, why? [EM 6]		Guide line for dropping 01?	There were cases where selection criteria not followed. SWRW recommended 1 of person to be trained as an instructor. The person never was part of the selected applicant After dropping are there going to replace?	
1.7	Do local stakeholders support the Program's mandate? How so? [EM 7]	•	•	Local stakeholders such as Leadership of Nakawa, transporters and MACK investments, BAMICO holding, committed to providing transport and meals for the drivers attending the training. While, MoH committed to writing to the companies or employers to allow the selected drivers participate in the training. On the other hand, drivers associations participated in mobilising members to participate in the training and finally, Petroleum authorities shared list of drivers in their data base	
1.8	Do local stakeholders demonstrate their support through cooperation, technical advice financial donations, etc.? [EM 8]			No financial committed	
C. Efficiency and implementation					

Question	Group of informants			
	UDSA	SWRW	UPDN	
2.1 Are the intended professional driver's trainings being provided? Who are the main Program implementers and what services do they offer? [EM 2.1]	UDSA is yet to start training of HGV drivers. However the exercise was affected by outbreak of COVI19	The intended driver training is ongoing according to the project plan. UPDN is doing the mobilisation of drivers, database management and monitoring and Evaluation, Safe Way Right Way has trained 4 instructors, Safe Way Right Way and UDSA are currently training the drivers.	The training is ongoing with at least 3 instructors completed the training, although one (01) instructor dropped close to the end of the training. He dropped due to failure to meet the technical capacity of required competent of the HGV driver of EAC committees. The driver was dropped by SWRW after failing the 1 st test and the second test. When dropped the vacant position is likely going to be a burden on the 3 instructors to receiving the training.	
How standardized is the HGV driver's selection and recruitment process? [EM 2.1]			UPDN has a selection guideline which states that; <ul style="list-style-type: none"> • One should possess a CH driving licence for at least 2 year • Completed S4 for driver A level • Speak and write English • Should belong to either an association or should have a recommender for purposes of ensuring easy tracing in further in case they misbehave in their jobs. 	
How fast and timely was the drivers selection and recruitment process? [EM 2.1]			The process is a bit tidies because one has to come to UPDN for verification of their details and have their data captured in the data base. Later they go through oral and practical interface at SWRW school before taken up to benefit from the training.	
What is the instructor to-HGV driver's ratio? [EM 2.1]	Instructors will train 6 drivers (3 HGV drivers for practical training per instructor)	Each intake allows 3:1 driver instructor ratio.	The instructor to HGV ratio is 1(instructor) to 15 (trainees) and will take 3 per vehicle	

Question	Group of informants			
	UDSA	SWRW	UPDN	
How did the Program respond to any emerging contextual realities? [EM 2.1]		The training was put on halt while the nation was under total lockdown due to Covid-19. The centre resumed in June after some restrictions were lifted and is operating under strict SOPs to prevent the spread of the infection.	Pandemic Covid-19. Risks was not planned for the respond was the presidential directives every one at home	
2.2 Is Program implementation on schedule? How well have the targets being achieved? [EM 2.2]	A number of activities have delayed and PSFU should address this issue	The program is on schedule as per the reviewed timeline that was extended due to the lockdown.	No. Delays from program. Proposal generated in 2018 Program approved in Oct 2019. Funds sent in Feb, 2020 The project ends in July 2020 UPDN is not sure if the project targets will be achieved compounded by the pandemic	
Has SWRW and the consortium members conducted a needs assessment to identify the kinds of training needed in the Oil and Gas sector before deciding in order to experience road safety and employment?	Needs assessment was through consultative meeting with the stakeholders in the oil and gas that included Petroleum Authority Of Uganda, SWR, UDSA, logistics companies and ministry of works and transport representatives	The needs assessment carried out by the the three Joint Venture (JV) partners comprising CNOOC Uganda Ltd, Total E&P Uganda B.V and Tullow Uganda Operations Pty Ltd through an extensive Industrial Baseline Survey (IBS). which identified the need for training to suit the oil and gas sector. The current quantities and qualities of HGV drivers who meet oil & gas standards is insufficient in Uganda. It is therefore important to build the capacities and capabilities of Ugandan citizens in this skill order to cater for the estimated transportation needs, it is estimated that about 2500 HGV drivers will be needed in the development phase.	Needs assessment was not directly done by UPDN, the assessment was obtained from the region EAC (Petroleum Product Transporters) but also utilised the opportunity under petroleum authority of Uganda to consult responsible stakeholders such the international oil companies during the preliminary discussion before this project	
Is the Program meeting established deliverables on time? [EM 2.2]		Yes it did		

Question	Group of informants			
	UDSA	SWRW	UPDN	
What mechanisms were put in place to ensure adherence to the Program timelines? [EM 2/2]		More training vehicles have been availed for the program (How many)		
2.3 Is the Program experiencing any delays or bottlenecks? [EM 2.3]	There is a serious delays in procurement of trucks due to procurements processes	The only challenge that is being experienced is the lack of commitment by some drivers to attend the training. Some who have been assessed and approved for the training have not showed up.	<p>The drivers are willing to participate, but some employers (MANSONs) are nor willing to release them from work</p> <p>Many drivers survive on the wheel and many have failed to take up the opportunity due to failure to meeting transport requirements as they attend the training</p> <p>Shifting of schedules for example, SWRW send the drivers and later don't come and started after two weeks</p> <p>Women have not been taken up</p> <p>Some selected drivers never wanted their employers know of they are receiving trainings for fears of being chased</p> <p>Traffic and Road Safety Act, 1998, bars young people and limit participation of women in HGV driving</p> <p>Uganda has not yet adopted the EAC curriculum and not centralise certification as a method of self enforcing, they are still at industry based/self regulation for example UDSA and SWRW gives their own certificate</p>	
To what extent is decision making decentralized? [EM 2/3]	SWRW consortium is engaged in meeting with all partners (UDSA & UPDN) project managers participating to make decision	Decision making is decentralised as long as it is aligned to the project requirements.		

Question	Group of informants			
	UDSA	SWRW	UPDN	
How standardized is the professional driver training? (standards training periods) [EM 2.3]	EAC curriculum was adopted to standardize HGV driving trainings	The training is based on the standardised East African curriculum that was commissioned by the East African Community and developed by Transaid with input from the Industry partners.	Using EAC standardised driver training curriculum and when consulted the OIC (International Oil Company) used them to give their comments on how good the curriculum is, most of the OIC responded in affirmative and added a few areas that they feel the curriculum left out and should be include (eg fire fighting, fast aid)	
To what extent are operating procedures simplified? [EM 2/3]		The operating procedures are given in easy to understand English and also translated into Luganda, Swahili on a need to basis.		
To what extent are key activities delayed (i.e. delayed start or completion)? [EM 2/3]	To much delays and Covid19 has worsened the situation	They project experienced initial funding delays and there has also been delays in vehicle procurement.	To a big extend. The target will not be met. The drivers are employed and need to give their employers in time. Tracks not yet procured at the time of interviews	
What is the expected rate of completion of the specialised training [EM 2.3]	UDSA expect have 100% completion of the training	The training is expected to end in September 2020		
Which aspects of the Program have been affected by these delays? How do the delays affect the Program targets? [EM 2.3]	Procurement of equipment and materials to use during training	The lack of vehicle for training means SWRW has had to assign another vehicle from their fleet to support the training.	The training has greatest been delayed. End line	
In your opinion, where are these bottlenecks stemming from? [EM 2.3]	SDF delays processes	The issue of the drivers not committing to the training is because they are currently employed and have not secured time off from their employers to allow them attend the training.	SDF is where there are delays. Something that UPDN has failed to know	
2.4 What are the strengths and weaknesses of the Program's M&E system? [EM 2.4]				
Is a robust M&E system in place to collect useful data on a regular basis? [EM 2.4]				
How well designed is the M&E system? [EM 2.4]				

Question	Group of informants				
	UDSA	SWRW	UPDN		
To what extent is the M&E system capturing the required Program data? [EM 2.4]					
How qualified are the M&E personnel deployed to support the M&E system? [EM 2.4]					
To what extent are M&E reports used in managing and directing the course of Program implementation? [EM 2.4]					
To what extent is the M&E system integrated with the financial reporting system and other MIS? [EM 2.4]					
What is the level of integration of the M&E framework within the Program implementation process? [EM 2.4]					
How functional is the M&E component in terms of informing management decisions? [EM 2.4]					
How is M&E data being used for decision making? [EM 2.6]					
To what extent is decision making driven by M&E data and reports? [EM 2.6]					
2.8 How much does the Program cost per participant? [EM 2.8]		It costs 1,998,000 UGX excluding quality assurance, management fees and trucks.			
What is the total direct cost per HGV drivers and instructors respectively? [EM 2.8]		1,998,000 UGX			
What is the percentage of administrative costs? [EM 2.8]					
What are the direct and indirect costs? [EM ..]					
How does the cost per participant compare to other similar Programs? What are the costs of similar Programs? Are the Program costs higher or lower than other similar Programs? [EM 2.9]		The cost is the same for similar programs			

Question	Group of informants				
	UDSA	SWRW	UPDN		
2.9	Has the Program identified any savings or efficiencies, whether realized or potential? [EM 2.10]		The curriculum was reviewed and now takes 6 days instead of 10 days as initially planned. We are able to train more drivers in the same time.		
	To what extent is fund leakage to unauthorized or non-Program cost controlled? [EM 2.10]		Project expenditure is tied strictly to the project budget so all expenditures on the project must be approved by the project lead.		
	Has the Program made any specific efforts to capture possible savings or efficiencies? [EM 2.10]	Not at the moment			
D.	Effectiveness				
3.1	To what extent has the Program met its established outputs so far? [EM 3.1]	Instructors to be licensed	4 instructors and over 50 drivers have already been trained.	4 Instructors being trained	
	What factors explain the performance of the Program in meeting its outputs? [EM 3.1]		<ul style="list-style-type: none"> • Effective mobilisation of drivers • Availability of extra trucks to be attached to the training • Conducive weather 		
	To what extent has the Program met its established outcomes so far? [EM 3.2]				
	What factors explain the performance of the Program in meeting its outcomes? [EM 3.2]				
	What are the key successes and challenges of the Program so far and what are the factors underlining them? [EM 3.3]				
	Are there specific examples (including case vignettes) to illustrate success? [EM 3.3]				

Question	Group of informants				
	UDSA	SWRW	UPDN		
What type of challenges did the Program face? How did the Program resolve them? [EM 3.3]		Trainees are advised to meet in the designated area on the training days to avoid the movement of trucks back and forth to collect participants			
Have any special efforts been made to assist female drivers to enrol for the training [EM 3.4]					
What is the specific contribution of HGV driver's institutions (UDSA and SWRW) to the achievement of results? [EM 3.5]	UDSA will contribute on dedicating one truck and fuel during training to achieve the results	SWRW has trained instructors that are currently conducting the training at SWRW and UDSA	UPDN has staff to commit their time (level of effort) for instance in data collection, reporting selection, monitoring and coordination		
3.4 To what extent has the Program fostered coordination with other driving schools and integration within the educational systems? [EM 3.6]		The buy in and uptake of the East African Community Curriculum is growing with more drivers getting exposed to it.	UPDN intend that the trainers will support other driving schools		
What external factors may have influenced the outputs and outcomes of the Program? [EM 3.8]					

Question	Group of informants				
	UDSA	SWRW	UPDN		
E.	Impact and reach				
4.1	How are the drivers progressing professionally, socially, and in terms of their leadership and personal development? [EM 4.1]		Through the training in employability skills, the drivers appreciate their value and are more prepared to take up more challenging roles in their places of work or with other employers		
	What type of social and personal skills have the instructors and drivers acquired? [EM 4.1]	Drivers to be trained in social redress management	During the training, the instructors and drivers are trained on customer care, attending interviews. These are meant to enhance their people skills		
	Are the skills acquired enabling instructors and drivers to play a more active role in their company? How so? [EM 4.1]	Practice will help drivers to apply acquired skills	The skills that the drivers get make them more confident and safety conscious drivers. This change will make them more reliable at their workplaces.		
	Are any differences observed between female and males? [EM 4.1]				
	Are the drivers taking on any leadership roles in their company? [EM 4.2]				
	To what extent have partners benefited from consultation with transporters on a possible in country harmonised certification		The curriculum was developed with consultation from various stakeholders. This was to ensure that the needs of different transport companies are taken into consideration.	There has been challenges since the OIC is taking industry based self regulation in Uganda, in other words there are no benefits. The OIC is only having benefits through self regulation in that they determine which competence they need instead of the country standards	
	To what extent is the proposed training curriculum and certification agreeable with the prospective employers?	During a consultative meetings with stakeholders at PAU, driving schools well allowed to use EAC curriculum as a tool for certification	The project is directly training and certifying drivers of Heavy Goods Vehicles	In principle they agreed that curriculum is sufficient for driver who passed the training	

Question	Group of informants				
	UDSA	SWRW	UPDN		
4.2 How has the project contributed directly to Driver Certification? and what is achievements in harmonisation of trainings and certification for standardized driver training and examination, certification guidelines and format?		Not yet.			
Has the project developed a business plan for the establishment of a certification for national recognition? Has the plan been put to use already?	MUBS is guiding the consortium to develop business strategic plan		UPDN in its strategic plan has a plan to have centralised certification procedures for Ugandan drivers however the project is developing a sustainable plan for SWRW under the project which should be for the Consortium		
Has the plan been recognised by different stakeholders?	Still in progress		No not recognised, there is going to be a stakeholder consultation meeting to agree on standardised certification and accreditation mechanism e.g. a NATIONAL STANDARDISED CERTIFICATION/ACCREDITATION MECHANISM		
F. Sustainability					
5.1 What systems, if any, have been put in place to ensure the long-term viability of the capacity building Program post-funding? [EM 5.1]		The consortium has developed a 3-year strategic plan which also encompasses the sustainability aspect to ensure that the program can run sustainably even after funding. Stakeholder engagement, quality management, needs based training are some of the areas that will be emphasised.	UPDN Pursuing registration with the national supplier data base with the petroleum authority of Uganda In the process of mass registration of drivers to feed into a data base under this program for sustainability so that we can actualise the commercial driver management information system for merit and demerit purposes Proposal development to source for other donors for continuation of the program so that we can meet the projected required number of 2500 drivers		

Question	Group of informants			
	UDSA	SWRW	UPDN	
What preparation has SWRW made to continue with the capacity building Program beyond the contract period? [EM 5.1]		SWRW currently has 3 master trainers and 3 instructors. This team is well equipped to continue training drivers. The master trainers are trainers of trainers so can provide capacity building should there be any need to train more instructors.		
5.2 To what extent is the capacity building Program integrated in SWRW, UPDN and UDSA strategic planning process? [EM 5.2]	the strategic plan anticipate 3 years of business continuity	Capacity building of instructors is mandated to be done every year to ensure quality management.	The above program is integrated in the strategic plan and committed to pursue crapping off some aspect of the traffic and road eg. Provision of professionalism to accumulation of years	
What donor exit strategy has been put in place? [EM 5.2]	Business sourcing to support the consortium	The strategic plan has a marketing plan detailing how to identify and attract clientele for both full training and refresher training.	Centralise data base	
5.3 How far has the MoW moved in adopting the EAC curriculum as the National curriculum for Uganda? [EM 5.3]		There has been general buy-in from the MoWT. Currently we are waiting for final approval after incorporating the last changes in the document.	Discussion with MoW with support form GIZ and petroleum authority of Uganda	
Are there hindrance affecting the adoption of the EAC curriculum?		The curriculum calls for more time to train drivers if its their first time to be exposed to the curriculum.		
Is there a deliberate sustainability strategy being pursued by SWRW and its partners? [EM 5.3]	The consortium will implement strategic plan	Yes as mentioned in 5.1		
5.4 How is SWRW and the partners engaging with the government in terms of increasing access to Drivers professional driving? [EM 5.2]			UPDN organised for end of project sharing activities There has been having back and forth with the government thus the writing of letter to the company	
To what extent are the Program objectives aligned with MoW and national education goals and priorities? [EM 5.2]				

Question	Group of informants				
	UDSA	SWRW	UPDN		
How does SWRW fit into the broader education landscape at the country level? What efforts has SWRW made towards policy engagement or collaboration with the MoW, Ministry of Education or other government entities, local communities, and Driving schools? [EM 5.3]					
To what extent have capacity Program interventions influenced government policies, at both the national and local levels? [EM 5.3]					
How well is the Program building the capacity of local partners? [EM 5.3]			Not focusing on local partners		
To what extent is the Program able to scale up? What are the implications (both positive and negative) and pathways for achieving further scale? [EM 5.4]		The program can scale up by opening new training centres in other areas in the country. The training is currently only available in Kampala and Mukono.			
What key factors and challenges need immediate attention in order to improve the prospects of sustainability? [EM 3]					
What conditions must be fulfilled to ensure scalability of the HGV Drivers training Program? [EM 3]		The possibility of training the CM class as well as the CH will increase the number of beneficiaries			
G. Lessons learned and best practices					
7.1 What have you learned from the capacity building Program (at the operational or developmental level) that could inform future Program design decisions and improve the achievement of future results? [EM 7.1]	Financial management and project monitoring	To ensure commitment from the drivers, their employers need to be informed so that a special leave may be granted for the drivers to attend the training.	<ol style="list-style-type: none"> 1. It is important to budget for needs assessment. Drivers are asking for food and transport is a big challenge 2. In case of donor delays there should be implementation of project instead of waiting for the donors since donor delays affects project start time 3. Learnt patients for instance project written in 2018 and money coming in 2020 		

Question	Group of informants				
	UDSA	SWRW	UPDN		
7.2 What challenges have been encountered in implementing the Program as planned? [EM 7.2]		There are many drivers who have the required driving class (CH) but cannot drive the vehicle at all which then means, so many drivers have to go through the pre training assessment an only few actually for the abridged training which the program funds.			
7.3 In what ways has the Program adapted to address identified challenges? [EM 7.3]		SWRW has requested UPDN to do more due diligence to ensure that the drivers who are sent do actually have some driving experience on the CH class.			
7.4 What challenges remain and what future implications do they have on the Program? [EM 7.4]					
7.5 What best practices have been developed that could inform future training Program design? [EM 7.5]		It cannot be assumed that because someone has a particular driving class that they can actually drive the vehicles implied. A test is always needed to ascertain their driving skill.	Out of pocket facilitation to beneficiaries is a good practices as demonstrated by the facilitation offered to trainer that become an enabler to stay through the trainings		
7.6 What international best practices exist that, if added to the Program design, could strengthen the capacity building Program? [EM 7.6]		The East African curriculum was developed to incorporate international standards. When well implemented, the trainees that emerge are of very high quality			
H.					
8.1 Does it look as though the Project will be successful in developing driver professionalism and recognised harmonised certification of Ugandan drivers for upcoming oil and Gas sector? [EM 8.1]	Project will be successful		Yes the project will be successful		

Question	Group of informants			
	UDSA	SWRW	UPDN	
8.2 What are the primary factors leading to the Program's successes and weaknesses thus far? [EM 8.2]	Active participation of all project managers in trainings and meetings so far is good for implementation of the project	The program success is due to the need for formal training of HGV drivers in Uganda. Most of the training that truck drivers have received has been informal while they worked at turnmen	<ul style="list-style-type: none"> 03 instructors who have finalised the training course Several drivers committed to the training and willing to participate in the training opportunities At the beginning there were poor coordination between the partners which has been addressed by regular partners meeting 	
8.3 What elements of the Program should be adapted or changed to obtain the best results? [EM 8.3]		The program could be changed to include a lower driving class (CM) that way opportunity will be given to a larger target group.	The restriction on education level of the drivers to be changed since good drivers do not have records thus Translation of the curriculum. The curriculum is currently in English. OIC have restrictions on level of education	
I. Closing words				
Is there anything else you would like to raise? Thank you for taking some time for this interview, it is truly appreciated.				

APPENDIX 02: SURVEY FOR CURRENTLY SELECTED AND ENROLLED HGV DRIVERS

Introduction

Anfrey Connor Investment LTD is an independent consulting firm that is conducting a baseline evaluation of the capacity building Program supported by PSFU.

As part of this survey, we would like to ask you some simple questions about your opinions and experiences about the Program so that SWRW and its consortium partners can improve the Program for the future. We are here to learn from you. We will not share your answers with anyone; not your trainers and company or friends. Your answers will not affect the status of the training support. Also, you are not forced to participate. It is your choice. Also, if you do not want to answer a question, you do not need to and you can skip to the next one. If you do not understand a question, you can ask the enumerator to explain it. The survey will take around 20 minutes to complete.

If you have any concerns or complaints about this survey process, you can:

Call to speak with December on 0772971448

Section 1: Participant Profile

Question 1: How old are you?

Question 2: Are you a female or a male?

<input type="radio"/> Female	<input type="radio"/> Male
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Question 2.1 Are you currently employee?

<input type="radio"/> Yes	<input type="radio"/> No
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Name of the employer

Title held

Question 3: What type of skills training are you receiving currently?

<input type="radio"/> Mechanics	<input type="radio"/> Driving	<input type="radio"/> Other
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Question 2.1: Please indicate which of the vehicle classes you trained

DM - Medium Omnibus	F -
DL - Light Omnibus	G -

DH - Heavy Omnibus	E -
CM - Medium Goods truck	I -
H - Tractors	CH - Heavy Goods Truck

Question 2.3: Did you attain certification after your driver training?

<input type="radio"/> Yes	<input type="radio"/> No
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If yes, which company

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Question 4: In which month did you join the capacity building Program?

<input type="radio"/> Jan	<input type="radio"/> Feb	<input type="radio"/> Mar	Mention if other.....
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Question 4.1 Which month are u expecting to complete your training?

<input type="radio"/> April	<input type="radio"/> June	<input type="radio"/> July	<input type="radio"/> August	<input type="radio"/> Other.....
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Question 4.1: Mention some of the reasons why you chose to apply for the professional drivers training and certification

1.	3.
2.	4.

Question 4.2: Where do you prefer working after the training?

<input type="radio"/> Oil and gas	<input type="radio"/> NGO
<input type="radio"/> PSV	<input type="radio"/> Government
<input type="radio"/> Personal business	<input type="radio"/> None
<input type="radio"/>	<input type="radio"/> Other

Section 2: Background Information

Question 5: Which district were you living in before applying for the professional training Program?

<input type="radio"/> Abim	<input type="radio"/> Isingiro	<input type="radio"/> Kumi	<input type="radio"/> Namayingo
<input type="radio"/> Adjumani	<input type="radio"/> Jinja	<input type="radio"/> Kween	<input type="radio"/> Namutumba
<input type="radio"/> Agago	<input type="radio"/> Kaabong	<input type="radio"/> Kyankwanzi	<input type="radio"/> Napak
<input type="radio"/> Alebtong	<input type="radio"/> Kabale	<input type="radio"/> Kyegegwa	<input type="radio"/> Nebbi
<input type="radio"/> Amolatar	<input type="radio"/> Kabarole	<input type="radio"/> Kyenjojo	<input type="radio"/> Ngora

<input type="radio"/> Amudat	<input type="radio"/> Kaberamaido	<input type="radio"/> Lamwo	<input type="radio"/> Ntoroko
<input type="radio"/> Amuria	<input type="radio"/> Kalangala	<input type="radio"/> Lira	<input type="radio"/> Ntungamo
<input type="radio"/> Amuru	<input type="radio"/> Kaliro	<input type="radio"/> Luuka	<input type="radio"/> Nwoya
<input type="radio"/> Apac	<input type="radio"/> Kalungu	<input type="radio"/> Luwero	<input type="radio"/> Nyadri
<input type="radio"/> Arua	<input type="radio"/> Kampala	<input type="radio"/> Lwengo	<input type="radio"/> Otuke
<input type="radio"/> Budaka	<input type="radio"/> Kamuli	<input type="radio"/> Lyantonde	<input type="radio"/> Oyam
<input type="radio"/> Bududa	<input type="radio"/> Kamwenge	<input type="radio"/> Manafwa	<input type="radio"/> Pader
<input type="radio"/> Bugiri	<input type="radio"/> Kanungu	<input type="radio"/> Masaka	<input type="radio"/> Pallisa
<input type="radio"/> Buhweju	<input type="radio"/> Kapchorwa	<input type="radio"/> Masindi	<input type="radio"/> Rakai
<input type="radio"/> Buikwe	<input type="radio"/> Kasese	<input type="radio"/> Mayuge	<input type="radio"/> Rubirizi
<input type="radio"/> Bukedea	<input type="radio"/> Katakwi	<input type="radio"/> Mbale	<input type="radio"/> Rukungiri
<input type="radio"/> Bukwo	<input type="radio"/> Kayunga	<input type="radio"/> Mbarara	<input type="radio"/> Sembabule
<input type="radio"/> Bulambuli	<input type="radio"/> Kibaale	<input type="radio"/> Mitoma	<input type="radio"/> Serere
<input type="radio"/> Bukomansimbi	<input type="radio"/> Kiboga	<input type="radio"/> Mityana	<input type="radio"/> Sheema
<input type="radio"/> Buvuma	<input type="radio"/> Kibuku	<input type="radio"/> Moroto	<input type="radio"/> Sironko
<input type="radio"/> Buyende	<input type="radio"/> Kiruhuura	<input type="radio"/> Moyo	<input type="radio"/> Soroti
<input type="radio"/> Dokolo	<input type="radio"/> Kiryandongo	<input type="radio"/> Mpigi	<input type="radio"/> Tororo
<input type="radio"/> Gomba	<input type="radio"/> Kisoro	<input type="radio"/> Mubende	<input type="radio"/> Wakiso
<input type="radio"/> Gulu	<input type="radio"/> Kitgum	<input type="radio"/> Mukono	<input type="radio"/> Yumbe
<input type="radio"/> Hoima	<input type="radio"/> Koboko	<input type="radio"/> Nakapiripirit	<input type="radio"/> Zombo
<input type="radio"/> Ibanda	<input type="radio"/> Kole	<input type="radio"/> Nakaseke	<input type="radio"/> Other
<input type="radio"/> Iganga	<input type="radio"/> Kotido	<input type="radio"/> Nakasongola	

If other, please indicate here:

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Question 6: What is your tribe?

Please indicate here:

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Question 7: Do you currently experience any of the following difficulties?

<input type="radio"/> Hearing impairment	<input type="radio"/> Chronic illness (please specify: _____)
<input type="radio"/> Seeing impairment	<input type="radio"/> Physical challenges (walking, injuries, etc.)
<input type="radio"/> Speaking impairment	<input type="radio"/> None
<input type="radio"/> Troubles concentrating	<input type="radio"/> Other

If other, please indicate here:

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Question 8: Before hearing about the capacity building Program, was it your company's wish for you to go to driving school?

<input type="radio"/> Yes	<input type="radio"/> No
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Why or why not?

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Question 9: After hearing about the capacity building Program, was your company supportive of you going for the professional driving course?

<input type="radio"/> Yes	<input type="radio"/> No
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Why or why not?

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Question 10: Before you were accepted into capacity building Program, did you or your company have the financial resources necessary to send you for the professional driving and certification?

<input type="radio"/> Yes	<input type="radio"/> No
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Question 11: Are there any training-related costs that SWRW does not pay for?

<input type="radio"/> Yes	<input type="radio"/> No
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If yes, which ones?

<input type="radio"/> Tuition/registration fees	<input type="radio"/> Transportation
<input type="radio"/> Books/stationery	<input type="radio"/> Lodging/housing
<input type="radio"/> Uniforms/overall	<input type="radio"/> Food
<input type="radio"/> Academic materials	<input type="radio"/> Tutoring
<input type="radio"/> Tools	<input type="radio"/> Other

If other, please indicate here:

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If yes, is it difficult for you and your family to pay for these costs?

<input type="radio"/> Yes	<input type="radio"/> No
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Question 12: Before entering the capacity building Program, besides driving, what other responsibilities did you have?

<input type="radio"/> Chores at home (cooking, cleaning, etc.)	<input type="radio"/> Farming (taking care of animals)
<input type="radio"/> Making money for the family	<input type="radio"/> Taking care of your own children
<input type="radio"/> Taking care of family members	<input type="radio"/> Other
<input type="radio"/> Nothing	

If other, please indicate here:

--

Question 13: While you are for the professional driving, who takes care of the responsibilities identified above?

<input type="radio"/> Mother	<input type="radio"/> Father	<input type="radio"/> Husband/wife	<input type="radio"/> Grandparents
<input type="radio"/> Sister(s)	<input type="radio"/> Brother(s)	<input type="radio"/> Aunts and uncles	<input type="radio"/> Cousins
<input type="radio"/> Friend(s)/neighbor(s)	<input type="radio"/> Other extended family	<input type="radio"/> Don't know	<input type="radio"/> Myself
<input type="radio"/> Other			

If other, please indicate here:

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Section 3: Application and Selection Process

Question 14: How did you learn about the capacity building Program?

<input type="radio"/> Posters	<input type="radio"/> Your trainer told you
<input type="radio"/> Radio announcements	<input type="radio"/> Your friends told you
<input type="radio"/> Articles in the newspaper	<input type="radio"/> Your company told you
<input type="radio"/> Someone visited your school	<input type="radio"/> Someone from your community told you
<input type="radio"/> Another HGV driver	<input type="radio"/> Don't remember
<input type="radio"/> Other	

If other, please indicate here:

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Question 15: When you applied for the capacity building Program, did you know what were the selection criteria (the factors that UPDN bases its decisions on regarding who receives the professional driving and certification)?

<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Not sure
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Question 16: If yes, please state the top two selection criteria:

1.
2.

Question 17: Do you know why you were selected to join the capacity building?

<input type="radio"/> Yes	<input type="radio"/> No
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If yes, why?

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Question 18: Are there any HGV driver in the capacity building Program who you think shouldn't have been accepted?

<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Not sure
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If yes, why should they not have been accepted?

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Section 4: Program Impact and Recommendations for Improvement

Question 18: What type of personal skills or qualities have you acquired or developed further because of the capacity building Program?

<input type="radio"/> Confidence	<input type="radio"/> Motivation
<input type="radio"/> Organizational skills	<input type="radio"/> Taking initiative
<input type="radio"/> Social skills	<input type="radio"/> Dedication
<input type="radio"/> Leadership	<input type="radio"/> None
<input type="radio"/> Training skills	<input type="radio"/> Other

If other, please indicate here:

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Question 19: Are you taking on any leadership roles in your company?

<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Not sure
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If you are, please describe what you are doing:

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Question 19: Do you think there are equal opportunities in place for both female and male to participate in leadership roles in your company?

Question 20: Has the capacity building program provided you with the support you need to successfully become professional driver's instructor?

<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Not sure
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If no, what additional support would be useful?

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Any comments

Any questions for SWRW/UPDN/UDSA

This is the end of the survey. Thank you very much for your time and your feedback!

APPENDIX 03: TIMELINE OF KEY ACTIVITIES AND DELIVERABLES

The assignment will start upon signature of the contract or an otherwise agreed upon date. The due dates for all deliverables will be finalized by the evaluator(s) with SWRW, UPDN and UDSA prior to submission of the inception report/work plan.

Key activities/deliverables	Timeline
Meeting with the team of SWRW, UPDN and UDSA (location and time to be determine).	3 th Thursday March 2020
<i>Document review</i> - Desk review of all relevant Programmatic documentation.	6 th Friday March 2020
<i>Evaluation work plan/inception report</i> – Detailed outline of the evaluation approach, finalized learning questions, sampling strategy, quality control measures and timeline. Inception report will be subject to review by SWRW before proceeding.	10 th Tuesday March 2020
<i>Data collection and analysis</i> – Field visit and virtual primary and secondary data collection and analysis.	12 th Thursday March 2020
<i>Preliminary presentation of findings</i> – Initial results shared with SWRW, UPDN and UDSA for general feedback in advance of the draft report.	30 th March 2020
<i>Draft report</i> – Including key findings and recommendations, raw data and appendices. SWRW will provide feedback within 10 to 14 days of receiving the draft report.	05 th April 2020
<i>Final report</i> – Including all incorporated recommendations, supporting tables and graphs, visuals and appendices as per the requirements.	10 th April 2020

APPENDIX 04; PROTOCOLS FOR FOCUS GROUP DISCUSSIONS -CURRENT HGV DRIVERS

Area	Questions and probes	
Opening words		
Discussion		
Introductions	<p>First, we are going to get to know each other a bit better. Please tell us your name, how old you are, what grade you are in, and your favourite [Vehicle, sport, subject, past time, another topic, etc.].</p> <p><i>[Each student introduces himself/herself.]</i></p> <p><i>[As an alternative to asking about their favourite thing, they can be asked what they want to be when they grow up.]</i></p>	
Relevance of the Program	1.	Think back to how you became a trainee in the capacity building program. Tell us briefly about your experience with the application and selection process.
	2.	<p>Do you think the selection process for being a professional driver trainee gives female and male to apply for the training?</p> <p>Additional questions:</p> <ul style="list-style-type: none"> • Do you know what the criteria are for selecting the HGV drivers for the capacity building program? • Do the criteria seem fair and ethical? • Do you think the criteria were properly implemented?
	3.	In your opinion, are there any groups of drivers not being identified by the screening process that should be included (for example, PSV, Mechanics)?
Efficiency	4.	Are there any Program delays that you are aware of? <i>[If needed, some potential bottlenecks can be listed, such as the time for the selection process, the disbursement of funds, lateness in distribution of training schedules, etc. However, attempts should be made not to lead the students.]</i>
	5.	What unexpected things will happen from the training and certification you are undergoing (both positive and negative)?
	6.	How have your employees been involved in the Program?
Impact and reach	7.	What type of personal skills have you acquired or developed further because of the Program?
	8.	How are the skills you've acquired enabling you to play a more active role in your company?
	9.	Do you think there are equal opportunities in place for both male and female to participate in professional drivers training?
	10.	How would you describe your relationship with trainers?
Gender and human rights	11.	<p>Do you think there are differences in the quality of training that a female and male receives? <i>[If yes]</i> What are those differences?</p> <p>What do you think are some of the barriers that female and male face in accessing and completing their training?</p>
	12.	Have you ever been consulted on any decisions regarding the Program?

Area		Questions and probes
Recommendations	13.	What recommendations do you have to improve the Program?
Closing words		
Thank you for being a part of this discussion, it is truly appreciated.		

APPENDIS 05: TERMS OF REFERENCE

Project to be Evaluated; **Capacity building for HGV driver training in Uganda.**

Project name:	Capacity building for HGV driver training in Uganda.
Project location:	Kampala, Uganda
Project budget:	UGX 1,114,070,000
Project start and end dates:	October 2019 to July 2020
Project Aim:	To train and professionalise heavy goods vehicle (HGV) drivers in Uganda to promote road safety and employment in the oil and gas sector as well as the wider transport and logistics sector.
Implementing agency and partners:	SWRW Uganda, Driving Standards Agency and UPDN
Evaluation type:	Baseline evaluation
Evaluation budget:	UGX 6,785, 800
Evaluation timeframe:	March to April 2020

Background

The Private Sector Foundation Uganda (PSFU) with funding support from the World Bank is mandated to implement this project on behalf of the Government of Uganda to enhance capacity of technical and vocational institutions to deliver high quality training programmes under the Skills development facility. PSFU therefore selected several organisations to participate in the delivery of similar projects. It has also engaged Makerere University Business School (MUBS) to develop sustainability plans for delivering this programme. Among the organisations is the Safe Way Right way (SWRW) and its consortium members; Uganda Professional Drivers Network (UPDN) and, Uganda Driving Standards Agency (UDSA).

Objectives of the project;

- Certify skills acquired informally by current HGV drivers to enhance their competitiveness in the anticipated oil and gas professional job market.
- Build capacity of licensed HGV drivers schools in Uganda to offer in country training and certification needs.
- Enhance competitive edge in the job market for the HGV drivers
- Increase economic benefits to the drivers and their families
- Improve understanding of the expectations and responsibility of a commercial driver
- Improve understanding and appreciation of the driver training functions in Uganda
- Improve integrity and professionalism in the work of the Commercial driver
- Improve road safety performance
- Improve understanding of regulations and policies that govern the transport sector regionally

