

End 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- June 2021
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Contents

List of Acronyms	iii
Executive summary	iv
1. Introduction	5
2. PSFU Project Background	6
2.1 Overview and Expected Results	6
2.2 Anticipated Reach and Targets	6
3. Evaluation Purpose, Approach and Methodology	7
3.1 Purpose of the Evaluation	7
3.2 Evaluation Approach and Methodology	7
Desk Review	7
Key Informant Interviews	8
Focus Group Discussions	8
3.3 Constraints and Limitations of the Baseline Evaluation	10
4. Findings	10
4.1 Relevance	10
4.2 Efficiency and Implementation	12
4.3 Effectiveness	14
4.2 Impact and Reach	16
4.5 Sustainability	18
5. Conclusion and Lessons Learned	19
5.1 Conclusion	19
5.2 Lessons Learned and Best Practices	19
6. Recommendations	20
Appendix 02 – Ethical Considerations	52
Appendix 03 ;Terms of Reference	54
Appendix 04; Protocols for Focus Group Discussions -Current HGV Drivers	58

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

The main purpose of the evaluation was to provide an objective and independent review of information on intended Program achievements /challenges and generate critical lessons learned. More specifically the end line evaluation pursued to; assess the end 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, implementation, 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) targeted 150 HGV drivers in Uganda, however, before proposal was generated there was needs 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 need identification therein indicated that the HGV drivers were insufficient in Uganda and that the drivers needed professional training if they were 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. The end line too found that, critical activities got completed outside the project timeline even when the initial plans were not followed. Just like baseline that was delayed significantly by the COVID 19 pandemic and its associated lockdown, the end line evaluation faced severe setback due to financial delays to support the evaluation. Also, the start date of the project was unclear, compounded by delays in procurement process of the vehicle for the training which made other consortium members ponder whether the set intervention would be achieved within the stipulated contract deadline.

Through the KII, substantial (90%) responses were captured among the drivers who gained confidence during the professional training program. While leadership and social skills gained were mentioned by at least 30% respondents and 11% responses were gathered among driver who gained organisation skills undertaken during the training. 80% 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. Generally, 100% of the drivers interviewed were employed in the sectors of their wish (Oil and Gas, NGOs, and Government) During the interview also, majority 76% of the respondents acknowledged that they continued working in the organisations that supported them, while 23% got new organisations. Fig 5

The evaluation also found that food and transport components should have been included in the program design to motivate the drivers during the training since it was extremely difficult to conduct the 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 would have been important to consider how female HGV drivers' applicants could apply for the Program so that many women could affirmatively be helped.

1. INTRODUCTION

This report present 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 end line evaluation was carried out between March 2021 and June 2021 by a team of two evaluators from Anfrey Connor Investment LTD contracted to provide an independent assessment of programme.

The end line evaluation was aimed at providing the consortium (*Safe Way Right Way, Uganda Drivers Standards Agency and Uganda Professional Driver Network*) the extend the project achieved intended outcomes, and how it was effective and relevant.

The primary target audience of this end line survey were the HGV Drivers, SWRW, UDSA and UPDN. Other stakeholders to benefit from the end line 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: An overview of PSFU project
- Section 3: Outlines of the purpose of the Evaluation and the evaluation methodology
- Section 4: The draft findings
- Section 5: Draft conclusions and lessons learned drawn from Program experiences.
- Section 6: Draft recommendations for Consortium.

The contents of this report were 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), Ocii Innocent 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 evaluation process and at the time accessing drivers proved so hard due to their mobile nature of the their work.

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 capacities of the vocational institutions to deliver high quality training programmes under the Skills Development Facility Grants.

The HGV drivers targeted for the specialised trainings were 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 was meant provide 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 includes;

To train and professionalise heavy goods vehicle (HGV) and mechanics in Uganda 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 was 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 **UGX 1,104,344,022** have been spent. This represent a budget utilization rate of **99%**. Furthermore, financial information indicates that project equipment such as trucks specific expense (**UGX 462,000,000**) component took up the largest share of resources. Additionally, an analysis of personnel costs (Salaries and Wages) shows a low contribution to total cost rate of **13.98%**.

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 end line information on intended Program achievements and challenges and generate critical lessons learned. More specifically the evaluation seeks to:

1. Assess the performance the of the Program, including overall activities, output, and outcome of the intervention, as well as the HGV drivers own experiences.
2. Assess the evolution of the Program during the period of inception to implementation.
3. Understand and document key lessons learned, particularly around the effectiveness, impact adaptability and sustainability of the approach.

3.2 Evaluation Approach and Methodology

To address the information needs of the PSFU and the consortium, the end line 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 key respondents 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 end line evaluation started in March 2021 but was seriously hampered by lack of funding for the data collection. At the time of completing the evaluation process in June 2021, Uganda entered 2nd wave of COVID19 which bared inter district movements closure of institutions and schools. While writing the draft evaluation report, the partial lockdown was still being enforced coupled with high rate of COVID 19 infections in then communities. It is worth noting that the evaluation team developed a methodology featuring a few lines of inquiry, namely: a desk review, gender equality assessment; key informant interviews (KIIs);. Information obtained through these lines of inquiry was then triangulated and cross-referenced to create robust and verifiable findings.

Desk Review

This line review featured an examination of background and program materials relevant to the PSFU projects. The documents were provided prior to the field visit. Some were used during baseline evaluation/baseline Evaluation report. The complete list of the consulted documents can be found in Appendix

Key Informant Interviews

The evaluation team conducted purposeful semi-structured, one-on-one, or small group interviews with representatives of the consortium organisations (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' alumni were substantial as respondents. Other drivers were reached through phone calls and financial report shared online.

Focus Group Discussions

The evaluation team conducted Focus Group Discussions (FGDs) with the HGV driver alumni and other drivers' network organisations at UPDN. However, the planned FGD process was cut short due to partial lockdown, and surge in Covid 19 coupled with restrictions in inter district movements including gathering/meetings and Public transport. Closure of schools and institutions of learning. Overall, the evaluation team conducted a total of 02 FGDs with HGV drivers (all males). Each FGD lasted between 45 minutes to one hours.

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 Luganda and other languages, a translator was present to translate. The moderators ensured that the atmosphere in the group discussion was safe and respectful of differences among participants. Overall, a total of 21 alumni HGD vehicle drivers took part in FGDs.



Figure 1&2: FGD in progress at UPDN

The Survey

To supplement evidence gathered through the qualitative techniques, a cross sectional survey was conducted with 40 (26%) HGV alumni 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 meant 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 in fact served 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 (KIs and FGDs) to cross check and validate the findings.

During the KI 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 faced when pursuing professional driving. The survey captured the most important socio-demographic characteristics of the respondents (drivers) and the evaluation canvassed their opinion about the Program's selection process and services provided.

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=40) of the 175 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 mostly male because there were only 02 female trained 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 one-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.

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 Baseline Evaluation

Commonly, despite the very unclear timeline of the baseline survey, compounded by unclear start and end dates of the project- the evaluation team faced some critical constraints, although it had to address and move on with the challenges:

- The funds meant for the end line evaluation could not be advanced in time, yet such is an important part of the project activities. The lack of funds to train and pay data collectors caused evaluation to be carried on credit, which is uncharacteristic of any evaluation, ever.
- The amount of money allocated for the survey was so meager and could not allow for comprehensive evaluation and wider stakeholder's engagement.
- The administration of the survey took a significant amount of time and effort, as trainees were completely inaccessible due to the tight training schedules thus allotting time for the survey very difficult
- The partial lockdown due to Covid-19. Measures such as closure of learning institutions and border points, suspension of social and religious gathering, unauthorized inter district movements, and restricted use of private and public transport among others were adopted. The lockdown turned to be a turning point for the survey and significantly delayed the survey process coupled with un-eased in accessing some of the relevant stakeholders.

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 financial constraints, there was difficulty in obtaining key documents because of social distancing and limited movements.

4. FINDINGS

This section climaxes the evaluation findings curtailed from the review of evidence gathered during 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

Besides the small number of the beneficiaries compared to what is expected for oil and gas, there is now a precedence and the program contributed to in-country capacity of the Schools by building the capacity of the trainers and the trucks drivers. Recently, the Ministry of Works introduced the Professional Drivers' License (*graduated license*) which is premised on training other than accumulation of years. Besides, the trainings also enhanced driver skills to adopt to regional standards of driving. It should also be noted that the training is in line with Govt policies of having skilled drivers to reduce road accidents and contribute to increased professional heavy goods vehicle drivers' labor force in the oil and Gas sector.

The Capacity building initiative is praised largely due to its unique ability to train CH class drivers which is an infrequent 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 95% interviewed drivers applied for the training since they

wanted to improve on the skills and knowledge in road safety and over 50% wanted either to upgrade or be linked for jobs in the oil and gas sector and NGO.

HGV Drivers Eligibility Criteria

In terms of selection processes, UPDN contributed significantly to identifying the HGD for the training after advertising widely through social media and the networks. The UPDN identified the drivers and those that met the criteria of selection were sent to SWRW and UDSA for the professionalised training. While at SWRW and UDSA, the drivers underwent assessment process to determine their eligibilities. It is worth noting that the selection was done on two levels; based on experience and number of years on the permit, the second



Figure 2;Female driver beneficiary currently driving pioneer bus

was a practical assessment with a standard marking guide.

UPDN identified instructors through Drivers' Associations, employers of HGV drivers, social media platforms, flyers, and posters. However, one of the instructors was directly identified by the School including a few drivers. The reason was to save time.

Drivers' Associations, employers and individual drivers seconded people for the training and the Ministry of Works and Transport, Petroleum Authority participated during the process of this project implementation. Employers cooperated well by seconding their drivers for the training and many stakeholders offered technical advice while some drivers who underwent through the program proposed for a minimal affiliation fee of UGX50,000 for UPDN secretariat and they have paid

Recruitment of women

As a deliberate effort to contribute to recruiting women for the training, UPDN mobilized some female trainees and although not all could be trained, since they required additional financial support to enable them to extend their driving licenses to meet the required licenses under the project which was considered as illegible by the lead Agency, at least 2 female drivers were trained and completed the period planned.

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 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

While designing the project, 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 market the trained drivers, while UDSA is mandated to train the drivers along side SWRW. Although such roles were well clarified from the beginning, there were delays in fund transfer and procurement of trucks for training of the drivers.

It was found that the trainings in both SWRW and UDSA were highly standardized in that all beneficiaries needed to have a level of license, age, able to read and write English, be Ugandan, etc . the training was also based on an agreed-on set requirements including practical test marking guide, ratio was based on 1: 3 trainer per instructor as required by the MoW and East African set standards.

The selection process was fast and timely at the beginning and especially for those seconded to SWRW. It wasn't the same case with those seconded to UDSA as they started slow and also halted the training at some point which killed morale of the trainees. On the other hand, the target group of drivers who were already in the driving profession had limited commitment during the training they found it difficult to take time off work and attend to the trainings.

How the Program respond to any emerging contextual realities.

Covid 19 presented challenges that required adopting new training guidelines to keep everyone safe. Each trainee was assigned to one instructor at a time and a changeover would only happen after sanitising the trucks fully. The number of drivers per intake were also reduced.

There were emerging issues like transport and feeding difficulties, where for the Instructors the project had to offer a monthly facilitation.

UPDN initially expected to mobilise beneficiaries through established drivers' Associations, however, many of their members did not either respond or those who responded had high rates of absenteeism as they never were responsible for scheduling their work. 'We responded by contacting employers to second and facilitate their drivers in terms of meals and transport as was the major reason for absenteeism', UPDN Executive Director explained.

UPDN also encountered other contextual challenges when the office was broken into and computers holding the project data stolen. The organisation responded by upgrading its data security and reallocated project resources to some emerging issues.

In the beginning, one training school had no readily available truck for training, the school resorted to conducting training on only tractor head although the drivers got a bit disappointed either by being told to go home and they would be informed when to return for practical or trained on the tractor head. This brought complaints that almost tarnished the project reputation. The implementers responded by requesting the training school to first call off the training until the project vehicles were delivered.

Strengths and Weaknesses of the Program's M&E system.

Strong coordination between the implementation partners was observed, however, COVID 19 brought a challenge of not having meetings. Virtue meetings were held although not as frequently as required

UPDN did not train but coordinated the trainees and is responsible for linking them to formal employment and M&E; giving a neutral ground for UPDN to offer a non-biased opinion of the project outcome. Besides this, there is also an independent consultant contracted by the lead agency to perform quality assurance. The weakness is that the donor also had a M&E process that needed to have been harmonized.

Needs assessment by SWRW and the consortium members to identify the kinds of training needed in the Oil and Gas sector.

Although no designed dedicated needs assessment process conducted/documentated by the consortium members, however, according to the analysis by the industry players, at least 2,500 Drivers of Heavy Goods vehicles (HGV) would be needed for up to four years following the Final Investment Decision (FID) by oil companies to transport at least 8 million tons of equipment to be sourced domestically, regionally, and internationally.

There were also engagement meetings with the prospective employers (International Oil Companies), the Ministry of Works and Transport to understand the required standards and inform the project design. The consortiums did consultative meetings with stakeholders and agreed to adopt EAC standardized curriculum for the HGV drivers' training.

Whether Program met established deliverables on time.

According to the consortium members, the program did not go as planned and took extremely long, although it met the deliverables during the project extension time. For instance, the project was meant to be completed with 8months, but took more than one year. specifically, project applications were done in 2017, contract signed in October 2019 and March 2020 the project is ending in a month not yet clear.

It should be noted that, there were mechanisms put in place to avert the delays in project implementation including adherence to the Program timelines, for instance, prior meetings between implementing partners and joint planning and consensus building over timelines to address arising challenges, Weekends were used for training to avoid spill overs into the following week and instructors were urged to work overtime. However, delay of funds to procure training equipment and materials from the Funder coupled with delays caused mainly by the Covid-19 pandemic (*training facility was closed for over 3 months and when we re-opened, we were still working under capacity in order to maintain social distancing*), theft of equipment from UPDN offices, beneficiaries failing to raise transport and feeding costs for the training time were some of the causes of delays in timely project completion.

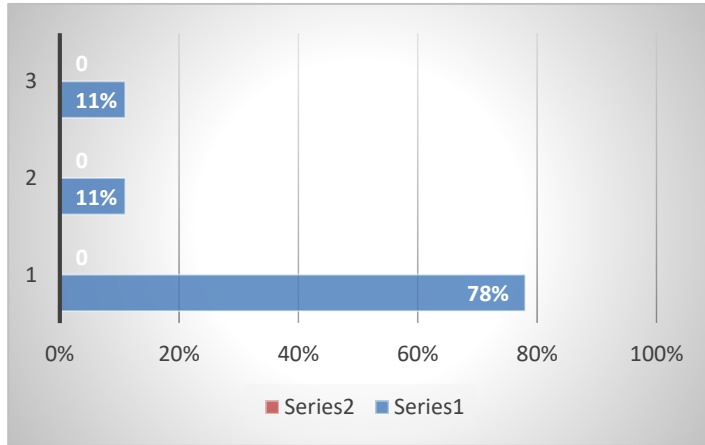
Aspects of the Program have been affected by these delays.

Delay of purchase of trucks prolonged the training, however, SDF was able to grant the project extra months to complete the training. The delays were managed within the extension. All the targets were met. The delay in the trucks made one of the schools not to meet the set target of 75. This is because UPDN found a lot of difficulties in finding drivers who were willing to join the school because of 'bad mouthing' that came from those drivers who had trained on tractor heads or told to be contacted when the trucks arrive

Whether decision making was decentralized.

Although decision making was made through consultation with other partners (consortium), on especially their areas of mandate within the project, however, decisions regarding mainstream project was largely made by the lead agency.

Amidst all the above, the program managed to do some savings on trucks which were later reverted to other project activities including marketing the drivers.



During the KII interviews with the HGV drivers on their overall experiences with capacity building program on a scale of 1 to 10, majority 78% rated the program at 10 compared to 43% during baseline evaluation, 11% rated it at 9 and 8% respectively. Figure 3. Which is a good progress towards achieving the intended outcome. However, a third (30%) of the divers noted that they were not consulted on decision regarding the program.

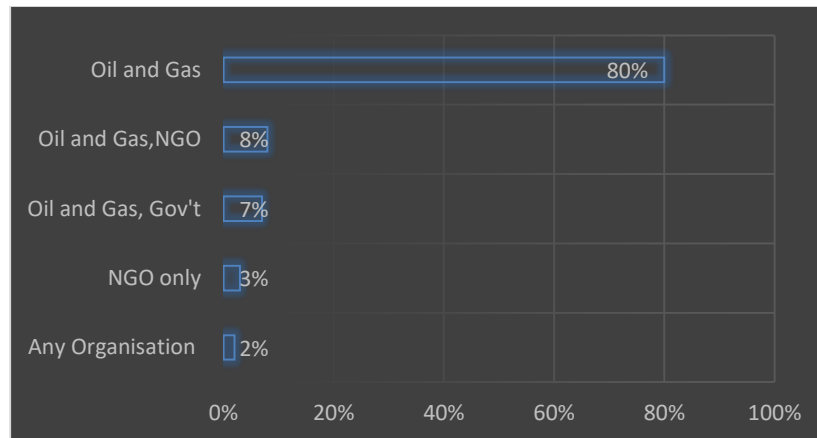
Figure 3; HGV drivers' over all rating of the training, on scale of 1 to 10

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

Majority 80% respondents preferred working with the Oil and gas sector, followed by 8% with the Oil and Gas including NGO, 7% with Oil and Gas including Government and minute 3% HGV drivers would like to work with any sector just like NGO (Figure 2). It is also worth noting that a substantial (91%) drivers noted that it was difficult for them and their family members to pay for the professional cost and therefore thankful for the PSFU support. Besides 90% of all the trained and certified trainers have been absorbed in different sectors

Figure 4;HGV drivers' preferred work sector after the professional training



Among factors that explain the performance of the Program in realising its outcomes (*175 drivers successful completed the training*) includes the receipt of the two trucks, although it came in late a bit, but saved the situation of anxiety brought by introduction of tractors used for training. The success of the project was also hinged on collaboration within the consortium coupled with the demand for the training among the drivers. The success also was registered since most drivers were employed and had some experiences required, which gave the instructors not so many difficulties in training the drivers.

The drivers trained on the program have reported a positive change in their driving skills and confidence, although there is no bonding mechanism for sustainability as the existing sustainability strategy does not seem to speak to the project and lacks clearly defined and binding mechanism for implementation by members. On the other hand, among the factors that influenced the outputs and outcomes of the Program were the lockdown in the country due to COVID19 pandemic that hit the economy which made it difficult for some interested drivers to make it for the training as there were serious economic crisis in the country.

Coordination with other driving schools and integration within the educational systems.

The project was designed to last for only 8 months, as such, it could not easily attract other players or effectively foster effective coordination, however, during the project period, instructors from other driving schools with experiences in delivering the EAC standardised curriculum were invited to support the SWRW team whenever shortages in manpower existed.

4.2 Impact and Reach

With respect to evidence of impact, the evaluation team feels that intended outcome of the program was achieved although the program period alone is not enough to generate concrete evidence of intermediate outcome or even impact including attraction to the program alone. The evidence of completion of the training contents may have contributed 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 end line evaluation relied primarily on the desk review and the use of the surveys, KIIs and FGDs to assess how the Program had some outcomes.

Through the KII, majority 90% responses were captured among the drivers who gained confidence during the professional driver training program. While leadership and social skills gained were mentioned by at least 30% respondents and 11% responses were gathered among driver who gained organisation skills undertaken during the training. 80% 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. Generally, 100% of the drivers interviewed were employed in the sectors of their wish (Oil and Gas, NGOs and Government) During the interview also, majority 76% of the respondents acknowledged that they continued working in the organisations that supported them, while 23% got new organisations.

Fig 5
However, the drivers decried the lack of the lack of food and transport and recommended for increased number of vehicles and coverage for similar training.

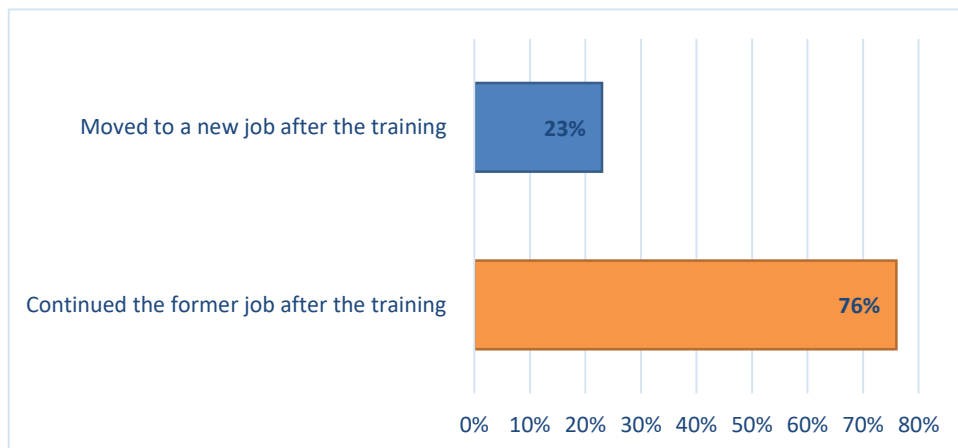


Figure 5; status of employment after the training

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.

If the skills acquired, enabled instructors and drivers to play a more active role in their company

Quality of work delivered by instructors as been excellent, according to the alumni. The skills acquired are intended to give them more confidence, be able to communicate positively and openly. Further, the alumni reported that the instructor that they exhibited great skills while training and “we have not heard negative feedback from those employing the trained drivers” narrates one driver

If partners benefited from consultation with transporters on a possible in country harmonised certification.

UPDN has secured a M.O.U with some training schools and in process of getting all commercial driver training schools to first have harmonised training output as we look forward to engaging the employers (transporters). According to SWRW, the training curriculum was developed in consultation with the industry players who are also potential employers.

Government Bodies and other stake holders in the sector agree with EAC curriculum. The employers especially International oil companies agreed with the curriculum and proposed areas which were missing for inclusion.

With the guidance from MUBS a business strategic plan was developed, and some elements of the business plan were being implemented already, however due to budget constraints as result of budget reduction at the beginning of the project, the plan has been put on hold.

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	2 trucks procured	SWRW has included 01 extra truck to beef up the project procured trucks
2	Output2; Number of computers procured-UPDN	There was no resource allocation for this item	One laptop
4	Output; Number of Instructors trained to the EAC Standardised curriculum – SWRW	4 instructors recruited	Only 3 passed out of the 4. 37 applications received, 10 interviewed and selected 4
5	Output; Number of applications received from the HGV Drivers	3117 showed interest. 916 confirmed availability and interviewed	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	175 selected and trained	The project failed to attract many female drivers because of legal barriers, existing social structures but received overwhelming male applicants, rendering others

			unsuccessful. 02 female drivers completed the training All trainees completed and were graded according to their performance
7	Output; Number of staff recruitment and trained to support database and information management – UPDN	One staff has been locally sourced and facilitated by UPDN. The database project anticipates to employ up to 7 staff for full capacity	No budget allocation was provided under the project for this role
8	Output; Establish a database to monitor career progress and market beneficiaries – UPDN	Completed the process of development of the data base and it is functioning well	During baseline, data base development process was delayed because of delayed MIS strategy and tools including delayed project take-off
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; 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	
12	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
13	Output; Advertisement, publicity, and marketing/Documentation - UPDN	The UPDN Project /Marketing Officer mobilised for jobs from prospective direct employers and employment agencies	This process also delayed kicking off as the drivers to be marketed needed to first finalise their training and certification then also the issue of the resources
14	Number trainees benefited from Apprenticeship- VM	2 trucks procured and currently being used for the trainings although not enough	SWRW had to include an extra truck to beef up the project procured trucks
15	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.

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.

UDSA will subsidize the cost for training to other individuals who wish to train, SWRW has resorted to fundraising efforts to get additional funding to enable drivers attend the training which would otherwise be too expensive for an average driver, in the meantime, SWRW has got funding from GIZ, Total and CNOOC that is enabling more drivers to be trained and certified. While UPDN presupposes that the project vehicles

would have remained accessible for I.O.V or other training schools to access for continuity or the schools should have offered to continue training learners under UPDN on bursaries for sustainability.

In terms of donor exit strategy, UDSA has a marketing team in place to source for business, SWRW is engaging employers directly so that they can enrol and pay for training (especially refresher training) for their drivers directly and UPDN is charging direct annual affiliation fees of UGX 250,000 that includes 2 days CPD programme for subscribers.

Adoption of the EAC Curriculum as National curriculum for Uganda.

The EAC curriculum adoption remains very low in Uganda but with the oil and gas requirement, it will be necessary for many of the driving school that train in Large commercial vehicles to adopt it. UPDN is still pursuing the complete adoption through the MoWT to roll out the EAC curriculum country wide.

5. CONCLUSION AND LESSONS LEARNED

1. Need to sensitise the public to create awareness for driver training
2. It is more efficient to engage employers directly who will release the drivers to attend the training
3. Women needed more incentives and consensus on affirmative actions
4. Drivers need to be mobilized from their employers rather than their Associations or individually for easy scheduling and facilitation like transport and feeding
5. The Lead Agency needed not to be a direct implementer to facilitate checks and balances and foster collaborations beyond the project timeline

5.1 Conclusion

The end line evaluation team believes that the HGV driver program although no robust project that addressed a minute section of the requirements of the professional training, had significant outcomes to be learnt from. Further, it 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 produced professional HGV drivers in the country. still, 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. Already SWRW has secured funding to continue the path set forth by the PSFU funding. 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 must go through the pre training assessment and only a few 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 have some driving experience on the CH class.
6. It cannot be assumed that because someone has a particular driving class that they can 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. For future programming, similar program should have considered transport facilitation and food access during the training time. It is difficult to do trainings without food.
2. Coordination Mechanisms of the program was very weak, it is therefore important that future program sets clear agenda on how coordination with stakeholders would be done, to add values and technical support to the project
3. Grants management generally among the consortium must be checked, decision making was significantly centralised by the lead consortium
4. 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.
5. In terms of developing an equity and gender-equality sensitive recruitment and selection strategy, it would 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.
6. Apportion enough funds for M&E activities. At least 15% of the budget allocation should go for M&E
7. During both baseline and end line surveys, it was clear however 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.

Protocols for Key Informant Interviews

The protocols are developed to enable the collection of relevant information from various categories of key informants participating in interviews. Questions varied based on the category of key informants to be interviewed. When preparing these detailed protocols, the evaluation team put special care into adapting the language to recipients and situations, and into customizing questions to refer to specific aspects of the capacity building Program in which informants are to be directly involved.

Statement or question	Category of informants			
	UDSA	SWRW	UPDN	
<p>Hello, my name is 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?	We were responsible for training of 75 HGV driver trainees	Training of Instructors Train drivers Carry out quality assurance of the project deliverables Reporting	We were responsible for sourcing (seconding) of drivers for the training, development of the drivers' database App baseline and end line evaluation and marketing the trained drivers for employment	
B. Relevance				

Statement or question	Category 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?	Most of the trainees had not undergone prior training before and this was helped them to gain skills in order to promote road safety		To a great extent, besides the small number of the beneficiaries compared to what is expected for oil and gas, there is now a precedence and contribution to in-country capacity of the Schools in terms of trainers and the trucks	
1.2 To what extent has the Program addressed the needs of female and male HGV drivers? [EM 2]	UDSA was able to train two female HGV drivers	The training was open to both men and women, but women were particularly encouraged however there were not many women who showed interest and met the requirements	It has to a greater extent only benefited males leaving the females. Therefore, the project failed in addressing the needs of female drivers and only addressed the males	
1.3 To what extent is the Program aligned with the policies and frameworks of SWRW, UPDN and UDSA? [EM 1.3]	The project is in line with UDSA training policies		To a greater extent, UPDN's goal is to empower drivers with professional skills for formal employment	
The national government (MoW?)	This is in line with Govt policies of having skilled drivers		To a great extent, as the Government would want the citizens to be employed as drivers in the upcoming oil and gas jobs yet the drivers lacked the required training and certification	
EAC norms and standards?	This has enhanced driver skills to adopt regional standard of driving		To a great extent as the Ministry has recently introduced the Professional Drivers' License (graduated license) which is premised on training other than accumulation of years which has already been a practice in the region	

Statement or question	Category of informants			
	UDSA	SWRW	UPDN	
1.4 Is the recruitment, screening, and selection process identifying the correct target instructors and HGV drivers? [EM 4]	Task was carried out by UPDN	The selection was done on two levels; based on experience and number of years on the permit, the second was a practical assessment with a standard marking guide	Yes, this is because UPDN has only been identifying the beneficiaries (As long as one is Ugandan, with the required permit classes whether member or not) after which they would undergo an assessment process with the Schools before training	
Were any special measures taken to recruit female instructors and HGV drivers? [EM 4]			Yes, UPDN mobilized some female trainees and they were unable to be trained as they required additional financial support to enable them extend their driving licenses to meet the required licenses under the project which was considered as illegible by the lead Agency	
1.5 Were presentations, radio announcements, posters, and any other means of communication distributed and applied evenly across target districts? [EM 4]			Yes	
1.6 How does UPDN identify instructors and HGV drivers to be trained? [EM 6]			Through Drivers' Associations, employers of HGV drivers, social media platforms, flyers and posters	
Were there any cases where the selection criteria were not followed? If so, why? [EM 6]		The selection criteria was followed throughout the entire project	Yes, one of the instructors was directly identified by the School including a few drivers. The reason was to save time	

Statement or question	Category of informants			
	UDSA	SWRW	UPDN	
1.7 Do local stakeholders support the Program's mandate? How so? [EM 7]			Yes, Drivers' Associations, employers and individual drivers seconded people for the training and also the Ministry of Works and Transport, Petroleum Authority participated during the process of this project implementation	
1.8 Do local stakeholders demonstrate their support through cooperation, technical advice financial donations, etc.? [EM 8]			Yes, employers have cooperated by seconding their drivers to the training and also many stakeholders have also offered technical advice while the some drivers who underwent through the program proposed for a minimal affiliation fee of UGX50,000 for UPDN secretariat and they have paid	
C. Efficiency and implementation				
2.1				
How standardized is the HGV driver's selection and recruitment process? [EM 2.1]		It is based on an agreed-on set of requirements as well as a practical test marking guide.	Highly standardized in that all beneficiaries needed to have a level of license, age, able to read and write English, be Ugandan, etc	
How fast and timely was the driver's selection and recruitment process? [EM 2.1]		Our target group of drivers were drivers who were already in the driving profession so this sometimes-meant lack of commitment from the drivers because they were not able to take time off work.	The selection process was fast and timely at the beginning and especially for those seconded to SWRW. It wasn't the same case with those seconded to UDSA as they started slow and also halted the training at some point which killed morale of the trainees	
What is the instructor to-to-HGV driver's ratio? [EM 2.1]	The ratio was based on 1: 3 per instructor	3trainees to 1 instructor		

<p>How did the Program respond to any emerging contextual realities? [EM 2.1]</p>	<p>There was challenges of trainees reporting due to work related activities and transport fees to the training centre</p>	<p>Covid 19 presented challenges that required adopting new training guidelines to keep everyone safe. Each trainee was assigned to one instructor at a time and a changeover would only happen after sanitising the trucks fully. The number of drivers per intake were also reduced.</p>	<p>There were emerging issues like transport and feeding difficulties, where for the Instructors the project had to offer a monthly facilitation.</p> <p>UPDN initially expected to mobilise beneficiaries through established drivers' Associations, however, many of their members did not either respond or those who responded had high rates of absentism as they never were responsible for scheduling their work. We responded by contacting employers to second and facilitate their drivers in terms of meals and transport as was the major reason for absentism</p> <p>UPDN also encountered other contextual challenges when our office was broken into and computers holding the project data stolen. We responded by upgrading our data security and requesting for reallocating project resources</p> <p>One training school had no readily available truck for training and conducted some training on only tractor head while other drivers who were exited about the practical bit were disappointed either by being told to go home and they would be informed when to return for practicals or trained on the tractor head. This brought complaints</p>
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Statement or question	Category of informants			
	UDSA	SWRW	UPDN	
			that almost tarnished the project reputation. We responded by requesting the training school to first call off the training until the project vehicles were delivered	
2.2 What are the strengths and weaknesses of the Program's M&E system?	Strong coordination between the implementation partner's was observed . However COVID 19 brought a challenge of not having meetings		<p>The strength is that UPDN did not train but coordinated the trainees and is responsible for linking them to formal employment and M&E; giving a neutral ground for UPDN to offer a non-biased opinion of the project outcome. Besides this, there is also an independent consultant contracted by the lead agency to perform quality assurance</p> <p>The weakness is that the donor also had a M&E process that needed to have been harmonized.</p>	
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?	We had consultative meeting with stakeholders and we agreed to adopt EAC standardized curriculum	According to the analysis by the industry players at least 2500 Drivers of Heavy Goods vehicles (HGV) will be needed for up to four years following the Final Investment Decision (FID) by oil companies to transport at least 8 million tons of equipment to be sourced domestically, regionally and internationally.	<p>Partly Yes, there were engagements with the prospective employers (International Oil Companies), the Ministry of Works and Transport to understand the required standards and inform the project</p> <p>This was though limited because it was not a dedicated needs assessment process that was documented.</p>	

Statement or question	Category of informants			
	UDSA	SWRW	UPDN	
Is the Program meeting established deliverables on time? [EM 2.2]		Yes during the project extension	No. The project took extremely long. The project was meant to be finalized in 8 months. Applications were done in 2017, contract signed in October 2019 and March 2020 the project is ending	
What mechanisms were put in place to ensure adherence to the Program timelines? [EM 2/2]	Prior meetings between implementation partners	Some instructors and training vehicles were dedicated to the project and we included Saturday as one of our training days to avoid spill over into the following week.	There were consortium meetings at the beginning of the project that ensured joint planning and consensus building over timelines	
2.3 Did the Program experience any delays or bottlenecks? [EM 2.3]	Delay of funds to procure training equipment and materials from the Funder	The delays were caused mainly by the Covid-19 pandemic. The training facility was closed for over 3 months and when we re-opened we were still working under capacity in order to maintain social distancing	<p>Yes:</p> <ol style="list-style-type: none"> 1. Delays in project implementation due to delayed procurement of project trucks, disbursement of project funds 2. Stealing of the UPDN computers 3. Beneficiaries failing to raise transport and feeding costs for the training time <p>Intending women did not qualify as many lacked the required driver permit classes or could not afford to extend their license classes and those with the classes were already well placed in employment or required incentives beyond the free training</p>	

Statement or question	Category of informants			
	UDSA	SWRW	UPDN	
To what extent was decision making decentralized? [EM 2/3]	Decision is being made through consultation from other partner's		To a big extent members of the consortium made independent decisions on especially their areas of mandate within the project, however, decisions regarding mainstream project was largely made by the lead agency	
How standardized is the professional driver training? (standards training periods) [EM 2.3]	Monitoring and assessment of instructors	The training is based on the East African Standardized Curriculum.	Schools	
To what extent are operating procedures simplified? [EM 2/3]	Daily plans were put in place	The operating procedure are explained to the trainees in the languages they are most familiar with as our team of instructors can speak a range of Ugandan languages		
To what extent are key activities delayed (i.e. delayed start or completion)? [EM 2/3]	This was due to covid 19	Completion was delayed as we missed 3 months of training.	All activities delayed to start and end	
What was the expected rate of completion of the specialised training [EM 2.3]	The project aimed at certifying and recognised prior learning for HGV drivers		100% as the project aimed at certifying informal learning that is those believed to already know and are in practice but didn't have formal training and do not have certificates	
Which aspects of the Program have been affected by these delays? How do the delays affect the Program targets? [EM 2.3]	Covid caused the delay of the project. In addition delay of purchase of trucks prolonged the training However SDf was able to grant us extra months to complete the training	The delays were managed with in the extension. All the targets were met.	The delay in the trucks made one of the schools not to meet the set target of 75. This is because UPDN found a lot of difficulties in finding drivers who were willing to join the school because of 'bad mouthing' that came from those drivers who had trained on tractor heads or told to be contacted when the trucks arrive	

Statement or question	Category of informants			
	UDSA	SWRW	UPDN	
In your opinion, where did the bottlenecks stemming from? [EM 2.3]	Coordination from all partners was not normally done in time		Lack of strict and followed finance release from the donor	
2.9 Has the Program identified any savings or efficiencies, whether realized or potential? [EM 2.10]	Savings were made on trucks and reverted to other project activities		Yes, we realised some savings and reallocated to marketing the drivers' Application that is a potential innovation for UPDN sustainability.	
To what extent is fund leakage to unauthorized or non-Program cost controlled? [EM 2.10]	UDSA has financial policies in place		To a greater extent. This is because UPDN operates a strict Financial Procedures policy and there were regular reviews	
Has the Program made any specific efforts to capture possible savings or efficiencies? [EM 2.10]	Yes some savings were made		Yes, but due to delayed planned project end timeline that made the organisation utilise the savings to sustain the project team and resources in the no cost extension period.	
D. Effectiveness				
What factors explain the performance of the Program in meeting its outcomes? [EM 3.2]	75 drivers successful completed the training Truck was received Timely compilation of reports by instructors	The success of the project was hinged on collaboration within the consortium and the fact that the training was needed and appreciated by the beneficiaries	The Drivers have been trained Most of them are already employed Project equipment in place UPDN Database App up on google play store	

Statement or question	Category of informants			
	UDSA	SWRW	UPDN	
What are the key successes and challenges of the Program so far and what are the factors underlining them? [EM 3.3]	The project has been fully implemented with all 75 trainees completing the training	The drivers that were trained on the program have reported a positive change in their driving skill and confidence.	The success are above and the major challenge being delayed project timelines and no bonding mechanism for sustainability as the existing sustainability strategy doesn't seem to speak to the project and lacks clearly defined and binding mechanism for implementation by members	
Are there specific examples (including case vignettes) to illustrate success? [EM 3.3]	All trainees completed ad were graded according to their performance		All the trained and certified trainers have been absorbed	
What type of challenges did the Program face? How did the Program resolve them? [EM 3.3]	Some of the trainees couldn't read and write and this was a challenge during instruction and training process	The Covid 19 pandemic was the most challenging aspect during the training. WE managed it through creating a set of stringent standard operating procedures to ensure safety of the trainees and instructors.	Getting female beneficiaries Delay in release of funds. Engaged service providers on commitment of pay only when the funds is available Others have been explained above	
Have any special efforts been made to assist female drivers to enrol for the training [EM 3.4]	Yes two female trainees were trained at UDSA		Yes, we tried to request for reallocation of funds to support special assistance for the female drivers like facilitating their costs for license acquisition, however, it was not feasible given the project timeline	
What is the specific contribution of HGV driver's institutions (UDSA and SWRW) to the achievement of results? [EM 3.5]	Trainers committed time to ensure that learners gain skills and knowledge in HGV training	SWRW and UDSA delivered the training od trainers and to the drivers	Their ability to train even at the time when there were no funds	

Statement or question	Category of informants			
	UDSA	SWRW	UPDN	
3.4 To what extent has the Program fostered coordination with other driving schools and integration within the educational systems? [EM 3.6]	The project was short time activity and couldn't not attract other players in the business	During the project period, instructors from other driving schools who have experience in delivering the EAC standardised curriculum were invited to support the SWRW team whenever there was shortage in manpower	Nothing was done in this line yet it was necessary and possible	
What external factors may have influenced the outputs and outcomes of the Program? [EM 3.8]	Covid 19 and lockdown in the country made it hard for training activities	Buy-in from some of the employers eased the participation of some of the trainees	COVID19 pandemic hit on the economy made it difficult for some interested drivers to make it for the training as there was serious economic crisis in the country	

Statement or question	Category 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]	This is being monitored by UPDN	•	There is great progress in that there are those who got jobs immediately after the training. Those who were trained as instructors have demonstrated great leadership skills in training other drivers and the earnings from the employment of both the drivers and instructors employed has definitely supported their personal development	
What type of social and personal skills have the instructors and drivers acquired? [EM 4.1]	4 instructors were trained	As part of the curriculum, the drivers are trained in communication skills and employability skills which are supposed to assist them during their job search as well as keeping the jobs once they have acquired them.	For the Schools	
Are the skills acquired enabling instructors and drivers to play a more active role in their company? How so? [EM 4.1]	Quality of work delivered by instructors is so far excellent	The skills acquired are intended to give them more confidence, be able to communicate positively and openly	Yes, reports from especially the drivers trained by the instructors have reported that they exhibit great instructor skills while training and we have not heard negative feedback from those employing the trained drivers	
Are any differences observed between female and males? [EM 4.1]	2 female drivers were trained		There were no females	
Are the drivers taking on any leadership roles in their company? [EM 4.2]	No sure		Yes, 7 of the trained drivers are leaders at their places of work	

Statement or question	Category of informants			
	UDSA	SWRW	UPDN	
To what extent have partners benefited from consultation with transporters on a possible in country harmonised certification	We agree with Logistics and oil companies regarding harmonisation	The curriculum was developed in consultation with the industry players who are also potential employers.	UPDN has secured a M.O.U with some training schools and in process of getting all commercial driver training schools to first have harmonised training output as we look forward to engaging the employers (transporters)	
To what extent is the proposed training curriculum and certification agreeable with the prospective employers?	Government Bodies are in agreement with EAC curriculum and other stake holders in the sector		The employers especially International oil companies agreed with the curriculum and proposed areas which were missing for inclusion	
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?		After successful completion, every driver is certified as a professional driver of Heavy Good Vehicles. This certificate is recognised throughout the East African region so gives the drivers a competitive edge.	UPDN is pursuing this	
Has the project developed a business plan for the establishment of a certification for national recognition? Has the plan been put to use already?	With the guidance from MUBS a business strategic plan was developed	Yes Some elements of the business plan is being implemented already.	This was abandoned due to budget reductions at the beginning of the project	
Has the plan been recognised by different stakeholders?	There is need for consortium members to engage stake holders in business	Yes	Definitely the country and stakeholders appreciate this;once the process starts, they will surely support	

Statement or question	Category of informants			
	UDSA	SWRW	UPDN	
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]	UDSA will subsidize the cost for training to other individuals who wish to train	Fundraising efforts are being made to get additional funding to enable drivers attend the training which would otherwise be too expensive for an average driver.	It is not clear. The project vehicles would have remained accessible for I.O.V or other training schools to access for continuity or the schools should have offered to continue training learners under UPDN on bursaries for sustainability	
What preparation has SWRW made to continue with the capacity building Program beyond the contract period? [EM 5.1]		SWRW has got funding from GIZ, Total and CNOOC that is enabling more drivers to be trained and certified.	SWRW	
5.2 To what extent is the capacity building Program integrated in SWRW, UPDN and UDSA strategic planning process? [EM 5.2]	UDSA is committed to promote driver training	As a road safety organisation, driver training is one of SWRW's core activities	UPDN has capacity Building (Continuous professional Development) as one of its core programs	
What donor exit strategy has been put in place? [EM 5.2]	UDSA has a marketing team in place to source for business	SWRW is engaging employers directly so that they can enrol and pay for training (especially refresher training) for their drivers directly.	UPDN is charging direct annual affiliation fees of UGX 250,000 that includes 2 days CPD programme for subscribers	
5.3 Has the adoption of the EAC Curriculum as National curriculum for Uganda done? If not, how far has the partners moved in adopting the EAC curriculum [EM 5.3]	EAC curriculum is still being reviewed by MOWT	There is still low adoption of the curriculum in Uganda but with the oil and gas requirement, it will be necessary for many of the driving school that train in Large commercial vehicles to adopt it.	Uganda adopted it but it's not yet rolled out. We are in process of pushing for the MoWT to roll out the EAC curriculum	

Statement or question	Category of informants			
	UDSA	SWRW	UPDN	
What were some of the hindrances that affected the adoption of the EAC curriculum?	Government policies in implementation of new projects	The curriculum requires more training time which translates into a high cost to the trainees. There is also still a limited number of instructors who have been trained to deliver it.	Lack of resources and capacity of Government to roll out and monitor the implementation Limited political will towards road safety by those responsible	
Is there a deliberate sustainability strategy being pursued by SWRW and its partners? [EM 5.3]	Yes		No	
5.4 How is SWRW and the partners engaging with the government in terms of increasing access to Drivers professional driving? [EM 5.2]	UDSA participated in consultative meeting of amendment of Traffic and Road safety act 1998	SWRW is working with the Ministry of Works and Transport to popularise the EAC curriculum throughout the country.	UPDN pushed for removal of previous conditions of accumulation of years for one to drive trucks other than skills/training (graduated driver license), which was introduced in the new Act (Traffic and Road Safety Act 2020)	
To what extent are the Program objectives aligned with MoW and national education goals and priorities? [EM 5.2]	Driver training is regulated by ministry of works and transport		To a small extent for the National Education goals but to the MoWT it is to a great extent	
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]			SWRW	
To what extent have capacity Program interventions influenced government policies, at both the national and local levels? [EM 5.3]	Driver training 100% conducted by private institutions regulated by GOVT		UPDN is pursuing Government to take on the UPDN database App. As a recognised platform for records of practicing commercial drivers	

Statement or question	Category of informants			
	UDSA	SWRW	UPDN	
How well is the Program building the capacity of local partners? [EM 5.3]	Not included in project objectives	SWRW has so far trained 25 instructors who can now ably deliver the EAC curriculum	This was not aligned to the project	
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]	Consortium members need to work on this	The training capacity of SWRW has grown over time through the increment in the fleet and the number of instructors. However scaling up in terms of geographical space would require a large investment	To a small extent, as the sustainability plan developed under the project does not clearly illustrate this as there was no agreed upon mechanism of scale up	
What key factors and challenges need immediate attention in order to improve the prospects of sustainability? [EM 3]	All are highlighted in Business consortium plan of the consortium	•	<p>The donor needed to have had a relationship beyond the lead agency to coordinate binding areas of consensus on sustainability and support supervise it's journey of implementation</p> <p>Capital assets for the project such as the trucks should have remained accessible by partners, other training schools and I.O.V for sustainability</p>	
What conditions must be fulfilled to ensure scalability of the HGV Drivers training Program? [EM 3]	Consortium engagement		Supporting the consortium continued working together	

Human rights, equity, and gender equality

Statement or question	Category of informants			
	UDSA	SWRW	UPDN	
What inequities exist in terms of access to the professional Drivers training?	Government policies should be amended in order to set strategies for instructors for a minimum of diploma as a qualification	Professional driver can be expensive therefore not affordable by everyone who needs it. The training is also only available in certain parts of the country and therefore not easily accessible to everyone.	People with physical disabilities and other disabilities like visual impairment could not participate as there were no mechanisms in place to support them train We were not able to refresh and certify those unable to speak and write English Those without S.4 or equivalent could not qualify to be trained as instructors	
What are the primary barriers regarding access the professional training by the females?	Women are not interested in training activities	Female drivers often do not have the driving experience that is required to be able to train on large commercial vehicles	Driving license requirements Social structures that see Truck driving as a male activity Inability to facilitate themselves	
What services does the Program offer to meet the needs of female and male beneficiaries?	Trainees were guided in building their CVs	The program offered free training to both male and female trainees	UPDN supported the drivers to develop personal C.Vs for beneficiaries	
To what extent have, equity, and human rights principles been mainstreamed in the Program design?	UDSA has control quality policies that promote rights of the people	SWRW policies promote equity, respect for human rights	At UPDN, it was to a great extent for example we maintain principles of data privacy despite us having the data of the beneficiaries we don't share the data without owners' consent	
To what extent have, equity, and human rights principles been mainstreamed in the Program implementation?	Same as above		Above	

Statement or question	Category of informants			
	UDSA	SWRW	UPDN	
G. Learnings				
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]	Need to sensitise the public to create awareness for driver training	It is more efficient to engage employers directly who will release the drivers to attend the training.	<ol style="list-style-type: none"> 1. Women needed more incentives and consensus on affirmative actions 2. Drivers need to be mobilized from their employers rather than their Associations or individually for easy scheduling and facilitation like transport and feeding 3. There needed to be a mechanism for accommodating the beneficiaries <p>The Lead Agency needed not to be a direct implementer to facilitate checks and balances and foster collaborations beyond the project timeline</p>	
7.2 What challenges have been encountered in implementing the Program as planned? [EM 7.2]	The level of illiteracy of drivers and advanced age		These were explained above	
7.3 In what ways has the Program adapted to address identified challenges? [EM 7.3]	Local languages were used for those who could not read English		Also above	
7.4 What challenges remain and what future implications do they have on the Program? [EM 7.4]	We have Business Strategic Plan as consortium		No clear binding sustainability plan and agreed upon mechanism of achieving it	

Statement or question	Category of informants			
	UDSA	SWRW	UPDN	
7.5 What best practices have been developed that could inform future training Program design? [EM 7.5]	The consortium should have a mechanisms of addressing key issues as a whole than basing on one party decision making		<ul style="list-style-type: none"> ● Lead agency not to be a direct implementer ● Regular coordination meetings ● Mobilization for drivers through employers 	Schools
7.6 What international best practices exist that, if added to the Program design, could strengthen the capacity building Program? [EM 7.6]	Quality Assurance and assessors should be in place		Centralized certification	
H.				
8.1 As the Project been successful in developing driver professionalism and recognised harmonised certification of Ugandan drivers for upcoming oil and Gas sector? [EM 8.1]	Yes	Yes. The project has trained 175 professional drivers which is a great contribution to the national content requirement	To a small extent. There is still no harmonized certification and oil and gas employment is still to come. Besides the number trained is really small (165) compared to the demand (2,500)	
8.2 What are the primary factors leading to the Program's successes and weaknesses thus far? [EM 8.2]	<p>Poor coordination among implementers due to different organisational policies</p> <p>Professionalism was highly practiced among the training institutions</p>		<p>For success, dedication of the project partners</p> <p>Lead agency being a direct implementer contributed to some of the weaknesses</p> <p>Delayed releases of project funds and training vehicles. No strict and followed timeline for disbursement of the project funds</p>	
8.3 What elements of the Program was adapted/ changed to obtain the best results? [EM 8.3]			UPDN reallocated resources to the driver database and marketing the trained drivers	

Statement or question	Category of informants				
	UDSA	SWRW	UPDN		
I.					
Is there anything else you would like to raise?	no		No		
Thank you for taking some time for this interview, it is truly appreciated.					

APPENDIX

APPENDIX 01; SURVEY FOR ALUMNI HGV DRIVERS

Introduction

This is an independent consulting firm that is conducting an end line evaluation of the PSFU capacity building project at Safeway Right way (SWRW), Uganda Professional Drivers Association (UPDN) and Uganda Driving Standard Agency (UDSA). As part of this survey, I would like to ask you some simple questions about your opinions and experiences about the Program so that the PFU partners can improve the Program for the future. This is not a test and everyone's answers are correct. We are here to learn from you. We will not share your answers with anyone; not your trainees, the Government, or friends. Also, you are not forced to participate. It is your choice. 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 25 minutes to complete.

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

- Call the consultant December on 0772971448;

Would you like to participate in the survey?

<input type="radio"/> Yes	<input type="radio"/> No
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If the answer is No, stop the survey immediately and return it to the enumerator.

If the answer is Yes, you may move onto the next step and begin the survey.

BEGIN SURVEY

Instructions

- Do NOT write your name. This is an anonymous and confidential survey.
- Please tick the most relevant answer. You can tick more than one answer per question.
- Please complete as many questions as you can. If you would like the question explained to you, please ask the enumerator.

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 3: In which year did you join the PSFU training program?

<input type="radio"/> 2019	<input type="radio"/> 2020	<input type="radio"/> 2021
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Question 4: In which year did you complete the PSFU training program?

<input type="radio"/> 2019	<input type="radio"/> 2020	<input type="radio"/> 2021
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Question 5: Which training are you currently undertaking?

Section 2: Background Information

Question 6: Which district are you currently living in after the PFU 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:

Question 7: After hearing about the training Program, was your company/employer supportive of you going for training?

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

Question 8: After the professional training, did you get employed?

<input type="radio"/> Yes	<input type="radio"/> No
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If yes, mention the employer

<input type="radio"/> Oil and Gas	<input type="radio"/> East African community
<input type="radio"/> Government	<input type="radio"/> Own employment
<input type="radio"/> NGO	<input type="radio"/> Banking sector
<input type="radio"/> Others.....	

Question 09: Were there any training-related costs that PSFU did 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	<input type="radio"/> Lodging/housing
<input type="radio"/> Uniforms	<input type="radio"/> Food
<input type="radio"/> Academic materials	<input type="radio"/> Academic coaching
<input type="radio"/> Classroom trips	<input type="radio"/> Other

If other, please indicate here:

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Section 4: Support Services

Question 10: During the professional training Program, did you ever feel like you needed a separate coaching while to help you improve your knowledge and skills?

<input type="radio"/> Yes	<input type="radio"/> No
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Question 11: If yes, did you ever ask for a separate coaching?

<input type="radio"/> Yes	<input type="radio"/> No
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Question 12: If yes, did you ever receive any separate coaching while at SWRW or UDSA?

<input type="radio"/> Yes	<input type="radio"/> No
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If yes, for which subjects did you receive the separate coaching?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Question 13: If yes, did the separate coaching help you?

<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Not sure
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Question 14: If you received separate coaching, how would you rate the quality of the coaching you received on a scale from 1-10 (1 being the worst and 10 being the best)?

1 (worst)	2	3	4	5	6	7	8	9	10 (best)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Question 15: After you completed the professional training program, did you have to move to a new job away from the job you had before?

<input type="radio"/> Yes	<input type="radio"/> No
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Question 16: If you moved to a new job, state the reasons please indicate here:

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Question: Have you received certificate after the training?

<input type="radio"/> Yes	<input type="radio"/> No
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Question 17: on Scale of 1-10 rate your chances of acquiring jobs after the training 10 (1 being the worst and 10 being the best)?

1 (worst)	2	3	4	5	6	7	8	9	10 (best)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Question 18: Did you receive the training from SWRW or UDSA on time?

<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Sometimes	<input type="radio"/> Not sure
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Question 21: Did the training come at a good time for you?

<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Sometimes	<input type="radio"/> Not sure
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Section 5: Enrichment Program

Question 19: Did you participate in practical driving sessions using Heavy Goods Vehicle?

<input type="radio"/> Yes	<input type="radio"/> No
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If yes, how would you rate the quality of the practical learning sessions, on a scale from 1-10 (1 being the worst and 10 being the best)?

1 (worst) <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>	7 <input type="radio"/>	8 <input type="radio"/>	9 <input type="radio"/>	10 (best) <input type="radio"/>
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Question 20: Where the trainers encouraging?

<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Sometimes	<input type="radio"/> Not sure
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Question 21: Did trainers ever discriminate against you?

<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Not sure
---------------------------	--------------------------	--------------------------------

If yes, how?

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Section 6: Joining the training

Question 22: What were the biggest challenges you faced when you joined the training program?

<input type="radio"/> Lack of encouragement	<input type="radio"/> Homesickness
<input type="radio"/> Financial concerns	<input type="radio"/> Family responsibilities
<input type="radio"/> Desire to look for a job	<input type="radio"/> Anxiety over training performance
<input type="radio"/> Others.....	

If other, please indicate here:

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Question 23: Apart from free professional training support, did SWRW provide you with any additional support to help you complete the training?

<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Not sure
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If yes, what kinds of support did the Program provide?

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Question 24: Did you feel well enough prepared to drive HGV after completing the professional training program?

<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Not sure
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If no, what could SWRW/UDSA have done to better support you to drive HGVs?

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Question 25: Do you still receive any services from SWRW/UDSA/UPDN as an Alumni, after completing the professional training?

<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Not sure
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If yes, what kinds of services do you receive?

<input type="radio"/> Information on certification
<input type="radio"/> Information on employment opportunities
<input type="radio"/> Opportunities to participate in events and conferences/ further trainings
<input type="radio"/> Opportunities to train others

If other, please indicate here:

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If you have received Alumni services from SWRW/UDSA/UPDN, how would you rate the quality of the services on a scale from 1-10 (one being the worst and 10 being the best)?

1 (worst)	2	3	4	5	6	7	8	9	10 (best)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Question 26: What were the biggest challenges you during your trainings?

<input type="radio"/> Lack of encouragement	<input type="radio"/> Homesickness
<input type="radio"/> Financial concerns	<input type="radio"/> Family responsibilities
<input type="radio"/> Threats from employers	<input type="radio"/> Anxiety over training performance
<input type="radio"/> Desire to look for a job	<input type="radio"/> Anxiety over certification

If other, please indicate here:

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Section 7: Program Impact, Overall Impressions and Recommendations for Improvement

Question 27: What training methods commonly used by the instructors

<input type="radio"/> Class rooms
<input type="radio"/> Off road
<input type="radio"/> On road
<input type="radio"/> Others.....

Question 28: What type of personal skills or qualities have you acquired or developed further because of the professional training 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"/> Communication
<input type="radio"/> Professional skills	<input type="radio"/> Other

If other, please indicate here:

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Question 29: how would you rate your knowledge on the responsibility of a commercial driver, after the training on a scale from 1-10 (one being the worst and 10 being the best)?

1 (worst)	2	3	4	5	6	7	8	9	10 (best)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<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 30: Do you think there are equal opportunities in place Males and female drivers to participate in the professional training?

<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Not sure
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If no, what do you observe that is unequal?

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Question 31: What 3 things did you like most about the professional drivers training Program?

1.
2.
3.

Question 32: What 3 things do you like least about the professional drivers training program?

1.
2.
3.

Question 33: How would you rate the quality of your overall experience with the professional drivers Program on a scale from 1-10 (1 being the worst and 10 being the best)?

1 (worst)	2	3	4	5	6	7	8	9	10 (best)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Question 34: Would you have been able to get professional training form SWRW/UDSA without the PSFU HGV training Program?

<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Not sure
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Question 35: Have you ever been consulted on any decisions regarding the Program?

<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Not sure
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Question 36: In your opinion, how could the professional training program be improved?

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Other comments:

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Any questions for BRAC:

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THIS IS THE END OF THE SURVEY.

THANK YOU VERY MUCH FOR YOUR TIME AND YOUR FEEDBACK!

APPENDIX 02 – ETHICAL CONSIDERATIONS

The evaluation approach is grounded in ethical principles defined in the UNEG Guidelines that fall under three broad categories: obligations of evaluators, obligations to participants, and the evaluation process and product. All principles conform with those described in Uganda’s National Guidelines for Research Involving Humans as Research Participants (2014).

Obligations

- **Impartiality:** The evaluators will provide a comprehensive assessment of the strengths and weaknesses of the Program by considering the viewpoints of all stakeholders, and upon careful examination of all relevant material related to the Program.
- **Independence:** The evaluators will be free of bias, exercise independent judgement, and not be unduly influenced by the views or statements of any participant or group of participants.
- **Credibility:** The evaluators will base their analysis and recommendations on credible evidence.
- **Honesty and integrity:** The evaluators will conduct themselves with honesty and integrity. They will work within the limits of their professional training and experience, be clear on the purposes and limitations of the work they are undertaking with participants, and undertake efforts to ensure that the results of the evaluation are clearly presented in an unbiased manner.
- **Accountability:** The evaluators are accountable for the successful completion of all work as described in the work plan presented in this inception report and set out by the ToRs. The work will be completed within the indicated timeframe and within budget.
- **Conflicts of interest:** The evaluators will avoid all conflicts of interest to maintain the credibility and quality of the evaluation. In the event of a conflict of interest, the conflict will be dealt with promptly, openly and honestly.

Obligations to Participants

- **Confidentiality:** The evaluators will respect participants’ right to provide information in confidence. All participants will be informed of the purpose of the evaluation and how their information will be protected. Evaluators will ensure that all data gathered from individuals during the evaluation will be securely stored and used solely for the purposes of the evaluation.
- **Do no harm:** The evaluators will seek to minimize risks and burdens to participants, and seek to maximize the benefits that might occur from negative or critical evaluation findings.
- **Respect for dignity and diversity:** The evaluators will respect the differences that participants have in customs, traditions, practices, religious beliefs, gender roles, age, disability, ethnicity, socio-economic background, or any other grounds. Evaluators will respect the participants’ schedules and available time and work accordingly to ensure minimal disruption to their lives.
- **Rights:** All participants shall have their rights respected throughout the evaluation process. Participants are free to decide whether they participate in the evaluation process. All participants will receive sufficient information on how their information will be used.

Evaluation Process and Product

- Accuracy, completeness and reliability: The evaluators have an obligation to present findings that are accurate, complete and reliable. All conclusions and recommendations must be explicitly justified.
- Transparency: The evaluators will regularly communicate with SWRW and it will provide up to date information on progress in relation to the work as defined in the ToRs.
- Reporting: The evaluators will ensure the full set of findings will be disclosed and presented in a clear and concise manner. Preliminary findings will be presented with the expectation to share results in an open, honest and transparent manner. Results from the final report will be disseminated to SWRW and PSFU.

Ethical Principles and Community Engagement

When the evaluators meet participants within i.e. HGVs drivers, stakeholder they shall uphold the following principles of community engagement as described in Uganda's National Guidelines for Research involving Humans as Research Participants: respect among all stakeholders, ethical integrity that strives to maximize the benefits to the community when evaluating the Capacity building for HGV driver training in Uganda program in accordance to the ToRs, and transparency with all stakeholders with regards to the evaluation process, analysis, confidentiality, use of information, consent, and dissemination of findings.

APPENDIX 03 ;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:	• End lien evaluation
• Evaluation budget:	• UGX
• Evaluation timeframe:	•

▫ 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 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
 - Partner Institution

Safe Way Right Way (SWRW) is a registered Non-Governmental Organisation that was established in 2013 to promote and improve road safety in Uganda. Among other interventions, SWRW aims to professionalise the training of HGV and PSV drivers in the region using the East African Community driver training curriculum. In a bid to pursue this mission, SWRW has established the first Professional Driver Training Centre in Uganda – the PDTU Centre in partnership with Transaid UK. The Centre has trained over 140 drivers since its inception in 2017 that have successfully completed a professional driver-training course based on the EAC standardized curriculum for Heavy Goods Vehicles. The driver training is also aimed at contributing to skilling to increase opportunities of employability for Ugandans

Participants, organization and collaborations

Safe Way Right Way	Lead Agency <ul style="list-style-type: none"> • Train Drivers. • Quality Assurance of all project Deliverables and activities. • Project Management. • Activity and financial reporting to Donor agency and GOU.
Uganda Driving Standards Agency	Implementing partner – MOU <ul style="list-style-type: none"> • Train Drivers. • Activity and financial reporting to SWRW.
The uganda Professional Drivers’ Network	Implementing partner – MOU <ul style="list-style-type: none"> • Monitoring and Evaluation. • Driver Selection. • Document the training process, market the trained drivers. • Activity and financial reporting to SWRW.

- Purpose of the End Line Evaluation

The main purpose of the evaluation is to provide an objective and independent review of the end line information on intended Program achievements and challenges and generate critical lessons learned. More specifically the evaluation seeks to:

- Assess the performance of the Program, including overall activities, output and outcome of the intervention, as well as the HGV drivers own experiences;

- Assess the evolution of the Program during the period of inception to implementation.

- Understand and document key lessons learned, particularly around the effectiveness, impact adaptability and sustainability of the approach.

- Background Documentation

Relevant documents will be made available to the evaluator to complete the evaluation, including planning documents, contracts Project work plans, monitoring/progress reports, learning partner materials, communications materials, etc.

- Evaluation Methods

The Evaluation process seeks the most robust mixed-methods approach appropriate for this specific initiative. Evidence gathered will be from both primary (interviews, focus groups, etc.) and secondary sources (project documents, monitoring data, etc.) using a mixture of qualitative and quantitative data. The evaluation team is open to a range of participatory and innovative approaches that will surface rich, credible data. It will also solicit feedback from the trainers, stakeholders such as SWRW, UDSA and UPDN on their experiences with the Program, so approaches for engaging these groups are encouraged.

- Deliverables

Evaluation Work Plan/Inception Report

The evaluator is expected to produce a detailed work plan in conjunction with the implementing partner. The inception report should not exceed 05 pages not including appendices and should include an overview of the project, roles and responsibilities of evaluation staff, evaluation methodology, and reporting timeline.

Evaluation Report

For each of the partner institutions, a final report capturing the findings of the evaluation and recommendations for the future is expected. Annexes should include data collection tools and lists of participants and supporting documents consulted during the evaluation. The report should be between 10-20 pages in length, including a 1-2-page executive summary and slide deck. Implementing partners, should have the opportunity to input on drafts of the report before it is finalized.

Évaluation Updates

In addition to the deliverables, the evaluator will engage in regular briefing updates—either by phone or by email—with UPDN, SWRW and the consortium members.

- 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
<ul style="list-style-type: none"> • Meeting with the team of SWRW, UPDN and UDSA (location and time to be determine). 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • Document review - Desk review of all relevant Programmatic documentation. 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • Evaluation work plan/inception report – 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. 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • Data collection and analysis – Field visit and virtual primary and secondary data collection and analysis. 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • Preliminary presentation of findings – Initial results shared with SWRW, UPDN and UDSA for general feedback in advance of the draft report. 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • Draft report – Including key findings and recommendations, raw data and appendices. SWRW will provide feedback within 10 to 14 days of receiving the draft report. 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • Final report – Including all incorporated recommendations, supporting tables and graphs, visuals and appendices as per the requirements. 	<ul style="list-style-type: none"> •

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.		