

Protocols for Key Informant Interviews

The following table list questions that will be used to facilitate the collection of relevant information from key informants participating in interviews. Actual interview protocols will be used by the evaluation team and drawn from the Evaluation Matrix. These protocols did not necessarily contain all the questions identified in the Evaluation matrix depending on the relevancy of the questions during baseline. Although almost all the main questions were covered, and the sub-questions were considered prompt questions.

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						
	SWRW	UDSA	UPDN	Stakeholder 01	Stakeholder 02	Other	
<p>Hello, my name is <i>[name of facilitator]</i>, and I am here today to discuss about the capacity building Program. Before going any further, we would like to thank you for the time you are giving us so we can better understand how you perceive the Program.</p> <p>We have been asked to look at the capacity building to draw lessons that could help improve the Program in the future. Your opinions are important to help us draw these lessons.</p> <p>Please note that what you say will remain strictly confidential. <i>[Ask if the person has questions before beginning]</i></p>	•	•	•	•	•	•	
A. Introductions							
A.1	Could you tell us about your roles and responsibilities in the capacity building Program?	Safe Way Right Way is mandated to train and certify 4 driving instructors particularly to support the project and thereafter train 75 drivers on the abridged East African Community standardised curriculum.			•	•	•
B. Relevance							

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1.1 To what extent has the Project addressed the needs for professionalising and certifying HGV drivers in the oil and Gas sectors?	Many Heavy Good Vehicle drivers have been trained on the job as turn men and lack the industry required skill and professionalism. The project is addressing this problem by providing a 6 day refresher course in both theory and practical to bring them up to a desired standard and thereafter certify them.					
1.2 To what extent has the Program addressed the needs of female and male HGV drivers? [EM 2]	The project particularly seeks out female drivers to take advantage of the opportunity. However no females have expressed interest yet.	•		•	•	•
1.3 To what extent is the Program aligned with the policies and frameworks of SWRW, UPDN and UDSA? [EM 1.3]	SWRW's mission is to promote road safety on Uganda's road networks and the SWRW Driver Training Centre was set up particularly to address the need for professionalism of drivers of Heavy Good Vehicles in the country.	•				
The national government?	Following Uganda's oil and gas discoveries, the sector is transitioning into the development phase in preparation for a sustainable production of these resources. According to the Industrial Baseline survey, the transport industry was earmarked as among the goods and services to be provided by Ugandan companies. The training is aimed at building capacities of Ugandan Citizens to be able to take advantage according to the (National Content) Regulations, 2016. 1	•	.	•		
EAC norms and standards?	Article 90 of the Treaty for Establishment of the East African Community states that " The partner states shalle) adopt common standards and regulations for driver training and licencing; and thereafter developed a committee which would "oversee the development of regional institution capacity on matters relating toroad transport services"			•		
1.4 Is the recruitment, screening, and selection process identifying the correct target instructors and HGV drivers? [EM 4]	Through the screening process, the eligible beneficiaries are identified in the following ways; <ul style="list-style-type: none"> • They must have a CH licence and with atleast 3 years of experience driving the CH • They must be Uganda nationals who have not had driver certification before 	•				

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Were any special measures taken to recruit female instructors and HGV drivers [EM 4]						
1.5 Were presentations, radio announcements, posters, and any other means of communication distributed and applied evenly across target districts? [EM 4]						
1.6 How does UPDN identify instructors and HGV drivers to be trained [EM 6]						
Were there any cases where the selection criteria were not followed? If so, why? [EM 6]					•	
1.7 Do local stakeholders support the Program's mandate? How so? [EM 7]		•		•	•	•
1.8 Do local stakeholders demonstrate their support through cooperation, technical advice financial donations, etc.? [EM 8]		•		•	•	•
C. Efficiency and implementation						
2.1 Are the intended professional driver's trainings being provided? Who are the main Program implementers and what services do they offer? [EM 2.1]	The intended driver training is ongoing according to the project plan. UPDN is doing the mobilisation of drivers, database management and monitoring and Evaluation, Safe Way Right Way has trained 4 instructors, Safe Way Right Way and UDSA are currently training the drivers.	•				
How standardized is the HGV driver's selection and recruitment process? [EM 2.1]			•			

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How fast and timely was the drivers selection and recruitment process? [EM 2.1]						
What is the instructor to-to-HGV driver's ratio? [EM 2.1]	Each intake allows 3:1 driver instructor ratio.					
How did the Program respond to any emerging contextual realities? [EM 2.1]	The training was put on halt while the nation was under total lockdown due to Covid-19. The centre resumed in June after some restrictions were lifted and is operating under strict SOPs to prevent the spread of the infection.			•	•	•
2.2 Is Program implementation on schedule? How well have the targets being achieved? [EM 2.2]	The program is on schedule as per the reviewed timeline that was extended due to the lockdown.					
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?	The needs assessment carried out by the the three Joint Venture (JV) partners comprising CNOOC Uganda Ltd, Total E&P Uganda B.V and Tullow Uganda Operations Pty Ltd through an extensive Industrial Baseline Survey (IBS). which identified the need for training to suit the oil and gas sector. The current quantities and qualities of HGV drivers who meet oil & gas standards is insufficient in Uganda. It is therefore important to build the capacities and capabilities of Ugandan citizens in this skill order to cater for the estimated transportation needs, it is estimated that about 2500 HGV drivers will be needed in the development phase.					
Is the Program meeting established deliverables on time? [EM 2.2]	Yes		•			
What mechanisms were put in place to ensure adherence to the Program timelines? [EM 2/2]	More training vehicles have been availed for the program		•			
2.3 Is the Program experiencing any delays or bottlenecks? [EM 2.3]	The only challenge that is being experienced is the lack of commitment by some drivers to attend the training. Some who have been assessed and approved for the training have not showed up.			•	•	•

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To what extent is decision making decentralized? [EM 2/3]	Decision making is decentralised as long as it is aligned to the project requirements.					
How standardized is the professional driver training? (standards training periods) [EM 2.3]	The training is based on the standardised East African curriculum that was commissioned by the East African Community and developed by Transaid with input from the Industry partners.					
To what extent are operating procedures simplified? [EM 2/3]	The operating procedures are given in easy to understand English and also translated into Luganda, Swahili on a need to basis.	•	•	•	•	•
To what extent are key activities delayed (i.e. delayed start or completion)? [EM 2/3]	They project experienced initial funding delays and there has also been delays in vehicle procurement.			•	•	•
What is the expected rate of completion of the specialised training [EM 2.3]	The training is expected to end in September 2020					
Which aspects of the Program have been affected by these delays? How do the delays affect the Program targets? [EM 2.3]	The lack of vehicle for training means SWRW has had to assign another vehicle from their fleet to support the training.			•	•	•
In your opinion, where are these bottlenecks stemming from? [EM 2.3]	The issue of the drivers not committing to the training is because they are currently employed and have not secured time off from their employers to allow them attend the training.			•	•	•
2.4 What are the strengths and weaknesses of the Program's M&E system? [EM 2.4]		•	•			
Is a robust M&E system in place to collect useful data on a regular basis? [EM 2.4]	•	•	•			
How well designed is the M&E system? [EM 2.4]	•	•	•			
To what extent is the M&E system capturing the required Program data? [EM 2.4]	•	•	•			
How qualified are the M&E personnel deployed to support the M&E system? [EM 2.4]	•	•	•			

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To what extent are M&E reports used in managing and directing the course of Program implementation? [EM 2.4]	•	•	•			
To what extent is the M&E system integrated with the financial reporting system and other MIS? [EM 2.4]	•	•	•			
What is the level of integration of the M&E framework within the Program implementation process? [EM 2.4]	•	•	•			
How functional is the M&E component in terms of informing management decisions? [EM 2.4]	•	•	•			
How is M&E data being used for decision making? [EM 2.6]	•	•	•			
To what extent is decision making driven by M&E data and reports? [EM 2.6]	•	•	•			
2.8 How much does the Program cost per participant? [EM 2.8]	It costs 1,998,000 UGX excluding quality assurance, management fees and trucks.	•				
What is the total direct cost per HGV drivers and instructors respectively? [EM 2.8]	1,998,000 UGX	•	•			
What is the percentage of administrative costs? [EM 2.8]		•	•			
What are the direct and indirect costs? [EM...]	•	•	•			
How does the cost per participant compare to other similar Programs? What are the costs of similar Programs? Are the Program costs higher or lower than other similar Programs? [EM 2.9]	The cost is the same for similar programs	•	•			
2.9 Has the Program identified any savings or efficiencies, whether realized or potential? [EM 2.10]	The curriculum was reviewed and now takes 6 days instead of 10 days as initially planned. We are able to train more drivers in the same time.	•	•			

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To what extent is fund leakage to unauthorized or non-Program cost controlled? [EM 2.10]	Project expenditure is tied strictly to the project budget so all expenditures on the project must be approved by the project lead.	•	•			
Has the Program made any specific efforts to capture possible savings or efficiencies? [EM 2.10]	No	•	•			
D. Effectiveness						
3.1 To what extent has the Program met its established outputs so far? [EM 3.1]	4 instructors and over 50 drivers have already been trained.	•				
What factors explain the performance of the Program in meeting its outputs? [EM 3.1]	<ul style="list-style-type: none"> • Effective mobilisation of drivers • Availability of extra trucks to be attached to the training • Conducive weather 	•	•			
To what extent has the Program met its established outcomes so far? [EM 3.2]	•	•	•			
What factors explain the performance of the Program in meeting its outcomes? [EM 3.2]	•	•	•			
What are the key successes and challenges of the Program so far and what are the factors underlining them? [EM 3.3]	<ul style="list-style-type: none"> • SWRW has already trained over half of the required number of drivers to be trained • Due to the social distancing requirement only one trainee is allowed to sit in a truck at a time so a lot less time would be used to train if three trainees could sit in the truck as they did before Covid19 	•	•	•	•	•
Are there specific examples (including case vignettes) to illustrate success? [EM 3.3]	•	•	•	•	•	•
What type of challenges did the Program face? How did the Program resolve them? [EM 3.3]	Trainees are advised to meet in the designated area on the training days to avoid the movement of trucks back and forth to collect participants	•	•	•	•	•
Have any special efforts been made to assist female drivers to enrol for the training? [EM 3.4]	•	•				
What is the specific contribution of HGV driver's institutions (UDSA and SWRW) to the achievement of results? [EM 3.5]	SWRW has trained instructors that are currently conducting the training at SWRW and UDSA					

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3.4 To what extent has the Program fostered coordination with other driving schools and integration within the educational systems? [EM 3.6]	The buy in and uptake of the East African Community Curriculum is growing with more drivers getting exposed to it.	•				
What external factors may have influenced the outputs and outcomes of the Program? [EM 3.8]		•				•

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E. Impact and reach						
4.1 How are the drivers progressing professionally, socially, and in terms of their leadership and personal development? [EM 4.1]	Through the training in employability skills, the drivers appreciate their value and are more prepared to take up more challenging roles in their places of work or with other employers	•	•	•	•	•
What type of social and personal skills have the instructors and drivers acquired? [EM 4.1]	During the training, the instructors and drivers are trained on customer care, attending interviews. These are meant to enhance their people skills	•	•	•	•	•
Are the skills acquired enabling instructors and drivers to play a more active role in their company? How so? [EM 4.1]	The skills that the drivers get make them more confident and safety conscious drivers. This change will make them more reliable at their workplaces.	•	•	•	•	•
Are any differences observed between female and males? [EM 4.1]	•	•	•	•	•	•
Are the drivers taking on any leadership roles in their company? [EM 4.2]	•	•		•	•	•
To what extent have partners benefited from consultation with transporters on a possible in country harmonised certification	•	•		•	•	•
To what extent is the proposed training curriculum and certification agreeable with the prospective employers?	The curriculum was developed with consultation from various stakeholders. This was to ensure that the needs of different transport companies are taken into consideration .	•		•	•	•
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?	The project is directly training and certifying drivers of Heavy Goods Vehicles	•	•	•	•	•
Has the project developed a business plan for the establishment of a certification for national recognition? Has the plan been put to use already?	Not yet.	•		•	•	•

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Has the plan been recognised by different stakeholders?		•		•	•	•
F. Sustainability						
5.1 What systems, if any, have been put in place to ensure the long-term viability of the capacity building Program post-funding? [EM 5.1]	The consortium has developed a 3 year strategic plan which also encompasses the sustainability aspect to ensure that the program can run sustainably even after funding. Stakeholder engagement, quality management, needs based training are some of the areas that will be emphasised.	•				
What preparation has SWRW made to continue with the capacity building Program beyond the contract period? [EM 5.1]	SWRW currently has 3 master trainers and 3 instructors. This team is well equipped to continue training drivers. The master trainers are trainers of trainers so can provide capacity building should there be any need to train more instructors.	•	•			
5.2 To what extent is the capacity building Program integrated in SWRW, UPDN and UDSA strategic planning process? [EM 5.2]	Capacity building of instructors is mandated to be done every year to ensure quality management.	•				
What donor exit strategy has been put in place? [EM 5.2]	The strategic plan has a marketing plan detailing how to identify and attract clientele for both full training and refresher training.	•		•	•	•
5.3 How far has the MoW moved in adopting the EAC curriculum as the National curriculum for Uganda? [EM 5.3]	There has been general buy-in from the MoWT. Currently we are waiting for final approval after incorporating the last changes in the document.	•		•	•	•
Are there hindrance affecting the adoption of the EAC curriculum?	The curriculum call for more time to train drivers if its their first time to be exposed to the curriculum.	•				
Is there a deliberate sustainability strategy being pursued by SWRW and its partners? [EM 5.3]	Yes as mentioned in 5.1	•	•			

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5.4 How is SWRW and the partners engaging with the government in terms of increasing access to Drivers professional driving? [EM 5.2]	•	•				
To what extent are the Program objectives aligned with MoW and national education goals and priorities? [EM 5.2]	•	•				
How does SWRW fit into the broader education landscape at the country level? What efforts has SWRW made towards policy engagement or collaboration with the MoW, Ministry of Education or other government entities, local communities, and Driving schools? [EM 5.3]	•	•	•	•	•	•
To what extent have capacity Program interventions influenced government policies, at both the national and local levels? [EM 5.3]	•	•	•	•	•	•
How well is the Program building the capacity of local partners? [EM 5.3]		•		•	•	•
To what extent is the Program able to scale up? What are the implications (both positive and negative) and pathways for achieving further scale? [EM 5.4]	The program can scale up by opening new training centres in other areas in the country. The training is currently only available in Kampala and Mukono.	•	•			•
What key factors and challenges need immediate attention in order to improve the prospects of sustainability? [EM 3]	•	•	•			•
What conditions must be fulfilled to ensure scalability of the HGV Drivers training Program? [EM 3]	The possibility of training the CM class as well as the CH will increase the number of beneficiaries	•	•			•

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G. Lessons learned and best practices						
7.1 What have you learned from the capacity building Program (at the operational or developmental level) that could inform future Program design decisions and improve the achievement of future results? <i>[EM 7.1]</i>	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.	•		•	•	•
7.2 What challenges have been encountered in implementing the Program as planned? <i>[EM 7.2]</i>	There are many drivers who have the required driving class (CH) but cannot drive the vehicle at all which then means, so many drivers have to go through the pre training assessment and only few actually for the abridged training which the program funds.	•	•	•	•	•
7.3 In what ways has the Program adapted to address identified challenges? <i>[EM 7.3]</i>	SWRW has requested UPDN to do more due diligence to ensure that the drivers who are sent do actually have some driving experience on the CH class.	•	•	•	•	•
7.4 What challenges remain and what future implications do they have on the Program? <i>[EM 7.4]</i>		•	•	•	•	•
7.5 What best practices have been developed that could inform future training Program design? <i>[EM 7.5]</i>	It cannot be assumed that because someone has a particular driving class that they can actually drive the vehicles implied. A test is always needed to ascertain their driving skill.	•		•	•	•
7.6 What international best practices exist that, if added to the Program design, could strengthen the capacity building Program? <i>[EM 7.6]</i>	The East African curriculum was developed to incorporate international standards. When well implemented, the trainees that emerge are of very high quality	•	•	•	•	•
H. Strategic issues						
8.1 Does it look as though the Project will be successful in developing driver professionalism and recognised harmonised certification of Ugandan drivers for upcoming oil and Gas sector? <i>[EM 8.1]</i>	Yes	•		•	•	•

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8.2 What are the primary factors leading to the Program's successes and weaknesses thus far? [EM 8.2]	The program success is due to the need for formal training of HGV drivers in Uganda. Most of the training that truck drivers have received has been informal while they worked at turnmen	•	•	•	•	•
8.3 What elements of the Program should be adapted or changed to obtain the best results? [EM 8.3]	The program could be changed to include a lower driving class (CM) that way opportunity will be given to a larger target group.	•		•	•	•
I. Closing words						
Is there anything else you would like to raise?	•	•	•	•	•	•
Thank you for taking some time for this interview, it is truly appreciated.						