

EMERGING PUBLIC LEADERS

Empowering the next generation
of civil service professionals

PROCESS EVALUATION OF THE EPL PROGRAMME IN GHANA

EVALUATION REPORT

JAN 2021



EMERGING PUBLIC LEADERS PROGRAMME: PROCESS EVALUATION

Submitted to: The Emerging Public Leaders Ghana Country Office

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EXECUTIVE SUMMARY

Background

The Emerging Public Leaders (EPL) programme commenced in Ghana in 2018. The programme seeks to prepare the next generation of competent and effective public sector leaders in Africa, who will not only beef up the capacity of the civil service but also be capable of transforming public service delivery towards accelerated development of the continent. As a new program in Ghana, it was found appropriate to undertake a process evaluation to ascertain how well the programme is being implemented and identify any challenges or implementation gaps for remedial measures. Additionally, the assignment required the development of a Monitoring and Evaluation (M&E) system that will ensure systematic tracking of the programme implementation and performance. The first part of the process evaluation was done in 2019 to establish baseline and midline values on some key indicators related to Cohort 2 and Cohort 1 fellows respectively. This report is a follow-up on the 2019 report with the view of establishing mid-line and end-line values on the indicators of interest related to cohort 2 and cohort 1 fellows respectively. This second part of the study also sought to test the practicality of the M&E system designed in 2019. The purpose of the assignment is to generate better understanding on the extent to which the fellowship programme in Ghana is being implemented as intended, while strengthening core M&E functions in the organization. The specific Objectives of the assignment are:

- i. Undertake an analysis of core program components and their alignment with the goals of the fellowship program, as outlined in the program's theory of change.
- ii. Assess the implementation quality, effectiveness of program management, program strengths, and implementation gaps.
- iii. Document the characteristics of program participants and their experiences in the program,
- iv. Make appropriate recommendations that can address program implementation gaps and weaknesses.

Methodology

The evaluation was anchored on the theory-based approach and adopted a longitudinal design that can ensure comparative analysis in measuring any changes that are realised from the first year of implementation to the second year. In this regard, mixed methods of quantitative and qualitative data collection were employed. The specific methods used were:

- Review of relevant documents
- Survey of fellows, their supervisors, mentors, and those who attended the final selection interview for cohort 2 but were not picked.
- Key Informant Interviews
- Focus Group Discussions with some fellows

Key Findings

Based on the analysis of the various data the following are the key findings according to the objectives of the evaluation:

- i. The theory of change underpinning the EPL programme was found to be logical and provide a clear roadmap for the programme implementation.

- ii. The evidence shows that the programme implementation is largely according to plan, except a few aspects that needed adjustment. For example, the community immersion did not lead to the development and implementation of a project as was envisaged.
- iii. Even though it may be too early to measure some of the outcomes, the evaluation concludes that short term results, such as increased job performance of fellows and increased access of fellows to join the civil service are being realised. The evaluation can also confirm that good progress is being made towards achieving the medium and long-term goals. For example, given that there is overwhelming attestation that the job performance of fellows is exceptional and better than other co-workers, one can infer that given such good job performance of fellows, it will go a long way to strengthen government capacity for service delivery as envisaged in the programme theory of change.
- iv. Programme management was found to be adequate except the M&E support and capacity that will enable EPL to position itself as a learning organisation towards enhanced performance.

Recommendations

Based on the findings the following recommendations are made to address some gaps and enhance performance:

- i. In view of the varied performance appraisal tools used to assess fellows, it is important that a consensus be arrived at between EPL and Key stakeholders such as the OHCS to harmonize the appraisal system that encompass key performance indicators as per the EPL Theory of Change and also capturing performance indicators required by the Civil Service.
- ii. To motivate fellows to stay in the civil service and climb into leadership positions, it is important for EPL to advocate for merit-based promotions in the civil and public service rather than the current predominant practice of promotion based on length of stay on a job. The on-going public sector reform programme presents opportunities and entry point for such advocacy.
- iii. To enhance motivation and sense of purpose, it is desirable for the EPL to share the programme Theory of change so that stakeholders can appreciate the short- and medium-term changes towards the long-term goals so that and the requisite actions required from each of these stakeholders. This has the added advantage of making the programme more inclusive which will enhance their commitment. A stakeholder workshop could be organised to share the ToC and M&E plan.
- iv. There is the recognition from the early impacts of the programme that it has the capacity to transform the Civil Service, and there is the need to get enough resources, and programme champions to drive the programme within the service for its long-term sustainability. Long term arrangements with government and its agencies for funding the salaries of fellows is crucial for the smooth absorption of the fellows into the service.
- v. Monitoring and evaluation is a critical component to ensure learning from the programme implementation such that lessons could be distilled to guide decisions towards enhanced performance. There is need therefore to strengthen the M&E capacity of EPL country office to enable it to become a learning organisation that is constantly seeking ways to improve its performance.

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Acronyms and abbreviations

EPL	Emerging Public Leaders
MoF	Ministry of Finance
M&E	Monitoring and Evaluation
SEO Africa	Sponsors of Educational Opportunities (Africa Branch)
OHCS	Office of the Head of Civil Service
CSTC	Civil Service Training Centre
KIIs	Key Informant Interviews

1. INTRODUCTION

The introductory chapter sets the foundation for the assignment. It provides the background to the assignment, the objectives and scope of the assignment. This evaluation is a follow up evaluation after the baseline data and process evaluation carried out in 2019. The first part of the report recaps the evaluation objectives, overview of the programme and its Theory of Change as well as the methodology. The second part of the report presents the findings, key conclusions and recommendations.

1.1 Background to the Evaluation

Emerging Public Leaders (EPL) is a public service leadership organization focused on preparing the next generation of competent and effective public sector leaders in Africa. The programme was started in Ghana in 2018. As a new program in Ghana, the management found it appropriate to undertake a process evaluation to ascertain how well the programme is being implemented and to put in place an effective monitoring and evaluation system that will ensure systematic tracking of the programme implementation, such that lessons could be distilled to guide decisions towards enhanced performance.

1.2 Objectives of the Evaluation

The main purpose of the evaluation is to generate better understanding on the extent to which the EPL programme in Ghana is being implemented as intended, while strengthening the core M&E functions of the organization.

The specific Objectives of the assignment are:

- i. Undertake an analysis of core program components and their alignment with the goals of the fellowship program, as outlined in the program's theory of change.
- ii. Assess the implementation quality, effectiveness of program management, program strengths, and implementation gaps.
- iii. Document the characteristics of program participants and their experiences in the program, including analysis of factors associated with positive experiences.
- iv. Make appropriate recommendations that can address program implementation gaps and weaknesses.
- v. Recommendations for design and operationalization of EPL Monitoring system, to track implementation and inform future design or management changes.

1.3 Key Evaluation Questions

Based on the objectives of the assignment, coupled with our experience in similar such assignments, the key evaluation questions that will be answered in the process evaluation are:

- i. Is the theory of change underpinning the EPL programme appropriate?
- ii. Is the programme implementation done in line with what was planned?
- iii. To what extent are the expected results being achieved or likely to be achieved?
- iv. How adequate is the programme management?

1.4 Scope of the Assignment

The assignment is structured into two broad parts:

- i) **Process Evaluation:** To ascertain if the programme is operating as planned and extent to which the programme is on track towards its intended outcomes. The evaluation is in two parts, the first part being baseline data collection undertaken at the end of year one of implementation, and a follow up evaluation at the end of year two, which will cover only Cohorts 1 and 2.
- ii) **Monitoring and Evaluation System Design:** This involves putting in place a monitoring and evaluation plan that can ensure systematic tracking of programme performance over the years. It also involves collection of baseline data on the programme performance indicators.

2. A BRIEF OVERVIEW OF THE EPL PROGRAMME

EPL began operations in Ghana with an inaugural cohort of 20 Public Service Fellows in 2018. A second batch was recruited and onboarded in July 2019 and placed in various host ministries. The programme was officially launched in August 2019, where several stakeholders, dignitaries and government officials attended, including the Senior Minister, Mr. Osafo Marfo, who was the Guest of Honour at the function; they all applauded the EPL concept. A third Cohort of another 20 fellows was recruited and onboarded in July 2020.

2.1 Objectives of the EPL Programme

The overall goal of the EPL programme is to elevate the quality of human capital in the public sector, thereby triggering more effective and responsive public service delivery towards accelerated development of Africa. The specific objectives are:

- i. To develop a pan-African network of young talented leaders to serve in the civil service of the beneficiary countries (Target of 500 in 6 countries by 2023)
- ii. To provide relevant training and mentorship to the programme participants that can equip them with the requisite knowledge, skills and attitudinal orientation for public leadership.
- iii. To provide on-going career development support that will enable Fellows develop successful careers in the public service.

2.2 Components of the EPL Programme

The EPL programme has six main components and they are indicated below:

Meritocratic Recruitment and Selection: This component of the EPL programme seeks to attract high-performing University graduates from which the top 20 are selected annually into the civil service through a rigorous meritocratic recruitment and selection process.

Orientation and Monthly Responsive Training: The EPL Fellows, after selection are taken through a 2 weeks orientation before placing them in their respective Ministries. Once fellows are placed in their respective ministries, they continue to undergo monthly training conducted by the CSTC as part of on-going support mechanism for capacity building. The curriculum is also designed to equip Fellows with the relevant skills to enable them attend to the practical requirements of their assigned jobs.

Mentorship: As part of the professional development and grooming, EPL fellows are paired with two mentors, one from the public service and the other from the Private sector. The mentoring component is to prepare and groom the selected fellows for confidence and to have adequate leadership capabilities and good self-esteem as a way to get them well equipped for the work in the civil service. These are structured around three objectives, including building the leadership, communication, critical thinking skills of fellows to developing a high professional attitude.

Community Engagement: To expose fellows to the links between public policies and the realities of community members, fellows are expected to visit some communities and interact with the community members. Based on such interactions the fellows are expected to design and implement a project to address some of the challenges confronting the community selected.

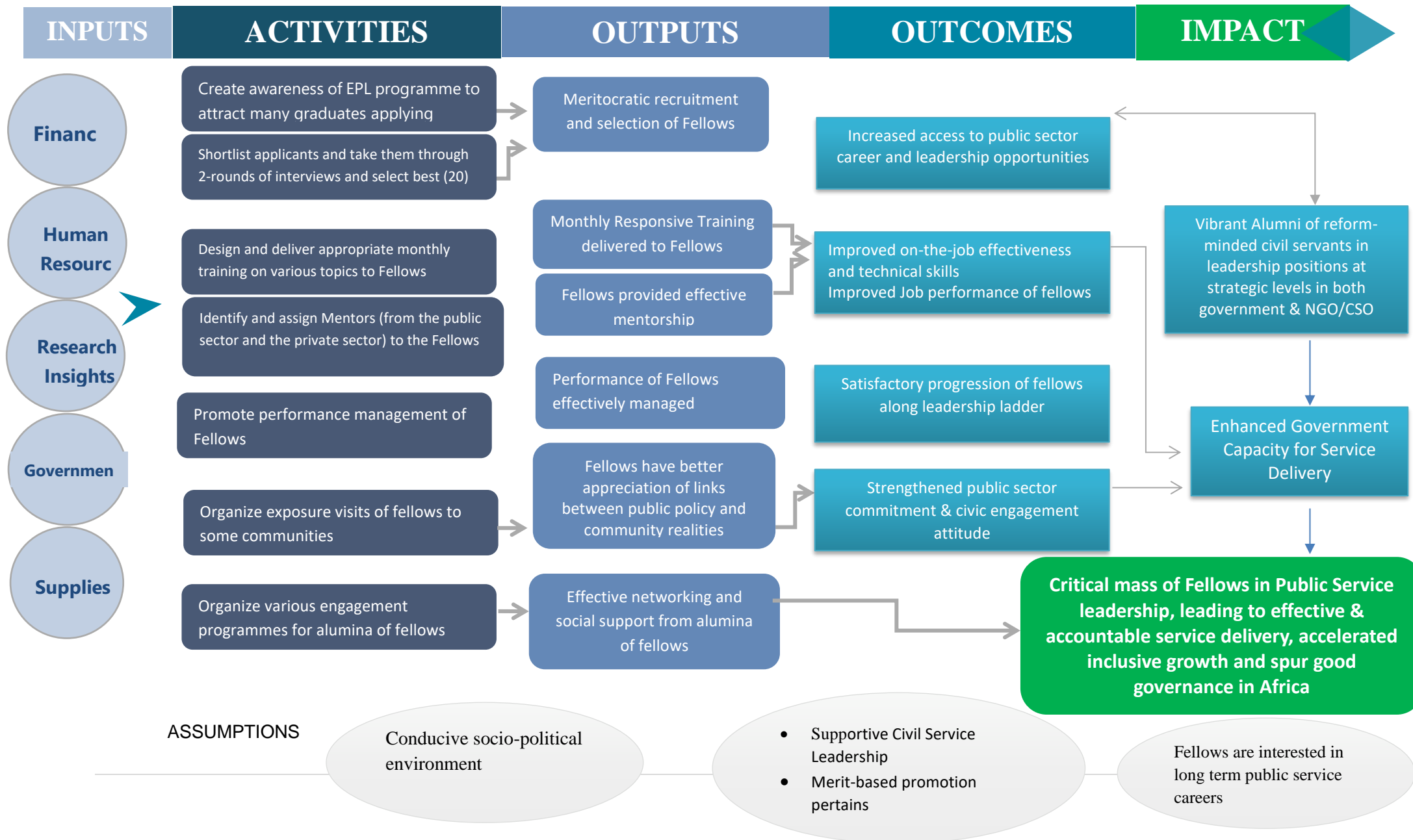
Performance Management: EPL Fellows are required to be evaluated by their supervisors half-yearly using a performance evaluation template developed and administered by EPL in conjunction with the OHCS. The performance feedback report is to be collated by the EPL Ghana country office.

On-going Engagement: At the end of their 2-year fellowship, fellows are expected to join an Alumni Association of EPL fellows that would provide a platform for continuous engagement and support to fellows. This is also to ensure that fellows are in touch with each other, and to continue to learn and update each other in the platform with changing development trends, towards positioning themselves to be ‘ahead of the game’.

2.3 The EPL Programme Theory of Change

The EPL Global Theory of Change envisages a long-term goal of creating a critical mass of young civil service leaders in beneficiary African countries who will then transform the civil service towards more accountable and responsive public service delivery thereby accelerated development process in implementing countries. The intermediate outcomes include improved leadership opportunities for EPL fellows, enhanced capacity of the fellows to deliver quality service, and strengthening government capacity for service delivery. The global theory of change was revised and adopted to suit the Ghanaian context as presented in Figure 1

Figure 1: EPL Theory of Change



3. METHODOLOGY

3.1 Evaluation Approach:

The evaluation is generally underpinned by a theory-based approach. The Theory of Change (ToC) for the global programme was adopted and reviewed after the first year of implementation (2018-2019) taking into cognisance the Ghanaian context. This, with its associated results matrix, is tested in this evaluation to see level of progress in the second year and to tweak the trajectory for the years to come. To ensure buy-in and ownership of the results, a participatory approach was utilised by involving various stakeholders at the country office, including programme management at various stages of the evaluation, including tool development, sampling, data collection, report review and feedback stages.

3.2 Evaluation Design

The study adopted a longitudinal design and analysis to pave the way for comparative analysis in measuring any changes that are realised from the first year of implementation to the second year. Even though it may be too early to measure the outcomes iterated in the programme Theory of Change, the study assessed the initial progress towards the intended outcomes.

3.3 Evaluation procedure and methods

Mixed method of data collection was employed to collect both qualitative and quantitative data. This combines a review of relevant programme documents and collection of primary data through surveys, focus group discussions with some fellows, interviews with supervisors, and both private and public sector mentors. Mixed methods approach allows for triangulation of information collected on various variables which increased the validity and reliability of the data. The specific methods used are:

Review of relevant documents: The first stage of the evaluation covers a comprehensive review of the programme documents and other secondary data obtained from the EPL programme team.

Surveys

Surveys were conducted using Survey Monkey online platform unto which were loaded, structured and semi-structured questionnaires. In all 35 Fellows, consisting of 17 Cohort 2 and 16 Cohort 1 fellows, 5 Non-fellows of Cohort 2 finalists, 23 Supervisors and 17 Mentors consisting of both private and Public Sector Mentors of Cohorts 1 and 2 responded to their respective.

Interviews

Qualitative data gathering involved follow-up interviews with a cross-section of key informants so as to generate deeper understanding of issues. Those interviewed included 6 Supervisors, 6 fellows, 6 mentors, the Director of Human Resource at the Office of the Head of Civil Service and the Director of Civil Service Training Centre. Due to Covid-19 pandemic, multiple means were used to conduct the interviews, such as telephone, in-person or zoom, based on the preference of the respondent. To understand the operational and managerial perspectives of the programme, the Ghana country director and two middle management programme officers in the Ghana Office were also interviewed via zoom meetings.

Focus Groups

3 out of 4 Cohort 1 fellows invited for online Focus group participated in discussions on zoom to express their experience of the programme. Also, 3 Cohort 2 fellows participated in similar Focus Group discussions on Zoom.

3.4 Sampling and Composition of Respondents

All the fellows and supervisors as well as mentors were given the questionnaire through survey Monkey. The response rate and composition of respondents is indicated in Table 1

Table 1 Composition of Respondents

Category of Respondents		Total Number	Gender	Response Rate
Fellows	C1	18	Male	13 (72.22%)
			Female	5 (27.78%)
	C2	16	Male	8 (50.00%)
			Female	8 (50.00%)
Supervisors 23		13	Male	16 (69.57%)
		10	Female	7 (30.43%)
Mentors 17 Mentors C1			Male	11 (64.71%)
	Public	0	Female	6 (35.29%)
	Private	3		
C2	public	10		
	private	4		
Non-Fellows C2			Male	3 (60%)
			Female	2 (40%)

3.5 Field work

The evaluation instruments used for the first stage of the evaluation in 2019 were reviewed to retain those questions which require follow ups. The basic demographic data already collected, and which might not change, for instance, place of origin, educational background etc., were removed and other performance related questions added. The review of instruments was done in consultation with the Country Director of EPL. The scope of survey samples has also been extended to mentors. Due the COVID-19 -19 pandemic and the new shift to online ways of operation, the evaluation also made use of diverse ways to carry out the data collection. Survey was done online using Survey Monkey platform. For interviews, respondents were first asked to choose the method they preferred to be interviewed, such as online zoom calls, telephonic interviews or in-person interviews.

Survey of respondent was done from 10th October to 7th November, 2020. Interviews were conducted between 10th to 26th of November 2020. This was followed by collation, cleaning and analysis of the data collected, including transcribing of qualitative interviews.

3.6 Data Processing and Analysis

Quantitative data was analysed with Microsoft Excel and SPSS to generate relevant descriptive statistics. Qualitative data was analysed using thematic coding techniques, whereby responses were grouped under various thematic areas which enhanced appreciation of the responses as well as consistency of information obtained. This enriched our understanding of the issues being assessed.

For some questions where we wanted to measure the changes at individual units of observation (fellows), care has been taken to identify and match each individual fellows' current responses to the baseline responses collected in 2019, so as measure the change or trend of response variables.

3.7 Ethical considerations

All ethical protocols were observed in collecting the data. The EPL country office has been instrumental in formally arranging with interviewees and securing interview dates for each interview. All interviews were conducted with the necessary professionalism and courtesy. Fellows were also notified ahead of time through emails to prepare and to obtain any permissions they might need from their supervisors for their interviews and focus group discussions.

4. FINDINGS AND DISCUSSIONS

4.1 Introduction

The findings and discussions are presented under two sections. The first section captures the implementation of each of the EPL programme components, in terms of what was planned, what has been accomplished and any gaps. The second part captures the progress made towards the expected outcomes, as indicated in the programme Theory of Change.

The findings build on the process evaluation report prepared in 2019. Consequently, issues that were captured in 2019 report which are static, like the demographic characteristics of respondents are not repeated in this report. As much as possible, a comparison is made with the findings of 2019 to establish any changes and implications.

4.2 Implementation of Programme Components

4.2.1 Recruitment and Placement of Fellows

Under this component it was planned to attract high-performing university graduates to apply for the fellowship programme. They will then be subjected to rigorous selection process leading to the top 20 being selected annually. This component has been well executed as evidenced by the fact that all the fellows interviewed expressed satisfaction with the recruitment and selection process, which they consider to be fair and meritorious as per the findings of the baseline evaluation in December 2019. For this evaluation, the focus is not much on the recruitment for C1 and C2 as this is a once off activity undertaken at the beginning of the year 1 and 2¹ but rather on placement and post-placement implementation activities and results.

Due to challenges expressed with the expectations of the current cohorts, it is reported that the EPL has refined the selection process to be more oriented towards candidates that demonstrate verve to serving the country and intend career path in the public service. The selection process for cohort 3 used the “*Career Direct Assessment Tool*” to identify and select people with strong motivation for public service. This is a good step as it will minimize the tendency of fellows abandoning the programme midstream. The other evolving change related to placement is the fact that newly posted Fellows are now introduced properly to other staff, which was not the case with Cohort 1 as previously reported.

Placement and Distribution of fellows

In order to understand the distribution of the fellows within the ministries, a snapshot of the current dispersion of placement of C1 and C2 Fellows is illustrated in the pie charts below in Figure 2, detailing the number of people and the various ministries where they currently work.

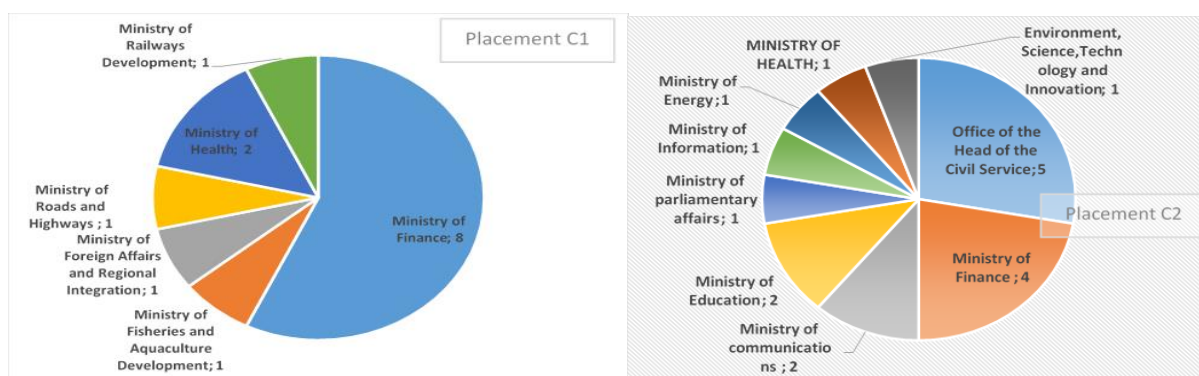


Figure 2 Current Placement of EPL fellows

¹ The recruitment for year 3 falls outside the scope of this evaluation and will be covered in the next baseline data collection. Various aspects of the recruitment process for C1 and C2 have been evaluated in the first evaluation in 2019 December, contained in the EPL Process Evaluation and Baseline Report 2019.

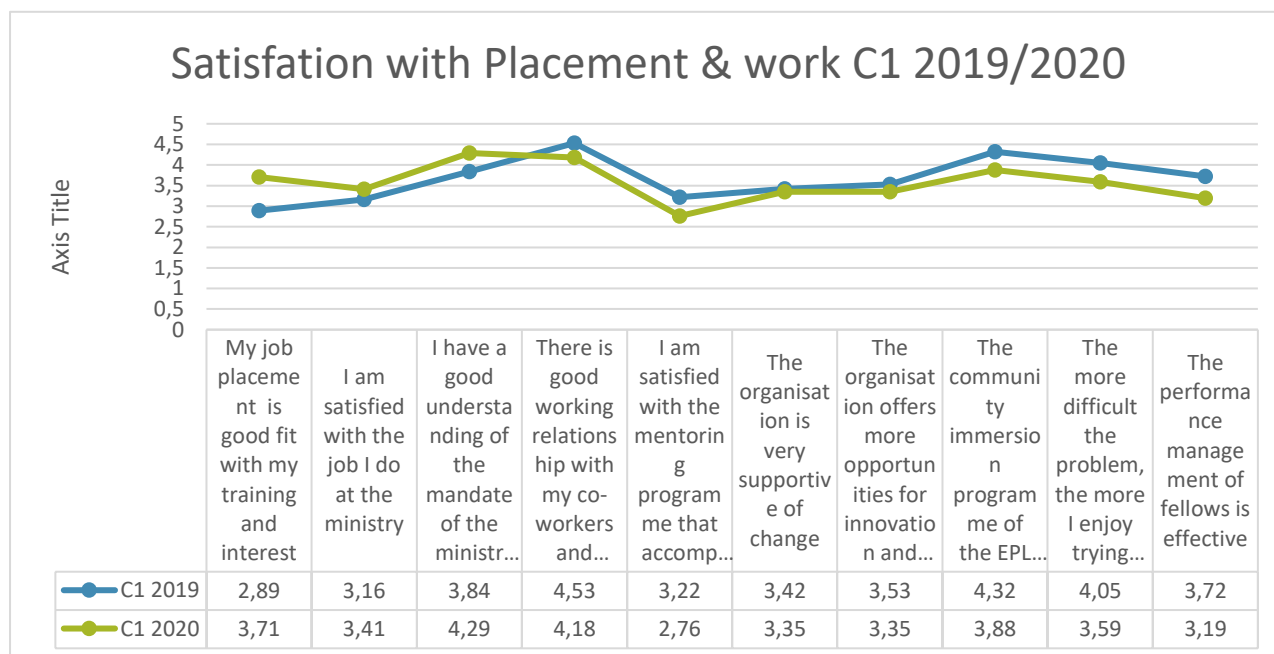
As shown in Figure 2, the spread of the placement in year two (C2) is a little more diverse than in year one (C1) as lessons from year one are used to tweak the distribution for year two. As explained by the country director, and also a director of recruitment in the ministries during the interviews, Ministries are usually asked to indicate their needs for fellows, in terms academic qualifications and number, which forms the basis for placement of fellows, taking into account academic background matching and ensuring a fair distribution of fellows within the ministries. In the words of Country Director:

“ we don't want to concentrate all our fellows in just one ministry. We want them to have broad spread in many different ministries so that the ministries in general, or the total Civil Service gets to benefit from our fellows rather than just a few”.

After selecting the fellows, the OHCS distribute them to the various ministries according to the criteria described above. An actual assignment of duties or day to day tasks, within the ministries is done by the HR of the particular ministry and the supervisors assigned to the fellows. Some fellows are rotated within their ministries from one department to another depending on the needs and work demand. Even though some ministries have requested for more, it is difficult to meet all the demand. A director at the OHCS confirmed that even though some ministries may request for many fellows, it is difficult to meet all the demand. For instance, *“...I must add that a ministry like the Ministry of Finance wanted eight to 15 of the fellows this year, but they were eventually given four.”* This shows that there is increasing demand for fellows, as more ministries get to know of the programme.

Level of Satisfaction of Fellows with their Placement

To gauge the level of satisfaction of fellows with their placement they were asked to rate their level of satisfaction on various placements and work-related issues on a scale of 1 to 5. Their responses as compared to similar rating in 2019 are summarized in figures 3.



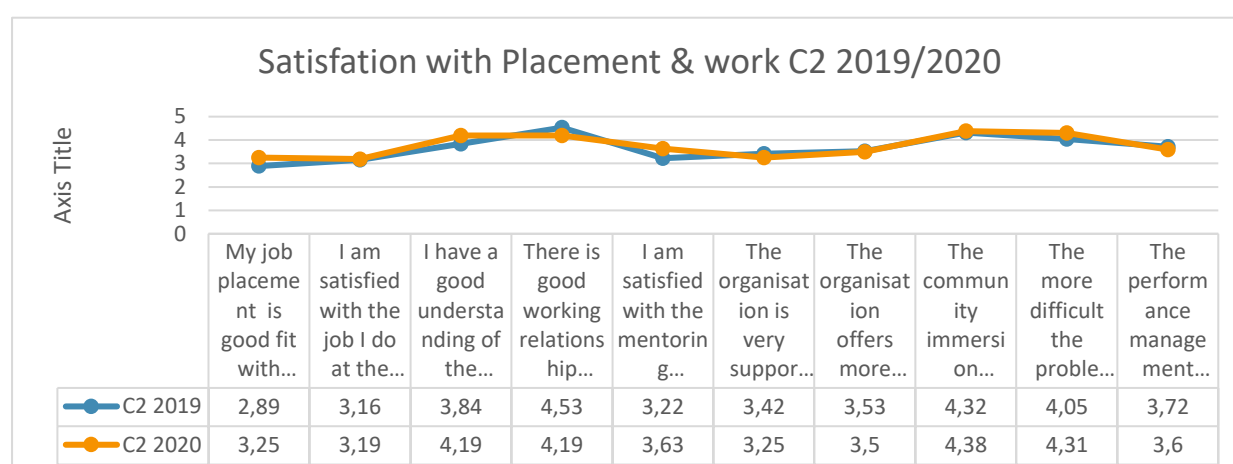


Figure 3 Fellows satisfaction with job placement and other programme Aspects

Figure 3 shows that when fellows were asked to indicate the extent, they agreed with the statement that “My job placement under the programme is good fit with my training and interest”, the average score by C1 increased from 2.89 out of 5 in 2019 to 3.25 in 2020. Similarly, the average score for C2 increased from 2.89 in 2019 to 3.25 in 2020.

Further disaggregating the data to discount for non-responding fellows (fellows who left), the evaluation looks at individual level change in fellow’s satisfaction with placement and work they are doing, as one variable and their satisfaction with co-workers and institutional support and opportunities within the organisation for growth. The result (table 2) quantifies an average reduction of -0.03 out of 5 in the C1 satisfaction in placement in 2020, compared to 2019 and an average increase of .06 for C2. The individual scores are presented in tables 2 and 3 for C1 and C2 respectively.

Table 2 Comparing satisfaction with placement and working relations of C1 fellows in various ministries.

Ministry	COHORT 1	Placement Satisfaction				Working knowledge and relations		
		2020	2019	Change		2020	2019	Change
Finance	B1	3,5	4	-0,5		3	4,25	-1,25
Finance	B18	3,5	4	-0,50		4,5	3,25	1,25
Finance	B15	4	3	1,00		3,75	3,75	0,00
Finance	B4	3	3,5	-0,50		3,5	3,5	0,00
Finance	B5	4	4	0,00		4	3,5	0,50
Finance	B6	3,5	4	-0,50		4	4,75	-0,75
Finance	B10	4,5	4	0,50		4,25	3,75	0,50
Finance	B20	2	3	-1,00		3,25	4	-0,75
Finance	B12	4,5	5	-0,50		4,5	4	0,50
Health	B9	1	3,5	-2,50		3,25	3,25	0,00
Health	B11	4,5	5	-0,50		3,25	4	-0,75
OHCS	B19		4				3,75	
Foreign & Regional Affairs	B14	5	3,5	1,50		4,75	3,75	1,00
Youth & Sports	B7	3	1	2,00		2	1,5	0,50
Railways and Devt	B2	4	2,5	1,50		4	4,75	-0,75

MoBD	B3	2				2,5		
Road as & Highways	B8	5	4	1,00		4,5	4,5	0,00
M Roads & Highways (MoRH)	B13	1,5				3,5		
Science, Technology and Innovation (STI), MoSTI	B16	3	4	-1,00		3,5	3,5	0,00
Fisheries & Aquaculture Devt	B17	2,5	3	-0,50		3,5	3,25	0,25
		3,56	3,43	-0,03		3,74	3,65	0,01

Table 3 Satisfaction with placement and working relations of C2 fellows in various ministries at individual fellow levels.

Ministry of Placement	COHORT 2	Satisfaction with Placement & Job allocation			Working knowledge and relations		
		2020	2019	Change	2020	2019	Change
M Environment	R1	4	3	1,00	3,75	3,75	0
Health	R3		1			3	
M Health	R9	4	1,5	2,50	4	4	0
OHCS	R4	2	1,5	0,50	3,25	3,25	0
OHCS	R8	1	2,5	-1,50	4,5	4	0,5
OHCS	R15	3	3,5	-0,50	3,75	4,5	-0,75
OHCS	R19	3	2	1,00	3,75	3	0,75
OHCS	R18		3			4,5	
M Communications	R14	3	1	2,00	3,75	3,5	0,25
M Communications	R11	4	3	1,00	3,75	3,25	0,5
M Information	R12	4	4	0,00	4,25	4	0,25
Finance	R13	2,5	3,5	-1,00	3,5	3,5	0
Finance	R17	4,5	5	-0,50	4,25	4	0,25
Finance	R10	2	4	-2,00	3,75	4	-0,25
Finance	R2		2			4	
M Education	R16	3,5	3,5	0,00	3,75	3,75	0
M Education	R5	3,5	4	-0,50	3	4,5	-1,5
M Energy	R6	4	4,5	-0,50	4	4,25	-0,25
M Parliamentary Affairs	R7	3,5	4	-0,50	3,75	4	-0,25
		3,219	2,974	0,06	3,79687	3,82894	-0,0312

It is worth noting that three C1 fellows and five C2 fellows in the 2020 survey were not satisfied with their placement and the kind of work they do. Overall data shows at least 10 C1 fellows and 7 C2 Fellows show a slight reduction in satisfaction levels. This situation may suggest unmet expectations among some fellows, in terms of the job they were expecting in the Ministries and what they have been assigned to do. If such expectations gap is not managed, it could push some fellows to drop out, thereby defeating the program intention of retaining for long period in the public service.

Indeed, a key informant confirmed such mismatch in the placement of fellows in the following narrative:

...there were a few mismatches in some of the placement because I know, a lady in my office here, who has a planning background, but was posted to the OHCS, where her work schedule is not related to her training.

Even though drop-out rate among the fellows may currently not be alarming, the trend of having at least one fellow dropping from the programme annually, as indicated in Table 4, requires attention.

Table 4 Attrition rate of Fellows over the years

Cohort #	Year Selected	No. Selected	Annual Attrition from Programme				Fellows Remaining
			2019	2020	2021	2022	
1	2018	20	1	1			18
2	2019	20	1	2			16
3	2020	20		2			18
4							
		60	2	5	0	0	52

Source: Records from EPL Office

Some of those who dropped out indicated that they got a better opportunity and did not want to lose it. Such temptations with more lucrative job offer will continue to beckon these fellows and it will those with passion for public who will be willing to make initial sacrifices for a cause they believe in.

4.2.2 Responsive Training

Based on feedback from 2019 evaluation report, the modules have been reviewed to include soft skills development among fellows and the number of modules reduced from 11 to 9. These modules are: Administrative Writing, ICT Microsoft Application Skills, Ethics and Integrity, Policy Development & Analysis, Research Methods, Public Procurement, Productivity Improvement, Public Financial Management, Project Management.

Fellows' level of satisfaction with the training component

To gauge the level of satisfaction of fellows with the training component, fellows were asked to indicate the extent they agreed with some statements related to various aspects of the training, using a scale of 1 to 5 (with 1 representing strongly disagree and 5 representing strongly agree). These responses are summarized in figure 4.

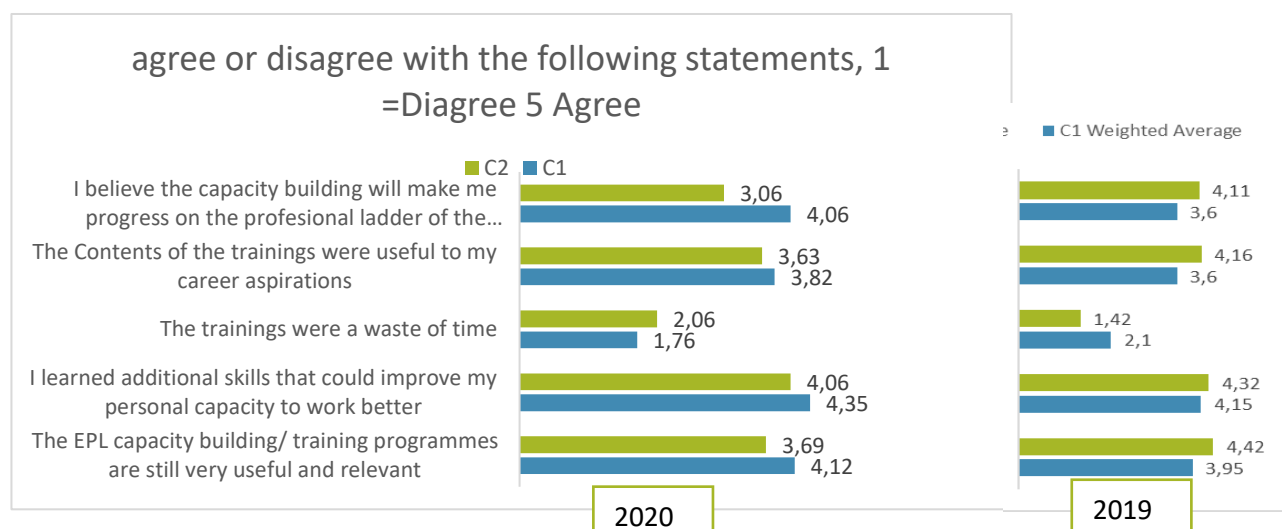


Figure 4: Fellows level of satisfaction with various aspects of the training

In comparing responses of same questions asked in 2019, responses are generally of similar pattern per Cohort, though the rating for year two are slightly lower than that of year 1 (2019) in few aspects. For instance, the responses show reduction in the believe in fellows that the training will help them climb the professional ladder quicker, from 4.11 to 3.06 (21%) in C2 but rather higher for C1 by 9.2%. The lower rating could also be attributed to the realisation by fellows (C1 who actually got posted) that promotion in the Ghana civil service is based on years of service (long service), rather than only additional skills, except in special circumstances.

Also, from Figure 4, usefulness of programme to career goals varies between cohorts. While C1 rating reduced from 4.16 out of 5, in 2019 to 3.63 in 2020, the rating for C2 rises slightly from 3.6 to 3.82 out of 5. This probably explains the thinking that some of the trainings were waste of time with rating 1.42 in 2019 to 2.06 now out of 5 (6.6%) increase.

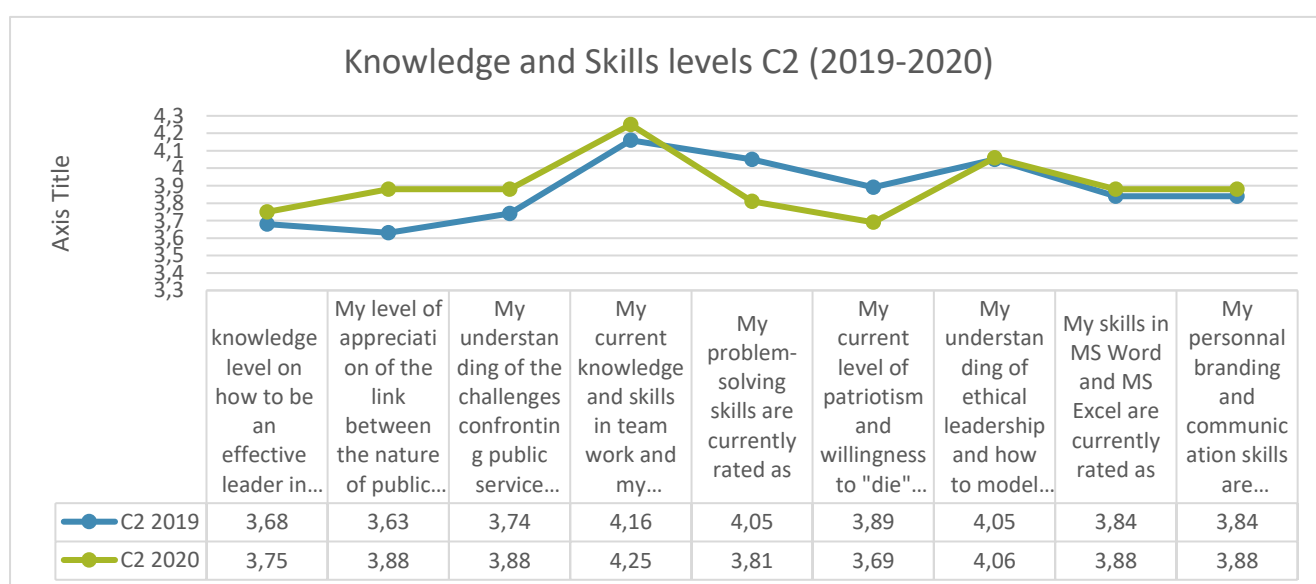
Corresponding to the above findings, some of the Cohort 1 Fellows, who have now joined the Civil Service, noted that some of the courses they took under the fellowship training like Administrative Writing and Public Financial Management are repeated in the Scheme of Service Training that all Civil Servants go through, including the EPL fellows. Such repetition is not only boring to them but also inefficient use of their time, they argued.

From the additional comments in the survey and also from the focus group discussions, fellows also suggested if some of the courses they are taking from the CSTC could be certificated to add weight and value, so that they can use it to testify that they have received such training and present these as evidence for promotion interviews if need arises.

From management side, it is reported in the interviews, that based on lessons from the first year, feedback from fellows and observations, there is collaboration with the CSTC, and for them to review the calendar according to a new Terms of Reference (ToR) aimed at delivering a better training to the fellows.

Knowledge and Skills improvement

Given that the main aim of the further training is to increase the knowledge and skills levels of participants in relevant areas, fellows were asked to rate their level of knowledge and skills improvements in various aspects. Their responses are summarized in Figure 5.



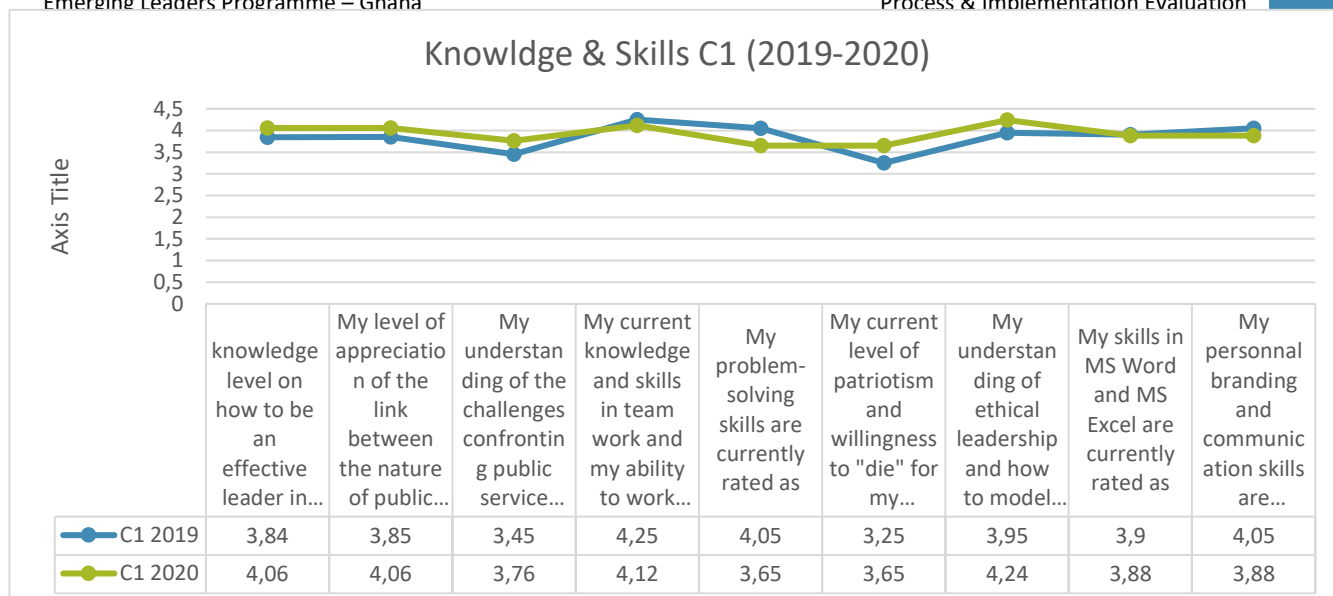


Figure 5: Knowledge and Skills improvement ratings

Figure 5 shows generally high levels of knowledge and skills of fellows in various issues that can enhance their job performance, which they attributed to the continuous training. Their appreciation of ethical leadership and ability to work in teams with diverse people, as well as their personal branding and communication skills were particularly rated very high.

In support of the graphs above, the individual level disaggregation and discounting for absent fellows, confirms an overall increase of 0.09 for C1 and 0.69 for C2 in skill and knowledge gain. Though there may be temptation to attribute this mainly to training, the evidence suggests the role of other factors such as skills and learning that occurs on the job. In regard to training, while C1 has an average increase of 0.20588 average satisfaction C2 has an average reduction in satisfaction of -0.67188 out of 5, showing that more C2 fellows have a reduced satisfaction in 2020. The detailed results showing the ministries are presented in tables 5 and 6.

Table 5 Satisfaction with placement and working relations of C1 fellows in various ministries.

COHORT 1		Q22 Average Change in Skills and Knowledge			Q25 Average Satisfaction with Training		
Ministry		Y2020	Y2019	CHANGE	Y2020	Y2019	CHANGE
Finance	B1	4,000	4,333	0,33333	4	4,25	-0,25
Finance	B18	3,78	3,44	0,33	4,25	4	0,25
Finance	B15	3,78	3,67	0,11	4	3,75	0,25
Finance	B4	3,78	3,56	0,22	3	2,75	0,25
Finance	B5	4,11	4,00	0,11	4,25	3	1,25
Finance	B6	4,00	4,11	-0,11	3,75	4	-0,25
Finance	B10	3,78	3,56	0,22	4	4,25	-0,25
Finance	B20	3,56	3,56	0,00	3,25	3,5	-0,25
Finance	B12	4,22	3,78	0,44	4	4	0
Health	B9	4,00	4,44	-0,44	4,5	2,75	1,75
Health	B11	4,00	4,11	-0,11	4	4	0
OHCS	B19		3,44			4	
Foreign & Regional Affairs	B14	3,67	3,89	-0,22	4	3,75	0,25
Youth & Sports	B7	3,56	2,78	0,78	4,75	4	0,75

COHORT 1		Q22 Average Change in Skills and Knowledge				Q25 Average Satisfaction with Training		
Railways and Devt	B2	4,11	4,00	0,11		4,5	5	-0,5
MoBD	B3	4,11				4		
Roads & Highways	B8	4,00	4,11	-0,11		5	5	0
M Roads & Highways (MoRH)	B13	4,11				2,5		
Science, Technology and Innovation (STI)	B16	4,33	4,33	0,00		3,75	4,5	-0,75
Fisheries & Aquaculture Devt	B17	4,00	3,44	0,56		4,25	3,25	1
		3,92	3,84	0,09		4,073529	3,8125	0,205882

Table 6 satisfaction with placement and working relations of C2 fellows in various ministries

COHORT 2		Q22 Average Change in Skills and Knowledge				Q25 Average Satisfaction with Training		
Ministry	Respondent	2020	2019	Change		2020	2019	Change
M Environment	R1	3,889	3,222	0,667		2	3,75	-1,75
Health	R3	4,333				3		
M Health	R9	4,000	3,556	0,444		3,75	4,75	-1
OHCS	R4	4,889	4,667	0,222		3,25	3,5	-0,25
OHCS	R8	3,778	3,333	0,444		4,25	4,5	-0,25
OHCS	R15	3,889	4,000	-0,111		4,75	4	0,75
OHCS	R19	3,778	3,778	0,000		2,75	2,25	0,5
OHCS	R18	4,556				4,75		
M Communications	R14	3,222	3,889	-0,667		3,75	4,25	-0,5
M Communications	R11	3,444	3,667	-0,222		4	4,75	-0,75
M Information	R12	4,000	4,556	-0,556		4,5	4,75	-0,25
Finance	R13	3,556	3,778	-0,222		3,75	4,25	-0,5
Finance	R17	4,333	3,556	0,778		3,75	3,75	0
Finance	R10	3,778	4,111	-0,333		3,5	4,75	-1,25
Finance	R2	3,889				4,75		
M Education	R16	3,778	3,778	0,000		3	4,75	-1,75
M Education	R5	3,889	4,000	-0,111		3,5	4,25	-0,75
M Energy	R6	3,778	3,667	0,111		3	5	-2
M Parliamentary Affairs	R7	4,333	3,667	0,667		4	5	-1
		0,069				-0,67188		

Further Education and Professional Training Pursuits

It is also worth noting that, a few fellows also have made the effort to pursue further education and academic progression. 3 out of the 17 (18%) of C1 Fellows (are pursuing some form of further education, namely MPhil (Sexual and reproductive rights in Africa), a Masters and a completed Public Policy and Management (Online Cohort) from YALI. In C2 2 fellows are pursuing further programmes including a Professional Certificate Course in Human Resource Management. This could be in the

positive direction not only for the individual fellows but also for the EPL if they are retained, as higher qualifications may enhance the chances of rising to leadership positions. In the case of Non-fellows, out of the 5 respondents, only one of them responded in affirmative of pursuing MPhil in Agribusiness.

4.2.3 Working environment and conditions

Conducive working environment is a prerequisite for effective performance. The evaluation therefore assessed the extent fellows were provided working space and critical tools.

Workspace

A comparison of fellows who indicated being provided working space in 2019 and 2020 is captured in in table 3.

Table 7 Access to workspace

Have you been assigned a working space /office where you execute your duties?								
Answer Choices	2019		2019		2020		2020	
	C1		C2		C1		C2	
Yes	75,00%	15	84,21%	16	93,75%	15	81,25%	13
No	25,00%	5	15,79%	3	6,25%	1	18,75%	3
	Answered	20	Answered	19	Answered	16	Answered	16
	Skipped	0	Skipped	0	Skipped	2	Skipped	0

Table 6 shows that at least 15 C1 fellows and 16 C2 fellows responded being assigned office space in year 1 (2019). These numbers remain almost the same for C1 and reduced for C2, though the percentages seem different, attributable possibly to the reduction in the total universe of fellows for each cohort.

Provision of needed Office Equipment and accessories

In terms of provision of needed equipment, the number of fellows responding in affirmative has reduced slightly for both cohorts, from 10 to 8 for C1 and 11 to 7 for C2 as shown in table 4. From the interviews, and further comments left in the surveys, some fellows noted the breaking down of equipment not yet replaced, while others noted the collection of existing equipment such as laptops supplied by the EPL

after their fellowship years.. This could be a contributing factor in the reduction of in the number of people reporting access to equipment. However, **input from the EPL management clarifies that, fellows are given a choice at the end of their year 2 of the fellowship, to buy their laptops at a third of the laptop's original price and on a negotiated payment plan.** The C1 fellows, who are the first to exercise this right, have indicated that 15 (out of 18) of them will buy their laptops.

From table 6, those with access to office desk have reduced in C1 from 17 (85%) to 11 (80%) in 2020 but remained same in C2. The number of fellows who reported using their personal laptops to work for the ministries have increased from 11 (55%) to 13 (81%) from Cohort 1 when comparing 2019 responses to that of 2020, which supports the claim of less access to government or official laptops in the end of the Fellowship. From the management clarification above, this may change if fellows buy their EPL provided laptops at the end of their fellowship year 2. It is noted that C2 remain same this year, compared to the baseline in terms of access to laptops. Table 4 presents an overview of the responses.

Table 8 Level of Access to needed Office Equipment.

Which of the following resources are made available to you? (Tick all that apply)								
Answer Choices	C1 2019		C2 2019		C1 2020		C2 2020	
I have an office desk	85,00%	17	63,16%	12	82,35%	14	80.00%	12
I have access to telephones and faxes	30,00%	6	21,05%	4	23,53%	4	40.00%	6
I have a desktop computer to work with	20,00%	4	15,79%	3	47,06%	8	6.67%	1
I have been provided with laptop	30,00%	6	52,63%	10	11,76%	2	66.67%	10
I use my personal laptop	55,00%	11	47,37%	9	76,47%	9	46.6%	7
I am connected to reliable internet connection	75,00%	15	57,89%	11	64,71%	12	53.33%	8
	Answered	20	Answered	19	Answered	17	Answered	15
	Skipped	0	Skipped	0	Skipped	1	Skipped	1

4.2.4 Mentorship

This component of the EPL programme sought to provide guidance and professional support to the fellows to enable them successfully to navigate their way in the working world and in life. Specifically, it is intended to develop the long-term career goals, expertise and personal growth of the fellows. This is to be done through regular meetings and other forms of communication as may be decided on between the mentor and mentees. About 17 Mentors responded to the survey questionnaire (even though some skipped specific questions) while about 7 more were interviewed consisting of both private sector and public sector mentors.

Frequency of meetings

From the survey, of the 15 that responded to the question of how often they meet, 9 (60%) met between 1-3 times, while 5 (33.33%) met between 4-7 time and 1 (6.67%) met more than 10 times in the year. A summary of meeting frequency is presented in Figure 6.

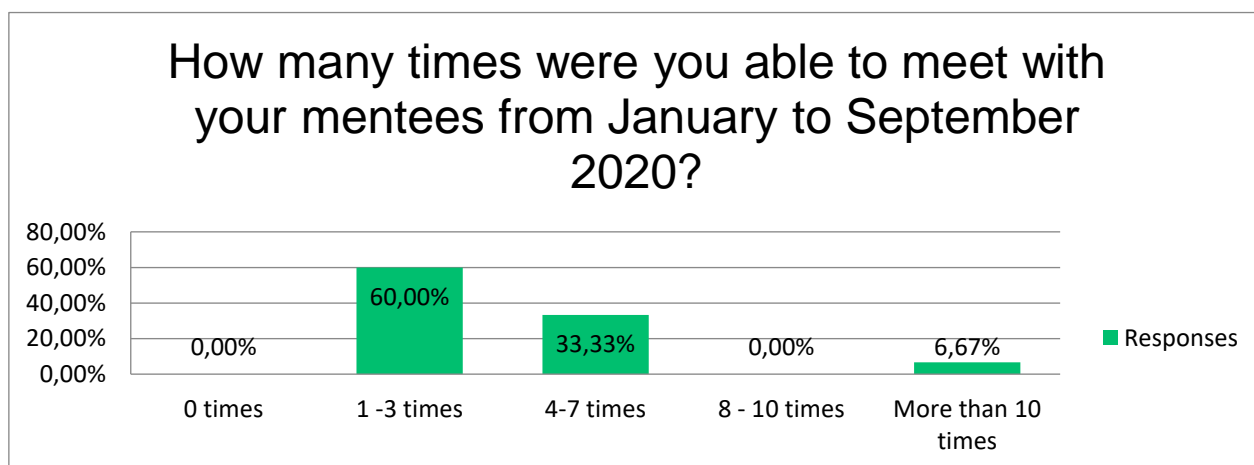


Figure 6 Frequency of meetings

Key issues of discussion during mentoring sessions

From the responses in the comment section of the surveys, issues discussed with private sector mentors include how to develop servant leadership, how mentees can broaden their scope of knowledge by reading widely, and purposefully to acquire greater skills, how to choose and progress on a career path, goal setting, building life plans and self-confidence and position themselves strategically within the organisations within which they work. Discussions also cover how to be productive at work, multi-tasking and developing digital or technological skills for work. Public service mentors discuss their experiences as civil servants, how to make progress at work by solving problems and dealing with challenges, how to deal with expectations of supervisors, and how to generally navigate resolving issues that may come at during work and learning lessons from such issues. Others also discuss how to develop work plans, how to work with their bosses and how to deliver potent ideas to co-workers and seniors who may not be readily receptive to change.

Mentors Opinions on Seriousness of mentees and Importance of mentorship

With a weighted average of 4.27 rating out of 5 (85.4%), majority of mentors who responded are of the view that the mentees take the, mentorship component seriously. 3 (20%) think they are serious, 5 (33.33%) think they are quite serious and 7 (46.67%) rated as very serious as portrayed in Figure 7.

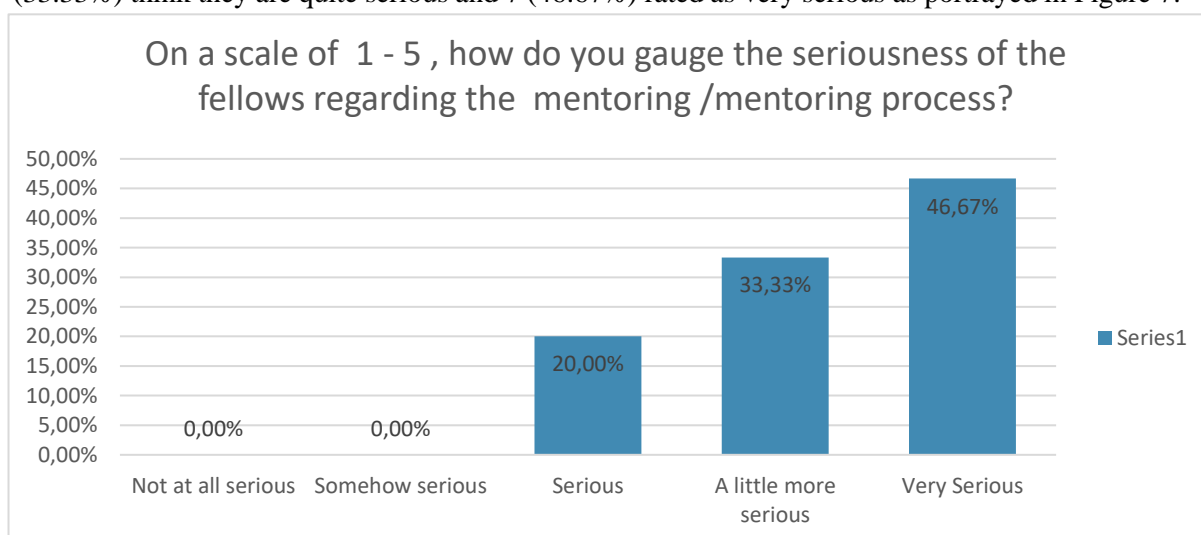


Figure 7 Opinions of mentors on seriousness of mentees

Similarly, the overall usefulness of the mentorship component to the EPL programme is rated by Mentors to be 4.5 Stars out of 5 (90%). One mentor rated as useful, six rated a little more useful while nine rated as profoundly useful. The responses are presented in Figure 8.

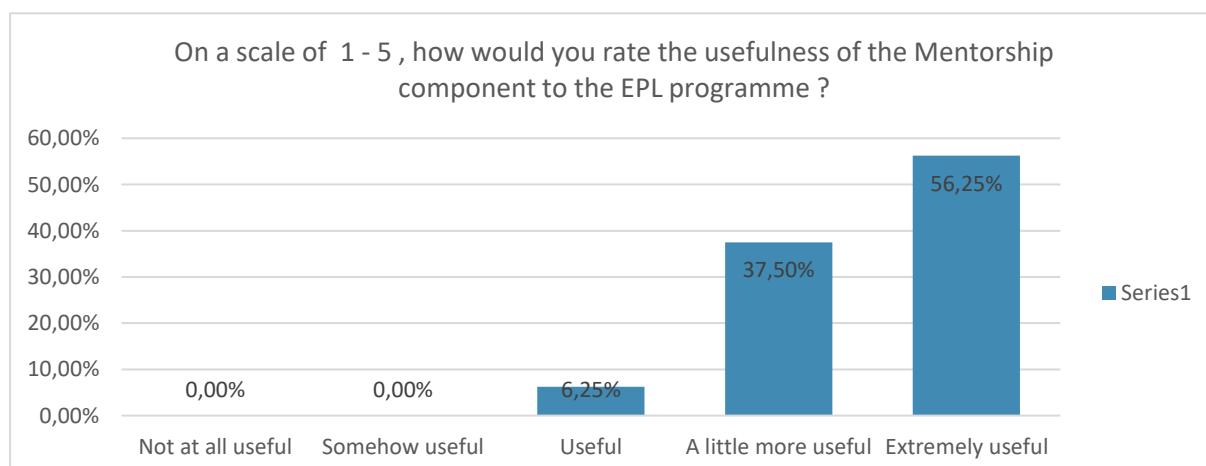


Figure 8 Mentors opinion on usefulness of the mentorship

In measuring the change in the rating of mentorship experience by individual fellows, the data shows that at least 9 C1 fellows have reduced rating in 2020 resulting in an overall reduction of -0.59 among those who participated in both surveys. The results for C2 is rather positive overall with 0.13 average change though five of them rated lower in 2020. These are presented in tables 9 and 10.

Table 9 C1 individual changes in rating of mentorship programme usefulness in 2019 and 2020 across ministries.

Ministry of placement	C1	Mentorship 2020	2019	Change
Finance	B1	3	1	2
Finance	B18	2	3	-1,00
Finance	B15	4	4	0,00
Finance	B4	3	4	-1,00
Finance	B5	3	3	0,00
Finance	B6	4	4	0,00
Finance	B10	4	4	0,00
Finance	B20	2	2	0,00
Finance	B12	5	4	1,00
Health	B9	1	3	-2,00
Health	B11	2	4	-2,00
OHCS	B19		4	
Foreign & Regional Affairs	B14	3	3	0,00
Youth & Sports	B7	2	2	0,00
Railways and Devt	B2	4	5	-1,00
MoBD	B3		4	
Road as & Highways	B8	2	5	-3,00
M Roads & Highways (MoRH)	B13		1	
Science, Technology, and Innovation (STI), MoSTI	B16	2	4	-2,00
Fisheries & Aquaculture Devt	B17	3	4	-1,00
		2,88	3,40	-0,59

Table 10 C2 individual changes in rating of mentorship programme usefulness in 2019 and 2020 across ministries

Ministry of placement	COHORT 2	Mentorship 2020	2019	Change
M Environment	R1	1	1	0,00
Health	R3		3	
M Health	R9	4	4	0,00
OHCS	R4	2	3	-1,00
OHCS	R8	5	4	1,00
OHCS	R15	4	5	-1,00
OHCS	R19	3	2	1,00
OHCS	R18		2	
M Communications	R14	3	3	0,00
M Communications	R11	3	4	-1,00
M Information	R12	4	5	-1,00
Finance	R13	4	4	0,00
Finance	R17	4	3	1,00
Finance	R10	4	3	1,00
Finance	R2		2	

M Education	R16	3	4	-1,00
M Education	R5	4	3	1,00
M Energy	R6	5	5	0,00
M Parliamentary Affairs	R7	5	3	2,00
		3,625	3,316	0,13

Mentorship Issues and challenges

It is reported that, some the issues of the mentorship that were encountered in the first year have generally been resolved. The selection of mentors has been reviewed such that only people who are capable and are able to have time for the mentorship are engaged. This led to improvement in the mentorship activities this year.

Some of the mentors interviewed were of the view that the Mentors guidelines prepared by EPL are not explicit enough to provide clarity on how the mentoring was to be done. For example, some mentors were of the view that it may be desirable to delineate areas of focus for public sector mentors and private sector mentors. They explained that private sector mentors could focus on helping the fellows to think entrepreneurially and find innovative ways of solving problems, thereby strengthening the leadership development of fellows, whilst the public sector mentors focus on helping the fellows navigate the various obstacles they may encounter in the public service. This they argued will minimize the possibility of the different mentors sending conflicting messages to the mentees.

Other challenges reported by mentors included the following:

- *My mentee was not eager/proactive to meet me. I had to contact him several times to have our first meeting.*
- *Some mentees seem very busy with their jobs*
- *Challenge of getting a convenient time to meet that is suitable to both parties*
- *Face to face engagements is preferred however COVID restrictions limited this.*

To address some of these challenges, the mentors suggested more regular monitoring of the mentoring process to ensure that work plans are implemented. There was also a call for periodic forums organized for mentors to share their experiences and learn from each other.

4.2.5 Performance Management

EPL has developed guidelines for supervisors of fellows towards their effective performance management. The guidelines provided for supervisors and fellows to meet at the beginning of the year to jointly determine and agree upon expected work deliverables with objectively verifiable indicators to be assessed every six months.

The supervisors of fellows currently use the appraisal template from OHCS, which is reported not to comprehensively capture some of the issues of interest to EPL. Besides, the template is bulky comprising about five pages which is said to be tedious to complete. There are however on-going discussions between the EPL management and the OHCS towards a new performance appraisal template which will meet the needs of EPL and OHCS.

The lack of clear and agreeable appraisal system to effectively manage the performance of fellows was reiterated during the interviews with the EPL country office –

“The EPL performance evaluation form was sent to the supervisors, and some of them did come back to us and asked for a little more guidance on how to fill it. So it may be that some supervisors have filled it, but it is not what they submitted to the OHCS, because what the OHCS collected was different”

The interviews also revealed that some supervisors did not receive any formal communication on what is entailed as a supervisor, the reporting terms and what should be reported on. As one supervisor alluded,

“...I became a supervisor ... when my boss informed me that they have posted an officer under a program which, by then, I don't know much of and that I will be directly supervising her and she came together with other service personnel, so I just thought that Oh, yes, service personnel.... So there was no written communication anyway. But I always want to supervise and mentor people, so yes, I just gladly accepted it....

...I think it was later when we were being asked to write some reports, then I approach my HR director on the way forward and was briefed about the programme and I was asked to just find a way around it and prepare the appraisal report on the fellow.” (Supervisor at a ministry)

There seems to be an initial lack of awareness on the programme which led to many people not knowing what to do stemming from communication gap down the command structure of implementation, beyond the Senior officials even though they seem to be engaged by EPL. Thus, the operational level officials mostly seem to not have clear instructions as to what the supervision terms are, as evidenced in the narrative above.

As another supervisor also conveyed, supervisors for C1 & 2 were not trained on the appraisal system prepared by EPL and are therefore using the existing appraisal template prepared by the OHCS. However, it is reported that “this monthly report on fellows is too demanding (the OHCS version). Besides, the fact that there is no clarity what to report on, seems to suggest there are a few gaps here and there that requires directive or communication down the command ladder of implementation” (supervisor)

A key concern raised by some fellows during the interview was the lack of feedback on their assessment outcome, so they could know where to improve. On the communication gap, one of the Fellows had this to say:

“We hardly know we are being appraised and no feedback given to us. Even the OHCS test we write, we wish to know the outcome, as to whether we pass or not, instead of waiting for the end of the year. At least this can give us some assurance, and not be too anxious till end of year”

The survey data looked at the level of satisfaction among the fellows in regard to the their satisfaction and experience with the performance management system. Of the fellows who responded to both surveys the overall average satisfaction is positive among cohort 1 fellows, with average change of 0.24, while C2 satisfaction level with the management system slightly dropped by -0.44. the detailed in terms of fellows in various ministries is presented in Table 11 and 12.

Table 11 C1 Fellows Satisfaction with efficiency of EPL Performance Management System

Ministry	C1	Satisfaction with EPL Performance Mgt of Fellows 2020
		2019 Change

Finance	B1	3	3	0
Finance	B18	4	3	1,00
Finance	B15	4	2	2,00
Finance	B4	2	2	0,00
Finance	B5	3	3	0,00
Finance	B6	4	5	-1,00
Finance	B10	4	4	0,00
Finance	B20	2	2	0,00
Finance	B12	4	4	0,00
Health	B9	1	2	-1,00
Health	B11	2	3	-1,00
OHCS	B19		3	
Foreign & Regional Affairs	B14	3	3	0,00
Youth & Sports	B7	4	2	2,00
Railways and Devt	B2	4	4	0,00
MoBD	B3		4	
Road as & Highways	B8	4	3	1,00
M Roads & Highways (MoRH)	B13		1	
Science, Technology and Innovation (STI), MoSTI	B16	4	3	1,00
Fisheries & Aquaculture Devt	B17	3	3	0,00
		3,24	2,95	0,24

Table 12 C2 Fellows Satisfaction with efficiency of EPL Performance Management System

Placement Satisfaction	COHORT 2	Satisfaction with EPL Performance Mgt of Fellows		
		2020	2019	Change
M Environment	R1	3	3	0,00
Health	R3		3	
M Health	R9	4	4	0,00
OHCS	R4	4	5	-1,00
OHCS	R8	5	4	1,00
OHCS	R15	5	5	0,00
OHCS	R19		3	-3,00
OHCS	R18		4	
M Communications	R14	2	4	-2,00
M Communications	R11	4	3	1,00
M Information	R12	4	4	0,00
Finance	R13	3	4	-1,00
Finance	R17	4	4	0,00
Finance	R10	3	4	-1,00
Finance	R2		2	
M Education	R16	3	3	0,00
M Education	R5	4	3	1,00
M Energy	R6	3	5	-2,00
M Parliamentary Affairs	R7	4	4	0,00
		3,667	3,737	-0,44

Summary Performance of Cohort 2 Fellows

The evaluation team obtained the annual summary performance of cohort 2 fellows on various competency areas as at November, 2020. This was compiled by the OHCS based on the appraisal forms filled by the supervisors of the fellows, as shown in figure 9

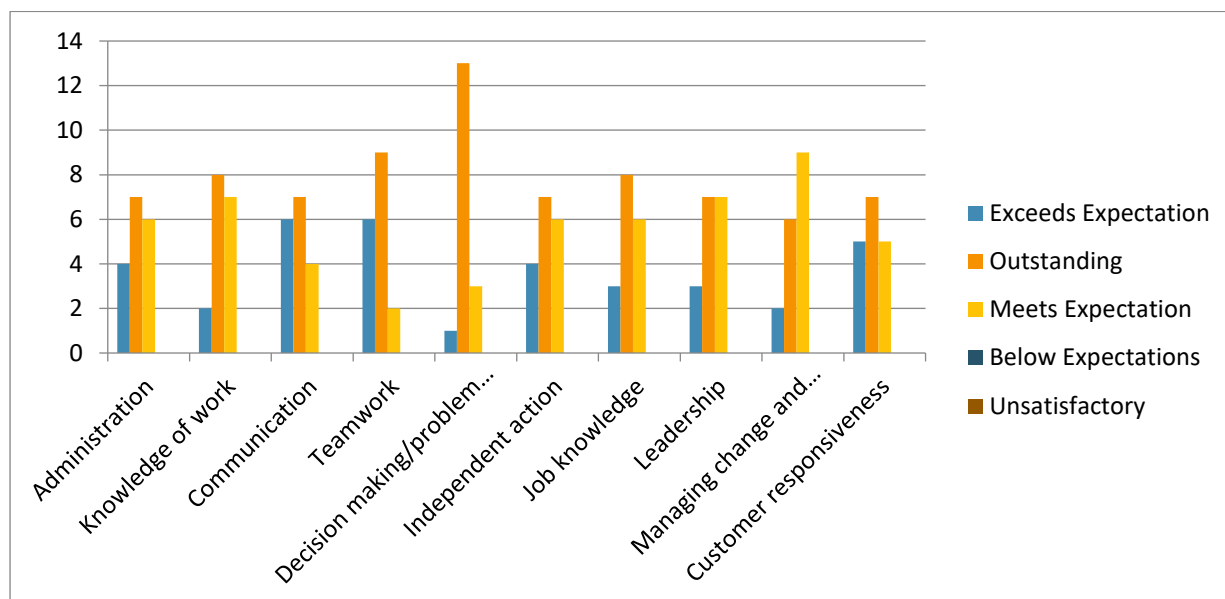


Figure 9: Performance of fellows in various competency areas (*Source: Records from OHCS*)

Figure 9 indicates that the fellows' performances were outstanding in almost all the competencies. Performance of some Fellows exceeded the expectation of supervisors in the areas of communication, teamwork and independent action to work. All the fellows met the expectation of supervisors with none performing unsatisfactorily or below expectation.

4.2.6 Community Engagement

Even though Cohort 1 fellows visited a community in 2019 to get a feel of the interplay between public policies and living realities of communities, they could not develop and implement the community service project (CSP) as was envisaged. Cohort 2 visited a community in the Central Region and sensitized community members on Covid-19 prevention. They also distributed some protective materials like Veronica buckets and sanitizers and face masks. This narrative from EPL Management summarizes the state of this component:

"The Cohort Ones were not able to undertake their community service project. They visited a place, and wrote some proposals, but they were not able to implement it till their two years is done. Cohort two initiated a community Service Project in the Central Region. They identified and visited a community, where they undertook sensitization and education of the community about COVID-19 prevention. They also distributed COVID materials like the Veronica buckets, sanitizers, gloves, face mask and so on. But what they did was a once-off contact with the community instead of the long-term relationship with the community, as was envisaged. As for the current group of Cohort 3, they are actually working on something that is more longer lasting, okay. So they will be visiting their community repeatedly, and so on..."

Underpinned by the need to develop independent and innovative civil servant fellows, it was envisaged that the fellows would find innovative ways like writing grant proposals to fund their community projects. This is yet to be achieved. It is also worth noting that though the EPL initially intended to

support the fellows financially to be able to execute the various extracurricular activities, including the community engagement, fireside, training attendance etc since they are national service personnel with only GHC560 monthly allowance. The OHCS objected to this idea, with caution that, this might compromise the integrity of the EPL programme, because it might be difficult to compare fairly the performance of the EPL Fellows to other national service personnel, who are not receiving such additional income. As a director added “*It may then be construed that fellows are performing better because they are being paid higher. For this reason, the EPL refrains from any form of additional income to fellows*”. To navigate this situation, EPL resort to only reimbursing fellows for T&T when they attend EPL-related activities like the training sessions, By the Fireside events, Time with EPL, mentoring sessions etc.

A look into the change in rating of the fellow’s experience of the community immersion programme (rating by fellows who participated in both surveys) show an average increase in C1 rating in 2020 while C2 shows a 0.24 average increase. The details are shown in tables 13 and 14.

Table 13 Change in Fellows rating of the Community Immersion component

Ministry	COHORT 2	Usefulness of Community Immersion			
		2020	2019	Change	
M Environment	R1	3	2	1,00	
Health	R3		5		
M Health	R9	4	4	0,00	
OHCS	R4	5	4	1,00	
OHCS	R8	5	4	1,00	
OHCS	R15	5	4	1,00	
OHCS	R19	4	4	0,00	
OHCS	R18		4		
M Communication	R14	4	4	0,00	
M Communication	R11	3	4	-1,00	
M Information	R12	5	5	0,00	
Finance	R13	5	4	1,00	
Finance	R17	4	5	-1,00	
Finance	R10	4	5	-1,00	
Finance	R2		5		
M Education	R16	4	4	0,00	
M Education	R5	5	5	0,00	
M Energy	R6	5	5	0,00	
M Parliamentary Affairs	R7	5	5	0,00	
		4,375	4,316	0,13	

Table 14 Change in Fellows rating of the Community Immersion component

Ministry	C1	Usefulness of Community Immersion			
		2020	2019	Change	
Finance	B1	4	2	2	
Finance	B18	4	4	0,00	

Finance	B15	4	4	0,00
Finance	B4	3	2	1,00
Finance	B5	4	3	1,00
Finance	B6	5	5	0,00
Finance	B10	4	4	0,00
Finance	B20	4	5	-1,00
Finance	B12	3	3	0,00
Health	B9	2	2	0,00
Health	B11	4	3	1,00
OHCS	B19		5	
Foreign & Regional Affairs	B14	4	3	1,00
Youth & Sports	B7	5	5	0,00
Railways and Devt	B2	4	5	-1,00
MoBD	B3		2	
Road as & Highways	B8	5	5	0,00
M Roads & Highways (MoRH)	B13		2	
Science, Technology and Innovation (STI), MoSTI	B16	4	4	0,00
Fisheries & Aquaculture Devt	B17	4	4	0,00
		3,94	3,60	0,24

2.4.7 Continuous Engagement and Alumina of Fellows

Lifelong engagement with fellows is a key priority of the EPL programme towards the realisation of the long-term impacts. It is therefore envisaged that fellows would join an alumina of EPL fellows that would provide a platform for networking and social support such that the fellows can keep focus in accomplishing the EPL goals. The first batch of the Cohort 1 who graduated in September 2020 also transitioned into the first set of alumni which was launched at the graduation ceremony. According to the interview with management, modalities like a constitution to guide the operations of the alumni are being developed. An interim committee is also set up and a permanent administrative structure is expected to be set up from January onwards.

The evaluation team noted with satisfaction that the strategy adopted by EPL is to challenge the fellows to drive the process of organization of the alumni, whilst the Ghana office accompanies the process as facilitators. Such an approach is likely to enhance the sustainability of the alumina by offering the necessary support, but also allowing them to be innovative and dependent or self-sustaining. The issue of independent and self-sustaining civil servants who can come up with initiatives and find the means and drive to pull it through is emphasized as paramount to the EPL Board. This is more clearly portrayed in the words of the EPL director as:

“...the board of Ghana is very particular about is, ...point is not to build or grow people who are going to be dependent. It's like spoon feeding them, which the board is very particular about it. And so, they have even said that having seen the alumni document that the technical committee worked on, the Board would review it and ensure that the fellows lead the process and EPL only provides guidance”

Interaction with the graduate fellows indicated that they have not only the interconnection between individuals but also established informal WhatsApp group for regular interaction and organising themselves and sharing experiences.

4.3 Progress Towards Expected Outcomes

Even though it might be early to begin measuring some of the outcomes of the EPL programme, given it is only in its third year, and only graduating the first Cohort this year, the evaluation makes the attempt to ascertain any preliminary progress on the expected outcomes, in terms Most Significant Changes recorded.

4.3.1 Improved Job Performance by Fellows

An expected outcome of the EPL programme is for the fellows to exhibit more effective job performance compared with their counterpart staff. There was overwhelming consensus among supervisors that fellows perform better than other co-workers.

From the first evaluation (Baseline 2019), the performance of fellows has been well commended by supervisors as largely astounding and exemplary for the entry level of the civil service. This follow-up evaluation tests whether this is still the case after two years for C1 and a full year for C2. From the survey of the 23 supervisors who responded 18 (78.6%) affirms that the performance of EPL fellows is increasing over the year while only 4.35% think it remains same. The response are presented in the graphs in Figure 10.

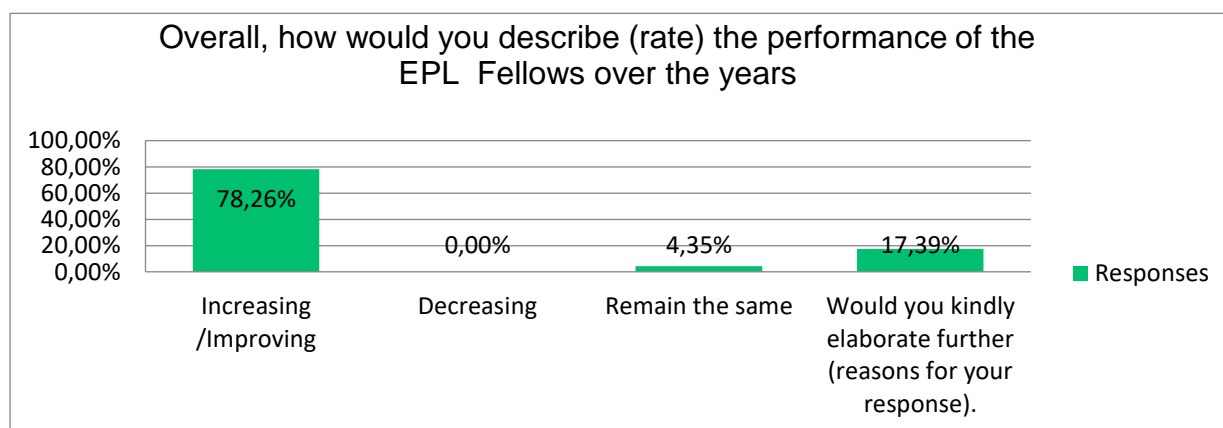


Figure 10 Performance progress of fellows

performance of EPL fellows and their co-workers of similar levels. Of the 23 supervisor respondents, even though 26.09% reported not seeing any difference, 73% asserts that the performance of staff under the EPL programme is higher than that of staff not under the programme. This finding aligns with the findings of the baseline evaluation.

A follow up question to this enquires whether the EPL programme is making impacts on the capacity of the ministries under which the fellows are placed. The findings (Figure 11) reveal that more than 80% of supervisors affirm that the presence of the fellow has contributed to strengthening capacity of their units. About 47.83 % strongly agree in addition to the 52.17%, making 100% who affirms the viewpoint that if the fellows are sustained in the ministries this will influence the organisational culture of the service. This is a promising trajectory for the EPL programmes intended outcomes, as it is contributing evidence of the effectiveness of the EPL model.

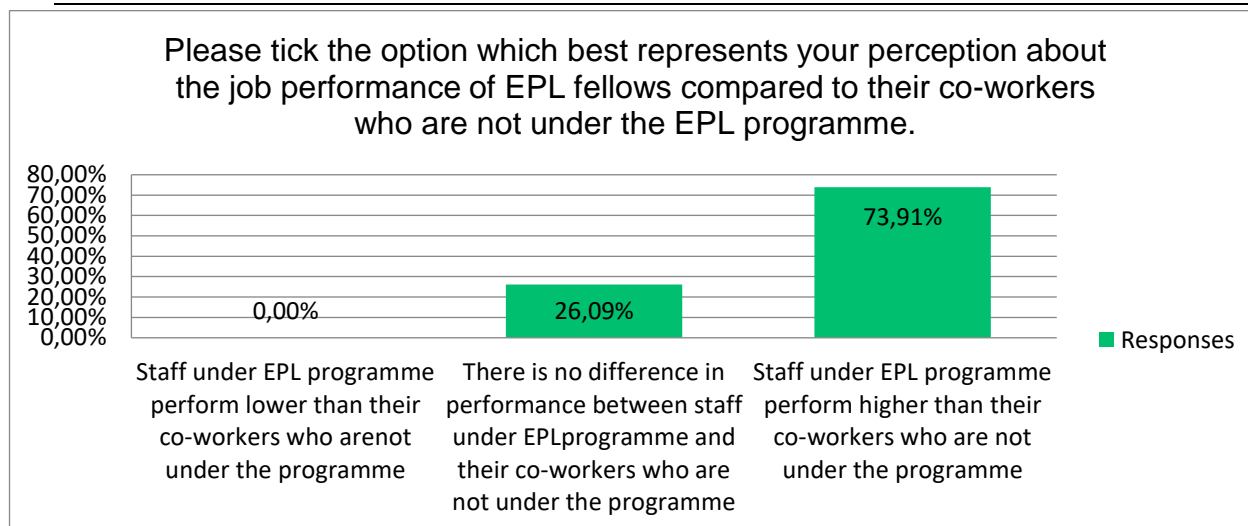


Figure 11 Comparison of Fellows and co-workers

Through the EPL programme top-performing university graduates with less likelihood to join the Civil Service are now willing to join the service. This is evidenced by the fact that when fellows were asked during the baseline study in 2019 about their likelihood to join the service if they were not recruited through the EPL programme, 60% of Cohort 1 think it is unlikely while about 52% of Cohort 2 do not think they would have considered the civil service if it were not for the programme and 51% of Cohort 2 also think the same. After a year of working in the service and settling in, only 30 % of C1 think it would have been unlikely, while Cohort 2 has not changed much in this regard, with still 52.94% still believes they would not have joined. The results are summarised in Figure 12. This affirms the effectiveness of the EPL programme and progress on its initial outcome of attracting high-performance graduates to serve in the service and beef up government capacity to deliver on governance and delivery of services.

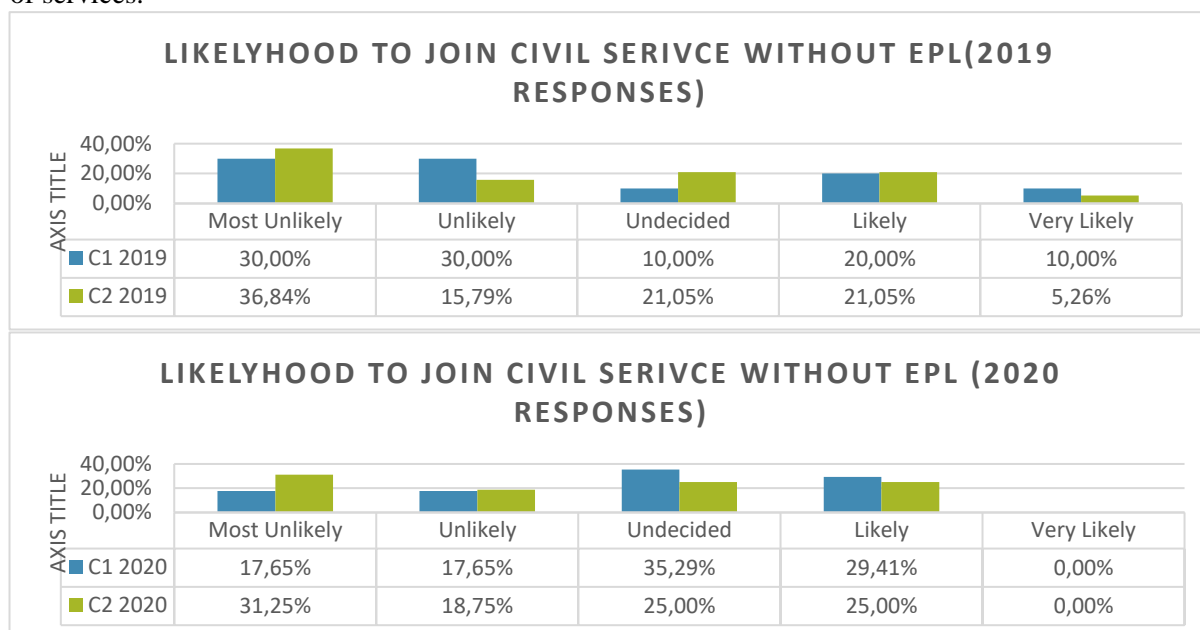


Figure 12 Fellows likelihood to join the Civil Service without the EPL

Though some of those who have joined the fellowship have moved on to other opportunities outside the civil service, all 18 out of the 20 C1 Fellows have been retained or posted into permanent positions after the National Service year of the programme. The onus now is sustaining the fellows in the service, for a long period of time, for the longer-term outcomes to be realised. In this regard the evaluation

enquired from fellows on their long-term career trajectory. At least 64% of C1 fellows and 55% of C2 fellows are happy to work in the public service of Government. This is a plus for the programme, as after a year of getting to know how the service works, the responses are relatively consistent and even slightly higher than responses of the baseline studies where 60% for C2, and only 36% C1 desire career in the Public and Civil Service. Interestingly, the desire for career in the Private Sector, other than NGOs, has reduced in both cohorts from 6 to 3 fellows (table 6). This will go a long way towards supporting the EPL goal, as the inclination pursue career in the public to be in the service is fundamental to staying longer.

In the case of Non-fellows, most of them responded I affirmation of willingness to join the civil service. The Responses are shown on Figure 13.

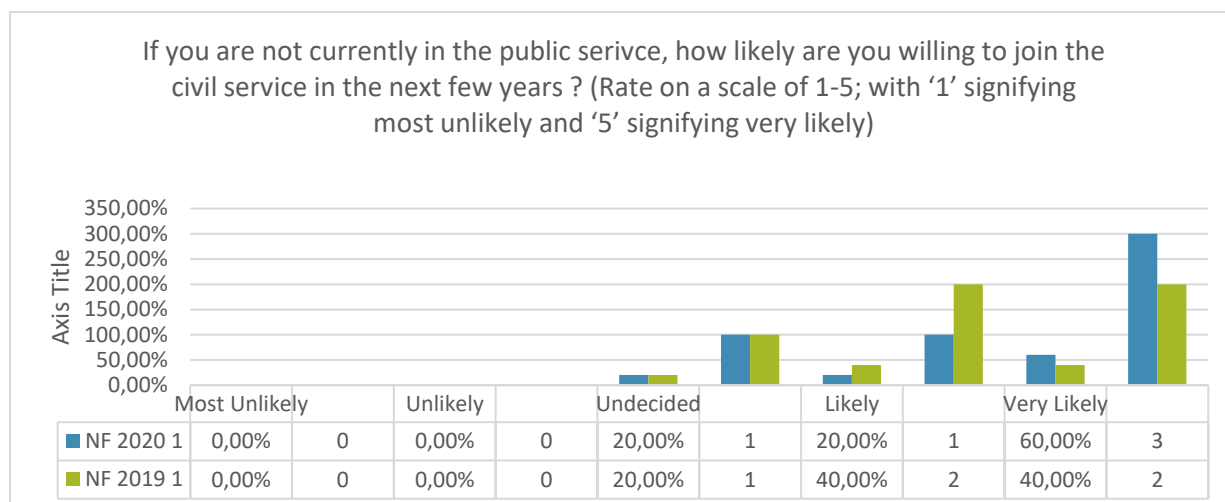


Figure 13 Non-Fellows willingness to join the civil service

4.3.3 Progression of Fellows along Leadership Ladder

Even though this might be too early to establish, it is expected that with the overwhelming recognition of fellows as excelling in their jobs, they will not have difficulty being promoted from one level to the next. The challenge however is the prevailing Civil Service culture of promotion based on length of service rather than merit. This implies that the Fellows should be willing to work in the Civil Service for many years before they can assume leadership position of influence. What is encouraging however, is the level of commitment to stay in the service shown by the fellows, as portrayed in table 15.

Table 15 Fellows Career inclination towards various sectors

What is your expected long-term career goal? (Choose one)									
Answer Choices	Responses 2019					2020			
Career Choice	C1		C2			C1		C2	
Work at the highest levels of civil service	20,00%	4	15,79%	3		11,76%	2	25,00%	4
Work at the highest levels of public service in a government agency	40,00%	8	21,05%	4		52,94%	9	31,25%	5
Work for INGO or NGO	20,00%	4	26,32%	5		11,76%	2	25,00%	4
Work in the Private Sector	5,00%	1	26,32%	5		5,88%	1	12,50%	2
Other (please specify)	0,00%	4	20,00%	5		17,65%	3	6,25%	1
	Answered	20	Answered	19		Answered	17	Answered	16
	Skipped	0	Skipped	0		Skipped	1	Skipped	0

Career goals among C2 non-fellows

Three out of the five non-fellows (60%) are working, but none is working in the public service. Two are national service personnel in Cal Bank Ltd and Deloitte & Touche respectively while another works in Vivo Energy Ghana. As the responses show in Table 16. There is a general inclination to work in the public service or its agencies among the C2 finalists (non-finalists), as portrayed by the survey results.

Table 16 Non Fellows expected career intentions

EPL C2 Non-FELLOWS SURVEY Oct 2020				
What is your expected long-term career goal? (Choose one)				
Answer Choices	Responses 2020		2019	
Work at the highest levels of civil service	20,00%	1	16,67%	1
Work at the highest levels of public service in a government agency	60,00%	3	66,67%	4
Work for INGO or NGO	20,00%	1	0,00%	0
Work in the Private Sector	0,00%	0	16,67%	1
Other (please specify)		0		0
	Answered	5	Answered	6
	Skipped	0	Skipped	0

Willingness /perceived length of stay in the public service.

The distribution of response on fellows' willingness to stay in the service varies. While a significant and consistent number are willing to stay in the short to intermediate term of between 1- 5 years, those for medium term of 10-20 years has reduced. Optimistically however, the number of those willing to stay for a longer term of more than 20 years has increased, from 3 fellows in 2019 to 8 fellows as shown in Figure 14. If this trend should continue, the possibility of realising the long-term goals of the EPL

are high all things being equal. A similar response is observed among the non-fellows where two of the five are willing to stay in the medium term of 2-5 years, and the other three perceive 5 to 20 years (table 17).

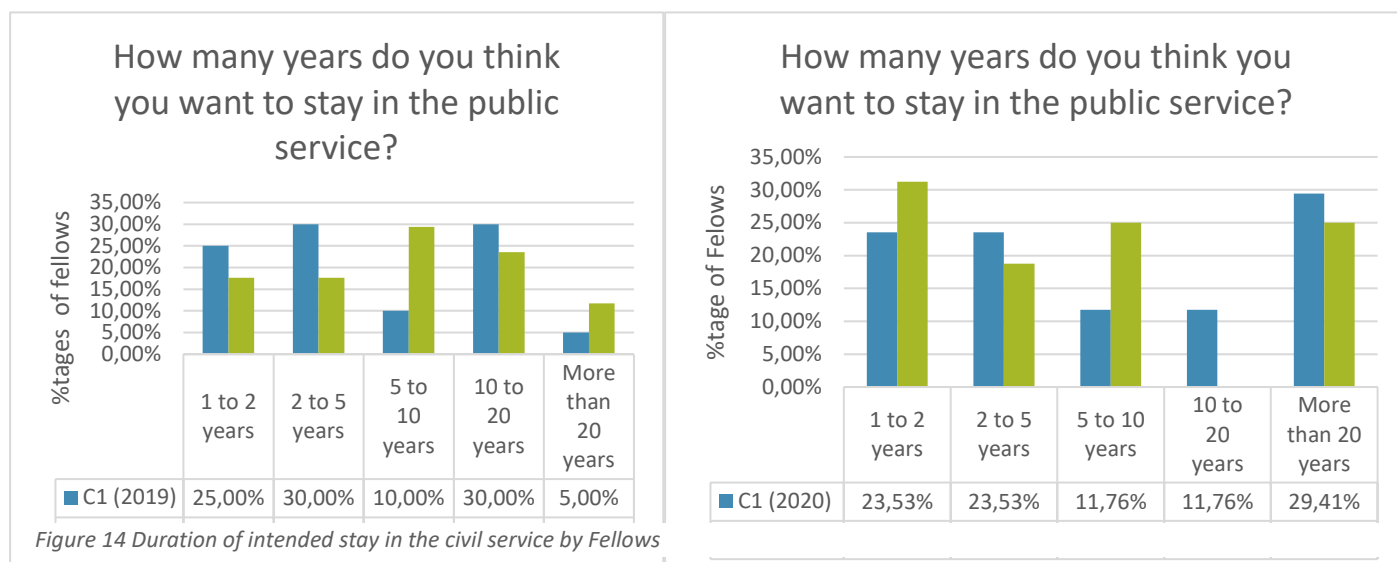


Table 17 Non-Fellows perceived stay in the public sector should they join the public service.

EPL C2 Non-FELLOWS SURVEY Oct 2020		
If you do join the public service, how many years do you think you want to stay in the public service?		
Answer Choices	Responses	
1 to 2 years	0,00%	0
2 to 5 years	0,00%	0
5 to 10 years	40,00%	2
10 to 20 years	40,00%	2
More than 20 years	20,00%	1
N/A	0,00%	0
	Answered	5
	Skipped	0

4.3.4 Enhanced Government Capacity for Service Delivery

Feedback from the survey and interviews show that the presence of fellows in the various ministries, does not only add to the human capacity but also the skills capacity. From the responses in the interviews, it can be deduced that, usually the normal national service personnel do not contribute much to the service or are not taken very seriously in their first years mostly for their attitudes and general lack of experience as they build up skills and experience. Most of them are assigned menial jobs and responsibilities such as photocopying, filing, and mostly tasks that do not necessarily require up-level skills. The quality and skills levels of EPL fellows however make them almost ‘ready-made’ to handle high level tasks, thereby beefing up the skills capacity of the units in which they are placed. This is captured in the following interview excerpt with a supervisor in one of the ministries:

...On the performance of the fellow is better compared to the other person who is not EPL okay, because I could see that the fellow (working with me) noted that she has some responsibilities, and it is not just about the month end and they would pay us some allowance. No. She knows that at the end, and you will be writing some reports on her and those things, so she is eager to perform. She's willing to spend the extra time to do whatever is given before leaving for home and home so her performance overall is far better than or compared to the other person who is not EPL (a supervisor in the Ministry of Communication).

From the surveys of supervisors across the ministries, about 81.82% of agree that EPL Fellows within their units have contributed to strengthening the organisational capacity of the ministry. All 24 (100%) respondents agree to the notion that the sustained presence of the EPL programme will influence the organisational culture in the long run. The responses are summarised in Figure 15.

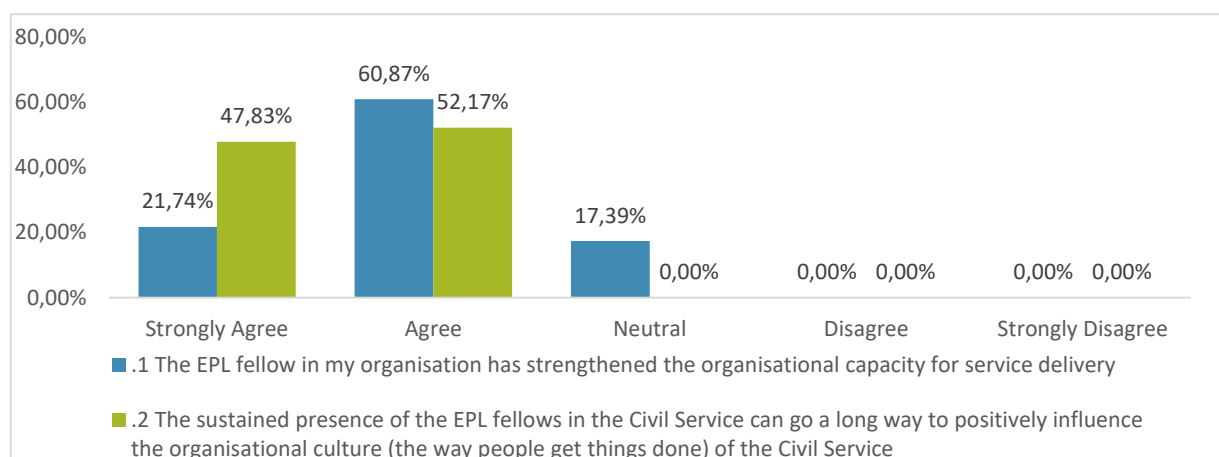


Figure 15 Perceived impact of EPL fellows on Ministries

Given the high grooming given to fellows, it is reported that fellows who are constantly given menial task easily get bored as they are prepared for taking up challenges. This lack of challenge may diminish their morale and cause some of them to seek opportunities elsewhere. It is however important also that the fellows are well recognised as not just ordinary national service personnel and assigned appropriately, so that they do not feel redundant in their work and begin to look for other opportunities outside the service.

One of the Supervisors in the ministry of finance has this to say: *“The eagerness of the Fellows to raise the bar in the Civil Service has to be carefully balanced with the resistance from the organizational culture”*

The intention of the above statements is to be cautious not to break the spirit of the fellows if they meet resistance from the current organisational culture. But one way or the other it has to be done to not compromise the objectives of the programme; it might just need the right strategy such as to incorporate Change management tactics.

As revealed in the interviews with EPL management and also confirmed by some fellows during the focus group discussions, the enticement of the private sector are a reality, which requires very dedicated people who despite knowing the immediate benefits of private sector work, are still very committed to the public sector with the hope of making a difference in transforming it to what they wish it should be. It is also therefore crucial that one is not oblivious to the realities on the ground. What is impressive is the realisation of the seriousness of the issue by EPL management and the steps being taken to manage or rectify it as expressed in the narrative below:

...and we realized that there was a certain gap between the expectations of Fellows before coming to the programme, and we realise there is a need to try and close that gap if not eliminated, and how do we close it.

...the gap is between the expectations of the fellows and what they met on the ground when they started work. And so we sought to try and bridge that gap, if not eliminate it, by giving them an orientation that reflects what is on the ground more. Okay, and helping manage the expectations by telling them that they should not necessarily think that they're going to work in an ivory tower.

During the focus group discussions (FGDs) with fellows, some of them affirmed their dissatisfaction with certain aspects of the programme, given the impressions they had in mind, and what they came to meet. However, the changes and adjustments that the EPL has made helped to settle things into the reality a little more.

As expressed by some of the mentors who used to work in the civil service for about 10 years and the moved into the private sector, the realities of the civil service in terms of the culture of administrative bottlenecks, the pace at which things are done compared to the changes that EPL intend to bring appears to be ‘miles apart’. This requires dedication from the fellows and patience in most cases, to see the long term changes. It also requires being abreast with the realities, and employing change management strategies to eventually see the required transformations in the civil service.

A lesson from China on commitment

The evaluation team had the benefit to interview one of the supervisors who is currently on duty in China. The team took advantage to learn from the Chinese model of civil service, which is “highly regarded and a state of the best” and one that is effective. Though he expressed that the model of governance is quite different, which is single party system on which the governance is based whereas Ghana is using multi-party democratic system, there are key and lessons that can be learned. He highlighted the key ingredients that make the civil service of China to work well as dedication to duty by government officials, high sense of patriotism, strict discipline with sanctions for deviants and the meritocratic model being used to attract and retain some of the best brains in the civil service. In his words,

...for them (Chinese Civil Servants) duty is being responsible, and patriotism is unparalleled and you just take your duty serious. I think that for them, they do not joke with punishment. I always say they don't forgive because if you are an officer and you misbehave, they will deal with you. If you look at the history, even the leaders in very serious positions, when they flout the rules, they are punished.

. ...for me, what I really learned from them, and like I've said is their sense of duty. Well, whether their sense of duty is because they will be punished, I can't tell but their sense of duty is unparalleled.

In comparing the individual level motivation to deliver one's duty to that of the EPL, he agreed that with his experience with the fellow he supervises, that sense of duty is there in this fellow, in addition to being a very responsible officer generally. This attitude of seriousness and sense of duty sets the fellow I supervise apart and is the basis of the interest of the ministry in retaining the fellow after the national service year.

Some key informants interviewed confirmed that some civil servants in Ghana exhibit lackadaisical attitude to work, which is not the case with the EPL Fellows. One of the key informants had this to say:

“it is sometimes frustrating when you want reports from people. When you meet them anywhere, they say they are terribly busy, so busy but no real outputs to show for it. This attitude must go, if the civil service has to be transformed”. The key informant argued that even though the civil service has written down very good values like dedication and integrity they are mere words which are not put into practice. He hoped that the EPL fellows will continue to maintain their focus and eventually transform the organisational culture in the service.

4.3.5 Public Service Motivation of Fellows

General Public Sector Motivation

A key expectation of the EPL Programme is that fellows will stay long in the public service and climb to leadership positions where they can then transform the service to be more effective and responsive. This requires that the fellows should have deeper level of public service motivation to enable them to resist the various temptations to opt out of the public service to more lucrative offers. The evaluation therefore gauged level of the public service motivation of fellows using the Public Service Motivation Scale (inclination to work in the public service) and in comparison, with the baseline, as presented in the graphs in Figure 16.

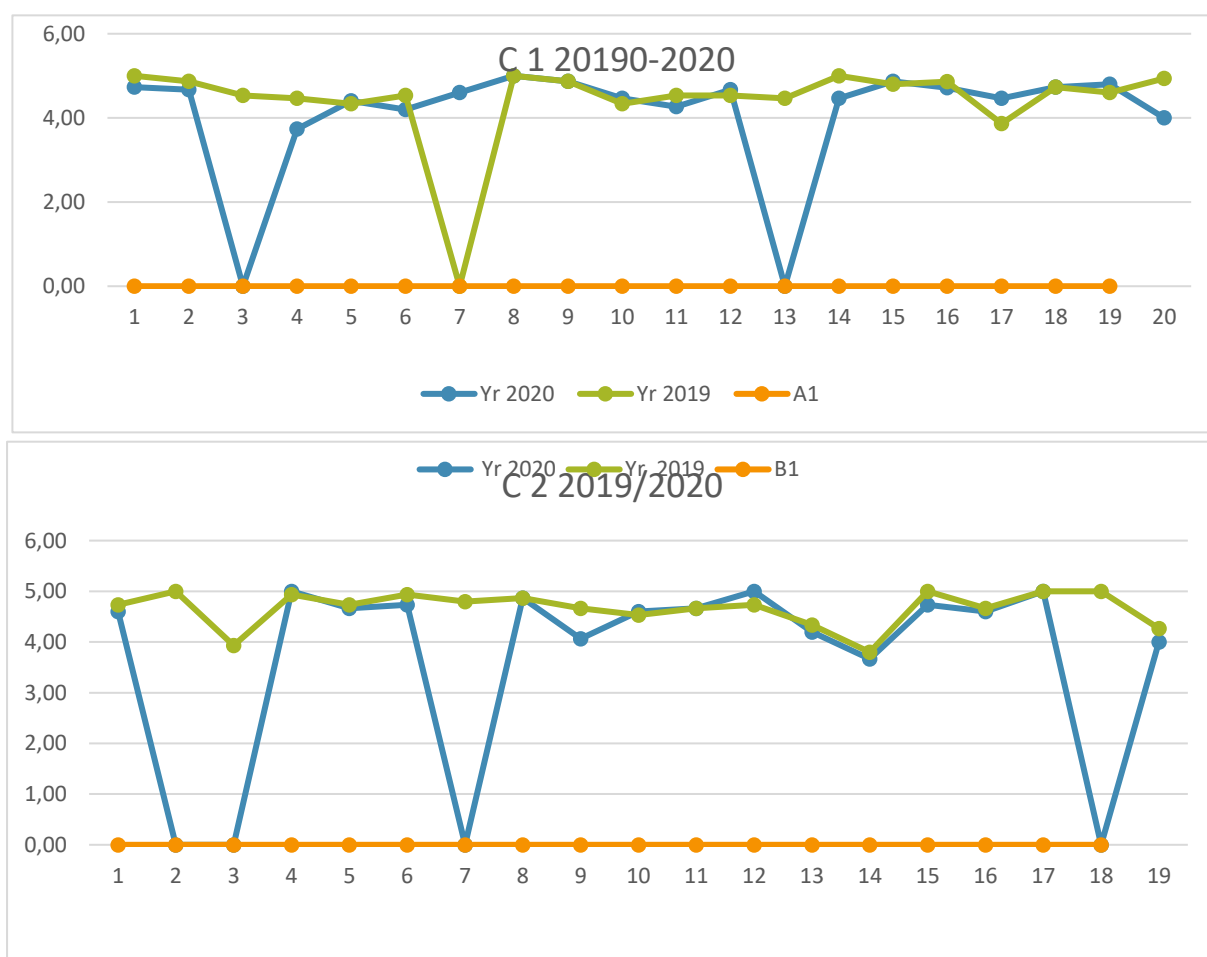


Figure 16 Public sector Motivation levels

The results for this year are quite consistent with the baseline, except of fellows who left (figure 14). The average scores for each individual fellow, is almost at same levels of motivation as in the beginning,

as presented in the linear graph in Figure 14. Even for fellows who left, the public sector motivation may still be relatively high since it is said (based on mentors, supervisors, and management account) that most of them did so with difficulty, as it is a matter of greener opportunities. But given, they have left for other opportunities outside the service, this can be construed to mean “no motivation to stay”.

Of the remaining fellows across the two cohorts, other than one fellow who score 3.86 in 2019 and again 3.67 in 2020, the scores range from a minimum of 4.20 out of 5, to 5 out of 5, which is relatively high (84% to 100%) and should be able to sustain the programme, all things being equal.

Across various ministries, except for the OHCS where the overall average has dropped for C1, the data shows that the overall public sector motivation rate has increased slightly in most ministries through the figures for few fellows in the ministry of finance has dropped slightly as shown in Table 18. The overall motivation for C1 remains positive with an increase of 0.34. For C2 Public Sector motivation has increased across all ministries resulting in an overall positive motivation of 0.52 as shown in Table 19. This is not the case however among the C2 Non-Fellows, where average for the three finalists who responded to both surveys has dropped by -0.2444 as presented in Table 20. This could imply among other reasons that perhaps they find their current workplaces, more satisfactory, as some of them have reported to be in top ranking organisations in the country. It is noted that some of those who are currently unemployed has indicated (in the comments sections) their continued interest in serving the public sector.

Table 18 Ministry Average for Public Sector Motivation among C1 Fellows

Place of Work (ministry)	C1	Y2019	Y2020	
M Finance	B1	4,73	5,00	0,27
M Finance	B18	4,25	4,73	0,48
M Finance	B15	3,85	4,80	0,95
M Finance	B4	4,46	4,47	0,01
M Finance	B5	4,46	4,33	-0,13
M Finance	B6	4,54	4,53	-0,01
M Finance	B10	4,54	4,33	-0,21
M Finance	B20	4,00	4,93	0,93
M Finance	B12	4,23	4,53	0,30
<i>Ministry Average</i>				0,29
M Health	B11	4,23	4,53	0,30
M Health	B9	4,54	4,87	0,33
<i>Ministry Average</i>				0,32
OHCS	B19	4,65	4,60	-0,05
OHCS	B17	3,85	3,87	0,02
<i>Ministry Average</i>				-0,02
Foreign Affairs & Regional Integration	B14	4,00	5,00	1,00
M Youth & Sports	B7	4,38		
Science, Technology and Innovation (STI)	B16	3,62	4,86	1,24
MoBD	B3	4,31		
Roads & Highways	B8	4,38	5,00	0,62
M Roads & Highways (MoRH)	B13	4,42		
M Railways & Devt	B2	4,67	4,87	0,20
		4,31	4,66	0,34

Table 19 Public Sector motivation among C2 Fellows across various ministries

Place or Work	C2 Respondents	General Public Sector Motivation Scores		
		Y2019	Y2020	Change
M Environment	R1	4,3	4,7	0,48
OHCS	R2	4,3	4,9	0,68
OHCS	R3	4,3	4,9	0,62
OHCS	R4	3,9	5,0	1,08
OHCS	R5	4,0	4,3	0,27
OHCS	R17			
<i>Ministry Average</i>				0,63
M Education	R6	4,3	4,7	0,48
Education	R7	4,1	4,7	0,55
<i>Ministry Average</i>				0,52
Energy	R8	4,5	4,9	0,43
Parliamentary Affairs	R9	4,1	4,8	0,72
Finance	R10	4,2	4,5	0,37
Finance	R11	3,8	4,3	0,50
Finance	R12	4,6	5,0	0,37
M Finance		4,3		
<i>Ministry Average</i>				0,41
Information	R14	3,9	4,7	0,82
Communication	R13	4,3	4,7	0,42
Communication	R15	3,5	3,8	0,30
<i>Ministry Average</i>				0,36
Health	R16	4,3	4,7	0,42
	R18			
	R19			
Totals		4,1	4,7	0,52

Table 20 Public Sector motivation among C2 Non-Fellows

Non-Fellows		Y2019	Y2020	Averages
C1		4,933333	4,933333	0
C2			4,2	
C3			4,266667	
C4		5	4,533333	-0,46667
C5		5	4,733333	-0,26667
C6		5		
C7		5		
C8		4,733333		
		4,944444	4,533333	-0,24444

Source of motivation of fellows Work Preference Index (WPI) Motivation Scores

Digging a little deeper into what really is the nature of motivation of fellows, the evaluation, using the Work Preference Index to disaggregate the type of fellows' motivation. The 11 variables of motivation were grouped into 5 main subscales, and the mean of each subscale calculated. These include degree to which fellows are motivated by enjoying what they do, the level of challenge the work presents, and also whether they are motivated by outward recognition from others about their work. The results are presented in the graph in Figure 17.

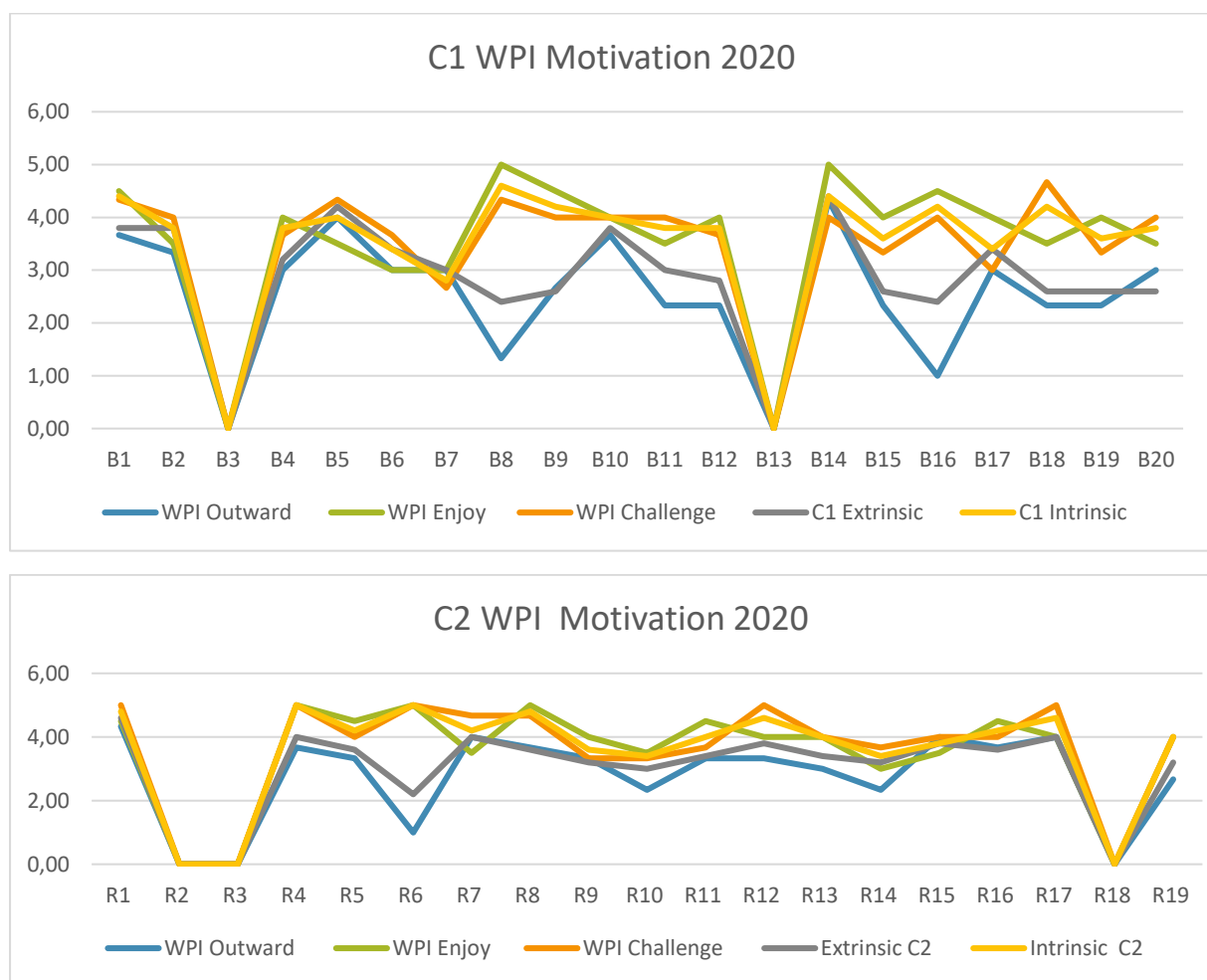


Figure 17 Work Preference Index Motivation

The results show that, most fellows are motivated when they are enjoying what they do, and when the work is challenging but relatively less by recognition from other people. This is encouraging, as it implies that even difficult situations, they come across will rather motivate them as they may see these as challenges to find solutions to, or to overcome rather than folding up because situations are difficult or are new to them. This shows is an indication to those in charge of fellows what kind of duties to assign to these fellows they work with. Any work that is not seen as challenging, may be a factor of demoralising if that becomes the dominant trend.

Extrinsic Vs. Intrinsic Motivation

Grouping all the outward related motivation factors and the Inward related motivation factors, we are able to gauge the degree of self-motivation compared to the outward recognition. This is shown in figure 18.

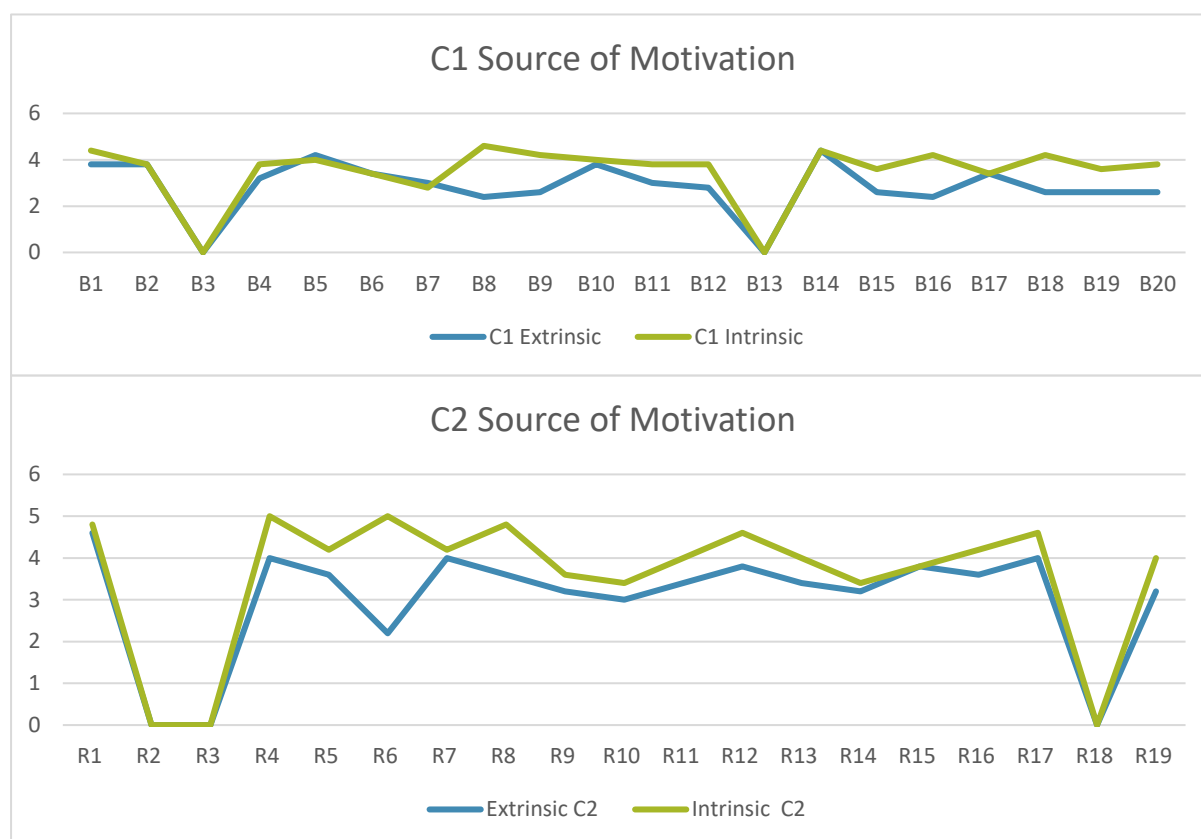


Figure 18 Extrinsic and Intrinsic Motivation measures

The results again show that, fellows are mostly motivated by internal factors, such as the willingness to work as a sense of duty, being able to enjoy what they do, seeing complex tasks as challenges to overcome and not depending on external factors such as recognition by others, salaries, or trying to show off to others that they are more skilful or just to gain promotion. This is likely to assist with programme sustainability as this kind of motivation is likely to help fellows navigate the current civil service culture, challenges while hoping for favourable policy changes or transformation within the civil service and the larger public service spectrum.

4.4 Programme Management

The Baseline report noted the crucial role of the EPL Board of Directors in oversight and strategically guiding the overall vision and strategic direction of the programme. From the Key Informant Interviews (KIIs) this year, it has been confirmed that the board continue to support and guide the programme, including oversight to the programme management on key decisions, funding, and matters in relation with other key role players.

Despite a year of many restrictions due to the COVID 19 Pandemic, it is reported in the interviews with management that extra efforts were put in place to ensure operations of the EPL run smoothly. Many activities such as the recruitment, and training had to be moved online, so that there will be no interruption in the planned activities of the year. Currently there are four main staff in the Ghana Office running various aspects of the programme. Some of the staff indicated the workload is more than the staff strength, leading to overwork including weekends and requiring team efforts. One of the staff had this to say:

“if everybody's going to play their role and be effective, we need to be able to streamline what who is doing, and if there are any gaps, see how best we can fill those gaps human resource wise? So that nobody is... because if not, then everything is diluted. (For instance) So you're supposed to be doing this but eventually you end up to spend time doing that and not paying enough attention to what is important, or What's is urgent?; What's is urgent but not important, which is important but not urgent ... or that kind of thing”.

A Senior staff also expressed that – *“The year was kind of difficult, for much like it was for everybody by way of COVID. But what we did was that we did not, I mean, thankfully, we did not disrupt our calendar for the year, we went ahead and did our recruitment and everything. And we found creative ways of doing it without undermining or compromising the quality of their marriage to critic recruitment. And thankfully, we came out with a very good crop of people”.*

In general, it is found that the dedication and dynamism of the team of staff contributes to the current success of the programme delivery, even though some of them expressed being overwhelmed on some occasions. With the current staff appearing to be having their hands full, the issue of mainstreaming additional duties such as data collection as part of the normal duties becomes a challenge. Staff interviewed also indicated, it is not really lack of skill capacity, but rather time do all required activities without the feeling being diluted. They again expressed the need to look carefully at the staff workload and the need to recruit someone whose specific duty is to handle data, MIS analysis and reporting.

4.5 Monitoring and Evaluation

Being a new programme, the recognition to learn from the programme implementation as quickly as possible is conveyed by the EPL staff. For instance, the following narrative from an operational staff /programme associate captures the learning aspirations as:

*... **what is emerging.** ... for every new program, there is always a lot to learn in the first few years. And I feel that we have so much to learn, and there is so much to grapple with, especially when it comes to running the program, keeping fellows engaged, now we have the first alumni, ...and so we are also thinking about Alumni Engagement, then being able to carry the learnings forward and also trying not to be too much involved in our alumni works. And so because we are so small.*

In the words of the Country Director,

...in general, what I'm saying is that we have allowed the lessons of the previous year to inform our actions in this year. So we have done a lot of corrective work to the hope of making experience much better for our fellows.

To position the EPL as a learning organisation, the collection and management of data becomes critical as it will form the basis of evidence informed decision making and planning. In this direction, it is observed that lots of effort is placed in putting in place a robust but practical M&E system. The theory of change has been reviewed and an Evaluation Plan was developed after a process evaluation during the first year of implementation.

4.5.1 The M&E System

The M&E system underpinning the EPL Programme comprises three (3) components, namely:

- i. **The Theory of Change (ToC):** The ToC shows the impact pathway of the EPL programme. It connects the various programme interventions with logical incremental changes towards the goal. This is provided in in Figure 19
- ii. **The Results Framework:** The results framework captures the expected short-term results (outputs), the intermediate results and long-term results as well as the associated indicators that should be measured periodically to provide evidence on the extent of achieving these results. This Results Framework is provided in Appendix 2.
- iii. **M&E Data Flow System:** This shows the various sources of M&E data and how they are stored and communicated to various stakeholders. This is captured in Figure 19.

Figure 19 shows the key operational processes and areas of implementation that require the collection and storage of M&E data. Such areas include recruitment, training, placement, mentorship, and alumni performance.

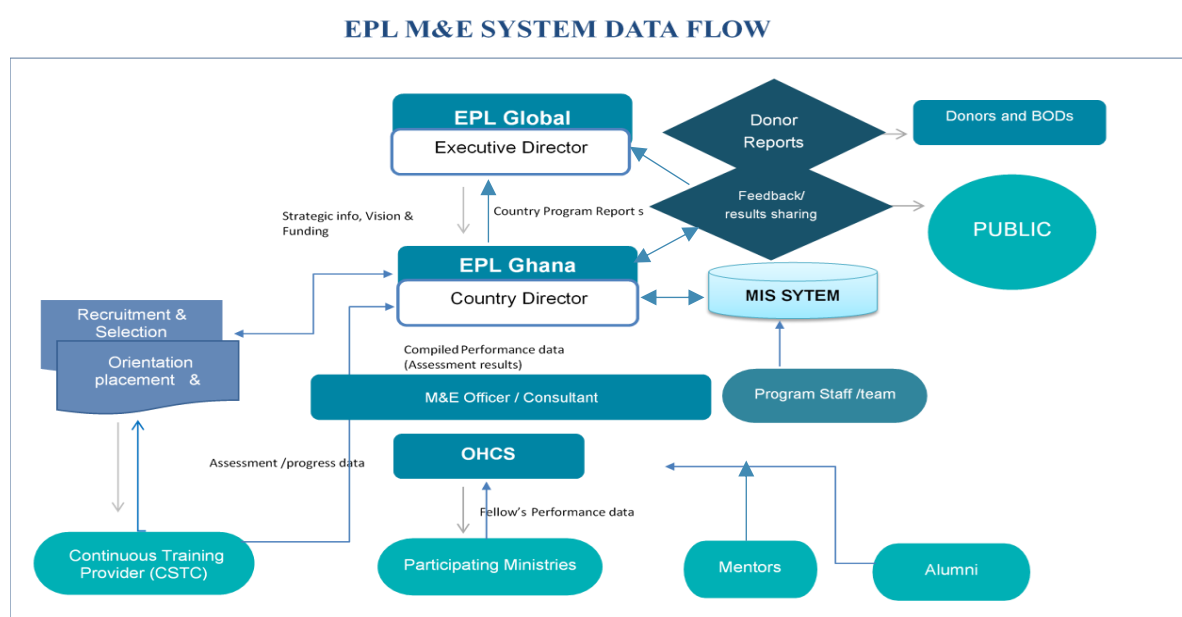


Figure 19 Suggested EPL Data collection blueprint.

4.5.2 Level of Implementation of the M&E System

Currently, data collection is taking place in some parts of the programme, such as recruitment and selection stages, where records of applicants, and screened candidates are kept. Also, with the training it is reported that a staff of the EPL does sit in the training session, and to collect data, and observe other parameters of the raining. Fellows' progress reports from supervisors and mentors still appears to need some work for full implementation. At the ministries for instance, regular post-placement progress reporting was not fully done for Cohort 1 and 2 in 2019 and 2020.

The M&E system is yet to be extended into a collaborative arrangement between the EPL and the ministries. As discussed earlier, the OHCS only conducts performance assessment for promotion or posting purposes. EPL on its own do conduct some level of monitoring or feedback checks when need

arises. On institutional level, it is desirable that the EPL and the OHCS design a reporting template that will cater for not just performance, but also to seek progress on other aspects of implementation.

*And so I think **some of our emerging issues has to do** with the fact that we are growing and expanding. Every year we are going to get 20 more fellows, but the team - the management team size is not necessarily expanding to meet that and it's becoming a lot...*

So focusing on being able to report, ... doing reports for stakeholders that are funding takes a lot of work, and then trying to also focus on our relationship with government actors, their civil service actors and trying to open up the program to the wider public service space, I think there's a lot to do....

In summary, the findings show that there are great efforts in the direction of M&E within the EPL programme space. The monitoring tools that are being developed are yet to be fully implemented, on all levels. This then needs to be looked at with the inclusion of all stakeholders. The staffing needs of the M&E component also was raised in the baseline, and seems to be an issue identified during the follow up process evaluation.

5. SUMMARY OF KEY LESSONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Key Lessons

The following lessons may be distilled from the evaluation:

- i. Getting key stakeholders to appreciate and buy-into the theory of change underpinning the EPL programme is critical to elicit their commitment and sense of purpose to do what is expected of them, thereby enhancing programme success.
- ii. Learning from the early stages of implementation shows that the expectations of the fellows for joining the programme are sometimes different from what they came to meet on the ground. With the temptations and lures of the private sector opportunities and operating efficiency, adjustments have to be made to make fellows come to terms with the realities of the public sector without compromising the intentions of the programme. Effectively managing the expectation gap of fellows is crucial in stemming the attrition rate of fellows from the programme.
- iii. The mind-set and attitudinal orientation of fellows greatly influence their behaviour. Achieving the long-term goals of EPL therefore requires that the various EPL interventions should incorporate approaches that can develop the soft skills and positive attitudinal orientation of fellows towards imbibing the civil service values such as integrity, service, sense of duty and common good.
- iv. A merit-based reward system like promotion of good workers and sanctions to poor workers is a key driver to improved public service delivery. However, this requires a performance management system that has objectively verifiable performance indicators that can objectively identify good performers from bad.
- v. The desire of some fellows to see quick changes in some undesirable practices in the Civil Service will fail unless anchored on change management strategies.
- vi. Getting programme champions who are leaders in the public service is helpful to drive the programme within the service for its long term sustainability.
- vii. The use of virtual discussion tools like zoom and WhatsApp present opportunities for mentors and mentees to interact more frequently and overcome the challenge of finding mutually convenient times for mentors and mentees to meet face-to-face.

5.2 Conclusions

Based on the findings the following conclusions may be made on each of the key evaluation questions.

Is the theory of change underpinning the EPL programme appropriate?

The EPL global theory of change and the adapted version to suit the Ghanaian context are found to be logical and provide a clear roadmap for the programme implementation and to carry various stakeholders along.

Is the programme implementation done in line with what was planned?

The evidence shows that the programme implementation is largely according to plan, except a few aspects that needed adjustment. For example, the community immersion envisaged that fellows will work together to develop and implement a community project to address some development challenges identified during the community visit. This project design and implementation has not yet been implemented even though the fellows visited some communities.

To what extent are the expected results being achieved or likely to be achieved?

Even though it may be too early to measure some of the outcomes, the evaluation concludes that short term results, such as increased job performance of fellows and increased access of fellows to join the civil service are being realised. The evaluation also show that good progress is being made towards achieving the medium and long-term goals. For example, given that there is overwhelming attestation that the job performance of fellows is exceptional and better than other co-workers, one can infer that given such good job performance of fellows, it will go a long way to strengthen government capacity for service delivery as envisaged in the programme theory of change.

How adequate is the programme management?

From the evidence, programme management is found to be adequate, except the M&E support and capacity that will enable EPL to position itself as a learning organisation towards enhanced performance. The management is demonstrating willingness to learn from practice towards improved performance as evidenced by the fact the learning from the 2019 evaluation informed some changes in approaches in 2020. For example, the choice of mentors in 2020 took into account both the technical skills and those who will have time to engage with their mentees leading to more frequent interactions between mentors and mentees in 2020 compared with 2019. Additionally, the training also incorporated soft skills development for fellows as was recommended in 2019.

5.3 Recommendations

Based on the findings the following recommendations are made to address some gaps and enhance performance:

- i. In view of the varied performance appraisal tools used to assess fellows, it is important that a consensus be arrived at between EPL and Key stakeholders such as the OHCS to harmonize the appraisal system that encompass key performance indicators as per the EPL Theory of Change and also capturing performance indicators required by the Civil Service.
- ii. To motivate fellows to stay in the civil service and climb into leadership positions, it is important for EPL to advocate for merit-based promotions in the civil and public service rather than the current predominant practice of promotion based on length of stay on a job. Even though there is a policy of “promotion out of turn” in the Civil Service which seeks to recognize excellent performers with quicker promotion, this policy has never been used. This could provide an entry point for EPL to lobby for its reactivation and use based on objectively verifiable performance indicators that can be used to identify high-flyers civil servant for promotion. If people are not promoted based on their hard work, then there may be no motivation to do extra and the tendency of fellows to join the lackadaisical attitude of some civil servants may be high.
- iii. To enhance motivation and sense of purpose, it is desirable for the EPL to share the programme Theory of Change so that stakeholders can appreciate the short and medium term (small incremental changes) changes towards the long-term goals so that and the requisite actions required from each of these stakeholders. This has the added advantage of making the programme more inclusive which will enhance their commitment. A stakeholder workshop could be organised to share the ToC and M&E plan with stakeholders.
- iv. There is the recognition from the early impacts of the programme that it has the capacity to transform the Civil Service, and there is the need to get enough resources, and programme champions to drive the programme within the service for its long term sustainability. Long term arrangements with government and its agencies for funding the salaries of fellows is crucial for the smooth absorption of the fellows into the service.
- v. Monitoring and evaluation is a critical component to ensure learning from the programme implementation such that lessons could be distilled to guide decisions towards enhanced performance. There is need therefore to strengthen the M&E capacity of EPL country office to enable it to become a learning organisation that is constantly seeking ways to improve its performance.

vii. APPENDIXES 1

Appendixes 2 Results Framework

Table 10 Revised Results Framework with indicators and baselines

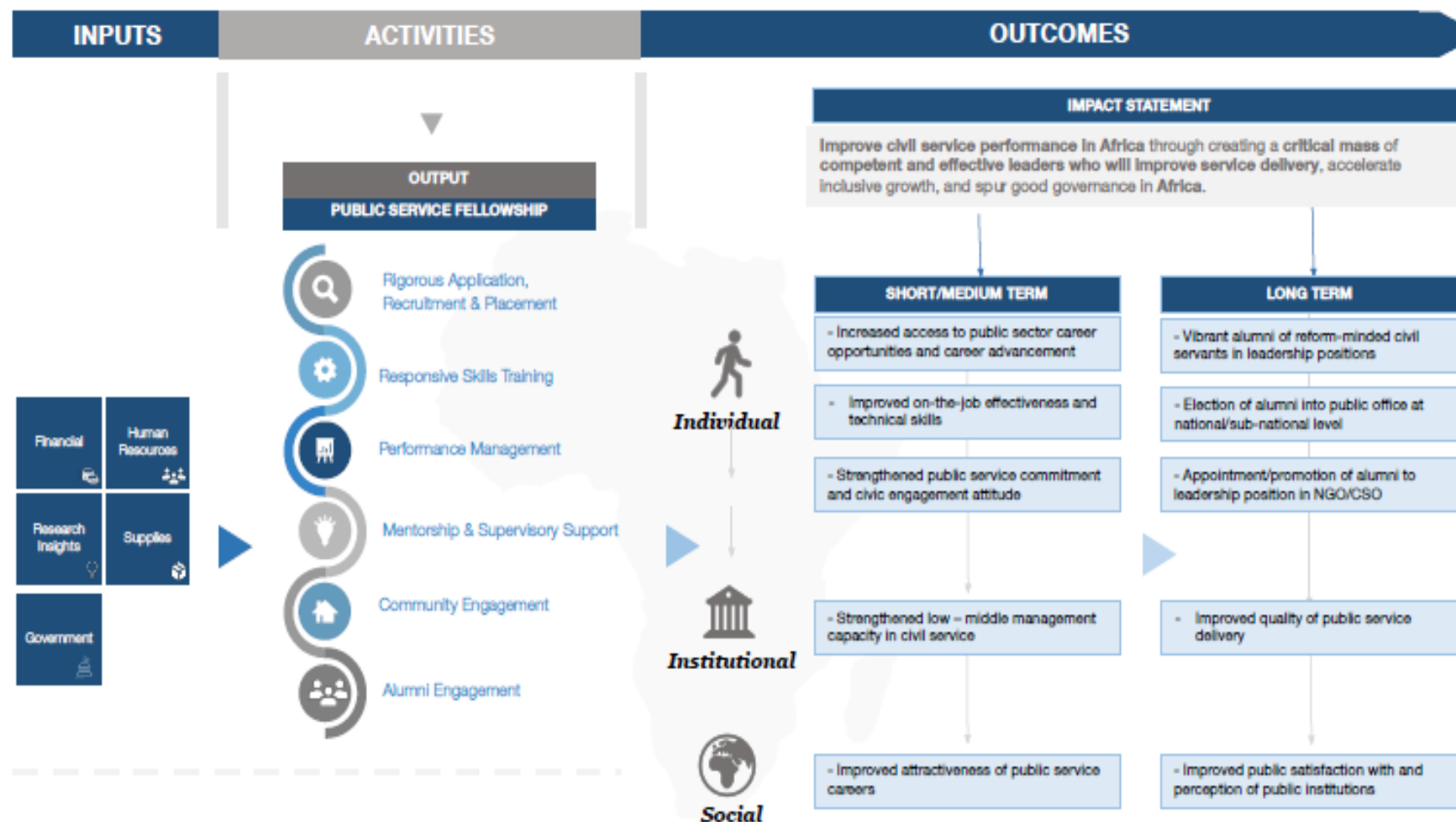
Results Chain	Indicator	Baseline for C2 (2019)	Midline for C1 (2019)	Endline for C 1 (Oct. 2020)	Midline for C 2 (2020)	Sources of Data and Methods
Impact (Goal): Existence of a critical mass of young civil service leaders committed to accountability and more effective public service delivery that can stimulate accelerated national development	The level of public service motivation, using scale of 1-5	Av. Level of 4.6 out of 5 (See details in Table 4)	Av. Level of 4.7 out of 5 (See details in Table 5)	3.54 out of 5	3.91 out of 5	Survey of fellows and Analysis of records from Public Service Commission and OHCS
	Work preference (intrinsic vs. extrinsic motivation)	Av. Extr: 3.7 Av. Int 4.2	Av. Extr: 3.4 Av. Intr: 4.2	Av. Extr: 2.83 Av. Int 3.49	Av. Extr: 2.98 Av. Int 3.56	Survey of fellows
	Qualitative evidence of change over time in the organizational culture and service delivery in the Ministries or Agencies where fellows of EPL work					In-depth interviews with key informants
	Qualitative/Quantitative evidence of communication and collaboration amongst fellow with one another (mutual support)					In-depth interviews with key informants
Outcome 3: Enhancing government capacity for service delivery	% of supervisors who agree that fellows have strengthened public service delivery	79%		82.61%		Survey of supervisors
	Qualitative comments by management on the extent fellows have strengthened government capacity for service delivery					Interview of Directors of Civil Service

<u>Outcome 2:</u> Increased Percentage of fellows joining civil service after the 2-year programme and moving through the ranks	% of fellows joining the Civil Service after first year (national service),	?	100%	90% (-10%)	80% (-20 %)	Records from OHCS or Survey of EPL Fellows Alumni (Measurement to start in 2021)
	% of fellows remaining in the Civil Service after their two year-programme	0	0	18	-	Analysis of records from OHCS
	Attrition rate (% of fellows leaving the civil service annually)	0	0	10%	20%	Analysis of records from OHCS
<u>Outcome 1:</u> More effective job performance of fellows	% of direct supervisors of Fellows who rank their performance to be higher than other similar staff not under the fellowship programme		67%	73.91%		Survey of supervisors
	% of random sample of co-workers who view fellows as role models compared to other non-fellow staff	31%	100%			Survey of random sample of co-workers of fellows
OUTPUTS						
1) Meritocratic recruitment and selection of fellows	% of Fellows who perceive the selection process to be transparent and meritocratic	100%	95% (19)			Perception Survey of fellows on selection process
2) Responsive Training of fellows	% of fellows who find the various training programmes by EPL to be relevant to their jobs	95%	70%	76.4%	67.2%	Perception survey of fellows on relevance of training programmes
3) Effective Mentorship of fellows	% of fellows who reported meeting with their mentors at least once in the last 3 months	41%	55%	100%	100%	Survey of fellows on usefulness and effectiveness of mentorship
	Qualitative comments from mentors and fellows					
4) Useful immersion excursions organized for fellows	% of fellows who find the immersion programme helpful as well as qualitative	57.89%	95%	87.5%	95%	Survey of fellows on usefulness of excursions

	comments from fellows and other key informants					
5) Effective Performance Management of Fellows	% of fellows who find the Performance management useful, as well as qualitative comments from fellows and supervisors.	25%	57.89%	56.25%	56.25%	Survey of fellows and key informant interviews
6) Effective on-going engagement of fellows	Existence of a vibrant alumni of EPL Fellows who are able to meet at least twice a year with 60% of members attending	0	0	Ongoing process		Analysis of minutes of Alumni meetings (Measurement to start in 2021 for cohort 1)

Appendix 3 Theory of Change (EPL Global)

THEORY OF CHANGE



Assumptions

- Local context and realities accounted for
- Government partners buy into model
- Fellows do not displace existing government workers
- Recruitment and placement decisions not influenced by external forces

Appendix 4 Survey Instruments for Round 2. (For round one, please refer to baseline and process evaluation report)

EPL Fellows Survey Questionnaire

Introduction

This questionnaire seeks to generate a comparative understanding on how the EPL programme is being implemented and its impact versus last year when a similar interview was undertaken; with the view of distilling lessons to guide management decisions towards enhanced performance. Your frank and honest responses are required. Be assured that anonymity of your responses is fully guaranteed. Thank you for your willingness to participate in this survey and evaluation of the programme.

Please answer the questions as it is true for you now (at this point in time) based on your experience of the EPL Programme so far ; this is a follow up survey to see what changes have occurred, if any.

(Please click on the appropriate box to tick your response or write your answer in the spaces provided)

Please save the document after completing the questionnaire and return to macsiabi@gmail.com or joetaaba@yahoo.com

SECTION A: BIODATA OF RESPONDENTS

-
1. Place of work / ministry

Response:

2. Age

3. Sex

☐ Male ☐ Female

4. What is your highest level of academic qualification completed? *(Please Tick only whichever apply)*

- ☐ Diploma
☐ First Degree (Bachelor's Degree)
☐ Master's Degree / MPhil
☐ Doctoral Degree
☐ Post-graduate Diploma

5. In which year was it acquired

Section B: MOTIVATION AND WORK PREFERENCES

6. Indicate the extent to which you agree with each statement in the Table below, using a scale of 1 to 5, where '1' signifies strongly disagree and '5' signifies strongly agree.

	Never or almost never true of me	Usually not true of me	Neither true or untrue of me	Usually true of me	Always or almost always true of me
Issues of Interest	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	(1)	(2)	(3)	(4)	(5)
6.1 I am motivated by the recognition I can earn from other people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.2 I am strongly motivated by the money I earn from my job/ Earning a living	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.3 I want other people to find out how good I really can be at work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.4 To me, success means doing better than other people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.5 I am keenly aware of the promotion goals I have for myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.6 I am keenly aware of the income goals I have for myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.7 I enjoy tackling problems that are completely new to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.8 I enjoy trying to solve complex problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.9 The more difficult the problem, the more I enjoy trying to solve it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.10 What matters most to me is enjoying what I do, not the rewards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.11 It is important for me to be able to do what I most enjoy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION C : PUBLIC SERVICE MOTIVATION

7. Indicate the extent to which you agree with the following statements in the Table, using a scale of 1 to 5, where '1' signifies strongly disagree and '5' signifies strongly agree

	Never or almost never true of me	Usually not true of me	Neither true or untrue of me	Usually true of me	Always or almost always true of me
Issues of Interest	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	(1)	(2)	(3)	(4)	(5)
7.1 I admire people who initiate or are involved in activities to aid my community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.2 It is important to contribute to activities that tackle social problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.3 Meaningful public service is very important to me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.4 It is important for me to contribute to the common good	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.5 I think equal opportunities for citizens are very important	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.6 It is important that citizens can rely on the continuous provision of public services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.7 It is fundamental that the interests of future generations are considered when developing public policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.8 To act ethically is essential for public servants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.9 I feel sympathetic to the plight of the underprivileged	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.10 I empathize with other people who face difficulties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7.11	I get very upset when I see other people being treated unfairly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.12	Considering the welfare of others is very important	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.13	I am prepared to make sacrifices for the good of society	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.14	I believe in putting civic duty before self	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.15	I am willing to risk personal loss to help society	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.16	I would agree to a good plan to make a better life for the poor, even if it costs me money	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION D: CAREER TRAJECTORY / EXPECTATIONS

8. How likely were you to join the civil service in the next few years if you had not been accepted into the EPL programme? (Rate on a scale of 1-5; with '1' signifying most unlikely and '5' signifying very likely)

- ☐ (1) Most Unlikely
☐ (2) Unlikely
☐ (3) Undecided
☐ (4) Likely
☐ (5) Very Likely

9. How many years do you think you want to stay in the civil service?

- ☐ 1 - 2 Years
☐ 2 – 5 years
☐ 5 - 10 years
☐ 10 –20 years
☐ Other (Please fill in)

10. What is your expected long-term career goal? (Choose one)

- ☐ Work at the highest levels of civil service in a Ministry
☐ Work at the highest levels of public service in a Government Agency
☐ Work for an INGO or NGO
☐ Work in the private sector
☐ Other (Please fill in)

SECTION E: COMPETENCIES

11. Please indicate your rating on various issues in the table below, using a scale of 1 to 5, where '1' signifies very low level and '5' signifies very high level.

	Very Poor	Low	Average	high	Very High
	(1)	(2)	(3)	(4)	(5)
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.1 My level of knowledge in terms of how to be an effective leader in the public service is rated as	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.2 My level of appreciation of the link between the nature of public service delivery and the development process of my country is rated as	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.3 My understanding of the challenges confronting public service delivery and how to mitigate such challenges is ranked as	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.4 My current knowledge and skills in team work and ability to work effectively with diverse people is rated as	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.5 My problem-solving skills are currently rated as	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.6 My current level of patriotism and willingness to 'die' for my nation is rated as	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.7 My understanding of ethical leadership and how to model such leadership style is currently ranked as	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.8 My skills in MS word and Excel are currently rated as	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.9 My personal branding and communication skills are currently rated as	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION F: PERSPECTIVES ON EPL PLACEMENT AND INTERVENTIONS

12. Please tick the option which best represents your perception about the recruitment and selection process for EPL Fellows:

- ☐ The process was transparent and meritocratic (based on merit)
- ☐ The process unfairly favoured some people.
- ☐ The process was not transparent

☐ Other (Please specify)

13. Any other comments on the recruitment process (If Yes, please state briefly)

Response:

14. In relation to the trainings and capacity building received as part of the EPL programme, to what extent do you agree or disagree with the following statements?

Issues of Interest	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	(1)	(2)	(3)	(4)	(5)
14.1 The EPL Capacity building / training programmes are very useful and relevant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.2 I learned additional skills that could improve my personal capacity to work better	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.3 The trainings were a waste of time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.4 The content of the trainings was useful to my career aspirations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.5 I believe the capacity building will make me progress on the professional ladder of the sector quicker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. Overall, how would you rate your experience on the additional training received from EPL so far?

- ☐ (5) Very useful and capacitating
☐ (4) Somehow useful
☐ (3) I can't tell /I am indifferent
☐ (2) Not useful
☐ (1) Totally disappointing

16. Please indicate your level of agreement with the following statements related to your placement, using a rank of 1 to 5, where '1' signifies strongly disagree and '5' signifies strongly agree.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	(1)	(2)	(3)	(4)	(5)

16.1	My job placement under the programme is a good fit with my training and interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.2	I am satisfied with the job I do at the Ministry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.3	I have a good understanding of the mandate of the Ministry I am placed and how my work contributes to fulfil this mandate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.4	There is good working relationship with my co-workers and supervisors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.5	I am satisfied with the mentoring programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.6	The organization is very supportive of change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.7	This organisation offers more opportunities for innovation and personal development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.8	The community immersion programme of EPL is useful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.9	The more difficult the problem, the more I enjoy trying to solve it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.10	The performance management of Fellows is effective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION G: WORKING ENVIRONMENT AND ORGANISATIONAL CULTURE

17. Have you been assigned a working space /Office where you can execute your duties?

☐ Yes

☐ No

18. Have you been provided the necessary equipment or resources needed to perform your duties?

☐ Yes

☐ No

☐ Yes, but some of them

19. Which of the following resources are made available to you?

☐ I have an office desk

☐ I have access to telephone and faxes

☐ I have office desktop computer to work with

☐ I have a work laptop to work with

☐ I use my personal laptop

☐ Reliable internet connection

20. Based on the nature of your work, is there any critical resource missing that hindered or is hindering the delivery of your work?

- ☐ Yes (if yes, please state)
- ☐ No

21. Have you been assigned a mentor (under the EPL program)?

- ☐ Yes
- ☐ No

22. Based on your experience with the organization (ministry) you work with, describe the organizational culture by indicating the extent to which you agree or disagree with each statement in the Table below, using a scale of 1 to 5, where '1' signifies strongly disagree and '5' signifies strongly agree

	Never or almost never true of me	Usually not true of me	Neither true or untrue of me	Usually true of me	Always or almost always true of me
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	(1)	(2)	(3)	(4)	(5)
22.1 It is easy to get things done in this organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.2 Most people in this organization are encouraged to make suggestions for improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.3 Most employees know the goals of the organization and how their individual or team work contribute to these goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.4 Communication and collaboration between departments is very open	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.5 Management actively solicits input from employees before major decisions are made	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.6 Service delivery to the public is efficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION H: FEELINGS TOWARDS VARIOUS GROUPS

23. On a scale of 1-10, with 1 being cold (negative) and 10 being warm (positive), how do you feel about the following groups?

	GROUPS OF PEOPLE	RATING OF FEELINGS									
		Very Negative					Very positive				
		1	2	3	4	5	6	7	8	9	10
23.1	Your Family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23.2	EPL Fellows In Your Ministry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23.3	EPL Fellows In Other Ministries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23.4	Other EPL Cohorts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23.5	Schoolmates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23.6	Your Co-workers in your Office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23.7	Your manager/supervisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

24. Please provide any comments or suggestions that will make the EPL programme more effective and responsive to your aspirations

Response:

EPL Supervisors Survey Questionnaire

Introduction

This questionnaire seeks to generate better understanding on how the EPL programme is being implemented and its impact, with the view of distilling lessons to guide management decisions towards enhanced performance. Your frank and honest responses are required. Be assured that anonymity of your responses is fully guaranteed. Thank you for your willingness to participate in this survey and evaluation of the programme.

(Please click on the appropriate box to tick your response or write your answer in the spaces provided)

Please save the document after completing the questionnaire and return to macsiabi@gmail.com or joetaaba@yahoo.com

SECTION A: BIODATA

25. Sex

☐ Male

☐ Female

26. Department /Unit

Response:

27. How many staff are under your direct supervision?

Response:

28. How many of the staff you supervise are EPL Fellows?

Response:

SECTION B: General Perception about the EPL Programme

29. Please tick the option which best represents your perception about the job performance of EPL fellows compared to their co-workers who are not under the EPL programme.

☐ Staff under EPL programme perform lower than their co-workers who are

- not under the programme
- ☐ There is no difference in performance between staff under EPL programme and their co-workers who are not under the programme
- ☐ Staff under EPL programme perform higher than their co-workers who are not under the programme

30. Indicate the extent to which you agree with each statement in the Table below, using a scale of 1 to 5, where '1' signifies strongly disagree and '5' signifies strongly agree.

Issues of Interest	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	(1)	(2)	(3)	(4)	(5)
30.1 The EPL fellow in my organisation has strengthened the organisational capacity for service delivery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30.2 The sustained presence of the EPL fellows in the Civil Service can go a long way to positively influence the organisational culture (the way people get things done) of the Civil Service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

31. Overall, how would you describe (rate) the performance of the EPL over the years
Increasing, decreasing the same

- ☐ Increasing performance
- ☐ Decreasing
- ☐ Remain the same

Would you kindly elaborate further (please specify)

Response:

32. From your experience what challenges have you encountered that impeded the effective implementation of the EPL programme?

33. Response:

9 With your experience of the programme so far, please provide any comments or suggestions that will make the EPL programme more effective.

Response:

EPL Non-Fellows Survey Questionnaire C2

Introduction

This questionnaire seeks to generate better understanding on how the EPL programme is being implemented and its impact, with the view of distilling lessons to guide management decisions towards enhanced performance. Your frank and honest responses are required. Be assured that anonymity of your responses is fully guaranteed. Thank you for your willingness to participate in this survey and evaluation of the programme.

(Please click on the appropriate box to tick your response or write your answer in the spaces provided)

Please save the document after completing the questionnaire and return to macsiabi@gmail.com or joetaaba@yahoo.com

SECTION A: BIODATA OF RESPONDENTS

1. Name and Surname: *(for document control purposes)*

Response:

2. Age

3. Gender

☐ Male ☐ Female

4. What is your highest level of academic qualification completed? *(Please Tick only whichever apply)*

- ☐ Diploma
☐ First Degree (Bachelor's Degree)
☐ Master's Degree / MPhil
☐ Doctoral Degree
☐ Post-graduate Diploma

5. In which year was it acquired

Section C: MOTIVATION AND WORK PREFERENCES

6. Would you still be interested in joining the public Service, (even without the EPL)?

- ☐ Yes
☐ No

6.1 If No, Do you have any prospects in mind?

- ☐ Yes
☐ No

6.2 If yes, where?

Response:

7. If you do join the public service, how many years do you think you would want to stay in the civil service?

- ☐ 1 - 2 Years
☐ 2 – 5 years
☐ 5 - 10 years
☐ 10 –20 years
☐ Not applicable

8. What is your expected long-term career goal? (Choose one)

- ☐ Work at the highest levels of civil service in a Ministry
☐ Work at the highest levels of public service in a Government Agency
☐ Work for an INGO or NGO
☐ Work in the private sector
☐ Other (Please fill in)

9. Indicate the extent to which you agree with each statement in the Table below, using a scale of 1 to 5, where '1' signifies strongly disagree and '5' signifies strongly agree.

	Never or almost never true of me	Usually not true of me	Neither true or untrue of me	Usually true of me	Always or almost always true of me
Issues of Interest	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	(1)	(2)	(3)	(4)	(5)
9.1 I am motivated to do my work because I care about others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.2 I am motivated to do my work because I want to help others through my work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9.3 I am motivated to do my work because I want to have positive impact on others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.4 I am motivated to do my work because it is important for me to do good for others through my work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.5 I am strongly motivated by the money I earn from my job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.6 I am strongly motivated by recognition I can earn from people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.7 I am strongly motivated by promotion potential in my organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.8 To me success means doing better than other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.9 I believe that there is no point in doing a good job if nobody else knows about it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.10 What matters most to me is enjoying what I do not the rewards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.11 The more difficult the problem, the more I enjoy trying to solve it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.12 It is important for me to have an outlet for self-expression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.13 I prefer work I can do well over work that stretches my abilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.14 Curiosity is the driving force behind much of what I do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION D: PUBLIC SERVICE MOTIVATION

10. Indicate the extent to which you agree with the following statements in the Table, using a scale of 1 to 5, where '1' signifies strongly disagree and '5' signifies strongly agree

	Never or almost never true of me	Usually not true of me	Neither true or untrue of me	Usually true of me	Always or almost always true of me
Issues of Interest	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	(1)	(2)	(3)	(4)	(5)
10.1 I admire people who initiate or are involved in activities to aid my community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10.2	It is important to contribute to activities that tackle social problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.3	Meaningful public service is very important to me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.4	It is important for me to contribute to the common good	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.5	I think equal opportunities for citizens are very important	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.6	It is important that citizens can rely on the continuous provision of public services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.7	It is fundamental that the interests of future generations are considered when developing public policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.8	To act ethically is essential for public servants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.9	I feel sympathetic to the plight of the underprivileged	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.10	I empathize with other people who face difficulties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.11	I get very upset when I see other people being treated unfairly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.12	Considering the welfare of others is very important	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.13	I am prepared to make sacrifices for the good of society	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.14	I believe in putting civic duty before self	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.15	I am willing to risk personal loss to help society	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.16	I would agree to a good plan to make a better life for the poor, even if it costs me money	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION E: COMPETENCIES

11. Please indicate your rating on various issues in the table below, using a scale of 1 to 5, where '1' signifies very low level and '5' signifies very high level.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	(1)	(2)	(3)	(4)	(5)
11.1 My level of skill set to effectively function under my current placement is rated as	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.2 My level of knowledge in terms of how to be an effective leader in the public service is rated as	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.3 My level of appreciation of the link between the nature of public service delivery and the development process of my country is rated as	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.4 My understanding of the challenges confronting public service delivery and how to mitigate such challenges is ranked as	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.5 My current knowledge and skills in team work and ability to work effectively with diverse people is rated as	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.6 My problem-solving skills are currently rated as	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.7 My current level of patriotism and willingness to 'die' for my nation is rated as	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.8 My understanding of ethical leadership and how to model such leadership style is currently ranked as	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.9 My skills in MS word and Excel are currently rated as	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.10 My personal branding and communication skills are currently rated as	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION H: FEELINGS TOWARDS VARIOUS GROUPS

12. On a scale of 1-10, with 1 being cold (negative) and 10 being warm (positive), how do you feel about the following groups?

	GROUPS OF PEOPLE	RATING OF FEELINGS									
		Very Negative					Very positive				
		1	2	3	4	5	6	7	8	9	10
12.1	Your Family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.2	Schoolmates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.3	Your Coworkers in your Office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.4	Your manager/supervisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. Please provide any comments or suggestions that will make the EPL programme more effective and responsive to your aspirations

Response:

Thank you!!