PRESIDENT'S YOUNG PROFESSIONALS PROGRAM OF LIBERIA

EVALUATION REPORT

PRINCETON UNIVERSITY

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INNOVATIONS FOR SUCCESSFUL SOCIETIES

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EXECUTIVE SUMMARY

Launched in 2009, the President's Young Professionals Program (PYPP) offers fellowships to attract highly qualified young Liberian university graduates to government service. The program balances the government's immediate need for competent junior staff with the longer-term goals of increasing the capacity of Liberia's civil service and preparing a new generation of talented youth for government leadership roles.

The purpose of this evaluation is to show how the program's existing model has met its short- and long-term goals and to inform the discussion about how to improve and sustain the initiative or replicate it in other countries. The analysis draws on evidence from 70 interviews and a survey of 80 PYPP alumni and fellows conducted during March-May 2016. Researchers spoke with PYPP participants and staff, supervisors and mentors in the offices where fellows worked, and government leaders. A companion case study traces the implementation of the program.

Evaluation Results

The results of the evaluation clearly show that the program is fulfilling its mission.

- As of March 2016, 72 young professionals had completed their fellowships and another 25 had just begun. About 90% of the program alumni continue to work in government and or are studying abroad on government scholarships. A few fellows have risen to become departmental directors or assistant ministers.
- Senior civil servants and government ministers identified PYPs as top performers. Fellows have made significant contributions to government capacity. PYPs have helped to streamline government operations and almost all of the supervisors and mentors interviewed viewed them as integral to ministry and agency operations.
- Of the 25 mentors and supervisors who responded to requests to participate in this study, only one said that the PYPs she supervised had not made notable contributions to the operation of her division.
- Because of high performance, PYPs have progressed in the civil service far quicker than their peers. Several senior cabinet ministers said they believe the graduates of the PYPP will be leaders in future government administrations.
- Compared to other government capacity-building programs, the PYPP is a cost-effective mechanism for diverting young, talented graduates into the public sector.

Though the program has been hugely successful in achieving its mission, there are still some areas that could be improved. The results show that individual fellows' success is contingent on integration into the workplace. In the cases where PYPs have had adequate supervision and mentorship as well as good co-worker relations, they have had transformational impacts on their agencies and ministries. But, where mentorship and supervision were lacking or where relations with co-workers were poor, they often spent their first months with little to do, and their learning and contributions were both more limited.

Recommendations

The achievements of the earlier cohorts of PYPs have boosted the prestige and reputation of the program. As the program transitions into an independent Liberian NGO and prepares to recruit its seventh class, it must address several challenges in the areas of funding, operations, and linkages with the Liberian government. This evaluation makes the following recommendations about how to transform existing processes and operations to ensure long-term sustainability.

- The PYPP's transition from a JSI, Inc.-administered program to an independent NGO has highlighted the need to build staff capacity and standardize operating procedures for record keeping, recruitment and placement, training curriculum development, and other functions.

- Although the program's meritocratic recruitment and selection process is viewed as a model in Liberia, the process can be refined through more detailed documentation of the process and adoption of a longer recruitment cycle to increase the number of applicants and find placements for those selected. Recruiting specialists as well as generalists may increase the program's impact on government capacity

- An increased emphasis on writing, reporting, and computer skills in the initial orientation and the monthly responsive trainings would help address some of the concerns raised by supervisors and mentors about PYPs' learning curves.

- More extensive communication and coordination with ministries and agencies and the Civil Service Agency would (i) facilitate placement, (ii) improve the fellowship experience, and (iii) help to situate the PYPP as a program that serves the entire administration rather than one that is affiliated only with a few ministries.

- There is potential to expand the program by placing fellows in county-level government posts, but this move might place more of a strain on limited program resources.

- The current program must develop a viable funding structure and establish a realistic agreement with the government of Liberia on how to manage PYPs after the 2-year fellowship period.

1 INTRODUCTION

Starting in 2006, soon after the conclusion of Liberia's devastating 14-year civil war, a new democratically elected government headed by President Ellen Johnson Sirleaf sought to rebuild the country. Years of patronage and neglect had bloated the civil service, leaving 35,000-45,000 poorly qualified staff on the government payroll, some earning as little as $15 a month.[1] The administration's long-term vision was to create a modern public service that could help drive economic growth and support improvement in living standards. But to lead the transition, the country also needed qualified staff immediately.

With the support of donors, the government launched a number of externally funded capacity mobilization programs to help deliver on its development agenda. The Liberia Emergency Capacity Building Support (LECBS) project, funded by UNDP and the Open Society Institute, supported overseas Liberians recruited to ministerial or other high-level leadership positions in government.[2] A consortium of donors also set up the Transfer of Knowledge Through Expatriate Nationals (TOKTEN) program and the Senior Executive Service (SES), which allowed the government to recruit senior Liberian expatriates on fixed-term contracts to help rebuild systems and fill key positions in ministries. Philanthropist Edward Scott and his family, later joined by other donors, provided fellowships for more junior professional staff—some from the diaspora and some from other countries—to serve as aides and analysts for top government officials. The Scott Fellows, later called Liberia Fellows, assisted for one to two-year terms.

Despite the success of these programs, civil service leaders noted the limited knowledge transfer from the temporary employees to those who would continue to work in the administration over the medium to long-term.[3] They pointed to the need to attract and prepare recent Liberian graduates for leadership roles in public service over the next five to ten years.[4]

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[1] These numbers exclude teachers.

[2] UNDP, "Mid-Term Independent Evaluation of the Liberia Emergency Capacity Building (LECBS) and TOKTEN Projects" (UNDP/USAID/OSI, July 2008), https://erc.undp.org/evaluation/evaluations/detail/3430.

[3] March 2009 Liberia National Capacity Development Strategy (NCDS) High-Level Retreat

[4] Friedman, Y. 2012. Building Civil Service Capacity: Post-Conflict Liberia, 2006-2011. Innovations for Successful Societies, Princeton University http://successfulsocieties.princeton.edu/publications/building-civil-service-capacity-post-conflict-liberia-2006-2011

The President's Young Professionals Program (PYPP) sought to complement the Liberia Fellows program. Initially launched and administered by the John Snow Research and Training Institute, Inc., the PYPP was designed to provide additional support to ministries by identifying and placing talented Liberian college graduates with a senior staff member in each ministry, usually a Liberia Fellow or member of the Senior Executive Service.

1.1 PURPOSE OF THE STUDY

With support from its funders, a Transition Advisory Board, the Government of Liberia, and the Global Development Incubator, the PYPP is transitioning into a new phase as a Liberian non-profit organization. The program is now accountable to a local board of directors established in October 2015, and benefits from the added guidance of an international advisory board.

The purpose of this evaluation is to help program leaders consider how to best improve and sustain the program, and possibly replicate it in other countries. In commissioning this study, program funders and staff wanted to understand how the program's existing model has met its longer-term objectives of increasing the middle-management capacity in Liberia's civil service and preparing a new generation of talented youth for government leadership roles.

The evaluation had two broad aims. One was to understand why some PYPs have been more successful than others. *Specifically, how did the experiences of PYPs in the program differ? And, what were the main differences between contexts where the PYPs thrived and where they struggled?* The program logic model (Appendix 7. Terms of Reference) illustrates what a successful fellowship experience means: fellows are able to contribute a skill or product that increases the productivity of the ministry or agency where they are placed and they continue to hold managerial or leadership roles in public service. Success can have many different drivers, however. Individual backgrounds, skills, and motivations play an important role. The characteristics of the office in which the PYP is placed and relations with mentors, supervisors, and coworkers also influence how effectively PYPs can contribute and what impact their contributions can have.

Second was to gauge the impact of the program on overall civil service capacity and efficiency. *How has the program affected the subsequent professional careers of PYPs? How have PYPs contributed to agencies and ministries where they have worked?* PYPs' contributions in one area may have spillover effects that impact the overall performance of an agency or ministry. Having a network of PYPs (current and former) in a particular sector or working on inter-agency projects may facilitate communication and reduce bottlenecks. This study documents the impacts of PYPs through review of program documents and interviews with supervisors, high-level civil servants, donors, and critical observers.

2 PROGRAM HISTORY

Founded in 2009 with an initial award of US$ 250,000 from the Hess Foundation to JSI, the PYPP has gone through several phases. The program was conceived by Elizabeth Williams, the JSI country representative in Liberia who had overseen the Liberia (Scott) Fellows for close to two years. Williams noted the capacity gaps they often left behind, as the Liberia fellows left the country after completing their one- to two-year terms as high-level aides and analysts to government ministers. In late 2008, she began to discuss the idea for an professional internship program, a two-year professional employment and training opportunity for promising young Liberians, with a group of unofficial advisors that included Steven Radelet, Carrie Hessler-Radelet, Robtel Pailey, and Saah N'Tow.

By April 2009, Williams had elaborated a concept note for a "Liberia Junior Professional Program." The note built on issues raised in the March 2009 Liberia National Capacity Development Strategy (NCDS) High-Level Retreat in Robertsport and highlighted the importance of fostering local capacity, stating:

> "First, while the Scott Fellows and SES members have provided strengthened GoL capacity in key areas, there is currently limited knowledge transfer from these temporary employees to those who will continue to work in these Ministries over the medium to long-term. Second, there is a need to begin to develop the abilities of younger Liberian professionals who can successfully step into senior GoL roles in the next five to ten years."

The concept note described the program objectives to "facilitate the transfer of knowledge and skills from those working for GoL through the [Liberia] Scott Fellows and SES programs to young, capable Liberians" and to build "a new cadre of talented civil servants capable of leadership and management" in the public sector. The concept also outlined an application process that would nominate and vet existing staff in the Ministries for fellowships as well as the orientation and monitoring of fellows.

Radelet, who held a formal post as economic advisor to the Liberian government, communicated Williams' proposal for the PYPP to President Sirleaf and helped establish the program's ties to the executive mansion. In acknowledgement of the strong

presidential support, the program was eventually called the President's Young Professional Program, or PYPP.

In late 2009, JSI hired Saah N'Tow, a diaspora returnee with extensive experience in leading youth and community development programs in the US, UK and Liberia, to manage the Fellows program in Monrovia and pilot the implementation of the PYPP. Betsy Williams moved to work in the JSI office in Washington, DC. With only one assistant in Monrovia and remote assistance from Williams and other JSI staff in Washington, N'Tow began recruiting the first class of PYPP fellows in fall 2009. By early 2010, the program had selected 10 recent graduates and negotiated placements for them in 10 different government ministries. Recruitment of the second class in 2010 resulted in even more applicants and the selection of fifteen PYPP fellows, or President's Young Professionals (PYPs) as they came to be known.

Since its inception in 2009, the PYPP has benefited from the strong support of the president and the director-general of the Civil Service Agency (CSA), which has broad oversight of all the civil service capacity-building programs in Liberia. President Sirleaf's advocacy, both in Liberia and abroad, raised the profile of the program within the administration, among donors, and among the youth that the program wanted to recruit. The president has attended the program's graduation every year, sharing the day with the young professionals and encouraging them to play an active part in rebuilding their country. For the first few classes, she also advised on placement decisions and encouraged ministers to take on PYPs.

Williams' personal ties to the Hess Foundation and to the broader community of philanthropists were critical in quickly securing seed money for the program's first year and later in mobilizing other interested donors. As the program grew, additional grants from Humanity United, the Nike Foundation, the Daphne Foundation, Like a River Foundation, NoVo Foundation, and the Open Society Institute, as well as from smaller family foundations including the Mailman Foundation and Carter and Talbot Simonds Foundation, helped to cover the rising program costs. (See Appendix 2. Program Funding for more detail.) In 2011, the Hess Foundation also made another grant of $200,000 to support further the program's growth. JSI administered all awards, providing financial oversight and management supervision for both the Liberia Fellows program and the PYPP.[5]

By 2012, the Liberian government had also begun to invest in the program. The PYPs were expected to serve in their posts for two years with a monthly stipend of US$ 300 (later raised to US$ 400) plus allowances (US$50). In a few cases where ministries requested a PYP with a particular skill or degree, the ministries where the PYP was

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[5] Grant proposal for the Liberia Fellows and President's Young Professional Programs. JSI Research & Training Institute, Inc., 2012

placed covered the cost of the stipend. After the fellowship period, the Civil Service Agency (CSA) agreed, though not through a formal memorandum of understanding (MOU), to incorporate the PYPs into the administration as regular civil servants. As the first class graduated out of their fellowships, they moved into civil service jobs. In some cases, the ministries in which they had served incorporated the PYPs into their budgets. In other cases, when ministerial budgets experienced shortfalls, the CSA covered the salaries until they were incorporated into the ministries' budgets.

Spurred by the growth and the success of the first three classes, and in response to a request by President Sirleaf in 2011, the Hess Foundation made a further pledge to contribute US$ 0.5 million to support the PYPP over the next five years (2012-2017) and enable its transition from a JSI program into a Liberian entity. An initial meeting of the Transition Advisory Committee, a broad group of PYPP supporters from government, civil society, donors, and international organizations, was held in late 2012 to deliberate options. As the Liberia Fellows (formerly Scott Fellows) program was winding down by 2012, JSI decided to reorganize its programming in Liberia to phase out involvement with the PYPP and narrow its focus to public health.

However, around the same time, JSI had negotiated a major contract with the USAID-GEMS project that would support 22 PYPs over 4 years in order expand the government's financial management capacity.[6] Spread over the fourth and fifth classes (11 per cohort), these specialized fellows served in the budget department of the finance ministry for the first year of their placement and were re-assigned for the second year to serve as budget and accounting officers in line ministries and agencies. Because the USAID contract imposed a heavy reporting burden and would last until December 2015, the transition committee decided that any program transition should not take place until then.

Nevertheless, the PYPP's growth prompted a push to expand staff capacity in Monrovia. In September 2013, JSI hired Hh Zaizay, an alumnus of the first PYPP class who had served in the health ministry, as deputy director in charge of day-to-day operations and office staff. Two months after Zaizay was hired, President Sirleaf appointed N'Tow as deputy minister for youth and sports in her administration. With N'Tow's departure, Zaizay assumed the role of acting director and in April 2014 was appointed by JSI as the program's executive director.

The additional funding from the USAID-GEMS contract also raised questions about how JSI would utilize the grant from the Hess Foundation. Because the program was doubling the number of fellows, it was unclear how the additional funds would be used,

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[6] The USAID-GEMS program aimed to build financial management capacity across the government. "USAID/Liberia Governance and Economic Management Support (USAID–GEMS): Project Annual Progress Report FY 2014" (Monrovia, Liberia: IBI International, 2014), http://pdf.usaid.gov/pdf_docs/PA00K7FR.pdf.

whether to expand the program or to build greater local capacity. Dissatisfied with JSI's efforts to strengthen program capacities in Monrovia and develop a plan for transition, the Hess Foundation commissioned Dalberg Global Development Advisors in early 2014 to conduct a strategic assessment of the PYPP and map out transition pathways.

The onset of the Ebola epidemic in 2014-2015, however, disrupted all plans. With the subsequent halt in government activity, the PYPP shut down some of its operations and did not recruit any new fellows during that year. Zaizay, who had significant prior experience in managing non-profit organizations, ensured the program stayed operational through the crisis. Some of the existing PYPs participated in the government response, either through their fellowship jobs or through temporary postings to response units like the Ebola Command Center. Others supported JSI's monitoring of health facilities providing Ebola treatment services. Zaizay arranged training sessions for PYPs in community prevention outreach led by the ministry of health. Several fellows used the PYPP network and what they had learned from the training to develop their own local responses to increase public awareness about Ebola and how to control it.[7]

JSI ended its affiliation with the program in 2015, although it continued other projects in Liberia. The Hess Foundation turned to the Global Development Incubator (GDI) to take over responsibility for financial management and guide the PYPP executive director, Hh Zaizay, through the program's transition into a Liberian-led and Liberian-managed organization. Together with GDI staff, Zaizay convened the first PYPP national board meeting that included key representatives from the Civil Service Agency, ministries, program alumni, and civil society leaders. While the national board provides oversight, an international advisory board serves as the locus of fundraising, and works with the national board on program strategy.

Now, six years after its launch, the PYPP is widely acknowledged as part of the solution to Liberia's development. The program now has 72 alumni, most of whom have remained in government service. A new class of 25 PYPs began their fellowships in early 2016.

2.1 THE PYPP MODEL

From the start, the vision of the President's Young Professionals Program was to prepare highly qualified Liberian youth for leadership in public service and to equip them with tools to contribute to the overall development of Liberia. More than just an employment opportunity or a foot in the door of the civil service, the PYPP included a strong training and mentoring component, achieved by pairing each young professional with a Scott Fellow or other mentor within a ministry.

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[7] "All Hands on Deck" 2015. Dalberg Development Advisors Report

2.1.1 Recruitment and Selection

From its first year, the program has used a competitive, rigorous, and transparent selection process in order to avoid any possibilities of bias or patronage.

The two- to three-month recruitment period includes recruitment events at universities as well as advertisements on radio, in newspapers, on the executive mansion website, and on social media to encourage all qualified candidates to apply. The program also holds a one-day open house where potential candidates learn the application process, how to develop an outstanding resume, write a good essay, and how to sit a job interview. Application deadlines are firm. In the latest recruitment round from October-November 2015, the first class recruited after the Ebola crisis, the program received approximately 140 applications according to the executive director. Program staff and selection committee members said that prior recruitment drives for earlier classes drew as many as 200 applicants.

Applicant screening is a three-stage process that takes four to six weeks. Names are removed from applications and screening involves independent reviewers made up of professionals from government, the private sector, civil society, and academia.

Stage I: Program staff review applications and eliminate those that do not meet criteria for timely submission, age, academic achievement, leadership experience, essay quality, references, and background checks. In 2015, 83 out of the 140 applicants passed the initial screening and moved to Stage II testing.

Stage II: Applicants who pass the initial review are invited to take a set of exams: (i) a computer test on Microsoft Office, internet research, and other computer skills; (ii) the civil service exam for assistant director level employees (administered by the CSA); and, (iii) a writing test in which applicants select one out of five topics and produce a 300-word essay. To ensure fairness in grading the exams, applicants are assigned random ID numbers to use instead of names on the exams. A committee comprising professionals and volunteers grade the computer test and written essay. Program staff recuse themselves from marking the tests. The CSA grades the civil service exams but typically takes months to return the results. The PYPP selection process therefore relies on only the computer and writing tests to determine which Stage II candidates will advance to interviews. In 2015, 43 applicants passed to Stage III.

Stage III: The final part of the selection process includes both a group interview and two individual interviews. Moderators present a thorny issue or problem for the group to analyze and debate. Applicants state and defend their views, listen to the views of their peers, and together find a solution to the issue. Observers (including both program alumni and external reviewers) listen and rate each applicant's contribution to the discussion on the basis of teamwork, problem solving, and critical thinking.

Following the group interview, all the applicants face two individual interviews, each with a different panel of independent (volunteer) interviewers. The program varies the interviewers from year-to-year, drawing on alumni and board members, as well as others from government, UN agencies, the private sector, and civil society organizations. Interviewers are invited to an orientation that explains the program, the selection process, and their roles as interviewers. The program gives each interviewer a scoring guide and an interviewing guide. Applicant ID numbers, rather than names are used in the interview process. Each of the two panels has three interviewers, who all score the applicant. The six scores are averaged, and the two panels convene as a group to review and sign off on the final scores before submitting them to program staff.

Program staff establish the final ranking based on a weighted average of scores from all three stages and usually select the top 20 or so as young professionals. The number selected varies slightly from year to year depending on available funding and the number of available placements. The first class, for instance, only had 10 PYPs. The program also classifies the five applicants just below the cut-off as "wildcards" who can become PYPs should someone ranked higher decline the placement offer or should ministries request a fellow with a specific technical background.

2.1.2 Placement Process

Unlike the recruitment and selection process, which has remained largely unchanged since the start of the program, the process of matching PYPs to different ministries and agencies has evolved. In the early years of the program, for Classes I and II, profiles of the finalists were sent to the office of the president and the president's office handled the assignment of PYPs to ministries and agencies. By Class III, ministries had begun to request PYPs directly. Most of those in Classes IV and V all went to the finance ministry under the USAID-GEMS program. For the latest class, recruited toward the end of 2015, the program director sent a formal letter—a call for PYP requests—to all the ministries and agencies, along with a copy of the placement protocol that explained the rules for PYP placements and the responsibilities of mentors, supervisors, and the agencies.

2.1.3 Training, Mentorship, & Performance Management

Program founders, donors, and staff view the two-year fellowships not just as back-office support for government ministers but as a real growth and professional development opportunity for PYPs. Training and mentoring are core elements of the PYPP model that build professional skills and promote commitment to public service careers.

Initial Orientation: A two-week program that includes team building projects and self-esteem-building exercises as well as training on professional behavior, ethics, office

communication, presentation skills, financial literacy, professional development planning, stress management and computer skills.

Responsive Training: Monthly workshops based on feedback from PYPs, supervisors and mentors about the day-to-day challenges encountered on the job. These sessions provide an opportunity for PYPs to reconnect, compare experiences, and discuss challenges. Topics include navigating procurement guidelines, working with the media, report writing, writing effective talking points, taking minutes, and more.

Immersion Excursions: The program organizes field visits to county governments on an annual or biannual basis depending on funding. The excursions aim to build PYPs' understanding of local government and encourage PYPs to consider civil service careers outside Monrovia. PYPs get an opportunity to interact with local elected officials and civil servants, as well as community leaders and youth groups. The theme of the excursions depends on the site selected for the visit.

Mentoring: Each PYP works with an experienced mentor in the same office or agency, who volunteers to provide on-the-job support and coaching. Mentors are typically senior-level ministry staff who support the aims of the PYPP program and are willing to guide their junior colleagues over the course of their two-year fellowship. Most of the mentors for Classes I and II were Liberia Fellows, Africa Governance Initiative staff, or members of the Senior Executive Service who viewed the job of mentorship as crucial to their mission of building local capacity. However, for the more recent classes, mentors are typically senior staff or assistant ministers working in the ministries and agencies.

Performance Management: Ministries and agencies designate an official supervisor for each PYP to oversee performance. The program maintains its own performance management system to account for PYPs' attendance and achievements in the workplace. PYPs complete weekly timesheets signed by their supervisor or mentor and submit monthly activity reports to the program director. Twice a year, the program asks all supervisors and mentors to evaluate the performance of the PYPs under them, noting any special accomplishments or areas for improvement.

Professional Growth: The program provides support for ongoing career development, advising PYPs on how to find and apply for scholarships, internships, and other opportunities. So far, 22 PYP alumni have benefitted from government scholarships to pursue masters or doctoral degrees abroad. Those who have completed their degrees have returned to work in the Liberian government.

3 EVALUATION METHODOLOGY

This evaluation addresses four key research questions:

1. **What was the experience of the PYPs in the program?**
2. **What were the main differences between contexts where the PYPs thrived and where they struggled?**
3. **How has the program affected the subsequent professional careers of PYPs?**
4. **How have PYPs contributed to agencies and ministries where they have worked?**

The terms of reference for this evaluation also identified several broader questions of interest for the program's future and the findings from this study shed light on some of these questions:

- How can the program be institutionalized and how can it be sustained during the upcoming political transition?
- Would there be value in partnering the program with Liberia's Institute for Public Administration, University of Liberia or some other institution?
- How does PYPP compare to other capacity building and leadership initiatives and opportunities in Liberia. Has it complemented or competed with other efforts?
- Can the program expand to support the decentralization process by attracting youth to serve in their home counties? Are there other growth opportunities in Liberia to consider?
- How can the government ensure the program's funding in the short- to medium-term?
- How can the PYPP model be replicated in other countries? Are there key aspects of the program that be easily transferred to other contexts?

3.1 METHODOLOGY

The evaluation is based on a survey of PYPP alumni and fellows combined with 70 interviews of program staff, supervisors, mentors, government officials, and PYPs themselves. Most of the interviews were conducted in the field in Monrovia between

April 4-27, with some additional phone interviews before and after the fieldwork period. Additionally, the evaluation team reviewed program documents and available records, as well as prior program evaluation and assessment reports (Appendix 1. Documents Reviewed).

Survey of PYPs: Ninety-six PYPP alumni and current fellows received an email inviting them to participate in the online survey. Email invitations were followed-up by phone calls and in-person visits. Of the total 80 responses, about half were received through the online survey platform and half were administered in person using a smartphone or tablet computer. Survey questions covered educational background, motivations for applying to the program, the recruitment and selection process, in-program training, fellowship experiences, quality of supervision and mentoring, and post-fellowship careers. The full survey questionnaire is appended.

Out of the total 80 responses to the survey, 59 were from alumni and 21 from current fellows. The gender breakdown of respondents was 40-60, women to men. Because of missing program records, we could not establish the gender breakdown of applicants to the PYPP program. In interviews, program staff said that more than 60% of applicants were men. The actual gender ratio of program participants is nearly 50-50.

Survey of non-selected finalists in Class VI: In order to help illuminate the differences between those selected for the PYPP program and other highly qualified young Liberians, we also surveyed 16 out of 19 finalists who made it to the interview stage in the latest recruitment round, but were not selected. These finalists were below the cut-off in the final ranking. The survey questions covered educational background, motivations for applying to the program, the recruitment and selection process. We were also able to attend a meeting with this group, in which the program director asked for feedback on the application and selection process.

Interviews with PYPs: Two ISS researchers carried out 26 in-depth interviews with current PYPs and alumni, including a few who are studying abroad. Interviewees were selected to form a representative sample across the different classes and across the different ministries and agencies in which PYPs served. Most interviews were conducted in person. The subset of interviewees represents the diversity of experiences from those fellows who think they had a great experience and contributed a lot to those who say they had a great experience but feel they are under-employed or under-appreciated, and also those who left public service—the outliers.

Interview questions covered background, perceptions of the selection process, the fellowship experience, and organizational performance (see Appendix 4. Survey & Interview Scripts for a full interview script).

Interviews with mentors and supervisors: Based on the list of mentors and supervisors we received from the program, we targeted the supervisors/mentors who had worked with

the PYP subset that had been selected for in-depth interviews. In the Ministry of Finance and Development Planning, where almost a third of the PYPs had served, we targeted at least one person in each of the departments that had hosted PYPs. Some mentors and supervisors had worked with multiple PYPs, and for some PYPs the mentor and supervisor was the same person. The 26 interviews with supervisors and mentors covered the work environment, major challenges before the PYP arrived, the fit between fellows and the job, perceptions of and reactions to fellows by co-workers, and specific contributions that PYPs made, etc.

In addition, we carried out 20 in-depth interviews with program staff, government leaders, and key stakeholders, including some senior staff who requested PYPs but did not get one.

3.2 LIMITATIONS OF THIS EVALUATION

Ideally, in addition to the survey and interview data, the evaluation would have made two sets of comparisons: (i) between the career paths and experiences of those selected to be PYPs and those who made it to the final stage but were below the cut-off for selection and (ii) between the offices that hosted PYPs and similar offices that never had any PYPs.

The first comparison could not be realized due to the loss of program records about the applicants to Classes I through V. The program could not provide us with any paper or digital information about the names, contact info, or testing data of applicants for those classes. We also have few interviews with people who worked in similar civil service positions as the PYPs but were not affiliated with the program. However, because we have baseline information on those below the cutoff for selection into Class VI applications, we can in 18-months or 2-years, come back this group to ask follow-up questions about career paths.

The second comparison was not feasible for two reasons. First, the rapid changes in ministry structure, programs, and leadership over the past 6 years make reliable matching at the office level difficult. Many ministries and agencies have been restructured and reorganized. Some offices that used to exist no longer do, and new ones have been created. All the offices that hosted the early classes of PYPs have experienced churn in management and personnel, making it challenging to track down former mentors and supervisors. Second, although we interviewed some office directors and agency heads that wanted PYPs but did not get one, we do not have enough agencies in the interview mix to provide a solid counterfactual. The lack of data on overall performance metrics for the ministries and agencies in the Liberian government also makes it challenging to estimate and compare performance changes between those offices that hosted PYPs against an average.

4 EVALUATION RESULTS

The results of the survey and interviews show that overall the program is fulfilling its mission to build local capacity by placing recent Liberian graduates into the public sector and training them for leadership positions. Of the 72 program alumni, 55 are working in government, three are working for NGOs or in the private sector, 13 are studying on government scholarships, and one is working abroad. Seventy-nine percent of those alumni who responded to the survey reported that they work in the same agency or ministry where they did their fellowships but in more senior roles, and another 13% are still in government but in a different office. Although few in number compared to the size of Liberia's civil service, the fellows have had transformational impacts on the agencies and ministries where they work.

4.1 WHO ARE THE PYPs?

The program has been successful in attracting talented youth who would not otherwise have considered applying for government jobs. In interviews, several PYPs stated that without the program they would not have considered applying for a government job. Some cited the lack of connections that are needed to get a good position, while others pointed to the fact that the public sector was not attractive because of widely held perceptions of civil service incompetence and inefficiency.

Prior to applying to the PYPP, two-thirds of fellows had held private sector jobs or internships. When asked what alternative careers they would have pursued if they had not been accepted as fellows, 34% said they would have gone into the private sector and 26% said they would have worked with NGOs or civil society. Only 18% indicated that they would have tried other routes into a public sector career, while the remainder indicated that they would have pursued jobs in the legal or medical fields.

Based on survey responses, about half of the PYPs come from three counties, Bong, Nimba, and Lofa, and another 10 percent come from Maryland near the border with Cote d'Ivoire. Most attended university in or near the capital, Monrovia, and a large number graduated from Cuttington University, the nation's oldest private university in Bong County.

The average age of respondents was 29. Many PYPs from the earlier classes, in particular, had taken more than 4 years to attain their undergraduate degrees because of civil war related disruptions to the country's educational system. Although the typical age of a college graduate in Liberia is not available, a 2015 World Bank report shows that average age of enrollment in grade 12 (the final year of secondary school) was around 24.[8]

Figure 1. County of origin of PYPs.
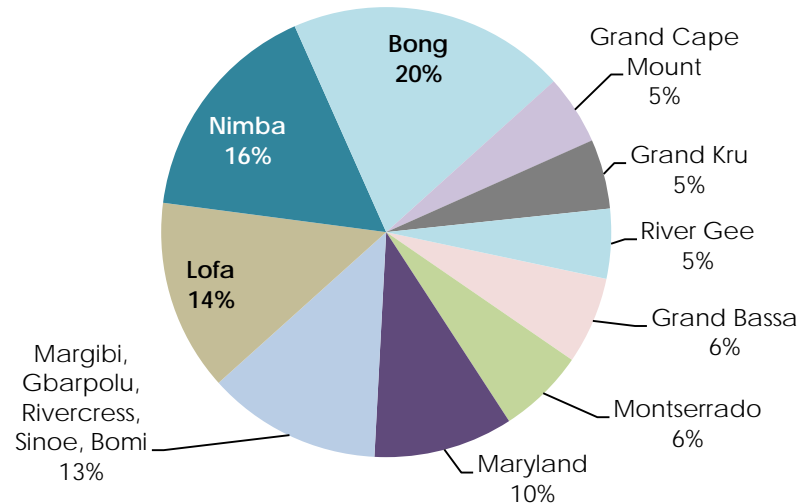
Out of the total sample of 80 PYP respondents, about 37.5% had a business, finance, or accounting background and 30% had a social science background, predominantly in economics. Another 17.5% of PYPs had natural science degrees, and the remaining 15% had degrees in the humanities, social work, or health-related subjects. However, the undergraduate degree profile of each class has varied. In the first two years, the majority of PYPs had degrees in the social sciences or natural sciences. With the third class, academic backgrounds began to shift towards undergraduate degrees in business, finance, and management.

The increasing proportion of PYPs with management or finance degrees was driven by changes in recruitment and, possibly, by changes in the applicant pool (although we do not have applicant data for earlier years). The USAID-GEMS project, which sought to strengthen government-wide financial management, funded 20 fellows in Class IV and explicitly asked the program to recruit applicants with a background in finance and accounting.

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[8] Inoue, Keiko, Emanuela di Gropello, Yesim Sayin Taylor, and James Gresham. 2015. *Out-of-School Youth in Sub-Saharan Africa: A Policy Perspective.* Directions in Development. Washington, DC: World Bank. Accessed July 21, 2016 at https://openknowledge.worldbank.org/bitstream/handle/10986/21554/947410PUB0978100Box385416B00PUBLIC 0.pdf?sequence=1

About 70% of the PYPs (both alumni and fellows) are currently pursuing or have completed post-graduate education. This contrasts sharply with national averages. According to a 2014 Household Income and Expenditure Survey (HIES),[9] only 7.8% of Liberians have a Bachelor's degree (10.4% of males, 4.5% of females), and a mere 0.3% have a Master's or PhD (0.4% of males, 0.1% of females). The strikingly high level of educational achievement among the PYPs indicates that the program is indeed attracting Liberia's top talent.

Figure 2. Percentage breakdown of undergraduate degrees of PYPs by class year.
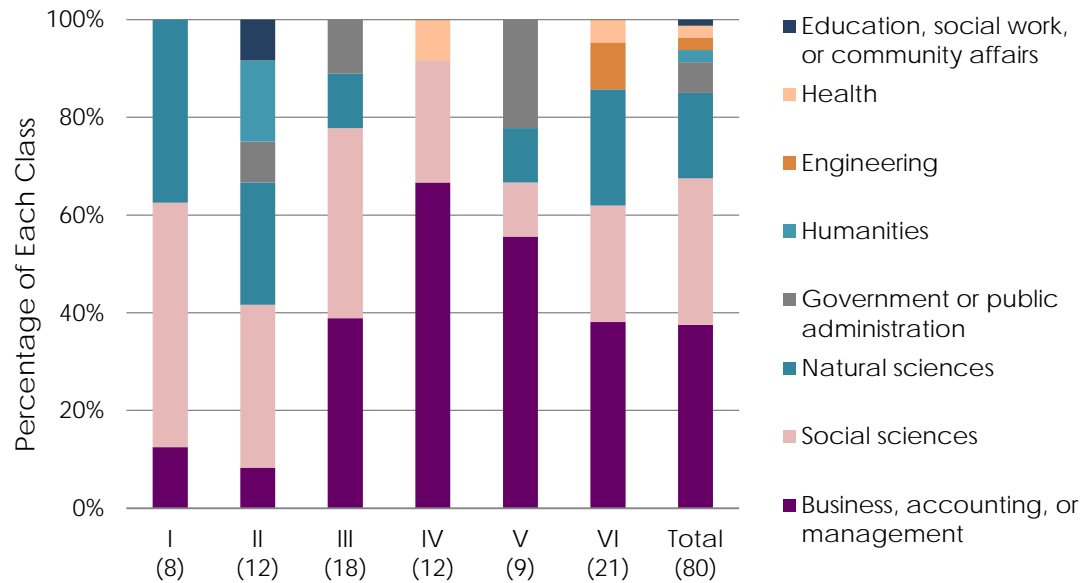
The large majority of PYPs, 88%, had held one or two internships or jobs in different sectors prior to applying to the program. Sixty-seven percent had held a private sector job or internship, 27% had interned in a government ministry or agency, and 34% had worked with domestic or international NGOs. Only 2% reported that they had no prior work or internship experiences before applying to the program.

An important selection criterion for the program is experience in leadership or community service. Based on the survey, close to 80% of PYPs served in leadership roles in student or community organizations or participated in leadership training programs for youth prior to becoming fellows. One fellow noted, "I directed the choir at my church, taught Sunday school, and also wrote and directed the Christmas cantata every year." Another revealed, "I was elected as President for the Student Union at Cuttington University. Later I was appointed by the President of the Liberia National Student Union (LINSU) as Analyst for Education and Scholarships."

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[9] LISGIS, *Household Income and Expenditure Survey 2014 Statistical Abstract*, Monrovia, Liberia: March 2016. Accessed July 21, 2016 at http://www.lisgis.net/pg_img/Liberia%20Statistical%20Abstract%20FINAL.pdf

Analysis of survey responses from 17 non-selected finalists from the Class VI recruitment cycle in Table 1 shows that there was little difference in the county of origin or undergraduate degree distribution. However, significantly more of those selected had completed some post-graduate education and had held a prior leadership role in a community or student organization. Significantly more of those who were selected also had prior work experience in the private sector.

Table 1. Baseline comparison for Class VI applicants

Comparison Points	Finalists	Selected
Total no. of respondents	17	21
Postgraduate education	**41%**	**65%**
Prior leadership role?	**65%**	**94%**
Prior leadership training?	53%	35%
Average age	27.27	28.14
Any prior job or internship in government?	41%	47%
Any prior job or internship in the private sector?	**47%**	**94%**

4.1.1 Key Takeaways

- **The program is clearly attracting graduates to the public sector who would likely have otherwise remained in more lucrative private sector careers. Prior to applying to the PYPP, two-thirds of fellows had held private sector jobs or internships. Only 18% indicated that they would have tried other routes into a public sector career if not selected as fellows.**

- **About 70% of the PYPs (both alumni and fellows) are currently pursuing or have completed post-graduate education. This contrasts sharply with the very low national average for educational attainment and confirms that the PYPs are indeed among the most talented in Liberia.**

4.2 PYP EXPERIENCES & PERFORMANCE

The experience of PYPs in the program begins with recruitment, selection, and the initial orientation. These early encounters shape PYPs expectations about the fellowship and prospective careers in public service.

4.2.1 Application & Selection Process

The primary channels through which fellows first heard about the program were word of mouth (45%) and postings on the Executive Mansion website (21%). Newspaper articles and print advertisements were another significant channel for about 13% of fellows.

Radio was cited less frequently as the first source of information. Only 7% of respondents said that they *first* heard about the program through on-campus recruiting visits or university administrators. However, interviewees reported that the campus recruitment visits were informative and helped put a face on the program and, in some cases, cemented their decisions to apply.

Figure 3. How fellows first heard about the PYPP. (Class VI includes the finalists.)
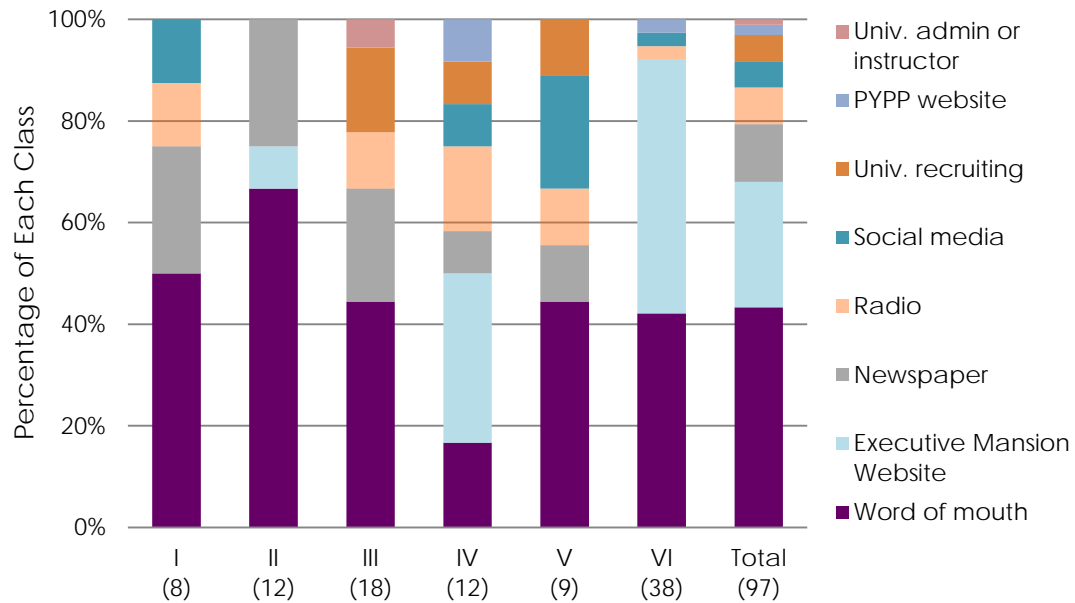
A few of the PYPs who participated in the pre-application orientation workshop held in Monrovia reported that the orientation was helpful in setting expectations about the application process. Others noted that the event was announced on short notice, giving those who lived or worked in the interior of the country little time to arrange to visit Monrovia.

The reported rankings of different motivations for applying varied. Out of a list of six options, the "potential for advancement in a government career" was most frequently ranked first followed by the "wish to support Liberia's development," and the "desire to develop professional skills and competencies." Issues of compensation and the limited availability of job opportunities were generally ranked as less important factors in individuals' decisions to apply to the program. In interviews, several PYPs mentioned the difficulty of getting a mid-level civil service position without any personal connections, as another added reason for applying to the program.

Unsurprisingly, the PYPs who were selected largely viewed the selection process as fair and transparent. Ninety-one percent of fellows strongly agreed that the selection process did a good job of vetting applicants, and 81% strongly agreed that staff explained the process clearly. By contrast, of the Class VI finalists who were not offered places, only

56% of those surveyed strongly agreed that the selection process did a good job, and 70% strongly agreed that the process was clearly explained. Supervisors and mentors of PYPs who were familiar with the recruitment process or had participated on interview panels noted that the recruitment and selection process resulted in very qualified candidates. One supervisor remarked, "The model is first world in terms of recruitment and selection. It was new and novel in Liberia. It was merit-based, it was competitive, it addressed all competencies and technical training, and it was rigorous."

Our findings also show that there are areas where the recruitment and selection process could be improved, however.

- The Class VI finalists who were not offered fellowships pointed to the cost and complexity of the application process, and difficulties in obtaining the transcripts, personal documents, and police clearances required to apply. While this is an intentional element of the application process designed to winnow out less dedicated or competent applicants, it may also be biased against applicants who cannot cover the fees to get all these documents quickly.

- For the Class VI recruitment in particular, interviewees said the lag time between interviewing and notification of whether or not they had a placement was too long. According to program staff, delays in finding enough placements to accommodate over 20 fellows contributed to the long lag times.

- In some cases, communications between the program and applicants broke down. One applicant said that she was called and told she was successful after the interview stage, but did not understand that she had been put on the standby (or wildcard) list. She expected to be informed about her placement, but then was told that there were no places for her in that year's class.

Once the program issues offers to the finalists, applicants generally had two weeks to decide whether to accept.

- Most applicants who were recent graduates or not in full-time employment were quick to accept the fellowship

- Conversely, a few of the PYPs interviewed who were employed or had other job offers took longer to accept. One applicant had just been offered a civil service post in a ministry when she also got offered a PYPP fellowship. She decided to turn down the ministry post in favor of the PYPP fellowship, but ministry negotiated with the program to include her in the program cohort, but place her

in the ministry, and the ministry paid her salary. The negotiation was based on her rejection of the ministry's offer for the PYPP offer.

- Several PYPs who had been working in the private sector or for international NGOs said that they accepted the post even though it meant a cut in salary compared to the jobs they held. One PYP with a degree in economics worked for a local microfinance NGO before entering the program. He said he earned almost US$ 1,000 per month in his old job and applied to the program expecting to earn almost as much. He was only informed about the US$ 350 monthly stipend during the orientation and almost reconsidered on the spot. After a discussion with the program director, he decided to remain a fellow because of the reputation of the program and the potential for career development.

4.2.2 Program Orientation & Monthly Training

The responses from PYPs to questions about the program's orientation and training components were overwhelmingly positive. Almost all fellows participated in the initial orientation and the monthly "responsive trainings," workshops tailored to the concerns PYPs expressed. Of those who responded to the survey, 96% found the initial orientation extremely or very useful for their work as fellows, and 70% said that the total training from the program, including the orientation and ongoing monthly trainings, significantly increased their knowledge about government procedures and policymaking.

The length of the orientation program has varied from one to four weeks over the different cohorts. The longest orientation was for Class IV, whose members worked predominantly in the finance ministry. The four-week training included a heavy technical component run by trainers from the USAID-GEMS project in order to prepare fellows for placements in the ministry's budget department. Topics covered during orientation have also varied.

Respondents from Class VI reported overall lower levels of satisfaction with the program orientation and training compared to older classes. However, we surveyed just three months into their fellowships, and these PYPs had only participated in a few monthly trainings at the time.

Figure 4: Skills gained from program orientation and monthly trainings.
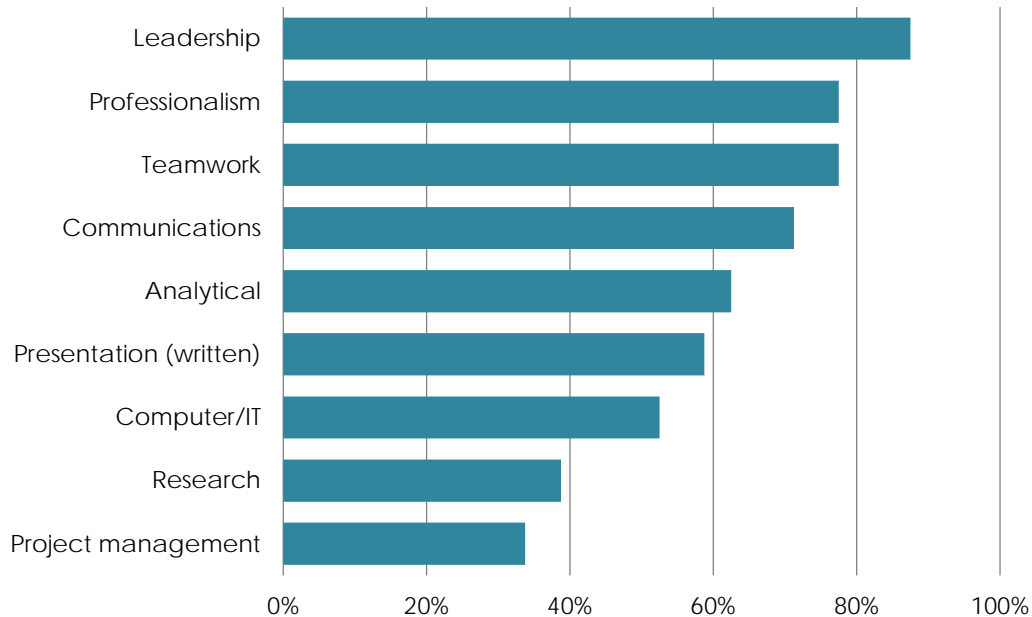
Based on the survey responses from PYPs, the program training has helped build skills in some areas more than others. Teamwork, professionalism, communication and leadership were all areas in which many PYPs felt they had benefited from the training. In interviews, PYPs commented that the initial orientation helped prepare them to adapt to the office environment and taught them what to expect, as well as how to engage with coworkers. PYPs noted that the initial orientation not only provided technical training but also helped to strengthen individuals' sense of self-esteem, foster commitment to public service, and develop camaraderie among the members of the cohort. Significantly fewer PYPs reported improved research, project management, or IT skills as result of the training sessions.

4.2.3 Fellowship Experience

A number of factors including the match between the fellow's skills and the job requirements, relations with mentors and supervisors, and relations with coworkers all impacted reported job satisfaction and performance during the time of their fellowships.

Placement: The program's placement process requires the director to match the requests from ministries and agencies for particular skills with applicant profiles. Typically, the program director meets with a point person in the ministry as well as the individual PYPs to ensure that the match suits both sides.

Despite the attempts by the program to match interests and needs, many PYPs (though not a majority) reported that their placement did *not* fit their interests or that their job was *not* a good fit with their skills. These results varied considerably with each cohort.

The latest cohort of Class VI was the most dissatisfied. On average, across all the classes, only 39% reported being satisfied with the working environment in the office or agency in which they were placed.

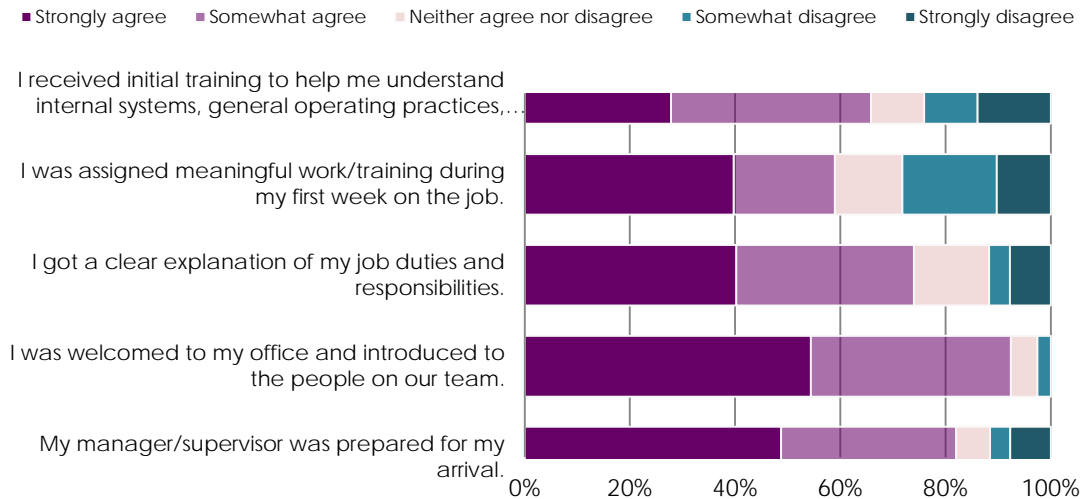Table 2: Percentage in each class agreeing with the listed statement.

Question Item (% Yes)	PYPP Class						All
	1	2	3	4	5	6	All
n =	8	12	18	12	9	12	80
My placement job is/was a good fit with my interests.	75%	50%	67%	75%	33%	33%	54%
My job is/was a good fit with my skills.	88%	50%	50%	75%	33%	19%	48%
I am/was satisfied with my office or agency.	63%	33%	39%	58%	44%	19%	39%

For many respondents, the PYPP fellowship was their first experience working in a government agency. Although 63% of respondents indicated that they were extremely satisfied with the placement process, the survey data shows that the initial experiences were mixed. Out of the 59 PYPP alumni respondents, 13 (22%) reported that they transferred to a different office or ministry in the second year. While some of these re-assignments were due to administrative reorganization, six PYPs reported switching because of ongoing problems such as low workloads, unfriendly working environments, or strained relations with mentors and supervisors. In interviews, PYPs noted that the program strongly encourages PYPs to try to adapt to the circumstances of their placements. Before considering a request for re-assignment, the program director typically speaks with the fellow, the supervisor, and the mentor and attempts to find a solution that allows the PYP to remain on the job. In cases where re-assignment is the only solution, the director collaborates with the CSA deputy director responsible for the program to find an alternative placement.

Job Descriptions and Entry: While the majority of PYPPs felt that their managers or supervisors were prepared for their arrival and introduced them to the office, 26% of fellows did not receive a clear job description, and 41% felt they were not assigned any meaningful work in the first weeks of their fellowship. Figure 5 details the variation in the experiences of PYPs early in their placement.

The PYPs interviewed for this study reported facing a learning curve of three to four months to become familiar enough with the work and office procedures to begin to contribute. Any initial training provided by the agencies or ministries that hosted fellows was often ad hoc and delegated to co-workers who did not always have the time to manage a new fellow on top of an already full agenda.

Figure 5: Initial experiences of fellows at the start of their placement.

- ■ Strongly agree ■ Somewhat agree ■ Neither agree nor disagree ■ Somewhat disagree ■ Strongly disagree

- The responsibilities of PYPs varied greatly. On a day-to-day basis, the PYPs performed a range of tasks from taking minutes at senior staff meetings to handling correspondence or implementing programs. (See details in Figure 6.)

- One PYP from Class I, who later switched to a different ministry, reported being given only low-skilled administrative tasks such as filing, maintaining office supplies, and getting tea and coffee for the first 9 months of her fellowship.

- By contrast, another PYP from Class VI said that her terms of reference were handed to her as soon as she began the fellowship. She was immediately assigned to work as an aide to an assistant minister and charged with taking meeting minutes, responding to formal communications, and coordinating activities in his office.

Figure 6. Types of tasks performed by PYPs during their fellowships.

Percentage Yes (N = 78)
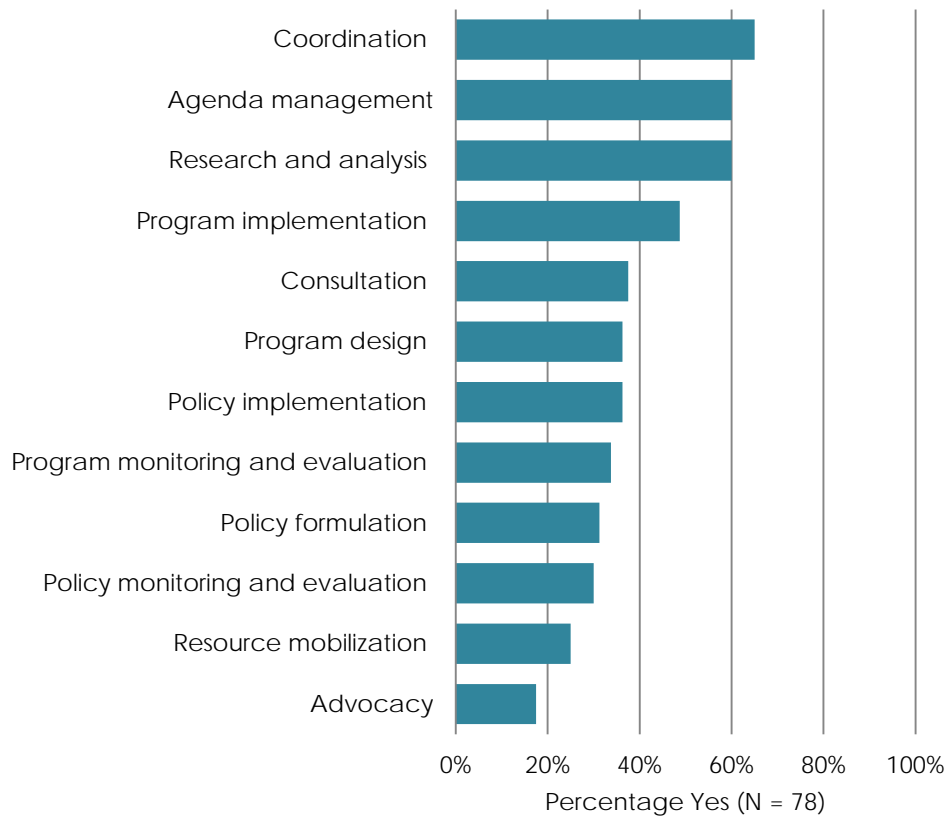
4.2.4 Key Takeaways

- **The primary recruitment channels are word-of-mouth and more recently the Executive Mansion website. Only 7% of respondents said that they *first* heard about the program through on-campus recruiting visits or university administrators. However, interviewees reported that the campus recruitment visits were informative and helped put a face on the program and, in some cases, cemented their decisions to apply.**

- **While the application and selection process has worked well, there are areas for improvement. The short timeframe and the costs may be biased against applicants who don't hear about the program immediately or who cannot afford the fees to get required documents. Delays in finding enough placements to accommodate over 20 fellows in 2016 contributed to the long lag times, and communications between the program and applicants sometimes broke down. The two weeks to decide whether to accept.**

- **For many, the PYPP fellowship was their first experience working in a government agency. The PYPs interviewed for this study reported facing a**

learning curve of three to four months to become familiar enough with the work and office procedures to begin to contribute.

- **The program needs to work with fellows and supervisors to manage PYPs' expectations about placement. Close to half of PYPs reported that their placements were not a good fit with their interests or skills. Respondents from Class VI reported overall lower levels of satisfaction in these areas.**

- **Teamwork, professionalism, communication and leadership were all areas in which many PYPs felt they had benefited from the training. Significantly fewer PYPs reported improved research, project management, or IT skills as result of the training sessions. Mentors and supervisors have noted that PYPs' skills in these areas are weak.**

4.3 WHERE DO PYPs THRIVE?

To assess the effect of different factors on the overall job satisfaction of PYPs, we used regression analysis. The table below presents a least-squares model that controls for whether the fellowship met expectations, the quality of the supervisor-mentor relationship, the PYPs perception of the effectiveness of the office in which they were placed, and other variables.

The relationship PYPs had with co-workers was significant and large across a number of different models. A one-point increase on the index of coworker relations was associated with an 11% (0.44 points) increase on the job satisfaction scale, controlling for other variables. (See Appendix 5. Notes on the Survey Response Rate & Regression Analysis for details of the analysis.) Not surprisingly, job satisfaction was also likely to be higher where PYPs rated the effectiveness of their agency or office more highly. Having prior leadership training (Yes or No) also increased PYP satisfaction levels by about 15% (0.8 points). Participation in leadership training or other leadership capacity-building exercise prior to becoming a PYP increased job satisfaction by about 15% (0.8 points). On average, those PYPs who had gone through an earlier leadership program reported significantly higher levels of job satisfaction. This suggests that more emphasis could be placed on prior leadership training and experience during the selection process.

Table 3. Determinants of the overall job satisfaction of PYPs.

Variables	Overall Job Satisfaction
Fellowship experience	0.294
Supervision-mentorship	0.103
Relationship with coworkers	**0.442 *****
Respondent rating of office/agency effectiveness	0.213*
Gender (0=female; 1=male) = 1, Male	-0.279
Age	-0.001
Leadership training pre-PYPP = 1, Yes	**0.802 *****
PYPP Class = 2	-0.653
PYPP Class = 3	-0.346
PYPP Class = 4	0.325
PYPP Class = 5	-0.623
PYPP Class = 6	**-1.498 *****
Constant, PYPP Class = 1	-0.266
Observations (N)	72
R-squared	0.687

Significance levels: *** p < 0.01, ** p < 0.05, * p < 0.1

The survey data and interviews provide mixed evidence on why coworker relations have been better or worse in some contexts. The survey results show that many PYPs reported positive experiences with coworkers in terms of sharing knowledge and working together to achieve shared goals. In interviews, several PYPs noted that being "homegrown" Liberians, familiar with the local dialects and culture, helped them to fit in more easily with the local civil servants than internationals or Liberians who had studied abroad. In contrast to these positive experiences, in interviews with PYPs, supervisors, and mentors, we encountered a persistent narrative of PYPs being viewed as 'spies' for the president by their coworkers. This narrative masks the fear that existing civil servants had of losing their jobs in an environment where the government was downsizing (*rightsizing*) and cutting jobs.

Some government offices were downsizing at the time the PYPs started their jobs, and co-worker relations suffered in these circumstances. One PYP in the finance ministry explained how for the first two weeks of his placement, he was not given any meaningful tasks because his immediate supervisor was concerned about being replaced. Another in the national oil company recalled that he had no desk and people refused to talk to him.

His colleagues would lock him out of the office when they had meetings. In the year or two after these PYPs started their fellowships, both the finance ministry and the oil company were in fact downsized and hundreds of civil servants lost their jobs.

Mentorship and supervision helped mediate the challenging relationships with coworkers. The way supervisors initially introduced the PYP to the rest of the staff in the ministry or agency influenced how the PYP was received. Some supervisors sent out official notices or a departmental memo notifying everyone that a fellow would be joining the ministry and explaining what the PYP would do. Others made efforts to introduce and include PYPs in staff meetings right from the start.

PYPs also thrived under supervisors and mentors who understood and supported the program's goal of training future leaders, and were willing to coach PYPs closely. Several supervisors and mentors noted that PYPs were green and lacked the writing and computer skills to do their jobs effectively. One supervisor remarked that initially it was hard to get reports longer than one page from her PYP. But when supervisors and mentors were able to provide the needed coaching and feedback, "the desire to learn was incredible," said mentor Olivia Mak, who was an Overseas Development Fellow in the Ministry of Commerce and Industries.

Apart from the rapport with supervisors, relationships with senior staff and ministers also affected how PYPs were able to perform on the job. Those PYPs who interacted with the minister or with senior staff tended to have fewer problems with co-workers and were assigned greater responsibilities than those who worked with lower-level directors and managers.

In response to the survey, PYPs reported a variety of other challenges that prevented them from doing their jobs more effectively, from the lack of will on the part of their ministers and directors to execute programs to delays in approving budgets and inadequate computers or equipment with which to do their jobs.

4.3.1 Key Takeaways

- **PYPs have fared relatively better in more stable office environments where co-workers' job security was not in question, and where there was no impending reorganization or restructuring.**

- **Positive co-worker relations are strongly tied to job satisfaction and productivity. Mentors and supervisors have been able to promote good co-worker relations through a formal initial introduction and reception to the office.**

- **PYPs have thrived under supervisors and mentors who understood and supported the program's goal of training future leaders, and were willing to coach PYPs closely.**

- **Those PYPs who interacted with the minister or with senior staff tended to have fewer problems with co-workers and were assigned greater responsibilities than those who worked with lower-level directors and managers.**

4.4 CAREER IMPACT

The program has had a profound impact on PYPs' career paths, both by keeping top talent in the public sector and by accelerating their movement up through the ranks. Of the program alumni who responded to the survey, 79% continue to work in the same agency or ministry where they did their fellowships, but in slightly more senior roles. Based on survey responses and the program records, 13 PYPs are pursuing further studies abroad, and two are employed by international NGOs but seconded to government offices. Just one PYP alumnus reported working in the private sector.

Current Place of Employployment (n=52)

- Different MAC 13%
- Private sector 2%
- Domestic NGO or charity 2%
- Int'l. NGO or charity 2%
- Multi/bilateral org. 2%
- Same MAC as fellowship 79%
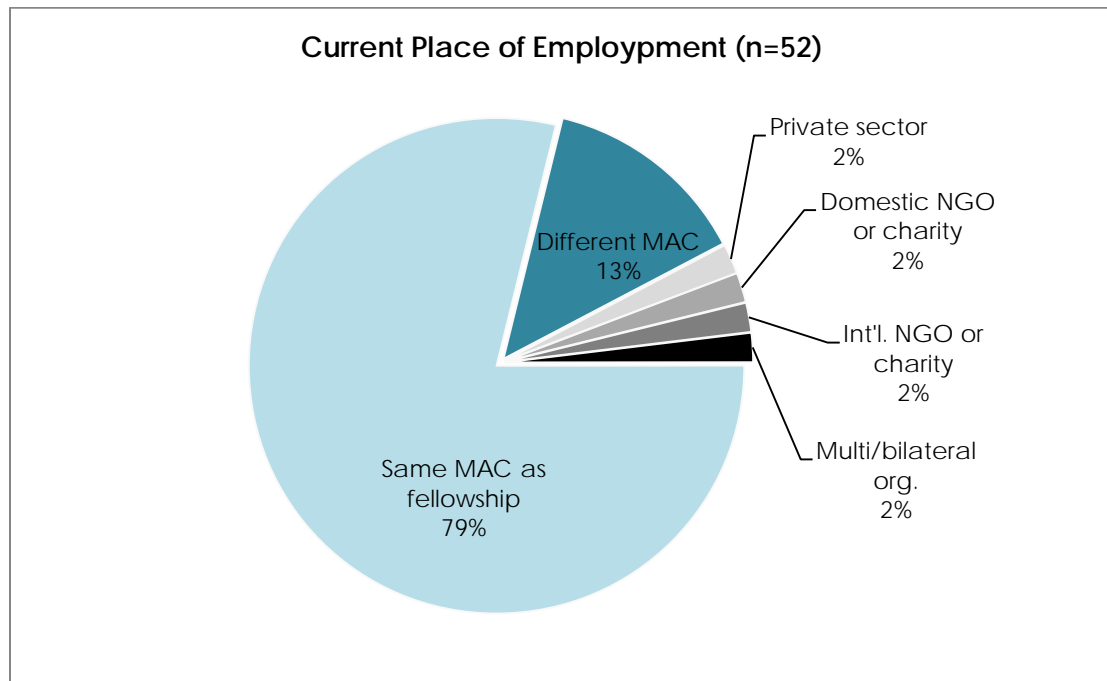
About 80% of the respondents said they had been promoted. Sixty-four percent are overseeing small offices of 5-10 people, and a handful have attained director or assistant ministerial posts leading teams of 30 or more people.

The results of the survey and interviews indicate that PYPs typically move up the civil service career ladder more rapidly than their non-PYP peers with equivalent education. One former PYP who held a fellowship in the finance ministry and is now a senior budget officer emphasized how the training he got through the PYPP and USAID-GEMS program has placed him significantly ahead of similarly educated staff on the civil service career ladder. If he had followed a traditional civil service career path, he would have taken 10-15 years rather than 3 years to arrive at the assistant comptroller rank that he holds today.

While the program has had positive impacts in terms of attracting and retaining young talent so far, the government does not have a reliable system in place to absorb PYPs into the civil service. Ministries have been reluctant to absorb the former fellows onto their budgets and slow to pay them. Based on the survey results, the majority of program alumni (66%) earn $1,000 or more per month.[10] Under the informal agreement between the PYPP and the government, the CSA is supposed to make up the difference in any ministry shortfalls. However, because national finances have been strained by the economic fallout from the Ebola crisis, the government is struggling to meet its wage bill. Several PYPs mentioned in interviews that their monthly paychecks from the CSA were delayed. Without a stronger guarantee of government support for PYPs, there is some risk that PYPP alumni may look for more lucrative or reliable jobs in the private sector.

4.4.1 Key Takeaways

- **The program has diverted top talent to the public sector and helped retain that talent. Seventy-nine percent of respondents continue to work in the same agency or ministry where they did their fellowships, and another 13% remain in government, but in different offices.**

- **Survey results and interviews indicate that PYPs have been able to move up the civil service career ladder and enter middle-management ranks more rapidly than their non-PYP peers with equivalent degrees.**

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[10] The CSA guaranteed minimum salary for PYPP alumni is US$1,000 per month. Those alumni who are full-time students on government scholarships for post-graduate degrees receive 50% of salary as a student stipend.

4.5 CONTRIBUTIONS TO MINISTRIES & AGENCIES

As of March 2016, the PYPP had placed a total of 96 fellows in 20 different ministries and agencies. Although few in number compared to the estimated 34,000 civil servants on the payroll of the Liberian government[11], PYPs have made key contributions to the ministries and agencies in which they were placed. PYPs are widely viewed as integral to ministry and agency operations by almost all of the supervisors and mentors we interviewed. Of the 25 mentors and supervisors interviewed for this study, only one said that the PYPs she supervised had not made a notable contribution to the operation of her division.

To understand PYP contributions and their impact, it is important to understand the contexts in which they were placed. Norris Tweah, currently University of Liberia Vice-President and former deputy minister for administration, described the situation in the Ministry of Information, Culture, and Tourism when he first arrived on the job:

> "Of the 300-400 people in the ministry, most had not taken the civil service exam; they had just been given jobs by senior staff. There was huge bloating in the ministry and most staff did not have the skills required for their positions. The bloating problem got worse the longer I stayed in the ministry. There were three ministerial changes and each new minister brought in their own people, while the previous political appointees also kept their jobs. The ministry's budget was around $2 million, and 80% of that was spent on staff salaries."

Throughout the government, the dearth of personnel with basic communication, project management, and professional skills made the PYPs very valuable. One interviewee noted that most ministries had a core group of 5-10 people who actually made the organization function, and the PYPs were usually found in that group. For example, Andrew Temeh who supervised three PYPs during his tenure as deputy minister for administration in the Ministry of Gender, Children, and Social Protection said he used the PYPs to write regular activity reports because other staff in the ministry would take two months to write one page. He asked the PYPs to solicit verbal updates from all the departments, which they then consolidated into a written report. In addition to their regular duties as outlined in their terms of reference, Temeh said he also turned to PYPs when he was under pressure because they were always willing to put in the hours to ensure that projects got done.

The supervisors and mentors interviewed also commented on PYPs' professional behavior and resourcefulness. They spoke about how PYPs streamlined operations, saved time, and improved efficiency.

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[11] "Republic of Liberia Medium-Term Pay Reform Strategy 2014 Update: Part 2: Annexes." Civil Service Agency, Republic of Liberia. June 2014. 6-7.

- CSA Director Puchu Bernard said the PYPs are far more capable than most other civil servants: "They are enthusiastic, willing to learn, work longer hours, and they actually do their work."

- Stephen Dorbor, Deputy Minister for Planning at the Ministry of Lands, Mines and Energy, noted that the biggest contribution of the PYPP graduate in his ministry was that she made the exploration and mining concession licensing process move faster. By systematically monitoring and following up on communications regarding license applications, she cut the processing time to 7-15 days rather than the 3-5 months it used to take.

- A PYP in the health ministry worked with the Clinton Foundation to get accreditation for 400 health facilities in Liberia.

- Another PYP graduate in the foreign affairs ministry cut the passport processing time down to three days from one month.

- A group of PYPs in the Ministry of Finance and Development Planning contributed to developing a new web-based budget reporting system, revamped the "citizen's guide to the budget," and led workshops on a new budget planning process.

Several supervisors also noted that PYPs served as role models and motivated other staff to improve their own performance. Tweah recalled that the PYP assigned to his ministry brought stability, organization, and punctuality to his office, and other employees' performance improved as a result. Dorbor also noted that his staff members became less complacent because of the follow-up and monitoring by the PYP.

In addition to the contributions that PYPs have made to individual ministries and agencies, the program as a whole has boosted broader civil service capacity in two ways. First, the network of PYPs throughout the government has facilitated information exchange across ministries and agencies. PYPs reported calling each other for informal inquiries about government procedures and processes and to follow-up on formal requests from one ministry to another. Second, the program has shown that it is possible to set up a meritocratic recruitment and selection process for the public sector in Liberia. As the CSA considers how to implement government-wide reforms, the PYPP may provide a useful model.

4.5.1 Key Takeaways

- **PYPs are widely viewed as integral to ministry and agency operations by almost all of the supervisors and mentors we interviewed. Of the 25**

- **mentors and supervisors interviewed for this study, only one said that the PYPs she supervised had not made a notable contribution to the operation of her division.**
- **Supervisors and mentors lauded PYPs' professional behavior and resourcefulness, in streamlining office operations and improving efficiency.**
- **In some cases, the exceptional performance of PYPs has prompted other employees' to improve their own performance and reduced complacency because of the follow-up and monitoring by the PYP.**

4.6 PYPP "SUCCESS STORIES"

The profiles below highlight some of the accomplishments of PYPs both during their fellowship and during their later government careers.

Nyanda Davis, Class I

In 2010, Nyanda Davis left a job at a commercial bank in Cuttington to accept a PYPP fellowship as a technical analyst for the Ministry of Finance. On the first day of her fellowship, she arrived at the finance ministry at 8am to find that a senior staff meeting was just about to start. After a quick introduction to the minister, she was immediately assigned the task of taking minutes during the meeting. During her time at the ministry, Davis received coaching and advice not only from her assigned supervisor, but also from other senior staff members, "even the minister himself," she said.

When the leadership of the ministry changed, so did Davis's job description and degree of mentorship. She struggled under the new minister who did not seem to value the PYP role to the same extent as her former minister and underwent a lengthy reassignment process. She spent several weeks sitting in the finance ministry's HR office until she moved to an administrative position where she said she was bored by her lack of substantial assignments.

Several months later, just when Davis was considering quitting her government job altogether, her former minister, who had moved to the Ministry of Foreign Affairs, asked her to serve as the Deputy Director for Passports. In 2014, Davis took over as acting director of the passport office, and was later promoted to full director. When she assumed the position, it took about a month for the average Liberian to get a passport. The Minister of Foreign Affairs charged Davis with a redesign of the whole passport processing system that reduced the processing time to just 3 days.

Johnson Williams, Class IV

As part of a 21-member cohort of PYPs sponsored by the USAID-GEMS project, Johnson Williams was assigned to the Budget Office within the Ministry of Finance. Initially, he felt the ministry personnel were unprepared. He explained, "The first two

weeks we did nothing because we were resented." He said that co-workers feared being replaced by the new arrivals. Naturally persistent and inquisitive, Williams described reading through documents around the office until he found projects of interest that he could bring to his supervisor.

Williams, a former secretary general for a national students association, has had a passion for public sector work since a college internship with an administrator in county government. When he first heard about the PYPP in 2009, he tried to apply but his associate's degree made him ineligible for the program. Determined to try again, he went back to university and re-applied for a PYPP fellowship upon the completion of a bachelor's degree in business administration. During the initial PYPP orientation, he was excited about the role he and other PYPs would have in implementing the new budgeting techniques that would improve financial management throughout the administration.

Supervisors and co-workers in the finance ministry's budget office gradually began to cede more tasks to Williams as they learned he could help them achieve their tasks. Williams applied the technical and inter-personal skills he had learned in the PYPP's and USAID-GEM's ongoing trainings. Williams and fellow PYP Amos Sando developed a new web-based budgeting platform. He also streamlined production of the citizen's guide to the budget, so that the process was ten times faster and the final publication more comprehensive than in previous years. Since the end of his two-year fellowship, Williams was promoted to assistant director for national budget development in the Ministry of Finance and Development Planning and has supervised two new PYPs.

Rebecca Kwabo, Class I

Rebecca Kwabo said that the PYPP "gave you a chance to make an impact." With the steady leadership and guidance of her assigned mentor and supervisor, a Liberia Fellow, Kwabo made several significant impacts during her fellowship at the Ministry of State, including the development of an online platform for recruiting qualified Liberians to government positions. Following her time as a PYP, Kwabo served as the director for performance management at the Civil Service Agency, where she was responsible for overseeing the implementation of the new performance management system, a civil service reform program aimed at improving the quality of government work across the board. Rebecca attributed her success in and beyond the program to the support of her supervisors, Robtel Pailey and George Werner, who continued to serve as her professional mentors throughout her career.

For the majority of her PYP fellowship, Kwabo assisted Pailey with her ongoing projects. Pailey co-hosted a radio program that publicized and evaluated the government's ongoing Poverty Reduction Strategy, and Kwabo was responsible for finding and inviting guests for the program. Initially very shy, Kwabo worked closely with Pailey to overcome her fears related to communication with experts from various sectors and specialties. Over time, Kwabo "really took ownership of the radio program," said Pailey. Kwabo also began writing speeches for the president's quarterly magazine, the "Executive Horn." Although she was entrusted with challenging tasks during her first professional experience out of college, Kwabo was also given significant support to

complete them. She explained, "Even if I made a mistake, Robtel would help and explain how to move forward."

Kwabo was especially involved in Pailey's work to create a bilateral scholarships reform committee. Kwabo traveled abroad to various countries securing, monitoring, and maintaining donor partnerships. She was also fundamental to developing a selection and vetting process for bilateral scholarships. Pailey said that Kwabo "became effectively the manager of the scholarships committee" in her time as a PYP.

Julius Saye Keh-hel, Class II

Julius Saye Keh-nel applied to the program with little expectation of being accepted despite his strong academic record and leadership experience in student politics at Cuttington University. Originally from the countryside, he believed that government jobs were only for the elite. Assigned to the Ministry of Commerce and Industry, his knowledge of economics, his field of study at Cuttington, and strong work ethic earned him the respect and acceptance of his government colleagues. The mentorship and guidance of his assigned mentor, Olivia Mak, a Liberia Fellow, were central to his positive experience and growth in the program, Saye Keh-Nel said.

During his fellowship, Saye Keh-nel worked in the small business unit, where he helped develop the country's first policy for small and medium sized enterprises. After working with international experts on the policy document, he reported giving a presentation "not only to stakeholders, but to the president and her Cabinet." In addition to the "exciting" opportunity to work with top officials, his role in the ministry's work to empower Liberian-owned small businesses gave him the sense that he "contributed to the rebuilding of the country." In 2013, Saye Keh-nel left Liberia to study toward a master's degree in economic policy and management through a World Bank-sponsored program in Uganda. For the duration of his studies, the Civil Service Agency sent him half the typical PYP salary, a regulation for all public servants studying abroad. Saye Keh-nel explained that the continued support of the government made him feel committed to work in the public sector.

After returning to Liberia in 2015, Saye Keh-nel continued working in the bureau dealing with small business development. In the role as director for market access, Saye Keh-nel monitored implementation of a policy that required 25% of government procurement to go to Liberian-owned businesses.

Saye Keh-nel maintained a close relationship to the PYP program, serving as president of the alumni association. Describing the importance of the program to his career in the public sector, he said, "I have been able to build a network of young professionals, people from different areas." This network enabled him to perform tasks efficiently throughout his time in government, providing contacts in other ministries that he could draw on for information and assistance when necessary. He said that he and other board members of the alumni association were in the process of establishing dues for the association in order to help fund future generations of PYPs.

Cassandra Hampton, Class II

Coming from a small family with few connections, Cassandra Hampton felt that securing a job in the government would have been a nearly impossible task without the transparent and meritocratic selection process of the PYP program. Hampton, who studied sociology and social work in her years as an undergraduate, was initially placed with the Philanthropy Secretariat, an organization within the president's office that served to match donors with the relevant governmental or non-governmental initiatives already in the country. In her first year, Hampton encountered placement-specific difficulties that she said affected her job performance. She reported difficulty performing and learning at her potential.

After a failed attempt by PYPP Director Saah N'Tow to resolve the placement issues, Hampton transferred to the Ministry of Land, Mines and Energy for the second year of her fellowship. With a more defined job description and closer mentorship in her new placement, she thrived. After she completed her fellowship, she transitioned to work as an administrative officer in the Ministry of Land, Mines and Energy.

Shortly after the end of her fellowship, Hampton received a promotion to chief administrative officer for planning and human resources development in the ministry. Stephen Dorbor, her supervisor at the time of the interview, described her as a model and mentor for the rest of the staff, who shared her knowledge of office administration as well as advice on professional conduct with the ministry's clients. Her strong sense of initiative and organizational skills increased operational efficiency in the ministry, he said. Previously, applications for research and mining concessions in Liberia would take several months to process and were often lost altogether. As chief administrative officer, Hampton developed a defined licensing procedure that cut the time between application and decision down to one- to two-weeks rather than three- to five-months. Dorbor said "things within our ministry are moving faster" because of Hampton's work.

5 RECOMMENDATIONS

Over the past six years, the PYPP has successfully recruited and trained capable young Liberians to serve in the public sector, with positive impacts for both individual fellows and the ministries in which they served. The program's success is based on four elements:

- Affiliation with an international NGO and a foundation-supported funding model that allowed the program generally to maintain its independence from partisan politics or internal patronage systems.
- Consistent implementation of a transparent and meritocratic selection process
- Mentors and supervisors who were willing to devote time to foster PYPs' professional growth and "on-demand" training in response to job needs
- Support and encouragement from respected national leaders

In the initial years, the program relied on its association with high profile, well-respected leaders to attract qualified applicants. President Sirleaf's endorsement of the program encouraged young people to seriously consider government service and apply to the program. The support of other inspirational leaders like Hon. Natty Davis and Dr. C. William Allen, as well as the program manager, Saah N'Tow, a well-connected, former student leader, added to the prestige.

As the earlier cohorts of fellows have assumed positions of greater responsibility and moved up to middle-management positions in the administration, the program has developed a solid reputation for high achievement, quite apart from any association with the president's office. After a critical start-up period, the PYPP has become a network that can sustain itself.

Following the Ebola crisis and slow post-crisis recovery, Liberia has more of a need for this network than ever. The civil service still has large gaps in capacity, which PYPs are motivated to fill. Norris Tweah, Vice-President for University Relations at the University of Liberia said "Ministries have so many needs, and the people who are capable are so few. It will leave a big vacuum…when competent people leave, things fall apart."

As the PYPP prepares to recruit its seventh class, the program must meet immediate funding goals and address several short-term challenges including the need to institutionalize internal operations and processes, improve the recruitment process, and build stronger ties with ministries and agencies. This section outlines areas where the program can improve and presents some recommendations for the program's future.

5.1 BACK OFFICE & PROGRAM OPERATIONS

The PYPP's transition from a JSI, Inc.-administered program to an independent NGO has highlighted the need to build staff capacity and standardize operating procedures for managing personnel, finances, records, and other program functions.

Under the guidance of the Global Development Incubator, the program has taken steps to document and formalize operations through the adoption of bylaws for the local governing board and the creation of a draft operations policy for financial management and procurement. However, further clarification and documentation of internal policies is needed. In terms of human resources policies, the program should strive to attain the same transparency in hiring for staff as they have achieved for fellowship applicants. A formal performance management system and staff training program are also needed to build internal capacity. The local PYPP board must lead in this area by developing and adopting a human resources policy guided by international standards for personnel management.

While the organization manages to function and capably meet its mission, the PYPP largely depends on just two seasoned staff members. The recent hire of a Deputy Director of Finance is a positive step that will help fill the gaps in financial management and control, and enable the program to track spending and produce annual financial reports.

Even without immediate departures, training new staff to take over the program would require months. As a Class I PYP, the executive director, Hh Zaizay, has been involved with the program since its inception. Before being hired by the program, he volunteered extensively with the PYPP, assisting and learning from the initial program manager, Saah N'Tow. The current deputy director served as the program assistant for five years before her recent promotion. Both directors have invaluable knowledge that must be documented in the form of written operating procedures, policies, and program manuals.

5.2 RECRUITING FELLOWS

Although the program's meritocratic recruitment and selection process is viewed as a model in Liberia, the process can be refined through more detailed

documentation of the process and adoption of a longer recruitment cycle to increase the number of applicants and find placements for those selected. Recruiting specialists as well as generalists may increase the program's impact on government capacity

In 2015, Global Development Incubator helped the program develop a timeline for fellow recruitment and selection, but it is equally important to document other aspects of the selection process by developing a recruitment and selection manual that details how the process should work and staff responsibilities.

Provided that there is enough funding, adoption of a regular, annual recruitment cycle would help streamline activities and allow staff to start advertising the program earlier, well before application deadlines. This could boost the number of applicants to the program and give all applicants sufficient time to obtain the clearances, transcripts, and letters required. A longer recruitment period would also give the program more time to find and vet placements for PYPs.

The results from the study show that in recent classes the mix of selected PYPs has shifted in favor of those with business or finance degrees. (No records on the program's applicants were available.) The majority of Class IV and V were placed in the finance ministry. However, other ministries (education, agriculture, heath, and commerce) are also important for Liberia's development and have equal, if not greater, need for competent young professionals. Depending on ministries' needs, recruitment and advertising can be targeted to students that have more specialized or technical backgrounds. These more specialized line ministries may also be more willing to fund PYPs whether through their own budget or through donor funds.

5.3 EXPANDED ORIENTATION AND TRAINING

An increased emphasis on writing, reporting, and computer skills in the initial orientation and the monthly responsive trainings would reduce PYPs on-the-job learning curve.

Mentors, supervisors, and PYPs themselves all noted that there was a period of 3-4 months of on-the-job learning before the fellows could begin to make a net contribution to the office where they were placed. Writing reports and ability to use basic office software were two areas frequently cited as areas of weakness. One mentor remarked that she had to show her PYP mentee what good written report looked like when he first started his fellowship. Once he understood what the expectations were, he was able to work to achieve the standard. The program could reduce the learning curve by showing PYPs what good is right from the start. The orientation and monthly training curricula should be expanded to include more emphasis on written communication and training on Word, Excel, Powerpoint, and online research. The program should also canvass

supervisors and mentors periodically to check what skills they want their PYPs to have and collaborate with external organizations and donors to make sure PYPs get those skills. One model for this is the USAID-GEMS program, which trained two classes on financial management. Other organizations like the World Bank, Overseas Development Institute, or the Africa Governance Initiative are potential partners for leading and possibly funding more intensive training workshops.

5.4 BUILDING TIES WITH SENIOR STAFF

More extensive communication and coordination with ministries and agencies and the CSA would (i) facilitate placement, (ii) improve the fellowship experience, and (iii) help to situate the PYPP as a program that serves the entire administration rather than one that is affiliated only with a few ministries.

The hunt for placements requires maintaining a network of senior-level contacts throughout the ministries and agencies. The study has shown that when the program communicates only with a top decision-maker in a ministry rather than directly with PYP supervisors or mentors, placements tends to go awry. A number of PYPs were placed in offices or agencies where they were actively excluded, or in offices that were restructured or reorganized in the middle of their fellowships. One possible step that would facilitate the placement process is to hold preliminary meetings between the PYPs, supervisors and mentors, and the program director before PYPs start their fellowships. A group conversation might help create a shared set of expectations, so that supervisors understand that not all PYPs will be fully competent in the particulars of a job right away, but that the program goal is to foster professional competencies. Another option might be to convene a 'placement committee' that includes the CSA deputy director, a representative of the executive mansion, and other senior civil servants, to decide on the placements.

The evidence from the evaluation shows that PYPs perform best when they are able to interact with competent, senior-level civil servants in the agencies and ministries. More streamlined communication with incoming senior staff and ministers will help them develop a deeper understanding of the program goals and how to best leverage PYPs skills.

Currently, a large portion of the executive director's time is spent on ad-hoc outreach to senior staff in the administration and in the CSA to find placements for fellows and to resolve PYPs' issues with supervisors and coworkers. In several cases, agencies and ministries have asked the director to recruit PYPs outside of the regular recruitment cycle, further adding to the administrative burden. In the cases where PYPs have been reassigned or moved to a different ministry due to incompatibility or ministerial

turnover, the reassignment was a complicated and inefficient process that took months as the CSA searched for an opening.

The upcoming 2017 presidential election and expected turnover in the Cabinet present new obstacles to finding placements for the next class (Class VII). Senior staff in ministries may be less willing to host a PYP if they are uncertain about the future of their own jobs. Placement decisions will have to take into account these broader government changes in order to minimize the impact on fellows.

5.5 DECENTRALIZATION, SCALING-UP, & REPLICATION

There is potential to expand the program by placing fellows in county-level government posts and to replicate the program in other fragile state contexts, but this move might place more of a strain on limited program resources.

There is a strong need for PYPs in local, county-level governments throughout Liberia. Local governments have even more trouble attracting capable public servants than the central government. While several government officials and PYPP board members have said that the PYPP could be scaled-up to support the decentralization process and boost local government capacity, there are a number of factors to consider. Critics of the idea noted that managing a group of PYPPs scattered across the county governments would add another layer of logistics to program activities such as monthly responsive trainings. PYPs posted in the county governments may not have the same access to professional development opportunities as PYPs placed in central government organizations. In county governments, because of the simple lack of staff, there may be a dearth of supervisors and mentors with the time and ability to coach PYPs. County government placements are also less attractive because of the lack of amenities and distance. The political situation in the counties is also variable and often fragile.

As board members and program funders consider using the PYPP as a model for government capacity building in other fragile state contexts, the key question is whether the elements that contributed to the program's impact in Liberia exist or can be replicated elsewhere.

- The PYP program launched after five years of relative stability in Liberia, after universities had restarted and were producing significant numbers of graduates. These conditions do not exist everywhere.

- There were (and still are) limited private sector opportunities. Qualified, young graduates saw the PYPP as a viable route into long-term public sector careers. Where (or when) the private sector opportunities expand, the attractiveness of

the program, the wages the program must offer in order to draw talented people, and retention rates may all be different.

- The ability to create and sustain key elements of program design may also vary across countries. Our findings about design align with those of a World Bank study. A World Bank review of selected entry-level civil service leadership programs highlighted five design elements that were important for success: meritocratic selection, performance evaluations, prestige or connection with respected political leaders, opportunities for professional development, and accelerated career paths.[12]

5.6 SUSTAINABILITY & FUNDING

The current program must develop a viable funding structure and establish a realistic agreement with the government of Liberia on how to manage PYPs after the two-year fellowship period.

The PYPP has so far relied on grants from private foundations, individuals, and USAID to cover fellows' stipends and operational costs. With the downturn in the Liberian economy and tight government budgets, foundation and aid organization grants are likely to be the program's main source of revenue for the next two years.

A comparison of the PYPP to other civil service capacity building programs (see Appendix 3. Civil Service in Liberia for a detailed analysis) shows that the program is relatively cost-effective. The program's operational costs are linked to the number of PYP fellows in a given year. Analysis of historical costs indicated that per PYP annual costs were likely between $14.5 and 15.6k and that "further clarity was unlikely given quality of financial data."13 (The program's funding history is summarized in Appendix 2. Program Finances.)

For 2016, with 25 fellows in Class IV, the estimated cost is $15,560.15 per fellow, of which about 53% is allocated to variable program costs (PYP stipend, insurance, training, and travel) and 47% covers fixed program costs or overhead (staff salary, telecommunications, office rent, vehicles, etc). In order to maintain status quo operations, GDI estimates that to run 2 classes in parallel with 40 fellows (i.e. year 2 of

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[12] Benjamin Roseth and Sudyumna Daha, "Entry-Level Leadership Programs (Global Expert Team Note)," World Bank, Recently Asked Questions Series - Global Expert Team, Public Sector Performance, (November 2012), http://siteresources.worldbank.org/PUBLICSECTORANDGOVERNANCE/Resources/285741-1368636830774/201211.pdf.

[13] Detailed historical costs are not presented in this report. The analysis is presented in "Strategic Assessment of Liberia's President's Young Professional Program (PYPP)," Final Report (New York, New York: Dalberg Global Development Advisors, 2014).

class VI and year 1 of class VII in 2017) the program needs close to $487,000, or roughly $12k per fellow per year.

These cost estimates are far lower than other fellowship programs in Liberia that rely on foreign nationals, including the Liberia (Scott) Fellows, Africa Governance Initiative, or the Peace Corps. Most PYP alumni reported earning salaries between US$ 10,000–15,000 per year. PYPs are on par with junior-level recruits of the Senior Executive Service. And, compared to TOKTEN appointments, PYPs cost far less and are much more likely to remain in government service, ensuring that critical human capacity stays in Liberia.

In interviews, some board members suggested that the cost of program operations could be offset through activities that target the private sector such as employee training or workshops, or by placing PYPs in private sector fellowships. Other board members raised questions about how such a shift might dilute the PYPP brand and diffuse its mission to draw young talent into the public sector. Another option that would maintain the program's public sector focus is a potential partnership with the Liberia Institute for Public Administration that builds on the program's expertise in designing and conducting training classes for entry-level government employees.

The program is drafting an MOU with the Civil Service Agency to recognize formally the government's commitment to absorb the PYPs once they complete their two-year fellowship and pay their salaries (Appendix 1. Documents Reviewed). Although the MOU specifies the government's responsibilities, it does not provide a guarantee of support. According to government officials and some the of PYPs that we interviewed, there is a risk of shortfall in the agency's requested budget for the 2016 financial year that may affect whether or not it can cover the PYP wage bill and may result in delayed paychecks. Without stable income, PYPs are likely to begin leaving the civil service for the private sector or international NGOs.

Given limited government resources, the program should consider a variety of options, including multi-year contracts that do not bind the government to pay salaries indefinitely but provide sufficient job stability, so that good people will continue to apply and to channel their talents into public service.

6 APPENDICES

6.1 APPENDIX 1. DOCUMENTS REVIEWED

Program Policies & Reports	
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4	Operational Policies and Procedures (draft). President's Young Professional Program, 2016.
5	Budget for Financial Year 2016. President's Young Professional Program, 2016
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39	"Republic of Liberia Medium-Term Pay Reform Strategy 2014 Update: Part 2: Annexes." Civil Service Agency, Republic of Liberia. June 2014. 6-7. http://csa.gov.lr/doc/Liberia%20MTPRS%202014%20Update%20Part%202%20Annexes%202014_0622.pdf

Draft Memorandum of Understanding

This Memorandum of Understanding (the Memorandum) is made on this _____Day of _____ A.D., 2015 by and between the **President's Young Professionals Program** of Liberia, hereinafter referred to as **"PYPP"** and the **Civil Service Agency** of Liberia, hereinafter referred to as the **"CSA"**, representing the Government of Liberia, for the purpose of achieving the goal and objectives of the PYPP and clearly defining roles, responsibilities and expectations.

Whereas the PYPP and the Government of Liberia desire to enter into this Memorandum in which the PYPP and CSA have agreed to work together to implement defined tasks and responsibilities related to the PYPP including setting out the working arrangements that each of the Partners agree are necessary to undertake and fulfil to achieve the PYPP goal and objectives.

Whereas the PYPP and CSA have agreed to be referred to hereinafter and known as the Partners;

Purpose

The purpose of this Memorandum is to provide the framework for any future binding contract regarding the implementation of defined activities between the PYPP and CSA.

Obligations of the Partners

The Partners acknowledge that the contractual relationship created between them by this Memorandum, and agree to collaborate to ensure that there is a united visible and responsive leadership to demonstrate transparent and accountable financial, administrative and managerial commitment to the PYPP.

Corporation

The activities and services that the Parties shall undertake shall include, but not limited to:

a) Services to be rendered by PYPP shall include: (a) recruitment, (b) orientation/training (job readiness), (c) mentorship, (d) responsive training, (e) immersion excursion, (f) PYPs Salaries, (g) alumni network, and, (h) fundraising.

b) Services to be rendered by CSA shall include: (a) placement and employment of young university graduates in public institutions, (b) paying salary of young PYP graduate and (4) fundraising.

Resources

The Partners will endeavor to secure financial and/or assistance in kind necessary to fulfill their individual financial contributions to support defined activities and services of the PYPP.

Communication Strategy

Marketing of the goal/mission, vision and core values and any media or other public relation contract should always be consistent with the objectives and policies of the PYPP where it does not breach confidentiality protocols, a spirit of open and transparent communication should be adhered to. Coordinated communications can be made with external organizations to elicit their support to support the PYPP.

Liability

No liability shall arise or be assured between the Partners as a result of this Memorandum.

Dispute Resolution

In the event of a dispute between the Partners in the negotiation of the final binding contract relating to the PYPP, a dispute resolution group shall convene consisting of the Heads of the Partnering Institutions together with one other person independent of the Partners appointed by the Heads of the Partnering Institutions. The dispute resolution group may receive for consideration any information relating to the dispute. The Partners shall agree that a decision of the dispute resolution group will be final. In the event the dispute resolution group shall be unable to make a determination, reach a compromise or final decision, it shall be understood that neither partner shall be obligated to enter into any binding contract.

Term

The arrangements made by the Partners based on this Memorandum shall remain in place from _____, A.D. 2015 to _____, A.D. 2017. The term herein shall be extended only by agreement of both Partners.

Notice

Any notice or communication required or permitted under this Memorandum shall be considered sufficiently given if delivered in person or by certified mail, return receipt requested, to the address of the Partners set forth herein or to such other address as one Partner shall have furnished to the other in writing.

Governing Law

This Memorandum shall be construed in accordance with the laws of the Republic of Liberia.

Assignment

Neither Partner shall assign or transfer the responsibilities or agreement made herein to a third party without prior written consent of the non-assigning partner.

Amendment

This Memorandum may be amended only if done in writing and signed by the Partners obligated under this Memorandum.

Severability

If any provision of this Memorandum shall be found to be invalid or unenforceable for any reason, the remaining provisions shall continue to be valid or enforceable.

Prior Memorandum Superseded

This Memorandum constitutes the entire Memorandum between the Parties relating to this subject matter and supersedes all prior or simultaneous discussions, negotiations, and Memoranda, whether written or oral.

Understanding

It is mutually agreed upon and understood by and among the Partners of this Memorandum that:

a) PYPP shall be an independent public private partnership entity overseen by a Board of Directors comprising representatives from the public and private sectors in Liberia with majority representation from the Government of Liberia

b) The sitting President of Liberia shall be the Honorary Chair of the Board.

c) The Director General of the CSA shall serve as the Chairperson of the Board of Directors, the Minister of Finance and Development Planning or a designate shall serve as the first Vice Chairperson and a private sector representative as the second Vice Chairperson

d) Each Partner will work collaboratively for the fulfillment of the objectives of the PYPP

e) In no way does this Memorandum restrict involved Partners from participating in similar Memoranda with other public or private agencies, organizations, and individuals

f) To the extent possible, each Partner will participate in the programmatic of the PYPP

g) Nothing in this Memorandum shall obligate any Partner to the transfer of funds. Any endeavor involving reimbursement or contribution of funds between the Partners of this Memorandum shall be handled in accordance with the applicable laws, regulations, and procedures. Such endeavors will be outlined in separate agreements that shall be made in writing by the Partners involved and independently authorized by them.

h) This Memorandum is not intended to and does not create any right, benefit, or trust responsibility outside of the information contained herein

i) This Memorandum shall be effective upon the signatures of both Partners

j) Any Partner may terminate its participation in this Memorandum by providing written notice to other Partner.

6.2 APPENDIX 2. PROGRAM FUNDING

PYPP Funding History (Reconstructed based on Dalberg assessment and JSI records.)

Donors/Sponsors	2009	2010	2011	2012	2013	2014	*sub-total*
Hess Foundation	200,000	50,000	200,000	100,000	50,000	50,000	650,000
Humanity United*		91,770	91,770	91,770			275,310
Nike Foundation				74,048			74,048
Open Society Institute				45,416			45,416
Daphne Foundation/Like a River		40,000					40,000
Mailman Family Foundation			40,000			30,000	70,000
Simonds Family Foundation		20,000					20,000
Baker-Stein Family		5,000					5,000
Miscellaneous		100	4,725				4,825
Government of Liberia**			3,600	4,400	800		8,800
IBI-USAID GEMS				128,864	201,662	85,364	415,890
NoVo			69,444				69,444
Total	200,000	206,870	409,539	444,498	252,462	165,364	1,678,733

*Estimated based on JSI spending records. Humanity United funding was split across both the Fellows and PYPP programs.

**An estimate of the floor of government contributions based on the 11 PYPs known to have been supported by the government. The actual government contribution is likely higher because of stipend 'top-ups' from ministries and phone/gas card allowances.

PYPP Funding from 2015 onwards

President's Young Professional Program	2015	2016 (estimated)	*sub-total*
Hess Foundation	100,000	50,000	150,000
Humanity United			-
Nike Foundation			-
Open Society Institute		250,000	250,000
Daphne Foundation/Like a River		50,000	50,000
Mailman Family Foundation	30,000	30,000	60,000
Simonds Family Foundation			-
Baker-Stein Family			-
Miscellaneous	17,605	3,300	20,905
Government of Liberia*			-
IBI-USAID GEMS			-
NoVo			-
Total	**147,605**	**383,300**	**530,905**

6.3 APPENDIX 3. CIVIL SERVICE IN LIBERIA

Comparison between PYPP and other government capacity building projects in Liberia

Program	Overview	Core Areas	Annual Base Salary (USD)	Total Number of Persons
1. Senior Executive Service (SES) Aims: Attract and retain experienced managers in critical and/or strategic positions.	• 3-tiers: directorate, middle exec, junior exec. • 65 added in 2008, and 35 in 2009 on initial 3-year contracts • Civil Service Agency administered. • Rigorous, transparent, competitive recruitment and selection process based on general priority needs. • MACs requested professionals to fill specific positions. • SES program M&E staff monitored work of all assigned professionals • Eligible for additional monetary and non-monetary incentives • Externally funded; Phase II started 2012 includes some GoL funding • Expected that professions would be absorbed by the GoL	29 Ministries, Agencies, and Commissions (MACs)	Tier 1: 36,000 Tier 2: 24,000 Tier 3: 12,000	*Planned* *Tier 1: 30* *Tier 2: 30* *Tier 3: 40* As of 2014: 98 SES posts (incl. 15 county development officers)
2. Transfer of Knowledge Through Expatriate Nationals (TOKTEN) Aims: Counter the effects of "brain drain" Short-term: Repatriate Liberian nationals to support nation building Long-term: Ensure sustainability of gov't operations through availability of required human capital	• TOKTEN consultants return for short time-periods ranging from two weeks to three months. Travel expenses are covered. • USAID funded 77 recruits on short-term contracts of 6-18 months ($1 million as of 2014). UNDP provided $0.2 million as of 2014. • Did not have an established M&E system from 2006 to 2013. • Project Implementing Committee (PIC) in place to ensure transparency and accountability in implementation process. • PIC has 5 member agencies [CSA (Chair); UNDP (Co-Chair); Ministries of Planning & Economic Affairs (MPEA); Ministry of State via the Liberian Reconstruction & Development Committee; Governance Reform Commission (GRC)] • Institutions submit request with needed position and resumes of qualified individuals identified. • PIC vets the submission and then chooses to accept/reject the proposed candidate. • TOKTEN consultants prepare quarterly personnel performance reports at their assigned institution. Critical in absence of established M&E program. • Recommended that it be integrated with SES when absorbed by GoL to consolidate donor pool.	26 MACs	Local- $30,000 Expat- $42,000	129

Program	Overview	Core Areas	Annual Base Salary (USD)	Total Number of Persons
3. Liberia (Scott) Fellows Program	• Initial program collaboration between GoL, JSI, CGD • Expanded program with fellows funded by Humanity United, McCall MacBain Foundation, Open Society Institute and Nike Foundation • JSI now fully administers the program • Highly competitive international selection process • Places midcareer professionals to work directly with cabinet-level ministers and senior officials • In 2007, typical fellows had Master's degree-level training. • One-year professional internship program	14 MACs	$35,000 in 2007	31
4. Financial Management Training School (FMTS) Aims: Increase national financial management capacity. Train accountants to staff key ministries.	• Funder: World Bank • Administered by the Ministry of Finance. • Trains mid-level Financial Management Officer (FMOs) for the public sector. • Two-year training period. • Thirty student recruits in each class. • Program recruitment through nationwide competitive exam • The program is linked with the University of Liberia, and students receive an MBA upon completion. • Contract with Ministry of Justice to work in government for 4 years. They receive a new assignment after two years. • Added Procurement Specialist stream in 2012. Also in batches of 30. • Funded as part of Economic Governance and Institutional Reforms Project (EGIRP)		$9,600-$12,000	Approx. 150 MBAs and 54 procurement specialists had graduated as of 06/26/16.
5. Liberia Institute for Public Administration	• Public organization that partners with government ministries and agencies • Designs and leads staff training programs on a consultancy/fee basis • Provides short term competency courses, longer term certificate and diplomas • Focus on management and accounting	All MACs	N/A	N/A
6. President's Young Professional Program (PYPP) Aims: 1) Create career and professional growth opportunities for highly qualified Liberian youth 2) Facilitate transfer of knowledge from senior government staff to the next	• Competitive and transparent selection process takes into account current CV, recent college transcript and 3 letters of recommendation, along with in-person screenings and interviews • Funded by Hess Foundation of the US, Open Society Institute, Humanity United, Mailman Foundation, Daphne Foundation, and Simons Family Foundation • Program oversight by JSI, CSA, and the Ministry of Planning and Economic Affairs (via Capacity Development Unit)	25 MACs	PYP Fellow: $5,800 PYP Graduate (Alumnus): $10,000-$15,000	105 fellows of whom 72 have graduated and continue to provide support within GoL. 25 recruits for current class (Class VI).

Program	Overview	Core Areas	Annual Base Salary (USD)	Total Number of Persons
generation of civil service leaders 3) Strengthen the capacity of Liberia's public sector and its youth by providing professional training and mentoring	• PYP assigned to a Ministry or other GoL agency for two years. • PYPs paired with on-the-job mentor • Must complete JSI Research & Training Institute-administered professional skills training course and visit rural Liberia to learn about how government works outside of Monrovia (immersion excursions). • After completion of the program, PYPs will either be absorbed as a paid member of the Liberia Civil Service or pursue graduate studies, after which they will return to Liberia. • Model similar to US Presidential Management Fellows (PMF) program with core components: continuous responsive training, mentorship, performance$ management and immersion excursions.			
	Other Donor Civil Service Capacity Programs			
7. Health Pool Fund (Health Ministry) Aims: 1) Finance priority unfunded needs within the National Health Plan (NHP). 2) Increase the leadership of the Ministry of Health and Social Welfare in the allocation of resources. 3) Reduce transaction costs associated with managing multiple donors	• Contributing donors: UK's Department for International Development (DFID), Irish Aid, UNICEF, UNHCR (2009-), French Development Agency (AFD), Swiss Agency for Development and Cooperation (SDC). • Managed within MOH by a Pool Fund Management Firm (PFMF) contracted by UNICEF and paid for by the fund. PFMF aids in developing funding proposals, preparing financial reports and controlling fiduciary risk associated with use of the fund. • Pool Fund Steering Committee is the decision-making body for the fund. It is chaired by the MOH and co-chaired by a lead donor (UNICEF as of June 2015). The committee includes contributing donors to the fund, other GoL ministries, and invited major organizations active in the health sector (USAID, WHO) • Pool Fund Secretariat is staffed by PFMF and supports the steering committee functions. • The Secretariat ensures that annual independent audit and periodic risk assessment takes place. • Quarterly performance reports published by MOHSW. • The Payroll Norming System was rolled out in April 2015. Used to process all major payrolls including Pool Fund, GoL, Global Fund and FARA.	MOHSW		2,749 paid through the Pool Fund incentive FY 2014-2015 5,000 as of August 2013

Program	Overview	Core Areas	Annual Base Salary (USD)	Total Number of Persons
8. Africa Governance Initiative (AGI) Fellows Program Aims: Help heads of government deliver on their priorities by building the institutional capacity that surrounds them	• Recruited and placed public administration professionals (usually at least masters degrees) in top posts such as policy advisors and chiefs of staff to ministers. • AGI founded and funded by Tony Blair. AGI receives funding from USAID, World Bank, the Howard G. Buffett Foundation, Humanity United and other private individuals • Fellows provide practical advice and support to the Ministry of State for Presidential Affairs • Develop tools to make Cabinet more effective. In 2012, Dr. Momo K. Rogers, Director General of Cabinet with an AGI Governance Advisor prepared a Cabinet manual and tracking templates specific to the Liberian Cabinet.	Ministry of State		
9. Overseas Development Institute (ODI) Fellows Program Aims: 1. Provide the government with high-caliber junior professional economists and statisticians where gaps in local capacity exist. 2. Provide postgraduate economists and statisticians with practical work experience in developing countries	• Recruited and placed public administration professionals (usually at least masters degrees) in top posts such as policy advisors and chiefs of staff to ministers • Governments make requests to ODI for Fellows on the basis of a clear job description • Fellows work for two-year period, with costs shared by ODI and host government • ODI uses funds provided by DFID and AusAID	4 MACs	$29,900 in first year $32,700 in second year (plus housing allowance)	7 Fellows from 2012-15

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Estimates of the size of the Liberian civil service

Year of Estimate	Estimated No. of civil servants	Pay Grade Monthly rate in USD	Total amount spent for civil service employees in USD
2009/10	34,800[14]	Senior minister: $2,400[15] Regular civil service: less than $75 to no more than $156[16] In 2011, the minimum wage for civil service employees was US$100[17]	Basic salary: $42,964,469 (Note: this figure "encompasses the bulk of civilian personnel, including some commissions, authorities and other types of bodies that are not typically part of the civil service" and "more aptly refers to civilian staff, since it includes some entities that are not part of the civil service payroll, including state-owned enterprises."[18] Therefore, this figure may not be very relevant.)
2015/16	34, 247[19]	Senior minister- $6,000[20] to $7,800[21] Regular civil service-15 pay points ranging from $113 to $176 Education providers-14 pay points ranging from $113 to $476 Health service providers-7 pay points ranging from $181 to $750[22]	Public service pensions: estimated at $88,413,000[23]

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The tables on this page and next pertain to 2012/13[24] and 2013/14[25] respectively.

Table 12: Average Wage Bill Expenditure per Payroll-Funded Staff, FY2012/13 Actuals, USD

Name	Number of Staff:		Average monthly expenditure per staff from:			
	Regular Payroll	Of which Elected & Appointed (EAS)	Total Wage Bill	Basic salary – Civil Service	General Allowance, (per non-EAS)	Special Allowance (per EAS)
Ministry of Education	12,251	11	280	265	13	2,082
Ministry of Justice (1)	3,683	104	460	387	55	446
National Legislature	2,490	96	626	127	266	3,020
Ministry of Health and Social Welfare	3,587	15	378	224	144	1,350
Ministry of Finance	1,365	8	672	162	423	4,169
Judiciary	1,540	94	505	145	197	1,296
Ministry of Internal Affairs	3,578	64	214	182	7	1,422
Ministry of Foreign Affairs	312	5	1,562	1,103	292	9,276
Ministry of Public Works	569	4	440	142	174	4,492
Monrovia Consolidated School System	1,023	1	242	222	18	1,675
Ministry of Lands, Mines and Energy	505	9	322	143	79	2,133
Ministry of State for Presidential Affairs	445	15	361	142	95	3,792
Ministry of Planning and Economic Affairs	145	3	1,010	456	355	5,500
LISGIS	176	4	800	156	313	2,428
Ministry of Information, Culture & Tourism	308	5	355	185	108	3,749
Ministry of Labor	169	4	621	147	300	3,900
Ministry of Agriculture	281	11	355	162	129	1,759
Ministry of Post and Telecommunications	314	8	296	145	83	1,870
Ministry of Transport	288	8	319	139	139	1,613
Ministry of Commerce and Industry	256	6	329	136	142	2,311
General Services Agency	337	3	249	142	63	4,067

[3] These calculations do not capture how payments are actually awarded across individuals.

Civil Service Agency	139	4	548	157	164	4,238
Office of the Vice President	81	2	778	185	302	11,461
Ministry of National Security	269	4	216		13	3,225
Ministry of Youth and Sports	174	7	323	146	86	2,357
Ministry of Gender & Development	133	3	413	152	134	3,869
CNDRA	143	2	279	139	113	2,079
Liberia Institute for Public Administration	60	5	622	157	177	3,640
Cooperative Development Agency	42	2	458	151	159	3,275
Bureau of State Enterprises	21	1	650	156	210	3,900
Agricultural and Industrial Training Bureau	33	-	359	157	141	-
National Food Assistance Agency	38	-	177	133	44	-
Sub total	34,755	508	380	201	92	2,002
Median			369	156	140	3,122
Standard Deviation			279	181	107	2,265

Source: MOF Budget Data, CSA HRMIS employment data for May 2013, and CSA calculations
Note: (1) For Ministry of Justice, Average base salary data is the sum of base salary - civil service and base salary - paramilitary.
Standard deviation indicates how widely values are dispersed from the average (mean); larger values indicate greater.dispersion.

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[25] Ibid. 54.

Table 31: Compensation in the Civil Service

Civil service context
• The civil service exhibits substantial dispersion in pay for ostensibly similar jobs due to mis-grading in base salaries as well as ministry-level discretion over the general allowance. Further sources of uncertainty are in-kind allowances (gas/fuel and airtime coupons) that are subject to varied practices and to some extent appear to be top-ups to pay. In the case of above-benchmark DSA rates, some portion may also be a *de facto* top-up, albeit a sporadic one, for individuals who travel internationally. DSA for domestic travel may exhibit some of the same characteristics. • Earnings information presented here is drawn from analysis of a large scale database of allowances data and salary scales presented earlier in this document, and is subject to the limitations as explained. Evident anomalies reflect the varied practices across and within ministries, as well as mis-grading and idiosyncratic use of job titles.
Estimated gross regular monthly monetary earnings (base salary plus allowances). Excludes in-kind allowances
Executive & Managerial • Director, base salary only est. USD 168, if allowance, avg. total 802 (range 318 – 1,768) • Assistant Director, base salary only est. USD 168, if allowance, avg. total USD 498 (range 218 – 1,368) • Comptroller, base salary only est. USD 168, if allowance, avg. total USD 2,044 (range 618 – 5,568) *Professional* • Chief Accountant, base salary only est. USD 143; if allowance, avg. total USD 806 (range 413 – 1,943) • Accountant, base salary only est. USD 143; if allowance, avg. total USD 467 (range 243 – 1,343) • Senior Auditor, base salary only est. USD 143; if allowance, avg. total USD 1,036 (range 493 – 1,343) • Auditor, base salary only est. USD 143; if allowance, avg. total USD 512 (range 213 – 793) • Engineer, base salary only est. USD 143; if allowance, avg. total USD 464 (range 343 – 893) • Analyst, base salary only est. USD 143; if allowance, avg. total USD 470 (range 212 – 1,043) • Procurement Officer, base salary only est. USD 143; if allowance, avg. total USD 339 (range 193 – 763) • IT Technician, base salary only est. USD 143; if allowance, avg. total USD 396 (range 243 – 943) *Technical, Administrative Support & Elementary Occupations* • Accounts Clerk, base salary only USD est. 120; if allowance, avg. total USD 332 (range 190 – 570) • Mechanic, base salary only est. USD 120; if allowance, avg. total USD 214 (range 155 – 420) • Mason, base salary only est. USD 120; if allowance, avg. total USD 203 (range 160 – 260) • Secretary, base salary only est. USD 120; if allowances, avg. total USD 296 (range 140 – 1,120) • Office Assistant, base salary only est. USD 120; if allowances, avg. total USD 235 (range 150 – 645) • Driver, base salary only est. USD 120; if allowances, avg. total USD 228 (range 142 – 270) • Security guard, base salary only est. USD 120; if allowances, avg. total USD 214 (range 160 – 345) • Cleaner, base salary only est. USD 120; if allowances, avg. total USD 172 (range 144 – 245)

6.4   APPENDIX 4. SURVEY & INTERVIEW SCRIPTS

Interviews generally followed the scripts below with some latitude for the subjects to raise and address additional questions. We needed a coherent picture of the fellowship experience, the work environment, relationships with co-workers, supervisors, and mentors, and perceived performance. But for our purposes, an individual's personal reflections were also of high value and we followed up on comments, sought clarification, or deepened the line of questioning as the interviewee's knowledge and observations dictated without supplanting the questions in the script.

Interview Script for PYPP Alumni and Current Fellows

	Now that we've covered the goals of the project and the terms of the interview, I would like to begin our conversation. We really want to hear about your <u>direct experience</u> and what <u>you</u> have done. As we talk, you should feel free to elaborate, make comparisons, tell stories, and add questions you think I should have asked but have missed!
Background	*Let's start with a few questions about your background and reasons for applying to the PYPP.* Could you briefly explain your career trajectory? What did you study in university? Where did you work before applying to the PYPP? What attracted you to the PYPP program? Where did you first hear about it?
PYPP Application & Selection	*Now, I'd like to hear about your experience with applying to the PYPP and the selection process.* What were your overall impressions of the PYPP application and selection process? Did you have a sense of how long the entire process would require? What aspects did you find particularly difficult or challenging? Do you have any suggestions for how the process can be improved? What kinds of topics were covered in the PYPP orientation and training period? Which topics did you later find most useful? Where were you placed and where do you currently work? If you hadn't been accepted to the PYPP where do you think you would be working today?
Placement in Fellowship Position	What were the key challenges when you first arrived at your placement post? Was your supervisor prepared for your arrival? In terms of your understanding the job duties, was there a Terms of Reference (TOR) for your role? What were your initial responsibilities? Who you're your supervisor(s) and mentor(s)? How would you describe your working relationship with your supervisor? How did non-PYP coworkers react when you began your placement? Did others feel PYPs would take over their jobs and if so, did the mentor, supervisor—or you yourself—take steps to reduce this fear? What did you do? What steps did your mentor or supervisor take to help you work as a team with other members of the office? How qualified were the existing staff for the jobs they held? How did their attitudes to you/to PYPs change during the 2 years of your fellowship?

Performance & Accountability	Did you complete the monthly activity reports for the PYPP? Did your department/supervisor use the <u>performance appraisal system</u>? Did you ever fail to do what was required/asked of you? What happened? <u>Impact on processes and outcomes:</u> How did processes in your office change after your arrival? How do you think you contributed to the organization and operations of your department? How did your organization or department improve as a result of your presence?
	After you finished your fellowship, what options did you consider? Why did you choose to remain in government [or pursue other options like studying]? How has your current ministry or agency been able to absorb you as a permanent employee? How do you see your future career development in the public sector?
	Interviewer: In a later stage of this project, we would like to visit with some of the people who have played important roles in this aspect of your work. If we are able to do so, to ask more detailed questions, who are the people you think we should interview? I will keep paper notes about your response to this question, but we will turn the recording devices off or we can return to this question after the interview is over. *[Interviewer: Review the protocols for preserving confidentiality. If the interviewee did not sign a release form to make the interview available to us, remind him or her that s/he may do so now or may wait until after the transcript is available. Explain the likely schedule for the next steps, along with the way in which the transcript will be conveyed. Extend thanks on behalf of the program.]*

Interview Script for Fellows' Supervisors, Mentors, and Co-workers

	Now that we've covered the goals of the project and the terms of the interview, I would like to begin our conversation. I'd like to first talk to you about this particular office and the work you do, and then talk about what it was like when the PYP joined your team and any contributions the PYP might have made to your work or the work of the office. As we talk, you should feel free to elaborate, make comparisons, tell stories, and add questions you think I should have asked but have missed!
Office Environment	Could you start by telling me a bit about your career trajectory and when the first PYP joined your team. How many PYPP fellows have you worked with? (How many PYPP fellows have worked in this office?)
	Would you briefly describe your current staffing structure: how many staff you currently have, their qualifications, and what they do?
	Generally how long to staff members remain in this office? Have there been considerable changes in the organization since 6 years ago?
	How has the leadership of the unit changed over the past 6 years? How would you describe the turnover in ministers or department heads?
	In this office, when you run into an operational problem or issues between co-workers, how do problems typically get exposed and fixed? Could you give me an example or talk me through a problem you may have dealt with recently? How frequently do the staff suggest process improvements?
	How does your performance management system work? Tell me about the most recent round. Are there any ways to recognize top performers or reward, financially or non-financially, really good work?
	Thinking back to the period before the PYPP fellow arrived, were there any problems or issues that prevented the office from effectively fulfilling its mandate?
Experience Working with the PYP	When did you first hear about the PYPP? Who decided that a fellow would be placed in your office [under your supervision]? What kind of work or job did you expect the fellow to do?
	Thinking back to when the PYP first arrived at your office:
	What kinds of tasks did you first assign to the fellow and how did they fare?
	After the PYPP fellow joined your office how often did you interact with him or her?
	How much supervision or mentoring did the PYP need compared to other workers in your office with the same qualifications/degree?
	How much time do you spend explaining or assigning tasks to PYPs? How long does PYP take complete a task?
	If you assign a task to a PYP how certain are you that it will be done time and done well?
	Who do you ask to assist you when you have a problem or urgent job? Could you give me an example?
	Did you review the PYP's monthly activity report? How accurate were the reports in your view?
	Who else in the office/agency did the PYP interact with and how often?
	What were the working relations like between the PYP and other workers in the office?

Contributions of the PYP	How would you describe the PYPP fellow's contribution to the operations and work of the office or department?
	Do you recall any specific contributions that the PYPP fellow made?
	Are there any other employees in your division/department who could have contributed as much as the PYP?
	After the PYPP fellow began to work in your office did you see any changes in those areas or processes that you earlier mentioned were challenges?
	Were there other changes in office staffing, support, and mandate that occurred during the period of the PYPP's appointment?
	How have these changes directly or indirectly impacted the office's ability to fulfill its mandate?
	Once the fellowship period is over, my understanding is that ministries are typically expected to absorb the PYPs onto their payrolls. Did you have concerns about how your office or agency would be able to retain the PYP after the two-year fellowship period?
	How did your ministry find the funds to retain the PYP(s) after their fellowship period?
	Interviewer: In a later stage of this project, we would like to visit with some of the people who have played important roles in this aspect of your work. If we are able to do so, to ask more detailed questions, who are the people you think we should interview? I will keep paper notes about your response to this question, but we will turn the recording devices off or we can return to this question after the interview is over. *[Interviewer: Review the protocols for preserving confidentiality. If the interviewee did not sign a release form to make the interview available to us, remind him or her that s/he may do so now or may wait until after the transcript is available. Explain the likely schedule for the next steps, along with the way in which the transcript will be conveyed. Extend thanks on behalf of the program.]*

PYPP Alumni and Fellows Survey (Sections 1-3 and Section 5 were also sent to Class VI finalists)

Q1.1 Thank you for agreeing to participate in this survey of the fellows and alumni of Liberia's President's Young Professional Program (PYPP). Your feedback about your work experiences both during the fellowship and afterward is critical for guiding decisions about how to grow and expand the program in the coming years. Your responses are completely confidential. Response data will be available only to the Princeton University researchers who are leading this study. Your email address will be stored only to track survey completion and to draw a focus group for a more in depth discussion. The data from the survey will be reported only in the aggregate and no individual will be identified

Q1.2 By selecting the box below you indicate that you understand the purpose of the research and that you freely choose to participate.

○ I hereby consent to participate in this interview. I understand that my participation in this survey is voluntary and that my responses will be confidential. At any time, I may withdraw my consent and discontinue participation without penalty by contacting the lead researcher, Ms. Pallavi Nuka (pallavi@princeton.edu).

Q2.1 First, we would like you to answer a few questions about your education and background. In which subject area(s) did you earn your bachelor's or undergraduate degree? You may select more than one if you have dual degrees.

Q2.2 How many years of post-graduate education (towards a master's degree or doctorate) have you completed?

○ 1 - 2 years
○ 3 - 4 years
○ More than 4 years

Q2.3 Which county are you originally from?

Q2.4 What is your gender?

○ Female
○ Male

Q2.5 How old are you?

Q2.6 Before joining the PYP program, did you hold any leadership roles in student groups, community organizations, churches, etc. while in secondary school or at university?

○ Yes (if so, please elaborate) _____
○ No

Q2.7 Have you been involved in any other leadership capacity building initiatives either before, during, or after the President's Young Professional Program, besides the PYPP itself?

○ Yes (if yes, please elaborate) _____
○ No

Q2.8 What work experience did you have before joining the PYPP? This could be internships, volunteerships, or jobs that you held prior to entering into a PYPP fellowship. Check all that apply.

❑ Government job/internship
❑ Private sector job/internship
❑ International NGO, charity or civil society organization
❑ Liberian (domestic) NGO, charity, or civil society
❑ Multilateral or bilateral organization
❑ No prior work experience

Q2.9 Which PYPP class were you in?

○ Class I
○ Class II
○ Class III
○ Class IV
○ Class V
○ Class VI
○ Other, please explain. _____

Q2.10 Please enter your email address here. Your email address will be stored only to track survey completion and to draw a sample of respondents for a more in depth focus group discussion.

Q3.1 Now we have some questions about the application process and placement in a fellowship post. How did you first hear about the President's Young Professionals Program? Select one.

○ PYPP website
○ Executive Mansion Website
○ University administrator or instructor
○ Other campus recruiting
○ Social media
○ Word of mouth

❑ Search engine
❑ Other advertisement
❑ Other (please specify) _____

Q3.2 How much did you know about the President's Young Professionals Program before you applied?

❑ A great deal--personally knew staff or fellows
❑ A lot by reputation
❑ Only what was on the web
❑ Not much

Q3.3 What motivated you to apply to the President's Young Professionals Program? Please rank the factors in order from 1 being the most important to 7 being the least important.

_____ Potential for advancement in a government career
_____ Wish to support Liberia's development
_____ Salary and benefits
_____ Reputation/prestige of the program
_____ Desire to develop professional skills and competencies
_____ Limited professional opportunities elsewhere
_____ Other

Q3.4 Next, please indicate whether you agree or disagree with the follow statements about the PYPP recruitment and selection process.

Q3.5 The program staff clearly explained the process of testing, interviewing, and selection.

❑ Strongly agree
❑ Somewhat agree
❑ Neither agree nor disagree
❑ Somewhat disagree
❑ Strongly disagree

Q3.6 The program staff kept me notified about my status during the different stages of the selection process.

❑ Strongly agree
❑ Somewhat agree
❑ Neither agree nor disagree
❑ Somewhat disagree
❑ Strongly disagree

Q3.7 The length of time it took to complete the testing and interviewing process was reasonable.

❑ Strongly agree
❑ Somewhat agree
❑ Neither agree nor disagree
❑ Somewhat disagree
❑ Strongly disagree

Q3.8 The PYPP's selection process does a good job of vetting the applicants for fellowships.

❑ Strongly agree
❑ Somewhat agree
❑ Neither agree nor disagree
❑ Somewhat disagree
❑ Strongly disagree

Q3.9 The program selects the most qualified and talented applicants for fellowships.

❑ Strongly agree
❑ Somewhat agree
❑ Neither agree nor disagree
❑ Somewhat disagree
❑ Strongly disagree

Q3.10 What other career paths did you consider as alternatives to the PYPP? Check all that apply.

❑ Private sector (business or consulting)
❑ Law
❑ Medicine
❑ NGO or charity
❑ Other civil service career
❑ Post-graduate education (Masters or Doctoral programs in any field)
❑ Other (please specify) _____

Q3.11 How satisfied were you with the PYPP's placement process that assigned you to a government agency or office?

❑ Extremely satisfied

○ Somewhat satisfied
○ Neither satisfied nor dissatisfied
○ Somewhat dissatisfied
○ Extremely dissatisfied

Q4.1 Did you accept the PYPP fellowship position when it was offered to you?

○ Yes.
○ No. Briefly explain. _____

Q4.2 Did you participate in the initial orientation and training for those selected as PYPP fellows?

○ Yes.
○ No.

Q4.3 Thinking back to the initial two-week orientation and training before you began your fellowship: How satisfied were you with the availability of necessary tools, supplies, or materials during the initial orientation and training process?

○ Extremely satisfied
○ Somewhat satisfied
○ Neither satisfied nor dissatisfied
○ Somewhat dissatisfied
○ Extremely dissatisfied

Q4.4 During that initial orientation and training, how satisfied were you with the trainers' expertise and their availability to answer your questions?

○ Extremely satisfied
○ Somewhat satisfied
○ Neither satisfied nor dissatisfied
○ Somewhat dissatisfied
○ Extremely dissatisfied

Q4.5 In general, how useful is/was the initial PYPP orientation and training for your work in your placement?

○ Extremely useful
○ Very useful
○ Moderately useful
○ Slightly useful
○ Not at all useful

Q4.6 Have you participated in any of the ongoing monthly training sessions organized by the program?

○ Yes.
○ No.

Q4.7 The PYP program provides ongoing training sessions (usually monthly) during the fellowship period. Thinking about the total training that you have received from the program: By how much do you think the training increased your knowledge about government procedures and policymaking?

○ Significantly increased
○ Moderately increased
○ Slightly increased

Q4.8 Please select which, if any, of the following job skills you feel you acquired through the program's training. Check all that apply.

❑ Substantive knowledge about the work of the office in which you were placed
❑ Technological/IT skills
❑ Research skills
❑ Analytical or critical thinking skills
❑ Presentation skills (written or verbal)
❑ Teamwork ability
❑ Professionalism
❑ Project management skills
❑ Other (please specify) _____

Q4.9 Please select which, if any, of the following leadership skills you feel you acquired during the program. Check all that apply.

❑ Team management
❑ Communications
❑ Organization
❑ Conflict Resolution
❑ Long-term planning/strategy
❑ Decision-making
❑ Other (please specify) _____

Q5.1 Are you still doing your PYPP fellowship?

○ Yes, I am currently in a fellowship position
○ No, I have completed my 2-year fellowship or I left the program early

Q5.2 Where do you currently work?

❑ In the same ministry or agency where I worked as a fellow
❑ In a different government ministry or agency
❑ Position in a private company
❑ With a domestic NGO, charity, or civil society organization
❑ With an international NGO, charity, or civil society organization
❑ With a multilateral or bilateral donor organization
❑ Other (please specify) _____

Q5.3 What, if any, further educational opportunities have you pursued since completing or leaving PYPP?

❑ MBA or other business, accounting or finance degree
❑ Law degree
❑ Medical degree
❑ Engineering degree
❑ Degree in government, public administration, public policy, international affairs, or related
❑ Other master's degree or doctorate. (Please specify) _____
❑ None

Q5.4 What is your current position/title?

Q5.5 Compared to the job you held, or would have held, as a PYPP fellow, is your current position a

❍ Promotion
❍ At the same level
❍ A less senior position

Q5.6 What is your current income level (including salary and any allowances)?

❍ Less than USD 5,000 per year
❍ USD 5,000 to USD 7,500
❍ USD 7,500 to USD 10,000
❍ USD 10,000 to USD 15,000
❍ USD 15,000 to USD 20,000
❍ Over USD 20,000

Q5.7 How many people do you currently manage?

❍ 0
❍ 1-5
❍ 5-20
❍ 20-50
❍ 50+

Q5.8 If you are responsible for an office or agency what is the approximate size of the annual budget that you manage?

Q5.9 About how often do you talk to or meet with PYPP fellows and alumni for your work?

_____ Alumni/fellows working in your office
_____ Alumni/fellows in a different ministry or agency
_____ Alumni outside the government

Q6.1 Now we have some questions about your experiences during placement. Some of you may still be working as fellows or may have just begun your first year of the fellowship. If you feel that you have not been in your placement long enough to answer a question, you can skip to the next one.

Q6.2 To which ministry or agency were you assigned for the first year of your fellowship?

Q6.3 Thinking back to the first days and weeks of your placement in Year 1 of your fellowship, please say how strongly you agree with the statements below. My manager/supervisor was prepared for my arrival.

❍ Strongly agree
❍ Somewhat agree
❍ Neither agree nor disagree
❍ Somewhat disagree
❍ Strongly disagree

Q6.4 I was welcomed to my office and introduced to the people on our team.

❍ Strongly agree
❍ Somewhat agree
❍ Neither agree nor disagree
❍ Somewhat disagree
❍ Strongly disagree

Q6.5 I got a clear explanation of my job duties and responsibilities.

❍ Strongly agree

❍ Somewhat agree
❍ Neither agree nor disagree
❍ Somewhat disagree
❍ Strongly disagree
Q6.6 I was assigned meaningful work/training during my first week on the job.

❍ Strongly agree
❍ Somewhat agree
❍ Neither agree nor disagree
❍ Somewhat disagree
❍ Strongly disagree
Q6.7 I received initial training to help me understand internal systems, general operating practices, and other information needed to perform my job.

❍ Strongly agree
❍ Somewhat agree
❍ Neither agree nor disagree
❍ Somewhat disagree
❍ Strongly disagree
Q6.8 Did you later switch to or were transferred to a different ministry or agency?

❍ Yes
❍ No
Q6.9 Which ministry or agency did you later switch to or were transferred to for the second year of your fellowship?

Q6.10 Please explain briefly the reasons for the switch or transfer.

Q6.11 Thinking back to the first days and weeks of your placement in Year 2 of your fellowship, please say how strongly you agree with the statements below. My manager/supervisor was prepared for my arrival.

❍ Strongly agree
❍ Somewhat agree
❍ Neither agree nor disagree
❍ Somewhat disagree
❍ Strongly disagree
Q6.12 I was welcomed to my office and introduced to the people on our team.

❍ Strongly agree
❍ Somewhat agree
❍ Neither agree nor disagree
❍ Somewhat disagree
❍ Strongly disagree
Q6.13 I got a clear explanation of my job duties and responsibilities.

❍ Strongly agree
❍ Somewhat agree
❍ Neither agree nor disagree
❍ Somewhat disagree
❍ Strongly disagree
Q6.14 I was assigned meaningful work/training during my first week on the job.

❍ Strongly agree
❍ Somewhat agree
❍ Neither agree nor disagree
❍ Somewhat disagree
❍ Strongly disagree
Q6.15 I received initial training to help me understand internal systems, general operating practices, and other information needed to perform my job.

❍ Strongly agree
❍ Somewhat agree
❍ Neither agree nor disagree
❍ Somewhat disagree
❍ Strongly disagree
Q6.16 Considering your experiences during the fellowship, please say how strongly you agree with the statements below. The job expectations as described initially were consistent with what I did or am doing during the fellowship.

❍ Strongly agree
❍ Somewhat agree
❍ Neither agree nor disagree
❍ Somewhat disagree

○ Strongly disagree

Q6.17 I received additional training and coaching to help me better do my job.

○ Strongly agree
○ Somewhat agree
○ Neither agree nor disagree
○ Somewhat disagree
○ Strongly disagree

Q6.18 My supervisor or mentor checked (or checks) with me regularly to answer any questions I may have.

○ Strongly agree
○ Somewhat agree
○ Neither agree nor disagree
○ Somewhat disagree
○ Strongly disagree

Q6.19 My supervisor provides/provided on-going feedback about my performance

○ Strongly agree
○ Somewhat agree
○ Neither agree nor disagree
○ Somewhat disagree
○ Strongly disagree

Q6.20 I was held accountable for my performance.

○ Strongly agree
○ Somewhat agree
○ Neither agree nor disagree
○ Somewhat disagree
○ Strongly disagree

Q6.21 On an average day on the job during your placement, do/did you usually participate in any of the following activities? Check all that apply.

❑ Research and analysis
❑ Agenda setting
❑ Advocacy
❑ Consultation
❑ Coordination
❑ Resource mobilization
❑ Policy formulation
❑ Policy implementation
❑ Policy monitoring and evaluation
❑ Program design
❑ Program implementation
❑ Program monitoring and evaluation

Q6.22 Thinking about the fellowship overall, which of the following statements do you agree with? Check all that apply.

❑ My placement job is/was a good fit with my interests.
❑ My job is/was a good fit with my skills.
❑ I get/got a sense of satisfaction from my work.
❑ I am proud of the work that I do/did.
❑ Overall, I like(d) my job.
❑ I am/was satisfied with my department or agency.

Q6.23 Considering your interactions with co-workers during your fellowship, which of the following statements do you agree with? Check all that apply.

❑ Employees in my work unit share(d) job knowledge with each other.
❑ Co-workers treat(ed) each other with respect.
❑ The people in my team can/could be relied upon to help me when things get difficult in my job.
❑ The people in my team work together to find ways to achieve targets and goals.
❑ The people in my team help come up with new and better ways of doing things.

Q6.24 O a scale from 0 (Not effective) to 5 (Extremely Effective), rate how effectively your agency or ministry is/was able to fulfill its mandate.

_____ Office Performance Rating

Q6.25 What challenges did you face that stood in the way of doing your job more effectively?

❑ Lack of time
❑ Lack of equipment (computers, databases, etc.)
❑ Lack of funds (for programs, necessary travel, etc.)
❑ Lack of guidance on tasks and goals

❑   Circumstantial constraints
❑   Other (please specify) _____
Q7.1 What kinds of targets or goals for performance are used in the agency or ministry where served as a fellow? Check all that apply.

❑   Each person in the agency or ministry had individual targets or goals.
❑   Sub-divisional offices in the agency or ministry had targets or goals.
❑   The overall agency or ministry had targets or goals.
❑   No explicit targets or goals.
Q7.2 Overall, during your placement, how often do/did you meet with people to talk about work?

_____ Supervisor(s)
_____ Mentor(s)
_____ Co-workers

Q7.3 How does/did your mentor help in responding to needs/resolving problems? Check all that apply.

❑   Listening and following up
❑   Helping to implement change
❑   Clarifying objectives and checking your understanding
❑   Being patient and explaining
❑   He/She did not help
❑   Other (please specify) _____
Q7.4 How often do/did you communicate with the PYPP staff, including the Program Manager and the Executive Director?

_____ PYPP staff

Q8.1 Thank you for your feedback about the PYPP program. Direct any inquiries about the survey to Ms. Pallavi Nuka, Associate Director, Innovations for Successful Societies, 206 Bobst Hall, Princeton University, Tel: 609-258-5258, Email: pallavi@princeton.edu.

6.5 APPENDIX 5. SURVEY RESPONSE RATE & REGRESSION ANALYSIS

Given the relatively small number of 105 PYPs (25 current fellows from Class VI, 72 alumni, and 8 who left the program before completing the 2-year fellowship), we attempted to do a census of the entire population using the survey above. Additionally, we contacted the 22 finalists from the Class VI recruitment, who had been below the cutoff for acceptance into the program. We sent multiple rounds of emails and followed-up with phone calls asking that individuals complete the survey.

Category	Population Size	Number of Survey Responses	Survey Response Rate	In-depth Interviews
Alumni	72	59	82%	19
Drop-outs	8	0	0%	3
Class VI Fellows*	21 (later 25)	21	100%	4
(Short Version of Survey)				
Class VI Finalists	22	17	77%	Focus group

*Four more fellows were recruited after March 2016 when this study began.

We received 80 responses to the survey from PYP alumni and current fellows. All 21 fellows from Class VI responded, and 59 responses came from the program alumni. None of the program drop-outs responded to the survey. However, we did do in-depth interviews with three individuals from this sub-population. Of the Class VI finalists, 17 out of 22 completed a short version of the survey above.

6.5.1 Regression Analysis

The regression analysis (shown in Table 3) of respondents' job satisfaction is based on the 80 responses from alumni and current fellows. The survey included a battery of questions designed to measure four concepts: (i) job satisfaction, (ii) experience during the fellowship, (iii) quality of supervision and mentorship, and (iv) relationships with co-workers. For each concept, the analysis combined the responses from multiple categorical items to construct an interval scale. The interval scales are not an absolute measure of the latent variables, but are relative measures that allow rankings and comparisons of respondents' attitudes and experiences against each other. Using scale variables in the analysis allows us to do a standard multivariable regression and apply parametric tests to interpret the significance of the regression coefficients.

The table below shows which questions were used in developing each of the four scales. The reported scale reliability coefficient, Cronbach's alpha, is an indicator of how much the variables on the scale covary with each other and with the total score. A higher value of alpha means that there is greater covariance between items and that the variables are measuring a single latent concept. A value of alpha very close to one suggests there is some redundancy and some of the variables can be excluded from the scale. Generally, an alpha higher than 0.6 is considered acceptable.[26]

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[26] McIver, J. P., & Carmines, E. G. (1981). Unidimensional scaling. Thousand Oaks, CA: Sage.

Concept / Variables used to develop the scale	Scale
Overall job satisfaction	
Thinking about the fellowship overall, which of the following statements do you agree with? Check all that apply. • My placement job was a good fit with my interests. • My job was a good fit with my skills. • I got a sense of satisfaction from my work. • I am proud of the work that I did. • Overall, I liked my job.	Range: 1 (very dissatisfied) 5 (high) Scale reliability coefficient (alpha): 0.7043
Fellowship experience	
Considering your experiences during the fellowship, please say how strongly you agree with the statements below. • The job expectations as described initially were consistent with what I did or am doing during the fellowship. • I received additional training and coaching to help me better do my job. • My supervisor or mentor checked with me regularly to answer any questions I may have. • I got regular feedback about my performance • I was held accountable for my performance.	Range: 1 (very poor) 5 (very good) Scale reliability coefficient (alpha): 0.8272
Supervision-mentorship	
How did your mentor help in responding to needs or resolving problems? Check all that apply. • Listening and following up • Helping to implement change • Clarifying objectives and checking your understanding • Being patient and explaining	Range: 0 (low) 5 (high) Scale reliability coefficient (alpha): 0.6137
Relationships with coworkers	
Considering your interactions with co-workers during your fellowship, which of the following statements do you agree with? Check all that apply. • Employees in my work unit shared job knowledge with each other. • Co-workers treated each other with respect. • The people in my team could be relied upon to help me when things get difficult in my job. • The people in my team work together to find ways to achieve targets and goals. • The people in my team help come up with new and better ways of doing things.	Range: 0 (low) 5 (high) Scale reliability coefficient (alpha): 0.6211

6.6 APPENDIX 6. PERSONS INTERVIEWED

Full Name	Title/Position	Organization/Ministry	Type
Abdoul Derrick Duanna	Research and Clinical Assistant to Chief Medical Officer	John F. Kennedy Hospital, GoL	PYP Alumnus
Amos N. Sando	Statistician, Budget Policy and Planning	Ministry of Finance and Development Planning, GoL	PYP Alumnus
Andrew Swindell	Former PYPP Coordinator	John Snow Inc.	Staff
Andrew Temeh	Deputy Minister for Administration	Ministry of Information, Cultural Affairs and Tourism, GoL	Mentor-Supervisor
Betsy Williams	Former JSI Country Representative, Member of Board of Directors and International Advisory Board	President's Young Professional Program	Board member, funder
C. William Allen	Ambassador / Former Director-General of the Civil Service Agency	Ambassador to France, GoL	Government
Cassandra Hampton	Chief Administrative Officer	Ministry of Lands, Mines, and Energy, GoL	PYP Alumnus
Clarence Moniba	Head of the President's Delivery Unit	Ministry of State for Presidential Affairs, GoL	Mentor-Supervisor
Dan Honig	Professor / Former Liberia Fellow	Johns Hopkins University	Observer
Dan Hymowitz	Head of Insight and Learning / Former Liberia Fellow	Africa Governance Initiative	Mentor-Supervisor
Daniel F Poawalio	Director, Rural Outreach	Civil Service Agency, GoL	Mentor-Supervisor
Darin Kingston	Senior Portfolio Manager	Global Development Incubator	Advisor / Staff
Dorbor Jallah	Executive Director	Public Procurement and Concessions Commission, GoL	Mentor-Supervisor
Elva Richardson	Former Deputy Minister for Administration	Ministry of State for Presidential Affairs	Mentor-Supervisor
Frank DeSarbo	Program Administrator	John Snow Inc.	Staff
Fredrick S. Cooper	Assistant Coordinator	Ministry of Finance and Development Planning, GoL	PYP Alumnus
Garvoie Kardoh	Administrative Assistant to Deputy Managing Director for Operation	Forestry Development Authority	Mentor-Supervisor
George T Wilson III	Director, General Administration and Finance	Civil Service Agency, GoL	Mentor-Supervisor
George Werner	Minister/ Former Director-General of the Civil Service Agency / Member of Board of Directors	Ministry of Education, GoL	Mentor-Supervisor
Gonleh Jenkins Barkar	Former Program Assistant	Ministry of Post and Telecommunications, GoL	Left PYPP
Gwakolo Wilfred	Project Coordinator, Mental Health Support System Project	Carter Center - Liberia	PYP Alumnus
Gyude Moore	Minister / Former Head of the President's Delivery Unit / Former Liberia Fellow	Ministry of Public Works, GoL	Mentor-Supervisor
Herdain Jallah	Procurement Specialist	Ministry of Transport, GoL	Left PYPP
Hh Zaizay	Executive Director	President's Young Professionals Program	PYPP alum / Staff
Honore Tchou	Analyst / Former Soros Fellow in the Civil Service Agency	Department of Labor, US Government	Observer
Jamel Dugbeh	Economist for Public Investment	Ministry of Finance and Development Planning, GoL	PYP Alumnus
Joanne Ke	Senior Portfolio Associate	Global Development Incubator	Advisor / Staff
John G.S. Mayon	Administrative Officer	Liberia Revenue Authority, GoL	PYP Alumnus

Full Name	Title/Position	Organization/Ministry	Type
Johnson Williams	Assistant Director, Budget Development and Dissemination	Ministry of Finance and Development Planning, GoL	PYP Alumnus
Julius Saye Keh-nel	Director, Access to Markets Program	Ministry of Commerce and Industry, GoL	PYP Alumnus
Justine M. Morris	Program Assistant, Post Clearing and Audit	Liberia Revenue Authority, GoL	Current PYP
Kula Fofana	Assistant Minister, Youth Development	Ministry of Youth and Sports, GoL	Mentor-Supervisor
Leah Tomah -Zinnah	Director, Education Management Information System	Ministry of Education, GoL	PYP Alumnus
Leela Zaizay	Masters in Public Health candidate (Uganda)	Ministry of Health and Social Welfare, GoL	PYP Alumnus
Liliane Leneh Best	Chief of Staff (Minister's Office)	Ministry of Finance and Development Planning, GoL	Mentor-Supervisor
Lorbah C. Roberts	Masters in Agricultural Economics candidate (Uganda)	Ministry of Finance and Development Planning, GoL	PYP Alumnus
Marios Obwana	Senior Economic Advisor	USAID-GEMS, Ministry of Finance & Development, GoL	Mentor-Supervisor
Massa Crayton	Country Director, Liberia	Open Society Initiative for West Africa	Funder
Melissa Bukuru	Portfolio Advisor	Soros Fund Management/Open Society Foundations	Funder
Michael Kwabo	Research Assistant, Office of the Executive Director	Public Procurement and Concessions Commission, GoL	PYP Alumnus
Musah Dixon	Director for Budget Strategy	Ministry of Finance and Development Planning, GoL	Mentor-Supervisor
Natty B. Davis	Former Minister of State Without Portfolio	Ministry of State, GoL	Mentor-Supervisor
Nicole B. Weeks	Assistant Policy Analyst, Cabinet Secretariat	Ministry of State for Presidential Affairs, GoL	Current PYP
Niveda Ricks	Law Professor / Member of Board of Directors	University of Liberia, UN Mission in Liberia	Mentor-Supervisor
Norris Tweah	Vice President for University Relations / Former Liberia Fellow	University of Liberia	Mentor-Supervisor
Nyanda Finda Yekee- Davis	Director, Passport Office	Ministry of Foreign Affairs, GoL	PYP Alumnus
Olivia Mak	General Counsel / Former Overseas Development Institute Fellow	Save the Children - UK	Mentor-Supervisor
Patricia Mitchell-Findley	Head of Administration	International Bank (Liberia) Limited	Observer
Peter G Roberts	Deputy Minister for Administration	Ministry of Gender, Children, and Social Protection, GoL	Mentor-Supervisor
Puchu Leona Bernard	Director-General, Member of Board of Directors	Civil Service Agency, GoL	Mentor-Supervisor
Rachel Macauley	Masters Candidate / Former JSI Program Manager / Member of International Advisory Board	Columbia University	Staff
Ranjita Rajan	Fellow	Oxford University	Observer
Rebecca Kwabo	Director, Performance Management	Civil Service Agency, GoL	PYP Alumnus
Robtel Pailey	Research Fellow / Former Liberia Fellow	Oxford University	Mentor-Supervisor
Roland Lankah	Sr. Financial Analyst	Ministry of Internal Affairs, GoL	PYP Alumnus
Romelle Horton	Deputy Minister, Instruction	Ministry of Education, GoL	Mentor-Supervisor
Rupert Simons	CEO / Former Liberia Country Director for the Africa Governance Initiative	Publish What You Fund	Observer

Full Name	Title/Position	Organization/Ministry	Type
Saah Charles N'Tow	Minister for Youth and Sports / Former Director of PYPP and Liberia Fellows / Member of Board of Directors	Ministry of Youth and Sports, GoL	Staff
Sadia Stubblefield	Deputy Director	President's Young Professionals Program	Staff
Shedrick Seton	Former Technical Assistant	Ministry of State for Presidential Affairs, GoL	PYP Alumnus
Sonnie Ziama Gbewo	Program Assistant, Health Services Department	Ministry of Health and Social Welfare, GoL	Current PYP
Stephanie Carey Buttner	Audit Agent	Brussels Airlines	Left PYPP
Stephen B Dorbor Sr.	Deputy Minister for Planning & HR Development	Ministry of Lands, Mines, & Energy, GoL	Mentor-Supervisor
Steve Cashin	CEO, Founder /Director	Pan African Capital Group / International Bank (Liberia) Limited	Observer
Steve Radelet	Professor, Former economic advisor to President Sirleaf	Georgetown University	Funder
Tanneh Brunson	Deputy Minister for Budget & Development Planning	Ministry of Finance and Development Planning, GoL	Mentor-Supervisor
Tendra Tenwah	Coordinator, County Health Services	Ministry of Health and Social Welfare, GoL	PYP Alumnus
Vicki Cooper	Country Director	USAID-GEMS Program, Liberia	Mentor-Supervisor
Wanneh Clarke Reeves	Deputy Director-General for Human Resources	Civil Service Agency, GoL	Mentor-Supervisor
Williams N. Saykay	Revenue Analyst, Real Estate Division	Liberia Revenue Authority, GoL	Current PYP
Yvonne Moore	Director	Daphne Foundation	Funder

6.6.1 List of PYPs

Full Name	Class	Ministry, Agency, or Commission (MAC)	Position
Rebecca Kwabo	I	Civil Service Agency	Studies Ghana
Gwakolo Wilfred	I	Carter Center	Project Coordinator, Mental Health
Joseph Sessay*	I	Ministry of Agriculture	Studying for PHD (Uganda)
Nada Ajami-Tondo	I	Ministry of Education	Early Childhood Development Specialist
Amos N. Tubor	I	Ministry of Finance & Development Planning	Senior Program Officer, Social Integration and Political Affairs
Nyanda Finda Yekee-Davis	I	Ministry of Foreign Affairs	Director for Passport and VISA
Hh K. Zaizay	I	Ministry of Gender, Children & Social Protection	Executive Director
Tendra Tenwah	I	Ministry of Health & Social Welfare	Coordinator
Lucia Gibson	I	Ministry of Information, Cultural Affairs & Tourism	Acting Human Resource Director
Shedrick Seton	I	Ministry of State	Technical Assistant, office of the DMA (now in the states)
Romell Wleh-Clarke	II	Evironmental Protection Agency	Administrative Assistant
Abdoul Derrick Duannah	II	John F. Kennedy Medical Center	Research & Clinical Assistant to Chief Medical Officer
Moses Zolue *	II	Ministry of Agriculture	Soil Scientist (studies USA)
Musu Flomo	II	Ministry of Agriculture	Administrative Assistant
Theophilus Baah	II	Ministry of Agriculture	County Agriculture Coordinator, Lofa County
Julius Saye Keh-nel	II	Ministry of Commence & Industries	Director, Access to Market
Abraham Dagher	II	Ministry of Education	Administrative Assistant
Leah Tomah -Zinnah	II	Ministry of Education	M&E Specialist
Elchico M. Fawundu	II	Ministry of Foreign Affairs	Research Analyst
Nyeotee Zorgbai	II	Ministry of Gender, Children & Social Protection	Finance Administrative Assistant
Togar Tarpeh	II	Ministry of Internal Affairs	Program Assistant, Peace Building Project
Vegelar Kemah	II	Ministry of Internal Affairs	Chief Accountant
Cassandra Hampton	II	Ministry of Lands Mines & Energy	Chief Administrative Officer, Small Medium Enterprise
Dahnu Mianyen	II	Ministry of Youth & Sports	Program Officer
Boakai Jalieba	II	Ministry of Youth & Sports	Assistant Minister for Youth Development
Josephus Kettor	III	Liberia Revenue Authority	Auditor
Peter N. Ben	III	Liberia Revenue Authority	Internal Auditor
Kunan Vesselly *	III	Ministry of Agriculture	Studies (Uganda)
Mbakai Vapliah *	III	Ministry of Agriculture	Studies (Kenya)
Gudi J.N.D Neufville *	III	Ministry of Commence & Industries	Studies (USA)
Linclon K. Blojay	III	Ministry of Commence & Industries	Deputy Comptroller
Fredrick S. Cooper	III	Ministry of Finance & Development Planning	Assistant Coordinator
Lorbah C. Roberts	III	Ministry of Finance & Development Planning	Studying Uganda
Talifa Roger Suah	III	Ministry of Foreign Affairs	Technical Assistant
Hawa Dunor *	III	Ministry of Gender, Children & Social Protection	Studies (Tanzania

Full Name	Class	Ministry, Agency, or Commission (MAC)	Position
Edna S. Tay	III	Ministry of Gender, Children & Social Protection	Left the program
Elizabeth H. Kwemi	III	Ministry of Health & Social Welfare	Technical Assistant
Leela K. Zaizay *	III	Ministry of Health & Social Welfare	Left the program
Rita E. Kiawoin	III	Ministry of Health & Social Welfare	Research Assistant, Research Unit
J. Alben Greeves	III	Ministry of Justice	Coordinator, Child Justice
Albert K. Samukai *	III	Ministry of State for Presidential Affairs	Project Officer (Studies UK)
Ciata Armah Stevens *	III	Ministry of State for Presidential Affairs	(Studies Netherlands)
Joseta S. Neufville *	III	Ministry of State for Presidential Affairs	Project Officer (Studies USA)
Mbalan Nufeatalai *	III	Ministry of State for Presidential Affairs	Project Officer (Studies UK)
Winnerford Prout Richard *	III	Ministry of State for Presidential Affairs	Project Officer (Studies China)
Keturah M. Sandikie *	III	Ministry of Transport	Special Assistant to the Minister (Studies China)
John G.S. Mayon	III	National Oil Company of Liberia	Administrative Assistant
Miatta-Fatima Kromah	III	Public Procurement Concessions Commission	Research Assistant, Office of the Executive Director
Michael Kwabo	III	Public Procurement Concessions Commission	Research Assistant, Office of the CEO
Hennistta W. Nyangbe *	IV	Liberia Maritime Authority	Legal Assistant/Paralegal (Studies China)
Agnes Payeker *	IV	Ministry of Finance & Development Planning	Budget Analyst (Studies China)
Amos N. Sando	IV	Ministry of Finance & Development Planning	Statistician
Emmanuel N.B.Flomo	IV	Ministry of Finance & Development Planning	Analyst Budget Forecasting and Development
Eyea P. Booker	IV	Ministry of Finance & Development Planning	Analyst Budget Development and Dissimilation
Jamel Dugbeh	IV	Ministry of Finance & Development Planning	Economics
Johnson Williams	IV	Ministry of Finance & Development Planning	Budget Analyst
Matthew G.Garway	IV	Ministry of Finance & Development Planning	Analyst, Project Appraisal and Compliance
Sarah M. Johnson	IV	Ministry of Finance & Development Planning	Senior Budget Policy Officer
T. Cornelius Tugba	IV	Ministry of Finance & Development Planning	Budget Analyst (Studies USA)
Varkpeh Gonowolo	IV	Ministry of Finance & Development Planning	Sr. Budget Analyst
Stefanie Y. Buttner-Carey	IV	Ministry of Finance & Development Planning	Left the program
Zoe W. Tuagben	IV	Ministry of Finance & Development Planning	Left the program
Herdain T. Jallah	IV	Ministry of Finance & Development Planning	Left the program
Agnes Nushann *	IV	Ministry of Gender, Children & Social Protection	Acting Coordinator, Adolescent Girls Unit (Studies US)
Roland Lankah	IV	Ministry of Internal Affairs	Sr. Financial Analyst
Authur Fomgbeh *	IV	National Housing Authority	Project Analyst Studies China)
Christollie A. Collins *	IV	National Investment Commission	Administrative Assistant (Studies China)
Francilia Marah	V	Environmental Protection Agency	Concessions IT Assistant
Daniel D. Wleh Jr.	V	Ministry of Agriculture	Concessions IT Officer
Calvin Famgalo	V	Ministry of Finance & Development Planning	Planning Analyst, Budget Development and Dissimilation
Kulele V. Morris	V	Ministry of Finance & Development Planning	Planning Budget Analyst

Full Name	Class	Ministry, Agency, or Commission (MAC)	Position
Patience Y. Karley	V	Ministry of Finance & Development Planning	Analyst, Budget Development and Dissimilation
Paul P. Jerbo	V	Ministry of Finance & Development Planning	Planning Economist
Prince S.Doelar	V	Ministry of Finance & Development Planning	Planning Analyst Project Development
Deborah Queminee	V	Ministry of Finance & Development Planning	Planning Budget Analyst
Vamuyan A. Sessay	V	Ministry of Finance & Development Planning	Planning Economist
Gonleh Jenkis Barkar	V	Ministry of Finance & Development Planning	Left the program
Theresa Dieng	V	Ministry of Finance & Development Planning	Left the program
Deborah Quenminee	V	Ministry of Finance & Development Planning	Left the program
Precious W.Tokpah	V	National Bureau of Concessions	Assistant Coordinator, Cadastre Office
Jonathan Sarlie	VI	Governance Commission	National Integrity System
Tenneh F. Suah	VI	Governance Commission	Human Resource
Baysah Kortee	VI	Liberia Revenue Authority	
Justine M. Morris	VI	Liberia Revenue Authority	Post Clearing and Audit
Teddy S. Swaray	VI	Liberia Revenue Authority	CG Office
Williams N. Saykay	VI	Liberia Revenue Authority	
Alimamy Donzo	VI	Ministry of Commence & Industries	
Josiah N. Domah	VI	Ministry of Gender, Children & Social Protection	Office of the Minister
Ibrahim F. Ajami	VI	Ministry of Health & Social Welfare	
Sonnie Ziama-Gbewo	VI	Ministry of Health & Social Welfare	Health Service
Collen B.M.C.Parker	VI	Ministry of Health & Social Welfare	Research
Zoe C.Y. Taylor Doe	VI	Ministry of Health & Social Welfare	Health Service
Dorothy Pallay	VI	Ministry of Justice	Human Resource
Ramsey Roye	VI	Ministry of Justice	Procurement
Richardson E.G. Karmo	VI	Ministry of Labour	Finance & Budget
Standford L. Butty	VI	Ministry of Labour	Procurement
Emmanuel T.T. Swen	VI	Ministry of Lands Mines & Energy	
Kaustella Kailian	VI	Ministry of Public Works	
Kiavah Zinnah	VI	Ministry of State	Office of the Dean of Cabinet
Nicole B. Weeks	VI	Ministry of State	Office of the Dean of Cabinet
Melvina Elliott	VI	Ministry of Youth & Sports	Office of the Minister
Ummu Ainane Tunis	VI	Ministry of Health	Health Services
Martina W. Khon	VI	Ministry of Health	Health Services
Haika Hinneh	VI	Ministry of Health	National Eye Division
Massa Mamey	VI	Public Procurement Concessions Commission	Administration

6.7 APPENDIX 7. TERMS OF REFERENCE

INNOVATIONS FOR SUCCESSFUL SOCIETIES
Princeton University

Evaluation of Liberia's President's Young Professionals Program

Background

The President's Young Professionals Program (PYPP) was launched in 2009 to create opportunities and incentives for qualified young Liberians to enter government service. The PYPP recruited recent graduates, trained them for leadership positions, and placed them in key agencies to increase the overall capacity of the Liberian administration. From its inception the program has had the support of President Ellen J. Sirleaf.

The program now has about 75 alumni, many of whom have remained in government service. With support from its Transition Advisory Board, funders, the Government of Liberia, and the Global Development Incubator, the PYPP is transitioning into a public-private partnership with the government of Liberia. It is a Liberia-based and governed non-profit organization accountable to a local board of directors, with additional fundraising support from an international advisory board. At this point of transition there are many questions about how to best continue the program, attract and sustain funding, and possibly replicate the program in other countries.

To help answer these questions, program funders and staff want to evaluate how the program's existing model has met it's longer-term objectives. What kind of impact has the program had on Liberia's civil service, the agencies and ministries in which fellows were placed, and on the fellows' careers and prospects?

This evaluation is designed to collect information from alumni and the agencies that hosted young professionals (PYPs). The key outputs from this evaluation will include:

- Assessment of fellows' experiences both in the program, during training and placements, and after the program including a short baseline survey of the new class (Class 6)
- Comparison of the experiences across different host agencies taking into account differences in mentorship, supervision, and working environments
- Analysis of how fellows affected host agency performance
- Recommended program changes in training, mentorship, supervision, and networking to improve the effectiveness of PYPs in their jobs
- A list of critical program elements to help others adapt a version of the program for their countries.

Based on this work, ISS will prepare a detailed evaluation report for the Government of Liberia, funders, and program staff and a publishable case study about the program that can appear on the ISS website as part of a Liberia capacity building series.
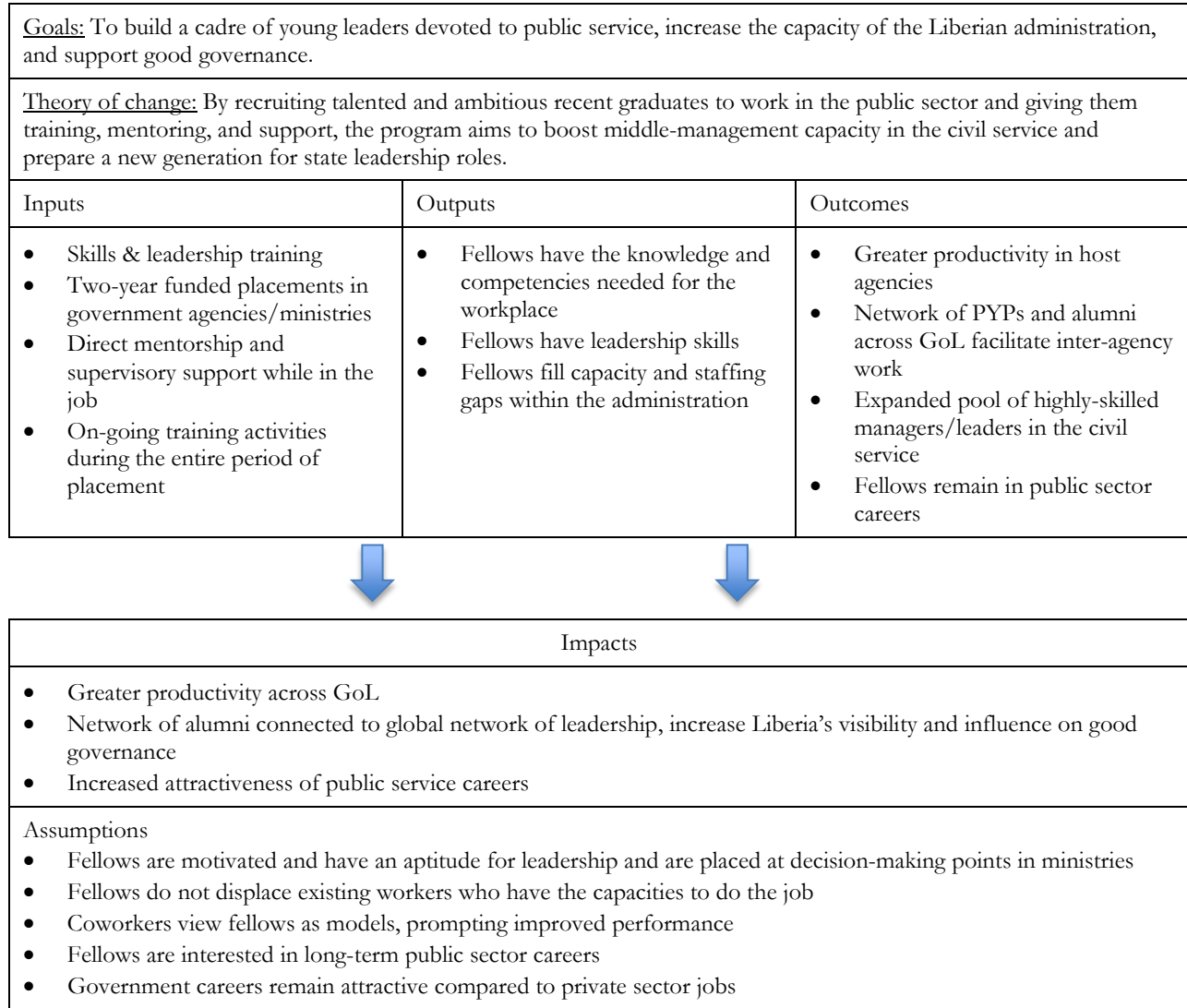
Theory of Change (Logic Model)

The table on the next page proposes a model for the program's theory of change that outlines how the program leads to the desired outcomes. Review of PYPP documents and reports suggests that the program's mission was to encourage talented young Liberians to enter government service and to strengthen Liberia's administration. To achieve this mission

the PYPP objectives were to build a cadre of young leaders and fill capacity and staffing gaps, usually middle-management roles, within the administration.

Theory of Change: President's Young Professional Program

Goals: To build a cadre of young leaders devoted to public service, increase the capacity of the Liberian administration, and support good governance.		
Theory of change: By recruiting talented and ambitious recent graduates to work in the public sector and giving them training, mentoring, and support, the program aims to boost middle-management capacity in the civil service and prepare a new generation for state leadership roles.		
Inputs	Outputs	Outcomes
• Skills & leadership training • Two-year funded placements in government agencies/ministries • Direct mentorship and supervisory support while in the job • On-going training activities during the entire period of placement	• Fellows have the knowledge and competencies needed for the workplace • Fellows have leadership skills • Fellows fill capacity and staffing gaps within the administration	• Greater productivity in host agencies • Network of PYPs and alumni across GoL facilitate inter-agency work • Expanded pool of highly-skilled managers/leaders in the civil service • Fellows remain in public sector careers

Impacts
• Greater productivity across GoL • Network of alumni connected to global network of leadership, increase Liberia's visibility and influence on good governance • Increased attractiveness of public service careers
Assumptions • Fellows are motivated and have an aptitude for leadership and are placed at decision-making points in ministries • Fellows do not displace existing workers who have the capacities to do the job • Coworkers view fellows as models, prompting improved performance • Fellows are interested in long-term public sector careers • Government careers remain attractive compared to private sector jobs

Drawing reliable inferences about the circumstances that shape the success of individual PYPs is a main aim of the evaluation. The outcomes and impacts in the chart above help capture what success means: fellows are able to contribute a skill or product that increases the productivity of the ministry or agency where they are placed and they continue to hold managerial or leadership roles in public service. Success could have many different drivers, however. Some plausible hypotheses include:

- qualities individuals brought to the program (we assume all are motivated and bright, but they arrived with different training and experience)
- characteristics of the office in which the PYP is placed (staff size, functions, goals or projects at the focus of the unit's work during the period the PYP was in place, management practices, relationships with co-workers, whether the supervisor and mentor remained in their own jobs during the period of the placement)
- perceived preparation for the tasks assigned, engagement with network of PYPs and related groups.

We also want to understand the impact of the program on overall civil service capacity and efficiency. Increased productivity due to a PYPs contribution in a single agency or ministry may catalyze changes in other agencies. Having a network of PYPs (current and former) in a particular sector or working on inter-agency projects may facilitate communication and reduce bottlenecks. This study will help document these system wide impacts through interviews with PYP supervisors, high-level civil servants, donors, and critical observers.

Key evaluation questions

Based on the program's goals and objectives, we have identified four key questions for this evaluation.

1. **What was the experience of the PYPs in the program?**
2. **How has the program affected their subsequent professional careers?**

To address the first two questions we propose to conduct a short survey of 75 former PYPs in order to assess their experiences in the following areas:

Program Entry

- background (education, work experience, district of origin, gender, age)
- recruitment process
- initial in-program training
- placement process

Experience in Placement

- expectations about new post
- integration into the new post
- types of projects or tasks undertaken
- time spent on inter-agency vs. intra-agency work
- quality of mentorship
- relationships with supervisor and co-workers
- job satisfaction
- self-assessed contribution to office performance
- rating of the office's ability to fulfill its mandate
- engagement with program support staff

Post-fellowship Career

- transition out of the program
- current role and level of responsibility based on number of people and size of budget under purview
- level of interaction with PYPP network or comparable networks
- former PYPs level of engagement in public service
- participation in inter-agency/inter-ministerial projects

In addition to the survey to be conducted online (or through email), we will conduct follow-up interviews with a small group of fellows to get more detailed insight into PYPs' experiences, asking them to reflect on the feedback the survey provided. This subset will represent the diversity of experiences from those fellows who think they had a great experience and contributed a lot to those who say they had a great experience but feel they are under-employed or

under-appreciated, and also those who left public service—the outliers.

3.   What were the main differences between contexts where the PYPs thrived and where they struggled?
To address this question we will speak to the individuals who worked with the

PYP fellows—direct supervisors, mentors, and co-workers. PYPs were placed in 25 offices in various ministries. We will conduct short field surveys with individuals at the 25 agencies/offices that hosted PYPs. The office interviews are likely to take half a day each, with about 3 to 5 interviews per office—a total of about 13 business days. Depending on time and resources, we may limit this to a smaller number of agencies, including 3 where experiences reported in the survey (part 1) were about average and the remainder where fellows reported very positive or negative experiences. If supervisors and mentors have moved to different posts, we may need to track down their current locations.

Interview questions will cover the experience of fellows and organizational performance and try to reconstruct a baseline:

- work environment (rate of rotation among supervisors over the past 6 years; size of the office now compared to 6 years ago; staffing structure; qualifications of non-PYPPs in the office)
- major challenges before the PYPP arrived and whether the PYPP eased those challenges,
- matching of fellows to posts
- integration of fellows into the office
- perceptions and reactions from fellows by co-workers, including memory of specific contributions that PYPPs made, etc.
- self-rating of the office's capacity to fulfill its mandate
- other changes in office staffing, support, and mandate that occurred during the period of the PYPP's appointment

4. How did the agencies in which the PYPs were placed improve compared to the agencies where they were not involved?

If there are agencies that have requested PYPs but never received one and if the units carry out functions similar to some of those in which PYPs were placed, we will conduct interviews in those offices to assess their performance levels. Although we may not have enough agencies to provide a solid counterfactual, interviewing staff at these other agencies will provide an important comparison. These interviews will also include people who worked in similar positions as the PYPs but were not affiliated with the program. Depending on the availability of data we can also look at overall performance metrics for the Liberian civil service compared to performance metrics for those offices that hosted PYPs.

Interviews with PYPs, agency heads and civil service authority officials will also help to pinpoint the longer-term outcomes of PYPs staying in civil service. The network of PYPs throughout government may have helped improve inter-agency coordination. We can get at these questions by combining survey data and interviews with former PYPs who have stayed on in government, as well as interviews with government leaders. We want to know how many PYPs (current or former) were involved inter-agency projects, or in coordination roles.

The terms of reference for this evaluation also identified several broader questions of interest for the program's future:

a.   How can the program be depersonalized from President Sirleaf and how can it be sustained as during the upcoming political transition? Would there be value in partnering the program with Liberia's Institute for Public Administration, University of Liberia or some other institution?
b.   How does PYPP compare to other capacity building and leadership initiatives and opportunities in Liberia. Has it complemented or competed with other efforts?
c.   How will new political leadership affect perceptions of the program in the administration?
d.   Can the program be expanded to support the decentralization process by attracting youth to serve in their home counties? Are there other growth opportunities in Liberia to consider.

e. How can the government ensure the program's funding in the short-to-medium term?

f. How can the PYPP model be replicated in other countries? Are there key aspects of the program that be easily transferred to other contexts?

The surveys and interviews discussed above will shed light on these questions. In terms of the interactions between PYPP and other capacity building programs, we can collect information on these other programs and do a comparison and a basic benchmarking of PYPP against the other programs. A rigorous comparison of other programs' outcomes and PYPP outcomes is beyond the scope of this study. However, for the case study, we will also interview a range of individuals including program staff, funders, government officials, and advisors to canvass their opinions on these issues.

Products

The project will deliver a review composed of three products.

1. An analysis of the PYPP experience during and after the fellowship from the point of view of PYPs, based on survey results, combined with PYPP focus group results.

2. A program evaluation that integrates the data in part 1 with an assessment of the impact of PYPs on individual agencies/ministries in which they were placed. An appendix summarizing the recommendations PYPs, supervisors, and mentors have offered.

3. An ISS-format case study that puts the experience and results in a form others can learn from and discuss easily. The case study will draw on interviews with government leaders to highlight the role of the PYPP across agencies and ministries, and

Schedule

ISS is prepared to begin the evaluation immediately and envisions completion of the close-to-final case study and evaluation report in three months from the start of work. Given the research design and the understanding of the terms of reference, the workplan consists of three (3) main stages with a description of activities at each stage. The table below presents the detailed timeline.

Because ISS is a university program, we cannot conduct work that is confidential. Therefore, we will present all materials in a form that can be used privately, initially, but can then be released publicly after review, without the risk of embarrassing anyone. Due to human subjects clearances and approvals associated with the case, it may take two additional months for the case study to be published on the ISS website. Additionally, please note that due to human subjects protection and respect for confidentiality, ISS will not be able to share raw survey or interview data with the sponsor unless interviews have been cleared.

Proposed Workplan

Week	Activities
Week 1 - 4 INITIAL SURVEYING & RESEARCH	• Designing, testing, and launching the survey will require the full-time attention of the program manager and the associate director over the course of a week. • PYPP alums will have about 10 days to complete the survey. • Work with program staff to o identify the offices in which PYPs served o contact the people who currently lead those offices o locate former supervisors and mentors

	o schedule at least a subset of the office interviews • Identify and schedule interviews with higher-level government officials, representatives of funders, and others involved in PYPP • Analysis of survey responses to provide a sense of the PYPs' perception of their offices' performance. A limited analysis could be available within a week of the close of the survey if most people have responded.
April 3-24 Weeks 4 - 7 FIELD SURVEYS & INTERVIEWS	• Two ISS personnel will travel to Liberia to work with a Liberian counterpart in conducting the office assessments and other interviews • Conduct structured interviews at each office site that yield discursive comments as well as code-able data. • Conduct open-ended interviews with Liberian officials and other stakeholders
Weeks 7 -11 DATA ANALYSIS & DRAFTING	• Analyze data and craft report • Write the case study (drafts 1 & 2) • Circulate drafts for review by the end of Week 9 • Finalize the report and polish the case study (our cases usually go through 5 or 6 drafts) • Clear quotes with respondents where necessary