



Transparency, Accountability and Ethics in Public Institutions	
Day 1: Fundamentals of Ethics and Public Integrity	
9:00-9:30	Welcome & Course Introduction
	Introduction of Speakers and Participants; Program Overview; Icebreaker Activity
9:30-11:00	Module 1: Activity: How would a World without Corruption Look?
Content	<p><i>Presentation:</i> Short video of UN Secretary-General António Guterres' statement on corruption in the context of COVID-19 ("Corruption is the ultimate betrayal of public trust."). Discussion of statements on corruption from an online forum. Both elements should work as a prompt for the following brainstorming activity. Participants will also fill out an ethics self-assessment questionnaire whose results, along with the overall learnings from the training, will inspire them to set up and present development plans in Module 18 on Day 5.</p> <p><i>Activity:</i></p> <ul style="list-style-type: none"> • Structured Brainstorming on a World Free from Corruption; • Ethics self-assessment.
Learning Outcomes	<ul style="list-style-type: none"> • To raise awareness of the variety of perceptions that participants associate with the causes and consequences of corruption; • To set a benchmark as to the level of knowledge about the topic in the room. Input received though the activity may be used to tailor the rest of the training more specifically; • To help participants identify (i) areas in which they are on strong ethical ground, (ii) areas that they may wish to examine, including the basis for their responses and (iii) opportunities for further reflection.
Key Readings	N/a
Schedule	9:30-10:30: Presentation 10:30-11:00: Activity: Structured Brainstorming on a World free from Corruption and Ethics self-assessment
11:15-13:00	Module 2: Essentials of Ethics and Public Integrity
Content	<p><i>Presentation:</i> Roles and responsibilities of public servants; 11 Principles of effective governance for sustainable development; integrity challenges faced by public servants; interlinkages of integrity, people trust and compliance; paradox of government ethics; ethical dilemmas; definitions of integrity, public integrity, ethics and accountability; balancing rules-based and values-based integrity strategies.</p> <p><i>Activity:</i></p> <ul style="list-style-type: none"> • Part 1: Integrity ID: Participants select a personal value, mingle with others and use it as an icebreaker to introduce themselves to others; • Part 2: Personal Integrity Action Plan: Having reflected upon their core value, participants think of integrity risks and challenges in their work environment and start a draft personal integrity action plan which can be modified throughout the course based on lessons learned; • Quiz Marathon: Participants are shown 45 short statements of behavior and have to decide whether they are appropriate or inappropriate.
Learning Outcomes	<ul style="list-style-type: none"> • What are the roles and responsibilities of public servants; • What integrity challenges such as ethical dilemmas public servants can face and what options exist to behave in critical situations; • How the core concepts of ethics, integrity and accountability are interlinked and work as a system; • How to reflect on the personal values that are important to oneself and to set up a personal integrity plan.

Key Readings	<ul style="list-style-type: none"> • Thompson, D. F. (1992). Paradoxes of Government Ethics. <i>Public Administration Review</i>, 52(3) 254-259. Accessible at https://www.jstor.org/stable/976923?seq=1. • United Nations Department of Economic and Social Affairs (October 2019). Principles of Effective Governance for Sustainable Development. Booklet. Committee of Experts on Public Administration. Retrieved from https://publicadministration.un.org/Portals/1/Images/CEPA/booklet.pdf.
Schedule	11:15-12:00: Presentation 12:00-13:00: Activity: Part 1: Integrity ID, Part 2: Personal Integrity Action Plan, Quiz Marathon
13:00-14:00	Lunch Break
14:00-15:30	Module 3: Transparency and Accountability
Content	<p><i>Presentation:</i> Logic of transparency; principal-agent theorem; types of transparency; necessary conditions for achieving transparency; transparency tools: open government, right to information (RTI), open data; practical examples from Canada, Mexico, Brazil, Israel, Kenya and India.</p> <p><i>Activity:</i> Openness Check in which participants benchmark their own organization against a number of transparency criteria and identify potential room for improvement.</p>
Learning Outcomes	<ul style="list-style-type: none"> • How different interests and asymmetric information of two or more parties are at the core of many transparency problems; • What transparency is, how it can function and which types there are depending on where information is held; • What is needed to achieve transparency; • Knowledge of transparency tools open government, right to information legislation and open data and how countries across the globe are working with them; • In an exercise, how open and transparent your one's organization is.
Key Readings	<ul style="list-style-type: none"> • Heald, D. (2006). Varieties of transparency. In Hood, C. & Heald, D. (eds.). <i>Transparency: The Key to Better Governance?</i> (pp. 23-45). Oxford: Oxford University Press. Accessible at http://www.davidheald.com/publications/Healdvarieties.pdf. • Worthy, B. (September 14, 2015). What Is Transparency? OPENDATASTUDY. Research on Open Data and Transparency. Retrieved from https://opendatastudy.wordpress.com/2015/09/14/what-is-transparency-2/.
Schedule	14:00-15:00: Presentation 15:00-15:30: Activity: Openness Check
15:45-17:00	Module 4: Understanding and Assessing Corruption
Content	<p><i>Presentation:</i> Definition of corruption; types of corruption; types, scale, risk areas and impact of administrative corruption; approaches to corruption assessment; monitoring and evaluation; corruption risk assessment; international indices and comparisons, incl. challenges thereof.</p> <p><i>Activity:</i> How does your Country Score and Why so? Discussion on corruption scores of specific countries in internationally renowned indices, allowing for reflection on how existing measurements can be read and used.</p>
Learning Outcomes	<ul style="list-style-type: none"> • How to define corruption and to differentiate between different types of this multifaceted phenomenon; • What devastating impacts corruption can have; • Why and how corruption should be assessed and which challenges exist in doing so; • About international (anti-)corruption ratings and rankings; • How to critically reflect on the incidence of corruption in your country on paper and in practice.

Key Readings	<ul style="list-style-type: none"> • United Nations Office on Drugs and Crime (2020). State of Integrity. A Guide on Conducting Corruption Risk Assessments in Public Organizations. Retrieved from https://www.unodc.org/documents/corruption/Publications/2020/State_of_Integrity_EN.pdf.
Schedule	15:45-16:45: Presentation 16:45-17:00: Activity: How does your Country Score and Why so?
17:15-18:30	Module 5: International Frameworks for Integrity and Anti-Corruption
Content	<p><i>Presentation:</i> International frameworks for integrity, notably anti-corruption conventions, their relevance and the process underlying them. Detailed overview of the Agenda 2030, SDGs (SDG 16 in particular) and the UNCAC. Practical examples from Ghana, Kenya and Indonesia.</p> <p><i>Activity:</i> Quiz (10 questions) on international provisions, followed by open discussion.</p>
Learning Outcomes	<ul style="list-style-type: none"> • What is the 2030 Agenda and the Sustainable Development Goals and how they relate to combatting corruption and how this is monitored; • What is SDG 16 and its targets and why it is crucial for accountability; • What are the main global and regional anti-corruption conventions, including UNCAC and how they relate to public sector integrity.
Key Readings	<ul style="list-style-type: none"> • Hechler, H. (May 2017). UNCAC in a nutshell. A quick guide to the United Nations Convention against Corruption for embassy and donor agency staff, U4 Anti-Corruption Resource Centre. Retrieved from https://www.cmi.no/publications/file/3769-uncac-in-a-nutshell.pdf. • United Nations Department of Economic and Social Affairs (June 2019). Corruption and the Sustainable Development Goals (Chapter 2). In United Nations Department of Economic and Social Affairs (Ed.). World Public Sector Report 2019. Sustainable Development Goal 16: Focus on public institutions (pp. 39-84). Retrieved from https://publicadministration.un.org/Portals/1/Images/WorldPublicSector/World%20Public%20Sector%20Report%202019.pdf. • United Nations (2015). Transforming our World: The 2030 Agenda for Sustainable Development. Retrieved from https://sustainabledevelopment.un.org/content/document/21252030%20Agenda%20for%20Sustainable%20Development%20web.pdf.
Schedules	17:15-18:00: Presentation 18:00-18:30: Activity: Quiz
18:30-18:45	Day 1 Wrap-up and Reflection
Day 2: Ethics and Public Integrity at the Institutional and Policy Level	
10:15-11:15	Module 6: Oversight Institutions
Content	<p><i>Presentation:</i> Roles and responsibilities of Supreme Audit Institutions (SAI), Ombudsman Offices and Anti-Corruption Agencies (ACA) in strengthening systemic integrity. The session highlights how each institution can help raising awareness, fostering change and ensuring due implementation of legal provisions. Practical examples (Slovenia, Pakistan, Indonesia) of notable approaches to common conclude the presentation.</p> <p><i>Activity:</i> Assessing Oversight Institutions in your Country: Working Groups to identify and evaluate (e.g. mandate, capacity, cooperation with the judiciary) existing oversight institutions in countries, followed by an open discussion on possible improvements.</p>
Learning Outcomes	<ul style="list-style-type: none"> • What horizontal accountability is and how checks and balances and institutional oversight work as a system; • What are the roles, models, benefits and challenges of ombudsmen, anti-corruption agencies and supreme audit institutions in anti-corruption efforts; • How countries across the globe are using oversight institutions for anti-corruption; • How to critically assess setup and functioning of oversight institutions in your country.

Key Readings	<ul style="list-style-type: none"> • Guillán Montero, A. & Le Blanc, D. (January 2019). The role of external audits in enhancing transparency and accountability for the Sustainable Development Goals. DESA Working Paper No. 157. ST/ESA/2019/DWP/157. Retrieved from https://www.un.org/esa/desa/papers/2019/wp157_2019.pdf. • International Organisation of Supreme Audit Institutions (INTOSAI) (2007). INTSOAI P-10. Mexico Declaration on SAI Independence. Retrieved from https://www.intosai.org/fileadmin/downloads/documents/open_access/INT_P_1_u_P_10/INTOSAI-P-10_en.pdf.
Schedule	10:15-11:00: Presentation 11:00-11:15: Activity: Assessing Oversight Institutions in your Country
11:30-12:30	Module 7: Social Accountability Mechanisms
Content	<p><i>Presentation:</i> Importance of social accountability mechanisms; examples of social accountability mechanisms (e.g. public expenditure tracking; citizen report cards; participatory budgeting; community-led Procurement; social audits), followed by a critical review of how social accountability is challenged and how it can be facilitated. Practical examples come from Brazil, Ghana, Kenya, India, Pakistan and the Philippines.</p> <p><i>Activity:</i> Fictitious social audit, followed by a quiz (5 questions).</p>
Learning Outcomes	<ul style="list-style-type: none"> • What social accountability is and why it matters; • How social accountability works; • Examples of social accountability mechanisms; • Enablers and challengers for social accountability; • The connection between social accountability and the SDGs.
Key Readings	<ul style="list-style-type: none"> • Baez Camargo, C. & Jacobs, E. (2013). Social Accountability and its Conceptual Challenges: An analytical framework [Working paper series No. 16]. Switzerland: Basel Institute on Governance. Retrieved from https://www.baselgovernance.org/sites/default/files/2019-04/biog_working_paper_16.pdf. • The Open University (March 2016). Study Session 5 Social Accountability and Social Responsibility. OpenLearn Works. Retrieved from https://www.open.edu/openlearncreate/mod/oucontent/view.php?id=80595.
Schedule	11:30-12:15: Presentation 12:15-12:30: Activity: Fictitious social audit and Quiz
12:30-13:30	Lunch Break
13:30-15:00	Module 8: Integrity Codes
Content	<p><i>Presentation:</i> Difference between codes of conduct and codes of ethics, their application and usefulness. The presentation conveys hands-on knowledge about good practices for developing and implementing codes, measures to render codes effective in view of their challenges and international standards and guidelines concerning integrity codes. Practical examples from Mexico, Canada, African Union, Nigeria, Jordan, the Philippines, Denmark and Norway.</p> <p><i>Activity: Review of Personal Integrity Plan:</i> Participants review their personal plan drafted in Module 2 vis-à-vis integrity codes applicable for the public sector of their country/their specific organization.</p>
Learning Outcomes	<ul style="list-style-type: none"> • What codes of conduct/ethics are and why they are important; • How to design and implement codes; • Why codes can fail; • How countries across the globe are working with codes; • How to review your organization's integrity code.

Key Readings	<ul style="list-style-type: none"> • Gilman, S. C. (2005). Ethics Codes and Codes of Conduct As Tools For Promoting An Ethical And Professional Public Service. Comparative Successes and Lessons. Prepared for the PREM, the World Bank. Retrieved from https://www.oecd.org/mena/governance/35521418.pdf • Jenkins, M. (June 2015). What are codes of conduct? Transparency International. Retrieved from https://knowledgehub.transparency.org/guide/topic-guide-on-codes-of-conduct/5357. • OECD (July 2010). Implementing a Code of Conduct for the Public Sector in Jordan. OECD Joint Learning Study. Final Report. Retrieved from http://www.oecd.org/gov/ethics/45916428.pdf.
Schedule	13:30-14:30: Presentation 14:30-15:00: Activity: Review of Personal Integrity Plan
15:15-16:45	Module 9: Managing Conflict of Interest
Content	<p><i>Presentation:</i> Definition of conflict of interest and impact for public integrity. The presentation discusses various mechanisms for managing conflicts of interest, including dedicated legislations, interest and asset declarations, ways of resolving conflicts of interest when they occur and prevention through e.g. training and awareness-raising. Practical examples from Guatemala, Argentina, Georgia, Rwanda, Mongolia and Indonesia.</p> <p><i>Activity:</i> Case studies – Conflict of interest or not? Participants are presented eight fictitious cases of potential conflicts of interest and have to answer related questions.</p>
Learning Outcomes	<ul style="list-style-type: none"> • What conflicts of interests are, why are they risky and need to be managed; • What the key components of an interest and asset declaration system are and where challenges may persist; • How countries across the globe are managing conflicts of interest through information disclosure policies; • Through case studies, how to identify whether a situation is a conflict of interest or not.
Key Readings	<ul style="list-style-type: none"> • Mooney, J., Ferguson, G. & Bildfell, C. (2018). Public Officials and Conflicts of Interest, Ch. 9. In Ferguson, G. (Ed.). Global corruption: Law, theory & practice (pp. 853-887). University of Victoria (Canada). Retrieved from https://dspace.library.uvic.ca/bitstream/handle/1828/9253/Ch.%2009_April2018_web.pdf?sequence=10&isAllowed=y.
Schedule	15:15-16:15: Presentation 16:15-16:45: Activity: Case studies – Conflict of Interest or not?
17:00-17:45	Module 10: Whistleblowing
Content	<p><i>Presentation:</i> Importance of whistleblowing for organizational integrity. Various mechanisms for facilitating whistleblowing are introduced, from protection schemes, to reporting platforms or whistleblower legislations providing clarification vis-à-vis other national provision such as secrecy laws. The session concludes with a more general discussion on the benefits between open, confidential and anonymous reporting and the usefulness of reward schemes. Practical examples from Ghana and Austria.</p> <p><i>Activity:</i> Quiz (four questions) on whistleblowing scenarios testing participants knowledge regarding applicable standards and good practices for whistleblowing.</p>
Learning Outcomes	<ul style="list-style-type: none"> • To define whistleblowing and why it matters for public integrity; • What international conventions say about whistleblowing and protection; • Tools for whistleblower protection; • Whistleblower reporting process.
Key Readings	<ul style="list-style-type: none"> • Khoshabi, S. (June 2017). Internal Whistleblowing Mechanisms. Topic Guide. Transparency International. Retrieved from

	<p>https://knowledgehub.transparency.org/assets/uploads/kproducts/Whistleblowing-Topic-Guide.pdf.</p> <ul style="list-style-type: none"> • OECD (2016). Committing to Effective Whistleblower Protection. Highlights. Retrieved from https://www.oecd.org/corruption/anti-bribery/Committing-to-Effective-Whistleblower-Protection-Highlights.pdf. • United Nations Office on Drugs and Crime (August 2015). Resource Guide on Good Practices in the Protection of Reporting Persons. Retrieved from https://www.unodc.org/documents/corruption/Publications/2015/15-04741_Person_Guide_eBook.pdf.
Schedule	17:00-17:40: Presentation 17:40-17:45: Activity: Quiz
17:45-18:00	Day 2 Wrap-up and Reflection
Day 3: Organizational Change for Enhanced Ethics and Integrity	
9:00-10:30	Module 11: Staff Management and Developing Capacities for Integrity
Content	<p><i>Presentation:</i> Role of staff management for ensuring organizational and individual integrity. The presentation covers risks of corruption and integrity throughout the employment cycle from recruitment, training, reward-schemes, rotation, promotion, to post-employment regulations. Practical examples from Mexico and Australia.</p> <p><i>Activity:</i> Working groups on HR management for integrity to develop concrete steps for improving integrity in HR management in participants' institutions.</p>
Learning Outcomes	<ul style="list-style-type: none"> • How to utilize staff management to enhance integrity in public sector; • Corruption and integrity risks throughout the employment cycle; • Practical approaches for enhancing staff integrity; • How to develop capacities for integrity.
Key Readings	<ul style="list-style-type: none"> • Chêne, M. & Heinrich, F. (March 2015). Corruption and anti-corruption practices in human resource management in the public sector. U4 Expert Answer. U4 Anti-Corruption Resource Centre. Retrieved from https://www.transparency.org/files/content/corruptionqas/Corruption_and_anti-corruption_practices_in_human_resource_management_in_the_public_sector_2015.pdf. • Shu, L. L. et al. (September 2012). Signing at the beginning makes ethics salient and decreases dishonest self-reports in comparison to signing at the end. Proceedings of the National Academy of Sciences of the United States of America, 109(38), 15197-15200. Retrieved from https://www.pnas.org/content/109/38/15197.
Schedule	9:00-10:00: Presentation 10:00-10:30: Activity: Working groups on HR management for integrity
10:45-12:30	Module 12: Creating an Organizational Culture of Ethics and Integrity
Content	<p><i>Presentation:</i> Behavioral turn in anti-corruption considering both rules and values and challenge of striking this balance; approaches to creating an organizational culture of ethics and integrity; typical mental barriers to change; institutionalizing ethics and integrity standards. Practical examples from Peru and Nigeria.</p> <p><i>Activity:</i> A tale of two stories: Video featuring Mary Gentile (University of Virginia) and reflection of participants on cases where they acted upon their values and where not.</p>
Learning Outcomes	<ul style="list-style-type: none"> • Why and how beyond rules individual and organizational values matter for successful integrity management; • Which different approaches, such as moral reminders, exist to create an organizational culture of ethics and integrity; • About the challenges of organizations with integrating both rules and values in their integrity management; • How behavioral experiments can concretely inform policy improvements in countries;

	<ul style="list-style-type: none"> In an activity, how and when to act upon your values.
Key Readings	<ul style="list-style-type: none"> OECD (2009). Towards a Sound Integrity Framework: Instruments, Processes, Structures and Conditions for Implementation. Global Forum on Public Governance, 4-5 May 2009, Paris, France. Retrieved from http://www.oecd.org/officialdocuments/publicdisplaydocumentpdf/?cote=GOV/PGC/GF(2009)1&doclanguage=en. Whitton, H. (2007). Developing the 'Ethical Competence' of Public Officials - a Capacity-building Approach. <i>Viešoji politika ir administravimas</i>, 21, 49-60. Retrieved from https://www.mruni.eu/upload/iblock/098/5_h.whitton.pdf.
Schedule	10:45-12:00: Presentation 12:00-12:30: Activity: A tale of two stories
12:30-13:30	Lunch Break
13:30-15:00	Module 13: Transparent Public Procurement
Content	<p><i>Presentation:</i> Introducing the public procurement process, corruption risks occurring at its different stages and international provisions and standards related to clean public procurement. Following that, good practices of curbing corruption in public procurement are introduced including practical examples of their implementation (Chile, Georgia, United Arab Emirates, Pakistan).</p> <p><i>Activity:</i> Case study: COVID-19 and public procurement in hospitals: Participants are confronted with a scenario concerning public procurement of a hospital during the COVID-19 crisis and need to debate about appropriate ethical behavior in that challenging situation. This is followed by a short quiz.</p>
Learning Outcomes	<ul style="list-style-type: none"> What is public procurement; What are the corruption risks in public procurement; Consequences of corruption in public procurement; International standards and recommendations for clean public procurement; Tools for public procurement; Procurement and the SDGs.
Key Readings	<ul style="list-style-type: none"> Deyong, M., Ferguson, G., Halma, E. & Bildfell, C. (2018). Corruption and Public Procurement. In Ferguson, G. (Ed.). <i>Global corruption: Law, theory & practice</i>. Ch. 11, (pp. 941-1005). University of Victoria (Canada). Retrieved from https://dspace.library.uvic.ca/bitstream/handle/1828/9253/Ch.%2011_April2018_web.pdf?sequence=12&isAllowed=y. United Nations Department of Economic and Social Affairs (2020). Institutions and governance for accelerating sustainable public procurement. Report of the virtual expert group meeting convened by the CEPA working group on sustainable public procurement on 24 November 2020. Retrieved from https://publicadministration.un.org/Portals/1/Report%20CEPA%20EGM%20on%20SPP%2024%20Nov%202020%20FINAL.pdf. United Nations Office on Drugs and Crime (UNODC) (October 16, 2020). G20 Good Practices Compendium on Combating Corruption in the Response to COVID-19, pp. 23-35. Retrieved from https://www.unodc.org/pdf/corruption/G20_Compndium_COVID-19_FINAL.pdf (last accessed on January 25, 2021). United Nations Office on Drugs and Crime (September 2013). Guidebook on anti-corruption in public procurement and the management of public finances. Good practices in ensuring compliance with article 9 of the United Nations Convention against Corruption . Retrieved from https://www.unodc.org/documents/corruption/Publications/2013/Guidebook_on_anti-corruption_in_public_procurement_and_the_management_of_public_finances.pdf.

Schedule	13:30-14:30: Presentation 14:30-15:00: Activity: Case study: COVID-19 and public procurement in hospitals plus Quiz
15:00-15:15	Day 3 Wrap-up and Reflection
Day 4: Individual Ethical Behaviour	
9:00-10:45	Module 14: Ethical Leadership
Content	<p><i>Presentation:</i> Ethical leadership as a major factor for changing mindsets and individual behaviors. Besides introducing the concept and meaning of ethical leadership, the presentation reviews different approaches for leading ethically, including ethical decision-making models, ethical checklists or principles of ethical leadership. Another part of the presentation discusses ethical leadership across organizational hierarchies, including bottom-up leadership.</p> <p><i>Activity:</i></p> <ul style="list-style-type: none"> • Task 1: Who is your ethical beacon? Participants reflect on an ethical role model and how s/he translates integrity principles into daily practice; • Task 2: What are Leadership Qualities? Participants rate ten statements on leadership qualities and triangulate their opinions with others.
Learning Outcomes	<ul style="list-style-type: none"> • How to define leadership and how its notion has changed towards ethical leadership over time; • What factors enable leaders and how followers can react to leadership; • How to lead ethically and what kind of support exists to do so (e.g. ethical decision-making models and ethical quick tests); • Why and how ethical leadership matters to all staff to achieve ethical behavior and integrity of and within public organizations.
Key Readings	<ul style="list-style-type: none"> • Eisenbeiss, S. A. (2012). Re-thinking ethical leadership: An interdisciplinary integrative approach. <i>The Leadership Quarterly</i>, 23(5), 791-808. • French, J. R. P., Jr. & Raven, B. (1959). The bases of social power. In Cartwright, D. (Ed.). <i>Studies in social power</i> (pp. 150-167). Univer. Michigan.
Schedule	9:00-10:00: Presentation 10:00-10:45: Activity: Task 1: Who is your Ethical Beacon? and Task 2: What are Leadership Qualities?
11:00-12:00	Module 15: Assessing personal vis-à-vis organizational values
Content	Understanding the structure of personal values systems is a vital part of comprehending the motivational foundation to all behavior, including work-related behavior. Participants take the Rokeach values survey (RVS) and rank their top five terminal and instrumental values, followed by reflections on their choice.
Learning Outcomes	RVS is used by career counsellors to assess and bring to awareness a staff member's hierarchical organization of work-related needs, desires and goals.
Key Readings	<ul style="list-style-type: none"> • Rokeach, M. (1973). <i>The Nature of Human Values</i>. New York: The Free Press. • Schwartz, S. H. (1992). Universals in the Content and Structure of Values: Theoretical Advances and Empirical Tests in 20 Countries. <i>Advances in Experimental Social Psychology</i>, 25, 1-65.
Schedule	11:00-12:00: Activity: Rokeach values survey (RVS)
12:00-13:00	Lunch Break
13:00-15:15	Module 16: Behavioural Insights and Staff Incentives
Content	<i>Presentation:</i> Behavioral sciences and its benefits for fostering integrity on public institutions and personnel. The presentation discusses the problem of misconduct from the perspective of (1) human decision making and (2) social dynamics influencing individual behavior. It also <i>presents</i> concrete mechanisms for facilitating staff integrity based on behavioral insights, with a focus on nudging techniques (e.g. approaches of reducing barriers, creating incentives or

	strengthen individual staff decisions for ethical choices). Practical examples relate to the United Nations Ethics Office, United Kingdom, Russian Federation, India and the Philippines. <i>Activity:</i> Solomon Asch’s conformity experiment: Video on famous psychological experiment featuring explanations by Prof. Philip Zimbardo (formerly Stanford University), followed by six guiding questions for a group discussion.
Learning Outcomes	<ul style="list-style-type: none"> • What insights behavioral science can offer for integrity management; • How both individual human decision-making as well as social dynamics of individual behavior affect whether a person behaves ethically or not; • How positive reinforcement and indirect suggestions, that is nudging, can help influence the behavior and decision-making of groups or individuals; • Learn through some practical examples how countries around the world are capitalizing on behavioral insights; • Find out in a famous experiment from psychology when we tend to conform with others and when not.
Key Readings	<ul style="list-style-type: none"> • OECD (March 2018). Behavioural Insights for Public Integrity. Harnessing the Human Factor to Counter Corruption. Retrieved from http://www.oecd.org/gov/ethics/behavioural-insights-for-public-integrity-9789264297067-en.htm.
Schedule	13:00-14:30: Presentation 14:30-15:15: Activity: Solomon Asch’s Conformity Experiment
15:30-16:15	Module 17: How to Promote Desired Behavioural Change?
Content	The purpose of the activity is that participants design their own nudge (an intervention that gently steers individuals towards a desired action) to fix an integrity problem caused by unethical behavior. Each small group will jointly select a specific integrity problem that they deem relevant to be fixed in their organization or choose one from the case studies provided. The participants have 60-minutes to discuss the case they selected. During those 60 minutes, for the purpose of problem identification, structuring and brainstorming, the small groups are asked to also fill out a table to design options of nudges that might promote behavioral change for integrity.
Learning Outcomes	To design nudges to promote behavioral change for integrity.
Key Readings	N/a
Schedule	15:30-16:15: Activity: Case studies and Design your own Nudge
16:15-16:30	Day 4 Wrap-up and Reflection
Day 5: Strategy and Action Plans for Enhanced Ethics and Public Integrity	
9:00-12:00	Module 18: Developing a Strategy, Roadmap and Action Plan for Enhanced Ethics and Public Integrity
Content	Participants will develop a Strategy, Roadmap and Action Plan for Enhanced Ethics and Public Integrity – Preparation phase
Learning Outcomes	Creation of an action plan including situation analysis, goals actions, engagement of stakeholders, partnerships, time plan, resources, expected outcomes and monitoring and evaluation.
Schedule	9:00-12:00: Activity: Developing a Strategy, Roadmap and Action Plan for Enhanced Ethics and Public Integrity – Preparation phase
12:00-13:00	Lunch Break
13:00-15:00	13:00-15:00: Activity: Developing a Strategy, Roadmap and Action Plan for Enhanced Ethics and Public Integrity – Presentation and feedback phase
15:00-16:00	Course Evaluation by Participants & Closing Session