TRANSPARENCY, ACCOUNTABILITY AND ETHICS IN PUBLIC INSTITUTIONS

with a focus on Public Procurement in Kenya

Online Training Workshop Report

24-25 March 2021

United Nations Department of Economic and Social Affairs

The Department of Economic and Social Affairs of the United Nations Secretariat is a vital interface between global policies in the economic, social and environmental spheres and national action. The Department works in three main interlinked areas: (i) it compiles, generates and analyses a wide range of economic, social and environmental data and information on which States Members of the United Nations draw to review common problems and to take stock of policy options; (ii) it facilitates the negotiations of Member States in many intergovernmental bodies on joint course of action to address ongoing or emerging global challenges; and (iii) it advises interested Governments on the ways and means of translating policy frameworks developed in United Nations conferences and summits into programmes at the country level and, through technical assistance, helps build national capacities.

Disclaimers

Websites: publicadministration.un.org and unpan.un.org

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ABOUT THE REPORT

The United Nations Department of Economic and Social Affairs (UNDESA), together with the Kenya School of Government (KSG) and the Kenya Institute of Supplies Management (KISM), co-organized an online training workshop on Transparency, Accountability and Ethics in Public Institutions with a focus on Public Procurement in Kenya. The two-day virtual workshop was held on the 24th and 25th of March 2021, with each session running for two hours (9:00 AM – 11:00 AM (New York time) / 4:00 pm – 6:00 pm (East Africa time)). More than 50 public procurement professionals and specialists from Ministries, Departments, Agencies and training institutions in Kenya attended the sessions.

The workshop piloted two modules from the Transparency, Accountability and Ethics in Public Institutions toolkit (henceforth referred to as "the Toolkit")[1]: One on "Essentials of ethics and public integrity" and another one on "Transparent public procurement". At the same time, the workshop aimed at increasing knowledge and developing the capacity of procurement professionals to address related issues in their functions to avoid slowing down the achievement of the Sustainable Development Goals (SDGs) and implementation of the key principles of the 2030 Agenda for Sustainable Development such as Leave No One Behind.

Mr. Stephen Jackson, UN Resident Coordinator in Kenya, and Professor Ludeki Chweya, Director-General of the KSG, opened the workshop, stressing that transparency in public procurement is vital to ending corruption, building confidence in government, efficiency in public service delivery and delivering the SDGs. UNDESA staff presented toolkit material on the topics "Essentials of ethics and public integrity" (Day 1) and "Transparent public procurement" (Day 2) and facilitated two interactive exercises completed by participants in breakout rooms – first, a visioning exercise on how a world without corruption would look and second, a discussion of a fictitious ethical dilemma regarding emergency public procurement in a hospital during the COVID-19 pandemic.

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1. *The Toolkit is available as part of the "Curriculum on Governance for Sustainable Development Goals" on the website of the United Nations Public Administration Network (UNPAN): https://unpan.un.org/node/591.*

In addition to these inputs based on the toolkit, the workshop was enriched by interventions from a number of expert speakers. More specifically, the themes of the two workshop days focused on the following:

Day 1 provided participants with an overview of the importance of fighting corruption for achieving the SDGs, the 11 Principles of Effective Governance for Sustainable Development, the United Nations Convention Against Corruption, integrity challenges faced by public servants, dealing with ethical dilemmas, rules-based and values-based approaches to integrity management in public institutions, the role of the UN Ethics Office as an example managing ethical risks (e.g. bribery, gifts, confidentiality) and an update on the latest statistics and rules and procedures related to public procurement in Kenya.

Day 2 focused on public procurement with thematic inputs on types, high-risk areas and impacts related to corruption in public procurement, tools and good practices for transparent public procurement, corruption risks in public procurement during emergency situations and the COVID-19 crisis in particular, the untapped potential of public procurement for economic and social prosperity, as well on green public procurement.

This report summarizes key messages that were conveyed by facilitators, participants and speakers during the workshop, as well as feedback received from workshop participants. Further material related to the workshop can be found on the dedicated event page https://publicadministration.un.org/en/news-and-events/calendar/ModuleID/1146/ItemID/3077/mctl/EventDetails.

## What is the Curriculum on Governance for the Sustainable Development Goals?

UN DESA has developed seven Training of Trainers Capacity Development Toolkits – the Curriculum on Governance for the Sustainable Development Goals – which contain ready-to-use and customizable training material on key governance dimensions to advance the implementation of the SDGs. The Toolkits comprise 100+ modules including concepts, practical examples, case studies, activities and audiovisual material that can be facilitated by the UN system, schools of public administration, UN Resident Coordinator's Offices, academia and other training providers in virtual and in-person settings.

The training material was developed taking into consideration recommendations from the High-level Political Forum on Sustainable Development, the 11

Principles on Effective Governance for Sustainable Development and the work that UN DESA is carrying out on capacity development. Specifically, the Curriculum supports to comprehensively translate expert guidance from the Principles into practice for pragmatic and ongoing improvements in national and local governance capabilities to reach the SDGs.

The Curriculum is published on the website of the United Nations Public Administration Network (UNPAN) (https://unpan.un.org/capacity-development/curriculum-on-governance-for-the-SDGs) and contains Toolkits on the following topics:
- Transforming Mindsets of Public Servants to Implement the 2030 Agenda for Sustainable Development;
- Transparency, Accountability and Ethics in Public Institutions;
- Institutional Arrangements and Governance Capacities for Policy Coherence;
- Effective National to Local Public Governance for SDG Implementation;
- Government Innovation for Social Inclusion of Vulnerable Groups;
- Risk-informed Governance and Innovative Technology for Disaster Risk Reduction and Resilience; and
- Innovation and Digital Government for Public Service Delivery.
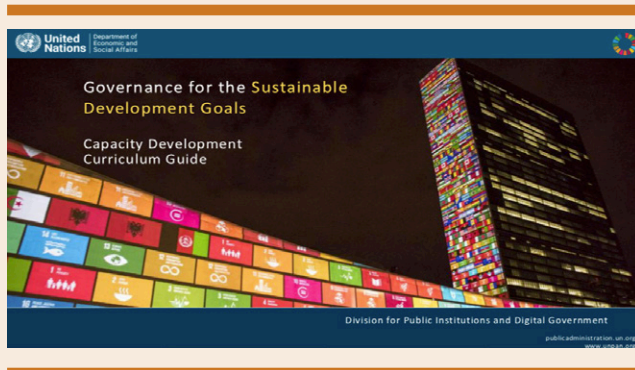
What is the Toolkit on Transparency, Accountability and Ethics in Public Institutions?

Related SDGs: SDG 16.

Keywords: Ethics, accountability, corruption, transparency, institutions, mechanisms and mindsets for accountability, SDG 16.

Language: English

Objective: The Toolkit approaches integrity and effective anti-corruption in public institutions as the results of three interlinking factors:
(1) Transparency of government, which enables citizens and civil society to hold governments to account,
(2) accountability, which can be enhanced by strengthening oversight institutions, and
(3) transforming mindsets to adopt ethical standards for civil servants, who play an enabling role in upholding good governance and anti-corruption. The course intends to promote public servants' ethical awareness and transform mindsets for ethical behavior and decision-making, enabling them to become change agents and lead on integrity transformations.

Upon completion of the course, learners will:
- Undertake a values assessment vis-à-vis the SDGs and map capacity gaps and opportunities;
- Understand concepts, and practical mechanisms for integrity and anti-corruption, focusing on international frameworks and standards, laws and institutions at the national level, organizational tools and processes, as well as behavioral insights to translate formal rules into desired behaviors;
- Map and engage with key stakeholders in defining an ethics and integrity strategy;
- Develop a roadmap and an action plan to incorporate relevant knowledge into public servants' day-to-day work.

The Toolkit consists of 18 modules which can be facilitated in a five-day training. Modules can be presented in full or partially, independent from each other and are customizable, meaning they can be adjusted to the sociocultural or geographic context where a training is delivered.

The training material is available at
https://unpan.un.org/node/591.

ACKNOWLEDGMENTS

KEY MESSAGES

1. Introduction and context

Corruption undermines in many different ways governments' ability to provide effective, inclusive and accountable services. It has a negative impact on government's ability to serve the public interest and erodes people's trust, thereby undermining the political system more generally. In the absence of trust, people become cynical about their political system and disaffected with the existing order. Distrust can result in alienation and withdrawal from the participatory processes, as well as in lack of compliance with norms and rules that were formerly taken for granted. In a survey of 35,777 people to commemorate the United Nation's 75th Anniversary, 68 percent stated that things about government corruption will not get better by 2045, painting a bleak picture of the future if no effective action is taken by countries and the international community.[2]

The criminal and immoral offense that is corruption also results in loss of resources with negative impacts on peace, stability, security, the rule of law, gender equality, the environment and human rights. It is thus detrimental to the achievement of the Sustainable Development Goals. In particular, the devastating consequences of corruption bear on the poor, marginalized and vulnerable people, and some types of corruption, including petty corruption, can disadvantage women disproportionately. In times of crisis, such as the ongoing COVID-19 pandemic, when speedy emergency responses may lead to the loosening of oversight and control mechanisms to provide essential lifelines to people and firms, corruption, for instance in terms of the delivery of medical supplies and personal protective equipment of inferior quality or at unfair market prices, can be even more damaging for people, planet, prosperity, peace and partnerships.

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2. *United Nations (September 2020). The Future We Want. The United Nations We Need. Update on the Work of the Office on the Commemoration of the UN's 75th Anniversary, p. 67. Retrieved from* https://www.un.org/sites/un2.un.org/files/un75report_september_final_english.pdf *(last accessed on April 14, 2021).*

Curbing corruption could deliver an additional $1 trillion in tax revenues annually across the world, or 1,25 percent of global gross domestic product[3] **– money that could well be used by governments to support health, education and infrastructure.** Hence, creating more robust systems for accountability, transparency and integrity without delay is very important for achieving the 2030 Agenda for Sustainable Development, its 17 SDGs and key principles such as Leaving No One Behind. Only if there are neutral actions — that is acts of integrity — combined with transparency and accountability of institutions and people, then can resources be channeled properly, countries recover from crisis and inequalities be reduced.

Kenya joined and committed to the United Nations Convention Against Corruption (UNCAC) — the only legally binding universal anti-corruption instrument and unique response to a global problem — in December 2003, when it was opened to states for signature. The implementation of the 2010 Constitution in Kenya has led to improvements in governance indicators, while there are still weaknesses in government accountability, corruption and bureaucracy. The 2020 Transparency International Corruption Perception Index ranked Kenya 124/180 countries with a score of 31/100, a slight improvement from 2019 ranking of 137/180 with a score of 28/100.[4] In a 2019 national survey, corruption came out as the top perceived challenge facing the country (49.4 percent), followed by unemployment (36.8 percent) and poverty/famine (27.2 percent).[5] The United Nations Development Assistance Framework (UNDAF) 2018-2022 for Kenya[6], developed in collaboration with the Government of Kenya, also identifies transformational governance, including the strengthening of transparency and accountability, as a major development priority to support the Government to achieve objectives of the Agenda 2030, the Africa Regional 2063 Aspirations, Kenya's third Medium Term Plan (MTP III) 2018-2022 as well as its 'Big Four' agenda.

Public procurement — the process by which governments purchase goods, services and works from the private sector — has massive implications for sustainable development and its own global SDG Target 12.7 which is to promote public procurement practices that are sustainable in accordance with national policies and priorities. Kenya, a low-income country, procures 26 percent of gross domestic product[7] and public procurement accounts for 60 percent of the resources appropriated to the country's public institutions.[8] Therefore, expectations of delivering value for money and transparency, accountability and ethics weigh on the shoulders of public servants and stakeholders working in this area. Article 9 of UNCAC also stipulates to "take the necessary steps to establish appropriate systems of procurement, based on transparency, competition and objective criteria in decision-making, that are effective, inter alia, in preventing corruption"

3. International Monetary Fund (April 2019). Fiscal Monitor: Curbing Corruption. Chapter 2 (pp. 39-66), p. 43. Retrieved from https://www.imf.org/-/media/Files/Publications/fiscal-monitor/2019/April/English/ch2.ashx (last accessed on April 14, 2021).

4. Transparency International (2021). Corruption Perceptions Index. Retrieved from https://www.transparency.org/en/cpi/2019/index/nzl (last accessed on April 13, 2021).

5. Ethics and Anti-corruption Commission (Kenya) (May 2019). National Ethics and Corruption Survey, 2018. Retrieved from https://eacc.go.ke/default/wp-content/uploads/2019/11/EACC-Ethic-Corruption-Survey-2018.pdf (last accessed on April 29, 2021).

6. United Nations (2018). Kenya United Nations Development Assistance Framework (UNDAF 2018-2022). Retrieved from https://kenya.un.org/sites/default/files/2019-09/UNITED%20NATIONS%20DEVELOPMENT%20ASSISTANCE%20FRAMEWORK%20%28UNDAF%29%20B5%20web.pdf (last accessed on January 25, 2021).

7. Bosio, E. & Djankov, S. (February 5, 2020). How large is public procurement? World Bank Blogs. Retrieved from https://blogs.worldbank.org/developmenttalk/how-large-public-procurement (last accessed on April 28, 2021).

8. Matiba, K. (Kenya Ethics and Anti-Corruption Commission) (2021). Presentation during a Webinar on Transparency, Accountability and Ethics in Public Institutions with a focus on Public Procurement, p. 4. Retrieved from https://publicadministration.un.org/Portals/1/Presentation%20-%20Kenneth%20Matiba.pptx (last accessed on April 28, 2021).

and mentions specific measures to be taken such as public distribution of information on invitations to tender and contract awards, timely establishment of criteria for participation, selection and award in procedures, effective systems of appeal or declarations of interests of personnel. It is against this backdrop that public procurement professionals need to act with neutrality, independence and integrity based on ethical and legal principles and need to be aware of the high importance of clean public procurement to build back better in terms of sustainable development and to avoid the "ultimate betrayal of public trust" that is corruption."[9]

2. Why is combatting corruption key for achieving the 2030 Agenda for Sustainable Development?

The 2030 Agenda cannot be realized without transparent, accountable and inclusive institutions public institutions. While SDG 16 (Peace, Justice and Strong Institutions) deals explicitly with anti-corruption — for instance, Target 16.5 highlights the need to substantially reduce corruption and bribery in all their forms — in fact, the success of the entire Agenda hinges on fighting corruption.

As a cross-cutting issue, corruption has a direct impact on all the three dimensions of sustainable development (economic, environmental and social) as the following examples show:

- **Economic dimension:** Corruption diminishes the potential for economic growth. It distorts competition, discourages (foreign direct) investment and entrepreneurship, and negatively affects especially small businesses at the national level. Corrupted bidding processes make a mockery of the level playing field for businesses. The effect may be to drive away companies who are unwilling to buy their way into procurement contracts.
- **Environmental dimension:** The extremely high value of some illegally obtained natural resources like wildlife or timber makes exploitation highly probable at the expense of the environment and biodiversity. Corruption in these areas has devastating results for local communities whose livelihoods depend on these natural resources.
- **Social dimension:** Corruption in sectors such as education (Table 1) or health leaves children without a quality education and pregnant women without proper medical care.

9.   United Nations (October 15, 2020). Corruption is the ultimate betrayal of public trust. Statement by UN Secretary-General António Guterres on corruption in the context of COVID-19. Retrieved from https://www.un.org/en/coronavirus/statement-corruption-context-covid-19 (last accessed on April 22, 2021).

Table 1: Influence peddling for access to education

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The real and negative consequences of corrupt behavior by public administrations are challenging and far-reaching as the following fictitious example, presented during the workshop, of trading in influence for access to education during the COVID-19 pandemic illustrates.

Situation:

A family with one school-aged daughter, one school-aged son and baby twins lives in a poor rural area. Its income largely depends on small-scale farming by the parents. Recently, the mother contracted COVID-19 and has since been unable to work, suffering from long-haul symptoms. The family has lost income and can only afford to continue to send one child to school. The family decided to keep the daughter at home to save on school costs and also assigning her to help the sick mother to take care of the baby twins, while the son continues to go to school. One day, the mother of the family bumps into the local school board official at the market. He is aware of the family's struggle and hints at her in that the daughter can attend school for free if the parents introduce him to a relative of the family working in the capital at the Ministry of Education. The Ministry currently has a job opening for a managerial position the official considers applying for and he believes that it can do no harm if the parents "put in a good word for him" to increase his chances to be successful in the competitive recruitment procedure.

Outcome:

The family is confused. The parents want to help their daughter but meanwhile their trust in the local government is shattered. The village community

hears rumors about the dubious offer made by the local school board official and many villagers start resenting the family. Meanwhile, the relations between villagers worsen as well. Several villagers start approaching local school board members but also officials working in other sectors such as health or land management in the hopes of being able to strike similar "deals" for their own and officials' private gains. Corrupt deal-making in the village increases. Both wrongdoers and compliant villagers start commonly referring that "governments cannot be trusted". In the absence of any visible penalties or enforcement thereof, they consider tit-for-tat retaliation, overall souring the originally peaceful atmosphere in the village community.

This fictitious example shows that creating robust systems for accountability, transparency and integrity, as anchored in SDG 16, also reflects an appeal for fairness and collective demand for justice which is crucial for achieving the international community's common objectives.

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10. *UN Photo/Eskinder Debebe.*

The Economic and Social Council endorsed on 2 July 2018 the 11 Principles of Effective Governance for Sustainable Development[11] (Table 2). They provide voluntary principles and practical, expert guidance in a broad range of governance challenges associated with the implementation of the 2030 Agenda, including those related to accountability. The Curriculum on Governance for the SDGs, of which the Toolkit on Transparency, Accountability and Ethics in Public Institutions is part, supports comprehensively translating expert guidance from the principles into practice for pragmatic and ongoing improvements in national and local governance capabilities to reach the SDGs.

Table 2: Excerpt from the 11 Principles of Effective Governance for Sustainable Development

Principle	Accountability
Commonly used strategies	
Integrity: To serve in the public interest, civil servants are to discharge their official duties honestly, fairly and in a manner consistent with soundness of moral principle.	• Promotion of anti-corruption policies, practices and bodies; • Codes of conduct for public officials; • Competitive public procurement; • Elimination of bribery and trading in influence; • Conflict of interest policies; • Whistle-blower protection; • Provision of adequate remuneration and equitable pay scales for public servants.
Transparency: To ensure accountability and enable public scrutiny, institutions are to be open and candid in the execution of their functions and promote access to information, subject only to the specific and limited exceptions as are provided by law.	• Proactive disclosure of information; • Budget transparency; • Open government data; • Registries of beneficial ownership; • Lobby registries.
Independent oversight: To retain trust in government, oversight agencies are to act according to strictly professional considerations and apart from and unaffected by others.	• Promotion of the independence of regulatory agencies; • Arrangements for review of administrative decisions by courts or other bodies; • Independent audit; • Respect for legality.

11.   United Nations Economic and Social Council (2018). *Principles of effective governance for sustainable development. Official Records, 2018. Supplement No. 24. E/2018/44-E/C.16/2018/8, para. 31.* Retrieved from *https://publicadministration.un.org/Portals/1/Images/CEPA/Principles_of_effective_governance_english.pdf* (last accessed on April 20, 2021).

3. Integrity challenges of public servants

Public servants can be described as "temporary stewards" who are entrusted with power and authority to make decisions on behalf of the whole community.[12] With high levels of professionalism and commitment to the public good, public servants are obliged to follow the law, use public resources — which are indeed obligatory taxes and fees from the people — to effectively support policies and act ethically. This contrasts with staff of private organizations, such as companies, that may primarily serve private interests, namely those of owners, shareholders, specific clients or partners.

Given this special role, there are a number of integrity challenges public servants face in their everyday life and six of which are outlined below:

1. **The increasing level of complexity and speed of change in the world called for more flexible adjustment processes in public service delivery.** So-called New Public Management approaches were introduced in the 1980s to make the public service more "businesslike", efficient and customer-oriented. As a result, barriers between the public and private sectors were weakened through delivery models like privatization of public services, public-private partnerships, concessions, contracting out or sponsoring. Also, decision-making power was delegated to lower levels in the bureaucracy.

2. **Increased transparency:** Nowadays, a lot more public sector information — whether published by public institutions, made available upon people's request, leaked or exposed by investigative journalists — is available for people who are better informed, more demanding and less tolerant to integrity violations as some decades ago. Popular outrage in real life but also on the Internet and social media after an administrative or political scandal has happened, demonstrate the high ethical standards that are expected from public servants and how they can fall if these are not followed.

3. **Conflict of interests:** Every public servant has a number of professional and personal interests and roles. Occasionally, some of those interests or roles result in a conflict of interest which involves a conflict between the public duty and the private interest of a public servant, in which her/his private-capacity interest could improperly influence the performance of her/his official duties and responsibilities.[13]

4. **Access to rare assets and confidential information:** In their daily work, public servants have access to rare assets (e.g. utilities, IT infrastructure or medical supplies) and confidential information belonging to public institutions that should not be misused. For instance, a procurement officer could pass on confidential information s/he can access to an acquainted bidder, thus constituting as a preferential treatment, or an employee of a public works department could be tempted to use an official heavy-duty vehicle for a private move. Humility, neutrality, confidentiality and awareness of serving the public good are important characteristics of public servants' ethical behaviour.

5. **Excessive rules and an overly compliance-based culture in public institutions may lay fertile ground for integrity violations.** Too many rules can create a compliance-based culture in which staff do not feel empowered to make decisions, and the organization can become stymied by a growing pool of "checkers"

12. Lewis, C. W. & Gilman, S. C. (2012). The Ethics Challenge in Public Service: A Problem-Solving Guide. 2nd edition. San Francisco: Jossey-Bass.
13. OECD (2005). Managing Conflict of Interest in the Public Sector A Toolkit: A Toolkit, p. 13. Retrieved from https://www.oecd.org/gov/ethics/49107986.pdf (last accessed on April 7, 2021).

and a shrinking pool of "doers". Faced with many rules and procedures, staff might cut corners to achieve ambitious performance goals and begin to tolerate non-compliance, starting from a small scale. One could also question what a public servant should do when what the performance management system expects her / him to do differs from what the integrity code expects her / him to do, bearing in mind that time and resources are limited.[14]

6. **There are no ethical super-humans.** Many public services compete for talent with the private, non-profit and voluntary sectors. Assuming that all who work in the public sector possess sufficient intrinsic motivation and 'pro-social' values to serve the public good may be naïve. It is important to realize that there will always be gray areas where public servants will be called to make difficult decisions and exercise good judgement. However, when in doubt, public servants should always reach out to relevant ethics office for advice.

4. Ethical dilemmas and how to approach them

Ethical dilemmas are one of the reasons why ethics is a persisting challenge. They can be defined as **"situations where values and norms are at stake and where a choice has to be made between several alternatives, while good reasons can be given for each of these alternatives".**[15] In other words, whatever one does, there will be a moral cost in the sense that certain values, norms or interests will not be respected.

Ethical dilemmas beg the question on how they can be approached or, in other words, what to do when there is

What to do in cases where there is no clear "right" or "wrong"?
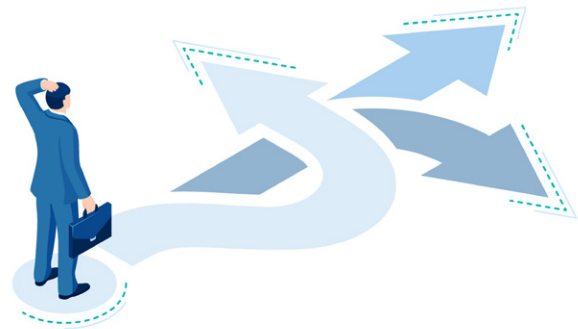
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no clear "right" or "wrong"? Different ethical reasoning strategies might go as follows:[17]

- **Considering consequences:** "Right" and "wrong" is determined by the consequences of an action. Choices are to be morally assessed solely by the states of affairs they bring about ("the end justifies the means"). Frequently, such reasoning aims to make sacrifices for the greatest good.

- **Considering values:** Morality and reasoning of a person determines "right" or "wrong". Some people may say that choices are always right/wrong in a way because of their own personal beliefs and independent of context and / or universally applicable rules and values.

- **Doing what is right or lawful:** "Right" and "wrong" is determined through rules and commitments. The problem here is that rules might only regulate the minimum of what is ethically expected by oneself and others and that they cannot cover all ethical scenarios. They may for instance be unclear, create grey zones or conflict with other rules and as such justify ethical misconduct.

- **Pragmatic ethics:** "Right" and "wrong" is based on knowledge and progress in science. It holds that there is a progress in finding and rejecting values over time through individual and organizational learning.

14. LaBresh, J., Watters, M. & Chandhole, S. (January 2017). *The Smart and Simple Way to Empower the Public Sector. Boston Consulting Group.* Retrieved from *https://www.bcg.com/publications/2017/smart-and-simple-way-to-empower-the-public-sector.aspx (last accessed on April 7, 2021).*

15. Karssing, E. (2001). *Morele competentie in organisaties [Moral competence in organizations]. Assen: Koninklijke Van Gorcum.*

16. Credits for visual: Freepik / upklyak. *Professional decision.* Retrieved from *https://www.freepik.com/free-vector/professional-deci-sion_10385757.htm#page=1&query=crossroads&position=0 (last accessed on March 24, 2021).*

17. UNODC (2018). *E4J University Module Series on Integrity and Ethics. Module 1: Introduction and Conceptual Framework.* Retrieved from *https://www.unodc.org/e4j/en/integrity-ethics/module-1/key-issues.html (last accessed on April 7, 2021).*

While it is very difficult to "solve" an ethical dilemma, public institutions can provide guidance to staff for dealing with them. Such guidance can for example be inventories of ethical dilemmas and how they were approached by staff in the past to learn from the experience of each other or decisions matrices to deliberate about and rate different options for action (Table 3).

Some public institutions have established ombudspersons and / or ethics offices in their organizations and their mandates can vary, ranging from policy support and coherence, confidential ethics advice, outreach and training, complaint management, protection against retaliation or handling interest and asset declarations from staff. Below is an example of common ethical risks the UN Ethics Office deals with and which presented its work in the workshop (Table 4).

Table 4: Common areas of ethical risk[19]

INDIVIDUAL Personal actions that can affect the UN in a negative way	• Outside Activities • Public pronouncement • Family relationships • Gifts, honours and hospitality • Personal investments and assets
PEOPLE Inappropriate interaction with others	• Discrimination • Racism • Harassment • Abuse of authority • Retaliation • Sexual exploitation and abuse
OPERATIONAL Ethical risk related to operations, projects and 3rd parties	• Bribery & Corruption • Gift & hospitality • Fraud • Supply chain • Confidentiality and Intellectual Property • Compromising standards
ORGANISATIONAL Internal risks across UN offices and sites	• Independence & Impartiality • Respect for national laws • Working with partners and donors • Use of UN assets • Privacy

Table 3: Behaving ethically: A decision matrix tool[18]

Criteria: Ethical Framework principles	Option A	Option B	Option C
In the public interest	✔	✔	✔
Consider people equally without prejudice or favour	✔	✔	✔
Place the public interest over personal interest	✘	✔	✔
Build relationships based on mutual respect	✔	✔	✘
Uphold the law, institutions of government and democratic principles	✔	✔	✔
Provide services fairly with a focus on customer needs	✔	✘	✔
Focus on quality while maximising service delivery	✔	✘	✔
Be fiscally responsible and focus on efficient, effective and prudent use of resources	✔	✘	✔
TOTAL (Ticks)	7	5	7

18. Public Service Commission (New South Wales / Australia) (2020). Behaving Ethically. A guide for NSW government sector employees, p. 65. Retrieved from https://www.psc.nsw.gov.au/sites/default/files/2020-10/Behaving%20Ethically%20Guide.pdf (last accessed on June 29, 2021).
19. Icons by Eucalyp from the Noun Project.

5. How to achieve integrity in public institutions?

Public institutions traditionally focus on rules-based approaches to achieve integrity in the organization.[20] These center on monitoring and control mechanisms, close supervision, countersigning, random checks, sanctions and punishments for misconduct. They are based on the assumption that people will exploit an opportunity for misconduct whenever its profits are worth to risk potential negative consequences.

Nevertheless, rules-based approaches alone have a number of shortcomings and pitfalls:
- Rules and control create delays in decision making, defensive management, low morale and barriers for cooperation.
- Rigid monitoring of staff sends a signal of expected misconduct and mistrust. The intrinsic motivation of staff is crowded out as a result.
- Compliance orientation makes people to provide only the minimum effort to "pass the control". Staff does not use own reasoning and judgement to approach issues.
- Rules can be unclear or even contradictory. In rules-based systems, public servants might thus be left without clear orientation in a dilemma situation.
- Even with the best enforcement mechanisms, rules can be broken.

Experience shows that pairing the rules-based approach with a values-based approach has a stronger impact on organizational integrity. The values-based approach acknowledges that integrity is also about mindsets and behavior and that ethical reasoning and judgement can be learned. It is based on the assumption that to act with integrity, humans need to have a set of skills enabling them to analyze and judge challenging situations. There are no ethical superhumans and everyone can fail – and everyone can improve. People feel empowered when contributing to public goods, working responsibly and feeling trusted. Overall, while the emphasis of the rules-based approach is on preventing misconduct that of the values-based approach is on enabling responsible conduct.

Last but not least, it is critical to acknowledge the reality of the context, because without this acknowledgment, any discussion of values in the workplace seems irrelevant at best and hypocritical at worst.[21] Morality is influenced by the sociocultural and organizational context people are in. This contextual influence can be more powerful than people generally expect but at the same time cannot be a standard excuse for not conforming with universally accepted norms.

6. Corruption in public procurement – types and risks

Research by international organizations and academia calculating the amount of a country's public procurement activities, either as share of its gross domestic product or government spending, shows that hundreds of billions of dollars are lost to corruption in public procurement every year. Next to this quantitative dimension, corruption in public procurement is a complex and multifaceted issue due to factors such as the different interest of actors involved (buyers and vendors), financial management, quality control, confidentiality, the bureaucratic nature and time dimension of the process and format (digital vs. analog) in which it is handled.

20.   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 *(last accessed on April 24, 2020).*
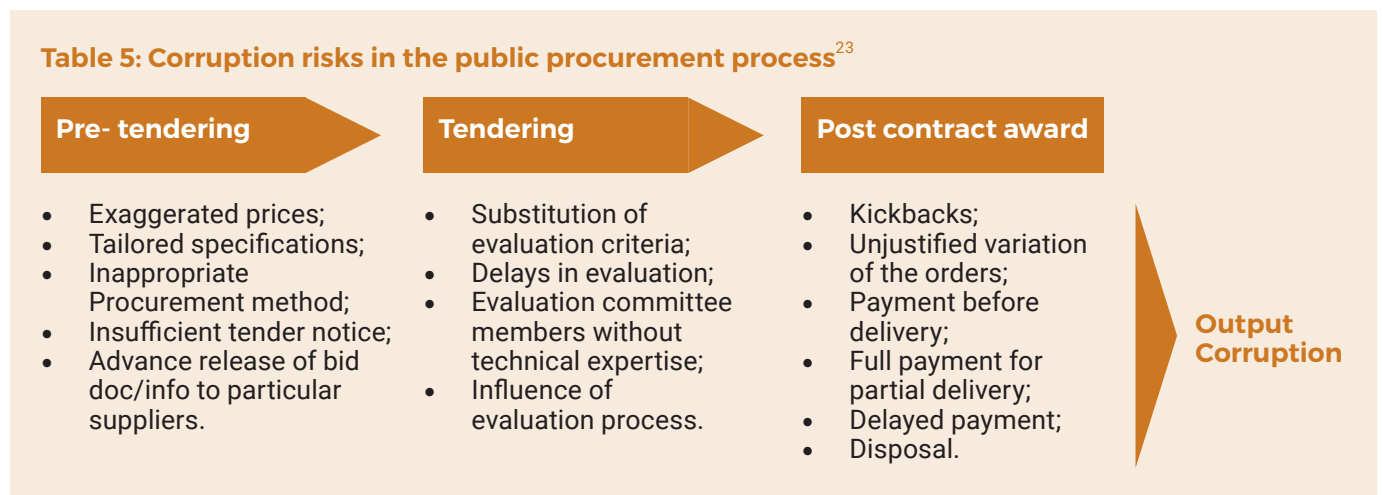21.   Gentile, M. C. (December 23, 2016). *Talking About Ethics Across Cultures.* Retrieved from https://hbr.org/2016/12/talking-about-ethics-across-cultures *(last accessed on March 31, 2021).*

Below are some different types of corruption in public procurement:[22]

- **Kickback** is a type of bribe in which the public servant who influences the procurement process receives a proportion of the extra earnings that the private company will accrue due to the corrupt actions.
- **Bid rigging** takes place when companies conspire to fix the outcome of a bid for goods and services purchased through a bidding competition. This might include complementary bidding, bid suppression or market division.
- **Embezzlement** is defined as the illegal appropriation of property or money entrusted to one person but owned by others.
- **Fraud** refers to manipulation or distortion of information by a public servant for the purpose of personal gain (e.g., adjustment of a financial offer after submission and those by competition are known).

- **Extortion** is a form of corruption if a public servant misuses his/her power to pressure private actors, or if private actors misuse their networks and informal power to threaten public servants.
- **Patronage**: Office holders may grant favors, jobs and contracts in return for political support. Such systems tend to disregard formal rules, instead giving importance to personal channels.
- **Nepotism**: Relatives may receive favor in the granting of jobs or benefits.
- **Collusion** between a corrupt company and a corrupt supervising public servant leads to price increases, often through changes in specifications.

Table 5 lists how some of these forms of corruption can play out in the planning, tendering and post-award stages of a public procurement process.

Table 5: Corruption risks in the public procurement process[23]

Pre- tendering	**Tendering**	**Post contract award**	
• Exaggerated prices; • Tailored specifications; • Inappropriate Procurement method; • Insufficient tender notice; • Advance release of bid doc/info to particular suppliers.	• Substitution of evaluation criteria; • Delays in evaluation; • Evaluation committee members without technical expertise; • Influence of evaluation process.	• Kickbacks; • Unjustified variation of the orders; • Payment before delivery; • Full payment for partial delivery; • Delayed payment; • Disposal.	**Output Corruption**

22. Heggstad, K. K. & Frøystad, M. (October 2011). *The basics of integrity in procurement. U4 Issue No. 10. U4 Anti-Corruption Resource Centre* Retrieved from *https://www.u4.no/publications/the-basics-of-integrity-in-procurement.pdf (last accessed on April 7, 2021).*

23. Matiba, K. (Kenya Ethics and Anti-Corruption Commission) (2021). *Presentation during a Webinar on Transparency, Accountability and Ethics in Public Institutions with a focus on Public Procurement, p. 10. Retrieved from https://publicadministration.un.org/Portals/1/Presentation%20-%20Kenneth%20Matiba.pptx (last accessed on April 28, 2021).*

There is furthermore a range of contextual factors which alone or in combination may make the occurrence of corruption in public procurement more likely:[24]

- **Urgent purchases** made at the end of a fiscal year often involve corrupt elements. In many government agencies the unspent portions of the public budget cannot be carried over into the next fiscal year. This creates pressure to spend available money as the fiscal year comes to a close. Related time pressures can involve that rules and procedures such as the thorough evaluation of bids by multiple eyes is not done properly and that contract award decisions are advanced.

- **Sector vulnerability:** There are some sectors of the economy that are more prone to corruption. Construction and public works rank as the industry sectors most prone to corruption due to capital- and labor-intensive projects and relevance of health and safety, environmental and labor standards. Contracts with large sums of money attract risk-takers that might engage in corrupt practices whenever the profits are worth to risk potential negative consequences.

- **Complex technology:** When contracts involve the acquisition of high-level (information) technology, there is a danger that the public servants involved in procurement will not have sufficient knowledge of the technology to detect attempts at fraud or corruption. For example, sole providers of a product or service can exploit this information asymmetry for their private gain without the knowledge of public servants.

- **Links to funding schemes:** Funding schemes that limit donor control over project aid funding may increase the chances of corruption in national contexts where public institutions are weak.

- **Emergency response:** Procurement in cases of natural disaster, war zones or other emergencies (e.g. COVID-19 crisis) is particularly risky for corruption because of the large sums of money involved and the challenging circumstances including time pressure.

Many of the typical corruption risks seen in the public sector are elevated during emergencies. Also, the COVID-19 crisis exposed risks of corruption that amplified with countries' responses to the undeniable emergency situation. As countries are dealing with the crisis, a concentration of power at the level of the executive could be observed. Consequently, many governments turned to a rule by decrees, executive orders, ordinances etc. with limited parliamentary oversight, many standard rules and procedures and "government as usual" were suspended, tight deadlines forced fast-track procedures and government spending reached unprecedented amounts. This could provide a fertile ground for corrupt practices in public procurement (Table 6).

Table 6: Corruption risks in public procurement during the COVID-19 crisis[25]

Problem driver			Possible consequences
(Covid 19) crisis	→ State of emergency →	Concentration of power at the level of the executive →	Rule by decrees, executive orders, ordinances, etc. with limited parliamentary oversight
			Interference with standard rules and procedures
			Fast-track procedures forced by tight deadlines
			Unprecedented government spending
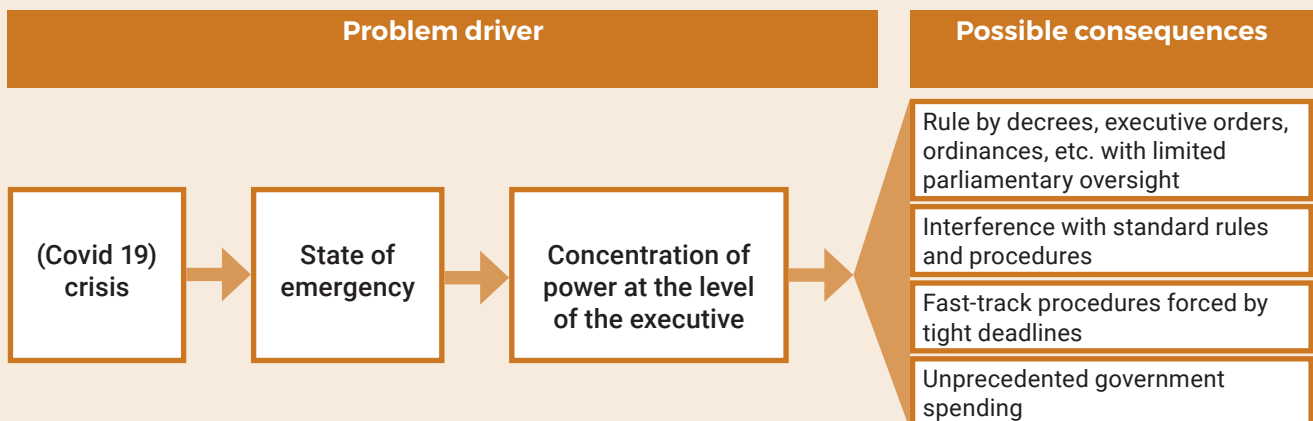
24. *Transparency International (July 2014). Curbing Corruption in Public Procurement: A Practical Guide. Retrieved from https://www.transparency.org/whatwedo/publication/curbing_corruption_in_public_procurement_a_practical_guide (last accessed on April 7, 2020).*

25. *Council of Europe / Group of States against Corruption (April 2020). Corruption Risks and Useful Legal References in the context of COVID-19. Retrieved from https://rm.coe.int/corruption-risks-and-useful-legal-references-in-the-context-of-covid-1/16809e33e1 (last accessed on April 1, 2021).*

7. Measures for clean public procurement

At the core, it is important to take a holistic approach to sound public procurement management, since no dimension or tool alone, like red flag assessments or external oversight by civil society organizations in the procurement process, will solve the corruption issue.

In Kenya, the Ethics and Anti-corruption Commission (EACC) is responsible for corruption prevention, law enforcement (incl. investigation) and the promotion of ethics and integrity standards. On average, the EACC receives 3,500 complaints annually on corruption and related offences for its action, 60 percent of which relate to procurement breaches and related offenses. The country's Public Procurement and Asset Disposal Act (PPADA) regulates since 2015 that acquisition, contracting and disposal processes are undertaken with integrity and utmost fidelity to the law. More specifically, PPADA contains a set of provisions for ensuring the following elements:[26]

- Procurement and asset disposal is guided by an approved plan and budget.
- Open tender procedures are the default method to procure, ensuring competition, fairness and value for money.
- Responsibilities are segregated with regard to the appointment of opening, evaluation inspections and acceptance committees.
- All tender award prices are to be informed by a market survey report.
- Procuring entities must use standard tender documents issued by the authority.
- Accounting officers can solicit a professional opinion to aid decision-making.
- Correction of errors on tender sums once submitted are prohibited.
- E-procurement tools such as digital public notices, tender submission, opening and evaluation of tenders, and signatures can be used.

- Restrictions and thresholds on variation of contracts, that is when the parties agree to do something differently from the way they originally agreed, whilst the remainder of the contract otherwise operates unchanged). Justification for a variation has to be evaluated by an evaluation committee. No variation of contracts is possible within 12 months and they are only allowed within the contract period.
- No advance payments except for not more than 20 percent with equivalent bank guarantee.
- Use of performance bond on contracts which cannot exceed 10 percent of the contract value before signing the contract.
- Contracting: Clearance needed for contracts above a value of Kenyan shilling 5 billion, signing by authorized persons, no sub-contracting for debarred firms and appointment of specialized contract implementation teams.
- Mandatory publication of procurement contracts by procuring entities.
- Rights for procurement review – through alternative dispute resolution or judicial review.
- Disposal of public assets to employees, board and council members is prohibited.

In case of violations of these rules and regulations, public servants can face penalties such as fines not exceeding $ 40,000, imprisonment for a term not exceeding ten years or both as well as disqualification from public office. On the sell-side, corporate bodies can risk fines not exceeding $ 100,000 and debarment from future tender procedures.

Workshop participants mentioned that creating a culture of ethics and ethical leadership are key areas to prevent corruption. They indicated that the tone and action at the top has trickle-down effects. Participants also stressed the need to provide training on business ethics already in graduate school and before young professionals start a job that involves certain fiduciary duties for the wrong reasons. Some participants pointed to persistent entry barriers with regard to jobs on public procurement in the public sector, as many of them required certification that was mostly held by accountants.

26. Matiba, K. (Kenya Ethics and Anti-Corruption Commission) (2021). Presentation during a Webinar on Transparency, Accountability and Ethics in Public Institutions with a focus on Public Procurement, p. 8 and 11. Retrieved from https://publicadministration.un.org/Portals/1/Presentation%20-%20Kenneth%20Matiba.pptx (last accessed on April 28, 2021).

8. Green public procurement – a strategic driver for sustainable development in Kenya

With 2030 approaching, the pressure to act with an increasing sense of urgency in a context of an unprecedented pandemic and ensuing financial and economic challenges has become more pertinent than ever before. As governments are the largest buyers in economies, public procurement is an untapped source of economic and social prosperity. But, configured in a less clerical and more strategic manner, it can also become an important multiplier to reach environmental objectives (Table 7).

Green public procurement (also referred to as environmentally preferable purchasing, environmentally responsible purchasing or affirmative procurement) entails purchasing of goods, services and infrastructure in a manner that maximizes value-for-money across the lifecycle. It can involve that public buyers are guided to evaluate goods, services and infrastructure based on price, characteristics and

performance including the environmental footprint, and that they then select what is best suited to the pre-defined specifications. As a rule of thumb, buyers should be required to select green goods, services and infrastructure. Where non-compliant goods, services and infrastructure are preferred or selected, an exemption or waiver document should be raised and approved primarily based on cost, availability or delivery timeliness.

Putting green public procurement into practice in the Kenyan context still poses challenges despite some ongoing positive developments. The legal framework is not yet sufficiently developed for green public procurement uptake. For instance, green public procurement policies, requirements and priorities could be established and mandated for state-owned enterprises and extended to infrastructure projects. Capacity constraints of and lack of awareness among public buyers as well as suppliers indicate a need for more targeted capacity development on this topic, followed by concrete application of what has been learned within the existing legal context. Lastly, eco-friendly goods, services and infrastructure can come at higher costs and it might be interesting to see how these could be defrayed by creating synergies with green credit financing options.

Table 7: The case for green public procurement[27]

Economic Multipliers	Social Multipliers	Environmental Multipliers
Provides incentives for innovation	Generates employment opportunities	Reduces GHG emissions
Cost management and budgetary control	Improves OHS compliance	Promotes efficient use of resources
Regional economic development	Improves product sustainability	Reduces waste generation (4R Concept)
Avoids disruptions in supply chain	Promotes fair and ethical trading	Promotes sustainable and reliable operations
Small and medium-sized business development	Improves supplier engagement practices	Promotes inputs to specification and design of products and services
Reputational risk management		

27. Kurgat, S. (2021). Green Public Procurement. Presentation during a Webinar on Transparency, Accountability and Ethics in Public Institutions with a focus on Public Procurement.
Retrieved from https://publicadministration.un.org/Portals/1/Presentation%20-%20Sylvia%20Kurgat.pptx (last accessed on April 29, 2021).

KEY LESSONS LEARNED

The core concepts of transparency, accountability and ethics are interlinked and work as a system to achieve public integrity.
- Corruption in public procurement undermines sustainable development and public integrity as a whole.
- Corruption risks occur throughout the public procurement process and need to be adequately detected, prevented and addressed in a holistic manner.
- Ensuring clean public procurement also requires changing staff's mindset.

Specifically, to achieve integrity within and of public institutions, public servants need to be competent - competent to recognize, analyze and respond to ethically challenging situations through awareness of existing norms, rules and values and the ability to critically apply them for ethical reasoning and justification.

Importantly, the legitimacy of the public service depends on people's trust. To win this trust, the public service needs to be just, fair, transparent, responsive to people's needs, and compliant with the relevant laws, regulations and quality standards.

In addition, results must be achieved through an impartial, lawful and accountable process. Integrity of public-sector staff helps increase public trust in government. Naturally, it is too simplistic to think trust will automatically increase when an integrity management framework is established. Yet, an increase in public trust is very unlikely if people are regularly confronted with integrity violations by public servants. When people regard public service delivery as a legitimate process, they are likely to comply with the relevant rules and norms that come from public institutions. This, in turn, can result in a more efficient governance system which can focus on delivering services and promoting public interests rather than coercing compliance.

Participants overall appreciated the workshop to pilot the Toolkit on Transparency, Accountability and Ethics in Public Institutions. They stressed the high relevance of the themes covered in their respective organizations and that the methods used were adequate to have a realistic impact on change towards an improved culture in public-sector management. The most important learning from the workshop participants was the realization that ethics and integrity start primarily with what oneself can do concretely as a person in one's everyday life and that everyone can improve. This personal reflection is important next to the many legal and policy measures public institutions can take at the organizational level to enhance transparency, accountability and inclusiveness, such as having a clear regulatory framework consistent with obligations deriving from legally binding international anti-corruption agreements, thinking public procurement as a strategic rather than a sole clerical function, ensuring effective complaints mechanisms and access to adequate and timely information or engaging in international peer-to-peer learning activities for which the topic transparent public procurement is very suitable.

To create a broader, shared vision of the importance of transparency, accountability and ethics, participants also stressed the need to enlarge the target audience and to deliver training content over a longer period of time in an in-person setting, thereby also using more interactive exercises to amplify learning effects. Some participants also mentioned that parts of the training material could be tailored to the context in which it was facilitated.

UN DESA thanks all participants for their active participation and insightful comments.

FEEDBACK SURVEY RESULTS

After the workshop, an online feedback survey was conducted among the participants. 56 participants responded to the feedback survey — 39 percent were female and 61 percent were male — and more than half of the participants were representing national government entities (51 percent). Some quantitative and qualitative results from this feedback survey are presented below.

Why did you decide to attend the workshop?
- *"Because of my interest on ethics and accountability."*
- *"The topic was relevant and timely."*
- *"To learn the global trends on ethics and transparency that I may implement in my current and future engagements."*
- *"I am a lecturer in supply chain management in one of the Kenyan universities and I teach a unit on Ethics in supply chain and wanted to get more insights."*
- *"It was good initiative and was touching on procurement."*
- *"I was a speaker on Day 2 and wanted to follow what was covered in the workshop."*

Overall, how satisfied were you with the workshop?

● Very satisfied	52
● Somewhat satisfied	4
● Neither satisfied nor dissatisfied	0
● Somewhat dissatisfied	0
● Very dissatisfied	0
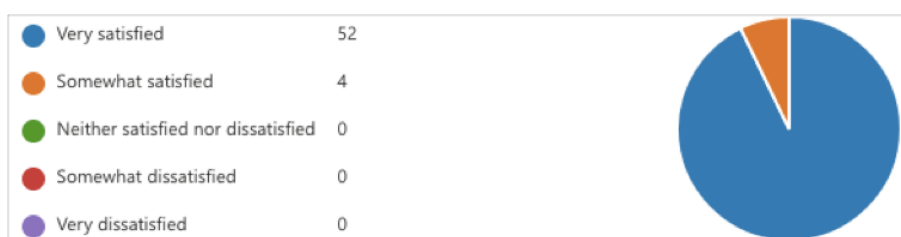
Please rate your level of satisfaction with the following aspects of the workshop.
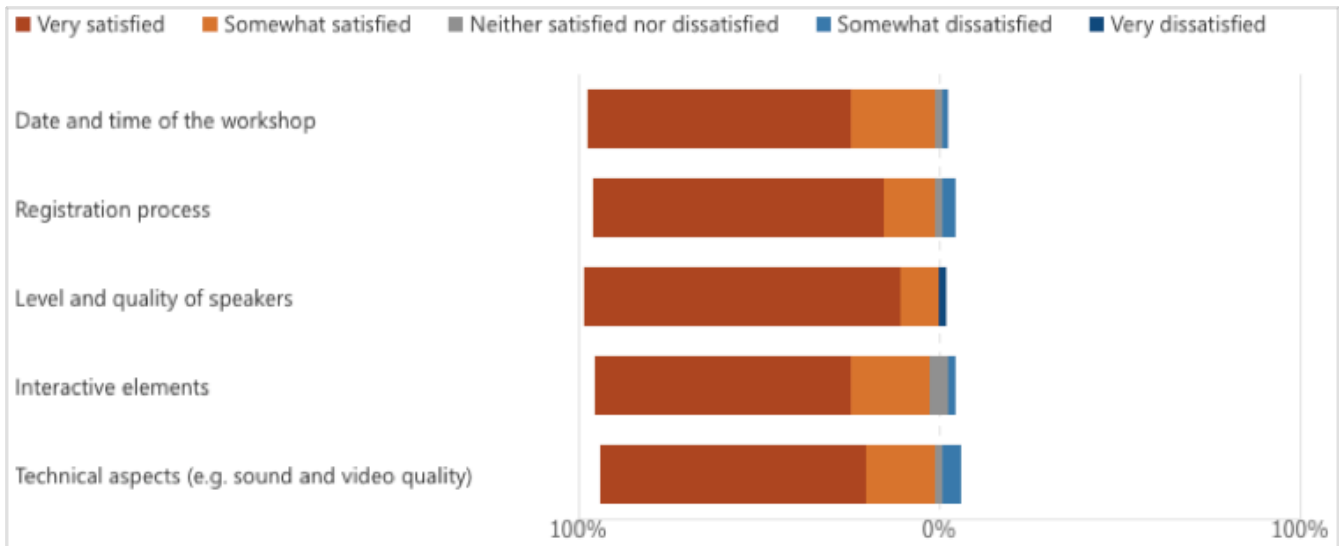
What did you like most about the workshop?
- *"Focus and clarity".*
- *"Excellent presentations".*
- *"Very enlightening and excellent presentations on the various topics especially Green Procurement."*
- *"The informative engagements from the speakers".*
- *"The various presentations from different presenters".*
- *"The interactive bit, although it needed to be better thought through. We hardly engaged in the two sessions I participated. The transitions ate up much of the time, and connection technicalities devoured more the remaining time."*

What did you like least about the workshop?
- *"Time limitation."*
- *"Speaker Lamia presented through sharing her screen but because the Powerpoint was not full screen, I was unable to see some of the notes although she discussed them."*
- *"The timing. I could not attend the breakout group sessions because I was partly working."*
- *"The time was very short for such an insightful workshop."*

How likely are you going to apply what you have learned in the workshop?

Very likely	55
Somewhat likely	1
Neither likely nor unlikely	0
Somewhat unlikely	0
Very unlikely	0
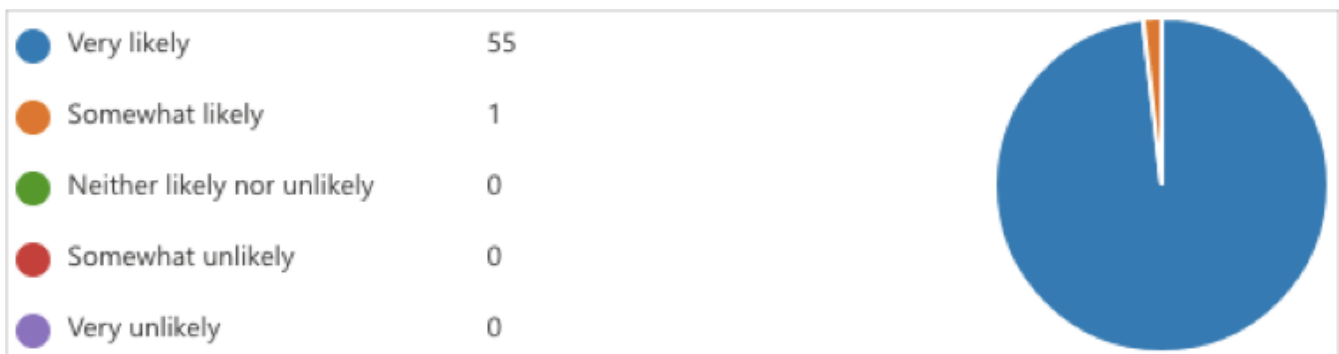
How likely are you going to share information from the workshop with your colleagues?

🔵 Very likely	49	
🟠 Somewhat likely	6	
🟢 Neither likely nor unlikely	1	
🔴 Somewhat unlikely	0	
🟣 Very unlikely	0	
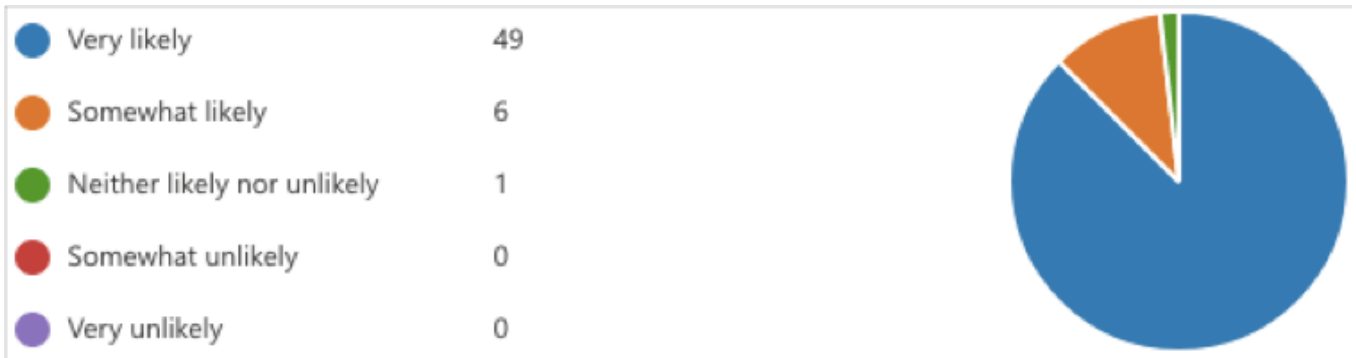
How likely are you going to use the Toolkit on Transparency, Accountability and Ethics in Public Institutions in your work/activities?

🔵 Very likely	52	
🟠 Somewhat likely	4	
🟢 Neither likely nor unlikely	0	
🔴 Somewhat unlikely	0	
🟣 Very unlikely	0	
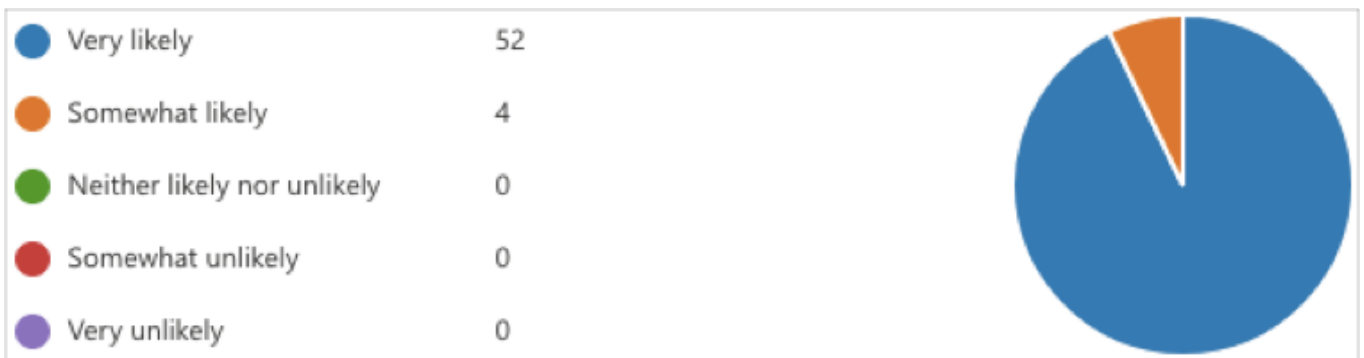
What are the immediate steps you will take to implement some of the ideas you learned from the workshop?
- *"By practising them myself."*
- *"Review the emergency procurement processes conducted especially in the beginning of the pandemic."*
- *"Share the lessons with my supervisors and colleagues at work."*
- *"Incorporate in my teaching and engagements with my students and other industry stakeholders when we meet in forums".*
- *"Being transparent and accountable in everything that I do."*
- *"Share info about the workshop with my team."*

Would you be interested in attending a full five-day training based on the Toolkit on Transparency, Accountability and Ethics in Public Institutions?

● Yes		47
● No		0
● Maybe		9
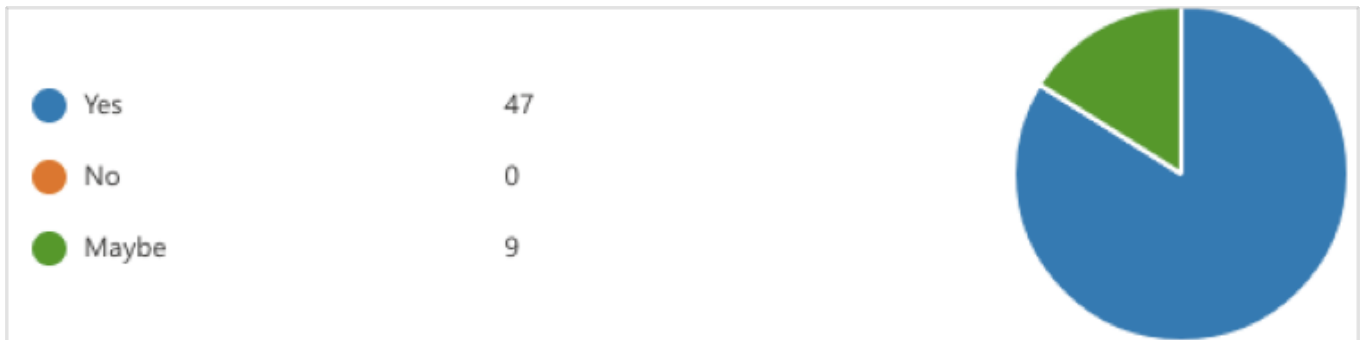
If yes, please specify briefly the need of your institution and leave your contact details at the end.
- *"It is important that institutions have people who are accountable and of high ethics."*
- *"Not applicable as I attended as self-sponsored."*
- *"I need it for enhancing my teaching and instructions to change mindsets of my students."*
- *"Anti-fraud clauses, how to reduce the silent bribery that goes on in institutions, practical policies and governance."*
- *"UNECA is trying to roll out the Honest Public Service programme founded in Kenya throughout the continent."*

Please provide any additional feedback, comments or suggestion that you may have for virtual events.
- *"Increase time."*
- *"I would appreciate more workshops though a full day may be challenging, also if the fees are affordable."*
- *"Very well done to the organisers."*
- *"Registering and admitting in MS Teams on time."*

In addition to the overall feedback survey, a number of Mentimeter questions were asked to participants during the workshop to receive their instant feedback. Below are some results of this interactive polling.

What did you like most in today's session? · Mentimeter

- Contributions were of high quality.
- Very detailed presentation
- Interactive
- Very informative and insightful
- Great presentations
- Local application of Ethics and great presentora
- the milestone already made in the fight against corruption in Kenya by EACCWonderful presentations by all the presenters
- UN ethics office presentation
- This has been a great session overall; right from Stephen Jackson to Kenneth Matiba..
- Ms Sarah Leber's presentation was very precise
- Great presentation

What is your key takeaway from today's session? · Mentimeter

- Ethics starts with the individual self
- Morality is personal...it cannot be legislated
- as an individual i need to stand for transparency accountability and ethics
- Reducing corruption can bring
- That it is not enough to have only one approach in fighting corruption but we need a wholistic approach
- Ethics in Public Procurement
- Mindset is key in fighting corruption
- Individual responsibility for ethics in service regardless of the society.
- an objective public is essential in fighting corruption cases
- The need to take a personal stand on integrity issues
- Different perspectives and dimensions of Ethics as presented by MarcusImportance of training and capacity development

LIST OF PARTICIPANTS

Name[1]	Affiliation or country of origin
Adriana Alberti	UN DESA
Alice Amega	M.I (Kenya)
Allan Mukungu	UNECA
Anni Haataja-Beeri	UN DESA
Antony Maiyuku Mutua	South Eastern Kenya University (Kenya)
Ashene Eshitubi	Founding Director Kikao International Supply Chain Consultancy (Kenya)
Benedicte Francoise Niviere	UN DESA
Benson Ngure	County Government of Nyeri (Kenya)
Hussein Bilala	National Drought Management Authority (Kenya)
Brian Mbugua	KSG
Carolyne Ogola	Kenya Wildlife Service (Kenya)
Charles Ndeto	KSG
Christine Ngome	National Construction Authority (Kenya)
Darius Kilonzi	National Environment Management Authority (Kenya)
Dennis Matokeamenya	County Government of Nyamira (Kenya)
Edwin Anjilwa	Lake Victoria North Water Works Development Agency (Kenya)
Elicipha Njuguna	Total Kenya Plc (Kenya)
Elizabeth Owino	KSG
Ernest K. Mutai	Kenya National Highways Authority (Kenya)
Eunice Waruguru	Kabarak University (Kenya)
Everline Chebet	Koitaleel Samoei University College (Kenya)
Gabriel Ogeno Okello	Red Cross (Kenya)
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Gregory Mark Mcgann	UNDESA
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Ian Khisa	Water Resources Authority (Kenya)
Isaac Kebaso Nyang'au	University of Nairobi (Kenya)
Jackob Ogur Dwele	Kenya Prisons Service (Kenya)
Jacqueline Muasya	Kenya
Jacqueline Nzambu	Machakos County (Kenya)
James Kaloki	KISM
James Kirumba Mbugua	Ministry of Defence (Kenya)
John Karani	KISM
John Kinyua	KENYA POWER CO.PLC (Kenya)
John Ngugi	Kenya Tea Packers Limited (Kenya)
John Odhiambo	Kenya National Highways Authority (KeNHA) (Kenya)

1. Names of participants are indicated as they appeared on the videoconferencing platform.

Name	Affiliation or country of origin
Joseph Bushuru	County Government of Kakamega (Kenya)
Joseph Kamuti	Ministry of Agriculture (Kenya)
Josephat Ngesah	CIPS (Kenya)
Joshua W. Maina	Kenya
Kennedy Auka	Auka and Associates (Kenya)
Kenneth Matiba	Ethics and Anti-corruption Commission (Kenya)
Kenneth Njeru	National Environment Management Authority (Kenya)
Klaus Liluma	IEBC (Kenya)
Lamia Moubayed Bissat	Member of the UN Committee of Experts on Public Administration
Le Professeur	Kenya
Lynn Kabui	Kura (Kenya)
Cosmas Makori	Kenya Ports Authority (Kenya)
Mariastefania Senese	UNDESA
Markus Johannes Zock	UNDESA
Mary Kariuki	University of Nairobi (Kenya)
Mohamed Kalmey	KSG
Morris Nyagah	Kenya Pipeline (Kenya)
Moses Sammy Ponda	Self Help Africa (Kenya)
Muthoni Njagi	KSG
Noelle Tanyassis	NH (Kenya)
Paul Nzuki	National Drought Management Authority (Kenya)
Pauline Aoko Obuon	TSC (Kenya)
Pauline Ngurukie	KSG
Peter Gitau	Kenya
Peter Mwangi	County Government of Nyeri (Kenya)
Prisca Oluoch	KSG
Priscilla N. Musyoka	Judiciary (Kenya)
Rosanne Greco	UNDESA
Sarah Leber	UN Ethics Office
Saras Jagwanth	UNDESA
Shiyang Xu	UNDESA
Simen Gudevold	UNDESA
Stephen Jackson	UN Resident Coordinator in Kenya
Suki Minayo Anyonge	Kenya
Susan Chesang	KSG
Sylvia Kurgat	Equity Group Holdings PLC
Timothy Kisinga	KSG
Violet Koin	Government of Kenya (Kenya)
Willy Kiprotich Too	Minsitry of Health (Kenya)

About the Curriculum on Governance for the SDGs

The Curriculum on Governance for the Sustainable Development Goals aims to promote critical understanding of sustainable development issues, enhance governance capacity, and strengthen public servants' awareness of their active role in contributing to the achievement of the SDGs. It aims at developing the knowledge and capacities required to implement the 2030 Agenda for Sustainable Development and support concrete outcomes and lasting impact.

What is the Curriculum on Governance for the SDGs?

The Curriculum on Governance is a comprehensive set of Training of Trainers Capacity Development Toolkits, which contain ready-to-use and customizable training material on key governance dimensions needed to advance the implementation of the SDGs. The Curriculum provides methodologies and approaches to advance knowledge and assist governments in developing capacities at the individual, organizational, and institutional/societal level, to drive the transformational change needed to implement the 2030 Agenda.

The Training of Trainers Capacity Development Toolkits are structured around modules that include readings, self- assessment situation analysis, application of theories learned to concrete issues and challenges, priority setting exercises, cooperative and experiential learning through case studies, action planning, and other activities that can assist countries in advancing governance transformation for sustainable development. The Curriculum is composed of the following:

• A set of Training of Trainers Capacity Development Toolkits for 5-day or 3-day face to face capacity development workshops;
• Online Courses on key governance issues to implement the SDGs;
• Facilitated Online Training and Capacity Development Workshops;
• Customized Online and Offline Capacity Development Workshops upon request of Member States;
• Offering a Certificate of Attendance upon successful completion;
• Global Community of Practice on key governance issues;
• Hosted on UNPAN for networking and online exchange of knowledge.

How was the Curriculum Developed?

Based on extensive research on key governance issues, innovative methodologies and approaches, and incorporating reference to the findings of the UN inter-governmental work and existing relevant publications and analytical work related to governance and public institutions, the Curriculum on Governance for the SDGs is composed of Training of Trainers Capacity Development Toolkits. The Toolkits have been developed in a holistic way and are complementary. They are designed and implemented through the engagement of governments and schools of public administration. The Curriculum's methodology is based on key building blocks:
- Promoting systems thinking;
- Leveraging the potential of ICT and digital government;
- Fostering collaboration and co-creation;
- Driving institutional transformational change;
- Focusing on impact;
- Enhancing flexibility.

How can the Curriculum's Capacity Development Toolkits be Used?

The Training of Trainers Capacity Development Toolkits are intended to be used in interactive, results-oriented and engaging training courses. They can be used for a five-day face-to-face training workshop or selected modules can be used for shorter training workshops. Modules from various toolkits can be combined based on a country's needs. The Training of Trainers Capacity Development Toolkits will be continuously updated and expanded based on the feedback received from schools of public administration and governments. The Toolkits are to be considered as "living documents".

To request support for a similar capacity development training, please submit a written request to Mr. Juwang Zhu, Director, DPIDG, UN DESA at unpan@unpan.un.org.

WORKSHOP AGENDA

Day 1 – Essentials of ethics and public integrity
(Wednesday, 24 March 2021, 16:00 – 18:00 PM (Nairobi time))

Facilitator:
Ms. Anni Haataja, Governance and Public Administration Officer, UNDESA

Time	Item
16:00 – 16:15 pm	**Welcome remarks:** • Mr. Stephen Jackson, UN Resident Coordinator in Kenya • Prof. Ludeki Chweya, Director-General, Kenya School of Government
16:15 – 16:30 pm	**Presentation of the Curriculum on Governance for the SDGs:** • Ms. Adriana Alberti, Chief, Programme Management and Capacity Development and Unit (PMCDU), UNDESA
16:30 – 17:00 pm	**Facilitation of material on "Essentials of ethics and public integrity" from the toolkit on "Transparency, Accountability and Ethics in Public Institutions":** • Mr. Markus Zock, Associate Expert in Governance and Public Administration, UNDESA *Ca. 16:45 –17:00 pm: Opening of breakout rooms*
17:00 – 17:10 pm	**Active break**
17:10 – 17:25 pm	**Ethics in Practice – the role of the UN Ethics Office:** • Ms. Sarah Leber, Legal Officer, UN Ethics Office
17:25 – 17:40 pm	**Presentation on the country context in Kenya:** • Mr. Kenneth Matiba, Senior Investigation Officer (Procurement Specialist), Kenya Ethics and Anti-Corruption Commission
17:40 – 18:00 pm	**Q&A with speakers and wrap-up**

Day 2 – Transparent public procurement
(Thursday, 25 March 2021, 16:00 – 18:00 PM (Nairobi time))

Facilitator:
Mr. Markus Zock, Associate Expert in Governance and Public Administration, UNDESA

Time	Item
16:00 – 16:15 pm	**Facilitation of material on "Transparent public procurement" from the toolkit on "Transparency, Accountability and Ethics in Public Institutions":** • Ms. Anni Haataja, Governance and Public Administration Officer, UNDESA *Ca. 16:15 –16:30 pm: Opening of breakout rooms*
16:15 – 16:30 pm	**Good practices on public procurement from Africa:** • Mr. Allan Mukungu, Economic Governance and Public Finance Section, Macroeconomic and Governance Division, United Nations Economic Commission for Africa
16:30 – 17:00 pm	**Integrity in Public Procurement: Towards Sound Governance and Economic Recovery:** • Ms. Lamia Moubayed Bissat, Director, Institut des finances Basil Fuleihan, Ministry of Finance, Lebanon and Member of the UN Committee of the Experts on Public Administration (CEPA)
17:00 – 17:10 pm	**Active break**
17:10 – 17:25 pm	**Green public procurement:** • Ms. Sylvia C. Kurgat, Head of Supply Chain-Kenya at Equity Group Holdings PLC
17:25 – 17:40 pm	**Q&A with speakers**
17:40 – 18:00 pm	**Closing remarks:** • Mr. James Kaloki, CEO, Kenya Institute of Supplies Management (KISM) • Mr. John Karani, Council Chair, KISM • Ms. Adriana Alberti, Chief, PMCDU, UNDESA

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