



ETHICS AND INTEGRITY

TRAINER'S HANDBOOK

**Ministry of Local Government
P.O. Box 7037
Kampala**

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NOT FOR SALE

Foreword by the Ministry of Local Government

List of Abbreviations and Acronyms

ACAO	Assistant Chief Administrative Officer
CAO	Chief Administrative Officer
CBOs	Community Based Organisation
CSO(s)	Civil Society Organisations
DDP	District Development Plan
DSC	District Service Commission,
FOR	Fact, Opinion, Rumour
IGG	Inspectorate of Government
LCII	Local Council II: Parish Council
LCIII	Local Council III: Sub-county Council
LCV	Local Council V: District Council
LGA	Local Government Act
LGDP	Local Government Development Programme
LGPAC	Local Government Public Accounts Committee
LGTB	Local Government Tender Board
MoLG	Ministry of Local Government
MPs	Members of Parliament
N	No
NGOs	Non-governmental Organizations
PEAP	Poverty eradication Action Plan
PMC	Project Management Committee
RDC	Resident District Commissioner
SDU	Strengthening Decentralization in Uganda
Vol	Volume
Y	Yes

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Summary of the Course

Background

The Constitution of the Republic of Uganda gives effect to decentralization at all levels of local governments to ensure good governance and democratic participation in decision-making by the people. Further still, the laws also provide for revenue and the political and administrative set up of local governments

Ethics and integrity underscore both management and leadership practices. Training is therefore necessary to cultivate ethical practices in promoting good governance. There is need to raise awareness about both good and bad leadership and management practice i.e. most people in leadership lack ethics and integrity.

Target Training Population

While a wide range of stakeholders may participate jointly, the selection of target groups will be influenced by the immediate objectives to be achieved. Generally, this Training Programme is to be used for training a mixed category of elected and appointed leaders and CSO Representatives. As far as possible, the Administrators of the course will attempt to achieve a balance on each course between:

- Specula interest groups in leadership positions
- Elected and appointed officials at both the higher and lower levels of local governance
- CSO/CBOs representatives

Overall Aim of the Training

To enable participants to appreciate the need for ethics and integrity in local government conduct of public affairs. Participants subsequently take deliberate actions to promote honesty and transparency in the day-to-day conduct of their duties.

Training Objectives

By the end of the course, participants should be able to:

- Define the concept of ethics and integrity as they apply to local governments and the benefits of fair, ethical governance
- Cite and interpret parts of the Code of Conduct

- Explain and demonstrate ethical practices
- Identify the X number most prevalent manifestations of unethical practices and formulate plans to address them
- Define at least X ways of protecting those who expose unethical behavior
- Define X number of ways of rewarding those who exhibit ethical behavior
- Define X ways of sustaining ethical behavior

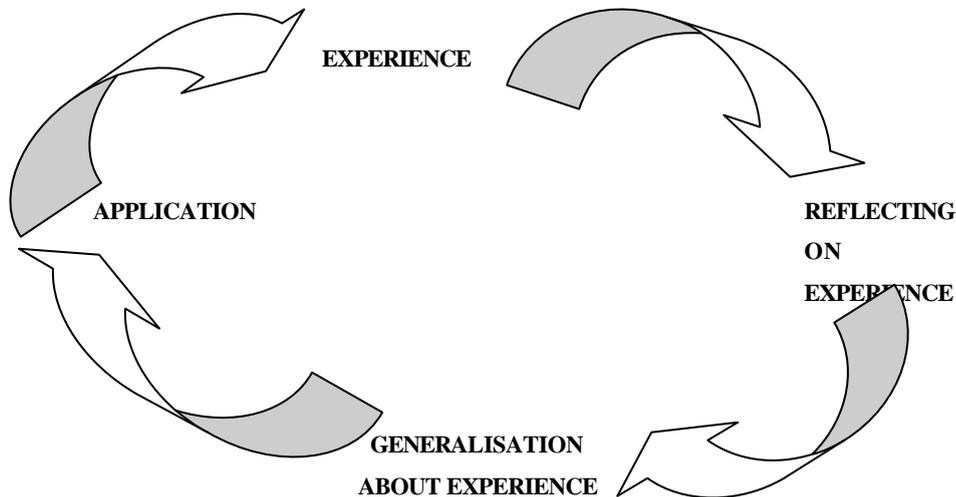
Training Methods and Skills

The training method to be used in this manual is essentially the experiential learning approach. The trainer(s) should be graduates who have demonstrated familiarity with operations of Local Governments and issues about ethics and integrity. They should have training of Trainers' Skills or experience in training in a similar field; experience in ethics and integrity matters is an added advantage. However, where there is lack of graduates, diploma holders who are Trainers of Trainers and have requested skills will be fielded.

The selected trainers' must be conscious of the fact that these materials are for application to both the District and lower Local Government levels. Hence the language and examples have to be relevant to the category of participants. Thus this point has to be considered as the Trainers are being selected in order not to make the Training programme fail to achieve the desired objectives.

The Training Methods

Adult learning training method should be used to facilitate sharing experiences and best practices in the field of Local Government. The experiential training method is most appropriate to achieve this objective. This method provides an environment within which participants can explore and experiment with new knowledge. The experimental cycle is depicted below.



Learning Cycle

This is a device that allows the learner to encounter an experience, reflect on it, draw conclusions from it and decide how to apply it to their own work after the workshop. The learners use each other as a source of learning, focus on real world problems and identify things that will be of immediate use when they return to their workplace. In doing so, the learner takes responsibility for his or her own learning. The following methods will also be used as often as possible.

- Case Study
- Mini lectures
- Buzz
- Energizers
- Role plays
- Brain storming
- Management games

1.0 Introduction

Since 1993, Government of Uganda has pursued implementation of the decentralization policy. The Policy as enshrined in the Constitution of the Republic of Uganda 1995, Chapter 11 and operationalized by the Local Governments Act, 1997, gave rise to devolution of functions, powers and services at all levels of local governments. It was intended to increase local democratic control and participation in decision-making, planning as well as to mobilise support for development. The devolution form of decentralization that Uganda adopted was specifically meant to achieve the following objectives:

- Transfer real power to Local governments and reduce the work load on remote and under resourced central offices;
- Bring political and administrative control over services to the point of delivery;
- Free local managers from central constraints and allow them to develop organizational structures tailored to local circumstances
- Improve financial accountability by establishing a clear link between payment of taxes and provision of services.
- Improve local council capacities to plan, finance and manage service delivery to their constituencies

The role of local leadership facilitating and mobilising communities for their full participation in local governance and the development process has been acknowledged by all stakeholders in the development process in Uganda. Local Governments with ethical leadership and a high presence of both NGOs and community-based organisations have registered increased awareness of the people about their role and relation to their respective governments, and their participation in planning has been enhanced.

In order to ensure high levels of integrity and ethical behaviour and democratic participation of the people in, and control of decision-making, Local Governments together with civil society organisations need to be equipped with the requisite skills to mobilise and involve communities in the planning, implementation and monitoring of programmes in their respective areas informed by the overall decentralisation framework.

The full potential of the people to influence decisions has not been realised mainly due to the gap in civic awareness, community empowerment and an enhanced role of civil society to facilitate the process.

1.1 The Trainer's Handbook

This Trainer's Handbook will be used by trainers targeting Local Government Departments and to Civil Society Organisations. The handbook will be useful in training the local governments personnel and members of Community Based Organisations directly involved in mobilizing the communities and the Councillors at the different level of councils who would be a critical target for the training. For effective and efficient management of the training, the total number of participants should not exceed 30. If the group is more than this then the training will be done in batches. The respective local councils and departments and CSOs in the District will be responsible for identification of the participants.

2.0 Training Course Objectives

The purpose of this training is to build the capacity of Local Government officials and Civil Society Organisations by equipping them with the necessary skills to be able to mobilise themselves for active participation in the development process using ethical methods/processes. Emphasis has been made on local council elected and appointed officials and CSOs because of their critical position in the overall decentralisation framework.

By the end of the course, participants should be able to:

- Define the concept of ethics and integrity as they apply to local governments and the benefits of fair, ethical governance
- Cite and interpret parts of the Code of Conduct
- Explain and demonstrate ethical practices
- Identify the X number most prevalent manifestations of unethical practices and formulate plans to address them
- Define at least X ways of protecting those who expose unethical behavior
- Define X number of ways of rewarding those who exhibit ethical behavior
- Define X ways of sustaining ethical behavior

3.0 Legal Framework

The Constitution of the Republic of Uganda provides that power belongs to the people and that it shall be exercised on their behalf and in their interest. To give full effect to this principle and objective, Decentralization was emphasized as a Government Policy and accordingly the Local Governments Act was enacted by Parliament with the following objectives among others:

- To ensure democratic participation in, and control of decision making by the people concerned.
- To establish a democratic political and gender sensitive administrative set up in local governments.

It is worthwhile noting that, Decentralization followed Government's realization that centralized approaches to planning and development were not effective in addressing the needs of the people, a majority of whom are poor, and in improving their living conditions. It was adopted as a Government policy with the aim of giving the communities who are the beneficiaries a say in determining their own destiny setting priorities for development, allocating resources, and implementation of programmes.

However, the majority of the people are poor and illiterate. They are also disadvantaged by lack of access to resources, information, services, safe water, etc. They are also affected by insecurity, injustice and human rights abuses. Under such circumstances they do not have the opportunity to influence decisions that affect their lives. As a result, they are not able to demand for the services that they need. They have unconsciously destroyed the environment too due to their unsustainable practices.

To realise its development goals in a coordinated and comprehensive manner, Government has designed the PEAP. The PEAP is based on vision 2025, which illustrates the national core values, Aspirations, and Goals and Objectives. The major theme/vision is "Prosperous people, a harmonious nation, and a beautiful country". The PEAP is Uganda's national development framework and it seeks to transform the economy, ensure that all people, especially the poor, benefit from economic growth through increased incomes and improved services. Below are three of the four pillars of PEAP:

1. Good governance and security – facilitating the democratic process and ensuring the evolution of a popular and tolerant political system, building local government capacity to enable efficient allocation and utilisation of public resources;
2. Increasing the ability of the poor to raise their incomes – increasing opportunities for self-employment;
3. Enhancing the quality of life of the poor – increasing public information and awareness as well as improving service delivery through increased participation.

The Constitution also highlights the social and economic development objectives. It provides that the state shall endeavor to fulfill the fundamental rights of all Ugandans to social justice and economic development and shall in particular ensure that:

- All development efforts are directed at ensuring the maximum social and cultural well-being of the people.
- All Ugandans enjoy rights and opportunities and access to education, health services, clean water, work, decent shelter, adequate clothing, food security, and pension and retirement benefits.

The development goals cannot, however, be realized if all Resources available are not put to good use due to unethical behavior of leaders and other stakeholders in the process.

3.1 Types of Decentralization

There are basically four types of Decentralization as outlined below.

Deconcentration

This is the shifting of responsibility and workload from central government ministry headquarters to staff located outside the national capital. The degree of latitude given to field staff differs. In field administration, for instance, field officials are allowed some discretion in routine decision-making and, provided they stay within the guidelines set by their parent Ministries, can adapt the implementation of central directives to local conditions. However, although they may have advisory committees or get inputs from the local community, field staff are ultimately responsible to the central authority for all decisions they make.

In Local administration, on the other hand, all subordinate levels of Government within a country – regions, provinces, city, districts, municipalities and other units are headed by appointed agents of the central Government, who serve at the pleasure of the a nation's Chief Executive. Local functions are performed under the technical supervision of central ministries within strict guidelines set at the Centre.

Delegation

This is the shifting of responsibility for administering public functions, making decisions, producing goods (functions previously done by central government ministries) to semi-independent organisations, which, though not wholly controlled by the government, are ultimately accountable to it. Such organisations include marketing boards and other parastatal bodies, public corporations, regional planning and area development authorities, housing authorities, project implementation units, and single and multi-purpose functional bodies.

Devolution

This is the transfer of discretionary decision-making, planning, administration and financial management to independent local government units with powers to sue and be sued. The political base of officials in these units is the locality, not the centre. They spend or invest resources at their discretion, provided they are operating within the legislated limits and their actions do not conflict with the constitution, and other laws of Uganda and the broad national goals.

Privatisation

This is the giving up by government, primarily for reasons of efficiency, of certain functions and services to various sections of the private sector, namely, business, community groups, co-operatives, associational groups, and non-governmental and community based organizations.

The degree of latitude given to field staff differs. In field administration for instance, field officials are allowed some discretion in routine decision-making and provide they stay within the guidelines set by their apparent Ministries, can adapt the implementation of central directives to local conditions. However, although they may have advisory committees or get inputs from the local community, field staff is ultimately responsible to decisions they make.

In local administration, on the other hand, all subordinate levels of government within a Country – regions, provinces, City, Districts, Municipalities and other Units are headed by appointed agents of the Central Government, who serve at the pleasure of nations chief executive. Local functions are performed under the technical supervision of central Ministries within strict guidelines set at the center.

4.0 The Training Methods

This module is designed to be delivered in two days with a maximum 30 participants. The training method to be used in this manual will be essentially an experiential learning approach in which facilitators learn to put participants at ease, establish learning objectives, and then take the trainees through the experiential learning cycle. This is a device that allows the learner to encounter an experience, reflect on it, draw conclusions from it and decide how to apply it to their own work/office after the workshop. The learners use each other as a source of learning, focus on real world problems, and identify things that will be of immediate use when they return to their workplace. In doing so, the learner takes responsibility for his or her own learning. The following methods will be frequently used here.

- Demonstration
- Group Discussions
- Case Study
- Role Play
- Trainer Presentation (Mini Lecture)
- Energizers will be used in the course of the training

5.0 Organizing the Training Activity

5.1 Tools and Equipment

The facilitator is responsible for ensuring that he or she has everything needed for the smooth running of the training session. The following list might be useful as a guide; however, this list is not necessarily complete, and the facilitator will need to prepare his or her own checklist having checked against the Module/session being run.

Figure 1

Sample Checklist
<ul style="list-style-type: none">• List of participants;• Name badge/Tags;• Pads and pens;• Flipchart;(board and paper)• Markers;• Sticky tape;• Clock;• Sufficient copies of all exercises and case studies so that each participant has a copy;• Sufficient copies of all handouts so that each participant has a copy;• Whatever might be required for the energizer exercises (e.g. a ball);• <i>Names of co-facilitators;</i>• <i>List of guest speakers if any;</i>• <i>Name of Chief Guests where applicable;</i>• <i>Flip chart stand;</i>• <i>OHP/ Power Point Projector where applicable;</i>

5.2 Arrangements at the Workshop Venue

In addition, the facilitator must check that the following arrangements are in place at the workshop venue.

Figure 2

Arrangements at the Workshop Venue

It is important that the facilitator checks the following before the participants arrive:

- That the registration table and stationery are ready.
- That morning coffee, lunch and afternoon tea have been booked for the right times;
- That drinking water and glasses will be made available throughout the day;
- That the tables and chairs have been set up in the preferred pattern facing the facilitator's desk and flipchart (check that the flipchart can be seen from all parts of the room);
- That there are enough break out rooms for the group work and, they are fully equipped with whatever is necessary, e.g. chairs, tables, flipcharts, etc.
- That lighting and ambient temperature in the room(s) are at comfortable levels;
- That the washrooms are clearly sign-posted.

5.3 Venue Location

A quiet venue preferably out of the vicinity of the workstation is recommended in order to limit interruptions from participants' normal work schedules. Participants should also have a chance to interact with a community from nearby areas to enhance skills acquired and ideas generated.

5.4 Other matters that need to be taken into account

- Budgetary requirements and limitations
- Security issues
- Low levels of education and awareness especially the participants

5.4.1 Some Budget Considerations in Organizing Training

Table 1

Element	Unit Cost	Number of Participants	Subtotal	Total
Pre-Training				
Materials Development				
Location/Selection (Travel to/from the site)				
Training Site				
Training room				
Break out space				
Secretariat				
Personnel				
Secretary				
Other (Cleaners, guards etc.)				
Food				
Breakfast				
Lunch				
Dinner				
Tea (x 2)				
Allowances				
Travel (round-trip)				
Out-of-Pocket				
Materials Development				
Handouts				
Manuals				
Rental Costs				
Management tapes				
TV Screen				
Video deck				
Slide projector				
Overhead Projector				
Overhead Screen				
Copy Machine				
Supplies				
Copier paper				
Writing blocks				
Pens and pencils				
Flipchart paper				
Magic markers (4 colours)				
Masking tape				
Envelopes				
Folders				
Other				

5.4.2 Logistics Checklist for Starting up a Training Program

Table 2

Element	Check for:	Comment
Training Site	Name, address, contact information Where is site: downtown, small village Noise: On a busy street Thin walls Availability of local transport: bus, taxi, etc. Materials Reproduction Capability Food (Restaurants) Breakfast, lunch, dinner Tea breaks (2) How many other training activities etc. are happening at the same time? Transport Refund Emergency Medical Supply	
Training Room	Room Capacity Type of seating/tables Flipchart stands Blackboards/whiteboards Quality/quantity electrical outlets Public address system Podium Windows Lighting Acoustics Bathrooms Breakout rooms/space Can things be hung on walls? Are other training events happening in the next room?	
Secretariat	Secretary Desks Chairs Computers Printers Storage shelves Storage space	

Food	Kind Quality Variety Dining room Adequate staff to serve a age group Distance from conference room	
Materials to be purchased/copied	Technical Manuals Technical Training Supplies	
Supplies (purchase or rent)	Overhead projector Overhead screen Copier paper Writing blocks Pens and pencils Flipchart paper Magic markers (4 colors: black, red, blue and green) Masking tape Envelopes Folders	
Budget	Unit cost x # of participants	See Budget handout

6.0 Running the Training Course (s)

6.1 Introduction of Participants

Participants are asked to sit next to the person they know least. Each person should ask their neighbor's name, where they come from, their place of work, their likes and dislikes. Each is then required to introduce their friend to the plenary.

6.2 Expectations, reservations, and fears of the participants in respect of the Training/workshop

The facilitator should then elicit the expectations of the participants by asking each to write down on different cards three things that they hope to gain from their training. The expectations are then displayed on the wall, grouping together similar cards.

6.3 Objectives of the training/ workshop

The facilitator should present the course objectives to the participants and go through the participants' expectations highlighting those that are likely to be met during the session and relate them to the session's objectives.

6.4 Norms and rules of the training/workshop

Through a facilitated discussion, the facilitator should establish a list of ground rules and norms with the participants. Rules may include being on time for sessions, attending all sessions etc.

6.5 Recording and reporting of proceedings

The facilitator should recap the process and content covered during the session and write a report at the end of the workshop

6.6 Planning for the future-discussion of any future activities and follow up to the Training

To help the participants think about how they are going to apply the knowledge gained, the facilitator should ask the participants to reflect on the following questions:

How can you apply the information that you have acquired?

What will you do differently when you return to the job/organization?

This can be done at either the individual or group level, depending on the origin of the participants. Participants coming from the same Local Government department can be grouped together to make a combined action plan specifying the responsibility centres and target dates. The action plan can also be phased into what will be put into practice in the short term, the medium term and the long term.

7.0 Assessing the Training/Learning Process

Evaluation: In the first and final Sessions of the day, the methodology of the facilitator and the content of the module are both evaluated by the participants. The trainer(s) should design appropriate evaluation instruments based on the aim and learning objectives of the training. Mechanisms for follow up are embodied in the experiential learning circle (application), which is also considered as a long-term evaluation mechanism. At the end of the workshop written evaluations for both participants and trainers are included.

8.0 Evaluation Criteria

8.1 Pre-Programme

Generally, do all aspects of the content and running of the programme appear appropriate for the identified needs?

- Have all the personnel been consulted about the subject need?
- Are the programme aims and objectives relevant to the identified need?
- Have the aims and objectives been agreed with the beneficiaries?
- Is the design of the programme concerning daily content, pace, and training methods suitable for the expected participants?
- Is the training venue appropriate?
- Do the selected trainers/facilitators have the right knowledge and skills?
- Are the training methods to be used suitable for the objectives?
- Are all the facilities, equipment etc. available?
- Are they all appropriate for the objectives and participants?
- Have all the in and post-programme validation and evaluation arrangements been agreed and established?
- Have all the administrative procedures been set up?

8.2 In Programme

In Annex A: Participant and Trainer Evaluation Forms

8.3 Post Programme

Post programme evaluation should be scheduled approximately three months after the training.

8.4 Learning Performance

- Generally, did the trainees meet the objectives of the programme?
- Did all aspects of design and implementation of programme work as intended and were they effective?

What changes, if any, need to be made for similar programme in the future; e.g.: Did the participants:

- Meet the objectives?

- Find the objectives relevant?
- Find any objectives particularly relevant or less relevant than others?
- Feel that the level of treatment of content was appropriate?
- Feel that their expectations had been met?
- Consider any parts of the programme to be particularly relevant/not relevant/useful/not useful?
- Consider some elements of the programme should be omitted?
- Think that some topics should be added to the programme?
- Like or dislike any part of the programme?
- Like or dislike any of the training methods?
- Find the resources useful?
- Like or dislike the assessment tasks?
- Feel that they had adequate support from the trainer (s)/facilitator (s)?
- Feel that the length of the programme and the length of the sessions were appropriate?
- Feel that the selection/composition/numbers of participants were appropriate?
- Consider the administrative support was adequate?
- What changes would they recommend to any of the elements noted above?
- What were the trainer(s) /facilitator(s) views on all the above elements?

8.5 Job Performance

Generally, what difference did the programme make to the trainees job performance? E.g.:

- Did they find the programme helpful when they returned to their jobs?
- What parts of the programme have they put into practice?
- Has their performance been assessed?
- Has their job performance improved?
- Increase in efficiency
- Increase in effectiveness
- Increase in productivity
- Have they been given feedback on their performance?

9.0 Structure and Design of the Sessions and Time Allocation

This training course addresses the aspect of Ethics and Integrity in Local Governments. It also gives an opportunity to participants to share experiences in the different areas.

This module covers the following eight sessions:

Session 1: Definition of Ethics and Integrity

Session 2: Highlights and Constitutional Provisions on ethics and Integrity

Session Three: Cite and Interpret some parts of the Leadership Code

Session: Four: Ethical Behaviour/Conduct

Session Five: Prevalent Manifestations of Unethical Practices

Session Six: To Promote Whistle Blowers

Seven: How to Reward Ethical Practitioners

Session Eight: Identification of Key Players in Promoting ethical Conduct in Local Governments

By the end of the module, participants will be able to:

- Define Ethics and Integrity;
- Define the four types of Decentralization
- Appreciate the challenges of Decentralization
- Highlight Constitutional provisions on Ethics and Integrity
- Cite and interpret part of the leadership code
- State the different ways in which ethical behavior can be enhanced
- Demonstrate the prevalent manifestations of unethical behavior
- Identify areas for collaboration among the different players i.e. Local Governments and other partners in promoting whistle blower;
- Identify what the key actors can do to reward ethical behavior;
- To outline ways of monitoring ethical governance.

10.0 Needed Skills to Perform Mandated Functions

The skills required by the trainer(s):

The Trainer(s) should be university Graduates, who have demonstrated familiarity with operation of Local Governments and Ethics and Integrity. They should have Training of Trainers' skills or experience of training in a similar field of not less than two years. Experience in handling issues on Ethics and Integrity, code of conduct, best management and accountability is preferred.

In addition, they (Trainers) should have ability to deliver diligently to suite the participants in the class. Thus those drawn from the District level should be treated to appropriate examples or situations likewise those from Lower Local Governments should be given relevant situations during the training.

11.0 Caution Note to the Trainers

It is important to note that this Handbook and the participants' notes have not been differentiated by level of Local Government. Thus, they are meant to be applied to both officials at the District Local Government and those at Lower Local Government levels. Trainers must therefore always ensure that relevant examples of case studies or role plays are used in order to make the participants in question comfortable, let alone ensuring that the Training yield the desired results.

12.0 Session by Session Activities

Session One: Ethics and Integrity

Table 3

OVERVIEW OF SESSION 1		
No.	Component Activity	Time Allocation (approx.)
1	Introduction <ul style="list-style-type: none"> Self-introductions using the game “When the light goes off” Participants’ expectations. 	10 minutes
2	Objectives <ul style="list-style-type: none"> Participants to appreciate the background to Decentralisation in Uganda Define what Ethics and Integrity are. Articulate the key areas and concepts in Ethics and Integrity. Outline the roles of the different players in ensuring ethical behaviour . State the importance of Ethics and Integrity. 	5 minutes
3	Presentation <ul style="list-style-type: none"> Facilitator gives lecturette on the background to Decentralisation in Uganda Facilitator gives lecturette on Ethics and Integrity, the key concepts of Ethics and Integrity, the importance of Ethics and Integrity and the role of leaders in ensuring ethical conduct. 	15 minutes
4	Small Groups Exercise Case study Buzz group brainstorming exercises where participants reflect on how they intend to apply ensure Ethics and Integrity.	30 minutes
5	Lessons Learnt <ul style="list-style-type: none"> Key issues learnt about the definition and main concepts of Ethics and Integrity. And Good practices in ethical governance. 	10 minutes
6	Application <ul style="list-style-type: none"> Questions about relevance of information to each participant’s job and responsibility: How can you apply the information that you have acquired? What will you do differently when you return to your job / organisation? 	10 minutes
7	Summary <ul style="list-style-type: none"> Summarise the main ideas. 	10 minutes
8	Evaluation <ul style="list-style-type: none"> Discuss with the participants the success or otherwise of the methodology and tools of training used by the facilitator during this first session. 	10 minutes

1. Introduction

Participants are asked to introduce themselves using the “When the light goes off” game (see below).

The facilitator should then elicit the expectations of the participants by asking each to write down on different cards three things that they hope to gain from the training. The expectations are then displayed on the wall, grouping together similar cards.

When the light goes off game

Figure 3

Each participant strikes a match and introduces himself or herself, talking very quickly and continuing only until the match goes out or is blown out. The next person then takes the box and strikes a match, and starts the introduction, and so on until everyone has introduced himself or herself. The information that the participants should try to cover includes name, organisation, interests and experience.

2. Session Objectives

By the end of the session participants will be able to:

- List the types of Decentralisation.
- Define Ethics and Integrity
- Articulate the key areas or concepts in Ethics and Integrity
- Outline the roles of the different players in ethical governance
- State the importance of community and of Ethics and Integrity.
- State some of the challenges of Decentralisation

After presenting the course objectives, the facilitator should then go through the participants' expectations highlighting those that are likely to be met, taking into consideration the set objectives.

3. Presentation

The facilitator starts with a lecturette on the definition of Ethics and Integrity, the key concepts in Ethics and Integrity.

4. Small Groups Exercise

The facilitator uses the Counting Method to divide the participants into buzz groups of 5 – 6 people to discuss:

- What they understand by the concept “Ethics and Integrity”;

- The role of leader in ensuring ethical governance;
- How they intend to carry out ethical practices in their respective areas.

At a certain point in discussions, the facilitator brings everyone back to the plenary so that a consensus can be reached across all participants on the answers to the exercises. Such open debate allows opportunity to bring out new perspectives on the discussions. Sufficient time should be allocated so as to ensure that participants are able to ask questions and clarify their understanding of the issues presented.

5. Lessons Learned

The facilitator should then follow the reflection by asking the participants what they have learnt about the definition of Ethics and Integrity. Expected answers include the following:

- Definition of community mobilisation and community participation
- Key components of Ethics and Integrity.
- Characteristics of ethical behaviour.
- The importance of community mobilisation.
- What needs to be done to promote ethical behaviour.
- What are the types of Decentralisation
- What are the challenges of Decentralisation

6. Application

To help the participants think about how they are going to apply the knowledge gained, the facilitator should ask the participants to reflect on the following questions:

- How can you apply the information that you have acquired?
- What will you do differently when you return to your job / organisation?

This can be done at either the individual or group level, depending on the origin of the participants. Participants coming from the same or similar organisation can be grouped together to make a combined action plan specifying the responsibility centres and target dates. The action plan can also be phased into what will be put into practice in the short medium and long run terms.

7. Summary

The facilitator should highlight the process and content covered during the session.

8. Evaluation

This exercise focuses not on the content of the session, but instead on the methodology and tools of training employed by the facilitator. It is meant to give the facilitator an indication of what the participants enjoyed (so that it can be reproduced in the next sessions) and what the participants did not enjoy (so that it can be avoided in the next sessions). The objective of the exercise is to improve the facilitator's performance for the next sessions.

- Draw a line down the centre of a flipchart page. At the top of one column, write "+", at the top of the other column write "-".
- Ask the group: "What were the plusses and minuses of this first session?"
- Record each suggestion verbatim.

Session Two: Constitutional Provisions on Ethics and Integrity

Table 4

OVERVIEW OF SESSION 2		
No.	Component Activities	Time Allocation (approx.)
1	Introduction <ul style="list-style-type: none"> • The Plant Method energiser • Recap on previous session 	5 minutes
2	Objectives <ul style="list-style-type: none"> • To enable participants to get exposed to broad areas in the Constitution that emphasise ethical governance • To enable participants cite parts in the Constitution that directly have a bearing on ethical governance. 	5 minutes
3	Presentation <ul style="list-style-type: none"> • Participants brainstorm on the possibility of the Constitution and Local Governments Act, 1997 having areas that touch ethical behaviour. • Facilitator gives lecturette on the definition of community empowerment • Facilitator gives lecturette on the areas in the Constitution and Local Governments Act, 1997 that emphasise Ethics and Integrity. 	20 minutes
4	Small Groups Exercise <ul style="list-style-type: none"> • Group exercise • Case study 	30 minutes
5	Lessons Learned <ul style="list-style-type: none"> • Ethical governance is enshrined in the laws of the land. Hence it is obligatory for every leader to promote ethical governance. 	10 minutes
6	Application <ul style="list-style-type: none"> • Questions about relevance of information to each participant's job and responsibility: <ul style="list-style-type: none"> • How can you apply the information that you have acquired? • What will you do differently when you return to your job / organisation? 	10 minutes
7	Summary <ul style="list-style-type: none"> • Summarise the main ideas 	5 minutes

1. Introduction

The facilitator leads the participants in The Plant Method energiser (see below). The facilitator then recaps on the previous session.

The Plant Method Energizer

Figure 4

The participants are divided into four or five equally sized and gender-balanced groups. Each group is asked to discuss the last session while standing. One member of each group is asked to observe and note all contributions, including qualitative comments and to report findings back to the plenary. The exercise is meant to relax the participants whilst providing opportunity for candid discussions.

2. Session Objectives

By the end of the session participants will be able to:

- To define what is meant by ethics and to mention at least 3 parts/chapters in the Constitution that promote ethical governance.
- Outline the role of the different actors in promoting ethical behaviour

3. Presentation

The facilitator will ask the participants to brainstorm on the definition of Constitutional provisions.

The facilitator will then give a lecturette on the areas where ethical governance is emphasised in the Constitution and Local Governments Act, 1997.

4. Small Groups Exercise

The facilitator uses the Counting Method to divide participants into groups of 5 – 6 people. The groups are asked to discuss questions arising from the Case study 1 (Figure 5). Each group should nominate one person to report their findings to the plenary.

In summary at the end of discussions, the facilitator must highlight the areas that affect ethical governance in the Constitution. If possible, the facilitator should go through each to give the different perspectives, both positive and negative.

5. Lessons Learned

The facilitator asks the participants what they have learnt about Constitutional provisions.

6. Application

To help the participants think about how they are going to apply the knowledge gained, the facilitator should ask the participants to reflect on the following questions:

- How can you apply the information that you have acquired?
- What will you do differently when you return to your job / organisation?
- What are the possible constraints to their application?
- How can they be overcome?

This can be done at either the individual or group level, depending on the origin of the participants. Participants coming from the same or similar organisations can be grouped together to make a combined action plan specifying the responsibility centres and target dates. The action plan can also be phased into what will be put into practice in the short medium and long term.

7. Summary

The facilitator should outline the process and content covered during the session.

Figure 5

Case study 1: MUKUNYU DISTRICT LOCAL GOVERNMENT

A lady loses a husband and she is left with 6 (six) orphans and 4 dependants, the father to his husband and other responsibilities.

She goes to Administrator General and she is referred to so as to complete the relevant documents. When she reaches, the Chief Administrative Officer, she is referred to the Head of Personnel who in turn refers her to the respective Sub-county Chief, on reaching the Sub-county Chief's Office she finds there the Chairperson LCIII whom her late husband did not support in the recent elections.

On seeing her, the Chairperson LC II makes remarks like "your people refused to support me but now you need my services. We shall see whether my Sub-county Chief will sign those documents". The widow leaves the office disgusted and with no hope. So she goes to the Chairperson LC V who intervenes and by advising the Chief Administrative Officer to cause appropriate action.

The Sub-county Chief is advised by the CAO to take appropriate action without considering his/her Chairperson's remarks and he promised to protect him in case the Chairperson LC III harassed him.

Questions

1. What is right/wrong in this case?
2. Who was on the right side of the law?
3. Who acted outside the law?
4. Which other offices would the widow would have reported to the case if the Chairperson LC V had not intervened?
5. What lessons do we learn from this case study
6. What will you do differently in as far as promoting Constitutional Provisions is concerned in your Local Government?

Session Three: Leadership Code and Ethical Behavior/Conduct

Table 5

OVERVIEW OF SESSION 3		
No.	Component Activities	Time Allocation (approx.)
1	Introduction <ul style="list-style-type: none"> • “Toss the Ball” energiser • Recap on previous session 	5 minutes
2	Objectives To expose participants to key provisions in the Leadership code 2002 relating to leaders	10 minutes
3	Presentation <ul style="list-style-type: none"> • The participants brainstorm on key of the Leadership code 2002 and the Local Governments Act, 1997 that relate to ethical conduct of leaders. • Facilitator explains the implication of not adhering to the cited provisions 	20 minutes
4	Small Groups Exercise <ul style="list-style-type: none"> • Case Study 	30 minutes
5	Lessons Learned <ul style="list-style-type: none"> • Key issues learnt about the concepts 	10 minutes
6	Application <ul style="list-style-type: none"> • Questions about relevance of the cited laws to each participant’s job and responsibility: • How can you apply the information that you have acquired? • What will you do differently when you return to your job / organisation? 	10 minutes
7	Summary <ul style="list-style-type: none"> • Summarise the main ideas 	15 minutes

1. Introduction

The facilitator begins with the “Toss the Ball Energiser” (see below), using the opportunity to ask participants to remember what was covered during the previous sessions.

Figure 6

Toss the Ball Energizer

The participants stand in a circle. They toss the ball between themselves. When you catch the ball, you have to tell the others one fact you recall from the previous session and then you sit down. The game continues until everyone has caught the ball and remembered one fact.

2. Session Objectives

By the end of the session participants will be able to:

- Cite X number of sections in the Leadership Code 2002

3. Presentation

The facilitator invites the participants to brainstorm on the following concepts and their relationships:

- Participation
- Governance
- Corruption
- Transparency
- Accountability

The facilitator then presents a lecturette on the concepts and their relationships.

4. Small Groups Exercise

The facilitator uses the Countdown Method to divide the participants into small groups of four to discuss the issues raised in the case study 2 (Figure 7).

5. Lessons Learned

The facilitator should ask the participants what they have learnt about the content of the Leadership Code 2002

6. Application

To help the participants think about how they are going to apply the knowledge gained, the facilitator should ask the participants to reflect on the following questions:

- How can you apply the information that you have acquired?
- What will you do differently when you return to your job / organisation?

This can be done at either the individual or group level, depending on the origin of the participants. Participants coming from the same or similar Organisations can be grouped together to make a combined action plan specifying the responsibility centres and target dates. The action plan can also be phased into what will be put into practice in the short run, medium and long terms.

7. Summary

The facilitator should outline the process and content covered during the session.

Figure 7

Case Study 2: Moga nkulye Sub-county in Avocado District

The people of Moga nkulye Sub-county in Avocado District recently filled the vacant post of councilors who had died in a motor accident. After the two new councilors were sworn in, & after a period of two months elapsed without them declaring their assets and liabilities. When the District Chairperson learnt of this, he wrote to them through their Chairperson who instead ignored to advise. On the other side, the councilors in Magi Sub-county had declared their assets and liabilities in the specified period and the IGG applaud them.

Questions:

1. What is wrong/right in the case study?
2. Suggest how other Sub-counties/Districts can learn from the experience of the Avocado District
3. What factors can hinder people from doing the right things that promote ethics and Integrity?

Session Four: Ethical Behavior/Conduct

Table 6

OVERVIEW OF SESSION 4: ETHICAL BEHAVIOR/CONDUCT		
No.	Component Activities	Time Allocation (approx.)
1	Introduction <ul style="list-style-type: none"> • “The Human Compass” exercise • Recap on previous session 	8 minutes
2	Objectives <ul style="list-style-type: none"> • To enlist characteristics of Ethical behaviour • To identify situations that lead to ethical behaviour 	7 minutes
3	Presentation <ul style="list-style-type: none"> • Participants brainstorm on their understanding of the Ethical behaviour • Facilitator gives lecturette filling the gaps and emphasising points raised by participants • Participants identify circumstances that favour ethical behaviour/conduct 	25 minutes
4	Small Groups Exercise <ul style="list-style-type: none"> • Group exercise/Role play 	30 minutes
5	Lessons Learned Key issues learnt about the term ethical behaviour The importance of creating a conducive environment for ethical behaviour/conduct	10 minutes
6	Application <ul style="list-style-type: none"> • Questions about relevance of information to each participant’s job and responsibility: • How can you apply the information that you have acquired? • What will you do differently when you return to your job / organisation? 	10 minutes
7	Summary <ul style="list-style-type: none"> • Summarise the main ideas 	5 minutes

1. Introduction

The facilitator begins with the “Human Compass Exercise” (see below). The facilitator then recaps on the previous session.

The Human Compass Exercise

Figure 8

The participants stand at ease in a circle, their hands on their waists. Without moving their feet, and bending at the waist, they move their trunks in the direction of North, South, East or West according to the facilitator’s instructions. The facilitator will gradually increase the tempo of the instructions. This exercise will warm the participants up and refresh them in preparation for the last session of the first day.

2. Session Objectives

By the end of the session, participants will be able to:

- Enlist characteristics of ethical behaviour
- Identify situations that favour ethical behaviour.

3. Presentation

The facilitator asks the participants to brainstorm on their understanding of the term.

The facilitator then gives a lecturette filling the gaps in ethical behaviour/conduct and emphasising points that were raised by participants. The facilitator should allow sufficient time for any questions so as to ensure that all participants have a clear understanding of the different terms. Participants also identify circumstances that favour ethical behaviour.

4. Small Groups Exercise

Participants are put into small groups 5-6 people. The groups are invited to discuss the ethical behaviour and under what circumstances it thrives.

5. Lessons Learned

The facilitator should ask the participants what they have learnt about the term ethical behavior.

6. Application

To help the participants think about how they are going to apply the knowledge gained, the facilitator should ask the participants to reflect on the following questions:

- How can you apply the information that you have acquired?
- What will you do differently when you return to your job / organisation?

This can be done at either the individual or group level, depending on the origin of the participants. Participants coming from the same or similar organisations can be grouped together to make a combined action plan specifying the responsibility centres and target dates. The action plan can also be phased into what will be put into practice in the short medium and long term.

7. Summary

The facilitator should outline the process and content covered during the session.

Session Five: Prevalent Manifestations of Unethical Practices

Table 7

OVERVIEW OF SESSION 5		
No.	Component Activities	Time Allocation (approx.)
1	Introduction <ul style="list-style-type: none"> The Gender Game Recap on previous day 	7 minutes
2	Objectives <ul style="list-style-type: none"> To define concepts like prevalent and manifestations. To identify prevalent manifestations of unethical behaviour To identify the constraints and challenges to raising civic awareness To identify the roles of both local governments and CSOs in taking deliberate actions to promote honesty and transparency in the day to day conduct of their duties. 	8 minutes
3	Presentation <ul style="list-style-type: none"> Facilitator gives lecturette on the concepts of civic awareness and civic engagement 	25 minutes
4	Small Groups Exercise <ul style="list-style-type: none"> Group exercise 	30 minutes
5	Lessons Learned <ul style="list-style-type: none"> Key issues learnt about prevalent manifestation of ethical practices. Ways and means of promoting honesty and transparency in the day to day conduct of their duty 	10 minutes
6	Application <ul style="list-style-type: none"> Questions about relevance of information to each participant's job and responsibility: How can you apply the information that you have acquired? What will you do differently when you return to your job / organisation? 	10 minutes
7	Summary <ul style="list-style-type: none"> Summarise the main ideas 	5 minutes

1. Introduction

The facilitator begins with a simple exercise. A participant is asked to sing a simple song of his / her choice. Everyone repeats the song. Then only the female participants repeat the song. Finally, only the male participants repeat the song. The facilitator then asks the group to vote on whether the men sang better than the women, or vice versa. The facilitator then recaps on the previous session and congratulates the participants on their hard work during the earlier sessions.

2. Session Objectives

By the end of the session, participants will be able to:

- Define the prevalent manifestations of unethical practices.
- Identify areas of prevalent manifestations of unethical practices
- State the roles of both local governments and CSOs taking deliberate action to promote honesty and transparency in the day-to-day conduct of their duties.

3. Presentation

Participants brainstorm the definitions of prevalent manifestations of unethical practices.

Participants state their roles in promoting honesty and transparency in the day to day conduct of their duties.

Then the facilitator gives a lecturette on the following concepts:

- Prevalent manifestations of unethical behaviors
- Civic awareness
- Honesty and transparency

4. Small Groups Exercise

Participants are put into small groups according to the Organisations that they represent. The groups are invited to discuss the following:

- The prevalent manifestations of unethical practices
- Ways and means (deliberate) of promoting honesty and transparency in the day to day conduct of their duties

Each group nominates a representative to present their findings to the plenary.

5. Lessons Learned

The facilitator should ask the participants what they have learnt about identification of unethical practices and how to promote honesty and transparency in their domains

6. Application

To help the participants think about how they are going to apply the knowledge gained, the facilitator should ask the participants to reflect on the following questions:

- How can you apply the information that you have acquired?
- What will you do differently when you return to your job/organisation?

This can be done at either the individual or group level, depending of the origin of the participants. Participants coming from the same or similar organisations can be grouped together to make a combined action plan specifying the responsibility centres and target dates. The action plan can also be phased into what will be put into practice in the short medium and long term.

7. Summary

The facilitator should outline the process and content covered during the session and wrap up.

Session Six: Protection of Whistle Blowers

Table 8

OVERVIEW OF SESSION 6		
No.	Component Activities	Time Allocation (approx.)
1	Introduction <ul style="list-style-type: none"> • Team work energiser • Recap on previous session 	5minutes
2	Objectives <ul style="list-style-type: none"> • To articulate the importance of whistle blowing • To articulate the role of Local Governments in protecting whistle blowers • To identify constraints and challenges in protecting whistle blowing • To state the role of the local governments and CSOs in protecting whistle blowers • To define the concept whistle blowing 	10 minutes
3	Presentation <ul style="list-style-type: none"> • Participants brainstorm to the definition of whistle blowers • Facilitator gives lecturette on the following concepts: <ul style="list-style-type: none"> • Whistle blowers • Protection of whistle blowers • Unethical behavior/practices 	20 minutes
4	Small Groups Exercise <ul style="list-style-type: none"> • Group exercise 	35 minutes
5	Lessons learned <ul style="list-style-type: none"> • Key issues learnt about whistle blowers • Ways and means of protecting whistle blowers • The challenges and constraints in protecting whistle blowers. 	10 minutes
6	Application <ul style="list-style-type: none"> • Questions about relevance of information to each participant's job and responsibility: <ul style="list-style-type: none"> • How can you apply the information that you have acquired? • What will you do differently when you return to your job / organisation? 	10 minutes
7	Summary <ul style="list-style-type: none"> • Summarise the main ideas 	5 minutes

1. Introduction

The facilitator begins by introducing trust energizer.

Figure 9

Trust Energizer

The facilitator asks two volunteers to come in front of the Training room. He asks one to stand stiff in front of the other. Then he/she asks the one behind to be ready to hold his/her colleague when he falls backwards. He/she then asks the stiff participant to fall backwards without looking behind.

The facilitator then gives a brief recap on what was covered on the previous day.

2. Session Objectives

By the end of the session, participants will be able to:

- To define the concept whistle blower
- Articulate the protection whistle blowers
- Identify constraints and challenges in protecting whistle blowers;
- State the role of local governments and CSOs in designing ways and means (deliberate) to protect whistle blowers.

3. Presentation

The facilitator presents a lecturette on the concept of whistle blowing and ways and means of protecting them. .

4. Small Groups Exercise

The facilitator divides the participants into four groups, with people from the same or similar organisations being placed in the same group. The groups are asked to discuss various aspects of how to protect whistle blowers in Case Study 3 (Figure 9). Each group nominates a representative to present their findings to the plenary.

In the plenary session that follows, the participants brainstorm to cover any other aspects of whistle blowing that have not already been mentioned, and to highlight any major areas of concern. The facilitator may choose to focus discussions by asking the following questions:

- What has the Government done to foster whistle blowing?
- How should Local Governments foster whistle blowing?
- What are the constraints and challenges in protecting whistle blowers?
- How can those constraints and challenges be tackled by Local Governments to protect whistle blowers?
- What deliberate actions can be taken by the Local Governments to protect whistle blowers?

5. Lessons Learned

The facilitator should ask the participants what they have learnt about the concepts of whistle blowing.

6. Application

To help the participants think about how they are going to apply the knowledge gained, the facilitator should ask the participants to reflect on the following questions:

- How can you apply the information that you have acquired?
- What will you do differently when you return to your job / organisation?

This can be done at either the individual or group level, depending on the origin in the participants. Participants coming from the same or similar organisations can be grouped together to make a combined action plan specifying the responsibility centres and target dates. The action plan can also be phased into what will be put into practice in the short medium and long term.

7. Summary

The facilitator should outline the process and content covered during the session.

Figure 9

Case Study 3: KALYA MENVU DISTRICT LOCAL GOVERNMENT

Kalya Menvu District Local Government advertised jobs for Sub-accountants in view of weeding out Sub-accountant who did not have diplomas/professional qualifications in accounting.

Meanwhile some councilors started promising jobs to their sons/daughters and supporters in the event the jobs were advertised.

In the camp of the sub-accountants without proper qualifications there was a group designing to bribe the Personnel Officer and Secretary District Service Commission to ensure that their fake qualification are not exposed.

This information was leaked secretly to the Chief Administrative Officer the Chairperson District Service Commission one member of the District Service Commission and the Sub-county Chief of Nkutu-nkaile Sub-county.

When the Sub-county Chief got this information he started openly in a drinking place naming his source of information and the affected persons.

In another development, one of the area MPs who had vested interests, at a funeral stated that he was aware that so and so was busy fabricating information about his supporters that they do not have minimum qualifications for the jobs that had been advertised recently. The CAOs and Chairperson DSC, investigated the matter and designed ways and means of disciplining the affected staff by sending them on interdiction so as to collect and collaborate evidence.

Question:

1. What should be done to ensure that whistle blowers are protected?
2. What is wrong or right with the way;
 - (a) The Chairperson and CAO handled the information they got?
 - (b) The area MP reacted
 - (c) The Sub-county Chief handled the information?
 - (d) The whistle blower released the information?
3. What is the best way to handle such matters?
4. State at least 5 ways of ensuring that whistle blowers are protected?

Session Seven: Rewarding Ethical Practitioners

Table 9

OVERVIEW OF SESSION 7		
No.	Component Activities	Time Allocation (approx.)
1	Introduction <ul style="list-style-type: none"> • “Ethics and Integrity” energiser. • Recap on previous session. 	7 minutes
2	Objectives <ul style="list-style-type: none"> • To give a definition of Ethics and Integrity. • To outline ways of promoting ethical governance. To articulate the need for rewarding an official who behaves in an ethical manner.	10 minutes
3	Presentation <ul style="list-style-type: none"> • Participants brainstorm on the following: • Ethical governance. • Ways and means of rewarding those who are ethical. 	25 minutes
4	Small Groups Exercise <ul style="list-style-type: none"> • Group exercise. • Role-play. 	35 minutes
5	Lessons Learnt <ul style="list-style-type: none"> • Key issues learnt about how to reward ethical practitioners. 	10 minutes
6	Application <ul style="list-style-type: none"> • Questions about relevance of information to each participant’s job and responsibility: • How can you apply the information that you have acquired? • What will you do differently when you return to your job / organisation? 	10 minutes
7	Summary <ul style="list-style-type: none"> • Summarise the main ideas 	10 minutes

1. Introduction

The facilitator begins with the “Ethics and Integrity” (see below). The facilitator then recaps on the previous session.

The Ethics and Integrity Energizer

Figure 10

The participants are divided into three groups. The facilitator indicates where group I starts and ends, then where group II begins and ends and lastly, group III. He /she then instructs group II to shout out “PROMOTE”, then Group One to shout out the word “ INTEGRITY” and group three to shout the word “ ETHICS”, whenever he/she points at the respective group.

He/she then in an alternative manner point at group II, then Group III and lastly Group I. He/she then begins doing slowly and as time goes he/she speeds up till when she/he reaches the climax of his/her desire.

2. Session Objectives

By the end of the session, participants will be able to:

- Give a definition of Ethics and Integrity
- Outline the ways of pointing ethical governance.
- Articulate the need for rewarding officers who behave in an ethical manner.

3. Presentation

The facilitator invites the participants to brainstorm on the concepts of Ethics and Integrity and ways and means of rewarding those who are ethical in their conduct.

Facilitator gives lecturette on the concept of Ethics and Integrity and ways and means of rewarding those who are ethical in their conduct.

The facilitator will then give a lecturette covering any gaps not discussed in the brainstorming session, and allowing time for any questions so as to ensure that all participants have a clear understanding of the concepts under consideration.

4. Small Groups Exercise

Participants are put into three groups according to the organisations that they represent, so that delegates from the same or similar organisations are grouped together. They are asked to reflect on

(i) The merits of rewarding those who behave ethically?; (ii) Demerits of not rewarding those who are ethical in their conduct?; (iii) How to reward those who are ethical in their conduct? Each group will select a representative to present their findings to the plenary.

5. Lessons Learned

The facilitator should ask the participants what they have learnt about the need to reward those who are ethical in their conduct.

6. Application

To help the participants think about how they are going to apply the knowledge gained, the facilitator should ask the participants to reflect on the following questions:

- How can you apply the information that you have acquired?
- What will you do differently when you return to your job / organisation?

This can be done at either the individual or group level, depending of the origin of the participants. Participants coming from the same Organisation can be grouped together to make a combined action plan specifying the responsibility centres and target dates. The action plan can also be phased into what will be put into practice in the short run, the medium term and the long run.

7. Summary

The facilitator should outline the process and content covered during the session.

Session Eight: Key Players in Promoting Ethical Behavior/Conduct in Local Governments

Table 10

OVERVIEW OF SESSION 8		
No.	Component Activities	Time Allocation (approx.)
1	Introduction <ul style="list-style-type: none"> The “R.E.B” energiser Recap on previous session 	5 minutes
2	Objectives <ul style="list-style-type: none"> To identify key players in the promotion of ethical conduct in Local Government To describe deliberate steps that can be taken by each stakeholder to promote ethical behaviour (At least 4 per stakeholder) To list at least 4 ways each stakeholder can take to protect whistle blowers To list at least 5 ways of rewarding officials who conduct themselves ethically. To list at least 4 ways in which unethical behaviour is prevalently manifested 	5 minutes
3	Presentation Participants brainstorm on the categories of stakeholders in Local Governments. The facilitator gives a lecturette on the stakeholders in Local Governments and roles in promoting ethical behaviour.	20 minutes
4	Small Groups Exercise <ul style="list-style-type: none"> Small group exercise 	25 minutes
5	Lessons Learned <ul style="list-style-type: none"> Key issues learnt about roles of each holder in promoting ethical behaviour 	10 minutes
6	Application <ul style="list-style-type: none"> Questions about relevance of exercise to each participant’s job and responsibility: <ul style="list-style-type: none"> How can you apply the experience that you have acquired? What will you do differently when you return to your job / organisation? What should be done differently 	10 minutes
7	Summary <ul style="list-style-type: none"> Summarise the main ideas 	10 minutes

8	Evaluation <ul style="list-style-type: none"> Discuss with the participants the success or otherwise of both the content of the module and the methodology and tools of training used by the facilitator during the two days 	10 minutes
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1. Introduction

The facilitator begins with the “R.E.B Energiser” (see Figure 9, Session 8). The facilitator then recaps on the previous session and congratulates the participants on their hard work during the earlier sessions.

Figure 11

The R.E.B energizer

Participants are divided into 3 groups. The facilitator asks group II to shout “ETHICS”, Group I to shout “ BEHAVIOR” and group III to shout out “ REWARD”. Then whichever group he points at shouts the word it has been allocated. This is done when all the participants are standing with their hands free and in the air. The facilitator begins pointing at the groups alternately slowly and increases the speed as time goes.

2. Session Objectives

By the end of the session, participants will be able to:

- To identify key players in the promotion of ethical conduct in Local Government
- To describe which deliberate steps that can be taken by each stakeholder to promote ethical behaviour (At least 4 per stakeholder)
- To list at least 4 ways each stakeholder can take to protect whistle blowers
- To list at least 5 ways of rewarding officials who conduct themselves ethically.
- To list at least 4 ways in which unethical behavior is prevalently manifested?

3. Presentation

Presentation

Participants brainstorm on the categories of stakeholders in Local Governments.

The facilitator gives a lecturette on the stakeholders in Local Governments and roles in promoting ethical behaviour.

The facilitator asks participants to form buzz groups to discuss and agree on the major issues and how the three concepts can be put into practice.

5. Lessons Learnt

The facilitator should ask the participants what they have learnt from the exercise.

6. Application

To help the participants think about how they are going to apply the knowledge gained, the facilitator should ask the participants to reflect on the following questions:

- How can you apply the knowledge and skills that you have acquired?
- What will you do differently when you return to your job / organisation?

This can be done at either the individual or group level, depending on the origin of the participants. Participants coming from the same or similar organisation can be grouped together to make a combined action plan specifying the responsibility centres and target dates. The action plan can also be phased into what will be put into practice in the short medium and long term.

7. Summary

The facilitator should outline the process and content covered during the session and wrap up.

8. Evaluation

This exercise is carried out twice, first focusing on the content of the module, and then on the methodology and tools of training employed by the facilitator. It is meant to give the facilitator an indication of what the participants enjoyed (so that it can be reproduced in future training modules) and what the participants did not enjoy (so that it can be avoided in future training modules). The objective of the exercise is to improve the facilitator's performance.

- Draw a line down the centre of a flipchart page. At the top of one column, write "+", at the top of the other column write "-".
- Ask the group: "What were the plusses and minuses of this module?"
- Record each suggestion verbatim.

Human Bingo!

“By now, you should all know each other very well. Move around the room to find individuals who fit each of the following descriptions and write their names in the appropriate square. The person who completes every square first shouts “BINGO!” and will win a prize!”

Figure 12

B	I	N	G	O	
Plays football	Is the oldest in the family	Has five children	Is a Councilor	Does not drink alcohol	1
Likes matooke	Likes politics	Has red shoes	Is a teacher by profession	Is a born-again Christian	2
Knows how to swim	Snores	Speaks four languages fluently	Does not smoke	Is a farmer	3
Is a retired civil servant	Listens to BBC everyday	Likes singing	Like watching TV	Is a businessman / businesswoman	4
Likes reading <u>The Monitor</u> Newspaper	Likes dancing	Has worked for more than 20 years	Is not married	Does not eat meat	5

13.0 Glossary of Terms

Appropriate	Correct, suited or acceptable in the prevailing circumstances
Brainstorm	Where participants are encouraged to share ideas in a group session in order to reach a common conclusion or answer to a problem. The facilitator can play an active a role as necessary in order to steer discussions in the right direction.
Bureaucracy	The official role and procedures of an organization especially when these are seen as too complicated and not efficient e.g. some hides behind rules and procedures to frustrate the entitles persons.
Buzz Method	Small group discussions focussing on buzz words or ideas.
Case Study	A real-life scenario is reproduced in order that the participants can examine what happened, discuss what problems occurred and what caused them, and agree on the lesson(s) that can be learnt from the story. In some of the Sessions, two Case Studies might be presented, or a Group Exercise and a Case Study. It is then up to the facilitator to decide whether the time will allow for both to be covered, or whether s/he should only concentrate on exploring one at a greater depth.
Counting Method	A way of randomly dividing all the participants into groups. Simply going round the room assigning each person a number usually does this. If three groups are needed, they are given a number between 1 and 3; and if four groups are needed, then they are given a number between 1 and 4, etc. Then all the 1s are one group, all the 2s another, etc.
Decadence	A state of behavior that shows a fall to a lower level in morals, art, literature
Discrimination	Treating a person or a group of persons differently than from others.
Evidence	Information that gives a strong reasons for believing or proves a give case or allegation
Facilitator	The leader of the training module. The emphasis here is on <i>enabling</i> the participants to discuss, share experience and learn. The role is not one of “lecturer”.
Foster	Promote or work towards or support
Gender	This refers to socially constructed and differentiated roles that are assigned to the sexes and, most of the time, are determined by culture. Both men and women are expected to follow these norms and behaviour in order to remain in the good graces of society. These roles can and may change over time.
Handouts	The handouts are prepared, brief notes covering the key points of each Session. All the handouts for one Module are grouped together in the Annex to that Module. It is preferable that the handouts to a Session are not made available to the participants until the end of the Session.
Harnessed	‘Fully’ Utilized
Implementation	To put into effect or the carryout activities or programmes e.g building a bridge or borehole or protected water spring
Infrastructure	Facilities necessary for a Local Government to be managed well. E.g road networks, schools, water resources/sources, administrative systems,

	communication systems etc.
Lecturette	This is a mini-lecture of a maximum of 20 minutes. Because of the participatory design of this course, lectures are to be kept to a minimum. However, it is important that a summary of the key points be made by the facilitator and understood by the participants before they carry on with the Reflection part of the training session.
Liabilities	Financial obligations i.e. debts you may owe a bank or another Local Government or bills of electricity, water, rent etc.
Logistics	The organisation of suppliers and services e.g. transport, stationery, tools and equipment etc.
Mainstream	Make it a day to day activity or regard as routine
Manifestation	Clear or obvious
Participant	A person attending the workshop. The emphasis here is on <i>participating</i> – learning through activities and shared experiences.
Plenary	The whole group of participants, including the facilitator.
Prevalent	Happening generally or wide spread
Requisite	Necessary
Role Play	A scenario, either fictional or real-life, is recreated and participants are invited to act out the part of one of the key players in the story, exploring the issues from that person’s perspective, etc.
Stakeholders	Those individuals or groups of individuals or organisation that have interest in the subject in question. In this case, those interested in Local Government affairs.
Statutory Bodies	These include in this case: The District Service Commissions, Local Government Tender Board, Local Government Public Accounts Committee
Turmoil	A state o great disturbance, confusion or uncertainty
Vulnerable	Soft sport or weak persons or points that can easily be disadvantaged.
Whistle Blower	A person or persons that alert relevant authorities of wrong doings about to be made or being done e.g. someone who reports say to the RDC or Chairperson LGPAC that there are fraudulent payment under way or tender X was wrongly awarded etc.

14.0 References

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11. The Local Governments Act, 1997 (As Amended)
12. SDU Materials
13. The Uganda Government Standing Orders (1991)
14. The Public Service Act, 1967
16. Uganda Government Local Government Financial and Accounting Regulations 1998

References (continued)

17. Uganda Government Local Government Tender Board Guidelines
18. NEPAD Documents (2003)
19. Advanced Learners' Dictionary
20. Ministry of Local government Guidelines for Local Council Courts (2003)

Annex A: Evaluation Forms

Trainer's Pre-Programme Evaluation

Generally, do all aspects of the content and running of the programme appear appropriate for the identified needs, such as (circle "Yes" (Y) or "No" (N) and, if appropriate, qualify the answer in your report):

- Have the appropriate personnel been consulted about the subject need? Y/ N
- Are the programme aims and objectives relevant to the identified need? Y/N
- Have the aims and objectives been agreed with the beneficiaries? Y/N
- Is the design of the programme concerning daily content, pace, and training methods suitable for the expected participants? Y/N
- Is the training venue appropriate? Y/N
- Do the selected trainers/facilitators have the right knowledge and skills? Y/N
- Are the training methods to be used suitable for the objectives? Y/N
- Are all the facilities, equipment, etc. available? Y/N
- Are they all appropriate for the objectives and participants? Y/N
- Have all the in-programme and post-programme validation and evaluation arrangements been agreed and established? Y/N
- Have all the administrative and logistical procedures been set up? Y/N

Trainer's In-Programme Evaluation

Generally (circle "Yes" (Y) or "No" (N) and, if appropriate, qualify the answer in your report):

- Does the programme appear to be effective? Y/N
- Do any adaptations need to be made to any parts of the programme? Y/N
- Do the participants seem to be enjoying the programme? Y/N
- Are they meeting the objectives of the course? Y/N
- Do they find the topics relevant? Y/N
- Were the topics presented in the sessions useful in helping participants understand their own work in their own districts? Y/N
- Do they find the training techniques, learning resources, assessment methods, and evaluation arrangements satisfactory? Y/N
- Are they satisfied with the learning equipment and facilities? Y/N
- Are they satisfied with the domestic arrangements? Y/N
- Are they having any particular difficulties? Y/N
- Do they seem satisfied with the trainer(s)? Y/N
- Do the assessment tasks reveal the learning that is taking place? Y/N
- Would you like to see any modifications in this Training module that would make it more effective for participants? Y/N

Trainer's Post-Programme Evaluation

Post-programme evaluation should be scheduled approximately three months after the training. It is completed by the trainer(s) by interviewing a representative sample/percentage of participants, preferably at their workplace.

A. Learning Performance

Generally (circle "Yes" (Y) or "No" (N) and, if appropriate, qualify the answer in your report):

- Did the trainees meet the objectives of the programme? Y/N
- Did all aspects of design and implementation of programme work as intended and were they effective? Y/N

Did the participants:

- Find the objectives relevant? Y/N
- Find any objectives more relevant or less relevant than others? Y/N
- Feel that the level of treatment of content was appropriate? Y/N
- Feel that their expectations had been met? Y/N
- Consider any parts of the programme to be particularly relevant/not relevant/useful/not useful? Y/N
- Consider some elements of the programme should be omitted? Y/N
- Think that some topics should be added to the programme? Y/N
- Like or dislike any part of the programme? Y/N
- Like or dislike any of the training methods? Y/N
- Find the resources useful? Y/N
- Like or dislike the assessment tasks? Y/N
- Feel that they had adequate support from the trainer (s)/facilitator (s)? Y/N
- Feel that the length of the programme and the length of the sessions was appropriate? Y/N
- Feel that the selection/composition of participants were appropriate? Y/N
- Consider the administrative support was adequate? Y/N
- What changes would they recommend to any of the elements noted above?

What changes, if any, would you as the trainer make for a similar programme in the future?

B. Job Performance

Generally (circle “Yes” (Y) or “No”(N) and, if appropriate, qualify the answer in your report):

- Did the programme make a difference in the participant’s job performance? Y/N
- Did the participant find the programme helpful when he/she returned to his/her job? Y/N
- Have parts of the programme been put into practise by the participant? Y /N
- Has their performance been assessed? Y/N
- If so, has their job performance improved in any of these ways:
 - Efficiency Y/N
 - Effectiveness Y/N
 - Productivity Y/N
- Have they been given feedback on their performance? Y/N

Participant's Evaluation

Your thoughts on this workshop will aid how they are conducted in the future. Thank you for taking the time to complete this questionnaire.

A. Overall Workshop Effectiveness:

Learning objectives were stated at the beginning of each session. Using a scale of 1 to 5, please rate the degree to which the subject matter of each session helped you to understand the subjects (1 = the session was not helpful; 5 = the session was very helpful):

Session 1: Definition of Ethics and Integrity 1 2 3 4 5

Session 2: Community Empowerment 1 2 3 4 5

Session 3: Participation, Participatory Planning and Participatory Monitoring and Evaluation 1 2 3 4 5

Session 4: Community Driven Development 1 2 3 4 5

Session 5: Civic Engagement and Participation 1 2 3 4 5

Session 6: Enterprise for Community Development 1 2 3 4 5

Session 7: Conflict Prevention and Post-Conflict Community Mobilization
1 2 3 4 5

Session 8: Early Warning Systems and Community Based Environmental Management
1 2 3 4 5

- How helpful was the training provider support in the following areas:
 - a. Advance preparation 1 2 3 4 5
 - b. Logistics and support 1 2 3 4 5
 - c. Keeping you informed 1 2 3 4 5
- Did you find the training material easy to use and easy to comprehend? Y/N
- Did you find the case studies useful and appropriate to the subject? Y/N

B. Additional Comments: Please give feedback on:

1. The trainers knowledge of subject matter, ability to bring about group participation, ability to summarize, and generally to meet the workshop objectives: _____

2. The handouts and group exercises (how much they related to your needs):

3. The facilities and arrangement of the seating: _____

4. The training approach (interactive, emphasis on the experiential process): _____

5. Other comments: _____

Annex B: Timetable

TIME	TOPIC/ACTIVITY
<i>DAY ONE</i>	
8:00 – 9:00 a.m	Registration
9:00 – 10:40 a.m	Ethics and Integrity
10:40 – 11:00 a.m	Health Break
11:00 – 12:15 p.m	Constitutional Provisions on Ethics and Integrity
12:15 – 1:00 p.m	Leadership Code and Ethical Behavior Conduct
1:00 – 2:00 p.m	Health Break
2:00 – 2:55 p.m	Leadership Code and Ethical Behavior Conduct (Continued)
2:55 – 4:30 p.m	Ethical Behavior/Conduct
4:30 – 5:00 p.m	Health Break
<i>DAY TWO</i>	
8:00 – 8:30 a.m	Registration
8:30 – 10:05 a.m	Prevalent Manifestations of Unethical Behavior
10:05 – 11:00 a.m	Protection of whistle Blowers
11:00 – 11:30 a.m	Health Break
11:30 - 12:10 p.m	Protection of whistle Blowers (continued)
12:10 – 1:00 p.m	Rewarding Ethical Practioners
1:00 – 2:00 p.m	Health Break
2:00 – 2:17 p.m	Rewarding ethical Practioners (Continued)
2:17 – 3:52 p.m	Key Players in promoting ethical Behavior/Conduct in Local Governments
3:52 p.m	Evaluation, Closure and Departure