Conference of the Arab Anti-Corruption and Integrity Network

“National Anti-Corruption Strategies and the Roles of National Stakeholders”

Sana'a, Republic of Yemen

26-27 July 2010
Conference of the Arab Anti-Corruption and Integrity Network

Session 5
Strengthening Integrity in Public Service Delivery: Mainstreaming Sectoral Challenges in National Anti-Corruption Strategies

“Towards the contextualized use of sectoral assessment tools”

Marijana Trivunovic
Objectives of session

- Appreciating the importance of sectoral approaches (?)
- Appreciating the importance of diagnostics
- Key elements of most common sectoral diagnostic methodologies
  - Vulnerability to corruption assessments
  - Public expenditure trackings surveys (PETS)
  - Citizen report cards
Importance of diagnostics

- What does it mean that there is corruption in a particular sector?
  - where does corruption exist?
  - what are the forms?
  - what gaps/loopholes permit corruption?
  - how serious is the problem?

- Unless you understand the problem, you cannot identify the appropriate intervention.
Sectoral diagnostic assessments

Analysis and evaluation of:

- regulatory framework
- application of rules in practice: situation *de facto*
- business processes (dis-aggregation)
- risks and vulnerabilities
- delivery of outputs (services)
  - value for money
- enabling environment ("political economy")
Example of methodology: Vulnerability to corruption assessment

**Approach:** dis-aggregate and assess

- identify the business processes in sector:
  - map of sector “value chain” in production and delivery of outputs
  - map of actors involved
- evaluate gaps/risks in each step
- analyze sequence and evaluate gaps/risk in links between steps
- identify appropriate measures to close gaps/minimize risks
Example of findings: Drug procurement policies

<table>
<thead>
<tr>
<th>Stages</th>
<th>Problems at each stage</th>
<th>Remedial actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Manufacturing</td>
<td>Substandard drugs</td>
<td>Random inspections</td>
</tr>
<tr>
<td>2. Registration</td>
<td>Weak legal framework / producers pay officials to register substandard drugs</td>
<td>Publication of registration processes/ education to identify substandard drugs</td>
</tr>
<tr>
<td>3. Selection</td>
<td>Under or over inclusion of drugs in the country’s essential drug list</td>
<td>Media coverage of selection committee mtgs / public criteria for membership (Col)</td>
</tr>
<tr>
<td>4. Procurement</td>
<td>Bribes for advantages during tenders/ biased quantity and specifications</td>
<td>Clear procurement criteria/ separate staff for technical vs contract decisions</td>
</tr>
<tr>
<td>5. Distribution</td>
<td>Warehouse theft</td>
<td>Electronic monitoring of vehicles to transport drugs/ assess if drugs are delivered</td>
</tr>
<tr>
<td>6. Prescription/ disbursement</td>
<td>Pharmaceutical companies influence physicians</td>
<td>Separate the role of doctors from pharmacists</td>
</tr>
</tbody>
</table>
Example of methodology: Public Expenditure Tracking Survey (PETS)

**Approach:** track the flow of funds from center to end recipients to identify leakages

- **Funding flow**
  - What funds go to schools from what sources
  - Who approves allocations at various stages

- **Structure of service delivery:**
  - Numbers of students
  - Numbers of teachers, qualifications, absenteeism
  - Quality of facilities, including learning tools
    - Data on school spending and sources of funding
    - Oversight mechanisms (inspections)
Example of methodology: Citizen Report Cards

**Approach:** service users (citizens’) feedback

- Questions asked:
  - How satisfactory are specific public services?
  - Which aspects are satisfactory and which are not?
  - What are the direct and indirect costs of services?

- Results obtained (maternity wards in Bangalore):

<table>
<thead>
<tr>
<th>Purpose of pmt</th>
<th>% having paid</th>
<th>average pmt (INR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Obtaining medicines</td>
<td>11</td>
<td>94</td>
</tr>
<tr>
<td>Obtaining a scan</td>
<td>38</td>
<td>176</td>
</tr>
<tr>
<td>Blood test</td>
<td>13</td>
<td>21</td>
</tr>
<tr>
<td>Urine test</td>
<td>7</td>
<td>21</td>
</tr>
<tr>
<td>Delivery of baby</td>
<td>48</td>
<td>361</td>
</tr>
</tbody>
</table>