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EXPERT PANEL PRESENTATIONS DISCUSSION POINTS
Item No. 8

<u>**Presenter:**</u> **Prof. Margaret Kobia, MGH**

<u>**Topic:**</u> **Stocktaking of progress on Institutional Dimensions of Sustainable Development Goal 16 (<u>Effectiveness</u>)**

<u>**Areas of focus:**</u>

1. *What has been done with respect to competence, sound policymaking and collaboration towards expected goal 16 results?*
2. *Where is the evidence and what is the strength of such evidence on progress on goal 16?*
3. *What would need to be done with respect to competence, sound policymaking and collaboration to achieve the desired results under goal 16?*

Introduction

1. SDG 16 seeks to promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels. It provides a framework for transformation through implementation of interrelated SDGs.
2. The presentation reviews evidence on progress made by Kenya in the areas of competence of public officials, policy making and collaboration among actors towards goal 16 targets.

Competence

1. The attainment of goal 16 targets would require skills in, among other areas, effective positive behaviour advocacy for uptake, effective policy dissemination, behavioural insights strategic thinking and adaptation of technology and, ultimately, monitoring of programes and evaluation of results and impacts. Skill and competency-based capacity and capability define the competence of public officers to effectively implement SDG programmes. To this end, all formative efforts and investments geared towards SDGs should be concentrated on establishing these anchoring competencies.
2. At country level, Kenya recognizes the existence of broad areas of convergence between its development blue print, the Kenya Vision 2030, and the SDGs. Under the Vision,

the country has identified the need to establish a globally competitive and adaptive human resource base to meet the requirements of a rapidly industrialising economy.

3. To this end, the country has made strides in reforming its education and training sector to improve overall quality and the orientation of the education and training system to skills and competencies that support the country's medium and long term development goals. At the basic education level, for example, the government has commenced the incremental implementation of a competency based curriculum. Reforms at the post-secondary levels, including university education, are concentrated on reorienting curriculum towards new competencies for industry and emerging societal developmental challenges. Clearly, these sector reforms are supportive of efforts to establish capacity for the implementation of SDG programmes.

4. In recognition of the role of management development institutes in establishing public sector capacity to drive the national development agenda, including goal 16 outcomes, the government of Kenya has repositioned the Kenya School of Government (KSG) as the premiere provider of training to public officials.

5. The School offers training programmes aimed at developing of the capacity of public officials to not only implement government programmes but also establish in them the technical preparation to lead SDG 16 programmes in inclusion, diversity management in the service, and establishing specialised skills and competencies as the basis for institutional effectiveness.

Policy Making

1. At the continental level, Africa Agenda 2063 serves as a grand development policy blue print that is supportive of the attainment of SDG 16 targets in a number of ways. Specifically, aspects of pillars 1-7 that address inclusive growth, integration and political unity, justice and rule of law, peace and security, values and ethics, people participation and global partnership, are at the heart of goal 16 aspirations.

2. In Kenya, government-wide policy making continues to be done in a participatory manner that involves the three arms of Government and non State actors.

3. As required by the Constitution of Kenya, all new public policies and the anchoring legislation must undergo a comprehensive public participation phase. This requirement on new public polices is in fact consistent with target 16.7 on inclusive decision making.

4. Considering that sound public policy making can only be grounded on quality data and evidence, the government has developed the capacity of the National Bureau of statistics which acts as the principal agency of the government for collecting, analysing and disseminating statistical data in Kenya. The work of KNBS is central to the

programming for goal 16 targets by providing crucial social-economic data on progress and impacts of interventions.

5. In realization of the critical contribution of sound policy making to the attainment of several targets under goal 16, the office of the Head of Public Service, working in liaison with the Public Service Commission, provides advisory personnel to the President, Deputy President and cabinet secretaries. Often, advisors are selected from among experienced practioners, researchers and academics with the technical expertise for public policy making. The role of advisors therefore cuts across the policy cycle process including policy formulation, implementation, review and evaluation that is ultimately supportive to key result aspects of SDG 16.

6. The government recognizes the role of think tanks in shaping public policy. In this regard, Kenya continues to enhance the capacity of the Kenya Institute of Public Policy Research and Analysis (KIPPRA) whose core mandate is the provision of quality public policy advice to the Government of Kenya by conducting objective research and analysis and through capacity building towards the achievement of national development goals. Through its quality policy research work, KIPPRA continues to play a significant role in informing intervention strategies for goal 16 targets and all other goals, across the public sector.

Collaboration

1. For results to be achieved, the entire SDG framework must be anchored on functional and effective collaboration, and networking between and among actors. While vertical collaboration remains supportive of initiatives between national and sub-national actors, lateral and horizontal collaboration is critical between ministries, state departments on the state-side and international NGOs, civil society and community organizations, on the non-state side.

2. In 2016, the President of the Republic of Kenya recognised the need for central coordination of all development programmes. As a result, the presidency established the President's delivery unit (PDU) whose core function has been to improve the coordination of national government programs, monitor, evaluate and report on the timely fulfilment of the President's key development priorities.

3. Whereas the role of the PDU has tended to concentrate efforts on the government's development priorities of the day, its facilitative role in fostering development effectiveness under SDGs can be seen in its coordination of whole-of-government approach to programmes that support the wider agenda 2030 spectrum.

4. Overall, country-level coordination of the implementation and monitoring of the SDGs in Kenya is undertaken by the Ministry of Devolution and Planning.

The SDGs focal point within the ministry offers technical backstopping for SDGs within government and also among stakeholders. An Inter-Agency Technical Committee drawing membership from the line Ministries, Kenya National Bureau of Statistics, National Council for Population and Development, representatives from the civil society organizations, private sector among others has also been set up. A mechanism for coordination between the national and county governments has been worked out with the establishment of SDGs Liaison office within the secretariat of the Council of Governors (COG).

5. In executing one of its core functions, the National Treasury is charged with mobilizing domestic and external resources for financing national and county government budgetary requirements. As part of its obligations in mobilizing development partner resources, the National Treasury has established a development partner roundtable forum for the purposes of coordinating financing for both national development priorities and programmes that also support SDGs.

6. As early as 2016, the Government of Kenya and the UN had already established an SDG Partnership Platform in Kenya that has demonstrated the power of SDG partnerships and helped identify bold transformative ways for accelerating results in select targets. Since then, great progress has been made in establishing this Platform and a Multi-Partner Trust Fund has been set-up to support the initiative. From the progress registered, the SDG Partnership Platform has been rated a ground-breaking success that can be replicated globally for results in SDG targets.

7. In a most recent policy directive, the President issued Executive order no 1 of 2019, which sets out the framework and leadership levels for the implementation of government projects. Through the directive, the President has set the building blocks for improving overall public service effectiveness in service delivery. The pronouncement outlines multiple levels of vertical and horizontal collaboration across public agencies. This executive order also outlines the collaboration framework between government agencies that are charged with various aspects of national development programmes aligned to goal 16 targets.

Conclusions and Recommendations

1. In recognition of the pre-requisite nature of personnel competence in the mounting of goal 16 programmes and interventions, overall, formative SDG budget priorities should be concentrated on capacity and capability enhancement for personnel at the centre of SDG 16 programming.

2. Owing to the interconnectedness of targets across goals, all actors should concentrate efforts, investments and interventions on establishing comprehensive sector-wide capacity and capability development programs. Instructively, focus on competence should be seen as a key formative pre-condition to the establishment of overall capacity for programmes aimed at all SDG targets.

3. Higher leaning institutions, including universities and management development institutes have shown great promise in providing requisite skills and competencies for SDG implementation effectiveness. To accelerate the contribution of these institutions to the attainment of goal 16 targets, select executive education programmes should specifically target SDG implementation capacity enhancement for public officials.

4. Based on the pivotal contribution of policy in the implementation of goal 16 initiatives and the attainment of results, initial formative work on establishing capacity for delivering on the targets must therefore be premised on developing the capacity of programme personnel on the entire policy cycle spectrum including policy development, implementation, review and evaluation.

5. Arising from the interconnectedness of the SDG targets and goals, there is need for greater collaboration and networking towards synchronization of efforts and programmes. Ultimately, greater collaboration among actors supports both resource efficiency and sustainability goals.
   The success of the SDG partnership model showcased by Kenya is especially worth emulation on a global scale.

6. Notwithstanding the widely reported progress with the formative work for SDGs, generally, hard data and evidence remain scanty. This calls for governments to reassess their traditional data and evidence gathering processes, including M&E systems, to improve data quality for all SDG targets.

7. Ultimately, governments will have to take centre stage in assuring alignment of national development priorities to the SDGs, providing necessary budgets, collaborating with key non-state actors, and providing policy leadership that supports effective implementation of priority SDG programmes. This remains the surest path to collective progress across all the 17 SDGs at a global scale.

Map of Effectiveness
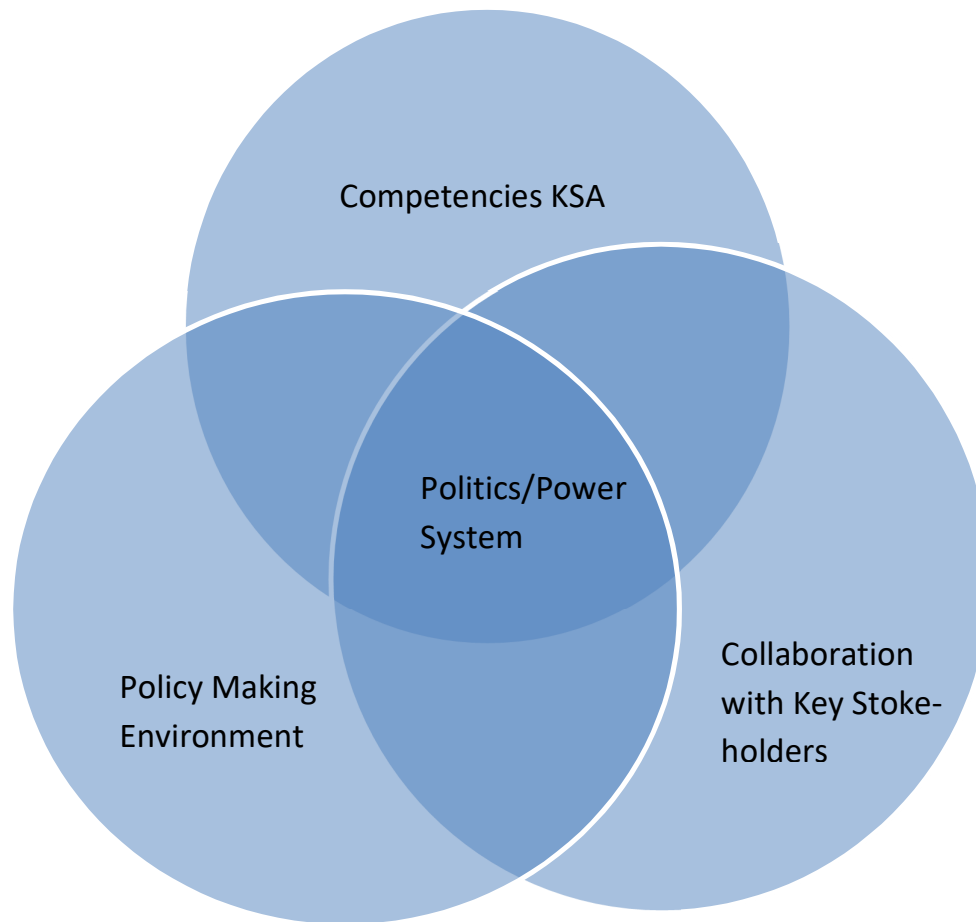
Questions and Final Thoughts

1. Do public sector competencies matter?
2. Does policy environment matter?
3. Does collaboration with stake-holders matter?
4.

The answer is **yes** and evidence has been shown with varying outcome based on context that is influenced by role of politics and power systems that may affect governance. Understanding the value of politics and power system hold some promise and not viewing politics as a problem.

Finally, competence development, policy-making and collaboration capacity must be centred around achieving national development goals that are aligned with SDGs.