

**Programmatic Cooperation Framework for  
Armenia, Azerbaijan, Georgia, Republic of Moldova, Ukraine and Belarus**



**CoE/EU Eastern Partnership Programmatic Co-operation Framework (PCF)  
Strengthening capacities to fight and prevent corruption in Azerbaijan**  
[www.coe.int/pcfazerbaijan](http://www.coe.int/pcfazerbaijan)

# Introductory Training Workshop on Ethics

Aive Pevkur (PhD)

Baku, 22 – 23 September 2015

# Introduction and expectations

- Introduction of participants
- What do you expect from this training?

# General introduction to the ethics and public service, ethics and anti-corruption activities

- What is done?
  - Trainings of trainers on ethics for civil servants - 16-17 October 2012
    - Topic of training: “Ethics training on example of Turkey”
    - Goal of training: creation of public discussion condition, providing of complying to ethic conduct codes by high level officials, increasing of participants’ knowledge on application of ethical legislation
  - Participation of Azerbaijan state bodies’ representatives in regional trainings and conferences implemented in Strasbourg, Warsaw, Kiev, Syracuse and Istanbul have been provided during 2011-2014.
  - Others.

# How to understand public service?

- A public service is a service which is provided by government to people living within its jurisdiction.
- The term is associated with a social consensus that certain services should be available to all, regardless of personal qualities or income.

# Public servants

- Higher (moral) demands towards public servants:
  - Acting in public interest
  - Decisions on behalf of the state
  - Reliability and need to trust decisions

# Corruption

- Corruption - dishonest or fraudulent conduct by those in power
- corruption is always embedded in a general culture of lack of service mentality, disrespect or disdain towards citizens, and absence of caring about the public good
- the level of respect for and implementation of laws is always low in an environment with a low level of ethical culture

# Ethical culture - morality

- Ordinary morality - manifestation of morality in everyday life - private roles
- Professional morality - manifestation of morality in professional, working life - expressed
  - in codes of ethics/conduct and value statements

# What is public service ethics?

H. Whitton

- Motive: public concerns about PS corruption, 'Core Values', scandals, accountability,...
- Definition: what is 'PS Ethics' ? – Morality/Religion, Philosophy? Professionalism?
- Scope: How far can PS Ethics Codes relate to Law, (Conflict of Interest / Corruption, etc) & Abuse of Office? Loyalty? Judgement about what is 'reasonable'?
- Purpose: 'reliable' Public Administration? 'Keeping the Minister/Ministry out of trouble, international organisations satisfied? Corruption-prevention? Service to citizens? 'Professionalism'?
- Status: 'Hard' Law? Human Rights? Professional standards, employment contracts, ...
- Responsibility: whose problem is it to set standards? - the Government's? The individual's? The Public Service's? The Community's?



# What is public service ethics? (2)

H. Whitton

- PSE is concerned with the use (and abuse) of the power of the State, under law, by public officials.
- Not primarily about morality, etiquette, religion, philosophy, or personal feelings about what is right.
- ‘Professional Ethics for Public Officials’ concerns:
  - Standards - the “Rules of the Game”, (Football)
  - Role-ethics, in a democratic governance
  - ‘Core Values’ – from law/Constitution, organisational mission, Govt policy, culture.
  - The law, conflicting values and objectives, legitimacy
  - Judgment, and justification
  - The central problem of the use of discretion by non-elected officials

# The Law of the Republic of Azerbaijan On the Code of Ethics and Conduct of Civil Servants

## *Objectives of the Law*

- 2.0.1. to increase and strengthen the prestige of state agencies and civil servants, to increase the confidence of citizens in state agencies and civil servants;
- 2.0.2. to increase the efficiency of the work of state agencies and civil servants;
- 2.0.3. to prevent corruption in state agencies and conflict of interests in activities of civil servants;
- 2.0.4. to ensure observation of norms of ethical conduct by civil servants;
- 2.0.5. to increase awareness of citizens about expected conduct of civil servants;
- 2.0.6. to extend opportunities for citizens to exert influence upon assessment of performance of state agencies and civil servants.

# What is public service ethics

- Power (the exercise of), so *not Etiquette*
- Professional Ethics for officials, so *not Personal*
- Expressed as objective standards, so *not Soft*
- Require judgment and justification, so *not Easy*
- Enforceable, as Law or as Codes, so *not Unenforceable*



# The aim of control

- **Our main objective is not calling to the responsibility for violation of the rules of ethics conduct**
- **Our main objective is timely prevention of violation of these rules**



Civil Service Commission's presentation

# How to do that/build integrity?

- Inquiries on breaches of professional Ethics - ENFORCE
- Prevention – REMOVE OPPORTUNITIES
- Education – BUILD SKILLS & VALUES; BUILD PROFESSIONAL COMMUNITY
- Coordination and implementation – RAISE CAPACITY

**Table 2. Integrity management framework: Three pillars and two layers**

	<b>Instruments</b>	<b>Processes</b>	<b>Structures</b>
<b>Core measures</b>	Codes, rules, guidance, integrity training and advice, disclosure of conflict of interest, etc.	Overall continuous integrity development process, continuous development processes for individual instruments, one-off projects to introduce or change instruments, etc.	Integrity actor, management
<b>Complementary measures</b>	Integrity as criterion in personnel selection and promotion, integrity aspects of procurement procedures and contract management, including integrity in the quality assessment tool, etc	Processes in personnel management, procurement and contract management, financial management, etc.	Personnel management, contract management, financial management, etc.

Integrity Management  
Towards a Sound Integrity Framework  
OECD 2008

[http://www.oecd.org/officialdocuments/publicdisplaydocumentpdf/?doclanguage=en&cote=GOV/PGC/GF\(2009\)1](http://www.oecd.org/officialdocuments/publicdisplaydocumentpdf/?doclanguage=en&cote=GOV/PGC/GF(2009)1)

# Rules-based vs values-based integrity management

by Jeroen Maesschalck

- To avoid unethical behaviour
  - Pessimistic view of human nature
  - To emphasise external controls
    - How much do invest?
  - Regulation oriented practice
  - Typical instruments:
    - Legislation
    - Strict codes of conduct and procedures
- To stimulate ethical behaviour
  - Optimistic view of human nature
  - To emphasise internal control
  - Typical instruments:
    - Workshops
    - Training sessions
    - Ambitious ethics codes
    - Individual coaching

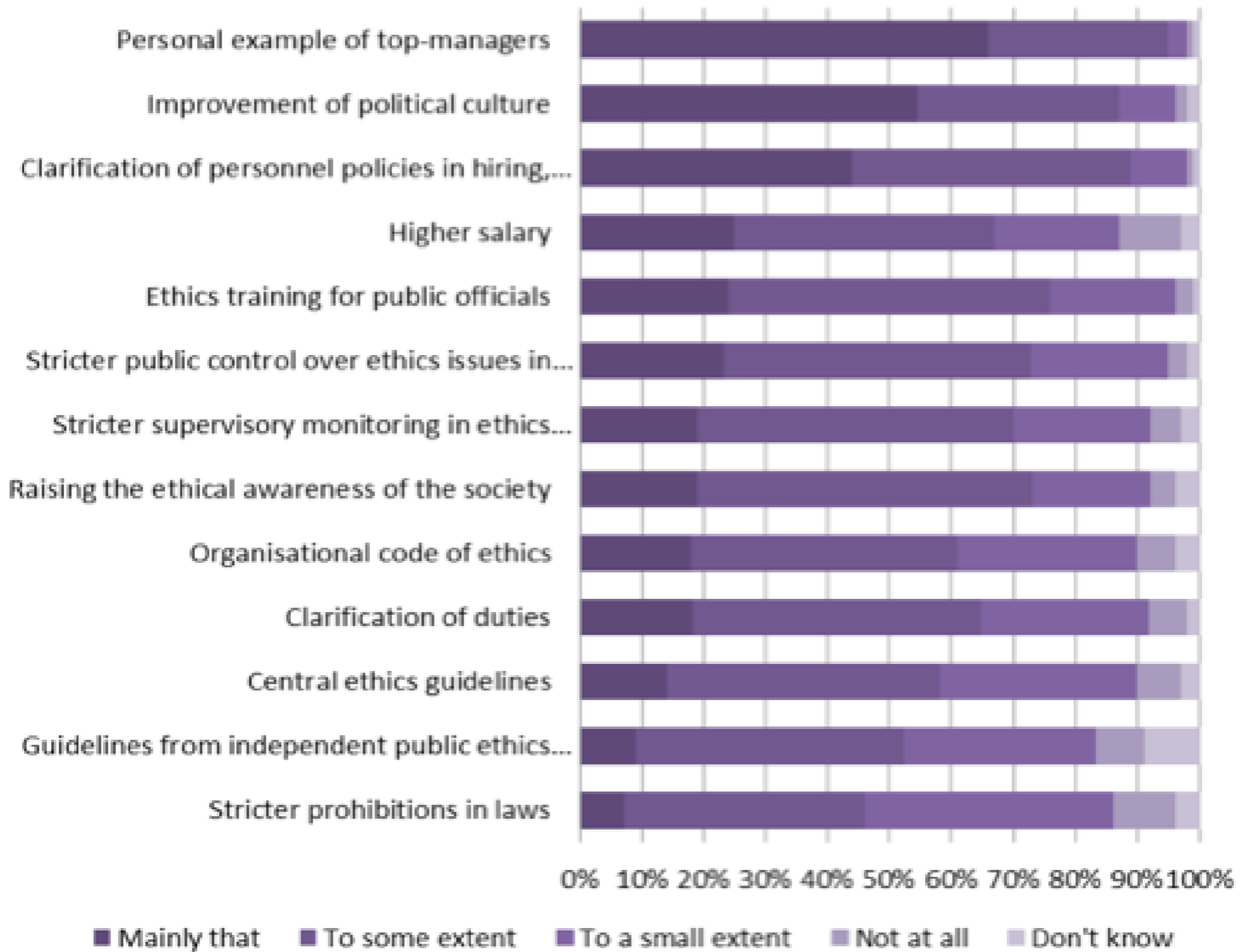
# Effectiveness of ethics instruments (EU27)

## Demmke/Moilanen





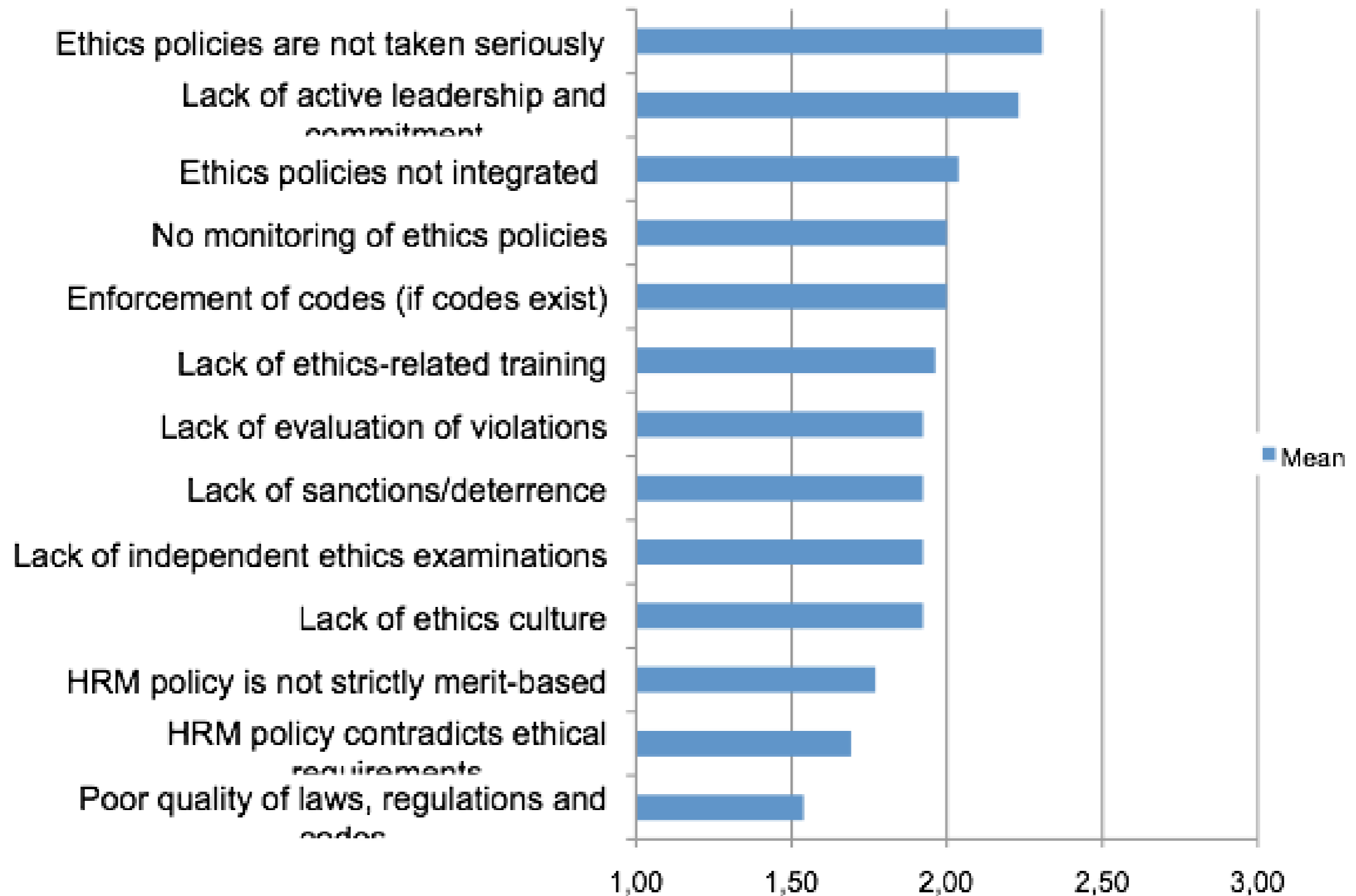
## How to promote ethical behaviour in public service?



# Obstacles and difficulties for effective ethics policy

(1=not an obstacle, 2=minor obstacle, 3=major obstacle) (EU27)

Demmke/Moilanen



# Promotion of ethical behaviour through leadership and HRM policies by country and EC (N=28)

ethics framework (3a/5) implementation

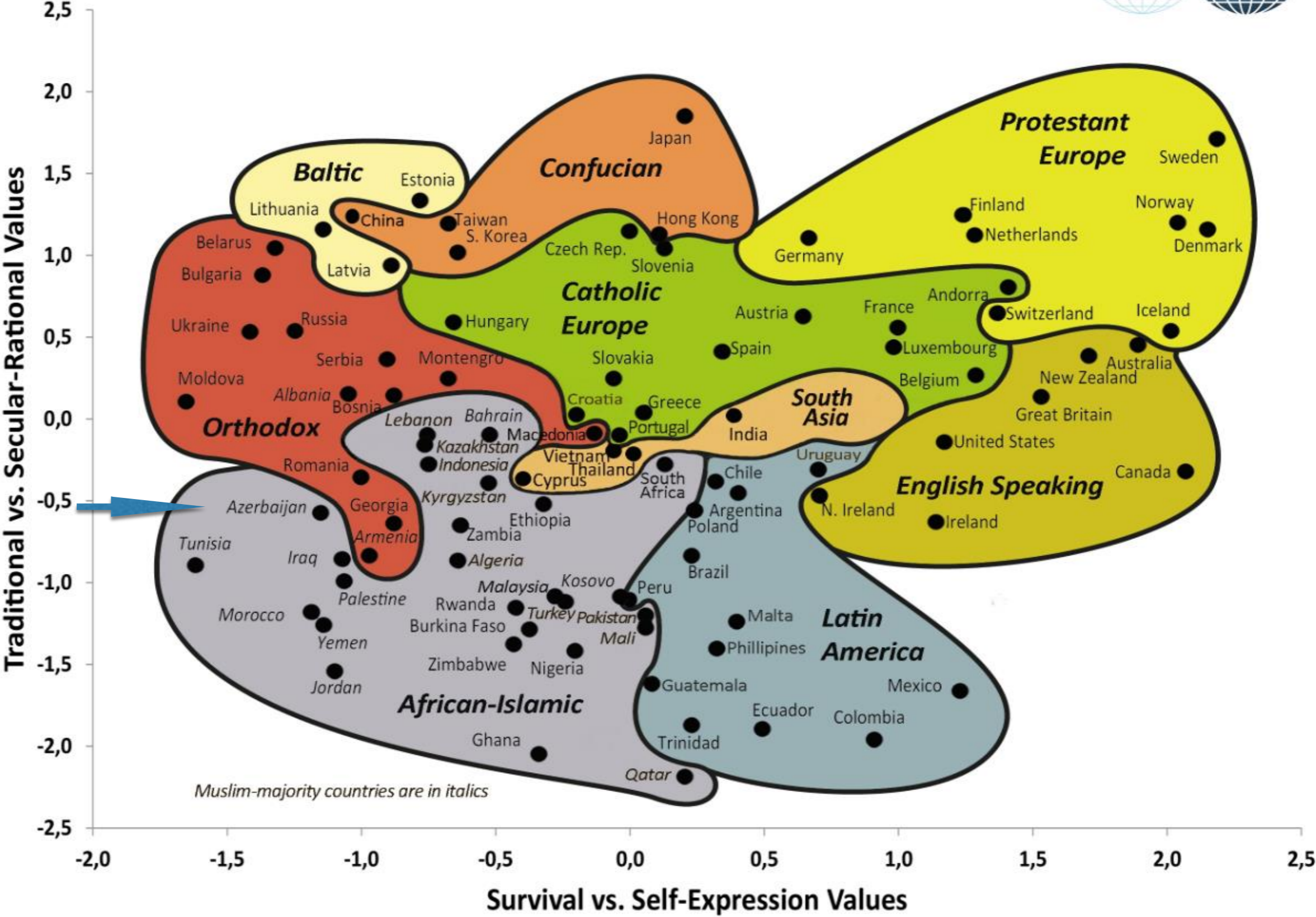
	A	B	C	D	E
Austria	1	1	1	2	3
Belgium	3	3	3	3	3
Cyprus	1	3	3	3	2
Czech Republic	1	2	2	2	3
Denmark	3	3	3	3	3
Estonia	3	2	2	3	3
Finland	2	2	2	2	3
France	3	1	1	3	2
Germany	1	1	1	1	1
Greece	1	2	1	3	2
Hungary	1	1	1	2	3
Ireland	1	2	1	2	1
Italy	1	1	2	2	2
Latvia	2	2	2	2	3
Lithuania	1	1	2	1	3
Luxembourg	1	1	3	3	3
Malta	1	2	1	1	2
the Netherlands	2	2	2	2	2
Poland	1	1	2	3	2
Portugal	1	2	2	1	3
Slovakia	3	2	2	2	3
Slovenia	1	2	2	2	2
Spain	2	1	2	1	
Sweden	3	2	3	3	3
United Kingdom	1	2	1	1	2
European Commission	1	1	1	1	1
Bulgaria	1		2	3	
Romania	2	2	2	1	1

- A = leadership:** there a specific component in the training programmes for managers to promote high ethical standards (e.g., emphasise that leader sets the example and is also responsible that the personnel acts in an appropriate manner)
- B = training:** training programs address public service values and ethical issues (e.g., how to act in a conflict of interest situation etc.)
- C = communication:** organisations emphasise that integrity is an integral part of public service (e.g., organisation has clear, specific and well communicated values, standards and regulations)
- D = recruitment:** values and standards are systematically taken into account when selecting new personnel (e.g., applicants knowledge on ethics and integrity are tested, ethical dilemmas in assessments are used)
- E = mobility:** there is a policy of mobility (e.g., the use of job rotation in order to prevent corruption, controlling potential conflict of interest situations)

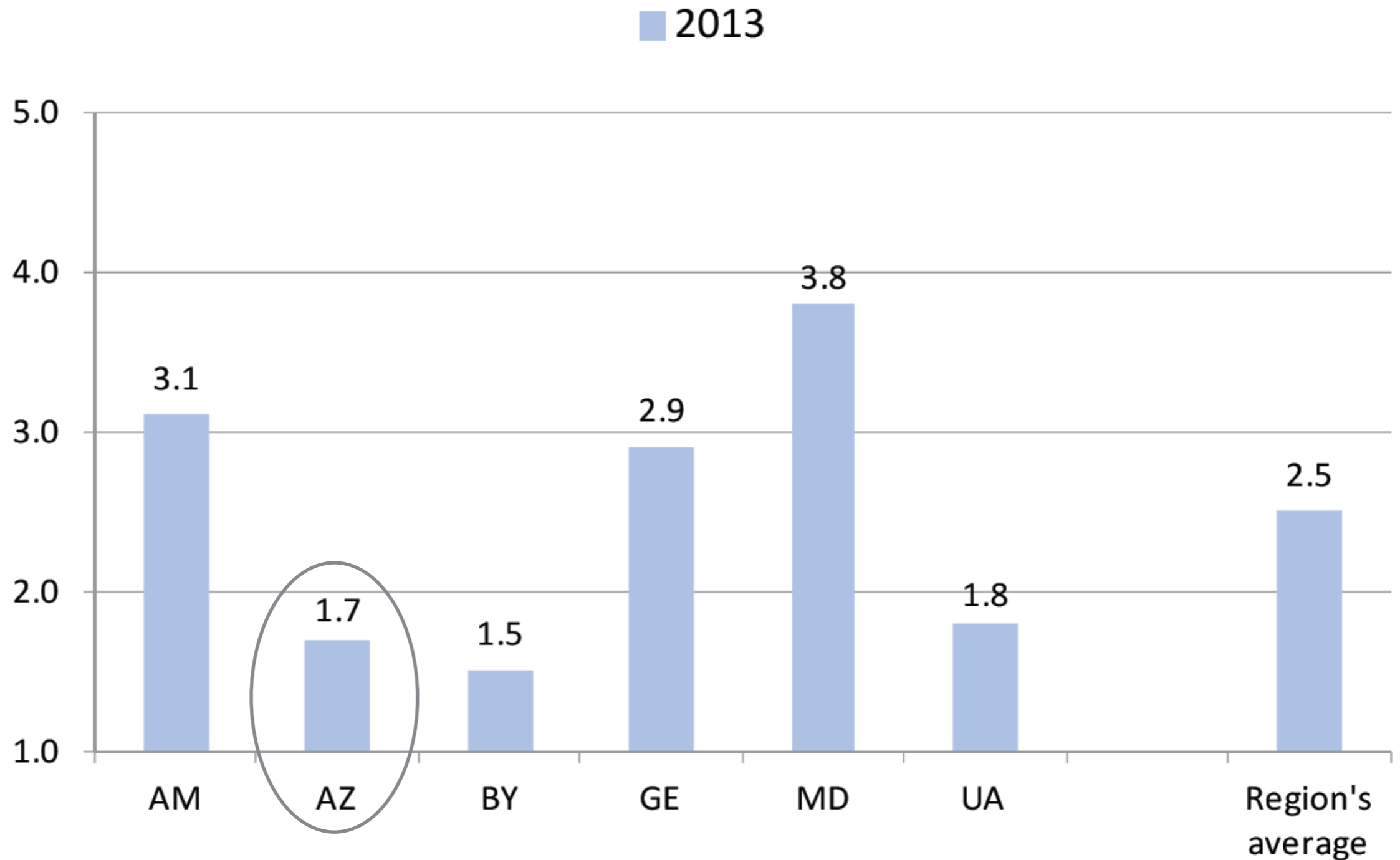
- 1**  
= generic process for all
- 2**  
= agency-specific models
- 3**  
= ethical aspects are not systematically taken into account

## Background, issues of concern and identified needs:

- Analysis of the current situation in Azerbaijan
- What are the most important problems faced by the Azerbaijani public service today?

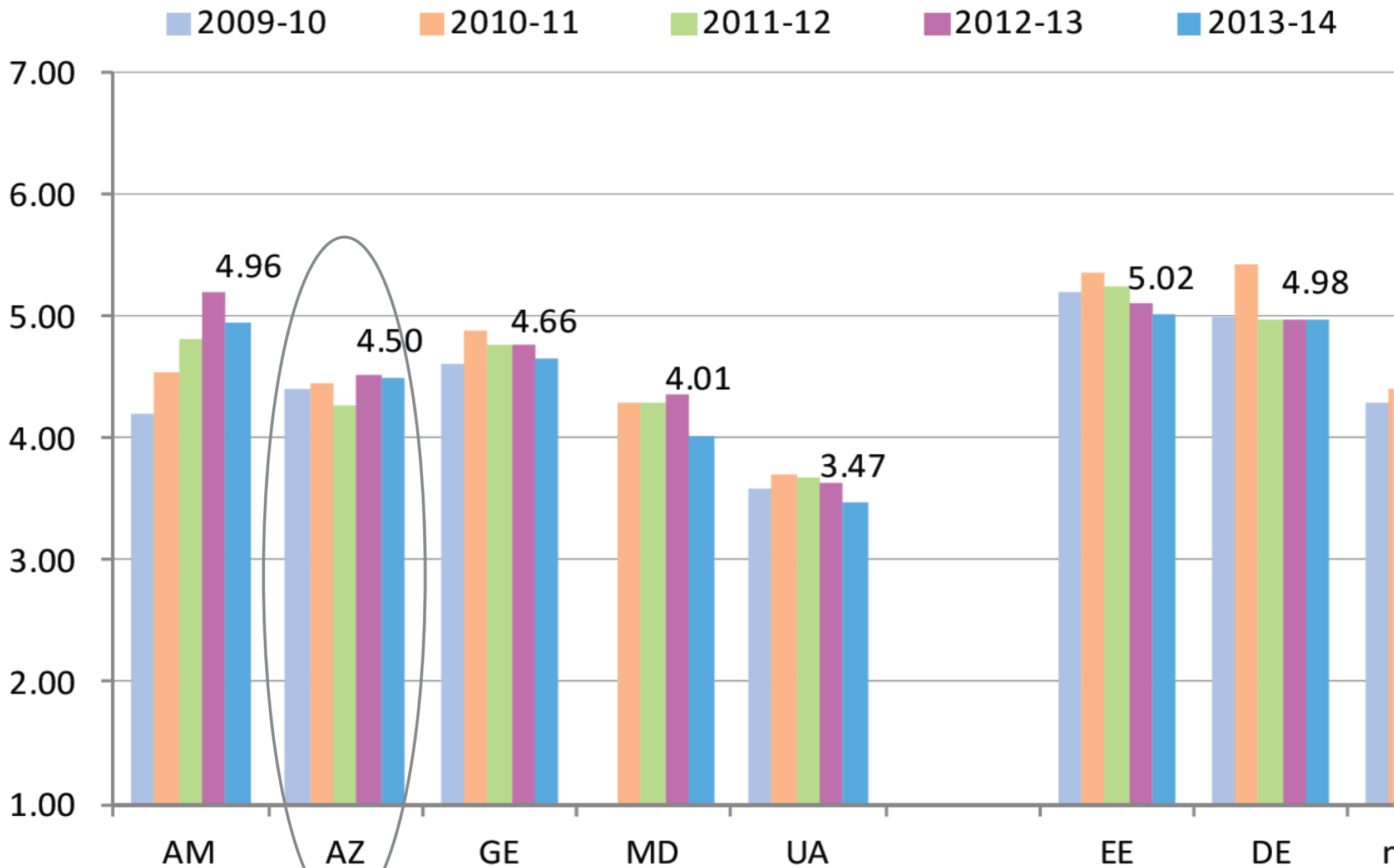


## A1: Rule of law / Justice system



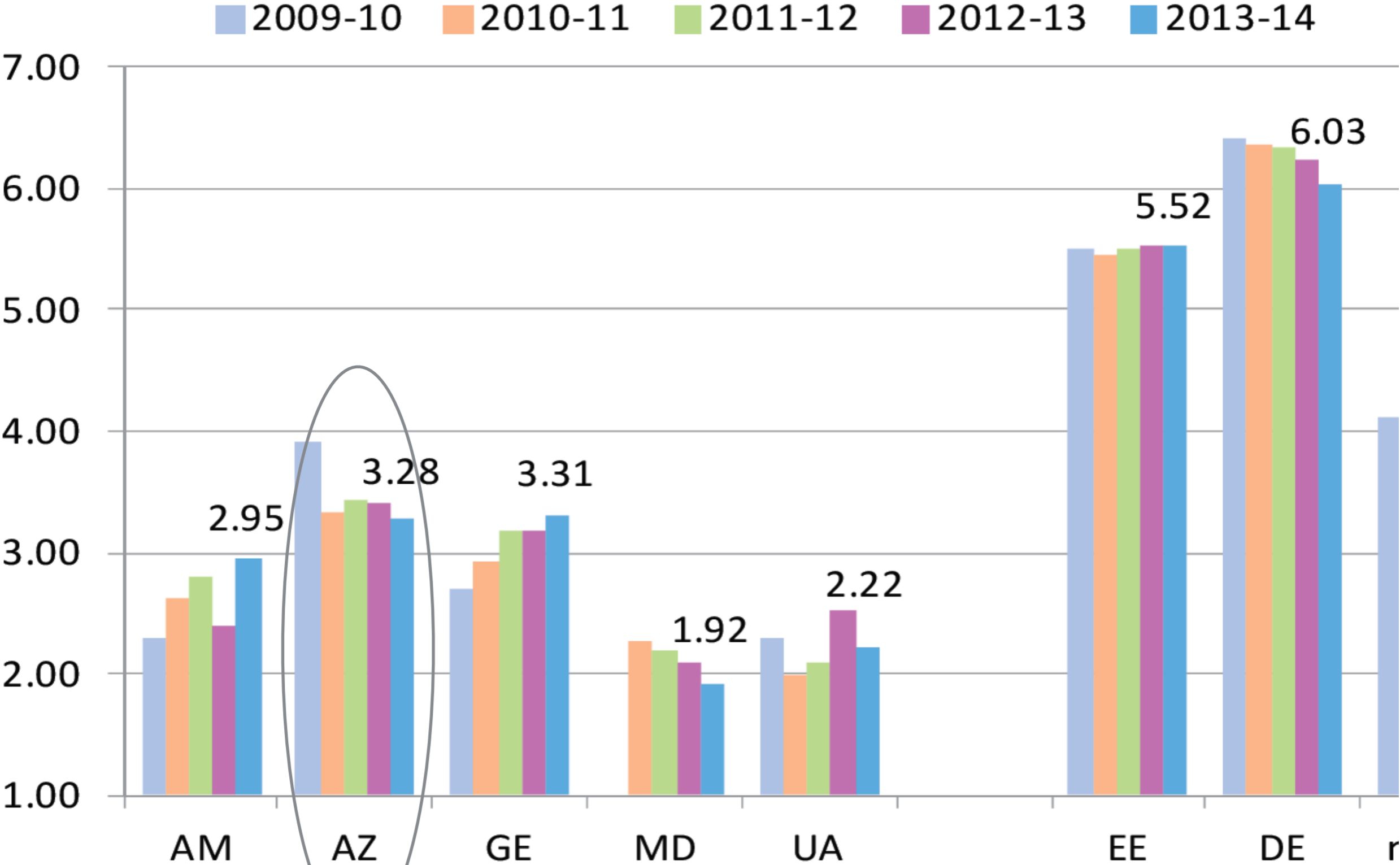
ECEAP experts average score ranging from 1 (worst) to 5 (best)

# B1: Transparency in policy making



How easy is it for businesses in your country to obtain information about changes in government policies and regulations affecting their activities? 1 – impossible; 7 – extremely easy

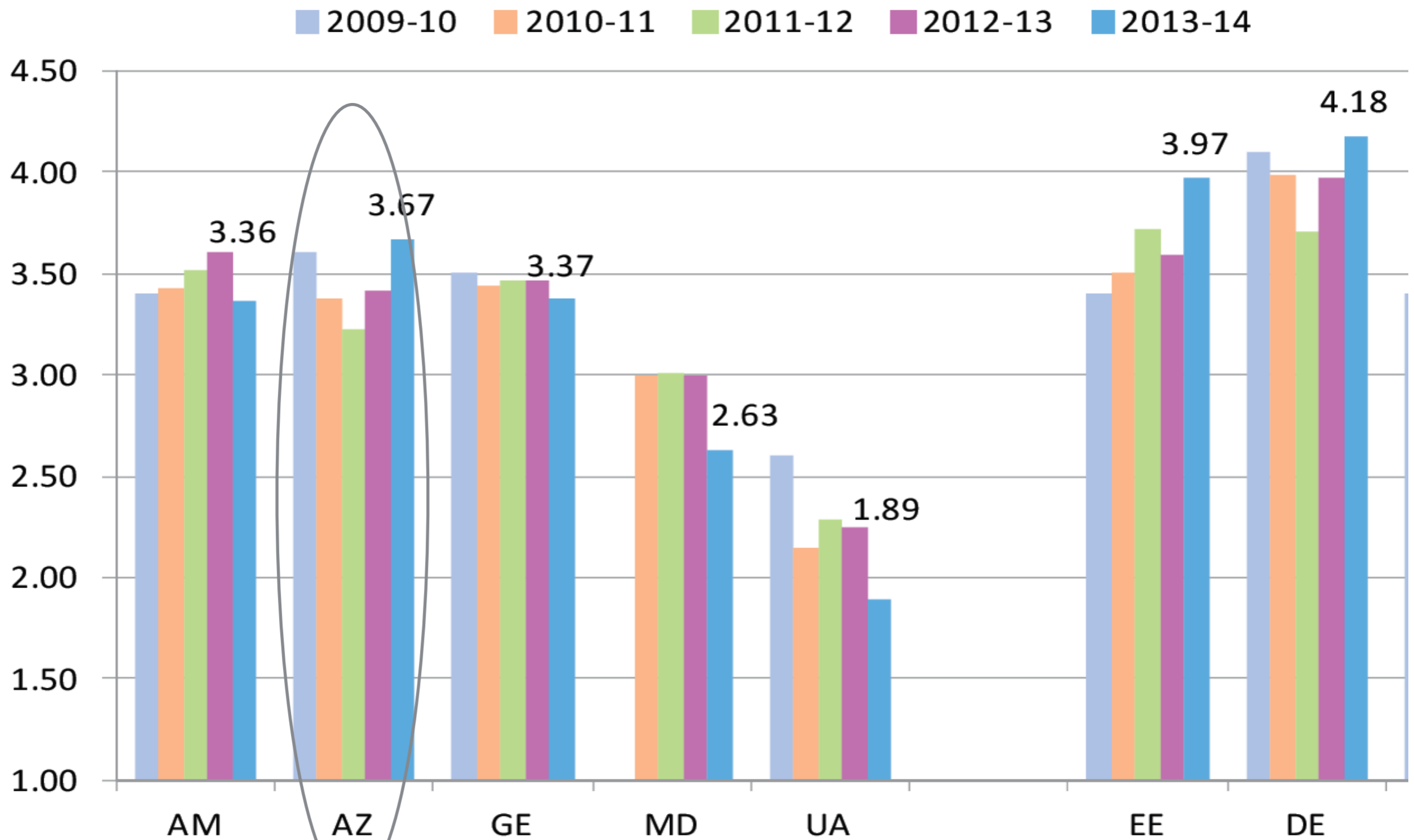
# C2: Judicial independence



1 – judiciary is heavily influenced by government, citizens or firms; 7 – judiciary is entirely independent



### D3. Wastefulness of government spending



1 – government spending in providing necessary public goods and services is extremely wasteful  
 7 – government spending is very efficient

## **International experience on enhancing ethics, preventing corruption and organising ethics trainings**

- Professional ethics for public servants
- Conflict of interests

# Professional ethics

(1) the justified moral values that should govern the work of professionals;

(2) the moral values that actually do guide groups of professionals, whether those values are identified as

(a) principles in codes of ethics promulgated by professional societies or

(b) actual beliefs and conduct of professionals...

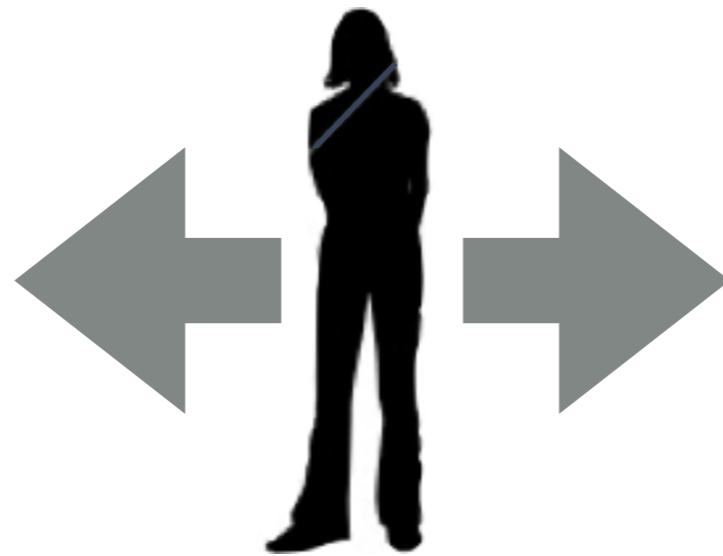
The Cambridge Dictionary of Philosophy 1999

# Public official - role conflicts

## PRIVATE ROLES

- family
- friends
- relatives
- sports club membership
- political party

Potential conflicts  
of roles or interests



## PUBLIC ROLES

- public servant/official
- manager
- specialist
- leader
- colleague

- Sometimes the norms of ordinary morality and professional morality suggest different answers to moral questions.
  - conflict of roles
  - conflict of interests
- Which morality to choose depend on dominant role
- Importance of acknowledging of the professional role and community
  - avoid corruption - avoid possibilities and rise awareness

# Conflict of interest

- A conflict of interests involves a conflict between the public duty and the private interest of a public official, in which the official's private-capacity interest could improperly influence the performance of their official duties and responsibilities.
  - apparent/ actual conflict of interest
  - potential conflict of interest
- How to recognise and avoid Col?

# Typology of integrity violations

L. Huberts

- Corruption: bribing
- Corruption: favouritism (family, friends, party)
- Fraud and theft of resources
- Conflict of (private and public) interest through gifts
- Conflict of (private and public) interest through sideline activities
- Improper use of authority
- Misuse and manipulation of information
- Indecent treatment of colleagues or citizens and customers
- Waste and abuse of organisational resources
- Misconduct in private time

- Systematic development of professional identity in public service
  - Law does not (have to) regulate all ethically questionable situations
  - Officials have to be ethically competent to recognise and avoid ethically questionable practices as well as analyse such kind of situations



# A good professional's ethical skills

- Awareness of the existing norms and the ability to apply them;
- Ability to critically analyse the content and nature of these norms; and
- Ability to understand the deeper significance of the values and concepts underlying the norms.

# Professional ethical competence

- Professional ethical competence is a skill what can be taught
  - ✓ the ability to identify and formulate moral problems,
  - ✓ the ability to reason about moral issues
  - ✓ the ability to clarify one's own moral aspirations
- How do we train the skills of professional ethical competence within the content of public service ?
- What should be the content of those trainings?
- Legalistic vs practical approach

# **Ethics training methods with examples from international experience**

# Ethics training methods

- Introducing and explaining laws and codes - lecturing
- Discussions, case-studies
  - A role-playing games
  - 'Ethical competence' using video/ case scenarios
  - Independent moral judgment - value-deliberation
- See: OECD/Sigma, Ethics Training for Public Officials, Brochure 2013

<http://www.oecd.org/corruption/acn/library/EthicsTrainingforPublicOfficialsBrochureEN.pdf>

# A knowledge, compliance to norms

- Laws and legal acts
- Codes of conduct
- Organisational norms
- Personal professional norms

# Role of a code in ethics trainings (EU 27 institutions)

			Training		Total
			No	Yes	
Code	No	Count	27	5	32
		% within code	84,4%	15,6%	100,0%
	Yes	Count	45	20	65
		% within code	69,2%	30,8%	100,0%
Total		Count	72	25	97
		% within code	74,2%	25,8%	100,0%

- code of conduct is an important element in the process of professionalisation: it highlights core values and standards of behaviour
- when standards exist, it is easier and more likely to organise training based on the code (31% vs 16 %)
- training is needed to develop technical and substantial skills

# How to use the code of ethics in trainings?

- The Law of the Republic of Azerbaijan  
On the Code of Ethics and Conduct of Civil Servants
- Model behaviour
  - set of ideals

# Value deliberation

- Using Socratic method
  - The Classic Socratic method uses creative questioning to dismantle and discard preexisting ideas and thereby allows the respondent to rethink the primary question under discussion ([www.socraticmethod.net](http://www.socraticmethod.net))
- Clarification of core values/principles in Civil Service



# The Law on Rules of Ethics Conduct of Civil Servants

- Honesty (4)
- Respect for rights and freedoms of individuals and legal persons (8.1)
- Civilised behaviour (9)
- Loyalty (6)
- Obedience (10)
- Transparency (7.3, 17.1)
- Confidentiality (8.3, 17.2-3)
- Impartiality (11)
- Conflict of interest (15)
- Receipt of gifts and benefits (12,13.1, 14)
- Use of public property (16)
- Public/political activity (18)
- Incompatibilities (revolving doors) (23)

# How values work?

Acting as a role-model (leadership ethics)



Adoption in actions



Understanding in practice



Awareness in trainings

# A dilemma situation role play

- An appointment with the official
  - players: office clerk and citizen

What should players do?

# Seven questions to solution

- What is the core problem?
- Who are involved?
- Who are accountable?
- What information do I need?
- Which arguments do I have?
- What is the conclusion?
- How do I feel now?

# Six steps to solution

- Define the problem
- Is there any legal issues?
- Is there any ethical/ integrity issues?
- Consider options
- Investigate outcomes
- Decide on action
- Evaluate results

# Case studies

## Case 1

I work at the customs and excise office. Yesterday I saw for the first time how a colleague, whom I value highly, asked for an amount over and above the standard fee for issuing an import licence.

# Case 2

On occasions, and often in their own time, the most senior officials of a government agency attend lunches or dinners with a wide range of business people, representatives of schools, property developers, consultants and construction companies. This has been and understood part of senior officials' activities.

On one recent occasion, three of these officials attended a “lavish” lunch hosted by a prominent local construction company. This occurred a week before the ministry decided finally on awarding a number of major construction contracts. It was announced that the company which had hosted the lunch won the majority of the contracts.

# Case 3

A part of his official duties, an official driver is required to use the ministry's vehicle to deliver messages and to carry out official errands. His job, which is not well paid, requires him to be "on call" and away from the ministry for lengthy periods on most days, and he is trusted to carry out his duties with minimal supervision. The driver has been with the ministry for many years, and has never been any trouble.

Because of the flexibility of the driver's work arrangements, he finds it very useful to carry out personal business, such as shopping, or taking his children to school, during the working day.



# Policy recommendations on ethics training (OECD)

- Ethics training as a part of a comprehensive anti-corruption and integrity policy
- Ethics training is a useful tool for strengthening ethics and preventing corruption in public administration if applied together with other tools as part of a comprehensive anti-corruption and pro-integrity policy. Ethics training alone cannot produce sustainable results, especially in countries with high levels of corruption. Ethics training produces observable results only in the long-term.

# Political support and "leadership from above"

- Political support for ethics training should be demonstrated not only through declarations but also through the practical actions of the leadership, e.g. by setting an example of ethical behaviour and by allocating funds and staff for the implementation of the ethics training programmes. Lack of such "leadership from above" undermines motivation for participation in ethics training and thwarts their positive impact on the behaviour of civil servants.

# Legal requirement to provide and receive ethics training

- Ethics training should be a part of a broader and comprehensive public policy on anti-corruption/integrity and public administration reform, and should be reflected in programmatic documents. However, a requirement to provide ethics training established in policy and programmatic documents alone may not be sufficient to ensure its practical implementation. It is important to have a legislative or other official requirement to deliver and receive integrity training for public officials established in, for example, a Law on Civil Service, an Anti-Corruption Programme, a Code of Ethics and other appropriate regulations.

# Leading agency and coordination of ethics training

- It is important that there is at least one public agency responsible for the overall framework for ethics training, for central planning, coordination and evaluation of results. Civil service, anti-corruption or ethics agencies can play this role; clear formulation of responsibilities of these institutions should be complemented with proper coordination among them, as well as with other institutions that provide ethics training at central and local levels. In addition, ethics should be integrated in the everyday management of public institutions and managers of public institutions should be required to promote ethics in their institutions.

# Targeting the training for specific groups of public officials

- When there is a limited budget for training programmes, it is important to prioritise the target groups. Targeting also helps to make the training more focused on the practical needs of a specific group of public officials, thus increasing their motivation in participating. Several groups should be targeted for ethics training: all new public officials should be provided with ethics training; senior public officials in management positions and public officials in areas of risk should also be trained on ethics. Compulsory programmes for these target groups are advisable. It is also important to develop ethics training programmes for political/elected public officials. Finally, ethics/HR officers in sector ministries and local level governments should also be trained for their important role in the dissemination of the integrity policy in the organisation.

# Making ethics training practical

- Assessments of ethics risks and training needs should be carried out in order to adapt the training programmes to the needs of the target groups. Specialised ethics related surveys could be a useful tool for such needs assessment. Close cooperation between the agency that provides the training and the agency that employs the public officials at the stage of developing the training programme is also important in order to adapt the programme to the specific needs of a given institution.
- To make the training less formalistic and more practice oriented, and to use the limited time allocated for ethics training to its best, it is very important to apply modern training methods. This can include a combination of theoretical lectures and practical tailor-made case studies and workshops.
- It is also recommended to use evaluation methods to assess both the knowledge received by the participants of the training and to identify ways to further improve the training. Finally, countries could consider developing follow-up measures, such as individual ethics action plans for participants in the training programmes, and additional coaching in the workplace to support the implementation of such plans.

# Training about rules, values and "grey" areas

- It is important to combine the training on ethics rules established in the legislation, ethics codes and other regulations with training on ethical values in order to change attitudes and to strengthen participants' understanding of why anti-corruption reforms are necessary and possible. It is also important to provide practical guidance on ethical behaviour in situations where official rules contradict traditions or do not provide clear answers on how to behave in concrete situations. It is especially important in countries with high levels of corruption where many grey areas have not yet been addressed by formal rules. While lectures appear appropriate for training on rules, interactive and tailor-made practical methods may be more useful for training on values and ethical conduct in risk situations.

# How to evaluate the effectiveness of the training

- Evaluation of the effectiveness of ethics training is a challenging task. Current evaluation methodologies focus mostly on outputs such as the number of public officials trained. Direct evidence that the training has led to improvement in ethical behaviour among the target group of public officials is usually not available; the overall impact of the ethics training can be assessed only in the long term.



# **Discussion on possible training curricula, combination of training methodologies**

- Problems
- Target groups
- Methods

# Questions for the discussion

- What is/are the main ethics problem(s) in public sector?
  - How training can address that problem?
  - What are the best suitable methods to address that problem?
- How to target the right group?
  - What are the training needs of the target group?
  - How to make cases sound?

# Discussion on possible training curricula, combination of training methodologies

## *1. Clarify the objective of the training*

- Is ethics training for public officials mandatory or voluntary, is it requested by a public institution, proposed by a training or other institution → mandatory and voluntary training will require different amount of resources as they involve different number of public officials, target groups and training expertise;
- Does the ethics training aim to support public administration reforms and improve the quality of public services → if so, the programme should focus on rules and norms of administrative behaviour and should be delivered to all public servants;
- Is the main aim of the ethics training to support the fight against corruption → if so, the programme should focus on corruption risks and should be, foremost, delivered to selected risk groups of public officials.

## *2. Clarify which institutions are involved*

- Which institution controls the programme → it is important to clarify who has the overall control over the programme, for instance the anti-corruption institution, civil service agency or the institution providing financing for the training, and how the responsibilities are allocated to and coordinated with other institutions;
- Which institution delivers the training → the training can be delivered by various institutions, including the anti-corruption institution, civil service agency or civil service training institution such as civil service academy or other academic institutions; private and foreign consultants can also be involved; it is important to involve the public institution for which the training is provided, including at stages of programme development, delivery and assessment.

### *3. Clarify the target group*

- What is the target group for training → is training provided for all public officials, for officials from various public institutions/with different job profiles, or for one public institution/for public officials with similar job profiles; what is the size of the training group.

### *4. Assess training needs*

- What are the training needs of the target group → are there any general assessments of corruption/ethics risks in public administration; are there any surveys on the level of corruption and public trust in public institutions; are there any other sources of information about corruption and ethics risks, e.g. media reports, report by non-governmental sector; are there any training needs identified by the institution that requested the training; are there resources to carry out assessment of needs for the training for the selected target group.

## *5. Select trainers*

- Who is the best trainer for ethics training → trainers should combine personal credibility, for instance experience in public administration and in ethics, as well as training skills including good command of modern training methods.

## *6. Prepare training materials*

- Prepare materials for theoretical lectures → theoretical materials, which can be used by the trainer for introductory lectures and also can be provided to the participants for preparatory reading or as reference materials, could include civil service and anti-corruption legislation, codes of ethics and other normative documents applicable to the target group;
- Prepare ethics dilemmas for practical training → materials for practical training should include dilemmas and cases studies; sometimes generic readymade dilemmas could be used, however ideally they should be tailor made for a specific target group.

*7. Prepare logistics*

*8. Deliver the training*

*9. Evaluate the training*

See also:

OECD/Sigma - Ethics Training for Public Officials - 11 February 2013

[http://www.sigmaweb.org/publicationsdocuments/EthicsTrainingforPublicOfficials\\_11Feb2013.pdf](http://www.sigmaweb.org/publicationsdocuments/EthicsTrainingforPublicOfficials_11Feb2013.pdf)

# Some examples of ethics training materials



[http://www.avalikteenistus.ee/arhiiv/ope/html/1\\_0.html](http://www.avalikteenistus.ee/arhiiv/ope/html/1_0.html)

Estonia



Kyrgyzstan





[Главная](#)

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[Этика госслужащих](#)

[Этика госслужащих - ситуации](#)

[Конфликт интересов](#)

[Конфликт интересов - ситуации](#)

[Коррупция](#)

[Коррупция - ситуации](#)

[Словарь основных терминов](#)

[Создатели курса](#)



## Этика госслужащих

1. Просмотрите презентацию [«Этика государственных служащих»](#), в которой дается обзор международных стандартов по этике.
2. Для более подробного ознакомления с темой, прочитайте текст [«Принципы управления этикой государственной службы»](#), подготовленный по материалам ОЭСР.
3. Познакомьтесь с Кодексом этики государственных служащих Таджикистана. [Текст.](#)
4. Познакомьтесь с стандартами обслуживания налогоплательщиков Государственной Налоговой Инспекции Литвы. [Презентация.](#)
5. Выполните задание [«Стандарты обслуживания интересантов»](#).
6. Проанализируйте [ситуации](#) связанные с этикой госслужащих
7. Те, кто интересуются кодексами этики госслужащих других стран, могут найти примеры [здесь](#).
8. Дополнительные материалы по этике госслужащих можно найти [здесь](#).

# Tajikistan

Программа Тасис Европейского Союза для Таджикистана

Содействие реформе государственной службы и эффективному управлению в Таджикистане

**Этика и честность в государственной службе**

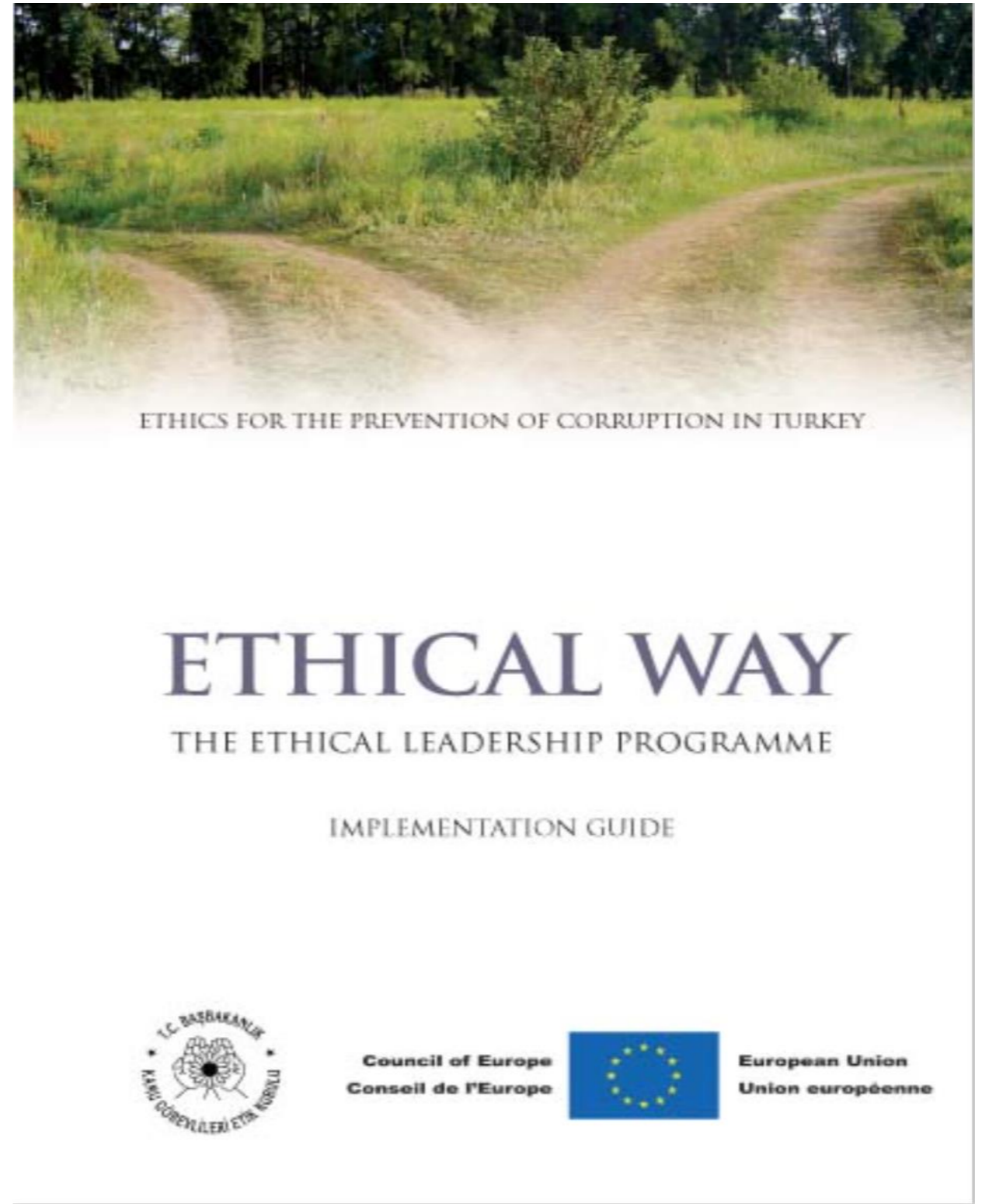
Учебное пособие

Проект финансируется Европейским Союзом  
 Институт по развитию государственной службы  
 Проект поддерживается Nicolaas Witsen Foundation

# Turkey

[www.coe.int/tyec](http://www.coe.int/tyec)

<http://www.etik.gov.tr>



# Country risk assessment – Azerbaijan

## “Ethics in Civil Service”

[http://www.coe.int/t/dghl/cooperation/economiccrime/corruption/Projects/EaP-CoE%20Facility/Technical%20Paper/2524-EaP-6%202012-AZ%20RA%20ethics%20in%20civil%20service\\_Final.pdf](http://www.coe.int/t/dghl/cooperation/economiccrime/corruption/Projects/EaP-CoE%20Facility/Technical%20Paper/2524-EaP-6%202012-AZ%20RA%20ethics%20in%20civil%20service_Final.pdf)

Thank you for your attention and cooperation!