

# Digital Media, Transparency and the War Against Corruption



Posted by David Fellows and John Leonardo [\[1\]](#)

Corruption is highly damaging to economic and social life through misappropriation of public funds, restriction of open market activity, favouritism towards families of those in power, and the many detrimental effects of rent seeking. In this piece we review evidence for the power of transparency to reduce corruption and improve economic performance. We then consider the increasing relevance of digital media,

particularly social media, to the transparency agenda and how its application can be encouraged.

## **Economic performance, transparency and corruption**

The IMF's ['Framework for Enhanced Fund Engagement'](#) 2018 noted that (i) transparency is significantly correlated with a perceptions-based indicator of the control of corruption; (ii) higher levels of corruption are typically correlated with lower growth; and (iii) corruption and governance are significantly associated with average long-run per capita growth, investment, and revenue. The IMF's Fiscal Monitor: [Curbing Corruption](#) (April 2019 edition) shows that the least corrupt governments can collect considerably more in taxes than those at the same level of economic development. [In a blog announcing this guidance](#) Christine Lagarde, then Managing Director of the IMF, affirmed the importance of transparency by commenting that; 'At the end of the day, the most durable "cure" for corruption is strong, transparent, and accountable institutions'.

## **How governments may involve digital media**

The [World Bank Document](#) 'Enhancing Government Effectiveness and Transparency: The Fight Against Corruption' (September 2020) details studies in which developing countries have sought to combat corruption by improving transparency.

It instances:

- The identification of corruption relating to infrastructure projects in Columbia by the Government urging citizens to publicize unfinished projects.
- The introduction of participatory budgeting in Brazil where one study found that adopter municipalities achieved a 39% higher tax collection than those that had not.
- The use of Beneficial Ownership declarations in the Ukraine where online access to records promises significant advantages following a chequered introductory experience.
- Public reporting of Supreme Audit Institution (SIA) findings in Ghana, and India's practice of encouraging the public to comment on SIA reports and provide evidence of misdeeds.

These are all public engagement activities that can most readily be undertaken via digital media.

## **The impact of social media**

Social media is a growing phenomenon across the developing world. It can be used by governments to encourage citizens to make their views known (figures in million).

Country	Population	Internet users Dec-00	Internet users Dec-19	Facebook users Dec-19	Twitter users Dec-19	Min of Finance Twitter followers Jun-20
Kenya	53.7	0.2	46.8	7	0.954	*0.004
Rwanda	12.9	0.005	6	0.6	0.079	0.064
Uganda	45.7	0.04	18.5	2.5	0.177	0.062

Note: \*Kenya's Anti-Corruption Agency has 293,000 Twitter followers

A survey of Kenyan social media users conducted by [SIMElab in 2020](#) suggested that social media use was becoming highly age specific.

Age	Social Media Preferred by Kenyan Users (SIMElab findings)
Primary school pupils	Facebook
14 to 20 years	Pinterest, Snapchat, TikTok
21 to 25 years	Instagram, Snapchat, Telegram
26 to 35 years	Linked in (particularly for those from higher education), Skype, Twitter

The survey identified the three most used media as WhatsApp (89%), Facebook (82%) and YouTube (58%). [TIFA Research](#) has identified Facebook as the current most effective advertising platform.

The African public accountability movement [Connected Development](#) (CODE) based in Nigeria uses digital media to help marginalised communities monitor public service investment employing its 'follow the money' slogan. A current focus is COVID-19 expenditure.

[We have analysed](#) the correlation between Transparency International's 2019 CPI scores for the 48 best performing African Countries included in the index where both Facebook and Twitter services were available. There are strong positive correlations between social media user numbers and perceived corruption levels. This result seems consistent with the transparency/corruption relationship found in the IMF Framework for Enhanced Fund Engagement, reflecting public interest in government affairs and corruption.

## **A growing relationship between formal digital media and social media**

Over the past year online news media have reported government initiatives against corruption and investigated acts of corruption. Two examples:

- On 11<sup>th</sup> November 2020 the [Cyprus Mail commented](#) that: 'without (greater) public support, anti-corruption groups are unlikely to attain their objectives, because the politicians will have no reason to take any notice of them'.
- On 21<sup>st</sup> November 2020 [ABS-CBN News reported](#) that a task force investigating Philippine Government corruption led by Justice Secretary Menardo Guevarra had received at least 60 complaints during the previous two weeks.

These causes could benefit from social media use by community activists (Cyprus) and the government (Philippines).

## Conclusions

The economic impact of the COVID-19 pandemic on developing countries brings the prospect of reduced national resources unless and until these countries can address their corruption challenges.

Formal online media have helped increase transparency in recent times. Further, social media is fast becoming an important form of popular communication throughout the developing world. The targeted use of social media platforms presents an effective opportunity for online public engagement that makes messaging easy to assimilate and respond to.

Governments can use social media to seek public support for reporting anti-corruption activities, complaining about unfair decisions and exposing the accumulation of unexplained wealth by politicians and officials. Such engagement is, however, dependent on the demonstration of government integrity, the recognition of public priorities, and the provision of basic information on services and funding to local communities.

The international development community can encourage governments to uphold press freedom, protect whistle-blowers and use social media as part of the transparency process, and scale up its support to countries that are pursuing effective anti-corruption policies.

A supporting video is available [here](#).

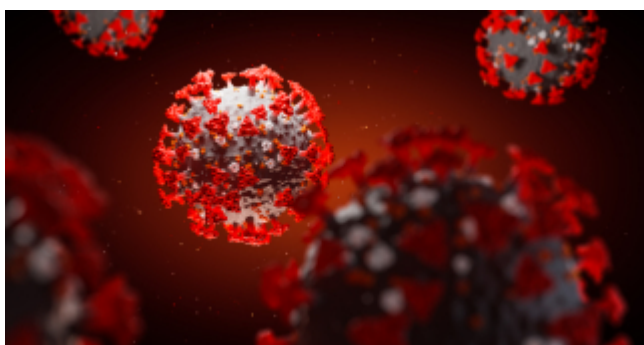
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[\[1\]](#) David Fellows is an international development PFM advisor who previously worked extensively in UK local government finance and in the Cabinet Office. He was a leader for the introduction of digital communication in UK public service delivery. John Leonardo is a PFM expert with extensive worldwide experience. They are both directors of PFMConnect, a consultancy providing online support in the fields of public finance and digital communication ([david.fellows@pfmconnect.com](mailto:david.fellows@pfmconnect.com)).

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## **Small Island Developing States, COVID-19 and Digital Technology**



*Posted by David Fellows<sup>[\[1\]](#)</sup> and John Leonardo<sup>[\[2\]](#)</sup>*

# The impact of COVID-19

COVID-19 has changed behaviour throughout the world and social distancing has been the key driver. Workers in factories, shops and offices have been protected by creating greater space between workstations, erecting protective screens and using protective clothing. Distancing requirements have been introduced in bars, cafes, restaurants, hotels, markets and shopping centres. All economies have suffered, especially the hospitality industry, air travel and public transport. Unemployment has soared. Schools and higher education colleges have closed. Many countries are turning to the IMF for support.

The internet has proved a beneficial facilitator of economic activity, allowing most administrative work and the ordering of goods and services to be undertaken at home. Video conferencing has facilitated meetings with colleagues, business partners and clients, and helped maintain contact with friends. Online learning has featured in reopening plans for higher education and some schools. In this new world digital technology has achieved an elevated significance beyond its already pervasive presence in the pre-COVID era. In some ways it has already established a new normal.

This brief piece focuses on small island developing states (SIDS) but even here the challenges are not identical. Some countries depend heavily on a now-dormant tourist industry and shoulder severe difficulties. These include poverty, remoteness, disbursed communities and the need to combat the threat of natural disasters. The virus demands a minimisation of personal contact for which the absence of good quality, low cost digital communication leaves many states poorly prepared.



The [UN E-Government Survey 2020](#) notes that of the SIDS only Singapore and Bahrain have high overall scores; almost half scored less than 50% of Singapore's score for infrastructure.

## Communication infrastructure

Good quality digital communication requires fibre-optic broadband cabling to support business use and homeworking with adequate resilience, even including 4G and Wi-Fi. 5G is costly and has [potential shortcomings](#) at present. This option requires specialist advice.

Understanding behaviour is important to government strategy. Contributing factors include levels of public education, affluence, user tariffs and local cost factors. Lobbying based on knowledge of the operational intentions of the [marine cable-laying industry](#) could be important.

Regional collaboration could provide impetus to network improvement strategies, regulatory frameworks and licensing agreements.

## Technology applications

The digital service revolution discussed above and already taking place across the world, accelerated by the onset of COVID-19, is inescapably relevant to SIDS. There are many specific business [applications of relevance to SIDS](#), including: health advice (including C-19) and personal consultations; agricultural monitoring and market information

on crops and livestock; and weather monitoring for fishing, agriculture and general safety considerations. Additionally, expatriate monetary transfers are being undertaken increasingly using digital systems. The creation of digital services relevant to developing countries gathers pace [and must be encouraged](#).

Video conferencing, email and document handling systems provide an essential communication layer that is particularly useful to achieve social distancing.

Apart from their use of major business applications governments can make use of social media for public messaging, for instance, demonstrating transparency and engaging citizens the struggle against corruption when resources are so scarce.

## **Technology skills**

Digital communication infrastructure must be complemented by a capacity for: upgrading, expansion and rerouting of infrastructure; installing application software; implementing major software packages; and even the development of service applications. This requires learning at various levels gained from school, college, in-service courses and practical experience.

An understanding of the technology is also required to educate potential adopters about the possibilities that digital communication offers them. This includes the general public, small businesses, the public sector and larger private sector organisations.

Digital technology [skill development is essential to help SIDS](#) adjust to the current situation.

## **Towards cost-effective solutions**

COVID-19 is forcing change to the way people live throughout the world and economies are in crisis. Digital communication offers the capacity for helping maintain business continuity. Most SIDS would benefit from a higher standard of affordable digital communication supporting improved digital service delivery.

Digital technology must be designed to the needs and circumstances of individual states. Nevertheless, there could be much to gain from cost-effective collaboration between SIDS for the purposes of sharing and developing:

(i) an understanding of the economic and social impact of COVID-19 and ways of mitigating these effects through digital communications;

(ii) market-shaping policies and practices for increasing the availability of digital communication at an affordable price;

(iii) strategies and programs to support the provision of expertise in digital technology and its use by business, public services and the general public; and

(iv) knowledge of relevant progress made on these issues throughout the world.

Such an initiative, whether on a global or regional basis, could include SIDS, development agencies, the digital service industry, other private sector partners and potentially the Commonwealth Small States Centre of Excellence. Is this a step too far?

This blog was published by the International Monetary Fund's Public Financial Management Blog on 18 August 2020 at <https://blog-pfm.imf.org/pfmblog/2020/08/-small-island-developing-states-covid-19-and-digital-technology-.html>.

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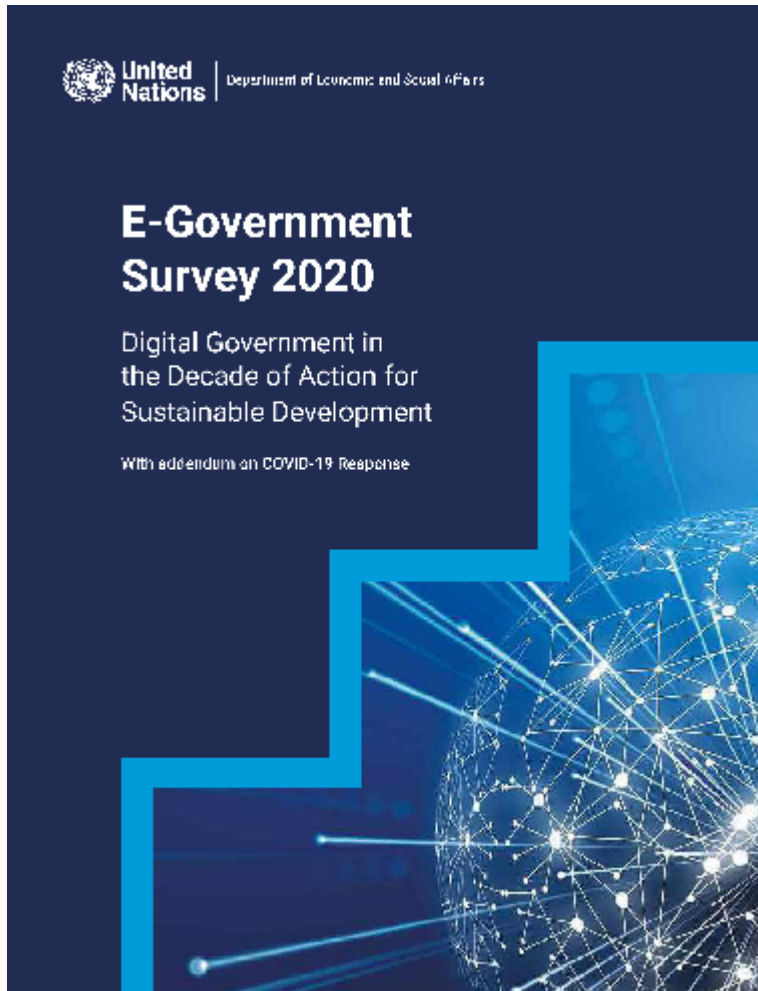
[1] David Fellows is an accountant who has worked extensively in UK local government, the Cabinet Office as an advisor on local government reform and as an international development PFM advisor. He was a leader in the application of digital communication to UK public sector service delivery. He is a director of PFMConnect, a public financial management consultancy: [david.fellows@pfmconnect.com](mailto:david.fellows@pfmconnect.com).

[2] John Leonardo is an international development PFM advisor having extensive experience of working with SIDS. He is a director of PFMConnect.

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# World e-government coverage remains limited



World e-government coverage remains limited according to the 2020 edition of the [United Nations E-Government Survey](#) which was released on 10 July 2020 (1). This is in spite of most countries and municipalities currently pursuing digital government strategies, many with innovative initiatives.

The 2020 ranking of the 193 UN Member States in terms of digital government – capturing the scope and quality of online services, status of telecommunication infrastructure and existing human capacity – is led by Denmark, the Republic of

Korea, and Estonia, followed by Finland, Australia, Sweden, the United Kingdom, New Zealand, the United States of America, the Netherlands, Singapore, Iceland, Norway and Japan.

Among the least developed countries, Bhutan, Bangladesh and Cambodia have become leaders in digital government development, advancing from the middle to the high E-Government Development Index (EGDI) group in 2020. Mauritius, the Seychelles, and South Africa are leading the e-government ranking in Africa. Overall, 65 per cent of Member States are at the high or very high EGDI level.

In responding to the health emergency, governments have put in place new tools, such as dedicated COVID-19 information portals, hackathons, e-services for supply of medical goods, virtual medical appointments, self-diagnosis apps and e-permits for curfews. Many countries were quick to deploy tracking and tracing apps, and apps for working and learning from home.

Innovative digital government responses to COVID-19 include online dashboards in Canada and Australia to share information and track emergency responses. In China, chatbots are used to assess patients' risk of being infected. A community engagement app in Estonia allowed local governments to directly interact with their constituents, including through sharing COVID-19 information, posting photos and videos and even organizing virtual events. In Croatia, a "virtual doctor" is powered by artificial intelligence and developed by technology firms in cooperation with epidemiologists. In London, the use of cameras, sensors and AI algorithms, normally intended to control traffic, now measures distance between pedestrians to control social distance.

# **E-government progress still hindered by digital divide**

As a development tool, the E-Government Survey examines countries' strengths, challenges and opportunities, and informs policies and strategies. The 2020 edition found that progress has been made across all regions, even in the least developed countries. Over 22 per cent of countries were promoted to higher levels of e-government development.

Yet, despite the gains and major investments in e-government by many countries, the digital divide persists. Seven out of eight countries with low scores are in Africa and belong to the least developed countries group. The regional average index scores for countries in Africa are almost one third lower (at 0.3914) than the world average EGDI of 0.60.

Alongside these trends, the COVID-19 pandemic has now not only reinvigorated the role of digital government in its conventional delivery of public services and in ensuring business continuity, it has also brought about innovative ways in managing the crisis, such as in contact tracing, e-health, online learning, and remote working.

## **About the UN E-Government Survey**

The UN E-Government Survey, published by the UN Department of Economic and Social Affairs (UN DESA), is prepared over a two-year period following an established methodology. It looks at how digital government can facilitate integrated policies and

services across 193 UN Member States. The Survey supports countries' efforts to provide effective, accountable and inclusive digital services to all and to bridge the digital divide and leave no one behind.

*(1) This blog is an amended version of the accompanying [UN press release](#)*

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# Virtual Schooling in the United Kingdom

by David Fellows (1)





The closure of schools to combat Covid-19 is a dramatic response to the virus that presents significant challenges concerning the continuity of education and the pupil/teacher relationship. This article offers some thoughts on the application of digital technology to support school-aged education at home whether made available by their normal school or stand-in facilities that come to market. Reference is made to virtual schools already in existence, home schooling networks and relevant BBC materials that are already available.

## **The Virtual School**

Schools in the UK are at different stages in their use of digital communication. The Covid-19 virus lockdown involving school closures is both a challenge to the continuity of education and an opportunity for schools to extend the range and sophistication of teaching aids, methods of communication with pupils and parents and collaboration within the teaching community.

The technology requirements necessarily follow the interactions between the teacher and the student: programmes of learning; lesson plans and notes; conversations between teachers and pupils (both on a personal basis and open dialogue for class participation); the provision of source material; the setting of course work questions, the submission of responses and the return of work with marks and comments; examinations set and taken; student records maintained and reports issued. All these interactions can be provided in formats devised by the teacher or supplied by developers.

Online document stores(e.g. Dropbox, Google Drive) can be used for distributing: programmes of work; lesson plans; teacher's introducing the year, term, week or learning programme via video recording; video recordings of lessons (the presenter need not necessarily be the teacher); lesson notes and with references to supplementary material that can be found in text books or on the web; work sheets for online completion; or headers for projects and essays. All this may need adult support for younger pupils.

Document handling systems can be used for: questions of clarification and answers from teacher (transparent to whole class); lodging responses to assignments (allowing teachers to see at a glance who has returned an assignment and who has not); tick-box answer sheets; and class performance records held confidentially by teachers.

Video conferencing (e.g. WebEx, Skype, Zoom) is an excellent medium for: small groups working on difficult assignments and personal interactions between pupil and teacher.

Email is a good all-purpose facility. It can be used for: general document handling; the return of marked assignments; following up outstanding work; and dialogue between teachers and parents (e.g. parents advising of pupil's illness). It can fill virtually any gap in systems under development.

Social media can facilitate: short affirmative comments from teachers on class progress; general feedback from pupils/students on topics, levels of difficulty, pace of learning; and general feedback from parents on demands placed on them but the tenor of these exchanges should be upbeat if they are to be sustained and this should be made clear at the

outset.

Communities of practice can be developed between teachers using these facilities. For teachers the medium lends itself to sharing materials with colleagues.

This approach can be adapted to virtually every level of primary and secondary learning. Primary needs to bind in parents to a much greater degree in earlier years and the technology may present challenges when applied to entry level although small group teaching by video conferencing with adult support at home could prove practicable with a preparatory session for adult helpers prior to a group of lessons on a particular topic. It has to be accepted that equipment must be available either from home, school, library or community centres (it has to be acknowledge that communal facilities may not be available).

## **Acquiring Proficiency**

The starting point for the development of virtual schooling will depend on current use of the technology by individual schools. With encouragement by head teachers and centres of expertise within the teaching body and through external support arrangements rapid progress is perfectly feasible. Costs can be quite limited at the outset and as the proficiency of teachers and students develops through experience decisions can be taken about increased sophistication of design concept and technology.

The processes and formats will develop naturally through

familiarity and experimentation. Pupils and parents can be expected to offer useful contributions. At each stage of development some institutional choices will need to be made concerning objectives, facilities, management and technology to avoid the aggregation of a multitude of systems, licenses, technology support arrangements and the dissipation of expertise. Nevertheless, scope for personal choice by groups of users is likely to facilitate adoption and improvement.

## **Learning from Others**

There are a variety of universities in the UK and around the world that offer online courses and together with the UK's Open University (operating largely as a virtual college) they offer a great deal of readily accessible experience.

Specifically focusing on the UK's primary and secondary school sector there are a number of institutions offering material and advice:

- The BBC offers an extensive package of content for both primary and secondary pupils in its Bitesize series. GCE level material is tailored to the various examination bodies. Details can be found at: [www.bbc.org.uk/bitesize](http://www.bbc.org.uk/bitesize). This material could be used as the basis of school-directed home working. The BBC has announced its intention to expand this service following the Covid-19 school closure announcement.
- There are also several groups that use the internet to support those families that have opted for home education as a long-term preference, including: The Home

## Education Network and Home Education UK.

Australia has several institutions that have developed into virtual schools and these could be used as models by UK schools that wish to continue to direct the work of pupils registered with them during the closure period:

- Western Australia's School of Isolated & Distance Education (SIDE) supports students in remote areas, students living with their families abroad and those whose lives (say in the artistic field) are difficult to reconcile with conventional school attendance. Digital technology is used for: online learning management (Moodle System); conferencing (WebEx); and a learning materials library. Email is used as a general communication medium. There is also a site that provides parents with insights on student progress, assignment deadlines and school events.

A brief overview of the School can be found on Western Australia's Department for Education site at: [www.det.wa.edu.au](http://www.det.wa.edu.au). The School has an extensive site at: [www.side.wa.edu.au](http://www.side.wa.edu.au).

- The School of the Air was formed out of the Flying Doctor Service and is based in South Australia. Its ethos is one of immediacy of communication with its students. It uses WebEx for conferencing and Google Drive for materials. Its 25<sup>th</sup> Anniversary Report describes the origins and development of the School up to the present day. It can be found at: [www.openaccess.edu.au](http://www.openaccess.edu.au).

## Conclusions

The use of document storage and handling systems for educational purposes is not complex but they can benefit from development and refinement following experience. The technology lends itself to the refinement of processes, editing of instructions and repurposing of teaching materials. The preparation of video-based presentations is feasible on various platforms as is video conferencing which can range from an inexpensive and simple format to more expensive offerings with a variety of sophisticated features.

The key issues for users to resolve include the rules of engagement, the choices of technology and the degree of uniformity in approach to be adopted within an institution. There is clearly scope for some initial commonality followed by experimentation and realignment in an iterative process.

Online communities of practice for teachers (and even for parents) may well be helpful to support continued development and problem-solving. School closures in Europe and now in the UK make this a regrettable but necessary moment that requires rapid progress in this field. The key challenge is getting the development process right: loose enough to draw the virtual communities of a school together giving them the opportunity to offer their contributions to the development of the initiative but tight enough to provide a thread of coherence and communal learning at school level. Importantly, where a virtual school is created out of an established day school under temporarily closure then it must find ways of retaining its ethos and identity. This represents an exciting and potentially rewarding challenge borne out of a grave situation.

[1] David Fellows is a specialist in public financial management and digital government reform. He has written various articles on Digital Communication including an outline proposal for the creation of an international public service academy. He is a director of PFMConnect Ltd (based in London, Liverpool and Brisbane) and a recipient of the Swedish Prize for Democratic Digital Service Delivery.