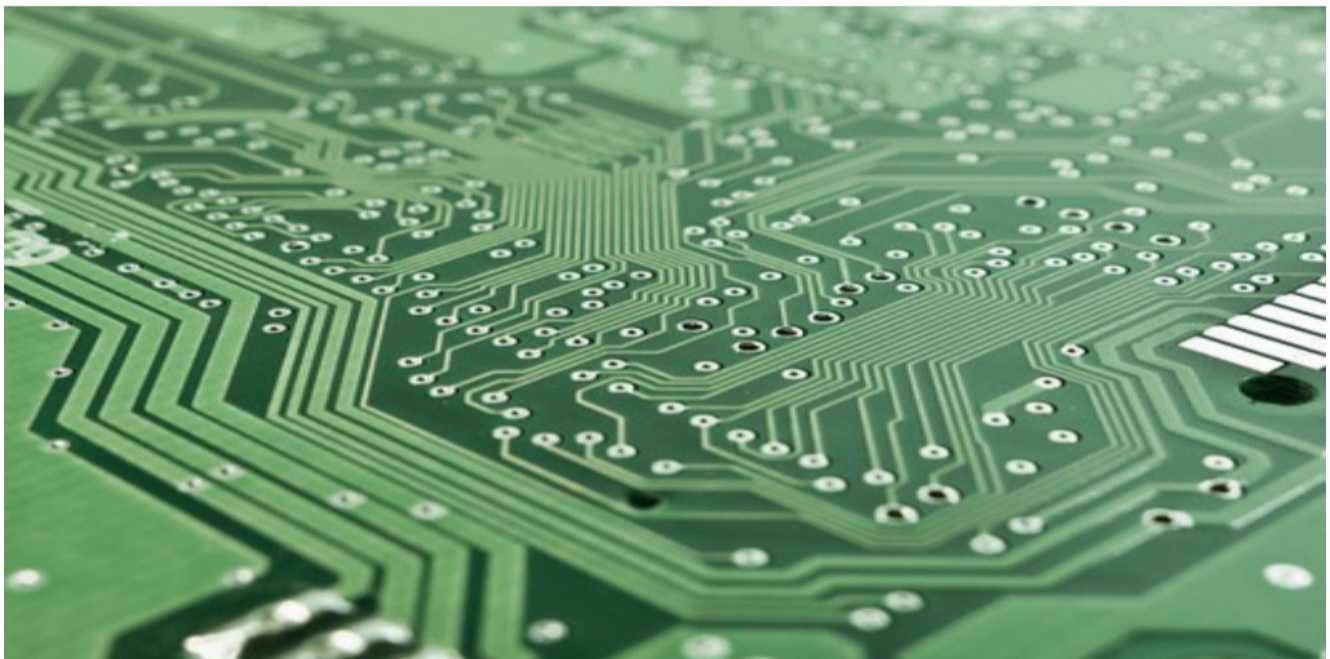


# Using Digital Technology to Improve Sustainable Development Goal (SDG) Delivery



by David Fellows and Glyn Evans [\[1\]](#)

# The SDGs

The United Nation's [SDGs](#) present an array of complex social, engineering, medical, scientific and managerial challenges for member states set in different contexts and mostly requiring very significant investment, organisational capacity and community involvement. Nations have made commitments to this agenda and it is accepted as guiding the key purposes of international development work worldwide. It is a hugely ambitious enterprise yet we suggest that current development work could be more successful.

## The need for a powerful learning system

At a general level perhaps the greatest challenge is the creation of a learning system that is powerful enough to develop and distribute relevant knowledge and an understanding of how that knowledge can be best applied in the very different circumstances that exist across the world. As SDG performance criteria are finalised and adopted a [report by ESCAP](#) makes it clear just how difficult it is going to be to make a real difference.

We are not suggesting a great deal of organisation to create this necessary learning system. We propose a loose system of networking between experts based on digital communication. This would enable advice to be made available to community-based projects with greater levels of expertise being made available to the development of major programmes and projects. It would also facilitate feedback on project progress and performance. The use of digital technology would also improve the public information base and support public engagement.

## Learning system features

The basis of this networking would be a digital communication system that would be largely self-driven by those in the field and a support network that will evolve around them. Key aspects of this digital communication system are illustrated below.

*At national and local level:*

- *Provide feedback on progress made at local level within the country*
- *Request the public to identify key factors to be taken into account when designing SDG initiatives*
- *Seek feedback on the regulations required to support SDG initiatives*
- *Engage in shared learning (perhaps amongst scattered populations) between ordinary people who are trying to cope with SDG challenges on limited resources*

*At regional level:*

- *Undertake shared research programmes*
- *Share experiences of adapting recognised approaches to particular circumstances*
- *Improve monitoring techniques*
- *Share monitoring and advisory services*
- *Encourage the development of problem-solving support networks*
- *Undertake peer reviews of projects and governance*

*arrangements*

*At international level:*

- *Build worldwide expertise to address fundamental scientific, engineering, economic, social and implementation challenges*
- *Identify and promote successful strategies and initiatives*
- *Recognise issues for which effective solutions remain elusive*
- *Create networks capable of addressing significant and urgent challenges*
- *Develop modeling tools to help design solutions*

*Supporting technology would include:*

- *Websites including chat rooms, website messaging, on-line data monitoring and online questionnaires*
- *Video-conferencing for expert dialogue and advisory sessions*
- *Cloud-stored databases and shared document development*
- *Email for public interactions( newsletters), dispatch of documents, technical & administrative correspondence and technical update circulars*
- *Learning management systems to support training programmes that develop skills and expertise*
- *Application software to assist the gathering of performance data including the collection of data from administrative*

*sources (ESCAP Report [ibid](#):  
page x)*

- *Text messaging and social media for public dialogue*
- *Massive open online courses to raise general awareness*

In general such a system would require relatively unsophisticated technology dependent only on fairly low level digital communication. Expert dialogue would tend to benefit from good connectivity at reasonable bandwidth to support video conferencing although this is not absolutely essential. Proprietary software is readily available for most of these applications although bespoke monitoring, modelling and assessment tools could be created as the approach gained traction.

## **Examples from around the world**

Our blog '[An International eCollaboration Route to Public Service Reform](#)'

(also published by the Australian National University's [DEVPOLICYBLOG](#) in July 2017) considers the diverse power of digital communication technologies. Examples of this technology used in ways relevant to this proposition are, as follows:

1. An example of 'Shared Learning' is set out in the UNESCO publication [Digital Services for Education in Africa](#). UNICEF has reported that in Vietnam 40% of children in rural areas used the internet for educational purposes, rising to 62% in urban areas.

2. Communities of practice have already been established in

[Canada](#) for green climate purposes

*3. Social media has been used by PFMConnect for the past three years to raise public awareness on public financial management and governance topics reaching significant numbers of people in more than 50 countries.*

## **Conclusion**

This is not a system requiring heavy oversight and regulation. We seek cultural change to the way programmes and projects are developed. A more inclusive approach at expert and community level could be usefully supported by major development agencies and could become a requirement on contractors. For instance, these proposals could help the Green Climate Fund which appears to be heavily engaged in process issues at the expense of shared innovation.

Is it time to experiment with change?

## **End note**

We should be pleased to discuss the ideas in this piece with those who believe that they may have relevance to their situation.

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[\[1\]](#) *David Fellows is a specialist in public financial management and digital government reform and is a director of*

*PFMConnect. He is a recipient of the Swedish Prize for Democratic Digital Service Delivery. Glyn Evans is the Vice President of the Major Cities of Europe IT Users Group and former CIO of various major cities.*

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# The case for an international online public service academy



by [David Fellows](#) [1]

## Introduction

The purpose of this post is to consider how digital communication could be developed for the provision of structured professional education for public servants in developing countries using an academy model. This proposal is based on the proposition that there is a widespread need for professional training to improve administrative effectiveness through a general grounding in the nature of public administration and its place in society; the study of key aspects of public sector management, relevant techniques and organisational values; and the examination of reform objectives and the means of achieving them.

Why open learning for developing countries? Well, a campus format bears a heavy cost-base and brings the practical difficulties of assembling the teaching staff necessary to deliver the standard of professional education required. It also incurs the loss of students from the workplace for substantial periods of time, together with the costs of student travel and accommodation. The positive advantages of an open learning format include the flexibility of study time demands on student availability and, potentially, the benefits of an international experience for participating students given their interaction with students and teachers from around the world. This kind of initiative is not irrelevant to developed countries but I suggest that the priority and funding model should address the needs of developing nations first and foremost.

## **Geographical reach**

The use of digital communication provides for flexibility of student and teacher location. Seminars and staff meetings could be held online, academic material developed collaboratively over document handling systems, and student work could be dealt with by email or in-house systems. This would not be far removed from how most higher educational institutions are developing staff/student communication even where they are campus-based.

There may be merit in some courses being directed to regional groupings of students in order to provide greater focus on regional issues and it would make sense to do this using tutors who are immersed in the regional context. There may even be merit in some courses being run on a purely national basis. It would certainly be important to ensure that student study programs are aligned to the needs of the employing governments, possibly reflected in the nature of assignments or course options.



There could be a single worldwide institution with regional coordination to foster government relationships and accommodate periodic student workshops, although this is not essential in order to gain advantages from this format. There could be regionally based institutions or some states could operate primarily on a national basis.

## **Student body**

The students would be permanent officials of the public service in developing countries. There could be extensive flexibility about study arrangements including varying amounts of office time allowed for study purposes. This would be part of the arrangements to be agreed with the institution, and individual student study programs would take this into account.

Students could be encouraged to come together regularly online on a national or international basis to discuss their needs and course provision. Academic staff could join such meetings on request. Regular physical meetings of students could be possible on a national or departmental basis as well as at occasional regional workshops.

## **Prospectus**

Initially the prospectus should be developed around core governance-related topics: policy development; management and leadership (including roles and responsibilities of politicians and officials); human resources (including capacity development, appointment processes, records); public financial management; law; ethics; and economics (as a more contextual subject). Student programs could identify specific elements to be taken at a more advanced level (e.g. taxation or international trade). Some elements could be country specific.

The student program-based approach should allow flexibility in

syllabus scheduling to reflect the time commitment made by each student. This does not mean that study would be unscheduled but that work schedules would be agreed with employers and students with the intention of building student cohorts around particular schedules. Tutors would be assigned to support each student cohort in making the necessary progress.

Courses would have action-oriented elements so that demonstrable benefits are gained for client governments from each program of study. Relevant benefits would be stated at the outset and evaluated in student assessments and satisfactory course completion would be formally certified.

In addition, short courses on service specialisations could be developed or a mentoring service could be provided for newly promoted administrators.

## **The foundations**

There is no need to create a completely new institution. There are a variety of bases on which the proposals could be founded. Various universities, civil service colleges and development agencies (e.g. the [new online Public Financial Management Course](#) just launched by the International Monetary Fund) around the world could establish the kind of institution proposed as an adjunct to their existing courses and program. Doing so would also provide the governance and administrative arrangements on which to base the new institution.

There is also no need to make extravagant claims about the possible size and scope of the institution. It could perhaps take a modest group of nations and development partners as a starting point. It is interesting to note that three conventional universities in the UK offer online Masters of Business Administration (MBA), one of which offers a two year course, and the others are more flexible with UK citizens forming a minority of each student body (ranging from 11% to 48%). In addition, the [UK Open University Business](#)

[School](#) offers two and three year MBAs worldwide.

Nor is there any necessity to suppose that the starting point would be located in the northern hemisphere amongst the traditional developed nations. There would simply need to be familiarity with the concept of an open online college. Is the [Singapore Civil Service College](#) a prospective starting point? Could India launch an online Civil Service College to satisfy its own needs, while also attracting students from further afield?

Client state engagement in governance arrangements would also offer the opportunity of using the institution to further South–South collaboration and the greater ownership of development philosophy by the developing nations.

## **Funding the academy**

The academy model is capable of being funded jointly by client governments and development partners. Cost-sharing could be flexible. Costs could be contained through collaboration agreements with appropriate institutions and the variety of expertise achieved in this way would add to the benefits of the model. The cost-benefits of online education have been demonstrated by existing institutions and must be exploited for this purpose.

The set-up cost would depend to some extent on the institutional foundations. Digital infrastructure costs would be scalable through agreement with application service providers with concessionary pricing being sought particularly at the outset.

## **Conclusions**

The purpose of this brief note is to suggest that it is now possible to provide extensive and high quality professional training for the public servants of developing countries with courses delivered predominantly via digital technology. It is further suggested that such an initiative would be cost-

effective and possibly developed incrementally out of an existing institution(s).

At the current time capacity development has fallen out of favour with development partners due to the lack of clear linkage to measurable reform. I suggest, however, that without increased professional development for government officials the very ambition of improving state institutions is fundamentally flawed. It is for those engaged in the formation of new institutions to demonstrate the effectiveness of such initiatives through the delivery and assessment mechanisms that are embedded within them.

[1] The author is a Co-principal of PFMConnect. A slightly abbreviated version of this blog is available at the [Devpolicy Blog](#) of the Development Policy Centre based at the Australian National University's Crawford School of Public Policy.

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## State-owned enterprise Reform Roundup



**Authors:** David Fellows and John Leonardo

PFMConnect's state-owned enterprise (SOE) [Board](#) on Pinterest for the first half of the current year demonstrates the financial burden that SOEs can impose on governments and the resulting dilemmas that arise. SOE services range from oil producers, insurers, railway operators and broadcasters. They can be large or small and some states have a vast number of them. Tensions arise between the desire to retain state ownership to exercise control over pricing of essential services for the benefit of the poorer members of society and concerns over the effects of poor management and lax governance that can create unacceptable service standards and high prices.

States are giving consideration to a variety of improvements including outright sale, partial sale through stock exchange listings, governance reform, increased professional representation on management boards and the rationalisation of sprawling conglomerates.

It is very clear that in many countries the financial drain of SOEs on the exchequer and the political burden of justifying their poor performance, lack of transparency and corruption are leading towards a raft of drastic measures. The question remains as to whether chosen solutions will be seen through to successful outcomes. Slow progress with partial privatisation by some states raises a few doubts.

Some of the **Pins** that reflect these concerns are, as follows:

**An IMF press release** on 26 June reported that the Executive Board of the International Monetary Fund had concluded the Article IV consultation with South Africa. In the accompanying statement the IMF made the point that 'The public sector's balance sheet is ... exposed to sizable contingent liabilities from state-owned enterprises'.

**The Southern Times** reported on 26 June that South Africa,

Namibia and Zimbabwe had all experienced problems with SOEs. As a result, South Africa and Namibia had both established ministries specialising in the management of SOEs. The Namibian Government was considering obtaining stock market listings for most commercial parastatals having spent in excess of R\$1 billion in the past few years on financial bailouts. The report also quoted the Zimbabwe *Sunday Mail* as suggesting that the Zimbabwean Government had a list of around ten parastatals that were essential to the economy but needed urgent restructuring to and achieve profitability and improved service delivery. Governance reforms were also needed.

**The Telegraph, India** on 15 April reported that the Government was in the process of selling stakes in a series of SOEs through stock exchange listings. This included the Steel Authority of India Ltd, the Indian Oil Corporation and various railway and defence companies.

**Radio Pakistan** on 24 January quoted Finance Minister Ishaq Dar as expressing concern over SOE losses. He stated that the government intended to improve transparency and progress the privatisation of state enterprises.

**The Lusaka Times** on 23 April reported that the Zambian Government Minister of Finance, Felix Mutati, had expressed the Government's commitment to deal with the financial impact of SOEs on the state's finances and was introducing legal reforms to enforce fiscal discipline.

**Ukrinform** reported on 3 April that the Ukrainian Prime Minister, Volodymyr Groysman, had announced to his Cabinet the intention of selling some 3,500 SOEs that were 'absolutely ineffective' and 'of no strategic importance'. He considered that this would lead to economic improvements.

Finally, looking back almost a year **The Financial Express, Dhaka** voiced a relevant concern on 18 November 2016 when it reported that no appreciable progress had been made towards Bangladeshi SOEs gaining listings on the stock market. SOE officials cited disinterest of investors in the loss-making concerns. Some commentators suggested that the lack of progress was related to board members' objections to investment income accruing to Government rather than SOEs and their fears about the loss of personal entitlements.

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## **State-owned enterprises Board**

Explore the varied issues associated with the governance and management of state-owned enterprises and the links arising between this service delivery mechanism and public financial management on our Pinterest "State-owned enterprises Board"