

Central Africa PFM digital transparency recent trends



Introduction

Transparency of public finances is a key element of a public financial management (PFM) system enabling public scrutiny of government actions and intentions. From our September 2020 “Improving PFM digital transparency in African finance ministries” [presentation](#) we now examine recent trends in Central Africa PFM from a digital transparency perspective by presenting data for seven Central African countries that was identified during our examination of 45 African ministries of finance (MoFs) current use of digital platforms to promote PFM transparency.

PFM transparency is important

Transparency of public finances is achieved by providing information on PFM which is comprehensive, consistent, and accessible to users. The World Bank's September 2020 report ["Enhancing Government Effectiveness and Transparency – The Fight Against Corruption"](#) (link to be provided) has highlighted the importance of ensuring greater transparency in government operations.

Identifying PFM digital transparency trends

The following statistics were prepared to help identify PFM digital transparency trends:

- Country internet usage
- MoF website visits during May/July 2020 and projected annualised visits for 2020
- Domestic and non-resident visits to MoF websites
- Country Facebook usage
- MoF Facebook page follower numbers
- Country Twitter usage

- MoF Twitter follower numbers

Penetration levels for MoF website users, Facebook and Twitter followers were subsequently identified to demonstrate the level of usage of these digital platforms and key recent PFM digital transparency trends.

Key trends

Trends in the key PFM digital transparency indicators for the seven Central African finance ministries with websites during the period May/July 2020 are available. These can be accessed by clicking on to the country links below:

- [Burundi](#)
- [Cameroon](#)
- [Central African Rep.](#)
- [Chad](#)
- [Congo](#)
- [Congo, Dem. Rep.](#)
- [Gabon](#)

A video showing Central African country PFM digital transparency trends for key PFM digital transparency indicators is available [here](#).

An additional video showing comparative results on a PFM digital transparency indicator basis across Central African countries is available [here](#).

Questions?

Please contact us at team@pfmconnect.com if you have any questions about this material.

Note: Improving PFM digital transparency in African finance ministries



by John Leonardo

Introduction

This note provides an introduction to our “Improving PFM digital transparency in African finance ministries” [presentation](#) which is also available as a [video](#). Transparency of public finances is a key element of a public financial management (PFM) system enabling public scrutiny of government actions and intentions. Transparency of public finances is achieved by providing information on PFM which is comprehensive, consistent, and accessible to users.

Ministries of Finance (MoFs) play a leading role in promoting transparency of public finances. The World Bank’s September 2020 report “[Enhancing Government Effectiveness and Transparency – The Fight Against Corruption](#)” has highlighted the importance of ensuring greater transparency in government

operations.

Transparency is an important factor in African public financial management (PFM) in view of historically relatively weak PFM in many African countries, including transparency activities, and relatively poor recent progress in curbing corruption.

PFM digital transparency

In a PFM context, digital transparency can be defined as the process of providing PFM related information using digital platforms such as websites and social media; for example, Facebook, Twitter and YouTube. PFM digital transparency should be an important part of African MoFs' digital government strategies.

Currently African MoFs employ PFM digital transparency practices using a range of platforms such as websites and social media (Facebook, Twitter, WhatsApp, YouTube, LinkedIn). They publish a range of PFM and related material on the latter platforms.

Current PFM digital transparency trends analysis

We have examined MoF website, Facebook and Twitter use to obtain an understanding of Africa MoFs' current use of digital platforms.

The following statistics are presented and reviewed in the presentation:

- Country internet usage
- MoF website visits during May/July 2020 and projected annualised visits for 2020
- Domestic and non-resident visits to MoF websites
- Country Facebook usage
- MoF Facebook page follower numbers
- Country Twitter usage
- MoF Twitter follower numbers

We have also examined penetration levels for MoF website users, Facebook and Twitter followers to demonstrate the level of usage of these digital platforms. In addition, we have identified correlations that may exist between digital platform use and leading economic and governance indicators including those relating to e-government.

Some key findings

Some of our key findings from our analysis are as follows:

- Six of the twenty-five MoFs with Facebook pages had higher Facebook follower numbers than estimated 2020 MoF visits to the respective websites demonstrating the role that MoF Facebook pages can play in boosting PFM transparency
- MoF social media content approaches differ quite markedly with MoFs generally publishing a wider range of material on their Facebook pages compared with the material included in tweets on Twitter.
- African MoF social media activity is helping to raise awareness about African MoFs' PFM activities. Some African MoFs have generated considerable interest in their activities using social media.
- The proportion of non-domestic visitors to MoF websites varies considerably demonstrating how digital structures enable reach to the diaspora and other international stakeholders
- Use of digital communication mechanisms to strengthen African MoFs' operational capacity and support PFM reform plans have to date been limited prior to the onset of COVID-19
- African MOFs overall progress to date in the use of digital platforms to promote transparency has been relatively modest

Recommendations

We recommend African MoFs should take advantage of the opportunities provided by digital platforms to improve their PFM digital transparency by:

- Addressing identified PEFA transparency gaps which will result in more PFM material being published
- Establishing Facebook pages if these are not already in place
- Posting a variety of PFM related information on Facebook pages to increase community interaction and promote transparency
- Preparing PFM digital transparency action plans to improve PFM digital transparency performance and support PFM reform activities.

We have also outlined the nature of the tasks that should be included in PFM digital transparency action plans.

Regional analyses of trends in key PFM digital transparency indicators for all 45 African finance ministries are available for:

[Central Africa](#)

[East Africa](#)

[North Africa](#)

[Southern Africa](#)

[West Africa](#)

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. 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. The School has an extensive site at: 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 25th Anniversary Report describes the origins and development of the School up to the present day. It can be found at: 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.

Trends in African finance ministries' social media

usage



We have prepared a SlideShare presentation that highlights the response levels achieved recently by African finance ministries in their social media activities. You can view the presentation at:

<http://www.slideshare.net/johnleo/african-finance-ministries-social-media-and-public-financial-management>African finance ministries, social media and public financial management. This supplements the material presented in our recent blog. [African-finance-ministries-social-media-and-public-financial-management](#)