

OPEN GOVERNMENT: HOW TO TEACH THEIR LESSONS?

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ABSTRACT

Open government gives us multiple definitions and trends are identified each with a very particular theoretical approach. Thus, some argue that open government is a result of technological change, where Web 2.0 plays a fundamental role and the center of its analysis are information technologies. In turn, others emphasize the changes in the values of public service and in the organization, resulting in a new organizational culture public. It also explains that Open data comes to revolutionize the concept of transparency as it has been implemented. In order to open government, others say, is the constant strikes up a conversation with citizens to listen to what they say and ask, who makes decisions based on your needs and preferences, facilitating the collaboration of citizens and officials in developing its services and communicating all that decides and makes an open and transparent. Thus, not only is Open Government transparency, but collaboration and management based on two elements: transparent collaboration and trust between, citizens and officials and private sector (Citizen Participation) Officials and employees (intergovernmental relations) and, officials and (Public-Private Partnership).

The aim of this paper is to clarify some pedagogical tools that allow us to construct teaching strategies of this new emerging concept in public administration within the Open Government.

The first part will address a general teaching strategies for Open Government. Followed, will specify the components of this form of government, proposing important pedagogical strategies for transparency, citizen-government collaborative participation, government the private sector and within government

Keywords: Open Government, collaboration, transparency, pedagogical methods, teachings strategies.

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1.-.- LEARNING STRATEGIES FOR OPEN GOVERNMENT TEACHING

Educating a new proposal for Open Government, is simply proposing an educational project for the government. In this sense, education to understand a new configuration State-Society undoubtedly brings us to the use of strategies, techniques and teaching methods in order to understand the impacts of globalization processes in State structures, we refer to technologies information in the making of decisions and policies.

The challenge that leaves the above stated, is the need to train teachers on learning strategies for open government. Not only is "to do", "to when" and "the how" of teaching, but "who" should carry out this task. Training in the use of educational tools is essential to good teaching Open Government.

1.a.- Pedagogical tools for teaching Public Administration within the Open Government

We cannot speak of teaching tools in the Open Government but we need them in the study of public administration. Many institutions that have been proposed schemes teachings of this discipline, as well as the skills that should stop applying the tools to their thematic topics and complementary. The trends emerging in the public who have been leaving huge debates in academia result in new concepts, analytical frameworks, paradigms that reflect the vicissitudes of public management practices in the world.

The quality of teaching is to generate Open Government skills, procedures, methods, and Communication tools in e-learning to the practice of public administration, this implies a combined strategy that articulates learning management processes and extra-organizations aspects expressed in the relationship between society and government. That is, of what it is to think of a Pedagogy of Governance (Sheila Suess Kennedy, 2010). “Overall, then, administrative theory and practice must incorporate the evolution of the inter-subjective experience of good governance, and concern itself with all loci interrelationships that could affect such an experience (e.g., organizational, financial, and programmatic structures; administratives rules, practices, and procedures; institutionalized norms, statutes, and policy mandates; the shared attitudes, values, beliefs, interest, and desires of those it affects both broadly and locally; and the shifting networks of interpersonal relationships within society)” (Abel; 2009: 149).

Then will each of them in order to clarify the framework of competencies:

Skills:

As advised by Schmeck (1998) skills are capabilities that can be expressed in behavior at any time, because they have been developed through practice (by using procedures) and also can be used or put into play, both consciously and unconsciously, automatically. Several educational skills and work areas have been identified for teaching and learning:

Table 1
Skills and definition

Skills	Definition
Manual skill	Making or repairing things with your hands
Mechanics	Ability to understand the laws of mechanics in daily life and so understand how different devices.
Scientific	Ability to conduct research. Understanding scientific laws and scientific activities.
Display	Imagine possible solutions or alternatives to a problem or situation
Language Use	Easy to write and express themselves in writing.
Creativity	Expression through artistic activity
know People	Interacting with people.
Support others	Help the people with problems or decisions
Leadership and Management	Leading and organizing people to reach a common goal.
Project Management	Organization and management of resources to comply with an objective or goal.
Conventional	Organization of information, development and monitoring of procedures and rules.

Source: Schmeck (1998)

Erasmus University Rotterdam has implemented a program of public administration at the bachelor level teaching approach that bridges the worlds of theory and practice for both students and faculty. In this regard, based on the following learning objectives:

Table 2
Skills and Objectives

Type of Skills	Learning Objective (graduates have...)	Cognitive/Theoretical	Reflective /Practical
Knowledge and Understanding	1. Demonstrable knowledge and understanding of public administration concepts and theories		
	2. Demonstrable knowledge and understanding of adjacent disciplines, such as sociology, political science, economics, and law		
	3. Demonstrable knowledge and understanding of the nature, causes, and consequences of societal phenomena		
Applying knowledge and understanding	4. Ability to develop, conduct, and evaluate public administration research		
	5. Ability to apply different public administration concepts and theories in order to comprehend societal Phenomena		
	6. Ability to adequately apply acquired knowledge and understanding to public administration practices		
Making judgments	7. Ability to gather relevant data and, based on these data, make judgments and give recommendations that integrate relevant professional, ethical, and academic interests.		
	8. Ability to recognize and reflect on normative dilemmas		
	9. Ability to distinguish between empirical analyses and normative statements.		
Communication	10. Ability to function as a broker between different values and interests		
	11. Ability to report on public administration issues and research results to different target groups according to academic standards.		
Learning skills	12. Ability to reflect on their own learning strategies and acquired skills		
	13. Developed learning skills that enable them to make decisions about future professional development, including a master's program		

Source: Menno Fenger and Vincent Homburg, 2011

Procedures:

The domain of some procedures is fundamental to skills. In this sense the procedure is defined by Coll as "a set of actions ordered and completed, in other words, aimed at achieving a goal"

(1987:89). In the case of Open Government is important to the process as a set of ways to act and operate on data or phenomena that are repeated in different areas of the curriculum such as the summary, the modalities of schemes, the summary table, the underlining, annotation techniques or concept maps, serving on the application and teaching of different disciplines.

Methods

Teaching methods have become very important elements when teaching open government and public administration given to new approaches on public service are being developed. It is a fact say that the teaching of public administration today is divided into two branches, one which aims to teach only managerial aspects and activities of government directives and another, extending its borders articulating teaching activities management with the new settings on government relationship society. Thus, issues such as Open Government, Governance and Government Network constitute key factors for the adoption of more active teaching methods such as Lecturing, Seminar discussions, Group project assignment, Role-playing simulation, Assigned Reading and class presentations, Written assignment, Case studies, Film and tutorials and Field trips.

Communication tools in e-learning

Email: is an asynchronous communication tool that allows you to send messages to course participants. This is usually the most widespread medium for tutoring through Internet.

Forum: is an asynchronous communication tool, which allows queries and emails sent, can be resolved and / or observed both by students and by teachers. A Through this tool the tutor can organize debates, answer questions, call Chat, etc.

Chat: a synchronous communication tool that allows participants in a training activity to communicate in real time. All persons in the Chat can read the messages of others at the time.

Facebook: is a kind of social network that allows generating groups for sharing information resources.

Twitter: a network that creates short length messages to a group of people (people network = followers).

As an exercise in search of excellence in teaching public administration, the United Nations Department of Economic and Social Affairs /International Association of Schools and Institutes of Administration (IASIA) in the Final Report *Task Force on Standards of Excellence for Public Administration Education and Training* (2008), establish clear criteria to incorporate capacity, knowledge, and skills building curricula in Public Administration:

a.- Public sector ethos: all education or training programs produced for the public sector should contribute towards the development of individuals with a true public sector ethos who can be characterized as being knowledgeable about and understanding the importance for an effective public sector of:

- Democratic values
- Respect for individual and basic human rights
- Social equity and the equitable distribution of goods and services
- Social and cultural diversity
- Transparency and accountability
- Sustainable development
- Organizational justice and fairness
- Recognition of global interdependence
- Civic engagement

b.- Public sector skills: education and training programs preparing individuals for the public sector should enable (with respect to the goals and the level of the program) those participating to build personal capacities for:

- Analytical and critical thinking
- Dealing with complexity
- Flexibility
- Dealing with uncertainty and ambiguity
- Operating in a political environment
- Building high performing organizations
- Involving other groups and institutions in society to realize policy goals
- Life time learning
- Applying life experiences to academic and training activities

c.- Public sector nature: educational or training programs produced for the public sector (with respect to the goals and the level of the program) should address:

- Internationalization and globalization
- The balance between centralization and decentralization
- Impact of multinational organizations and agreements
- Weakening of the state (the influence of cutbacks and new public management).
- New modes of communication and their impact
- Collaborative governance

The progress of this research, based on the premise that the axes that articulate the Open Government should lead to a management model and a new way of conceiving the partnership Government-Government, Government-Private Sector and Government-citizens and thus become a platform for an open democracy. Still seen in this perspective, the aim of this paper is to clarify some pedagogical tools that allow us to construct teaching strategies of this new emerging concept in public administration, such is the Open Government. To meet this objective of the paper, we propose one hand, elements linked to research in the classroom, and on the other hand the analysis of practice in governance strategy with cases related to transparency, participation collaborative, intergovernmental cooperation and public-private partnership.

1.b.- Outline the concept of Open Government

Open Government gives us multiple definitions and trends are identified each with a very particular theoretical approach. Thus, some argue that open government is a result of technological change, where web 2.0 plays a fundamental role and the center of its analysis are information technologies. In turn, others emphasize the importance of developing Open Government as a change in the values of public service and in the organization, synthesis, resulting in a new organizational culture.

Moreover, another trend is identified Open Government conceived as a management model. This line is explored in this research, as this approach goes beyond the technological change. It also explains that Open data, or better known as open data, comes to revolutionize the concept of transparency as it had been implemented. Having information that can be transformed to a greater end to interest, resulting in a new relationship between information producer and recipient thereof.

If part of the definition of Meijer, Curtin and Hillebrandt (2012), in that open government is the measure by which citizens can monitor and influence government processes through access to government information and access to sand the making of decisions, then, from this opening, we could say that the production of data and information has value in itself. This is due to the reason that a fact in itself is nothing, until they meet various data which are then converted into information. Also, if this information we are able to give interpretation, then we would talk about knowledge. Maybe that's the spirit of Open Data. "The data themselves offer no value what you have to give them meaning to become valid knowledge and value to others. Seen this way, it is the essential purpose of the Open Government "(Linares, 2010: 62). Guardian Orta (2010) presents a definition of Open Government as "the political doctrine that holds that the activity of the government and state administration should be open to all levels to effective public scrutiny and oversight. In its broadest conception opposes reason of state legitimacy as a state secret certain information citing security issues. "(2010:76). The definition of Calderon and Lorenzo also makes contributions to the topic of Open Government when they say that this is one "who engages in a constant conversation with citizens to hear what they say and ask, who makes decisions based on their needs and preferences , which facilitates collaboration of citizens and officials in the development of its services and communicating all that decides and acts openly and transparently. "(2010:11). Another vision is Alujas Ramirez (2011: 100) who makes it clear that the term Open Government is not new and was first used in the British political arena. In its original conception was a government that sought to "open the windows" of the public sector to the public scrutiny, in order to combat government secrecy and reduce bureaucratic opacity.

Taewoo Nan (2012), University of Albany, has concluded through empirical studies that "Two buzzwords currently infiltrating the public sector are Open Government and Government 2.0. On the trajectory of e-government development, Open Government and Government 2.0 seem to be,

respectively, the new ends and new means of e-government. This is true not only in the US, but also in other advanced industrial democracies, as well as certain developing countries. The platform and standard for technology-enabled government are moving from e-government (Government 1.0) to Open Government and Government 2.0” (2012; 347).

In 2011, it was the Open Government Partner (OPG Network), this network brings together the various initiatives of a significant amount of the world's governments. Its mission is to introduce governments and non-governmental organizations and private companies with experience, skills and technologies to help countries both conceptually and in the implementation of best practices of Open Government in its commitment to reforms ([http:// www.opengovpartnership.org / OGP-network](http://www.opengovpartnership.org/)). In 2011, the various countries that make up the network, generated a Declaration¹ point out the following: 1. - Increase the availability of information about government activities, 2. - To support citizen participation, 3. - Apply the highest standards of professional integrity in all governments, and 4. - Increase access to new technologies for openness and accountability. Thus, signatories committed governments to adopt these principles in its international commitment, and work to promote a global culture of open government empowers citizens and meet them, and advance the ideals of open government and participatory in the XXI century.

Thus then move to Open Government, a package of changes in the perspective of organizational culture (especially in the public organization) and management. César Calderón (2012), citing the blog of Javier Linares, has some changes to be made in the implementation of open government:

- ✓ Change Processes: The processes in public administration are not designed to serve the citizens, are not comfortable for the citizen or not help, and therefore must be re-ingeniarlos to get that to happen, we must remove or change them.

¹ The countries that signed the Declaration on September 20, 2011 were Brazil, Indonesia, Mexico, Norway, Philippines, South Africa, United Kingdom, United States. Countries that have adopted the Declaration at 17 April 2012 are Albania, Armenia, Bulgaria, Canada, Chile, Colombia, Croatia, Denmark, Dominican Republic, Estonia, Georgia, Greece, Guatemala, Honduras, Israel, Italy, Malta, Moldova , Montenegro, Netherlands, Peru, Romania, Slovak Republic, Spain, Ukraine, Uruguay. And the countries that are in the process of adopting the Declaration are Azerbaijan, Costa Rica, Czech Republic, El Salvador, Ghana, Jordan, Kenya, Latvia, Liberia, Lithuania, Macedonia, Mongolia, Panama, Paraguay, Russia, Serbia, South Korea, Sweden, Tanzania, Trinidad and Tobago, Turkey. (<http://www.opengovpartnership.org/open-government-declaration>).

- ✓ Change in the organization: Public organizations are designed under hierarchical models that have nothing to do with efficiency. It is imperative to reorganize government, templates and defining the jobs to act under a network model oriented projects and achieving results.
- ✓ Change in the forms of relationship: the counter at the roundtable, the mail to online communication, of the obligation to the physical presence of related facilities, etc. (2012: 27).

We see that now, under the axes of transparency, participation and collaboration, open government has positioned itself as a new way of strengthening government capacities and modernization of public administration, taking only the basis of information technologies².

2.- COMPONENTS OF OPEN GOVERNMENT AND THEIR WAYS OF TEACHING AND LEARNING

To meet the objective is to propose some elements related to research in the classroom and the practical analysis of the strategies of governance where the Open Government to intervene, initially visualize the four components this type of government through two axes. The first axis concerns the transverse component: transparency. The second axis is composed collaborative participation, intra-governmental collaboration and public-private partnership.

2a.- Cross Axis

This axis could identify with transparency. Today the process of making of public decisions requires access to information and quality of information and transparency in the sense view that government actors cooperate by providing information and documents to the needs of the public using information technologies in order to evaluate the action and governance in the making of decisions and public policies. This is a new approach to transparency.

² You can highlight empirical investigations and proposals for the following authors and institutions such as Albert J. Meijer (2012), Teresa Harrison (2011), Sharon Dawes (2010), Beth Noveck (2010), César Calderón-Sebastian Lorenzo (2010) and Daniel Lathrop (2010), Center for Technology in Government from the University of Albany and Open Government Working Group of the Government of the United States of America.

2.a.1 Transparency

Today we are finding new clues to the definition of transparency, so we wonder what the Open Government transparency needed? The opening of the information flow, as it is defined in the context of the relationship between government and citizens plunges us to the concept of the new transparency that explains how public organizations and governmental actors are increasingly faced with the demands of society to reveal information. That is, force the government and the civic sector to an open society movement. Now is not the time when governments passively provided information only on the request and governmental discretion, but the requirement for more active engagement in public information, communicate internal operations management. Therefore, the relationship between transparency, information and democracy is fundamental and basic. Information because it helps the democratic powers such as the formulation of preferences and opinions and participation proven, because it provides significant elements in the making of public decisions. Archon Fung and David Weil (2010), explained in terms of transparency that “.....should be aware of two major pitfalls that may mar this achievement. The first, is that government transparency, though driven by progressive impulses, may draw excessive attention to government’s mistakes and so have the consequence of reinforcing a conservative image of government as incompetent and corrupt. The second is that all this energy devoted to making open government comes at the expenses of leaving the operations of large private sector organizations –banks, manufacturers, health providers, food producers, drug companies, and the like- opaque and secret” (2010: 106)

Access to public information are taking a renewed emphasis worldwide, reflected by the following trends: one, to visions of government reform that presses the openness and transparency, and two, the increased availability and continuous development of information technology (ICT) that enables institutions, organizations and individuals looking in the same way, and to share, combine and reuse the content of government information³. For Albert J. Meijer (2012), in this era of open government (Government transparency), one of the key issues

³ Information based on new technologies (ICTs) to inform the public emerges in the 90s with the growth of e-government, and this has contributed to government transparency. Today, the tendency is to see ministries, departments and agencies internally putting electronic datasets for public use on new government-wide website and Data.gov, an essential element of the Open Government designed to facilitate access to the data set federal government level in order to increase public understanding of the operations, advances governmental mission, creating economic opportunities and increased transparency, accountability and responsibility.

to be addressed are: the conceptual relationship between government transparency and citizen participation⁴, the nature and effects of the mechanisms of fiscal transparency⁵, the effect of transparency on trust government, the effect of institutional transparency in parliamentary control⁶, and the empirical relationship between government transparency and citizen participation. These issues lead government transparency the perpetrator to ask: Is the transparency is created by outside pressures (citizens, stakeholders, media) or by internal government systems?, What are the sectors they have become more transparent?; transparency How citizens use, stakeholders and the media? Does it change the transparency behavior of public officials and public organizations?

Many authors and Piotrowski (2007) have argued that such transparency is essential for Open Government. On the other hand, Sharon S. Dawes (2010) argues that public policies related to the flow of information is one of the most important aspects of democracy as it reflects a kind of societal choice which estimate how the information should be produced, processed, stored, exchanged and regulated. Understood in this way, transparency is fast becoming an important agenda in both public and private organizations. Transparency could be defined as the availability of information for the general public and clarity about the rules, regulations and decisions of the government. That is, to raise it more accurately, then the transparency refers to the availability and increased flow of timely, clear, relevant, high quality and reliable regarding the activities of the government organization that of course impacts the same governance .

But these premises of government transparency, Karr (2008, cited by Sharon S. Dawes, 2010), synthesizes three types of stresses associated with public use of government information. The first is the tension that arises between the amplitude of the data and its understanding by citizens unprepared technically, the second tension is between the desire to support the utility of detailed data and simultaneously protect the confidentiality of the subjects of the same, and the third and

⁴ Much of the discussion about government transparency focuses on the relationship between the availability of information (Government transparency) and the use of this information by citizens and stakeholders (participation). Government Transparency and participation are two building blocks of Open Government (Meijer, 2012:5).

⁵ “David Heald, University of Aberdeen Business School argues that the specific meaning of fiscal transparency can be defined in four terms: inward, outward, upward and downward. The article shows that there are intrinsic barriers for transparency about public expenditure such as the technical complexities and the "language" of measurement but also constructed barriers that are created to protect specific interests. He concludes that transparency about public expenditure cannot provide answers to ideology question but it can improve the evidence base for public debate” (Meijer, 2012:6).

⁶ While transparency refers to the availability of information to the general public, interinstitutional transparency is about the transparency between government institutions (Meijer, 2012:6).

final voltage is displayed when the public needs and wants to analyze and understand a group of "aggregate" while in reality government data are fragmented and distributed at all levels of government through various organizations and areas where it is generated and developed public policy.

Ball (cited in Heungsik Park and John Blenkinsopp, 2011) suggests that transparency is beginning to merge with the accountability in public discourse on democratic governance. This has allowed to see based on several factors: One, transparency is one of the moral foundations that sustain democratic societies, through the rights of citizens to access government information, two, transparency is one of the measures taken to restrict practices corruption, act as a force against the corrupt behavior of the bureaucracy, promoting surveillance of citizens to avoid rent-seeking, three, transparency has a positive effect on trust and accountability with the idea for citizens to monitor the quality of public services and encourage public officials to meet citizens, allowing to increase the degree of confidence as this is an important principle of deliberative democracy. These three factors gives us the ability to visualize three essential components when we think about government transparency: access to public information and citizen rights⁷, a bureaucracy with public ethics⁸, and institutional trust⁹.

According to Ulf Papenful B and Christina Schaefer (2010) three steps must be completed to achieve public accountability. The first step, access to information must be guaranteed full and undistorted or backward and low cost, this will minimize problems of asymmetric information¹⁰, the second is the quality of information, must be secured through cooperation Reports (Reports), these are only one type of aggregate summary information with individual details which explains

⁷ The Carter Center displays the access to information as a fundamental human right in all cultures and systems of government. In this sense, has established an action plan to secure these rights: 1) Exercise of the right of equal access, 2) Preparation and training of civil servants in the practice and application of access rights, 3) Public Education to authorize full use of the right, 4) Allocation of resources to ensure timely and efficient administration; 5) Enhanced information management to facilitate access to information; 6) practice in monitoring and evaluation, and 7) supervision of operation and compliance (Carter Center, 2008: 3-4, cited in Sharon S. Dawes, 2010).

⁸ Civil servants not visualize access to public information as a right risk management implement opaque and lacking public ethics.

⁹ Kasperson et al. (1992, cited by Tom Van Der Meer, 2010) argues that trust is a relational evaluation of social situations through four dimensions: A person who trusts (subject), implies that he or she thinks that the object of trust meets certain requirements: the object would have jurisdiction, both intrinsically (care) as extrinsically committed (auditable because of their specific interest) and predictable.

¹⁰ Clearly, the relevance of the information depends on who the potential users of the information. However, there is a first delimitation can be done when we are talking about transparency: in this case, the reference is required citizenship, so the relevance of information is conditional on whether or not to serve their purposes (Nuria Cunill Grau, 2006)

the key elements that can be understood by interested citizens. Reports of cooperation include a map of the organizational structure of the public authority that aims to provide the basis for deciding how public issues to ensure sustainable provision of public services, effective and efficient. The third step, transparency would be achieved by the previous two steps, ie when the information requested by citizens must be guaranteed explanation, no distortion and when (not backward). Today is important, to systematize the foundations of the Open Government rethink transparency in public administration for the multifaceted and diverse nature of the provision of public services, implementation services, finance and administration opacity same minimize gaps, generating the relationship between citizens and agents (politicians, managers and public administration), is the most appropriate democratically speaking.

In this direction, it is important to note that the Open Government Working Group recommends eight principles for access and use of public data in order to promote civic discourse, public welfare and more efficient use of public resources:

a. Data Must Be Complete

All public data are made available. Data are electronically stored information or recordings, including but not limited to documents, databases, transcripts, and audio/visual recordings. Public data are data that are not subject to valid privacy, security or privilege limitations, as governed by other statutes.

b. Data Must Be Primary

Data are published as collected at the source, with the finest possible level of granularity, not in aggregate or modified forms.

c. Data Must Be Timely

Data are made available as quickly as necessary to preserve the value of the data.

d. Data Must Be Accessible

Data are available to the widest range of users for the widest range of purposes.

e. Data Must Be Machine processable

Data are reasonably structured to allow automated processing of it.

f. Access Must Be Non-Discriminatory

Data are available to anyone, with no requirement of registration.

g. Data Formats Must Be Non-Proprietary

Data are available in a format over which no entity has exclusive control.

h. Data Must Be License-free

Data are not subject to any copyright, patent, trademark or trade secret regulation. Reasonable privacy, security and privilege restrictions may be allowed as governed by other statutes.

<http://www.opengovdata.org/home/8principles>).

The concept of accountability in the public sector should therefore be used to report the use of resources by the government, and the performance of services. This transparency is a key element as it is a tool and it is observed the process of public decision making. While participation refers to the opportunity to participate in that process. Or as I say Curtin and Mendes (cited by Albert J. Meijer, Maarten Deirdre Curtin and Hillebrandt, 2012), "Citizens need information to *see* what is going on inside government and participation to voice their opinions about this. The crucial question for vision is: what is being made visible?"(2012: 11). In this way, citizens not only have access to information, but participants become active expression. Thus, the choice of users and their views on public services are central to the government's legitimacy.

Recently there has been a strong emphasis on public policy in listening to citizens and users of services through choice and voice. PASC, 2005 (cited in Richard Simmons, Allan Johnston Birchall and Prout, 2011) "defines choice as 'giving individuals the opportunity to choose from among alternative suppliers, whether or not entirely within the public sector'. Voice is defined as 'giving users a more effective say in the direction of services, by means of representative bodies, complaints mechanisms and surveys of individual preferences and views'"(2011: 4). In this perspective, then, the transparency is being discussed today as a solution to problems of legitimacy instrumental and institutional trust (Seok-Eun Kim, 2005). This would not be possible without the collaborative participation among governmental and non-governmental organizations, citizens and civic organizations.

2.a.2.- Pedagogical strategies for teaching the New perspective of transparency

Transparency as a value that strengthens democratic republican political culture of a country, has been the fundamental orientation to teaching strategies focus more to a kind of transparency regarding the sanction and implementation of laws on access to information, whose main objective is to incorporate the principles and internationally recognized standards in the legal system of the country. These include, among others: the maximum aperture of the information, the definition of the set of exceptions that limits access to information in specific cases, the proactive disclosure on the part of state agencies without waiting for accessibility requirements, and the effective implementation of laws, and monitoring of compliance (Baena Olabe, Cruz Vieyra, 2011).

On the other hand there has emerged a new approach that links the design and implementation of systems and procedures in sectors or specific areas of intervention, regardless of the existence of a general law of access to information (or focused sectorial approach).

For sectorial approach means the promotion of access to information through the design and implementation of systems or access mechanisms in sectors or specific intervention areas such as education, justice, development, implementation and control public budgets, financing of political campaigns, or extractive industries, regardless of the existence of a comprehensive regulatory framework for access to information. A central feature of this approach is the recognition that each sector has vulnerabilities own functioning and dynamics, which determine the contents and forms of intervention to promote access to information (Baena Olabe, Cruz Vieyra, 2011: 9)

In this sense, this approach rather than a principle would be a device that makes the policy increases the likelihood of success. "Fortunately, the laws and policies that require companies to provide information have emerged in several policy areas in recent decades. In other work, we called these measures Targeted Transparency, as not only are intended to provide general information, but specific audiences, such as better schools, hospitals and high-quality care and consumer products "(Fung and Weil; 2007: 109). The first generation of transparency was

characterized by openness of all government information to all citizens to fulfill a fundamental political right. Today that openness should focus, so that certain processes, procedures, and specific social sectors to improve and benefit from transparency.

The targeted transparency is a response to the need for specific benefits information and to demand greater order in the information provided by the government. This type of transparency requires the government to standardize and publish specific information, seeking to solve a specific social problem, and stimulate market mechanisms to achieve a specific social benefit.

Targeted transparency policies imply that: 1) the focus is on user information (their needs, interests and abilities to understand information) and 2) are based on the needs, interests and publishing capabilities of civil society organizations public and corporations. Thus, the main objective is to influence the decision making ability of the users of the information (Fung, Graham & Weil, 2007). In this definition it is argued is that an actor (usually the government) tells another actor (a corporation, company etc.) To disclose information for a specific purpose for people to use it. Thus is the state that ultimately decides the legitimacy and credibility of the provision of information. The targeted transparency then be characterized by mandatory public disclosure, aimed at corporations or other private or public organizations, information standardized, comparable and fractionated, with emphasis on specific products or practices and a clear public purpose.

This new approach leads to new teaching schemes raise transparency, given today transformation processes in information technology teaching techniques would be focused on the achievement of competencies, skills and knowledge different.

Table 3

Didactic approaches to the study of transparency in the Open Government

Pedagogical strategies	Sectorial Approach (Targeted Transparency)
<ul style="list-style-type: none"> - The case studies serve to describe a real situation in which a decision must be made public (Kennedy School of Government, Harvard, Case Program, "Learning by Case Method"). 	<ul style="list-style-type: none"> ➤ Focus on mechanisms, systems and procedures that allow access to information in different areas and sectors of government. ➤ Results in the short term or medium term, and specific impact on critical sectors.

<ul style="list-style-type: none"> - Among the types of studies that might be used dichotomous: Micro and Macro Levels (Roberta W. Walsh, 2006): <ul style="list-style-type: none"> □ Micro: would focus on specific aspects of governance primarily leadership, public ethics. □ Macro: This level gives us the opportunity to provide more detail and complexity that appear multiple actors and multiple levels of government that put the areas multifaceted discussion of the decision-making. ➤ Seminar discussions: Are meetings for the students and visiting researchers, have a space that allows them to present their research progress, thereby fosters a dynamic feedback between the exhibitor and his companions, which in turn results in not only support for doctoral students but at the same time causes an integration between students. 	<ul style="list-style-type: none"> ➤ It builds on existing legislation. ➤ Easier to identify and develop opportunities for political will. ➤ No need of large coalitions of interests to implement access mechanisms or systems. ➤ Easier users to interpret the concrete benefits of implementing policies or mechanisms. ➤ Increased flexibility to measure results.
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Source: own construction

We see then that while the discussion seminar takes advantage dynamic debate between an expert and students, the case study takes its importance because:

- The make students active participants and not receptacles, and therefore the lesson are more interesting;
- The emphasize the political nature of public decision-making and the forms of rationality;
- The facilitate the process of learning by discovery, whereby the general principles of public administration, management and policy analysis are derived from cases (Minogue, 1982, cited by Ayee, 2010).

Stake (1995, cited by Barzelay and Cortázar Velarde, 2004) gives instrumental argument in cases when he states that the study of a singular experience makes sense because it allows us to respond to a concern, question or problem that exceeds the experience in question. In this sense, "the researcher or teacher's concern goes beyond the intrinsic value of the experience, but also requires the same analysis to generate knowledge and learning on questions or topics in order to develop a systematic body of professional knowledge" (Barzelay and Cortázar Velarde, 2004: 8).

2.b.- Axis of management

In this axis explain three components. The first is the collaborative participation, it's defined as the potential that includes the diverse voices in the public policy process and the making of the decision itself. It is a collaborative approach to participation that results in the association of citizens organizations that share resources, knowledge, strategies for achieving the quality of government and the making of public policy. The second component assets relate to certain features of intergovernmental relations and their implications, and the last component is the Public-Private Partnerships tools understood as articulating a kind of government-business relationship.

2.b.1 Collaborative Participation

To which we refer to participation call it collaborative? It is clear that for collaborative participation to crystallize and become a factor of democratic deepening, it is necessary the existence of a government policy that enables closer through dialogue between government and citizens, it would have had room for the care and demand management, negotiation and dialogue and cooperation between them. The collaborative participation differs from classical forms of participation by the disconnection with the workmanship in decision making. Teresa Harrison, Santiago Guerrero, G. Brian Burke and Meghan Cook (2011), claim that deliberation and participation should be an opportunity to exchange views in order to determine the course of action, in other words, would ensure that different points of view of citizens, groups civil and non-governmental actors are incorporated into government action. That is, collaborative participation occurs in the time individuals are an integral part, with its expertise, along with the government in the process of the making of decisions to generate solutions that will then be implemented. This implies a change in the play of both political legitimacy, social skills and non-governmental actors, as well as changes in public organizations pressured by increasingly complex environments (Hal G. Rainey, 2003).

The collaborative participation then, does the government opened a possibility of dialogue, communication, trust and legitimacy and that calls for different sectors of society to work together, recognizing that citizens have information that can be used to solve public problems. According Ank Michels (2011), four types of democratic innovations are proposed to improve

the quality of democracy through citizen participation: increased subject knowledge, civic skills, public engagement and decision support among participants. Assuming this way, we see a key phenomenon that shapes and systematization to participation. We refer to the multiple objectives that it has and would be based on the role given to the citizens, and depending on what you get rulers (Font, Brugué and Goma, 2006).

Table 4
The multiple objectives of citizen participation

Depending on the role given to citizens	Depending on what obtained rulers
<ul style="list-style-type: none"> - Right to be informed - The right to be consulted - The right to take part indecisions 	<ul style="list-style-type: none"> -The availability of collaborators -The political legitimacy - The improvement of decisions - The strengthening of social capital

Source: Font, Brugué y Gomà, 2006

As for the role given to citizens is important to see the different mechanisms of participation: tools that claim to offer information to a passive citizen; mechanisms that want to give voice to citizens and their associations, if only to know what they think, and the instrument that allows citizens to transfer power, and therefore the ability to make decisions to civil society. As for what they get rulers, it is important to indicate that the participation, they manage to have collaborators, political legitimacy, to improve decision making and strengthening social capital.

Another element that incorporates the vision of collaborative participation is public value. Public value refers to the value created by government through services, laws, regulations and other actions. In a democracy, these values are ultimately defined by the user public. The values determined by citizen preferences expressed through a variety of means and reflected by the decisions of elected politicians (and Muers Kelly, 2002).

Thus, this concept assumes that people have the ability and freedom to express their preferences regarding the activities and results of the public administration. It also assumes that the government have the will and the capacity to accommodate objectives to citizen preferences, and more than that, assuming that the required deliver public value, people will be willing to pay for it with money, with the vote, or volunteering their time to work with the government. This is a

transparent relationship between citizen and government whose central feature is the ability of the government to focus its work on what matters most to people, and give them services. Seen this way, you need the kind of leadership change government authoritarian solutions provider that uses its authority only for making public policy decisions to a government that creates environments and contexts in which citizens make collective problems facing to decide together what they want to do (Moore, 1995).

In this sense, expresses the same Moore (1995) that the negotiation, public deliberation and political agreement become necessary tools for agreements on what is more valuable to society as a whole. And it is based on social learning-idea-associated deliberation and leadership actions that citizens can devise solutions and mobilize action. "This aspect may be particularly important when the "solution" to a public policy problem requires many individuals to invent their own adaptations to the problematic realities they face –including a recognition that they can no longer be insulated from the problems by powerful others" (Moore, 1995:183). Creating public value through collaborative participation implies that in this process are presented different perspectives that can help make decisions makers a more informed decision. Thus, citizens should be familiar with public officials to facilitate better treatment of common problems constituted as the most desirable policy options. It is then to redefine the public interest in terms of dialogue. On the one hand see the opinion of the people as a citizen and public official's main role will be to serve and facilitate the participation of, and in collaboration with citizens.

2.b.2.- Intergovernmental collaboration

Who do we mean Intergovernmental Collaboration? We understand this component, for the purpose of specifying the model of Open Government, as the management of intergovernmental relations or administrative coordination can occur, both federal governments, as unit. The socio-economic, political and social changes that have been occurring in recent years have created a different set of restrictions and demands on the government's vertical. These changes have affected the intergovernmental management include:

First, the increasing scope of activities which cuts across a sector, changing views on the role of government and creating interdependence between orders of government as well as public-private interdependence, focusing on results;

Second, new management skills that makes the changes described above locate new demands on governmental officials, and;

Third, the international expression of these changes have coincided with the development of what has been called the New Public Management and democratic governance. But what are the instruments of intergovernmental relations?

Given the complexity of the bonds generated between intergovernmental actors and performance criteria of the Open Government could identify four such instruments of government (Beryl A. Radin, 2008):

1. - Structural instruments. These have to do with formal roles and relationships, authority and leadership models, rules, regulations and policies of formal roles mechanisms for integration and differentiation. Aspects such as the design and redesign of organizations that impact forms of authority and leadership classics performed by long time other committees structural instrument are shown on the horizontal level of centralized power to change the decentralized instrument also have coordination and efficiency, this means making it easier to manage both the vertical and horizontal intergovernmental relations.

One important tool is deregulation also expressed in rules, policies and regulations to control and intergovernmental relations that serve to enhance accountability (accountability). Another important tool is the devolution of power (devolution) and decentralization. That is, the delegation of power from the national government to the states and the municipalities of these. Or NGOs.

2. - Instruments program. This category of instruments relates to the application of resources and the redesign of programs and types of transfers from the central or federal government to states and municipalities. In many cases these have emerged as a result of lobbying by states and municipalities. This has led to major changes in the purpose of the transfers. Another instrument is the partnership program (partnership) on priorities and incentives enter the different levels of

government, and of these with the private sector (PPP: Public-Private Partnership). While municipalities and states traditionally have been partners in the intergovernmental arena, now generates a new form of partnership in response to the tensions inherent in intergovernmental relations. They share ideas, information and other resources to generate specific public actions. Also another instrument in this category refers to the collaboration we based it on that lone agency or service system cannot effectively respond to a set of requirements submitted. The interagency collaboration partners expected to lose total control of resources in favor of a group of processes and resources, funding and implementation and evaluation of new services.

3. - Instruments and research capacity building. It involves building the capacity of empowerment at all levels of government would be considered just as instruments capabilities. The tools in this category are research, information dissemination, training and other forms of capacity building and technical-bureaucratic skills. For example, research in public policy is crucial to help promote interagency coordination.

4. - Instruments behavior of intergovernmental relations. The vision of accountability requires attention to the processes of individual and group communication and processes that deal with conflict management:

- Conflict prevention in an intergovernmental context draws attention in building consensus among stakeholders of the policy arena.
- In intergovernmental relations in an environment of scarce resources and political uncertainty, demand openness in government interactions.

2.b.3.- Public-Private Partnership

What is the Public-Private Partnership? The New Public Management brought administrative reform that emerged in response to the growing problems forced the government operation linked to the purpose of being faithful to their public mission and try to do it effectively and responsibly (Aguilar, 2006). In this context, the New Public Management can be defined as the inclusion of private sector practices in the public sector. These practices were taking different

forms that are expressed today in the case of Public Private Partnerships (PPP) that include private sector involvement in public services and that have been used in all continents, in many countries and in many different sectors¹¹.

Public-Private Partnerships were formed in a fashion in the United States in the early 70s when governments take turns to private sector efforts or demands through a pact to expand government capacity. (Bovaird, 2004, cited by Frans Jorna, Pieter Wagenaar, Enny Das and Jezewski, 2010) sees this as a kind of partnership agreed work (involving a contract) between a public sector organization with organizations outside the sector. One can start the PPP is an alternative to privatization given the increasing complexity of both public problems and the way to solve it. In this sense, Mark Moore (2006) argues that there is a macro-institutional interdependence between public and private. Thus, "public law designed to protect property and ensure public order and a fair relationship between citizens, cannot easily be imposed without obedience and social control provided by the consent and agreement of the private sector" (2006, 4-5). Furthermore, Diederik Verschuere Vancoppennolle and Bram (2011) explain that private sector participation in the provision of public services has a destiny of consequences and implications for the actors and stakeholders involved: service users, the service provided by organizations and the government as a regulator and director of network services offered.

We could list several advantages of Public Private Partnerships. One is partnering with networks and trust¹², mutual obligation holistic character and seen as a third way (let let market state), the expertise, capital and administrative capacity to narrow the gap between plans and results. Thus, this form of management would move to resolve the fragmentation of structures and processes and to smooth the responsibilities and accountability (accountability). This is the hierarchical authority and vertical control are less relevant because private organizations have a degree of independence from the government. When private actors of different types offer the same

¹¹ For purposes of the concept of Open Government that we assume in this paper, we relate the PPP only as a network of collaboration between the private sector (business) and government.

¹² According to Erik-Hans Klijn, Jurian Steijn Edelenbos and Bram (2010), ". Remarkably, there have only been a few studies on the role of trust in networks from a public administration perspective. That is surprising because trust is supposed to be important in situations of high uncertainty. These include situations where it is difficult to rely solely on contracts, bonds and penalties, which are the types of situations actors face when they are part of governance networks." (2010: 194)

services, the authority is also a challenge to safeguard the transparency of service provider networks, as well as to direct and regulate the relationship between service providers and users.

Mark Moore tells of several elements in the new form of Public Private Partnership. First, the microacuerdos. "What we mean by this, ... rather refers to private agreements between officials of private organizations on the one hand, and public officials on the other. Officials who control both the property and represent the interests of specific public and private agencies seeking to cooperate and reach agreements through which both sides of the transaction can do better (on their terms) than either alone "(2006). Second, the public-private negotiation as a key aspect of the partnership between the two. And third, the process that occurs regularly in the institutional context. So then, ".. the simplest partnership between private and public sector is one in which the government starts with a well-established public purpose and then seek help from the private sector to achieve that purpose" (2006: 7). Here the public sector regulatory emanated is essential. To give an explanatory sense given the two axes (transverse and management) use the following table summarizes the performance criteria of open government:

Table 5
Performance Criteria Open Government

Transverse components and management	Must have characteristics that axes	Institutional conditions	Performance Criteria Open Government
Transparency	<ul style="list-style-type: none"> -Availability of Information. -Focused information access - Access channels diversified - Usefulness of information. - Timely - Quality of information - Accountability 	<ul style="list-style-type: none"> -Administrative capacity: <ul style="list-style-type: none"> - System of rewards and punishments - Technical-bureaucratic Skill -Organizational capacity: <ul style="list-style-type: none"> -Availability, organizational purposes and functions -Strengthening accountability - Capacity policy: <ul style="list-style-type: none"> - Voice and participation Technological innovation-capacity or tics. -Transparency targeted on management components. 	<ul style="list-style-type: none"> -Efficiency: targeted information flow and social obligations. - Efficiency: use of information for decision-making. - Legitimacy based on the participation of the actors and their commitments.
Collaborative Participation	<ul style="list-style-type: none"> - Influence on decisions. - Monitoring of government action and public policy. - Citizen participation-targeted collaboration and co-management. 	<ul style="list-style-type: none"> -Administrative capacities: <ul style="list-style-type: none"> - Jurisdiction of civil servants - Organizational Capacity: <ul style="list-style-type: none"> - Networking with citizens Game-Rules governing relations between actors - Capacity policy: <ul style="list-style-type: none"> - Negotiation skills -Technological innovation capacity and Tics 	<ul style="list-style-type: none"> Efficiency: level of trust in collaborative networks. - Effectiveness: Quality of services and goods with public value. - Legitimacy: based on stakeholder participation. - Trust: collaboration of actors
Governmental collaboration	<ul style="list-style-type: none"> -Intergovernmental -Intragovernmental -Administrative coordination 	<ul style="list-style-type: none"> -Administrative capabilities: <ul style="list-style-type: none"> - Technical-bureaucratic -Training and participation - Organizational Capacity: <ul style="list-style-type: none"> - Structure and distribution of roles and responsibilities - Sleep, coordination and collaboration intergovernmental - Legal authority to make other orders of government programs abide - Capacity policy: <ul style="list-style-type: none"> - Negotiation skills - Technological innovation capacity and Tics 	<ul style="list-style-type: none"> -Efficiency: level of trust in networks -Effectiveness: quality goods and services with public value. -Legitimacy: based on the participation of various governmental. -Confidence: attachment to the contract -Government Accountability active
Public-Private Partnership	<ul style="list-style-type: none"> -Public-Private Partnership in different forms and expressions: - Public Service - Infrastructure 	<ul style="list-style-type: none"> -Administrative capacities: <ul style="list-style-type: none"> - Competence of civil servants - Organisational Capacity: <ul style="list-style-type: none"> - Responsibilities, purposes and functions of the organization. - Rules of the Game (full contract) - Strengthening of accountability -Technological innovation capacity and Tics Politics-Capacity: negotiation capacity 	<ul style="list-style-type: none"> -Efficiency: level of trust in the association -Effectiveness: quality goods and services with public value. -Legitimacy: based on the participation of private public actors. - Government Accountability

Source: Own construction

2.b.4.- Application pedagogical strategies axis of management

Teaching for axis open government management is one of the fundamental challenges. Three elements are important for the implementation of teaching strategies in this view of government. First, being collaborative citizen participation, we find two aspects, one displayed to the role of citizens within their rights and other the benefit of citizen participation in government as a public services providers. The second element is the question of intergovernmental cooperation, which is explained by the different collaborations and cooperation or partnership as both intergovernmental and intra-organizational, and the last element management shaft open government is the public-private partnership.

Of these three elements of Open Government, we present some criteria for making sense from a viewpoint pedagogical:

- Professionalization of teachers for research Open Government
- Improving research in the classroom
- Fostering of critical analysis of both teachers and students
- Understanding of phenomena associated with the new configurations of states and society
- Study of public ethics linked with the new processes of transparency
- Study of the phenomenon of collaboration

Given the above stated, we propose the following teaching strategies: lecturing, Role-playing simulation, Group project assignment, Assigned reading and class, Field trips, and Case Studies.

1.- Lecturing:

According to the Center for Teaching and Learning, University of Stanford, “Traditional lecturing can be an effective way of communicating information and demonstrating processes; however, it’s always a challenge to maintain the active interest of an often sleep-deprived audience for such a long period. Even if it’s been some time since you were an

undergraduate sitting through a large lecture, simply consider what it takes to sustain your interest at an academic talk—then imagine being tested on the talk afterwards- While the lecture material may seem inherently fascinating to the lecturer, even highly motivated listeners lose concentration periodically and must find ways to reengage themselves with the lecture” (<http://ctl.stanford.edu/handbook/lecturing.html>).

2.- *Role-playing simulation*

Based on the perspective given by Phil Bartle in his dynamic *Role playing and Simulation Games. A Training Technique* (<http://cec.vcn.bc.ca/cmp/modules/tm-rply.htm>). Role-playing, or "learning through acting", is a technique that requires participants to perform a task in a realistic situation simulating "real life". This type of exercise is an effective means to take in and absorb the content and substance of new ideas. It facilitates an active understanding of the information and gives participants the opportunity to apply new skills and abilities. The simulation serves as a rehearsal on how to conduct future activities. By recreating models of real situations, which "play out" a problematic scenario, the participants are given the opportunity to see the situation from perspectives other than those they might be taking in reality. Both the participants and the facilitators have an opportunity to see "hidden obstacles" that may arise in dealing with the problem and can then explore alternative ways of addressing them. The participants not only rehearse their own behavior in a particular situation, but also have the opportunity as a group to evaluate how effective the staged resolution of the problem actually was.

Role-playing is one of the effective methods to learn and gain experience. An individual is likely to remember their personal feelings more intensely and for a longer period of time. The role game helps to analyze how people behave in a certain situation, how to evaluate and predict their reactions. Therefore, to gain the maximum effect from the role game, proposed situations should be as close to reality as possible.

3.- *Group project assignment*

Project Assignment groups are used to assign many users quickly to project tasks. In the Outline view or Edit tasks/phases view of the project, “Assignment group” is hyperlinked

to a list of the users included in the group. The same user can belong to different assignment groups. Assigning a group to a task has the same effect as assigning the individual members of the group.

If a group is functioning well, work is getting done and the construction processes of group to create a positive atmosphere. In good groups individuals can contribute differently at different times. Cooperate and human relationships are respected. This can happen automatically or at different times, individuals can do their job to keep the atmosphere and human aspects of the group. The idea is to create a project-media group by following these steps:

- Create a multimedia work that you can present to the class. The work can be on a topic and in a format of your choice, but all group members must agree on both the topic and format.
- Include at least two of the following forms of media: images, video, sound, animation, text, graphics.
- Be sure that your presentation lasts between 1 and 5 minutes.
- Be sure that you can publish your work in digital form without breaking
 - o copyright law.

4.- Assigned reading and class

This strategy helps students focus readings with the idea of rescuing and secondary key ideas of the text and present it to the group. You can also create reading aids or activities that help students do the following when they read (Anne R. Reeves, 2011):

- Identify what the author expects the reader to know or understand already, and find out about it if necessary. This may be as simple as looking up the meaning of unfamiliar terms or as complex as reading other material to learn something about the context of what is being read.
- Identify the work the author expects the reader to do, such as filling in gaps, making inferences, noting contradictions, visualizing, imagining, suspending disbelief, and putting facts together.

- Summarize what has been read so far.
- Identify important details or points.
- Identify how the details go together to make a big picture, an overall story, or a few big ideas.
- Compare and connect what is learned from the reading with other things already known.
- Pose questions or make predictions about what the author has in store.

5.- Field Trips

According to Yale College (<http://yalecollege.yale.edu/content/academic-field-trip-policies>), Academic field trips can be an important—and enjoyable—element of education. They often significantly enhance the content of a course by providing a type of information hard to convey in the classroom. Used to examine management problems under study.

6.- Case Studies:

As explained by Research and Development of Academic Vice Monterrey Tech (Instituto Tecnológico y de Estudios Superiores de Monterrey –ITESM-) (<http://www.sistema.itesm.mx/va/dide/inf-doc/estrategias/>), the case study technique, is precisely to provide a series of cases representing different problem situations from real life to be studied and analyzed. Thus, it is intended to train students in generating solutions. Obviously, being active teaching method, some minimum required. For example, some previous assumptions on the teacher: creativity, active methodology, concern for comprehensive training, management skills groups, good communication with students and a teaching vocation defined.

We must also recognize that the method is best handled in small numbers. Specifically, a case is a written description that describes a situation that occurred in the life of a person, family, group or company. Its application as learning strategy or technique, as noted previously, trains students to develop valid solutions to the potential problems of complexity are presented in the future reality. In this regard, the case teaches life in society.

And this makes it particularly important. The case does not provide solutions but concrete data to reflect, analyze and discuss in group the possible solutions that you can find to some problem. “The quality of the class discussion depends ultimately, however, on the quality of the students preparation and participation in class. You should think of your class as a team of colleagues that has been asked to work together to solve a challenging problem” (Case Program Kennedy School of Government, 1986).

Table 6
Pedagogical methods of Axis of management

Axis of management	Pedagogical methods
Collaborative Participation	Lecturing: Role-Playing simulation Group project assignment Assigned reading and class Case studies
Intergovernmental collaboration	Group project assignments Case studies
Public-Private Partnership	Field trips Case studies

Source: own construction

A REFLECTION: OPEN GOVERNMENT AND FLEXIBLE PEDAGOGIES

The research progress on Open Government are deepening, and international organizations have taken in both research agendas of their proposals to their governments. From the views supported by the Center for Studies Technology in Government from the University of Albany and the Open Government Working Group, to academic research such as Albert J. Meijer, Teresa Harrison, Sharon Dawes, Beth Noveck, César Calderón and Sebastian Lorenzo among others, the concept based on the axes as transparency, participation and collaboration has been a constant, in which the latter is the dynamic aspect from the policy

and management perspective. In this sense, some contrasts, disagreement and consensus have been taking place, but in the context of these three axes.

The truth is that in this debate on open government are unified two separate elements that we found when we talked on a part of the New Public Management and the other democratic governance. While the first is a management model, the second is a configuration of the society-centered non-state monopolistic dominance of the state. The Open Government issue then would be on the one hand, as a management model, but also, on the other, as a policy proposal that its foundations are structured partnerships between non-governmental actors (citizens and businesses) governmental actors. In other words, a new relationship Government Society. As Tim O'Reilly (2010) today makes clear the government must become a platform of democracy in this new age of information, the government has a responsibility to treat information as a national asset and should become a coordinator and promoter of initiatives people do that today more than ever citizens are online and have the skill sets and passion to solve problems affecting them locally as well as nationally.

In the case of our proposal, we could then specify the three components of the axis of management and transparency axis revolve around collaboration to give new meaning to the legitimacy of the efficiency, effectiveness and efficiency government, as it involves a new relationship between actors who generate information and decision. Informational flow analysis for example, in this sense could be considered as a tool for streamlining and implementation of Open Government by analyzing relational data governance as a specific link between the types of information generated and the role of actors who engage in them.

In this sense, the challenge of incorporating teaching strategies for teaching this new proposal in the context of public administration and a new relationship between state and citizens via collaboration, we join a teaching-learning context supported by skills and knowledge for the exercise of decision making, trust, collaboration and identification of public problems and constructing agendas. Thus, the informational flow is emerging as a key ingredient in the administrative structure of the new government proposal,

characterized by decentralization, flexible and virtual organizations, management changes involving public administration oriented organizational flexibility, network more democratic relationship between the provision of public services and citizens, efficiency and effectiveness.

Open Government is transparency and participation, flexible management structures of the state where political power is distributed (local, state or provincial and national or Federal), and which is divided by political power functions (relationship between the legislature with the Executive and Judicial). So Open Government is in the process of governing network (Networked Government)¹³ which includes public opening of government services¹⁴, public-private partnerships and promoting collaborative multilevel governance.

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¹³Stephen Goldsmith, William D. Eggers y Mark Moore (2009)

¹⁴ It is a variety of flexibilizations supported the transfer to non-state public organizations, non-exclusive activities of the State (volution), especially in areas of health, education, culture, science and technology and environment (Federico Lustosa de la Costa; 2009).

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