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Teaching Guide

OPEN GOVERNMENT

Compulsory Secondary Education





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WHY DID THIS GUIDE COME ABOUT?

The term "**Open Government**" is increasingly used in the news, by the media, in political speeches, in academic work and on social media, etc. It is a new means of understanding the governance of the collective issues that involve the politicians in governments and parliaments, but also each and every person. In short, **Open Government** already forms part of our lives; and it is here to stay.

But, **can it be said that the concept of Open Government is something recent?** Yes and no. There are very old, publicly accessible laws and regulations. For example, the case of **Sweden** dates back to the **18th century.** At the same time, the concept of **Open Government's** return to popularity arrived with the unveiling of the *Memorandum on Transparency and Open Government* in 2009; the first measure adopted by the then-president of the United States of America, **Barack Obama.**

Meanwhile, the **actions by governments and public administrations are in a constant transformation process** in present-day society, above all due to the speed and depth of the technological, social, cultural and economic changes. Thus, **governments and public administrations** world-over want to be increasingly more **transparent, accessible** and **sensitive** due to citizens' needs and demands. If they reach these objectives, they will head in the right direction towards **democratic governance**, greater **social cohesion** and **prosperous economic development.**

Open Government is based on transparency, accountability, participation and collaboration; the characteristics of which we are going to find out throughout this guide**.** This is a *new* way of understanding the governance of societies. Thus, this guide came about as a tool of **Spain's III Open Government Plan** for the **Open Government Partnership**. This document is the result of the need to involve the entire society in a culture of transparency, accountability, participation and collaboration with the public.

Therefore, the ultimate **aim** of this guide is to **bring** the **values and principles** of **Open Government** closer to **Compulsory Secondary Education** students and involve them in the process that is being carried out in many countries around the world. The intention is that among everyone, a more open and responsible State can be built, thanks to the existence of exacting citizens with regard to the actions of politicians, legislative assemblies, judges that give justice and people that work in the management of assets and public services.

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WHO MADE THIS GUIDE?



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WHAT IS THE AIM OF THIS GUIDE?

The guide that you are reading aims to achieve various targets, with it we hope to:

- Promote **knowledge of the Administration** and the **Government**.
- **Generate civic awareness** based on the principles of **Open Government** that result in a benefit for society.
- Share the common **conceptual framework** regarding Open Government on an international level, but also opening the door to discussion.
- To promote the **exercise of democratic citizenship** and **transparency**.
- Know **good practice** as examples of implementation and the putting into practice of **Open Government** policies.

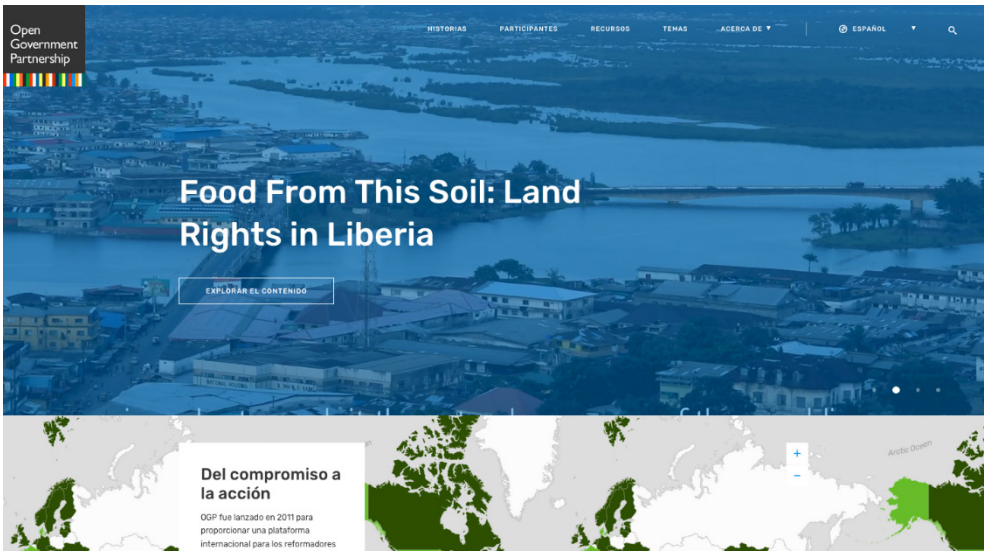
WHY NOW?

The need for **Open Government** has become a priority for many countries around the world. Governments and public administrations in different contexts increasingly cooperate in order to give visibility to this concept and its different dimensions. To give you an idea of this, the **Open Government Partnership** is a multilateral initiative with the participation of States- including Spain- and more recently 15 sub-national entities.

Created in 2011, the **Open Government Partnership** is now made up of more than 70 participating countries, including governments and civil society organisations (particularly NGOs that promote transparency and citizen participation). To be a member of the **Open Government Partnership** it is necessary to endorse an **Open Government Declaration** (which can be download and consulted via the link **https://www.opengovpartnership.org/declaraci-n-de-gobierno-abierto**). In short, the **transparency** and **openness of governments** has increased in importance due to the **diffusion of the concept of Open Government in the political and institutional sphere**, as well as its use in academia and society itself.

Spain's III Open Government Plan and the Open Government Partnership.

We suggest you check this link **(http://transparencia.gob.es/transparencia/transparencia_Home/index/Gobierno-abierto/iiiPlanAccion.html)** which will take you to **Spain's III Open Government Plan**, created in coordination with the **Open Government Partnership** (**https://www.opengovpart nership.org/**). As such you will be able to check how the document is structured, its objectives, its main characteristics and the fields in which it applies, which materialise in commitments (at present, the members of the Partnership have made more than 2,500 commitments regarding Open Government). If you go into the content of the document in more depth, you will be able to verify that one of the activities proposed among the commitments in **Spain's III Open Government Plan** is the creation of this guide. Do you dare to identify which commitment of the plan we are fulfilling with its creation?



Source of the image: **https://www.opengovpartnership.org/**

What can we do so that secondary school students like you become aware of **Open Government**? We cannot limit ourselves to just explaining what **Open Government** consists of, but rather we have to go a step further, adding more concepts such as Government and Public Administration, and carrying out practical actions that help you to understand it, imagining specific issues that affect you in day-to-day life or that affect the people closest to you (family, friends, neighbours, etc.)

Table 1. How can we bring Open Government into the classrooms?

In classrooms:

- Promoting **participation** in school electoral processes.
- Providing **information** (number of students per school year, planning of classes and activities, etc.).
- Promoting collaborative **decision making** among students.
- Analysing the School Board's decision making processes and publishing their agreements.

In daily life:

- Creating a **civic awareness** between students based on the principles of Open Government.
- Bringing knowledge of the Government and the Administration closer to students.



What is the **Government**? And Public **Administration**? How can we differentiate them? Both represent what we call executive power.

The Spanish **Government** is the body that exists by mandate of the **Spanish** Constitution and it has a **political** nature. The Government is made up of one person who acts as President and a variable number of people that are responsible for the ministries that are created in each period or term in office (normally four years). There are also governments in each Autonomous Community.

The **Administration** is the group of permanent bodies that objectively serve the general interests and act in line with the law. Just as there are different levels of government, there are also Administrations on a state, autonomous and local level. The Administration is **subject to the political direction** of the different governments.

This way, you should know that the **executive power**, which is that which applies and executes that laws passed by Parliament (**legislative power**), is the result of **both Government and Administration.** Here we will use the concept Open Government to jointly define these two branches of executive power.

In the following image you can see how the executive, legislative and judiciary power make up the entire "**Open State**", whose essence is derived from an open society. The notion of **Open State** embodies all the State powers (including judicial power) in such a way that it could be considered as the following stage: from Open Government to Open State. Due to the length of this teaching guide, here we will limit ourselves to the notion of **Open Government** (open governments and public administrations), although you should not lose sight of its connection with other State powers, or with society as a whole, as we all make up part of the latter- including you.



OPEN GOVERNMENT WHAT ARE WE TALKING ABOUT?

Open Government is a **government model** for our societies which promotes **transparency** with regard to the actions of governments and public administrations, the **accountability** for their actions, citizen **participation** and **collaboration** with other agents. All of this is based on greater dialogue and balance between those that govern and all other citizens.

Below is a definition that you can discuss with your teacher and the rest of the class, in which the two aims of **Open Government** stand out: **improving decision making** and **increasing citizen involvement in public management**.

> **Open Government** is a means of **socio-political interaction** based on **transparency**, **accountability**, **participation** and **collaboration**, which establishes a way of governing that is more open to dialogue, with a greater **balance between the power** of governments and those that are governed, and at the same time it acknowledges citizens with a co-responsible role. The intended aims are **improved decision making** and **citizen involvement** in public management, by means of an **increase in knowledge** and the launching of **public innovation**. **Source:** Collaborative definition. Discussion on the NovoGob social media.

The definition of **Open Government** highlights the need for a **greater balance between those that govern and those who are governed**, as well as the **recognition of citizens with a co-responsible role**. This means that **Open Government** is a way of governing societies in which there is more approachability between those representatives that are chosen in elections, people that work in public administrations and all other citizens. Furthermore, citizens; you, your classmates, family, friends, all of society, we need to get involved with the day-to-day of **Open Government** so that it becomes a reality.

Context and Evolution

The term **Open Government** appeared during last century as an idea that **aimed to reduce non-transparent areas of opacity** within the actions of governments and public administrations, involving citizens in the control and assessment of its working. Although time has passed since then, **these days were are immersed in a very similar situation** to that of the initial years of **Open Government**. The times we live in bring about the idea of **Open Government** again for various reasons, which initially were not around, and that we can summarise in Table 2.

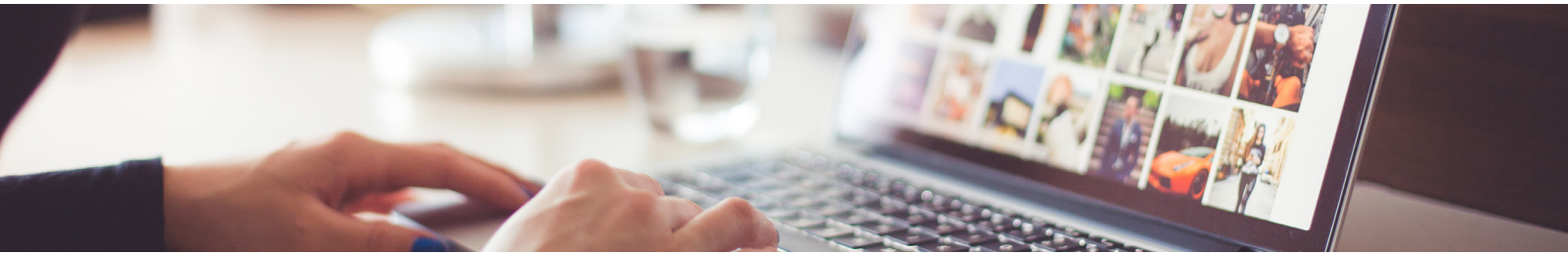


Table 2. Changes that Promote Open Government

- A greater attitude towards the culture of transparency.
- The problems regarding corruption and the bad use of public resources is more evident in the media.
- A participative culture has spread in an increasingly more connected world.
- The need for governments and public administrations to collaborate with more agents in order to solve complex social problems.
- New means of communication have appeared based on new technology.
- We are developing a network society on a global level, above all, thanks to the use of social media and web 2.0 technology.

The most recent changes in our world have come about thanks to human beings' new ways of communicating. These new means of communication originate from the network of **internet** networks and the rapid development of the so-called **"network society"**, thanks to the increasing use of **information and communication technologies**, as well as the use of **social media** and **web 2.0**.

For example, computers, mobiles and *tablets* are transforming our way of studying and working and they enable us to do more activities by means of these communication networks: participate in a discussion between friends or parents on *WhatsApp*, contribute to an idea to improve the town or city where I live by means of Twitter or obtaining information about what the political representative in my local council does via a transparency portal. And all of this without leaving our school or house!



Wikipedia. Have you every searched on it?
Have you every **contributed** to it?

Did you know that Wikipedia is the best encyclopaedia of knowledge that has existed in the history of humankind. On Wikipedia you can find more than 45 million articles written in almost 300 languages, put together collaboratively; in other words, through the efforts of volunteers in different places around the world. We encourage you to check out the definition of Open Government on Wikipedia (https://es.wikipedia.org/wiki/Wikipedia:Portada) in order to see how it is structured in terms of format and content and for you to delve deeper into the topic.

On the other hand, did you know that you can also collaborate in the development of Wikipedia? You can create new articles or improve those that already exist. Check the article that describes the information of your municipality and on the "edit" tab on Wikipedia add the data that you think is missing, such as the number of primary and secondary schools. For this, create an "Education" section and describe the number of schools and their history. If you only know yours, do not worry, share the article and invite other students from other schools to collaborate. It is the best way of getting the best content!



Source of the image: https://es.wikipedia.org/wiki/Gobierno_abierto

Due to all of this, the current resurgence of **Open Government** is inseparable in a social, economic, cultural or political context in which technology is increasingly more important and the means of communication have been transformed. In reality, if it were not for many of these new tools, we would not be able to talk of **Open Government** in the way we are doing so in this document.

Likewise, **Open Government** is more than the use of technology within governments and public administrations. Many characteristics of an **Open Government** can be reached without using technology and they depend on our attitude as citizens who wish to promote democratic practice, but also our capacity to get involved in matters that are common to society as a whole and of understanding that we help political representatives with our opinions and actions about issues that affect our lives.

Principles and Values

An **Open Government** is, above all, a change of **values**. These new values are like the wind that moves the sails of the boat that takes us to **Open Government** and they should be present in all the government and public administration actions, as well as in the people that work within these and in the rest of society. Among the most important values that are necessary to develop to achieve an **Open Government**, we must highlight the following:

- Opening. Informing about what is done and the consequences this has for others.
- Mutual trust. Believing in governments and public administrations, just as they also believe in citizens.
- Cooperation. At all times promoting collaborative actions and attitudes with other people and organisations with the aim of achieving better results compared to what we could achieve in an individual or isolated way.
- Inclusiveness. Rejecting those actions that involve excluding groups of people due to socio-economic reasons, gender, ethnicity, religion, political ideas or due to having any kind of physical or mental disability.
- Integrity. Acting at all times with rectitude, loyalty, honesty, impartiality and good faith.
- Innovation. Being capable of developing new ways of doing things, outside of how things have been done in the past, and exploring alternative means of thinking about what is happening around us.

TRANSPARENCY AND ACCOUNTABILITY

Definition

As previously mentioned, **transparency and accountability** are the starting point for our path towards **Open Government**. **Transparency** is the group of actions through which citizens have the **right to be aware of the information that governments and public administrations possess**. In other words, we can define the application of transparency as the group of **mechanisms through which governments and public administrations should publish information without anybody asking for this**, in addition to guaranteeing the **right to access** other information when somebody or an organisation so requests.

Accountability refers to the obligation of governments and public administrations to give explanations about their actions and to assume responsibility for the decisions they adopt. That is why **transparency** and **accountability** go hand-in-hand: in order to be able to demand that governments and public administrations are responsible for what they do and the decisions they adopt, we must be able to access all the information that they have available. These are two essential pillars so that we can head towards an **Open Government**.

Glass Walls



Therefore, **transparency** is the way in which citizens can discover what governments and public administrations do, as well as the **acts and decisions** that are made through public powers. This is known as having glass walls. Now imagine that your local council building had completely glass, transparent walls, and that everything that happened inside them was visible to everyone in your town and city. This would help us with the **accountability pillar**, as we would be able to hold them accountable in cases of a bad use of public resources.

How to Find or Request Information

In Spain, since the year 2013 there has been a **Law on Transparency, Access to Public Information and Good Government.** This law considers both the active advertising by means of the administrations' web portals and the citizens' right to access.

What is **active advertising**? Active advertising responds to the obligation to publish certain information and data on the public administrations' transparency portals. This information should be periodically updated without a prior request being made, in such a way that any person can access this at any point with the confidence that the information is sufficient, relevant and up-to-date.

The **right to access information** is understood as the capacity that we have as citizens to request any information that we wish from governments and public administrations by means of the mechanisms provided by the *Law on Transparency*, with the limits that are outlined in the law itself.

One of the **tools** that administrations have available to adhere to the transparency are what are known as **transparency portals**. A transparency portal is a **web page** that contains all the information that the Administration makes available to citizens. On the transparency portals we can find, along with other information: the **budgets** of the public administrations, the **salaries** of senior staff, the **catalogues of assets**, contracts and **subsidies or agreements** with other public administrations or bodies, etc.

As an example of a **transparency portal**, we can mention the **Government of Spain's Transparency Portal**, which has more than half a million accessible registers. There are also transparency portals in each of the Autonomous Communities and Cities and the Local Administrations.

The Government of Spain's Transparency Portal

If you access Spain's Transparency Portal via this link (http://transparencia.gob.es/) you will be able to verify the amount of data and information available. We challenge you to investigate on the Portal and identify the CVs of the Government Ministers. The CVs of the senior politicians should be available on the transparency portals of all administrations, as such you should also be able to do this on the transparency portals in your Autonomous Community (you will be able to find them all at the end of this guide) or even on the portal of your own council. We also suggest you check the public calendar of the day for a senior member, information that should be available, and that you compare this with their activity on social media. Is their complete calendar available on the portal?



Source of the image: http://transparencia.gob.es/

The **transparency portals** are made up of **various sections:**

- Institutional information, we where can find information regarding the government of the institution.
- Regulatory information, where the legislation of interest regarding the Administration that owns the transparency portal is gathered.
- Economic information, where information regarding budgets can be found.

How Can we Exercise our Right to Access

It may be that the specific information that interests us is not available on the transparency portal and we want to exercise our **right to access.** A very interesting example of this is the average *selectividad* university entrance exams grades gained in different schools in each Autonomous Community. It is not compulsory to publish this information. However, the situation has arisen in several Autonomous Communities in which this has been requested by means of the right to access and the autonomous administrations have made this public. On occasions this has even been permanently incorporated onto the transparency portals.

At the end of the guide you will find links to the transparency portals of all the Autonomous Communities. Choose yours and try and find out if the information we are talking about is available. If it is not, you can exercise your right to access the information by requesting it. If you achieve this, share it with your classmates to see which position your school is in.

To exercise the **right to request information,** there are **forms on the transparency portal or other means of contact** through which we can request the information that we need. The Administration has a **time frame of 30 days** to respond to us and provide the information we have requested.

What if the **Public Administration does not respond?** If the Administration does not respond, we can **file a complaint with the relevant Transparency Board. The transparency boards** are bodies that we find on an national and autonomous level in certain Autonomous Communities that endeavour for transparency in the public administrations in Spain and to resolve these kinds of situations.

Council for Transparency and Good Governance

If you want to request any information that is not available on the transparency portals of the corresponding Administration, the Transparency Council will help you to get this. On their web page you can find the details to start the complaint process in order to request the unavailable information. Here you can also check the decisions issued regarding transparency recommendations to other administrations and public bodies. Check the themes regarding **these decisions** (via this link **http://www.consejodetransparencia.es/ct_Home/Actividad/Resoluciones.html**)and ask the Administration of your choice for some information on those decisions, exercising your right as it is a decision from the Council for Transparency and Good Governance. The transparency boards endeavour for the effective fulfilment of same, as well as in the Autonomous Communities.



Source of the image: **http://www.consejodetransparencia.es/**

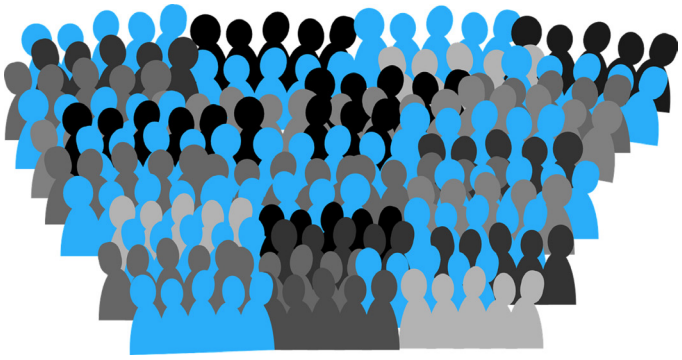
CITIZEN PARTICIPATION

Definition

Citizen participation is the following stage in our path towards **Open Government**. **Citizen participation** aims to involve everyone in society in the actions and decisions that affect us. In the past, the design and launching of public actions with regard to education, sport, libraries, public transport and parks and gardens was considered to be the almost exclusive responsibility of the political representatives.

The **participation** in **Open Government** means changing this way of acting in order to involve everyone in the actions adopted by governments and launched by public administrations. In short, **citizen participation** involves everyone in public politics, in other words, it involves everyone in education, health, transport, the environment, etc., all those issues that affect society as a whole. With citizen participation, the active position of citizens is reinforced in the management of public matters.

Through **participation mechanisms**, we will empower citizens to express their **opinion on all those public projects** that affect them. But it is also important to enable governments and public administrations to be aware of the ideas and knowledge that are dispersed within society these days.



In any case, citizen participation should be planned well in order to avoid problems, for example, that only groups of people participate or that the participation does not translate into real changes for society.

How Do We Participate?

The main, and most well-known, way of participating politically is to vote in elections. However, in the context of Open Government, participation goes far beyond that.

On the one hand, the **participation in public matters arises from the relationship between governments and public administrations with citizens** in order for the creation and evaluation of **public policies** in matters that affect us all: education, health, transport and the environment, etc.

For example, a request could be made so that the General State Administration passes a law that prevents the selling of highly polluting cars. There is also the possibility of participating in a citizen consultation on sugary drinks for young children in which the government of the Autonomous Community is requested to prevent schools including sugary drinks on the school dining menus for students.

On the other hand, **participation for the design of public services aims to incorporate people's vision and experience from the perspective of the users of certain public services**, such as a student at a school, an ill person that accesses a health centre, or a sports person that goes to a municipal sports centre. The aim of this type of participation is to **contribute to the design, redefinition and/or improvement** of public **services**, meaning the school, health centre or sports centre.

For example, a **health centre** can open a consultancy process or a discussion group with the residents in the neighbourhood in order to improve the care offered. In one of these meetings an association of people with reduced mobility could suggest the need for all entrances and exits to be completely accessible and for there to be ramps adapted for wheel chairs. Those that design the activities in a sports centre could hold an assembly in which teams and clubs from the municipality participate in order to find out the needs that each sport has. With this it would be far easier to plan the spaces and timetables that are necessary for each sport in terms of the needs that had been highlighted. Here, citizen participation enables for a greater design of the service and shows that by giving a voice to citizens it is possible to improve what governments and public administrations do.

Those that design the activities in a **sports centre** can hold an assembly in which the neighbourhood's sports teams and clubs participated in order to find out the specific needs of each sport. This will make it easier to plan the spaces and timetables needed for each sport depending on the highlighted needs. Here, citizen participation enables for a greater design of the services and demonstrates that, by giving a voice to citizens, it is possible to improve what governments and public administrations do.

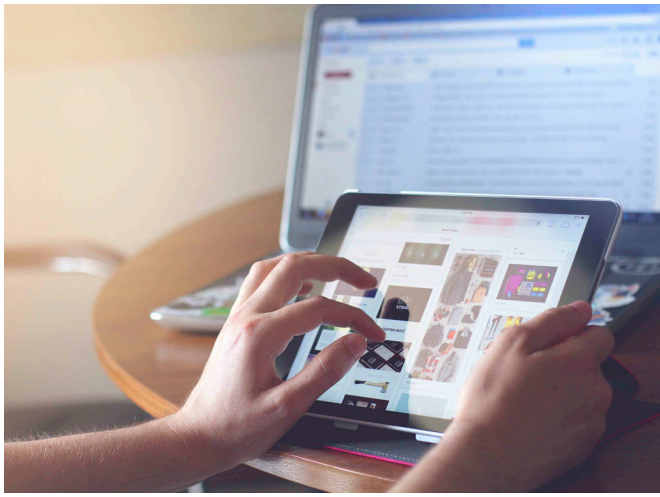
Participation in the Spanish Youth Council

As we have seen, we can participate through other means such as consultancy bodies, suggestions or complaints, right to request, etc. An example of this type of participation can be found in the Participation in the Spanish Youth Council, which through Spain's III Open Government Plan is promoting the interaction between young people and those responsible for public policies, both on a national and European level.



Source of the image: http://www.cje.org/es/

In the current context, **citizen participation can go beyond the internet and digital networks.** In the previous examples participation has been understood in terms of in-person participation: assemblies, meetings and discussion groups, etc. It was necessary to be present at a specific time and place to be able to participate.



These days, the **internet** is a new space for citizen participation. Citizens have different tools available that enable them to publish any thought, proposal or suggestion, etc., interacting with governments and public administrations and with other people on an equal level, anywhere; without the need to be physically present. In other words, citizens have the opportunity to develop **new ways of becoming close to political institutions, breaking the traditional rules.** That is why it is essential to take advantage of the advantages presented by technology, whilst also being aware of their problems.

So that you can better understand what this new citizen participation would involve, we must highlight the work of the local councils to promote **citizen participation** on the internet. On a general or specialised web page, some councils enable local residents to decide how to spend their money (choosing between various options), whilst others have consultations about how to rename a street or what option to choose to redevelop a public square. And in these cases, you can participate from school, the library or home- and at any time of the day!

Online Citizen Participation Platforms

Spanish local councils have been very active with regard to developing specialised online platforms for citizen participation. There are so many cases in all Autonomous Communities and Provinces, and only a few of these can be highlighted. As such we have selected two of the largest Spanish cities: Seville and Madrid.

In both cases, the councils have developed a specialised online platform (Decide Sevilla, in Seville, and Decide Madrid, in Madrid) in order to promote citizen participation. We suggest that, with your teacher, you access the web page of each of these and discover what options there are to participate and the opportunities they offer to citizens.



Source of the image: https://www.sevilla.org/decidesevilla/



Source of the image: https://decide.madrid.es/

COLLABORATION

What Does It Involve?

Collaboration is the final stage of our trip to **Open Government**. Collaboration can be understood as the creation of new meeting, dialogue and work spaces where all governments and public administrations participate, including other civil society organisations (NGOs), unions, business organisations, as well as communities of citizens, with the aim of co-creating and co-producing public services. The concept of **collaboration** highlights the value of **innovation**, which as you know refers to doing things in a different way, or even doing things that had not even been imagined previously.

There are many elements for **collaboration** under the umbrella of Open Government. On the one hand, it is important that different governments and public administrations (councils, Autonomous Communities and the General State Administration) understand each other and develop common solutions that benefit society as a whole.

On the other hand, it is essential to integrate all other social agents, given that, due to their growing complexity, governments and public administrations cannot solve social problems in an isolated way. This is a case of recognising that other agents within society, such as companies and tertiary sector organisations (NGOs), etc. can actively contribute to benefit society as a whole with ideas, proposals and solutions.

Of course, **collaboration** cannot come about without everyone's participation. Citizens are the main asset of **collaboration** for an **Open Government**, to the extent that anyone that has capacities, knowledge and know-how can be of use in order to solve specific problems that affect our societies.

As you can imagine, the **collaboration** to build an **Open Government** connects many agents, knowledge and ideas, and it thus requires a in-depth cultural change. The collaborative effort, in a network, is a value in itself and it is necessary in order to promote new perspectives in order to understand problems, work methodology and practices so as to reach innovative solutions.

In short, **collaboration** is made up of different **initiatives that arise from civil society** for the generation of **public value**, in other words, that improve the life of a specific community of citizens that are affected by a problem**.** An initiative close to you, for example, could involve creating a community in the educational scope in order to improve school performance. The collaboration among different agents that make up part of a community (students, teachers, families, experts, etc.) will result in an innovation prototype that could be used in other educational contexts beyond your school.

Practising collaboration to de-congest the traffic in cities

An example of **collaboration** could be a group of councils that try to resolve a common problems, such as the lack of the use of bicycles in city centres, in order to de-congest car traffic. To try and reach a solution, the councils- in addition to working in connection with the **Spanish Federation of Municipalities and Provinces (FEMP)**- could create a community with all the agents affected by the issue (companies, tertiary sector organisations (NGOs), etc.) as well as groups of affected citizens (cyclists, city centre residents, traders, etc.), and experts in urban mobility.

The practice of **collaboration** involves imagining solutions based on **innovation**; on doing what has been done before in a different way, or doing what has never been done before. For this, proposals for solutions must be suggested that achieve improving the common good and that positively affect different matters: the environment, people's health, the quality of life of those that live in the centre, the sustainability of businesses in the area, etc. As you can imagine, reaching an agreement with all these groups of agents with regard to alternatives and ideas is not simple.

Practising Co-Creation

Co-creation is putting **collaboration** into practice; in other words, it is a way of generating knowledge using experimentation by means of the interaction between institutional, social and political agents. This involves putting the collaboration into practice though methodologies that enable for solutions to be headed towards based on **innovation** for real social problems.

Co-creation acts on specific problems by **means of trialling ways of participating in order to analyse, intervene and come up with solutions**, as well as how to advance towards transformation processes in the behaviour of affected agents, in such a way that new and joint perspectives are facilitated regarding social problems. Thus, the **collaboration** efforts among people that work in public administrations, academics, the private sector and different civil society organisations can be translated in the **increase in the legitimacy and responsibility in the management of public matters**.

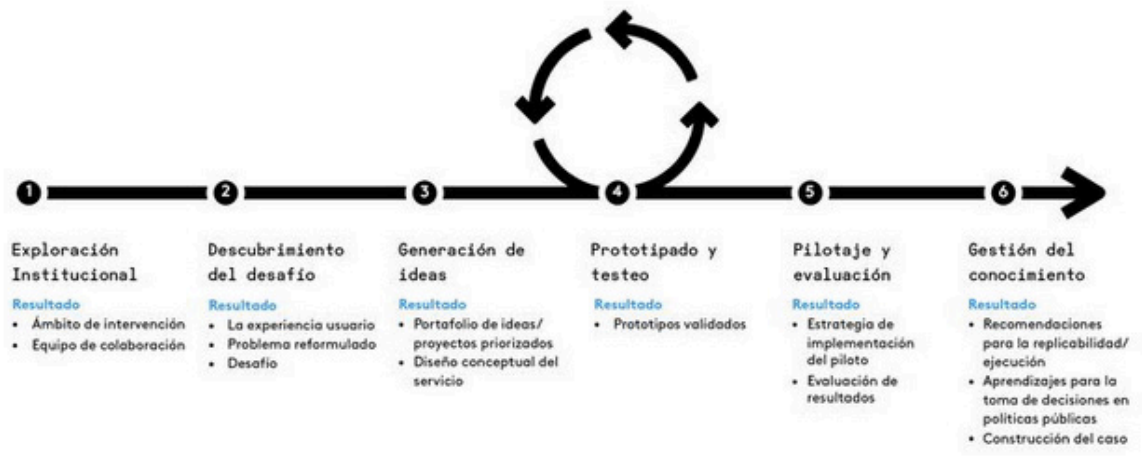
In short, **co-creation** is translated into the drive for open **innovation**, creating new public services and improving those that already exist. **Innovation** should therefore be understood as the group of creation processes of these new ideas, along with their application and transformation to benefit society as a whole and it **should be adapted to the context of the different situations, organisations and people involved.** Likewise, organisations and people should adapt themselves to new activities and results derived from the innovation.



Innovation Laboratories An International Experience

Public innovation laboratories are co-creation solution spaces, following the idea of collaboration in Open Government. The Chilean Government's Laboratory is an example of this, it is a space to generate collaborative dynamics with all the agents affected by different problems. It is important to remember that the practice of collaboration, as well as the co-creation processes aimed at creating innovations, are guided and require work methodology so that they can really be effective.

The figure below shows the methodological process carried out in the Chilean Government's Laboratory. This model is aimed at the management of innovation in public services by means of six stages that go from the exploration of a problem up to the creation of a solution prototype. The whole process involves the intervention of numerous agents.



Modelo de Innovación del Laboratorio de Gobierno, 2016



Source of the image: http://www.lab.gob.cl/

SUMMARY

Through this teaching guide we have wanted for you to delve into the world of **Open Government**. Perhaps at first it may have seemed distant, but we hope that you now consider it to be something that affects you very directly and personally. **Open Government** is a philosophy, a new way of governing our societies and understanding our governments and public administrations, based on **transparency**, **accountability**, **participation** and **collaboration**, with the aim of taking advantage of citizens' knowledge to involve them in the improvement of our societies. It is a journey through stages that requires involving everyone in society- including you. We hope that starting from now you also become part of the **Open Government** community. We need you.

WE ARE GOING TO BUILD AN OPEN SCHOOL

Up until now we have see the more theoretical and conceptual side of Open **Government**, alongside a few practical examples. Now we will start the practice of the principles of **Open Government** through exercising it in the classroom and, specifically, at your school. How can we introduce the values of **Open Government** in educational centres? Or better said, how can we put **Open Government** into practice in your school?



Your school has a group of bodies that are responsible for "governing": the centre's management team- made up of the management, the administrative office and the head of studies-; the teaching staff- made up of all the teachers- and the school council- made up of teachers, students and their parents and representatives from the local council where the centre is located.

In the following sections we will explain to you how you can have an **Open School**. In other words, we want the activities at your school to be undertaken with transparency, so that the people that "govern" are accountable for their actions, that students and teachers take part in the decisions that are made and that other agents and institutions collaborate to improve the public service that is provided: education.

Afterwards, we will offer you a group of actions focused on that and some steps that you should develop in order to achieve this.

To have a transparent school...

Remember that **transparency** enables us to obtain the information that we need from a public administration. In this case, we will focus on your school. In order to achieve a transparent school you must bear in mind that there is a law on transparency that limits the information that we can request. However, there is a large amount of information that we can request in order to use it and re-use it.

Below we will explain the three basic steps to achieving a transparent school: firstly, selecting the information; secondly, requesting the information that we need; and finally, studying it and re-using it in the relevant context.



Step 1: Choose the information

To start it would be interesting to create a catalogue with all the school information that you may need. A school has a lot of information, and therefore it is essential to know what we want to request and which data is interesting. As an example, we can request the centre's general annual schedule (which contains the programmes of the different subjects that are studied), the school's educational project (which explains the school's project with students and their families), the centre's academic results (average marks per school year and failure rates), the number of students per class, the number of teachers, the centre's annual budgets and the matters that these resources are destined to.

Step 2: Request the information

Once you are clear about the information you are going to need, request this by means of a written document and present this in your centre. To do this, you can explain that you are exercising your right within the Law on Transparency. Remember that there are limits regarding the information you can access when this involves personal data. You should also take into account that there is complex information that needs time to be gathered.

Step 3: Study and re-use the information

When you have the data you can use this to find out the academic



level of your centre, how many students there are, how many teachers you have available or the annual scheduling of the centre. Studying this information will enable you to know your school better and be more aware of its virtues and the issues on which it can improve. Furthermore, you would be able to re-use the information if you compare it with other schools in your municipality.

If there is any information that you are not provided with, you can ask the Transparency Council to intervene so that it protects your right to request information. Getting a transparent school is not difficult, but it is a process that requires interest from everyone and a strong commitment from the centre itself.

To have a participative school...



Participation can be reflected in different processes and activities within your school. There are currently different processes through which students can exercise their right to participate. However, with the aim of creating an Open School, we want to encourage participation to go beyond these processes.

We can exercise participation in an electoral process for a class delegate or school council delegate. Other, less known, means could be the participation in processes to choose examination dates or to propose a revision class on a specific topic. Both are completely valid means of participation.

What should we do to create a participative school? First of all, identify where there are currently cases of participation and where they could exist from now. Secondly, the type of participation should be defined: the mechanisms, means, etc. Finally, and this may seem obvious, you have to participate! If you do not participate, the work that you have done up to that point will all be for nothing.

Step 1: Identify where there is participation and where there could be from now

Firstly, you should identify the participation that already exists in your school. Usually there is an election process among students to choose a class delegate as well as the student representative in the School Council. Likewise, being part of a student association or similar can also be considered conventional participation. However, you must bear in mind that participation goes far beyond that. For this purpose, think about how we can apply this to other areas: choosing the end of year trip, making decisions on behalf of the class or raising complaints or suggestions to the centre's management.

Step 2: Plan the type of participation

There are certain participative processes that have regulations which determine the way in which participation can take place. For example, in class or School Council delegate elections, participation should be undertaken by means of a secret ballot. However, we can come up with new forms of participation, such as online surveys, discussion forums or meetings scheduled to deliberate and decide as a group.

Step 3: Participate!

It seems obvious, but regardless of the reason for and the means of participation, you have to take part and make up part of the decision making process. If you do not participate, others will and they will decide for you. Therefore, do not miss out on the opportunity and actively exercise your right.



To have a collaborative school...



The collaboration between students, teachers and staff at the school with other social agents such as institutes, councils, neighbourhood associations, NGOs, companies and other public and private organisations can have an influence on different improvements for education. Examples include the organisation of conferences on security held by police, for which the collaboration between the relevant police force and the school would be necessary; the holding of extra-curricular classes in different, unplanned subjects such as dance, swimming, painting and theatre, etc. In this case, a collaboration process would have to be established with the NGOs or companies that provide these services.

There can also be internal collaboration, between groups for example. Perhaps the best way of organising end of year events is with the collaboration between teachers and students from different groups and representatives from the students' parents. In this regard, a good example of collaboration is the School Council, made up of the teachers, the students' parents, the council and the students. What can we do to take this process into other areas?

Step 1: Identify a problem where room for collaboration may arise

In addition to the School Council example, there are other areas in which collaboration is possible and, often, it is highly necessary. You should find out the issues in which collaboration would be necessary. As we have seen before, these could include when organising a trip, the end of year acts, the management of extra-curricular activities and in undertaking events or courses in the school. Remember that innovation plays an essential role in collaboration.

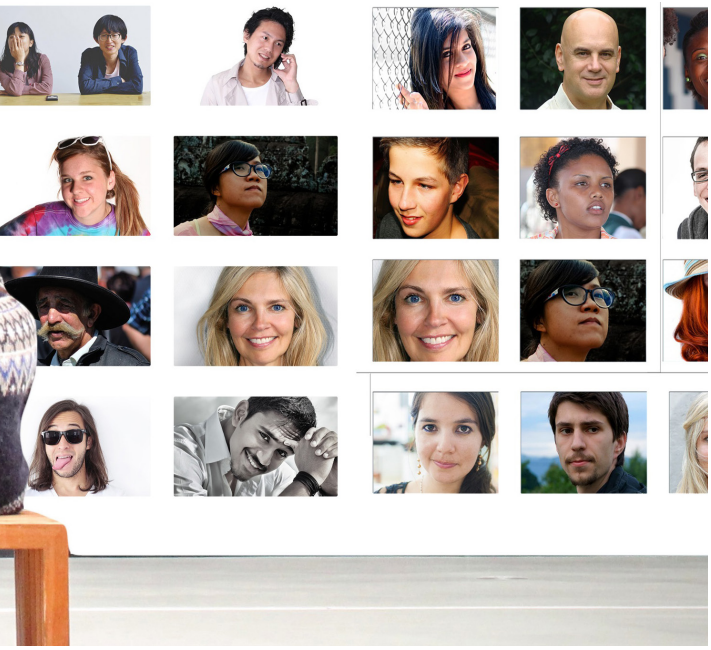
Step 2: Identify which agents are needed for the collaboration and where this is going to take place

Each problem will need the collaboration of different agents: a social agent, a neighbourhood association, an NGO, a company, a group of citizens, teachers, etc. As such, you should have a clear idea of the people and organisations that are going to be present in the collaboration space and how this is going to be done: through periodic meetings, online forums or a mixture of all of this. We recommend that, before deciding this, create a document on the collaboration process, which includes all these details. Good organisation of a process is essential in order for it to be successful.

Step 3: Putting collaboration into practice

Collaboration implies that once a problem has been detected, as well as the agents that are going to participate in the process, everything is put into practice. With the help of the teachers and your class mates you will be capable of collaborating if you are able to think of new ways of solving the problem or new ways in which the agents (parents, council, neighbourhood association, etc.) intervene in the situation.

The result of this collaboration process should be an innovative, new and different way of solving a problem. Once the way of building the result of the collaboration has been decided, it is time for the conclusions. They should be shared and put together by the group of participating agents and they should be pooled to be considered as appropriate. Afterwards, the results should be analysed, in other words, you need to find out if the process has been positive and if modifications are needed in order to improve.



We Have an Open School. Now What?

The processes prior to the implementation of an **Open Government** have been carried out in your school. Now what happens? It has become a centre in which decisions are shared with the entire educational community and the relevant agents:

- it is a transparent school, where all the information is available to citizens and accountability is provided;
- it has become a participative school, in which decisions are made as a group;
- it has become a collaborative school, in which students and their families as well as the educational community and society in general are involved in problem solving.

In short, the changes aimed at **Open Government** have been applied and they can transform the way of governing educational centres in particular and public administrations in general.

RESOURCES: TO FIND OUT MORE

If you want to expand your knowledge about **Open Government**, successful examples, initiatives and other documents of interest, below you have a list which may be helpful.

Electronic Resources

Transparency Portals:

- Transparency Portal of the General State Administration
  http://transparencia.gob.es/
- Transparency Portal of Andalusia
  http://www.juntadeandalucia.es/transparencia.html
- Transparency Portal of Aragon
  http://transparencia.aragon.es/
- Transparency Portal of Asturias
  www.asturias.es/transparencia
- Transparency Portal of Cantabria
  https://transparencia.cantabria.es/es/inicio
- Transparency Portal of Castilla-La Mancha
  http://transparencia.castillalamancha.es/
- Transparency Portal of Castilla León
  https://gobiernoabierto.jcyl.es
- Portal de Govern Obert de Catalunya
  https://governobert.gencat.cat/ca/transparencia/index.html
- Transparency Portal of Ceuta
  https://ceuta.transparencialocal.gob.es/
- Transparency Portal of the Valencian Community
  http://www.gvaoberta.gva.es
- Transparency Portal of Extremadura
  http://gobiernoabierto.gobex.es/transparencia/
- Transparency Portal of Galicia
  https://transparencia.xunta.gal
- Transparency Portal of the Balearic Island.
  http://www.caib.es/sites/transparencia/ca/inici/?campa=yes/es/
- Transparency Portal of the Canary Islands
  http://www.gobiernodecanarias.org/transparencia/
- Transparency Portal of La Rioja
  http://www.larioja.org/portal-transparencia/es
- Portal of the Region of Madrid
  http://www.madrid.org/es/transparencia/
- Transparency Portal of Melilla
  https://sede.melilla.es/melillaPortal/transparencia/se_principal1.jsp?language=es&codResi=1
- Transparency Portal of Murcia
  http://transparencia.carm.es/
- Transparency Portal of Navarre
  http://www.gobiernoabierto.navarra.es/es/transparencia
- Transparency Portal of the Basque Country
  http://www.gardena.euskadi.eus/inicio/
- Open Government Partnership
  https://www.opengovpartnership.org/
- The Judicial Power Transparency Portal
  http://www.poderjudicial.es/cgpj/es/Temas/Transparencia/
- The City Council of Madrid Citizen Participation Portal
  https://decide.madrid.es/

Open Data Portals

- The Government of Spain's Open Data Portal
  http://datos.gob.es/
- EU Open Data Portal
  https://data.europa.eu/euodp/es/data/

Transparency Council Portals

- Transparency Council Portal of Spain
  http://www.consejodetransparencia.es/ct_Home/index.html
- Transparency Council Portal of Andalusia
  http://www.ctpdandalucia.es/es
- Transparency Council Portal of Aragon
  http://transparencia.aragon.es/CTAR
- Transparency Council Portal of Asturias
  https://www.consejodetransparencia.es/ct_Home/transparencia/transparencia-en-espanya/asturias.html
- Transparency Council Portal of Cantabria
  https://www.consejodetransparencia.es/ct_Home/transparencia/transparencia-en-espanya/Cantabria.html
- Transparency Council Portal of Castilla-La Mancha
  https://www.consejodetransparencia.es/ct_Home/transparencia/transparencia-en-espanya/castillalamancha.html
- Transparency Council Portal of Castilla León
  https://www.procuradordelcomun.org/
- Committee to Guarantee the Right to Assess Public Information of Catalonia http://www.gaip.cat/ca/inici/
- Transparency Council Portal of Ceuta
  https://www.consejodetransparencia.es/ct_Home/transparencia/transparencia-en-espanya/ceuta.html
- Transparency Council Portal of the Valencian Community
  http://www.conselltransparencia.gva.es/
- Transparency Council Portal of Extremadura
  https://www.consejodetransparencia.es/ct_Home/transparencia/transparencia-en-espanya/extremadura.html
- Transparency Council Portal of Galicia
  http://www.valedordopobo.gal/es/el-valedor-do-pobo-organo-de-control-de-la-transparencia/

- Transparency Council Portal of the Balearic Islands https://www.caib.es/sites/informaciopublica/ca/inici/?campa=yes
- Transparency Council Portal of the Canary Islands https://www.transparenciacanarias.org/
- Transparency Council Portal of La Rioja https://www.consejodetransparencia.es/ct_Home/transparencia/transparencia-en-espanya/larioja.html
- Transparency Council Portal of the Region of Madrid https://www.consejodetransparencia.es/ct_Home/transparencia/transparencia-en-espanya/madrid.html
- Transparency Council Portal of Melilla https://www.consejodetransparencia.es/ct_Home/transparencia/transparencia-en-espanya/melilla.html
- Transparency Council Portal of Murcia http://transparencia.carm.es/consejo-de-la-transparencia-de-la-region-de-murcia
- Transparency Council Portal of Navarre http://www.gobiernoabierto.navarra.es/es/consejo-transparencia/consejo-transparencia-navarra
- Transparency Council Portal of the Basque Country http://www.gardena.euskadi.eus/transparencia/-/derecho-de-acceso-a-la-informacion-publica/

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- Xarxa d'Innovació Pública. (2014) 42 voces sobre el Gobierno Abierto. Available at: http://www.xarxaip.cat/wp-content/uploads/2014/05/42-voces1.pdf






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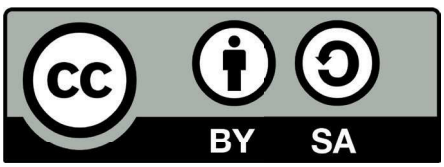
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