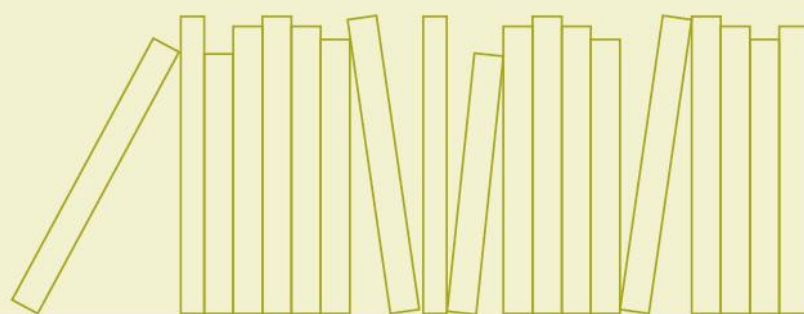


Economic Commission for Latin America and the Caribbean

**ECLAC SUBREGIONAL HEADQUARTERS
FOR THE CARIBBEAN**



Report of the workshop: from digital government to smart government



UNITED NATIONS

ECLAC



UNITED NATIONS



Economic Commission for Latin America and the Caribbean
Subregional Headquarters for the Caribbean

Workshop: from digital government to smart government

Virtual workshop, 9 April–7 May 2025

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REPORT OF THE WORKSHOP: FROM DIGITAL GOVERNMENT TO SMART GOVERNMENT

This report has been reproduced without formal editing.

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A. INTRODUCTION

1. The general objective of the workshop was to strengthen participants' capacities to design and implement solutions that respond effectively to the needs of citizens and organizations, while addressing the challenges posed by future crises, including those related to climate change, through the application of digital government. The workshop further emphasized the incorporation of new knowledge to advance evidence-based decision-making and the formulation of data-driven policies aimed at generating public value. In this context, the workshop sought to contribute to building a pathway towards a resilient smart government in the Caribbean subregion.

2. The specific objectives of the workshop were:

- To provide participants with an overview of the concepts, elements, conditions, benefits and impacts of digital government on the path to smart government.
- To equip participants with the necessary skills for designing and implementing digitalization projects or programs in priority areas of service delivery.
- To enhance participants' abilities to manage information technologies which facilitate the transformation of processes that have a high impact on the citizens.
- To equip participants with basic technical knowledge for the integration and utilization of data.
- To strengthen the abilities of participants to manage innovative technologies and their technical language to enable them to better communicate with the technical entities within their organizations.

B. ATTENDANCE

1. Place and date of the workshop

3. The virtual workshop entitled "From digital government to smart government" was held from 9 April to 7 May 2025. The workshop was delivered online, following an asynchronous methodology, with a total duration of 20 academic hours. The contents of the workshop is presented in annex II of this report.

2. Attendance¹

4. Workshop participants originated from Anguilla, Antigua and Barbuda, Aruba, Barbados, Belize, Dominica, the Dominican Republic, Guyana, Haiti, Jamaica, Suriname, Sint Maarten, Saint Kitts and Nevis, Saint Vincent and the Grenadines and Trinidad and Tobago. The workshop was designed for professionals, technicians, managers and officials from Caribbean governments, particularly those at middle to senior levels of the civil service. Participants were individuals with responsibilities for the strategic formulation, implementation and oversight of plans and programmes aimed at modernizing public management within the framework of digital agendas and strategies. Specific emphasis was placed on areas such as online government, local digital government and the application of information and communications technologies (ICT). This initiative was conducted as a regional course for the Caribbean. In total, 42 participants attended the workshop, 29 of whom were female. The list of participants is available in annex I of this report.

5. The workshop was convened by the Caribbean Knowledge Management Centre (CKMC) of the Economic Commission for Latin America and the Caribbean (ECLAC) subregional headquarters for the Caribbean and the Latin American and Caribbean Institute for Economic and Social Planning (ILPES) of ECLAC.

¹ See annex I for a full list of participants.

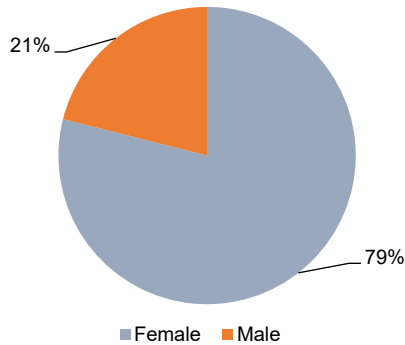
C. SUMMARY OF EVALUATION

6. At the conclusion of the workshop and following the provision of feedback on their final assignments by the tutor, participants were invited to complete a satisfaction survey to share their views on the training. Of the total number of participants, 19 responses were received. Overall, the feedback was highly positive, with the majority of respondents expressing strong satisfaction with the workshop. Specifically, 100% of participants rated the course as either “very good” or “good”, while 89% agreed or strongly agreed that the course would be useful for their professional or academic development. This assessment was further reinforced by the open-ended comments provided at the end of the survey.

7. The survey results are presented below through illustrative figures, followed by the participants’ responses to the open-ended questions.

1. Identification

Figure 1
Gender^a



^a Of the total number of participants who responded to the survey, 15 were female and 4 male.

Figure 2
Age

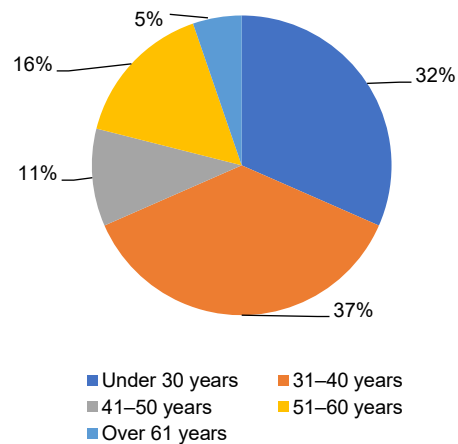


Figure 3
Level of education

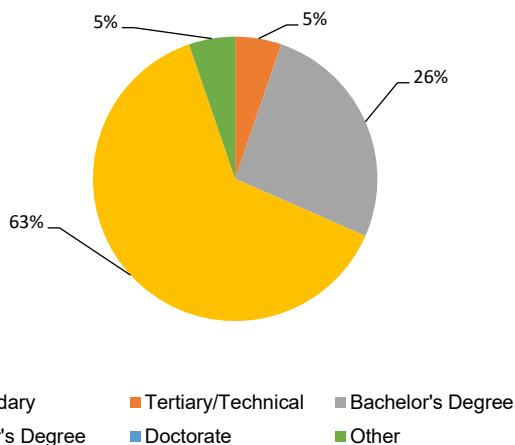
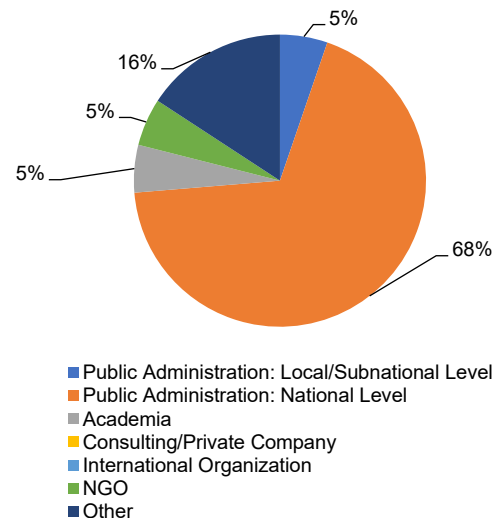


Figure 4
Type of institution of participants



Source: ECLAC, based on questionnaire results.

Figure 5
Evaluation of the following aspects of the course

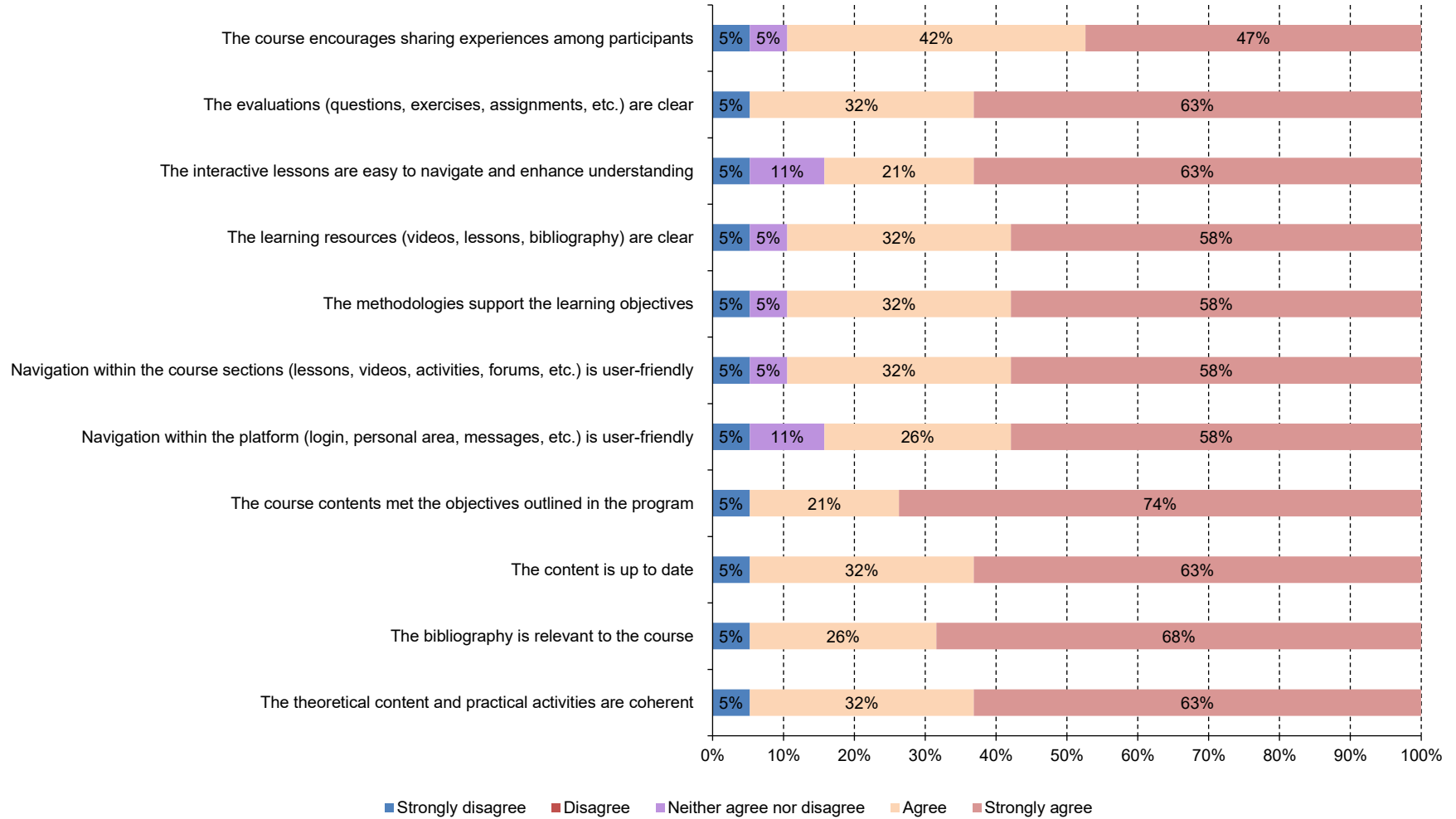


Figure 6
Evaluation of the tutors

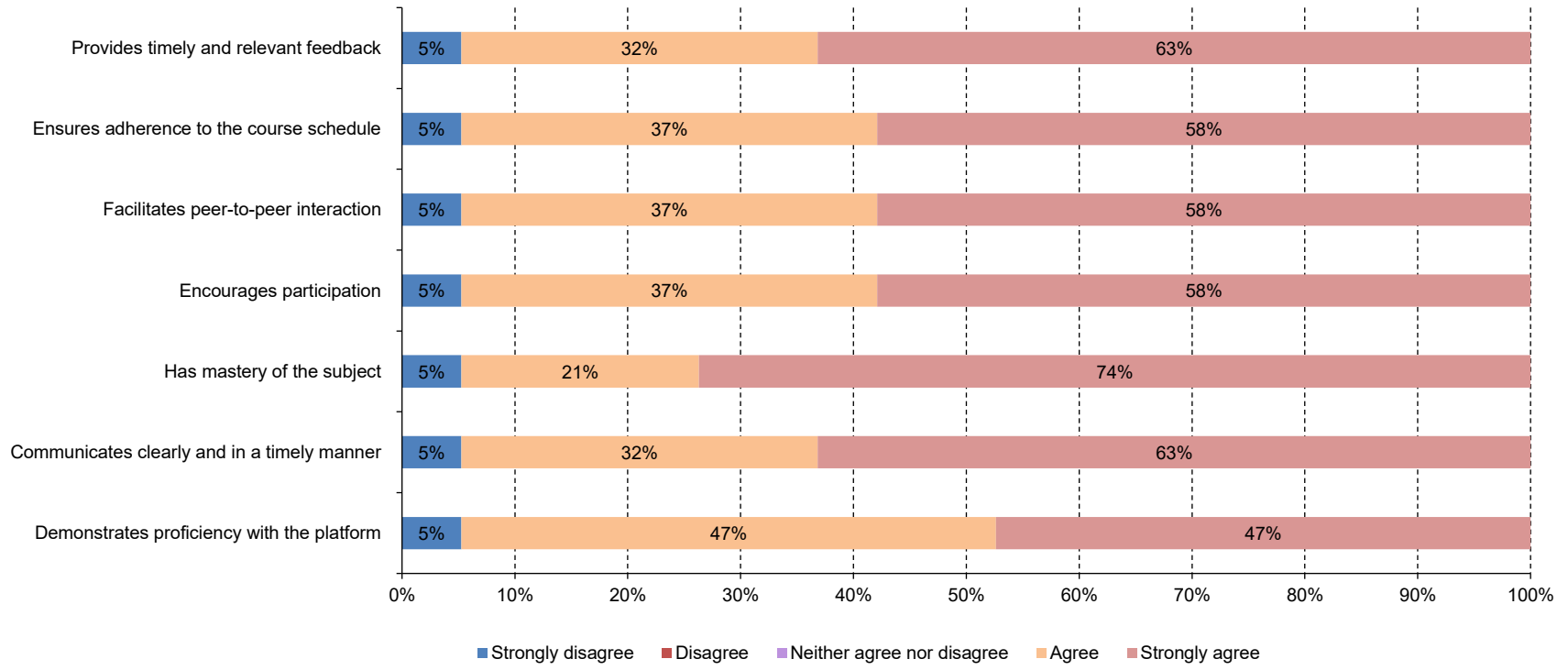


Figure 7
Difficulty level

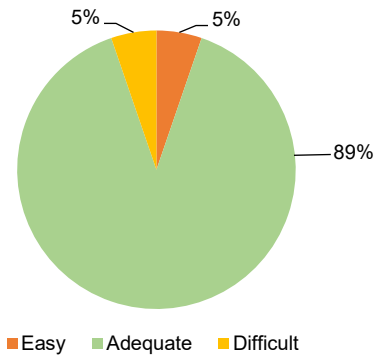


Figure 8
Course length

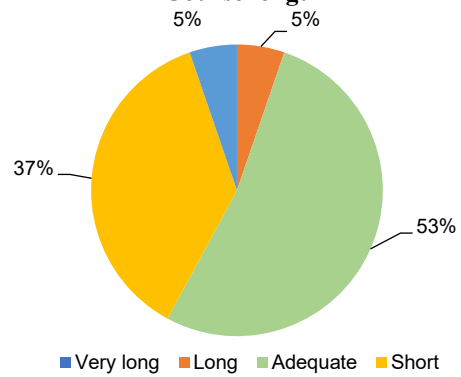


Figure 9
Hours dedicated weekly to the course

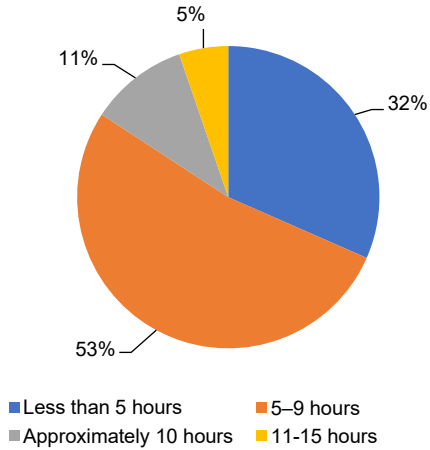


Figure 10
Devices used to access the course

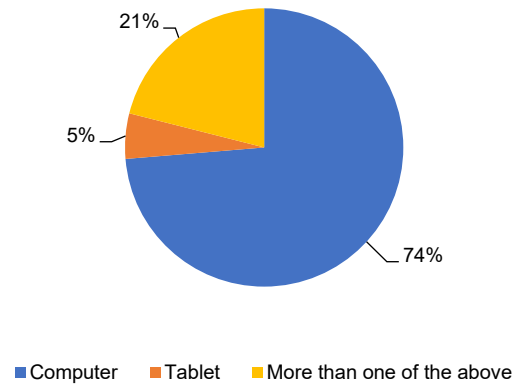


Figure 11
How did you hear about the course?

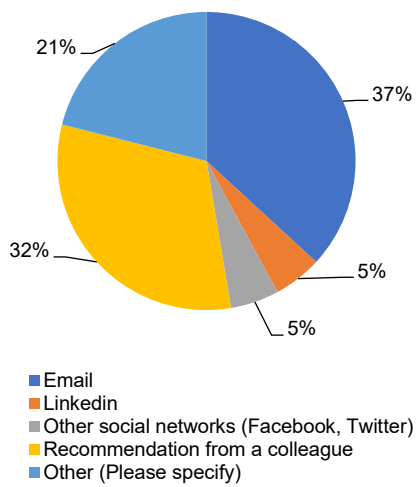
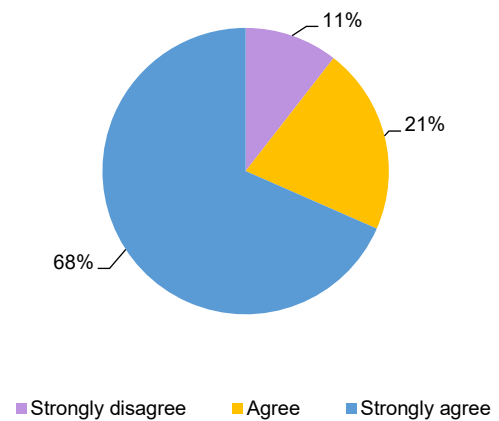


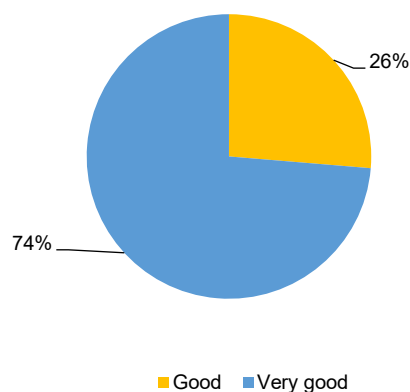
Figure 12
Do you think this course will benefit your professional or academic act?



Those who responded “other” said: CEPAL website, recommendation from work, through the Ministry of Foreign Affairs, and via an invitation email from CEPAL.

Source: ECLAC, based on questionnaire results.

Figure 13
Overall evaluation of the course



Source: ECLAC, based on questionnaire results.

8. The respondents presented some recommendations to strengthen the topics addressed. Table 1 outlines these recommendations.

Table 1
Subject recommendations to improve the workshop

Recommendations
1. Course structure and navigation. Change: simplify or reorganize modules for better flow. Why: learners often get overwhelmed or lost without clear, logical progression.
2. Content delivery format. Change: use more video, audio or interactive content instead of long text. Why: different learners absorb information differently; mixed media increases engagement.
3. A bit more time should be allocated for the course period, perhaps an additional two weeks. Given that many professionals were targeted, perhaps many busy professionals. In my case, at one point I was doing this course in addition to two other work-related courses at the same time, in addition to my regular work duties.
4. Giving a little more detail in the lessons as it relates to the proposals or initiative idea. Such, giving examples of what to expect when completing the project.
5. I have no complaints.
6. I would integrate games into the course as another means for learning.
7. I would personally either extend the weeks the course covers or increase the days. This course was an eye-opener for me as I had many ideas but the time to adequately research the material needed to properly put together some of these initiatives would take longer than the course.
8. I would recommend that the course be a bit longer so that participants could have more time to fully immerse themselves in the topics being taught. Additionally, to make each group present on their proposed initiative.
9. In general, I thought the training was well organized and helpful for my professional activities. Currently, I don't have any specific suggestions for improvement, as the content and delivery met my expectations.

Recommendations
10. It would be interesting to see possible breakout rooms discussions.
11. n/a.
12. None.
13. None!
14. Nothing.
15. The duration of the course could be longer. More master presentations could also be included.
16. Interaction with the participants during the online sessions. I would encourage this by asking more questions.
17. The length of time to complete the course.
18. The only aspect of the course I would change is the course duration; the course should be for at least three months especially since it is a diploma programme.
19. There is a lot of valuable information in this course extending the timeframe to 6–8 weeks which may help to support participants' engagement, flesh out initiative ideas and connect with possible partners. The extended time can also enable participants to delve deeper into the material to bolster their advocacy.

Table 2
What aspects of the course would you highlight?

Responses
1. Clear learning objectives. Why it matters: helps learners understand what they'll gain and stay focused. Highlight if: each module begins with goals or outcomes that are easy to follow.
2. Engaging and well-designed content. Why it matters: keeps learners interested and improves retention. Highlight if: the course uses a mix of videos, visuals, examples and practical applications.
3. Feedback and assessment. Why it matters: timely and specific feedback helps learners improve. Highlight if: there are auto-graded quizzes, peer feedback or instructor comments.
4. All the materials and Master Classes were relevant and in keeping with the course topic. I however enjoyed the Master Class on artificial intelligence as I felt it was very timely, relevant and relatable. The discussions surrounding data protection were very informative as well.
5. Completing the project idea as it gives practical experience into smart governance.
6. Everything from start to end.
7. I love the self-paced aspect and the option to interact with tutors if you wish too.
8. I particularly enjoyed completing the quizzes for the various modules and reading the feedback I received on my completed assignments. The course material was concise and quite interactive for learning.
9. I really enjoy doing the exercises.
10. Most aspects that were mentioned during the course were relevant and useful to my professional activities.
11. n/a.
12. SMART-GOV: in addition, all modules will help with my work.
13. That part of "Smart government".

Responses
14. The communication platform created more interaction among the participants. Suggestion based on previous question: the communication platform could be used for bonus points during the course. By doing this, interaction is encouraged.
15. The content is very much up-to-date and well organized.
16. The content was rich and relevant, very timely and informative. Congratulations to the team. Keep up the good work!
17. The content will benefit any public employee at a professional level, furthermore the methodologies support the learning objectives established. It was a great experience.
18. The emphasis placed on the relevance of the subject matter. The flexibility of accessing the platform. The course content, although technical, was adequate.
19. The highlight for the course where the quizzes and the test your knowledge questions after each chapter, along with the initiative idea. I was forced to think out of the box and apply knowledge out of my comfort zone.
20. The Master Classes were the highlight of the course. The facilitators were engaging and provided relevant and timely information and presented new knowledge.
21. The platform was very user-friendly and the course content was well laid out and informative.

Table 3
Additional comments about your learning experience on this course

Additional comments
1. I learned. I am more interested in the subject matter. Prepared to adjust in workplace as best as possible.
2. It was excellent experience, I hope I can be part of any further considerations.
3. My experience was very good. For me, we can get another course from this organization.
4. n/a.
5. No additional comments currently.
6. Perhaps a longer version of the course.
7. The overall experience was great; I learned a lot about the transformation process from digital to smart government.
8. This is a timely course. The information was well constructed, and the curriculum was well designed, providing easy access to the material to support learning. The master classes were a strategic element and strengthened the program, facilitating the space for participant engagement. A great addition would be to provide participants with post-workshop support to bring their innovative ideas into reality to advance smart government strategies and adoption in the region.

D. COURSE METHODOLOGY

9. The course lasted four weeks, totalling 20 academic hours, with an estimated workload of 5 hours per week.

10. The course was primarily asynchronous, with several virtual sessions. Under this modality, the contents were developed according to a set of learning objectives focused on the participant. The course

is structured in three thematic modules and a final assignment. The contents of each module were uploaded to the e-learning platform, Moodle, as lessons, which include an overview of the module and course material utilizing various elements and media, such as interactive texts, graphics, audio and video. The final assignment sought to apply the knowledge gained during the course in the investigation of a real-world situation within the government, sector, or institution of interest to the participant, which could be considered as the basis for the development of a potential digital government project.

E. COURSE COMPLETION REQUIREMENTS

11. Participants were required to review 100% of the lessons and materials identified as mandatory on the platform. In addition, each of the three modules concluded with a quiz. While these quizzes carried no official grade, they were compulsory and participants were given unlimited attempts to successfully complete them.

12. At the end of the course, participants were required to submit a proposal for a digital government initiative (see annex IV). The instructions and requirements for this activity were provided on the course platform. Two preliminary submissions were required, both ungraded, but accompanied by tutor feedback to guide participants in refining their proposals.

13. Participants who successfully completed all evaluation and assessment requirements received a diploma in digital format, issued by the Economic Commission for Latin America and the Caribbean.

Asynchronous forums

14. **News forum:** located on the course home page, this forum was used by tutors to share daily updates on deadlines and course materials.

15. **Presentation forum:** provided a space for participants to introduce themselves and connect with others.

16. **Content-related questions forum:** served as a platform for participants to raise practical and theoretical questions related to specific topics. Tutors addressed these queries and encouraged debate and discussion.

Synchronous forums

17. Although the course primarily followed an asynchronous methodology, six optional synchronous sessions were organized. These sessions aimed to:

- Facilitate real-time interaction and discussion among participants.
- Provide additional opportunities to engage with tutors, experts and peers.
- Offer recordings and materials afterwards for those unable to attend.

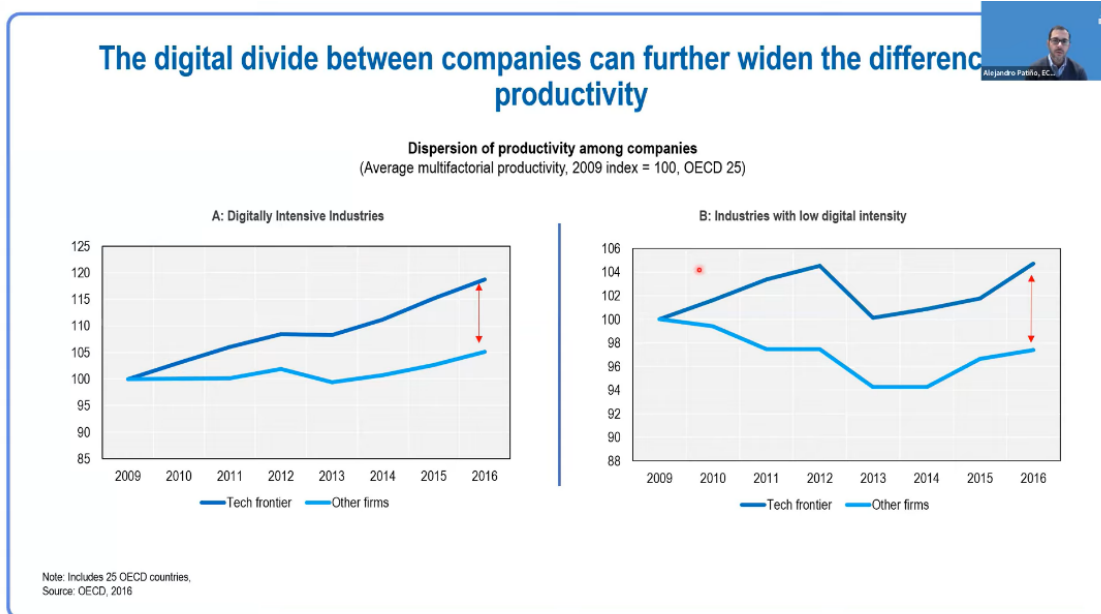
Zoom session no. 1: course inauguration

- Date: Wednesday 9 April 2025, 3p.m. (Chile time)
- Attendance: 36 participants
- Summary: ECLAC authorities delivered opening remarks, tutors introduced themselves and the course platform and methodology were explained.



Zoom session no. 2: Master class (Production, Productivity and Management Division, ECLAC)

- Date: Wednesday 23 April 2025, 3 p.m. (Chile time)
- Attendance: 24 participants
- Summary: focused on addressing the digital divide and regional challenges in Latin America and the Caribbean. Emphasis was placed on technology adoption, policy coordination, improved connectivity, digital skills development, and strategic digital agendas to enhance economic growth and competitiveness.



Zoom session no. 3: e-Governance Academy (eGA)

- Date: Thursday 24 April 2025, 3 p.m. (Chile time)
- Attendance: 20 participants
- Summary: highlighted the importance of data governance, open government data and institutional challenges in implementing governance models.

mundo digital está exento de ellos. La ciberseguridad y, por supuesto, los datos y la gestión de datos,



Fields of expertise

- Governance & Engagement
- Digital Services
- Data Management
- Cybersecurity
- Training Programmes and e-Courses
- Digital Architecture
- Infrastructure & Solutions

ega.ee

Zoom session no. 4: ECLAC subregional headquarters for the Caribbean

- Date: Wednesday 30 April 2025, 3 p.m. (Chile time)
- Attendance: 20 participants
- Summary: addressed artificial intelligence (AI) in public administration. Topics included the history, applications, ethics and challenges of AI systems, as well as smart cities and the role of public administration in adopting AI for smart city strategies.



Introduction to Artificial Intelligence

Artificial Intelligence

- AI refers to any algorithm or machine capable of observing its environment, learning, and making intelligent actions based on acquired knowledge and experience.

Goal of AI

- To create systems that can perform tasks requiring human intelligence, such as problem-solving, reasoning, and learning.

AI in Modern Society

- AI is omnipresent in everyday technologies and continues to drive advancements across multiple sectors.

Zoom session no. 5: United Nations Department of Economic and Social Affairs

- Date: Monday 5 May 2025, 3 p.m. (Chile time)
- Attendance: 12 participants
- Summary: presented the main findings of the 2024 United Nations E-Government Survey.

United Nations | Department of Economic and Social Affairs

E-Gov Survey: a Catalyst for Digital Transformation

- ❑ **Global Benchmarking Tool:** It evaluates the e-government development status of all 193 UN Member States, offering a comparative ranking and rating that helps countries understand their relative performance in the digital domain.
- ❑ **Policy-Shaping Instrument:** It serves as a tool for governments to benchmark their digital progress, identify areas of strength and improvement, and shape future policies and strategies.
- ❑ **Multi-Stakeholder Engagement:** It is designed for a broad audience, including policymakers, government officials, academia, civil society, and the private sector, facilitating a multi-stakeholder approach to digital government development.
- ❑ **Supports Intergovernmental Discussions:** The Survey informs discussions in key UN bodies, including the General Assembly, ECOSOC, and the High-Level Political Forum, thereby influencing global e-government standards and practices.
- ❑ **Facilitating the 2030 Agenda:** The Survey aligns with the global push to achieve the Sustainable Development Goals (SDGs), particularly the vision of leaving no one behind in the digital transformation.

Zoom session no. 6: closing session

- Date: Wednesday 7 May 2025, 3 p.m. (Chile time)
- Attendance: 22 participants
- Summary: provided participants with the opportunity to share their opinions and reflections on the course.

Participants in the Zoom session:

- Alejandra Naser
- Maria José Beck
- Dale Alexander (ECLAC)
- Everton Hannam
- ECLAC_ValeriaTorres
- Gabrielle Sankar
- Patricia Watson
- ILPES UN
- Temisha Anderson
- Annivea Hutchinson
- Robin Francis George
- Masha Bakhsh
- Jason Williams
- Andre Phillips
- Nola Wright
- Trishauna B
- Ruesha Moonsam

F. RESULTS

18. A total of 21 final assignments were submitted. Below are short summaries of the smart government initiatives proposed by participants:

- (i) **Asistente Virtual Anaí** is a virtual assistant initiative in the **Dominican Republic** designed to guide citizens in accessing and completing digital public services through various interfaces. It integrates with national platforms to provide real-time support for procedures, inquiries and updates.
- (ii) **CONAPE GOB** is a proposed mobile application initiative in the **Dominican Republic** for senior citizens. Its main goal is to promote digital and social inclusion by providing easy access to essential services like health and social benefits.
- (iii) **DigiWindow** is a centralized digital platform initiative in **Suriname** (website and mobile app) for citizens to access key government services such as birth registration, ID applications and tax payments. It aims to reduce bureaucracy, travel time and paperwork while improving transparency.
- (iv) **The Digital International Travel Data System (DITDS)** initiative for **Guyana** requires digital communication and information exchange between the Bureau of Statistics and the Central Immigration and Passport Office. This is primarily for collecting and using data on passenger arrivals and departures to support data-driven decisions and policymaking related to migration.
- (v) **The Dominica State College Extended Reality (XR) Opportunities Space** is an initiative in the **Commonwealth of Dominica** to test, refine and scale ideas using XR applications, data governance and systems design to meet real-world governance and societal challenges. This initiative intends to significantly benefit the public policy process in Dominica through collaboration and human capital development.
- (vi) **EcoVigilante RD** is an interactive platform initiative in the **Dominican Republic** allowing citizens to report violations of environmental laws via a mobile application. Reports are sent to authorities and shown on a public map, fostering transparency and citizen participation.
- (vii) The initiative, named **Engaging the public sector in the move from Open Government to Smart Government**, focuses on the **Jamaica** National Commission for UNESCO. It aims to improve the skill set and cultural transformation of the secretariat staff to effectively interface with government agencies moving towards smart government.
- (viii) The initiative **From Investigation to Prosecution in Trinidad and Tobago** establishes proposed digital processes for the justice system. This includes remote crime reporting, digital interaction with law enforcement and the judicial system and the handling and uploading of evidence digitally.
- (ix) **Go268** is an initiative in **Antigua and Barbuda** encompassing pay-as-you-go or tap-on/tap-off payments for the public bus system. It is part of a broader effort to revamp the public bus system, including terminal upgrades.
- (x) The Smart Government Initiative for Streamlined Communication and Service Delivery focuses on enhancing interaction and service provision within the government in Jamaica.
- (xi) **Government Finances-Spending Tracker** is an initiative in **Guyana** embodying transparency regarding government finances. This aims to increase public trust by making spending information accessible, potentially utilizing blockchain technology for security.
- (xii) **Guyana Agriculture Alerts and Advisories for Local Farmers** in **Guyana** uses mobile services like text messages and WhatsApp with data analysis to issue alerts and advisories to local farmers. The goal is to address agricultural challenges and reduce losses, acting as an early warning system.
- (xiii) The **JUTC SmartRide Tracker Real Time Bus Tracking Initiative** in **Jamaica** uses GPS devices on buses to provide real-time updates via an app. This initiative aims to modernize public transit services and improve commuter experience with data-informed policy decisions.

- (xiv) **MediCore** is a proposed platform initiative in **Jamaica** for integrated medical health records. It provides citizens with direct access to their medical history and aims to improve care continuity, reduce redundant tests and promote preventive care.
- (xv) The **Ministry of Information Communication Technologies Registry Digitization** initiative focuses on digitizing the registry department within the Ministry of ICT in **Antigua and Barbuda**. This aims to automate manual processes, reduce costs, improve accessibility, and enhance data management.
- (xvi) The **Whole of GovSKN eProcurement Initiative** in **Saint Kitts and Nevis** is named “Modern Procurement for a Transparent Tomorrow”. Its purpose is to modernize procurement processes across the government to reduce administrative workload and increase transparency.
- (xvii) **Smart Spot** is a 6-month pilot project initiative in **Trinidad and Tobago** engaging citizens and local government officials. It uses a geomapping mobile platform for residents to document experiences and needs, fostering participatory governance and data-informed strategies.
- (xviii) The initiative named **Smart government, smart people!** focuses on introducing smart government concepts in **Suriname**. It specifically involves the implementation of e-ID cards and the digitalization of citizen administration via the Central Bureau for Civil Affairs.
- (xix) **Smartface** enhances the existing DIGI ID system in **Suriname** by integrating facial recognition for secure and seamless access to e-government services. It uses biometric facial data linked to verified digital IDs to simplify login and strengthen security.
- (xx) **SmartYouth** is a mobile-first platform initiative in **Trinidad and Tobago** connecting youth (ages 15–35) with personalized access to government-supported opportunities and services. It aims to provide direct access to things like scholarships and internships while benefiting ministries with data insights for policy design.
- (xxi) **Your voice counts: time to transform public service** is an initiative in **Belize** that fosters transparency, accountability and citizen engagement. It allows citizens to provide feedback and track its status to improve public service.

G. COMPLETION

19. The course received 79 applications for 42 available spots. Accepted participants represented 15 countries and territories in the Caribbean region: Anguilla, Antigua and Barbuda, Aruba, Barbados, Belize, Dominica, Dominican Republic, Guyana, Haiti, Jamaica, Saint Kitts and Nevis, Saint Vincent and the Grenadines, Sint Maarten, Suriname and Trinidad and Tobago.

Total number of participants: 42

Number of participants who withdrew during the course: 2

Number of female participants: 29

Number of participants who successfully completed the course: 27

Number of female participants who successfully completed the course: 21

Annex I**LIST OF PARTICIPANTS****A. Member States****ANTIGUA AND BARBUDA**

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- Dale Alexander, Programme Management Officer, Caribbean Knowledge Management Centre, email: dale.alexander@eclac.org

Annex II**COURSE CONTENTS****MODULE I:**

- The importance of Digital Government Strategies

Objectives:

1. Understand the changes associated with the information society and the digital transformation of institutions.
2. Reinforce the need for digital transformation strategies (DTS).
3. Review key digital initiatives to transition towards a smart government.

Contents:

Lesson 1: Cultural transformation and digital transformation.

- What is understood by organizational culture?
- What is understood by cultural transformation?
- Context of change associated with the information society and digital transformation.
- Transforming towards a smart government.
- Changes in organizations and governments through digital transformation.

Lesson 2: Digital government transformation strategy.

- What is it and why is it necessary?
- Recommendations for the design and implementation of a Digital Strategy.
- Strategic axes or areas of action of Digital Strategies.

Lesson 3: Structural components for smart government.

- Digital identity.
- Government digital portal.
- Government interoperability.
- Citizen's digital folder.
- Citizen's digital mailbox or digital domicile.
- Cybersecurity.

MODULE II:

- Government data and its governance.

Objectives:

1. Know and apply the necessary elements for data governance.

Contents:

Lesson 1: Government data.

Lesson 2: Open government data.

Lesson 3: Practical strategy for data governance.

MODULE III:

- Towards a Smart Government

Objectives:

1. Internalize the definitions of smart government.
2. Understand which methods and technologies facilitate the development of a resilient smart government.

Contents:

Lesson 1: Smart government fundamentals.

Lesson 2: People, algorithms and public policies.

Lesson 3: Smart cities.

Lesson 4: Potential of the metaverse in citizen services.

MODULE IV:

- Final assignment: Development of a high-level proposal.
- Consolidation of lessons in a written proposal.

Objectives:

1. Apply the lessons to the reality of your country, government sector or organization.
2. Identify gaps with respect to the concepts studied.

Annex III**TUTORS**

Tutors played a key role in overseeing and supporting students during the course. They provided guidance, reminded participants of important deadlines, addressed both practical concerns and theoretical questions, and fostered active engagement on the platform to help ensure successful completion.

This particular course was facilitated by two tutors:



Mr. Edgardo Pino is a Chilean Industrial Civil Engineer, trained at the Universidad Técnica Federico Santa María, Chile, and holds a Master's degree in Business Administration from the University of Westminster, London.

He currently serves as a consultant at the Latin American and Caribbean Institute for Economic and Social Planning (ILPES), part of the United Nations Economic Commission for Latin America and the Caribbean (ECLAC). In this capacity, he has led initiatives aimed at strengthening State services, enhancing efficiency, and promoting accountability in public management through the use of technology.

His professional experience includes conducting research on national and institutional digital strategies, designing performance measurement tools for foreign trade programs, and supporting modernization and interoperability efforts across Latin American countries.



Mr. Dale Alexander, a national of Trinidad and Tobago, holds a PhD in Organization and Management and an MSc in Telecommunications Regulations and Policy. He currently serves as Chief of the Caribbean Knowledge Management Centre (CKMC) at the United Nations Economic Commission for Latin America and the Caribbean (ECLAC).

With more than 15 years of experience in knowledge management and library automation, he has been instrumental in transforming traditional libraries into modern knowledge centers. Since 2013, he has acted as the Focal Point for the Associate Member Territories of ECLAC, promoting their integration into United Nations processes and leading research initiatives on their development.

His expertise extends to ICT for Development policymaking, with a focus on telecommunications regulation, legal frameworks, and capacity building across the Caribbean subregion. He is also recognized for his advocacy on issues related to ageing societies, having coordinated a support group for caregivers of individuals with Alzheimer's at the Community Hospital of Seventh-day Adventists in Trinidad and Tobago. In addition, he lectures as an adjunct in Leadership Development and Strategic Management. His current research emphasizes digital inclusion in the Caribbean.

Academic coordinator

Ms. Alejandra Naser, a national of Chile is a Civil Engineer in Computer Science, trained at the University of Concepción, with a Master's degree in Information Technologies from the Universidad Técnica Federico Santa María, Chile.

She currently holds the position of Senior Economic Affairs Officer at the Latin American and Caribbean Institute for Economic and Social Planning (ILPES), part of the United Nations Economic Commission for Latin America and the Caribbean (ECLAC).

Her professional focus is on digital government and open government. She leads applied research initiatives, delivers technical cooperation to countries across the region, and coordinates training programs for professionals throughout Latin America and the Caribbean. Her expertise spans information and communication technologies, public sector innovation, open government, and open data.

Assistant coordinator

Ms. María José Beck, a national of Chile, is a Political Scientist with a Master's degree in Political Science, specializing in International Relations, from the Pontifical Catholic University of Chile.

She currently serves as a Research Assistant at the Latin American and Caribbean Institute for Economic and Social Planning (ILPES), part of the United Nations Economic Commission for Latin America and the Caribbean (ECLAC).

In this capacity, she supports the advancement of key initiatives in Open Government and Digital Government, contributing through project management, research, and the design and implementation of training programs.

Annex IV

FINAL ASSIGNMENT FORMAT

Smart Government Initiative - Final submission

Full name:

Click or tap here to enter text.

Institution/occupation:

Click or tap here to enter text.

Country:

Click or tap here to enter text.





UNITED NATIONS

ECLAC

**From Digital Government
→ to Smart Government**

Fill out the form below with the information for your smart government initiative:

<p>Name of the initiative:</p> <p>Propose a name for the initiative that will help disseminate it internally, in the public sector and to the public.</p>	<p><i>Remember that the name of the initiative should be short, descriptive and one that attracts the attention of the public.</i></p> 
<p>(Maximum 300 characters) Click or tap here to enter text.</p>	
<p>Proposal:</p> <p><i>What does the initiative consist of? Who does it benefit?</i></p> 	<p>Propose an idea for a smart government initiative that could be applied in an institution or set of institutions of the central, regional or local government of your country. The initiative can directly benefit a person (natural or legal), or it can benefit them indirectly through better public policy processes.</p> <p>As an attachment, generate a conceptual diagram of the initiative with its nodes (organizations, beneficiaries) and interactions (data or document exchange and interfaces (information system to inf. system, civil servant-app/web site, citizen – app/web site, etc.) periodicity), as you envision it.</p>
	<p>(Maximum 1,000 characters) Click or tap here to enter text.</p>

A. Cultural transformation

With what you understand from the initiative you have proposed and having reviewed the contents of Module 1 of the course, answer the following question. If necessary, add or modify the definitions you have made so that the previous answers do not represent an impediment to continuing with the initiative.

Considering the organizations involved in the implementation of the initiative you propose, What cultural traits in those organizations could hinder or block its development? Additionally, What strategies would you suggest overcoming such barriers?

(Maximum 3,000 characters)

Click or tap here to enter text.

B. Digital Strategies

Considering the definitions of strategic axes of digital strategies provided in Module 1:

In which axes would you qualify the proposed initiative and why?

(Maximum 1,500 characters)

Click or tap here to enter text.

If it can be considered in more than one axis, indicate the one that would best help its implementation and dissemination and why.

To implement the proposed initiative, are any of the structural components of Digital Government required? Which ones and why?

(Maximum 1,500 characters)

Click or tap here to enter text.

C. Data governance

Considering the data that would be treated by the initiative you propose:

Which aspects of ethical data management, as reviewed in Module 2, would be applicable in the design and implementation of the initiative?

(Maximum 1,000 characters)

Click or tap here to enter text.

If you were to propose a Data Management Program plan for the data treated by the processes and activities of your initiative, how would you prioritize which data sets to include and why?

(Maximum 1,000 characters)

Click or tap here to enter text.

D. Smart government

Which characteristics reviewed in Module 3 would make your initiative align with the traits of Smart government, and why?

(Maximum 1,500 characters)

Click or tap here to enter text.

Propose aspects to avoid or mitigate the impacts of these limitations and challenges.

Which challenges related to Smart government initiatives, as reviewed in Module 3, would your initiative face? And what strategies would you propose to overcome them?

(Maximum 1,500 characters)

Click or tap here to enter text.

Finally, if you wanted to see your initiative take shape as a Smart Government Project, what next steps would you need to take within your organization / Government?

Maximum 1,500 characters)

Click or tap here to enter text.



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