Chapter 19
The Argentine IT Professionals Forum: Building the Basis for the Back Office through Communities of Practice

Ester Kaufman
Facultad Latinoamericana de Ciencias Sociales (FLACSO), Argentina

ABSTRACT
This chapter introduces the experience of the Argentine IT Professionals Forum (ITPF) that enriches the definition of processes involving the tasks of e-government. The ITPF has become a cross-agency network that involves all the IT professionals of the public administration. It was created in 2002 as a response to the institutional crisis in Argentina in order to solve problems associated with the IT areas. The most important contribution of the ITPF is the basis for the back office as an interesting management model, theoretically known as “communities of practice” (CoPs) and networks, which have become core organizational tools as far as carrying out difficult innovation processes, such as the development of free software, cross-agency applications, and interoperability. However, traditional government structures have found it hard to deal with this kind of processes. Among the specific tasks involved, it is worthwhile mentioning the development of suitable software, the creation of cross-agency consensus, the generation of institutional networks, and so forth.

INTRODUCTION
The experience of the Argentine IT Professionals Forum (ITPF) enriches the definition of processes involving the tasks of e-government. The ITPF has become a cross-agency network that involves all the IT professionals of the public administration (in Argentina it is called Foro de Responsables Informáticos). It was created in 2002 as a response to the institutional crisis in Argentina in order to
solve problems associated with the IT areas. The most important contribution of the ITPF is the basis for the back office as an interesting management model. The components of this model are theoretically known as “communities of practice” (CoPs) and “networks,” which have become core organizational tools as far as carrying out difficult innovation processes, such as the development of free software, cross-agency applications, and interoperability. However, traditional government structures have found it hard to deal with this kind of processes, such as the setup of the back office. Among the specific tasks involved, it is worthwhile mentioning the development of suitable software, the creation of cross-agency consensus, the generation of institutional networks, and so forth. The new institutional forms are based on knowledge management (KM) related to ongoing learning and innovation within organizational environments. These new models were incorporated into e-government plans in order to solve the problems of the integration of technological, institutional, and cultural systems. Nowadays, such models are at the core of knowledge theories and are being used in real e-government experiences.

To consider the ITPF experience and the usefulness of the CoPs in the development of e-government (including back-office plans), I will deal with the following items: the background, including definitions and theoretical approaches; the context in which the ITPF took place; and the technological models at the time and the current problems they have been generating. Then I will describe the different periods of the ITDF and other experiences (future and emerging trends), and finally I will lay out the conclusion of those experiences.

BACKGROUND

Much research to date has focused on the front office—on the use and take-up of electronic public services by citizens and businesses. However, no systematic research has dealt with the way public agencies are using ICT to reorganize in order to change the relationship between the front and back offices. Bearing this in mind, I would like to discuss, in detail, a striking experience of the ITPF within the Argentine central government. Its most important contributions are the following:

1. The creation of the basis for the back office, consisting of cross-integration among IT areas at the national government level, as the first step toward further development.
2. The implementation of a management model that guarantees this back office. This model is based on KM techniques that take up institutional forms such as networks and CoPs.
3. The design of new perspectives, differentiated from those in force in the ’90s (new public management [NPM] and the technological model).
4. The awareness of the huge task involved in solving the basic problems generated by the approaches of the past decade.

In the following sections I will develop these contributions, taking into account the models and underlying views.

The Basis for the E-Government Back Office

The tasks involved in this basis take place prior to the development of back offices for specific services to citizens and businesses, such as driving licenses, passports, and payment of taxes. These tasks consist of organizing the information systems in such a way that they enable the government to share the data. They include, for example, the following:

1. How to use standards for feeding people’s names to the systems
2. How to recognize state employees
Related Content

E-Book Acceptance among Undergraduate Students: A Look at the Moderating Role of Technology Innovativeness
Madison N. Ngafeeson and Jun Sun (2015). *International Journal of Web-Based Learning and Teaching Technologies* (pp. 36-51).

Usage and Diffusion of Biotechnology Virtual Labs for Enhancing University Education in India's Urban and Rural Areas

Online Doctoral Student Satisfaction: Strategies for Success
Dara Levitch and Melanie Shaw (2018). *Fostering Effective Student Communication in Online Graduate Courses* (pp. 236-247).
[www.irpa-international.org/chapter/online-doctoral-student-satisfaction/187823/](www.irpa-international.org/chapter/online-doctoral-student-satisfaction/187823/)

Interactivity in Web-Based Learning
[www.irpa-international.org/article/interactivity-web-based-learning/2964/](www.irpa-international.org/article/interactivity-web-based-learning/2964/)

Online Pedagogy Design and Development: New Models for 21st Century Online Teacher Professional Development
[www.irpa-international.org/chapter/online-pedagogy-design-development/36944/](www.irpa-international.org/chapter/online-pedagogy-design-development/36944/)