Chapter 84 Critical Perspectives of E-Government in Developing World: Insights from Emerging Issues and Barriers

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ABSTRACT

This chapter utilizes extensive literature reviews to assess the different perspectives of e-Government development in developing world contexts. In order to do that, the chapter presents a case study from Jordan assessing the design and reality gaps of e-Government interventions using the ITPOSMO model. The chapter posits that e-Government for development is likely to grow only if there is deliberate cognisance of culture, real work practices, and of the broader technical and socio-political environment with which the e-Government projects are introduced and applied in the developing world.

INTRODUCTION

The debate on the new ICTs raises numerous conceptual and contextual questions. For example, how can we explain the new ICTs as part of government and development discourse? What are the issues and barriers that ICT-led development has in the delivery of public services within the wider debates of e-Government and ICT4D in developing countries? This chapter addresses these questions by investigating and critiquing the e-Government and ICT4D literatures. Using design-reality and ITPOSMO model, this chapter analyses the design and reality gaps that are responsible to the total failure of 'Drivers and Vehicles Licensing (DVL), a specific fast track ICT project in Jordan. It then seeks to understand emerging issues and barriers that shape this e-Government project.

The chapter argues that e-Government-for development is a potential tool to sustain public administration agendas but there remain some implementation barriers which hamper the full exploitation of its promising opportunities. This chapter begins by setting out the overview of the information age and e-Government, before investigating and critiquing ICT4D literature. Using the design-reality framework and ITPOSMO model, the chapter analyses how 'Drivers and Vehicles Licencing Department' has been affected in Jordan, and together with its underlying barriers/ burdens that result in failure. It concludes that e-Government for development is likely to grow only if there is deliberate cognisance of culture, real work practices, and of the broader technical and socio-political environment with which the e-Government projects are introduced and applied in developing world.

CRITICAL OVERVIEW OF THE INFORMATION AGE AND E-GOVERNMENT

Information age marks a period in human history and it is defined by exponential growth in the collection, analysis, shaping, storing, duplication and transmission of information through electronic means (Webster, 2006; Castell, 2000). It is a period that some scholars perhaps see as an age of information revolution and access to information, not an information age (Loader and Dutton, 2003). It provides clues about how digital and networked technologies already in use might have influenced the future shape, socio-economic relationships, and conduct of human institutions, human activities, citizen-government relationships and international exchange (Lips, 2010; Hood and Margetts, 2007; Heeks, 1999).

Advancement in ICTs has altered the politics, economics, sociology and culture of knowledge creation and distribution, which perhaps make it as part of a continuing process that dates back at least a century and a half (Castells, 1989). Thus, the characterisation of information age is based on the access to information, network logic, widespread proliferation of emerging ICTs and the capabilities that those technologies provide and will provide humankind (Castell, 1999). As Webster notes, however, there are enormous problems in measuring what is meant by an information age. Even with the proliferation of new and emerging ICTs, Webster asks, has society changed profoundly enough to warrant calling the present–or the near term future–an information age? (Webster, 2006). Defining information age revolves around a mix of positive and negative point of view. Therefore, the contending issues about the meaning and quality of information, together with the relationship between the citizen and the government, are portentous ones for the information age.

On the other hand, e-Government has become a general phenomenon in this information age. Numerous claims have been made about the contribution of e-Government to poverty alleviation and development of public services (Lips, 2010; Chadwick, 2006; Evans and Yen, 2006; Heeks, 2001; 1999; Castell, 1999). In line with global trends, developed and developing countries have been initiating e-Government strategies and projects in improving the standards of service delivery and increasing the efficiencies of government, the latter typically with support from donor organisations such as the World Bank or bilateral donor organisations. Under the label "ICT4D" (Information and Communication Technologies for Development), these donor organisations are stressing the relevance of ICTs in general, and e-Government in particular, as a way to promote development and reduce poverty (Schuppan, 2009). In so doing, expectations are high because e-Government is perceived as strengthening the performance of government and public administration, and an efficient and effective administration of government is a necessary precondition for socio-economic development.

The foregoing claims are particularly relevant to developing world, where public administration is characterised with inefficiency, limited capacity, and poorly trained workforces (see Ndou, 2004; Cocchiglia & Vernaschi, 2006). This implies that e-Government, in general, has the potency to solve administrative problems, however because e-Government and its related institutional concepts 18 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: <u>www.igi-global.com/chapter/critical-perspectives-of-e-government-in-</u> <u>developing-world/140047</u>

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