Initiated reforms

The ALICT Course helped participants to initiate reforms in their organizations and departments.

“The organization’s image had gone down…but most innovations (we introduced since I started) have had high impact. We make clients do business more easily and (there is a) better image of government in the eyes of the people. When we speak in society, to government, NGO, civil society and donor community, they listen to us and support our agenda. We have managed, through appropriate prioritization to listen to the organization and provide a bit more support that was the case before, and from the way we approached our innovations, we have been able to receive support from aspects of society that matter... On a number of innovations, we have been able to introduce (them) because of the consultative approach - one section of society speaks to another section. Innovations we introduced ended up becoming a public enterprise... we expanded our income base through innovations introduced, and have grown internal income from 15 million in 2013 to 64 million at the end of this quarter 2016.”

(ALICT Participant, Zambia)

Increased Innovation

This programme enabled participants to device innovative ways of doing their work.

“(I look at) innovative ways of doing things, not just how it has always been done. For example, having come from the TVET sector, I have been able to look at the curriculum, review the curriculum, able to reorganize the strategy of TVET in line (with) innovations in TVET and Kenya and elsewhere. (I looked at) working on modernising equipment, and how best to deliver instruction in TVET. Before people would say you can’t do TVET online. Now I am putting up smart classrooms (and creating) online learning for TVET. At first people were resistant and said you can’t learn much (through online learning). Having convinced them, we are now starting open TVET learning. (We are also) looking at the mobile phones as a possibility. I believe this is a possibility.” (ALICT participant Kenya)
03
Developing and implementing policies and strategies

Participants attested to the skills developed during the course in assisting them in developing national policies and strategies.

“I am a project manager in a national programme. I learnt a lot of things that are related to how to set up a national strategy (which I implemented).” (LATIC Participant, Morocco)

“The concepts apply to what we are doing right now I am involved in drafting (the) National ICT plan in Mauritius - this is definitely helping me. In the course we were taught how to examine the indicators - this is what I am using right now.” (ALICT Participant, Mauritius)

04
Review of organizational systems

A review of organizational systems appears to have occurred when the most senior official in the department was an ALICT-LATIC alumnus, or when more than one individual in the department had attended the ALICT-LATIC Programme.

“Recently, we have experienced decreased enrolment. We had to bring this to the attention of our director in terms of policies, that if we cling to, will bring down the institution. I’ve also told the people in research that I’m working with to pinpoint certain issues, and they quickly came up with the problems so as to figure out how to move forward.” (ALICT Participant, Zambia)
Increased application of online/ICT driven operations

Following the course, some participants successfully agitated for an increase in the use of ICT driven operations. This was realised in terms of organization-wide increased internet speeds and a shift to online communication. Participants reported that they had taken the initiative to utilise the internet for communication with other stakeholders, which is faster, more efficient, and more transparent; as well as to move from hard (paper) copy communication to soft (computer-based) copy communication.

Increase in dissemination of information online was also recorded.

“What happened in our environment was that we worked in silos. The ICT department in the government was separate, working in silos. Hence, we would spend so much money. Each and every ministry and province had their structure and could do their own thing and pay for their own internet to service providers. This course helped us understand that working in silos, you cannot achieve much. Just like it taught us to work together as a group. We thought of bringing all these structures together. We thought: What if we put our resources together, under the ministry of finance, and do one thing? For example, for internet, why not pay from a single source? We should pay as a unit so that the services can spread across government. When we did this, the cost of government internet went down.” (ALICT Participant, Zambia)

Influence at a regional level

A number of ALICT-LATIC participants had their work recognized regionally.

“I already have a number of international organizations interested as development partners in what I am doing ... yesterday I was talking to (a) German ambassador, (the) World Bank, (the) African Development Bank, supporting TVET reform that has been neglected. I am the lead in the Northern Corridor Integrated Projects (the northern side of east Africa - Ethiopia, Sudan, Uganda, Rwanda, Burundi and the northern part of Congo), MOE chair of the skills development of human capital for this region - and I represent my minister - we are the lead in TVET in the region ... I attend meetings and rally up other leaders.” (Participant, Kenya).
Engaging in community initiatives

Most ALICT-LATIC participants are now committed to community development.

“I do a bit of external work not related to office work ... we are running a project that we want to for youth to apply skills such as creative thinking. We are working on it to come up with an online programme. Right now, we have a cultural programme to fight bad practices - and teams are looking to me how to steer this programme - 'Adolescent empowerment programme'. “
(ALICT Participant, Kenya)

“One of my colleagues from the training ... she and I are collaborating. We want to set up (from what we learnt) to do something with education and ICT in a peri urban area. We’ve had (two to three) meetings. We want to set up a learning centre, where we want to empower people to pass on ICT skills in the community. At this stage, we are looking (for) people to hire to do basic assessment.”
(ALICT Participant, Zambia)

SOURCE
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