

2008 50x15 South Africa Partner Summit Panel Discussion



Digital
Inclusion
With a
Deadline

Introduction

Liz Dewing

50x15 Review

Dan Shine

Digital Inclusion Ecosystem Panel Discussion

Liz Dewing

Kristin Peterson	Devices component:	Invenio
Michelle Lissoos	Content providers:	Learnthings
Ian Jackson	Expertise component:	Mustek
Cameron Sinclair	Structure design:	Architecture for Humanity
Mike Fletcher	Connectivity:	Telkom
Reabetsoe Motsepe	Finance:	Nedbank SA
Christine Pearson	Power and alternative power sources:	Freeplay Foundation

Liz Dewing

The 50x15 Initiative is built around seven equally important and interdependent elements of the eco-system, namely power, connectivity, devices, financing, content, expertise and structure design. I would like to ask all the panelists individually to comment on this model, your experience of this model and whether you feel there are other key elements that also need to be considered.

Kristin Petersen

A model in an ecosystem is vital to delivering and ensuring sustainable ICTs. A model is important in bringing ICTs that are meaningful to communities and organizations that operate in remote, rural areas. The whole ecosystem makes the device meaningful to the communities that get access to both the devices and the Internet. We work on projects with organizations and ecosystems to make the devices and access to ICTs meaningful, relevant and affordable. We also partner with organizations in the various locations to make the experience for those who are new to accessing the Internet and technology really meaningful, useful and relevant to their lives so they will be able to incorporate these new technologies in a way that can make a difference and they can use them as tools to change their lives.

Ian Jackson

One of the issues we've encountered when rolling out schools is the training component. Generally, very little training is given to teachers and ICT is a very new environment. Teachers were trained in a very 2D world, so that is how they understand it. Then we give them this amazing technology, but providing them with the tools to use this technology to impart knowledge is a huge concern and it's one of the biggest stumbling blocks we've picked up. The technology is there but there is not enough training. We need to see a lot more training and ongoing training going on, a lot of hand holding.

Cameron Sinclair

Structural design – the buildings themselves – has been a missing element for a long time. We have all these different aspects of what it takes to bring ICT into a community, but what tends to happen is we bring together the training, devices, power and the politics of getting the project up and running and then it's all put in a building that is not ready for technology – usually a rented building that is poorly ventilated, not designed appropriately for the technology and therefore the technology doesn't last. The maintenance on that technology increases tremendously beyond the means of the community to become self-sustaining.



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Secondly, to take a holistic approach to delivering ICT you must think about the needs of a community from within. Why do people want to go online? What is the role of technology in the lives of that community? The answers will differ from one village to the next, therefore the design of a building in Ghana is very different from designing a building in Malawi or South Africa, and another consideration is that designing a building for health here in South Africa can be very different depending on the location, in Kwa-Zulu Natal or the Western Cape for instance. What are the climate issues? What are the energy issues? What does the community actually want to use this technology for? You need to design the structure appropriately and if it isn't, then the community will not be empowered to look after the structure and as a result the project will fail. Therefore it is important to think about all of pillars as a collection of different expertise coming together for one main goal.

Mike Fletcher

I've been with the Telkom foundation for eight years, since we've started [converting] ordinary telephone dial-up to ISDN, ADSL and VSAT technologies. There were a lot of challenges and as everything has grown and is now online the technologies available are VSAT and ADSL. Telkom currently offers an e-rate for all forms of education, where it goes to schools (that are not Telkom-sponsored schools). Telkom-sponsored schools get this service free for a year and there after they get a fifty percent saving on usage and dial-up if they are using Intekom. Our challenge at the moment is there aren't enough satellites available and also getting satellite equipment.

Geography isn't a problem anymore. The only challenge is the changing technology and cellular technology which is now also in the line of satellite, but other than that connectivity is available wherever you need it.

Michelle Lissoos

The seven pillars of the ecosystem are really important and cover the broad partnership and community aspect of bringing together solutions. I think it's important to note that within each of these pillars there's another whole ecosystem of partners. When talking about what content involves, it's really important that people understand that content includes curriculum content, health content and professional development, which I stressed. I think that continuous, professional development is really important in itself and the partners within this ecosystem of content need to be the teachers, learners, government, stake holders and the communities. The AMD ecosystem partners cover the spectrum of essential elements, but within each of those elements there's another whole ecosystem of partners, understandings and challenges. These elements are really important and we shouldn't simplify each of the different areas.

Christine Pearson

The Freeplay Foundation is best known for creation and distribution of a wind-up and solar-powered radio. First, there is Freeplay Energy, which is a commercial company, and then there is the Freeplay Foundation, which is a non-profit organization. The Freeplay Foundation raises the funds to develop the products and they hire Freeplay Energy using a design brief that's user-driven.

Let me start with radio and lead it into computers, because radio is still by far the most communized communications technology used across Africa. Radio is a critical and essential first step for information that people require. We are trying to make our wind-up and solar-powered lifeline radio MP3 enabled: you can download content from the Internet and play it at any time on demand, or you could record an entire school curriculum on air and nomads and pastorals could take this along to educate their girls and boys as they travel. There are also many other possibilities. Take OLPC where an average laptop is pretty power hungry and it takes nine watts. Negroponte's original brief was to bring it down to one watt. That's really challenging to do, so Freeplay created a fixed winding mechanism that would enable one-for-one: one minute of winding would produce one minute of computer time. When working with wind up, however, everybody tends to think that children will find this fun, but nobody wants to do this over periods of time. This should just be your fail safe, your backup.



Freeplay's idea for the OLPC was to develop a foot-powered generator that could power up to four laptops at one time, but that wasn't the way it ended up going. How do you take the individual computer into a telecenter? How do you power the telecenter? Everybody knows that solar is a preferred option and all the problems that come with solar. I recently spoke at the Lighting Africa conference in Prague and what really struck me is that solar in Africa is still a cottage industry. I always think there is a combination of solutions and that your human-powered or animal-powered solutions should be your back-up and your fail safe. Freeplay Energy in India is looking at bull power as a back-up. The bulls don't do anything so why not use them productively to power? They are currently looking at a model of powering cell phone masts and solar or wind will have too many limitations, especially during monsoon season, but a bull can keep on going. These solutions being looked at in India might also be appropriate for Africa, with a few adaptations.

Power issues are very tricky because it depends on whether you have a grid connection, how reliable is that grid connection, the power of the solar panels, the power and cost of the solar option, as well as the diesel generator, which used to be a much more viable option than it is recently, given the cost of diesel.

Liz Dewing

This is very interesting because as much as we are being very forward and future thinking and looking at innovation, we are also looking back at methodologies that may have worked in the dim and distant past and finding ways of bringing the two together to come up with new solutions.

I would like to continue the power conversation. Kristin your organization has worked on learning lab projects where the local population is almost completely isolated from infrastructure. Can you describe the importance of deploying power-efficient devices in these kinds of settings and also give us other examples of affordable low-power computing solutions in rural areas?

Kristin Petersen

Our organization focuses on getting ICTs out in a sustainable and affordable way, for organizations operating in remote rural areas. We serve school projects, health care projects, relief projects and economic development projects. Devices that draw lower power make all the difference in creating sustainable solutions in remote and rural areas. These areas are entirely off the grid or even if they do have a grid, the grid is very undependable and I think many of you, having worked on projects in Africa, understand that very well. To explain this to the technology industry where we're based in Silicon Valley is very difficult. It just doesn't compute literally.

We've brought out devices using an AMD design through which we've been able to drop the average power consumption from between 100 watts and 400 watts per device down to 20 watts per device (desk tops). If you look at this ratio, you're looking at a ratio of between five and ten times lower power draw from these devices than from new desktop devices or equivalent devices. You're also looking at up to 20 times lower than what is commonly found, which are donated, older PCs with the large screens. This means that you can actually drop not only the installation costs by that same amount but you will also dramatically reduce your ongoing total costs of ownership. In a school in Rwanda, for instance, the device may end up costing about \$300 to \$400 and the power system is the equivalent cost of about \$500 for solar panels and battery and if you're looking at a standard device you'd be looking at \$2,500 to \$5,000 just for installation. Therefore dropping the power dramatically makes all the difference to the upfront costs, but people often forget that dropping the installation costs is only a part of it.

Many of the organizations we work with operate on extremely tight operating budgets. They are doing everything they can to create sustainability around paying internet access and so you have to add in the costs of power when you're looking at creating a truly sustainable set-up. Dropping the power draw means you're also dropping the costs for things like batteries, generators and electricity. Electricity in many of these rural areas can be five to six times higher than electricity in an urban area. This is all about total cost of ownership and the real possibility of making sustainable ICT systems work in rural areas.



Liz Dewing

What is involved in funding and setting up an installation from the beginning? Nedbank has embraced the 50x15 methodology and replicated a number of schools throughout South Africa and Nedbank has financed those projects. Reabetsoe, what advice would you give to help digital inclusion organizations be more successful when approaching financial institutions for funding for this type of effort?

Reabetsoe Motsepe

You can have everything well put together, but if you don't have a funder, an enabler, the project won't be a success. I think your penetration into South Africa would be limited to a great extent. Nedbank plays a very important role in supporting education. We have about 14 million rand set aside every year for development purposes. We believe that education will take a big percentage of this money and, to be exact, 50 percent of this money does go towards education. We have found that technology is a challenge in the rural schools because it is actually nonexistent. Computer literacy is also a challenge even in university institutions.

The role Nedbank has played since its inception in South Africa has been firstly to identify the schools we felt would be a lot more deserving, where the need is the greatest and we've become specialists in a program called the "Rural Schools Development Program." Often, whatever we do as a foundation, whether infrastructure or in nature, we find that limiting factor of access to IT, which is so key to learning at a most basic level. Therefore, when we were invited to become a partner in this initiative we grabbed it with both hands and put the financial muscle around it. I think the way we could excite financial institutions to support this initiative wouldn't necessarily be through financing for credit purposes but through donations like Nedbank is doing, because the more we achieve penetration and footprints into other areas within South Africa, the more the costs will increase.

Liz Dewing

The roll out of this is dependent on corporate social investment and donation-type funding. I think this very nature maybe circumscribes things. I'd like to hear from the rest of the panel whether they have some views on how this can be presented to the corporate world in a different package to achieve different types of funding.

Michelle Lissoos

Financing is really important and projects can't start without financing, but how do we ensure ownership, accountability and sustainability within communities that rely on corporate funding? I think it's really important that communities and schools don't rely on corporate financing for sustainability and they take responsibility, otherwise if the donors pull out the project will die.

Reabetsoe Motsepe

Firstly, we've got to get the necessary buy in, not only at the school level but also at the committee level. The children have got parents and families have got to be involved in the project. There has got to be a need as well as actual dedication and commitment by the family units to protect what has been invested. The learners are not the only ones that are going to benefit from ICT; we should create an enablement where the computer labs can be accessible to the whole community. Where we are able to achieve this you will find the computer labs have been very well looked after and protected because the whole community benefits. This shows the importance of partnership beyond the corporate partnerships that are already in place, it talks to partnerships at the beneficiary level. When a community feels that the computer lab, etc., is something that has been imposed on them, for instance, they did not articulate their need for the computer lab, so they don't see it as something that belongs to them and they won't protect it.

Liz Dewing

Nedbank has a very strong focus on education and the learner aspect, but obviously there are many different applications for this kind of technology.



Christine Pearson

This becomes complex when you are talking about 53 countries. When I talk about India there is one bureaucracy, but in Africa there are 53. One thing people overlook when it comes to setting up initiatives no matter how beneficial they are, is the protectionist nature of African economies. We need a regulatory framework that really enables computer or learning equipment. We had 10,000 radios that took 30 months to get out of customs in Kenya and the main purpose of these radios was to go to the very poorest schools. I cannot even tell you of every hoop we had to jump through to get these radios out. I think if we had paid somebody along the way it would have happened more quickly. This is so difficult because it is often not just one government department dealing with this. You've got to have a clear policy and regulatory framework that comes from the president on down and not just to the ministry of education and telecommunications, but also to the other ministries involved, such as the ministry of health, that also benefit from these telecenters. There is a lot of equipment needed, so how do you get around the duties?

You could partner with the UN. They have corporative agreements with the host nation, but do you want to be partnered with the UN? That will mean that you will stay in the donor loop. You've got to think about how to make these telecenters self-sustaining and in order to do that and get corporate funding, you have to get out of the customs duties, VAT and bureaucracy that underpins everything. I think Kristin is more aware of this than most of us.

Liz Dewing

These experiences of unnecessary roadblocks and obstructions are shared by many people. Cameron if you'd like to comment on some of the things you've learned at the street level and how we can knock these roadblocks down.

Cameron Sinclair

One of the major issues beyond the governmental issues are land rights and tenure, etc. You're putting in a structure in an area that needs it most, but which is in an unplanned settlement where there is no land and there is no clear identification of land. This poses another big issue altogether.

I also want to focus on the most successful buildings that we've worked on. We've been working in about 26 countries, 16 of which are right here in Africa. We've included micro-enterprises because we don't believe in donors, but we believe in seed investments into a program. The idea is that when we have investment on a corporate level, we sign agreements with the community. These agreements clearly identify the community's commitment to the project and that they are not recipients of funds but they are partners in a program. Quite often they may bring land to the table or some investment, and it may not be a lot, but on a local level it is fairly substantial. The agreement also incorporates training and a commitment to take on the building. We try to do something that is energy efficient and that incorporates vocational training in a school setting that goes beyond basic after-school programs. We incorporate a micro-financing mechanism so that the program could be a two- to ten-year plan at the end of which there is no reliance of the community on a donor, but over time that community has been empowered to take on the building. Involvement is important. You can't drop the baby but you can't hold onto it the whole time. I hate hearing about "adopt a program," because when you adopt a child you don't give them up afterwards, they are your child for life. When you adopt something, you're not saying I'm going to help grow this program and allow it to blossom, and when it's finally a success it's no longer ours. We're in a very funny situation that when something is a real success it is no longer ours. I think it's important to have the ability to know the moment we can transfer full ownership of a program to the community.

Liz Dewing

What steps can one take to make sure that a community is enabled to be self-sustaining?

Ian Jackson

This is one of the bigger problems we encounter when moving into a community that has had no exposure to technology: identifying somebody within that area. Technology is very difficult to support over a long distance and we've found in all the successful projects that the answer is to locate somebody within the community who can be trained on the technology to be able to support it locally. This creates an interest and that person can train somebody else and it creates a snowball effect around technology. This is probably one of the most important factors in getting a computer lab or community center running all the time and also provides a learning environment to the local community to sustain that center.



Liz Dewing

Let's move on to local community needs and requirements. When people connect to the Internet for the first time, it's important for them to find content that's in their local language and is relevant to their daily lives. The content shouldn't be something that is alien and removed and creates another hurdle for them to cross before they can interact and engage with the Internet. What other content considerations do you recommend based on your experience offering ICT education material?

Michelle Lissoos

We offer two areas. Firstly, we provide content (universal and local) and secondly we provide teacher training. The key aspect of content is relevance. There's a big debate about how important it is for every single country to have their own local content in their local languages and also whether universal content can be inherited. I think across all the different pillars of the ecosystem there is a continuum and if we don't start at some point we'll never get to where we want to be and that is the same with content.

What makes content engaging is to ensure relevance, that it's appropriate content for the community and the medium. The reality of the situation at the moment is that every student and teacher may be using technology for about 30 minutes a week and we need to ensure what content is best used during this time. The other important thing is not to get caught on the issue that all content needs to be localized. There's a lot of really good content out there and if it's selected properly and focused properly it will fast track the digital divide in terms of giving people the opportunity to see what's available.

The other key aspect of content is that it needs to be flexible to different teaching skills, technologies and connectivity challenges. None of this can happen without professional development. There need to be the right people appointed in the community and in schools who will take the stake holders along in that continuum that is teaching teachers how to embrace this technology and how to include it into their learning.

Liz Dewing

This is a general question for the panel. Where do you think the initiative could achieve the quickest success within the context of Africa and African needs from what you've seen and how you've been involved?

Reabetsoe Motsepe

I believe that the schools approach is the best way to go about it. You need to identify somebody who will have ownership of all of this and in a school situation you have a school that will be the owner because a learner at the end of the day is ever shifting. Learners will initially be there and will feel ownership over what has been donated, but that will expire over a while as they move on and you get new learners. When a school takes ownership and feels that it makes a difference to the community, they will do whatever it takes to protect the project's existence over its lifespan.

Michelle Lissoos

We must also look at how that can be a scalable solution. When we dedicate all our resources and time to one school, it's great and it's a privilege for that school and in our experience (I'm sure everyone will agree) we've seen policy and implementation here. I think that one of the things that makes a sustainable roll out is government taking responsibility for bringing these two together, otherwise it will never be scalable across region, government or province.

Audience Questions

Ms. Kagiso Chikane, Meraka Institute

Regarding the liability of technology, for example, climate change, dust, humidity, logistics supply and replacement of broken technology: when a project team goes into an area they bring all the equipment, but when something breaks, replacing that equipment is a big issue. What kind of plan do you have for this problem?



Kristin Peterson

Often times we are very technology focused, but I think one of the most important things to understand, especially when working in remote and rural areas, is that you can do everything you can to make it the right technology, but the bottom line is technology is not enough. You need to have the human infrastructure, and not just the technical infrastructure, in place to deliver and sustain rural technologies.

I think one of the most important things to do and that Inveneo focuses on very closely, is going into communities and countries and finding experts who are focused in rural areas. We work with them to get them access to technologies many of which aren't available in Africa or are very exorbitantly priced. We partner with these experts to build up expertise around delivering and supporting the technologies, so once we do have an implementation in place in a rural area, these partners who are in country are committed to providing technology installation and service support. They can be there as a tier-two level support so that when something breaks they are a safety net to work with the organization to get the technology fixed in a rapid, appropriate and affordable way. Therefore having a scalable way to provide service and support is really the key to the overall adoption of ICTs.

Christine Pearson

When you deal with technologists, people are so excited because they see the possibilities in their own environment of what technology can do and benefit, so they make this assumption that the end user in a rural community is going to have that same benefit. There is not enough done in risk analysis, there is not enough done with local populations upfront to determine what their problems are: weather is one. You could also have distribution for an installation and your driver is sick and you have no back-up plan. Increasingly, we are also going to find that the petrol stations are empty.

We have to work with local populations to understand the problems they face. You have to work with your end user from the design of your product and do everything backwards and then also have a plan B. The one thing organizationally that we've underestimated is the need to understand logistics and supply chain. You're dealing in commodities, therefore you have to understand what is happening with global commodities, such as in China, for those of you who manufacture in China. This really is complex and I think very few people do the Peter Senge chart of looking at everything that's interconnected and then creating a value or supply chain that matches up with that and really pays attention to the end user.

Michael Benish, MD, Mpilonhle

Telkom's units are very high on a "ruggedizable" scale. We work in rural KwaZulu-Natal and we have not had Internet access because ADSL is not available in rural areas. I really think that it's got to be a commercial decision to say, look the commercial possibility is not going to equal the investment. Telkom is still a virtual monopoly so there's not a lot of pressure on that. Internet satellite access is extremely expensive and dial up is way too slow to be useful. The world's library is on fast Internet so if kids are going to have access to knowledge in rural areas they need good Internet access.

Can you help us understand what is cost effective? Give us some numbers, because when we looked at those numbers they were way outside. I can get 12 megabytes for \$39 a month in the states (which would serve a whole school). That same access here would cost me 1,000s of Rand. This is virtually 40 times what I would pay in the United States. Help me understand how, by the end of the meeting tomorrow, I can get the Internet access that you've been talking about that is available.

Mike Fletcher

BSAT is the only viable option. I know that Vodacom and MTN all have solutions in place, but for speed we give BSAT Office 512 to the schools that don't have ADSL. There is ISBN as well, but not for content. To get pure content you have to go BSAT or ADSL. When working with schools, it depends on how many are connecting. Price wise I can't give you anything. You are saying 1000s, but everything in demand brings the price down and with the projects and the connectivity that's needed out there by corporations themselves, there's been more demand, so the prices have come down quite a lot. Unfortunately there's the other factor of ICASA [Independent Communications Authority of South Africa] who control a lot of pricing as well. They see there's a demand and they bring down the pricing. We do have our pricing, which I will get for you, and then of course who the correct people are to speak to regarding getting the e-rates.



Liz Dewing

In terms of connectivity, we have a unique situation here within South Africa. To what extent is that same challenge around cost of connectivity experienced elsewhere. Do any of the panelists have a comment?

Steve George, First in Business Solutions

BSAT works out to about 52 cents a megabyte and ADSL is 8.6 cents a megabyte.

Audience Member

I have two questions. First, I see all English-speaking people here and if the 50x15 Initiative is worldwide, have they addressed the French and Spanish speaking issue because there are many French speaking countries in Africa? Second, I believe that memory is critical. Do we have some sort of data compilation from project number one up to 2007, where people can actually piggyback on what has been happening?

Liz Dewing

To answer your second question, you will find a learning lab capsule in your gift bag. These capsules are essentially a full record of the learnings that have gone before and a record of what has been done.

Cameron Sinclair

AMD is also developing a portfolio of hundreds of different ideas that are adaptable but are open sourced. We are using creative commons, which are a licensing mechanism that allows you to share and distribute innovation freely to communities who want to replicate the innovations. Our organization uses something called the developing nations creative commons license, which means anyone in the developing world can freely download full construction documentation and replicate that building. Our main goal is social change and not financial gain so why shouldn't we share this innovation?

When we're looking at trying to do scalability and to play into the comments earlier about how do we scale these things, the solution is not just about making sure that they work in French- or Spanish-speaking countries. It's that we're not keeping our innovation in our own little closed bubble. The whole point is to scale.

Michelle Lissoos

Most countries that learnthings and AMD have been partners in across Africa have been francophone countries. The key thing with professional development and content is making it relevant and understandable. Learnthings, in partnership with AMD, has French content, which is key in the core areas of math, science and business studies. We've also trained local French trainers to communicate that as well. What we haven't stressed is that we work really closely with content and teacher development, with the Mauritian Institute of Education for instance, and we also work with language policies. We make sure that our content and teacher development delivers to the language and multilingual policies of that country.

Audience Member

I fail to see how you address the real sustainability issue, the business component. Who pays for these things?

Cameron Sinclair

What we're seeing for the future is a hybrid between full profit and non-profits. We need to stop dividing the two and think about hybrids that can help grow micro-businesses, find social entrepreneurs and figure out ways of getting their mechanisms to scale. Unless we do this we are going to fail. We need to find avenues where there is a constant stream of funding that is coming on a grass roots level and that's their fail safe, that's the ox. This is consistent and keeps going and will not disappear, so when the grants come in they are just windfall. Grants should not be relied upon. They shouldn't be saying, when we get the grant we can do this and get our kids online or we can get better bathrooms. That should not be the case. We should be finding financial mechanisms on a local level to get that stable consistency.



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Closing Comments

Dan Shine

Sustainability is a very important issue. Unfortunately, sustainability is becoming an overused and poorly-used term. Sustainability in education especially is very difficult because without a funding component self-sustainability of a school is a very difficult thing. You can only sell so many Girl Scout cookies. We've understood that the notion of sustainability is paramount from the very beginning. Primarily we got slapped in the face every time we went to visit a school.

One of my first times out with Craig Dawson was to visit a school in Diepsloot in Johannesburg. We asked what they had had before in terms of computers and they said they'd had charitable donations. We asked, if we do a project with you where would it go? They said they would show us and someone went and found a key to a room that was filled with a pile of computers on the floor. We don't want anything we do to look like that in five years. That's what drives the sustainability, solution set, ICT training and the metric and monitoring that we do in order to make that happen, but it also has to do with the whole financial model and that's why all of this is so important.

Donations are well meaning and continue to be well meaning and we have within AMD a corporate social responsibility group that from time to time donates computers, but when it comes to the programs that have been represented here and the things that we are all doing together, we don't talk about donations, we don't talk about charity, because every time we do a deployment we are doing it in partnership with those we are deploying, whether it's government, a health clinic, etc. The scale part of this model is one of business.

50x15 is a foundation that is designed to operate as a catalyst. When we walk in we actually have a much better reaction when we say this is a long-term business opportunity for us and that's why we're here. We see that ten years down the road this is going to be a very important market and we're here to stay. That's a much better discussion than saying that we would like to donate computers. We try to think about content, appropriateness, language and also how to get these things to scale and we're very aware whether it's open source or proprietary software.

Sustainability is an important term if it's used appropriately. We have to be careful about its application. All seven aspects of the equation need to be properly thought out for four to five years. What happens when five years from now the Inveneo computer or any of these devices no longer serves its function? What's the out plan or the next-step plan? Doing things this way takes a little longer and a bit more money, but every time we've done it and every single deployment we've had the opportunity to be involved with so far has been very successful and it's been successful because of this methodology. This is what makes the difference.

Liz Dewing

I would like to ask the panel to do a two-sentence sweep of what your rallying call to action would be to the people represented here today.

Reabetsoe Motsepe

Let's put a lot more energy into this, in the same fashion that it's already been happening. We have proved that it has worked and it's a good formula. I would ask additional corporations out there to come on board and enable this to happen.

Mike Fletcher

Everything that's been discussed here we are doing by ourselves. The problem is joining together. Let's all tackle this from one force. Let's put our heads together and get to the best solution.

Michelle Lisoos

Get started. Take on the learnings from the capsules and things already done. Let's not reinvent the wheel. There has been too many parallel initiatives going on across the continent. If they can be coordinated it will be so much stronger and powerful.



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Christine Pearson

The word practical needs to come into every single initiative and also to work backwards.

Cameron Sinclair

The main thing is to understand the importance of partnership if any of these projects are going to be successful. We don't just want funding, but also expertise. Let's collectively partner to get a successful project and at the end of it give it away. Learn from each others mistakes.

Ian Jackson

We do a lot of roll outs for different partners. They are all doing exactly the same thing. I would like to see industry coming together focusing and basically putting their strengths together and making a huge difference as opposed to a lot of little differences.

Kristin Peterson

Firstly, we've built a community of practice and it's quite unique. I think we experienced this in the first AMD partner summit as well. That was the first time that I was in a room with a group of people like this, where I felt like I didn't have to explain how we were going about what we were doing. I felt like everyone in a sense understood why we were there, where we were going and how we were getting there.

Number one, lets take some time over the next couple of days to really make some progress around partnering, to get there even faster. Secondly, I'd like to bring up and entertain your ideas over the next couple of days on how to communicate better and more widely together about what we've learned and how we can replicate. I think replication is why all of us are here. There is just not enough awareness and these problems can be solved very easily so let's get out there and repeat what's been going on.