>> ALFREDO RONCHI: Good morning.

(Off microphone). So welcome to session 14 entitled knowledge societies capacity building and E. learning through media. It is difficult to introduce all of these topics together, they cover a major part of our interests. I think the seven speakers will provide you the flavor of each of them.

So we have the strategic timeframe, and so we'll introduce the first speaker which is from Yogida, Ministry of Technology, communication and innovation.

>> YOGIDA SAWMYNADEN: Thank you.

>> ALFREDO RONCHI: 4 minutes altogether.

>> YOGIDA SAWMYNADEN: We'll try to make it fast.

Thank you very much for the invitation. I'm happy to be here today.

You know, we're today living in an exciting world, we talk about technology and we started our IT industry in 2003 and we're only 15 years old, but right now we're still trying to keep pace to get people, more and more people, skills into that sector. Within the 15 years that the industry is on, this is the third pillar, the ICT sector is, we have 23,000 people employed within that sector and more than 750 companies within that sector. Today we're looking how to make that sector the second pillar of the economy and that's why we're really looking forward to train more and more people to work within. In Mauritius, we have opened up, we align now, which allow people to come and study in Mauritius because we're making Mauritius an education hub so that people can come, young teeningor teenagers can come and study in Mauritius and at the same time have the opportunity to work within the sector and we're attracting more and more to come to Mauritius to get themselves trained and also to have the opportunity to work.

Secondly, what we're doing, regarding the skills mismatch ‑‑

>> ALFREDO RONCHI: The question about how does your country address the skill mismatch

>> YOGIDA SAWMYNADEN: The problem with skill mismatch, in Mauritius, the parents, they have a tendency to push their child towards one direction. What we have done so far, just like last time, we have the ‑‑ we have invited parents and their kids to come over and to discover the role of IT, what are the opportunities in front.

At the level of education, primary wise, now all of the students are being told online, you know, with the tablets in the school, we're addressing coding as well in the primary schools.

By our targets, trained by 15,000 young kids in coding in the near future. Also we have just opened up the IT polytechnic so we have just reformed the whole educational system. So kids, after the grade 9, they'll go to academies and after that, had they can move to the IT polytechnic, so we can train and from there, they can push on to go to universities within the I T Sector.

Also, what we have done, internship now, it is compulsory, anyone doing IT, we'll have to go on internship.

We have the internship, this will help us to address the problem of mismatch and all those with the degree because now it is based in Mauritius and IBM is there and we're inviting other groups to come in and set up the academics. IBM is there the last two weeks and we have another conference with Google, they're interested to do so and we'll also be setting up that academy in the near future. This is all the steps we're doing. Thank you.

>> ALFREDO RONCHI: Thank you very much. Thank you.

Thank you for your contribution.

We'll now ask the ‑‑ (microphone issues).

The first question, is what are you doing to deal with the challenges with the full data society?

>> Thank you. It is a great pleasure to be here sharing what Rwanda is doing. We have identified ICT as a pillar for socioeconomic development. Rwanda wants to move from agriculture‑based economy to a knowledge‑based society which is really a big move and to achieve that, there is a lot that needs to be done, a lot has already been done and the work is really ‑‑ we initially identified policies, investment, attracting ‑‑ addressing infrastructure issues as a key towards moving towards a knowledge‑based society. As we speak, the whole country now is covered by world class broadband connectivity with fiberoptic. We have increased rollout with Internet and we have now 4G networks covering 95% of the population and those are real infrastructure that's needed for the rollouts and the move to a knowledge‑based society.

Rwanda realized that moving toward a knowledge‑based society needs to involve everyone. It is an ICT move, but also needs ownership from various sectors. We have a smart Rwanda master plan, but also we have sectorial strategies, so that sectors like education, like health, can understand their role in using the power of ICT for socioeconomic developments. Now we have a number of initiatives to build such capacity by access to IT devices in school, smart classroom initiatives in health, now IT, it is used to extend the health services to communities and we can talk about the initiative now of delivery to remote hospitals. I think moving forward, we're positioning ourselves as an IThub, we have a project now to build an innovation city but also a test bed for future technology. I have looked at the experience of the drawn blood delivery.

Thank you.

>> ALFREDO RONCHI: You have a few seconds left.

The second question, it is what can be the role of eLearning in building the knowledge based society.

>> JEAN de DIEU RURANGIRWA: ELearning is playing a major role. Traditional classroom requires hard copy materials to be distributing the content.

Today with eLearning, it is easy, and there is an effective way to bring the content to class. The reason, the effective way of eLearning, to share the knowledge where one teacher, for example, can record and be able to disseminate the teaching materials to remote school, even offline without Internet but also we have the opportunity to have now a bigger network coverage and eLearning will reach out, sharing content, to share the knowledge to remote schools, we're exploring actually in eLearning materials.

>> ALFREDO RONCHI: Thank you very much.

Ukraine, so please, the question, the first question, what are main challenges in the Ukraine with regard to information integration

>> EMINE DZHAPAROVA: Thank you, Mr. Moderator on your question.

On behalf of my government, I will greet all the participants of this fora, this is an honor for me to brief you actually on what kind of challenges we're facing in my country. I thank you for your time and for the chance to share this problem.

As you may be aware, our country is under a physical war. We're having actually a war, it is a Russian war against Ukraine together with the occupation of Cramia and the people of there, they wanted to be a part of Russia in 2014 and they started a war and as a result of that war, we have 10,000 people died, 23,000 people wounded, 2 million people refugees within the country, they're internally displaced persons. The message I want to deliver is not about the war but about the information that's part of the physical military war and how media can be used against the countries.

The first step after the occupation was to shutdown all the Ukrainian TV channels, Internet, mobile, radio, FM/AM, all other resources so the idea was to isolate the citizens of Ukraine living in cremia from the information space from Ukraine. The same was committed in Dunbas, they started with the oic patience of the territories, we had the occupation of the infrastructure, transmitters, TV towers, the frequencies that according to ITU belong to Ukraine and had they brought the propaganda, TV, radio in order to change the reality. Unfortunately, what we see, there is a huge hate speech towards Ukraine. The idea is to create this bubble, the parallel of reality to discredit Ukraine saying this is a corrupted state, a state that's failed, a Civil War, not Russia against Ukraine but a Civil War and this kind of bubble that doesn't have anything with the reality, and the hugest challenge in this is that we all consume tons of information every day, we lead a rushed, dynamic life, we don't have time to check whether it is truth or not. We tend to make our conceptions and the picture of the reality of the day according to the headlines. What we see, the citizens of Ukraine, in occupied territories, they are forming the new identity, which is not about the Ukrainian identity, 18% of the population which is under the occupation, they had consider themselves of the citizens of the so‑called DNR, the artificial republic created there. This is a big challenge for us unfortunately.

>> ALFREDO RONCHI: Thank you for this. For updating us on the question there.

A second question for you, what are key priorities for the information for Ukraine?

>> EMINE DZHAPAROVA: Yeah. Talking about the key priorities, my ministry, they're in the system of the government, it was launched 3 years ago when the government realized the scale and unprecedent scale of propaganda on hop media is used actually to deliver this propaganda. Democracies are much more fragile in terms of freedom of speech, access to information, this gives a huge space to use it against this democracy.

You all know, we face what's happening in the U.S., in Europe, in terms of freedom of speech and my agency is looking at the idea of not shutting down, restricted stricting access of information but it is about inclusive access. It is a balance we're looking for between freedom and security. We have a lot of websites like say in the Ukraine operating in Ukraine but Russia funded websites that provide let's say anti Ukrainian content. We believe it is not the decision of the state to shutdown this website. We are raising this content and delivering it, submitting to the court, we believe that the court decision should be done in order to let's say have this decision and the decision should not belong to the state exclusively.

Otherwise, we'll become Russia.

The biggest difference, it is that in a short‑term this massive propaganda, the billions of money that Russia invests in the information space, it may seem strong, but in a long term, there is no critical thinking, when you don't have freedom of speech, when media is controlled and you can't have media, you can't get the license because you have to double‑check your policy with the security services, this is forming the society that doesn't have any critical thinking. Unfortunately I have a lot of friends living in Russia, when we talk about Ukraine they are that much surprised that they can't even hear my truth when I deliver something happening in the Ukraine they have a perception and picture and it is not possible to breakthrough that picture. This is the reality.

We're living in this space where it is easy to art officially create another reality and make a lot of people believe in this picture because you don't have time to check whether it is truth or not.

Thank you.

>> ALFREDO RONCHI: Thank you.

Now we'll go to the United Arab Emirates. Please, first question, it is about consider the rapid improvement of the U.A.E. that's undergoing in education and other fields. How did you maintain building capacity to ensure a change for sustainability?

>> ALI AL YAFEI: Thank you.

I would like to thank ITU for having us here.

It is true that the U.A.E. is undergoing rapid improvement in advancing programs and they're in a an accelerated mode that really makes capacity building crucial and critical.

The U.A.E. Ministry of Education, we look at capacity building in a different way, we don't look at it in the classical way. When people look at capacity building they look hat training, development, professional development, skill building. That's not enough. You need a more sustainable model and it happens within the community you're trying to transform the change. We have a framework for eMaturety which is given to school leadership. Through that framework, they get to evaluate themselves and see how farther into integrating ICT into schools. They'll be able to rank themselves and putting remedy and solutions to bridge the gap between had where they are and where they should be.

Another framework we have, it is the ICT competency for teachers and students, it does similar things, teachers get evaluated and self‑assessed and see whether the gaps in ICT norms they have, what are the gaps that the students have and then work into building that gap.

Another model we have, it is the E30, it is ‑‑ we worked with our partner, and it is a model that measures the maturity of the eSafety in schools. It looks at the policies, the practices, what needs to be done, what is the ultimate image and picture of it, and what are the remedies and solutions to get there.

In a nutshell, the capacity building, sustaining capacity, it should not be looked at and used from outside. It should come from within.

>> ALFREDO RONCHI: Thank you.

Okay.

Another question, almost in the same field, if you were to choose the top factor influencing eLearning transformation, which would it be?

>> ALI AL YAFEI: Mainly it is the change management and change the mindset of the individual. Most of the community and the people being transformed, they think that change comes do them. They need to understand and believe that change is within. The mindset, it is very crucial in succeeding to transformation programme. It doesn't matter what technologies you bring to them, if they don't believe in it, they don't believe that they are the one who are making the change, then nothing will happen.

Thank you.

>> ALFREDO RONCHI: Thank you very much. The time is good. I think we'll have time for question and answer at the end of the session. I hope so at least.

Now a contribution from CEABAD. In ICT capacity building, do you think what kind of strategy or initiative should be measured considering the development of broadband in central American region.

>> SUNGNAM CHOI: Thank you, Mr. Chair.

First of all, good morning to you will a. I'm pleased to join this Honorable session and participating and I was impressed with the people talking about the importance of the capacity building. I also agree that capacity building is the key to the Digital Economy and realize that this ecosystem in this sense, I believe that this session is very important.

I'm working with CEABAD and I believe that lack of capacity building programs and a lack of expert or specialists in the public sector are main challenges in the central American region. Also we can find the same problems in other regions as well. I'm sure that the capacity building programme strategy, the initiative, nationwide, it should be taken under national broadband plan or digital Agenda. In order to solve the problems in central American region, SEABAD, our center is established in 2014 and located in Nicaragua. Until now, we provide an online, offline programme on various topics regarding broadband and ICT and more than 3,000 government officers and experts in mainly South American region and other countries in Latin America in the last three years. there is significant impact regarding capacity of the government to address. The main challenges of the building is public policies and related to access, adoption, use of the broadband.

For example, Nicaragua, they have constructed broadband backbone network in the national wide and it started last year to support their broadband infrastructure in a regulatory framework. Our center provides several workshops, seminars, online courses for government officers and experts in private sector in Nicaragua. Also we're providing platform to facilitate and boost the development of the broadband in central America, organizing high‑level Forums every year.

>> ALFREDO RONCHI: Perfectly on time.

We pose the question directly toward you, a few sessions, we have the two sides, sorry, I guess. Yeah. My second question, it is you have successfully provided online courses in Latin America, by the way, I tried to find out the specific location, but I found a bunch of different countries, from Nicaragua, Honduras, very widespread all over central America. Please share challenges and achievement pace while developing and maintaining the online campus?

>> SUNGNAM CHOI: We provided 12 online courses since April of 2016. We're targeting Spanish countries, government officers, so we're over 800% Spanish quotas. As you may know well, there are many online platforms but most programs are based on English. With that language barrier, if you have a mother tong of Spanish and you can speak Spanish you can join the virtual campus.

In additioner, we have developed contents based on needs and reality in the telecommunication sector in Latin America.

Actually we hired international expert that works and lives in Latin America and collaborated with international organization such as ITU, regional office and GSMA regional office in Chile to create a quality and usability contents. We are providen practical, tangible information and technology for participation in the workplace. Most of all, we have made efforts to increase people to keep learning. There is one other reason to fail the online course, it is not easy to keep attention. Most of the participants, you have had the same experience. We pretty much focus on organizing the material to deliver a simple, core concept in short time and a well‑graphic design to have more fun and attention for learners.

We essentially are providing web services to provide a place to meet instructor in cyberspace to have a private extension and to keep motivation.

Thank you.

>> ALFREDO RONCHI: Thank you very much.

Now going to this direction I hope.

Next contribution is from EDACY.

The first question to you, to what extent must current education system be changed or revised in order to take full advantage of ICT for skills development.

>> TEMITOPE OLA: Thank you very much for having me here today. A great thanks to all the exchanges from the panelists.

As we all know, education, particularly higher education, it has under tremendous pressure to transform for different reasons.

Increasing use of technology and companies require new skills to be trained to graduates coming out of higher education.

This is in return creating a huge pressure on education institutions to come up with new ways to train for upcoming skills that are required to drive the word's economy going forward and to improve our society.

Today, there's a growing demand for education. I'm really focusing here on higher education because that's the area that I'm mostly concerned on, in a way that higher education can turn out skills and graduates that have the experience and skills to really do the job, the work that's required today. Now technology offers a unique opportunity, a unique opportunity in one way to train people in a massive ‑‑ at a massive scale.

One, because there is a convergence, where the skills that are required, the world requests to train more and more people not only to train them as, you know, coming out of education, but also to train them to be able to do the jobs that are required going forward.

There is a retraining requirement in higher education.

The other part is for new skills that are coming up, how will we be able to produce great talents that can transform the world? These are challenges that education institutions face.

Up to a year ago I worked with the Swiss Institute of Technology where we started to work with African universities to support them with technology implementation of technology, things like MOOKS, massive open online courses where content is provided online and practical experience, practical studies are done in classroom like a blended environment.

Now we're seeing an emergents of another type of education, which is more duel.

Countries that have applied duel education like Switzerland and Germany, for example, they have very low unemployment rate or youth unemployment rate and the question is how can we use technology to ‑‑ how can we leverage technology to address massive training using duel education.

This form of education is emerging and technology has a particular role to play there.

I take example of Africa, where there has been a huge under investment in education and today we have to train a growing number of youth population. Be do not have enough funds to do that. Technology offers a way to actually fill the gap. We can eventually train students with skills they need to match the job, market demand using technology on one hand and leveraging duel education where the theory is learned online and the technical part is actually learned using technology within enterprises. These are some of the areas where we think education has to improve.

>> ALFREDO RONCHI: (No microphone).

Thank you very much. I hope someone in the room or some speakers here will support your initiative and provide the means to use technology in order to resolve the problem of education in the country or other countries as well.

I have another question for you, what are the critical challenges facing adoption of technology for educational training in Africa?

>> TEMITOPE OLA: In Africa in particular I mentioned earlier there has been under funding of technology, under funding of education in general.

One of the major barriers we have seen is human factor. We can talk a lot about the access to infrastructure, there is a lack of infrastructure generally in Africa regarding access to broadband, access to network, to content, localized content, all of that are infrastructural problems that can be solved in creative ways. The human factor remains a very strong challenge that I think I actually observed in the market that we work, we work in Côte d'Ivoire, Senegal currently, but we still believe that by addressing the human factor we're ‑‑ we need to retrain even the teachers that will retrain the people, we have to give them the ability to have technology literacy. You need to invest in workshops, we need to bring a new form of education together and this is where innovation and cooperation comes in, cooperation with enterprises. Most of the enterprises that require the students coming out of vocational or higher education or universities require them to have specific skills.

How can we make sure that the companies are also contributing into training the students that are coming out and involving a new form of vocational training. These are some challenges. ICT definitely has that role to play there, but the human factor, government has a role, enterprises has rolls to play and also the students.

>> AYANNA SAMUELS: Thank you very much. Thank you.

Now I will turn to AISEC and you can explain much more about the organization. What steps have you taken to ensure capacity building among youth towards increasing the employability

>> ABDELRAHMAN MOHAMED: Thank you very much. Before answering the question, I would love to extend my regards for being here. A young person representing a group of 040,000 young people around the world, the report of the AISEC network, they're aspiring to try to create a local impact every day.

Before kicking off, just to try to make a little bit of a small metaphor, how many people here in the room, if you have a smartphone, can you please raise your hand? A smartphone. Yes. Can you look at the screen of your smartphone, just take a very fast look at the screen of your smartphone. We're brought up now in a generation that this is the size and a lot of times our attention span. When we look at that skin of a smartphone, we look at social media, we come to look at content that's being generated, that's the size of our attention span. When we look at capacity building programs, we choose as young people trying to create solutions for young people to start by designing from the young person, by asking them the right questions. Asking them questions such as what is the native content that they would like to be engaged with. What are the methodology and terms that they would like to use.

Looking at blended learning solutions for example, looking at content that's super short that would span a scope of a minute and a half, that can engage a young person, but in the same time convey the content that's required.

We live currently in a world where it is estimated that by 2030 currently more than 60% of the existing job titles will be redefined.

So the challenge of the next generation following 2020 is not a challenge of unemployment, it is a challenge of redeployment, redeploying right people in the right jobs with the right skills. Everybody is talking about robots. The robots are coming. Artificial Intelligence, it will take our jobs. I choose to see it from a little bit of of a different angle. The robots are coming, we know that but they're coming to help us out. What we need to do is to leverage the assets that we have such as creative thinking, such as the ability to build empathy, such as emotional intelligence, such as care. How can we leverage upon such a skill set and make young people understand that it is not about winning the battle, winning the fight against the machine, but it is about leveraging that.

We tried to do that a lot through the programs where a programme is a blended learning solution for leadership development, 10% of it is in theory, what you get normally in a classroom. 20% is through peer to peer, learning what a knowledge society is and out of that, 70% is through practical experience. When a young person goes out, works for an NGO or volunteers or works in Civil Society, working in corporate, working in a start‑up and learning the hands on skill by doing which is what we perceive as the best way for knowledge potential.

>> ALFREDO RONCHI: The field of genetic, yes. I have a question for you.

It what role does knowledge society play in fulfilling ISOC goals and in engaging and obligating every young person in the world

>> ABDELRAHMAN MOHAMED: Thank you very much. You touched on a nice point there, engaging and developing every young person in the world. If I come over here in this room and we say we aspire to engage and develop every young person in the world, 1.8 billion young people. Sounds naive and sounds like an idealistic way of thinking. When we come to think about it, living in a world that's hyperconnected, connectivity is currently what we perceive as a basic Human Rights. It is a Human Rights for every single individual, every single young person to be able to get access to the Internet.

Unfortunately, a lot of times we face regulation.

Unfortunately, a lot of times we face barriers. So even when we come to look at it from that angle, what we aspire to create is a generation of young people that are capable of activating their leadership to take control of their ability to learn and teach. If I say, as a young person, I would like to be looked at as a thee mattock area, as a project, on a certain Agenda, let's change that narrative, we stop becoming consumers of technology as young people and we start becoming producers. As young people, instead of being looked at a a thee mattock area, a project, we start being looked at as a growth engine for society as people are creating and generating opportunities rather than waiting for opportunities to be created for us.

That element of leadership, taking ownership of my experience of my learning, of my knowledge, it is what we believe is the building pillar of a knowledge society because a lot of the experience and expertise exists out there. It is about tapping into it and giving local ownership on the grassroots and mobilizing the generation of young people to be able to get access to that knowledge and to disseminate it and contribute towards being part of the problem solution rather than being part of the problem.

>> ALFREDO RONCHI: Thank you very much. Engaging the younger generations.

Now we'll go to Yohko, evolution of mind, life and society research institute. I'll pose one question altogether to her. It better fits with the requirements now. What are the ‑‑ sorry. What are the aiming of using knowledge for societies and why, and then how could future society and civilization be

>> YOHKO HATADA: Thank you for the question. Thank you very much for giving me the opportunity to speak here.

I would like to ask the knowledge society, knowledge, it must be meaningful, platform, why, society and growth, it is our individual incubator. My point of view, it is ‑‑ the latest evolution of mind, society, this evolution, I have a point of view, it is evolution of life and growth, so maybe it is different.

So meaningful for all those times, the material, the evolution process, so as to future direction, we are actually at such a critical time, the current technology, it is I feel equivalent of the DNA, it become the region and this Internet, it is the power we're getting now, including machine learning, AI inclusively, we're basically adding totally new kinds of civilization we're making. So that's why I'm proposing this big question, which, of course, I'm not capable, but trying to propose.

What is meaningful of human stabilization contribution to this evolution process. I propose the core is individual, individuals, the quality of life the individual, must live freely, this is coming from true understanding of self and living for connecting, integrating, and ‑‑ integrating to the world, to the environment, to time, to the evolutional of time as well. The true connection to itself is delayed, through what I am, what I want to do personally throughout life. Then the individual is able to light up the world and self. This process, it requires finding ‑‑ the life mission, each of us we have and then one starts to live own life, not others life, living but not truly so.

One, unique innovation, innovator of own life. That's what we need.

This is needed for anyone, everybody. It is part of human life. This is critically important for the future of building. The uncertainty we're living in, like now, we need to signify it and recognize it and need to make a stabilization movement I feel. The function of individuals, the dignity of human life and democratic society is an example and global system, this needs to be aligned with themselves and among individuals, industries, institutions and sovereign states intentionally and globally. Those must be aligned for evolution. HDSE, humanity, democracy, global ecosystem symbiosis for evolution, HDSE.

You have the maturing of the democratic society globally for innovate, then we evolve for each individual recording. If individuals are politicalized, labor is dehumanized, financial goving, it looks at the system itself. The fabric of institution in society, they're fundamentally damaged and the information for PR inimpoverished diversity and functional connections. The way we currently are operating, our work function, it would not allow us to live for long with technology that is already emerged with increasing computing power.

If so, what is the advancement for, a system works when all the parts play important, different important laws but work with integrity, not conflicting when we have the body, the life, it ends eventually unless we remove the cancer. Profitability single data mechanism, the tech industry with algorithm use and damaging the responsible human actions in mature political will, all are using the chance of human participation in the globalization and global evolution.

Al currently competition principle needs to be ‑‑ current competition principle needs to shift into international corevolution in the future. UVI, ADI, we have the inclusive ‑‑

>> ALFREDO RONCHI: We have to conclude.

>> YOHKO HATADA: We have a democratic system, global life, environment ecosystem and we have to look at the broader system supporting journalism system to name a few could help with meaningful and the core is that each of us need to live constructively, connecting and contributing to the true self and then it can have the fulfilled moment. Only such a ‑‑

>> ALFREDO RONCHI: We have to end now. Otherwise ‑‑ we have programs with interpreters.

Can we ask the interpreters to give us a chance to let the people pose two questions more? If you agree, I think 5 minutes.

>> Yes, Chair. 5 minutes is fine. Five more minutes. Yes.

>> ALFREDO RONCHI: We'll proceed. Thank you.

Give a hand to the interpreters.

I'll open the floor for two questions quickly. Please address the question to one of the speakers or if it is a general question, then we'll choose which one will reply.

Please, raise your hand.

Which of the ‑‑ let's start from the lady and then ‑‑ the lady is not ready?

>> AUDIENCE: Hello. From Bangladesh.

Considering the youth and skills development, and if we consider the future of skills, future marketed skills, how eLearning can play a vital role to develop the skills if you kindly please could tell us. Thank you.

You

>> ALFREDO RONCHI: Anyone else that would like to reply to this question? Please? The floor is yours.

>> When it comes to youth development, I think that the major differentiator is to be able to understand where they stand, to be able to know, to have personalized learning, to engage their level of maturity and understanding and gradually start building it. Using technologies like adaptive learning and Artificial Intelligence helps diagnose the youth where they are, what the problems they have and start building them gradually until ‑‑ this is one form of improving youth development.

Also, it is not only related to curriculum, it is later related to extra curriculum activities.

>> ALFREDO RONCHI: A second question? Any other ones? We asked for 5 minutes, let's ‑‑ thank you.

>> AUDIENCE: Telecommunication authority of Trinidad and Tobago, I'm impressed with where the country of Rwanda came from the war, I want to find out how long after the war did the process towards where you started?

>> JEAN de DIEU RURANGIRWA: Thank you. Yeah. Our adoption of ICT for socioeconomic development is from 2000. We had three major periods. The first, 5 years by putting in place an equal and institutional framework, the second one, setting up infrastructure that could speed up the rollout of solutions, and the third one, five years from 15 to now, now the adoption and digitalization of various services, government to government, government to business and government to citizens, now we're consolidating now.

I think the key thing here, I could say, it is the way we have sequenced things, and second is the strong leadership and the cooperation within government and Civil Society and the business community.

Thank you.

>> ALFREDO RONCHI: Thank you very much. So again, I thank the interpreters for their participation. Thank you very much. I thank the audience here and thank you to all the distinguished speakers. Thank you to you all. Thank you very much. You did very well. I hope to have a chance to meet you again. Please, give a hand to the speakers. Thank you for attending this session.