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WSIS FORUM 2021

WORLD SUMMIT ON THE INFORMATION SOCIETY

ACCESSIBILITY TRACK SESSIONS

DIGITAL LITERACY FOR DISABILITIES:

EMPOWERING UNIQUENESS INTO STRENGTH

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(The WSIS Forum 2021 session Digital Literacy for Disabilities: Empowering Uniqueness Into Strength will begin momentarily.)

>> AKHMAD FIRMANNAMAL:

(Opening video.)

>> ANNOUNCER: You have until March 31 to vote for your favorite ICT for development project. We encourage stakeholders to watch for announcements for special tracks many of which have been inaugurated successfully such as ICT general mainstreaming track, the world happiness tract and ICTs and accessibility for persons with disabilities and specific needs track.

In addition we are pleased to have opened our high level track on March 22, 2021, featuring the appointment of the WSIS Chairman. Policy sessions featured will be moderated by high level track Facilitators, nominated by stakeholders, these will gather high ranking stakeholders in the WSIS communities, with Ambassadors, deputies, Ministers and private sector, Civil Society, academia and the technical communitiment many other exciting tracks will open soon. The youth track, opening of the cybersecurity track and emerge technologies for sustainable development track. Learn more about the agenda at the website. In addition to the tracks, building on the title of the Forum, we are host a a series of workshops, including stakeholders from around the world demonstrating how they are using ICTs to fight back against the koans pandemic. There was an exhibit bags space is than inaugurated in March 2021. We will have meet and greet opportunities and social media posts and engagements as well as engagements during international recognised U.N. days and weeks. In addition registration for aging better with ICTs hackathon is open and hacking has begun with many registrants participating.

In addition to this, we are pleased to announce that the WSIS track on ICTs and older persons will be initiating a prize in year. Calls are open and we encourage you to submit projects to this prize. We look forward to your contributions and we.

We received 500 inputs from stakeholders worldwide to shape the Forum 2021. During virtual discussions and submissions to the open consultation process.

We are delighted to see well balanced contributions in terms of geological balance. We are showing the strengthening of WSIS activities to achieve the SDGs. We extend a warm thank you to our partners without whom this Forum would not be possible. Thank you and we look forward to a successful 2021 WSIS Forum.

(End of video.)

>> AKHMAD FIRMANNAMAL: Hello, everyone. I am very pleased to see you here. Welcome to all of you to the Indonesia thematic workshop on WSIS, world summit on information society 2021. My name is Akhmad Firmannamal. This workshop is hosted by the Republic of Indonesia and Indonesia digital literacy movement. Just for your information, there will be a sign language interpreter during this session.

Today with our four speakers we will discuss Digital Literacy for Disabilities: Empowering Uniqueness Into Strength.

Our first speaker is Ibu Mariam Barata, direct of informatics application, Ministry of Communication and Information Technology of the Republic of Indonesia.

The second speak is Andi Muhyidin, head of video for video Kumparan and third is Andrea Carla Darmawan, cast from "Sejauh ku Malangkah", in English, "How Far I'll Go".

Last, we have Marthella Rivera Roidatua, researcher of the Ministry of villages. She is focusing on disability empowerment.

To all speakers, due to limited time, you only have ten minutes to present your slides. And I will remind you when your final allocation is almost finished.

And all participants, the speaker slides will be available after the session is over. Also if you have any questions, please type in the chat box below and write down your name, nationality and which speaker you want to ask. I will read them during the question and answer session later on.

Without further ado let's start with the first speaker, Ibu, mar Bart who will talk about inclusive problems for people with disabilities in Indonesia. Ladies and gentlemen, please welcome our first speaker, Ibu, Mariam Barata, Director of informatics, application management from the Ministry of Communication and Information Technology of the Republic of Indonesia. Ibu Mariam, the floor is yours.

>> DRA. MARIAM BARATA: Thank you for the time, Mr. Akhmad.

Ladies and gentlemen, I want to present about the digital literacy for disabilities, empowering uniqueness into strength. We.

We are encouraged to help Indonesia in achieving digital transformation vision. However, the effort to provide infrastructure alone is not enough to support on the realization of Indonesia emission. Not everyone has the same abilities and experience when it comes to digital transformation.

For example, people with disabilities, they have different skills from society into now. Special education is needed to be given to friends with disabilities as a way to boost their digital transformation capabilities.

So to support the development of human capital, the Indonesian government throughout M ICT has developed the digital literacy programme that is available to all Indonesians, including friends with disabilities.

Next slide, please.

Next slide.

Okay. Digital literacy it telephone is the ability to access information safely and appropriately through digital technologies and network and devices for participation in economic and social life. Digital literacy has become a very necessary skill for people to realize the digital transformation, with the characteristic of the digital space data exchange, limited boundaries, interactive, 24/7, easily accessible for a lot of people, and anonymity to cover their identity. We can get a better picture of the digital literacy landscape in Indonesia through this data.

There are 197 points .71, million Internet users. YouTube has become the most visited platform with 93.8 percent. WhatsApp has become the most accessible instant message application with 87.7 percent users.

Facebook become the most popular social media site, with 89.8 percent users.

And the growing landscape of eCommerce, particularly during the pandemic.

Next. Next please.

In cooperation comparison to other countries, Indonesia's digital literacy are still,-based on the competitive index, Indonesia is ranked 56, with rang 63 on knowledge, rank 54 on technology, and 48 for future readiness.

Best International Telecommunication Union we Ded Indonesia ranked 114 in 16 and climbed to 111 from 176 countries in 2017.

In November 2020, the MCI together with the Kata data insight published the national digital literacy survey results. It shows that the national literacy rate is 3.47, on a scale of 1 to 5 based on a literacy index set by UNESCO.

On the last chart we can see the literacy index is basically equal.

Next.

The COVID pandemic encourages Indonesia to accelerate the digital transformation strategy, which created a Indonesia digital nation. It has three pillars. First, digital governance, consists of regulation and policy as well as control.

And second, digital society that info digital, includes digital activities, application and infrastructure. Last, digital economy, with supporting research and innovation.

Next. Digital literacy is the most important skill dealing with the new technology innovations. As it enables Indonesia to become more familiar with technology, but also careful in their use while retaining status of national identity.

So that in mind to support the digital initiation frame, we have a lit racial curriculum framework. We measure cognitive and effective competencies of society in preparing for digital literacy.

The first step is digital skills. This describes the ability of individual to know, understand, and use ICT hardware and software as well as the digital operating system in every day life.

Second, digital culture that offers an individual ability in reading, parsing, familiar larizing, examining and building national insights, Pa creditncasila values and every day life. Digital ethics, the individual's ability to realize, exemplify, adapt, ragsize, consider and develop digital ethical governance etiquette in every day life.

The last step is digital safety for ensuring the user's ability to recognize patterns, apply, analyze with an increased awareness of personal data protection and digital security in every day life.

And next slide.

MCIP, cybersecurity along with 100 band literacy institutions and communities has helped many programmes to facilitate Indonesia in improving their literacy, such as digital literacy webinars, training programmes for test classes, cybersecurity netizen fair and cybersecurity online.

This includes digital parent, digital governance, digital society, personal data and many more.

In 2020 we had numbers of activities in 500 locations across the nation and 513,000 activities, active participants with more than 200,000 participants have downloaded lig books digital literacy books.

And we have partnership with 108 multiple communities and institutions. With the result of more than 83 million citizens have successfully been covered by digital literacy content.

Next. Cybersecurity has I am -- Siberkreasi has implemented various inclusive digital literacy programmes for people with disabilities, such as podcast classes, digital literacy webinars, approved content production classes, photography and videography.

This is available for people with disabilities because they need longer time to adopt. Their training is more intensive.

This puts on another step of challenge where our goal is to literate many, many quantity of people, but also considering the quality of programmes that we hold. So that they can have better digital literacy skills after the programmes take place.

Next slide, please.

Here we have some example of our inclusive programme. There are two online webinars and also we have one example of our on site programme for people with disabilities called long distance vacation, which was held in Makasar.

We have a programme for people with special needs to allow them to channel their thoughts and opinions while creating their own interactive media platform.

And well, we know that people with disabilities have a difficult time when it comes to access. Access to go somewhere, access for education, access for job, just access for life in general.

By profiling -- providing them access for their education they can compete just like any other people around them. And with digital literacy we hope not just to interest but to empower them so that they have a better quality of life. Digital literacy has become one of the access for people with disabilities to go along with the current digitalization of the world, not just our country. But the whole world and that is basically digital transformation.

Hearing about encouraging stories from our participants through our partner with multiple disabilities organisations, we can -- just a moment.

We can say that digital literacy isn't just skill or an ability that we need to explore. They need the Internet. It is an access for a change or chance for people to do something better and different and become more than what they never knew that they could be, who just happened to be born or have accidents that make them require special needs, showing us that no matter who you are, it is never too late to have change in your life. It is never too late to better yourself. It is never too late for coming to a new story. To all the programmes, training, web ner, hearing the people with disabilities stories makes me wonder if the potential digital literacy will be about, not just detecting a hoax, accessing the right information from any time or anywhere in the world, but maybe it is just access for a better change of life.

That is all I have to say. Thank you.

>> AKHMAD FIRMANNAMAL: Thank you, Ibu Mariam for giving such informative presentation.

And for those of you just joining us, welcome. I want to remind you again if you have any questions, please type it in the chat box below and write down your name, nationality and which speaker that you want to ask.

Okay. Now we move to our second speaker, Andi Muhyidin. He will share his experience in mobile journalism training people with disabilities. Ladies and gentlemen, please welcome our second speaker, Andi of video Kumparan.

Okay, the floor is yours.

>> ANDI MUHYIDIN: Okay, thank you.

Can everybody see my presentation?

>> AKHMAD FIRMANNAMAL: Yes.

>> ANDI MUHYIDIN: Okay. Good evening, Indonesia, and good evening in Geneva.

Empowering uniqueness into strength. This theme fits perfectly with my experience of holding several workshops for friends with disabilities.

This convinced me that disability is -- when it prevent someone from what they want or need to do. A person with a disability can be the head of the chemistry lab if we can communicate with clients or assistants. A people with a wheelchair can make a good video if he or she is begin the opportunity to learn and public facilities make it easier for him to produce videos.

How is the situation? There are 25.6 million people with disabilities in Indonesia, equal to almost 10 percent of the population.

The second is that I see that the point of view of the media and journalists in general sees people with disabilities as objects. Sometimes journalists also see people with disabilities as people who need to be pitied. This is because the approach taken is related to the medical model of disability or the charity model of disability.

Well, it is not wrong when the media brings up inspirational stories of disabilities. That is also good. However, that was not enough. Media and gurnists need to give them wider access to voice their interests. Stories with their own perspective, especially if they could produce content themselves, this would be something different.

We also know that it is very easy to find unfriendly facilities for people with disabilities. Therefore, it becomes very important to continually figure out these issues, not only by the media but also by people with disabilities.

And finally, we also know that there are still serious discriminatory regulations. One of them is the physical health requirements for civil servants.

Literacy training through mobile journalism is important so that people with disabilities also have the ability to produce good videos or photos, graphics, or audio or podcasts.

Second is to empower people with disabilities to express their voice, perspectives, and needs through news media or their own digital platform.

The third is, this can also provide socioeconomic benefits by contributing to self steam and solid arrow owe self-esteem and solidarity among others with disabilities.

The next is educate the broader community and governments about policies and facilities that are needed to support people with disabilities to have equal chances for fulfilling lives.

Why Mojo? I will explain it fast. Services are affordable. When you create a video or using a smartphone it is affordable. You know you can achieve quality video by combining a good quality cell phone by using a microphone and apps. Most journalists can fit their equipment in a backpack or even in a pocket only.

And the fact that smartphones are so commonly make them available for journalists who need to operate the videos.

Approachable. The smartphone and the fact that they are so commonplace means they are less intimidating for interviewers. Apps for beginners to professionals. There are apps for Androids and Apple. They are quick for creating animated videos, captions and free music.

And they are fast to learn and use. They are ideal for creating a great looking story on a deadline.

The last is holistic journalism device. While manual focuses are on video production, your phone can be used to file for radio or podcast online, social media, take a great photo, create a podcast and interviews and get feedback from your audience and follow-up stories.

Mojo training. What I do for people with disabilities is how to shoot like a professional, how to edit video, how to create posters, graphics, how to use social media and as a platform to distribute their content, how to make a podcast.

The picture on the right is one of workshop for a teenager with Down's syndrome.

Well, I want to play one video. This is one video of the workshop for people with disabilities on international disability day. Unfortunately, the training that I have made is not accommodated the needs of vision disabilities. So let's see the video.

(Video played.)

(Music.)

>> ANDI MUHYIDIN: Sorry.

I want to tell about him. One of my workshop participants on international disability day, is one of the participants who continues to make videos until now.

All the videos are very, very interesting. I hope Anto is also here. He originally came from Bando at that time to take part in this workshop.

This is one of many videos that Anto has made. This video has been published on people --.com.

Let's see.

(Video played. This video is captioned in English. Realtime captioning will begin at the conclusion of the video.)

>> ANDI MUHYIDIN: So you see that that video showed that everyone can learn how to produce a video.

So what's next? This is two points that are actually part of the objective of my proposal to apply more master scholarship. Unfortunately last year I was not lucky to get this scholarship.

One is produce a written curriculum and video due tomorrows for an evidence-based mojo training programme for Indonesian people with disabilities, and written Exegesis that outlines its design and explores possibilities for implementing and sustaining this form of training in Indonesia.

And the last one is to explore how to scale-up training to provide trainees with broader skill sets to establish sustainable news sites or digital media services.

That is all for me. Thank you very much.

>> AKHMAD FIRMANNAMAL: Thank you, Andi Muhyidin for sharing your experience. That was inspiring. Next we have Andrea Carla Darmawan, movie cast of the "Sejauh ku Malangkah" or "How Far I'll Go". This tells the story of how Andrea since the age of five had to leave Indonesia to follow her parents and moved to the U.S. This movie portrays how a people with disabilities is living in two different countries, United States and Indonesia.

Ladies and gentlemen, please welcome our third speaker, Andrea Carla Darmawan.

Before we have a chat with you, do you mind if we play your movie?

>> ANDREA CARLA DARMAWAN: Yes, of course, go ahead.

(Video played.)

i.

>> ANNOUNCER: It can be scary at times. You have no idea what you want to do, but the important thing is that you keep working toward it, whatever it may be.

(Video concluded.)

>> AKHMAD FIRMANNAMAL: Andrea, so what is the story behind this movie? Do you mind to share with us?

>> ANDREA CARLA DARMAWAN: So this movie is meant to raise awareness about people who are blind and the differences between these two countries.

So in the U.S. even though the U.S. is a very developed country, the reality is still not perfect. So, for example, I had to adjust a lot to the digital pandemic as well. And I think as the other presenters have said, it is very important, digital literacy is very important because it helps them become -- it helps us become more competitive in the workforce.

And so for the movie, it was basically intended to raise awareness that there are different, in different countries there is going to be a lot of differences in how people with disabilities live their lives.

>> AKHMAD FIRMANNAMAL: Okay. So do you have a best advice that you can give, share with us to let's say like to promote awareness and encourage people?

>> ANDREA CARLA DARMAWAN: Yes, my best advice would be to listen to people with disabilities and don't assume that you know what we need.

So, for example, I am in college now. I'm studying politics. At my school there is an office for disability resources and they approve what kinds of accommodations you can get. And you have to give them documents and you have to let them know, you have to constantly communicate with the Office of disability resources and Professors because communication is really key.

And related to that, I think with the digital technology, literacy, my experience with digital technology has been that I get, I was in high school and this year also in college I get grants. I apply for grants and they give me and other people with visual impairments funds to buy our own technology. For example, this is what I'm using right now.

So this is called a braille display. And so what it does is it connects to the phone, to my iPhone with Bluetooth and it helps me, basically makes everything on my phone readable in braille. So I use this for presentations a lot so I can read my notes and present at the same time.

The reason I am able, I think it is important for countries to prioritize subsidizing technology because it is so important to give people access to it.

Because like the presenters said, it is important for us to be equal and to have the same opportunities as everyone else, even though we have disabilities.

>> AKHMAD FIRMANNAMAL: Yes. Okay. Maybe the last question for you is, because you are mentioning about your current situation now that you are the freshman at University of Mary Washington, right?

>> ANDREA CARLA DARMAWAN: Yes.

>> AKHMAD FIRMANNAMAL: You are pursuing political science?

>> ANDREA CARLA DARMAWAN: Yes.

>> AKHMAD FIRMANNAMAL: I want to ask you, what is the biggest factor that has helped you to be successful?

>> ANDREA CARLA DARMAWAN: Definitely, like I said, communication and self-advocacy. And just practicing how to use all these digital things.

For example, earlier this year I was entering the first semester of college in September, not knowing how to use Zoom. I was told by my Professors like we prefer that you have your familiar ras on. I wasn't sure how to do that. So about a week before classes started I called one of my best friends with Zoom and I practiced with her.

And then, for example, I had a math class last semester where because it was like a general requirement. And there were a lot of graphs in the textbook. There was a whole unit on graphs. So I had to communicate with my Professor and say this isn't going to work. It is not really -- it is not worth all the extra, just not going to work. So she gave me an alternative unit to work on that was based on reasoning. So I ended up presenting on that.

So the graphs weren't, I didn't have to use any of the graphs in the textbook that were not accessible.

For politics, it is a lot of reading. So I have to communicate with my Professors when a file isn't readable, like when a PDF isn't formatted in a readable way. It is all about the communication, I think. So with digital, it is all about digital literacy and knowing, practicing to be competent and also communication.

>> AKHMAD FIRMANNAMAL: Okay. Thank you, Andrea, for sharing your motivational story with us. We will talk with you later on.

Okay. Now the last but not least we have Marthella Rivera Roidatua.

Marthella will explain the challenges and possibilities in promoting digital literacy for people with disabilities in the village. Ladies and gentlemen, please welcome our last speaker, Marthella Rivera Roidatua, researcher from Ministry of villages of the Republic of Indonesia and a founder of con Ken, focusing on digital empowerment.

Marthella, the space is yours.

>> MARTHELLA RIVERA ROIDATUA: Thank you, Firmannamal? Can you hear my voice?

>> AKHMAD FIRMANNAMAL: Yes.

>> MARTHELLA RIVERA ROIDATUA: Hello, everyone, it is nice to meet you all virtually and hello to all the panelists. I just staired at all of your presentations. It is great. Gives me new insights for digital literacy.

Let me share my presentation for you. I know because I am the last speaker, I hope you guys don't be too sleepy to see my presentation here.

Okay.

Can you see my presentation now?

>> Yes.

>> MARTHELLA RIVERA ROIDATUA: Okay. My presentation slides is called ensuring accessibility, increasing possibility. So the technological revolution is remarkably transforming our society from the way we communicate, socialize, to the way we work and also the way we learn.

These changes which have been activated by the COVID-19 pandemic has opened our ice on how important digital access is.

First of all if we talk about Internet access, it seems like or it sounds like a city things. People in the city can access the Internet. How about the people who live in the village?

But in 2014 we have the low number 6 on villages and it is supported by the low number 19 of 2016 on information and electronic transactions.

These kinds of regulations really support how can people in all over Indonesia, especially people in the distant regions and the village can access the Internet.

As the first speaker mentioned about the rate of digital literacy in Indonesia is still low. But the good news is we have, we are meeting 64 penetration, more than 175 million internet users in Indonesia.

Also after the enactment of the village law, we have the village funds who can be used for accelerating Indonesian development. It is also used to empower the people and then to make the people can access the Internet as well.

And the last news is throughout 2020 there are 4G network base transceiver stations, we call it BTS, in 1682 villages in Indonesia. Can you imagine how many villages we have in Indonesia? It says 74,961 villages in Indonesia. A huge number of villages. We can see that as potential or maybe as a challenge as well.

So if we talk about the digitalization in the village, first it is used for the ICT for the government. So the village government uses the Internet access to provide the administrative services and data disclosure to the village community. It is just like an administration thing.

To make or to formulate the policy and programmes according to the people's needs. So the impact of the internet access for the administration is enabling evidence-based policy, transparency, open data, and also the empowerment.

These facts give us insight that the village community is actually have awareness towards the digital literacy. But my question or maybe our question is: How was the digital literacy for persons with disabilities in the village?

So talking about the digital gap, the UNESCO report in 2018, if I'm not mistaken, I am straighted that there were practically 100 active mobile high-speed subscriptions for persons in Developed Countries, maybe Andrea lives there.

But in developing country, it is only like 40 percent of the mobile subscription. So the number is still low. Therefore, people with disabilities who live in Developing Countries may face even higher digital exclusion. This condition not only prevents them from digital advances but also the advantage to broaden their skills which further impact their economy.

So maybe I asked you, the audience here, do you know how many persons with disabilities in Indonesia? So Mr. Dio, our second speaker said, you will notice that it is more than 10 percent of the total population. The impact numbers from Indonesia is 10.65 percent of persons with disabilities in Indonesia.

It is not a small number. It is maybe 26 million people with disabilities in Indonesia.

If you maybe wonder how to define persons with disabilities. So regarding the low number, 2016, people with disabilities is people who have long-term physical, mental, social 94, making their full participation in the Civil Society on an equal basis with others.

If we talk about the digital gap between the people with disabilities and nondisabled people, we can see the compositions of disabilities based on the types of disabilities. So to make the digital more inclusive for persons with disabilities, maybe we see these kinds of data as our best line to make the digital more accessible for persons with disabilities.

So in Indonesia itself, nearly half of persons with disabilities are persons with multiple disabilities. It means that the person has more than one disability. So the second rate is people with visual impairment or have an impairment to see something. Then the third rate is people who cannot walk or climbing stairs. This is the data from the statistic Indonesia.

So based on that data, if we talk about the digital gap, for persons with disabilities in the village, we face for at least three challenges. The first one is majority of the persons with disabilities in the village are low level in education. So they can't afford the education because their disability. Sometimes their parents keep them until their age is over to enter the schools. Or they cannot access the education because they didn't have the administration thing. For example like the document that they need to enter the schools.

And the second one is not all of the application is accessible for persons with disabilities. For example, here I am pretty sure that we all have the social media such as Facebook or Instagram. And then we post some information there. But we maybe forget that the features or the application provides us with accessible tools to share the information in our social media. For example, if I post something on Instagram or post something on Instagram they have the features of Alt text so that people with visual impairment know what kind of the pictures that we posted. But we readily -- rarely use it or maybe we never use it in our social media.

That makes people with disabilities cannot access what kind of information that we want to share. And the third one is not all digital literacy programme has reached the village and are accessible to persons with disabilities.

The first speaker, Ms. Mariam, mentioned about many programmes is made for the persons with disabilities by the government or maybe in collaboration with the companies. But I think that the programme, it is not reached until the village. So the people with disabilities who can sake the programme maybe who live in the regions or in the cities. So this is the kind of thing that make the training or also the workshop or any kind of the good programme in Indonesia. It is not really equally distributed to the people with disabilities in the village.

And also what is the meaning of accessible? It is not defining or defining disabilities such as maybe only for deaf people or only for blind people, but the programme should be accessible and then should be eligible for all types of disabilities. Whether it is a physical disability, sensory disability, or intellectual disability, or mental disability.

But here we have like possibility to do in the next programme. For example, the fact that Internet technology has reached 84 percent of the villages, it is good knowing almost 100 -- almost all of the village can access the Internet. And the second one is Indonesia is currently making a programme of digital village as their top priority. So all of the villages in Indonesia can access the Internet and also we hope that that can increase the digital literacy in the village, including for the persons with disabilities who live in the vnl.

And in 2021, Internet access is opened at 12,000 points because we already have a Palapa ring level agreement and we are conducting digital literacy for northern 295,000 people in Indonesia.

And also as the second speaker mentioned, because of the media, disability awareness in our society is increasing. Maybe it is not ideal one, but I am an optimist, optimistic that awareness is increasing in our society.

Also particularly in the Ministry of village we have the programme named inclusive village. So it is not only for the persons with disabilities, but we want to make sure that every village counts everyone matters and fully participate in the village development.

So how can we reduce the digital gap?

>> AKHMAD FIRMANNAMAL: Sorry, Marthella, do you mind to wrap your presentation in one minute? Mart mart sure, sure. This is my last slide.

Okay. How can we reduce the digital gap for the persons with disabilities? This is a three principles of digital development. First one is accessibility. If you don't have Internet access, how can you be we can be late for digital itself. We want to make sure that website apps, electronic documents and anything people read or do in digital form should be created in a way that allows independent use by people with disabilities.

For example, like what Andrea mentioned about there are adjustments if you can use the Zoom or any kinds of apps we use today. It may be they have another option for you so you can access the learning or the workshop itself.

The second one is participation. People with disabilities and their communities must have opportunities to share their knowledge and bring their vision, rules, opportunities for the mechanism of digital accessibility.

And the last is nondiscrimination, the digital literacy programme must be reached by persons with disabilities even if they live in a a village. Also it is not defined by the types of disabilities itself. It must be accessible for persons with intellectual disabilities and also with persons with mental disabilities as well. It can be supported by making the regulations on disabilities.

I think that's all for you. Thank you very much.

>> AKHMAD FIRMANNAMAL: Thank you, Marthella for your presentation. Now we have to move on to the question and answer session.

We will read the questions from the chat box. We already have several questions here.

Okay, the first one I think from Gunawa from Indonesia. The question is for Ibu Mariam. He is asking: Is there any government programme to prepare for students with visual disabilities that are located in the Eastern part of Indonesia that are or rural areas not served with Internet. Second question. Is there any specific incentive for the student Internet quota or any other incentive? Ibu Mariam? You can answer.

>> DRA. MARIAM BARATA: Thank you,. I think I agree with Marthella, how not only to have accessibility for the cities but in the villages.

We have been teaching students with disabilities. You see this offline. We facilitator sill sate them with screen readers for the Internet. We facilitate special computer for students with visual disabilities in the village.

But now we have only created digital literacy programme in rural areas and Eastern part of Indonesia. One of the are.

(Speaking non-English phrase jierk.

For content that is for disabilities. But with the online system.

In this year, there will be many programmes coming up in Eastern Indonesia. As far as the incentives, it is already provided by the Ministry of national education for students. The government has built the infrastructure in the rural area. So it will be helping the process of digital literacy programme in Indonesia.

That is my answer, Mr. Akhmad.

>> AKHMAD FIRMANNAMAL: Okay, thank you, Ibu Mariam. Maybe we move on to the next question from Itasaru. His question is for Andrea Carla. From your perspective, how friendly the digital work for people with disabilities in Indonesia?

>> ANDREA CARLA DARMAWAN: I can't speak on that because I don't live in Indonesia anymore. From what I have heard from what my friend has told me, the friend in the film, what I observed with her, the important thing is indeed to have, to make sure that everyone has access to Internet because that is very important, especially with the pandemic. So I think once everyone has access to good Internet, it should be easier to develop broader skills in digital literacy and learning different ways of using technology.

>> AKHMAD FIRMANNAMAL: Okay. Yeah. So I'm afraid that was our last question. I apologize that I am not able to deliver all the questions to our speakers because the time is up.

But I am sure that all of our speakers are happy to answer all of your questions if you send them through email.

Or we can organise that for you.

And finally we come to the end of this workshop. I would like to say thank you for all the speakers for their outstanding presentations. Let's give a round of applause to all our speakers. We can do it virtually. Okay?

And thank you and to all participants, thank you for your engagement since the beginning. Hopefully the webinar will be beneficial for all of you.

Lastly, I will close this workshop by saying thank you and goodbye in Indonesia, or our language.

(Speaking non-English phrase.)

Goodbye!

(The event concluded.)

(Captioner signing off.)

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