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                  JULY 8, 2025
      UNDERSERVED TO UNSTOPPABLE: REVOLUTIONIZING
       STEM WITH INCLUSIVE DESIGN, ASSISTIVE TECH
                  SESSION 172
  https://www.itu.int/net4/wsis/forum/2025/Agenda/Session/172
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                 9:00 A.M. CEST
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        (Captioner standing by)
        >> ANNOUNCER: Good morning, dear participants, the meeting will
start shortly. Thank you for your patience.
        >> JALOREE LANTIGUA: Good morning, can you hear me? I want to
first thank you for joining the session. My name is Jaloree
Lantigua. I want to start with a powerful message. Just because you
are underserved today doesn't mean you can't be unstoppable for
tomorrow.
        Little bit of back story we will talk about. Key points we will
talk about accessibility STEM, and key approaches on innovation and
integrating AI. As I mentioned, my name is Jaloree Lantigua. To get
to know me more, besides being the Founder of STREAM Technologies,
I will be a WSIS speaker, Forbes 30 Under 30 Lister, and I am an extreme
advocate for EdTech education and inclusivity. I was a speech
therapist back in the day. I come from a clinical background, and
assistive technology, besides being an advisor for start-ups in
EdTech.
        One thing that made me start off as a founder is to find something
I'm passionate about in solving. I think the key thing when working
with entrepreneurship is to do a significant impact, leaders and key
people in organizations have a strategic approach and impact. So it

is very important for leaders to keep continuing growing.

Part of the things that I do like to work in with education and becoming more inclusive is that right now, we are in a great era to innovative and technology is a key aspect and it is really exciting moment to be living in this stage and innovation where AI is growing and technology. So I think a key thing is to really look for to embrace in education.

Part of the global problem is we have more than 240 million students without STEM access. This is a backstage statistic, considering all of the tools available today and how the market is moving.

Either way, there is a data where there is a 98% of this technology to be inaccessible for people with disabilities. If you ask me, that is a 98% of opportunity. That is how I see it.

Because there is a lot of students that besides having physical disabilities or a sensory, they might have other needs that are very unique. So besides working with kids with disabilities or kids on the gifted fields, there is a very important aspect, which is adaptation. Everyone has a different learning need. Whether it is in language, cultural relevance, disabilities and other aspects as well.

So it is very important to make standards that align to those things and other aspects are to really think on users in the UX and UI, the interface. I think that is a key aspect to keep working with accessibility.

The other thing is we have an 85% of dropouts. A Global statistic where kids that are highly talented and interested in STEM, but because it is inaccessible or maybe not challenging enough in areas they need, it is specific input. The kids simply drop out. 75% are interested in STEM, which is very big statistic considering that, you know, we are in education and we're using techniques and models from the 1990s, still. And we have Gen Z. 2025 kids who have different needs. Something I asked my students and their reply is funny, because oh, we're trying to look for answers and to start coding but we have no time for that.

You are 10 years old. Tell me why you don't have more time, child. That is their response, right? That is what they want. Something we have learned to integrate in STREAM Technologies is to be very fast. Any start-up or companies, the speed is key.

If you can get there before everyone else, get it done. I started really early. I know I'm pretty young, but that is what it takes you have to start early to get there.

I think that is a key thing to simply just get started. And there is a 75% of schools who lack AI power tools that can be adaptive. This is also part of the infrastructure and school systems.

So instead of having a bunch of tools, because I think quality matters, right? We need to really use complete solutions that we are able to simply just really get a big scope that tools need to be student or skill based focus. That is key. In schools there is a lot of variety. Not everyone fits a specific standard. Everyone

is unique. There are different thoughts and personalities, that is key to keep on that.

Very scary statistic is 1.5 billion of funding are being terminated in research grants. This is in high-income countries. We need to be smart with budgets, right? Which is key for organisations and really focus on looking for more complete and scalable solutions to be more fit within those statistics and there is a 30% budget cut that schools get, at least in the U.S., when one, not using their whole funding, what attendance rate drop out, there is less funding available for their school.

So that is a really -- if you ask me, that is the recipe for chaos. And it is actually very important for us to provide assistive technology to students regardless of their ability.

So there is urgent data-backed, there is a statistic I like to share. One of the key things is to really focus on looking at -- besides the data which schools provide and organisations, it is to really ... if I could say it in a sentence, probably would be just user based to focus on student outcomes. I can focus on a student with autism. This kid, he was brilliant, right? He was brilliant and in coding he was doing relentless things.

One key aspect is it to remove the barrier and allow him to work independently and give him tools he needed. One of the things he had challenges with was he confused a lot the 1 and 0. That is key for binary code.

He had difficulties in associating numbers. Or if a person is not good with numbers, they can't code. That sounds logical. And I would say yes.

But here is where technology inputs. We coded and used an assist tech in the software, wherever it was required a 1 or 0, it would recognize it automatically and place it. There was no way for this 18-year-old at this point in his life to recognize these two numbers or others as well. We provided that to be automated and placed where needed and he could continue on coding with other skills. Sometimes you don't need to know it all. You just need to be smart and focus on the skill set that makes you unique.

He had challenges in recognizing numbers, it didn't stop him to code. One key thing of the student he actually has a gaming studio and he sells his video games. He generates income because we paid attention and adapted what he needed, which I'm very proud of that student. Part of what we do at STREAM Technologies is we are a bilingual STEM e-learning platform, we have on demand courses with AI tutor and accessible features. As our students say, they got no time for learning. I'm like geez, these kids are time commitment intense.

We focused on creating bite-size lessons. Like YouTube shorts. Kids scroll on YouTube for hours and hours. We made a curriculum that is aligned with the STEM.org research. One thing we found is creating bite-size lessons in what we wanted to teach the students had a better outcome in completion and increasing school attendance as well. The tool is used in school, it has been used out of school, in after school

as well.

It is something that helps us continue on. We also have certificated of completion that those can get when they finish the course. Probably a structure in having maybe 15 to 20 lessons each video is like around three to five minutes, because that is all the time kids got. It takes three to five minutes. We make a type of game, so kids complete that as well.

At the moment, we are bilingual, more focused in English and Spanish speakers. We are moving into more multilingual approach, because we want to impact other communities.

We have a tool that is translating the text to multilingual, but for audio we're still implementing other multilingual aspects as well. Here one of our students, I'm always very proud of the impact we do in the classrooms.

We have a kid named Diego who had a physical disability had his legs, great coder, used our platform and created his own video games.

The other picture we were at University of Brooklyn in New York and using VR headsets to test the games they created, under five minutes because that is the time they had. Really good. Kids were exposed.

This particular session we had a lot of kids with hearing disabilities, so they had FF systems. It is like a mic e-put into your ear and connects to the teacher to hear the voice out loud privately.

I had a lot of support from the teachers there they had the equipment, it was good to give them access for them to actually listen to coding in a STEM class, which sounds very basic, but also accessible.

Yeah, that is the impact we do with the students, key aspects I like to discuss is how we are impacting and advancing the WSIS Action Line and SDGs. First of all we work a lot with capacity building.

This is something that happens us with being a software company. It is normal, some organisations, you just can't do them all, right?

That's okay sometimes. Let's just focus on doing a really good job and once you have that with your capacity, you keep growing on that. I believe in that aspect. Other things that we do use an e-learning system, we gamify that with assistive technology. So we have screen readers, we have text to speech. And other tools as well. Besides working on what is culturally and linguistic diversity. Besides working in English and Spanish, I mentioned we want to move in a more multilingual approach. Key things to work with the cultural and linguistic diversity is to collaborate with other countries, getting to know more are the specific needs that country or state and choose the right courses that are relevant. We do have a lot of classes, so I think that sometimes you know, choosing the right target makes more sense and just like giving a big scope of everything. Just really be very focused on what we want to deliver and what are the key tools that they specifically need and that the students can take advantage of that. So that is some way how we want to work with cultural and linguistic diversity. Besides ethical dimensions, we

know AI is advancing. There are some concerns in Cybersecurity and other aspects as well.

Our data we mostly train our models not within the student's integration, just between what is our curriculum and the tools that we have within our content. Kids can prompt in a question. So they don't have to go to ChatGPT or to Google. We want to keep the kids within our platform only because it is safe.

Our AI's don't ask them questions like hey, what is your name, where do you live? (Chuckling)

We focus on what is the content. The questions they have in the curriculum and not take their information. As we know, you know, AI is growing, and other things as well.

We know there is a growth era, until the adjustments are, we want to keep working with the standards and ethical process that are within WSIS. There is a booth that has more information if you want to check it out, besides being compliant in other aspects as well.

We do take information in how students are behaving within the assistive technology. We don't take information of their disability. I was a healthcare specialist. We work a lot with HIPAA, the Healthcare Privacy Act. You know, we really do respect the student's outcome and their persona when they work with us, according to that. So we don't really go more profound at that, we don't take that information. Just in order to keep the student safe, we want to see the users how they're moving around the platform and will correct it, based on that.

Besides supporting the supportive and developmental goals, quality education, work and economic growth, there is more than 1.3 billion students with disabilities.

And people around the world, so that is, yeah, a lot of billions of opportunities. There are some students that they only need a simple adaptation. And there is also gifted students that are highly intelligent and sometimes that IQ is over 130 or 150 or over 160, have different specific needs. And sometimes, in their behavior outcome, they're really intelligent, but other aspects on emotional and social, they might have a little bit that they need a push-up. So because they get good grades, it doesn't mean they don't have specific needs. That is how we lose the Steve Jobs and Elon Musk and we hear the story of when they were a child and how the needs were met and other key Founders, that is a key recipe.

They say the same thing. How they got out of it, had good parents and got into ecosystems and Programmes that exist today and are great. It is a hard pathway to get the really brilliant and exceptional kids into our pathway in a pipeline where they can be great Founders, relentless entrepreneurs and key decision-makers within the tech industry or their Sector, besides working with reducing inequalities. I think that is something that I always reinforce my team. It is design.

Besides being pretty and aesthetic as the kids say, it needs to be simple enough for anyone to do that. So something I always like to work with my team, our teachers are the subject matter experts.

They're the ones that make the courses. They have a lot of knowledge in what they're doing. Perfect. Who is correcting that content for us? Someone who knows nothing about STEM and tech.

If a teacher and the message is clear enough for anyone without technology to understand, that means our teachers did a good job. That is how we try to implement that concept. Because those people ask a lot of questions. Oh, what does this mean? What does that mean? You should add that probably to the curriculum. If an adult is not getting the concept, you have to lower down, make a pathway, et cetera. Which is also a key strategy that we use in order to reduce that inequality.

So we also have here a cross Sector collaboration, something that we're working on as I mentioned we have offices in New York and also Puerto Rico. I'm locally there. I love being Latina. Ha-ha. I love working in New York and the States. And we're a vendor for the New York City public schools. Excited to keep growing in that stage.

Part of the cross-Sector collaboration, how that looks like. We're collaborating with ministries and want to work with more schools and working in implementing what our EdTech Sector is. And working with the Private Sector we have collaborated with distributors in Puerto Rico that manage our client base there. I'm happy to have them on board. Nonprofit organisations and research and policy alignment. We want to work with the United Nations and collaborate what that looks like and reinforcing, reshaping what that policy looks like and creating frameworks and pathways for us to really focus, right? On creating a better ecosystem I always say partnership is key. You can't do anything alone. You might be the best in what you do, but you can't do it alone. I say that organisations have their expertise and collaborating with more people. Yeah, it is way funner in a way, to leaving everything alone is hard. Especially in this fast-growing industry. A week goes by, we have a new tech tool. It is hard to keep up. I always think that those partnerships makes us stronger besides, you know, wanting to connect with more people. And mentioning that, you know, creating a Global solution requires, yeah, Global collaboration and people who understand more their market and their needs of the students. More than I could understand them myself. Because they're the people who are in it. So it is very important as a founder to listen to those needs and to make the right connections in order to get the job done.

It is something that I really look forward to when we're working on cross-Sector collaboration.

And also something that we're looking for is for funders and accelerator Programmes. And we worked with bravo and other in international it gave us an understanding in how to move in the markets. It is a great experience with us. We want to collaborate and accelerate into more countries and growing in more markets.

Part of the Global vision is to do deployment on the partnerships, as I mentioned working with policies.

I think one of the key things when we work on a Global vision is to really -- these are one of the students that are using our

software in some of the schools. Really solve a problem. Really can't impact a student without knowing what are the specific need of the end user, that is key for that. Also the parents play a key role. A lot of people sometimes underestimate them and not that aspect, but definitely listen to what their specific needs are, completely different than their child. They want strong academics. They want them to go to top Universities. They want them to be independent, which is viable, right?

How can we work with that in a tool that they can breathe more? Because being a parent, you have a lot of things to do. It is hard to do multiple tasks. So would you want to ensure that also the parents get a bit more breathing time. Sometimes they ask me, do I need to learn coding to teach my kid coding. No, girl, calm down. Just keep doing your thing. Supervise your child, we take care of the rest. That is what we are here for. It is nice. The parents are involved, see their kids happy and they can do the goals.

If I can talk about one of the parents I spoke to, regarding her challenge, right, with her child, she had a kid with ADHD and that kid went through seven STEM Programmes. He did them all. He was exceptional. Right?

He was still kind of bored. And what he did, I looked at everything he did, I was like this kid has so much potential. Why is no one ramping up this kid, what is missing?

She started a Programme with us, this kid was with us for four years. I even hired him because he was so great. Ha-ha.

And definitely, he also created one of the courses that we have and made an exceptional job at it. Simply she was just preoccupied with his ADHD he wasn't able to focus. We figured out he had autism as well. So his speech communication was a bit affected. And like oh, how can we work with a kid with autism in becoming a teacher. Because you have to stand in public. You have to teach kids you have to sit with them and help them understand. There was a specific skill set we worked with him throughout the courses and learned the structure and patterns. That is why we keep the it same too. Once they recognize that pattern, they keep going in that pathway.

It was definitely good for him to become our student and work with us and other students when they saw him are like I did this whole Programme, I'm working here, I got into college and got four scholarships and everyone was paying attention of what was possible, right?

Even though he went through other STEM Programmes, no one polished the ability he had. Even though he was quietly ins on computer, wasn't bothering anyone, some organisations, the kids can't really go independently, oh, maybe he's not really for this. That happens, right? He has key skills that were being brushed off. We want students to not be left behind. If they are in a wheelchair, have ADHD or exceptionally brilliant. I had a kid that was gifted, he was just 11 years old.

I know nothing about quantics and differentiated equations. That was the first time I heard that. He taught me quite some lessons.

He was just 11! I was like how many Programmes you been, child? He
was like none. I was like oh, you didn't want to do it? He said no,
I didn't get accepted. I was like what!? You're so smart how did you
not get accepted? Because when I started writing those things, oh,
maybe it is too much. Where else could he go? Right? That was
disappointing for him and his mother.

      Once they started working with us, she came in and mentioned
his challenges. She said I don't know what he writes in that notebook,
it is something. I was like it is okay, I'll take a look, what it
is about. It is also key to support kids that are exceptionally
gifted. Once we were able to work with him and he saw the platform,
he was like oh, I can do all of this. I was like do you want to
implement -- we're trying to make more mathematic classes. I said
try to implemented and challenge yourself in this pathway. He was
like oh, I can connect it. He took a breath and was like you get it.
That is the key thing that organisations have to support kids of this
generation.

      Sometimes they don't ask the questions in the way we want to
get those questions asked. And I think that is key. We just really
need to listen and focus on what is their frustration. What is the
key aspect that they're looking to achieve within the Programme and
the software. We want to have a strong approach and not leave any
kid behind, especially when we work with kids in this Sector.

      Part of the experience of supporting kids we also went to a
school in Brooklyn. I really like that school. I had a 4-year-old,
he used to write code. Four years old, writing code in his notebook.
He is exceptional, why isn't he in coding classes. Oh, he's too young.
I think a key aspect is not limit students because of their age, focus
on the ability and interest. We're very inclusive and known in the
disability space. I focus on abilities and interest. Doesn't matter
their age. Focus on what they can do and what they're interested and
take that skill set. Is their model in child development, which has
to do with the developmental scales and what a kid should be doing
when they're two months old, five, six, and also key to look at those
aspects and focus on what is the stage that the kids are running into?

      Sometimes they're more advanced or more delayed in some areas.
But we need to look at it in a holistic approach to work and
collaborate with them and bring on the key solutions that we want
to give a chance to students.

      It is hard in an aspect to work on a software company, right?
Some software companies don't have the experience of working with
the user. It is just a software and people just have fun, right? That
is not our approach. We started actually as a service company for
like three years. We have been operating for almost six. And we were
operating before AI and all of the things came up. It really gave
us a strong structure on how to implement that service within software
and then we changed and pivoted the whole company in that direction
because the demand was so much, we couldn't keep up.

      We had to convert into a software company, but definitely I take
that experience with me because when I worked as a teacher, years

back or speech therapist, I would get tools and sometimes I never got the proper training. It was just me and that device for a long time.

I always wanted to adapt them, I never could. I feel proud of the STREAM Technologies work to create that and take the information on our students and teachers. We also provide professional development for teachers to enhance the platform within our school. And we have also been able to implement the platform without having STEM teachers or tech teachers in their schools.

The platform is so self-paced. We only need a strong advocate to remind the kids to log in. And we take care of the rest. We don't want to put more pressures on the school about learning and implementing. We'll take care of it. Besides being a software, if you need a training, give us a call. If you need strategies on how to align to your curriculum, we have STEM curriculum specialists that can help align the standards. It is not a tool we will just hand to you for you to solve it. We want to collaborate and connect and make sure that you are doing the Best Practices and us as well in bringing that to your school or organisation.

So there is the QR code. Right there, if you want to scan it. I will send the presentation to people actually that registered. And also, some additional information about what we have for the participants here live and virtual, I would love to give you guys what is a free demo. It is a very specific link that we have, so you can test the platform, have some fun and experiment.

So feel free to connect with me. There is also my email and our website. I have do have LinkedIn. For the more young, I have Instagram. I use it more for professional setting, so you can also connect with me there as well.

Yeah, I'm very happy and grateful for the organisations here that co-hosted this event. And allowed me to speak here today. So I really appreciate you all being here. As I mentioned, because you are underserved today doesn't make you unstoppable tomorrow. STREAM Technologies is looking to change the game for everyone to play. If you want to connect, play, collaborate, we're here to work on it. So ... if you have any questions, I think I have like 15 minutes left, right? Around 10? I think? 10. Very good. I'm really good on time today. I will give 10 minutes for questions. Raise your hand, and I will get to it. I have someone right here.

>> ATTENDEE: (Off mic)

Yeah, he came one day into a poor village. He just nailed a computer on the tree. Returned one year later and all the children in the village had reached Ph.D. level in whichever field. So maybe the story is a little bit overdone, but what does that mean? It means that already we have online 1 million times more resources than we need on science or anything you have the complete publishing house, and all kind of teach yourself this and that. It exist also plentiful in the time of the print paper.

So this is my first question I have in mind. Is there really a shortage to explain that there is a shortage of resources which

would cause half of mankind to be left behind?   In the time of print, yes, maybe. Today, anyone, anywhere, you can access the Nobel Prize level knowledge.

Second question I have in mind, these countries which not are the leaders in science and technology started from scratch 20 or 30 years back and had the largest schools ever and now they're still leading.

The third question I have in mind, of course, it is very good to learn science, math, physics, and -- you are not going to become smart by, for instance, learning by hardware table of logging. So what are we looking for in science?

When I see that even at Summits like this one, the same person can let's say at noon say we have 98% access to the Internet via mobile phone and at 3:00 p.m. say 2/3 of mankind have no access. And these people have Ph.D. level in science. I wonder whether they really have reached the minimum of scientific logic and consistency we can expect.

These are the three questions I had in mind. And I'm sorry for that. But retarded children always have silly questions.

>> JALOREE LANTIGUA: Yeah, no, for sure. I will start and summarize them all in an answer.

I think something that really works for inclusive education, we do know that kids with a lower IQ might have specific challenges, that is why we created bite-size lessons. Simplify the language and refer to that as being accessible. Sometimes in the end of the game, more than comprehension, we want to focus on getting it done in abilities. Sometimes even when I hire people, I don't ask them what they can't do. I only ask them what they can do.

So there is some microcourses and some workforce development areas that we work that are a shorter pathway. But in order to get kids in a more technical outcome, instead of going through all of the Ph.D. level that we might know it is a pathway they might not be able to meet, we can cut it a bit short, and make sure that they can work in other careers, like prompt Engineering and other areas as well. Or AI artists. We want to get them employed. There is a lot of different industries emerging and cross-sectors to get them in different settings.

The other question is regarding there is a lot of resources out there. We're aware and that is good. In my time, it is me and Google. It is key to create pathways. Not just have information thrown at you. We need structures and results. That is something to quantify in that aspect. That is key strategic in getting high-end results in impacting multiple students.

Does anyone else have any other questions? Yes? Back here.

>> ATTENDEE: Thank you for the very good presentation. I like the idea that no one should be left behind, but coming from the developing world, the situation is still ... still in a very bad -- we are still very low level.

So I was just wondering taking into consideration your platform, I'm just wondering how easy can it be to access in varied materials

and very limited resources and facilities? And is it open source?
Is it closed source? Can it be accessed? And if it has to be
accessed by subscriptions, is it affordable for schools with very
low budgets? Can you paint a picture so that we understand how the
platform --
        >> JALOREE LANTIGUA: Where are you from? Tanzania? We have
had this asked in some areas. In Latin America where the income is
different than the main state land. In lower income countries we have
a lot of tools available. We really focus on courses in science,
technology, video games, virtual reality, et cetera. And sometimes
I talk with organisations, they're like we want these three or these
four. We can work with that.
        Sometimes, our platform is very accessible. I really think that
is a key aspect. There is a lot of volume of kids in these countries,
so sometimes maybe the highest priced tool doesn't make sense, but
if we get kids involved for a lower pricing, it compensates and helps
that. I notice also that some of the communities need more enhanced
support from our team.
        We probably get more calls and questions like hey, where does
this work at? Even though, I guess an experience with the school
in Puerto Rico. We don't really have this type of technologies there.
        Even though I'm from there, it is a little challenging. Hey,
it works this way. Some schools or even private schools, we have to
spend more time training them and understanding how to implement
these type of technologies. So it is not something we haven't done.
We have team members that are oriented and a customer success team.
A whole department dedicated to that. It is not like we will hand
you something and forget about you.
        We do have some team members that are specialized in that area.
        >> ATTENDEE: How affordable is it? You haven't answered? How
affordable?
        >> JALOREE LANTIGUA: We are working on. We charge in USD, it
looks different. We connect with budgets. Once we see the budget,
we can collaborate, we can offer this area, et cetera. It is mostly
more negotiable. We have a set price U.S., but wouldn't make sense
for you. Maybe we can look at it. We can connect after and see what
it looks like and we can implement it with that. I haven't worked
with anyone out of budget so far. It is not a challenge. We sit with
numbers and understand this is how we work with. Maybe start with
a pilot Programme first, instead of full implementation, going if
phases makes sense. I don't know if I answered your question. Thank
you.
        Someone else? Here? Yeah.
        >> ATTENDEE: You have mentioned that you keep kids on your own
platform to keep them safe from the real AI. I think when they graduate
and enter the real society they must have a need to meet the real
AI. Do you have any digital ethic courses or other course to prevent
them from being hurt by that.
        >> JALOREE LANTIGUA : That is a good question. I believe
knowledge is power. We have our curriculum and want the questions

answers in the platform. We need to connect on other tools. Besides being on our platform, they have to use blender or ChatGPT. Instead of throwing kids out without guidance, we provide the step-by-step access and have the questions answered in our platform for a better -- yeah, Best Practices. It is like having a teacher asking questions. So that is how we cross-connect.

At least we're more centred in our curriculum, but we do enchance kids to explore the tools. So the content when we speak about privacy, it is about curriculum and content. Kids are open to explore everywhere else. That is the key. We don't want to limit them on any other tool or technology. Just experimenting safely, that is the key, and with guidance. I think I answered your question. Okay. You here. What is your name?

>> ATTENDEE: I'm Charity. I come from the Uganda communications Commission.

Your platform is more geared towards the younger children. But when I think about maybe the country I come from, Uganda, we have students in University who have not been able to be exposed to some of the platforms in their earlier years. Can this set of people, I'm looking at University students, people above the age of 18, can they also be exposed -- use this platform for them to be able to enhance their skills.

>> JALOREE LANTIGUA: Yes, we work more in the K-12 setting. We worked with a company EDP, to increase more enrollment in technology. We have collaborated with some Universities. Initiating the first, second year students that didn't have that skill or refining the skill or getting in college and getting the prep inside, as there. We work with those, too.

Anyone else have questions I might answer? No? We're all good? Okay. Well, once again, thank you so much for joining my session today.

I really hope you guys have a great time here at WSIS. There is my information if you would like to connect. For those that scanned the QR code, I will send a free demo so you can test the tools. If you haven't scanned that, scan that so I can see it at the end of the presentation as well. Thank you for being here. I hope you have a great rest of your morning. I will stay around if you want to talk to me. I think we have 15 minutes before the next session. Thank you so much for being here.
(Concluded)