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APrIGF 2017

"ENSURING AN INCLUSIVE AND SUSTAINABLE DEVELOPMENT IN ASIA
PACIFIC: A REGIONAL AGENDA FOR INTERNET GOVERNANCE"

Bangkok, Thailand

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WS 74

COMMUNITY NETWORKS AND PUBLIC ACCESS TO ICT

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>> Hello, can you hear me? .
>> Hello, can you hear me now? Hello? .
>> Microphone's not live.
>> Can somebody turn the mic's on? Hello? .
>> It's on. It's on.
>> It's on? All right, sorry. Good afternoon, ladies and
gentlemen. Friends, colleagues and some of you new. Some of
you I've seen before. This workshop is under the offices of an
organization called IFLAM which is the world federation
of -- maybe you are wondering what the word libraries has to do
with international governance. Well, we think it's relevant,
important. There's a big connection. What we do in libraries
around the world is information carriers and it is hopefully

carried on mutual, impartial carriers as long as we try to maintain the principles impartiality, neutrality, and freedom of expression. But we also have other objectives like literacy and promoting support communication systems and all of these things also rely on the internet. So we are here this afternoon to focus on not libraries and information services brought to the community on the internet training equals user services to understand how the internet works. So I'm not going to talk to you anymore about libraries, but I'm going to introduce you to our panel of speakers. Our first speaker is from Indonesia. Our second speaker she's experienced a member of internet governance in Indonesia and also Indonesia's internet library association. Our second speaker is going to come in remotely from Australia. And you can see her name on the podium, but she's all around you on the airways. And our third speaker is is going to talk about empowering marginalized communities throughout to our country side and that's a very interesting presentation for you. Then our fourth speaker is from Thailand but from Yonisko, and she's going to talk about education project using mobile phones. So we'll be talking about information coming out of boxes, not libraries, but buildings which may be libraries or may be schools, may be telecenters or maybe even mobile phones, those gadgets in your pocket. So that's it for me. We'll talk about access to information in the community through our cities, the big principle, and how that helps the digital economy, which is a phrase pronounced this morning in the opening session which you should remember. Information and education help develop the economy in the digital economy and help people raise up the level of standard living, the enjoyment of life. So our first speaker is Yati and it's over to you.

>> Thank you. Thank you to the audience here. We are not only discussing with libraries but people doing but landing and books. But we have already mute books so you will see that you must be wondering library is included in the governance. But I'm trying to send what we're doing in any nation. It's a project led by the building foundation. Okay? The title which we send these transform into modern life through access and public library. And it's a best practice from Indonesia. You can read here what we are not talking about books, we are talking about literacy, access, et cetera, to your cities. This is what's called. And when we're talking Indonesia, if you have been to Indonesia, you'll see how big the country enforces and you can see that we have like up to the area our colleague now. And I'll just give a snap shot of the internet in Indonesia, which I quote from 2016 done by the Indonesia association of international society. The total population of Indonesia is 256.2 million and when you see the number here is the total internet users is 152.7 million so it's quite a big internet users. But then what we have to justify is how to use the internet. When you're talking about your graphical decisions, you will see that the preparation using the internet is in Java Island because Java Island is the most populous and the most popular. And so you will see that light, they are still less population of the island. So Java Island only account for 65 percent of internet user and when we see user here, we ask the reason why they access the internet, you will see that 25.3 percent is to update information. And the least one is for leisure, for business, which is 8.5 percent. And for entertainment is 8.8 percent. When we are talking about age distribution, we will see that the most, the highest is -- the highest percent age is the age 2935 to 45 because we are in the immediate carrier of life and so probably you will see here.

And the youngest from 10 to 24 years old, they are at the last percentage. When we are asking what kind of content we are visiting, it is interesting some of the young people mostly they are using the online games and here we will see that social media is the biggest one and you will see that recently we have problems in Indonesia but social media and solely block the telegram. Facebookers is the most popular for Indonesia and some people find the Facebook is not only just for entertainment or gossiping, et cetera, but we use it as a tool at focusing. When we are talking about access of information, the government of Indonesia has already started in 2001 when we have called the internet cafe. It is the government initiative and they put the facility in the university, but not in the library. So at the end, I think the project failed because less importance of the government -- less support of the government and we have less initiative from nongovernment community. One of the initiative of the international library is they just design -- they call it Indonesia one. A result of search engine and you will see here, we are doing the recipe for the whole Indonesia university libraries, everywhere. We have a project, it's a program. It's called -- which is library. And so why do we call it that? Because mostly when you are talking about libraries in Indonesia, mostly people consider it as a boring place and they don't like it because it's dusty, et cetera but I think we will change their perception so that they climb from the decline from the -- the program is initiated by the bill of information. It's part of the good libraries in America, but in Indonesia, it's managed by the information Indonesia. So you will see here what we believe is that I don't have to leave, but you can see here that the idea of having it is to empowering the through public library because public library is a public space. It's quite a challenge because most Indonesians still live in the

rural area where sometimes connectivity is still not that good. The success of the project is that we have resist from different parts of ministry, like for instance we have support in the collaboration -- library and we also have the -- that's one of the institutions which is -- which decide the booking of the nation. And we also support by the sunrise susceptor as well as the ministry of information, ministry of education, and the ministry of hope affair. Specifically on your own it's not only about budgeting but you don't have impact for local community. You will see here the project starts from 2011. The initiative is that starting from the 34 public libraries in 16 provinces. So we have to make sure that it's not only in Java Island but we didn't go to the popular because of the budgeting. When you look, it's very expensive, just like in Australia. So we just allocate the some places in Java Island. But in 2014, you will see that it improve and expand to 80 village libraries in 90 district in 12 provinces and in 2015, another 18 districts libraries in 18 provinces. You can see that how they do their works and the impact for the community. I'll just give you an example. For instance, the woman in the rural area have the handicap for instance. So when the library of this province come to the area, in fact, they allow this woman to learn about computer and to learn about internet. So they will manage to the market mind and that income is to improve because of the -- that product is maybe not selling one by one but through online. It's only done in small samples how we manage to change people life. So you will see here that how the impact because when you have project but national the impact is useless. So you will see here that the impact because the target is for women, for young people and for small enterprise and you will see here how they manage to improve the quality of peoples life, especially in the rural area I think what we have -- you will

see this is the achievement up to date. And the last one you will see why we are quite successful with this project. You will see that the government improving the infrastructure, not only for the but nationwide and then with this partnership and support for many stakeholders and the competence, the expertise and experience specifically on community enrichment and focusing is the strength because it's part of the global libraries projects so we just replicate the strategy. And the last one is recording. Okay. Thank you.

>> Very important conclusions. You will all have the chance to ask questions about them at the end of the session. Some interesting political questions there. Okay. Can we bring in.

>> Hello, and I think we have --.

>> Hello, are you there?

GUNELA: Hello and thank you for inviting me all. I actually have many -- next slide, please. We don't have any slides up at the moment. In the interest of time, I'll keep going. So this presentation is about increasing our accessibility to information for people with disability. In people with disability, about 1 billion people have disabilities world wide and 80 percent in developing countries. They are marginalized in many countries. There are many cultural and economic barriers to active participation for example, limited education opportunities and limited employment. But accessibility -- accessibility to information, the internet for people with disabilities can break down barriers and open opportunities. A key policy driver is the united nations on the rights of persons with disability. This has been signed and ratified by over 100 countries and obligations include implementing measures to design, develop, produce, and distribute ICT at an early stage. It's very important. So

these become accessible at minimum costs for people in the study. This is article nine on accessibility. But we need to ensure that policies like this are followed by action. I'm going to talk about one particular area that's moving ahead, and that is about accessible books. Now, currently, only 1 to 7 percent of the world's books are in accessible format, for people with disability. Mainly for people with visual impairments. Okay, now I've got my slides up here so if we could move forward to the slide called accessible books, please. That would be about the fifth slide. Thank you. So the measure under world intellectual property organization is very important in this context. For countries set by the treaty, the last creation of books in accessible forms for people with visual impairment by blindness organizations or other authorized entities. Without your -- published work -- domestic copy rite. The other aspect is permission by authored entities to import inaccessible book in accessible formants between countries without needing permission from a copy rite or owner. And this is important for example if the countries with similar languages, maybe in this region it could be Indonesia or Malaysia and it could also help move accessible formatted books from developed countries into developing countries. So compliment that is day shift, which is an international standard of books for blind people and a blind person works for abandoned government to deliver accessible school books for using daisy as a platform. He has actually won a number of international classes for his work. Next slide, please. So web accessibility and usability appears a lot of accessible online service delivery. Many governments have adopted W three C web content accessibility guide by sign designing and testing with uses all the way along is really important. Next slide, please. I'm going to move to a specific region. This extremely large area,

a lot of ocean with small -- relatively small populations, majority are small developing states and there are 22 countries and territories. Transport and infrastructure are high. Next slide, please.

So I've got a map here of those 22 countries and territories. If you find 21 on the map, which is northeast, or the Australian continent, and that is where APrIGF is going to be held. It has a population of about 280,000. So example small country with a lot of needs. So the status in the pacific is obviously growing usage with satellite services and cables bringing faster and more reliable broadband, but it varies widely between countries. Cost are very high and there are very expensive computers. Internet usage is mainly through smart phones and the population, for example, about 75 percent have mobile phones, but not necessarily smart phones. They have a significant subsistence economy. And then you layer on that people with disability who are disadvantaged for cultural and socio economic factors.

There's been a -- on the ICT usage schedule by people with disabilities. This was an ITU kind of project with specific disability forum. It provides the first baseline data at all ICTU for people with disability. It is evidence based for improving us. It's based on interviews with over 200 people with disability in villages. It wasn't possible to send out a -- or do phone interviews because a lot of people do not have a phone. The preliminary findings are actually quite a lot of people have even heard of the internet. Many do not have a mobile phone, and if they do, it's not a smart phone. And the importance of mobile -- because of limited access to electricity.

Next slide, please. Now -- has been extended in other pacific island countries. And the usage of ICT so that has been done in

New Guinea, Fiji, Cook Islands and Marshall Islands, by the Pacific Disability Forum. Would you change slides, please.

And change slides again, please. I'm going to be moving on fairly quickly here. And talk about the specific disability order. There's a strong government focus and the web accessibility order they were not able to meet -- accessibility. Next slide, please.

And this is important because this is like the writer information which is actually freedom of information to government documents and information about yourself. And I will finish very shortly to say that the development accessibility guidelines forcing these international context and that was launched at the national library last year. Next slide, please. And the way forward which is relevant in many parts of the Asia Pacific region, we need a multinational approach, support for gradual cultural change, disability awareness and government and developers. We need disability inclusive developments. We need implementation of policy legislative mechanisms and practical measures. Accessible websites, facilities, products and services, subsidized costs, training in ICT for people with disability. And finally, in conclusion of disability planning. And the thing about us without us. Thank you very much.

>> The third speaker is Kamil.

>> Good afternoon. It's very -- good afternoon.

It's very honor -- okay. Good afternoon. It's very wonderful to share with you what we have used ICT to -- the generalized people in Thailand and also --. So we have book by using ICT to empowering the marginalized. And then many people answers, what make it success? So you will too share the lesson learned, the success of how we use ICT to empowering the more generalized is we have to get along with the PC of the country. So the country of Thailand policy is more digital so we have to get along with

that and we go along with them. And then the key part that make success among our ICT for marginalized empowerment is we use the partnership model. So one of a kind of training activity beside we use -- or the sector have to work together. So we are the center that link all the liaisons together and work together to feed the -- the marginalized people. So this is the starting we have work the kit of working among the marginalized. So the first space that we work is so the internet. So the ICT empowering them by using the ICT, we have to -- this is the program that we work with the marginalized along with many agency all over the country. And then the strategy we use is we use what the existing resources that have. So meaning that we have a lot of local wisdom. We have a lot of homeless worker. We has a lot of -- all over the country. So the antenna, we have about a 3,000 tellies all over the country. So meaning that we have the existing infrastructure for people for the marginalized people to access the ICT and then they have the local wisdom. So this one linked together and made meaningful for that. So meaning after that kit of working -- after a decade of working together, we use ICT, to make the status or make the honor for about 400 people all over the country. So this is the how we use technology among the people. What you have, just use it. So this is the key, too, that we use to empowering themself. So this is the some of the example of using marginalized people to share what they have learned from the ICT. And then this is also one among the ladies from the Lima that can change their life, change their quality of life and start up her own business. We we have a lot of success that have been by using the ICT. And then since ICT is one among the daily life of the people now even the urban poor or more people, so ICT is there, the daily life, daily behavior. So they get used to them with devices. So this is our project that we use

education, we decide education, and put it into the mobile devices. Become online for free. So we have pilot, the sick pilot move for them. The first one is this a popular one is the communication in English because the people in the committee, they want to do the smart -- and many of them want to learn more about -- and then when among the popular one is the standup. So this one we get the support from the ministry and many many agency to do this kind of more. And then the cullen one that is really demon, high among them, the small family all over the country is the smart phone. So when people ask about the smart farm, sometimes digital. So I consult with the FAO, the food agriculture organization and say why don't we use SCG farmville, so in this we decide the holy stick of the ICT for empowering people that can do the emarketing, they can do the ecensor, they can do the eself study, they can do the consulting kind of then. So this one is undergoing and we have about ten pilot all over the country, kind of. And then another invasion that we use among them is kind of the enet model about the social on the price. So the community has their own asset. Some internet, they can use ICT. So we partner with the -- we partner with the added on top of that expert in the smart. And then start up the kind of the really no country. So right now, about the 20 community all over Thailand can offer the smart person by themself with the factory, kind of. So the in conclusion, we would like to say that the ICT for empowerment, even though they are marginalized or not marginalized, the beauty is how can we use ICT to fit with the lifestyle. So this is the how we use ICT to achieve the people happiness. Thank you so much.

[APPLAUSE]

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>> Thank you very much, Kamil. And now we will move to presentation from about UNESCO project by Piyawan Suwattanathum coming up in a moment.

>> This is not first.

>> Good afternoon, everyone. My name is Piyawan Suwattanathum. Today I would like to introduce you to UNESCO for off school shooting in Thailand. And this project was started in 2015 and funded by Microsoft. The object of the project is to include literacy and risk for 4,000 children in school learning centers. To integrate -- create -- to share with ICT. Here's our project sites. Schools and learning centers join our project and -- our district. Is along the border of Thailand. Here's the project concept. The first, we use the template in the classroom, but some learning centers has fixated to use like between the number of tablets. This is because they want to -- have limit. This support of cooperation, telecommunication group assisted by the internet. They are our official party in this project and they -- satellite with more than 50 educational. This -- and also -- and also inclination but this -- here is -- the off line application which is called -- and this application is over 700 in educational resources. Languages. And also -- and we also develop the website in this content, as well. But it will be -- hearings from Microsoft, in my presentation -- one of the applications most popular with our students and also provide the Microsoft office to improve -- one of the experience, I saw -- pending Microsoft Word and they projected the tablet screen to the TV and they typed the words and then -- here is the picture. Some of the other school -- classroom or -- ICT in the subject -- here is the in order for assistant project of the very activity -- in these area. And I would like to thank you, all of you, for your attention and this opportunity. So this

project would not be happening without the partnership collaborationism thank you very much.

>> Thank you. Now, ladies and gentlemen, I have a surprise for you. We have a speaker who is not on the program because I failed to announce her name soon enough to the secretariat. I'm sorry. But we have with us -- from Paris who is going to talk for just a couple minutes about her -- some reflections on the community ideas that she's seen here, and then she'll tell you about the UNESCO consultation on Saturday.

>> Thank you so much, Winston. And thank you for lifting this important subject in Asia pacific who have been supporting library for years. And we truly believe that libraries playing and will continue to play a crucial role to promoting access to information and technology which is so important as a driving force for everyone for our state to achieve -- with societies and also to build the inclusive of societies as we have. And I prepare so many encouraging stories for practice in Indonesia, in Thailand, and also they get to work with our -- disabilities. We need to reflect that, very holistic and comprehensive understanding of access and accessibility and how crucial it is to the whole internet governance. Technology is firm for the governance. And as Winston saw in the developing, a wider range of -- of the opportunity internet. The core of internet -- principles. Accessibility is one of the pillar four pillar principle advocating. We believe that the entity -- four meanings we can attach to the access and accessibility. First of all, I mean, as basically a question of digital infrastructure. Internet has been in place for 50 years, but now we see such a gap of access, both here in Asia pacific and rest part of the world. First thing to challenge is, to -- library is crucial I mean the provide -- committed to access the ICT. Second is about the consent which is more and

more discussed because once you access internet quantity, diverse consent, local consent which is more important. And thirdly is about the social inclusion discussing the disability -- people with disabilities. Now we are able to access the internet and to access technology. That's great. And also we should look ahead to those inequality based on socio economic status and the gender equality, for example, that's an all important access to look at. And lastly, as IFLA has set out perfectly is the literacy and the knowledge, skills, assets. That's become the new set of literacy in the internet society. The internet era. So I believe this comprehensive understanding to access and accessibility to help us to think more about the libraries, no. And even why the land internet at all. It is a large library in a new form -- harnessed as a way to impart people access technology. -- became a tool for entertainment. So and lastly, I just want to invite more -- I see more time for a discussion. Invite all of you to take the floor and the session during the time on Saturday. Thank you so much.

[APPLAUSE]

>> Thank you very much. And I would encourage you to go to the UNESCO position on Saturday. We were talking about the development of indicators to help us track the progress of all of these social and cultural trainings and the use of the internet. Developing indicators sound a very abstract academic subject, but believe me, I didn't tell not. It's real. It's real life. Okay, now the session is open to you audience to ask questions about all those things that you would have liked to know more about but we only had time to just mention in passing. Now you will have a few minutes to delve down deeper into those questions. Ask one of our speakers to explain further something they may have said. Who would like -- the gentleman, first. Sorry, I think you raised your hand first. Could you say your

name, please, where you come from, and say who you want to address the question to.

>> From Indonesia, SRI LANKA living in China. I heard the word access, access, access, and then I heard the word usability which I think is a key think when talking about deaf, disabled people, functioning literate people. So functioning and literate means that you cannot read or write, like me being in China cannot read or write Chinese, but I have education. So then when you talk about access, you're talking about like okay, so we bring the network but people have nothing to use it for. So once again is that a usability issue because that drives the demand, right? And I have another question maybe for UNESCO, especially with the WIPO and all these other initiatives, whether you are using pictographs as means for communicating both ways because I would be interested in to get to know about those initiatives because that's part of my research.

MR. WINSTON ROBERTS: That's a long question.

>> Maybe ask about 1 or 2 usability first.

MR. WINSTON ROBERTS: All right. Who would like to answer that question?

>> Thank you for this important question. I should have mentioned more evident in the language. UNESCO has some important language here, diversity, in several cities. Our number stays in our country. And endorsed a combination, declaration of promoting access and linguistics in our space. We are well recognize that as a gap of the language in presence in space. Imagine our 6,000 language in the world, but to honor a couple hundred available in cyber space, that's a huge area for many agents and community to access the account system. It's suppose about to be a tangible access. Also a double implication for the users capacity. Because a user capacity is need for asset integral part of the access and accessibility

without the necessary scales, including language skills, and you cannot even imagine any quantity access and also protection of content devices by the users who are also creating the separate space.

>> I will answer about my experience because I do -- once I collected all the ebooks in the many languages because we have like challenges to provide the books, the book -- because it's not --

>> I can also answer for my own country, New Zealand. We have a good public library system, but we also struggle sometimes to provide enough books and languages of the immigrant communities that we have. We need to apply more books and languages. And also in my language because we have refugees, we need to provide books in Spanish because we have people from Columbia, South America. So this is a question which is easy to resolve in a developed country with good public library budgets, but even so, we are suffering from constant pressures, budget pressures from our local authorities. It's a political question, as all budget questions are.

>> Okay. Another question from the floor; yes, young lady.

>> So the -- some comments and question from the remote participant. The first one is from -- the comment is how will school children identified and gathered in Thailand. As they go through the -- does this mean they have to become part of the school system and could they qualify whether this is for students after school or children who are not in school and would not necessarily access the education? Can I go with the second person? Okay, the second person is from Australia. Has the projects in Indonesia and Thailand in digital included people with disability? .

MR. WINSTON ROBERTS: One, first.

>> Okay. The shooting in context of the method of Thailand, the reason why they are -- some of them need to follow their parents and their parents or -- opportunity. And that's why they move to an order, an order in school in order to develop a new center. And we are so hard to track it down to in the system, as well.

MR. WINSTON ROBERTS: Thank you. Sorry. There was another question. One to Gunela. Is she still on the line? Gunela, did you hear the question? Or do you want the remote moderator to repeat it for you? Is Gunela still --

>> The question is about the very interesting project in Indonesia and Thailand about digital literacy and the effects that has on unemployment and integration into the community, and I'm wondering, have there been any people with disability involved in the programs, have there been any -- to disability organizations for people with disability to participate in these digital literacy programs? Thank you.

>> The question is, is the handicapped youth or handicapped people included in the budget in Thailand, right. So actually marginalized in Thailand exactly include the handicapped. And also you might have mentioned that it also include the small family, also. The small farmer in Thailand also is under the category of the marginalized so this is the reason why we have to educate them. And then the first question about the out school children or out school youth, actually, it's I cannot remember it's a huge number of the out school youth that drop out from the school system. So right now what we are trying to do for them is you might not mention that the out school youth, they all have the mobile devices. So they don't know how to make use from that. So this is the reason why we try to start up this kind of the academy to let them learn from their daily life. So we train them how to do the small

start up, small tourism kind of event. And that can be counted into the formal education system. So this is under the process of planning because from the people university so we are taking this worse than as one of the consideration.

MR. WINSTON ROBERTS: Thank you. Can I have the next question, please? Yes, sir, you. No, you. Would you like to go to the microphone, please, and say your name and one brief question and tell us who you would like to address it to.

>> This goes to Gunela if she's still with us.

MR. WINSTON ROBERTS: I believe she's still online.

>> In terms of accessibility and accessibility to persons with disability to the internet, would you say the modern world be the internet is going to be adapted to peoples disability as opposed to let's say in the real -- the world wants people of disability to adapt to their world, just your thoughts and anyone else.

MR. WINSTON ROBERTS: Gunela, are you online? Did you hear?

>> Thank you and it's a very good question.

MR. WINSTON ROBERTS: Keep talking.

>> I could spend ten-minute on this question, but I know we have limited time. Really, looking at the social model of disability, we're talking about how the community will reduce the barriers for people with disability to be able to participate. And that can be for example when you're walking into a building such as this particular building, it would have flatter, transform a person in a wheelchair. It's also good for someone delivering goods for someone with a trolley or a program for children. So it's called universal design. And that is the point when it comes to online accessibility, as well. That's why there is the W three C content accessibility guidelines, there's authoring guidelines, a number of other guidelines, as well. And the point of this is that governments across the

world have implemented these. So a lot of governments actually do have reasonably accessible websites. So it means that based on the UN convention on the rights of persons with disability, people with disability have a right to information. They have a right to participate. It's not that they should spend a lot of money to find some way of getting the tool or having someone, if you think of it, carrying them into a building. It's the same online. It's a matter of the community working to ensure that facilities are accessible and they are a number of policies and tools and programs to make that happen. Thanks.

>> Thank you, Gunela. Are there any more questions from remote participants or room? I see a gentleman with his hand up. Okay. You, sir. You, next.

MR. WINSTON ROBERTS: It's the gentleman from Bangladesh, is that correct, who spoke in the opening session this morning.

>> Thank you very much. I would like to comment on the one small point that is -- dizzy going forward and dizzy eight. So this is very much important to achieve by 2020. So by ignoring disabilities, it is impossible to -- so I have seen that in the different country, normally, people with disabilities is completely, completely missing from the digital literacy, even though -- let us stop -- let us consider like a there may be like a charity type thing. So achieving this, we must consider the digital disabilities in literacy. We could literally monitor or jump up -- thank you.

MR. WINSTON ROBERTS: Yes, I think I was just about to say that the gentleman is blind. He can't obviously see him. The time is up. I've been told the time is up. So before we close, I just want to say one thing and then also I'd like to marginalization. We haven't actually mentioned the case of the diginous populations who may suffer from a different sort of marginalized condition, and this is something we know about in

my country because we have quite a large indigenous population. At least we have their official language, which is one of their official languages, which is progress. But I'm afraid there's no time to go into the questions of indigenous culture at this time. So I think -- no, I'm sorry, time is up. We really are going to run over into the next session. So apologies to those of you who may still have questions. You can still e-mail them to the speakers. You can look at the transcripts online of this conference, and you can e-mail questions. I'm sure the speakers will be happy to answer them. But in the meantime, many thanks for coming to the session and we hope that -- we all hope that you've got something from the presentations and thank you for your support.

[APPLAUSE]

(Concluded at 3:30 PM)