

REBECCA STRATING: Well, hello and welcome to this La Trobe Asia event, inclusive and accessible education to students with disabilities in higher education. My name is Rebecca Strating. I'm the executive director of La Trobe Asia and I will be chairing the event today. (Speaks Indonesian) To our Indonesian guests and our colleagues at Universitas Brawijaya, and any audience members who may be zooming in from Indonesia.

I would like to begin the event by acknowledging the elders past, present, and emerging of the Wurundjeri people who are the traditional custodians of the land upon which La Trobe University sits. I'd also like to extend that respect to any Indigenous Australians watching today's webinar.

Indonesian closed captioning will be available through Zoom at the bottom of the screen, and you will find the English closed captioning link in the chat function.

Today's event will be recorded and we will send links to participants and you will find more information in the chat about some of the recording services that we offer.

It is a great honour and privilege to be chairing this event on inclusive education practices and approaches to higher education and I hope that by the end of today's session we will all take away new ideas and inspiration for how we can better support students with disabilities in our teaching and support practices.

This issue seems even more pressing and important given the COVID-19 situation and the changes to teaching delivery that, in many cases, had to be rapidly implemented and have had a diverse range of impacts on the learning experiences of many of our students.

So today we'll be focussing on social models of support for students with disability in higher education, rather than focussing on medical models, and I would like to take this opportunity to thank, in particular, Dr Dina Afrianty from the law school here at La Trobe and Diana Heatherich in their tireless efforts of putting together this superb panel of experts.

I will introduce each person at the start of their presentation. So it is my great privilege to welcome the director of Learning and Student Affairs and the General Director for the Office of Skaf higher Education Professor Aris Junaidi for some opening remarks. I will hand it over to you, Professor Aris.

PROF ARIS JUNAIDI: Thank you so much for the introduction, and also those here today and from the Ministry of Education and myself, fully support this initiative with this webinar. This is a very good, excellent initiative discussing about the inclusive education (Audio breaks up) Experiences in Indonesia.

Please let me know... so thank you so much and here we are... we have a ministerial decree of the Minister of Research and Higher education number 46/2017. This ministerial decree is to regulate the implantation of inclusive education in university, including obligation for study program to accept disability student regarding on their academical record. Currently, we find this ministerial decree become ministerial decree of Minister of education and Culture and now it's been on the desk of the, what we call it, law office to be what we call it, assigned by our Ministry.

So what we are doing so far, the Director-General of Higher Education and Special Education, we conduct training and socialisation to increase the awareness of student with special needs in universities.

The second one is we are also establishing the grant funds for lecturer to develop special education innovation in order to facilitating learning activity for student with special need, especially in current pandemic COVID-19 this year.

The third one we are publishing guidelines for the implementation of education for student with special needs. Lastly, encouraging the involvement of student with special needs to participate in the program provided by Ministry.

So this is part of my slide and we congratulate with cooperation with the La Trobe. We are very supportive of this idea and hopefully the webinar will be fruitful discussion and then it will be follow with real action after that.

Thank you, Rebecca, thank you, good luck, enjoy and have a good webinar for today. Thank you so much.

REBECCA STRATING: Thank you, Professor Aris, that's a terrific way to start the event. We do have another set of opening comments. I would like to welcome the Vice-Chancellor for Planning and Cooperation at the Universitas Brawijaya, Professor Dr Mohammad Sasmito Djati to help us introduce today's session.

PROF DR IR. MOCH. SASMITO DJATI: Thank you, Rebecca. (Indonesian) Sorry, please open my video. I cannot open - I cannot see my face here. OK. Good morning for Indonesian and good afternoon for Australians. Welcome to Zoom meeting between La Trobe University and Universitas Brawijaya.

First of all, on behalf of our university I would like to say thank you, with speaker here, we saw Aris Junaidi and Hendrawan Soetanto, Alies Lintang, Mr Anthony Gartner, manager, Equity and Diversity at La Trobe University. Mr Ramas McRae, lecturer at La Trobe University and my colleagues at UB, and also the chair person, Rebecca starting, executive director of La Trobe Asia.

As English online we're now continuing our collaboration with La Trobe University and Universitas Brawijaya. Our memorandum of understanding which aims to strengthen learning and equity and diversity in tertiary education. It is also organised jointly by La Trobe and Centre for Disability Service and UB and Australian and Indonesian Disability Network.

Secondly this program which enhance collaboration in term of inclusive education and education for all. It is believed would bring great benefit for mutual understanding and future collaboration between two university and two countries. While the COVID-19 pandemic makes physical mobility become impossible, through online service of webinar lecture, discussion, the study of direct interrelation with people from different background, will gain better understanding and hopefully will have potential and challenges.

We have to discuss share and care at the biannual international conference on disability in Asia. Secondly, young disability training, another thing is guidance and course for student with disability, especially particularly blind and deaf. And various international issue also social media campaigns for disability awareness as well as publication on disability issue as well.

I am highly honoured to take this opportunity. We believe this seminar attending several distinguished personality who are highly qualified. We have gathered to discuss share and care to solve the humanity as well as human kind problem. Hopefully in this occasion, to get fruitful ideas, issues, concerning inclusive education.

In my case, our case, in the year of 2020 we have surpassed hearing that Universitas Brawijaya have awarded as the winner of innovative practice 2020 inclusive education innovative from Zero Project United Nations in Vienna, Austria, in terms of admission, services for university enrolment. It has encouraged us to rethinking and actualise our vision and mission about inclusive education. Now we are proudly to announce that one of our educational flexiness is inclusive education.

Moreover, after the pandemic of COVID-19, we just thought about but it is giving impact to our daily life, our habits and our important thing. It's our way of thinking about what does life mean. I think this great moment to rethinking about the safety of human kind life. I hope you have a very good webinar and gain a valuable outcomes. Thank you very much and have a great discussion. Thank you, Rebecca.

REBECCA STRATING: Thank you, Professor Djati. Again, that was a lovely introduction. This webinar is a true testament to the collaboration between our two universities. And you did a lovely job of presenting our speakers and the topic here today.

We do - we are about to head into our formal presentations. Before I introduce our first presenter, I would like to say that we have Q&A available. So we will be doing Q&A at the end of the session, so please do put your questions into the Q&A function at the bottom of your screen as we go through the session and I will read a selection of those out to our panellists towards the end of the session.

But it my great pleasure to welcome our first presenter, Professor Hendrawan Soetanto who is an expert staff of academic affairs at Universitas Brawijaya. It's great to present to you our next expert. So I will hand it over to Professor Soetanto.

PROF DR IR. HENDRAWAN SOETANTO: Thank you, Dr Rebecca, for giving me opportunity to address some important point from University of Brawijaya. Today I would like to represent the Vice-chancellor of Academic Affairs, who is, due to many program today, she cannot attend this one. So she asked me just to deliver some points in this very important webinar.

OK, good morning for Indonesian participant and good afternoon for our colleagues from Australia, from La Trobe and probably from many other places, to join this webinar.

So let me join with you just together with my presentation file. May I ask your permission just to share this file?

OK, fine. It can be seen by anyone?

REBECCA STRATING: Yes, all good.

PROF DR IR. HENDRAWAN SOETANTO: Well, this is the title of my presentation, it's about inclusive policy and practices in Universitas Brawijaya, or University of Brawijaya, and I am really honoured this time to be able to join with you in this very important webinar and I think the issue of inclusive education has become actually very important in not only Indonesia probably many other countries.

I would like to split my presentation into three parts. The first is Universitas Brawijaya, our vision and mission, especially our inclusive policy on disability education, and then in the second part of my presentation I would like to address some performance we've already achieved and student distribution based on faculty diversity.

And the last session is about time line achievement, so it's about activities and international recognition and also I'd like to show you some galleries of activities.

I would like to highlight about Universitas Brawijaya. This is our campus. I think this is exactly in the centre of the campus that you can see if you come to the University of Brawijaya. We have a vision to becoming an outstanding world-class university and able to take activity participant in development through education, research, and community services.

Our mission is to implement the process of learning so that learners can become people with academic and/or professional skills and good personality who also possesses entrepreneurial characteristics. Secondly, the mission is to develop and propagate science, technology, arts and humanity and attempting to improve people's standard of living and enrich the national culture.

Now, I'd like to deliver the information on inclusive policy on disability. The University of Brawijaya believes there is nothing without education and we also actually support education for all.

At the moment it's our national policy, in accordance with the one that was mentioned by Professor Aris Junaidi, the Director of Learning and Student Affair of the Director-General of Higher Education, that we already have law number 20. It was established in 2003 about National Education System, that accommodate also the disabled person. This one in law number 11, this one is already stated the ratification we included about the right for the people with disability and also we have another one, law number 8, it was announced in 2016 about people with disabilities and also the Ministry of Education Rule number 46. It was in 2017 about educational services for students with disabilities.

So I think that we are equipped with quite sufficient regulation that can be an umbrella of our education development for people with disabilities.

At provincial level, the policy also include provincial law number 6. It was established in 2011 about inclusive education. And also number 3, it was established in 2013 about protection and services for people with disabilities. So together with national and provincial policies, so University of Brawijaya now can run the program smoothly and because we are actually umbrella by this kind of regulation and law.

Because of that, UB's policy already composed through the rector decree number 135. It was announced in 2012 on the establishment of Centre for Disability Studies and Services, now together with us running this webinar. Also this one is followed by rector decree number 198 in 2012 on affirmative admission for students with disabilities and also another decree, number 19, and some other thing, last but not least, in 2020 rector decree number 34, article 8, on freedom of learning curriculum, that's followed by the adoption of outcome-based learning at the University of Brawijaya. I think this one has become very clear now that we can run this program not different from the one that actually undergo by other student without disability.

Let me now tell you a little bit about inclusive education performance. In University of Brawijaya how did they distribute, what is the number of graduates with disabilities and the current job and career. I think this is very important just to give information from anyone who wish to study in University of Brawijaya.

Look at this map, the Indonesian map is quite diverse and coverage to coverage of Indonesian territory is quite big but at the moment our student still come from Sumatra which is the far - from North Sumatra and up to the Timor, in the eastern part of Indonesia. You can see the distribution of the student or the origin of the student is quite diverse and it will also, this one introduce maybe

local culture and maybe blended in the University of Brawijaya to be what is something like the character of the graduate of Brawijaya University.

Currently our student with disability intake from 2012 until 2020 is about 169 students. And the number actually reached the peak at 2017 but now it's a bit declining and in 2020 it's about 15 students with disability that is already admitted in the University of Brawijaya.

You know, this number is still far, actually, beyond the expectation. So we still need actually some what is something like to introduce just to tell the student with disability just to come to the University of Brawijaya because we provide some educational facilities and also activities that maybe this help them to be sustained by themselves in the future.

In terms of type of disability of people studying in Brawijaya University, we have deaf student, 13 with blind and visual impaired, 22 with a disability, 6 people with intellectual disability and 3 with cerebral palsy and only one with writer cramp dystonia. This is the students with disabilities at the moment.

So you can look at this figure again. The distribution of around three people studying in the faculty of economics and business. 15 students at the moment studying at social and political science. One student in agricultural technology. 11 in cultural studies. Three in administrative science, 19, this is the most popular, they are studying in vocational studies, and two in natural science and mathematics, four in agriculture, ten in communication science, four in law, five in engineering and only one in fisheries and oceanic science. That's our student distribution at the moment based on the faculty or discipline.

Looking at the current jobs. We have 58 students that's already graduated. There's about 11 working as government employees, about 18 working in the private sector, 11 in activist in some organisations, and number 4, 15 entrepreneur, and only two working in government estates. This is the profile of our graduate. It means, I think this is quite good, yeah. There's about 15 students at the moment, have graduated and got a job and it means that I think we already what is something like a very important education in the future for that kind of student and because of that I think we are happy we have a webinar that's to share our experience with all of you.

This is the last section of my presentation. So if you look at this timeline, we started in 2017 with what is something collaborative discussion to what is something like disability mapping in our university and also with the Kemendes. It is the village, Minister of Village Affair and we have a program of inclusive village since 2017 and also we have a collaboration with USAID on the program is called Ayo Inklusif.

In 2018 we also collaborated with the Asia Foundation, Fiqh of Disability and giving something like a foundation of way of thinking. So supported disability education. And also we collaborated with the Ministry of Education and Culture, especially the Director-General of Higher Education about teaching innovation. And also in 2018 we had also conference collaboration with AIDRAN. And currently in 2019 and 2020 we have youth training in inclusive public policy making with La Trobe, and NRL Foundation about Down syndrome assessment and with United Nations, Zero Project. Again, in 2020 we also have an international seminar with AIDRAN and just recently we received the international recognition through Zero Project Award that is already mentioned for our collaboration program. He represented the University of Brawijaya just to receive that award in Austria.

So when we - at the time we - when we look at the website and then we found some information what happened, actually, with our program. So actually the admission quota and support services

for university enrolment has become one of the fact sheet from our university and because of that there is the recent award.

This is the picture where the director for Planning and Collaboration received the awards at Vienna, Austria. And maybe I think this probably important also just to let you know what kind of award, why we received that award. First because University of Brawijaya is successfully supporting the admission program for student with disabilities and also the recognition the program by Zero Project on innovative practices and also Zero Project was initiated by the Essl Foundation in 2008 and focuses on the rights of persons with disabilities globally with collaboration with the United Nations.

Some gallery of services maybe I'd like just to share with you. This is the situation of admission selection for student with disability and we have peer support and tutorial, and we also established the car for disable just to have some of them, just to travel from building to building in our university and also there is also disability awareness, the sign language and translator also. We are now building the number more and more in many faculties.

Also the disability awareness event, how to walk with visually impaired person. I think this one is some of the education, not only for the disabled person but also for the normal person and they can help any time when someone required assistance.

Also disability awareness, how to operate wheelchairs because maybe some people they do not know how to open a wheelchair. This is one of our activity in Brawijaya University and also scholarship announcement, soft skill improvement training, work ethics, writing skill, teaching innovation training for lecturers, disability awareness program for university staff, also conducting sport and hobbies activities, and last but not least also technology-aided devices, such as book digitisation, softwares, application by student in Brawijaya University some of our activities just to help the disabilities in learning and social life in the campus of Brawijaya University.

So I come to my conclusion, I would like to cite what the late President Franklin D Roosevelt. He said, "We know that equality of individual ability has never existed and never will, but we do insist that equality of opportunity still must be sought." Thank you very much for your attention.

REBECCA STRATING: Thank you, Professor Soetanto. You've really set the context there around the importance of the principles of education for all and you've given us an excellent background on your institution's activities and the profile of your student cohort.

I would like to introduce our next panellist, but before I do that, I just want to make an announcement. If you are unable to see the... apologies. I was just muted there. I'm not quite sure why. Apologies, I'm not quite sure why I was muted there. If you are unable to see interpreters on the screen, please do change your settings from speaker view to gallery view and see if that helps and if not, please, do send us a message through the chat.

But it is my pleasure to invite our next speaker, the director of Educational Development and Quality Assurance at Universitas Brawijaya, Dr Achmad wick sown o. Welcome to the webinar.

ACHMAD WICAKSONO: Welcome, Dr Rebecca. Good morning for all Indonesia and good afternoon for all ladies and gentlemen and Australia. I would like to share my presentation, please. Can you see my presentation?

REBECCA STRATING: Yep, we can see it.

ACHMAD WICAKSONO: Thank you very much. Ladies and gentlemen, I would like to explain what the organisation conducting the services for the inclusive education practices in Universitas Brawijaya with the educational development and quality assurance institute in Brawijaya. I'm the director of this institute.

This institute have a vision, the vision is be a qualified institution that provides excellent educational development and quality assurance services to lead Universitas Brawijaya to become a world-class entrepreneurial university.

And we have two missions, one is to performing an excellent service on educational development and quality assurance to maintain a reputable, qualified, and getting for both recognised nationally and internationally accredited study programs in Universitas Brawijaya. So actually, the main activity is on the reputation of the study program. About 180 study program in Universitas Brawijaya.

The second mission is to provide excellent service to improve the quality of human sources and play an active role to empower society through various professional training to meet stakeholders' satisfaction. This is also in the field of this inclusive services. We have the Centres for Disability Studies.

The object is to improve the quality of education by conducting professional training for staff, this is the academic staff and the administration staff, in the whole Universitas Brawijaya, to improve their competency, morality, professionalism, responsibility, personal development and competitiveness at both national and international level.

Before Professor Hendrawan has already told us that there are activities like disability awareness for academic staff and also for the administrative staff.

The second objective is to improve the quality of research in the field of education and community service to increase public welfare at both national and international level in collaboration with Research and Community Services Institution of Universitas Brawijaya. That is also the other institute in Brawijaya. To improve the quality of community and the Centre of Disability Studies is doing some research collaborating with what we call Research and Community Services Institute. To improve the quality of education and training sustainably for world-class entrepreneurial university. And then to do the community services we're collaborating with affiliated institutions for human resource development including collaborating with La Trobe University. Thank you very much for this fruitful collaboration.

Our motto is qualified human resources, limitless achievement.

So how do we support the inclusive practices? So as I mentioned before, there is a Centre for Disability Studies and Services, we call PSLD. The centre provides disability support for students with disabilities. In addition to the centre we have another ten centres, two centres this one, Centre for Learning Activities and Technology Development. Contribution to how to teach disability with technology and the Centre for Development of Educational Relevance. This is related to the curriculum. The Centre for Education Management Development and the Centre of Quality Assurance. The other six centres I think time is not enough if I explain one by one.

What the Centre for Disability Studies do, as a professor said, training and seminars for the lecturer training. There is inclusive teaching session for the training for the new lecturer, what we call PEKERTI. The new lecturers were aware that if there is a student with a disability, how he has to do, yeah. Academic adviser training, especially for disability, how to handle if there is a psychological

problem. First taken by the academic adviser but if it is not clear solution, then we do in our centres. And then international seminar on learning innovation for students with disability.

Also for the staff, and administration staff, inclusive services training for academic staff, the sign language training for academic and administrative staff.

And we have some international cooperation. One that we have today also is the Universitas Brawijaya and La Trobe University. We already have the AIDRAN, the organising biennial international conference on disability and diversity and produce a book guide on inclusive online course for the Ministry of Education. Guide on online course for blind students and guide on online course for students with physical disability.

These are the two books that already are made during the fruitful collaboration with La Trobe University. We have this two book already produced and we give to the Ministry of Education who use this as their guidance for university students.

I think that for my presentation, thank you for this opportunity and hope for a fruitful discussion today. Thank you, Rebecca.

REBECCA STRATING: Thank you, Dr Achmad. We might be able to return to some of those initiatives that you mentioned in your presentation during the Q&A but it was terrific to get a run-down of the things that your institute, the activities that your institute is engaged in and, of course, the collaboration between our universities. So thank you for that.

Our next presenter is from the Centre of Disability Studies and Services at the Universitas Brawijaya and it is Alies Lintang. Welcome to the webinar. I look forward to listening to what you have to say on this topic.

ALIES LINTANG: Thank you so much, Rebecca. Is my voice clear?

REBECCA STRATING: Yes. You sound great.

ALIES LINTANG: OK, thank you. I would like to share my presentation from another devices. Let me start my presentation here.

OK, so good morning, everyone. And good morning to the panellists. My name is Alies Lintang Sari. So today I'm going to focus on sharing the inclusive supports and services in Universitas Brawijaya. So what we have done in the last eight years and what are the challenges and what are the lessons learned.

So my presentation will focus on five topics. The first one is our overview on Centre for Disability Studies and Services and then the second one is the students supports, and then the third is the lecturer s and staff supports that we have provided and the fourth one is the inclusive services, closed by the challenges.

So I start with the first topic. So Centre for Disability Studies and Services, the centre is to provide and encourage disability inclusion in higher educational context. It is mainly divided into two division. The first one is the research division and then the second one is the services or support division.

For the research division, we organise an academic journal, it is called the Indonesian Journal of Disability Studies and currently we are conducting a research on index for disability inclusion in collaboration with Ministry of Education and the second one is need analysis of counselling services and the third is student admission evaluation and the fourth is the inclusive services mapping in Universitas Brawijaya. So this is our ongoing research that we still deal with.

And then the second one is the services division. So the services can be accessed by these three subjects. The first one is the services for the students and then the second one is the services for the lecturers and then the last is for the staffs.

Now, I will start by sharing about the students support in our centres. The student support with the students with disabilities and then the students without disabilities which one of them aim at supporting the participation of students with disability in inclusive context and cultivating inclusive culture and disability awareness.

So there are six kinds of supports that we provide for student with disabilities in Universitas Brawijaya. The first one is peer support. So it is in-class academic support for students with disabilities and the peer supporter are the students of Universitas Brawijaya who are recruited and trained with the disability awareness training, disability etiquette and the sign language training and we conduct the recruitment for about three to five times a year and for each recruitment, there offer about 40 to 60 students who participated. So currently we have about 150 peer support each year.

So the type of supports are different depend on the disability type. So the common type of supports are note taking, sign language interpreting and mobility supports and also typist.

And then the next, Enablink is the... and then the rest the app will do the scheduling automatically. Soon after the peer supporter updated and put their schedule in the apps, both of the student with disabilities and also the peer supporter will be notified about who are the peer supporter and who are the students that they are going to support. And then once the peer support finished, the students with disability should click the finish button and they can input the feedbacks, they can input the demands as well as the peer supporters as well as can do the same. So it's very beneficial for us to affiliate our peer support program.

Then the second support, it's peer tutoring. It's off-class academic support for students with disabilities who are the peer tutor. The peer tutor is the students of Universitas Brawijaya who are similar to peer supporter which it's different that peer tutor requires a specific candidate and it is candidate based on requirements. Peer tutor meet some specific areas such as the first one is they should have the same disciplines with the students that they are support because peer tutoring deals with giving support on extra lesson, and thesis writing assistance.

So this writing assistance, thesis supervision support, writing assistance, specifically accessed by Deaf students as we know most Deaf students are struggling with written production. So our peer tutors are provide them with proofreading and editing and deals with explaining such kind of complex terms related with their writing thesis and so on. And also sign language interpreting used during supervision and during the thesis.

And then the third one is the capacity building. So this soft skills training for students with disabilities. The participant of this program are students with disabilities and also the peer supporter. So the point of this program is to support the academic skills, self-awareness and resilience of the students with disabilities. Why we need to conduct these programs, so as we know,

the disability inclusion in higher education is quite new in Indonesia and most of our students are not well prepared to enter higher education, it means that their secondary education, not prepare them for higher education. So most of them, especially who are coming from specialist schools are not ready yet to learn in inclusive context.

So this program is conducted to facilitate and to improve their college readiness and college engagement. So in this program, we usually also use it as the gathering session when all of the members are gathered and getting to know each other.

And then the (Lost audio) Sign language development in Universitas Brawijaya. So that is why we run this program to regenerate deaf teachers to teach sign language to the hearing-impaired. The students, the peer supporter, the general students, the lecturers and also the staff.

The fifth one is the counselling. This is psychological support and students with disabilities and the peer supporter can access these services and the common issues who are usually consulted are related with academic matters, family and finance, college-life adaption, and the last one is friendships and also there the students are consulted with our counsellor.

The last is the book digitation. This is converting printed book into accessible pdf book. This is to blind students and we cooperate with our - to convert the printed book into accessible pdf book.

We have common issue relate to do this. The first one is the length of time. Usually it takes two to three weeks and it's very long. Sometimes the students are really needed and we cannot afford it as fast as possible since we are still lack of accessibility and tools to help us with digitation.

OK, so I'm trying to make it fast. The next slides is supports for students without disabilities. We believe students without disabilities play a very important role in quantifying the inclusive culture at Universitas Brawijaya therefore we have some programs that help them to help us cultivate the inclusive culture in our university.

The first one is the disability awareness training. It deals with the disability etiquette and sign language training. The participants are the peer supporter, the peer tutor, and also the accessibility team. Sometimes you also invite the students from Students Affairs to make the students activities more inclusive for the student with disabilities.

It is two days training and also we have intensive sign language training for about seven to ten meetings and we also have accessibility training, how to organise documents, design, so it's accessible for blind students, how to add correct heading and so on. And also captioning.

And the second one is the sign language interpreter for students activities. As you know, the students activities have a fairly - they tend to have a webinar, workshop, and other community activities and we provide services for sign language interpreter free. So their webinar, their activities can be accessible for deaf students.

And then sign language online dictionary, it can be accessed for everyone. We are still organising it and improving the dictionary. Until now we are still using it to help our peer supporter improving their sign language fluency.

And the next one is the support for lecturer and staffs. So support for lecturers and staff aims at supporting lecturers in providing accessible course and supporting lecturers in supervising students with disabilities. For the staff, it aims at supporting staff to provide accessible services.

So the support that we provide for the lecturers, the first one is the inclusive teaching guides so it is in form of flyers, video, books about inclusive teaching method and the strategies. We give it for the lecturer in every semester. We also put it in our - Whatsapp group. We mail it through mailing lists. We have tried many ways to reach the lecturers to get these sources and the content is about the types of disabilities, the concept of the universal design learning, the adaptive curriculum, accommodation and the models of the inclusive teaching.

Then the second one is the accessibility services. So it is the services to have help lecturers preparing accessible course, so resources, assessment, evaluation to make the learning video more accessible by providing the caption and so on.

And the inclusive teaching trainings and webinars, so each year we conduct two to three trainings for lecturers to be more accessible in inclusive class.

So for the staff, I already explained, we have inclusive training for the staff.

SPEAKER: I think we've lost Alies again, hopefully she will come back.

ALIES LINTANG: Still we have our challenges, in encouraging inclusive practices in higher education. The first one is the accessibility devices and software such as OCR output based scanner that will make us more responsive in book digitation. Other assistive technology, accessible library and resources. Lecturer awareness and competence in facilitating inclusive class. I think that we need more intensive and extensive training. Lack of sign language interpreters, the improvement of the Enblink app, academic support for students with autism and students with intellectual disabilities. Model of inclusive classroom, college transition, and infrastructures and these are the challenges we are still trying to deal with.

I guess I have elaborated what I would like to say. Thank you so much for your participation. Rebecca, floor back to you.

REBECCA STRATING: Thank you Alies. This is terrific presentation. You've really given us a picture of the progress that you and your colleagues have made in dealing with some of the challenges in creating an inclusive culture but also the last slide was a little bit - just the number of challenges that still exist, I think that we will be able to come back to some of those issues in the Q&A as well.

ALIES LINTANG: Thank you, Rebecca.

REBECCA STRATING: No worries, thank you, Alies. Our next presenter is Anthony Gartner who is the manager of the Equity and Diversity Group at La Trobe University. So well come, Anthony. The floor is yours.

ANTHONY GARTNER: Thanks, Rebecca. Good afternoon, or good morning, everybody. I will just share my screen. I have some slides that have just vanished. I had them all set up and they vanished. There we go. There we go. I think that - can you see them now?

So I'm going to talk a little bit this afternoon about La Trobe's approach to supporting students with disability and I have a few PowerPoint slides here which I will move through quickly and see if I can provide some relevant information for you.

So firstly, why do we provide support to students living with disability? What are our legal obligations? So we have the Disability Discrimination Act and the Disability Standards for Education Act which govern the provision of all education services in Australia. And that requires us to make reasonable adjustments to ensure that a student living with disability is able to participate in their education on the same basis as any other student.

Adjustments are reasonable if they do not provide unfair advantage to the student concerned, or if they don't unfairly disadvantage other students, and they must maintain the academic integrity and course requirements of the study program.

The interests and wishes of the student are significant and we spend a lot of time talking with the student to understand their skills and also the areas where they may need support. We also ask the students to provide a statement from their treating health professional which verifies the information and gives us some additional information on reasonable adjustments.

So who provides the support to students living with disability? The short answer is everyone in the university is asked to support those students. But in particular, academics need to make the reasonable adjustments to ensure that the student can participate. So that includes making sure that information is presented in an accessible format, that videos are captioned or transcribed where necessary and that any tests or exams that the student sits have what we call equitable assessment arrangements put in place which means that the student might get additional time, they might get to use a computer for the exam, or on occasions software that will help them participate.

What disabilities are covered under our disability legislation. Basically all forms of disability. So that's physical, sensory, medical, mobility, psychological, psychiatric, neurological, and learning difficulties. Also acquired brain injury, and we also make adjustments for people who are primary carers of someone living with a disability, too.

The important thing for us to know is that no two people experience a disability in the same way and so we don't have a blanket set of adjustments. We negotiate on an individual basis with every student. And what we're looking for is the impact of the disability on that student's ability to participate. So it's not so much about what is the diagnosed condition of the student, it's more about how does that actually impact on their ability to participate.

La Trobe University currently has 18 - 1,835 students registered with Equity and Diversity out of a total student population of maybe 38,000 or so. So it's quite a few students and I will read out the numbers because it's not an accessible slide and I apologise for that. We have, of the 1,835, we have 326 students with medical conditions, 161 with specific learning disabilities, 95 with autism or Asperger's. About 90 with physical or mobility impairments, 83 students who are carers of someone else living with disability, we have 54 refugee students registered with us but we don't provide reasonable adjustments because someone is a refugee but rather because they have difficulties and that we can support them with.

We have 27 students who are deaf or hard of hearing, we have 24 who are blind or have low vision, we have 16 with an acquired brain injury, and we have 16 and 12, 28 with other forms of disability. But the important one is that we have 931 students who have a mental health condition and that can be anything from depression and anxiety, through to quite serious psychiatric conditions. Now

that's a big number of our students and of all of the categories it's the mental health conditions that is the one that continuously increases. So we have had this year about a 20% increase on last year in terms of our students that we're supporting and some of that is due to COVID and due to the transition to online learning and some is due to an increasing number of students who are willing to declare that they have a disability and in particular a mental health condition.

So for these students what do we do? We negotiate a learning access plan and they are a set of recommended adjustments. They are developed by our accessibility advisers in consultation with students, and they are based on the impact of the disability, the health professional's recommendation, the needs of the student and the accessibility adviser's knowledge of the course of program in which the student's involved. We also liaise with academic staff to ensure the adjustments recommended are appropriate for the course of study.

Sometimes we get questions around if a learning access plan may compromise the academic integrity of a subject. We have a fairly clear response to that and so it is essential that the academic requirements are met, it is also special that we make adjustments to the best of our ability to support students to participate. So we discussed those adjustments with the academics with the student and we look for solutions. So if one way doesn't work, we look for a different way that enables the student to participate but still meet the academic requirements.

So we ask questions around what is it that is being assessed? Is it a student's ability to spell correctly or is it their ability to convey an idea, for example. Does a student need to present in front of a classroom if they have anxiety, or can they present directly to the academic or could they present to a camera and submit a reporting of their presentation?

So there are many ways to ensure that a student is assessed on their learning rather than on the way that they communicate that learning.

Only when all reasonable adjustments have been explored and there are no options available, only then can we say that we can't make the adjustments. If we do that, we have a good chance of having to defend that decision in front of the Australian Human Rights Commission so we work hard to make sure that never happens. It does happen sometimes but not very often.

So some examples of the things we do to help students, we provide assistive technology such as Glean or Audio Note taker or Otter and they're simple programs that the students use to assist them to take notes or to produce a live transcript of a video conversation or a lecture so they can download this material, this program's on their phone and use them in lectures and tutorials. We might ask academics to provide extensions for students. We may ask for the alternative exam arrangements I mentioned earlier so the students may have extra reading or writing time during an exam. They may split exams so they sit one half one morning and the other half the next morning. They may sometimes only be able to sit one exam in a day so we work with a student to ensure all those adjustments are put in place.

And why we do that? I have a slide here and I describe that so we have a picture that represents the difference between equality and equity. So in the first picture you see three children all of different heights, all standing on the same box. That represents equality because everybody is given the same thing. But unfortunately only two of the three children can see over the fence because the third child is too small to see and so equality doesn't work.

The second picture we have equity where each student is given what they need. So the tallest child doesn't have any box, the middle child has one box and the smallest child has two boxes, therefore

they can all see over the fence. The final picture there are no boxes and there is no fence and ultimately that is what we seek to create is an environment where there are in fact no fences for students living with disability and they're freely able to participate on the same basis as any other student.

One of the things that we do is we encourage disclosure. So we welcome students actually telling us about their disability and we address shame and I think to really address the needs of people with disability you have to make it OK for them to declare that they have a disability. We have to make it safe for them to do that and done in such a way that they don't experience shame and that's really important. That is why we have such a high number of students, perhaps 5% or more of our student population has declared that they have a disability.

I think that's something that we all need to keep in mind, that it must be safe otherwise students will not tell us about their disability and we won't be able to make the adjustments.

I'm happy to answer questions at the end of the session. But I will hand back to Rebecca at this point. Thank you.

REBECCA STRATING: Thank you so much, Anthony. I love that visual. It's really useful in explaining the difference between equality and equity and also that goal of trying to get rid of the fence, I think that's a really nice way of explaining what it is that we're trying to do here.

We are sort of running a little bit behind but our next presenter is from a PhD candidate, Beth Radulski, who has been doing quite a lot of work for La Trobe University in this space and is also doing research on disability support and education. So please welcome Beth.

BETH RADULSKI: Can you hear me?

REBECCA STRATING: Yes, we can hear you. Couldn't hear you at the start but we can hear you now.

BETH RADULSKI: Thank you for the introduction. I'm going to go ahead and share my slides and then I will go ahead and get started.

So OK, thank you, everyone, for being here. Like Beck said I'm a PhD candidate at La Trobe University and I'm also the project officer for neuro diversity. I'm going to speak to you today about how to support artistic and neurodiverse students and academia and we'll take a cultural approach to improving equity as opposed to equality.

So because my research is based partly in my lived experience, I'm an autistic person myself, so I thought I would start by speaking about how I came into academia and what my challenges were and how I ultimately ended up in the role that I'm in today.

So, when I first started in my education as a child, I was quite good in primary school but as I emerged into high school I started having a lot of academic difficulty. I failed 9th grade and half of 10th grade. So I was very far behind my peers as a teenager. I now know that I was dyscalculic. So I struggled with maths and sciences and things like chemistry, which is not at all stereotypical for an autistic person, actually, but I struggled with a lot of those areas even though I had big strengths in writing and English and creative arts and other areas of study.

After a very difficult high school experience, I was very nervous about starting university. My first university experience I did OK, but I found it very demanding and exhausting and I dropped out after

a year. I tried, I think, three different college courses in our TAFE program in Australia, so these were shorter and more hands-on courses in music and child care and, again, I found it very difficult to meet the demands of those courses and independently managing my studies.

So when I came back to do my undergraduate degree at La Trobe, I was almost 25, I'd had a series of academic failures and I was finding it really challenging, the thought of going back to university. And sort of by coincidence, I ended up finding out midway through my degree, that was when I found out that I'm autistic, which I'd never known up until that point in my life. So all of these failures were really out of context and confusing to me. I felt like I worked very hard and didn't achieve half of what my peers could achieve putting in much less work.

So this time I thought, well, you know, I think there are a lot of autistic traits that could actually benefit my education. And I started looking for ways that I could implement those strengths into my study habits. So, for example, I'm very systematic and as a researcher that's a great trait to have because I could - I loved doing literature reviews and searching for new bibliography sources and organising them and picking out information I could use to put into my essays. I found essays were less overwhelming if I had a good system and I could learn to write a paragraph step by step and how to build an argument step by step.

All little skills like that that really ended up benefitting my education. So once I graduated, I ended up going into an honours degree and ultimately began a PhD and here I am now having failed high school, but I'm a PhD candidate, and moving onto my next slide, because I didn't just try to change myself. I tried to change the way that I engaged with academia.

So now, in my role as project officer, I'm really interested not in looking at the individual and trying to fix the individual, but trying to change the culture. So as a university, I'm interested in saying what can we do not just to acknowledge and support the limitations of these students, but how can we actually look at their strengths and make sure that we as a university can support those strengths.

So we're doing this in a number of ways. We've started delivering training programs to various departments in the university. So these include academic staff, equity and diversity staff, student support counsellors and making sure that these staff know how to respectfully engage, know what kinds of questions to ask their students, know what limitations they might face but also know what strengths they might have that can help them in their studies.

Going beyond training, we've developed a cultural sensitivity guide so what does it mean to be autistic in a social sense? What does it mean to be engaged with someone and disclose that you're autistic and have them respond positively? Oftentimes if I was thinking about do I want to disclose this, I know my colleague Anthony spoke about disclosure rates and wanting to get those rates up, so what are the barriers of disclosure? I know I'd be worried I'd be defined by my limitations and not my strengths. So, again, when we speak about the issue of equity as a cultural issue, how can we change our culture so that when I as a student disclose to my supervisor that I'm autistic, instead of going "Oh, I'm so sorry to hear that" they might say "What does that mean to you? How can I support you with that? How can I help with your studies and what can I do to support any challenges or barriers to inclusion you might be experiencing right now?"

So, my approach is really sociological in nature. I'm trained as a sociologist so my approach is looking at the culture of an institution and the background culture that that institution exists in. So how do people understand disability, how do people understand neuro diversity, and working to change that culture.

So I think the final note that I will work on in terms of discussing cultural change is getting a better definition of what is neuro diversity and this is sometimes a difficult concept to convey but I think the best way of explaining it is to say that neuro diversity is the idea that there isn't necessarily one healthy, normal brain and a spectrum of different disordered brains. This idea will generally say, you know, if they're a disordered brain and they want them to function at our university, those disordered brains should try to get as close to normal as possible if they want to achieve success.

Oftentimes, that's just not the case. So with neuro diversity, we'd say if this is how we understand it now, rather than having a normal brain and a bunch of disordered brains, let's try to acknowledge that there are many different kinds of brains, they may all have different strengths, they may all have different limitations, and what can we do as a society to make it more equitable for each of those different people with different brains and different strengths and different limitations to access education. How can we improve equity that's not based on the person's limitations but is based also on their strengths.

So just to summarise, I suppose the key take home message here would be that at La Trobe what we're doing with the neuro diversity project is really trying to address cultural inequalities and inequities and ensure that students who have what I refer to as minority neurotypes are not excluded from education on the basis of limitations but are rather included, accommodated for in their limitations and encouraged to make the most of their strengths.

So if you'd like more information, I'm not going to go into too much more detail. This is more of a visual representation of what I've spoken about. It's really taking a multifaceted approach to cultural change. And if you'd like more information on that and what that looks like, La Trobe's recently signed on as a neuro diversity hub institution. So I would encourage you to visit neurodiversityhub.org, because there are brilliant resources built by and in collaboration with people with neuro minority types in how universities can seek to be become more equitable.

I will sign off there because I can see Bec's video has popped up. Hopefully I've explained myself alright and I'm really looking forward to hearing the rest of the presentation. So thank you, everyone, for coming.

REBECCA STRATING: Thank you, Beth, that's terrific to hear about your experiences in higher education. I think that was really useful for us to listen to and appreciate where you've come from. And the sorts of things that you're doing to improve things for other students living with disability.

Our final presentation before we move into the Q&A is - our final presenter, sorry, will be Ramas McRae. He is a lecturer at La Trobe University and Auslan coordinator. So welcome, Ramas. I'm looking forward to hearing your presentation.

RAMAS McRAE: Wonderful, thank you, Rebecca. Can I just check people can hear?

REBECCA STRATING: Yes.

RAMAS McRAE: Wonderful. Thank you.

Excellent, thank you, once again, for the introduction, Rebecca. I'm really excited to be here to share my experiences as a deaf person with a lived experience and also this collaboration with UB and La Trobe University.

So, just a brief introduction, and then I will kick off with the further slides.

Introducing myself, I wasn't born in Australia, I was born in north-eastern Europe in a country known as Lithuania, you can see it in the red square. A small country in north-eastern Europe. Growing up as a young child in Lithuania I studied and then relocated to the UK. Most would know of the United Kingdom. I lived there for a number of years and then relocated to Australia and I now have roots here and I work at La Trobe University and I've settled with my family and I'm working here as an Auslan lecturer.

During my upbringing, access to education wasn't seamless. I had a number of barriers that I faced, similar to some of the other speakers and other people who had similar experiences at UB, and I'll talk about those throughout my presentation.

OK, so my journey in education, as you can see, I have three qualifications. I have studied, you might assume that I had faced perhaps less barriers than some, which is not the case, in Lithuania back in 2001, the year 2000, in Lithuania they didn't actually have students with disability attend university at that time. I was one of the first deaf cohorts to attend university in Lithuania. And as a student, I'll talk a little bit about my experience on the first day.

I remember attending a lecture and it was extremely interesting. I booked sign language interpreters, I organised everything to run smoothly for my access requirements to attend the lecture on that day. It was a large auditorium, the interpreter was placed at the front, and obviously as a deaf student you know I'm not able to hide at the back of the room because I need to see my sign language interpreter, obviously. As the lecturer entered the room and started presenting the session, my interpreter naturally started signing to me the information that was being presented and then the lecturer, I noticed, stopped and paused and was curious as to what the interpreter was doing in the room and asked the interpreter "Why are you here? What are you doing?" The interpreter explained their role and said this young man over here is deaf, I'm interpreting for a deaf student.

Then the lecturer asked why do we have a deaf student in this course? Has he completed school? Can he read and write? Does he know how to write? And these questions were being asked of me. I'd already completed high school, I was academically approved yet he was uncertain. Then he went to meet with people higher up in the faculty and then came back and then let me know that yes, I had been approved to continue my study in this course.

That had an absolutely huge impact on me. My first day being told I couldn't be successful and those negative impacts continue.

Once I achieved those academic requirements, looking at the English spoken language, naturally that's not my first language. My first language was sign language as a profoundly deaf person. That meant I had other barriers but those barriers were resolved through communication, interpreting and other initiatives.

More recently, I've decided to apply for my PhD at La Trobe University and hopefully I will have some success in that area.

OK, I'll just talk about some definitions of deafness because often we are labelled as one homogeneous group and that's not necessarily the case. We're a diverse subgroup of people within deafness.

So first of all we're looking at those who are capital D Deaf like myself, who are born profoundly deaf and you will see the lowercase d deaf which represents a different group of people. The capital D Deaf people include individuals like myself where sign language is their first language and prominent language.

We also have those individuals who are hard of hearing, who have some residual hearing, they may use sign language or prefer to speak as their mode of communication.

Thirdly, we do have Deaf blind individuals, so those who have a level of vision impairment and deafness and that will vary.

The reason why I raised these three categories is because when you're a university looking at service provision, we shouldn't assume every individual has the same requirement, like the previous speaker said. One person may need captioning, another person may need sign language interpretation, another deaf person may require audio loops for their T-switch on their hearing aids. So we are all uniquely different.

OK, looking at this next slide, I actually come from a Deaf family and I often talk about sign language being my primary language, or first language. And some people may be curious about this. So, yes, my parents are Deaf. Sign language is my first language. Throughout the world, probably only 5% of Deaf individuals come from Deaf parents or Deaf families so sign language is their first language. However, for 95% of deaf signing individuals the majority of them come from hearing parents.

One out of four parents generally will learn how to sign, the other three out of the four generally don't learn to sign for their child. So this means that first language acquisition can be an issue and has an impact and you have some individuals who learn to sign or speak and both. And then some individuals are disadvantaged by the approaches they take.

We also have this third category there, those that are born with regular hearing and then they may be impacted by gradual hearing loss over time and continue to use spoken communication and at times these individuals may not need to learn how to communicate using sign language.

Again, when you're looking at service provision, it is important to consider at the university the type of language provision is preferred by the individual, whether it's a spoken language or a sign language. And again, this is diverse according to the diverse range of people that you're servicing.

This is just a short video clip that I wanted to show you to demonstrate the importance of education, whether the parents are deaf or the parents can hear, what future opportunities and impacts can occur when you start from childhood as a deaf baby. The educational impacts and what can occur to influence the success or unsuccessful rate of those individual babies.

(Video plays)

RAMAS McRAE: OK, so that's fairly simple. I don't need to elaborate what you saw in the video, but the focus is early acquisition. The earlier you have communication with a baby or child, the future success is more likely. That's the point of the video that I was demonstrating.

From time to time, whether it's society or universities as a whole, people consider the person with a disability to experience the barrier and immediately label the person as ineffective or having a deficit and not considering the benefits or the gain society could benefit from by having a person with a

disability being part of society. And the influence they hold. And I will just elaborate a little bit further on this concept shortly.

So I'm not talking as the wider cohort of people with a disability but Deaf people and what Deaf people can contribute to society in terms of access and their contribution to society.

OK, I'll talk about this model. So if we look at deaf people historically, we've often been labelled as being disabled, hearing-impaired, you're looking at the hearing deficit, barriers to education, there's been a lot of stigma around deafness but the Deaf community is wanting to look at this model in a different light. So we look at it from the perspective of Deaf Gain. So demonstrating our culture, not a medical model, but a social model, being proud individuals who are part of a Deaf community but also are able to contribute to wider society as well.

I have a number of videos but there's just one particular video I want to demonstrate. This looks at Deaf Gain and what Deaf people provide to wider society as a contribution. It's one example.

(Video plays)

RAMAS McRAE: There's no sound.

So looking at this video, as we can see, closed captions are not only utilised by deaf individuals, that has been of benefit to everybody else in society also, a universal benefit, if you like.

So I'll talk about some inventors historically who have also contributed to the wider society.

I assume that the majority of you would be aware of a car, an automobile, and the wing mirrors that cars and vehicles have throughout the globe. Historically deaf people were not allowed to drive a vehicle without wing mirrors, historically. So wing mirrors were actually invented by a deaf gentleman here that you can see on the left. So he invented the wing mirror which now is a universal design used for all of the citizens of the globe. And that's an example where a Deaf inventor created an initiative for deaf people and it is now being used worldwide.

Secondly, if we think about light, the light bulbs in your home, we have them in the universities, everywhere we attend, again, another example of a deaf gentleman who invented the light. If we didn't have these deaf individuals I wonder whether we'd still be living sitting under candlelight? Who knows? We may never know that answer.

Thirdly, using the telephone. So historically you'd remember the old type of phone that was used with a very different technology. Graham Bell, as you'd be aware, himself, he could hear but his wife was deaf and he was thinking about an invention, particularly where his mother-in-law could communicate with his deaf wife and he invented the telephone, and now we see the use of telephones everywhere throughout the world. Of course the technology is much more sophisticated than what it was but, again, another example of an invention either by deaf people or for deaf people.

Remembering that each and every one of us gain from individuals who are deaf or have a disability, who knows what the world would look like without people or persons with disabilities and what we contribute to society. As we can see, inventions and innovations have come out of individuals who are disabled or deaf and these are only a few examples I'm sharing. I don't have enough time within this 15 minutes to go through many other examples and achievements of deaf individuals who have created initiatives for everybody to utilise throughout the world.

Last of all, it's important when we're dealing with universities and lecturers, when we do have students who enrol to study, that the students who attend the university we need to look at them as individuals contributing to the world and changing society and the world around us. It needs to be perceived as a positive and hopefully in the future we will have more students with disabilities attend universities worldwide.

Thank you.

REBECCA STRATING: Thank you, Ramas, that was another fascinating discussion. I learnt a lot out of that and I'm very grateful to you for sharing your personal experience as well and I have to agree, I love closed captions, particularly when watching movies with accents that I can't fully catch. So thank you for that.

We have Q&A but I do believe that we have a couple of guest speakers joining us. The first - we have some students, Indonesian students who are currently living with disabilities who have agreed to briefly join us to tell us a little bit about their experience. So I might invite Ello is our first student, to come on and tell us a bit about how they find being a student living with a disability in an Indonesian university.

I can see, Ello, you're off mute now.

ELLO: Welcome. Thank you very much. So today I'm going to tell you a short story of doing my study. So there is some advantage and disadvantage in Universitas Brawijaya about the accessibility. So the first one, the advantage, Baw Jaya, it already has many - I think it's one of the best, it's the volunteer program which helps a lot of disabled students doing their study. And the disadvantage, I think, is still some improvements in infrastructure and disability awareness.

So the buildings don't have accessible such as lift, ramp, toilet for disabled and for disability awareness, sometimes I still see that people on their scooter, without paying attention, block ramp way.

Another advantage is that Baw Jaya University give scholarship for disabled students which is helpful especially during this time of pandemic.

REBECCA STRATING: Thank you. That's terrific that you've shared your experiences there. I believe that we have another student who has been willing to come into the presentation to also discuss their experience. I'll invite them to turn on their video and microphone and tell us a little bit about their experiences at university.

ANDI: Hello.

REBECCA STRATING: Hello, we can hear you.

ANDI: I'd like to introduce myself. My name is Andi Sulfajrin Syam and I am a blind student. I study at international relations. My department is international relations. I want to share about the Centre of Study and Disability Service.

As a mind student, of course we cannot see the picture, we cannot see the graphic when the lecturer explain about the materials, but we have volunteers to help us to explain about that. I'd say about our university, I think our university is going to inclusive is not yet to be inclusive completely

but my university has fought to be inclusive because we have Centre of Study and Disability Service. From that PSLD, the disability student have many help from them from the volunteers and maybe I can share about access disability for the blind student.

In Centre of Study and Disability Service there is... for the materials or the book. The book can be scanning from the textbook to be - the textbook will change to be, like, word and the PDF and it can be accessible for the blind student. And I hope PSLD or Centre of Study and Disability Service not only for Universitas Brawijaya and for much university, for many universities in Indonesia, especially for the region is far.

Maybe that's all from me that I can share for this time.

REBECCA STRATING: Thank you. Again, this is terrific to hear your experiences. So I'm very grateful for you joining in. And it's good to hear - I'm an international relations person, too, so it's very good to hear from an international relations student.

Now, we are probably going to run a little bit over time. I hope that's OK with everybody, just so we can get at least a couple of questions in. So the first question I might direct to Dr Achmad and this is a question, and it's crept up a couple of times in the Q&A and I saw that you did put an answer in the Q&A. So I was just hoping that you could discuss the relationship between religious beliefs, or cultural beliefs, and conservatism and the access to university public services in Indonesia especially in universities and especially for people with disabilities.

ACHMAD WICAKSONO: Yes, thank you, Rebecca. I think in Indonesia we are free to do the religious activity and with regard to that point maybe, as mentioned before, we have produced a book on disability. And also for the student, the disability student, in our university, we provide them for the Islamic student who want to do prayer, and also we have provide the services for the interpreter for in the mosque that we have, there is a student from our university there is an interpreter. For the others, they can do activity, for the Christian during the Friday afternoon they have some gathering. I saw in some faculty they have some gathering because there is no class because some Muslim are doing praying so the Christians are also gathering.

With regard to this quality assurance, yeah, our university do optimising the facilitation - facilitate for the disable ed. It is the most important thing that, as the student mentioned, we are not yet facilitating the inclusive because some facility is not yet available. For example, the disability toilet it is only in two faculty, the faculty of law and faculty of agriculture they have the facility for disability toilet. Thank you.

REBECCA STRATING: Thank you. I might also ask Professor Hendrawan whether he had anything to add to this question about whether there are cultural or religious barriers that might sort of play into providing more inclusive education for people living with disabilities?

PROF DR IR. HENDRAWAN SOETANTO: OK, thank you for giving me opportunity just to share my vision on that particular question.

I think this very important just to acknowledge the people in the university, especially Indonesia, probably we have in terms of culture and in the recent time the student sends probably in the material childhood, so there are familiar with the people and not only for just joking, and then probably become something that what this one is maybe accommodated and maybe what is settled down under unconscious thought of them.

So in the society sometimes, the people is not so welcome, maybe so acknowledged with the disability people. So this is the important thing that we have to what is doing more and more just to socialise actually the equality, the equity for everybody because our, what is national law or basic principle of our way of life actually we are not allowed just to discriminate people for any reason, either for religious belief, for cultural belief or maybe for the different origin, what they saw on the regions because Indonesia is so wide you can imagine that Indonesian character is similar from Istanbul, Turkey, up to UK. This is the coverage of Indonesian territory. So we have maybe more than 1,000 different local languages and also the culture, also it's quite normal. Different culture, different local geographical condition probably have different culture in terms of acceptance with the differences.

So in this sense I would just like to encourage everybody in this webinar, we started now, that we have to realise that God creating human or any other creatures is a good thing, yeah, so we have to accept any differences for goodness. And also we can, we have to educate other people or normal people the word "disability" is probably already so famous and I think to myself I'm not so what is happy, to use that term, that is why I prefer just to use "different able" other than "disabled" to describe people like that. Different abled, means they can do something in different way than the normal person.

I introduce that one so we teach them to appreciate, to acknowledge what is the respect other people with different in term of ability with us. So I think this should be one of the important points to be included in the curriculum. It's not only for the people with the disability, but also for the normal people. So I would like to just to do something like make sort of appeal that this one should be one of the subject matters should be taught in the character of education because we have to build better characters and especially this time we are so influence ed globally by so many technology and probably we ignore or disregard something that we have to respect to others, yeah. I think this is my comment.

REBECCA STRATING: Thank you. I might just have time for one more broad question. The questions have been coming through and we have been trying to answer some of the questions and I see that our panellists have been answering the questions, too. Beth, there is a specific question for you in the chat if you wanted to go in and maybe type an answer out to that question.

But I might ask the rest of our panellists a question about, from one of our audience members about whether or not equality comes about from the concept of normalisation and what I take that to kind of mean is, you know, is it something that people, you know, sort of living with a disability become kind of normal or seen as being a normal part of society or, you know, should we really be focussing on the specialness of people with disabilities.

So I might start with Anthony and then I will pass that question over to Alies, and finish up with Beth and Ramas. So Anthony.

ANTHONY GARTNER: Thanks, Rebecca. That's a really important question. As a man living with disability myself I'm not sure whether I want to be special or just accepted for who I am. I would like to see a world with diversity is simply just accepted without question because there are 7 billion humans on the planet and we're all unique, we're all special, we're all different and I don't want to be singled out, I just want to be able to achieve my own abilities. And to do the best that I can without barriers that are put in place because of who I am or one thing about me.

REBECCA STRATING: Yeah, it's a really - it's a complex kind of question to end on but thank you for sharing that, Anthony. Alies, did you have any thoughts on this kind of conundrum around normalising disabilities?

ALIES LINTANG: Thank you, Rebecca. I do agree with what Anthony said about normalisation of the disability. To my personal experience I see disability as the changing concern. It is not an - it is an impact of the accessible society or inaccessible system. So sometimes I also might be having disability, this kind of situation that maybe to my ability.

I don't think that - I do not agree with the word "special" because I think that all of us are special and all of us are unique. We have a different characteristic, we have a different ability. So I think that all we have to do is try to appreciate each other's ability and then I think disability is a changing concept and it is not an inept characteristic that stay with us forever, but in the perspective of disabilities we can also highlight that disability is the product of normalisation. So, yeah, so maybe I do agree that maybe the word "equity" can also have an impact on normalisation. Thank you, Rebecca.

REBECCA STRATING: Thank you for your final thoughts. And Beth, would you like to share your thoughts on this issue?

BETH RADULSKI: Sure, I'm happy to. I'm just trying to switch my camera on for a moment. There we go. So I guess I have sort of two areas of views here. In terms of individuals, I think there's a lot of power in identifying how different social identities can impact access to things like education and employment. So I find it very helpful to be able to publicly identify as autistic because I use that as my social identity to explain to people what inequality means to me in a disability context, which is going to be different for many other disabled populations who aren't autistic.

So I find it helpful in that sense to be thought of as different or not so much special but different in that regard. But in an institutional sense, I am sort of a proponent of moving away from the assumption that everyone is abled until they say they're not. So I would urge institutions to assume that they are teaching to neurodiverse cohorts, because they are. And cater their resources not just to somebody who is typical or abled in the traditional sense but to begin assuming that their students are, by nature, neurodiverse and planning accordingly.

REBECCA STRATING: That's a terrific point, a really valuable point, and I think that I'm doing to take that particular idea into my own teaching practice.

The final word goes to you, Ramas.

RAMAS McRAE: Wonderful. I think what's important here is the English word "disability" so dis ability. So dis is a negative and ability is a positive. So if we think about the world around us, access provision, if there was access provision, would I be labelled disabled? No, I wouldn't, because - it's because my access is being denied that I'm the one who is labelled disabled.

So if we think about universities, shopping centres, every precinct having access to ramps for a person in a wheelchair, then they wouldn't be labelled disabled because there is no access issue. So we need to look at it at the concept of access being provided universally like Beth mentioned, that diverse cohorts and therefore we wouldn't need that term or label disability.

REBECCA STRATING: That's a terrific point. And a terrific way of ending this session. I'm sorry that we couldn't get to more of the questions and discussion time, but we had, you know, a lot of six very

rich presentations. I learnt a lot and I hope that you, in the audience, also took away some ideas and some new thoughts about how to, you know, to encourage inclusive culture in higher education.

I would like to thank Universitas Brawijaya for collaborating with us on this event. I would like to thank the speakers for the time that they have put into their presentations and for the insights that they have provided to do. And thank you to our attendees for coming. I hope that you got a lot out of it, as much as what I did.

Just as a final kind of promotion, there is a conference coming up five days from Monday 30 November to the Friday, 4 December, and it is called Pathways 15 online, Advancing Inclusion in 2020 and Beyond, and I believe that a link just went into the chat so you should be able to find more details there.

But thank you, again. It was an absolutely fantastic discussion. Apologies for running a little bit over time but I really think that it was worth it to get the extra discussion in. So thank you, and enjoy the rest of your day or the rest of your evening.

ACHMAD WICAKSONO: Thank you very much.

PROF DR IR. HENDRAWAN SOETANTO: Thank you very much.

DIANA: I would like to add there will be a recording placed online in a few days and links to all the resources will be provided in an email to everybody after the event. Thank you again and I will just close this off now.

REBECCA STRATING: Thank you, Diana. And thank you to our exceptional interpreters. Great job.