

References

- Abilityworks, <https://www.abilityworks.com.au/> (accessed 27 June 2022).
- Accenture (2018), *Getting to Equal 2018: The Disability Inclusion Advantage*, https://www.accenture.com/_acnmedia/PDF-89/Accenture-Disability-Inclusion-Research-Report.pdf (accessed 20 May 2022).
- (2021), *AI for Disability Inclusion: Enabling Change with Advanced Technology*, https://www.accenture.com/_acnmedia/PDF-155/Accenture-AI-For-Disability-Inclusion.pdf (accessed 20 May 2022).
- Association of Southeast Asian Nations (ASEAN), ASEAN Smart Cities Network, <https://asean.org/our-communities/asean-smart-cities-network/> (accessed 19 July 2022).
- (2018), *Enabling Masterplan 2025: Mainstreaming the Rights of Persons with Disabilities*, <https://asean.org/wp-content/uploads/2018/11/ASEAN-Enabling-Masterplan-2025-Mainstreaming-the-Rights-of-Persons-with-Disabilities.pdf> (accessed 19 May).
- Bain and Company (2019), *Fulfilling Its Promise: The Future of South East Asia's Digital Financial Services*, <https://www.bain.com/globalassets/noindex/2019/bain-report-fulfilling-its-promise.pdf> (accessed 11 July 2022).
- Ballentine, C. and A. McNeely (2022), 'Employees Are Returning to the Office, Just to Sit on Zoom Calls', *Bloomberg*, 1 April, <https://www.bloomberg.com/news/articles/2022-04-01/employees-are-returning-to-office-post-covid-just-to-sit-on-zoom-calls> (accessed 17 July 2022).
- Bell, D. and J. Foiret (2020), 'A Rapid Review of the Effect of Assistive Technology on the Educational Performance of Students with Impaired Hearing', *Disability and Rehabilitation: Assistive Technology*, 15(7), pp.838–43.
- Better Purpose (2020), *EdTech in Southeast Asia: Opportunities for Edtech Development and Investment in Five Southeast Asian Markets*, <https://irp.cdn-website.com/dfdb3685/files/uploaded/Edtech-in-Southeast-Asia-Octava.pdf> (accessed 14 August 2022).
- Buckup, S. (2009), 'The Economic Consequences of Excluding People with Disabilities from the World of Work', *Employment Working Papers*, No. 43, Geneva: ILO, https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_119305.pdf (accessed 11 July 2022).
- Chatterjee, A.K. (2022), 'In Asia, People with Disabilities Need Greater Access to Financial Technology', Asian Development Blog, 7 April, <https://blogs.adb.org/blog/asia-people-disabilities-need-greater-access-financial-technology> (accessed 12 August 2022).

- Chen, L. and L. Ruddy (2020), 'Improving Digital Connectivity: Policy Priority for ASEAN Digital Transformation', *Economic Research Institute for ASEAN and East Asia (ERIA) Policy Briefs*, No. 2020-07, <https://www.eria.org/uploads/media/policy-brief/Improving-Digital-Connectivity-Policy-Priority-for-ASEAN-Digital.pdf> (accessed 25 June 2022).
- Coggan, M. (2017), 'The Robots Are Coming (to Support People with Disability into Work)', *Pro Bono Australia*, 1 July, <https://probonoaustralia.com.au/news/2021/07/the-robots-are-coming-to-support-people-with-disability-into-work/> (accessed 12 July 2022).
- Crosta, N. and A. Sanders (2021), 'Social Enterprises and Disability: Fostering Innovation, Awareness, and Social Impact in the ASEAN Region', *ERIA Policy Briefs*, No. 2021-06, Jakarta: ERIA.
- Dawn Avatar Robot Café, <https://dawn2021.orylab.com/en/> (accessed 12 July 2022).
- Digital Divide Data, <https://www.digitaldividedata.com/about> (accessed 4 July 2022).
- DiPietro, J., A. Kelemen, Y. Liang, and C. Sik-Lanyi (2019), 'Computer- and Robot-Assisted Therapies to Aid Social and Intellectual Functioning of Children with Autism Spectrum Disorder', *Medicina (Kaunas)*, 55(8), p.440.
- Disability Data Initiative, <https://disabilitydata.ace.fordham.edu/> (accessed 12 June 2022).
- The Disability Data Portal, <https://www.disabilitydataportal.com/> (accessed 12 June 2022).
- Emerson, E. et al. (2021), 'The Impact of Disability on Employment and Financial Security Following the Outbreak of the 2020 COVID-19 Pandemic in the UK', *Journal of Public Health*, 43(3), pp.472–78.
- GfK, University of Surrey, Neuman Consulting, and Pro A Solutions (2007), *Economic Impact and Travel Patterns of Accessible Tourism in Europe – Final Report*, <https://www.accessibletourism.org/resources/toolip/doc/2014/07/06/study-a-economic-impact-and-travel-patterns-of-accessible-tourism-in-europe---fi.pdf> (accessed 21 July 2022).
- Government of Singapore, Land Transport Authority, Green Man +, https://www.lta.gov.sg/content/ltagov/en/getting_around/driving_in_singapore/in_telligent_transport_systems/green_man.html (accessed 29 June 2022).
- Guterres, A. (2020), 'Opening Remarks at Nelson Mandela Lecture – Tackling the Inequality Pandemic: A New Social Contract for a New Era', United Nations Secretary-General, 18 July, <https://www.un.org/sg/en/content/sg/speeches/2020-07-18/remarks-nelson-mandela-lecture-tackling-the-inequality-pandemic-new-social-contract-for-new-era> (accessed 24 June 2022).
- IBM Cloud Education (2020), What Is Natural Language Processing?, IBM, 2 July, <https://www.ibm.com/cloud/learn/natural-language-processing> (accessed 22 June 2022).

- Inclusive Education Initiative (2021), *A Landscape Review of ICT for Disability-Inclusive Education*,
<https://documents1.worldbank.org/curated/en/099840001312211991/pdf/P17136805cfd1f074095390cb6b01c0c715.pdf>.
- International Finance Corporation (IFC) (2022), *Inclusive Banking: Emerging Practices to Advance the Economic Inclusion of Persons with Disabilities*,
<https://www.ifc.org/wps/wcm/connect/824e48c3-4872-4efa-a822-eb7d05d37530/202203-Inclusive-Banking-for-persons-with-disabilities.pdf?MOD=AJPERES&CVID=n..X4dl> (accessed 12 August 2022).
- International Labour Organization (ILO) (2017), *Final Report: Mapping Persons with Disabilities (PWD) in Indonesia Labor Market*,
https://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/---ilo-jakarta/documents/publication/wcms_587669.pdf (accessed 15 July 2022).
- (2019), *Promoting Employment Opportunities for People with Disabilities – Quota Schemes*,
https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_735532.pdf (accessed 20 July 2022).
- (2020), *Asia–Pacific Employment and Social Outlook 2020: Navigating the Crisis towards a Human-Centred Future of Work*,
https://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/---sro-bangkok/documents/publication/wcms_764084.pdf# (accessed 20 July 2022).
- (2022), *ILO Monitor on the World of Work*,
https://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/publication/wcms_845642.pdf
- International Telecommunication Unit (ITU), ‘The Affordability of ICT Services 2021’, *ITU Policy Briefs*,
https://www.itu.int/en/ITU-D/Statistics/Documents/publications/prices2021/ITU_A4AI_Price_Brief_2021.pdf
 (accessed 26 June 2022).
- Jothinathan, T.M., C.X. Lim, and T.P. Wong (2022), ‘Primary School Teachers’ Implementation of Inclusive Education during Emergency Remote Teaching in Malaysia: Findings from a Small-Scale Study’, *Asia Pacific Journal of Educators and Education*, 36(2).
- Kentsch, S. (2016), ‘Bosch Showcases Contract-Free Collaborative Robots for the Flexible Factory’, Press release, Bosch, 12 September,
<https://www.bosch-presse.de/pressportal/de/en/bosch-showcases-contact-free-collaborative-robots-for-the-flexible-factory-61248.html> (accessed 16 July 2022).
- Kerjabilitas, <https://kerjabilitas.com> (accessed 4 July 2022).
- Kolotouchkina, O., C.L. Barroso, and J.L.M. Sánchez (2022), ‘Smart Cities, the Digital Divide, and People with Disabilities’, *Cities*, 123,
<https://www.sciencedirect.com/science/article/pii/S026427512200052X#bb0115>
 (accessed 21 July 2022).

- Lago, C. (2021), 'Making Assistive Technology More Accessible Will Benefit Everyone', Tech Monitor, 28 June, <https://techmonitor.ai/leadership/innovation/making-assistive-technology-more-accessible-benefit-everyone> (accessed 19 July 2022).
- Lang, R. (2007), *The Development and Critique of the Social Model of Disability*, <https://www.ucl.ac.uk/epidemiology-health-care/sites/epidemiology-health-care/files/wp-3.pdf>.
- Leonard Cheshire (2021), *Every Girls Right: Leonard Cheshire's Holistic Approach to Ensuring Every Girl Receives a Quality Education*, https://www.leonardcheshire.org/sites/default/files/2021-05/lc-ie-model-policy-report.pdf?utm_medium=referral&utm_source=print&utm_campaign=every_girls_right&utm_content=executive_summary_18_may_2021#:~:text=Leonard%20Cheshire%20is%20implementing%20the,school%20between%202018%20and%202021.&text=their%20teaching (accessed 2 July 2022).
- Lockwood, D. (2021), 'Tech for Disabled People Is Booming around the World: So Where's the Funding?' Rest of World, 19 May, <https://restofworld.org/2021/innovating-for-the-worlds-largest-minority/> (accessed 21 June 2022).
- Lynch, P., N. Singhal, and G.A. Francis (2021), EdTech for Learners with Disabilities in Primary School Settings in LMICs: A Systematic Literature Review, Zenodo, <https://doi.org/10.5281/zenodo.4348995> (accessed 21 June 2022).
- Marsan, G.A. (2022), 'Addressing the Digital Divide in ASEAN', East Asia Forum, 1 July, <https://www.eastasiaforum.org/2022/07/01/addressing-the-digital-divide-in-asean/> (accessed 30 June 2022).
- Massachusetts Eye and Ear Infirmary (2017), 'Brain "Rewires" Itself to Enhance Other Senses in Blind People', Science Daily, 22 March, <https://www.sciencedaily.com/releases/2017/03/170322143236.htm> (accessed 1 July 2022).
- Microsoft, Microsoft HoloLens 2, <https://www.microsoft.com/en-us/hololens> (accessed 27 June 2022).
- Muljono, M. et al. (2019), 'Developing BacaBica: An Indonesian Lipreading System as an Independent Communication Learning for the Deaf and Hard-of-Hearing', *International Journal of Emerging Technologies in Learning*, 14(04), pp.44.
- National Disability Authority (NDA), What Is Universal Design, <https://universaldesign.ie/what-is-universal-design/> (accessed 14 July 2022).
- Nittaya, W., K. Wetchasit, and K. Silanon (2018), 'Thai Lip-Reading CAI for Hearing Impairment Student', paper presented at the 2018 Seventh ICT International Student Project Conference, Nakhonpathom, Thailand, 11–13 July, <https://ieeexplore.ieee.org/document/8523956/authors#authors> (accessed 18 July 2022).

- NV Access, <https://www.nvaccess.org> (accessed 26 June 2022).
- Organisation for Economic Co-operation and Development (OECD) (2021), *2021 OECD Southeast Asia Regional Forum: Adapting to Changing Skill Needs in Southeast Asia*, Virtual meeting, https://www.oecd.org/southeast-asia/events/regional-forum/OECD_SEA_RegionalForum_2021_Discussion_Note.pdf (accessed 14 July 2022).
- Owens, J. (2015), 'Exploring the Critiques of the Social Model of Disability: The Transformative Possibility of Arendt's Notion of Power', *Sociology of Health and Illness*, 37(3), pp.385–403.
- Panetta, K. (2019), 'Gartner Top Strategic Predictions for 2020 and beyond', Gartner, 22 October, <https://www.gartner.com/smarterwithgartner/gartner-top-strategic-predictions-for-2020-and-beyond> (accessed 25 June 2022).
- Papachristou, L. (2022), 'Netherlands Poised to Make Work-from-Home a Legal Right', *The Wall Street Journal*, 7 July, <https://www.wsj.com/articles/netherlands-poised-to-make-work-from-home-a-legal-right-11657206737> (accessed 17 July 2022).
- Scope, Disablism and Ableism, <https://www.scope.org.uk/about-us/disablism/> (accessed 15 August 2022).
- , Social Model of Disability, <https://www.scope.org.uk/about-us/social-model-of-disability/> (accessed 15 August 2022).
- Shakespeare, T., F. Ndagire, and Q.E. Seketi (2021), 'Triple Jeopardy: Disabled People and the COVID-19 Pandemic', *The Lancet*, 397(10282), pp.1331–33.
- Siberkreasi, <http://siberkreasi.id/> (accessed 6 June 2022).
- Singh, R. (2022), Inclusive Education in ASEAN: Fostering Belonging for Students with Disabilities, *ERIA Research Project Reports*, No. 2022-03, <https://www.eria.org/uploads/media/Research-Project-Report/RPR-2022-03/Inclusive-Education-in-ASEAN-Fostering-Belonging-for-Students-with-Disabilities-NEW.pdf>.
- Smith, S.E. (2019), 'Disabled People Don't Need so Many Fancy New Gadgets – We Just Need Ramps', *Vox*, 30 April, <https://www.vox.com/first-person/2019/4/30/18523006/disabled-wheelchair-access-ramps-stair-climbing> (accessed 19 July 2022).
- Solutions for Youth Employment (2021), *Digital Jobs for Youth with Disabilities*, <https://www.s4ye.org/sites/default/files/2021-02/S4YE.Digital.Jobs.for%20youth.with.disabilites.FINAL.02.23.2021.pdf> (accessed 1 July 2022).
- Sound Advice (2010), Deafness Led to the Phone, Internet and SMS Texts, <https://sound-advice.ie/deaf-phone-internet-sms-text/> (accessed 15 July 2022).

- Statista, Share of Population with Internet Access at Home in the Asia-Pacific Region in 2020, by Country or Territory, <https://www.statista.com/statistics/1293198/apac-population-with-internet-access-at-home-by-country/> (accessed 21 June 2022).
- Steps, Business Service Centre, <https://stepscommunity.com/our-partners/business-service-centre/> (accessed 1 July 2022).
- Sundar, V. (2017), 'Operationalizing Workplace Accommodations for Individuals with Disabilities: A Scoping Review', *Work*, 56(1), pp.135–55.
- Tame, N. (2022), 'Opinion: Disability Is not a Bad Word', *Valuable 500*, <https://www.thevaluable500.com/spotlight/opinion-disabled-is-not-a-bad-word> (accessed 15 July 2022).
- Tunemap, <https://tunemap.org> (accessed 1 August 2022).
- United Nations (UN) (2016), Convention on the Rights of Persons with Disabilities, <https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html> (accessed 29 May 2022).
- United Nations Children's Fund (UNICEF) (2022), *Seen, Counted and Included: Using Data to Shed Light on the Well-Being of Children with Disabilities*, <https://data.unicef.org/resources/children-with-disabilities-report-2021/> (accessed 27 June 2022).
- UNICEF Pacific, Children with Disabilities, <https://www.unicef.org/eap/what-we-do/children-with-disabilities> (accessed 21 June 2022).
- Inclusive Education, <https://www.unicef.org/education/inclusive-education> (accessed 20 June 2022).
- United Nations Department of Economic and Social Affairs (UNDESA) (2018), *Disability and Development Report: Realizing the Sustainable Development Goals by, for and with Persons with Disabilities 2018*, New York.
- United Nations Economic and Social Commission for Asia and the Pacific (UNESCAP), Disability-Inclusive Education, <https://www.unescap.org/our-work/social-development/disability-inclusive-development> (accessed 21 June 2022).
- (2018), *Building Disability-Inclusive Societies in Asia and the Pacific: Assessing Progress of the Incheon Strategy*, <https://www.unescap.org/sites/default/d8files/knowledge-products/SDD%20BDIS%20report%20A4%20v14-5-E.pdf> (accessed 12 June 2022).
- (2019), *Incheon Strategy to 'Make the Right Real' for Persons with Disabilities in Asia and the Pacific*, <https://www.unescap.org/resources/incheon-strategy-make-right-real-persons-disabilities-asia-and-pacific-and-beijing#:~:text=At%20the%20regional%20level%2C%20the,with%20Disabilities%2C%202013%E2%80%932022> (accessed 12 June 2022).
- (2020), 'Employment of Persons with Disabilities in Asia and the Pacific: Trends, Strategies and Policy Recommendations', *Social Development Division Policy Papers*, No. 2020/13, [28](https://www.unescap.org/sites/default/d8files/knowledge-</p>
</div>
<div data-bbox=)

- [products/Employment of Persons with Disabilities final 0.pdf](#) (accessed 17 June 2022).
- (2021), *Towards Meaningful Connectivity: Insights from Asia-Pacific Case Studies*, <https://www.unescap.org/sites/default/d8files/knowledge-products/Towards%20Meaningful%20Connectivity%20FINAL.pdf> (accessed 14 June 2022).
- United Nations Educational, Scientific, and Cultural Organization (UNESCO) (2018), 'Education and Disability: Analysis of Data from 49 Countries', *Information Papers*, No. 49, <http://uis.unesco.org/sites/default/files/documents/ip49-education-disability-2018-en.pdf> (accessed 20 June 2022).
- UNESCO, UNICEF, World Bank, and Organisation for Economic Co-operation and Development (OECD) (2021), *What's Next? Lessons on Education Recovery: Findings from a Survey of Ministries of Education amid the COVID-19 Pandemic*, https://covid19.uis.unesco.org/wp-content/uploads/sites/11/2021/07/National-Education-Responses-to-COVID-19-Report2_v3.pdf (accessed 24 June 2022).
- UNESCO Bangkok (2020), *Empowering Students with Disabilities during the COVID-19 Crisis*, 4 May, <https://bangkok.unesco.org/content/empowering-students-disabilities-during-covid-19-crisis> (accessed 14 June 2022).
- UNESCO Institute for Statistics (2020), *COVID-19: A Global Crisis for Teaching and Learning*, <https://unesdoc.unesco.org/ark:/48223/pf0000373233/PDF/373233eng.pdf.multi> (accessed 21 June 2022).
- United Nations Secretary-General's High-Level Panel on Digital Cooperation (2019), *The Age of Digital Interdependence*, <https://www.un.org/en/pdfs/DigitalCooperation-report-for%20web.pdf> (accessed 24 June 2022).
- Uzor, S., J.T. Jacques, J.J. Dudley, and P.O. Kristensson (2021), 'Investigating the Accessibility of Crowdwork Tasks on Mechanical Turk', <https://dl.acm.org/doi/fullHtml/10.1145/3411764.3445291> (accessed 17 July 2022).
- Valuable 500 (2022), *Valuable Truth Report 2022*, <https://www.thevaluable500.com/wp-content/uploads/2022/05/The-Valuable-Truth-2022.pdf> (accessed 14 June 2022).
- te Velde, D.W. et al. (2020), *Fostering an Inclusive Digital Transformation in Cambodia*, <https://set.odi.org/wp-content/uploads/2020/06/Fostering-an-Inclusive-Digitalisation-Transformation-in-Cambodia-Final.pdf> (accessed 25 June 2022).
- Virtualahan, <https://virtualahan.com/> (accessed 4 July 2022).
- Wall, S. and H. Schellmann (2021), 'Disability Rights Advocates Are Worried about Discrimination in AI Hiring Tools', *MIT Technology Review*, 21 July, <https://www.technologyreview.com/2021/07/21/1029860/disability-rights-employment-discrimination-ai-hiring/>.
- Washington Group on Disability Statistics, Question Sets, <https://www.washingtongroup-disability.com/question-sets/> (accessed 1 June 2022).

- World Bank, Digital Technologies in Education, <https://www.worldbank.org/en/topic/edutech> (accessed 10 July 2022).
- Disability Inclusion, <https://www.worldbank.org/en/topic/disability#1> (accessed 6 June 2022).
- World Bank Open Data, <https://data.worldbank.org/> (accessed 25 June 2022).
- (2016), *How the Internet Promotes Development*, <https://documents1.worldbank.org/curated/en/896971468194972881/31043636020160263021502/additional/102725-PUB-Replacement-PUBLIC.pdf>.
- (2022), *Educational Technology or 'EdTech'*, <https://thedocs.worldbank.org/en/doc/66e45cf1304e7a326819e43a741273ac-0200022022/original/WB-EdTech-e-version-04-27-22.pdf>.
- World Health Organization (WHO) (2018), Assistive Technology, Fact Sheet, 18 May, <https://www.who.int/news-room/fact-sheets/detail/assistive-technology> (accessed 17 July 2022).
- (2021), Disability and Health, Fact Sheet, 24 November, <https://www.who.int/news-room/fact-sheets/detail/disability-and-health> (accessed 21 June 2022).
- WHO and UNICEF (2022), *Global Report on Assistive Technology*, <https://www.unicef.org/media/120836/file/%20Global%20Report%20on%20Assistive%20Technology%20.pdf> (accessed 18 July 2022).
- Zahra, A. et al. (2018), 'Mode of Tele-Communication and Software Used by Children with Hearing Impairment', *Biomedical Research*, 29(5).