UNIVERSITAS MUHAMMADIYAH SIDENRENG RAPPANG

SUSTAINABLE DEVELOPMENT GOALS

# SDG 10
# Reduced Inequalities
## Progress Report 2025

***Universitas Muhammadiyah Sidenreng Rappang***

Reporting period 1 January to 31 December 2025
Prepared 29 October 2026

10 REDUCED INEQUALITIES

***Mengurangi Kesenjangan dan Mewujudkan Masyarakat yang Lebih Adil dan Inklusif***

# SDG 10 Reduced Inequalities Progress Report 2025

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## Executive overview

UMS Rappang's publicly documented contributions to reduced inequalities in 2025 include disability-inclusive practical learning, information on financial assistance, access pathways to higher education, learning resources for a remote school and women's enterprise skills. This report brings together seven evidence cases and a programme-level student-support description. The evidence is strongest for provision and outreach; it does not establish a measured reduction in income inequality or institutional gaps in educational outcomes.

| Area | Evidence covered |
|---|---|
| Disability inclusion | Practical training at SLB Mapilli and a 2025 ADiK Difabel scholarship announcement |
| Access to higher education | KIP Kuliah information in Enrekang and prior learning recognition in Agrotechnology |
| Geographical barriers | Digital English learning resources for SMPN Satap 8 Maiwa |
| Economic participation | Women's enterprise development in Karrang and practical skills in Polewali |

### Purpose and use

The report explains what was reported, which barriers the activities seek to address and what additional records would establish results. It includes six source photographs and one original scholarship poster, each with a caption and clickable evidence link. Source-based descriptions are distinguished from analytical interpretation and proposed follow-up.

### Reporting status

This report covers 2025 activities and announcements and was prepared in 2026. Factual review and institutional approval are needed before public release. The reporting year must not be used to imply that this document was published during 2025.

# Scope and relationship to SDG 10

The review covers selected university news, two contemporary Narasi Rakyat reports and an official Agrotechnology student-services page. It is not a complete assessment of university admissions, student demographics, employee equality or campus accessibility. Several university articles reproduce external reporting, as identified in the source register.

## How the evidence is assessed

1. Separate announcements, admission pathways, delivered activities and measured outcomes. A scholarship notice does not demonstrate an award or disbursement.
2. Use activity dates where stated and otherwise identify the news publication date. Avoid including 2026 activities in the 2025 record.
3. Do not infer income, disability, ethnicity or other personal characteristics from a photograph or from participation in a community group.
4. Keep applicants, recipients, teachers, learners, households and enterprises as separate units. Repeat participation must not inflate unique totals.
5. Interpret an inclusion pathway as an opportunity to reduce barriers, while assessing actual access and outcomes through additional records.

## Relevant UN target directions

Target 10.2 concerns social, economic and political inclusion across personal and socioeconomic characteristics. Target 10.3 concerns equal opportunity, discriminatory practices and unequal outcomes. These provide the main thematic links for the cases in this report. [09]

| Target | Interpretation for this report |
|---|---|
| 10.2 Inclusion | Disability-inclusive learning, scholarship information, remote-school resources and economic skills are potential pathways to wider participation. |
| 10.3 Equal opportunity | Access pathways and support may help address barriers. Evidence of implementation and outcome gaps is needed to assess institutional equality. |
| 10.1 Income distribution | No bottom-40-percent population definition or comparable income series is available; income-distribution progress is not calculated. |
| 10.4 Social protection and equality | Scholarship access has a supporting connection to financial inclusion in education, but does not measure fiscal redistribution or wage policy. |

The report does not claim attainment of the UN indicators or coverage of every SDG 10 target. Links were accessed on 29 October 2026.

# Practical learning with students at SLB Mapilli

*Culinary Arts Education | Activity 27 to 28 October 2025 | News 1 November 2025*

## Reported contribution

Damayanti Trisnasari, head of the Culinary Arts programme, delivered basic cake-making and simple decoration training for teachers and students at SLB Mapilli in Polewali Mandar. The programme used accessible ingredients and practical stages from measuring and mixing to baking and decoration. Teachers accompanied the learners, and the account describes a simple, enjoyable learning approach. [01]

**Figure 1. Photograph accompanying the university report on the culinary skills activity at SLB Mapilli.**

## Inclusion pathway and evidence limits

The source documents practical educational participation in a special-school setting. It is relevant to disability inclusion under target 10.2 and equal learning opportunity under target 10.3. The account does not provide an attendance total, an assessment of individual support needs or measured changes in independence or employment.

## Evaluation and supporting records

Follow-up should examine whether learners could participate meaningfully and repeat tasks with suitable support. Assessment should reflect each learner's goals, with the school guiding appropriate communication and practical adaptations. Participation, enjoyment and demonstrated skill are different results and should be recorded separately.

Retain the school invitation, activity plan, consent and attendance arrangements, adapted materials and teacher feedback. A practical skills rubric and subsequent classroom use would strengthen the record. Any public image use should preserve dignity and follow the school's permission arrangements.

# Communicating disability scholarship opportunities

*ADiK Difabel 2025 | Narasi Rakyat report published 28 September 2025*

## Reported contribution

A contemporary Narasi Rakyat report records UMS Rappang sharing information about the 2025 ADiK Difabel scholarship. The accompanying university-branded poster identifies an application route through scholarship operators and a historical deadline of 8 October 2025. The notice concerns an affirmative higher-education funding opportunity for students with disabilities. [02]

**Figure 2. Original ADiK Difabel 2025 poster reproduced in the Narasi Rakyat article; this is an announcement image.**

## Inclusion pathway and evidence limits

The evidence stage is scholarship information and an application opportunity. It supports an access pathway relevant to target 10.2, but does not identify the number of eligible university applicants, successful awards or disbursements in 2025. The poster is an announcement, not a photograph of recipients.

## Evaluation and supporting records

A useful evaluation would follow the application journey from enquiry to a complete application and a verified award. It should examine whether information and administrative help were accessible to intended applicants. Any support for completing forms should be recorded without publishing sensitive medical or identity documents.

Retain the original notice, application guidance, operator assistance logs and the relevant 2025 award records. Confirm funding and recipient figures through authorised institutional records. The historical deadline reproduced here is evidence of the 2025 notice and is not current application advice.

# Explaining financial assistance to prospective students

*BEM FKIP outreach in Enrekang | Activity and report 11 February 2025*

## Reported contribution

BEM FKIP students carried out admissions and KIP Kuliah information sessions at SMKN 3 Enrekang and SMAN 4 Enrekang in the Maiwa area. Lecturers and English Education students participated, with Sam Hermansyah providing encouragement. The report describes explanations of application procedures, required documents and study programme choices. [03]

**Figure 3. Photograph accompanying Narasi Rakyat's account of the Enrekang admissions and KIP Kuliah outreach.**

## Inclusion pathway and evidence limits

The activity documents outreach addressing information barriers to financial assistance and higher education. Its link to SDG 10 is the potential to widen access for prospective learners facing financial constraints. The source does not establish participants' household incomes, scholarship awards or subsequent enrolment.

## Evaluation and supporting records

Evaluation should ask whether students understood the next steps and could access help after the session. Track enquiries, applications, admission and awards separately. An information event can improve awareness without resolving every barrier, such as transport, documentation, digital access or continuing living costs.

Retain school confirmations, presentation materials and an activity record. With appropriate consent, follow up prospective applicants and record reasons for incomplete applications. Do not infer that all attendees are economically disadvantaged or that attending a session guarantees funding.

# Developing learning resources for a remote school

*SMPN Satap 8 Maiwa, Enrekang | News published 31 July 2025*

## Reported contribution

A UMS Rappang team led by Sam Hermansyah presented research on digital English learning media at SMPN Satap 8 Maiwa. Five English Education students supported the work. The source describes needs-based development that considered limited internet connectivity and devices, along with teacher discussion of the media's strengths, limitations and further development. [04]

**Figure 4. Photograph associated with the university report on digital English learning research at SMPN Satap 8 Maiwa.**

## Inclusion pathway and evidence limits

The evidence concerns research dissemination and a school trial context intended to address geographical and digital learning barriers. This supports the inclusion direction of target 10.2, with a strong link to SDG 4. The article's positive headline is not treated as a verified estimate of improved language proficiency.

## Evaluation and supporting records

Assessment should test whether the resources function under the school's actual conditions and whether different learners can use them. Device sharing, connectivity, teacher support and accessible content formats should be considered. Learning assessment needs a defined method and comparable observations rather than an assumption that digital provision closes a gap.

Retain the needs assessment, media files, school agreement, trial protocol and teacher feedback. Any claim about closing an attainment gap should identify the comparison group, assessment period and baseline. Wider replication remains prospective unless documented separately.

# Opening a pathway through prior learning recognition

*Agrotechnology programme | News published 31 July 2025*

## Reported contribution

The Agrotechnology programme announced a diploma-to-bachelor route through Rekognisi Pembelajaran Lampau, or recognition of prior learning. The announcement followed evaluation and assessment support with LLDIKTI Region IX on 15 July 2025. It identifies D1, D2 and D3 graduates as prospective applicants and describes portfolio assessment and possible recognition of prior course credits. [05]

**Figure 5. Photograph accompanying the university news account of the Agrotechnology prior learning recognition pathway.**

## Inclusion pathway and evidence limits

The documented output is an announced progression pathway with an assessment mechanism. It may widen opportunities for people with previous tertiary learning. The source does not establish how many applicants enrolled, which credits were recognised or whether participants came from underrepresented backgrounds.

## Evaluation and supporting records

The pathway's relationship to reduced inequalities depends on who can use it and what barriers it removes. Review application requirements, information access, assessment consistency and costs. Recognition should be evidenced through individual assessment decisions rather than interpreted as an automatic reduction in study time or fees.

Retain the approved procedure, assessment rubrics, admissions records and credit decisions. Compare application, admission and continuation patterns using suitable group definitions and consented data. A pathway announcement alone cannot demonstrate a reduction in an access or completion gap.

# Supporting women in a rural enterprise group

*KWT Setia Mekar, Karrang, Enrekang | News published 15 September 2025*

## Reported contribution

UMS Rappang lecturers and students worked with KWT Setia Mekar on milk-product development, packaging, financial management and digital marketing. The account describes products including milk chips, milk-and-rice ice cream and dangke, as well as an e-commerce application with product, financial-recording and online-transaction functions. [06]

**Figure 6. Source photograph accompanying the university article on KWT Setia Mekar's product and digital enterprise development.**

## Inclusion pathway and evidence limits

The evidence documents enterprise assistance for a women farmers' group. It offers a potential economic-inclusion pathway under target 10.2. It does not establish that members belong to the lowest-income groups, that household income increased or that women gained greater control of enterprise earnings.

## Evaluation and supporting records

An inclusion-focused evaluation should examine access to training, device use, decision-making and the distribution of benefits. Check whether members with different literacy levels or time constraints can use the tools. Commercial performance and women's agency should be examined separately, including any additional unpaid workload.

Retain attendance, training outputs, product records and consented application-use data. Partner follow-up should document who performs production and financial tasks and how proceeds are managed. Compare costs and net surplus over equivalent periods before reporting economic change.

# Expanding practical skills for women in Polewali

*Culinary Education KKN programme | News published 28 July 2025*

## Reported contribution

Culinary Education KKN students delivered training in traditional cake innovation and introductory social-media marketing in Dusun I, Polewali village. The university account reports 30 local women participants. Student Marsyanda guided the cooking demonstration, supported by the field supervisor, village coordinator and local women representatives. [07]

**Figure 7. Photograph accompanying the university report on women's culinary and digital marketing training in Polewali.**

## Inclusion pathway and evidence limits

The activity establishes a reported practical skills opportunity for women in the community. It can support the economic-participation direction of target 10.2. The participant figure belongs to this activity only and does not demonstrate a university-wide inclusion total or identify participants' income levels.

## Evaluation and supporting records

Follow-up could assess whether participants practise the techniques, produce for sale or use social media independently. Consider barriers such as device access, caring responsibilities and the cost of ingredients. Business entry, sales and control over earnings should be assessed as separate outcomes rather than inferred from training attendance.

Retain attendance, recipes, training materials and participant feedback. A follow-up record should distinguish personal use from actual commercial activity, and record costs as well as sales. Any statement about reduced household inequality would require additional economic and comparison data.

# Student support and institutional inclusion

An official Agrotechnology services page published on 29 August 2025 describes scholarships, counselling and academic guidance. It identifies KIP Kuliah, ADiK Difabel and Lazismu among the support schemes associated with the programme, alongside study planning, personal guidance and support from academic advisers. [08]

This is a programme-level description of provision. It does not establish a university-wide recipient total, expenditure, service usage or measured retention benefit. The page also contains examples from earlier years, so its publication date is not treated as proof that every pictured activity occurred in 2025.

## Institutional evidence needed

| Area | Records needed to assess implementation |
|---|---|
| Admissions and access | Approved procedures, accessible application guidance, applicant and enrolment records and consistent definitions of relevant groups. |
| Financial support | Award decisions, distinct recipient registers, disbursement records and appropriate handling of overlapping schemes. |
| Disability accommodation | Needs assessment, agreed adjustments, accessible materials, implementation records and feedback from students. |
| Physical and digital access | Campus access audits, facility arrangements, digital accessibility checks and records of improvements. |
| Equal opportunity and complaints | Approved policies, reporting channels, protection arrangements and aggregated records of responses. |
| Participation and completion | Cohort-based progression, retention and completion records with clearly defined denominators. |

## Dignity and participation in evaluation

Students and community partners should help identify barriers and evaluate whether support is useful. Use voluntary self-identification, clear consent and aggregated public reporting. Small-group results may need suppression or careful presentation to avoid revealing individuals. A participant’s appearance is not evidence of a disability or a socioeconomic category.

## What is not established

The reviewed material does not provide a complete disability service policy, a campus accessibility compliance assessment or a measured discrimination rate. These areas require institutional evidence; absence from the news sources is not proof that a service or policy is absent.

# Measurement framework and evidence gaps

The following measures are proposed for institutional review. They are not approved targets or measured 2025 results. The report's seven cases include delivered activities, an announcement and an access pathway; they must not be added into one uniform programme count.

| Measure | Definition and evidence | 2025 position |
|---|---|---|
| Outreach reach | Unique learners reached, by activity and location, supported by attendance or school confirmation. | Two Enrekang schools identified; no consolidated learner total |
| Financial support access | Applications, awards and disbursements recorded separately for each scheme and year. | Not established by the scholarship notice |
| Disability inclusion | Distinct students supported and agreed adjustments delivered, using consented records. | No annual university total verified |
| Practical participation | Activity-specific attendance and demonstrated skills using suitable assessment methods. | 30 women reported in Polewali; other totals unavailable |
| Digital learning access | Usable resources, actual use and access barriers assessed under local conditions. | Remote-school development reported; gap reduction unmeasured |
| Educational outcomes | Retention and completion for defined cohorts, with appropriate comparisons and response rates. | No institution-wide group comparison supplied |
| Economic inclusion | Continued enterprise activity, net income and participation in decisions over comparable periods. | No measured income or benefit-distribution result |
| Equal treatment | Accessible feedback and complaints, response records and appropriately designed experience surveys. | Institutional records needed |

## Assessing inequality rather than activity alone

Where appropriate, compare access, continuation or outcomes between clearly defined groups using the same period and measurement method. Report group sizes and the limitations of small samples. A larger participation count is not necessarily evidence of a smaller gap, especially when the eligible population is unknown.

## Avoiding duplicate and unsupported totals

A person may receive several forms of support or attend repeated sessions. Use secure identifiers to distinguish unique people from service contacts. Do not present cumulative recipients as new awards in 2025, or treat an application opportunity as support already received.

# Recommended actions and institutional review

These recommendations provide a route to a more complete inclusion account. They are proposed actions for consideration, not statements of approved commitments or completed work.

| Priority | Proposed action | Suggested coordinating function |
|---|---|---|
| Validate the case record | Confirm dates, roles, attendance and outputs with the relevant school, community group or programme. | Activity owners and community service coordination |
| Verify financial assistance | Reconcile 2025 applications, awards, recipients and disbursements without double counting. | Scholarship administration and student affairs |
| Assess access barriers | Consult students and partners about physical, digital, financial and communication barriers. | Student support and relevant academic units |
| Review learning and support outcomes | Use suitable practical assessments and cohort-based continuation records. | Academic programmes and quality assurance |
| Follow up economic participation | Record sustained use of skills, actual business activity and benefit distribution. | Community service and partner liaison |
| Approve public reporting | Resolve factual gaps, review image permissions and publish the approved report with its actual date. | Institutional leadership and SDG reporting coordination |

## A practical evidence package

For each activity, retain the brief, assignment or agreement, attendance or partner confirmation, accessible materials, dated images and output records. Add a follow-up assessment where outcomes are claimed. Store sensitive individual information separately from public evidence and publish only the level of detail needed to substantiate the claim.

## Overall assessment

The selected 2025 evidence demonstrates inclusion-oriented learning and outreach, alongside opportunities for financial assistance and continuing education. Its main contribution is to document ways the university seeks to widen participation. Stronger progress claims should be based on verified access, use of support, continued participation and differences in outcomes over time.

## Publication and approval

Responsible units should review their accounts before approval. The final release should state the reporting period, the actual publication date and the approved version. Any later correction should preserve the distinction between the original activity date and the date new evidence became available.

# Evidence and image register

Original Indonesian titles are retained for retrieval. All links were accessed on 29 October 2026. Sources [01] to [07] correspond to the seven illustrated cases.

[01] Berkarya dengan Hati Berprestasi dengan Aksi Ketua Prodi Seni Kuliner UMS Rappang. UMS Rappang website, 1 November 2025. Read evidence

[02] UMS Rappang Gaungkan Pendidikan Inklusif Beasiswa Khusus Difabel Dibuka. Narasi Rakyat, 28 September 2025. Read evidence

[03] UMS Rappang Giat Sosialisasi Beasiswa KIP Kuliah di Enrekang. Narasi Rakyat, 11 February 2025. Read evidence

[04] Inovasi dari UMS Rappang Melalui Media Digital Siswa Sekolah Terpencil Jago Bahasa Inggris. UMS Rappang website, 31 July 2025. Read evidence

[05] Prodi Agroteknologi UMS Rappang Fasilitasi Alih Jenjang Diploma ke S1. UMS Rappang website, 31 July 2025. Read evidence

[06] KWT Setia Mekar Desa Karrang Kembangkan Inovasi Produk Olahan Susu Berbasis Teknologi Digital. UMS Rappang website, 15 September 2025. Read evidence

[07] Pemberdayaan Lewat Rasa Mahasiswa Seni Kuliner Buat Inovasi Kue Tradisional Bernilai Jual. UMS Rappang website, 28 July 2025. Read evidence

[08] Program Layanan Kemahasiswaan Agroteknologi. UMS Rappang website, 29 August 2025. Student services description

[09] United Nations Department of Economic and Social Affairs. Goal 10 targets and indicators

## Image provenance and attribution

Six photographs and the original 2025 ADiK Difabel poster are reproduced from the images associated with sources [01] to [07]. Figure 2 is a scholarship announcement, not recipient documentation. The other images illustrate their source reports and do not independently establish attendance, learning gains or economic outcomes. No replacement activity photographs were generated.

Two source articles are hosted by Narasi Rakyat. University pages also credit external reporting, including Narasi Rakyat for the remote-school account, Ajatappareng Online for the prior learning pathway and TOPNEWS1 for the Polewali activity. Preserve source credits and confirm permission for image republication before release.