

REDUCED INEQUALITIES

SDG 10 CONSOLIDATED REPORT

THE Impact Rankings 2027 | Reporting Year 2026

Student Inclusion, Equal Opportunity, Disability Access and Anti-Discrimination Measures

4,708	154	5
Students (2027 portal)	First-generation degree entrants	Students with disabilities

SDG 10

SDG 10 OVERVIEW
Universitas YARSI approach to reducing inequalities

Executive Summary

Universitas YARSI addresses SDG 10 through equitable admissions, support for underrepresented groups, accessible education and facilities, disability-responsive student services, and university-wide anti-discrimination and anti-harassment measures. This consolidated report preserves the evidence statements, institutional documentation, and implementation observations from the eleven supplied indicator reports (10.6.1–10.6.11).

The THE 2027 portal records quantitative indicators for first-generation students, international students from developing countries, students with disabilities, and employees with disabilities. These 2027 and comparative 2026 submission figures are reproduced without adjustment. The 2026 implementation evidence includes Disability Services Unit planning, lecturer and staff training, and inclusive-service SOP development. Historical and continuing institutional evidence is identified alongside activities undertaken in the reporting year.

THE Portal Metrics — SDG 10.2 to 10.5

Indicator	Description	THE 2027	THE 2026
10.2.3	Number of students	4,708	4,887
10.2.1	Students starting a degree	666	671
10.2.2	First-generation students starting a degree	154	468
10.3.1	Number of students	4,708	4,887
10.3.2	International students from developing countries	55	55
10.4.1	Number of students	4,708	4,887
10.4.2	Students with a disability	5	5
10.5.1	Number of employees	500	542
10.5.2	Employees with a disability	10	10

Source: WUR Portal SDG 10(1).pdf, pp. 1–2. The figures are reproduced as displayed in the supplied THE portal printout.

Indicator Coverage in This Consolidated Report

Indicator	Focus	Principal evidence base
10.6.1	Non-Discriminatory Student Admissions Policy	2020 Statute, admissions and scholarships
10.6.2	Tracking Applications and Admissions of Underrepresented Groups	2020 Statute, admissions and scholarships
10.6.3	Planned Recruitment Actions for Under-represented Groups	2020 Statute, admissions and scholarships
10.6.4	Institutional Anti-discrimination Policy	2020 Statute, admissions and scholarships
10.6.5	Diversity and Equality Committee, Office and/or Officer	PPKS, Satgas PPKUY, disability services and ULD 2026
10.6.6	Mentoring, Counselling and Peer Support for Underrepresented Groups	PPKS, Satgas PPKUY, disability services and ULD 2026
10.6.7	Accessible Facilities for People with Disabilities	PPKS, Satgas PPKUY, disability services and ULD 2026
10.6.8	Support Services for People with Disabilities	PPKS, Satgas PPKUY, disability services and ULD 2026
10.6.9	Disability Access Schemes: Mentoring and Targeted Support	PPKS, Satgas PPKUY, disability services and ULD 2026
10.6.10	Reasonable Accommodation Strategy and Funding Mechanism	PPKS, Satgas PPKUY, disability services and ULD 2026
10.6.11	Anti-Harassment and Anti-Violence Policy	PPKS, Satgas PPKUY, disability services and ULD 2026

SDG 10

10.6 MEASURES AGAINST DISCRIMINATION
Consolidated evidence for eleven policy and support indicators

10.6.1 Non-Discriminatory Student Admissions Policy

1. Evidence Statement

Universitas YARSI has a university-wide admissions policy publicly available in its 2020 Statute. The attached document is YARSI Foundation Regulation No. 231/PNY/BIA/XII/2020 concerning the Statute of Universitas YARSI, enacted in Jakarta on 29 December 2020. Article 7(2)(a) explicitly requires fair student admissions without distinctions based on religion, ethnicity, race, sex, age, social standing, physical condition, or economic means, while taking account of academic potential and programme-specific requirements. Article 7(2)(b)–(c) further establishes accountability and transparency. Article 7(6)–(7) provides for admission opportunities for academically qualified applicants from economically disadvantaged families and for applicants with special needs, subject to the relevant conditions. Public admissions information for 2026/2027 and inclusion-related activities conducted in 2026 provide complementary evidence of the policy's continued application and strengthening.

2. Evidence-to-Indicator Alignment

THE assessment component	Evidence and interpretation
Indicator 10.6.1 criterion	A publicly available, institution-wide admissions policy that is non-discriminatory or explains the rationale for appropriate affirmative measures.
Institutional policy / date established	YARSI Foundation Regulation No. 231/PNY/BIA/XII/2020, enacted on 29 December 2020; Article 7(1)–(8), notably Article 7(2)(a)–(c).
Direct evidence of non-discrimination	Article 7(2)(a) prohibits distinctions on eight specified grounds; Article 7(2)(b)–(c) requires accountability and transparency.
THE assessment component	Evidence and interpretation
Access and affirmative provisions	Article 7(6) provides opportunities for academically high-achieving, economically disadvantaged applicants; Article 7(7) addresses applicants with special needs, subject to available facilities.
2026 admissions operations	2026/2027 admissions brochure, online application form, scholarship information and disability-access information.
Institutional strengthening in 2026	KIP Kuliah-related activities and 15–16 October 2026 workshop to develop disability- inclusive services guidance and SOPs.

3. Principal and Complementary Evidence

Evidence 1 — Universitas YARSI Statute 2020 (primary evidence)

The attached original document is YARSI Foundation Regulation No. 231/PNY/BIA/XII/2020 concerning the Statute of Universitas YARSI, enacted by the Chair of the YARSI Foundation Board on 29 December 2020. On PDF page 6, Article 7(1) provides for independent and/or national admissions selection; Article 7(2)(a) explicitly defines fairness through eight protected grounds, while Article 7(2)(b)–(c) requires accountability and transparency. Article 7(6) provides opportunities for academically high-achieving applicants from economically disadvantaged families, whereas Article 7(7) addresses admission of applicants with special needs, taking available facilities into account. PDF page 48 sets out the provision on entry into force and records the date of enactment, 29 December 2020. This is the most direct evidence because it establishes an institution-wide admissions requirement.

Source: Attached "Statuta UY 2020.pdf", pp. 1, 6 and 48; publicly available at: https://www.yarsi.ac.id/pdjama/wp-content/uploads/STATUTA-YARSI-TAHUN-2020.pdf "Statuta UY 2020.pdf", hlm. 1, 6, dan 48; publikasi: https://www.yarsi.ac.id/pdjama/wp-content/uploads/STATUTA-YARSI-TAHUN-2020.pdf

Evidence 2 — 2026/2027 Student Admissions Brochure

The official brochure for academic year 2026/2027 demonstrates that admissions information and pathways were made publicly available during the reporting year.

Source: https://www.yarsi.ac.id/wp-content/uploads/2026/04/Brosur-UYARSI-TA-2026- 2027.pdf

Evidence 3 — Application Form and Disability Access Information

The online application form includes a field identifying whether applicants have a disability. The university's disability-access information describes how individual needs and the availability of support facilities are considered. These are operational indications relevant to equitable access.

Source: https://pmb.yarsi.ac.id/pendaftaran/mahasiswa.php ; https://www.yarsi.ac.id/disabilitas

Evidence 4 — KIP Kuliah Procedures and 2026 Recipient Engagement

The university's scholarship webpage describes eligibility requirements and selection procedures for applicants with academic potential from economically disadvantaged families, including screening, ranking, verification, and award determination. A news item dated 11 May 2026 on KIP Kuliah student recipients provides additional evidence of engagement with beneficiaries during the reporting period.

Source: https://www.yarsi.ac.id/kemahasiswaan/beasiswa ; https://www.yarsi.ac.id/wakil- ketua-komisi-x-dpr-ri-dorong-mahasiswa-kip-kuliah-yarsi-terus-melanjutkan-pendidikan- hingga-s3

Evidence 5 — Inclusive Admissions and Services SOP Workshop, October 2026

An official university news report published on 20 October 2026 documents a workshop held on 15–16 October to develop guidance and standard operating procedures covering the admission, teaching and learning, assessment, and services of students with disabilities. The event demonstrates institutional efforts to strengthen the operational implementation of inclusive policy in 2026.

Source: https://www.yarsi.ac.id/universitas-yarsi-perkuat-pendidikan-inklusif-melalui- penyusunan-panduan-dan-sop-layanan-mahasiswa-disabilitas

Evidence 6 — Public Explanation of Regional Affirmative Measures in Specialist

Education, April 2026 (supplementary) An article published on 17 April 2026 reports the Rector's views on affirmative consideration for applicants to specialist medical education from regions with shortages of specialist healthcare professionals. This supplementary evidence helps explain a potentially proportionate rationale for affirmative measures: improving the geographic distribution of the healthcare workforce.

Source: https://www.yarsi.ac.id/pemerataan-dokter-spesialis-didorong-lewat-skema-afirmasi- ke-daerah

10.6.2 Tracking Applications and Admissions of Underrepresented Groups

1. Evidence Statement

Universitas YARSI maintains institutional admissions procedures that can identify applicants from potentially underrepresented groups. Its online new-student registration form explicitly requests disability status and a description of disability; a more detailed admissions form also asks about the source of study funding. The university operates the Kartu Indonesia Pintar Kuliah (KIP-K) pathway for economically disadvantaged students, including eligibility documentation, programme-level selection, university verification and validation, ranking, and final recipient determination. In 2026, YARSI strengthened disability-inclusive admissions through an institutional focus group discussion and a workshop to develop admissions and learning-related guidance and standard operating procedures (SOPs). These sources substantiate tracking-related data collection and selection mechanisms. Publicly accessible evidence does not establish a complete 2026 institution-wide numerical dashboard of applications and admissions disaggregated by underrepresented group. Submission should therefore be accompanied by an anonymised 2026 PMB extract or signed aggregate report before asserting fully implemented systematic tracking.

2. Evidence-to-Indicator Alignment

THE assessment component	Evidence and interpretation
University-wide applicant data capture	YARSI PMB registration records disability status and disability description; the admissions form also identifies study-funding source.
Low-income identification and admission	KIP-K eligibility requires evidence of financial disadvantage and incorporates programme selection, ranking, university verification and final award determination.
2026 institutional strengthening	June 2026 ULD focus group and October
THE assessment component	Evidence and interpretation 2026 workshop on disability-related admissions SOPs and education support.
Evidence gap / required verification	Annual applicant–admitted–enrolled counts, by group, programme and year; documented data owner, review frequency and anonymisation safeguards.
Groups not demonstrated by available public	
sources	Ethnic minorities, LGBT students, recently settled refugees, and non-traditional applicants; women and further groups require verified disaggregated admissions reports.

3. Principal and Complementary Evidence

Evidence 1 — University admissions data-collection form (principal)

The official online PMB forms contain explicit fields asking whether an applicant has a disability, followed by a field for additional disability information. The broader application form also displays a funding-source field. These are direct documentary indicators that characteristics relevant to access and inclusion can be collected at the application stage.

Source: https://pmb.yarsi.ac.id/pendaftaran/registrasi.php ; https://pmb.yarsi.ac.id/pendaftaran/mahasiswa.php

Evidence 2 — KIP-K scholarship selection and socioeconomic verification (principal)

The official scholarship page states that YARSI administers the KIP-K programme and conducts selection, mentoring and semester-based evaluation. Eligibility includes socioeconomic disadvantage; the process includes programme-level applicant selection and ranking, university verification/validation and a plenary determination of awardees.

Source: https://www.yarsi.ac.id/kemahasiswaan/beasiswa

Evidence 3 — October 2026 inclusive-admissions SOP workshop (2026 implementation)

The university reported a workshop held on 15–16 October 2026 to develop a guide and SOPs addressing new-student admissions for persons with disabilities, lectures and practical classes, and assessment. The workshop followed faculty/programme discussions and training activities under the 2026 support programme for disability service units.

Source: https://www.yarsi.ac.id/universitas-yarsi-perkuat-pendidikan-inklusif-melalui- penyusunan-panduan-dan-sop-layanan-mahasiswa-disabilitas

Evidence 4 — June 2026 Disability Service Unit focus group (complementary)

On 23 June 2026, YARSI conducted a focus group discussion to assess institutional preparedness for admitting and supporting students with disabilities. Participants included leadership, faculty and programme representatives and data/quality assurance stakeholders. Topics included prior admission experiences, barriers, support needs and preparedness for subsequent admissions.

Source: https://www.yarsi.ac.id/universitas-yarsi-selenggarakan-focus-group-discussion- pembentukan-unit-layanan-disabilitas-uld

Evidence 5 — Official disability services and admissions description (complementary)

YARSI's disability services page describes the requirement for applicants to disclose special needs and submit relevant supporting documentation, followed by additional interviews. It also reports historical experiences of admitting students with disabilities through 2025.

Source: https://www.yarsi.ac.id/disabilitas

Evidence 6 — 2026 scholarship announcements for targeted groups (supplementary)

The university's scholarship portal advertises the 2026 BAZNAS Cendekia scholarship, including a disability eligibility category, and BSI Scholarship 2026 for financially disadvantaged active students, using specified selection windows and supporting documents. These offer supplementary evidence of group identification and selection for enrolled students.

Source: https://www.yarsi.ac.id/kemahasiswaan/beasiswa

10.6.3 Planned Recruitment Actions for Under-represented Groups

1. Evidence Statement

Universitas YARSI has documented institutionally planned measures that promote equitable recruitment and admission of students from under-represented groups. These measures include statutory admissions provisions, KIP Kuliah pathways for financially disadvantaged applicants, a mechanism to identify disability support needs at entry, and 2026 programmes to develop disability-inclusive procedures. Prior-year Palestinian scholarship support illustrates an additional targeted access initiative.

2. Evidence-to-Indicator Alignment

Assessment component	Evidence and interpretation
THE criterion	Planned institutional actions to recruit under- represented students / staff / faculty
Institution-wide framework	Statute, Article 7; university-managed admissions and scholarship channels
2026 planned implementation	ULD FGD (23 June); admissions/disability SOP workshop (15–16 October)
Groups demonstrably addressed	Applicants with economic disadvantage; applicants with disabilities; conflict-affected student (prior-year supporting example)
Scope limitation	Staff/faculty targeted recruitment programmes and 2026 recruitment counts not verified

3. Principal and Complementary Evidence

Evidence 1 — YARSI University Statute (2020), Article 7(2), (6), (7)

Provides a planned institutional admission framework based on fairness, possible allocation for high-potential applicants with economic disadvantage, and admission of students with special needs subject to readiness. This is an institutional policy basis, not a headcount of actual 2026 recruits.

Source: https://www.yarsi.ac.id/pdjama/wp-content/uploads/STATUTA-YARSI-TAHUN- 2020.pdf

Evidence 2 — 2026 Disability Service Unit (ULD) Formation FGD, 23 June 2026

YARSI convened faculty, programme, quality assurance and student support representatives to plan accommodations, guidance and capacity for inclusive admissions and study; relevant directly to planned action in reporting year.

Source: https://www.yarsi.ac.id/universitas-yarsi-selenggarakan-focus-group-discussion- pembentukan-unit-layanan-disabilitas-uld

Evidence 3 — Inclusive Admissions and Disability Services SOP Workshop, 15–16

October 2026 A university workshop prepared an education-management guide and SOPs addressing admission, lectures/practicum and examinations for students with disabilities. Evidence of structured 2026 action; publication does not independently confirm final signing or complete rollout of the SOP.

Source: https://www.yarsi.ac.id/universitas-yarsi-perkuat-pendidikan-inklusif-melalui- penyusunan-panduan-dan-sop-layanan-mahasiswa-disabilitas

Evidence 4 — YARSI Scholarships and KIP-K Admissions

YARSI publishes a formal KIP-K applicant pathway for financially disadvantaged candidates, including programme screening, ranking, university verification and award determination. The page also describes 2026 BSI Scholarship support for current low-income students; distinguish admissions recruitment from student retention support.

Source: https://www.yarsi.ac.id/kemahasiswaan/beasiswa

Evidence 5 — Accessible PMB Registration and Disability Support Information

The admissions system asks candidates about disability and accommodates declarations of support needs. The university disability page documents admissions interviews, accommodations and accessible learning resources; it explicitly states there is no separate disability admissions track.

Source: https://pmb.yarsi.ac.id/pendaftaran/mahasiswa.php ; https://www.yarsi.ac.id/disabilitas

Evidence 6 — Full Scholarship for a Palestinian Medical Student

YARSI Foundation arranged full scholarship support for a student from Palestine, an example of widening access for a conflict-affected applicant. Announced in earlier reporting years and should be treated as supporting historical/ongoing institutional evidence, not proof of a new 2026 intake.

Source: https://www.yarsi.ac.id/yayasan-yarsi-berikan-beasiswa-bagi-mahasiswa-palestina- di-fakultas-kedokteran



Figure — Visual evidence reproduced from Indicator 10.6.3 source report (page 3).

10.6.4 Institutional Anti-discrimination Policy

1. Evidence Statement

The 2020 YARSI University Statute includes an explicit non-discrimination provision for student admissions under Article 7(2), combined with access provisions for applicants from disadvantaged economic backgrounds and students with special needs under Article 7(6–7). Activities in 2026 reinforced practical inclusion.

2. Evidence-to-Indicator Alignment

Assessment component	Evidence and interpretation
THE criterion	Institutional anti-discrimination policy
Primary formal provision	Statute 2020, Article 7(2): non-discrimination in new-student admissions
Complementary access provisions	Article 7(6–7): economically disadvantaged and special-needs applicants
2026 implementation	Disability services FGD and inclusive admission SOP development

3. Principal and Complementary Evidence

Evidence 1 — YARSI University Statute (2020), Article 7(2)

The Statute of Universitas YARSI (2020) establishes a strong institutional foundation for equitable and inclusive access to higher education. Article 7(2)(a) affirms the university's commitment to implementing a fair student admission system that provides educational opportunities regardless of religion, ethnicity, race, sex, age, social status, physical condition, or economic circumstances, while taking into account academic potential and programme-specific requirements. This provision demonstrates that equality and non-discrimination are embedded in the university's fundamental governance framework. By explicitly recognising physical condition among the protected considerations, the statute provides an institutional basis for ensuring that persons with disabilities have opportunities to pursue higher education. Furthermore, Article 7(2)(b–c) reinforces the principles of accountability and transparency in university governance. These principles support the consistent and responsible implementation of admission procedures, helping prospective students understand institutional requirements and access educational opportunities through transparent processes. The statute therefore serves as primary institutional evidence of Universitas YARSI's commitment to equitable student admissions. Its provisions continue to provide a policy foundation for the university's disability inclusion initiatives, including the strengthening of disability services undertaken in 2026.

Contribution to SDG 10: Establishes institutional principles of equality, transparency, accountability, and non-discrimination in access to higher education.

Source: https://www.yarsi.ac.id/pdjama/wp-content/uploads/STATUTA-YARSI-TAHUN- 2020.pdf

Evidence 2 — YARSI University Statute (2020), Article 7(6–7)

Articles 7(6–7) of the Universitas YARSI Statute (2020) further strengthen the university's commitment to inclusive higher education by recognising opportunities for prospective students from economically disadvantaged backgrounds and students with special needs. These provisions establish an institutional basis for accommodating students who may face financial, physical, or other barriers to accessing higher education. By incorporating such opportunities within its governing statute, Universitas YARSI demonstrates that educational inclusion is an integral component of institutional policy rather than an isolated initiative. The recognition of students with special needs is particularly relevant to the university's disability inclusion strategy. It provides a formal foundation for developing admission procedures, academic assistance, learning accommodations, and student support mechanisms that respond to diverse individual needs. The statutory consideration of available university resources also establishes a framework for aligning inclusive educational opportunities with institutional capacity, facilities, and supporting services. In the 2026 reporting year, these provisions remained relevant to the university's ongoing efforts to strengthen disability-inclusive education through the development of the Disability Services Unit (ULD) and the preparation of more structured admission and academic support procedures. Together, Articles 7(6–7) demonstrate Universitas YARSI's institutional commitment to expanding educational opportunities for underrepresented and potentially disadvantaged student groups.

Contribution to SDG 10: Supports equitable access to higher education for students facing socioeconomic barriers and students with special educational needs, including persons with disabilities.

Source: https://www.yarsi.ac.id/pdjama/wp-content/uploads/STATUTA-YARSI-TAHUN- 2020.pdf

Evidence 3 — 2026 Disability Services FGD and SOP Development

In 2026, Universitas YARSI demonstrated its continuing commitment to inclusive education through a coordinated series of institutional activities aimed at strengthening accessibility, disability services, and equitable academic participation. On 23 June 2026, the university organised a Focus Group Discussion (FGD) on the establishment of the Disability Services Unit (ULD). The discussion brought together representatives of university leadership, faculties, study programmes, and academic support units to identify institutional needs and formulate strategies for delivering more inclusive educational services. The FGD addressed important aspects of disability inclusion, including previous experiences in admitting students with disabilities, academic assistance, learning challenges, accessibility requirements, and coordination between study programmes and the proposed ULD. The activity also formed part of the university's implementation of the 2026 disability services development assistance programme supported by the Ministry of Higher Education, Science, and Technology. This provides evidence of institutional engagement and external programme support for strengthening disability-inclusive higher education. Building on this initiative, Universitas YARSI conducted a workshop on 15–16 October 2026 to develop guidelines and Standard Operating Procedures (SOPs) for disability-inclusive student admissions, teaching and practical activities, examinations, assessment, and student services. The workshop focused on developing institutional quality documents, including the Guidelines for Managing Education for Students with Disabilities and SOPs covering admission, lectures and practical sessions, and examinations and assessment. These activities demonstrate a systematic progression from institutional consultation and needs identification towards the development of operational procedures supporting inclusive education. Importantly, the 2026 initiatives strengthen the practical implementation of the university's statutory commitment to fair and non-discriminatory admissions. They also provide a structured foundation for accommodating diverse learning needs and improving coordination between academic units and disability support services. Through these initiatives, Universitas YARSI has strengthened institutional capacity to provide equitable educational opportunities and support the academic participation of students with disabilities.

Contribution to SDG 10: Demonstrates concrete actions in 2026 to strengthen inclusive admission procedures, disability-responsive academic services, institutional coordination, and equal educational opportunities.

Source: https://www.yarsi.ac.id/universitas-yarsi-selenggarakan-focus-group-discussion- pembentukan-unit-layanan-disabilitas-uld ; https://www.yarsi.ac.id/universitas-yarsi-perkuat- pendidikan-inklusif-melalui-penyusunan-panduan-dan-sop-layanan-mahasiswa-disabilitas

Evidence 4 — YARSI University Disability Service Information

Universitas YARSI maintains an official publicly accessible disability information webpage that communicates its commitment to creating an inclusive, supportive, and accessible campus environment for students, lecturers, and university staff. The website provides information on the university's disability-related facilities, academic support arrangements, assistive technology, learning guidance, and counselling services. Its public availability also supports institutional transparency by allowing prospective students, current students, families, and the wider community to obtain information about disability- inclusive educational services. The university documents several physical accessibility facilities, including wheelchair- accessible ramps at the main lobby, routes to learning facilities and campus amenities, wheelchairs available for borrowing, and accessible restrooms on floors 7–12. These facilities demonstrate practical institutional measures to facilitate campus mobility and participation in educational activities. In addition to physical accessibility, Universitas YARSI has developed the Guidelines for Managing Education for Students with Disabilities. The guidelines incorporate principles of Universal Design for Learning (UDL), which promote inclusive teaching approaches that accommodate diverse learning characteristics and educational needs. The university also provides disability-related support through its Learning Management System (LAYAR), which uses Moodle as its underlying platform and incorporates accessibility-related features. Students with disabilities who encounter academic or emotional difficulties may obtain counselling assistance through the Family Welfare Service Center (PPKS). Additional academic support may be coordinated through study programmes, including peer assistance, supplementary tutorials, and guidance in completing academic assignments. The university's website also explains its admission arrangements for prospective students with disabilities. Applicants may identify their specific needs during registration, allowing the university to discuss appropriate academic support strategies with students and their families. These institutional services demonstrate that Universitas YARSI's commitment to inclusive education extends beyond admission policy to encompass learning accessibility, student development, academic participation, and supportive campus services. The continued availability of these services, together with the ULD strengthening initiatives undertaken in 2026, illustrates the university's integrated approach to improving educational accessibility and supporting students with diverse needs.

Contribution to SDG 10: Provides publicly accessible evidence of institutional support for disability inclusion, accessible facilities, inclusive learning, academic mentoring, assistive technology, and student counselling.

Source: https://www.yarsi.ac.id/disabilitas

10.6.5 Diversity and Equality Committee, Office and/or Officer

1. Evidence Statement

Universitas YARSI has a formally appointed university-level task force for preventing and responding to violence, including discrimination and intolerance. Rector's Decree No. 018.02/REK/HK.40/VII/2025 establishes the Prevention and Handling of Violence Task Force (Satgas PPKUY) for 2025–2027, covering the reporting year 2026. The university also maintains its institutional Family Welfare Service Centre (PPKS), while the 2026 Disability Services Unit (ULD) initiative advances inclusive-campus policy development, staff capacity- building and student support.

2. Evidence-to-Indicator Alignment

Assessment Component	Evidence and Interpretation
Institutionally appointed	
committee/officer	Satgas PPKUY formally constituted by rectoral decree for 2025–2027; appointed chair, deputy, secretary and members.
Diversity, equality and rights mandate	Task force remit includes discrimination, intolerance and multiple forms of violence; PPKS explicitly commits to services without stigma or discrimination.
2026 policy and training	
implementation	23 June ULD focus group, disability-awareness capacity-building for lecturers and staff, and 15–16 October guidance/SOP drafting workshop.

3. Principal and Complementary Evidence

Evidence 1 — Rector-appointed Satgas PPKUY (primary institutional evidence)

The official university page identifies Rector's Decree No. 018.02/REK/HK.40/VII/2025, its 2025–2027 mandate, the task-force leadership and members, a reporting channel, and coverage of discrimination, intolerance, bullying and other violence. The mandate remains applicable in 2026.

Source: https://www.yarsi.ac.id/pengabdian/satgas-ppkuy

Evidence 2 — University leadership and PPKS office (complementary)

The 2026–2031 university organizational chart lists the Head of the Family Welfare Service Centre (PPKS), dr. Maya Trisiswati, M.KM., establishing a recognizable officer and reporting structure. The PPKS site identifies education, counselling, accompaniment, referral and protection from violence among its institutional functions.

Source: https://www.yarsi.ac.id/profil/struktur-fakultas-dan-program-studi

Evidence 3 — Disability Services Unit FGD (2026 implementation)

An institutional FGD held on 23 June 2026 brought academic leaders and service units together to identify accommodations, support needs, service models and organizational arrangements for disabled students; recommendations were intended to inform ULD structure and policy.

Source: https://www.yarsi.ac.id/universitas-yarsi-selenggarakan-focus-group-discussion- pembentukan-unit-layanan-disabilitas-uld

Evidence 4 — Disability policy and SOP workshop (2026 implementation)

At the 15–16 October 2026 workshop, the university developed a disability education management guide and draft SOPs for admission, lectures/practicums, and examinations/assessment. The university also reported disability-awareness and technical service training for lecturers and staff.

Source: https://www.yarsi.ac.id/universitas-yarsi-perkuat-pendidikan-inklusif-melalui- penyusunan-panduan-dan-sop-layanan-mahasiswa-disabilitas

Evidence 5 — Official SDG 10 anti-discrimination statement (complementary)

The university's SDG 10 page explicitly describes its PPKS services as non-stigmatizing, non-discriminatory, confidential, and supportive of students and other members of the academic community.

Source: https://www.yarsi.ac.id/sdgs-yarsi/reduced-inequalities

10.6.6 Mentoring, Counselling and Peer Support for Underrepresented Groups

1. Evidence Statement

Universitas YARSI publicly documents free counselling, referral, accompaniment and peer- counselling capacity through its Family Welfare Service Centre (PPKS), with a non- stigmatizing approach and outreach relevant to vulnerable populations. In 2026, its Disability Services Unit development initiative identified student-specific support pathways, while the 2026 BAZNAS scholarship announcement explicitly offered mentor accompaniment and included disability among eligible categories.

2. Evidence-to-Indicator Alignment

Assessment Component	Evidence and Interpretation
Counselling and referral programme	PPKS institutional service explicitly offers counselling, accompaniment and referrals to the academic community, without stigma or discrimination.
Peer support	2025 institutional news records Psychology students acting as peer counsellors; continuing operation in 2026 requires activity logs.
Support for disabled students in 2026	June FGD discussed support strategies and service priorities; October workshop developed disability- related service SOPs and staff training.
Mentoring	
for	
eligible	
underrepresented students	BAZNAS Cendekia 2026 programme promoted by YARSI offers mentor accompaniment and lists disability as an applicant category.

3. Principal and Complementary Evidence

Evidence 1 — PPKS counselling, accompaniment and referral (principal)

The university's PPKS page defines the centre as an institutional provider of counselling, guidance, accompaniment, information, and referral for academic community members and the public. It includes a student/youth information and counselling function and a university safe-campus and violence-reporting mission.

Source: https://www.yarsi.ac.id/pengabdian/ppks

Evidence 2 — Institutional SDG 10 support principles (principal complementary)

The official SDG 10 page states that the PPKS service follows principles of non- stigmatization, non-discrimination and confidentiality, including assistance to persons facing discrimination.

Source: https://www.yarsi.ac.id/sdgs-yarsi/reduced-inequalities

Evidence 3 — Peer counselling and vulnerable-population support (historical

complementary) A YARSI news report dated 3 June 2025 describes Psychology students functioning as peer counsellors, PPKS mental-health and gender-based-violence consultation, HIV-related advocacy and student involvement.

Source: https://www.yarsi.ac.id/masyarakat-ingin-konsultasi-ketahanan-keluarga-gratis-ppks- yarsi-siap-bantu

Evidence 4 — 2026 disability support planning and capacity building

The 23 June 2026 FGD and 15–16 October 2026 workshop documented strategies to accompany students with disabilities, training for lecturers/staff and drafting of guidance and SOPs.

Source: https://www.yarsi.ac.id/universitas-yarsi-perkuat-pendidikan-inklusif-melalui- penyusunan-panduan-dan-sop-layanan-mahasiswa-disabilitas

Evidence 5 — BAZNAS Cendekia 2026 mentor support (complementary)

The official YARSI scholarship webpage advertises BAZNAS Cendekia Class of 2026 with mentor accompaniment, tuition assistance, and disability as one eligibility category. It supports the existence of a publicly offered mentoring opportunity.

Source: https://www.yarsi.ac.id/kemahasiswaan/beasiswa



Figure — Visual evidence reproduced from Indicator 10.6.6 source report (page 2).



Figure — Visual evidence reproduced from Indicator 10.6.6 source report (page 3).

10.6.7 Accessible Facilities for People with Disabilities

1. Evidence Statement

Universitas YARSI provides disability-accessible campus facilities, including ramps at its main lobby, CBT-area access route and routes towards campus amenities, loanable wheelchairs and accessible restrooms on floors 7–12. The university publicly documents these facilities, while August 2026 reporting confirms continued institutional attention to physical accessibility. Its facilities bureau is responsible for campus facility management and maintenance.

2. Evidence-to-Indicator Alignment

Assessment Component	Evidence and Interpretation
THE assessment criterion	Accessible facilities made available by the university as an institution
Physical access	Ramps, wheelchair availability and accessible toilets documented on the disability service webpage
2026 implementation	August 2026 public reporting on inclusive campus facilities and staff development
Institutional continuity	Facilities-management structure responsible for upkeep

3. Principal and Complementary Evidence

Evidence 1 — Primary institutional facility inventory

Official webpage identifies ramps in the lobby, CBT access and directions to amenities, wheelchair loans, and disability-accessible restrooms. Photographs on the webpage support physical evidence.

Source: Disabilitas – Universitas YARSI https://www.yarsi.ac.id/disabilitas

Evidence 2 — 2026 public confirmation

August 2026 article records the Rector's statement that disability-friendly access was considered in campus facilities, including ramps for wheelchair users.

Source: Rector statement on inclusive campus facilities, 24 August 2026 https://www.yarsi.ac.id/universitas-yarsi-tegaskan-komitmen-bangun-kampus-inklusif-bagi- penyandang-disabilitas

Evidence 3 — 2026 limitation and improvement evidence

August 2026 coverage confirms the institution is improving disability-related facilities and services, while noting gaps in tactile guidance, lifts and restroom coverage.

Source: Inclusive campus services training, 24 August 2026 https://www.yarsi.ac.id/yarsi- perkuat-pendidikan-inklusif-dari-segi-sdm-hingga-teknologi

Evidence 4 — Responsible campus unit

Biro Sarana dan Prasarana manages and maintains university facilities, helping establish institutional responsibility.

Source: Facilities Management Bureau. https://www.yarsi.ac.id/plt/lpf



Figure — Visual evidence reproduced from Indicator 10.6.7 source report (page 2).

10.6.8 Support Services for People with Disabilities

1. Evidence Statement

Universitas YARSI documents disability-related accompaniment, accessibility support, assistive technology and individualized academic support. Students may receive counseling from PPKS, study-program support and peer assistance where needed. In 2026, lecturers and administrative staff attended disability awareness and service training. The institution also convened a June FGD and an October SOP workshop to coordinate disability services under a developing Disability Services Unit (ULD).

2. Evidence-to-Indicator Alignment

Assessment Component	Evidence and Interpretation
THE assessment criterion	Support services for persons with disabilities, beyond physical infrastructure
Existing support	Counseling, program-level tailored assistance, peer support and assistance by campus personnel
2026 delivery	July training for lecturers and August training for administrative staff
2026 coordination	June ULD FGD and October procedure- development workshop

3. Principal and Complementary Evidence

Evidence 1 — Existing disability support services

Universitas YARSI documents existing support services for students with disabilities through its official disability webpage. These services include personal accompaniment, assistive technology and academic counselling through the institutional Family Welfare Service Centre (PPKS). Study-program personnel may provide tailored assistance, complemented by peer support where needed. This evidence demonstrates that disability support extends beyond physical accessibility to include academic and individual assistance

Source: Disabilitas – Universitas YARSI. https://www.yarsi.ac.id/disabilitas

Evidence 2 — University-level support coordination in June 2026

On 29 June 2026, Universitas YARSI conducted a Focus Group Discussion (FGD) concerning the establishment of a Disability Services Unit (ULD). The discussion brought together relevant stakeholders to identify priority services, consider student accompaniment arrangements and strengthen coordination between the proposed ULD and study programs. This activity provides evidence of institutional efforts to organize disability support through a coordinated service structure. It also demonstrates progress toward aligning university-level responsibilities with the specific support needs of students with disabilities.

Source: Focus Group Discussion on Disability Services Unit, 29 June 2026 https://www.yarsi.ac.id/universitas-yarsi-selenggarakan-focus-group-discussion- pembentukan-unit-layanan-disabilitas-uld

Evidence 3 — Inclusive teaching capacity building

Universitas YARSI conducted disability-inclusive teaching training in July 2026 to strengthen lecturers' capacity to support students with different disabilities. The training addressed teaching methods and potential academic accommodations responsive to students' individual needs. This initiative demonstrates institutional efforts to improve the accessibility of teaching and learning through staff development, rather than relying solely on physical infrastructure. It provides complementary evidence that the university is building the academic competencies required to deliver more inclusive educational experiences for students with disabilities.

Source: Training for lecturers on inclusive teaching, 10 August 2026 https://www.yarsi.ac.id/yarsi-gelar-pelatihan-dosen-strategi-pengajaran-mahasiswa- disabilitas-para-pembicara-tebar-kiat-sukses-pengajaran

Evidence 4 — Service staff capacity building

On 13 August 2026, Universitas YARSI conducted training to strengthen administrative staff capacity in providing responsive services to persons with disabilities. The initiative focused on developing disability awareness and improving staff readiness to respond appropriately to the needs of students with disabilities. This evidence demonstrates that inclusive support is being addressed through administrative service delivery, in addition to academic teaching and physical accessibility. Staff development is an important institutional measure for promoting respectful, responsive and more inclusive interactions across campus services.

Source: Inclusive campus services training, 24 August 2026 https://www.yarsi.ac.id/yarsi-perkuat-pendidikan-inklusif-dari-segi-sdm-hingga-teknologi

Evidence 5 — Operational procedures under development

On 15–16 October 2026, Universitas YARSI conducted a workshop to develop guidelines and standard operating procedures (SOPs) for services supporting students with disabilities. The workshop addressed coordination across admissions, teaching and student services, with the aim of establishing more consistent procedures for disability-related support. This activity provides evidence of institutional efforts to formalize service delivery and clarify responsibilities across relevant university units. As the procedures were still being developed, further documentation would be needed to demonstrate their formal adoption and implementation.

Source: Workshop for disability-related guidelines and SOPs, 20 October 2026 https://www.yarsi.ac.id/universitas-yarsi-perkuat-pendidikan-inklusif-melalui-penyusunan- panduan-dan-sop-layanan-mahasiswa-disabilitas

10.6.9 Disability Access Schemes: Mentoring and Targeted Support

1. Evidence Statement

YARSI has publicly available disability-friendly learning strategies and a 2024 education management guideline. The guideline covers admissions, instruction, assessment, adjustments, online learning and volunteers, while the online teaching strategy addresses accessible learning content and asynchronous activities. Academic mentoring, peer assistance, counseling and targeted accommodations are used based on individual needs. In 2026, training and the ULD programme supported strengthening these access schemes.

2. Evidence-to-Indicator Alignment

Assessment Component	Evidence and Interpretation
THE assessment criterion	A structured access scheme, including mentoring and other targeted support
Mentoring	Study programme-arranged peer accompaniment, faculty support and coaching activities
Targeted support	Tailored admission discussion, accessible LAYAR course materials, alternative learning modes and adapted assessment
2026 implementation	Training for faculty/staff, ULD FGD and SOP workshop

3. Principal and Complementary Evidence

Evidence 1 — Institutional student disability education guideline

Universitas YARSI's August 2024 Guidelines for Managing Education for Students with Disabilities establishes an institutional reference for addressing disability-related needs throughout the educational process. The guideline covers student admission and placement, teaching and learning, assessment, individual adjustments, accessible online instruction, and volunteer involvement. Its scope supports a structured approach to identifying and responding to students' diverse educational needs Universitas YARSI's August 2024 Guidelines for Managing Education for Students with Disabilities establishes an institutional reference for addressing disability-related needs throughout the educational process. The guideline covers student admission and placement, teaching and learning, assessment, individual adjustments, accessible online instruction, and volunteer involvement. Its scope supports a structured approach to identifying and responding to students' diverse educational needs

Source: Guidelines for Managing Education for Students with Disabilities (August 2024) https://www.yarsi.ac.id/dpjj/wp-content/uploads/2025/03/Guidelines-for-Managing- Education-for-Students-with-Disabilities-v.2.01.pdf

Evidence 2 — Published disability-friendly teaching strategies

Universitas YARSI's published disability-friendly teaching strategies guide lecturers in designing more accessible learning experiences. The guidance emphasizes clearly communicating learning outcomes, providing asynchronous learning activities, describing uploaded learning media, and making materials available in advance. These practices can help students with disabilities access instructional content through different learning modes and at a pace suited to their needs. This evidence demonstrates how inclusive teaching principles are translated into practical instructional recommendations.

Source: Disability-Friendly Learning Strategies. https://www.yarsi.ac.id/dpjj/strategi-umum/

Evidence 3 — Mentoring and individualized support mechanism

Universitas YARSI's official disability webpage describes support mechanisms that may include study-program assistance, peer support, counselling through the institutional Family Welfare Service Centre (PPKS), and individualized discussions during admission. These mechanisms provide potential pathways for addressing students' academic, personal, and accessibility-related needs. Study-program support and peer assistance can complement formal counselling by helping students navigate their educational environment. This evidence is directly relevant to targeted support and mentoring schemes

Source: Disabilitas – Universitas YARSI. https://www.yarsi.ac.id/disabilitas

Evidence 4 — 2026 faculty capacity-building activity

In July 2026, Universitas YARSI conducted training for lecturers on inclusive teaching strategies for students with disabilities. The activity highlighted potential adjustments to teaching and learning in response to different disability-related needs. It supports the university's efforts to strengthen lecturers' capacity to provide more inclusive instruction and to consider appropriate academic accommodations. This evidence demonstrates implementation of a staff-development initiative during the 2026 reporting year.

Source: Training for lecturers on inclusive teaching, 10 August 2026 https://www.yarsi.ac.id/yarsi-gelar-pelatihan-dosen-strategi-pengajaran-mahasiswa- disabilitas-para-pembicara-tebar-kiat-sukses-pengajaran

Evidence 5 — 2026 formalization initiative

On 15–16 October 2026, Universitas YARSI conducted a workshop to develop guidelines and standard operating procedures (SOPs) for services supporting students with disabilities. The initiative addressed procedures for admissions, lectures and practical sessions, and student assessment. It aims to promote more consistent service delivery and coordination among relevant university units. This evidence demonstrates institutional efforts to formalize disability access schemes and clarify operational arrangements

Source: Workshop for disability-related guidelines and SOPs, 20 October 2026 https://www.yarsi.ac.id/universitas-yarsi-perkuat-pendidikan-inklusif-melalui-penyusunan- panduan-dan-sop-layanan-mahasiswa-disabilitas



Figure — Visual evidence reproduced from Indicator 10.6.9 source report (page 3).

10.6.10 Reasonable Accommodation Strategy and Funding Mechanism

1. Evidence Statement

YARSI maintains a 2024 guideline for managing disability-inclusive education, institutional disability-friendly learning strategies and a publicly listed set of accessibility facilities. In 2026 it received government assistance under a programme for establishing and strengthening university Disability Services Units and ran a June coordination FGD, faculty/staff training and an October workshop developing guidelines and SOPs. These collectively support the presence of an accommodation strategy.

2. Evidence-to-Indicator Alignment

Assessment Component	Evidence and Interpretation
THE assessment criterion	Implemented reasonable accommodation strategy INCLUDING an adequately funded mechanism
Policy/strategy	2024 disability-education guideline and publicly available disability-friendly teaching strategies
Institutional practice	Individual adjustments, mentoring, assistive and digital accessibility, physical access facilities
2026 funding evidence	Award of government support for establishing/strengthening the ULD, with programme activities undertaken in 2026

3. Principal and Complementary Evidence

Evidence 1 — Existing institutional accommodation framework

Universitas YARSI's August 2024 Guidelines for Managing Education for Students with Disabilities establishes an institutional reference for addressing disability-related needs throughout the educational process. The guideline covers student admission and placement, teaching and learning, assessment, individual adjustments, accessible online instruction, and volunteer involvement. Its scope supports a structured approach to identifying and responding to students' diverse educational needs.

Source: Guidelines for Managing Education for Students with Disabilities (August 2024) https://www.yarsi.ac.id/dpjj/wp-content/uploads/2025/03/Guidelines-for-Managing- Education-for-Students-with-Disabilities-v.2.01.pdf

Evidence 2 — Operational accessible-learning approach

Universitas YARSI's published disability-friendly teaching strategies guide lecturers in designing more accessible learning experiences. The guidance emphasizes clearly communicating learning outcomes, providing asynchronous learning activities, describing uploaded learning media, and making materials available in advance. These practices can help students with disabilities access instructional content through different learning modes and at a pace suited to their needs. This evidence demonstrates how inclusive teaching principles are translated into practical instructional recommendations.

Source: Disability-Friendly Learning Strategie. https://www.yarsi.ac.id/dpjj/strategi-umum/

Evidence 3 — 2026 externally supported institutional initiative

Universitas YARSI's official disability webpage describes support mechanisms that may include study-program assistance, peer support, counselling through the institutional Family Welfare Service Centre (PPKS), and individualized discussions during admission. These mechanisms provide potential pathways for addressing students' academic, personal, and accessibility-related needs. Study-program support and peer assistance can complement formal counselling by helping students navigate their educational environment. This evidence is directly relevant to targeted support and mentoring schemes

Source: Focus Group Discussion on Disability Services Unit, 29 June 2026 https://www.yarsi.ac.id/universitas-yarsi-selenggarakan-focus-group-discussion- pembentukan-unit-layanan-disabilitas-uld

Evidence 4 — 2026 service process design

In July 2026, Universitas YARSI conducted training for lecturers on inclusive teaching strategies for students with disabilities. The activity highlighted potential adjustments to teaching and learning in response to different disability-related needs. It supports the university's efforts to strengthen lecturers' capacity to provide more inclusive instruction and to consider appropriate academic accommodations. This evidence demonstrates implementation of a staff-development initiative during the 2026 reporting year.

Source: Workshop for disability-related guidelines and SOPs, 20 October 2026 https://www.yarsi.ac.id/universitas-yarsi-perkuat-pendidikan-inklusif-melalui-penyusunan- panduan-dan-sop-layanan-mahasiswa-disabilitas

Evidence 5 — 2026 accessibility and implementation context

On 15–16 October 2026, Universitas YARSI conducted a workshop to develop guidelines and standard operating procedures (SOPs) for services supporting students with disabilities. The initiative addressed procedures for admissions, lectures and practical sessions, and student assessment. It aims to promote more consistent service delivery and coordination among relevant university units. This evidence demonstrates institutional efforts to formalize disability access schemes and clarify operational arrangements.

Source: Inclusive campus services training, 24 August 2026 https://www.yarsi.ac.id/yarsi-perkuat-pendidikan-inklusif-dari-segi-sdm-hingga-teknologi

10.6.11 Anti-Harassment and Anti-Violence Policy

1. Evidence Statement

Universitas YARSI publicly documents a university-wide prevention and handling approach encompassing physical and psychological violence, bullying, sexual violence, discrimination/intolerance and violence-bearing policies. Under Rector Decree No. 018.02/REK/HK.40/VII/2025, it established the Violence Prevention and Handling Task Force (PPKUY) for 2025–2027, with named members, a complaint link and a contact email. The posted page explicitly references national Regulation No. 55/2024.

2. Evidence-to-Indicator Alignment

Assessment Component	Evidence and Interpretation
THE assessment criterion	University anti-harassment policy and implementation
University governance	Rector Decree 018.02/REK/HK.40/VII/2025 establishes Satgas PPKUY 2025–2027
Scope	Bullying, psychological/physical violence, sexual violence, discrimination and intolerance
Reporting	Official portal includes complaint route, survey and designated hotline email

3. Principal and Complementary Evidence

Evidence 1 — Primary task-force and reporting evidence

Universitas YARSI publicly documents the establishment of its Violence Prevention and Handling Task Force (Satgas PPKUY) for the 2025–2027 period under Rector Decree No. 018.02/REK/HK.40/VII/2025. The official webpage identifies task-force members and their roles and provides a complaint portal, a violence survey, and a designated reporting email. These features demonstrate an institutional structure for preventing and responding to violence, alongside accessible reporting channels.

Source: YARSI Task Force for Prevention and Handling of Violence 2025–2027 https://www.yarsi.ac.id/pengabdian/satgas-ppkuy

Evidence 2 — Broadened legal protection coverage

The university's official Satgas PPKUY webpage describes an expanded prevention and response framework covering six types of violence, moving beyond measures focused exclusively on sexual violence. The framework is aligned with Ministerial Regulation No. 55/2024 and encompasses forms of misconduct such as bullying, physical and psychological violence, discrimination, and intolerance. This broader scope indicates an institutional approach to addressing harassment and violence in multiple forms.

Source: YARSI Task Force for Prevention and Handling of Violence 2025–2027 https://www.yarsi.ac.id/pengabdian/satgas-ppkuy

Evidence 3 — Policy created and reviewed data check

The publicly available university webpage enables verification of Rector Decree No. 018.02/REK/HK.40/VII/2025, which establishes Satgas PPKUY for the 2025–2027 period.

Source: YARSI Task Force for Prevention and Handling of Violence 2025–2027 https://www.yarsi.ac.id/pengabdian/satgas-ppkuy