



UNIVERSITAS
MUHAMMADIYAH
SIDENRENG RAPPANG



SUSTAINABLE
DEVELOPMENT
GOALS

SDG 5

Gender Equality

Progress Report 2025

Universitas Muhammadiyah Sidenreng Rappang

Reporting period 1 January to 31 December 2025

Prepared 29 October 2026

5 GENDER
EQUALITY



*Mewujudkan Kesenjangan
Gender untuk Masyarakat
yang Inklusif dan
Berkelanjutan*

UNIVERSITAS MUHAMMADIYAH
SIDENRENG RAPPANG



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Executive overview

UMS Rappang’s documented contribution to gender equality in 2025 centres on women’s economic skills, access to digital tools and participation in community development. This report presents four university news accounts, with photographs and traceable evidence links. Three describe delivered activities; one records a funding award for a proposed women’s empowerment programme.

The strongest public evidence concerns educational provision and community engagement. It does not establish a university-wide gender parity rate, a reduction in discrimination, an increase in women’s income or a change in representation in decision-making.

Area	Documented contribution
Women and digital enterprise	Dairy product development and an e-commerce application for KWT Setia Mekar in Karrang [01]
Community economic skills	Training for 30 women in Polewali combining cake-making and social media marketing [02]
Public participation	Funding announcement for women’s policy literacy and digital participation in Sipodeceng [03]
Women as technical facilitators	A female Agribusiness student leading a community training activity in Kulo [04]

Purpose of the report

The report explains what the university and its partners are publicly reported to have done, how these activities relate to women’s empowerment, and which records are needed to measure results. It provides a basis for institutional review and a more complete annual gender equality account.

Reporting period and publication

The reporting year refers to activities and announcements in 2025. Institutional approval and publication should use their actual dates. This document was prepared in October 2026 and does not establish publication during 2025.

Scope and relationship to SDG 5

SDG 5 concerns gender equality and the empowerment of women and girls. Relevant directions include participation in decision-making, enabling technology, non-discrimination and the prevention of violence. Programme relevance is assessed thematically; the report does not claim attainment of the UN indicators. [\[05\]](#)

Direction	Relationship to the evidence
Target 5.b enabling technology	Digital marketing and enterprise tools can support women's use of technology. Technology ownership and sustained use still need measurement.
Target 5.5 participation and leadership	Public-participation objectives and a female student's technical facilitation are relevant examples. They do not establish equal representation or a leadership rate.
Economic empowerment	Enterprise skills are relevant to women's agency. Training does not itself demonstrate control over income, assets or business decisions.
Targets 5.1 and 5.2	Institutional non-discrimination and violence-prevention performance require dated policies, implementation records and appropriate evaluation.

How evidence is assessed

- University news establishes reported activity and visible outputs. Attendance lists, project reports and financial records are needed to validate delivery and results.
- Publication dates are not substituted for activity dates. Funding awards are distinguished from implemented programmes.
- Women's presence in a photograph is not used to infer participant totals, demographic characteristics or empowerment outcomes.
- Missing data are not treated as zero performance. Individual programmes are not combined into an annual beneficiary total without checking overlap.

Coverage

The four accounts are selected examples rather than an exhaustive inventory. Current repository material and a village article with unresolved dating and attribution are discussed separately from the 2025 activity evidence. Articles by external institutions published in university-hosted journals are not attributed to UMS Rappang merely because of the journal's hosting domain.

1. Women farmers and digital enterprise in Karrang

KWT Setia Mekar and UMS Rappang lecturers and students

University report published 15 September 2025

Reported activity

A community service programme worked with the Setia Mekar women farmers' group in Karrang, Enrekang. The account describes financial-management support, dairy product development, packaging improvements and digital marketing. Reported products include milk chips, a milk-and-rice ice cream and dangke. The team also designed an application named KWT SETIA MEKAR with product listings and financial and sales functions. Haslindah is identified as the proposing team leader. [\[01\]](#)



Figure 1 Photograph accompanying the university report on KWT Setia Mekar.

Documented contribution

The account documents support for a women's group and the development of enterprise tools. This is thematically relevant to technology-enabled empowerment. It supplies no participant total, independently tested usage figures or quantified income gain.

An application can support access to markets, but empowerment also depends on who controls accounts, information and proceeds. Evaluation should therefore consider women's ability to use the tool independently and participate in business decisions.

Evaluation and follow up

Obtain attendance, training materials, product documentation and application handover records. Assess active use, digital confidence, control of accounts and revenue records over time. Include women who face device, connectivity or literacy barriers.

2. Enterprise learning for women in Polewali

Culinary Education KKN students and local community

University report published 28 July 2025

Reported activity

Culinary Education KKN students organised a practical training activity for 30 local women described as homemakers in Dusun I, Polewali village. The programme combined innovations in traditional cakes with introductory social media marketing. Marsyanda, a female student, led the demonstration with field-supervisor support and involvement from local community representatives. [\[02\]](#)



Figure 2 Photograph accompanying the university report on women's training in Polewali.

Documented contribution

The output is a delivered learning opportunity with an explicit female participant count. The account supports the provision of practical and digital enterprise skills, but not subsequent business creation, higher earnings or financial independence.

The gender relevance lies in access to skills and potential economic participation. Household-based work should not be assumed to reduce unpaid care burdens; an evaluation should ask whether participation expands women's choices and decision-making.

Evaluation and follow up

Retain attendance, the activity date, practical materials and participant feedback. Follow-up should distinguish skill use, business activity, control over earnings and time constraints. The 30 participants belong to this activity, not a university-wide annual total.

3. Funding for women's policy and digital participation

Culinary Education community service proposal in Sipodeceng

Funding announcement published 25 July 2025

Reported activity

A university announcement reports that a Culinary Education lecturer secured funding under the 2025 Batch II community service programme. The proposed project concerns women's empowerment through policy literacy and the digitalisation of public participation in Sipodeceng village. Its stated focus is strengthening women's understanding of public policy and their participation through digital technology. [\[03\]](#)



Figure 3 Image accompanying the university funding announcement for the proposed programme.

Documented contribution

The confirmed evidence stage is a funding announcement and a stated project focus. It is not a final activity report. No delivery date, participant number, completed training output or demonstrated change in public participation is established by this announcement.

The proposed approach is relevant to enabling technology and participation in public life. A strong evaluation would test whether women can identify policy channels, submit views and receive a response, rather than count attendance alone.

Evaluation and follow up

Retain the award decision, project agreement, workplan and final report. Confirm activities, participants, accessibility and any digital participation tools. Keep the project separate from other Sipodeceng activities until their relationship is documented.

4. A female student leading technical community training

Agribusiness student Nursyamsih and community partners in Kulo

Activity on 3 August 2025 and report published 5 August 2025

Reported activity

Nursyamsih, a female Agribusiness student, led a demonstration on producing maggot meal as part of KKN-PMM in Kulo. The report identifies field-supervisor support and attendance by the village PKK chair and local farming, livestock and fisheries groups. The training concerned a practical agricultural feed-production process. [04]



Figure 4 Photograph accompanying the university report on student-led technical training in Kulo.

Documented contribution

This is an example of a female student acting as a technical facilitator in community engagement. It does not establish that all participants were women, that the activity was designed as a gender intervention, or that women held an equal share of leadership roles. The case illustrates an opportunity for women students to contribute technical expertise. Its link to SDG 5 is therefore supporting evidence of participation, rather than a measured university gender-equality outcome.

Evaluation and follow up

Retain the assignment letter, activity plan and attendance summary. A broader evaluation should examine how facilitation opportunities are allocated, barriers faced by women students and progression into further technical or leadership responsibilities.

Institutional measurement and follow up

The documented progress concerns provision of skills, enterprise support and opportunities for participation. To evaluate gender equality across the university, activity reporting should be connected to validated institutional data. No institution-wide parity or year-on-year improvement is calculated here.

Area	Recommended measure	Evidence required
Education access	Applications, offers, enrolment, retention and graduation by sex	Admissions and student records with consistent definitions
Leadership and careers	Women and total staff in defined leadership categories; promotion and retention	Dated HR register and role definitions
Economic agency	Women applying skills and controlling business decisions or earnings	Consent-based follow-up and business records
Digital access	Independent use, access barriers and continuing application use	User evaluation and application records
Safety and equality	Policy implementation, awareness, service access and response quality	Approved policies and de-identified monitoring
Care responsibilities	Access to parental and caregiving support and flexible arrangements	Policies in force and service-use records

Recommended improvement actions

- Validate the four programme accounts with the responsible units and collect the corresponding project records.
- Create a beneficiary register that separates unique participants, repeat attendances and programme facilitators.
- Measure outcomes with participants, including barriers, decision-making and control of digital or economic resources.
- Prepare a 2025 gender-disaggregated institutional dataset and compare years only when definitions and coverage are consistent.

These are recommendations for consideration, not statements that the university has approved or completed the actions. Sensitive records should be summarised in aggregate without identifying complainants or survivors.

Evidence context and reporting boundaries

Violence prevention and institutional policy

The public repository describes a university guide on preventing and handling intolerance, sexual violence, bullying and corruption. However, the catalogue labels the item as 2026 and does not show a publication date. It is therefore a follow-up source, not proof that a policy was in force during 2025. [\[06\]](#)

A 2025 institutional account of safety and equality should establish the approval date, scope, reporting routes, responsible unit, communication activities and implementation. The existence of a guide alone cannot establish policy effectiveness or the absence of incidents.

Sipodeceng village article

A village website article dated 3 October 2025 discusses women's empowerment and digital product marketing, but repeatedly refers to BIMA 2023. The text reviewed does not clearly establish UMS Rappang as the implementing institution. Its relationship to the university funding announcement remains unconfirmed. It is not counted as another delivered UMS Rappang activity. [\[07\]](#)

Attribution and counting

Publication in a university-hosted journal is not sufficient evidence that university staff conducted a project. Author affiliations, implementing partners and the activity year must be checked. Likewise, programme photographs illustrate the source accounts but do not verify participant totals or the effect of an intervention.

Concluding assessment

The selected evidence supports an account of women-focused community learning and enterprise assistance, one programme funding award and one example of a female student's technical participation. It provides a foundation for reporting contributions to SDG 5 while leaving institutional parity, policy implementation and sustained empowerment outcomes for further measurement.

Approval and publication

The responsible university units should validate facts and image reuse permissions before institutional approval. A public report should display its actual release date and the 2025 reporting period. No signature, policy commitment or approval is implied by this report.

Sources and photographic evidence

Evidence links and images were reviewed on 29 October 2026. Figures 1 to 4 reproduce the main images from the corresponding university articles. Images are included as source documentation, without inferring the gender or role of individuals from appearance.

01 KWT Setia Mekar dairy products and digital enterprise

UMS Rappang | Published 15 September 2025

[Read the source article](#)

[View the source image](#)

02 Training in cakes and social media for women in Polewali

UMS Rappang | Published 28 July 2025

[Read the source article](#)

[View the source image](#)

03 Funding announcement for women's empowerment in Sipodeceng

UMS Rappang | Published 25 July 2025

[Read the source article](#)

[View the source image](#)

04 Female Agribusiness student leading maggot-meal training

UMS Rappang | Published 5 August 2025

[Read the source article](#)

[View the source image](#)

05 United Nations SDG 5 reference

[Targets and indicators for gender equality](#)

06 University policy guide catalogue

[Repository entry for the prevention and response guide](#)

Catalogue year 2026. Not used as evidence of policy operation in 2025.

07 Sipodeceng village article

[Community service article published 3 October 2025](#)

Context only. Activity year and university attribution require confirmation.