

Equality of Rights and Accessibility Policy Interventions as Prevention of Sexual Violence against Persons with Disabilities: A Mixed Method Study

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Abstract

The primary issue in this study is the pervasive sexual abuse directed at students with disabilities at Indonesian colleges. This study aims to examine initiatives aimed at preventing sexual violence against students by evaluating Equality of rights and accessibility policies for individuals with disabilities in Indonesian universities. This research employs a combination of qualitative and quantitative methodologies. The research involved 30 informants selected through purposive sampling, comprising members of the Campus Honorary and Ethics Council, the Task Force Prevention and Handling of Sexual Violence (PHSV), sociologists, legal experts, lecturers, and students. Additionally, 677 respondents were chosen using random sampling techniques for the research sample. The data collection methods include distributing questionnaires, conducting observations, performing interviews, and reviewing paperwork. The stages of reduction, presentation, and conclusion are qualitative data analysis, whereas quantitative data analysis employed descriptive statistics utilizing JASP 0.19.0 software. The results of the study show that structural intervention through Equality of rights and accessibility policies for people with disabilities is an important thing to be done by university leaders, such as the provision of courses or seminars with a disability perspective, reporting services or channels, prevention guidelines, coordination mechanisms between units, socialization of anti-sexual violence, decent accommodation and sexual violence ambassadors. Intervention in the policy structure of Equality of rights and accessibility measures for individuals with impairments can mitigate sexual abuse against students with disabilities.

Keywords: *Equality of Rights; Accessibility; Sexual Violence; Disabilities.*

Introduction

This essay addresses the persistent issue of sexual abuse against students in higher education, highlighting that women with disabilities are the most vulnerable demographic (Dawson et al., 2024; Hammarlund et al., 2023a; Kor et al., 2023; Mailhot Amborski et al., 2022a; McMinn et al., 2024a), which is a global problem (Abrahams et al., 2014), including the state of Indonesia (Aprilianda et al., 2022). can be physical violence (Macleod et al., 2024; Parti et al., 2023; Phillimore et al., 2022; Tarzia et al., 2024a) and verbal violence (Bovill & Podpavec, 2023; Bows et al., 2024; Ledezma et al., 2020; Macleod et al., 2024), that have a physical, emotional, and psychosocial impact (Band-Winterstein et al., 2021a; Bovill & Podpavec, 2023; Rockowitz et al., 2023; Schrag et al., 2022).

Sexual violence may transpire in public spaces or familiar environments, such as universities (Bovill & Podpavec, 2023; Jacobson López, 2023; Jiménez et al., 2024a; Lee et al., 2022), who may be well-known by the victim (Herrenkohl et al., 2022; Jiménez et al., 2024a) or even unknown to the victim (Espelage et al., 2022a; Fileborn & O'Neill, 2023). It is crucial to acknowledge that sexual abuse typically transpires in locations deemed secure on campus (Crocker et al., 2020; Linder et al., 2020) done by a friend (Fineran, 2002) or a person of higher status (Hardt et al., 2023a) on the status of students, including lecturers, leaders, and educational personnel. Sexual violence in Indonesia is prevalent, although infrequently reported to the authorities (Chisholm et al., 2017a; Lundgren & Amin, 2015). News on social media at several universities in Indonesia shows the vulnerability of campuses, which have also become unsafe places for female students

Various researches show that men are more dominant as perpetrators and women are victims, such as adult female victims (Chisholm et al., 2017b), female students (Mekonnen & Wubneh, 2022) (Mulla et al., 2020), women who have the status of wives (Khalifeh et al., 2016), white women (Linder et al., 2020), teenage girls

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(Finnie et al., 2022) (Lundgren & Amin, 2015), daughter (Aprilianda et al., 2022) (Bjørnseth & Szabo, 2018), girlfriend (Rodenhizer & Edwards, 2019) (De La Rue et al., 2014), Adolescent girls (Ellsberg et al., 2018) (Espelage et al., 2022b) (Silveira et al., 2022) and in women with disabilities (Mailhot Amborski et al., 2022b). People with disabilities are the focus of this research.

Sexual violence against people with disabilities has a very negative impact (Parti et al., 2023; Walsh et al., 2012) For the victim, the results of the research (Ulloa et al., 2016) showing can cause trauma, even traumatize peers, descendants, victims' families, and even the community where the victim is located (Nobels et al., 2020), Research Results (Yosep et al., 2023) shows can have psychological, physical and social impacts, research results (Ghidei et al., 2022) show the victim feeling traumatized, embarrassed, uncomfortable, intimidated and feared, anxiety, research results (Henry et al., 2022; Herrenkohl et al., 2022) shows that the victim can blame himself. Despite its profoundly detrimental effects, victims seldom report their occurrences or pursue remedies (Rumble et al., 2020), not seeking help (Wright et al., 2022), not report the perpetrator (Mekonnen et al., 2022); Nonetheless, victims require safeguarding and support (Silveira et al., 2022), Especially if the victim is a person with a disability.

On this basis, various efforts must be made to prevent the impact on the victim (Yosep et al., 2023) in this study, especially students with disabilities on campus, so the efforts made must focus on students as victims (De Schrijver et al., 2018). Based on this problem, universities must intervene for prevention that focuses on students with disabilities, especially students with disabilities, so this study focuses on structural intervention through policies students with disabilities. Structural interventions are distinct from those examined by (Mainwaring et al., 2023), which concentrate on bystander or observer actions that have been studied by (McMahon & Banyard, 2012) and School-Centric Interventions (De La Rue et al., 2014); they possess originality by concentrating on research.

In Indonesia, people with disabilities consist of physical, cognitive, intellectual, mental and sensory disabilities (Hammarlund et al., 2023b); (Ghidei et al., 2023); (Martiny et al., 2021); (Mailhot Amborski et al., 2022c). People with physical disabilities have impaired motor functions such as amputation, paralysis, stroke, leprosy, paraplegia, and cerebral palsy (CP). People with intellectual disabilities have impaired mental functions due to low intelligence, such as slow learning, *down syndrome* and Grahita disability. People with mental disabilities are disturbances of emotions and behaviours, such as psychosocial (personality disorders depression, anxiety, schizophrenia, bipolar,) and developmental disabilities (hyperactivity, autism). Meanwhile, people with sensory disabilities have disturbances in one of the functions of the five senses, such as hearing disabilities, visual disabilities, and speech disabilities.

Based on the conviction, it is important to address sexual harassment of persons with disabilities in universities in Indonesia, through the Equality of Rights and Accessibility Policy for Disabilities as a form of structural intervention for students with disabilities in order to avoid sexual violence in universities. The research challenge is the development of a systemic intervention to address sexual violence against students with disabilities in Indonesian universities. The explicit objective of this study is to address the following enquiries:

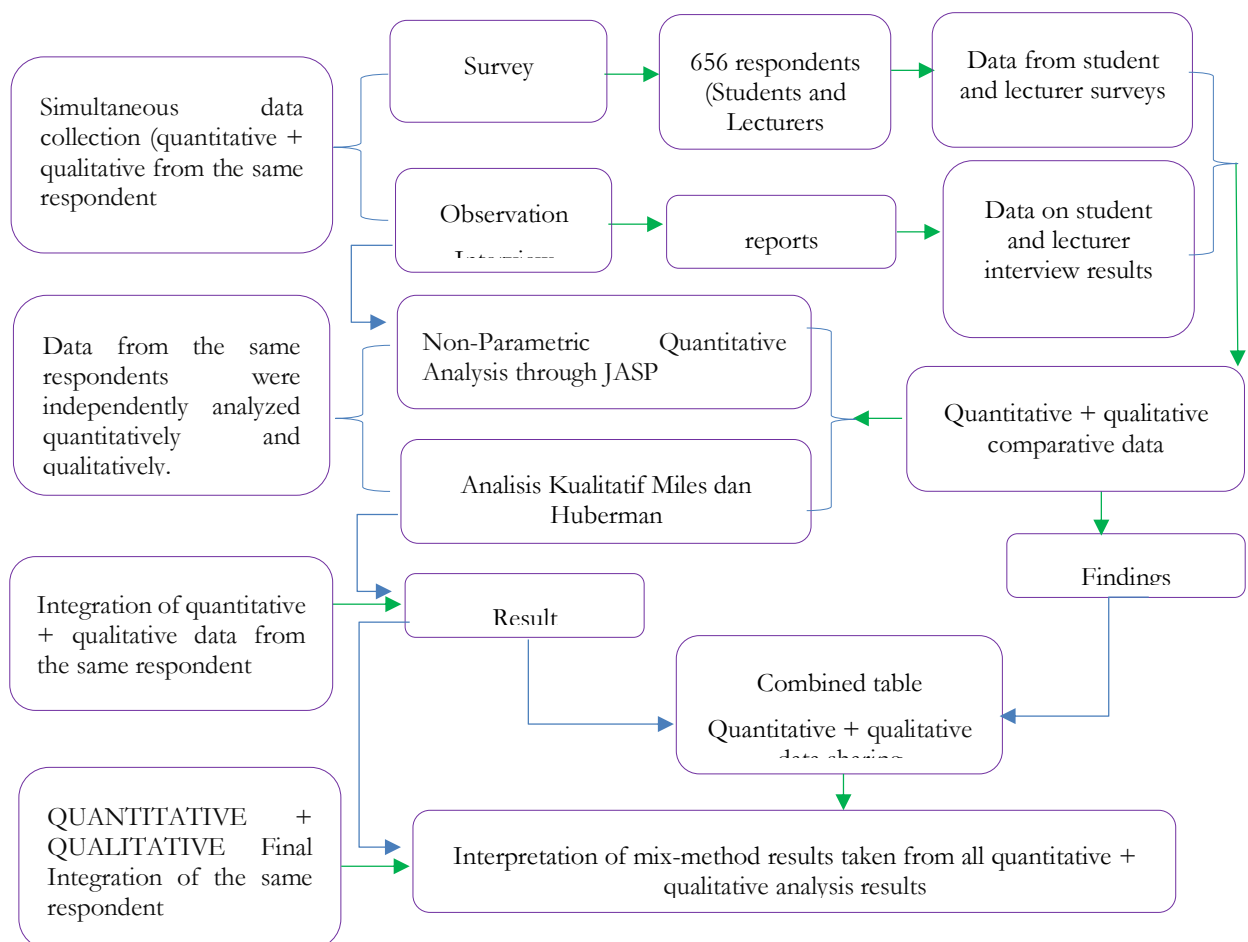
1. Have you ever seen, heard or experienced a case of sexual violence in college?
1. What form of sexual violence have you experienced while studying in college?
2. What are the efforts to prevent sexual violence that university leaders can carry out?
3. What are the efforts to prevent sexual violence that can be carried out by student actors in college?
4. Does the campus provide courses with a disability perspective?
5. Does the campus hold a seminar on the theme of law from a disability perspective?
6. Does the campus provide socialized sexual violence reporting services or channels to all students

with disabilities on campus?

7. Does the campus provide guidelines for the prevention of sexual violence against people with disabilities on campus?
8. Does the campus provide a coordination mechanism between units in preventing sexual violence against people with disabilities on campus?
9. Does the campus organize anti-sexual violence socialization activities on campus, including for people with disabilities?
10. Does the campus offer sufficient accommodations for individuals with disabilities?
1. Does the campus establish sexual violence ambassadors for people with disabilities?

Method

This research employs a combination of qualitative and quantitative methodologies. The initial phase of the concurrent embedded methodologies model employs quantitative research techniques, whereas the subsequent phase utilizes qualitative research methods concurrently, albeit with varying emphasis.



Participants

The researcher employed purposive sampling in their qualitative method, The study involved 30 individuals, including members of the Campus Honour and Ethics Council, the Task Force PHSV, sociologists, legal experts, lecturers, and students. Additionally, the quantitative research utilised a simple random sampling technique with a total of 656 respondents from six universities in Indonesia. The characteristics of student respondents were 199 (34.37) university A, 432 (75.92) female, 186 (32.69) in semester VI, and 316 (55.54) years of education.

Table 1. Characteristics of affiliation, gender, semester and length of education

Variable		Student		Lecturer		Pimpinan		Total	
		N	(%)	N	(%)	N	(%)	N	(%)
Affiliation (College)	A	199	34.37	24	30.77	8	26.67	231	34.12
	B	79	13.64	15	19.23	6	20.00	100	14.77
	C	68	11.74	11	14.10	4	13.33	83	12.26
	D	78	13.47	8	10.26	2	6.67	88	13.00
	E	72	12.44	8	10.26	4	13.33	84	12.41
	F	73	12.61	12	15.38	6	20.00	91	13.44
		569	100	78	100	30	100	677	100
Gender	Man	137	24.08	45	61.64	12	40	194	28.66
	Woman	432	75.92	33	45.21	18	60	483	71.34
		569	100	78	100	30	100	677	100
Semester	I	22	3.87						
	II	117	20.56						
	III	41	7.21						
	IV	56	9.84						
	V	66	11.60						
	VI	186	32.69						
	VII	33	5.80						
	VIII	32	5.62						
	IX	16	2.81						
It takes a long time to study	1-2 Years	238	41.83						
	3-4 Years	316	55.54						
	> 4 Years	15	2.64						
Total		569	100	78	100	30	100	677	100

Data Collection

The research instrument for quantitative data collection uses a *Google form* distributed to students and lecturers, totalling 656 respondents from 6 universities in Indonesia. The questionnaire was created using the Guttman scale with "yes" and "no" answers. Meanwhile, the qualitative instrument uses semi-structured interviews with 12 informants consisting of students involved in Task Force PHSV, the Task Force PHSV Lecturer Team and campus leaders, semi-structured interviews (Hanewald et al., 2020). The subsequent indicators pertain to the study on the preventative dimension of sexual violence involving student participants:

Equality of rights and accessibility for people with disabilities	Providing courses with a disability perspective
	Providing seminars on the theme of law with a disability perspective
	Sexual violence reporting services or channels are socialized to all students with disabilities on campus.
	Providing prevention guidelines for people with disabilities on campus.

Provide an inter-unit coordination mechanism for people with disabilities on campus
Organizing anti-sexual violence socialization activities on campus, including for people with disabilities
Providing appropriate accommodation for persons with disabilities
Establishing sexual violence ambassadors for people with disabilities

Data Analysis

Quantitative data analysis using descriptive analysis through non-parametric statistical tests using JASP 0.19.0 software. Non-parametric statistical tests to see the characteristics of affiliation, gender, semester, length of education, student knowledge, and types of sexual violence seen/heard/experienced by students and preventive actors, lecturers and students. Qualitative data analysis uses Miles and Huberman analysis for data analysis, condensation, display, and confirming data conclusions (Asad et al., 2022).

Results

The findings of the research include quantitative findings and qualitative findings together, including (1) findings of knowledge of students and lecturers on the existence of sexual violence, including indicators of seeing sexual violence directly during their education in higher education, hearing cases of sexual violence and experiencing sexual violence, (2) findings of types of sexual violence seen/heard/experienced by students from 10 indicators of types sexual violence, (3) Intervention in the Policy of Equality of Rights and Accessibility for Persons with Disabilities.

Survey Findings

Knowledge of the Existence of Sexual Violence

The quantitative findings of Table 2 reported that students who had seen sexual violence firsthand while studying at Higher Education 154 (22.75), heard about 227 cases of sexual violence (33.53) and experienced sexual violence 22 (3.87).

Table 2. Student knowledge of sexual violence cases

Variable	Student		Lecturer		Pimpinan		Pimpinan	
Melihat kekerasan seksual	N	(%)	N	(%)	N	(%)	N	(%)
Yes	63	11.07	72	92.31	19	63.33	154	22.75
No	506	88.93	6	7.69	11	36.67	523	77.25
Hearing cases of sexual violence								
Yes	137	24.08	67	85.90	23	76.67	227	33.53
No	432	75.92	11	14.10	7	23.33	450	66.47
Experiencing sexual violence								
Yes	22	3.87	0	0	0	0	22	3.87
No	547	96.13	0	0	0	0	547	96.13
Total	569	100	78	100	30	100	677	100

The findings in Table 2 explain that sexual violence still occurs in students during their studies in higher education even though it is still in the low category, namely 3.87 who directly experience sexual violence. However, specific data on the type of sexual violence experienced by respondents has not been obtained.

Types of Sexual Violence in Students

The quantitative findings of Table 2 reported that students who experienced sexual violence were more dominant in the type of sexual violence, behaving or expressing speech that discriminated or harassed a woman's physical appearance, body or identity (e.g., sexist jokes, whistling, and looking at female body parts according to 423 student respondents (62.48), compared to other relatively less types of sexual violence such as undressing a person without the person's permission which is only 8 (1.18).

Table 3 Types of sexual violence seen/heard/experienced

Variable		Student		Lecturer		Pimpinan		Total	
		N	%	N	%	N	%	N	%
Behaviour or speech that discriminates against or harasses a woman's physical appearance, body, or identity (e.g., sexist jokes, whistling, and looking at female body parts)	Yes	350	61.5	62	79.4	11	36.6	423	62.4
	No	219	38.4	16	20.5	19	63.3	254	37.5
Touching, rubbing, touching, holding, and rubbing body parts on a woman's private area	Yes	34	5.98	14	17.9	6	20.0	54	7.98
	No	535	94.0	64	82.0	24	80.0	623	92.0
Sending jokes, photos, videos, audio or other material that is sexual without the consent of the recipient, even though the recipient of the material has reprimanded the perpetrator	Yes	78	13.7	26	33.3	5	16.6	109	16.1
	No	491	86.2	52	66.6	25	83.3	568	83.9
Stalking, retrieving, and disseminating personal information, including images, without the woman's consent	Yes	48	8.44	11	14.1	3	10.0	62	9.16
	No	521	91.5	67	85.9	27	90.0	615	90.8
Giving punishments or orders that are sexually nuanced to women (such as during new student admissions, during classroom learning or distance lectures, in daily life, and so on)	Yes	27	4.75	5	6.41	2	6.67	34	5.02
	No	542	95.2	73	93.5	28	93.3	643	94.9
Peeping at a woman dressed	Yes	11	1.93	11	14.1	3	10.0	25	3.69
	No	558	98.0	67	85.9	27	90.0	652	96.3
Undressing someone without their permission	Yes	5	0.88	2	2.56	1	3.33	8	1.18
	No	564	99.1	76	97.4	29	96.6	669	98.8
Persuading, promising, offering something, or threatening a woman to carry out transactions or sexual activities that the woman does not approve	Yes	43	7.56	14	17.9	4	13.3	61	9.01
	No	526	92.4	64	82.0	26	86.6	616	90.9
Forcing women to engage in sexual activity or attempting rape	Yes	21	3.69	2	2.56	2	6.67	25	3.69
	No	548	96.3	76	97.4	28	93.3	652	96.3
Committing other acts that degrade, insult, harass, and attack a person's body and reproductive function	Yes	99	17.4	14	17.9	8	26.6	121	17.8
	No	470	82.6	64	82.0	22	73.3	556	82.1
Total		569		78		30		677	

Table 4. Equality of rights and accessibility for students with disabilities

Equality of rights and accessibility for people with disabilities		Student		Lecturer		Pimpinan		Total	
		Yes	N	%	N	%	N	%	N
Providing courses with a disability perspective	No	534	93.85	76	97.44	30	100	640	95
	Yes	35	6.15	2	2.56	0	0	37	5
Providing seminars on the theme of law with a disability perspective	No	534	93.85	76	97.44	30	100	640	95
	Yes	35	6.15	2	2.56	0	0	37	5
Reporting services or channels are socialized to all disabilities on campus	No	521	91.56	70	89.74	30	100	621	92
	Yes	48	8.44	8	10.26	0	0	56	8
Providing prevention guidelines for people with disabilities on campus	No	498	87.52	65	83.33	30	100	593	88
	Yes	71	12.48	13	16.67	0	0	84	12
Providing an inter-unit coordination mechanism for people with disabilities on campus	No	438	76.98	54	69.23	26	86.67	518	77
	Yes	131	23.02	24	30.77	4	13.33	159	23
Organizing anti-sexual violence socialization activities on campus, including for people with disabilities	No	549	96.49	71	91.03	28	93.33	648	96
	Yes	20	3.51	7	8.97	2	6.67	29	4
Providing appropriate accommodation for persons with disabilities	No	436	76.63	72	92.31	28	93.33	536	79
	Yes	133	23.37	6	7.69	2	6.67	141	21
Establishing sexual violence ambassadors for people with disabilities	No	405	71.18	65	83.33	25	83.33	495	73
	Yes	164	28.82	13	16.67	5	16.67	182	27
Total		N	569		78		30		677

The quantitative findings of Table 4 reported that the dominant respondents wanted to organize anti-sexual violence socialization activities on campus, including for people with disabilities 648 (96), provide courses or seminars with a disability perspective 640 (95), Facilitated reporting services or channels for sexual violence for all students with disabilities on campus 621 (92), Establishing protocols for people with disabilities on campus 593 (88), Providing appropriate accommodation for persons with disabilities 536 (79), Providing an inter-unit coordination mechanism for people with disabilities on campus 518 (77) and formed a sexual violence ambassador for persons with disabilities 495 (73). However, organizing anti-sexual violence socialization activities on campus, including for people with disabilities, is considered the most urgent thing to do in higher education.

The interview findings concerning providing courses incorporating a disability perspective, conducted with the Higher Education Honour and Ethics Council, the Task Force PHSV, legal experts, sociologists, and lecturers from three Indonesian universities, yielded data.:

Courses with a disability perspective should ideally exist in higher education as courses given to every student pursuing education in higher education so that every academic community, both leaders, lecturers, education staff and students know and understand that people with disabilities on campus are an element that must be considered if it cannot be in the form of courses. It can be done in other ways, such as integrating courses with insights about having a disability perspective in every semester learning plan made by lecturers in each course at the study program level, faculty and university (Interview, 2024).

The interview findings concerning the organization of a seminar on the theme of law from a disability perspective involving the Honorary and Ethics Council of Higher Education, the Task Force PHSV, legal experts, sociologists, and lecturers from three Indonesian universities, yielded the following data:

In general, campuses in Indonesia do not all provide law courses with a disability perspective but integrate a disability perspective in every compulsory and elective course in higher education. In addition, several campuses have conducted seminars related to disability associated with law or seminars with the theme of law with a disability perspective. However, discussions on the perspective of disability conducted by lecturer actors are still sporadic because there are still relatively few students with disabilities in universities, so they

rarely get attention from lecturer actors, although students need to avoid the danger of sexual violence (Interview, 2024).

The results of interviews concerning the service or channel for reporting sexual violence were disseminated to all students with disabilities on campus in collaboration with the Higher Education Honour and Ethics Council, the Task Force PHSV, legal experts, sociologists, and lecturers from three Indonesian universities.:

According to the policy established by the Minister of Education, university leaders are mandated to offer services to individuals with disabilities and to report any incidents of sexual violence perpetrated by lecturers, educational staff, or campus residents against students. Individuals with disabilities can easily submit complaints via various reporting channels; each campus offers different methods, including website links, telephone, WhatsApp, and barcode scans, all directly linked to the Task Force PHSV in higher education (Interview, 2024).

The interview findings concerning guidelines for preventing sexual violence against individuals with disabilities on campus, in collaboration with the Higher Education Honour and Ethics Council, the Task Force PHSV, legal experts, sociologists, and lecturers from three Indonesian universities, yielded data.:

After the Task Force PHSV is formed, the next step taken is to make guidelines, which are followed up based on the rector's decree regarding the formation of the Task Force PHSV in the guidelines; There are many important points including an explanation of the form, how to prevent it, reporting and handling it, accompanying, recovery or victim protection, how to the rights of victims, witnesses and perpetrators and various levels of sanctions that can be given to perpetrators or reported persons (Interview, 2024).

The interview findings pertain to the establishment of a coordination mechanism among units for the prevention of sexual violence against individuals with disabilities on campus, in conjunction with the Higher Education Honour and Ethics Council, the Task Force PHSV, legal experts, sociologists, and lecturers from three Indonesian universities, which yielded data.:

Collaboration between units is facilitated through coordination with internal campus entities, including the ethics council, legal aid organizations, and psychological support services. Furthermore, it coordinates with external campus entities, including women's empowerment organizations, law enforcement agencies, and legal institutions. Universities implement this to engage all parts of the dictionary or academic community (Interview, 2024).

The results of interviews concerning the execution of anti-sexual violence socialization initiatives on campus, inclusive of individuals with disabilities, in collaboration with the Honorary and Ethical Council of Higher Education, the Task Force PHSV, legal experts, sociologists, and faculty from three Indonesian universities yielded data:

Universities continue to carry out anti-sexual violence socialization activities with all students, including people with disabilities; this is done in various ways, such as socialization at the time of new student admissions, filling out sexual violence modules, socialization in student activities, socialization with all faculty leaders and lecturers, socialization through speech boards, socialization through brochures and socialization of banners placed on strategic places that can be accessed by all students, including students with disabilities (Interview, 2024).

The results of interviews concerning the establishment of sexual violence ambassadors for individuals with disabilities, in collaboration with the Honorary and Ethical Council of Higher Education, the Task Force PHSV, legal experts, sociologists, and lecturers from three Indonesian universities, yielded data:

In substance, everyone, anyone, both lecturers and students, can become an ambassador of sexual violence who continues to move to socialize the prevention of sexual violence in students, even though they do not have formal legality related to their identity. However, anyone who has concerns about cases of sexual violence has automatically become an ambassador of sexual violence. This sexual violence ambassador has

activities such as making short videos that are spread through social media such as Instagram, Facebook, TikTok and YouTube (Interview, 2024).

Field observation findings and documents at four universities related to Equality of rights and accessibility for students with disabilities were obtained, namely:

The three universities that examined the Task Force PHSV records have primarily focused on students with disabilities. In comparison, none of the four universities have addressed situations of sexual violence involving individuals with disabilities as either victims or perpetrators. Nonetheless, attention is allocated without differentiating between regular students and students with disabilities, as all students are permitted to participate in lectures and seminars without discrimination. Students with disabilities receive particular accommodations in the educational process, such as accessible pathways and restrooms, although not all universities provide these due to budgetary and spatial constraints (Observation, 2024).

Discussion

Students with disabilities are students with physical limitations (Hammarlund et al., 2023b) (Ghidei et al., 2023) (Martiny et al., 2021), Intellectual property (Ghidei et al., 2023) (McMinn et al., 2024b) (Hammarlund et al., 2023b), mental, or sensory (Hammarlund et al., 2023b) (Mailhot Amborski et al., 2022c) carried from birth or due to an accident, so that they experience obstacles or difficulties in interacting or communicating (Ghidei et al., 2023), Difficulties in establishing relationships (Collaton et al., 2024a), difficulties in education or learning (McMinn et al., 2024b), even to physical and mental difficulties (Harden et al., 2022) and academic difficulties (Tarzia et al., 2024b). Student identities such as disability status intersect with each other, affecting students' experiences of being oppressed as a subgroup of identities (Campbell et al., 2023) or marginalized population groups (Fethi et al., 2023). Students with disabilities cannot participate or be fully involved like other students but still have the same rights as other students. A study (Mailhot Amborski et al., 2022c) shows that those with disability do not disclose the sexual violence experienced because they do not understand the rights they have.

Several studies highlight that female students experience more sexual violence than male students (Jiménez et al., 2024b) (Melgar et al., 2021) (Tarzia et al., 2024b) (Flecha, 2021). Fewer highlight women with disabilities who are more likely to experience sexual violence compared to ordinary women, and still less focus on disability (Forsdike & Giles, 2024). In campus life, students with disabilities experience double discrimination that is more severe than discrimination against other female students (Mailhot Amborski et al., 2022c). Students with disabilities experience discrimination due to rejection or social stigma in society (McMinn et al., 2024b); it can even be blamed because it is considered the cause of the harassment (Band-Winterstein et al., 2021b). Disabilities will experience double discrimination starting from the family environment, the community and the educational environment on campus, which can give birth to sexual violence. Therefore, universities must strive to eliminate stigma and increase awareness (Tarzia et al., 2024b) of all campus residents. If it is not addressed, it further poses a significant risk to life compared to those who do not have disabilities (Mailhot Amborski et al., 2022c).

Fewer studies have highlighted structural interventions through Equality of rights and accessibility policies for people with disabilities. Our findings support other findings that suggest structural interventions are needed to carry out prevention, such as bystander interventions (Mainwaring et al., 2023), Observer intervention (McMahon & Banyard, 2012) and School-Based Intervention (De La Rue et al., 2014) to prevent it from happening in the campus environment.

In addition, this study shows that the policy of Equality of rights and accessibility for people with disabilities is an essential thing for university leaders to do. Based on research, lecturers and students generally want a policy of equal rights and accessibility for people with disabilities. In particular, this study provides new additional findings that show that universities in Indonesia urgently need to provide particular interventions for students with disabilities on campus. Regarding the researcher's knowledge, this study is the first to show the findings of a particular intervention for students with disabilities on campus in the form of Equality of rights and accessibility policies for people with disabilities.

However, the limitations of the indicators from our study limit our ability to further explore Equality of rights and accessibility policies for people with disabilities. These findings specifically pay attention to eight indicators, namely (1) universities provide courses with a disability perspective, (2) universities provide law-themed seminars with a disability perspective, (3) universities provide socialized sexual violence reporting services or channels to all students with disabilities on campus (4) Universities provide prevention guidelines for disabilities on campus, (5) universities provide coordination mechanisms between units in the prevention of sexual violence to persons with disabilities on campus, (6) universities organize anti-sexual violence socialization activities on campus, including to persons with disabilities, (7) universities provide appropriate accommodation for persons with disabilities, (8) establish sexual violence ambassadors for persons with disabilities.

These findings complement the growing literature highlighting sexual violence against women with disabilities (Fang et al., 2022; Hammarlund et al., 2023a; Lövgren & Ineland, 2024; Mailhot Amborski et al., 2022d; Sasseville et al., 2022; Sutherland et al., 2024; Walter et al., 2024). However, it should also be noted that this finding is only based on three universities in Indonesia, so a larger sample of universities is still needed. However, this does not mean that our findings are not significant in overcoming sexual violence against students in universities; in fact, these findings are a reference for universities in Indonesia in constructing policies of Equality of rights and accessibility for all students and especially for people with disabilities. Policies concerning the Equality of rights and accessibility for individuals with disabilities, are significantly shaped by gender and social constructs encompassing disability status (Dawson et al., 2024)

Although there have been no reports of people with disabilities experiencing sexual violence in a sample of three universities, prevention activities are more important than handling disability cases. Studies (Hardt et al., 2023b) recommend prevention through increased awareness and education, increased sanctions and tackling harmful masculinity to strengthen gender equality, while (Woolweaver et al., 2024) recommend sexuality education and skills-based interventions or by being directly involved in the educational process (Collaton et al., 2024b), (Molstad et al., 2023) recommend psychoeducation or supportive interventions, (Espelage et al., 2022c) recommend observer interventions, (McCall et al., 2024) recommend an institutional approach, while (Mailhot Amborski et al., 2022d) recommend sexual violence education in the curriculum. Our findings found that students are very optimistic about the Equality of rights and accessibility policies for people with disabilities provided by campus leaders to prevent sexual violence. This happens because the prevention of sexual violence in higher education is the primary concern of Indonesia's minister of education, campus leaders, lecturers, students and even the community in general.

Conclusion

Providing courses or seminars with a disability perspective, reporting services or channels, prevention guidelines, coordination mechanisms between units, anti-sexual violence socialization, appropriate accommodation, and sexual violence ambassadors are structural preventive efforts through Equality of rights and accessibility policies for people with disabilities in Higher Education. This research has a positive impact on the prevention of sexual violence against students with disabilities through Equality of rights and accessibility policies for people with disabilities.

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