WALAILAK UNIVERSITY

SDG REPORT 2025-2026



Times Higher Education Sustainability Impact Ratings 2026

SUSTAINABLE DEVELOPMENT GOALS

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10 REDUCED INEQUALITIES

SDG 10 : REDUCED INEQUALITY

PROMOTING NON-DISCRIMINATORY ADMISSIONS AND EQUAL ACCESS



Discrimination based on nationality, ethnicity, family background, gender, disability, socioeconomic status, sexual orientation, religion, age, or other personal circumstances can create unequal opportunities for qualified applicants and may prevent individuals from entering and participating in higher education on an equal basis. A diagnostic approach to admissions is therefore important for identifying potential barriers, examining whether admission practices provide equal opportunities, and ensuring that selection processes do not unfairly disadvantage particular groups.



To reinforce this commitment, WU enacted the Policy on Women's Access and Participation in Higher Education, B.E. 2569 (2026), as a separate and updated policy derived from the 2024 Policy on Gender Equality. The policy provides an institutional framework for promoting gender equality, non-discrimination, equal treatment, respect, and protection from discrimination and harassment.

against applicants on the basis of race, nationality, ethnicity, skin color, family background, religion, belief, social status, gender, sexual orientation, age, disability, or other personal circumstances.

The University's non-discriminatory admissions approach supports inclusive access to higher education for groups that may experience structural or social barriers to educational participation. This includes women, LGBTQ+ individuals, people with disabilities, international applicants, first-generation students, economically disadvantaged students, and other underrepresented groups.



Evidence of WU's commitment to widening access can be seen in the diversity of its student population. In 2025, 14,065 students were enrolled at WU, including 9,986 female students. The participation of women on this scale demonstrates the University's contribution to expanding educational opportunities and supporting gender-inclusive access to higher education.

WU also supports access for students who are the first members of their families to pursue higher education. In 2025, 1,890 first-generation students started a degree at WU, including 1,587 first-generation women. First-generation students may face educational and social barriers associated with limited family experience of university education. By providing opportunities for these students to enter university, WU contributes to widening participation, first-generation student inclusion, educational mobility, equal access, social equity, and intergenerational educational opportunity.

The University also promotes international and multicultural access to higher education. In 2025, WU welcomed 203 international students from developing countries, including students from Myanmar, Afghanistan, Indonesia, China, Pakistan, Nepal, Ethiopia, Nigeria, Uganda, and Egypt. The admission and participation of students from diverse national and cultural backgrounds contribute to an inclusive and multicultural academic environment. By welcoming international students, particularly those from developing countries, WU supports international student inclusion, cultural diversity, equal educational opportunity, internationalization of higher education, social integration, and reduced inequalities in access to education.





WU's commitment to equal access also extends to students who may experience financial barriers. Financial assistance can help ensure that socioeconomic circumstances do not prevent qualified students from entering or continuing higher education. In 2025, 749 female students received scholarships, while 19 international students from developing countries received financial support. These measures support educational equity, socioeconomic inclusion, financial accessibility, equal opportunity, student inclusion, and reduction of educational inequalities. Overall, WU's diagnostic and non-discriminatory admissions approach









helps create a more inclusive and equitable higher education environment by reducing barriers to participation and ensuring that qualified applicants have fair opportunities to access education. By supporting women, first-generation students, international students, students with disabilities, economically disadvantaged students, and other underrepresented groups, WU contributes to greater educational equity, social inclusion, diversity, and upward social mobility. These efforts also strengthen the University's commitment to ensuring that personal circumstances do not limit an individual's opportunity to pursue higher education and achieve their full potential.

ACCESSIBLE FACILITIES AND INCLUSIVE SUPPORT FOR DISABLED PEOPLE

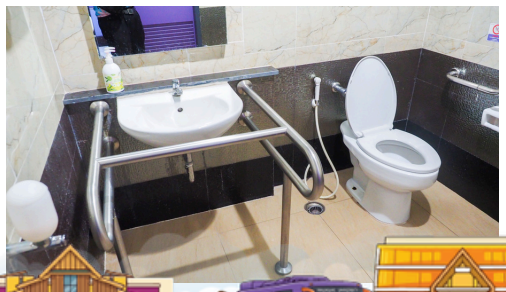


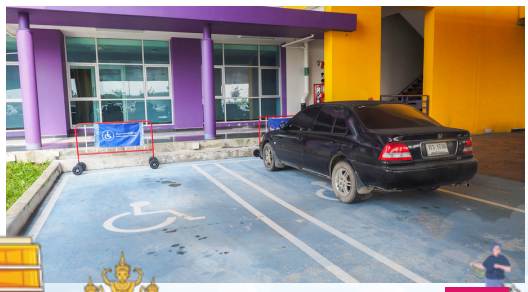
People with disabilities may face physical, environmental, and educational barriers when accessing university facilities and participating fully in campus life. Conducting a diagnostic assessment of accessibility barriers is important for identifying areas where improvements are needed, as inadequate accessibility can restrict mobility, independence, safety, and equal participation in education. Recognizing the importance of accessibility, WU continues to provide and strengthen accessible facilities and support mechanisms for people with disabilities across its campus.

To promote equal access, inclusion, accessibility, and non-discrimination, WU provides accessible facilities throughout the university campus. The university has 45 accessible toilets covering all buildings across the campus, enabling people with disabilities to access essential sanitation facilities conveniently and safely. In addition, WU provides 13 elevators for people with disabilities, supporting accessible movement between different floors of university buildings. The university also provides 45 designated parking areas for people with disabilities covering all buildings across the campus, helping improve convenient and safe access to university facilities.

Physical accessibility is further supported through 41 ramps for people with disabilities across the university. These facilities help reduce physical barriers and enable wheelchair users and people with mobility limitations to move between buildings and other areas of the campus more independently.







WU also recognizes that accessibility extends beyond physical infrastructure to include accessible education and learning resources. The Center for Library Resources and Educational Media provides Braille books and audiobooks for students and staff with disabilities, supporting equal access to information, educational materials, and academic resources.



Through these measures, WU demonstrates its commitment to creating an inclusive, accessible, and disability-friendly university environment. By combining accessible infrastructure, assistive and accessible learning resources, and inclusive accommodation arrangements, WU works to reduce barriers and promote equal opportunities, social inclusion, accessibility, universal design, independent living, and participation for people with disabilities. These efforts support the university's broader commitment to ensuring that all members of the university community can access education, facilities, services, and campus life without discrimination or unnecessary barriers.

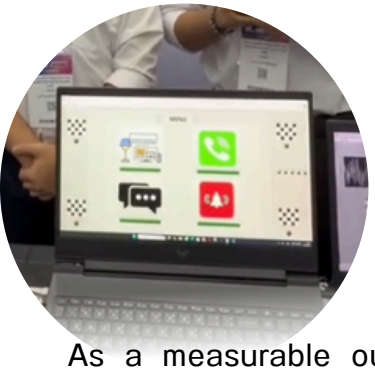
STRENGTHENING DISABILITY SUPPORT THROUGH ASSISTIVE INNOVATION



People with severe physical disabilities may face significant barriers to communication, mobility, access to information, digital services, and participation in education and everyday activities. Diagnosing and understanding these accessibility barriers is an important step in identifying appropriate disability support services and developing effective solutions. Without appropriate disability support services, accessible facilities, learning resources, and assistive technologies, these barriers can limit equal opportunities, independence, social participation, and quality of life.

In addition to providing accessible facilities and learning resources, WU promotes innovation and assistive technology to support people with severe physical disabilities. Oneexample is LIGHTBRAIN, an innovative brain-computer interface (BCI) system designed to support communication and control for people with severe physical disabilities. The system demonstrates how assistive technology and digital innovation can help address accessibility challenges and create opportunities for individuals with significant physical limitations to communicate, interact with technology, and participate more independently.

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LIGHTBRAIN was developed by third-year students from the School of Informatics, WU, demonstrating WU's commitment to applying technology, student innovation, and interdisciplinary knowledge to real-world accessibility challenges. The development of the system also provides students with an opportunity to contribute to inclusive innovation by designing technology that responds to the needs of people with disabilities. As a measurable outcome of WU's support for student innovation and assistive technology development, LIGHTBRAIN received a Gold Medal at the national level at the Thailand New Gen Inventors Award 2026 (I-New Gen Award 2026). This achievement provides measurable evidence of the effectiveness of WU's efforts to promote technological innovation and the development of solutions that support people with disabilities and improve accessibility.



Through initiatives such as LIGHTBRAIN, WU strengthens its approach to disability support services, assistive technology, accessibility, digital accessibility, inclusive education, equal opportunity, communication support, independence, and social participation.

MENTORING AND SUPPORT FOR UNDERREPRESENTED GROUPS



Students, staff, and faculty from underrepresented groups may experience barriers that limit their equal participation and opportunities within higher education. Without appropriate mentoring, counselling, scholarships, academic assistance, health services, and peer support, individuals from underrepresented groups may face greater difficulties accessing university resources, participating fully in academic life, maintaining satisfactory academic performance, and completing their studies.

Through diagnostic analysis of the needs, experiences, and barriers faced by underrepresented groups, universities can identify areas where additional support and targeted interventions may be required. Recognizing these challenges, WU provides a range of mentoring, counselling, scholarship, tutoring, health, and peer support programmes designed to support students from diverse and underrepresented backgrounds and strengthen their participation and success in university life.

Mentoring and Counselling Schemes



WU provides mentoring and counselling services to support students from diverse backgrounds and help them overcome personal, academic, social, and financial challenges. The University's mentoring schemes are available to students from a wide range of backgrounds, including women, students from low-income or financially disadvantaged families, non-traditional students, LGBT students, students with disabilities, students from ethnic groups, and other underrepresented groups.

The Smile and Smart Center, under the Division of Student Support and Development, provides mentoring and student support services through both face-to-face and online channels. By offering multiple channels of support, WU enables students to seek assistance in ways that are accessible and comfortable for them. The approach promotes student well-being, equal access to support services, social inclusion, and student retention, while helping students from underrepresented groups remain engaged in university life.



Scholarships for Students from Underrepresented and Disadvantaged Groups

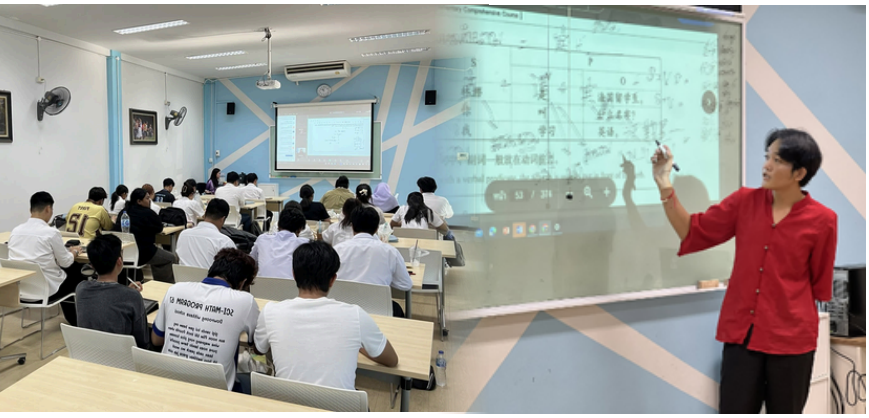


Scholarship support is provided to women, financially disadvantaged students, LGBT students, students with disabilities, and other students who require financial assistance. By reducing financial barriers, these scholarships help students access and remain in higher education regardless of their socioeconomic circumstances.

The scholarship scheme contributes to equal opportunity, financial inclusion, educational equity, social mobility, and non-discriminatory access to education. It also supports students from underrepresented groups in continuing their studies and improving their prospects for successful completion and future employment.

WU Tutor Scheme and Peer Academic Support

WU provides the WU Tutor Scheme, which offers academic assistance and peer support to help students improve their academic performance.



The scheme supports students from diverse and potentially underrepresented backgrounds who require additional academic support. Through tutoring, mentoring, and peer-to-peer learning, students receive assistance in addressing academic gaps and strengthening their learning outcomes.

The WU Tutor Scheme also encourages students to learn from and support one another. Peer tutors and academic staff can provide guidance tailored to students' learning needs, helping create a more inclusive learning environment in which students from different backgrounds can participate and succeed.



Women's health programmes, including preventive health services, HPV vaccination, menstrual health support, and sanitary napkin distribution, provide practical assistance that can contribute to women's well-being and participation in university life. By making health support accessible within the university environment, WU helps reduce barriers related to health, gender, socioeconomic disadvantage, dignity, and educational participation.

WU's approach to supporting underrepresented groups extends beyond a single programme. Through mentoring, counselling, scholarships, tutoring, peer support, health services, and targeted assistance, WU seeks to address multiple barriers that may affect students' participation and educational outcomes.

By supporting students from underrepresented groups throughout their university journey, WU contributes to an environment in which individuals can access education, participate fully, receive appropriate support, improve their academic performance, remain engaged, and successfully progress toward graduation. These initiatives demonstrate the University's commitment to reducing inequality within higher education and ensuring that differences in socioeconomic status, gender, disability, ethnicity, sexual orientation, or personal circumstances do not become barriers to educational opportunity.