

2023



**UN SDG Research Project Competition**  
SDG16 Peace, Justice and Strong Institutions

# **Promoting Rights of Persons with Mental and Physical Disabilities on Campus from the Perspective of Soka Education**

**— a Case Study of the TSA-NTU SDGs Exhibition**

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# Outline



## Purpose:

Alternative approach centered on **grassroots activism** to promoting the norm of "**reasonable accommodation**"



## Hypothesis:

- ◆ "**People-centered**" **Soka education** in universities
- ◆ More informed of the issues associated with disabilities
- ◆ Motivated to **take and reflect on the corresponding action**



## Design and Procedures:

TSA-NTU SDGs Exhibition and its survey



## Results and Conclusion:

- ◆ Deeper understanding of the disabilities by exhibition
- ◆ Promoting wider non-discriminative practices
- ◆ Proposing three next steps in universities

# Mental and Physical Disabilities Problem

I can not hear clearly what teacher is saying even though I already wear hearing aids.



# Convention on the Rights of Persons with Disabilities



## Reasonable Accommodation

Making modifications and adjustments to the needs of persons with disabilities without causing too much burden to others.

**Boundary of "Reasonable"**

# Purpose



TARGET	16·B
	
PROMOTE AND ENFORCE NON-DISCRIMINATORY LAWS AND POLICIES	



# Hypothesis

(Target Audience: College Students)



'Take action'



'Practice reflexivity'

Fig. 1

"People-centered" Soka education in universities



# Research Design and Procedures

## Survey of exhibition guides



**Fig. 2** TSA-NTU SDGs Exhibition



The issue of disabilities on campus



Discuss more different topics



Young students take action

# Empirical Case: TSA-NTU SDGs Exhibition

Date : 2022/9/26 - 10/1  
The number of visitors : 522



**Fig. 3** Introduce the importance of "consciousness revolution".



**Fig. 4** Discuss the issue of mental and physical disabilities.



# TSA-NTU SDGs Exhibition



**Fig. 5** An interactive game of "Empathy"



**Fig. 6**

A video interviewing two NTU students with disabilities



# TSA-NTU SDGs Exhibition



- *Interactive games are more receptive and enable more people to resonate with our cause.*
- *I'm more aware that empathizing with challenges faced by people with disabilities is what they want. They are not different, nor do they need pity.*
- *Many visitors told me that many encounters of the students with disabilities we presented were unheard of, or some issues never crossed their minds.*



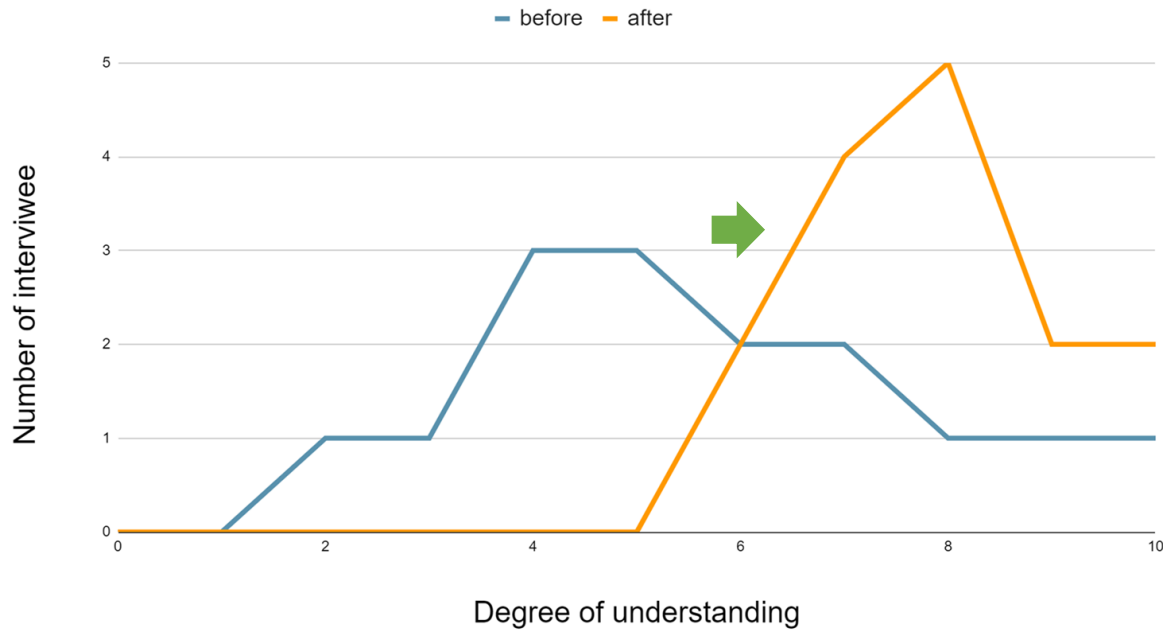
**Fig. 7**

**Wearing hearing aids is not enough for students with hearing impairments in a large classroom.**

# Results and Conclusion

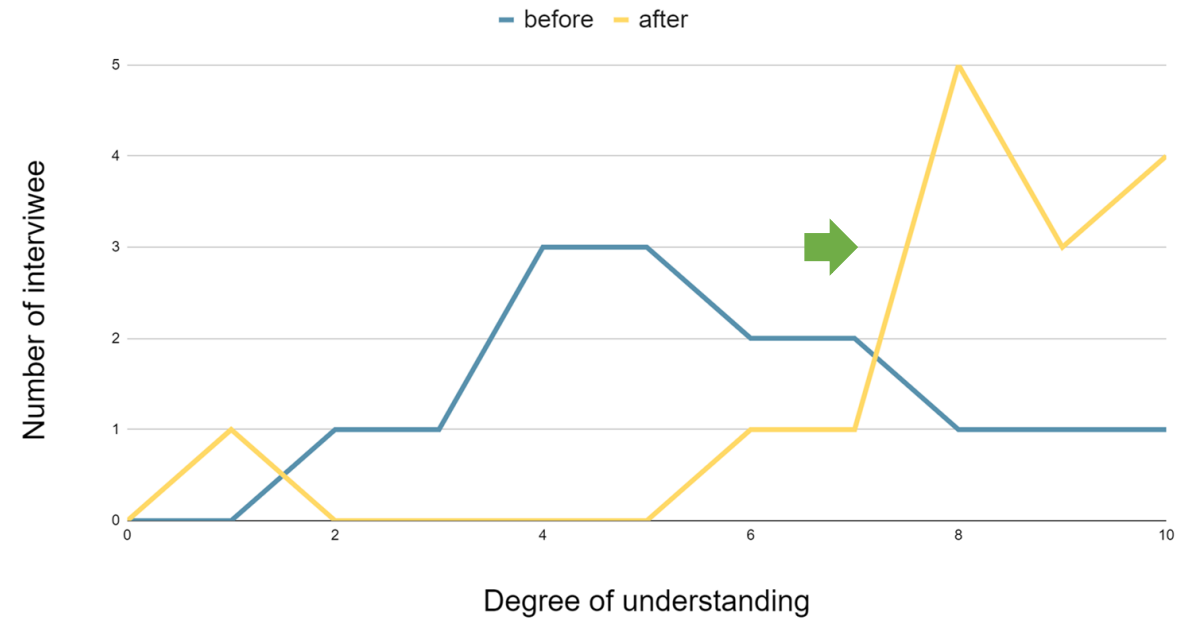
Number of respondents : 15\*

## Understanding of the issues of disabilities



**Fig. 8** Understanding of the issues of disabilities

## Attention and participation in social issues



**Fig. 9** Attention and participation in broader social issues

\* Out of 14 exhibition guides, 8 filled the survey form. 7 respondents were visitors.

# Next Steps We Can Do



**Collaborate with other clubs related to SDGs in NTU**

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**Hold experience activities and symposiums themed on rights of students with disabilities**

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**Conduct participant action research on these activities and symposiums**

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**Extend the above model to other universities**

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# References

1. Easy-Read Version of the CRPD -Traditional Chinese. 聯合國身心障礙者權利公約易讀版  
Easy-Read+Version+of+the+CRPD-Traditional+Chinese.pdf
2. Soka Education: <https://www.daisakuikedo.org/cht/main/educator/edu/edu-01.html>
3. Photo in page 4 from <https://www.autismeurope.org/why-is-the-un-crpd-important/>
4. Photo in page 5 from <https://ocm.iccr.org/sdgs/sdg-16-peace-justice-and-strong-institutions/sdg-16b-promote-and-enforce-non-discriminatory>.
5. Photo in page 10 and Fig. 1, to Fig. 7 are provided by Soka Youth Club.
6. Fig. 8 and Fig. 9 compiled by author from survey.



**Thanks for Your Attention**