SPORT AGAINST STIGMA
PROJECT SUMMARY FOR THE LOCAL SERVICE PROVIDER CALL FOR PROPOSAL
25 JUNE 2020

INTERNATIONAL PARALYMPIC COMMITTEE
1 INTRODUCTION

Over the next four years (2020-24), the International Paralympic Committee (IPC) and Loughborough University London (LU LDN) will lead on a €2million project entitled 'Overcoming Stigma through Paralympic Sport' (short Sport Against Stigma), which will build on lessons learned from the London 2012 Paralympic Games.

As part of the legacy of London 2012, LU LDN has helped to found the Global Disability Innovation (GDI) Hub, an organisation charged with harnessing academic excellence, innovative practice and co-creation to tackle global challenges around disability. The GDI Hub is leading a £19.8m global programme funded by the UK Department for International Development entitled: 'AT2030 – Life Changing Assisitive Technology for All'. The AT2030 programme is made up of 11 sub-programmes, to which the 'Overcoming Stigma through Paralympic Sport' project is one.

Sport Against Stigma looks at how representation, education and communication in Paralympic sport can break down barriers to stigma to support access and adoption of assistive technology. A four-pillar approach including education, athlete development, Paralympic broadcast and cross-cutting research will focus on activities in Ghana, Malawi, and Zambia.

Stigma against persons with disability is thought to be one of the barriers to the adoption, development, and delivery of better assistive technology (AT) in low and middle-income countries (LMICs). Stigma around disability is thought to lead to exclusion and poor standards of living for persons with disability and as a consequence, creates a barrier to better AT adoption. Specifically, a lack of education about disability and the needs of persons with disability creates fear and exclusion. This research project will tackle stigma and discrimination across Africa through education around the Paralympic Values and Paralympic sport to increase AT adoption.

The IPC and LU LDN will work together to deliver the project as a four-pillar programme from 2020-2024 in three identified countries – Ghana, Malawi and Zambia. LU LDN will lead on cross cutting research activities (pillar 1) in partnership with the University of Malawi. The IPC will deliver a programme of education, Para sport and broadcasting activities (pillar 2, 3 & 4). National Paralympic Committees (NPCs) in the three target countries are being subcontracted to deliver agreed project activities (pillar 2 & 3 only). The Local Service Provider will be contracted to support, mentor, and monitor NPC delivery.
2 PROJECT OVERVIEW

2.1 OVERALL GOAL

The goal of the programme is to tackle discrimination and stigma in order to increase AT adoption in Ghana, Malawi, and Zambia through a four-pillar approach (education, athlete development, Paralympic broadcast and cross-cutting research activity) reaching 1.3M direct and 6M indirect beneficiaries¹.

2.2 OBJECTIVES AND OUTCOMES

2.2.1 PILLAR 1 – RESEARCH

OBJECTIVES:

To provide action research insights for pillar 2,3 and 4 to improve practice in education, athlete development and Paralympic broadcasting to overcome stigma and improve AT adoption for disabled people.

OUTCOMES:

• Increased understanding of communication to overcome stigma and AT adoption through learnings from action research and small-scale community-based communication experiments (including I’mPOSSIBLE).

• Increased capacity of NPCs through an athlete development guidebook co-created with NPCs and IPC

• Increased understanding of broadcasting to overcome stigma and improve AT adoption for disabled people

2.2.2 PILLAR 2 – EDUCATION

OBJECTIVES:

To conduct the I’mPOSSIBLE education programme in schools across Ghana, Malawi and Zambia.

---

¹ GDIH AT2030 beneficiaries definition (October 2019):

Direct Beneficiaries:
Any individual that benefits from the programme directly, or their immediate family/community where direct impact is derived. Beneficiaries will include:

• People given direct access to AT their families or community where direct benefit is derived

• Innovators, entrepreneurs & innovation activity participants

• The people who have access to new products / services developed through the programme

• People participating in research: digitally accessed programme resources & Information

• Partner organisations where capacity is built (with an estimate of their impact)

• People directly benefiting from Stigma reduction activities e.g. through a school programme or community intervention

Indirect Beneficiaries:
Individuals who are not directly connected by the programme but could still derive benefit from it for example:

• Boarder communities not directly impacted but benefiting from implementation activities (e.g. non-AT users in a community implementing inclusive design)

• People with access to the Paralympics being screened on TV
OUTCOMES:
• Increased understanding of Paralympic values among the I'mPOSSIBLE beneficiaries to diminish stigmas and promote inclusion, thus reducing the barriers to AT adoption
• Increased knowledge on the impact the I’mPOSSIBLE programme in diminishing stigma and promote inclusion, thus reducing the barriers to AT adoption

2.2.3 PILLAR 3 - ATHLETE DEVELOPMENT

OBJECTIVES:
• To establish a cascading model to train new Paralympic coaches in order to increase the number of Para athletes across the three target countries.
• To capture the stories of these Para athlete role models

OUTCOMES:
• Increased NPC knowledge and capacity to implement coach and athlete development programmes to increase participation opportunities and access to AT
• Increased knowledge on how to reframe disability and stigma through Para athlete stories, whereby increasing access to AT

2.2.4 PILLAR 4 - BROADCASTING

OBJECTIVES:
• To broadcast the Tokyo 2020 Paralympic Games in a minimum of 17 and up to 42 countries in Africa
• To work towards extending broadcasting of the Paralympic Games in Africa to the Paris 2024 Paralympic Games

OUTCOMES:
• Increased Paralympic Games broadcast reach in Africa
• Increased knowledge on the impact Paralympic Games broadcasting has on undesigning stigma and reducing barriers to AT adoption

2.3 PROJECT OUTPUTS

As outputs, stemming from the activities of the project, there will be an Athlete Development Guide available for usage beyond the project as well as a Communication for Social Change Toolkit, including guidelines on the localisation of the I'mPOSSIBLE Toolkit.
2.4 PROJECT STRUCTURE

2.5 SUMMARY OF ACTIVITIES (PILLAR 2 AND 3)

2.5.1 PILLAR 2 - EDUCATION

The main activities to be delivered as part of pillar 2 include:

- Develop I’mPOSSIBLE Implementation Plan
- Localise I’mPOSSIBLE Toolkit
- Recruit I’mPOSSIBLE Educators
- Train I’mPOSSIBLE Educators
- Provider teacher training and school mentorship
- Organise Annual Learning Forum
- Organise Para School Games

IMPLEMENTATION PLAN

The NPCs will develop and submit to the IPC the I’mPOSSIBLE four-year implementation plan in year one (2020) of the project. The NPCs must review and adjust (if needed) the implementation plan on an annual basis in order to ensure the programme beneficiaries are reached.

The IPC will provide I’mPOSSIBLE programme resources, as well as a template for the concept and implementation plan and offer consultation towards developing the framework. The NPC will be responsible for developing the plan by collecting background information and through providing insight into the local context.
TOOLKIT LOCALISATION
The toolkit localisation will commence in year one (2020) of the project. According to clause 4.1.6 of the I’mPOSSIBLE Terms of Use agreement, the NPCs must submit all proposed amendments to the I’mPOSSIBLE Toolkit materials to the IPC for its prior written approval no later than 30 days before it is to be produced. The IPC will only consider amendments that are considered appropriate and that reflect the nature of the territory, such as:

• translations to the local language(s);
• use of local Para athlete stories and other references to the national Paralympic Movement;
• adaptations to adhere with local curriculum requirements;
• use of Paralympian role models.

RECRUITMENT OF I’MPOSSIBLE EDUCATORS (IPE)
Each target NPC is responsible to identify two local candidates that fulfil identified qualifications for the IPE Course. Following the IPE Course, the NPC will contract the IPEs to deliver teacher training and to mentor schools involved in the project. Two IPEs will be trained and hired by the NPC from 1 November 2020 to 31 December 2023 and receive a fixed monthly stipend as outlined in the ToRs.

I’MPOSSIBLE EDUCATOR (IPE) COURSE
The I’mPOSSIBLE Educator (IPE) Course will be implemented in year one (2020) and year three (2022) of the project. The scope of the implementation in year three is to be determined based on the outcomes and progress of the IPEs that will be trained in year one. The IPC is responsible for funding the course, the course content and training of the IPEs from the three target countries. One of the three target countries will be selected to host the IPE Course, and the four IPEs from the other two countries will be required to travel to the select host country for the course. The Local Service Provider and the NPC selected to host the course will be responsible for the coordination of all the logistics in the host country associated with the course.

TEACHER TRAINING AND SCHOOL MENTORSHIP
The teacher training and school mentorship will be implemented from year two through to the end of year four of the project (1 January 2021 – 31 December 2023).

The NPC is responsible for arranging the trainings with schools and local education authorities as required. The NPCs must explain their scaled teacher training strategy in the overall implementation plan via the template provided by the IPC.
The I’mPOSSIBLE Educators will be responsible for implementing the trainings and mentoring schools to deliver the programme.

**ANNUAL LEARNING FORUM**

The Annual Learning Forum will commence in year two (2021) of the project and continue to be implemented annually in year three (2022) and year four (2023).

The Annual Learning Forum should occur on or around 3 December (International Day of Persons with Disabilities) in alignment with the Para School Games that will also occur on an annual basis in the territory to maximise resources and bring all relevant stakeholders together at one point in time.

The Annual Learning Forum should bring together stakeholders within each of the target countries on an annual basis with the overall objective to share key learnings and apply those to the next cycle of the project to improve the delivery of I’mPOSSIBLE in the territory. It is anticipated that the Annual Learning Forum would be one to two days in length depending on the scope of the agenda.

**ANNUAL PARA SCHOOL GAMES**

The Para School Games will commence in year two (2021) of the project and continue to be implemented annually in year three (2022) and year four (2023).

The Para School Games should occur on or around the 3 December (International Day of Persons with Disabilities) in alignment with the Annual Learning Forum that will also occur on an annual basis in the territory to maximise resources and bring all relevant stakeholders together at one point in time.

The Para School Games should be conducted by all schools implementing I’mPOSSIBLE in the territory.

One model school should be identified in the capital city, unless otherwise agreed with the IPC, of the territory to host an extraordinary Para School Games on or around the 3 December. The extraordinary Para School Games to be held on the 3 December in the capital city is an important opportunity to raise awareness by engaging relevant stakeholders and further leveraging their support for the growth and sustainability of the programme in the territory. The relevant stakeholders will have an opportunity to observe young people participating in Para sports via I’mPOSSIBLE and even experience Para sport themselves.

**2.5.2 PILLAR 3 - ATHLETE DEVELOPMENT**

Main activities to be delivered as part of pillar 3 include:

- Identify of two priority Para sports per country
• Identify and hire two Para sport coaches per country
• Develop national action plans
• Deliver action plans through national grants

IDENTIFICATION OF TWO PRIORITY PARA SPORTS PER COUNTRY
The IPC will work with the identified NPCs to define two priority Para sports that the NPCs will commit to develop for the duration of the project through an agreed action plan.

IDENTIFY AND HIRE TWO PARA SPORT COACHES PER COUNTRY
The NPCs will be responsible for hiring two local coaches per country exclusively dedicated to train athletes in the two main sports of each of the nations.

DEVELOPMENT OF NATIONAL ACTION PLANS
The three targeted NPCs and their respective National Federations (NFs) will build national action plans to strengthen their capacity and provide a comprehensive athlete pathway from grassroot to elite in two different Para sports.

The action plans will be based on country assessments in order to understand the situation of the NPC/NFs in the three countries. The assessments will solicit feedback from a variety of national and international stakeholders (i.e. World Para Sports, IPC, National Federations, Para athletes, coaches, volunteers, etc.), analyse qualitative data and work together with the NPC and NF to define the main goals and activities of the action plan. The NPCs will have a seed grant to implement the activities outlined in the action plans. The action plans will include the following deliverables:
• Coaches training in Para sport
• Teachers training in basic concepts of Para sport
• Students practicing Para sport
• Local leaders and government officials introduced to Para sport
• Para sport clubs established

DELIVERY OF ACTION PLAN THROUGH NATIONAL GRANTS
The NPCs will receive grants to aid the implementation of their action plans. Progress on deliverables will be monitored.

The project activities of pillar 3 will be complimented by parallel activities implemented in the African region related to coach development, Para sport equipment and capacity building. The NPC will be encouraged to maximise these opportunities.
### 2.5.3 TIMETABLE

#### Pillar 2: Education

<table>
<thead>
<tr>
<th>Activity</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify I’mPOSSIBLE Educators</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Train I’mPOSSIBLE Educators</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Localise I’mPOSSIBLE toolkit</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I’mPOSSIBLE Educators facilitate teacher trainings and mentor NPCs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deliver annual learning forum to share best practice</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seek local support to continue delivery</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deliver Para school games</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Pillar 3: Para Sport

<table>
<thead>
<tr>
<th>Activity</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set two priority Para sports per country</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify and hire two Para sport coaches per country</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support coaches to deliver talent development programme</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Set up clubs, talent ID sessions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide sport equipment for each country to support the training programmes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Build capacity in the NPCs to continue clubs and talent ID session</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3 OVERARCHING AT2030 PROGRAMME TARGETS

Being one of the 11 sub-projects of the GDI Hub’s ‘AT2030 - Life Changing Assistive Technology for All’ programme, Sport Against Stigma will contribute to reach the programme’s overarching targets:

• Double the initial investment through partner backing
• Conduct 10 country capacity assessments with 5 action plans in delivery
• Support 52 new start-up benefiting up to a million users over time
• Answer 20 key research questions
• Develop 10 innovative service delivery models
• Reach 9 million people directly and 6 million indirectly through increased access to AT
• Generate at least 40 new technologies with potential for life-changing impact