

UNESCO CHAIR AT THE INSTITUTE OF TECHNOLOGY, TRALEE



United Nations
Educational, Scientific and
Cultural Organization



UNESCO Chair "Transforming the Lives
of People with Disabilities, their Families
and Communities, Through Physical Education,
Sport, Recreation and Fitness"

A BLUEPRINT FOR ACTION



Mainstreaming Diversity

A Global Partnership for
Mainstreaming Diversity through
Physical Education, Sport,
Recreation and Fitness

Purpose	<p>The United Nations Educational, Scientific and Cultural Organisation (UNESCO), in recognition of expertise and ongoing commitment, signed an agreement with the Institute of Technology, Tralee to establish a Chair entitled <i>“Transforming the lives of people with disabilities, their families, and community through Physical Education, Sport, Recreation and Fitness”</i>. The core purpose is Mainstreaming Diversity in these domains.</p> <p>The Chair holds a global monitoring or watch dog function for dissemination and advisory purposes. The mission centres on changing minds through influencing policy and changing lives through innovative practice and partnerships. ‘Changing Minds and Changing Lives’</p>
Objective	<p>The Chair now leads a global partnership working in the domains of quality inclusive Physical Education, Sport, Recreation and Fitness as part of a broader intersectional human rights agenda focused on the social inclusion of marginalised groups in keeping with the goals of the United Nations and specifically those of UNESCO.</p>
Strategy	<p>The Chair activities focus on CRAFT strategic components i.e. Communication, Research, Advocacy, Funding, Training, Education, and on adopting a broad interdisciplinary approach with a view to maximising impact. As an independent entity, the biggest strength of UNESCO Chair IT, Tralee lies in its capacity to cultivate meaningful partnerships between a variety of key stakeholders, adjusting to needs as they arise. The Chairholder will lead on a proportionate and flexible planning process aimed at bringing policy and practice closer together. The strategy will be evidence-based, impact focused, innovative, responsive to change, adopting a longer term view to facilitate sustainable support.</p>
Framework	<p>The Institute of Technology, Tralee, with the establishment of the UNESCO Chair, is reinforcing and internationalising its commitment to the fields of inclusive practice and universal access. In Ireland, the Institute’s partner on campus, the CARA National Adapted Physical Activity Centre, will continue to provide a lead nationally in facilitating, co-ordinating and advocating for the inclusion of people with disabilities in sport, physical activity and physical education; while the UNESCO Chair’s National and International remit and partnership commitment will work to complement, support and showcase the work of the CARA Centre.</p> <p>IT, Tralee’s UNESCO Chair builds bridges between academia and civic society, policy makers, legislators and society as a whole. The Chair encompasses the Institute’s staff and students, its partner network, and is guided by its Chairholder Dr. Florian Kiuppis.</p>

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FOREWORD

Dr. Oliver Murphy, President, Institute of Technology, Tralee

The Institute is honoured to host this UNESCO Chair and is committed to addressing the grand challenges it presents through innovative, multi-sectorial partnership respectful of the many and varied change agents needed to mobilise societal change at policy and practice levels on a global platform.

The establishment of the UNESCO Chair reflects the long term commitment of the Institute to the area of social justice particularly as addressed by the Article 30 of the Convention on Rights of Persons with Disabilities (2006) and UNESCO's International Charter of Physical Education and Sport (1978). A societal shift towards 'Mainstreaming Diversity' is needed. The Institute is building on the strategic importance it has placed on the area of inclusive practice in physical education, sport, recreation and fitness, by internationalising its commitment to the area, and to the broader inclusive education, social justice and sustainable development goals of UNESCO.

Sport, as a mirror of society, has been proven through history to have the capacity to mobilise change. The United Nations define sport as 'all forms of physical activity that contribute to physical fitness, mental well-being and social interaction, such as play, recreation, organized or competitive sport, and indigenous sports and games'. Benefits of sport extend from an individual to a societal level, across; human flourishing, health, gender equality, social integration, social capital, peace building and conflict resolution, economic development, and as a mobilising agent for social change.

Across the globe the nature of the challenge presented by this Chair varies considerably. We in Tralee, are very conscious of the fact that we do not hold all the solutions but we are committed to forging partnerships that will develop innovative solutions. Global collaborations, at government and grass roots level, are critical to the success of this endeavour.

As President of this Institute, I am happy to declare that we have adopted a 'Campus of Inclusion' approach to achieve the Articles of the Chair as agreed with UNESCO. We believe this multi-sectorial, multi-disciplinary approach will generate new thinking and new solutions to this broad social challenge. In higher education we are uniquely positioned to instil respect for diversity across multiple disciplines thereby fostering the emergence of a generation of graduates who are more mindful 'civic servants' respectful of diverse needs of all people.

The majority of us will personally experience disability in our lives. We all deserve respect and a right to 'choice' in how we choose to live our lives. The Institute is embracing the Chairs' goals with optimism and open doors, inviting collaboration across the vast array of stakeholders who can play a part in this important challenge. We call for positive change across many sectors; education, sport, health, technology, local and national government, non-governmental organisations, federations, national and international governing bodies of sport, philanthropy, commercial and enterprise, community and voluntary sectors.

We invite you to join us on this journey.

A handwritten signature in black ink that reads "Oliver Murphy". The signature is fluid and cursive, with the first name "Oliver" and the last name "Murphy" clearly distinguishable.

Dr. Oliver Murphy, President IT, Tralee

MESSAGE FROM OUR CHAIRHOLDER

Dr. Florian Kiuppis



Dear Colleagues, Friends and Supporters,

The guiding principle of inclusion is commonly discussed in context of education. For the last 20 years, while following up the 'World Conference on Special Needs Education' that was held in Salamanca in 1994, UNESCO and its collaborators achieved to a far extent the implementation of inclusion at all levels of education systems worldwide. However, which steps need to be taken in order to ensure inclusive sports in sports clubs, schools, and in less formalised contexts in the community at large, is a question that remained so far unanswered, arguably often even unasked.

Our **Purpose** of transforming the lives of people with disabilities, their families, and communities, through physical education, sport, recreation and fitness is connected with the guiding principles of **empowerment** of persons with disabilities and their communities and **enabling** civic society to become inclusive.

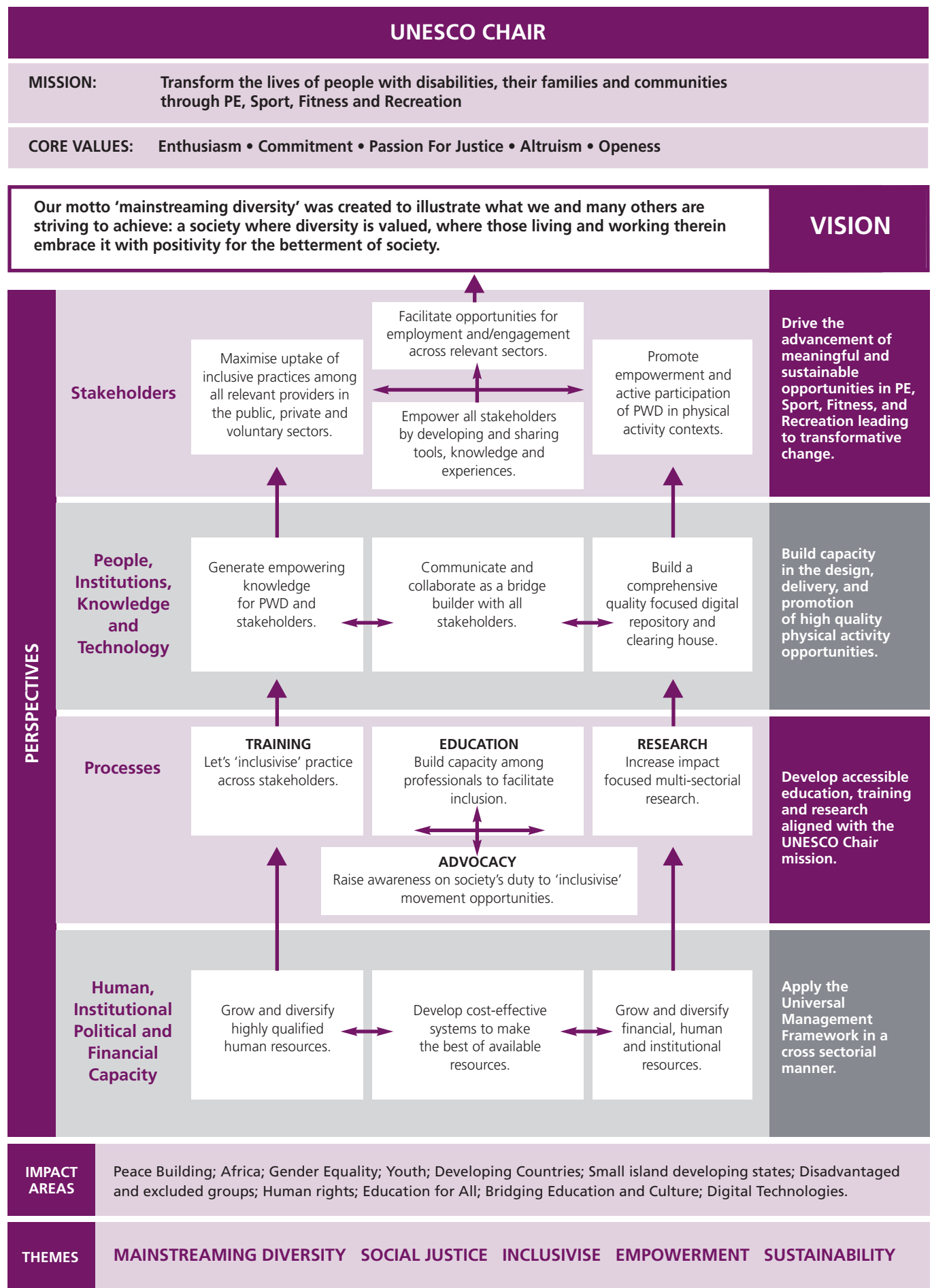
Our **Objective** to contribute to the mainstreaming of diversity through quality inclusive physical education is more than a question of universal access - the **full and effective inclusion** of persons with disabilities on an equal basis with others and their **full enjoyment** of physical education, sport, recreation and fitness without discrimination are essential targets of our work.

Our **Strategy** is inspired by a community-based **participatory research** paradigm related to the goal to facilitate, co-ordinate and advocate for the inclusion of people with disabilities in sport, physical activity, and physical education - and to work with rather than for people with disabilities.

Our **Framework**, defined by the reinforcement and the internationalisation of our commitment to the fields of inclusive practice and universal access, as well as **our concerted effort to mainstream diversity** is fuelled by the targets outlined in the UN-Convention on the Rights of Persons with Disabilities (2006) and specified in the Berlin Declaration (2013).

Please join us in our endeavour to collectively and inclusively work on the encouragement and promotion of participation, to the fullest extent possible, of persons with disabilities in mainstream sporting activities at all levels.

Dr. Florian Kiuppis, Chairholder



BACKGROUND AND CONTEXT

What is a UNESCO Chair?

The UNESCO Chair establishment brings a part of UNESCO to Tralee. The Chair's Programme encourages international collaboration and networking to advance towards creating better societies. UNESCO Chairs work on helping UNESCO achieve their global goals relating to pressing challenges that can contribute to the development of societies. Seen as bridge builders between academia, civil society, local communities, research and policy-making, Chairs help in informing policy decisions, establishing new teaching initiatives, generating innovation through research initiatives and actions thereby contributing to the enrichment of existing education and outreach programmes while promoting cultural diversity. UNESCO Chairs can be seen as enablers of excellence and innovation. Chairs are established in key priority areas related to UNESCO's fields of competence, including inclusive PE, Sport, Fitness and Recreation.

UNESCO's Interest in Inclusive PE, Sport, Fitness and Recreation

UNESCO is the United Nations' lead agency for Physical Education and Sport (PES). Assistance and guidance is provided for governments, NGOs, and experts to debate the evolving challenges of physical education and sport. UNESCO assists Member States wishing to elaborate or strengthen their training system in PE and programme development in sport. UNESCO together with the UN developed the Convention on the Rights of Persons with Disabilities (2006) and the International Charter on Physical Education and Sport (1978) which remains relevant today and IT, Tralee's UNESCO Chair aims to reflect the articles therein. Many articles in both of these documents relate to ITT's UNESCO Chair priorities. UNESCO plays the secretariat role for the Intergovernmental Committee for Physical Education and Sport (CIGEPS). UNESCO convenes 'MINEPS', the International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport, together with key stakeholders of the sporting world, to tackle the most pressing challenges in international sport policies and to make action-oriented recommendations. MINEPS V led to the Berlin Declaration (2013) that considered the following priority areas:

- Access to sport as a fundamental right for all;
- Access of women and girls;
- Inclusion of persons with disabilities;
- Promoting investment in inclusive sport and PE programmes;
- Sport mega events and their sustainability;
- Preserving the integrity of sport.

IT, Tralee was represented in Berlin, and through this Chair has committed, as an independent bridge builder, to helping UNESCO advance practice in this domain.

The Institute of Technology, Tralee's path to the establishment of a UNESCO Chair

The Institute of Technology, Tralee, with the establishment of the UNESCO Chair is reinforcing and internationalising its commitment to the fields of inclusive practice and universal access. In 1993 with the Health and Leisure programmes were established with a core philosophy that was an ideal bedrock for the introduction of modules focusing on Adapted Physical Activity (APA). The Institute has developed and progressed this field as one of its key strategic priority areas. In 1995 the emergence of the Adapted Physical Activity programmes, with their strong community outreach approach, served to make significant impact on people's lives, gaining national recognition.

The focus on inclusive practice also extended over many other areas of the Health and Leisure programmes, including physical education, research, fitness, policy and planning, community development, health promotion and more recently campus-wide initiatives such as community engagement and a unique pan-institute commitment to addressing inclusion. Since 2003 the Institute has led and partnered in many transformative landmark EU projects in fields related to the Chair, bringing international visibility, key collaborative partnerships, and made impact potential more possible.

The commitment of the Institute drew recognition and endorsement from the Irish Sports Council when in 2007 the CARA Centre, the National Centre for APA was established. A collaborative working relationship between the CARA Centre, its national partners and Institute staff has enabled the sharing of knowledge and resources to grow and strengthen activity nationwide. The CARA Centre is now recognised as a lead agency nationally in facilitating, co-ordinating and advocating for the inclusion of people with disabilities in sport, physical activity and physical education.

The CARA Centre is also on Campus in Tralee and the National remit of the CARA Centre coupled with the National and International remit of the UNESCO Chair positions the Institute as a forerunner of developments in the field. The Institute has been collaborating with UNESCO since 2009 and the launch of the Institute led European Inclusive Physical Education and Training Project (EIPET), this collaboration ultimately led to the establishment of the Chair both in recognition of work done over many years and commitment to advancing practice into the future. The attainment of the goals of the Chair will require significant and extensive partnerships on a national and international scale to achieve impact at a societal level.

Many partnerships have already formed and the initial partnership is referenced in appendix 1 on page 42. The Chair remains open to ongoing partnership development.

Key Defining Factors

In defining 'sport' the Chair embraces "all forms of physical activity that contribute to physical fitness, mental well-being and social interaction, such as play, recreation, organised or competitive sport, and indigenous sports and games". As proposed by the UN Inter-Agency Task Force on Sport for Development and Peace 2003. There are many definitions of and classifications of disability, for the purposes of this Chair we are adopting the WHO 2015 definition:

"Disabilities is an umbrella term, covering impairments, activity limitations, and participation restrictions. An impairment is a problem in body function or structure; an activity limitation is a difficulty encountered by an individual in executing a task or action; while a participation restriction is a problem experienced by an individual in involvement in life situations."

WHO 2015 (www.who.int/topics/disabilities/en/)

UNESCO (2015) describes quality physical education (QPE) as 'not only the entry point for lifelong physical activity but also improves health awareness, enhances civic engagement and contributes to social inclusion'. UNESCO's Quality Physical Education Policy identifies that the Post 2015 Development Agenda outlines that sustainable development begins with healthy, safe, active, well-educated children. UNESCO views inclusion, equality and physical literacy as central tenants of QPE.

Key Assumptions - The Chair:

- is adopting a pan-disability approach to inclusion;
- believes that quality practice is inclusive practice;
- is moving to mainstream diversity;
- is open to partnerships on a global platform;
- operates across public, private, commercial, community, and voluntary sectors;
- embraces a strengths based approach to human flourishing;
- works to create appropriate opportunities for participation aligned with the biopsychosocial needs of the individual, in the context of their family and community lives;
- acknowledges that 98% of us will experience a disability in our lives - disability is mainstream.

Note: References to the 'Chair' in this documents assumes the Chair Partnership.



THE CHAIR'S PURPOSE AND OBJECTIVES

The purpose of the Chair is to promote an integrated system of research, training, information and documentation in the fields of inclusive physical education, adapted physical activity, sport, fitness and recreation for social inclusion of people with disabilities, their families and communities. The Chair will work to enhance individuals' rights for social development and advancement, facilitating collaboration between high-level, internationally recognised researchers and teaching staff of the Institute and other institutions in Ireland and across the globe.

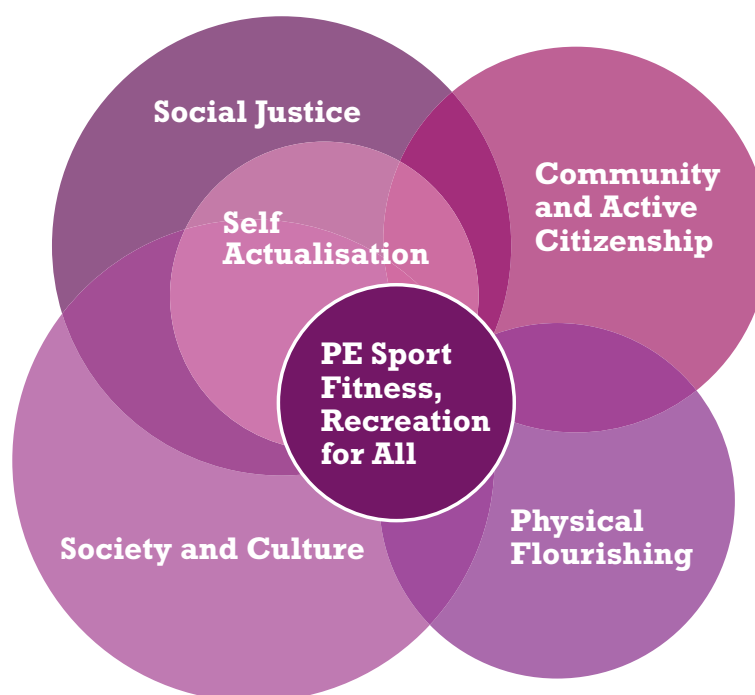


Figure 1. *Thematic Scope of the Chair*

The Chair will develop a “clearing house” function aligned with its online repository. It will also act as a bridge builder with civic society, reaching out to communities and stakeholders on an international platform to facilitate transformative change to peoples’ lives.

The full realisation of the goals of this Chair will involve broad reaching sector skill alliances and knowledge alliances to ensure impact at an individual, family and community level.



Objectives:

- To **build the capacity of professionals** so they can better work with all people and agencies in the areas of physical education, sport, recreation and fitness through the **sharing of programmes and policies** developed at the Institute and by partners;
- to develop a **virtual space** to provide a vehicle for unified collaboration world-wide;
- to engage in **multi-sectorial transformational research** with a view to mainstreaming diversity;
- to mobilize the partnership to **disseminate, advocate, operate, research and transform** current practice to encourage the implementation of changes in legislation, policy and practice for the inclusion of all people in physical education, sport, fitness and recreation and;
- **to co-operate with UNESCO** on relevant programmes and activities.

The multi-sectorial expertise available across the Institute and its research centres will facilitate this end.

DEPARTMENT OF HEALTH AND LEISURE, DEPARTMENT OF SOCIAL SCIENCES, DEPARTMENT OF HOTEL, CULINARY AND TOURISM, DEPARTMENT OF NURSING/HEALTH CARE SCIENCES, DEPARTMENT OF CIVIL ENGINEERING/CONSTRUCTION, DEPARTMENT OF AGRICULTURE/MANUFACTURING ENGINEERING, DEPARTMENT OF CREATIVE MEDIA/COMPUTING



BLUEPRINT

The Blueprint for the UNESCO Chair at IT, Tralee is presented herein using the internationally validated Universal Management Framework (UMF) and the CRAFT Strategic Components namely, Communication, Research, Advocacy, Funding, Training and Education. The UMF represents a conceptual framework which evolved over 21 years in IT, Tralee to facilitate Mainstreaming Diversity in practice. It is relevant across a range of contexts from organisations, educational programmes, research, sport and activity initiatives and projects. A range of tools support the implementation of the framework, which will enable users to devise relevant local solutions to this global issue.

The UNESCO Chair has adopted the Universal Management Framework as an element of its toolkit to serve in the transition to more inclusive practice in PE, Sport Recreation and Fitness.

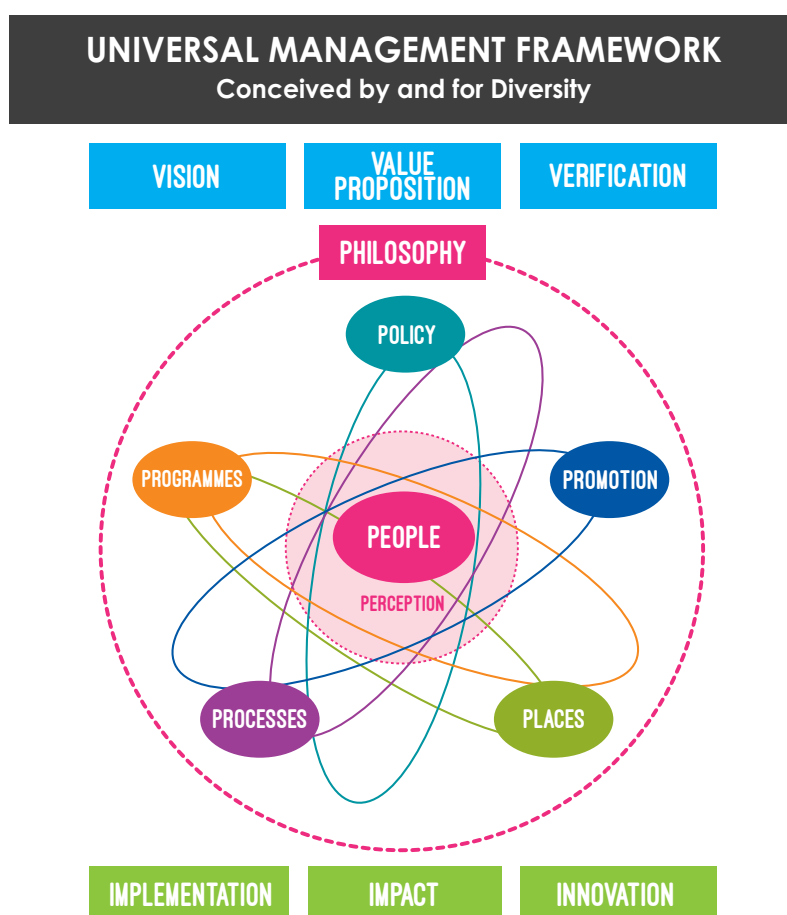


Figure 2. **Universal Management Framework**

UNIVERSAL MANAGEMENT FRAMEWORK APPLIED TO THE UNESCO CHAIR BLUEPRINT: 3Vs | 8Ps | 3Is

THE 3 'V's: VISION - VALUE PROPOSITION - VERIFICATION

"Mainstreaming diversity' addresses a key issue which is, that we are not about inclusion, but that society has to encompass every individual within its boundaries, and welcomes human beings as individuals who are similar and different all at the same time".

**Sir Philip Craven,
President
International
Paralympic
Committee (IPC)**

UNESCO CHAIR: OUR VISION

The UNESCO Chair envisions a society that mainstreams diversity:

- Across public, private, commercial, voluntary and community sectors;
- Where all people have equality of opportunity in physical education, sporting, fitness and recreational activities;
- Where the provision for physically active lifestyles and the promotion of wellbeing is accessible to all people;
- Where professionals and policy makers provide for all of society through their work;
- Where interdisciplinary research advances further possibilities and opportunity;
- Where collaboration in a spirit of mutual collegiality leads to better opportunities on a global scale; and
- Where the voices of all interest groups, including people with disabilities and other marginalised groups inform practice.

The Chair remit extends from participation of young children to older adults and from rehabilitation through to elite performance on a global platform.

MAINSTREAMING DIVERSITY

Our motto was created to illustrate what we and many others are striving to achieve: a society where diversity is valued, where those living and working therein embrace it with positivity for the betterment of society.

Mainstreaming Diversity is our vision. On our path to mainstreaming, and recognising the different and varied journeys stakeholders internationally must take to get there, we have identified the following **pathway to achieving diversity**.



Figure 3. **Pathway to Diversity**

UNESCO CHAIR: OUR VALUES

‘Making Universal Access Accessible!’

The UNESCO Chair programme draws together international multi-disciplinary expertise to advance awareness, knowledge and practice in the areas of responsibility of each respective Chair.

As the only Chair in the field of inclusive PE, Sport, Recreation and Fitness, and being an independent entity, the biggest strength of UNESCO Chair IT, Tralee lies in its capacity to cultivate meaningful partnerships between a variety of key stakeholders. Only through communication, collaboration and commitment do we have the power to facilitate and enact real change. The Chair will adopt a policy of openness, listening to the voices of the many stakeholders especially that of people with disabilities, seeing our goals as a continuous collective learning process seeking to advance practice for the betterment of society and all people therein.

The Chairs’ partnership encourage and assist professionals to become inclusive in their practice through relevant education, training, research, advocacy, support, resources and toolkits. Becoming inclusive means providing a spectrum of opportunities, from completely inclusive contexts to segregated ones, from which people can choose according to their individuality.

The Chair provides practical strategies for inclusive practice, and for increasing confidence, competence and enthusiasm towards working with, or providing for, people with disabilities. Giving comprehensive guidance to policy makers and practitioners, the UNESCO Chair addresses the ‘how’, ‘what’ and ‘why’ of inclusion in practical, easy-to-implement ways, thus building efficacy to nurture universal access in physical education, sport, recreation and fitness contexts. In addition the Chair, via its clearinghouse function, showcases international best practice to facilitate the modelling of this by others.

The UNESCO Chair research and activities are impact-focused on a global scale. We will maximise the online functionality that the public global space affords us to disseminate broadly and share information about our activities and those of our partners. The Chair partnership will act and advocate across sectors for changes in legislation, policy and practice as regards the inclusion of people with disabilities in physical education, sport, fitness and recreation with a broad societal change goal in sight.



UNESCO CHAIR: OUR VERIFICATION

The need for the Chair is ubiquitous internationally. In 2015, there remains significant scope for mainstreaming inclusive practice in professional preparation programmes in higher education, vocational training and professional development. Moreover greater awareness across civic society and the many mixed stakeholders who can influence changes in practice is needed to stimulate change towards inclusive societies. People with disabilities in Ireland and elsewhere in the world are not afforded equal societal opportunities in physical education, sport, fitness and recreation. This impacts variously and heavily on individuals' sense of self, family and community life and societal understanding of disability. The case for global action is clearly articulated in a range of international declarations including the UN Convention on the Rights of Persons with Disabilities (2006), International Charter on Physical Education and Sport (1978), Berlin Declaration (2013) and Millennium Development Goals and associated Post 2015 Development plans.

As an industry dedicated to finding solutions to the world's inactivity crisis, we are excited by the efforts of the UNESCO chair working toward universal access to fitness for all. We look forward to making that goal a reality.

Joe Moore, President and CEO of IHRSA; the Trade Association Serving the Global Health Club and Fitness Industry

1 BILLION

1 Billion People - 15% of the world population experience disability. (WHO, 2011)

80%

80% of persons with disabilities live in developing countries. (UNDP)

20%

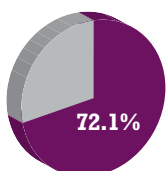
20% of the world's poorest. (World Bank)

30%

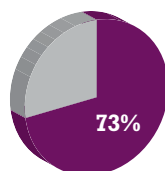
30% of street youths. (UNICEF)

80%

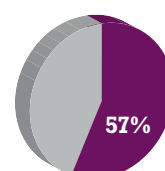
80% unemployment in some countries (ILO)



In England, 72.1% of disabled people take part in no sport or physical activity, compared to 47.8% of non-disabled people. (Active People Survey June 2014, Sport England)



In Ireland, 73% of people with illness and disability reported that their condition prevented them from doing sport. (Irish Sports Annual Monitor Report, 2013)



57% of people with disabilities think they develop a sense of belonging in their community through volunteering. (Youth Sport Trust 2014)

VERIFICATION OF NEED AS EXPRESSED THROUGH UNESCO'S WORLD WIDE SURVEYS 1998 - 2014

A comprehensive statement from Ken Hardman, UNESCO World Wide Survey, 1998-2014, on the needs surrounding this UNESCO Chair is available on the Chair website.

An extract from Ken Hardman's statement is below.



'From a policy perspective, the evidence generated by the Worldwide Physical Education Survey III (2013-2014) indicates greater consideration of the issue of Inclusion, anti-discrimination legislation fostering deeper awareness of inclusion and disability issues, and advocacy of inclusive practices in participation in physical education programmes for pupils with disabilities. In essence, however, survey data related to opportunities of access to physical education lessons show little change in global and regional contexts since 2007 and perhaps point to difficulties in operational implementation. Thus, persistent barriers continue to undermine the drive for a more holistic and inclusive physical education environment for children with disabilities and these barriers are not limited to any one country or region, they are globally widespread ... There is clear evidence that those with disabilities do not receive equal access to the physical education experience and such individuals are increasingly part of the mainstream school system. The preparation of teachers and their continuing professional development is a specifically identified area, which requires immediate attention: the challenges inherent in inclusion and disability suggest the need for a sustained review of training programmes. As indicated in World-wide Physical Education Surveys II and III, there is a need for rigorous research into many of the aspects of inclusion of children with disabilities in physical education.'

Collectively, the concerns expressed, and the inherent problems identified, need to be addressed through socially inclusive policy and practice strategies within 'Basic Needs' Models and formulation of Quality Physical Education/Quality PE Teacher Education Indicators. The UNESCO Chair at IT, Tralee in partnership with governmental, inter- and non-governmental agencies should have a significant role through programme development, research and its application in promoting, fostering and advising on Inclusion initiatives across the globe. The UNESCO Chair at IT, Tralee within the global partnership can and should make a mind-changing contribution to promoting and developing initiatives including innovative programmes and practices not only by building bridges but also by creating pathways between academe and all vested interest and responsible agencies.'

Ken Hardman
(UNESCO World Wide Survey, 1998-2014)

THE 8 'P's: Philosophy - Policy - Processes - People - Programmes - Promotion - Places - Perception

P1. PHILOSOPHY



The Chair, growing from its roots in the Health and Leisure Department of the Institute of Technology, Tralee, adopts a strengths based approach to human capacity building and human flourishing. All individuals are different, all individual choices are influenced by the environment and opportunities afforded us, all people have a right to 'choice'. The Chair aims to take the 'dis' out of disability, focusing more relevantly on individuals abilities and strengths. Informed by a range of theories that share a strengths based approach to full participation in all aspects of community living including cultural aspects acknowledged as a human right. Facilitating this is a moral imperative.

The core philosophy of the Chair is underpinned by Antonovskys (1979) concept of salutogenesis, the **biopsychosocial** understanding of disability and the capability and human development approach to social justice. **Salutogenesis** takes a positive approach to health and wellbeing, focusing on keeping healthy, instead of treating disease. The biopsychosocial model emphasises the complex multifactorial and multileveled nature of disability. **Capability** and **human development** approaches point out that what people are able to do and be is influenced by the individual, their environment, social policies and practices. Thereby social equality is about equality of opportunities to live the life one values. Impactful social change therefore requires understanding of the intersection of human condition and life's opportunities. The UNESCO Chair co-ordinates global action aimed at creating a society that embraces diversity with enthusiasm, positivity and innovation.

Our philosophy of action follows an appreciative inquiry approach. To inform our practice we combine appreciative inquiry principles with salutogenesis, strengths-based and capabilities' approaches, respectful of behaviour-change processes.

The context of the Chair's action takes account of the biological, psychological and social factors contributing to disability at the individual, community and environmental levels. Actions in all these areas are needed to ignite change. In that regard, the importance of open-mindedness, innovation and interdisciplinary practice is recognised.

APPRECIATIVE INQUIRY PRINCIPLE

What it's about ...

The Constructionist Principle

Change won't come with more of the same. Open up a new discussion, new thoughts, new thinking.

The Principle of Simultaneity

Passionate and continued inquiry sows the seeds of change.

The Poetic Principle

The power of the human story in informing actions and new directions.

The Anticipatory Principle

One needs to visualise and verbalise their future vision to initiate actions toward making it a reality.

The Positive Principle

Positive social change needs positive social connectedness, open-mindedness, creativity and enthusiasm.

UNESCO CHAIR ACTIONS

Through the creation of diverse sector skills alliances and knowledge and research alliances, the Chair aims to open up new thinking, to influence change on a societal level.

The Chair and its partners will strongly and enthusiastically advocate across stakeholders necessary to bring about change.

The Chair will engage in discussions with diverse groups to listen, embrace, act, advocate and collaborate with view to influencing positive change.

The Chair's Motto - Mainstreaming Diversity- embraces its vision, it will act to bring this reality closer.

The Chair brings with it an opportunity, our independence brings flexibility, our approach fosters innovation, our goals are a challenge we embrace with positivity.

The Chair will adopt a multi-faceted interagency approach to make a difference at societal level to ensure the sustainability and impact of actions. Action is proposed in the areas of: policy and legislation, education training and research, awareness raising and advocacy, collaboration, sharing of resources, research and information.



Plan International

P2. POLICY

The Policy of the UNESCO Chair relates to 6 operational areas as identified in our CRAFT Strategy (page 32).

Communication

Communication is the first element of the CRAFT strategy, by design. The power of communication to raise awareness and transfer this into meaningful action should not be underestimated. By communicating the need to increase pathways to mainstream diversity across the physical activity sector, the Chair is facilitating attitudinal change that will lead to changed practice.

The diverse international partnership and stakeholder groups make the communication task of the Chair a challenging one. The communication strand is, however, a powerful strand. Ongoing internal and external communication mechanisms that give voice to the diverse stakeholders will be co-ordinated. The communication message will be designed to facilitate, enthuse, motivate, educate and advocate for the rights of people with disabilities in multi-sectorial fields of relevance to the Chair.

Given the global public online space and its power and reach we commit to transferring academic messages and research outputs into accessible relevant formats to capture the interest of diverse audiences.

The UNESCO Chair commits to publishing and presenting widely about the Chair goals and activities.

Research

The UNESCO Chair will actively seek opportunities to pursue high quality research pertaining to the goals of the chair. The Chair will actively build capacity and seek to engage diverse disciplines in research relating to the chair, advocating for key national and international research outputs to refer to opportunities for people with disabilities.

Transformative research extends beyond academic research to include activities with key national partners to change practice. This will be spotlighted for others to follow. We shall also invite partners to showcase their good practice. Encouraging a disruptive innovation approach, where diverse views and actions can merge to facilitate new solutions and actions is respected within the Chairs transformative research approach.

Linking with our multi-sectorial remit the Chair in Tralee adopts a Campus of Inclusion approach and synergies with the Institutes other Research Centres; namely the Centre for Entrepreneurial and Enterprise Development- CEED; the Irish Academy of Hospitality and Tourism - IAHT; the Centre for Mechatronics and RFID Technology Gateway; and Shannon Applied Biotechnology Centre Technology Gateway.

Campus of Inclusion: The UNESCO Chair Disruptive Innovation Approach for Social Change.

The Chair has encouraged all disciplines, departments and research centres to examine the possibilities their field can mobilise to Mainstream Diversity aligned with the UNESCO Chair remit. Actions are on ongoing across all schools; Health and Social Sciences, Science Technology Engineering and Maths, Business Computing and Humanities and the Institutes five Research Centres including the UNESCO Chair Research Centre, Centre for Entrepreneurship and Enterprise Development, Irish Academy of Hospitality and Tourism, Intelligent Mechatronics and RFID, and Shannon ABC.

"FIEP are delighted to see a UNESCO Chair in this field, especially given the release of UNESCO's Quality Physical Education Guidelines for Policy Makers in 2015. Change is needed internationally at policy and practice level and FIEP fully support the initiatives of this Chair in that regard".

Branislav Antala,
Fédération
Internationale
D'Éducation Physique,
International Vice
President

Advocacy

The UNESCO chair and associate partnership will engage in wide-scale advocacy activity with 'top down' and 'bottom up' approaches. Suggestions and tools for advocacy will be developed across the partnership. The power of advocacy cannot be underestimated although its impact can be hard to measure. Teaching 'advocacy' is a foundational component of our education and training programmes. Advocacy can impact upon initial awareness raising and behaviour change activities and can impact at a policy change level. A core goal of this Chair in terms of advocacy is to focus efforts on those sectors of the Chair remit that have not yet fully considered the importance of all stages of our pathway to diversity from recognising and providing for the rights of all, inclusivising to mainstreaming. The Chair will identify those stakeholder for whom the rights of people with disabilities has not been a priority, primarily as a result of lack of awareness, and will actively try to promote change and provide mechanisms for initiating change. Additionally the Chair will mobilise the partnership to reach out similarly into unawakened 'mainstream' markets and environments in their regions.

Funding

UNESCO Chairs are not funded by UNESCO. Most UNESCO Chairs internationally are funded philanthropically. Seeking philanthropic support is key at this stage of development. The Institute of Technology, Tralee has invested heavily in the Chair to-date, testament to its commitment to social justice and inclusion.

Given the diversity of the Chair remit across sport, physical education, fitness and recreation, on a global platform from foundation level participation to rehabilitation to elite performance, human and financial resources are key requirements for achieving success.

Funding will be sought via competitive calls from a variety of relevant funding sources. In addition, given the social importance of the work of the chair on a global scale, philanthropy and sponsorship will be sought.

Training

The UNESCO Chair will increase the opportunity for in-service professionals across a range of PE, sport, fitness, recreation and interrelated professions to develop competency in catering for people with disabilities as part of their lifelong learning opportunities. In keeping with the Chair remit, through the sharing of knowledge and resources, across the partnership and with civic society we will develop and disseminate a range of training options.

As the Chair remit extends to the post-conflict, post-disaster and developing countries, sustainable partnerships will be forged with competent authorities to ensure delivery of long-term impact focused training.

Many of the Chair partners have existing training provision and they will be promoted. In addition new training offerings will be developed. Given the broader social justice remit of the Chair training activities will be broadly focused across all sectors that are needed to realise the overall vision.

Training will be made available in a variety of modes to suit varied needs and requirements.

Education

The UNESCO Chair will increase the opportunity for pre-service professionals across a range of PE, sport, fitness, recreation and interrelated professions to build capacity to provide for people with disabilities as part of their vocational preparation programmes. The Chair's motto 'Mainstreaming Diversity' encapsulates our goal. Educational programmes preparing professionals to work across the areas of responsibility of the chair should aim to 'infuse inclusion' across their curricula. Where necessary this should be supported with dedicated inclusion modules and/or adapted physical activity modules that can build professionals with strong self-efficacy regarding their ability to work with all people. In building self-efficacy it is imperative that sufficient high quality practical activities involving people with disabilities are provided.

P3. PROCESSES

A key dimension of the UNESCO chair is to activate ourselves and mobilise the partnership and other stakeholders to contribute to achieving the philosophy of the chair.

"This Council congratulates IT, Tralee on being one of only three third level institutions on the island of Ireland to sign an agreement for an UNESCO Chair. We commit to supporting IT, Tralee in the achievement of the articles of the Chair in any way we can, beginning with the insertion of objectives in our County Development Plan which will lead to the creation of an environment that is universally accessible in the Count".

Kerry County Council



Key processes include:

Research across disciplines to mobilise actions for Change. Transformative research with actionable transfer into practice is the core research focus. The Chair invites collaboration and consultation on priority research areas at local and international levels and across sectors, public, private, commercial, voluntary, etc.

Relationships Building and Partnerships, within our partnership and beyond. Be an available contact point for those seeking to improve practice. There is no room for exclusion in a Chair that is advocating for inclusion. We aim to build trust and respectful relationships to promote productive multi-sectorial collaboration at every opportunity. Examining how broader society can contribute and how many stakeholder have a role in informing practice: *Nihil de nobis, sine nobis* - Nothing about us without us. Engaging with individuals, families and communities is an essential component of the Chair activities.

Advocate for Mainstreaming Inclusion

Providing justification and information relating to the capacity building of professionals in fields related to the chair vis-à-vis inclusion. This will serve to capacity build and infuse inclusion across diverse areas. We will advocate from grassroots level to policy and legislative levels including adoption of declarations.

Build-Capacity in the Education and Training Sectors

Where possible in line with National Education Frameworks, develop, deliver and share education and training resources in different modes, cognisant of cultural relevance. Make options available online to facilitate the engagement of many groups in the training options. Examine sustainable mode of expanding the offerings across the geographical remit of the chair.

Communicate

The conversation has started, we need to keep it going. The Chair has to develop and maintain a system of ongoing communication across all stakeholders. Communication messages need to be relevant and tailored to the varied audiences for which they hold relevance. The use of the internet and multimedia ICT will be very important in making impactful messages heard on a global scale.

An Appreciative Inquiry Approach

The Chair presents an opportunity for new actions, new thinking, new direction and a new vision. 'Mainstreaming Diversity' sums it up. Our activity and actions will be community focused, forging broad cross-sector skills alliances and knowledge alliances to forge new thinking and broad society based solutions.

LET'S ACT TO MAINSTREAM DIVERSITY

Discover

LETS BUILD ON
THE SHOULDERS
OF GIANTS

Dream

THE FUTURE
YOU WANT
TO SEE

Design

THE BUILDING
BLOCKS OF
CHANGE

Destiny

CREATE
A NEW
TOMORROW

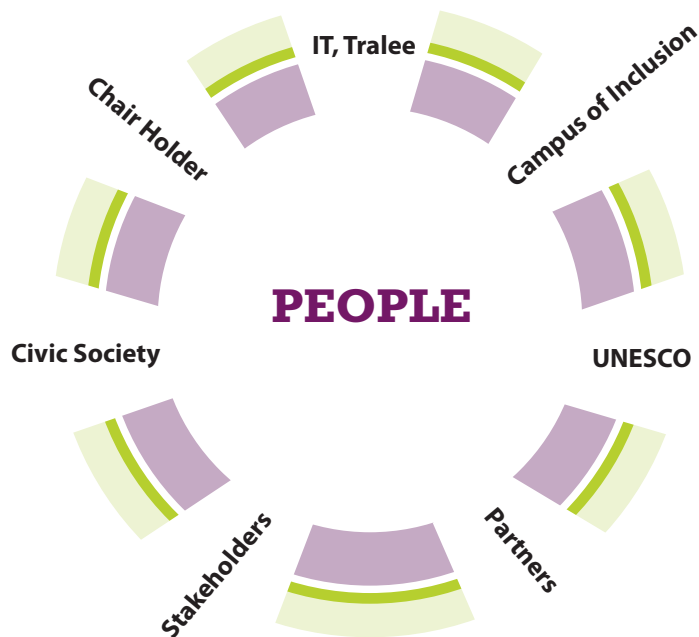
P4. PEOPLE

“The establishment of the designated UNESCO Chair at the Institute of Technology Tralee is just reward for the pioneering developments in Inclusion programmes testimony to which are the outcomes of the European Inclusive Physical Education Training (EIPET) Project (2007-2009), driven by committed and dedicated Institute staff. The designated Chair is also timely and opportunely relevant to providing evidence for, and informing, future policy advocacy and action at local, national and international levels.”

Ken Hardman
(UNESCO World Wide Survey, 1998-2014)

People

People are the most valuable asset in the work of the Chair. People will envision the new reality and work to realise it. Together, the Chair partnership will respect the past, stand on the shoulder of giants, and create a new future. Our patron and ambassadors will work with us to spread the core messages to all stakeholders.



People in IT, Tralee

The Institute Executive closely regulates and governs the Chair development. Since the establishment of the Chair, and in scoping the necessary requirements for successfully achieving its goals and their wider social impact, IT, Tralee has adopted a pan-Institute implementation approach. The Chair is seen as an entity within the Institute, guided and promoted by its Chairholder and supported and developed by the Institute staff and its wider international partnership. The close proximity of the CARA Centre, our partner on campus, enables close synergies in our advancing our aligned goals.

Partners

The Chair partnership was drawn together at application stage (see appendix 1) and has grown since that point. The Partnership is fluid. In-line with our philosophy of approach, this is a necessary means of ensuring the level of innovation the Chair is endeavouring to achieve. Certain projects will draw the Chair closer to certain partners and this cycle will change over time as new projects and synergies develop. The Chair will work across sectors as relevant to the goals and objectives of the Chair; public, private, voluntary, community sectors, global multi-nationals, small and medium enterprises, and micro small and medium enterprises.

Chair Network

The UNESCO Chairholder and the Chair will become part of the UNESCO Chair global network. The Chair will work closely with two other longer established Chairs in Ireland namely the UNESCO Child and Family Research Centre at the National University of Ireland, Galway and the UNESCO Chair in Education for Pluralism, Human Rights and Democracy at University of Ulster.

P5. PROGRAMMES

Programmes are the mechanisms that deliver change. The Chair will build on the existing suite of programmes connected with IT, Tralee, CARA and all Partner Institutes. In keeping with our appreciative inquiry approach continuous enhancement is a core programme ideal.

The range of existing programmes in both the Health and Leisure Department, Social Care Department and Adventure Tourism Department at undergraduate and postgraduate levels in the Institute will be shared and built upon. Community outreach activities such as the Community Leadership Initiative will also be built upon.



EIPET - European Inclusive Physical Education Training Project

This project launched in 2009 and was adopted internationally by many higher education teacher training institutions and by many allied professionals for in-service training or lifelong learning. It is currently undergoing complete review, and expansion to IIPET, International Inclusive Physical Education Training. This will embrace UNESCO's quality PE guidelines and will have relevance in school and out of school contexts and into post-conflict, post-disaster and developing regions.



UFIT - Universal Fitness Inclusion Training (2013 - 2015)

This UNESCO Chair led project is opening opportunities internationally for Fitness Clubs to be more universal in their service offerings.



RECALL - Reviving and 'Inclusivising' Traditional Sports and Games

Led by Tafisa; The International Association for Sports for All, the UNESCO Chair will show how games can be more universally accessible.

Programmes of research and activity relating to the Chair have been broadly engaged in Institute-wide. Connected with the UNESCO Chair the Institute's 'Campus of Inclusion' commitment has led to the development of interdisciplinary strands by such areas as Health and Leisure, Technology, Engineering, Tourism, Multimedia, Nursing and Social Care, Business and Humanities. This commitment to multi-sectorial activity is in keeping with the Articles of the Chair and the process and principles of appreciative inquiry.

The Research Centres in the Institute have also linked in with the UNESCO Chair agenda. There have been collaborations with the Centre for Entrepreneurship and Enterprise Development (CEED), The Irish Academy of Hospitality and Tourism (IAHT) and IMAR the Intelligent Mechatronics and RFID Research Centre.

P6. PROMOTION

*"Without,
promotion
something
terrible happens:
nothing"*

**Phineas Taylor
Barnum**

Promotion is an essential aspect of awareness raising. Promotion will serve to enthuse, motivate and embrace inclusion and diversity with positivity.

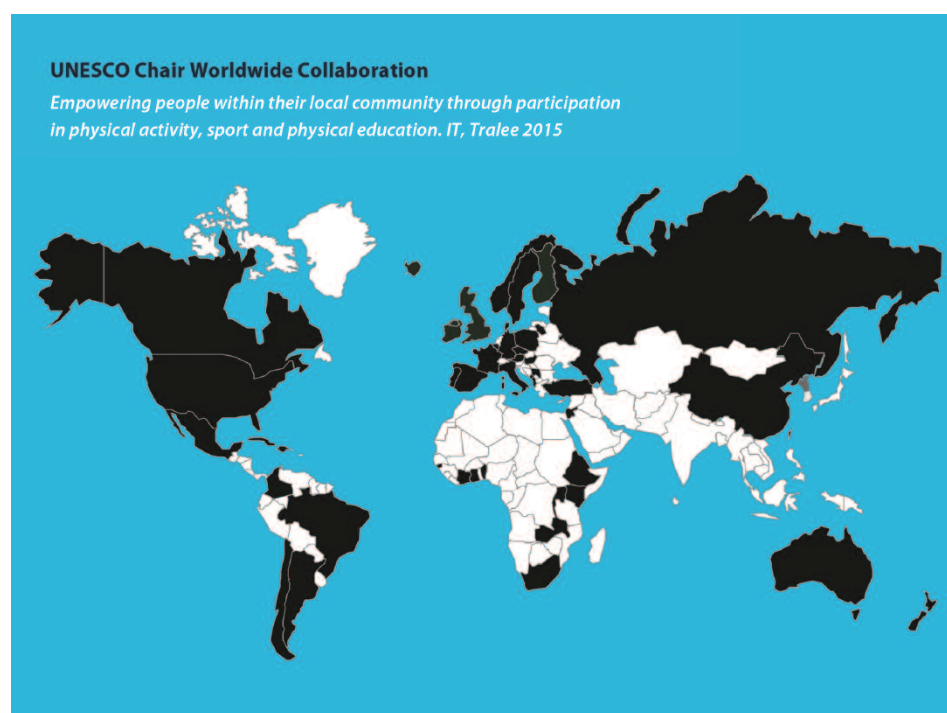
Acknowledge - Affirm - Illuminate

The Chair, it's goals, partnerships and activities will be widely promoted in a multi-sectorial and multi-dimensional manner to raise awareness across the stakeholder mix the Chair activities need to address. This necessitates an array of promotional activities from academic papers, conference presentations, local and national and international media reporting, dissemination across professional networks, and social media campaigns, videos, etc.

The Chair will maximise use of the internet to share messages from across the partnership, and will make available its repository as a platform for sharing of resources, publications and good practice guides. The Chair will act as a 'Clearing House' for the aforementioned activities.



P7. PLACES



Places: UNESCO Chair Home

The Institute of Technology, Tralee (IT, Tralee), County Kerry, Ireland is home to the UNESCO Chair, but its remit is global. IT, Tralee is a university level institution with a range of programmes from craft to postgraduate level. It has over 3,500 full-time and part-time students and 250 staff. Established in 1977, the Institute has operated autonomously since 1993. It provides education and training, facilitates industrial research and consultancy, and is a major engine of economic and social development in the region. The prioritised research themes at the IT, Tralee build upon the Institute's established and emerging strengths and directly align with national research priority areas and the Innovation Union flagship initiatives of the Europe 2020 strategy for a smart, sustainable and inclusive economy. The UNESCO Chair and its role and functions is one of the key priority areas of the Institute.

The Institute Campus is also home to the CARA Centre, the National Centre for Adapted Physical Activity (APA). The CARA Centre is an IT, Tralee and Irish Sports Council initiative. The CARA Centre, since its establishment in 2007, has led positive change initiatives in training and support structures to facilitate the inclusion of people with disabilities in sport, physical activity and physical education in Ireland. Since 2007, the Institute and CARA have worked in close collaboration to contribute to the advancement of APA in Ireland and beyond. The UNESCO Chair and CARA will continue this co-operation, in partnership with others to advance towards the Chair goals.

The UNESCO Chair will co-operate and share examples of good practice from Ireland and elsewhere via its international partners.

The Institute has committed to building Kerry Sports Academy to be a home to the UNESCO Chair and its inclusive educational, training and practical activities.

Places International

Achieving the Chair goals requires multiple partnerships across the 6 areas of operation for successful change. The International scope is vast as evidenced in the above map.

Kerry Sports Academy

The Sports Academy is the next stage of development proposed under the Institute's Master Plan and will house the activities of the Institute's Health and Leisure programmes in addition to the headquarters for the UNESCO Chair and the CARA APA Centre. A Foundation has been established to advance this initiative.



IN THE LIVES OF FAMILIES AND COMMUNITIES...



P8. PERCEPTION

"Perception is the reality of what we create as viewed by others; the closer they align, the greater the chances we got it right."

Caitriona Ní Charthaigh

By 2017 the success indicators for 'Perception' vis-à-vis the Chair are:

Recognition as:

- A **Transformative Enabler, Mainstreaming Diversity**.
- A **Connected Leader** informed and guided by the practice of many stakeholder.
- An **Enabler of Excellence** with people with disabilities, their families and communities as its core focus.
- An **Equaliser of Opportunity**, for participation of all.
- A **Competent Authority** recognised by both civic society, federations, the research community, the education sector and policy makers and the broad sport and active recreation sector.
- The **'Go-to' Repository** for the fields of responsibility of the Chair.



THE 3 'I'S: IMPLEMENT - IMPACT - INNOVATE

IMPLEMENTATION

It's time to take action and put all the enablers in place.

Key implementation tasks:

- Grow the staffing core of the UNESCO Chair activities;
- Grow the 'Campus of Inclusion' Concept in Tralee and for modelling elsewhere;
- Consolidate existing partnership;
- Strategically grow partnership;
- Launch website;
- Build website;
- Establish repository;
- Grow research centre;
- Open stakeholder discussions;
- Deliver CRAFT Strategy.

IMPACT

Let's Deliver on the Vision

A process of continual evaluation is necessary. We need to develop evaluation tools and frameworks appropriate to our work and implement evaluation strategies in a continual cycle. The Chair will expand activities to address all area on the Chairs functional map.

"Access to high quality physical education, competitive sport and a healthy, active lifestyle is the right of every person. These opportunities should not be a matter of chance and this blueprint document provides a clear route map for us all to follow."

Baroness Sue Campbell Chair of Youth Sport Trust.

INNOVATION

In-line with the Appreciative Inquiry approach, the Chair wishes to build innovation into the way of working of the Chair.

"Imagination is not only the uniquely human capacity to envision that which is not, and therefore the fount of all invention and innovation. In its arguably most transformative and revelatory capacity, it is the power to imagine that enables us to empathize with humans whose experiences we have never shared."

J.K. Rowling

Achieving the goals of the Chair will require innovation on the part of all stakeholders. The philosophy and approach of the Chair engaging with its work should foster innovation. The Chair represents a unique opportunity to steer fresh approaches in social innovation for the betterment of all.

SPOTLIGHT 1: INNOVATION IN ACTION

Community Leadership Initiative (CLI) for Active Citizenship and Kerry Spina Bifida Hydrocephalus Association.

This CLI project set up a physical activity club in Kerry (previously unavailable) for children with Spina Bifida who are wheelchair users. It also served to advocate for the right of all children to participate in physical activity, through enabling participating children to experience a variety of activities, (previously not tried) and through highlighting to parents the value of physical activity and the possibilities for enhancement of opportunities in their children's school and home environments.

- One 3rd year Health and Leisure Student
- Spina Bifida Hydrocephalus Ireland
- 20 children and family members

Feedback was very positive

"Lucy (CLI student) was excellent, showing great enthusiasm and demonstrated great skill when interacting with both parents and children". (Deirdre, Development Officer)

"I believe it is important to show the group members that they are able to participate in 'mainstream' sports and activities without having major adaptations".

"Through this experience I got the opportunity to undertake a new challenge, & bring my leadership theory into practice. I had to think on the spot, problem solve, and ensure sessions were carried out in an enjoyable manner for all. Reflecting on the experience, I observed myself transform into a real advocate for physical activity for all & sought to positively convey this message to both children and parents. I definitely grew, gained perspective and enhanced my career focus, through the opportunity."

An off shoot from this initiative was the organisation of aerobics sessions for the parents, which served to enhance their group affiliation and create greater awareness of the value of physical activity, while enabling the whole family to experience fun activities.



SPOTLIGHT 2: MAKING A SPLASH

The third year Health and Leisure students from the Institute of Technology, Tralee deliver an Aquatics Exercise Programme to 40 participants from Arthritis Ireland and the National Learning Network. The students gain qualifications as Aquatic Exercise Instructors and valuable experience of working with participants with a range of abilities. The purpose of the initiative to enhance the overall health and wellbeing of the participants and to provide a social outlet for the participants.

Participant comments regarding the programme:

"It was fun and the social side was of great benefit"

"I greatly improved my arthritis and mobility issues"

"My overall wellbeing (body and mind) improved"

"After 3 weeks, my knees are better than they had been for the past year"

"The aqua jogging gave us confidence in the water"

"I liked mixing with other groups"

"It's relaxing and the mental health benefits are great"

"The instructors looked after us very well, if we weren't able to do something, they made it easier or changed it for individuals"

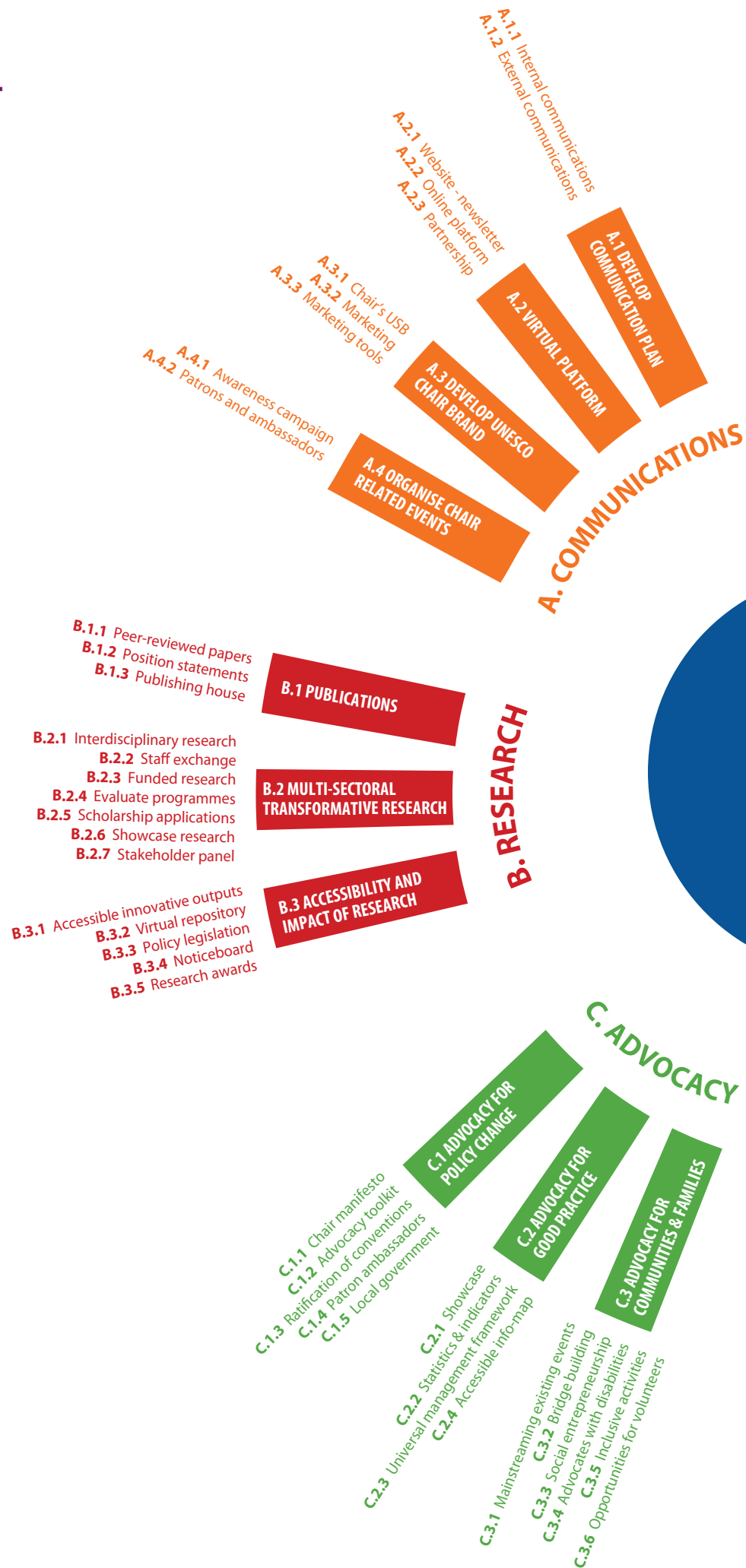
The groups stated that they now see the benefits and are more likely to continue.



DEPARTMENT DOCUMENTS



CRAFTE STRATEGY



Template adapted from Golf Stand 2012

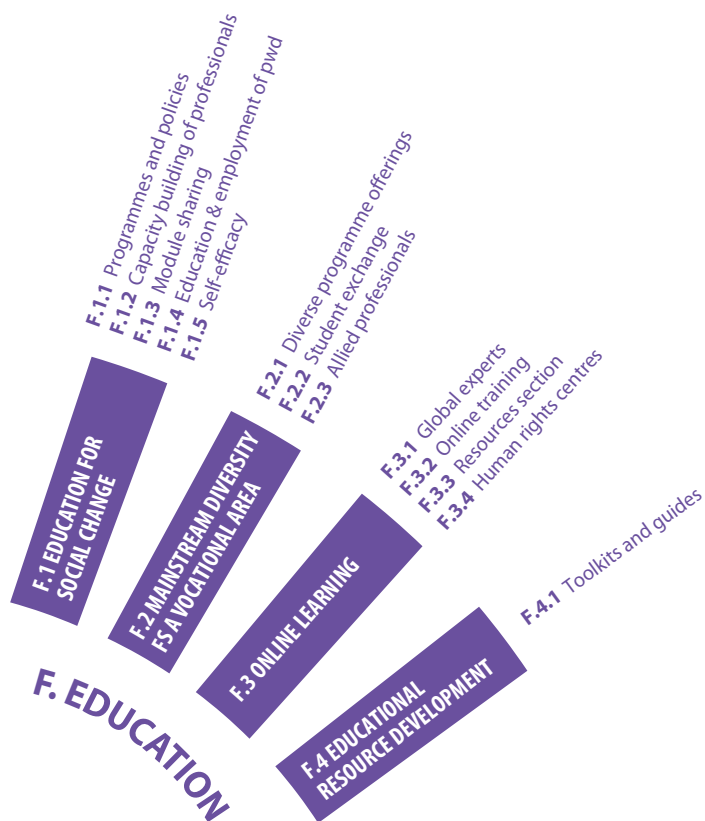
RELATED ACTION

SUB-STRAND

STRAND

KEY PURPOSE

To transform the lives of people with disabilities, their families & communities through Physical Education, Sport, Recreation & Fitness



E. TRAINING

E.1 STANDARDS: INCLUSION TO MAINSTREAMING

- E.1.1 Develop standards
- E.1.2 Standards audit
- E.1.3 Databank of standards
- E.1.4 Uptake of standards

E.2 MOVEMENT TOWARDS MAINSTREAMING DIVERSITY

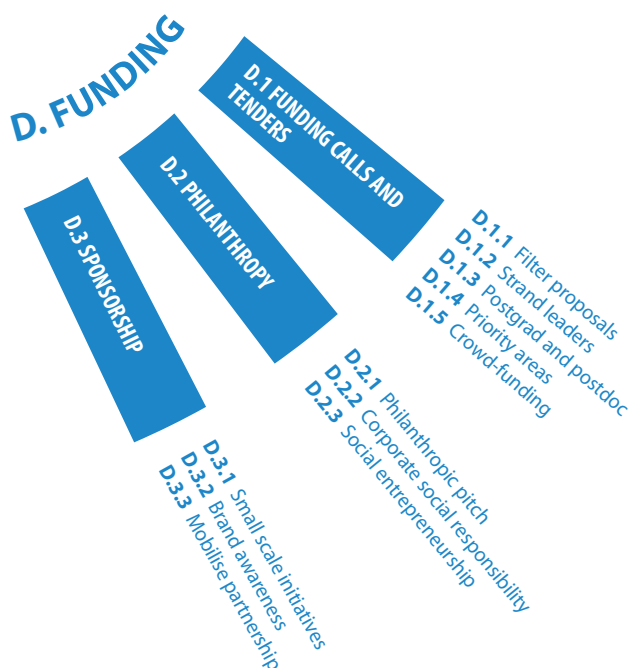
- E.2.1 Training agents international
- E.2.2 Forge partnerships
- E.2.3 Awareness workshops
- E.2.4 Exercise programmes
- E.2.5 Inclusive exercise referral
- E.2.6 Home based activities

E.3 DEVELOPMENT OF PROFESSIONALS

- E.3.1 In-service capacity building
- E.3.2 Training programmes

STRAND

SUB-STRAND



RELATED ACTION

CRAFTE STRATEGY

The following table encapsulates and expands on the above graphic. The actions, projects and initiatives described herein have relevance across the fluid partnership with which the UNESCO Chair operates. Ongoing synergies and sharing between the UNESCO Chair in IT, Tralee and its primary national partner, the CARA National APA Centre see the activities of both parties represented below. In addition the functional map is described in broad terms to facilitate ALL Partners finding their fit with the current and proposed actions described therein.

STRAND	SUB-STRAND	RELATED ACTIONS	PROJECTS AND RELATED INITIATIVES
A. Communications	A.1 Develop regular communication avenues with Chair staff and affiliates. Develop communication plan.	A.1.1 Internal Communications	Establish campus-wide engagement with Chair related news and events with the help of Departmental and School 'Chair advocates'
			Scheduled Chair strand/working group meetings to be established; Chair presence on course board agendas when required; liaison network with students to be developed.
			Ability to collate and publicise newsworthy events and agendas necessary.
		A.1.2 External Communications	Network of Chair supporters including media sources and promotional avenues to be developed.
			Key Chair messages to be refined and pitched to specific target groups.
			Ability to collate and publicise newsworthy events and agendas necessary.
	A.2 Develop a virtual platform	A.2.1 Develop UNESCO Chair website, newsletter, repository capabilities.	www.unescoittralee.com currently in development. Link with CARA Centre publications / website.
			Maintenance for site and blogging, repository, and newsletter facilities required
			Need to collate and maintain database of (newsletter) subscribers and (repository) members
		A.2.2 Build an online platform for interaction and lobbying for the UNESCO goals and dissemination of resources.	Repository, newsletter, and 'forum' features of the website to be facilitated once a critical mass of news and resources has been gathered
			Strategy for and maintenance of social media accounts (Facebook; Twitter) to be developed, and personnel recruited.
			New social media accounts to launch (YouTube; LinkedIn)
		A.2.3 Expand the partnership coherently.	Current non-partner institutions.

STRAND	SUB-STRAND	RELATED ACTIONS	PROJECTS AND RELATED INITIATIVES
	A.3 Develop UNESCO Chair brand	<p>A.3.1 Define Chair's USB - unique selling point and target groups to inform development of Communications Strategy.</p> <p>A.3.2 Develop a range of UNESCO Chair brochures for information and marketing operations</p> <p>A.3.3 Develop marketing tools such as videos, image bank, and info-graphics that can be easily exported and utilised in other jurisdictions</p>	<p>Definition of Chair's selling points, benefits of association, and potential allied working areas to be developed and publicised. Key Chair messages to be refined and pitched to specific target groups. Chair Communications Strategy to be drawn up.</p> <p>To include literature on related undergraduate, postgraduate and short awards</p> <p>Marketing tools to include business cards; postcards; flyers; folders; other stationary, as well as virtual instruments such as videos; apps; resourced social media networks</p> <p>A suite of UNESCO Chair graphics, templates, fonts, images, titles, and other promotional tools to be developed</p>
	A.4 Organise Chair related events	<p>A.4.1 Launch an awareness/marketing campaign, in conjunction with our partners, to acquire more supporters and more attention.</p> <p>A.4.2 Recruit national and international patrons and ambassadors for promotion and endorsement purposes.</p>	<p>UNESCO Chair official launch 2015.</p> <p>Chair promotional campaign; Chair patron and ambassadors to be recruited; major marketing and publicising operation needed for the event as well as follow-up strategy; to be run in conjunction with associated events nationwide.</p> <p>Potentially develop first International Day of Sport/Inclusive Sport with partnership.</p> <p>Mobilise local community through awareness raising exhibition/(art) competition with a view to exhibiting entries.</p> <p>List of candidates in production for Ireland; encourage UNESCO Chair partners to execute similar plan in own jurisdictions.</p> <p>Existing networks to be utilised to source and recruit candidates.</p>

STRAND	RELATED ACTIONS	PROJECTS AND RELATED INITIATIVES
B. Research	B.1 Publications	
	B.1.1 Establish and meet KPIs for interdisciplinary peer-reviewed papers within IT, Tralee, and in collaboration with UNESCO Chair partnership.	Align with Chair Research Framework. International collaboration on publications, and focus on accessibility of outputs.
	B.1.2 Develop suite of multi-sectoral UNESCO Chair declarations, manifestos, charters, position statements, and brochures.	Cross-reference with public manifesto Booklets - teaching purposes.
	B.1.3 Establish IT, Tralee UNESCO Chair 'publishing house' for the purposes of disseminating outputs.	Build a virtual platform and repository for knowledge sharing and dissemination.
	B.2 Engage in multi-sectoral transformative research activities	
	B.2.1 Collate and promote multi-sectoral interdisciplinary research opportunities in as part of the 'Campus of Inclusion' locally and across the UNESCO Chair partnership.	Case study the concept of multi-sectoral interdisciplinary research presentation of potential research collaboration. Establish inclusive standards/indicators to promote inclusiveness of research projects.
	B.2.2 Develop academic staff exchange with other institutions, inward and outward.	Encourage and map the exchange of staff across the partnership and beyond.
	B.2.3 Across the Chair promote, co-ordinate and partner funded research programmes.	Encourage ongoing activity across the partnership ion relevant funding call to advance activity in the fields associated with the Chair.
	B.2.4 Develop and support research which evaluates programmes.	Within the partnership provide guidance document on programme evaluation.
	B.2.5 Encourage Research Scholarship applications e.g. ITT Scholarship open to applicants globally.	Grow and encourage research, especially multi-sectoral, interdisciplinary research across the partnership.
	B.2.6 Collate and showcase research across the UNESCO Chair partnership.	Via the repository invite all relevant submissions from across the partnership.
	B.2.7 Establish a stakeholder panel to inform UNESCO Chair activities.	Within the partnership or relevant National Competent Authorities establish a stakeholder panel to inform actions.
	B.3 Facilitate the accessibility and impact of research outputs	
	B.3.1 Develop accessible innovative research outputs for general public as well as academic community.	Student/Staff Debate Series related to different departments on the theme of inclusion and the general Chair remit Info-graphics/ Animations Videos/Vines/Documentary films Masters students research results Magazine, website and newspaper articles
	B.3.2 Build a virtual platform and repository for knowledge sharing and dissemination.	UNEESCO Chari Repository- all partners welcome to participate.
	B.3.3 Research for policy, legislation and practice. Conduct research to influence the development and composition of the UNESCO Chair Conventions for change- manifestos, declarations and other such literature, with a view to changing related legislation, policy and practice.	All partners to contribute to actions with a view to bringing about change on an international platform. In line with CRPD and other such conventions but at a non-statutory level.
	B.3.4 Conferences and Seminar noticeboard. Disseminate, participate, and share information across the partnership and beyond.	Host: local, national and International events. Coast: Attend others events Boast: Disseminate information about others events.
	B.3.5 Develop International Research Awards in line with CARA National Inclusion Awards with embedded Research Section.	Showcase possibilities for international expansion of this award scheme across the partnership and beyond. Showcase other similar international award concepts.

STRAND	SUB-STRAND	RELATED ACTIONS	PROJECTS AND RELATED INITIATIVES
C. Advocacy	C.1 Advocacy for policy change	C.1.1 Publish Chair manifesto outlining its Mission/Vision/Objective in accessible formats.	Develop a consensual document through public discussion and partnership collaboration.
		C.1.2 Develop a range of resources to aid lobbying for inclusion among UNESCO Chair partnership and beyond. Advocacy toolkit.	For example, Advocacy Toolkit; guidelines; testimonials/case studies/research outputs; advocacy measurement tool/framework; framework to identify inclusion opportunities in major national and international policy documents.
		C.1.3 Advocate for the ratification of conventions and declarations in the area of inclusion across the Chair partnership.	Moving Advocacy from Rhetoric to Reality in Keeping with the Berlin Declaration; Qualitative and Quantitative Indicators; Actions.
		C.1.4 Source a Chair Patron(s) and Ambassadors nationally and within the UNESCO Chair partnership jurisdictions.	Encourage UNESCO Chair partners to execute similar plan in own jurisdictions.
		C.1.5 Advocate for good local government practice to support inclusion across communities.	Lobby local TDs and councillors for support, Communicate with Dept. of Sport office in Killarney; Kerry County Council - UNESCO Chair partnership
	C.2 Advocacy for good practice	C.2.1 Showcase and encourage the adoption of inclusive - mainstreaming initiatives across the domains of responsibilities within the UNESCO Chair remit.	Promote examples of good practice as a road map to mainstreaming - e.g. within the sports and active leisure sector; within local government, national government, NGBs, NGOs, communities, education sector, etc.
		C.2.2 Advocate for the inclusion of adequate indicators around the inclusion of marginalized population groups in national and international statistics and indicators and observatory data with view to tracking progress towards mainstreaming.	Irish Sports Council - National Sports Monitor e.g. National Stats: National Report Card on Physical Activity; Slán Study / Health Behaviour of School age Children (HBSC); European Sector Skills Council activity.
		C.2.3 Adopt and promote the Universal Management Framework for the Inclusivising to Mainstreaming of practice.	Universal Management Framework; Audit tools: Finland; CARA Centre; Ireland Active (collate and display in the Chair repository)
		C.2.4 Develop and design an Accessible Community Info-map of inclusive opportunities in communities, and resources for others to use.	Collate a range of options from international providers.
	C.3 Advocacy for communities and families	C.3.1 Encourage the mainstreaming in existing national, regional and local events - Including inclusive/adapted/unified sports as appropriate.	Give greater profile to all sports by encourage bringing 'disability sport' in line with 'mainstream sport' in an appropriate manner.
		C.3.2 Encourage bridge building from academia to community and families.	Showcase initiatives on the effectiveness and impact of community outreach.
		C.3.3 Interaction with business/Social Entrepreneurship/innovation bodies.	Shake up the thinking in keeping with the appreciative inquiry principles encourage the adoption of innovative approaches. Encourage partnerships in partner jurisdiction with, e.g. Centre of Entrepreneurship and Enterprise Development (CEED) in IT Tralee or Social Entrepreneurs Ireland; Sport for Business;
		C.3.4 Support Advocates with Disabilities	Example: 'Latch on' programme and other advocates.
		C.3.5 Showcase Inclusive Activities	Organise awareness meetings and potential inclusive physical activity days where people can also participate in sport activities. To include varsity sports days.
		C.3.6 Create opportunities for volunteers in the UNESCO Chair activities and also for internships, open to students and the general public.	Highlight the importance of the work of volunteers across the UNESCO Chair partners and stakeholders, create further opportunities.

STRAND	SUB-STRAND	RELATED ACTIONS	PROJECTS AND RELATED INITIATIVES
D. Funding	D.1 Funding calls and tenders	D.1.1 Establish a sustainable and effective filter for funding proposals relevant to UNESCO Chair partnership activities.	Gather contact information and details on funding and scholarship opportunities such as DOCTRID-ASSISTID; Marie Curie; Horizon 2020; ERASMUS+; E-Tender calls
		D.1.2 Partners and strand leaders to highlight, discuss, and decide on potential funding opportunities relevant to the UNESCO Chair.	
		D.1.3 Postgraduate and Postdoctoral research opportunities.	IT, Tralee Scholarships; Government of Ireland; Marie Curie; DOCTRID-ASSISTD.
		D.1.4 Mobilise UNESCO Chair partnership to identify priority areas which should be funded.	
		D.1.5 Develop a crowd-funding initiative in collaboration with UNESCO Chair partnership.	E.g. Train the Trainer initiatives abroad, FirstGiving; YouCaring.com; FundIt; Kickstarter; GoFundMe
	D.2 Philanthropy	D.2.1 Develop coherent philanthropic pitch: promotional resources for the purposes of attracting philanthropic donations	Videos; flyers and brochures; web page; mobilise UNESCO Chair ambassadors
		D.2.2 Promote Corporate Social Responsibility opportunities to companies and enterprises in association with UNESCO Chair activities	Short-term corporate sponsorship with a view to securing long-term investment in demonstrably successful (pilot) projects
		D.2.3 Develop strategic philanthropic and social entrepreneurship leads.	As appropriate.
	D.3 Sponsorship	D.3.1 Seek local/national sponsorship for small scale initiatives, e.g to support researchers and community engagement initiatives.	Innovative initiatives ongoing.
		D.3.2 UNESCO Chair Patron and ambassador mobilisation to promote activities and associated brand awareness.	List of candidates in production for Ireland; encourage UNESCO Chair partners to execute similar plan in own jurisdictions
		D.3.3 Mobilise partnership to source mentoring, advice, and networks who can advise and help secure sponsorship funding and support.	Social Entrepreneurship bodies; Chambers of Commerce or local equivalent; Institutional Enterprise contacts; Sport for Business (Ireland)

STRAND	SUB-STRAND	RELATED ACTIONS	PROJECTS AND RELATED INITIATIVES
E. Training	E.1 Developing standards: Inclusion to mainstreaming	E.1.1 Promote, collate and develop national and international standards to facilitate movement towards mainstreaming diversity in the Sector.	Advocate and Act to develop and promote mainstreaming standards for professionals and volunteers operating in all relevant sectors. PE, Sport, Recreation and Fitness.
		E.1.2 Conduct an appreciative inquiry standards audit of various national and international standards.	Identify competent authorities in each jurisdiction, with a view to collaborating with the Chair activities in the development and promotion of standards.
		E.1.3 Compile a databank of existing standards via the UNESCO Chair website repository.	ICREPS; IRL & UK; EHFA; PE standards; standards developed via EUSAPA; EIPET; APENS.
		E.1.4 Encourage the uptake of standards in jurisdictions where there are currently none.	Encourage adaption and valorisation of standards in potential pilot areas, i.e. South Africa; Kenya. Gather and disseminate testimonials from reputable organisations endorsing and promoting the development and uptake of standards in the field.
	E.2 With view to movement towards mainstreaming diversity; promote inclusion training nationally and internationalise training programme offerings via the UNESCO Chair partnership	E.2.1 Training Agents International.	Case study good practice agencies to enable other jurisdictions to learn from the experience of others internationally. Publish guides for developing, delivering and evaluating inclusive training.
		E.2.2 Forge partnerships with allied training providers nationally and internationally.	The international remit of the Chair will mean considered partnership for sustainable actions.
		E.2.3 Offer disability awareness workshops that are positively focused and motivational.	Disability awareness resources to be made available on UNESCO Chair virtual platform.
		E.2.4 Research and develop a training programme for professionals involved in the delivery of home-based exercise programmes for individuals with disabilities.	Explore existing home base programmes; promote same and advance support and advocacy for professionals to deliver same.
		E.2.5 Develop a module and associated inclusive exercise referral training programme.	Where exercise referral exists - advocate human rights of all in such scheme. Showcase good practice.
		E.2.6 Collate existing training resources to provide a sub-repository of home based activities.	Form collaborations with organisations and personnel active in this field, e.g. with a view to collaborative development and showcasing end products.
	E.3 Assist in the delivery and promotion of training and the development of professionals.	E.3.1 In-service multi-sectorial capacity building of professionals in fields including PE, APA, Sport and Fitness, and allied professions such as Social Care, Health Promotion, Hospitality and Tourism, Business, Engineering.	Where mainstreaming the inclusion of people with disabilities was not the norm in one's professional preparation, the Chair encourages competent authorities across the partnership to support existing professionals to move towards inclusive practice with view to ultimately mainstreaming standards.
		E.3.2 Disseminate training programmes as desired by developers, developed by the Chair and its partners.	Share information about the types of training programmes that are on offer, e.g. through the CARA Centre and other such agents across the partnership.

STRAND	SUB-STRAND	RELATED ACTIONS	PROJECTS AND RELATED INITIATIVES
F. Education	F.1 Education for social change	F.1.1 Share existing programmes and policies.	Deliver and share undergraduate courses; postgraduate courses; short courses; minor awards etc. in line with national qualification frameworks where relevant.
		F.1.2 Infusion of Inclusion: Pre-service multi-sectorial capacity building of professionals in fields including PE, APA, Sport and Fitness, and allied professions such as Social Care, Health Promotion, Hospitality and Tourism, Business, Engineering.	Develop a UNESCO Chair position paper for the education sector advocating the capacity of mainstreaming inclusion to influence positive social change. Develop a series of one-page multi-sectorial justifications for inclusion education, e.g. the Business case; the Social Care case; the Engineering case. Develop a case study on the 'Campus of Inclusion' Concept.
		F.1.3 Module Sharing Across Partnership. Make existing IT, Tralee and partner institution modules available for sharing among other third level institutions.	Establish a database of modules within the UNESCO Chair online repository to facilitate the task of developing modules in the area.
		F.1.4 Mainstream the education and employment of people with disabilities in the sector in keeping with Article 30 of the CRPD Pt 5.	Advocate for the training and professional development of people with disabilities in fields associated with the UNESCO Chair; Showcase examples of good.
		F.1.5. Develop professional self-efficacy via experience. Mainstream the engagement of with people with disabilities in professional preparation programmes.	Advocate for the alignment of HE programmes with disability service providers and/or PWD* to facilitate professional development.
	F.2 Mainstream diversity as a vocational area	F.2.1 Grow diverse programme offerings in line with the broad multi-sectorial UNESCO Chair remit.	Document all relevant programme options the repository. Be open to new approaches and diverse multi-sectorial, interdisciplinary programmes and suggestions.
		F.2.2 Increase student exchange activity across the geographical remit of the UNESCO Chair.	ERASMUS+; EOSE Academy; ITT Scholarship Programmes; international internships; Post conflict, post disaster and Developing Countries options.
		F.2.3 Develop minor awards for allied professionals.	In keeping with broad community based multi-sectorial. Develop and showcase awards for specific fields including Hospitality and Tourism; Business; Engineering, etc.

STRAND	SUB-STRAND	RELATED ACTIONS	PROJECTS AND RELATED INITIATIVES
	F.3 Online learning	<p>F.3.1 Encourage all partners to organise online webinars, presented by global experts, as part of training programmes.</p> <p>F.3.2 Develop online training opportunities.</p> <p>F.3.3 Develop a resources section of website, and recruit personnel from partnership for contributions.</p> <p>F.3.4 Develop a post-graduate programme for Human Rights Centres and or other educational options relevant to the Chair remit.</p>	<p>Global collaboration with local relevance - Learning for experiences. E.g. The Inclusion Club; EIPET; UFIT; CARA, other partners, welcome.</p> <p>MOOCs; Coursera; Alison; OpenCulture, for example short online training linked with national Frameworks.</p> <p>Bibliographies; compilations in different areas, i.e. YouTube; image banks; online publications</p> <p>Write a sports sociology/sport as inclusion/rehabilitation module/literature/ PG course for students or link in with Human Rights centres.</p>
	F.4 Educational resource development	<p>Toolkits and Guides</p> <p>F.4.1 Quality Inclusive PE Toolkit</p> <p>F.4.2 Positive Inclusive Youth Coaching</p> <p>F.4.3 Universal Fitness Inclusion Training</p> <p>F.4.4 Inclusive Recreation Guide</p>	<p>Aligned with Chair remit develop resources and make these available to competent authorities relevant to their geographical remit.</p>

APPENDIX

Partners at application stage:

The Partnership: The partnership is fluid. It is envisaged that it will grow depending upon specific project needs and collaborations. At application stage the partnership was submitted as follows:

Executing institution: Institute of Technology, Tralee and the CARA Centre (ITT).

Partners were listed as follows:

The International Council for Sports Science and Physical Education and the Chair of the Education Committee of the International Paralympic Committee;

The Centre for Inclusive Sport Studies - CEDI in the Technical University of Madrid; EUFAPA, European Federation of Adapted Physical Activity and Palacký University Olomouc;

Special Olympics Europe / Eurasia;

Háskóli Íslands (University of Iceland);

English Federation of Disability Sport / Inclusive Fitness Initiative;

IHRSA 'International Health, Racquet and Sportsclub Association';

European Observatoire of Sports Employment;

Chernobyl Children International;

International Needs;

Mauritius Institute of Education;

Hope Alaska;

University of Victoria Canada and Canadian Sport for Life;

University of Hacettepe Turkey;

University of Jordan;

Hashemite University Jordan;

Ministry of Education and Sport Cape Verde, University of Alabama - Birmingham US;

Federal State University Brockport NY, USA

Ken Black the Inclusion Club, Federal University Juiz De Fora, Brasil;

ICREPS and Sport and Citizenship.

The Chair will be expected to grow the partnership and mobilise same with regard to relevant activities.

Some images courtesy of English Federation of Disability Sport (www.efds.co.uk), Lakeshore Foundation (www.lakeshore.org), National Center on Health, Physical Activity and Disability (www.nchpad.org) and Plan International.



United Nations
Educational, Scientific and
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UNESCO Chair "Transforming the Lives
of People with Disabilities, their Families
and Communities, Through Physical Education,
Sport, Recreation and Fitness"

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