**ADVOCACY TOOLKIT**

**A GUIDE FOR CREATING MORE INCLUSIVE COMMUNITIES WORLDWIDE**

*SUPPORTING AND CONNECTING CHAMPIONS OF CHANGE IN MORE THAN 80 COUNTRIES*

*Named a Stuart Scott ENSPIRE Award winner by ESPN in 2018*

*Named Diplomatic Action of the Year by Peace and Sport in 2018*

*ON THE COVER:*

*Olesya Vladykina of Russia, a Paralympian and 2016 CSPS alumna*

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*We attempted to contact Tom Olin but did not hear back in time for the publication of this toolkit. We’ve included photo credits when applicable.*

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**From the Director**

AT THE UNIVERSITY OF TENNESSEE CENTER FOR SPORT, PEACE, AND SOCIETY (CSPS), WE KNOW that you want to be someone who stands for equity and inclusion for everyone! So do we!

In order to do that, you want to feel equipped to take action – the right kinds of action. Informed action. Action that lifts up all people, especially those most affected.

The problem is there aren’t many how-to resources out there specifically designed for athletes, coaches, parents, teachers, and athletic administrators which makes you feel hesitant, helpless, and maybe even afraid to do anything for fear of doing the “wrong thing,” or even the “right thing, but in a wrong way.”

We believe that every person who wants to make a positive difference in the world should have access to the tools, resources, and networks to help them be the change they want to see.

Inside the pages of this toolkit, you’ll learn exactly how we leverage the power of sport to create more inclusive opportunities for people with disabilities. We reveal some of the “secret sauce” methods we’ve created over the past 25 years, including portions of our Better World curriculum.

I am incredibly proud of the CSPS Team for bringing this project to life and am honored to share it with each of you. We can’t wait to learn about the ways you are celebrating the 30th Anniversary of the Americans with Disabilities Act and are using your own passion, platform, and purpose to create a more inclusive world for all people! High fives!

Sarah Hillyer

Director and Founder Center for Sport, Peace, and Society, University of Tennessee

**About the toolkit**

THE UNIVERSITY OF TENNESSEE CENTER FOR SPORT, PEACE, AND SOCIETY (CSPS) IS COMMITTED to creating a more stable, equitable, and inclusive world through sport- based social innovation. With a long-standing commitment to empowering groups of people who are often overlooked, the CSPS works diligently to advance the rights of persons with disabilities, locally and across the world.

WHAT IS INCLUDED IN THE TOOLKIT?
Stemming from the mission of the CSPS, the Advocacy Toolkit provides academic expertise, educational resources, practical tools and tips, and a comprehensive guide to creating and launching a social change initiative that serves persons with disabilities in your community. In addition, the Toolkit includes theoretical foundations of social change, a glimpse into our “Better World” curriculum, summaries of the disability rights movement in the United States
and the Americans with Disabilities Act, case studies of social progress, and action-based worksheets to transform your ideas into action.

WHO CAN USE THE TOOLKIT?

The Toolkit serves as an educational resource for those seeking to
create and launch an initiative that enhances the inclusion of persons with disabilities in their community or those who are interested in learning more about human rights and community development. The Toolkit is also particularly helpful for non-governmental organizations (NGO), non-profit organizations, community-based service providers, organizations working in the space of sport for development and peace, national and international committees, and those working in the Olympic and Paralympic movements.

HOW CAN YOU MAKE THE MOST OF THE TOOLKIT?
In combination with the resources available on sportandpeace.org, the Toolkit provides ideas and practical strategies for creating an initiative that ensures the inclusion of persons with disabilities. Leaders working in this sector can make the most of the Toolkit by using it alongside the lived experiences, realities, environments, and cultures in which they operate. Our hope is that the Toolkit serves as a catalyst for sustainable, social change and more healthy, inclusive communities worldwide.

**1 Foundations of Change**

ACCORDING TO THE WORLD HEALTH ORGANIZATION, NEARLY ONE BILLION PEOPLE—APPROXIMATELY 15% OF THE GLOBAL POPULATION—LIVE WITH SOME TYPE OF DISABILITY.

Research consistently reveals that participation in sport and physical activity can contribute to the success and well-being of persons with disabilities, including enhanced self-image, increased competence, improved cardiovascular health, and lower risks for obesity (Devine et al., 2017; Murphy et al., 2007; Schur, 2002).

However, structural and social barriers often prevent widespread participation in sport and relate to unemployment, social isolation, difficult outdoor terrain, lack of transportation, and lack of accessible equipment (Darcy & Burk, 2018; Kean et al., 2017; Cottingham et al., 2016; Goering, 2015; Wilson & Khoo, 2013).

THE GLOBAL GOALS FOR SUSTAINABLE DEVELOPMENT

With a strong foundation in addressing these types of challenges and those related to poverty and climate change, in 2015, world leaders agreed to 17 global goals—the Sustainable Development Goals (SDG)—to build a better future for all by the year 2030. Importantly, the experiences of persons with disabilities are featured as a benchmark in SDG #10: Reduced Inequalities (i.e., “promote universal social, economic and political inclusion of all”).

Around the same time, the UN also deemed sport and physical activity low-cost, high-impact tools to advance and achieve the global goals, which highlights the value of the emerging field of sport for development and peace (SDP), the process of advancing development and demonstrating goodwill throughout the world.

SPORT FOR DEVELOPMENT AND PEACE

In 10 years, research has revealed that well-structured SDP programs can facilitate social interventions in places of global conflict, contribute to interracial harmony and peace, support the development of socially-inclusive identities, and reduce symptoms of post-traumatic stress disorder and depression (Darnell, 2007; Ashiq, Jan, & Shauqat-Ur-Rehman, 2015; Sugden, 2010; Coalter, 2006; Schulenkorf, 2012; Veronese, Castiglioni, & Said, 2010).

However, implementing effective SDP programs requires informed, prepared, and trained researchers, funding partners, administrators, coaches, coordinators, staff, and volunteers (Blom et al., 2015). Indeed, research reveals that training programs are needed to prepare practitioners for multi-task work and unpredictable situations, potential cultural misunderstandings, and to develop critical evaluation, flexibility, and creativity (Blom et al., 2015).

The CSPS specifically addresses this gap by offering robust training programs to local and international leaders, most of whom are members of the groups and communities they aim to serve (e.g., a person with a disability serving the disability community). Combining theory and practice through academic and classroom experiences, cultural engagement, peer communication and reflection, and executive mentorship, our training programs transform participants into better equipped agents of change.

As a result of more than 25 years of work in the sport and social change sector and a deep, philosophical commitment to the multiplier effect, where the empowerment of one leads to the transformation of many, the CSPS has impacted more than 550,000 people who have in turn mobilized local changemakers working from grassroots levels to the highest ranks of governance.

In fact, we have developed our own, unique method for change—the “Better World” curriculum—a pedagogical tool that combines key approaches from sociology, psychology, education, entrepreneurship, and experiential learning.

CENTER FOR SPORT, PEACE, AND SOCIETY “BETTER WORLD” CURRICULUM

First, our “Better World” curriculum draws upon two key models: (a) the human capital model (Bailey et al., 2013), an approach to social change that highlights the importance of developing different types of capital (i.e., physical, emotional, social, intellectual, individual, and financial); and (b) the socio-ecological model (Bronfenbrenner, 1994), a framework for understanding how external settings intertwine with the broad, societal forces that ultimately contribute to individual change. These models reinforce the importance of considering external factors when training leaders on ways to design and implement social change initiatives.

A NEW GENERATION OF SPORT LEADERSHIP: THE CSPS “BETTER WORLD” CURRICULUM

Our “Better World” curriculum also incorporates the seminal work of educational philosopher John Dewey and his approach to learning that connects cognitive, affective, and kinesthetic domains (i.e., thinking, feeling, and doing) and Brazilian philosopher Paulo Freire’s idea of critical consciousness raising, the process by which people move from a position of unquestioning acceptance of the social order to a critical perspective on it (Freire, 1996; Minkler & Cox, 1980; Dewey, 1938). In combination, our approach helps participants discover personal connections to local and global challenges and contributes to developing the skills needed to turn their ideas into action, thus creating a new generation of sport-based social entrepreneurs.

Applied to learning environments, our “Better World” curriculum includes four key steps:

* EXPOSE participants to new ideas, people, and ways of thinking and create environments that build trust.
* EQUIP participants with the tools, resources, and networks needed to address challenges in their communities.
* ENGAGE participants in new experiences and exchanges that help them move from idea formation to specific plans of action.
* ENTRUST participants to carry out their own vision as collaborators and advocates for social change.

These four steps guide the implementation of our training programs and serve as benchmarks for our integrated, learning experiences that combine classroom teaching,
cultural engagement, site visit exploration, peer communication and reflection, and executive mentorship. We have applied this human-centered pedagogy with more
than 10,000 participants, including persons with disabilities, women and girls, refugees/displaced persons, vulnerable youth, and other affected populations in more than 80 countries.

THE FOUR E’s OF THE CSPS “BETTER WORLD” CURRICULUM

1. Expose participants to new ideas and ways of thinking. Teach them how culture, diversity, and sport systems intertwine and contribute to legislation and social movements. Then take them on-site and let them experience it for themselves through unique service projects.

2. Equip participants with new tools and resources. Teach them about foundational theories and practical strategies in entrepreneurship. Then, provide opportunities for leadership development through meaningful discussion with peers.

3. Engage participants in new experiences and exchanges. Provide opportunities for them to learn from experts in the field, leaders of aspirational organizations, and mentors who can guide them on their journey.

4.Entrust participants to carry out their vision for community impact. With their advocacy work, you’ll likely see the implementation of new policies and programs, the development of partnerships, and increased civic participation (Huffman, Hillyer, Malnati, & Spellings, 2018).

*“Never doubt that a small group of thoughtful, committed citizens can change the world;*

*indeed, it’s the only thing that ever has.”
MARGARET MEADE*

*Cultural Anthropologist*

**2 Historical Context**

THE DISABILITY RIGHTS MOVEMENT GAINED INTERNATIONAL MOMENTUM IN THE 1960S AND 1970S WHEN A GROWING NUMBER OF U.S. VETERANS RETURNED HOME WITH DISABILITIES

and when civil rights became an issue that gained increasing attention (Köbsell, 2006; Sabatello & Schulz, 2014; Hurst, 2003). Leaders of the disability rights movement challenged the established medical model of disability, which focused on disability as a problem that exists in a person’s body and requires medical treatment (Goering, 2015), and instead used the social model of disability, which distinguishes between impairment and disability and identifies the latter as a disadvantage that stems from a lack of fit between the body and a social environment. This transition to the social model of disability changed the narrative of the movement to one focused on full participation in daily life (Sabatello & Schulz, 2014).

In the United States, pioneers of independent living, Ed Roberts and Judith Heumann, advocated for equal opportunities and inspired the national movement. Specifically, Section 504 of the Rehabilitation Act of 1973 was one of the first federal civil rights laws in the US that prohibited discrimination based on disability. However, failure to enforce early versions of the legislation led to the “504 Sit-In” when activists with disabilities occupied federal buildings. Section 504 become a precedent for further legislation for the protection of rights of people with disabilities in the US.

Soon after, British thinkers with disabilities began coming together and sparked discussion around disability arising from social rather than personal barriers (Hurst, 2003). Importantly, this grassroots activism was led by people with disabilities who demanded the right to speak for themselves (Sabatello & Schulz, 2014), and, as a result, now “nothing about us without us” is a central theme in the disability rights community (Pelka, 2012).

In 1981, activists across the world met at national assemblies during the UN- deemed, “International Year of Disabled Persons,” which included conversations around the goals of “increasing public awareness, understanding, and acceptance of persons with disabilities and encouraging persons with disabilities to form organizations through which they can express their views and promote action to improve their situation,” (UN.org). There, the activists found common purpose in fighting for the universal rights of persons with disabilities (Hurst, 2003) and continued to intensify the global movement. Shortly after, disability rights activists in Germany disrupted speeches of officials, including those of President Karl Carstens, by chaining themselves to stages to attract national attention (Köbsell, 2006). In South Africa, numerous disability rights and independent living organizations were founded because, as one of the leaders of the South African movement, Kate Jagoe-Davies, said, “regardless of whether we were blind or used a wheelchair, our strongest handicap was society’s view of us, that because we were different from the so-called norm, we were inferior” (Jagoe, para. 21).

THE AMERICANS WITH DISABILITIES ACT

In the United States, one of the most significant protests occurred on March 12, 1990 when approximately 60 protestors with disabilities set aside their assistive devices and crawled up the 78 marble steps to the Capitol’s West Front in Washington D.C. The “Capitol Crawl,” as it is now referred, signified a transition from viewing disability with pity and paternalistic care to a civil rights issue grounded in dignity. Four months later, on July 26, 1990, President George H. W. Bush signed the Americans with Disabilities Act (ADA) into law.

The ADA includes five titles that address employment, state and local government, transportation, public accommodations, and telecommunications. Specifically, the ADA “prohibits discrimination against individuals with disabilities in all areas of public life, including jobs, schools, transportation, and all public and private places that are open to the general public” (adata.org, 2017, para. 1).

However, the law has been subject to scrutiny since its inception. Specifically, some critics have pointed out that its vague language enables many people to qualify as disabled, which, in turn, has led courts to apply a narrow interpretation of disability and has resulted in employers winning approximately 95% of cases. The actual increase in access to employment for people with disabilities has also been questioned based on evidence that employers avoid hiring people with disabilities due to concerns of high accommodation costs and fear of being sued for failure to comply with the law. Others argue that the ADA is simply responsive to circumstances and patches up problems rather than addressing systemic issues related to product design and development, research, and education.

SPORT FOR PERSONS WITH DISABILITIES

In 1924, the first International Silent Games for people with hearing impairments were held in Paris, France, and included athletes from nine European countries. These games also marked the first international competition for athletes with disabilities and served as the foundation for the creation of the Deaflympics, an international, elite competition for deaf athletes.

Soon after, the International Committee of Sports for the Deaf was organized, and as of 2020, 116 national federations are among its members. The Deaflympics are held every four years and are recognized by the International Olympic Committee.

Alongside the disability rights movement, formal sport competition for persons with disabilities also gained momentum during the mid-20th century. During the 1948 Olympic Games in London, Dr. Ludwig Guttmann hosted the Stoke Mandeville Games, named after a nearby hospital, and included 16 veterans who competed in wheelchairs during an archery competition.

Then, in 1960, the first Paralympic Games took place in Rome, Italy, and included
400 athletes from 23 countries. Today, Paralympic Games occur immediately after the Olympic Games and include 22 summer and six winter sports for persons with disabilities.

During this time, another international sport movement was born in response to the isolation of children and adults with intellectual disabilities. On July 20, 1968, more than 1,000 athletes from the United States and Canada participated in the first Special Olympics World Games in Chicago. Today the movement is recognized by
the International Olympic Committee and brings together people from 170 countries.

Additionally, the Special Olympics has created a unified sports program, where those with and without intellectual disabilities compete together. Today, more than 1.4 million people participate.

THE UN CONVENTION ON THE RIGHTS OF PERSONS WITH DISABILITIES

In the latter half of the 20th century, the United Nations adopted several documents and declarations that protected the rights of persons with disabilities, but they typically were not comprehensive and, in general, were non-binding (Kanter, 2014). Then, in December 2001, representatives from Mexico addressed the UN General Assembly with a proposal to develop

a treaty to protect rights and dignity of persons with disabilities worldwide. Over the next five years, a working group collaborated and negotiated the first comprehensive document designed to protect human rights specifically for persons with disabilities.

This treaty—now known as the United Nations Convention on the Rights of Persons with Disabilities (UN CRPD)—was adopted by the UN General Assembly in 2006 and includes 50 articles based on general principles related to respect for differences and autonomy, inclusion, non- discrimination, equality, accessibility, and acceptance of disability as a part of human diversity and humanity. For example, article 24 relates to education and states that persons with disabilities should not be excluded from the general education system based on disability and should not be excluded from free and compulsory primary and secondary education.

Specifically, the UN CRPD does not create new rights; rather, it protects “the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities” and promotes “respect for their inherent dignity” (un.org).

The UN CRPD received a record number of signatories (82) when it became available in March 2007, and, as of June 2020, it has been signed by 163 countries and ratified by 181. Signing the convention indicates agreement with and intention to fulfill the articles, and ratification goes one step further by creating a legally-binding commitment under international law.

*Disability is not a matter of fate, not a medical problem, but a matter of political and*

*personal power; above all a question of consciousness.*

*ADOLPH RATZKA*

*Founder and Director
Institute on Independent Living, Sweden*

**TIMELINE OF THE DISABILITY RIGHTS MOVEMENT**

1960

The FIRST PARALYMPIC GAMES took place in Rome, Italy September 18-25, 1960 and included 400 athletes from 23 countries.

1970

On May 29, 1970, the CHRONICALLY SICK AND DISABLED PERSONS ACT in the United Kingdom became the first national document to recognize the rights of persons with disabilities.

1981

The United Nations named 1981 “INTERNATIONAL YEAR OF DISABLED PERSONS.”

1990

On March 12, 1990, disability rights activists in the U.S. set aside their assistive devices and climbed the steps of the Capitol building during the “CAPITOL CRAWL” protest.

1990

On July 26, 1990, U.S. President George H. W. Bush signed the AMERICANS WITH DISABILITIES ACT into law.

2006

On December 13, 2006, the UN adopted the CONVENTION ON THE RIGHTS OF PERSONS WITH DISABILITIES.

2010

On May 5, 2010, the SPORT FOR DEVELOPMENT AND PEACE WORKING GROUP was established to promote equality through sport.

*“...our strongest handicap was society’s view of us, that because we were different from the so- called norm, we were inferior.”*

*KATE JAGOE- DAVIES South African activist*

*Some people may have thought it was undignified to crawl in that manner, but I felt it was necessary to show the country what kinds of things people with disabilities have to face on a day- to-day basis. We had to be willing to fight for what we believed in.*

*—MICHAEL WINTER Former Director
of the Center for Independent Living, Hawaii and Berkeley, California*

Disability Sports Pioneers

With his work to launch the International Silent Games in 1924, French activist Eugéne Rubens- Alcais is considered the father of the Deaflympics. At the time, deaf athletes were considered intellectually disabled.

German-born British neurosurgeon Sir Ludwig Guttmann organized the Stoke Mandeville Games at the opening of the 1948 London Olympic Games. This milestone competition for veterans created the foundation for the Paralympic Games.

In 1962, Eunice Kennedy Shriver hosted a summer day camp in her backyard for youth with intellectual disabilities. “Camp Shriver” as it was named served as the foundation for what would later become the Special Olympics.

**3 Creating inclusive communities**

GROUNDED IN UNICEF’S HUMAN RIGHTS-BASED APPROACH, ADVOCACY WORK INVOLVES NINE KEY AREAS:

1. Awareness raising, communication, and media work
2. Communication for behavior change
3. Developing partnerships, coalitions, and alliances
4. Lobbying and negotiating
5. Campaigning
6. Research and publications
7. Working with children and young people
8. Social mobilization
9. Conferences and events

When applied to advocacy for the rights and inclusion of persons with disabilities, initiatives with these components can have a profound influence on communities and lived experiences worldwide.

1. AWARENESS RAISING, COMMUNICATION, AND MEDIA WORK

Advocacy work in awareness raising, communication, and media, as outlined by UNICEF, primarily involves increasing your “credibility and legitimacy as an advocate” and delivering “persuasive, evidence-based, and solution-oriented messages to the public, decision-makers, stakeholders and those who influence them” (UNICEF, 2010, p. 7). Without a doubt, gaining public attention to key issues and efforts to address them is an effective method for change.

Chipasha Kapela—a 2019 alumna of the CSPS—launched a community awareness campaign in Lusaka, Zambia that focused on disability sport, athlete recruitment, and the specific ways sport and physical activity contribute to wellness. She aligned her efforts in celebration of International Day of Persons with Disabilities in December 2019, which helped her gain the attention of government officials and national agencies in Zambia.

Lizzie Kiama—a 2014 alumna of the CSPS—provides training sessions to businesses in the southeast region of Kenya where she educates audiences on inclusive policies and workplace environments, in addition to leading processes on national accountability. She has also launched Huu’wezo, a nationwide project for advancing the rights of Kenyans with disabilities through art and media, which most recently included a commissioned photo gallery of women with disabilities. This project has led community members to develop increased understanding about the lives and strength of women with disabilities and challenged social norms, expectations, and stereotypes.

2. COMMUNICATION FOR BEHAVIOR CHANGE

Advocacy work in communication for behavior change, as outlined by UNICEF, primarily involves the creation of “an enabling environment for effective implementation of policy changes” that protect the rights of a specific population and “allow their voices to be heard at the highest level” (UNICEF, 2010, p. 7). This approach is critical for behavior change because it solidifies key messages and helps garner community support (Briscoe & Aboud, 2012).

Ksenia Ovsyannikova—a 2017 alumna of the CSPS and Paralympian—travels within Russia and around the world to speak about the benefits of physical activity for persons with disabilities and to expand the sport of wheelchair fencing. She recently launched a fencing club in Moscow for veterans and people over the age of 40 and has officially presented this more inclusive model as a new category to the International Wheelchair and Amputee Sports Federation. In combination with her communication work, Ksenia is providing opportunities for the voices and experiences of persons with disabilities in Russia to play a key role in social life.

Shams Aalam—a 2018 alumnus of the CSPS—is also creating behavior change through communication efforts. He has spoken widely about his journey as a para-swimmer, which has included giving four TEDx talks about his most recent achievement: the longest open water swim by a person with paraplegia.

In addition, during a recent adaptive sports event in Mumbai, India, Shams noticed
that the sports complex was not fully accessible to many of the participants with cerebral palsy. Leveraging his platform as a disability rights advocate and his work in communication, Shams notified local officials who have now committed 1.47 million Indian rupees (approximately $18,500 USD) to make the complex more accessible.

3. DEVELOPING PARTNERSHIPS, COALITIONS, AND ALLIANCES

Advocacy work in the development of partnerships, coalitions, and alliances, as outlined by UNICEF, includes generating “organizational support and momentum behind issues,” connecting “messengers with decision-makers,” and utilizing “diversity to achieve common advocacy goals,” (UNICEF, 2010, p. 7). This type of cross-sector collaboration is widely used to address unfavorable structural and social determinants of health (De Montigny et al., 2019). Some experts even named the 21st century the “age of alliances,” and by doing so, predict growth in frequency and importance of collaborations between nonprofit organizations and businesses (Austin, 2010).

Javier Pérez Tejero—a 2019 alumnus of the CSPS—is creating a link between academic, clinical, and community sectors in Madrid, Spain to provide comprehensive and inclusive wellness programs. Javier is also leveraging his platform as a faculty member and Paralympic coach to push for greater representation of persons with disabilities in government and to develop momentum around inclusive physical activity programming.

Additionally, Rola Allahaweh—a 2018 alumna of the CSPS—is developing partnerships in Amman, Jordan to support survivors of terrorism and to promote peacebuilding throughout the region. A survivor herself, Rola has created eight partnerships with local organizations and government entities, including One World Marathon Foundation, the Jordan Paralympic Committee, the Royal Jordanian Rehabilitation Center, and the Jordanian Ministry of Education. A comprehensive law protecting the rights of persons with disabilities in Jordan was passed in 2017, and, because there is little enforcement of its provisions, Rola is continuing her work to address stereotypes that equate disability with low skill, a common sentiment during hiring and employment decisions.

4. LOBBYING AND NEGOTIATING

Advocacy work in lobbying and negotiating, as outlined by UNICEF, specifically involves “one-on-one discussions with decision-makers to influence them to change policy, practice or behavior,” (UNICEF, 2010, p. 7). In our age of technology and a market saturated with information, this approach is especially important so policymakers rely on the information they can glean, particularly those conversations that occur in small numbers (Richan, 2013, p. 9).

Yerlan Suleimenov—a 2016 alumnus of the CSPS—helped pass legislation in Kazakhstan that elevated the legal status of the National Paralympic Committee, which has led to expanded funding opportunities and a more equal representation of athletes with disabilities alongside their non- disabled peers. Yerlan also meets regularly with policy makers in Kazakhstan to advocate for the paralympic movement and to include the voices of those in the disability community like him.

Jean Baptiste Murema—a 2019 alumnus of the CSPS—is working with fellow lawyers at the National Union of Disability Organizations in Rwanda to improve the conditions of persons with disabilities nationwide and to leverage his expertise in legal rights advocacy. He also regularly conducts workshops, implements community campaigns, meets with policy makers, and provides legal aid to persons with disabilities to ensure that national policies are followed, an important response to the thousands of Rwandans with disabilities who are continuing to recover from the effects of genocide.

5. CAMPAIGNING

Advocacy work in campaigning, as outlined by UNICEF, is most effective when it is crafted to “create and mobilize the public around the advocacy issue, change perceptions, and build support to influence decision-makers and stakeholders” (UNICEF, 2010, p. 7). Social media has become a popular platform for marketing campaigns and has shown to be an effective approach for engaging new people (Utz, 2009).

Xiangdong Lu—a 2019 alumnus of the CSPS—is mobilizing support around inclusive sports through “Be Your Eyes,” a running program he co-founded in Shanghai for people with visual impairments. In October 2019, Xiangdong hosted a 100km relay that included more than 2,000 runners and 200 volunteers and is gaining momentum in the adaptive sport space. In addition, he founded a second social enterprise that focuses on promoting inclusive and adaptive sports in China, which has been well-received in print and digital media.

Bayron Lopez—a 2016 alumnus of the CSPS—recently resigned from his position as President of the Ecuador Paralympic Committee and is now running for political office at the local level to better influence policy change. Bayron built a campaign focused on addressing the social isolation and human rights of persons with disabilities, particularly those living in rural provinces of Ecuador who are continuing to recover from a 7.8 magnitude earthquake that hit the country in April 2016.

He continues to regularly host adaptive sport events, such as amputee soccer and sitting volleyball, and uses such community events as examples of the important role of sport in disaster recovery and inclusion when speaking with lawmakers and council members.

6. RESEARCH AND PUBLICATIONS

Advocacy work in research and publications, as outlined by UNICEF, is effective when it is geared to “illustrate the underlying causes and solutions to a problem, and draw[s] recommendations which can be addressed by decision- makers and stakeholders,” (UNICEF, 2010, p. 7). This approach can be especially effective when researchers work directly with stakeholders to identify problems and develop practical solutions to take action (Greenwood & Levin, 2006).

Joaquín Cararra—a 2017 alumnus of the CSPS—conducts academic research on high performance sport for persons with disabilities and develops best practices for coaching and teaching, which he disseminates through international conferences and workshops. Joaquin is also an expert in powerchair soccer and recently founded four teams in Argentina, one each in La Pampa, Buenos Aires, Bahia Blanca, and La Plata. Building upon this, Joaquin launched a second competitive powerchair soccer team and is working to develop the first sports and fitness facility for people with disabilities in Argentina.

Jeongmin Lee—a 2019 alumnus of the CSPS and Paralympian—is leveraging
his platform within the Asian Paralympic Committee to advocate for the experiences of athletes with disabilities and is working with university students on a qualitative study about perceived barriers to physical activity. He is also partnering with two local universities in South Korea for the creation of adaptive sports programs.

7. WORK WITH CHILDREN AND YOUNG PEOPLE

Advocacy work with children and young people, as outlined by UNICEF, involves the creation of a “platform for children and young people’s voices to be heard and acted on by decision-makers and stakeholders” (UNICEF, p. 7). Research reveals that youth organizing is an effective way to produce impact on several levels at once because it combines youth development, community development, and social change (Christens & Dolan, 2011).

Iman Sabbagh—a 2018 alumna of the CSPS—launched a wheelchair basketball league in Saïda, Lebanon, to provide youth a platform for adaptive sport. Top players from the league are also invited to play on the national team, for which Iman was recently named assistant coach. In 2019, Iman was selected to serve as the project coordinator for the first international wheelchair basketball tournament hosted in Lebanon.

Albina Zakirova—a 2019 alumna of the CSPS—knew that people with disabilities in Russia had few opportunities for outdoor adventure, so she helped launch, “Dream Ski,” an adaptive alpine skiing program in Izhevsk. As chief instructor, Albina creates opportunities for children of all abilities and their families, helps reduce social isolation, and creates a platform for youth with disabilities to be seen and heard.

8. SOCIAL MOBILIZATION

Advocacy work in social mobilization, as outlined by UNICEF, involves “engag[ing] multiple levels of society, including those who are marginalized, as allies and partners in overcoming barriers to implementation of programs to protect [a specific population]” (UNICEF, 2010, p. 7). Including underrepresented groups and those directly affected by the issue is essential in the process of social mobilization, which often includes digital media for direct action and environmental programs because they facilitate friendships and increase engagement (Senbel et al., 2014).

For example, JP Maunes—a 2016 CSPS alumnus—launched a dragon boat team in the Philippines that is composed exclusively of persons with disabilities who are
now winning against their non-disabled competitors in national and international competitions. JP, who is the founder of a disability resource organization, has also worked with local councils and departments in the Philippines to organize citywide races to bring awareness to the sexual exploitation of people who are deaf and hard of hearing.

Mercedes Gomez—a 2017 CSPS alumna—is a fierce advocate for expanding the rights of persons with disabilities in Venezuela, and, in 2018, organized community sit-ins with fellow wheelchair users to gain the attention of policy makers. She also partnered with two national airlines to promote accessible tourism, has grown the accessible sports movement through “Discapacidad Cero,” a disability rights organization, and won the 2018 Miami marathon in the women’s push rim division. Due to the deteriorating conditions in Venezuela, Mercedes now lives in Spain and continues her important work, now focusing on the needs of refugees and displaced persons with disabilities.

9. CONFERENCES

Advocacy work in conferences and events, as outlined by UNICEF, involves bringing together “a variety of stakeholders and decision-makers to highlight the causes and identify the solutions to the issue, with follow-up that includes concrete and immediate action” (UNICEF, 2010, p. 7). Conferences are an effective method to establish and maintain interpersonal and organizational connections and to consolidate people and resources for cooperative knowledge production, exchange, planning, and acting (Temenos, 2016).

Adeline Dumapong—a 2016 alumna of the CSPS—has hosted conferences and workshops in the Philippines for leaders in grassroots para-sports to discuss the challenges facing athletes with disabilities and to provide mentoring programs when they return to their communities. Adeline, a five-time paralympian in powerlifting, is committed to creating the structures for future athletes to find their strength and take her place atop the podium.

Recently, Jorge Beltran—a 2019 alumnus of the CSPS—hosted an international exchange and conference in Lima, Peru, that included workshops on inclusive sport, panel discussions about the Paralympic movement, and conversations about social inclusion with leaders of government. Nearly 300 people benefitted from the programming. As president and founder of Bent But Not Broken, an organization that creates opportunities for inclusive sport in Lima, Jorge also partnered with fellow CSPS alumni in the region, including Alejandra Larrain-Bustamante and Francisco Arbulu.

*Independent living is not doing things by yourself. It is being in control of how*

*things are done.*

*JUDITH HEUMANN Disability Rights Activist*

**4 Developing your advocacy strategy**

TO CREATE CONDITIONS THAT LEAD TO TRANSFORMATIONAL AND SUSTAINABLE CHANGE, ADVOCACY WORK MUST BE STRATEGIC. THEREFORE, DEVELOPING YOUR OWN STRATEGIC APPROACH TO THE CHANGE YOU WISH TO SEE IS AN ESSENTIAL COMPONENT FOR SUCCESS.

As we have for the past 25 years through our robust training programs, the CSPS has guided entrepreneurs and advocates through the creation, development, and implementation of a strategic plan of action. In the following pages, we have outlined the most essential steps in this process so you can also create an action plan. Doing so lends credibility to your vision for change, shows members of your community that you are well-organized, helps you develop a comprehensive approach, increases your efficiency, and creates accountability.

Use these worksheets as a guide for your advocacy and social change journey. Display them prominently, revisit them frequently, and revise them to meet the evolving needs of your community.

STEP ONE: DETERMINE THE ISSUE

What is the most pressing or important issue facing persons with disabilities in your school, workplace, or community?

Why do you feel this is the most pressing or important issue facing persons with disabilities? List statistics, examples, or experiences that illustrate the scope of the issue.

WHAT IS AN ACTION PLAN?

An action plan is a strategy to transform your idea and vision for social change into an initiative, program, or social business that impacts people and communities. An action plan includes the ways you and your partners will accomplish your goals and objectives.

KEY AREAS OF ACTION PLAN ADVOCACY:

* Awareness raising
* Communication
* Partnership development
* Lobbying
* Campaigning
* Research
* Working with youth
* Social mobilization
* Conferences

STEP TWO: PREPARE YOUR TEAM

Who in your community is affected by this issue? How can those affected be directly involved in helping you address the issue?

Who in your community would be interested in solving this issue? List potential partners who could help you address the issue.

WEBS OF CONNECTION

The silk that spiders use to build their webs is one of the strongest materials on earth. At it’s most fundamental level, it is stronger than steel. However, it is also stretchy, which makes
it resilient. This unique combination enables the spider web to bend but not break when enduring trauma. Similar to a spider, we also have webs in the form of people, places, and ideas that have influenced us. The strands of our web serve as a visual representation of the relationships, moments, and systems of support in our lives. Use your webs of connection to help guide you during the development of your action plan and lean on their strength when you encounter challenges. Keep in mind that you can also serve as a point of strength in someone else’s web. *Adapted from: MIT.edu*

STEP THREE: ESTABLISH YOUR MISSION

Develop your mission statement.

Develop S.M.A.R.T. goals—specific, measurable, assignable, realistic, and time-related—to execute your mission.

WRITING YOUR MISSION STATEMENT

At their foundation, mission statements serve as a commitment to stakeholders and help guide future decision making. Your mission statement should be concise but also clear about your strategy and team culture.

Here are four questions to help guide your thinking:

1. What do we do?

2. How do we do it?

3. Whom do we do it for?

4. What value are we bringing?

Once you’ve answered those questions, the following structure can be a good place to start:

“At [organization or project name], it’s our mission to help [target population] do/achieve/ reach/eliminate/reduce [happiness/pain] by providing [beneficial outcome].” *Adapted from: Medium.com*

STEP FOUR: IDENTIFY POTENTIAL CHALLENGES

What obstacles are you most likely to face? (e.g., funding, cultural norms, stereotypes, lack of equipment)

How will you overcome these challenges?

ACCESS TO RESOURCES

One of the challenges CSPS alumni often face is access to funding and resources. To begin your journey, here are a few organizations to consider that provide support to those working in the disability rights space. The Challenged Athletes Foundation provides athletes with disabilities access to adaptive sports equipment. The International Olympic Committee leads a Sport and Active Society Development Grant program and the Agitos Foundation provides grants that support the Paralympic movement. The United Nations Voluntary Fund on Disability provides grants for programs that support the implementation of the Convention on the RIghts of Persons with Disabilities.

STEP FIVE: IDENTIFY ACTION STEPS

What action or change will occur?

Who will carry it out?

When will it take place and for how long?

TYPES OF ACTIVITIES

Drawing upon the human capital model (Bailey et al., 2013), consider the following:

PHYSICAL CAPITAL: improvements in fitness and motor skills (e.g., physical activity camps)

EMOTIONAL CAPITAL: improvements in self- esteem and mood (e.g., sport races, outdoor adventure programs)

SOCIAL CAPITAL: development of positive relationships and social norms (e.g., community festivals, networking events)

INTELLECTUAL CAPITAL: opportunities for academic engagement (e.g., educational seminars)

INDIVIDUAL CAPITAL: opportunities
for professional development (e.g., speaking tours, documentaries)

FINANCIAL CAPITAL: development of skills that lead to job success (e.g., train-the-trainers workshops)

STEP SIX: IDENTIFY RESOURCES

What resources (e.g., money, staff, equipment, facilities) are needed to carry out the change you seek?

CREATIVE RESOURCING

For many non-profit organizations and NGOs, fundraising is a key challenge. However, cost-sharing and seeking donations are good strategies to off-set some of your costs.

Here are a few questions to begin your resource journey:

1. Would any local organizations be willing to lend you physical space for your program?

2. Would anyone in your network be willing to provide expertise at a reduced cost?

3. Would any local companies be willing to provide resources such as water for a community race or printing services for an educational workshop?

4. Would anyone in your network be willing to amplify your message on social media platforms?

Remember to show appreciation for their support and any benefits to their organization.

STEP SEVEN: BUILD YOUR LOGIC MODEL

* INPUTS: What resources do you already have that will help you implement your action plan? What resources do you need?
* ACTIVITIES: What specific activities are you going to do to reach your mission?
* OUTPUTS: Who is going to be invited to participate in your activities? How many individuals?
* OUTCOMES: How will the people who participate in your activities be different?
	+ SHORT-TERM: What new knowledge and skills will they have? How will their attitudes be changed?
	+ LONG-TERM: How will they act differently? How will their behaviors be changed?
* IMPACT: What is your mission statement?

STEP EIGHT: IDENTIFY COMMUNICATION STRATEGIES

Who should know what and how should communication occur with them?

MARKETING & MESSAGING

Understanding your audience and knowing what motivates them is essential when developing a communication plan. Consider the following types of persuasion:

* EMOTIONAL APPEALS are designed to “make an audience associate positive feelings with your brand.” These types of messages typically focus on trust, loyalty, and happiness.
* FEAR APPEALS are used when “a product
or service is needed
to help reduce risk in someone’s life.” However, be sure to present your message carefully so you don’t incite extreme fear, which may be ineffective.
* RATIONAL APPEALS leverage “logic, facts, and data to convince consumers.” This appeal is useful if you have technical information to describe the change you’re creating.

*Adapted from: SMMAdvertising.com*

STEP NINE: ORGANIZE YOUR PLAN

Complete the chart with each action step, the person responsible, and a deadline for completion.

GOAL SETTING

Goal setting, organization, and accountability are key steps to creating an effective action plan.

Consider developing your “Big 3 Goals,” the projects and objectives you would like to meet on a weekly, monthly, quarterly, and yearly basis. Describing them in depth will help ensure your priorities aren’t overlooked by other less essential tasks.

To help develop accountability for your Big 3 Goals, write your key motivations for reaching each goal, the specific steps needed to reach them, who will help you, and how you will celebrate. You can also develop a morning ritual of activities and specific ways you will start and end your workday. Doing so will help you use your time effectively.

*Adapted from: Michael Hyatt’s Full Focus Planner*

STEP TEN: EVALUATE YOUR PLAN

How will you know if your Action Plan is successful?

How will you know if your Action Plan is changing lives?

How will you know if your Action Plan is changing your community?

MEASURING YOUR IMPACT

QUANTITATIVE DATA: Surveys are a great way to collect numerical data from your participants.

To create a survey, follow these steps:

1. Think of the specific outcomes listed in your logic model and develop questions for each.

2. For short-term outcomes, distribute your survey to participants immediately after your activity. For long-term outcomes, distribute your survey after some time has passed, approximately one year.

QUALITATIVE DATA: Interviews are a great way to capture the experiences of participants and

to collect in-depth descriptions of the impact of your work. Interviews, which can be conducted with individuals or in groups, are also great ways to learn more about you can improve your programs.

**ABOUT US**

**MISSION**

To create a more peaceful, equitable, and inclusive world through sport and education

**VISION**

To become the premier, multidisciplinary institute for discovering and implementing sport-based solutions to complex social challenges

**VALUES**

A people-first approach that values the dignity of every human being through humility, vulnerability, intentional communication, and excellence

**WHO WE ARE**

Uniquely-situated at a Research I institution, the Center for Sport, Peace, and Society is a social enterprise committed to creating a more stable, equitable, and inclusive world through sport-based social innovation.

**WHAT WE DO**

We offer global leaders the tools needed to make a positive difference in their communities—from grassroots levels to governance—and help spark social progress, locally and abroad, through leadership programs, international outreach, storytelling projects, and scholarly research, all in pursuit of global solidarity.

**HOW WE DO IT**

Through our unique, intersectional pedagogy and multidisciplinary approach, we leverage the lessons inherent in sport, education, and media to produce scholarly outputs, share stories of progress, and empower international changemakers in more than 80 countries.

**WHO WE WORK WITH**

The primary beneficiaries of our work are women and girls, persons with disabilities, youth, refugees, marginalized populations, practitioners, advocates, and students. We work with these groups in the classroom, on the playing field, in the boardroom, and across the world.

**CSPS INITIATIVES**

**LEADERSHIP PROGRAMS**

Since 2012, we’ve implemented global mentorship programs that transform international delegates into active agents of change who return home to launch new organizations, affect public policy, and impact communities.

**GLOBAL OUTREACH**

As part of our work toward global solidarity, the CSPS offers on-site support, guidance, expertise, and practical implementation strategies to local changemakers through international exchanges and trainings.

**STORYTELLING PROJECTS**

Since our launch in 2012, the CSPS has premiered a documentary film about legendary coach Pat Summitt, who helped rebuild women’s basketball in Iraq and have plans for books that capture lessons learned internationally.

**SCHOLARLY RESEARCH**

The CSPS contributes to the sport for development and peace literature, has developed a unique approach to empowerment—the Better World curriculum—and transforms research findings into practical implementation guides.

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