

# ParaEMPOWER in Action

Facilitator Toolkit for Skills-Based Inclusive Training



Co-funded by  
the European Union



**BSDA**  
Bulgarian Sports  
Development Association



**SPIN**  
SPORT INNOVATION



**L'ORMA**



**AETOI  
THESSALONIKIS**



## Table of contents

Introduction .....	5
<b>About the #ParaEMPOWER Project</b> .....	5
<b>Purpose of this Framework</b> .....	6
<b>How to Use This Publication</b> .....	7
<b>PART I – THE PARAEMPOWER FACILITATOR MINDSET</b> .....	9
<b>1. From Teaching to Facilitating Skills Development</b> .....	9
1.1 Skills-Based Training in Parasport Contexts.....	11
1.2 From Information Delivery to Competence Development .....	13
1.3 The Role of the Facilitator .....	14
<b>2. Inclusive &amp; Empowerment-Oriented Facilitation</b> .....	16
2.1 Creating Psychological Safety.....	17
2.2 Managing Diversity in Training Groups.....	19
2.3 Empowerment vs Instruction .....	20
2.4 Ethical & Safeguarding Awareness.....	22
<b>3. Experiential Learning &amp; Reflection</b> .....	23
3.1 The Learning Cycle .....	25
3.2 Designing Reflection Intentionally .....	27
3.3 Structured Debriefing Techniques .....	28
<b>PART II – FROM SKILL SHEET TO TRAINING DESIGN</b> .....	31
<b>4. Understanding the ParaEMPOWER Skills Architecture</b> .....	32
4.1 Structure of the Skill Sheets .....	33
4.2 Analysing Learning Objectives.....	35
4.3 Identifying Competence Dimensions .....	36
<b>5. Converting a Skill into a 2-Day Training</b> .....	38
5.1 Clustering Objectives into Training Blocks.....	39
5.2 Designing Session Flow.....	41
5.3 Balancing Theory, Practice & Reflection .....	42
5.4 Time Allocation Logic.....	44



10.4 Hybrid & Blended Delivery Options .....	89
<b>PART V – QUALITY ASSURANCE &amp; IMPACT</b> .....	<b>91</b>
11. Monitoring Learning Outcomes .....	92
11.1 Pre-Training Assessment .....	93
11.2 Post-Training Evaluation.....	94
11.3 Observational Indicators .....	96
12. Reporting & Documentation .....	97
12.1 National Training Reporting Template .....	98
12.2 Participation & Attendance Tracking .....	101
12.3 Action Plan Follow-Up Structure .....	103
<b>PART VI – DEMONSTRATION EXAMPLE</b> .....	<b>105</b>
13. Demonstration: Translating One Skill into a Training Design .....	105
13.1 Selecting a Skill .....	106
13.2 Analysing Learning Objectives .....	107
13.4 Structuring the 2-Day Agenda .....	110
13.5 Reflection & Evaluation Planning.....	111
<b>ANNEXES</b> .....	<b>113</b>
<b>Disclaimer and authors</b> .....	<b>125</b>



This publication has been produced by the partners of the ParaEmpower project that has been co-founded as part of the Erasmus+ programme of the European Union. The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein. © ParaEmpower Consortium 2026.

## Introduction

### About the #ParaEMPOWER Project

Parasport across Europe continues to grow in visibility, professionalism and social impact. With this growth comes an opportunity to further strengthen the people and organisations that make inclusive sport possible every day. As parasport environments expand and diversify, continuous learning, structured exchange and shared standards of excellence become essential for sustainable development.

#ParaEMPOWER is a European capacity-building initiative, co-funded by the Erasmus+ Programme of the European Union, designed to strengthen the structural quality, professional competence and long-term sustainability of the parasport sector. The project responds to a sector-wide reality: while participation is increasing and organisational expectations are becoming more sophisticated, opportunities for structured and coordinated professional development remain uneven. Strengthening competences in a coherent and transferable way supports the ongoing maturation of the sector.

Parasport has evolved significantly over the past decade. Standards related to safety, safeguarding, inclusion and governance have advanced, and sport operators today work within dynamic environments that require coordination, reflective practice, inclusive leadership and strategic thinking. Continuous professional development in this context is not corrective, but developmental - it supports practitioners in refining, structuring and multiplying the expertise they already possess.

The project begins with structured research and sector mapping, including desk and field analysis, case studies and identification of best practices across partner countries. This evidence base informs the creation of educational content grounded in real operational experience rather than theoretical assumptions. By anchoring the educational design in empirical findings, the project ensures relevance, transferability and practical applicability across diverse parasport contexts.

Building on this foundation, #ParaEMPOWER develops a coherent educational architecture that includes a digital learning platform with video-based materials, a comprehensive manual for facilitators and sport operators, international expert meetings, an international training course, and a series of national two-day trainings implemented in participating countries. These components function as an integrated system: the research informs the content; the platform provides accessible learning resources; the manual supports pedagogical delivery; the international training strengthens facilitation capacity; and the national trainings ensure contextual adaptation and multiplication.

Across these activities, the project focuses on strengthening key professional competences essential for contemporary parasport environments. For coaches, this includes inclusive coaching approaches, communication and motivational strategies, athlete-centred practice, safeguarding

awareness, ethical decision-making and effective collaboration within multidisciplinary teams. For administrators and sport operators, the emphasis extends to organisational leadership, strategic planning, project and event management, financial sustainability, partnership development and responsible communication. Rather than prescribing uniform content, #ParaEMPOWER promotes a structured yet flexible framework for skills development, allowing adaptation to national contexts while maintaining shared quality standards across the European parasport community.

At its core, #ParaEMPOWER recognises that sustainable change in parasport is achieved through empowered professionals, confident facilitators and resilient organisations. By investing in people, strengthening systems and encouraging reflective practice, the project contributes to a more coherent and forward-looking parasport sector - one that is prepared not only to respond to present challenges, but to shape its own future.

Further information about the project and its activities is available at [www.paraempower.eu](http://www.paraempower.eu).

## Purpose of this Framework

The *ParaEMPOWER in Action - Facilitator Toolkit for Skills-Based Inclusive Training* is designed to support participants of the international training course in translating the project's educational vision into structured and adaptable national training activities.

This framework does not provide fixed scripts or pre-designed sessions to be replicated without reflection. Its purpose is to offer a coherent pedagogical structure that enables facilitators to design and deliver two-day national trainings aligned with the principles of skills-based development and inclusive practice.

The document serves as a methodological guide for planning, implementing and evaluating training processes. It outlines how to formulate learning objectives, structure content progression, select appropriate non-formal education methods and ensure consistency between intended outcomes and training activities. The structure remains applicable regardless of which specific competence area is selected for development at national level.

A central aim of this framework is to strengthen facilitation capacity. Delivering skills-based inclusive training requires more than subject expertise. It requires the ability to manage diverse professional groups, create psychologically safe learning environments, encourage active participation and connect theoretical reflection with practical application. The framework therefore positions the facilitator as a learning architect and process leader rather than a content transmitter.

The Toolkit also supports scalability. Participants of the international training course are expected to implement two-day national trainings reaching a significant number of coaches and sport operators. This framework ensures methodological coherence and quality standards across

countries, while allowing flexibility for contextual adaptation based on national priorities and selected skill domains.

In this sense, the framework functions both as a reference document and as a practical working instrument. It provides the structural backbone for skills-based inclusive training within the ParaEMPOWER project and ensures that empowerment is translated into confident, well-designed and context-responsive educational practice.

## How to Use This Publication

This publication is designed as a practical working instrument. It is not intended to be read once and set aside, but to be used actively when planning, delivering and reviewing national two-day trainings within the #ParaEMPOWER project.

The document is organised to support a step-by-step process. Readers may begin with the introductory sections to understand the overall logic of skills-based inclusive training and the role of the facilitator. The central chapters then provide a universal framework for transforming any selected competence area into a coherent two-day training design, with clear guidance on learning outcomes, session sequencing, methodology selection and reflection processes. The later sections focus on implementation realities, with particular attention to facilitation techniques, group dynamics and delivery formats that can work with large participant groups, including trainings with up to 75 participants.

The framework is intentionally flexible. Participants are expected to select the specific skills to be addressed in their national trainings and to adapt the programme to local needs and realities. For this reason, the publication offers structure rather than fixed content. Facilitators should use the planning tools and templates to design a training programme that is appropriate for their target group, their organisational context and the available resources, while maintaining the common pedagogical standards introduced in the international training course.

To support practical use, the publication can be approached in three ways depending on the stage of implementation. During the preparation phase, facilitators should use the design chapters and annexed planning tools to define objectives, map sessions and organise logistics. During delivery, the facilitation and group-management chapters can be used as quick reference for managing timing, participation, learning methods and challenging group situations. After the training, the evaluation and reflection tools can be used to document learning outcomes, capture participant feedback and strengthen the quality of future delivery.

Finally, facilitators are encouraged to treat this publication as a living reference. Notes, adaptations and improvements developed during national implementation should be documented and shared within the project network, strengthening consistency while supporting continuous improvement across countries and training formats.



Co-funded by  
the European Union



**BSDA**  
Bulgarian Sports  
Development Association



**SPIN**  
SPORT INNOVATION



**L'ORMA**



**AETOI  
THESSALONIKIS**



## PART I – THE PARAEMPOWER FACILITATOR MINDSET

This section introduces the pedagogical foundation of ParaEMPOWER in Action – Facilitator Toolkit for Skills-Based Inclusive Training. Before designing sessions, selecting methods or planning logistics, it is essential to clarify the mindset that underpins effective facilitation in parasport contexts.

Skills-based inclusive training is not defined solely by the content delivered, but by the way learning processes are structured and guided. The facilitator plays a central role in creating an environment that encourages participation, reflection, responsibility and professional growth. This requires clarity of purpose, ethical awareness, sensitivity to group dynamics and the ability to balance structure with flexibility.

The chapters that follow outline the core principles that shape the ParaEMPOWER facilitation approach. They establish a shared pedagogical language and provide the conceptual anchor for the practical training design tools presented in the subsequent sections.

### 1. From Teaching to Facilitating Skills Development

Professional training in sport has traditionally relied on a teaching-oriented model. In this model, the trainer’s primary task is to transmit knowledge: to explain concepts, present information and ensure that participants understand theoretical content. Success is often measured by how clearly material is delivered and how accurately it is retained.

Skills-based inclusive training requires a different orientation.

When the objective is the development of professional competences rather than the transfer of information, the role of the trainer changes fundamentally. Competence is not demonstrated by the ability to repeat information, but by the ability to apply knowledge in complex, real-world situations. It involves judgment, adaptation, communication, collaboration and decision-making. These dimensions cannot be developed through passive listening alone.

Facilitating skills development therefore moves beyond content delivery. It involves designing learning processes in which participants actively engage with ideas, test them in practice, reflect on their experience and connect insights to their professional realities. The focus shifts from “What do I need to teach?” to “What kind of learning process will enable participants to strengthen this competence?”

In a teaching-oriented approach, the trainer stands at the centre of the learning experience. In a facilitation-oriented approach, the learning process becomes central. The facilitator structures the environment, clarifies objectives, guides discussion and ensures progression, but does not dominate the intellectual space. Participants are recognised as professionals who bring experience, perspective and expertise into the room. Their contribution becomes an integral part of the learning dynamic.

This shift does not reduce the trainer's responsibility. On the contrary, it increases it. Facilitators must design coherent sessions, align activities with learning objectives, anticipate group dynamics and create conditions for meaningful participation. They must balance structure with flexibility, authority with openness, and guidance with autonomy.

Facilitating skills development also requires intentional integration of experience and reflection. Learning becomes sustainable when participants are able to analyse what happened during an activity, understand why it happened and identify how it connects to their own practice. Reflection is therefore not an optional addition to training; it is a core methodological component.

Another defining characteristic of facilitation is alignment. Learning objectives, methods and evaluation must correspond to one another. If the aim is to develop collaborative competence, participants must work collaboratively. If the aim is to strengthen decision-making capacity, they must engage with realistic scenarios that require judgment. The facilitator ensures this internal consistency and monitors whether the training design supports the intended outcomes.

**Within the ParaEMPOWER framework, this shift from teaching to facilitating is foundational. National trainings are not intended to replicate information provided during the international course. They are intended to create structured learning environments in which coaches and sport operators can strengthen selected competences in a practical and transferable manner.**

The following sub-sections further explore how this facilitation mindset applies specifically to skills-based training in parasport contexts and how it can be translated into structured training design.

## 1.1 Skills-Based Training in Parasport Contexts

Building on the distinction between teaching and facilitating, skills-based training in parasport contexts requires a clear understanding of what “competence” means within this specific environment. Parasport is not defined solely by technical performance. It operates at the intersection of inclusion, organisational responsibility, ethical awareness and athlete-centred practice. As a result, professional competence in parasport extends beyond sport-specific knowledge.

Skills-based training in this context focuses on strengthening the capacity of coaches and sport operators to act effectively within complex, inclusive and evolving environments. Competence is understood as the integration of knowledge, practical ability, judgment and professional attitude. It involves not only knowing what should be done, but being able to decide how and when to apply it in real situations.

Parasport environments are characterised by diversity. Athletes may have different types of impairments, varied levels of independence and distinct support structures. Teams often operate with limited resources while maintaining high standards of safety and safeguarding. Collaboration with families, medical professionals, volunteers and governing bodies is common. In such settings, professional decisions are rarely straightforward. They require contextual sensitivity, communication skills and structured planning.

Skills-based training therefore must prepare participants for variability rather than uniformity. Instead of offering fixed answers, it should develop analytical thinking, adaptive capacity and reflective practice. For example, inclusive coaching is not a single technique but an ongoing process of adjusting methods to meet individual needs while maintaining group cohesion. Similarly, effective sport administration involves balancing organisational efficiency with ethical responsibility and long-term sustainability.

Another important dimension of skills-based training in parasport is the emphasis on transferability. Participants should be able to apply what they learn across different sports, organisational sizes and national realities. The objective is not to create dependency on specific templates, but to strengthen professional autonomy. When facilitators design training sessions, they should therefore encourage participants to connect concepts with their own working environment and to identify how principles can be implemented within their specific constraints and opportunities.

Inclusion itself must also be reflected in the training methodology. Skills-based inclusive training requires accessible communication, clear structure, respectful dialogue and participatory learning

methods. The training environment should model the values that parasport promotes: equity, dignity, cooperation and shared responsibility. In this sense, methodology and content are inseparable. The way the training is delivered communicates as much as the themes discussed.

Furthermore, skills-based training in parasport should integrate multidisciplinary awareness. Coaches and administrators do not operate in isolation. Effective practice often depends on collaboration with medical staff, therapists, classifiers, volunteers, sponsors and institutional partners. Training activities should therefore include elements that strengthen cooperation, role clarity and shared decision-making.

Evaluation within skills-based training also differs from traditional knowledge assessment. Rather than testing memorisation, facilitators should observe behavioural indicators, group interaction patterns and participants' ability to analyse case scenarios. Reflection exercises, action planning and peer feedback become important tools for assessing competence development.

**Within the ParaEMPOWER framework, skills-based training in parasport contexts is understood as a structured yet flexible process that supports professional growth without prescribing rigid solutions. It recognises existing expertise while offering a model for refining and systematising practice. By focusing on transferable competences, reflective dialogue and contextual adaptation, such training contributes to a more coherent and resilient parasport sector.**

This understanding forms the foundation for the subsequent chapters, which translate these principles into concrete tools for training design, facilitation and large-group implementation.



## 1.2 From Information Delivery to Competence Development

In many professional training environments, success is traditionally associated with the amount of information transmitted. Agendas are structured around topics to be covered, presentations are designed to explain key concepts, and time is allocated to ensure that participants receive comprehensive input. While clarity of information remains important, the development of professional competence requires a broader and more intentional approach.

Information delivery focuses on exposure. Competence development focuses on transformation.

Receiving information does not automatically translate into the ability to act effectively. Professionals may understand principles in theory yet struggle to apply them in dynamic, real-world situations. Competence is demonstrated when knowledge is integrated with judgment, behavioural skill and contextual awareness. It is visible in decision-making, communication, collaboration and ethical reasoning - particularly under conditions of uncertainty.

The shift from information delivery to competence development therefore requires a redefinition of training objectives. Instead of asking, "What should participants know by the end of this session?" facilitators must ask, "What should participants be able to do differently?" This subtle but significant reframing changes the entire structure of the training process.

Competence development is inherently active. It requires engagement with realistic scenarios, structured dialogue, problem-solving tasks and reflective exercises. Participants must analyse situations, test strategies, receive feedback and refine their responses. Learning becomes iterative rather than linear. It progresses through cycles of exploration, application and reflection.

Another defining feature of competence development is contextualisation. Information can be universal; competence is always situated. The same principle may require different application depending on organisational culture, resource availability or participant profile. Effective training therefore creates space for participants to connect general concepts to their specific professional realities. This strengthens transferability and reduces the gap between training and implementation.

Feedback also plays a central role in competence-oriented learning. Unlike information delivery, which may end once content is presented, competence development requires observation and constructive feedback. Facilitators should design moments where participants can receive peer and trainer input on their approaches, reasoning and interaction patterns. Feedback should be specific, focused on behaviour rather than personality, and oriented toward improvement.

Importantly, competence development does not reject knowledge; it integrates it. Theoretical frameworks provide orientation and structure. However, they must be embedded within experiential learning processes. Conceptual clarity supports practical application, and reflection consolidates learning into professional identity.

**Within the ParaEMPOWER framework, this shift is fundamental. National trainings are not intended to reproduce presentations from the international course. They are intended to create environments in which coaches and sport operators strengthen their ability to act with confidence, responsibility and adaptability. Competence development therefore becomes the guiding principle for session design, methodology selection and evaluation practices.**

Understanding this transition from information delivery to competence development ensures that training remains purposeful, participatory and aligned with the broader objective of strengthening professional capacity within the parasport sector.

### 1.3 The Role of the Facilitator

Within a skills-based inclusive training framework, the facilitator occupies a central and highly responsible position. This role extends beyond presenting content or coordinating activities. The facilitator is the architect of the learning process, responsible for shaping the conditions in which competence development can occur.

At its core, facilitation involves intentional design. The facilitator must define clear learning objectives, structure sessions logically, and ensure coherence between aims, methods and expected outcomes. Every activity should serve a purpose within a broader progression. Time management, transitions between exercises and the balance between input and interaction all influence the quality of the learning experience.

However, facilitation is not limited to planning. It is equally about process leadership. During the training, the facilitator observes group dynamics, encourages participation and ensures that all voices are respected. In diverse groups - such as those composed of coaches and sport administrators with varying experience - differences in perspective can either enrich the discussion or create imbalance. The facilitator's role is to manage this diversity constructively, creating a psychologically safe environment in which dialogue can take place without fear of judgment.

A facilitator must also maintain neutrality while guiding reflection. This does not mean being passive. It means avoiding the imposition of personal opinions while helping participants analyse their own reasoning and professional assumptions. Thought-provoking questions, structured

debriefings and summarising key insights are essential tools in this process. Rather than providing answers prematurely, the facilitator supports participants in arriving at well-considered conclusions through discussion and analysis.

Ethical awareness is another defining element of the facilitator's role. Inclusive training environments must reflect the values of respect, dignity and equity. The facilitator sets the tone through communication style, responsiveness and consistency. Language should be inclusive and accessible; feedback should be constructive and focused on behaviour; disagreement should be managed with professionalism and calm authority.

The facilitator also serves as a bridge between theory and practice. When conceptual input is introduced, it must be translated into practical implications. When participants share real cases from their professional experience, these should be connected to structured learning objectives. The facilitator ensures that discussions remain purposeful and aligned with the intended competence development.

In large-group settings, which may include up to 75 participants, the facilitator's organisational skills become particularly important. Clear instructions, visible structure and well-managed group work prevent fragmentation and maintain engagement. The ability to adapt to unforeseen circumstances - such as time constraints or unexpected group reactions - reflects professional maturity in facilitation.

Importantly, the facilitator is also a reflective practitioner. After each training session, evaluation and self-assessment contribute to continuous improvement. What worked effectively? Where did participation decrease? Were learning objectives achieved? This reflective approach ensures that facilitation remains dynamic and responsive rather than static.

**Within the ParaEMPOWER framework, the facilitator is not positioned as the central authority, but as the leader of a structured learning process. By combining pedagogical clarity, ethical responsibility and adaptive leadership, facilitators contribute directly to the strengthening of professional competence within the parasport sector.**

## 2. Inclusive & Empowerment-Oriented Facilitation

Inclusive and empowerment-oriented facilitation forms a core pillar of skills-based training within the ParaEMPOWER framework. It reflects not only the values of parasport, but also the methodological approach through which professional competence is strengthened. Inclusion is not treated as a thematic topic within training; it is embedded in the way learning environments are designed and managed.

Inclusive facilitation begins with recognition of diversity. Participants in national trainings will differ in professional background, years of experience, organisational role, communication style and expectations. Some may work primarily with athletes, others within administrative or strategic functions. An inclusive facilitator anticipates this diversity and structures the learning process so that it becomes a resource rather than a barrier.

Creating such an environment requires clarity, accessibility and respect. Instructions should be precise and understandable. Learning objectives should be transparent. Activities should allow multiple forms of participation, including small-group work, plenary dialogue and reflective exercises. Inclusive facilitation acknowledges that individuals engage and express themselves in different ways, and it intentionally varies methods to accommodate this diversity.

Empowerment-oriented facilitation complements inclusion by focusing on strengthening participants' confidence and professional agency. The aim is not to position participants as passive recipients of expertise, but as capable professionals who can refine and expand their existing competences. The facilitator encourages ownership of learning by inviting participants to connect discussions to their own practice, share case examples and contribute to collective problem-solving.

Empowerment also involves reinforcing responsibility. Participants are guided to reflect not only on what they do in their professional roles, but why they do it and how it affects others. This reflective dimension strengthens ethical awareness and supports informed decision-making. Empowerment is therefore not simply motivational; it is developmental. It enhances autonomy while reinforcing accountability.

Language and communication style are central to inclusive and empowerment-oriented facilitation. Facilitators should model respectful dialogue, avoid assumptions and remain attentive to power dynamics within the group. Differences in status, seniority or confidence levels can influence participation patterns. Active moderation may be required to ensure balanced contribution and prevent domination by a few voices.

Another important dimension is psychological safety. Participants must feel comfortable expressing uncertainty, sharing challenges and discussing sensitive topics related to inclusion, leadership or organisational practice. Establishing ground rules at the beginning of the training, clarifying expectations and responding constructively to disagreement contribute to a secure learning climate.

Inclusive facilitation also extends to the physical and logistical design of training sessions. Seating arrangements, visibility of materials, accessibility of facilities and timing considerations influence engagement. Especially in parasport contexts, attention to accessibility and comfort demonstrates alignment between values and practice.

Finally, empowerment-oriented facilitation emphasises forward orientation. Training sessions should encourage participants to identify concrete next steps and action points for their own organisations. Reflection is linked to implementation. Participants leave not only with enhanced understanding, but with clearer strategies for applying what they have developed.

**Within the ParaEMPOWER framework, inclusive and empowerment-oriented facilitation ensures that learning environments mirror the principles the sector seeks to promote. By combining respect for diversity with structured competence development, facilitators contribute to stronger professionals and more resilient parasport organisations.**

## 2.1 Creating Psychological Safety

Psychological safety is a foundational condition for effective skills-based inclusive training. It refers to the shared perception within a group that individuals can express ideas, ask questions, admit uncertainty and engage in discussion without fear of ridicule, marginalisation or negative judgment. In professional training environments - particularly those addressing leadership, inclusion and ethical practice - psychological safety is not optional; it is essential.

When participants feel psychologically secure, they are more willing to engage in reflective dialogue, analyse real challenges and reconsider established habits. Without such safety, learning remains superficial. Individuals may comply outwardly while withholding genuine perspectives or avoiding meaningful contribution. For competence development to occur, participants must feel confident that their input will be treated with respect.

Creating psychological safety begins before the first activity. It is influenced by the facilitator's tone, clarity and consistency from the outset. Establishing shared expectations at the beginning of the training - such as confidentiality, respect for differing viewpoints and constructive feedback

norms - provides an initial framework. These agreements should not be presented as formalities, but as practical guidelines that shape group interaction.

The facilitator's communication style plays a decisive role. Open body language, attentive listening and balanced responses to contributions signal that participation is valued. When participants share experiences or challenges, facilitators should acknowledge the contribution before offering structure or clarification. Dismissing or correcting prematurely can undermine trust. Instead, inquiry-based responses - such as inviting elaboration or connecting comments to broader themes - reinforce inclusion.

Psychological safety also requires careful management of disagreement. Diverse professional backgrounds inevitably produce differing opinions. Constructive disagreement can enrich learning when managed appropriately. Facilitators should distinguish between critique of ideas and critique of individuals, modelling how to challenge perspectives respectfully. Reframing polarised statements into neutral language can help maintain a productive tone.

Power dynamics within the group must also be considered. Differences in seniority, institutional authority or confidence levels may influence who speaks and who remains silent. The facilitator should monitor participation patterns and intentionally create space for quieter voices. Structured small-group discussions, rotating spokesperson roles and targeted open questions can support balanced engagement.

Mistakes and uncertainty should be normalised within the training environment. Competence development involves experimentation and reflection. When facilitators respond constructively to incomplete answers or incorrect assumptions, they signal that learning is a process rather than a test. This encourages participants to take intellectual risks, which are often necessary for deeper insight.

Logistical aspects also contribute to psychological safety. Clear instructions reduce anxiety. Transparent session structure supports predictability. Respecting time commitments and maintaining professional boundaries demonstrate reliability. These elements, though seemingly practical, influence participants' sense of stability within the learning space.

Importantly, psychological safety does not imply absence of challenge. High-quality training requires critical thinking and honest reflection. The facilitator's task is to combine challenge with support - creating an environment where participants feel secure enough to confront complex issues without defensiveness.

**Within the ParaEMPOWER framework, psychological safety underpins inclusive and empowerment-oriented facilitation. It enables open dialogue, strengthens trust and supports meaningful competence development. By intentionally cultivating this environment, facilitators ensure that national trainings become spaces for professional growth rather than passive attendance.**

## **2.2 Managing Diversity in Training Groups**

Diversity is an inherent characteristic of professional training within the parasport sector. Participants may differ in organisational role, years of experience, educational background, cultural perspective and practical expertise. Coaches and administrators may approach the same topic from different angles; some may operate at grassroots level, others within national structures. Rather than attempting to standardise this diversity, effective facilitation recognises it as a valuable resource for collective learning.

Managing diversity in training groups requires intentional structure. When diverse perspectives are invited but not guided, discussion can become fragmented or dominated by particular voices. The facilitator's role is to create frameworks that channel diversity into constructive dialogue. Clear objectives, defined tasks and time boundaries help ensure that varied contributions remain aligned with the session's purpose.

One of the first steps in managing diversity is acknowledging it openly. Participants should understand that different experiences are expected and welcomed. This framing reduces comparison or defensiveness and establishes diversity as a strength rather than an obstacle. Early activities that allow participants to introduce their professional context can help map the group's collective experience and set a collaborative tone.

Balancing participation is another key responsibility. In heterogeneous groups, individuals with greater confidence or institutional authority may naturally take more space. Facilitators should monitor speaking patterns and intervene when necessary to ensure equitable engagement. Structured methods such as small-group discussions, rotating roles or written reflection exercises can provide alternative avenues for participation beyond plenary discussion.

Differences in professional language and terminology may also surface. Coaches, administrators and other sport operators may interpret concepts through distinct lenses. The facilitator should clarify terminology when needed and encourage participants to explain their reasoning. This not only prevents misunderstanding but deepens collective insight into how roles intersect within parasport systems.

Cultural and national diversity can influence expectations regarding hierarchy, communication style and feedback. Some participants may be accustomed to directive leadership models, while others expect open dialogue. The facilitator must remain attentive to these dynamics and establish shared norms that support respectful exchange. Neutral moderation, explicit ground rules and consistent facilitation practices contribute to coherence.

Diversity also extends to learning preferences. Some participants engage readily in discussion; others prefer structured tasks or individual reflection. Incorporating varied methodologies - analytical exercises, case studies, scenario work and guided reflection - ensures that different learning styles are accommodated. Methodological variation strengthens engagement and reinforces inclusive practice.

Conflict or tension may occasionally arise in diverse groups. Rather than avoiding disagreement, facilitators should manage it constructively. Clarifying shared objectives, refocusing on the training's purpose and summarising key points can help maintain alignment. When managed professionally, tension can stimulate critical thinking and refine understanding.

Importantly, managing diversity does not mean diluting standards. The facilitator remains responsible for maintaining the quality and focus of the training. Diverse perspectives enrich the process, but they must contribute to competence development rather than divert attention from it.

**Within the ParaEMPOWER framework, diversity reflects the reality of the parasport ecosystem. Coaches, administrators and sport operators collaborate within interconnected systems. Training environments that mirror this diversity - and manage it effectively - prepare participants for the complexity of their professional practice. By structuring inclusive and balanced interaction, facilitators transform diversity into a driver of professional growth rather than a source of fragmentation.**

## 2.3 Empowerment vs Instruction

Within skills-based inclusive training, the distinction between empowerment and instruction is fundamental. Instruction focuses on directing participants toward predefined answers or



Co-funded by  
the European Union



**BSDA**  
Bulgarian Sports  
Development Association



**SPIN**  
SPORT INNOVATION



behaviours. Empowerment, by contrast, strengthens participants' capacity to analyse, decide and act independently within their professional context. While instruction may be efficient for transferring procedures, empowerment is essential for developing sustainable competence.

Instructional approaches typically position the trainer as the primary authority and the participants as recipients of guidance. The emphasis is placed on accuracy, compliance and replication. In contrast, empowerment-oriented facilitation recognises participants as experienced professionals capable of critical thought and contextual judgment. The facilitator's task is not to dictate solutions, but to support participants in refining their reasoning and strengthening their professional autonomy.

Empowerment does not imply the absence of structure. On the contrary, it requires deliberate design. Learning objectives must be clear, expectations transparent and session progression coherent. However, within this structure, participants are encouraged to question, interpret and adapt concepts according to their own organisational realities. The facilitator creates space for exploration rather than prescribing uniform answers.

In parasport contexts, empowerment is particularly significant. Coaches and administrators frequently operate in environments where decisions must be made in real time, often without complete information. Rigid adherence to fixed instructions may not be appropriate in dynamic situations involving athlete welfare, team coordination or organisational constraints. Developing the capacity for reflective judgment and adaptive response is therefore more valuable than memorising procedural guidance.

Empowerment-oriented facilitation relies on dialogue and inquiry. Open-ended questions, case-based discussion and scenario analysis encourage participants to articulate their reasoning. Instead of presenting a single "correct" solution, facilitators guide the group in evaluating options, identifying consequences and considering ethical implications. This process strengthens decision-making skills and reinforces professional accountability.

Feedback also functions differently in empowerment-oriented settings. Rather than evaluating participants solely against predefined standards, facilitators provide constructive observations that support growth. Feedback highlights strengths, identifies areas for refinement and encourages self-assessment. This approach reinforces confidence while maintaining professional rigour.

Another distinguishing feature is ownership of learning. In instructional models, responsibility for learning rests primarily with the trainer. In empowerment-oriented models, responsibility is shared. Participants are encouraged to take initiative, contribute insights and translate learning

into action within their organisations. The facilitator supports this process by integrating action-planning exercises and reflective commitments into the training design.

Importantly, empowerment does not eliminate expertise. Facilitators remain responsible for ensuring accuracy, maintaining quality standards and clarifying misconceptions when necessary. The difference lies in how expertise is exercised. Instead of imposing authority, facilitators model critical thinking and guide participants toward informed conclusions.

**Within the ParaEMPOWER framework, the transition from instruction to empowerment aligns with the broader objective of strengthening professional capacity across the parasport sector. National trainings are intended to build confidence, competence and responsibility among coaches and sport operators. By prioritising empowerment over simple instruction, facilitators contribute to a culture of reflective practice and adaptive leadership that supports long-term development and sustainability.**

## 2.4 Ethical & Safeguarding Awareness

Ethical and safeguarding awareness are integral components of skills-based inclusive training in parasport contexts. They are not peripheral topics to be addressed only in isolated sessions, but foundational dimensions that influence professional judgment, communication and organisational culture. Within the ParaEMPOWER framework, ethical awareness is embedded in facilitation practice and in the competences being strengthened through training.

Parasport environments often involve heightened responsibility. Coaches and administrators work with athletes who may experience vulnerability due to age, impairment, social circumstances or power imbalances within sport structures. Decision-making in such contexts requires more than technical expertise; it demands ethical sensitivity, respect for dignity and a clear understanding of safeguarding principles.

Ethical awareness begins with recognition of responsibility. Every professional interaction - whether on the field, in the office or during competition - has potential implications for athlete wellbeing. Facilitators must therefore emphasise that competence development includes the capacity to evaluate actions not only in terms of efficiency or performance outcomes, but also in terms of fairness, safety and respect.

Safeguarding within training environments must be modelled, not only discussed. The learning space itself should reflect the principles being promoted. Clear behavioural expectations, respectful communication and transparent processes contribute to a culture of trust. When

participants observe consistent standards during the training, they are more likely to replicate such standards within their own organisations.

Incorporating ethical reflection into training design requires intentional methodology. Case studies involving dilemmas, scenario-based discussions and guided reflection exercises encourage participants to analyse complex situations rather than rely on abstract definitions. Facilitators should prompt participants to consider multiple perspectives, potential risks and long-term consequences of decisions. This strengthens ethical reasoning and reinforces accountability.

Power dynamics deserve particular attention. In parasport, hierarchical structures may influence communication between coaches, administrators, athletes and support staff. Facilitators should create opportunities to examine how authority is exercised and how inclusive leadership can reduce imbalance. Encouraging open dialogue about boundaries, consent and professional conduct supports the development of safeguarding-conscious practice.

Ethical and safeguarding awareness also extend to information management and representation. Responsible communication, confidentiality and respectful portrayal of athletes in media or public contexts form part of professional integrity. Training discussions should therefore address not only direct interactions, but also organisational policies and public engagement.

Importantly, fostering ethical awareness is not about instilling fear of misconduct. It is about strengthening reflective practice and reinforcing shared standards. Participants should leave the training with greater clarity regarding their professional responsibilities and increased confidence in navigating sensitive situations.

**Within the ParaEMPOWER framework, ethical and safeguarding awareness are positioned as continuous professional commitments rather than isolated compliance requirements. By embedding these principles within facilitation and competence development, national trainings contribute to safer, more respectful and more resilient parasport environments.**

### 3. Experiential Learning & Reflection

Experiential learning and structured reflection form the methodological backbone of skills-based inclusive training within the ParaEMPOWER framework. Competence development does not occur solely through explanation or discussion; it emerges when participants engage directly with situations, analyse their responses and integrate insights into their professional practice.

Experiential learning is based on the principle that adults learn most effectively when they actively participate in meaningful tasks. In professional training contexts, this involves case analysis, scenario simulations, problem-solving exercises, group challenges and structured dialogue. These methods create opportunities for participants to apply concepts rather than merely hear about them. Through experience, abstract principles become tangible and personally relevant.

However, experience alone is insufficient. Without structured reflection, activities risk remaining isolated events rather than developmental processes. Reflection allows participants to examine what occurred, why it occurred and how it relates to their professional environment. It transforms activity into learning. Facilitators must therefore intentionally design debriefing phases that follow experiential tasks.

A coherent experiential learning cycle typically includes several stages. First, participants engage in a concrete activity that mirrors professional reality. Second, they describe and analyse what happened during the activity. Third, they connect observations to broader principles or frameworks. Finally, they consider how insights can be applied in their own context. This progression supports both understanding and transferability.

In parasport contexts, experiential learning is particularly valuable because professional situations are often complex and multifaceted. Coaches and administrators must respond to diverse needs, coordinate with multiple stakeholders and make context-sensitive decisions. Scenario-based exercises allow participants to practise navigating such complexity within a structured and supportive environment.

The facilitator plays a critical role in guiding reflection. Questions should move beyond surface impressions and encourage deeper analysis. For example, instead of asking whether an activity was successful, facilitators may invite participants to identify underlying assumptions, communication patterns or decision-making strategies that influenced outcomes. Such inquiry promotes critical thinking and strengthens professional judgment.

It is equally important to create space for individual reflection in addition to group discussion. Written exercises, brief pauses for note-taking or structured self-assessment can support participants who process information internally. Combining collective dialogue with individual reflection enhances inclusivity and reinforces learning.

Time management is essential within experiential approaches. Activities must be purposeful and proportionate to available time. Reflection should not be rushed, as it is often the phase where competence development consolidates. Facilitators should balance action and analysis carefully to maintain engagement while ensuring depth.

Experiential learning also reinforces empowerment. When participants actively construct knowledge through experience, they develop confidence in their own capacity to analyse and adapt. Learning becomes collaborative rather than hierarchical. This aligns closely with the broader objective of strengthening professional agency within the parasport sector.

**Within the ParaEMPOWER framework, experiential learning and reflection ensure that national trainings move beyond theoretical awareness and support meaningful competence development. By embedding structured experience and deliberate reflection into session design, facilitators create learning environments that are dynamic, participatory and directly connected to professional practice.**

### 3.1 The Learning Cycle

The learning cycle provides a structured framework for organising experiential training in a coherent and purposeful way. Within skills-based inclusive training, it ensures that activities are not isolated exercises but part of a deliberate progression from experience to understanding and from understanding to application. By following a clear cycle, facilitators can guide participants through a process that strengthens competence rather than simply generates discussion.

At the centre of the learning cycle is the idea that effective professional learning moves through interconnected stages. These stages typically begin with a concrete experience. Participants engage in an activity that simulates or reflects real professional situations - such as a case study, scenario analysis, role-play or collaborative problem-solving task. The experience should be relevant and sufficiently realistic to stimulate authentic engagement.

The second stage involves structured observation and description. Participants reflect on what happened during the activity without immediate judgment. They identify key behaviours, decisions, communication patterns and outcomes. This descriptive phase helps separate observation from interpretation and encourages participants to analyse events objectively.

The third stage focuses on conceptualisation. Here, participants connect their observations to broader principles, frameworks or professional standards. Facilitators introduce or revisit theoretical input at this stage, linking it directly to the lived experience of the group. Concepts gain meaning because they are anchored in practice rather than presented abstractly.

The final stage of the cycle is application. Participants consider how insights gained from the activity and reflection can be transferred to their own professional context. They identify specific actions, adjustments or strategies that can be implemented in their organisations. This forward-looking element transforms learning into potential behavioural change.

Importantly, the learning cycle is not a rigid formula but a guiding structure. Facilitators may adapt the depth or duration of each phase depending on the complexity of the topic and the needs of the group. However, omitting stages — particularly reflection or application - can weaken the developmental impact of the session. Competence is reinforced when participants move through the full sequence of experiencing, analysing, conceptualising and applying.

The facilitator's role within the learning cycle is to ensure clarity and progression. Clear instructions during the experiential phase prevent confusion. Well-formulated questions during reflection encourage depth rather than superficial commentary. Linking participant observations to conceptual input maintains coherence. Finally, prompting concrete action planning supports transferability.

In large-group settings, facilitators may divide participants into smaller working groups during the experiential and reflection phases to maintain engagement. Structured reporting formats can help consolidate insights during plenary discussion. Maintaining visibility of the cycle - for example, by outlining the stages at the beginning of the session - also supports participants in understanding the logic of the process.

**Within the ParaEMPOWER framework, the learning cycle provides methodological consistency across different competence areas and national contexts. Regardless of the specific skill selected for development, structuring sessions according to a coherent experiential cycle ensures depth, relevance and sustainability of learning. It transforms training from a sequence of activities into a purposeful developmental process.**



## 3.2 Designing Reflection Intentionally

Reflection is a central mechanism in competence development. While experiential activities create engagement, it is reflection that transforms experience into learning. For this reason, reflection within skills-based inclusive training must be intentionally designed rather than treated as a spontaneous or optional conversation at the end of an exercise.

Unstructured reflection often leads to superficial comments such as whether participants enjoyed an activity or found it interesting. Although such feedback may be useful for evaluating engagement, it does not necessarily strengthen professional competence. Intentional reflection, by contrast, is guided, purposeful and directly linked to learning objectives.

Designing reflection begins with clarity of purpose. Facilitators should identify what participants are expected to analyse after each experiential activity. Is the focus on communication patterns, decision-making strategies, ethical considerations or leadership behaviour? Reflection questions should align with the specific competence being developed. This ensures coherence between activity and intended outcome.

Effective reflection often progresses through layers. Initial questions may focus on description: What happened? What decisions were made? How did the group respond? This stage establishes a shared understanding of the experience. Subsequent questions move toward analysis: Why did certain outcomes occur? What assumptions influenced behaviour? Which strategies were effective or ineffective? Finally, reflective dialogue should address transfer: How does this relate to your professional context? What would you adapt in your own practice?

The quality of reflection depends significantly on the facilitator's questioning technique. Open-ended questions encourage elaboration and critical thinking. Neutral phrasing prevents participants from feeling evaluated or judged. Allowing pauses after questions gives participants time to think, which often leads to deeper contributions. Summarising key insights at the end of the discussion reinforces clarity and consolidates learning.

Reflection can take multiple forms. Plenary discussions allow collective synthesis and exposure to diverse perspectives. Small-group reflection encourages broader participation and can create a more comfortable space for sharing sensitive experiences. Individual reflection - through short written exercises or structured self-assessment - supports participants who process information internally. Combining these methods increases inclusivity and strengthens overall impact.

Timing is also crucial. Reflection should be integrated throughout the training rather than reserved exclusively for the final session. Short reflective moments following key activities

maintain coherence and prevent cognitive overload. Longer reflection sessions may be appropriate when addressing complex or ethically sensitive topics.

In large-group settings, facilitators may use structured formats to maintain focus. For example, groups can be assigned specific reflection questions and asked to report concise conclusions. Visual tools such as flipcharts or digital boards can help capture key points and make learning visible. This documentation supports collective memory and facilitates later reference.

Intentional reflection also reinforces empowerment. When participants articulate their own insights and connect them to their professional responsibilities, they develop ownership of learning. Rather than relying on the facilitator's interpretation, they construct meaning collaboratively.

**Within the ParaEMPOWER framework, designing reflection intentionally ensures that training remains developmental rather than informational. It strengthens analytical capacity, supports transfer to practice and contributes to sustainable competence growth across diverse parasport contexts.**

### 3.3 Structured Debriefing Techniques

Debriefing is the structured conversation that follows an experiential activity. It is the moment when experience is examined, interpreted and connected to professional practice. Within skills-based inclusive training, debriefing is not an informal exchange of impressions; it is a deliberate methodological step that consolidates competence development.

A structured debrief ensures that learning objectives are reinforced and that reflection remains aligned with the intended focus of the session. Without structure, discussions may drift toward peripheral topics, personal anecdotes or evaluative comments unrelated to the targeted competence. The facilitator's role is therefore to guide the group through a clear sequence of analysis.

Effective debriefing often follows a staged format. The first stage concentrates on clarification of events. Participants describe what occurred during the activity, identifying observable behaviours, decisions and interactions. This descriptive phase establishes a shared understanding and prevents premature interpretation.

The second stage moves toward interpretation. Participants analyse why certain dynamics emerged and what factors influenced outcomes. Facilitators may prompt exploration of communication patterns, leadership approaches, group roles or decision-making processes.

Questions at this stage should encourage critical thinking rather than confirmation of expected answers.

The third stage focuses on generalisation. Participants connect their observations to broader principles or professional standards. Here, facilitators may introduce or reinforce conceptual frameworks, linking theory directly to the lived experience of the activity. This connection deepens understanding and strengthens coherence within the training design.

The final stage emphasises application. Participants are invited to consider how insights gained can be transferred to their own professional context. They may identify specific adjustments in behaviour, strategies for implementation or potential challenges they anticipate. This stage transforms reflection into forward-oriented action.

Facilitators should use precise and neutral language throughout the debrief. Questions that begin with “what” and “how” are generally more productive than those beginning with “why,” which may unintentionally create defensiveness. Active listening, summarising key points and clarifying contributions ensure that learning remains visible and structured.

Time allocation is essential. Debriefing should be proportionate to the complexity of the activity. Rushed reflection can undermine the developmental value of experiential tasks. Conversely, overly extended discussion without focus can reduce energy and clarity. Facilitators must monitor group engagement and maintain progression through the stages.

In large-group settings, structured formats enhance efficiency. Small groups may conduct initial debrief discussions and present concise conclusions to the plenary. Alternatively, the facilitator may collect key insights on visible boards to synthesise collective learning. Clear reporting instructions help maintain consistency and focus.

Structured debriefing also supports inclusivity. When facilitators intentionally invite contributions from different participants and ensure balanced interaction, diverse perspectives enrich the analysis. Establishing respectful dialogue norms further strengthens psychological safety during potentially sensitive discussions.

**Within the ParaEMPOWER framework, structured debriefing techniques ensure that experiential activities achieve their intended developmental purpose. By guiding participants through systematic analysis and application, facilitators transform experience into competence and reinforce sustainable professional growth in parasport contexts.**

The preceding sections have established the pedagogical foundation of the ParaEMPOWER facilitation approach. We have examined the shift from teaching to facilitating, clarified the distinction between information delivery and competence development, and defined the facilitator's role as a designer of structured, inclusive and empowerment-oriented learning processes. We have also explored how experiential learning, intentional reflection and structured debriefing transform training activities into meaningful professional development. Building on this mindset and methodological framework, the next chapter moves from principles to application, focusing on how to design and structure two-day skills-based inclusive trainings that translate these concepts into coherent, large-scale national implementation.



## PART II – FROM SKILL SHEET TO TRAINING DESIGN

The previous chapter established the pedagogical mindset that underpins skills-based inclusive training within the ParaEMPOWER framework. It clarified the shift from teaching to facilitating, defined the principles of empowerment-oriented practice, and introduced experiential learning, structured reflection and intentional debriefing as methodological foundations. These elements provide the conceptual orientation necessary for high-quality facilitation.

This chapter moves from mindset to design.

While facilitation principles shape how learning takes place, training design determines how learning is structured. In the context of ParaEMPOWER, facilitators will work with defined competence areas - often presented in the form of skill sheets or thematic outlines. However, a skill sheet on its own does not constitute a training programme. It identifies focus areas and learning intentions, but it does not automatically translate into a coherent two-day learning experience.

The transition from skill sheet to training design requires deliberate educational planning. Facilitators must transform competence descriptions into clear learning objectives, organise content into logical progression, select appropriate experiential methods and allocate time in a way that supports depth rather than superficial coverage. Without this translation process, training risks becoming fragmented, overloaded with content or disconnected from practice.

Designing skills-based inclusive training involves balancing structure and flexibility. On the one hand, sessions must follow a coherent sequence that guides participants from introduction to exploration, from practice to reflection and from reflection to application. On the other hand, national contexts differ in priorities, resources and participant profiles. The training design must therefore allow adaptation while maintaining shared pedagogical standards across countries.

Another key dimension of this chapter is scalability. National trainings may involve large participant groups and limited timeframes. Effective design ensures that even in larger settings, participation remains meaningful and experiential learning remains central. This requires careful planning of group formats, facilitation roles, reporting structures and transitions between plenary and small-group work.

Importantly, the aim is not to provide fixed templates that eliminate professional judgment. Rather, this chapter offers a structured model for transforming any selected competence area into a coherent training architecture. The framework ensures alignment between objectives,

methods and evaluation, while leaving space for facilitators to respond to the realities of their own parasport ecosystem.

By mastering the transition from skill sheet to training design, facilitators strengthen their capacity not only to deliver content, but to construct purposeful learning environments. The sections that follow provide the practical tools and structural guidance necessary to achieve this transformation.

#### 4. Understanding the ParaEMPOWER Skills Architecture

Effective training design begins with a clear understanding of the competence structure on which it is based. Within the ParaEMPOWER framework, skills are not presented as isolated topics but as interconnected components of professional practice. The skills architecture provides the structural map that guides facilitators in selecting focus areas and transforming them into coherent training experiences.

The ParaEMPOWER skills architecture reflects the multifaceted reality of parasport environments. Coaches and sport administrators operate within systems that require technical expertise, organisational capacity, ethical awareness and collaborative ability. For this reason, the competence framework encompasses both role-specific and cross-cutting dimensions. Some skills relate directly to coaching practice and athlete interaction; others concern leadership, planning, communication or sustainability within organisational contexts.

Understanding this architecture means recognising how individual skills interact rather than treating them as separate themes. For example, inclusive communication influences leadership effectiveness; safeguarding awareness shapes coaching behaviour; strategic planning affects team coordination. When facilitators approach skills as interconnected, they design training sessions that reflect professional reality rather than compartmentalised theory.

The architecture also distinguishes between knowledge, skills and professional attitudes. Knowledge provides conceptual understanding. Skills enable practical application. Professional attitudes influence ethical conduct, decision-making and responsibility. Competence development requires integration of all three elements. Training that focuses exclusively on conceptual input risks remaining abstract; training that emphasises practice without conceptual grounding may lack coherence. The skills architecture ensures balanced development.

Another defining feature of the ParaEMPOWER framework is its flexibility. Facilitators are not expected to address every competence area within a single national training. Instead, they select priority skills according to national needs and contextual relevance. Understanding the broader

architecture allows facilitators to situate selected skills within a larger professional landscape and maintain alignment with the overall objectives of the project.

The skills architecture also supports progression. Certain competences may function as foundational, enabling more advanced development in related areas. For example, strengthening communication skills may enhance the effectiveness of leadership or partnership-building capacities. When facilitators recognise these relationships, they can sequence sessions strategically within a two-day format to maximise learning impact.

Importantly, the architecture is not intended as a rigid classification system. It serves as an orienting framework that ensures coherence across countries and training formats while leaving space for contextual adaptation. Facilitators retain professional autonomy in interpreting and prioritising skills, but their design choices remain anchored in a shared competence model.

**Within the ParaEMPOWER initiative, understanding the skills architecture is a prerequisite for transforming thematic descriptions into structured training programmes. It provides clarity, alignment and strategic direction, ensuring that national trainings contribute meaningfully to strengthening professional capacity across the parasport sector.**

## 4.1 Structure of the Skill Sheets

The skill sheets within the ParaEMPOWER framework serve as structured reference documents that define and organise individual competence areas. They are designed to provide clarity, coherence and consistency across countries, while remaining sufficiently flexible to allow contextual adaptation in national trainings. Understanding their structure is essential before attempting to transform them into a full training design.

Each skill sheet presents a specific competence area in a concise and systematic format. Rather than functioning as ready-made lesson plans, skill sheets outline the core dimensions that facilitators must interpret and translate into learning processes. They identify the thematic focus, describe the relevance of the competence within parasport contexts, and clarify the expected developmental direction for participants.

Typically, a skill sheet includes several interconnected components. First, it defines the competence area and situates it within the broader ParaEMPOWER skills architecture. This positioning helps facilitators understand whether the skill is primarily related to coaching practice, organisational management, leadership, communication or another domain, and how it interacts with other competences.

Second, the skill sheet outlines key elements or sub-dimensions of the competence. These elements break down broader concepts into manageable and operational aspects. For example, a competence related to leadership may include components such as decision-making, delegation, conflict management or strategic thinking. These sub-dimensions provide orientation for selecting focus points within a two-day training.

Third, the skill sheet indicates learning intentions or development objectives. These objectives do not prescribe exact session activities, but they clarify what participants should strengthen in terms of knowledge, behaviour or professional attitude. Facilitators should use these objectives as a foundation for defining specific and measurable learning outcomes within their national training design.

In some cases, skill sheets may also reference contextual considerations, practical examples or guiding questions. These elements support interpretation and encourage facilitators to connect competence areas to real parasport environments. However, they are not exhaustive; facilitators are expected to enrich the material with national examples and case studies relevant to their audience.

Importantly, skill sheets are not intended to be delivered as standalone presentations. They function as conceptual anchors. The responsibility of the facilitator is to analyse the selected skill sheet, prioritise relevant elements and construct an experiential learning sequence around it. This requires moving from description to application, from thematic overview to structured training architecture.

When approaching a skill sheet, facilitators should ask several guiding questions. Which dimensions of this competence are most relevant for the target group? What practical challenges do participants face in this area? Which experiential methods would best allow participants to practise and reflect on this competence? How can learning objectives be aligned with the available time and group size?

**Within the ParaEMPOWER framework, the structure of the skill sheets ensures coherence across countries while preserving facilitator autonomy. They provide a common reference point, enabling consistent professional standards without limiting innovation or contextual responsiveness. By understanding their structure clearly, facilitators are better equipped to transform competence descriptions into effective and impactful skills-based inclusive training programmes.**

## 4.2 Analysing Learning Objectives

Clear learning objectives are the foundation of coherent training design. Within the ParaEMPOWER framework, analysing learning objectives is a critical step in transforming a selected skill sheet into a structured two-day training programme. Without clearly defined objectives, sessions risk becoming thematic discussions rather than purposeful competence development processes.

Learning objectives clarify what participants are expected to strengthen during the training. They move beyond general intentions and specify the direction of development. In skills-based inclusive training, objectives should describe observable or demonstrable capacities rather than abstract aspirations. Instead of stating that participants will “understand inclusive leadership,” a well-analysed objective would indicate that participants will be able to apply inclusive leadership principles when managing team dynamics or decision-making scenarios.

Analysing learning objectives requires facilitators to distinguish between knowledge acquisition and competence development. Knowledge objectives relate to conceptual understanding - for example, recognising key principles or definitions. Competence-oriented objectives, however, focus on behavioural application, judgment and professional practice. Both may be relevant within a training programme, but their balance must reflect the overall purpose of the session.

When reviewing a skill sheet, facilitators should examine the development intentions embedded within it and refine them into precise learning outcomes suitable for the target group. This involves considering several factors: the participants’ professional roles, their prior experience, the complexity of the selected skill and the available time frame. Objectives must be realistic in scope while remaining meaningful in impact.

Clarity is essential. Learning objectives should be specific, measurable in practical terms and aligned with session activities. If an objective concern strengthening collaborative decision-making, the training design must include opportunities for collaborative tasks and scenario analysis. If the objective relates to safeguarding awareness, participants must engage with ethical dilemmas and risk-assessment exercises. Alignment between objectives and methods ensures internal coherence within the training programme.

Analysing learning objectives also supports prioritisation. In a two-day format, it is not feasible to address every aspect of a broad competence area in depth. Facilitators must identify which dimensions are most relevant for the target audience and concentrate on those. This selective focus increases depth and prevents cognitive overload.

Another important dimension is progression. Objectives should reflect a logical developmental pathway. Initial sessions may aim to clarify foundational concepts, followed by objectives that require application and critical analysis. Structuring objectives progressively helps participants build confidence and consolidate learning over the duration of the training.

Finally, clearly articulated learning objectives provide a reference point for evaluation. They enable facilitators to assess whether the intended development has occurred and to collect meaningful feedback. Evaluation becomes more focused when participants can reflect on specific competences rather than general impressions of the training.

**Within the ParaEMPOWER framework, analysing learning objectives ensures that national trainings remain purposeful, structured and aligned with the broader competence architecture. It transforms thematic content into measurable developmental intentions and strengthens the overall quality and consistency of skills-based inclusive training across contexts.**

### 4.3 Identifying Competence Dimensions

When working with a selected skill area, facilitators must move beyond its general title and examine the underlying competence dimensions that give it practical meaning. Identifying these dimensions is a necessary step in transforming a broad thematic focus into a structured and effective training design.

A competence is rarely a single, uniform ability. It is typically composed of interconnected elements that include knowledge, practical skills and professional attitudes. For example, a competence related to leadership may encompass communication strategies, decision-making capacity, ethical awareness, conflict management and self-reflection. Treating such a competence as a single undifferentiated theme risks oversimplification and superficial coverage.

Identifying competence dimensions involves analysing what participants must know, what they must be able to do and how they are expected to behave in professional situations. This triad - knowledge, skills and attitudes - provides a useful analytical lens. Knowledge supports understanding of principles and frameworks. Skills enable effective action in specific contexts. Attitudes influence judgment, responsibility and consistency of behaviour.

Facilitators should examine the selected skill sheet and break down the competence into its core components. Which elements are foundational and which are more advanced? Which dimensions are most relevant for the target group? Which aspects can realistically be addressed within a two-day training format? This analytical step supports prioritisation and prevents overload.

Competence dimensions should also be examined in relation to context. The same competence may manifest differently depending on organisational size, sport discipline or national structures. For instance, partnership-building in a grassroots club may require different approaches than in a national federation. Identifying dimensions therefore includes considering how they translate into practical realities within the participants' professional environments.

Another important consideration is interdependence. Competence dimensions rarely operate in isolation. Communication may influence leadership effectiveness; ethical awareness may shape decision-making; collaboration may affect project implementation. Recognising these relationships allows facilitators to design integrated sessions rather than fragmented thematic blocks. It also supports participants in understanding the systemic nature of professional practice.

Clarity in identifying competence dimensions contributes directly to methodological alignment. Once dimensions are specified, facilitators can select appropriate experiential methods to address each one. For example, scenario analysis may be suitable for decision-making skills, while role-play may be effective for communication practice. This ensures that training activities are directly connected to targeted development areas.

Furthermore, articulating competence dimensions supports evaluation and reflection. Participants can more easily assess their own progress when development areas are clearly defined. Facilitators can observe behavioural indicators linked to specific dimensions rather than relying on general impressions.

**Within the ParaEMPOWER framework, identifying competence dimensions strengthens the transition from thematic focus to structured learning architecture. It provides analytical depth, enhances coherence and ensures that skills-based inclusive training remains purposeful and development-oriented. By systematically unpacking competence areas, facilitators are better equipped to design impactful national trainings that reflect both professional standards and contextual realities.**

## 5. Converting a Skill into a 2-Day Training

Selecting a skill area is only the starting point of the training design process. The central task of the facilitator is to transform that selected competence into a coherent, progressive and practically relevant two-day learning experience. This conversion requires strategic planning, methodological clarity and realistic prioritisation.

A two-day training format offers both opportunity and limitation. It provides sufficient time to move beyond introductory discussion and engage participants in meaningful experiential learning. At the same time, it does not allow exhaustive exploration of every dimension of a competence. Effective conversion therefore depends on focus. Facilitators must identify the most relevant competence dimensions for the target group and structure the programme around them.

The first step in conversion is clarifying the developmental objective of the training. What should participants be able to do differently by the end of the second day? This overarching aim should guide the entire design process. It ensures that sessions remain aligned and prevents fragmentation across topics.

Once the main objective is defined, the facilitator should map the competence dimensions identified in the previous section onto a logical sequence. Day One may focus on conceptual grounding and initial experiential engagement, establishing shared understanding and exploring core principles. Day Two can build on this foundation by deepening application, addressing complex scenarios and encouraging transfer to professional contexts. This progression supports both confidence-building and depth.

Time allocation must be deliberate. Each session should include introduction, experiential activity, structured reflection and consolidation. Overloading the agenda with excessive input reduces space for practice and analysis. A balanced structure - combining plenary input, small-group work and reflective discussion - maintains engagement and supports different learning preferences.

Group size also influences design. In larger national trainings, facilitators may need to integrate structured small-group tasks to preserve participation. Clear instructions, defined outputs and time boundaries become particularly important in such settings. Planning for transitions between activities ensures continuity and prevents loss of focus.

Another key consideration is integration of reflection and evaluation. Reflection moments should be distributed throughout both days rather than concentrated at the end. This maintains

coherence and allows participants to consolidate insights progressively. Short daily synthesis sessions can reinforce key messages and clarify connections between competence dimensions.

Practical feasibility must also be addressed. Facilitators should consider available resources, room configuration, materials and logistical constraints when designing activities. Methods selected should be adaptable to the national context without compromising the core developmental objective.

Importantly, converting a skill into a two-day training does not mean rigidly following a template. The framework provides structure, but facilitators retain professional judgment in shaping content according to participant needs. Flexibility within structure is essential. If group discussion reveals specific contextual challenges, facilitators should be prepared to adjust emphasis while maintaining alignment with learning objectives.

**Within the ParaEMPOWER framework, the process of conversion ensures that competence development is intentional rather than incidental. It translates thematic descriptions into structured, experiential and context-responsive training architecture. By approaching this task systematically, facilitators strengthen their capacity to deliver national trainings that are coherent, impactful and aligned with shared professional standards.**

## 5.1 Clustering Objectives into Training Blocks

Once learning objectives have been clarified and competence dimensions identified, the next step in training design is organising these objectives into coherent training blocks. Clustering objectives helps transform individual development intentions into a structured programme that is logical, manageable and pedagogically sound within a two-day format.

A training block is a thematically connected unit of learning that integrates related objectives into a purposeful sequence. Rather than addressing each objective in isolation, clustering allows facilitators to group complementary development areas together. This supports depth, coherence and efficient use of time.

The first principle in clustering objectives is thematic alignment. Objectives that relate to similar competence dimensions or that build upon one another should be grouped within the same block. For example, objectives focused on communication, collaboration and conflict management may form a coherent cluster related to interpersonal effectiveness. Similarly, objectives concerning planning, decision-making and accountability may be organised within a leadership-oriented block.

The second principle is progression. Clusters should follow a logical developmental sequence. Foundational elements typically precede more complex application. Day One may focus on conceptual grounding and exploration of core dimensions, while Day Two builds toward applied practice, integration and transfer to real contexts. Within each day, blocks should move from introduction to experiential engagement and structured reflection.

Clustering also supports cognitive balance. Attempting to address too many unrelated objectives within a single session can overwhelm participants and reduce retention. By grouping related objectives, facilitators create clearer focus and reduce fragmentation. Each block should have a clear internal aim and an identifiable outcome that participants can articulate.

Time allocation is central to effective clustering. Facilitators should estimate realistically how much time is required for experiential activities, reflection and consolidation within each block. Clusters that are too broad may require division into smaller segments, while overly narrow clusters may limit meaningful exploration. A balanced approach ensures that participants have sufficient time to engage deeply without losing momentum.

Another important consideration is methodological consistency. Within a training block, methods should reinforce the objectives being addressed. If the block aims to strengthen collaborative competence, activities should require collaborative problem-solving rather than individual reflection alone. Clustering objectives therefore directly influences methodological choices.

Transitions between blocks must also be carefully planned. Clear summarising moments help participants understand how one block connects to the next. Facilitators may briefly revisit key insights from the previous session before introducing the following cluster. This maintains coherence across the two-day programme.

In larger groups, clustering supports organisational clarity. Participants can more easily follow the structure when sessions are framed around identifiable themes rather than isolated exercises. Visual agendas, clear headings and periodic recaps enhance orientation and engagement.

**Within the ParaEMPOWER framework, clustering objectives into training blocks ensures that competence development is structured and progressive. It translates analytical preparation into a coherent programme architecture, supporting facilitators in delivering national trainings that are focused, balanced and aligned with defined learning intentions.**

## 5.2 Designing Session Flow

Once objectives have been clustered into coherent training blocks, the next step is designing the internal flow of each session. Session flow refers to the deliberate sequencing of activities within a defined time frame to ensure clarity, engagement and progression. A well-designed flow supports learning continuity and prevents sessions from becoming fragmented or overly dense.

Effective session flow begins with orientation. At the start of each block, participants should understand the purpose of the session, the learning objectives and how the content connects to previous discussions. Brief contextual framing helps establish direction and reduces uncertainty. Orientation does not require lengthy explanations; it requires clarity.

Following orientation, sessions should move into engagement. This phase often includes an experiential or interactive activity designed to activate participants' prior knowledge and stimulate analysis. Engagement methods may include case discussions, scenario exercises, group problem-solving or structured dialogue. The choice of method should reflect the competence being developed and the size of the group.

After engagement, the session should incorporate structured reflection. This phase allows participants to analyse what occurred during the activity and connect observations to broader professional principles. Reflection consolidates experience and ensures that learning remains aligned with the objectives. Facilitators should guide discussion with purposeful questions and maintain focus on the targeted competence dimensions.

Conceptual input, when necessary, should be integrated strategically rather than delivered in isolation. Short, focused explanations that build directly on participants' reflections are often more effective than extended lectures. By embedding conceptual clarification within the flow of discussion, facilitators reinforce coherence and maintain engagement.

The session should conclude with consolidation and forward orientation. Participants should leave the block with a clear understanding of key insights and potential implications for their professional practice. This may include summarising main points, identifying action steps or linking the discussion to upcoming sessions. Closing a session without synthesis risks losing developmental continuity.

Transitions between activities are equally important. Clear instructions, visible timing and explicit signals for moving from one phase to another maintain structure and prevent confusion. Particularly in large-group settings, strong facilitation during transitions ensures that momentum is preserved and participation remains balanced.

Designing session flow also involves managing energy. Alternating between discussion, movement, small-group work and plenary exchange helps sustain attention. Overreliance on a single method may reduce engagement, while excessive variation without coherence can create distraction. Balance and intentionality are key.

Time discipline underpins effective session flow. Facilitators must monitor pacing carefully, adjusting when necessary while preserving core objectives. Allowing sufficient time for reflection and debriefing is particularly important, as these phases often determine the depth of learning.

**Within the ParaEMPOWER framework, designing session flow ensures that each training block functions as an integrated learning experience. It transforms clustered objectives into structured developmental pathways and supports facilitators in delivering two-day trainings that are coherent, engaging and aligned with skills-based inclusive training principles.**

### 5.3 Balancing Theory, Practice & Reflection

Effective skills-based inclusive training requires a deliberate balance between conceptual input, practical application and structured reflection. These three elements are interdependent. When one dominates at the expense of the others, the developmental impact of the training is reduced. Achieving balance ensures that learning remains both rigorous and transferable.

Theory provides orientation. Conceptual frameworks clarify terminology, establish shared understanding and offer reference points for analysing professional situations. Without theoretical grounding, practice may lack coherence and reflection may become unfocused. However, theory alone does not generate competence. Participants may understand principles intellectually without being able to apply them in real contexts.

Practice transforms conceptual understanding into action. Experiential tasks, scenario analysis, role-play and collaborative exercises allow participants to test ideas and observe their own behaviour. Through practice, abstract concepts become tangible. Participants encounter complexity, make decisions and experience consequences in a structured learning environment. This experiential dimension is essential for strengthening applied competence.

Reflection connects theory and practice. It allows participants to examine what occurred during activities, interpret outcomes and relate insights to broader principles. Reflection ensures that practical exercises do not remain isolated experiences. Instead, they become stepping stones toward deeper professional awareness and behavioural adjustment.

Balancing these three elements requires intentional session design. A common imbalance occurs when sessions are overloaded with theoretical presentation, leaving limited time for engagement and reflection. Conversely, overly activity-driven sessions without conceptual anchoring may generate energy but insufficient clarity. Facilitators must therefore allocate time proportionally and integrate theory, practice and reflection within each training block.

One effective approach is to introduce concise theoretical input at the beginning of a session to establish a framework, followed by experiential activities that allow participants to apply the concepts. Structured debriefing then reinforces understanding and links experience back to theory. This cyclical integration supports coherence and depth.

The balance may vary depending on the selected competence and the prior experience of participants. For example, when addressing highly practical skills, greater emphasis on experiential tasks may be appropriate. When introducing unfamiliar conceptual areas, additional clarification may be required. Flexibility within structure enables facilitators to adjust while maintaining alignment with learning objectives.

In large-group national trainings, maintaining balance also involves method selection. Small-group work supports practice and participation; plenary synthesis reinforces theoretical coherence; guided questioning sustains reflection. Clear transitions between these modes help preserve continuity and avoid fragmentation.

Time management is central to maintaining equilibrium. Facilitators should resist the tendency to extend theoretical explanation at the expense of experiential learning or to curtail reflection due to time pressure. Reflection phases, in particular, should be protected, as they consolidate competence development.

**Within the ParaEMPOWER framework, balancing theory, practice and reflection ensures that national trainings remain development-oriented rather than informational. It supports intellectual clarity, behavioural application and professional integration, reinforcing the overall objective of strengthening skills-based inclusive practice across the parasport sector.**

## 5.4 Time Allocation Logic

Time allocation is a strategic component of training design rather than a purely logistical decision. In skills-based inclusive training, how time is distributed across sessions directly influences depth of learning, participant engagement and overall coherence of the programme. Effective time allocation reflects pedagogical priorities and ensures that competence development remains central throughout the two-day structure.

The starting point for time allocation is alignment with learning objectives. Competences that require behavioural practice and reflective integration demand sufficient space for experiential activities and structured debriefing. Allocating excessive time to theoretical presentation while compressing reflection undermines the developmental purpose of the training. Time should therefore follow intention: what participants are expected to strengthen should guide how minutes and hours are distributed.

A two-day training format typically benefits from a clear macro-structure. The first day may emphasise conceptual orientation and foundational experiential engagement, allowing participants to explore key competence dimensions and establish shared understanding. The second day can focus more heavily on application, integration and transfer to professional contexts. This progression supports cognitive continuity and avoids repetition.

Within each day, balance is equally important. Sessions should alternate between input, interaction and reflection to maintain energy and attention. Long uninterrupted lectures reduce engagement, while back-to-back activities without synthesis may lead to superficial learning. Time allocation must therefore consider rhythm as well as content.

Reflection phases require particular protection. It is common for facilitators to shorten debriefing when earlier activities exceed their planned duration. However, reflection is often the phase where competence development consolidates. Designing realistic time frames and monitoring pacing carefully helps ensure that reflection remains a priority rather than an afterthought.

Breaks and transitions also form part of time logic. Adequate pauses support concentration and prevent cognitive fatigue. In larger national trainings, additional time may be required for group organisation, reporting and clarification of instructions. Anticipating these practical needs contributes to smoother implementation.

Flexibility is essential within structured planning. Unexpected discussions, emerging contextual questions or group-specific needs may require adjustments. Facilitators should be prepared to adapt while preserving core objectives. A clear understanding of which elements are essential

and which are adjustable enables responsive time management without compromising coherence.

Time allocation logic also supports inclusivity. Participants with different processing speeds and communication styles benefit from predictable pacing and sufficient space for contribution. Rushed sessions can privilege dominant voices, whereas balanced timing encourages broader participation.

**Within the ParaEMPOWER framework, deliberate time allocation reinforces the integrity of skills-based inclusive training. It translates pedagogical priorities into practical structure, ensuring that theory, practice and reflection are proportionally represented. By approaching time as a strategic resource, facilitators strengthen the quality, depth and sustainability of national training implementation.**

## 5.5 Aligning with National Context

While the ParaEMPOWER framework provides a shared structure for skills-based inclusive training, effective implementation requires careful alignment with national realities. Competence development does not occur in abstraction; it is shaped by organisational cultures, regulatory environments, available resources and professional expectations within each country. Facilitators must therefore interpret and adapt the training design in a way that preserves core principles while responding to contextual specificities.

Alignment with national context begins with understanding the target group. Coaches and sport administrators may operate at grassroots, regional or national levels, each with distinct responsibilities and constraints. Training objectives and examples should reflect these realities. A session designed for volunteers in local clubs may require different emphasis than one aimed at staff within national federations. Contextual sensitivity increases relevance and participant engagement.

Legal and policy frameworks also influence alignment. Safeguarding standards, governance structures and funding mechanisms vary across countries. When discussing competence areas such as ethical awareness, leadership or organisational planning, facilitators should connect content to national regulations and institutional practices. This ensures that discussions remain grounded in practical application rather than generic abstraction.

Cultural dimensions play a further role. Communication styles, perceptions of authority and expectations toward training formats may differ between contexts. Facilitators should be attentive to how participants respond to participatory methods, open dialogue and peer

feedback. Adjusting facilitation strategies while maintaining inclusive and empowerment-oriented principles supports both effectiveness and coherence.

Resource availability must also be considered. Facilities, materials and technological access can shape methodological choices. Experiential learning methods should be adaptable to available infrastructure without compromising learning objectives. Designing sessions that remain feasible within national constraints strengthens sustainability beyond the project's formal timeframe.

Alignment does not mean dilution of standards. The ParaEMPOWER framework establishes shared pedagogical principles and competence architecture across participating countries. Facilitators should preserve these structural elements while tailoring examples, case studies and practical exercises to national realities. This balance ensures consistency of purpose alongside contextual responsiveness.

Engaging participants' experiences is a powerful tool for contextual alignment. Inviting real cases from national practice enriches discussion and strengthens transferability. Participants are more likely to internalise learning when it directly relates to challenges they recognise within their own environment.

Evaluation and feedback mechanisms should likewise reflect national context. Facilitators may adapt evaluation tools to local language, professional terminology or institutional requirements while maintaining alignment with the overall competence objectives.

**Within the ParaEMPOWER framework, aligning with national context ensures that skills-based inclusive training remains relevant, practical and sustainable. It bridges the shared European competence architecture with local realities, enabling facilitators to deliver national trainings that are both coherent and context-responsive.**



## 6. Universal 2-Day Training Blueprint

The Universal 2-Day Training Blueprint provides a structured model for organising skills-based inclusive training within the ParaEMPOWER framework. It translates the principles outlined in the previous chapters into a practical architecture that can be applied across different competence areas and national contexts. Rather than prescribing fixed content, the blueprint offers a stable structural backbone that facilitators can adapt according to selected skills and participant needs.

A two-day training format requires both coherence and progression. The blueprint is designed to guide participants from orientation and conceptual grounding toward application, integration and forward planning. Each day has a distinct developmental function, while remaining interconnected within a unified learning journey.

Day One typically focuses on establishing shared understanding and building foundational competence dimensions. It includes introduction of the selected skill area, exploration of key concepts, and initial experiential engagement. Participants analyse core principles, reflect on their existing practices and identify strengths and challenges within their professional context. The emphasis is on clarification, awareness and structured exploration.

Day Two builds upon this foundation by deepening application and promoting transfer. Activities may involve more complex scenarios, problem-solving exercises or collaborative case analysis that require integration of multiple competence dimensions. Reflection sessions during the second day should encourage participants to articulate concrete implementation strategies for their own organisations. The aim is to move from conceptual comprehension to practical commitment.

Within each day, the blueprint integrates recurring structural elements: orientation, experiential activity, structured debriefing, conceptual synthesis and consolidation. This repeated internal structure supports cognitive continuity and reinforces methodological consistency. Participants become familiar with the learning rhythm, which enhances engagement and predictability.

Flexibility is an essential characteristic of the blueprint. While the macro-structure remains stable, facilitators retain autonomy in determining the depth and emphasis of each block. For example, a competence area with strong behavioural components may require extended experiential practice, whereas a more strategic competence may involve deeper analytical discussion. The blueprint accommodates such variation without losing coherence.

In large-group national trainings, the blueprint also supports organisational clarity. Clear segmentation of the programme into identifiable blocks helps participants navigate the two-day

process. Visual agendas, periodic synthesis and structured reporting maintain orientation and reduce fragmentation.

The blueprint further ensures alignment between objectives, methods and evaluation. By planning sessions within a structured two-day progression, facilitators can map learning outcomes logically and integrate reflection at strategic points. This strengthens both developmental impact and quality assurance.

**Within the ParaEMPOWER framework, the Universal 2-Day Training Blueprint functions as a shared reference model. It ensures methodological coherence across countries while allowing contextual adaptation. By following this structured yet flexible architecture, facilitators are equipped to convert selected skills into impactful, experiential and sustainable national training programmes.**

## 6.1 Model A – Large Group Format (Up to 75 Participants)

Delivering a two-day skills-based inclusive training to a large group - potentially up to 75 participants - requires deliberate structural planning. While the pedagogical principles remain unchanged, group size significantly influences methodology, facilitation dynamics and time management. The large-group format must therefore combine clarity, organisation and participatory design to maintain depth and engagement.

The primary challenge in large-group settings is preserving interaction. Skills-based competence development depends on active participation, reflection and dialogue. When participant numbers increase, the risk of passivity grows. To address this, the training design must intentionally incorporate structured small-group work within the broader plenary framework. Dividing participants into consistent working groups allows for deeper discussion while maintaining overall programme coherence.

Clear organisation becomes central in this format. Instructions must be concise and visible. Time limits should be communicated explicitly, and outputs from group work should be defined in advance. For example, each group may be asked to identify key insights, formulate recommendations or summarise challenges in a structured manner. This prevents diffusion of discussion and facilitates efficient plenary synthesis.

Facilitator roles may also require adjustment. In very large groups, co-facilitation can enhance quality. One facilitator may guide the plenary discussion while another monitors group work, supports transitions and manages logistical coordination. Even in single-facilitator scenarios, planning must anticipate the need for structured movement between plenary and group settings.

The physical layout of the space plays a practical role. Seating arrangements should allow participants to form smaller clusters without excessive reorganisation. Visibility of materials - such as projected slides or flipcharts - must be ensured for all attendees. Accessibility considerations are particularly important in parasport contexts, where participants may have diverse physical needs.

Maintaining energy over two days is another important consideration. Alternating between plenary input, interactive exercises and small-group analysis helps sustain engagement. In large groups, longer plenary sessions should be interspersed with activities that require movement or direct collaboration to prevent fatigue and disengagement.

Reflection processes in large groups require structure. Small groups can conduct initial debrief discussions before sharing concise conclusions with the plenary. The facilitator should synthesise recurring themes and connect them to learning objectives. Visible documentation of key insights supports collective understanding and reinforces coherence.

Time allocation must account for logistical transitions. Moving between plenary and group work takes longer in larger settings. Planning realistic time frames prevents rushed reflection and maintains methodological integrity. Buffer time between blocks can absorb unexpected delays without compromising core objectives.

Importantly, large-group format does not imply reduced depth. When structured effectively, diverse perspectives enrich learning and broaden analysis. Participants benefit from exposure to varied professional experiences across regions and organisational levels. The facilitator's task is to harness this diversity within a clear pedagogical framework.

**Within the ParaEMPOWER Universal 2-Day Training Blueprint, Model A provides a scalable structure for national implementation involving substantial participant numbers. By combining structured group work, clear organisation and consistent facilitation, large-group trainings can remain interactive, coherent and aligned with skills-based inclusive training principles.**

## 6.2 Model B – Parallel Small Group Format

The parallel small group format offers an alternative structure for implementing the Universal 2-Day Training Blueprint when participant numbers, available facilitators or contextual considerations allow for division into multiple simultaneous groups. This model supports deeper interaction, closer facilitation and increased opportunities for individual contribution while maintaining alignment with the overall ParaEMPOWER framework.

In this format, participants are divided into smaller groups that work in parallel on the same or closely related competence areas. Each group follows a shared structural plan but may adapt examples, discussion focus or case analysis according to its composition. Parallel delivery preserves methodological coherence while enhancing engagement and personalisation.

One of the main advantages of the small group format is the increased quality of dialogue. Participants typically feel more comfortable sharing experiences, expressing uncertainty and engaging in reflective discussion within smaller settings. This strengthens psychological safety and encourages active participation, particularly among individuals who may be less inclined to speak in large plenary environments.

Facilitation dynamics also shift in this model. Facilitators can observe interaction patterns more closely, provide more individualised feedback and respond to emerging questions with greater flexibility. The learning cycle = experiential activity, reflection, conceptual integration and application = can unfold with more depth, as time is less constrained by plenary reporting processes.

Coordination between parallel groups remains essential. To maintain coherence across the training, facilitators should align learning objectives, session timing and key methodological approaches before delivery. Periodic plenary moments = at the beginning, midpoint or end of each day = can be incorporated to synthesise insights across groups and reinforce shared learning outcomes.

Time management in the parallel format may allow for extended experiential exercises and more comprehensive debriefing. However, facilitators should still maintain structured progression to prevent drift from core objectives. Clear session outlines and consistent reflection frameworks ensure alignment with the competence architecture.

The parallel small group format is particularly effective when training involves complex or sensitive competence areas. Ethical reflection, leadership challenges or safeguarding scenarios

may benefit from the intimacy and focused attention that smaller groups provide. Participants can explore nuanced issues with greater openness and analytical depth.

Logistical planning is important in this model. Adequate room allocation, material preparation and facilitator coordination must be arranged in advance. Consistency of documentation across groups supports evaluation and quality assurance. Shared reporting templates can help consolidate learning outcomes during plenary synthesis.

Importantly, the parallel small group model does not replace the large-group format but complements it. Selection between models should consider participant numbers, facilitator availability, venue configuration and national context. Both formats operate within the same pedagogical principles of skills-based inclusive training.

**Within the ParaEMPOWER framework, Model B offers a flexible and scalable implementation pathway. By leveraging smaller group dynamics while maintaining shared structural standards, facilitators can deliver national trainings that are interactive, coherent and deeply aligned with competence development objectives.**

### 6.3 Model C – Modular Rotation Format

The modular rotation format offers a dynamic alternative within the Universal 2-Day Training Blueprint. In this model, participants rotate between thematic modules delivered in parallel, allowing exposure to multiple competence dimensions within a structured timeframe. The modular approach supports diversity of content while maintaining methodological coherence.

Unlike the large-group or fixed small-group formats, the rotation model is built around shorter, focused modules that participants attend sequentially. Each module addresses a specific competence dimension and follows a consistent internal structure: orientation, experiential activity, structured reflection and consolidation. After completing one module, participants move to the next according to a predefined schedule.

This format is particularly useful when the training aims to cover several interconnected competence areas without fragmenting the overall design. Rather than compressing multiple themes into plenary sessions, the rotation structure allows concentrated engagement within manageable group sizes. Participants benefit from interactive learning while gaining exposure to diverse perspectives.

Design clarity is essential in this model. All modules must align with shared learning objectives and operate within consistent methodological principles. Facilitators responsible for each module

should coordinate in advance to ensure coherence in tone, structure and depth. Although topics may differ, the experiential learning cycle and reflection logic should remain uniform across modules.

Time allocation requires precision. Modules must be carefully timed to allow meaningful engagement without rushing reflection. Clear signals for rotation and well-organised transitions are crucial, particularly in larger venues. Participants should receive clear instructions regarding movement between modules to prevent confusion and preserve momentum.

The modular format encourages active participation and energy variation. Rotating between themes maintains engagement and reduces monotony. It also allows participants to experience different facilitation styles while remaining within the ParaEMPOWER framework. Exposure to varied approaches can enrich learning and broaden methodological understanding.

Reflection and synthesis are critical components of this model. Dedicated plenary sessions at the end of each day should consolidate insights from different modules. Participants may be invited to identify cross-cutting themes, compare approaches or articulate key takeaways that connect the modules into a coherent whole. Without structured synthesis, the rotation format risks fragmentation.

Logistically, the modular approach requires sufficient space and facilitation capacity. Each module should be supported by appropriate materials and clear visual aids. Coordinated planning among facilitators ensures smooth implementation and consistent quality.

The modular rotation format is particularly suitable when addressing multifaceted competence areas or when working with heterogeneous participant groups. It allows flexibility, interaction and exposure while maintaining structural integrity.

**Within the ParaEMPOWER framework, Model C expands the range of delivery possibilities. By combining focused modules with structured synthesis, facilitators can create dynamic, inclusive and development-oriented national trainings that reflect the complexity of parasport professional practice.**

## 6.4 Generic 2-Day Training Structure Template

The Generic 2-Day Training Structure Template provides a practical outline for translating the Universal Blueprint into an operational agenda. It serves as a reference model that facilitators can adapt according to the selected skill area, participant profile and delivery format. Rather than prescribing detailed content, the template clarifies the structural rhythm of a two-day skills-based inclusive training.

A coherent two-day structure benefits from clear progression and internal balance. The first day typically establishes orientation, shared understanding and foundational exploration. The second day deepens application, integration and forward planning. Each day is organised around identifiable training blocks that follow a consistent internal logic.

### Day One – Orientation and Foundational Development

The opening session should clarify objectives, introduce the selected competence area and establish group expectations. Participants benefit from understanding the purpose of the training and the anticipated outcomes. Short introductory activities may activate prior experience and encourage early participation.

Subsequent blocks focus on exploring core competence dimensions. These sessions should combine concise conceptual input with experiential activities that allow participants to analyse real scenarios. Structured debriefing consolidates understanding and links experience to professional principles. The day should conclude with synthesis, highlighting key insights and preparing participants for deeper application on Day Two.

### Day Two – Application and Integration

The second day begins with a brief recap that reconnects participants to previous insights. Training blocks then move toward more complex application. Activities may involve case-based problem-solving, collaborative design exercises or simulated professional challenges. The emphasis is on integrating multiple competence dimensions and strengthening practical decision-making.

Reflection on Day Two should focus strongly on transfer. Participants are encouraged to articulate how they will apply learning within their own organisations. Action planning exercises, peer consultation or structured commitments can support this process. The training should conclude with a comprehensive synthesis session, reinforcing key messages and clarifying next steps.

Across both days, each training block should incorporate four elements: orientation, experiential engagement, structured reflection and consolidation. This repeated internal structure reinforces methodological consistency and strengthens participant orientation.

Time allocation within the template should remain balanced. Sufficient space must be reserved for reflection and discussion. Breaks should be strategically positioned to maintain energy and concentration. In large-group formats, additional time may be required for reporting and transitions.

The Generic 2-Day Training Structure Template functions as a flexible framework rather than a rigid schedule. Facilitators may adapt session duration, sequencing and emphasis according to contextual needs. However, maintaining the overall progression from exploration to application ensures coherence and alignment with skills-based inclusive training principles.

**Within the ParaEMPOWER framework, this template supports quality assurance and consistency across national implementations. It provides facilitators with a stable structural reference while preserving the autonomy required for contextual adaptation and professional judgment.**

The previous chapter focused on translating selected competences into coherent two-day training designs, providing structural models and practical templates for implementation. While sound design is essential, effective delivery depends equally on the ability to manage group dynamics and organisational complexity during the training itself. Particularly in national settings involving large participant numbers, facilitation extends beyond methodology into coordination, energy management and real-time decision-making. The following chapter therefore shifts attention from planning to implementation, examining how large group dynamics can be structured and managed in a way that preserves participation, inclusivity and pedagogical quality.

## PART III – LARGE GROUP DYNAMICS & TRAINING MANAGEMENT

Designing a coherent training programme is only one dimension of effective facilitation. The success of skills-based inclusive training also depends on how the learning environment is managed in real time. When national trainings involve large participant groups, the complexity of facilitation increases significantly. Structure, clarity and methodological integrity must be preserved while navigating diverse expectations, interaction patterns and logistical challenges.

Large group settings create both opportunity and responsibility. They bring together varied professional experiences, perspectives and regional realities, enriching discussion and broadening collective insight. At the same time, they introduce risks of passivity, imbalance in participation and fragmentation of attention. Without deliberate management, the scale of the group can dilute the developmental impact of the training.

This chapter addresses the practical dimension of training implementation in larger formats. It explores how facilitators can maintain engagement, ensure psychological safety and manage diversity within groups that may include up to 75 participants. It also examines organisational aspects such as space arrangement, time discipline, co-facilitation and transition management, all of which influence the quality of learning.

Effective large-group facilitation requires anticipation. Clear session framing, precise instructions and structured small-group integration are essential tools. Facilitators must think not only about content, but about flow, energy levels and the balance between plenary and group interaction. Attention to pacing and visible structure helps maintain orientation and prevents cognitive overload.

Another important dimension is adaptability. In large settings, unexpected dynamics may emerge - dominant voices, disengagement, time overruns or logistical disruptions. Facilitators must respond calmly and strategically while preserving alignment with learning objectives. The ability to adjust without losing coherence reflects professional maturity in training management.

Large group dynamics also intersect with inclusion and empowerment. Ensuring that participants feel heard and respected in a sizeable group requires intentional moderation and equitable participation strategies. Methods such as structured reporting, rotating spokespersons and guided reflection support balanced interaction and strengthen engagement.

**Within the ParaEMPOWER framework, managing large group dynamics is not treated as a separate technical skill, but as an extension of inclusive and empowerment-oriented facilitation. The principles introduced in earlier chapters remain central; this section focuses**

on how they are operationalised in complex, large-scale national training contexts. By integrating sound management with structured methodology, facilitators can ensure that even large-group trainings remain participatory, coherent and development-focused.

## 7. Managing Groups of Up to 75 Participants

Facilitating a training for up to 75 participants requires a deliberate combination of pedagogical clarity, organisational precision and adaptive leadership. While the core principles of skills-based inclusive training remain unchanged, the scale of the group introduces additional layers of complexity. Managing such settings effectively depends less on increasing control and more on strengthening structure.

In large groups, clarity becomes the facilitator's primary tool. Objectives, session flow and instructions must be communicated concisely and consistently. Ambiguity that might be manageable in smaller groups can quickly lead to confusion when multiplied across many participants. Clear visual agendas, visible timing and structured reporting formats help maintain shared orientation.

Participation must be intentionally designed. In a group of this size, plenary discussion alone is insufficient to ensure engagement. Structured small-group work should be integrated throughout the programme to create space for dialogue and reflection. Stable working groups can enhance continuity, while defined tasks and expected outputs prevent discussions from becoming unfocused.

Facilitators must also manage energy and attention strategically. Large groups can experience rapid shifts in engagement. Alternating between plenary input, interactive exercises and movement-based activities helps sustain focus. Long uninterrupted sessions should be avoided, as they may reduce participation and increase fatigue.

Group dynamics in large settings require attentive moderation. Certain participants may dominate discussions, while others remain silent. The facilitator should actively distribute speaking opportunities and, when necessary, intervene respectfully to maintain balance. Structured turn-taking, use of microphones where appropriate and clear time limits for contributions can support equitable participation.

Time management is particularly important in this format. Transitions between activities take longer, and reporting from multiple groups requires coordination. Allocating realistic time frames and building small buffers into the agenda prevents pressure on reflection phases. Facilitators

must monitor pacing continuously and make informed adjustments without compromising core objectives.

Logistical preparation is equally critical. Room layout should support both plenary and small-group configurations without excessive disruption. Materials must be accessible and visible to all participants. Accessibility considerations should be addressed in advance to ensure inclusive participation.

In large-group contexts, co-facilitation can enhance effectiveness. Dividing responsibilities between lead facilitation, timekeeping and group support reduces cognitive load and strengthens responsiveness. Even when working alone, facilitators should anticipate potential challenges and prepare strategies for managing them calmly.

Importantly, size does not diminish developmental potential. When structured effectively, large groups offer rich diversity of experience and perspective. The facilitator's task is to harness this diversity within a coherent methodological framework, ensuring that learning remains participatory and aligned with competence development objectives.

**Within the ParaEMPOWER framework, managing groups of up to 75 participants represents an extension of inclusive and empowerment-oriented facilitation. By combining clarity, structure and adaptability, facilitators can transform large-scale national trainings into dynamic and meaningful learning environments that support sustainable professional growth.**

## 7.1 Room Setup Strategies

Physical space significantly influences the quality of skills-based inclusive training. Room configuration affects visibility, communication patterns, movement, accessibility and overall energy. In large-group settings, thoughtful room setup is not merely a logistical detail; it is a strategic element of training management.

The first principle in room setup is visibility. All participants must be able to see the facilitator, presentation materials and one another when required. Poor visibility reduces engagement and creates physical and psychological distance. In plenary segments, semi-circular or theatre-style arrangements may be appropriate, provided they allow clear lines of sight. When possible, curved layouts encourage a sense of collective participation rather than rigid hierarchy.

Flexibility is equally important. Since large-group training relies heavily on small-group work, seating should allow for relatively easy reconfiguration. Round tables or clustered seating

arrangements facilitate immediate group discussion without extensive movement. If fixed seating is unavoidable, facilitators should pre-plan group allocation based on proximity to reduce transition time.

Accessibility considerations are fundamental in parasport-related training environments. Adequate space for movement, accessible seating arrangements and unobstructed pathways must be ensured. Participants should be able to engage in activities comfortably and safely. Room layout should reflect inclusive values by anticipating diverse needs rather than responding reactively.

Acoustics also play a crucial role. In larger venues, sound distribution must support clarity. If microphones are available, they should be used to ensure equitable participation and avoid vocal strain. When group work is conducted simultaneously, facilitators should monitor noise levels and provide clear signals to regain attention.

The positioning of visual materials influences orientation. Flipcharts, projection screens or boards should be centrally located and visible from all areas of the room. When multiple working groups report back, designated presentation points can help structure transitions and maintain order.

Energy flow within the room should also be considered. Movement-based activities may require open space, while reflective exercises benefit from quieter configurations. Facilitators should anticipate how physical arrangement supports different phases of the learning cycle and adjust accordingly.

Clear signage and visible agendas enhance navigation in larger settings. Posting the daily programme in a prominent location allows participants to maintain orientation throughout the training. Visual anchors reduce uncertainty and reinforce structure.

When co-facilitation is involved, coordination in space usage becomes important. Facilitators should position themselves strategically to maintain visibility and avoid creating competing focal points. Defined roles during plenary and group work contribute to coherence.

**Within the ParaEMPOWER framework, room setup strategies support methodological integrity. A well-designed physical environment reinforces participation, inclusivity and structured engagement. By approaching room configuration as a pedagogical tool rather than a logistical afterthought, facilitators enhance the overall effectiveness of large-group national trainings.**

## 7.2 Group Division Systems

In large-group training formats, effective group division is essential for maintaining participation, coherence and depth of learning. When working with up to 75 participants, structured small-group interaction becomes the primary mechanism for engagement. The way participants are divided into working groups therefore directly influences the quality of discussion and competence development.

The first consideration in designing group division systems is purpose. Groups should not be formed arbitrarily. The composition and size of each group should reflect the objective of the activity. If the aim is to analyse diverse perspectives, mixing participants from different roles, regions or levels of experience may enrich dialogue. If the focus is on role-specific challenges, grouping participants with similar responsibilities may increase relevance and efficiency.

Group size should support interaction. Groups of four to six participants often provide a balance between diversity and participation. Smaller groups encourage contribution from all members, while larger clusters may risk uneven participation. In settings with very high participant numbers, facilitators may establish stable base groups that remain consistent throughout the two-day programme, supporting continuity and trust.

Stability versus rotation is another strategic choice. Stable groups allow participants to build rapport and deepen discussion over time. Rotational grouping, on the other hand, exposes participants to a wider range of perspectives and can increase energy. Facilitators should decide intentionally which model best serves the learning objectives and overall training design.

Clear instructions during group division are crucial. In large settings, transitions can become disorganised if allocation procedures are unclear. Using numbered cards, colour-coded materials or predefined seating zones can facilitate efficient grouping. Visual guidance reduces confusion and preserves momentum.

Defined roles within groups can further strengthen effectiveness. Assigning responsibilities such as facilitator, note-taker or spokesperson ensures shared accountability and balanced participation. Rotating these roles across sessions promotes inclusivity and prevents dominance by particular individuals.

Reporting structures must also be considered when dividing groups. If each group is expected to present outcomes in plenary, facilitators should provide concise reporting guidelines to prevent repetition and maintain time discipline. Alternatively, synthesised reporting methods - such as

clustering similar findings or highlighting key differences - can streamline feedback in large settings.

Group division systems should remain adaptable. Facilitators may observe imbalances in participation or unexpected dynamics that require reconfiguration. Flexibility, combined with clear structure, supports responsive facilitation without disrupting coherence.

Importantly, group division is not only a logistical strategy; it is a pedagogical tool. Thoughtful grouping can stimulate cross-sector dialogue, encourage peer learning and strengthen collective problem-solving. When designed intentionally, group systems transform large participant numbers from a challenge into an asset.

**Within the ParaEMPOWER framework, effective group division supports inclusive and empowerment-oriented facilitation. By structuring interaction strategically, facilitators ensure that large-group national trainings remain participatory, organised and aligned with skills-based competence development objectives.**

### 7.3 Facilitator Team Roles

In large-group national trainings, facilitation is most effective when responsibilities are clearly defined and coordinated. While a single facilitator may be capable of delivering a structured programme, working with a facilitation team strengthens responsiveness, time management and overall quality. Clear role allocation within the team enhances coherence and reduces cognitive overload during delivery.

The primary role within the team is typically that of the lead facilitator. This person guides the overall flow of the training, introduces sessions, manages plenary discussions and ensures alignment with learning objectives. The lead facilitator maintains continuity across the two days and acts as the visible anchor of the programme.

Supporting facilitators play a complementary role. They may monitor small-group discussions, provide clarification when needed and observe participation dynamics. Their presence increases the capacity to identify emerging issues such as disengagement, misunderstanding or imbalance in contribution. In experiential exercises, supporting facilitators can assist with instructions, timing and coordination of outputs.

A timekeeper role is particularly valuable in large settings. Managing transitions, ensuring that reflection phases are protected and maintaining overall pacing requires focused attention. When

one facilitator is responsible for time monitoring, the lead facilitator can concentrate on dialogue and content flow without distraction.

Another important function within the facilitation team is documentation. Capturing key insights, synthesising outputs from groups and recording action points supports both evaluation and reporting. Visible documentation during plenary sessions reinforces learning and enhances participant orientation. In some cases, this role may also include managing digital tools or presentation materials.

Effective facilitation teams operate with shared preparation and mutual understanding. Before the training begins, roles should be discussed explicitly. Agreement on signals for transitions, intervention strategies and handling of unexpected dynamics strengthens coordination. Clear communication between facilitators during breaks or transition moments ensures alignment.

Flexibility remains essential. While roles may be predefined, facilitators should remain prepared to adapt. For example, if group energy decreases, a supporting facilitator may introduce an energising activity. If a discussion becomes complex or sensitive, facilitators may collaborate to moderate and synthesise contributions effectively.

Professional presence and coherence are equally important. Facilitators should model respectful interaction and consistent communication styles. Visible unity within the team reinforces credibility and stability. Contradictory instructions or unclear division of authority can create confusion in large-group environments.

Importantly, facilitator team roles are not hierarchical in value but differentiated in function. Each role contributes to the overall learning process. Clear role allocation enhances efficiency and strengthens the capacity to manage large and diverse participant groups effectively.

**Within the ParaEMPOWER framework, defined facilitator team roles support structured, inclusive and empowerment-oriented training delivery. By distributing responsibilities strategically, facilitation teams can maintain quality, responsiveness and methodological integrity across large-scale national training implementation.**

## 7.4 Time & Energy Management

Effective large-group facilitation depends not only on sound design and clear structure, but also on the ability to manage time and collective energy throughout the training process. In two-day skills-based inclusive training formats, time and energy function as interconnected resources. When managed strategically, they support engagement, reflection and competence development. When neglected, they can reduce focus and diminish learning impact.

Time management in large settings extends beyond adhering to an agenda. It involves maintaining alignment between planned objectives and real-time delivery. Facilitators must monitor pacing continuously, ensuring that sessions progress without rushing key reflective phases. Structured timekeeping supports fairness in participation and preserves space for experiential learning, which is central to the ParaEMPOWER framework.

A realistic time plan should include not only session content but also transitions, group reorganisation and reporting moments. In groups of up to 75 participants, transitions often take longer than anticipated. Clear signals, visible countdowns and predefined reporting formats help maintain rhythm and prevent delays from accumulating across the programme.

Energy management is equally critical. Collective attention fluctuates during extended training days. Cognitive fatigue may increase after dense theoretical input, while prolonged discussion without variation can reduce engagement. Facilitators should therefore design sessions that alternate intensity and format. Analytical discussion may be followed by small-group collaboration; reflection may be balanced with more dynamic activities. This variation sustains attention without compromising coherence.

Morning sessions often benefit from structured activation exercises that reconnect participants to objectives and stimulate focus. Post-lunch periods may require lighter interaction formats to counteract reduced concentration. Recognising natural energy cycles allows facilitators to align demanding analytical tasks with higher-attention periods.

Observation is a key skill in managing energy. Signs of disengagement - reduced eye contact, side conversations or decreased participation - signal the need for adjustment. Facilitators may shorten input, introduce an interactive prompt or summarise and transition to a new activity. Responsive adaptation maintains momentum while preserving structure.

Importantly, time discipline should not eliminate depth. Reflection and debriefing phases must be protected, as they consolidate competence development. If earlier activities exceed their

allocated time, facilitators should adjust proportionally rather than sacrificing reflective integration entirely.

Energy management also includes facilitator self-regulation. Maintaining calm, focused and structured communication influences group stability. In large settings, facilitator energy often sets the tone for participant engagement. Consistent pacing, clear articulation and composed presence reinforce confidence within the learning environment.

**Within the ParaEMPOWER framework, time and energy management are integral to training quality. By treating time as a strategic resource and energy as a dynamic element to be guided rather than controlled, facilitators strengthen the effectiveness of large-group national trainings and ensure that learning remains participatory, coherent and development-oriented.**

## 7.5 Managing Resistance & Conflict

In large-group skills-based training, resistance and conflict should not be viewed as disruptions to be avoided, but as natural elements of professional dialogue. When participants engage critically with content, challenge assumptions or express disagreement, they are often demonstrating active involvement. The facilitator's task is not to suppress such dynamics, but to manage them constructively so that they contribute to learning rather than undermine it.

Resistance may take different forms. It can appear as open disagreement with concepts presented, reluctance to participate in experiential activities, scepticism toward new approaches or passive disengagement. In many cases, resistance reflects uncertainty, perceived irrelevance or concern about change. Recognising its underlying cause is essential before responding.

The first principle in managing resistance is maintaining professional composure. Defensive reactions from facilitators can escalate tension. Instead, facilitators should acknowledge concerns respectfully and invite clarification. Open-ended questions such as "Can you elaborate on your perspective?" or "How does this relate to your experience?" create space for dialogue rather than confrontation.

Clarifying the purpose of an activity or concept often reduces resistance. Participants may resist when they do not understand the relevance of a method. Reconnecting discussion to learning objectives and professional application helps restore alignment. When participants see practical value, engagement typically increases.

Conflict within groups may arise from differing professional backgrounds, hierarchical differences or contrasting interpretations of ethical issues. Structured facilitation techniques support constructive dialogue. Establishing ground rules at the beginning of the training - including respect for differing viewpoints and focus on ideas rather than individuals - provides a reference point when tensions emerge.

In situations of direct disagreement, facilitators should distinguish between content-related conflict and personal conflict. Content disagreement can enrich analysis when managed respectfully. Encouraging participants to articulate reasoning and evidence promotes critical thinking. Personalised or emotionally charged exchanges require firmer moderation. Reframing statements in neutral language and redirecting focus to the topic helps maintain professionalism.

Small-group formats can be particularly effective in managing conflict. Participants may express concerns more constructively in smaller settings, and facilitators can monitor dynamics more closely. In large plenary discussions, time limits and structured turn-taking prevent domination by particular voices.

Resistance may also reflect deeper organisational or cultural realities. Facilitators should remain attentive to contextual factors influencing participant reactions. Empathy combined with clarity reinforces trust. It is not necessary to resolve all disagreement during the training; rather, the goal is to ensure that dialogue remains respectful and aligned with competence development objectives.

Importantly, facilitators should differentiate between productive discomfort and disruptive behaviour. Challenging discussions about safeguarding, leadership or organisational change may generate tension as participants reconsider established practices. Such discomfort can be a sign of meaningful engagement. The facilitator's role is to guide reflection safely without diluting critical inquiry.

**Within the ParaEMPOWER framework, managing resistance and conflict is part of inclusive and empowerment-oriented facilitation. By approaching disagreement with professionalism, structure and openness, facilitators transform potential obstacles into opportunities for deeper analysis and strengthened professional maturity.**

## 8. Facilitation Tools & Methods (Skill-Neutral)

Within the ParaEMPOWER framework, facilitation tools and methods are selected not to transmit specific content, but to support structured competence development. The approaches outlined in this section are intentionally skill-neutral. They can be applied across different competence areas, whether the focus is leadership, communication, safeguarding, organisational planning or coaching practice. What remains constant is the pedagogical logic: experiential engagement, structured reflection and application to professional reality.

Skill-neutral methods provide facilitators with adaptable instruments. Their value lies in flexibility. Rather than being tied to a particular topic, they can be shaped according to the selected competence dimension and target group profile. This ensures methodological consistency across national contexts while allowing thematic variation.

Case analysis is one of the most versatile tools. Presenting realistic scenarios encourages participants to examine decision-making processes, communication patterns and ethical considerations. Cases may be adapted to reflect local realities, making discussion directly relevant. Structured guiding questions maintain focus and ensure alignment with learning objectives.

Scenario simulation and role-based exercises offer opportunities for behavioural practice. Participants experiment with responses to complex situations within a controlled environment. These methods are particularly effective for strengthening interpersonal and leadership competences. Structured debriefing remains essential to connect action with conceptual understanding.

Structured dialogue formats support inclusive participation in larger groups. Methods such as rotating small-group discussions, guided peer consultation or thematic working tables encourage exchange while preventing domination by a limited number of voices. Clear instructions and time boundaries maintain coherence.

Reflective writing exercises can complement group dialogue. Short individual reflection tasks encourage deeper internal processing and allow participants to clarify personal insights before sharing. This method supports participants who may prefer analytical thinking before speaking in plenary.

Visual mapping tools, such as problem trees, stakeholder maps or action planning grids, assist in organising complex information. These tools are particularly useful when addressing

organisational or strategic competences. By externalising thought processes, they facilitate collective analysis and shared understanding.

Peer feedback techniques strengthen empowerment and collaborative learning. When structured carefully, participants can provide constructive observations on group work, scenario responses or proposed action plans. Clear guidelines ensure that feedback remains respectful and focused on behaviour rather than personal characteristics.

Energisers and short activation exercises may also be integrated strategically to sustain engagement, particularly in large-group formats. These should align with the professional tone of the training and contribute to maintaining attention rather than distracting from objectives.

Importantly, method selection should always follow purpose. Tools are not interchangeable decorations within a programme; they are instruments aligned with defined competence objectives. Facilitators should select methods based on the nature of the skill being developed, group size and available time.

**Within the ParaEMPOWER framework, skill-neutral facilitation tools support coherence across diverse national trainings. By combining adaptable methods with structured reflection and clear objectives, facilitators can ensure that competence development remains experiential, inclusive and context-responsive, regardless of the specific thematic focus.**

## 8.1 Icebreakers & Group Activation

Icebreakers and group activation activities serve a strategic function within skills-based inclusive training. They are not peripheral or decorative elements of the programme, but structured interventions designed to create psychological readiness for learning. In large-group settings in particular, activation techniques help establish connection, focus and participation from the outset.

At the beginning of a two-day training, participants often arrive with varying expectations, levels of familiarity and degrees of comfort within the group. Well-designed icebreakers facilitate orientation and lower initial barriers to interaction. They create an environment in which participants feel invited to contribute rather than observe passively.

Effective icebreakers align with the professional tone of the training. In parasport contexts, activities should reflect respect, inclusivity and purpose. Rather than relying on overly informal or unrelated exercises, facilitators should select activation methods that connect subtly to the

training theme. For example, short structured exchanges about professional challenges or expectations can both activate participants and gather valuable insight for facilitation.

In large-group formats, activation activities must be simple and clearly structured. Instructions should be concise, and the time frame clearly defined. Pair-based or small-cluster exchanges are often effective, as they ensure immediate participation from all attendees. When followed by brief plenary synthesis, these exchanges can quickly generate collective engagement.

Activation is not limited to the opening session. Throughout a two-day programme, energy levels fluctuate. Strategic reactivation techniques can help restore focus, particularly after breaks or intensive analytical discussions. Short reflective prompts, quick collaborative tasks or structured question rounds can reinvigorate attention without disrupting coherence.

Movement-based activation may also be appropriate when physical space allows. Encouraging participants to reposition, change discussion partners or move between thematic stations supports energy renewal. However, accessibility considerations must always be respected, ensuring that all participants can engage comfortably.

Activation techniques also contribute to inclusive facilitation. By creating structured opportunities for all participants to speak early in the training, facilitators reduce the likelihood that only confident individuals dominate later discussions. Early engagement fosters a culture of contribution and shared responsibility.

Importantly, icebreakers and activation methods should remain proportionate. Their purpose is to prepare participants for learning, not to overshadow the core competence objectives. Facilitators should integrate them strategically, ensuring alignment with session flow and time allocation logic.

**Within the ParaEMPOWER framework, icebreakers and group activation techniques support psychological safety, engagement and readiness for skills-based development. When designed intentionally and implemented with clarity, they strengthen the foundation upon which deeper experiential learning and reflection can unfold.**

## 8.2 Small Group Working Methods

Small group work is a central mechanism within skills-based inclusive training, particularly in large-group national formats. It creates structured space for dialogue, analysis and application that cannot be achieved through plenary discussion alone. When designed intentionally, small group methods strengthen participation, deepen reflection and support competence development across diverse professional contexts.

The primary function of small group work is to increase active engagement. In groups of four to six participants, individuals are more likely to contribute, articulate their perspectives and engage critically with ideas. This format reduces the barriers that may exist in plenary sessions and encourages shared ownership of learning.

Effective small group methods begin with clarity of task. Instructions must specify the purpose of the discussion, the expected output and the time frame. Ambiguous tasks often lead to unfocused conversation and uneven participation. Structured guiding questions, visible on slides or flipcharts, support coherence and maintain alignment with learning objectives.

Case-based discussion is one of the most versatile small group methods. Participants analyse realistic professional scenarios, identify challenges and propose strategies. This approach strengthens problem-solving capacity and connects conceptual principles to practical realities. Structured debriefing in plenary ensures that key insights are consolidated and linked to competence dimensions.

Collaborative problem-solving exercises encourage groups to co-design responses to complex situations. Participants must negotiate perspectives, prioritise actions and justify decisions. This method is particularly effective for developing leadership, communication and organisational competences. Clear reporting structures help synthesise diverse group conclusions efficiently.

Rotating discussion formats can also be applied. In this approach, groups work on a specific question for a defined period before moving to another topic or reviewing the work of a previous group. This method broadens exposure to multiple perspectives and supports cross-pollination of ideas, especially in larger settings.

Role allocation within small groups enhances effectiveness. Assigning roles such as moderator, note-taker or spokesperson promotes shared responsibility and balanced participation. Rotating these roles across sessions strengthens engagement and prevents habitual dominance.

Time management remains essential. Facilitators should provide clear signals for halfway points and final minutes to support completion of tasks. Adequate time must be reserved for plenary synthesis; without it, valuable insights risk remaining isolated within groups.

Small group methods also support inclusivity. Participants with different communication styles may feel more comfortable contributing in smaller settings. Facilitators should monitor dynamics to ensure respectful dialogue and equal opportunity to speak.

**Within the ParaEMPOWER framework, small group working methods function as core tools for competence development. By structuring discussion, encouraging collaboration and integrating reflection, facilitators transform large-scale trainings into interactive learning environments that remain aligned with skills-based inclusive principles.**

### 8.3 Scenario Simulations

Scenario simulations are powerful experiential tools within skills-based inclusive training. They create structured environments in which participants engage with realistic professional situations, make decisions and analyse consequences without the risks associated with real-life contexts. When designed intentionally, simulations transform abstract competence areas into tangible learning experiences.

The core value of scenario simulations lies in behavioural engagement. Rather than discussing what should be done in theory, participants are invited to respond actively to complex situations. This approach strengthens decision-making capacity, communication skills and ethical awareness. It also reveals implicit assumptions and habitual patterns that may not surface through discussion alone.

Effective scenario design begins with relevance. Situations should reflect authentic challenges within parasport environments - for example, leadership dilemmas, safeguarding concerns, organisational conflicts or stakeholder negotiations. Realistic framing increases engagement and encourages participants to connect the exercise to their professional context.

Clarity of instructions is essential. Participants should understand their roles, the objective of the simulation and the expected outcome. Assigning defined roles within each scenario enhances structure and encourages perspective-taking. Role clarity also prevents confusion and maintains focus on the competence dimension being developed.

Time allocation within simulations must be balanced. Participants require sufficient time to engage meaningfully in the scenario, yet the activity should not extend at the expense of

structured debriefing. Reflection remains the most critical phase of the exercise. Without systematic analysis, simulations risk becoming performative rather than developmental.

Structured debriefing should follow a clear sequence. Participants first describe what occurred, then analyse underlying factors and finally connect insights to professional practice. Facilitators should guide discussion toward the targeted competence dimensions, ensuring alignment with learning objectives. Emphasis should be placed on behavioural patterns, decision rationale and ethical considerations rather than on judging performance.

Scenario simulations also support inclusivity. Participants with different experiences can contribute diverse perspectives, enriching analysis. However, facilitators must monitor dynamics carefully to maintain psychological safety. Simulations should challenge participants intellectually without exposing individuals to discomfort or personal criticism.

Adaptability is another strength of this method. Scenarios can be scaled according to group size, complexity and available time. In large-group formats, simulations may begin in small groups before synthesising conclusions in plenary. In parallel small-group models, facilitators can tailor scenarios more closely to participant profiles.

Importantly, scenario simulations should remain proportionate and purposeful. They are most effective when integrated strategically within the session flow and directly connected to identified competence dimensions. Overuse without variation may reduce impact.

**Within the ParaEMPOWER framework, scenario simulations function as dynamic bridges between theory and practice. By engaging participants in realistic professional challenges and guiding structured reflection, facilitators strengthen applied competence and reinforce the principles of skills-based inclusive training.**

## 8.4 Role-Play Management

Role-play is a structured experiential method that allows participants to practise specific behaviours within simulated professional interactions. When used effectively, it strengthens communication, leadership, negotiation and ethical decision-making competences. However, role-play requires careful facilitation. Without clear structure and purposeful debriefing, it can lose focus or create discomfort. Managing role-play strategically ensures that it remains aligned with skills-based inclusive training objectives.

The first principle in role-play management is clarity of purpose. Facilitators should define explicitly which competence dimension the exercise intends to strengthen. Participants need to understand why they are engaging in the activity and what they should observe or practise. Clear objectives prevent the exercise from becoming theatrical rather than developmental.

Preparation is essential. Roles should be described concisely, including context, constraints and expectations. Overly detailed scripts may limit authenticity, while insufficient guidance may create confusion. A balanced role description allows participants to interpret the situation while maintaining alignment with learning objectives.

Psychological safety must be protected. Some participants may feel uncomfortable performing in front of peers. Facilitators should normalise this feeling and emphasise that role-play is a learning tool rather than a performance evaluation. Participation in specific roles can be voluntary when appropriate, while observers may be assigned structured observation tasks to remain actively engaged.

Structured observation enhances the value of role-play. Observers should receive clear criteria for what to monitor - such as communication strategies, clarity of decision-making or management of disagreement. This transforms observation into analytical participation and enriches the subsequent debrief.

Time management is critical. Role-play segments should be concise and focused, leaving sufficient space for reflection. The debriefing phase is where competence development consolidates. Facilitators should guide participants through descriptive, analytical and application-oriented reflection stages, ensuring that learning connects to real professional contexts.

Neutral facilitation during debrief is particularly important. Feedback should focus on behaviours and strategies rather than personal attributes. Facilitators can model constructive feedback language, reinforcing professional standards and respectful dialogue.

In large-group settings, role-play may be conducted within small groups to increase participation and reduce performance pressure. Selected examples can then be synthesised in plenary, highlighting key patterns and transferable insights.

Adaptability enhances effectiveness. Role-play scenarios can be simplified for introductory sessions or expanded to address complex dilemmas. However, alignment with identified competence dimensions must remain central.

**Within the ParaEMPOWER framework, role-play management supports experiential and empowerment-oriented facilitation. By structuring preparation, observation and reflection carefully, facilitators ensure that role-play strengthens applied competence while maintaining inclusivity and professional integrity.**

## 8.5 Reflection Techniques

Reflection is the mechanism through which experience becomes learning. Within skills-based inclusive training, reflection techniques are not optional additions to activities; they are essential instruments for consolidating competence development. Structured reflection enables participants to analyse behaviour, connect experience to conceptual frameworks and translate insight into professional practice.

Effective reflection begins with clarity of intention. Facilitators should identify what participants are expected to reflect upon - decision-making processes, communication patterns, ethical considerations or leadership approaches. When reflection is aligned with defined learning objectives, it strengthens coherence and prevents superficial discussion.

One widely used technique is guided questioning. Facilitators structure reflection through sequenced prompts that move from description to analysis and application. Participants first clarify what occurred during an activity, then explore underlying factors and finally consider how insights apply to their own professional context. This progression deepens understanding and encourages transfer.

Pair-based reflection provides a focused and inclusive alternative to plenary discussion. Participants exchange insights with a partner before sharing selected conclusions with the wider group. This approach increases individual processing time and reduces the pressure associated with speaking in large settings.

Written reflection exercises can also be effective, particularly when addressing complex or sensitive competence areas. Short individual prompts encourage participants to articulate

personal insights, identify strengths or recognise areas for development. Written reflection supports internal processing and complements verbal dialogue.

Visual reflection techniques may enhance clarity in large groups. Tools such as insight mapping, key takeaway boards or structured summary grids allow participants to externalise learning collectively. Visual consolidation supports memory retention and reinforces coherence across training blocks.

Rotational reflection formats can stimulate broader exchange. Participants may discuss specific questions in small groups before rotating to new groups, building upon previous contributions. This method encourages diversity of perspective and cross-fertilisation of ideas.

Silence and pause should not be underestimated as reflective tools. Allowing time for thinking before inviting responses improves depth of contribution. Facilitators who tolerate short pauses often receive more considered and meaningful input.

Reflection techniques must remain proportionate and structured. Overly extended discussion without clear direction can dilute focus. Conversely, rushed reflection undermines competence consolidation. Allocating protected time and guiding dialogue carefully preserves methodological integrity.

**Within the ParaEMPOWER framework, reflection techniques function as the bridge between experiential engagement and professional growth. By integrating varied and intentional reflective methods, facilitators ensure that learning remains analytical, transferable and aligned with skills-based inclusive development objectives.**

## 8.6 Managing Dominant & Silent Participants

In large-group skills-based training, participation patterns rarely distribute themselves evenly. Some individuals naturally contribute frequently and confidently, while others may remain silent or hesitant. Both dynamics are normal within professional learning environments. The facilitator's responsibility is to create conditions in which contribution is balanced, respectful and aligned with the objectives of the session.

Dominant participation does not necessarily reflect negative intent. Confident participants may be highly engaged, experienced or motivated to share expertise. However, if not moderated carefully, repeated or extended interventions from the same individuals can limit space for others and reduce diversity of perspective. Effective management requires tact rather than confrontation.

The first step in addressing dominance is structural. Establishing clear discussion guidelines at the beginning of the training - such as time limits for interventions or encouragement of diverse voices - creates a shared reference point. During discussion, facilitators can acknowledge a contribution while gently redirecting the floor to others. Phrases such as “Let’s hear from someone who hasn’t spoken yet” maintain respect while broadening participation.

Structured turn-taking methods can further support balance. Techniques such as round-robin responses in small groups, designated spokesperson roles or written reflection before plenary sharing ensure that multiple voices are heard. Clear reporting limits also prevent extended monologues during feedback sessions.

Managing silent participants requires equal attention. Silence may reflect reflection, cultural norms, uncertainty or lack of psychological safety. Facilitators should avoid interpreting silence as disengagement without further observation. Creating smaller discussion formats and structured pair exchanges often increases comfort and participation.

Inviting contribution in a supportive manner is key. Rather than placing individuals under pressure, facilitators may ask open invitations such as “Would anyone like to add a different perspective?” or “Has someone experienced this differently?” In small groups, assigning rotating roles encourages shared responsibility and reduces passive positioning.

Observation is essential in both cases. Facilitators should monitor group dynamics continuously and intervene proportionately. Excessive control can inhibit spontaneity, while insufficient moderation may allow imbalance to persist.

Importantly, facilitators must maintain neutrality. The aim is not to suppress strong contributors or compel reluctant participants, but to ensure equitable learning conditions. Balanced participation strengthens collective analysis and enhances inclusivity.

In larger groups, logistical strategies support participation management. Clear use of microphones, visible time cues and concise reporting structures reinforce discipline without diminishing dialogue.

**Within the ParaEMPOWER framework, managing dominant and silent participants reflects inclusive and empowerment-oriented facilitation in practice. By structuring interaction carefully and responding with professionalism and sensitivity, facilitators create learning environments in which all participants can contribute meaningfully to competence development.**

The previous chapters have focused on training design, large-group management and facilitation tools that ensure methodological coherence and quality delivery. However, effective implementation does not end with a well-structured blueprint. Skills-based inclusive training must ultimately respond to local realities, organisational ecosystems and participant profiles within each country. The following chapter therefore shifts from universal structure to contextual adaptation, examining how facilitators can preserve the integrity of the ParaEMPOWER framework while tailoring national trainings to local needs, priorities and capacities.



## PART IV – ADAPTATION & LOCAL IMPLEMENTATION

The previous sections of this toolkit have presented the pedagogical foundations, design principles and facilitation strategies that underpin the ParaEMPOWER training approach. They have introduced a universal framework for transforming competence areas into structured two-day trainings and explored the methods required to deliver these programmes effectively, even in large-group national settings.

However, no training framework can be applied identically across different contexts. Parasport ecosystems vary widely between countries in terms of organisational structures, resources, institutional support, participant profiles and local priorities. For this reason, the ParaEMPOWER training model is intentionally designed to be adaptable. Its strength lies not in rigid standardisation, but in providing a clear pedagogical structure that facilitators can interpret and adjust according to national realities.

This chapter focuses on the transition from framework to practice. It examines how facilitators can translate the universal principles presented in earlier sections into locally relevant training programmes while preserving the methodological integrity of the ParaEMPOWER approach. Adaptation does not mean redesigning the model from the beginning; rather, it involves contextualising content, selecting priority competence areas and adjusting delivery methods to ensure relevance for participants.

Effective local implementation requires thoughtful preparation. Facilitators must consider the professional background of participants, the structure of national parasport organisations, available resources and the broader policy environment in which sport programmes operate. These contextual elements influence how competence development is approached and how learning can be translated into practical action within organisations.

At the same time, facilitators should maintain alignment with the core principles of skills-based inclusive training. Experiential learning, structured reflection and empowerment-oriented facilitation remain essential regardless of context. Local adaptation should therefore focus primarily on examples, case studies, emphasis of competence dimensions and organisational realities, while preserving the learning architecture that supports meaningful development.

This section of the toolkit provides guidance on how to achieve that balance. It outlines strategies for adapting training design to national needs, selecting appropriate competence priorities and ensuring that the ParaEMPOWER framework remains both relevant and consistent across different implementation environments. By approaching adaptation systematically, facilitators

can deliver national trainings that are locally meaningful while contributing to the shared objective of strengthening professional capacity within the European parasport sector.

## 9. Adapting to Different Skills

Within the ParaEMPOWER framework, facilitators are not expected to deliver identical training content across all national implementations. Instead, they are encouraged to select and prioritise specific competence areas according to the needs of their participants and the realities of their national parasport environment. This flexibility allows the training programme to remain relevant while maintaining alignment with the shared pedagogical principles of skills-based inclusive training.

Adapting to different skills begins with recognising that each competence area requires a slightly different emphasis in training design. Some skills focus primarily on interpersonal behaviour, such as communication or leadership. Others relate more strongly to organisational practice, including planning, coordination or strategic decision-making. Although the underlying facilitation principles remain the same, the methods used to develop these competences may vary.

Facilitators should therefore begin by analysing the nature of the selected skill. Behavioural competences often benefit from experiential methods such as role-play, scenario analysis and collaborative problem-solving. Strategic or organisational competences may require analytical discussion, case studies and visual mapping tools that help participants examine systems and processes. Matching methodology to competence type increases the effectiveness of learning activities.

Another important consideration is the professional profile of participants. Coaches and sport administrators may engage with the same competence from different perspectives. For example, a skill related to leadership may be explored through team management scenarios for coaches and organisational coordination challenges for administrators. Facilitators should adapt examples and exercises so that they reflect the realities participants encounter in their daily work.

Adaptation should also consider the level of experience within the group. Participants with extensive professional backgrounds may benefit from more complex case analysis and peer consultation formats. Groups composed primarily of emerging professionals may require clearer conceptual framing and more guided activities. Adjusting the level of complexity ensures that the training remains accessible while still challenging.

Importantly, adapting to different skills does not mean abandoning the structural framework presented in earlier chapters. The learning cycle - experiential engagement, structured reflection

and application - remains central regardless of the competence area selected. Facilitators should ensure that each training block maintains this methodological coherence.

Time allocation may also vary depending on the skill being addressed. Competences involving behavioural change may require extended reflection and practice, while knowledge-oriented topics may allow shorter input segments followed by application exercises. Facilitators should adjust session duration while preserving balance between theory, practice and reflection.

Finally, adaptation should encourage participants to connect the competence area directly to their professional environment. Facilitators can invite participants to bring examples from their own organisations, analyse real challenges or co-develop solutions relevant to their context. This strengthens transferability and reinforces the empowerment-oriented nature of the training.

**Within the ParaEMPOWER framework, adapting to different skills ensures that national trainings remain responsive and meaningful while preserving shared standards of competence development. By aligning methodology, examples and session emphasis with the selected competence area, facilitators create learning experiences that are both flexible and pedagogically consistent.**

## 9.1 Technical vs Soft Skills

Within the ParaEMPOWER competence architecture, skills addressed in national trainings may vary significantly in nature. Some competences are primarily technical, focusing on procedures, systems or operational tasks. Others are relational or behavioural, often described as “soft skills,” and relate to communication, leadership, collaboration or decision-making. Understanding this distinction helps facilitators select appropriate training methods and structure learning experiences effectively.

Technical skills typically involve clearly defined procedures, tools or organisational processes. Examples may include planning a sports event, managing resources, implementing safeguarding procedures or coordinating organisational activities. These competences often require structured explanation of frameworks or steps, followed by exercises that allow participants to apply them in practical scenarios.

Soft skills, by contrast, are more strongly connected to interpersonal interaction and behavioural awareness. Communication, leadership, teamwork and conflict management all fall within this category. These competences cannot be developed solely through conceptual explanation. They require active engagement, behavioural experimentation and reflective analysis of real-life interactions.

Although the distinction between technical and soft skills is useful, the two are rarely completely separate in professional practice. Organising an event, for example, may require logistical planning as well as communication with partners and volunteers. Leadership involves strategic decision-making alongside interpersonal sensitivity. Facilitators should therefore treat the distinction as a guiding orientation rather than a strict categorisation.

The nature of the competence influences methodological emphasis. Technical competences may begin with clearer conceptual input to establish procedures or frameworks before moving into case-based application. Participants may analyse planning scenarios, identify organisational risks or design operational strategies.

Soft skills, on the other hand, benefit strongly from experiential methods. Role-play exercises, scenario simulations and guided reflection allow participants to explore communication patterns, leadership approaches or ethical dilemmas. Observing behaviour and discussing its effects often produces deeper learning than theoretical description alone.

Reflection plays an important role in both categories, though the focus may differ. In technical skills training, reflection may examine the effectiveness of strategies, efficiency of processes or quality of planning decisions. In soft skills development, reflection often addresses behaviour, perception and interpersonal dynamics.

Facilitators should also consider the confidence level of participants when addressing these skills. Technical competences may create uncertainty when participants are unfamiliar with procedures. Soft skills activities may generate hesitation when participants feel exposed in behavioural exercises. Establishing psychological safety and clear instructions helps participants engage constructively in both cases.

Importantly, both technical and soft skills contribute to effective parasport environments. Operational competence ensures that programmes function efficiently and responsibly, while interpersonal competence strengthens collaboration, inclusion and leadership. Skills-based inclusive training should therefore aim to integrate these dimensions whenever possible.

**Within the ParaEMPOWER framework, recognising the relationship between technical and soft skills enables facilitators to adapt methods without losing coherence. By aligning methodology with the nature of the competence while maintaining experiential learning and reflection, facilitators can support balanced professional development across diverse training contexts.**



Co-funded by  
the European Union



**BSDA**  
Bulgarian Sports  
Development Association



**SPIN**  
SPORT INNOVATION



## 9.2 Coaches vs Administrators

Within the ParaEMPOWER training framework, participants in national trainings may come from different professional roles within the parasport ecosystem. Two of the most common profiles are coaches and sport administrators. While both groups contribute to the development and sustainability of parasport programmes, their responsibilities, perspectives and daily challenges often differ. Effective training design therefore requires sensitivity to these distinctions while maintaining a shared learning environment.

Coaches typically operate in direct interaction with athletes and teams. Their professional focus often centres on training environments, athlete development, motivation, communication and safeguarding in practice. They must manage group dynamics, respond to individual needs and make decisions in real time during training or competition settings. As a result, many of the competences relevant to coaches involve behavioural interaction, leadership and situational judgment.

Sport administrators, by contrast, tend to work within organisational and structural dimensions of sport. Their responsibilities may include planning programmes, coordinating events, managing resources, developing partnerships and ensuring compliance with governance standards. Administrative roles often require strategic thinking, organisational coordination and long-term planning.

Despite these differences, coaches and administrators operate within interconnected systems. Decisions made at organisational level influence coaching environments, while experiences from training and competition often shape organisational priorities. Bringing these roles together within a training context therefore offers valuable opportunities for mutual understanding and collaboration.

Facilitators should recognise both the differences and the potential complementarities between these professional perspectives. Training activities can be designed to encourage exchange between roles. For example, scenario analysis may explore how organisational decisions influence coaching practice, while group discussions can examine how coaches' experiences inform administrative planning.

Methodological adjustments may also support balanced engagement. Coaches may respond particularly well to experiential exercises such as scenario simulations or role-play that mirror training situations. Administrators may find analytical tools such as case studies, strategic mapping or planning exercises especially relevant. Combining these approaches within the same session often benefits both groups.

Clear facilitation is important to ensure that one professional perspective does not dominate discussion. Structured group division methods can help mix participants from different roles, encouraging dialogue and shared problem-solving. At other times, temporarily grouping participants by role may allow deeper analysis of role-specific challenges before reconnecting perspectives in plenary discussion.

Facilitators should also consider language and examples. Using terminology that resonates with both coaches and administrators supports inclusivity and clarity. When introducing concepts, examples from both operational and organisational contexts help participants recognise the relevance to their work.

Ultimately, the goal of ParaEMPOWER training is not to separate these professional groups but to strengthen their collective capacity to contribute to inclusive and sustainable parasport environments. By recognising the complementary roles of coaches and administrators and designing training that encourages collaboration, facilitators reinforce a systems-oriented approach to competence development.

**Within the ParaEMPOWER framework, acknowledging the differences between coaches and administrators while fostering dialogue between them strengthens the overall impact of national trainings and supports more coordinated professional practice across the parasport sector.**

### 9.3 Adjusting Complexity Levels

Participants in national ParaEMPOWER trainings may come with very different levels of professional experience, organisational responsibility and prior exposure to structured training. Some may be highly experienced practitioners who have worked in parasport environments for many years, while others may be relatively new to coaching or sport administration. Effective facilitation therefore requires the ability to adjust the complexity of learning activities without altering the core objectives of the training.

Adjusting complexity does not mean simplifying content in a way that reduces its professional value. Rather, it involves calibrating the depth of analysis, the structure of activities and the level of guidance provided so that all participants can engage meaningfully with the learning process. A well-designed training environment allows both experienced and emerging professionals to contribute while continuing to develop their competences.

One of the most effective ways to manage different experience levels is through layered learning tasks. Activities can be designed with multiple entry points, allowing participants to engage

according to their level of familiarity with the topic. For example, a scenario analysis may begin with identifying key challenges and later progress to designing strategic responses or evaluating alternative approaches. Participants with greater experience may naturally explore deeper layers of the exercise, while others focus on foundational aspects.

The facilitator's role in guiding discussion is also important. Questions can be framed in ways that invite both practical examples and analytical reflection. Encouraging participants to connect concepts to their own professional contexts allows individuals with varied backgrounds to contribute meaningfully without requiring identical knowledge or experience.

Small-group work is particularly useful for managing complexity differences. Groups that include participants with mixed levels of experience often generate richer discussion, as experienced practitioners can share insights while others bring fresh perspectives or questions. Facilitators should monitor these dynamics to ensure that knowledge sharing remains collaborative rather than hierarchical.

Another strategy involves adjusting the level of structure provided during activities. Less experienced participants may benefit from clearer step-by-step instructions or guiding questions. More experienced participants may prefer open-ended exercises that allow greater autonomy in exploring solutions. Facilitators can vary the degree of structure while maintaining alignment with learning objectives. Reflection phases also support complexity management. During debriefing, facilitators can invite participants to analyse both immediate observations and broader implications. This layered reflection allows participants to engage at different levels of depth while still contributing to a shared learning outcome.

Time allocation can also influence complexity. Some groups may require additional time for clarification or discussion, while others may move more quickly through foundational concepts. Facilitators should remain attentive to group dynamics and adjust pacing when necessary without compromising the overall training structure.

Importantly, adjusting complexity should never create divisions within the group. All participants should feel that their experiences and contributions are valued. The objective is not to categorise participants by expertise, but to create learning conditions that allow everyone to progress from their current level.

**Within the ParaEMPOWER framework, adjusting complexity levels supports inclusive and empowerment-oriented facilitation. By calibrating activities, guidance and discussion depth appropriately, facilitators ensure that national trainings remain accessible, engaging and professionally meaningful for participants with diverse backgrounds and levels of experience.**

## 10. Contextual Adaptation Framework

While the ParaEMPOWER toolkit provides a shared structure for skills-based inclusive training, effective national implementation requires thoughtful adaptation to local realities. Parasport systems across Europe operate within diverse organisational environments, policy frameworks and resource conditions. A contextual adaptation framework therefore helps facilitators translate the common training model into programmes that remain relevant and applicable within their specific national setting.

Contextual adaptation begins with understanding the environment in which the training will take place. Facilitators should consider the structure of the national parasport sector, the roles of participating organisations and the professional responsibilities of the participants attending the training. These elements influence how competences are interpreted and how learning activities should be framed.

One important dimension of adaptation concerns organisational context. In some countries, parasport development may be coordinated through national federations with structured administrative systems. In others, programmes may rely more heavily on local clubs, volunteer networks or community initiatives. Training examples and case discussions should reflect these realities so that participants can relate learning directly to their professional environments.

Policy and governance frameworks also shape contextual relevance. Safeguarding regulations, governance standards and funding mechanisms differ between countries. Facilitators should ensure that discussions of leadership, organisational responsibility or ethical practice are connected to the regulatory environment familiar to participants. This approach strengthens the practical applicability of the training.

Resource conditions represent another important factor. Facilities, staffing levels and access to equipment or technology may vary significantly. Training design should therefore remain realistic in relation to the resources participants have available. Exercises that encourage participants to analyse solutions within their operational constraints help reinforce practical implementation.

Cultural and communication norms should also be taken into account. Expectations regarding leadership, decision-making and group interaction can differ across contexts. Facilitators should remain attentive to how participants respond to participatory methods, peer feedback or open discussion. Adapting facilitation style while maintaining inclusive and empowerment-oriented principles supports effective engagement.

Participant profiles further influence contextual adaptation. National trainings may include professionals from different levels of the sport system - from grassroots volunteers to national administrators. Facilitators should select examples and discussion prompts that allow participants from varied backgrounds to contribute meaningfully.

Importantly, contextual adaptation should preserve the core architecture of the ParaEMPOWER training model. The learning cycle - experiential engagement, structured reflection and application - remains central regardless of national variation. Adaptation should therefore focus primarily on contextual examples, practical exercises and emphasis of competence areas rather than on altering the underlying pedagogical approach.

Facilitators may also encourage participants to bring examples from their own organisations into the training process. Analysing real situations strengthens relevance and enables collective problem-solving within the group. This participatory approach reinforces empowerment and supports the transfer of learning into practice.

**Within the ParaEMPOWER framework, the contextual adaptation framework ensures that national trainings maintain both coherence and relevance. By combining a shared pedagogical structure with thoughtful local interpretation, facilitators can deliver programmes that respond effectively to national realities while contributing to the broader objective of strengthening professional capacity across the European parasport sector.**

## 10.1 Cultural Adaptation

Effective national implementation of the ParaEMPOWER training framework requires attention not only to organisational and structural realities, but also to cultural context. Culture influences how people communicate, how authority is perceived, how decisions are discussed and how learning environments are experienced. Recognising these factors allows facilitators to create training environments that remain inclusive, respectful and meaningful for participants from different backgrounds.

Cultural adaptation does not imply altering the core values of the ParaEMPOWER framework. The principles of empowerment, inclusion, ethical responsibility and professional development remain constant across all contexts. However, the ways in which these principles are communicated, discussed and practised may require adjustment to align with local communication styles and expectations.

One important aspect of cultural adaptation concerns communication patterns. In some environments, participants may feel comfortable expressing opinions openly and engaging in

debate. In others, discussion may be more reserved, particularly in the presence of senior professionals or authority figures. Facilitators should observe interaction patterns and create conditions that encourage participation while respecting cultural norms.

Language also plays an important role in adaptation. Even when training is delivered in a shared working language, terminology may be interpreted differently depending on national context. Facilitators should ensure that key concepts are explained clearly and that examples resonate with the realities participants recognise. Using practical situations from the national sport environment often improves clarity and engagement.

Cultural expectations around leadership and hierarchy may influence group dynamics during training. In some contexts, participants may expect facilitators to provide direct guidance and structured instruction. In others, collaborative exploration may feel more natural. Facilitators should balance empowerment-oriented facilitation with the level of structure that participants require to feel comfortable engaging in the learning process.

Perceptions of feedback and critique can also vary culturally. In experiential learning methods such as role-play or scenario simulations, participants may be asked to analyse behaviour or offer peer feedback. Facilitators should establish clear guidelines that emphasise constructive and respectful communication, ensuring that feedback supports learning rather than creating discomfort.

Cultural adaptation is particularly relevant when addressing topics such as inclusion, safeguarding or organisational responsibility. While these principles are widely recognised across the European sport sector, their practical interpretation may differ depending on local experience and institutional development. Facilitators should approach these discussions with sensitivity while maintaining the ethical standards that underpin the ParaEMPOWER project.

Group composition may also influence cultural dynamics. National trainings may include participants from different regions, organisational cultures or professional traditions within the same country. Facilitators should remain attentive to these variations and encourage dialogue that allows diverse perspectives to be shared constructively.

Importantly, cultural adaptation should reinforce rather than weaken the empowerment-oriented nature of the training. Creating a respectful and open environment enables participants to engage more fully with experiential learning processes and to reflect critically on their professional practice.

**Within the ParaEMPOWER framework, cultural adaptation strengthens the relevance and accessibility of national trainings. By aligning facilitation approaches with cultural realities while preserving core pedagogical principles, facilitators support learning environments that are inclusive, respectful and conducive to meaningful competence development.**

## 10.2 Sport-Specific Adaptation

Parasport encompasses a wide range of sporting disciplines, each with its own structures, training environments and organisational cultures. Coaches and administrators working in different sports may face distinct challenges, operate within different competition systems and interact with diverse athlete populations. For this reason, national ParaEMPOWER trainings should consider the specific characteristics of the sports represented among participants while maintaining the shared competence development framework.

Sport-specific adaptation begins with recognising the diversity of training and organisational contexts within the parasport sector. Team sports, for example, often involve group coordination, collective decision-making and dynamic interaction between athletes. Individual sports may require more personalised coaching approaches, long-term athlete development planning and close attention to individual performance progression. These differences influence how certain competences are expressed in practice.

Facilitators should therefore adapt examples, case studies and discussion scenarios so that they resonate with the sports familiar to participants. When training includes professionals from multiple disciplines, using diverse examples can encourage participants to recognise both common principles and sport-specific nuances. This approach enriches discussion while reinforcing shared learning objectives.

Operational structures may also differ between sports. Some disciplines operate within highly organised federations with established competition calendars and governance systems, while others rely more heavily on local clubs or community initiatives. Training activities that address organisational competences should reflect these realities so that participants can analyse situations relevant to their operational environment.

The nature of athlete interaction may further influence adaptation. Certain sports involve daily coaching sessions and continuous athlete engagement, while others operate through periodic training camps or event-based participation. Competences such as communication, leadership or safeguarding may therefore manifest differently depending on the rhythm of training and competition.

Equipment, facilities and support services can also vary significantly between sports. Some disciplines require specialised infrastructure or adaptive technologies, while others depend primarily on accessible community facilities. Facilitators should remain attentive to these variations when discussing practical implementation of organisational or coaching competences.

Despite these differences, many professional challenges remain shared across the parasport sector. Issues such as inclusive leadership, ethical responsibility, team collaboration and organisational sustainability affect all disciplines. Sport-specific adaptation should therefore highlight contextual differences while reinforcing the broader professional principles that connect the parasport community.

Facilitators may also encourage participants to bring examples from their own sport contexts into the discussion. Analysing real situations from different disciplines allows the group to compare approaches and identify transferable lessons. This exchange strengthens peer learning and broadens professional perspective.

**Within the ParaEMPOWER framework, sport-specific adaptation ensures that competence development remains relevant across diverse sporting environments. By aligning training examples and discussions with the realities of different disciplines while maintaining a common pedagogical structure, facilitators support learning experiences that are both contextualised and coherent across the parasport sector.**

### 10.3 Resource-Based Adaptation

National parasport environments differ not only in organisational structure and cultural context, but also in the resources available to support training and programme implementation. Facilities, equipment, staffing capacity and financial support may vary significantly between countries and even between organisations within the same system. Effective facilitation therefore requires the ability to adapt training design to the resources realistically available to participants.

Resource-based adaptation begins with recognising these differences without allowing them to limit learning. The ParaEMPOWER framework is designed to be flexible and scalable, enabling facilitators to implement meaningful training regardless of the material conditions in which it takes place. Competence development does not depend on sophisticated infrastructure; it depends primarily on structured learning processes, active engagement and reflective dialogue.

One important dimension of resource adaptation concerns physical space. Some national trainings may take place in large conference venues with flexible room layouts and presentation equipment, while others may be hosted in smaller meeting rooms or sport facilities. Facilitators

should design activities that can function effectively in different spatial conditions. Methods such as small-group discussion, scenario analysis and structured reflection can be implemented in almost any environment when instructions are clear and organisation is thoughtful.

Access to technological resources may also vary. In some contexts, digital presentations, collaborative platforms or online materials may be readily available. In others, facilitators may rely more heavily on printed materials, flipcharts or verbal facilitation. The learning objectives remain the same regardless of format; facilitators should simply adjust the tools used to support them.

Human resources represent another important factor. Some national trainings may benefit from a team of facilitators or assistants who support group coordination and documentation. In other situations, a single facilitator may need to manage the entire process. Training design should remain realistic in relation to the facilitation capacity available, ensuring that activities can be implemented smoothly without excessive complexity.

Financial resources may influence aspects such as training duration, participant numbers or availability of materials. Facilitators should plan training structures that remain effective within these constraints. Prioritising key competence areas and focusing on high-impact experiential methods can ensure meaningful learning even when resources are limited.

Resource-based adaptation also encourages participants to reflect on the realities of their own organisations. During training discussions, facilitators may invite participants to consider how competence development strategies can be implemented within the resource conditions they face. This approach strengthens the practical applicability of learning and supports sustainable implementation after the training.

Importantly, adapting to resource conditions should not lead to a reduction in professional standards. The principles of inclusive facilitation, structured reflection and experiential learning remain central regardless of resource availability. Facilitators should focus on preserving the quality of the learning process rather than replicating specific logistical arrangements.

**Within the ParaEMPOWER framework, resource-based adaptation ensures that skills-based inclusive training remains accessible and practical across diverse contexts. By aligning training design with available resources while maintaining methodological integrity, facilitators enable national trainings that are both feasible and impactful within the realities of the parasport sector.**

## 10.4 Hybrid & Blended Delivery Options

While the ParaEMPOWER training framework is primarily designed for face-to-face learning environments, there may be situations in which facilitators choose to integrate hybrid or blended delivery formats. Geographic distance, scheduling constraints or organisational considerations may make it beneficial to combine in-person sessions with online components. When planned carefully, hybrid and blended approaches can extend the reach of training while preserving the principles of skills-based inclusive learning.

Blended delivery typically refers to a structured combination of in-person and online learning phases. For example, participants may complete preparatory reading, introductory video materials or short online discussions before attending the two-day training. This approach allows the face-to-face sessions to focus more strongly on experiential learning, practical exercises and reflection. Pre-training activities can provide shared background knowledge and ensure that participants arrive prepared to engage actively.

Hybrid delivery, in contrast, involves participants joining the training through both physical presence and online connection simultaneously. This format may be useful when participants are unable to travel or when national contexts require flexible participation options. However, hybrid formats require careful planning to ensure that remote participants remain fully integrated in the learning process rather than becoming passive observers.

Facilitators using hybrid models should pay particular attention to interaction design. Activities that rely solely on physical proximity may exclude remote participants if not adapted. Digital collaboration tools, structured breakout discussions and clear reporting mechanisms can help maintain balanced participation across both groups. Facilitators may also designate a supporting facilitator or technical assistant to monitor online interaction and manage communication between physical and virtual participants.

Time management becomes especially important in hybrid environments. Technical transitions, connection delays or coordination between in-person and online participants can require additional time. Facilitators should therefore plan realistic session pacing and provide clear instructions for each activity.

Blended learning elements can also support continued engagement after the training. Online follow-up sessions, discussion forums or shared resource platforms allow participants to exchange experiences as they begin implementing new competences within their organisations. These spaces reinforce peer learning and sustain the impact of the training beyond the initial two-day programme.

Accessibility considerations should remain central when using digital tools. Platforms should be easy to use, reliable and compatible with participants' technological capabilities. Clear guidance should be provided in advance to ensure that all participants can connect and participate effectively.

Despite the opportunities offered by hybrid and blended formats, facilitators should remain mindful that experiential learning and group reflection are often most powerful in direct interpersonal settings. When possible, core activities such as scenario simulations, role-play exercises and collaborative problem-solving are best conducted in face-to-face environments.

**Within the ParaEMPOWER framework, hybrid and blended delivery options represent complementary approaches rather than replacements for in-person training, which is planned for 75 participants. By integrating digital tools thoughtfully while maintaining the core principles of experiential learning, facilitators can expand access to competence development while preserving the quality and integrity of the training process.**

Having explored how the ParaEMPOWER training framework can be adapted to different skills, professional roles and national contexts, the next chapter focuses on ensuring that these trainings maintain consistent quality and produce meaningful professional impact. While adaptation allows flexibility and relevance, it must remain supported by clear principles of evaluation, feedback and continuous improvement. The following section therefore examines how facilitators can monitor training effectiveness, support participant development and ensure that national implementations contribute to the long-term strengthening of the parasport sector.

## PART V – QUALITY ASSURANCE & IMPACT

Designing and delivering effective training is only one dimension of professional capacity-building. For learning initiatives to produce meaningful and lasting outcomes, they must also be supported by mechanisms that ensure quality, monitor progress and evaluate impact. Within the ParaEMPOWER framework, quality assurance is understood not as a bureaucratic requirement, but as an essential component of responsible and effective training practice.

Skills-based inclusive training aims to strengthen professional competence within the parasport sector. This objective can only be achieved when facilitators remain attentive to the effectiveness of their training processes and responsive to the needs of participants. Continuous reflection on how learning activities are experienced, understood and applied allows facilitators to improve training quality over time.

Quality assurance begins with clarity of objectives. Training sessions should be aligned with clearly defined competence areas and supported by methods that allow participants to engage actively with these competences. Facilitators should ensure that activities, discussions and reflection phases consistently contribute to the intended learning outcomes.

Participant feedback represents an important source of insight in this process. Structured feedback mechanisms allow facilitators to understand how participants perceive the training experience, which elements are most valuable and where further clarification or improvement may be needed. Feedback should be viewed as a tool for professional development rather than as a simple evaluation of satisfaction.

Impact, however, extends beyond the immediate training environment. The ultimate objective of ParaEMPOWER training is to support improvements in professional practice within organisations and sport environments. Facilitators should therefore encourage participants to consider how the competences explored during the training can be applied in their daily work and organisational settings.

Monitoring this broader impact may involve follow-up communication, peer exchange or reflection on implementation experiences. These processes help ensure that training outcomes extend beyond the classroom and contribute to sustainable professional development within the parasport community.

Quality assurance also supports consistency across national implementations of the ParaEMPOWER framework. While training content may be adapted to local contexts, shared

principles of evaluation and reflection help maintain common standards of competence development.

Importantly, quality assurance should remain proportionate and constructive. Its purpose is to support learning, not to create unnecessary administrative burden. Facilitators should focus on tools that provide meaningful insight into participant engagement, competence development and practical application.

## 11. Monitoring Learning Outcomes

Monitoring learning outcomes is an essential component of effective training practice. Within the ParaEMPOWER framework, the purpose of monitoring is not to assess participants through formal testing, but to understand whether the learning process is supporting the development of the competences addressed during the training. Continuous observation and reflection allow facilitators to evaluate how participants engage with activities, interpret concepts and apply insights to their professional contexts.

Learning outcomes in skills-based training are often expressed through changes in understanding, behaviour and decision-making rather than through memorisation of information. For this reason, monitoring should focus on how participants demonstrate their developing competence during discussions, exercises and reflective activities. Facilitators can observe how participants analyse scenarios, contribute to group work and articulate connections between training content and their own professional experiences.

Structured reflection moments provide valuable opportunities to monitor learning progress. When participants summarise key insights, discuss challenges or identify possible applications of the skills addressed in the training, facilitators gain insight into how concepts are being interpreted and internalised. These moments help determine whether further clarification or additional examples may be needed.

Small-group discussions can also reveal important indicators of learning. Facilitators who circulate between groups during activities can observe how participants approach problem-solving tasks, how they collaborate and how they interpret the competence areas being explored. These observations allow facilitators to adjust guidance and support when necessary.

Another useful approach involves brief synthesis activities at the end of training blocks. Participants may be invited to identify key lessons, highlight practical implications or formulate questions for further reflection. These exercises help consolidate learning while also providing facilitators with feedback about participants' understanding.

Monitoring learning outcomes should remain integrated within the natural flow of the training rather than appearing as a separate evaluation exercise. Informal observation, guided reflection and structured discussion often provide richer insight than formal assessment methods in professional learning environments.

Importantly, monitoring should focus on supporting participant development rather than judging performance. Facilitators should encourage open reflection and constructive dialogue about challenges encountered during learning activities. This approach reinforces the empowerment-oriented nature of the training and supports a culture of continuous improvement.

**Within the ParaEMPOWER framework, monitoring learning outcomes helps facilitators maintain alignment between training objectives, methods and participant engagement. By observing how participants interact with learning activities and reflect on their experiences, facilitators can strengthen the effectiveness of the training process and support meaningful competence development within the parasport sector.**

## 11.1 Pre-Training Assessment

Pre-training assessment is an important step in preparing an effective learning environment. Within the ParaEMPOWER framework, its purpose is not to evaluate participants' performance or rank their level of expertise, but to help facilitators understand the background, expectations and professional realities of the participants attending the training. This information allows facilitators to adjust emphasis, examples and activities so that the training responds more closely to the needs of the group.

Participants in national trainings often come from diverse professional contexts. Coaches, administrators and programme coordinators may bring different experiences, responsibilities and levels of familiarity with the competence areas addressed during the training. A brief pre-training assessment helps facilitators identify these differences and design sessions that remain accessible and relevant for all participants.

Pre-training assessment can take several forms. Short questionnaires distributed before the training allow participants to describe their professional role, experience in parasport and expectations for the training programme. Questions may also explore participants' familiarity with the competence areas that will be addressed, helping facilitators identify topics that may require additional clarification or deeper discussion.

This process also provides valuable insight into the challenges participants face in their daily work. Understanding these realities enables facilitators to select examples, case studies and discussion

topics that reflect the participants' professional environments. When training activities are closely connected to real situations, participants are more likely to engage actively and recognise the practical value of the learning process.

Pre-training assessment may also reveal the level of diversity within the group. Differences in organisational roles, geographical regions or types of sport can influence how participants interpret training content. Awareness of this diversity allows facilitators to design activities that encourage exchange of perspectives and collaborative learning.

In addition to gathering information, the assessment process also helps participants begin reflecting on their own learning objectives. By considering what they hope to gain from the training, participants enter the programme with a clearer sense of purpose and readiness to engage.

The information collected should be used constructively rather than rigidly. Facilitators should treat the results as guidance for shaping the training environment rather than as fixed categories that determine participant ability. Flexibility remains essential in responding to the dynamics that emerge during the training itself.

**Within the ParaEMPOWER framework, pre-training assessment supports both quality and relevance. By gaining insight into participant profiles and expectations before the training begins, facilitators can create learning environments that are more responsive, inclusive and aligned with the professional realities of the parasport sector.**

## 11.2 Post-Training Evaluation

Post-training evaluation provides an important opportunity to reflect on the effectiveness of the training experience and to identify areas for future improvement. Within the ParaEMPOWER framework, evaluation is understood as a constructive learning process rather than a simple measure of satisfaction. Its primary purpose is to gather meaningful feedback about how participants experienced the training and how the learning process supported their professional development.

At the end of a training programme, participants are often able to offer valuable insight into which activities were most useful, which concepts were most relevant to their work and where additional clarification may be beneficial. Structured evaluation allows facilitators to collect this information in a systematic way and to use it to strengthen future training delivery.

Post-training evaluation may be conducted through short questionnaires, reflective discussions or a combination of both. Written questionnaires provide participants with an opportunity to share feedback individually and confidentially. Questions may address aspects such as clarity of the training objectives, usefulness of the learning activities, relevance of the competence areas explored and overall organisation of the training.

In addition to written feedback, brief collective reflection sessions can provide deeper insight. Facilitators may invite participants to share key takeaways, identify the most valuable learning moments or discuss how they plan to apply the competences explored during the training. These discussions often reveal practical perspectives that complement written evaluation responses.

Evaluation should focus not only on the organisation of the training but also on learning outcomes. Participants can be asked to reflect on how their understanding of the competence areas has evolved and how confident they feel about applying new approaches within their professional environments. Such reflection helps connect evaluation with the broader objective of competence development.

Facilitators should approach evaluation results with openness and professionalism. Feedback, including critical observations, provides an opportunity for continuous improvement. Analysing participant responses allows facilitators to refine training methods, clarify explanations or adjust the balance between different types of learning activities.

Post-training evaluation may also inform future adaptations of the ParaEMPOWER framework at national level. Insights from participants can highlight emerging needs within the parasport sector and suggest new areas for professional development.

Importantly, evaluation should remain proportionate and focused. The objective is to collect meaningful information without creating unnecessary administrative complexity for participants. Clear, concise evaluation tools are often the most effective.

**Within the ParaEMPOWER framework, post-training evaluation contributes to maintaining quality and strengthening long-term impact. By listening to participant feedback and reflecting on the effectiveness of training activities, facilitators support a culture of continuous learning and improvement within the parasport community.**

### 11.3 Observational Indicators

In skills-based training environments, learning outcomes are often expressed through participant behaviour, interaction and decision-making rather than through formal testing. For this reason, observational indicators represent an important tool for facilitators when monitoring the effectiveness of the learning process. By paying close attention to how participants engage with activities and discussions, facilitators can gain valuable insight into how competences are being understood and developed during the training.

Observational indicators focus on visible signs of engagement, reflection and application. These may include the way participants contribute to group discussions, how they approach problem-solving exercises or how they respond to scenario-based challenges. When participants actively analyse situations, exchange perspectives and articulate practical solutions, these behaviours often signal meaningful engagement with the competence areas being addressed.

Group interaction can provide particularly useful indicators. Productive collaboration within small-group activities, respectful dialogue between participants and constructive debate about professional challenges all suggest that participants are engaging critically with the learning material. Facilitators may also observe how participants build on one another's ideas or draw connections between training concepts and their own professional experiences.

Another important indicator involves the depth of reflection demonstrated during debriefing sessions. When participants move beyond simple descriptions of activities and begin analysing underlying causes, implications or alternative strategies, this often reflects deeper learning. Facilitators can support this process by encouraging participants to explain their reasoning and explore how insights might apply within their organisational environments.

Changes in confidence or willingness to participate may also serve as indicators of learning progress. Participants who initially hesitate to contribute may gradually become more engaged as they develop familiarity with the training environment and gain confidence in discussing professional challenges. Observing these shifts can help facilitators assess the effectiveness of the facilitation approach.

Facilitators should also remain attentive to signs that participants may require additional clarification or support. Confusion about instructions, limited engagement in discussion or difficulty connecting concepts to practice may indicate areas where further explanation or examples are needed. Responding to these signals helps maintain alignment between training activities and learning objectives.

Observational monitoring should remain subtle and supportive rather than intrusive. Participants should feel encouraged to engage openly without feeling that their behaviour is being formally assessed. The goal is to support learning and improvement rather than to judge individual performance.

Recording key observations during the training can help facilitators reflect on the effectiveness of different methods and activities. These insights may inform adjustments within the training itself or guide improvements in future training sessions.

**Within the ParaEMPOWER framework, observational indicators complement participant feedback and evaluation tools by providing real-time insight into the learning process. Through attentive observation and thoughtful interpretation, facilitators can ensure that training activities continue to support meaningful competence development within the parasport sector.**

## 12. Reporting & Documentation

Reporting and documentation are important elements of quality assurance within the ParaEMPOWER training framework. While the primary focus of training remains the development of professional competences, structured documentation helps ensure that learning activities are recorded, reflected upon and communicated effectively. Clear reporting also supports transparency, accountability and the sharing of knowledge within the wider parasport community.

Documentation should capture the key aspects of the training process without becoming unnecessarily complex. Essential information may include the training objectives, the competence areas addressed, the number and profile of participants, and the main learning activities implemented during the programme. Recording these elements helps provide a clear overview of how the training was delivered and what themes were explored.

Participant engagement and feedback represent valuable components of training documentation. Summaries of evaluation results, key reflections expressed by participants or recurring themes emerging during discussions can provide insight into the perceived relevance and effectiveness of the training. Such information supports continuous improvement and helps facilitators refine future training sessions.

Reporting may also include observations related to learning outcomes. Facilitators can document examples of strong participant engagement, innovative ideas emerging from group work or

practical solutions developed during exercises. These insights help illustrate how competences are being interpreted and applied by participants in different professional contexts.

In addition to internal reflection, documentation may serve communication purposes. Sharing brief reports with partner organisations, national sport bodies or project stakeholders can highlight the value of the training activities and contribute to broader awareness of competence development initiatives within the parasport sector.

Photographic documentation, when appropriate and respectful of participant consent, may also support reporting by illustrating training dynamics and group activities. Visual material can provide an accessible representation of the learning environment and complement written summaries.

It is important that documentation remains proportionate and purposeful. The goal is not to produce extensive administrative records but to capture meaningful information that supports learning, evaluation and knowledge sharing. Facilitators should focus on documenting insights that may inform future practice or strengthen collaboration within the sector.

Finally, reporting can contribute to the longer-term impact of ParaEMPOWER training activities. Documented experiences, lessons learned and practical examples may inform future training programmes or inspire other organisations seeking to strengthen competence development within parasport.

**Within the ParaEMPOWER framework, reporting and documentation function as tools for reflection, communication and sustainability. By recording key aspects of the training process and sharing relevant insights, facilitators contribute to the ongoing improvement and wider dissemination of professional learning within the parasport community.**

## 12.1 National Training Reporting Template

To support consistent quality and shared learning across all national implementations of the ParaEMPOWER training programme, facilitators are encouraged to document their training activities using the following template. The purpose of this report is not administrative control, but reflection, documentation and knowledge sharing.

By capturing key aspects of the training process, facilitators contribute to continuous improvement of training practice and help strengthen the professional capacity of the parasport sector across different national contexts. Facilitators are encouraged to complete the sections below shortly after delivering the training while observations and reflections remain fresh.

1. TRAINING OVERVIEW	
Country:	
Organising Organisation:	
City / Venue:	
Training Dates:	
Training Format:	<input type="checkbox"/> Large group format <input type="checkbox"/> Parallel small groups <input type="checkbox"/> Modular rotation format <input type="checkbox"/> Hybrid / blended format
Number of Facilitators:	
2. PARTICIPANT PROFILE	
Total number of participants:	
Professional roles represented:	<input type="checkbox"/> Coaches <input type="checkbox"/> Sport administrators <input type="checkbox"/> Volunteers <input type="checkbox"/> Other: _____
Sports represented (if applicable):	
General level of experience of participants:	
3. SKILLS ADDRESSED IN THE TRAINING	



<p><b>Selected competence area(s) from the ParaEMPOWER skills architecture:</b></p>	
<p><b>Why were these skills prioritised in the national context?</b></p>	
<p><b>4. TRAINING DESIGN</b></p>	
<p><b>Brief description of the training structure (key sessions or modules):</b></p>	
<p><b>Main facilitation methods used:</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Small group discussions</li> <li><input type="checkbox"/> Scenario simulations</li> <li><input type="checkbox"/> Role-play exercises</li> <li><input type="checkbox"/> Case study analysis</li> <li><input type="checkbox"/> Reflection sessions</li> <li><input type="checkbox"/> Problem-solving exercises</li> <li><input type="checkbox"/> Other: _____</li> </ul>
<p><b>5. KEY LEARNING OUTCOMES</b></p>	
<p><b>What were the most important insights or competences developed by participants?</b></p>	
<p><b>6. PARTICIPANT FEEDBACK</b></p>	
<p><b>Summary of participant feedback:</b></p>	
<p><b>Overall perception of the usefulness of the training:</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Very useful</li> <li><input type="checkbox"/> Useful</li> <li><input type="checkbox"/> Moderately useful</li> <li><input type="checkbox"/> Needs improvement</li> </ul> <p>Additional comments:</p>
<p><b>7. FACILITATOR REFLECTIONS</b></p>	

<b>Strengths of the training process:</b>	
<b>Challenges encountered:</b>	
<b>Adjustments made during delivery:</b>	
<b>8. RECOMMENDATIONS FOR FUTURE TRAININGS</b>	
<b>What would you adjust/change?</b>	
<b>9. SUPPORTING MATERIALS (OPTIONAL)</b>	
<b>Facilitators may attach additional materials that illustrate the training process:</b>	<input type="checkbox"/> Training agenda <input type="checkbox"/> Photos from the training (with participant consent) <input type="checkbox"/> Examples of group outputs <input type="checkbox"/> Additional documentation <input type="checkbox"/> Other: _____

## 12.2 Participation & Attendance Tracking

Participation and attendance tracking are practical elements of training management that support both organisational transparency and learning effectiveness. Within the ParaEMPOWER framework, monitoring attendance helps facilitators understand the level of engagement throughout the training process and ensures that the learning experience remains coherent for all participants.

Tracking attendance is particularly important in multi-day training formats. The two-day structure of the ParaEMPOWER training model is designed as a continuous learning process in which each session builds upon the previous one. Consistent participation enables participants to fully engage with the experiential learning cycle and to benefit from the progression from exploration to application.

Attendance tracking also supports quality assurance and reporting. Recording participant presence provides clear documentation of training delivery and allows organisers to confirm that the intended number of participants were reached. This information may be useful for organisational records, reporting to partners or documenting the reach of training activities within the parasport sector.

In addition to basic attendance records, facilitators may also observe levels of active participation. While physical presence is important, engagement in discussions, group activities and reflection sessions is equally relevant to competence development. Monitoring participation helps facilitators identify participants who may require additional encouragement or clarification during the training process.

A simple attendance register is usually sufficient for this purpose. Participants can sign in at the beginning of each training day, confirming their presence. In large-group trainings, the register may be organised by table or working group to simplify the process. When trainings include multiple facilitators or parallel sessions, coordination ensures that attendance is recorded consistently.

Attendance records should be stored together with the training documentation, including the agenda, reporting template and evaluation results. Maintaining these records supports transparency and helps create a clear overview of training implementation.

At the same time, facilitators should ensure that attendance tracking remains proportionate and respectful. The goal is not to control participants but to maintain a clear and organised record of training participation while supporting an environment of professional trust.

**Within the ParaEMPOWER framework, participation and attendance tracking contribute to responsible training management. By documenting engagement and ensuring continuity of participation, facilitators help maintain the integrity and effectiveness of the learning process. The national coordinator in each participating country will provide facilitators with the official attendance template to be used for documenting participant presence during the training.**

### 12.3 Action Plan Follow-Up Structure

An important objective of the ParaEMPOWER training programme is to ensure that learning outcomes extend beyond the training environment and translate into practical improvements within participants' professional contexts. For this reason, participants are encouraged to develop simple action plans during or at the end of the training, identifying how they intend to apply the competences explored in their daily work. Establishing a follow-up structure supports participants in transforming learning into practice and reinforces the long-term impact of the training.

Action plans should remain realistic and focused. Rather than attempting to implement large-scale organisational changes immediately, participants are encouraged to identify specific actions that can be implemented within their existing roles and responsibilities. These actions may involve improving coaching practices, strengthening communication within teams, introducing new organisational approaches or enhancing collaboration with partners and stakeholders.

During the final reflection sessions of the training, facilitators may invite participants to identify concrete next steps for applying the competences explored throughout the programme. Participants can be encouraged to reflect on questions such as: Which competence from the training is most relevant to my professional role? What practical step can I take in the coming weeks to apply this learning? What resources or support might I need in order to implement this action?

Follow-up support will be provided through the ParaEMPOWER e-learning platform. After completing the national training, participants will have access to the platform where they can revisit training materials, explore additional learning resources and continue reflecting on the competences addressed during the programme. The platform will also allow participants to follow up on their action plans and document the steps they have taken to implement new approaches within their organisations or sport environments.

The e-learning platform also creates opportunities for continued exchange between participants from different countries. By sharing experiences, challenges and examples of practical implementation, participants contribute to a broader community of practice within the European parasport sector. This ongoing interaction supports peer learning and helps maintain the momentum generated during the face-to-face training.

Importantly, the follow-up process remains supportive and empowerment-oriented. Participants are encouraged to adapt their action plans to the realities of their organisations and professional environments. The platform provides a space for reflection, resource sharing and collaboration rather than a mechanism for formal monitoring.

Within the ParaEMPOWER framework, the e-learning platform therefore functions as a bridge between training and long-term professional development. By connecting the face-to-face training with continued learning opportunities, it helps ensure that the competences explored during the programme can be sustained and further developed over time.

Through the tools presented in this chapter, facilitators can ensure that ParaEMPOWER trainings maintain consistent quality, meaningful participant engagement and clear documentation of learning outcomes. Monitoring, evaluation and follow-up mechanisms help strengthen the impact of the training and support continuous improvement across national implementations. Building on these principles, the following chapter presents a practical demonstration of how a competence from the ParaEMPOWER skills architecture can be translated into a structured two-day training design.



## PART VI – DEMONSTRATION EXAMPLE

The previous sections of this toolkit have introduced the pedagogical principles, facilitation methods and training design structures that underpin the ParaEMPOWER framework. While these elements provide facilitators with a comprehensive guide for developing and delivering national trainings, it is equally important to illustrate how the framework can be applied in practice.

This chapter provides a practical demonstration of how a competence from the ParaEMPOWER skills architecture can be translated into a structured two-day training programme. The example does not represent a fixed model that must be replicated exactly. Instead, it serves as a reference illustrating how facilitators can move from a skill description to a coherent training design that integrates experiential learning, reflection and practical application.

The demonstration highlights the key steps involved in this process: analysing the competence area, identifying learning objectives, organising the training into thematic blocks and selecting facilitation methods that support competence development. It also shows how the principles discussed in earlier chapters - such as balancing theory, practice and reflection, managing group dynamics and maintaining an inclusive learning environment - can be integrated into the training structure.

Importantly, the example presented here should be understood as a guiding illustration rather than a prescriptive template. Facilitators are encouraged to adapt the training design to the specific skills they choose to address, the professional profile of participants and the national context in which the training takes place.

By presenting a concrete example of training design, this chapter aims to support facilitators in translating the conceptual framework of ParaEMPOWER into practical training experiences that strengthen professional competences within the parasport sector.

### 13. Demonstration: Translating One Skill into a Training Design

This section provides a practical illustration of how the ParaEMPOWER training framework can be applied in practice. Building on the concepts presented in the previous chapters, it demonstrates how a competence from the ParaEMPOWER skills architecture can be translated into a structured two-day training design.

The purpose of this demonstration is not to prescribe a fixed training model, but to show the reasoning process that facilitators can follow when converting a selected skill into a coherent

learning experience. The example illustrates how facilitators can analyse a competence, identify its learning objectives, organise the content into logical training blocks and select facilitation methods that support experiential learning and reflection.

By presenting a concrete example, this section helps facilitators understand how the different elements of the toolkit - skills architecture, learning objectives, training structure and facilitation methods - connect in practice. The demonstration therefore acts as a bridge between the conceptual framework of the toolkit and the practical implementation of national trainings.

Facilitators are encouraged to treat the example as a reference model that can be adapted to other competences and contexts. The same design logic can be applied to different skills, participant groups and national environments while maintaining the pedagogical principles of skills-based inclusive training.

## 13.1 Selecting a Skill

For the purpose of this demonstration, the following competence from the ParaEMPOWER skills architecture has been selected:

### Effective Communication in Inclusive Parasport Environments

This skill appears within the ParaEMPOWER competence framework as a key transversal competence relevant to both **coaches and sport administrators**. Communication plays a central role in parasport environments where professionals must interact with athletes, colleagues, volunteers, families and organisational stakeholders while ensuring clarity, respect and inclusion.

In practice, effective communication in parasport contexts involves the ability to convey information clearly, listen actively, adapt messages to diverse audiences and create an environment in which all participants feel understood and supported. These abilities are particularly important when working with athletes with disabilities, coordinating multidisciplinary teams or managing organisational activities within sport structures.

Within the ParaEMPOWER skills architecture, this competence integrates several dimensions of professional practice. These include interpersonal communication, collaborative decision-making, feedback processes and the capacity to create a respectful and inclusive learning or working environment. Strengthening these dimensions supports both the quality of coaching practice and the effectiveness of organisational coordination.

The selection of this skill for the demonstration example allows facilitators to illustrate how a competence that combines behavioural and organisational elements can be translated into a structured training programme. Communication competences are particularly well suited for experiential learning approaches, as they can be explored through role-play exercises, scenario simulations and reflective group discussions.

In the following sections, this competence will be analysed in greater detail and translated step by step into a two-day training design. The process will demonstrate how facilitators can move from the description of a skill to the identification of learning objectives, the organisation of thematic training blocks and the selection of appropriate facilitation methods.

While this example focuses on communication as the selected skill, the same design logic can be applied to any other competence within the ParaEMPOWER skills architecture. The objective of this demonstration is therefore not to promote a specific skill, but to illustrate the practical methodology that facilitators can use when preparing national trainings.

## 13.2 Analysing Learning Objectives

Once a skill has been selected, the next step in developing a training programme is to define clear learning objectives. Learning objectives translate the selected competence into concrete outcomes that participants should achieve through the training process. They help facilitators determine what participants are expected to understand, practise and apply in their professional environments.

Within the ParaEMPOWER framework, learning objectives are not limited to theoretical knowledge. Instead, they focus on strengthening practical competences that can be used in real parasport settings. For this reason, learning objectives typically combine three dimensions: understanding key concepts, developing practical abilities and reflecting on professional behaviour.

For the selected skill **“Effective Communication in Inclusive Parasport Environments,”** the learning objectives of the training may include the following:

Participants will be able to **recognise the role of communication in creating inclusive and supportive parasport environments.** This involves understanding how communication influences collaboration, trust and participation among athletes, coaches, administrators and other stakeholders.

Participants will be able to **identify common communication challenges within parasport settings**. These challenges may include misunderstandings between team members, unclear organisational communication, difficulties in providing constructive feedback or adapting communication styles to diverse audiences.

Participants will be able to **apply basic communication techniques that support clarity, respect and inclusion**. These techniques may include active listening, structured feedback, clear instruction and respectful dialogue within team or organisational environments.

Participants will be able to **analyse communication situations through practical scenarios**. By examining real or simulated situations, participants develop the ability to reflect on how communication choices influence outcomes within coaching or organisational contexts.

Participants will be able to **reflect on their own communication practices and identify areas for improvement**. Reflection helps participants recognise personal strengths and consider practical adjustments that can enhance their effectiveness in professional interactions.

These learning objectives guide the design of the training programme. They inform the structure of training sessions, the selection of facilitation methods and the development of experiential activities. Each session within the two-day training should contribute to one or more of these objectives, ensuring that participants gradually build their competence throughout the learning process.

In the next step, these objectives will be translated into **competence dimensions and thematic training blocks**, which form the foundation of the two-day training design.

### 13.3 Designing Session Blocks

Once learning objectives have been identified, the next step in the training design process is to organise them into coherent session blocks. Session blocks represent the structural building units of the two-day training programme. They allow facilitators to translate individual skills and competences into manageable learning segments that combine conceptual input, experiential activities and structured reflection.

Within the ParaEMPOWER framework, facilitators are encouraged to design session blocks in a way that allows several skills from the skills architecture to be addressed during the training. While the demonstration example presented in this chapter focuses on a single competence for clarity, national trainings are not expected to concentrate on only one skill. Instead, facilitators

should select a group of relevant competences that reflect the needs of participants and the priorities of the national parasport context.

The two-day training format offers an opportunity to explore multiple competence areas through interconnected learning sessions. Rather than treating each skill as a completely separate topic, facilitators may cluster related competences into thematic blocks. For example, communication, teamwork and conflict management may be addressed within the same session block, as these competences often appear together in real professional situations.

Designing session blocks therefore requires facilitators to identify logical connections between skills. This clustering approach helps maintain coherence within the training programme while allowing participants to explore several competence areas within a limited timeframe. It also reflects the reality of professional practice, where competences rarely operate in isolation.

Each session block should follow a consistent learning structure. Facilitators typically begin with a short introduction that frames the competence area and connects it to participants' professional experiences. This is followed by experiential activities such as case discussions, scenario simulations or collaborative problem-solving exercises. These activities allow participants to engage actively with the competence area rather than only receiving theoretical explanations.

Reflection is an essential component of each session block. Through guided discussion or structured debriefing, participants analyse what they experienced during the activity and connect it to their professional roles. This reflection phase supports deeper understanding and helps participants translate learning into practical application.

Because the number of competences within the ParaEMPOWER skills architecture exceeds what can be fully explored within a two-day training, facilitators should prioritise those skills that are most relevant for their participants. Other competences may be introduced briefly during the training and explored in greater depth through the ParaEMPOWER e-learning platform.

The e-learning platform therefore complements the face-to-face training by allowing participants to continue developing additional competences after the training concludes. This blended learning approach ensures that the training programme remains both focused and comprehensive without overloading the two-day schedule.

When designing session blocks, facilitators should also consider time balance across the programme. A typical two-day training may include several thematic blocks distributed across

both days, allowing participants to engage with multiple competence areas while maintaining sufficient time for practice and reflection.

Through this structured approach, facilitators can transform selected skills into a coherent learning journey that gradually builds participants' competence. Session blocks therefore serve as the bridge between the ParaEMPOWER skills architecture and the practical delivery of national trainings.

### 13.4 Structuring the 2-Day Agenda

Once the key skills and session blocks have been identified, facilitators can begin structuring the overall two-day training agenda. The purpose of the agenda is not simply to organise time, but to create a coherent learning journey in which participants gradually develop understanding, practise competences and reflect on their professional experience.

Within the ParaEMPOWER framework, the two-day structure is designed to balance three core elements: conceptual orientation, experiential learning and structured reflection. Participants should not experience the training as a sequence of lectures or isolated activities. Instead, the agenda should guide them through a progression in which each session builds upon previous discussions and prepares the ground for deeper application.

A practical approach is to organise the agenda around several thematic learning blocks distributed across the two days. Each block should address one or several related competences from the ParaEMPOWER skills architecture. Because the number of available skills is greater than what can be fully explored during two days, facilitators should prioritise those that are most relevant for the participants' roles and national context.

The first part of the training typically focuses on orientation and shared understanding. Participants are introduced to the purpose of the training, the competence areas to be explored and the collaborative learning approach that will guide the programme. Early sessions may also include introductory activities that allow participants to share their experiences and expectations. This helps establish psychological safety and encourages active participation from the beginning.

The central part of the agenda should include the main experiential learning sessions. These sessions usually involve scenario analysis, group discussions, role-play exercises or problem-solving tasks that allow participants to explore selected competences in practice. Facilitators should ensure that each learning block includes time for reflection, as this is the stage where participants analyse what they experienced and connect it to their professional practice.

The second day often shifts toward deeper application and integration of competences. Activities may invite participants to examine more complex situations, compare different approaches or identify practical steps for applying new ideas within their organisations. Reflection sessions toward the end of the training can help participants summarise their learning and consider how the competences explored during the training relate to their daily work.

Because the ParaEMPOWER skills architecture contains more competences than can be addressed during a single training event, facilitators should also introduce participants to the project's e-learning platform. The platform allows participants to continue exploring additional skills and resources after the training, reinforcing the blended learning approach of the project.

Facilitators should remain flexible when structuring the agenda. Group dynamics, participant engagement and emerging discussions may require adjustments during the training. Maintaining a clear overall structure while allowing space for dialogue helps create a learning environment that is both organised and responsive.

In practice, a well-structured two-day agenda should allow participants to engage with several competence areas without feeling overwhelmed. By clustering related skills, balancing activity types and integrating reflection throughout the programme, facilitators can ensure that the training remains focused, interactive and relevant to the professional realities of the parasport sector.

## 13.5 Reflection & Evaluation Planning

Reflection and evaluation are essential components of effective training design. Within the ParaEMPOWER framework, they ensure that the learning process does not end with the completion of activities, but leads to meaningful understanding and practical application. Planning reflection and evaluation moments throughout the training allows facilitators to monitor learning progress and support participants in connecting new competences to their professional environments.

Reflection should be integrated into the structure of each training block rather than appearing only at the end of the programme. After experiential activities such as scenario simulations, role-play exercises or group discussions, facilitators should guide participants through a structured debriefing process. During this phase, participants analyse what happened during the activity, discuss the reasoning behind different decisions and explore how the situation relates to their work in parasport environments.

Effective reflection often follows a simple progression. Participants first describe what they observed or experienced, then analyse the factors that influenced the situation and finally identify possible implications for their professional practice. This approach helps transform practical exercises into deeper learning experiences.

Reflection sessions can also encourage participants to compare perspectives. When participants share experiences from different sports, organisations or professional roles, they gain a broader understanding of how competences can be applied in diverse contexts. Facilitators should create an environment where participants feel comfortable contributing their observations and discussing challenges openly.

Evaluation complements reflection by providing structured feedback on the training process itself. As described in the previous chapter on quality assurance, evaluation can include short written questionnaires, brief discussion rounds or summary exercises at the end of the training. These tools allow facilitators to understand how participants perceived the training, which sessions were most useful and where further clarification might be needed.

Evaluation also supports facilitators in assessing whether the selected skills and session blocks were appropriate for the participant group. Feedback gathered during the training can inform future adaptations of the programme and help improve the overall effectiveness of national training activities.

In addition to evaluating the training experience, participants should also be encouraged to reflect on their own learning progress. Facilitators may invite participants to identify key insights, personal learning moments or practical actions they intend to take following the training. These reflections reinforce the connection between the training programme and participants' professional practice.

Because the ParaEMPOWER training programme is complemented by an e-learning platform, facilitators may also remind participants that reflection can continue beyond the face-to-face sessions. The platform provides an opportunity to revisit learning materials, explore additional skills and continue reflecting on the competences addressed during the training.

By integrating reflection and evaluation throughout the training design, facilitators ensure that learning remains active, meaningful and connected to real professional contexts. Within the ParaEMPOWER framework, these processes strengthen both the immediate training experience and the longer-term development of competences within the parasport sector.

The demonstration example presented in this chapter illustrates how the ParaEMPOWER framework can be translated into a practical training design. While facilitators are encouraged to adapt the structure according to their national context and selected competences, the underlying principles of skills-based inclusive learning remain consistent. The annexes that follow provide additional practical resources, templates and supporting materials that facilitators can use when preparing and delivering their national trainings.

## ANNEXES

The annexes included in this toolkit provide practical resources that support facilitators in preparing, delivering and documenting ParaEMPOWER national trainings. While the previous chapters presented the pedagogical framework, training design principles and facilitation strategies, the annexes offer complementary tools that can be used directly during the implementation of training activities.

These materials are intended to simplify the practical aspects of training organisation and ensure consistency across national implementations of the ParaEMPOWER programme. They include templates, examples and supporting documents that facilitators may adapt according to the specific context of their training, participant profile and organisational environment.

The annexes should be understood as flexible working tools rather than rigid requirements. Facilitators are encouraged to use them as guidance when structuring their trainings, collecting feedback or documenting training outcomes. In many cases, these resources help standardise certain elements of the training process, such as attendance tracking, reporting and evaluation, while still allowing facilitators to adapt the content to their local needs.

By combining the conceptual guidance provided in the main chapters with the practical tools included in the annexes, facilitators are equipped with a complete framework for implementing effective skills-based training within the parasport sector. These resources are designed to support consistent quality, transparency and knowledge sharing across the ParaEMPOWER training activities.

### A. Generic 2-Day Agenda Template

The following template provides a general structure that facilitators can use when designing their national ParaEMPOWER trainings. The agenda is organised into thematic learning blocks that combine conceptual input, experiential learning and reflection.

Facilitators are encouraged to adapt the sessions according to the selected skills from the ParaEMPOWER skills architecture, the profile of participants and the national context. Multiple skills can be addressed within each learning block, while additional competences may be explored later through the ParaEMPOWER e-learning platform.

The timing below is indicative and may be adjusted depending on the size of the group, the chosen facilitation methods and the dynamics of the training.

#### GENERIC 2-DAY TRAINING AGENDA

<b>Day 1 – Foundations &amp; Core Skills</b>			
<b>Time</b>	<b>Session</b>	<b>Purpose</b>	<b>Possible Methods</b>
09:00 – 09:30	Welcome & Training Introduction	Introduce the training objectives, programme structure and participants	Icebreaker activity, participant introductions
09:30 – 10:30	Session Block 1 – Understanding the Skill Context	Introduce selected ParaEMPOWER skills and their relevance to parasport environments	Facilitated discussion, short presentation, group reflection
10:30 – 10:45	<b>Break</b>		
10:45 – 12:15	Session Block 2 – Skill Exploration	Explore selected competences through practical scenarios	Case study analysis, small group discussion
12:15 – 13:15	<b>Lunch Break</b>		
13:15 – 14:45	Session Block 3 – Applied Practice	Apply skills in simulated professional situations	Scenario simulation, role-play exercises
14:45 – 15:00	<b>Break</b>		
15:00 – 16:30	Reflection & Key Learning Insights	Analyse experiences from the activities and connect them to professional practice	Guided reflection, group discussion
<b>Day 2 – Application &amp; Integration</b>			
09:00 – 09:30	Recap & Day Introduction	Review key insights from Day 1 and introduce Day 2 objectives	Interactive recap activity

09:30 – 11:00	Session Block 4 – Advanced Skill Application	Explore more complex scenarios and decision- making situations	Scenario analysis, collaborative problem- solving
11:00 – 11:15	<b>Break</b>		
11:15 – 12:45	Session Block 5 – Collaborative Learning	Share experiences and compare approaches between participants	Group work, moderated discussion
12:45 – 13:45	<b>Lunch Break</b>		
13:45 – 15:00	Session Block 6 – Action Planning	Identify practical steps for applying competences in professional environments	Individual reflection, peer consultation
15:00 – 15:15	<b>Break</b>		
15:15 – 16:00	Training Evaluation	Collect participant feedback on the training experience	Evaluation form, open discussion
16:00 – 16:30	Closing & Next Steps	Present follow-up opportunities through the ParaEMPOWER e-learning platform	Final reflections, facilitator summary

## B. Session Planning Matrix

The Session Planning Matrix is a practical planning tool that supports facilitators in designing individual training sessions. While the Generic 2-Day Agenda provides the overall structure of the training programme, this matrix helps facilitators organise the detailed content of each learning block.

By completing the matrix, facilitators can ensure that the selected skills, learning objectives, activities and reflection moments are clearly aligned. The matrix also helps maintain balance between conceptual input, experiential learning and reflection, which are key elements of the ParaEMPOWER training approach.

Session Element	Planning Details
Session Title / Training Block:	
Skills Addressed (from ParaEMPOWER skills architecture)	
Target Participants	<input type="checkbox"/> Coaches <input type="checkbox"/> Administrators <input type="checkbox"/> Mixed group
Learning Objectives	
Key Concepts to Introduce	
Experiential Activity	
Facilitation Methods	<input type="checkbox"/> Case study discussion <input type="checkbox"/> Scenario simulation <input type="checkbox"/> Role-play <input type="checkbox"/> Small group discussion <input type="checkbox"/> Problem-solving task <input type="checkbox"/> Reflection exercise <input type="checkbox"/> Other:
Materials / Resources Needed	
Time Allocation	Introduction: ____ min Activity: ____ min Reflection: ____ min Summary: ____ min
Reflection Questions	
Expected Learning Outcomes	
Facilitator Notes / Observations	

### C. Group Rotation Planning Sheet

When facilitators choose to use the Modular Rotation Format or other rotation-based learning methods, it is helpful to plan the movement of groups between sessions in advance. A Group Rotation Planning Sheet allows facilitators to organise how participants move between different training stations or thematic modules while ensuring that each group experiences all planned learning blocks.

This tool is particularly useful when working with larger groups or parallel learning activities, as it helps maintain clear organisation and prevents confusion during transitions. By preparing the rotation plan beforehand, facilitators can manage time more effectively and ensure balanced participation across all modules.

The template below can be used to organise participant groups, session topics and rotation sequences during the training.

Group	Module / Station 1	Module / Station 2	Module / Station 3	Module / Station 4	Facilitator Notes
Group A					
Group B					
Group C					
Group D					
Group E					
Group F					

Module / Station	Skill(s) Addressed	Facilitator Responsible	Time Allocation	Materials Needed
Station 1				
Station 2				
Station 3				
Station 4				

Facilitators may adapt the number of groups or stations depending on the size of the training group, the available facilitation team and the number of competence areas being explored during the training. The rotation plan should also allow time for transitions and brief explanations before each new module begins.

#### D. Evaluation Form Template

Evaluation is an important part of the ParaEMPOWER training process. It helps facilitators understand how participants experienced the training, whether the selected skills and activities were relevant, and how the learning process can be improved in future trainings.

The evaluation form below is designed to collect concise feedback from participants at the end of the training. It focuses on key aspects of the learning experience, including relevance of the topics, quality of facilitation, usefulness of activities and overall satisfaction with the training.

Facilitators may adapt the form according to the national context, but it is recommended to keep the structure simple in order to encourage participants to provide honest and constructive feedback.

ParaEMPOWER Training Evaluation Form				
Training Location				
Training Dates				
Organisation				
Participant Role	<input type="checkbox"/> Coach <input type="checkbox"/> Administrator <input type="checkbox"/> Other			
Please rate the following aspects of the training	Very Good	Good	Moderate	Needs Improvement
Relevance of the training topics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clarity of training objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of facilitation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Balance between theory and practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Opportunities for participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Usefulness of practical activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall organisation of the training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reflection Questions				
What was the most useful aspect of the training?				
Which skills or topics were most relevant for your work?				
What could be improved in future trainings?				

How do you plan to apply what you learned in your professional environment?	
Additional Comments:	

This evaluation form provides facilitators with structured feedback that can be used to improve future trainings and support the ongoing development of professional competences within the parasport sector.

### E. Action Plan Template

An important objective of the ParaEMPOWER training programme is to support participants in translating newly developed competences into practical actions within their professional environments. The Action Plan Template helps participants identify concrete steps they can take after the training to apply the skills and insights they have gained.

Rather than focusing on large or complex initiatives, action plans should encourage realistic and achievable steps that participants can implement within their existing roles. These actions may involve adjusting coaching practices, improving communication within teams, strengthening organisational coordination or introducing small improvements in daily professional routines.

The template below can be used during the final sessions of the training to help participants reflect on their learning and define practical next steps. Participants may also revisit and further develop their action plans through the ParaEMPOWER e-learning platform after the training.

Participant Information	
Name	
Organisation / Club	
Role	<input type="checkbox"/> Coach <input type="checkbox"/> Administrator <input type="checkbox"/> Other

Country	
<b>Competence Focus</b>	
Which skill or competence from the training do you want to develop further?	
Why is this competence important for your professional role?	
<b>Planned Action</b>	
What specific action will you take to apply this competence?	
Where will this action take place? (team, club, organisation, programme)	
<b>Implementation Plan</b>	
When will you start implementing this action?	
What resources or support might you need?	
Who could support you in this process?	
<b>Expected Impact</b>	
What positive change do you expect this action to bring?	
How will you know if the action has been successful?	
<b>Follow-Up Reflection</b>	
What challenges might you face when implementing this action?	

What could help you overcome these challenges?	
--	--

Participants are encouraged to keep their action plans realistic and adaptable. Small but meaningful steps can contribute to long-term improvements in professional practice and help strengthen the overall quality of parasport environments.

### F. Facilitator Self-Reflection Sheet

Facilitator reflection is an important element of continuous improvement in training delivery. After completing a training session or a full training programme, facilitators are encouraged to take time to reflect on the learning process, group dynamics and the effectiveness of the methods used. This reflection helps identify strengths, recognise challenges and improve future training design and facilitation practice.

The Facilitator Self-Reflection Sheet provides a structured way to review the training experience. It encourages facilitators to consider not only the organisational aspects of the training, but also participant engagement, learning outcomes and the overall learning environment created during the sessions.

Completing this reflection shortly after the training helps capture observations while they are still fresh and provides valuable insights that may inform future trainings.

Training Information	
Training Title	
Location	
Dates	
Facilitator(s)	
Number of Participants	

<b>Session Review</b>	
Which sessions or activities worked particularly well?	
What contributed to their success?	
<b>Participant Engagement</b>	
How actively did participants engage in discussions and activities?	
Which moments generated the strongest participation?	
<b>Challenges Encountered</b>	
What challenges occurred during the training? (e.g. time management, group dynamics, understanding of concepts)	
How were these challenges addressed during the session?	
<b>Learning Outcomes</b>	
Which competences or insights seemed most meaningful for participants?	
Were the learning objectives achieved?	
<b>Facilitation Practice</b>	
What aspects of your facilitation worked well?	
What would you do differently next time?	
<b>Recommendations for Future Trainings</b>	

What improvements could strengthen future training delivery?	
Are there any adjustments needed in the training structure or methods?	

Using this reflection sheet regularly helps facilitators strengthen their professional practice and contributes to the ongoing development of high-quality training within the ParaEMPOWER framework.

## Disclaimer and authors

The #ParaEMPOWER Toolkit is one of the deliverables of the 101183301 – ParaEMPOWER Project, co-funded by the Erasmus + Programme of the European Union.

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Commission. Neither the European Union nor the granting authority can be held responsible for them.

For any comment on this document, please contact BSDA: [info@bulsport.bg](mailto:info@bulsport.bg)

In this toolkit, have been used materials from all project events and public recourses and information. Reproduction is authorised, provided the source is acknowledged.

### Authors

Organization and Country	Authors
Bulgarian Sports Development Association, Bulgaria	Yoanna Dochevska Ivaylo Zdravkov, PhD Stefka Djobova, PhD Ivelina Kirilova, PhD Emilia Pergelova

ISBN: 978-619-7677-27-0 (pdf)/Sofia, 2026

Issuer: Bulgarian Sports Development Association

Issuer code: 978-619-90776



Co-funded by  
the European Union

