

SKILLS DEVELOPMENT DESCRIPTION

SKILL NAME	Fundraising & sponsorship negotiation
SKILL DESCRIPTION & OVERALL LEARNING GOAL DESCRIPTION	<p>Fundraising and sponsorship negotiation skills involve identifying funding opportunities, securing financial support, and managing sponsor relationships for parasport clubs. This skill focuses on creating compelling proposals, negotiating mutually beneficial agreements, and fostering long-term partnerships to support parasport programmes.</p> <p>For parasport club staff, this includes understanding different funding sources (e.g., grants, donations, corporate sponsorships), effectively communicating the value of parasport, and aligning sponsor goals with the club's mission.</p> <p>The overall learning goal is to enable parasport club staff to secure and manage financial resources effectively, ensuring the sustainability and growth of parasport activities.</p>
WHY IS THE SKILL NEEDED AND WHY FOR PARASPORTS?	<p>Parasport clubs often rely on external funding to cover operational costs, equipment, and programme development. Effective fundraising and sponsorship strategies are essential for securing the resources needed to provide high-quality, inclusive sports experiences for para-athletes.</p> <p>Without strong funding support, parasport clubs may struggle to maintain programmes, expand opportunities, or meet accessibility needs.</p>
WHY DO PARASPORT ADMINISTRATORS OR COACHES NEED THE SKILL?	<p>Staff at parasport clubs play a crucial role in developing relationships with potential donors, sponsors, and other stakeholders. They must be able to create persuasive proposals, manage negotiations, and maintain positive, transparent communication with funding partners.</p> <p>This skill contributes directly to the financial sustainability of the club and the success of its programmes, allowing staff to focus on the delivery of high-quality parasport experiences.</p>
WHAT ARE THE LEARNING OBJECTIVES FOR DEVELOPING THE SKILL?	<ul style="list-style-type: none"> A Understand different fundraising and sponsorship opportunities available for parasport clubs. B Be able to identify potential sponsors and donors that align with the club's values and mission. C Develop effective proposals that clearly outline the benefits for potential sponsors. D Know how to negotiate sponsorship terms that ensure mutual benefit and long-term partnership. E Understand the importance of maintaining sponsor relationships through effective communication and reporting.

HOW SHOULD THE SKILL BE DEVELOPED OR DEEPENED DURING ONSITE LEARNINGS?

- Practical workshops on writing grant applications and sponsorship proposals.
- Case studies of successful fundraising campaigns in parasport.
- Negotiation simulations to practise sponsor pitching and agreement terms.
- Group exercises to identify and approach potential funding sources.
- Role-playing to understand both the sponsor's and the club's perspective in negotiations.

WHAT RESOURCES ARE NEEDED FOR TRAINING THE SKILL ONSITE?

- Templates for fundraising proposals and sponsorship contracts.
- Example case studies of successful sponsorship deals in parasport.
- Fundraising tools (e.g., crowdfunding platforms, grant databases).
- Checklists for donor/sponsor research and engagement strategies.

WHAT IS LITERATURE TO DEEPEN THE SKILLS DEVELOPMENT OR TO PROVIDE THE TRAINING?

- Duncan, S. (2019). *The Art of Fundraising: A Guide for Nonprofits*. Wiley.
- Pharoah, C. (2017). *Corporate Sponsorships in Sport: The Key to Successful Partnerships*. Springer.
- Nonprofit Finance Fund (2020). *Fundraising Strategies for Nonprofits*. NFF.

SKILLS DEVELOPMENT DESCRIPTION

SKILL NAME	Financial management & budgeting
SKILL DESCRIPTION & OVERALL LEARNING GOAL DESCRIPTION	<p>Financial management and budgeting skills involve planning, controlling, and monitoring the financial resources of a parasport club. This includes creating and managing budgets, tracking income and expenses, and ensuring that the club operates within its financial means.</p> <p>For parasport club staff, this skill is essential for ensuring that funds are used effectively and efficiently to support programme delivery, meet operational needs, and align with long-term strategic goals.</p> <p>The overall learning goal is to equip staff with the knowledge and tools to manage the club's finances effectively, ensuring transparency, sustainability, and financial stability.</p>
WHY IS THE SKILL NEEDED AND WHY FOR PARASPORTS?	<p>Parasport clubs often operate with limited financial resources and must manage their funds carefully to ensure continued delivery of programmes and services. Effective financial management helps clubs plan for growth, manage risks, and allocate resources to where they are needed most.</p> <p>Without proper budgeting and financial oversight, clubs may face difficulties in sustaining programmes, meeting financial obligations, or responding to unexpected expenses.</p>
WHY DO PARASPORT ADMINISTRATORS OR COACHES NEED THE SKILL?	<p>Parasport club staff are responsible for overseeing the financial health of the club. They need to understand the principles of budgeting, financial tracking, and reporting to ensure that the club remains financially viable and can continue to serve para-athletes.</p> <p>This skill helps staff make informed decisions, optimise resource allocation, and ensure financial accountability to funders, sponsors, and stakeholders.</p>
WHAT ARE THE LEARNING OBJECTIVES FOR DEVELOPING THE SKILL?	<ul style="list-style-type: none"> A Understand the basic principles of financial management and budgeting. B Be able to develop and manage a club budget, tracking income and expenses. C Know how to forecast financial needs and prepare for future expenditures. D Understand financial reporting and how to present financial data to stakeholders. E Be able to identify financial risks and implement strategies to mitigate them.

HOW SHOULD THE SKILL BE DEVELOPED OR DEEPENED DURING ONSITE LEARNINGS?

- Workshops on creating and managing budgets, using financial software and tools.
- Practical exercises on tracking and categorising income and expenses.
- Case studies of financial management challenges in parasport clubs.
- Group discussions on financial decision-making and resource prioritisation.
- Hands-on training in preparing financial reports for stakeholders.

WHAT RESOURCES ARE NEEDED FOR TRAINING THE SKILL ONSITE?

- Budget templates and financial tracking tools.
- Case studies of parasport clubs with effective financial management practices.
- Financial planning tools, including forecasting models.
- Sample financial reports and communication materials for stakeholders.

WHAT IS LITERATURE TO DEEPEN THE SKILLS DEVELOPMENT OR TO PROVIDE THE TRAINING?

Smart, J. (2017). *Financial Management for Nonprofit Organizations*. Wiley.

Kaplan, R. (2018). *Nonprofit Financial Management: A Practical Guide*. Jossey-Bass.

Nonprofit Finance Fund (2020). *Financial Management Toolkit*. NFF.

SKILLS DEVELOPMENT DESCRIPTION

SKILL NAME	Ability to locate and access information
SKILL DESCRIPTION & OVERALL LEARNING GOAL DESCRIPTION	<p>The ability to locate and access information is essential for staff in parasport clubs to efficiently gather, evaluate, and utilise the information needed for effective decision-making, resource allocation, and programme delivery. This skill includes knowing where and how to find reliable data, from internal documents to external resources, and how to navigate databases, online platforms, and other information systems.</p> <p>For parasport club staff, this skill ensures that decisions are based on accurate and up-to-date information, which is crucial for managing operations, securing funding, communicating with stakeholders, and improving services for para-athletes.</p> <p>The overall learning goal is to enable staff to confidently find, evaluate, and use information to support the club's activities and strategic goals.</p>
WHY IS THE SKILL NEEDED AND WHY FOR PARASPORTS?	<p>Parasport clubs often require a range of information, from financial data and athlete progress to legal requirements and policy updates. The ability to efficiently access relevant data allows clubs to make informed decisions, enhance their services, and remain compliant with regulations.</p> <p>Without effective information management, clubs may face difficulties in addressing challenges, applying for funding, or reporting to stakeholders.</p>
WHY DO PARASPORT ADMINISTRATORS OR COACHES NEED THE SKILL?	<p>Parasport club staff are responsible for managing and overseeing many aspects of club operations, and they must be able to find and use the information they need quickly and accurately. Whether it's accessing athlete records, finding funding opportunities, or retrieving policy documents, staff need to know how to locate and interpret the information that drives their work.</p> <p>This skill is crucial for improving efficiency, supporting evidence-based decisions, and ensuring the club is operating effectively and transparently.</p>
WHAT ARE THE LEARNING OBJECTIVES FOR DEVELOPING THE SKILL?	<ul style="list-style-type: none"> A Understand how to locate relevant information in both physical and digital formats. B Be able to navigate and use online databases, platforms, and resource libraries effectively. C Know how to evaluate the credibility and relevance of information sources. D Understand the importance of data privacy and information security when accessing and handling information. E Be able to organise and store information for easy access and future use.

HOW SHOULD THE SKILL BE DEVELOPED OR DEEPENED DURING ONSITE LEARNINGS?

- Workshops on navigating digital platforms and databases.
- Practical exercises on searching for and evaluating online resources.
- Case studies showing the importance of information access in decision-making.
- Role-playing scenarios that require locating specific types of information.
- Discussions on data privacy, security, and ethical use of information.

WHAT RESOURCES ARE NEEDED FOR TRAINING THE SKILL ONSITE?

- Access to online resource libraries, databases, and platforms.
- Case studies of successful information use in parasport clubs.
- Tools and templates for organising and categorising information.
- Checklists for evaluating information sources for credibility and reliability.

WHAT IS LITERATURE TO DEEPEN THE SKILLS DEVELOPMENT OR TO PROVIDE THE TRAINING?

Castells, M. (2010). *The Rise of the Network Society*. Wiley-Blackwell.

Bates, M. J. (2005). *An Introduction to Metaphor in Information Retrieval*. Information Technology and Libraries.

Information Commissioner's Office. (2021). *Guide to Data Protection*. ICO.

SKILLS DEVELOPMENT DESCRIPTION

<p>SKILL NAME</p>	<p>Media Literacy</p>
<p>SKILL DESCRIPTION & OVERALL LEARNING GOAL DESCRIPTION</p>	<p>Media literacy refers to the ability to access, analyse, evaluate, and create media content in a variety of formats. For parasport club staff, this skill involves critically engaging with media sources to promote accurate and inclusive information about parasport, athletes, and events.</p> <p>This skill enables staff to understand media messages, identify potential biases, and use media tools effectively to communicate the club's mission, raise awareness, and engage with stakeholders. It also includes the responsible use of social media and digital platforms to positively represent the club and the para-athletes it supports.</p> <p>The overall learning goal is to equip staff with the knowledge and critical thinking skills necessary to navigate and utilise media effectively and responsibly in their roles.</p>
<p>WHY IS THE SKILL NEEDED AND WHY FOR PARASPORTS?</p>	<p>Parasport clubs often rely on media to promote events, raise awareness, and engage with the wider community. However, the media landscape can present challenges, including misinformation, bias, or a lack of representation of para-athletes.</p> <p>Being media literate allows parasport staff to effectively manage the club's public image, advocate for parasports, and respond to media portrayals of para-athletes in a way that is both accurate and empowering.</p>
<p>WHY DO PARASPORT ADMINISTRATORS OR COACHES NEED THE SKILL?</p>	<p>Staff at parasport clubs need media literacy skills to navigate and influence how parasports and para-athletes are represented in the media. They must be able to assess media content, create accurate and engaging communications, and respond to media inquiries in a way that reflects the club's values and goals.</p> <p>This skill helps staff ensure the club's messages are consistent, inclusive, and empowering for para-athletes, while also effectively reaching external audiences like sponsors, partners, and the general public.</p>
<p>WHAT ARE THE LEARNING OBJECTIVES FOR DEVELOPING THE SKILL?</p>	<ul style="list-style-type: none"> A Understand the role and impact of media in shaping perceptions of parasport and para-athletes. B Know how to critically assess media content for bias, accuracy, and inclusivity. C Be able to create clear, engaging, and inclusive media messages for different platforms. D Understand how to use social media effectively to promote parasport, engage with followers, and manage the club's online presence. E Recognise ethical considerations in media representation and ensure respectful, accurate portrayals of para-athletes.

HOW SHOULD THE SKILL BE DEVELOPED OR DEEPENED DURING ONSITE LEARNINGS?

- Workshops on identifying credible media sources and evaluating media content.
- Practical exercises on creating inclusive social media posts, press releases, and promotional materials.
- Discussions on the ethical use of media and responsible representation of para-athletes.
- Case studies of successful media campaigns in parasports.
- Role-playing scenarios on handling media interviews and responding to negative press.

WHAT RESOURCES ARE NEEDED FOR TRAINING THE SKILL ONSITE?

- Examples of inclusive and accurate media campaigns in parasport.
- Social media guidelines and tools for creating engaging content.
- Media evaluation checklists for assessing the quality and impact of content.
- Templates for writing press releases, social media posts, and promotional materials.

WHAT IS LITERATURE TO DEEPEN THE SKILLS DEVELOPMENT OR TO PROVIDE THE TRAINING?

- Hobbs, R. (2010). *Digital and Media Literacy: Connecting Culture and Classroom*. Corwin.
- Silverblatt, A. (2013). *Media Literacy: Keys to Interpreting Media Messages*. Praeger.
- Coyle, E., & Hickey, A. (2017). *Social Media and Para Sport: Best Practices and Ethical Considerations*. Journal of Sport & Social Issues.

SKILLS DEVELOPMENT DESCRIPTION

<p>SKILL NAME</p>	<p>Sustainable sports program planning & execution</p>
<p>SKILL DESCRIPTION & OVERALL LEARNING GOAL DESCRIPTION</p>	<p>Sustainable sports program planning and execution involve designing and implementing sports programmes that are environmentally, socially, and economically sustainable over the long term. This includes creating effective, inclusive, and accessible sports activities for para-athletes while ensuring the programme remains viable, scalable, and beneficial to the community.</p> <p>For parasport club staff, this skill includes understanding the principles of sustainability, addressing the unique needs of para-athletes, and balancing the social, economic, and environmental aspects of programme delivery.</p> <p>The overall learning goal is to empower staff to plan, implement, and evaluate sports programmes that are sustainable, inclusive, and aligned with both the needs of para-athletes and the long-term goals of the club.</p>
<p>WHY IS THE SKILL NEEDED AND WHY FOR PARASPORTS?</p>	<p>Parasport programmes often rely on limited resources, and ensuring their long-term sustainability is essential for continuing to provide opportunities for para-athletes. A sustainable sports programme is one that can consistently offer quality services while adapting to changes, challenges, and community needs.</p> <p>Sustainability also involves engaging with the local community, managing resources effectively, and being adaptable to the unique challenges posed by accessibility, inclusive practices, and the diverse needs of para-athletes.</p>
<p>WHY DO PARASPORT ADMINISTRATORS OR COACHES NEED THE SKILL?</p>	<p>Parasport club staff are responsible for the ongoing success and impact of sports programmes. They must design and deliver programmes that meet both immediate needs and long-term goals, ensuring these programmes are sustainable, inclusive, and resource-efficient.</p> <p>This skill enables staff to plan ahead, engage stakeholders, and ensure that the programme remains both relevant and impactful for the community over time, even in the face of changing circumstances or resource constraints.</p>
<p>WHAT ARE THE LEARNING OBJECTIVES FOR DEVELOPING THE SKILL?</p>	<ul style="list-style-type: none"> A Understand the key principles of sustainability (environmental, economic, social) in sports programme planning. B Know how to design inclusive sports programmes that address the needs of para-athletes and the local community. C Be able to develop long-term strategies for programme growth and resource management. D Understand the importance of community engagement, partnerships, and stakeholder involvement in ensuring sustainability. E Know how to evaluate the effectiveness of a programme and make adjustments for continuous improvement and sustainability.

HOW SHOULD THE SKILL BE DEVELOPED OR DEEPENED DURING ONSITE LEARNINGS?

- Workshops on principles of sustainability and their application to sports programming.
- Group exercises on creating sustainable sports programmes for parasport clubs.
- Case studies of successful, sustainable parasport programmes from around the world.
- Planning sessions for resource management, including budget, staffing, and equipment.
- Peer review of programme plans, focusing on strengths, weaknesses, and areas for improvement.

WHAT RESOURCES ARE NEEDED FOR TRAINING THE SKILL ONSITE?

- Templates for creating sustainable sports programme plans.
- Sustainability frameworks for evaluating programmes.
- Case studies of successful parasport programmes with a focus on sustainability.
- Tools for stakeholder engagement, including communication and feedback mechanisms..

WHAT IS LITERATURE TO DEEPEN THE SKILLS DEVELOPMENT OR TO PROVIDE THE TRAINING?

1. United Nations (2015). *Sustainable Development Goals: Transforming Our World*. United Nations.
1. Wicker, P. (2019). *Sustainability in Sports: Management and Practice*. Springer.
2. Sherry, E., & O'Neill, H. (2018). *Managing Sustainable Sports Programs*. Routledge.

SKILLS DEVELOPMENT DESCRIPTION

SKILL NAME	Fundraising & sponsorship negotiation
SKILL DESCRIPTION & OVERALL LEARNING GOAL DESCRIPTION	<p>Negotiation skills in sponsorship and policy discussions involve the ability to engage in constructive conversations, reach agreements, and build relationships with sponsors, partners, and policymakers. For parasport club staff, this skill is essential for securing funding, fostering long-term partnerships, and influencing policy decisions that benefit the club and its para-athletes.</p> <p>This skill includes understanding the dynamics of negotiation, identifying mutually beneficial outcomes, and applying strategies for navigating complex conversations, whether negotiating sponsorship deals or advocating for the club's policies and needs.</p> <p>The overall learning goal is to empower parasport club staff to effectively negotiate with sponsors, partners, and policymakers to secure resources and influence decision-making processes that support the club's goals and the parasport community.</p>
WHY IS THE SKILL NEEDED AND WHY FOR PARASPORTS?	<p>Parasport clubs rely heavily on sponsorships and external support for funding, and effective negotiation is key to securing these resources. Additionally, influencing policy decisions is crucial to ensuring accessibility, inclusivity, and support for parasport at local, national, and international levels.</p> <p>Without strong negotiation skills, parasport clubs may struggle to establish the necessary financial backing or advocate for favourable policies that benefit para-athletes and the wider parasport community.</p>
WHY DO PARASPORT ADMINISTRATORS OR COACHES NEED THE SKILL?	<p>Parasport club staff are responsible for managing relationships with key stakeholders, including sponsors, government bodies, and policy influencers. They need to negotiate effectively to secure funding, create sustainable partnerships, and advocate for policies that enhance parasport opportunities.</p> <p>This skill ensures that staff can handle complex negotiations confidently, articulate the value of parasport, and achieve favourable outcomes that contribute to the club's success and the well-being of para-athletes.</p>
WHAT ARE THE LEARNING OBJECTIVES FOR DEVELOPING THE SKILL?	<ul style="list-style-type: none"> A Understand the key principles and strategies of successful negotiation. B Be able to prepare and plan for sponsorship negotiations and policy discussions. C Know how to build rapport, manage conflict, and find common ground during negotiations. D Be able to identify stakeholders' interests and craft mutually beneficial agreements. E Understand how to influence policy decisions that support parasports and para-athletes.

HOW SHOULD THE SKILL BE DEVELOPED OR DEEPENED DURING ONSITE LEARNINGS?

- Workshops on negotiation theory, strategies, and techniques.
- Practical role-playing exercises simulating sponsorship negotiations and policy discussions.
- Case studies of successful sponsorship deals and policy influence in parasport.
- Group discussions on key negotiation tactics and how to handle challenges.
- Feedback sessions to reflect on negotiation performance and areas for improvement.

WHAT RESOURCES ARE NEEDED FOR TRAINING THE SKILL ONSITE?

- Negotiation frameworks and templates for sponsorship agreements and policy proposals.
- Examples of successful sponsorship deals and policy changes in parasport.
- Role-play scenarios for practising negotiations.
- Feedback tools for self-assessment and peer review in negotiations..

WHAT IS LITERATURE TO DEEPEN THE SKILLS DEVELOPMENT OR TO PROVIDE THE TRAINING?

Fisher, R., Ury, W. L., & Patton, B. (2011). *Getting to Yes: Negotiating Agreement Without Giving In*. Penguin.

Lewicki, R. J., Barry, B., & Saunders, D. M. (2015). *Negotiation*. McGraw-Hill Education.

Sherry, E., & O'Neill, H. (2018). *Managing Sustainable Sports Programs*. Routledge.

SKILLS DEVELOPMENT DESCRIPTION

<p>SKILL NAME</p>	<p>EMPOWERMENT – LEADERSHIP & TEAM MANAGEMENT (FOR PARASPORT ADMINISTRATORS)</p>
<p>SKILL DESCRIPTION & OVERALL LEARNING GOAL DESCRIPTION</p>	<p>Empowerment, leadership and team management are interconnected organisational competencies that enable parasports administrators to guide people, coordinate collective work, and build environments where staff and volunteers can contribute effectively and confidently to inclusive and effective parasports delivery.</p> <p>Leadership in this context involves setting direction, modelling values and ethical conduct, enabling participation in decision-making, and sustaining motivation and performance. Team management refers to the practical organisation of teamwork: defining roles, supporting collaboration, facilitating communication, giving feedback, developing people, and managing challenges constructively.</p> <p>Leadership is strengthened when learning is applied in practice rather than treated only as theoretical knowledge. This includes action learning as a method for leadership development through structured reflection, peer learning and iterative improvement in real organisational situations. Empowerment-oriented leadership in parasport organisations can be operationalised through delegation with accountability, information sharing, continuous training, and recognition systems. In addition, especially in parasports, leadership and empowerment must be aligned with inclusion, dignity, integrity and stakeholder trust.</p> <p>The overall learning goal is to empower parasports administrators to apply empowerment-oriented leadership and effective team management practices that strengthen organisational capacity, build inclusive and ethical team cultures, and supports opportunities for para-athletes to thrive.</p>
<p>WHY IS THE SKILL NEEDED AND WHY FOR PARASPORTS?</p>	<p>Parasports organisations often rely on small paid teams and extensive volunteer engagement, with parasports delivery being dependent on coordination across diverse roles and stakeholders. This increases the need for leadership that builds clarity, motivation and continuity. Weak leadership and poor team systems can lead to role ambiguity, volunteer drop-out, burnout, inconsistent delivery quality, and reduced trust. These risks could directly affect para-athlete experience and organisational credibility.</p> <p>This calls for a structured development of (future) parasports leaders and teams, including reflective practice, mentoring, and applied learning environments. Such accompanied leadership development is also seen as a vehicle for improving governance and organisational practice.</p> <p>Empowerment is also relevant from a safeguarding and rights perspective: empowerment approaches emphasise enabling people’s voice and participation and clarifying what leaders can do to foster empowerment at all levels of an organisation.</p>
<p>WHY DO PARASPORT ADMINISTRATORS OR COACHES NEED THE SKILL?</p>	<p>Parasports administrators need empowerment, leadership and team management skills because they often coordinate the human systems that make the delivery of parasports possible. This includes staff, volunteers, coaches, officials, service providers and partners. They must lead in ways that strengthen role clarity, build inclusive collaboration, and enable people to act with confidence and accountability. This calls for clear leadership responsibilities within parasport administration and a structured management of people and processes.</p> <p>In parasports contexts, leadership also includes building inclusive environments and expanding leadership opportunities, for example through targeted leadership toolkits and programmes. This includes developing leadership pathways within Paralympic sport structures for both women and men with disabilities.</p>

WHAT ARE THE LEARNING OBJECTIVES FOR DEVELOPING THE SKILL?

Learners will ...

A	Be able to explain empowerment-oriented leadership in parasports organisations and identify practical empowerment mechanisms (delegation with accountability, information sharing, continuous training, recognition) that strengthen team capacity.
B	Know how to establish role clarity and accountability structures (roles, responsibilities, decision pathways, escalation routes), aligned with governance principles that emphasise role clarity and integrity.
C	Be able to apply leadership development practices such as reflective practice and action learning to improve leadership performance in real organisational situations.
D	Be able to manage mixed teams (staff + volunteers) through structured communication routines (briefings, meetings, handovers), and use documentation tools (decision log, action tracker).
E	Understand how mentoring and leadership pathway-building strengthen organisational sustainability and inclusion, e.g. through targeted support for underrepresented groups in leadership.
F	Be able to build an empowering team culture that supports voice, participation and safe reporting, using empowerment guidance for organisational leaders.
G	Be able to develop a basic leadership and team management improvement plan, including indicators to review progress.

HOW SHOULD THE SKILL BE DEVELOPED OR DEEPENED DURING ONSITE LEARNINGS?

To develop empowerment, leadership and team management competency in a parasports-specific way, onsite learning should include:

- Action learning sets where participants bring real leadership challenges (e.g., volunteer drop-out, role conflict, delivery breakdown) and work through a structured reflection–action cycle in peer groups, following action learning facilitation guidance.
- Leadership pathway design workshops where participants map who holds influence and responsibility in their organisation and develop simple mentoring and progression steps (with attention to inclusion and underrepresented groups), drawing on Paralympic leadership pathway guidance.
- Role clarity and delegation labs where participants practise creating role cards, responsibility matrices, delegation scripts, and accountability check-ins to operationalise empowerment.
- Communication and meeting simulations (briefings, difficult conversations, conflict handling, handovers) using sport administration practice guidance.
- Empowerment-in-culture exercises where participants define “what empowerment looks like” in their organisation and design simple participation and feedback mechanisms that support voice and safe reporting.

WHAT RESOURCES ARE NEEDED FOR TRAINING THE SKILL ONSITE?

Trainers should support hands-on learning using practical tools and templates, including:

- Action learning set guide (roles, process steps, reflection prompts, follow-up actions)
- Delegation and empowerment toolkit sheets (delegation with accountability, information-sharing routines, recognition plan template)
- Role clarity tools (role profile template; RACI matrix; escalation map)
- Meeting/briefing facilitation templates (agenda, minutes, decision log, action tracker)
- Mentoring and leadership pathway worksheet (identify candidates, mentor roles, progression opportunities)
- Empowerment and participation checklist (voice, participation, “what leaders can do”)

Workshop materials such as flipcharts, sticky notes, markers, and digital collaboration tools can support group governance analysis and planning.

WHAT IS LITERATURE TO DEEPEN THE SKILLS DEVELOPMENT OR TO PROVIDE THE TRAINING?

1	Cox, G. (2024). <i>Leadership development through action learning: Delivery Framework, Facilitator Guide and Supporting Materials</i> .
2	International Paralympic Committee. (2010). <i>IPC women in sport leadership toolkit. Increasing Opportunities for Women in Paralympic Sport</i> . IPC.
3	International Olympic Committee [Eds.] (2019). <i>Olympic Solidarity - Sport administration manual</i> . IOC.
4	SANCHEZ-PATO, A., BRUNTON, J., LEIVA-ARCAS, A., ISIDORI, E. & DECELIS, A. [Eds.] (2020). <i>European Sport Leadership Programme (ESLP) – Toolkit</i> . European Sport Leadership Programme. [Edited Book]
5	THANOS, KRIEMADIS & Alkistis, Papaioannou. (2006). <i>Empowerment methods and techniques for sport managers</i> . Choregia. 2. 10.4127/ch.2006.2.1-2.117-133.

SKILLS DEVELOPMENT DESCRIPTION

SKILL NAME	PROJECT & EVENT MANAGEMENT & RELATED SAFEGUARDING ASPECTS (FOR PARASPORT ADMINISTRATORS)
<p>SKILL DESCRIPTION & OVERALL LEARNING GOAL DESCRIPTION</p>	<p>Project and event management in parasports refers to the structured planning, coordination, implementation, monitoring, and evaluation of parasports activities with a focus on event or event components. It includes setting clear objectives, defining tasks and timelines, allocating responsibilities, coordinating resources, and ensuring smooth communication and stakeholder alignment throughout the delivery process.</p> <p>In parasports contexts, project and event management requires strong safeguarding awareness and implementation. This means integrating safeguarding considerations into planning and delivery in order to prevent harm, reduce risks, and ensure that all para-athletes (and others) can participate in a safe, inclusive, and respectful environment. It includes applying safeguarding policies, ensuring safe recruitment and role allocation (especially for volunteers), establishing reporting and response procedures, and promoting a culture of dignity, respect, and accountability.</p> <p>The overall learning goal is to empower parasports administrators to plan and deliver parasports projects and events professionally, while embedding safeguarding as an integral part of operational quality and organisational responsibility.</p>
<p>WHY IS THE SKILL NEEDED AND WHY FOR PARASPORTS?</p>	<p>Parasports organisations often deliver activities and events in complex environments that require careful coordination of accessibility needs, adapted equipment, diverse participant support requirements, and multi-stakeholder collaboration. Without structured project and event management, parasports delivery may become inconsistent, overly dependent on individual effort, or vulnerable to operational failures such as miscommunication, resource gaps, or unclear responsibilities.</p> <p>Safeguarding is particularly important in parasports because organisations, not only because of the diverse abilities of para-athletes but also because frequently working with children and young people. In this regard parasports participants often face increased vulnerability due to dependency on support, barriers to reporting, or unequal power dynamics. Safeguarding is therefore not an “additional task”, but a fundamental quality requirement in parasports delivery.</p> <p>Effective project and event management, combined with safeguarding integration, strengthens the reliability, credibility, and sustainability of parasports organisations and supports safe and meaningful participation for all para-athletes.</p>
<p>WHY DO PARASPORT ADMINISTRATORS OR COACHES NEED THE SKILL?</p>	<p>Parasports administrators need this skill because they are often responsible for coordinating the operational delivery of parasports events, including logistics, staff and volunteer coordination, communication with stakeholders, and ensuring accessibility and inclusion requirements are met. They must also ensure that organisational processes and roles align with safeguarding standards.</p> <p>In practice, this competency enables them to manage projects and events proactively rather than reactively. It supports structured preparation, contingency planning, and quality assurance, while ensuring safeguarding measures are embedded throughout planning and delivery. It means that safeguarding is not only about responding to incidents, but about creating safe organisational systems that reduce risk and strengthen accountability.</p> <p>Ultimately, strong project and event management skills, combined with safeguarding integration, improve organisational performance, reduce operational and reputational risks, and ensure para-athletes experience parasports environments as safe, respectful, and empowering. This has positive influence on members, staff, athletes, sponsors, and media relations, and supports parasports’ aims to contribute to positive social developments.</p>

WHAT ARE THE LEARNING OBJECTIVES FOR DEVELOPING THE SKILL?

Learners will ...

A	Know how to plan parasports projects and events using core project management tools
B	Be able to explain why structured project and event management is essential for inclusive, safe, and sustainable parasports delivery, and the wider parasports' impact goals
C	Be able to coordinate resources and responsibilities across staff, volunteers, and partners, including accessibility-related requirements and contingency planning.
D	Understand how to integrate safeguarding into the full project/event cycle.
F	Be able to develop and use event delivery checklists that include safeguarding and accessibility measures as quality standards.
G	Be able to apply basic evaluation principles for projects and events.

HOW SHOULD THE SKILL BE DEVELOPED OR DEEPEDED DURING ONSITE LEARNINGS?

To develop project and event management competency related to parasports-specific challenges and safeguarding responsibilities, onsite learning should include:

- Practical project planning workshops where participants develop a full parasports event plan (goals, timeline, roles, resources, stakeholder communication).
- Accessibility and inclusion mapping exercises to identify barriers and define operational solutions.
- Safeguarding integration sessions where participants embed safeguarding measures into project/event planning, including safe role allocation and volunteer coordination.
- Scenario-based simulations addressing typical event challenges (last-minute venue changes, equipment failure, safeguarding concerns, missing volunteers).
- Case-based group work on safeguarding dilemmas, including reporting responsibilities, communication boundaries, and escalation pathways.
- Reflection and learning-transfer sessions focused on documentation, evaluation, and continuous improvement.

WHAT RESOURCES ARE NEEDED FOR TRAINING THE SKILL ONSITE?

Trainers should implement a tool-based practice with hands-on use of basic guides, templates and checklists, like:

- Project and event planning template (objectives → timeline → roles → resources → communication plan)
- Stakeholder mapping and communication worksheet
- Event delivery checklist including accessibility and safeguarding items
- Safeguarding risk identification checklist (environmental, operational, role-related risks)
- Volunteer role allocation and supervision checklist
- Incident reporting flowchart template and escalation pathway sheet
- Evaluation and learning log template (what worked, what did not, improvement actions)

In addition, prepare practical case studies and realistic parasports event scenarios, plus workshop materials such as flipcharts, markers, sticky notes, or digital planning boards for group work and a laptop and projector for presentations.

WHAT IS LITERATURE TO DEEPEDED THE SKILLS DEVELOPMENT OR TO PROVIDE THE TRAINING?

1	Els, G., Reed, I., Mawer, V., & Pielichaty, H. (2016). Events Project Management (1st ed.). Routledge.
2	International Organization for Standardization. (2024). ISO 20121:2024—Event sustainability management systems—Requirements with guidance for use. ISO.
3	International Paralympic Committee. (2020). IPC accessibility guide (4th ed.). IPC.
4	Parent, M., & Chappelet, J.-L. (Eds.). (2015). Routledge Handbook of Sports Event Management (1st ed.). Routledge.
5	Parent, M.M., & Ruetsch, A. (2020). Managing Major Sports Events: Theory and Practice (2nd ed.). Routledge.

SKILLS DEVELOPMENT DESCRIPTION

SKILL NAME	PARASPORTS GOVERNANCE & POLICY IMPLEMENTATION (FOR PARASPORT ADMINISTRATORS)
<p>SKILL DESCRIPTION & OVERALL LEARNING GOAL DESCRIPTION</p>	<p>Parasports governance refers to the structures, principles, and processes through which parasport organisations are directed, controlled, and held accountable. It includes decision-making procedures, role clarity, ethical standards, transparency, accountability mechanisms, stakeholder representation, and compliance with internal regulations and external obligations. In the sports movement, governance is strongly linked to values such as integrity, transparency, accountability, democracy, and responsibility, which are framed as universal principles for sport organisations.</p> <p>In parasports, governance has additional relevance because parasports organisations operate within a rights-based and inclusion-driven environment where organisational legitimacy depends on fair representation, integrity, and para-athlete-centred decision-making. Governance therefore includes ensuring that organisational policies are not only developed but also consistently implemented across operations, programmes, and events. This means that strong governance requires also purpose-driven structures, membership focus, greater para-athlete engagement, aligned committees, skilled and diverse leadership, and wider social engagement,</p> <p>Policy implementation in sport governance refers to translating strategic decisions, organisational rules, and formal policies, such as ethics, conflict of interest, inclusion, safeguarding, financial oversight, and sustainability commitments, into day-to-day organisational practice. It includes communicating policies, defining responsibilities, applying procedures consistently, monitoring compliance, and reviewing effectiveness.</p> <p>The overall learning goal is to empower parasports administrators to understand and apply good governance principles and to implement governance-related policies in a way that strengthens integrity, transparency, accountability, and sustainable parasports development.</p>
<p>WHY IS THE SKILL NEEDED AND WHY FOR PARASPORTS?</p>	<p>Parasports organisations are accountable to multiple stakeholders, including members or member clubs and para-athletes, but also families, coaches, volunteers, funders, sporting bodies, and public authorities. Governance is therefore essential for ensuring that decisions are legitimate, fair, transparent, and aligned with organisational values. Weak governance can lead to unclear responsibilities, inconsistent decision-making, reduced trust, and increased risk of integrity issues or reputational damage.</p> <p>Research on the governance of the Paralympic Movement highlights that governance challenges can emerge from the sector's rapid growth, professionalisation, and increasing complexity, including contested classification reliability, allegations of manipulation, and wider integrity pressures that threaten organisational legitimacy.</p> <p>Good governance in parasports also supports sustainability and responsible organisational development. This includes ensuring that parasport organisations deliver programmes and events responsibly, reduce risks, and align operational planning with broader stakeholder expectations. This requires structured systems and stakeholder engagement, which can strengthen organisational accountability and long-term legitimacy in wider sport contexts.</p>
<p>WHY DO PARASPORT ADMINISTRATORS OR COACHES NEED THE SKILL?</p>	<p>Parasports administrators need governance and policy implementation skills because they often manage the operational translation of governance principles into organisational practice. This includes supporting board and committee processes, drafting and implementing policies, ensuring compliance, managing stakeholder communication, and embedding ethical and integrity standards into daily routines.</p> <p>Strong governance depends on clear roles and responsibilities and on governance structures that support both membership focus and para-athlete engagement. Administrators therefore need to be able to establish or support governance processes that enable participation, transparency, and accountability.</p> <p>At the same time, parasports organisations often function as governing bodies within complex environment, which requires governance systems capable of managing legitimacy, authority, and policy implementation across sport and social stakeholders. This reinforces the need for administrators to understand how governance responsibilities function within parasports structures and how policy decisions are implemented consistently.</p> <p>Ultimately, governance and policy implementation competency strengthens organisational reliability, reduces integrity and compliance risks, supports fair and inclusive decision-making, and improves trust among para-athletes and stakeholders.</p>

WHAT ARE THE LEARNING OBJECTIVES FOR DEVELOPING THE SKILL?

Learners will ...

A	Be able to explain what good governance means in parasports organisations and describe key governance principles such as transparency, accountability, integrity, and responsibility
B	Understand the governance-specific needs of parasports organisations, including para-athlete engagement
C	Be able to map governance structures within a parasports organisation (e.g., board, executive management, committees, member representation) and clarify decision-making authority and reporting lines
D	Know how to support the development and implementation of governance-related policies such as codes of ethics, conflict of interest procedures, committee mandates, and transparency routines
E	Be able to identify governance risks and integrity challenges relevant to parasports contexts, including classification-related trust issues and perceived conflicts of interest that may affect legitimacy
F	Be able to develop a simple governance improvement and policy implementation plan

HOW SHOULD THE SKILL BE DEVELOPED OR DEEPENED DURING ONSITE LEARNINGS?

To develop parasports governance and related policy implementation competency, onsite learning should include:

- Governance mapping exercises where participants visualise their organisation's structures (e.g., board, committees, executive leadership), roles and responsibilities, and decision-making and reporting lines.
- Practical workshops in which participants review typical governance functions (decision-making, oversight, accountability) and identify strengths and gaps in their own organisational setup.
- Case-based group work on common governance dilemmas in parasports (e.g., unclear leadership responsibilities, weak transparency routines, perceived conflicts of interest, limited stakeholder engagement, contested fairness concerns) and develop structured responses aligned with good governance principles
- Policy development and documentation practice where participants draft or improve one governance-related policy or tool (e.g., conflict of interest declaration, committee mandate, decision log template) and define how it will be applied in daily practice.
- Policy implementation planning exercises where participants design a realistic rollout plan for one governance improvement, including communication steps, responsibilities, timelines, monitoring routines, and review points
- Reflection and learning-transfer sessions where participants discuss how governance improvements strengthen stakeholder trust, organisational legitimacy, and accountability, and how sustainability-related governance expectations can be integrated

WHAT RESOURCES ARE NEEDED FOR TRAINING THE SKILL ONSITE?

Trainers should support hands-on learning using practical tools and templates, including:

- Governance structure mapping template (board, committees, executive leadership, reporting lines)
- Role clarity checklist (responsibilities and boundaries between leadership and management)
- Governance principles self-assessment sheet aligned with IOC and IPC governance principles
- Committee mandate template (purpose, composition, reporting, decision scope)
- Conflict of interest declaration template and transparency checklist
- Policy implementation planning template (actions, responsibilities, timeline, monitoring indicators)
- Stakeholder engagement and communication planning worksheet

Workshop materials such as flipcharts, sticky notes, markers, and digital collaboration tools can support group governance analysis and planning.

WHAT IS LITERATURE TO DEEPEN THE SKILLS DEVELOPMENT OR TO PROVIDE THE TRAINING?

1	International Olympic Committee. (n.d.). <i>Basic universal principles of good governance in the Olympic and sports movement (extract of the IOC Code of Ethics)</i> . Olympic Library.
2	International Organization for Standardization. (2024). ISO 20121:2024—Event sustainability management systems—Requirements with guidance for use. ISO.
3	International Paralympic Committee. (2020). Remaining fit for purpose. A revised summary of the proposal to reform the Governance of the International Paralympic Committee. IPC.
4	Gérard, S., Legg, D., & Zintz, T. (2019). The governance of the Paralympic Movement: An institutional perspective. In I. O'Boyle & T. Bradbury (Eds.), <i>Research handbook on sport governance</i> (pp. 185–200). Edward Elgar Publishing.
5	Howe, D. P. (2019). Paralympic Sport and Social Justice: Towards a Happy Marriage or Difficult Separation? In: Watermeyer, B., McKenzie, J., Swartz, L. (eds) <i>The Palgrave Handbook of Disability and Citizenship in the Global South</i> . Palgrave Macmillan, Cham. https://doi.org/10.1007/978-3-319-74675-3_14
6	Hums, M.A., Pate, J.R. (2018). The International Paralympic Committee as a Governing Body. In: Brittain, I., Beacom, A. (eds) <i>The Palgrave Handbook of Paralympic Studies</i> . Palgrave Macmillan, London. https://doi.org/10.1057/978-1-137-47901-3_9

SKILLS DEVELOPMENT DESCRIPTION

<p>SKILL NAME</p>	<p>ORGANIZATIONAL SKILLS, RISK ASSESSMENT & PROBLEM-SOLVING (FOR PARASPORT ADMINISTRATORS)</p>
<p>SKILL DESCRIPTION & OVERALL LEARNING GOAL DESCRIPTION</p>	<p>Organizational skills, risk assessment and problem-solving are interrelated administrative skills and organisational competencies that enable parasports administrators to plan, coordinate and deliver programmes, events and services in a structured, safe and reliable way. This includes organising tasks and timelines, managing responsibilities and information flows, coordinating resources like people, budgets, equipment, or venues, and it allows ensuring that operational processes are well governed and communicated, and that they remain accessible and inclusive for all stakeholders.</p> <p>Risk assessment refers to the systematic identification of hazards, estimation of risk, evaluation of priorities, and selection of risk treatment and monitoring measures. It supports decision-making and it should be integrated into all organisational processes rather than being treated as a one-off activity.</p> <p>Problem-solving refers to the structured process of clarifying a problem, analysing root causes, generating and selecting solutions, implementing actions, and reviewing results. Practical problem-solving approaches commonly used across organisations include iterative improvement cycles such as PDCA (Plan–Do–Check–Act) or structured one-page methods such as the A3 approach, which supports disciplined problem definition, analysis and action planning.</p> <p>The overall learning goal is to empower a parasports administrator to strengthen organisational reliability, inclusion and safety by applying practical organisational tools, evidence-informed risk assessment approaches, and structured problem-solving methods that support high-quality parasports governance and delivery.</p>
<p>WHY IS THE SKILL NEEDED AND WHY FOR PARASPORTS?</p>	<p>Parasports organisations often operate with limited resources, high dependency on volunteers, and multiple stakeholder expectations. At the same time, parasports delivery requires high reliability because operational gaps can quickly become barriers to participation for para-athletes, especially where accessibility and support needs are time-sensitive. Organisational skills are therefore essential to ensure consistent delivery, clarity of responsibilities, and effective coordination across teams and partners.</p> <p>In addition, risk assessment is particularly relevant in parasports because activities and events may involve accessibility requirements, adapted equipment, transport logistics, and additional support roles, all of which can introduce preventable risks if not planned and monitored systematically. This includes communication, consultation, monitoring and review as continuous, integrated elements in parasport governance.</p> <p>Problem-solving is also critical because parasports operations frequently require rapid adaptation to changing conditions like equipment issues, volunteer no-shows, or unforeseen support needs. Structured problem-solving approaches support learning-oriented improvement by testing changes, checking outcomes and adapting accordingly, and they provide a practical structure for clarifying problems and aligning stakeholders around analysis and action on a single page, supporting transparent communication and accountability.</p> <p>Together, organisational skills, risk assessment and problem-solving strengthen safety, inclusion and continuity of delivery and contribute to long-term organisational sustainability and good governance.</p>
<p>WHY DO PARASPORT ADMINISTRATORS OR COACHES NEED THE SKILL?</p>	<p>Parasports administrators need this skill because they are responsible for ensuring that their activities, programmes and events are delivered efficiently, safely and inclusively. This includes coordinating staff and volunteers, managing timelines and resources, ensuring accessibility requirements are met, and maintaining clear communication with para-athletes, families, coaches and partners.</p> <p>In practice, embedded risk management frameworks across organisational processes act as a decision-making support and enable administrators to identify operational risks early, prioritise them, implement preventive measures and contingency plans, and respond to problems using structured decision-making rather than ad-hoc reactions. Structured problem-solving approaches also support parasports administrators in coordinating effective responses under pressure. It helps teams trial changes, learn from results and adjust processes, and it supports shared understanding by combining problem definition and analysis with corrective actions and action planning in a transparent format.</p> <p>Ultimately, these this improves organisational resilience, reduces avoidable disruption, and strengthens para-athlete experience, trust and safety within and across parasports programmes.</p>

WHAT ARE THE LEARNING OBJECTIVES FOR DEVELOPING THE SKILL?

Learners will ...

A	Be able to explain why organisational skills, risk assessment and problem-solving are critical for safe, inclusive and sustainable parasports delivery, including the role of risk management as a decision-support process
B	Know how to plan and coordinate parasports activities and events using basic organisational tools (task lists, timelines, role allocation, resource mapping, communication plans).
C	Know how to identify typical operational risks in parasports contexts (accessibility, equipment, venue safety, transport, staffing, or safeguarding) and assess their potential likelihood and impact.
D	Understand how to implement preventive measures and contingency planning, including documentation and monitoring, as part of continuous risk management and operational quality assurance
E	Be able to apply a structured, practice-based problem-solving approach (e.g., PDCA) to respond to operational challenges, including testing solutions and learning from results.
F	Be able to use a practical documentation tool, e.g. an A3-style one-page problem-solving format, to clarify problems, align stakeholders on root causes, and define actions, responsibilities and follow-up.
G	Know how to document incidents, risks and solutions to strengthen organisational learning, accountability and continuous improvement across future activities.

HOW SHOULD THE SKILL BE DEVELOPED OR DEEPENED DURING ONSITE LEARNINGS?

To develop organisational skills, risk assessment and problem-solving competency related to parasports-specific challenges and resolution approaches, onsite learning should include:

- Operational planning workshops in which the parasports administrators develop a complete delivery plan for a parasports activity or event (roles, tasks, timeline, resources, communication).
- Risk identification and assessment exercises using typical parasports scenarios (accessibility barriers, equipment issues, transport delays, staffing gaps, safeguarding interfaces), supported by a likelihood–impact matrix.
- Contingency planning simulations where participants define mitigation measures, responsible persons and escalation pathways.
- Structured problem-solving labs applying, for example, PDCA to real operational challenges (define the issue, plan a change, test, review results, decide next action).
- A3 documentation practice where participants summarise a real parasports-specific case on one page (problem definition, analysis, actions, timeline, owner, follow-up).
- Reflection and learning-transfer sessions focused on how documentation supports organisational improvement and future risk prevention.

WHAT RESOURCES ARE NEEDED FOR TRAINING THE SKILL ONSITE?

Trainers should implement a tool-based practice with hands-on use of basic guides, templates and checklists, like:

- Problem-solving and decision template (challenge → creative options → evidence → risks → decision → reflection)
- PDCA worksheet (plan → do → check → act)
- Inclusion or accessibility checklist for training design (barriers, communication, equipment, space)
- Case study cards with typical parasports coaching dilemmas and constraints
- A3-style one-page problem-solving template (problem, analysis, countermeasures, plan, follow-up)
- Adaptation planning sheet (aim, adaptation, safety check, expected learning outcome, success indicators)
- Reflection tool with prompts and criteria for analysis, aligned with reflective practice recommendations

In addition, prepare practical case study and rich practise examples, plus workshop materials such as flipcharts, markers, sticky notes, or digital planning boards for group work and a laptop and projector for presentations.

WHAT IS LITERATURE TO DEEPEN THE SKILLS DEVELOPMENT OR TO PROVIDE THE TRAINING?

1	International Organization for Standardization. (2018). ISO 31000:2018 Risk management — Guidelines.
2	International Paralympic Committee. (n.d.). IPC handbook. IPC: https://www.paralympic.org/ipc-handbook
3	Kepner, C. H., & Tregoe, B. B. (1997). The New Rational Manager: An updated edition for a new world. Princeton Research Press.
4	Lean Enterprise Institute. (2022). How to Use the A3 Process to Lead, Manage, Mentor, and Solve Problems. LEI
5	Olympic Solidarity. (2019). Sport administration manual. IOC.
6	Preuss, H., Schallhorn, C., & Schütte, N. (2022). Olympic sport organisations in times of crisis and change: Guide for strategic management and good governance.
7	Preuss, H., Schallhorn, C., & Schütte, N. (2022). Handbook on strategic management of national Olympic committees – Strategic tools to handle the complex future.

SKILLS DEVELOPMENT DESCRIPTION

<p>SKILL NAME</p>	<p>STRATEGIC PLANNING & GOAL SETTING (FOR PARASPORT ADMINISTRATORS)</p>
<p>SKILL DESCRIPTION & OVERALL LEARNING GOAL DESCRIPTION</p>	<p>Strategic planning and goal setting are organisational competencies that enable parasports administrators to define a clear organisational direction, translate purpose into priorities, and guide implementation through measurable objectives and review routines. It is the structured process of clarifying mission and vision, analysing internal and external conditions, selecting strategic priorities, and developing an implementable plan that aligns people, resources, and responsibilities. This should also include monitoring, evaluation, and periodic revision, so that it remain relevant and actionable over time.</p> <p>Goal setting is the ability to translate strategy into specific, measurable, time-bound targets that guide action and accountability. Goal-setting research shows that specific and challenging goals tend to improve performance, particularly when combined with commitment, feedback, and task-relevant strategies.</p> <p>In parasports, strategic planning and goal setting must explicitly integrate inclusion, accessibility, and stakeholder engagement, such as para-athletes, members, volunteers, and partners. This aligns with a parasports governance emphasis on membership focus, greater para-athlete engagement and social impact.</p> <p>The overall learning goal is to empower parasports administrators to develop and apply practical strategic planning and goal-setting tools that strengthen organisational governance, and that improve implementation quality, and support sustainable, inclusive development opportunities for para-athletes.</p>
<p>WHY IS THE SKILL NEEDED AND WHY FOR PARASPORTS?</p>	<p>Parasports organisations often face limited resources, reliance on volunteers, changing stakeholder expectations, and diverse participation barriers. Without strategic planning, the organisations may rely on short-term decisions, duplicate efforts, or deliver activities that are not aligned with long-term impact. This provides direction and supports implementation, monitoring, evaluation, and modification over time.</p> <p>For parasports, strategic planning is also required to ensure that inclusion and accessibility are planned proactively, rather than being treated as “add-ons”. This reinforces that clarity of purpose, engagement, and transparent organisational direction are core conditions for effective parasports governance and development.</p> <p>Goal setting is needed because it operationalises strategy. Goal-setting theory indicates that performance and motivation improve when goals are specific and challenging, paired with feedback and strategies, helping parasports organisations shift from intention to measurable progress.</p>
<p>WHY DO PARASPORT ADMINISTRATORS OR COACHES NEED THE SKILL?</p>	<p>Parasports administrators need strategic planning and goal setting skills because they often coordinate planning processes, translate governance priorities into implementation plans, and monitor progress across programmes and projects. They also play a key role in aligning stakeholders around shared priorities and communicating the organisation’s direction in a transparent, credible way. It means that strategic and operational plans should be established for a defined period, reviewed when needed, and supported by monitoring and evaluation frameworks integrated into regular organisational routines. Alongside, parasports administrators also need to embed para-athlete-centred engagement and membership focus into their planning processes, reflecting wider parasports governance expectations.</p>

WHAT ARE THE LEARNING OBJECTIVES FOR DEVELOPING THE SKILL?

Learners will ...

A	Be able to explain what strategic planning and goal setting are, and why they strengthen governance quality, organisational clarity, and accountability in parasports organisations
B	Know how to structure a basic strategic planning process
C	Be able to conduct a simple situation analysis that identifies organisational capacity, stakeholder needs (including para-athletes), barriers to participation, and external opportunities/risks, and translate findings into strategic priorities
D	Be able to formulate high-quality goals that translate strategic priorities into measurable targets, applying goal-setting principles (specificity, challenge, feedback and learning strategies)
E	Know how to develop an implementation plan that allocates responsibilities, timelines, and resources for strategic priorities, and defines review points and progress indicators
F	Be able to design stakeholder engagement steps within strategic planning (e.g., para-athlete voice, member consultation, partner alignment) in line with membership focus and engagement principles relevant to parasports governance
G	Know how to establish a simple monitoring and learning routine (e.g., quarterly check-ins, annual review) that uses evidence to adjust strategy and supports transparency and accountability

HOW SHOULD THE SKILL BE DEVELOPED OR DEEPENED DURING ONSITE LEARNINGS?

To develop strategic planning and goal setting competency in parasports, onsite learning should include:

- Strategic planning clinics where participants build a short strategic plan using a step-by-step sport organisation planning toolkit structure.
- Situation analysis workshops where participants map stakeholders (including para-athletes), identify barriers to participation, and prioritise strategic issues for their organisation.
- Goal-setting labs where participants translate one strategic priority into 3 to 5 measurable goals and define indicators, timelines, and responsibilities, using evidence-based goal setting principles
- Monitoring and review design sessions where participants create a simple governance-aligned review cycle (e.g., quarterly progress review and annual update).
- Stakeholder engagement simulations where participants practise how to involve members and para-athletes in planning discussions and how to communicate strategy transparently.

WHAT RESOURCES ARE NEEDED FOR TRAINING THE SKILL ONSITE?

Trainers should implement tool-based learning using practical templates and guides such as:

- Strategic plan template (vision/mission/values → priorities → actions → indicators → review cycle)
- Stakeholder mapping worksheet (para-athletes, members, partners, funders, community)
- Situation analysis template (capacity, barriers, opportunities/risks)
- SMART goal-setting worksheet and indicator planning sheet
- Monitoring and evaluation framework template with scheduled review points.

In addition, bring workshop materials such as flipcharts, markers, sticky notes, or digital planning boards for group work and a laptop and projector for presentations.

WHAT IS LITERATURE TO DEEPEN THE SKILLS DEVELOPMENT OR TO PROVIDE THE TRAINING?

1	International Paralympic Committee. (2020). Remaining fit for purpose. A revised summary of the proposal to reform the Governance of the International Paralympic Committee. IPC.
2	Jeong, Y. H., Healy, L. C., & McEwan, D. (2023). The application of Goal Setting Theory to goal setting interventions in sport: a systematic review. <i>International Review of Sport and Exercise Psychology</i> , 16(1), 474–499. https://doi.org/10.1080/1750984X.2021.1901298
3	Locke EA, Latham GP. Building a practically useful theory of goal setting and task motivation. A 35-year odyssey. <i>Am Psychol</i> . 2002 Sep;57(9):705-17. doi: 10.1037//0003-066x.57.9.705. PMID: 12237980.
4	New South Wales Office of Sport. (2024). Strategic planning toolkit.

SKILLS DEVELOPMENT DESCRIPTION

<p>SKILL NAME</p>	<p>VOLUNTEER RECRUITMENT, TRAINING & RETENTION STRATEGIES (FOR PARASPORT ADMINISTRATORS)</p>
<p>SKILL DESCRIPTION & OVERALL LEARNING GOAL DESCRIPTION</p>	<p>Volunteer recruitment, training and retention strategies describe a skill set that enables parasports administrators to attract suitable volunteers, prepare them effectively for their roles, and sustain their engagement over time. It leads to interrelated organisational competencies that support developing inclusive recruitment pathways, designing clear role profiles, selecting and onboarding volunteers appropriately, providing role-specific training and support, and implementing retention practices such as recognition, communication routines, and continuous improvement of the volunteer experience in parasports. Research in sport volunteering highlights that volunteer management is not only about “filling roles”, but about creating organisational conditions that support satisfaction, commitment, and continuity.</p> <p>European practice-oriented research further shows that many sport organisations still lack structured human resource development approaches for volunteers, even though volunteers are essential for sport delivery, this includes parasport organisations. In this regard the importance of applying human resource development principles to volunteering is highlighted. This includes structured recruitment processes, clear role orientation, continuous learning opportunities, and supportive environments that strengthen volunteer engagement over time.</p> <p>The overall learning goal is to empower parasports administrators to design and implement evidence-informed volunteer management practices that strengthen organisational capacity, improve the quality and safety of parasports delivery, and ensure reliable, sustainable support for para-athletes and parasports events and programmes.</p>
<p>WHY IS THE SKILL NEEDED AND WHY FOR PARASPORTS?</p>	<p>Parasports organisations often depend strongly on volunteers to deliver activities, events, para-athlete assistance, logistics, administration, and community engagement. At the same time, parasports delivery requires high reliability and clear coordination because volunteers may specifically support accessibility, inclusion, and safe participation. In this context, volunteer management becomes a key quality factor for organisational stability and para-athlete experience.</p> <p>Sport volunteer research indicates that volunteer recruitment and retention are persistent challenges across all sport organisations and that a strategic approach is needed to sustain volunteering over time. In addition, evidence from sport club contexts shows that volunteer retention is linked to volunteer management practices that resemble human resource management. European good practice mapping further suggests that volunteer engagement becomes more sustainable when organisations treat volunteering as a development process across different stages, rather than a one-time recruitment action. It means that structured volunteer development, ranging from initial orientation and training to continuous support and progression, helps organisations build stable volunteer involvement and improve delivery quality. This is particularly relevant for parasports organisations, where volunteers may require additional preparation related to accessibility, inclusion, communication, and safe support of para-athletes.</p> <p>For parasports organisations, strong volunteer strategies therefore support continuity of delivery, reduce operational risks, strengthen inclusion and accessibility in practice, and contribute to long-term organisational sustainability.</p>
<p>WHY DO PARASPORT ADMINISTRATORS OR COACHES NEED THE SKILL?</p>	<p>Parasports administrators need this skill because volunteers are often essential to deliver core organisational functions, but volunteer engagement cannot be assumed to remain stable without structured support. The administrators must therefore be able to design recruitment approaches that reach suitable target groups, communicate clear role expectations, and reduce barriers to engagement through inclusive onboarding and training.</p> <p>In practice, this competency enables the administrators to match volunteers to roles in a way that supports both organisational needs and a positive volunteer experience. Volunteer management research suggests that organisations strengthen retention when they provide role clarity, training, ongoing support, and recognition, rather than relying solely on initial motivation. Broader sport volunteer research also highlights that volunteer management practices influence volunteering dynamics at individual and organisational levels and that structured management is particularly important when sport organisations depend heavily on voluntary labour. Volunteer engagement is strengthened when organisations introduce clear volunteer management structures and invest in volunteer development, including defined entry pathways, role preparation, and continuous support.</p> <p>For parasports administrators, this means moving beyond ad-hoc volunteer coordination and establishing a structured volunteer system that supports quality delivery, reduces turnover, and builds a reliable volunteer community around parasports programmes.</p>

WHAT ARE THE LEARNING OBJECTIVES FOR DEVELOPING THE SKILL?

Learners will ...

A	Be able to explain why strategic volunteer recruitment and retention are critical for organisational capacity and sustainable parasports delivery, and why strategic human resource development principles to volunteering should be applied.
B	Know how to develop inclusive volunteer role descriptions and recruitment messages that clarify expectations, support accessibility, and communicate the value and purpose of volunteering in parasports.
C	Be able to design recruitment pathways that include outreach channels, selection steps, and basic screening processes appropriate to the organisation's context and safeguarding responsibilities.
D	Know about the importance to develop structured onboarding and role-specific training approaches that build competence, confidence, and role clarity, and to design continuous volunteer development pathways.
E	Understand how to implement volunteer support and retention practices, including communication routines, feedback opportunities, recognition approaches, and volunteer community-building.
F	Be able to monitor and evaluate volunteer engagement and retention and use the findings to improve their volunteer management strategies.
G	Know how to develop a basic volunteer continuity plan, including role handover procedures and succession considerations to maintain organisational stability over time.

HOW SHOULD THE SKILL BE DEVELOPED OR DEEPEMED DURING ONSITE LEARNINGS?

To develop volunteer recruitment, training and retention competency, onsite learning should include:

- Volunteer role design workshops in which administrators draft role profiles, expectations, and inclusive recruitment messages for different volunteer functions in parasports at both event and organisational levels.
- Human Resource Development Cycle design exercise to understand the pathway from needs assessment to recruitment to assignment to orientation to training to recognition to re-assignment and exit management.
- Onboarding and training simulations in which participants design and deliver a short induction sessions or role-specific training plans, including safeguarding reminders.
- Case-based group work on retention challenges (e.g., volunteer drop-out, role overload, unclear expectations) using structured problem-solving and improvement planning.
- Retainment Cycle sessions where participants build simple volunteer support frameworks and define success indicators to retain existing volunteers in their parasport structures.

WHAT RESOURCES ARE NEEDED FOR TRAINING THE SKILL ONSITE?

Trainers should implement a tool-based practice with hands-on use of basic guides, templates and checklists, like:

- Human Resource Development Cycle template
- Volunteer role description template (tasks, requirements, time commitment, support offered)
- Volunteer onboarding checklist (induction steps, key policies, communication pathways)
- Volunteer training plan template (role skills, accessibility support, basic safeguarding awareness)
- Volunteer support and retention checklist (recognition, feedback, supervision, workload review)
- Simple monitoring tools (e.g., volunteer satisfaction/engagement pulse survey, exit feedback form)

In addition, bring workshop materials such as flipcharts, markers, sticky notes, or digital planning boards for group work and a laptop and projector for presentations.

WHAT IS LITERATURE TO DEEPEM THE SKILLS DEVELOPMENT OR TO PROVIDE THE TRAINING?

1	Cuskelly, G., Taylor, T., Hoye, R., & Darcy, S. (2006). Volunteer management practices and volunteer retention: A human resource management approach. <i>Sport Management Review</i> , 9(2), 141–163. https://doi.org/10.1016/S1441-3523(06)70023-7
2	Mridul, M. S. S., Manoharan, A., & McMurray, A. (2023). Volunteer Recruitment and Retention in Sports Organizations: A Systematic Review of the Literature. In <i>Sport Management Association of Australia and New Zealand Conference</i> (pp. 91).
3	Steinbach, D., Guett, M., & Freytag, G. (2012). Training 4 Volunteers: Mapping strategies and good practices of human resource development for volunteers in sport organizations in Europe. <i>Leadership Academy of the German Olympic Sports Confederation</i> .

SKILLS DEVELOPMENT DESCRIPTION

<p>SKILL NAME</p>	<p>Effective communication with para-athletes & Alternative communication methods (sign language, AAC)</p>
<p>SKILL DESCRIPTION & OVERALL LEARNING GOAL DESCRIPTION</p>	<p>This skill is the ability of parasport administrative staff to communicate clearly, respectfully, and accessibly with Para athletes and athletes with disabilities across all administrative touchpoints (registration, scheduling, travel, events, services, and complaints/feedback). It includes using people-first language, adapting communication style to the athlete's preferences, and ensuring access through alternative communication methods, including professional sign language interpreting and AAC (augmentative and alternative communication).</p> <p>AAC refers to ways someone communicates besides talking, and can include gestures, symbols, communication boards, and speech-generating devices; AAC is often multimodal (people may use several methods).</p> <p>Overall learning goal: Staff can deliver a "communication that works" standard:</p> <p>Ask preference, offer accessible options, confirm understanding, document the preference, and follow through consistently.</p>
<p>WHY IS THE SKILL NEEDED AND WHY FOR PARASPORTS?</p>	<p>In Paralympic sport, athletes interact with administrative systems constantly, forms, deadlines, accreditations, travel info, venue instructions, rule updates, and problem solving under time pressure. If communication is not accessible, athletes can miss key information or be excluded from decision-making about their own sport experience.</p> <p>This is not only "good service", it is aligned with accessibility rights, including the need for live assistance such as professional sign language interpreters and other supports to ensure access to information and services. Accessibility also means using channels and formats that people can access (clear layout, captions, multiple formats), which is reflected in major accessibility guidance for communications.</p>
<p>WHY DO PARASPORT ADMINISTRATORS OR COACHES NEED THE SKILL?</p>	<p>Administrative staff need it to:</p> <ul style="list-style-type: none"> ensure athletes receive equal access to information, participation, and services (registration, schedules, travel, venue navigation, emergency information) communicate in ways that protect dignity, autonomy, and privacy (consent, sensitive information, how athlete data is handled) work effectively with sign language interpreters and other communication supports so messages remain accurate and timely reduce operational risk: many "logistics failures" are actually communication failures (unclear instructions, inaccessible formats, assumptions about understanding) build trust and retention: athletes and teams are more likely to stay engaged when communication is consistent, respectful, and accessible

WHAT ARE THE LEARNING OBJECTIVES FOR DEVELOPING THE SKILL?

Learners will ...

A	Be able to use respectful, people-first language and choose clear, non-stigmatizing wording in emails, calls, forms, and public announcements.
B	Be able to identify and offer appropriate communication options, including sign language interpreting and AAC-friendly approaches (visual supports, plain language, and multimodal communication).
C	Be able to confirm understanding using simple, respectful checks (e.g., “Can you tell me which option you prefer?”; “Which of these two times works?”; short summaries; “teach-back” without patronizing).
D	Be able to coordinate communication access in practice: booking interpreters when needed, providing captions/accessible documents, and ensuring information is available in more than one format/channel.
E	Be able to document and apply communication preferences consistently (a “communication preference note/passport” in the admin system), including privacy boundaries and consent.

HOW SHOULD THE SKILL BE DEVELOPED OR DEEPENED DURING ONSITE LEARNINGS?

Front-desk role-plays: registration, schedule changes, travel issues, complaints - practice clear messages and quick understanding checks.

Make it accessible: rewrite one real email/notice/form in plain language and test it with peers.

Interpreter practice: brief and work with a sign language interpreter (pace, positioning, confidentiality, speak to the athlete).

AAC basics: practice giving time, offering A/B choices, and supporting multimodal responses.

“What could go wrong?” drills: spot common miscommunication risks and fix the process before it fails

WHAT RESOURCES ARE NEEDED FOR TRAINING THE SKILL ONSITE?

Scenario cards (registration, event-day issues, travel changes, feedback/complaints)

A short “accessible communication checklist” (plain language, format options, confirm understanding)

Interpreter collaboration quick guide (how to brief, how to speak, confidentiality)

Example accessible templates: email, schedule notice, travel info sheet

A simple system field/template for “communication preferences” + consent/privacy notes

WHAT IS LITERATURE TO DEEPEN THE SKILLS DEVELOPMENT OR TO PROVIDE THE TRAINING?

1	ASHA (American Speech-Language-Hearing Association). Augmentative and Alternative Communication (AAC) (definitions and practical overview; AAC as multimodal communication)
2	United Nations. CRPD Article 9: Accessibility (includes access to information/communication and live assistance such as professional sign language interpreters).
3	United Nations. Disability-Inclusive Communications Guidelines (practical standards for accessible communications across formats/channels)

SKILLS DEVELOPMENT DESCRIPTION

<p>SKILL NAME</p>	<p>INNOVATION & TECHNOLOGY INTEGRATION IN PARASPORT</p>										
<p>SKILL DESCRIPTION & OVERALL LEARNING GOAL DESCRIPTION</p>	<p>For parasport administrative staff, innovation & technology integration means the ability to select, introduce, and run technology solutions that improve athlete experience and operational delivery while keeping communication accessible, data handled responsibly, and event processes reliable. This includes practical tools such as registration systems, accreditation tools, scheduling/communication channels, accessible documents, travel coordination tools, and tech-supported services around assistive products and sport equipment.</p> <p>Overall learning goal: Staff can move from “nice idea” to “working system” using a simple flow: Need, Choose, Pilot, Make accessible, Train people, Monitor, Improve.</p>										
<p>WHY IS THE SKILL NEEDED AND WHY FOR PARASPORTS?</p>	<p>Paralympic sport operations are technology-heavy: deadlines, travel, accreditations, event-day information, equipment logistics, and fast problem-solving. If technology is introduced without a plan, it creates predictable issues: confusion, missed updates, accessibility barriers, and avoidable stress for athletes and teams.</p> <p>This skill matters in Paralympic sport because:</p> <p>assistive technology and sport equipment are often essential for participation, so systems must support them—not ignore them (WHO frames assistive technology as enabling independence and participation).</p> <p>sport equipment sits inside policies/rules, so “tech changes” must stay aligned with the Paralympic Movement’s fairness and integrity principles.</p> <p>digital information must be accessible; WCAG 2.2 is a widely used standard for making web content accessible to people with disabilities.</p>										
<p>WHY DO PARASPORT ADMINISTRATORS OR COACHES NEED THE SKILL?</p>	<p>Administrative staff need it to:</p> <p>choose tools that actually help athletes and teams (clear communication, fewer errors, faster updates)</p> <p>build tech workflows that are accessible by design (not “fixed later”)</p> <p>reduce operational risk (missed deadlines, wrong schedules, broken travel info chains, equipment-related surprises)</p> <p>coordinate across stakeholders (athletes, coaches, event teams, vendors, interpreters/communication supports) with one reliable system</p> <p>keep tech use aligned with Paralympic sport context and integrity (e.g., equipment policy awareness; classification-governed environment).</p>										
<p>WHAT ARE THE LEARNING OBJECTIVES FOR DEVELOPING THE SKILL?</p>	<p>Learners will ...</p> <table border="1"> <tr> <td data-bbox="448 1529 507 1585">A</td> <td data-bbox="523 1529 1465 1585">Be able to spot high-impact improvement areas where technology can help (registration, scheduling, accreditation, travel updates, equipment tracking, feedback handling).</td> </tr> <tr> <td data-bbox="448 1597 507 1653">B</td> <td data-bbox="523 1597 1465 1653">Be able to select a tool using practical criteria: accessibility, reliability, data handling, usability, cost, and support (who maintains it; what happens if it fails).</td> </tr> <tr> <td data-bbox="448 1664 507 1720">C</td> <td data-bbox="523 1664 1465 1720">Be able to run a small pilot: set a clear purpose, define “what good looks like,” test with real users, and fix issues before scaling.</td> </tr> <tr> <td data-bbox="448 1731 507 1787">D</td> <td data-bbox="523 1731 1465 1787">Be able to make communication accessible across formats (simple language, captions, accessible documents/web content) and document athlete communication preferences.</td> </tr> <tr> <td data-bbox="448 1798 507 1843">E</td> <td data-bbox="523 1798 1465 1843">Be able to integrate the tool into daily operations: train staff, set roles, create a back-up plan, and review performance after events for continuous improvement.</td> </tr> </table>	A	Be able to spot high-impact improvement areas where technology can help (registration, scheduling, accreditation, travel updates, equipment tracking, feedback handling).	B	Be able to select a tool using practical criteria: accessibility, reliability, data handling, usability, cost, and support (who maintains it; what happens if it fails).	C	Be able to run a small pilot: set a clear purpose, define “what good looks like,” test with real users, and fix issues before scaling.	D	Be able to make communication accessible across formats (simple language, captions, accessible documents/web content) and document athlete communication preferences.	E	Be able to integrate the tool into daily operations: train staff, set roles, create a back-up plan, and review performance after events for continuous improvement.
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HOW SHOULD THE SKILL BE DEVELOPED OR DEEPENED DURING ONSITE LEARNINGS?

Workflow mapping: compare “how it works now” vs “how it should work” (registration, updates, event-day info, feedback).

Tool selection drill: compare 2-3 options with a simple scorecard (accessibility, reliability, staff workload, athlete experience).

Pilot + back-up practice: build a short pilot plan (purpose, users, training, and success markers) and rehearse what you do when the tech fails (back-up workflow).

WHAT RESOURCES ARE NEEDED FOR TRAINING THE SKILL ONSITE?

One-page templates: workflow map, tool scorecard, pilot plan, post-event review sheet

Example materials: registration form, event info sheet, schedule change notice (to “upgrade” for accessibility)

Demo devices/tools: laptop/tablet + sample platform access (or screenshots)

Accessibility checklist (practical, non-technical) aligned with WCAG principles

Scenario cards: tech failure + time pressure situations

WHAT IS LITERATURE TO DEEPEN THE SKILLS DEVELOPMENT OR TO PROVIDE THE TRAINING?

1	World Health Organization (WHO). (2024). Assistive technology (fact sheet).
2	W3C. (WCAG) (2023; updated 2024). Web Content Accessibility Guidelines (WCAG) 2.2.
3	International Paralympic Committee (IPC). (2011). Sport Equipment Policy.

SKILLS DEVELOPMENT DESCRIPTION

SKILL NAME	UNDERSTANDING ASSISTIVE SPORTS TECHNOLOGY
<p>SKILL DESCRIPTION & OVERALL LEARNING GOAL DESCRIPTION</p>	<p>For parasport administrative staff, understanding assistive sports technology means knowing the basics of assistive products and sport equipment, how they affect participation and competition logistics, and how to plan services around them (travel, venue access, timelines, storage/charging, maintenance, spares, and communication with athletes/coaches/technicians).</p> <p>WHO describes assistive technology as the organised knowledge and skills related to assistive products (plus the systems and services around them), and assistive products as external products whose primary purpose is to maintain or improve functioning and independence.</p> <p>In Paralympic sport, IPC policy also treats sport equipment as implements/apparatus adapted for Para athletes and used on the field of play to facilitate participation and/or performance.</p> <p>Overall learning goal: Staff can manage an “equipment-aware” admin system: ask early, plan logistics, confirm requirements, reduce risk, and support athlete independence.</p>
<p>WHY IS THE SKILL NEEDED AND WHY FOR PARASPORTS?</p>	<p>In parasport, assistive sports technology and sport equipment are not “extras”, they are often essential for training and competition participation. If administrative systems ignore this, the result is predictable: missed deadlines, transport failures, charging problems, lost parts, poor venue flow, and unnecessary stress for athletes and teams.</p> <p>This skill helps staff plan around real-world considerations such as:</p> <ul style="list-style-type: none"> equipment dimensions/weight and transport needs charging, batteries, and safe storage time needed for set-up and troubleshooting spare parts and repair contacts sport-rule and event-level equipment requirements (what is allowed/expected) <p>Well-run technology logistics protect participation, dignity, safety, and smooth events.</p>
<p>WHY DO PARASPORT ADMINISTRATORS OR COACHES NEED THE SKILL?</p>	<p>Administrative staff need it to:</p> <ul style="list-style-type: none"> communicate clearly with athletes about equipment requirements without assumptions plan travel, accreditation, venue access, and schedules that actually work for athletes using assistive products and sport equipment coordinate with coaches, technicians, and event staff so equipment-related needs are handled early (not on competition morning) reduce operational risk (lost/missing parts, wrong transport, no charging access, unsafe storage) support fairness and compliance by understanding that Paralympic sport equipment is governed by policies/rules, not “anything goes.”

WHAT ARE THE LEARNING OBJECTIVES FOR DEVELOPING THE SKILL?

Learners will ...

A	Be able to describe key categories in plain language (assistive products, sport equipment, communication tech) and use respectful, people-first terms when speaking with athletes.
B	Be able to collect and record essential “equipment facts” for operations (dimensions/weight, transport needs, charging needs, spares, set-up time, and emergency contacts).
C	Be able to plan event logistics with an equipment-aware checklist (travel, storage, charging, venue routes, timing buffers, back-up plan).
D	Be able to communicate efficiently with coaches/technicians/vendors using a simple briefing format: what we need, by when, who confirms, what is the backup.
E	Be able to identify and reduce common failure points (missing parts, battery issues, damaged equipment, delayed repairs) using simple prevention steps and clear responsibilities.

HOW SHOULD THE SKILL BE DEVELOPED OR DEEPENED DURING ONSITE LEARNINGS?

“Equipment touchpoints” mapping: where technology shows up in admin work (registration, travel, venue, competition day, return travel).

Build an Equipment Passport: staff create a one-page equipment profile for a case athlete/team (needs, spares, charging, contacts, and timelines).

Event-day walk-through: run a mock schedule and spot where equipment timing needs buffers (transport loading, set-up, call room timing, and storage).

Problem-solving scenarios: battery failure, lost part, airline damage, no accessible route—staff practice the fix using roles, contacts, and a backup plan.

Rule-awareness mini-brief: how to check where equipment policy/rules live and who to ask when something is unclear.

WHAT RESOURCES ARE NEEDED FOR TRAINING THE SKILL ONSITE?

One-page templates: Equipment Passport, event logistics checklist, contact list sheet

Example equipment images/parts list (sport-relevant) + a basic glossary

Mock travel + venue plans (to practice routing/storage/charging)

Sample “what-if” scenario cards (damage, missing part, charging access, timing change)

Quick access (QR/PDF) to the IPC Sport Equipment Policy and sport/event equipment rules

WHAT IS LITERATURE TO DEEPEN THE SKILLS DEVELOPMENT OR TO PROVIDE THE TRAINING?

1 World Health Organization (WHO). (2024). Assistive technology (fact sheet).

2 International Paralympic Committee (IPC). (2011). Sport Equipment Policy.

3 ISO. (2022). ISO 9999: Assistive products — Classification and terminology