

# EVALUATION REPORT

May 2025



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## **Deliverable # 4.3**

### **Learning Module Pilot implementation & Evaluation**

#### **Editor**

Panagiotounis Fotis, KETHEA, Greece

#### **Co-editor**

Angeliki Koutsoukou, KETHEA, Greece

Hassandra Mary, University of Thessaly, Greece

Hatzigeorgiadis, Antonis, University of Thessaly, Greece

Theodorakis, University of Thessaly, Greece



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# The role of Sport in Addiction Recovery

Play, feel, meet, live



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# Table of Contents

AIMS AND OBJECTIVES	5
DESCRIPTION OF THE ASSESSMENT TOOL	5
DEMOGRAPHIC INFORMATION	6
QUANTITATIVE EVALUATION OF THE EDUCATIONAL PROGRAM	7
QUALITATIVE FEEDBACK	23
GENERAL CONCLUSION	27



# Aims and Objectives

This assessment is intended to systematically evaluate the quality, relevance, and impact of the RACE4LIFE educational intervention delivered to sport science students, with the goal of supporting continuous improvement. By combining scaled and open-ended questions, the tool enables organizers to identify key strengths and potential areas for enhancement, gauge overall participant satisfaction, and assess learning outcomes. The insights gathered through this process will inform ongoing decisions related to curriculum design, instructional methods, and trainer development, ultimately contributing to the delivery of more effective and engaging future training sessions.

## Description of the Assessment Tool

The assessment tool is a structured post-training evaluation questionnaire designed to collect feedback from participants regarding the effectiveness and quality of an educational program. It captures both quantitative and qualitative data to provide a comprehensive evaluation of the program's content, delivery, and impact on learning.

The tool consists of three main sections:

### Demographic Information

Participants provide basic demographic details, including:

- Gender
- Age
- Year of Study

### Quantitative Evaluation of the Educational Program

Participants respond to a series of 5-point Likert-scale questions (ranging from Strongly Disagree to Strongly Agree) that assess:

- The effectiveness and clarity of trainers in delivering the material.
- The alignment of the training activities with program objectives.
- Trainers' communication skills and ability to foster interaction.
- The overall learning environment and whether it was supportive and engaging.
- The relevance and currency of the educational content.
- The balance between theoretical and practical knowledge.
- The adaptability of the information to learners' needs.
- The appropriateness of the program's duration.
- The extent to which participants' educational needs were met.
- Perceived improvement in knowledge and skills as a result of the program.
- Opportunities for knowledge sharing and collaborative learning.
- The degree to which the program stimulated attention and curiosity.
- Enrichment of participants' understanding of the subject matter.

### Qualitative Feedback

Participants are invited to provide open-ended feedback on:

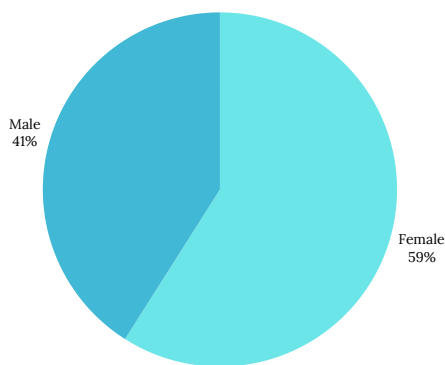
- The strengths of the educational program.
- Areas for improvement in the training.



## Demographic Information

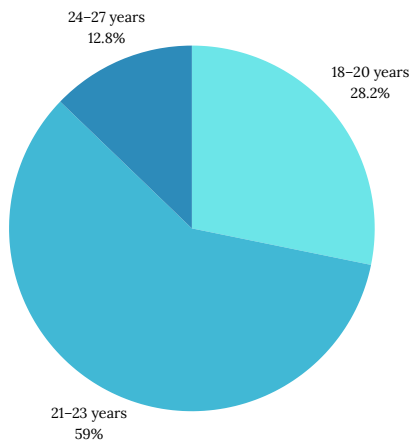
Out of the 65 students who participated in the RACE4LIFE educational intervention, a total of 39 participants completed the post-training assessment, resulting in a response rate of 60%. This level of participation provides a substantial and representative sample for evaluating the effectiveness of the program. The data collected from these respondents offers valuable insights into various aspects of the training, including the quality of delivery, relevance of content, and overall impact on learning. The high level of engagement with the assessment process also reflects the participants' interest in contributing to the continuous improvement of the program. The feedback gathered will play a crucial role in refining future iterations of the RACE4LIFE educational intervention and enhancing its value for sport science students.

### Gender Distribution



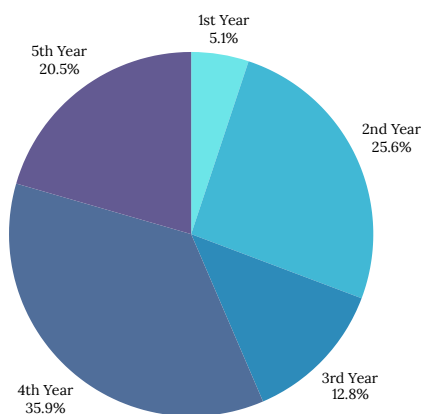
The sample includes 23 female students (59.0%) and 16 male students (41.0%), indicating a modest female majority. This gender distribution aligns with broader trends in higher education where female participation often slightly exceeds male.

### Age Group Breakdown



The average age of participants is approximately 21.56 years, with the youngest student being 18 and the oldest 27. Most participants (59.0%) fall within the 21-23 age range, which is typical for students in the middle to later stages of their undergraduate studies. Students aged 18-20 make up 28.2% of the sample, while 12.8% are aged 24 and above.

### Year of Study



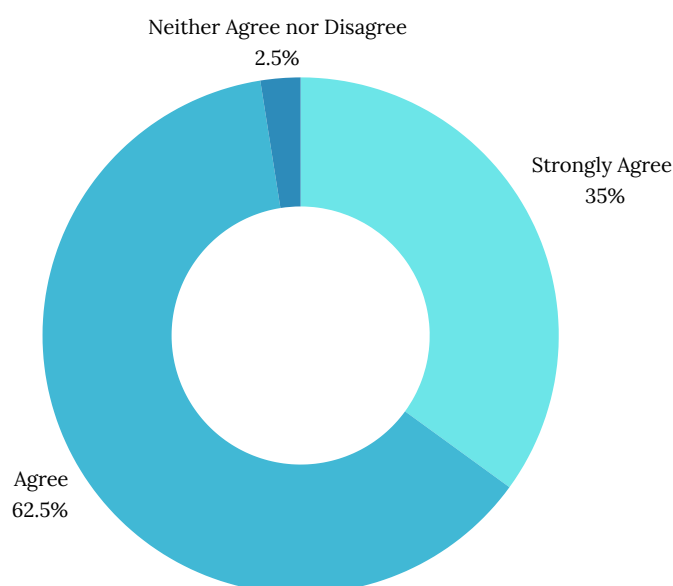
The largest proportion of students are in their 4th year (35.9%), followed by the 2nd year (25.6%) and the 5th year (20.5%). The 3rd year accounts for 12.8%, and only 5.1% are first-year students. This distribution shows a strong representation from upper-year students, suggesting the sample reflects a mature cohort with considerable academic experience.



# Quantitative Evaluation of the Educational Program

**Topic:** Trainers' Effectiveness in Implementing the Training Material

**Objective:** to evaluate the trainers' effectiveness in delivering the training material accurately and engagingly



The data clearly indicate that participants perceived the trainers' delivery of the training material as highly effective. An overwhelming majority of respondents—97.5%—provided positive feedback, with no negative evaluations recorded. This strong approval is further supported by a high mean satisfaction score of 4.33 out of 5, demonstrating consistent and robust participant satisfaction with the quality and effectiveness of the trainers' implementation.

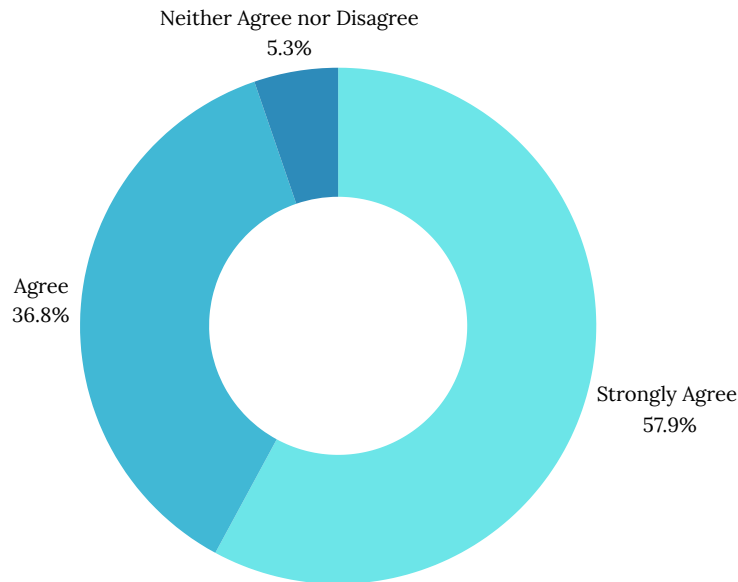


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## Topic: Instructor Delivery of Teaching Material

**Objective:** The purpose of this evaluation was to assess participants' perceptions of how effectively the trainers implemented the training material during the session.



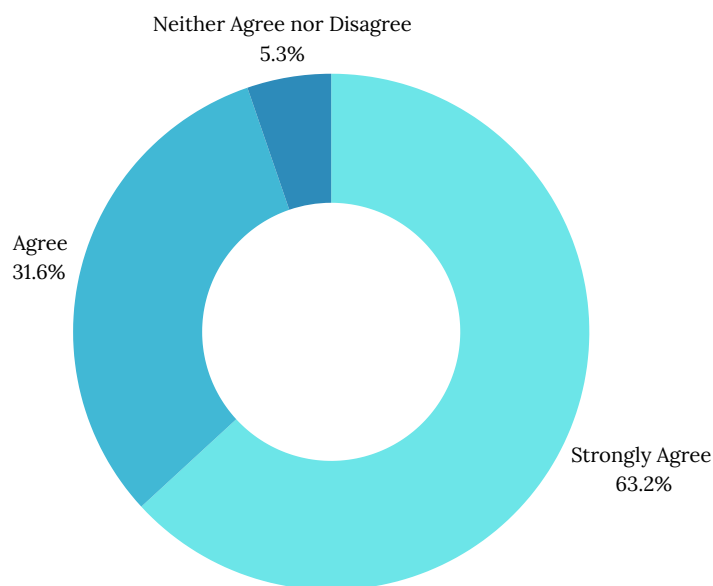
The data reveals a strong consensus among participants regarding the effectiveness of the instructors' communication. An overwhelming 90% of respondents either agreed or strongly agreed that the teaching approach was clear and easy to follow, with 55% selecting "Strongly Agree", highlighting a particularly high level of satisfaction with the instructors' clarity and delivery style. The fact that only 5% remained neutral, and no negative responses were recorded, indicates a uniformly positive experience. These results suggest that the instructional methods were not only well-received but also consistently effective in promoting understanding across the group. The overwhelmingly favorable evaluation underscores the trainers' ability to align educational content with the program's objectives and the needs of participants. This reflects careful planning and pedagogical competence, which are crucial for ensuring successful learning outcomes.





## Topic: Trainer Activity Design

**Objective:** To evaluate the extent to which trainers designed the educational activities in alignment with the training program's objectives and in a manner deemed acceptable by participants



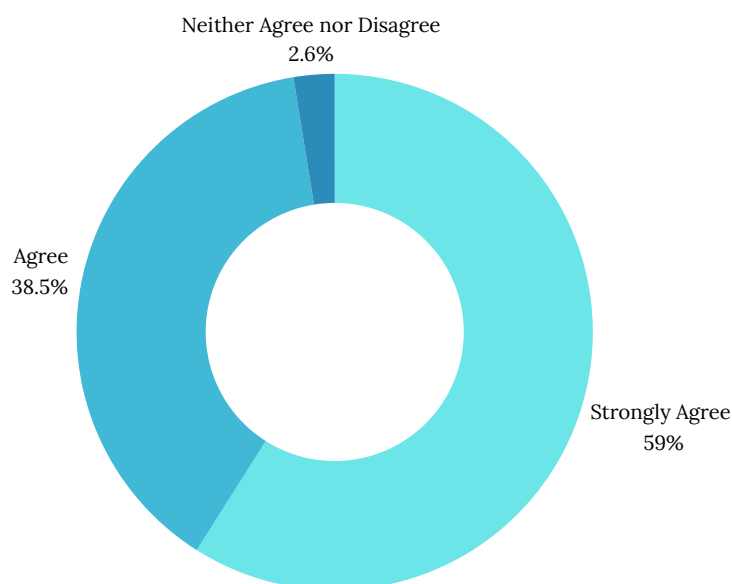
The feedback gathered from participants highlights a notably positive evaluation of the trainers' approach to designing educational activities. A significant 90% of respondents either strongly agreed (60%) or agreed (30%) that the learning activities were appropriately structured and aligned with the training program's objectives. Only 5% remained neutral, and importantly, no negative responses were recorded. This overwhelmingly favorable assessment underscores the trainers' ability to effectively connect educational content with both the goals of the program and the learners' needs. Such feedback reflects not only thoughtful planning but also a high level of pedagogical competence—key elements in delivering impactful and goal-oriented training experiences.



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## Topic: Evaluation of Trainers' Communication Effectiveness

**Objective:** To assess the trainers' ability to communicate effectively with participants and foster a clear understanding of the training content.



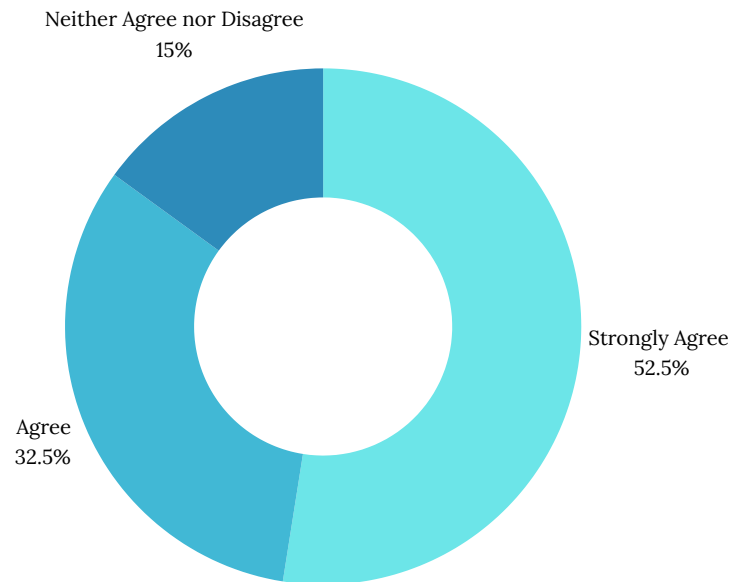
The findings reveal a remarkably positive assessment of the trainers' communication skills, with 95% of respondents agreeing that communication was effective throughout the training. The absence of any negative responses, coupled with only one neutral participant, underscores the trainers' ability to engage participants and convey information clearly. This high level of satisfaction confirms that communication played a pivotal role in enhancing the training experience. As effective communication is essential to educational success and participant engagement, this strength should be acknowledged and prioritized in future training sessions.



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## Topic: Participant Engagement with Trainers

**Objective:** The objective of the evaluation is to assess the extent to which trainees had adequate opportunities to engage in discussion with trainers and ask questions. It aims to evaluate the effectiveness of trainer-trainee interaction during the learning process.

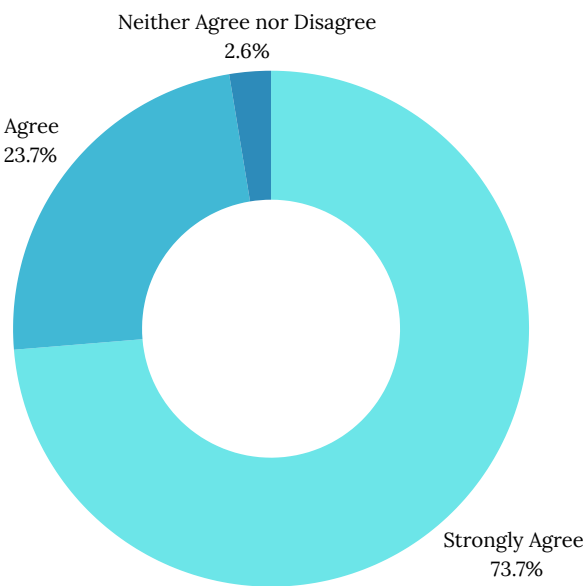


The evaluation results demonstrate that the training successfully created an open and communicative environment, with 85% of participants either agreeing or strongly agreeing that they had sufficient opportunities to engage with trainers. The absence of any negative responses (disagree or strongly disagree) further reinforces the positive perception of the trainer-participant interaction. An average score of 4.38 reflects a high level of satisfaction, suggesting that the training design effectively supported dialogue, responsiveness, and participant inclusion. However, the 15% who remained neutral may indicate a potential area for improvement.



**Topic:** Evaluation of Trainers' Effectiveness in Creating a Learning-Friendly Environment

**Objective:** The objective of this evaluation is to assess how effectively the trainers created a supportive and learner-friendly environment. It aims to measure participants' perceptions of the trainers' ability to foster engagement and comfort during the training.

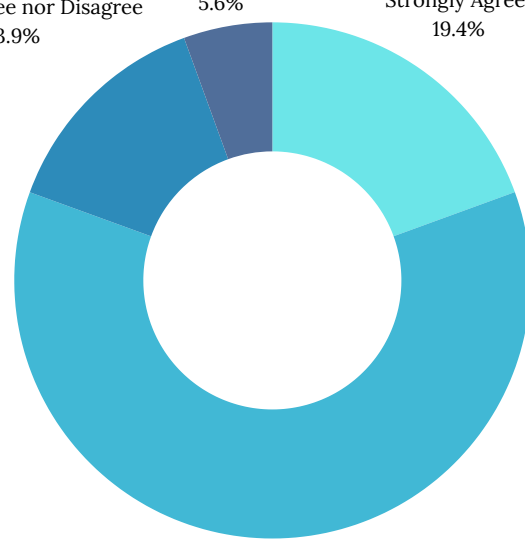


The effectiveness of the trainers in fostering a learning-friendly environment was assessed through feedback from 38 participants using a 5-point Likert scale, revealing overwhelmingly positive perceptions. A substantial majority of 73.7% rated the trainers' ability as “very much” effective, while 23.7% selected “quite a lot,” indicating strong approval. Only one participant (2.6%) rated the trainers as effective “to some extent,” and notably, no respondents expressed dissatisfaction with lower ratings such as “not really” or “not at all.” These findings reflect a robust endorsement of the trainers’ skill in creating an inclusive, motivating, and well-facilitated learning climate. The absence of any negative feedback underscores the consistently supportive nature of the training environment. Overall, this high level of satisfaction serves as a clear indicator of the program’s quality and the trainers' competence.



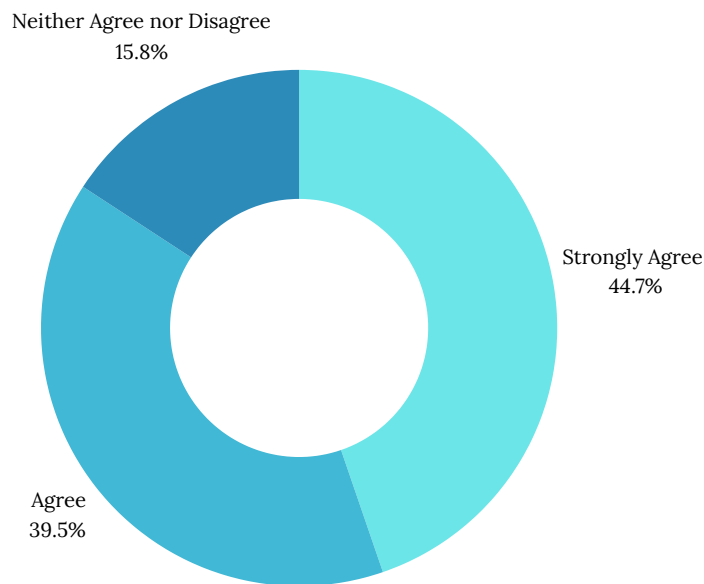


of  
or

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**Topic:** Program's Theoretical and Practical Knowledge

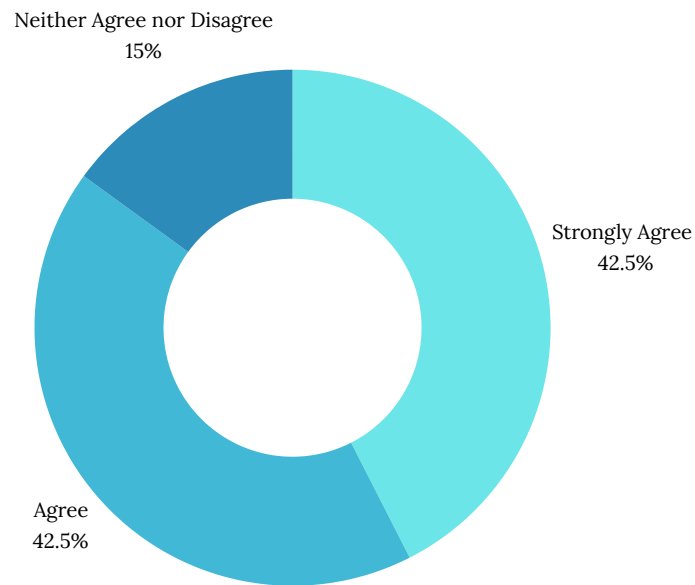
**Objective:** To assess the effectiveness of the educational program in providing up-to-date theoretical and practical knowledge to participants.



The majority of participants demonstrated strong satisfaction with the training content, as 80% either “Strongly Agreed” or “Agreed” that the material was relevant and well-balanced. Only 15% responded neutrally, indicating a small group that was uncertain or ambivalent about the content’s effectiveness. Notably, there were no negative responses, reflecting a universally positive perception among the participants. This feedback highlights the program’s success in meeting its educational goals, with nearly half expressing the highest satisfaction and the remainder affirming the quality of the training. The absence of disagreement reinforces the content’s appropriateness and value, while the neutral responses suggest potential areas for further engagement or clarification to better accommodate diverse prior knowledge and learning preferences.

## **Topic:** Evaluation of Content Delivery Based on Learners' Needs

**Objective:** The evaluation aimed to assess whether the information was delivered in a way that was adapted to the learning needs of the participants

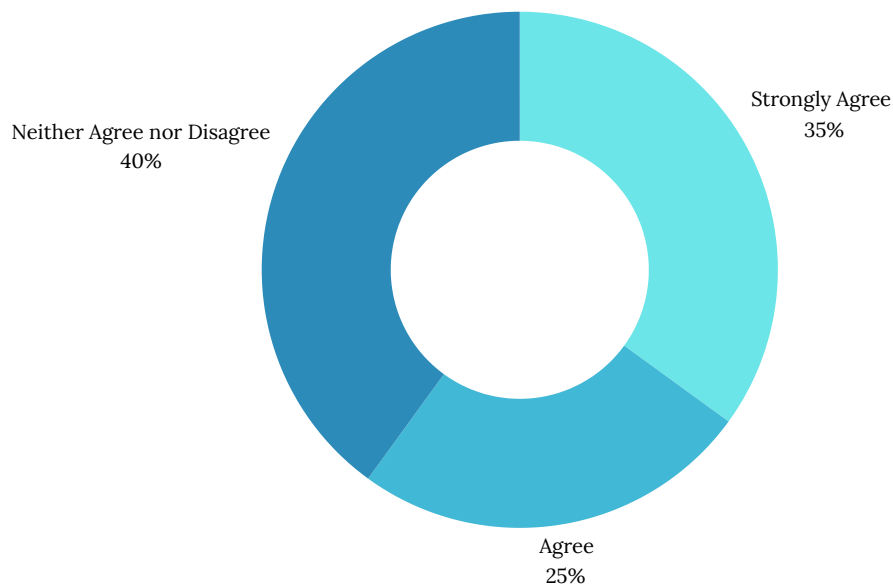


The results reveal a very high level of satisfaction among participants regarding the adaptation of the content to their learning needs. Specifically, 42.5% of respondents “Strongly Agree” and another 42.5% “Agree” that the content met their expectations, while only 15% remained neutral by selecting “Neither Agree nor Disagree.” Importantly, no participants expressed disagreement, indicating broad acceptance of the material presented. The average rating of 4.28 out of 5 underscores a strong consensus on the effectiveness and adaptability of the content delivery. These findings suggest that the educational intervention was well-received and closely aligned with learners’ preferences. The minimal neutral responses imply that, although a small number of participants may not have fully perceived the content as adapted, none found it inappropriate or unsuitable. Overall, this feedback confirms the instructional approach’s success and supports the continuation of this methodology, with future efforts possibly benefiting from qualitative insights from neutral respondents to further enhance engagement and inclusivity.

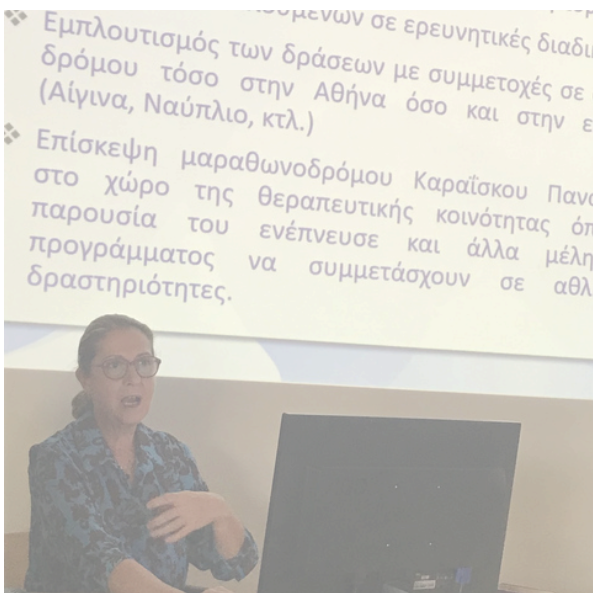


## Topic: Evaluation of the Training Program Duration

**Objective:** The aim of this evaluation was to assess participants' perceptions regarding the appropriateness and sufficiency of the training program's duration



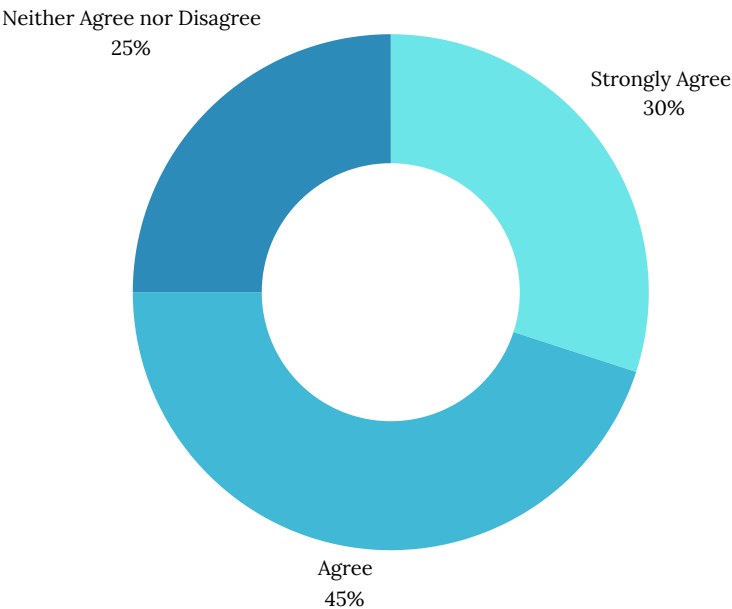
The results indicate a generally positive evaluation of the program's duration. A majority of participants (60%) either agreed or strongly agreed that the allotted time was appropriate, with 35% expressing strong agreement. Notably, no participants disagreed, highlighting an absence of significant concerns regarding time allocation. However, the 40% who responded neutrally suggest some uncertainty or a need for clearer alignment with individual expectations. This neutral stance points to an opportunity for improvement, such as offering more flexible timeframes or gathering qualitative insights to refine the scheduling. Overall, the duration appears well-structured and sufficient, with minor adjustments potentially enhancing its effectiveness.





**Topic:** Coverage of Educational Needs

**Objective:** To assess the extent to which the presented material addressed and fulfilled the participants' individual learning needs.

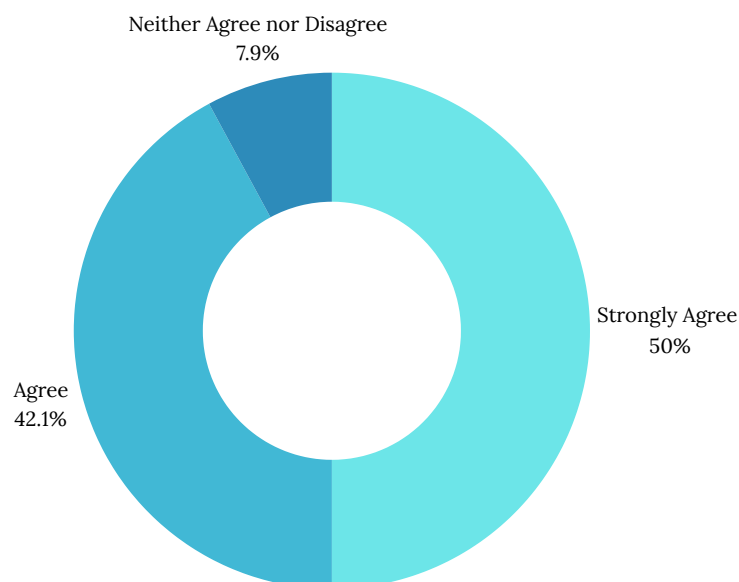


The participants' feedback highlights a generally positive reception of the session. Among the responses collected, 75% of participants expressed agreement to some extent—45% agreed and 30% strongly agreed—indicating that the educational content effectively met the learning expectations of most attendees. The absence of any negative responses (disagree or strongly disagree) further underscores the material's overall relevance and quality. However, the 25% who selected the neutral option suggest that while the session broadly aligned with participant needs, there is still potential for enhancement. To improve engagement and ensure a more inclusive experience, future sessions could incorporate more tailored content or interactive elements that address a wider range of individual learning preferences.



## Topic: Evaluation of Learning Outcomes Following the Educational Program

**Objective:** The evaluation of the educational program revealed highly positive outcomes concerning participants' perceived improvement in knowledge and skills



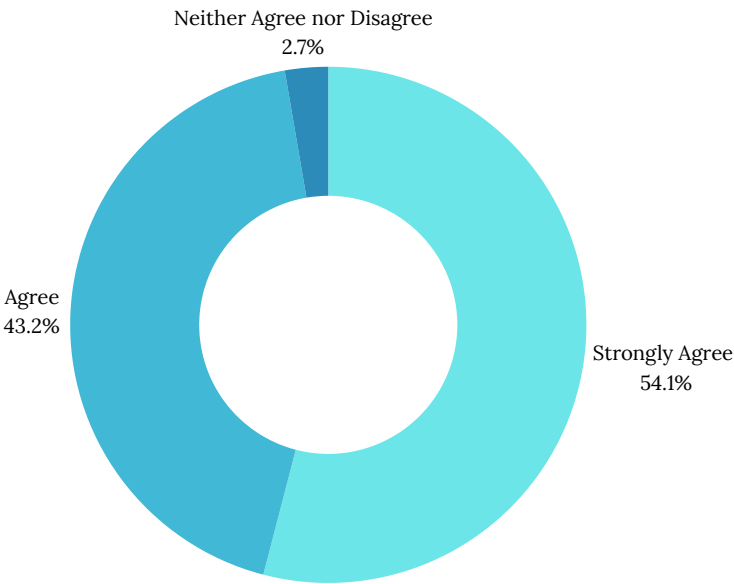
The evaluation results reveal a strong positive impact of the educational program on participants' competencies, with 87.5% agreeing or strongly agreeing that their skills were enhanced—47.5% of whom expressed strong agreement, indicating a high level of satisfaction and personal growth. The average rating of 4.4 out of 5 further underscores the program's effectiveness in fostering knowledge and skill development. Notably, only 7.5% of participants remained neutral, and none disagreed, reinforcing the program's credibility and alignment with learner needs.



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**Topic:** Reflection on Learning Outcomes from the Educational Program

**Objective:** To assess the extent to which the training program enhanced participants' understanding of various theories and practices, including the acquisition of new knowledge previously unfamiliar to them.

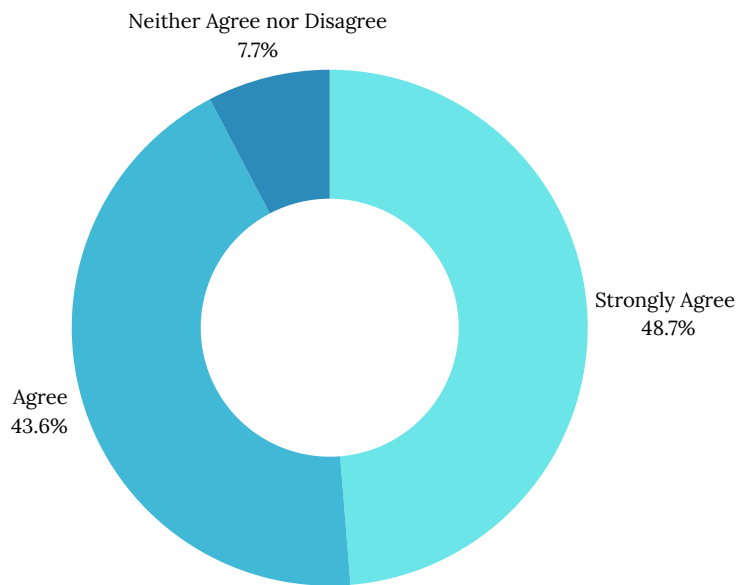


The data reveals a highly positive reception of the educational program, with over 94% of participants indicating that they gained new knowledge and insights, including previously unfamiliar theories and practices. Notably, 53% of respondents selected "Strongly Agree," highlighting a particularly impactful learning experience. The presence of only one neutral response (2.63%) and the complete absence of negative feedback further underscore the program's effectiveness in delivering valuable educational content and meeting participants' learning expectations.



**Topic:** Sharing of Knowledge, Expertise, and Experience through the Training

**Objective:** To assess the extent to which the educational program enabled participants to share new knowledge, expertise, and experiences, and to evaluate its effectiveness in fostering collaborative learning and exchange.

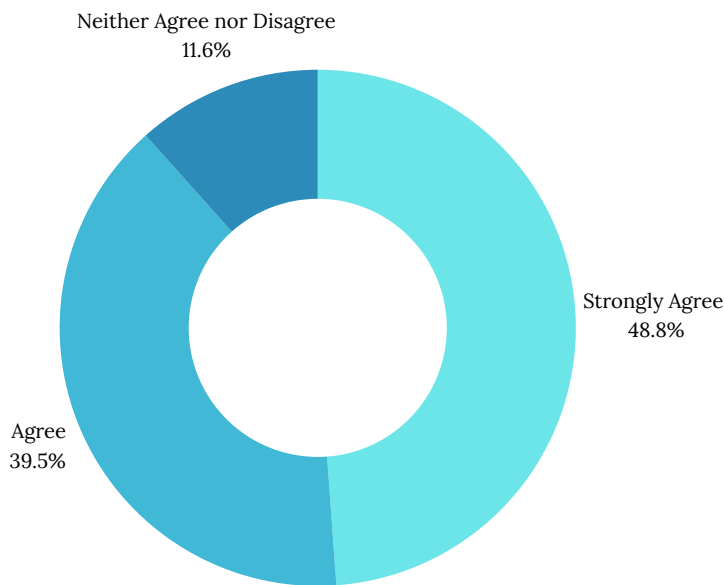


The results indicate a strong and consistent endorsement of the training's effectiveness in promoting knowledge sharing and collaboration. An overwhelming 90% of participants responded positively—either agreeing (43.6%) or strongly agreeing (48.7%)—that the training provided a meaningful opportunity to exchange knowledge, expertise, and experiences. The lack of any negative responses, coupled with only 7.7% expressing a neutral stance, underscores a clear consensus on the training’s value. These findings highlight the success of the training format in fostering an engaging and interactive learning environment, reinforcing its relevance and impact in supporting professional growth and peer-to-peer learning.



**Topic:** Evaluating Participant Engagement and Curiosity in the Training Program

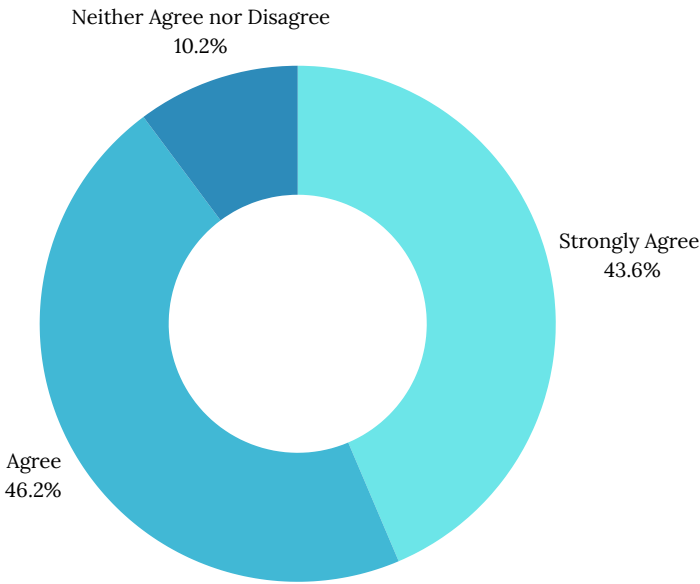
**Objective:** To assess the extent to which the training program captured participants' attention and stimulated their curiosity about the presented learning topics.



The vast majority of participants responded positively to the educational program, with 88.3% agreeing or strongly agreeing that it effectively captured their attention and stimulated curiosity. Nearly half of the participants (48.8%) expressed the highest level of agreement, demonstrating a strong positive impact on their engagement with the learning topics. A smaller portion, 11.6%, remained neutral, indicating indifference or uncertainty about the program’s ability to engage them. Notably, no participants disagreed or strongly disagreed, highlighting the complete absence of negative feedback regarding the content or its delivery.

**Topic:** Report on Knowledge Enrichment from the Training Program

**Objective:** To assess the extent to which participants' knowledge of the training topic was enriched as a result of the educational program, and to evaluate perceived learning gains and content relevance.



The results demonstrate that the vast majority of participants (nearly 90%) perceived the training program as an effective tool for enriching their knowledge on the subject matter, with a high proportion of Strongly Agree and Agree responses indicating that the program was well-received and successfully met its educational objectives. The small percentage of neutral responses suggests that while a few participants may have found the content less directly applicable to their specific needs or prior knowledge level, none reported a negative learning experience. Overall, the training program succeeded in its aim to enhance participants' understanding of the topic and delivers significant value in terms of knowledge acquisition.

# Qualitative Feedback

**Topic:** The strengths of the educational program.

**Objective:** To gather in-depth, open-ended feedback from participants on the perceived strengths and impactful elements of the educational program.

## Summary

The most frequently highlighted strength was the opportunity for practical, experiential learning. Nearly half of the respondents appreciated the hands-on components of the program, such as interactive workshops, physical activities, and practice-based sessions. Participants emphasized that these activities allowed them to experience each technique first-hand, deepening their understanding of the material and facilitating meaningful reflection.

*“The practical part was the strongest aspect because I had the chance to intensely experience every activity and understand deeply the purpose behind each.”*

*“The practical activities were excellent and helped me connect theory with real action.”*

Equally important was the quality of the trainers' communication. Participants noted that the trainers were approachable, supportive, and responsive to questions, fostering a safe and collaborative learning environment. This contributed significantly to participants' engagement and openness during the sessions.

*“All trainers were very friendly and polite, which helped them share their knowledge effectively and made me think deeply.”*

*“The trainers were ready and willing to answer and explain, creating a very supportive atmosphere.”*

*“The trainers were communicative, open to dialogue, and responsive to all our questions.”*



Another highly valued element was the combination of theory and practice. Respondents appreciated the thoughtful balance between conceptual learning and practical application, which helped them connect abstract principles to real-world contexts. The use of audiovisual materials, particularly the film, was also praised for enhancing the learning experience and providing a vivid illustration of key concepts.

*“The combination of theory and practice really helped me understand the subject better.”*

*“The film gave a better picture beyond theory, and the practical application the next day made it very clear.”*

Several participants highlighted the relevance of the program content, particularly the exploration of sport as a powerful tool in addiction recovery. They recognized its potential to support personal growth, social reintegration, and overall well-being for individuals in recovery.

*“The importance of the sports trainer in the lives of people with addictions and the usefulness of self-improvement and goal introspection stood out for me.”*

The trainers' expertise and professional experience were further strengths of the program, ensuring that the content delivered was both credible and grounded in real practice. Additionally, the training provided participants with new knowledge and techniques, broadening their perspectives and equipping them with practical tools for their professional contexts. Overall, satisfaction with the training was exceptionally high. Many respondents explicitly stated that they had no suggestions for improvement and found the entire experience excellent.

*“Everything was excellent.”*

*“I don't have anything to add; all was beautiful.”*

*“New knowledge in a field I did not know before.”*

In conclusion, the training successfully combined expert knowledge, practical experience, and a supportive learning environment to deliver a valuable and impactful educational experience. Participants left the program with new insights, skills, and a deeper appreciation for the role of sport in supporting addiction recovery.





**Topic:** Areas for improvement in the training.

**Objective:** To gather participants' open-ended feedback to identify strengths and areas for enhancement in the training program.

### Summary

Many participants expressed strong satisfaction with the program, describing it as very professional and well-organized.

*"I believe it was very professional; no changes are needed."*

*"Everything was excellent."*

*"All aspects were absolutely understandable."*

A common suggestion was to extend the duration of the training, particularly to allow more time for practical exercises. Participants noted that additional time would enable more thorough responses to questions and deeper engagement.

*"A little more time is needed to answer all the questions and doubts."*

*"Greater duration for practical exercises."*

*"Perhaps adding extra hours would be helpful, especially for the practical part."*

Several participants recommended more experiential learning elements such as role-playing, illustrative dialogues, and direct interaction with individuals who have experienced recovery. These elements were seen as valuable for understanding real-life challenges and behaviors.

*"It would be good to have some people from the program share their experiences with us and allow us to ask questions."*

*"Less theory, more experience – for example, hearing from someone who went through this process and asking them questions."*

*"Speakers could provide additional ideas for activities and conduct role-playing to show what we might face working as trainers in such a program."*

Some participants highlighted the need for improved coordination and clearer communication, including information about session goals and logistical arrangements.

*"Better communication between presenters would be helpful."*

*"Clearer information about what we will be covering in each seminar and the objectives of each activity."*

*"Better coordination regarding the venues."*



There were requests for deeper exploration of addiction and stronger links between therapy and sports interventions.

*“More in-depth focus on addiction.”*

*“More examples connecting therapy and sports.”*

*“More activities that promote life skills development.”*

## **Conclusions and Recommendations**

The program’s professionalism and quality are major strengths and should be maintained.

Increasing the overall duration, especially of practical sessions, would allow participants to deepen their learning and better address questions.

Incorporating testimonies and role-playing exercises would enhance experiential understanding and prepare participants for real-world challenges.

Improving coordination among trainers and providing clearer communication about objectives and logistics would enhance the participant experience.

Expanding theoretical content with practical examples linking addiction treatment and sports interventions would strengthen knowledge integration.



## General Conclusion

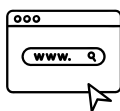
The analysis of participant feedback clearly indicates that the training program was highly effective in achieving its educational objectives. The trainers demonstrated strong pedagogical competence, successfully aligning the instructional content with participant needs and fostering an open, inclusive learning environment. The consistently positive responses highlight the effectiveness of the current delivery approach, which combines theoretical knowledge with practical application in an engaging manner. Communication between trainers and trainees was a particular strength, facilitating meaningful interaction and promoting knowledge transfer.

The use of interactive components, practical experiences, and multimedia resources further enhanced engagement and understanding. The overall duration of the program was appropriate, with minor opportunities for refinement based on feedback from neutral participants. Moving forward, it is recommended to maintain the successful strategies currently in place, encourage the sharing of best practices among instructors, and explore additional methods to engage all learners more fully. The overwhelmingly favorable evaluation underscores the program's relevance, impact, and sustainability—providing a strong foundation for future iterations and continued educational excellence.





[rtsportproject@gmail.com](mailto:rtsportproject@gmail.com)



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