

Evaluation Report



Evaluation of the RTS+ Project training activities

2022

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THE RTS+ TRAINING COURSE



The training course is a key component of the Reintegration Through Sport+ research project, which examines the role of sport and exercise in SUD recovery through reflecting on and building positive life skills.

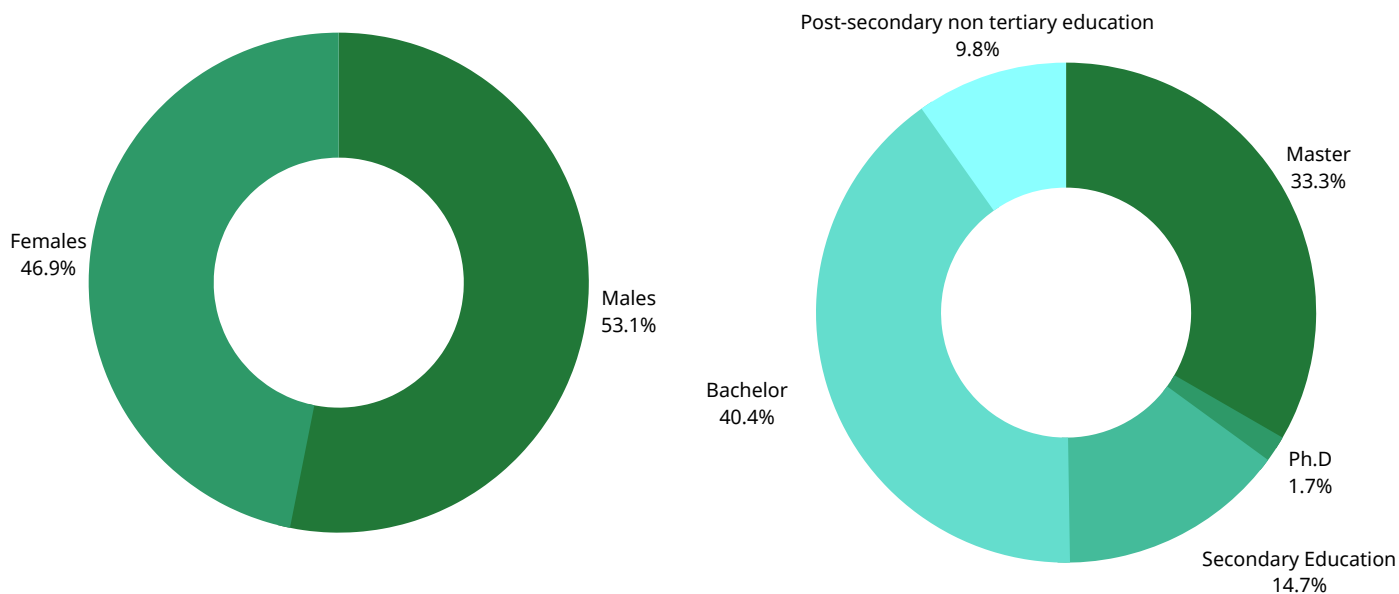
The training was provided to 110 staff members of the SUD recovery agencies who were partners in the project. The three-day course's aim was to introduce the trainees to the study's overall objectives, which are: the development of life skills for adaptive and positive behavior through sport activities. Sport practice and experiential learning principles will be addressed in practice and theory throughout the training course.

The trainees had the opportunity to prepare and replicate the training course for staff in their countries along with appropriate peer support. The results presented in this report are from applications of the program in Greece.

KIRKPATRICK MODEL

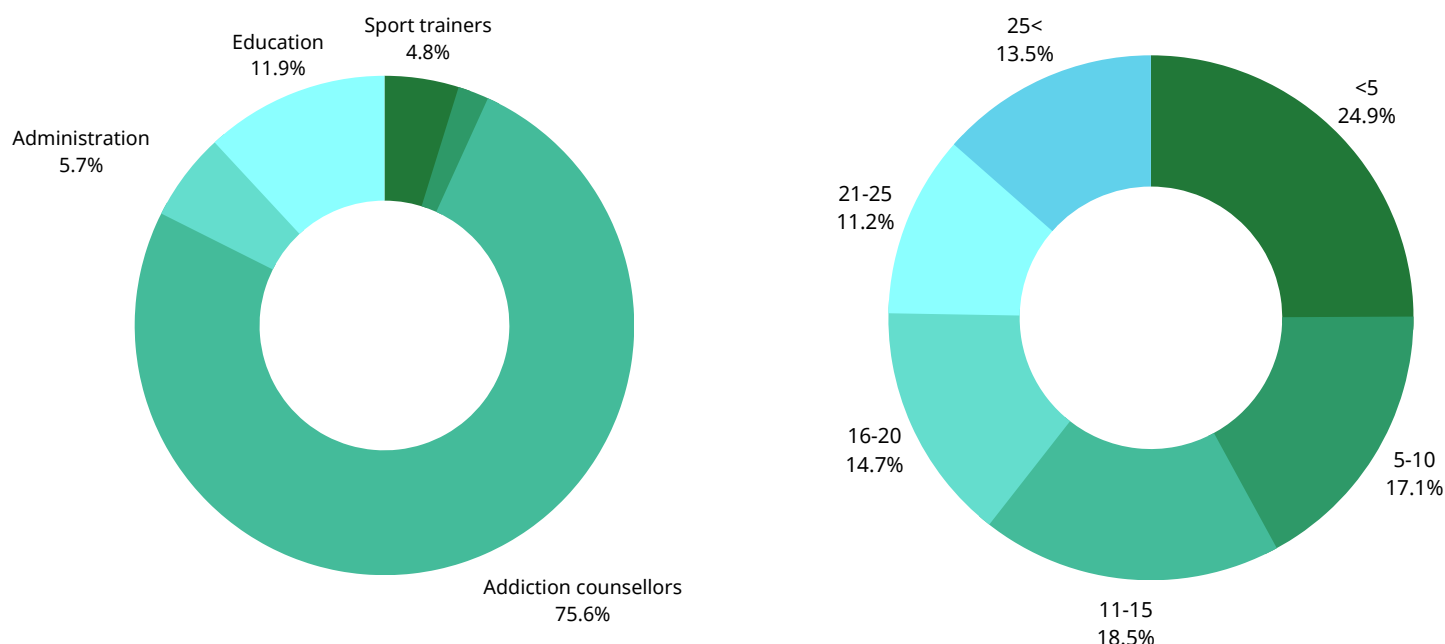
One of the most well-known approaches for examining and assessing training and educational activities is the Kirkpatrick model, which was also the main theoretical principle behind this study. In brief, the model assesses aptitude utilizing four levels of criteria, taking into account any style of training, whether informal or formal. Differentiated into four levels with each one examining the aspects of training to be presented. The first level (Level 1 – Reaction) assesses how participants react to the training experience as a whole. The second (Level 2 – Learning) investigates the degree of which goals of the training were comprehended; whereas, Level 3 – Behavior: the ability to apply the acquired knowledge. Lastly, Level 4 assesses whether the training and the program had a positive organizational impact





SAMPLE CHARACTERISTICS

Upon completion of the program, a part of the participants (N=64) answered the adapted digitalized version of the questionnaire. Specifically, 34 males and (53,51%) and 30 females (46,9%) with a mean age of 38.81. The majority of the sample declared holding a Master's degree as the highest academic level they reached (N=28, 43.8%) and work in therapy with 15-20 years of experience (N=23, 35%)



PROCEDURE

01

Participants first completed the aforementioned three-day training that familiarized them with the objectives of the study.

02

As part of the Level 1: Reaction evaluation an immediate assessment of trainee reactions to trainers, training delivery, and training environment was made available when the training course was completed through an adapted version of the Kirkpartick's model questionnaire. (See pages 28-29)

03

Following the completion of the training course, an immediate assessment of trainee learning was used. This assessment provided direct measures of learning outcomes achieved by the trainees (knowledge, skills and attitudes).

04

The trainees completed a questionnaire after the training course was completed. The purpose was to analyze how the participant's behavior at work changed after completing the course

ADDITIONAL INFORMATION

Since there was inadequate time to assess organizational change within the time frame, a questionnaire will not be distributed (after 1 month) as per the model however, results were further supported by evaluations of the participants on the process of debriefing (See page 30) and qualitative data resulting from the reflections they provided. (See page 31)



RESULTS: THE TRAINER'S PERSPECTIVE

Level 1 - Reaction

- The theoretical and practical knowledge that was presented was up to date (N=56, 87.6%) and adapted to the needs of the trainees (N=54, 84.4%) while utilizing proper training techniques (N=55, 85.9%)
- The duration of the program was adequate and sufficient (N= 55, 86%) and the needs of the trainees were met. (N=53, 82.9%)
- The project was efficiently designed to cover the demands of life and work skill development (N=53, 82.9%) and helped the trainees act more efficiently in their everyday life. (N=55, 86%) **(See pages 11-17)**

Level 3 - Behavior

- Participants were asked which factors facilitated the application of the acquired knowledge in their current working positions with opportunities to apply the knowledge (N=12, 50%) being the most common answer followed by support from colleagues and other supervisors (N=9, 37.5%) and which factors prevented it.
- Lack of time (N=6, 25%) and lack of opportunities for application (N=5, 20.8%) were the most documented answers. **(See pages 21-23)**

Level 2 - Knowledge

- As a result of the training the knowledge and the skills of the trainees were improved (N=57, 89.1%) since they acquired new practical skills (N=56, 87.5%) The program provided them with the opportunity to share their knowledge and experience (N=57, 89.1%) while it intrigued their interest (N=59, 92.2%) and challenged their beliefs about the issues that were presented (N=49, 76.3%)
- Participants declared that the RTS+ program highly motivated them to improve their work performance (N=21, 87.5%) and their ability to perform effectively (N=18, 75%). It was noted that work related behavior changed (N=16, 66.7%) and developed (N=21, 87.5%) as a result of the training program. When specifically asked, professionals responded that to some extend (N=11, 45.8%) their provided therapeutic processes changed as a result of the RTS+ training. **(See pages 18-20)**

RESULTS: THE TRAINEES PERSPECTIVE

CLIENTS INVOLVED:

450

TOTAL EVALUATION
RESPONCES

208

The trainees recognized that the debriefing process allowed them to analyze their thoughts (N=158, 76.7%) through the facilitator reinforcing aspects of sport behavior (N=180, 87.4%). Debriefing was found helpful in highlighting the relationship between life skills and sport's experience (N=153, 76.1%) and for processing the client's sports experience (N=157, 76.2%). It was also, recognized as a learning opportunity (N=171, 83%) and allowed for the participants to give meaning to their sports experience (N=145, 70.4%) Higher awareness was achieved during the debriefing session (N=162, 78.7%) and the participants were able to make connections between sports and real life situations (N=144, 70%) The debriefing process was also an opportunity for reflection of the client's actions during the sports experience (N= 154, 74.8%)

The facilitator completing the session was an expert in the content area (N=183, 88.8%) who allowed adequate time for the expression of feelings (N=165, 80.1%) and a thorough debrief (N=134, 65%) while also interfering with the process at an acceptable amount (N=186, 90.3%). The guidance provided through the debriefing was also adequate (N=189, 91.2%). For graphic presentation of the results please **See pages 24-27**

CLIENTS REFLECTIONS



The interaction between the trainees and the trainers can be seen from the reflective diaries the client's provided. The training provided a meaning to their overall sports experience. One client specifically mentions: ***"To be within a team and be collaborative. To help myself both psychologically emotionally and physically. To set goals, to fight for them, and when I achieve them to become stronger. To be optimistic and not quit"*** Clients with the help of the facilitators also achieved higher levels of awareness as it can be seen by this quote: ***"Training helps me be more focused on my main goal that is rehab and reintegration to society with a different mindset and everyday act. This will happen after hard work and effort with the whole team no matter if they are under therapy or not. All this is an analogy for my life outside the community and how I see my life with a different set of eyes. In other words, teamwork, cooperation and healthy competition will help me in the long run"*** But most importantly it can be seen that the project reached its main goal, which was to connect main sports principles with real life situations: ***"The preparation for the race and athletic activity are vital in the therapeutic effort. I learn to place small goal, to not underestimate the difficulty and achieve even 150m more. In the same way in my life when I set a goal I want to be honest and not underestimate getting a bit further."***

OTHER APPLICATIONS OF THE PROGRAM

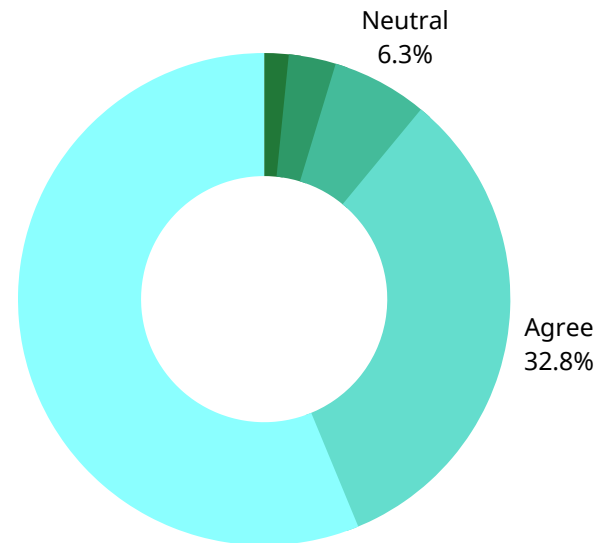
The EU countries that participated in the RTS+ program were trained on the various ways sports principles could benefit the therapeutic community and applied them by implementing different programs in their home countries. Following a similar plan, upon receiving training through online webinars athletic staff working in therapeutic centers throughout Italy piloted a series of proposed sports activities that suited the needs of the communities they served. Depending on the limitations imposed by the population structured forms of low or hard impact exercise were proposed in different durations. The clients involved in team (volleyball, basketball, football, handball) and/or individual sports (archery, swimming, hiking, table tennis). Despite their differences in implementation the focus in the all the piloted programs was for the participants to gain emotional advantages that have a significant positive effect on life skills such as: higher levels of awareness and self-esteem, emotion regulation, feeling of belongingness within a group, giving a different meaning to experiences such as exercise. (For a more descriptive presentation of the implementations **see pages 31-**)



Level 1 - Reaction of trainees to the trainers

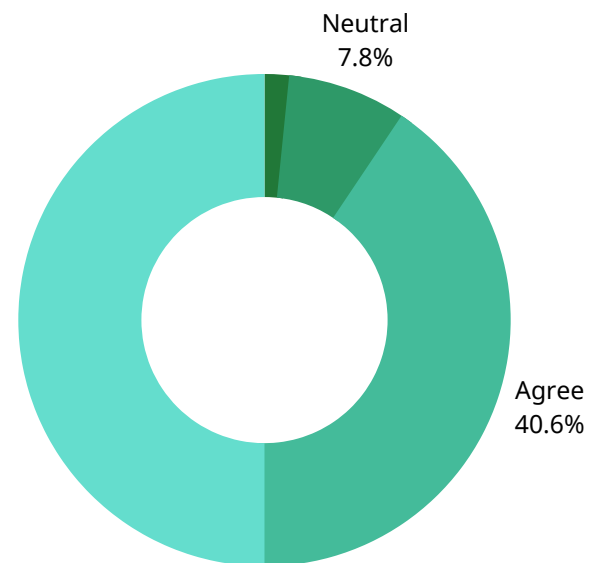
The trainers applied effective teaching approaches that fit with the training goals.

Strongly agree
56.2%



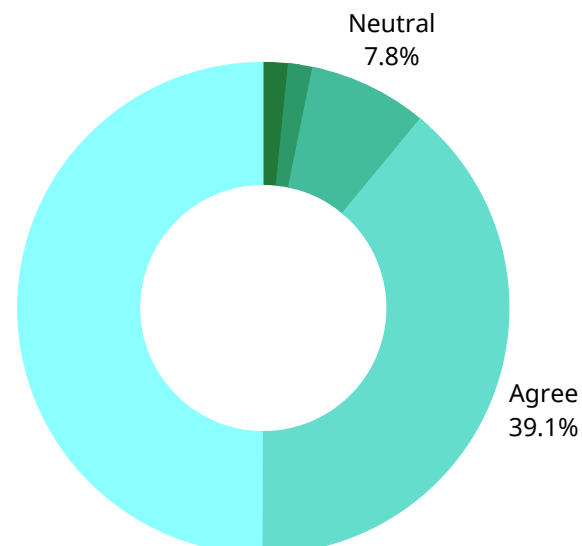
The trainers delivered the scientific content in an appropriate manner and in accordance with the training course's objectives.

Strongly Agree
50%



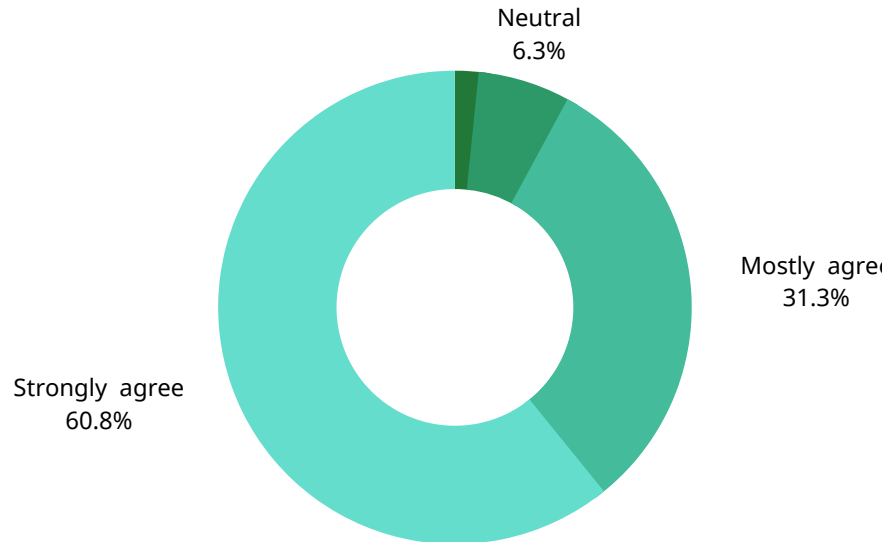
The trainers delivered the skills to be taught in a simple and concise manner.

Strongly Agree
50%

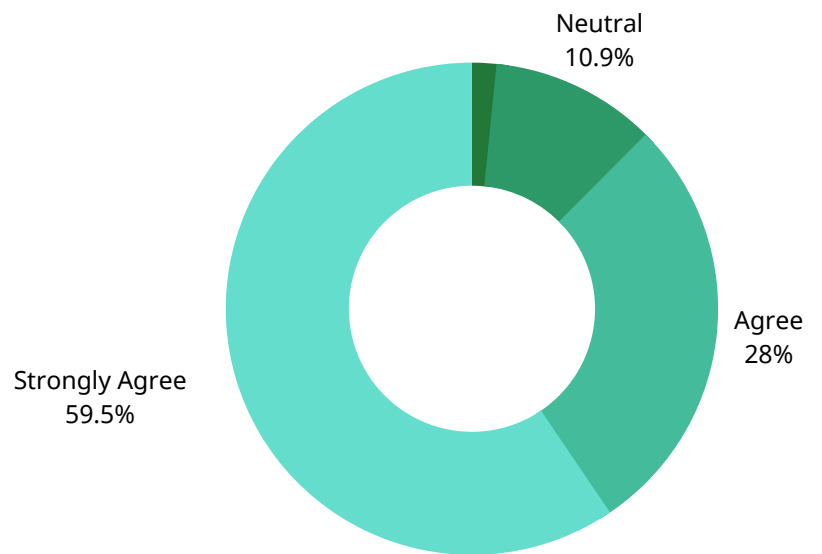


Level 1 - Reaction of trainees to the trainers

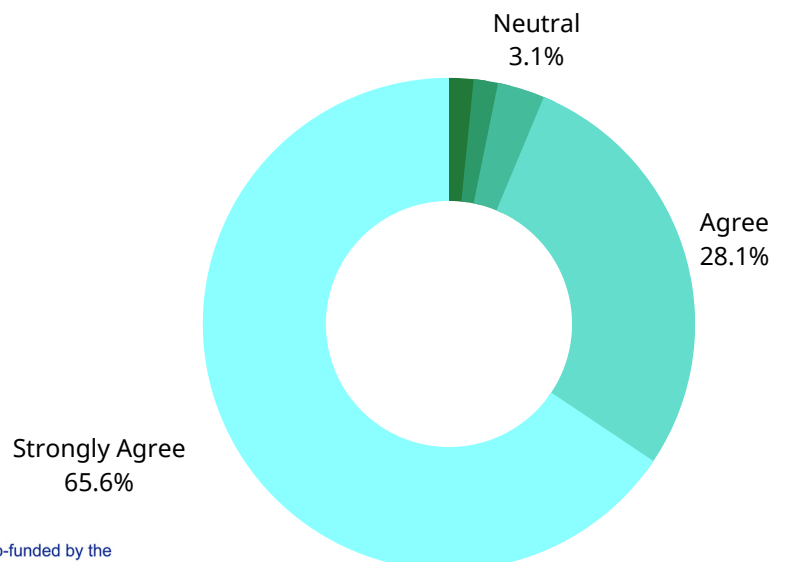
The trainers planned training activities in a way that was acceptable and in line with the training course's objectives.



The trainers were able to effectively communicate with the trainees.

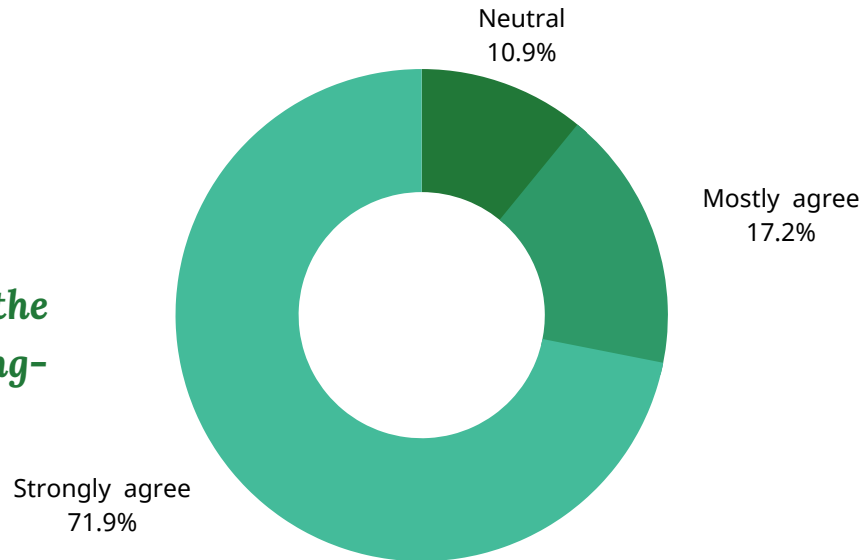


Trainees were given the time to discuss with the trainers and ask questions.



Level 1 - Reaction of trainees to the trainers

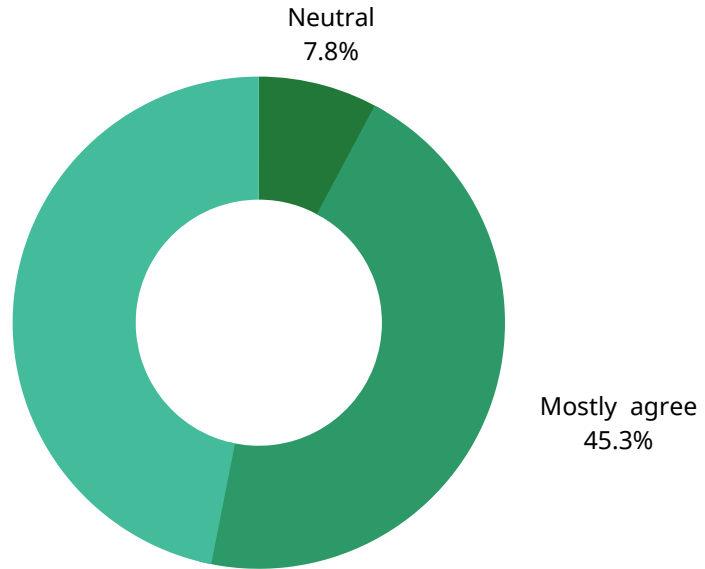
In general, how effective were the trainers in establishing a learning-friendly environment?



Level 1 - Reaction of trainees to training delivery

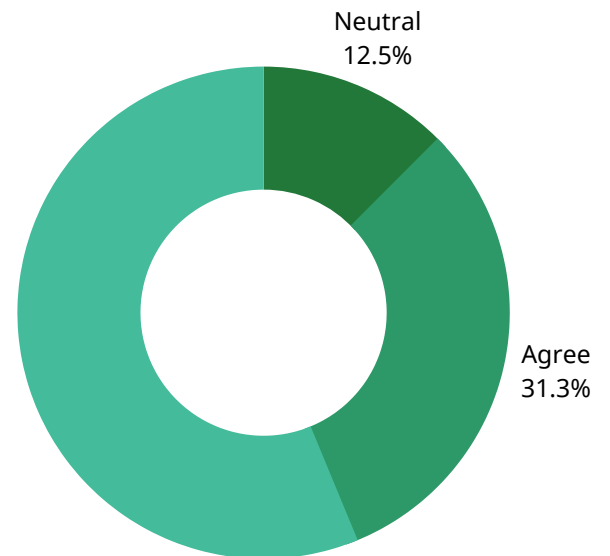
The RTS+ course's topics was relevant to my work.

Strongly agree
46.9%



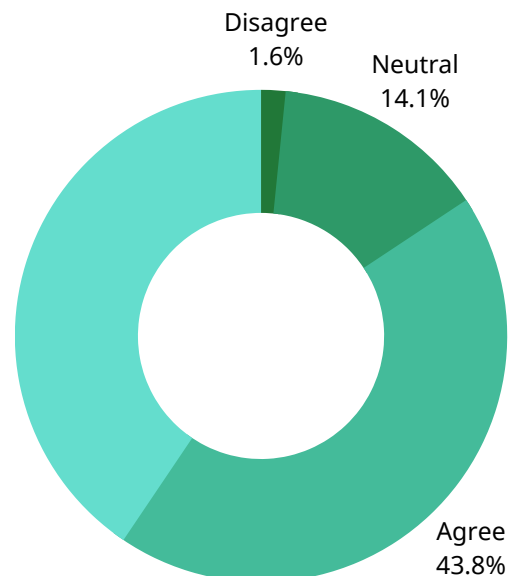
The RTS+ training course provided both theoretical and practical knowledge that was up-to-date.

Strongly Agree
56.2%



The information was delivered in a way that was tailored to the trainees' learning needs.

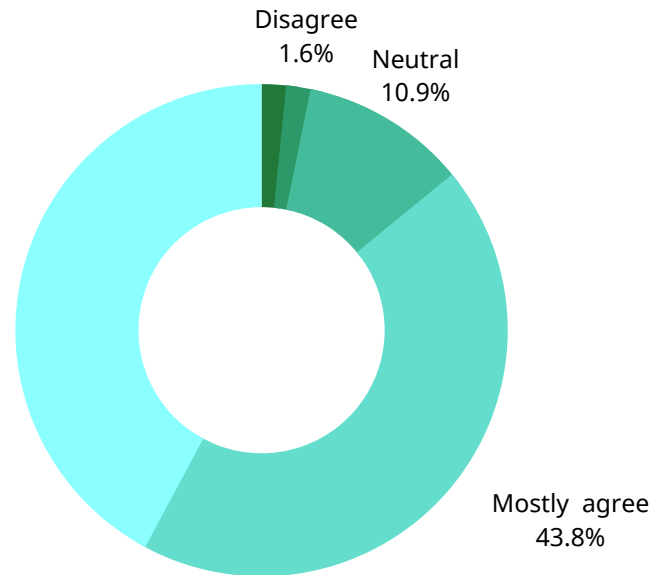
Strongly Agree
40.6%



Level 1 - Reaction of trainees to training delivery

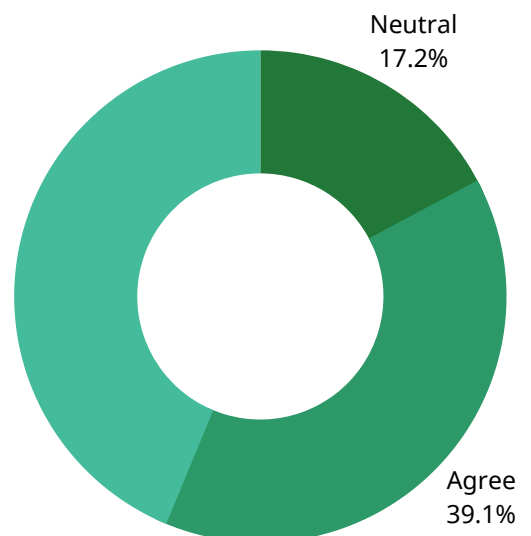
The length of the RTS+ training course was appropriate and sufficient.

Strongly agree
42.2%



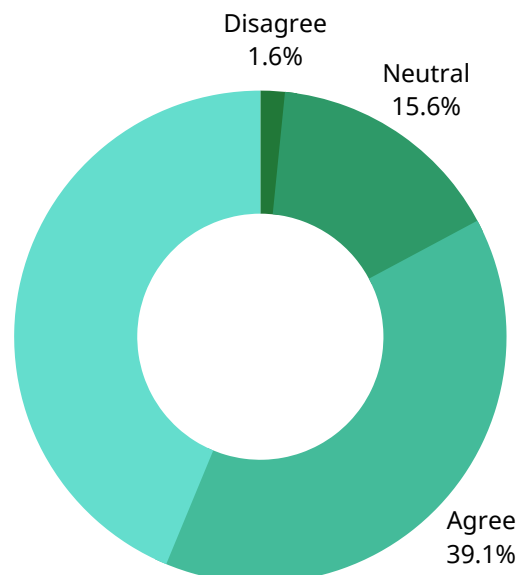
Based on the materials presented, my training needs were met.

Strongly Agree
43.8%



The RTS+ training course was designed to meet both my skill development demands and my current work requirements.

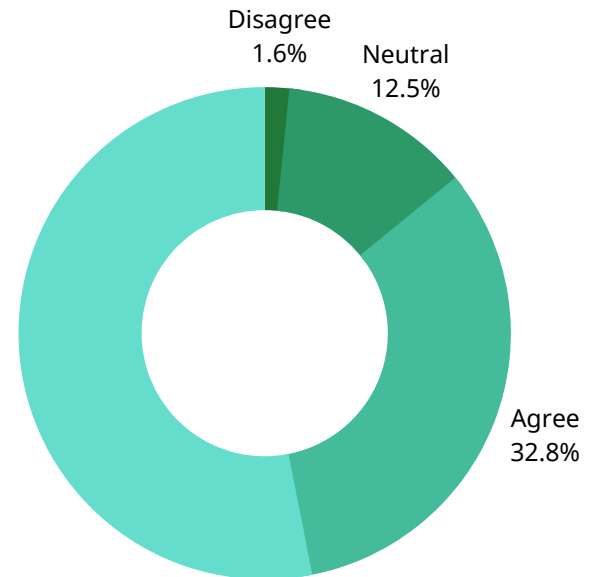
Strongly Agree
43.8%



Level 1 - Reaction of trainees to training delivery

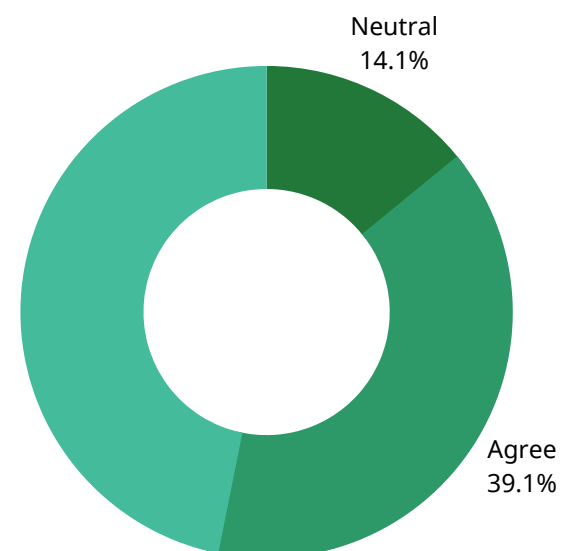
The training techniques were appropriate for the training demands.

Strongly agree
53.1%



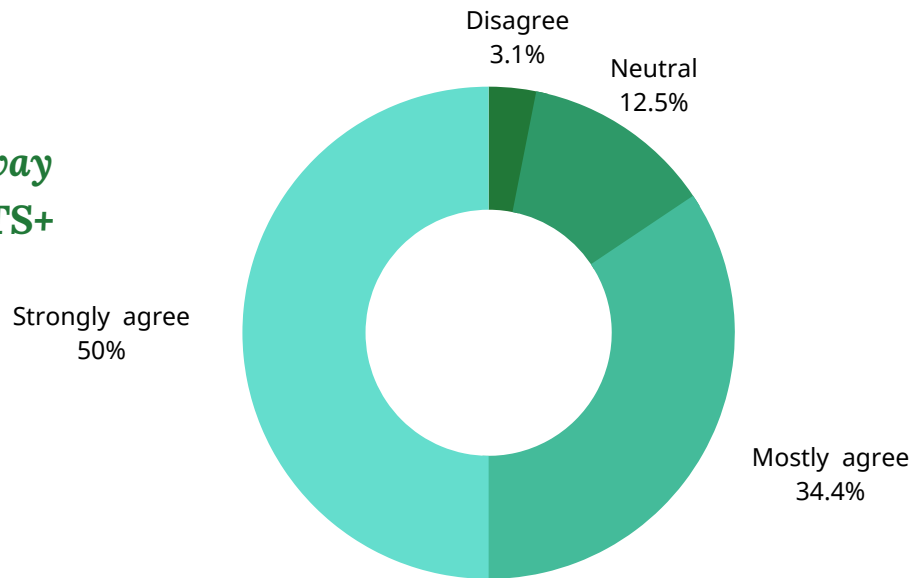
I believe that the RTS+ training course will help me to act more efficiently in my everyday practice.

Strongly Agree
46.9%

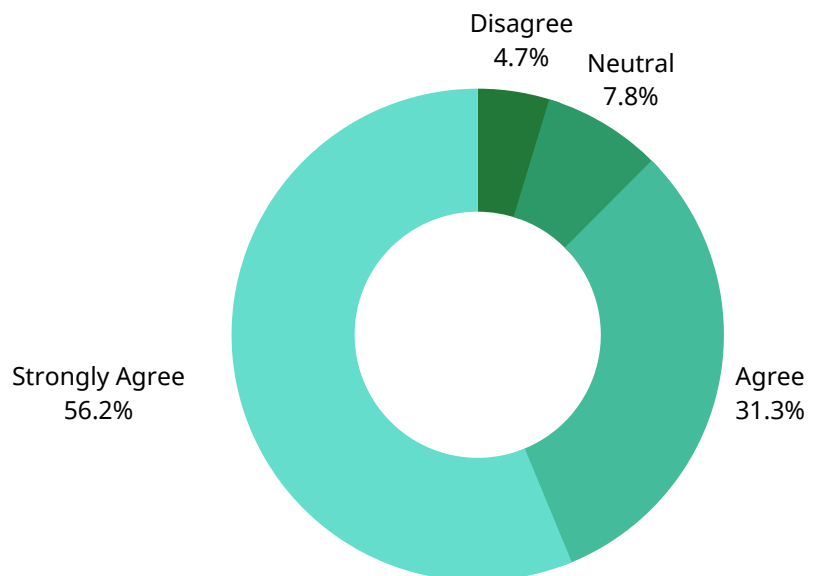


Level 1 - Reaction of trainees to training environment

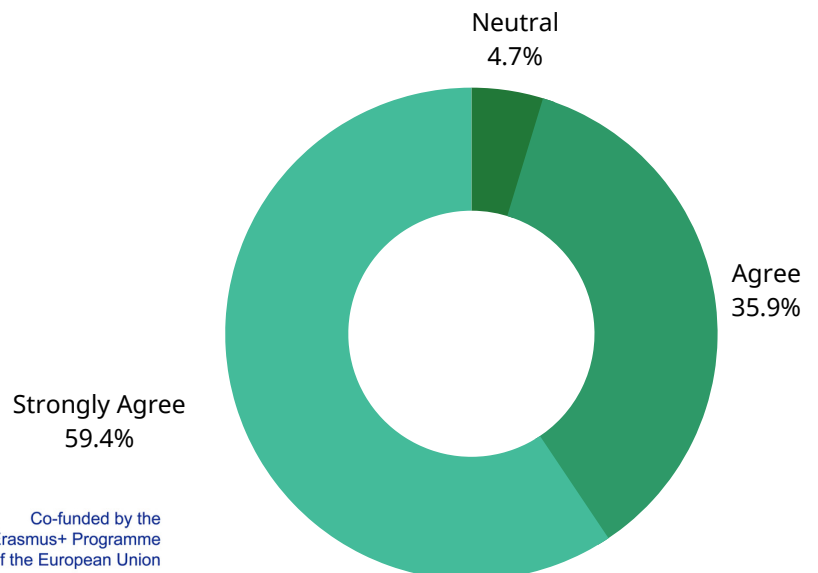
The location was set up in a way that was appropriate for the RTS+ training course



The facilities were appropriate.



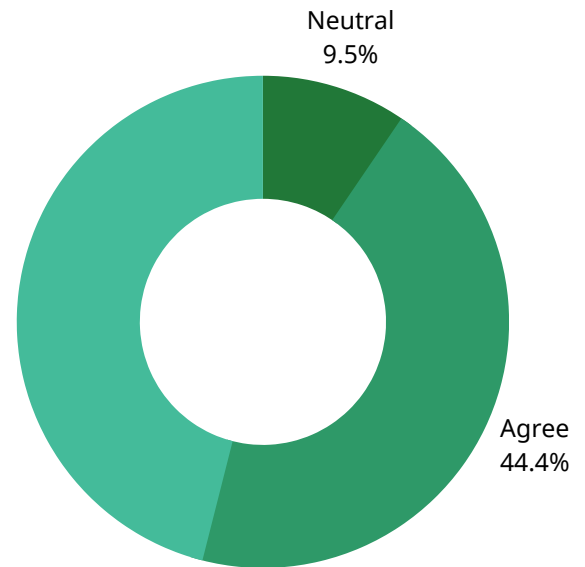
The RTS+ training course was, on the whole, well-organized.



Level 2 - Learning

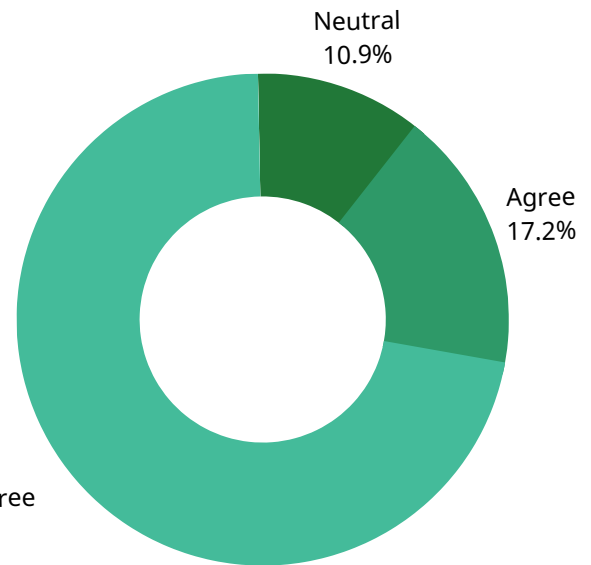
As a result of the RTS+ training course, my knowledge and skills improved.

Strongly Agree
46%



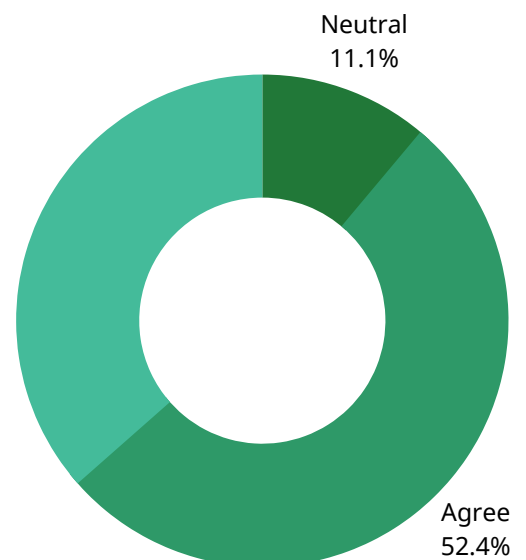
I learned about various theories and practices, as well as knowledge I didn't know previously, as a result of the RTS+ training course

Strongly Agree
71.9%



The RTS+ training course provided me with new practical skills in my profession.

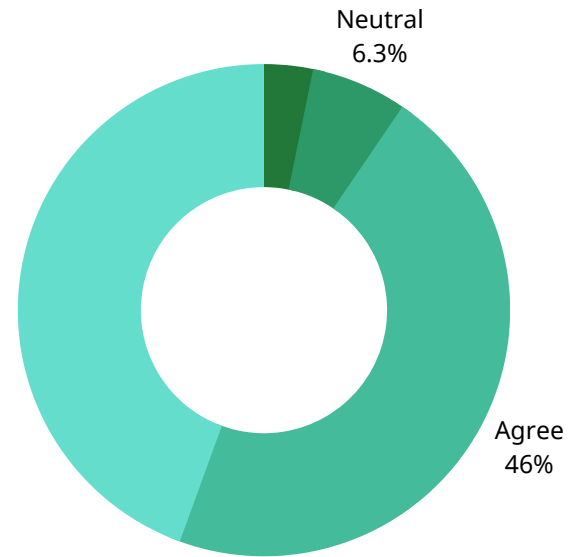
Strongly Agree
36.5%



Level 2 - Learning

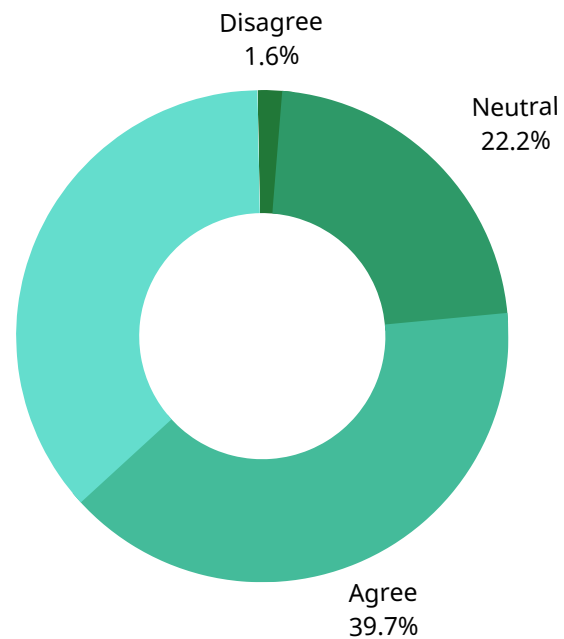
The RTS+ training course provided an opportunity for the participants to share new knowledge, expertise, and experiences.

Strongly Agree
44.4%



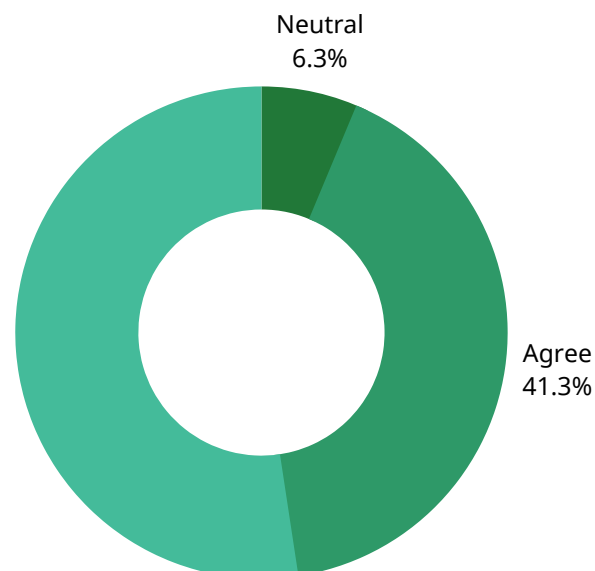
I will be able to improve my work in ways that I would not have been able to previously.

Strongly Agree
36.5%



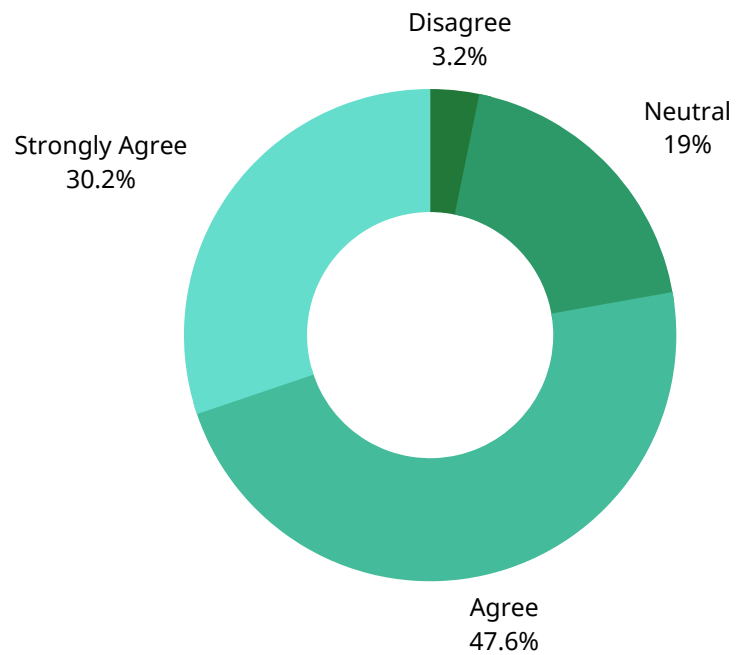
The training course aroused my attention and stimulated my curiosity about the learning topics presented.

Strongly Agree
52.4%



Level 2 - Learning

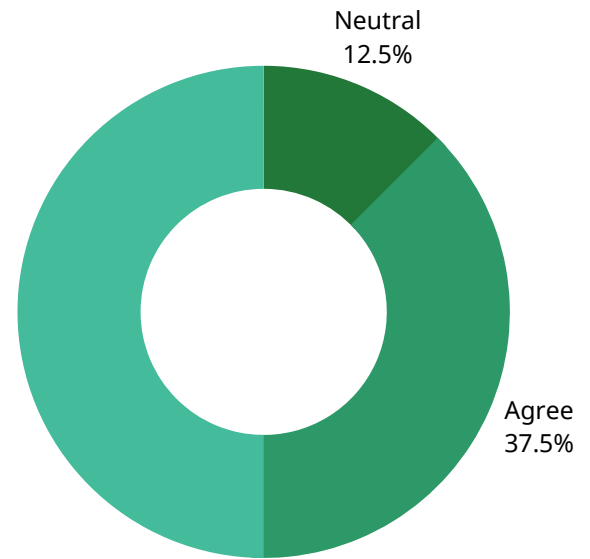
My attitude toward the training topics has changed as a result of the RTS+ training course.



Level 3 - Behavior

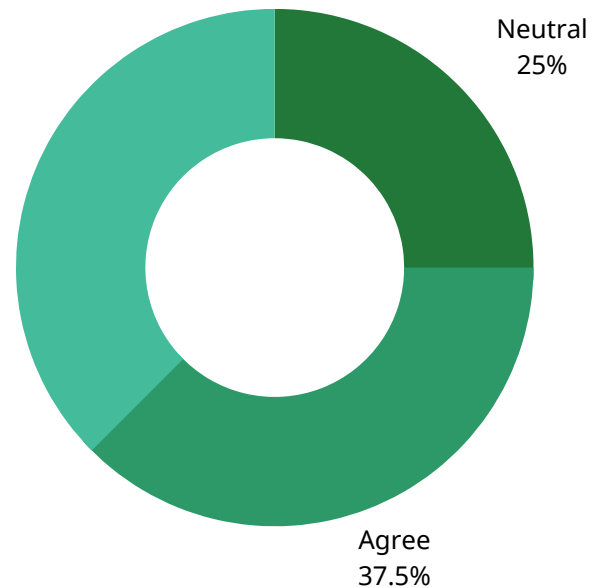
The RTS+ training course motivated me to improve my work.

Strongly agree
50%



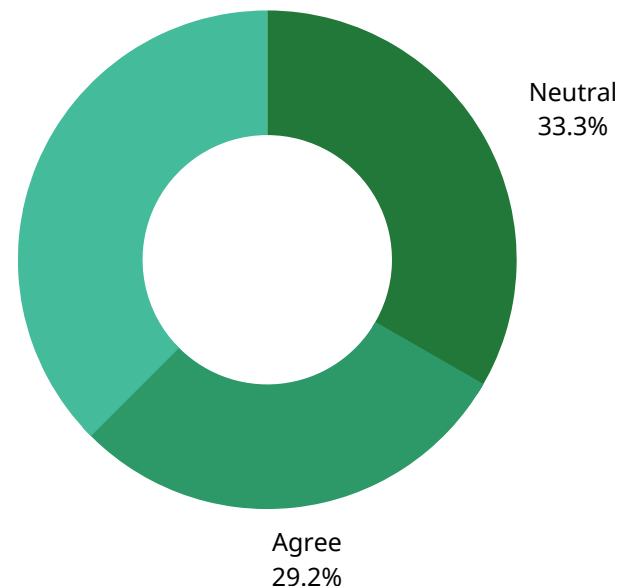
My ability to perform effectively in my working area improved as a result of the RTS+ training course.

Strongly agree
37.5%



After completing the training, my work behaviour changed.

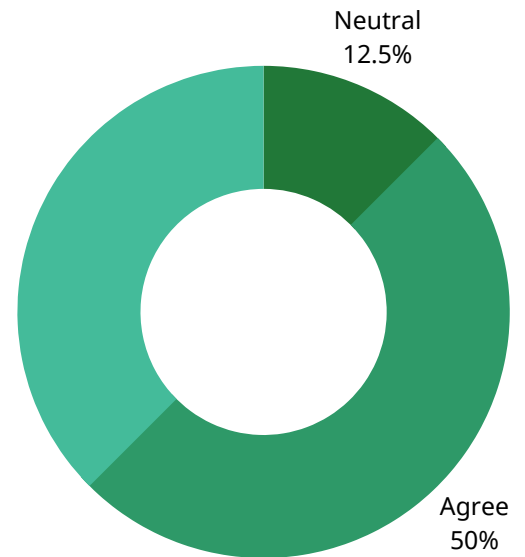
Strongly Agree
37.5%



Level 3 - Behavior

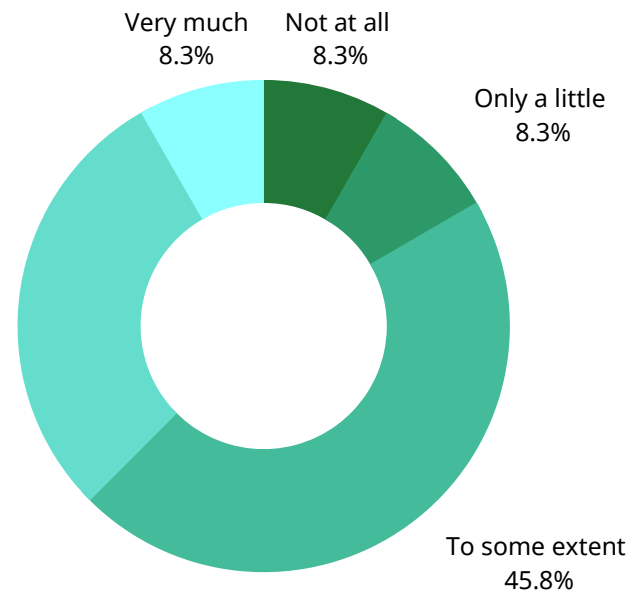
The RTS+ training course motivated me to improve my work.

Strongly agree
37.5%



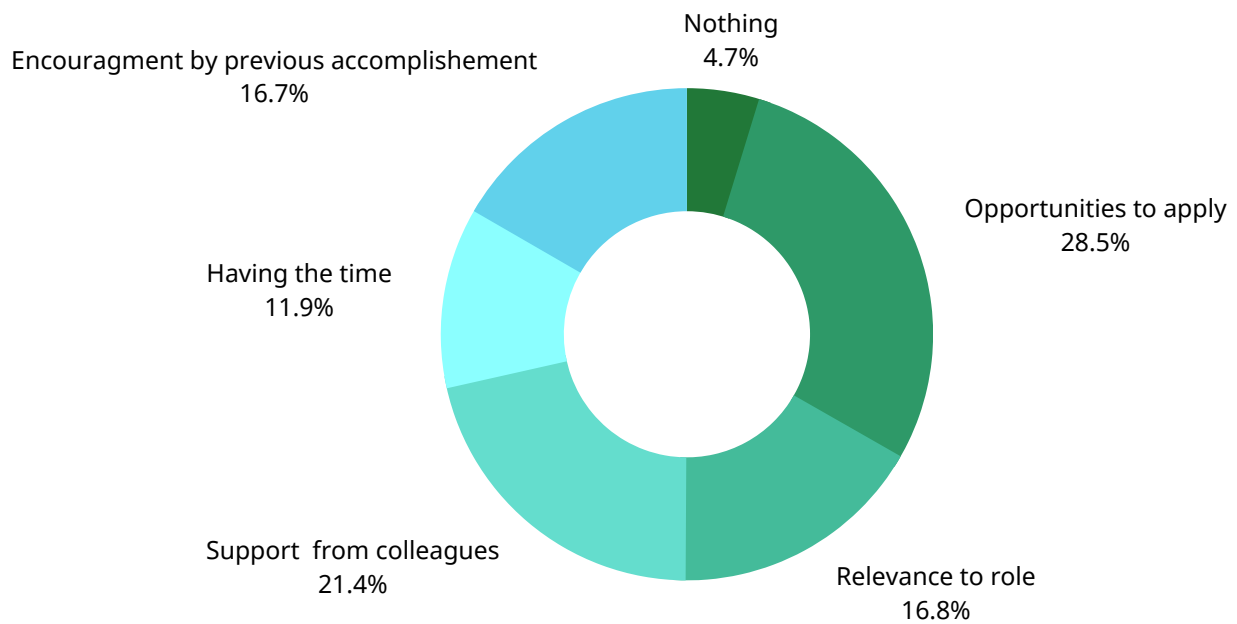
To what extent your services' therapeutic processes changed as a result of your participation in the RTS+ training and its products?

Rather much
29.2%

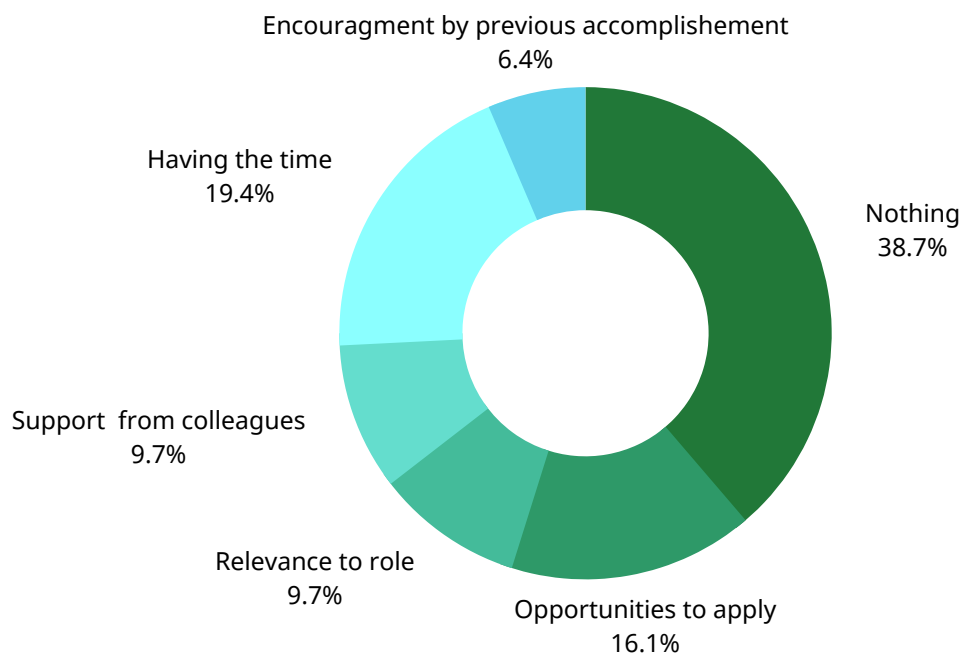


Level 3 - Behavior

What helped you to apply what you have learnt?

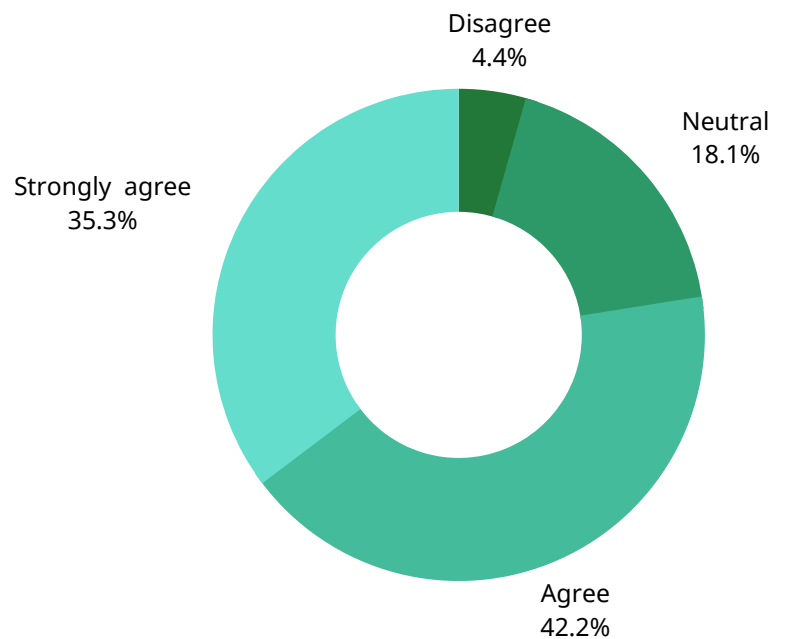


What has prevented you from using the knowledge and skills you acquired in your job?

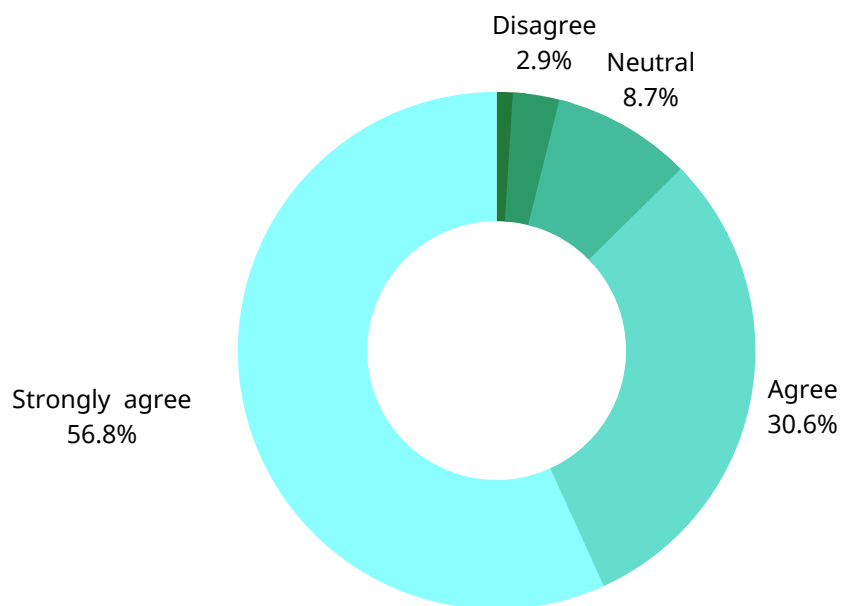


Client's Evaluations

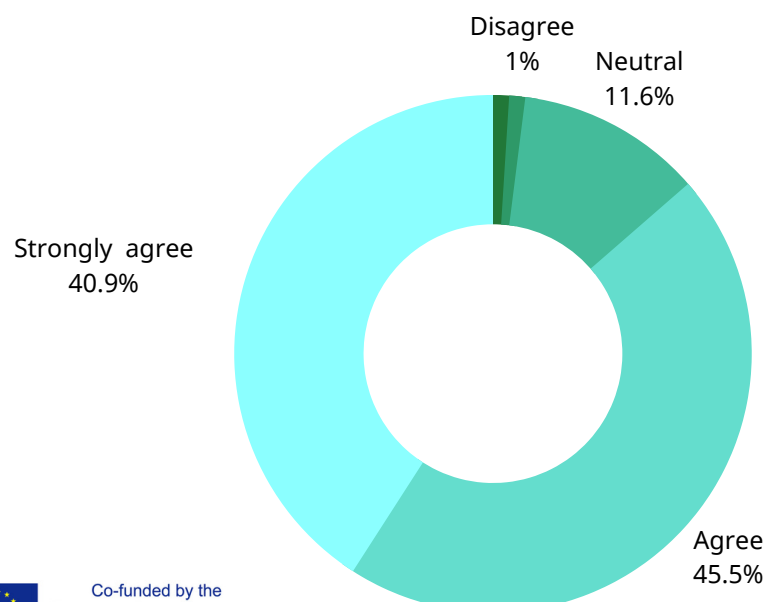
Debriefing helped me to analyze my thoughts.



The facilitator reinforced aspects of the team's sport behavior

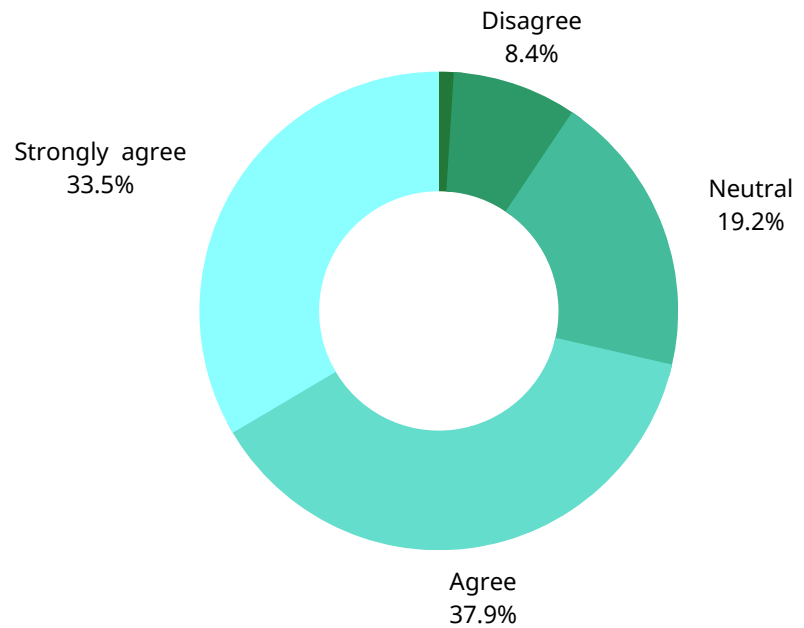


Debriefing provided me with a learning opportunity.

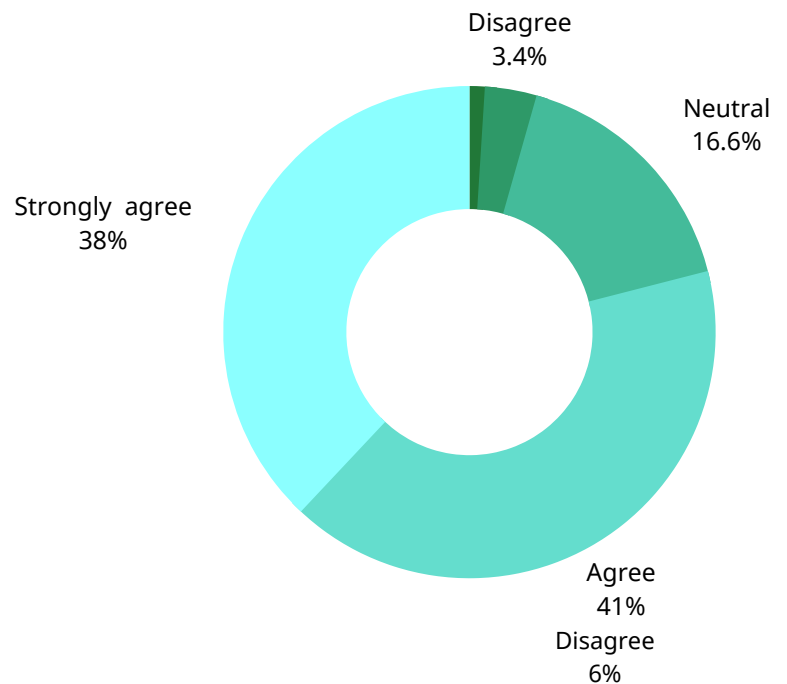


Client's Evaluations

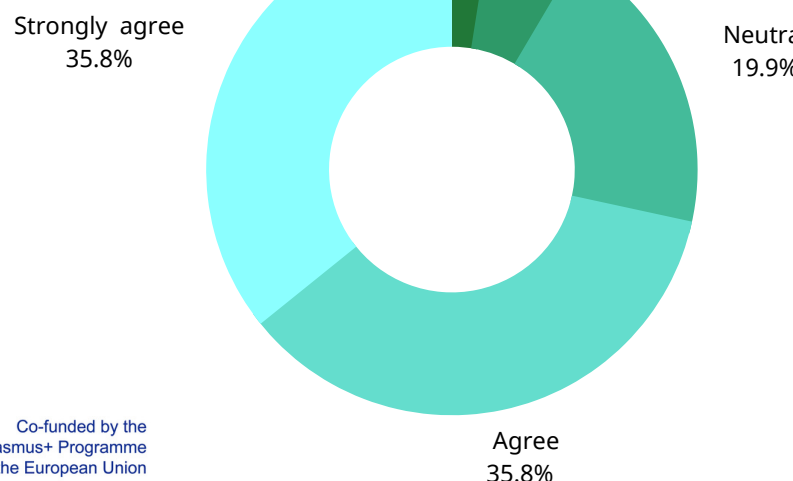
Debriefing helped me to find meaning in my sports experience.



I became more aware of myself during the debriefing session.



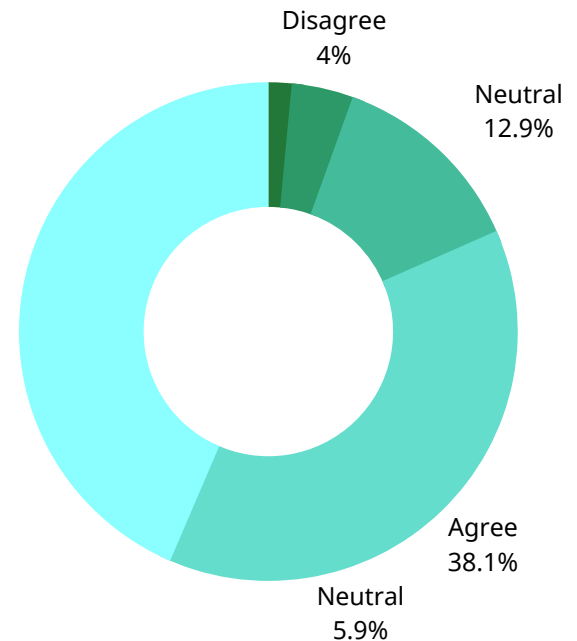
Debriefing helped me to make connections between sport and real-life situations.



Client's Evaluations

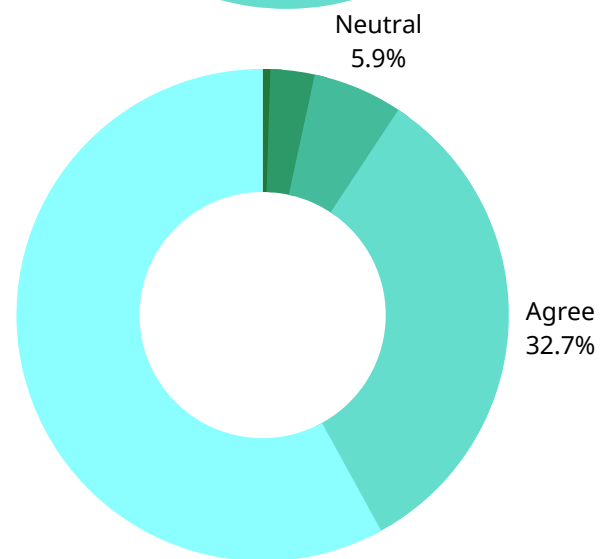
The facilitator allowed me enough time to verbalize my feelings before commenting.

Strongly agree
43.6%



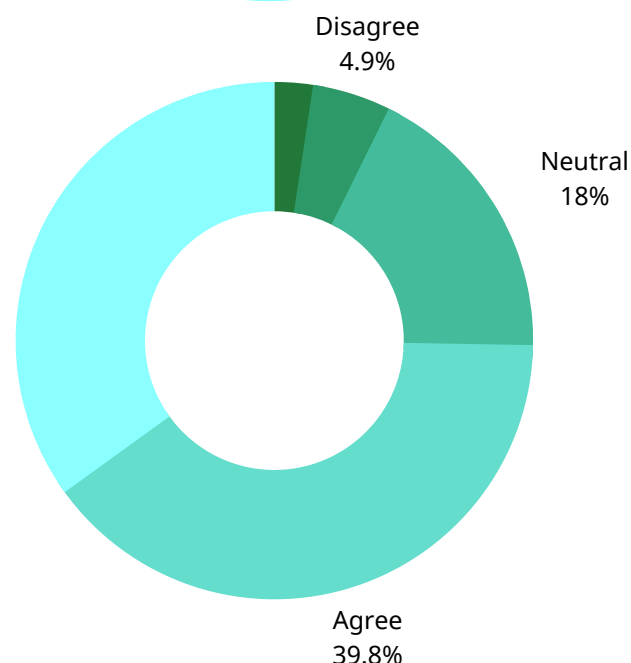
The debriefing session facilitator talked the right amount during debriefing.

Strongly agree
58%



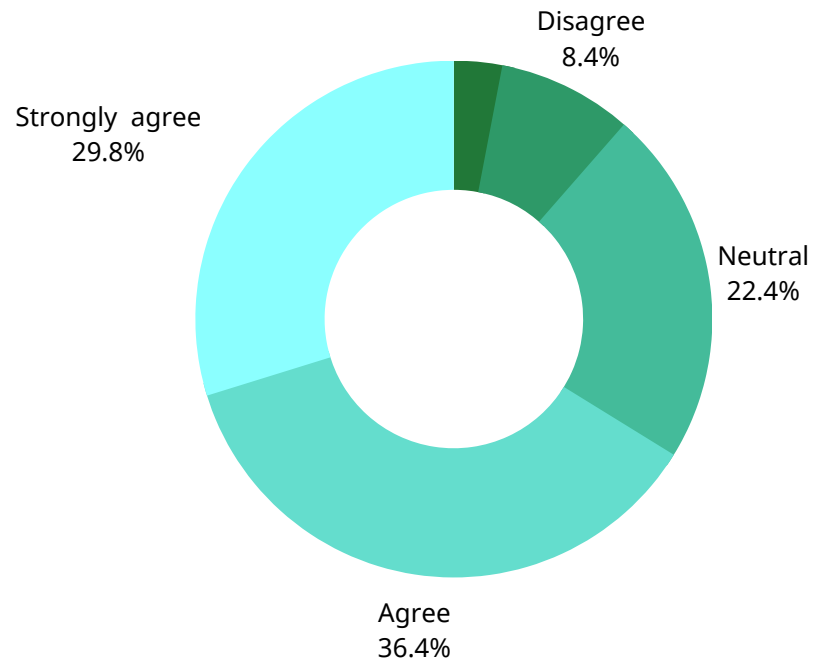
Debriefing provided a means for me to reflect on my actions during the sport experience.

Strongly agree
35%

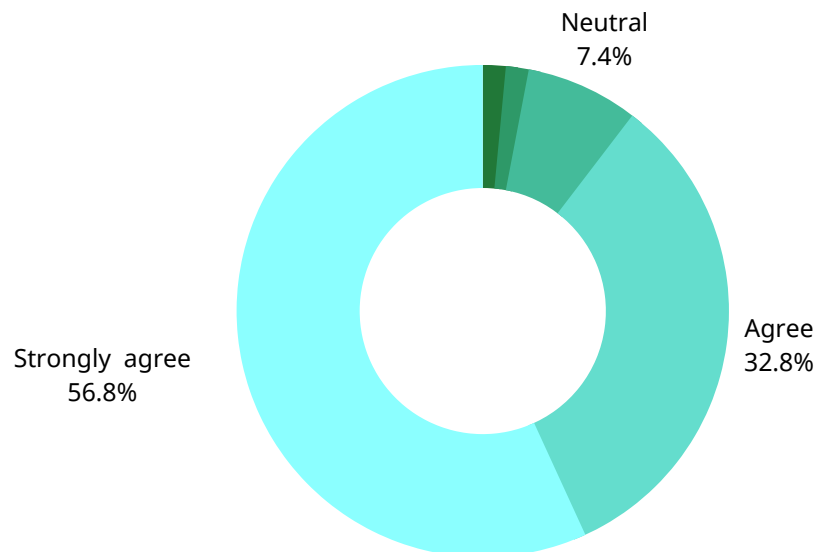


Client's Evaluations

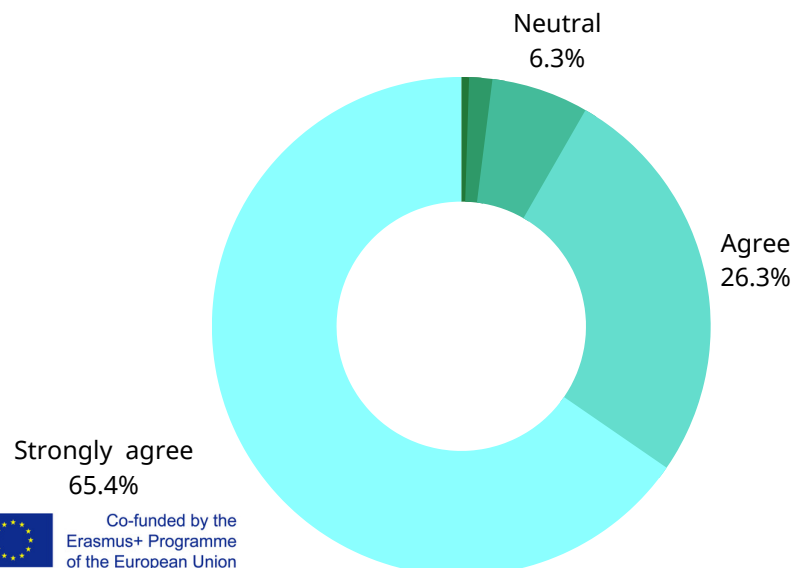
I had enough time to debrief thoroughly



The debriefing session facilitator was an expert in the content area.



The facilitator provided adequate guidance during the debriefing



Country:

Age:

Gender at birth (✓ ONE)

Male

Female

Other

Workplace (✓ ONE)

Therapy

Education

Sport Trainer

Research

Administration

Other

Work experience (✓ ONE)

<5

10-15

20-25

5-10

15-20

25<

Educational background (✓ ONE)

Secondary education

Bachelor

Doctoral

Post - secondary
non-tertiary education

Master

Other

Reaction					
The reactions of the trainees to the trainers	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>
<i>The trainers applied effective teaching approaches that fit with the training goals.</i>	1	2	3	4	5
<i>The trainers delivered the scientific content in an appropriate manner and in accordance with the training course's objectives.</i>	1	2	3	4	5
<i>The trainers delivered the skills to be taught in a simple and concise manner.</i>	1	2	3	4	5
<i>The trainers planned training activities in a way that was acceptable and in line with the training course's objectives.</i>	1	2	3	4	5
<i>The trainers were able to effectively communicate with the trainees.</i>	1	2	3	4	5
<i>Trainees were given the time to discuss with the trainers and ask questions.</i>	1	2	3	4	5
<i>In general, how effective were the trainers in establishing a learning-friendly environment?</i>	Not at all	Only a little	To some extent	Rather much	Very much

<i>The RTS+ course's topics was relevant to my work.</i>	1	2	3	4	5
<i>The RTS+ training course provided both theoretical and practical knowledge that was up-to-date.</i>	1	2	3	4	5
<i>The information was delivered in a way that was tailored to the trainees' learning needs.</i>	1	2	3	4	5
<i>The length of the RTS+ training course was appropriate and sufficient.</i>	1	2	3	4	5
<i>Based on the materials presented, my training needs were met.</i>	1	2	3	4	5
<i>The RTS+ training course was designed to meet both my skill development demands and my current work requirements.</i>	1	2	3	4	5
<i>The training techniques were appropriate for the training demands.</i>	1	2	3	4	5
<i>I believe that the RTS+ training course will help me to act more efficiently in my everyday practice.</i>	1	2	3	4	5
The reactions of the trainees to the training environment	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<i>The location was set up in a way that was appropriate for the RTS+ training course</i>	1	2	3	4	5
<i>The facilities were appropriate.</i>	1	2	3	4	5
<i>The RTS+ training course was, on the whole, well-organized.</i>	1	2	3	4	5
Learning					
Trainees' perceptions of the impact on their learning and knowledge	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<i>As a result of the RTS+ training course, my knowledge and skills improved.</i>	1	2	3	4	5
<i>I learned about various theories and practices, as well as knowledge I didn't know previously, as a result of the RTS+ training course</i>	1	2	3	4	5
<i>The RTS+ training course provided me with new practical skills in my profession.</i>	1	2	3	4	5
<i>The RTS+ training course provided an opportunity for the participants to share new knowledge, expertise, and experiences.</i>	1	2	3	4	5
<i>I will be able to improve my work in ways that I would not have been able to previously.</i>	1	2	3	4	5
<i>The training course aroused my attention and stimulated my curiosity about the learning topics presented.</i>	1	2	3	4	5
<i>My attitude toward the training topics has changed as a result of the RTS+ training course.</i>	1	2	3	4	5
<i>Please specify what you perceive the RTS+ training</i>	<i>open-ended</i>				

Behavior (one month later)					
Trainees' perceptions on behavior	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The RTS+ training course motivated me to improve my work.	1	2	3	4	5
My ability to perform effectively in my working area improved as a result of the RTS+ training course.	1	2	3	4	5
After completing the training, my work behaviour changed.	1	2	3	4	5
Some aspects of my work behaviour were developed as a result of the RTS+ training course.	1	2	3	4	5
Which were the most significant changes in the way you perform your work as result of attending the RTS+ training course?	open-ended				
How did the RTS+ training course contribute to these changes?	open-ended				
Which other factors contributed to the development of your knowledge/skills in the training area? (if any)	open-ended				
What helped you to apply what you have learnt? (Choose as many answers as apply; tick and/ or comment)					
Nothing					
Opportunities to apply					
Relevance of the training topics to my role					
Support from colleagues and supervisors					
Had the time					
Encouraged by previous accomplishment					
Others (please specify)					
What has prevented you from using the knowledge and skills you acquired in your job?					
Nothing					
Opportunities to apply					
Relevance of the training topics to my role					
Support from colleagues and supervisors					
Had the time					
Encouraged by previous accomplishment					
Others (please specify)					
Final comments (any other comments that you might have about the impact of the training on your job performance?)	open-ended				
To what extent your services' therapeutic processes changed as a result of your participation in the RTS+ training and its products?	Not at all	Only a little	To some extent	Rather much	Very much
Do you believe sport can be a powerful tool in SUD recovery?	Not at all	Only a little	To some extent	Rather much	Very much

	  Co-funded by the Erasmus+ Programme of the European Union	Strongly disagree	Disagree	Neither agree nor disagree	Agree	strongly agree
1	Debriefing helped me to analyze my thoughts.	1	2	3	4	5
2	The facilitator reinforced aspects of the team's sport behavior	1	2	3	4	5
3	Debriefing helped me to make connections between life skills and sport experience.	1	2	3	4	5
4	Debriefing was helpful in processing my sport experience.	1	2	3	4	5
5	Debriefing provided me with a learning opportunity.	1	2	3	4	5
6	Debriefing helped me to find meaning in my sports experience.	1	2	3	4	5
7	I became more aware of myself during the debriefing session.	1	2	3	4	5
8	Debriefing helped me to make connections between sport and real-life situations.	1	2	3	4	5
9	The facilitator allowed me enough time to verbalize my feelings before commenting.	1	2	3	4	5
10	The debriefing session facilitator talked the right amount during debriefing.	1	2	3	4	5
11	Debriefing provided a means for me to reflect on my actions during the sport experience.	1	2	3	4	5
12	I had enough time to debrief thoroughly.	1	2	3	4	5
13	The debriefing session facilitator was an expert in the content area.	1	2	3	4	5
14	The facilitator provided adequate guidance during the debriefing	1	2	3	4	5

I have declared that I will run in the race for:

1 hr

2 hrs

3 hrs



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My goal for the RACE4LIFE race is during the declared time to run:

4 km, 6 km, 7 km, 8 km, 9 km, 10 km, 11 km, 12 km, 13km, 14km, 15km

How sure am I that I will achieve my goal? Absolutely sure 10 9 8 7 6 5 4 3 2

1 0 Not at all sure

The strategies that which I will use in the race are:

1.

2.

3.

How sure am I that I will use them?

Absolutely sure 10 9 8 7 6 5 4 3 2 1 0 Not at all sure

A. What were my therapeutic goals during my training for the race?

B. In what ways do I believe that the training and my participation in the race will help me achieve my goals in therapy?