EduPASS

Education for Physical Activity and Sport: Informal and Non-formal Settings

EVALUATION STUDY
AND REPORT

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TABLE OF CONTENTS

1   INTRODUCTION

An evaluation study and report can be an adequate approach to assess the effectiveness of a programme, project, or initiative. The purpose of the present Education for Physical Activity and Sport: Informal and Non-formal Settings (EduPASS) evaluation study and report was to collect and analyse data collected during the two Learning and Teaching Training (LTT) events[1] in Dublin and Luxembourg, as well as to determine whether the EduPASS programme achieved its intended outcomes. More specifically, the study examined the LTT events' implementation and the satisfaction towards the quality of the developed teaching units. This study was based on two previously developed Results (R): (1) R#5 - Modular programme for Educator and Coach Education and Training Consisting of Courses and Teaching Units; and (2) R#6 - Method and Tool to Evaluate the Educator and Coach Education Event and Teaching Units. The tools that were developed in R#6 were used to evaluate the teaching units developed in T#5. By conducting this evaluation study and report, various stakeholders can gain insights into the strengths and weaknesses of the implementation of the project and the respective teaching units, identify areas for improvement, and make informed decisions about the implementation of the teaching units in the future. Finally, we hope to contribute to the research on *sport education* (SE) and assist a variety of stakeholders provide individuals with high-quality SE.

2   LTT EVENT IN DUBLIN (2 – 6 OCTOBER 2023)

2.1   PARTICIPANTS

A total of 6 Youth Sport Coach-Educators (5 males, 1 female; 43.50±11.98 years) and 9 Youth Sport Coaches (8 males, 1 female; 25.22±6.85 years) participated in the second and third LTT event in Dublin, Ireland. The Youth Sport Coaches and Youth Sport Coach-Educators came from all partner institutions. All the Youth Sport Coach-Educators and Youth Sport Coach were currently practising a sport/athletic activity, and all of them had extensive experience in the sports that they were practicing (22.17±11.27 years for Youth Sport Coach-Educators and 16.56±4.72 for Youth Sport Coach).

Most Youth Sport Coach-Educators did not currently work as Youth Sport Coaches (83.3%); however, they had worked as Youth Sport Coaches in the past (100.0%), with an average teaching experience of 15.33±10.07 years. They were mainly educating children (50.0%) and young adults (50.0%). Additionally, they had a working experience as Youth Sport Coach-Educators of 12.00±10.90 years.

On the other hand, most Youth Sport Coaches were currently working as Youth Sport Coaches (88.9%) and they had also worked as a Youth Sport Coaches in the past (100.0%), with an average

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[1] A **Learning and Teaching Training** event bring together educators, trainers, learners, and stakeholders, and typically focuses on enhancing educators' instructional skills and pedagogical strategies. It aims to provide them with new insights, techniques, and approaches to improve their teaching effectiveness and student engagement.

teaching experience of 3.78±2.44 years. These Youth Sport Coaches were mainly training children (44.4%), adolescents (33.3%) and young adults (22.2%). Finally, the majority of Youth Sport Coaches had previously attended sport education training courses (66.7%). Only 44.4% had a bachelor's degree in physical education and/or sport science, while 44.4% did not hold an equivalent degree.

2.2 YOUTH SPORT COACH-EDUCATORS' EVALUATION OF THE LTT EVENT

To ensure the quality of the LTT event as well as improving it, all participants (Youth Sport Coach-Educators and Youth Sport Coaches) completed the LTT event evaluation form, which consisted of 24 items including organisational aspects (5 items), teaching and content (13 items for Youth Sport Coach-Educators and 11 items for Youth Sport Coaches), implementation and feasibility of the event (5 items), and 1 item about recommending the event to peers. For all items a five-point Likert-type scale was used, ranging from disagree (1) to agree (5), and a not applicable (N/A) answer was also available.

In most of the items the Youth Sport Coach-Educators answered that they agreed and/or rather agreed. For example, 100.0% of the Youth Sport Coach-Educators agreed that the event was adequately and logically structured, 100.0% agreed that it was well designed, and a cumulative percentage of 100.0% of them rather agreed (33.3%) and agreed (66.7%) that the content was presented in a clear and understandable way. Interestingly, the Youth Sport Coach-Educators also agreed (100.0% cumulative of rather agree and agree) that they were able to improve their knowledge and skills, and they were able to learn something new related to their coaching. It was further important to notice that the EduPASS resources were considered useful as they could be easily implemented during coaching (100.0% agree responses) and the Youth Sport Coach-Educators could imagine themselves implementing EduPASS resources with other Youth Sport Coaches (100.0% agree responses). On the other hand, the topics presented during the event were not new to them and they were familiar with these topics (only 16.7% cumulative of rather agree and agree). Finally, they all agreed (100.0%) that they would recommend this LTT event to other Youth Sport Coaches and Youth Sport Coach-Educators.

Additionally, to gain a deeper insight and understanding on what the participants (Youth Sport Coach-Educators and Youth Sport Coaches) thought about the event, four open-ended questions were included regarding the best features of the event, things the participants did not like, potential changes that could be implemented, and specific comments about the LTT event. The positive comments/feedback regarding the event were the high quality the event's organisation, the hands-on teaching and practical experiences, the adequate mix of theory and practice, and the debriefing and reflection opportunities provided following the learning experiences.

On the other hand, the main mentioned challenge was that the theoretical sessions followed the practical ones in the afternoon, when everyone was more tired. Furthermore, some taught content in the teaching units was considered to be repetitive, while the main aim of this LTT event sometimes was not very evident and had to be communicated more clearly to the participants (both Youth Sport Coaches and Youth Sport Coach-Educators). The Youth Sport Coach-Educators

highlighted the need to include a few more insights of methods used in the different countries and the potential application of lessons learned in a variety of (real-life) contexts, as well as more detailed information on fundamental movement, motor, and game skills, especially those related to early specialization sports (e.g., gymnastics, swimming).

2.3 YOUTH SPORT COACHES' EVALUATION OF THE LTT EVENT

Similar to the Youth Sport Coach-Educators, in most items Youth Sport Coaches also answered that they agreed and/or rather agreed. For example, 100.0% of the Youth Sport Coaches agreed that the materials and resources were well prepared, 100.0% agreed that the teaching enabled them to attain the learning outcomes, and a cumulative percentage of 100.0% of them rather agreed (11.1%) and agreed (88.9%) that the content was presented in a clear and understandable way. Furthermore, the Youth Sport Coaches agreed (100.0% cumulative of rather agree and agree) that they were able to improve their knowledge and skills, and they were able to gain new knowledge and information for their teaching practices. In addition, 55.6% of the Youth Sport Coaches rather agreed and 22.5% agreed the topics presented during the event were new to them and they were never taught before these topics (78.1% cumulative). Taking into account that most Youth Sport Coaches had a limited teaching experience (i.e., 3.78±2.44 years), it was easily understood that the event and the topics presented were beneficial to most Youth Sport Coaches as they were not familiar with and did not have prior knowledge of the topics discussed. Finally, they all agreed (100.0%) that they enjoyed the event, and they would recommend it to other Youth Sport Coaches.

From the open-ended questions it was evident that the event was successful. The Youth Sport Coaches highlighted the positive aspects, which were the interactions between the Youth Sport Coaches and the Youth Sport Coach-Educators, the well-designed teaching units implemented, the positive experience of teaching Irish children, and the connection between theory and practice. The Youth Sport Coaches also mentioned the positive Youth Sport Coach-Educators' involvement (who were characterised as "charismatic"), since all Youth Sport Coach-Educators were approachable and delivered adequately the respective content taught. The main negative aspect of the LTT event was that the theoretical teaching units were considered a bit too long. Finally, to improve similar future events, Youth Sport Coaches suggested that it would be important to have more practical sessions and provide more critical feedback following these sessions. Also, one Youth Sport Coach mentioned that real-life teaching experiences (i.e., teaching in a school setting rather than micro-teaching activities between the Youth Sport Coaches) could have been more realistic and useful.

2.4 YOUTH SPORT COACH-EDUCATORS' EVALUATION OF THE TEACHING UNITS

To evaluate the teaching units delivered during the LTT event, all participants completed an evaluation form which contained items regarding the learning, teaching, assessment, feedback, workload, skills development, management, learning environment and overall satisfaction with the teaching unit (26 items). For all items a five-point Likert-type scale was used, ranging from very dissatisfied (1) to very satisfied (5), and a not applicable (N/A) answer was also available. Furthermore, one additional question was used about recommending the teaching unit to other Youth Sport Coaches and Youth Sport Coach-Educators, with possible answers ranging from disagree (1) to agree (5). Items that received 30.0% or more of not applicable (N/A) answers were excluded from further analysis (i.e., 2 items).

A total of 58 teaching units' evaluation forms were completed during the LTT event, and 10 teaching units were evaluated, namely:

- I Coach Kids Pledge
- The Youth Sport Compass – The 4 Pillars (parts 1 and 2)
- Coaching Practice
- Youth Sport Compass and Coaching Practice
- Coaching Girls: A Practical Emphasis
- Young Voices Toolkit
- Debrief of Primary School Coaching Session
- Coaching Skills – Plan, Organise, Demo, Comms, Observe, Feedback, Reflection
- Understanding Physical Literacy 1 (parts 1 and 2)
- Your Personal Coaching Toolkit

The data for all teaching units taught were analysed collectively (and not separately for every teaching unit). In general, all Youth Sport Coach-Educators were either satisfied or very satisfied with the various elements of the teaching units taught (85.0% cumulative or higher), and there was low "very dissatisfied" answers for most items (<3.0%). For example, 93.0% of the Youth Sport Coach-Educators were satisfied or very satisfied with the overall teaching of the teaching units, 96.5% with the clarity of the teaching units, and 91.4% would recommend these teaching units to other Youth Sport Coach-Educators. On the other hand, 2 items (i.e., items 11 and 12 regarding the assessment method) were excluded from the analysis since these questions were not considered applicable/suitable in this specific context. The detailed descriptive analysis of all items is presented in Table 1.

Table 1. Descriptive statistics of the Youth Sport Coach-Educators' teaching unit evaluation form items.

Items	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied	M (SD)
	Percentage (%)					
1. The overall teaching of the teaching unit.	0.0	1.8	5.3	24.6	68.4	4.60 (0.68)
2. The delivery of the teaching unit (e.g., lectures, practical sessions, group discussions, sharing of ideas and experiences, etc.).	0.0	1.8	10.5	21.1	66.7	4.53 (0.76)
3. The pedagogical approaches presented to teaching sports.	0.0	3.6	5.5	27.3	63.6	4.51 (0.77)
4. The description of the teaching unit.	0.0	1.7	1.7	27.6	69.0	4.64 (0.61)
5. The content of the teaching unit.	0.0	3.6	3.6	16.1	76.8	4.66 (0.72)
6. The clarity of the teaching unit content.	0.0	0.0	3.6	16.1	80.4	4.77 (0.50)
7. The balance between theory and practice.	0.0	3.8	7.5	20.8	67.9	4.53 (0.80)
8. The defined learning outcomes and/or objectives were adequately explained.	0.0	3.5	3.6	23.6	69.1	4.58 (0.74)
9. The learning materials (e.g., handouts, workshop material, case studies, websites, etc.).	3.8	0.0	3.8	28.3	64.2	4.49 (0.89)
10. The appropriateness of the assignments.	0.0	3.7	1.9	22.2	72.2	4.63 (0.71)
11. The explanation of the assessment criteria.	(N/A=32.8)	-	-	-	-	-
12. The assessment methods effectiveness in identifying Youth Sport Coaches' strengths and areas for future development.	(N/A=31.0)	-	-	-	-	-
13. The communication of the learning outcomes and assessment model.	2.1	4.2	2.1	35.4	56.3	4.40 (8.93)
14. The collaboration through shared knowledge with peers.	0.0	0.0	3.4	17.2	79.3	4.76 (0.51)
15. The overall workload (achievable, realistic, adequate).	0.0	3.4	1.7	17.2	77.6	4.69 (0.68)
16. The effectiveness of the module in raising Youth Sport	3.4	1.7	1.7	17.2	75.6	4.60 (0.90)

Coaches' professional development.					
17. The quality of the support given by the teaching staff on assignments.	2.1	2.1	2.1	22.9	70.8	4.58 (0.82)
18. The preparation of the teaching staff.	0.0	0.0	3.5	10.5	86.0	4.82 (0.47)
19. The approachability and support of teaching staff (i.e., instructive, inspiring, encouraging, and motivating).	0.0	0.0	5.3	17.5	77.2	4.72 (0.56)
20. The organisational arrangements for the teaching unit.	0.0	1.7	3.4	20.7	74.1	4.67 (0.63)
21. The relevance of the teaching unit in raising Youth Sport Coaches' professional development (knowledge and practice).	0.0	5.2	3.4	12.1	79.3	4.66 (0.79)
22. The transferability of the lessons learnt in the teaching unit to practice.	0.0	3.6	5.4	26.8	64.3	4.52 (0.76)
23. The development of new skills and/or coaching strategies due to this teaching unit.	3.6	0.0	7.1	33.9	55.4	4.38 (0.91)
24. The increase of my motivation to learn due to this teaching unit.	3.6	0.0	5.4	28.6	62.5	4.46 (0.89)
25. The overall knowledge gained by the teaching unit.	1.8	3.6	3.6	32.1	58.9	4.43 (0.87)
26. My overall satisfaction with the teaching unit.	0.0	5.4	0.0	19.6	75.0	4.64 (0.75)
27. I would recommend this teaching unit to Youth Sport Coaches and Youth Sport Coach-Educators.	0.0	5.2	3.4	22.4	69.0	4.55 (0.80)

Similar to the evaluation of the LTT event, participants (Youth Sport Coach-Educators and Youth Sport Coaches) were invited to answer five open-ended questions regarding the best features of the teaching units, things they did not like, potential changes that could be implemented, items that they would implement in their coaching practices, and specific comments about the teaching unit.

Positive aspects of the teaching units were, in general, the following:

- Group discussions and feedback
- Group working tasks/exercises
- Motivation and passion of the Youth Sport Coach-Educators and the interaction with the Youth Sport Coaches

There was also an adequate mix between practice and theory, and the contents presented were interesting. For example, in the Phil Kearney teaching unit most Youth Sport Coach-Educators agreed that there was a practical hands-on approach which could assist Youth Sport Coaches implement what they learnt in their everyday practice/work. Furthermore, the examples presented in most of the teaching units (e.g., Young Voices Toolkit, Debrief of Primary School Coaching Session) were considered very practical and useful. The creative ways to get children to talk in Young Voices Toolkit teaching unit was another positive aspect, as well as the implementation of the game "Snakes and ladders" and the 10 principles of I Coach Kids Pledge.

On the other hand, a few issues were raised regarding specific teaching units. In the I Coach Kids Pledge it was mentioned that the group discussions could have been a bit longer, and in the Youth Sport Compass and Coaching Practice teaching unit there was not much time for reflection. In addition, the content of the Young Voices Toolkit was considered to be repetitive, since similar topics were discussed in the previous teaching units. Lastly, in Understanding Physical Literacy there were too many theoretical information shared with the Youth Sport Coaches, and the amount of the practical session was limited.

To overcome these challenges and improve the teaching units in the future, the Youth Sport Coach-Educators mentioned that it would be useful to include specific methodological strategies for implementing each of the 10 principles of the I Coach Kids Pledge in practice, and to increase the reflection time in some of the teaching units. Also, the provision of more specific implementation strategies (e.g., in Young Voices Toolkit and Understanding Physical Literacy teaching units) could be beneficial.

2.5   YOUTH SPORT COACHES' EVALUATION OF THE TEACHING UNITS

A total of 66 teaching unit evaluation forms were completed during the LTT event, and 10 teaching units were evaluated, namely:

- I Coach Kids Pledge
- The Youth Sport Compass – The 4 Pillars (parts 1 and 2)
- Coaching Practice
- Youth Sport Compass and Coaching Practice
- Coaching Girls: A Practical Emphasis
- Young Voices Toolkit
- Debrief of Primary School Coaching Session
- Coaching Skills – Plan, Organise, Demo, Comms, Observe, Feedback, Reflection

- Understanding Physical Literacy 1 (parts 1 and 2)
- Your Personal Coaching Toolkit

In Table 2 the detailed descriptive analysis is presented, and it can be noted that there were only a few Youth Sport Coaches very dissatisfied or dissatisfied with aspects of the teaching units. The majority of the Youth Sport Coaches were either satisfied or very satisfied with these aspects (85.0% cumulative or higher). For example, 89.2% of the Youth Sport Coaches were satisfied or very satisfied with the overall teaching of the teaching units, 93.9% with the clarity of the teaching units, and 83.3% would recommend these teaching units to their peers and other Youth Sport Coaches. The percentage of neutral answers was over 10.0% in the following items:

(1) The content of the teaching unit.
(2) The learning materials (e.g., handouts, workshop material, case studies, websites, etc.).
(3) The assessment methods effectiveness in identifying my strengths and areas for future development.
(4) The development of new skills and/or teaching strategies due to this teaching unit.

Potentially these items require further attention and improvement during the development and finalization of the teaching units.

Table 2. Descriptive statistics of the Youth Sport Coaches' teaching unit evaluation form items.

Items	Percentage (%)					M (SD)
	Very dissatisfied	**Dissatisfied**	**Neutral**	**Satisfied**	**Very satisfied**	
1. The overall teaching of the teaching unit.	1.5	0.0	9.2	21.5	67.7	4.54 (0.79)
2. The delivery of the teaching unit (e.g., lectures, practical sessions, group discussions, sharing of ideas and experiences, etc.).	1.5	1.5	4.5	19.7	72.7	4.61 (0.78)
3. The pedagogical approaches presented to teaching sports.	1.6	1.6	4.7	29.7	62.5	4.50 (0.80)
4. The description of the teaching unit.	1.5	3.1	3.1	26.2	66.2	4.52 (0.83)
5. The content of the teaching unit.	1.6	0.0	10.9	26.6	60.9	4.45 (0.82)
6. The clarity of the teaching unit content.	1.5	3.1	1.5	27.7	66.2	4.54 (0.81)
7. The balance between theory and practice.	1.6	4.8	9.7	25.8	58.1	4.34 (0.96)
8. The defined learning outcomes and/or objectives were adequately explained.	1.5	4.6	3.1	32.3	58.5	4.42 (0.88)

9. The learning materials (e.g., handouts, workshop material, case studies, websites, etc.).	1.5	4.5	10.6	31.8	51.5	4.27 (0.94)
10. The appropriateness of the assignments.	1.6	1.6	3.3	32.8	60.7	4.49 (0.79)
11. The explanation of the assessment criteria.	1.6	3.2	6.3	27.0	61.9	4.44 (0.88)
12. The assessment methods effectiveness in identifying my strengths and areas for future development.	3.3	1.6	11.5	27.9	55.7	4.31 (0.98)
13. The communication of the learning outcomes and assessment model.	1.6	1.6	7.8	25.0	64.1	4.48 (0.84)
14. The collaboration through shared knowledge with peers.	1.6	1.6	6.5	22.6	67.7	4.53 (0.82)
15. The overall workload (achievable, realistic, adequate).	1.5	1.5	4.5	28.8	63.6	4.52 (0.79)
16. The effectiveness of the module in raising my professional development.	3.0	1.5	7.6	33.3	54.5	4.35 (0.92)
17. The quality of the support given by the teaching staff on assignments.	1.6	0.0	4.8	35.5	58.1	4.48 (0.74)
18. The preparation of the teaching staff.	1.5	0.0	3.0	21.2	74.2	4.67 (0.69)
19. The approachability and support of the teaching staff (i.e., instructive, inspiring, encouraging, and motivating).	1.5	0.0	3.1	21.5	73.8	4.66 (0.69)
20. The organisational arrangements for the teaching unit.	1.5	0.0	7.6	25.8	65.2	4.53 (0.77)
21. The relevance of the teaching unit to raising my professional development (knowledge and practice).	1.5	1.5	4.6	30.8	61.5	4.49 (0.79)
22. The transferability of the lessons learnt in the teaching unit to practice.	3.1	1.5	9.2	35.4	50.8	4.29 (0.93)
23. The development of new skills and/or teaching strategies due to this teaching unit.	1.6	3.1	12.5	34.4	48.4	4.25 (0.91)
24. The increase of my motivation to learn due to this teaching unit.	1.5	3.0	9.1	36.4	50.0	4.30 (0.88)

25. The overall knowledge gained by the teaching unit.	1.5	3.0	7.6	34.8	53.0	4.35 (0.87)
26. My overall satisfaction with the teaching unit.	1.5	1.5	7.7	20.0	69.2	4.54 (0.83)
27. I would recommend this teaching unit to other Youth Sport Coaches.	4.5	3.0	9.1	33.3	50.0	4.21 (1.05)

Based on the answers to the open-ended questions, the Youth Sport Coaches mentioned that positive aspects of the teaching units were that Youth Sport Coach-Educators were passionate and motivative, as well the overall organisation, the cooperation and the interactions that took place during the delivery of the teaching units. In addition, the balance between the theoretical and practical sessions was adequate, and the presentation of practical examples directly related to real-life experiences was considered an asset. The 10 principles of I Coach Kids Pledge were highlighted once more by everyone, and positive comments were further presented for the graphical representation of the compass in the Youth Sport Compass and Coaching Practice teaching unit.

In general, and most importantly, there were no negative comments for the teaching units. Two of the teaching units (i.e., I Coach Kids Pledge and Youth Sport Compass) were considered to be mostly oriented for volunteers and not Youth Sport Coaches, and sometimes there was not sufficient time for reflection and discussion (e.g., Coaching Practice). For the Coaching Girls: A Practical Emphasis teaching unit, some Youth Sport Coaches further mentioned that sometimes the discussion could have been more specific and targeted to the expected outcomes of the unit, and a discussion related to the role of male Youth Sport Coaches could be included.

To improve the overall teaching experience the Youth Sport Coaches initially suggested to include specific methodological strategies to apply the 10 principles. Also, they highlighted the need for less input and information from the Youth Sport Coach-Educators, and perhaps more time for deeper discussions, reflections, and interactions. Lastly, two of the Youth Sport Coaches suggested having received beforehand more detailed notes and materials of the topics presented.

2.6 RECOMMENDATIONS FROM THE EVALUATION OF THE LTT EVENT

Most of the Youth Sport Coaches and Youth Sport Coach-Educators agreed that the LTT event was well designed and logically structured, and the overall presentation was adequately employed. They enjoyed participating in this event and they would recommend it to other Youth Sport Coaches. The main strengths of the second and third LTT event in Dublin were:

- High-quality organization: All participants praised the well-structured and logically organized nature of the event.
- Hands-on teaching and practical experiences: The event emphasized the importance of practical learning.

- Adequate mix of theory and practice: The event balanced theoretical sessions with practical experiences, ensuring a comprehensive learning experience for the participants.
- Positive interactions between Youth Sport Coaches and Youth Sport Coach-Educators: The event fostered a supportive and collaborative environment where Youth Sport Coaches and Youth Sport Coach-Educators could engage with each other and learn from one another.
- Well-designed teaching units: The teaching units were praised for their clarity, relevance, and effectiveness in addressing the learning outcomes.
- Debriefing and reflection opportunities: The event provided opportunities for Youth Sport Coaches to reflect on their experiences and learn from their successes and challenges.
- The 10 principles of I Coach Kids Pledge and the game "Snakes and ladders" are useful additions to the teaching units.

Nevertheless, the report suggested that the teaching units could benefit from further attention and improvement during development and finalization. Additionally, it is recommended the inclusion of more insights into methods used in different countries and the potential application of lessons learned in a variety of real-life contexts. The Youth Sport Coaches suggested that future events should have more practical sessions and provide more critical feedback following these sessions. Furthermore, more materials (e.g., slides, references, notes, handouts, etc.) and resources shared during the event would be beneficial. Moreover, it is recommended that the teaching units do not present similar topics and information, to avoid repetitions. Regarding the LTT event, it is suggested that the theoretical sessions to be delivered in the morning, and the practical ones in the afternoon. Lastly, one Youth Sport Coach mentioned that real-life teaching experiences could have been more realistic and useful.

Overall, the report highlights the positive aspects of the event, including the high quality of organization, hands-on teaching and practical experiences, and the adequate mix of theory and practice, while a few issues requiring further attention to improve similar future events.

3   LTT EVENT IN LUXEMBOURG (22 – 26 JANUARY 2024)

3.1   PARTICIPANTS

A total of 4 Early Childhood Educator-Developers (3 males, 1 female; 48.75±7.63 years) and 12 Early Childhood Educators (3 males, 9 females; 27.67±7.48 years) participated in the fourth LTT event in Luxembourg. The Early Childhood Educator-Developers and the Early Childhood Educators came from all partner institutions. All the Early Childhood Educator-Developers and Early Childhood Educators were currently practising a sport/athletic activity, and all of them had extensive experience in the sports that they were practicing (29.50±16.46 years for Early Childhood Educator-Developers and 14.48±5.36 for Early Childhood Educators).

All Early Childhood Educator-Developers were currently working as Early Childhood Educators (100.0%), and they had also worked as Early Childhood Educators in the past (100.0%), with an average teaching experience of 8.50±1.29 years. They were mainly coaching adolescents (50.0%) and young adults (50.0%). Additionally, they had a working experience as coach educator teaching staff of 12.50±3.79 years.

On the other hand, half of the Early Childhood Educators were currently working as sport coaches (50.0%) and they had also worked as a sport coach in the past (50.0%), with an average coaching experience of 3.20±2.39 years. These Early Childhood Educators were mainly educating children (50.0%), adolescents (25.0%) and young adults (25.0%). Finally, the majority of Early Childhood Educators had previously attended Early Childhood Educator training courses (66.7%). Only 50.0% had a bachelor's degree in physical education and/or sport science, while the remaining half (50.0%) did not hold an equivalent degree.

3.2 EARLY CHILDHOOD EDUCATOR-DEVELOPERS' EVALUATION OF THE LTT EVENT

To ensure the quality of the LTT event as well as improving it, all participants (Early Childhood Educator-Developers and Early Childhood Educators) completed the LTT event evaluation form, which consisted of 24 items including organisational aspects (5 items), teaching and content (13 items for Early Childhood Educator-Developers and 11 items for Early Childhood Educators), implementation and feasibility of the event (5 items), and 1 item about recommending the event to peers. For all items a five-point Likert-type scale was used, ranging from disagree (1) to agree (5), and a not applicable (N/A) answer was also available.

In most of the items the Early Childhood Educator-Developers answered that they agreed and/or rather agreed. For example, 80.0% of the Early Childhood Educator-Developers agreed that the event was adequately and logically structured, 80.0% agreed that it was well designed, and a cumulative percentage of 80.0% of them rather agreed (40.0%) and agreed (40.0%) that the content was presented in a clear and understandable way. Furthermore, the Early Childhood Educator-Developers also agreed (100.0% cumulative of rather agree and agree) that the overall and specific contents of the event referred well to the related practice activities.

It was further important to notice that the EduPASS resources were considered useful as they could be easily implemented during teaching (100.0% rather agree) and the Early Childhood Educator-Developers could imagine themselves implementing EduPASS resources with other Early Childhood Educators (100.0% cumulative of rather agree and agree). On the other hand, the topics presented during the event were not new to them and they were familiar with these topics (only 20.0% cumulative of rather agree and agree). Finally, they most Early Childhood Educator-Developers rather agreed (80.0%) that they would recommend this LTT event to other Early Childhood Educators and Early Childhood Educator-Developers.

Additionally, to gain a deeper insight and understanding on what the participants (Early Childhood Educator-Developers and Early Childhood Educators) thought about the event, four open-ended

16

questions were included regarding the best features of the event, things the participants did not like, potential changes that could be implemented, and specific comments about the LTT event. The positive comments/feedback regarding the event were the hands-on teaching and practical experiences (especially the ones implemented by Sport Ireland), as well as the debriefing and reflection opportunities provided following the learning experiences.

On the other hand, the main highlighted challenge was that the main aim of this LTT event sometimes was not very evident and had to be communicated more clearly to the participants (both Early Childhood Educators and Early Childhood Educator-Developers). One of the participants specifically stated: "There was a lack of an overall learning objective, and while all presented content was relevant, a clearer approach was needed to make more evident how everything was relevant to Early Childhood Educators' actual learning/teaching settings". Finally, it was once more mentioned that there were many theoretical presentations, and a more adequate balance between practical and theoretical activities could have enhanced the effectiveness of the event.

3.3   EARLY CHILDHOOD EDUCATORS' EVALUATION OF THE LTT EVENT

The answers of Early Childhood Educators were slightly different than the ones provided by Early Childhood Educator-Developers. For example, 50.0% of the Early Childhood Educators rather agreed and agreed that the materials and resources were well prepared, 75.0% agreed that the teaching enabled them to attain the learning outcomes, and a cumulative percentage of 75.0% of them rather agreed (50.0%) and agreed (25.0%) that the content was presented in a clear and understandable way. Furthermore, the Early Childhood Educators agreed (83.3% cumulative of rather agree and agree) that they were able to improve their knowledge and skills, and they were able to gain new knowledge and information for their teaching practices. In addition, only 25.0% of the Early Childhood Educators rather agreed and 25.0% agreed the topics presented during the event were new to them and they were never taught before these topics (50.0% cumulative). Taking into account that most Early Childhood Educators had some teaching experience (i.e., 3.20±2.39 years) and half of them were already working as Early Childhood Educators, it could be easily understood that the event and the topics presented were not very beneficial to most of them as they seemed to be already familiar with and had prior knowledge of the topics discussed. Finally, they all agreed (100.0%) that they enjoyed the event, and they would recommend it to other Early Childhood Educators.

From the few open-ended questions, it was evident that the event was successful; however, there were certain aspects that could be considered for further improvement in future similar events. The Early Childhood Educators highlighted the adequate combination of theoretical and practical sessions, as well as the international/European exchange and the insights provided into other concepts and national approaches. The Early Childhood Educators also mentioned the positive Early Childhood Educator-Developers' involvement (highlighting the involvement and presentation skills of specific Early Childhood Educator-Developers), and the presentation of the MOBAK (basic motor skills) topic.

The main negative aspect of the LTT event was that the theoretical teaching units were considered a bit too extensive. In addition, some of the discussion sessions and reflection methods used were considered a bit superficial, as there was considered to be a lack of exchange and insights at country level. Also, the direct goal/outcome of the LTT event was not communicated clearly to some of the participants.

Finally, to improve similar future events, Early Childhood Educators suggested that it would be important to have more practical sessions and provide more critical feedback and adequately structured reflection moments following these sessions, focusing more on attitudes and values of the participants. Also, it was suggested that a clearer agenda and transparency regarding the expected outcomes could have improved the overall delivery of the LTT event.

3.4 EARLY CHILDHOOD EDUCATOR-DEVELOPERS' EVALUATION OF THE TEACHING UNITS

To evaluate the teaching units delivered during the LTT event, all participants completed an evaluation form which contained items regarding the learning, teaching, assessment, feedback, workload, skills development, management, learning environment and overall satisfaction with the module (26 items). For all items a five-point Likert-type scale was used, ranging from very dissatisfied (1) to very satisfied (5), and a not applicable (N/A) answer was also available. Furthermore, one additional question was used about recommending the module to other Early Childhood Educators, with possible answers ranging from disagree (1) to agree (5). Items that received 30.0% or more of not applicable (N/A) answers were excluded from further analysis (i.e., 2 items).

A total of 37 teaching units' evaluation forms were completed during the LTT event, and 9 teaching units were evaluated, namely:

- FUNdamental Play
- Fundamental Movement Skills
- Inclusive Teaching in Physical Education
- I Educate Kids
- PA Educator Toolkit
- Motor Ability Assessment: Motor Abilities in Childhood and Youth
- PA Educator Toolkit
- MOBAK Assessment
- Importance of Daily PA for Health Promotion

The data for all teaching units taught were analysed collectively (and not separately for every teaching unit). In general, all Early Childhood Educator-Developers were either satisfied or very satisfied with the various elements of the teaching units taught (80.0% cumulative or higher), and there was low "very dissatisfied" answers for most items (<10.0%). For example, 85.7% of the Early Childhood Educator-Developers were satisfied or very satisfied with the overall teaching of the teaching units, 80.0% with the clarity of the teaching units, 88.6% with the organisational

arrangements, and 857% would recommend these teaching units to other Early Childhood Educator-Developers. On the other hand, 2 items (i.e., items 11 and 12 regarding the assessment method) were excluded from the analysis since these questions were not considered applicable/suitable in this specific context. The detailed descriptive analysis of all items is presented in Table 3.

Table 3. Descriptive statistics of the Early Childhood Educator-Developers' teaching unit evaluation form items.

Items	Percentage (%)					M (SD)
	Very dissatisfied	**Dissatisfied**	**Neutral**	**Satisfied**	**Very satisfied**	
1. The overall teaching of the teaching unit.	8.6	0.0	5.7	37.1	48.6	4.17 (1.15)
2. The delivery of the teaching unit (e.g., lectures, practical sessions, group discussions, sharing of ideas and experiences, etc.).	8.6	2.9	8.6	31.4	48.6	4.09 (1.22)
3. The pedagogical approaches presented to teaching sports.	8.6	2.9	2.9	37.1	48.6	4.14 (1.19)
4. The description of the teaching unit.	8.6	0.0	8.6	45.7	37.1	4.03 (1.12)
5. The content of the teaching unit.	8.6	0.0	2.9	40.0	48.6	4.20 (1.13)
6. The clarity of the teaching unit content.	8.6	2.9	8.6	37.1	42.9	4.03 (1.20)
7. The balance between theory and practice.	8.6	8.6	5.7	22.9	54.3	4.06 (1.33)
8. The defined learning outcomes and/or objectives were adequately explained.	8.6	2.9	8.6	34.3	45.7	4.06 (1.21)
9. The learning materials (e.g., handouts, workshop material, case studies, websites, etc.).	8.6	2.9	11.4	37.1	40.0	3.97 (1.20)
10. The appropriateness of the assignments.	9.4	6.3	6.3	28.1	50.0	4.03 (1.31)
11. The explanation of the assessment criteria.	(N/A=32.4)	-	-	-	-	-
12. The assessment methods effectiveness in identifying Early Childhood Educators' strengths and areas for future development.	(N/A=32.4)	-	-	-	-	-

13. The communication of the learning outcomes and assessment model.	8.8	0.0	11.8	38.2	41.2	4.03 (1.68)
14. The collaboration through shared knowledge with peers.	9.1	0.0	15.2	33.3	42.4	4.00 (1.20)
15. The overall workload (achievable, realistic, adequate).	9.1	0.0	3.0	36.4	51.5	4.21 (1.17)
16. The effectiveness of the module in raising Early Childhood Educators' professional development.	8.8	2.9	8.8	26.5	52.9	4.12 (1.25)
17. The quality of the support given by the teaching staff on assignments.	9.4	0.0	9.4	34.4	46.9	4.09 (1.20)
18. The preparation of the teaching staff.	8.8	2.9	0.0	32.4	55.9	4.24 (1.21)
19. The approachability and support of teaching staff (i.e., instructive, inspiring, encouraging, and motivating).	8.6	2.9	0.0	28.6	60.0	4.29 (1.20)
20. The organisational arrangements for the teaching unit.	11.4	0.0	0.0	45.7	42.9	4.09 (1.22)
21. The relevance of the teaching unit in raising Early Childhood Educators' professional development (knowledge and practice).	8.8	0.0	0.0	32.4	58.8	4.32 (1.15)
22. The transferability of the lessons learnt in the teaching unit to practice.	8.6	0.0	5.7	37.1	48.6	4.17 (1.15)
23. The development of new skills and/or teaching strategies due to this teaching unit.	8.6	2.9	8.6	31.4	48.6	4.09 (1.22)
24. The increase of my motivation to learn due to this teaching unit.	11.4	0.0	5.7	28.6	54.3	4.14 (1.29)
25. The overall knowledge gained by the teaching unit.	8.8	2.9	8.8	38.2	41.2	4.00 (1.21)
26. My overall satisfaction with the teaching unit.	8.6	2.9	5.7	31.4	51.4	4.14 (1.22)
27. I would recommend this teaching unit to Early Childhood Educator-Developers and teaching staff.	2.9	0.0	11.4	14.3	71.4	4.51 (0.92)

Similar to the evaluation of the LTT event, participants (Early Childhood Educators and Early Childhood Educator-Developers) were invited to answer five open-ended questions regarding the best features of the teaching units, things they did not like, potential changes that could be implemented, items that they would implement in their teaching practices, and specific comments about the teaching unit.

Positive aspects of the teaching units were, in general, the following:

- Holistic development. The teaching units emphasized holistic development, recognizing that PE goes beyond just physical skills. By integrating theoretical principles with practical sessions, educators fostered not only physical abilities but also cognitive, social, and emotional growth in students.
- Application of theory into practice. The teaching units effectively bridged the gap between theory and practice. Educators encouraged students to apply theoretical concepts directly in practical settings, enhancing their understanding and skill acquisition. This hands-on approach ensured that knowledge was not abstract but immediately applicable.
- Variety of teaching techniques. Early Childhood Educator-Developers employed a variety of teaching techniques, including free play, catch games, and fundamental play. This diversity kept students engaged and allows for personalized instruction.
- Emphasis on practical teaching opportunities. The practical sessions provided valuable teaching opportunities for most learners. By observing and participating in PE classes, Early Childhood Educators gained firsthand experience and refined their teaching skills.
- Inclusion techniques. The teaching units incorporated inclusion techniques (such as the 6+1 model) to ensure that every student felt valued and included. Early Childhood Educators were presented with a variety of strategies to adapt their teaching to accommodate diverse abilities.
- Relevance of topics. The choice of topics aligned with current trends and research in PE. Educators explored relevant areas such as Long-Term Athlete Development (LTAD), fundamental movement skills, and the use of specific tools.
- Observation of PE classes. The inclusion of observation experiences in actual PE classes allowed Early Childhood Educators to learn from experienced practitioners. Observing teaching methods, classroom management, and student interactions provided valuable insights for their own teaching practice.

On the other hand, a few concerns and constructive criticism were raised, which are essential aspects for future improvements of the teaching units.

- More of a practice orientation could be beneficial. The incorporate of more practical exercises and hands-on activities throughout the teaching units was suggested, as practical examples and real-world scenarios reinforce theoretical concepts and enhance learning.
- Exclusivity of "A" for Athlete. There is a need to broaden the focus beyond competitive athletes. Consider the use a more inclusive term, such as "Active Participants" or "All Learners."

- Traditional teaching approach and overreliance on instructor presentations. There was a suggestion to move away from solely lecture-based teaching, diversify teaching methods, and include peer-led presentations, group discussions, and interactive activities. Learners could benefit from different perspectives and teaching styles.
- Finally, time constraints. There should be an allocation of sufficient time for each topic presented. Prioritize essential content and streamline delivery and consider extending sessions or breaking content into smaller segments.

3.5 EARLY CHILDHOOD EDUCATORS' EVALUATION OF THE TEACHING UNITS

A total of 46 teaching unit evaluation forms were completed during the LTT event, and 9 teaching units were evaluated, namely:

- FUNdamental Play
- Fundamental Movement Skills
- Inclusive Teaching in Physical Education
- I Educate Kids
- PA Educator Toolkit
- Motor Ability Assessment: Motor Abilities in Childhood and Youth
- PA Educator Toolkit
- MOBAK Assessment
- Importance of Daily PA for Health Promotion

Items that received 30.0% or more of not applicable (N/A) answers were excluded from further analysis (i.e., 4 items). Table 2 presents the detailed descriptive analysis, and it can be noted that there was a balanced of Early Childhood Educators who were dissatisfied and satisfied with aspects of the teaching units. The participants were mostly dissatisfied with the balance between theory and practice (44.3%), the learning materials (43.3%), the increase of their motivation to learn due to this teaching unit (44.2%), and the overall knowledge gained by the teaching unit (47.0%). Potentially these items require further attention and improvement during the development and finalization of the teaching units.

On the other hand, Early Childhood Educators were mostly satisfied with the pedagogical approaches presented to teaching sports (60.6%), the clarity of the teaching unit content (67.7%), and the preparation of the teaching staff (60.6). Even though there was a mix of answers, and the Early Childhood Educators were partially satisfied (according to their answers) with the teaching units, the majority (73.5%) would recommend all the teaching units to other Early Childhood Educators and fellows.

Four items (i.e., items 10-13 regarding the assignments and assessment method) were excluded from the analysis since these questions were not considered applicable/suitable in this specific context.

Table 4. Descriptive statistics of the Early Childhood Educators' teaching unit evaluation form items.

Items	Percentage (%)					M (SD)
	Very dissatisfied	**Dissatisfied**	**Neutral**	**Satisfied**	**Very satisfied**	**M (SD)**
1. The overall teaching of the teaching unit.	24.2	6.1	15.2	27.3	27.3	3.27 (1.55)
2. The delivery of the teaching unit (e.g., lectures, practical sessions, group discussions, sharing of ideas and experiences, etc.).	26.5	2.9	14.7	26.5	29.4	3.29 (1.59)
3. The pedagogical approaches presented to teaching sports.	24.2	0.0	15.2	27.3	33.3	3.45 (1.56)
4. The description of the teaching unit.	31.0	3.4	13.8	20.7	31.0	3.17 (1.67)
5. The content of the teaching unit.	23.5	2.9	14.7	23.5	35.5	3.44 (1.58)
6. The clarity of the teaching unit content.	23.5	0.0	8.8	20.6	47.1	3.68 (1.63)
7. The balance between theory and practice.	35.5	8.8	14.7	11.8	29.4	2.91 (1.69)
8. The defined learning outcomes and/or objectives were adequately explained.	26.5	8.8	5.9	26.5	32.4	3.29 (1.64)
9. The learning materials (e.g., handouts, workshop material, case studies, websites, etc.).	30.0	13.3	6.7	16.7	33.3	3.10 (1.71)
10. The appropriateness of the assignments.	(N/A=32.6)	-	-	-	-	-
11. The explanation of the assessment criteria.	(N/A=32.6)	-	-	-	-	-
12. The assessment methods effectiveness in identifying my strengths and areas for future development.	(N/A=30.5)	-	-	-	-	-
13. The communication of the learning outcomes and assessment model.	(N/A=30.5)	-	-	-	-	-
14. The collaboration through shared knowledge with peers.	30.3	6.1	15.2	27.3	21.2	3.03 (1.57)
15. The overall workload (achievable, realistic, adequate).	23.5	5.9	14.7	23.5	32.4	3.35 (1.57)
16. The effectiveness of the module in raising my professional development.	26.5	11.8	23.5	14.7	23.5	2.97 (1.53)

17. The quality of the support given by the teaching staff on assignments.	24.2	6.1	15.2	21.2	33.3	3.33 (1.59)
18. The preparation of the teaching staff.	24.2	0.0	15.2	30.3	30.3	3.42 (1.54)
19. The approachability and support of the teaching staff (i.e., instructive, inspiring, encouraging, and motivating).	24.2	3.0	21.2	9.1	42.4	3.42 (1.64)
20. The organisational arrangements for the teaching unit.	30.3	6.1	9.1	27.3	27.3	3.15 (1.64)
21. The relevance of the teaching unit to raising my professional development (knowledge and practice).	26.5	11.8	11.8	29.4	20.6	3.06 (1.54)
22. The transferability of the lessons learnt in the teaching unit to practice.	24.2	15.2	6.1	30.3	24.2	3.15 (1.56)
23. The development of new skills and/or teaching strategies due to this teaching unit.	35.3	2.9	11.8	35.3	14.7	2.91 (1.56)
24. The increase of my motivation to learn due to this teaching unit.	32.4	11.8	14.7	14.7	26.5	2.91 (1.56)
25. The overall knowledge gained by the teaching unit.	38.2	8.8	17.6	17.6	17.6	2.68 (1.57)
26. My overall satisfaction with the teaching unit.	29.4	5.9	20.6	20.6	23.5	3.03 (1.57)
27. I would recommend this teaching unit to other Early Childhood Educators.	0.0	5.9	20.6	23.5	50.0	4.18 (0.97)

Based on the answers to the open-ended questions, the Early Childhood Educators mentioned the following positive aspects of the teaching units:

- Integration of the 6+1 Model. The incorporation of the 6+1 model was commendable. This framework recognizes not only physical development but also social, emotional, and cognitive aspects. By addressing the holistic needs of learners, educators could create well-PE experiences.
- Practical sessions and game-based learning. The practical sessions and interactive games provided valuable hands-on experience. Learners engaged directly with the content, reinforcing theoretical concepts, and developing practical skills.
- Age-appropriate tasks for children. Designing tasks suitable for kids aged 5-6 years ensured developmentally appropriate learning. These activities aligned with children's motor abilities, attention spans, and interests.

- PAMPS (Perceptual-Motor Abilities Program) integration. The inclusion of PAMPS introduced Early Childhood Educators to evidence-based practices.
- Emphasis on inclusion and inclusive sports. Recognizing the difference between inclusion in sport and inclusive sport was important. Early Childhood Educators were introduced with strategies to accommodate diverse abilities, ensuring that all students feel valued and included in PA.
- Pedagogical knowledge and reflective practice. The emphasis on pedagogical knowledge encouraged participants to reflect on their teaching methods.
- Real-world teaching observation and opportunities. Experiencing a gym setting and observing real PE classes provided invaluable insights. Early Childhood Educators observed effective teaching techniques, classroom management, and student interactions.
- Engaging lesson starts with exercise. Commencing lessons with physical activation set a positive tone. Learners were immediately engaged, and the concise introduction allowed for more practical implementation time.
- Interaction with experienced educators. Conversations with experienced educators provided mentorship and insights. Learning from their expertise enriched Early Childhood Educators' understanding of effective teaching practices.

In addition, the following challenges and concerns were raised, as well as suggestions to improve future LTT events:

- The approach followed to daily reflection lacked effectiveness for this group and participants did not have enough time to formulate questions. Based on this, there was a suggestion to revise the reflection process, by providing clear prompts or questions that encourage deeper self-analysis and critical thinking. Furthermore, more time should be allocated for question preparation and follow-up discussions.
- The role of Early Childhood Educators and their interaction dynamics required further improvement. There was a request to foster more active student participation, encouraging collaborative learning, peer feedback, and group activities.
- Participants did not have adequate time to actively practice and instruct test exercises. More time could have been allocated for hands-on practice. On the other hand, the intensity of a day's schedule (Tuesday) led participants to overload. Thus said, it was suggested to distribute active and passive learning experiences more evenly throughout the week and prioritize quality over quantity to prevent participants' fatigue.
- The transfer level from the units to actual teaching practice required further improvement. Participants suggested to include more explicit discussions on how to apply learned concepts in various teaching contexts and to provide practical strategies for adapting content to different age groups and settings.
- The 90 minutes of observation for the same task can be considered excessive. For this reason, it was suggested to optimize observation time and focus on key aspects and allow for variety in tasks to maintain engagement.
- There was a lack of advance materials (e.g., PowerPoint presentations) that might have affected preparation. The sharing of relevant materials beforehand could have allowed participants to review and engage more actively during sessions.

Lastly, Early Childhood Educators mentioned that they found interesting and useful certain aspects of the teaching units, and they will try to implement the following aspects in their actual teaching practices:

- Adaptation of environment, materials, and space. Early Childhood Educators could tailor their teaching environment to accommodate diverse learners, and consider factors such as physical space, lighting, and equipment accessibility. They could further adapt sports equipment and materials to meet individual needs (e.g., use softer balls for children with sensory sensitivities).
- Adapted activities and opportunities. A differentiated instruction approach with a variety of activities to address different skill levels and learning styles. Set personalized goals for each child, considering their fitness level, interests, and abilities. Also, encourage collaborative learning through peer support and teamwork during activities.
- Effective teaching practises (i.e., implementation of 6+1 model). Early Childhood Educators should have a solid understanding of the subject matter, be able to develop well-structured lesson plans that align with learning objectives, and regularly assess student progress and provide constructive feedback.
- Methods of explanation and grouping. Early Childhood Educators could attempt to explain instructions to their students using simple language and visual cues. They could further divide students into smaller groups to facilitate active participation and individualized attention.
- Physical activity monitoring. Try to assess children's physical fitness levels before the sports season begins, with the use standardized tests or observations (if possible). Following the fitness assessment, it is important to clearly communicate the purpose of each exercise to students, and gradually increase the complexity of the activities to challenge students while ensuring safety.

Embracing these strategies will empower future Early Childhood Educators to create inclusive, engaging, and effective PE experiences for all children. By prioritizing adaptation, effective teaching practices, and holistic well-being, Early Childhood Educators can contribute to a healthier and more active generation.

3.6 RECOMMENDATIONS FROM THE EVALUATION OF THE LTT EVENT

The evaluation report of the fourth LTT event in Luxembourg provided valuable insights into the perspectives of Early Childhood Educator-Developers and Early Childhood Educators regarding the event and the teaching units. While both groups generally agreed that the event was well-structured and presented content effectively, there were notable differences in their evaluations. It further highlighted several key insights and recommendations for improving similar future events.

The event was generally well-received by both Early Childhood Educator-Developers and Early Childhood Educators. Participants appreciated the combination of theoretical and practical sessions, the international exchange, and the usefulness of the EduPASS resources. Early

Childhood Educator-Developers were particularly satisfied with the teaching units, finding the content clear and the balance between theory and practice appropriate.

However, some challenges were identified that should be addressed. The main aim of the event was not always communicated clearly to participants, leading to some confusion about the learning objectives and outcomes. Early Childhood Educators in particular expressed a perceived imbalance between practical and theoretical activities, with participants suggesting more hands-on sessions and opportunities for critical feedback and structured reflection. Also, they were not very satisfied with the learning materials, motivation to learn, and overall knowledge gained, indicating a need to diversify teaching methods and ensure sufficient time is allocated for key topics. Lastly, they also recommended broadening the focus beyond just competitive athletes to be more inclusive.

As it can be noted, differences were observed between the perspectives of Early Childhood Educator-Developers and Early Childhood Educators. While Early Childhood Educator-Developers generally had a more positive evaluation of the event and teaching units, Early Childhood Educators expressed concerns about the balance between theory and practice, learning materials, motivation to learn, and overall knowledge gained. These differences underscore the importance of considering the perspectives of both groups to improve future events effectively.

To address these challenges and build on the positive aspects, the report provides several recommendations:

- Clearly communicate the main aim and expected outcomes of the LTT event to all participants.
- Achieve a more adequate balance between practical and theoretical activities, with more hands-on sessions.
- Provide more critical feedback and structured reflection moments, focusing on attitudes and value.
- Improve the transparency of the agenda and expected outcome.
- Enhance the quality and diversity of learning materials and teaching methods.

By implementing the recommendations provided in the report and addressing the challenges identified, organizers of future similar events can work towards creating a more enriching and effective learning experience for both Early Childhood Educator-Developers and Early Childhood Educators, ensuring that the objectives are clearly communicated, the activities are well-balanced, and the feedback and reflection opportunities are enhanced. By doing this, they will be able to address the differing needs and perspectives of these main key stakeholders.

4   SUMMARY – RECOMMENDATIONS

During the implementation of the EduPASS programme, the evaluation of the teaching units took place in two main events, namely the two LTT events that were held in Dublin and Luxembourg, and where all partner institutions participated. It should be mentioned that the teaching units delivered during the LTT events are different in several aspects, including scope, duration, and structure, from the same (or similar) teaching units that are going to be implanted in the future by partner institutions. For example, the teaching units in the LTT events were condensed, time-limited, and designed to fit within a shorter time frame, while their implementation during an academic semester will be extended over several weeks, aligning with the duration of the entire course, and allowing for a deeper exploration of the subject matter. A total of 10 Youth Sport Coach-Educators/Early Childhood Educator-Developers (8 males, 2 females) and 21 Youth Sport Coaches/Early Childhood Educators (11 males, 10 females) participated in the evaluation process. They all completed two separate evaluation forms which were developed in R#6 - Method and Tool to Evaluate the Educator and Coach Education Event and Teaching Units, one for the LTT event and one for every single teaching unit. A total of 31 LTT event and 207 teaching units' evaluation forms were completed by Youth Sport Coaches/Early Childhood Educators and Youth Sport Coach-Educators/Early Childhood Educator-Developers.

Regarding the LTT events, the major conclusions derived from these two events in Dublin and Luxembourg highlighted several key strengths and areas for improvement. The main strengths are summarised below:

- High-quality organization and structure: Both events were praised for being well-structured, logically organized, and clear in their presentation. For example, in Dublin, the balance between theoretical sessions and practical experiences was specifically appreciated.
- Practical learning emphasis: Participants valued the hands-on teaching and practical experiences provided during the events and the mix of theory and practice was appreciated. In Dublin, the practical sessions were seen as highly beneficial, and in Luxembourg, Early Childhood Educator-Developers appreciated the opportunity to engage in practical activities.
- Positive participant interaction: The events fostered supportive and collaborative interactions among Youth Sport Coaches/Early Childhood Educators and Youth Sport Coach-Educators/Early Childhood Educator-Developers. Participants in both events enjoyed the positive engagement and the opportunity to work with others.
- Effective teaching units: Teaching units were generally considered clear, relevant, and effective in addressing learning outcomes. For instance, the Dublin event's well-designed teaching units were highlighted as a strength.
- Reflection and debriefing opportunities: Both events provided valuable opportunities for participants to reflect on their experiences, discuss their learnings, and receive feedback. This was noted as a positive aspect in both evaluations.

On the other hand, participants mentioned the following areas for improvement of similar future events:

- Diverse methods and applications: There was a call for including insights into methods used in different countries and applying lessons in various real-life contexts. This recommendation was particularly noted in the Dublin event.
- Materials and resources: Participants wanted more materials to be shared during the events, including slides, references, notes, and handouts.
- Avoid repetitions and ensure realistic experiences: Ensuring that teaching units do not present redundant information and enhancing the realism of teaching experiences were recommended. These points were noted in the Dublin evaluation.
- Pre-event materials and timing of sessions: Providing detailed notes and materials on the topics presented related to the teaching units before the event and scheduling theoretical sessions in the morning and practical ones in the afternoon were recommended. These suggestions came from the evaluations of both events.
- Inclusivity in teaching: Including discussions related to the role of male Early Childhood Educators in teaching girls was a specific recommendation from the Luxembourg event.

Additionally, the evaluation of the teaching units from the LTT events revealed several combined conclusions:

- High satisfaction level: Both Youth Sport Coach-Educators/Early Childhood Educator-Developers and Youth Sport Coaches/Early Childhood Educators expressed high levels of satisfaction with the teaching units. For example, 93.0% of Youth Sport Coach-Edcuators/Early Childhood Educator-Developers were satisfied or very satisfied with the overall teaching, and 89.2% of Youth Sport Coaches/Early Childhood Educators were similarly satisfied.
- Clarity and organization: The clarity of the teaching units was highly rated, with 96.5% of Youth Sport Coach-Educators/Early Childhood Educator-Developers and 93.9% of Youth Sport Coaches/Early Childhood Educators satisfied or very satisfied.
- Practical and engaging content: Participants appreciated the practical, hands-on approach and the engagement during sessions, which included group discussions, practical exercises, and feedback opportunities. For instance, the "Young Voices Toolkit" and "Debrief of Primary School Coaching Session" were highlighted for their practical applicability and engagement.

Finally, areas for improvement of the implemented teaching units were highlighted:

- Need for more practical sessions: Youth Sport Coaches/Early Childhood Educators suggested increasing the number of practical sessions and providing more critical feedback following these sessions. Real-life teaching experiences, such as teaching in a school setting, were recommended to enhance realism and utility.
- Balanced content delivery: While the mix of theory and practice was generally appreciated, there were suggestions to avoid excessive theoretical content and repetitive topics. For example, the "Understanding Physical Literacy" teaching unit was noted for being overly theoretical.

- Specific methodological strategies: There were recommendations to include more specific implementation strategies for teaching units, especially regarding the "I Coach Kids Pledge" and "Young Voices Toolkit".
- Reflection opportunities: Increasing the time allocated for reflection within the teaching units was advised to help participants better internalize and apply what they learned.

By combining these conclusions, it becomes clear that while the LTT events were highly valued for their organization, practical focus, and participant engagement, there are opportunities to enhance the diversity of methods, increase practical sessions, provide more resources, and ensure realistic and inclusive coaching experiences. Overall, the teaching units were well-received, with a few identified areas for enhancement to optimize the balance between theoretical and practical content, provide more realistic teaching experiences, and incorporate specific methodological strategies to improve future events.

The present evaluation report yielded important conclusions that have the potential to inform: (1) teaching effectiveness, assisting the identification of teaching units that effectively engage Youth Sport Coaches/Early Childhood Educators, promote active learning, and facilitate knowledge retention; (2) Youth Sport Coaches/Early Childhood Educators' satisfaction (e.g., teaching unit content, organization, and delivery); (3) curriculum development, by enabling the identification of outdated or redundant teaching units, facilitating the inclusion of new and relevant ones that better prepare Youth Sport Coaches/Early Childhood Educators for their future careers; (4) quality assurance, by identifying teaching units that fall short of the desired standards, allowing for corrective actions to be taken; and (5) continuous improvement of similar LTT events and teaching units that will be developed in the future. These conclusions enable institutions to enhance the overall educational experience and better prepare Youth Sport Coaches/Early Childhood Educators for their academic and professional journeys.