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TIME4SPORTS

Supporting Academic and Athletic Balance for Student-Athletes through Time Management

D2.2 – Time Management Training Framework and Pilot Evaluation Report

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1. BACKGROUND – ABOUT THE TIME4SPORTS PROJECT

The TIME4SPORTS (Supporting Academic and Athletic Balance for Student-Athletes through Time Management) project is an Erasmus+ Sport Small-scale Partnership funded by the European Union under the call **ERASMUS-SPORT-2025-SSCP**. The project aims to strengthen the ability of student-athletes to successfully manage a dual career by developing practical time management skills that support both academic achievement and athletic performance. TIME4SPORTS responds to a widely recognised challenge across Europe, where student-athletes often face high levels of stress, lack of structured support, and limited access to tailored time management resources, resulting in reduced academic outcomes, burnout, and, in many cases, early drop-out from sport or education.

TIME4SPORTS addresses this gap by designing and implementing a structured educational framework that treats time management as a life skill and equips student-athletes with practical tools, strategies, and approaches that can be applied in real-life situations. The project will develop a blended learning programme combining an e-learning training course with a practical workshop, based on scientifically validated methods and adapted to the needs of student-athletes. This development process will be supported by co-creation activities, pilot testing, and continuous refinement based on feedback from target groups.

In addition, TIME4SPORTS will implement a Train-the-Trainer seminar for coaches and educators, enabling them to better support student-athletes and contribute to sustainable capacity building in both sport and education settings. The project will also develop an online Time Management Repository portal, providing ongoing access to guidance, tools, and resources beyond the project duration. Dissemination and stakeholder engagement will be carried out throughout the project through social media, communication materials, and participation in relevant events and meetings, ensuring wide uptake of the project's results.

The specific objectives of the TIME4SPORTS project are to:

- Design and create educational materials and training modules through a blended learning programme tailored to student-athletes.
- Implement and evaluate the TIME4SPORTS training programme through piloting, Train-the-Trainer seminars, and the development of an online repository portal.
- Disseminate project results widely and engage relevant stakeholders to ensure visibility, uptake, and long-term impact.

The TIME4SPORTS consortium brings together four partners from three European countries (Greece, Italy, and Portugal), combining expertise in research and educational development, sports training, inclusion, and dissemination. Through transnational cooperation and knowledge exchange, TIME4SPORTS contributes directly to EU priorities on dual careers in sport, education through sport, social inclusion, and skills development, supporting student-athletes in building resilience, reducing stress, and maintaining long-term engagement in both sport and education.

2. INTRODUCTION

2.1 Purpose and Scope of the document

This deliverable (D2.2) presents the Time Management Training Framework and Pilot Evaluation Report of the TIME4SPORTS project. It is the second output of Work Package 2 (Design and Creation of Educational Materials and Training Modules) and serves as the methodological and evaluative companion to deliverable D2.1 (TIME4SPORTS e-learning program).

While D2.1 describes the finalised e-learning programme, D2.2 explains why it is designed as it is and what the pilot testing phase demonstrated. The report has two integrated parts. Part A (Sections 3 to 5) presents the Training Framework: the methodology through which the framework was developed, the pedagogical foundations on which it rests, and the design principles that shaped its final structure. Part B (Sections 6 to 9) presents the Pilot Evaluation: the design and implementation of the three national pilot sessions, the quantitative and qualitative findings from participant feedback, and the specific changes made to the framework in response.

The purpose of this document is therefore twofold. First, it makes visible the reasoning behind the design choices in the TIME4SPORTS e-learning programme, so that adopting organisations understand not only what to deliver but why each element is present. Second, it showcases the empirical basis on which the finalised programme rests, showing how participant feedback from three different national contexts has been translated into concrete refinements. Together, the two purposes support the transferability, reusability, and credibility of the programme as a public deliverable.

2.2 How to read this document

The document is organised in two logical parts, followed by concluding sections, references, and annexes. Section 3 sets out the methodology through which the framework was developed, covering the initial partner survey, the needs analysis, and the co-creation workshop. Section 4 presents the pedagogical foundations of the framework, and Section 5 describes the design principles that shaped its final architecture. These three sections form Part A.

Section 6 sets out the methodology of the pilot testing phase, Section 7 describes how each of the three pilots was implemented, Section 8 presents the pilot findings in quantitative and qualitative form, and Section 9 documents the specific changes made to the framework in response to that feedback. These four sections form Part B. Section 10 offers reflections and lessons learned, Section 11 presents ethics and data protection considerations, Section 12 sets out the conclusions and next steps, and Section 13 provides the reference list. Three annexes present the survey instruments and consolidated feedback data.

The primary audience for this document is the European Education and Culture Executive Agency (EACEA), the wider community of stakeholders working on dual careers in sport across Europe, and any organisation that may wish to adopt, adapt, or reuse the TIME4SPORTS e-learning programme in its own context. Both parts of the document are intended to be readable in isolation as well as together.

2.3 Relationship to D2.1

D2.2 does not repeat the content-level description of the e-learning programme provided in D2.1. Where a design choice is discussed here, the reader is referred to D2.1 for the corresponding programme content. The two documents are best read together: D2.1 presents the programme as it will be delivered, and D2.2 explains the evidence and reasoning behind that presentation.

PART A - THE TIME MANAGEMENT TRAINING FRAMEWORK

3. Framework Development Methodology

3.1 An evidence-based, iterative process

The TIME4SPORTS training framework was developed through an evidence-based, iterative process organised in three sequential stages: an initial partner survey with the target groups, a structured needs analysis synthesising the survey findings, and a co-creation workshop with student-athletes and coaches to validate the resulting framework proposal. Each stage informed the next, so that the framework at every point could be traced back to inputs from its intended users rather than being designed in isolation by the consortium.

This design choice reflects the wider recognition in the literature that student-athletes face specific, context-dependent challenges that require targeted rather than generic solutions (Rieth & Maxwell, 2024; Thomas, 2019), and that the value of an educational intervention rests substantially on how well its design aligns with the lived experience of the target group (Slade, 2026).

3.2 Initial partner survey

At the early stage of the TIME4SPORTS project, following an agreement reached during the Kick-off Meeting, each partner conducted a structured survey of student-athletes and coaches in their national context. The survey used a five-point Likert scale (1 = strongly disagree, 5 = strongly agree) across ten thematic questions covering four dimensions: the extent of the time management challenge faced by student-athletes, the adequacy of existing support mechanisms, the preferred training format, and the design features considered most important for the training programme. Each partner collected responses from at least seven participants, comprising a mix of student-athletes and coaches. Table 1 summarises the participation by partner.

Table 1. Participation in the initial partner survey by partner organisation.

Partner	Country	Student-athletes	Coaches	Total respondents
Tero PC	Greece	5	2	7
EGVE	Greece	5	2	7
ASD Baskin Ciuff	Italy	7	3	10
AJBR	Portugal	8	2	10
Total		25	9	34

The overall average rating per partner across the ten questions ranged from 3.76 to 4.31, with all four partners producing averages above the midpoint of the scale, indicating broad agreement with the propositions put to respondents (Tero PC: 4.07; EGVE: 4.13; AJBR: 4.31; ASD Baskin Ciuff: 3.76). Table 2 summarises the highest-scoring items across the survey, showing strong consensus on the importance of practical, real-life training focused on the daily realities of student-athletes.

Table 2. Highest-scoring items from the initial partner survey (aggregated across partners).

Item	Average rating	Interpretation
Focus on everyday, real-life situations faced by student-athletes	4.42	Strong preference for practical content

Item	Average rating	Interpretation
Coaches and educators play a crucial role and should be actively trained	4.07	Cross-cutting endorsement of Module 5 focus
Existing time management resources are too generic	3.94	Confirmation of the intervention gap
Training should be accessible to diverse needs and learning styles	4.39	Support for inclusive, flexible design
Cultural and national differences should be considered	4.02	Support for adaptable content

3.3 Needs analysis

The survey findings were consolidated into a formal Needs Analysis Document that synthesised results across the four partner organisations and identified the shared patterns underpinning the design of the framework. Five common findings emerged across all four national contexts. First, student-athletes across all countries reported significant difficulty in balancing academic and sport commitments. Second, insufficient time management skills were consistently linked to higher stress levels and reduced performance in both academic and athletic domains. Third, existing support mechanisms were seen as generic and insufficiently adapted to the student-athlete reality. Fourth, respondents strongly preferred practical, applied learning approaches over purely theoretical content. Fifth, flexibility, accessibility, and inclusiveness emerged as essential design features.

Based on these findings, the Needs Analysis identified five key needs to guide the framework design: (i) structured training tailored to the dual-career context; (ii) practical and applied learning as the dominant pedagogical mode; (iii) flexibility and accessibility, including modular delivery; (iv) explicit inclusion of coaches and educators as an integral part of the intervention; and (v) adaptability across different national and institutional contexts. These five needs are directly reflected in the modular architecture and the delivery model of the finalised programme. Based on the information generated by the Needs Analysis, the consortium drafted a proposed version of the structure of the project's training framework, that would be tested and validated in the following phase.

3.4 Co-creation workshop

3.4.1 Workshop design and delivery

Following the completion of the Needs Analysis, the consortium organised a co-creation workshop with student-athletes and coaches to present the proposed training framework and gather feedback on its structure, content, and pedagogical approach. The workshop was delivered online, hosted by Tero PC as project coordinator, and combined a structured presentation of the five-section framework with an open feedback survey circulated to participants both during and after the session. A combination of 28 student-athletes and coaches participated, contacted through the networks of all 4 partner organisations, in an effort to encapsulate the transnational perception of the output that has already been created within the project.

The workshop was designed to serve three distinct purposes. First, it validated the framework proposal with members of the target group before the framework was committed to detailed development, reducing the risk of building a comprehensive framework on assumptions that had not been tested with real users. Second, it allowed for adjustments to be made at low cost, ahead of the more substantial investment in content creation, scenario writing, and slide design. Third, it strengthened the participatory character of

the project by ensuring that the framework did not emerge as a top-down artefact of the consortium but as a proposal shaped and reviewed by its intended users. This participatory approach is consistent with the co-creation principles increasingly recommended in educational programme design and with the wider dual-career literature (Slade, 2026).

3.4.2 Content presented at the workshop

The workshop covered the full proposed structure of the training framework. Tero PC, as coordinator, presented the project background, the results of the initial partner surveys, and the five-section framework proposal in detail. Each section of the proposed framework was described in turn, with an explanation of its intended focus, the types of content and exercises it would contain, and the role of scenarios and case-based learning within it. Particular attention was given to the integrated treatment of case studies across all modules, as opposed to their placement in a single standalone module, which had emerged from the needs analysis as a preferred design choice.

The workshop also covered the intended delivery approach, presenting the blended learning model set out in the grant agreement, the target duration, the balance between theoretical content and interactive exercises, and the intended role of coaches and educators within the framework. Participants were invited to react to each element of the proposal and to raise any concerns or suggestions.

3.4.3 Feedback collection and outcomes

Feedback was collected through two complementary channels. During the workshop, participants engaged in an open discussion facilitated by the presenter, in which they were invited to react to each section of the proposed framework. Following the workshop, participants received an online survey via email, allowing them additional time to reflect and provide more structured feedback on the proposed framework, its constituent sections, and the appropriateness of its overall approach.

The feedback confirmed the appropriateness of the proposed five-module structure and endorsed several specific design choices: the integration of real-life scenarios across all modules rather than as a standalone case-study module, the inclusion of interactive exercises within each section, the emphasis on practical over theoretical content, and the dedicated attention paid to coaches and educators through Module 5. No structural changes to the framework were required as a result of the workshop feedback, but a number of finer-grained refinements were incorporated during the subsequent development phase, particularly around the language and framing of specific sections. Table 3 summarises the main outcomes of the co-creation phase.

Table 3. Outcomes of the co-creation workshop.

Aspect of the framework	Outcome from co-creation
Five-module structure	Validated as appropriate; no restructuring required
Case studies distributed across modules	Endorsed; standalone case-study module rejected
Interactive exercises within each module	Confirmed as a valued design feature
Practical over theoretical content	Strongly reinforced by participant input
Coaches and educators as target group	Confirmed through explicit workshop feedback
Blended learning delivery model	Accepted, with feedback informing WP3 planning

The co-creation phase therefore served both as a validation checkpoint before development began and as a feedback loop that shaped the finer details of the framework. Its role was intentionally different from that of the later pilot phase: where the pilot phase (Part B of this document) tested the framework in

delivery, the co-creation phase tested the framework as a design proposal, ensuring that the underlying architecture rested on user validation before content creation began.

3.5 From evidence to framework

Table 4 traces each of the five modules of the finalised framework back to the specific needs identified through the survey and needs analysis, illustrating how the framework as a whole is grounded in the evidence collected during the WP2 development phase.

Table 4. Traceability of the five modules to the needs identified through the survey and needs analysis.

Module	Primary need addressed	Related evidence
1. Understanding challenges	Structured training tailored to the dual-career context	Common finding on difficulty balancing academic and sport commitments
2. Planning, prioritisation, goal setting	Practical and applied learning approaches	Highest-scoring item on focus on real-life situations
3. Managing stress, fatigue, workload	Link between time management and well-being	Common finding on stress and reduced performance
4. Practical tools and digital solutions	Flexibility, accessibility, and applied practice	Strong support for online formats and practical tools
5. Role of coaches and educators	Involvement of coaches and educators as key actors	Cross-partner endorsement of coach and educator training

4. Pedagogical Foundations

4.1 Learner-centred approach

The framework is built on a learner-centred pedagogical approach, in which the learner's experience, prior knowledge, and daily context form the starting point for each module. Rather than presenting time management as an abstract skill set to be transferred from expert to learner, the framework treats it as a set of competencies already partially developed by student-athletes through their daily practice and seeks to make those competencies more structured, more explicit, and more sustainable (Latrobe Boys Soccer, 2025; Montañés, 2025).

Each module opens with content that grounds the topic in the participant's own life, followed by targeted content, scenarios drawn from realistic student-athlete situations, and interactive exercises that require participants to apply the material to their own circumstances. This structure reflects established principles of adult and applied learning, in which the learner's engagement is strengthened by the perceived relevance and transferability of the material.

4.2 Time management as a life skill

A central pedagogical commitment of the framework is the treatment of time management as a life skill rather than a technique. This framing is explicit in the project title and objectives, and is expressed through the emphasis on habits, mental models, and support systems rather than on tools or techniques in isolation (Positive Coaching Alliance, 2026; Slade, 2026).

The framing has consequences for design. If time management is a life skill, then the training must go beyond introducing tools to address the psychological, social, and structural conditions that enable those tools to be used consistently. This drives the presence of Module 3 (well-being) alongside the more obviously "planning-focused" modules, and drives the presence of Module 5 (coaches, educators, and the wider support system) alongside content addressed directly to the learner.

4.3 The blended learning model

In line with the grant agreement, the framework is delivered through a blended learning model in which practical exercises are integrated directly into the online training. This model was chosen to preserve the interactive character of the training while enabling delivery at scale across partner countries and to test the feasibility of a delivery mode that can be reproduced in other contexts without the logistical demands of in-person events.

The initial partner survey provided strong endorsement of this approach: online, flexible formats were consistently supported across all four partner countries, and the combination of theoretical content with hands-on exercises received the highest score across the entire survey. The pilot phase then tested both in-person and online delivery of the framework, providing further evidence on the practicality of the blended-online model (see Section 6.1).

4.4 Scenario-based and reflective learning

Scenarios are a distinctive pedagogical feature of the framework. Each module includes at least two illustrative scenarios drawn from realistic student-athlete situations, presenting specific individuals (Alex, Maria, Sofia, Luca, Elena, David, and others) navigating typical dual-career challenges. Scenarios are used both to make abstract content concrete and to provide entry points for reflective learning: participants are guided to compare each scenario to their own situation, identify parallels and differences, and derive lessons that can be adapted to their circumstances.

This design choice aligns with the strong preference for practical, real-life content expressed in the initial partner survey and was subsequently reinforced by pilot feedback, which consistently identified scenarios as one of the most valuable components of the training. The framework distributes scenarios across all five modules rather than confining them to a single case-study section, so that they operate as a continuous thread of applied learning throughout the programme.

4.5 Strengths-based framing

The framework adopts a strengths-based framing throughout. Time management is presented not as a deficit to be corrected but as a capability to be developed. Student-athletes are addressed as a group already navigating an unusually demanding set of commitments, and the training builds on their existing discipline rather than positioning them as needing remedial support. This framing was chosen deliberately to counteract the risk of participant disengagement that can result from a deficit-focused approach and to align the training with the broader positive-development literature on student-athlete support (Positive Coaching Alliance, 2026).

5. Design Principles of the Framework

5.1 The five-module architecture

The framework is organised into five modules, arranged in a sequence that moves from problem recognition to individual practice to supported implementation. The rationale for this specific architecture rests on three considerations. First, the modules follow the natural learning arc identified in the needs analysis: participants first need to recognise and articulate the challenges they face before solutions can meaningfully be introduced. Second, the modules progressively broaden the scope of intervention, from individual skills (Modules 1 to 4) to the wider support system (Module 5), reflecting the finding that individual effort must be complemented by structural support. Third, the modules are self-contained enough to allow flexible sequencing or standalone delivery, while the full sequence produces the strongest learning progression.

5.2 Sequencing logic

Table 5 sets out the sequencing logic of the five modules, showing what each module contributes to the overall learning arc and why it appears in its specific position in the sequence.

Table 5. Sequencing logic of the five modules.

Module	Position in the learning arc	Rationale for sequencing
1	Problem recognition and vocabulary	Establishes a shared frame of reference before solutions are introduced
2	Individual planning and prioritisation	Provides the core skillset for organising time and tasks
3	Well-being and workload management	Introduces the well-being dimension once planning tools are in place
4	Practical tools for sustained practice	Builds on the previous modules by introducing enablers of consistency
5	Support system and communication	Broadens focus from the individual to the wider ecosystem

5.3 The role of scenarios in the design

Scenarios were not treated as illustrative decoration but as a structural element of the framework. Each module includes at least two scenarios that are used to introduce concepts, invite reflection, and prompt group discussion. Scenarios were designed to represent a diverse range of sports, competitive levels, and dual-career situations, so that participants across contexts could find at least one scenario resembling their own experience. The set of scenarios grew during the pilot phase in response to specific feedback, with new scenarios (Sofia, Luca, Elena and her coach, David, and the parent-coach and educator scenarios in Module 5) added to strengthen coverage of underrepresented situations (see Section 9).

5.4 Integration of tools and reference templates

The framework introduces five practical tools (the TIME4SPORTS toolkit) that participants can adopt during the training. The tools were chosen to cover the main dimensions of daily time management practice: weekly overview, daily focus, time protection, prioritisation, and dual-career integration. The tools were presented as options rather than requirements, with the explicit message that the value of a tool lies in consistent use rather than in the number of tools adopted. This design choice reflects both the survey

preference for practical resources and the "less is more" principle that emerged from pilot feedback (see Section 9).

5.5 The coach-educator-parent dimension

The inclusion of Module 5, dedicated to the wider support system around the student-athlete, is one of the distinctive design features of the framework. The module rests on the finding, common to all four partner surveys, that coaches and educators play a crucial role in supporting student-athletes and should be actively trained (Positive Coaching Alliance, 2026). Following the Greek pilot discussion, the module was expanded during the WP2 refinement phase to include a dedicated section on communicating with parents and a companion section addressing the parents' role at home. This addition, though not present in the original framework proposal, was accepted as a genuine gap in coverage that the pilot phase had made visible.

PART B - THE PILOT EVALUATION

6. Pilot Testing Methodology

6.1 Pilot design and delivery formats

The pilot phase was designed to test the training framework with members of the target group across three different national contexts and to generate feedback that could be used to refine the framework before finalisation. Three pilot sessions were conducted between April and May 2026, hosted by Tero PC and EGVE jointly (Greece), ASD Baskin Ciuff (Italy), and AJBR (Portugal).

Two delivery formats were used across the three pilots. The Greek and Italian pilots were delivered in person, while the Portuguese pilot was delivered online. This variation was deliberate. The grant agreement did not prescribe a specific delivery format for the pilot phase, leaving partners free to choose the approach best suited to their context. In-person delivery is generally considered more effective for gathering rich feedback: it enables more open discussion, immediate follow-up on comments, non-verbal cues that indicate engagement or confusion, and a stronger group dynamic. For this reason, two of the three pilots were run in-person. The Portuguese pilot was intentionally delivered online to stress-test the framework in the same delivery environment as the eventual implementation phase (WP3), providing evidence on how well the material translates to the online format that will be used in production.

This mixed-format approach gave the consortium two complementary types of evidence: rich, discussion-based feedback from the in-person pilots and a realistic test of the online delivery model from the Portuguese pilot. Together, the two provide stronger assurance than either format alone.

6.2 The joint Tero-EGVE pilot

The Greek pilot was organised jointly by Tero PC and EGVE (the Northern Greece Physical Education Teachers Association) as an integrated session, rather than as two separate national pilots. Several considerations informed this choice. First, EGVE's existing network of physical education teachers and the availability of an Erasmus+ related conference (the 29th International Conference of Physical Education and Sports held in Thessaloniki on 9 May 2026) provided an opportunity to deliver the pilot to a substantially larger audience than would have been feasible in a standalone session. Second, a joint session enabled more rigorous review of the framework by combining the perspectives of two partner organisations with complementary expertise (Tero PC as project coordinator and EGVE as a domain specialist in physical education). Third, delivering the pilot in the context of a wider Erasmus+ conference contributed to the visibility of the TIME4SPORTS project among peer projects and stakeholders in the field, supporting the wider dissemination objectives of the consortium. The joint session was well-attended, with a substantial audience present during the delivery (23 participants).

6.3 Participants and data collection

Across the three pilots, participants included student-athletes and coaches, with the specific composition varying by pilot. Table 6 summarises the pilot participation and delivery details.

Table 6. Overview of the three pilot sessions.

Pilot	Date	Format	Host organisation(s)	No of Participants
Greece	9 May 2026	In-person	Tero PC and EGVE (joint)	23
Italy	27 May 2026	In-person	ASD Baskin Ciuff	8
Portugal	20 May 2026	Online	AJBR	12

Data were collected through two instruments. The primary instrument was a structured feedback survey, delivered as a Google Form, containing eight closed-ended rating questions on a five-point Likert scale (covering content relevance, material clarity, session structure, real-world relevance, provision of practical tools, trainer style, interaction and participation, and overall satisfaction) and two open-ended questions inviting improvement suggestions and additional comments. The form was translated into Greek, Italian, and Portuguese for the corresponding pilots. The secondary instrument was a qualitative pilot summary produced by each hosting partner, capturing the substantive discussion points, participant reactions, and improvement suggestions that emerged during and after the session.

6.4 Analytical approach

The quantitative feedback was analysed by computing per-question and per-pilot averages and by comparing patterns across the three pilots. The qualitative feedback was analysed thematically, with themes identified across the open-ended responses and pilot summaries and cross-referenced against the quantitative results to identify convergent findings. Emphasis was placed on themes appearing in more than one pilot, on the assumption that recurring feedback across national contexts carries stronger implications for framework refinement than isolated comments.

7. Pilot Implementation

7.1 Greek pilot - Tero PC and EGVE joint session

The Greek pilot was delivered on 9 May 2026 in Thessaloniki, as part of the 29th International Conference of Physical Education and Sports. The session was on-site and combined a structured presentation of the framework with an open discussion involving both student-athletes and physical education teachers. Feedback was collected through the Google Form immediately after the session, and additional qualitative points were captured through the discussion and follow-up email exchanges.

Key discussion themes included the importance of parental involvement in supporting student-athletes and the role of coaches in supporting time management. These themes led directly to the addition of a new section on communicating with parents in Module 5, and a companion section addressing the parent's role (see Section 9).

7.2 Italian pilot - ASD Baskin Ciuff

The Italian pilot was delivered in person by ASD Baskin Ciuff on May 27 2026, hosting a mixed group of 8 student-athletes and coaches. The pilot report was produced by ASD Baskin Ciuff following the session and captured both quantitative feedback and qualitative discussion points. The Italian group achieved the highest average ratings across all pilots (see Section 8) and contributed one of the most distinctive substantive suggestions to emerge from the pilot phase: the shift from a "doing" mentality to a "results-oriented" mentality in Module 2, which was subsequently incorporated into the framework.

7.3 Portuguese pilot - AJBR

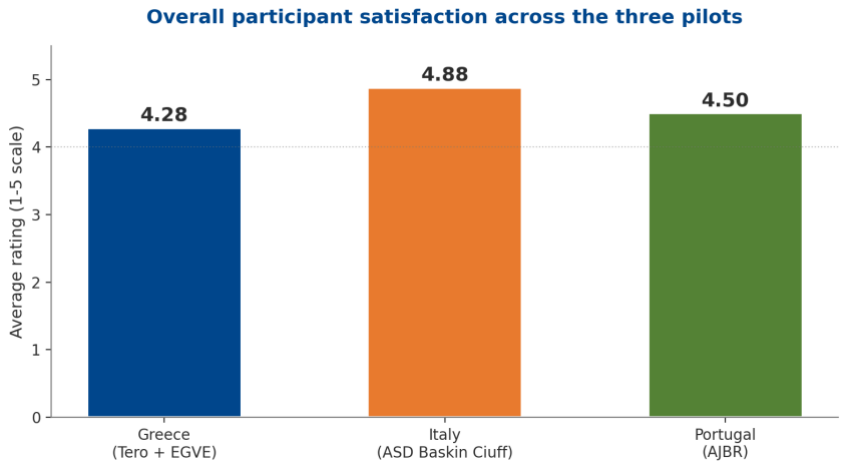
The Portuguese pilot was delivered online by AJBR on May 20 2026, to a group of 12 student-athletes and coaches. This was the only pilot delivered in the online format, chosen specifically to test the framework in the same delivery environment that will be used in WP3. Feedback was collected through the translated Google Form and through the AJBR pilot summary. Key themes from the Portuguese pilot included a request for more interactive exercises, additional digital resources, and structured calendar templates combining school and sports commitments; these led directly to changes made during the WP2 refinement phase (see Section 9).

8. Pilot Findings

8.1 Overall satisfaction across the three pilots

Overall satisfaction levels were high across all three pilots. The Italian pilot produced the highest average rating (4.88 out of 5), followed by the Portuguese pilot (4.50) and the Greek pilot (4.28). Figure 1 shows the comparison graphically.

Figure 1. Overall participant satisfaction across the three pilots.

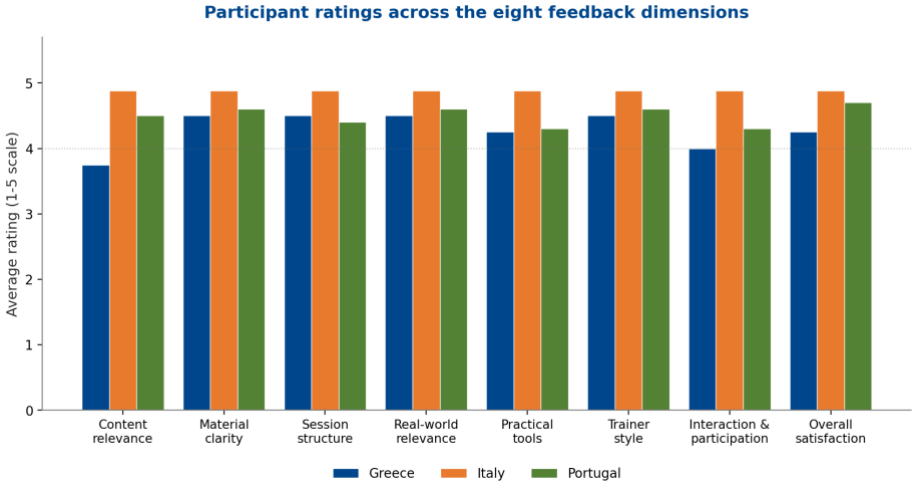


The differences between pilot averages should be interpreted with caution, given the differences in sample size and the differences in the group composition and delivery context. The Greek session, in particular, was delivered to a substantially larger audience during a wider conference, with a more heterogeneous group than the two other pilots; the increased number of attendees and the associated mixed audience may have introduced more variability into the ratings that were subsequently provided. The higher Italian rating reflects a smaller, more homogeneous group with a strong existing relationship to the hosting organisation. These contextual factors should be taken into account when comparing scores, and the pattern is best read as broadly positive across all three contexts rather than as a strict comparative ranking.

8.2 Ratings across the eight feedback dimensions

Figure 2 breaks down the average ratings across the eight feedback dimensions covered by the feedback survey, providing a more differentiated view of participant response.

Figure 2. Participant ratings across the eight feedback dimensions.



Several patterns are notable. Trainer style, material clarity, and session structure scored consistently high across all three pilots, indicating that the delivery quality and the design of the training materials were well-received across contexts. The lowest-scoring dimensions were interaction and participation (particularly in the Greek pilot, at 4.00) and the provision of practical tools (at 4.25 to 4.30 in the Greek and Portuguese pilots). These two findings converged with the qualitative feedback (see Section 8.3), which requested more interactive activities and a broader treatment of digital tools; both were subsequently addressed in the framework refinement (see Section 9).

The consistency of the Italian ratings (all 4.88) reflects the pre-existing relationship participants have with the sector (with them being part of a sports organisation), showcasing a higher understanding of the framework concepts even before the presentation.

8.3 Qualitative themes from open-ended responses

Qualitative feedback from the open-ended responses and the pilot summaries produced a small number of convergent themes appearing across two or three pilots. Table 7 summarises these themes with an indication of which pilots raised them.

Table 7. Convergent qualitative themes across the three pilots.

Theme	Pilots raising it	Nature of feedback
More interactive activities and exercises	Greece, Italy, Portugal	Reduce lecture time; expand hands-on components
Improved visual materials and slide design	Greece, Italy, Portugal	Cleaner slides, stronger visual communication
Expanded coverage of digital tools	Greece, Italy, Portugal	Broader tool list; more practical guidance
More real-life scenarios and examples	Greece, Portugal	Additional examples across sports and situations
Parental involvement in time management	Greece	Add content on coach-parent and parent roles
Results-oriented planning mentality	Italy	Move from task lists to outcome-focused planning
Structured weekly and monthly planning	Portugal	Combined view of school and sport commitments

8.4 Discussion insights from each pilot

Alongside the survey feedback, each pilot produced substantive discussion insights that shaped the framework refinement. The Greek session identified the parental involvement gap, leading to the two new sections in Module 5. The Italian session generated the results-oriented mentality reframing for Module 2. The Portuguese session identified the need for the Dual-Career Weekly Planner and the getting-started guidance in Module 4. These substantive contributions are described in detail in Section 9.

9. From Feedback to Refinement

9.1 Traceability of the changes

The pilot feedback was translated into a specific set of refinements to the framework, listed in Table 8 with an indication of the feedback that prompted each change. This traceability matrix demonstrates the extent to which the finalised framework has been shaped by participant input rather than by consortium decision alone.

Table 8. Traceability of framework changes to pilot feedback.

Change made	Prompted by	Module
New scenario: Sofia (energy vs clock-time)	Portuguese pilot - more real-life examples	Module 1
New exercise: 168-Hour Audit	Convergent feedback on interactive content	
New sub-section: "doing" to results-oriented mentality	Italian pilot discussion	Module 2
New scenario: Luca (tournament and exams)	More scenarios across sports	
New tool: Dual-Career Weekly Planner	Portuguese pilot - combined school-sport view	
New exercise: Working Backwards from a Goal	Feedback on interactive content	
New scenario: Elena (exam-competition overlap)	More real-life examples	Module 3
New scenario: The Coach Who Noticed	Value of coach perspective	
New exercise: Traffic-Light Self-Check	Feedback on interactive content	
New section: Getting Started with Your First Tool	Feedback on tool over-adoption	Module 4
New scenario: David (simplifies his system)	Portuguese pilot - practical guidance	
New exercise: Tool Matchmaker	Feedback on interactive content	
New section: Communicating with Parents	Greek pilot discussion	Module 5
New section: The Parent's Role	Greek pilot discussion	
New scenario: Parent-Coach Conversation	Greek pilot discussion	
New scenario: Educator's Small Adjustment	Value of educator perspective	
New exercise: Support Map	Feedback on interactive content	

9.2 Summary of the refinement outputs

The pilot phase produced a substantial expansion of the framework. In quantitative terms, six new scenarios were added (Sofia, Luca, Elena, Coach Who Noticed, David, Parent-Coach, Educator's Small Adjustment), one new tool was added (the Dual-Career Weekly Planner), two new sections were added within existing modules (Getting Started with Your First Tool in Module 4, and the parent-focused content in Module 5), and five new interactive exercises were added (168-Hour Audit, Working Backwards, Traffic-Light Self-Check, Tool Matchmaker, Support Map). The Priority Matrix in Module 2 was also expanded with clearer explanations and worked examples.

In qualitative terms, three deeper shifts emerged. First, the framework was reoriented from a "doing" to a "results-oriented" mentality in the planning module, a shift originating in the Italian pilot discussion. Second, the framework expanded from a coach-and-educator focus in Module 5 to include the parent as a distinct actor, following the Greek pilot discussion. Third, the framework strengthened its position on tool adoption, moving from an introductory presentation of digital tools to explicit guidance on how to start with one tool and build the habit before adding others, following the Portuguese pilot input.

10. Reflections and Lessons Learned

10.1 What worked well

Three aspects of the WP2 process worked particularly well. First, the sequencing of the survey, needs analysis, and co-creation workshop provided a strong evidence base for the framework and ensured that the design was informed by target group input before content was developed in detail. Second, the mixed-format pilot design (in-person for Greece and Italy, online for Portugal) proved valuable in generating complementary types of evidence: rich discussion feedback from the in-person sessions and a realistic test of the online delivery model from the Portuguese session. Third, the joint delivery of the Greek pilot by Tero PC and EGVE demonstrated the value of cross-partner collaboration in delivering higher-visibility, higher-audience pilot events.

10.2 Limitations

The pilot phase had several limitations that should be acknowledged. First, the sample sizes were not large across all pilots, while also showcasing variability, with the Greek pilot having the largest number of participants at 23 and Italy the smallest at 8. This constrains the statistical weight of the quantitative comparisons and reinforces the value of the qualitative analysis. Second, the pilots were delivered in different phases and different contexts, and the effect of these contextual differences on participant response cannot be fully isolated.

These limitations do not undermine the overall value of the pilot findings, which converge across pilots on a consistent set of improvements, but they should be borne in mind when interpreting specific numerical comparisons.

10.3 Implications for WP3

The pilot phase generated several implications for the implementation phase of the project. First, the online delivery model tested in the Portuguese pilot performs well and can serve as the primary delivery mode for WP3, in line with the blended learning model set out in the grant agreement. Second, the value of interactive components is confirmed and should be preserved in production delivery; facilitators should protect the exercise slots against pressure to compress them under time constraints. Third, the parent content added in the refinement phase should be treated as an integral part of Module 5 rather than as an optional add-on, given the strength of the pilot feedback that identified this as a gap. Fourth, the training materials should be translated into the partner languages before implementation to strengthen learner engagement, based on evidence from the pilot phase that native-language delivery is more effective.

11. Ethics and Data Protection

11.1 Ethical framework of the pilot phase

The pilot phase of the TIME4SPORTS project involved the collection of feedback from real participants, including student-athletes, some of whom were minors, coaches, and educators. The consortium therefore applied an ethical framework consistent with the principles established under the Horizon Europe and Erasmus+ programmes, and with the General Data Protection Regulation (GDPR) applicable across all three partner countries. The framework rests on three principles: informed and voluntary participation, minimum necessary data collection, and appropriate data protection through anonymisation and secure handling.

11.2 Informed participation

Participants in each pilot session were informed at the start of the session of the purpose of the pilot, the nature of the feedback that would be requested, the voluntary character of participation, and the intended use of the feedback data. Feedback surveys were introduced as optional, and participants were free to complete them fully, partially, or not at all. In pilots involving minors, participation was coordinated through the hosting organisation and, where required by national practice, informed consent from parents or legal guardians was secured in advance of the session. The consortium relied on the established consent practices of the hosting partner organisations, which routinely operate with the same target groups in their day-to-day activities.

11.3 Data minimisation and anonymisation

The feedback data collected during the pilot phase was intentionally minimised. The feedback surveys did not collect names, contact information, dates of birth, or any other directly identifying information. Optional demographic fields (such as age range or sport) were collected only where relevant to the interpretation of the feedback and were not linked to individual responses in the analysis. Where qualitative discussion notes included references to specific individuals, these have been removed or anonymised in the analysis presented in this deliverable. The consortium has taken the position that pilot findings should be traceable to pilots (i.e. by country) but not to individual participants.

11.4 Data protection and retention

The feedback data has been stored in the project's shared drive under access-controlled folders accessible only to consortium partners. Data will be retained for the duration of the project and for the period required for reporting to the granting authority, after which the data will be deleted in line with GDPR requirements. Where extracts of the data have been included in this deliverable (as aggregate averages and thematic summaries), they have been fully anonymised and cannot be linked back to individual participants. Should any participant wish to request removal of their contribution, the consortium has established a contact point through Tero PC as project coordinator, though no such request has been received during the pilot phase.

11.5 Ethics in framework content

Beyond the procedural aspects of pilot data collection, the framework content itself was designed with ethical considerations in mind. The scenarios used in the framework are entirely fictional and do not represent any real individual, though they are informed by realistic patterns observed in the daily lives of student-athletes. The strengths-based framing (see Section 4.5) was chosen in part to avoid stigmatising participants who may be experiencing time management difficulties. The Module 3 content on stress, fatigue, and burnout is presented with care, treating well-being difficulties as normal and manageable

rather than pathological, and encouraging participants to seek support from coaches, educators, and family members without positioning any of these actors as therapeutic providers.

12. Conclusions and Next Steps

The TIME4SPORTS training framework presented in this report is the product of a structured, evidence-based development process combined with a systematic pilot evaluation across three national contexts. The framework rests on a clearly defined pedagogical approach, is grounded in target group input at every stage, and has been refined in response to explicit participant feedback. The two-part structure of this document mirrors the two-part logic of the WP2 process: a design phase informed by needs analysis and co-creation, and a validation phase informed by structured pilot testing.

The framework now moves into WP3, where it will be delivered through Train-the-Trainer seminars and pilot training programmes across the partner countries, accompanied by the development of the online Time Management Repository portal. Feedback collected during the WP3 implementation phase will be captured in the Lessons Learnt Report (D3.2), and any refinements identified through that phase will be incorporated into subsequent versions of the framework and the e-learning programme made available through the project's dissemination channels.

The e-learning programme itself, in its finalised form, is presented in the companion deliverable D2.1 (TIME4SPORTS e-learning program). Together, the two WP2 deliverables provide a complete account of the TIME4SPORTS approach: what the programme is (D2.1) and why it is designed the way it is, together with the evidence supporting its design (D2.2). As a public deliverable, this document is freely available for reuse and adaptation by any organisation working with student-athletes, and the TIME4SPORTS consortium welcomes contact from organisations interested in adopting the programme.

13. REFERENCES

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ANNEXES

Annex A - Initial Partner Survey Instrument

The initial partner survey was delivered to a minimum of seven participants per partner organisation, consisting of student-athletes and coaches. The instrument used a five-point Likert scale (1 = strongly disagree, 5 = strongly agree) across ten thematic questions, followed by an optional open comment field. The ten questions are reproduced below.

Table A1. Initial partner survey items.

#	Question
1	Student-athletes in our context face significant difficulties in balancing academic responsibilities and sports commitments.
2	Lack of effective time management skills is a major contributor to stress and underperformance among student-athletes we work with.
3	Current support mechanisms for student-athletes (schools, clubs, federations) do not sufficiently address time management challenges.
4	Existing time management resources are too generic and not adapted to the realities of dual careers in sport and education.
5	Practical tools and exercises are more effective than theoretical content for improving student-athletes' time management skills.
6	Coaches and educators play a crucial role in supporting student-athletes' time management and should be actively trained.
7	Student-athletes are more likely to engage with time management training if it is flexible and accessible online.
8	The TIME4SPORTS training programme should focus on everyday, real-life situations faced by student-athletes.
9	The TIME4SPORTS training programme should be designed in a way that is accessible and usable by student-athletes with diverse needs, abilities, and learning styles.
10	Cultural and national differences should be considered when designing the TIME4SPORTS educational materials.
11	Any further comments? (Open-ended)

Annex B - Pilot Feedback Instrument

The pilot feedback survey was delivered via Google Forms, translated into Greek and Portuguese for the corresponding pilots. The instrument comprised eight closed-ended rating questions on a five-point Likert scale and two open-ended questions. The items are reproduced below in their English version.

Table B1. Pilot feedback survey items.

#	Item	Type
Q1	The content of the training was relevant to my needs as a student-athlete/coach.	1-5 scale
Q2	The training material was clear and easy to understand.	1-5 scale
Q3	The structure and organisation of the session were logical and well-paced.	1-5 scale

#	Item	Type
Q4	The topics covered addressed real challenges I face in dual-career life.	1-5 scale
Q5	The training provided practical tools I can apply in my daily routine.	1-5 scale
Q6	The trainer's presentation style was engaging and effective.	1-5 scale
Q7	The session encouraged interaction and participation.	1-5 scale
Q8	Overall, I am satisfied with the quality of the training session.	1-5 scale
Q9	What suggestions do you have to improve the training?	Open-ended
Q10	Any other comments?	Open-ended

Annex C - Consolidated Pilot Feedback Data

This annex presents the detailed per-question averages from the two structured feedback forms used in the Greek, Portuguese, and Italian pilots.

Table C1. Detailed feedback averages by dimension and pilot.

Feedback dimension	Greek pilot	Portuguese pilot	Italian pilot
Content relevance	3.75	4.50	4.75
Material clarity	4.50	4.60	5.00
Session structure	4.50	4.40	4.50
Real-world relevance	4.50	4.60	4.75
Provision of practical tools	4.25	4.30	4.50
Trainer style	4.50	4.60	4.88
Interaction and participation	4.00	4.30	4.88
Overall satisfaction	4.25	4.70	4.88
Average across dimensions	4.28	4.50	4.77