2021 Code Implementation Support Program

Guidelines for the International Standard for Education (ISE)

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GUIDELINES FOR EDUCATION

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Welcome to the Guidelines for Education

AN OVERVIEW

Introduction

Welcome to the Guidelines for Education (Guidelines), a third-level, non-mandatory document that supports the International Standard for Education (ISE). These Guidelines are for those in Anti-Doping Organizations (ADO) who are responsible for developing and implementing an education program, as described in the ISE.

Where the ISE gives a minimum of *what* to do, the Guidelines aim to help you understand *how* to do it, giving you examples and suggestions, and showing you how to go above and beyond where possible.

Context

Education provides us with an opportunity to promote positive values and ethical behaviors, protect clean athletes and preserve the spirit of sport. It allows us to reach and impact broad audiences, building knowledge and understanding to support clean sport.

With the ISE and the Guidelines, we can develop education programs that support the majority of athletes who wish to compete clean, help them and their Athlete Support Personnel (ASP) avoid inadvertent doping, and ensure that their first encounter with anti-doping is with education rather than testing (doping control).

How we define education

While education may be defined differently in other contexts, here, we define education as it relates to clean sport and as it connects to you, your athletes and ASP. Education is defined within the Code, the ISE and the Guidelines as:

> *"The process of learning to instill values and develop behaviors that foster and protect the spirit of sport, and to prevent intentional and unintentional doping."*

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To support this definition, the term education includes the following 4 components: values-based education, awareness raising, information provision and anti-doping education. In simple terms, education is a series of activities that help people learn.

Tailored programs

We appreciate the diversity that exists in our global community. We understand that there are many ways to implement an education program and that education should be designed to meet the needs of participants. Your education program should be tailored to your participants and context, creating opportunities for them to learn.

The ISE sets a regulatory framework for all ADOs to follow so that we can set a common standard for the planning, delivery, monitoring and evaluation of education programs. These Guidelines provide supporting information and considerations to help you build that education program.

How to use the Guidelines

EDUCATION AS A PRIORITY

SECTION **1**

- Make education a priority
- Identify potential partners

PLANNING

SECTION **2**

- Assess current situation
- Establish education pool
- Develop education plan

IMPLEMENTING

SECTION **3**

- Design the learning experience
- Include the 4 components of an education program
- Educate along the athlete pathway
- Embed values-based education
- Monitor and evaluate

EDUCATORS

SECTION **4**

- Recruit and organize educators
- Train and authorize educators

RECOGNITION

SECTION **5**

- Recognize other education programs

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So, how can you make the most of the Guidelines? The Guidelines are a support tool for all sizes of ADOs, large or small. We understand that different organizations may have different needs, so we have designed the Guidelines in clear sections and with clear chapters to help you navigate in a way that works for you.

If you are new to education or anti-doping, or if this is the first time your organization develops an education program, it might be helpful to read the Guidelines from start to finish and use the examples, figures and tables as templates for your own work. Doing so will lead you through a logical process to develop your education program.

It may even be useful to use the Guidelines in its sectioned layout as a review tool or a checklist as you either reflect on your current education program or build your new education program.

But, if you are seeking support on one particular item or article from the ISE, select the chapter that suits your needs and go directly to it. If more context is needed, look to other chapters for support.

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SECTION 1:
Education as a priority

Section 1 includes Chapters 1 and 2. This section will help you make education a priority within your organization, set a vision for your education program, and help you identify potential partners who can support you along the way.

CHAPTER 1

Where to begin?

EDUCATION AS A PRIORITY
SECTION **1** — Make education a priority · Identify potential partners

PLANNING
SECTION **2** — Assess current situation · Establish education pool · Develop education plan

IMPLEMENTING
SECTION **3** — Design the learning experience · Include the 4 components of an education program · Educate along the athlete pathway · Embed values-based education · Monitor and evaluate

EDUCATORS
SECTION **4** — Recruit and organize educators · Train and authorize educators

RECOGNITION
SECTION **5** — Recognize other education programs

EDUCATION IS A KEY PART OF AN ANTI-DOPING PROGRAM

The International Standard for Education (ISE) explains that "…the vast majority of Athletes wish to compete clean [and] have no intention to use prohibited substances or methods and have the right to a level playing field. Education, as one Prevention strategy as highlighted in the Code, seeks to help prevent Athletes and other Persons from doping, and to promote behavior in line with the values of clean sport."

When developing your education program start by considering the following:

- Education should be a key priority of any anti-doping program that aims to achieve clean, fair sport.
- An athlete's first experience with anti-doping should be through education rather than doping control.

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- Education promotes positive values synonymous with sport (see Chapter 9 – *How to embed values-based education* for ways to promote values within your education program).
- Education is an athlete's right and supports their right to a level playing field.
- Education should be considered a long-term endeavour, not only to bring about behavior change for clean sport but also to develop critical thinking, problem solving and ethical and responsible decision making.
- Education involves the active participation and engagement of athletes and Athlete Support Personnel (ASP) and should continue throughout a sporting career.
- Education, in-person, must be delivered by trained and authorized educators (see Chapter 11 – *How to recruit and organize educators*, and Chapter 12 – *How to train and authorize educators* for more information).
- Education should be ongoing and structured according to each development stage along the athlete pathway. Topics, methodology, messaging and delivery should be tailored to each level (see Chapter 6 – *How to design the learning experience* and Chapter 8 – *How to educate along the athlete pathway* for more information).
- Education should be coordinated with the government, particularly with ministries of sport, education and health.

Now, how do you make sure education is valued and a key priority in your organization? Consider the following:

1) Set a vision for education that aligns with your organization's vision and mission.
2) Ensure education is part of your organization's strategic objectives.
3) Create an education officer role, education team or department and appoint dedicated and professionally competent education personnel.

1) Setting a vision for education that aligns with your organization's vision and mission

Consider the following questions:

- What is your organization's vision and mission?
- Is there a vision for education?

Consider creating a vision for education that relates to, and supports, your organization's overall vision and mission. Consider the values your organization promotes and how they can be included. When writing your vision statement, think about what you want your education program to achieve, the values, behaviors and understandings you want your athletes and ASP to develop, and how you see your education program evolving over time. Use positive messaging in your vision statement like "clean, fair sport" and avoid "no" messages. Be positive and aspirational and remember that the ultimate goal is to develop a clean sport environment, as described in the Code.

2) Ensuring education is part of your organization's strategic objectives

Consider the following questions:

- Does your organization set strategic objectives or goals for the future?
- Is education reflected within your organization's strategy?

Consider how education fits within the wider anti-doping framework and the value it adds to all aspects of clean sport. Along with deterrence, detection and enforcement, education plays a key role in the prevention model and should be represented accordingly.

Then, work towards explicitly including education within your organization's strategic objectives and, when setting objectives for your education program, ensure they align with those of your organization.

3) Creating an education role, team or department

Consider the following questions:

- Does your organization have a dedicated education person, team, department or function?
- Does your organization have a qualified person in charge of education?
- Is there a budget for education?

Consider recruiting a lead person for education (and, where practical, team members) who have teaching/education qualifications and experience in developing and delivering education programs. If you need to transfer other employees within your organization to education, consider investing in their professional development to build their capability and increase the capacity within the team or department. If it is not possible to hire a qualified education professional or transfer someone to lead education from within your organization or network, look for volunteers with education experience

(possibly teachers with a strong passion for sport) or a secondment (i.e. a temporary transfer) from a partner organization such as a National Olympic Committee (NOC) or a government ministry.

Then, create an annual budget. When determining how much to allocate, consider that education is an area where you can see great return on your investment. That is, when implemented properly and with adequate resources, an education program has the potential to reduce cases of inadvertent doping by increasing knowledge and understanding, reduce deliberate doping through behavior change, promote positive reputations of organizations, reduce national/sport scandals and so on.

An education budget may need to include the following:

- Human resources (employee salaries or reimbursements).
- Travel and accommodation costs.
- Creation, printing and distribution of education materials (many materials have already been created by WADA or other ADOs. Consider using pre-existing materials to save costs and avoid duplication. Moreover, if materials are available digitally, save printing costs by providing digital access).
- Translation costs (if you utilize WADA or other ADOs' resources you may need to pay for translations into your own language. Make sure to use professional translators and have your education staff verify the translations, ensuring that Code language and the integrity of the work is intact).
- Cost of room rentals for in-person workshops (if funds are limited, consider hosting webinars or providing eLearning courses).
- Per diem for educators and education support staff to help support travel costs (again, if funds are limited, perhaps just pay travel costs, or reduce the amount of in-person workshops and use other methods such as webinars) – before making a decision, a cost analysis is worth doing since in some cases, the costs to deliver in-person workshops can be lower than building an eLearning platform or even a specific course.

Where resources are limited, consider the minimum budget needed to implement your education program using resources from other agencies such as WADA's free education tools for athletes and ASP available on ADeL.

CHAPTER 2

Who can help?

EDUCATION AS A PRIORITY

SECTION 1 Make education a priority | Identify potential partners

PLANNING

SECTION 2 Assess current situation | Establish education pool | Develop education plan

IMPLEMENTING

SECTION 3 Design the learning experience | Include the 4 components of an education program | Educate along the athlete pathway | Embed values-based education | Monitor and evaluate

EDUCATORS

SECTION 4 Recruit and organize educators | Train and authorize educators

RECOGNITION

SECTION 5 Recognize other education programs

GAINING SUPPORT AND IDENTIFYING PARTNERSHIPS

With so many stakeholders in sport, there are lots of organizations and individuals who can support you in creating an education program. Identifying and working with other organizations on the planning, delivery, monitoring and evaluation of your education program can give you access to external expertise, different perspectives, avoid duplication with other education programs and make the best use of resources.

To establish which organizations can help you, consider the following:

1) Map out your sporting system identifying which organizations work with athletes and/or Athlete Support Personnel (ASP) such as: National Olympic Committees (NOCs), National Paralympic Committees (NPCs), National Federations (NFs), sports schools, funding bodies for sports organizations, athlete associations, competition organizers, professional bodies for medical professionals or sports scientists as examples.
2) If you are a national body, determine your government's stance on clean sport and anti-doping

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and how they may be able to help.
3) Consider those in research and tertiary education institutions.

1)   Mapping out your sporting system

The first step to identifying support is to map out your sporting system (Figure 2.1) in parallel with your athlete pathway (Figure 2.2) and look at the roles and responsibilities of each organization. This exercise is important because it allows you to:

- Identify organizations that have a role at each stage of the athlete pathway
- Identify organizations that support or professionally regulate ASP roles
- Identify where school sport and sports clubs fit in your system
- Identify other influencers along your athlete pathway, such as parents
- Identify funding organizations that impact sport
- Identify the role of your government in sport development and elite sport
- Identify temporary organizations such as organizing committees if your country is due to host a multi-sport or sport-specific international competition
- Identify any organizations that support talent development – specialist sports schools, or talent/performance centres or training facilities

Along with identifying support, the model or map of your sporting system should also help you understand how far you can/need to reach to foster a clean sport environment and what your limitations are. It should also help you see which organizations are important to work with to deliver your education program. As examples, to implement values-based education in schools you may need the support of a school's association or government; to deliver education to talented athletes you may need support from their NFs; and to reach those hoping to participate in an Olympic or Paralympic Games you may need to work with your NOC and NPC to gain access to the national team.

Ultimately, mapping your sporting structure will allow you to understand your sport environment, identify other organizations and coordinate the efforts between your organization and others. Influencing other organizations to support your education program is a key role you have. If you can do this, other organizations will see the importance of educating their athletes and the benefits it provides. This can help you significantly increase the reach of your education program.
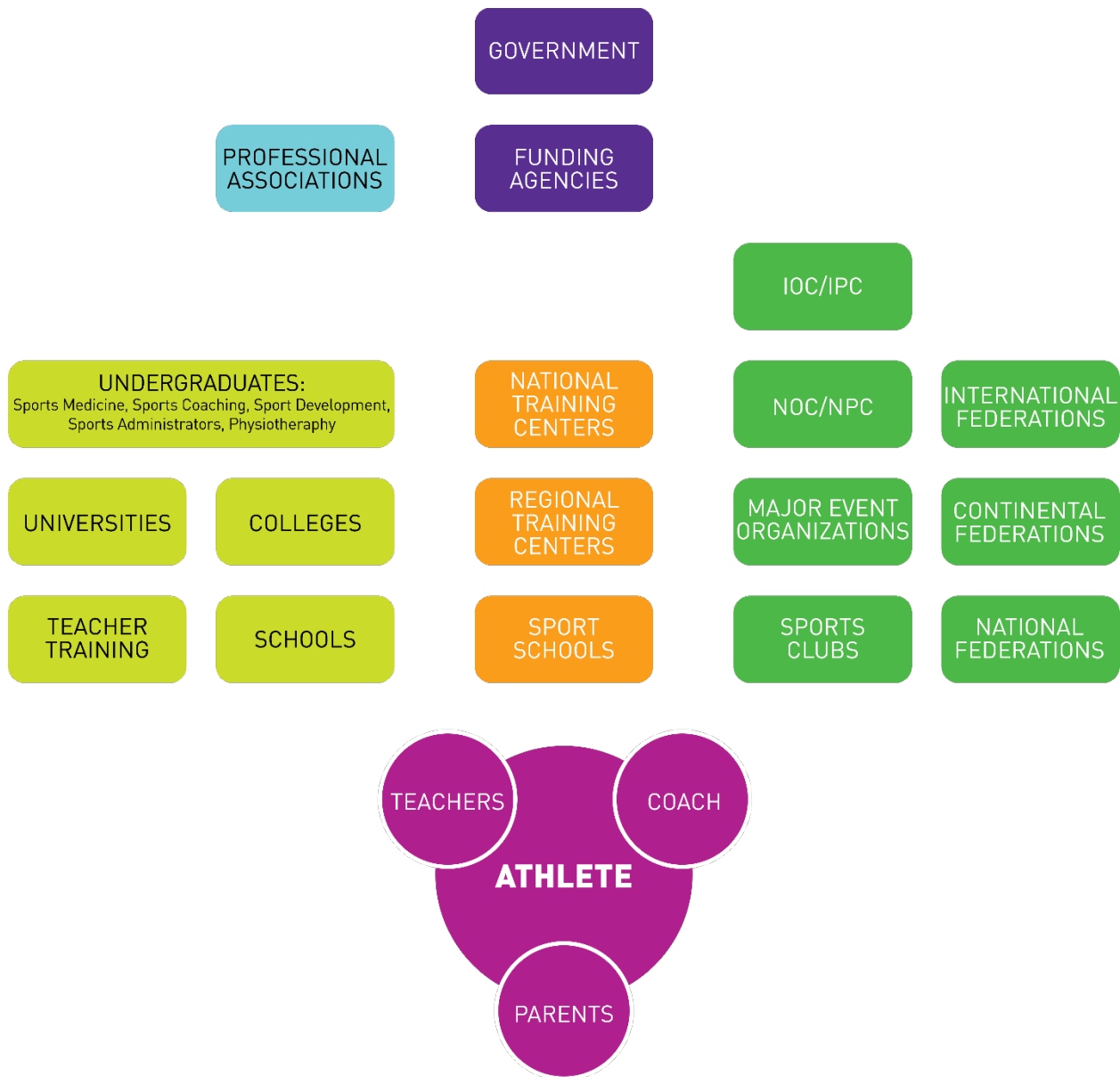
Figure 2.1 Identifying the sporting system – an example for a NADO

By identifying or mapping out an athlete pathway, as seen in Figure 2.2, you can see the different stages of athlete development and your potential target groups. It is important to do this so that any education delivered is, where possible, progressive, building from an early introduction to sports values and ending with anti-doping information relevant for a major event for an international athlete. For more information on the athlete pathway see Chapter 4 – *Who should you educate?* and Chapter 8 – *How to educate along the athlete pathway*.
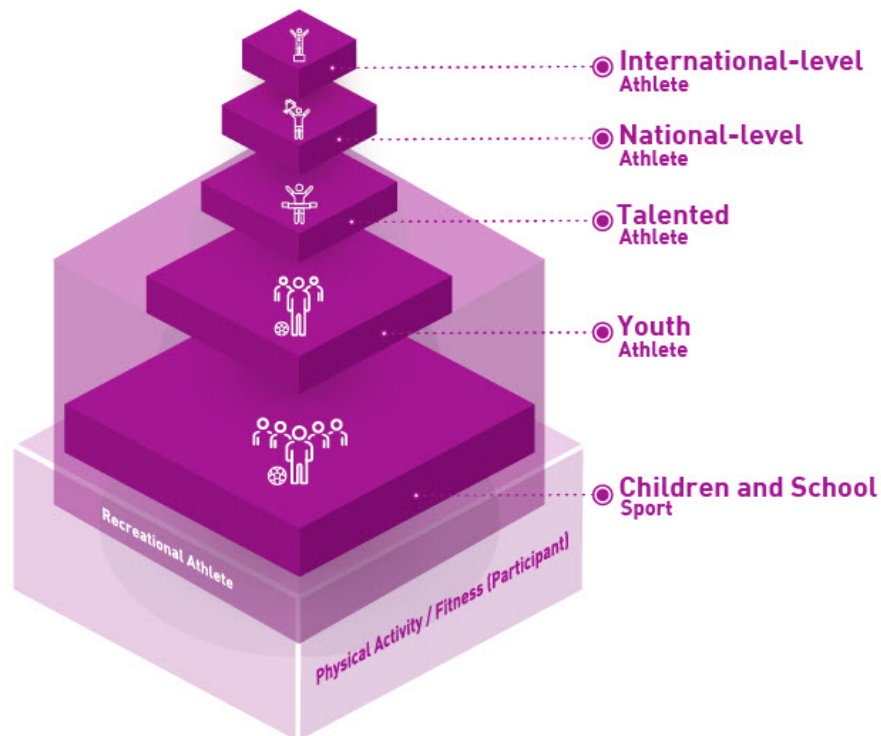
Figure 2.2 Athlete pathway

NOTE: This is a draft generic model used to assist ADOs. For descriptors of each stage of the athlete pathway please see Figure 4.1 in Chapter 4 – *Who should you educate?*

2) **Working with the government**

The UNESCO Convention states that education is one of the anti-doping responsibilities for governments. In many countries, governments invest significantly in sports development and performance and, establish general education policy. It is important and in your best interest to seek help, advice, and understanding from your government before creating your education plan and developing your education program.

Ask the following questions when beginning to work with your government:

- What are the policies and future plans for education in your country? How can these be used to support your education program? How can you embed relevant education into this system, either formally or informally, as an option for schools to use?
- How much does the government invest in athlete development and performance (i.e. for medals) and can education requirements be included in this system?
- Does your government require funded athletes to undertake clean sport education?

- Does your government have a funding policy for NFs/NOCs/NPCs? How can this encourage the integration of education into these funded programs and partnerships between these national bodies?
- Is there access to teachers' institutions for recruiting educators?
- Can values-based education be added to teacher training programs or teacher recertification programs to provide teachers with knowledge about sport values and how these can be taught within a school environment?
- Is there a possibility of running an education activity such as an in-person workshop or a webinar for NF presidents/top management or staff to instill the significance of clean sport education? Can your government assist with this so the message that education is important comes from the top and is heard?
- Can your government help you embed education into NF athlete programs? Could this be a requirement of government funding to NFs?
- Is your government one of the countries that has adopted the UNESCO International Charter for Physical Education, Physical Activity and Sport? If so, have they implemented their commitments for anti-doping and values-based education?
- Is your government interested in and concerned about public health? Your education program can help develop healthier citizens by encouraging participation in sport or physical activity without the use of chemical aids or banned substances.

3)   Working with research institutions for evidence-based education

Working with research institutions brings value and credibility to your education program as it offers new perspectives and can support evidence-based content development and delivery.

Researchers from departments including sociology, pedagogy (study of child learning), andragogy (study of adult learning), management, policy analyst programs, psychology, athlete development, and sport science, as examples, have expertise and insight that can benefit your program. Consider utilizing their expertise for your education program to help you develop an education program that meets your participants' needs.

When working with researchers and research institutions consider:

- Have you identified knowledge gaps, engagement challenges or areas you want to improve in your education program?
    - o   If yes, what are the objectives for collaborating with the researchers? What do you want to achieve by working with them?
- Have you identified which researchers are specialists in the areas you have identified?
- Have you searched for existing research that can be applied to your education program or can support you to design an evaluation of your education program?
- Within your team or organization, do you have the right skill set or experience for working with researchers (someone who understands research methods, for example)?
- Can you get a budget for research? Is it possible to allocate internal funding or are there external sources of funding that are available for you to access?

- Can you collaborate with other organizations who are interested in similar research objectives? This may help you fund the research.
- What kind of agreement or contract will you need with the researchers?
- Will you own the data? Can it be shared between organizations and do you have a confidentiality agreement in place? It is important to consider how you want the data to be shared, what permissions you may need, and how the data will be stored and managed, and by whom.

SECTION 2:

Planning your education program

Section 2 includes Chapters 3, 4 and 5. This section will support you with Article 4.0 of the International Standard for Education – *Planning an education program* by helping you assess your current situation, establish an education pool, and develop an education plan.

CHAPTER 3

What are you doing now?

EDUCATION AS A PRIORITY

SECTION **1**
- Make education a priority
- Identify potential partners

PLANNING

SECTION **2**
- Assess current situation
- Establish education pool
- Develop education plan

IMPLEMENTING

SECTION **3**
- Design the learning experience
- Include the 4 components of an education program
- Educate along the athlete pathway
- Embed values-based education
- Monitor and evaluate

EDUCATORS

SECTION **4**
- Recruit and organize educators
- Train and authorize educators

RECOGNITION

SECTION **5**
- Recognize other education programs

ASSESSING THE CURRENT SITUATION

You've set your vision for your education program, made education a key priority within your organization and identified potential organizations to support you. Now it's time to begin planning your education program. Start with a self-assessment:

1) Describe the context in which your education program exists
2) Identify the target groups you plan to educate
3) Identify your available resources
4) Describe your current education activities

Following these steps will help you determine how best to build your education program and allocate resources.

1) Describing your context

You've already mapped out your sporting system. Now, consider your context further. Think about the organizational, social, economic, and political environment in which your education program will exist.[1]

Some questions you might ask are:

- What are the requirements listed in the Code and the International Standard for Education (ISE)?
- Are there any special local or regional needs or sport-specific challenges that need addressing?
- What education activities already exist in the anti-doping community? Who is leading those education activities? Can you use these or even adapt them?
- What trends exist in anti-doping cases? Are there issues with supplement use? Is one sport experiencing more Anti-Doping Rule Violations (ADRVs) than others?
- What do you need to consider about the geography of your area? Are you responsible for a large country or many countries where in-person workshops can be a challenge?
- What sport-specific factors may affect how or when you deliver education such as the timing/location of events, timing/location of training leading up to an event?
- Is the athlete pathway different in different countries? Do you need a different plan per country?
- What linguistic and cultural characteristics do your target groups have?
- How often are your target groups based in your country? Are athletes training or competing abroad most of the time?
- When do your athletes transition from national- to international-level competition and can you educate them before they transition? What impact does this transition have in their involvement in the National Anti-Doping Organization (NADO) and International Federation (IF) education pools?
- What barriers to access education might your target groups have? Are there physical impairments, learning impairments, geographic barriers, limited access to technology, costly mobile data or limited WiFi?
- What legislation exists that might support, impair, or complicate the implementation of your education program?
- What political or cultural trends might help or hinder your education program?
- What is the general attitude to education and subjects like values in your country or sport system?

Now, consider your answers. Which answers are based on common knowledge or facts, and which are based on your assumptions?

You should use your answers to these questions to help you identify priority areas for education and the challenges you will need to overcome. You should be honest about the challenges and explain how you can overcome them in your education plan.

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[1] Adapted from United Way's Program Design & Development Resources – May 2016 edition for Toronto & York Region (https://www.unitedwaygt.org/document.doc?id=538)

2)   Identifying target groups

Consider who you need to educate and who you want to educate. Begin by mapping your athlete pathway (the key stages) and adding the most influential Athlete Support Personnel (ASP) at each stage. Then, consider asking the following:

- Which of these groups currently receives education?
- Along with the mandatory groups identified in the ISE (i.e. Registered Testing Pool (RTP) athletes and sanctioned athletes), does your organization require you to educate anyone else (understanding that the most impactful education programs educate athletes and those around them (i.e. ASP) at various stages of the pathway)?
- Which organizations can help you reach and educate ASP such as parents, coaches and medical personnel?
- Can you give ASP the knowledge and confidence to help reinforce educational messages with athletes by raising awareness of the values of clean sport that should be developed in athletes or providing access to key anti-doping information?

You can also consider:

- Which other athlete groups should receive education to support your education program's vision?
- Which ASP should be added to your education pool to help reinforce the education you give to athletes?
- Which "upstream" groups do you need to educate to fulfil your education program's vision?

Considering upstream groups[2]

In public health policy, upstream interventions try to reach the root causes of a particular problem. Upstream interventions aim to help a target group achieve their potential by intervening early – well before they consider the unhealthy behavior such as doping.

Upstream interventions are worth investing in as they can build resilience in the next generation and courage to do the right thing from the beginning. This is why reaching young children with values-based education is essential. This is an example of upstreaming.

Downstream interventions (like educating the minimum education pool) work to mitigate negative factors and risks. They are useful but limited in their long-term impact.

You should consider upstream groups when you determine your target groups and consider including them in your education pool. These may include:

- Feeder athlete groups for your RTP
- Emerging national-level athletes
- Younger athletes who are part of development teams or talent programs
- Highly-talented young athletes who are likely to reach international level
- Student-athletes who participate in university sport and competitions
- Early competitive sport programs and athletes attending sports clubs
- Recreational programs
- School children

Upstream interventions are more effective than just downstream. The challenge is that the further upstream you go the more investment is required. This increased investment is often hard to justify as the results of the upstream interventions can take years to show. But, if you really want to make a difference and contribute to the creation of a clean sport environment, try to get more resources to organize upstream education activities (even if there are only a few).

Think about how you can include upstream and downstream education activities in your education plan and define what resources you will need – financial, human, time, material, etc.

More information about determining which target groups to educate will be given in Chapter 4 – *Who should you educate?*

3)   Identifying resources

After describing your context and identifying your target groups, identify your available resources. What human, financial and material resources do you have or can access?

Some questions you might ask include:

- Who is available to help plan and deliver your education program? Are there full-time team members on staff, possible cross-team collaborations, occasional staff, established volunteers, people within National Federations (NFs), National Olympic Committees (NOCs)/National

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[2] Adapted from the Public Health Agency of Canada's Population Health Approach: The Organizing Framework (https://cbpp-pcpe.phac-aspc.gc.ca/population-health-approach-organizing-framework/key-element-4-increase-upstream-investments/) and the National Collaborating Centre for Determinants of Health's Glossary (http://nccdh.ca/glossary/entry/upstream-downstream).

Paralympic Committees (NPCs), or retiring athletes who are experienced in education who can help?

- What are the strengths and knowledge of these people?
- What relationships or partnerships does your organization have with other key groups and individuals within anti-doping and beyond (see Chapter 2 - *Who can help?*)?
- What budget is available or could be made available to support your program (see Chapter 1 – *Where to begin?*)?
- What financial grants are available that might support your work?
- What learning resources (e.g. leaflets, posters, curriculums, eLearning courses, websites, mobile Apps, PowerPoints for sessions) has your organization developed in the past? Are they still usable? What learning resources are available from other organizations (e.g. WADA's ADeL platform)?
- What physical assets do you have access to such as meeting spaces, training facilities, laptop, projectors or vehicles for travel?
- What other resources exist locally or nationally to help you? Can you get any local broadcast time – radio or tv? Can you obtain sponsorship for your education program to help fund some of your activities?

Consider your answers and determine which are accurate now, which are aspirational, and what are likelihoods or possibilities?

Documenting available resources is important so you can capitalize on them when implementing your education program. You should review your resource list periodically. For example, when you draft a new education plan, go back to your resource list and determine what has changed, what you still have, what is new, and what is no longer available. When revisiting your resource list, also consider which resources have proven useful and worth the investment as well as new resources that other organizations (including WADA) may have.

4)   Describing current education activities

You may already have an education program in place. A key part of the self-assessment process is establishing the current state of your education program in detail and with honesty.

You might ask:

- What education-related activities are you engaged in (e.g. organizing education activities such as in-person workshops and eLearning courses, educator training, and resource development)?
- Which target groups are currently receiving education?
- Which of the mandatory topics, as described in Code Article 18.2, are being addressed and with which target groups?
- What learning objectives are you meeting, and with which target groups?
- What monitoring data have you collected?
- Do you have any previous evaluations of your education program to help demonstrate its effectiveness (or ineffectiveness) (for more information on monitoring and evaluation see Chapter 10 – *How to monitor and evaluate your program*)?

- What data suggests improvement (e.g. increased number of participants at an education activity, increased number of times your website was accessed for information)? What suggests stagnation (e.g. increase in Adverse Analytical Findings (AAF) within an educated target group, negative responses in a survey following an education activity, negative feedback from educators following an in-person activity?
- What learning resources (e.g. leaflets, posters, curriculums, eLearning courses, websites, Apps, PowerPoints for sessions) meet the needs of your target groups?
- Do your learning resources accommodate participants with specific needs? For example, does your eLearning course have an audio function for those with vision impairments? Is your website mobile friendly?
- How current are your learning resources? Do you still focus on developing printed materials, while the use of digital technology in your target population has increased?
- What gaps still exist in meeting other learning objectives?
- Do you have an educator training program? How many educators do you have? Are they all active and competent?
- What education activities do you deliver simply because you always have? If you started your education program today would you do the same education activities?

CHAPTER 4

Who should you educate?

EDUCATION AS A PRIORITY

SECTION 1
Make education a priority | Identify potential partners

PLANNING

SECTION 2
Assess current situation | **Establish education pool** | Develop education plan

IMPLEMENTING

SECTION 3
Design the learning experience | Include the 4 components of an education program | Educate along the athlete pathway | Embed values-based education | Monitor and evaluate

EDUCATORS

SECTION 4
Recruit and organize educators | Train and authorize educators

RECOGNITION

SECTION 5
Recognize other education programs

ESTABLISHING AN EDUCATION POOL

In the previous chapter, you assessed your current situation and you identified your target groups. Now, from those target groups, you need to identify who you will educate – you must establish your education pool. To do this consider:

1) Educating along the athlete pathway.
2) Who the minimum requirement includes?
3) Who is a priority?
4) Who you may not be able to reach and why?
5) How you can plan to reach a wider audience in the future?

1) Educating along the athlete pathway

There are many benefits associated with educating athletes at various stages along an athlete pathway such as:

- The ability to help develop ethical sporting behavior during the early experiences of sport – reinforcing the spirit of sport from the beginning.
- You can create an incremental and progressive content plan for athletes, one that goes from the beginning to the end of their athletic career. This will avoid information overload, repetition and ensure athletes are learning new topics or reinforcing important ones as they develop.
- You can educate using age- and stage-appropriate methods, develop learning objectives and tailor content specific for each stage of athlete development.
- You can give athletes stage-appropriate messages and reinforce values throughout their athletic career.

There are many different models of athlete development. Research and review different models or pathways to help you identify who you should educate (who should be in your education pool). Remember any model is just a guide to help you identify generic target groups. The benefit of models is that they can help focus efforts and resources to core areas. See Figure 4.1 for a sample generic athlete pathway and Chapter 8 – *How to educate along the athlete pathway* for more information.

2) Minimum requirements

Article 4.3.2 of the International Standard for Education (ISE) states you must include, as a minimum, athletes in your Registered Testing Pool (RTP) and athletes returning from a sanction in your education pool. For more information about education programs for these specific groups, see Chapter 8 – *How to educate along the athlete pathway*.

3) Priority groups

a) Athletes

Every step upstream along the athlete pathway (see Figure 4.1) from the RTP is a potential target group to add to your education pool (See section 2 of Chapter 3 – *What are you doing now?* for more information on upstreaming). Each athlete group added to your education pool (below your RTP athletes) is of benefit and allows athletes to have their education reinforced rather than delivered for the first time once added to the RTP.
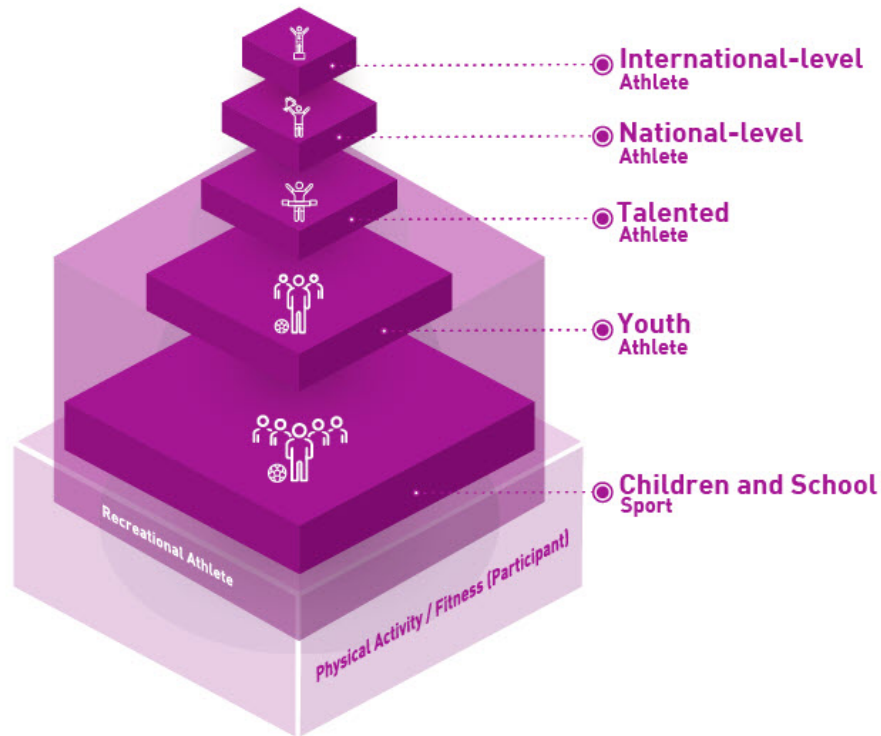
Figure 4.1 Sample athlete pathway

ATHLETE STAGE	DESCRIPTOR	ADDITIONAL INFORMATION
Children and school sport	Young children involved in early sport experiences, predominantly within a school environment or at a sport center or club.	First or early experiences of sport where the focus is on fun and physical literacy.
Youth athlete/youth sports	Older children involved in sport at school or attending a sport center/club, attending on a regular basis and possibly competing at local or regional levels and playing for enjoyment.	Playing sports largely for enjoyment in school or at a sports center/club.

Talented athlete	Athletes training regularly and committed to sport, identified as talented through some formal mechanism such as attending talent camps, or part of a talented development program.	This is typically the point at which anti-doping activities such as testing begin and where anti-doping topics are introduced in athletes' education. In this category, you may have a talented young athlete who competes nationally for a national youth team or internationally at events such as the Youth Olympic Games. While these athletes may compete nationally or internationally, they should still be considered at the Talented stage for education purposes. However, they should also receive additional education activities specifically related to the competition they are attending so they are prepared for the anti-doping procedures at the national or international competition.
National-level athlete	Typically, an athlete competing nationally, which could include those competing in national leagues, those in full-time training, and those receiving funding from sport or Governments.	Most national-level ADOs (NADOs) will determine who is considered a national-level athlete and what sport they come from. So, when planning education activities, ensure the athletes you identify match the NADO's definition. This is important so that all those identified in this stage are sufficiently educated. If it hasn't already taken place at the talented level, anti-doping activities such as testing will typically begin here, at the national level. Consideration should also be given to Masters-level athletes competing in national competitions.
International-level athlete	Typically, an athlete competing outside of their country in world championships/cups, continental or global multi-sport competitions, representing their team/club or their country.	Most international-level ADOs (IFs) will determine who is considered an international-level athlete. So, when planning education activities, ensure that those you identify match the IF's definition. This is important so that all those identified in this stage are sufficiently educated. Consideration should also be given to Masters-level athletes competing in international competitions.
Recreational athlete	An athlete, typically an older child or adult, who participates AND competes in organized sport for recreational purposes such as being physically active or having fun.	This may include organized, lower-level team sports (such as house league rugby, hockey, netball), or those who take part in local cycling competitions or 10km races as examples. This may also include Masters-level athletes who have retired from national- or international-level competition.
Physical activity and fitness	Participants involved in physical activity or fitness activities such as "going to the gym" or playing in an informal "pick-up" softball game for fitness or health motives rather than to compete.	Typically, people who engage in open water swimming, kayaking, hiking, skiing, going for a run or a cycle, or attending the gym for exercise classes or weight training. This may also include Masters-level athletes who have retired from national- or international-level competition. The differentiation here is the lack of formal competition, which would make it sport rather than physical activity and, typically, their reasons for using substances and methods prohibited in sport may be different.

b) Athlete Support Personnel (ASP)

ISE Article 4.3.3 explains that it is the ASP's responsibility to be knowledgeable of anti-doping policies and rules. The ISE recommends that you consider including ASP in your education pool and that you must, within your means, provide access to information that explains their roles and responsibilities and how to positively influence their athletes. Why? Because ASP have regular, close contact with athletes so if ASP have good levels of anti-doping knowledge, they can advise athletes properly and positively influence their decision making.

If you already include ASP in your education program and you're adding them to your education pool you might want to consider:

- Do the ASP you educate work with the athletes included in your education pool?
- Are there any athletes in your education pool whose most influential ASP is missing (e.g. if you included youth athletes in your education pool did you also include parents?)?
- What other ASP need to be included in the education pool?
- How does the ASP's influence change along the athlete pathway and how does it differ from one sport to the next (e.g. gymnasts compete at higher levels at younger ages so they might be an international-level athlete as a young teenager and still have significant influence from their parents. In comparison, an ice hockey player who is competing internationally in their twenties may have less influence from their parents.)?

c) Reaching wider audiences

Beyond athletes and ASP included in the education pool, other target groups can benefit from clean sport education. Article 4.3.5 suggests including target groups such as:

- Children and youth (as part of an athlete pathway, these target groups should be a priority)
- Teachers
- University staff and students (particularly those in teacher training programs)
- Sport administrators
- Commercial sponsors
- Media personnel

You should also consider adding other target groups that work with, treat or assist athletes such as:

- General practitioners, family doctors
- Chef de Missions
- Training facility staff
- Board members

When determining which target groups to include consider the following perspectives:

- Would the target group benefit from clean sport education?

- Would the target group's inclusion directly benefit the current education pool participants?
- Does increasing the number of target groups within the education pool improve the value of education provided or does it limit resources to other higher priority target groups?
- Is the group upstream from future education pool participants (see Chapter 3 – *What are you doing now?* for more information on upstreaming)?

Always consider the inclusion of ASP and wider target groups for your education pool. Only educating athletes reduces the opportunity to reinforce key behaviors and messages in their daily lives. Educating ASP and wider target groups provides the opportunity for reinforcement from people athletes have regular contact with and will hopefully listen to.

4)   Who you may not be able to reach and why

ISE Article 4.3.4 says that if there are groups of athletes or ASP who are not included in your education pool, you will need to explain why they are not included and how you will include them in the future.

There are a variety of reasons why you might not include some athletes or ASP in your education pool such as:

- Resource constraints (e.g. budget, human resources) make it difficult to deliver education activities to these target groups
- The target group is logistically impractical to access (e.g. geographic constraints, digital constraints)
- There is a need to develop new education activities as none are available that would be appropriate to the type, age and/or stage of the target group
- The target group is already receiving education from another organization

But, before excluding them, you may consider:

- What could be achieved (as a minimum) with this target group? Is there an immediate risk to excluding them?
- Are there potential risks in the medium or long term by excluding them?
- Are there benefits lost to the clean sport environment by excluding them?

From there, you may also consider:

- Of these excluded target groups, which are priorities to include in the future?
- What are the advantages of including them in the future?
- Are there stakeholder groups or organizations that can help reach these target groups (e.g. perhaps other organizations have existing education activities or resources that could help you reach these groups)?

Whatever your rationale and justification for excluding a specific target group, this needs to be documented and explained. You also need to explain how you will include these target groups in the future.

C H A P T E R 5

How to develop an education plan
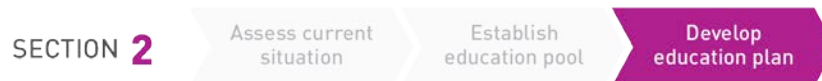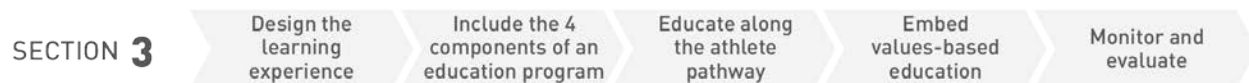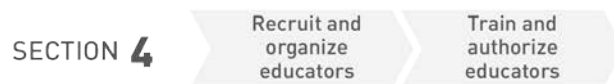
SETTING OBJECTIVES AND ACTIVITIES

The next step in planning your education program, after assessing your current situation and establishing an education pool, is to develop your education plan. To do so, you should:

1) Conduct a needs assessment for each target group within your education pool
2) Set an overall **aim**
3) Set specific **program objectives** for your education program
4) Define **topics** for each target group within your education pool
5) Set **learning objectives** for each target group within your education pool
6) Plan **education activities**
7) Plan **monitoring and evaluation procedures**
8) Write it all down
9) Share with stakeholders (and WADA when requested)

Color code

Within this chapter a color code is being used to help guide you through the process of writing your education plan.

Blue: Aim
Green: Program objectives
Red: Topics
Pink: Learning objectives
Orange: Education activities
Navy: Monitoring and evaluation procedures

You will need to document your plan. It may be useful to use a table format to do so. We have provided an example below for the purpose of demonstrating how to develop a plan throughout this chapter. Please note that the amount of detail in the example may be less than you require, and you may prefer a different format or layout, so please adapt as needed.

Overall aim: …

Target group	Program objectives	Topics	Learning objectives	Education activities	Monitoring and evaluation procedures
…	…	…	…	…	…
…	…	…	…	…	…

1)   Conducting a needs assessment

A good first step to planning education for a target group is to identify their learning needs.

List the target groups you've included in your education pool in your plan and consider the questions below for each target group:

- What does the target group currently know? What can they currently do?
- What does the target group need to know? What should they be able to do?
- What education are they currently receiving and how is it being received? In-person? Online? With an educator? Is it enough? Is it working? Does anything need to change?

Other questions you might ask are (many of these are addressed in further detail in Chapter 6 – *How to design the learning experience*):

- What age and stage of development is the target group at?
- What are their learning preferences? What methods will help them learn?
- Are they minors? If so, what considerations should be made when educating this target group?
- Do any participants have an impairment? For example, vision, hearing or physical impairments may cause accessibility difficulties for some individuals.
- In what sport do they participate? Is it a sport that has been identified as high-risk for doping (consider speaking with your testing team to understand which sports are "high-risk" and should be prioritized for education)? Does the sport have sport-specific information that would be important for the target group to know?
- Do individuals within the target group have different levels of education? For example, athletes from some countries may be well educated while others may have received no education so if

you are an International Federation (IF) you may need to consider the varying levels of education that exist within the same target group.

- Is the target group motivated to learn and change behavior? If not, how can you motivate them? What can you do within your education program to generate excitement and engagement?

Engage your stakeholders such as athletes, coaches, parents, medical professionals and National Federations (NFs) in this process. You can ask these questions via a survey to gather feedback, which will help you determine your target groups' learning needs. Previous surveys conducted, such as end-of-year surveys may also give insights into the learning needs of target groups.

The answers to these questions should help you determine what you want to achieve and therefore help you set your overall aim and specific program objectives.

2) Setting an overall aim

Once you complete your needs assessment, decide the starting point for your target groups by setting an overall aim for your education program.

An aim is a broad statement that does not set criteria for achievement. Your aim should be simple and summarize the purpose or intention of your education program. For example, the overall aim of your education program could be *to prepare all athletes within the education pool to train and compete clean in sport*; or *to help athletes within the education pool become ethical, responsible, proactive participants in clean sport*.

For a more advanced plan, you can consider developing individual aims for each target group along the athlete pathway. For example:

- For children and youth athletes: *To develop values and ethical sporting conduct in children and youth athletes*
- For talented athletes: *To introduce clean sport and the anti-doping fundamentals to talented athletes*
- For national-level athletes: *To prepare athletes for anti-doping at the international level and help them prevent inadvertent doping*
- For international-level athletes: *To prepare athletes for participation in major events and help them prevent inadvertent doping*

Overall aim: To prepare all athletes within the education pool to train and compete clean in sport

Target group	Program objectives	Topics	Learning objectives	Education activities	Monitoring and evaluation procedures
…	…	…	…	…	…
…	…	…	…	…	…

3) Setting specific program objectives*

***Note**: Program objectives are different from learning objectives, which are defined later in the chapter under section 5, "*Setting learning objectives"*.

Program objectives are specific, measurable statements that describe how you will achieve your aim within a certain timeframe. For example, if your aim is *to prepare all athletes within the education pool to train and compete clean in sport* then one of your program objectives might state that *100% of athletes will complete an introduction to clean sport course once they enter a Registered Testing Pool (RTP);* and another might be that *100% of athletes within the education pool will have access to anti-doping information*.

Overall aim: To prepare all athletes within the education pool to train and compete clean in sport

Target group	Program objectives	Topics	Learning objectives	Education activities	Monitoring and evaluation procedures
RTP	100% of athletes will complete an introduction to clean sport course once they enter an RTP	…	…	…	…
…	…	…	…	…	…

Making your program objectives specific and measurable is important. This allows you to plan the rest of your education program and monitor and evaluate your progress. For example, if your program objective says that *100% of athletes will complete an introduction to clean sport course once they enter an RTP,* then you know you need to plan an introduction to clean sport education activity and monitor who

participates in that education activity and if they successfully completed it. You also need to prepare an assessment to evaluate their learning, determine if your education activity was successful and if you achieved your program objective.

To help you set your program objectives, follow the SMART principle:

S = Specific
M = Measurable
A = Achievable
R = Realistic
T = Timely

For examples of SMART program objectives see Table 5.1

TABLE 5.1: EXAMPLES OF SMART PROGRAM OBJECTIVES

TARGET GROUP	PROGRAM OBJECTIVE
Children	• WADA's Sport Values in Every Classroom will be delivered by teachers to 10 groups of 8 to 12-year-old children across the country by the end of the academic year.
Youth athletes	• A social media campaign targeted to youth athletes that includes 5 Instagram posts and 5 TikTok videos on resiliency in sport will be shared weekly for the first 5 weeks of the 3rd quarter.
Talented athletes	• 50 in-person workshops will be delivered to talented athletes of the 10 high-priority sports by at least 5 of the new educators.
	• 100% of talented athletes of the 10 high-priority sports will have access to stage-appropriate information on anti-doping topics via leaflets that will be distributed at the in-person workshops and through our website.
	• 100% of talented athletes, identified as part of a sport-specific talent development program will be offered the *Welcome to Clean Sport* eLearning course.
	• A minimum of 10 outreach booths at 5 different sports' Youth Championships will be delivered by the end of the year.
National-level athletes	• From the 10 highest priority sports, at least one educator will be trained and authorized from each of their National Federations (NFs) (completed by 1st half of year).
	• All national-level athletes competing in national championships will receive one in-person workshop to review testing procedures, Therapeutic Use Exemptions (TUE) applications, athlete rights and responsibilities and whereabouts requirements 2 months before attending the Championships.

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	• Outreach will be set up at the national training facility with an educator with a tablet to guide national-level athletes through ADAMS in the 1st quarter of the season.
	• By the end of the year there will be a 20% increase in engagement of national-level athletes within the education pool with anti-doping/clean sport
International-level athletes	• Outreach will be delivered at 5 international events targeted at international-level athletes.
	• Outreach at the 5 international events will be supported by pre-event education for participating international-level athletes (ongoing)
	• A social media campaign will be launched 3 months before the Olympic Games to generate awareness about key dates, the whereabouts and TUE requirements of the Games and will have online engagement of 25% of Olympic athletes (shares, likes, posts using hashtags).
	• All international-level athletes attending a major event (world championships, Olympics, Paralympics) will complete an eLearning course 3 months prior to attending the Games.
RTP	• 100% of athletes in the RTP will be educated on the required topics (in Article 5.2 of the International Standard for Education (ISE)) by the end of the year.
	• 100% of athletes will complete an introduction to clean sport course once they enter the RTP.
	• 100% of athletes will receive information and access to eLearning upon notification of their inclusion in the registered testing pool (ongoing).
ASP	• 100% of medical personnel travelling with international teams will have completed the eLearning course for medical professionals.
	• All ASP within the education pool will have access to anti-doping information on all mandatory topics in Code Article 18.2 via our website.
	• Increase the levels of anti-doping knowledge by 50% on all mandatory topics in Code Article 18.2 in ASP.
	• Outreach will be delivered at 5 international events targeted at ASP (ongoing)
	• Outreach at the 5 international events will be supported by pre-event education for participating ASP (ongoing)
	• A newsletter will be distributed to all parents of talented athletes with a PDF version of WADA's Parents' Guide to Support Clean Sport in the 1st quarter of the season.
	• Sport Values in Every Classroom will be delivered as in-service training for teachers in 3 school districts by the 4th quarter.
Athletes returning from a sanction	• 100% of athletes returning from a sanction will be given a refresher course on mandatory topics (as outlined in article 5.2 of the ISE) 3 months before their period of ineligibility expires.

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AGENCY
play true

4)   Identifying topics

You've written your program objectives, so you know *what* you want to achieve. Now, *how* do you achieve them?*

*Note that at this stage you can either, list the topics that should be addressed for each target group, or, define the learning objectives for each target group first, describing what you want them to be aware of, understand and do and use the learning objectives to identify the topics you would then need to cover. If you would like to begin with learning objectives, please jump to section 5 of this chapter and return here once you are done.

To identify topics, you need to determine what each target group needs to learn in order to achieve your program objectives. For example, if your program objective says that *100% of athletes will complete an introduction to clean sport course once they enter an RTP*, you need to determine what topics are important for them to learn as part of this introduction.

a) Mandatory topics

Article 5.2 of the ISE explains that you must include the following topics in your education program and make information about each topic publicly available (i.e. on your website) so that stakeholders (i.e. athletes, ASP, etc.) can access it when needed:

- Principles and values associated with clean sport
- Athletes', ASP's and other groups' rights and responsibilities under the Code
- The principle of strict liability
- Consequences of doping, for example, physical and mental health, social and economic effects, and sanctions
- ADRVs
- Substances and methods on the List
- Risks of supplement use
- Use of medications and TUEs
- Testing procedures, including urine, blood and the Athlete Biological Passport (ABP)
- Requirements of the RTP, including whereabouts and the use of ADAMS
- Speaking up to share concerns about doping

The specific content of these topics (the level of detail you include) must be tailored to meet the needs of the target groups and all topics should be taught to your RTP athletes.

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Overall aim: To prepare all athletes within the education pool to train and compete clean in sport

Target group	Program objectives	Topics	Learning objectives	Education activities	Monitoring and evaluation procedures
RTP	100% of athletes will complete an introduction to clean sport course once they enter a Registered Testing Pool (RTP)	Requirements of the RTP, including whereabouts and the use of ADAMS	…	…	…
...	…	**…**	…	…	…

b) Other content

In addition to the mandatory topics, it is possible that your organization has other requirements. For example, your organization might have a specific values set, or unique practices or policies that need to be included in your education program's content. You might also need to educate your target groups about different requirements at upcoming sporting events and who has jurisdiction over them. You might also want to enhance your target groups' education with information about nutrition or general health practices.

Other topic considerations should be informed by your context. For example, is there specific legislation in the country or countries the athlete is training and competing in that should be addressed? Are there any particular issues in your region or within a specific sport related to doping or drug use that would be useful to discuss? Are there any concerns regarding health or nutrition that should be included?

Topic considerations

Incorporating values

Some organizations may define a specific set of values. If yours does, consider incorporating it as a recurring theme in your education program. WADA, for example, refers to the values of integrity, openness and excellence in their strategic plan. If these were formally adopted by your organization, how would they support athlete's rights and responsibilities? How would they support your education program?

As a reminder, the Code also lists a set of values that you can explicitly include or imbed within the topics of your education program. They are: ethics, fair play and honesty, health, excellence in performance, character and education, fun and joy, teamwork, dedication and commitment, respect for rules and laws, respect for self and other participants, courage, and community and solidarity.

Organizational processes and procedures

If your organization's anti-doping program has specific practices or procedures (e.g. TUE application process, type of equipment for sample collection, etc.) you should include this as part of the topics of your education program. You should also consider sharing with international athletes how these procedures may differ when they are under the jurisdiction of another Anti-Doping Organization (ADO) (e.g. when an international-level athlete goes to a major event such as the Olympics and is now under the jurisdiction of the IOC) (for more information about education for major event see Chapter 8 – *How to educate along the athlete pathway*).

Addressing national legislation

Your country may have laws for the sale, manufacturing and possession of performance-enhancing drugs such as steroids, recreational drugs, supplements, and other substances and methods on the List. In addition, some countries have criminalized doping. What legislation should be considered or referenced when developing your education activities? What would benefit your target group to know about your national laws?

Addressing social drug testing programs

Some NFs and governments have social drug testing programs for athletes that are not part of the Code requirements. Athletes who are included in social drug testing programs can also be subject to the Code and ADRVs so it may be useful to educate them on the requirements and processes involved for both types of testing programs and explain the key differences as well as the sanctions or consequences.

Addressing health and nutrition concerns

As many athletes travel internationally for competition and training, providing them with information about vaccination requirements and risks with local cuisine will help them. Equally, including information on general health and nutrition practices while abroad, including best practices on checking medications purchased abroad, will be useful to reduce the risks of inadvertent doping

5)   Setting learning objectives

To set learning objectives you need to determine what you want each target group to be aware of, understand, and be able to do. For example, if your program objective says that *100% of athletes will complete an introduction to clean sport course once they enter an RTP*, ask yourself, what do I want my RTP athletes to be aware of, understand and be able to do after they complete the introduction course? If you want them to learn about the following topic: requirements of the RTP, including whereabouts and the use of ADAMS, your learning objectives might be:

- *100% of RTP athletes will be aware of ADAMS*
- *100% of RTP athletes will understand the whereabouts requirements*
- *100% of RTP athletes will be able to file their first quarter whereabouts information*

Overall aim: To prepare all athletes within the education pool to train and compete clean in sport

Target group	Program objectives	Topics	Learning objectives	Education activities	Monitoring and evaluation procedures
RTP	100% of athletes will complete an introduction to clean sport course once they enter a Registered Testing Pool (RTP)	Requirements of the RTP, including whereabouts and the use of ADAMS	• By the end of the education activity 100% of RTP athletes will be aware of ADAMS • By the end of the education activity 100% of RTP athletes will understand the whereabouts requirements • By the end of the education activity 100% of RTP athletes will be able to file their first quarter whereabouts information	…	…
…	…	…	…	…	…

When writing your learning objectives, remember that they should be specific and measurable, like your program objectives. That is, you should be able to evaluate them.

And, like the topics you have chosen, the learning objectives should be appropriate to the target group within your education pool. For example, you may address specific elements of the testing process with your RTP (e.g. *By the end of the education activity, the participant will be able to list the steps of the sample collection process*) but for lower level athletes, awareness might be enough (e.g. *By the end of the education activity, the participant will be aware that there is a testing process that supports clean sport*).

For more information on writing learning objectives see *Chapter 6 – How to design the learning experience*.

6)   Planning education activities

Education activities are the methods used to deliver education to your target groups. They are how you educate target groups on the topics you've determined are important for them to learn and how they will achieve the learning objectives you've set.

Overall aim: To prepare all athletes within the education pool to train and compete clean in sport

Target group	Program objectives	Content	Learning objectives	Education activities	Monitoring and evaluation procedures
RTP	100% of athletes will complete an introduction to clean sport course once they enter a Registered Testing Pool (RTP)	Requirements of the RTP, including whereabouts and the use of ADAMS	• By the end of the education activity 100% of RTP athletes will be aware of ADAMS • By the end of the education activity 100% of RTP athletes will understand the whereabouts requirements • By the end of the education activity 100% of RTP athletes will be able to file their first quarter whereabouts information	eLearning (anti-doping education)	…
…	…	…	…	…	…

a) Types of education activities

Education activities include (see Chapter 7 – *The 4 components of an education program* for more information):

- Communication campaigns (e.g. stakeholder mailouts, website banners, social media posts, use of hashtags, email signature banners, communication with reporters)
- Branding and promotional activities (e.g. logos, slogans, PowerPoint templates and use of consistent colors, advertising, marketing and publicity activities)
- Social media campaigns (e.g. posts on Twitter, Instagram, Facebook, WeChat, Snap Chat)
- eLearning (e.g. online courses offered on ADeL such as ALPHA and Coach True)
- Face-to-face education
  - Event-based education (e.g. outreach)
  - In-person workshops
  - Webinars

b) The 4 components of an education program (4 components)

When choosing education activities remember that the ISE requires you to include 4 components in your education program: **values-based education**, **awareness raising**, **information provision** and **anti-doping education** (see Table 5. for descriptions and examples).

These 4 components can be present in varying degrees within your education activities. So, for example, a Sport Values in Every Classroom (SViEC) game with children will have a strong values-based education component whereas an eLearning course on ADRVs will have a strong anti-doping education component and an outreach booth where educators share 5 tips for checking supplements and hand out a leaflet directing participants to more information will have both awareness raising and information provision components (see Chapter 7 – *The 4 components of an education program*).

TABLE 5.2: THE 4 COMPONENTS

4 COMPONENTS	DESCRIPTION	EXAMPLE
Values-based education	Delivering education activities that emphasize the development of an individual's personal values and principles. Values-based education builds the participant's capacity to make decisions to behave ethically.	SViEC game with children
Awareness raising	Highlighting topics and issues related to clean sport.	Outreach booth where educators share 5 tips for checking supplements
Information provision	Making available accurate, up-to-date content related to clean sport.	Outreach booth where leaflets are handed out with website links for more information on supplements
Anti-doping education	Delivering training on anti-doping topics to build competence in clean sport behaviors and make informed decisions.	eLearning course on ADRVs

c) Determining which education activity to choose

Determining which type of education activity will help you deliver the topics and help target groups achieve learning objectives will depend on*:

i) Your calendar of events
ii) Your available resources (see Chapter 3 – *What are you doing now?*)
iii) Your context (see Chapter 3 – *What are you doing now?*)
iv) The target group and their stage of development and learning needs (see Chapter 8 – *How to educate along the athlete pathway* and Chapter 6 – *How to design the learning experience*)

*Note that what you can do within your context and with your available resources will be different than another organization and that is OK. Work within your means to deliver the most appropriate education activities possible. Education is flexible but should be meaningful!

i) Calendar of events

It may be useful to develop a calendar of sporting events and then determine when education activities can be delivered based on what athletes and ASP need to understand and be able to do leading up to an event. For example, if your athletes attending the Olympics need to be able to submit their whereabouts information, consider planning education activities that will support this.

ii) Resources

Another approach is to consider your resources first and determine what education activities are feasible for your organization. For example, if you have a limited budget, it may only be possible to have athletes in your RTP complete WADA's free online eLearning program for athletes on ADeL. In this example, you may wish to contact WADA to ask to become an administrator on ADeL which will allow you to monitor who has completed the course.

iii) Context

Alternatively, you can consider your context first and how to best access your target groups. For example, if you deal with an expansive population that is geographically hard to access, consider hosting a webinar to reach your target group face-to-face. See Table 5.3 for more information.

TABLE 5.3: DETERMINING EDUCATION ACTIVITIES BASED ON YOUR CONTEXT

Here are examples of activities that can be appropriate for your target groups given a certain context or circumstance. Note that none of these are meant to be exclusive *if-then* statements. The more education activities a target group is exposed to the better.

CONTEXT	POSSIBLE EDUCATION ACTIVITIES
You have access to a training facility used by the majority of your RTP group	In-person workshop
Your organization already has or can easily establish a network of educators	In-person workshop, webinars, event-based education
Local geography and transit allow your staff to travel to training camps	In-person workshop
Local geography or politics makes travel prohibitive	Webinars, eLearning course, social media campaign, communication campaign
Your education pool is very large, needing large-scale, one-to-many relationship between educators and participants	Webinars, eLearning course, social media campaign, communication campaign
A legislative change affects anti-doping messaging (e.g. legalization of a prohibited substance) or a new substance is added to the List and you need to get the information out quickly	Social media campaign, communication campaign

iv) Stage of development and learning needs

You can also consider your target groups first and plan education activities based on their stage of development and learning needs. The education experience of an RTP athlete should be different to that of a youth athlete just beginning their sporting career or to that of a child discovering competitive sport for the first time - so plan accordingly.

Think about the athlete pathway and how you can meet the developmental and learning needs of each target group. If you are educating a younger population, consider planning in-person workshops where interaction and engagement can be at its highest. Or, if you have a multilingual group, consider offering an eLearning course that can be translated in multiple languages. For examples of education activities for each stage along the athlete pathway, see Tables 8.1 to 8.5 in Chapter 8 – *How to educate along the athlete pathway* or see the summary table at the end of this chapter, Table 5.5.

7)   Planning monitoring and evaluation procedures*

It is important at this stage to plan how you are going to monitor, how you are going to evaluate learning, how you are going to evaluate your program and how you are going to determine the impact your education program has had.

*Note that monitoring and evaluation will be discussed in greater detail (including definitions and how to conduct monitoring and evaluation) in Chapter 10 – *How to monitor and evaluate your program*.

a) Planning monitoring

To plan monitoring procedures, think about the information you can collect about your education program and during an education activity that will help you gather facts about what has happened. This information can support your program evaluation. For example: Was each education activity delivered? Who was it delivered by? Who were the participants (including as much information about them as possible: sport, country/region, gender, age, level of competition, etc.)? Were the assessment and feedback tasks completed? What score did participants receive on their assessment tasks? These pieces of information will help you evaluate if you achieved your program objectives.

b) Planning to evaluate learning

To evaluate if participants learned something during your education activity (i) plan to assess if they met the learning objectives and (ii) plan to collect feedback on their learning experience.

i)   Planning the assessment of your learning objectives

To determine if the learning objectives have been met, plan assessment tasks (see Table 5.4). These can be implemented before, after, or during your education activity.

For example, if your RTP athletes are completing an eLearning course on the requirements of the RTP, including whereabouts and the use of ADAMS and you want to know if they have met your learning objective, which is for *100% of RTP athletes to understand the whereabouts requirements by the end of the education activity*, you might plan to assess their understanding of the whereabouts requirements with a quiz. To find out how much learning has taken place during your education activity, plan to administer the same quiz at the beginning and end of the eLearning course.

TABLE 5.4 TYPES OF ASSESSMENT TASKS

Assessment tasks are different ways participants can show you what they know (or don't know). Traditionally an assessment task would be a test or quiz. While tests and quizzes have value in some situations, other alternatives exist that allow you to measure deeper levels of learning.

ASSESSMENT TASKS	DESCRIPTION	EXAMPLE	WHY YOU SHOULD USE IT	WHEN YOU CAN USE IT
Case study or scenario worksheet	Case studies and scenarios are true or imaginary stories describing a person, problem or situation and are meant to be analyzed and reflected on. Participants are read or given the information on a worksheet followed by a series of questions or statements to consider. Strong case studies and scenarios involve questions that are not easily answered and promote critical thinking and develop problem-solving skills.	You might use a case study or scenario worksheet to see a participant's level of understanding of the principle of strict liability. The case study could describe a situation where an athlete was administered a cream by an athletic trainer without knowing that there was a prohibited substance within. You could follow the story with questions about the actions the athlete could do to apply the principle of strict liability and the potential consequences for not doing so.	This type of assessment task will help you measure critical thinking, information retention, problem solving, risk management and the ability to apply knowledge. It will give you more evidence about the depth of learning that has taken place than a multiple-choice question, for example.	Webinar

In-person workshop

eLearning course

Event-based education (outreach booth) |

				Webinar
Illustration/ picture	An illustration can be a drawing, a graph, a model, a flowchart or any other visual representation that relies more on pictures than on words.	An illustration can be used to help participants explain the doping control process or what happens when there is an Adverse Analytical Finding (AAF). The measurement of learning can be achieved by asking athletes to order steps in a sequence, as an example.	This type of assessment task will likely help visual learners express their thoughts more clearly than a traditional quiz. It can also benefit a group of participants who may have difficulty reading or writing.	In-person workshop

eLearning if you have a platform that allows for the creation of visual representations

Event-based education (outreach) |
| Quiz | Quizzes typically use multiple choice, true/false or short answer questions to assess a participant's knowledge. It is more difficult to assess deeper learning with a quiz as there usually isn't room for participants to explain or justify their answers. | You might use a quiz to assess a participant's level of understanding or awareness of facts such as substances included on the List. | Quizzes allow you to conduct an assessment relatively quickly and with a large population. Quizzes, if online, can be offered in different languages and can be read aloud by the computer software for those with a vision impairment. | In-person workshop

eLearning

Social media campaign through a polling function

Event-based education (outreach) |

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Discussion	Discussion can happen as a group or individually. They involve questions and answers and an opportunity to problem solve. Individual discussions happen between one participant and the educator. Group discussions, for assessment purposes, will require an experienced educator to ensure that all participants have an opportunity to share and demonstrate what they have learned. Educators can still ask specific questions to one individual even in a group discussion.	You might use discussion to assess a participant's level of understanding of their rights and responsibilities under the Code. Trained and authorized educators, who are knowledgeable about the content, should be able to lead a conversation, asking specific questions about an athlete's rights and responsibilities in a described situation. Talking through the situation with the participant should allow the educator to make an objective assessment of the participant's ability to apply their rights and responsibilities. Educators can also ask specific, pre-planned questions, recording the response, and then using a scoring system to measure key words or listen back to the recording to hear the "correct answer".	This type of assessment task is useful and can be relatively informal. It can help an educator at the beginning of a session to assess baseline knowledge (what the participant's initial level of knowledge is) and adapt their session accordingly but it can also be used to assess understanding at the end of an education activity, after new content has been shared. This type of assessment task will likely help participants who have difficulties reading or writing but be aware that those with language difficulties or social anxieties may be reluctant to have a conversation, which will inhibit the educator's ability to assess through this method.	Webinar In-person workshop Event-based education (outreach)
Role play	Role playing involves a short drama episode in which participants pretend to be a character. The role play can be scripted ahead of time or in the moment by the actors. The goal of role-playing is for participants to be able to practice a real-life situation or develop understanding or empathy by placing themselves in a specific situation. Role plays can also be used to answer questions (by acting out the response) or to complete a scene from a video excerpt you've shown.	Consider using a role play to assess a participant's ability to do something such as comply with the doping control procedures or file Whereabouts. You can also use role play to have participants act out how they would demonstrate their rights in a given situation.	This type of assessment task will allow you to see if your participants can apply their knowledge and do something. It can be particularly useful for kinesthetic learners as described in Chapter 6 – How to design the learning experience.	In-person workshop

ii) Planning to collect feedback on the learning experience

To help understand why and how your participants did or did not learn during your education activity, you should also plan to collect feedback on the learning experience (i.e. the atmosphere, the physical space, the quality of the educator's delivery, the learning materials, the way the information was presented, etc.). To do so, plan to give participants a feedback form after the education activity. Ask participants questions that will help you determine if the experience helped or hindered their learning. For example, ask for feedback on the appropriateness of the venue, the quality of the learning materials provided, the length of the session, how relevant it was for them, and the quality of delivery from the educator(s) (see Figure 5.1 for an example).

FIGURE 5.1: EXAMPLE OF FEEDBACK FORM

Q. Please indicate how much you agree or disagree with the following statements by placing a tick/clicking a box in the row for each statement:

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
The venue was a good learning environment					
The educator spoke clearly, was well paced and communicated well					
I felt that I was able to contribute to the session					
The length of the session was just right					
The information given is relevant and useful to me					

Feedback forms can also work alongside assessment tasks to help you determine if you've met your learning objectives. For example, after completing an education activity on the Prohibited List (List) and checking medication for banned substances, you can ask athletes about their confidence to go through the correct procedures when taking medication. This will help you determine how well they can apply what they have learned after the course – being able to apply what has been learned in a real-world scenario is the ultimate aim of any learning experience (see Figure 5.2 for an example).

FIGURE 5.2: EXAMPLE OF ASSESSING CONFIDENCE RELATED TO AN EDUCATION ACTIVITY

Q. How confident do you now feel that you can do each of the following
(Please circle/tick one number on a 10-point scale where 10 = very confident and 1 = not at all confident):

Find trustworthy information about assessing supplement risk

Not at all confident									Very confident
1	2	3	4	5	6	7	8	9	10

Find reliable information about what substances are banned

Not at all confident									Very confident
1	2	3	4	5	6	7	8	9	10

Talk to other athletes about reasons for not doping

Not at all confident									Very confident
1	2	3	4	5	6	7	8	9	10

Explain the whereabouts requirements to other athletes

Not at all confident									Very confident
1	2	3	4	5	6	7	8	9	10

c) Planning to evaluate your program

To begin, you need to plan when you will conduct the evaluation of your program. The ISE requires that you do this annually, as a minimum. If your education program has many target groups/large education pool and many education activities, then it may be useful to do an evaluation every quarter or at the 6-month mark to evaluate if you are on track. You can also plan an end of year or program review meeting with educators, if you use them, as this is another way to inform your program evaluation.

Then, you need to plan how you will conduct the program evaluation. The good news is that the information you plan to collect as part of your monitoring procedures and through the evaluation of learning will inform the evaluation of the entire program and will help you make a judgement as to whether you met your program objectives. What's more, the more times you plan to give the same assessment task or collect feedback from the same target group, the more informed your judgement will be as you will be able to see progress and trends.

For example, if your program objective says that *100% of athletes will complete an introduction to clean sport course once they enter an RTP* and you plan to have new RTP athletes complete an eLearning course where you evaluate their learning with a quiz and feedback form, plan to gather data from every new RTP athlete who participates in the education activity (and those who don't). At the end of the year, as an example, when you combine all the data you have collected from different RTP athletes, you will have a clear picture of the total numbers you have reached, the extent to which your education activity (in

this case eLearning) helped the athletes learn and whether, in general, those who completed the eLearning course found it of benefit.

The results of your program evaluation should then determine what you plan to do next year – do you repeat the education activity or do something else as the levels of learning were not very high or your target group did not enjoy the learning experience? You can now make evidence-based decisions about your education program.

d) Planning to determine the impact your education program has made

If you'd like to go further with your evaluation process, you'll need to plan to collect some extra information and data (for examples of broader data that can be monitored see Table 10.1 and read sections 4 and 5 in Chapter 10 – *How to monitor and evaluate your program*). Doing so will not only allow you to have a more informed program evaluation but will also give you a more in-depth understanding of the impact your education program has made.

Ultimately, we want to prevent or reduce doping, especially inadvertent doping. For example, it is possible that providing an introduction eLearning course to your RTP athletes, as described in the example above, has made a bigger difference than you expected and reaches beyond your program objective by impacting on the overall prevention of doping. Collecting more data will help with better analysis and identification of trends and will ultimately help you answer that question – what difference did my education program make?

Good questions to ask to help determine your impact include: are there less missed tests? Are there less filing failures? Are your athletes now able to check their medications for prohibited substances? Are there more or better-quality TUE applications resulting in less Adverse Analytical Findings (AAFs) being brought forward to the Results Management process? Is there an increase in athletes using batch-tested supplements? Is there less inadvertent doping?

Collecting more data will also give you a better idea of where education sits within your organization and its contribution to the organizational goals. For example, the value of education may be seen in data that reflects the reduction of inadvertent doping or increased positive buy-in to clean sport from the athlete community, both of which can decrease the costs associated with inadvertent doping cases that could have been prevented.

To determine the impact your education program has made and to collect this broader data, you should plan to administer surveys and collect qualitative data through interviews, for example, as well as plan to increase your monitoring procedures (see Table 10.1 for examples of broader data to collect). For example, you might consider administering a survey at the beginning and end of your year and possibly interviewing some of the RTP athletes who participated in the introduction eLearning course.

You may also want to interview and administer a survey to educators and any partners that have been part of the process.

But, before going through this process to collect more information, think about the resources required to collect it, how available and reliable it is, and whether it will offer you valuable insight. For more

information on surveys and interviews as a method to collect the data see section 4 in Chapter 10 – *How to monitor and evaluate your program*.

Overall aim: To prepare all athletes within the education pool to train and compete clean in sport

Target group	Program objectives	Topics	Learning objectives	Education activities	Monitoring and evaluation procedures
RTP	100% of athletes will complete an introduction to clean sport course once they enter a Registered Testing Pool (RTP)	Requirements of the RTP, including whereabouts and the use of ADAMS	• By the end of the education activity 100% of RTP athletes will be aware of ADAMS • By the end of the education activity 100% of RTP athletes will understand the whereabouts requirements • By the end of the education activity 100% of RTP athletes will be able to file their first quarter whereabouts information	eLearning (anti-doping education)	• Monitor who has accessed the course, what modules were completed and how well they performed on each module using the administrative function of the eLearning course. • Evaluate learning by giving a quiz before and after the eLearning course • Collect feedback after the education activity using a feedback form • Administer an end-of-year survey • Conduct interviews with 5 key stakeholders (e.g. educator, NF, 2 RTP athletes, ASP)
…	…	…	…	…	…

8) Writing it down: What an education plan can look like

Bringing all this information together, Table 5.5 provides you with an example of what an education plan can look like. Please note that your education plan needs to work for you and therefore may look different than this. You might, for example, need more education activities to fulfill one program objective, or, you may want to add more columns to the table to add specific dates, a budget section or required learning materials or to detail your monitoring procedures more clearly, as is described in Table 10.2 of Chapter 10 – *How to monitor and evaluate your program*. You may also want to reorder the columns in a way that makes more sense for you and your plan. Please adapt as needed.

TABLE 5.5: WHAT AN EDUCATION PLAN CAN LOOK LIKE

Aim: To prepare all athletes within the education pool to train and compete clean in sport

Target group	Program objective	Topics	Learning objectives	Education activity	Monitoring and evaluation procedures
Child	WADA's Sport Values in Every Classroom (SViEC) will be delivered by teachers to 10 groups of 8- to 12-year-old children across the country by the end of the academic year.	Values associated with sport: respect, equity and inclusion	• By the end of the education activity the participant will be able to describe the meaning of inclusion. • By the end of the education activity the participant will be able to demonstrate respectful behavior when in conflict. • By the end of the education activity the participant will be able to describe the meaning of equity.	In-person workshop (values-based education)	• Surveys will be administered to teachers before and after the implementation of the SViEC program. Questions will be asked about their experience and their perception of the children's experience and the children's level of understanding of the content. • Teachers will also be asked to share the results of any kind of assessment task administered.
Youth athlete	A social media campaign targeted to youth athletes that includes 5 Instagram posts and 5 TikTok videos on resiliency in sport will be shared weekly for the first 5 weeks of the 3rd quarter.	Values associated with sport: resiliency	• After seeing the social media post, viewers will be able to describe what it means to be resilient.	Social media campaign (awareness raising)	• Each social media post will end with the question "what does resiliency mean to you?" and participants will be prompted to leave a comment. These comments will be monitored. • The number of likes and retweets will also be monitored.
Talented athlete	50 in-person workshops will be delivered to talented athletes of the 10 high-priority sports by at least 5 of the new educators.	Consequences of doping	• By the end of the education activity the athlete will be able to differentiate between healthy training practices and unhealthy ones. • By the end of the activity the athlete will be able to list strategies for recovering from common injuries. • By the end of the activity the athlete will understand the consequence of doping related to health.	In-person workshop (anti-doping education, values-based education)	• Scenario worksheets will be used at the beginning and end of the education activity to evaluate learning. • Participants will be provided with a feedback form at the end of the workshop to collect feedback on the learning experience, specifically on the educator's delivery • A survey will be sent to all participants 3 months following the education activity to check if learning has been sustained and to determine changes in attitudes towards doping.

	A minimum of 10 outreach booths at 5 different sports' Youth Championships will be delivered by the end of the year.	Testing procedures	• After attending the outreach booth, the athlete will be aware of the testing process and will know how to access the athlete webpage on testing for more information.	Event-based (awareness raising, information provision)	• Monitor the number of times the webpage was accessed the week following the outreach booth. • Monitor the number of participants who engaged with an educator at the outreach booth. • Monitor the number of post cards with the URL address that were taken from the outreach booth.
National-level athlete	Outreach will be set up at the national training facility with an educator with a tablet to guide national-level athletes through ADAMS in the 1st quarter of the season	Use of ADAMS	• By the end of the education activity, the participant will be aware of the benefits of using ADAMS to file whereabouts. • By the end of the education activity, the participant will be able to log into ADAMS and successfully file their whereabouts information. • By the end of the education activity, the participant will know where to find more information on ADAMS.	Event-based education (awareness raising, anti-doping education)	• Monitor the number of filing failures in each quarter • Evaluate learning by observing participants log into their ADAMS account • Monitor the number of times the ADAMS webpage was accessed the week following the outreach booth
International-level athlete	A social media campaign will be launched 3 months before the Olympic Games to generate awareness about key dates, the whereabouts and TUE requirements and will have online engagement of 25% of Olympic athletes (shares, likes, posts using hashtags)	• TUE application process before and at the Games • Whereabouts requirements for the Games • Key dates	After seeing the social media post, the viewer will know where to find more information about the whereabouts and TUE requirements for the Olympic Games and will know the key dates related to both.	Social media campaign (awareness raising)	• Monitor the number of shares, likes and posts using the hashtag. • Monitor the number of times the athlete webpage was accessed the week following the social media post. • Monitor the number of emails seeking more information about TUEs, whereabouts and the Olympic Games. • Monitor the number of whereabouts filing failures. • Monitor the number of Adverse Analytical Findings (AAFs) that came as a result of using a substance or method that required a TUE.

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	All international-level athletes attending a major event (world championships, Olympics, Paralympics) will complete an eLearning course 3 months prior to attending the event.	• TUE application process before and at the event • Whereabouts requirements for the event • Testing procedures specific to the event • Jurisdiction at the event • Key dates	• By the end of the education activity the participant will be able to successfully apply for a TUE if needed. • By the end of the education activity the participant will be able to successfully file their whereabouts information for the event. • By the end of the education activity the participant will be able to list the steps to the testing procedures at the event. • By the end of the education activity the participant will be able to identify who has jurisdiction over them before and during the event. • By the end of the education activity the participant will be able to list key dates of the event.	eLearning (anti-doping education)	• Monitor the number of whereabouts filing failures. • Monitor the number of Adverse Analytical Findings (AAFs) that came as a result of using a substance or method that required a TUE. • Evaluate learning by giving a quiz before and after the eLearning course and by having athletes complete a survey after the event describing their confidence during the event to go through the testing process.
RTP	100% of athletes will complete an introduction to clean sport course once they enter the RTP	Requirements of the RTP, including whereabouts and the use of ADAMS	• By the end of the education activity 100% of RTP athletes will be aware of ADAMS • By the end of the education activity 100% of RTP athletes will understand the whereabouts requirements • By the end of the education activity 100% of RTP athletes will be able to file their first quarter whereabouts information	eLearning (anti-doping education)	• Evaluate learning by giving a quiz before and after the eLearning course • Monitor who has completed the course and how well they performed using the administrative function of the eLearning course. • 5 new RTP athletes will be interviewed at the beginning and at the end of the year
ASP	Increase the levels of anti-doping knowledge by 50% on all mandatory topics in Code Article 18.2 in ASP.	• Risk of supplement use • Substances and methods on the List	• By the end of the education activity national-level coaches will be able to check medication and supplement labels for substances on the List. • By the end of the education activity national-level coaches will be able to explain the risks of supplement use.	In-person workshop for national-level coaches (anti-doping education)	• To evaluate learning, participants will be given a pre- and post-education activity quiz and will role play a scene where they need to explain the risks of supplement use to an athlete • A feedback form will be given to collect feedback on the participants' experience • An end-of-year survey will be sent to ASP to determine their confidence in supporting athletes • Monitor AAFs and ADRVs to see if there have been reductions since last year

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Athletes returning from a sanction	100% of athletes returning from a sanction will be given a refresher course on mandatory topics (as outlined in article 5.2 of the ISE) 3 months before their period of ineligibility expires.	• Principles and values associated with clean sport • Risk of supplement use • Substances and methods on the List	• By the end of the education activity the participant will be able to relate the values of clean sport with specific scenarios. • By the end of the education activity the participant will be able to list the risks of supplement use. • By the end of the education activity the participant will be able to demonstrate how to check medication for substances on the List.	eLearning (values-based education, anti-doping education)	• All athletes returning from a sanction will be interviewed before they receive education and 6 months after their return to competition. • To evaluate learning participants will conduct a case study at the end of the eLearning course. • Participants will be given a feedback form immediately after the education activity to collect feedback about the learning experience.

9)   Sharing aims, objectives, and expectations with your stakeholders

A successful education program relies on the buy-in of key stakeholders including athletes, ASP, NFs, and others. Their input during the needs assessment (section 1 in this chapter) is important and so is their involvement in the implementation and possibly the delivery of the education program.

Consider your NFs, ASP, training facilities and institutions. They may be the gatekeepers between you and the athletes in your education pool, and they can influence the tone around clean sport education and whether it is seen as important. Having those stakeholders onside and informed is important. Giving those stakeholders a sense of involvement in the education program (and therefore motivation for it to succeed) can help. As such, consider how you can share your plans, and align aims, objectives, and expectations with your stakeholders:

- Negotiate how you can share responsibilities with NFs either formally through your education program or informally (e.g. you offer education activities but the NF is responsible for their athletes' attendance).
- Consult NFs and other stakeholder groups as you develop your program objectives and learning objectives for target groups within your education pool.
- Engage NFs and other stakeholder groups in a review process where you seek their feedback to help you make changes to your education program.
- Invite stakeholders to contribute to your education activities as topic experts, where appropriate.
- Offer stakeholder engagement and professional development activities to NFs and other stakeholder groups (e.g. clean sport education and training specific to ASP, medical professionals, parents, etc.) or even an annual clean sport conference.
- Publish a summary, key highlights, or the entirety of your education plan.
- Build stakeholder feedback into your program evaluation process.

Remember, athletes and sports are busy. You may have to gain their support and convince them to give their time for education purposes. Education is a tool to help protect clean sport and athletes' careers. Your role may include communicating the benefits of education and why it is essential, rather than just another thing to do. No sport wants a potential champion to lose out because they simply didn't know something – that can be prevented through education.

SECTION 3:
Implementing your education program

Section 3 includes Chapters 6, 7, 8, 9 and 10. This section will support you with Article 5.0 – *Implementing education programs* **and Article 6.0 –** *Evaluating education programs* **of the International Standard for Education by helping you design the learning experience, include the 4 components of an education program within your education activities, educate along the athlete pathway, embed values-based education and monitor and evaluate your education program.**

CHAPTER 6

How to design the learning experience
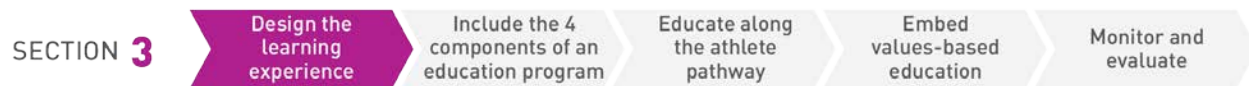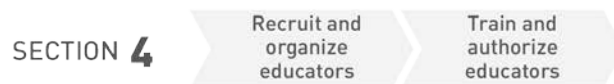
MAXIMIZING YOUR PARTICIPANTS' ABILITY TO LEARN

Now that you have made education a priority in your organization and planned your education program, begin to think about how you can design effective learning experiences. Ask yourself, what do I need to do to make sure my participants learn something?

The learning experience is made up of the physical space, the atmosphere, the learning tasks, the assessment tasks, the content, the educator, and anything else that helps people learn. A well-designed learning experience maximizes their ability to learn.

Learning experiences have come a long way from traditional lecture settings where participants sit quietly as an educator speaks at the front of the room. Today, learning experiences are often participant-centered, where the environment and learning tasks (i.e. things participants do to help them learn such as play games, participate in group discussion, etc.) are designed to meet the needs of participants.

Along with being informative, learning experiences are fun and engaging; classrooms are real or virtual; and participants play an active role – they share, they discuss, and they interact with the educator and with one another.

This chapter will help you understand how people learn and what helps or hinders learning. All education activities should be designed to help people learn.

When designing your learning experiences think about:

1) How people learn
2) The environment where learning will happen
3) The people who are learning
4) The learning tasks
5) How to organize these ideas into a session plan
6) How these factors apply to eLearning

1)   How people learn

Learning happens in stages and takes time. Learning must be reinforced and repeated, and skills must be practiced. One education activity only provides one formal learning experience. This can help but is not enough to maximize or sustain learning over a long period of time. That is why the International Standard for Education (ISE) asks you to plan an education program that includes multiple education activities over time.

People learn best when they are motivated and feel emotionally safe but also when they are moved out of their comfort zone which, at times, can feel uncomfortable. Making learning relevant helps motivate people to keep going and a supportive, non-threatening learning environment provides a safe space for individuals to take risks and make mistakes, which is all part of learning.

To progress your participants to the next stage of learning, you should try to discover where they are currently in their learning and use your education activities to move them further up the learning ladder (as depicted in Figure 6.1). This means if a participant can "**remember**" that supplements are a risk, your aim should be to get them to "**understand**" how they are a risk. Once they "**understand**", the next time you educate, your aim should be to reinforce their understanding and move them to "**application**". This is where participants can start to apply what they learned about supplements and take the required actions to manage the risks.

This hierarchy of learning is described further through (a) the cognitive domain and (b) the affective domain, which are 2 areas through which people learn.

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a) The cognitive domain

The cognitive domain deals with the intellectual part of learning and is often what people picture when they think about education. This is how a person obtains, processes, and uses information and how they develop knowledge.

Facilitating learning tasks, providing information, sharing content and raising awareness will all support learning in the cognitive domain.

There are different degrees or depths of learning in the cognitive domain. As illustrated in Figure 6.1, when you learn in this domain you move up the ladder from remembering information, to understanding information, to applying information, to analyzing information, to evaluating information and, finally, to creating something based on that information. The idea is that when you learn you must make your way through each step, in order. For example, if you teach an athlete that there is a Prohibited List (List) they must first remember that it exists and understand what it is before they can apply the knowledge to look for a banned substance or analyze a bottle of medication.

This is something to remember when you are writing your learning objectives (as is described in Chapter 5 – *How to develop an education plan*)*.* Learning objectives are explicitly saying what you want your participants to be aware of, understand and be able to do. As such, consider using specific words that describe exactly what level of learning you expect from participants by the end of your education activity. How you write your learning objectives can determine what level of learning you are likely to achieve.

For example, if you want your participants to understand the consequences of doping you might say *by the end of the education activity the participant will be able to summarize the consequences of doping to a peer*. But, if you want your participants to achieve the "analyze" level of learning about the consequences of doping your learning objective might say *by the end of the education activity the participant will be able to examine a scenario and conclude how doping may negatively impact the athlete* (see Figure 6.2 for more descriptor words).
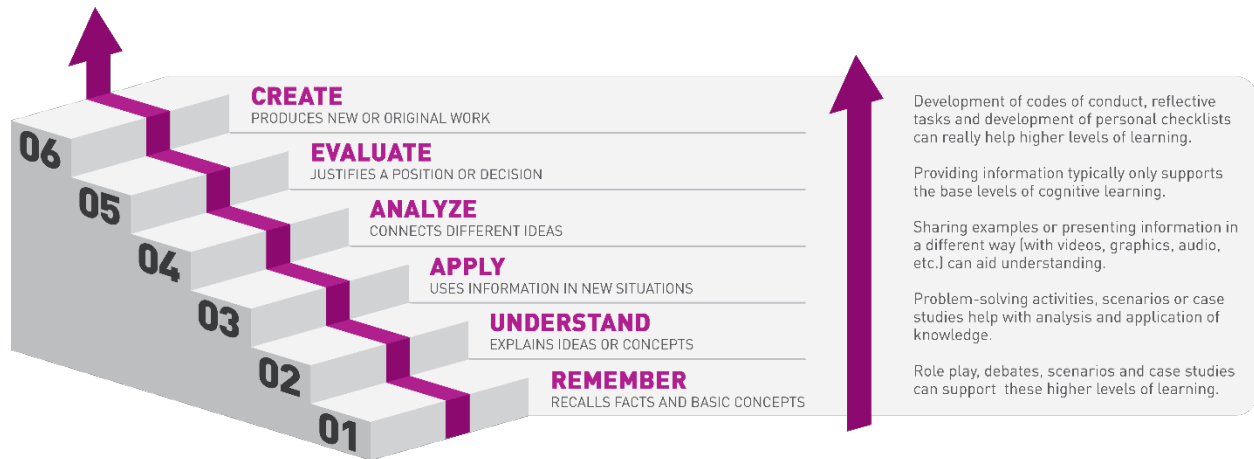
Figure 6.1 Cognitive domain hierarchy[3]

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[3] Adapted from Vanderbilt University Center for Teaching, https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/

Figure 6.2 Descriptor words for writing learning objectives[4]

b) The affective domain

The affective domain deals with the emotional part of learning and is connected to values, attitudes, motivations and feelings[5]. This is the domain that will help your values-based education activities and support behavior change in athletes and ASP.

This domain also addresses the participant's investment in the topic and charts the participant's growth from simply being willing to receive information on a topic to integrating it and internalizing it as a behavior in their daily lives (see Figure 6.3).

You may choose to write learning objectives and develop education activities using the affective domain hierarchy (this would be particularly important for your values-based education activities). For example, you might want to develop the value of respect and want participants to *be able to listen to others with respect*. This would place them at the receiving level of the affective domain hierarchy (seen in Figure 6.3). Then, if you want your participants to be at the responding level, you might write a learning objective that states *participants will be able to engage with others respectfully*.
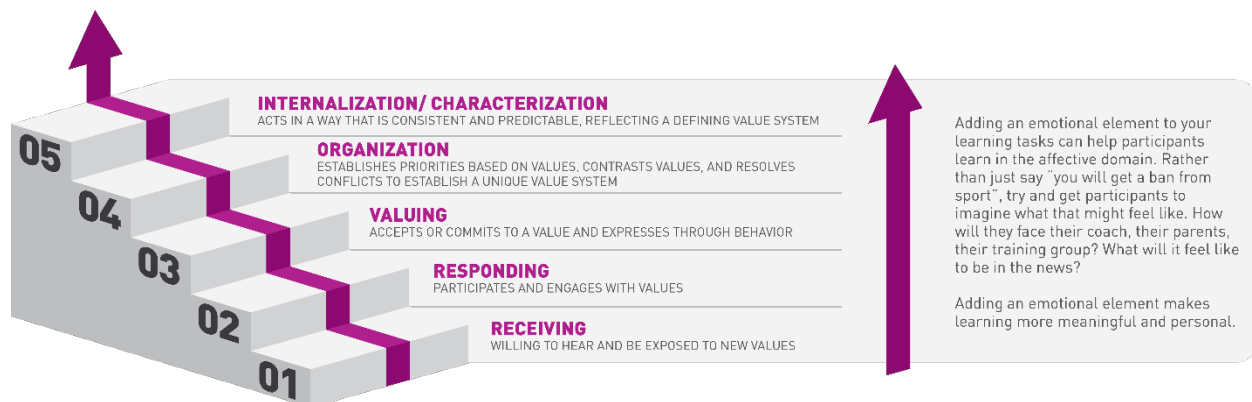
Figure 6.3 Affective domain hierarchy[6]

2) The environment

Learning is more likely to happen if individuals are relaxed, comfortable, warm, fed, not tired, engaged, feel important and special, can interact and participate easily, have minimal distractions so they can concentrate, feel supported and encouraged, and are having fun! These are factors that you can support

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[4] Adapted from https://www.pinterest.ca/pin/262616221994594601/and https://tips.uark.edu/blooms-taxonomy-verb-chart/
[5] Informed by University of Victoria https://www.uvic.ca/til/assets/docs/for_courseteams/Domains-of-Learning.pdf
[6] Adapted from Warwick University's resource
https://warwick.ac.uk/fac/soc/ces/news/mathematicsresilience/proceedings/bloomaffect_taxonomy.pdf

through the design of the learning environment, which includes (a) the physical space and (b) the atmosphere.

a) Physical space

When thinking about your physical space, that is, the overall design and layout of your room, consider the following:

- Is the furniture movable?
  - The more flexibility you have to manipulate the furniture the more options you have for learning activities and interaction. For example, removing tables and rearranging chairs into a large circle will enhance feelings of inclusion and equality; removing the furniture altogether will give you an open space usable for games or demonstrations (such as a role play); grouping the furniture will encourage interaction and be useful for activities where participants need to work together.
- Can you control the lighting in the room?
  - Depending on the time of day it may be necessary to address the lighting in the room. Glaring sunbeams can be distracting and lighting that is too dim can be difficult for reading and writing.
  - Equally, rooms without windows can hinder learning so try to conduct education in rooms with natural light or take breaks outside to reenergize your participants.
- Can you control the temperature of the room?
  - Depending on the season or type of building you are in, the temperature can become increasingly warm once participants start moving in the space. To keep participants comfortable, consider opening windows or adjusting the thermostat. Also consider having water readily available for participants – this will help if the room is too dry and/or warm.
- Is the room accessible?
  - Consider participants who have mobility impairments and may not be able to use stairs or who have difficulty navigating around tight spaces. Is there an elevator? Can the furniture be moved to accommodate different ranges of motion?

Also, if you are delivering an in-person workshop then small things like arriving early to set the room up so you can greet your participants, ask their names, and start to build rapport early on helps set the learning environment. You can also consider having tables set up with post-it notes, pens, coloured paper etc. to make the room inviting and stimulating.

b) Atmosphere

When thinking about the atmosphere of your learning environment, consider that the more comfortable participants feel the more likely they will be to actively engage in the learning process. As you design your learning experience consider asking yourself the following:

- Do participants feel welcomed and safe (physically and emotionally), nurtured and supported?
- Do participants have a sense of belonging or community?

- Do participants trust you, your organization, the educator, and the learning experience they are about to participate in?
- Do participants feel encouraged to participate, share and provide feedback?
- Does the environment have a positive tone?
- Is the pace of learning effective to keep interest and allow time to absorb or process the information?

It is important to acknowledge that a comfortable atmosphere that addresses all the components above can take time to build and you may only have one in-person workshop with your target group. However, there are small steps you (or your educators) can do that can have an immediate impact. Consider the following:

- Communicate with the group ahead of the education activity. Introduce yourself, explain that you're looking forward to meeting them, give the purpose of the education activity and possibly an outline of what to expect.
- Ask participants what they hope to get out of the session, and how they feel they learn best – this can be done through a survey before the education activity to help inform the content and style, or at the beginning of the workshop by asking participants: "What helps you learn? What hinders your learning?".
- Have educators introduce themselves and share a little background about their interest in sport and why they became an educator. If you are present, you should do the same. Consider also connecting with participants by sharing something about the sport they are from. This will show your interest in your participants and their sport.
- Have educators ask participants their names and to say something about themselves. This can be done in pairs and with fun questions to help connect people (e.g. find out one unusual or interesting thing about your partner).
- Have educators share the values the education activity is based on and discuss their meanings with the participants.
- Have educators share learning objectives at the beginning of the education activity.
- Ask educators to remain positive and encouraging of participation, interaction and the sharing of feedback throughout the education activity.
- Tell participants that there will be an opportunity for sharing feedback after the education activity (and be sure to then follow the education activity with a feedback form as described in *Chapter 5 – How to develop an education plan*).

3)   The people

When thinking about the participants in your education activities begin by considering who they are, where they come from and how they might learn.

People absorb and process information in different ways. Think about furniture that needs to be assembled – some people prefer to build without instructions (they like to do – they are kinesthetic learners), some prefer to read everything out loud and talk through the process (they are auditory learners), and some prefer to look at the pictures and diagrams (they are visual learners). The same is

true for giving directions – some people want to walk with you and show you the way (kinesthetic), some people prefer to draw a map (visual), and some will give a long set of instructions (auditory).

Learning is more likely to happen if the way the information is presented matches the person's preferences. Therefore, content should be shared in a range of ways (e.g. use words and pictures or highlight text in a different color) to help visual and auditory learners and learning tasks should emphasize hands-on "doing" to help those who are more kinesthetic. Always try to accommodate these learning preferences to help everyone learn and remember, athletes are typically more kinesthetic – they like to be active and "do" things.

It is important to remember that adults and children learn in different ways. Typically, adults are self-directed learners, will challenge new information and they want to see the practical and immediate application of what they are learning. But adults still want to have fun, just like children. These factors should all be considered when designing learning experiences.

So, where should you start?

A good first step is to conduct a survey or have a conversation with participants or possibly those who know them best (e.g. if you are educating athletes consider speaking with their parents or coaches before the education activity). Equally, a simple learning styles activity (an activity that helps to determine an individuals learning preference) can be included at the start of a session. This will allow you to learn about participants' backgrounds and if anyone has any special learning requirements.

Where it is not possible to gather this information before the activity, educators should ensure that their session has a range of materials and activities that will accommodate different learning styles. Trained and authorized educators should plan their activities in this way so learning is more likely to happen. Experienced educators should have the skills to both gather insight about the learning preferences of the participants and adapt their session in real-time to accommodate these (see Chapter 12 – *How to train and authorize educators* for more information on how to effectively train educators).

When considering learning styles, ask yourself:

- What learning needs do these participants have? Does anyone have a special learning need?
  To support those with learning needs, consider the following:
    o Provide them with a partner who can help guide them
    o Provide participants with printed materials that they can follow at their own pace
    o Present the information in different ways such as through games or visual representations (e.g. tables, charts, graphs, illustrations)
    o Ask participants questions to check for understanding throughout the education activity

- Is anyone being educated in a language that may be their second or even third language?
  To support language needs, consider the following:
    o Provide participants with a partner who can support them
    o Translate learning materials
    o Use simple language

- Present the information in different ways such as through games or visual representations (e.g. tables, charts, graphs, illustrations)
- See if the participants can bring a translator or if they can use an internet translation tool on their phone
- Ask participants questions to check for understanding
- Go at a slower pace and repeat what you are saying in different ways

- Does anyone have a physical impairment that affects learning? Does anyone have a vision impairment? Does anyone have a hearing impairment?
  To support those with an impairment, consider the following:
  - Research the learning needs of those with impairments to gain understanding of how to present content effectively and try to talk to those more experienced in educating learners with these specific needs.
  - Ensure learning tasks that involve movement do not limit participation – be prepared to adapt
  - For those with vision impairments:
    - Transcribe learning materials into braille (if possible)
    - Send the learning materials to the participant in advance so they can prepare
    - Provide the participant with a partner who can describe what is happening
    - Provide the participant with a tablet or computer where text can be enlarged or read aloud by the software
  - For those with hearing impairments
    - Caption the lesson
    - Provide the participant with a peer note taker
    - Use a microphone
    - Hire a sign language interpreter, if possible
  - Provide hands-on, tactile experiences when appropriate

- What age are the participants? How do adults and children differ in their learning needs?
  To support adult learners, consider the following:
  - Adult learners benefit from a learning environment that makes them feel accepted, respected, and supported. They benefit from a more informal tone. They are fully-realized individuals (i.e. they know who they are, what their strengths and weaknesses are) and benefit from being treated that way.
  - Adult learners are problem-centred rather than content-oriented in their learning. That is, they learn better by solving a problem then by memorizing information. As an example, an activity where participants check the status of certain medications against the List rather than reading and memorizing the List is better for adult learners.
  - Adults are self-directed learners (i.e. they initiate and control their own learning), and benefit from seeing the reason to learn. Explain the relevance of the session and its topics and why it is important. Also ask participants what they would like to know about a given topic.

- o Adults like to collaborate. Consider including group activities and involving participants by having them develop a set of expectations for the session. This will also increase their investment in the education activity.
- o Adult learners like to learn information that is relevant and practical for their lives, jobs, roles or daily activities.
- o Adult learners like to know the practical application of what they are learning. Give concrete examples whenever possible rather than just the theory.
- o Adults are experiential learners who like a hands-on approach. Consider planning learning tasks that allow adult participants to practice and rehearse real life scenarios.
- o Adult learners like being active members of the learning experience. They want to be engaged and part of the process rather than passive recipients of information.
- o Assessment tasks for adult learners should be self-directed and promote reflection. Consider giving them a self-assessment when appropriate.

To support children or youth athletes in their learning, consider the following[7]:
- o Children learn best using a child-centered approach (as opposed to an educator-centered approach). Like adults, children thrive when they are active participants, collaborate with their peers, and take part in meaningful tasks that are authentic.
- o Avoid having children sit and listen for extended periods of time. Instead, ask questions, engage in dialogue or, even better, change how the information is presented all together. For example, instead of having the educator speak to the entire group, split the children into small groups and have them rotate to different stations where they must read a passage, interpret an illustration or solve a puzzle to acquire the information. Here, the educator can act as a guide and circulate to different stations to ensure children remain on track and supported.
- o Include hands-on, collaborative experiences, such as experiments, games, observations, etc. whenever possible. This will help participants remain engaged and promote interaction. Children (and adults) are social and enjoy being and working with others.
- o Give children choice and decision making in their learning so that they feel they have some control. This will increase their buy-in.
- o Have children set goals or intentions for the education activity, which will help give them purpose for participating.
- o Make learning more meaningful by making it as authentic as possible. For example, when conducting a role play, use a scenario that children might actually experience. You can also make learning authentic by bringing in special guests such as athlete ambassadors to speak to children about their lived experience.
- o Above all – make it fun!

- • What learning styles are in the room?
  To support visual, auditory and kinaesthetic learners, consider the following:
  - o Visual learners learn best through seeing pictures and graphic representations, auditory learners learn best by listening to someone speak or speaking/discussing themselves, kinaesthetic learners learn best by touching, doing and taking a hands-on approach.

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[7] Adapted from Vosniadou, S. (2002). How children learn. International Academy of Education. Retrieved from
http://www.ibe.unesco.org/sites/default/files/resources/edu-practices_07_eng.pdf

- What existing knowledge do the participants have? Participants may have gone through similar education sessions with other National Anti-Doping Organizations (NADOs), National Federations (NFs), International Federations (IFs) or at major events. While repetition can be important for reinforcing knowledge, it can also lead to frustration and lack of attention if the participants feel the education activity is not worthwhile.
  To find out what participants already know and plan for it, consider the following:
  o Send out a survey ahead of the education activity to see what level of knowledge participants have or do a quick knowledge check at the beginning of your education activity.
  o Communicate with other organizations to understand what education their athletes and ASP have received in the past.
  o If you have a group that has multiple levels of understanding, consider separating them into smaller groups and structure learning tasks for each level of understanding, alternatively you can use participants who know more to lead groups of participants who are less knowledgeable.
  o Always have a range of questions and scenarios or case studies to move participants further up the learning ladder – a good educator will be able to differentiate a learning task to help everyone in the group learn.

- What level of attention will the participants have? What time of day is the education activity happening? Is it following a training session or first thing in the morning or last thing at night when the participants will be more tired and hungry?
  To keep participants' attention, consider the following:
  o Keep learning tasks short and switch the type of learning task often.
  o Get participants moving, even if it is just for a moment, simple ways to do this include games that involve standing up and sitting back down.
  o Encourage group participation and avoid having only the educator speak. This applies especially with adults. They learn more by doing rather than listening. Educators should facilitate rather than "stand and tell".
  o Have the educator ask the group questions or encourage participants to share personal experiences relating to the topic. Structure learning tasks where participants must contribute to the experience such as group discussions, games and role plays.
  o Use images, videos and audio clips to help bring concepts to life.

- **How many participants will be part of the education activity?** To accommodate large groups with only one educator, consider the following:
  o Design learning tasks that will have smaller groupings (ideally no more than 6 in a group). This will provide more opportunity for interaction between participants and will give everyone a greater chance to speak.
  o Set up stations where instructions and learning materials are readily available and participants can follow on their own without the immediate attention of an educator. The

educator can circulate from station to station to support participants throughout the session.

4) The learning tasks

Learning tasks take place during your education activity. Learning tasks are things participants do to help them learn (these are in contrast to assessment tasks which are ways participants can show you what they learned and are described in greater detail in Chapter 5 – *How to develop an education plan*).

To encourage participation and engagement consider using a variety of learning tasks that keep your participants active, both physically and intellectually. See Table 6.1 for examples.

TABLE 6.1 LEARNING TASKS

LEARNING TASK	DESCRIPTION
Games	Games allow participants to be physically involved in the learning process and are particularly appropriate when physical skills need to be learned. They are also helpful for teaching abstract concepts, such as values, as they allow participants to physically experience intangibles such as cooperation, leadership and communication methods. Participants also perceive games to be fun and disassociate them with traditional or typical views of learning, increasing their motivation for participation and their likelihood of engagement.
Reflection	Reflection encourages participants to dig deeper into a topic and consider how they feel about a concept or education activity. This strategy helps to develop higher-level thinking (the analyze level in the cognitive domain hierarchy in Figure 6.1) as it causes participants to consider their level of understanding. It is often through reflection that participants will develop meaningful questions or come to the realization that their level of understanding is less than they hoped, prompting them to seek help. Reflections can be prompted by educators or by participants themselves through question and answer periods.
Group discussion	Group discussions allow for interaction between participants and educators. They involve the exchange and sharing of ideas, experiences, facts and opinions on a given topic and encourage critical thinking by having participants listen and consider others' responses. Large group discussion is useful for clarifying concepts or misunderstandings. Small group discussion is useful for promoting individual participation and ensuring many voices are heard. Group discussions can be educator- or participant-initiated however educators should monitor discussions to maintain a positive and inclusive environment.
Case studies/scenarios	Case studies and scenarios are true or imaginary stories describing a person, problem or situation and are meant to be analyzed and reflected on. Participants are often read or given the information followed by a series of questions or statements to consider. Strong case studies involve questions that are not easily answered and promote critical thinking and develop problem-solving skills. As participants apply their existing knowledge to the information provided, their knowledge becomes authentic, meaningful and transferable, as they can see how it fits in a real-world setting.

Brainstorming	Brainstorming is a group technique that can be used to find a solution for a specific problem by gathering a list of spontaneous ideas from participants. It is often used to kick-off a more structured activity and is often done at the beginning of a lesson. Educators can ask participants to call out responses or they can ask participants to write their responses to a question/problem on sticky notes and then post them on chart paper or a board. This learning task allows you to collect a wide variety of ideas and minimizes social inhibition as all ideas are accepted and listed. Brainstorming lists can remain posted for the entire education activity and then used in later work. For example, lists can be used to help participants answer questions, write reflections, write short stories, or even to share what they are expecting from the session, etc.
Role playing	Role playing involves a short drama episode in which participants act or pretend to be a character. Role plays are most effective when all participants are actively engaged in the scene by each having a significant part. This may best be achieved by dividing the participants into small groups. The goal of role-playing is for participants to be able to consider and experience how their character feels and transfer that information to a real-life situation, developing empathy and reinforcing values. Role plays also allow participants to develop a stronger understanding of the presented material by rehearsing and repeating important pieces of information and immersing themselves in the content.

5) Creating a session plan

Once you've considered the environment, the people and the learning tasks, help organize your thoughts by writing them down using a session plan template as seen in Table 6.2.

TABLE 6.2 SAMPLE SESSION PLAN

Date:
Location:
Target group:

Title:
Program objective:

Total time:
Learning objectives:

Time: List the amount of time each learning/assessment task will take	Learning/assessment task: Describe the learning and assessment tasks	Key messages: List the key messages your participants should take away	Set-up/Diagram: Describe or illustrate the space set-up	Materials: List the learning materials
	Introduction:			
	Main activity:			
	Conclusion:			
	Assessment:			

Differentiation: Describe how you can adjust the learning experience (the space, the task, the equipment and the people) to accommodate different needs [8]			
Space:	Task:	Equipment:	People:

Safety: Describe the safety precautions that need consideration

6) How this applies to eLearning[9]

When designing an eLearning course, many of the considerations about the environment, the people and the learning tasks remain the same as when designing for a face-to-face education activity such as an in-person workshop. For example, you need to continue to consider who the participants are, where they come from, and what their needs, learning styles and preferences are; you need to use the online environment to set the scene for learning; and you need to structure active learning tasks that stimulate participants and promote engagement.

However, there are some special considerations for writing content that should be considered for eLearning:

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[8] Adapted from UNESCO, OFCH, Agitos Foundation, WADA, ICSSPE, CIEPSS, CIFP. (2019). Sport Values in Every Classroom. Retrieved from https://www.wada-ama.org/sites/default/files/resources/files/wada_complete_pack_2a.pdf
[9] Adapted from Shift disruptive eLearning. (n.d.). 10 writing strategies that drive up learner engagement online.

a) Get to know your participants before you start to write content

Determine who your participants are (e.g. their age, their background, their sport, their clean sport education history), what their needs are (e.g. their preferred learning style, their familiarity with technology), and what their expectations and motivations are. See Figure 6.4 for questions you can ask. If you need help answering these questions, consider speaking with ASP who know the participants, speaking to the participants themselves or sending out a survey.

WHAT DO THEY THINK AND FEEL?

What is important to your participant?

What are their values?

What are their expectations of you, your organization, the educator, the education activity?

What motivates them to learn, to be involved in sport?

WHAT DO THEY HEAR?

Who influences your participant (peers, coaches, parents, medical professionals)?

What news sources do they subscribe to?

Are they on social media?

What country/sport are they from?

What messages about doping are they hearing?

GETTING TO KNOW YOUR PARTICIPANT

WHAT DO THEY SEE?

What does your participant's environment look like?

Who/what surrounds them?

What values do they see being practiced?

WHAT DO THEY SAY/DO?

What is their attitude towards education? Towards doping?

What are their opinions on anti-doping and their associated rights and responsibilities?

Do they follow through with their responsibilities?

Do they speak up with questions, comments, concerns?

Figure 6.4 Getting to know your participant before writing your eLearning content

b) Plan the learning objectives, the look and the feel of your course before you write content

Before you create your course, define the learning objectives. These should be what you want the participant to be able to do by the time they complete the course. Starting with the learning objectives will keep you focused and will minimize unnecessary content – what you think participants should know compared to what is relevant for them.

Next, consider the design and overall usability of your course. Use a storyboard, which is a graphic representation of your eLearning course, to help illustrate the layout of your content.

Ask questions as you storyboard such as:

- Can you divide the content into modules? What comes first, second, third? What is the logical flow or learning journey?
- What different ways can you present the content? Can you present scenarios or case studies? Can you tell stories? Can you use graphics or videos? What types of learning tasks can you include?
- Can you add in assessment tasks to check for understanding? Can you add in reflection questions?

c) Assume participants will scan the material

People read quickly and scan content online, skipping words or whole paragraphs, so it is important to keep content on the screen to a minimum and highlight important messages in ways they can be easily read and understood. Consider the following:

- Break up information into sections using headers and sub headers
- Use margins and larger line spacing
- Use left-alignment rather than right-alignment as it is easier to read
- Keep paragraphs short – no more than four sentences
- Keep sentences short and concise
- Place the most important information first
- Place key words at the beginning or at the end of a sentence
- Use reader-friendly fonts
- Highlight key words in a different color
- Use images to break up text
- Review your work. Go back and check what you have drafted and delete unnecessary words, add in pictures/graphics, break up text, add headers and so on.

d) Use simple terms, short words and short sentences

To do so, consider the following options:

- Choose words with less syllables
- Break up one long sentence into two or three shorter ones
- Use an active voice instead of a passive voice (e.g. "The athlete could apply for a TUE" instead of "A TUE could be applied for by the athlete")
- Use contractions (e.g. "don't" instead of "do not")
- Remove adjectives and adverbs unless they are important to the text
- Remove jargon or terms that won't be understood by your participants
- Only use essential words (e.g. use one word not three when possible – "to" instead of "in order to", "whether" instead of "whether or not")

e) Use an informal tone

People respond better to informal language (like you would use in a conversation) and learn more as they can focus their attention on the information rather than on the way it is written. Consider the following tips to taking an informal tone:

- Talk to the audience like they are a friend
- Use "you"
- Tell stories rather than simply giving facts
- Insert humor – this will lessen stress with learning and heighten engagement

f) Keep content interesting and relevant

Only present information participants need to know – information that connects to your learning objectives - and present it in a way that is interesting. Provide examples to help show how the information can be used and tell participants what they will be able to do after they complete the course.

g) Use words that appeal to the participant's emotions

Capture the participant's interest and attention by triggering their emotions and empathy. Tell them moving stories or ask them to place themselves in a certain context and think through how they would feel. This can help when inserting a values-based education component into your course.

h) Use powerful, self-explanatory headlines

Be captivating and descriptive (but not overly wordy) in your headings and subheadings such as, "Things to remember" rather than "Here is a summary of what we have covered", or "Top tips" instead of "Key points of this module".

CHAPTER 7

The 4 components of an education program
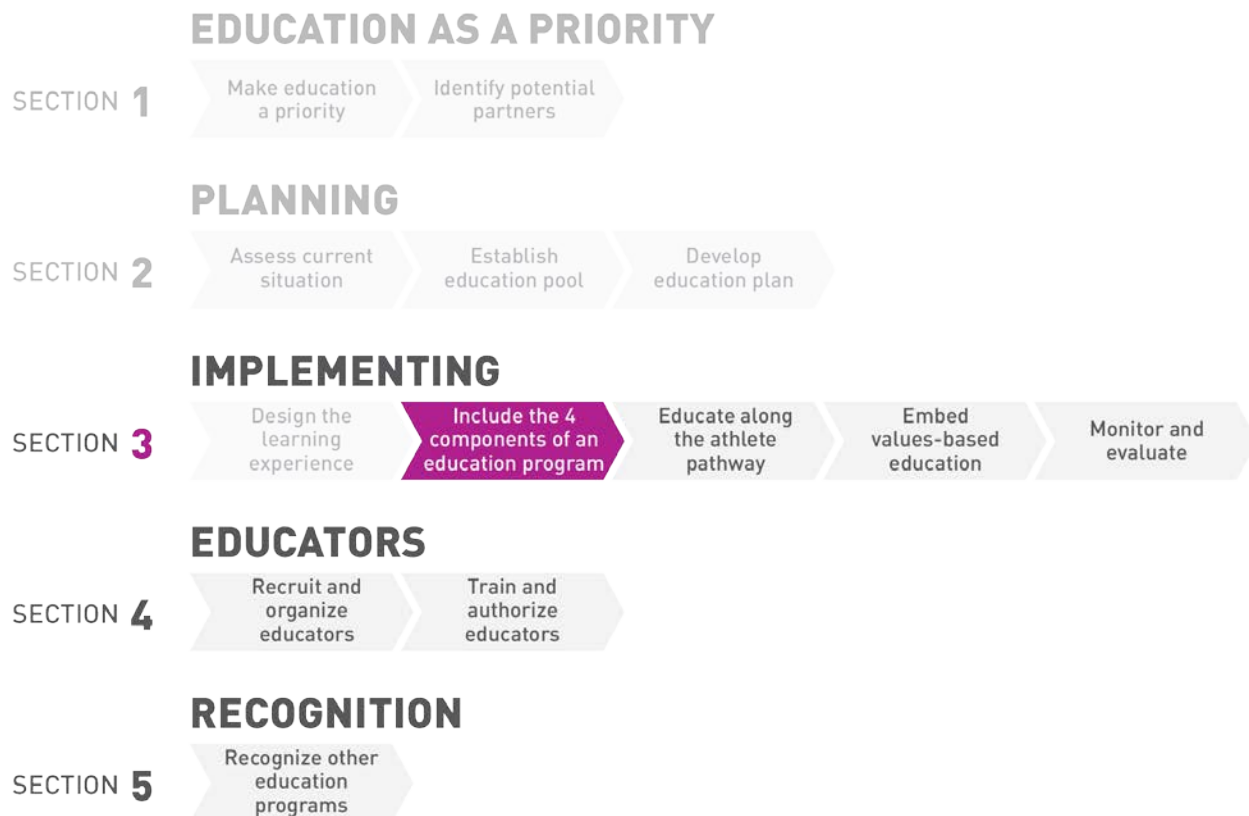
DEVELOPING AN EDUCATION PROGRAM THAT INCLUDES VALUES-BASED EDUCATION, AWARENESS RAISING, INFORMATION PROVISION AND ANTI-DOPING EDUCATION

You must include the 4 components of an education program (4 components): values-based education, awareness raising, information provision and anti-doping education, in your education program, as outlined in the International Standard for Education (ISE). These will support your education activities and give them a purpose.

Each education activity can include one or more of the 4 components in varying degrees. For example, a social media campaign may have a large awareness raising component and a small values-based education component when your tweet says: "Integrity, Respect, Fairness – Support your right to clean sport by submitting your Whereabouts information each quarter. Click here for more information on Whereabouts".

In this chapter you will find more information about:

1) The 4 components outlined in the ISE
2) How they connect to different types of education activities so that you can include all 4 components in your education program
3) Considerations for selecting an education activity
4) Educational material to support education activities

1)   The 4 components

The 4 components are:

a) Values-based education
b) Awareness raising
c) Information provision
d) Anti-doping education

a) Values-based education

Values-based education is defined in the ISE as: "Delivering activities that emphasize the development of an individual's personal values and principles. It builds the learner's capacity to make decisions to behave ethically".
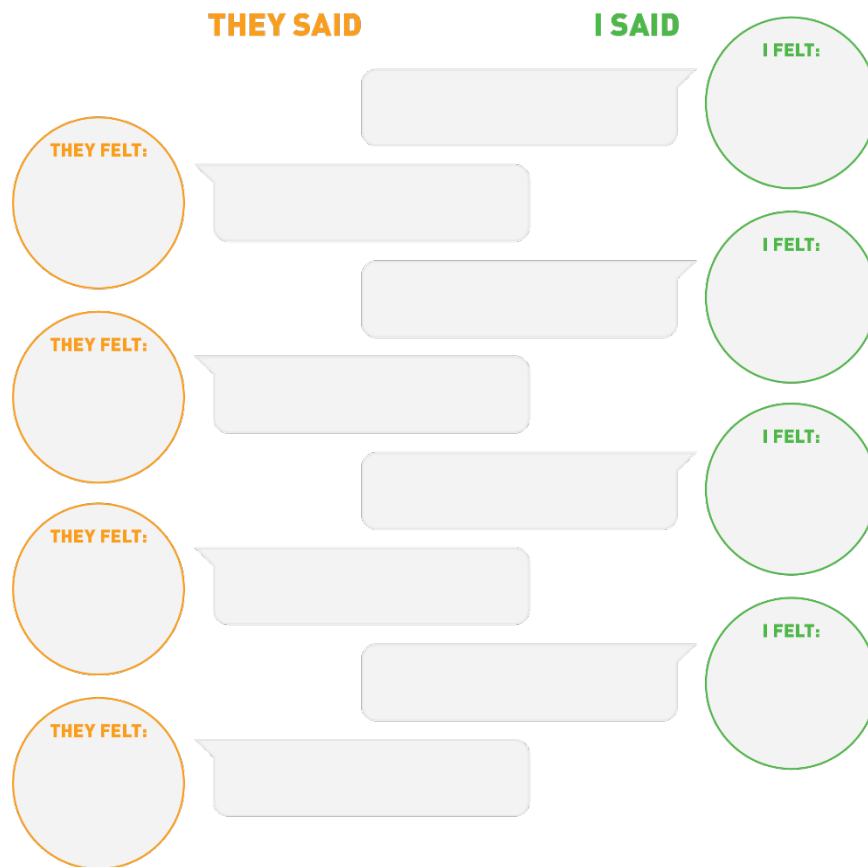
In simpler terms, values-based education means teaching your target groups good values so that they make good decisions; and while it may seem difficult to affect someone's value system that they've had in place for years, reinforcing the right values to promote development and ethical decision making is important. Equally important is the concept of "upstreaming" as defined in Chapter 3 – *What are you doing now?* and educating from beginner to elite along the athlete pathway so you can instill the right values early in an athlete's career (see Chapter 8 – *How to educate along the athlete pathway*).

Values-based education is addressed in greater detail in Chapter 9 – *How to embed values-based education* but for now, consider the following when including this component in your education program:

- **Name your values:** As described in Chapter 1 – *Where to begin?*, consider including the values you want to promote in the vision for education within your organization. Then, continue to highlight and repeat the values whenever appropriate. For example, include them in your email signature, promote them through social media and explain them during a face-to-face or eLearning session.
- **Lead by example:** Ensure you, your organization, your educators and, if applicable, your athlete ambassadors, are role models for your target groups. Demonstrate the values you want to instill through your behavior and decision making, and ensure they are visible in all your education activities too. For example, if you want to promote the value of respect, ensure you've respected the participants' time by scheduling an education session at a time and/or in a location that is convenient to them; ensure you've respected the participants' learning needs by providing

translations where needed and a variety of text, graphics and illustrations within the learning material; and ensure you've respected them by providing breaks.

- **Develop values in participants – practice helps:** Like developing skills in sport, values can be developed through practice, rehearsal and repetition. Consider including learning tasks that allow your participants to practice decision making aligned with the values you wish to develop. For example, conduct a role play where participants practice acting with integrity by choosing to follow the rules even when no one is looking. Or, have participants practice empathy by completing a dialogue worksheet where they write out a conversation between themselves and another person such as their coach or another teammate with whom they have conflict – in this learning task they have an opportunity to consider how they and the other person might be feeling at each point in the conversation (see Figure 7.1).

Figure 7.1 Empathy dialogue worksheet[10]

For more information on values-based education see Chapter 9 – *How to embed values-based education*.

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[10] Adapted from UNESCO, OFCH, Agitos Foundation, WADA, ICSSPE, CIEPSS, CIFP. (2019). Sport Values in Every Classroom. Retrieved from https://www.wada-ama.org/sites/default/files/resources/files/wada_complete_pack_2a.pdf

b) Awareness raising

Awareness raising is defined in the ISE as: "Highlighting topics and issues related to clean sport". This is where you share or highlight information, possibly for the first time, or as a reminder, to prompt participants to seek more information or remember to do something such as find out more about supplements or remember to apply for a Therapeutic Use Exemption (TUE).

When using education activities for awareness-raising purposes keep your content short and to the point. You shouldn't be providing a lot of information or background content but should focus on key messages or facts that you want participants to remember. Signposting to other sources of information (like your website) can also be included, encouraging participants to find out more.

Consider the following when including an awareness-raising component in your education program:

- Awareness raising can be used within education activities to:
    o Promote a cause such as clean sport or *Play True* or increase visibility of a campaign, such as *Play True Day*.
    o Promote the existence of your organization, other member organizations such as National Federations (NFs), and others such as WADA.
    o Showcase education programs by sharing pictures from an education activity or a short video from an educator explaining the education activity they are about to deliver.
    o Promote an education activity happening in real time, such as your outreach booth at a sports competition.
    o Engage athletes or Athlete Support Personnel (ASP) to participate in an education activity, visit an outreach booth, or take part in eLearning by asking those who have already participated to promote it on social media.
    o Direct people to do something, like submit their Whereabouts information or download your App if you have one.
    o Deliver key messages like the deadline for submitting Whereabouts or to apply for a TUE.
    o Promote new developments such as "Athlete Central" (WADA's App).
    o Generate support for something by using hashtags (e.g. #CleanSport, #PlayTrue)

- Examples of awareness-raising education activities include but are not limited to:
    o Event-based education
        ▪ An outreach booth
        ▪ An event dedicated to clean sport
    o Communication campaigns
        ▪ A social-media post (tweet, post on Instagram or Facebook)
        ▪ A newsletter
        ▪ An e-mail signature banner
        ▪ A website banner
    o Branding and promotional activities or materials
        ▪ Use of a logo or slogan
        ▪ Advertising

An outreach booth at a training center or at a competition venue offers good opportunity for raising awareness. To keep raising awareness after your outreach event consider using social media such as Facebook, Twitter, Instagram or WeChat to share key messages.

Also consider engaging your community of athletes by asking them to share messages and pictures through their own social media handles. This will likely help you reach a broader audience. If budget allows, you can design special templates for people to use (e.g. WADA's "I Play True because…." template), which can encourage participation and help with branding.

c) Information provision

Information provision is defined in the ISE as: "Making available accurate, up-to-date content related to clean sport." This is the component where you develop content and make it available and accessible. The content could be presented in a range of formats such as on websites, in handouts, leaflets or booklets and on mobile Apps.

Don't forget that the Code requires you to create and maintain a website or provide current URL links, leaflets or other printed handouts that contain key anti-doping information (specifically, you must have information on all topics listed in Code Article 18.2). This is so participants who have questions can find answers on their own.

d) Anti-doping education

Anti-doping education is defined in the ISE as: "Delivering training on anti-doping topics to build competencies in clean sport behaviors and make informed decisions."

It is through anti-doping education that you will educate participants on all mandatory topics listed in Code Article 18.2. Don't panic, this does not mean that all topics must be delivered in one education activity! For example, you can have one education activity that educates participants on how to check their medication for prohibited substances through an eLearning course or App, then you can have an educator lead another education activity such as a Webinar that educates participants about testing procedures and the sample collection process.

For examples of education activities that fall within each key component see Figure 7.2.

EDUCATION ACTIVITIES

AWARENESS	INFORMATION	VALUES-BASED EDUCATION	ANTI-DOPING EDUCATION
Examples	**Examples**	**Examples**	**Examples**
Social media	Websites	Workshops	Workshops
Communication campaigns	Mobile Apps	Resources for teachers	eLearning
Newsletters	Leaflets	Branding (values)	Event-based education
Promotional items	Brochures		Webinars
Email banners	Outreach		
Branding	Webinars		
Outreach			

Types of activities may have more than one focus

Figure 7.2 Examples of education activities related to each of the 4 components

2)   Types of education activities

There are many types of education activities that can help you achieve your learning objectives and ensure you have incorporated the 4 components.

Article 5.7 of the ISE explains that you need to choose appropriate education activities to achieve your program objectives (see Chapter 5 – *How to develop an education plan* for more on program objectives). In the same article, the ISE also says that: "Delivery methods may include face-to-face sessions, eLearning, brochures, outreach booths, websites, etc., as described in the Guidelines for *Education*".

So, here in the Guidelines, education activities are described in further detail. They are separated into categories although overlaps exist and many of your education activities may fit into one or more category.

a) Communication campaigns
b) Branding and promotional activities
c) Social media campaigns
d) eLearning
e) Face-to-face education
    i) Event-based education
    ii) In-person workshops
    iii) Webinars

To help you understand how the 4 components can be integrated within your education activities, a graphic will support each description. Note that the graphic representations are examples of how the 4 components *might* present themselves in each education activity. Depending on how you plan the education activity you may have more or less of each component.

a) Communications campaigns

Communication campaigns are ways of using the media, key messages, and an organized set of tasks (e.g. stakeholder mailouts, website banners, social-media posts, use of hashtags, email signature banners, communication with reporters) to inform and affect many people at once. Communication campaigns are good ways of creating awareness about a topic or cause and reinforcing key messages that have been shared through other education activities.

EDUCATION COMPONENT LEVELS

- Values-based Education
- Awareness Raising
- Information Provision
- Anti-Doping Education

A multi-layered campaign such as the one for clean sport will require consistency, understanding of the habits, beliefs and cultural nuances of your target audiences, and a long-term commitment to push forward the positive messaging at every possible opportunity. It is important to give your communication team the context of a sport, a language and a nation before the campaign begins.

Examples of communication campaigns include the World Rugby's *Keep Rugby Clean*, UKAD's *100% Me* and *Play True* from WADA.
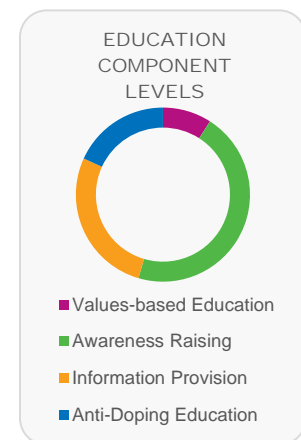
b) Branding and promotional activities

i) Branding

Branding, such as the use of logos, slogans, PowerPoint templates and consistent colors, is how you can advertise and promote your education program and your organization, its values and its goals through a unique design.

EDUCATION COMPONENT LEVELS

- Values-based Education
- Awareness Raising
- Information Provision
- Anti-Doping Education

Branding helps your audience gain awareness of, and identify with, your education program and your organization. It gives your audience a reason to follow your message as it clarifies what you stand for, helping to build loyalty and long-term engagement.

Consistency in branding is important as it creates familiarity, allowing your audience to remember your education program and your organization, and begin to identify with its messages. For example, WADA's black and green colours are synonymous with the organization and its goal of fostering a culture of clean sport. When other organizations such as National Anti-Doping Organizations (NADOs) and International Federations (IFs) associate with this brand, it allows the audience to identify that all are in support of this goal.
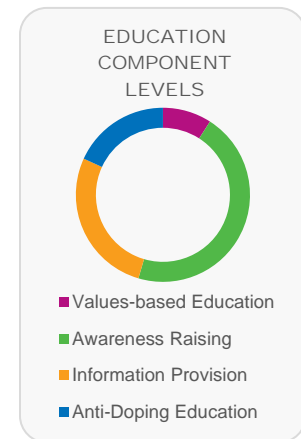
ii) Promotional activities

Promotional activities work together with branding to help support a cause and key messages. Promotional activities include advertising, marketing and publicity activities that will create awareness about your education program and organization and allow you to be noticed. Some example promotional activities include arranging competitions, giveaways, raffles, activity days and branded clothing or items such as pin badges or pens.

A well-co-ordinated promotional activity such as *Play True Day* helps highlight clean sport initiatives with a wider audience such as sports fans, governments and sponsors. Anti-Doping Organizations (ADOs) may choose to plan clean sport education activities on *Play True Day* to create awareness about clean sport.

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play true

c) Social media campaigns

Social media websites and Apps such as Facebook, Twitter, Instagram, Snap Chat, and WeChat can be used to create awareness and reinforce key messages. Social media can also direct your audience to other sources of information.

Social media can be useful to remind participants of what they learned in other education activities and highlight where they can find more information. They can also share information in the participants' own context and language, and at the right time, with consistency, making the content relevant and appealing. People spend lots of time on social media so it's an easy way to remain connected and reinforce key messages.

EDUCATION COMPONENT LEVELS

■ Values-based Education
■ Awareness Raising
■ Information Provision
■ Anti-Doping Education

What's more, the cost and environmental impact of social media posts is generally less than other sources of information and "likes" and comments can be counted to help you monitor your education program (see Chapter 10 – How to monitor and evaluate your program for more information on monitoring).
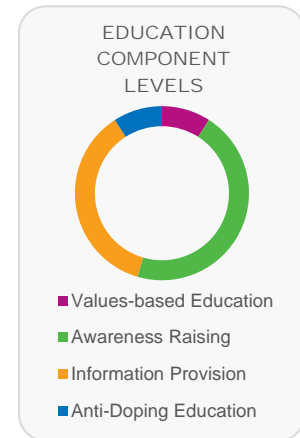
When posting on social media, consider the following:

- **Highlight current events, topics and other social media posts** that support your cause. For example, when a key athlete from your country or sport speaks about the importance of clean sport, "like" the post or retweet it, calling attention to the athlete and the message. Aligning your message with a familiar and popular face, or getting them to post appropriate messaging themselves, increases the likelihood that it will gain traction online and reach more people. Remember a popular athlete is more likely to have more followers than your organization will have!
- **Present the information in an engaging way** that gets people excited about the content. Use videos, pictures, bold text and key words. Include links to relevant websites, hashtags and captions that are short, easily understood and attention grabbing.
- **Get the audience involved** through interactive messaging. Ask questions that entice people to leave a comment or hit the "like" button. This is a great way to encourage participation and spark discussion.
- **Use the right language and tone** of voice. Using positive language to describe an activity is likely to get better attention and reception. Using language that appeals to your geographic location or demographic following can also result in better engagement. The combination of words and pictures, particularly when the message is sensitive, is a smart way of capturing attention and communicating tone. The use of emoticons can also be appealing to audiences and useful to convey tone.
- **Benefit from athlete ambassadors**. Benefit from the status of prominent athletes/people to help convey your message. This can be as simple as photographing athletes signing a pledge or posting an image of a smiling athlete holding up a sign with #CleanSport or #PlayTrue. You can also encourage ambassadors to engage with other athletes through their own social media handles and share personal experiences, which is likely to resonate with target audiences. Getting a message from a role model is more likely to inspire action or provoke thought than from others. Athletes are also more likely to share or repost messages coming from fellow athletes or icons.

- **Share links to other sources of information.** Information sources such as websites or PDFs that are easy to find, navigate and understand are extremely useful for your target audience. It is important that athletes and ASP are aware of and can easily access all resources you make available to them. Consider sharing links to these resources on social media. Include links whenever the content is relevant to the post (e.g. in a post about an athlete who received an inadvertent Anti-Doping Rule Violation (ADRV) include a message such as "For more information on ADRVs see https://…").

d) eLearning

eLearning is education that is provided through electronic technologies such as the internet. eLearning courses can be created by you, using an online platform, or by an external company. You can also access WADA's eLearning courses for free through Anti-Doping eLearning (ADeL).

eLearning courses are typically broken into modules and can be useful for delivering the anti-doping education component of your education program. You can explain topics using text, videos, images and graphics and engage participants by including question and answer sections, games and other interactive activities. When determining if eLearning is appropriate for your organization, consider the following benefits and limitations:

EDUCATION COMPONENT LEVELS

- Values-based Education
- Awareness Raising
- Information Provision
- Anti-Doping Education
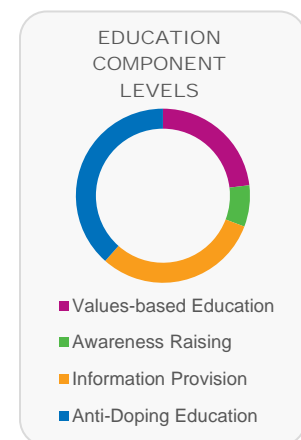
Benefits of eLearning

- Enables a wide reach (geographically and demographically) with maximum convenience as participants can complete the course anytime, anywhere.
- Can be developed based on the needs of your participants (e.g. language needs, learning needs, age and stage of development).
- Can be designed in a way that only shows required topics to the required audience. For example, your course might include 10 topics but only 5 are visible to youth athletes while all 10 are visible to national- and international-level athletes.
- Promotes active and independent learning as participants control when and how they take the course. Many eLearning courses can be stopped and started allowing participants to break up the experience and not be overwhelmed with information.
- Promotes engagement and interaction with content as participants can complete quizzes, solve problems and play games.
- Provides you with an easy way to monitor your education program as data about your participants will be generated (e.g. age, sport, competition level, etc.).
- Provides an easy opportunity for evaluation of learning through quizzes, which can be tallied by the computer program.
- Can be used to provide education in preparation for specific events (e.g. Some NADOs such as Canadian Centre for Ethics in Sports (CCES), Australian Sports Anti-Doping Authority (ASADA)

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ANTI-DOPING
AGENCY
play true

and United States Anti-Doping Agency (USADA) prepare customized eLearning modules for athletes participating in major events such as the Olympic, Paralympic and Pan Am Games etc.).

- eLearning courses already exist for free, for many target groups, through WADA's ADeL platform.
- Allows you, the administrator, to monitor its usage. You can identify who accessed the program, what content they spent time on, what content they skipped and how they did on quiz questions. This will help you to evaluate learning (for more information on evaluation see Chapter 10 – *How to monitor and evaluate your program*).
- Allows you to update content as needed so that information stays relevant and current. As the administrator, you should develop a plan to ensure this happens in a timely manner and that participants are notified either via e-mail, SMS, or social-media post when a change happens.
- A certification can be sent to participants when they complete the course. This can be generated automatically through the eLearning platform, if that option exists, or manually by the administrator, once you've received notice that the course is complete. Certifications are useful for participants who need to demonstrate to other sport organizations or national bodies that they have fulfilled education requirements and can be useful for you when working with other signatories to recognize each other's education program (see Chapter 13 – *How to recognize another education program*).

Limitations of eLearning

- Limits your direct engagement with participants making it difficult to help them while they are taking the course.
- Meaningful feedback is more difficult to collect as you nor your educators are there to see how participants are responding to a course emotionally or cognitively.
- Can pose accessibility issues for participants with limited access to technology, expensive data plans or poor WiFi connections unless the platform allows the courses to be completed offline and then results synced back to the platform the next time the participant connects.
- Because eLearning can be completed anytime, anywhere, the learning environment can't be controlled in the same way as in-person workshops. For example, participants can choose to complete an eLearning course in groups or teams and can receive help from others. This makes it difficult to accurately evaluate the learning that has occurred.

If you are interested in designing your own eLearning course, see Chapter 6 – *How to design the learning experience* for information on how to do so effectively.

e) Face-to-face education

For the purpose of the Guidelines, face-to-face education includes a) event-based education, b) in-person workshops and c) webinars, which are all described in detail below. Note that all face-to-face education activities must be led by a trained and authorized educator as per Article 5.8 of the ISE (see Chapter 12 – *How to train and authorize educators* for more information on this process). Also note that before delivering face-to-face education, it may be helpful to review Chapter 6 – *How to design the learning experience* so that you can maximize learning at each education activity.

iii) Event-based education

Event-based education such as an outreach booth or an event dedicated to clean sport is a great opportunity to make clean sport fun while reinforcing key messages, raising awareness and proving some core information. Event-based education is also a great opportunity to direct participants to more information such as a website or App.

To be most effective, event-based education must be led by trained and authorized educators and happen in combination with other forms of education such as eLearning or in-person workshops.

International Federations (IFs) should consider delivering event-based education in cooperation with the local NADO or Regional Anti-Doping Organization (RADO) and the local NF and Major Event Organization (MEO) as stated in the ISE.

When planning event-based education, consider the following:

EDUCATION COMPONENT LEVELS

- Values-based Education
- Awareness Raising
- Information Provision
- Anti-Doping Education

- Through conversation or assessment tasks (see Chapter 5 – *How to develop an education plan* for more information on assessment tasks), event-based education can be used to assess the level of awareness and understanding about a certain topic, which can help inform future education activities.
- Make learning fun. Where possible, engage your audience through conversation, quizzes, games, treasure hunts, puzzles and pledge signings, and share the experience through social media.
- Event-based education can be an introductory activity to raise awareness about a new topic or a reinforcing activity to remind participants about a topic.
- Event-based education should spark interest and attract participants to seek further information. Be sure they know where to find out more.
- Have a defined purpose and learning objectives for your event-based education. When planned well, event-based education can help contribute to your program objectives (see Chapter 5 – *How to develop an education plan* for more on learning objectives and program objectives).
- Event-based education is a great opportunity to form partnerships between IFs, NADOs, RADOs, NFs and MEOs. All involved parties should agree on roles, responsibilities and content including:
    - Who the target audience is
    - The aims and learning objectives of the event-based education
    - What content will be presented and how it will be communicated (i.e. the learning tasks that will take place (see Chapter 5 – *How to develop an education plan*))
    - Financial, human and material resources (e.g. who will the educator be? Do you need more than one educator?)
    - How to advertise the education activity and promote participation from target groups
    - How to involve athlete ambassadors
    - How to monitor the education activity and evaluate learning (see Chapter 10 – *How to monitor and evaluate your program*)

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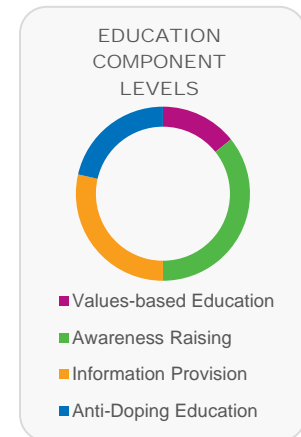
iv) In-person workshops

In-person workshops are another form of face-to-face education which must be led by trained and authorized educators. Because educators can support learning directly with participants, in-person workshops are arguably the best opportunity to develop understanding of anti-doping education topics and address values-based education.

As NADOs are best placed to adapt sessions to local contexts, languages and sensitivities, in-person workshops often take place at the national level but can be used by anyone providing education. If possible, in-person workshops should take place before participants attend a sporting event to go through important topics such as the testing process and who has jurisdiction over athletes at the event. IFs and MEOs should consider reinforcing key messages through event-based education following the in-person workshop. For this reason, NADOs, IFs and MEOs should work closely together, coordinating their education efforts, as required by Article 8.1 of the ISE.

EDUCATION COMPONENT LEVELS

- Values-based Education
- Awareness Raising
- Information Provision
- Anti-Doping Education
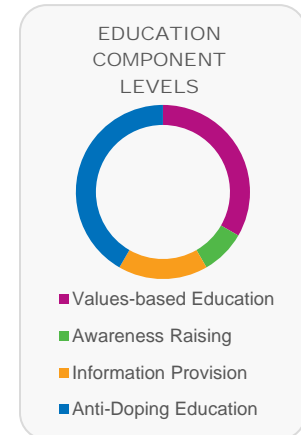
When planning in-person workshops, consider the following benefits and limitations:

Benefits of face-to-face education

- Allows you to address learning needs and individualize the learning experience. Educators can adapt learning tasks, or the way content is described, to help meet the immediate needs of the participants.
- Allows you to connect with participants. Educators can connect with participants by communicating directly with them. Developing a professional relationship with participants will help educators tailor the experience to the group and will make everyone feel more comfortable in the environment and enhance the learning experience.
- Allows you to dig deeper into content that is relevant to the participants as they will be able to ask questions and get answers in real time.
- Increases participant engagement by including active learning tasks such as role plays, games, case studies, scenarios and group discussions, which are more difficult to manage in other education activities. Role plays are particularly useful for developing understanding, empathy and experience with real-life scenarios (e.g. practicing doping control procedures or a disciplinary panel hearing). Role plays are a great way to include values-based education into your session. Games are another great option for leading values-based education learning tasks. For example, games can create a great opportunity to discuss the values of fairness, respect, equity, equality and inclusion (for more information on learning tasks see Chapter 6 – *How to design the learning experience*).
- Stimulates conversation between athletes and ASP when they are in a workshop together.
- Allows you to learn from, and engage with, your participants. You can also collect direct (verbal comments) and indirect (body language) feedback about your education activity in real time which will help inform your evaluation (see Chapter 10 – *How to monitor and evaluate your program* for more information). It also allows you to engage with participants in an environment more conducive to learning, outside of competition (as would be the case in event-based education).

- Allows you to evaluate learning in a deeper, more meaningful way. There are many types of assessment tasks that can be presented in an in-person workshop (e.g. quizzes, discussion, case studies, and scenarios). You can choose the assessment task that is most appropriate for demonstrating understanding and use multiple types to get a fuller picture. Educators can also ask follow-up questions to participants if ever they are in doubt of their knowledge or skills. However, in other types of education activities time (event-based education), or technology constraints (webinar, eLearning) may affect what type of assessment task you can use. For more information on assessment tasks see Chapter 5 – *How to develop an education plan* and for more information on evaluating learning see Chapter 10 – *How to monitor and evaluate your program*.

Limitations of face-to-face education

- Will typically require a budget to deliver. There may be costs associated with room rentals, printing of learning materials, items such as markers, flip charts and post-it notes, and the use of educators.
- To be most effective and optimize learning, in-person workshops should have a low educator to participant ratio. Consider that the more participants you have to each educator, the more time it will take to organize learning tasks and address questions and learning needs. A good ratio is 1 educator to 10-15 participants.
- Should happen more than once and be progressive to be most impactful.
- Is offered at a specific time and place, which can cause accessibility issues (e.g. scheduling conflicts, difficulty traveling to the location, cost of traveling).
- Can only be so long before exhausting the participants. Include breaks and lots of opportunity for movement. Ideally, workshops are between 45 minutes and 2 hours.

v) Webinars

Webinars are live (or recorded), online education sessions, conducted by an educator. They can reach any number of participants regardless of geographic location (although time zones should be considered when planning the best time to offer a webinar).

While webinars may not offer the same level of engagement as an in-person workshop, there is still a possibility of tailoring presentations to the needs of a target group and having direct communication with participants.

Webinars can also be useful when a target group needs education ahead of a major event and there is not enough time to organize an in-person workshop or the geographic location of your participants makes an in-person workshop impossible.

EDUCATION COMPONENT LEVELS

- Values-based Education
- Awareness Raising
- Information Provision
- Anti-Doping Education
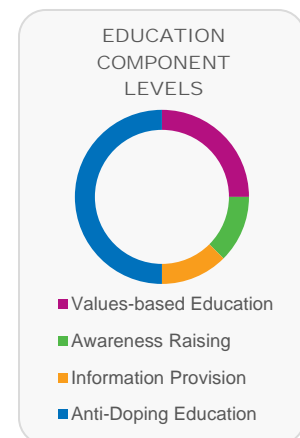
3) Summary of education activities and the 4 components

To see a summary of the types of education activities and how they connect to the 4 components see Table 7.1.

TABLE 7.1 SUMMARY OF EDUCATION ACTIVITIES AND THE 4 COMPONENTS

*Note that the graphic representations are examples of how the 4 components might present themselves in each education activity. Depending on how you plan the education activity you might have more or less of each component.

EDUCATION ACTIVITY	EXAMPLES	BENEFITS	LIMITATIONS	4 COMPONENTS*
Communication campaign	• Stakeholder mailouts • Website banners • Social-media post • Use of hashtags • Email signature banners • Communication with reporters	• Uses the media, key messages and communication activities • Reaches a wide audience • Reinforces key messages • Raises awareness • Opportunity to present information in multiple languages	• Difficult to know who and how many people you are reaching • Might require knowledge of graphic design or how to create digital templates/web banners/ email signatures	**EDUCATION COMPONENT LEVELS** ■ Values-based Education ■ Awareness Raising ■ Information Provision ■ Anti-Doping Education

Branding and promotional activities	• Branding:
	  ○ Logos
	  ○ Slogans
	  ○ PowerPoint templates
	  ○ Consistent colors
	• Promotional activities:
	  ○ Advertising in new sources
	  ○ Mailouts
	  ○ Contests, raffles, giveaways
	  ○ Activity days (e.g. *Play True Day*)
		• Helps support your cause
		• Helps audience identify with your organization and your education program, its values and goals
		• Explains what you stand for
		• Builds a following
		• Builds long-term engagement
		• Reaches a wide audience
		• Raises awareness
			• Difficult to know who and how many people you are reaching
			• Might require knowledge of graphic design or how to create digital templates/web banners/ email signatures
				EDUCATION COMPONENT LEVELS
				
				■ Values-based Education
				■ Awareness Raising
				■ Information Provision
				■ Anti-Doping Education

| Social media | • Facebook
• Instagram
• Twitter
• WeChat | • Raises awareness
• Reinforces key messages
• Keeps engagement with a topic going
• Reaches a wide audience
• Opportunity to present information in multiple languages, in different contexts relevant to the audience
• Is timely (information can be shared quickly, at key moments)
• Low cost
• Low environmental impact
• Provides a way to monitor your education program through "likes" or comments posted | • Difficult to censor comments left by others on your post
• Difficult to know who and how many people you are reaching with each post
• Limited amounts of text and information can be included
• Requires access to technology
• Wifi or data can have cost implications | **EDUCATION COMPONENT LEVELS**
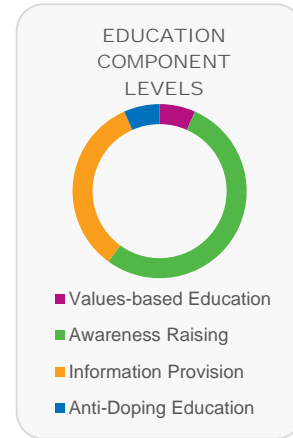
■ Values-based Education
■ Awareness Raising
■ Information Provision
■ Anti-Doping Education |
| eLearning | • Online course | • Reaches a wide audience
• Good way to address anti-doping education
• Convenient way to offer education – can be completed anytime anywhere
• Low cost
• Low environmental impact
• Provides easy opportunity for assessment of learning through quizzes
• Can be adapted to participants' needs and language preferences
• Can be updated as needed
• Can provide certification of completion
• Promotes active, independent learning – can be stopped and started
• Provides easy way to monitor your education program | • Limits direct engagement with participants
• Difficult to collect meaningful feedback
• Requires access to adequate technology
• Wifi or data can have cost implications
• Difficult to control the learning environment | **EDUCATION COMPONENT LEVELS**

■ Values-based Education
■ Awareness Raising
■ Information Provision
■ Anti-Doping Education |

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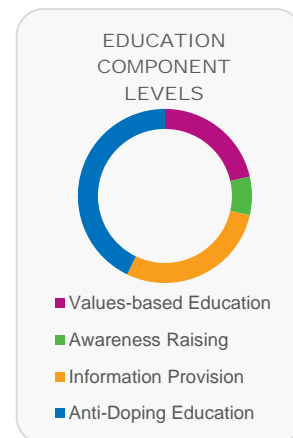
Event-based education	• Outreach booth • Event dedicated to clean sport	• Reinforces key messages • Raises awareness • Can generate excitement about a topic • Easy way to engage participants through games and conversation • Easy way to direct participants to more information • Good way to partner with other organizations • Can be used to assess level of awareness and understanding, which can inform future education activities	• Difficult to ensure that all people within a target group participate in the event-based education activity • Limited time with participants	EDUCATION COMPONENT LEVELS ■ Values-based Education ■ Awareness Raising ■ Information Provision ■ Anti-Doping Education
In-person workshops	• Classroom sessions	• Allows you to engage with and learn from participants through conversation • Addresses learning needs by allowing you to individualize the learning experience in the moment • Allows you to evaluate learning in a deeper, more meaningful way • Best opportunity for values-based education • Best opportunity for active learning tasks • Allows you to dig deeper into content with real-time question and answer periods	• Requires a budget • Needs a low educator to participant ratio • Should happen more than once to be most effective • Can cause access issues for participants as it is offered at a certain time and place • Each session should only last a maximum of 2 hours	EDUCATION COMPONENT LEVELS ■ Values-based Education ■ Awareness Raising ■ Information Provision ■ Anti-Doping Education
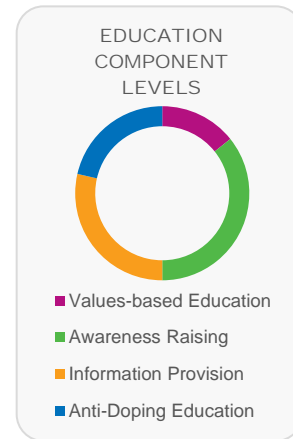
WORLD ANTI-DOPING AGENCY
play true
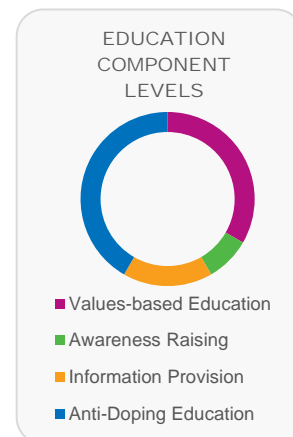
| Webinars | • Live or recorded online session | • Most effective way to place an educator in front of a geographically wide group of participants
• Can reach any number of participants, anytime, anywhere
• Can be live or recorded (although interaction will be limited if recorded)
• Low environmental impact
• Allows for some tailoring of the learning experience to meet participant needs
• When live, allows participant questions to be answered in real time
• Requires less organization than an in-person workshop | • Can limit the level or type of interaction between an educator and participants
• Requires access to adequate technology from both educators and participants
• Wifi or data can have cost implications | **EDUCATION COMPONENT LEVELS**

■ Values-based Education
■ Awareness Raising
■ Information Provision
■ Anti-Doping Education |
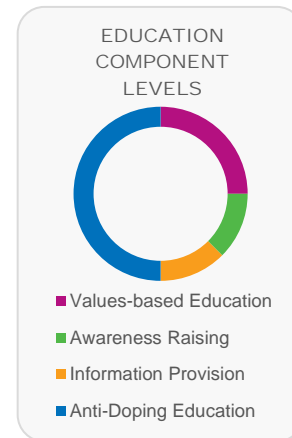
4) Considerations for selecting appropriate education activities

As described in Chapter 5 – *How to develop an education plan*, when choosing education activities, consider the learning objectives you'd like to accomplish and the topics that needs to be delivered, and select the most relevant education activity for your target group based on their specific needs (note that the ISE explains in Article 5.5 that "*Signatories* shall tailor *Education* activities to learners with impairments or specific needs within the *Education* Pool" and in Article 5.6 that education activities need to also be tailored to the stage of development of minors and meet all applicable legal requirements).

For example, choose education activities for athletes that are appropriate for their needs at each stage along the athlete pathway (see Chapter 8 – *How to educate along the athlete pathway* for education activity ideas for each target group). For children or youth level athletes, consider offering in-person workshops that incorporate values-based education activities (see Chapter 9 – *How to embed values-based education*). Then, reinforce key messages through event-based education like an outreach booth at a local training facility where children and youth can speak with an educator and play games to remind them of key concepts. For national- and international-level athletes, always consider in-person workshops first, then, if that is not possible, have them complete an eLearning course or webinar that addresses anti-doping topics before they attend a competition. Finally, reinforce the information by sending out a newsletter and posting on social media immediately before the competition.

When selecting your education activities, also keep in mind the resources you have, the immediacy of your event, and the physical location of your participants.

For more information on learning objectives and education activity selection see Chapter 5 – *How to develop an education plan*. For more information on how to develop your education activities into effective learning experiences, see Chapter 6 – *How to design the learning experience*.

5) Educational material to support education activities

Throughout your education activities you should provide information and reinforce key messages through (a) printed or (b) digital material.

a) Printed material

Printed education material such as leaflets, single page handouts and booklets, are an easy way of sharing information during in-person workshops and event-based education activities. The purposes of this material should be to:

- Highlight key points from an education activity
- Act as a reminder of the important information participants need to be aware of, understand or act upon
- Guide participants to the right sources of information

One benefit of printed material is that it is immediately available to your participants and does not require them to take any extra steps such as accessing a website. The significant limitations of printed materials are that they can become out of date quickly, have a negative impact on the environment, and updating and physically printing new copies can become costly and time consuming. What's more, they are only available to participants you see face to face.

b) Digital material

Education material made available digitally can have a much wider reach than printed sources as they can be placed online. Similar to printed material, these sources can include leaflets, single page handouts and booklets but they can be turned into PDF documents and be accessed from a website, or via a link in an email or social media post at any time. Digital material can also include blog posts or web pages.

The benefits of digital resources include:

- Ease of access
- Ease of sharing with participants and the general public
- Reduced cost of sharing the material as hard copies do not need to be printed
- Ease of updating, translating and sharing new versions with participants (if there is a need to translate materials, consider which organizations you can partner with to complete this. Working in partnership can help reduce time and cost, plus increase the use and benefit of the translated materials to a wider audience.)

- The ability to deliver targeted content at specific times such as before a major event or world championships
- Good for people with visual impairments who can use screen readers and software to enable them to access the material

CHAPTER 8
How to educate along the athlete pathway

EDUCATION AS A PRIORITY

SECTION **1**   Make education a priority | Identify potential partners

PLANNING

SECTION **2**   Assess current situation | Establish education pool | Develop education plan

IMPLEMENTING

SECTION **3**   Design the learning experience | Include the 4 components of an education program | **Educate along the athlete pathway** | Embed values-based education | Monitor and evaluate

EDUCATORS

SECTION **4**   Recruit and organize educators | Train and authorize educators

RECOGNITION

SECTION **5**   Recognize other education programs

CONSIDERATIONS FOR EDUCATING ATHLETES AT EACH STAGE OF THEIR ATHLETIC DEVELOPMENT

Article 4.3.2 of the International Standard for Education (ISE) explains that at a minimum you must educate athletes in your Registered Testing Pool (RTP) and athletes returning from a sanction. However, the more athletes you can include in your education pool the better, as discussed in Chapter 4 – *Who should you educate?* But, each of these groups of athletes is unique and can benefit from a dedicated set of education activities suited to their needs. Plus, it would be helpful to have a framework that allows you to build from one stage to the next and avoid repetition and duplication. So, consider educating along the athlete pathway.

In this chapter we will address:

1) What an athlete pathway is
2) Why it is important
3) Education at each stage
4) Education for athletes in a Registered Testing Pool (RTP)
5) Education for athletes returning from a sanction
6) Education for major games
7) Going beyond

1)   What is an athlete pathway?[11]

An athlete pathway is a framework that describes the main generic stages of athlete development from beginning to participate in physical activity and learning fundamental movement skills to performing at an elite, national or international level.

Athlete pathways can vary depending on context and athletes can move in and out of the pathway or from one stage to the next depending on their ability, age, interest, opportunities or goals.

Figure 8.1 is an example of an athlete pathway that includes the main generic stages of development. For descriptors of each stage of the athlete pathway please see Figure 4.1 in Chapter 4 – *Who should you educate?*

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[11] Clearing house for sport and physical activity. (2019). Retrieved from
https://www.clearinghouseforsport.gov.au/knowledge_base/high_performance_sport/athlete_pathways_and_development/Athlete_Pathways_and_Development
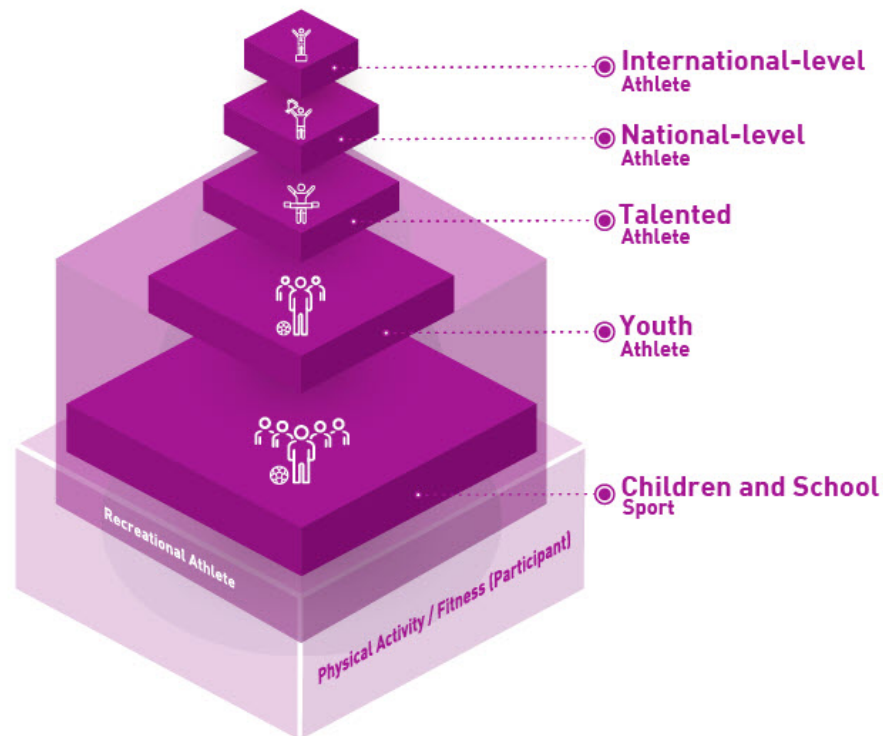
Figure 8.1 Sample athlete pathway

2) Why is it important to define these groups?

As described in Chapter 4 – *Who should you educate?*, it is important to have an athlete pathway to support the development of your education program. Categorizing athletes will allow you to write learning objectives specific to each group's stage of development and will allow you to design education activities and learning tasks specific to their needs. It will allow you to build an education program from the beginning to the end of an athlete's career, ensuring that they've received the appropriate information at the appropriate time, without unnecessary repetition. An athlete pathway will maximize your time and theirs.

3) Educating at each stage of the athlete pathway

For all groups along the athlete pathway, think about how you can include each of the 4 components of an education program (4 components) within your education activities (see Chapter 7 – *The 4 components of an education program* for more information about the 4 components and education activities). Also consider how you can support each athlete group's education by educating their most influential Athlete Support Personnel (ASP). These are the people athletes listen to and respect the most so their knowledge and opinions matter. It is to your advantage to positively affect ASP with proper education.

Below are some example education activities and educational resources for each group along the athlete pathway and for their most influential ASP. For less resourced ADOs, there are opportunities to develop one resource that could work for multiple audiences.

a) Children and school sports

TABLE 8.1 INCLUDING THE 4 COMPONENTS IN CHILDREN'S EDUCATION

THE 4 COMPONENTS	EDUCATION ACTIVITIES FOR CHILDREN	EDUCATION ACTIVITIES FOR ASP WHO INFLUENCE CHILDREN	
		Parents	Teachers
Values-based education	Activities delivered as part of the Sport Values in Every Classroom (SViEC) program		Teacher's companion
Awareness raising	School competition on social media	Play True or equivalent campaign	Play True or equivalent campaign
Information provision		Guide for parents of children who play school sport (Developing sports values in children)	Dedicated place on website for teachers to access resources and information
Anti-doping education			

b) Youth athletes

TABLE 8.2 INCLUDING THE 4 COMPONENTS IN YOUTH ATHLETES' EDUCATION

THE 4 COMPONENTS	EDUCATION ACTIVITIES FOR YOUTH ATHLETES	EDUCATION ACTIVITIES FOR ASP WHO INFLUENCE YOUTH ATHLETES		
		Parents	Teachers	Club Coach
Values-based education	eLearning course on ethical sporting behavior	eLearning course		
Awareness raising	Healthy eating for sport social media campaign	Outreach at school sport competitions to raise awareness of sporting values and healthy eating	Downloadable resources for teachers to use at school sports day or equivalent	

Information provision	What is clean sport? Digital download	Parents Guide to developing ethical sports people Parents Guide to healthy eating for sport What is clean sport? Digital download	Teachers Guide to developing ethical sports people What is clean sport? Digital download	Coaches Guide to developing ethical sports people Coaches section on website What is clean sport? Digital download
Anti-doping education				Code of conduct for sports club members that includes reference to protecting clean sport

c) Talented athletes

TABLE 8.3 INCLUDING THE 4 COMPONENTS IN TALENTED ATHLETES' EDUCATION

THE 4 COMPONENTS	EDUCATION ACTIVITIES FOR TALENTED ATHLETES	EDUCATION ACTIVITIES FOR ASP WHO INFLUENCE TALENTED ATHLETES			
		Parents	Teachers	Medical Professionals	Coaches
Values-based education	Instagram story	Code of conduct for parents In-person workshop for parents of talented athletes			
Awareness raising	Play True campaign with social media digital assets to join in	Food first social media campaign		Food first social media campaign Outreach at Talent camps	Food first social media campaign Outreach at Talent Camps
Information provision	Clean Sport Essentials guide/App	A parent guide to basic sports nutrition Parents section on website for parents	Supporting sporting talent guide for teachers	Introduction to Tuesday factsheet "Know the rules" factsheet All about the Prohibited List -	"Know the rules" factsheet
Anti-doping education	In-person workshop – Welcome to Clean Sport for talented athletes on an official/formal talent development program	eLearning – introduction to clean sport for parents	What is anti-doping? Factsheet for teachers.	eLearning – introduction to clean sport for MPs	eLearning – introduction to clean sport for coaches

d) National-level athletes

TABLE 8.4 INCLUDING THE 4 COMPONENTS IN NATIONAL-LEVEL ATHLETES' EDUCATION

THE 4 COMPONENTS	EDUCATION ACTIVITIES FOR NATIONAL-LEVEL ATHLETES	EDUCATION ACTIVITIES FOR ASP WHO INFLUENCE NATIONAL-LEVEL ATHLETES		
		Coaches	Medical personnel	Sports Administrators
Values-based education	Social media campaign: I support clean sport because….	Code of conduct for coaches	Code of conduct for medical personnel	
Awareness raising	Outreach at high risk sports national championships Video on the testing procedure Reporting doping social media campaign	Video on the testing procedure Reporting doping social media campaign	Video on the testing procedure Reporting doping social media campaign Video – risks with supplements	Reporting doping social media campaign
Information provision	Introduction to anti-doping at the international level - factsheet Top tips on being clean and staying clean - factsheet	Being an athlete's representative at a test - factsheet	Being an athlete's representative at a test – factsheet	
Anti-doping education	eLearning – welcome to the Testing Pool in-person workshop		In-person workshop for medical professionals working in sport.	

e) International-level athletes

TABLE 8.5 INCLUDING THE 4 COMPONENTS IN INTERNATIONAL-LEVEL ATHLETES' EDUCATION

THE 4 COMPONENTS	EDUCATION ACTIVITIES FOR INTERNATIONAL-LEVEL ATHLETES	EDUCATION ACTIVITIES FOR ASP WHO INFLUENCE INTERNATIONAL-LEVEL ATHLETES			
		Agents/ Managers	Coaches	Medical personnel	NOC/NPC Administrators

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Values-based education	Social media campaign Instagram stories			
Awareness raising	Case studies/blogs from other athletes		Video – coach explaining how they help their athletes with their anti-doping responsibilities	Video – risks with supplements
Information provision	Mobile app	A Guide to Clean Sport - brochure		A guide to managing anti-doping with the national team
Anti-doping education	eLearning course for athletes going to a Games		eLearning course for Medical Professionals going to the Games	In-person workshop with NOC/NPC staff responsible for taking a team to the Games

4)   Educating athletes in an RTP

An RTP is defined as "The pool of highest-priority *Athletes* established separately at the international level by International Federations and at the national level by *National Anti-Doping Organizations,* who are subject to focused *In-Competition* and *Out-of-Competition Testing* as part of that International Federation's or *National Anti-Doping Organization*'s test distribution plan and therefore are required to provide whereabouts information…"

Athletes in an RTP are likely to be tested regularly and must abide by the requirements for submitting whereabouts. So, when planning education activities for your RTP athletes ensure you (a) include all mandatory content, (b) include practical tasks on using ADAMS and providing whereabouts information, and (c) provide top-up education activities close to competition time to reinforce key messages and learning.

a) Include all mandatory content

The Code (Article 18.2) and the ISE (Article 5.2) make certain topics mandatory. These are listed in Chapter 5 – *How to develop an education plan*.

It is important to include all mandatory topics in your education program for RTP athletes. However, RTP athletes may have limited time because of intensive training and competition schedules. So, consider how you can present information and cover all topics in a time-efficient way and over a reasonable time period – not all at once! Remember that ideally, by the time an athlete reaches the RTP, they have received some education already (this is especially true if you have been educating along the athlete pathway). Some questions you might ask are:

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- Can you offer an introduction course when an athlete becomes part of an RTP and then a refresher course every 2 years?
- Can you offer top-up education activities that act as reminders of key topics before competitions (see below)?
- Can you post key messages and reminders on social media with links to additional information?
- Can you send a newsletter via email directly to your RTP athletes? (Keep an eye on any data privacy restrictions or consent that may be required. See Chapter 13 – *How to recognize another education program* for more details on data privacy).

b) Practical tasks on using ADAMS and providing whereabouts information

Understanding how to use ADAMS to submit accurate and timely whereabouts is important to help reduce inadvertent filing failures and missed tests (a whereabouts failure), which could lead to an Anti-Doping Rule Violation (ADRV).

Consider providing a virtual tour of ADAMS and have RTP athletes demonstrate their ability to use ADAMS. This is possible via a webinar when new athletes come onto an RTP as an introduction, or at event-based education activities, or during an in-person workshop with a laptop, mobile phone or virtual reality tools. It is useful for new RTP athletes to physically log in to ADAMS and be supported and shown how to use the platform. This will give the athlete and their ASP confidence in the system and protect the athlete from committing an inadvertent whereabouts failure.

c) Provide top-up education activities close to competition time

Require RTP athletes to complete an education activity such as an eLearning course before heading to a major event (e.g. WADA's free eLearning course for athletes and coaches heading to a major event course on ADeL) that will remind them of who has jurisdiction over them during the event, how to request a Therapeutic Use Exemption (TUE), how to file whereabouts and about the doping control process.

Always promote the positives of being an RTP athlete throughout your education activities, reminding them that inclusion in an RTP is an opportunity. It is an opportunity to perform and prove their achievements as clean athletes; it is an opportunity to be open and transparent by being available for testing at any time; and it is an opportunity to be a role model for clean sport.

After going through your education program, RTP athletes should be able to compete cleanly, avoid inadvertent doping, know the anti-doping rules, and have no doubt about their roles and responsibilities.

5) Educating athletes returning from a sanction

For athletes returning from a sanction, determine (a) how you will access them, and (b) what they should learn.

a) Accessing athletes returning from a sanction

International Federations (IFs) and National Anti-Doping Organization (NADOs) should coordinate their efforts to make sure athletes returning from a sanction are educated. Good communication between national and international organizations (where relevant) is essential to make sure that efforts to reach and educate these athletes are not duplicated.

Consider a situation where an athlete from a team sport joins a new club or changes teams or country after a period of ineligibility. In this situation the previous and new NADO or National Federation (NF) should communicate with each other as well as with the IF to make sure the athlete is not only educated but fully supported as they transition back into sport.

Sometimes, other anti-doping activity starts in the 6 months leading up to the end of the athlete's period of ineligibility. This may be the requirement to provide whereabouts information so that testing can start prior to an athlete's return to sport. If such activity is planned for the athlete, or other testing-based activity is planned, then all efforts should be made to educate the athlete first.

Have discussions within your organization, and where possible, agree on an internal policy whereby any athlete returning to sport after a period of ineligibility is educated prior to any testing activity. This type of internal agreement adheres to one of the fundamental principles of the ISE – that an athlete's first experience with anti-doping is through education rather than testing. This should also apply when athletes, having been away from sport for a period, return to sport and therefore the anti-doping system. Efforts should be made to educate athletes, so their anti-doping knowledge is up to date and to prevent any further ADRVs.

b) What athletes returning from a sanction should learn

Step 1: Ask yourself why the athlete was sanctioned in the first place. Were they missing information or lacking understanding that led to an inadvertent ADRV? Were they negatively influenced by their environment, culture or those who surrounded them? Consider speaking with the athlete and their coach, parent or other applicable ASP. This will help you understand their perspective and possibly their rationale for doping (inadvertent or deliberate) – their motivation or reasons for doing so should feed into your decisions about what to include in their education activity.

As an example, if the athlete received a sanction for use of a supplement that contained a prohibited substance, then increasing content on the risks associated with supplement use and how to mitigate these would be helpful.

Athletes who have deliberately broken the rules could have a number of reasons and motivations for doing so. These may be challenging to understand however trying to understand rather than stigmatizing can also help make your education more relevant.

If the athlete deliberately took steroids to improve performance because they knew or believed that others around them were also doing so, then using values-based educational content and talking to them about the wider consequences may be beneficial. More challenging situations such as an athlete taking

prohibited substances to perform better to help take their family out of poverty requires a deep cultural understanding and possibly some empathy.

Step 2: Tailor content and learning tasks to support the athlete and their needs and consider how you can include a values-based education component in their education activities too – this is still important (see Chapter 6 – *How to design the learning experience* to understand how to design an effective learning experience and Chapter 7 – *The 4 components of an education program* and Chapter 9 – *How to embed values-based education* to learn more about values-based education). Finding out through a conversation with the athlete what they know or think they know about anti-doping is a useful place to start to understand any misconceptions or misinformation they may have.

When deciding on content think about the following:

- What has changed since the athlete was last participating in sport? Think about changes to the Prohibited List (List), new ADRVs, advances in testing techniques, changes to the sanctions applied and any other changes that are important for them to be aware of.
- An overview of the anti-doping system and your organization's role in this – this should be a positive message for example "protecting clean sport"
- You should also consider including their coach, parents or other significant ASP in the education activity. Ensuring that those around the athlete as well as the athlete are educated to avoid an ADRV in the future is worthwhile.
- It may also be beneficial to educate them about the WADA Speak Up! whistle-blower program where concerns about doping can be reported anonymously.

Step 3: Consider the athlete's transition back into sport and what emotional or psychological support they might need. Is there information you can include to support this transition or are there external experts you can bring in or direct the athlete to such as sport psychologists?

6)   Considerations for major games or major championships

When planning education for a major games or major championships, which we can define to include regional, continental and international sports events, athletes and ASP have already, ideally, been educated on the fundamentals of anti-doping as per Code Article 18.2. So, focus on the anti-doping rules and procedures for the specific games (or championship/cup). Make sure you have a copy of the anti-doping rules for the competition and have reviewed these to determine the key information that athletes and ASP need to know. This typically should include things like:

- Key dates including the period of the games/championship and when jurisdiction changes
- In-competition and out-of-competition periods
- Rules, including the List and any sport-specific additions
- TUEs – what to do beforehand and how to get one if needed during the competition
- Whereabouts requirements
- Testing – the process, who can test, types of testing, testing equipment
- Where to report intelligence or suspicions of doping

- What happens if they break the anti-doping rules and potential consequences, including any specific consequences in team events

Also consider adding in advice about:

- "Celebratory activities" to help remind athletes that they are still under the anti-doping rules and that they are always role models
- Values, such as winning with integrity (see Chapter 9 – *How to embed values-based education*)

7)   Going beyond

Remember that anti-doping is not separate from sport. It exists because of sport. Many of the vulnerabilities that athletes face along the athlete pathway can increase the likelihood that they may consider doping. Knowing what these vulnerabilities are and discussing these in your education activities, even if they seem unrelated to anti-doping, supports a prevention-based approach.

As talent is often recognized at an early age, athletes may begin to identify that they are different from others and begin to place high expectations on themselves. Expectations and pressure from other athletes, parents, coaches and society may also exist and can be equally high. Consider how your education program might support their careers in this high-pressure atmosphere. Consider whom else you might want to target, other than athletes, to help those groups (e.g. parents, coaches, physicians) be a positive influence.

The transition to ordinary life, especially after the athlete has retired from competition, can be difficult and even traumatic. For this reason, education for athletes should include elements that speak to post-athletic careers and should encourage continued involvement in education programs as leaders and possibly educators.

CHAPTER 9

How to embed values-based education

EDUCATION AS A PRIORITY

SECTION **1** — Make education a priority | Identify potential partners

PLANNING

SECTION **2** — Assess current situation | Establish education pool | Develop education plan

IMPLEMENTING

SECTION **3** — Design the learning experience | Include the 4 components of an education program | Educate along the athlete pathway | **Embed values-based education** | Monitor and evaluate

EDUCATORS

SECTION **4** — Recruit and organize educators | Train and authorize educators

RECOGNITION

SECTION **5** — Recognize other education programs

MAKING VALUES-BASED EDUCATION A FOCUS OF YOUR EDUCATION PROGRAM

Values-based education is one of the 4 components of an education program (4 components) along with awareness raising, information provision and anti-doping education that you need to include in your education program (see Chapter 7 – *The 4 components of an education program* for more information).

It is your responsibility to include a values-based education component and to remember, when planning education activities, that "Values-Based Education should remain a focus, particularly in children and youth through school and/or sports club programs, and ideally in cooperation with the relevant public authorities and other stakeholders", as is stated in Article 5.1 of the International Standard for Education (ISE).

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You are also encouraged "…to consider the benefits of educating a wider population through <u>Values-Based Education</u> programs to instill the spirit of sport and foster a clean sport environment", which is an objective of the ISE.

But why is there such a large emphasis on values-based education?

People are continuously exposed to factors that influence their thinking and behavior including social media, television, music, the internet, positive and negative role models, and many others. This happens at a time when parental control and influence in many societies is shifting and sometimes becoming limited due to changing cultural norms or economic situations. Unfortunately, these influences can sometimes lead to negative behaviors such as bullying, substance abuse, cheating and disrespect. However, through values-based education, participants in your education program can learn about and practice positive values with the goal of making ethical decisions and developing into positive role models for others.

The values-based education component of your education program should be structured in a way that ensures that participants are exposed to a common set of positive values, synonymous with the spirit of sport, irrespective of their social background, nationality, ethnicity or sexual orientation.

This is a long-term endeavor, requiring patience and commitment and must be applied consistently and persistently. However, the impact of values-based education is great as once positive values are acquired, they can affect every aspect of a person's life, far beyond sport.

So, then,

1) What is values-based education?
2) Who is it for?
3) How do you do it?

1)   What is values-based education?

The ISE explains that values-based education is when you deliver education activities that help develop a person's values and principles and build their ability to make decisions and behave ethically.

So, when you educate your target group about respecting themselves, their competitors and their sport by competing clean, or being honest with their coach about their ability to compete after an injury, or about having integrity and following the anti-doping rules even when no one is looking, you are delivering values-based education. Also, when you build your target group's ability to think critically, problem solve and reflect on their behavior in line with their values you are also delivering values-based education.

2) Who is values-based education for?

Values-based education is for everyone! It is for all the athletes and Athlete Support Personnel (ASP) within your education pool. It is also for other target groups and the wider population as well.

A person's values are influenced by their experiences and interactions, and their values can change throughout their lives, so it is important to include a values-based education component for each target group, no matter their age or stage of development.

3) How do you implement values-based education?

How do you include a values-based education component into your education program? Begin by (a) identifying your values and (b) describing your values and then work to (c) embed them in every aspect of your education program.

a) Identifying your values

Here are a few things to consider when identifying values:

- Look to your organization's vision and mission and see if they are values-based. Does your organization have a set of organizational values and if they do, are these aligned with your vision for education (see Chapter 1 – *Where to begin?* for more information on setting your vision)? Can you choose the same values?
- Your values should reflect your local context. Consider asking stakeholders, including athletes and ASP, and/or the general public for their opinion. Consider having a vote to engage them.
- Examples of values include: fairness, excellence, equity, respect, inclusion, fun, cooperation, friendship, honesty, determination, and integrity.

b) Describing your values

When describing your values consider the following:

- What do your values mean? What do they mean to your athletes and ASP?
- How do you want people to behave and what do you want people to do based on these values? For example, The Canadian Center for Ethics in Sport (CCES) has a values-based education program called True Sport. In their program, they have principles that describe what they want athletes to do based on the True Sport values. For example, the principle "Go For It" is an expression of excellence, "Play Fair" is an expression of fairness, etc.

c) Embedding your values

To embed your values within your education program, consider the following:

- **Name your values and lead by example.** As described in Chapter 7 – *The 4 components of an education program*, it is important to describe, share and promote your values and live them every day, acting as a role model for others. Make sure your educators know the values of your education program and also lead by example, promoting the values in the education activities they deliver.

- **Include a values-based education component in every education activity.** If you want your target groups to demonstrate values, you need to make sure they know what the values are and what they can do to show them. As such, values-based education should take place, to some degree, in each of your education activities.

  Some education activities allow for a larger values-based education component as they provide more options for interaction among participants and between participants and educators. In-person workshops, can include discussions where participants and educators can spend time analyzing scenarios, sharing examples and asking questions. They also provide opportunities for playing games or acting out role plays where values can be demonstrated. But, again, it is important to have a values-based education component in each of your education activities, so the values are constantly reinforced, and ethical decision making is promoted at every opportunity.

  Table 9.1 provides examples for how values-based education can be included in each type of education activity. For more information on the types of education activities see Chapter 7 – *The 4 components of an education program*.

  Table 9.2 lists some considerations for facilitating values-based education activities.

TABLE 9.1 EXAMPLES OF HOW TO INCORPORATE VALUES-BASED EDUCATION INTO EACH EDUCATION ACTIVITY

EDUCATION ACTIVITY	VALUES-BASED EDUCATION EXAMPLES
Communication campaigns	- Use a stakeholder mailout or newsletter to update stakeholders on what's been going on within your education program and consider including value statements from participants – this can promote transparency and show how you are living and embedding your values. - Create a website banner or email signature that explicitly states the values or includes your values-imbedded slogan or logo (see branding and promotional activities, below, for more information). - Communicate with reporters when there are good news stories to share about your organization, your education program and your athletes

Branding and promotional activities	• Develop a slogan that states the values you want to promote or that indirectly promotes them. For example, WADA's slogan, "Play True", indirectly promotes the values of integrity, fairness, respect and others associated with the spirit of sport. This slogan is used in its education activities such as outreach. • Develop a logo that symbolizes the values you want to promote. For example, the Olympic rings represent the Olympic movement which includes the values of excellence, respect and friendship [12] • Raise awareness and excitement about the values with a day dedicated to celebrating clean sport. Organize online contests or giveaways and activities for teams or the general public.
Social media	• Retweet or repost messages from athletes that promote your values. • Post about who you are, your vision and mission and the values associated with your education program. Describe how you, as the lead for education within your organization, demonstrate those values and how you help others develop positive values. • Share good news or positive stories about athletes or individuals in your community who demonstrate your values. Again, you could engage athletes who have participated in your education program to develop short video posts or value statements for use on social media.

eLearning	• Define your values in your eLearning course.
	• Have participants complete learning tasks where they need to think critically about a dilemma or ethical situation. For example:
	   o Show a video where an injured athlete is approached by a coach and told that they need to be ready to perform at the upcoming regional event or describe a situation where an athlete observes a teammate mixing a powder into a drink following a training session that they insist is helping their performance. Then, ask participants to place themselves in the athlete's shoes and answer a series of questions such as:
	     ▪ What are you thinking in this moment?
	     ▪ What are you feeling in this moment?
	     ▪ What would you do next?
	     ▪ If you wanted more information or advice, to whom would you speak?
	   o Create a "choose you own adventure" story where participants can make decisions for the main character and ultimately determine how the story ends. For example, the story can begin with a scenario that describes an athlete who is trying to make their national team but keeps missing the podium by one or two places and has tried modifying their diet, training regimen and even changed their coach - now they are looking for a new alternative. Then, follow the story with 2 or 3 next steps that the participant can choose for the main character. Keep repeating this until an ending or resolution where the participant is debriefed about the decisions made.

Event-based education	• If possible, create posters or banners with your values-imbedded slogan or logo and display them at your outreach booth. • Have participants sign a pledge or oath that promotes your values. • Have participants write what the values mean to them on a banner or digitally on a tablet.

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[12] Adapted from International Olympic Committee. (2020). Retrieved from https://www.olympic.org/olympic-rings

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In-person workshops	- Have participants complete learning tasks where they need to think critically about a dilemma or ethical situation. For example: - Provide participants with a case study where an athlete discovers that their teammate is using a prohibited substance. They know that if they speak up about their concerns the teammate and possibly the entire team will face consequences. Then, have participants discuss the case study in small groups and conclude with a large group discussion where the educator can ask reflective questions such as: - Think beyond the athlete and their teammates, who else would be impacted if the athlete didn't speak up? - How would you feel if you found out this situation was happening on a team you competed against? - Have participants complete learning tasks where they need to act out how to behave ethically. For example: - Have participants act out a difficult conversation with a coach or medical professional such as a team doctor. Have them practice honest and respectful communication. - Have participants debate a topic. For example: - Have participants debate their views on the responsibility to submit whereabouts or the principle of strict liability. - Have participants play a game. For example: - Have participants play a values-continuum game[13] where they need to place themselves along a continuum from "agree" to "disagree" or "always, sometimes, never" for a series of statements such as: - Parents are responsible for their children and their children's actions, including decisions with medications and supplement use, until the age of 18. - Medical professionals should report doping at all times, even if it breaches doctor-patient confidentiality. - Testing of athletes should happen more often. Have different corners of the room represent "agree" and "disagree" and have participants physically move to the place in the room that best suits their answer. Then, have educators discuss each statement and ask participants to share why they selected that spot.
Webinars	- Many of the same approaches as eLearning and in-person workshops can be taken here. For example: - Define and describe the values of your education program at the beginning of your webinar. Consider showing images of athletes demonstrating a value and have the participants guess which value is being depicted. Or, have the values written with letters missing and have participants fill in the blanks. - Have participants explain what the values mean to them or how they have demonstrated these values in the past, in and out of sport. If the webinar has many participants, consider using a chat function where participants can type their response and share with the group digitally. - Similar to the eLearning example described above, show a video or explain a case study and have participants reflect and respond to a series of questions. For example, share a story of an athlete who is returning from injury and not seeing the same results as before the injury occurred. They want to improve quickly and are looking online for supplements that can help. Have participants respond to the following questions (this can be done verbally or through a chat function online, which might be most useful for large-scale webinars): - How do you think the athlete feels in this situation? - Whom can they go to for advice? - If this were you, what would be your greatest priority? Your performance? Your health? Your reputation? - What are the benefits about being honest about your injury and your ability to compete?

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[13] Informed by Government of Western Australia. (n.d.). Values continuum. Retrieved from: https://gdhr.wa.gov.au/learning/teaching-strategies/developing-values/values-continuum

TABLE 9.2 CONSIDERATIONS FOR FACILITATING VALUES-BASED EDUCATION ACTIVITIES[14]

When facilitating values-based education…
- Ensure your education activities are facilitated by trained and authorized educators, who understand values-based education, and who will remain non-judgmental as participants share beliefs and experiences.
- Make sure the learning environment feels emotionally safe, so participants feel open to discussing something as personal as their values. Explain that participation, questioning and sharing are encouraged and emphasize that this is a safe space, free from judgement. Consider having participants list their own expectations or rules for safe sharing.
- Have participants think critically about, and reflect on, the values. Ask them to explain how they relate to these values. How the values motivate them in their sport and with which values they most identify. Also, acknowledge that athletes are overwhelmingly competing clean because of their values.
- Consider having participants agree on a set of values that should be demonstrated within the education activity. Ensure the process of coming up with values is inclusive and engaging.
- Remind participants that:
    - Values can shift and change throughout a person's lifetime
    - Values can be defined and demonstrated in different ways by different people
    - Opinions about values or about how they are demonstrated are sometimes formed without full understanding of a situation
    - Personal experiences often contribute to people's opinions and values
    - There will likely be differing values within a group
    - Values are influenced by a person's surroundings including their peers, family, society and culture
- Debrief or have discussions with participants after core learning task so that there is an opportunity to ask questions, share feelings and reflect on the experience.

- **Include values-based education at every level along the athlete pathway.**
  Everyone can benefit from values-based education. The more you deliver values-based education at all stages along the athlete pathway the more likely the values will affect your athletes' decision making and resulting behavior. Also, if you do deliver at all stages of your athlete pathway, remember that your education activities for each stage can build on one another, ensuring you are reinforcing the values throughout an athlete's career.
  For children, keep the conversation about values broad – this, for very young children, could be as simple as discussions or scenarios about what is right or wrong, and helping them recognise that cheating is against the spirit of sport. Also consider how you can relate the conversations to their personal experiences. For example, how are values demonstrated in their home, in their classroom at school or on the playground? When they play a game with a friend, what values are they demonstrating?

  As you move up the athlete pathway to athletes who need more understanding of anti-doping topics, use the values of your program in conversations about these topics. For example, the Therapeutic Use Exemption (TUE) process connects to fairness, inclusion and equity; the choice to compete clean reflects fairness, excellence and respect (for self and others); and whereabouts connects to integrity.

  See Figure 9.1 for considerations for implementing values-based education along the athlete pathway.

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[14] Informed by Government of Western Australia. (n.d.). Developing values. Retrieved from: https://gdhr.wa.gov.au/learning/teaching-strategies/developing-values

CHILDREN AND SCHOOL SPORTS

The best place to access children is in schools. If possible, work with ministries to bring values-based education into the existing curriculum.

Another place to access children is in clubs or minor league sports. NADOs and NFs should coordinate their efforts to reach this group.

Introduce a pre-existing toolkit like the Sport Values in Every Classroom (SViEC) toolkit, which can be accessed on WADA's website, or develop a series of games and engaging activities that will allow children to learn the concept of fairness and understand the importance of following the rules.

Help children develop an emotional vocabulary so they can describe how they are feeling and build their communication skills.

YOUTH ATHLETES

Think of how you can reach youth athletes. Partnerships with clubs or recreation/sport facilities might be best. NADOs and NFs should coordinate their efforts to reach this group.

Consider how you can use social media to promote values as this group generally enjoys being connected online.

Begin to connect values to sport-specific situations.

Consider including learning tasks that support the development of positive motivation, perseverance and resilience to encourage the athletes' continued participation in sport and include the value of compassion to develop empathy. These values will also help to avoid a "winning at all costs" mentality.

TALENTED ATHLETES

Connect values to sport and to anti-doping as this target group is introduced to anti-doping topics.

Some talented athletes may also compete in national or international competitions (such as the Youth Olympic Games). Consider what values might be important to reinforce for participation in these higher level events (such as respect for other customs and cultures and open-mindedness when experiencing something new).

NATIONAL-LEVEL ATHLETES

Connect values-based education with anti-doping topics.

Reinforce values through engaging learning tasks such as roles plays, case studies, scenarios, debates and group discussion.

If athletes are beginning to travel to competitions and are going to away from their families for the first time, consider what values might be important to support these experiences such as responsibility and autonomy.

As part of national teams, athletes at this stage will be representing their country. Consider discussing the values of citizenship, community and service and what it means to be a role model.

INTERNATIONAL-LEVEL ATHLETES

Connect values-based education with anti-doping topics.

Reinforce values through engaging learning tasks such as role plays, case studies, scenarios, debates and group discussion.

Develop values that are important for interactions and experiences with new customs and cultures such as respect for others and open-mindedness.

FOR EVERYONE ALONG THE ATHLETE PATHWAY

Develop communication skills with athletes. This will help develop the values of respect, patience and tolerance and give athletes strategies for speaking up and sharing concerns, thoughts or feelings in possibly difficult situations. Consider including activities on conflict resolution and activities such as role plays to allow athletes to practice communicating in different situations.

It is important for althetes to develop values but it is equally important for athletes to be held accountable for them. Sacrificing personal values for external gain – winning by cheating and "hollow victories" rarely feel good.

Develop empathy, critical thinking and problem-solving skills by asking participants to place themselves in someone else's shoes
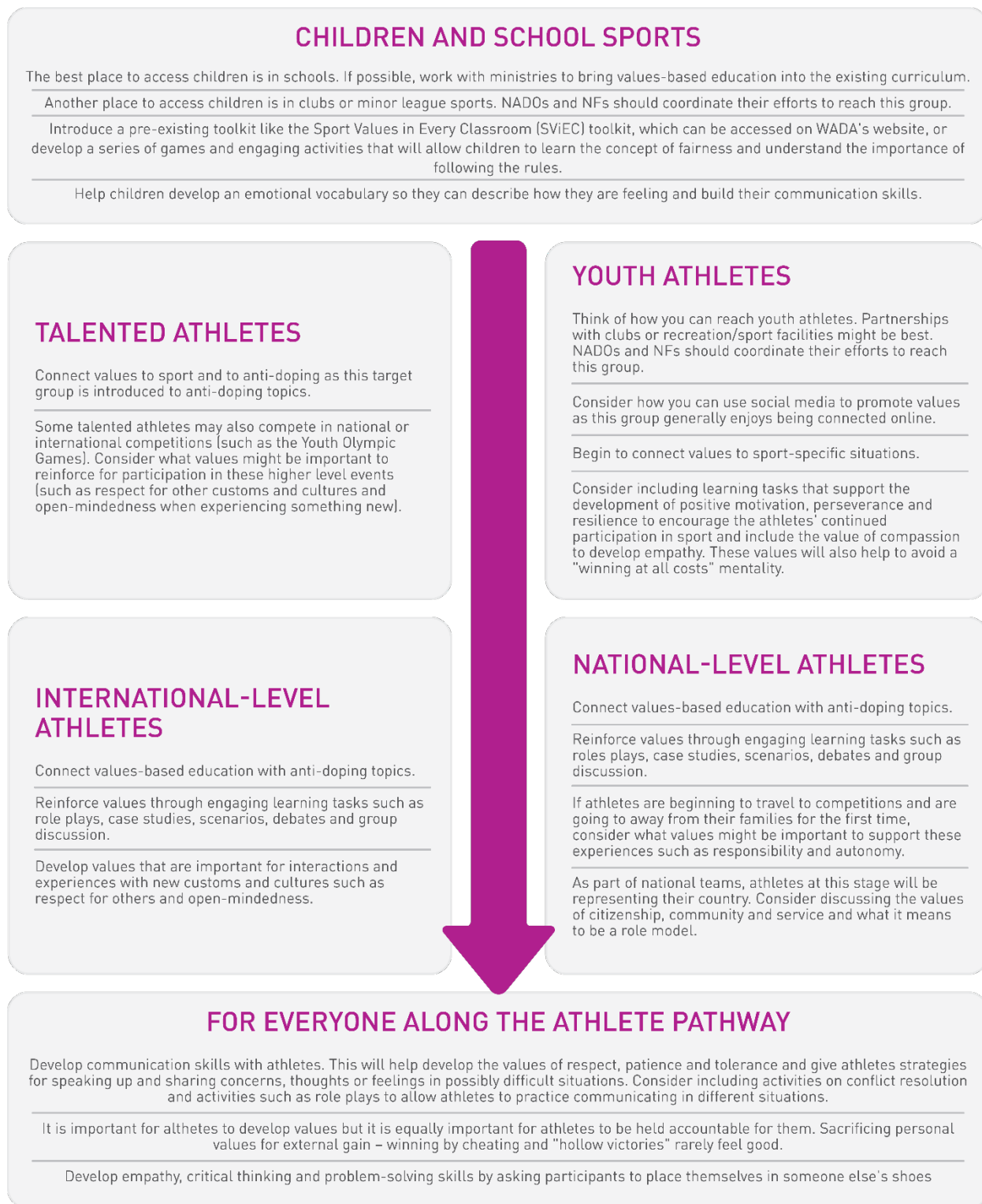
Figure 9.1 Values-based education along the athlete pathway

- **Share the values with ASP.** Consider providing education to ASP about the values you are sharing with athletes. It is important for ASP to harmonize their messaging with the values you are promoting as they often have the largest influence on athletes.

  In general, ASP have conversations with athletes about their goals, about what motivates them, and about what is important to them. This is a natural place to talk to athletes about values and whether the athletes feel they are living up to them.
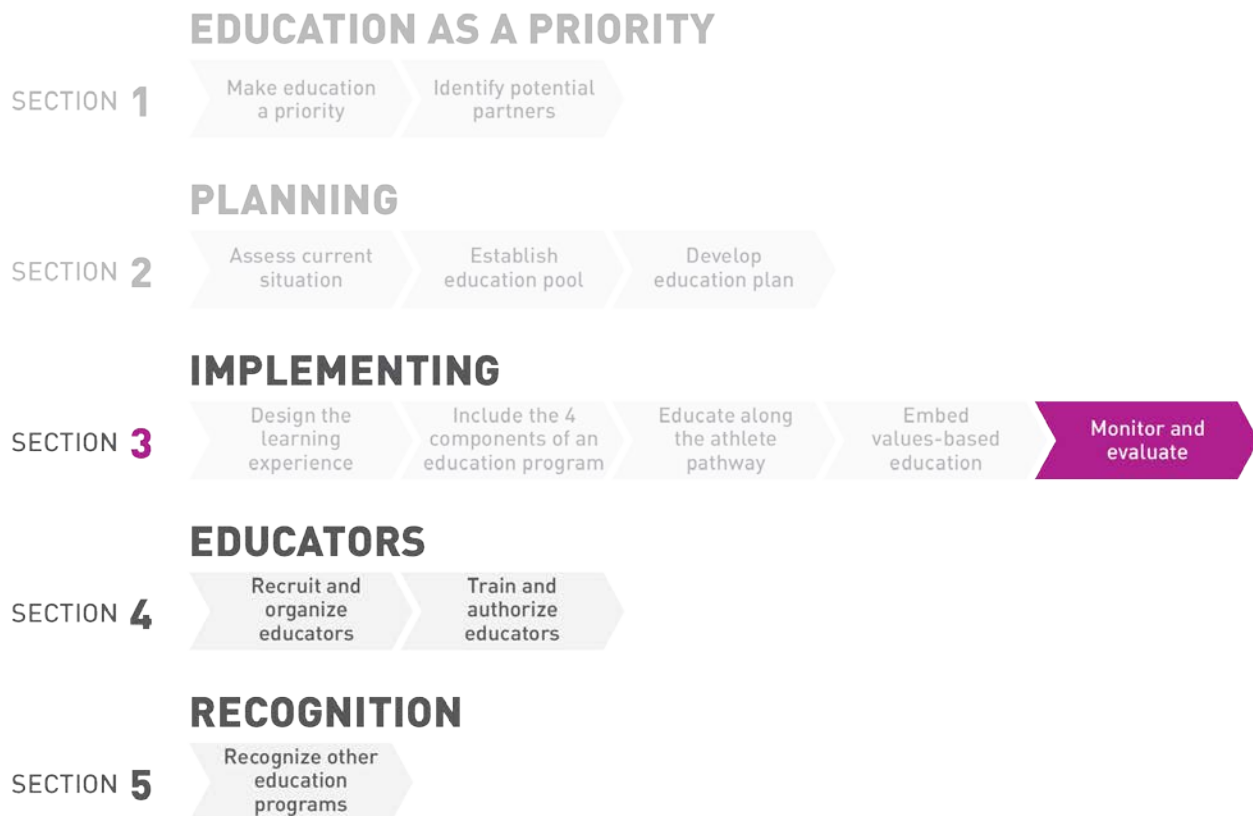
  Values-based education is also important for ASP's own behavior so that it doesn't increase anti-doping risks to athletes. For example, it is important for ASP to learn the value of respect so that they understand how to communicate with athletes effectively and how to challenge athletes while respecting their health and mental well-being.

  It is also valuable for ASP to learn about periods of vulnerability for athletes with regards to doping and the need to re-focus conversations around values during these risk periods (e.g. when an athlete returns from injury; when an athlete changes competition levels; when an athlete changes clubs or environments; when there is a performance setback or plateau; or when an athlete experiences a significant life transition that causes emotional instability). Values can play a vital role in helping people stay true to themselves and what they believe in when times are tough.

- **Consider how you can affect a wider population**. One way to continue to promote the values of your education program is to involve stakeholders, especially those who interact with or create policy for your target groups. It might be necessary to begin by explaining the values of your education program and the purpose of values-based education to these stakeholders. The more they understand what is trying to be achieved the better they can assist with supporting values-based education. Some ways to affect a wider population include:
    o Partnering with other organizations such as governments, professional associations (for ASP) or National Federations (NFs) and aligning values and expectations for the implementation of values-based education.
    o Working with the government to bring values-based education into schools or into teacher training programs.
    o Working with the government to formally adopt common values.
    o Adding values or values-based education into existing policy within your organization.
    o Adopting consistent, repeated messaging that reinforces the values.
    o Conduct risk assessment and gap analysis exercises to determine where values are being consistently demonstrated or embedded into your program and where they are not.
    o Working with facilities/sport complexes to display the values and reinforce the idea that they should be demonstrated in those spaces.
    o Using the values in social media as part of a public awareness campaign.
    o Giving your educators or athlete ambassadors (if you have them) branded clothing with the values printed on them.

C H A P T E R   1 0

How to monitor and evaluate your program

EDUCATION AS A PRIORITY

SECTION **1**
| Make education a priority | Identify potential partners |

PLANNING

SECTION **2**
| Assess current situation | Establish education pool | Develop education plan |

IMPLEMENTING

SECTION **3**
| Design the learning experience | Include the 4 components of an education program | Educate along the athlete pathway | Embed values-based education | Monitor and evaluate |

EDUCATORS

SECTION **4**
| Recruit and organize educators | Train and authorize educators |

RECOGNITION

SECTION **5**
| Recognize other education programs |

You planned your monitoring and evaluation procedures in Chapter 5 – *How to develop an education plan*. Now it's time to execute that plan.

In this chapter you will learn 1) how to monitor your education program, 2) how to evaluate the learning that takes place during your education activities, 3) how to evaluate your program, 4) how to determine the impact your education program has made, and 5) how to go further with your monitoring and evaluation procedures by conducting social science research.

But first, what is monitoring and evaluation?

In a nutshell, it is about gathering information to help you:

- Determine if learning has happened
- Determine if you have achieved your program objectives
- Determine the impact of your education program
- Improve your education program in the future

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Specifically, as seen in Figure 10.1:

- **Monitoring** involves collecting data regularly and over time to see progress towards your program objectives.

And evaluation includes:

- **Evaluating learning**, which involves determining whether your participants have learned something as well as gathering feedback to determine the quality of the learning experience or interaction. Evaluating learning will happen during and at the end of your education activities.
- **Program evaluation**, which focuses on asking the questions – Was it worth it? Did you meet your program objectives? Your program evaluation will typically happen at the end, annually, once you have completed all of your education activities.
- **Determining impact**, which measures if your education program has made a difference. Has it affected the behavior of athletes and Athlete Support Personnel (ASP)? Has it made an impact beyond the program objectives you set?

Figure 10.1 Describing monitoring and evaluation

1) Monitoring

a) What is monitoring?

Monitoring means checking or observing the progress of your education program over time[15] and typically involves data, records, facts and numbers.

You aren't deciding if you've been successful at accomplishing a program objective or at making an impact at this point – you are just collecting information and data, and gathering facts about the implementation of your education program.

This information and data, collected regularly and in the same way over time, will help you determine progress, make comparisons and see trends, which will help you complete your program evaluation (i.e. determine if you've met your program objectives).

b) How to monitor

In Chapter 5 – *How to develop an education plan*, you determined what data and information to collect based on your education activities and education program and in relation to your program objectives. Planning is an important step so that you have a clear purpose and avoid having lots of data without knowing how to use it, which can be of little help and possibly overwhelming. If you are still unsure of what monitoring data to collect see Table 10.1 for a list of examples. Then, list all the possible data that would be available through the delivery of your education program and education activities and determine what is within your means and what will be useful to you.

Now, start to collect it, track it and keep a record.

After you have collected this data and information, bringing it all together will help you evaluate your education program. Depending on the data you have collected it may also help you determine the impact of your education program. This is covered in more detail in section 4 of this chapter.

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[15] Adapted from https://www.lexico.com/en/definition/monitor

TABLE 10.1: EXAMPLES OF INFORMATION AND DATA THAT CAN BE COLLECTED

TYPE OF DATA	AREA OF INTEREST	EXAMPLES OF INFORMATION AND DATA

Education program data	Education activities	• Monitoring what is happening across the 4 components of an education program (4 components):
		  o Awareness raising – number of retweets, social media stats, google analytics
		  o Information provision – number of downloads of a resource from your website, number of downloads of your App
		  o Anti-doping education – number of completions of your eLearning course, number of participants attending in-person workshops, etc.
		  o Values-based education – number of downloads of values-based education resources, number of values-based education in-person workshops delivered, number of schools implementing your values-based education program
		• Recording the numbers of the types of education activities taking place: event-based education, in-person workshops, eLearning, social media campaign, website updates, etc. over a period of time. This can be used to compare year to year, each quarter, or month to month.

	Education pool	• Monitoring of education pool: total numbers, turnover, demographics, education level at entry

	Athlete pathway / Target groups	• Numbers of athletes at each stage of your athlete pathway, i.e.:
		  o Number of school children, youth athletes, national level athletes, international level athletes, RTP
		• Number of the ASP operating within your system
		  o Medical personnel, coaches, trainers, etc.
		  o Number who are professionals operating within the sport system for which you are responsible

	Education material	• Inventory of resources available and to whom they are targeted • Languages available
	Online data	• Website traffic: number of visits, materials downloaded • Other possible analytics: pathway to website, search results, etc. • eLearning figures: registered users, pass rate, demographics
Anti-doping program data	Resources	• Education budget figures (including the spread of spend or investment across the education program) • Number of education staff • Number of trained and authorized educators in the field
	Detection related data	• AAFs, atypical analytical findings, Adverse passport findings, whereabouts failures, non-analytical findings • Whereabouts violations and filing failures • Doping control form data (supplement use, TUEs) • Whistleblower data • Intelligence reports related to potential and actual ADRVs • Number of intelligence reports per sport or high-risk sports • Number of tests • Number of tests in-competition and out-of-competition • Number of tests per sport/country or high-risk sports

Results management		• Number of cases brought, categories of offences • ADRV totals per year and per category • Stats on reduced sanctions and reasons (possibly lack of education, for example) • Case files, where these may provide evidence of doping motivations
Societal data	Athlete, sport, public sentiment	• Social media data • Public attitudes survey data
	Public behavior	• Supplement use • Customs seizures of steroids • Prevalence of drugs in society

c) Tracking and documenting your monitoring procedures

As you start to monitor your education program it is helpful to have a tracking system in place so that you can easily record the details of your education activities and whether they were completed as planned. Table 10.2 gives an example.

TABLE 10.2: MONITORING PROCEDURES WITHIN YOUR EDUCATION PLAN

Aim: …

Target group	Program objectives	Content	Learning objectives	Education activities	Monitoring procedures				
					Completed	Number of participants reached*	Materials disseminated **	Feedback and assessment obtained?	Education component delivered
RTP	100% of athletes will complete an introduction to clean sport course once they enter an RTP	…	…	eLearning course	Yes	264 completed	205 downloads of certificates	Yes	Anti-doping education
ASP	All ASP within the education	…	…	Webpage development	Yes	468 site visits	N/A	N/A	Information provision

pool will have access to anti-doping information on all mandatory topics in Code Article 18.2	…	…	Outreach booth	1	105	96 leaflets	Yes	Awareness raising Information provision
	…	…	Social media campaign	Yes	~1,000,000, 150,000 engagements (likes, retweets and comments)	N/A	Yes	Awareness raising

* Refers to the number who visited the website or outreach booth or attended events or were exposed to program materials. This should be broken down by demographic details (i.e. gender, sport, country/region, age, level of completion, etc.)

** Refers to number of information materials actually handed out or picked up by event attendees or downloaded from website.

2)   Evaluating learning

Evaluating learning is about determining whether your participants learned something during your education activity. You can find out if they learned something by (a) determining if they met your learning objectives and by (b) collecting feedback about the learning experience during your education activity.

a) Did your participants meet your learning objectives?

In Chapter 5 – *How to develop an education plan* you planned assessment tasks to assess learning objectives (i.e. check what participants are aware of, understand, and are able to do). For example, you may have planned to assess participants' understanding with a quiz to determine if you met your learning objective, which was for *100% of RTP athletes to understand the whereabouts requirements by the end of the education activity*. You may have also planned to find out if your education activity helped participants increase their knowledge by administering the quiz at the beginning and end of the education activity.

Now, you need to administer the assessment task and review the submissions. If all participants passed the final quiz you know that 100% of this target group understands the whereabouts requirements and that they have achieved the learning objective. And, if the average score of the quiz at the beginning of the education activity was 45% but the average score of the quiz at the end of the education activity was 90% then you know your education activity did, in fact, help your participants learn.

But what about the other assessment tasks? How can you determine if your education activity has benefited learning or met your learning objective when an individual provides a narrative response as they would in a case study? Or an oral response as would be the case in a role play or discussion?

Depending on the assessment task chosen, you may need to use an assessment tool, which is a way to collect and organize information, to help you make a judgement about learning (see Table 10.3).

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Table 10.3 Types of assessment tools

Assessment tools are ways you can collect and organize information to provide a judgement on the level of learning that has taken place.

ASSESSMENT TOOL	DESCRIPTION
Rubric	A rubric is a guide for educators and participants that identifies the criteria against which learning will be assessed. Rubrics can be set up as a grid where each square describes a different level of understanding from beginning to advanced. Rubrics should be created based on learning objectives and be distributed and explained at the beginning of an activity so that participants understand the criteria. It is also possible to create a rubric together with participants so that they have added investment in the learning and assessment process. When rubrics are used, participants can be more focused and self-directed in their learning as they understand exactly how they will be assessed.
Anecdotal record sheet	Anecdotal record sheets are used by educators to record observations about participants and their environment. They can be useful when conducting an assessment task such as a role play or group discussion where the educator is largely observing the participants while they speak. Observations can be written during or after an activity and can be kept organized by creating a chart with names on the left and large boxes of space adjacent on the right. The information written in an anecdotal record sheet can also be used to fill in an assessment rubric or checklist.
Checklist	A checklist is a quick way to assess whether a participant has achieved the learning objectives of the activity. For each activity, create a list of what the participant must show in terms of knowledge or ability to have successfully achieved the learning objective. For example, if the learning objective is for 100% of national-level athletes to know what constitutes an ADRV by the end of the education activity can they: ✓ Identify the 10 ADRVs in the Code ✓ Describe what is meant by a Whereabouts failure ✓ Describe what is meant by prohibited association ✓ Etc.

As you continue to administer assessment tasks and review the submissions you will be able to see how learning develops over time and with different target groups. This will help you validate if the education activity works to aid learning, which can then inform the overall program evaluation at the end of your year and help you decide whether you need to change the education activity or assessment task before then.

b) Collecting feedback about your participants' learning experience

It is possible that participants' learning was affected by their experience during the education activity. For example, poor lighting or an inexperienced educator or difficulty connecting to a webinar or having to complete a very long eLearning course could have a negative effect. In Chapter 5 – *How to develop an education plan* you planned to administer feedback forms at the end of education activities so that you can collect information about participants' learning experience. Now you need to execute that plan, but once you have received all this feedback, what do you do with it?

The feedback you collect from the learning experience will come together with the participants' performance on the assessment tasks to tell you how much learning took place during your education activity. And these pieces of information, collected throughout your year, in addition to your monitoring

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data, will help you complete your program evaluation and determine if your education program made an impact.

But, it is important to know that you can also use the feedback you collect from the participants' learning experience right away to improve and make changes immediately. This is a considerable benefit to gathering information on an ongoing basis – you can improve your education activities throughout the year rather than waiting for the annual evaluation process (see Chapter 6 – *How to design the learning experience* for more information on how to design effective learning experiences).

3)   Program evaluation

Your program evaluation uses all the evidence, data and information you have collected through your monitoring and evaluating learning processes (and possibly wider metrics – see section 4 of this chapter) to make a judgement about:

- the effectiveness of your education program
- whether you have achieved your program objectives
- how to improve your next education plan

Unlike monitoring and evaluating learning, which should happen continuously throughout your education program, your program evaluation should happen annually as a minimum (as required by the ISE) and inform your next year's plan. It should also happen at the end of a longer cycle such as a four-year cycle which is most common in Olympic and Paralympic sports.

a) How to conduct your program evaluation

Step 1: Combine all the data and information that has been recorded through the monitoring process and the evaluation of learning (i.e. assessment of learning objectives and feedback on participants' experience).

Step 2: List the easy facts and key highlights of your education program including: number of education activities completed, number of people educated per target group, number of completions of your eLearning courses and possibly, depending on your education program, facts such as: downloads of your mobile App, hits to your athlete-focused webpages, social media data, etc.

Step 3: Look at your program objectives and identify the information and data that relates to each one (remember from Chapter 5 – *How to develop an education plan*, you should have already planned to collect certain pieces of information related to each program objective). For example, if one of your program objectives was to *increase the levels of anti-doping knowledge on all mandatory topics in Code Article 18.2 in ASP* – identify data that measures "levels of knowledge". These might include results from an end of year ASP survey; comments, likes and retweets from social media posts targeted to ASP (if they "liked" your post that included information about anti-doping then they likely read it and learned something from it); pre and post education activity quizzes; and scores from other assessment tasks. It

helps to ask yourself, if someone said to "prove it" how would you? What data would you use to prove that ASP increased their anti-doping knowledge? Again, go back to your planning process and what you identified in your education plan as the monitoring and evaluation procedures for each program objective. The data that came from these monitoring and evaluation procedures is what will help you.

As another example, if one of your program objectives was to *increase the engagement of national-level athletes within the education pool with anti-doping/clean sport*, look at the data that relates to social media interactions (likes, retweets, use of hashtags); shares or posts on social media from national-level athletes about your education activities, or about anti-doping/clean sport; look at the number of certificates downloaded following an eLearning course; or the numbers of athletes who complete your annual athlete survey.

Step 4: Once you've listed the key highlights of your education program and identified the information and data that relate to each program objective, compile them into a report* and make a judgement on the overall effectiveness of your education program. Determine if you did, in fact, achieve your program objectives as you planned to do.

*Note that reporting of the evaluation should be clear, concise, directly related to the program objectives of the plan and supported with visual graphics where needed.

Step 5: As a final step, reflect on your monitoring and evaluation methods and consider what improvements could be made in the following year. Learn from your experience and plan accordingly. Would you collect more information? Different information? Would you keep records in a different way? The key to monitoring and evaluating is to plan how you are going to do this at the beginning, when setting your program objectives in the planning stages.

You should also take this opportunity to reflect on where the existing program evaluation needs to and use it to inform the following year's/strategy's education plan. All your key findings should give you an indication as to what is possible when drafting the program objectives for the next education plan. It should also feed into the learnings on what worked well and what can be improved, leading to better education activities.

4)   Determining impact – have you made a difference?

You have now completed your program evaluation that has hopefully given you some insight into the effectiveness of your program objectives and whether you achieved your stated aims. However, you may want to go further and examine if your education program has had a wider impact on the clean sport environment and culture within. Has this all made a difference? This is determining the impact.

For example, if you want to determine the wider impact of an introductory eLearning course for RTP athletes that details whereabouts requirements, you could measure the percent of RTP athletes that successfully submit their first ever quarterly whereabouts information on time and with the correct information.

The benefit of trying to determine impact allows you to further adjust your education program to meet the needs of your target group. So, for example, if the percent in the above example is 95% for the first

quarter but for the second quarterly submission drops to 75%, you know that some refresher education is needed in your education program with this target group to maintain the impact you want to have.

To conduct this process, you may need to monitor a wider data set and collect information through (a) the use of surveys and through (b) the collection of qualitative data, which you may have planned for in Chapter 5 – *How to develop an education plan*.

a) Conducting surveys

Surveys are a very useful tool and typically easy to administer. Surveys can help you gather broader information about your target group such as their baseline knowledge, commitment towards clean sport and anti-doping, current behaviors, levels of interaction with your organization, supplement use, and attitudes towards doping as examples. Using surveys to gain broader information about your target groups can support your program evaluation and, if the surveys are repeated, they can also help you determine the impact your education program has made.

Used regularly, over time, and with the same population, surveys can help identify trends and whether your education program is having a long-term lasting effect on your participants. Equally, by conducting the survey at the start of each year or program cycle you can assess whether knowledge levels of target groups is changing over time (which may indicate that you need to adjust the content of your program) or whether attitudes towards doping are changing (which may indicate that you need to enhance the values component of your education program or increase the levels of interaction you have with the target group). Surveys used in this way can provide an opportunity to consider broader changes within the sport system or even in wider society that can influence your decisions about what to do in your education program.

The key to all the above is to plan from the beginning if, when and how you can use general surveys to gather useful information with a clear understanding as to why you are doing so. When planning, consider including measures like the ones outlined in Table 10.4 and questions in Figure 10.2, which can help you measure the wider impact of your program.

b) Collecting qualitative data

Qualitative data can be collected from participants through interviews or assessment tasks such as case studies, essays, journals, etc. These can be useful for evaluating changes in attitude or intention about doping, particularly when used at the start of the education program and repeated at the end of the year or cycle.

So, if you intend to use interviews, plan to repeat them with the same set of participants at the beginning and end of your year. Ask participants about their experience, what they have learned and how they feel about doping or sporting values. You can also ask them about their confidence to complete core anti-doping tasks such as file their whereabouts or apply for a TUE (or anything else that might be relevant to the content they learned throughout the program). This qualitative data can inform both your program

evaluation and help you determine the wider impact you have had on that individual. Stories and experiences of your participants could also be used as case studies or in social media activities to help other athletes.

5)   Conducting social science research

If you have identified broader data to measure, you may need to consider conducting a more robust research process. For example, if you want to measure the prevalence of doping over time or track inadvertent doping, you will require a more technical approach. Establishing baseline measures will be required (i.e. conducting a broad survey of target groups and stakeholders) that can help illustrate the impact of the education program when a follow-up survey is conducted at the end of the year or cycle. Table 10.4 gives examples of some of these measures that you may be interested in.

TABLE 10.4: MEASURING IMPACT

OUTCOMES	EXAMPLES OF MEASURES
Anti-doping / Clean sport behaviors	• Prevalence of doping • Levels of inadvertent doping • Missed tests/filing failures • TUE applications • Supplement-related behaviors – prevalence/risk management procedures
Social Science - Psychosocial constructs	• Vulnerability to doping • Susceptibility to doping • Willingness to dope • Likelihood to dope • Attitudes to doping/anti-doping • Intentions to dope

Perceived social norms	• Perceived prevalence amongst peers/sport/country
	• Perceived legitimacy of anti-doping system
	    o Fairness of rules
	    o Fairness of implementation

As per Article 6.3 of the ISE, it is recommended that if you conduct this more technical research, that you partner with research institutions like universities who may have experience in this area. This will also help give a degree of independence to the research being conducted.

WADA also provides resources to support these initiatives and has funded this type of research through its Social Sciences Research Grant Program. It has also made available a Social Science Research Package (The Package), developed to assist ADOs and other stakeholders measure athletes' beliefs and behaviors with respect to doping, to assess the effectiveness and impact of anti-doping programs, and to identify areas needing intervention. Many of the measures can also be adapted to be used with ASP.

The Package contains a set of questionnaire modules based on the Sport Drug Control Model, which was developed from a review of research identifying the risk (and protective) factors that influence athletes' (and ASP's) susceptibility to dope or actual doping behavior.

The Package provides ADOs with:

- A standard questionnaire (section 1) and a suite of questionnaire modules (section 5) for measuring athletes' responses in each of the Sport Drug Control Model's domains that influence doping attitudes and behaviors.
- Guidelines on how to collect data from athletes (i.e. various sampling methods and interviewing modes) (section 2).
- Guidelines for analyses and interpretations of survey data, along with recommended actions where the data indicates areas requiring attention (section 3).

FIGURE 10.2: EXAMPLES OF QUESTIONS FROM THE PACKAGE THAT CAN BE INCLUDED IN SURVEYS TO HELP MONITOR AND MEASURE IMPACT.

Determining how athletes view the legitimacy of clean sport

PLEASE INDICATE YOUR LEVEL OF AGREEMENT WITH THE FOLLOWING STATEMENTS:	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE
The current anti-doping rules are fully justified because they protect clean sport.					
The current anti-doping rules are effective to protect clean sport.					
The current anti-doping rules are implemented globally and equally.					

Determining athletes' attitudes to clean sport

**WHICH OF THE FOLLOWING STATEMENTS BEST DESCRIBES YOUR OWN
PERSONAL FEELINGS ABOUT DELIBERATELY USING PROHIBITED SUBSTANCES
AND METHODS (DOPING)?**

I believe deliberately using prohibited substances and methods is *morally unacceptable under any circumstances*

I believe deliberately using prohibited substances and methods is *morally acceptable under some circumstances*

I believe deliberately using prohibited substances and methods is *morally acceptable under any circumstances*

Guidance on how to analyze and interpret responses to these questions is outlined in the Package.

The Package was designed not only to help you in your work but also to allow direct comparison between athlete populations around the globe. So, if more than one ADO uses the Package you can compare your data with theirs.

The Package is downloadable from the WADA website: https://www.wada-ama.org/en/resources/education-and-prevention/research-package-for-anti-doping-organizations-ados.
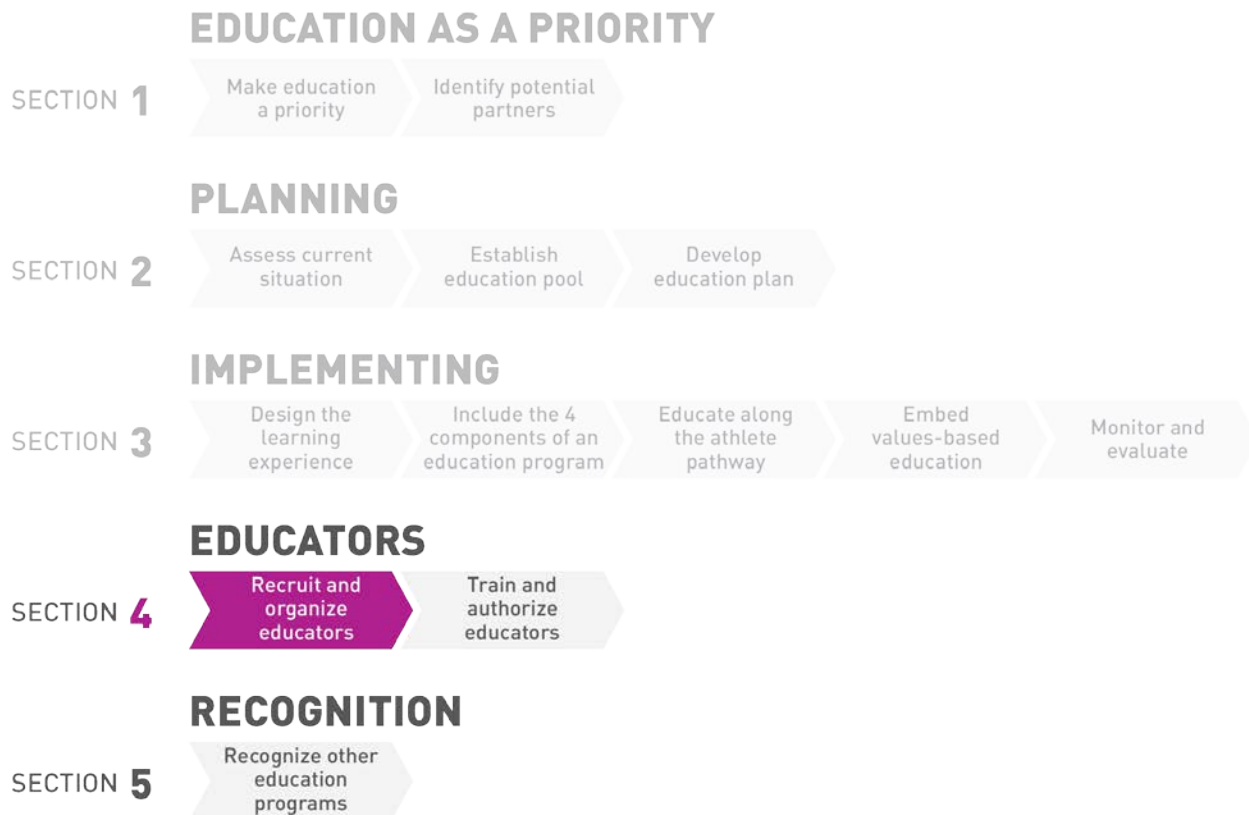
SECTION 4:
Educators

Section 4 includes Chapters 11 and 12. This section will support you with Article 5.8 of the International Standard for Education by guiding you through recruiting, training and authorizing educators.

CHAPTER 11

How to recruit and organize educators

EDUCATION AS A PRIORITY

SECTION **1**
- Make education a priority
- Identify potential partners

PLANNING

SECTION **2**
- Assess current situation
- Establish education pool
- Develop education plan

IMPLEMENTING

SECTION **3**
- Design the learning experience
- Include the 4 components of an education program
- Educate along the athlete pathway
- Embed values-based education
- Monitor and evaluate

EDUCATORS

SECTION **4**
- Recruit and organize educators
- Train and authorize educators

RECOGNITION

SECTION **5**
- Recognize other education programs

You are required to use educators to deliver face-to-face education. Why? Because they are trained and authorized in the delivery of education, have the right knowledge and, importantly, skills to help people learn.

Educators will understand the content and how to effectively deliver it. They will know how to lead and engage participants in learning tasks. They will know how to adapt and modify activities to support learning. They will know how to address questions and find more information when needed. In short, they will be a key component to providing quality education to your target groups.

Having educators means recruiting, training and authorizing individuals, as seen in Figure 11.1. In this chapter, we will address the recruiting phase by describing:

1) Who is an educator?
2) Who and how to recruit?
3) What does an educator do?

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4) How to organize educators within your education program.

Training and authorizing will be addressed in Chapter 12 – *How to train and authorize educators*.

Figure 11.1 The educator process

1)   Who is an educator?

An educator is a person who has been trained and authorized to deliver education activities. Your organization might be the one to perform the training and give the authorization or, you may seek external help for the training element from another organization. For more information on training educators see Chapter 12 – *How to train and authorize educators*.

2)   Who and how to recruit?

An educator can come from any type of background and does not necessarily need to be a teacher by profession (but teachers or experienced educators are probably the best place to start!), so long as they are trained and authorized before delivering your education activities. What is important is to have an educator that will engage your target groups and will be able to facilitate an education activity effectively, at the participants' level of understanding.

So, (a) who makes a good candidate, and (b) how do you recruit?

a) Who makes a good candidate?

When recruiting candidates, consider those with strong delivery, presentation, and organizational skills; knowledge of pedagogy and how people learn; and an ability to assess learning (these skills and topics should also be part of your training program as described in Chapter 12 – *How to train and authorize*

educators). It is also important that through your recruitment process you seek individuals whose values align with your education program.

It might also be worthwhile to consider recruiting candidates who have experience in sport as they will be able to empathize and connect with participants. Individuals who deliver coach certification programs, for example, can be good candidates and, in some cases, retired athletes can be a good choice if they have the right skill set and experience in delivering education. Article 5.9 of the ISE explains that you _"…should_ consider involving _Athletes_ in the delivery of _Education_ activities where appropriate".

You might also consider those who have experience or expertise in sport science, medicine, coaching and pedagogy but just because an individual is knowledgeable in content does not necessarily mean that they will make a great educator. Whomever you choose as a candidate, avoid making assumptions about their abilities and ensure everyone goes through a full recruitment and training process so you have the right people as educators.

Other criteria that makes someone a good candidate might include:

- Having a passion for sport and keeping it clean
- Having an interest in educating athletes and Athlete Support Personnel (ASP)
- Open-mindedness, being adaptable to change, welcoming of feedback and willingness to self-reflect
- Being enthusiastic and dynamic
- Flexibility to accommodate the unique schedule of athletes and ASP
- Commitment to learn about the technical side of anti-doping
- Proficiency in certain languages, where required
- The ability to attend educator training

b) How to recruit

Consider following the steps below when recruiting candidates (see Figure 11.2):

Step 1: Develop a role descriptor or job description that clearly outlines the skills, knowledge and experience you require, plus what is expected in this role. Also, communicate any key facts about the role such as the expected time commitment (number of days or hours per year) and any remuneration you may give such as travel expenses, per diem or, if budget allows, a rate or fee for delivery. (Note that there are various models of compensating educators and this will be entirely based on your context. For example, in a small National Anti-Doping Organization (NADO), payment might not be possible whereas if an educator is delivering education on behalf of an International Federation (IF) for a major event then payment might be appropriate. Whatever the context, any compensation rates need to be predetermined and communicated ahead of time.).

Step 2: Describe the application process. List the information and documentation the candidates need to provide (see Table 11.1 for examples) and how the application process will unfold. Do they need to complete an application form? Do they need to submit a curriculum vitae and criminal record check? Do they need one or more references? How/when will they be contacted?

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AGENCY
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Step 3: Advertise the job description and application process on your website and promote within your sporting landscape. Consider also advertising at universities, sport schools or training centres, if you have them.

Step 4: Review applications and interview applicants. Identify the elements you are keen to see in a candidate's application. You may consider having two categories: mandatory or "must haves", and extra skills that would add value to your educator team. Interviews can be done over the phone or in-person. One advantage of interviewing in-person is that you get to meet the applicants and can include tasks such as asking them to deliver a 10-minute presentation so you can observe and assess their presentation skills. Make sure you have standard questions and set criteria to apply when you review an application and conduct interviews. This will help you choose objectively who should become an educator and ensure your process is fair.

Step 5: Finalize recruitment matters such as phoning references or gathering criminal record checks.

Step 6: Select your trainee educators and let them know the good news!

Recruiting phase → Develop job description → Describe application process → Advertise job posting → Review applications and interview candidates → Check references and criminal record → Select trainee educators

Figure 11.2 Recruiting educators

TABLE 11.1 SAMPLE LIST OF INFORMATION AND DOCUMENTATION REQUIRED FROM CANDIDATES AND TRAINEE EDUCATORS

When applying for a position as an educator, you may require candidates to complete an application form and provide information such as:

- A criminal record check – this is vital when delivering to minors and vulnerable people. If candidates do not already have a valid criminal record check, ensure you help them acquire one before you make a final decision to hire them
- Curriculum vitae or equivalent
- A cover letter describing why they want to be an educator – this will help you determine whether their values, beliefs, motives and passion for sport are what you are looking for
- References or testimonials from other places of work
- Details of their previous education delivery experience and assessments/certifications from teacher/educator training programs (if applicable)

Once recruited, you may consider having trainee educators read and sign certain forms such as:

- Conflict of interest statement
- Confidentiality agreement
- Contract setting out terms and conditions
- Educators code of conduct, which sets the expectations for how educators should behave when delivering on behalf of your organization
- Media policy (are they able to tweet or speak to the media about the work they do for you?)
- You may also need their clothing size if you plan to give them branded clothing to wear when they are delivering education activities

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3)   What does an educator do?

Educators can be involved in many parts of your education program such as:

  i)   Delivering education activities such as running outreach booths at sport competitions
  ii)   Developing content for sessions and/or resources
  iii) Planning education activities
  iv)   Monitoring and evaluating the education program
  v)   Planning and facilitating professional development for other educators including observing trainee educators during the training phase

The degree to which you involve your educators in these activities will be up to you and everything an educator does should be in line with your vision and education plan and managed appropriately.

a) Delivering education activities

Above all, educators are responsible for delivering face-to-face education activities such as in-person workshops, event-based education, and webinars. They will lead the delivery of learning tasks, answer questions and respond to participants' needs, remaining flexible and modifying as necessary.

b) Developing content for sessions and/or resources

In some circumstances, educators may also be able to assist you with higher-level educational planning such as curriculum development or writing content for sessions and/or resources. It is useful to gain information about your educators' previous experience to see how they may be able to help your education program more broadly.

c) Planning education activities and learning tasks

Educators, especially those with experience or a pedagogical background, can be helpful when planning education activities, learning tasks and assessment tasks. They may also be able to write learning objectives and create session plans. Educators may also be able to provide insight on how to tailor messages to each target group as well as how to design the learning experience so that the environment and the learning tasks are well suited to the group. For more information on designing learning see Chapter 6 – *How to design the learning experience*.

d) Monitoring and evaluating the education program

Educators can also help with the monitoring and evaluation of your education program. They can collect monitoring data during education activities and provide you with feedback after they are complete.

Involving educators in an end-of-year review and seeking their feedback on your education program can also help you improve the year after. For more information on monitoring and evaluation see *Chapter 10 – How to monitor and evaluate your program*.

e) Planning and facilitating professional development for other educators

It is important for educators to remain up to date with content and practice. Professional development will help educators stay current. Peer learning (educators teaching, coaching or mentoring other educators) is a great way to create professional development opportunities as each educator will have their own skill set and experience, which can be shared with others.

In addition, supporting the development of trainee educators during the training phase is a great way to advance your experienced educators. So, work with educators to design these learning opportunities and benefit from their skills and experience to lead them.

4) How to organize educators within your education program

a) If you have one or a few educators

Many organizations may only be able to have one or a few educators. That is ok, if they are the right people. In this case, you should consider who your priority target groups are, what time the educator(s) has available and plan accordingly.

Using your educator(s) with talented or national-level athletes who may be experiencing anti-doing education for the first time is beneficial. It allows you and your organization to be seen as helpful and personable, as opposed to distant or "hands-off", which may happen if the athlete's first experience with education is through eLearning.

However, offering an in-person workshop may be a challenge if you have many athletes in your education pool or if you have a large geographical area that you need to cover. If this is the case, consider having your educator lead a webinar so that athletes still get the benefit of a face-to-face interaction.

Equally important is focusing your educator's time on delivering education leading up to an event (e.g. a world championship). This helps you build relationships with your top athletes which can be harder to do online. During these education activities, have the educator focus on content associated with Code Article 18.2 as this is mandatory, and if they have more time, have the educator help you with event-based education activities or consider delivering to youth athletes.

b) If you have many educators

If your resources allow you to have many educators decide how to organize them and what they will deliver. Will you have certain educators trained and authorized to deliver to specific target groups or will all educators be able to deliver to all target groups within your education pool?

If your education pool is narrow and doesn't include a large diversity of target groups, or if you have limited resources, it may be appropriate to have your educators deliver to all target groups. This also works if you want increased flexibility within your education program so all educators will be able to educate everyone. This approach is also, arguably, easier to develop and prepare for as your educator training program will be the same for everyone.

If you have a wide-reaching education pool that includes many target groups, you may want to recruit and train educators who can deliver education to specific target groups or who can deliver education on specific topics so that you are fitting the right educator with the right audience and/or subject matter. This may mean you have some very versatile educators who can effectively deliver to all target groups and on all topics; or you may have some educators who are more comfortable with younger athletes and less complex anti-doing information; or educators who have a coaching background and would therefore work well delivering to a group of coaches. Knowing who your educators are and what they are capable of is key to assigning your educators to deliver to your target groups.

c) How the organization of your educators will affect training

How you organize your educators may impact what you train them on and how you train them. Training educators is detailed in Chapter 12 – *How to train and authorize educators* but for now consider the following:

All educators, regardless of their background, need training to prepare for the new environment and new target group(s) they will be working with. It is best for all educators to learn about facilitation skills, organization skills, presentation skills and core anti-doping content related to Code Article 18.2.

Then, moving beyond the basics, educators can be provided specialist training. This specialist training may be focused on stages of the athlete pathway. For example, how to educate youth athletes or how to educate national-level athletes. Specialist training could also be focused on ASP roles such as how to educate coaches. You might also consider offering training on specific content or topics such as values-based education or the testing process or results management for top athletes. Which educators receive this specialist training will depend on who they are educating and what content they are delivering.

As a final note, before making any decisions about how to organize your educators, you might want to consider where your target groups and educators are located geographically. Is geographic access to one target group easier for one particular educator? You should also find out what other organizations are doing and see if you can partner with them. For example, if you are an IF and need to reach athletes or ASP in a variety of countries, perhaps educators from the local NADO or National Federation (NF) can facilitate those education activities. And, if geographic access is something that can't be overcome, consider having an educator lead a webinar, which is available online and can be live or recorded. For more information on webinars see Chapter 7 – *The 4 components of an education program*.

C H A P T E R   1 2

How to train and authorize educators
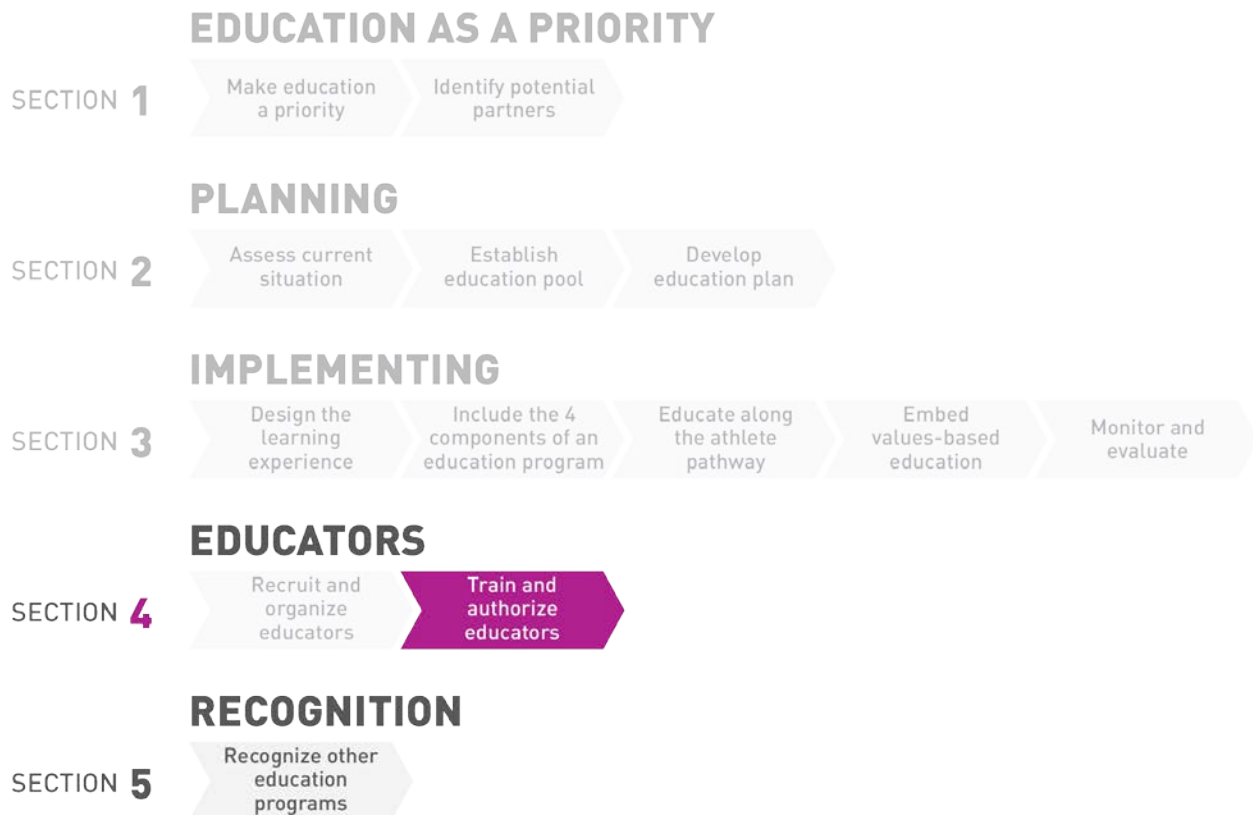
After recruiting new educators (which is discussed in Chapter 11 – *How to recruit and organize educators*) and before authorizing them to deliver education, you need to train them.

Training educators is an important step, one that will allow you to feel comfortable knowing that educators have been prepared and developed the confidence and skills to deliver quality education on your behalf.

Note that you can also choose to recognize educators who have been trained by another organization as part of your mutual recognition process, especially when you rely on National Anti-Doping Organizations (NADOs) or National Federations (NFs) to deliver education on your behalf.

This chapter will discuss:

1) How to train educators
2) How to authorize educators

1) Training educators

A typical training program starts with some reading or eLearning, followed by an in-person training session and some form of assessment at the end. In some cases, a further in-field observation or assessment with a real group of participants is the final step to becoming an educator.

So, to begin, determine who will conduct the educator training. Will this be you or will you have a dedicated educator trainer? The person chosen should have experience in training people, understand the training process and how to design training and assessment programs.

Then, determine the content and the learning objectives of your training program. The content could include the following:

i) Essential content including topics listed in Code Article 18.2, information on the International Standard for Education (ISE) and the Guidelines for Education (Guidelines), and any other content relevant to specific target groups
ii) Facilitation skills
iii) Shadowing and practicing with a real audience before an in-field assessment

Learning objectives should describe what you want trainee educators to be aware of, understand, and be able to do (for more information on learning objectives see Chapter 5 – *How to develop an education plan* and Chapter 6 – *How to design the learning experience*). A sample list of learning objectives is included in Table 12.1 at the end of this section. An example of how to organize these elements into a series of training sessions is provided in Table 12.2.
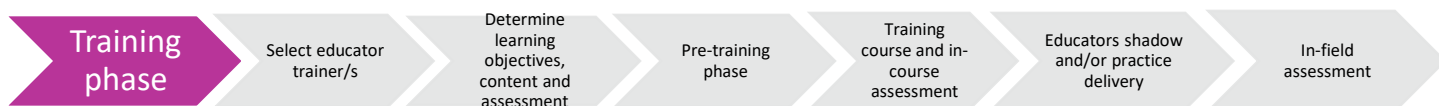

Figure 12.1 Training educators

a) Essential content

The topics in Code Article 18.2 are a mandatory part of an education program and should be taught to athletes in your Registered Testing Pool (RTP) according to Article 5.3 of the ISE. As such, it is important that your educators understand this information too, especially if they will be working with this group of athletes.

Even if an educator is not responsible for educating athletes in an RTP, it is still important for them to understand these topics because they provide a great foundation of the anti-doping system and because

other target groups will require understanding of the topics as well. For a list of the topics see Chapter 5 – *How to develop an education plan*.

Equally important is information about the ISE and the Guidelines. The ISE will help educators understand their role, the structure and requirements of the education program within which they work, and it will provide them with definitions of key terms. The Guidelines, especially Chapter 6 – *How to design the learning experience*, Chapter 7 – *The 4 components of an education program*, Chapter 8 – *How to educate along the athlete pathway* and Chapter 9 – *How to embed values-based education*, will provide practical support when designing and facilitating education activities and learning tasks.

Note that it is particularly important to address values-based education with educators. Help them understand what it is and how to do it. Spend time reviewing the values of your education program, what they mean, and how they can be demonstrated in their professional practice as educators as well as in an anti-doping context.

You will also want to include information about the target groups the educators are responsible for. For example, who they are, what their life as an athlete/Athlete Support Personnel (ASP) might be like, and who influences them. Then, address any other content specific to these target groups. For example, if the educator is going to deliver an education activity for medical professionals it would be important that they have more information on TUEs, being an athlete's representative during a test, or use of medications and how to check them to help reduce inadvertent doping. Or, if the educator is going to deliver an education activity for coaches it would be important that they have more information on the coach-athlete relationship, coaching philosophy and how this impacts on athletes and, possibly, even information on how coaches can spot early warning signs that an athlete is not coping or is frustrated with an injury and what a coach can do to help. These are examples of periods of vulnerability when athletes may consider doping so helping coaches understand this is useful. This means your educators need to understand these factors too, so they can help coaches learn about athlete vulnerability and not just the anti-doping rules.

There are many ways to deliver this content to trainee educators. You can:

- Offer in-person training where you or the educator trainer facilitates learning tasks and covers the content over several sessions
- Offer a webinar for each topic
- Offer eLearning courses
- Provide written material on each topic – this can be through printed or digital material on your website, for example.

Just as it is ideal to present information through a variety of education activities to your target groups, it is equally important to offer different ways for trainee educators to learn the required content. So, for example, consider having them complete an eLearning course to get a basic understanding of the content before attending an in-person training session where you will provide learning tasks that will solidify their understanding. Then, provide them with digital copies of the ISE and Guidelines to review before a follow-up in-person session. This is known as a blended learning approach.

b) Developing facilitation skills

The success of your face-to-face education activities lies in the educator's ability to deliver the learning tasks effectively and engage participants in the session, motivating them to learn. You may have decided to develop session plans and possibly even scripts for your educators. However, even the most detailed script won't be able to help the educator with interpersonal skills or manage unplanned moments and questions that happen during face-to-face interactions.

As such, it is important to hire people who have strong facilitation skills, however, it is also worthwhile to lead a training session that will allow trainee educators to further develop and practice these skills within the context of your education program.

During this training session, addressing the following points is essential:

- Core facilitation skills such as active listening, presenting, managing inputs, giving feedback, questioning, summarizing, managing groups (some of these are further expanded in the list below)
- Different ways people learn and how to present information visually, auditorily and kinesthetically
- How to address the learning needs of those with vision and hearing impairments
- How to support second language learners
- Considerations for educating adults
- How to create a welcoming atmosphere and safe environment for participation
- How to customize the message to the target group – use of language and visuals that are appropriate for the age and stage of development of the participant and related to the sport they are involved in
- Classroom management practices such as how to organize participants into groups, how to keep attention, strategies for regaining attention after it's lost, and how to manage time (information should also be provided on how these apply to a Webinar)
- How to use technology tools required for education activities such as PowerPoint, Kahoot, Zeetings, Zoom, etc. as well as anything necessary for leading a Webinar
- Awareness of body language, voice (tone, speed and volume), and eye contact
- How to involve the audience through questions
- How to use storytelling to capture attention
- How to demonstrate and include the values of your education program within their presentations and communications
- How to demonstrate active and empathetic listening
- How to provide positive, constructive feedback
- How to self-reflect on their own performance for improvement

Note that many of these points are described in greater detail in Chapter 6 – *How to design the learning experience* so it might be useful to have trainee educators review this chapter before attending the training session. It is also worth noting that demonstrations and examples are a great way to help trainee educators understand how to do many of these things. This also includes ensuring your educator trainers "model" the right facilitation skills in the actual training.

c) Shadowing and practicing with a real audience

Before sending educators out in-field to deliver education activities, provide them with some practical experience by having them shadow an experienced educator. Observing a real-life situation and spending a day "in their shoes" is an excellent way to learn how experienced educators manage groups of people and present information. This should give trainee educators lots of ideas! (Note that, while not essential, trainee educators can also shadow a Doping Control Officer (DCO). Observing doping control will help create empathy and awareness of the testing process and what athletes go through).

To guide their shadowing exercise, consider providing trainee educators with an observation sheet with things to look for (e.g. how does the experienced educator use voice, visuals or body language? How does the experienced educator explain a difficult topic? What examples do they provide or what alternate ways do they communicate the information to help participants understand? How does the experienced educator interact with participants?). An observation sheet will also support follow-up discussion afterwards.

Another great way to train educators is to have them practice with a real audience. This can happen in stages. Consider the following example:

- **Step 1:** Trainee educators deliver one learning task to their peers within the training session. They receive feedback from both the trainer and their peers.
- **Step 2:** Trainee educators, while shadowing an experienced educator as described above, deliver one learning task in front of the target group. The experienced educator provides feedback and communicates this back to the trainer.
- **Step 3:** Trainee educators, while shadowing an experienced educator as described above, deliver one or more education activities (face-to-face education activity such as an in-person workshop, a webinar or event-based education such as outreach). The experienced educator provides feedback and communicates this back to the trainer.
- **Step 4:** Trainee educators, while shadowing an experienced educator as described above, facilitate one or more education activities (face-to-face education activity such as an in-person workshop, a webinar or event-based education such as outreach). The trainer observes and provides a final assessment.

TABLE 12.1 SAMPLE LIST OF LEARNING OBJECTIVES FOR EDUCATOR TRAINING PROGRAM

TRAINING COMPONENT	LEARNING OBJECTIVES
	THE TRAINEE EDUCATOR WILL BE ABLE TO...
Code Article 18.2	• Deliver/present information on all the topics covered in Code Article 18.2 • Explain how each topic applies to specific target groups

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ISE	• Explain their role as an educator, how they fit into an education program and any relevant key terms
Guidelines	• Demonstrate the principles of designing learning and how they can be applied to education activities • Select different learning tasks appropriate for the audience and demonstrate how to facilitate them • Create a session plan • Use types of assessment tasks and assessment tools • Apply the principles of values-based education to education activities • Describe the 4 components of an education program and how they can be represented within education activities • Collect monitoring data • Connect the athlete pathway and the learning needs of athletes at each stage
Information about specific target groups	• Deliver content specific to the target groups they are responsible for educating
Practice in front of a real audience	• Assess the environment and learning needs of the target group and plan or adapt accordingly • Create a welcoming atmosphere and safe environment for participation • Customize the message to the target group • Apply practical classroom management strategies • Use technology tools required for education activities • Demonstrate proper use of voice (tone, speed and volume), eye contact and body language • Demonstrate active and empathetic listening • Take an interactive approach, involving participants through learning tasks and questions • Use storytelling to capture attention • Demonstrate and include the values of your education program within their presentations and communications • Provide positive, constructive feedback to participants • Demonstrate equality of opportunity and ethical practice • Demonstrate professional behavior and attitudes
Professional conduct and professional development	• Work collaboratively with colleagues to develop and deliver education activities • Develop and maintain effective working relationships with colleagues and participants • Practice self-assessment and reflection • Seek more information when needed • Be open to and incorporate feedback

TABLE 12.2 EXAMPLE OF AN EDUCATOR TRAINING PROGRAM

TIMELINE	TYPE OF TRAINING ACTIVITY	DESCRIPTION
Beginning	Introductory email	• Connect with trainee educators. Introduce yourself and provide a list of content, learning objectives, expectations, and assessment procedures for the educator training program. • Provide a timeline and description of training activities (i.e. eLearning, in-person sessions, practice in front of a real audience).
	eLearning	• Have trainee educators complete eLearning courses on all content listed in Code Article 18.2. Each eLearning module should end with an assessment such as a quiz. • Have trainee educators review electronic versions of the ISE and Guidelines.

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Middle	**In-person sessions*** ***These items will be covered over the course of 2 or 3 days**	**Day 1:** • Discuss the role of educators, why they are important and how they fit into the bigger picture of your education program. • Review key points about content listed in Code Article 18.2 and address any questions trainee educators have after completing the eLearning courses. • Provide trainee educators with background information about the target groups as described above (e.g. Who they are? What their life as an athlete/ASP is like, etc.). • Explain content specific to the target groups the trainee educators are responsible for educating as described above. **Day 2:** • Develop facilitation skills as described above. • Review sample session plans, learning tasks and assessments that educators will be required to facilitate and/or create. • Demonstrate how to facilitate learning tasks such as games, role plays, group discussion and case studies. • Share what resources exist and where they can be accessed and how educators can find more information when needed. • Discuss opportunities for professional development and how to conduct self-reflections and self-assessments. **Day 3:** • Give plenty of time for trainee educators to practice delivering learning tasks while you observe them. • Give feedback on what they did well and some points for improvement. • Demonstrate how to deliver education tasks or show them examples. Having a model can help trainee educators self-reflect on their own performance.
	Shadow and practice with a real audience*	• Have trainee educators observe and shadow an experienced educator for one or more education activities. • Have trainee educators facilitate one learning task for peers and receive feedback from peers and trainer. • Have trainee educators facilitate one learning task with a real target group and receive feedback from the experienced educator they were shadowing. • Have trainee educators facilitate an entire education activity with a real target group and receive feedback from the experienced educator they were shadowing. *Note that all trainee educators should observe at least one session. How quickly they then move to being active is dependent on their performance, experience and your assessment of their readiness – some trainee educators may need to co-deliver, observe or deliver small parts of sessions until they feel confident to lead a session.
End	**Assessment (the assessment process is covered in more detail below)**	• Have trainee educators facilitate an entire education activity with a real target group and receive a final assessment from the educator trainer. • Have trainee educators complete a knowledge test for topics covered in Code Article 18.2, the ISE and the Guidelines.

2) Authorizing educators

Authorization is the final step before educators get to deliver education activities. It is a way to acknowledge their completion of your training program (or that of another organization) and that their knowledge and skills have met a certain standard.

The authorization process could include the following (see Figure 12.2):

i) Assessing the trainee educator's understanding of essential content
ii) Assessing the trainee educator's ability to apply their skills in a real environment

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iii) Authorizing them to deliver education

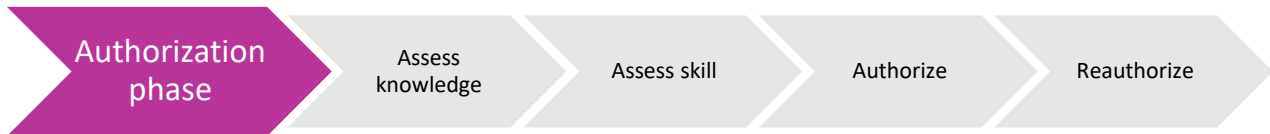iv) Reauthorizing them after a set period of time (this is typically on an annual basis or every two years)

Figure 12.2 Authorizing educators

a) Assessing the candidate's understanding of essential content

To assess knowledge of essential content, such as the topics in Code Article 18.2, you can choose to administer a test either during an in-person training session or electronically. You can also have trainee educators demonstrate knowledge through presentations that, again, can happen in-person or be submitted electronically. In the presentation, the trainee educator can be asked to provide a summary of key points for a set list of topics.

The benefits of having trainee educators present the information in person are that you will be able to check for deeper understanding by asking them questions and you will also be able to assess their facilitation skills.

For other assessment task ideas see Table 5.4 in Chapter 5 – *How to develop an education plan*.

b) Assessing the trainee educator's ability to apply their skills in a real environment

As described above, to assess the trainee educator's ability to deliver education activities and apply their facilitation skills in a real environment, you or the educator trainer should observe the trainee educator one or more times, in front of a real audience. Ideally, if observing many education activities, each would take place with a different target group and within a different environment. So, for example, the first observation would take place in a room with youth athletes. Then, the next observation would be at an outreach booth at the national training facility.

This may be easy or hard to do depending on the number of training sessions you plan to deliver and the size of your education pool. Equally, constraints such as budgets may influence what is practically possible. The main aim is that you or the educator trainer have an opportunity to assess the trainee educator in the field with a live audience, so you can assess their competence. To do this, make sure you have an observation sheet that details the competencies and learning objectives you want to assess so it is a fair assessment for all your trainee educators.

c) Authorizing educators

When you decide that the trainee educator has accomplished the competencies required to be an educator, they have "passed" and can now be authorized to deliver education activities.

Depending on the content you've included in your training program, the educators may only be authorized to facilitate education activities for specific target groups. Provide educators with a certificate of completion and be sure to specify which target groups educators are trained and authorized for. This can be useful if they need to prove their competence to another organization. You may also consider an educator ID card or badge that educators can have to show that they are authorized to deliver education sessions on behalf or at the request of your organization.

d) Reauthorization

Finally, consider how long you want your authorization to last and under what conditions before the educator must complete a refresher course or undertake professional development to remain authorized. For example, will an educator need to lead a minimum number of education activities within a certain period or with a specific target group to remain authorized? Or, will all educators need to take a refresher course every 2 years regardless of how many education activities they have led?

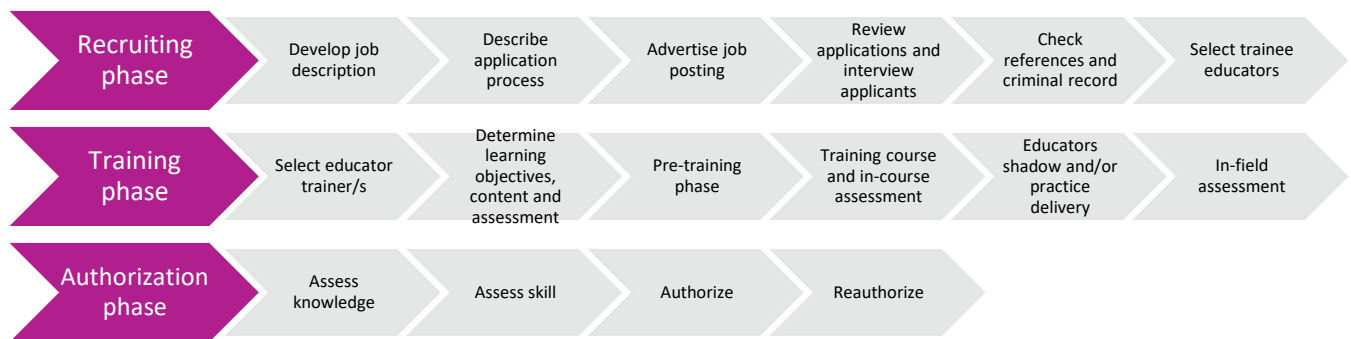See Figure 12.3 for a summary of the process of recruiting, training and authorizing educators.

Recruiting phase	Develop job description	Describe application process	Advertise job posting	Review applications and interview applicants	Check references and criminal record	Select trainee educators
Training phase	Select educator trainer/s	Determine learning objectives, content and assessment	Pre-training phase	Training course and in-course assessment	Educators shadow and/or practice delivery	In-field assessment
Authorization phase	Assess knowledge	Assess skill	Authorize	Reauthorize		

Figure 12.3 The educator process

3) Educators as part of your team

Now that educators are part of your education team and actively delivering education on your behalf you need to consider:

a) How you will remain in contact with them

It is a good idea to meet with your educators at least on an annual basis to help you build a strong team and to establish relationships with them. But, you also need to consider how you will update them as anti-doping policies or other relevant information change. Will you send out monthly newsletters or individual emails? Will you have an "educator" section on your website where you can update information as needed?

As your educators are often on the front line and things in anti-doping change quickly, consider simple and quick ways of communicating with them such as via WhatsApp or text. This will help you stay in touch if they need information right away. For example, if your educator is going to deliver an education activity in a specific sport and a new Anti-Doping Rule Violation (ADRV) in that sport was announced that morning, you will want to update the educator so they can be prepared for questions.

Similarly, if your organization publishes web articles or press releases, or even an annual report, include your educators in the distribution list so they can keep up to date with and made aware of information in the wider anti-doping community.

b) How you want them to represent you and your organization

As team members and representatives of your organization, you might consider giving educators branded clothing to wear during education activities. This can help raise awareness of your organization and its mission. If budget allows, you may also consider having them give out branded pens, pin-badges or others small items to engage or reward participants in sessions.

As representatives of your organization it is also important that educators deliver the message you want to send about anti-doping. Everyone has a view on anti-doping but when your educators are delivering for you, they need to be in-line with your views. As such, spend time talking to them about your organization's viewpoint/key messages and ensure they are prepared to communicate that.

Also ensure that educators understand that the best response to a question they don't have the answer to is that they will find out and get back to the participant later. Misinformation can damage an athlete's career and your organization's reputation.

c) How you will manage inappropriate conduct or poor performance

It is important to have a process in place to manage inappropriate conduct or poor performance appropriately and, if needed, to remove the authorization from an educator.

d) How you will collect feedback about their performance

It is useful to collect feedback from educators and others about the educator's performance following an education activity. This will help educators improve the quality of their delivery and therefore the overall quality of your education program.

To collect feedback, you can administer feedback forms to participants at the end of an education activity, as described in Chapter 5 – *How to develop an education plan* (see Figure 5.1 for an example) and Chapter 10 – *How to monitor and evaluate your program*. You can also have informal discussions with educators or have them complete a separate educator feedback form or self-reflection. Having educators complete self-reflections is a helpful exercise for their own professional development as well.

In addition, you may also want to speak to any partners you've worked with and discuss their observations.

SECTION 5:
Recognition

Section 5 includes Chapter 13. This section will support you with Article 8.0 of the International Standard for Education by guiding you through the recognition process, maximizing your efforts and minimizing duplication.
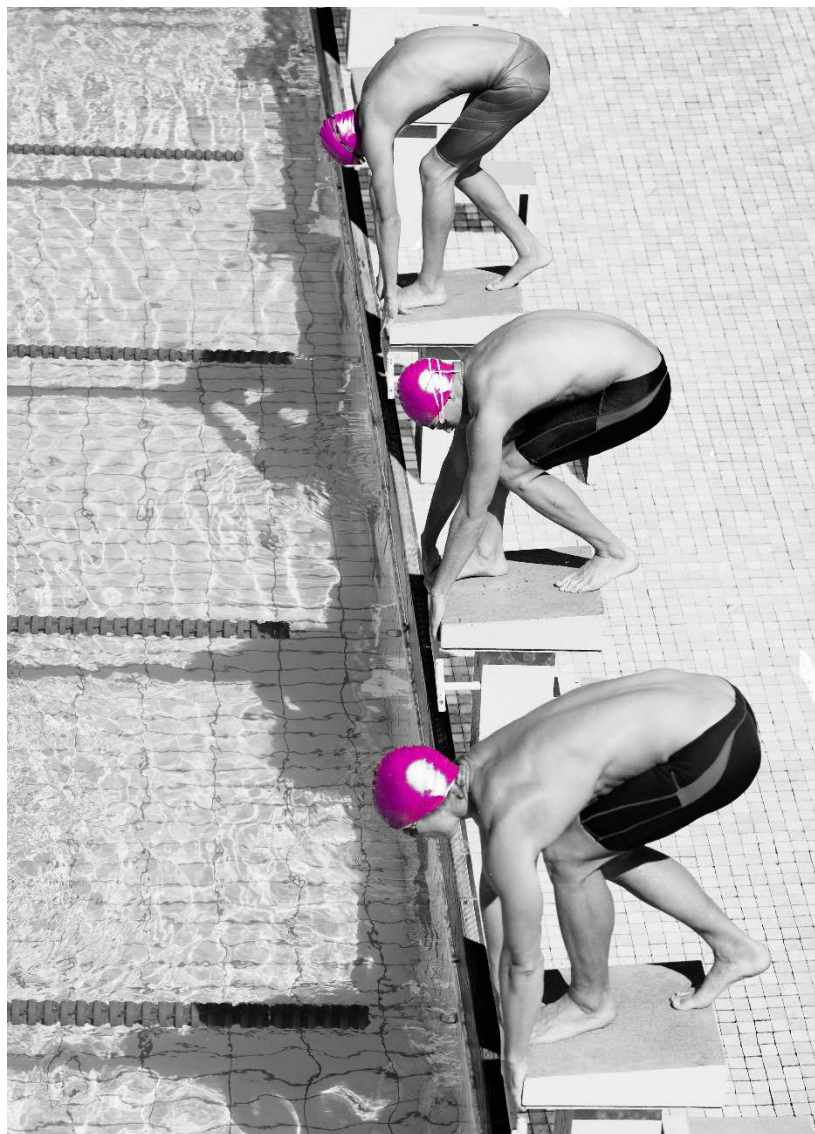
CHAPTER 13

How to recognize another education program

EDUCATION AS A PRIORITY

SECTION **1**
- Make education a priority
- Identify potential partners

PLANNING

SECTION **2**
- Assess current situation
- Establish education pool
- Develop education plan

IMPLEMENTING

SECTION **3**
- Design the learning experience
- Include the 4 components of an education program
- Educate along the athlete pathway
- Embed values-based education
- Monitor and evaluate

EDUCATORS

SECTION **4**
- Recruit and organize educators
- Train and authorize educators

RECOGNITION

SECTION **5**
- Recognize other education programs

According to Article 8 of the International Standard for Education (ISE), you (a signatory of the Code) must acknowledge the education programs carried out by other signatories of the Code. You can choose to recognize the completion of that education program by participants in your education pool, provided that the education program has been delivered as per Article 5 of the ISE - Implementing Education Programs.

What does this mean for you and your target groups?

This process should reduce duplication for athletes and Athlete Support Personnel (ASP) because it will lessen the number of education activities they need to complete. It should also help you as you will be able to prioritize and focus your efforts on under-served target groups.

An important point to remember: the recognition process is at your discretion. You get to decide *if* you will recognize the completion of another signatory's education program (or an education activity within that program) by one of your athletes or ASP, and *how* you will recognize it.

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This chapter will outline some suggested steps you can take to recognize other education programs.

1)   Identifying potential duplications

When you establish your education pool, consider which target groups might be included in another signatory's education pool. For example, if a National Anti-Doping Organization (NADO) plans to deliver education to athletes competing in international competitions, it is highly likely that the relevant International Federation (IF) is also planning to deliver an education program or a specific education activity to these same athletes.

2)   Consulting with the relevant signatory

If you identified potential duplications, consult with the relevant signatory such as the International Federation (IF), National Olympic Committee (NOC), or National Paralympic Committee (NPC) and find out if the target group is also in their education pool. If the target group is in their education pool, discuss possibilities of mutual recognition. That is, talk to the other organization about the potential of recognizing each other's education program so that the target group doesn't repeat what they've already learned and you can plan instead to reinforce key messages or provide more progressive education activities.

Remember the athlete pathway and the purpose of the different education activities. Ideally, athletes competing internationally will have been educated by their NADO and then, when they attend an international competition, they will ideally receive event-based education from the IF or Major Event Organization (MEO) such as an outreach booth that will reinforce key messages and topics.

3)   Recognizing other education programs

There are, in general, 3 possibilities to recognizing the education program or a specific education activity of another signatory:

a) Automatic recognition

You can trust in the fact that a signatory is Code compliant and therefore fulfills all the requirements of the ISE.

b) Education agreements

You can have an education agreement with the signatory detailing what you agree to recognize (e.g. their entire education program or one specific education activity or all education activities for a specific target group). If you do this, you could state it in your website, so athletes can see what other education programs you recognize.

c) Analysis of education plan

You can ask to see the other signatory's education plan or an overview/summary and look at the program objectives of their education program or the learning objectives of a specific education activity. You can then compare these to your own program objectives and learning objectives to see if there is alignment.

4) Keeping education records

You need to keep accurate records of all education activities the participants in your education pool have completed such as a log of completed modules or certificates from eLearning courses or a register of participants from in-person workshops. Not only will this help with the monitoring and evaluation of your education program, it will also help you demonstrate and have evidence that an athlete or ASP has received education (e.g. prior to a major event or a national-level event) and avoid duplication with another signatory.

Part of record keeping also involves the collection of some personal information. As a minimum, it is useful to collect participants' first name, surname, and unique identifiers such as date of birth, sport, discipline, and email address or phone number. You can ask if the participant agrees and therefore gives their consent to be contacted for education purposes – such as updates on supplement risks, or to share the revised Prohibited List (List) on an annual basis. This is useful for both you and your participants as it allows them to receive information in a timely manner.

Data and records of completion should be kept digitally, even if only on a simple Excel spreadsheet, so that it can be searched and shared (where relevant) easily.

5) Sharing of personal information

To demonstrate to another signatory that you delivered education to a specific participant, you can share the relevant education record.

According to Article 8.1 of the International Standard for Protection of Privacy and Personal Information (ISPPPI), Anti-Doping Organizations (ADOs) can share personal information with other ADOs if this is needed to allow the sharing and recipient ADOs to fulfill obligations under the Code and the International Standards. Personal information refers to information that is processed in the context of an ADO's anti-doping activities (including education).

Before sharing, bear in mind that you must:

- Check applicable laws on data protection to ensure you are not restricted from doing so;
- Only share what the recipient ADO needs to recognize your education activities (typically, this would be limited to a person's first name, surname, sport and discipline, and record of completion of education activities – e.g. eLearning certificate or record of participation in an in-person workshop); and

- Send this personal information securely (e.g. use a file sharing system instead of email or protect your document with a password).

You must also tell participants that you will process and share certain pieces of personal information for anti-doping education purposes as part of the information notice required by Article 7 of the ISPPPI. You can do this during the registration process for an education activity via privacy notice and/or terms of participation. It is recommended that participants see and formally acknowledge this notice and/or terms of participation before they start an activity. If you need consent to process personal information for anti-doping education purposes under applicable laws on data protection, check if you need to meet any additional consent requirements. In many cases, the formal acknowledgment by participants of a properly drafted privacy notice and/or terms of participation can serve as that consent.

6) Term of validity

If you agree to recognize the education program or a specific education activity of another signatory, you should also agree on the term of validity (i.e. how long you will recognize their education program or the specific education activity). For example, it is recommended to accept that certificates of eLearning courses or participation in in-person workshops for Registered Testing Pool (RTP) athletes are valid for two years, except when there are major changes in the Code or the International Standards or any other relevant regulation.

You should therefore also consider your own periods of validity for your own education program and have records to demonstrate whether an athlete or ASP's current level of education is within this validity period or if they are "out of date" and need to do another education activity.

7) Assessment of knowledge and skills

Even after you have chosen to recognize another signatory's education program or education activity you may want to require a participant or target group to demonstrate their knowledge or skills (e.g. through an online questionnaire). If a participant fails this requirement, you can either inform the signatory and decide together who will deliver additional education or go ahead and educate the participant through your own education program. If you educate the participant through your education program, it would still be helpful to share this information with the other signatory to help them improve their education program.

8) A final word

When you consider recognizing the education program or a specific education activity of another signatory you are doing so primarily out of respect for your athletes and ASP. Their time, like yours, is valuable so collaborate and benefit from each other's hard work, experience and resources!

Summary

It is exciting to consider the impact your commitment to building an education program can make. Along with promoting clean sport and supporting athletes' rights, your investment in education can result in reduced doping (both deliberate and inadvertent), a minimized risk of national scandals, and an increase in healthy behaviors among target groups.

Along with making a difference in the lives of athletes and Athlete Support Personnel (ASP) your education program also has the potential to affect a much wider population. You can promote ethical decision making through values-based education at every point along the athlete pathway including in children – building strong values for life. You can also develop critical thinking and problem-solving skills through the use of learning tasks, the benefits of which would extend far beyond the world of sport.

So, what do you need to do?

Summarizing the previous chapters, you need to plan, implement, monitor and evaluate an education program. Your education program needs to include 4 components: values-based education, awareness raising, information provision and anti-doping education, and needs to have trained and authorized educators leading face-to-face education activities.

To begin, you should reflect on the role of education in your organization and be clear on the vision and the ultimate outcome you would like to see from your education program (Chapter 1 – *Where to begin?*). To get support, identify potential partners who can help you through this process (Chapter 2 – *Who can help?*).

Then, write your plan and:

- **Assess your current situation** – that is, describe the environment within which you operate; identify all potential target groups to be educated; identify the human, financial and material resources you have; and describe your current education activities (Chapter 3 – *What are you doing now?*)
- **Establish an education pool** – this needs to include athletes in your Registered Testing Pool (RTP) and those returning from a sanction at a minimum (Chapter 4 – *Who should you educate?*)
- **Set program objectives** that are specific, measurable and timely (Chapter 5 – *How to develop an education plan*)
- **Define learning objectives** for each target group that are also specific, measurable and timely (Chapter 5 – *How to develop an education plan* and Chapter 6 – *How to design the learning experience*)
- **Plan education activities** that include the topics listed in Article 18.2 of the Code (tailoring them to your target groups and making information about each topic publicly available), that help you accomplish your program objectives and help your target groups accomplish the learning objectives (Chapter 5 – *How to develop an education plan*, Chapter 7 – *The 4 components of an education program*)

- **Outline monitoring and evaluation procedures** for the education activities (Chapter 10 – *How to monitor and evaluate your program*)

Then, when implementing:

- **Monitor** on an ongoing basis and **evaluate learning** during your education activities (Chapter 10 – *How to monitor and evaluate your program*)
- **Tailor education activities to the age and stage of development** of your target groups including minors and participants with impairments or specific needs within your education pool (Chapter 6 – *How to design the learning experience*, Chapter 8 – *How to educate along the athlete pathway*)
- **Focus on values-based education**, especially with children and youth (Chapter 7 – *The 4 components of an education program*, Chapter 9 – *How to embed values-based education*)
- **Assign educators** who will be responsible for delivering face-to-face education (Chapter 11 – *How to recruit and organize educators*, Chapter 12 – *How to train and authorize educators*)

After you've executed your education program:

- **Evaluate your program** annually (Chapter 10 – *How to monitor and evaluate your program*)

And finally:

- **Coordinate your education efforts** with other signatories and **recognize other education programs** to minimize duplication and maximize the effectiveness of your education program (Chapter 13 – *How to recognize another education program*)