



Education

Role Descriptor

GLDF | Global Learning and Development Framework

The role descriptor will serve the anti-doping industry by clarifying the main characteristics of key anti-doping roles. It can be used to support the development of a job description when an Anti-Doping Organization (ADO) aims to recruit an Education practitioner. ADOs should tailor this role descriptor to their specific needs and realities.

The Education Officer/Manager role descriptor provides a high-level overview of this role and includes:

Key purpose of the education role

Role summary

Key responsibilities

Qualities and attributes

Qualifications and experience

Typical employer organizations

Example of job titles

Career progression and professional development opportunities for the practitioner performing this role



Key purpose of the role

The education officer/manager's role contributes to the ADO's anti-doping program by providing an education program to enable athletes, their support personnel, and other target groups to make informed decisions and act in accordance with anti-doping rules and the values of clean sport.

The allocation of functions covered by this role to one person or a team of people within the anti-doping organization (ADO) will depend on the size and capacity of the organization, as well as the national and/or international context.



Role Summary

The education officer/manager role is responsible for leading, developing, delivering, monitoring, and evaluating an evidence-based clean sport education program, composed of a variety of education activities and material.



Key responsibilities

The key responsibilities of the education officer/manager role typically involve:

Developing a code compliant education plan which meets the requirements of the International Standard for Education

Supporting National Sport Federations with their Anti-Doping Education strategies and their anti-doping education requirements under the World Anti-Doping Code and International Standard for Education

Ensuring all education materials and activities being produced and/or used are of high quality and accurate, by collaborating with internal teams from other anti-doping areas, such as testing, results management, as well as subject matter experts, or external providers as required

Developing and managing an education budget, prioritizing resources as required

Managing the organization's Anti-Doping Learning Management Systems, if existing

Leading and managing the educators' team/network, including the recruitment, training, deploying and quality assuring of educators in support of the education program

Evaluating the effectiveness, efficiency, and success of the various components of the education program

Building international relationships with other anti-doping organizations and other stakeholders to coordinate education efforts, exchange ideas, and enhance programs



Qualities and attributes

Common values in the anti-doping industry, regardless of the role a practitioner undertakes, which should be checked for in candidates to the position, are:

Integrity (equity, justice, fairness, courage, accountability)

Excellence (professionalism, innovation, quality, competence)

Respect (honesty, openness, inclusion, diversity)

Collaboration (engagement, teamwork)

Dedication (passion)

The [Core Competency Framework for Anti-Doping Practitioners](#) further describes these core values with descriptive statements and captures the competencies that are common across the various roles of the anti-doping industry. It is a useful tool to refer to if the ADO seeks to further develop the list of qualities and attributes that a candidate to any position in anti-doping should be able to demonstrate.

Skills

Based on the results of a survey that was circulated among education practitioners across the anti-doping industry in 2021, a list of skills was identified as necessary for the profession. The following list details skills deemed as essential by more than 75% of respondents. Such skills should be assessed in candidates applying for an education role:

- Ability to work in compliance with code, standards and ethics
- Planning
- Speaking
- Ability to develop, write and edit education content appropriate for the target audience
- Presenting
- Teamwork collaboration
- Time management / prioritization
- Ability to appropriately target communications to the audience
- Goal setting
- Writing
- Willingness and ability to learn
- Being able to use word processing spreadsheets, social media, data visualization and email communication
- Ability to work with sensitive information and maintain confidentiality
- Ability to deal with internal and external stakeholders
- Project management
- Attention to detail
- Ability to present complex technical content & topics in engaging plain language/formats
- Ability to work with different participants
- Creative thinking
- Decision making
- Listening
- Strategic thinking
- Ability to give and receive feedback

Qualifications and experience

The functions of the education officer/manager are first and foremost of an educational nature. It is therefore required that candidates to such a position hold a tertiary degree in the field of education, training, or a related field (communication, psychology, ethics), and ideally are qualified as a teacher or equivalent (coach education trainer).

Knowledge and relevant experience in the following areas are highly valued for this position. Hiring managers should consider the following when recruiting candidates for the role:

- developing, implementing, and evaluating education programs
- pedagogical and andragogical best practices and learning principles
- values-based education
- principles and methods for educational design for in-person and digital learning and the development of resources
- facilitation techniques for individuals and groups
- evaluation strategies (assessment of learning, education programs)
- principles and best practices of curriculum design and implementation
- recruiting, training and deploying people (e.g. Educators).

To offer an education experience to athletes and other target groups that is informed by the reality

of the anti-doping context, this role also requires an excellent knowledge and understanding of all aspects of anti-doping; from the anti-doping system's structure at national, regional and international level to the relevant technical aspects of anti-doping.

This has led a number of ADOs to seek candidates to an education officer/manager position with practical experience of the testing dimension of an anti-doping program, as a former doping control officer, or as an athlete for example. Although this experience is an added value to the role of education officer/manager, ADOs should not overlook the need for a candidate to be able to demonstrate experience in creating education programs, activities and material to effect behavior change.

The education role, depending on the size of the ADO, may also encompass additional components and activities that complement the educational expertise, such as graphic design, e-learning designers, social science research. Some ADOs might have the capacity to recruit different profiles to accommodate this versatility, while others may only have one position available, in which case the organization may need to look into either outsourcing parts of these additional activities to external service providers (such as communication or design agencies) or investing in the professional development of in-house staff to acquire the required skills and competencies.



Examples of job titles

Anti-Doping Education Coordinator/Officer/
Manager/Director

Education Resources Coordinator/Officer/
Manager/Director

Education and Athlete Services Coordinator/
Officer/Manager/Director

Education Partnership Coordinator/Officer/
Manager/Director

Education Program Coordinator/Officer/Manager/
Director



Typical employer organisations

National Anti-Doping Organization (NADO)

Regional Anti-Doping Organization (RADO)

International Sports Federation (IF)

Major Event Organization (MEO)

World Anti-Doping Agency (WADA)



Career progression and professional development

There are several career pathways for the role:

From doping control officer or athlete to educator on the ground to education officer. In a case like this, the professional development requirement will focus more on education: developing an understanding/ expertise in learning principles, curriculum development, etc.

From a teacher/sport coach background to anti-doping education officer. In a case like this, professional development will focus more on developing an understanding of the anti-doping system and its technical elements.

Previous experience in sport or education is preferred.

Professional development opportunities include:

Professional certification in LMS, instructional learning design, e-learning courses etc.

The WADA Global Education Conference

ADEL courses

Professional networks of anti-doping education officers (such as the drafting group of the Council of Europe at the regional level)

Working or volunteering in any capacity in any event that provides access to / collaboration with athletes

Attending education sessions provided by other signatories (webinars, face to face, etc.)

Collaborators

WADA, while leading the standard setting work to develop the role descriptors, works collaboratively with stakeholders and WADA technical teams. The development work for Education was conducted by a Technical Working Group composed of education practitioners:

- Alexis Cooper - SIA
- Dr. Amanda Claassen-Smithers - SAIDS
- Karri Dawson - CCES
- Merita Bruun - International Floorball Federation
- Mike Earl - World Rugby
- Nina Makuc - Slovenia NADO
- Dr. Sian Clancy - DFSNZ
- Stephen Mudawarima - Zimbabwe Olympic Committee
- Tammy Hanson – USADA

This group was chaired by an Education practitioner from the anti-doping industry:

- Colin Allen - WADA

Quality Management

Version: 1.1

Endorsed by: WADA Education Committee

Endorsement date: November 2021

Publication date: November 2023

GDLF Overview

One of WADA's six priorities under the World Anti-Doping Agency's 2020-2024 Strategic Plan is to 'Grow Impact'. As one of the key initiatives under this priority, the Agency has committed 'to developing training programs and qualifications standards for anti-doping professionals to improve professionalism and enhance the capabilities of the anti-doping workforce'.

Accordingly, in April 2020, WADA's Education Department commenced development of a Global Learning and Development Framework (GLDF), through which specific, standardized training for a range of anti-doping roles are being developed and made available for Anti-Doping Organizations (ADOs) and other stakeholders worldwide within the anti-doping ecosystem. The GLDF establishes role descriptors, professional standards and global learning and development activities for practitioner roles in the anti-doping industry.

The role descriptors have been used by WADA to develop competency-based training programs. They can be read alongside:

- (1) the professional standards for the corresponding role, which describe the expected standard of competence for a given role
- (2) the anti-doping core competency framework, which details the values and competencies that are common across the various roles in the anti-doping industry.

*** The Professional (occupational) Standards are the benchmarks of good practice and describe the expected standard of competence for a given role. They should not be confused with the International Standards, which are a set of documents that, along with the World Anti-Doping Code, seek to harmonize anti-doping policies, rules and regulations among Anti-Doping Organizations (ADOs) for specific technical and operational parts of anti-doping programs.***