world
anti-doping
agency

Education
Professional Standard

GLDF | Global **L**earning and **D**evelopment **F**ramework

The professional standard aims to support the anti-doping industry by providing a benchmark of competence for a specific role. Anti-Doping Organizations (ADOs) can use the professional standard to support the evaluation of competence and importantly to support practitioner development by identifying professional development needs.

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The professional standard:

- describes the main functions for a given anti-doping role
- details the expected standard of competence for each of these functions (using performance criteria)
- details the knowledge and skill requirements for the role

KEY PURPOSE

Provide 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

Main functions

Develop a clean sport *education plan**	Develop a clean sport *education program** of learner-centered evidence-based education activities and material	Deliver the clean sport *education program**	Monitor and evaluate the clean sport *education program** for the purposes of continuous improvement
1.1 Assess your current situation	**2.1** Use evidence-based research and other information to inform the development of education activities and material	**3.1** Collaborate with ADOs, other key partners and *stakeholders** to organize education activities	**4.1** Collect data
1.2 Establish an *education pool**	**2.2** Develop a curriculum for your *education program**	**3.2** Organize the logistics for the delivery of the education activities	**4.2** Analyze the data
1.3 Specify clear *objectives** and activities for the *education program**	**2.3** Develop and deliver training for educators required to deliver the *education program**		**4.3** Use data and analysis to improve the *education program** information
1.4 Specify monitoring and evaluation tools and methods for the *education program**			
1.5 Finalize the *education plan**			

Words in italic followed by an asterix* are defined in the glossary below

1 Develop a clean sport *education plan**

	Performance Criteria You must be able to:	Knowledge and understanding
 🔍 | 1.1 **Assess your current situation**	**PC1** Assess organizational priorities and the sport system and context in which your *education program** exists **PC2** Identify and document priority areas for education **PC3** Identify existing and potentially new key partners and *stakeholders** **PC4** Identify the potential target groups for your *education program** **PC5** Evaluate your available human, financial and material resources, existing education activities and material and document how you will use them to support the implementation of your *education program** **PC6** Engage and collaborate with ADOs, other *key partners and stakeholders** to promote the value and impact of the clean sport *education program**	**K1** Organizational priorities for education **K2** Mandatory topics for education under the World Anti-Doping Code and the International Standard for Education **K3** How to carry out a system assessment process **K4** The relevant legal, regulatory, and institutional requirements when planning an education program **K5** How the different ADOs, other key partners and stakeholders in anti-doping education can collaborate and be advocates for clean sport education **K6** General awareness of your anti-doping system, anti-doping programs, and stakeholders **K7** The sport system and context in which your organization is set **K8** Stakeholders' perceptions of anti-doping

1.2 Establish an *education pool**	**PC1** Identify and describe your athlete pathway(s) and the most influential athlete support personnel at each stage of the pathway(s) **PC2** Prioritize target groups to be included in the *education pool** according to organizational requirements and your available resources and capacity to deliver **PC3** Document the non-inclusion of target groups in the *education pool**, the reasons why these have been excluded and how you might include them in the future **PC4** Identify and document the organizations that deliver education to each target group to avoid duplication and foster mutual recognition	**K1** What an athlete pathway is **K2** The types of athlete support personnel and their contributions to athlete development at different stages in their pathway **K3** Applicable mandatory requirements for inclusion in an *education pool** and how to plan for future inclusion **K4** How to make best use of available resources when establishing your education pool **K5** The purpose and value of minimizing duplication and maximizing the impact of the *education program**
1.3 Specify clear *objectives** and activities for the *education program**	**PC1** Set an overall aim for your *education program** that concisely summarizes the purpose of your *education program** **PC2** Engage with *relevant partners and stakeholders** to evaluate the needs of each target group within your *education pool** **PC3** Set specific *program objectives** that are measurable, achievable, realistic and time specific for each target group within your *education pool**, based on the outcomes of the learning needs assessment **PC4** Select the most relevant education activities for your target groups based on your program objectives, as well as your available resources, timescales, and context **PC5** Consult relevant *key partners and stakeholders** on the relevance of your *program objectives** and education activities	**K1** The principles that underpin learning needs analysis **K2** The value and importance of educating along an athlete pathway **K3** How *program objectives** should be written and how they influence the selection of education activities **K4** The different types of education activities that can be used to support learning along the athlete pathway and their appropriateness to different target groups

⚖ **1.4** **Specify monitoring and evaluation tools and methods for the *education program****	**PC1** Determine and document the monitoring data that you will collect during the implementation of your *education program**, as well as the tools and methods you will use **PC2** Determine and document the tools and methods you will use to collect feedback related to your participants' learning experience **PC3** Determine and document the tools, methods, and timelines you will use to conduct the evaluation of whether your *education program** has achieved its *objectives** to inform your design of your next *education plan** **PC4** Decide which aspects of your *education program** need an evaluation of the impact, and determine and document the tools and methods you will use to do so	**K1** How to plan and conduct monitoring and evaluation and the types of tools that can help you **K2** The types of data that can and/or should be collected in an education context **K3** Minimum recurrence for evaluation of the *education program** under the International Standard for Education
✔ **1.5** **Finalize the *education plan****	**PC1** Structure your *education plan** as per the International Standard for Education's requirements **PC2** Consult and inform *key partners and stakeholders** on your *education plan** **PC3** Finalize the human and financial resources and timelines necessary for *education program** development and delivery	**K1** Requirements for the *education plan** under the International Standard for Education **K2** The value and benefits of informing and engaging *partners and stakeholders** about your *education plan**

2 — Develop a clean sport *education program** of learner-centered evidence-based education activities and material

	Performance Criteria You must be able to:	Knowledge and understanding
2.1 Use evidence-based research and other information to inform the development of education activities and material	**PC1** Identify knowledge gaps, engagement challenges or areas you want to improve in your *education program** **PC2** Make best use of your professional relationships with external and internal stakeholders who can inform the development of your *education program** **PC3** Identify relevant research sources and content that could be used to address knowledge gaps, engagement challenges and areas for improvement of your *education program**	**K1** How to access and review social science research findings and other evidence-based information **K2** How to use social science research and other evidence-based information to inform the development of education activities and material **K3** Be familiar with research methods and protocols **K4** Understanding when and how to collaborate with other organisations when carrying out research and how to identify potential research partners
2.2 Develop a curriculum for your education program*	**PC1** Develop a curriculum aligned with the athlete pathway(s) and *program objectives** for each target group, identifying the topics to be covered and *learning objectives** to be achieved **PC2** Divide the curriculum and activities of your education plan into discrete education sessions/modules/materials **PC3** Identify *learning objectives** for each session/module consistent with the *program objectives** identified in the *education plan** **PC4** Design and develop education activities and material appropriate to the different target groups, integrating the mandatory components of an *education program** **PC5** Develop assessment tasks and methods and tools to evaluate the participant learning associated with your education activities against the *learning objectives** **PC6** Ensure that any costs associated with the development of your education activities and material are in line with the financial resources of your *education program**	**K1** The principles that underpin curriculum design **K2** The mandatory components of an *education program** outlined in the International Standard for Education and how they connect to education activities **K3** How *learning objectives** should be written and how they influence the development of education activities and material **K4** The range of education activities and material, their benefits, and limitations **K5** How to ensure that the language, style, and format of the activities and materials are appropriate to the various learning needs of the learners **K6** How to use and develop appropriate/effective assessment tasks and evaluation methods and tools to evaluate learning

2.3		
📄 **2.3** **Develop and deliver training for educators required to deliver the *education program***	**PC1** Choose a trainer(s) with experience in training design, assessment, and delivery to train your educator(s) **PC2** Determine the *learning objectives**, content, and assessment of your educator training program, in line with applicable standards and requirements **PC3** Organize a training session that will allow trainee educators to further develop and practice facilitation skills within the context of your *education program** **PC4** Ensure the trainee educator's understanding of essential content and ability to apply their skills in a real environment are assessed	**K1** The preparation, support, and qualifications that educators require to contribute effectively to education activities **K2** The minimum requirements for an educator training program under the Guidelines for Education **K3** How to train your educators in a way that maximizes their contribution to an effective *education program**

3

Deliver the clean sport *education program**		
	Performance Criteria **You must be able to:**	**Knowledge and understanding**
☞ **3.1** **Engage with** *ADOs** **and other key** *partners and stakeholders** **to organize education activities**	**PC1** Select the *ADOs** and other key *partners and stakeholders** you want to cooperate with for the delivery of specific education activities, based on your situation analysis **PC2** Agree with selected *ADOs** and other key *partners and stakeholders** on respective roles and responsibilities in the delivery of the education activities to maximise your *education program**'s impact	**K1** The purpose and value of minimizing duplication and maximizing the impact of the *education program** **K2** Roles and responsibilities of *ADOs** and other key *partners and stakeholders** as described in the International Standard for Education and related Guidelines **K3** Criteria to select *ADOs** and other key *partners and stakeholders**
📄 **3.2** **Organize the logistics for the delivery of the education activities**	**PC1** Choose, organize, and arrange the location, equipment, and education material as needed for your education activities **PC2** Organize the participation of learners to education activities, and enquire about special needs you may have to consider **PC3** Communicate relevant information about the logistics ahead of your education activity to the participants, where applicable **PC4** Ensure that any costs associated with the organization of the delivery of your education activities are in line with the financial resources of your *education program** **PC5** Ensure there are arrangements in place to record the participation of learners **PC6** Ensure that the messages for social media, branding and merchandise are clearly communicated with the relevant colleagues/ stakeholders, in alignment with the organization's branding guidelines	**K1** How to identify suitable locations and learning environments for different types of education activities **K2** The types of equipment and education material that will be needed for different types of education activities **K3** The importance of being inclusive in organizing education activities **K4** The importance of keeping a participation record **K5** Organizational branding guidelines

4 Monitor and evaluate the clean sport *education program** for the purposes of continuous improvement

	Performance Criteria You must be able to:	Knowledge and understanding
4.1 Collect data	**PC1** Use data collection tools and methods to collect, track and record information about the implementation of your *education program**, as specified in your *education plan** **PC2** Collate the outcomes of the assessment tasks of your *education program** **PC3** Collate the feedback related to your participants' learning experience, as specified in your *education plan** **PC4** Collate any other information you have obtained for the evaluation of your *education program**	**K1** The types of data collection tools and methods appropriate to the education context **K2** The types of data that can and/or should be collected in an education context **K3** The assessment tasks of your *education program** **K4** The types of feedback to be collected on learning experiences
4.2 Analyze the data	**PC1** Assess the progress of your *education program** **PC2** Evaluate participant learning associated with your education activities against the *learning objectives**, as specified in your *education program** **PC3** Evaluate whether you have achieved your *program objectives** annually, as a minimum, as specified in your *education plan** **PC4** Evaluate the impact of your *education program**, where specified in your *education plan**	**K1** How to monitor your *education program** **K2** How to evaluate participant learning associated with your education activities **K3** How to evaluate your *education program** **K4** How to determine the impact of your *education program**
4.3 Use data and analysis to improve the *education program**	**PC1** Modify your *education program** as needed to meet *program objectives** **PC2** Use the evaluation of your *education program** to inform the development of your next *education plan**	**K1** How to use monitoring and evaluation to improve your *education plan** and *education program**

Glossary

Some of the definitions included in this glossary are extracted from the World Anti-Doping Code 2021, the International Standard for Education 2021, or the Guidelines for Education.

Anti-Doping Organization (ADO)

WADA or a Signatory that is responsible for adopting rules for initiating, implementing or enforcing any part of the Doping Control process. This includes, for example, the International Olympic Committee, the International Paralympic Committee, other Major Event Organizations that conduct Testing at their Events, International Federations, and National Anti-Doping Organizations.

Athlete

For purposes (...) of antidoping information and Education, any Person who participates in sport under the authority of any Signatory, government, or other sports organization accepting the Code is an Athlete.

Athlete Support Personnel

Any coach, trainer, manager, agent, team staff, official, medical, paramedical personnel, parent or any other Person working with, treating or assisting an Athlete participating in or preparing for sports Competition.

Education Plan

A document that includes: a situation assessment; identification of an Education Pool; objectives; Education activities and monitoring procedures.

Education Pool

A list of target groups identified through a system assessment process who will be the recipients of education activities.
Education Program

Education Program

A collection of Education activities undertaken by a Signatory to achieve the intended learning objectives and deliver the education plan.

Key partners and stakeholders

Key partners and stakeholders may include athletes, ASP, athlete groups/unions, anti-doping organizations, sports institutes, universities, national federations, schools, government departments, clubs and teams, professional bodies.

Mandatory components of an Education Program

The ISE provides for four components that should be incorporated in an Education Program:

- Values-based Education: Delivering activities that emphasizes the development of an individual's personal values and principles. It builds the learner's capacity to make decisions to behave ethically.
- Awareness Raising: Highlighting topics and issues related to clean sport.
- Information Provision: Making available accurate, up to date content related to clean sport.
- Anti-Doping Education: Delivering training on anti-doping topics to build competence in clean sport behaviors and make informed decisions.

Objectives identified in the education plan

Your education plan includes two types of objectives:

- Program objectives. Program objectives are specific, measurable, achievable and realistic statements that describe how you will achieve your aim within a certain timeframe.
- Learning objectives per target group. The education plan includes learning objectives that determine what you want each target group to be aware of, understand, and be able to do.

Range Statements

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.

They include:
- Communication campaigns
- Branding and promotional activities
- Social media campaigns
- eLearning
- Face-to-face Education
    - Event-based Education and promotion
    - In-person workshops
    - Webinars

Education material

Education material is the printed or digital learning material that will provide information and reinforce your key messages during education activities. They include:

- Informative resources (brochures, leaflets)
- PPT presentation
- Case studies
- Quiz / assessments
- E-learning courses
- Handbooks, handouts, workbooks

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 an 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

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:

- **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

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GLDF 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 professional standards have been used by WADA to develop competency-based training programs. They can be read alongside:

(1) the role descriptor for the corresponding role, a simple document which clarifies the main characteristics of key anti-doping roles and can be used as a basis for developing a job description when ADOs are looking to recruit a position 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.**