Developing your Education Program

Workbook

ADEL BY WADA

I am: ☐ NADO ☐ IF ☐ MEO ☐ NOC/NPC ☐ RADO ☐ Other:

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My role and responsibility regarding the ISE is:

My vision for my education program is:

Identifying support

My sporting system

a. Map out your sporting system by drawing your athlete pathway and then placing the following actors around them:

> NADO, RADO, IF, NF, NOC/NPC, MEO, Government, Athlete Support Personnel, Other (e.g. Research institutions, Athlete commissions, Organizing committees)

b. Circle any organization you have a relationship with and place a star (★) next to any organization that can help you implement your education program.

c. For any organization that can help you implement your education program, identify what their role and responsibilities would be.

Assessing my current situation

My context

a. Define the organizational, social, economic and political environment in which your education program will exist.

b. Describe any needs or challenges associated with:
   - Your region and political climate
   - The geographic location of your target groups
   - The linguistic or cultural characteristics of your target groups
   - The sport(s) your target groups are involved in
   - The legislation of the country(ies) you are involved with
   - Your target groups' ability to access education

My target groups

a. Draw your athlete pathway
b. Draw ASP around your athlete at each level
c. Add other target groups
d. Circle anyone currently receiving education
e. Place a rectangle around those you **need** to educate
f. Underline those you **want** to educate

My resources

a. Human (e.g. education department/team members, other staff within your organization, educators, partnerships and contacts at other organizations, volunteers, athlete ambassadors with education experience):

b. Financial (e.g. budget, financial grants):

c. Education material (e.g. learning resources like pamphlets, curriculums, presentation slides, or physical assets like vehicles, technology tools and meeting/training spaces):

d. What does WADA have to help?

My current education activities:

a.   List all current education activities.
b.   Identify which target groups are being reached with each education activity.
c.   Identify which mandatory topics from Code Article 18.2 are being addressed.

1.   Principles and values associated with clean sport
2.   Athletes', Athlete Support Personnel's and other groups' rights and responsibilities under the Code
3.   The principle of Strict Liability
4.   Consequences of doping, for example, physical and mental health, social and economic effects, and sanctions
5.   Anti-doping rule violations
6.   Substances and Methods on the Prohibited List

7.   Risks of supplement use
8.   Use of medications and Therapeutic Use Exemptions
9.   Testing procedures, including urine, blood and the Athlete Biological Passport
10. Requirements of the Registered Testing Pool, including whereabouts and the use of ADAMS
11. Speaking up to share concerns about doping

d.   Identify if you have included all 4 components of an education program: values-based education, awareness raising, information provision, anti-doping education.

Establishing my education pool

The minimum requirent for my education pool is:

Other target groups I will include are:

Other target groups I hope to include are:

Who I am not able to reach and why:

My education plan (example)

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

Target group: Registered Testing Pool (RTP)

Program objectives: 100% of athletes will complete an introduction to clean sport course once they enter an RTP

Date	Topics	Learning objectives	Education activities	Monitoring and evaluation procedures	Coordinator/ Educator	Budget
Within the first month of the athlete joining 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)	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)	Education manager to coordinate No educator needed	Cost of the development and management of the eLearning course

Overall aim:

Target group:

Program objective:

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Notes