

Evaluation of 2021 Education Plan

Introduction

The new version of the World Anti-Doping Code entered into force on 1 January 2021. The International Standard for Education also entered into force at the same time. Among other things, this standard requires all Code signatories to develop, implement, monitor and evaluate education programmes.

The education programme of the Doping Authority Netherlands is known as the National Education Programme. The basis of the Programme consists of Curricula for Clean Sport (Doorlopende Leerlijnen Schone Sport - DLSS) for our core target groups: athletes, trainer-coaches and parents.

The education plan sets out in detail what the National Education Programme entails and how we implement, monitor and evaluate it. We evaluate the objectives from the education plan annually. We will be including the points for improvement in the 2023 education plan.

Learning evaluation

Our overall didactic objective is: *furthering clean sporting conduct in Dutch elite sports so that fewer elite athletes commit anti-doping rule violations, whether deliberately or inadvertently.*

To determine whether we are succeeding in this respect, we evaluate what has been learnt from our main educational activities: education sessions and e-learning. To what extent did participants in these educational activities achieve the learning goals from the DLSS? And how do participants experience these educational activities?

Achieving learning goals

The DLSSs for athletes, trainer-coaches and parents consist of different education levels. We have established learning goals for each education level and anti-doping theme. Those goals have been broken down into knowledge, skills and behaviour. At the beginning and end of education sessions and e-learning modules, participants are presented with a set of statements to test what they know.

Education sessions

Since early 2021, prior to education sessions, participants have completed the corresponding e-learning module. Since then, we have found that more correct responses are given to the statements at the beginning of an education session than previously. Because the participants already have prior knowledge, we work in greater depth on the skills and behavioural learning goals from the DLSS during the education sessions.

Athletes complete a test at the end of an education session at the session level. This test consists of ten statements. The scores are displayed live as the test is being completed. The majority of participants do well (8 out of 10 or higher). Unsatisfactory results (5 or less) are seen only occasionally. This shows that the learning goals of the DLSS are generally attained. The learning goals for skills and conduct are covered in the education sessions in exercises and not tested separately.

E-learning

Each e-learning module begins with a number of statements. Participants can determine their initial level on this basis. In the case of the follow-up modules (Silver, Gold,

Trainer-Coach 4, Trainer-Coach 5 and Parents Advanced), we strongly recommend the completion of the previous module if a lot of questions are answered incorrectly. At present, we do not have any information about how well the questions are answered at the start of the modules.

Each e-learning module concludes with a test. Once all the test questions have been answered and the feedback form has been completed, the participant receives a certificate. At present, we do not have any information about the test results.

Participant experience

Alongside the achievement of the learning goals from the DLSSs, it is important to evaluate the participant experience of education sessions and e-learning.

Education sessions

At a number of education sessions, we had participants fill out an evaluation form. It emerged that the sessions were rated positively, with an average mark of 8.5. The sessions are clear, relevant, informative, instructive and well tailored to the participants. Most participants think the sessions last precisely the right amount of time, although there are some participants who think the sessions are too long. The expertise and speaking skills of the education officers are thought to be good or excellent.

In addition, we asked some participants for verbal feedback. They said that the various teaching methods are good, but that we should be careful not to return too much to areas that have already been covered by the corresponding e-learning module.

E-learning

The average ratings for the e-learning modules are between 7.6 and 8.3. Participants are given the opportunity to provide additional feedback but they rarely avail themselves of that opportunity. The feedback is mainly about technical issues (for example, a picture that does not load) and almost never about content.

In addition, during the education sessions, we ask about experiences with the e-learning modules. Most participants said that they had completed the corresponding e-learning module and found it interesting. They thought there was a good balance between videos and questions. Several participants also said that not all modules were easy to find on the e-learning platform.

Conclusion

Although most athletes and support staff do not opt to follow clean sport education themselves (this is required by the sports federations or other sports organisations), the e-learning modules do prepare participants well for the education sessions. During the e-learning and education sessions, the vast majority of participants attain the learning goals. Participants are also positive about the e-learning and education sessions.

Points for improvement

From the evaluation of what has been learnt, we can derive the following points for improvement for the 2023 education plan:

- the clear identification of the initial and final levels of participants in education sessions and e-learning modules;
- information about test scores in the e-learning modules. Linking a certain percentage for good results (for example, 80%) to the awarding of a certificate;

- ensure that 50% of education sessions are evaluated by participants;
- ensure that 10% of the education sessions are also evaluated by the educators themselves.

Evaluation of National Education Programme

The National Education Programme is the basis for our education plan. We set the following objective in the education plan for the core target groups (athletes, trainer-coaches and parents):

Our objective for the next two years (2021 and 2022) is to work with other elite sports organisations to demarcate the core target groups as clearly as possible in terms of numbers, with a breakdown according to sport discipline level. This process will be implemented largely through the implementation discussions with the elite sports federations. On the basis of these numbers, we can monitor the extent to which we are actually reaching our target groups. This will also put us in a position to set objectives for each core target group.

Education pool

The education pool consists of all athletes, trainer-coaches and parents in the core target groups. In 2021, we started work on demarcating our education pool. We did this by engaging in discussions with the sports federations that have doping regulations and the drafting of an implementation plan. So far, we have drawn up plans with 90% of the sports federations (52 out of 58). The numbers of athletes, trainer-coaches and parents who should receive clean sport education have been identified for the large majority of these federations. A distinction was also made here in terms of the level of education and how they complete the education.

To arrive at an initial estimate of the education pool, the numbers for each core target group in the implementation plans were added up. Because numbers are still not available from a number of sports federations, the estimate is that three-quarters of the numbers are known. On this basis, we calculated the overall numbers for each core target group. It is estimated that the education pool consists of 29,200 people, most of whom are athletes (61%). The education for the education pool consists of e-learning at least. In addition to completing an e-learning module, 30% of the education pool attend an education session. Most education sessions (72%) will also be delivered to athletes.

Core target group	Education pool	Education sessions
Athletes	±17,700 (13,288)	±6,300 (4,706)
Trainer-coaches	±7,100 (5,333)	±700 (529)
Parents	±4,400 (3,307)	±1,800 (1,364)
Total	±29,200	±8,800

Estimated numbers with numbers in brackets that emerge from the implementation plans of sports federations.

Reach

The objective for 2021 and 2022 was to demarcate the education pool. The follow-up question is: to what extent do you reach the people in the education pool? To provide an answer to this question, we looked at participants in the education sessions and e-learning.

The table below shows the number of participants at education sessions and the number of e-learning modules completed in recent years.

Core target group	2021		2020		2019	
	Education sessions	E-learning	Education sessions	E-learning	Education sessions	E-learning
Athletes	743	5,180	620	3,304	1,660	2,799
Trainer-coaches	123	1,582	80	395	220	167
Parents	0	159	60	54	-	24
Total	866	6,921	760	3,753	1,880	2,990

The exact number of participants in education sessions in 2020 and 2019 is not known. The number of sessions is known. It is assumed that 20 people attend each education session.

If we compare the education sessions and e-learning modules in 2021 with 2020 and 2019, we see that there were more education sessions in 2021 than in 2020 but that we have not yet returned to the pre-corona level. The number of completed e-learning modules did continue to increase, in part because, since 2021, participants at education sessions have been completing the corresponding e-learning module beforehand.

If we compare the number of people we reached from the core target groups with the overall estimate of the education pool, we see that, in 2021, we reached 9.8% of the education pool (athletes 11.7%, trainer-coaches 17.5% and parents 0%) with the education sessions. In the case of e-learning, the percentage was 23.7% (athletes 29.3%, trainer-coaches 22.3% and parents 3.6%). The percentage of parents reached is much lower than athletes and trainer-coaches. One reason could be that parents are a new core target group in the National Education Programme. Parent involvement also varies depending on the sports federations. Parents and trainer-coaches also regularly attend sessions for athletes. They are then counted as athletes and not as parents or trainer-coaches. Moreover, it is entirely probable there is often no direct link between the parents and the sports federations. These parents are therefore not themselves bound by the doping regulations.

Conclusion

This is the first time that we have evaluated our educational activities in this way. For 2022, it is important for us to continue to make a more accurate estimate of the education pool. In addition, it is the responsibility of sports federations with an implementation plan to request and publicise educational activities. Here, we assume there will be at least one educational activity in any given period of two years. We are continuing to monitor the reach of our activities on a quarterly basis. Sports federations with an implementation plan also receive these figures. In addition, this serves as a reminder to request education sessions. We work with the sports federations to make an annual evaluation of the implementation plans.

Points for improvement

To increase the reach of the education pool, we have identified the following points for improvement for the 2023 education plan:

- the scheduling of implementation discussions with the remaining sports federations without an implementation plan;
- remedying gaps in the numbers in implementation plans;
- the evaluation of implementation plans with sports federations;

- the sending of the quarterly education figures to sports federations with a reminder to request education sessions and promote e-learning;
- the breakdown of the numbers from the education pool by sport (discipline) and education level.
- in the future: linkage of test distribution plan and education;
 - encouraging high-risk sports to schedule education.