
2023-2027 Digital Education and Learning Strategy

March
2023

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Executive Summary

Technology has the potential to revolutionize learning by enabling learners to access knowledge and resources from any location at any time. With the continued demand for digital education and learning among the next generation of athletes, coaches, and practitioners, a strategic approach to guiding WADA forward and benefiting from digital education is crucial.

WADA's digital education and learning offer, made possible by the Learning Management System (LMS) platform called Anti-Doping Education and Learning (ADEL), has been achieving the goal of expanding educational opportunities for athletes, athlete support personnel, administrators, and professionals working in the anti-doping industry as well as enabling Anti-Doping Organizations (ADOs) to fulfill their responsibilities as outlined in the World Anti-Doping Code (Code). WADA's initial LMS launch in 2018 laid the groundwork for the platform's relaunch in 2021. Although this Strategy is not limited to the platform, it will continue to play a dominant role in providing digital education and learning opportunities for the entire anti-doping community, ensuring that these efforts promote clean sport values and prevent athletes and others from inadvertently doping.

WADA's Digital Education and Learning Strategy sets the framework for the digital education and learning activities that will be carried out over the next 5 years, as well as being the backbone to inform the direction of the ADEL platform to have a greater impact on the learning culture of the anti-doping community. This framework is defined by 6 key strategic priorities: 1) Ensuring global access to quality education anytime, anywhere; 2) Offering tailored education programs for athletes and athlete support personnel for each stage of development; 3) Enabling ADOs to deliver quality education programs so that there is no reason to not educate athletes and athlete support personnel in accordance with the Code and the International Standard for Education (ISE); 4) Supporting WADA's capability programs that target ADO practitioners for their professional development; 5) Collaborating with partners to maximize the benefits of digital education and learning; and 6) Capturing and analyzing data to demonstrate the learning impact of our digital education and learning programs.

WADA aims to be flexible, agile, and innovative to continue paving the way through this digital wave, strengthening our position as an enabler by providing support, guidance, and tools to assist ADOs in implementing innovative education programs, and maximizing our reach to the entire anti-doping community by understanding the trends that will shape the future of digital learning.

Introduction

WADA is mandated with coordinating harmonized and athlete-centered anti-doping programs for the prevention of doping. In recent years, education has increasingly been recognized as contributing to achieving strategic priorities for WADA, by supporting the preservation of the spirit of sport and clean sport values. The 2021 adoption of the International Standard for Education (ISE) as a foundation for clean sport education policy has continued to position education as a key element of any efficient anti-doping program.

As an enabler organization, one of WADA's core aims is to increase ADOs' capability in ensuring access to quality education for athletes and their support personnel. The digital era allowed the agency to expand the reach of education solutions, in the pursuit of equity in learning, by embracing what technology made available for all learners, regardless of their location or circumstances. WADA's digital offer has been fulfilling the objective of increasing access to education for athletes, athlete support personnel, administrators, and professionals working in the anti-doping industry.

Digital evolution presents WADA with a set of powerful transformational opportunities and challenges, requiring investment in technical infrastructure, software and ways of working that leverage technology. The impact of COVID-19 on the way digital technology is used has precipitated the paradigm shift around how education can be delivered, how people connect and learn across the world and industries, including in anti-doping, showcasing that digitalization can contribute to furthering equal access to resources, where "no one is left behind."¹

WADA recognizes the significant role digital technology plays in clean sport education, whether through webinars, e-learning courses, or websites that share information on the anti-doping rules, to mention only a few examples. WADA is therefore launching this Strategy with a view to leverage and maximize the benefits of digital learning and education. WADA aims to be flexible, agile, and innovative as it continues paving the way through this digital wave, in a context where things evolve rapidly and change often. We aim to strengthen our position as an enabler providing support, guidance and tools to help ADOs implement innovative education programs.

Continuously adapting our short-term activities to stay in tune with fast-evolving technology, we are guided by the following long-term mission and vision:

¹ World Bank digital revolution: transforming lives (<https://live.worldbank.org/sm22/digitaltransformations>)

- **Our mission:** To enable the anti-doping community to empower athletes, athlete support personnel and anti-doping practitioners by maximizing the reach of, and access to, quality education and learning opportunities through digital means.
- **Our vision:** A world where all athletes are educated before being tested.

1. What is Digital Education and Learning?

Digital education and learning are defined as a method that is facilitated using digital tools and technology that give learners some element of control over time, place, path and/or pace over their learning.² The objective is to enhance learning through technology, not merely continue it digitally. Simply put, digital education and learning is a combination of technology and digital content, and when compared to traditional education methods, this type of technology-driven education has demonstrated the ability to complement, enrich, and transform education and modes of providing universal access to learning.³

LMS, which are digital platforms that host the digital content, are critical for ensuring learning continuity and expanding educational options for learners who face disadvantages due to disability, geography, conflict, poverty, ethnicity, language, gender, and/or other factors.⁴ WADA currently hosts the ADEL platform on an LMS that allows the whole anti-doping community to access educational resources freely, through open access.

The term “e-learning” commonly used is a narrower concept than digital education and learning since it only allows learning through the internet. Digital education and learning encompass the application of a wide spectrum of practices, including blended and virtual learning, that can provide a wide range of solutions beyond e-learning. Sloan Consortium defined blended learning as “integrating online with traditional face-to-face class activities in a planned, pedagogically valuable manner.”⁵ In a nutshell, blended learning describes any training program combining instructor-led, in-person instruction and self-paced online e-learning. Furthermore, online communities are quickly becoming a recognized way to establish ongoing conversations, relationships marked by trust, and meaningful engagement with peers⁶. Echoing principles of social learning theory⁷, positing that

² Definition from Digital Learning Now and the [Florida Virtual School](#)

³ <https://www.unesco.org/en/education/digital>

⁴ United Nations Transforming Education Summit, Gateways to Public Digital Learning (19 September 2022)

⁵ Niemiec, M., and Otte, G., Blended Learning in Higher Education: A Report from the Sloan-C 2005 Workshop, Sloan-C: Needham, MA, 2005.

⁶ International Data Corporation (IDC) <https://www.wbtsystems.com/learning-hub/blogs/3-ways-online-community-enhances-learning>

⁷ Bandura, A. J., Wright, R., Tanner, A. B., Right, F., & Dane, M. (1977). Social learning theory. Englewood Cliffs, NJ: Prentice Hall.

learning occurs through observing others and exchanging knowledge, providing online spaces to foster interaction is an organic branch that emerges in the digital education and learning ecosystem. In order to achieve our goal of empowering the anti-doping community as a whole, we approach the concept of digital education and learning as including blended learning and social learning.

The following are some of the key advantages of digital education and learning that we believe will benefit the anti-doping community:

- Increased global reach of education solutions
- Easy access and the ability to adapt to a user's preference
- Learning is no longer restricted by time or location
- Interactive and adaptive software to make learning personal and engaging
- No outdated learning material: updates are reflected right away
- Pace of learning can be controlled
- Courses can be taken multiple times
- Consistency of messages and quality of training received by learners
- Reduced cost compared to traditional learning (trainers, travel, materials, accommodation)
- Helps retain information for a longer time
- Easier to track the progress and analyze reports

2. Digital Education and Learning in Clean Sport

The anti-doping community has recognised and accommodated the rise of digital and mobile technology, as well as the changing characteristics of digital-age learners, primarily youth athletes. According to Leeds Beckett University research from 2019, 16 NADOs and 11 IFs were actively using digital means to educate their target audiences and had their own LMS, some since 2008. Also, according to the WADA administrator user survey conducted in June 2020, several IFs were already using WADA's LMS platform or their own LMS to reach athletes worldwide and preferred e-learning and blended learning approaches to maximize their global reach.

In its role of enabling ADOs to deliver their education program, WADA provides digital learning and education strategy and solutions, striving to maximize ADO's resources by enabling them to use readily available content, courses and 'tools', so that they can extend the reach of their program by investing in additional and complementary elements of their education programs.

The COVID-19 pandemic caused the largest disruption to education in history, affecting some 1.6 billion learners at its peak⁸, drastically accelerating the change ADOs were embarking on in adjusting and enriching their education offer with digital means, in addition to traditional methods, such as face-to-face seminars. Many ADOs used WADA's ADEL platform or developed their own platforms to cope with the new context.

In addition, the ISE came into force in 2021, requiring for its implementation that ADOs ensure that athletes are educated before being tested and that athletes competing at Major Events (e.g. Olympics, World Championships etc.) receive education prior to the event. This led to more ADOs embedding digital learning tools in their education program's implementation, to reach their target audiences and ease their monitoring of completion data. Initial data stemming out of the analysis of the responses to the 2021 Code Compliance Questionnaire (CCQ) show that a large number of ADOs use ADEL for part or all of their education program, with 66.07% of Tier 1 Signatories indicating the use of ADEL in their Education Plan and 58.33% for Tier 2 Signatories.

In addition to the digital solutions that are available, WADA's Education Committee published the '[ADO Guidance for Remote Education Programs in light of COVID-19](#)' in June 2020 to mitigate the impact of education disruption during times of crises like COVID-19. Beyond the response to the COVID-19 crisis, the efforts to set up a framework and encourage distance learning at scale across the globe may lay the foundation for longer-term effective distance-learning solutions that are sustainable, more inclusive and flexible, allowing ADOs to expand on their education programs after the COVID-19 pandemic is over.

3. Overview of the Learning Management System (LMS): Building on Lessons Learned

3.1 WADA's first LMS – Anti-Doping eLearning (ADeL) Platform

Since the 2010s, WADA embarked on the journey to leverage technology in support of athletes' education by launching various online tools in an ad-hoc fashion until January 2018. That is when WADA's first online learning platform was launched: the Anti-Doping eLearning (ADeL) platform, which consolidated stand-alone courses developed since 2010 in one central hub, including the Athlete Learning Program about Health and Anti-Doping

⁸ UNESCO Strategy on Technological Innovation in Education (2022–2025)

(ALPHA), CoachTrue, and Sport Physicians' Toolkit (SPTK). With the launch of ADeL, a new ADO Kickstart course for ADO administrators was developed to assist administrators in carrying out their core anti-doping duties on a daily basis.

The first ADeL platform was a success, with over 16 IFs that did not previously have their own LMS making ADeL course completion mandatory for athletes and coaches before attending their events, or a pre-condition to renewing their licenses. Furthermore, with the assistance of NADOs, courses were translated into 19 languages, 161 administrators were given rights to monitor the users' activities for their respective country or sport. Over 100,000 users had created accounts on ADeL by the end of 2020.

3.2 Launch of the new Anti-Doping Education and Learning (ADEL)

The first ADeL platform and its content presented several limitations, one of which being that only one course was made available to cover all levels of athletes and coaches, which was irrelevant or inappropriate for those in different stages of their career. The translation of the content was outsourced, putting ADOs at a financial disadvantage by requiring them to spend an average of \$10,000 per course that took 6 months to publish. Reports to track learners' progress were not intuitive, and administrators struggled to manage data to monitor and evaluate their programs. Offline learning for learners with limited access to adequate digital infrastructure and/or connection to the internet was not an option on the LMS.

Building on ADeL's foundation and incorporating user feedback, WADA invested in a complete overhaul of the user interface with a more modern, responsive design that allows for a better user experience, for learning progress tracking, as well as enhanced data and analytics functionalities for administrators to identify trends. As a result, on 6 January 2021, WADA launched a new and improved **Anti-Doping Education and Learning (ADEL)** platform. This change was in line with WADA's strategic priorities and reflected the required changes to effectively provide support to ADOs to enable them to meet the requirements of the ISE as well as the 2021 Code.

ADEL, as a centralized platform, continues to serve the purpose of offering educational solutions for ADOs. The access to and use of ADEL is free, with the objective of maximizing the reach of, and access to, quality education and learning opportunities for the benefit of all audiences. With its feature of offering a digital resources hub, ADEL also serves as a "go-to" place for ADO practitioners, where they can find guidance and learning opportunities on how to carry out their roles and responsibilities.

The new ADEL's main developments can be summarized as follows:

- Efficient management of learner data for monitoring and reporting purposes
- Auto enrollment into tailored education programs for different roles and levels
- User-friendly and intuitive UI/UX
- Offline learning option available via ADEL by WADA mobile app
- Compliant with accessibility standards (Web Content Accessibility Guidelines 2.1)
- Automised translation process (Smartling) and a quicker turnaround for new courses published
- Blended-learning opportunities for training and professional development targeting practitioners
- Gamification components (badges, points, leaderboards) embedded
- Central repository that allows easier version control of documents and courses
- Learning reinforcement applying user-driven adaptive learning

Within a year after its launch, ADEL's growth has been remarkable: 87,487 active users from 173 countries, participating in 201 different sports interacted with ADEL during 2021. This number demonstrated that the new and modern ADEL platform's user adoption and utilization rate is more than two times faster than the previous ADEL; given that it took the previous one about three years to reach 100,000 users (from January 2018 to December 2020). There have been more than 77,000 learners completing the international-level athletes education program.

4. WADA Digital Learning Strategy

4.1 Rationale and Purpose of the Strategy

This Digital Learning and Education Strategy aims to provide a framework and outline priorities for WADA's efforts in supporting ADOs to deliver effective education programs and more generally their anti-doping programs at large.

So, why now?

- WADA has identified digital learning as a strategic priority in line with its “Growing Impact” and “Be Athlete-Centered” goals.
- The post-pandemic culture of remote learning continues to evolve and requires continuous investment and direction setting.
- The Digital Education and Learning Strategy will help anchor the continuous advancement of the ADEL platform and invest in new ways of learning in the digital era, effectively engaging with and enhancing the learning experience.
- The introduction of the 2021 Code and the new ISE imposes mandatory responsibilities for ADOs to deliver education, which WADA has a role to “enable”.
- Digital learning will have a broader impact on empowering the entire anti-doping community through capacity-building learning opportunities and blended, social learning.

What we will have changed by 2027? We will ...

- Enable ADOs to effectively monitor, evaluate, and run education programs on ADEL.
- Invest in enhancing the ADEL platform in alignment with the Digital Education and Learning Strategy and long-term goals.
- Develop and launch accessible education programs aligned with the athlete/athlete support personnel curriculum framework.
- Maximize our global reach to learners via translation optimization with ADO collaboration.
- Transform analytics to demonstrate the learning impact and generate actionable insights in decision making.
- Establish a culture of community learning and self-driven learning.
- Enable training and support professional development through blended and digital social learning forms.
- Greater connectivity amongst the global clean sport community.

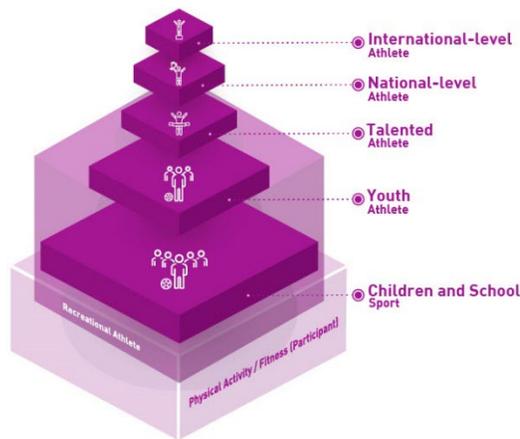
4.2 Digital Education and Learning Strategy Priorities

Education anytime, anywhere

We will provide a globally accessible learning platform that is open access, free and conforms to the required digital, accessibility and privacy standards.

Playground to Podium – Education for each stage of development

We will offer tailored education programs for different target groups that align with the Athlete Pathway Model.



Athlete Pathway Model

Empowering and supporting ADOs

There is no reason why athletes and/or athlete support personnel are not educated – we will empower and support ADOs to effectively deliver, enhance or increase the reach of their education programs to ensure that all athletes and athlete support personnel have access to quality education.

Beyond the athlete – ADO practitioners

We will digitally support WADA's capability programs that aim to provide learning and development opportunities for anti-doping practitioners.

Maximizing digital education and learning through collaboration

We will collaborate with internal and external partners to benefit from the use of digital education and learning.

Demonstrating the learning impact

We will capture and analyze data to gain deeper insight into the learning impact and effectiveness of our digital education and learning programs.

Strategic Priority 1: Education anytime, anywhere

We will provide a globally accessible learning platform that is open access, free and conforms to the required digital, accessibility and privacy standards.

Areas of focus

- 1.1 ADEL Platform: User friendly, intuitive, modern, functional, and accessible (i.e., visually impaired)
- 1.2 ADEL by WADA app available for offline learning
- 1.3 Review the education landscape and determine future positioning of ADEL
- 1.4 Platform and courses to be compatible with the Web Content Accessibility Guidelines (WCAG) 2.1
- 1.5 Data management processes in place

Activities

To achieve Strategic Priority 1, we will continue to invest in the LMS that hosts the ADEL platform and the mobile app that helps bridge digital divides by supporting offline learning, which will benefit the athletes, athlete support personnel and the global anti-doping community. We will ensure that the technological innovation on the platform respects the rights to privacy, data protection and accessibility while staying user-friendly, intuitive, modern and accessible.

Outputs

- ADEL platform and app delivering an improved user experience via intuitive, modern, and accessible interface
- Courses and resources made accessible offline through ADEL by WADA mobile app
- All content fully responsive on various device types
- Annual accessibility review conducted with improvements implemented
- LMS and courses to be accessible and compatible with the WCAG 2.1 Guidelines
- Terms of use agreements in place
- Annual privacy audit
- Information security management system in place
- Supplier agreement (LMS) in place and in line with available resources
- ADEL Policies and Procedures document in place and regularly updated

- Made available relevant resources for times of vulnerabilities
- ADEL Annual Reports published
- Customer support services and associated IT systems in place (Helpdesk)

Strategic Priority 2: Playground to podium – Education for each stage of development

We will offer tailored education programs for different target groups that align with the Athlete Pathway Model.

Areas of focus

- 2.1 Education solutions available for all stages of the Athlete Pathway Model
- 2.2 Education solutions available for athlete support personnel roles, relevant to the stage of development of the athletes they support
- 2.3 Deploy recertification programs to improve knowledge retention and to reinforce prior learning and values that align with the pathway.
- 2.4 Explore and apply innovative educational technology methods to build interactive, engaging, and accessible content in line with the Code and ISE that maximizes the learning experience

Activities

In order to achieve Strategic Priority 2, a content strategy plan will be developed based on the Athlete Pathway Model, which will define education programs for various target groups including athletes and athlete support personnel. The platform would provide tailored education programs for each learner by automatically assigning role-specific education programs, as well as by offering optional topic-specific courses and recertification programs. We are committed to the creative usage of new digital technologies and will continue to cater to more engaging and improved learner experiences.

Outputs

- Review of clean sport behaviors and athlete support personnel curricula
- ADEL for Athletes: International-level athletes, national-level athletes, talented-level athletes, talented-level athletes competing internationally, youth athletes, recreational athletes education programs published
- ADEL for Coaches: High-performance, youth and recreational athletes, emerging talent education programs published
- ADEL for Parents: Parents of high-performance athletes, talented athletes, youth and children in sport education programs published

- ADEL for Medical Professionals: Medical professionals treating high-performance athletes, youth and talented-level athletes, participants of sport education programs published
- ADEL for athlete agents/managers, ADEL for researchers, ADEL for teachers education programs published
- E-learning programs published that are in line with best practice in learning and instructional design
- Establish and implement the first re-certification program by 2023
- Preserve the ADEL Roadmap to share progress and new developments
- Implement a quality assurance procedure for content publication

Strategic Priority 3: Empowering and supporting ADOs

There is no reason why athletes and/or athlete support personnel are not educated – we will empower and support ADOs to effectively deliver, enhance or increase the reach of their education programs to ensure that all athletes and athlete support personnel have access to quality education.

Areas of focus

- 3.1 Coordinate the translation process of education solutions through advanced machine technology
- 3.2 Enable ADOs to have easy and intuitive access to data for reporting purposes in line with the ISE and privacy standards
- 3.3 Train ADOs to be autonomous on the ADEL platform to effectively support their education program delivery
- 3.4 Develop downloadable educational resources for ADOs to use offline

Activities

To achieve Strategic Priority 3, we will continue to invest and optimize the translation process for ADOs to be efficient in publishing relevant courses on ADEL, as well as develop and implement a comprehensive ‘power user’ support system to assist ADOs in effectively incorporating ADEL into their education programs. We will devise ways to ease the reporting functionalities for efficient monitoring and evaluation, as well as expand power users’ permissions to be autonomous in carrying out their education programs.

Outputs

- Develop and implement a comprehensive power user support system
- Power user permissions given to ADOs that utilize ADEL as full and/or part of Education Programs
- Establish robust education programs that are ready to use for different target groups
- Coordinate translation process in place for ADOs to access
- Publication of ADEL programs in multiple languages to increase access
- Embed a reporting structure on the LMS for monitoring and evaluation purposes

- Identify ADOs' needs in adapting ADEL to expand their education programs (sub-domains, customized content etc.)
- Create education resources that ADOs can download from ADEL and use in their face-to-face education sessions
- Explore the possibility of recording both digital and in-person clean sport learning experiences (managed by power users)

Strategic Priority 4: Beyond the athlete – ADO practitioners

We will digitally support WADA's capability program that aims to provide learning and development opportunities for anti-doping practitioners.

Areas of focus

- 4.1 Support the delivery and assessment of role-specific training programs delivered as part of the Global Learning and Development Framework (GLDF) via blended learning functionalities
- 4.2 Provide access to additional learning and development opportunities covering core competencies
- 4.3 Maintain the Code Implementation Support Program (CISP) resource hub
- 4.4 Create functional ADO practitioner channels and communities of learning
- 4.5 Provide ongoing support and training to the capability of ADO power users

Activities

In order to achieve Strategic Priority 4, we will work closely with the WADA capability program team who are responsible for the implementation of the GLDF program, to ensure that user experiences are intuitive, inclusive, and engaging for all learners. Our activities will focus on ensuring that the platform can efficiently host a large breadth of learning and development opportunities designed by WADA for ADO practitioners, from GLDF trainer-led sessions to self-directed GLDF e-learning, continuous development within communities of learning, and access to CISP resources. ADEL will be a reference, a recognized learning hub for practitioners wanting to invest in their professional development.

Outputs

- GLDF training is scheduled, delivered, and evaluated on ADEL in alignment with the biannual GLDF training calendar
- ADO practitioner channels and communities of learning are in place and functional on ADEL for each GLDF specific role
- CISP resources on ADEL are published and available in English, French and Spanish in alignment with the annual CISP development plan
- Communities of learning are built for learners to connect with, share best practices and access the resources they need to support their training programs

Strategic Priority 5: Maximizing digital education and learning through collaboration

We will collaborate with internal and external partners to benefit from the use of digital education and learning.

Areas of focus

- 5.1 Pre-event digital education and learning solutions co-created with MEOs
- 5.2 Collaborate with external agencies to co-create topical digital education and learning solutions
- 5.3 Explore sharing learner records that enables learners to easily share their education completions
- 5.4 Facilitate WADA staff access to digital professional development opportunities
- 5.5 Enable internal WADA teams to use ADEL to support the learning and development of their target audiences

Activities

To achieve Strategic Priority 5, we will engage internal and external stakeholders to strengthen our mutual cooperation in areas that will maximize digital education and learning opportunities while minimizing duplication of effort for the same target audiences. We will further explore ways of sharing learning records and data, while adhering to the respective data privacy rules, as well as means of sharing summaries of ADO education plans. There would be ongoing support for internal WADA teams to meet the needs of different groups. We will also review trends of digital innovations, artificial intelligence (AI) and other emerging technology that may impact learning in the future and share recommendations with partners whenever possible and relevant.

Outputs

- Publish pre-games education courses for major sporting events with MEOs (IOC/IPC etc.)
- Engage with MEOs to recognize and promote ADEL education programs (i.e. ADEL for International-Level Athletes)
- Enhance employee engagement and professional development through the WADA Learning Path
- Establish partnerships with relevant external stakeholders to co-create topical education programs (e.g. Sport Values in Every Classroom, Opioid abuse, Image, and Performance Enhancing Drugs)
- Enable ADOs to share summary of education plans on the usage of ADEL
- Explore the creative use of digital technologies in educational technology with external stakeholders
- Demonstrate good practice in digital learning (e.g., webinars, creating and publishing e-learning courses)

Strategic Priority 6: Demonstrating the learning impact

We will capture and analyze data to gain deeper insight into the learning impact and effectiveness of our education and learning programs.

Areas of focus

- 6.1 Utilize captured data to analyze the learning impact overtime.
- 6.2 Improve the quality of education programs based on data analysis.
- 6.3 Develop a mechanism to measure the impact of digital education and learning on athlete/athlete support personnel clean sport behaviors.
- 6.4 Have an insight into the learner's behavioral changes.

Activities

To achieve Strategic Priority 6, we will implement procedures to analyze data to gain a better understanding of the impact of WADA's digital resources which will provide insight on knowledge retention of learners and long-term behavioral changes. The analyzed data would guide and inform our ongoing content development, allowing us to serve our mission of preventing inadvertent doping more effectively and to develop clean sport behaviors.

Outputs

- Establish a measurement strategy to assess current data collection
- Capture data informing the content development plan
- Embed monitoring and evaluation measures derived from Social Science Research (SSR)
- Create a virtuous cycle to capture data to support SSR priorities.
- Continue analysis of the final assessment and learner's experience survey of education programs
- Solicit and capture feedback from practitioners within the anti-doping system