

COVID-19: ADO Guidance for Remote Education Programs

5 June 2020

MESSAGE TO ANTI-DOPING ORGANIZATIONS

Dear Colleagues,

Unfortunately, the COVID-19 pandemic continues to have a global impact on the health of our societies, requiring all of us to do our part to minimize the likelihood of transmission and protect the health of all. As it affects more and more countries around the globe, many have implemented measures such as border closures; self-isolation or quarantine regimes; and, transportation and people movement restrictions in their communities.

Accordingly, many Anti-Doping Organizations (ADOs), as well as the World Anti-Doping Agency (WADA), have implemented remote working practices. This has impacted the delivery of some aspects of anti-doping programs, including education. While ADOs are strongly advised to follow the instructions of their relevant healthcare authorities; and, to closely monitor the guidance of the World Health Organization to ensure the proper protection of athletes and Athlete Support Personnel (ASP), WADA believes that adjusted education programs can be carried out at this time. In fact, it may even be the perfect opportunity to engage for education purposes as many athletes and ASP may find themselves with additional time on their hands.

Recognizing this, WADA's Education Department collaborated with the Agency's [Education Committee](#) to develop the following **ADO Guidance for Remote Education Programs**. It complements the other [COVID-19 guidance](#), which the Agency has been providing for athletes and ADOs over the past months; and, aims to support ADOs in carrying out remote anti-doping Education Programs for athletes, ASP and other stakeholders during COVID-19.

Article 18 of the World Anti-Doping Code (Code) articulates an athlete's right to receive anti-doping education and information from ADOs; which in turn, is also captured by Article 7 of the [Athletes' Anti-Doping Rights Act](#); and of course, within the new [International Standard for Education \(ISE\)](#) that takes effect 1 January 2021. It is very important to demonstrate our continued support for athletes and their support personnel in these difficult times. We must honour their rights and keep them connected to the sporting community despite the challenges of COVID-19.

There are many techniques that can be implemented to deliver education within an anti-doping community affected by isolation. Distance learning techniques such as eLearning can enable people to undertake remote education, on their own and at a time that is convenient to them. The development of information technologies and other digital communication tools has enabled greater reach and interactivity with participants even when we are geographically separated and socially isolated. The use of these methods can help sustain an athlete's interest and make the learning process more engaging. These techniques and others should be considered by ADOs so that this time can be used positively to

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educate athletes and those around them. As mentioned above, there are many elements of an anti-doping program that are currently difficult to deliver – education is not necessarily one of them.

With this, WADA encourages ADOs to adapt their Education Programs under these pandemic circumstances in order to keep protecting and promoting clean sport. We recognize that the use and access to technology differs per audience and country around the globe; and therefore, have proposed some novel ideas to help overcome these limitations.

We hope that you find this Guidance helpful. Should you have any questions or comments, please feel free to reach out to Education@wada-ama.org or [WADA's Regional Offices](#). In the meantime, we wish you well during these challenging times and encourage your ongoing efforts to educate athletes and others about clean sport.

Thanks for your commitment to Clean Sport and best regards,

World Anti-Doping Agency

GUIDANCE

COVID-19 made us reconsider or change some of the methods we typically use to educate our target audiences. Many ADOs have increased their online Education Programs and others have been creative in how they educate athletes without a face-to-face component, such as through webinars. In this regard, ADOs are encouraged to temporarily adapt their Education Plans to accommodate the current situation so that education can be implemented for a certain period, depending on their countries' COVID-19 circumstances.

Some ADOs are currently implementing different models of online education. It is difficult to harmonize and prepare a single model due to the various circumstances and resources that ADOs have. Our aim for this guidance is not to prescribe a set model, just to highlight some recommendations that could be considered at this time.

INTERNATIONAL STANDARD FOR EDUCATION

Considering current lockdowns and reduced levels of activity, ADOs are encouraged to use this time to get prepared for the implementation of the ISE. This might include, determining the Education Pool and

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development of the Education Plan and associated Education Program. In addition, time could be spent on content development for any new Education Activities that will be delivered as part of the program. For ADOs wanting to resume or even start face-to-face Education Activities (when it is safe to do so), consideration of the recruitment, training and authorization of Educators can also be planned now.

ADOs are encouraged to use WADA's [2021 Code Implementation Support Program \(CISP\)](#), which was launched in May 2020; and that contains factsheets, video tutorials, checklists, presentations and pre-recorded webinars to help them implement the ISE. In addition to the CISP resources that are available on WADA's [Anti-Doping eLearning platform \(ADeL\)](#), WADA is holding a series of ['live' webinars](#) for targeted audiences and/or regions, hosted by WADA personnel and external experts, to support the implementation of the Code and International Standards.

ADAPTING YOUR EDUCATION PLAN

To support education delivery during this time, ADOs are encouraged to develop a short-term Education Plan, which outlines:

- learning objectives;
- dates;
- target audiences;
- types of activities (webinars, live stream, surveys, quizzes, eLearning, social media, etc.);
- topics; and
- tools and platforms to be used to deliver.

When planning your Education Activities, please remember to tailor them to the specific target group with clear learning objectives.

DIGITAL CONTENT

Making content digitally available will help you easily disseminate it to participants during this time. ADOs are encouraged to consider transferring their program content into a digitally accessible version. Content shared during in-person workshops can be converted to downloadable resources made available on your websites, and key educational messages and raising awareness of your new digital content can be shared via social media. As examples, PowerPoint presentations used in workshops or handouts/leaflets could be converted, and if website access is challenging, then these documents can be emailed to the relevant target groups. Where resources allow, some content can be used to create eLearning courses using an authoring tool (software that allows you to create eLearning courses) if you have an eLearning platform in place.

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TARGET AUDIENCES

Considering the limitations that ADOs might be facing, priorities for education might include; athletes, minors and their parents and ASP who could easily access relevant materials whilst being on lockdown. In addition, ADOs could also consider using this time to support their colleagues with the Code implementation using the educational materials on ADeL as part of the CISP.

MODIFICATIONS

Athletes with an impairment also require support from ADOs during these times of COVID-19. Whenever applicable, it is important that ADOs modify their Education Activities to accommodate their needs. This may include ensuring digital resources are capable of being read by a screen reader and that the development of audio resources is also considered.

STAKEHOLDER INVOLVEMENT

ADOs are encouraged to work closely with key stakeholders to widen and extend the channels for the dissemination of education materials. These key stakeholders could potentially be:

- National Federations;
- public authorities for sport and education;
- National Olympic and Paralympic Committees;
- top level athletes who are prominent on social media;
- athlete commissions;
- athlete associations; and
- the media.

Sharing and communicating your Education Plans will help to promote these opportunities with your target audiences as well as demonstrate your commitment to supporting athletes and their ASP during this time.

TOOLS AND PLATFORMS

- **WADA's Anti-Doping e-Learning (ADeL) platform**
 - [ADeL](#) offers free eLearning courses on anti-doping topics for athletes, coaches, medical professionals, administrators and anyone else interested in Clean Sport. ADeL also includes a range of resources for ADO practitioners as part of ADO Kickstart for the current 2015 Code and new resources to support the implementation of the 2021 Code and International Standards.

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- ADOs can encourage athletes, ASP and other stakeholders to use ADeL where they do not have their own eLearning platforms or where they would benefit from accessing courses or CISP resources as an example.
- **ADOs' eLearning platforms**
 - ADOs who do have their own eLearning platforms could consider increasing activities that raise awareness of their own eLearning platforms. Reminders for athletes and ASP that they can access online courses while remote can help attract new participants to your courses or promote re-engagement of current users with your platform.
- **National learning platforms¹**
 - National learning platforms are e-platforms developed and directed by a governmental authority, which contains courses for different levels of education. It is a tool designed to support the continuity of curriculum-based study and could be a way to embed anti-doping education, especially values-based education where permitted by the relevant authority.
- **Digital content tools**
 - Creating digital content can be challenging sometimes; however, it is much easier to achieve with effective digital content making tools. There are different tools that can assist ADOs in the creation and sharing of presentations, interactive images, videos and other multimedia resources. ADOs could investigate the use of such tools to assist them in providing educational content in a digital format.
 - Possible platform options include²: [Thinglink](#), [Buncee](#), [EdPuzzle](#), [Nearpod](#), [Pear Deck](#)
- **Webinars**
 - ADOs are encouraged to use webinars during this time. Webinars allow large groups of people to participate in an education session or training event. Typically, additional functionality such as the ability to share audio, video, documents or presentation slides with those participating can be achieved. This tool is very easy to use and allows participants to take part in a discussion, ask questions or even share their own documents.
 - Possible platform options include: [Microsoft Teams](#), [Zoom](#), [Webex](#)

¹ For additional information on national learning platforms, please, use the following link: <https://en.unesco.org/covid19/educationresponse/nationalresponses>

² Please note platforms or software listed in this document are provided only as examples

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Online webinars: ADOs can host live webinars, inviting participants via e-mail or link generated by the webinar platform. Online webinars are carried out in real time and can be a useful replacement for an in-person workshop. Presentation slides or equivalent can be shared with the audience, and quiz features can be used to check learning.

Recorded webinars: An alternative method is to pre-record a webinar or record a live webinar and make this available after the event. The benefits of a pre-recorded webinar mean that there is less room for error and the event is less reliant on technology and an internet connection at a specified time. Equally, if the recording is then hosted somewhere accessible or a link is emailed to relevant stakeholders, it can be available at all times for anyone to view. The disadvantage is a lack of audience participation and interaction with the presenter.

External experts: As an option, it might be useful for ADOs to involve external experts to support the delivery of webinars or members of different stakeholder groups, including athletes, to provide more technical information or share their experiences.

Please see 'top tips' for hosting a webinar as Annex A.

- **Social Media Channels**

- Awareness is one of the key Education Activities now defined in the ISE. ADOs could start to use, or increase their use of, social media channels as a tool to raise awareness on key anti-doping topics and/or to promote their webinars or eLearning platforms with their target audiences. This is a great way to share educational messages with a large audience. Social media channels can also encourage interactivity through polls, competitions, sharing or 'likes' of posts and by creating Q&A channels, which athletes and other stakeholders can use to ask questions. Some ADOs have organized social media 'takeovers' where athletes or ASP have been available to interact with an audience in real-time and answer any questions they may have. Social media is also a great way to share digital educational content such as videos, GIFs, images or short interviews. These channels are the most used by society and would be effective to share educational messages.
- Possible platform options: [Facebook](#), [Instagram](#), [Twitter](#), [LinkedIn](#), [YouTube](#), [Telegram](#)

- **Live streaming**

- Tools that allow live streaming can be used to host live sessions and chat rooms with target audiences. They can be used to replace in-person conference-style education sessions or events. It is a useful technology to share information with large audiences while allowing real-time interaction and a 'meeting' feel. If you interact with your Athlete Committee or other stakeholder

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groups on education matters, then consider setting up a live streaming event to continue this work.

- Possible platform options: [Microsoft Teams](#), [Dacast](#), [IBM Cloud Video](#), [Kaltura](#), [Vimeo Live](#), [Muvi](#), [Panopto](#).

- **Simple ways to deliver education**

- **Email:** Having a contacts database of athletes and ASP email addresses is beneficial for sending newsletters, information resources and key updates.
- **Website:** ADOs should ensure that any anti-doping information relevant for athletes and ASP on their website is up to date and accessible. ADOs could create a special tab dedicated to their COVID-19-adapted Education Program in order to make relevant education materials available for download; as well as promote educational opportunities such as webinar schedules.
- **Phone:** If, as an example, you have a small Education Pool or indeed have identified vulnerable or 'at risk' athletes, then a simple phone call can be organized to update athletes on educational topics, answer any questions they may have or remind them of the education materials available to them.

DATA PROTECTION AND CYBERSECURITY

It is important that ADOs ensure that their websites and various other software platforms used for online education, including eLearning platforms, are secure and in line with the relevant data privacy and protection regulations, as well as the [International Standard for the Protection of Privacy and Personal Information](#).

OPTIONAL TOOLS FOR REMOTE EDUCATION

Access and levels of internet usage vary around the world. During these challenging times, transition to an online or remote Education Program might be not so easy. In this regard, prior to developing or enhancing online education, ADOs may assess the internet connectivity and access to online resources in their respective countries or by their target populations. This might be done via searching statistical data provided online or making an internal assessment of the situation applicable to their anti-doping community.

In cases of low connectivity, ADOs are encouraged to use other types of remote education, such as:

- Broadcasting via radio and television stations;
- Provision of mobile hotspots and other means of wireless internet communication;

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- Phone calls, messaging applications;
- Distribution by mail of physical materials such as leaflets, booklets, brochures, paper worksheets where safe to do so; and
- Distribution by mail of USB flash drives with audio and video content etc. -- again where safe to do so.

REVIEW OF EDUCATION PROGRAMS

ADOs could also use this time to review their Education Programs and associated activities and seek feedback from athletes and ASP, as well as other stakeholders. Seeking feedback at this time, either through consultation events via webinar or even through the use of surveys, can be beneficial to support the improvement of Education Activities. In addition, evaluation of existing programs can be conducted to support the planning process for future Education Programs.

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ANNEX A – TOP TIPS FOR HOSTING A WEBINAR

Below is a list of ‘top tips’ to promote and increase engagement during a webinar.

- **Social media:** Networks like Facebook, Instagram, Twitter and LinkedIn can be used to promote webinars and inform your stakeholders about the event in advance.
- **Event branding:** Consider branding the webinar with key messages and imagery to attract your audience.
- **Email:** An email is a simple way to communicate the details of the webinar with stakeholders. Email can also be used to send reminders and to follow up with participants post-webinar.
- **Timing:** Plan the time of the webinar based on your target audience aiming to host your webinar at a time that is convenient for the majority of those you wish to attend.
- **Chat or message tools:** Most webinar platforms have a chat or message feature. Enabling this function provides an opportunity for the target audience to ask questions during the webinar, which can be answered in real time by those presenting.
- **Content and delivery:** Consider the audience’s needs and what will be of interest to them. Keep your introduction short, ensure the content flows and is supported by clear presentation slides that contain minimal text and includes the use of images or graphics. Rehearse prior to the webinar and have notes or a script to support the delivery. Provide time for questions at the end of the webinar and consider allowing questions throughout the delivery to engage participants.
- **Webinar software:** Choose an appropriate webinar software platform that has all the features you need and is easy to use for your attendees.
- **Have a call-to-action:** Try to include a call-to-action into your webinar. This helps to maintain engagement and could form part of an evaluation to determine whether the outcomes of the webinar were met.
- **Engage pre-webinar:** Send related education materials prior to the online meeting; and, consider sending a brief survey to participants to assess their needs or levels of knowledge for better interaction during the webinar.