



Model for Core Programs

Information/Education Guidelines to Prevent Doping in Sport

Version 2.0

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1.0 Introduction

These Education Guidelines to Prevent Doping in Sport provide *Anti-Doping Organizations (ADOs)* practical information and reliable approaches to achieve the principles and goals of World Anti-Doping Code (*Code*) Article 18. (See Guidelines Annex 1.)

The contents are based on model guidelines drafted in cooperation with the Council of Europe and on extensive consultation with leading experts, and have been piloted with key stakeholders.

While not mandatory, the Guidelines present best practices moving forward and serve to guide education initiatives as recommended in the *Code*.

1.1 Scope

The Guidelines support *ADOs* in the development, implementation, delivery, and evaluation of an effective core education program within a broader anti-doping program that also actively addresses deterrence and detection.

This document explains how to build a core anti-doping education program, highlighting the key elements and considerations that accompany each stage. Concrete examples are included to put concepts and principles into a real-life context.

1.2 References

Consult the Annexes for templates and tips, including an Action Plan Worksheet and Evaluation Tools. A Model Plan attached to the Guidelines provides a practical example of an Information/Education Program.

These Guidelines include defined terms from the *Code*, International Standard for Testing and Investigations (ISTI), International Standard for Laboratories (ISL) and International Standard for the Protection of Privacy and Personal Information (ISPPPI). *Code* terms are written in italics. Terms from the *IS* are underlined.

A Definition reference is provided in Guidelines Section 4.0.

2.0 Information/Education Program: Key Elements

The basic principle for information and education programs is to preserve the spirit of sport as described in the *Code*. It is also to provide *Athletes* with the information, values and life skills they need to remain clean.

Article 18 of the 2015 *Code* requires information and education be mandatory elements of any prevention program.

Awareness campaigns aim to make sure that the target audiences are conscious of an issue. These campaigns can be part of an information and education program.

2.1 Information Program

2.1.1 Purpose

An information program provides factual knowledge (what people should know) within a specific, relevant context that is immediately accessible to the target group/end user.

The aim of any information program is to ensure that answers to questions can be found easily and quickly by an end user to support any decisions they may make.

Examples of information actions as part of an information and education program include:

- Advice cards
- Awareness campaigns
- Booklets
- Interactive games/quizzes
- Leaflets
- Lecture-style presentations
- Medication Checkers
- Outreach initiatives
- Posters
- Smartphone Apps
- Videos
- Web site resources

2.1.2 Content

As per the 2015 *Code*, an information program should include updated, accurate information on the following:

- Definitions of doping and anti-doping rule violations (ADRVs).
- *Prohibited Substances and Methods List*.
- *Consequences* of doping, including sanctions, health and social consequences.
- Managing the risk of nutritional supplements.
- *Doping Control* procedures.
- *Athlete and Athlete Support Personnel* rights and responsibilities, e.g. results management, Therapeutic Use Exemptions (*TUEs*) and Whereabouts Filing.

2.2 Education Program

2.2.1 Purpose

An education program will foster anti-doping behaviours. Prevention research has taught us that there are a number of areas where education programs should concentrate in order to reach this objective. The Sport Drug Control Model in Annex 2 outlines all the factors that lead to doping behaviours. Annex 3 (in development) identifies which ones are relevant to a particular target population.

2.2.2 Development

The development of an education program should include identification of:

- Short-term goals (What do we want to achieve with each activity?)
- Long-term goals (What do we want to achieve by the end of our program?)
- Timeframe (When do we want to accomplish this?)
- Target groups (Who is our audience?)
- Key messages (What do we want to get across to our audience?)

See Guidelines Section 3.0 for details.

2.2.3 Considerations

According to research, an effective education program:

- Caters to specific variables that lead to doping behaviours specific to the target population (see Guidelines Annex 3).
- Includes interactive activities.
- Aims at developing core life skills.
- Runs over a period of time (a single session won't be effective), or at least includes a booster session.
- The program should be Promotes multi-modal communication, with a consistent message coming from different sources, e.g. coaches, the parents, schools, and sports organizations.

3.0 Planning an Information and Education Program

A plan for the implementation of an information and education program is critical to the program's success. The planning process should involve consultation with stakeholders.

ADOs developing an information and education program should follow these processes:

- Analysis of the current situation (What are our current resources and needs?)
- Planning (Who are we targeting, what do we want to say, how are we going to say it, and when do we need to deliver?)
- Setting short-term and long-term goals (What do we want to achieve?)
- Writing the action plan (How are we going to accomplish our goals?)
- Developing materials and activities (What are we going to teach, and how are we going to teach it?)
- Record-keeping, monitoring and program evaluation (What are the results of our program? How can we improve it?)

3.1 Analysis of the Current Situation

Start by taking an inventory, asking:

1. Where do we currently stand?
2. What programs/materials/research do we already have?
3. What do we need?

Consulting with key stakeholders can be helpful to gather this information.

An analysis of the current situation should involve a review of:

- Previous or current general initiatives in anti-doping education (or similar initiatives in the field of anti-drug, health promotion, etc.) in the country/region/sport.
- The availability of relevant *Doping Control* programs, and any related facts.
- Previous initiatives relating to Anti-Doping Activities, and any other information concerning the *Use of Prohibited Substances* that could have affected the sport environment (e.g. available medical research results, customs seizures, *Trafficking*, etc.).
- The sport environment in the country/region, including the type and level of practiced sports, the *Athlete* population, the *Athlete Support Personnel*, and the culture of a particular sport.
- Resources and capacities, to find out to what extent an *ADO* is capable of developing and implementing an information/education campaign.

3.2 Planning

Start with this question: What do we want to achieve?

Planning involve the development of an overall strategy that leads to successful implementation of educational objectives within a set period of time. It's important to involve key stakeholders.

Aspects to consider include:

- a. What are the priorities?
- b. Which target groups need help first?

- c. What type of activity is best? (Information, Communication, Education)
- d. How will activities progress as an *Athlete* moves up the pathway?
- e. What is feasible and realistic?

Planning should be based upon the previous analysis of the current situation (Guidelines Section 3.1).

Your plan should include the following elements, at a minimum:

- Short-term goals
- Long-term goals
- A timeframe
- Target groups
- Key messages

Short-term goals define desired outcomes at the end of each activity.

Long-term goals define desired results at the end of the year or season.

3.2.1 Setting SMART Goals

Goals take the form of concrete statements explaining what the organization wants to accomplish.

Your plan will include short-term and long-term goals. Short-term goals define desired outcomes at the end of each activity. Long-term goals define desired results at the end of the year or season.

When setting goals, either in the short or long term, follow the SMART principle. Make your goals:

S = Specific

M = Measurable

A = Achievable

R = Realistic

T = Timely

Specific

Goals should be specific in that they give a detailed idea of what is to be achieved.

Example of a **specific** goal:

- All *Athletes* in the junior level ice hockey program will have ...

Example of a **non-specific** goal:

- All *Athletes* will have ...

Measurable

Goals should provide a quantitative figure, which can be analyzed.

Example of a **measurable** goal:

- All *Athletes* in the junior level ice hockey program will have completed 3 out of the 5 anti-doping seminars ...

Example of a **non-measurable** goal:

- *Athletes* in the junior level ice hockey program will have completed some of the anti-doping seminars ...

Achievable and Realistic

Make your goals achievable and realistic in the allotted timeframe, and consider:

1. anticipated financial and human resources available and required, and
2. possible partnerships and sharing opportunities.

Achievable, realistic goals will motivate all parties involved, encouraging future involvement and support for your program.

Timely

Goals should provide a strict timeframe and specify when the goal should be achieved.

Example of a **timely** goal:

- All *Athletes* in the junior level ice hockey program will have completed 3 out of 5 anti-doping seminars by the end of February 2015.

Example of a **non-timely** goal:

- All *Athletes* in the junior level ice hockey program will have completed 3 out of 5 anti-doping seminars.

SMART short-term goals

- 100% of all top level *Athletes* shall have been informed of their rights and responsibilities by the end of the activity session.
- 60% of all medical personnel shall have been informed of *TUE* regulations by the end of the activity session.

SMART long-term goals

- All *Athletes* in the *Registered Testing Pool (RTP)* shall be knowledgeable of the *Prohibited List, Doping Controls*, health consequences of doping *Use, Consequences of Anti-Doping Rule Violations* and the rights and responsibilities of *Athletes* for the period of this program.
- All *Athlete Support Personnel* involved in organized sport within the organizations jurisdiction shall, at all times, have access to anti-doping information relating to the *Prohibited List, Doping Controls*, health consequences of doping *Use, Consequences of Anti-Doping Rule Violations*, and the rights and responsibilities of *Athletes*.

3.2.2 Timeframe

A timeframe for your plan will vary, depending on:

- Specific circumstances of the organization (e.g. experience in the field of education and anti-doping, mission, mandate etc.)
- External environmental factors, e.g. the organization's partners, dependency on other organizations, legal framework, etc.
- Available financial and human resources.

3.2.3 Target Groups

Target groups are determined by the initial analysis, and should be consistent with the organization's overall mandate.

The *Code* identifies specific groups that, as a minimum, should be targeted by anti-doping information and education programs:

- *Athletes*
- *Athlete Support Personnel*
- Relevant sport organizations

Identifying general characteristics

The general characteristics of the target groups should be identified to adapt the design, actual implementation, and subsequent evaluation of materials and activities associated with the organization.

These characteristics can include:

- Age range
- Gender
- Group size
- Language
- Level of education
- Cultural background

Significant diversity in a target group's general characteristics is an important aspect to consider when developing and implementing an initiative.

This will almost certainly be the case for initiatives directed at multiple target groups.

Examples of target groups

- All top *Athletes* defined in the *RTP*
- Youth *Athletes* competing at a regional level
- Medical support personnel for all top-level *Athletes*

3.2.4 Key Messages

The key messages should be clear and easy to understand, engage the intended audience and motivate the desired attitudes or actions. Keep the number of key messages small, and make sure that they are appropriate for each target audience.

Annex 7 provides examples of key messages.

3.3 Writing the Action Plan

How are we going to accomplish our goals?

An action plan reflects all information and education Anti-Doping Activities to be carried out during a chosen timeframe, generally a year or a season. It includes both specific, one-time projects and ongoing information/education activities.

See Guidelines Section 3.3.8 for an action plan example and Annex 5 for an Action Plan Worksheet .

3.3.1 Considerations

Your action plan should include the following, at a minimum, depending on the complexity of the activity:

- Target group
- Goals, short term and long term
- Activity
- Responsibility
- Timeframe and schedule

3.3.2 Target Group

The target groups should be prioritized and catered to according to operational means.

3.3.3 Goals

Set short-term and long-term goals for each activity, following the SMART principle outlined in Guidelines Section 3.2.1.

Remember: Short-term goals define desired outcomes at the end of each activity; long-term goals define desired results at the end of the year or season.

3.3.4 Activity

The activity should be chosen or developed in order to reach the set goals.

Examples of activities

- Develop brochures to be distributed at World Championships during the accreditation process.
- Conduct seminars or workshops at Major Events organized by the National Federations.

3.3.5 Responsibility

Human resources should be allocated carefully and the overall responsibility for the program should be given to one person.

3.3.6 Timeframe and Schedule

A concrete timeframe and schedule should be defined for each activity.

3.3.7 Budget

The overall activity should be budgeted for carefully, and resources be sought to reach the goal.

3.3.8 Action Plan

See Guidelines Annex 5 for an example of how to populate the Action Plan template.

Target Group	Goal	Activity	Time/Schedule	Budget	Individual Responsible
Top-level <i>Athlete</i>	100% of all top-level <i>Athletes</i> are informed of their rights and responsibilities.	Create brochures to distribute during the accreditation process at the World Championships.	World Championships <i>Event</i> calendar	\$\$	Manager E. Ducation
Medical personnel for top-level <i>Athletes</i>	60% of all medical personnel are informed of <i>TUE</i> regulations.	Conduct seminars or workshops at <u>Major Events</u> organized by National Federations.	8 specific lectures/courses during the year	\$\$\$\$	Dr. M. Edicine
Secondary schoolchildren	40% of the schools adopt the anti-doping lecture. 50% of the children in these schools are informed of the dangers of doping.	Develop a lecture for teachers to incorporate into the anti-doping education program.	School year	\$	Mr. T. Eacher

3.4 Development of Materials and Activities

Before creating any new materials or activities, see what already exists. A number of information and education resources are available in WADA's Digital Library: <https://www.wada-ama.org/en/resources>.

Adapt the content or look and feel to the target group(s). To be sure the activities and materials you have chosen are relevant, involve a focus group during the adaptation phase. This precaution can save you time and money, and improve results.

3.5 Program Implementation

Standalone anti-doping education programs have proven very difficult to sustain, and relying on voluntary participation won't yield satisfactory results.

Instead, identify other education channels and consider how anti-doping education can be added to the content. These can be identified during the development of the action plan (see Guidelines Annex 5).

Rely on external regulation routes to ensure participation. For example, an *Athlete's* participation in *International Events* should depend on successful completion of an anti-doping education program.

3.6 Record-Keeping and Program Evaluation

Evaluating the implementation and outcomes of specific activities, and the program as a whole, will demonstrate the extent to which plans are progressing as intended and goals are being achieved.

Although a final evaluation can't be done until the end of the long-term plan or completion of a particular activity, progress should be monitored. Such monitoring can identify specific areas requiring attention and reveal any adjustments needed.

Evaluation criteria should be defined for assessing progress towards achieving goals and the overall effectiveness of the program and individual activities. Each criterion should relate to measurable aspects of the goals and be measured against data collected during the program, e.g. responses to questionnaires, number of participants, etc.

At a minimum, identify the effectiveness of program activities in attaining the goals set. Any statistics, preliminary information or other comparative data required as a starting point for the evaluation should be identified and obtained when possible.

When not possible, evaluation results can be used as the starting point for future monitoring of related initiatives.

All materials, files and resources used for the planning, development and implementation of activities should be kept and classified.

Records should be used to determine if and when the goals were reached and for tracking purposes.

Upon completion of a formal evaluation of the program or an initiative, submit a report. An evaluation report keeps staff and stakeholders informed, and can be used to further develop and improve the information and education program.

See Guidelines Annex 6: Evaluation Tools.

4.0 Definitions

4.1 2015 Code Defined Terms

Anti-Doping Organization (ADO): 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*, WADA, International Federations, and *National Anti-Doping Organizations*.

Athlete: Any *Person* who competes in sport at the international level (as defined by each International Federation) or the national level (as defined by each *National Anti-Doping Organization*). An *Anti-Doping Organization* has discretion to apply anti-doping rules to an *Athlete* who is neither an *International-Level Athlete* nor a *National-Level Athlete*, and thus to bring them within the definition of "Athlete." In relation to *Athletes* who are neither *International-Level* nor *National-Level Athletes*, an *Anti-Doping Organization* may elect to: conduct limited *Testing* or no *Testing* at all; analyze *Samples* for less than the full menu of *Prohibited Substances*; require limited or no whereabouts information; or not require advance *TUEs*. However, if an Article 2.1, 2.3 or 2.5 anti-doping rule violation is committed by any *Athlete* over whom an *Anti-Doping Organization* has authority who competes below the international or national level, then the *Consequences* set forth in the *Code* (except Article 14.3.2) must be applied. For purposes of Article 2.8 and Article 2.9 and for purposes of anti-doping 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*.

[Comment to Athlete: This definition makes it clear that all International- and National-Level Athletes are subject to the anti-doping rules of the Code, with the precise definitions of international- and national-level sport to be set forth in the anti-doping rules of the International Federations and National Anti-Doping Organizations, respectively. The definition also allows each National Anti-Doping Organization, if it chooses to do so, to expand its anti-doping program beyond International- or National-Level Athletes to competitors at lower levels of Competition or to individuals who engage in fitness activities but do not compete at all. Thus, a National Anti-Doping Organization could, for example, elect to test recreational-level competitors but not require advance TUEs. But an anti-doping rule violation involving an Adverse Analytical Finding or Tampering, results in all of the Consequences provided for in the Code (with the exception of Article 14.3.2). The decision on whether Consequences apply to recreational-level Athletes who engage in fitness activities but never compete is left to the National Anti-Doping Organization. In the same manner, a Major Event Organization holding an Event

only for masters-level competitors could elect to test the competitors but not analyze Samples for the full menu of Prohibited Substances. Competitors at all levels of Competition should receive the benefit of anti-doping information and education.]

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*.

Code: The World Anti-Doping Code.

Consequences of Anti-Doping Rule Violations (Consequences): An *Athlete's* or other *Person's* violation of an anti-doping rule may result in one or more of the following: (a) Disqualification means the *Athlete's* results in a particular *Competition* or *Event* are invalidated, with all resulting *Consequences* including forfeiture of any medals, points and prizes; (b) Ineligibility means the *Athlete* or other *Person* is barred on account of an anti-doping rule violation for a specified period of time from participating in any *Competition* or other activity or funding as provided in Article 10.12.1; (c) Provisional Suspension means the *Athlete* or other *Person* is barred temporarily from participating in any *Competition* or activity prior to the final decision at a hearing conducted under Article 8; (d) Financial Consequences means a financial sanction imposed for an anti-doping rule violation or to recover costs associated with an anti-doping rule violation; and (e) Public Disclosure or Public Reporting means the dissemination or distribution of information to the general public or *Persons* beyond those *Persons* entitled to earlier notification in accordance with Article 14. Teams in *Team Sports* may also be subject to *Consequences* as provided in Article 11.

Doping Control: All steps and processes from test distribution planning through to ultimate disposition of any appeal including all steps and processes in between such as provision of whereabouts information, *Sample* collection and handling, laboratory analysis, *TUEs*, results management and hearings.

Event: A series of individual *Competitions* conducted together under one ruling body (e.g., the Olympic Games, FINA World Championships, or Pan American Games).

International Event: An *Event* or *Competition* where the International Olympic Committee, the International Paralympic Committee, an International Federation, a *Major Event Organization*, or another international sport organization is the ruling body for the *Event* or appoints the technical officials for the *Event*.

International Standard: A standard adopted by WADA in support of the *Code*. Compliance with an *International Standard* (as opposed to another alternative standard, practice or procedure) shall be sufficient to conclude that the procedures addressed by the *International Standard* were performed properly. *International*

Standards shall include any Technical Documents issued pursuant to the *International Standard*.

National Anti-Doping Organization (NADO): The entity(ies) designated by each country as possessing the primary authority and responsibility to adopt and implement anti-doping rules, direct the collection of *Samples*, the management of test results, and the conduct of hearings at the national level. If this designation has not been made by the competent public authority(ies), the entity shall be the country's *National Olympic Committee* or its designee.

Out-of-Competition: Any period which is not *In-Competition*.

Participant: Any *Athlete* or *Athlete Support Personnel*.

Person: A natural *person* or an organization or other entity.

Prohibited List: The *List* identifying the *Prohibited Substances* and *Prohibited Methods*.

Prohibited Method: Any method so described on the *Prohibited List*.

Prohibited Substance: Any substance, or class of substances, so described on the *Prohibited List*.

Registered Testing Pool (RTP): The pool of highest-priority *Athletes* established separately at the international level by International Federations and at the national level by *National Anti-Doping Organizations*, who are subject to focused *In-Competition* and *Out-of-Competition Testing* as part of that International Federation's or *National Anti-Doping Organization's* test distribution plan and therefore are required to provide whereabouts information as provided in Article 5.6 and the International Standard for Testing and Investigations.

Sample or Specimen: Any biological material collected for the purposes of *Doping Control*.

[*Comment: It has sometimes been claimed that the collection of blood Samples violates the tenets of certain religious or cultural groups. It has been determined that there is no basis for any such claim.*]

Signatories: Those entities signing the *Code* and agreeing to comply with the *Code*, as provided in Article 23.

Strict Liability: The rule which provides that under Article 2.1 and Article 2.2, it is not necessary that intent, *Fault*, negligence, or knowing *Use* on the *Athlete's* part be demonstrated by the *Anti-Doping Organization* in order to establish an anti-doping rule violation.

Testing: The parts of *Doping Control* involving test distribution planning, *Sample* collection, *Sample* handling, and *Sample* transport to the laboratory.

Trafficking: Selling, giving, transporting, sending, delivering or distributing (or Possessing for any such purpose) a *Prohibited Substance* or *Prohibited Method* (either physically or by any electronic or other means) by an *Athlete*, *Athlete Support Person* or any other *Person* subject to the jurisdiction of an *Anti-Doping Organization* to any third party; provided, however, this definition shall not include the actions of “bona fide” medical personnel involving a *Prohibited Substance* used for genuine and legal therapeutic purposes or other acceptable justification, and shall not include actions involving *Prohibited Substances* which are not prohibited in *Out-of-Competition Testing* unless the circumstances as a whole demonstrate such *Prohibited Substances* are not intended for genuine and legal therapeutic purposes or are intended to enhance sport performance.

TUE: Therapeutic Use Exemption, as described in Article 4.4.

Use: The utilization, application, ingestion, injection or consumption by any means whatsoever of any *Prohibited Substance* or *Prohibited Method*.

WADA: The World Anti-Doping Agency.

4.2 Core Information/Education Program Guidelines

Defined Terms

Activity(ies): An action taken in the development and implementation of an information/education program.

Key message: A fundamental communication made in writing, in speech or by signals.

Long-term goals: Statements of what an organization wants to accomplish over an extended period of time.

Objectives: Statements of desired outcomes that will help attain the identified goals. They should directly support the long-term goals so that the program’s mandate is carried out in a coherent, effective and efficient manner.

Operational means: Methods used to achieve an end or to perform a process or a series of actions for accomplishing a result.

Results Management: Pre-hearing administration of potential anti-doping rule violations.

Short-term goals: Statements of what an organization wants to accomplish with each activity.

Stakeholder: Any *Person* or organization affected or to be affected by an activity, objective, goal and/or issue.

Target group: A *Person* or group of *Persons* to be the focus of an activity.

Timeframe: A limited period of time.

4.3 ISTI Defined Terms

Failure to Comply: A term used to describe anti-doping rule violations under *Code* Articles 2.3 and/or 2.5.

Sample Collection Personnel: A collective term for qualified officials authorized by the Sample Collection Authority to carry out or assist with duties during the Sample Collection Session.

Whereabouts Filing: Information provided by or on behalf of an *Athlete* in a *Registered Testing Pool* that sets out the *Athlete's* whereabouts during the following quarter, in accordance with Article I.3 of the International Standard for Testing and Investigations.

4.4 ISL Defined Terms

Major Event: A series of individual international *Competitions* conducted together under an international multi-sport organization functioning as a ruling body (e.g., the Olympic Games, Pan American Games) and for which a significant increase of resources and capacity, as determined by *WADA*, is required to conduct *Doping Control* for the *Event*.

4.5 ISPPPI Defined Terms

Anti-Doping Activities: Activities specified by the *Code* and the *International Standards* to be carried out by *Anti-Doping Organizations*, and their Third-Party Agents, for the purpose of establishing whether anti-doping rule violations took place, including collecting whereabouts information; conducting *Testing*; performing results management; determining whether an *Athlete's Use* of a *Prohibited Substance* or *Prohibited Method* is strictly limited to legitimate and documented therapeutic purposes; educating *Participants* on their rights and responsibilities; conducting investigations into anti-doping rule violations; and initiating legal proceedings against those who are alleged to have committed such a violation.

Annexes

Annex 1: *Code Article 18*

Annex 2: Sport Drug Control Model

Annex 3: Survey Instrument (*in development*)

Annex 4: Key Messages (examples)

Annex 5: Developing an Action Plan Worksheet

Annex 6: Evaluation Tools

Annex 7: Top Tips for Developing Actions

Annex 1: Code Article 18

ARTICLE 18 EDUCATION

18.1 Basic Principle and Primary Goal

The basic principle for information and education programs for doping-free sport is to preserve the spirit of sport, as described in the Introduction to the *Code*, from being undermined by doping. The primary goal of such programs is prevention. The objective shall be to prevent the intentional or unintentional *Use* by *Athletes* of *Prohibited Substances* and *Prohibited Methods*.

Information programs should focus on providing basic information to *Athletes* as described in Article 18.2. Education programs should focus on prevention. Prevention programs should be values based and directed towards *Athletes* and *Athlete Support Personnel* with a particular focus on young people through implementation in school curricula.

All *Signatories* shall within their means and scope of responsibility and in cooperation with each other, plan, implement, evaluate and monitor information, education, and prevention programs for doping-free sport.

18.2 Programs and Activities

These programs shall provide *Athletes* and other *Persons* with updated and accurate information on at least the following issues:

- Substances and methods on the *Prohibited List*
- Anti-doping rule violations
- *Consequences* of doping, including sanctions, health and social consequences
- *Doping Control* procedures
- *Athletes'* and *Athlete Support Personnel's* rights and responsibilities
- *TUEs*
- Managing the risks of nutritional supplements
- Harm of doping to the spirit of sport
- Applicable whereabouts requirements

The programs shall promote the spirit of sport in order to establish an environment that is strongly conducive to doping-free sport and will have a positive and long-term influence on the choices made by *Athletes* and other *Persons*.

Prevention programs shall be primarily directed at young people, appropriate to their stage of development, in school and sports clubs, parents, adult *Athletes*, sport officials, coaches, medical personnel and the media.

Athlete Support Personnel shall educate and counsel *Athletes* regarding anti-doping policies and rules adopted pursuant to the *Code*.

All *Signatories* shall promote and support active participation by *Athletes* and *Athlete Support Personnel* in education programs for doping-free sport.

18.3 Professional Codes of Conduct

All *Signatories* shall cooperate with each other and governments to encourage relevant, competent professional associations and institutions to develop and implement appropriate Codes of Conduct, good practice and ethics related to sport practice regarding anti-doping, as well as sanctions, which are consistent with the *Code*.

18.4 Coordination and Cooperation

WADA shall act as a central clearinghouse for informational and educational resources and/or programs developed by *WADA* or *Anti-Doping Organizations*.

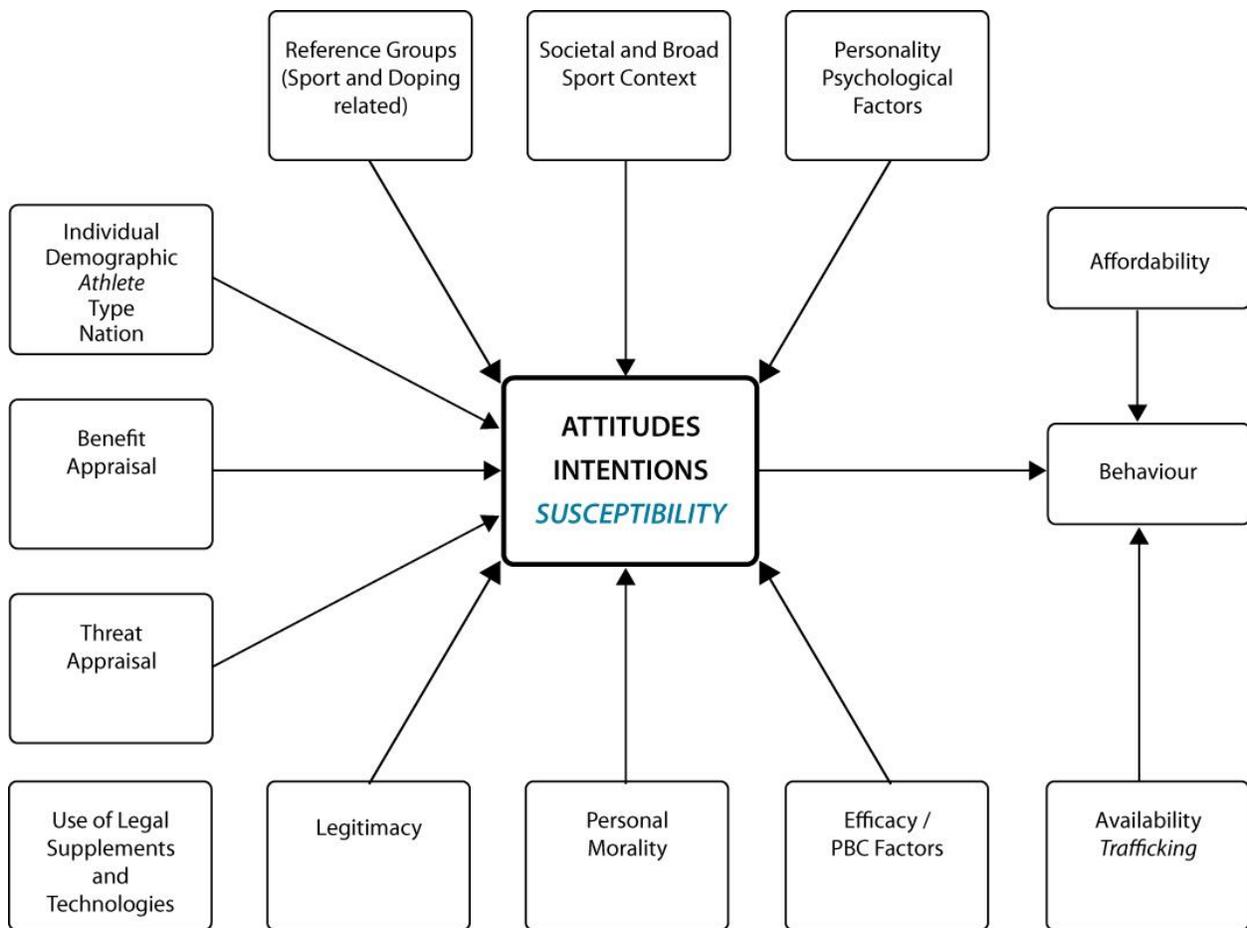
All *Signatories* and *Athletes* and other *Persons* shall cooperate with each other and governments to coordinate their efforts in anti-doping information and education in order to share experience and ensure the effectiveness of these programs in preventing doping in sport.

Annex 2: The Sport Drug Control Model

We know how the intention of engaging in doping behaviour is formed.

There are 10 key factors that influence and create the intention of doping in sport, and 2 market factors (availability and affordability) that facilitate the moment when an *Athlete* will start doping.

The influence of these factors may vary by *Athlete* level, type of sport and country. A good prevention program will identify the strength of each factor in a preliminary research phase (e.g. Guidelines Annex 3 questionnaire) to identify the factors that need to be “treated.”



Donovan et al. *Using the Sport Drug Control Model to Review the Social Science on Doping and Identify Areas for Future Research*, 15 May 2014, www.wada-ama.org.

Annex 3: Survey Instrument

WADA is currently working with researchers to apply what we know about the influences – both positive and negative – on *Athletes'* attitudes and behaviours with respect to doping, policy and practice in the real world.

Knowledge of doping influences will be translated into developing standardized guidelines for ADOs to:

1. Conduct research on their *Athlete* populations.
2. Assess the impact of the ADO's anti-doping efforts.
3. Identify areas of risk that require attention.

Using the Sport Drug Control Model of factors influencing *Athletes'* doping decisions, this project will develop a questionnaire of standardized items for measuring *Athletes'* responses to each of the domains in the Model that influence doping attitudes and behaviours.

The survey will be accompanied by process guidelines on population sampling and interviewing. Guidelines on how to analyze and interpret survey data will also be provided, along with recommended actions for areas requiring attention.

The standardized survey instrument and guidelines will allow direct comparison of *Athlete* populations worldwide.

Estimated date of delivery: End of 2015

Annex 4: Curriculum Framework

A curriculum framework should be established that clearly identifies what *Athletes* (in the first instance) should know at each main stage of their development.

“Learning objectives” act as a guide to what the *Athlete* should be “aware of,” “understand” and “do” at each stage.

WHY?

A curriculum helps ensure that only the most relevant content is included in activities, helping *Athletes* and *Athlete Support Personnel* learn more effectively and avoid information overload.

The principal aim is to guide the development of activities to support agreed “behaviour.” For example, beginner *Athletes* don’t really need to know anything about whereabouts. But when should *Athletes* know, and to what extent?

Involve *Athletes* and other stakeholders in the development of all the main anti-doping topics of your curriculum.

An example is provided on the next page.

Curriculum Framework: Example

Stage of Athlete Development	Anti-Doping Topic			
	Values	ADRVs	Testing	Whereabouts
Beginner	<p>The <i>Athlete</i> is aware of the 6 core values of sport.</p> <p>The <i>Athlete</i> can recognize the 6 core values of sport in others.</p>	<p>The <i>Athlete</i> is aware that sport is played by rules.</p> <p>The <i>Athlete</i> is aware that cheating in sport is breaking the rules.</p>	<p>The <i>Athlete</i> is aware that <i>Testing</i> takes place in sport.</p>	
Talented	<p>The <i>Athlete</i> can recognize when they display the 6 core values.</p> <p>The <i>Athlete</i> is aware of how bad values can affect a good sporting experience.</p>	<p>The <i>Athlete</i> understands that doping in sport is cheating.</p> <p>The <i>Athlete</i> is aware there is a <i>Prohibited List</i> of banned substances and methods.</p> <p>The <i>Athlete</i> is aware of the <i>Strict Liability</i> principle.</p> <p>The <i>Athlete</i> understands he/she can face a ban from sport for doping/cheating.</p>	<p>The <i>Athlete</i> understands he/she can be tested, and when he/she is likely to be tested.</p> <p>The <i>Athlete</i> understands the main stages of the urine <i>Sample</i> collection process.</p>	<p>The <i>Athlete</i> is aware that some <i>Testing</i> takes place <i>Out-of-Competition</i>, and that <i>Athletes</i> provide information so they can be located for <i>Testing</i>.</p>
Performance	<p>The <i>Athlete</i> consistently displays the 6 core values.</p>	<p>The <i>Athlete</i> is aware there are 8 ADRVs</p> <p>The <i>Athlete</i> understands <i>Strict Liability</i>.</p>	<p>The <i>Athlete</i> understands what happens in the urine and blood <i>Sample</i> collection processes.</p> <p>The <i>Athlete</i> is able to confidently provide a <i>Sample</i> for <i>Testing</i>.</p>	<p>The <i>Athlete</i> is aware that some <i>Athletes</i> have to provide whereabouts.</p> <p>The <i>Athlete</i> is aware that <u>Failure to Comply</u> can lead to a ban.</p>
Elite	<p>The <i>Athlete</i> is a role model of the core values of sport.</p>		<p>The <i>Athlete</i> is able to engage in the <i>Doping Control</i> process, exercising their full rights and responsibilities.</p> <p>The <i>Athlete</i> is confident to report any concerns on the <i>Doping Control</i> form.</p>	<p>The <i>Athlete</i> (if part of an <i>RTP</i>) can provide whereabouts information accurately and on time.</p> <p>The <i>Athlete</i> understands the <i>Consequences</i> of not providing whereabouts information when asked.</p> <p>The <i>Athlete</i> is able to provide Games-time specific whereabouts information (e.g. for the Olympics and Paralympics) when not part of an <i>RTP</i>.</p>

Annex 5: Action Plan Worksheet



Anti-Doping Education Planning Worksheet

Name:

Country:

e-mail:

Activity 1A - Identification of Target Groups

Below are the target groups identified as mandatory by the 2015 World Anti-Doping Code. Within each of these groups, define specific audiences for your education program and any other target group that you believe requires anti-doping education.

Athletes – Youth and Adult

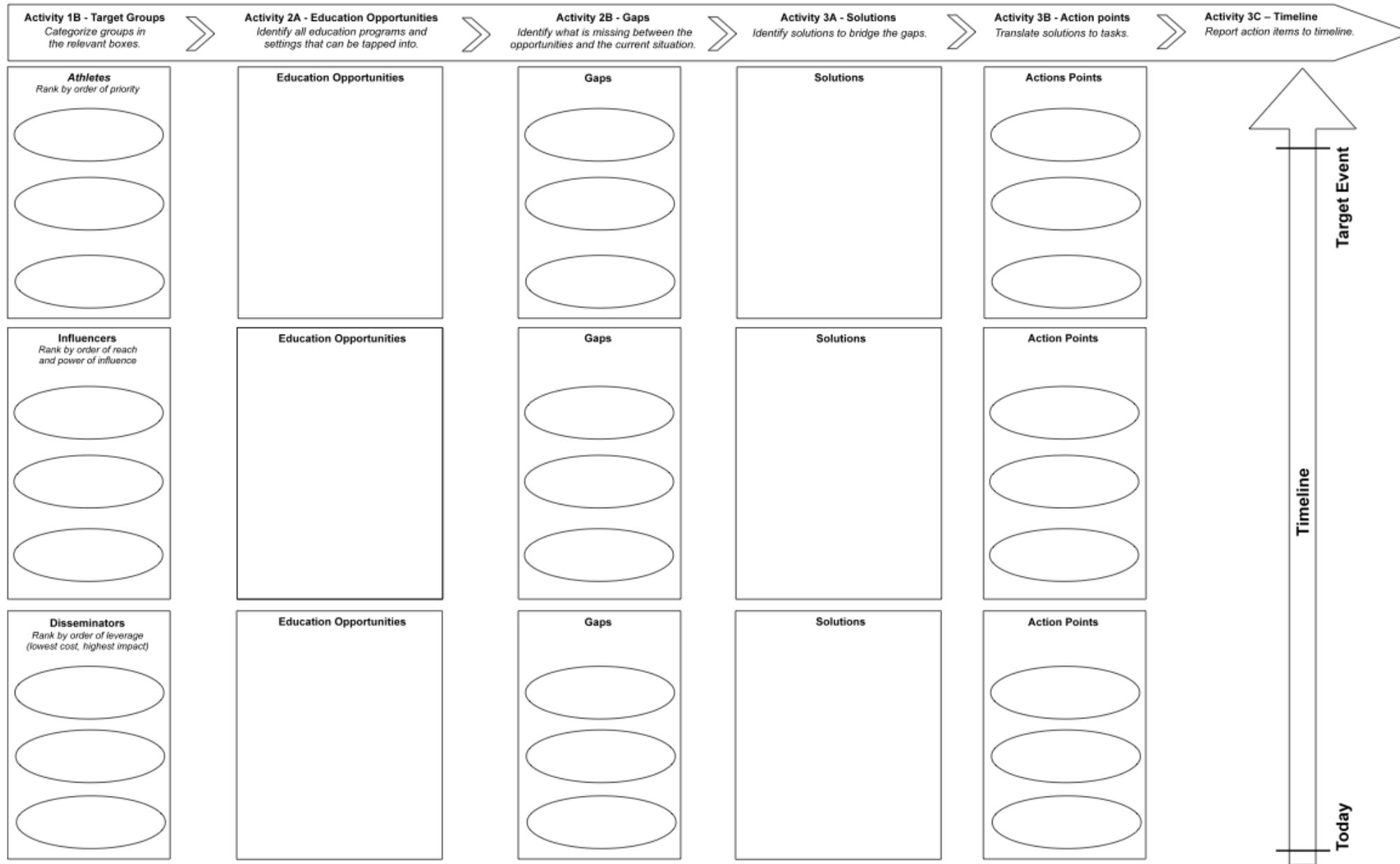
Athlete Support Personnel (coaches, medical personnel, etc.)

Parents

Sports Officials

Media

Other Target Groups



Activity 4 - Action Plan

For this action plan, respect the **SMART** principle for the items on the list:
Specific, **M**easurable, **A**chievable, **R**ealistic, **T**imely.

Target Group	Objective	Task	Responsibility	Deadline

Annex 6: Evaluation Tools

Evaluating an anti-doping education program¹ will provide answers to the following questions:

1. Does the anti-doping education program reach its goals?
2. Does it provide value for money?
3. Is it effective?

How to evaluate

Start by answering the following questions:

1. Why are you evaluating? Has the program concluded, and you want to know if the goals set were met? Or is the program ongoing, and you want to know if it's on track to reach the goals set?
2. How much money and time do you have?
3. What personnel are required for the evaluation?
4. Will the evaluation tool be a survey, checklist, questionnaire, etc.?
5. What steps need to be taken to complete the entire evaluation from beginning to end?
6. Once the evaluation tool has been completed by *Participants* who will put together the data?
7. How will it be used to draw conclusions?

Design of the evaluation

The evaluation for an anti-doping education program consists of several components, starting with planning. (See Tables 1 to 3.)

1. Planning (See Table 1.)
 - a. Title: Choose a title that represents the program; it should be memorable and not overly long.
 - b. Target group: List the target group and state relevant information about them.
2. Purpose (See Table 1.)
 - a. Describe the anti-doping education program. Provide background.
 - b. Explain the purpose of the evaluation.

¹ This document is based on the research report provided by Prof. Houlihan, "Improving and Proving: A handbook for the evaluation of anti-doping education programmes." This report is available in full text on www.wada-ama.org.

3. Aims and objectives (See Table 1.)

- a. Explain the expected outcomes (aims and objectives) of the program and the evaluation.
 - What is the program trying to achieve?
 - What is the purpose of the evaluation?
 - What are you trying to measure?
 - What do you expect to see?
- b. State the reasoning behind your hypotheses; make sure these are testable (i.e. you can measure "if, then" actions and outcome).

4. Resources (See Table 1.)

This section identifies the resources available for the evaluation.

- a. How much time can you and your partners devote to the evaluation?
- b. How much money (budget) can you and your partners contribute to the evaluation?

5. Method (See Table 2.)

This section describes the design of the evaluation.

- a. Provide a step-by-step evaluation protocol; identify what needs to be done and by whom, from beginning to end.
- b. Include any surveys or questionnaires given to *Participants*.

6. Results (See Table 3.)

Present the quantitative and qualitative data collected from the evaluation.

- a. Quantitative results: Record all numbers and data in this section.
- b. Qualitative data: Provide a brief summary of trends.
 - Record all results received in this section, e.g. from interviews, questionnaires, surveys, checklists, etc.
 - Presentation of the information could include tables or graphs, especially if there is a lot of numerical data.

7. Discussion and conclusion (See Table 3.)

Elaborate on the results giving explanations of their meaning. Describe what the results mean for the anti-doping education program.

- a. List recommendations for the program and the implications of each recommendation for specific delivery agents.
- b. What changes, if any, will be made to the anti-doping education program? Which changes are most important and feasible to implement?
- c. How can you ensure these changes are implemented?
 - Refer back to the introduction, and discuss whether or not the expected outcomes were seen.
 - List the strengths and limitations of the evaluation, and how you will proceed in the future with the program and with other evaluations.

Getting Started

Two key considerations to keep in mind before you get started:

- Why not partner with a local university in the evaluation of your anti-doping education program? You could work with valuable resources that complement your internal expertise, e.g. an experienced researcher.

Contact ssr@wada-ama.org for more information.

- Get a head start in evaluating your anti-doping education program by considering the following in the early design stage:
 - Specific aspect(s) of the doping problem to be addressed
 - Target group to reach
 - Desired outcomes
 - Available resources (e.g. budget, staffing, partnerships)

Take advantage of resources like report done by Prof. Houlihan, *"Improving and Proving: A handbook for the evaluation of anti-doping education programmes."* The complete report is available on WADA's Web site www.wada-ama.org, you can read only the chapters you need.

Table 1: Planning the Evaluation – The Starting Point and Foundation

Program name:		Date:	
Target group:			
Individual(s) responsible for overseeing the evaluation:		Individual(s) responsible for the evaluation activities:	
Purpose of the evaluation			
Program description:			
Purpose of the evaluation: <i>Why are you carrying out your evaluation? Formative (to improve the program) or summative (to prove the program works).</i>			
Aims and objectives			
Aims: <i>What outcomes do you aim to achieve? What do you expect to see, hear and measure?</i>		Short term	Medium term
1.		<input type="checkbox"/>	<input type="checkbox"/>
2.		<input type="checkbox"/>	<input type="checkbox"/>
3.		<input type="checkbox"/>	<input type="checkbox"/>
4.		<input type="checkbox"/>	<input type="checkbox"/>
Objectives: <i>Specific events or actions that will contribute towards your aims. For each objective, clearly define a success indicator following the SMART principle: Specific – Measurable – Achievable – Realistic – Timely.</i>			
Objectives for aim 1	1. 2. 3.		
Objectives for aim 2	1. 2. 3.		
Objectives for aim 3	1. 2. 3.		
Objectives for aim 3	1. 2. 3.		
Objectives for aim 4	1. 2. 3.		
Resources			
Time dedicated to the evaluation: <i>List the time a) you and b) your partners have available for the evaluation.</i>			
Time to gather information (data):		Time to give the evaluation:	Time needed from partners!
Budget dedicated to the evaluation: <i>List the money a) you and b) your partners have available for the evaluation.</i>			
Budget needed to carry out the evaluation:		Money you have allocated to the project:	Money provided by partners:
Staff (employees/volunteers):	Experience/Expertise:		Cost:
1.			
2.			
3.			
4.			
Equipment/Materials: <i>Indicate all software or other items needed to carry out the evaluation.</i>			Cost:
1.			
2.			
3.			
4.			
Total:			

Table 2: Method – Gathering the Data

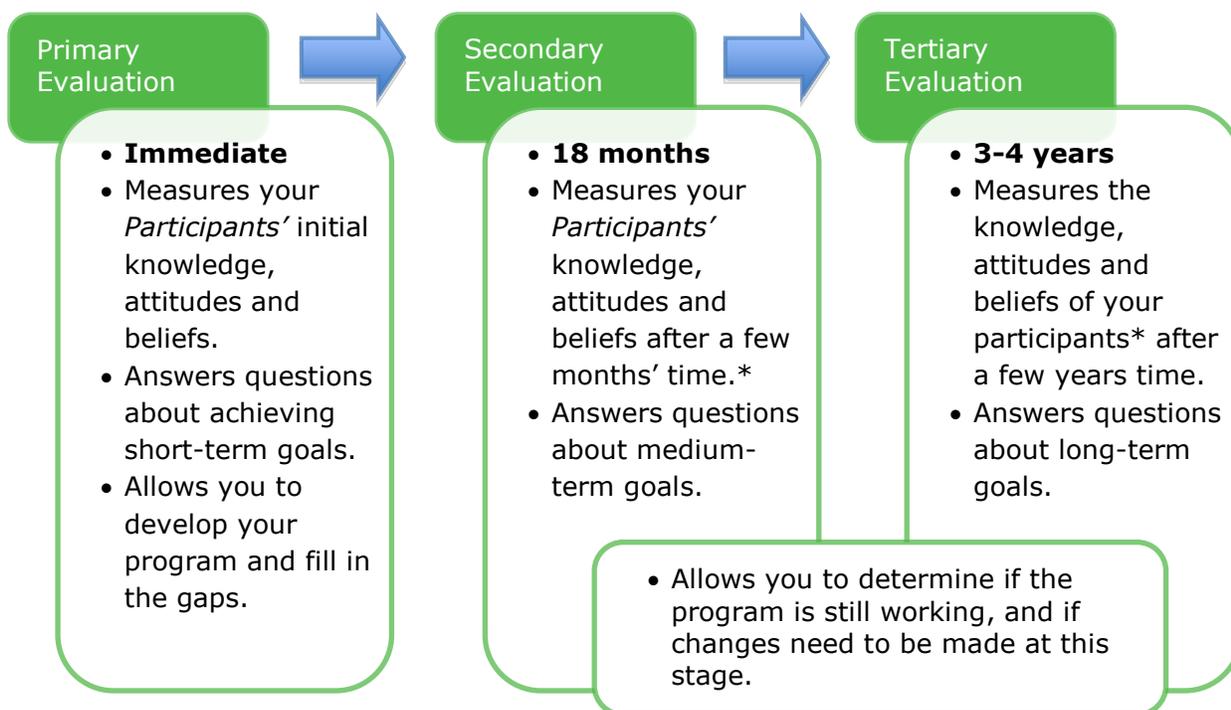
Title of the evaluation:	
Name of individual(s) recording data:	
<p>Sources of information:</p> <p><i>Who will be completing the evaluation?</i></p>	<input type="checkbox"/> Program <i>Participants</i> <input type="checkbox"/> <u>Sample</u> Collection Personnel <input type="checkbox"/> NADOs <input type="checkbox"/> Athlete Support Personnel <input type="checkbox"/> International Federations <input type="checkbox"/> Critics <input type="checkbox"/> Topic area specialists
<p>Type of evaluation:</p> <p><i>What method will be used to collect data?</i></p> <p><i>Consider using a combination of data collection methods.</i></p> <p><i>Be sure that the method is culturally acceptable to Participants, and takes into account ethics and confidentiality.</i></p>	<input type="checkbox"/> Questionnaires/Surveys/Checklists <input type="checkbox"/> Interviews <input type="checkbox"/> Records and documents <input type="checkbox"/> Observations
<p>Time of data collection:</p> <p><i>When will data be collected?</i></p> <p><i>Data collection should be a continuous process.</i></p>	<input type="checkbox"/> Before/Baseline <input type="checkbox"/> During <input type="checkbox"/> After
Method of recording data:	<input type="checkbox"/> Audio tape interviews <input type="checkbox"/> Written reports <input type="checkbox"/> Computerized documents <input type="checkbox"/> Video

**Table 3: Results, Discussion and Conclusion
– Making Sense of the Data**

Results: Processing the data		
	Completed	To be completed
Process the quantitative data		
Make copies of data and store the master copies securely for future reference	<input type="checkbox"/>	<input type="checkbox"/>
Tabulate the information	<input type="checkbox"/>	<input type="checkbox"/>
Compute any relevant statistics – <i>Do you have access to specialists to perform complex statistical analysis? If not can you recruit volunteers or hire someone externally?</i>	<input type="checkbox"/>	<input type="checkbox"/>
Create tables and graphs if necessary	<input type="checkbox"/>	<input type="checkbox"/>
Process the qualitative data		
Read through all the data	<input type="checkbox"/>	<input type="checkbox"/>
Organize comments/documents into similar categories and label these categories	<input type="checkbox"/>	<input type="checkbox"/>
Attempt to identify patterns, associations and causal relationships. Look for recurring themes.	<input type="checkbox"/>	<input type="checkbox"/>
Retain all documents. Keep them for several years following the completion of the report in case they are needed for future reference.	<input type="checkbox"/>	<input type="checkbox"/>
Analyze the data – <i>Do you have access to specialists in the analysis of qualitative data?</i>	<input type="checkbox"/>	<input type="checkbox"/>
Discussion and conclusion: Interpreting the data		
Individual(s) responsible for writing final report and conclusion:		
Target audience of the evaluation report: <i>Who will benefit from sharing your evaluation findings?</i>		
What were the key findings?		
Were there any unexpected outcomes? Are the results similar to what you expected?		
Do the results make sense?		Yes <input type="checkbox"/> No <input type="checkbox"/>
Did you meet all success indicators?		Yes <input type="checkbox"/> No <input type="checkbox"/>
What conclusions can you draw looking back at the original purpose of the evaluation?		
How sure are you that your intervention caused these results?		
Were there any other factors that could have contributed to the results?		
How can the program be improved?		
Future courses of action and recommendations:		Implications of the recommendations:
Strengths of the evaluation:		Weaknesses of the evaluation:

Evaluating Your Program Over the Long Term

Your program should adapt as the knowledge, attitudes and beliefs of its *Participants* change. Continuous evaluation will allow you to make necessary adjustments to your anti-doping education program.



* **Important:** You need to survey the same (or similar) group of *Participants* for the data collected to be valid.

Monitor and Continuously Collect Data

Monitor the anti-doping education program and continuously collect data on how the program affects *Participants*. You will gain access to valuable information and insight.

Annex 7: Top Tips for Developing Actions

Before identifying lots of new actions, it's important to reflect on what you currently do, and if these actions are effective.

Take Inventory

At this time, a wealth of materials and actions already exists. It's worth looking at what already exists, and adapting the content, look and feel to the your target group.

Once you choose the actions and materials, validate them with a focus group during the adaptation phase to ensure they are relevant to your target.

Find out if any additional information is available that you know of or can find to add context to your framework. Consulting with key stakeholders can be helpful to gather information. Here are some examples:

- Young children don't like to read large amounts of information.
- Values-based education is best delivered at a young age.
- Elite *Athletes* have limited time, as they are training and also possibly working.
- Universities have many performance *Athletes* from various sports attending their institutions – this offers a great opportunity to reach many *Athletes* at once.
- We are living in the digital age; many people access and process information differently than before.

Content Purpose and Structure

- Have a clear objective for the resource before starting to develop any content – this will keep you on track.
- Always put yourself into the mind of your target audience before developing any content – if you are developing a resource for young school children, imagine that you are a young child to better understand what your target group will or won't respond to.
- Always structure content in a logical way – your content should flow.
- Keep content short, concise and to the point.
- Text is best displayed in 2 columns on a page to promote readability and concentration.

- Break content up with images; use sport-specific images where possible (e.g. swimmers will respond to swimming images).
- Use positive language – clean sport is positive, anti-doping is negative. Positive language increases engagement with the resource.
- Ensure the language is sufficient for the age and stage of the intending audience.
- Consider any equality and diversity needs.
- Allow time for editing and proofreading – always have an independent *Person* read over any copy.
- Always include a “valid from” date and a version number – this will help to manage live and current versions of any resource.
- For very technical anti-doping information, ask someone from Legal to review the copy before publication to confirm its accuracy.
- Interactive PDFs are a simple, cost-effective way to create a digital resource.
- Include questions within the copy to increase the effectiveness of an information action on behaviour change. See the example below.

Use questions to reinforce behaviour change: To reinforce to an *Athlete* how he/she can check if a medication is safe to take, you could include a question that leads to action, e.g.

“Why don’t you pick a medication that you have used before, and check it now?”

Education

- Education sessions or e-learning needs to be planned using principles stemming from the science of learning.
- Learning objectives for any education actions needs to be established and these should be related to what you want those attending to be able to “do” by the end of the session, e.g. “At the end of this session, all *Athletes* will be able to check their medications are safe to take.”
- Find experts – developing education actions required education professionals.

- Content for sessions should have a logical flow and build progressively.
- Practice time is an essential component for any education session.
- Case studies, role playing and other decision-making activities (“What would you do if...”) are essential.
- Make learning fun! People learn more when they’re having fun.
- Delivery of education requires an experienced educator/teacher.
- Learning resources (e.g. case study cards, true/false signs, worksheets) should be well developed, quality material.
- An education session should last no more than 2 hours.
- Observe a ratio of 1 educator/teacher to 12 participants when possible. Also, always encourage co-delivery.
- Base the education program on the needs of the target group.

Key Messages

Key messages should be clear and easy to understand, engage the intended audience and motivate the desired attitudes or actions.

Related key messages

- Clean Sport.
- We want all *Athletes* to be clean and stay clean.
- Doping is *Using* any substance or method on the *Prohibited List*.
- Doping is against the spirit of sport.

Types of key messages

- Cooperate: An *ADO* promotes their mission and vision.
- Campaign: *WADA*’s “Say NO! to Doping.”

Campaign messages are useful to unit target groups to a cause as opposed to education messages that are normally focused on getting an individual to “do” something – they are behavioural in nature.

- Education: TELL, CHECK, ASK before taking any medication.

(“TELL medical personnel you’re an *Athlete*. CHECK it is safe to take before doing so. ASK for confirmation as the final check.”)

Use Social Media to Create a Social Norm

Social media can be an effective tool to communicate key messages and create a social norm about anti-doping.

On Twitter, hashtags (#keyword) are known as a great way promote anti-doping key messages, education activities and programs.

Hashtags WADA uses include #WADA, #WADAOutreach, #no2doping, and #cleansport. For a campaign involving the *Athlete* Committee, WADA created #asktheathlete.

This advice applies to key messages and hashtags: Limit the number and make sure they are appropriate for the target audience.