

A RESOURCE FOR
MAJOR EVENTS



NOC
CLEAN SPORT
EDUCATION
GUIDE

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WELCOME!

As a National Olympic Committee (NOC), you are a Signatory of the World Anti-Doping Code (Code), which means that within the scope of your responsibility, and in cooperation with other Signatories, you have a responsibility to plan, implement, monitor, evaluate and promote clean sport education for athletes and Entourage/ Athlete Support Personnel (ASP) prior to them attending a Major Event.

NOC responsibilities in clean sport education, as defined in the International Standard for Education (ISE) 7.5, are to:

- Cooperate with the National Anti-Doping Organisation (NADO) to ensure that athletes and Entourage/ASP selected to participate in a Major Event shall receive education prior to the event.
- Require National Federations (NFs) to conduct education in coordination with the NADO.
- Be the authority on education where a NADO does not exist.

The International Olympic Committee (IOC) has delegated its anti-doping program to the International Testing Agency (ITA), and this includes education. This guide is therefore designed to encourage and support you to educate your athletes and their support personnel in advance of a Major Event.

Education is a vital prevention strategy for both intentional and unintentional doping in sport, and it is a fundamental component of any anti-doping program. Education supports the preservation of the spirit of sport and helps foster a clean sport environment. Let’s all do our part in protecting athletes and Keeping Sport Real!

.....

The ITA is an independent international organisation that manages comprehensive and independent anti-doping programs. It leads its activities in compliance with the World Anti-Doping Code, without any real or perceived conflict of interest, following its main objective to protect the integrity of sport and athletes all over the world. The IOC has delegated its entire anti-doping program to the ITA since 2018.

Find out more about the ITA:
[What is the ITA?](#)

NOC CLEAN SPORT EDUCATION GUIDE

This NOC Clean Sport Education Guide has been developed by the ITA in collaboration with the IOC and with support from the World Anti-Doping Agency (WADA) to assist your education activities prior to Major Events and your overall Education Program.

Collaboration and cooperation are vital for clean sport. The ITA would like to thank the following expert advisors for their input and review of this guide:

ITA Expert Group

- Kady Kanouté Tounkara, OLY
- Dr Kelsey Erickson
- Toby Atkins

National Anti-Doping Organisations

- Anti Doping Danmark (ADD)
- Azerbaijan National Antidoping Agency (AMADA)
- Doping Authority Netherlands (Dopingautoriteit)
- Sport Integrity Commission New Zealand
- Slovenia Anti-Doping Organisation (SLOADO)
- United States Anti-Doping Agency (USADA)
- NADA Germany
- Japan Anti-Doping Agency (JADA)

Regional Anti-Doping Organisations

- Southeast Asia Regional Anti-Doping Organisation (SEARADO)
- Pan American Regional AntiDoping Organization (PAN RADO)

WADA Advisors

- Tony Cunningham, Head of Research and Policy, Education
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CONTACT THE ITA EDUCATION TEAM

If you have any questions about this guide or clean sport education in general, you can contact us at:

education@ita.sport

IN COLLABORATION
WITH THE INTERNATIONAL
OLYMPIC COMMITTEE









WITH SUPPORT FROM WADA



HOW TO USE THIS GUIDE






Planning, delivering, monitoring and evaluating education does not need to be complicated, expensive or overwhelming. This guide was prepared to support you to develop and implement a pre-Major Event education program that supports your athletes to compete clean and enables Entourage/ASP to play their part in clean sport. Information, activities and resources presented in this guide are in line with the [World Anti-Doping Code \(Code\)](#) and the [International Standard for Education \(ISE\)](#).

To make the application of the Code and ISE as practical as possible, each activity is introduced with a set of icons that highlight key information, such as cost, target groups, languages and monitoring tools available.

-  Type of resource
-  Cost
-  Target groups
-  Languages
-  Monitoring tools
-  Education components

Not sure what education components are?
[Check out page 20 for more info.](#)

Icons are also used to show how you can access each resource:

-  Download resource
-  Go to website
-  Play video or audio
-  Go to app
-  Go to link

A MESSAGE FROM ITA SENIOR EDUCATION MANAGER,
MAIRI IRVINE ON HOW TO USE THIS GUIDE



An athlete's **first experience** with anti-doping should be through Education rather than Doping Control

INTERNATIONAL STANDARD FOR EDUCATION

THE IMPORTANCE OF EDUCATION

The ISE states that all athletes and Entourage/ASP selected to participate in Major Events should receive education prior to the event. But beyond being an obligation, it is also simply the right thing to do.

Hear from former athletes, who are advocates for clean sport, about their perspectives on the importance of education.

ANA JELUŠIĆ, OLY
ITA EDUCATION AMBASSADOR



NIKKI HAMBLIN, OLY
ITA EDUCATION TEAM



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WADA ATHLETE COUNCIL



RYAN PINI, OLY
WADA ATHLETE COUNCIL



01

PLANNING

YOUR EDUCATION PROGRAM

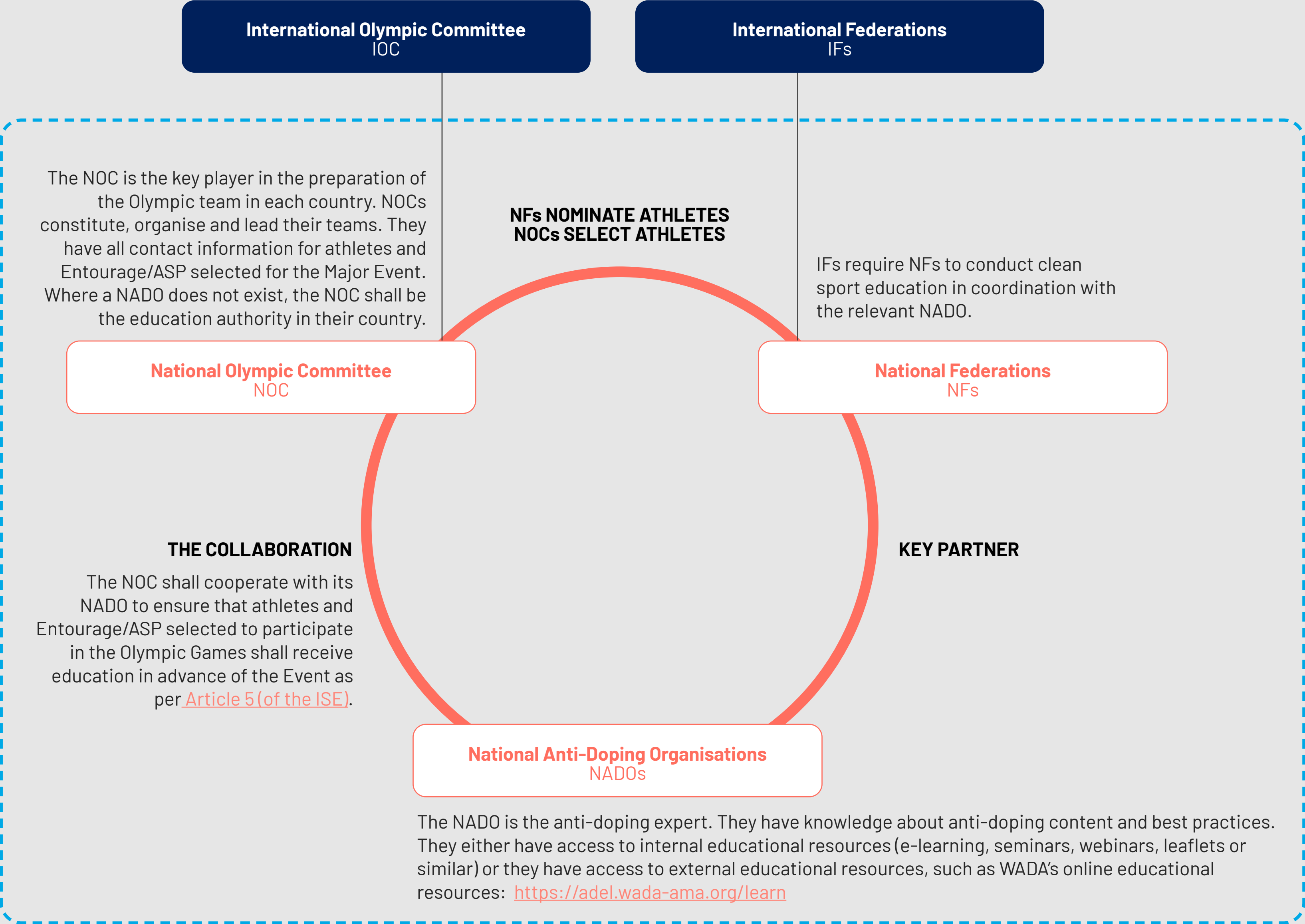
Planning your clean sport Education Program is the first step in the process. In this section you will find the key considerations you should take into account, including where you can collaborate with other organisations and the tools to get you started.

- 1.1 Where to start...
- 1.2 Collaboration and cooperation
- 1.3 Creating win-win relationships for athletes and clean sport
- 1.4 Regional collaboration
- 1.5 Clean sport education topics
- 1.6 Additional topics for Major Events
- 1.7 Creating an Education Plan
- 1.8 Code Implementation Support Program (CISP)

1.1

WHERE TO START...

Collaboration and cooperation are vital for clean sport. As a starting point you should work with your NADO and the NFs within your country to implement clean sport education initiatives.



1.2

COLLABORATION AND COOPERATION

– EXPERIENCE FROM ANTI DOPING DANMARK AND NOC DENMARK



With three guiding words ('Collaboration, Contacts and Content'), Anti Doping Danmark (ADD) works with the Chef de Mission of NOC Denmark (NOC DEN) and the Danish Olympic Secretariat. The approach is to partner and combine ADD's expertise and resources in anti-doping with NOC DEN's access to Olympic participants. The goal is to support all athletes and their Entourage/ASP with the relevant knowledge about anti-doping in preparation for a Major Event.

NOC DEN and ADD have collaborated for years. In the beginning, ADD contributed to the National Olympic Handbook with information about anti-doping for Olympic participants. However, there was no reporting or feedback mechanism to establish how NFs, athletes and Entourage/ASP used or learned from the information. In light of this, in recent years the collaboration has expanded to the implementation of mandatory e-learning for all participants in any Olympic Event. In addition, ADD educates youth athletes in face-to-face sessions and contributes with short sessions on anti-doping at the seminar for Olympic and Paralympic athletes preparing for the Olympic and Paralympic Games (blended learning).

ADD continually informs NOC DEN about the status of completion of e-learning and NOC DEN continually follows up with the NFs regarding who still needs to complete e-learning. In this circular way they reach goals together.

The positive outcomes are:

- Both organisations ensure that athletes and their Entourage/ASP selected to participate in the Olympic/Paralympic Games have received relevant clean sport education in advance.
- Together, they can achieve more than what each organisation can accomplish on its own, targeting education to the specific needs of each target group.
- This supports athletes to compete clean by giving them the right knowledge and the right tools in the right way.

The collaboration is based on a high degree of trust. It is crucial to have a clear collaboration agreement, including guidelines for roles, responsibilities and potential outcomes of the collaboration. Regular communication and evaluations can help address any issues that may arise during the collaboration and ensure its success.

1.3

CREATING WIN-WIN RELATIONSHIPS FOR ATHLETES AND CLEAN SPORT

– EXPERIENCE FROM THE JAPAN ANTI-DOPING AGENCY (JADA)



KEY POINTERS FROM THE JAPAN ANTI-DOPING AGENCY (JADA)

A NADO may not be able to effectively deliver clean sport education alone. This is particularly true for pre-Games education, as the NOC may lack the necessary professional and technical knowledge about clean sport and anti-doping rules. To address this, in June 2023, JADA entered into a Major Event Agreement with the Japanese Olympic Committee (JOC) and the Japan Paralympic Committee (JPC). This collaboration builds upon an Education Strategic Plan of March 2021.

The agreement, influenced by the International Standard for Education (ISE), enhances cooperation among these bodies to fully implement ISE principles. This ensures that all participants receive appropriate education before events. A key aspect of the agreement involves NFs undertaking education activities. JADA provides guidance and oversight for these activities, ensuring that all initial delegates are well informed prior to engaging in pre-Games education.

KEY POINTERS FOR COLLABORATION BETWEEN NOCs AND NADOs

- Define and communicate key roles and responsibilities in education to stakeholders, ensuring their understanding and action. Publish these details for transparency.
- Develop tailored approaches to education for specific sports, considering requirements for Registered Testing Pool (RTP), Testing Pool (TP), other athlete pools, and minor athletes, along with their Entourage/ASP.
- Promote clean sport messages in a compelling and positive manner, utilising positive messages from Olympians to increase athlete and Entourage/ASP engagement and commitment.
- Establish clear education objectives for pre-Games education, ensuring they align with ISE principles.
- Set learning objectives that take into account the existing knowledge, understanding and values of the participants.
- Decide on a timeline for pre-Games education and plan additional activities where feasible.
- Regularly evaluate whether the learning objectives have been achieved, using the insights for future improvements.
- Continuously monitor the effectiveness of pre-Games education and conduct assessments, possibly every four years, to gauge its long-term impact.

1.4

REGIONAL COLLABORATION

In addition to collaboration on a national level, there are benefits to be gained from regional collaboration. SEARADO has introduced and facilitated numerous initiatives in anti-doping education over the past decade.

PLANNING YOUR EDUCATION PROGRAM

- With the support of the UNESCO Fund for the Elimination of Doping, an inaugural Outreach Booth was established at the 2013 Southeast Asian Games, with the WADA Play True Quiz translated into almost every regional language.
- Following the 2013 edition of the Games, Outreach Booths have been set up at every subsequent edition.
- Webinars were organised for member countries to share how they foster anti-doping awareness among their athlete population.
- In 2017 athletes of the ASEAN School Games were introduced to NewMo!, a values-based activity shared by JADA.
- An Outreach Booth was set up at the 2018 ASEAN University Games in Singapore.
- SEARADO and JADA formed an agreement that supports various member countries' education initiatives funded by UNESCO.
- JADA clean sport brochures and posters are co-branded and translated into regional languages.
- Many member countries have translated the ADEL e-learning module for both athletes and Entourage/ASP.
- Anti-Doping Education Trainers Workshop organised by SEARADO (2018).
- Anti-Doping Education Symposium organised by SEARADO (2023).
- SEARADO held a session with the Tier 4 countries in the region to provide the elements to make their presentations lively and interesting, following which PowerPoint slides were provided.

THE IMPORTANCE OF COLLABORATION,
GOBI NAIR, DIRECTOR GENERAL, SEARADO



1.5

CLEAN SPORT EDUCATION TOPICS

PLANNING YOUR EDUCATION PROGRAM

The World Anti-Doping Code Article 18.2 and ISE Article 5.2 outline the topics that must be included in an Anti-Doping Organisation's (ADO's) education program.

These are:

- Principles and values associated with clean sport
- Athletes', Entourage/ASP and other groups' rights and responsibilities under the Code
- The principle of Strict Liability
- Consequences of doping (for example, physical and mental health, social and economic effects, and sanctions)
- Anti-Doping Rule Violations (ADRVs)
- Substances and methods on the Prohibited List
- Risks of supplement use
- Use of medications and Therapeutic Use Exemptions (TUEs)
- Testing procedures, including urine, blood and the Athlete Biological Passport (ABP)
- Requirements of the Registered Testing Pool (RTP), including Whereabouts and the use of ADAMS.
- Speaking up to share concerns about doping.

Need support to implement these topics in your clean sport education program?

[Check out section 2](#) of this Guide for resources available for you to use.

1.6

ADDITIONAL KEY EDUCATION TOPICS FOR MAJOR EVENTS

In addition to the compulsory topics, Games-specific education must be considered to provide detailed information regarding the event's anti-doping rules, procedures and requirements.

This includes:

- Values, such as winning with integrity.
- Key dates, including the period of the Games/championship and when jurisdiction changes.
- In-competition and out-of-competition periods.
- Rules, including the Prohibited List and any sport-specific additions.
- TUEs – what to do beforehand and how to get one if needed during the competition.
- Whereabouts requirements (for athletes in a testing pool).
- Testing – the process, who can test, types of testing and testing equipment.
- Where to report intelligence or suspicions of doping.
- What happens if the Event Anti-Doping Rules are broken and potential consequences, including any specific consequences for teams.

1.7

CREATING AN EDUCATION PLAN

Once you have identified your collaboration opportunities, available expertise and timeline, you have the starting point for your Education Program. The next step is to create an Education Plan. The process of creating an Education Plan need not be complicated; we have broken it down step by step, with links to relevant sections of this guide, where more information can be accessed.

EXPERT TIP
TONY CUNNINGHAM, HEAD OF RESEARCH AND POLICY, WADA EDUCATION



EDUCATION PLAN: KEY STEPS

This structure is based on
the WADA Guidelines for Education.

1.

Assess your current situation

Key considerations:

- What is your environment (e.g., sports system/ structures and context)?
- Who are your Target Groups?
 - Athletes attending the Major Event
 - Entourage/ASP attending the Major Event
 - Chief Medical Officer
 - Chef de Mission
 - Additional team staff responsible for anti-doping
- What resources are available to you?

We recommend you start by reaching out to your NADO/RADO.
- Do you have any current education activities?

2.

Establish an Education Pool

These are your priority Target Groups identified in the previous step.

3.

Set an overall program aim

For example, all athletes and Entourage/ASP participating in the Major Event will receive education on Games-specific topics in advance of the event.

4.

Set program objectives

Smaller program objectives contribute to the overall aim of your program but relate to each individual activity that you are planning. Here are some examples:

- Setting a goal for an in-person event or for webinar attendance (i.e., 100% of medical personnel with an accreditation to the Major Event attend a webinar on the Prohibited List).
- Setting a goal for e-learning course completion rates (i.e., 100% of athletes complete the ADEL course).
- Aiming to send a certain number of anti-doping communications before the Major Event (i.e., one communication per month containing anti-doping information is sent to NFs).

EDUCATION PLAN: KEY STEPS

This structure is based on
the WADA Guidelines for Education.

5.

Define topics that you want to cover.

All the topics that should be included in an Education Program are outlined in section 5.2 of the ISE. It is also recommended to include Games-specific information in your Education Program. This guide provides resources on all these topics in [section 2](#).

6.

Set learning objectives.

Once you have a list of topics that you want to cover, think of what you want to achieve for each one of them. For example, you may want athletes to understand their rights and responsibilities during doping control or for them to know how to check their medications.

7.

Plan education activities.

How do you plan to deliver education? Do you have the capacity to organise your own activities? Will you use existing tools, such as ADEL e-learning or ITA webinars, or a combination of both? If you are not sure, see [section 3](#) of this Guide.

8.

Plan your monitoring and evaluation.

Check out [section 7](#) for all the necessary guidance, tools and resources to monitor and evaluate your program.

9.

Write it down!

Detailed information and guidance for each of these steps and an example of an Education Plan template can be found in the [Guidelines for the 2021 International Standard for Education chapter 5](#).

10.

Share your plan.

We recommend sharing the Education Plan with your NADO and with the NFs sending delegations to the Games. You are also welcome to share it with the ITA team, who will pass the information on to the IOC and the relevant IFs. And, of course, this Plan will help you be prepared for the WADA Code Compliance process.

1.8

CODE IMPLEMENTATION SUPPORT PROGRAM (CISP)



Online support material



Free



Administrators



Different languages available



Need additional support with planning your Education Program? WADA offer a range of resources for organisations to support them in the development of their clean sport education programs. Go to the CISP resource channel on ADEL to find useful tools and guidance to develop your Education Plan and Program in line with the ISE.

HERE ARE THE RESOURCES WE RECOMMEND:

ATHLETE CURRICULUM

Specifically the sections relating to what international-level athletes need to know, understand and do.



DEVELOPING YOUR EDUCATION PROGRAM

Support tool to assist with developing your Education Pool, Plan and Program, including all relevant components.



ISE SUPPORT TOOLS FOR ADOs

A webinar resource to explain how to use the Athlete Curriculum and workbook tools to support your Education Plan and Program.



02

RESOURCES

TO SUPPORT THE PLANNING OF YOUR EDUCATION ACTIVITIES

In this section, we have collated resources that are freely available for you to utilise for your Education Program and activities. As you navigate these next sections of the guide, you will see that resources and activities are accompanied by an icon identifying which component of education is the focus. Turn the page to learn more about the four components.

- 2.1 The four components of education
- 2.2 ADEL by WADA
- 2.3 IOC resources
- 2.4 ITA resources
- 2.5 Other ADO resources
- 2.6 Interactive activities

2.1

THE FOUR COMPONENTS OF EDUCATION

The ISE explains that an Education Program must incorporate these four components.

Values-Based Education
Activities that emphasise development of an individual's personal values and principles. It builds the learner's capacity to make decisions to behave ethically.

Awareness Raising
Highlighting topics and issues related to clean sport. Here you share or highlight information, possibly for the first time, or as a reminder, to prompt participants to seek more information or remember to do something.



Information Provision
Developing content, keeping it up to date and making it available and accessible. The content could be presented in a range of formats such as website, emails and social media.

Anti-Doping Education
Delivering training on anti-doping topics with the aim of increasing knowledge, promoting clean sport behaviours and helping your target groups make informed decisions.

It is important to note that each one is not a standalone component, and they often overlap. An education activity can have more than one component. For example, a webinar can contribute to both information provision and anti-doping education. We recommend you select a few activities for your Education Program, so all four education components are covered.

2.2

ADEL BY WADA



E-learning



Free



Athletes and ASP



Different languages available



Monitoring completion rates with a Power User account



Anti-doping education
Information provision
Values-based education

RESOURCES TO SUPPORT THE PLANNING OF YOUR EDUCATION ACTIVITIES

ADEL is WADA’s education and learning platform. It is a central hub for education programs, courses and resources for athletes, Entourage/ASP and other stakeholders. It provides education solutions that ADOs can use to educate athletes, administrators, coaches, medical professionals and other Entourage/ASP. The platform contains courses, quizzes, videos and webinars that cover a wide range of anti-doping topics. This platform is completely free to use – learners just need to create an account.

EXPERT TIP
KADY KANOUTÉ TOUNKARA, OLY,
WADA EDUCATION COMMITTEE



ADEL is also available through the ‘ADEL by WADA’ mobile app, which can be downloaded from Google Play and App Store. This app allows users to download and complete education courses offline where Wi-Fi connections are difficult. Once completed, progress is synced to the user’s account when they are connected to Wi-Fi again.

VISIT WEBSITE



GET ON GOOGLE PLAY



GET ON THE APP STORE



MANDATORY E-LEARNING AS PART OF CLEAN SPORT EDUCATION PROGRAM

– EXPERIENCE FROM THE SLOVENIAN
NATIONAL ANTI-DOPING ORGANISATION
(SLOADO)

ABOUT THE SLOVENIAN ANTI-DOPING ORGANISATION

The Slovenian Anti-Doping Organisation (SLOADO) was established in 2013. Before that, the fight against doping was managed by a department within the NOC of Slovenia. SLOADO is a relatively small ADO, with one CEO and three contractors (testing coordinator, education coordinator and secretary), and a yearly budget of around EUR 500,000. Seventy per cent of the budget is spent on testing and around 10 per cent on education.

SLOADO has been active in the field of clean sport education since its inception, constantly looking for possibilities to improve and enhance prevention and education programs for its athletes and Entourage/ASP, including before a Major Event.

THE ROLE OF NADOS IN CLEAN SPORT EDUCATION

NADOs are key in clean sport prevention and education. As outlined in the Code and ISE, NADOs are responsible for educating their athletes and an athlete's first experience with anti-doping should be through education rather than doping control. It is extremely important that target groups receive education in their native language in order to understand the rules and be fully aware of their rights and responsibilities. It is also important that the information received is correct, in line with current anti-doping rules and policies, and adapted to athlete pathways.

MANDATORY E-LEARNING AS PART OF CLEAN SPORT EDUCATION PROGRAM

– EXPERIENCE FROM THE SLOVENIAN
NATIONAL ANTI-DOPING ORGANISATION
(SLOADO)

SLOADO's education program started with a couple of sessions in 2012 and increased to more than 120 sessions per year within eight years.

In 2020 SLOADO started discussions with the NOC of Slovenia about mandatory e-learning for athletes aged 14 and over. The rule came into force in 2022, with ADEL serving as the e-learning platform. SLOADO translated all courses into Slovenian, which was fast, easy and an efficient use of the organisations resources. Since then, more than 27,000 athletes have completed at least one of the ADEL courses.

Before a Major Event, all athletes and Entourage/ ASP participating at the event are required to complete the ADEL course for Major Events. SLOADO also carries out a face-to-face session, with an emphasis on event-specific anti-doping rules and policies and the risks of unintentional doping.

THE IMPORTANCE OF COLLABORATION BETWEEN THE NOC AND NADO

The NADO serves as the national authority overseeing anti-doping efforts, aligning policies with the Code and International Standards. Collaborating closely, the NADO and NOC ensure compliance with the Code's regulations. The NOC holds the authority to mandate an NF's adherence to anti-doping standards as a condition of membership (Code, Article 20.4.2). SLOADO and the NOC of Slovenia have maintained a long-standing partnership, particularly before a Major Event. This collaboration results in comprehensive pre-event testing for participating athletes, accompanied by in-depth face-to-face education sessions on anti-doping regulations.

Janko Dvoršak, CEO of SLOADO states:
"Preventing doping in sports is part of sports. Cooperation with the NOC is strategic, because together, we can ensure the conditions of clean sport, preserve Olympic Values, and protect the integrity of sport. Both organisations are independent and responsible for developing sports in a clean environment, but each in its way."

HOW TO MAKE A TRANSLATION REQUEST

Any organisation can make a request to translate an existing ADEL education e-learning course or information resource. This process is free for the NOCs and any other ADOs requesting translation.

STEPS OF THE ADEL TRANSLATION PROCESS

If you have an ADEL account, you can submit your translation request via the ADEL Helpdesk. If you do not currently have an account on ADEL, you can email ADEL@wada-ama.org.

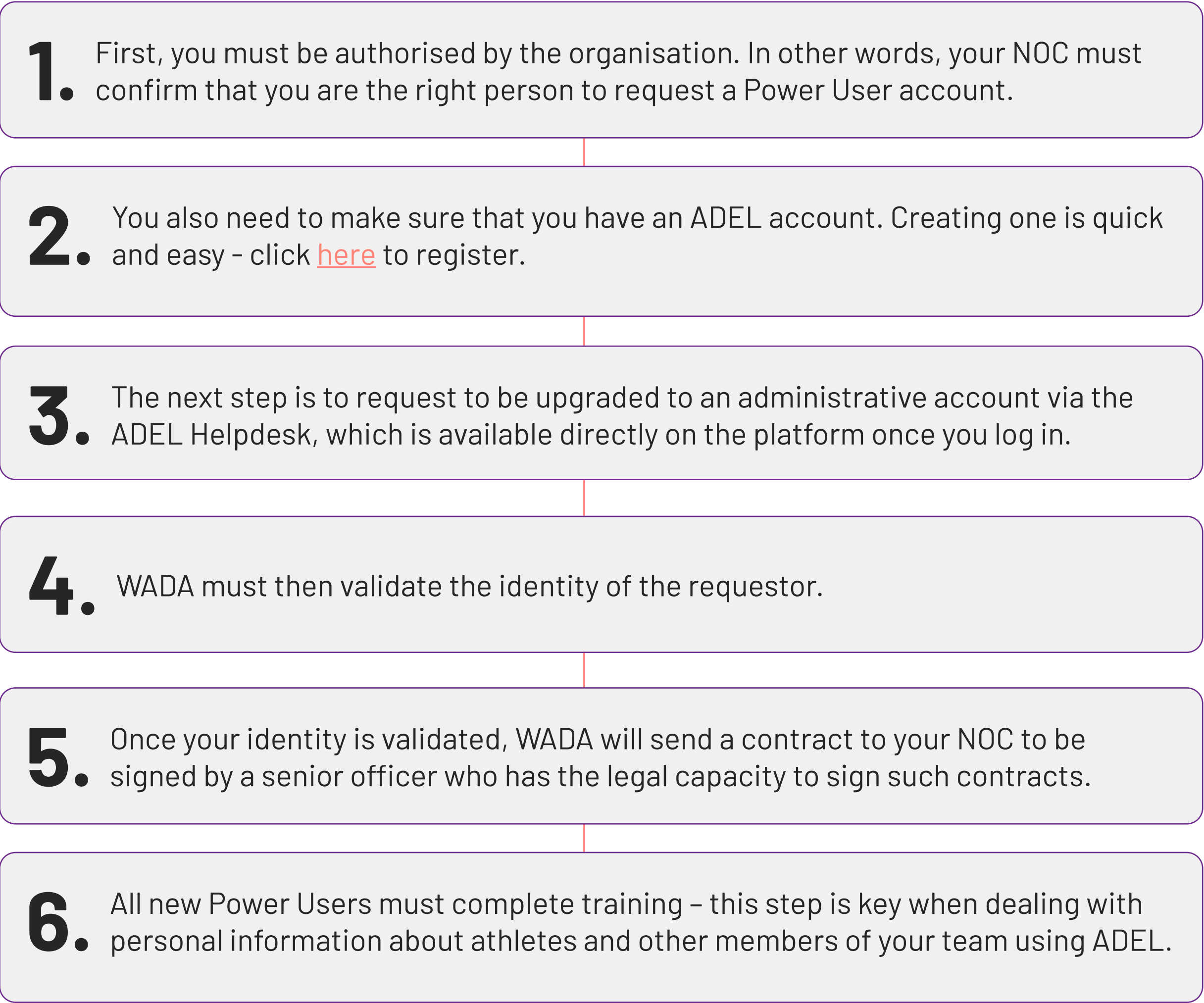
Make sure to note exactly which education courses or materials you want to have translated and into which language.

1. Check if the course in that language has been, or is in the process of being, translated – there will only be one language version supported, to minimise duplication.
2. If the course is not available in your requested language, WADA will arrange a meeting with you to outline the translation process and what you need to do.
3. Before the translation process starts, an MOU will be sent for signing and you will need to provide the details of the person who will be responsible for the human translation.

Once WADA receives the signed MOU (Memorandum of Understanding), you will then be set up on the machine translation platform. The machine will undertake the first translation, which will then need to be checked and possibly amended by your nominated human reviewer who is familiar with clean sport education and anti-doping processes. The availability of this service is also contingent on capacity and demand.

POWER USER

ADOs can monitor the activities of their Education Pool by becoming Power Users. A Power User can enroll members of their Pool in different learning activities and view enrollment statistics, course completion rates, progress and scores of the members. Organisations must be either Code Signatories or have delegated education responsibilities to a third-party authority.



You will then be granted Power User rights on behalf of your NOC and can start monitoring your team’s education progress.

2.3

IOC RESOURCES



Free



Athletes



Information provision

Athlete365 has information for athletes on anti-doping and other integrity issues. Prior to each Major Event there will be event specific information. We recommend you regularly visit the website and direct your athletes to the Athlete365 social media channels so they are up-to-date and informed.

WEBSITE



INSTAGRAM



FACEBOOK



1.

Link the Athlete365 page to your organisation’s website.

2.

Include links to Athlete365 in your pre-Games communications to athletes, NFs and other stakeholders.

3.

Promote this page to athletes and Entourage/ASP during pre-Games education activities.

4.






Encourage your athletes to join the Athlete365 community.

2.4

ITA RESOURCES





ITA SLIDE DECKS

Cover all key anti-doping topics outlined in the Code and ISE. These can be used for in-person education and webinars. Find them in the [ITA Toolkit](#).

-  Presentation materials
-  Free
-  Athletes and Entourage/ASP
-  English
-  All education components

ITA RESOURCE PAGE

A comprehensive collection of anti-doping resources for you to use. If you would like to add your educational materials and resources to this page we would be happy to work with you! Find the page [here](#).

-  Free
-  All stakeholders
-  Different languages available
-  Information provision

ITA ATHLETE HUB

The ITA Athlete Hub helps athletes understand their rights and responsibilities, supports them with important administrative tasks, such as how to submit a TUE, and gives them access to a comprehensive collection of resources. It is a dynamic page – the ITA regularly posts new articles and resources so athletes can keep up to date with the latest anti-doping news and developments.



Free



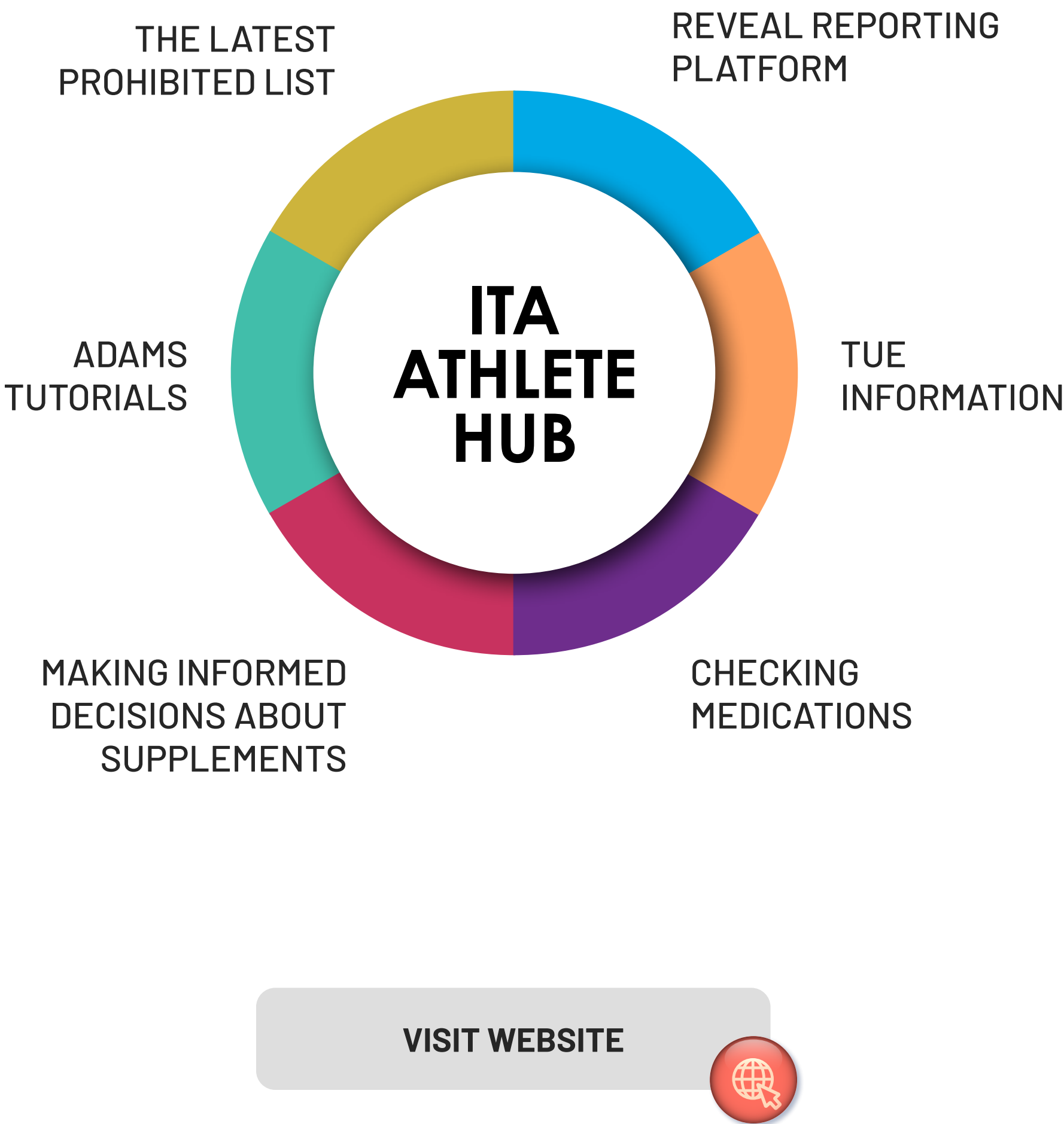
Athletes, Entourage/ASP,
administrators



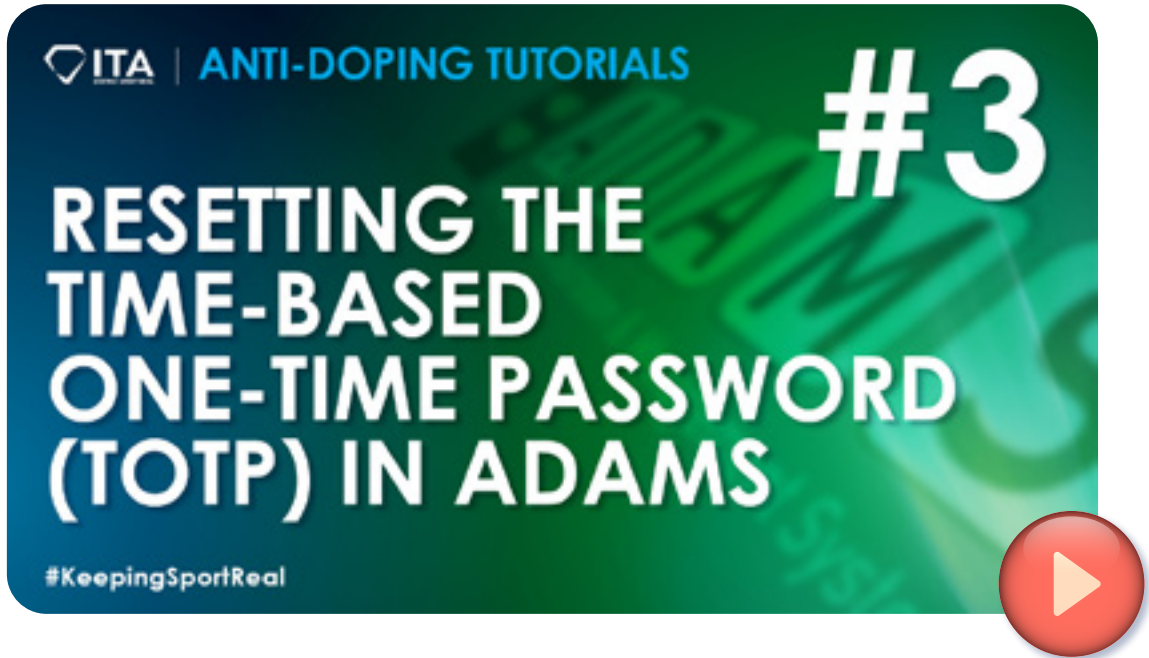
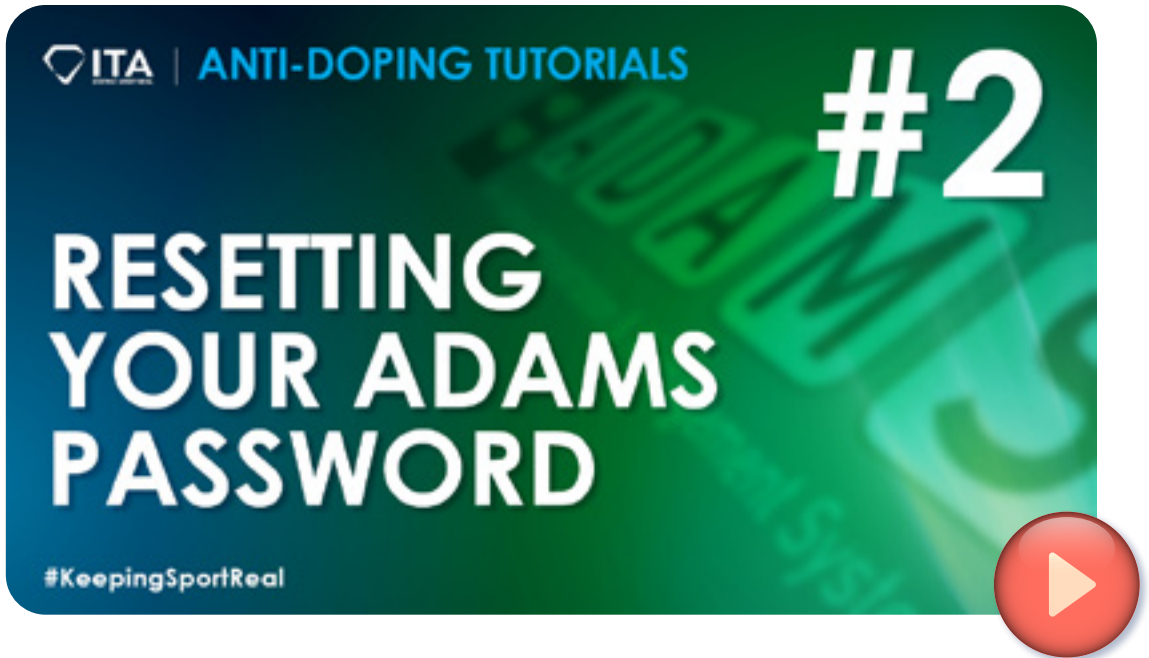
English, with resources
available in different languages



Information provision
Anti-doping education
Awareness raising



ITA ANTI-DOPING TUTORIALS – ADAMS



2.5

OTHER ADO RESOURCES



Free



Your target audience



Your target language
or available to translate



All education components

RESOURCES TO SUPPORT THE PLANNING OF YOUR EDUCATION ACTIVITIES

Before creating any new materials of your own, we recommend checking what has already been made available by other ADOs. Many resources are right here in this guide, but this section presents just a few more examples of additional resources from other ADOs.

TIPS FOR CLEAN SPORT FROM DOPING AUTHORITY NETHERLANDS



Following your education session, leave your athletes and Entourage/ASP with some key tips and reminders. The resource is available in the [ITA Toolkit](#).

If you do not have all the materials and resources that you are looking for, do not hesitate to contact other ADOs. **Many will be happy to let you use their educational materials for your programs at no cost, with a simple acknowledgement of the information source.** If the primary language spoken in your country is also spoken in another part of the world, we strongly encourage you to reach out and make a connection with an ADO in that region.

MAKING COLLABORATIVE PRE-GAMES EDUCATION REAL AND FUN

– JAPAN ANTI-DOPING AGENCY (JADA)

The JAPAN Anti-Doping Agency JADA has long been committed to athlete engagement and education. Athlete voices are always at front for the development of Education Programme, activities and material development.

EDUCATION AS FUN AND INCLUSIVE, OPEN FOR ANYONE AND CUSTOMISABLE

JADA’s education materials have been developed based on the education objectives for the respective education target groups. Reflecting the current digital and social media age and with athletes’ input, a non-verbal approach has been implemented by using Japanese strengths with MANGA (illustration/ animation). The customisable (free) MANGA materials can be utilised for face-to-face sessions delivered by Educators to create discussions and share the learners’ values and can be shared to a wider group for their independent reflections and learnings.

Access the education materials [here](#).

SPORT VALUES-BASED
AND INTEGRITY MANGA SERIES



TRUTH IN SPORT, TRUTH IN ME –
THINK ABOUT FAIRNESS IN SPORT



MANGA DOPING CONTROL
PROCEDURE ANIME



RIGHTS OF EVERYONE PARTICIPATING IN
CLEAN SPORT



MANGA DOPING CONTROL
PROCEDURE POSTER



2.6

INTERACTIVE ACTIVITIES

Interaction is an important part of learning. If participants are actively engaged, it not only keeps their attention, but it helps them retain information. Interactive activities can be done individually or in groups, and include things like role play, group discussions, written exercises and self-reflection. It is important to remember to add interaction to webinars, as well as face-to-face activities.

Here are a few ideas, along with practical examples and resources:

MEDICATION GAME

Aim: To learn how to check “Whether a medication is permitted or prohibited for use in sports.”
How: In groups or individually (via a poll function for webinars).
Time: 10 minutes.

VIDEO EXAMPLE



KNOW YOUR VALUES

Aim: To learn how personal values help make clean sport decisions.
How: Individually or in groups (self-reflection for webinars, with the chat function used to share values).
Time: 10-15 minutes.

VIDEO EXAMPLE



DOWNLOAD VALUES CARDS



Social media post template



Free



Your target audience



Your target language



Evaluating learning suggested



Anti-doping education
Values-based education

03

DELIVERING

YOUR EDUCATION ACTIVITIES

The format and ability of your NOC to deliver clean sport education will depend on several factors, including the level of access you have to your target groups and to resources, expertise and budget. Check out this section to determine which delivery format best fits your Education Program.

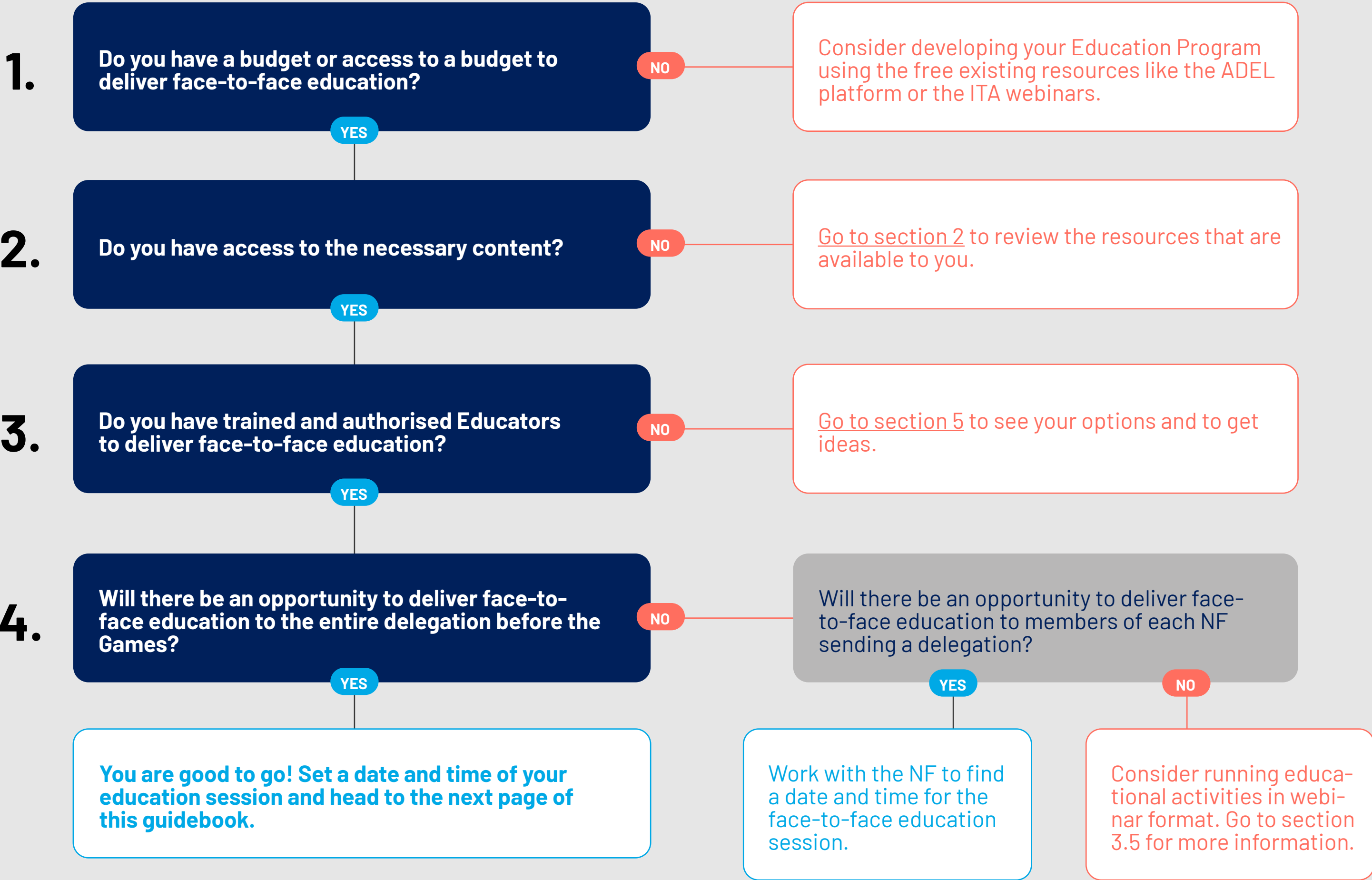
- 3.1 Which format?
- 3.2 Designing your own e-learning – NADA Germany
- 3.3 Workshops and presentations
- 3.4 Outreach education – experiences from Azerbaijan National Anti-doping Agency (AMADA)
- 3.5 Webinar education

3.1

WHICH FORMAT?

First and foremost we recommend that you work with your NADO on the planning and delivery of education. Many NADOS have trained educators who can lead and support education delivery.

If this is not an option, you can deliver your own education sessions. If you have not delivered education before, or would like support to consider which delivery format would best suit your resources and context, use this decision-making tree.



3.2

DESIGNING YOUR OWN E-LEARNING FOR OLYMPIC AND PARALYMPIC ATHLETES

– NADA GERMANY

Setting up a tailored e-learning course for athletes aiming to attend the Olympic and Paralympic Games can help deliver relevant information to the target group. While there will be several things to consider before implementation, NOCs should contact their respective NADO, which will be able to advise the NOC as the national expert in anti-doping and education. NADOs will ensure that courses are aligned with the overall national Education Plan and will connect with relevant stakeholders and Code Signatories. Before starting, you need to consider the following:

- **Language**
To overcome potential language barriers, it should be a priority that courses will be delivered in the native language(s).
- **Platform**
Find out if your NADO uses customised e-learning or whether athletes will use the ADEL e-learning.
- **Coordination**
Coordinate all education measures with relevant stakeholders. NADOs, IFs and WADA may have their own e-learning and it helps to avoid athletes wasting time on redundant education.

- **Timing**
Be aware of when you want to educate athletes prior to the Games. As a general guideline, athletes are best educated a few weeks before the Games.
- **Topics**
Make sure to focus on event-based education information (e.g. in-competition periods, whereabouts, TUEs) rather than general anti-doping information. The content should meet the specific needs of those athletes attending the Games.
- **Wording**
Make sure to find a balance between the serious delivery of information and engaging language.
- **Commitment**
Determine and communicate if your course will be optional or mandatory. Together with your respective NADO and other relevant stakeholders, try to specify how to monitor which athletes have completed the course.

EXPERT TIP
MICHAEL BEHR, DIRECTOR EDUCATION
DEPARTMENT, NADA GERMANY



3.3

WORKSHOPS AND PRESENTATIONS



Face-to-face education



At cost



Your target audience



Your target language



Monitoring and evaluating
learning suggested



All education components

There are many ways to deliver education activities. These are just two of the suggested formats.

WORKSHOP

Best suited for:

- Smaller groups
- Groups with the same or similar roles (i.e., all athletes or all team doctors).
- Addressing specific topics in more detail (i.e., demonstration of the doping control process or how to check medications, values-based activities etc.) and case scenario work.

PRESENTATION

Best suited for:

- Larger audiences
- A combination of different target groups (i.e., coaches and athletes).
- Addressing a larger number of different topics in less detail.

3.4

OUTREACH EDUCATION

– EXPERIENCES FROM THE AZERBAIJAN NATIONAL ANTI-DOPING AGENCY (AMADA)

At the core of the Azerbaijan National Anti-Doping Agency's (AMADA) Education Program is the principle of creating a dynamic learning environment, ensuring that education remains interactive and reciprocal. Q&A sessions and interactive booths and displays encourage participants to engage in dialogue, enhancing their understanding of anti-doping.

As the anti-doping landscape evolves, adaptive learning is crucial to keeping participants informed about relevant changes and updates on substances and methods.

Understanding your participants is crucial for successful outreach. Customised content that resonates with specific groups within the sports community can significantly boost the effectiveness of your message.

Implementing effective outreach strategies involves several key components and tips:

- **Interactive Booth:** Transform your booth into a dynamic learning hub with elements like touchscreen stations for the WADA Quiz, covering various aspects of anti-doping regulations and athlete rights.
- **Displays:** Use informative and visually engaging materials, such as infographics or digital screens, to highlight athlete testimonials about clean sport
- **Giveaways:** Distribute items like wristbands or t-shirts with clean sport slogans to act as conversation starters and reminders of the commitment to clean sport.
- **Integration & Leverage:** Leverage technology through a mobile app or interactive website hosting resources like the WADA Quiz and additional features, such as a game for identifying prohibited medications.
- **Peer-to-Peer Interaction Facilitation:** Facilitate spaces for athletes to share experiences and learn from each other, with discussion corners or peer-led sessions on navigating medication rules.

OUTREACH EDUCATION

– EXPERIENCES FROM THE AZERBAIJAN
NATIONAL ANTI-DOPING AGENCY (AMADA)

- **Medication Identification Quiz:** An engaging quiz where athletes identify whether certain medications are permitted or prohibited, enhancing their understanding of medication complexities in sports.
- **Follow-Up Engagement:** Keep the conversation going post-event through digital communication, sending educational materials or updates to reinforce event information.
- **Event-Specific Hashtags:** Utilise unique hashtags for events to enhance visibility and create a digital community, encouraging participants to share their experiences and learnings.
- **Streaming:** Broadcast key moments of your event on platforms like Instagram Live or Facebook Live to engage a wider audience, including those unable to attend the event.
- **User-Generated Content:** Encourage attendees to share their content from the event, adding authenticity to your message through their experiences and participation.
- **Measure and Reflect:** After the event, gather feedback and measure the impact of your outreach. Use this information to refine and improve future events.

By implementing these strategies, anti-doping organisations can create effective and engaging outreach events that not only educate but also inspire the sports community towards a commitment to clean sport.

3.5

WEBINAR EDUCATION



Webinar education



At cost



Your target audience



Your target language



Monitoring and evaluating learning suggested



All education components







Webinars are a great way to provide education, as they are time efficient and convenient, as well as engaging, for participants. Below are some tips to help you plan and deliver a webinar.

LOGISTICS

- **Timing**
Select the date and time carefully and consider delivering multiple sessions
- **Presenters**
Choose trained and authorised Educators and consider including an athlete panellist
- **Briefing**
Set up a call with presenters and ensure they know what is expected of them
- **Technical**
Add information to the webinar platform and select registration fields to help you monitor
- **Invitations**
Short but impactful – tell participants why they need to take part
- **Participants**
Choose communication method based on whether or not you have direct contact with the intended audience
- **Registration**
Monitor registration rates and follow up where appropriate
- **Best practice**
Good lighting, fast internet connection, branded (real or virtual) background, talk slowly and pause between sections.

ITA PUBLIC WEBINARS




Diverse and current topics from the anti-doping world are discussed with leading experts, complemented by the experiences of athlete guests. The webinars are free and anyone can join. The interactive series makes information accessible for athletes and Entourage/ASP, as they are available in English, with simultaneous translation to four additional languages (Arabic, French, Russian and Spanish), and participants can ask the experts questions.

-  Webinar education
-  Free
-  Athletes, Entourage/ASP, administrators
-  Arabic, English, French, Russian, Spanish
-  Monitoring and Evaluating data available upon request
-  All education components



Tune in to enhance your own knowledge and level of expertise.

Promote these webinars on your organisation’s website and social media to encourage all athletes and Entourage/ASP to participate. You can simply re-post the promotional banners that will be available on ITA platforms approximately two weeks before each webinar.

- ATHLETE HUB** 
- INSTAGRAM** 
- FACEBOOK** 
- X (TWITTER)** 

04 EDUCATING YOUTH ATHLETES

When planning and delivering clean sport education the focus should be tailored to the needs of the target group. Generation Alpha has been defined as people born between 2010 and 2025 and so are the youth athletes of today. It is important to understand this group's learning needs: how they learn, what they consider useful in education and how to best get their attention. The educator should ensure that content and delivery are relevant and in context.

Additionally, clean sport education for youth athletes should have a focus on values, as sporting behaviours are developed at this age. Pre-Major Event is an opportunity to introduce or reinforce the spirit of sport values to ensure your athletes compete with integrity on the world stage!

- 4.1 Youth athlete perspectives on their learning needs
- 4.2 A values-based education program
- 4.3 Gamified learning
- 4.4 Implementing gamified learning

4.1

YOUTH ATHLETE PERSPECTIVES ON THEIR LEARNING NEEDS

- 'If I see a clear connection to my sports career and my own behaviour, the more interesting the education is to me. I need to see how this is relevant to me through real-life examples and athlete stories.'
- 'The use of positive role models who I can identify with will increase my attentiveness to education. Who delivers the clean sport education or key messages is important to me.'
- 'My attention is best served by getting me actively involved in the education session. This could be done by showing me a short video or a presentation of the topic and combining it with a quiz afterwards and integrating a practical activity.'
- 'My attention span is short, so it is important that any education session is dynamic. This can be achieved by integrating different delivery methods and keeping it relevant.'
- 'I need the feeling of belonging and a possibility for social interaction. By surrounding me with a community, I could get a sense of belonging, immediate feedback from my peers and a chance for social interaction while learning. Facilitating an environment where I can interact is important to me.'
- 'Respect is important to me. Make sure you know whether I am an athlete, a rider, a player... Give me the tools so I am empowered to make informed decisions and take informed actions.'

**TURN THE PAGE TO SEE
HOW THESE LEARNING
NEEDS CAN BE EMBEDDED
IN A VALUES-BASED
EDUCATION PROGRAM.**



4.2

A VALUES-BASED EDUCATION PROGRAM

– EXPERIENCES FROM THE
US ANTI-DOPING AGENCY (USADA)



TRUESPORT

Instilling values and developing behaviours that foster and protect the spirit of sport, while deterring intentional and preventing unintentional doping, is vital in the education of young athletes. TrueSport and USADA use a four-pronged approach to ensure that sport remains authentic, equitable and safe for all athletes.

1.

Early and often

Expose young athletes to education focused on both character building and life skills, as well as on topics related to sportsmanship and clean and healthy performance. This education should be delivered based on the athlete's stage of development and level of competition, as outlined in our Education Continuum, which provides a complete life cycle of education, from the earliest stages of sport to giving back to young people upon retirement from the elite level.

Explore the TrueSport topics to help build life skills and reinforce core values for success both on and off the field of play. <https://truesport.org/teach-learn/truesport-topics/>

2.

Influencer-based approach

Utilise those in a young athlete's circle of care (family members, parents, coaches, teachers, etc.) to help deliver the important life lessons that can be learned through sport.

Join the TrueSport Network and receive weekly articles, videos, updates for athletes, coaches and families and continue the conversation beyond the playing field.

A VALUES-BASED EDUCATION PROGRAM

– EXPERIENCES FROM THE
US ANTI-DOPING AGENCY (USADA)



3.

Athlete role models

Engage high-level athletes who live and practice the values of TrueSport to share their personal journeys in sport and inspire the next generation of young athletes.

Meet our TrueSport Ambassadors: <https://truesport.org/about/ambassadors/>

4.

Quality coaching

With the many hats that coaches wear – teacher, motivator, friend, therapist, disciplinarian – they are an influential element of an athlete's sport experience. Athletes deserve coaches that have been provided basic foundational building blocks through quality educational courses to help prepare their athletes for long-term success.

Become a TrueSport certified coach! <https://store.truesport.org/truesport-coaching-certification/>

“The commitment to fair play and the integrity of sport starts long before an athlete competes on the world stage. As we strive to shift the focus from winning at all costs, it is imperative that we support athletes, coaches, and parents with resources and programs to help them instill the character, values, and life skills that can be learned through sport. In addition, intentionally teaching concepts like accountability, sportsmanship, or preparation helps get athletes ready for success on and off the field of play, compete with integrity, and affect change where they can.”

(Dr. Jennifer B. Royer, Sr. Director of TrueSport and Awareness)

For more information on how TrueSport fulfils these modes of delivery, and seeks to recognise, honour and celebrate the athlete voice and experience, visit [TrueSport.org](https://truesport.org).

4.3

GAMIFIED LEARNING

The characteristics and needs of Youth athletes align with the characteristics and experiences of gamification.

These findings make a case for increased gamification to engage, motivate and educate Youth athletes.

CHARACTERISTIC AND LEARNING PREFERENCES	GAMIFICATION FEATURES THAT FACILITATE LEARNING
Use of technology and internet	<ul style="list-style-type: none">• Collaborative technologies (digital projectors, interactive whiteboards)• Online and blended learning• Platforms on mobile devices
Socialisation and social media as communication networks	<ul style="list-style-type: none">• Increase engagement and unify teams• Community-based evaluation system and reinforcement• Create statuses
Modes of communication: multiple streams of information, frequent and quick interaction with content, technological and collaborative experiences	<ul style="list-style-type: none">• Increased attention spans• Added element of fun in learning• Options for language independence• Options for adequate challenge level versus skill level• Points, badges and leaderboards
Entrepreneurial and self-sufficient: self-driven, independent and competitive, learning through self-instruction	<ul style="list-style-type: none">• Online and blended learning• User-friendly menu-driven
Blended learning: hybrid teaching, flipped courses, YouTube	<ul style="list-style-type: none">• Enables synchronous and asynchronous modes of teaching• Platforms allow taking up the course at an appropriate aptitude level and learning sequentially
Customisation: personalising everything from Netflix shows to food choices	<ul style="list-style-type: none">• Offers learner-centric and specific experience and facility• Capable of handling diversified learning paths and other characteristics of learners
Leisure time: socialising during academic activity, may spend two-thirds of their time on nonacademic activities	<ul style="list-style-type: none">• Facilitates social interaction, involvement and co-creation of experiences in the virtual world
Decreased ability to pay constant attention: attention span is eight seconds: engagement with icons, imagery, and symbols. Regular and technology-enhanced learning opportunities and visually enhanced modes of teaching.	<ul style="list-style-type: none">• Learning process is divided into small pieces• Positive reinforcements• Visual dimension of gamification

4.4 IMPLEMENTING GAMIFIED LEARNING

– RESOURCES FROM
THE PAN AMERICAN RADO



DOPING CONTROL PROCESS SIMULATION

A resource for athletes to learn the steps of the Doping Control Process, from notification to providing a urine and/or blood sample, in a practical and fun way.

Available in English and Spanish.

DOPING CONTROL PROCESS
SIMULATOR



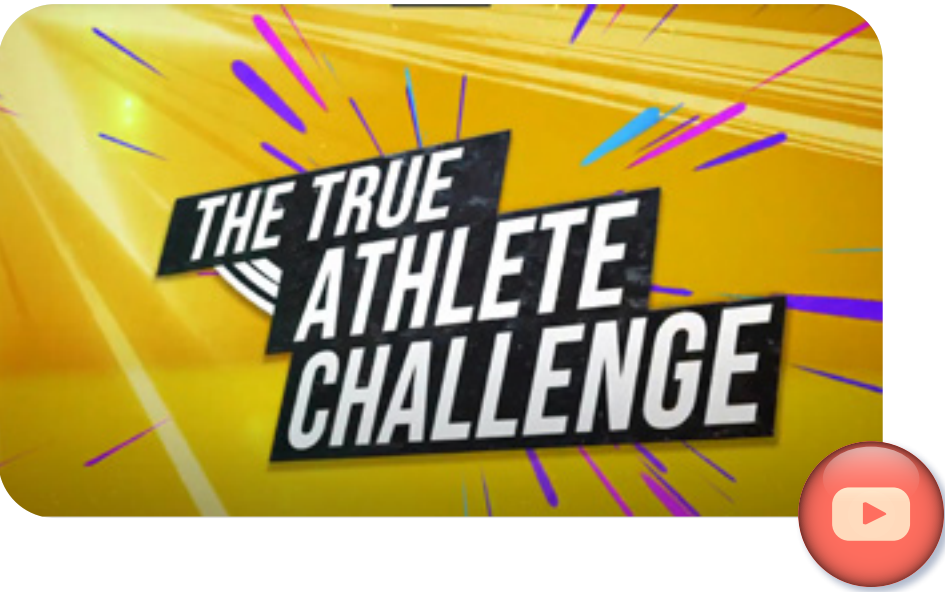
THE TRUE ATHLETE CHALLENGE

The [True Athlete Challenge](#) is a miniseries in which the objective is, through short animated scenes, to teach kids and teenagers the importance of fair play in sports.

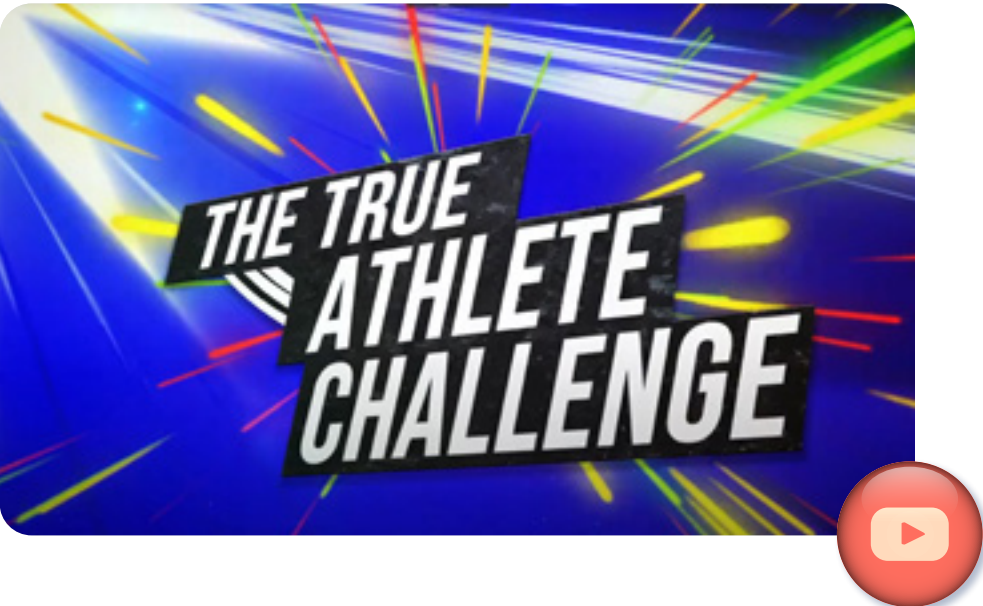
The characters are designed so athletes can identify with them and see some of the challenges that they will have to face, doubts that may arise and situations in which they may feel tempted to use prohibited substances or methods.

The challenge invites athletes to follow William, Katherine, Sophia, Daniel and many other athletes as they try to reach the top, always keeping in mind to Play True!
[Check here to access the Educator Manual for the True Athlete Challenge!](#)

EPISODE 1



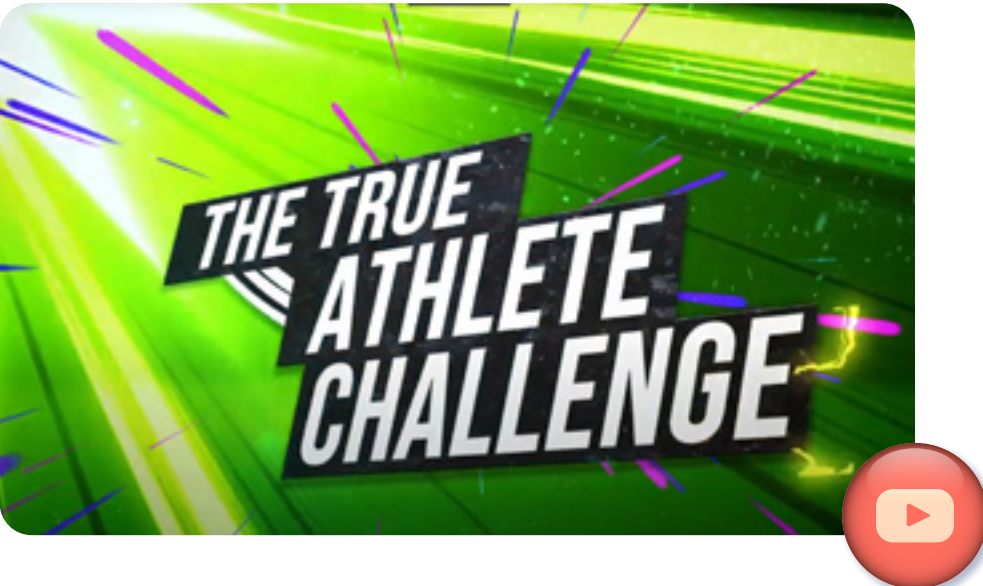
EPISODE 2



EPISODE 3



EPISODE 4



05

EDUCATORS

An Educator is a person who is trained and authorised to deliver clean sport education activities.

It is important that an Educator is able to engage your target groups and facilitate an education activity effectively, at the participants' level of understanding.

- 5.1 The role of an Educator
- 5.2 Training Educators:
ITA International Clean Sport
Educator Program

5.1

THE ROLE OF AN EDUCATOR

Beyond being knowledgeable and passionate about clean sport, an Educator must have good presentation and organisational skills, as well as an understanding of how people learn.

Educators can be involved in many parts of an Education Program, including:

- Planning education activities such as presentations and workshops
- Setting learning objectives for activities
- Delivering education activities
- Evaluating learning activities
- Developing resources for your website/communications or content for education activities
- Monitoring and evaluating the Education Program
- Training other educators

Section 4 of the WADA Guidelines for Education is dedicated to Educators and gives tips on how to recruit, train and authorise them. While you can do this yourself, we suggest seeking support from your NADO, which may already have a pool of trained Educators.

EXPERT TIP
TOBY ATKINS, PROFESSIONAL CYCLIST



ATHLETES AND CULTURE AT THE HEART

- EXPERIENCES FROM THE SPORT INTEGRITY
COMMISSION OF NEW ZEALAND

Athletes have been at the heart of anti-doping in Aotearoa New Zealand for many years – but weren't at the forefront of anti-doping delivery until 2017. The Sport Integrity Commission Te Kahu Raunui continues this tradition, making sure that every anti-doping workshop is delivered to athletes, by athletes.

Every member of our educator team is a current or former athlete. They aren't traditional educators, and most don't have formal teaching or education qualifications. However, we provide a comprehensive and supportive training pathway leading to accreditation, which is renewed biannually.

The benefits we see include increased trust from the athletes we educate, and greater connection to and better engagement with educational content. Our Athlete Educators understand the unique pressures of athlete life, and the challenges it presents. Their experiences and anecdotes enliven anti-doping content, adding authenticity and compelling storytelling. Each of our Athlete Educators have themselves experienced doping control and speak to the experience of it, as well as the process – particularly useful for athletes who have never been tested before. Athlete Educators are also valuable assets in creating, piloting and testing our education each year through annual meetings dedicated to sharing ideas, giving feedback and identifying opportunities.

Things to consider

- How will you train athletes to act as Educators?
- How will you involve Athlete Educators in Education Program planning and reviews?
- How will you monitor and upskill Athlete Educators?
- Are you comfortable employing Athlete Educators with supplement sponsors?
- What happens if an Athlete Educator returns a positive test?

CULTURE

– EXPERIENCES FROM THE SPORT INTEGRITY
COMMISSION OF NEW ZEALAND

Aotearoa New Zealand is a multi-cultural nation built on a bi-cultural foundation, and our education programme reflects this. It is distinctly Aotearoa, built upon key concepts from our unique Māori identity. The programme’s structure brings together Bloom’s Taxonomy and Te whare tapa whā, the Māori model of health and wellness. It honours Te Tiriti o Waitangi, ensuring we work in partnership with Māori, protect Māori interests and taonga and encourage Māori participation. Our content explores the mana of a clean athlete and clean sport tikanga. Our educators progress their cultural competency by weaving tikanga and te reo kupu into their lessons, and by learning to understand the content through a Māori lens. And we offer key educational resources in te reo Māori, from e-learning to the Sports Anti-Doping Rules.

Things to consider

- What cultural models of education, health or wellbeing exist in your country? Can these be incorporated into anti-doping education?
- How can you support and reflect indigenous cultures in your country?

VOCABULARY

Aotearoa – The indigenous name for New Zealand.

Kupu – Words.

Māori – The indigenous people of New Zealand.

Mahi – Work.

Mana – Mana is a supernatural force in a person, place or object, encompassing personal and spiritual power, prestige, authority, influence and status.

Te Reo Māori – The Māori language.

Te Tiriti o Waitangi – Constitutional document that establishes and guides the relationship between the Crown in New Zealand (embodied by government) and Māori.

Tikanga – Processes, ways of doing something.

Taonga – A treasure.

5.2

TRAINING EDUCATORS:

ITA INTERNATIONAL CLEAN SPORT EDUCATOR PROGRAM

The ISE states that an Educator is a person who has been trained to deliver education and is authorised by a Signatory for this purpose. If you are considering how to train Educators, one option may be the ITA International Clean Sport Educator (ICSE) Program, which provides training for people to become competent Educators and ambassadors of clean sport.

The ICSE Program is:

- Delivered to motivated individuals or in partnership with ADOs
- In compliance with the WADA ISE
- An international-level certification
- Designed to develop expertise in delivering clean sport education
- A comprehensive three-month online self-paced learning course
- A program that covers effective teaching methods and supplies educators with practical tools

Find out more about the ICSE Program [here](#).

06

COMMUNICATION TOOLS

FOR CLEAN SPORT

Information provision and awareness raising are two key components of clean sport education, and a good communication strategy can greatly contribute to your NOC's success in delivering the right information to the right audiences. In this section, we focus on three key areas: website content, email communication and social media. We have provided ready-to-use templates for each of these channels, alongside a few tips and next steps.

- 6.1 Communication strategy
- 6.2 Website anti-doping section
- 6.3 Social media campaign

6.1

COMMUNICATION STRATEGY

The final months before a Major Event are a critical time to communicate anti-doping information to your delegation. The good news is that you do not need to be a communication expert to put an effective strategy in place. All you have to do is a little bit of planning – ask yourself the key questions listed on this page, choose the most effective communication platform(s) and decide on the frequency of your communications. And since it's the content that takes the most time, that has already been done for you – feel free to use any of the templates provided in this section.

EXPERT TIP
DR KELSEY ERICKSON, SENIOR DIRECTOR OF
ATHLETE HEALTH, ENGAGEMENT & EXPERIENCE,
USA CYCLING



A communication strategy has many benefits. These include:

- Reaching the right and wide audience
- Raising awareness
- Reinforcing key messages
- Presenting information in your language
- Strengthening collaboration and trust between NOC and athletes

Key questions to ask to help you get the most benefit from your communication strategy:

- How do you communicate with members of your team (athletes and Entourage/ASP)?
- Do you communicate with them directly or through the NFs? This will provide the basis for your anti-doping communication strategy.
- Do you currently provide regular updates to your team members that could include clean sport topics?
- Can you engage any athletes as ambassadors to support the delivery of key messages? These can be current or former athletes or Athlete Committee members. Using athlete ambassadors as messengers can have a significant effect on engaging the athletes.

6.2

WEBSITE ANTI-DOPING SECTION

All NOCs, as Signatories to the Code, must have anti-doping information on their websites.

To support you with this, the ITA has developed website content guidelines that cover all the obligatory anti-doping requirements as listed in the World Anti-Doping Code Art. 18.2.

There are many sections of the content guidelines where you can simply copy the relevant text onto your website. We would encourage you, however, to modify the text to best fit the needs of your organisation and to check that all areas are relevant to your particular anti-doping responsibilities.

You can download the guidelines from the [ITA Toolkit](#).



Website guidelines



Free



Athletes and Entourage/ASP



English, translation may be required



Monitoring page visits, clicks and downloads



Information provision
Anti-doping education

6.3

SOCIAL MEDIA CAMPAIGN



Social media post template



Free



All your stakeholders



Monitoring post views, likes, shares, etc.



Information provision
Awareness raising


Clean sport social media campaigns are an effective way to reach athletes and Entourage/ASP and are a recommended communication tool in the ISE.


Most often, social media campaigns contribute most to awareness raising and information provision, but you can also incorporate anti-doping education and values-based messages in your posts.


HERE IS A QUICK AND EASY THING YOU CAN DO

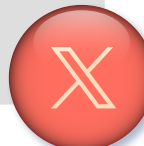
REPOST AND SHARE EXISTING CONTENT

ITA COMMUNICATION CHANNELS


WEBSITE


INSTAGRAM


FACEBOOK


X (TWITTER)

WADA COMMUNICATION CHANNELS

WEBSITE

INSTAGRAM

FACEBOOK

X (TWITTER)

07

MONITORING AND EVALUATION

In order to gather enough information on whether your educational activities are effective, it is important that you monitor and evaluate them. This section is based on the WADA Guidelines for Education and provides practical tools and resources that you can use to make sure that you have effective monitoring and evaluation procedures in place.

- 7.1 Monitoring your activities
- 7.2 Evaluating learning
- 7.3 Evaluating your program
- 7.4 Determining impact

7.1

MONITORING YOUR ACTIVITIES

EXPERT TIP
DR YAYA YAMAMOTO, DIRECTOR,
WADA ASIA/OCEANIA OFFICE



Monitoring means observing the progress of your education program. You are not deciding if you’ve been successful at accomplishing a program objective or at making an impact at this point – you are just collecting information. This information and data, collected regularly and in the same way over time, will help you determine progress, make comparisons and see trends.

SOME EXAMPLES OF MONITORING ACTIVITIES

Number of education activities

- Event-based
- In-person
- Webinar
- Example: One webinar session for coaches, one workshop for athletes and two conference calls with NFs were held between March and April 2025.

Participation metrics

- Attendance rates by role or by sport
- E-learning course completion rates
- Example: A representative of each NF was present during both conference calls. Eighty per cent of athletes currently qualified attended the workshop.

Communication metrics

- Clicks
- Likes
- Shares
- Downloads
- Email open rates
- Example: Since having the webinars, workshops and calls where the social media and website links were promoted, the number of followers, clicks and content downloads increased by this much.

Content

- Topics covered
- Types of learning activities
- Example: The NF conference call included a case scenario activity to prepare NFs for the Games. A webinar for coaches covered the topics of whereabouts, TUEs and the Prohibited List.

7.2

EVALUATING LEARNING

Evaluating learning involves determining whether your participants have learned something and gathering feedback to determine the quality of their experience. You should evaluate learning during or at the end of your educational activities.

The process of evaluating learning does not need to be complicated. For face-to-face sessions, your Educator should evaluate the learning against the set learning objectives. You can also provide the tools for your participants to conduct a self-evaluation.

For this, you can build a survey online using one of the freely available tools and distribute it as a link or a QR Code. You can also hand out printed surveys at in-person events.

To help you with this task, we have prepared a list of survey questions for different topics. Simply find the topic(s) that you are covering in the template document and copy and paste them for your programs.

Survey templates can be found in the [ITA Toolkit](#).

7.3

EVALUATING YOUR PROGRAM

A requirement of the ISE is to evaluate your program. In other words, have your target groups learned?

This can be a simple process of gathering the data that you captured while monitoring your education activities and evaluating learning. Here, you can refer back to the aims and objectives set in your Education Plan and report on whether they have been achieved or not.

- Combine all the data gathered during your activities (course completion rates, webinar attendance, email open rates, social media views, likes and shares, etc.).
- Make note of any qualitative feedback (questions asked during webinar, comments made in the evaluation forms, etc.).
- Go back to your program and learning objectives, evaluate whether you were able to achieve them.
- Consider the resources used in the delivery of your program and whether they were worth the investment. In case human, financial or material resources limited your ability to deliver the program, make note of this for the next Olympic cycle.
- Reflect on your program (specific activities and/or the overall plan) and consider what improvements could be made for the future.
- Make sure you capture this process on paper and share with any relevant organisations (NADO, NFs, etc.).

7.4

DETERMINING IMPACT

You have now completed your program evaluation, a process that has hopefully given you some insight into the effectiveness of your program. However, you may want to go one step further and examine whether your education program has had a wider impact.

Here are some questions that you can start asking yourself now and after a Major Event:

Was there a decrease in the number of adverse analytical findings (AAFs) and/or anti-doping rule violations (ADRVs)? How does it compare to previous editions of the Major Event?

While a decrease in this number cannot be attributed to education alone, it is still important to analyse. It can also be put into context. For example, a decrease in the number of ADRVs may be partially attributed to education efforts if the testing numbers remain the same.

Was there a change in the types of substances found in samples? Is there a change in the number of specified and non-specified substances found?

A lower number of specified substances may mean that education is contributing to a reduction in the number of inadvertent doping cases.

Are athletes meeting deadlines to submit whereabouts information? Did all your team members fulfil their anti-doping responsibilities during the Major Event? Were there any issues with your athletes and their accompanying persons during doping control?

While these observations may be difficult to quantify and assess objectively, keeping a general anti-doping issue tracker during the Major Event can help you understand the overall situation and whether there are any trends or knowledge gaps.

You may be able to compare this to data collected at previous Major Event or this may be the first time you have completed monitoring and evaluation of activities and your program. Whatever stage you are at, it's not too late to start. Simply remember to write down all your observations and refer back to them at the start of the next Major Event cycle.

08

CHECKLISTS

The ITA has developed pre-Games checklists for athletes and Entourage/ASP based on the education topics outlined in the Code (Article 18). You can use these to make sure that all education topics are covered in your Education Program.

- 8.1 Anti-doping knowledge checklist for Entourage/ASP
- 8.2 Anti-doping knowledge checklist for athletes

8.1

ANTI-DOPING CHECKLIST FOR ENTOURAGE/ ASP

CHECKLISTS

YES NO

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | I know our team values and what we stand for |
| <hr/> | | |
| <input type="checkbox"/> | <input type="checkbox"/> | I know where to find the Prohibited List |
| <hr/> | | |
| <input type="checkbox"/> | <input type="checkbox"/> | I know how to support my athletes when they need to check a medication |
| <hr/> | | |
| <input type="checkbox"/> | <input type="checkbox"/> | I promote informed decision-making when it comes to supplement use |
| <hr/> | | |
| <input type="checkbox"/> | <input type="checkbox"/> | I know what to do if one of my athletes needs a TUE |
| <hr/> | | |
| <input type="checkbox"/> | <input type="checkbox"/> | I know the 11 ADRVs and the seven that apply to me |
| <hr/> | | |
| <input type="checkbox"/> | <input type="checkbox"/> | I understand the principle of Strict Liability |
| <hr/> | | |
| <input type="checkbox"/> | <input type="checkbox"/> | I am aware of the potential consequences of an ADRV for myself, my athletes and the rest of my team |
| <hr/> | | |
| <input type="checkbox"/> | <input type="checkbox"/> | I know my role and responsibilities as Entourage/ASP |
| <hr/> | | |
| <input type="checkbox"/> | <input type="checkbox"/> | I know the Doping Control process, both for a urine and a blood test |
| <hr/> | | |
| <input type="checkbox"/> | <input type="checkbox"/> | I know the important dates of the Major Event and I understand the difference between in-competition and out-of-competition periods |
| <hr/> | | |
| <input type="checkbox"/> | <input type="checkbox"/> | I know my role if a doping-related situation should arise in the lead up to or during the Major Event |
| <hr/> | | |
| <input type="checkbox"/> | <input type="checkbox"/> | I know where to go to report doping or any suspicious activity |
| <hr/> | | |
| <input type="checkbox"/> | <input type="checkbox"/> | My athletes and I know where to go to for more information and to ask questions |

8.2

ANTI-DOPING CHECKLIST FOR ATHLETES

CHECKLISTS

YES NO

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | I know my values and what I stand for |
| <input type="checkbox"/> | <input type="checkbox"/> | I know where to find the Prohibited List |
| <input type="checkbox"/> | <input type="checkbox"/> | I know how to check a medication |
| <input type="checkbox"/> | <input type="checkbox"/> | I know how to make informed decisions about supplement use |
| <input type="checkbox"/> | <input type="checkbox"/> | I know what to do if I need a Therapeutic Use Exemption in advance of, and during the period of a Major Event |
| <input type="checkbox"/> | <input type="checkbox"/> | I know the 11 ADRVs |
| <input type="checkbox"/> | <input type="checkbox"/> | I understand the principle of Strict Liability |
| <input type="checkbox"/> | <input type="checkbox"/> | I am aware of the potential consequences of an ADRV for both myself and my team |
| <input type="checkbox"/> | <input type="checkbox"/> | I know my rights and responsibilities as an athlete |
| <input type="checkbox"/> | <input type="checkbox"/> | I know what to expect in Doping Control, both for a urine and a blood test |
| <input type="checkbox"/> | <input type="checkbox"/> | I know my responsibilities as an athlete included in a Registered Testing Pool (RTP) |
| <input type="checkbox"/> | <input type="checkbox"/> | I know my whereabouts requirements and will update my information for the for the Major Event period |
| <input type="checkbox"/> | <input type="checkbox"/> | I know the important dates of the Major Event and I understand the difference between in-competition and out-of-competition periods |
| <input type="checkbox"/> | <input type="checkbox"/> | I know where to go to report doping or any suspicious activity |
| <input type="checkbox"/> | <input type="checkbox"/> | I know where to go to for more information and to ask questions |

KEEPING SPORT REAL

If you have any questions, comments or feedback, please do not hesitate to contact the **ITA Education Team** at education@ita.sport



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