

## MONITORING GROUP (T-DO)

### ANTI-DOPING CONVENTION



Strasbourg, 31 July 2012

Rec (2011) 1

### **Recommendation Rec (2011) 1 of the Monitoring Group on the use of the model guidelines for core information/education programmes to prevent doping in sport**

adopted by the Monitoring Group on 9 May 2011 at its 33<sup>rd</sup> meeting in Strasbourg

The Monitoring Group (T-DO) of the Anti-Doping Convention, under the terms of Article 11.1.d of the Convention,

Whereas under Article 6 of the Anti-Doping Convention the Parties undertake to devise and implement, where appropriate in co-operation with the sports organisations concerned, the anti-doping organisations and the mass media, education and information programmes emphasising the dangers to health inherent in doping and its harm to the ethical values of sport, while the Secretariat should monitor and evaluate them;

Taking note of the changes the World Anti-Doping Code with regard to Article 18 on Education and especially Art. 18.2 of the 2009 World Anti-Doping Code<sup>1</sup>;

Convinced that information and education programmes should be planned for long term, designed systematically and evaluated;

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<sup>1</sup> 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
- Therapeutic use exemptions
- Managing the risks of nutritional supplements
- Harm of doping to the spirit of sport

The programs should 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.

These programs should be 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. (The media should also cooperate in supporting and diffusing this information.)

Athlete Support Personnel should 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.

Rec (2011) 1

Convinced that the Model Guidelines for Core Information/Education Programmes to prevent Doping in Sport can be of great value for the development, implementation, delivery and evaluation of information and education programmes;

Having discussed and adopted the updated Model Guidelines for Core Information/Education Programmes to prevent Doping in Sport with the State Parties to the Convention attending the sessions and activities of the Advisory Group on Education;

Having discussed this Recommendation with international and European sports organisations;

Expressing its gratitude to the World Anti-Doping Agency for the close co-operation in the development of the Model Guidelines;

Taking note with satisfaction that the Model Guidelines have been integrated in the World Anti-Doping Programme;

*Recommends that Parties to the Anti-Doping Convention:*

1. Adopt the updated *Model Guidelines for Core Information/Education Programmes to prevent Doping in Sport*, annexed to the present Recommendation, as a methodological tool, for the development and implementation of information and education programmes.
2. Advise, where appropriate, the States Parties to incorporate into the curricula of sport schools and sport faculties anti-doping notions.

The Anti-Doping Convention was developed by the Council of Europe and entered into force on 1 March 1990.

A Monitoring Group was set up to follow the implementation of the Convention, to adopt recommendations and to reply to new challenges

For more information <http://www.coe.int/sport>

**ANNEX**

**Revised Model Guidelines for core information/education programs  
to prevent doping in sport**

written in co-operation by the Council of Europe (CoE) and  
the World Anti-Doping Agency (WADA)

Adopted by the Monitoring Group at its 33<sup>rd</sup> meeting in Strasbourg on 9-10 May 2011

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## 1. Introduction and Scope

The purpose of the Model Guidelines is to support 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. It has been designed to be applicable for those stakeholders that have identified a need for basic educational elements according to their level of financial and human resources and/or degree of relevant experience.

These Model Guidelines provide practical information and reliable approaches to achieving the principles and goals of Article 18 of the World Anti-Doping *Code* and Article 6 of the Council of Europe's Anti-Doping Convention. The Model Guidelines have been prepared by the Council of Europe in partnership with the World Anti-Doping Agency. The contents have been based on extensive consultations with key stakeholders.

This document is part of the World Anti-Doping Program (WADP) which was established in 2003 and is administered by the World Anti-Doping Agency. The WADP has three levels:

WADP Level 1	World Anti-Doping <i>Code</i>	(mandatory)
WADP Level 2	International Standards	(mandatory)
WADP Level 3	Models of Best Practice	(optional)

The Model Guidelines are a Level 3 document and therefore are not a mandatory element of the WADP. However, applying the information presented here will benefit all organisations with responsibility for developing and implementing initiatives to prevent doping, and will enhance the harmonization and effectiveness of anti-doping prevention efforts worldwide. Accordingly, this document will serve to guide education initiatives as recommended in the World Anti-Doping Code.

The Model Guidelines are organized into different sections with concrete examples in order to facilitate the understanding of the principles. A Model Plan will also be attached to the Guidelines to give a practical example of how an Information/Education Program may look like.

## 2. Definitions

Definitions specified in the *Code* are written in *italics*. Additional definitions specific to these Model Guidelines are set out below and underlined throughout.

### **Defined terms from the *Code*:**

*Anti-Doping Organisation*: 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 Organisations that conduct *Testing* at their *Events*, WADA, International Federations, and *National Anti-Doping Organisations*.

*Athlete*: Any *Person* who participates in sport at the international level (as defined by each International Federation), the national level (as defined by each *National Anti-Doping Organisation*), including but not limited to those *Persons* in its *Registered Testing Pool*), and any other competitor in sport who is otherwise subject to the jurisdiction of any *Signatory* or other sports organisation accepting the *Code*. All provisions of the *Code*, including, for example, *Testing* and therapeutic use exemptions, must be applied to international- and national-level competitors. Some *National Anti-Doping Organisations* may elect to test and apply anti-doping rules to recreational-level or masters competitors who are not current or potential national caliber competitors. *National Anti-Doping Organisations* are not required, however, to apply all aspects of the *Code* to such *Persons*. Specific national rules may be established for Doping Control for non-international-level or non-national-level competitors without being in conflict with the *Code*. Thus, a country could elect to test recreational-level competitors but not require therapeutic use exemptions or whereabouts information. In the same manner, a Major Event Organisation holding an Event only for masters-level competitors could elect to test the competitors but not require advance therapeutic use exemptions or whereabouts information. For purposes of Article 2.8 (Administration or Attempted Administration) 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 organisation accepting the *Code* is an *Athlete*.

*Athlete Support Personnel*: Any coach, trainer, manager, agent, team staff, official, medical or 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.

*National Anti-Doping Organisation*: 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, all at the national level. This includes an entity which may be designated by multiple countries to serve as regional *Anti-Doping Organisation* for such countries. 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.

*National Olympic Committee*: The organisation recognized by the International Olympic Committee. The term *National Olympic Committee* shall also include the National Sport Confederation in those countries where the National Sports Confederation assumes typical *National Olympic Committee* responsibilities in the anti-doping area.

*Person*: A natural *Person* or an organisation or other entity.

*Registered Testing Pool*: The pool of top-level *Athletes* established separately by each International Federation and *National Anti-Doping Organisation* who are subject to both In-Competition and Out-of-Competition Testing as part of that International Federation's or *National Anti-Doping Organisation's* test distribution plan. Each International Federation shall publish a list which identifies those *Athletes* included in its *Registered Testing Pool* either by name or by clearly defined, specific criteria.

*Signatories*: Those entities signing the *Code* and agreeing to comply with the *Code*, including the International Olympic Committee, International Federations, International Paralympic Committee, *National Olympic Committees*, National Paralympic Committees, Major Event Organisations, *National Anti-Doping Organisations*, and WADA.

**Defined terms from the *Model Guidelines for Core Information/Education Programs*:**

Activity: An action or development and implementation of a program.

Key Message: A fundamental communication in writing in speech or by signals.

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

Objectives: Statements of desired outcomes that will help attain the identified goals. They shall 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.

Stakeholder: Any *Person* or organisation that will be or is involved.

Target Group: A *Person* or group of *Persons* that will be the focus of an activity.

Timeframe: A limited period of time.

### 3. Key elements of an Information and Education Program

- 3.1 Preventing doping in sport involves raising awareness of the pertinent issues and concerns, disseminating relevant and accurate information, and positively influencing beliefs, attitudes and behaviours. Ideally a reliable doping control process would be in place to deter and detect the use of prohibited substances and methods. To effectively address these various dimensions, an information and education program must be a continuous process guided by both long-term strategy plans and annual activity planning.

The WADC section 18.2 identifies the need for an *Anti-doping Organisation* to plan, implement and monitor information and education programs. It is recommended that the programs ensure that the *Athletes* and other *Persons* receive updated and accurate information at least related to the Prohibited List, the health consequences of doping, the doping control procedures and on *Athlete's* rights and responsibilities. These programs shall also promote the spirit of sport in order to establish an anti-doping environment.

- 3.2 *Anti-doping Organisations* developing an information and education program shall ensure that they follow the following thought and activity process:
- o Analysis of the current situation
  - o Long-term planning
  - o Annual activity planning
  - o Development and implementation
  - o Record keeping and evaluation



#### 4. Analyzing the Current Situation

- 4.1 The purpose of an analysis is to obtain accurate knowledge and facts concerning the current situation in order to prepare the necessary planning.
- 4.2 An analysis of the current situation shall involve a review of the following:
- The sport environment in the country/region, including type and level of practised sports as well as the *Athlete* population and the *Athlete support personnel*.
  - The availability of relevant doping control programs and any facts related to these. Previous initiatives relating to anti-doping activities and any other information concerning the use of prohibited substances that could have an impact on the sport environment (e.g. available medical research results, customs seizures, trafficking etc.).
  - Previous or running general initiatives in anti-doping (or similar initiatives in the field of anti-drug, health promotion etc.) in the country/region including experiences with them.
  - Assess resources and capacities in order to find out to what extent an *Anti-Doping Organisation* is capable of developing and implementing an information/education campaign.
- 4.3 *Anti-Doping Organisations* could also initiate research projects in order to assess specific issues and gain concrete information.

#### Examples of analyzing the Current Situation:

- How many sports federations do you have in our country?
- What are the ten most popular sports? What are the sports that carry a higher risk of doping?
- How many *Athletes* participate in the various sport disciplines at the elite and non elite level?
- How many *Athletes* are currently in the *Registered Testing Pool*?
- How many coaches, trainers and sport physicians are involved in the doping controls carried out in your country?
- Is there any information available on the use of doping or about the general opinion in this regard?
- How many doping controls have been conducted in the various sports during the last years? What were the results?
- Have previous education initiatives on anti-doping been carried out? If so what were the outcomes and what results have been achieved? Who organized them?
- What financial and human resources are available for information and education on anti-doping within your country/ organisation?
- Could you think of partners for carrying out information/education initiatives?

- 4.4 After an information and education program has been established, it shall, from time to time, undergo a self assessment in order to ensure that the program is still meeting current needs.

This kind of analysis could include, but does not need to be limited to a review of:

- the program's mandate;
- the current status of information and education related materials and activities working relationships with partners and stakeholders;
- the identified target groups;
- the results of any recent evaluations relating to the program itself or to other initiatives.

## 5. Long-Term Planning

- 5.1 Long-term planning involves the development of an overall strategy that leads to a successful implementation of educational objectives within a set period of time.
- 5.2 The long term planning shall be based upon the previous analysis of the current situation. A long term plan shall at least include the following elements:
- A Timeframe
  - Long-term Goals
  - Target Groups
  - Key Messages
  - Operational Means
- 5.3 Timeframes for a long-term plan can vary depending on:
- the specific circumstances of the organisation (e.g. experience in the field of education and anti-doping, mission, mandate etc.),
  - the external environment in which the organisation operates (e.g. its partners, dependence from other organisations, legal framework etc.),
  - the available financial and human resources.
- 5.4 Long term goals are concrete statements stating what the organisation wants to accomplish and not statements about how it will do so. When establishing goals, “more” is not necessarily better – too many goals can dilute or confuse the focus of the program.

The basic principle for anti-doping information and education programs of the *Code*, article 18.1 is to preserve the spirit of sport from being undermined by doping. The *Code* also sets a primary goal: dissuading *Athletes* from using prohibited substances and methods.

The similar principles identified in the Council of Europe’s Anti-Doping Convention are for educational programs and information campaigns to emphasize the dangers to health inherent in doping and its harm to the ethical values of sport.

- 5.4.1 Long term goals shall be measurable in order to be able to evaluate the progress and the effectiveness of initiatives and the long-term plans.
- 5.4.2 Long term goals shall, ideally, be considered as priorities for the target groups and be accepted by them. Therefore, involving stakeholders and representatives from the intended target groups in the goal setting process will help to ensure acceptance and is an efficient way of building consensus on priorities.
- 5.4.3 Long term goals shall be realistic both in terms of being achievable and being in line with anticipated financial and human resources or possible partnerships and sharing opportunities. Unrealistic goals will lead to unrealistic expectations, which can lead to disappointment and loss of credibility. Realistic goals will motivate all parties involved and encourage future involvement and support for the program.

**Examples of Long Term Goals:**

All *Athletes* defined in the *Registered Testing Pool* shall be knowledgeable of the Prohibited List, doping controls, health consequences of doping use and the rights and responsibilities of *Athletes* for the period of this program.

All personnel involved in organized sport within the organisations' jurisdiction shall, at all times, have access to anti-doping information relating to the Prohibited List, doping controls, health consequences of doping use and the rights and responsibilities of *Athletes*.

- 5.5 Target groups shall be determined based on the analysis and shall be consistent with the organisation's overall mandate. Identifying the different groups to be targeted by the program and specific initiatives is a critical step in the planning. Precisely defining the target groups will help to ensure that goals are being met, and materials and activities are being designed and delivered to achieve the desired outcomes.

The World Anti-Doping Code and the Council of Europe's Anti-Doping Convention identify specific groups that, as a minimum, shall be targeted by anti-doping information and education programs:

- *Athletes* as defined in the *Code* and the Convention
- *Athlete support personnel* as defined in the *Code* and identified in the Convention
- Relevant sport organisations as defined in the *Code*
- Young people and their parents as identified in the Convention.

- 5.5.1 The general characteristics of the target groups shall be identified to be able to adapt the design, the actual implementation and subsequent evaluation of materials and activities. These characteristics can include the size of the group, their age range, language, gender, level of education, and 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 *Registered Testing Pool*
- Medical support personnel for all top-level *Athletes*

- 5.6 The key message helps to communicate the goals to the target group and will help to ensure that the goals are achieved.
- 5.6.1 The key messages shall be clear and easy to understand, engage the intended audience and motivate the desired attitudes or actions.
- 5.6.2 Key messages may not be effective for everyone and having too many key messages will be counterproductive. A message that is appropriate for one target group may not be accepted or properly interpreted by another.

**Examples of key messages:**

<b>Long-term goal</b>	<b>Target group</b>	<b>Key message</b>
All <i>Athletes</i> defined in the <i>Registered Testing Pool</i> shall be knowledgeable of the Prohibited List, doping controls, health consequences of doping use and the rights and responsibilities of <i>Athletes</i> for the period of the program.	All top <i>Athletes</i> defined in the <i>Registered Testing Pool</i>	Know your rights and responsibilities
All personnel involved in organized sport within the organisation's judicial department shall, at all times, have access to anti-doping information relating to the Prohibited List, doping controls, health consequences of doping use and the rights and responsibilities of <i>Athletes</i> .	Medical support personnel for all top-level <i>Athletes</i>	Be aware of all doping control regulations
Youngsters in secondary school are aware of doping, knowledgeable that it is bad for their health and have an anti-doping attitude.	Youngsters in secondary school	Say no to doping

- 5.7 The operational means shall be defined in addition to each key message, based on the analysis of the current situation, the knowledge obtained from the specific target group and the goals to be realized.
- 5.7.1 The means or methods of dissemination and presentation of a message to the public shall be considered in relation with the understanding of the target group. How would they accept and understand a message? Operational means shall therefore be considered in relation to the tools that are going to be used for the presentation of the key messages.

For example, a face-to-face communication would be classified as a personal presentation, necessary when a two-way-dialogue has been identified as the best means of presenting the messages, whereas a web-based presentation would be a good tool for presenting basic messages and information.

A physician might be convinced more easily of the adverse effect of using anabolic steroids if this message is presented to him by means of a medically acceptable research study.

5.7.2 Operational means shall also be considered in relation to the available resources (financial and human).

**Examples of Operational Means:**

<b>Overall Goals</b>	<b>Target group</b>	<b>Key message</b>	<b>Operational means</b>
All <i>Athletes</i> defined in the <i>Registered Testing Pool</i> shall be knowledgeable of the Prohibited List, doping controls, health consequences of doping use and their rights and responsibilities	All top <i>Athletes</i> defined in the <i>Registered Testing Pool</i>	Know your rights and responsibilities	<ul style="list-style-type: none"> <li>– Lectures</li> <li>– Print material</li> <li>– Internet: Facebook, Twitter</li> <li>– iPhone, Blackberry</li> </ul>
All personnel involved in organized sport within the organisations judicial department shall, at all times, have access to anti-doping information relating to the Prohibited List, doping controls, health consequences of doping use and the rights and responsibilities of <i>Athletes</i> .	Medical support personnel for all top-level <i>Athletes</i>	Be aware of the doping control regulations	<ul style="list-style-type: none"> <li>– Print material</li> <li>– Posters</li> <li>– Seminars</li> <li>– Internet: Facebook, Twitter.</li> <li>– iPhone, Blackberry</li> </ul>
Youngsters in secondary school are aware of doping, knowledgeable that it is bad for their health and have an anti-doping attitude.	Youngsters in secondary school	Say no to doping	<ul style="list-style-type: none"> <li>– Lectures in school</li> <li>– Posters,</li> <li>– Internet: Facebook, Twitter.</li> <li>– iPhone, Blackberry,</li> <li>– Role modeling</li> </ul>

## 6. **Annual Activity Planning**

- 6.1 An Annual Activity Plan shall be based on the long term planning and the available financial and human resources.
- 6.1.1 The plan reflects all anti-doping information and education activities to be carried out during the year. This would include both one-time and specific education projects as well as ongoing information and education activities.

The activity plan might consist of developing one or more brochures providing the minimum information that an *Athlete* needs to have as defined in the *Code*. The activity plan might also define a major campaign to be planned and initiated.

- 6.2 The Annual Activity Plan shall include the following, as a minimum, depending on the complexity of the activity:
- Target Group activity objective
  - Time Frame and schedule
  - Budget
  - Responsibility
- 6.2.1 The target group could be identical to the one selected and prioritised for the purpose of long term planning. The main target within the annual plan could also focus on one particular group within the long term planning.
- 6.2.2 When listing the activities, the appropriate resources to successfully implement the activity (human, financial, etc) shall also be identified.
- 6.2.3 Activities shall support the selected operational means and key messages as defined in the long term plan.
- 6.2.4 Objectives are also important elements of planning as they are statements of desired outcomes that will help attain the identified goals and shall directly support the long-term goals in order to ensure that the program's overall mandate can be carried out in a coherent, effective and efficient manner. Objective(s) shall be defined for each activity and be measurable.
- 6.2.5 A concrete time frame and schedule shall be defined for each activity making it possible to differentiate between ongoing activities and specific one-time activities which could be initiated on several occasions.
- 6.2.6 The available budget will largely dictate the range and extent of activities. In order to ensure that the activity is optimized in relation to the budgetary resources, it is recommended that adequate planning, as detailed in this guideline, be carried out.
- 6.2.7 Human resources shall be allocated carefully and the overall responsibility for the program shall be given to a qualified person, to ensure that the activities will be developed and implemented in a manner that serves the purpose and ensures that the objectives are reached. The creation of a project team shall also be considered if

resources permit such an allocation of time.

**Example of an annual activity plan:**

<b>Target Group</b>	<b>Activity</b>	<b>Objective</b>	<b>Time Schedule</b>	<b>Budget</b>	<b>Responsible Person</b>
Top level <i>Athlete</i>	Develop brochures for the doping control officers to distribute during the <i>Season</i>	100% of all top level <i>Athletes</i> shall have been informed of their rights and responsibilities	Ongoing	\$\$	Manager E. Ducation
Medical personnel for top level <i>Athletes</i>	Carry out seminars or workshops at major events organized by the national sports federations	60 % of all medical personnel shall have been informed of the TUE regulations	8 specific Lectures /courses during the year	\$\$\$\$	Dr. M. Edicine
Youngsters in secondary school or students in sport faculties	Develop a lecture for teachers to be incorporated in the program	40% of the schools adopted the lecture and 50% of the youngsters in these schools are informed.	Class 2012 – 2013	\$	Mr. T. Eachar



## 7. Development of Materials and Activities

- 7.1 Information and education materials and activities may be developed once the following aspects have been considered:
- The annual activity plan
  - The financial and human resources
  - The other resources needed (including the extent to which external services will be required)
  - The design concepts
  - The production and delivery options
- 7.2 The use of in-house personnel shall be considered in relation to the time schedule and the realistic possibility of reaching the objective.
- 7.3 An assessment shall be carried out analyzing the available budget and the in-house possibilities or options in order to identify whether additional external resources shall be sought.

Design and development of print material is often a resource that can be outsourced. Look for editors of school materials; this is often a good source for finding information with regard to didactics, design and proper approach of a target group. The use of professional lecturers is another typical example of resources than can be out-sourced. It shall also be noted that WADA has existing material available that could be adapted for wider use.

- 7.4 Other resources could also include the direct involvement of the target group in the development of program materials and activities. This could be important, as:
- without their involvement it is very difficult to estimate the level of knowledge and the expectations of the target group; this information is important in order to assess whether they will find the materials or activities appropriate and use them/participate in them.
  - their feedback during the test phase of an activity is an important factor in order to make the appropriate adjustments or improvements.
  - the involvement of the target group fosters their commitment to the issues being addressed and generates feelings of ownership for the activity.
- 7.5 The design concept shall be considered in relation to the target group and budget. The design concept shall also support the key messages within the long-term plan.

A brochure designed for young *Athletes* could, for example, be presented with a design that would appeal to the young generation. The material for a lecture targeting medical support personnel might be presented with a reliable and confidence-inspiring design.

- 7.6 Production and delivery options shall be considered in relation to the available resources and the relevant time constraints. While not always possible, it would be worthwhile to strive towards an inclusion of education/information materials and activities in the organisation's other programs, therefore modulating the organisation's overall initiatives.

## 8. Implementation of Materials and Activities

- 8.1 Before implementing the materials and activities it shall be determined when and how the concrete implementation will take place.
- 8.2 An implementation process shall typically include the following considerations: The stakeholders
- The Possibility of a pilot
  - The Launching
  - The Monitoring
- 8.3 Stakeholders such as trainers, coaches or sport organisations, shall be included in the planning as they need to become familiar with the way the implementation will be carried out in order to understand the benefits of the approaches that will be used. For ensuring the success of the program, it is crucial that the implementation phase appears achievable to the stakeholders and that they are convinced of the adequacy of the materials or activities that need to be implemented.
- 8.4 Stakeholders shall be notified and educated about the availability of materials and plans for activities. The awareness level of stakeholders needs to be raised to ensure that implementation will be carried out as planned. Support from the stakeholders during the implementation phase would be a very useful tool and would ensure that they stay motivated and committed.
- 8.5 Stakeholders that are directly involved in the implementation phase of the activity shall have the flexibility to propose changes to the implementation strategy. The implementation needs to be flexible in order to allow for the adaptation to local circumstances and/or the respect of cultural diversity.
- 8.6 A pilot could be undertaken prior to formally launching an activity as it provides an opportunity to evaluate the effectiveness and efficiency of the measures to implement.
- 8.7 The launching date, time and methods shall be considered in relation to other planned activities such as meetings, major events etc. and the resources available to the organisation.

An activity where the top *Athletes* constitute the main target group could be efficiently launched when this launch occurs simultaneously with a sports event in which the same *Athletes* compete.

- 8.8 The project team or the allocated personnel shall monitor implementation and ask for feedback from stakeholders and the target groups. This approach increases motivation and commitment which better ensures that the objective is reached.

## **9. Record keeping and evaluation**

- 9.1 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 and objectives are being achieved. Although a final evaluation cannot be done until the end of the long-term and annual plans or completion of a particular activity, progress shall be monitored. Such monitoring can identify specific areas requiring attention or reveal that some adjustments are needed.
- 9.2 Evaluation criteria shall be defined for assessing progress towards achieving goals and objectives as well as the overall effectiveness of the activities and the program. Each criterion shall be supported by key success indicators related to the measurable aspects of the goals and objectives.
- 9.3 As a minimum the effectiveness of the activities has to be measured and the attainment of the objectives has to be identified.
- 9.4 Any statistics, preliminary information or other comparative data required as a starting point for the evaluation shall be identified and obtained when possible. When this is not possible, the evaluation results can be used as the starting point for future monitoring of related initiatives.
- 9.5 All the materials, files and resources used for the planning, development and implementation of activities shall be kept and classified.
- Records shall be used to determine whether the measurable objectives have been reached and will be used for tracking initiatives.
- 9.6 An evaluation report shall be prepared upon completing a formal evaluation of the program or an initiative. An evaluation report can inform staff and stakeholders, and can be used to further develop and improve the information and education program.

**APPENDIX A**  
**World Anti-Doping Code (03.2003)**

**Article 18 – Education**

**18.1 Basic Principle and Primary Goal**

The basic principle for information and education programs shall be to preserve the spirit of sport as described in the Introduction to the *Code*, from being undermined by doping. The primary goal shall be to dissuade *Athletes* from using *Prohibited Substances* and *Prohibited Methods*.

**18.2 Program 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
- Therapeutic use exemptions
- Managing the risks of nutritional supplements
- Harm of doping to the spirit of sport

The programs should 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*.

These programs should be 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. (The media should also cooperate in supporting and diffusing this information.)

*Athlete Support Personnel* should 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 Coordination and Cooperation**

All *Signatories* and *Athletes and other persons* shall cooperate with each other and governments to coordinate their efforts in anti-doping information and education.

**APPENDIX B**  
**Council of Europe Anti-Doping Convention (16.11.1989)**

**Article 6 - Education**

1. The Parties undertake to devise and implement, where appropriate in co-operation with the sports organisations concerned and the mass media, educational programmes and information campaigns emphasising the dangers to health inherent in doping and its harm to the ethical values of sport. Such programmes and campaigns shall be directed at both young people in schools and sports clubs and their parents and at adult sportsmen and sportswomen, sports officials, coaches and trainers. For those involved in medicine, such educational programmes will emphasise respect for medical ethics.
  
2. The Parties undertake to encourage and promote research, in co-operation with the regional, national and international sports organisations concerned, into ways and means of devising scientifically-based physiological and psychological training programmes that respect the integrity of the human *person*.

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**Relevant Anti-Doping Convention Definitions:**

**"Sportsmen and sportswomen"** means those *persons* who participate regularly in organised sports activities.

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**APPENDIX C**  
**Word Anti-Doping Program**

**A Model Plan for Effective Core Information/Education Programs  
to Prevent Doping in Sport**

The Model Plan presented in the charts bellow sets out a practical approach for implementing the main elements in the Model Guidelines for Core Information/Education Programs to Prevent Doping in Sport. The objective of the Model Plan, therefore, is to provide an overview of practical steps for achieving the core principles and goals of Article 18 of the World Anti-Doping Code (WADC) and Article 6 of the Council of Europe’s Anti-Doping Convention (the Convention). Consistent with the Model Guidelines, this Plan is a Level 3 document of the World Anti-Doping Program (WADP) and is not a mandatory requirement of the WADP.

The Plan is organized into three main sections – “Planning”, “Development and Implementation” and “Evaluation” – with each section giving a logical flow of actions along with examples that demonstrate how the actions could be applied. The Plan is not intended to be complete or prescriptive, but rather to help guide the development and implementation of core anti-doping information/education initiatives. Such initiatives could range from preparing and distributing an information pamphlet or presenting an educational seminar to providing a comprehensive program. Ideally, all such initiatives should be supported by a variety of programs, including a reliable doping control process to deter and detect the use of prohibiting substances and methods, with the overall purpose of preventing the spirit of sport from being undermined by doping.

**THE PLAN AT A GLANCE**



## Planning – The Core Steps

**Planning is essential for effectively determining priorities, establishing and achieving goals, and ensuring the best use of limited resources.**

### Analyze the current situation

CORE STEPS	EXAMPLES
<p><b>Identify priority anti-doping information education needs and issues</b> in your country or region by:</p> <ul style="list-style-type: none"> <li>▪ obtaining input from key groups such as athletes and sport organisations, and colleagues in other countries</li> <li>▪ reviewing recent doping incidents and statistics</li> <li>▪ considering issues raised in the media</li> <li>▪ reviewing relevant opinion surveys and other relevant research</li> <li>▪ ranking the priorities in order of importance</li> </ul>	<p><i>Example priority needs and issues:</i></p> <ul style="list-style-type: none"> <li>▪ reliable, easy access to updated, accurate information on prohibited substances and methods, health consequences of doping, doping control procedures, consequences of ADRVs, TUEs granting procedure and athletes' rights and responsibilities</li> <li>▪ provision of timely, accurate information to elite athletes</li> <li>▪ use of nutritional supplements</li> <li>▪ education for non-elite athletes and their parents and coaches</li> <li>▪ research on athletes' attitudes</li> <li>▪ public awareness about doping issues</li> </ul>
<p><b>Review available anti-doping information/education materials and activities</b>, including any related evaluations. Determine whether there is a need to:</p> <ul style="list-style-type: none"> <li>▪ update the content or revise the format</li> <li>▪ improve delivery mechanisms</li> <li>▪ develop new initiatives to fill gaps.</li> </ul> <p>If possible, the review should include networking with partner countries about their materials and activities to get new ideas and benefit from their experience.</p>	<p><i>Example review outcomes:</i></p> <ul style="list-style-type: none"> <li>▪ identifying which materials and activities exist, and whether they are up to date, should be revised or should be discontinued</li> <li>▪ identifying program areas that require new initiatives</li> <li>▪ identifying the need to improve or expand delivery and access mechanisms</li> <li>▪ discovering new ideas from other countries and sport organisations</li> <li>▪ strengthening networks with partner countries</li> </ul>
<p><b>Assess available resources. Consider:</b></p> <ul style="list-style-type: none"> <li>▪ known and anticipated financial resources</li> <li>▪ capacity in terms of personnel and required skills and experience</li> <li>▪ current and potential partnerships</li> <li>▪ practical aspects such as equipment and supplies.</li> </ul>	<p><i>Examples assessment outcomes:</i></p> <ul style="list-style-type: none"> <li>▪ a realistic basis for planning a program or specific initiatives</li> <li>▪ gaps in skills and experience that need to be addressed</li> <li>▪ identifying potential partnerships</li> <li>▪ factual data for seeking ongoing or additional financial support</li> </ul>
<p><i>Some key points to consider:</i></p> <ul style="list-style-type: none"> <li>▪ <i>The information/education activities identified in Article 18 of the WADC should be considered when determining priorities.</i></li> <li>▪ <i>On a practical basis, analyzing the current situation should lead to a good understanding of what needs to be done versus what can be done.</i></li> <li>▪ <i>This analysis should be undertaken initially and then periodically to ensure current needs are being met.</i></li> </ul>	

**Develop a longer - term or overall plan**

<b>CORE STEPS</b>	<b>EXAMPLES</b>
<p><b>Decide on the timeframe and overall goals</b> of the program or specific initiative based on the previous analysis. The timeframe should take into account when it would be prudent to reassess the plan in terms of meeting future need or significant changes to available resources. Goals should:</p> <ul style="list-style-type: none"> <li>▪ reflect current priorities</li> <li>▪ be achievable in the specific timeframe</li> <li>▪ be achievable within available resources</li> <li>▪ be measurable for evaluation purposes.</li> </ul>	<p><b>Example goals:</b></p> <ul style="list-style-type: none"> <li>▪ to inform all athletes subject to doping control about prohibited substances and methods, doping control procedures, and their rights and responsibilities</li> <li>▪ to increase awareness of the risks of doping to health and the spirit of sport amongst the general public</li> <li>▪ to contribute to international anti-doping education initiatives</li> </ul>
<p><b>Determine who should be targeted</b> by the program or specific initiative. Consider:</p> <ul style="list-style-type: none"> <li>▪ the plan’s purpose as well as the size and general characteristics of groups to be targeted: with focus on junior athletes, youth and their support personnel aiming “to build a new generation of athletes”.</li> <li>▪ how to access these groups within resource constraints.</li> </ul>	<p><b>Example target groups:</b></p> <ul style="list-style-type: none"> <li>▪ junior athletes, youth</li> <li>▪ elite level sport organisations, athletes, athlete support personnel</li> <li>▪ non-elite level sport organisations, athletes, parents, teachers, government departments, media, community groups, general public</li> <li>▪ physicians, pharmacists</li> </ul>
<p><b>Select key messages</b> for the program or initiative that directly support their goals. The key messages should:</p> <ul style="list-style-type: none"> <li>▪ - be clear and easy to understand</li> <li>▪ - attract the interest of the target groups</li> <li>▪ - have a positive influence on attitudes and behavior.</li> </ul> <p>These aspects should be pre-tested with a sample of the intended audience through focus groups, surveys or other methods.</p>	<p><b>Example key messages from the World Anti-Doping Agency:</b></p> <ul style="list-style-type: none"> <li>▪ “Play True”</li> <li>▪ “Respect is about you, your teammates, even your opponents”</li> <li>▪ “Athletes’ characters are defined by the qualities they bring to their sport and their performance”</li> </ul>
<p><b>Determine the channels by which key messages will be delivered</b> to their intended target groups. Consider whether the means will:</p> <ul style="list-style-type: none"> <li>▪ engage the interest of the target groups</li> <li>▪ be accessible to the target groups</li> <li>▪ be effective in terms of who and how many will be reached</li> <li>▪ meet partners’ expectations</li> <li>▪ be feasible in terms of implementation options</li> <li>▪ be feasible within resource constraints.</li> </ul>	<p><b>Example channels for delivering key messages to target groups:</b></p> <ul style="list-style-type: none"> <li>▪ an outreach program at sporting event</li> <li>▪ a pamphlet on doping control procedures for elite athletes and their support Personnel</li> <li>▪ a poster on health risks of doping targeted to youth</li> <li>▪ a seminar on prohibited substances for physicians and pharmacists</li> <li>▪ press releases &amp; feature articles for the mass and targeted media</li> <li>▪ a website to inform the sport community</li> </ul>
<p><b>Some key points to consider:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Goals should state what the organisation wants to accomplish rather than how it will do so. Setting too many goals can undermine the focus of the program.</b></li> <li>▪ <b>Involving stakeholders and target group representatives in the goal setting process will promote acceptance and commitment in the sport community.</b></li> <li>▪ <b>Success of an initiative will require being able to effectively access the target groups and effectively address their diverse characteristics.</b></li> </ul>	



## Develop an annual activity plan

CORE STEPS	EXAMPLES
<p><b>Decide on the new and ongoing information / education activities for the year.</b> Base this decision on:</p> <ul style="list-style-type: none"> <li>▪ the goals, priorities, target groups and key messages from the longer-term plan</li> <li>▪ ongoing activities that need to continue</li> <li>▪ new emerging issues</li> <li>▪ available financial and human resources.</li> </ul>	<p><b>Example activities:</b></p> <ul style="list-style-type: none"> <li>▪ updated and distribute an information pamphlet</li> <li>▪ develop a new poster series</li> <li>▪ continue to maintain a website</li> <li>▪ design a public awareness campaign</li> <li>▪ implement a national outreach program</li> <li>▪ organize and hold a seminar</li> </ul>
<p><b>For each activity determine and list:</b></p> <ul style="list-style-type: none"> <li>▪ <b>the relevant target group/ s</b> from those identified in the longer-term plan</li> <li>▪ <b>the desired outcome/ s</b> which should support the longer-term goals and be realistic and measurable</li> <li>▪ <b>the overall timeframe</b> and, if relevant,</li> <li>▪ <b>the schedule for specific events</b></li> <li>▪ <b>the budget</b></li> <li>▪ <b>the assigned personnel</b> and who will have <b>the lead responsibility</b></li> </ul> <p>The annual activity plan is the combined listing of all the individual activity plans.</p>	<p><b>Example basic activity plan:</b></p> <ul style="list-style-type: none"> <li>▪ activity: seminars on doping control procedures</li> <li>▪ target groups: national level athletes and coaches</li> <li>▪ desired outcome: 100% of national level athletes and coaches will be informed about the procedures</li> <li>▪ overall timeframe: ongoing</li> <li>▪ events schedule: one per month</li> <li>▪ budget: \$x,xxx</li> <li>▪ personnel: T. South, J. North</li> <li>▪ lead responsibility: T. South</li> </ul>
<p><b><i>Some key points to consider:</i></b></p> <ul style="list-style-type: none"> <li>▪ <i>The annual plan will be determined by the available budget and personnel, and therefore may consist of just one activity or a number of activities.</i></li> <li>▪ <i>Activities should be consistent with and, when appropriate, use the key messages and means of presentation determined in the longer-term plan.</i></li> </ul>	

## Development and Implementation - The Core Steps

**Development and implementation decisions play a critical role in the extent that an initiative will engage, inform and influence target groups.**

### Develop materials and activities

CORE STEPS	EXAMPLES
<p><b>Determine whether external services will be used.</b> Take into account:</p> <ul style="list-style-type: none"> <li>▪ available in-house personnel and their relevant skills and experience</li> <li>▪ technical requirements and related equipment requirements</li> <li>▪ budget constraints.</li> </ul>	<p><b>Example external services:</b></p> <ul style="list-style-type: none"> <li>▪ graphic design, layout, printing</li> <li>▪ writing, editing, translation</li> <li>▪ expert speakers</li> <li>▪ audio-visual equipment</li> <li>▪ focus group testing</li> <li>▪ website design and construction</li> <li>▪ event organisation</li> </ul>
<p><b>Try to involve members of the target group/ s in the development phase.</b> This will help ensure that:</p> <ul style="list-style-type: none"> <li>▪ they feel the materials and activities are appropriate and meet their expectations</li> <li>▪ they feel committed to the issues being addressed and support for the activity</li> <li>▪ improvements they suggest are considered prior to the launch date.</li> </ul> <p>If possible, also obtain input from partners and others helping with implementation.</p>	<p><b>Example target group involvement:</b></p> <ul style="list-style-type: none"> <li>▪ small advisory group</li> <li>▪ part of design team</li> <li>▪ part of review team</li> <li>▪ focus testing/ usability testing</li> <li>▪ interviews or survey</li> <li>▪ pilot trial</li> <li>▪ online forum</li> <li>▪ gathering feedback from target group peers and colleagues</li> </ul>
<p><b>Develop the concept, contents and design, and decide on the production process and delivery modes.</b> Consider:</p> <ul style="list-style-type: none"> <li>▪ relevance and appeal for target groups</li> <li>▪ the key messages and means of presentation from the longer-term plan</li> <li>▪ production and delivery requirements</li> <li>▪ connection to other initiatives</li> <li>▪ requirements of the organisations or individuals helping with implementation</li> <li>▪ budget, personnel and time constrains.</li> </ul>	<p><b>Example concept, content and delivery modes:</b></p> <ul style="list-style-type: none"> <li>▪ concept: fact sheet on applying for therapeutic use exemptions targeted to elite athletes</li> <li>▪ content: common medications requiring exemptions and application procedure</li> <li>▪ delivery modes: post an websites, mail to athletes in the registered testing pool, distribute as part of an outreach program, hand out at events</li> </ul>
<p><b><i>Some key points to consider:</i></b></p> <ul style="list-style-type: none"> <li>▪ <i>It is important to identify and address audience-specific issues such as reading level, age and culturally appropriate content, language requirements for the visually impaired, etc.</i></li> <li>▪ <i>Consider delivery options before investing significant time or money in design to ensure there is an, affordable means to effectively reach the target audience.</i></li> </ul>	

**Distribute materials and implement activities**

<b>CORE STEPS</b>	<b>EXAMPLES</b>
<p><b>Keep all partners and others who are involved with the implementation informed of the process being planned</b> to ensure that:</p> <ul style="list-style-type: none"> <li>▪ They understand the implementation plan and their specific roles</li> <li>▪ Their concerns, requirements and suggestions can be addressed</li> <li>▪ They have confidence in the initiative and in how it will be implemented.</li> </ul>	<p><b>Example implementation partnerships:</b></p> <ul style="list-style-type: none"> <li>▪ Cities hosting national outreach events</li> <li>▪ Coaches distributing and explaining a pamphlet to athletes</li> <li>▪ High profile athletes trained to give presentations to youth in schools</li> <li>▪ Health agencies co-chairing a conference</li> <li>▪ Sport organisations helping to promote the launch of a website</li> </ul>
<p><b>Consider a pilot trial prior to the official launch date.</b> This would:</p> <ul style="list-style-type: none"> <li>▪ Provide feedback</li> <li>▪ Reveal where processes and materials need to be modified or improved.</li> </ul>	<p><b>Example pilot trials:</b></p> <ul style="list-style-type: none"> <li>▪ Three national teams will receive a presentation and give feedback</li> <li>▪ Two schools will test an educational game and give feedback</li> </ul>
<p><b>Choose a launch date and mode that offers suitable exposure.</b> Consider:</p> <ul style="list-style-type: none"> <li>▪ Planned meetings, major events, etc.</li> <li>▪ Availability of key participants</li> <li>▪ Media coverage or other publicity.</li> </ul>	<p><b>Example launches:</b></p> <ul style="list-style-type: none"> <li>▪ A website launched at a major conference for sport leaders</li> <li>▪ A new pamphlet launched at a national sport competition</li> </ul>
<p><b><i>Some key points to consider:</i></b></p> <ul style="list-style-type: none"> <li>▪ <i>To promote support and participation, ensure that available materials and planned activities are publicized and known to all stakeholders.</i></li> <li>▪ <i>The implementation process should allow for partners or others who are involved to request changes in order to accommodate local circumstances.</i></li> </ul>	

## **Evaluation – The Core Steps**

**Conducting reliable evaluations provides valuable input for planning, improves processes and outcomes, and also increases credibility.**

### **Monitor processes and outcomes**

<b>CORE STEPS</b>	<b>EXAMPLES</b>
<p><b>Establish evaluation criteria</b> that will be monitored for both the processes and outcomes of implementing a program or specific initiative. The criteria should assess whether:</p> <ul style="list-style-type: none"> <li>▪ Processes are effective and efficient</li> <li>▪ Desired outcomes are being achieved</li> <li>▪ Overall goals are being achieved</li> </ul>	<p><b>Example criteria for process:</b></p> <ol style="list-style-type: none"> <li>1. quality control is maintained</li> <li>2. training of facilitators is effective</li> </ol> <p><b>Example criteria for outcomes:</b></p> <ol style="list-style-type: none"> <li>3. the website is an effective information/education tool</li> <li>4. athletes have increased knowledge about doping control procedures</li> </ol>
<p><b>Establish and monitor success indicators for the evaluation criteria.</b> The success indicators should:</p> <ul style="list-style-type: none"> <li>▪ Be related to the measurable aspects of goals and desired outcomes</li> <li>▪ Give factual information on whether the program or specific initiative is succeeding or failing to achieve its objectives.</li> </ul>	<p><b>Example success indicators (criteria for processes):</b></p> <ol style="list-style-type: none"> <li>1. translation of text is accurate</li> <li>2. all seminar facilitators fulfill their roles</li> </ol> <p><b>Example success indicators (criteria for outcomes):</b></p> <ol style="list-style-type: none"> <li>3. "x" number of visits to web pages</li> <li>4. all elite athletes are utilizing the doping control procedures pamphlet mailed to them</li> </ol>
<p><i>Some key points to consider:</i></p> <ul style="list-style-type: none"> <li>▪ <i>Monitoring processes and outcomes should include obtaining feedback from the target groups as well as partners and others involved with implementing the program or specific initiative.</i></li> <li>▪ <i>Systematic records should be kept of the monitoring methods and results.</i></li> </ul>	

## Evaluate processes and outcomes

CORE STEPS	EXAMPLES
<p><b>Prepare a report based on the monitoring records after completing a formal evaluation of a program or specific initiative.</b> The report should include:</p> <ul style="list-style-type: none"> <li>▪ The purpose and objectives of the program or initiative being evaluated</li> <li>▪ The evaluation criteria and associated performance indicators</li> <li>▪ How the performance indicators were assessed</li> <li>▪ The results of the evaluation</li> <li>▪ Recommendations for future planning</li> </ul>	<p><b>Example evaluation report section:</b></p> <ul style="list-style-type: none"> <li>▪ Introduction</li> <li>▪ Overview of program or initiative</li> <li>▪ Evaluation criteria and performance indicators</li> <li>▪ Evaluation findings</li> <li>▪ Conclusions</li> <li>▪ Recommendation</li> <li>▪ Appendices (e.g., background information or key data or listing of target groups` comments, etc.)</li> </ul>
<p><i>Some key points to consider:</i></p> <ul style="list-style-type: none"> <li>▪ <i>Any preliminary information or comparative data relevant to the evaluation should be obtained if possible and referred to in the report if applicable.</i></li> <li>▪ <i>All planning, development and implementation documents and materials relevant to the evaluation report should be retained.</i></li> </ul>	