

MODEL GUIDELINES

**FOR CORE INFORMATION/EDUCATION PROGRAMS
TO PREVENT DOPING IN SPORT**

**A Council of Europe (CoE) – World Anti-Doping Agency (WADA)
Cooperation**

**Draft 4.6
26.04.05**

TABLE OF CONTENTS

1.0	INTRODUCTION AND SCOPE	3
2.0	DEFINITIONS.....	3
3.0	KEY ELEMENTS OF AN INFORMATION AND EDUCATION PROGRAM	5
4.0	ANALYZING THE CURRENT SITUATION.....	6
5.0	LONG-TERM PLANNING	7
6.0	ANNUAL ACTIVITY PLANNING	11
7.0	DEVELOPMENT OF MATERIALS AND ACTIVITIES.....	13
8.0	IMPLEMENTATION OF MATERIALS AND ACTIVITIES	14
9.0	RECORD KEEPING AND EVALUATION	15
APPENDIX A		17
APPENDIX B		18
APPENDIX C		19

1.0 Introduction and Scope

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.

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.

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 *Code* (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 organizations 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.

The sections flow from identifying the key elements of a program focusing on education and information over longer term and on an annual basis to the development of materials/activities, the implementation and evaluation.

The information presented in the Model Guidelines is not intended to be comprehensive or prescriptive. Applying the Model Guidelines to the development, implementation and delivery of core anti-doping education programs will help to ensure that the process is based on sound principles and approaches.

2.0 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 Organizations* that conduct *Testing* at their *Events*, WADA, International Federations, and *National Anti-Doping Organizations*.

Athlete: For purposes of *Doping Control*, any *Person* who participates in sport at the international level (as defined by each International Federation) or national level (as defined by each *National Anti-Doping Organization*) and any additional *Person* who participates in sport at a lower level if designated by the *Person's National Anti-Doping Organization*. For the purpose of anti-doping information and education, any *Person* who participates in sport under the authority of any *Signatory*, government or other sports organization accepting the *Code*.

Athlete Support Personnel: Any coach, trainer, manager, agent, team staff, official, medical or para-medical personnel working with or treating *Athletes* participating in or preparing for sports competition.

Code: The World Anti-Doping Code (*WADC*).

National Anti-Doping Organization: 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. 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 Organization 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.

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

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 Organization* who are subject to both *In Competition* and *Out-of-Competition Testing* as part of that International Federation's Testing Plan.

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 Organizations*, *National Anti-Doping Organizations*, 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 organization wants to accomplish over an extended period of time.

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

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

Stakeholder: Any *person* or organisation that will be or is inflicted.

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

Timeframe: A limited period of time.

3.0 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 *participants* receive updated and accurate information at least related to the List of Prohibited Substances, the health consequences of doping, the doping control procedures and on *athlete's* rights and responsibilities. These programs should 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 should ensure that they follow the following thought and activity process:
- Analysis of the current situation
 - Objective setting and Long-term planning
 - Annual activity planning

- Development and implementation
- Record keeping and evaluation

4.0 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 should 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 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 your 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 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 kind of initiatives have been achieved? Who organized them?

What financial and human resources are available for information and education on anti-doping within your country/organization?

Could you think of partners for carrying out information/education initiatives?

4.4 After an information and education program has been established, it should, 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.

5.0 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 should be based upon the previous analysis of the current situation. A long term plan should at least include the following elements:

- Long-term Goals
- A Timeframe
- Target Groups
- Key Messages for each target group
- Operational Means

5.3 Timeframes for a long-term plan can vary depending on:

- the specific circumstances of the organization (e.g. experience in the field of education and anti-doping, mission, mandate etc.),
- the external environment in which the organization operates (e.g. its partners, dependence from other organizations, legal framework etc.),
- the available financial and human resources.

- 5.4 Long term goals are concrete statements stating what the organization 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 World Anti-Doping *Code's* basic principle for anti-doping information and education programs 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 should 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 should, 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 should 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 of Substances, doping controls, health consequences of doping use and the rights and responsibilities of athletes for the period of this program.

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

- 5.5 Target groups should be determined based on the analysis and should be consistent with the organization'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, should 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 organizations 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 should 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 should 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:

Long-term goal	Target group	Key message
All athletes defined in the <i>Registered Testing Pool</i> shall be knowledgeable of the Prohibited List of Substances, doping controls, health consequences of doping use and the rights and responsibilities of athletes for the period of the program.	All top <i>athletes</i> defined in the Registered Testing Pool.	Know your rights and responsibilities.

All personnel involved in organised sport within the organisation's judicial department shall, at all times, have access to anti-doping information relating to the Prohibited List of Substances, 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 should 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 manner in which a message should be delivered and presented to the public should be considered in relation to the understanding of the target group. How would they accept and understand a message? Operational means should 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 should also be considered in relation to the available resources (financial and human).

Examples of Operational Means:

Overall Goals	Target group	Key message	Delivery channels
All <i>athletes</i> defined in the <i>Registered Testing Pool</i> shall be knowledgeable of the Prohibited List of Substances, doping controls, health	All top <i>athletes</i> defined in the <i>Registered Testing Pool</i>	Know your rights and responsibilities	Lectures Print material Internet Athlete advocates

Overall Goals	Target group	Key message	Delivery channels
consequences of doping use and their rights and responsibilities			Ethicists
All personnel involved in organised sport within the organisations judicial department shall, at all times, have access to anti-doping information relating to the Prohibited List of Substances, 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	Print material Posters Seminars Scientific experts
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	Lectures in school Posters Internet Comics Role modelling by elite <i>athletes</i>

6.0 Annual Activity Planning

- 6.1 An Annual Activity Plan should 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 single brochure providing the minimum information that an *athlete* needs to have as defined in the *WADC*. The activity plan might also define a major campaign to be planned and initiated.

- 6.2 The Annual Activity Plan should include the following, as a minimum, depending on the complexity of the activity:
- Objectives
 - Target Group

- Activity
 - 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) should also be identified.
- 6.2.3 Activities should support the selected operational means and key messages and vice versa.
- 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 should 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) should be defined for each activity and be measurable.
- 6.2.5 A concrete time frame and schedule should 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 should be allocated carefully and the overall responsibility for the program should be given to a qualified person. The creation of a project team should also be considered.

Example of an annual activity plan:

Target Group	Activity	Objective	Time Schedule	Budget	Responsible Person
Top level <i>athlete</i>	Develop brochures for the doping control officers to distribute during the doping controls	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	60 % of all medical personnel shall have been informed of the	8 specific lectures/courses during the year	\$\$\$\$	Dr. M. Edicine

Target Group	Activity	Objective	Time Schedule	Budget	Responsible Person
	organised by the national federations	TUE regulations			
Youngsters in secondary school	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 2006 – 2007	\$	Mr. T. Eacher

7.0 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 for print materials
- The concept theme for events
- The production and delivery options

7.2 The use of in-house personnel should be considered in relation to the time schedule and the realistic possibility of reaching the objective.

7.3 An assessment should be carried out analysing the available budget and the in-house possibilities or options in order to identify whether additional external resources should be sought.

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

7.4 The direct involvement of the target group in the development of program materials and activities 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 or event concept should be considered in relation to the target group and budget. The concept should support the key messages within the *long-term plan*.

A brochure designed for young athletes should use signs and symbols that appeal to young people. The material for a lecture targeting medical support personnel might be presented by a reliable and confidence-inspiring medical scientist.

7.6 Production and delivery options should 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 organization's other programs, therefore modulating the organization's overall initiatives.

8.0 Implementation of Materials and Activities

8.1 Before implementing the materials and activities it should be determined when and how the concrete implementation will take place.

8.2 An implementation process should 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 organizations, should be included in the planning to become familiar with the way the implementation will be carried out and to understand the benefits of the approaches that will be used. It is crucial that the implementation appears achievable to the stakeholders and that they are convinced of the adequacy of the materials or activities.

8.4 Stakeholders should 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 should 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 to evaluate the potential effectiveness and efficiency of the methods.
- 8.7 The launching date, time and methods should be considered in relation to other planned activities such as meetings, major events etc. and the resources available to the organization.

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 should 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.

9.0 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 should be monitored. Such monitoring can identify specific areas requiring attention or reveal some adjustments that are needed.
- 9.2 Evaluation criteria should be defined for assessing progress towards achieving goals and objectives as well as the overall effectiveness of the activities and the program. Each criterion should be related to measurable aspects of the goals and objectives.
- 9.3 As a minimum the effectiveness of the activities in attaining the objectives has to be identified.
- 9.4 Any statistics, preliminary information or other comparative data required as a starting point for the evaluation should 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 should be kept and classified.

Records shall be used to determine whether and when the objectives have been reached and will be used for tracking purposes.

- 9.6 An evaluation report should 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

Each *Anti-Doping Organization* should plan, implement and monitor information and education programs. The programs should provide *Participants* with updated and accurate information on at least the following issues:

- Substances and methods on the *Prohibited List*
- Health consequences of doping
- *Doping Control* procedures
- *Athletes'* rights and responsibilities

The programs should promote the spirit of sport in order to establish an anti-doping environment which influences behaviour among *Participants*.

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

18.3 Coordination and Cooperation

All *Signatories* and *Participants* 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 organizations 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 organizations concerned, into ways and means of devising scientifically-based physiological and psychological training programmes that respect the integrity of the human *person*.

Relevant Anti-Doping Convention Definitions:

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

APPENDIX C

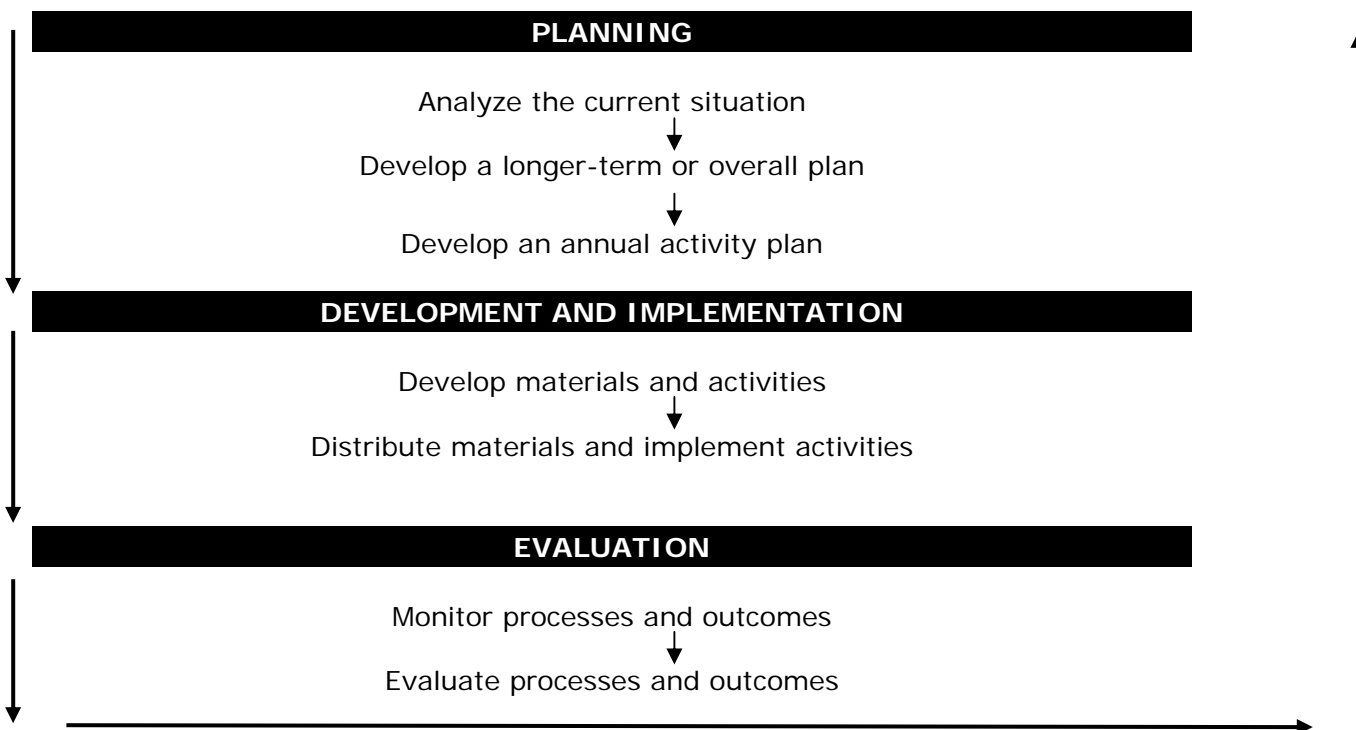
WORLD ANTI-DOPING PROGRAM

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

The Model Plan presented in the charts below 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 prohibited 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>Identify priority anti-doping information/education needs and issues in your country or region by:</p> <ul style="list-style-type: none"> • obtaining input from key groups such as athletes and sport organizations, and colleagues in other countries • reviewing recent doping incidents and statistics • considering issues raised in the media • reviewing relevant opinion surveys and 	<p>Example priority needs and issues:</p> <ul style="list-style-type: none"> • reliable, easy access to updated, accurate information on prohibited substances and methods, health consequences of doping, doping control procedures, and athletes' rights and responsibilities • provision of timely, accurate information to elite athletes • use of nutritional supplements • education for non-elite athletes and their

CORE STEPS	EXAMPLES
<p>other relevant research</p> <ul style="list-style-type: none"> • ranking the priorities in order of importance. 	<p>parents and coaches</p> <ul style="list-style-type: none"> • research on athletes' attitudes • public awareness about doping issues
<p>Review available anti-doping information/education materials and activities, including any related evaluations. Determine whether there is a need to:</p> <ul style="list-style-type: none"> • update the content or revise the format • improve delivery mechanisms • develop new initiatives to fill gaps. <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>Example review outcomes:</p> <ul style="list-style-type: none"> • identifying which materials and activities exist, and whether they are up to date, should be revised or should be discontinued • identifying program areas that require new initiatives • identifying the need to improve or expand delivery and access mechanisms • discovering new ideas from other countries and sport organizations • strengthening networks with partner countries
<p>Assess available resources. Consider:</p> <ul style="list-style-type: none"> • known and anticipated financial resources • capacity in terms of personnel and required skills and experience • current and potential partnerships • practical aspects such as equipment and supplies. 	<p>Example assessment outcomes:</p> <ul style="list-style-type: none"> • a realistic basis for planning a program or specific initiatives • gaps in skills and experience that need to be addressed • identifying potential partnerships • factual data for seeking ongoing or additional financial support
<p><i>Some key points to consider:</i></p> <ul style="list-style-type: none"> • <i>The information/education activities identified in Article 18 of the WADC should be considered when determining priorities.</i> • <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> • <i>This analysis should be undertaken initially and then periodically to ensure current needs are being met.</i> 	

DEVELOP A LONGER-TERM OR OVERALL PLAN

CORE STEPS	EXAMPLES
<p>Decide on the timeframe and overall goals 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 needs or significant changes to available resources. Goals should:</p> <ul style="list-style-type: none"> • reflect current priorities • be achievable in the specified timeframe • be achievable within available resources • be measurable for evaluation purposes. 	<p>Example goals:</p> <ul style="list-style-type: none"> • to inform all athletes subject to doping control about prohibited substances and methods, doping control procedures, and their rights and responsibilities • to increase awareness of the risks of doping to health and the spirit of sport amongst the general public • to contribute to international anti-doping education initiatives
<p>Determine who should be targeted by the program or specific initiative. Consider:</p> <ul style="list-style-type: none"> • the plan's purpose and goals • the size and general characteristics of groups to be targeted • how to access these groups within resource constraints. 	<p>Example target groups:</p> <ul style="list-style-type: none"> • elite level sport organizations, athletes, athlete support personnel • non-elite level sport organizations, athletes, parents, teachers • government departments, media, community groups, general public • physicians, pharmacists
<p>Select key messages for the program or initiative that directly support their goals. The key messages should:</p> <ul style="list-style-type: none"> • be clear and easy to understand • attract the interest of the target groups • have a positive influence on attitudes and behaviour. <p>These aspects should be pre-tested with a sample of the intended audience through focus groups, surveys or other methods.</p>	<p>Example key messages from the World Anti-Doping Agency:</p> <ul style="list-style-type: none"> • "Play True" • "Respect is about you, your teammates, even your opponents." • "Athletes' characters are defined by the qualities they bring to their sport and their performance."
<p>Determine the channels by which key messages will be delivered to their intended target groups. Consider whether the means will:</p> <ul style="list-style-type: none"> • engage the interest of the target groups 	<p>Example channels for delivering key messages to target groups:</p> <ul style="list-style-type: none"> • an <i>outreach program</i> at a sporting event • a <i>pamphlet</i> on doping control procedures for elite athletes and their support

CORE STEPS	EXAMPLES
<ul style="list-style-type: none"> • be accessible to the target groups • be effective in terms of who and how many will be reached • meet partners' expectations • be feasible in terms of implementation options • be feasible within resource constraints. 	<p>personnel</p> <ul style="list-style-type: none"> • a <i>poster</i> on health risks of doping targeted to youth • a <i>seminar</i> on prohibited substances for physicians and pharmacists • <i>press releases & feature articles</i> for the mass and targeted media • a <i>website</i> to inform the sport community

Some key points to consider:

- *Goals should state what the organization wants to accomplish rather than how it will do so. Setting too many goals can undermine the focus of the program.*
- *Involving stakeholders and target group representatives in the goal setting process will promote acceptance and commitment in the sport community.*
- *Success of an initiative will require being able to effectively access the target groups and effectively address their diverse characteristics.*

DEVELOP AN ANNUAL ACTIVITY PLAN

CORE STEPS	EXAMPLES
<p>Decide on the new and ongoing information/education activities for the year. Base this decision on:</p> <ul style="list-style-type: none"> • the goals, priorities, target groups and key messages from the longer-term plan • ongoing activities that need to continue • new emerging issues • available financial and human resources. 	<p><i>Example activities:</i></p> <ul style="list-style-type: none"> • update and distribute an information pamphlet • develop a new poster series • continue to maintain a website • design a public awareness campaign • implement a national outreach program • organize and hold a seminar
<p>For each activity determine and list:</p> <ul style="list-style-type: none"> • the relevant target group/s from those identified in the longer-term plan • the desired outcome/s which should support the longer-term goals and be 	<p><i>Example basic activity plan:</i></p> <ul style="list-style-type: none"> • activity: seminars on doping control procedures • target groups: national level athletes and coaches

CORE STEPS	EXAMPLES
<p>realistic and measurable</p> <ul style="list-style-type: none"> • the overall timeframe and, if relevant, the schedule for specific events • the budget • the assigned personnel and who will have the lead responsibility. <p>The annual activity plan is the combined listing of all the individual activity plans.</p>	<ul style="list-style-type: none"> • desired outcome: 100% of national level athletes and coaches will be informed about the procedures • overall timeframe: ongoing • events schedule: one per month • budget: \$x,xxx • personnel: T. South, J. North • lead responsibility: T. South

Some key points to consider:

- *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.*
- *Activities should be consistent with and, when appropriate, use the key messages and means of presentation determined in the longer-term plan.*

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>Determine whether external services will be used. Take into account:</p> <ul style="list-style-type: none"> • available in-house personnel and their relevant skills and experience • technical requirements and related equipment requirements • budget constraints. 	<p><i>Example external services:</i></p> <ul style="list-style-type: none"> • graphic design, layout, printing • writing, editing, translation • expert speakers • audio-visual equipment • focus group testing • website design and construction • event organisation

CORE STEPS	EXAMPLES
<p>Try to involve members of the target group/s in the development phase. This will help ensure that:</p> <ul style="list-style-type: none"> • they feel the materials and activities are appropriate and meet their expectations • they feel committed to the issues being addressed and support for the activity • improvements they suggest are considered prior to the launch date. <p>If possible, also obtain input from partners and others helping with implementation.</p>	<p><i>Example target group involvement:</i></p> <ul style="list-style-type: none"> • small advisory group • part of design team • part of review team • focus testing/usability testing • interviews or survey • pilot trial • online forum • gathering feedback from target group peers and colleagues
<p>Develop the concept, contents and design, and decide on the production process and delivery modes. Consider:</p> <ul style="list-style-type: none"> • relevance and appeal for target groups • the key messages and means of presentation from the longer-term plan • production and delivery requirements • connection to other initiatives • requirements of the organizations or individuals helping with implementation • budget, personnel and time constraints. 	<p><i>Example concept, content and delivery modes:</i></p> <ul style="list-style-type: none"> • concept: fact sheet on applying for therapeutic use exemptions targeted to elite athletes • content: common medications requiring exemptions and application procedure • delivery modes: post on websites, mail to athletes in the registered testing pool, distribute as part of an outreach program, hand out at events
<p><i>Some key points to consider:</i></p> <ul style="list-style-type: none"> • <i>It is important to identify and address audience-specific issues such as reading level, age and culturally appropriate content, language requirements, requirements for the visually impaired, etc.</i> • <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> 	

DISTRIBUTE MATERIALS AND IMPLEMENT ACTIVITIES

CORE STEPS	EXAMPLES
<p>Keep all partners and others who are</p>	<p><i>Example implementation partnerships:</i></p>

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

Evaluation – The Core Steps

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

MONITOR PROCESSES AND OUTCOMES

CORE STEPS	EXAMPLES
<p>Establish evaluation criteria 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"> • processes are effective and efficient • desired outcomes are being achieved • overall goals are being achieved. 	<p>Example criteria for processes:</p> <ol style="list-style-type: none"> 1. quality control is maintained 2. training of facilitators is effective <p>Example criteria for outcomes:</p> <ol style="list-style-type: none"> 3. the website is an effective information/education tool 4. athletes have increased knowledge about doping control procedures
<p>Establish and monitor success indicators for the evaluation criteria. The success indicators should:</p> <ul style="list-style-type: none"> • be related to the measurable aspects of goals and desired outcomes • give factual information on whether the program or specific initiative is succeeding or failing to achieve its objectives. 	<p>Example success indicators (criteria for processes):</p> <ol style="list-style-type: none"> 1. translation of text is accurate 2. all seminar facilitators fulfill their roles <p>Example success indicators (criteria for outcomes):</p> <ol style="list-style-type: none"> 3. "x" number of visits to web pages 4. all elite athletes are utilizing the doping control procedures pamphlet mailed to them
<p><i>Some key points to consider:</i></p> <ul style="list-style-type: none"> • <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> • <i>Systematic records should be kept of the monitoring methods and results.</i> 	

EVALUATE PROCESSES AND OUTCOMES

CORE STEPS	EXAMPLES
<p>Prepare a report based on the monitoring records after completing a formal evaluation of a program or specific initiative. The report should include:</p> <ul style="list-style-type: none"> • the purpose and objectives of the program or initiative being evaluated • the evaluation criteria and associated performance indicators • how the performance indicators were assessed • the results of the evaluation • recommendations for future planning. 	<p><i>Example evaluation report sections:</i></p> <ul style="list-style-type: none"> • Introduction • Overview of program or initiative • Evaluation criteria and performance indicators • Evaluation methodology • Evaluation findings • Conclusions • Recommendations • Appendices (e.g., background information or key data or listing of target groups' comments, etc.)
<p><i>Some key points to consider:</i></p> <ul style="list-style-type: none"> • <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> • <i>All planning, development and implementation documents and materials relevant to the evaluation report should be retained.</i> 	