

D4.1 Framework for the Partnership for Clean Sport in Tertiary Education

A Strategic Framework to Support Anti-Doping Education,
Research, and Community Engagement



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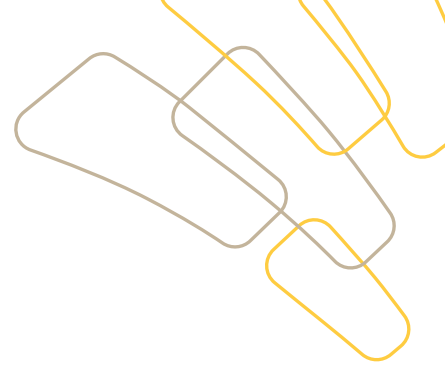


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Executive Summary

Universities represent a strategic partner in advancing clean sport education, research, and prevention. As centres of learning, knowledge creation, and community engagement, higher education institutions are uniquely positioned to support the objectives of National Anti-Doping Organisations (NADOs) in promoting clean sport and preventing doping.

This Framework provides a model for enabling strategic partnerships between NADOs and universities, and can also involve other tertiary education institutions. The Framework provides flexibility and can be adapted by NADOs and universities to better serve their needs. It has been developed in the context of the EPCS-TE project and informed by empirical research with more than 1,400 university students and staff across four European countries, a survey of NADO practices in 44 countries, co-creation focus groups with academics and students, a systematic literature review, and an analysis of key policy documents.

Three overarching international policy frameworks underpin this Framework:

- The World Anti-Doping Agency's (WADA) 2027 International Standard for Education (ISE), which establishes mandatory requirements for NADOs as Code signatories to plan, implement, monitor, and evaluate evidence-informed anti-doping education programmes, and encourages partnerships with academic institutions for research and programme evaluation.
- The Council of Europe Recommendation Rec(2016)2 on Anti-Doping Education Guidelines for Tertiary Education Institutions, which requires States Parties to integrate values-based anti-doping education in higher education curricula and to foster cooperation between universities and NADOs.
- UNESCO Resolution 10CP/14 – Enhancement of Education Capacity and Academic Research in the Fight against Doping (2025), which reinforces the strategic role of higher education institutions and calls for collaboration between universities, NADOs, and other sport stakeholders for education, awareness, and research.

The Framework identifies three strategic pillars of NADO–university collaboration:

Pillar 1 – Education and Professional Development: Integrating anti-doping education within university curricula, professional development, and lifelong learning pathways.

Pillar 2 – Research and Knowledge Exchange: Fostering collaborative applied and fundamental research to generate evidence that informs anti-doping policies, education programmes, and prevention strategies.

Pillar 3 – Outreach, Prevention and Community Engagement: Promoting clean sport values and raising awareness about the risks of doping within universities, university sport, and the wider community.

These three pillars are supported by two cross-cutting enabling mechanisms: (1) Strategic Partnerships and Capacity Building, which provides the structural foundation for sustainable NADO–university collaboration; and (2) Partnership Coordination, Monitoring and Evaluation, which ensures effective implementation, accountability, and assessment of impact.

Together, the pillars and enabling mechanisms form a comprehensive and evidence-informed framework that allows universities to act as knowledge hubs, education providers, and community multipliers for clean sport, while enabling NADOs to expand the reach, evidence base, and sustainability of their education and prevention efforts.

1. Introduction

The prevention of doping in sport increasingly relies on education, research, and societal engagement. While National Anti-Doping Organisations (NADOs) play a central role in delivering anti-doping programmes, achieving meaningful and sustainable prevention requires collaboration with external stakeholders capable of contributing expertise, educational infrastructure, and research capacity^{1, 2}.

Universities represent one of the most important partners in this regard. Higher education institutions educate future sport professionals, generate scientific knowledge, and act as influential institutions within their communities. Through these roles, universities are uniquely positioned to contribute to the development and dissemination of clean sport values and evidence-based anti-doping education^{3, 4}.

Policy developments at the international level increasingly recognise the importance of higher education institutions in advancing anti-doping education and prevention. The Council of Europe Recommendation⁵ calls for the integration of anti-doping education within tertiary education curricula and for cooperation between universities and NADOs. The 2027 WADA ISE⁶ establishes requirements for NADOs as World Anti-Doping Code signatories to design and implement education programmes that include values-based education, awareness-raising, and information provision, and actively encourages partnerships with universities for research, programme evaluation, and educator training. Accordingly, the UNESCO Resolution 10CP/14⁷, adopted at the 10th Conference of Parties of the International Convention against Doping in Sport in October 2025, reinforced the strategic role of higher education institutions in supporting anti-doping education, research, and capacity development globally.

The present Framework provides a structured model to support systematic and sustainable collaboration between NADOs and universities. It is designed to be flexible and scalable, adaptable to different national contexts, resource levels, and institutional capacities.

¹ Naughton, M., Salmon, P. M., Kerhervé, H. A., & McLean, S. (2025). Applying a systems thinking lens to anti-doping: A systematic review identifying the contributory factors to doping in sport. *Journal of Sports Sciences*, 43(1), 8-22.

² Williams, T. L., Patterson, L. B., Heyes, A. R., Staff, H. R., Boardley, I. D., Petróczy, A., & Backhouse, S. H. (2024). Barriers and enablers in doping, anti-doping, and clean sport: A qualitative meta-synthesis informed by the theoretical domains framework and COM-B model. *Psychology of Sport and Exercise*, 72, 102608.

³ Nicholls, A. R., Lazuras, L., Petrou, M., Corazza, O., Santos, C., Nunes, A. J., Rynkowski, M., Martins, J. F., Zandonai, T., Kühn, U., & Tota, Ł. (2025). A systematic review on the effectiveness of anti-doping education for university students. *Emerging Trends in Drugs, Addictions, and Health*, 5, 100168.

⁴ Aguilar-Navarro, M., Salas-Montoro, J. A., Pino-Ortega, J., Salinero, J. J., González-Mohino, F., Alcaraz-Rodríguez, V., Moreno-Pérez, D., Lanza, N., Lara, B., & Del Coso, J. (2022). Anti-doping knowledge of students undertaking bachelor's degrees in sports sciences in Spain. *Nutrients*, 14(21), 4523.

⁵ Council of Europe (2016). Recommendation Rec 2 (2016) 2 of the Monitoring Group on Anti-Doping Education Guidelines for Tertiary Education Institutions. Council of Europe: Strasbourg, France. Retrieved from:

<https://rm.coe.int/recommendation-rec-2016-2-of-the-monitoring-group-on-anti-doping-educa/1680735154>

⁶ World Anti-Doping Agency (2025). *International Standard for Education*. WADA: Montreal, Canada. Retrieved from:

<https://www.wada-ama.org/en/resources/world-anti-doping-code-and-international-standards/international-standard-education-ise>

⁷ UNESCO (2025) Enhancement of Education Capacity and Academic Research in the Fight against Doping (Resolution 10CP/14)

<https://unesdoc.unesco.org/ark:/48223/pf0000396227>

2. Evidence Base

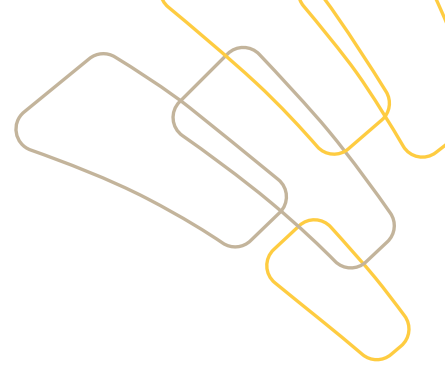
The Framework is informed by a multi-method research programme conducted within the EPCS-TE project. This research included:

- A survey of more than 1,400 university students and academic staff in four European countries (Cyprus, Poland, Portugal, and the United Kingdom), covering key disciplines including Sport and Exercise Science, Physical Education, Medicine, Nutrition, Physiotherapy, Psychology, and Sociology.
- A cross-sectional mapping study of NADO-university partnership practices in 44 countries/State Parties to the Anti-Doping Convention of the Council of Europe, integrating data from a bespoke survey and the Annual Anti-Doping Questionnaire of the Council of Europe.
- A review of key international and national policy documents relevant to anti-doping education in tertiary education settings, including WADA ISE, the Council of Europe Recommendation Rec(2016)2, and UNESCO Resolution 10CP/14, as well as practices at the national level.
- A systematic review⁸ on the effectiveness of anti-doping education for university students.
- Co-creation focus groups with academics, students, and NADO representatives from four countries, aimed at identifying barriers and enabling factors for integrating anti-doping education within university programmes and for forming and sustaining NADO-university partnerships.

Key findings from this research programme include:

- Approximately 40–50% of students and staff agreed that anti-doping education is relevant to include in university studies, important for students' future careers, and worthy of institutional investment.
- 1 in 5 NADOs did not have any partnership with universities; among those with partnerships, 50% had no written or formal agreement, and only 22% had measures to monitor and evaluate impact.

⁸Nicholls, A. R., Lazuras, L., Petrou, M., Corazza, O., Santos, C., Nunes, A. J., Rynkowski, M., Martins, J. F., Zandonai, T., Kühn, U., & Tota, Ł. (2025). A systematic review on the effectiveness of anti-doping education for university students. *Emerging Trends in Drugs, Addictions, and Health*, 5, 100168.



- Analysis of international policy document and national practices revealed a lack of clear metrics and KPIs to monitor and evaluate NADO-university partnerships.
- Focus groups identified key barriers to integrating anti-doping education in university curricula, including curriculum regulations and restrictions, staff expertise limitations, limited awareness of the doping problem, and the perception of doping as a taboo subject unrelated to disciplines outside sport. Enabling factors included emerging interdisciplinary trends, alternative education routes (e.g., lifelong learning, Continuing Professional Development (CPD), development of online and accessible educational materials, and access to scientific evidence about doping).
- Focus group participants emphasised the importance of participatory and co-creation approaches, ambassador programmes, and community engagement activities, alongside clear monitoring frameworks with attendance rates, number of activities delivered, and impact indicators (e.g., changes in attitudes, intentions, and self-efficacy regarding doping).

These findings underscore both the opportunity and the necessity for a structured, evidence-informed framework that enables NADOs and universities to form meaningful, measurable, and sustainable partnerships.

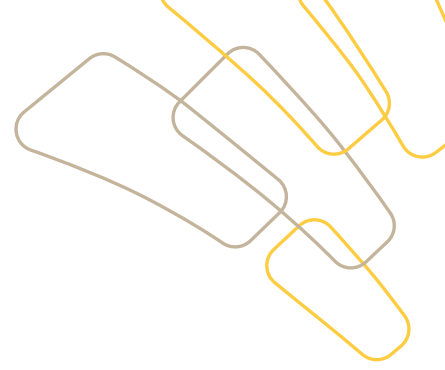
3. Vision and Objectives

VISION

Enabling effective partnerships between NADOs and universities to advance a culture of clean sport through education, research, and community engagement.

The **Framework for the Partnership for Clean Sport Tertiary Education** aims to:

1. Describe how NADOs and universities can collaborate to increase awareness about the health risks of doping and promote clean sport education and values within tertiary and higher education settings.
2. Provide a relevant academic and professional offer in the curriculum, including undergraduate/postgraduate programme or module development, integration in existing modules, and professional qualifications or Continuing Professional Development (CPD) courses.
3. Support the promotion of clean sport values and related awareness-raising activities in university sport competitions and the wider academic community.
4. Enable the use of metrics and indicators to monitor and assess the Partnership, as well as its impact on target groups.
5. Ensure an inclusive Partnership relevant to a wider range of target groups, including student-athletes with disabilities and recreational exercisers.



4. Policy Context and Alignment

The Framework is aligned with three complementary international policy instruments. Together, these documents provide the normative and operational basis for NADO–university collaboration in anti-doping education, research, and prevention.

4.1 WADA International Standard for Education (ISE) 2027

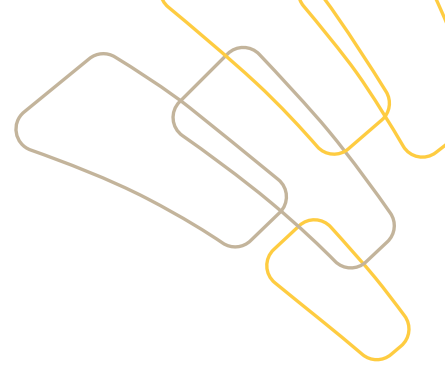
The WADA ISE is a mandatory element of the World Anti-Doping Program and establishes binding standards for all Code signatories, including NADOs, to plan, implement, monitor, and evaluate anti-doping Education Programmes. The ISE emphasises values-based education, the “Playground to Podium” principle, and a learner-centred approach. Critically, the ISE explicitly encourages signatories to “seek partnerships in the academic field or with other research organisations and/or subject-matter experts with research experience to provide support for Education Program development, program evaluation and other research purposes” (ISE Art. 8.3). The ISE also identifies students, teachers, sport officials, and sport administrators as potential members of the Education Pool (ISE Art. 6.3), reinforcing the relevance of university settings for anti-doping education delivery. NADOs are required to document their Education Programme and annual Education Plan, and to produce an annual Evaluation Report; all areas in which universities can play a substantive supporting role.

4.2 Council of Europe Recommendation Rec(2016)2

The Council of Europe Recommendation on Anti-Doping Education Guidelines for Tertiary Education Institutions provides a non-binding but authoritative framework for States Parties, urging them to adopt anti-doping education guidelines in higher education settings and to advise relevant tertiary education institutions to incorporate these guidelines into their curricula. The Recommendation specifies six core anti-doping topic areas and their relevance across multiple programmes and professional specialisms, and outlines learning objectives, forms of teaching, and assessment approaches. It explicitly encourages coordination between universities and NADOs, using both informal mechanisms (e.g., joint workshops, educator training) and formal instruments (e.g., memoranda of understanding), to integrate anti-doping education into degree programmes and professional pathways.

4.3 UNESCO Resolution 10CP/14 (2025)

UNESCO Resolution 10CP/14 Enhancement of Education Capacity and Academic Research in the Fight against Doping recognises UNESCO's mandate as the United Nations' lead agency for physical education and sport, and reaffirms the importance of cooperation in education, training, and anti-doping research. It encourages Member States to enhance and support the capacity of higher education institutions in terms of the presence of anti-doping knowledge in their official curricula (Operative Clause 8), and emphasises the need for collaboration between academic institutions, universities, Sport Ministries, WADA, NADOs, and UNESCO Chairs in relation to anti-doping efforts (Operative Clause 9). Resolution 10CP/14 also calls for facilitating the cooperation and information-sharing with academic institutions and WADA to identify educational and research needs and to map existing capacities.



5. The Framework for the Partnership for Clean Sport Tertiary Education

The Framework identifies three strategic pillars through which collaboration between NADOs and universities can be developed and sustained, supported by two cross-cutting enabling mechanisms that provide the structural and operational conditions for effective and accountable partnership (see Annex B).

Pillar 1: Education and Professional Development

Integrating anti-doping education within university curricula, professional development, and lifelong learning pathways to build knowledge, skills and ethical competence.

- **Curriculum Integration:** Embedding clean sport and anti-doping topics within undergraduate and postgraduate programmes in disciplines such as sport science, coaching, medicine, education, nutrition, physiotherapy, pharmacology, ethics, and sport psychology, in line with the topic recommendations of the CoE Rec(2016)2.
- **Joint Development of Teaching Materials:** Co-developing teaching and learning resources aligned with WADA ISE principles, including values-based education, awareness-raising, and anti-doping information provision.
- **Continuing Professional Development (CPD):** Delivering joint seminars, workshops, webinars, and training programmes for sport professionals, and athlete support personnel, including accredited and certified courses.
- **Flexible and Accessible Learning:** Co-developing digital resources, micro-credentials, and bite-size e-learning modules accessible to students, academic staff, and sport professionals.
- **Educator Training:** Supporting the training and accreditation of NADO anti-doping educators, in line with WADA ISE requirements (ISE Art. 7), drawing on universities' pedagogical expertise.

Pillar 2: Research and Knowledge Exchange

Generating and exchanging evidence to inform anti-doping policies, education programmes, and prevention strategies.

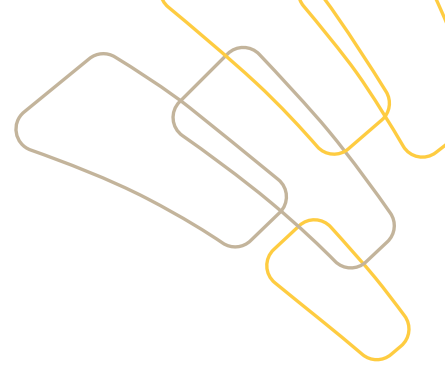
- **Applied Research:** Conducting studies on emerging doping trends; the effectiveness of education programmes and prevention strategies; operational challenges faced by NADOs; development of new and improved detection methods for prohibited substances and methods; Athlete Biological Passport.
- **Fundamental Research:** Undertaking academic research on the behavioural, psychological, and social determinants of doping; risk and protective factors; attitude and intention formation, and behaviour change models relevant to doping prevention; improved understanding of the pharmacology of doping agents.
- **Programme Evaluation:** Designing and implementing robust evaluation frameworks for NADO anti-doping education programmes, including validated psychosocial assessments of knowledge, attitudes, norms, self-efficacy, and doping intentions, drawing on tools such as the WADA Social Science Research Package⁹ and recent advances in psychological assessment¹⁰.
- **Knowledge Exchange:** Translating research findings into practical tools, resources, and policy recommendations accessible to NADOs and relevant sport organisations.
- **Joint Funding Applications:** Collaborating on national, European, and international research funding applications to build sustainable research capacity, consistent with WADA's Social Science Research Strategy¹¹ and Science Research Strategy¹².

⁹ Donovan, R. J., Jalleh, G., & Gucciardi, D. (2015). Social science research package for anti-doping organizations. Retrieved from: https://www.wada-ama.org/sites/default/files/resources/files/wada_social_science_research_package_ado.pdf

¹⁰ Ntoumanis, N., Barkoukis, V., Pensgaard, A. M., Ivarsson, A., Rivold, J. T., & Boardley, I. D. (2025). Development of brief assessment packages of psychosocial constructs related to doping. *Drugs: Education, Prevention and Policy*, 32(6), 575-583.

¹¹ <https://www.wada-ama.org/en/news/wada-publishes-2025-2029-social-science-research-strategy-and-announces-research-projects>

¹² <https://www.wada-ama.org/en/data-research/scientific-research#:~:text=The%20Agency's%20scientific%20research%20grants,end%20of%20the%20funding%20period>



Pillar 3: Outreach, Prevention and Community Engagement

Promoting clean sport values and raising awareness about the risks of doping within universities and the wider community.

- **University-Based Awareness Campaigns:** Designing and delivering awareness campaigns and events targeting student-athletes, recreational exercisers, and the wider university community, including academic staff and university sport staff.
- **Student-Athlete and University Sport Engagement:** Embedding clean sport values within university sport competitions, scholarship programmes, and athlete support pathways.
- **Youth and Community Outreach:** Developing joint outreach initiatives with schools, youth sport organisations, and local communities, supporting early values-based education in line with the WADA ISE “Playground to Podium” principle.
- **European and International Initiatives:** Collaborating in national and European awareness campaigns such as the European Week of Sport (EWoS)¹³, the European Week of Clean Sport (EWCS)¹⁴, WADA’s Play True Day¹⁵, and UK Anti-Doping’s Clean Sport Week¹⁶.
- **Inclusive Outreach:** Ensuring that outreach and prevention activities are accessible and relevant to diverse groups, including student-athletes with impairments, and recreational athletes. It is also important to include students beyond sport-related subject areas, including health and social care sciences, life sciences, law, management, and other disciplines that are relevant for supporting anti-doping education and awareness-raising initiatives.
- **Clean Sport Commitment Pledge:** Developing and promoting a written declaration through which tertiary education institutions commit to upholding and promoting clean sport values in their sport competitions and in the broader university environment.

¹³ <https://sport.ec.europa.eu/european-week-of-sport>

¹⁴ <https://cleansportweek.eu/>

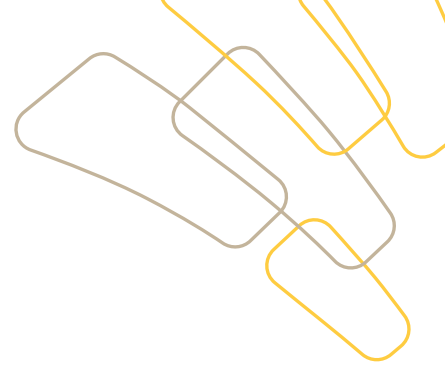
¹⁵ <https://www.wada-ama.org/en/celebrating-play-true-day>

¹⁶ <https://www.ukad.org.uk/clean-sport-week>

Cross-Cutting Enabler 1: Strategic Partnerships and Capacity Building

The structural foundation that enables and sustains collaboration across all three pillars.

- **Formal Partnership Agreements:** Establishing Memoranda of Understanding (MoUs), Terms of Reference, or partnership protocols between NADOs and universities that specify roles, responsibilities, activities, and mutual commitments, drawing on examples such as those developed by UKAD and CyADA.
- **Joint Advisory and Coordination Structures:** Creating advisory groups, steering committees, or working groups with representatives from both NADO and university partners to guide, promote, and support partnership implementation.
- **Performance evaluation:** Jointly developing Key Performance Indicators (KPIs) to reflect the effective implementation of the partnership.
- **Capacity Building for University Staff:** Providing training for academic staff on anti-doping topics, education delivery, and the use of NADO resources and materials.
- **Capacity Building for NADO Personnel:** Supporting NADOs in developing their expertise in pedagogical approaches, accrediting NADO anti-doping educators, curriculum design, and research methods through collaboration with university partners.
- **Joint Resource and Programme Development:** Co-developing educational resources, research tools, and programme materials to ensure quality, relevance, and alignment with international standards.
- **Student Pathways:** Creating opportunities for student placements, internships, and research dissertations within NADOs, and involving NADO experts in guest lectures, seminars, and co-teaching.
- **Joint Funding and Sustainability:** Enabling NADO-funded research, and/or collaborations between NADOs and universities for joint funding applications to sustain partnership activities over time and to develop new initiatives.



Cross-Cutting Enabler 2: Partnership Coordination, Monitoring and Evaluation

Ensuring effective implementation, accountability, and impact assessment of the collaboration.

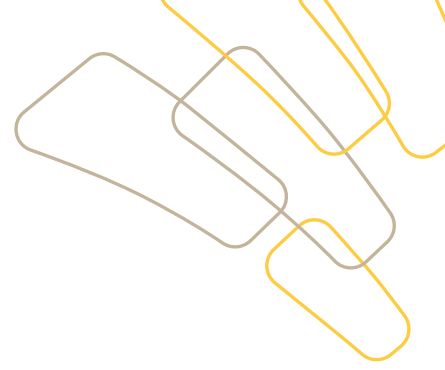
- **Coordination:** Day-to-day management and coordination of partnership activities, including regular working meetings between NADO and university representatives, shared action planning, and communication protocols.
- **Monitoring:** Tracking progress against agreed indicators and key performance measures (KPIs), including: number of workshops, seminars, or lectures delivered; eLearning completion rates (if applicable); number of students, staff, and athletes reached; number of research outputs; and number of CPD participants.
- **Evaluation of Partnership Implementation:** Assessing the quality and fidelity of partnership activities in relation to agreed objectives and international standards, using tools such as annual implementation plans, evidence portfolios, and site visits (as exemplified by the UKAD and CyADA models).
- **Evaluation of Impact on Target Groups:** Assessing the effects of partnership activities on target populations' beliefs, values, and behavioural indicators, including attitudes towards doping, perceived social norms, self-efficacy to avoid doping, and doping intentions, drawing on validated psychosocial assessment tools.
- **Reporting and Learning:** Documenting and sharing results, good practices, and lessons learned to strengthen future partnership cycles, inform NADOs annual Education Plans (as required by WADA ISE), and contribute to national and international anti-doping reporting.

6. Target Groups

The Framework is designed to be inclusive and to serve a wide range of target groups within and beyond the university community. Priority target groups include:

- Student-athletes competing at recreational, club, and elite levels.
- Students in sport-related and health-related degree programmes, including sport science, physical education, journalism, sociology, medicine, nursing, pharmacy, nutrition, physiotherapy, psychology, sport management, and sport law.
- Student-athletes with impairments, in recognition of the need for accessible and inclusive clean sport education.
- Recreational exercisers and non-competitive sport participants within the university community.
- Academic staff, researchers, and university sport staff.
- Coaches, athlete support personnel, and sport officials engaged with or trained through universities.
- Youth athletes reached through joint outreach initiatives with schools and community sport organisations.

The Framework acknowledges that different target groups require tailored approaches to education, outreach, and engagement, consistent with the learner-centred principles of the WADA ISE. NADO-university partnerships should therefore conduct a context-specific needs assessment when designing activities, adapting content, delivery formats, and assessment approaches to the characteristics and needs of each group.



7. Clean Sport Commitment Pledge

As part of its engagement with the Framework, universities are encouraged to sign and promote a Clean Sport Commitment Pledge, a single-page written declaration through which the institution publicly commits to upholding and promoting clean sport values. The Pledge specifies the ways in which the university commits to:

- Integrating anti-doping education within relevant academic programmes and student support pathways.
- Supporting a culture of integrity, fair play, and health in university sport.
- Promoting clean sport values and anti-doping awareness within its sport competitions and games.
- Collaborating with its NADO partner to advance clean sport education, research, and community engagement.

The Clean Sport Commitment Pledge is intended as a visible institutional statement of values and a practical mechanism for accountability. A template Pledge, adaptable to different institutional contexts, is available as a supplementary resource to this Framework.

The Clean Sport Commitment Pledge is presented in ANNEX C.

8. Monitoring, Evaluation, and Reporting

Effective monitoring and evaluation are essential to ensure that NADO–university partnerships are implemented as planned, produce meaningful outcomes, and contribute to the continuous improvement of anti-doping education and prevention efforts. The Framework draws on the evaluation requirements of the WADA ISE and on the recommendations of the EPCS-TE empirical research programme.

8.1 Monitoring Indicators

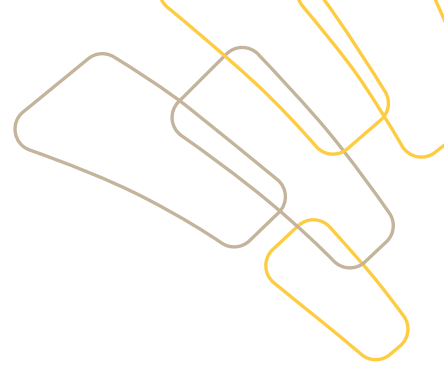
Partnerships should agree on a minimum set of process indicators to monitor implementation, including:

- Number and type of education activities delivered (e.g., lectures, workshops, seminars, e-learning modules, awareness campaigns).
- Number of students, staff, and athletes reached through each activity.
- Number of working meetings between NADO and university representatives.
- Number and type of research outputs (e.g., publications, conference presentations, policy briefs).
- Number of CPD participants.
- Number of student placements, internships, or research collaborations.

8.2 Impact Evaluation

Beyond process monitoring, partnerships are encouraged to evaluate the impact of their activities on target populations. Drawing on validated psychosocial assessment tools (e.g., WADA's Social Science Research Package; Ntoumanis et al., 2025), impact evaluation may assess changes in:

- Knowledge and awareness of anti-doping rules, prohibited substances, and associated health risks.
- Attitudes towards doping.



- Perceived social norms regarding doping (descriptive and injunctive).
- Self-efficacy to avoid doping and to report doping concerns.
- Intentions to compete clean.
- Uptake of clean sport behaviours (e.g., use of batch-tested supplements; accessing medication checks; reporting doping misconduct).

8.3 Evaluation Report

In line with WADA ISE requirements (ISE Art. 12.4 and 16.4), NADOs are required to produce an annual Evaluation Report documenting their Education Programme outcomes. NADO-university partnerships should contribute to this report, for example, through the assessment of learning information, and findings from impact evaluations, supporting NADOs in meeting their compliance obligations.

References

Council of Europe (2016). Recommendation Rec(2016)2 of the Monitoring Group of the Anti-Doping Convention on Anti-Doping Education Guidelines for Tertiary Education Institutions. Strasbourg: Council of Europe.

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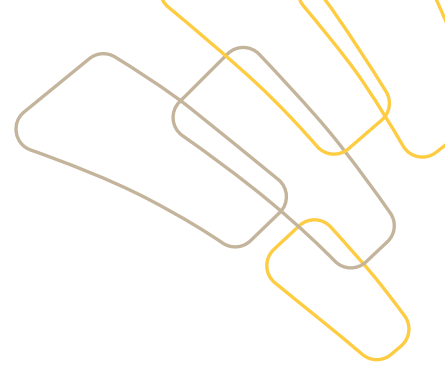
Nicholls, A. R., Lazuras, L., Petrou, M., Corazza, O., Santos, C., Nunes, A. J., Rynkowski, M., Martins, J. F., Zandonai, T., Kühn, U., & Tota, Ł. (2025). A systematic review on the effectiveness of anti-doping education for university students. *Emerging Trends in Drugs, Addictions, and Health*, 5, 100168.

Ntoumanis, N., Barkoukis, V., Pensgaard, A. M., Ivarsson, A., Rivold, J. T., & Boardley, I. D. (2025). Development of brief assessment packages of psychosocial constructs related to doping. *Drugs: Education, Prevention and Policy*, 32(6), 575–583.

Ntoumanis, N., Dølven, S., Barkoukis, V., Boardley, I. D., Hvidemose, J. S., Juhl, C. B., & Gucciardi, D. F. (2024). Psychosocial predictors of doping intentions and use in sport and exercise: A systematic review and meta-analysis. *British Journal of Sports Medicine*, 58(19), 1145–1156.

UNESCO (2025). Resolution 10CP/14 – *Enhancement of Education Capacity and Academic Research in the Fight against Doping*. Conference of Parties to the International Convention against Doping in Sport, 10th Session, Paris, 20–22 October 2025.

World Anti-Doping Agency (2027). *International Standard for Education* (Second Draft). Montreal: WADA.



ANNEX A: Policy Alignment of the Framework

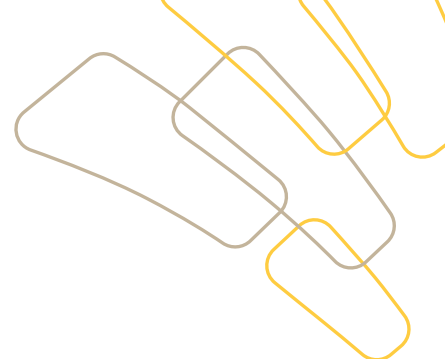
To support NADOs, universities, and their partners in understanding how the Framework relates to the broader international policy landscape, Table 1 maps each of the Framework's components (i.e., the three pillars and two cross-cutting enablers) to the specific provisions of the key international policy instruments that informed its development: the WADA 2027 International Standard for Education (ISE), the Council of Europe Recommendation Rec(2016)2 on Anti-Doping Education Guidelines for Tertiary Education Institutions, and UNESCO Resolution 10CP/14.

This mapping demonstrates that each component of the Framework is grounded in and consistent with existing international obligations and recommendations and is intended to help partners identify the policy rationale underpinning specific activities, align their partnership reporting with relevant international standards, and communicate the legitimacy and relevance of the partnership to institutional leaders, funders, and other stakeholders.

Table 1. Policy Alignment of the Partnership for Clean Sport in Tertiary Education Framework Components with Key International Anti-Doping Policy Instruments

Component	Focus	Policy Alignment
Pillar 1: Education & Professional Development	Curriculum integration, CPD, flexible learning, educator training	WADA ISE Arts. 7–9; CoE Rec(2016)2 Topics I–VI; UNESCO 10CP/14 §8
Pillar 2: Research & Knowledge Exchange	Applied & fundamental research, programme evaluation, knowledge translation	WADA ISE Art. 8.3; UNESCO 10CP/14 §9–10; WADA Code Art. 19
Pillar 3: Outreach, Prevention & Community Engagement	Awareness campaigns, university sport, youth outreach, European initiatives	WADA ISE Arts. 6.3, 9.2; CoE Rec(2016)2; UNESCO 10CP/14 §11
Enabler 1: Strategic Partnerships & Capacity Building	Formal agreements, advisory structures, resource development, student pathways	WADA ISE Arts. 8.2, 10.2; CoE Rec(2016)2; UNESCO 10CP/14 §9
Enabler 2: Coordination, Monitoring & Evaluation	KPIs, process monitoring, impact evaluation, annual reporting	WADA ISE Arts. 12, 16.3–16.4; CoE Rec(2016)2 §VI

Note. ISE = International Standard for Education (WADA, 2027). Art. = Article. Rec(2016)2 = Council of Europe Recommendation of the Monitoring Group of the Anti-Doping Convention on Anti-Doping Education Guidelines for Tertiary Education Institutions (2016). 10CP/14 = UNESCO Resolution 10CP/14 – Enhancement of Education Capacity and Academic Research in the Fight against Doping, adopted at the 10th Conference of Parties to the International Convention against Doping in Sport (2025). § = operative clause.



ANNEX B: Synopsis of the Framework for the Partnership for Clean Sport Tertiary Education

Partnership for Clean Sport in Tertiary Education

A Strategic Framework to Support Anti-Doping Education, Research, and Community Engagement

This Framework provides a structured model for enabling strategic partnerships between **NADOs, Universities, and other tertiary education institutions**. It has been informed by research carried out in the context of the **EPCS-TE project**, as well as the **World Anti-Doping Agency's International Standard for Education**, the **Council of Europe Recommendation on Anti-Doping Education Guidelines for Tertiary Education Institutions**, and the **UNESCO Resolution 10CP/14 – Enhancement of Education Capacity and Academic Research in the Fight against Doping**.

VISION

Enabling effective partnerships between **NADOs** and **universities** to advance a culture of clean sport through **education, research, and community engagement**.

THREE PILLARS OF COLLABORATION



PILLAR 1 EDUCATION AND PROFESSIONAL DEVELOPMENT

Integrating anti-doping education within academic and professional learning pathways to build knowledge, skills and ethical competence.

- **Curriculum Integration** – Embed clean sport and anti-doping topics across UG and PG programmes (e.g., sport science, coaching, medicine, education, ethics).
- **Continuing Professional Development (CPD)** – Joint seminars, workshops, webinars and training for professionals.
- **Flexible Learning** – Co-development of digital resources, micro-credentials and bite-size modules for students and staff.
- **Educator Training** – Training and accreditation of anti-doping educators aligned with WADA ISE requirements.



PILLAR 2 RESEARCH AND KNOWLEDGE EXCHANGE

Generating and exchanging evidence to inform anti-doping policies, education programmes and prevention strategies.

- **Applied Research** – Studies on emerging doping trends, programme effectiveness and operational challenges faced by NADOs.
- **Fundamental Research** – Academic research on behavioural, psychological and social factors influencing doping, risk and protective factors, and behaviour change models.
- **Knowledge Exchange** – Translating research into practical tools, resources and policy recommendations.
- **Impact Evaluation** – Validated psychosocial assessment of attitudes, norms, self-efficacy and doping intentions.



PILLAR 3 OUTREACH, PREVENTION AND COMMUNITY ENGAGEMENT

Promoting clean sport values and raising awareness about the risks of doping within universities and the wider community.

- **University-Based Awareness** – Campaigns, events and activities targeting students, student-athletes, recreational exercisers and university staff.
- **Youth and Community Outreach** – Joint initiatives with schools, youth sport organisations and local communities.
- **European and International Initiatives** – Collaboration during campaigns such as the European Week of Sport and the European Week of Clean Sport.
- **Clean Sport Commitment Pledge** – Written institutional declaration to uphold and promote clean sport values.



CROSS-CUTTING ENABLER 1

STRATEGIC PARTNERSHIPS & CAPACITY BUILDING

The structural foundation that enables and sustains collaboration across all three pillars.

- **Formal** partnership agreements and memoranda of understanding (MoUs)
- Capacity building for **university staff** and NADO personnel
- Involvement of **sport governing bodies** and wider stakeholders
- **Joint resource** and programme development
- **Student pathways:** placements, internships, guest lectures
- Joint **funding applications** (national, European, WADA)



CROSS-CUTTING ENABLER 2

PARTNERSHIP COORDINATION, MONITORING & EVALUATION

Ensures effective implementation, accountability and impact of the collaboration.



Coordination

Day-to-day management and implementation of partnership activities and Annual Partnership Plan.



Monitoring

Tracking progress against agreed indicators and key performance measures (KPIs).



Evaluation

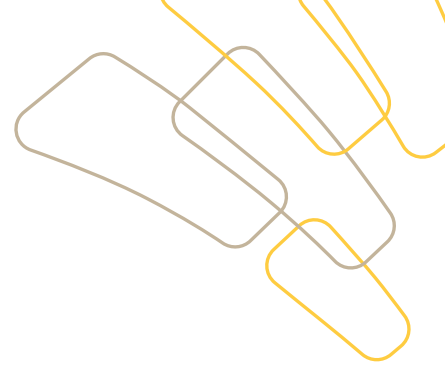
Assessing outcomes and impact on target populations' attitudes, norms and doping intentions.



Reporting & Learning

Sharing results, good practice and lessons learned to strengthen future collaboration.

Through systematic collaboration, coordinated implementation, and ongoing evaluation, NADOs and universities can build a sustainable partnership that strengthens anti-doping education, advances research, and promotes clean sport at all levels of society.



ANNEX C: Clean Sport Commitment Pledge

EPCS-TE Clean Sport Commitment Pledge

The consortium of the European Partnership for Clean Sport in tertiary Education (EPCS-TE) Project, gathered online at the End-of-Project Conference on 17 April 2026, and building on the findings and outcomes of the project, pledge to:

- Further develop structured and formalised collaboration between National Anti-Doping Organisations and tertiary education institutions, including joint planning, co-design, and delivery of clean sport education activities.
- Establish clear coordination mechanisms within partnerships, including, regular engagement, shared planning of activities and designated contact points.
- Support the integration of clean sport education within tertiary education programmes and professional development pathways.
- Support the design and delivery of anti-doping education courses, modules, and learning activities within tertiary education that foster values, critical thinking, and responsible decision-making.
- Encourage the exchange of knowledge and research between academia and anti-doping organisations, contributing to more evidence-based and effective education approaches.
- Promote the use of implementation plans, monitoring, and evaluation mechanisms to assess the impact of collaborative activities and ensure continuous improvement.
- Sustain and further develop this collaboration beyond the project, working together towards long-term impact within tertiary education and the broader clean sport environment.

Because the protection and promotion of clean sport is a shared responsibility, one that requires ongoing cooperation, trust, and long-term commitment from all stakeholders involved.



European Partnership for Clean Sport in Tertiary Education Project

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