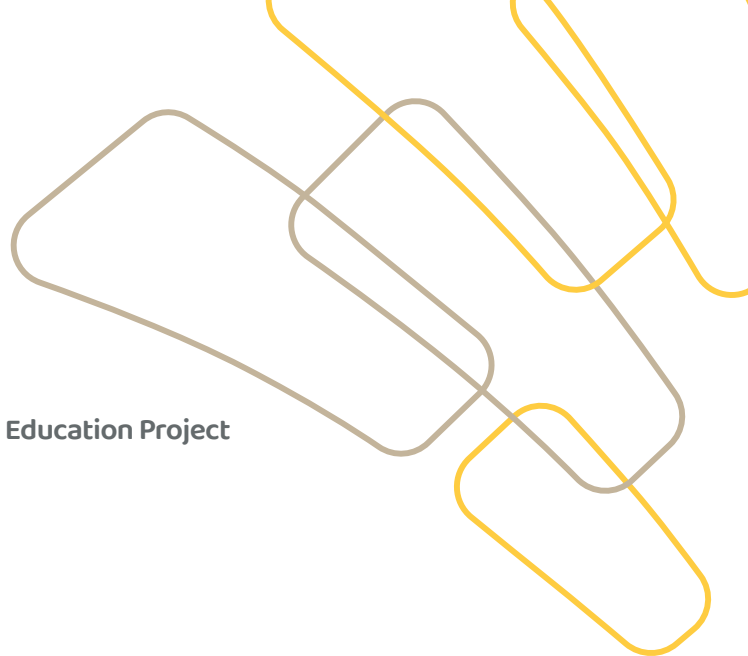




D5.2 Guidelines for Promoting Synergies between NADOs and Tertiary Education Institutions



Project name:	European Partnership for Clean Sport in Tertiary Education
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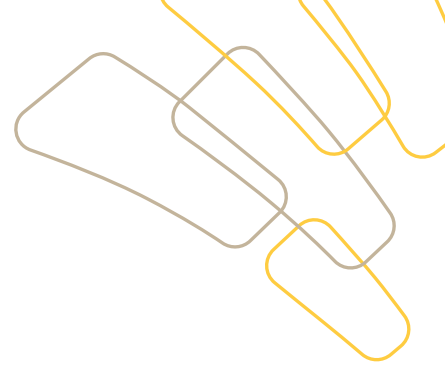


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1. Introduction

These Guidelines stem from the Framework for the Partnership for Clean Sport in Tertiary Education¹ (hereafter the Partnership) and are designed to support National Anti-Doping Organisations (NADOs) and tertiary education institutions in developing and sustaining productive synergies as part of their collaboration. Where the Framework identifies the strategic pillars and enabling conditions for partnership, and the Guidelines for Implementing and Evaluating the Partnership for Clean Sport Tertiary Education² (hereafter Implementation Guidelines) address operational delivery and evaluation, these Guidelines focus specifically on the communicative, relational, and strategic dimensions that allow NADO–university partnerships to generate shared value greater than the sum of their parts, and to attract the engagement of a wider network of stakeholders who can amplify that value.

Critically, these Guidelines recognise that the most impactful synergies extend beyond the NADO–university dyad to involve a wider ecosystem of stakeholders, including sport federations, sport organisations, schools, and other relevant stakeholders, whose participation amplifies the reach and sustainability of clean sport education and prevention efforts. Promoting synergies, therefore, means deepening the NADO–university relationship while also actively communicating and disseminating the partnership’s work so that more stakeholder groups become involved, and more communities benefit from its activities.

These Guidelines are explicitly aligned with the World Anti-Doping Agency (WADA) 2027 International Standard for Education (ISE), in particular its requirements for collaboration (ISE Arts. 8.2–8.3, 10.2), evidence-informed practice, and learner-centred approaches, ensuring that synergies developed through the partnership contribute directly to NADOs’ compliance with their ISE obligations. Used together with the Framework and the Implementation Guidelines, they provide a comprehensive resource for NADOs, universities, and their broader network of partners committed to advancing clean sport through tertiary education.

¹ The Framework for the Partnership for Clean Sport in Tertiary Education” has been developed in the course of the European Partnership for Clean Sport in Tertiary Education project (D4.1), and is available on the project’s website: <https://epcste.eu/>

² The Guidelines for Implementing and Evaluating the Partnership for Clean Sport Tertiary Education been developed in the course of the European Partnership for Clean Sport in Tertiary Education project (D5.1), and is available on the project’s website: <https://epcste.eu/>

2. Establishing a Genuine & Reciprocal Partnership

2.1 From Transactional to Transformative Collaboration

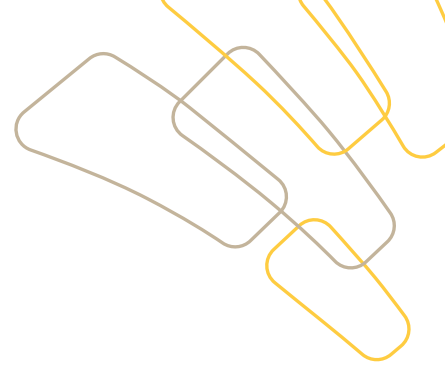
Promoting synergies means moving from a transactional model (NADO delivers; university receives) to a *transformative partnership model* in which both partners co-design, co-deliver, and co-evaluate activities, and in which both partners learn from and contribute to each other's work. This distinction between transactional and transformative models of collaboration is supported by a substantial body of academic evidence. The Triple Helix model of university–industry–government relations (Etzkowitz & Leydesdorff, 2000) and its extensions to include civil society actors (Quadruple Helix; Carayannis & Campbell, 2009) demonstrate that the most innovative and sustainable partnerships are characterised by overlapping, co-evolutionary relationships rather than unidirectional knowledge transfer. In the NADO–university context, the NADO occupies a hybrid role spanning the regulatory, governmental, and civil society spheres, making the Quadruple Helix a particularly apt model for understanding the potential of these partnerships. Evidence from university–community partnerships further shows that reciprocity, shared governance, and co-production of knowledge are associated with greater relevance, applicability, and longevity of collaborative outcomes (Bringle & Hatcher, 2002; Jagosh et al., 2012).

Key features of transformative partnership include:

- Shared ownership of aims, activities, and outcomes.
- Mutual respect for each partner's expertise, constraints, and institutional culture.
- Regular, structured communication at both strategic (leadership) and operational (practitioner) levels.
- Willingness to adapt approaches in response to evaluation findings and partner feedback.
- Multilateral visibility, such as co-authoring publications, presenting together at conferences, initiatives involving the university community (students, academics, student-athletes) and the NADO stakeholders (governmental bodies, sports federations and the public), as well as joint social media presence.

2.2 Co-creation with Target Groups

A consistent finding from the EPCS-TE focus group interviews was that NADO-University partnerships should capitalise on participatory approaches, such as co-creation – particularly referring to



co-creation with relevant target groups. Co-creation increases relevance, authenticity, ownership, and engagement, and produces content and activities that are more likely to resonate with peers (Leask et al., 2019). Recent empirical evidence further shows that participatory approaches play a pivotal role in the design of anti-doping education initiatives (Blank & Happ, 2026; Pöppel, 2021).

NADOs and universities should integrate co-creation into the design of activities that target students and student-athletes, such as anti-doping education activities, awareness-raising campaigns, digital content (e.g., social media-based campaigning), and research projects. Practical examples of co-creation approaches, within a university setting, include:

- Student advisory panels or focus groups to test and refine awareness-raising campaign concepts before launch.
- Student-athlete ambassador programmes, in which trained student-athletes deliver peer education and create social media content about clean sport.
- Student-led research projects (e.g., dissertations) on anti-doping topics, supervised by university staff and supported by NADOs.
- Collaborative storytelling: Inviting students and athletes to share their experiences of clean sport and the pressures associated with performance enhancement in their sport, building trust through authentic narratives.

3. Involving External Stakeholders

NADO–university partnerships can be significantly strengthened when they are embedded within a broader ecosystem of sport and community stakeholders (Blank & Happ, 2026). Partners should, therefore, actively involve national sport federations – particularly those whose sports are at higher risk for anti-doping rule violations, or those of particular interest for the university and its local community – in the design and delivery of education and outreach activities.

Other relevant stakeholders to engage may include:

- Governmental authorities, such as ministries responsible for sport, education, or health.
- National Olympic and Paralympic committees.
- School sport organisations and local community sport clubs.

- Professional associations for coaches, sport scientists, and medical professionals.
- Professors and research teams holding a UNESCO Chair (i.e., formally designated under the UNESCO UNITWIN/UNESCO Chairs Programme in fields such as sport policy, physical education, sport integrity, or public health) who can serve as particularly valuable partners given their existing alignment with UNESCO's agenda on anti-doping education and sport integrity, including Resolution 10CP/14.

3.1 Mapping the Stakeholder Ecosystem

The first step in extending the partnership is to map the relevant stakeholder landscape systematically. NADOs and universities should jointly identify the organisations, communities, and individuals in their national and local context that have an interest in clean sport education, and that could contribute to or benefit from the partnership's activities. This mapping should consider:

- Which sport federations and governing bodies are most active in the national or regional context, which have the highest doping risk profiles, or which are of particular interest to the university and its local community?
- Which schools, colleges, and youth sport organisations are located near partner universities and could be reached through outreach activities?
- Which professional associations represent coaches, sport scientists, physiotherapists, pharmacists, and other athlete support personnel who need anti-doping training?
- Which community sport organisations serve populations that are underserved by existing anti-doping education (e.g., recreational athletes, athletes with disabilities, master athletes)?
- Which researchers, UNESCO Chair holders, and academic networks are working on related topics and could contribute to or benefit from the partnership's research activities?
- Which national and European funders and policy bodies have an interest in the outputs of the partnership?

3.2 Tiered Engagement of Stakeholders

Not all stakeholders will be ready or able to engage at the same level of commitment. A tiered engagement model allows the partnership to involve a wide range of stakeholders at different levels of depth, from light-touch awareness to deep co-production.

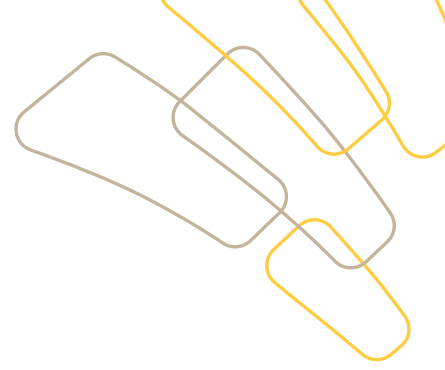


Table 1. Tiered Stakeholder Engagement Examples.

Engagement tier	Description and examples
Tier 1 – Awareness	Stakeholder is informed about the partnership and its activities. Actions: Add to mailing list, share resources, invite to events. Examples: Local schools, community clubs, media outlets.
Tier 2 – Participation	Stakeholder participates in specific partnership activities as a recipient or contributor. Actions: Attend workshops, complete training, access resources. Examples: Sport federation members, Continuing Professional Development (CPD) participants, student-athletes.
Tier 3 – Collaboration	Stakeholder actively collaborates on the design and delivery of partnership activities. Actions: Co-design activities, contribute to research, co-deliver training. Examples: Sport federations, professional associations, UNESCO Chairs.
Tier 4 – Co-ownership	Stakeholder shares strategic ownership of elements of the partnership. Actions: Formal agreements, joint funding applications, co-branding. Examples: Sport federations, international sport organisations.

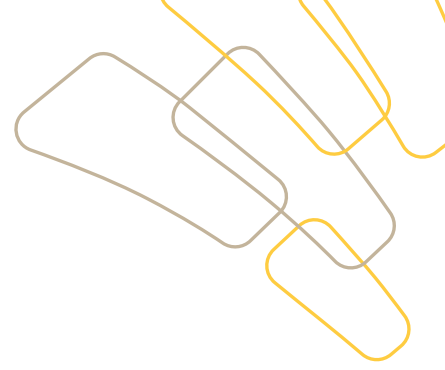
Partners should be realistic about the time and resources required to engage stakeholders at higher tiers, and should prioritise those whose involvement will generate the greatest impact for clean sport education.

3.3 Framing the Value Proposition

For the NADO–university partnership to attract genuine buy-in from a wider range of stakeholders, it must be communicated in terms of the value it offers to each specific audience. A one-size-fits-all message is unlikely to resonate. Therefore, partners should develop tailored communications that aligns, as much as possible, the interests, priorities, and concerns of each stakeholder group. Examples of value proposition framing are presented as follows.

Table 2. Value Proposition Examples.

Stakeholder	Value proposition to emphasise
Sport federations and governing bodies	The partnership builds clean sport knowledge and values in the next generation of athletes, coaches, and sport managers; thereby, reducing future doping risk and supporting compliance with anti-doping obligations.
Schools and youth sport organisations	The partnership provides accessible, evidence-based clean sport education resources and activities to young people.
Community sport organisations	The partnership extends clean sport awareness beyond elite sport, reaching recreational athletes and the wider community with relevant, practical information.
Professional associations (coaches, medical, sport science)	The partnership offers CPD opportunities, accredited training, and co-developed professional resources that support members in meeting their responsibilities under the ISE.
Students and student-athletes	The partnership provides career-relevant knowledge, placement and internship opportunities, and the chance to contribute meaningfully to a cause that matters: Drug-free sport participation for all.



Stakeholder	Value proposition to emphasise
Governmental authorities	The partnership offers governmental authorities (e.g., ministries responsible for sport, education, or health) a systematic approach to enable knowledge exchange and implementation of anti-doping education initiatives in their areas of interest/domain of responsibility.

3.4 Stakeholder Mobilisation & Engagement

3.4.1 Engaging Sport Federations and Governing Bodies

Sport federations and governing bodies are among the most strategically important stakeholders for NADO–university partnerships, given their direct relationship with athletes and their own obligations under the ISE. Partners should approach federations with a clear, federation-specific offer, demonstrating how the partnership can help them protect their sport and meet their anti-doping education responsibilities more effectively. Specific engagement strategies include:

- Inviting federation representatives to participate in the joint advisory structures of the partnership (Framework Enabler 1).
- Offering to co-develop sport-specific educational content tailored to the particular doping risks, substances of concern, and athlete populations in that sport.
- Inviting federation-registered athletes to participate in ambassador programmes and awareness campaigns.
- Offering accredited CPD opportunities for federation coaches, medical staff, and officials.
- Collaborating on joint research projects examining doping risk and prevention within specific sports.

3.4.2 Engaging Schools, Youth Sport, and Community Organisations

Reaching young people and recreational athletes through schools, youth sport organisations, and community clubs is one of the most impactful ways to extend the reach of the partnership and support the “Playground to Podium” principle of the ISE. University students, particularly those studying sport

science, physical education, coaching, or health sciences, are an underutilised resource for this kind of outreach and can be trained and supported to deliver engaging, peer-appropriate clean sport education in these settings.

Partners should develop structured community outreach programmes that:

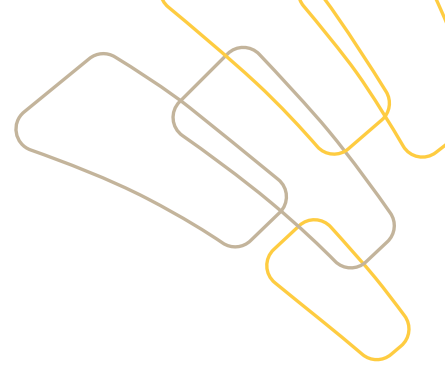
- Train and deploy university students as clean sport ambassadors in local schools and youth sport clubs, with materials and supervision provided by the NADO.
- Co-design age-appropriate clean sport resources with schoolteachers (e.g., Physical Education teachers) and youth coaches, ensuring content is relevant to young people's lived experiences.
- Ensure that community outreach activities are designed to be inclusive and accessible, reaching young people with disabilities, those from diverse cultural backgrounds, and those in communities with limited access to formal sport structures.

4. Communication, Visibility, & Sustainability

4.1 External Visibility and Dissemination

Promoting the external visibility of the partnership is both a means of attracting new stakeholders and a way of demonstrating institutional commitment to clean sport. Partners should develop a proactive, multi-channel dissemination strategy that includes:

- A joint presence on the university's and NADO's websites and social media channels, with regular updates on partnership activities and outcomes.
- Multi-channel digital campaigns using platforms popular with target audiences (e.g., social media platforms, podcasts), with content co-created by students and student-athletes to maximise authenticity and reach. Campaign performance should be monitored using platform analytics and content refined iteratively.
- Joint press releases and news stories at key milestones, targeted at both general and specialist (sport, education, health) media.
- Presentations at national and international conferences and events, including anti-doping, sport science, and higher education forums.
- Periodic public reporting on partnership outcomes, accessible to partners, target groups, and external stakeholders.



4.2 Building a Community of Practice

NADOs with partnerships across multiple universities should facilitate peer learning and shared practice across partner institutions. A Community of Practice – a network of individuals and organisations who share a commitment to clean sport in tertiary education and learn from each other's experience – can significantly enhance the sustainability and quality of individual partnerships. This might take the form of:

- An annual/biannual clean sport education symposium or conference bringing together NADO staff, academics, students, sport federation representatives, and community partners.
- A shared community (e.g., a dedicated platform or mailing list), in-person or online, for exchanging resources, discussing challenges, and sharing good practice.
- A joint newsletter or annual report showcasing partnership activities and outcomes across the network.

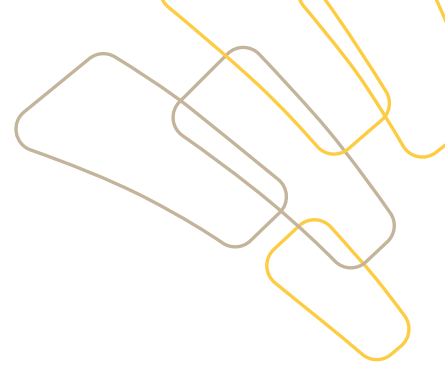
4.3 Sustainability

Long-term sustainability requires that the partnership is not dependent on any single funding stream or individual champion. Key sustainability strategies include:

- **Institutional embedding:** Anti-doping education integrated into formal academic programmes, rather than delivered only as add-on events, is sustained regardless of funding cycles or individual staffing changes.
- **Diversified funding:** Partners should pursue multiple funding streams, including institutional budgets, national government grants, European programmes (Erasmus+ Sport), UNESCO and WADA-supported grants.
- **Recognising contribution:** Universities should formally recognise staff who contribute to the partnership through workload allocation, performance review criteria, or institutional awards. NADO staff should similarly be supported to invest time in university partnership activities as a core element of their education programme.
- **Stakeholder retention:** Partners should actively maintain relationships with extended stakeholders through regular communication, shared activities, and visible recognition of their contribution. This can reduce the risk of stakeholder drop-out following initial engagement.

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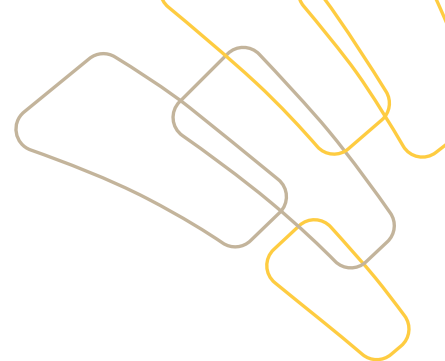
Annex A. Alignment with the WADA International Standard for Education

These Guidelines are explicitly aligned with the WADA 2027 International Standard for Education (ISE). Table 1 maps the key ISE provisions that are directly relevant to NADO–university synergies and stakeholder engagement to the specific sections of these Guidelines that address them. Only provisions for which a genuine, substantive alignment exists are included.

Table 3. Alignment of the Synergies Guidelines with the WADA’s 2027 ISE

WADA ISE Provision	How these Guidelines address it
Art. 6.3 – Education Pool (Others): In addition to Athletes and Athlete Support Personnel, Signatories should consider students, teachers, sport officials, sport administrators, government personnel, and media personnel when establishing the Education Pool.	Section 3 and Section 3.4.2 extend the reach of the NADO–university partnership to schools, youth sport organisations, community clubs, and underserved populations — directly supporting NADOs in identifying and reaching additional Education Pool groups beyond athletes and ASP.
Art. 8.2 – Resources: Signatories shall identify the human, financial and material resources available to deliver their Education Programme. This could include partnerships, collaborations and publicly available resources.	Section 2 establishes transformative NADO–university partnership as a core resource strategy. Section 3 and 3.1 provide structured guidance on mapping and mobilising additional stakeholder resources. Section 4.3 addresses diversified funding as a sustainability mechanism.

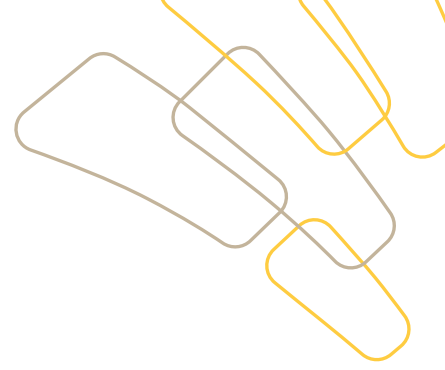
WADA ISE Provision	How these Guidelines address it
Art. 8.3 – Use of Research: Where possible, Signatories should seek partnerships in the academic field or with other research organisations and/or subject-matter experts with research experience to provide support for Education Programme development, programme evaluation and other research purposes.	Section 2.1 establishes the NADO–university partnership as a vehicle for combining practitioner and academic expertise. Section 2.2 embeds co-creation and participatory research approaches. Section 3 extends this to UNESCO Chair holders and academic networks as additional research partners.
Art. 9.2 – Identifying the Education Activities: Signatories shall select appropriate Education Activities. Delivery methods may include in-person sessions, scenario-based learning, eLearning, information leaflets, Event-Based Education, websites, Apps, etc. Each Education Activity can include values-based education, awareness-raising, information provision, and anti-doping education.	Section 2.2 promotes co-created, participatory education activities designed with and for target groups. Section 4.1 addresses multi-channel dissemination strategies including digital platforms, social media campaigns, and events — supporting varied delivery of all four education activity components.
Art. 9.3 – Adapting Education Activities for Specific Learners: Signatories shall tailor Education Activities for Minors and adapt activities for learners with impairments or specific needs.	Section 3.4.2 provides specific guidance on developing inclusive, age-appropriate outreach activities for young people and those from underserved groups. It explicitly addresses learners with disabilities and those from diverse cultural backgrounds.



WADA ISE Provision	How these Guidelines address it
Art. 10.2 – Collaborating with, or Delegating to Others: Signatories shall document any collaboration or delegation in the Education Plan. Where Signatories delegate Education responsibilities to a third party, they remain responsible for complying with the ISE.	Section 3.2 (tiered engagement model) and Section 3.3 provide practical frameworks for structuring collaborations with external stakeholders at varying levels of depth and formalisation. Section 4.3 addresses institutional embedding to ensure accountability is maintained over time.
Art. 10.3 – Acknowledging Prior Learning: Signatories shall acknowledge Education Activities of other Signatories and should acknowledge completion of such activities by learners in their Education Pool.	Section 4.2 (Community of Practice) supports the sharing of education activities and resources across NADO–university partnerships, facilitating mutual acknowledgement of prior learning and reducing duplication.
Art. 11.0 – Event-Specific Education: Event-Based Education has the potential to reach and positively impact wider audiences, including spectators, general public and media.	Section 4.1 specifically includes participation in awareness events (e.g., European Week of Clean Sport, WADA Play True Day) as a visibility and dissemination strategy, supporting Event-Based Education delivery to wider audiences.
Art. 14.1 – National Anti-Doping Organizations: Each NADO shall be the authority on Education as it relates to clean sport within their respective country and is responsible for the Education of National-Level Athletes and their Athlete Support Personnel.	These Guidelines support NADOs in fulfilling their Education authority role by extending their reach through university partnerships and a broader stakeholder ecosystem — amplifying national education coverage without duplicating NADO responsibilities.

WADA ISE Provision	How these Guidelines address it
Art. 14.2.6 – International Federations: International Federations should consider integrating anti-doping education into existing training and/or accreditation programmes for Athlete Support Personnel.	Section 3.4.1 specifically recommends offering accredited CPD opportunities for federation coaches, medical staff, and officials, and co-developing sport-specific educational content — directly supporting IF obligations under this article.
Art. 15.2 – National Federations: National Federations should consider the role and contribution they can make in the development and delivery of Education Activities, and should proactively cooperate with the NADO for the purposes of Education.	Section 3 and Section 3.4.1 provide specific strategies for engaging national sport federations as active collaborators in the design and delivery of education and outreach activities, supporting their cooperation with NADOs under this article.
Art. 15.3 – Governments: Governments should proactively enable the development and delivery of Education Programmes. They should advocate for the inclusion of Values-Based Education within the school/club or youth sport systems.	Section 3.4.2 provides dedicated guidance on school and youth sport outreach, supporting the 'Playground to Podium' principle and values-based education in community settings consistent with government obligations under this article.
Art. 15.5 – WADA: WADA shall encourage Signatories to collaborate and maximise the use of all available resources, and engage and leverage the resources and expertise of others, including governments, researchers, and educational institutions.	The entire framework of these Guidelines — from the transformative partnership model (Section 2) to the tiered stakeholder engagement model (Section 3.2) and community of practice (Section 4.2) — embodies this WADA objective by systematically leveraging university and community resources to advance anti-doping education.

Note. ISE = International Standard for Education (WADA, 2027). Art. = Article. Provisions are drawn from the 2027 ISE. Only articles for which a direct and substantive alignment with the content of these Guidelines exists are included.

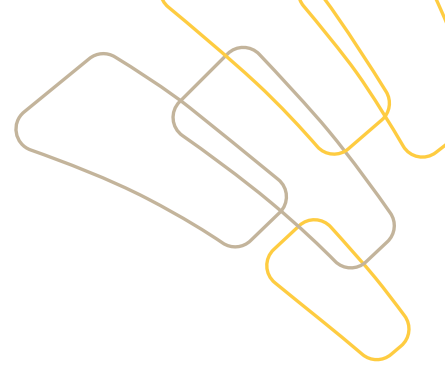


Annex B. Synergy Development Checklist

This checklist supports NADOs and universities in developing, communicating, and sustaining productive synergies in line with these Guidelines. It is organised by the four main sections of the Guidelines and is intended as a practical working tool — to be reviewed periodically and updated as the partnership evolves. Partners should select the actions most relevant to their context and capacity. The Who column indicates the primary responsible party (NADO, University, or Joint); the Done / Notes column can be used to record progress, completion dates, or observations.

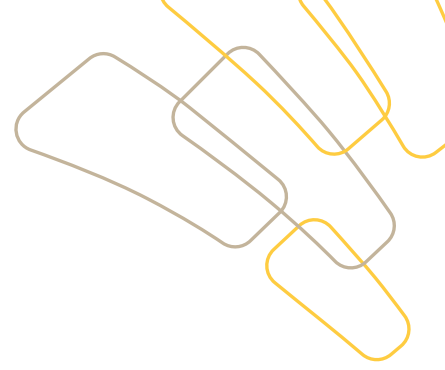
Action	Who	Done / Notes
Establishing a Genuine & Reciprocal Partnership		
Transformative partnership foundations		
☐ Discuss and agree the shared vision, values, and aims of the partnership with university counterparts.	Joint	
☐ Establish regular communication at both strategic (leadership) and operational (practitioner) levels.	Joint	
☐ Agree a process for jointly reviewing and adapting activities based on evaluation findings and partner feedback.	Joint	
☐ Identify and celebrate joint visibility opportunities (e.g., co-authored outputs, joint conference presentations, shared social media presence).	Joint	

Action	Who	Done / Notes
Co-creation with target groups		
☐ Identify key target groups (students, student-athletes, specific disciplines) to involve in co-creation of activities.	Joint	
☐ Establish a student advisory panel or equivalent mechanism to test and refine campaign and education activity concepts.	University	
☐ Develop a student-athlete ambassador programme for peer education and social media content creation.	Joint	
☐ Create opportunities for student-led research projects (e.g., dissertations) on anti-doping topics with NADO support.	University	
☐ Incorporate collaborative storytelling and lived experience narratives into education and awareness activities.	Joint	



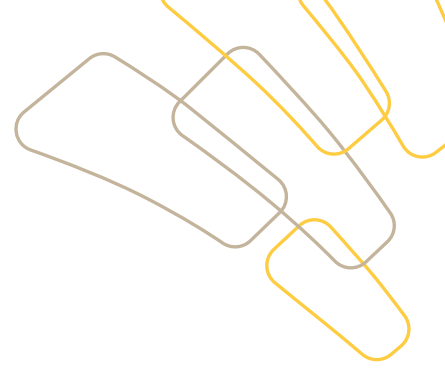
Action	Who	Done / Notes
Involving External Stakeholders		
Mapping the stakeholder ecosystem		
☐ Complete a joint stakeholder mapping exercise identifying relevant sport federations, schools, community organisations, professional associations, and academic networks.	Joint	
☐ Prioritise stakeholders based on potential impact, doping risk relevance, and alignment with partnership goals.	Joint	
☐ Identify UNESCO Chair holders and academic networks whose expertise aligns with the partnership's activities.	University	
Tiered engagement of stakeholders		
☐ Assign each identified stakeholder to an engagement tier (Awareness / Participation / Collaboration / Co-ownership).	Joint	
☐ Develop a basic outreach plan for Tier 1 stakeholders (mailing list, resource sharing, event invitations).	Joint	
☐ Invite Tier 3–4 stakeholders to participate in joint advisory or governance structures.	Joint	

Action	Who	Done / Notes
Framing the value proposition		
☐ Develop tailored communication messages for each key stakeholder group based on the value proposition framework (Section 3.3).	Joint	
☐ Prepare a short partnership overview document (one-pager) for use with external stakeholders.	Joint	
Engaging sport federations and governing bodies		
☐ Approach relevant sport federations with a federation-specific engagement offer.	NADO	
☐ Invite federation representatives to joint advisory structures or steering groups.	Joint	
☐ Co-develop sport-specific educational content addressing that federation's doping risk profile.	Joint	
☐ Offer accredited CPD for federation coaches, medical staff, and officials.	Joint	



Action	Who	Done / Notes
Engaging schools, youth sport, and community organisations		
☐ Identify university students in relevant disciplines (sport science, education, health) to train as clean sport ambassadors for school and community outreach.	University	
☐ Co-design age-appropriate clean sport resources with PE teachers and youth coaches.	Joint	
☐ Ensure outreach activities are inclusive and accessible for young people with disabilities and those from diverse backgrounds.	Joint	

Action	Who	Done / Notes
Communication, Visibility & Sustainability		
External visibility and dissemination		
☐ Establish a joint presence on the NADO's and university's websites and social media channels.	Joint	
☐ Develop a multi-channel digital campaign strategy, including content co-created with students and student-athletes.	Joint	
☐ Monitor campaign performance using platform analytics and refine content iteratively.	Joint	
☐ Plan joint press releases and news stories at key milestones (e.g., MoU signing, module launch, research publication).	Joint	
☐ Present partnership activities and findings at relevant national and international conferences and events.	Joint	
☐ Align dissemination activities with key awareness dates (e.g., WADA Play True Day, European Week of Clean Sport).	Joint	
☐ Produce periodic public reporting on partnership outcomes.	Joint	



Action	Who	Done / Notes
Building a community of practice		
☐ Explore establishing or joining a community of practice across NADO–university partnerships nationally or regionally.	NADO	
☐ Plan an annual or biennial clean sport education symposium or partnership forum across partner universities.	NADO	
☐ Set up a shared digital workspace or mailing list for exchanging resources and good practice.	Joint	
Sustainability		
☐ Embed anti-doping education content into formal academic programmes rather than delivering it only as standalone events.	University	
☐ Identify and pursue diversified funding streams (institutional budgets, Erasmus+ Sport, national grants, WADA-supported grants).	Joint	
☐ Formally recognise staff contribution to the partnership through workload allocation or performance review criteria.	University	
☐ Maintain active relationships with extended stakeholders through regular communication and recognition of their contribution.	Joint	

Note. Who: NADO = primary responsibility with the NADO; University = primary responsibility with the university; Joint = shared responsibility. Designations are indicative and should be confirmed in the partnership agreement. This checklist should be reviewed as part of each Periodic Assessment Plan cycle.



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