

INTERNATIONAL HANDBALL FEDERATION (IHF)

EDUCATION PLAN – ANTI-DOPING



International
Handball
Federation



ITA
KEEPING SPORT REAL

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OVERVIEW

Introduction

As the global governing body for the sport of Handball, an Olympic Summer Sport Federation and an Anti-Doping Organisation (ADO) as per the World Anti-Doping Code (Code), the International Handball Federation (IHF) has a responsibility to develop and run an education program aimed at Handball Athletes, Athlete Support Personnel and the broader Handball community. IHF supports the principle that an Athlete's first experience with anti-doping should be through Education rather than Doping Control.

Education programs aimed at International-Level Athletes¹ shall be the priority as determined by IHF in reference to section 7.3.1 of the World Anti-Doping Agency (WADA)'s International Standard for Education (ISE). Athlete Support Personnel (ASP) are another important group prioritised in this plan. In accordance with the ISE, IHF also requires National Federations to conduct Education in cooperation with the applicable National Anti-Doping Organisation as per Code Article 20.3.13.

Purpose

The primary purpose of the Education Plan is to provide an effective and streamlined approach to anti-doping education of the Handball community. The Plan is not a static document and is meant to continually evolve based on the needs and realities of IHF. The Education Plan will be monitored continuously, evaluated at least annually and adapted whenever necessary. The Education Plan has been prepared for a four-year cycle of 2022-2025. The Education Plan is designed specifically around the needs, priorities and capacity of IHF, its athletes and the broader Handball community.

Scope

IHF is responsible for overall the anti-doping program in the sport of Handball. The IHF has delegated parts of this program including development of this Education Plan to the International Testing Agency (ITA). Implementation, monitoring and evaluation of the Education Plan remain the responsibility of IHF.

Priorities

The Education Plan is built for a four-year cycle (2022-2025) and is designed to progressively increase the reach and efficiency of education activities of Handball. The Plan also takes into consideration educational work that has previously been done by the IHF (more information in the Current Situation Assessment section of the

¹ **International-Level Athletes:** As per the 2021 IHF ADR definition, International Athletes are: "a. Athletes who are included in the IHF Registered Testing Pool and Testing Pool; b. Athletes who compete in any of the following International Events: IHF World Championships."

document).

Limitations

The Education Plan takes into consideration a number of limitations as presented below. By anticipating these factors, IHF is able to adopt a more proactive approach in this Education Plan.

Language barriers also pose a natural challenge for members of the Handball community, as they do for most International Federations. For example, the WADA Anti-Doping Education and Learning platform (ADEL) is a useful online free education tool and is accessible to everyone, but requires the support of partner organisations to translate courses. As of January 2022, the International-Level Athlete (ILA) course was available in English, French, Croatian and Slovenian. Other languages in the process of being translated are Spanish, Azerbaijani, Bulgarian, Dutch, German, Latvian, Khmer (Cambodian), Indonesian-Bahasa, Romanian, Russian, Tagalog, Turkish, Thai, Portuguese and Ukrainian.

The table below lists the nationalities of athletes in the Registered Testing Pool (RTP) and Testing Pool (TP) and outlines where ADEL languages are available, under translation or not available.

RTP and TP Athletes		
Country	Language/s	Available for ILA eLearning ADEL
Angola	Portuguese	Under translation
Brazil	Portuguese	Under translation
Croatia	Croatian	Yes
Denmark	Danish	No
Egypt	Arabic	No
Spain	Spanish	Under translation
France	French	Yes
Netherlands	Dutch	Under translation
Norway	Norwegian	No
Portugal	Portuguese	Under translation
Qatar	Arabic	No
Russia	Russian	Under translation
Slovenia	Slovenian	Yes
Serbia	Serbian	No
Sweden	Swedish	No
Tunisia	Arabic/French	No Arabic / Yes French

It is also noted that German is a common language within the handball community, which is one of the languages under the process of translation for the International Level Athletes ADEL eLearning course.

The IHF will work to overcome this potential limitation by working with the National

Federations and NADOs to either encourage translation of ADEL courses and/or agree to mutually recognise NADO education programs.

The Education Plan also takes into account the fact that the COVID-19 pandemic has a major influence on many aspects of IHF operations. The global crisis especially impacts Event-based Education, with many major competitions and related educational activities being cancelled, postponed or delivered in a format that limits any activities considered non-essential. Thus, the ability to execute Event-based Education will depend on the evolution of the pandemic and its impact on major sporting events.

CURRENT SITUATION ASSESSMENT

This section provides a brief overview of aspects relevant to establishing an efficient Education Plan for the 2022-2025 cycle. Such aspects include but are not limited to:

- The general overview of the International Handball Federation's (IHF's) sporting structure
- A risk assessment
- An overview testing figures and results management

The above data and analysis are considered together to provide a list of observations and insights most pertinent to the Education Plan. The amount of information provided and the conclusions reached depends on the data available and should be reviewed annually.

Existing partnerships in education and previous education activities conclude this section. All of this information is then used to inform the Action Plan which follows this section.

Handball Structure

The IHF governs the sport of Handball, which is composed of two disciplines, handball and beach handball. IHF is responsible for the organisation of handball's major international tournaments, notably the IHF World Men's and Women's Handball Championships. The Indoor World Championships are split into three age categories; Senior, Junior and Youth.

Handball is a team sport, with each team composed of seven players (six outfield players and a goalkeeper) who compete against another Team. A standard match consists of two periods of 30 minutes and the winner is decided by the Team which score the most points.

There is a Beach variant of handball, in which each team consists of four players (three outfield and a goalkeeper) and is played on sand. Beach handball is split into two

age categories: Senior and Under 17.

Handball (indoor) has been included in the Olympic Games since 1972 and Beach Handball has been included in the Youth Olympic Games since 2018.

From a governance perspective, IHF is recognised by the Association of Summer Olympic International Federations (ASOIF). IHF is composed of 209 national member federations who are required to be a member of one of the six regional confederations: Africa, Asia, Europe, North America and Caribbean, Oceania or South and Central America.

The IHF had begun to implement wheelchair handball into its activities, with the first step being to host the first Wheelchair Handball World Championship event in 2021, but this was postponed due to the global pandemic with no confirmed future date for this event.

Information on the IHF structure can be found on the [Federation website](#).

Currently, an anti-doping testing program is in place in both Handball (Indoor) and Beach Handball. The testing focus is mainly on Indoor Handball due to the higher level of doping risk as explained below, which will be accounted for in identifying target groups for anti-doping education. In the future, plans to implement wheelchair handball competition under the IHF structure will result in testing of these athletes. To support the concept of education before testing this group will be included in the target group, but not the Education Pool for 2022.

Risk Assessment

The physiological requirements of a sport are likely to influence the type of substances or methods used for doping purposes. The risk assessment conducted by the International Testing Agency in 2021 describes the physiological demands of handball, as well as its potential relationship with doping practices.

The ITA has established a measurement framework with six physiological metrics with a scale graduation from 1 to 8 representing a low to high emphasis respectively. Each of these metrics were evaluated by members of the ITA Physiological Expert Panel and classify handball as follows:

Physiological Characteristic	Physiological Score
Aerobic Endurance	5
Movement Agility	6.5
Muscular Endurance	4
Psychomotor Skill and Accuracy	6
Reaction Time	5

Strength and Power	5.5
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This categorisation confirms that the physiological characteristics of Movement Agility, Psychomotor Skill and Accuracy and Strength and Power provide the most benefit to performance in the sport of handball. However, as the risk assessment notes, as a team sport handball appears multifaceted in terms of the physiological demands of different playing positions. Studies have shown that wing players perform faster breaks but have fewer physical confrontations with opponents compared to backcourt players and pivots. Therefore, the physiological characteristic requirements would vary across the team.

Discipline characteristics of the sport influence the risk of doping. Indoor handball seems to have a higher risk of doping than beach handball, which is reflected in the Testing Figures and Results Management section of this Plan. Indoor handball has more international-level fixtures, suggesting a greater need to recover and cope with a high training and competition load, and has greater financial rewards in comparison to beach handball.

In conjunction with the physiological analysis, a scoring system was designed in order to determine the extent to which substances and methods on the WADA Prohibited List may provide a performance advantage with respect to the physiological parameters identified in the Risk Assessment.

The analysis reveals the substances that give the four greatest aggregated performance advantage in handball are:

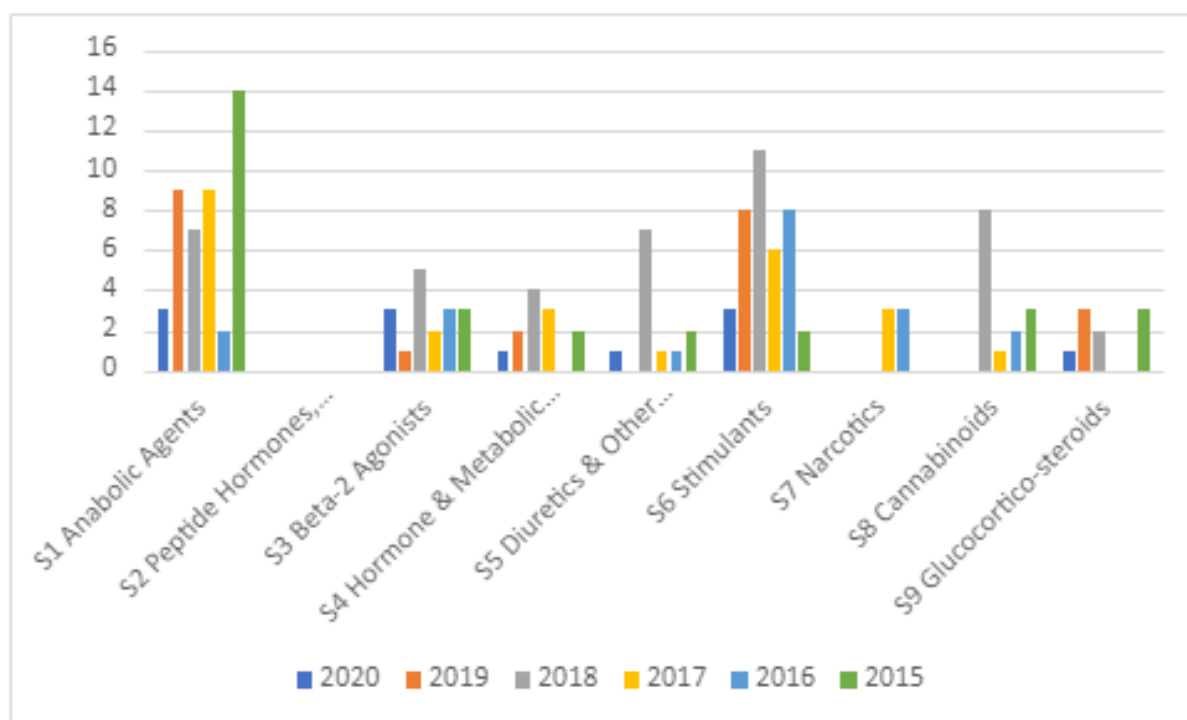
- **Stimulants (S6) like Methylphenidate, Modafinil.** The use of stimulants increases focus, concentration, and reaction time.
- **Anabolic agents (S1) like Metandienone, Stanozolol, Boldenone.** Anabolic agents are known to increase power and strength and physical recovery.
- **Peptide Hormones, Growth Factors, Related Substances and Mimetics (S2)** are known to increase lean muscle mass and physical recovery.
- **Hormone and Metabolic modulators (S4) like aromatase** are used to elevate testosterone levels and to combat some of the unwanted side-effects attributed to the use of anabolic androgenic steroids.

Substances & Methods

The 2015-2020 WADA Testing Figures reports provide data on the most commonly detected substance classes within Handball:

Substance Class	Number of findings
S1 Anabolic Agents	44

S2 Peptide Hormones, Growth Factors and Related Substances	0
S3 Beta-2 Agonists	17
S4 Hormone and Metabolic Modulators	12
S5 Diuretics and Other Masking Agents	12
S6 Stimulants	38
S7 Narcotics	6
S8 Cannabinoids	14
S9 Glucocorticoids	9



Testing Figures and Results Management

Overall Testing Figures, Adverse Analytical Findings (AAFs) & Anti-Doping Rule Violations (ADRVs)

Between 2015 and 2020, 21,993 samples were collected in Indoor and Beach Handball, both governed by the IHF. The table below shows the distribution of these tests per discipline, per year, and as a percentage by discipline of all samples collected over this six-year period.

Samples Collected								
Discipline	2020	2019	2018	2017	2016	2015	Total	Percentage
Indoor	2582	4267	3687	3456	3753	3704	21449	97.5%
Beach	9	143	172	49	136	35	544	2.5%
Total:	2591	4410	3859	3505	3889	3739	21933	100%

Similarly, the number of Adverse Analytical Findings (AAFs) were analysed over the same period, and have been captured in a similar manner below:

AAFs								
Discipline	2020	2019	2018	2017	2016	2015	Total	Percentage
Indoor	12	17	37	24	16	25	131	97.8%
Beach	0	0	3	0	0	0	3	2.2%
Total	12	17	40	24	16	25	134	100%

While AAF figures are useful data in their own right, it is important to note that the number of AAFs does not represent the number of Anti-Doping Rule Violations (ADRVs) occurring in the sport. For example, certain AAFs may be attributed to Therapeutic Use Exemptions (TUEs).

At the time of writing, Analytical ADRV figures (i.e. ADRV resulting from AAFs) were available for 2015-2019 (but not for 2020) - we can show how many AAFs resulted in Analytical ADRVs for the data sets available (see table below):

ADRVs (Analytical ADRVs)								
Discipline	2020	2019	2018	2017	2016	2015	Total	Percentage
Indoor	N/A	10	29	14	10	19	82	96.5%
Beach	N/A	0	3	0	0	0	3	3.5%
Total	N/A	10	32	14	10	19	85	100%

The significant majority of AAFs and ADRVs are from Indoor Handball, but are in line with the percentage of samples collected. This shows that there is a consistent link between the percentage of tests conducted in each discipline, the ratio of AAFs and subsequent Analytical ADRVs.

Overall, the conversion rate of AAFs to ADRVs across the five-year period (2015-2019) is 63.4%.

The 2015-2019 athlete ADRV data is captured in the table below, by nationality:

Nationality	Analytical ADRVs	Non-Analytical ADRVs	Total ADRVs
Iran	9	0	9
France	8	1	9
Italy	3	3	6
Brazil	5	0	5
Bulgaria	4	0	4
Qatar	3	1	4
Russian Federation	4	0	4
Saudi Arabia	4	0	4
Croatia	2	1	3
Argentina	3	0	3
India	3	0	3
Poland	3	0	3
Portugal	2	1	3
Cyprus	2	0	2
Sweden	2	0	2
Latvia	2	0	2
Turkey	2	0	2
Ukraine	2	0	2
Azerbaijan	2	0	2
Czech Republic	0	2	2
Australia	1	0	1
Slovakia	1	0	1
Spain	1	0	1
Belgium	1	0	1
Bosnia & Herzegovina	1	0	1
Chinese Taipei	1	0	1
Finland	1	0	1
Japan	1	0	1
North Macedonia	1	0	1
Puerto Rico	1	0	1
Serbia	1	0	1
Germany	1	0	1
Cuba	1	0	1
Hungary	1	0	1
United States	1	0	1
Belarus	1	0	1
Egypt	1	0	1
Korea	1	0	1
Kuwait	1	0	1
Romania	1	0	1
Total	85	9	94

Of the analytical 85 ADRVs, 71 were from in-competition testing and 73 were from male athletes. Nine ADRVs were non-analytical.

Observations

For the purpose of the Education Plan, the following observations and insights are made from the preceding data, helping shape the strategy and activities of this Education Plan:

- The focus of the education program will be on the Olympic discipline of Indoor Handball as this discipline has been shown to have the highest doping risk and is where the majority of testing takes place. However, Beach Handball will also be included in education initiatives, including because this discipline forms part of the Youth Olympic Games programme.
- For the years monitored, there were 85 Analytical ADRVs recorded from 134 AAFs (63%). With more than half of these AAFs resulting in ADRVs, there is a need for a strong, and continual, anti-doping education program to deter conscious and limit inadvertent doping.
- The most commonly found substances between 2015-2020 were *S1 Anabolic Agents* and *S6 Stimulants*. This aligns with the physiological risk assessment as substances most likely to benefit performance, suggesting intentional doping.
- The risk assessment suggests that as a team sport handball is multifaceted in terms of physiological demands of different playing positions. Although all players will be educated, backcourt players and pivots may require a focus on different substances compared to wing players.
- There is evidence of inadvertent doping (14 findings of *S8 Cannabinoids* between 2015-2020). This reinforces the strong need to provide education on the Prohibited List in general and on substances prohibited in- and out-of-competition.
- While all topics in section 5.2 of the ISE will be covered in the education program, a particular effort will be made to educate athletes and ASP on the substance classes highlighted in this assessment along with specific moments of vulnerability where the risk of doping can increase. These substances shall also continue to be monitored over the cycle of the Education Plan and if further substance trends are identified they can be addressed specifically in future education efforts.
- Nine of the 94 (9.5%) of ADRVs from the period 2015-2019 were non-analytical. This highlights the importance of athletes and Athlete Support Personnel understanding all of the 11 Anti-Doping Rules.
- While all IHF National Federations are subject to anti-doping education as part

of this Plan, the geographical distribution of ADRVs will continue to be monitored. For this first edition of the Plan, these observations will not be used to create education programs targeted to specific countries, although this may be considered for future editions of the Plan.

Existing partnerships in education

The IHF has previously collaborated with NADOs on the delivery of event-based education:

- [Polska Antidoping Agency \(POLADA\) – 2018 Women's Youth U18 World Championships, Kielce, Poland](#)
- [Russian Anti Doping Agency \(RUSADA\) – 2018 Men's and Women's Beach World Championships, Russia](#)
- [Qatar Anti Doping Commission \(QADC\) – 2018 Super Globe, Qatar](#)
- [Anti Doping Denmark \(ADD\) – 2018 Men's Senior Pan American Championship, Greenland](#)

Previous education activities

Previous education activities of IHF have included:

- Event-based education in collaboration with NADOs (see above)
- Event-based education in collaboration with the ITA – [2019 Men's Junior U21 World Championships, Spain](#)
- Actively encouraging players, support personnel, coaches, medical professionals and administrators to complete the relevant WADA ADEL education
- Education webinar conducted by the ITA on “Key Anti-Doping Information for Medical Professionals & Major Changes to WADA Code 2021” in December 2020
- Active participation in WADAs annual Play True Day initiative
- Joined the ITA's Keeping Sport Real campaign with #KeepingHandballReal on ITA social media and reposted by the IHF

ACTION PLAN

This section is the core of the International Handball Federation (IHF) Education Plan. Based on the Overview and Current Situation Assessment sections presented at the start of the document, the Action Plan outlines different target groups that are then divided into 1) an Education Pool (the compulsory target group for 2022) and 2) Other Target Groups. Subsequently, all education activities are clearly outlined and grouped by objectives. Activities are linked to target groups, accompanied by timelines and clear monitoring tools.

Target Groups

This section breaks down different stakeholders of the IHF community into distinct target groups. The primary objective of this section is to outline all groups that may be subject to clean sport education. By identifying these target groups, IHF also acknowledges that each group has different learning needs and a different level of priority in the scope of a four-year Education Plan.

Note that there may be an overlap in the population of some groups. For example, a Youth Athlete may also be considered an International-Level athlete. However, it is important to outline all possible target groups in a manner that is consistent with the WADA Guidelines for the International Standard for Education.

It is important to note that all possible IHF target groups are outlined in this section. It is only in the next section that target groups are broken down into two categories: Education Pool and Other Target Groups.

- 1. Registered Testing Pool (RTP) Athletes and Athletes returning from a sanction:**
All athletes who are part of the Handball RTP and athletes returning to competition after a period of ineligibility due to an ADRV.
- 2. International-Level Athletes (ILA):** Athletes who compete in sport at the international level, as defined by each International Federation, consistent with the International Standard for Testing and Investigations. For the sport disciplines governed by IHF, the following Athletes shall be considered International-Level Athletes:
 - a. Athletes who are included in the Handball Registered Testing Pool and Additional Testing Pool;
 - b. Athletes who compete at the IHF World Championships
- 3. Talented and Youth Athletes:** Athletes training regularly and committed to sport, identified as talented through some formal mechanism such as attending talent camps, or part of a talented development program. Talented/youth athletes may compete nationally or internationally at events such as the Youth Olympic Games. While these athletes may compete nationally or internationally, they should still be considered at the Talented

stage for education purposes.²

- 4. National-Level Athletes:** Typically, athletes competing nationally, which could include those competing in national leagues, those in full-time training, and those receiving funding from sport or Governments. Most NADOs will determine who is considered a national-level athlete within their respective countries.³
- 5. Athlete Support Personnel (ASP):** Any coach, trainer, manager, agent, team staff, official, medical, paramedical personnel, parent or any other Person working with, treating or assisting an Athlete participating in or preparing for sports Competition.⁴
- 6. Other Athlete Entourage:** Any individuals who are naturally associated to athletes, beyond the sport context, such as parents, guardians and friends; people with a particularly emotional bond to and influence over athletes.
- 7. Wider Handball Audience:** Fans of the sport and the general public with a special interest or some level of involvement in Handball. This group also includes children/school sport participants and recreational athletes.

2022 Season Education Pool and Other Target Groups

This section defines the Education Pool and Other Target Groups for 2022. The Education Pool and Other Target Groups consist of several target groups as described in the previous section. These groups are built based on the Current Situation Assessment of IHF and in accordance with the 2021 International Standard for Education (section 4.3: Establishing an Education Pool).

The most significant difference between the Education Pool and Other Target Groups is that the Education Pool will be actively monitored to make sure that this group receives and completes anti-doping education (i.e. ADEL certificate or NADO equivalent). Other Target Groups will also benefit from IHF efforts in education, but these groups will not be subject to the same level of monitoring and evaluation as the Education Pool.

2022 Season Education Pool

TARGET GROUP (TG)	2022 EDUCATION POOL
TG 1: RTP/TP and Athletes returning from an IHF sanction	<ul style="list-style-type: none">• All International RTP athletes (4) and TP athletes (50)• All athletes returning from a IHF sanction (1)

² 2021 WADA Guidelines for Education, p.30.

³ 2021 WADA Guidelines for Education, p.30.

⁴ ASP definition as per 2021 IHF Anti-Doping Rules.

TG 2: International-Level Athletes	<ul style="list-style-type: none"> All ILA athletes as per definition in the 2021 IHF Anti-Doping rules and not already included in the Education Pool, particularly those competing at the IHF Men's Super Globe (17-23 October, Saudi Arabia) and IHF Men's World Championships (11-29 January 2023, Poland & Sweden)
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2022 Season Other Target Groups

TARGET GROUP (TG)	2022 TARGET GROUPS
TG 3: Athlete Support Personnel	<ul style="list-style-type: none"> All IHF Athlete Support Personnel and particularly those coaches with an accreditation for the Men's Super Globe (17-23 October, Saudi Arabia) and IHF Men's World Championships (11-29 January 2023, Poland & Sweden)
TG 4: Talented and Youth Athletes	<ul style="list-style-type: none"> All Talented and Youth athletes, particularly those competing at IHF Women's Junior (U20) World Championships (22 June – 3 July, Slovenia) and not already included in the RTP, TP and/or ILA group
TG 5: National-Level Athletes	<ul style="list-style-type: none"> All National-Level IHF Athletes
TG 6: Wheelchair Handball Athletes	<ul style="list-style-type: none"> All wheelchair handball Athletes who may compete in a future Wheelchair Handball World Championship event as this becomes integrated into the IHF structure
TG 7: Other Athlete Entourage	<ul style="list-style-type: none"> All other Athlete Entourage who interact with the IHF website and social media channels
TG 8: Wider Handball Audience	<ul style="list-style-type: none"> All members of the Handball community who interact with the IHF website and social media channels

It is important to note that World Championship events in the sport of handball alternate each year. In 2022, world championship events are for the male category and junior/youth world championship events for the female category. This will switch in 2023 with world championships for women and junior/youth championships for men. This will influence the future composition of the education pool.

Further, the ITA Testing Team responsible for IHF is in the process of requesting whereabouts information for a number of clubs and national teams, with the goal of having enough information about training, travel and competition activities of the teams that the number of individual athletes in the RTP/TP will reduce to a minimal level. This transition is scheduled for the second half of 2022, at which point the Target Groups for anti-doping education will be adjusted from individuals within the RTP/TP to Team Testing Pools. This is an opportunity to significantly increase the number of athletes in the Education Pool for 2023 and beyond.

In 2022, event-based education will be delivered (pending COVID restrictions) at the following IHF-sanctioned events:

- IHF Men's Super Globe (17-23 October, Saudi Arabia)
- TBC IHF Men's and Women's Beach Handball Championship (21-26 June, Heraklion, Crete, Greece) or IHF Men's and Women's Youth U18 Beach Handball Championship (14-19 June, Heraklion, Crete, Greece)

This will allow additional target groups to be added to the Education Pool:

- All Talented, Youth and Junior International-Level Athletes competing at the IHF Young Age Categories World Championships
- All coaches and other Athlete Support Personnel (team managers, administrators, medical staff etc.) taking part in the IHF Young Age Categories World Championships

2023 Season – 2025 Season Education Pool and Other Target Groups

The Education Pool and Other Target Groups will be revised annually with the objective of increasing the number of target groups included in both the Education Pool and as other Target Groups. The annual review will take place in Q4 of each year so to have adjusted pools by the start of the following season.

Once ADEL courses become available in additional languages, more athletes and ASP will be able to access this e-learning resource. IHF will consider making ADEL compulsory for certain target groups.

This plan will be updated in due course to include details on the specific activities and objectives for 2023 relating to these groups.

Looking further ahead, additional groups will be included in the Education Pool. Specific definitions of these groups, and their associated activities will be evaluated and added closer to the time. As a living document, this Education Plan will evolve and will be updated at least once a year.

Topics

The topics included in the Handball Education Plan are consistent with those outlined in section 18.2 of the 2021 World Anti-Doping Code:

- Principles and values associated with clean sport
- Athletes', ASP's and other groups' rights and responsibilities under the Code
- The principle of Strict Liability
- Consequences of doping, for example, physical and mental health, social and economic effects, and sanctions
- Anti-doping rule violations
- Substances and Methods on the Prohibited List
- Risks of supplement use
- Use of medications and Therapeutic Use Exemptions
- Testing procedures, including urine, blood and the Athlete Biological Passport
- Requirements of the Registered Testing Pool, including whereabouts and the

- use of ADAMS
- Speaking up to share concerns about doping

Considering the sport specific observations made, the substances most likely to provide a performance benefit and moments of vulnerability for each playing position will also be highlighted.

Educational Components

In line with the ISE, the Handball Plan incorporates the following four components:

- **Values-Based Education:** Delivering activities that emphasize the development of an individual's personal values and principles. It builds the learner's capacity to make decisions to behave ethically.
- **Awareness Raising:** Highlighting topics and issues related to clean sport.
- **Information Provision:** Making available accurate, up to date content related to clean sport.
- **Anti-Doping Education:** Delivering training on anti-doping topics to build competencies in clean sport behaviors and make informed decisions.

Objectives, Activities and Timelines

IHF has defined a series of objectives with the overall goal of ensuring that the IHF Education Pool and Other Target Groups receive a proportionate amount of effective high-quality anti-doping education. Under each objective is a list of specific activities that contribute to the achievement of the overall goal within a defined time frame. As the Education Pool is meant to be adjusted annually, IHF will also annually review the corresponding objectives.

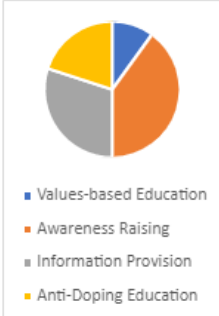
This section outlines activities that can be evaluated by program monitoring and evaluating learning, the first two steps of the Education Plan Monitoring and Evaluation process as presented in the next section of this document⁵. Here, specific Key Performance Indicators (KPIs) are allocated to each education activity. These will ensure that the implementation of the education plan can be easily tracked and that all the deadlines are respected.

It is important to note that the Monitoring and Evaluation section of this document provides additional reporting mechanisms that will be used for program evaluation and determining impact, the final two steps of Education Plan Monitoring and Evaluation process⁶.




⁵ As outlined in the WADA Guidelines for the International Standard for Education, p. 117.

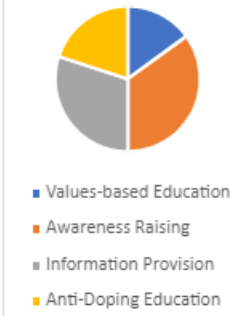
⁶ As outlined in the WADA Guidelines for the International Standard for Education, p. 117.

OBJECTIVE 1: To set up an effective and Code-compliant Education Program, in line with the 2021 Code and International Standard for Education.

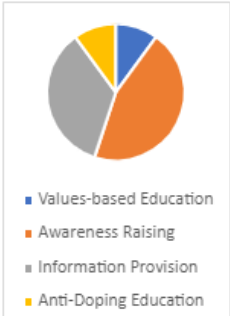
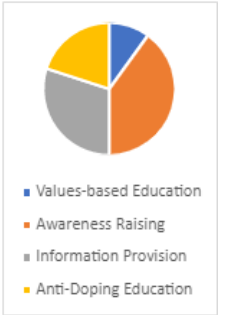
Target Groups	Description	Action	Ownership/ Execution	Timing	KPI, Monitoring & Evaluation	Education Components
ALL	Develop an effective and Code-compliant 4-year Education Plan.	Develop draft Plan	ITA	Feb 2022	First draft completed in February.	N/A – development
		Medical and Athlete Commissions to review Education Plan (note there are sections that are confidential, including the Risk Assessment).	IHF	Q1 2022	Commission to review the Plan and provide feedback by end of March.	
		Finalise the Education Plan and begin implementation.	IHF	April 2022	Education Plan is finalised by end of April and updated at year end.	
ALL	Make sure that all anti-doping information is clear and easily accessible to the IHF community.	Review IHF anti-doping website with ITA IF Anti-Doping website Guidelines	IHF	Q1 2022	All anti-doping information is up to date and easily accessible on the IHF website.	 <ul style="list-style-type: none"> ■ Values-based Education ■ Awareness Raising ■ Information Provision ■ Anti-Doping Education
		Conduct regular reviews of the anti-doping section of the IHF website to make sure all information is up to date.	IHF	Ongoing	Any changes are reflected in the anti-doping section of the IHF website.	

OBJECTIVE 2: To provide athletes anti-doping education that enables them to train and compete clean; to enable ASP to support this mission.

Target Groups	Description	Action	Ownership/ Execution	Timing	KPI, Monitoring & Evaluation	Education Components
ALL	The ITA Monthly Anti-Doping Education webinar series – a different topic covered every month, free and accessible to all.	Actively promote the webinar series to all target groups.	IHF – promotion	Ongoing	Attendance rates by role (athlete, coach etc.) and country.	 <ul style="list-style-type: none"> ■ Values-based Education ■ Awareness Raising ■ Information Provision ■ Anti-Doping Education
Education Pool	Take advantage of ADEL as a free and effective anti-doping education resource available to all members of the IHF community.	<p>ADEL for International Level Athletes eLearning</p> <p>Recognise NADO education programs.</p>	IHF		A letter sent to all athletes (and their National Federations) for whom ADEL is mandatory for explaining they must complete ADEL, NADO e-learning or NADO in-person workshop and provide confirmation of attendance to IHF.	 <ul style="list-style-type: none"> ■ Values-based Education ■ Awareness Raising ■ Information Provision ■ Anti-Doping Education
ALL	Take advantage of ADEL as a free and effective anti-doping education resource.	Actively promote the various modules available on ADEL.	IHF	Ongoing	Monitor course completion rates for ADEL profiles created under IHF	 <ul style="list-style-type: none"> ■ Values-based Education ■ Awareness Raising ■ Information Provision ■ Anti-Doping Education
Virtual Academy	IHF virtual academy program – Coaches and Referees		IHF	tbc		

All Athletes and ASP Attending the event	Event-based Education is planned and delivered at a key IHF event (TBC – booth, presentation, workshop).	Actively promote event-based education before the event	IHF/NADO/ Local Organising Committee	tbc	Pre-event communications are sent in a timely manner. On-site promotion (posters etc.) are distributed.	
		Deliver event-based education.	IHF/NADO	tbc	Attendance rates by role (athlete, coach etc.) and survey results reviewed and reported on.	

OBJECTIVE 3: Utilise online communication tools and digital technology to ensure constant anti-doping communication and flow of information to the IHF community.

Target Groups	Description	Action	Ownership/ Execution	Timing	KPI, Monitoring & Evaluation	Education Components
ALL	Develop and implement a comprehensive Social Media Campaign with the overall objective of reaching all members of the IHF community.	Regularly share anti-doping information, resources, key messages and calls to action via IHF website and social media channels.	IHF	Q2 2022	Communications report: number clicks, reactions, shares, views etc.	
ALL	Final Education Plan accessible to the IHF community	Share the relevant sections of the Education Plan in the anti-doping section of the IHF website (Education Pool, Objectives, Activities and Timeline section)	IHF	Q2 2022	Communications report: number of Education Plan page views.	

ALL	Regularly share anti-doping information, resources and anti-doping obligations (including education) with National Federations.	Update IHF National Federations on their obligations in Education and share relevant parts/summary of the new Education Plan.	IHF	Ongoing	Aim to send a season-end communication.	
		Establish regular and effective communication with National Federations.	IHF	Ongoing	A schedule of anti-doping communications and topics is made for 2022.	

Resources

This section presents all the resources that the IHF has at its disposal for anti-doping education. Three main types of resources have been identified: human, information and financial resources.

Human Resources

- IHF has one member of staff dedicate to anti-doping (the Anti-Doping Unit Administrator) and other members of the IHF team are indirectly involved in the execution of anti-doping education (i.e. the communications and events team).
- Advisory groups e.g. the IHF Athletes Commission and the IHF Medical Commission. While these groups do not add human capacity, they will act as experts, providing their feedback on the Education Plan and occasionally contributing to certain educational activities in different roles (i.e. as presenters/speakers/other as applicable).

Information Resources

- IHF relies mainly on existing information and freely available educational resources such as ADEL (a full list of resources can be found in Appendix C, with resources broken down by topic and language availability).

Financial Resources

IHF has assigned resources to the development of the Education Plan. In addition, a separate budget is allocated to event-based education and any related variable costs such as materials, giveaways and travel costs for staff. This budget could be

reviewed or reduced due to the impact of the current pandemic.

Accessibility

IHF considers the presentation of education activities to learners with impairments in accordance with Article 5.5 that states that “Signatories shall tailor education activities to learners with impairments or specific needs within the Education Pool” and Article 5.6 that further states that education activities also need to be tailored to the stage of development of minors to meet all applicable legal requirements.

Physical Accessibility

Ensuring that event-based education is accessible to those with physical impairments is important to IHF. For example, all event-based education activities are organised in locations that are easily accessible to all individuals with physical impairments, including wheelchair users.

Accessibility for Youth and Minor Athletes

Education aimed at youth and minor athletes is adapted to make sure that it is appropriate for their needs and stages of development. This is done in a number of different ways. Firstly, event-based education includes activities that are gamified and designed to promote interactive learning. Secondly, values-based education is prioritised, taking advantage of a key development stage of the athletes. Social science research shows that “the development of a child into a competitive athlete particularly occurs between 12 and 17 years of age, when young athletes are recognised as being talented, and as a consequence endure intensive level of training and competition, associated with high pressure to perform” (Winand, 2018). Thirdly, an emphasis is placed on empowering the athlete entourage and highlighting an increased level of responsibility associated with working with minor athletes.

MONITORING AND EVALUATION

Evaluation and Reporting

The International Handball Federation (IHF) Plan is subject to continuous monitoring and regular evaluation. The monitoring and evaluation mechanisms used in this plan were developed in line with the WADA Guidelines for the International Standard for Education. More specifically, they are consistent with the four monitoring and evaluation components:

Monitoring (M)

What:

Collecting information and capturing data regularly and over time to see progress towards achieving program objectives.

When:

Monitoring happens throughout the education program, before,

	during and after education activities.
Evaluating Learning (EL)	<p>What: Determining whether your education activity participants have learned something as well as gathering feedback to determine the quality of the learning experience or interaction.</p> <p>When: Evaluating learning happens during and at the end of education activities.</p>
Program Evaluation (PE)	<p>What: Focuses on asking the questions: Was it worth it? Were program objectives met?</p> <p>When: Program evaluation will typically happen annually on a fixed date; i.e. once all educational activities have been completed.</p>
Determining Impact (DI)	<p>What: Measures whether the education program has made a difference. Has it affected the behavior of athletes and Athlete Support Personnel? Has it made an impact beyond the set program objectives? Are there objective quantification tools that can measure impact?</p> <p>When: At the end of each calendar year and at the end of the four-year cycle.</p>

The KPIs indicated in the Objectives, Activities and Timelines section of this Education Plan contribute to **Monitoring** and **Evaluating Learning**. Additional KPIs have been established for Program Evaluation and Determining Impact. These are not tied to specific education activities but rather focus on the overall program evaluation.

The following questions will be asked during **Program Evaluation** for activities that can be considered stand-alone projects, such as webinars and Event-based Education:

- *What is the overall feedback on the webinar program?*
- *What was the overall feedback from event-based education?*
- *How many members of the IHF community participated? What were their roles and which countries did they come from?*
- *Was the program worth the investment (financial, time)?*

The following questions will be asked in order to **Determine Impact** – at the end of each year as well as at the end of the four-year cycle:

- *Was there a decrease in the number of AAFs and ADRVs? How does IHF compare to other International Federations?*
While a decrease in this number cannot be attributed to education alone, it is

still important to analyse. It can also be put into context. For example, a decrease in the number of ADRVs may be partially attributed to education efforts if the testing numbers remain the same.

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

This analysis will give an insight into whether a focus on certain topics is proving to be effective. For example, a reduction in the number of specified substances and substances that are less likely to improve sport performance according to the physio-pharmacological risk assessment may mean that education is contributing to a reduction in the number of inadvertent doping cases.

- *Was there a change in the number of Whereabouts Failures? Are athletes meeting deadlines to submit whereabouts information? Are there less failed test attempts?*

Improvements in these statistics can be connected with the Federation's education efforts.

A number of other observations will be made to determine impact. These range from a review of the qualitative feedback on the impact/quality of education to the number of National Federations becoming proactive in educating their National-level Athletes and Athlete Support Personnel.

The table below presents all the KPIs for the four monitoring and evaluation components. It also provides timelines and indicates the responsible person/organisation. The goal of this table is to have a clear view of the overall IHF Education Plan and to know which activity needs to be monitored when. This ensures a continuous monitoring and evaluation structure for the IHF that complements the year-end overall program evaluation.

Activity	Ownership	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Objective 1													
The first draft of the Education Plan is completed by the end of February	ITA		M										
Commissions to review and provide feedback on the Objectives, Activities and Timelines section of the Plan by the end of March	IHF			M									
Education Plan is finalised by the end of April	ITA				M								
Update the anti-doping section on the IHF website	IHF anti-doping/ IHF communications				M								
Conduct regular reviews of the anti-doping section of the IHF website to ensure all information is up to date	IHF anti-doping/ IHF communications						M			M			M

Objective 2													
ITA monthly webinars promoted through the IHF social media channels	IHF	M	M	M	M	M	M	M	M	M	M	M	M
ADEL course completion rates for all IHF profiles are downloaded and analysed	IHF												M EL
Collate confirmation of completion from NFs/NADOs education programs	IHF												M EL
Objective 3													
Regularly share anti-doping information, resources and calls to action via IHF website and social media channels	IHF anti-doping/ IHF communications	M	M	M	M	M	M	M	M	M	M	M	M
Share relevant sections of the Education Plan in the anti-doping	IHF					M							

section of the IHF website													
A season-end National Federation communication is sent.	IHF												M EL
A schedule of anti-doping communications and topics is made for NFs for 2022.	IHF												M EL
Event-based education attendance rates by role (athlete, coach etc.) and country are reviewed.	IHF												M EL
Event-based education participant survey results are evaluated for level of knowledge and learners' experience	IHF												EL PE
General													

The 2022 Event-based Education activities are evaluated and an updated Plan is prepared for 2023	IHF/NADO												M EL PI
The 2022 Education Activities are evaluated and an updated Plan is prepared for 2023. Education Pool and Other Target Groups are updated for 2023.	IHF												EL PE DI

FOLLOW-UP AND CONSEQUENCES

The International Handball Federation (IHF) has adopted a regulation to be able to maintain a mandatory requirement in anti-doping education. This is reflected in the 2021 IHF Anti-Doping Rules (Article 17 Education):

ARTICLE 17 EDUCATION

IHF shall plan, implement, evaluate and promote Education in line with the requirements of Article 18.2 of the Code and the International Standard for Education.

FUTURE CONSIDERATIONS

As this is the first International Handball Federation (IHF) Plan under the new WADA Code and ISE, it is meant to continuously evolve and adapt to the realities of the Federation and to the sport specifics of handball. The presented Plan focuses on the highest education priorities and balances the need for strong educational activities with the limitations described in the introductory sections of this Plan.

As highlighted in the previous sections, this Education Plan is designed for a four-year cycle from 2022 to 2025. This Plan will be regularly adjusted throughout the said cycle. The Education Pool and other Target Groups will grow, new objectives and KPIs may be added and the evaluation mechanisms will receive an annual review.

APPENDIX A

Definitions

ADAMS: The Anti-Doping Administration and Management System is a Web-based database management tool for data entry, storage, sharing, and reporting designed to assist stakeholders and WADA in their anti-doping operations in conjunction with data protection legislation.

Adverse Analytical Finding (AAF): A report from a WADA-accredited Laboratory or other WADA-approved Laboratory that, consistent with the International Standard for Laboratories and related Technical Documents, identified in a Sample the presence of a Prohibited Substance or its Metabolites or Markers or evidence of the use of a Prohibited Method.

Anti-Doping Organisation (ADO): WADA or a Signatory that is responsible for adopting rules for initiating, implementing or enforcing any part of the Doping Control process. This includes, for example, the International Olympic Committee, the International Paralympic Committee, other Major Event Organisations that conduct Testing at their Events, International Federations, and National Anti-Doping Organisations.

Anti-Doping Education: Delivering training on anti-doping topics to build competencies in clean sport behaviours and make informed decisions.

Athlete: Any Person who competes in sport at the international level (as defined by each International Federation) or the national level (as defined by each National Anti-Doping Organisation). An Anti-Doping Organisation has discretion to apply anti-doping rules to an Athlete who is neither an International-Level Athlete nor a National-Level Athlete, and thus to bring them within the definition of "Athlete." In relation to Athletes who are neither International-Level nor National-Level Athletes, an Anti-Doping Organisation may elect to: conduct limited Testing or no Testing at all; analyse Samples for less than the full menu of Prohibited Substances; require limited or no whereabouts information; or not require advance TUEs. However, if an Article 2.1, 2.3 or 2.5 anti-doping rule violation is committed by any Athlete over whom an Anti-Doping Organisation has elected to exercise its authority to test and who competes below the international or national level, then the Consequences set forth in the Code must be applied. For purposes of Article 2.8 and Article 2.9 and for purposes of anti-doping information and Education, any Person who participates in sport under the authority of any Signatory, government, or other sports organisation accepting the Code is an Athlete.

Athlete Biological Passport: The program and methods of gathering and collating data as described in the International Standard for Testing and Investigations and International Standard for Laboratories.

Athlete Support Personnel: Any coach, trainer, manager, agent, team staff, official, medical, paramedical personnel, parent or any other Person working with, treating or assisting an Athlete participating in or preparing for sports Competition.

Awareness Raising: Highlighting topics and issues related to clean sport.

Code: The World Anti-Doping Code.

Competition: A single race, match, game or singular sport contest. For example, a basketball game or the finals of the Olympic 100-meter race in athletics. For stage races and other sport contests where prizes are awarded on a daily or other interim basis the distinction between a Competition and an Event will be as provided in the rules of the applicable International Federation.

Consequences of Anti-Doping Rule Violations (“Consequences”): An Athlete's or other Person's violation of an anti-doping rule may result in one or more of the following: (a) Disqualification means the Athlete's results in a particular Competition or Event are invalidated, with all resulting Consequences including forfeiture of any medals, points and prizes; (b) Ineligibility means the Athlete or other Person is barred on account of an anti-doping rule violation for a specified period of time from participating in any Competition or other activity or funding as provided in Article 10.14; (c) Provisional Suspension means the Athlete or other Person is barred temporarily from participating in any Competition or activity prior to the final decision at a hearing conducted under Article 8; (d) Financial Consequences means a financial sanction imposed for an anti-doping rule violation or to recover costs associated with an anti-doping rule violation; and (e) Public Disclosure means the dissemination or distribution of information to the general public or Persons beyond those Persons entitled to earlier notification in accordance with Article 14. Teams in Team Sports may also be subject to Consequences as provided in Article 11.

Doping Control: All steps and processes from test distribution planning through to ultimate disposition of any appeal and the enforcement of Consequences, including all steps and processes in between, including but not limited to, Testing, investigations, whereabouts, TUEs, Sample collection and handling, laboratory analysis, Results Management, hearings and appeals, and investigations or proceedings relating to violations of Article 10.14 (Status During Ineligibility or Provisional Suspension).

Education: The process of learning to instill values and develop behaviours that foster and protect the spirit of sport, and to prevent intentional and unintentional doping

Education Plan: A document that includes: a situation assessment; identification of an Education Pool; objectives; Education activities and monitoring procedures as required by Article 4.

Education Pool: A list of target groups identified through a system assessment process

Education Program: A collection of Education activities undertaken by a Signatory to achieve the intended learning objectives.

Educator: A person who has been trained to deliver Education and is authorised by a Signatory for this purpose.

Event: A series of individual Competitions conducted together under one ruling body (e.g., the Olympic Games, World Championships of an International Federation, or Pan American Games).

Event-based Education: Any type of Education activity which takes place at or in association with an Event (2021 International Standard for Education).

Guidelines for Education: A non-mandatory document in the World Anti-Doping Program that provides guidance on Education and is made available to Signatories by WADA.

Information Provision: Making available accurate, up to date content related to clean sport.

International Event: An Event or Competition where the International Olympic Committee, the International Paralympic Committee, an International Federation, a Major Event Organisation, or another international sport organisation is the ruling body for the Event or appoints the technical officials for the Event.

International-Level Athlete: Athletes who compete in sport at the international level, as defined by each International Federation, consistent with the International Standard for Testing and Investigations.

International Standard: A standard adopted by WADA in support of the Code. Compliance with an International Standard (as opposed to another alternative standard, practice or procedure) shall be sufficient to conclude that the procedures addressed by the International Standard were performed properly. International Standards shall include any Technical Documents issued pursuant to the International Standard.

Minor: A natural Person who has not reached the age of eighteen years.

National Anti-Doping Organisation (NADO): 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, manage test results and conduct Results Management 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-Level Athlete: Athletes who compete in sport at the national level, as defined by each National Anti-Doping Organisation, consistent with the International Standard for Testing and Investigations.

Prevention: Refers to interventions undertaken to stop doping from occurring. There are four key interrelated strategies to Prevention: Education; deterrence; detection; and enforcement.

Prohibited List: The List identifying the Prohibited Substances and Prohibited Methods.

Recreational Athlete: A natural Person who is so defined by the relevant National Anti-Doping Organisation ; provided, however, the term shall not include any Person who, within the five years prior to committing any anti-doping rule violation, has been an International-Level Athlete (as defined by each International Federation consistent with the International Standard for Testing and Investigations) or National-Level Athlete (as defined by each National Anti-Doping Organisation consistent with the International Standard for Testing and Investigations), has represented any country in an International Event in an open category or has been included within any Registered Testing Pool or other whereabouts information pool maintained by any International Federation or National Anti-Doping Organisation .

Registered Testing Pool (RTP): The pool of highest-priority Athletes established separately at the international level by International Federations and at the national level by National Anti-Doping Organisations, who are subject to focused In-Competition and Out-of-Competition Testing as part of that International Federation's or National Anti-Doping Organisation 's test distribution plan and therefore are required to provide whereabouts information as provided in Article 5.5 and the International Standard for Testing and Investigations.

Specified Substances: For purposes of the application of Article 10 (WADA Code 2021), all Prohibited Substances shall be Specified Substances except as identified on the Prohibited List.

Substances of Abuse: For purposes of applying Article 10 (WADA Code 2021), Substances of Abuse shall include those Prohibited Substances which are specifically identified as Substances of Abuse on the Prohibited List because they are frequently abused in society outside of the context of sport.

Strict Liability: The rule which provides that under Article 2.1 and Article 2.2, it is not necessary that intent, Fault, negligence, or knowing Use on the Athlete's part be demonstrated by the Anti-Doping Organisation in order to establish an anti-doping rule violation.

Testing: The parts of the Doping Control process involving test distribution planning, Sample collection, Sample handling, and Sample transport to the laboratory.

Therapeutic Use Exemption (TUE): A Therapeutic Use Exemption allows an Athlete with a medical condition to use a Prohibited Substance or Prohibited Method, but only if the conditions set out in Article 4.4 and the International Standard for Therapeutic Use Exemptions are met.

Values-based Education: Delivering activities that emphasises the development of an individual's personal values and principles. It builds the learner's capacity to make decisions to behave ethically.

WADA: The World Anti-Doping Agency

APPENDIX B

IHF Education & Prevention Plan 2021

Education is of utmost importance as per Code Article 18.2, IHF Anti-Doping Rules Article 17 and International Standards for Education.

Event-based education outreach were held prior to the COVID-19 pandemic on the occasion of IHF events in 2018 and 2019. As part of the IHF's commitment to doping free handball, the IHF has been actively encouraging the handball players, support personnel, coaches, medical professionals and administrators to complete anti-doping education online courses on the WADA's Anti-Doping Education Learning Platform (ADEL).

As part of the 1st IHF Medical Webinar Series held between October and December 2020, an education seminar "Key Anti-Doping Information for Medical Professionals & Major Changes to WADA Code 2021" was conducted on 16 December 2020 by the International Testing Agency (ITA) on behalf of IHF. As of 1 January 2019, IHF has delegated some of its anti-doping program to ITA, including education.

Due to the complications and travel restrictions causing from the COVID-19 pandemic, no event-based education was conducted in 2020 since the IHF events were cancelled. All IHF Young-Age Categories events were cancelled in 2021 due to COVID-19 reasons.

All players included in the IHF's Registered Testing Pool (RTP) and Testing Pool (TP) must have sufficient knowledge of the consequences of the Anti-Doping Rules Violation (ADRV). It is athlete's full responsibility to make commitment to clean sport and avoid violations of anti-doping.

At all times, players shall have access to anti-doping information relating to the current Prohibited List, the Doping Control Process, the Therapeutic Use of Exemptions, the Whereabouts, the health consequences of doping, the consequences of ADRVs, and the rights and responsibilities of athletes, in accordance with the Code.

The players of the national teams participating in the IHF events shall be educated before the events. We are of the opinion that they receive education before the departure of their home country for an IHF event.

For instance in 2021, the IHF has strongly recommended that all players of the 64 senior national teams qualified for the 2021 Men's World Championship in Egypt and the 2021 Women's World Championship in Spain undergo an anti-doping education course online.

The anti-doping courses are available on the new and improved WADA ADEL, launched in January 2021.

Players who do not already have an ADEL account may register for free at <https://adel.wada-ama.org>

- For players: ADEL for International-Level Athletes (available in English and French) and Athlete's Guide to the 2021 WADA Code (available in 12 languages)
- For athlete personnel: Athlete Support Personnel (ASP) Guide to the Code 2021 (available in 11 languages)

The Guide to the WADA Prohibited List of Substances and Methods 2021 for players and athlete support personal is available in 15 languages.

Education is also highly recommended for all team coaches and other support personnel travelling with the national handball teams.

- For coaches: High Performance Coaches' Education Program – ADEL for High Performance Coaches (available in English, French and Slovenian)
- For medical personnel: Medical Professional's Education Program – ADEL for Medical Professionals (available in English, French and German)
- For administrators: Welcome to the new ADEL (available in English only)

IHF as a Code Signatory remains an active participant of the annual Play True Day #playtrue initiative launched by WADA. This is when sports federations, athletes and event organizers promote the value of clean sport.

IHF has joined the ITA's "Keeping Sport Real" Campaign. A visual and slogan for IHF #KeepingHandballReal has been created and published by the ITA on its social media channels. This campaign will be re-posted from time to time to highlight the ITA-IHF partnership and promote clean handball to the wider community.

In contemporary digital world, social media has become an effective tool to communicate key messages and create a social norm about anti-doping. On the social media channels, hashtags (#keyword) are known as a great way to promote anti-doping key messages, education activities and programs.

Intelligence & Investigations – WADA's Speak up!

The IHF has a link on the website for people to report suspicions of doping directly to WADA – the Speak Up! Program.

The IHF hopes that this information will be shared internally to be acted upon. Identification and investigation of additional information and intelligence on individual athletes, including athlete passport record, athlete sport performance, athlete whereabouts patterns and locations, as well as whereabouts failures, injuries, age relative to career, reliable third-party intelligence is also considered by the IHF and can be used as selection criteria of athletes to be included in IHF RTP.

ITA's Reveal Whistleblowing platform

On 30 November 2021, the IHF has agreed to delegate the intelligence & investigation activities to the ITA and this will be reflected in a contractual addendum or new agreement that will be signed in the next weeks. The REVEAL whistleblowing platform was launched by ITA in early 2021. The ITA Whistleblowing Policy and Whistleblowing Data Privacy Policy will be shared to WADA for compliance purposes.

2022 and beyond

The IHF would like to stress that a new more comprehensive version of the Education Plan will be developed in 2022 in cooperation with the ITA.

APPENDIX C

Resources

Code, Guidelines and International Standard		
WADA Code 2021	World Anti-Doping Code World Anti-Doping Agency	English/French/Spanish/Russian
2021 International Standards for Education	https://www.wada-ama.org/en/resources/the-code/2021-international-standard-for-education	English/French/Spanish/Russian
Guidelines for the International Standard for Education (ISE)	https://www.wada-ama.org/en/resources/education-and-prevention/guidelines-for-the-international-standard-for-education-ise	English
2021 International Standard for Code Compliance by Signatories (ISCCS)	International Standard for Code Compliance by Signatories (ISCCS) World Anti-Doping Agency	English/French
Prohibited List	Prohibited List Documents World Anti-Doping Agency	English/French/Portuguese/Brazil/Spanish
2021 International Standard for Therapeutic Use Exemptions (ISTUE)	International Standard for Therapeutic Use Exemptions (ISTUE) (wada-ama.org)	English/French
Athletes' Anti-Doping Rights Act	Athletes' Anti-Doping Rights Act World Anti-Doping Agency (wada-ama.org)	English/French
All About Doping		
WADA's Q&A on Strict liability in Anti-doping	https://www.wada-ama.org/en/questions-answers/strict-liability-in-anti-doping	English/French
WADA's Q&A on ADRVs	https://www.wada-ama.org/en/questions-answers/2015-adrvs-report	English/French
WADA's speak up page	Speak Up! (wada-ama.org)	English/French
ITA's Reveal Doping page	Reveal.sport	English/French
Testing, Whereabouts, and Athlete Biological Passport		
ITA - Real Sport Lab, including urine and blood testing procedure	ITA - Real Sport Lab (English) - International Testing Agency	Chinese/English/French/German/Italian/Japanese/Korean/Russian
WADA's Q&A on Athlete Biological Passport	Athlete Biological Passport Q&A World Anti-Doping Agency (wada-ama.org)	English/French
WADA's Q&A on Whereabouts	https://www.wada-ama.org/en/questions-answers/whereabouts	English/French
Prohibited List, Medications, Supplements and TUEs		
What is prohibited - the 2020 list Webpage	https://www.wada-ama.org/en/content/what-is-prohibited	English/French/Spanish

WADA'S Q&A on Prohibited list	https://www.wada-ama.org/en/questions-answers/prohibited-list-qa	English/French
WADA's Q&A on Medications	https://www.wada-ama.org/en/questions-answers/athletes-and-medications	English/French
WADA's Q&A on TUEs	https://www.wada-ama.org/en/questions-answers/therapeutic-use-exemption-tue	English/French
Global DRO – check medicines	https://www.globaldro.com/Home	
E-Learning		
Anti-doping E-learning resources page (ADEL) for athlete, coaches, physicians, administrators and parents.	https://www.wada-ama.org/en/what-we-do/education-prevention/anti-doping-e-learning-adel	Multiple languages available
Athlete 365 online learning – multiple courses	Learning : Athlete365 (olympic.org)	
Play True Quiz	http://quiz.wada-ama.org/	43 languages available
General		
Athlete Hub	Athlete Hub - International Testing Agency (ita.sport)	English
ITA Webinars – covers a variety of anti-doping topics	International Testing Agency - YouTube	

APPENDIX D

Event-based Education Evaluation Form

Sample Form: Booth Activity

What is your role?

- Athlete
- Coach
- Team official
- Medical personnel
- Other support personnel
- Parent/guardian
- Other: _____

Why did you stop by the education booth?

- I was required by my team
- I wanted to know more about anti-doping
- A friend/teammate recommended it
- The booth looked interesting
- To pick up giveaways
- Other: _____

What is your level of agreement with the following statements?

Visiting the booth increased my anti-doping knowledge.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

I had a positive overall experience at the booth.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

All my anti-doping questions were clearly answered by the educator.

- Strongly agree
- Agree

- Neither agree nor disagree
- Disagree
- Strongly disagree

What event are you currently at? _____

What is your sport/discipline? _____

What country do you represent? _____

How old are you? ____

Additional comments and suggestions:
