MINISTERIO
DE EDUCACIÓN, FORMACIÓN PROFESIONAL
Y DEPORTES

CELAD
Comisión Española
para la Lucha Antidopaje
en el Deporte

Departamento de Políticas
de Prevención del Dopaje

# Evaluation of the Reach and Impact of Anti-Doping Education Activities

# INDEX

# 1. INTRODUCTION AND CONTEXT

## 1.1 GENERAL FRAMEWORK OF DOPING PREVENTION

Doping prevention constitutes one of the fundamental pillars for protecting the integrity of sport, safeguarding athletes' health and ensuring fairness in competition. Within this framework, the Spanish Anti-Doping Agency – Spanish Commission for the Fight Against Doping in Sport (hereinafter **CELAD**), through its Department of Anti-Doping Prevention Policies in Sport, develops education activities aimed at athletes and athlete support staff in order to promote knowledge of the anti-doping system and strengthen the culture of clean sport.
These initiatives include in-person lectures, given either face-to-face or online by CELAD, as well as online courses on doping prevention hosted on the Virtual Classroom, conceived as a permanent educational resource.

In order to evaluate the **reach, awareness and impact** of these initiatives, it was considered necessary to conduct a survey addressed to the relevant target groups.

## 1.2 OBJECTIVES OF THE SURVEY

This report is based on the results of the survey (see **Annex I**) conducted in November and December 2025 among athletes and athlete support staff belonging to different sports federations.

The main objectives of the study are:

- To analyse the **level of awareness of the Anti-Doping Prevention Virtual Classroom**.
- To evaluate the **actual use** of this educational tool.
- To examine the **reach of the lectures** organised by CELAD.
- To assess the **perceived usefulness** of the lectures received.
- To identify **barriers** that hinder access to or participation.
- To identify **future educational needs**.

This analysis provides a structured overview of the current impact of education policies and supports future strategic planning.

## 1.3 SCOPE AND NATURE OF THE STUDY

The survey obtained a total of **959** valid responses from athletes at different competitive levels as well as from people belonging to the broader sports environment (athlete support staff, administrators and others).

The segmentation used combines two distinct dimensions:

- **Type of participant:** includes athletes, athlete support staff, administrators and other profiles linked to the sports system.

- **Declared sporting level or status:** applicable to athletes and including regional-level federated athletes, national-level federated athletes, High Performance Athletes (HPA) and High-Level Athletes (HLA).

It should be noted that the HPA and HLA categories are not mutually exclusive with the condition of being a federated athlete, rather, they reflect a specific status within the sports system. Therefore, the differences observed between groups correspond to the profiles declared by respondents and should not be interpreted as strictly comparable hierarchical levels.

The diversity of profiles and sporting levels represented provides a broad and cross-sectional sample of the Spanish federated sports system, making it possible to analyse the reach of educational activities from different perspectives within the sports system.

## 1.4 METHODOLOGICAL CONSIDERATIONS

The survey was anonymous and voluntary. The questionnaire was created using *Google Forms* and distributed **via email and CELAD's social media channels**, with the aim of facilitating access for athletes and people linked to the sporting environment.

The questionnaire included closed-ended, open-ended and multiple-response questions, which made it possible to combine quantitative and qualitative analyses. The results are presented in aggregate form and have been interpreted from a strategic perspective aimed not only at **describing the current situation**, but also at **identifying opportunities for improvement and priority lines of action**.

# 2. PROFILE OF PARTICIPANTS

## 2.1 DISTRIBUTION BY DECLARED PROFILE

**Figure 1** shows the distribution of the sample according to the sporting profile declared by respondents. The results indicate that the most represented groups correspond to High Performance Athletes (DAR) and regional-level federated athletes, both with 25% of responses. They are followed by High Level Athletes (DAN), who represent 21%, and national-level federated athletes, with 15%.

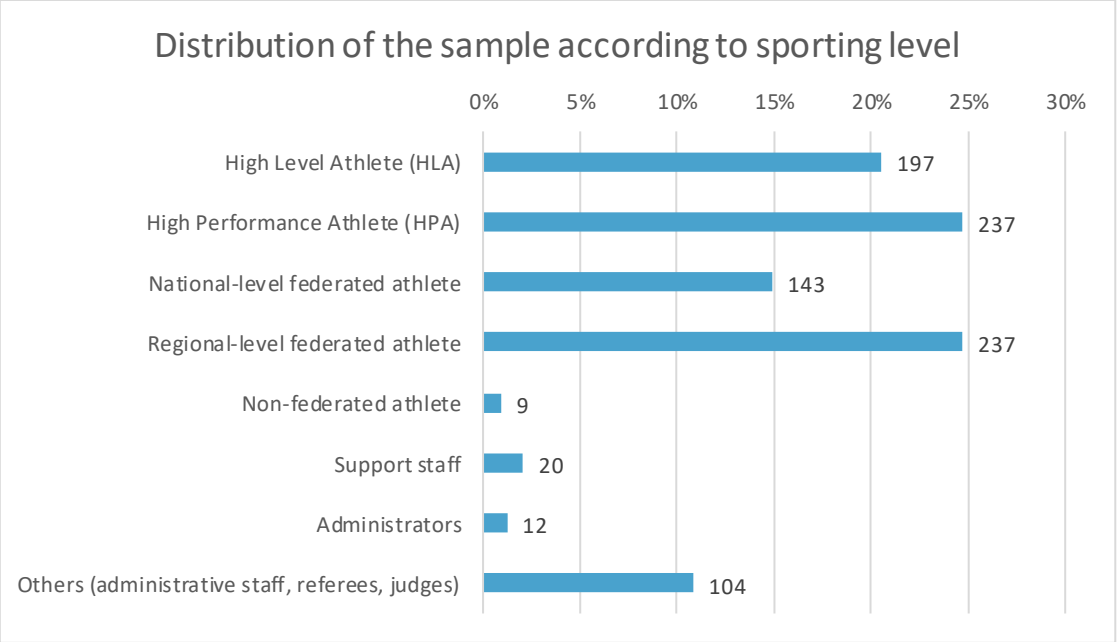


FIGURE 1. DISTRIBUTION OF THE SAMPLE ACCORDING TO SPORTING LEVEL.

Other profiles linked to the sports environment appear to a lesser extent, such as **athlete support staff (2%), administrators (1%) and non-federated athletes (1%)**. In addition, **11% of respondents identify within the "other" category**, which includes profiles such as administrative staff, referees or judges.

Overall, the sample shows a **strong presence of athletes belonging to the federated sports system**, especially at high performance and high level, which makes it possible to analyse the reach of CELAD educational activities among key groups in the sports ecosystem.

## 2.2 DISTRIBUTION BY SPORTS FEDERATION

Participation in the survey comes from athletes and athlete support staff belonging to a **very wide range of sports federations**, which reinforces the cross-sectional nature of the sample within the Spanish federated sports system.

In total, responses are distributed across **over 90 different sports federations**, with none of them concentrating a particularly high proportion of participants. As shown in **Figure 2**, the federations with the highest number of responses are the Royal Spanish Athletics Federation (48 participants), the Royal Spanish Triathlon Federation (39), and the Royal Spanish Rowing Federation (38), followed by other disciplines such as equestrian sports, fencing, karate and canoeing.

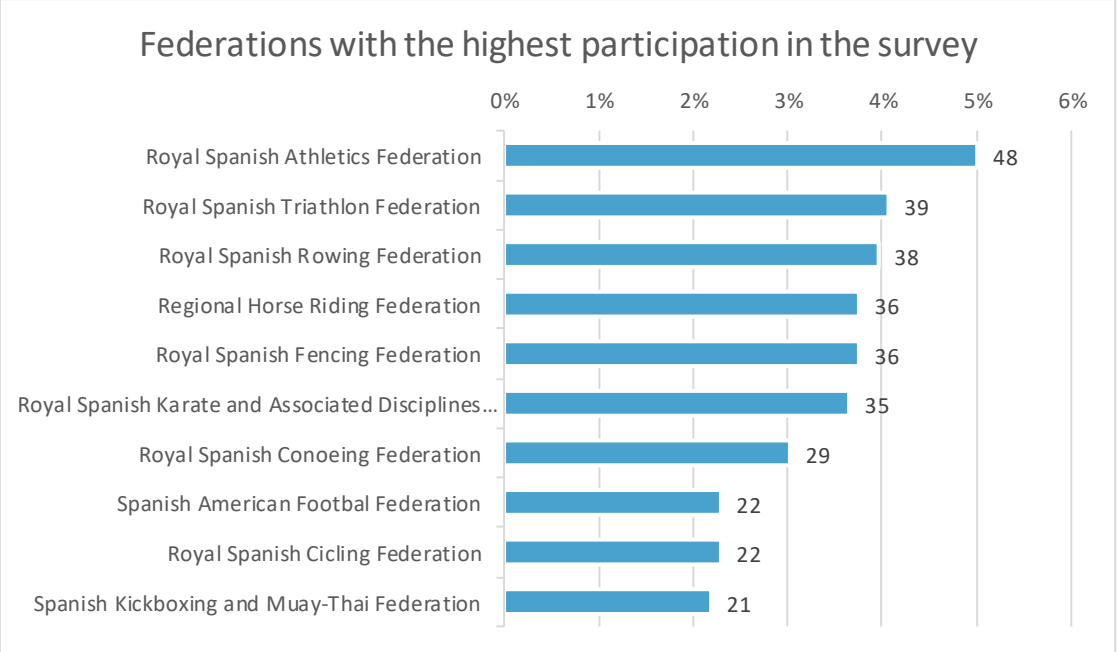


FIGURE 2. FEDERATIONS WITH THE HIGHEST PARTICIPATION IN THE SURVEY.

Overall, participation is spread across a broad range of sports disciplines, allowing the sample to be considered reflective of a wide spectrum of the federated sports ecosystem.

It should also be noted that **122 participants (13%) did not specify their sports federation** in their response.

# 3. AWARENESS AND USE OF THE VIRTUAL CLASSROOM

Before analysing in detail, the various aspects related to anti-doping education, **Figure 3** presents **three general indicators** that help frame the reach of the main educational tools analysed in this study.

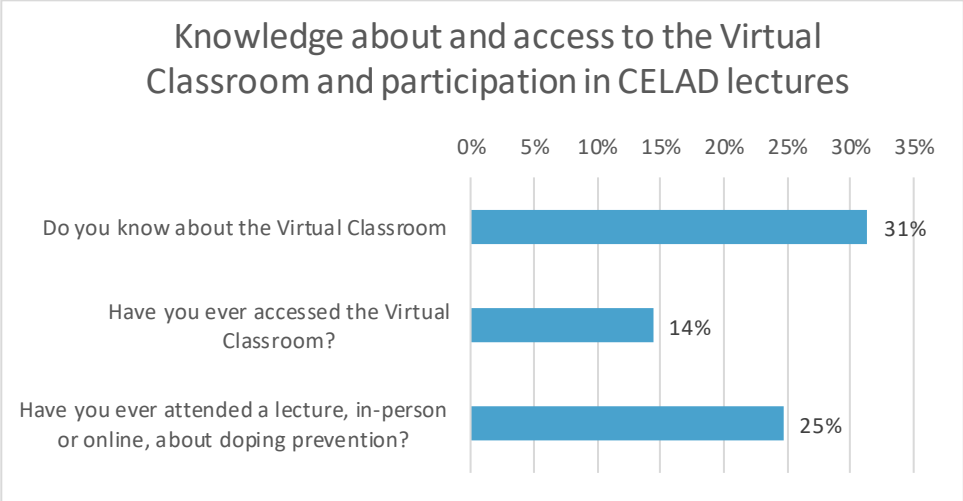


FIGURE 3. KNOWLEDGE ABOUT AND ACCESS TO THE VIRTUAL CLASSROOM AND PARTICIPATION IN CELAD LECTURES.

As shown, **31%** of respondents **report knowing about the Virtual Classroom**, while **14%** state that **they have accessed it at least once**. For their part, **25%** report **having received a lecture organised by CELAD**, either in-person or online.

These results provide a first approximation of the reach of the education activities and help contextualise the more detailed analysis presented in the following sections.

## 3.1 GENERAL LEVEL OF AWARENESS

**31%** of respondents (301) report being familiar with CELAD's Virtual Classroom, while **69%** (658 people) indicate that they are not.

This data shows that **knowledge about the tool is still not fully widespread** within the sports system. Even before analysing actual use, the results indicate that **the first factor conditioning the platform's impact is its level of visibility** among the target groups.

In this sense, awareness of the Virtual Classroom constitutes the essential starting point for its use and, therefore, for the effective deployment of its educational potential.

## 3.2 DIFFERENCES IN AWARENESS ACCORDING TO DECLARED PROFILE

The analysis by declared profile **reveals significant differences in the level of awareness** of the Virtual Classroom, as shown in **Figure 4**.

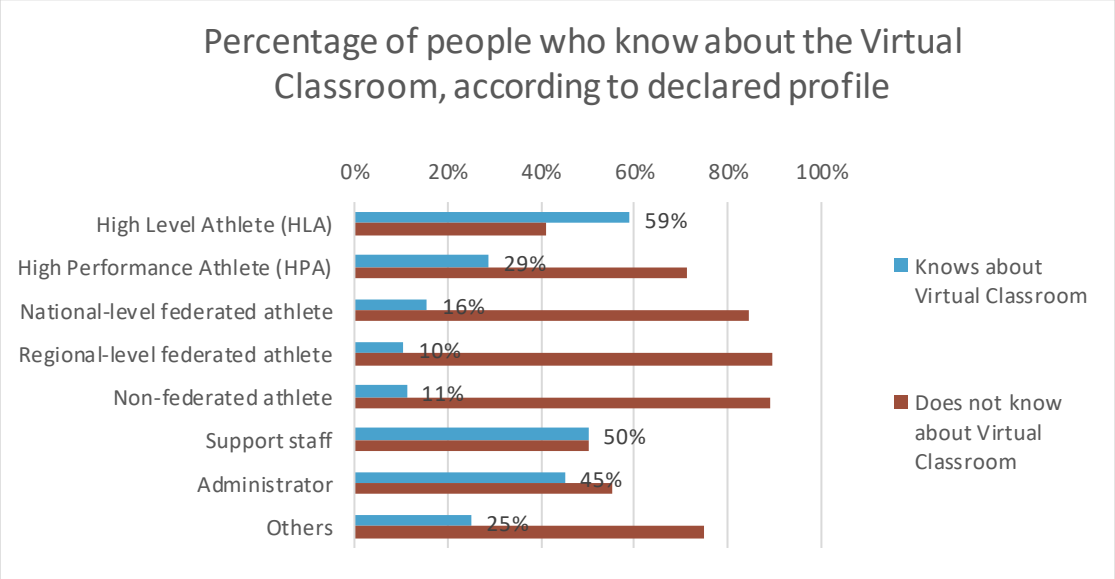


**FIGURE 4. PERCENTAGE OF PEOPLE WHO KNOW ABOUT THE VIRTUAL CLASSROOM, ACCORDING TO DECLARED PROFILE.**

The percentage of people who report **knowing about** the tool is higher among those who identify as:

- HLA: 59%
- Athlete support staff: 50%
- Administrators: 45%

By contrast, familiarity is markedly **lower** among:

- National-level federated athletes: 16%
- Regional-level federated athletes: 11%
- Non-federated athletes: 11%

HPA athletes show an intermediate level: 29%.

These results reveal a **clear gap** between profiles with a stronger structural link to the sports system and those belonging to the federated base. The Virtual Classroom appears to be **more established among high-performance profiles and organisational environments**, while its penetration is considerably lower at regional and national levels.

## 3.3 ACTUAL USE OF THE VIRTUAL CLASSROOM

In order to analyse the **level of use** of the educational platform, respondents were asked about their access to the anti-doping prevention Virtual Classroom.

As shown in **Figure 5**, **14%** of respondents report **having accessed the platform at least once**, while the majority have not used it. Within this group, **28%** indicate that **they have not accessed it but would like to do so**, which points to the existence of a segment with potential interest in taking part in educational activities. In addition, **58%** state that they were **not familiar with the Virtual Classroom**, confirming that lack of awareness of the tool continues to be a determining factor in its use.

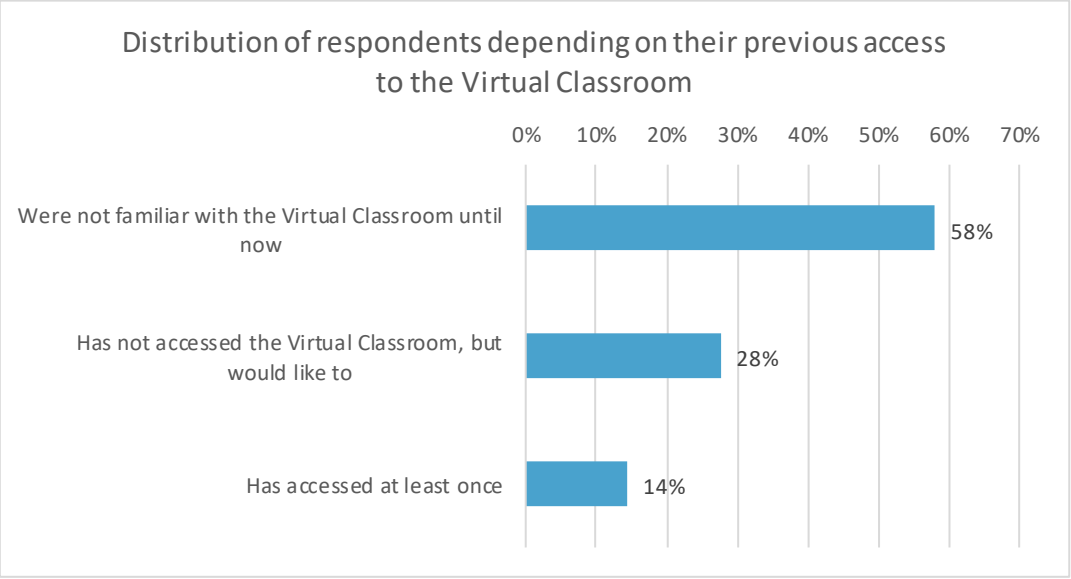


FIGURE 5. DISTRIBUTION OF RESPONDENTS ACCORDING TO THEIR PREVIOUS ACCESS TO THE VIRTUAL CLASSROOM.

Overall, the results show that effective access to the platform remains limited and that **the distribution and visibility** of the Virtual Classroom are **key factors for increasing its use**.

## 3.4 DIFFERENCES IN USE ACCORDING TO DECLARED PROFILE

Access to the Virtual Classroom also shows notable differences according to **declared profile**, as reflected in **Figure 6**.

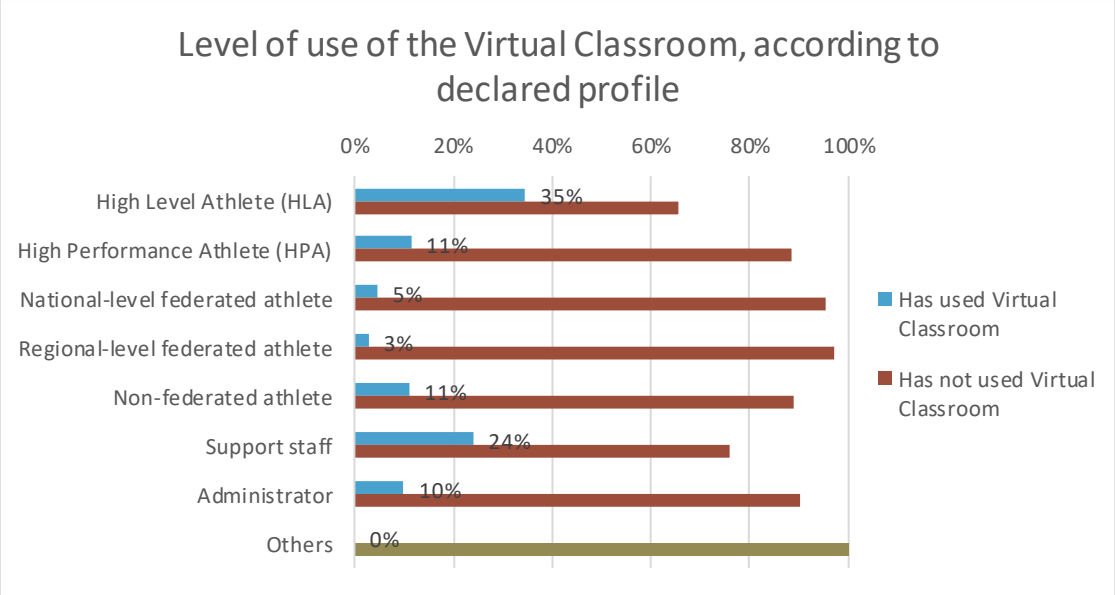


FIGURE 6. LEVEL OF USE OF THE VIRTUAL CLASSROOM ACCORDING TO DECLARED PROFILE.

This data shows that **effective use** is concentrated mainly among **high-level profiles and within the technical environment**, while access is significantly lower among the federated base.

From an operational perspective, this pattern suggests that the potential for growth in the use of the Virtual Classroom lies especially among national and regional federated profiles.

## 3.5 TRANSITION FROM AWARENESS TO ACTUAL USE

The analysis of the relationship between **prior awareness and actual access** to the Virtual Classroom identifies a relevant finding: among people who report **being familiar with the Virtual Classroom, 45.2% have accessed it at least once**.

This percentage indicates that once they know about the tool, almost half of respondents take the step toward using it. Consequently, the **main barrier** to access does not appear to lie in acceptance of the platform, but rather in its **initial level of dissemination** within the sports system.

However, as shown in **Figure 7**, the conversion rate is not homogeneous across profiles and presents significant differences according to the declared category or level.

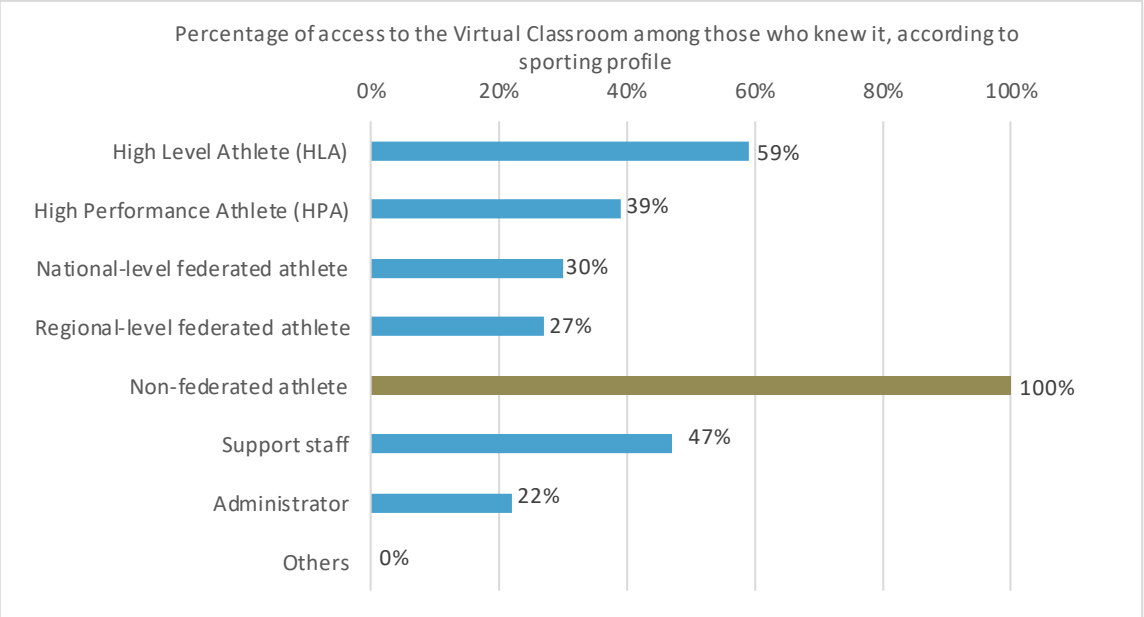


**FIGURE 7. PERCENTAGE OF ACCESS TO THE VIRTUAL CLASSROOM AMONG THOSE WHO REPORT BEING AWARE OF IT, ACCORDING TO SPORTING PROFILE.**

The figure clearly shows that, even once the awareness barrier has been overcome, the transition towards effective access varies according to the degree of integration into high-level sports structures. While conversion is high among elite profiles, there remains a relevant margin for activation among the federated base.

Overall, the results reinforce a clear strategic conclusion: **improving the visibility of the Virtual Classroom is a necessary,** but not sufficient condition; it is equally necessary to **facilitate activation mechanisms** that promote effective access once the tool is known.

# 4. REACH AND EVALUATION OF EDUCATION SESSIONS DELIVERED BY CELAD

## 4.1 PARTICIPATION IN EDUCATION SESSIONS

**24.7%** of respondents (237 out of 959) **report having participated in lectures** organised by CELAD, either face-to-face or online, while **75.3%** (722 people) indicate that **they have not** participated in this type of educational activity.

This data shows that, although there is a relevant participation base, the **reach of the educational sessions is not yet a majority** within the sample as a whole. The proportion of educated people allows us to state that the developed activities have achieved real implementation within the sports system, but it also points to a significant margin for improvement.

## 4.2 PARTICIPATION BY DECLARED PROFILE

**Figure 8** shows the percentage of people who have participated in a lecture organised by CELAD within each declared sporting profile.

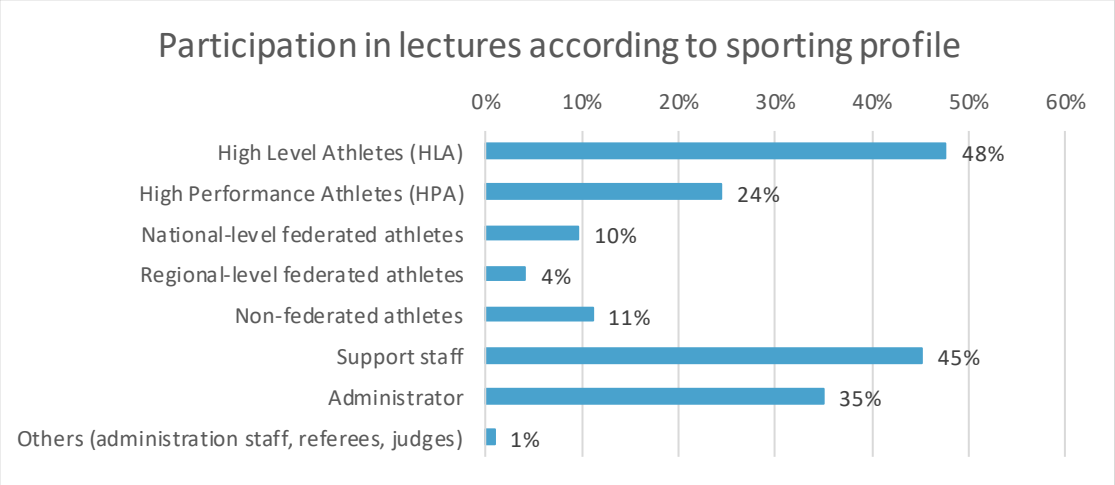


FIGURE 8. PARTICIPATION IN EDUCATION SESSIONS ACCORDING TO DECLARED PROFILE.

The results indicate that participation is considerably higher among **High Level Athletes (48%), athlete support personnel (45%), and administrators (35%)**. By contrast, participation decreases markedly among **national-level federated athletes (10%) and regional-level federated athletes (4%)**.

This pattern suggests that the educational activities have achieved greater implementation within **high-performance** sports structures and **the technical environment**, while their reach is significantly lower among the federated base.

## 4.3 TEMPORAL EVOLUTION OF PARTICIPATION

As shown in **Figure 9**, mentions of participation in CELAD lectures are mainly concentrated in most recent years. In particular, **2025 registers the highest number of mentions**, suggesting a recent intensification of educational activity.

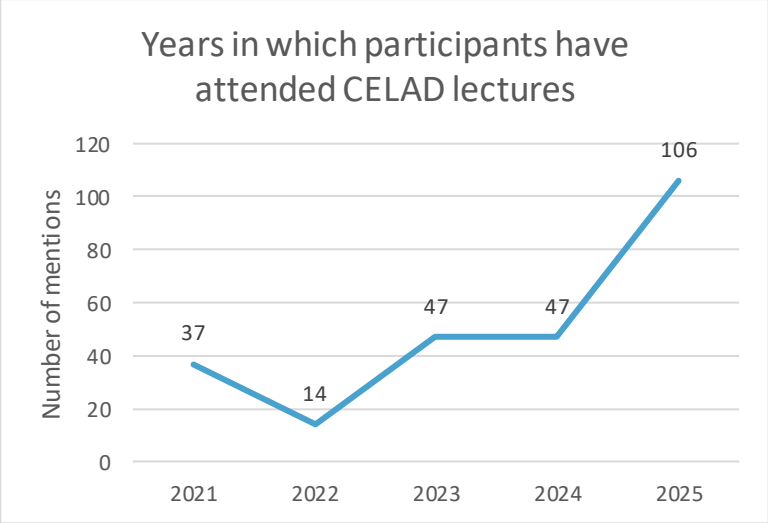


FIGURE 9. YEARS IN WHICH PARTICIPANTS HAVE ATTENDED CELAD LECTURES.

Likewise, the presence of mentions in previous years indicates that the education activities **have been maintained over time**, although with a lower volume in the earlier years of the period analysed. This was a multiple-response question.

## 4.4 EVALUATION OF THE USEFULNESS OF THE LECTURES

As shown in **Figure 10**, the evaluation of the lectures organised by CELAD is predominantly positive. **On a scale from 1 to 5**, the most frequent rating is **5 (43%)**, followed by **4 (29%)**. Overall, 72% of the people who have received a lecture rate it with high scores (4 or 5), while low ratings (1 or 2) are very uncommon. These results reflect a high level of satisfaction with the usefulness of the education received.

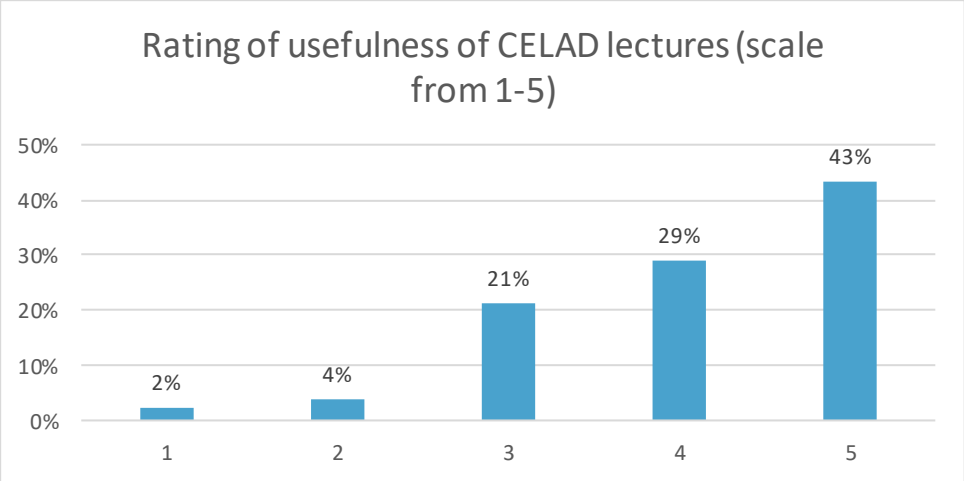


FIGURE 10. USEFULNESS RATING OF CELAD LECTURES (SCALE 1–5).

# 5. LEVEL OF KNOWLEDGE OF THE ANTI-DOPING SYSTEM

## 5.1 OVERALL LEVEL OF KNOWLEDGE OF THE ASSESSED CONTENTS

As shown in **Figure 11**, the content with the highest declared level of knowledge is the **principles and values of clean sport**, identified by 80% of respondents. Far second are other aspects related to the general functioning of the system, such as health risks associated with doping (44%), the doping control procedure (41%), the Prohibited List (37%), and sanctions applicable in the event of a rule violation (36%).

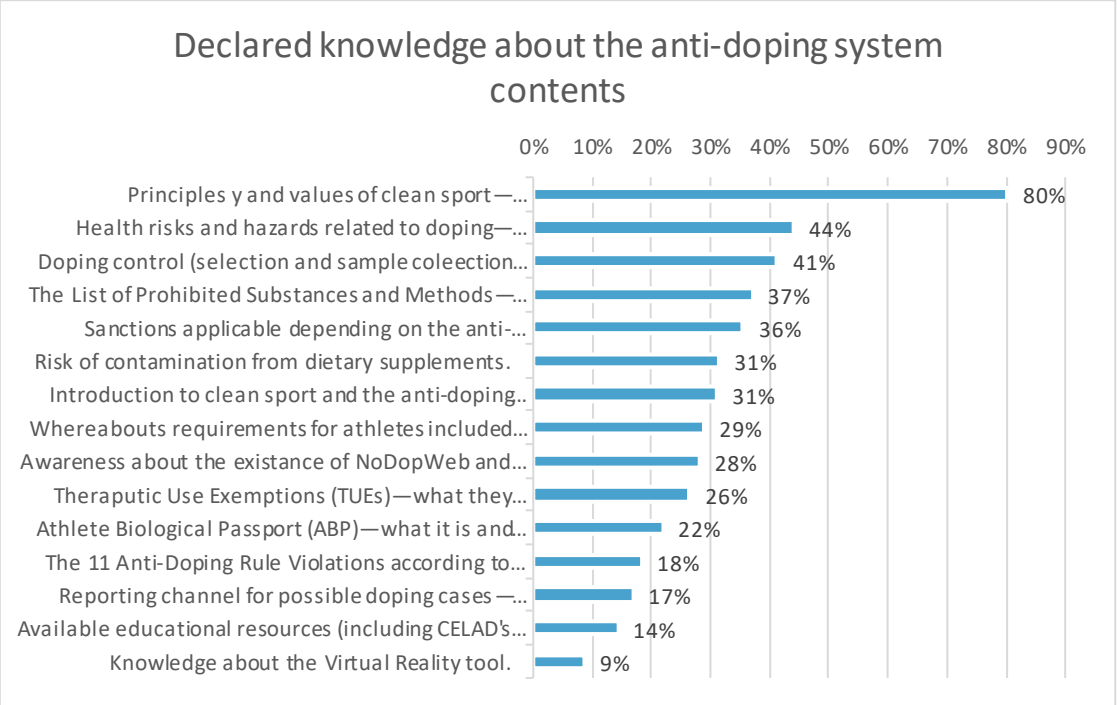


**FIGURE 11. DECLARED KNOWLEDGE OF ANTI-DOPING SYSTEM CONTENTS.**

By contrast, some specific regulatory contents show **lower levels of knowledge**, such as the 11 anti-doping rule violations under the World Anti-Doping Code (18.4%) and the Athlete Biological Passport (21.9%). Likewise, the resources and tools available for prevention and consultation, such as the Virtual Reality tool (8.7%), available educational resources (14.2%), or the reporting channel (16.9%), show lower levels of awareness.

Overall, the results show that the **general principles of clean sport are widely internalised**, while certain regulatory aspects and specific anti-doping system resources still have room for improvement in terms of awareness and dissemination.

# 6. RELATIONSHIP BETWEEN EDUCATION AND LEVEL OF KNOWLEDGE OF THE ANTI-DOPING SYSTEM

## 6.1 CREATION OF THE SYNTHETIC KNOWLEDGE INDEX (0–15)

In order to analyse in an aggregated manner, the declared level of knowledge of the anti-doping system, a synthetic index was constructed from the contents assessed in the survey.

The contents included in this index correspond to key aspects of the anti-doping system that, according to the World Anti-Doping Agency (WADA) **International Standard for Education (ISE)**, should form part of anti-doping education programmes.

The index was constructed by summing the number of contents that each person declared knowing adequately, out of a total of 15 aspects related to the anti-doping system. In this way, each participant obtains a score between 0 and 15, where higher values indicate a greater number of known contents.

For the sample as a whole, the mean index score stands at **4.64 known contents**, while the **median is 3**. The distribution shows **high dispersion**: while a significant proportion of respondents report knowing only one or two aspects, there are also participants who report knowing ten or more contents.

These results indicate that **the declared level of knowledge is not homogeneous** within the sample, with profiles showing relatively low knowledge levels coexisting alongside others with a broader understanding of the anti-doping system.

## 6.2 DIFFERENCES IN KNOWLEDGE LEVEL ACCORDING TO USE OF THE VIRTUAL CLASSROOM

When comparing the overall knowledge index between those who have used the Virtual Classroom and those who have not, relevant differences are observed. People who have accessed the platform **present an average of 8.09 known contents (median 8)**, compared with an **average of 4.06 (median 3)** among those who have not used it.

As shown in **Figure 12**, these differences are consistently reproduced across most of the assessed contents. Users of the Virtual Classroom show higher levels of knowledge both in general aspects of the anti-doping system and in more technical or regulatory content.

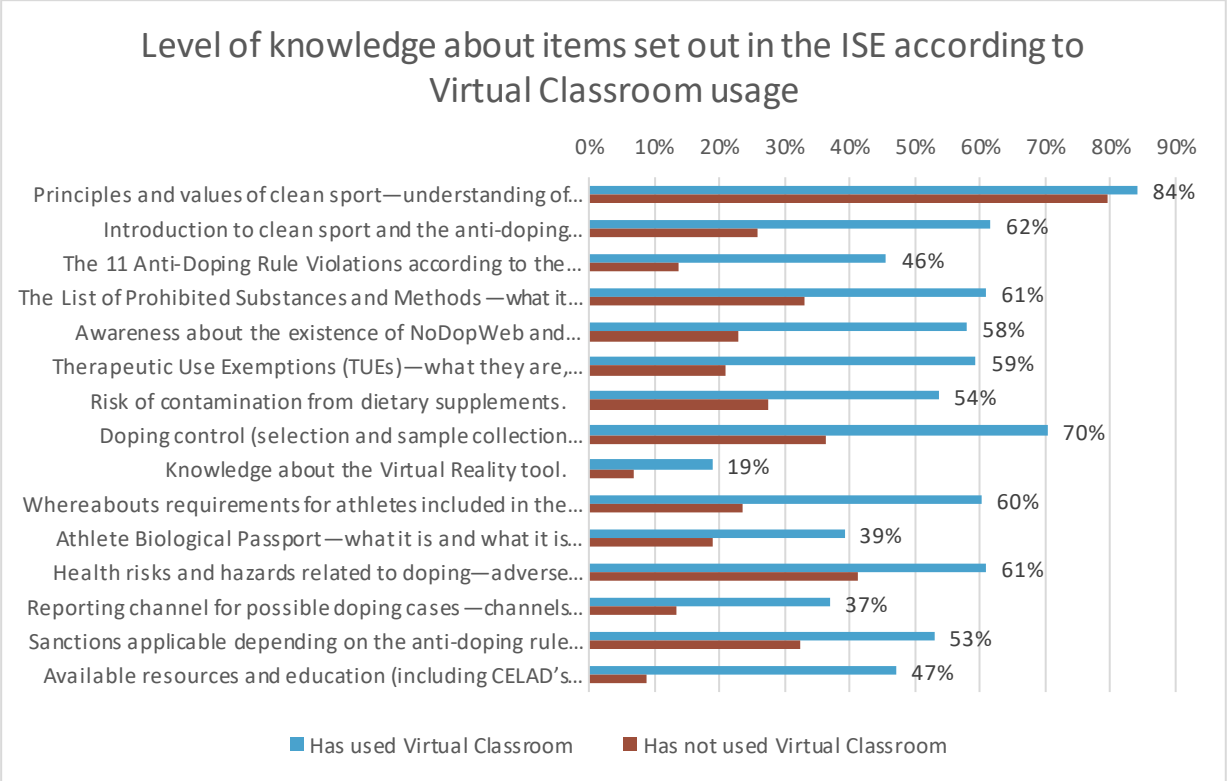


**FIGURE 12. LEVEL OF KNOWLEDGE OF THE ITEMS SET OUT IN THE INTERNATIONAL STANDARD FOR EDUCATION ACCORDING TO VIRTUAL CLASSROOM USAGE.**

Overall, the results show a **consistent association** between use of the Virtual Classroom and a **higher declared level of knowledge** of the educational contents of the anti-doping system.

## 6.3 DIFFERENCES IN KNOWLEDGE LEVEL ACCORDING TO PARTICIPATION IN CELAD EDUCATION SESSIONS

A similar pattern is observed when analysing the knowledge index according to participation in lectures organised by CELAD. People who have received a lecture show **an average of 7.82 known contents (median 8)**, compared with **3.59 (median 2)** among those who have not participated in these education activities.

As reflected in **Figure 13**, educated individuals show higher levels of knowledge in virtually all of the assessed contents, including both general aspects of the anti-doping system and more specific elements such as violations under the World Anti-Doping Code, the Athlete Biological Passport, or Therapeutic Use Exemptions.

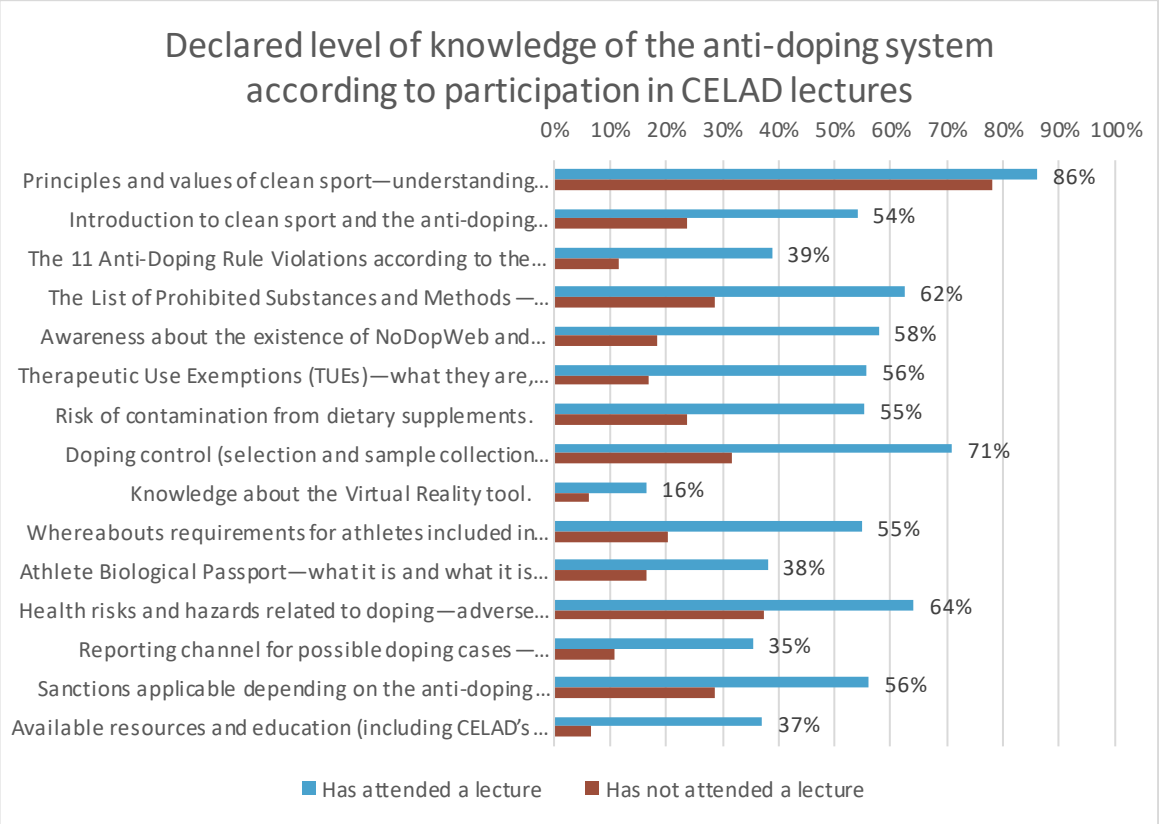


**FIGURE 13. DECLARED LEVEL OF KNOWLEDGE OF THE ANTI-DOPING SYSTEM ACCORDING TO PARTICIPATION IN CELAD LECTURES.**

Overall, the results show that **participation in lectures organised by CELAD** is consistently associated with **greater declared knowledge of the anti-doping system**.

# 7. BARRIERS TO ACCESSING EDUCATION

## 7.1 MAIN BARRIERS IDENTIFIED

In order to identify the factors that may be limiting access to or participation in education activities, respondents were asked to indicate the main difficulties they had perceived.

As shown in Figure 14, the most frequently mentioned barrier is lack of awareness of the existence of the Virtual Classroom, identified by 67% of respondents. This is followed by lack of time (20%), while the perception of insufficient dissemination within the sporting environment reaches 7% of mentions.

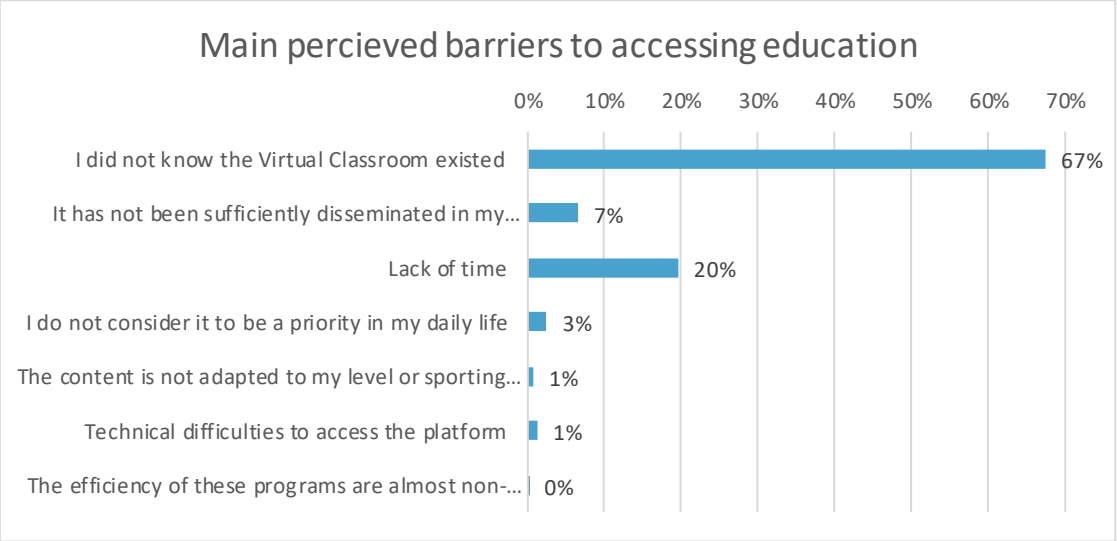


FIGURE 14. MAIN PERCEIVED BARRIERS TO ACCESSING EDUCATION.

Other difficulties show a much lower incidence, such as considering education to be a low day-to-day priority (3%), the adaptation of the content to their sporting needs (1%), or technical difficulties in accessing the platform (1%).

Overall, the results indicate that the **main limitations** to accessing education are fundamentally related to **lack of awareness about the tool and limited time availability**, rather than technical problems or the quality of educational content.

## 7.2 BARRIERS ACCORDING TO PREVIOUS AWARENESS OF THE VIRTUAL CLASSROOM

As shown in **Figure 15**, perceived barriers differ markedly according to previous awareness of the Virtual Classroom. Among those who are **not familiar** with the platform, the main difficulty identified is precisely **the lack of awareness of its existence**, which reaches a very high percentage. By contrast, **among those who are aware of the Virtual Classroom**, the predominant barrier is **lack of time (52%)**, followed by the perception of **insufficient dissemination within the sporting environment (11%)**.

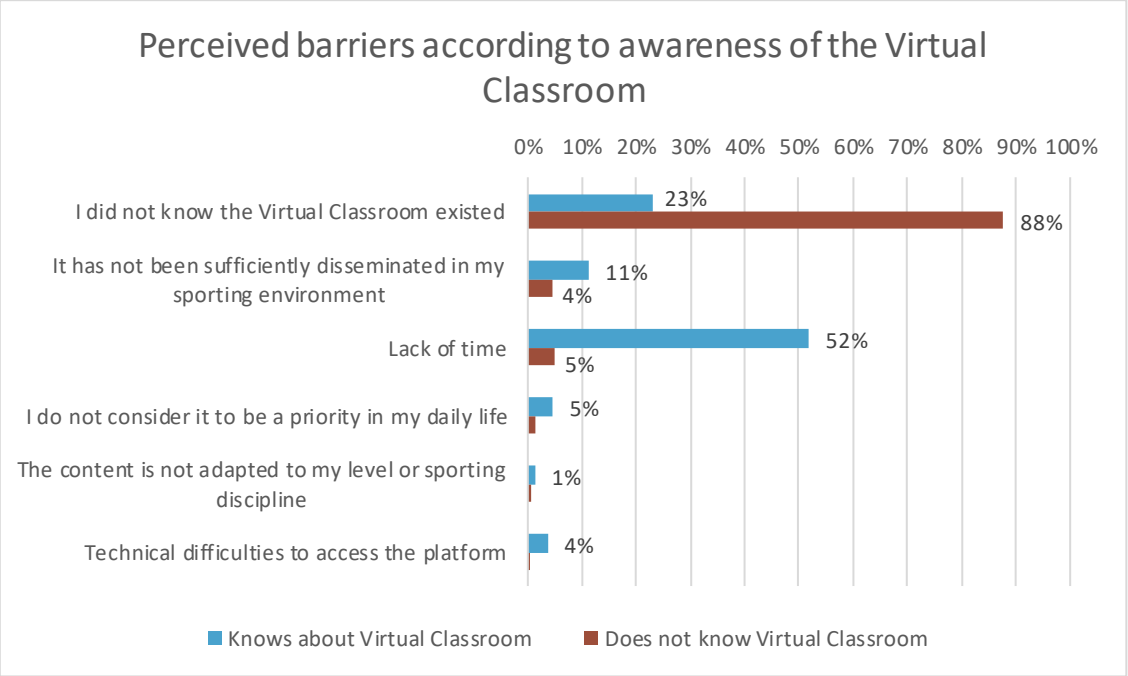


FIGURE 15. PERCEIVED BARRIERS ACCORDING TO AWARENESS OF THE VIRTUAL CLASSROOM.

Other factors, such as considering education as a low priority, adaptation of the content to sporting needs, or technical difficulties, show very low percentages in both groups. Overall, these results suggest that limitations in access are mainly related to the **initial dissemination of the tool and time availability**, rather than technical issues or content suitability.

## 7.3 BARRIERS ACCORDING TO PREVIOUS USE OF THE VIRTUAL CLASSROOM

As shown in **Figure 16**, perceived barriers also vary depending on whether respondents have previously used the Virtual Classroom. Among those who **have not accessed the platform**, the main obstacle identified is **lack of awareness of its existence**, which accounts for most answers. By contrast, among those who **have used the Virtual Classroom**, the most frequent barrier is **lack of time (24%)**.

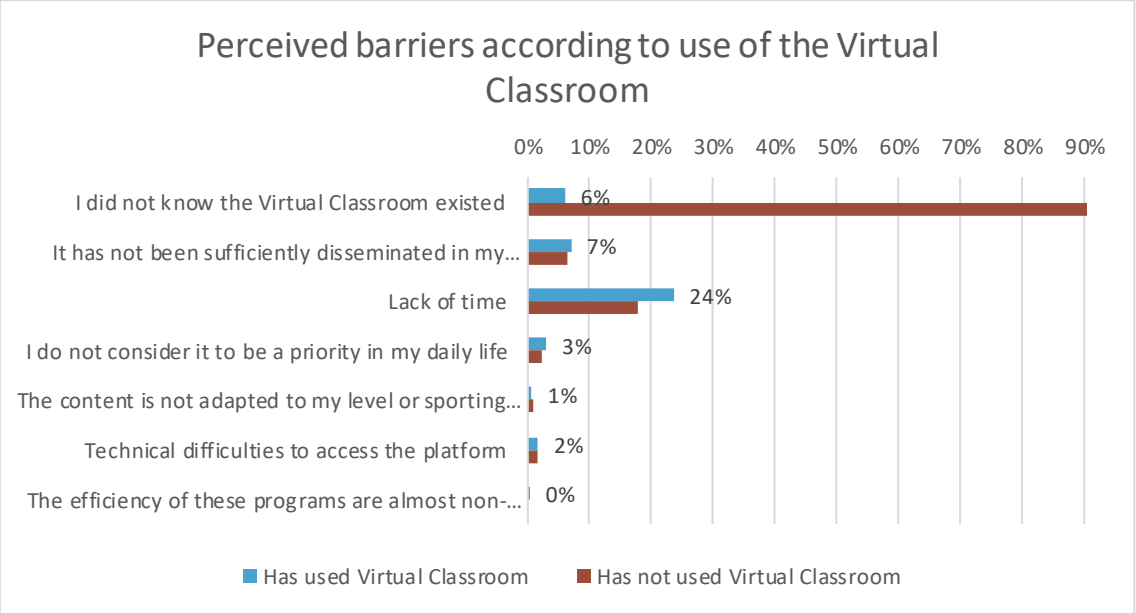


FIGURE 16. PERCEIVED BARRIERS ACCORDING TO USE OF THE VIRTUAL CLASSROOM.

In both groups, other difficulties—such as insufficient dissemination, content suitability, or technical difficulties—show low percentages, suggesting that limitations to access are mainly related to the degree of awareness of the tool and time availability.

# 8. INTEREST IN RECEIVING INFORMATION ON ANTI-DOPING EDUCATION

As shown in **Figure 17**, declared interest is virtually identical between those who have previously used the Virtual Classroom (35%) and those who have not (36%). This result indicates that the **willingness to receive information does not necessarily depend on previous use of the Classroom**.

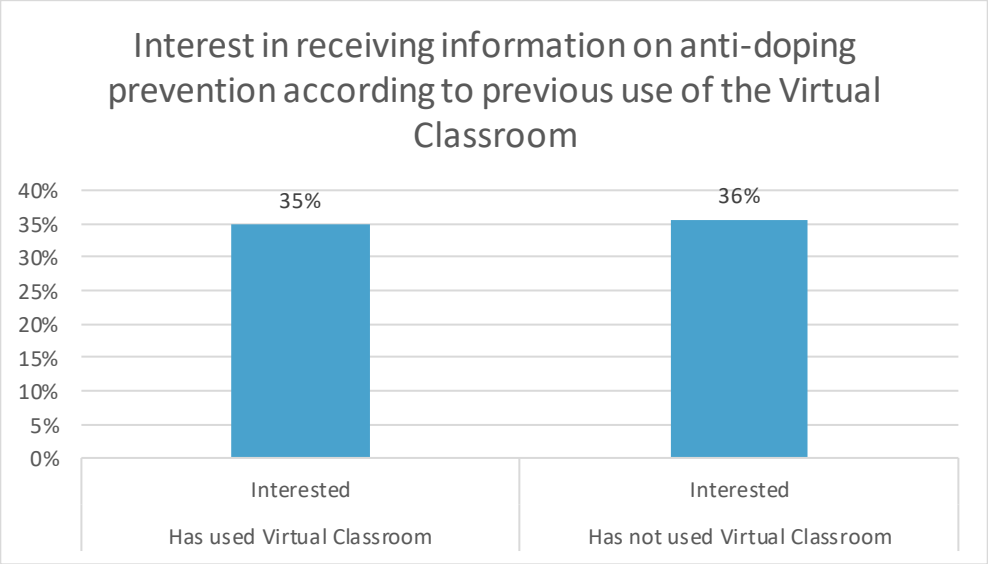


FIGURE 17. INTEREST IN RECEIVING INFORMATION ON ANTI-DOPING PREVENTION ACCORDING TO PREVIOUS USE OF THE VIRTUAL CLASSROOM.

The presence of a stable percentage of interest in both groups suggests that there is significant room for segmented communication strategies and activation actions aimed both at users and at people who have not yet accessed the Virtual Classroom.

# 9. CONCLUSIONS

**1. Awareness of the Virtual Classroom remains limited.**

Only **31%** of respondents are **aware of the Virtual Classroom**, while **67%** report **not knowing it**, indicating that its main limitation is **its level of dissemination within the sports system**.

**2. Actual use of the Virtual Classroom is low.**

Despite its educational potential, **only 14%** of respondents **have accessed the Virtual Classroom at least once**, showing that actual use of the tool remains limited.

**3. There is latent interest in using the Virtual Classroom.**

**28%** of **respondents state that they have not accessed the Virtual Classroom but would like to do so**, indicating the existence of a large group predisposed to use the platform if access and dissemination conditions are improved.

**4. Dissemination of the Virtual Classroom is the main barrier to access.**

**67%** of respondents report that they **were not aware of the existence of the Virtual Classroom**, making lack of dissemination the main obstacle to its use.

**5. Self-guided education reaches mainly high-performance sport.**

Awareness and use of the Virtual Classroom are significantly higher among **High Level Athletes (HLA)** and **technical support** profiles than among regional or national federated athletes.

**6. Participation in CELAD in-person education is not yet widespread.**

**24.7%** of respondents report **having received lectures organised by CELAD**, which shows a relevant degree of implementation but also room to expand its reach.

**7. Lectures are very positively evaluated.**

Among those who have taken part in lectures, **72% rate their usefulness with scores of 4 or 5 out of 5**, reflecting a high level of satisfaction with the content received.

**8. Education is associated with higher levels of knowledge of the anti-doping system.**

People who have accessed the Virtual Classroom show an average of **8.09 known contents**, compared with **4.06 among those who do not use it**, evidencing a relevant difference in declared knowledge.

**9. Knowledge of the anti-doping system is uneven depending on content type.**

While the **principles and values of clean sport** are known by **80%** of respondents, other more specific aspects of the anti-doping system—such as the **Athlete Biological Passport or World Anti-Doping Code rule violations**—show considerably lower levels of knowledge.

**10. Perceived barriers are more related to dissemination and availability than to technology.**

Technical or platform-access difficulties show very low percentages, indicating that the main obstacles are not technological problems, but **lack of information about the tool and lack of time to participate in educational activities**.

# ANNEX I. SURVEY CONDUCTED

Survey on Anti-Doping Education

From the **Department of Anti-Doping Prevention Policies of the Spanish Commission for the Fight Against Doping in Sport (CELAD)**, we would like to assess the degree of awareness, reach and usefulness of our anti-doping education activities, especially the **in-person lectures** we deliver and the **Anti-Doping Prevention Virtual Classroom**.

Your participation is **anonymous** and will help us improve the content and dissemination of anti-doping education programmes.

Estimated time: less than 3 minutes

Thank you for contributing to cleaner and healthier sport!

**1. Which sports federation do you belong to?**

Short answer

**2. What is your current sporting category or level?**
Regional-level federated athlete
National-level federated athlete
High Performance Athlete (DAR)
High Level Athlete (DAN)
Other (please specify): _____

**3. Are you aware of CELAD's Anti-Doping Prevention Virtual Classroom?**

Yes
No

**4. Have you ever accessed CELAD's Virtual Classroom to take a course?**

Yes, once.
Yes, several times.
No, but I would like to.
No, I was not aware of it until now.

**5. If you have completed any course in the Virtual Classroom, which one(s) have you taken?**

Short answer if you have selected either of the yes options.

**6. Have you received any in-person, face-to-face or online education on doping prevention organised by CELAD?**

Yes
I have not received education on this topic

**6.1. In which year did you attend any of these education sessions? (Answer only if you selected "yes" in the previous question, including all years in which you may have received the education.)**

- 2021
- 2022
- 2023
- 2024
- 2025

7. **How would you rate the usefulness of the anti-doping education sessions you have received? (Answer only if you selected "Yes" in the previous question.)**
    1. Not at all useful
    2. Slightly useful
    3. Neither useful nor not useful
    4. Useful
    5. Very useful

**8. Of the following aspects of doping prevention, please mark those you consider you know well:**

- Principles and values of clean sport—understanding of the values underpinning clean sport.
- Introduction to clean sport and the anti-doping system—what the system is, which organisations are involved (WADA, NADOs, International Federations), and the Code's reach.
- The 11 Anti-Doping Rule Violations according to the WADC (World Anti-Doping Code).
- The List of Prohibited Substances and Methods—what it includes, and how to consult it and apply it to medication.
- Awareness about the existence of NoDopWeb and NoDopApp to consult prohibited substances.
- Therapeutic Use Exemptions (TUEs)—what they are, when they are needed and how to apply for a TUE.
- Risk of contamination from dietary supplements.
- Doping control (selection and sample collection procedure)—steps before, during and after testing, rights and responsibilities in the process.
- Knowledge about the Virtual Reality tool.

- Whereabouts requirements for athletes included in the Testing Pool and Registered Testing Pool—obligations and how to provide whereabouts information.
- Athlete Biological Passport—what it is and what it is used for.
- Health risks and hazards related to doping—adverse effects, short and long-term risks and risks of inadvertent doping.
- Reporting channel for possible doping cases—channels to communicate a suspicion or an irregularity and whistleblower protection.
- Sanctions applicable depending on the anti-doping rule violation.
- Available resources and education (including CELAD's Virtual Classroom)—knowledge of where and how to access educational materials and support.

**9. What barriers or difficulties have you had (or do you think you could have) in participating in CELAD education sessions or accessing the Virtual Classroom?**

I did not know the Virtual Classroom existed
Lack of time
Technical or access difficulties to access platform
The content is not adapted to my level or sporting discipline
I do not consider it a priority in my daily life
It has not been sufficiently disseminated in my sporting environment
Other (please specify): _____

**10. What topics would you like to see included or reinforced in future CELAD education sessions?**

Open answer

**11. Would you like to receive information about new education sessions or Virtual Classroom resources from CELAD?**

Short answer

**Final thank-you message**

Thank you for your collaboration!

Your responses will contribute to improving the quality and reach of the anti-doping education activities offered by CELAD to athletes.