



To Construct an Anti-doping Education Model Based on the Current Situation and Problems of Anti-doping Education in China

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Abstract. In recent years, Chinese athletes are expected to “compete for clean gold medals” and “compete for gold medals in sportsmanship.” The Outline for Building a Leading Sports Nation also explicitly includes doping control as part of the efforts to promote the rule of law in sports. This paper focuses on the Chinese anti-doping education database for students and teachers to put forward an anti-doping education model.

Keywords: anti-doping education · optimization strategies · teachers

1 Introduction

The number of controversial doping cases in sports has been rising in recent years. Generally, these cases can be classified into two categories: individual athletes and organized doping. They involve not only professional sports but also amateur and youth sports. The issue of doping control remains a significant challenge for China’s ambition to build a leading sports nation in the new era. In 2019, China identified the illegal production, sale, and use of doping products as punishable under criminal law, marking a significant step in tightening doping control. According to the literature, providing effective anti-doping education activities based on values and outlook on life as well as developing a strong anti-doping culture could help athletes enhance their awareness, understanding, respect, and conformance to sports rules, including anti-doping rules. Working in these areas is an important part of the effort to implement the Outline for Building a Leading Sports Nation and build a leading sports nation. They are also critical to the goals of “competing for clean gold medals” and “competing for gold medals in sportsmanship.”

2 Analysis of Groups Covered by Anti-doping Education

Doping appears to have spread from adults to youth in recent years. With the addition of more physical examinations to China’s middle school and high school final exams,

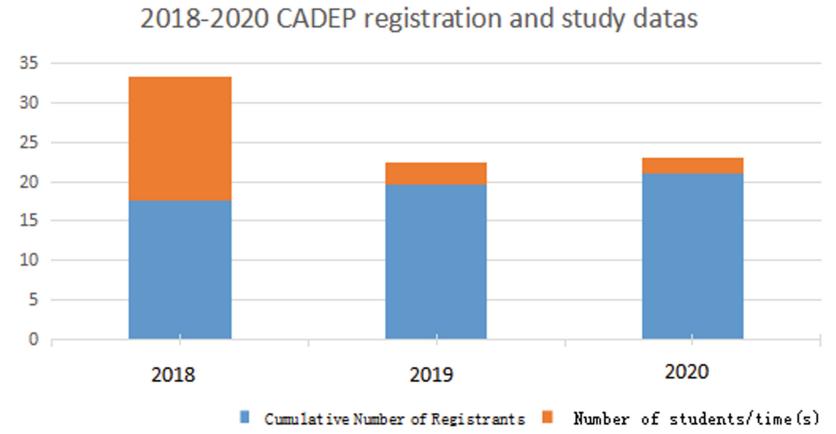


Fig. 1. CADEP registration and study data (Note. The data comes from CHINADA)

as well as civil service physical exams, numerous cases of doping by candidates have been documented [1]. The first doping case involving secondary school games detected at the 2012 National Secondary School Athletics Championships is notable. However, student doping cases in middle school final exams were documented in some regions of China as early as 2008. Doping before an exam is essentially cheating, which undermines educational equity. More importantly, it is extremely harmful to the physiological and psychological well-being of the candidates. In terms of the targeted groups of China's anti-doping-related policies and institutions, China's anti-doping education targets are mainly high-level athletes competing in comprehensive and large-scale events, with relatively insufficient coverage for junior athletes and the general sports population. For example, the admission system is only applied to some large, comprehensive events at the provincial level and above, without full coverage of events at these levels. In other words, only athletes with training levels high enough to participate in provincial events are required to complete anti-doping education. In addition, there is a mismatch between the number of registered students and the number of students. In Fig. 1, through the statistical analysis of the number of registered persons and the number of learners/times in the China Anti-Doping Education Platform (CADEP) from 2018 to 2020, it is found that there is a mismatch between the number of registered persons and the number of learners.

With regard to anti-doping among young people, it is clearly stated in the WADA prevention program to focus on the education of young people by acting on athletes and their support personnel, especially through the school curriculum [2]. It is also stipulated that education programs should be directed primarily at the youth in schools and sports clubs. China's provisions for youth anti-doping education are reflected in the Anti-Doping Regulations issued as early as 2004. Article 29 requires strengthening anti-doping education in schools and raising students' awareness of anti-doping. Article 9 of the 2014 Anti-Doping Administrative Measures also clearly states that "anti-doping efforts in youth sports shall be strengthened." Article 8 of the Implementation Rules for

Anti-Doping Education issued in 2020 mentions “strengthening anti-doping education work in youth sports.” Although there are clear provisions for youth anti-doping education in the policy documents, this event-focused anti-doping education system does not have measures to specifically target specific groups for anti-doping education. For various reasons, the policy guidelines are not fully implemented.

In mass participation sports events, increasingly popular events in recent years, such as marathons, rarely incorporate anti-doping awareness and education activities. There is a serious lack of anti-doping education for Chinese mass athletes and limited opportunities to learn about anti-doping. As evidenced by the previously mentioned policies and regulations, China has not placed enough emphasis on anti-doping education for mass athletes. The media has always focused on reports of doping by certain well-known athletes in competitive sports, with little attention being paid to doping by mass sports participants. It is an important reason for the lack of social awareness of the need and urgency for anti-doping education for mass sports participants.

3 Analysis of Teaching Force for Anti-doping Education

At present, the teachers delivering anti-doping education lectures are mainly CHINADA staff. Generally, these teachers are inadequate and do not constitute the desired teaching force structure. For the newly-established anti-doping education system, the China Anti-Doping Education Lecturer Group was established in 2015, and the provincial and municipal education lecturer groups were established in 2016. As of June 2020, CHINADA has trained and certified 211 national-level pure sports education lecturers and about 1,566 provincial, municipal, and association-level anti-doping education lecturers, [3] covering 31 provinces, municipalities, and autonomous regions, as well as the sports system for people with disabilities [4]. We show the numbers and distributions of anti-doping education lecturers in China by 2020 in Table 1. While the speed of training teachers is impressive, with so many teachers trained in just four years. In particular, the number of lecturers increased very rapidly during 2017–2018, as shown in Table 2. But a valid concern can be raised about the educational quality of these teachers. Given the large number of sports participants in China, less than two thousand teachers constitute a much smaller group. The task of educational lectures is arduous. In addition to launching anti-doping knowledge lectures for athletes and support personnel, teachers also need to train lecturer groups for provinces and municipalities to reserve teachers for each province and municipality for anti-doping educational lectures.

In accordance with the Management Measures for National Pure Sports Education Lecturers, the education instructors are mainly derived from the staff of the anti-doping authority of the sport management unit; experts and scholars in the field of anti-doping; outstanding athletes and coaches; and other people approved by CHINADA. They are basically related to sports or anti-doping and have some professional knowledge and background. On the other hand, the main subjects of anti-doping education are also related to sports in many cases. The business relationships may raise concerns about educational inequities that should be addressed in future structural optimization of the teaching force for anti-doping education. Some studies have demonstrated that the training, evaluation, and assessment systems for teachers are not yet standardized and that

Table 1. Numbers and distributions of anti-doping education lecturers in China by 2020

Name	National	Provincial and municipal
CHINADA	9	0
National sports project management unit	71	0
Province (Region, municipality)	117	1566
Beijing Sport University	5	0
China Disabled Sports Administration Center	3	0
Committee on Therapeutic Drug Exemptions	2	0
The National Olympic Sports Center	1	0
Institute of Sports Science, State General Administration of Sport	1	0
Institute of Sports Medicine, State General Administration of Sport	1	0
social	1	0
total	211	1566

Note. The data comes from CHINADA

Table 2. Changes in the number of lecturers at all levels of anti-doping education in China from 2015 to 2020

Year	National lecturer	Provinces and Cities/Associations
2020	211	1566
2019	139	1599
2018	73	1665
2017	34	913
2016	34	
2015	31	

Note. The data comes from CHINADA

individual lecturers’ abilities need to be improved. [5] How to build a lecturer group that can be adapted for different people and be effective is an urgent problem to be solved in practice.

4 Strategies for Optimizing Anti-doping Education in China in the New Era

4.1 Expand the Coverage of Subjects of Anti-doping Education

Increase the coverage of anti-doping education for youth sports and mass sports, and eventually expand to the public in due course, to incorporate anti-doping education into

compulsory education for all people, thus creating a good climate for “pure sports.” China’s anti-doping education admission system can be extended to mass sports. For example, by combining anti-doping outreach activities with some community sports or amateur events in cities, it is possible to make the events more enjoyable while providing anti-doping education. The existing anti-doping education system can be made available to mass-participation sports through outreach activities. The measure can improve the general public’s doping awareness and enhance their awareness of anti-doping.

4.2 Provide Richer Content for Anti-doping Education and Optimize Teaching Force Structure

Regarding anti-doping education, there is an urgent need to develop curriculum content with specificity for different people and sports. That is, they should be developed by considering the characteristics of doping problems in different sports, to improve the relevance of educational content. The educational curriculum should be targeted mainly at provincial and national professional athletes and support personnel within the sports system and developed on a point-to-point basis for different sports.

In 2020, CHINADA developed the Work Specification for National-level Pure Sport Education Lecturers to Deliver Anti-Doping Education Lectures. The work specification

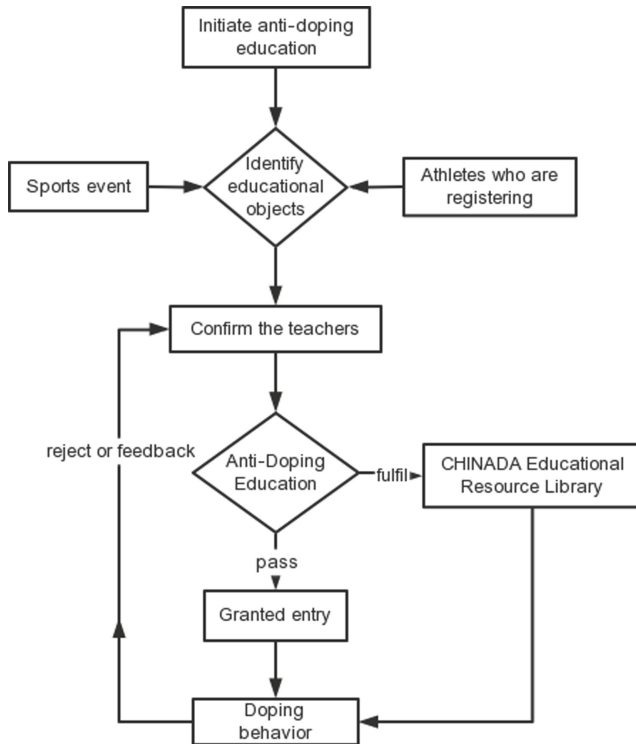


Fig. 2. Anti-doping education model

provides more specific and clear requirements for the work responsibilities, workflow, and work standards of national-level pure sports education lecturers as they deliver the lectures. Regarding the training of instructors, in addition to the unified training and assessment by CHINADA, universities should also be a channel for training teachers. The training of local anti-doping education teachers is an important implementation activity as part of the national anti-doping efforts.

5 Conclusions

Although China's anti-doping programs reflect some "Chinese models" that can be replicated in other parts of the world, continuous optimization of China's anti-doping education institutions continues to be necessary to live up to the commitments of "zero tolerance" and "competing for clean gold medals" and to keep pace with the new era. Especially in terms of teachers and coverage population, further optimization is needed. This is critical to improving China's anti-doping governance capacity and realizing its ambition to build a leading sports nation. Based on this, this paper puts forward an anti-doping education model for reference in reality, as shown in Fig. 2.

Acknowledgment. Data Availability Statements: The datasets generated during and/or analysed during the current study are available in the [China Anti-Doping Agency] repository, [<https://www.chinada.cn/>].

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