



BEST PRACTICES FOR INTEGRATION OF ANTI-DOPING MATERIAL IN SCHOOL CURRICULA

Outcomes of 2009-2010 Ministries of Education Pilot Project

BACKGROUND

Among WADA's anti-doping education priorities is the development of doping prevention programs targeting youth. A mechanism for achieving such a goal has been to partner with Ministries of Education to integrate an anti-doping component in the formal education system, through school curriculum.

This initiative is subsequent to the Madrid Resolution, which was unanimously endorsed by participants of the Third World Conference on Doping in Sport in Madrid (2007). The Madrid Resolution drew attention to the "use of a wide variety of drugs in society for non therapeutic purpose and its public health consequences in particular for young people". As a result, WADA developed a pilot project to create a model of best practice to assist and facilitate the integration of doping prevention into mainstream curriculum.

GOAL

The goal of the Ministry of Education Pilot Project was to develop a model of best practice to assist other countries in integrating values-based doping prevention activities/materials/content into their own education system, curriculum and schools.

ABOUT THE PILOT PHASE

The Pilot was carried out in five countries/territories, namely Mexico, Oman, the Province of Quebec (Canada), Singapore, and Uganda. A phased-in approach was used, recognizing that different countries, based on context and capacity, needed to breakdown each phase into multiple tasks. The global approach followed by WADA in developing the pilot project is outlined below.

Phase 1 – Planning

- Contact with local Ministry of Education (MoE), facilitated by the local Ministry of Sports and/or National Anti-Doping Organization
- Presentation of general and specific objectives for the pilot and confirmation of interest from local MoE
- WADA provided an overview of the materials already developed as well as general pedagogical approach for Pilot
- Creation of a Working Group of experts from the curriculum development field within the MoE, school principals, teachers, and other officials.

Phase 2 - Strategic Planning Meeting

- Face-to-face meeting with the extended working group
- Demonstration of an activity within a local school, which was observed by the working group
- Discussions and feedback on materials, activity and possible way forward
- Draft a plan for implementation/integration

Phase 3 – Material Development

- Each participating country/territory was responsible for identifying the field of teaching and to develop/modify its own material
- Each country was responsible for training the appropriate individuals on the use of the material

Phase 4 - Implementation

- Each participating country/territory facilitated the distribution and the use of the material within a select number of schools and teachers as a pilot project

Phase 5 – Evaluation

- Each participating country/territory evaluated the implementation phase and provided the key outcomes of their experience
- WADA received information from all participating countries/territories involved in the pilot

PEDAGOGICAL TOOLS

The following tools were presented to the participating countries/territories to be used for their school programs.

- Teacher's Tool Kit: A series of lesson plans and activity ideas that can be used by teachers to educate young people about the issue of doping in sport in the formal education system.
- Choose Your Own Adventure Books: WADA's Choose Your Own Adventure books, provide readers with the ability to explore decisions about doping, both good and bad, without suffering real life consequences. The books put the reader in the position to make multiple choices resulting in multiple endings.

APPROACH BY COUNTRY/TERRITORY

Below is a summary of the approach and outcomes by the participating countries/territories.

1. Mexico:

- **Integration into Civic and Moral Education Curriculum.** Three activities from the Teacher's Tool Kit were integrated into the national teacher's booklet for Civic and Moral Education, which was distributed to

200,000 teachers. The activities selected introduced the spirit of sport values through stories of real athletes.

- **Drug Prevention Workshops.** An anti-doping component was included in drug prevention activities involving physical education teachers. Five schools were involved in the pilot, reaching 600 students.
- **Visit to National Training Center.** The National Anti-Doping Organization (NADO), supported the Ministry of Education (MoE), invited all teachers and students involved in the pilot to a half-day visit to the national training center.

2. Oman:

- **Material Review.** The youth units from the Teacher's Tool Kit were tested in local schools. The Ministry of Education reviewed the material in order to identify the specific activities that could be inserted into the curriculum.
- **Preparation of booklets.** The text was translated into Arabic and approved by the Ministry of Education. The booklets were being assembled at the beginning of 2013 with the goal of having them ready for distribution for February 2013.

3. Province of Quebec (Canada):

- **Physical Education Teacher Working Group.** Materials were reviewed by a working group of physical education teachers in order to explore whether the material should be included in physical education classes or in the "regular" classroom teaching.
- **Testing.** Five physical education teachers tested the material with their students and reported on the appropriateness of the material regarding the age group, teaching topics, etc.
- **Extension of Pilot.** The Sport Division of the Ministry of Education and Sports had planned on developing a booklet to be distributed throughout the province with a series of key activities focused on doping prevention.

4. Singapore:

- **Curriculum.** Inclusion of anti-doping information (About WADA summary, Level the Playing Field video and Play True Quiz) in the 'Living Olympism' booklet distributed to all teachers as part of the Youth Olympic Games campaign.
- **Schools.** All 400 schools in the country were provided with a copy of the Teacher's Tool Kit and WADA's card game as additional resources available to teachers for Civic and Moral Education.
- **Sport School.** The teen units of the Teacher's Tool Kit were integrated into the school program at the country's sport school (secondary school).
- **Talent Development.** Anti-doping education is incorporated in the talent development program run by the Ministry of Education (Junior and Senior Sports Academies).

5. Uganda:

- **Workshop.** School principals were involved in the workshop and demonstrated their interest in going forward with implementing the TTK in five (5) school boards in its capital, Kampala.
- **UNESCO Proposal.** Following WADA's workshop, an application to the UNESCO fund was made and they were granted USD20,000 to implement the project.

CHALLENGES

Through the implementation of the Ministry of Education Pilot Project, some common challenges were identified and should be considered when pursuing the objective of reinforcing the spirit of sport values by instilling positive attitudes towards anti-doping in integrating values-based doping prevention activities/materials/content into the education system, curriculum and schools. Some of these challenges include:

- The school curriculum is the “sacred cow” of Ministries of Education, and therefore quite difficult to modify. Despite the general agreement over the pertinence of including doping prevention activities, reality often limits the opportunities of formalizing such an objective.
- The variety of education structures from one country to the other reduces the possibility of sharing concrete experiences. For example, countries with a centralized federal education system have the capacity to decide what changes could be done at a large scale but such process could be coordinated over several months, or years. On the opposite side, countries with a decentralized structure where states/provinces or even school boards are responsible for teaching content might have the capacity to include new contents quite easily but are unable to guarantee a wide use of their materials. From a global point of view, a simple replica of positive experiences in country A will therefore be challenging in country B.
- Many areas of teaching could be identified for doping prevention. Themes could include, among others, harmful effects of doping substances, social consequences of doping and positive values related to doping-free sport. Thus, each country is ultimately responsible to determine if the appropriate field of teaching for such content is through Physical Education, Civic and Moral Education, Nutrition, Health, etc., and no common or best answer could be identified to this question.

MODEL OF BEST PRACTICE

Based on the experience collected through this pilot, it is possible to start identifying best practices that facilitate the integration of an anti-doping component in the formal education system, through school curriculum. The following model presents a multi-level approach to Anti-Doping Organizations (ADO) interested in pursuing their preventive efforts within the formal education system of their country, according to the challenges identified previously and the reality and complexity of the country, as well as the available resources to assist with the implementation of such initiative.

❖ **Level 1: Basic introduction of anti-doping into the school environment**

At this level, a first connection is made with the formal education sector without necessarily involving a systematic insertion of anti-doping contents in the curriculum. This approach is flexible, thus easier to run and promote.

Materials used need to be independent and easy to use without a proper training for the educator. They target teachers of course, but also include other educators in the school environment. For example:

- Extra-curricular activities: thematic contest on anti-doping (poetry, posters, drama, etc.)

- Optional material for teachers: booklet with anti-doping 'games' or simple reading and tasks to complete

❖ **Level 2: Partial integration of anti-doping into the curriculum**

At this level, a partnership with the national education authorities needs to be formalized at the corresponding level (MoE, School Board or directly with schools). This partnership will be crucial to promote the program, train the appropriate resources and ensure that materials developed are made available. Some follow-up has to be considered to evaluate the appropriate use of the materials.

Since the curriculum is already loaded and teachers are solicited for several programs, an evaluation of the appropriate field of teaching has to be completed, as well as the development of the indicated pedagogical materials to support such teaching.

One single activity in one specific area of teaching is satisfactory at this level. A cross-curricular and modular approach with adaptation possibilities could also be used, where numerous teaching activities are made available *à la carte*. Therefore, many teachers could feel that such material fits their teaching objectives in terms of contents or competence and allow them to work with life-long learning skills already included in the curriculum (critical thinking, reading comprehension, written/oral expression, collaborative learning, creativity, etc.).

❖ **Level 3: Full integration of anti-doping into the curriculum**

At this level, a solid partnership with the national education authorities needs to be consolidated. The Ministry of Education has to be fully on board in order to develop, promote and implement the program within a broad number of schools and/or at various levels of teaching.

The involvement of experts in curriculum design will facilitate the development of a scope and sequence of teaching materials adapted to each grade as the young student completes his primary and/or secondary education. Different materials could then be used in different subjects, for example reading comprehension activities in language courses, scientific facts related to doping in science courses or Spirit of sport values in Civic and Moral Education or Physical Education.