

## **WADA Education Committee Meeting** 14,15,16 October 2020 **Meeting Outcomes**

### **MEMBERS**

Kady TOUNKARA (Chair)  
Karri DAWSON  
Alicia DE MOREA  
Mark HARRINGTON  
Shafag HUSEYNLI  
Aditya KUMAR  
Anna MGUNI  
Agnes WANJIKU MANDU  
Yaya YAMAMOTO  
Thierry ZINTZ

### **WADA**

Amanda HUDSON  
Tony CUNNINGHAM  
Kangeun LEE  
Gracie-Hongyang LI  
Ariadna CAMARGO  
Katrien DAELMAN

### **REGRETS**

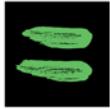
Sai FEI  
Barry MAISTER

### **OBSERVERS**

Liene KOZLOVSKA, Council of Europe

WADA's [Education Committee](#) met virtually on 14, 15 and 16 October 2020. The outcomes and key summary of agreements made by the Education Committee are outlined below.

1. The Education Committee (Committee) was provided an overview of the follow-up of the [April 2020 Meeting Outcomes](#) and was pleased with the actions that had been taken to address recommendations highlighted within.
2. The Committee received an update on WADA's activities and the Education Department activities, including the publication of WADA's [Five-Year Strategic Plan](#), [the Prohibited List](#) and the [Social Science Research Strategy](#). The Committee was also updated on the Agency's [Anti-Doping e-Learning platform](#) (ADeL) having reached the 100,000 registered users mark; and, the publication of the [ADeL for Tokyo 2020 Olympics](#) in French and Spanish as examples.
3. The Committee received their annual update by the Chair of the Social Science Review Panel.
4. The Committee was briefed on the Social Science Research activities. This included the process to review Working Groups as part of WADA's governance reforms, the publication of the [Social Science Research Strategy](#), work of the Social Science Research Collaboration Platform and the stakeholder release for the call-for-proposals for the [2021 Social Science Research Grant Program](#). In particular, the Committee discussed effective ways for the dissemination of research findings, including:



- a. The need to have a multi-factored approach to present the research findings in relevant formats to reach different stakeholder groups depending on their needs and interests.
  - b. The role of the Committee members in disseminating research findings through their networks and through the organization of Forums.
  - c. The importance of identifying relevant academic conferences where there is an opportunity to present and promote research.
  - d. The opportunity to engage with the [Regional Anti-Doping Organizations \(RADOs\)](#) and WADA's Regional Offices to consider how research findings can be cascaded in the regions. Equally, the importance of engaging with National Olympic Committees (NOCs), National Paralympic Committees (NPCs) and continental bodies.
  - e. The importance of identifying other tools and platforms, such as ADeL, to disseminate the information.
5. The Committee welcomed and endorsed the Athlete Curriculum developed by the Education Department and supported the ambition to have this published by 2021. The Athlete Curriculum is a document that aims to provide educators and practitioners with a framework of concrete, assessable learning outcomes that can be used in the development of education activities and to support the evaluation of learning. Members shared their positivity towards the Curriculum and its value to both WADA and Anti-Doping Organizations (ADOs) in the development of their anti-doping education programs. The Committee also had an in-depth discussion regarding the curriculum and provided feedback to be considered by the Department including:
- a. The need to review the level of some of the learning objectives and incorporate mid-level learning objectives in some topics to ensure these could be implemented. This approach would provide additional learning steps that can be achieved, therefore giving more flexibility to ADOs to design their educational activities at the most appropriate stage of development of those they are educating.
  - b. The importance of incorporating an introduction and conclusion to the document to explain to ADOs the purpose and logic behind the curriculum and how to use it in the development of their education programs.
  - c. The need to provide an explanatory piece regarding assessment including examples of formal and informal assessment.
  - d. The need to develop, as part of the curriculum, a list of clean sport behaviors that should be the desired end result of any education program.

6. The Committee heard an update on [ADeL](#), particularly regarding the redevelopment process (ADEL v2.0) and new proposed functionalities. The Committee welcomed the update, shared their enthusiasm for the new functionalities, as well as, the ongoing transformation from the current platform to the new platform. Members stressed the importance of improving the platform's accessibility, the translation capability, peer/community learning and opportunities for off-line learning. The Committee acknowledged the importance of the data analytics tools to help monitor and evaluate the new digital learning approach.
7. The Committee received an update on the [Code Implementation Support Program \(CISP\)](#) including an overview of the resources that have been updated, translated and developed as part of the program. It was highlighted that the program nearly reached the 15,000 interactions mark and that the live CISP webinar series has attracted over 4,000 participants. The Committee recommended that the Department further analyze the feedback from the webinar's attendees to identify key topics for CISP webinars in 2021, as well as, examine if there were any regional trends that could also be addressed. Members also recommended to focus on delivering webinars on more specific or individualized topics related to the International Standard for Education (ISE).
8. The Committee was presented with an update on the Global Learning and Development Framework (GLDF). This Framework, as per WADA's Strategic Plan, will develop professional standards, competency frameworks and training opportunities for those working within anti-doping to support them in their professional areas. The Members supported the work around a pilot of the project to be conducted in Europe for five selected roles in the industry (Education Officers/Managers; Results Management Officers/Managers; Intelligence and Investigations Officers/Managers; Data Privacy Officers/Managers or those who have this functional responsibility; and Media relations and Communications Officers/Managers or those who have this functional responsibility) and the establishment of Technical Working Groups (TWGs) to be composed of stakeholder practitioners and WADA staff. The TWGs will support the development process of the GLDF. The Committee welcomed the invitation to participate in the TWGs and acknowledged the need to ensure the quality of the implementation phase of the project, specifically with regards to the delivery of the training.
9. The Committee was presented with an overview on the work by the sub-group formed to explore the collaboration on education-related matters with the International Olympic Committee (IOC). The Committee highlighted the potential benefits for the IOC and WADA's Education Department

to work more closely together to ensure better anti-doping education of athletes and anti-doping practitioners.

10. The Committee was briefed on the work of the Council of Europe (CoE) Advisory Group for Education, including the efforts to define recreational level athletes, the role of public authorities in anti-doping education in light of the ISE and the education to athletes returning from a sanction.
11. The Committee noted the new dates for the [Global Education Conference](#) to be held in Australia in 23 and 24 November 2021.
12. The Committee supported the proposal that the next meeting be held on 14 and 15 April 2021, as well as the proposal to hold a joint meeting with the Social Science Review Panel on 14 April 2021. It also supported the proposal to have an ad-hoc meeting in December 2020 to ensure a send-off for those members whose term ends at the end of the year.