

**Ethics and Education Committee Meeting  
Montreal, Canada  
12-13 October 2006**

**MINUTES**

**MEMBERS**

Honourable Michael CHONG  
(Committee Chair - Acting Chair on  
Thursday morning)  
René BOUCHARD (Acting Chair on the  
Thursday afternoon and on the Friday)  
Tenille HOOGLAND

Vadim BALSEVICH  
Zakia BARTAGI  
Claudia BREUER (in lieu of E. POTT)  
Charmaine CROOKS  
Robert DONOVAN  
Elias GORA  
Matthias KAMBER  
Yong-Seung KIM  
Pirjo KROUVILA  
Robin MITCHELL  
Paul MARRIOTT-LLOYD (as observer)

**WADA STAFF**

Marie-Claude ASSELIN  
Julie CARTER  
Jennifer EBERMANN  
Debra GALEANO  
Jennifer SCLATER

**REGRETS**

Lamartine DA COSTA  
Chiharu IGAYA  
Elizabeth POTT

**1. Welcome and Introduction**

**Minister CHONG** chaired the morning session of the meeting.

He thanked the members for their presence and welcomed the attendance of Mr. Paul Marriott-Lloyd, as an observer representing UNESCO. Given that the term of certain members would be ending on 31 December 2006, **Minister CHONG** took the opportunity to thank them for their contribution to the work of the Committee.

**2. Review and Approval of April 2006 Meeting Minutes**

**Ms. CROOKS** enquired about the reference, in the minutes of the April 2006 meeting of the Committee, to the possibility of seeking expert statistician advice for the interpretation of results from the 2005 education questionnaire.

**Ms. CARTER** explained that consideration had been given to the possibility of consulting a statistician prior to the end of 2006. Such consultation might, however, occur when considering how best to proceed with the next iteration of the questionnaire, so as to ensure optimal usefulness of feedback.

**The minutes of the April 2006 meeting of the Committee were duly approved.**

**3. Committee Membership (Information Item)**

**Minister CHONG** mentioned the letter from the Director General of WADA to WADA Foundation Board members concerning the nomination of new members of the Committee. He noted that the official window for nominations had closed on 29 September 2006. In accordance with the terms of reference of the Committee, **Minister CHONG** – as Chair of the Committee - would be determining its composition in collaboration with the Director General of WADA, and the composition of the Committee would then be ratified by the WADA Foundation Board, at its next meeting in November 2006.

In response to a question from **Dr. KAMBER**, **Ms. CARTER** noted that eight (8) candidatures had been put forward for the five (5) new vacancies on the Committee.

**Minister CHONG** noted that Committee members would be receiving notice of the new composition of the Committee, of the scheduled meeting dates for 2007, and of revised terms of reference for the Committee early in 2007.

**4. Education Strategy Update**

**Minister CHONG** requested that **Ms. CARTER** present the update on WADA's education strategy.

**Ms. CARTER** explained that the document in support of this agenda item was, in essence, an update of the existing strategy document, with the revisions having been made bearing in mind current projects and outlook for the near future. She noted that WADA's Education Team was also working towards establishing a more structured schedule of activities.

The general mission statement had remained essentially the same, with the focus remaining on working in partnership with stakeholders. Respect for cultural differences and specific local needs was an important thread that needed to permeate all of WADA's education activities. Promoting pride of ownership in stakeholders' own education initiatives was also key to WADA's approach, in order that WADA be seen as an agent of assistance rather than one that imposes its own projects and tools.

Among the most recent developments implemented by WADA's Education Team, was the alternative format for the Education Symposia already held by WADA in several major regions, and the school activities associated thereto. Since many stakeholders do not have the resources necessary to host an Education Symposium in its traditional format, the Education Team developed a "Traveling Seminar" equivalent. The goal is to maximise use of the presence of WADA Education Team members in a specific region, and maximise benefits to participants at minimal cost to the host. Furthermore school activities had been added in parallel to the seminar activities.

**Dr. KAMBER** and **Ms. KROUVILA** both expressed their approval of the principle of the Traveling Seminar format.

**Ms. KROUVILA** suggested that, long term, it would be useful to establish a world-wide network of Traveling Seminar facilitators, so as to avoid monopolising WADA Education staff for that purpose. She proposed using existing networks (such as, but without limitation, the Council of Europe networks) to source such international facilitators.

**Dr. KAMBER** agreed with **Ms. KROUVILA**'s suggestion and referred to Norway (which has a network of anti-doping lecturers) as a possible model.

**Dr. BARTAGI** favoured having WADA-trained instructors within the different countries to field anti-doping enquiries as they arise, especially in Africa and Latin America.

**Mr. MARRIOTT-LLOYD** indicated that UNESCO would be pleased to help out to the extent possible with establishing a network of anti-doping education facilitators.

**Ms. CROOKS** asked whether WADA was working with continental associations in this regard.

**Ms. CARTER** noted that the Education Department was starting to work with the RADO Development Team to determine the interest of RADOs in establishing a network of education facilitators, but needed to push for greater communication with the NOCs and regional or continental associations.

On the matter of WADA's Education Symposia, **Ms. CARTER** mentioned that WADA had been in touch with the Council of Europe with respect to the possibility of developing another set of Model Guidelines, this time for symposia or seminars with more advanced content.

**Ms. CARTER** reported that, in parallel to the development of the Traveling Seminars, the WADA Education Team had been busy with the development of a set of education Tool Kits (for elite coaches, teachers, program officers and medical practitioners), a couple of which (teachers and program officers) were being used and tested within the context of the Traveling Seminars. The elite Coaches' Tool Kit had been piloted in 2005 and was being revised and fine-tuned with use in training seminars in Hungary, Spain and South Africa over the next weeks. Plans for a community coach component of the Coaches' Tool Kit were being made, with the collaboration and contribution of the German National Anti-Doping Agency (NADA). WADA's Education Team was working with WADA's Medical Director, Dr. Alain Garnier, on the development of a Tool Kit for medical practitioners, an outline for which had already been established by Dr. Garnier. It was envisaged that the medical practitioners' Tool Kit could be ready by the end of 2007 and could serve as a basic anti-doping component for the IOC Medical Commission's sports medicine courses.

From the perspective of WADA's Social Science Research Grant Program, there had been a considerable increase in interest in submissions, with 29

submissions in 2006 compared with the previous year, and with requests for funding in the amount of \$ 4,000,000 as compared to \$ 332,000 for the previous year.

In terms of partnerships, **Ms. CARTER** reported that the Education Team was currently collaborating on a project initiated and developed by Dr. Kamber with the Swiss Federal Office of Sports, together with the Council of Europe, for a general information brochure to alert the general public to gene doping and the concerns it raises. Dr. Kamber had kindly offered to make a presentation regarding this brochure later on during the meeting.

WADA's Education Team had been working with UNESCO on a couple of projects, including the creation of an anti-doping information brochure aimed at youth (of which Mr. Marriott-Lloyd distributed copies to the Committee members), which was first used at a youth tennis tournament in Paris in July, sponsored by UNESCO. UNESCO was also currently targeting youth with a cartoon on the topic of the fight against doping, to which the WADA Education Team would be contributing anti-doping expertise. Furthermore, UNESCO was working with the WADA Education Team with a view to arranging for the integration of an anti-doping module within the curriculum of UNESCO's Associated Schools Project Network.

In response to a question from **Ms. KROUVILA** regarding UNESCO's anti-doping education initiatives, **Mr. MARRIOTT-LLOYD** indicated that UNESCO's principal priority to date had been to focus on ensuring the entry into force of the International Convention against Doping in Sport, which would require ratification by 30 member States (17 States had ratified the Convention at the date of the Committee's meeting). He noted that UNESCO actually had minimal funding for anti-doping education. Nonetheless, provision had been made for the creation of a voluntary fund, which could eventually help States with minimal resources to engage in education capacity building.

In terms of additional partnerships, the WADA Education Team had initiated discussions with the Olympic Museum for the development of an anti-doping presentation tool ("exhibit-in-a-box") for customised use by stakeholders at local events.

Work had also been undertaken to collaborate with Drs. Linn Goldberg and Diane Elliot of the Oregon Health & Sciences University, who had developed anti-doping education programs (ATLAS – for boys - and ATHENA – for girls, aimed at preventing steroid use by adolescents). While these programs are very much targeted at steroid use and to American adolescents, the basis for the collaboration would be to propose the programs for use by NADOs in Western countries that might have the same or similar issues with steroid use and also to consult with education experts in other countries to determine how such programs might be adapted to best suit their respective cultures, contexts and resources.

Finally, **Ms. CARTER** noted that she had met with the representatives of a couple of International Federations in September, who had been quite unaware of WADA's Education work. This had suggested the need for a form of catalogue describing WADA's education activities and tools.

**Minister CHONG** recommended that, rather than focus only on the year ahead, the WADA Education Team establish and work on the basis of a three-year planning timeframe (e.g., 2007-2010).

**ACTION:** WADA Education Department to plan its activities based on a three-year timeframe.

## 5. Budget

**Minister CHONG** noted that the overall Education budget had increased by approximately \$ 300,000. In relation to the budget notes suggesting an increase in funding for WADA's social sciences research grant program, and given that such funding had already doubled in comparison to the previous year's budget, he recommended instead that the prime focus should be on disseminating information about WADA's education activities.

**Ms. ASSELIN** remarked that \$ 200,000 for social science research funding still constituted a very limited fund and that the increase to \$ 200,000 was in recognition of the interest shown in seeking financing under WADA's grant program.

**Ms. CARTER** added that, despite research projects results not being immediately available, it would be important to find some way of demonstrating that the outcomes of the funded research is useful so as to assure WADA's Foundation Board of the value of the investment.

**Dr. KAMBER** was of the opinion that \$ 200,000 was a respectable amount and preferred to not increase funding for social science research by reducing funding for other education activities. He suggested, however, that social science research could be combined with pure science research to obtain the maximum value on all fronts from available research funding. He mentioned, as an example, a (pure) science research project in Switzerland that dealt with the question of overtraining, that could also have comprised a social sciences facet involving research about the behavioural aspects of the issue.

**Ms. KROUVILA** noted that, at the national level, it was always a challenge to obtain funding for education. She agreed with Dr. KAMBER's suggestion to maximise available funding by combining research projects. She also recommended that a specific proportion of an anti-doping budget be earmarked for use for education activities and development.

**Mr. MARRIOTT-LLOYD** commended WADA's efforts on the critical education front, achieved on less than 5% of WADA's budget.

**Ms. CARTER** suggested that the one of the simplest ways to show the extent of the dissemination of education activities would be to record the numbers of persons and/or organisations reached.

**Minister CHONG** reiterated his recommendation that the primary focus should be on dissemination and raising awareness of WADA's education work. Even if it were possible to obtain additional funds for research, research

results are not necessarily always made readily available to the public and would not necessarily abet education's cause.

**Ms. CROOKS** agreed with Minister CHONG and recommended finding creative ways (including using the technology that is appealing to young people) to reach maximum numbers with the education message.

**Mr. BALSEVICH** noted that it was not only important to reach large numbers, but also to have a strong message, which could be delivered not only by sports leaders, but also by others in a position to influence public opinion.

## 6. Ethical Issues Review Panel

**Minister CHONG** explained that the Ethical Issues Review Panel had considered the matter of hypoxic chambers and whether a recommendation should be made to the Executive Committee and Foundation Board to add them to the Prohibited List. While the Panel had decided that the method violated the Spirit of Sport criterion, the Executive Committee had decided not to add hypoxic chambers to the List.

**Ms. CARTER** enquired as to whether the Committee members had any recommendation of questions to be considered by the Panel, for example whether the Panel should review the definition of 'Spirit of Sport', in order to make its application, as a criterion for determining whether a substance or method should be considered for inclusion within the List, more consistent and less exclusive.

**Ms. ASSELIN** noted that, at its meeting in March, the Panel had starting a discussion on the definition of 'Spirit of Sport', with a view to making it more readily applicable.

**Dr. KAMBER** reported that he had been pleased that hypoxic chambers had finally not been added to the List. Furthermore, he recommended that clear guidance should be sought on the question of glucose infusions and as to whether – for ethical or medical reasons - they should feature on the List.

**Dr. BARTAGI** pointed out that certain International Federations are forbidding glucose infusions because they are seen as enhancing performance by means of an otherwise legitimate medical intervention. There was both an ethical and a medical facet to this question.

**Ms. SCLATER** suggested it might be worthwhile to ensure that the issue be covered in the medical guidelines that are due to be published to accompany the 2007 version of the List.

**Ms. KROUVILA** recommended that the Panel could be consulted with respect to the decisions required as to what training methods will be acceptable or not in the future.

**Minister CHONG** enquired about the nature of the link between the Ethical Issues Review Panel and the Ethics and Education Committee.

**Ms. ASSELIN** explained that the administration of the Panel's meetings had been attributed to the Education Department, even though the issues addressed by the Panel were generally issues relating to Science.

**Ms. CARTER** read the terms of reference of the Panel to the members of the Committee.

***N.B.** Further to a subsequent decision by WADA management, it was confirmed that the Ethical Issues Review Panel has no direct link with the Ethics and Education Committee, but reports directly to management and that the administration of the Panel's meetings would fall to WADA's Executive Office (instead of to WADA's Education Department). Furthermore, in order to avoid the confusion caused by the link between the name of the "Ethical Issues Review Panel" and the name of the "Ethics and Education Committee", WADA management decided that the "Ethics and Education Committee" would henceforth be known as the "Education Committee" so as to more accurately reflect the specific scope of the Committee's mandate.*

## **7. Code Review – Education and Research Provisions**

Further to discussion about aligning the education and research provisions of the World Anti-Doping Code with the relevant provisions of the UNESCO and Council of Europe Conventions, the **COMMITTEE MEMBERS** unanimously agreed that anti-doping education activities should be mandatory and that the wording of the Code provisions should be adjusted to more closely reflected the language used in the UNESCO and Council of Europe Conventions.

**DECISION:** Following specific text adjustments recommended by **Minister CHONG, Ms. CROOKS, Prof. DONOVAN, Dr. KAMBER, Ms. KROUVILA, and Mr. MARRIOTT-LLOYD**, the **COMMITTEE MEMBERS** unanimously agreed to submit to the Code Review Team the proposed modifications set out in tracked changes in the document attached as Schedule 1 to these meeting minutes.

## **8. Social Science Research – Selection of Projects for Funding**

**Ms. ASSELIN** outlined the rules applicable to the social science research grant program, the conditions for obtaining funding and admissible costs for funding. After providing a brief summary of the proposed project topics, she set out, for the Committee members' consideration, the allocation of available funds suggested as a result of the peer reviews of the proposed projects.

**DECISION:** The **COMMITTEE MEMBERS** unanimously agreed to submit to the Executive Committee the research project funding recommendations set out in the document attached as Schedule 2 to these meeting minutes.

**Minister CHONG** expressed his thanks to Ms. ASSELIN for the work she had accomplished in relation to administering this year's call for proposals under WADA's social science research grant program.

**[Mr. René BOUCHARD chaired the afternoon session of the first day of the meeting.]**

**9. World Wide Education**

**a. Education Partnerships**

**(i) Council of Europe**

**Ms. CARTER** noted that WADA's Education Team was working with the Council of Europe on a number of fronts, namely the hosting of Education Symposia in Council of Europe member States, as well as the development of new model guidelines for education programs. Among the current projects also involving collaboration with the Council of Europe was the production, by the Swiss Federal Office of Sports of a general information brochure to alert the general public to gene doping and the concerns it raises.

**Dr. KAMBER** proceeded to give a PowerPoint presentation, describing the context of the elaboration of the gene doping brochure and its current development. He also passed around a mock-up of the brochure. He explained that athletes of 20 to 30 years of age were the principal targets. Because the intention was not to shock but rather to inform, the text and images were intentionally kept neutral.

**Ms. KROUVILA** expressed concern that this kind of brochure might encourage cheaters to think about engaging in gene doping.

**Dr. KAMBER** noted that those who wanted to find new ways of enhancing performance would always be able to locate the information they wanted and that there was always a fine line between the need to inform and the risk of abetting or suggesting new means of performance to cheaters. Nevertheless, the text of the brochure would not be specific enough to assist those who might want to engage in gene doping.

**(ii) UNESCO**

**Ms. CARTER** introduced Mr. MARRIOTT-LLOYD who spoke about the various projects in which UNESCO was engaged in collaboration with WADA's Education Team.

**Mr. MARRIOTT-LLOYD** distributed to the Committee members copies of the youth anti-doping information brochure developed in collaboration with WADA, which provides information on doping and anti-doping in a way that is appealing to young people. The brochure introduces basic notions regarding the Prohibited List, and therapeutic use exemptions, as well as propounding the positive values of fair play and respect in sport. Initially produced in English and French, the brochure is to be translated into Spanish and Chinese



as well and will be added to the items in WADA's Content-Sharing Program for use by stakeholders all around the world. **Mr. MARRIOTT-LLOYD** noted that five organisations had already asked to co-brand the brochure and that he was expecting more to do so. Meantime, depending on the availability of funding, he hoped that the brochure could also be translated and produced in the remaining UNESCO official languages (Arabic and Russian).

**Mr. MARRIOTT-LLOYD** provided further details to the Committee members about UNESCO's anti-doping cartoon project. Based on a similar UNESCO cartoon about 'Access to Water', the planned cartoon would address doping in sport, based on animal (cat and rat) characters in the roles of detective Sherlock Holmes and his sidekick Dr. Watson, investigating a doping situation. During the development process, WADA's Education Team would be consulted regarding the anti-doping content. The cartoon could be produced in syndicated strips or published as a complete story in book or magazine form.

**Mr. MARRIOTT-LLOYD** referred to UNESCO's Associated Schools Project Network (ASPNet) and the collaboration with WADA aimed at incorporating an anti-doping, values-based module within the ASPNet curriculum. Progress on this project had been temporarily delayed due to ongoing restructuring within UNESCO's Education sector.

### **(iii) Olympic Solidarity**

**Ms. CARTER** explained that WADA's Education Team would continue collaborating with Olympic Solidarity, mainly with respect to Olympic Solidarity's coaches' training programs and the use of WADA Coaches' Tool Kit.

### **(iv) Others**

**Ms. CARTER** referred again in passing to the ATLAS and ATHENA programs that she had mentioned in the context of her general introduction earlier in the meeting.

**Prof. DONOVAN** recommended keeping an open mind about these programs. He expressed his concern about the possible 'Hawthorne effect' (a phenomenon that, when people are observed in study, their behaviour temporarily changes) and that, while the results of ATHENS and ATHENA were touted as effective, these programs had not undergone any comparison with other like programs.

**Ms. SCLATER** added that there is no indication that any neutral third parties were involved in the assessment of these programs.

## **b. Education Symposia**

**Ms. EBERMANN** reported that four Education Symposia had been held in 2005 and two in 2006, in Athens (Greece) and in Kuala Lumpur (Malaysia). She commented on the excellent level of organisation of the Athens Symposium. For the Athens Symposium, efforts were made to invite participants who had not already attended an Education Symposium. The

Symposium was hosted in collaboration with the Council of Europe, which was represented in Athens by Mr. Stanislas Frossard, and by Ms. KROUVILA who attended as an expert. The mentor for the Symposium, Dr. Paolo Borrione from CONI (Italy) had been an active participant and facilitator in leading break-out group discussions. The attendees had participated actively in the discussions. Interesting points arising from the Symposium had been Turkey's account that it would now be giving education greater focus than testing, and Romania's news that it now had funding for anti-doping education activities.

**Ms. KROUVILA** corroborated Ms. EBERMANN's account, noting that it was a successful event, which generated positive and constructive discussions.

**Ms. EBERMANN** reported that the WADA Education Team had added school activities to the activities of the Symposium held in Kuala Lumpur in September.

**Ms. SCLATER** explained that the school activities had been organised with a view to the local teacher preparing her class in advance for an activity that Ms. SCLATER attended during the Education Symposium in Kuala Lumpur. The Play True card game turned out to be the key feature for interacting with the schoolchildren. The experience yielded interesting local lessons and, in particular, that there is still relatively little inclination towards cheating because of the strong sense of respect towards elders, parents and other persons in authority, and because winning attitudes (and the attendant 'all costs' approach to sport) are not yet strongly implanted. These experiences raised the question of how to empower athletes to challenge authority without disrespect.

**Ms. SCLATER** presented her school experiences to the participants of the Education Symposium during the second day of the Symposium. This aspect of the Symposium generated considerable interest among participants.

**Ms. SCLATER** introduced to all of the Committee members the Play True card game that was used in the classrooms in Kuala Lumpur, and which is a part of the pedagogical materials of the Teachers' Tool Kit.

**Ms. EBERMANN** explained that the format of the Symposium in Kuala Lumpur was modified so as to have interactive group work interspersed with the more formal presentations over both days (instead of just during the second day), which seemed to foster active participation. There were two mentors for this Symposium, from Japan and New Zealand. It appeared that many countries in the region use available WADA materials for anti-doping information programs, but participants underlined the need for non-electronic materials, since access to Internet is still quite limited in many countries. Brunei stood out as a country that had been taking steps to implement information and education activities, and Indonesia had – in spite of political difficulties – implemented an anti-doping road show. It was interesting to note that one discussion group leader reported that the group had voiced the notion that developing countries would start winning competitions once athletes from industrialised countries stopped engaging in doping.

**Ms. EBERMANN** concluded that it was essential, when proposing anti-doping education activities around the world, to bear in mind local cultures and contexts.

**c. Traveling Seminars**

**Ms. EBERMANN** explained that hosting a traditional Education Symposium could entail considerable expense. The Traveling Seminar format offered a good alternative to enable hosts to reap the benefits of content that is very similar to that delivered at Symposia, at lesser cost. A smaller number of participants also offers the opportunity to specifically target those who are likely to be involved directly with anti-doping education matters. School activities are run in parallel with the seminar activities on the first day of the seminar, and a report on the school activities is given to seminar participants on the second day of the seminar.

**Ms. EBERMANN** reported that the Traveling Seminar format was piloted in Managua (Nicaragua), with attendees who were teachers and representatives of NGOs, the local paralympic agency, and certain sports federations. The discussion sessions among participants were very animated and the seminar concluded with the creation of a multidisciplinary committee in charge of local anti-doping education going forward and the establishment of a basic framework for an annual plan for anti-doping education activities. **Ms. EBERMANN** noted that, despite generally having limited resources, Nicaraguans had easy and affordable access to phones and Internet.

In Managua, **Ms. SCLATER** visited two schools. The teachers took the lead for the classroom activities; the students were very engaged and asked a large number of questions. With illicit drugs being a huge concern in Nicaragua, and with the teachers being trained in giving a health education program (on the topics of HIV/AIDS, hygiene, nutrition) under the auspices of UNICEF, the teachers showed particular interest in WADA's curriculum, which they felt was relevant to them and could be integrated within existing classes. The Play True card game was popular with the students, and the teachers were keen to know whether WADA had additional interactive activities and materials. The students seemed to display a greater concern with body image than had their counterparts in Malaysia, and the discussion among the students therefore bore largely on matters of nutrition, the dangers of using supplements, and the importance of not taking short cuts to achieve desired results.

**Ms. EBERMANN** reported that the second pilot of the Traveling Seminar, in Bogotá (Colombia), was not as successful as the seminar in Managua. Contrary to participants in Managua, attendees at the Bogotá seminar were mostly officials rather than persons who might actually engage in ongoing education activities and interested in testing rather than education work. Nonetheless, the seminar outcome was positive in the sense that participants left with the understanding that there was a great deal more to anti-doping than testing, and that education was a key component of anti-doping work.

**Ms. SCLATER** explained that she did not participate in the planned school activities as there were no formal classes that day. She did, however, have the opportunity to discuss WADA's curriculum and teaching materials with the

school's physical education teacher. She found out from the teacher that steroid use was not of particular concern locally. She noted that he did, however, appreciate the opportunity to discuss the broader issue of doping. The teacher had indicated that physical education classes were practical only, and did not include any theory component. **Ms. SCLATER** reported that she had made it clear that the proposed activities could be used not only in physical education classes but also in morality, religious values or even reading comprehension classes. The teacher had agreed to share the materials with the other teachers in the school.

**Ms. EBERMANN** explained that a report on the Traveling Seminars would be made to WADA's management and that plans going forward for Traveling Seminars would be based on the response received.

In response to a question from **Dr. KAMBER** regarding budget for Traveling Seminars, **Ms. CARTER** that the relevant budget item would be the Education Symposium item, since the seminar was, in effect, a variation on the Symposium format.

**Ms. CROOKS** asked whether there was a standard reporting form for presenting the seminar outcomes.

**Ms. EBERMANN** replied that Mr. Diego Torres Villegas, Director of WADA's Latin American Office, would be preparing a formal report along the same lines of the Education Symposia reports, to which Ms. SCLATER's reports on school activities would be added.

**Dr. KAMBER** suggested the possibility of producing a one-page fact sheet for each seminar, with key figures and points.

**Ms. KROUVILA** agreed and underlined the importance of not only showing numbers but also that the right people have been reached and that positive outcomes have been achieved.

On this point, **Prof. DONOVAN** stressed that WADA had an ethical obligation, and that it was key, particularly with developing countries, that WADA provide ongoing support so as to maintain initial enthusiasm in anti-doping education.

**[Mr. GORA arrived on and attended only the second day of the meeting.]**

## **10. WADA Communications Department Update**

**Ms. CARTER** presented to the Committee members, and on behalf of Ms. Elizabeth Hunter, WADA Communications Director, an update on Communications activities. She noted that the interest of world-wide media in anti-doping and WADA has reached an all-time high, which shows that WADA has been having an ever-increasing impact in the world of sport and the fight against doping.

**Ms. CROOKS** recommended that there be an official, WADA-approved communiqué of the outcomes of Committee meetings that members could

use in response to eventual media enquiries, which could be posted on the WADA Web site.

**Mr. BOUCHARD** agreed that this would be a way of ensuring that everyone receives the same information and of avoiding the risk of mixed messages. He would speak with the Committee Chair about the possibility of publishing an official communiqué following the conclusion of future Committee meetings.

The WADA corporate video was then screened for viewing by the Committee members.

**Ms. CARTER** noted that this video is made available to stakeholders, in electronic form, for their use. She reported that the International Basketball Federation (FIBA) had used the video at the opening ceremony of their recent World Congress, and the video received a standing ovation.

**Dr. KAMBER** and **Dr. BARTAGI** offered to liaise and work with Ms. Hunter for the production, respectively, of a German and Arabic version of the corporate video.

**Mr. GORA** requested a copy of the video, of which he could make good use in Nigeria, which would be hosting several international competitions over the next year. He remarked that athletes tend to be particularly interested in video media and that he would be glad to have positive material to show them, to counter the negative media coverage of doping issues in his country.

**Ms. CARTER** reported that Ms. Stacy Spletzer, WADA's Manager of Outreach and Athlete Outreach Programs, had recently organised Outreach activities at the Central American and Caribbean Games in Colombia, where she had reached hundreds of athletes. WADA was encouraging stakeholders to implement their own customised Outreach activities, using the Outreach model and basic tools and materials provided at no cost by WADA. Even the International Automobile Federation (FIA) had recently used the Outreach model at one of its competitions, to convey the anti-doping message to race-car drivers.

**Ms. CARTER** distributed to the Committee members copies of the recently-produced 'About WADA' brochures. Stakeholders are invited to use this brochure, and even customise it by replacing the images of the brochure with local images. Finally, WADA's Communications Department also makes available a standardised 'About WADA' PowerPoint presentation, which is updated regularly for use by WADA staff and WADA stakeholders when giving presentations about WADA.

## **11. WADA Education Tools**

### **a. eForum**

**Ms. SCLATER** explained that the development of the eForum had originated in the idea of ensuring ongoing communications among Education Symposium participants, after the end of the Symposium. The Symposium mentors

would assume a leadership role in fostering and managing communications among participants. The Web-based eForum allows for centralising documentation and facilitating exchanges among discussion groups (for example with automatic notification, by email, when a message has been sent to a discussion group). Following the Athens Symposium, the mentor, Dr. Borrione, in consultation with Ms. EBERMANN and Ms. SCLATER, had set up a list of discussion topics. Using the eForum, Dr. Borrione had even managed to coordinate a joint application, on the own initiative of Symposium participants, under WADA's Social Science Research Grant Program.

**Ms. SCLATER** mentioned that eForum training for the participants in the Malaysia Symposium, and in the Nicaragua and Colombia seminars would take place over the next couple of weeks.

**Ms. SCLATER** explained how the eForum tool had been adopted and adapted by WADA's Standards and Harmonisation for the sharing, between NADOs and IFs, of documentation, contacts and whereabouts information. The tool is also being used by the ADAMS Project Team. Use of the eForum on each front is currently in pilot phase, to be evaluated after 18 months, at the end of November 2007.

**Mr. GORA** asked how the eForum could be relevant to African countries, where access to necessary technology is not always possible.

**Ms. SCLATER** explained that it was unfortunately but necessarily a tool that could only be directed at users who had the necessary technological resources.

**Ms. KROUVILA** was concerned that this tool was human-resources-intensive and would therefore be difficult to maintain.

**Ms. SCLATER** noted that the requirement in human resources was not excessive but that the main difficulty was ensuring that participants made a habit of using it regularly and systematically.

**Dr. KAMBER** suggested that, if there was a perceived lack of interest in the eForum, it could simply be due to a proliferation of similar discussion fora and lack of time to participate in them all. He proposed the possibility of setting up a single, global ANADO and WADA eForum.

<p><b>Decision:</b> consider discussing, at the next meeting of the Committee, the possibility of a single, global ANADO and WADA eForum.</p>
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**b. Digital Library**

**Ms. CARTER** explained that the Digital Library was set up as a central holding site for anti-doping information and education materials, which would enable all stakeholders to share such materials.

**Ms. GALEANO** reported that she regularly communicated with stakeholders to request copies of new materials or updates of existing materials.

**Ms. SCLATER** remarked how countries in developing regions found the Digital Library to be a very useful tool.

**Ms. KROUVILA** asked about the possibility of adding annual reports of anti-doping agencies to the Digital Library.

**Ms. SCLATER** proposed that annual reports might be the type of materials that might be more easily shared through use of the eForum.

**Dr. KAMBER** recommended that the party providing the materials should also provide a short descriptive text for each of the items provided.

**Decision:** WADA Education Department to request from all those submitting materials for the Digital Library, a brief description of contents and indicating the target audience of the materials.

**c. Tool Kits**

**(i) Program Officers' Tool Kit**

**Ms. EBERMANN** explained that the Program Officers' Tool Kit is essentially a collection of materials on the topic of doping and the fight against doping, which includes presentations that end users can customise to suit their particular needs and target audiences (an electronic copy is provided along with the paper copy to facilitate customisation by the end user). The documents contained in the Tool Kit are developed by WADA and by various stakeholders who have authorised the free use of their materials. **Ms. EBERMANN** invited the Committee members to propose materials for addition to this Tool Kit.

**(ii) Teachers' Tool Kit**

**Ms. SCLATER** explained that the Teachers' Tool Kit contains lesson plans and teaching materials that are easy to use, and flexible in their application, so as to allow the teacher to decide how best to integrate them within his/her own classes. At this stage, the Tool Kit contains 5 different modules (2 for children aged 8 to 12, and 3 for teenagers). She remarked that the collaboration with UNESCO should allow for feedback from education experts as to what extent the materials developed to date are appropriate and can be suitably adapted to respond to various cultures, languages, teaching activities and contexts. The materials are aligned with those of programs on Olympism and the values of sport adopted by various countries.

**Mr. MARRIOTT-LLOYD** noted that UNESCO's Associated Schools Project Network could be an ideal network within which to distribute the WADA curriculum and materials, which comes with its own support system of educational experts.

In response to a question from **Mr. BOUCHARD** about the challenges of distribution and getting teachers to use and implement the Tool Kit materials, **Ms. SCLATER** noted that most teachers would be interested in using materials that contribute to the development of life and learning skills. Since WADA's education message is values-based, there is a wide scope for use of the Tool Kit's materials by teachers of a variety of classes. The materials should not be seen as restricted for use within physical education or sports-related classes.

**Mr. BOUCHARD** was of the opinion that the curriculum and materials might receive a warmer reception from physical education teachers or teachers that worked in sports schools.

**Ms. SCLATER** added that, as noted in her report on the school activities during the Education Seminar in Colombia, physical education teachers could open the door to generating the interest of other teachers in using the curriculum and materials.

**Ms. CROOKS** expressed her enthusiasm for the Tool Kit. She asked whether something similar was available for athletes who are called upon to make presentations about the fight against doping, with content as well as presentation tips.

**Ms. SCLATER** suggested that an athletes' Tool Kit might be a project that could be undertaken under the aegis of WADA's Athlete Committee.

### **(iii) Coaches' Tool Kit**

**Ms. ASSELIN** explained that the Coaches' Tool Kit is a self-contained, standardised anti-doping course for elite coaches. It is a tool designed to help stakeholders become autonomous with doping prevention activities in their respective countries and communities and is destined for use by NADOs, IFs and coach certification or accreditation agencies. The Tool Kit was devised in consultation with a working group made up of representatives of WADA's different stakeholder groups. The course is presented in modular format that can be offered as a core 3-hour training program or extended with "à la carte" optional modules. The kit contains an organizer guide, facilitator guidelines, a participant workbook and handouts with practical information on anti-doping as well as ideas on how to become proactive in the coaching environment. The kit contents would be fine-tuned and finalised following a couple of trial courses to be held in Hungary (Budapest) and in Spain (Barcelona) and made available shortly thereafter. Long term plans for the Tool Kit involve the development of a community coach module.

In response to a question from **Prof. DONOVAN**, **Ms. ASSELIN** noted that the Tool Kit would be available for ordering by targeted end users early in 2007, with French and Spanish versions to be ready shortly thereafter.

### **(iv) Medical Practitioners' Tool Kit**

**Ms. CARTER** drew the attention of the Committee members to the work that had already been done by WADA's Medical Director, Dr. Alain Garnier, in establishing a full outline for a course for medical practitioners. WADA's



Education Team would be assisting Dr. Garnier in the development of the Medical Practitioners' Tool Kit over 2007.

**d. Exhibit in a Box**

**Ms. CARTER** explained that the 'Exhibit in a Box' project would serve to provide stakeholders with an inexpensive, easy-to-use presentation tool that could serve in schools, clubs, or in association with an Outreach program. An initial meeting had been held with the Olympic Museum, which had offered to collaborate on this project.

**Mr. BOUCHARD** offered to act as a contact with Canadian museums should additional, local assistance be required with this project.

**e. Education "Stamp of Approval"**

**Ms. CARTER** sought the input of the Committee members on how, on the one hand, to give some formal recognition to the many proposals and projects undertaken all over the world by enthusiastic proponents of anti-doping education who requested WADA's approval of their project without, on the other hand, engaging WADA in any official or legal way.

**Ms. KROUVILA** was of the opinion that trying to give formal recognition of such projects could prove to be a slippery slide and quickly become uncontrollable. She suggested simple giveaways as a possible option.

**Dr. KAMBER** suggested the possibility of inviting submissions regarding anti-doping education activities and organising a WADA Education award, that could be given out every couple of years, according to overall merit.

**Prof. DONOVAN** recommended that any recognition program should be an endorsement of the principles of the anti-doping education activity undertaken rather than of the activity in and of itself. On a practical note, he added that any form of recognition program would in any event need to be budgeted for.

**12. Other Business**

There was no specific other business to discuss.

**13. Next Meeting**

The Committee members agreed that the two Committee meetings in 2007 would be planned around the middle or end of April, and around the middle of October.

**14. Close of Meeting**

The meeting ended at approximately 12h30 on Friday 13 October.