

Education Committee Meeting  
Montreal, Canada  
19-20 April 2007

MINUTES

**MEMBERS**

Honourable Helena GUERGIS  
(Committee Chair - Acting Chair on  
Thursday)

Zoran BARČOT  
Claudia BREUER  
June CADDLE  
Bart COUMANS  
Lamartine DA COSTA  
Robert DONOVAN  
Allison HOLLOWAY  
Matthias KAMBER  
Pirjo KROUVILA  
Robin MITCHELL (attended Friday)  
Jian ZHAO (observer)

**CANADIAN GOVERNMENT**

**REPRESENTATIVES**

René BOUCHARD (Acting Chair on  
Friday)  
Jean-Pierre LEFEBVRE  
Russell ULLYATT (Policy Advisor to Ms.  
Guergis)

**WADA STAFF**

Marie-Line BORICAUD  
Julie CARTER  
Abbygail DE GUZMAN (observer)  
David JULIEN  
Jennifer SCLATER

**REGRETS**

Charmaine CROOKS  
Elias GORA

1. **Welcome and Introduction**

**Ms. GUERGIS** provided opening remarks and welcomed new Committee members (Dr. Zoran BARČOT (Croatia), Dr. Claudia BREUER (Germany), Dr. June CADDLE (Barbados), Mr. Bart COUMANS (Netherlands), Ms. Allison HOLLOWAY (United Kingdom)), and also welcomed Mr. Jian ZHAO, as an observer representing China, host of the Games of the XXIXth Olympiad in 2008. **Ms. GUERGIS** noted that Dr. Mitchell would be joining the meeting on the second day only, due to a visa issue..

2. **Committee Membership – Welcome and Brief Introduction of Committee Members**

Given the addition of new members to the Committee, **Ms. GUERGIS** invited all the members to introduce themselves, specifically highlighting their roles in anti-doping education.

3. **Review and Approval of October 2006 Meeting Minutes**

**Ms. CARTER** invited questions and comments regarding the draft minutes of the October 2006 meeting of the Committee. **The minutes were approved.**

#### 4. **WADA Education Current Activities and Strategy**

**Ms. CARTER** presented WADA's current Education strategy and current Education activities. **Ms. CARTER** highlighted in particular that Education is a "process" that should be distinguished from punctual awareness-raising or information-giving "events". To have any effective impact, Education activities need to be sustained and long-term, and the effects of Education initiatives can therefore only truly be measured over decades, if not generations.

**Ms. CARTER** noted that one of WADA's key Education strategies is the preventive integration, especially among children and youth, of values of respect and fair-play.

In its messages to WADA's stakeholders worldwide, WADA's Education Department is currently focusing on two main points:

- (i) given that Education is a process that is intrinsically tied to local culture and values, stakeholders need to make their anti-doping activities their own;
- (ii) although anti-doping Education work requires investment in time and human energy, it can be carried out effectively, at little financial cost.

From the practical viewpoint of administrative accountability, WADA's Education Department is starting work on means for systematically monitoring and evaluating its activities and tools.

**Ms. CARTER** noted that, for the purposes of informing anti-doping education program development, the Education Department was also planning on establishing a database of social science research projects. This database would not only include the reports of research projects funded under WADA's Social Science Research Grant Program, but also other published reports of related research.

**Ms. CARTER** remarked that efforts were under way to contact stakeholders and request that they review their respective materials that are currently posted on the WADA Digital Library, update such materials and/or provide WADA with any new materials. She invited all Committee members to send WADA any relevant materials that might not already be posted on the Digital Library. As had been requested by **Dr. KAMBER** at a previous meeting, efforts will be made to include brief captions describing the content and setting out the target groups of each of the materials posted on the Digital Library.

<p><b><u>ACTION:</u></b> WADA Education Team to develop Digital Library and to include descriptions for posted materials in order to maximise usefulness.</p>
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**Ms. CARTER** emphasised that each of the Education Department's Tool Kits (for teachers; program officers; elite coaches) was specifically designed bearing in mind that they would be customised to the end-user's context, needs and resources. These Tool Kits are available or in the process of being made available in English, French and Spanish. **Ms. CARTER** remarked on the generous contribution of **Dr. BREUER** and **Dr. KAMBER** who, in collaboration

with Dr. Hans Holder (Austria), are currently working on producing a German version of the Coach's Tool Kit.

**Ms. CARTER** added that the elite coach component of WADA's Coach's Tool Kit had been officially launched in February and was available for order in accordance with the terms of the Distribution Policy posted on WADA's Web site. Work would continue on developing a community coach component for this Tool Kit. She thanked **Dr. BREUER** who had made available teaching materials for youth coaches, which had been developed in collaboration with the German National Anti-Doping Agency (NADA).

Finally, **Ms. CARTER** mentioned that the Education Department was collaborating with WADA's Medical Director on a Tool Kit for health care professionals and with WADA's Standards and Harmonization Department on a Tool Kit for doping control officers. **Dr. KAMBER** underlined the importance of engaging health care practitioners in the fight against doping and offered his assistance in developing and piloting the Health Care Practitioner's Tool Kit.

**Ms. HOLLOWAY** suggested that in order to help athletes not to make wrong decisions regarding doping, values-integration alone is not sufficient, but should be complemented with the development of various skills, including decision-making skills, and the skills to deal with peers and managers, as well as with the pressures of losing or of winning.

**Mr. COUMANS** was in agreement with the need to couple the teaching of decision-making skills to the integration of values. He noted that a study of elite athletes carried out in the Netherlands had shown that athletes doubted their own values if they encountered contrary pressure exerted by other team members, coaches or managers.

<p><b><u>ACTION:</u></b> The WADA Education Department to begin developing a decisions-making skills component for the secondary level values-based anti-doping education module.</p>
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**Prof. DONOVAN** suggested that values-based education is not necessarily limited but rather that it is necessary to constantly keep in mind the global context in which athletes evolve and how the anti-doping education values relate to competing values and the need to promote the message of "getting there together" versus "getting ahead". He expressed his support for a values-based education approach, noting that it was susceptible to initiating change, particularly where used within schools-based programs.

**Dr. DA COSTA** noted that the main obstacle in moving forward with this approach lay in the difficulty of obtaining recognition of a broad social responsibility for the problem of doping in sport and of truly engaging organisations and government administrations in the fight.

**Ms. KROUVILA** agreed with the notion of a global social responsibility and suggested that WADA would still have considerable work to do to further engage governments in acknowledging this responsibility and engaging in effective solutions to doping.

**Ms. GUERGIS** pointed out that, in Canada's case, the government is truly committed to the fight against doping.

**Ms. HOLLOWAY** recommended that, given the extent of work achieved by WADA's Education Department over the past year, there be a period of integration, during which no new initiatives would be launched but current activities could be consolidated and fine-tuned.

**Ms. KROUVILA** supported the need for evaluation, acknowledging the difficulty in analyzing and assessing programs while developing them. She also recommended collecting information from the different entities engaged in anti-doping education around the world, in attempts of evaluating what has been done and determining what has been effective.

**Ms. HOLLOWAY** mentioned that UK Sport was working on an accreditation process as a way of giving recognition to as well as empowering those who have attended "train the trainer" education events, while recognising the risks and difficulties inherent in the need to monitor message content and delivery.

## 5. Education Issues from Perspective of Committee Members

### Presentation by Mr. COUMANS (Netherlands Anti-Doping Authority)

**Mr. COUMANS** provided a presentation on the joint initiative of the Dutch NOC, NADO, Ministry of Public Health and Wellness through Sport, and Natural Health Products Association aimed at protecting elite athletes against the risks of nutritional supplement use and the education activities put into place to support the initiative.

### Presentation by Ms. HOLLOWAY (UK Sport)

**Ms. HOLLOWAY** explained the evolution, since 2001, of UK Sport's education efforts. A shared vision was created based on two guiding principles: all athletes in elite programs have the right to anti-doping education and all UK sports organisations (and not just UK Sport) have the duty to deliver anti-doping education. She reported that UK Sport has initiated a social science research project involving the assessment of the evolution of attitudes of athletes from 2005 to 2012 with a view to the results informing anti-doping education programs going forward.

**Prof. DONOVAN** commended this form of cohort research, as observations of the moral development of the same athletes over the long term would yield interesting data, particularly regarding the kinds of incidents or triggering factors that lead to values being compromised.

### Presentation by Ms. KROUVILA (Finnish Anti-Doping Agency)

**Ms. KROUVILA** gave a presentation on the Finnish Anti-Doping Agency (FINADA)'s strategy, which distinguishes information and education and is based on a thorough analysis of the contexts and histories of sport and of tendencies towards doping. She remarked on the positive feedback FINADA had received with respect to its one-day education sessions for sports

reporters, which had been requested by the media itself. FINADA believes in the benefits of cooperation among stakeholders, which serves to advance anti-doping initiatives but also to ensure the implementation of quality anti-doping programs and activities.

(**Prof. DONOVAN's** and **Dr. MITCHELL's** presentations were given during the second day of the meeting).

Presentation by Prof. DONOVAN (Curtin University, Perth, Australia)

**Prof. DONOVAN** presented the broad outlines of research in which he is engaged regarding the profiling of athletes to determine and counter the characteristics that make them prone to doping. The Australian Sports Anti-Doping Authority (ASADA) is engaging in this type of research with a view to not only developing education activities as preventive measures for groups that are prone to doping but also to adjusting testing activities to increase their effectiveness. The outcomes of this research will ultimately serve to establish key indicators as to whether education programs have been effective.

Presentation by Dr. Mitchell (IOC member; Fiji NOC)

**Dr. MITCHELL** shared with the Committee members his experiences in Oceania of the efforts being made to promote doping-free sport and, in particular, how the anti-doping message is being delivered. He reported that, in the Oceania region, there is widespread recognition of the importance of education and of the practical aspect that education activities are effective without being costly (with the exception of the travel costs implied).

**6. Social Science Research – Status Report**

**Ms. CARTER** provided a general overview of the status of WADA's Social Science Research Grant Program (SSRGP) with respect to projects funded and project reports received. She advised the Committee members that WADA Management had given preliminary approval, pending agreement by the Executive Committee, to the possibility of increasing the SSRGP budget to \$300,000 (including administration fees), as had previously been recommended by the Committee.

Following discussion among the Committee members, the Committee agreed that the text describing the 3 categories of specific research priorities in the call for proposals for the 2008 Program would be: (i) "increasing knowledge of causes of doping behaviour and of risk and protective factors"; (ii) "evaluating anti-doping intervention"; and (iii) "improving social science research on doping prevention (e.g., design and validation of measurement tools, behavioural models, specific cultural or regional perspectives, etc.)".

**ACTION:**

- include within the call for proposals for WADA's 2008 Social Science Research Grant Program, the text of the 3 specific research priorities, as agreed to by the Committee members;
- develop and implement a central data base for social science research relating to the fight against doping in sport.

As a way of engaging university students, **Ms. HOLLOWAY** suggested targeting some funding to Masters and Ph.D. students to carry out research in the field. She wondered whether the European Union's multi-tiered approach to research funding (for multi-national, regional and local projects) could be applied to WADA's SSRGP.

**Dr. KAMBER** pointed out that the World Anti-Doping Code calls on stakeholders to carry out anti-doping research. He suggested that these stakeholders focus on national or specific issues, while WADA's research focus should be broader and favour multi-national projects.

**Ms. SCLATER** remarked that WADA indirectly encourages collaboration between institutions by giving preference to projects that have obtained funding in addition to that sought from WADA, and those projects involving several organizations.

**Dr. CADDLE** noted that an international or global approach is not necessarily well suited to all world regions. For example, in the Caribbean, there is currently a greater need for microlevel research.

**Prof. DONOVAN** suggested that the funding of major, multinational projects still remained beyond the scope of the current SSRGP funding levels. He explained that, when the SSRGP was first initiated with a budget of \$30,000, the idea had been simply to set the program up, then to gradually increase funding and establish categories of research (including research into predictors of behaviour) so as to progressively attract an increasing number of quality applications. While it might be possible, at some point, to set aside certain amounts for a scholarship fund, he suggested that this fund would likely be distinct from the SSRGP.

## **7. World Anti-Doping Code – Review Process – Education and Research Provisions**

**Ms. CARTER** provided a general overview of the status of the Code review process which is to culminate in November at the World Anti-Doping Conference in Madrid. She invited comments from the Committee members on substantive issues relating to the education and research provisions of the most recent draft revision of the Code.

The general consensus among Committee members was that the education provisions of the draft revision had been largely improved and that most, if not all, of the key modifications suggested earlier by the Committee members had been reflected in the draft revision.

**ACTION:** The education and research provisions of the next draft revision of the Code to be circulated to Committee members for comment and, meantime, Committee members to also relay their comments regarding these provisions to the WADA Code Review Team through their local stakeholders.

## 8. Traveling Seminars - Update

**Ms. SCLATER** gave a presentation with a general overview of the most recent developments regarding WADA's Education Seminars and reported on the positive reception recently given by Seminar participants in the Seychelles, Mauritius and Madagascar. Among the lessons learned from these Seminars were the need :

- (i) to keep Seminar participant groups relatively small and reserved for persons who have the long-term opportunity to plan and implement anti-doping education activities;
- (ii) to determine the levels of knowledge and experience of participants in advance of the Seminar, so as to tailor contents accordingly; and
- (iii) to have participants nominate members of an Action Unit that will be in charge of implementing the basic education program developed during the Seminar.

**Ms. SCLATER** further explained that Seminar host venues are selected in accordance with priorities identified by Management in consultation with Regional Directors. To the extent reasonably possible, the Education Team also seeks to combine Education activities with Regional Anti-Doping Organisation (RADO) meetings and to work with RADO representatives in the delivery of the Seminar, so as these representatives can then train others within the region to deliver anti-doping education training.

**Ms. KROUVILA** agreed that working with the RADOs in this way would likely prove to be particularly effective. She noted that, with the limited number of Education staff members, it would be difficult to reach a maximum number of stakeholders without this type of collaboration. She suggested working with the Council of Europe in training facilitators and creating groups of certified educators who could then give the Seminars themselves and take care of post-Seminar follow-up.

**Ms. HOLLOWAY** agreed and recommended establishing a worldwide network of qualified facilitators who could offer training to locals.

**Dr. CADDLE** applauded the Education Team's initiative and efforts in developing and implementing the Traveling Seminar program. From the perspective of the Caribbean, where one-on-one intervention is usually the most effective approach, this format should prove particularly helpful.

<p><b><u>ACTION:</u></b> The WADA Education Team to continue to review and fine-tune Seminar content and format for optimal outcomes.</p>
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## 9. International Federations Symposium - Report

**Ms. CARTER** reported briefly on the Education section of the International Federation (IF) Symposium hosted by WADA in Lausanne (Switzerland) at the end of March. She noted that it was the first time that WADA had presented its Education activities and tools before a group of IFs. Most IFs represented at the Symposium commented that they have minimal resources for engaging in

education work and that, therefore, few have any established anti-doping education program.

**Ms. KROUVILA** suggested organising a survey to determine firstly what, if any, anti-doping education activities are being run by IFs and secondly, what their anti-doping education needs are.

**ACTION:** The next Education questionnaire to be sent out to stakeholders should to be tailored to correspond to the nature of each of the different types of organizations.

**Dr. KAMBER** stressed that it is essential that athletes not be faced with conflicting messages. He recommended that NADOs should be the prime national anti-doping reference and that, for anti-doping matters within a given country, IFs should encourage their NF to work through the relevant NADO.

## 10. Partnerships

### a. UNESCO

**Ms. CARTER** gave a presentation, prepared by Mr. Paul MARRIOTT-LLOYD on UNESCO's current activities in collaboration with WADA's Education Department.

### b. Council of Europe

As chair of the Council of Europe's Advisory Group on Education, **Ms. HOLLOWAY** gave the Committee members an overview of the Group's work and ongoing activities. As Council of Europe funding and resources have recently been concentrated on the Code revision process, the anti-doping experts of the Council remain keen to work on education projects going forward. Plans are currently underway to develop a network of member States that could engage in ongoing dialogue on anti-doping education not only at Advisory Group meetings but regularly throughout the year. The members of this network could get together in an annual meeting – Romania has offered to host the first such meeting in 2008. The Advisory Group is also seeking to develop a European project team mentoring system, in which leaders from countries with established anti-doping programs guide others that either have more limited programs or have no programs in place. **Ms. HOLLOWAY** suggested that WADA's Tool Kits, eForum as well as Seminar content could be extremely useful in setting up and developing the network and the mentoring system.

With the Council of Europe's Bioethics Committee having expressed an interest in a general information brochure on the current state of gene doping, the Swiss Federal Office of Sport took up the challenge. **Dr. KAMBER** reported that the brochure is close to being completed, estimating that the German version will be ready for printing in June.

**Dr. DA COSTA** voiced his concern about the legitimacy of this project and suggested that this could convey a message of support for gene doping.



**Dr. KAMBER** responded that the brochure simply sets out necessary information about gene doping and asks relevant questions.

**Ms. HOLLOWAY** expressed her enthusiasm for the brochure. With the addition of the section on ethical issues surrounding gene doping, it would constitute good education material for schools.

**Ms. SCLATER** remarked that WADA receives numerous requests for general information about gene doping and this need could be satisfied by a simple, well-structured brochure, written in accessible language.

**ACTION:** WADA Science and Medical Directors to provide feedback on most recent version of the brochure.

(**Mr. BOUCHARD** chaired the session of the second day of the meeting.)

#### **11. Monitoring and Evaluation of Education Work – Establishing Appropriate Performance Indicators**

Divided into small working groups, the Committee members discussed strategies and methods for monitoring and evaluating WADA's various Education tools and activities. The Committee suggested collecting short-term data, such as hits to relevant WADA Web pages, number of Tool Kits distributed, number of participants attending Seminars and number of students attending classroom activities. In order to evaluate and monitor the impact and effectiveness of the tools and activities, the Committee recommended using surveys to collect pre- and post-intervention data, as well as maintaining regular communication with those working in anti-doping education on the ground (ADOs and Seminar hosts). Finally, in order to evaluate the success of the SSRGP, the Committee recommended monitoring the publication and use of research results.

**ACTION:** Based on the guidance provided by the Committee members, the WADA Education Team to develop formal and systematic monitoring and evaluation processes for WADA's main Education activities and tools.

#### **12. WADA Communications Department Update**

**Ms. CARTER** gave a presentation, prepared by Ms. Elizabeth HUNTER, WADA's Director of Communications, providing the key points of WADA's current Communications. As a result of discussion, the Committee asked that the following recommendations be made to the Communications Department:

- a) so as to maximise the effectiveness of WADA's Outreach program, and in collaboration with WADA's Education Team: (i) establish express criteria to determine those events at which Outreach programs will be run; (ii) establish a structured process for monitoring and evaluating the effectiveness of Outreach missions; (iii) expand Outreach activities, so as

- b) to include face-to-face, interactive Education workshops at major events; in a regular feature of each edition of Play True magazine, showcase NADO and RADO Education and Information programs, so as to provide examples of suitable content and means of delivery, and to establish a best practices standard for these activities.

### **13. WADA Education Tools - Update**

**Ms. SCLATER** gave a general overview of the status and most recent developments regarding WADA's education tool kits (for Program Officers, Coaches and Teachers) and eForum, while **Ms. BORICAUD** provided an update on the Digital Library.

**Ms. HOLLOWAY** asked whether she could introduce the Teacher's Tool Kit to teachers and focus groups in the United Kingdom and proposed looking into the possibility of using worldwide schoolbook publishers to promote and perhaps even distribute the Teacher's Tool Kit.

**Dr. CADDLE** remarked that the Caribbean Examinations Council was in the process of developing program materials and that the Teacher's Tool Kit could prove very useful.

**Dr. KAMBER** expressed his interest in these materials and their potential and enquired about the possibility of adapting the WADA card game (in French and German) for use in the Swiss "Cool and Clean" program.

**ACTION:** In order to assist **Dr. KAMBER** with the card game for "Cool and Clean", **Ms. SCLATER** to make the necessary arrangements for **Dr. KAMBER** to work with the graphic designer used by WADA in developing the WADA card game.

### **14. Meeting Outcomes and Action Items**

**Mr. BOUCHARD** conveyed **Ms. GUERGIS'** apologies for having been unable to chair the session of the second day of the meeting. He relayed **Ms. GUERGIS'** positive comments about the depth and variety of the Committee members' expertise and her certainty that the Committee could look forward to productive, ongoing discussions. **Ms. GUERGIS** recognises that solutions to the discrepancies in needs and resources encountered throughout the world are not easy to find but suggests that using a values-based approach to education is a good unifying factor. She had found the current Education strategy to be forward-looking and thoughtful in its detail and prospects and approves the efforts being made to record and demonstrate tangible results, as these in turn encourage stakeholders to continue investing resources in the fight against doping.

**Mr. BOUCHARD** was particularly encouraged by the discussion on the topic of monitoring and evaluation, while understanding the practical difficulties inherent in these processes.

**15. Other Business**

There was no specific other business to discuss.

**16. Next Meeting**

The Committee members agreed that the next Committee meeting would take place in Montreal on Thursday 11 and Friday 12 October 2007.

**17. Close of Meeting**

The meeting ended at 12h30 on Friday 20 April 2007.