

**Ethics and Education Committee Meeting
24-25 October 2003
Montreal, Canada**

MINUTES

MEMBERS

Vadim BALSEVICH
Andrea BARTHWELL (Chair)
Lamartine DA COSTA
Robert DONOVAN
Chiharu IGAYA
Matthias KAMBER
Yong-Seung KIM
Pirjo KROUVILA
George TSAMIS (for C. Tsitsimpikou)

WADA STAFF

Casey WADE
Jennifer EBERMANN
Marie-Claude ASSELIN
Stacy SPLETZER

REGRETS

Zakia BARTAGI
Charmaine CROOKS
Elizabeth POTT
Christina TSITSIMPIKOU

1. Welcome

MR. WADE welcomed the Members to the first meeting of the new committee and informed the members that the Chair, DR. BARTHWELL, will join the meeting later.

MR. DAVID HOWMAN, Director General, offered greetings on behalf of President Richard Pound, thanked the members for their time and commitment to the committee, and indicated that he looked forward for the work to be accomplished in the area of Education.

MR. WADE explained his new role as Director of Education and stated that he was going to look to members to provide expert advice in the planning of education programs and activities.

2. Review of Agenda

MR. WADE invited the Members to review the Agenda and bring forth any additional issues to be discussed.

3. Purpose of Meeting

The purpose of the meeting is four-fold: to update the committee members on recent developments, to spend time discussing each member's potential contribution to the committee, the Short Term Education Strategy, as well as the Code Implementation Plan.

4. Review and Approval of Minutes of September 9th Telephone Conference

MR. WADE asked for Members for changes and revisions to the Minutes of the previous teleconference meeting. MR. IGAYA asked that it be noted that he sent his regrets for the telephone conference.

MR. WADE moved to approve the minutes with the above requested correction.

DECISION: Unanimously approved.

5. General Update on WADA Business

5.1. Strategic Plan (Business Plan)

MR. WADE explained the work currently being done to improve the WADA Strategic Plan, mostly on the content rather than on the process. The intention is to maintain a 5-year business plan as a living document that will require regular review.

Most particularly on Education, attention was brought on to Article 18.2 of the Code, in which 4 elements are identified as minimal content of education programs: Substances and methods on the Prohibited List, Health consequences of doping, Doping Control procedures, and Athletes' rights and responsibilities.

The information must be channeled to athletes through signatories, governments, and athlete support personnel.

In addition, basic knowledge should be provided to the current elite athletes, to youth especially in third world countries, and to the public, while social change and behavior change programs should be aimed at youth of more established countries.

Overall, the Strategic Plan will be developed in two parts, one being the core Strategic Plan, and the other a more detailed Business Plan.

PROF. BALSEVICH asked who should be responsible for translation of the World Anti-Doping Code into languages other than English and French. It was clarified that the Code may be translated in any language, as deemed necessary, but that the English version should always prevail as the sole reference in case of litigation. Further discussions will need to take place to determine cost-sharing responsibilities.

5.2. World Anti-Doping Program

a) The World Anti-Doping Code

Presentation by MR. RUNE ANDERSEN, Director of Standards & Harmonization, on the World Anti-Doping Program and its three levels: Code, Standards, and Models of Best Practices, the first two being mandatory components of the Program.

Education falls under the third level, which is not a mandatory component. However, for WADA, this means providing assistance, including training with signatories.

(DR. BARTHWELL joined the meeting)

MR. TSAMIS requested clarifications on the implementation deadlines and consequences of non-compliance before Athens 2004. For all signatories, deadline is August 13, 2004. In the cases of non-compliance, WADA will report to IOC/IPC and IOC/IPC to each decide on sanction if applicable.

MR. IGAYA asked whether the Code applied also to animals involved in competitions. It was explained that this would be up to IF regulations; for example, FEI should decide on how to apply the rules to horses.

b) The International Standards

Presentation by DR. OLIVIER RABIN, Director of Science, on three of the four standards:

Laboratories: In the transition phase from IOC to WADA accreditation process, to become full responsibility of WADA by January 1st, 2004.

List: As complete, comprehensive and easy to understand as possible; many aspects of the list have been removed to be placed in other standards in order to simplify.

Therapeutic Use Exemption: Based on basic principle that all athletes have the right to be treated for a health problem with the best treatment available; use to be allowed under strict conditions.

MS. KROUVILA requested details on the process to submit a TUE: Athlete to submit to national anti-doping agency for approval. National anti-doping agency to forward approved TUE to national federation, international federation, and WADA. An appeal process to WADA is in place for athletes whose TUE was denied by NADO.

DR. KAMBER asked whether the necessity to communicate TUEs to WADA could be reduced only to cases of adverse findings. It was stated that since laboratories send test results directly to WADA, it would require additional steps to make verifications before proceeding.

(MR. RICHARD POUND, President, joined the meeting for a few minutes)

MR. RICHARD POUND welcomed the new Committee and emphasized the need for a change in attitude among the sport community towards doping. He wished success to the committee in its mandate and reiterated the importance of education to WADA and invited recommendations for target audiences and delivery methods for education programs and expressed hope that there will be sufficient funds to support them.

MR. TSAMIS requested copies of all the presentations made during the meeting.

ACTION: MS. ASSELIN to send electronic versions to all members.

c) ADAMS

Presentation by MR. ANDREAS HOISTAD, Senior Manager Technology on the ADAMS project: Its objective is to manage the flow on information to and from WADA, which is a key technical aspect of Code Implementation on the part of WADA; need to work closely with anti-doping organizations to link their data directly into the system to avoid duplication.

d) Government Implications

Presentation by MS. ANNE JANSEN, Senior Manager, Government Relations, on the Copenhagen Declaration and responsibilities of governments; 85 countries have signed; goal is to have all 200 sign before Athens 2004 and implementation deadline

is Turin 2006; UNESCO to prepare an international anti-doping convention ready for governments to adopt in October 2005.

DR. KAMBER added that the UNESCO Convention will be based on the Council of Europe Convention which is already signed by 45 countries.

DR. BARTHWELL asked how the Ethics and Education Committee could help. It was suggested that governments be included in invitation lists for regional events (seminars, expert training, etc.) and that individual members of the committee could disseminate information to government representatives in their respective regions of the world.

MR. IGAYA mentioned that the approach needs to be different with governments than with athletes, and that an emphasis on health consequences of doping would be a more efficient argument.

MS. KROUVILA asked what strategy was planned to activate anti-doping in the 120 countries that have not been very active in that area so far: no particular strategy has been put in place yet, but ideas included education, and pressure from IOC and from other countries which have signed.

DR. BARTHWELL asked which emphasis was used to convince the countries that have signed the declaration and what would be the main points of resistance for those that have not signed. Willingness to cooperate seems to be the main motivation, rather than threat of sanctions. Both structural (lack of resources, etc.) and philosophical (i.e. not a priority) obstacles seems to slow down signing process, and it was noted that different education approaches are required depending on the source of resistance.

5.3. Communications Department

a) Communications Plan

In the absence of MS. FARNAZ KHADEM, Director, Communication, this item was moved down in the agenda.

b) Awareness and Outreach activities

Presentation by MS. SPLETZER on recent awareness activities: sample publications and promotional items were handed out; reports on latest events attended including the most recent All Africa Games in Nigeria; a promotional video produced in September.

MR. TSAMIS expressed interest in having the quiz used in awareness activities translated into Greek and added to ATHOC's website. PROF. BALSEVICH also indicated interest in having it translated into Russian. MR. WADE added that translation costs must be shared, and that partnerships with NADOs and funding from the European Union should be considered as potential means.

DR. BARTHWELL added that this committee should prioritize translation into different languages and facilitate it, and advise WADA and anti-doping agencies on how to do it.

PROF. DONOVAN offered to share with members samples of information dissemination used by a health organization.

DR. KAMBER asked about on-site evaluation of the quiz: athletes should have a chance to tell what they learned, if it worked well for them, what else can be done.

Good feedback is a good way to sell a product. MS. SPLETZER indicated that this data was available from athletes who played the quiz and she welcomes any help in outputting this data and refining the evaluation process.

DR. BARTHWELL reiterated that the committee's role should be to advise on this matter for staff to implement.

MR. IGAYA asked what the key message is. Why is anti-doping important? Could disturbing visuals be used to discourage doping the way it is used for tobacco use or speed/drunken driving prevention?

DR. KAMBER said that it is difficult to use this strategy when doctors are telling athletes that doping is not harmful if done under certain controlled conditions. The values approach may be a better way to go with youth, while the more radical approach can be used on elite athletes. MR. IGAYA agreed that message should differ by audience.

PROF. BALSEVICH suggested emphasizing alternatives to doping, which in some cases can work better than doping.

DR. BARTHWELL agreed to target athletes, but there is a lot of work to be done on their environment, acceptance of doping in some sports/countries. In these cases, consequences to athletes not doping are negative and then the final decision is a burden on the athlete's values. External pressures must be reduced by educating the athlete's entourage.

PROF. DA COSTA explained that the problem of format and content is different depending on the orientation taken: it is education, awareness, or information. Decisions must be made upfront about what orientation is best, and this will then drive the content, and later the format. A lot of work has been done so far, but now is time to discuss it in more details.

6. General Update on Education

6.1. New Staff/Structure of the Education Department

MR. WADE explained the new arrangements regarding staff and responsibilities within the Education Department.

6.2. Short Term Education Strategy

MR. WADE invited comments on the Short Term Education Strategy which had been circulated in September and again before the meeting.

DR. KAMBER expressed the importance of getting as much information as possible out about the Code and the therapeutic use exemptions, and to clarify the new responsibilities of the stakeholders. Most particularly, there is a need to define the flow of information between stakeholders, and this in the pre-Athens period and the post-Athens period.

MS. KROUVILA stressed that the current approach, which seems to be of putting out fires, is not getting us where we are trying to go, and it needs to turn into a long term approach focused on social and behavioral change.

DR. BARTHWELL added that the strategic targets need to be identified. For example, what to do with 1) governments (which include the early adapters, the followers, and the resistant ones, thus requiring different education approaches); and 2) athletes (also broken down into development and elite).

A discussion ensued about proper knowledge management to allow experts and staff to work together efficiently. It was suggested that the committee members guide staff in their decision on the content of messages, the target groups, and the formats best suited to communicate the messages. The committee meeting should give staff the necessary tools to get the work done so that stakeholders have the support they need to implement the Code.

MS. EBERMANN expressed concern that everyone was duplicating work at the moment while trying to figure out how to implement the Code.

A consensus was reached about Code Implementation (education on the Code) being the primary goal in the pre-Athens period.

Some related tasks were recommended:

- Develop fact sheets targeted at some specific groups
- Elaborate a Code Implementation tool for each category of stakeholder (such a "how to" list)
- Establish a list of events where WADA should have representation before Athens and identify specific talking points and key messages for participants, and receive feedback on how to better meet their needs
- Set up a pool of experts to attend these events on behalf of WADA

The following table summarizes the discussion that followed on some target groups.

TARGET	ROLE	NEEDS OR SOURCE OF RESISTANCE	SOLUTION
Athletes (Pre-Athens)	Knowledge on doping control	Information	
Athletes (Pre-Turin)	Pressuring their government	Assignment Information	
Media	Pressuring governments	Information	Feed them stories Develop strong relationships
Governments	Leadership	Competing demands	Frame it to appeal to their priorities (health)
Sport Leaders	Role models		Appeal to the future of sport
Athlete's entourage	Encouraging fair play	Myths and beliefs	
Federations	Link to national federations	Technical information	Train experts in anti-doping
Sponsors	Insistence on adoption on the Code	Information	
Athletes (Professional)	Acceptance Role models		Shaming the users Elevating the "cleans"
Professions	Link to the public		

(physicians, pharmacists...)			
Public	Public opinion as influential	Information	Propaganda

Recommended approaches to start with:

- Establish further partnerships with EU/CoE
- Use a variety of communication methods to expand reach (web, print, etc)
- Train experts
- Create model rules and model programs for anti-doping education
- Use key players in the network to influence and put external pressure (IOC/NOC/experts/athletes) to repeat the same messages
- Consider doing anti-doping education in conjunction with various Olympic awareness campaigns before Athens

Principles to follow in establishing education programs

- Plan for an evaluation process to be integrated to each program
- Ensure wide geographic coverage
- Keep in mind the pre-Athens / post-Athens differences

Things to be resolved in priority:

- Translation
- Ethical review for all content requiring it

MS. FARNAZ KHADEM joined the meeting to provide update on the Communication Department activities. She invited the committee to use the communication tools already in place to disseminate information as part of the education strategies: Outreach, website (averaging 30 000 visits per month), Play True, Athlete Passport, Annual Report (2003 Report to be published in the Spring of 2004).

Also, a symposium for journalists will be staged in January in Lausanne to educate them about all aspects of anti-doping.

DR. BARTHWELL questioned which of the tools mentioned would be best suited to reach out to the governments and asked whether a separate one should be considered.

PROF. KIM asked if a targeted awareness activity was planned for International Federations. MS. KHADEM indicated that she was going to meet most of the communications directors of the major international federations in Lausanne in the very near future.

6.3. Terms of Reference

A revised version of the committee's terms of reference was circulated to members.

The following changes were proposed:

Purpose: replace "to become world leader in" by "to provide worldwide leadership and coordination on"

Key Activity #1: replace "leader in ethics and education on doping in sport" by "leader in ethics, awareness, information and education on anti-doping in sport"

Key Activity #3: replace "education and communication" by "education, including behavioral and social change strategies, and communication"

Key Activity #5: replace “to assist in recommending” by “to recommend”.

The Terms of Reference were unanimously approved with the proposed changes.

PROF. BALSEVICH stated that coordination should take care of innovations in the Education department. A person should watch when education is required and educate stakeholders to use new technologies.

MR. IGAYA asked who is currently looking after countries in the Americas since there was no regional office there. MR. WADE responded that the headquarters being in Canada... A combination of political and funding aspects influenced these decisions. MR. IGAYA indicated that if Americas are not paying, then someone should be sent out there to pursue obtaining the funds.

6.4. EYES 2004: YEAH

MS. EBERMANN presented the proposal for partnership with the Council of Europe under its EYES 2004 initiative.

A discussion took place about the need to integrate an evaluation process into the program which would be separate from the Council of Europe expert evaluation to ensure that WADA objectives are met even if they differ from Council of Europe objectives.

6.5. Budget

MR. WADE explained that there is still some money for 2003 in the education budget, but it cannot be used until 70% of government funding is achieved. The committee is thus asked to recommend priorities in using this money if it becomes available.

The Education Department finds itself in a difficult position, as it would need money to launch an awareness campaign to educate governments so that they will pay their share, but there are currently no dollars to be spent because they are not paying.

6.6. True Game

MS. EBERMANN presented a quick visual overview of the e-learning program True Game for the benefit of new members and explained how it has been temporarily removed from the WADA website because some of its content needs to be updated according to the Code. The European Union, which funded the project, has asked to perform an audit of the program.

The strength of the program is that it uses an unconventional teaching strategy and that it constitutes a first step towards behavior change. It was agreed that efforts should be placed on reviewing content and target groups.

Dr. BARTHWELL suggested that the committee identifies two or three members to evaluate the following options: 1) put the first 3 modules (keeping the module on the Code out) and evaluate it; 2) spend the necessary funds to review and translate module 4 and evaluate the whole program; 3) review the current target groups and adapt the content if required.

ACTION: PROF. DONOVAN, MS. KROUVILA, and PROF. DA COSTA to report quickly to MS. EBERMANN before the end of the upcoming European Union audit.

6.7. Supplements

MS. ASSELIN reported on the work of a working group on Nutraceuticals and Inadvertent Doping initiated by the WADA Health, Medical & Research Committee. The key problems identified by the group were product contamination due to inadequate manufacturing procedures, misinformation on the part of athletes, and athletes' beliefs that they need supplements to perform. The establishment of a product testing program was considered at length by the working group but was dismissed by the Health, Medical and Research Committee for the high risks of liability for WADA. The final recommendations of the Health, Medical & Research Committee included the need for WADA to clearly state its position on the issue of nutritional supplements maintaining the message that "supplements are not needed and represent a risk of positive test". The Ethics and Education Committee could be instrumental in elaborating the official position statement and engage in a campaign to influence governments to enact laws to better control the supplement industry.

DR. KAMBER invited all to visit its organization's website as it contained relevant information on the subject. He added that the WADA position statement should clearly define what is meant by supplements, as supplementation in some vitamins, minerals and other essential elements may be required for some athletes suffering from deficiency. The definition should also be clear as to whether herbal products and sports drinks are included.

PROF. KIM suggested that the Ethics and Education Committee focused on elaborating the draft statement.

DR. BARTHWELL recommended that the concept of "medical necessity" exemption be left out of the statement to avoid sending a mixed message.

PROF. DONOVAN indicated that scientific papers should support the position, but Dr. BARTHWELL felt that people believe what they want to believe, and if any literature out there states that supplements are efficient, then no amount of scientific evidence will make them change their minds. The message should be more about values and not scientific evidence.

PROF. DONOVAN suggested targeting the same media used to filter information on supplements down to athletes such as word-of-mouth, Internet, and athlete support staff.

DR. KAMBER announced that the Education Committee and the Legal Committee of the Council of Europe were going to meet in February 2004 to discuss this matter. He suggested that WADA participate in that meeting and evaluate the possibility of issuing a joint position statement.

ACTION: MR. WADE to draft a short text to put on the website until further work is done.

6.8. Rob Donovan's proposal

PROF. DONOVAN presented his Sport Drug Control Model, which is a simplified version of an elaborate model for alcohol consumption control. He wants to see if the model can be useful in an international context and he invited comments from the committee members on the possibility of integrating it to a worldwide anti-doping campaign such as the one he already submitted a proposal for.

He also circulated a draft report of the survey conducted at the Commonwealth Games on athletes' awareness of WADA. The recommendations include developing a questionnaire similar to the one used for the survey to become an evaluation tool for WADA educational and awareness activities and to provide on-going feedback about athletes' beliefs and attitudes.

7. Coordinated Approach to Education

Each member of the committee was asked to talk about his/her area of expertise as well as potential contribution to the committee's work.

PROF. DONOVAN indicated that his background and expertise would allow him to contribute to the committee in the areas of philosophy, behavioral change as well as program evaluation.

MS. KROUVILA recently worked on developing the anti-doping education strategy for Finland and expressed interest in contributing to the use of the passport as an education tool, the implementation of the Code with certain stakeholders, outreach initiatives. She also has a good network of contacts with potential partners in Europe.

PROF. DA COSTA introduced the book on doping that he recently edited, explained certain aspects of his work supervising university students, and indicated that his potential contribution would be in sport values and education.

MR. TSAMIS' current responsibilities with ATHOC are organizing the doping control staff training seminar, developing models of best practices for OCOGs in the area of doping control, including a video which could be available to WADA for educational use, and educating the scientific community. MR. TSAMIS attending the meeting in replacement of DR. CHRISTINA TSITSIMPIKOU, he specified that she is concluded post-doctoral work in ethics in 1999 and could contribute to the committee in that area.

DR. KAMBER expressed interest in helping clarify roles and responsibilities of the different stakeholders emanating from the Code. He favors a comprehensive and research-based approach to anti-doping education. He would like to see this committee lead an awards program based on merit to recognize anti-doping organizations for the excellence of their education programs.

Prof. BALSEVIC counts thirty years of involvement in anti-doping. His experience includes working with children in physical education, with the use of technology in athletic training, and in the promotion of doping as a contradiction to health in sport. He is also the editor of a journal for health and youth in which anti-doping information is published regularly.

MR. IGAYA's interest resides mostly in the Code implementation and he can put his network of contacts at the IOC at work to help influence governments and be a liaison with Asian media. With relations to the regional symposia, he offered to facilitate the dedication of a ½ day to a seminar by WADA at continental NOC meetings or events. To promote the work done by WADA, he recommends sending regular communiqués to media and IOC sponsors about education initiatives, and producing giveaways with WADA logo. He would like to see the creation of a video on doping prevention which would become a standard feature in coaches' seminars and training programs.

PROF. KIM's expertise is in sport sciences. He wishes that scientific advances in training techniques be put at the disposal of more athletes so that they look less to doping as a way to get an edge. Sport science and technology offer a variety of tools that can help promote health among athletes, extend their career length, support their quest for performance, and enhance their life in general. All of these, in turn, can reduce their feeling that they need doping to attain their goals.

8. Code Awareness and Implementation 2004

MR. WADE referred the Committee to the Short Term Education approach, which was supported by the WADA Executive Committee during its last meeting.

It is important that each of the Education activities be focused on education on the Code, among all those affected by the Code.

We need to develop simple, concise and quality information both on our website and in print. Information session will also be important, whether through the Athlete Outreach Program or Regional Symposia. It's imperative that this all be done in partnership with our stakeholders.

All committee members supported this, but did note the importance of the long term approach directed at education initiatives intended to change attitudes and values.

9. Council of Europe Partnership

MS. KROUVILA introduced the FINADA strategic plan for education and DR. KAMBER presented the Swiss program as an example.

Seeking direction in the development of the joint project with the Council of Europe, MS. EBERMANN facilitated a brainstorming session. The objective was to identify and prioritize all possible target groups and identify fundamental themes and subject matters for anti-doping education programs.

To summarize the conclusions, first priority target groups were: athletes (elite), coaches, governments, and parents. Education themes to focus on included rules & regulations, health consequences of doping, arguments for doping free-sport, prohibited list, and testing procedures. The complete matrix developed during the workshop is reproduced below.

TARGETS																
	Governments	Youth	Athletes (elite)	Athletes (development)	Coaches	Doctors	Parents	Medical Doctor	Corporate Sponsors	School Settings	Sport Management	IF/NF/NOC	Agents	Academics	Public	Support Personnel
TOPICS																
Rules and Regulations	x		x		x			x	x		x	x	x			
Healthy Training		x	X		x					x						
Research								x		x				x		
Controls			x	x	x	x										x
Health Consequences of Doping	x	x	x			x	x			x				x	x	
Athletes Rights and Responsibilities			x													
List			x		x	x					x	x				x
Arguments for Doping-free sport	x	x			x		x	x	x	x	x	x	x	x	x	
Allowed Medication/common illnesses			X			x	x									
Supplements	x		X													
Advocacy Tools			x	x					x							
PRIORITIES	1	2	1	2	1	2	1	3	3	2	2	2	3	4	4	2

10. Ethics Review Approach

MR. WADE introduced the draft Ethics Review Approach paper and invited comments and feedback.

DR. BARTHWELL proposed that the Research Ethics Board not be under the responsibility of the Ethics and Education Committee and that properly trained ethicists be used as resources by the Education Department staff to perform these tasks.

PROF. DONOVAN noted that the process to review research was threefold:

- 1) scientific merit (which will be done by another group at WADA)
- 2) tentative ethics approval based on the project plan only (as planned in the tabled REB proposal)
- 3) follow-up of projects as protocols and tools are developed such as questionnaires, tests, etc. (and this step does not seem to be worked in the proposal)

ACTION: MR. WADE to follow up with both PROF. DONOVAN and DR. BARTHWELL to evaluate three different scenarios within the overall ethics review approach: ethical business practices, case by case special events or issues, research ethics.

11. Next Meetings

It was agreed that planning for the entire year's meetings at once was likely to be more efficient, therefore the following tentative dates were identified as fitting most members' agenda for 2004:

January 14: Conference Call – to review pre-Athens plan

March 19-20: Meeting – to review pre-Athens plan and assess progress

June 15 or 16: Conference Call - final steps pre-Athens plan and begin 3-5 year short term plan

October 15-16: Meeting – debrief pre-Athens plan and finalize 3-5 year plan

Meeting ends at 16h30.

Minutes prepared by: Marie-Claude ASSELIN
Date: December 10 2003

Minutes approved by: Casey WADE
Date: April 16, 2004