

MONITORING GROUP

ANTI-DOPING CONVENTION

Advisory Group on Education (T-DO ED)



Strasbourg, 21 May 2025

T-DO(2025)11 final

Meeting of the Advisory Group on Education (T-DO ED)

**4-5 February 2025
Bonn, Germany**

in cooperation with



Summary

The Advisory Group on Education (T-DO ED) meeting was held in Bonn on February 4-5, 2025 organised in co-operation and great support of the German NADO.

Erik Duiven, the T-DO ED Chair opened the meeting and welcomed participants from the States parties and Observers (Annex 1).

He introduced the agenda (Annex 2) and lead the meeting as outlined in the presentation available in the online folder.

The Chair together with Annemarie Haahr Kristensen, Deputy Chair of T-DO, organised participants' engagement in group discussions on various topics. Participants submitted their answers and suggestions through the Mentimeter tool for the following topics:

Group Work 1: What are the group's key recommendations for improving the integration of whistleblowing policies in education?

Group Work 2: International Standard for Education (ISE) - Confidence check

Group Work 3: International Standard for Education (ISE) - process

Main Concerns About the International Standard for Education (ISE)

Proposed Solutions to Address International Standard for Education (ISE) Concerns

Key Aspects of the International Standard for Education (ISE) Process That Are Most Anticipated

Group Work 4: Strategy and the Way Forward for the Advisory Group on Education (T-DO ED)

Timeline Feedback

Themes Feedback

Keynote Speakers

Educator Symposium Feasibility & Approach

Producing Effective Summaries & Guidelines for Athletes

Setting Up Effective Mentoring & Guiding

Enhancing Accessibility in Education

AI was later used to analyze, codify, and structure the inputs. A summary of each topic is available below.

Group Work 1: What are the group's key recommendations for improving the integration of whistleblowing policies in education?

The group's key recommendations for improving the integration of whistleblowing policies in education include:

1. Strengthen Education & Awareness

- Integrate whistleblowing case studies into education programs
- Use real-time video demonstrations to show the reporting process
- Clarifying what the National Anti-Doping Organization (NADO) does and doesn't see to reassure anonymity.
- Use diverse formats (presentations, posters, verbal explanations) to reach a broader audience.

2. Improve Accessibility & Transparency of Reporting

- Develop a clear, user-friendly “how-to” guide to help individuals understand the reporting process.
- Increase visibility and accessibility of reporting tools and resources
- Ensure transparency in how reports are handled.
- Leverage I&I data to refine reporting mechanisms and tailor messaging for different sports.

3. Humanize Whistleblowing & Build Trust

- Include I&I representatives in education sessions to personalize whistleblowing policies and foster trust.
- Showcase reporting platforms
- Clarify what information is visible to the NADO and what is shared to enhance confidence in the system.
- Use clear, positive, and sport-specific language to create a more supportive and approachable reporting culture.

4. Strengthening Communication & Engagement

- Partner with national federations to promote whistleblowing, including embedding a “speak up” link on their websites.
- Engage athletes and social groups in whistleblowing campaigns to encourage a culture of integrity.
- Conduct internal education sessions to ensure all stakeholders are well-informed and aligned.

- Ensure consistency in messaging across organizations.

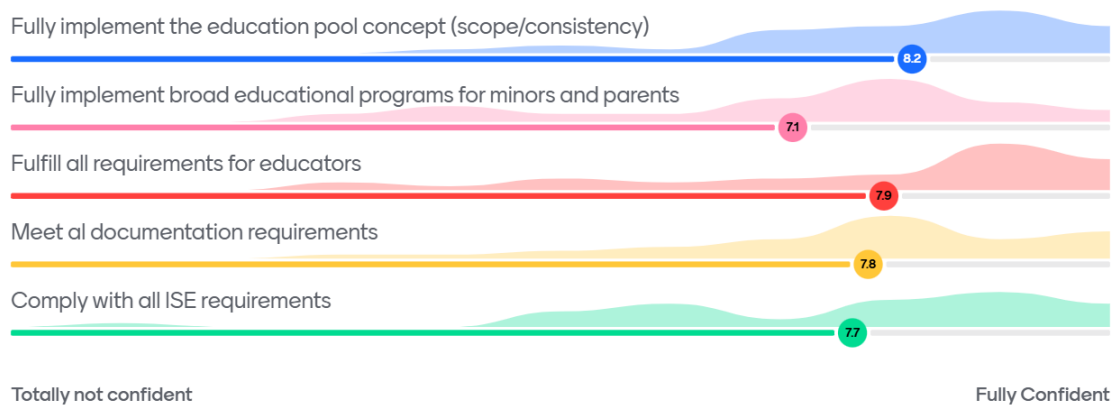
5. Support Smaller National Anti-Doping Organizations (NADOs)

- Explore solutions to provide support and resources tailored to smaller NADOs

6. Enhance interdepartmental collaboration (I&I, communications, testing, education) to ensure consistency in messaging and training.

Group Work 2: International Standard for Education (ISE) - Confidence check

I am totally not (0) – fully confident (10) my organization will be able to [...] by 1 January 2027



Group Work 3: International Standard for Education (ISE) - process

Where Do You Feel Overwhelmed with the International Standard for Education (ISE)?

Key Takeaways:

Positive: the ISE has a strong focus on minors, ensuring young athletes receive essential education and protection, as well as the recognition of education as a profession, reinforcing its vital role within anti-doping initiatives.

Challenge: the ISE's ambitious scope and requirements create significant operational challenges, particularly for smaller NADOs, which require tailored solutions to meet compliance without excessive burden.

Sollution: to ease implementation, clearer guidance, flexible pathways, and interdisciplinary approaches are needed to support education efforts across different contexts.

Specific area's:

1. Educator Capacity & Qualifications

- Limited educator networks and resources, particularly for smaller NADOs.
- Unclear criteria for what defines a 'qualified' educator, creating inconsistencies.
- Expectation to educate before testing adds pressure on already stretched resources.

2. Access to Minors & Parental Engagement

- Positive Aspect: The ISE places an important focus on minors, ensuring that young athletes receive the necessary education and protection.
- Difficulty in reaching and communicating with parents of minors.
- Concerns about compliance with parental communication requirements, given the challenges in direct access
- Additional support in identifying pathways for reaching minors and their parents.
- Unclear role of National Federations (NFs) and International Federations (IFs) in identifying and engaging athletes before events.

3. Implementation & Compliance Challenges

- Uncertainty around the compliance definition and expectations by **February 1, 2027**.
- Concerns about how small NADOs will meet all ISE requirements with limited resources.
- Managing the size of the education pool and ensuring enough trained personnel while maintaining quality.

4. ISE's Teacher-Oriented Approach

- Positive Aspect: Education is recognized as a profession, reinforcing its importance in anti-doping programs and legitimizing the role of educators.
- Many educators lack a formal teaching background, making the ISE's approach too academic for some.

- The need for more emphasis on prevention and social science to make education more inclusive and practical.

5. Administrative & Legal Complexities

- The volume of documentation and monitoring requirements feels overwhelming.
- The lengthy process of transitioning ISE requirements into national laws.
- Challenges in ensuring data protection while managing education programs.

Main Concerns About the International Standard for Education (ISE)

1. Language Accessibility

- The ISE should be available in more languages to ensure inclusivity and effective implementation across different regions.

2. Timely Release of Guidelines

- There is concern that the guidelines will not be released simultaneously with the ISE. A coordinated release would support smooth adoption and reduce uncertainty.

3. Clarity on Roles & Responsibilities

- The roles of International Federations (IFs) and National Anti-Doping Organizations (NADOs) need to be clearly defined.
- Concerns include ensuring proper access to minors and parents while defining who holds responsibility for different aspects of education.

4. Educator Qualifications & Training

- How to properly train educators remains a key question.

5. Gradual Implementation Approach

- Preference for a phased approach to new expectations rather than an abrupt transition. This would allow stakeholders to adapt progressively rather than facing immediate, full-scale changes.
- Adding clear evaluation aims could help stakeholders navigate the broad scope of the standard.

Proposed Solutions to Address International Standard for Education (ISE) Concerns

1. Increase Clarity & Collaboration

- Provide clearer guidelines on roles and responsibilities, particularly for International Federations (IFs) and National Anti-Doping Organizations (NADOs).
- Encourage stronger collaboration between stakeholders to align education efforts effectively.
- Emphasize education quality over compliance paperwork, ensuring the focus is on meaningful learning rather than just meeting formal requirements.

- Create a centralized database or event registry listing international sports events. This would allow organizations to coordinate and prepare education initiatives before events, ensuring better outreach to athletes, coaches, and stakeholders.

2. Enhance Educator Standards & Training

- Establish clear qualification criteria for educators to ensure consistency and credibility in anti-doping education.
- Develop a structured training framework that provides educators with the necessary knowledge, tools, and best practices.

3. Strengthen Risk Management & Implementation

- Implement a risk management framework to identify and address challenges in the education process proactively.
- Support federations and organizations in developing practical implementation strategies, helping them integrate ISE requirements smoothly.

Key Aspects of the International Standard for Education (ISE) Process That Are Most Anticipated

1. Improved Clarity & Accessibility

- Language updates make the ISE easier to understand compared to the first draft.
- A better structure ensures improved readability and usability.
- Clearer definitions and standard for educators will help stakeholders navigate expectations more effectively.

2. Stakeholder Inclusion & Accountability

- Looking forward to seeing how stakeholder feedback has influenced the final ISE.
- The new framework increases responsibility on Athlete Support Personnel (ASP) and National Federations (NFs) to support education efforts.
- Holding NFs more accountable will drive stronger implementation and compliance.

3. Better Oversight & Adaptation Time

- Improved structure will provide a better overview, ensuring all Testing Pool athletes receive education.
- Having one year to prepare allows time for adaptation and strategic implementation.
- The new framework creates momentum for positive change, helping to strengthen anti-doping education long-term.

Group Work 4: Strategy and the Way Forward for the Advisory Group on Education (T-DO ED)

Summary: Strategy and Way Forward for the Advisory Group on Education - Timeline Feedback

(Does the proposed schedule align with your expectations? Are there any improvements you would suggest?)

General Agreement on the Timeline:

- The majority of members agree that the proposed schedule aligns with expectations.
- A few members suggest minor modifications to enhance effectiveness and efficiency.

Suggested Improvements & Considerations:

1. Adjustments to Specific Meetings:

- Q3 2026 Meeting: Should be postponed if guidelines are not yet published.
- CoE Meeting: Proposed to be moved from October 2026 to the second half of September for better alignment.
- Potential Consolidation: Some suggest merging two 2026 meetings into one (April-May) to optimize time, while others highlight the benefits of having two meetings for preparation.

2. Alignment with Key Events & Guidelines:

- Ensure the schedule aligns with the production of guidelines and supporting documents.
- Be mindful of the March 2025 elections, which may impact working group directions.

3. Avoid Overlaps & Ensure Productivity:

- Ensure no major overlaps between meetings.
- First meeting should focus on identifying challenges, second meeting on proposing solutions in small thematic working groups.
- Consideration of potential repetition issues in the final draft timeline.

4. Engagement & Structure Enhancements:

- More breakout sessions and optional workshops (A/B format) for engagement.
- Greater support and mentoring between meetings.

5. Keynote Speakers & Themes:

- Consider speakers from drafting groups, prevention programs in other sectors, mental health experts, and professional bodies regulating educators (e.g., PE teachers, trainers).
- Important themes:
 - Accessibility – IPC presentations on inclusive education programs.
 - Education in sport licensing organizations and supplements.
 - Integration of education into anti-doping efforts before testing.
 - More efficient ADAMS usage for education info.
 - points of view from Results Management, Laboratories etc.

6. WADA Symposium Considerations:

- Some organizations face challenges with their CEO attending both the WADA Symposium and the education meeting, potentially leaving education discussions underrepresented.

Summary: Strategy and Way Forward for the Advisory Group on Education - Themes Feedback:

(Do the chosen themes resonate with you? Are there any additional themes you would like us to include?)

General Agreement on Themes:

- Most members agree that the chosen themes are logical, broad, and relevant.
- Some suggest minor refinements to ensure depth, variety, and practical application.

Key Suggested Improvements & Additions:

1. Enhancing Session Structure & Engagement

- Pre-submission of Topics: For the Feb/March session, participants should submit their topics in advance to ensure variety and well-structured discussions.
- Structured Reflection in Presentations:
During the March/Feb session, all presenters should answer the same key questions to ensure clarity, depth, and comparability of different approaches:
 - Why did you choose this approach? (Rationale)
 - Why didn't you choose another method?
 - What was your objective?
 - Would this work in every culture?
- Clear Objectives & Evaluations: Presentations should go beyond just activities—each should include objectives, rationale, and impact evaluation.
- Use of Templates: Ensure time to review and apply the promised templates for practical learning.

2. More Practical & Interactive Approaches

- Showcase Best Practices: More emphasis on real-world examples and practical applications.
- Thematic/Topic Groups: Allow participants to explore areas most relevant to them (e.g., educators' training, working with minors, professional recognition).
- Online Registration Forms: Let participants select preferred topics/working groups for personalized engagement.

3. Refining Thematic Progression & Timeline

- October 2025: "Let's Start"
 - Some feel this may be too late to "start," but no better alternative has been suggested yet.

- Between Oct 2025 - Feb 2026:
 - Focus on implementation and learning from NADO experiences, then showcase in Sept 2026 how these learnings were applied.
- Progression of Themes:
 - First theme: Planning – Explain expectations, rationale, and compliance implications.
 - Second theme: Implementation – Discuss methodologies, challenges, and success stories.

4. Additional Topics for Consideration

- Methodology in Anti-Doping Education: Invite an expert to discuss teaching methodologies tailored to different target groups.
- Evaluations: How to create effective evaluation methods for education programs.
- Athlete Perspectives: Hear directly from athletes about key educational topics.
- Sociology & Ethics in Education: Explore social values, ethics, and cultural applicability in anti-doping education.
- Physical & Implementation Materials: Move beyond just codes and standards to practical implementation tools.

Summary: Strategy and Way Forward for the Advisory Group on Education - Keynote Speakers

(Keynote Speakers: Who would you like to see as keynote speakers at our events? Any specific individuals or fields of expertise we should consider?)

General Consensus:

- The group suggests a diverse range of keynote speakers from different expertise areas to provide well-rounded insights.
- Emphasis on practical education delivery, athlete perspectives, evaluation, and implementation.

Suggested Keynote Speaker Profiles:

1. Education & Methodology Experts

- Expert in education delivery – Not just planning and creating programs but effectively delivering them.
- Methodologist/Educator – Someone who can provide insights into teaching strategies, curriculum development, and audience engagement.

2. Athlete Representation & Social Perspectives

- Athlete speaker(s) – To provide firsthand experience on educational needs, challenges, and athlete guidelines.
- Social skills expert – Crucial for educators to effectively engage different audiences.
- Social scientist/ethics professor – Addressing values, morals, and ethical considerations in education.

- Sociologist – To bring insights on cultural and societal factors impacting anti-doping education.

3. Regional & Global Perspectives

- International education exchange – Experts from other regions (e.g., Australia, North America) to share diverse approaches.
- Specialist on engaging minor athletes – Strategies for youth, recreational sports, and public health initiatives.

4. Evaluation & Impact Assessment Experts

- Monitoring & evaluation specialists
- Expert on impact measurement – How to assess the effectiveness of education programs.

5. Implementation & Compliance Experts

- Expert on the guideline development process – If the education guideline is not finalized by October, a speaker should cover its status, process, and future implementation.
- Change management specialist – To support ISE implementation within organizations.
- Code compliance expert – To explain risks, challenges, and best practices for aligning with the ISE.

Summary: Strategy and Way Forward for the Advisory Group on Education - General Suggestions

(Is there anything else you would like to share to make these events more impactful?)

1. Diverse Perspectives & Methods

- Use a mix of educational methods to cater to different learning styles.
- Incorporate viewpoints from outside anti-doping, including critical perspectives to broaden discussions.
- Bring in experts on intergenerational teaching to help educators adapt approaches for different age groups.

2. Real-Life Case Studies & Small NADO Insights

- Allocate time for host countries to present their structures, challenges, and cultural context for better understanding.
- Showcase practical examples from smaller NADOs, focusing on low-resource solutions (e.g., whistleblowing programs).
- Include case studies on digital solutions and innovative ways to enhance education efforts.
- Provide more concrete implementation examples (solutions) rather than just discussing challenges.

- Encourage better preparation from participants to ensure more efficient meetings and productive discussions.

3. Improving Session Structure & Engagement

- Adjust Q&A balance: For every 10-minute presentation, allow 10 minutes for Q&A.
- Include structured discussion time after keynotes, with a set list of discussion questions.
- Debrief at the end of meetings to evaluate key takeaways and ensure clearer objectives for future meetings.
- Allow time for session design and reflection after hearing keynote speakers.

4. Networking & Small Group Discussions

- Small group discussions are highly valued as they allow participants to share experiences and personalized insights.
- Continue breakout rooms and networking opportunities to facilitate deeper collaboration.

5. Additional Keynote Topic Suggestions

- Public health & teenagers: How doping for aesthetic reasons impacts youth, and whether ISE includes all minors or only athlete minors.
- Best practices in generational learning – how to effectively teach different age groups.

Summary: Strategy and Way Forward for the Advisory Group on Education - Educator Symposium Feasibility & Approach

(Can we organize a symposium for educators? How should we do this?)

General Sentiment:

- Mixed opinions on feasibility – Some support the idea, while others raise concerns regarding logistics, funding, and clarity of purpose.
- If organized, the focus should be on "educator trainers" rather than all educators due to scale and practical limitations.

Key Considerations for Organizing the Symposium:

1. Scope & Target Audience

- Clarify the purpose: What is the specific goal of the symposium?
- Focus on "Educator Trainers" (those training educators in ADOs) rather than all educators due to variations in systems and logistical constraints.
- Ensure a balance between education theory and practical application in the content.
- Focus on practitioners rather than administrators, as administrative discussions can take place in a CoE setting.

2. Logistical & Financial Challenges

- Size Constraints:
 - With 52 countries, participation could exceed 1,000+ attendees across Europe.
 - Would need to cap attendees per nation to maintain a manageable size.
 - How do you select attendees? Educator systems are highly diverse, making selection complex.
- Funding Sources:
 - How will this be financed? Possible funding options include Erasmus+ or other grant opportunities.
 - Inviting all educators would be too expensive, making a targeted selection process crucial.
- Language Barriers:
 - Consider solutions like translation services or regional symposiums for better accessibility.

3. Structure & Format

- Hybrid Approach for Scalability:
 - Virtual offerings should be considered to reduce costs and increase accessibility.
 - In-person event for selected educator trainers to allow for deeper engagement.
 - NADOs could develop their educators first, followed by small working groups for continuing education to enhance practical learning.
- Cadence:
 - Pilot event in Year 1 to assess effectiveness.
 - Consider making it biannual and rotating host nations.

4. Content & Key Topics

- Sharing best practices on how to train educators.
- Creating recommendations or guidelines for a structured educator symposium.
- Tailored program with specific sessions that meet the needs of participants.
- Focus on practitioners rather than admin and organizational discussions (which can be addressed in a CoE setting).
- Good idea to share experiences, but feasibility remains a concern – practical implementation needs to be considered.

5. Alternative Approaches if Not a Full Symposium

- Instead of a large-scale event, consider:
 - Monthly online meetings for educators to upscale knowledge and training.
 - A smaller, targeted symposium for key educator trainers rather than a broad, large-scale gathering.

Summary: Strategy and Way Forward for the Advisory Group on Education - Producing Effective Summaries & Guidelines for Athletes

(How can we effectively produce summaries and guidelines for athletes? Do we have some good practices?)

General Consensus:

- Athlete involvement is critical – Summaries and guidelines should be co-created with athletes to ensure relevance and accessibility.
- Formats should be varied and engaging, moving beyond traditional text-heavy documents.
- Collaboration and knowledge sharing among ADOs, NFs, and other stakeholders is essential.

Key Recommendations for Producing Effective Summaries & Guidelines

1. Athlete-Centered Approach

- Follow the "Nothing about us, without us" principle – athletes must be involved in content creation.
- Use athlete focus groups to test materials for accessibility and clarity.
- Ensure simplicity – apply the “grandparent test” (i.e., can someone with no prior knowledge understand it easily?).
- Targeted content for athletes:
 - Peel down to only the most relevant topics from an athlete’s perspective.
 - Work with retired athletes, as they have more time and can provide mentorship.
- Involve athletes in the process – co-create content with them to ensure relevance and engagement.
- Vary content formats – videos, short clips, infographics, and interactive solutions to make information more accessible.

2. Engaging and Accessible Formats

- Vary content delivery methods:
 - Videos, short clips, infographics, and interactive solutions.
 - Social media strategies, QR codes, and gaming elements for engagement.
- "Short and Sweet" Information:
 - Focus on concise, visually appealing materials rather than lengthy leaflets.
 - One-pager resources, interactive websites, and quick-reference guides.
- Utilize AI tools (e.g., ChatGPT) to assist in content creation.

3. Structuring the Development & Distribution Process

- Create a structured process for mentoring and content development:
 - Share mentoring frameworks for educators.
 - Use surveys/questionnaires to identify where individuals can provide or receive support.

- Guide mentorship pairings based on questionnaire responses.
- Collaboration across organizations:
 - Work with National Federations (NFs) and internal departments.
 - Leverage peer-to-peer and regional networks (e.g., Baltic, DACH groups)
- Timelines & Strategy:
 - Ensure content is released strategically and at the right time for maximum impact.
 - Host webinars and working groups to share best practices (e.g., how an ADO deals with monitoring).

4. Database & Knowledge Sharing

- Develop a shared resource library with a database/table that includes:
 - NADOs, target audiences, content types, and materials.
 - Allow members to access or reach out for specific resources.
- WADA's Role:
 - WADA could provide English summaries developed with their Athletes' Commission.

Summary: Strategy and Way Forward for the Advisory Group on Education - Setting Up Effective Mentoring & Guiding

(How can we set up effective mentoring and guiding? Do we have some good practices?)

General Consensus:

- Mentoring should be structured but flexible, tailored to specific needs.
- A clear distinction between mentoring and collaboration/exchange is needed.
- A platform for sharing expertise and best practices will enhance effectiveness.

Key Recommendations for Effective Mentoring & Guiding

1. Identify Needs & Define Mentorship Offerings

- First step: Conduct a survey to assess:
 - Needs and concerns of mentees.
 - Capacity of NADOs to mentor others.
 - Strengths, weaknesses, opportunities, and threats (SWOT analysis).
- Use survey data (CoE NADO survey or existing dashboard data) to:
 - Classify mentoring needs across NADOs.
 - Explore if IFs (International Federations) should also be included.

2. Structure of Mentoring Program

- Keep it small and personalized:
 - 1 Mentor/Facilitator per NADO for tailored guidance.

- Avoid a conference-style approach—mentoring should provide individualized support.
- iNADO can offer support to facilitate the mentoring process, helping to match mentors and mentees effectively.
- Clarify difference between mentoring vs. collaboration/exchange:
 - Mentoring = Structured, long-term guidance.
 - Collaboration/Exchange = Sharing expertise, projects, and best practices.
- Set up regional peer-to-peer mentoring groups (e.g., Baltic, DACH regions).
- Ensure mentees feel supported, not alone, by providing structured guidance and a clear framework for engagement.

3. Knowledge Sharing & Open Access Resources

- Create a SharePoint or platform where:
 - Mentors and mentees can connect.
 - Best practices, materials, and resources are openly shared.
 - Expertise, projects, and key topics are categorized for easy access.
- Ensure athlete voices guide best practices – resources should align with athlete and ASP perspectives.
- Ensure open-source information is available tailored to various needs (e.g., accessibility, language support).

4. Timeline & Next Steps

- Include this as a topic in the first 2026 meeting (“Let’s Share”).
- Develop a plan for ongoing review & feedback to refine the mentoring structure.

Summary: Strategy and Way Forward for the Advisory Group on Education - Enhancing Accessibility in Education

(How can we make our education more accessible (for people with impairments)? Do we have some good practices?)

General Consensus:

- Education for people with impairments must be tailored to their specific needs and should involve experts and accessibility advisors.
- Technology and adaptive learning formats (e.g., sign language, braille, subtitles) are essential for inclusivity.
- Sharing existing best practices and resources across ADOs will improve accessibility efforts.

Key Recommendations for Improving Accessibility in Education

1. Understanding Needs & Customizing Education

- Assess NADOs' current accessibility status – identify what they have and what they lack.

- Recognize the range of impairments – education should be specific to different disabilities (e.g., sign language for hearing-impaired athletes, visual adaptations for visually impaired athletes).
- Identify barriers in existing education – some e-learning components are not effective for all impairments.
- Consider accessible requirements for different age groups – younger athletes may require different formats and adaptations compared to adult athletes.
- Reach out to experts (e.g., Paralympic Committees, accessibility advisors) to adapt education and resources appropriately.

2. Training & Resources for Educators & DCOs

- Better education for DCOs to manage and support athletes with impairments effectively.
- Train educators appropriately on accessibility needs and inclusive teaching methods.
- Create a dedicated session with accessibility expertise to guide best practices.

3. Technology & Adaptive Learning Solutions

- E-learning platforms should include:
 - Voice-over and subtitles.
 - Braille-compatible resources.
 - Videos with sign language interpretation.
 - Content designed to meet WCAG Level AAA accessibility standards.
- Leverage available expertise – some ADOs (e.g., Ricardo from Portugal) have access to accessibility experts and can provide guidance.
- Need to tailor education for specific disabilities – one-size-fits-all approaches won't work.
 - Sign language and visual adaptations must be considered for relevant groups.
 - Barriers to access (e.g., availability of sign language interpreters, technology limitations) need to be addressed.
- Know your network – Identify and allocate experienced staff to lead accessibility-focused education.
 - Encourage openness and learning – educators and staff shouldn't be afraid to ask questions or make adjustments.

4. Knowledge Sharing & Collaboration

- AMADA is ready to support the creation of a platform to share accessibility information and resources – NADOs should connect directly.
- Host online meetings and webinars for sharing good practices in accessibility.
- Build a network of experienced staff who can provide insights and training.

Alone you go fast, together we go far!

Annex 1

List of participants

T-DO State Party	Name	Surname	Organisation	Your position in the Organisation
Andorra	Laia	Montoliu Montes	AGAD-ANDORRA ANTIDOPING AGENCIE	Director
Austria	David	Müller	NADA Austria	Head of Information & Education
Azerbaijan	Rufat	Efendiyev	Azerbaijan National Anti-Doping Agency (AMADA)	Deputy CEO
Azerbaijan	Tahmina	Taghi-zada	Azerbaijan National Anti-Doping Agency (AMADA)	Executive Director
Belgium - French Community	Charles	Thomas	ONAD CF	Education and prevention
Bulgaria	Elka	Galeva	Bulgarian Anti-doping Centre (BUL-NADO)	Chief Expert
Croatia	Roman	Latinovic	Croatian Institute of Public Health	Head of Anti-Doping Division
Denmark	Annemarie Haahr	Kristensen	Anti Doping Denmark	Senior Education Manager
Denmark	Malene Radmer	Johannisson	Anti Doping Danmark	Senior Manager
Estonia	Teele	Tiidt	Estonian Center for Integrity in Sports	Education and Communications Manager
Finland	Susanna	Sokka	Finnish Center for Integrity in Sports FINCIS	Communication manager
Finland	Tomi	Tolsa	FINCIS	Education Manager
France	Louison	Boussard-Turbet	Agence française de lutte contre le dopage	Project manager for education
France	Catherine	Coley	AFLD (Agence française de lutte contre le dopage)	Director, Education and Prevention

T-DO State Party	Name	Surname	Organisation	Your position in the Organisation
Germany	Anthony	Schwarz	National Anti Doping Agency Germany	Project manager department education
Germany	Michael	Behr	NADA Germany	Head of Education
Germany	Jude	Ellis	International Paralympic Committee	Head of Anti-Doping
Greece	Grigorios	Leon	EOKAN/HADA	GOVERNOR
Greece	Chistos	Papoulas	EOKAN/HADA	HEAD OF EDUCATION OFFICE
Ireland	Elaine	Cahill	Sport Ireland	Anti-Doping Education
Ireland	Carrie	O'Keeffe	Sport Ireland Anti-Doping	Education Executive
Italy	Federico	Verdi	NADO Italia	Education Coordinator
Kazakhstan NADO	Galiya	Zhumabayeva	Kazakhstan NADO	Education Manager
Latvia	Ivans	Shaposhnikovs	Anti-Doping Bureau of Latvia	Education manager
Lithuania	Dalia	Motejunaite	The Anti-doping agency of Lithuania	Education manager
Morocco	Maria	Windy	AGENCE MAROCAINE ANTIDOPAGE	CHEFFE DE POLE CONTROL ET INVESTIGATION
Netherlands	Martijn	Musters	Doping Authority Netherlands	Director of Education
Netherlands	Erik	Duiven	Doping Authority Netherlands	Chief Operating Officer
Norway	Linda	Olsen	Anti-Doping Norway	Director prevention and development
Portugal	Ricardo	Godinho	Autoridade Antidopagem de Portugal - ADoP	Education Senior Expert
Serbia	Gorica	Milovanovic	Antidoping agency of Serbia	Education manager

T-DO State Party	Name	Surname	Organisation	Your position in the Organisation
Slovenia	Nina	Makuc	Slovenian Anti-Doping Organisation	education coordinator
SPAIN	Carlos	Peralta Gallego	(Spanish Commission for the Fight against Doping in Sport)	Director General
Sweden	Charlotta	Lindblom	Anti-Doping Sweden	Communicator
Switzerland	Jonas	Personeni	Swiss Sport Integrity	Director of Prevention & Communication
Türkiye	Umutcan	Kayıkçı	Turkish Anti Doping Commission	DCO, Education Specialist
UK	Paul	Moss	UK Anti-Doping	Head of Education

OBSERVERS			
Aditya	Kumar	Athletics Integrity Unit	Head of Education
Johann	Holdhaus	EHF-ADU	Director Anti-Doping
Amy	Dyer	iNADO	Program Manager
Peter	Van de Vliet	iNADO	CEO
Naomi	Bloetjes	International Ice Hockey Federation	Integrity Manager
Adriaan	Wijckmans	International Ice Hockey Federation	Legal Counsel
Michael	Vesper	IOC	Senior Advisor
Grayson	Potter	USADA	Elite Education Manager
Tammy	Hanson	USADA	Elite Education Director
Colin	Allen	WADA	Education Manager
Amanda	Hudson	WADA	Director, Education

AGENDA

Tuesday, 4 February 2025

9:00 – 9:30	Registration and networking
9:30 – 10:00	Opening of the meeting <ul style="list-style-type: none"> - Welcome & logistics - Updates by the Chair of the Advisory Group on Education (T-DO ED), Council of Europe Secretariat and WADA
10:00 – 11:00	Whistleblowing – <i>Felix Kühnle (Germany)</i>
11:00 – 11:30	<i>Break (setting up discussion groups)</i>
11:30 – 13:00	Discussion groups – Whistleblowing
13:00 – 14:00	<i>Lunch</i>
14:00 – 15:00	Update on the International Standard for Education (ISE) consultation process
15:00 – 15:15	<i>Break</i>
15:15 – 17:00	ISE breakout discussions
17:00	<i>End of Day 1</i>

Wednesday, 5 February 2025

9:00 – 10:30	ISE implementation process
10:30- 10:45	<i>Break</i>
10:45 -12:00	T-DO Working Group updates
12:00 – 12:30	Summary. Conclusions. Next steps
12:30	<i>End of meeting</i>