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The World Anti-Doping Code

INTERNATIONAL STANDARD FOR EDUCATION

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International Standard for Education

The World Anti-Doping Code International Standard for Education (ISE), ~~if adopted will be~~ is a mandatory *International Standard* developed as part of the World Anti-Doping Program.

~~This draft of The ISE is the first iteration of the first Standard that will be put forward for adoption at the World Conference in November 2019, following consultation and subsequent approval by the Foundation Board.~~

The official text of the ISE shall be maintained by WADA and shall be published in English and French. In the event of any conflict between the English and French versions, the English version shall prevail.

Terms used in this *International Standard* that are defined terms from the Code are written in italics. Terms that are defined in this *International Standard* are underlined

Drafting Comment:

This draft of the ISE is the second iteration of the first Standard that will be put forward for adoption at the World Conference in November 2019, following consultation and subsequent approval by the WADA Foundation Board. The ISE will come into force on 1 January 2021.

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World Anti-Doping Agency
Stock Exchange Tower
800 Place Victoria (Suite 1700)
PO Box 120
Montreal, Quebec
Canada H4Z 1B7

URL: www.wada-ama.org

Tel: +1 514 904 9232
Fax: +1 514 904 8650
E-mail: code@wada-ama.org

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PART ONE: INTRODUCTION, CODE PROVISIONS AND DEFINITIONS

1.0 Introduction and scope

The *International Standard for Education* is a mandatory *International Standard* developed as part of the World Anti-Doping Program.

The overall guiding purpose of the International Standard for Education (ISE) is to support the preservation of the spirit of sport as outlined in the [World Anti-Doping Code \(Code\)](#) and to help foster a clean sport environment. There are a number of objectives that the ISE will ~~look~~aim to achieve in support of this purpose.

It is recognized that the vast majority of athletes wish to compete clean, have no intention to use prohibited substances or methods and strongly support their rights for a level playing field. Education, as one prevention strategy as highlighted in the Code, seeks to help Athletes and other persons to prevent the commission of Anti-Doping Rules Violations, and to promote behavior in line with their values and clean sport. An Athlete's first experience with anti-doping should be through Education rather than doping control.

The first objective of the ISE is to establish mandatory standards to support *Anti-Doping Organizations (ADOs) Signatories* to conduct the planning, implementation and evaluation of effective Education Programs as stipulated in Article 18 of the *Code*.

~~The emphasis of the Code, ISE is on practice focused solutions and seeks to provide clear guidance on what Signatories shall and should do in order to meet the minimum standard, while also pointing towards improving programs beyond what is required. A new Guidelines for Education will complement and support this process. The alignment of the documents will ensure be aligned in such a manner that the Code sets will set out the framework for Education while, the ISE will outline the minimum standards and principles by which that Education Programs should be implemented and will also ensure accountability, while shall implement, and the Guidelines will elaborate on better practices emerging practices and aid Signatories to improve their Education Program beyond the minimum required in the ISE.~~

The second objective of the ISE is to provide definitions clarity for:

- a) Definitions for terminology in the education field ~~as well as set out clear roles~~
- a)b) Roles and responsibilities for all *Signatories* responsible for delivering Education. ~~This will set out a common language that will inform the practice of Education planning, implementing, monitoring and evaluating Education Programs.~~

~~The third objective of the ISE focuses on a more prescriptive standard for Testing Pool Athletes and Athletes competing at International Events as well as their Support Personnel, while also requiring minimum standards for all Persons referred to in Article 18 of the Code. This will allow Signatories to focus efforts initially on Athletes who are already within the anti-doping system and~~

~~ensure that there is a structured Education Program around these Athletes to complement the Testing program. Guidance and principles for all target groups will be outlined in Part Two of the ISE in order to support ADOs in the development of Education Programs and maintain the focus of this document on practical solutions.~~

~~The third objective of the ISE is to ensure focused use of Signatories' resources by:~~

- ~~a) Requiring Signatories to establish an Education Pool through a structured planning process that shall as a minimum, include Athletes in the Registered Testing Pool and Athletes under a suspension period.~~
- ~~b) Requiring Signatories to cooperate and coordinate their Education activities to avoid unnecessary duplication.~~
- ~~c) Encouraging Signatories to go beyond the minimum requirements and consider the benefits of educating a wider population of stakeholders through Values-Based Education programs that will help instill the spirit of sport and foster a clean sport environment. This is to recognize and to help promote the inherent value that sport plays in society and each Signatory's role in this promotion.~~
- ~~a)d) Recognizing that there are other potential stakeholders in the field of clean sport Education and encouraging Signatories to engage and leverage the resources and expertise of these stakeholders, including governments, researchers and other education institutions.~~

2.0 Code provisions

To be updated based on 2021 Code process...

The following articles in the 2015 Code are directly relevant to the International Standard for Education:

Code Article 10 Sanctions on Individuals

10.12 Status during Ineligibility

10.12.1 Prohibition against Participation during Ineligibility

~~No Athlete or other Person who has been declared Ineligible may, during the period of Ineligibility, participate in any capacity in a Competition or activity (other than authorized anti-doping Education or rehabilitation programs) authorized or organized by any of the following: any Signatory, Signatory's member organization, or a club or other member organization of a Signatory's member organization; in Competitions authorized or organized by any professional league or any international or national-level Event organization; or in any elite or national-level sporting activity funded by a governmental agency.~~

Code Article 18 Education

18.1 Basic Principle and Primary Goal

~~The basic principle for information and Education Programs for doping-free sport is to preserve the spirit of sport, as described in the Introduction to the Code, from being undermined by doping. The primary goal of such programs is Prevention. The objective shall be to prevent the intentional or unintentional Use by Athletes of Prohibited Substances and Prohibited Methods.~~

~~Information programs should focus on providing basic information to Athletes as described in Article 18.2. Education Programs should focus on Prevention. Prevention programs should be values-based and directed towards Athletes and Athlete Support Personnel with a particular focus on young people through implementation in school curricula.~~

~~All Signatories shall within their means and scope of responsibility, and in cooperation with each other, plan, implement, evaluate and monitor information, Education, and Prevention programs for doping-free sport.~~

18.2 Programs and Activities

~~These programs shall provide Athletes and other Persons with updated and accurate information on at least the following issues:~~

- ~~• Substances and methods on the Prohibited List~~
- ~~• Anti-doping rule violations~~

- ~~Consequences of doping, including sanctions, health and social consequences~~
- ~~Doping Control procedures~~
- ~~Athletes' and Athlete Support Personnel's rights and responsibilities~~
- ~~Therapeutic Use Exemptions (TUEs)~~
- ~~Managing the risks of nutritional supplements~~
- ~~Applicable whereabouts requirements~~
- ~~Harm of doping to the spirit of sport~~
- ~~Applicable whereabouts requirements~~

~~The programs shall promote the spirit of sport in order to establish an environment that is strongly conducive to doping-free sport and will have a positive and long-term influence on the choices made by Athletes and other Persons.~~

~~Prevention programs shall be primarily directed at young people, appropriate to their stage of development, in school and sports clubs; parents; adult Athletes; sport officials; coaches; medical personnel; and the media.~~

~~Athlete Support Personnel shall educate and counsel Athletes regarding anti-doping policies and rules adopted pursuant to the Code.~~

~~All Signatories shall promote and support active participation by Athletes and Athlete Support Personnel in Education Programs for doping-free sport.~~

~~[Comment to Article 18.2: Anti-doping informational and Educational Programs should not be limited to National or International Level Athletes but should include all Persons, including youth, who participate in sport under the authority of any Signatory, government or other sports organization accepting the Code. (See (see definition of Athlete.)) These programs should also include Athlete Support Personnel. These principles are consistent with the UNESCO Convention with respect to education and training.]~~

~~18.3 Professional Codes of Conduct~~

~~All Signatories shall cooperate with each other and governments to encourage relevant, competent professional associations and institutions to develop and implement appropriate Codes of Conduct, good practice and ethics related to sport practice regarding anti-doping, as well as sanctions, which are consistent with the Code.~~

~~18.4 Coordination and Cooperation~~

~~WADA shall act as a central clearinghouse for informational and educational resources and/or programs developed by WADA or Anti-Doping Organizations. All Signatories and Athletes and other Persons shall cooperate with each other and governments to coordinate their efforts in anti-doping information and Education in order to share experience and ensure the effectiveness of these programs in preventing doping in sport.~~

~~Code Article 10 Sanctions on Individuals~~

~~10.12 Status during Ineligibility~~

~~10.12.1 Prohibition against Participation during Ineligibility~~

~~No Athlete or other Person who has been declared Ineligible may, during the period of Ineligibility, participate in any capacity in a Competition or activity (other than authorized anti-doping Education or rehabilitation programs) authorized or organized by any Signatory, Signatory's member organization, or a club or other member organization of a Signatory's member organization, or in Competitions authorized or organized by any professional league or any international or national level Event organization or any elite or national level sporting activity funded by a governmental agency.~~

~~...~~

~~Code Article 19 Research~~

~~19.1 Purpose and Aims of Anti-Doping Research~~

~~Anti-doping research contributes to the development and implementation of efficient programs within Doping Control and to information and Education regarding doping-free sport. All Signatories shall, in cooperation with each other and governments, encourage and promote such research and take all reasonable measures to ensure that the results of such research are used for the promotion of the goals that are consistent with the principles of the Code.~~

~~Code Article 20 Additional Roles and Responsibilities of Signatories~~

~~20.1 Roles and Responsibilities of the International Olympic Committee~~

~~20.1.9 To promote plan, implement and evaluate anti-doping Education in line with the requirements of the *International Standard for Education*~~

~~20.2 Roles and Responsibilities of the International Paralympic Committee~~

~~20.2.8 To promote plan, implement and evaluate anti-doping Education in line with the requirements of the *International Standard for Education*~~

~~20.3 Roles and Responsibilities of the International Federations~~

~~20.3.12 To promote plan, implement and evaluate anti-doping Education in line with the requirements of the *International Standard for Education*, including requiring National Federations to conduct anti-doping Education in coordination with the applicable *National Anti-Doping Organization*.~~

~~20.4 Roles and Responsibilities of National Olympic Committees and National Paralympic Committees~~

~~20.4.11 To promote plan, implement and evaluate anti-doping education in line with the requirements of the *International Standard for Education*, including requiring National Federations to conduct anti-doping education in coordination with the applicable *National Anti-Doping Organization*.~~

~~20.5 Roles and Responsibilities of National Anti-Doping Organizations~~

~~20.5.8 To promote plan, implement and evaluate anti-doping Education in line with the requirements of the *International Standard for Education*.~~

~~20.6 Roles and Responsibilities of Major Event Organizations~~

~~20.6.7 To promote plan, implement and evaluate anti-doping Education in line with the requirements of the *International Standard for Education*.~~

~~20.7 Roles and Responsibilities of WADA~~

~~20.7.6 To promote, conduct, commission, fund and coordinate anti-doping research and to promote anti-doping Education.~~

~~Code Article 21 Additional Roles and Responsibilities of Athletes and Other Persons~~

~~21.3 Roles and Responsibilities of Regional Anti-Doping Organizations~~

~~21.3.6 To promote plan, implement and evaluate anti-doping Education, in line with the requirements of the *International Standard for Education*.~~

3.0 Definitions and interpretation

3.1 Defined terms from the 2015 Code that are used in the International Standard for Education:

ADAMS: The Anti-Doping Administration and Management System is a Web-based database management tool for data entry, storage, sharing, and reporting, designed to assist stakeholders and WADA in their anti-doping operations in conjunction with data protection legislation.

Athlete: Any Person who competes in sport at the international level (as defined by each International Federation) or the national level (as defined by each *National Anti-Doping Organization*). An *Anti-Doping Organization* has discretion to apply anti-doping rules to an *Athlete* who is neither an *International-Level Athlete* nor a *National-Level Athlete*, and thus to bring them within the definition of “Athlete.” In relation to *Athletes* who are neither *International-Level* nor *National-Level Athletes*, an *Anti-Doping Organization* may elect to: conduct limited *Testing* or no *Testing* at all; analyze *Samples* for less than the full menu of *Prohibited Substances*; require limited or no whereabouts information; or not require advance *TUEs*. However, if an Article 2.1, 2.3 or 2.5 anti-doping rule violation is committed by any *Athlete* over whom an *Anti-Doping Organization* has authority who competes below the international or national level, then the *Consequences* set forth in the *Code* (except Article 14.3.2) must be applied. For purposes of Article 2.8 and Article 2.9 and for purposes of anti-doping information and education**Education**, any Person who participates in sport under the authority of any *Signatory*, government, or other sports organization accepting the *Code* is an *Athlete*.

[Comment: This definition makes it clear that all International- and National-Level Athletes are subject to the anti-doping rules of the Code, with the precise definitions of international- and national-level sport to be set forth in the anti-doping rules of the International Federations and National Anti-Doping Organizations, respectively. The definition also allows each National Anti-Doping Organization, if it chooses to do so, to expand its anti-doping program beyond International- or National-Level Athletes to competitors at lower levels of Competition or to individuals who engage in fitness activities but do not compete at all. Thus, a National Anti-Doping Organization could, for example, elect to test recreational-level competitors but not require advance TUEs. But an anti-doping rule violation involving an Adverse Analytical Finding or Tampering, results in all of the Consequences provided for in the Code (with the exception of Article 14.3.2). The decision on whether Consequences apply to recreational-level Athletes who engage in fitness activities but never compete is left to the National Anti-Doping Organization. In the same manner, a Major Event Organization holding an Event only for masters-level competitors could elect to test the competitors but not analyze Samples for the full menu of Prohibited Substances. Competitors at all levels of Competition should receive the benefit of anti-doping information and education.]

Athlete Support Personnel: Any coach, trainer, manager, agent, team staff, official, medical, paramedical personnel, parent or any other *Person* working with, treating or assisting an *Athlete* participating in or preparing for sports *Competition*.

Anti-Doping Organization: A *Signatory* that is responsible for adopting rules for initiating, implementing or enforcing any part of the *Doping Control* process. This includes, for example, the International Olympic Committee, the International Paralympic Committee, other *Major Event Organizations* that conduct *Testing* at their *Events*, WADA, International Federations, and *National Anti-Doping Organizations*.

Code: The World Anti-Doping Code.

Competition: A single race, match, game or singular sport contest. For example, a basketball game or the finals of the Olympic 100-meter race in athletics. For stage races and other sport contests where prizes are awarded on a daily or other interim basis the distinction between a *Competition* and an *Event* will be as provided in the rules of the applicable International Federation.

Doping Control: All steps and processes from test distribution planning through to ultimate disposition of any appeal including all steps and processes in between such as provision of whereabouts information, *Sample* collection and handling, laboratory analysis, *TUEs*, results management and hearings.

Event: A series of individual *Competitions* conducted together under one ruling body (e.g., the Olympic Games, FINA World Championships, or Pan American Games).

Event Venues: Those venues so designated by the ruling body for the *Event*.

International Event: An *Event* or *Competition* where the International Olympic Committee, the International Paralympic Committee, an International Federation, a *Major Event Organization*, or another international sport organization is the ruling body for the *Event* or appoints the technical officials for the *Event*.

International-Level Athlete: *Athletes* who compete in sport at the international level, as defined by each International Federation, consistent with the International Standard for Testing and Investigations.

[Comment: Consistent with the International Standard for Testing and Investigations, the International Federation is free to determine the criteria it will use to classify Athletes as International-Level Athletes, e.g., by ranking, by participation in particular International Events, by type of license, etc. However, it must publish those criteria in clear and concise form, so that Athletes are able to ascertain quickly and easily when they will become classified as International-Level Athletes. For example, if the criteria include participation in certain International Events, then the International Federation must publish a list of those International Events.]

International Standard: A standard adopted by WADA in support of the *Code*. Compliance with an *International Standard* (as opposed to another alternative standard,

practice or procedure) shall be sufficient to conclude that the procedures addressed by the *International Standard* were performed properly. *International Standards* shall include any Technical Documents issued pursuant to the *International Standard*.

Major Event Organizations: The continental associations of *National Olympic Committees* and other international multisport organizations that function as the ruling body for any continental, regional or other *International Event*.

Minor: A natural *Person* who has not reached the age of eighteen years.

National Anti-Doping Organization: The entity(ies) designated by each country as possessing the primary authority and responsibility to adopt and implement anti-doping rules, direct the collection of *Samples*, the management of test results, and the conduct of hearings at the national level. If this designation has not been made by the competent public authority(ies), the entity shall be the country's *National Olympic Committee* or its designee.

National Event: A sport *Event* or *Competition* involving *International-* or *National-Level Athletes* that is not an *International Event*.

National-Level Athlete: *Athletes* who compete in sport at the national level, as defined by each *National Anti-Doping Organization*, consistent with the *International Standard for Testing and Investigations*.

National Olympic Committee: The organization recognized by the *International Olympic Committee*. The term *National Olympic Committee* shall also include the *National Sport Confederation* in those countries where the *National Sport Confederation* assumes typical *National Olympic Committee* responsibilities in the anti-doping area.

Person: A natural Person or an organization or other entity.

Registered Testing Pool: The pool of highest-priority *Athletes* established separately at the international level by *International Federations* and at the national level by *National Anti-Doping Organizations*, who are subject to focused *In-Competition* and *Out-of-Competition Testing* as part of that *International Federation's* or *National Anti-Doping Organization's* test distribution plan and therefore are required to provide whereabouts information as provided in Article 5.6 and the *International Standard for Testing and Investigations*.

Signatories: Those entities signing the *Code* and agreeing to comply with the *Code*, as provided in Article 23.

Team Sport: A sport in which the substitution of players is permitted during a *Competition*.

Testing: The parts of the *Doping Control* process involving test distribution planning, *Sample* collection, *Sample* handling, and *Sample* transport to the laboratory.

WADA: The World Anti-Doping Agency.

3.2 Defined terms specific to the International Standard for Education:

3.2.1 Prevention:

~~The ultimate goal of **Education**: In relation to clean sport, the process of raising awareness, providing information, delivering anti-doping system is to preserve education underpinned by the values of the spirit of sport and, to prevent the behavior of doping. There are four contribute to the prevention strategies that encompass all the strands of an anti-doping program.~~

- ~~1) **Education** — to raise awareness, inform, to instill values, develop life skills and decision-making capability to prevent of intentional and unintentional doping as well as reform and rehabilitate in cases of transgression.~~
- ~~2) **Deterrence** — to divert potential dopers, through ensuring that robust rules and sanctions are in place and salient for all stakeholders.~~
- ~~3) **Detection** — an effective testing and investigations system not only enhances a deterrent effect, but also is effective in catching those committing *Anti-Doping Rules Violations*, while also helping to disrupt anyone engaged in Doping behavior.~~
- ~~4) **Enforcement** — to adjudicate and sanction those found to have committed ADRVs.~~

~~These four prevention strategies set the framework for the wider anti-doping system, yet for the purposes of the ISE, the focus will be on the prevention strategy of Education, which will be explained in further detail.~~

3.2.2 Education:

~~Education will refer to all activities within an Education Program. It is a broad term which encompasses key . The components of delivering an effective Education Program, specifically: education referenced here can be further defined as:~~

- ~~1) **Awareness** – highlighting topics/issues within the framework of anti-doping such as values, why it is important to prevent doping, key terms and messages. Normally conducted as campaigns to promote, support and reinforce a clean sport environment as the only accepted standard.~~
- ~~2) **Information** – providing accurate, up to date anti-doping material directly related to Article 18 of the Code, and how to access further reliable information.~~
- ~~3) **Anti-Doping Education** – delivering high quality anti-doping training to *Athletes, Athlete Support Personnel* and other defined Persons to ensure competence in all aspects related to anti-doping requirements. This directly relates to all aspects of Article 18.2 of the Code and should be delivered at the appropriate stage of development for all recipients.topics.~~
- ~~4) **Values-Based Education** – delivering education—activities that placesemphasizes the development of an individual’s personal values and principles at the heart of their evolving sport experience. It prioritizes the development of It builds the learner’s ethical literacy by building their capacity to make decisions based on moral reasoning.~~
- ~~5) **Communication** — establishing channels that allow the learner to exchange information and engage with the education system. This includes mediums such as social media, eLearning, websites and direct education, as well as the training of Education Officers that facilitate education Interventions.~~

~~The *Anti-Doping Organization* shall ensure that their mandatory Education Programs incorporate all five components of Education. Ideally all components will be aligned in one planned program, whereby all aspects are complementary to each other, and all activities are consistent and in line with the overall objectives of the Education Program, but most importantly, underpinned by values and guided by the values-based education component.~~

3.3 Other Defined Terms:

~~**Education Officer:** An accredited official**Education Pool:** an identified list of target groups, determined through the process outlined in Article 4 of the *International Standard for Education.* At a minimum, it must include the *Registered Testing Pool* of each *Signatory* and *Athletes* serving a suspension period.~~

Educator: ~~A person who has been trained and authorized by the *Anti-Doping Organization* to carry out the responsibilities given to *Education Officers* or a *Signatory* to deliver elements of the education plan in the *International Standard for Education*.~~

Doping: ~~The occurrence of one or more of the anti-doping rule violations set forth in Article 2.1 through 2.10 of the *Code*.~~

Education Plan: ~~A document that includes a clear statement of overall expected outcomes of the *Education Program* as well as specific objectives for the target groups identified. While overall goals can be non-specific, the *Education Plan* must include indicators of the extent to which these goals are achieved, and all objectives must be measurable and time-specific.~~

Education Program: This constitutes all *Education* activities undertaken by the *Anti-Doping Organization Signatories*.

Ethical Literacy: ~~The ability to collect and evaluate information, reflect on one's own moral values, identify the potential outcomes of various options and their impacts, make reasoned decisions about which option(s) align with one's values, act consistent with one's values, explain one's decisions, and take responsibility for one's actions.~~

Event-Based Education: ~~Any type of *Education* activity which takes place at or leading up to a sporting event. This usually involves a booth that provides access to the relevant information for *Athletes* and having access to an *Education Officer* to discuss any anti-doping related issues. *WADA's Outreach Program* is an example of this. Other activities include promotional messages or slogans, featured prominently as part of the events marketing and branding exercises, including targeted social media campaigns. It can also go beyond this to include seminars for participants of the event that seek to address specific issues and topics related to anti-doping and clean sport. The competition organizers like *National and International Federations* should initiate this and coordinate with relevant *Anti-Doping Organizations*.~~

Event-Based Education: Any type of *Education* activity which takes place at or leading up to an *Event*.

Guidelines for Education: A Level 3 document in the World Anti-Doping Program that provides guidance on all aspects of *Education*. ~~It is a non-mandatory document.~~

Intervention: ~~A program or campaign designed to reach and impact a defined target audience in a defined time frame to achieve a specific outcome.~~

~~Life Skills:~~ ~~Abilities for adaptive and positive behaviors that enable individuals to deal effectively with the demands and challenges of life. Examples of such life skills include: decision making, empathy, self-discipline and assertiveness.~~

~~Mutual Recognition:~~ ~~The recognition process means that an *Anti-Doping Organization* is accepting of the *Education Program* of another *Signatory* and that they are satisfied that such a program implements and meets the requirements of the *International Standard for Education*. This process should clearly identify those *Athletes* and *Athlete Support Personnel* who have participated in another *Signatory's* program.~~

~~Prevention:~~ Refers to the objective of ~~stopping~~preventing the ~~behaviour~~behavior of doping and other anti-doping rule violations from occurring. There are four key interrelated strategies to prevention, ~~which are elaborated on in Article 3.2.1; education, deterrence, detection and enforcement.~~

~~Testing Pool:~~ ~~The pool of highest priority *Athletes* established by an *Anti-Doping Organization* that are not subject to Article 2.4 of the *Code*, but are required to provide whereabouts information to support Out-of-Competition Testing, and to whom consequences shall apply for Failure to Comply to provide such information.~~

3.4 Interpretation:

3.3.1 Unless otherwise specified, references below to Articles are references to Articles of the *International Standard for Education*: (ISE).

3.3.2 The comments annotating various provisions of the ISE shall be used to interpret the ~~*International Standard for Education*~~ISE.

3.3.4 The official text of the ISE shall be maintained by WADA and shall be published in English and French. In the event of any conflict between the English and French versions, the English version shall prevail.

PART TWO: STANDARDS FOR EDUCATION

~~4.0 Planning, implementing and evaluating effective Education Programs~~

~~4.1 Overview~~

~~4.1.1~~—Article 18.1 of the Code requires *Anti-Doping Organizations Signatories* to plan, implement and evaluate Education Programs within their means and scope of responsibility, and in cooperation with each other. The objective of Article 4 of the International Standard for Education is to establish standards for the delivery of these responsibilities by *Anti-Doping Organizations*.

~~[Comment to 4.1.1: In order to ensure that the components of Education are delivered in a systematic and planned way, Anti-Doping Organizations should identify and follow processes set out in the ISE in order to plan, implement and evaluate their programs effectively. As per Article 18.1 of the Code, Education Programs shall be delivered in cooperation with other Anti-Doping Organizations and also in tandem with other anti-doping programs within the Anti-Doping Organization such as Testing for example (see comment to 4.4.2 for further information). Specifically in relation to Education, these processes should always be conducted in accordance with Signatories. The standards required are directly related to the processes of planning, implementing, monitoring and evaluating Education Programs. These processes should always be conducted in accordance with the specific cultural considerations of either the country or sport. These cultural considerations should be in line with the positive values set out in the Code, seek to preserve the spirit of sport and seek to help foster a clean sport environment. This allows for cultural nuances and considerations to be factored into an Education Program in which each Anti-Doping Organization Signatory is best positioned to consider, while still adhering to the minimum standards set out in the ISE International Standard for Education.]~~

4.2—Signatories shall ensure that an effective Education Program is being delivered by incorporating the four components of Education into their activities. The components should be aligned in one planned program, whereby all aspects are complementary to each other (E.g. Awareness campaigns should reflect the messages being delivered at seminars or in information brochures). Communication channels should be established to allow the learner to exchange information and to engage with Education activities. All activity should be underpinned by the values of the spirit of sport, promotion of integrity and guided by the values-based education component. In delivering an effective Education Program, Signatories should consider the Guidelines for Education to support them in all aspects of their Education activities.

Comment: Before setting out the below requirements of the International Standard for Education, Signatories should reflect on the role of Education in their organization and be clear on a vision and ultimate outcome they would like to see from their Education Program. This vision should inform the objectives that will be set in the education plan.

5.04.0 Planning effective Education education programs

4.24.1 Developing an education plan

4.1.1 The objective of Article 4.2 is to set out the steps that are necessary to ~~produce an Education Plan satisfactory to~~ develop an education plan that fulfills the requirements of the *International Standard for Education*.

~~4.2.2—The Anti-Doping Organization~~1.2 Signatories shall document ~~its~~their Education activities through an ~~Education Plan~~.education plan. This ~~must~~shall be available for review on request by WADA [overview/summary to be provided in English or French].

~~[Comment to 4.2.2: The Education Plan should not be considered independent of, but rather an integral part of the wider anti-doping program. Specifically, the Education Plan should be considered as complementary to the Test Distribution Plan when it comes to ensuring Athletes in the testing program, in the first instance, are receiving quality and comprehensive Education related to anti-doping.~~

4.21.3 The main activities related to developing an ~~Education Plan~~education plan are: a current situation assessment, ~~the prioritization of~~ prioritizing target groups, setting of clear objectives, documenting an action plan ~~for implementation~~ and outlining monitoring and evaluation procedures. Each of these is described below.

4.2.4 Current Situation Assessment

The assessment process shall consider three main strands:

- ~~1.—Risk Assessment:—The Anti-Doping Organization must consider the risk assessment conducted as part of the testing program, based on article 4.2~~

~~of the International Standard for Testing and Investigations. This will provide directions for content emphasis as well as indications of those most at risk of and vulnerable to doping who should be considered as most in need of Education and Interventions. An assessment of the wider environment including all other target groups within the *Anti-Doping Organization's* jurisdiction shall also be conducted to determine risks related to doping.~~

~~2. *Target Groups:* — The *Anti-Doping Organization* must seek to quantify all stakeholders and target groups within their jurisdiction. This will include recording the overall number of *Athletes, Athlete Support Personnel* and other relevant *Persons*, including those stipulated in Article 18.2 of the *Code* and outlined in Article 4.2.5. This will help to establish the scale in which the *Anti-Doping Organization's Education Program* will be delivered in order to set realistic goals and to prioritize them based on risk in accordance with the *Anti-Doping Organizations (sporting) culture*.~~

~~4.2.1 *System Assessment: Signatories* shall document all their current Education activities as the first step in the education planning process. *Signatories* shall describe the environment within which it operates, including the sports system/structures and the national/international context as outlined in the Guidelines.~~

~~4.2.2 *Identification of Target Groups: Signatories* shall list all potential target groups of their Education Program including all those referenced in Article 18 of the *Code*. It shall also identify other agencies/organizations who may be responsible for delivering clean sport Education to these target groups or have the potential to deliver Education.~~

~~4.2.3 *Resources:* — *Signatories* shall document all available resources to the Education Program. An important consideration in ensuring an effective and achievable Education Plan education plan is to clearly document the capacity of *Signatories to deliver the Education Program* by assessing the human, financial and material resources available to deliver the plan.~~

~~The *Anti-Doping Organization* must be able~~

~~These resources will then inform what is possible to demonstrate to WADA's satisfaction that it has made a proper assessment deliver as part of the relevant risks and has adopted an appropriate Education Plan Program. *Signatories* will assign resources to activities accordingly based on the results prioritization process outlined in Article 4.3.~~

~~4.3 Prioritization of that risk assessment. Target Groups~~

~~[*Comment*] Based on the list of target groups identified above, *Signatories* shall conduct a process to 4.2.4: A risk assessment may identify those who require immediate the highest priority targets to be included in the Education due Pool to which the potential Education Program will be delivered.~~

~~4.3.1 Athletes: Signatories shall consider Athletes as defined in its anti-doping rules and who are subject to those rules, for increased vulnerability and susceptibility to doping. These moments of vulnerability inclusion in the Education Pool. As a minimum, Signatories shall include, but are not limited to: Athletes who are included in their Registered Testing Pool as part of the Education Pool and Athletes serving a suspension period.~~

- ~~• Injury and rehabilitation~~

~~Changing clubs/teams, coaches or For youth athletes, programs should be values-based, with a focus on integrity and instilling the spirit of sport, ideally through school programs and through the early stages of athlete pathways within the sports system.~~

- ~~• 4.3.2 Athlete Support Personnel~~
- ~~• Advancing to a higher level of Competition~~
- ~~• Upcoming career defining events~~
- ~~• Failure in major career goals or consistent failure of goals~~

~~This is reactionary and should be addressed accordingly. A more proactive approach is encouraged which aims to reduce this vulnerability over the long term by adopting a values-based approach: As per Articles 18.3.3 and targeting Athletes at a younger age. This is part of a more comprehensive, planned and systemic Education Program that fosters a clean sport environment which seeks to preserve the spirit of sport.~~

~~4.2.5 Prioritization of Target Groups~~

~~———— The identification of target groups must consider those mentioned in Article 18.21.2 of the Code. The Anti-Doping Organization shall include its Testing Pool Athletes, Athletes competing at International Events and their Support Personnel as part of the Education Program and ensure that the minimum requirements set out in Article 4.3.4 are delivered to this target group. In terms of prioritizing target groups who will be the focus of the Education Program, the Anti-Doping Organization should consider the assessment process conducted in Article 4.2.4. According to, it is the Anti-Doping Organization's resources, additional target groups shall be included as outlined below.~~

~~Athlete Support Personnel are continuously identified through research as having a significant influence on the attitudes and behavior of their Athletes. As such, they should be an integral part of all Education Programs, particularly those for groups of Athletes who are identified as high priority or most susceptible to doping. As per Article 18.2 of the Code, it is the Athlete Support Personnels' Personnel's mandatory responsibility to educate and counsel Athletes regarding anti-doping policies and rules adopted pursuant to the Code. Anti-Doping Organizations Signatories shall, within their means, ensure that Athlete Support~~

~~Personnel are well informed toof the standards required to ensure they are able to counsel their Athletes accordingly. This is an effective investment of resources as they will continue to counsel all Athletes who come under their authority. Athlete Support Personnel of Testing Pool Athletes and Athletes who compete at International Events shall be educated as per Article 4.3.4.~~

~~In Signatories shall consider Athlete Support Personnel of the Athletes identified above, for inclusion in the Education Pool. The most influential Athlete Support Personnel of the Registered Testing Pool should be given priority in the consideration process to be included in the Education Pool. As defined in the Code, the following groups shall be considered as part of this process:~~

~~Coaches, trainers, managers, agents, team staff, officials, medical/ paramedical personnel, parent or any other Person working with, treating or assisting an Athlete participating in or preparing for sports Competition.~~

~~4.3.3 If there are cohorts of Athletes or Athlete Support Personnel that will not be included in the Education Pool, Signatories shall provide a rationale in the education plan as to why they have not been included and how this will be addressed in the future. Directions and guidance on conducting this process are available in the Guidelines for Education.~~

~~4.3.4 Other Target Groups: In addition to the groups stated in the definitions of Athletes and Athlete Support Personnel in Article 3.1, as described above, other specific target groups that ~~shall~~should also be considered as part of an Education Program as outlined in Article 18 of the Code include the planning process including, but not limited to:~~

- Young people (in schools and sports clubs)
- ~~• Youth Athletes~~
- ~~• Parents~~
- ~~• Sport Officials~~
- ~~• Coaches~~
- ~~• Medical Personnel~~
- ~~• Media~~
- Teachers
- University ~~Sports Staff/Lecturers~~sports staff/lecturers
- Sport administrators
- ~~• Media~~
- ~~• [Comment to 4.2.5: Although a number of Anti-Doping Organizations may not have the resources to conduct a comprehensive program with all of these target groups at this stage of their development, there are many ways to ensure that all target groups are included in a planned Education Program. In that respectCommercial sponsors~~

- And other Persons as deemed necessary by Signatories

4.3.5 Education Pool: After going through the process of identifying and prioritizing target groups of the Education Program, and based on the resources and capacity to deliver, Signatories shall identify those who will be targeted directly by the Education Program and document this in the education plan. This final list of target groups is known as the Education Pool.

Comment to 4.3: to assist signatories, WADA offers a full suite of Education materials, content and resources to help ensure that all groups are addressed and have the opportunity to access information in relation to all topics outlined in the ISE. There are also a number of strategies to reach large numbers of each target group, particularly through online methods such as eLearning, websites, promotional Awareness campaigns and partnerships with other relevant agencies such as education ministries, National Federations, coaching authorities, medical accreditation bodies, etc.]International Standard for Education.

4.2.64 Objectives

The Education Plan shall include a clear statement of the overall expected outcomes objectives of the Education Program as well as,

In addition, the plan should identify specific objectives and activities for the target groups identified during prioritization in Article 4.2.5. In developing the plan, Anti-Doping Organizations should consider Article 3.3.1 of the Education Guidelines. While overall goals can be non-specific, the Education Plan must include indicators of the extent to which these goals are achieved, and all objectives must within the Education Pool. All objectives shall be measurable and time-specific.

4.2.7 The Education Plan shall include an Action Plan that documents on an annual basis all the specific tasks to be completed related to the stated objectives. As in Article 3.4 of the Guidelines for Education, this shall include, the task objective, the target group that the task relates to, the timeframe in which it will be completed, who will be responsible for delivering it and the monitoring & evaluation procedures to be followed

4.2.8 Monitoring

The Education Plan shall include monitoring procedures for its activities, and in particular, those specified in the Action Plan. This monitoring should include documentation and quantification of the Anti-Doping Organization's Education activities, as well as reach and impact metrics such as surveys, digital feedback (social media hits, media coverage, eLearning analytics, etc.) and staff reports. The monitoring procedures will provide feedback on progress, and also provide the foundation for the evaluation process outlined in Article 4.4 in order to fully assess the quality and effectiveness of the Education Program.

~~4.3~~ — 4.5 **Monitoring**

The education plan shall include monitoring procedures for its activities in order to ensure that all aspects of the Education Program are recorded to aid reporting and evaluation. Guidance on monitoring procedures is provided in the Guidelines for Education.

6.05.0 Implementing effective **Education** ~~education~~ programs

~~4.35.1~~ The objective of Article ~~4.35~~ is to define the content that *Anti-Doping Organizations* Signatories are required to deliver as part of their Education Program, ~~and to outline effective delivery methods for target groups that Anti-Doping Organizations can follow to improve the implementation of their Education Plans.~~ These delivery methods, outlined further in Article ~~4.3.6~~, should be documented in the Action Plan so that it is clear how each task will be executed.

~~4.3.2~~ — ~~The Anti-Doping Organization~~ 5.2 Signatories shall include the following topics in their Education Program as outlined in Article ~~18.23.1~~ of the Code:

- ~~• Harm of doping to the Spirit of Sport~~
- ~~• Substances and methods on the Prohibited List~~
- ~~• Principles and values associated with clean sport~~
- ~~• Athletes and Athlete Support Personnel's rights and responsibilities~~
- ~~• The Anti-Doping Charter of Athlete Rights~~
- ~~• Consequences of doping including health, social, psychological and sport (sanctions)~~
- Anti-doping rule violations
- ~~• Consequences of doping, sport (sanctions), health and social~~
- ~~• Doping Control Procedures~~
- ~~• Athletes' and Athlete Support Personnel's rights and responsibilities~~
- ~~• TUEs~~
- ~~• Managing the risks of supplements~~
- ~~• Applicable whereabouts requirements~~

~~[Comment to 4.3.2: All except the first of these require the awareness of and provision of information about the technical aspects of anti-doping. These topics shall also involve a values element where the ethical rationale for each of them is included as part of the Education process. The 'Harm of Doping to the Spirit of Sport' topic should focus on the values highlighted in the Code and should permeate all aspects of an Education Program as outlined in Article 3.2.2 (specifically 'Values-based Education') and the wider anti-doping program as outlined in Article 3.2.1.]~~

- ~~• 4.3.3 The Anti-Doping Organization Substances and Methods on the Prohibited List~~
- ~~• Risks with medications and supplements, including health consequences~~
- ~~• Therapeutic Use Exemptions~~
- ~~• Testing procedures, including urine, blood and the biological passports~~
- ~~• Requirements of a registered testing pool, including Whereabouts and use of ADAMS~~
- ~~• Speaking up to share concerns about doping~~

~~5.3 The topics identified in Article 5.2 shall be delivered in full to Athletes and Athlete Support Personnel in the Education Pool. Signatories shall ensure that all four components of Education are considered when delivering these topics in order to ensure messages are tailored specific to the audience. Values-Based Education should be the underpinning component of all activity.~~

~~5.4 In relation to other target groups identified in Article 4.3.4 who have been included in the Education Pool, Signatories should tailor the topics and messages specific to each group. A focus should be maintained on Values-Based Education with the objective of instilling the spirit of sport, particularly in young people through school programs, ideally in cooperation with the relevant public authorities.~~

~~5.5 Signatories shall establish an educational framework that clearly identifies what Athletes (and Athlete Support Personnel in the first instance Education Pool (as well as other target groups where needed) should learn at each stage of their development. Learning objectives act as a guide to what the Athlete should be 'aware of', 'understand' and 'do' or 'be capable of doing' at each stage. for each topic. Competencies and skills are what the Athlete should demonstrate as they master these learning outcomes. These should be measurable through assessment. Anti-Doping Organizations objectives. Signatories can use the framework outlined in Annex A the Guidelines for Education to develop similar frameworks for other all target groups referenced in Article 4.2.5 their Education Pool.~~

~~4.3.4 Anti-Doping Organizations shall deliver Education to all Athletes within their Testing Pool and Athletes competing at International Events, as well as to their Athlete Support Personnel based on the framework outlined in Annex A. The Anti-Doping Organization is required to deliver all aspects of this as part of their Education Program to these target groups.~~

~~4.3.5 In delivering these topics to all target groups, the Anti-Doping Organization should follow educational principles and focus on the levels of learning that each target group will need to achieve in order to be fully competent in each topic. An example of levels of learning that follow pedagogical principles is set out below, and is exemplified in the framework set out in the Annex A:~~

- ~~1) **Recognition**—the first interaction with the subject matter or topic of anti-doping and clean sport where the learner becomes aware of the clear intention of the material.~~
- ~~2) **Knowledge**—the learner will know the most pertinent aspects of the topic and be able to recall these.~~
- ~~3) **Understanding**—the learner will be able to discuss and explain the topic.~~
- ~~4) **Application**—the learner will be able to apply knowledge learned and act based on the skills acquired, in different situations.~~
- ~~5) **Reflection**—based on experiences, the learner will be able to reflect, analyze and adapt their behavior accordingly and express their attitudes and beliefs, including modelling and advocating. The learner will be able to demonstrate a high level of Ethical Literacy.~~

~~4.3.6 The Anti-Doping Organization should also integrate effective evidence-based methods of delivery for education programs. According to research¹, an effective education program:~~

- ~~• is **tailored** to the target population, ensuring content and delivery are appropriate,~~
- ~~• includes **interactive** activities, allowing the learner to engage with the concept of with what is being taught, including case studies, scenarios, dilemmas and debates as examples; engaging seminars rather than passive lectures,~~
- ~~• aims at developing **core Life Skills**,~~
- ~~• runs over a period of time where key messages are **repeated and reinforced**,~~

- includes ~~multi-modal~~ communication, with consistent and simultaneous messages coming from different sources, such as home, school, club or community.

[†]Backhouse, McKenna & Patterson (2008). Prevention through Education—A Review of Current International Social Science Literature. WADA.

~~[Comment to 4.3.6: Anti-Doping Organizations Signatories shall take particular note of the need to tailor Education activities to Athletes with impairment impairments and other target groups within the Education Pool in order for them to be able to fully access and experience Education as required.~~

~~5.7 The same principle of Article 5.6 shall also apply to minors Minors in ensuring that Interventions Education activities are tailored for their stage of development and meet all applicable legal requirements.~~

~~4.3.75.8 In terms of mediums media and channels for delivering material and Education, Anti-Doping Organizations Signatories should consider the appropriate methods for their Education Program, in support of achieving the objectives of the education plan. Such mediums which are further outlined in the Guidelines for Education, may include: face-to-face seminars, eLearning, brochures, Outreach booths, websites, etc.~~

~~4.3.8 It5.9 Signatories should be noted that Anti-Doping Organizations will seek to educate a large number of Athletes and other target groups who are adults. Hence, the adult learning principles set out in Annex B should be consulted.~~

~~4.3.9 Anti-Doping Organizations should endeavor to employ and train Education Officers and authorize Educators who will be responsible for educating the target groups in their target groups. Education Officers should ideally have experience in education and shall be competent in all the topics outlined in Article 4.3.2, understand how to deliver the framework presented in Annex A and be familiar with the learning principles explained in Articles 4.3.5 through 4.3.8. They should also be Education Pool. Educators should be competent in Values-Based Education approaches, and all aspects of the ISE topics outlined in the Code, International Standard for Education and Guidelines for Education. Anti-Doping Organizations should seek to establish an accreditation system. Signatories should consider using Athletes, particularly more senior or retired Athletes as Educators or at least as ambassadors for Education Officers with certification, regular assessment and professional development clean sport messages.~~

~~4.45.10 Signatories should include Athletes at all stages of the Education process, particularly in the planning and development process to ensure activities are appropriate for the stage of development of the Athletes. This will help to ensure buy-in and better engagement from Athletes. Signatories should also consider involving~~

Athletes in the delivery of Education activities where possible, including training them as Educators as referenced in 5.10.

6.0 Evaluating the effectiveness of Education education programs

~~4.4.1 The objective of Article 4.4 is to outline evaluation procedures that should be followed when assessing the effectiveness of Education Programs. Evaluation, as a principle, must be adopted by all Anti-Doping Organizations. This is what leads to improvement of a program, by building on areas that are working well and correcting areas that are shown to be less effective or even counter-productive.~~

~~4.4.2 Anti-Doping Organizations 6.1 Signatories shall evaluate their Education Programs on a yearly basis and maintain documentation related to this. The outcome of the evaluation will be made available for review by WADA upon request.~~

~~4.4.3 6.2 The evaluation shall be based on the objectives set out in the Education Plan outlined in Article 4.24. The evaluation should determine to what extent these objectives have been met. Please refer to Signatories should seek partnerships in the academic field or with other research institutions to the Guidelines provide support for Education Section 3.7 and Annex 6 for further details on conducting program evaluation. A Standardized Survey has also been developed and is one tool that can be used to inform the evaluation and development of anti-doping programs on an ongoing basis²; and research purposes.~~

²-Donovan, Jalleh, Gucciardi, (2015). The Research Package for Anti-Doping Organizations. WADA

~~[Comment to 4.4.3: The Education Plan shall include desired outcomes for the overall Education Program as well as specific objectives for the target groups on a yearly basis. The outcomes of the program should be evaluated at least once every 4 years, while the specific objectives related to the individual target groups 6.2: The evaluation should be evaluated yearly. The evaluation should then inform the following year's Education Plan. education plan. The evaluation should be based on all available information and data, particularly the monitoring of the Education activities as set out in Article 4.2.8. The Anti-Doping Organization does not have to wait until the end of each year to adjust its Education Plan. Like Test Distribution Planning, Education Planning is intended to be an ongoing dynamic process, not a static one. Monitoring, reviewing, modifying and updating the Education Plan as needed in light of changing circumstances is encouraged. This involves assessing individual seminars, conferences and activities where possible. The evaluation then becomes a more informed and insightful process, leading to more effective Education Plans and ultimately, better Education Programs and hence better results.]5.~~

PART THREE: ROLES & ~~RESPONSIBILITIES~~RESPONSABILITIES, COOPERATION AND ACCOUNTABILITY OF ~~ANTI-DOPING~~ ~~ORGANIZATIONS~~SIGNATORIES

~~5.7.0~~ Roles & responsibilities of ~~Anti-Doping~~ ~~Organizations~~Signatories

~~5.7.1~~ Objective

~~5.7.1.1~~ Code Article 18.1 states that: “All Signatories shall within their means and scope of responsibility and in cooperation with each other, plan, implement, evaluate and monitor information, Education and prevention programs for doping-free sport”

The ~~objective~~objectives of Article ~~5-is7~~ are; one to provide clarity on the scope of ~~this~~the responsibility for each ~~Anti-Doping Organization~~Signatory as it relates to their primary functions for Education. ~~It will also;~~ two, to outline the means by which cooperation can be achieved in order to avoid duplication and ~~maximise~~maximize efforts and effectiveness of Education Programs. ~~Article 5 will also;~~ and three, to outline the Accountability framework by which ~~Anti-Doping Organizations~~Signatories will be held accountable in relation to the ~~ISE~~International Standard for Education.

~~5.2~~ — ~~Roles & responsibilities of Anti-Doping Organizations~~

~~5.2.1~~7.2 National Anti-Doping Organizations (NADOs)

~~The Each~~ National Anti-Doping Organization (NADOs) shall be the authority on ~~anti-doping and~~ Education within their respective countries.

~~The Each~~ National Anti-Doping Organization shall devise a program that focuses on target groups who are under their jurisdiction. This includes all ~~youth athletes, competitive athletes, national level Athletes, who are subject to testing and their Athlete Support Personnel and as well as all other Persons cited in Article 18.2 of~~ groups identified as the Code and outlined Education Pool in Article 4.2.5

~~In addition to the above. They,~~ National Anti-Doping Organizations may have a role in educating the following:

~~International-Level Athletes~~ in cooperation with the relevant International Federation. ~~They may also have a role in educating; youth athletes, ideally using senior or retired Athletes as Educators in cooperation with National Federations; and young people through the school curricula program in cooperation with their governments and ministries, in line with the Code and The International Convention against Doping in Sport.~~ This may include an advocacy role, which focuses on promoting the integration of Values-Based Education into the existing ~~education system national education system.~~ The National Anti-Doping Organization's role will overlap considerably with other Signatories, hence highlighting the importance of effective cooperation and recognition of other Education Programs.

~~[Comment to 5.2.1: The National Anti-Doping Organization's role will overlap considerably with other Anti-Doping Organizations, hence highlighting the importance of effective cooperation and mutual recognition.~~ In terms of delivering Education Programs to Athletes at the national level, National Federations will be a key partner and as such should be engaged at all levels. ~~]. As per Article 7.3, National Federations are required to deliver Education by their governing International Federation, and as such, shall be supported in this function by the National Anti-Doping Organization.~~

~~5.2.2~~ For NADOs who are part of the Regional Anti-Doping Organization network, they shall provide their education plan and an update on all education activities to their Regional Anti-Doping Organization every year.

7.3 International Federations (IFs)

~~The IF~~ International Federations shall ~~be the authority for anti-doping and ensure that~~ Education for their sports is provided for all International-Level Athletes as determined by their own criteria in reference to Article 4.3.2 of the International Standard for Testing and Investigations.

At International Events where Testing will take place, the ~~IF~~ International Federation shall ~~conduct~~ consider Event-Based Education at all Events under their control where they ~~are~~ the have Testing Authority authority. This should be done in cooperation with the local National Anti-Doping Organization and National Federation (and Major Event Organizations where applicable). In order to increase the effectiveness of Education,

~~Ifs International Federations shall require Athletes and their Athlete Support Personnel competing/participating at International Events to be educated as per Article 4.3 ahead in advance of the event. — and in accordance with Article 5 of the International Standard for Education.~~

The ~~International Federation~~ shall require National Federations ~~(and Regional Federations where appropriate)~~ to conduct Education in cooperation with the applicable National Anti-Doping Organization as per Article 20.3.12 of the Code.

~~[Comment to 5.2.2: Like testing, nothing 7.3: Nothing prevents an International Federation from educating Athletes under its jurisdiction who are not International-Level Athletes, if it sees fit, e.g., where they are competing in an International Event. International Federations are required to ensure that Event-Based Education programs conducted on their behalf by other Anti-Doping Organizations or Signatories, National Federations or other third parties are done so to a high standard. Please refer to the Guidelines for Major Event Organizations.]~~

~~5.2.37.4~~ Major Event Organizations ~~(MEOs)~~

The ~~MEO~~ Major Event Organizations shall ~~be the authority for anti-doping and Education ensure provision of education activities~~ for the Events that are directly under their jurisdiction as per Article 20.6.7 of the Code.

~~The MEO~~ Major Event Organizations shall conduct Event-Based Education at all Events under their control where they are the Testing Authority. ~~In order to increase the effectiveness of education, MEOs~~ Major Event Organizations shall require Athletes and Athlete Support Personnel competing and participating at their Events to be informed on anti-doping ahead of the ~~event~~ Event. This shall be ~~made a requirement for the Local Organizing Committee and should be done in cooperation with the Local Organizing Committee, National Anti-Doping Organization and relevant International and National Federations.~~

Event-Based Education also has benefits in reaching a wider audience with the clean sport message, including the general public and media. Further guidance on delivering effective Event-Based Education can be found in the Guidelines for Education.

~~7.5-2.4~~ National Olympic Committees/National Paralympic Committees ~~(NOCs/NPCs)~~

~~—The NOC~~ Where a National Anti-Doping Organization does not exist, the National Olympic Committee (or, as applicable, the National Paralympic Committee) will be the authority ~~for anti-doping and on Education~~ in their respective countries ~~where a National Anti-Doping Organization does not exist,~~ as per Article 20.4.6 of the Code and be subject to International Standard for Education Article 7.2.2.

~~The NOC/NPC~~ The National Olympic Committee (or, as applicable, the National Paralympic Committee) shall cooperate with the applicable National Anti-Doping

Organization, shall ensure that *Athletes* and *Athlete Support Personnel* selected to participate in the Olympic/Paralympic Games (or any ~~event~~Event where the ~~NOC/NPC participate~~National Olympic Committee or ~~host~~, as applicable, the National Paralympic Committee, participates or hosts) will be educated as per Article ~~4.35~~ of the ~~ISE~~ in cooperation with the applicable ~~National Anti-Doping Organization~~International Standard for Education.

~~The NOC/NPC~~The National Olympic Committee (or, as applicable, the National Paralympic Committee) shall require National Federations to conduct Education in cooperation with the applicable *National Anti-Doping Organization* as per Article 20.4.11 of the *Code*.

5.2.57.6 Regional Anti-Doping Organizations (RADOs)

~~————~~The RADO Regional Anti-Doping Organizations shall support member countries to conduct Education Programs. It shall promote Education as per Article 21.3.6 of the *Code*.

5.2.6Regional Anti-Doping Organizations shall work with governments and National Olympic Committees within their regions to provide support for the coordination and delivery of Education Programs.

RADOs should be a central knowledge center for Education whereby they collect all relevant content and material related to NADO Education Programs in their region and to make this available for all.

7.7 World Anti-Doping Agency (WADA)

WADA shall ~~promote~~provide Education materials for use by Signatories or to be used by any other Person directly as per Article 20.7.6 of the *Code*. WADA shall support its stakeholders to develop and deliver effective Education Programs. WADA shall be responsible for ensuring compliance ~~to the ISE~~with the International Standard for Education and the *Code* through the *Code* compliance process and in line with the International Standard ~~enfor~~ Code Compliance by Signatories.

5.38.0 Cooperation with and recognition of other Anti-Doping Organizations Signatories

5.38.1 Anti-Doping Organizations Signatories shall coordinate their Education efforts to avoid overlapping activities and to maximize the effectiveness of their Education activitiesPrograms. In particular:

a) Anti-Doping Organizations Signatories shall consult with other relevant Anti-Doping Organizations Signatories in order to coordinate Education activities and to avoid unnecessary duplication.

a)b) Clear agreement on roles and responsibilities for Event-Based Education shall be agreed in advance. This should be done in accordance with the roles and responsibilities outlined in Article 5-27.

b)c) *Anti-Doping Organizations Signatories* shall, ~~without unnecessary delay,~~ share information on their Education Programs with other relevant *Anti-Doping Organizations Signatories*, specifically at a minimum, their education plans.

5.38.2 ~~Mutual~~ Recognition of Education

~~Anti-Doping Organizations may~~ Signatories shall institute a recognition process whereby they will acknowledge the Education activities carried out by another *Anti-Doping Organization Signatory* provided ~~they are satisfied~~ that these activities have been carried out in accordance with Article 45 of the *ISE International Standard for Education*. Signatories shall make their Education activities available to other signatories through the publication of their education plan in English or in French.

~~[Comment to 5.3.2: The Recognition process will minimize duplication of Education to Athletes and Athlete Support Personnel. It can also help Anti-Doping Organizations Signatories to prioritize and focus the efforts of their Education Programs more effectively, whereby they can and to concentrate on under-served target groups.]~~

9.0 **~~5.4~~ Accountability**

~~5.4.1~~ 9.1 *Signatories* will be held accountable through two main channels:

- a) Outputs of the Education Program, namely:
 - a. A documented Education Plan education plan
 - ~~b.~~ An evaluation of the implementation and impact of the Education Plan
- ~~b) Code Compliance Process~~

~~6.0~~ Education Outcomes

~~Education is one strategy in preventing doping; it is a powerful means to preserve, protect and promote education plan, including the underlying values of the spirit of sport and, by extension, it supports the fundamental rationale of anti-doping and its legitimacy.~~

~~The ultimate aim of an Education Program is to foster a clean sport environment as part of a wider anti-doping program. *Anti-Doping Organizations* should be clear in articulating what this environment looks like to them. This vision should inform the goals of the organization and it should advocate its merits to status of all its stakeholders.~~

~~a.b. Achieving positive outcomes is challenging and requires a systematic approach. This involves setting out clear objectives that can be implemented and measured effectively. The International Standard for Education (ISE) sets out the minimum requirements for planning, implementing and evaluating Education Programs, with additional emphasis on Testing Pool Athletes and Athletes competing at International Events as well as their Support Personnel where they are equipped with the knowledge and understanding to make informed decisions in a safe and supportive environment. The ISE will continue to evolve with developments in the sector and ultimately, be informed by the values that underpin sport. set as part of this plan.~~

PART FOUR: ANNEXES

Annex A – Learning Framework for Testing Pool Athletes, Athletes competing at International Events and their Support Personnel

*adapted primarily from UK Anti-Doping's 'Clean Sport Curriculum' and WADA's Information/Education Guidelines to Prevent Doping in Sport

Testing Pool Athletes, Athletes competing at International Events and their Support Personnel – Learning Framework				
<i>Topic / Level of Learning</i>	<i>Is Aware:</i>	<i>Has Knowledge of:</i>	<i>Has Understanding of:</i>	<i>Is able to:</i>
Prohibited List	<ul style="list-style-type: none"> there is a list of substances and methods that athletes cannot take or use 	<ul style="list-style-type: none"> what the Prohibited List is and where to find a copy substances that are either banned both in and out of competition or just in competition the List that is reviewed on at least an annual basis some sport specific additions 	<ul style="list-style-type: none"> the criteria for the inclusion of substances or methods on the Prohibited List the substance categories and methods the concept of specified and non-specified substances where to find the sport-specific additions how the Prohibited List should be used and referenced 	<ul style="list-style-type: none"> use the Prohibited List accurately to identify substances of relevance apply the Prohibited List to their sport use mental triggers which link similar chemical substances based on the chemical suffix

Testing Pool Athletes, Athletes competing at International Events and their Support Personnel— Learning Framework				
<i>Topic / Level of Learning</i>	<i>Is Aware:</i>	<i>Has Knowledge of:</i>	<i>Has Understanding of:</i>	<i>Is able to:</i>
			<ul style="list-style-type: none"> the term 'chemical structure or biological effects' 	
ADRVs, Sanctions and Strict Liability	<ul style="list-style-type: none"> that 10 ADRVs exist and there are sanctions for them of the Strict Liability principle 	<ul style="list-style-type: none"> the 10 ADRVs, what they are and associated sanctions ADRVs also apply to athlete support personnel 	<ul style="list-style-type: none"> concept of Strict Liability and how this applies to the sporting lifestyle the different ADRVs and the associated consequences that can apply to athletes and athlete support personnel the differences between specified and non-specified substances and the relevance to consequences wider implications of receiving a sanction, such as competition/training restrictions 	<ul style="list-style-type: none"> use examples of athletes and athlete support personnel receiving ADRVs and sanctions to make considered decisions in their own sporting career use the substantial assistance provision (if relevant)

Testing Pool Athletes, Athletes competing at International Events and their Support Personnel— Learning Framework				
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			<ul style="list-style-type: none"> the possible consequences of ADRVs in a team setting 	
Consequences of Doping	<ul style="list-style-type: none"> that there are health and social consequences of doping, and broadly what they are 	<ul style="list-style-type: none"> how doping can impair physical and mental health, social relationships, career, finances and more some examples of sports people who have suffered the consequences of doping 	<ul style="list-style-type: none"> the potential severity of the health and social consequences of doping the major health consequences linked to the categories of prohibited substances and methods how ADRVs and sanctions can adversely affect relationships with friends, family and peers, career prospects and finances, in addition to mental health 	<ul style="list-style-type: none"> consistently reflect on the potential consequences of doping to make informed decisions Confidently question core influencers and peers

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Doping Control Process	<ul style="list-style-type: none"> • testing that takes place in their sport • that they are a member of the Testing Pool • that athletes can be tested at any time and in any place 	<ul style="list-style-type: none"> • how athletes can be selected for either a urine or blood test • an athlete's rights and responsibilities in a test • how an athlete can prepare to be tested • the basic procedure of a test • any modifications that relate to them (for example minors or athletes with impairments) • the role of the Doping Control personnel (for example what they can and can't do) 	<ul style="list-style-type: none"> • an athlete's rights and responsibilities throughout the testing procedures • the difference between in and out-of-competition • the concept of in and out-of-competition testing • how to effectively prepare for the testing process • modifications to the testing process including differences at international level 	<ul style="list-style-type: none"> • explain the testing procedures for both blood and urine • confidently apply their rights and responsibilities to the testing process
TUEs	<ul style="list-style-type: none"> • there is a possibility of committing an 	<ul style="list-style-type: none"> • what a TUE is and when it may be required 	<ul style="list-style-type: none"> • when to get a TUE and from whom 	<ul style="list-style-type: none"> • apply for a TUE through the correct

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	ADRV by using medication <ul style="list-style-type: none"> that some medical/therapeutic substances are on the Prohibited List there is a process for using substances on the Prohibited List for therapeutic purposes of the term TUE 	<ul style="list-style-type: none"> where to get support for a TUE application 	<ul style="list-style-type: none"> the basic process of applying for a TUE the relevant criteria for granting a TUE the additional information required for TUE and who provides it the roles of the athlete, doctor and relevant ADO in obtaining a TUE the timescales associated with the TUE application process 	channels in a timely manner <ul style="list-style-type: none"> appeal a TUE decision given by the ADO assess the risks of returning a positive test and not having a TUE in place
Risks of Supplements	<ul style="list-style-type: none"> there are risks associated with using supplements in relation to anti-doping 	<ul style="list-style-type: none"> how supplements may be contaminated how the principle of Strict Liability applies to supplement use 	<ul style="list-style-type: none"> how and why supplements are at risk from contamination the risks associated with supplement labelling 	<ul style="list-style-type: none"> make informed choices about if, when, why and how to select and use supplements

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	<ul style="list-style-type: none"> they should seek professional advice before using a supplement 	<ul style="list-style-type: none"> the fact that the supplement industry is not regulated how labelling is not always accurate 	<ul style="list-style-type: none"> risk reduction strategies for taking supplements how it may possible to fulfill nutritional requirements without supplements that risk reduction does still not guarantee that a prohibited substance may be present 	<ul style="list-style-type: none"> apply caution to keep supplements safe post-purchase reduce the risks associated with supplements purchased abroad or from the Internet thoroughly check supplement labels discuss their nutrition needs with a professional before taking any supplement
Whereabouts	<ul style="list-style-type: none"> that some Testing takes place out-of-competition and that athletes provide information so they can be 	<ul style="list-style-type: none"> the basic requirements of providing Whereabouts the support mechanisms that are in place for Whereabouts 	<ul style="list-style-type: none"> why the Whereabouts system exists third-party consent the principles of providing compliant and appropriate whereabouts information 	<ul style="list-style-type: none"> demonstrate a positive approach to providing and updating accurate and detailed Whereabouts information to show commitment to

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	located for this Testing <ul style="list-style-type: none"> of the term 'Whereabouts' and that some athletes provide this type of information 	<ul style="list-style-type: none"> the consequences of non-compliance who provides an athlete's Whereabouts information— individuals or squads 	<ul style="list-style-type: none"> consequences of not providing compliant Whereabouts on time why they should stay at the 60-minute time slot location for the entire period the consequences of not being at the 60-minute time slot location 	their sport as a clean athlete
Harm of doping to the Spirit of Sport	<ul style="list-style-type: none"> the term of the spirit of sport and that it relates to a positive sporting experience that this can be undermined by behaviour by individuals and groups within 	<ul style="list-style-type: none"> that there are core values related to sport and be able identify these values most associated with them as individuals doping being contrary to the spirit of sport how doping can exclude people 	<ul style="list-style-type: none"> how doping undermines competition by creating an imbalanced playing field how bad values can affect a good sporting experience the importance of protecting sport and 	<ul style="list-style-type: none"> demonstrate the core values related to the spirit of sport advocate and champion the values of sport display these values as behaviors, becoming a positive peer model recognize the role of anti-doping

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<i>Topic / Level of Learning</i>	<i>Is Aware:</i>	<i>Has Knowledge of:</i>	<i>Has Understanding of:</i>	<i>Is able to:</i>
	the sporting community	from sport if they feel they cannot compete in a clean environment • how doping can pressure some people to dope if they feel there is no choice	how good values support this • how doping can harm society where sport is valued	processes in protecting the spirit of sport

Annex B – Adopting Principles of Learning for Adults

~~As per articles 4.3.8, Anti-Doping Organizations will seek to educate a large number of Athletes and other target groups who are adults. Hence, the following adult learning principles by Knowles (1984) need to be taken into consideration:~~

- ~~1) **Motivation to Learn** – As a person matures, the motivation to learn is the internal meaning – they need to understand ‘why’ they need to learn the information or material being presented.~~
- ~~2) **Self-Concept** – Adults are independent and are self-directed, meaning they need to have an active role in their learning experience in order to be more engaged in the learning process.~~
- ~~3) **Experience** – As people mature they accumulate a reservoir of experience that becomes an increasingly valuable resource for learning. This experience should be used in order to enhance the Education experience. The educator frequently fulfills the role of a facilitator with adult learners.~~
- ~~4) **Readiness to Learn** – As people mature their readiness to learn becomes oriented increasingly to the developmental tasks of their social roles. Adults will respond to learning that is immediately applicable to their current role/situation.~~
- ~~5) **Orientation to Learning** – Adults’ orientation toward learning shifts from one of subject-centeredness to one of problem-centeredness. Hence the focus should be on practical applications of the material to realistic situations.~~

b) The Code compliance process

~~9.2 The education plan shall identify an Education Pool as described in Article 4 of the International Standard for Education. Education activities targeting the Education Pool must be outlined in the education plan. For Athletes and Athlete Support Personnel not included in the Education Pool, a clear rationale must be provided for this with a description of how this will be rectified in the future. It is mandatory for Athletes in the Registered Testing Pool and Athletes currently serving a suspension period to be included in the Education Pool.~~

~~9.3 The education plan shall endeavor to focus on the positive aspects of clean sport, focusing on the avoidance of inadvertent doping for those subject to anti-doping rules in the first instance, while also acknowledging that the vast majority of Athletes wish to compete clean, with Education activities supporting them to do this directly, or indirectly through the Education of other target groups.~~