

2027 CODE & IS UPDATE PROCESS

Second Draft: Summary of Major Changes

International Standard for Education

Executive Summary

Following the careful review and consideration of stakeholder comments provided during the [Stakeholder Consultation Phase](#) and through extensive consultations with the anti-doping community during the [Second Drafting Phase](#), the International Standard for Education Drafting Team has proposed further key changes in a second draft of the 2027 International Standard for Education (ISE) as part of the ongoing [2027 Code & IS Update Process](#).

The purpose of this document is to summarize the major changes proposed in the second draft of the 2027 ISE, which predominantly build on those proposed in the [first draft of the 2027 ISE](#) and as summarized in the corresponding [first draft Summary of Major Changes](#).

It is important to note that the major changes from the first drafting phase were largely accepted and supported by the anti-doping community. As such, it was necessary for these changes to then be reflected in Article 18 of the proposed second draft of the 2027 World Anti-Doping Code (Code) to ensure coherent alignment between both documents. These changes are now reflected in the proposed second draft of the 2027 Code and take into consideration stakeholder comments throughout the process thus far.

All 356 submissions and contributions related to the first draft of the 2027 ISE have been reviewed by the ISE Drafting Team, thoroughly discussed, and factored into an updated version of the second draft of the 2027 ISE. These changes were further endorsed by the WADA Education Committee. There was also ongoing communication with other Drafting Teams (Code and International Standards) to ensure ongoing changes across the World Anti-Doping Program were considered in the updated Standard. WADA welcomes all considered feedback regarding this iteration. The purpose of this document is to outline the proposed major changes to the second draft of the 2027 ISE.

There are several considerations for those reviewing the second draft of the 2027 ISE.

- As mentioned in the first drafting phase, there are significant changes between 2021 ISE and the draft 2027 ISE given that 2021 ISE was the first iteration. The community was broadly supportive of the major changes.
- Changes between the first and second draft are relatively minimal by comparison but significant in terms of achieving better clarity, enhancing understanding and underlining the core objectives of having an ISE.
- There is broad support for the general direction the ISE is going which was reflected in the stakeholder feedback. Specifically, this included making the principles of the Standard more explicit, emphasizing the rights of athletes, broadening the education pool, emphasizing protection of minors, having professional standards for education and the importance of trained and competent educators.
- There was qualified support for specific items and concerns about the ability of anti-doping organizations to meet increased obligations. Specifically, this included the potential administration burden, the ability to reach new groups of the expanded education pool (minors competing internationally and parents as examples) and

the potential confusion of roles and responsibilities (particularly where overlap in jurisdiction occurs) of all Signatories involved in education.

- The Drafting Team considered these factors in this second draft and reiterate the drafting principles from the First Drafting Phase, that the 2027 ISE is purposefully ambitious in seeking to advance the education sector for the benefit of athletes, athlete support personnel and clean sport, to where it should be in 2027, as opposed to where it is in 2025.
- Related to this, a large number of comments requested extra resources to meet the increased obligations via templates, case studies, training, etc. The request for templates and supporting resources is heard. WADA will endeavor to support Signatories to implement the new requirements through its Code Implementation Support Program (CISP).
- In addition, WADA will seek to update and republish the Guidelines for Education in a direct response to the request from Signatories to do so.
- Requests for clarity and explanations on some terms is noted. The perspective adopted by the ISE Drafting Team is that if there is no compliance consequence to the interpretation of a term, then further explanation is not provided as the Signatory is likely better placed to make an informed interpretation of that term, e.g., when determining the most influential Athlete Support Personnel (ASP) or describing the cultural context of a sport/country.

It is to be noted that any new changes in the second draft of the 2027 ISE, which do not otherwise stem from or build on those changes indicated in the first draft, will be accordingly marked as “New Addition”. Particularly, in this respect, the ISE Drafting Team wishes to draw the attention of stakeholders to the following new changes which have been included in this second draft:

- Inclusion of ASP in language throughout where athletes are referenced, to emphasize that anti-doping rules also apply to them, and the influence they have in shaping athlete values and behaviors. The importance of ASP education has also been reflected in the Education Pool where ASP returning from, or serving a sanction, has now been added to be consistent with the approach to be taken for athletes.
- Inclusion of unintentional doping as a mandatory education topic in recognition that risks of accidental anti-doping rule violations go beyond risks related to the use of supplements.
- Addition of a NADO’s responsibility to cooperate with NOC/NPCs before the Olympic/Paralympic Games to simply reciprocate the same requirements for NOC/NPCs.
- Informed by research and an ongoing evaluation of the implementation of 2021 ISE, it is recommended for International Federations to include the topic of anti-doping in their training and accreditation programs of ASP, and to encourage National Federations to do the same. A specific comment has been added regarding the priority for coaches to benefit from the integration of anti-doping into their existing coach education programs.

Furthermore, the ISE Drafting Team wishes to mention certain other key developments which arose from its review of stakeholder comments and discussions with the anti-doping community during the Second Drafting Phase:

- “Recognition” of prior learning has been changed to “acknowledgement” to further emphasize a focused approach to this activity.
- A note has been added to ensure that a curriculum is adapted and appropriate for the relevant stage of the Athlete Pathway and/or level of participation/competition in sport.
- The requirement to publish the Education Program has been shifted to publish a summary of the annual Education Plan (based on a template provided by WADA).
- Reduced duplication, i.e., the requirements for Signatories are consolidated in Part Four rather than being repeated throughout the Standard.

- Event-Specific Education has been clarified, moving the roles and responsibilities related to cooperation of this activity to Part Three and distinguishing what is required of Signatories related to international and national events. This has included making Event-Specific Education its own Article – new Article 11 – and a recognition that such education could also be considered for national events.

The following section will offer a concise article-by-article summary of the changes in this second draft of the 2027 ISE.

Article 6: Establishing an Education Pool

Changes from the First Draft

The proposed changes to this Article, as indicated in the first draft, remain unamended and there have been no further changes to the wording of this Article in the second draft.

Although there are no changes to this article, the Drafting Team wishes to outline its rationale for this. There was significant support for broadening the Education Pool, particularly in seeking to protect minors and protected persons. However, there were concerns from stakeholders that this may have significant compliance consequences for them, particularly if they are unable to identify minors who may be competing internationally or are unable to reach hard-to-access populations like parents.

A clarifying comment has thus been added to this Article to underline that although it is a requirement to include extra groups in the Education Pool, this does not mean it is a requirement to educate every individual within that group. Indeed, it is recognized that this would be impossible given the logistical aspects involved. Rather, the requirement is to include the groups in the Education Program and Education Plan and to identify strategies to either access them or provide resources to engage them specifically. It is also emphasized that there is a broad definition of education in the ISE that encompasses four components that inform the types of education activities that can be delivered as part of an Education Program. Not all education activities require in-person delivery or reaching every individual within a specific group. To further explain, as one example, providing information resources for parents that is both promoted and accessible via a website, would go some way to attempting to reach this specific group.

Article 8 - 9: Education Program and Education Plan

Changes from the First Draft

The requirement to publish an Education Program document was mentioned in the first draft. After the Stakeholder Consultation Phase, it was decided to change this to require the publishing of a summary of the annual Education Plan. The reasons for this are twofold: 1) to help make available the most pertinent information Signatories need to share with each other to streamline the acknowledgement of prior learning process; and 2) to reduce the administrative burden given that WADA can provide more specific guidance on this and templates for the Education Plan more readily than the Education Program.

Article 8.1.1: Mandatory Topics

Changes from the First Draft

Given the increasing complexity of anti-doping as well as the risks of committing an accidental anti-doping rule violation, unintentional doping has been specified as a mandatory topic as part of the “risks of supplements” topic to reflect that the risks which are associated with unintentional doping go beyond just the use of supplements.

Article 10.3: Acknowledging Prior Learning

Changes from the First Draft

The change of the title of this Article is simply to further emphasize the focus on education activities rather than programs. Following the Stakeholder Consultation Phase, and considering the emerging findings from the evaluation of the implementation of the 2021 ISE, a number of Signatories were expending significant resources in assessing other Signatories’ Education Programs, which was not the intended objective of this Article.

The intention of this Article was to recognize that athletes may receive education from one Signatory that is sufficient (particularly before an event) and that the resources of another Signatory may be better deployed focusing on other athletes who may have received no education, or indeed building on the initial education with in-person activities that are more sport-specific or culturally appropriate. The first draft of the 2027 ISE therefore sought to redress this somewhat by focusing on recognizing specific education activities rather than programs. During the second drafting phase, it became evident that the term “recognition” in anti-doping implies a more significant process (e.g., TUE recognition), and therefore this term has been changed to “acknowledgment”.

Signatories still retain the right to educate any athlete under their jurisdiction should they deem it necessary. The aim of this Article is to reduce at a minimum the duplication of the same type of education activity (feedback that has otherwise been also shared by Athletes).

Article 11: Event-Specific Education

Changes from the First Draft

“Event-Specific Education” was a new term brought forward in the first draft of the 2027 ISE to encapsulate education around events as well as education required for specific events. This term was broadly welcomed. However, there was confusion regarding the roles and responsibilities as well as the coordination between Signatories and other organizations that were specified as part of this Article.

Event-Specific Education has now been elevated to its own Article and has been broken down further into sub-Articles to distinguish between international and national events, clarifying what is expected to happen in each context.

Article 13 - 15: Roles and Responsibilities

Changes from the First Draft

There were no material changes to this Article other than previously mentioned. The focus on changes here was to ensure the alignment with the Code and reduce duplication in the ISE. The requirements that apply to all Signatories are deferred to Part Four (Article 16) with a focus in each Article on specifying the unique requirements of each Signatory group.

Article 14.1.6: Roles and Responsibilities of National Anti-Doping Organizations

NEW ADDITION

This Article is an added responsibility for NADOs to ensure cooperation with NOC/NPCs ahead of the Olympic/Paralympic Games to reciprocate the requirement for NOC/NPCs to cooperate with NADOs for the same purpose.

Article 14.2.6: Roles and Responsibilities of International Federations

NEW ADDITION

This does not constitute a new mandatory requirement but rather a recommendation for International Federations to consider integrating anti-doping education into training and accreditation programs for ASP given they are also subject to anti-doping rules and in recognition of their influence on athletes. Research demonstrates that this type of integration is a more effective way of increasing the confidence and competence of ASP related to anti-doping topics and increases the likelihood of them engaging in a more proactive way with their athletes on such topics. This was also an emerging theme from an ongoing evaluation of the implementation of the 2021 ISE. It is also suggested that International Federations encourage National Federations to also embed anti-doping topics into their relevant training and accreditation programs for ASP.

Appendix I: Definitions

Changes from the First Draft

A new definition for “Evaluation Report” was added in order to provide clarity on the requirements for monitoring and evaluation of education programs.
