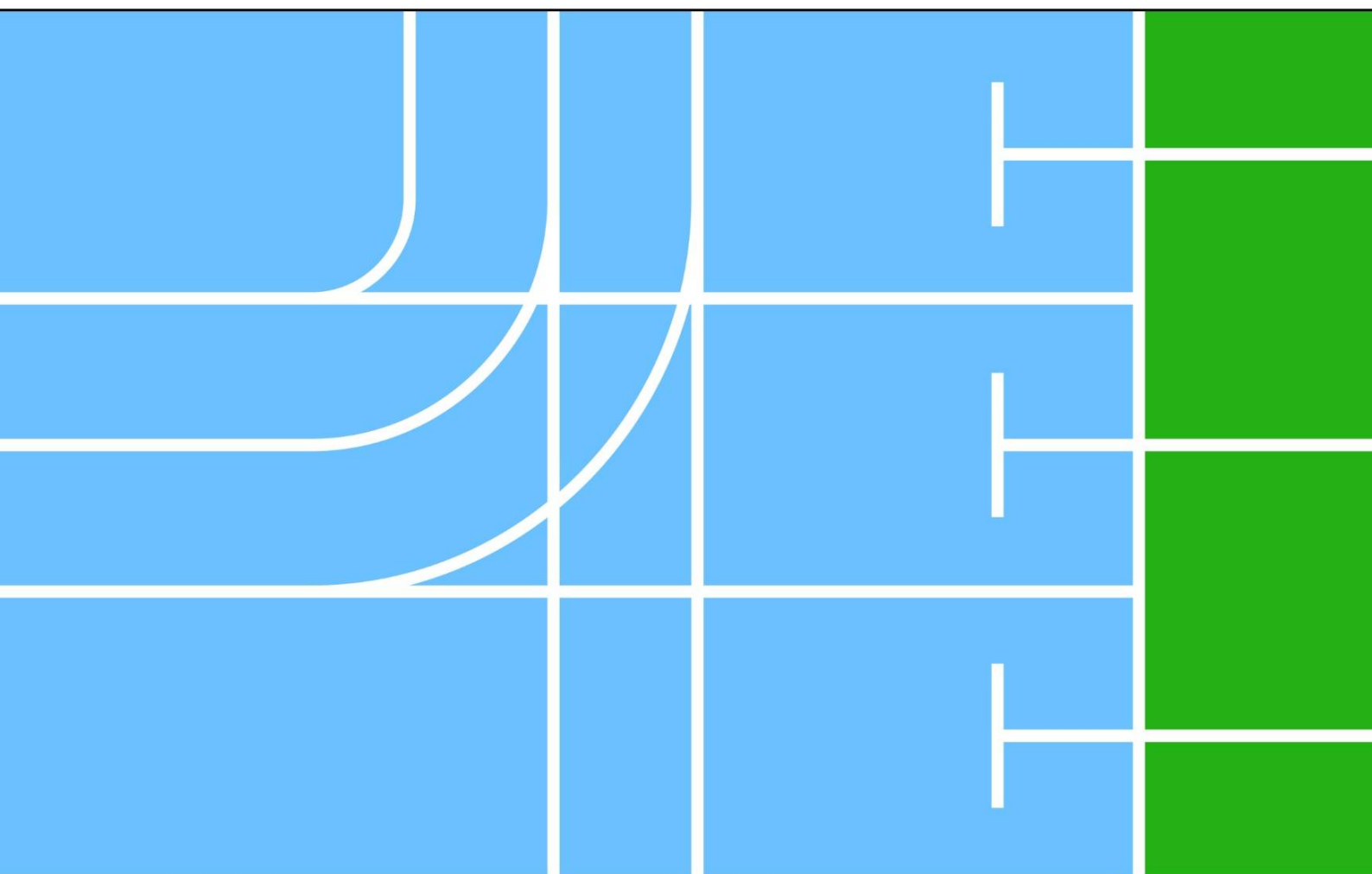




World Anti-Doping Code

International Standard for Education



International Standard for Education

The World Anti-Doping *Code International Standard for Education* is a mandatory *International Standard* developed as part of the World Anti-Doping Program. It was developed in consultation with *Signatories*, public authorities, *Athletes*, and other relevant stakeholders.

The *International Standard for Education* was first adopted and approved by the WADA Executive Committee at the ~~Fifth~~fifth World Conference on Doping in Sport ~~in~~ in Katowice on 7 November 2019. A revised version was approved by the WADA Executive Committee at the sixth World Conference on Doping in Sport in Busan on 5 December 2025 and is effective as of 1 January ~~2024~~2027.

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PART ONE: INTRODUCTION, PURPOSE, CODE PROVISIONS, ~~INTERNATIONAL STANDARD PROVISIONS AND DEFINITIONS~~ AND INTERPRETATION

1.0 Introduction and Scope

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

~~The overall guiding purpose of the International Standard for Education is to support the preservation of the spirit of sport as outlined in the Code and to help foster a clean sport environment.~~

It is recognized that the vast majority of *Athletes* wish to compete clean, have no intention to ~~Use~~ dope, and have the right to fair competition.

Athletes have a right to *Education* as identified in the Athlete's Anti-Doping Rights Act. *Athletes* and *Athlete Support Personnel* also have a right to *Education* as per the UN Sustainability Goal 4 – Quality *Education*.

Anti-Doping Organizations are contributors to clean sport and are obliged to ensure *Education* forms a core component of their anti-doping programs so that such programs are balanced and focus on Prevention.

The benefits of *Education* and compliance with the *Code* and *International Standard for Education* are significant for *Athletes*, *Athlete Support Personnel*, organizations, and the integrity of sport. These benefits may include but are not limited to:

- **Supporting *Athletes*.** Reinforcement of values, awareness of the rules, access to information, and participating in *Education* can help *Athletes* develop the behaviors they need to train and compete clean.
- **Protecting *Athlete* wellbeing and health.** Adhering to anti-doping rules protects *Athletes'* health, the fundamental rationale for the *Code*. *Prohibited Substances* ~~or~~ and *Methods* ~~and~~ can have severe health consequences.
- **Preserving the right to *fair Competition*.** Educated *Athletes* and *Athlete Support Personnel* are better prepared to train and compete clean, abide by the spirit of sport and contribute to a level playing field.
- **Building a clean reputation.** Educated and compliant *Athletes*, *Athlete Support Personnel* and organizations maintain their reputations and their integrity, preventing tarnished reputations and long-lasting negative consequences of doping.
- **Promoting fair play and integrity.** *Education* contributes to a level playing field by preventing doping practices. It helps to maintain the integrity of sport *Competitions* by instilling and reinforcing the value of fair play in *Athletes* and *Athlete Support Personnel*.
- **Earning public trust.** Compliance with the *Code* and the *International Standard for Education* enhances public trust in sport. When *Athletes*, *Athlete Support Personnel*, and organizations follow anti-doping regulations, fans and sponsors have confidence in the authenticity of results.
- **Facilitating global harmonization.** The *International Standard for Education* establishes the framework that ensures consistency of clean sport *Education*

| [practices worldwide for *Athletes* and *Athlete Support Personnel*.](#)

Education, as one Prevention strategy ~~highlighted~~defined in the Principles and Purpose section of the Code, seeks to promote ~~behavior~~behaviors in line with the ~~values~~spirit of clean sport and to help prevent *Athletes* and other *Persons* from doping. ~~A key underpinning principle of the International Standard for Education is that an Athlete's first experience with anti-doping should be through Education rather than Doping Control.~~
~~The International Standard for Education has three (3) main objectives in support of this purpose.~~

~~The first objective is to establish mandatory standards which support Signatories in the planning, implementation, monitoring and evaluation of effective Education Programs as stipulated in Code Article 18.~~

The role of Education has evolved in recent years to encompass the training and professional development of anti-doping practitioners or other roles within the anti-doping workforce. This recognizes the increasing complexity of the anti-doping system and the need for Education to support existing and new practitioners to be competent in their roles. Signatories should acknowledge the broader role that Education can play within their organizations to advance the capability of their workforce. Finally, it should be recognized that advances in technology will most likely shape educational practices in the future, necessitating the continued evolution of the International Standard for Education.

The Code, *International Standard for Education* and *Guidelines for the International Standard for Education (Guidelines for the ISE)* will be aligned in such a manner that the Code will outline the framework for *Education*, the *International Standard for Education* will set out the principles and minimum standards that the Education Programs~~Program~~ shall include, while the *Guidelines for Education*~~the ISE~~ will aid Signatories to develop and improve their *Education Program*.

2.0 Purpose, Objectives and Key Principles

The overall guiding purpose of the International Standard for Education is to support the preservation of the spirit of sport as outlined in the Code and to help foster a clean sport culture.

2.1 Objectives

~~The second objective of the International Standard for Education is~~aims ~~to provide:~~

- ~~–~~ Establish mandatory standards for Education Programs.
- ~~–~~ a) Definitions of Define terminology in the *Education* field.
- ~~–~~ Support the planning, implementation, monitoring, and evaluation of effective Education Programs by Signatories.
- ~~–~~ b) Clarity on Clarify roles and responsibilities for all ~~Signatories responsible for planning, implementing, monitoring and evaluating Education Programs.~~

~~The third objective of the International Standard for Education is to help Signatories maximize the use of and~~ their ~~resources by:~~

- ~~a) Requiring Signatories to establish an~~stakeholders, such as National Federations, responsible for Education~~Pool that shall at a minimum, include Athletes in the Registered Testing Pool and Athletes returning from a sanction.~~
- ~~b) Encouraging Signatories to cooperate with others and coordinate their Education activities to minimize duplication.~~

- Encourage *Signatories* to collaborate and maximize the use of all available resources.
- Engage and leverage the resources and expertise of others, including governments, researchers, and educational institutions.
- ~~e) Encouraging *Signatories* to consider~~ Advocate the benefits of educating a wider population through Values-Based Education ~~programs~~ to instill the spirit of sport and foster a clean sport environment culture.
- d) ~~Encouraging *Signatories* to engage and leverage the resources and expertise of others, including governments, researchers and educational institutions.~~

- Signal that the purpose and principles that underpin *Education* can also be applied to enhance the training and professional development of anti-doping practitioners and any associated roles within the anti-doping system.

2.2 Key Principles

Signatories are encouraged to adopt the following principles that underpin the *International Standard for Education*, to inform their own *Education Programs*.

- *Athletes* start in sport clean, and the first priority should be to keep them that way.
- An *Athlete's* first experience of anti-doping should be through *Education* rather than *Doping Control*.
- Anti-doping programs should balance the need to – ‘support and prevent’ as well as ‘catch and punish’ as per the Prevention model outlined in the Introduction to the *Code*.
- *Athletes* should be educated throughout their sporting careers, from ‘Playground to Podium’. One *Education* session does not constitute an ‘educated *Athlete*’.
- *Athlete Support Personnel* have the most influence on *Athlete* behaviors and must also abide by the anti-doping rules. To protect themselves and their *Athletes*, they need to be educated.
- *Education Programs* should adopt positive framing, messaging and language, whilst recognizing the need to highlight the consequences of doping.
- *Education Activities* should be tailored to meet the needs of the learners and delivered in a variety of formats and contexts.
- The outcome of an *Education Program* is the development of Clean Sport Behaviors and the reinforcement of values.

3.0 Code Provisions and Interpretation

3.1 ~~2.0~~ Code Provisions

The following ~~articles~~Articles in the ~~2021~~2027 *Code* are directly relevant to the *International Standard for Education*; they can be obtained by referring to the *Code* itself:

- Purpose, Scope and Organization of the World Anti-Doping Program and the *Code*
- Fundamental Rationale for the World Anti-Doping *Code*
- Introduction
- *Code Article 18 Education*
- *Code Article 19 Research*
- *Code Article 20 Additional Roles and Responsibilities of *Signatories* and WADA*
- *Code Article 21 Additional Roles and Responsibilities of *Athletes* and other *Persons**
- *Code Article 22 Involvement of Governments*

3.2 ~~3.0 Definitions and~~ Interpretation

The official text of the *International Standard for Education* shall be published in English and French. In the event of any conflict between the English and French versions, the English version shall prevail.

Like the *Code*, the *International Standard for Education* has been drafted giving consideration to the principles of proportionality, human rights, and other applicable legal principles. It shall be interpreted and applied in that light.

The comments annotating various provisions of the *International Standard for Education* shall be used to guide its interpretation.

Unless otherwise specified, references to Articles are references to Articles of the *International Standard for Education*.

Terms used in this *International Standard* that are defined terms from the *Code* are italicized. Terms that are defined in this or another *International Standard* are underlined.

~~3.1~~ Defined terms from the ~~2021~~ *Code and International Standards* that are used in the *International Standard for Education* are found in Appendix 1.

The Appendix to the *International Standard for Education* has the same mandatory status as the rest of the *International Standard*.

The following terms used in the *International Standard for Education* shall be interpreted as indicated:

- “Shall” to indicate a mandatory requirement.
- “Should” to indicate a recommendation.

PART TWO: STANDARDS FOR *EDUCATION* PROGRAMS

4.0 Overview

Code Article 18.1 requires *Signatories* to plan, implement, monitor and evaluate an *Education* Program. Articles 5 to 11 describe the requirements of *Signatories* related to these mandatory elements.

Signatories shall take into consideration cultural and sport contexts, the needs of the learners and the resources available when developing the *Education* Program.

Signatories shall develop, document and deliver the *Education* Program to address the following:

- The needs of the sport system, including *Athletes* and their *Athlete Support Personnel*;
- Support for those most vulnerable to doping;
- Engagement with those most influential in fostering a clean sport culture, as determined by the *Signatory*;
- In-person *Education* is facilitated by Educators (physical or live virtual);
- A curriculum that integrates values, Clean Sport Behaviors and mandatory core topics;
- A range of *Education* Activities, adapted as necessary to meet the needs of learners;
- Evidence-informed and theory-based *Education* development and practice;
- Collaboration among *Signatories*, *their members* and any other relevant organizations;
- Ongoing evaluation of the *Education* Program.

All *Education* Program activities should complement each other and be underpinned by values, foster a clean sport culture, take a learner-centered approach and preserve the spirit of sport.

5.0 Sport System Analysis

To develop an effective *Education* Program that meets the needs of *Athletes*, *Athlete Support Personnel* and those working within the sport system, *Signatories* must understand the context within which they operate. Central to this, is the way sports work within their environment, and the organizations who have, or can have, a role in fostering clean sport. In addition, *Signatories* shall determine those most vulnerable and at risk of doping.

5.1 Conducting a Sport System Analysis

Signatories shall describe the sporting environment within which they operate. This shall include the following information at a minimum:

- A descriptive overview of the sport system or structure;
- The typical or generic *Athlete* Pathway;
- The relevant national and international context, including:
 - The governance structure for sport/of the sport;
 - How sport is funded;
 - A list of high-profile sports or countries (e.g., high participation, high success);

- The countries or sports and their disciplines (as relevant) that are high-risk for doping;
- Identification of high-profile and high-risk Events.
- Organizations that may have a role in supporting the *Education Program* within the national and international context, for example: National Federations, *National Olympic Committees*, *National Paralympic Committees*, and governments;
- Professional associations or bodies, including but not limited to those for: *Athletes*; Coaches; Medical professionals (e.g., Sport Physicians, Physiotherapists, Pharmacists, Dietitians).

[Comment to Article 5.1: Signatories can decide whether or not to publish their Sport System Analysis as part of their Education Program. As per comment 126 of the Code, the Risk Assessment that Anti-Doping Organizations are required to conduct under the International Standard for Testing provides a framework relating to the risk of doping within sports. Such assessment can be used to identify priority groups for Education Programs.]

6.1 Establishing an Education Pool

As part of any Prevention-based approach, knowledge, decision-making capability and ethical behavior related to doping are most effective when developed early in an *Athlete's* career.

A core principle of the *International Standard for Education* is that *Athletes* have access to *Education* from the 'Playground to the Podium'. The establishment of Clean Sport Behaviors underpinned by values is a key outcome of any *Education Program*.

Athlete Support Personnel are key to reinforcing these behaviors and values due to their influence on *Athletes*, as well as their need to comply with the *Code* and all associated anti-doping rules and policies. As per *Code* Article 21.2.1, it is the *Athlete Support Personnel's* responsibility to be knowledgeable of, and comply with all anti-doping policies and rules, and use their influence on *Athletes* values and behaviors to foster a clean sport culture.

Consequently, both *Athletes* and *Athlete Support Personnel*, shall be considered to form part of the *Education Pool*. *Athletes* and *Athlete Support Personnel* and have a responsibility to make themselves available for *Education* as outlined in the roles and responsibilities section of the *Code*, specifically Articles 21.1.8 and 21.2.2.

[Comment to Article 6.0: It should be noted that mandatory inclusion in an Education Pool of the categories specified in Articles 6.1 and 6.2 does not mean that the Signatory will be required to educate all individuals in these categories. Signatories should take note of the compliance requirements in Article 16 of the International Standard for Education. Further guidance on educating such groups can be found in the Guidelines for the ISE.]

6.2 Education Pool – Athletes

Signatories shall consider all *Athletes* who are subject to their anti-doping rules for inclusion in their *Education Pool*.

6.2.1 Requirements for all Signatories

All Signatories shall include the following categories of *Athletes* in their *Education Pool*:

- *Minors* competing at *International Events* where *Testing* takes place;
- *Athletes* included in the *Registered Testing Pool*;

- Athletes included in a Testing Pool;
 - Athletes receiving notification of potential Anti-Doping Rule Violations;
 - Athletes serving/returning from a period of Ineligibility.
- [Comment to Article 6.1.1 - It is acknowledged that Signatories may not always know where Testing is taking place but should make efforts to realize the principle that an Athlete's first experience with anti-doping should be through Education rather than Doping Control, particularly for Minors.]

6.2.2 Additional Considerations

In addition, Signatories should consider other Athletes who are part of their Athlete Pathway and those who are subject to their anti-doping rules for example:

- Children and Youth;
- Talented-level Athletes;
- University sport Athletes;
- Recreational Athletes;
- Masters Athletes (as defined by a specific sport).

6.2.3 Requirements for Specific Signatories

The following Signatories shall include specific categories of Athletes in their Education Pool:

- International Federations shall include International-Level Athletes in their Education Pool;
- National Anti-Doping Organizations shall include National-Level Athletes in their Education Pool;
- Major Event Organizations shall include participants of their Events in their Education Pool.

6.3 Education Pool – Athlete Support Personnel

Signatories shall consider Athlete Support Personnel who are subject to their anti-doping rules for inclusion in the Education Pool. The most influential Athlete Support Personnel (as determined by the Signatory) should be given priority.

6.3.1 Requirements for all Signatories

At a minimum this shall include coaches and medical personnel of the categories of Athletes listed in 6.1.1 and 6.1.3.

Specifically, Signatories shall include the following Athlete Support Personnel categories in the Education Pool:

- Athlete Support Personnel receiving notification of potential anti-doping rule violations;
- Athlete Support Personnel serving/returning from a period of Ineligibility;
- Any Athlete Support Personnel accredited by a Major Event Organization;

- Parents/Guardians of *Minors* competing at *International Events* where *Testing* takes place.

6.3.2 Other Athlete Support Personnel

Signatories shall, within their means, ensure that *Athlete Support Personnel* have access to the anti-doping information required to understand their roles and responsibilities.

As defined in the *Code*, the following categories of *Athlete Support Personnel* should be considered for inclusion in the *Education Pool*: *trainers, managers, agents, team staff, officials, parents/guardians or any other Person* working with, treating or assisting an *Athlete* participating in or preparing for sports *Competitions* or *Events*. Consideration should also be given to those supporting *Athletes* with impairments competing internationally.

6.4 Education Pool - Others

In addition to the *Athletes* and *Athlete Support Personnel* described above, other groups should be considered when establishing the *Education Pool* including, but not limited to:

- Students;
- Teachers;
- Sport officials;
- Sport administrators;
- Government personnel;
- Commercial sponsors;
- Media personnel; and
- *Any other Persons as deemed necessary by Signatories.*

7.0 Educators

It is acknowledged that everyone has a role to develop a clean sport culture through formal and informal *Education*.

An Educator leads the delivery of in-person *Education* (physical or live virtual) and may be supported by other *Persons* to enhance the *Education* experience. *Signatories* should consider involving *Athletes* and/or *Athlete Support Personnel* in the delivery of *Education* Activities where appropriate, including training them as Educators.

Signatories shall assign Educators to deliver in-person *Education*.

[Comment to Article 7.0: For example, other *Persons* may include *Athletes*, medical professionals, Sample Collection Personnel, dietitians, nutritionists, health advisors, subject matter experts.]

7.1 Recruitment of Educators

Signatories should have a process in place to recruit Educators with relevant *Education* experience and the ability to engage learners.

Consideration should be given to geography, language, educational experience, technical knowledge, cultural context and passion for clean sport.

7.2 Training and Assessment of Educators

Signatories shall train and assess Educators. Educators should be trained using a blended learning approach (e.g., online, in-person delivery, peer learning, simulated delivery) which shall include an assessment process.

Educators shall be competent in the following areas:

- Presentation and interpersonal skills;
- Effective communication skills;
- Education session planning and activity development or adaptation;
- Creating and maintaining a positive learning environment;
- Facilitating learning through scenario-based activities;
- Using methods to assess learning;
- Self-reflection skills and action planning;
- Anti-doping technical knowledge - all topics outlined in Article 8.1.1.

Signatories should identify appropriate personnel (i.e., Educator trainers) to train and assess Educators.

7.3 Accreditation and Reaccreditation of Educators

Signatories shall accredit and reaccredit Educators for a specific period of time (not to exceed four years, or sooner if a new Code is introduced) who demonstrate the above competencies and authorize them to deliver specific Education Activities.

Signatories should consider the professional development needs of Educators and establish a process for accreditation, continuous professional development and reaccreditation.

[Comment to Article 7.1 to 7.3: WADA has published a Professional Standard for Educators as part of its Global Learning and Development Framework. Recruitment, training, assessment, accreditation and reaccreditation of Educators can be considered in line with this Professional Standard.]

8.1 Developing the Education Program

Signatories should reflect on the role of Education in their organization, be clear on their vision and the desired aims of the Education Program.

Signatories shall use their Sport System Analysis as described in Article 5 and the Education Pool as established in Article 6 to determine the scope of the Education Program. This shall be evidence informed, based on Education theory and have clear objectives.

[Comment to Article 8.0: Examples of evidence-informed programs include but are not limited to; the use of data, research, and feedback to advance or improve the Education Program. This does not mean that the Signatories themselves must be engaged in the academic research. Education theory refers to the integration of Pedagogical and Andragogical principles (how people learn) in the development of Education Activities.]

8.2 Curriculum

Signatories shall use a curriculum that includes the mandatory topics listed below. The curriculum should align the relevant topics and level of content to the Athlete Pathway so that it is appropriate for the stage of development and the level of participation/competition.

The curriculum identifies the learning outcomes and states at a minimum; what the learner should be 'aware of'; understand'; and 'be capable of doing'; for each topic.

The focus of the curriculum shall be on the establishment of Clean Sport Behaviors.

8.2.1 Mandatory Topics

Signatories shall include the following topics in their Education Program. Topics and content should be adapted and tailored to meet the needs of the learner.

- Anti-doping rule violations;
- Athletes', Athlete Support Personnel's and other Persons' rights and responsibilities under the Code, and the Athletes' Anti-Doping Rights Act;
- Consequences of doping, for example, physical and mental health, social and economic effects, and sanctions;
- Governance of the anti-doping system;
- Principles and values associated with clean sport;
- Requirements of the Registered Testing Pool (where applicable), including whereabouts and the use of ADAMS;
- Risk of unintentional doping, such as those associated with supplement use;
- Support available to share concerns and report doping;
- Substances and methods on the Prohibited List;
- Testing procedures, including urine, blood and the Athlete Biological Passport;
- The principle of Strict Liability;
- Use of medications and Therapeutic Use Exemptions.

Information regarding these topics shall be made available on a relevant website and should outline the Clean Sport Behaviors expected of Athletes and Athlete Support Personnel that help to protect clean sport and minimize the risk of unintentional doping.

8.3 Resources

Signatories shall identify the human, financial and material resources available to deliver their Education Program.

This could include partnerships, collaborations and publicly available resources.

[Comment to Article 8.2: WADA will publish educational materials including model curricula on its Anti-Doping Education and Learning (ADEL) platform that can be used by Signatories to advance, expand or deliver their Education Program to unreached groups or categories. Signatories should also consider how collaboration with other Signatories can advance their Education efforts.]

8.4 Use of Research

Social science research should be used to inform the Education Program.

Where possible, Signatories should seek partnerships in the academic field or with other research organizations and/or subject-matter experts with research experience to provide support for Education Program development, program

evaluation and other research purposes.

[Comment to Article 8.3: WADA publishes social science research to inform anti-doping policy and practice. Signatories can search and view social science research on WADA's website. Signatories should take note of the World Anti-Doping Code Article 19 - Research.]

8.5 Documenting the Education Program

Signatories shall document their Education Program which shall contain at a minimum:

- Vision, aims and program objectives as per Article 8.0;
- The Sport System Analysis as per Article 5;
- The Athlete Pathway as per Article 5.1;
- The Education Pool as per Article 6;
- The process for how Educators are recruited, trained, assessed, accredited and reaccredited as per Article 7;
- The resources needed to deliver as per Article 8.2.

It is recommended that a summary of the Education Program be published on a relevant website.

[Comment to Article 8.4: Whilst not a mandatory requirement, WADA will provide a template as part of its Code Implementation Support Program (CISP) that can be used by Signatories to summarize their Education Program.]

9.1 Delivering Education Programs

Signatories shall deliver their Education Program as outlined in Article 8 through the development of an annual Education Plan.

9.2 Developing the Annual Education Plan

Signatories shall develop an annual Education Plan that documents their Education Activities for each of the categories in their Education Pool. The Education Plan shall state measurable program objectives, learning outcomes, topics and timelines related to the activities for the Education Pool, those responsible for delivering the Education Activities and the monitoring procedures for recording the Education Activities.

9.3 Identifying the Education Activities

Signatories shall select appropriate Education Activities to achieve the learning outcomes of the curriculum. Delivery methods may include in-person sessions, scenario-based learning, eLearning, information leaflets, factsheets, Event-Based Education, websites, mobile Apps, etc., as described in the Guidelines for the ISE.

9.3.1 Each Education Activity can include one or more of the following four components in varying degrees to facilitate learning and develop Clean Sport Behaviors as described in the Guidelines for the ISE.

- **Values-Based Education:** Delivering activities that emphasize the development of an individual's personal values and principles. It builds the learner's capacity to make decisions to behave ethically.

- **Awareness Raising:** Highlighting topics and issues related to clean sport.
- **Information Provision:** Making available accurate, up to date content related to clean sport.
- **Anti-Doping Education:** Delivering anti-doping topics as listed in Article 8.1.1 to build competencies and make informed decisions.

All *Education* Activities should be tailored to the relevant stage of the *Athlete* Pathway, or the role of the *Athlete Support Personnel*, and take into consideration the different needs of the categories listed in Articles 6.1.1 and 6.2.1.

9.3.2 Signatories shall describe their *Education* Activities in the *Education* Plan.

9.4 Adapting *Education* Activities for Specific Learners in the *Education* Pool

Signatories shall tailor their *Education* Activities for *Minors* ensuring that *Education* Activities are appropriate for their stage of development.

Signatories shall adapt *Education* Activities in order to be accessible for learners with impairments or specific needs.

Delivery of such *Education* Activities to learners with specific needs should be in line with appropriate safeguarding considerations and legal requirements.

9.5 Documenting the *Education* Plan

Signatories shall document their *Education* Plan which shall contain at a minimum, the following as per Articles 9.1 and 9.2:

- Which program objectives, topics and learning outcomes the *Education* Activities will address;
- Which *Education* Pool categories the *Education* Activities will be delivered to;
- What type of *Education* Activities will be delivered;
- Who the *Education* Activities will be delivered by;
- When and how often *Education* Activities will be delivered;
- Methods to assess learning as per Article 12.2;
- Monitoring procedures and data to be recorded as per Article 12.1.

10.1 Coordinating *Education* Delivery

Signatories shall coordinate their *Education* efforts to maximize the effectiveness of their *Education* Program and minimize duplication of *Education* delivery to the same learners.

In particular, consideration should be given to other *Signatories*' mandatory *Education* requirements when planning *Education* Activities for *International-Level Athletes*.

10.2 Sharing the *Education* Plan

Signatories shall:

- Publish a summary of the *Education* Plan as per the template provided by

WADA in English or French on a relevant website;

- Share *Education* records as per Article 12.1.1 with WADA and other Signatories upon request, and in line with the *International Standard for Data Protection*;
- Provide the full *Education* Plan to WADA in English or French upon request.

10.3 Collaborating with, or Delegating to Others

Signatories should agree in advance on the roles and responsibilities for the delivery of *Event-Specific Education*, where applicable. This should be done in accordance with the roles and responsibilities as outlined in Articles 11, 14 and 15.

In addition, Signatories should consider coordinating with governments or other Public Institutions and National Federations as outlined in Article 14.

Where *Signatories* delegate some or all of their *Education* responsibilities to a third party, they are still responsible for complying with the requirements of the *International Standard for Education*.

Signatories shall document any such collaboration or delegation in the *Education Plan*.

10.4 Acknowledging Prior Learning

Acknowledging prior learning aims to *ease the burden on Athletes, Athlete Support Personnel and Signatories* by minimizing duplication of *Education*, for example completion of similar eLearning programs.

Signatories shall acknowledge the Education Activities of other *Signatories* and should acknowledge the completion of such *Education Activities* by learners (in their *Education Pool*), provided that the *Education Activity* is in line with Article 9.2.

Signatories can acknowledge the completion of eLearning *Education Activities* by requesting the learner's certificate.

Where there is acknowledgement of prior completion of *Education Activities*, this should be communicated to relevant *Signatories* and the affected learners in the *Education Pool*.

The quality of the *Education Activity* remains the responsibility of the *Signatory* delivering the *Education Activity*, not the *Signatory* acknowledging the *Education Activity*.

11.1 Event-Specific Education

Event-Specific Education refers to *Education* related to the anti-doping rules and associated anti-doping program for an *Event* or series of *Events*.

This encompasses both *Pre-Event Education* and *Event-Based Education*.

Pre-Event Education refers to *Education Activities* that take place prior to an *Event* and aims to prepare participants for the *Event*. Content includes details unique to the *Event* such as anti-doping rules and activities, *In- or Out-of-Competition* periods, organizations with *Testing* jurisdiction, *TUE* processes, and any specific risks of unintentional doping relevant to the location of the *Event*.

Event-Based Education refers to *Education Activities* that take place during an *Event*, typically on site at an *Event Venue*.

Event-Based Education has the potential to reach and positively impact wider audiences, including spectators, the general public and media.

[Comment to Article 11.0: Reference in Article 11 to an Event includes a single Event or as applicable a series of Events that are subject to the same anti-doping rules.]

11.2 International Events

11.2.1 International Federations and Major Event Organizations shall have the authority to determine mandatory Event-Specific Education requirements for Athletes and Athlete Support Personnel participating at their respective Events. These should be communicated well in advance of the Event.

11.2.2 International Federations and Major Event Organizations should deliver Event-Specific Education for International Events such as Olympic Games, Paralympic Games, Continental Games, World Championships, and other multi-sport Events.

11.2.3 Participants attending International Events should receive Pre-Event Education.

11.2.4 International Federations and Major Event Organizations should deliver Event-Based Education where Testing takes place to reach participants attending their Events. This can be done in cooperation with Signatories and other relevant organizations.

11.3 National Events

11.3.1 Signatories should consider Event-Specific Education for national or domestic Events.

[Comment to Article 11.1 and 11.2: Signatories can determine which Event/s they prioritize for Event-Specific Education. It is acknowledged that Participants in an Event series, which have the same anti-doping rules, do not necessarily require Pre-Event Education prior to each Event.]

12.0 Monitoring and Evaluation

The purpose of monitoring and evaluating is to measure progress, ensure continuous improvement and ultimately to determine if what was delivered is effective. The results of which shall be documented through an Evaluation Report.

The Education Program shall be evaluated to determine the effectiveness of the Education Program and to inform future Education Plans and Education Activities.

Signatories shall monitor their Education Plans on an ongoing basis.

12.2 Monitoring the Education Plan

Monitoring requires the ongoing recording of data to track progress against the Education Program objectives.

The Education Plan shall include monitoring procedures for the Education Activities to aid evaluation and reporting.

Signatories shall record the number of learners reached via delivery of their Education Plan, as applicable:

- In-person sessions (physical or live virtual);
- eLearning courses;

- Events;
- Webinars;
- Awareness campaigns;
- Information assets;
- Website visits;
- Applications (i.e., Apps);
- Social media targeted *Education* posts;
- Other *Education* Activities.

[Comment to Article 12.1: Where practically possible the number should be recorded. Where this is not possible, for example, engagement or attendance at Booths at an Event, Signatories may estimate their reach. It is not expected that Signatories include all the Education Activities as listed above in their Education Plan every year.]

[In addition, Signatories are likely to be asked about their Education reach (numbers) as part of the Code Compliance process and therefore Signatories are advised to be able to aggregate data to provide the total number of Athletes reached per stage of the Athlete Pathway and the total number Athlete Support Personnel reached per role, e.g., coaches.]

12.1.1 Education Records

Signatories shall keep secure *Education* records of learners attending targeted in-person sessions (physical or live virtual) or completing eLearning courses. At a minimum, records shall include the following:

- The full name of the learner, their sport and/or country as well as a record of who delivered the *Education* – the name of the Educator.
- The topics included in the *Education* Activity.
- The date of the *Education* Activity, for example, the date of the workshop/session or when an eLearning course was completed.
- Signatories shall ensure that this is conducted in line with the requirements of the *International Standard* for Data Protection.

[Comment to 12.1.1: It is acknowledged that Signatories may not be able to record individual attendance at all in-person sessions such as those that are general open-access sessions or during Event-Based Education activities.]

12.3 Assessing Learning

Signatories shall assess participant learning against the learning outcomes identified in the curriculum.

Signatories shall assess the learning experience of participants such as learner satisfaction, engagement, and confidence to apply what has been learnt. Feedback related to the *Education* Activities delivered shall also be collected from the Educator.

[Comment to Article 12.2: The assessment of learning should focus on in-person Education and eLearning. It is not expected that all learners be assessed in all sessions. The methods used should be sufficient to assess whether the learning outcomes have been met and if that is indicative of other learners in the category.]

12.4 Evaluating the Education Program

Signatories shall evaluate their *Education* Program objectives using their monitoring data, the assessment of learning information and any other available information to determine to what extent these objectives have been met.

Signatories shall evaluate their *Education Program* annually and document this in an Evaluation Report. The evaluation shall inform the *Education Program* and future *Education Plans*.

The Evaluation Report shall be provided to WADA upon request in English or French.

12.5 Determining Impact

Signatories should attempt to determine the impact of their *Education Program* and possibly the wider anti-doping program through the monitoring of data to identify trends in areas such as:

- Missed Tests and/or Filing Failures by *Registered Testing Pool Athletes*;
- Whereabouts failures (which apply to *Registered Testing Pool Athletes* only);
- Anti-Doping Rule Violations due to unintentional doping such as, supplement use, use of medication containing prohibited substances;
- *Therapeutic Use Exemption* applications;
- Use of batch-tested supplements;
- Prevalence of doping and *Adverse Analytical Findings*;
- Reporting of doping;
- All types of Anti-Doping Rule Violations.

Signatories should consider measuring over time, wider metrics or constructs that can be used as indicators of effectiveness of anti-doping programs. Metrics such as doping intentions; perceptions of legitimacy of the anti-doping system; vulnerability to doping; moral beliefs about doping; confidence to stay clean; are examples of metrics that can be used for this purpose.

[Comment to Article 12.4: WADA will make available tools that may help Signatories to monitor, evaluate and determine the impact of their programs. Examples include monitoring of Education records via ADEL and validated social science research surveys.]

PART THREE: ROLES & RESPONSIBILITIES OF SIGNATORIES AND OTHERS

13.0 Overview

All Signatories have a responsibility to support the principle that an Athlete's first experience with anti-doping should be through Education rather than Doping Control.

Code Article 18.2 states that: "All Signatories shall, within their scope of responsibility plan, implement, monitor and evaluate Education Programs in line with the requirements set out in the International Standard for Education."

In addition, Signatories should acknowledge and promote the broader role that Education can have to advance the capability of anti-doping practitioners through training and professional development initiatives.

The objectives of Part Three are:

- To provide clarity on the primary responsibilities of each Signatory related to Education;
- To outline how cooperation can maximize efforts and minimize duplication to enhance the effectiveness of Education Programs.

14.1 Roles & Responsibilities of Signatories

14.2 National Anti-Doping Organizations

14.2.1 Each National Anti-Doping Organization shall be the authority on Education as it relates to clean sport within their respective country.

14.2.2 National Anti-Doping Organizations are responsible for the Education of National-Level Athletes and their respective Athlete Support Personnel and should prioritize educating the following in line with the Athlete Pathway:

- Talented-level Athletes in cooperation with National Federations;
- Youth Athletes, in cooperation with National Federations; and
- Children engaged in sport through school and/or sports clubs in cooperation with public authorities.

14.2.3 In addition to the above, National Anti-Doping Organizations may have a role in educating International-Level Athletes, their respective Athlete Support Personnel and other Persons in cooperation with the relevant Signatory.

14.2.4 Each National Anti-Doping Organization shall develop their Education Program and document it as per Article 16.

14.2.5 As per Code Article 20.3.14, International Federations require National Federations to conduct Education in coordination with the applicable National Anti-Doping Organization. Where in-person (physical or live virtual) Education takes place, National Federations shall use Educators.

14.2.6 National Anti-Doping Organizations shall cooperate with their National Olympic Committee and the National Paralympic Committee to ensure

| that *Athletes and Athlete Support Personnel* selected to participate in the

Olympic/Paralympic Games (or any *Event* where the *National Olympic Committee* or, as applicable, the *National Paralympic Committee*, participates or hosts) shall have access to *Pre-Event Education* as per Article 11.

14.3 International Federations

14.3.1 Each International Federation shall be the authority on *Education* as it relates to clean sport within their respective sport.

14.3.2 International Federations are responsible for the *Education* of *International- Level Athletes* and their respective *Athlete Support Personnel*.

14.3.3 *In addition to the above*, International Federations may have a role in educating *non-International-Level Athletes* and their *Athlete Support Personnel* in cooperation with the relevant *Signatory* or *National Federation*.

14.3.4 Each International Federation shall develop their *Education* Program and document it as per Article 16.

14.3.5 International Federations shall require *National Federations* to conduct *Education* in cooperation with the applicable *National Anti-Doping Organization* as per *Code* Article 20.3.14, in particular for *Event-Specific Education*.

14.3.6 International Federations should consider integrating anti-doping *Education* into existing training and/or accreditation programs for *Athlete Support Personnel* and should encourage *National Federations* to do the same.

[Comment to Article 14.2.6: As one example, research demonstrates the role that coaches can play in supporting athletes to meet their anti-doping responsibilities. This is enhanced when anti-doping Education is integrated into their existing coach education programs.]

14.3.7 International Federations shall require *National Federations* to use *Educators* to deliver in-person (physical or live virtual) *Education*.

*[Comment to Article 14.2.7: It is acknowledged that *National Federations* may train and accredit individuals, who can then be authorized by a *Signatory* as an *Educator*, to help maintain standards of *Education* delivery.]*

14.4 Major Event Organizations

14.4.1 *Major Event Organizations* shall be the authority on *Event-Specific Education* as it relates to clean sport within their respective *Events*.

14.4.2 *Major Event Organizations* shall be responsible for *Event-Specific Education* for *Athletes* and their respective *Athlete Support Personnel* participating at their *Events*.

14.4.3 Each *Major Event Organization* shall develop their *Education* Program and document it as per Article 16.

14.4.4 *Major Event Organizations* shall require organizations including *Delegated Third-Party* organizations delivering *Event-Specific Education* to use *Educators* when delivering in-person (physical or live virtual) *Education*.

14.5 **National Olympic Committees/National Paralympic Committees**

14.5.1 As per Code Article 20.4.6, where a National Anti-Doping Organization does not exist, the National Olympic Committee (or, as applicable, the National Paralympic Committee) shall be the authority on Education in their country and subject to Articles 4 to 12.

14.5.2 Where a National Anti-Doping Organization exists, the National Olympic Committee (or, as applicable, the National Paralympic Committee) shall cooperate with their National Anti-Doping Organization and National Federations to ensure that Athletes and Athlete Support Personnel selected to participate in the Olympic/Paralympic Games (or any Event where the National Olympic Committee or, as applicable, the National Paralympic Committee, participates or hosts) shall have access to Pre-Event Education as per Article 11.

14.5.3 National Olympic Committees and National Paralympic Committees shall enable the delivery of Education by providing access to Athletes and Athlete Support Personnel.

15.0 **Roles and Responsibilities of Others**

15.1 **Athletes and Athlete Support Personnel**

15.1.1 Athletes have a right to Education as identified in the Athletes Anti-Doping Rights Act. Athletes shall make themselves available for Education as required to comply with Code Article 21.1.8. Athletes should be knowledgeable of and comply with all applicable anti-doping policies and rules in line with Code Article 21.1.1.

15.1.2 Athletes should advocate for clean sport and act in accordance with the spirit of sport and their values.

15.1.3 Athlete Support Personnel have a right to Education and shall make themselves available for Education in order to support the provision of accurate anti-doping information to the Athletes who they support, particularly in the case of Protected Persons and Minors as required to comply with Code Article 21.2.2. Athlete Support Personnel should be knowledgeable of and comply with all applicable anti-doping policies and rules which are applicable to them or the Athletes whom they support, in line with Code Article 21.2.1.

15.1.4 Athlete Support Personnel should advocate for clean sport, and act in accordance with the spirit of sport, and their values, positively influencing Athletes' values and behavior to foster anti-doping attitudes as per Code Article 21.2.4.

15.1.5 Other Persons subject to the Code should advocate for clean sport, and act in accordance with the spirit of sport and their values. In addition, they should access relevant anti-doping information to be knowledgeable of and comply with all anti-doping policies which are applicable to them to comply with Code Article 21.3.1.

15.2 **National Federations**

15.2.1 National Federations should support the principle that an *Athlete's* first experience with anti-doping should be through *Education* rather than *Doping Control*.

15.2.2 National Federations should consider the role and contribution they can make in the development and delivery of *Education* Activities including the use of Educators as per Article 14.2.7.

15.2.3 National Federations should proactively cooperate with International Federations, and the *National Anti-Doping Organization* for the purposes of *Education*.

15.2.4 National Federations should enable the delivery of *Education* by providing access to *Athletes* and *Athlete Support Personnel*.

15.3 **Governments**

15.3.1 Governments should proactively enable the development and delivery of *Education* Programs in line with their commitments under the *UNESCO Convention* as per *Code* Article 22.

15.3.2 Governments should advocate for the inclusion of Values-Based *Education* within the school/club or youth sport systems.

15.4 **Regional Anti-Doping Organizations**

15.4.1 *Regional Anti-Doping Organizations* should support their member countries to plan, implement, monitor, evaluate and promote their *Education* Programs as per *Code* Article 21.4.7.

15.4.2 *Regional Anti-Doping Organizations* should work with *National Anti-Doping Organizations*, governments and *National Olympic Committees* (or, as applicable, the *National Paralympic Committee*) within their regions to provide support for the coordination of *Education* Activities.

15.4.3 *Regional Anti-Doping Organizations* should be knowledgeable of and signpost available *Education* resources to members in their region.

15.5 **World Anti-Doping Agency (WADA)**

15.5.1 *WADA* shall support its stakeholders to develop and deliver effective *Education* Programs in line with the *Code* and *International Standard for Education*.

15.5.2 *WADA* shall provide Guidelines for the *ISE*, templates and training for *Signatories* to use to support the development of their *Education* Programs.

15.5.3 *WADA* shall provide *Education* materials for use by *Signatories* or to be used by any other *Person* directly.

15.5.4 *WADA* shall be responsible for ensuring compliance with the *International Standard for Education* and the *Code* through the *Code* Compliance process and in line with the *International Standard for Code Compliance by Signatories*.

15.5.5 WADA, in support of Code Article 25.1.1, shall convene *Signatories* and wider stakeholders periodically, to advance *Education* policy and practice in line with emerging trends, research, data and insight to ensure *Education* remains effective and beneficial for *Athletes*, *Athlete Support Personnel* and other *Persons*.

15.5.6 WADA shall use any available *Education*-related data to monitor and evaluate globally the *Education* reach and efforts of the anti-doping community.

[Comment to Article 15.5.6: *Education-related data is available from a variety of sources including but not limited to: compliance data, research data, data held in ADEL.*]

PART FOUR: ACCOUNTABILITY

16.0 Accountability

WADA will monitor the compliance of *Signatories* with the *International Standard for Education* through the *Code Compliance* process and administer potential associated consequences as outlined in the *International Standard for Code Compliance by Signatories*.

Signatories shall be held accountable via the following:

16.2 A documented Education Program that includes at a minimum:

- Vision, aims and program objectives as per Article 8.0;
- The Sport System Analysis as per Article 5;
- The *Athlete* Pathway as per Article 5.1;
- The *Education* Pool as per Article 6;
- The process for how Educators are recruited, trained, assessed, accredited and reaccredited as per Article 7;
- The resources needed to deliver as per Article 8.2.

16.3 A curriculum as per Article 8.1 that includes at a minimum:

- Mandatory core topics as per Article 8.1.1;
- Learning outcomes;
- Clean Sport Behaviors.

16.4 A documented annual *Education* Plan as per Articles 9.1 and 9.2 that includes at a minimum:

- Identification of *Education* Activities;
- Which *Education* Pool categories the *Education* Activities will be delivered to;
- Who the *Education* Activities will be delivered by;
- Type of *Education* Activities;
- When *Education* Activities will be delivered;
- Which program objectives, topics and learning outcomes the *Education* Activities will address;
- Methods to assess learning as per Article 12.2;
- Monitoring procedures and data recording as per Article 12.1.

16.5 A documented Evaluation Report as per Article 12.3 that includes at a minimum:

- Monitoring data;
- Numbers of *Athletes* and *Athlete Support Personnel* educated per stage of the *Athlete* Pathway;
- Overview of learner assessment results;
- Summary of learner experience results;

- Feedback from Educators (where applicable);
- An evaluation of whether the program's objectives have been met;
- Conclusions and recommendations for the *Education* Program and the next *Education Plan*.

[Comment to Article 16: WADA will support stakeholders through the Code Implementation Support Program (CISP) and the Global Learning and Development Framework (GLDF) as examples.]

APPENDIX 1: DEFINITIONS

I. Defined terms from the 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.

Anti-Doping Organization: WADA or 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*, International Federations, and *National Anti-Doping Organizations*.

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~~ *Therapeutic Use Exemptions*. 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 elected to exercise its authority to test and who competes below the international or national level, then the *Consequences* set forth in the *Code* ~~must~~ *shall* be applied. For purposes of Article 2.8 and Article 2.9 and for purposes of anti-doping information and *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 to Athlete:* *Comment to Athlete: For the avoidance of doubt, an Anti-Doping Organization may not adopt different rules for such Athletes (including with respect to Therapeutic Use Exemptions) except with respect to the matters explicitly referenced above or as expressly allowed by an International Standard.*

Individuals who participate in sport may fall in one of five categories: 1) International-Level Athlete, 2) National-Level Athlete, 3) individuals who are not International or National-Level Athletes but over whom the International Federation or National Anti-Doping Organization has chosen to exercise authority, 4) Recreational Athlete, and 5) individuals over whom no International Federation or National Anti-Doping Organization has, or has chosen to, exercise authority. 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.]

Athlete Biological Passport: The program and methods of gathering and collating data as described in the *International Standard for Testing* ~~and Investigations~~ and *International Standard for Laboratories*.

Athlete Support Personnel/Athlete Support Person: 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*.

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.

Consequences of Anti-Doping Rules Violations (“Consequences”): An *Athlete’s* or other *Person’s* violation of an anti-doping rule may result in one or more of the following: (a) *Disqualification* means the *Athlete’s* results in a particular *Competition* or *Event* are invalidated, with all the resulting *Consequences* including forfeiture of any medals, points and prizes; (b) *Ineligibility* means the *Athlete* or other *Person* is barred on account of an anti-doping rule violation for a specified period of time from participating in any *Competition* or other activity or funding as provided in Article 10.14; (c) *Provisional Suspension* means the *Athlete* or other *Person* is barred temporarily from participating in any *Competition* or activity prior to the final decision at a hearing conducted under Article 8; (d) *Financial Consequences* means a financial sanction imposed for an anti-doping rule violation or to (e) *Public Disclosure* means the dissemination or distribution to the general public or *Persons* beyond those *Persons* entitled to earlier notification in accordance with Article 1. *Team Sports* may also be subject to *Consequences* as provided in Article 11.

Delegated Third Party: Any *Person* to which an *Anti-Doping Organization* delegates any aspect of *Doping Control* or anti-doping *Education* programs including, but not limited to, third parties or other *Anti-Doping Organizations* that conduct *Sample* collection or other *Doping Control* services or anti-doping *Educational* programs for the *Anti-Doping Organization*, or individuals serving as independent contractors who perform *Doping Control* services for the *Anti-Doping Organization*.

Doping Control: All steps and processes from test distribution planning through to ultimate disposition of any appeal and the enforcement of *Consequences*, including all steps and processes in between, including but not limited to, *Testing*, investigations, whereabouts, *TUEs*, *Sample* collection and handling, laboratory analysis, *Results Management*, and investigations or proceedings relating to violations of Article 10.14 (Status During *Ineligibility* or *Provisional Suspension*).

Education: The process of learning to instill values and develop behaviors that foster and protect the spirit of sport, and to prevent intentional and unintentional doping.

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

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

Ineligibility: See *Consequences of Anti-Doping Rule Violations* above.

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 multi-sport 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 (18) 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.

Protected Person: An *Athlete* or other natural *Person* who at the time of the anti-doping rule violation: (i) has not reached the age of sixteen (16) years; (ii) has not reached the age of eighteen (18) years and is not included in any *Registered Testing Pool* and has never competed in any *International Event* in an open category; or (iii) for reasons other than age has been determined to lack legal capacity under applicable national legislation.

[Comment to Protected Person: Not every Minor is a Protected Person. The Code differentiates between different groups of Minors based on two criteria: (i) age and (ii) level of sporting performance. Below the age of 16, Minors always qualify as Protected Persons. It is assumed that they are unable, in principle, to control their behavior in the same way as adults and therefore need to be given special treatment. Where Minors are over 16 (but below 18) years of age, they are assumed to have a higher level of understanding and, depending on their sporting level, better access to anti-doping Education. This justifies treating the age group between 16-18 differently from the age group below 16. The term "open category" is meant to exclude competition that is limited to junior or age group categories.]

Athletes with a documented lack of legal capacity due to an intellectual impairment always qualify as Protected Persons independently of their age.

The purpose of the category of Protected Person is to take into account that an Athlete or other Person may not possess the mental capacity to sufficiently understand and appreciate the prohibitions against conduct contained in the Code. The special treatment of Protected Person flows from the fact that the central criteria to determine the period of Ineligibility is "Fault".

Those circumstances where a Protected Person, Minor or Recreational Athlete is to be treated differently than other Persons or Athletes have been specifically identified in the Code. It should not be assumed, with respect to Article 7.4 or any other Article in the Code, that different treatment was intended where it is not specifically expressed.]

Recreational Athlete: A natural *Person* who is so defined by the relevant *National Anti-Doping Organization*; provided, however, the term shall not include any *Person* who, within the five (5) years prior to committing any anti-doping rule violation, has, in the same sport, been an *International-Level Athlete* (as defined by each International Federation

consistent with the *International Standard for Testing* or *National-Level Athlete* (as defined by each *National Anti-Doping Organization* consistent with the *International Standard for Testing*); has participated in the sport in a professional capacity¹⁸¹; has competed in an *International Event* or *National Event*; represented any country in an *International Event* in an open category or has been included within any *Registered Testing Pool* or other whereabouts information pool maintained by any International Federation or *National Anti-Doping Organization*.

[Comment to Recreational Athlete: The term “open category” is meant to exclude competition that is limited to junior or age group categories. Those circumstances where a Protected Person, Minor or Recreational Athlete is to be treated differently than other Persons or Athletes have been specifically identified in the Code. It should not be assumed, with respect to Article 7.4 or any other Article in the Code, that different treatment was intended where it is not specifically expressed.]

Regional Anti-Doping Organization: A regional entity designated by member countries to coordinate and manage delegated areas of their national anti-doping programs, which may include the adoption and implementation of anti-doping rules, the planning and collection of *Samples*, the management of results, the review of *TUEs*, the conduct of hearings, and the conduct of *Education* programs at a regional level.

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 5.5 and the *International Standard for Testing* and **Investigations** who shall be subject to at least three (3) *Out-of-Competition tests per year*.

Signatories: Those entities accepting the *Code* and agreeing to implement the *Code*, as provided in Article 23.

Strict Liability: The rule which provides that under Article 2.1 and Article 2.2, it is not necessary that intent, *Fault*, negligence, or knowing *Use* on the *Athlete's* part be demonstrated by the *Anti-Doping Organization* in order to establish an anti-doping rule violation.

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

Testing Pool: The pool of *Athletes* that the International Federation or *National Anti-Doping Organization* considers to be a lesser priority and risk than those *Athletes* in the *Registered Testing Pool* and who are required to provide whereabouts information as outlined in the *International Standard for Testing* and who shall be subject to at least one planned *Out-of-Competition test per year*.

Therapeutic Use Exemption (TUE): A *Therapeutic Use Exemption* allows an *Athlete* with a medical condition to use a *Prohibited Substance* or *Prohibited Method*, but only if the conditions set out in Article 4.4 and the *International Standard for Therapeutic Use Exemptions* are met.

UNESCO Convention: The International Convention against Doping in Sport adopted by the 33rd session of the UNESCO General Conference on 19 October 2005, including any and all amendments adopted by the States Parties to the Convention and the Conference of Parties to the International Convention against Doping in Sport.

WADA: The World Anti-Doping Agency.

II. ~~3.2~~ Defined ~~term~~term from the *International Standard for Code Compliance* by *Signatories* that is used in the *International Standard for Education*

Code Compliance: Compliance with all of the requirements in the *Code* and/or the *International Standards* that apply to the *Signatory* in question, as well as with any special requirements imposed by the WADA Executive Committee in accordance with Article A.3(r)."

III. ~~3.3~~ Defined terms specific to the *International Standard for Education*

Anti-Doping Education: Delivering training on anti-doping topics to build competencies in ~~clean sport behaviors~~Clean Sport Behaviors and make informed decisions.

Athlete Pathway: A generic model that describes the core stages of *Athlete* development within a specific sport or country's sport system.

Awareness Raising: Highlighting topics and issues related to clean sport.

Clean Sport Behaviors: Actions that *Athletes* and their *Athlete Support Personnel* should be capable of doing and are expected to demonstrate in relation to mandatory topics outlined in Article 8.1.1.

Education Activity: Any activity that is purposefully designed and delivered to facilitate learning. Examples include eLearning, workshops, scenario-based sessions, peer-to-peer conversations, webinars, etc.

Education Plan: A document ~~that includes: a situation assessment; identification~~describing a collection of ~~an Education Pool; objectives; Education activities and monitoring procedures as required by Article 4~~Activities to be delivered annually by a Signatory to achieve the intended learning outcomes.

Education Pool: A list of ~~target~~prioritized groups ~~identified through a system assessment process~~and categories that Signatories have targeted for Education.

~~Education Program: A collection of Education activities undertaken by a Signatory to achieve the intended learning objectives.~~

Education Program: A document that includes: a vision for *Education*, aims and objectives, sport system analysis, an *Athlete* Pathway, processes for recruitment, training, assessment and accreditation of Educators, identification of an *Education* Pool and the resources required to deliver.

Educator: A person who has been trained and accredited to deliver *Education* and is authorized by a *Signatory* for this purpose.

Evaluation Report: A document outlining the effectiveness of the *Education* Program using monitoring data, assessment of learning data and any other relevant information. The document should directly report on the progress of objectives stated in the *Education* Program and *Education* Plan and outline recommendations that informs the next annual *Education* Plan.

Event-Based Education: Any type of *Education* ~~activity~~Activity which takes place during an Event, typically on-site at ~~or in association with~~ an Event Venue.

Event-Specific Education: Refers to education related to *Events* organized under one ruling

body. This encompasses both *Pre-Event Education* and *Event-Based Education*. Content includes details unique to that *Event* such as anti-doping rules, *In- and Out-of-Competition* periods, entry criteria related to *Education*, organizations with *Testing* jurisdiction and *TUE* processes, as examples.

Guidelines for the *International Standard* for *Education* (Guidelines for the *ISE*): A non-mandatory document in the World Anti-Doping Program that provides guidance on *Education* and is made available to *Signatories* by WADA.

Information Provision: Making available accurate, up to date content related to clean sport.

Pre-Event Education: Delivering tailored *Education* Activities to prepare *Athletes* and *Athlete Support Personnel* for an *Event* with the aim of sharing the specific anti-doping requirements related to that *Event* and developing any associated clean sport behaviors.

Prevention: Refers to interventions undertaken to stop doping from occurring. There are ~~four~~^{six} key interrelated strategies to *Prevention*: These are *Education*; deterrence; detection; ~~and~~ enforcement; compliance; and rule of law.

Talented-Level Athlete: Athletes training regularly and committed to sport, identified as talented through some formal mechanism such as attending talent camps, or part of a talented development program.

Values-Based Education: Delivering activities that emphasize the development of an individual's personal values and principles. It builds the learner's capacity to make decisions to behave ethically.

3.4 Interpretation

~~IV.3.4.1 The official text of~~ **Defined terms from** ~~the *International Standard* for *Education* shall be published in English and French. In the event of any conflict between the English and French versions, the English version shall prevail.~~

~~3.4.2 Like the *Code*, the *International Standard* for *Education* has been drafted giving consideration to the principles of proportionality, human rights, and other applicable legal principles. It shall be interpreted and applied in that light.~~

~~3.4.3 The comments annotating various provisions of the *International Standard* for *Education* shall be used to guide its interpretation.~~

~~3.4.4 Unless otherwise specified, references to Sections and Articles are references to Sections and Articles of~~ **Results Management that are used in** ~~the *International Standard* for *Education*.~~

PART TWO: STANDARDS FOR EDUCATION

Overview

~~Code Article 18.1 requires Signatories to plan, implement, monitor and evaluate Education Programs. Articles 4, 5 and 6 describe the requirements of Signatories related to these mandatory activities.~~

~~Signatories should take into consideration cultural and sport contexts and the needs of the learners when developing Education Programs.~~

~~Signatories shall develop and deliver an Education Program that incorporates the following four components:~~

- ~~□ **Values-Based Education:** Delivering activities that emphasize the development of an individual's personal values and principles. It builds the learner's capacity to make decisions to behave ethically.~~
- ~~□ **Awareness Raising:** Highlighting topics and issues related to clean sport.~~
- ~~□ **Information Provision:** Making available accurate, up to date content related to clean sport.~~
- ~~□ **Anti-Doping Education:** Delivering training on anti-doping topics to build competencies in clean sport behaviors and make informed decisions.~~

~~All components should be aligned in the Education Program. All activities should be complementary, underpinned by values, and foster and protect the spirit of sport.~~

~~Signatories should reflect on the role of Education in their organization and be clear on their vision and the ultimate outcome they would like to see from their Education Program. This vision and outcome should inform the objectives that are set out in the Education Plan.~~

4.0 — Planning an Education Program

~~Education Programs should be evidence based, informed by Education theory, and where possible, informed by social science research.~~

4.1 — Developing an Education Plan

~~4.1.1 Signatories shall document their Education activities through an Education Plan. The plan shall be provided to WADA and other Signatories upon request with an overview/summary in English or French.~~

~~4.1.2 To develop their Education Plan, Signatories shall undertake the following steps: assess the current situation; establish an Education Pool; set clear objectives and related activities; and outline monitoring procedures.~~

~~4.2~~ ~~Assessing the Current Situation~~

The assessment process shall consider the following:

- ~~4.2.1~~ ~~System Assessment:~~ *Signatories* shall describe the environment within which they operate, including the sports system/structures and the national/international context.
- ~~4.2.2~~ ~~Identification of Target Groups:~~ *Signatories* shall list all potential target groups for their Education Program, primarily *Athletes* and *Athlete Support Personnel*. *Signatories* shall also identify other agencies/organizations who may be responsible for delivering or have the potential to deliver Education.
- ~~4.2.3~~ ~~Resources:~~ *Signatories* shall identify human, financial and material resources available or potentially available to support their Education Program.
- ~~4.2.4~~ ~~Current Education Activities:~~ *Signatories* shall describe all their current Education activities.

~~4.3~~ ~~Establishing an~~ Education Pool

- ~~4.3.1~~ From the target groups identified in 4.2.2, *Signatories* shall determine the priority groups to be included in the Education Pool.
- ~~4.3.2~~ ~~Athletes:~~ *Signatories* shall consider *Athletes*, who are subject to their anti-doping rules for inclusion in their Education Pool. At a minimum, *Signatories* shall include *Athletes* who are included in their Registered Testing Pool and *Athletes* returning from a sanction. *Signatories* are strongly encouraged to ensure their Education Pool includes a broader group of *Athletes* or provide a rationale for non-inclusion as described in Article 4.3.4. This is to support the principle that an *Athlete's* first experience with anti-doping should be through Education rather than Doping Control.
- ~~4.3.3~~ ~~Athlete Support Personnel:~~ As per Code Article 21.2, it is the *Athlete Support Personnel's* responsibility to be knowledgeable of, and comply with all anti-doping policies and rules, and use their influence on *Athlete* values and behaviors that foster anti-doping attitudes.

Signatories shall consider *Athlete Support Personnel* of the *Athletes* identified in Article 4.3.2 for inclusion in the Education Pool. The most influential *Athlete Support Personnel* should be given priority. *Signatories* shall, within their means, ensure that *Athlete Support Personnel* have access to the information required to understand their roles and responsibilities and positively influence their *Athletes*.

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, parents or any other *Person* working with, treating or assisting an *Athlete* participating in or preparing for sports Competition.

~~4.3.4 If there are Athletes or Athlete Support Personnel that will not be included in the Education Pool, Signatories shall provide a rationale as to why they have not been included and how this will be addressed in the future.~~

~~4.3.5 Other Target Groups: In addition to Athletes and Athlete Support Personnel as described above, other target groups should also be considered as part of the planning process including, but not limited to:~~

- ~~☐ Children and youth~~
- ~~☐ Teachers~~
- ~~☐ University staff and students~~
- ~~☐ Sport administrators~~
- ~~☐ Commercial sponsors~~
- ~~☐ Media personnel~~
- ☐ Any other Persons as deemed necessary by Signatories

~~4.3.6 Education Pool: After identifying and prioritizing target groups, and based on the resources and capacity to deliver, Signatories shall select those to be included in their Education Pool and document these in their Education Plan.~~

4.4 Objectives and Activities

~~The Education Plan shall state the overall aims of the Education Program and list the specific objectives and timelines related to activities for the target groups in the Education Pool. All objectives shall be measurable and time specific.~~

4.5 Monitoring

~~The Education Plan shall include monitoring procedures for the activities in the Education Program to aid reporting and evaluation and foster continuous improvement.~~

5.0 Implementing Education Programs

~~5.1 Values Based Education should remain a focus, particularly in children and youth through school and/or sports club programs, and in cooperation with the relevant public authorities and other stakeholders.~~

~~5.2 Signatories shall include the following topics in their Education Program as also outlined in Code Article 18.2. Topics and content should be adapted and tailored to meet the needs of the target audience. Information regarding these topics shall be made publicly available:~~

- ~~☐ Principles and values associated with clean sport,~~
- ☐ Athletes', Athlete Support Personnel's and other groups' rights and responsibilities under the Code,
- ~~☐ The principle of Strict Liability,~~
- ☐ Consequences of doping, for example, physical and mental health, social and economic effects, and sanctions,
- ☐ Anti-doping rule violations,
- ~~☐ Substances and Methods on the Prohibited List,~~
- ~~☐ Risks of supplement use,~~

- ~~□ Use of medications and *Therapeutic Use Exemptions*,~~
- ~~□ *Testing* procedures, including urine, blood and the *Athlete Biological Passport*,~~
- ~~□ Requirements of the *Registered Testing Pool*, including whereabouts and the use of *ADAMS*,~~
- ~~□ Speaking up to share concerns about doping.~~

~~5.3 — Education on the topics listed in Article 5.2 should be provided for the *Registered Testing Pool* in full.~~

~~5.4 — *Signatories* shall establish a framework that identifies the learning objectives for each target group in the *Education Pool*. These learning objectives state what the learner should be 'aware of', 'understand' and 'be capable of doing' for each topic. Competencies and skills are what the learner should demonstrate at each stage of their development.~~

~~5.5 — *Signatories* shall tailor *Education* activities to learners with impairments or specific needs within the *Education Pool*.~~

~~5.6 — Article 5.5 shall apply also to *Minors* in the *Education Pool* ensuring that *Education* activities are tailored for their stage of development and meet all applicable legal requirements.~~

~~5.7 — *Signatories* shall select appropriate *Education* activities to achieve the objectives of the *Education Plan*. Delivery methods may include face to face sessions, eLearning, brochures, outreach booths, websites, etc., as described in the *Guidelines for Education*.~~

~~5.8 — *Signatories* shall assign *Educators* who will be responsible for delivering face-to-face *Education*. *Educators* should be competent in *Values-Based Education* and on all topics outlined in *Code*~~

Filing Failure: A failure by the *Athlete* (or by a third party to whom the *Athlete* has delegated the task) (1) to make an accurate and complete Whereabouts Filing that enables the *Athlete* to be located for *Testing* at the times and locations set out in the Whereabouts Filing or (2) to update that Whereabouts Filing where necessary to ensure that it remains accurate and complete, all in accordance with Article 4.10.6 of the *International Standard for Testing* and Annex B.2 of the *International Standard for Results Management*.

Missed Test: A failure by the *Athlete* to be available and accessible for *Testing* for the entire duration of the 60-minute time slot at the specific location and time specified in their Whereabouts Filing for the day in question, in accordance with Article ~~18.2~~4.10.6 of the *International Standard for *Education Testing** and ~~the *Guidelines for Education*~~.

~~5.9 — *Signatories* should include *Athletes* in the planning and development of the *Education Plan* to ensure activities are appropriate for the stage of development of the *Athletes*. *Signatories* should consider involving *Athletes* in the delivery of *Education* activities where appropriate.~~

~~[Comment to Article 5: To assist *Signatories*, WADA offers a full suite of *Education* tools to help reach various target groups.]~~

6.0 — Evaluating Education Programs

- 6.1** — ~~Signatories shall evaluate their Education Program annually. The evaluation should inform the following year's Education Plan. The evaluation report shall be provided to WADA upon request with an overview/summary in English or French.~~
- 6.2** — ~~The evaluation shall be based on all available information and data related to the specific objectives in the Education Plan and determine to what extent these objectives have been met.~~
- 6.3** — ~~Where possible, Signatories should seek partnerships in the academic field or with other research institutions to provide support for evaluation and research purposes. Social science research can also be used to inform evaluation procedures.~~

~~[Comment to Article 6.3: WADA offers social science research evidence to inform both evaluation of programs and design of Education activities.]~~

PART THREE: ROLES & RESPONSIBILITIES, COOPERATION AND ACCOUNTABILITY OF SIGNATORIES

7.0 Roles & Responsibilities of Signatories

7.1 Overview

~~7.1.1 Code Article 18.1 states that: "All Signatories shall, within their scope of responsibility and in cooperation with each other, plan, implement, monitor and evaluate and promote Education programs in line with the requirements set out in Annex B.2 of the International Standard for Education Results Management."~~

~~The objectives of Part Three are:~~

- ~~a) to provide clarity on the primary responsibilities of each Signatory related to Education;~~
- ~~b) to outline how cooperation can minimize duplication and maximize efforts to enhance the effectiveness of Education Programs; and~~
- ~~c) to summarize the requirements of the International Standard for Education upon which Signatories will be held accountable.~~

7.2 National Anti-Doping Organizations

~~7.2.1 Each National Anti-Doping Organization shall be the authority on Education as it relates to clean sport within their respective country. National Anti-Doping Organizations should support the principle that an Athlete's first experience with anti-doping should be through Education rather than Doping Control.~~

~~7.2.2 Each National Anti-Doping Organization shall devise an Education Program for those under their authority and who are in their Education Pool. National Anti-Doping Organizations shall document an Education Plan to demonstrate how their Education Program will be implemented and monitored. National Anti-Doping Organizations shall evaluate their Education Programs annually.~~

~~7.2.3 In addition to the above, National Anti-Doping Organizations may have a role in educating the following:~~

- ~~a) International Level Athletes in cooperation with the relevant International Federation;~~
- ~~b) Youth Athletes, in cooperation with National Federations; and~~
- ~~c) Children and youth through school and/or sports club programs in cooperation with public authorities, which may include promoting the integration of Values-Based Education into the existing Education or sport system.~~

~~7.2.4 As per Code Article 20.3.13, International Federations require National Federations to conduct Education in coordination with the applicable National Anti-Doping Organization and as such, shall be engaged as a key partner and supported in this function by the National Anti-Doping Organization.~~

~~7.2.5 National Anti-Doping Organizations who are part of the Regional Anti-Doping Organization network shall provide their Education Plan and an overview/summary to their Regional Anti-Doping Organization annually.~~

~~7.3 International Federations~~

~~7.3.1 Education Programs aimed at International-Level Athletes as determined by their own criteria in reference to Code Article 18.2.3 shall be the priority for International Federations. Each International Federation should support the principle that an Athlete's first experience with anti-doping should be through Education rather than Doping Control.~~

~~7.3.2 Each International Federation shall devise an Education Program for those under their authority and who are in their Education Pool. International Federations shall document an Education Plan to demonstrate how their Education Program will be implemented and monitored. International Federations shall evaluate their Education Programs annually.~~

~~7.3.3 At International Events where Testing will take place and where they have Testing authority, International Federations shall consider delivering Event-Based Education. This should be done in cooperation with the local National Anti-Doping Organization, or where applicable, with the Regional Anti-Doping Organization, the National Federation and the Major Event Organization. Athletes and their Athlete Support Personnel participating at International Events should receive Education in advance of the Event and in accordance with Article 5.~~

~~7.3.4 The International Federation shall require National Federations to conduct Education in cooperation with the applicable National Anti-Doping Organization as per Code Article 20.3.13.~~

~~[Comment to Article 7.3: Nothing prevents International Federations from educating non-International-Level Athletes and their Athlete Support Personnel under their authority. International Federations are required to instruct that Event-Based Education programs conducted on their behalf by other Signatories, National Federations or third parties are done in accordance with the requirements set out~~**Defined term from the International Standard for Testing that is used in the *International Standard for Education*.**

7.4 — Major Event Organizations

~~7.4.1 Major Event Organizations shall ensure the provision of Education activities at Events that are directly under their authority as per Code Article 20.6.8. Event Based Education has the potential to reach and positively impact wider audiences, including the general public and media.~~

~~7.4.2 Major Event Organizations shall consider Event Based Education at all Events where Testing will take place and where they are the Testing authority. Athletes and Athlete Support Personnel competing and participating at their Events should receive Education prior to the Event. This should be done in cooperation with the local organizing committee, National Anti-Doping Organization and relevant International and National Federations.~~

7.5 — National Olympic Committees/National Paralympic Committees

~~7.5.1 As per Code Article 20.4.6, where a National Anti-Doping Organization does not exist, the National Olympic Committee (or, as applicable, the National Paralympic Committee) shall be the authority on Education in their country subject to Article 7.2.~~

~~7.5.2 Where a National Anti-Doping Organization exists, the National Olympic Committee (or, as applicable, the National Paralympic Committee) shall cooperate with their National Anti-Doping Organization to ensure that Athletes and Athlete Support Personnel selected to participate in the Olympic/Paralympic Games (or any Event where the National Olympic Committee or, as applicable, the National Paralympic Committee, participates or hosts) shall receive Education in advance of the Event as per Article 5.~~

~~7.5.3 The National Olympic Committee (or, as applicable, the National Paralympic Committee) shall require National Federations to conduct Education in coordination with the applicable National Anti-Doping Organization as per Code Article 20.4.12.~~

7.6 — Regional Anti-Doping Organizations

~~7.6.1 Regional Anti-Doping Organizations shall support their member countries to conduct Education Programs and shall promote Education as per Code Article 21.4.7.~~

~~7.6.2 Regional Anti-Doping Organizations shall work with National Anti-Doping Organizations, governments and National Olympic Committees (or, as applicable, the National Paralympic Committee) within their regions to provide support for the coordination and delivery of Education Programs.~~

~~7.6.3 Regional Anti-Doping Organizations should be a knowledge center for Education in their region whereby they collect all relevant content and material related to National Anti-Doping Organization Education Programs and make this available for all.~~

~~7.7 — World Anti-Doping Agency (WADA)~~

~~7.7.1 WADA shall support its stakeholders to develop and deliver effective Education Programs in line with the International Standard for Education.~~

~~7.7.2 WADA shall provide Education materials for use by Signatories or to be used by any other Person directly.~~

~~7.7.3 WADA shall be responsible for ensuring compliance with the International Standard for Education and the Code through the Code Compliance process and in line with the International Standard for Code Compliance by Signatories.~~

~~8.0 — Cooperation with and Recognition of other Signatories~~

~~8.1 Signatories shall coordinate their Education efforts to minimize duplication and maximize the effectiveness of their Education Programs. In particular:~~

- ~~a) Signatories shall consult with other relevant Signatories when planning Education activities.~~
- ~~b) Signatories shall agree in advance on roles and responsibilities for Event-Based Education where applicable. This should be done in accordance with the roles and responsibilities outlined in Article 7.~~
- ~~c) Signatories shall share their Education Plans or overview/summary with other relevant Signatories upon request.~~

~~8.2 — Recognition of Education Programs~~

~~8.2.1 Signatories shall acknowledge the Education Programs carried out by other Signatories and may recognize the completion of such programs by learners (in their Education Pool) of said program, provided that the program has been delivered as per Article 5. Where recognition takes place, this should be clearly communicated to other relevant Signatories and the Education Pool. This process should ease the burden on Athletes and Athlete Support Personnel and minimize duplication of Education. It can also help Signatories to prioritize and focus their efforts more effectively and to concentrate on under-served target groups.~~

~~9.0 — Accountability~~

~~9.1 Signatories shall be held accountable via the following:~~

- ~~a) A documented Education Plan that includes:
 - ~~i. an assessment of the current situation;~~
 - ~~ii. the establishment of an Education Pool (including the rationale for any Athletes and Athlete Support Personnel not included and how this will be addressed in the future);~~
 - ~~iii. objectives and related activities; and~~
 - ~~iv. monitoring procedures.~~~~
- ~~b) The completion of an annual evaluation of the Education Program, including reporting the status of all objectives set out in the Education Plan;~~
- ~~c) The Code Compliance process and associated consequences as outlined in the International Standard for Code Compliance by Signatories.~~

Sample Collection Personnel: A collective term for qualified officials authorized by the Sample Collection Authority to carry out or assist with duties during the Sample Collection Session.

Legend:	
<u>Insertion</u>	
Deletion	
Moved from	
<u>Moved to</u>	
Style change	
Format change	
Moved deletion	
Inserted cell	
Deleted cell	
Moved cell	
Split/Merged cell	
Padding cell	

Statistics:	
	Count
Insertions	1005
Deletions	391
Moved from	91
Moved to	91
Style changes	0
Format changes	0
Total changes	1578