



The World Anti-Doping Code

INTERNATIONAL STANDARD FOR EDUCATION

Draft Version 2.0

November 2018

International Standard for Education

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

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

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

Drafting Comment:

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

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PART ONE: INTRODUCTION, CODE PROVISIONS AND DEFINITIONS

1.0 Introduction and scope

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

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

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

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

The *Code*, ISE and Guidelines for Education will be aligned in such a manner that the *Code* will set out the framework for Education, the ISE will outline the minimum standards and principles that Education Programs shall implement, and the Guidelines will elaborate on emerging practices and aid *Signatories* to improve their Education Program beyond the minimum required in the ISE.

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

- a) Definitions for terminology in the education field
- b) Roles and responsibilities for all *Signatories* responsible for planning, implementing, monitoring and evaluating Education Programs.

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

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

2.0 Code provisions

To be updated based on the 2021 Code process.

3.0 Definitions and interpretation

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

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

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

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

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

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

Code: The World Anti-Doping Code.

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

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

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

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

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

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

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

International Standard: A standard adopted by WADA in support of the Code. Compliance with an *International Standard* (as opposed to another alternative standard, practice or procedure) shall be sufficient to conclude that the procedures addressed by the *International Standard* were performed properly. *International Standards* shall include any Technical Documents issued pursuant to the *International Standard*.

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

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

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

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

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

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

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

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

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

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

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

WADA: The World Anti-Doping Agency.

3.2 Defined terms specific to the International Standard for Education:

Education: In relation to clean sport, the process of raising awareness, providing information, delivering anti-doping education underpinned by the values of the spirit of sport, to contribute to the prevention of intentional and unintentional doping. The components of education referenced here can be further defined as:

- 1) **Awareness** – highlighting topics/issues within the framework of anti-doping.
- 2) **Information** – providing accurate, up to date anti-doping material.
- 3) **Anti-Doping Education** – delivering high quality anti-doping training to ensure competence in all aspects related to anti-doping topics.
- 4) **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 based on moral reasoning.

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

Educator: A person who has been trained and authorized by a *Signatory* to deliver elements of the education plan in the International Standard for Education.

Education Program: This constitutes all Education activities undertaken by *Signatories*.

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

Guidelines for Education: A Level 3 document in the World Anti-Doping Program that provides guidance on all aspects of Education.

Prevention: Refers to the objective of preventing the behavior of doping and other anti-doping rule violations from occurring. There are four key interrelated strategies to prevention; *education, deterrence, detection and enforcement*.

3.3 Interpretation:

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

3.3.2 The comments annotating various provisions of the ISE shall be used to interpret the ISE.

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

PART TWO: STANDARDS FOR EDUCATION

Overview

Article 18.1 of the *Code* requires *Signatories* to plan, implement and evaluate Education Programs within their means and scope of responsibility, and in cooperation with each other. The objective of Article 4 of the International Standard for Education is to establish standards for the delivery of these responsibilities by *Signatories*. The standards required are directly related to the processes of planning, implementing, monitoring and evaluating Education Programs. These processes should always be conducted in accordance with the specific cultural considerations of either the country or sport. These cultural considerations should be in line with the positive values set out in the *Code*, seek to preserve the spirit of sport and to help foster a clean sport environment. This allows for cultural nuances and considerations to be factored into an Education Program in which each *Signatory* is best positioned to consider, while still adhering to the standards set out in the International Standard for Education. *Signatories* shall ensure that an effective Education Program is being delivered by incorporating the four components of Education into their activities. The components should be aligned in one planned program, whereby all aspects are complementary to each other (E.g. Awareness campaigns should reflect the messages being delivered at seminars or in information brochures). Communication channels should be established to allow the learner to exchange information and to engage with Education activities. All activity should be underpinned by the values of the spirit of sport, promotion of integrity and guided by the Values-Based Education component. In delivering an effective Education Program, *Signatories* should consider the Guidelines for Education to support them in all aspects of their Education activities.

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

4.0 Planning effective Education Programs

4.1 Developing an education plan

4.1.1 The objective of Article 4 is to set out the steps that are necessary to develop an education plan that fulfills the requirements of the International Standard for Education.

4.1.2 *Signatories* shall document their Education activities through an education plan. This shall be available for review on request by WADA [overview/summary to be provided in English or French].

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

4.2 Current Situation Assessment

The assessment process shall consider three main strands:

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

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

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

These resources will then inform what is possible to deliver as part of the Education Program. *Signatories* will assign resources to activities accordingly based on the prioritization process outlined in Article 4.3.

4.3 **Prioritization of Target Groups**

Based on the list of target groups identified above, *Signatories* shall conduct a process to identify the highest priority targets to be included in the Education Pool to which the Education Program will be delivered.

4.3.1 *Athletes: Signatories* shall consider *Athletes* as defined in its anti-doping rules and who are subject to those rules, for inclusion in the Education Pool. As a minimum, *Signatories* shall include *Athletes* who are included in their *Registered Testing Pool* as part of the Education Pool and *Athletes* serving a suspension period.

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

4.3.2 *Athlete Support Personnel: As per Articles 18.3.3 and 21.2 of the Code*, it is the *Athlete Support Personnel's* mandatory responsibility to educate and counsel *Athletes* regarding anti-doping policies and rules adopted pursuant to the *Code*. *Signatories* shall, within their means, ensure that *Athlete Support Personnel* are well informed of the standards required to ensure they are able to counsel their *Athletes* accordingly.

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

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

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

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

- Young people (in schools and sports clubs)
- Teachers
- University sports staff/lecturers
- Sport administrators
- Media
- Commercial sponsors
- And other *Persons* as deemed necessary by *Signatories*

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

Comment to 4.3: to assist signatories, WADA offers a full suite of Education materials, content and resources to help ensure that all groups are addressed and have the opportunity to access information in relation to all topics outlined in the International Standard for Education.

4.4 **Objectives**

The education plan shall include a clear statement of the overall objectives of the Education Program.

In addition, the plan should identify specific objectives and activities for the target groups identified within the Education Pool. All objectives shall be measurable and time-specific.

4.5 **Monitoring**

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

5.0 **Implementing effective Education Programs**

5.1 The objective of Article 5 is to define the content that *Signatories* are required to deliver as part of their Education Program.

5.2 *Signatories* shall include the following topics in their Education Program as outlined in Article 18.3.1 of the *Code*:

- Principles and values associated with clean sport

- *Athletes and Athlete Support Personnel's* rights and responsibilities
- The Anti-Doping Charter of Athlete Rights
- Consequences of doping including health, social, psychological and sport (sanctions)
- Anti-doping rule violations
- *Substances and Methods on the Prohibited List*
- Risks with medications and supplements, including health consequences
- *Therapeutic Use Exemptions*
- *Testing* procedures, including urine, blood and the biological passports
- Requirements of a *Registered Testing Pool*, including Whereabouts and use of ADAMS
- Speaking up to share concerns about doping

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

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

5.5 *Signatories* shall establish an educational framework that identifies what *Athletes* and *Athlete Support Personnel* in the Education Pool (as well as other target groups where needed) should learn at each stage of their development. Learning objectives act as a guide to what the *Athlete* should be 'aware of', 'understand' and 'do' or 'be capable of doing' at each stage for each topic. Competencies and skills are what the *Athlete* should demonstrate as they master these learning objectives. *Signatories* can use the framework outlined in the Guidelines for Education to develop similar frameworks for all target groups in their Education Pool.

5.6 *Signatories* shall take particular note of the need to tailor Education activities to *Athletes* with impairments and other target groups within the Education Pool in order for them to be able to fully access and experience Education as required.

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

5.8 In terms of media and channels for delivering material and Education, *Signatories* should consider the appropriate methods for their Education Program in support of achieving the objectives of the education plan. Such mediums which are further outlined in the Guidelines for

Education, may include: face-to-face seminars, eLearning, brochures, Outreach booths, websites, etc.

5.9 *Signatories* should train and authorize Educators who will be responsible for educating the target groups in their Education Pool. Educators should be competent in Values-Based Education and all the topics outlined in the *Code*, International Standard for Education and Guidelines. *Signatories* should consider using *Athletes*, particularly more senior or retired *Athletes*, as Educators or at least as ambassadors for clean sport messages.

5.10 *Signatories* should include *Athletes* at all stages of the Education process, particularly in the planning and development process to ensure activities are appropriate for the stage of development of the *Athletes*. This will help to ensure buy-in and better engagement from *Athletes*. *Signatories* should also consider involving *Athletes* in the delivery of Education activities where possible, including training them as Educators as referenced in 5.10.

6.0 Evaluating the effectiveness of education programs

6.1 *Signatories* shall evaluate their Education Programs on a yearly basis and maintain documentation related to this. The outcome of the evaluation will be made available to WADA upon request.

6.2 The evaluation shall be based on the objectives outlined in Article 4.4. The evaluation should determine to what extent these objectives have been met. *Signatories* should seek partnerships in the academic field or with other research institutions to provide support for evaluation and research purposes.

Comment to 6.2: The evaluation should inform the following year's education plan. The evaluation should be based on all available information and data, particularly the monitoring of the Education activities as set out in Article 4.5.

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

7.0 Roles & responsibilities of *Signatories*

7.1 Objective

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

The objectives of Article 7 are; one, to provide clarity on the scope of the responsibility for each *Signatory* as it relates to their primary functions for Education; two, to outline the means by which cooperation can be achieved in order to avoid duplication and maximize efforts and effectiveness of Education Programs; and three, to outline the *Accountability* framework by which *Signatories* will be held accountable in relation to the International Standard for Education.

7.2 National Anti-Doping Organizations (NADOs)

Each *National Anti-Doping Organization (NADOs)* shall be the authority on Education within their respective countries.

Each *National Anti-Doping Organization* shall devise a program that focuses on target groups who are under their jurisdiction. This includes all *Athletes* who are subject to *Testing* and their *Athlete Support Personnel* as well as all other groups identified as the Education Pool in Article 4.

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

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

In terms of delivering Education Programs to *Athletes* at the national level, National Federations will be a key partner and as such should be engaged at all levels. As per Article 7.3, National Federations are required to deliver Education by their governing International Federation, and as such, shall be supported in this function by the *National Anti-Doping Organization*.

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

7.3 International Federations

International Federations shall ensure that Education is provided for all *International-Level Athletes* as determined by their own criteria in reference to Article 4.3.2 of the International Standard for Testing and Investigations.

At *International Events* where *Testing* will take place, the International Federation shall consider Event-Based Education at all *Events* under their control where they have *Testing* authority. This should be done in cooperation with the local *National Anti-Doping Organization* and National Federation (and *Major Event Organizations* where applicable). In order to increase the effectiveness of Education, *International Federations* shall require *Athletes* and their *Athlete Support Personnel* participating at *International Events* to be educated in advance of the event and in accordance with Article 5 of the International Standard for Education.

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

Comment to 7.3: Nothing prevents an International Federation from educating Athletes under its jurisdiction who are not International-Level Athletes, if it sees fit, e.g., where they are competing in an International Event. International Federations are required to ensure that Event-Based Education programs conducted on their behalf by other Signatories, National Federations or other third parties are done so to a high standard.

7.4 Major Event Organizations

The *Major Event Organizations* shall ensure provision of Education activities for the *Events* that are directly under their jurisdiction as per Article 20.6.7 of the *Code*.

Major Event Organizations shall conduct Event-Based Education at all *Events* under their control where they are the *Testing Authority*. *Major Event Organizations* shall require *Athletes* and *Athlete Support Personnel* competing and participating at their *Events* to be informed on anti-doping ahead of the *Event*. This shall be done in cooperation with the local organizing committee, *National Anti-Doping Organization* and relevant International and National Federations.

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

7.5 National Olympic Committees/National Paralympic Committees

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

The *National Olympic Committee* (or, as applicable, the National Paralympic Committee) shall cooperate with the applicable *National Anti-Doping Organization*, shall ensure that *Athletes* and *Athlete Support Personnel* selected to participate in the Olympic/Paralympic Games (or any *Event*

where the *National Olympic Committee* or, as applicable, the National Paralympic Committee, participates or hosts) will be educated as per Article 5 of the International Standard for Education.

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

7.6 Regional Anti-Doping Organizations (RADOs)

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

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

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

7.7 World Anti-Doping Agency (WADA)

WADA shall provide Education materials for use by *Signatories* or to be used by any other *Person* directly as per Article 20.7.6 of the *Code*. WADA shall support its stakeholders to develop and deliver effective Education Programs. WADA shall be responsible for ensuring compliance 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 avoid overlapping activities and to maximize the effectiveness of their Education Programs. In particular:

- a) *Signatories* shall consult with other relevant *Signatories* in order to coordinate Education activities and to avoid unnecessary duplication.
- b) Clear agreement on roles and responsibilities for Event-Based Education shall be agreed in advance. This should be done in accordance with the roles and responsibilities outlined in Article 7.
- c) *Signatories* shall share information on their Education Programs with other relevant *Signatories*, specifically at a minimum, their education plans.

8.2 Recognition of Education

Signatories shall institute a recognition process whereby they will acknowledge the Education activities carried out by another *Signatory* provided that these activities have been carried out in accordance with Article 5 of the International Standard for Education. *Signatories* shall make their Education activities available to other *Signatories* through the publication of their education plan in English or in French.

The recognition process will minimize duplication of Education to *Athletes* and *Athlete Support Personnel*. It can also help *Signatories* to prioritize and focus the efforts of their Education Programs more effectively and to concentrate on under-served target groups.

9.0 Accountability

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

- a) *Outputs* of the Education Program, namely:
 - a. A documented education plan
 - b. An evaluation of the implementation and impact of the education plan, including the status of all objectives set as part of this plan.
- b) The *Code* compliance process

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

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