



The World Anti-Doping Code

INTERNATIONAL STANDARD FOR EDUCATION

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International Standard for Education

The World Anti-Doping Code *International Standard for Education* (ISE) 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. [Further information on how to achieve the requirements in the ISE and develop Education Programs can be found in the Guidelines for Education.](#)

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 (ISE)* 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~~ *Athletes* wish to compete clean, have no intention to use prohibited substances or methods and ~~strongly support their rights for~~ have the right to a level playing field.

Education, as one ~~prevention~~ Prevention strategy ~~as~~ highlighted in the *Code*, seeks to help prevent *Athletes* and other ~~persons to prevent the commission of Anti-Doping Rules Violations~~ Persons from doping, and to promote behavior in line with ~~their~~ the values ~~and of~~ clean sport. ~~An~~ A key underpinning principle of the ISE is that an *Athlete's* first experience with anti-doping should be through Education rather than ~~doping control~~ Doping Control.

The ISE has three main objectives in support of this purpose.

The first objective ~~of the ISE~~ is to establish mandatory standards ~~to which~~ to which support *Signatories* ~~to conduct~~ in the planning, implementation, monitoring 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~~ outline the framework for Education, the ISE will ~~outline~~ set out the principles and minimum standards ~~and principles~~ that Education Programs shall ~~implement~~ include, and while the Guidelines will ~~elaborate on emerging practices and~~ aid *Signatories* to develop and 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~~ of terminology in the ~~education~~ Education field
- b) ~~Roles~~ Clarity on 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~~ help *Signatories'* maximize the use of their resources by:

- a) Requiring *Signatories* to establish an Education Pool ~~through a structured planning process~~ that shall ~~as at~~ at a minimum, include *Athletes* in the Registered Testing Pool and *Athletes* ~~under a suspension period~~ returning from a sanction.
- b) Requiring *Signatories* to cooperate with others and coordinate their Education activities to ~~avoid unnecessary~~ minimize 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 to~~ 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~~Encouraging Signatories to engage and leverage the
resources and expertise of ~~these stakeholders~~others, including governments,
researchers and ~~other~~ educational institutions.

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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~~2021 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: 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.

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 elected to exercise its authority to test and 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 Educationeducation, 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- to Athlete: 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, 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~~

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~~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 and the enforcement of Consequences, including all steps and processes in between ~~such as provision of~~ including but not limited to, Testing, investigation, whereabouts information, TUEs, Sample collection and handling, laboratory analysis, TUEs, results management and Results Management, hearings and appeals, and investigations or proceedings relating to violations of Article 10.14 (Status During Ineligibility or Provisional Suspension).

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~~[5.5](#) 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.

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3.2 Defined terms specific to the *International Standard for Education*:

Education: ~~In relation to clean sport, the~~ The process of ~~raising awareness, providing information, delivering anti-doping education underpinned by the values of learning to instill values and develop behaviors that foster and protect~~ the spirit of sport, ~~and to contribute to the prevention of prevent~~ intentional and unintentional doping. ~~The components of education referenced here can be further defined as:~~ Core Education activities include: values-based education; awareness raising; providing information; and anti-doping education.

- Values-based Education: Delivering activities that emphasizes the development of an individual's personal values and principles. It builds the learner's capacity to make decisions to behave ethically.
- ~~1) Awareness~~ — highlighting Raising: Highlighting topics ~~and issues within the framework of anti-doping~~ related to clean sport.
- ~~2) Information~~ — providing Provision: Making available accurate, up to date ~~anti-doping material~~ content related to clean sport.
- ~~3) Anti-Doping Education~~ — delivering high quality anti-doping: Delivering training to ensure competence in all aspects related to on anti-doping topics.
- 4) Values-Based Education — delivering activities that emphasizes the development of an individual's personal values and principles. It builds the learner's capacity to to build competencies in clean sport behaviors and make informed decisions based on moral reasoning.

Education Pool: ~~an identified~~ A list of target groups, ~~determined identified~~ through ~~the~~ a system assessment 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 Education Plan: ~~A person who has been trained and authorized by a Signatory to deliver elements of the education plan in~~ document that includes: a situation assessment; identification of an Education Pool; objectives; Education activities and monitoring procedures as required by Article 4 of the *International Standard for Education*.

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

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

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

Guidelines for Education: A ~~Level 3 non-mandatory~~ document in the World Anti-Doping Program that provides guidance on ~~all aspects of~~ Education and is made available to Signatories by WADA.

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

3.43.3 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*.

~~3.3.43.3.3~~ 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, monitor 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. Articles 4-6 describe the requirements of Signatories. The standards required are directly related to the processes of planning, implementing, monitoring and evaluating Education Programs~~these mandatory activities. ~~These processes~~

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

Signatories shall ~~ensure that~~develop and deliver an effective Education Program ~~is being delivered by incorporating that incorporates~~ the following four components ~~of~~:

- Values-based Education ~~into their~~ Delivering activities. ~~The that emphasizes 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 competence in clean sport behaviors and make informed decisions.

All 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 ~~the Education Program. All activities. All activity~~ should be complementary, underpinned by the values of, and foster and protect 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 their vision and the ultimate outcome they would like to see from their Education Program. This vision and outcome should inform the objectives that ~~will be~~ set out in the ~~education plan~~ Education Plan.

~~4.0 Planning effective education programs~~ 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~~ 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 Education Plan. The plan. This shall be available for review on provided to WADA and other Signatories upon request by WADA [with an overview/summary to be provided in English or French].~~

~~4.1.3 The main activities related to developing an education plan are: a) 4.1.2 To develop their Education Plan, Signatories shall undertake the following steps: assess the current situation assessment, prioritizing target groups setting of; establish an Education Pool; set clear objectives, documenting an action plan and related activities; and outlining outline monitoring and evaluation procedures. Each of these is described below.~~

4.2 Assessing the Current Situation Assessment

The assessment process shall consider ~~three main strands~~ the following:

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~~they operate, 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 ~~offor~~ their Education Program including all those referenced in Code Article 18 ~~of the Code. It~~. Signatories 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~~ Resources: Signatories shall identify human, financial and material resources available ~~to deliver the plan, or potentially available to support their Education Program.~~

~~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 ~~Priority~~ **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.~~

4.2.4 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 ~~as defined in its anti-doping rules and~~ who are subject to ~~those~~their anti-doping rules, for inclusion in ~~the~~their Education Pool. ~~As~~At 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 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 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 through Education rather than Doping Control.~~

4.3.2.4.3.3 Athlete Support Personnel: As per ~~Articles 18.3.3 and Code Article~~ 21.2 of the Code, it is the Athlete Support Personnel's ~~mandatory~~ responsibility to ~~educate and counsel Athletes regarding~~ be knowledgeable of, and comply with all 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, and use their influence on Athlete values and behaviors that foster anti-doping attitudes.~~

Signatories shall consider Athlete Support Personnel of the Athletes identified ~~above in Article 4.3.2~~ 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.~~ Signatories shall, within their means, ensure that Athlete Support Personnel have access to ~~be included in the Education Pool~~ 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, ~~parent~~parents or any other Person working with, treating or assisting an Athlete participating in or preparing for sports Competition.

~~4.3.34.3.4~~ 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.~~

~~4.3.44.3.5~~ 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)~~ Children and youth
- Teachers
- University ~~sports staff~~ lecturers and students
- Sport administrators
- ~~Media~~
- Commercial sponsors
- Media personnel
- ~~And~~ Any other Persons as deemed necessary by Signatories

~~4.3.54.3.6~~ 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~~ select those ~~who will~~ to be ~~targeted directly by the Education Program~~ and document this in the education plan. This final list of target groups is known as ~~the~~ included in their 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 and document these in their Education Plan.~~

4.4 Objectives and Activities

The ~~education plan~~ Education Plan shall ~~include a clear statement of~~ state the overall objectives aims of the Education Program.

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

4.5 Monitoring

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

~~5.0~~ 5.0 Implementing effective ~~education programs~~Education Programs

5.1 ~~The objective of Article 5 is to define~~describes the content that *Signatories* are required to deliver as part of their Education Program. Values-Based Education should remain a focus, particularly in children and youth through school and/or sports club programs, and ideally in cooperation with the relevant public authorities and other stakeholders.

5.2 *Signatories* shall include the following topics in their Education Program as outlined in Article ~~48.3.4~~18.2 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~~The principle of *Strict Liability*
- Consequences of doping ~~including, for example, physical and mental~~ health, social and economic effects, ~~psychological and sport (sanctions)~~
- Anti-doping rule violations
- Substances and Methods on the Prohibited List
- Risks ~~with medications and supplements, including health consequences of~~ supplement use
- Therapeutic Use Exemptions and use of medications
- Testing procedures, including urine, blood and the ~~biological passports~~*Athlete Biological Passport*
- Requirements of ~~a registered testing pool~~the *Registered Testing Pool*, including Whereabouts and the 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,~~

- The Anti-Doping Charter of Athlete Rights

5.3 Education on all topics listed in Article 5.1 shall be provided for the *Registered Testing Pool*. Signatories should tailor the topics and messages ~~specific to~~for each target 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 in their Education Pool.~~

~~5.5~~

~~5.4~~ Signatories shall establish ~~an educational~~ framework that identifies ~~what Athletes and Athlete Support Personnel~~ the learning objectives for each target group in the Education Pool (as well as other target groups where needed) should learn at each stage of their development. Learning. ~~These learning~~ objectives act as a guide to ~~state~~ what the Athlete learner 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 learner 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 at each stage of their Education Pool development.~~

~~5.6~~ Signatories shall ~~take particular note of the need to~~ tailor Education activities to Athlete learners with impairments and other target groups or specific needs 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 ~~5.6~~ Article ~~5.6~~ shall also 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.

~~5.8~~ In terms of media and channels for delivering material and Education, Signatories should consider the ~~shall select~~ appropriate methods for their Education Program in support of achieving activities to achieve the objectives of the education plan. Such mediums which are further outlined in the Guidelines for Education, Plan, Delivery methods may include: face-to-face seminars sessions, eLearning, brochures, Outreach booths, websites, etc. ~~as described in the Guidelines.~~

~~5.9~~ Signatories should train and ~~shall~~ authorize trained Educators who will be responsible for educating the target groups in their Education Pool delivering face-to-face education. Educators should be competent in Values-Based Education and on all the topics outlined in Article 18.2 of the Code, the International Standard for Education and the 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 of the Education Plan 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~~ appropriate.

Comment to 5: to assist Signatories, WADA offers a full suite of Education tools to help reach various target groups.

6.0 Evaluating the effectiveness of ~~education programs~~ an Education Program

6.1 *Signatories* shall evaluate their Education Programs ~~on a yearly basis and maintain documentation related to this. The outcome of the Program annually. The evaluation should inform the following year's Education plan. The~~ evaluation ~~will~~ report shall be made available to WADA upon request.

6.2 The evaluation shall be based on all available information and data related to the specific objectives outlined in Article 4.4. ~~The evaluation should~~ 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 ~~6.2.6.3:~~ 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 WADA offers social science research evidence to inform both evaluation of programs and design of education activities as set out in Article 4.5.

PART THREE: ROLES & ~~RESPONSABILITIES~~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, monitor and evaluate ~~and monitor information, Education and prevention programs for doping-free sport~~ Programs in line with the requirements outlined in the ISE.”

The objectives of ~~Article 7~~Part Three are; ~~one~~

- a) to provide clarity on the ~~scope of the responsibility for~~primary responsibilities of each Signatory ~~as it relates to their primary functions for~~related to Education; ~~two;~~
- b) to outline ~~the means by which~~how cooperation can ~~be achieved in order to avoid~~minimize duplication and maximize efforts ~~and~~to enhance the effectiveness of Education Programs; and ~~three;~~
- c) to ~~outline~~summarize the ~~Accountability framework by~~requirements of the International Standard for Education upon which Signatories will be held accountable ~~in relation to the International Standard for Education.~~

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

7.2.1 Each ~~National Anti-Doping Organization (NADOs)~~ shall be the authority on Education as it relates to clean sport within their respective ~~countries~~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 ~~a program that focuses on target groups who are under their jurisdiction. This includes all Athletes who are subject to testing an Education Program for those under their authority and who are in their Athlete Support Personnel as well as all other groups identified as the Education Pool in Article 4. 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, ~~ideally using senior or retired Athletes as Educators~~ in cooperation with National Federations;
- c) ~~children~~ and ~~young people~~youth through ~~the school program and/or sports club programs~~ in cooperation with ~~their governments and ministries in line with the Code. This public authorities, which~~ may include ~~an advocacy role, which focuses on~~ promoting

the integration of Values-Based Education into the existing national education or sport 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.~~ 7.2.4 As per Code Article 7.3.20.3.13, International Federations require National Federations ~~are required to deliver~~ conduct Education by their governing International Federation, 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.

~~For NADOs~~ 7.2.5 National Anti-Doping Organizations who are part of the Regional Anti-Doping Organization network, ~~they~~ shall provide their education plan Education Plan and an update on all education activities overview/summary to their Regional Anti-Doping Organization every year annually.

7.3 International Federations

7.3.1 Education Programs aimed at ~~International Federations shall ensure that Education is provided for all International-Level level~~ Athletes as determined by their own criteria in reference to Code Article 4.3.2 of the International Standard for Testing and Investigations.

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, the International Federation shall consider Event-Based Education at all Events under their control 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 and, the National Federation ~~(and the Major Event Organizations where applicable).~~ In order to increase the effectiveness of Education, Organization. International Federations shall require Athletes and their Athlete Support Personnel participating at International Events to be educated in advance of the event Event and in accordance with Article 5 ~~of the International Standard for Education~~.

7.3.4 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 Code Article ~~20.3.12 of the Code~~ 20.3.13.

Comment to 7.3: Nothing prevents an International Federation Federations from educating non-international-level Athletes under its jurisdiction who are not International-Level Athletes, if it

~~sees fit, e.g., where they are competing in an International Event and their Athlete Support Personnel under their authority.~~ 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

7.4.1 ~~The Major Event Organizations~~ shall ensure the provision of education activities ~~for the~~ Events that are directly under their jurisdiction authority as per ~~Article 20.6.7 of the 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 ~~conduct Event-Based Education~~ consider Event-Based Education at all Events ~~under their control~~ where Testing will take place and where they are the Testing ~~Authority~~ 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~~ receive Education prior to the Event. This ~~shall be made a requirement for the Local Organizing Committee and~~ should be done in cooperation with the Local Organizing Committee, National Anti-Doping Organization and relevant International and National Federations.

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

7.5 National Olympic Committees/National Paralympic Committees

7.5.1 Where a National Anti-Doping Organization does not exist, the National Olympic Committee (or, as applicable, the National Paralympic Committee) ~~will~~ shall be the authority on Education in their ~~respective countries~~ country, as per Code Article 20.4.6 ~~of the Code~~ and be subject to ~~International Standard for Education~~ Article ~~7.2.2~~ 7.2.

~~The~~ 7.5.2 ~~Where a National Anti-Doping Organization exists, the~~ National Olympic Committee (or, as applicable, the National Paralympic Committee) shall cooperate with ~~the applicable~~ their National Anti-Doping Organization, ~~shall 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) ~~will~~ shall be educated in advance of the Event as per Article 5 ~~of the International Standard for Education.~~

7.5.3 The National Olympic Committee (or, as applicable, the National Paralympic Committee) shall require National Federations to conduct Education in ~~cooperation~~ coordination with the applicable National Anti-Doping Organization as per Code Article ~~20.4.11 of the Code~~ 20.4.12.

7.6 Regional Anti-Doping Organizations (RADOs)

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

~~RADOs~~ 7.6.3 *Regional Anti-Doping Organizations* should be a ~~central~~ knowledge center for Education in their region whereby they collect all relevant content and material related to ~~NADO~~ National Anti-Doping Organization Education Programs ~~in their region~~ and ~~to~~ 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 ISE.

7.7.2 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.~~

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~~ Recognition of other Signatories

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

- a) *Signatories* shall consult with other relevant *Signatories* ~~in order to coordinate~~ when planning Education activities ~~and to avoid unnecessary duplication~~.
- b) ~~Clear agreement~~ Signatories shall agree in advance on roles and responsibilities for Event-Based Education ~~shall be agreed in advance~~ where applicable. This should be done in accordance with the roles and responsibilities outlined in Article 7.

- c) Signatories shall, share ~~information on~~ their Education Programs/Plans or overview/summary with other relevant Signatories, ~~specifically at a minimum, their education plans upon request.~~

8.2 Recognition of Education Programs

8.2.1 Signatories shall ~~institute a recognition process whereby they will~~ acknowledge the Education activities/Programs carried out by ~~another Signatory provided that these activities have been carried out in accordance with~~ 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 of the International Standard for Education. Where recognition takes place, this should be clearly communicated to other relevant Signatories shall make their and the Education activities available to other signatories through the publication of their education plan in English or in French.

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

9.0 Accountability

9.1 Signatories ~~will~~ shall be held accountable ~~through two main channels~~ 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) ~~a) Outputs~~ The completion of an annual evaluation of the Education Program, ~~namely:~~
- ~~a. A documented education plan~~
 - ~~b. An evaluation of the implementation and impact of the education plan, including reporting the status of all objectives set as part of this plan~~ out in the Education Plan.
- c) ~~b) The Code compliance process and associated consequences as outlined in the International Standard for Code Compliance by Signatories.~~

~~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.~~

DRAFT

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