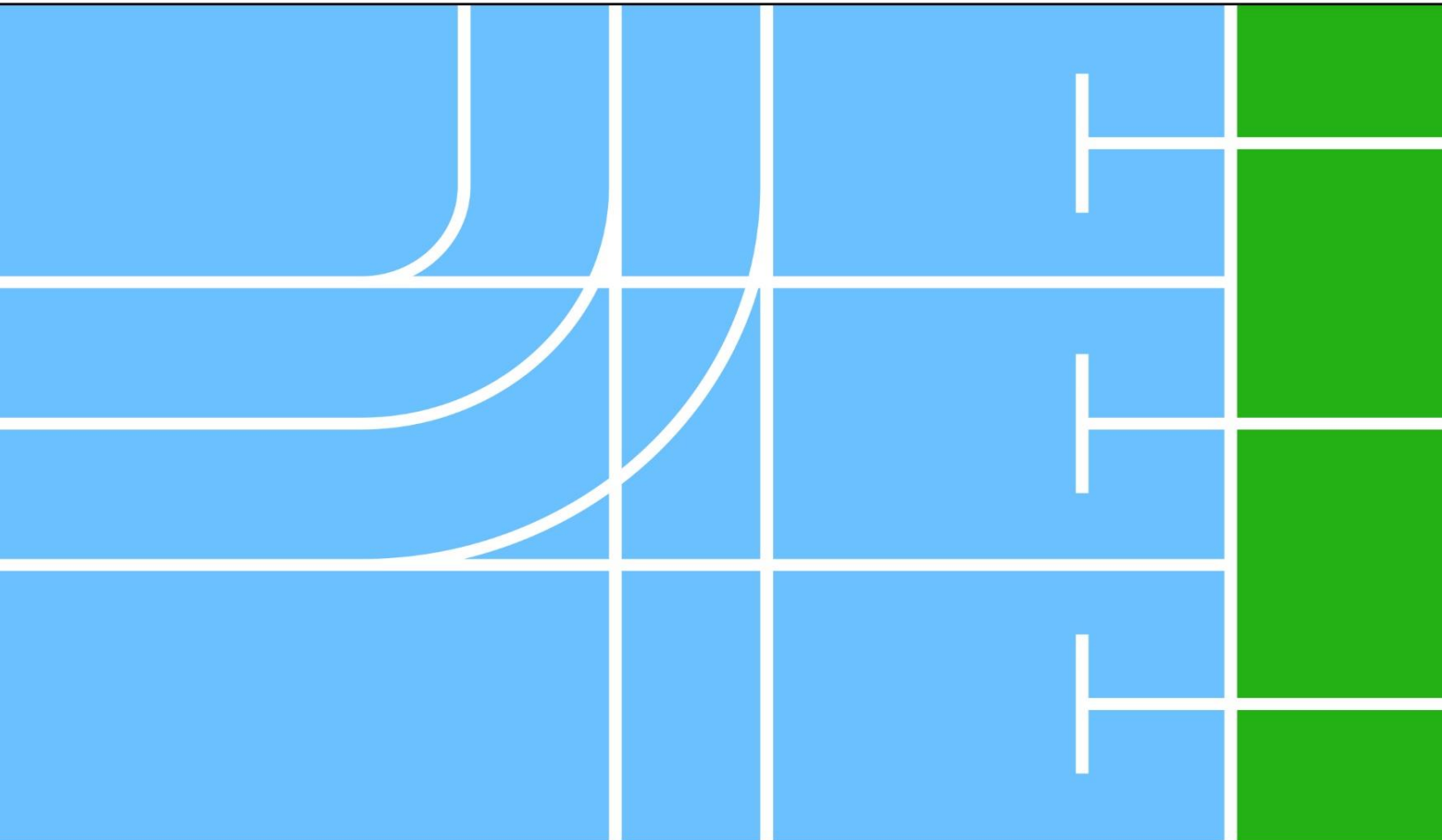




World Anti-Doping Code

International Standard for Education



2027

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, and other relevant stakeholders. The *International Standard for Education* was first adopted and approved by the WADA Executive Committee at the fifth World Conference on Doping in Sport 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 2027.

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PART ONE: INTRODUCTION, PURPOSE, CODE PROVISIONS AND INTERPRETATION

1.0 Introduction and Scope

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

It is recognized that the vast majority of *Athletes* wish to compete clean, have no intention of using *Prohibited Substances* or *Methods* and have the right to a level playing field.

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 focused 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:

- **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*.
- **Supporting *Athletes*.** Reinforcement of values, awareness of the rules, access to information, and participating in high-quality *Education* can equip *Athletes* with the behaviors they need to train and compete clean, in line with the anti-doping rules and minimize their risk of unintentional doping.
- **Protecting *Athlete* wellbeing and health.** Adhering to anti-doping rules protects *Athletes'* health, the fundamental rationale for the *Code*. *Prohibited Substances* and *Methods* can have severe health consequences.
- **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.
- **Preserving the right to fair *Competition*.** Educated *Athletes* and *Athlete Support Personnel* are best prepared to train and compete clean, abide by the spirit of sport and contribute to a level playing field.
- **Facilitating global harmonization.** The *International Standard for Education* establishes the framework that ensures consistency of clean sport *Education* practices worldwide for *Athletes* and their *Athlete Support Personnel*.
- **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.

Education, as one Prevention strategy highlighted in the *Code*, seeks to promote behaviors in line with the spirit of sport and to help prevent *Athletes* and other *Persons* from doping.

The role of *Education* has evolved in recent years to encompass the training and professional development of anti-doping practitioners. This recognizes the increasing complexity of the anti-doping system and the need for *Education* to support existing and new practitioners to become competent in their roles. *Signatories* should acknowledge the broader role that *Education* can play within their organizations to advance the capability of their workforce.

The *Code*, *International Standard for Education* and Guidelines for Education 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 Program shall include, while the Guidelines for Education 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 environment.

2.1 Objectives

The *International Standard for Education* aims to:

- Establish mandatory standards for Education Programs.
- Define terminology in the *Education* field.
- Support the planning, implementation, monitoring, and evaluation of effective Education Programs by *Signatories*.
- Clarify roles and responsibilities for all *Signatories* and their stakeholders, such as National Federations, responsible for *Education*.
- 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.
- Advocate the benefits of educating a wider population through Values-Based Education to instill the spirit of sport and foster a clean sport environment.

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 be balanced – 'support and prevent' as much as 'catch and punish'.
- *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 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. This is why knowledge-focused Education Programs are not sufficient.

3.0 Code Provisions and Interpretation

3.1 Code Provisions

The following articles in the 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 Interpretation

- 3.2.1 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.
- 3.2.2 Like the *Code*, the *International Standard for Education* has been drafted considering proportionality, human rights, and other applicable legal principles. It shall be interpreted and applied in that light.
- 3.2.3 The comments annotating various provisions of the *International Standard for Education* shall be used to guide its interpretation.
- 3.2.4 Unless otherwise specified, references to Articles are references to Articles of the *International Standard for Education*.

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 5-11 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 that considers the following:

- The needs of the sport system, *Athletes* and their *Athlete Support Personnel*;
- Support of those most vulnerable to doping and/or most influential to strengthen a clean sport culture;
- The type of education and in-person delivery (physical or virtual) by Educators;
- A curriculum that incorporates values, Clean Sport Behaviors and mandatory core topics;
- A range of Education Activities, adapted where required for the needs of learners;
- Evidence-informed and theory-based *Education* development and practice;
- Collaboration between *Signatories*, *their members* and any other organizations;
- Evaluation of the Education Program.

All Education Program activities should complement each other and be underpinned by values, foster a clean sport environment, 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 identify 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 sports system or structures;
- The typical or general Athlete Pathway;
- The relevant national and international context, for example, where applicable:
 - 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 high-risk sports or countries for doping;

- Identification of competitions or Events where national teams participate;
- Organizations that may have a role in supporting the Education Program within the national and international context, for example: National Federations, *National Olympic Committees* and *National Paralympic Committees*, Government;
- 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 97 of the Code, the Risk Assessment that Anti-Doping Organizations are required to conduct under the International Standard for Testing and Investigations provides a framework relating to the risk of doping within sports. Such assessment can be used to identify priority target groups for Education Programs. WADA also provides resources for Signatories to use to support their program delivery.]

6.0 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 needing to comply with the *Code* and all associated anti-doping rules and policies.

Consequently, both *Athletes* and *Athlete Support Personnel* will form part of the Education Pool.

6.1 Education Pool – Athletes

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

6.1.1 Requirements for all *Signatories*

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

- *Minors* competing at *International Events* where *Testing* takes place;
- *Athletes* included in a *Testing Pool*;
- *Athletes* included in the *Registered Testing Pool*;
- *Athletes* receiving notification of potential *Anti-Doping Rule Violations*;
- *Athletes* serving/returning from a period of *Ineligibility*.

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; and/or
- *Masters Athletes* (as defined by a specific sport);

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

6.1.2 Requirements for Specific Signatories

The following groups of *Signatories* shall, at a minimum, 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.

[Comment to Article 6.1 - It should be noted that the mandatory inclusion in an Education Pool does not mean that every single person in these groups will be required to receive a certain educational activity in a given year. Rather, such groups of individuals shall be actively identified and included in a Signatory's Education Plan with specific targeted education activities to ensure that they are educated regularly and have access to the relevant information and are fully aware of their responsibilities under the Code.]

6.2 Education Pool – 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 *Athletes* values and behaviors to foster anti-doping attitudes.

Signatories should consider *Athlete Support Personnel*, who are subject to their anti-doping rules for inclusion in their Education Pool. The most influential *Athlete Support Personnel* should be given priority.

6.2.1 Requirements for all Signatories

At a minimum this shall include coaches and medical personnel of the groups of *Athletes* listed in 6.1.1 and 6.1.2.

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

- *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;

[Comment to 6.2.1: It is acknowledged that it may be difficult to reach Parents/Guardians, however, it is strongly recommended that efforts are made to educate them as per Article 9.2 to support the protection of minors.]

6.2.2 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 and positively influence their *Athletes*.

As defined in the *Code*, the following *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 intellectual impairments competing internationally.

6.3 Education Pool - Others

In addition to the *Athletes* and *Athlete Support Personnel* as 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 environment through formal and informal *Education*.

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

Signatories shall assign Educators who will be responsible for delivering 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, ideally in line with the Professional Standard for Educators.

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

[Comment to Article 7.1: WADA has published a Professional Standard for Educators as part of its Global Learning and Development Framework. Will be done on or before January 2027.]

7.2 Training and Assessment of Educators

Signatories shall train and assess Educators. Educators should be trained using a blended learning approach (online, in-person delivery, peer learning, simulated delivery) and 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;
- Create and maintain a positive learning environment;
- Facilitate learning through scenario-based activities;
- Use methods to assess learning;
- Self-reflection skills and action planning;
- Anti-doping technical knowledge - all topics outlined in Code Article 18.2.

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

7.3 Accrediting and Reaccreditation of Educators

Signatories shall accredit Educators for a specific period of time 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 reaccreditation.

8.0 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.]*

8.1 Curriculum

Signatories shall use a curriculum that includes all mandatory topics as listed below. The curriculum should align the 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 for each group in the Education Pool 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.

8.1.1 Mandatory Topics

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 learner.

- Anti-doping rule violations;
- *Athletes'*, *Athlete Support Personnel's* and other groups' 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*, including whereabouts and the use of *ADAMS*;
- Risks of unintentional doping, including 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*.

8.2 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 on its Anti-Doping Education and Learning (ADEL) that can be used by Signatories to advance, expand or deliver their Education Program to unreached groups. Signatories should also consider how collaboration with other Signatories can advance their Education efforts.]

8.3 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 Education policy and practice. Signatories can search and view social science research on WADA's website. Signatories should take note of Article 19 Research of the Code.]

8.4 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 *Signatories'* website.

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

9.0 Delivering Education Programs

Signatories shall deliver their Education Program as outlined in Article 7 through the development of an annual Education Plan.

9.1 Developing the Annual Education Plan

Signatories shall document their Education Activities through an annual Education Plan. 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.

9.2 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, Event-Based Education, websites, Apps, etc., as described in the Guidelines for Education.

9.2.1 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 Education.

- **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 *Code* Article 18.2 and Article 7.1.1 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.

9.2.2 Signatories shall describe their Education Activities in the Education Plan.

9.3 Adapting your 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 for learners with impairments or specific needs in order to be accessible.

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

9.4 Documenting the Education Plan

Signatories shall document their Education Plan which shall contain at a minimum, the following as per Article 9.1 and 9.2;

- Type of Education Activities;
- Which program objectives, topics and learning outcomes the Education Activities will address;
- Which Education Pool group(s) the Education Activities will be delivered to;
- Who the Education Activities will be delivered by;
- When and how often Education Activities will be delivered;
- Methods to assess learning as per Article 12.3;
- Monitoring procedures and data recording as per Article 12.1.

10.0 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 groups.

Signatories should be aware of other relevant Signatories plans when considering Education Activities for *International-Level Athletes*.

10.1 Sharing the Education Plan

In particular Signatories shall:

- Publish a summary of the Education Plan as per the template provided by WADA in English or French on a website;
- Share *Education* records 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.

10.2 Collaborating with, or Delegating to Others

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 13 and 10.4.

Coordinate 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.

10.3 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 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 has been delivered as per Article 9.2.

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

Where there is acknowledgement of prior learning, this should be communicated to relevant *Signatories* and the affected groups 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.

11.0 Event-Specific Education

Event-Specific Education refers to education related to an *Event*.

This encompasses both Pre-Event Education (*Education* that takes place prior to an *Event*) and Event-Based Education (*Education* that takes place at or during an *Event* typically at an *Event Venue*). Content includes details unique to that *Event* such as anti-doping rules and activities, *In- or Out-of-Competition* periods, organizations with *Testing* jurisdiction, *TUE* processes, and any risks of unintended doping, as examples.

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

11.1 **International Events**

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

11.1.2 *Athletes* and *Athlete Support Personnel* participating at *International Events* should receive Pre-Event Education.

11.1.3 *Signatories* shall deliver Pre-Event Education for the Olympic and Paralympic Games and the Youth Olympic Games. *Signatories* should deliver Pre-Event Education for major *Events* such as Continental Games, World Championships, and other multi-sport *Events*. Pre-Event Education shall be coordinated between *Signatories* and other relevant organizations.

11.1.4 *International Federations* and *Major Event Organizations* shall require their members to cooperate with the applicable *National Anti-Doping Organization*, to meet any Pre-Event Education requirements.

11.1.5 *International Federations* and *Major Event Organizations* should deliver Event-Based Education where *Testing* takes place to reach those in their Education Pool. This should be done in cooperation with *Signatories* and other relevant organizations.

11.2 **National Events**

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

12.0 **Evaluating the Education Program**

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 on an ongoing basis their Education Plans.

12.1 **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 virtual);
- eLearning courses;
- Events;
- Webinars;

- Awareness campaigns;
- Information assets;
- Website visits;
- 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, 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 Athlete Support Personnel].

12.2 **Education Records**

Signatories shall keep secure *Education* records of learners attending targeted in-person sessions 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 12.2: 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 12.3: 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 that these are indicative of learners in these groups of the Education Pool.]

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 wider anti-doping data such as:

- The incidence of Clean Sport Behaviors;
- The number of Missed Tests and/or Filing Failures;
- Whereabouts violations, Anti-Doping Rule Violations due to unintentional doping such as, supplement use, use of medication containing prohibited substances as examples;
- *Therapeutic Use Exemption* applications;
- The 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 the intention to compete clean, 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 12.5: WADA will make available tools that may help Signatories to monitor, evaluate and determine the impact of their programs. Monitoring of Education records via ADEL and validated social science research surveys as examples.]

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 18.1 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 the *International Standard for Education*."

In addition, Signatories should acknowledge and promote the broader role that *Education* can have within their organizations to advance the capability of their workforce 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;

14.0 Roles & Responsibilities of Signatories

14.1 National Anti-Doping Organizations

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

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

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

14.1.3 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.

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

14.1.5 As per Code Article 20.3.13, *International Federations* require National Federations to conduct *Education* in coordination with the applicable *National Anti-Doping Organization*. Where in-person (physical or virtual) *Education* takes place, National Federations shall use Educators.

14.1.6 *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 receive Pre-Event Education as per Article 11.

14.2 **International Federations**

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

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

14.2.3 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 Federations.

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

14.2.5 *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.

14.2.6 *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 likewise.

[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.]

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

[Comment to Article 14.2.6: It is acknowledged that National Federations may train and accredit individuals who can be authorized by a Signatory as an Educator to help maintain standards of Education delivery.]

14.3 **Major Event Organizations**

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

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

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

14.3.4 *Major Event Organizations* shall require organizations including delegated third-party organizations delivering Event-Specific Education to use Educators when delivering in-person (physical or virtual) *Education*.

14.4 National Olympic Committees/National Paralympic Committees

14.4.1 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 4-11 in addition to fulfilling the requirements of Article 12.1.

14.4.2 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 receive Pre-Event Education as per Article 11.

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* and actively participate as required to comply with Code Article 21.1.

15.1.2 *Athletes* should advocate for clean sport, 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* and actively participate as required to comply with Code Article 21.2.

15.1.4 *Athlete Support Personnel* should advocate for clean sport, act in accordance with the spirit of sport and their values.

15.1.5 Other *Persons* subject to the Code should advocate for clean sport, act in accordance with the spirit of sport and their values. In addition, they should access relevant anti-doping information to comply with Code Article 21.

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.

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* shall promote *Education* as per Code Article 21.4.7.
- 15.4.2 *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 Activities.
- 15.4.3 *Regional Anti-Doping Organizations* should support their members in planning, implementing and evaluating their Education Programs as per Code Article 21.4.7.
- 15.4.4 *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*.

[Comment to Article 14.5.1: WADA will support stakeholders through the Code Implementation Support Program and the Global Learning and Development Framework as examples.]

- 15.5.2 WADA shall provide *Education* materials for use by *Signatories* or to be used by any other *Person* directly.
- 15.5.3 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*.
- 15.5.4 WADA shall provide Guidelines for *Education*, templates and training for *Signatories* to use to support the development of their Education Programs.
- 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 globally the *Education* reach and efforts of the anti-doping community.

[Comment to Article 14.5.6: 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:

16.1 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.

16.2 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.

16.3 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 group(s) 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;
- Monitoring procedures and data recording as per Article 12.1 and 12.2;
- Methods to assess learning as per Article 12.3.

16.4 A documented Evaluation Report as per Article 12.4 that includes at a minimum:

- Monitoring data;
- Numbers of *Athletes* and *Athlete Support Personnel* educated per stage of the Athlete Pathway;
- Learner assessment information;
- Feedback from Educators (where applicable);

- An assessment 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 and the Global Learning and Development Framework as examples.]

APPENDIX I: DEFINITIONS

17.0 Definitions

17.1 Defined terms from the 2027 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 *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 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: 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 International Standard for Laboratories*.

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.

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 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 **Error! Reference source not found.**; (d) Financial Consequences means a financial sanction imposed for an anti-doping rule violation or to recover costs associated with an anti-doping rule violation; and (e) Public Disclosure means the dissemination or distribution of information to the general public or *Persons* beyond those *Persons* entitled to earlier notification in accordance with Article **Error! Reference source not found.** Teams in *Team Sports* may also be subject to *Consequences* as provided in Article **Error! Reference source not found.**

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, *Therapeutic Use Exemptions*, *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*.

[Comment: Consistent with the *International Standard for Testing*, 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* and *Technical Letters* 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*.

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.

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

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

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 *Therapeutic Use Exemptions*, 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 at least a minimum level of *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*.

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, *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.

17.2 Defined terms from the *International Standard for Code Compliance by Signatories*

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.

17.3 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 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 in relation to mandatory topics outlined in Article 18.2 of the *Code* and as described in a curriculum.

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 describing a collection of Education Activities to be delivered annually by a *Signatory* to achieve the intended learning outcomes.

Education Pool: A list of groups identified through a sport system assessment process.

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 which takes place at or in association with an *Event*.

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 Education: 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 behaviours.

Prevention: Refers to interventions undertaken to stop doping from occurring. There are five key interrelated strategies to Prevention: *Education*; deterrence; detection; enforcement; and rule of law.

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.