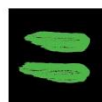


WORLD ANTI-DOPING CODE  
**INTERNATIONAL  
STANDARD**



# EDUCATION

JANUARY 2021



WORLD  
ANTI-DOPING  
AGENCY  
play true

### ***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 World Conference on Doping in Sport in Katowice on 7 November 2019 and is effective as of 1 January 2021.

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# PART ONE: INTRODUCTION, CODE PROVISIONS, *INTERNATIONAL STANDARD* PROVISIONS AND DEFINITIONS

## 1.0 Introduction and Scope

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

The overall guiding purpose of the *International Standard for Education* is to support the preservation of the spirit of sport as outlined in the *Code* and to help foster a clean sport environment. It is recognized that the vast majority of *Athletes* wish to compete clean, have no intention to *Use Prohibited Substances or Methods* and have the right to a level playing field.

*Education*, as one Prevention strategy highlighted in the *Code*, seeks to promote behavior in line with the values of clean sport and to help prevent *Athletes* and other *Persons* from doping. A key underpinning principle of the *International Standard for Education* is that an *Athlete's* first experience with anti-doping should be through *Education* rather than *Doping Control*.

The *International Standard for Education* has three (3) main objectives in support of this purpose.

The first objective is to establish mandatory standards which support *Signatories* in the planning, implementation, monitoring and evaluation of effective Education Programs as stipulated in *Code* Article 18. The *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 Education Programs shall include, while the Guidelines for Education will aid *Signatories* to develop and improve their Education Program.

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

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

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

- a) Requiring *Signatories* to establish an Education Pool that shall at a minimum, include *Athletes* in the *Registered Testing Pool* and *Athletes* returning from a sanction.
- b) Encouraging *Signatories* to cooperate with others and coordinate their *Education* activities to minimize duplication.
- c) Encouraging *Signatories* to consider the benefits of educating a wider population through Values-Based Education programs to instill the spirit of sport and foster a clean sport environment.
- d) Encouraging *Signatories* to engage and leverage the resources and expertise of others, including governments, researchers and educational institutions.

## 2.0 Code Provisions

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

- Introduction
- *Code* Article 18 *Education*
- *Code* Article 20 Additional Roles and Responsibilities of *Signatories* and *WADA*
- *Code* Article 21 Additional Roles and Responsibilities of *Athletes* and other *Persons*

## 3.0 Definitions and Interpretation

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

**Athlete:** Any *Person* who competes in sport at the international level (as defined by each International Federation) or the national level (as defined by each *National Anti-Doping Organization*). An *Anti-Doping Organization* has discretion to apply anti-doping rules to an *Athlete* who is neither an *International-Level Athlete* nor a *National-Level Athlete*, and thus to bring them within the definition of “*Athlete*”. In relation to *Athletes* who are neither *International-Level* nor *National-Level Athletes*, an *Anti-Doping Organization* may elect to: conduct limited *Testing* or no *Testing* at all; analyze *Samples* for less than the full menu of *Prohibited Substances*; require limited or no whereabouts information; or not require advance *TUEs*. 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 Investigations* 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.

**Doping Control:** All steps and processes from test distribution planning through to ultimate disposition of any appeal and the enforcement of *Consequences*, including all steps and processes in between, including but not limited to, *Testing*, investigations, whereabouts, *TUEs*, *Sample* collection and handling, laboratory analysis, *Results Management*, hearings and appeals, 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*.

**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.

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

**Registered Testing Pool:** The pool of highest-priority *Athletes* established separately at the international level by International Federations and at the national level by *National Anti-Doping Organizations*, who are subject to focused *In-Competition* and *Out-of-Competition Testing* as part of that International Federation's or *National Anti-Doping Organization's* test distribution plan and therefore are required to provide whereabouts information as provided in Article 5.5 and the *International Standard for Testing and Investigations*.

**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.

**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.

**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.

**WADA:** The World Anti-Doping Agency.

### 3.2 Defined terms from the *International Standard for Code Compliance*

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

### 3.3 Defined terms specific to the *International Standard for Education*

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

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

**Education Plan:** A document that includes: a situation assessment; identification of an *Education Pool*; objectives; *Education* activities and monitoring procedures as required by Article 4.

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

**Education Program:** A collection of *Education* activities undertaken by 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 in association with an *Event*.

**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.



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

**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.

### 3.4 Interpretation

- 3.4.1 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.
- 3.4.2 Like the *Code*, the *International Standard for Education* has been drafted giving consideration to the principles of proportionality, human rights, and other applicable legal principles. It shall be interpreted and applied in that light.
- 3.4.3 The comments annotating various provisions of the *International Standard for Education* shall be used to guide its interpretation.
- 3.4.4 Unless otherwise specified, references to Sections and Articles are references to Sections and Articles of the *International Standard for Education*.

## PART TWO: STANDARDS FOR *EDUCATION*

### Overview

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

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

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

- **Values-based *Education***: Delivering activities that 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 the *Education Program*. All activities should be complementary, underpinned by values, and foster and protect the spirit of sport.

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

### 4.0 Planning an *Education Program*

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

#### 4.1 Developing an *Education Plan*

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

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

#### 4.2 Assessing the Current Situation

The assessment process shall consider the following:

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

### 4.3 Establishing an Education Pool

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

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

As defined in the *Code*, the following groups shall be considered as part of this process: coaches, trainers, managers, agents, team staff, officials, medical/paramedical personnel, parents or any other *Person* working with, treating or assisting an *Athlete* participating in or preparing for sports *Competition*.

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

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

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

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

#### **4.4 Objectives and Activities**

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

#### **4.5 Monitoring**

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

### **5.0 Implementing Education Programs**

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

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

- Principles and values associated with clean sport;
- *Athletes'*, *Athlete Support Personnel's* and other groups' rights and responsibilities under the *Code*;
- The principle of *Strict Liability*
- Consequences of doping, for example, physical and mental health, social and economic effects, and sanctions;
- Anti-doping rule violations;

- Substances and Methods on the *Prohibited List*;
- Risks of supplement use;
- Use of medications and *Therapeutic Use Exemptions*;
- *Testing* procedures, including urine, blood and the *Athlete Biological Passport*;
- Requirements of the *Registered Testing Pool*, including whereabouts and the use of ADAMS;
- Speaking up to share concerns about doping

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

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

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

**5.6** Article 5.4 shall apply also to *Minors* in the *Education Pool* ensuring that *Education* activities are tailored for their stage of development and meet all applicable legal requirements.

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

**5.8** *Signatories* shall assign *Educators* who will be responsible for delivering face-to-face *Education*. *Educators* should be competent in *Values-Based Education* and on all topics outlined in *Code* Article 18.2, the *International Standard for Education* and the *Guidelines for Education*.

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

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

## 6.0 Evaluating *Education* Programs

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

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

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

### 7.0 Roles & Responsibilities of *Signatories*

#### 7.1 Overview

7.1.1 *Code* Article 18.1 states that: “All *Signatories* shall, within their scope of responsibility and in cooperation with each other, plan, implement, monitor and evaluate and promote Education Programs in line with the requirements set out in the *International Standard for Education*.”

The objectives of Part Three are;

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

#### 7.2 National Anti-Doping Organizations

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

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

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

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

- 7.2.4** As per *Code* Article 20.3.13, International Federations require National Federations to conduct *Education* in coordination with the applicable *National Anti-Doping Organization* and as such, shall be engaged as a key partner and supported in this function by the *National Anti-Doping Organization*.
- 7.2.5** *National Anti-Doping Organizations* who are part of the *Regional Anti-Doping Organization* network shall provide their *Education Plan* and an overview/summary to their *Regional Anti-Doping Organization* annually.

### 7.3 International Federations

- 7.3.1** *Education Programs* aimed at *International-Level Athletes* as determined by their own criteria in reference to *Code* Article 18.2.3 shall be the priority for International Federations. Each International Federation should support the principle that an *Athlete's* first experience with anti-doping should be through *Education* rather than *Doping Control*.
- 7.3.2** Each International Federation shall devise an *Education Program* for those under their authority and who are in their *Education Pool*. International Federations shall document an *Education Plan* to demonstrate how their *Education Program* will be implemented and monitored. International Federations shall evaluate their *Education Programs* annually.
- 7.3.3** At *International Events* where *Testing* will take place and where they have *Testing* authority, International Federations shall consider delivering *Event-Based Education*. This should be done in cooperation with the local *National Anti-Doping Organization*, or where applicable, with the *Regional Anti-Doping Organization*, the National Federation and the *Major Event Organization*. *Athletes* and their *Athlete Support Personnel* participating at *International Events* should receive *Education* in advance of the *Event* and in accordance with Article 5.
- 7.3.4** The International Federation shall require National Federations to conduct *Education* in cooperation with the applicable *National Anti-Doping Organization* as per *Code* Article 20.3.13.

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



#### **7.4 Major Event Organizations**

- 7.4.1** *Major Event Organizations* shall ensure the provision of *Education* activities at *Events* that are directly under their authority as per *Code* Article 20.6.8. Event-Based Education has the potential to reach and positively impact wider audiences, including the general public and media.
- 7.4.2** *Major Event Organizations* shall consider Event-Based Education at all *Events* where *Testing* will take place and where they are the *Testing* authority. *Athletes* and *Athlete Support Personnel* competing and participating at their *Events* should receive *Education* prior to the *Event*. This should be done in cooperation with the local organizing committee, *National Anti-Doping Organization* and relevant International and National Federations.

#### **7.5 National Olympic Committees/National Paralympic Committees**

- 7.5.1** As per *Code* Article 20.4.6, where a *National Anti-Doping Organization* does not exist, the *National Olympic Committee* (or, as applicable, the National Paralympic Committee) shall be the authority on *Education* in their country subject to Article 7.2.
- 7.5.2** Where a *National Anti-Doping Organization* exists, the *National Olympic Committee* (or, as applicable, the National Paralympic Committee) shall cooperate with their *National Anti-Doping Organization* to ensure that *Athletes* and *Athlete Support Personnel* selected to participate in the Olympic/Paralympic Games (or any *Event* where the *National Olympic Committee* or, as applicable, the National Paralympic Committee, participates or hosts) shall receive *Education* in advance of the *Event* as per Article 5.
- 7.5.3** The *National Olympic Committee* (or, as applicable, the National Paralympic Committee) shall require National Federations to conduct *Education* in coordination with the applicable *National Anti-Doping Organization* as per *Code* Article 20.4.12.

#### **7.6 Regional Anti-Doping Organizations**

- 7.6.1** *Regional Anti-Doping Organizations* shall support their member countries to conduct Education Programs and shall promote *Education* as per *Code* Article 21.4.7.
- 7.6.2** *Regional Anti-Doping Organizations* shall work with *National Anti-Doping Organizations*, governments and *National Olympic Committees* (or, as applicable, the National

Paralympic Committee) within their regions to provide support for the coordination and delivery of Education Programs.

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

## **7.7 World Anti-Doping Agency (WADA)**

- 7.7.1** WADA shall support its stakeholders to develop and deliver effective Education Programs in line with the *International Standard for Education*.
- 7.7.2** WADA shall provide *Education* materials for use by *Signatories* or to be used by any other *Person* directly.
- 7.7.3** WADA shall be responsible for ensuring compliance with the *International Standard for Education* and the *Code* through the Code Compliance process and in line with the *International Standard for Code Compliance by Signatories*.

## **8.0 Cooperation with and Recognition of other Signatories**

- 8.1** *Signatories* shall coordinate their *Education* efforts to minimize duplication and maximize the effectiveness of their Education Programs. In particular:
- a) *Signatories* shall consult with other relevant *Signatories* when planning *Education* activities.
  - b) *Signatories* shall agree in advance on roles and responsibilities for Event-Based Education where applicable. This should be done in accordance with the roles and responsibilities outlined in Article 7.
  - c) *Signatories* shall share their Education Plans or overview/summary with other relevant *Signatories* upon request.

## **8.2 Recognition of Education Programs**

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

*Signatories* to prioritize and focus their efforts more effectively and to concentrate on under-served target groups.

## 9.0 Accountability

### 9.1 *Signatories* shall be held accountable via the following:

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