

**PHILIPPINE NATIONAL ANTI-DOPING ORGANIZATION  
(PHI-NADO)**

**EDUCATION PLAN 2022**

**“PUSO NG ATLETANG PILIPINO”**

**Drafted in November 2021  
(Updated as of January 2022)**

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## **I. THE PHILIPPINE NATIONAL ANTI-DOPING ORGANIZATION**

The Philippine National Anti-Doping Organization (PHI-NADO) is the Philippine's recognized and accredited anti-doping organization by the World Anti-Doping Agency (WADA) and Southeast Asia Regional Anti-Doping Organization (SEARADO). Established in 2018, under the Philippine Sports Commission, the PHI-NADO works as an independent body responsible for the facilitation of control and prevention of doping in sports, and the sole organization permitted to carry-out anti-doping activities in the Philippines, in compliance with the World Anti-Doping Code of 2021 and the UNESCO International Convention against Doping in Sports.

### Vision

PHI-NADO envisions a doping-free sporting environment in the Philippines.

### Mission

PHI-NADO aims to lead a collaborative movement for doping-free sport among all national sports associations, athletes and athlete support personnel in the Philippines.

## **II. PHI-NADO ANTI-DOPING EDUCATION**

In compliance to the International Standards for Education, the PHI-NADO Anti-Doping Education (ADE) is the primary prevention strategy against doping as highlighted in the Code, through the preservation of the spirit of sport in the country.

### A. PHI-NADO Goal for Education

The PHI-NADO ADE aims to promote and foster a collaborative and integrative anti-doping community of learners and leaders as models of best practice of Play True, Play Clean and Play Fair spirit of sport.

### B. Anti-Doping Education Objectives

The PHI-NADO ADE aims to:

1. Provide relevant stakeholders with quality and relevant programs for clean, fair, and true sport.
2. Plan, implement, monitor, and evaluate programs in accordance with the international standards through values-based education, awareness raising, information provision and anti-doping education.
3. Develop an equitable and reliable system for producing a responsive, ethical, and dignified competitive sport in the country in compliance with the Code.

### III. SITUATIONAL ANALYSIS

Considering that the PHI-NADO is the country's primary anti-doping organization, its target population of stakeholders are varied and spread over various areas and dialects in the Philippines. For the year 2022, events are foreseen in different social, economic and political contexts across regions. Until today, out education activities consisted mainly of "information provision" about the concept of anti-doping, the doping control process, therapeutic use exemption and prohibited list through power point presentations addressed to athletes and athlete support personnel during in-competition seasons, as a compliance to requirements from international competitions and federations. The current pandemic also has severely impacted the possibility of in-person interactions and activities for anti-doping, which make reaching out to technologically challenged areas and teams difficult.

In 2021, Current Olympic standings call for a more concrete and well-grounded foundation of anti-doping education in the country. As Philippines emerged as the top Southeast Asian country in the Tokyo 2020 Olympics, more pro-active strategies must be implemented as the risk for doping activities may increase. As international and national games begin once again, international, and national athletes are of high priority.

Due to the restrictions of COVID 19 government policies, virtual and online means would be the most practical, convenient, and efficient choice of program implementation. Maximizing existing platforms such as AdEL, Google suite, teleconferencing applications and social media would be the most cost-efficient choice of implementation of activities and programs. Teaching and interaction to teams would also require knowledge and competency in accessing and utilizing technology during activities. With the ever-changing concerns of COVID, the methods for anti-doping education must expand to new horizons to cater to different levels of understanding and accessibility.

Exploration of current COVID situation involves baseline factors to consider. There is a need to identify gaps and problems brought by the pandemic to help forecast a better future state of sport and environment. This will guide the strategies for programs and desired outcomes for anti-doping education over the next 1-5 years.

#### **IV. OVERALL PROGRAM OUTCOMES**

At the end of each module, stakeholders are expected to learn and demonstrate:

1. Values-Based Education through activities that promote the development of personal values, principles, and ethical behavior.
2. Awareness Raising through informative channels that convey foundational concepts and understanding of anti-doping rules, regulations, and activities.
3. Information provision through the development of competency and knowledge in communicating and observing anti-doping rules, regulations, roles, and responsibilities.
4. Anti-Doping Education through integrated activities that develop an individual's capacity for decision making towards anti-doping values and principles.

#### **V. CORE VALUES FOR ANTI-DOPING EDUCATION PHILIPPINES**

In line with the Core Values of the Philippine Sports Commission and the Philippine Olympic and Paralympic Commission, Olympism and Sports Values, anti-doping education intends to develop, promote and strengthen the commitment of all stakeholders in fostering:

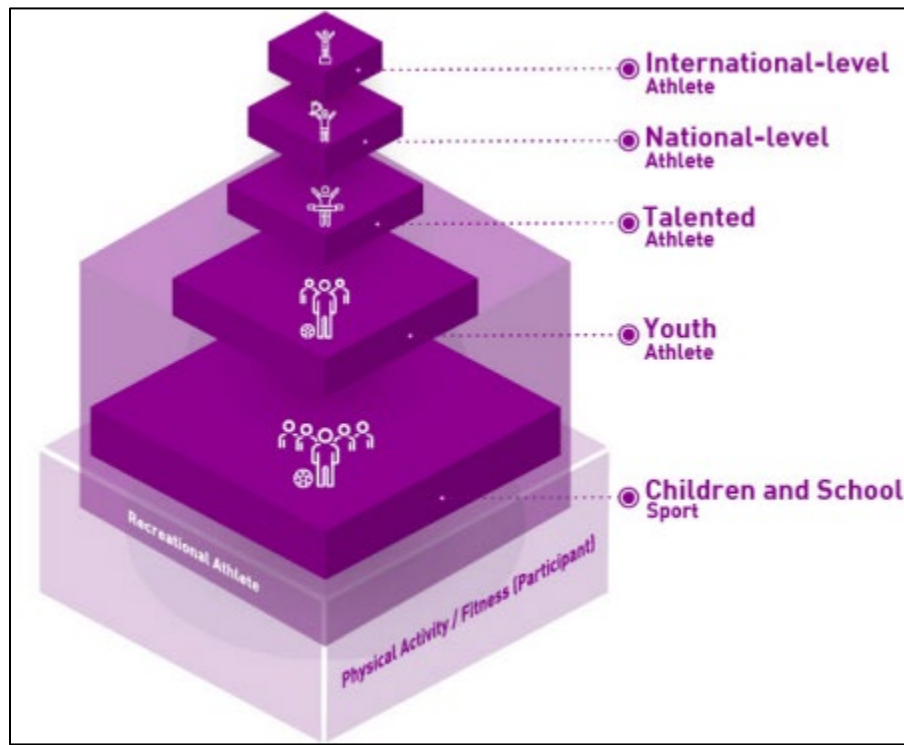
1. INTEGRITY: To practice honesty and consistent and uncompromising adherence to strong moral and ethical values and principles.
2. RESPECT: To practice due regard for the feelings, wishes, rights and traditions of sport and of others.
3. RESPONSIBILITY: To practice accountability and take opportunity to act independently and make decisions without authorization.

#### **VI. PARTNERSHIP AND COLLABORATION**

The PHI-NADO intends to collaborate with all signatories recognized by WADA and the Philippine sports community. As the lead authority for national sports in the country, collaboration with the Philippine Sports Commission and National Olympic and Paralympic Committees would involve the establishment of rules and regulations necessary for the complete and mandatory implementation of anti-doping activities, rules and regulations. This will strengthen and support the programs planned for anti-doping and help increase accountability and responsibility among stakeholders in upholding anti-doping rules and regulations. Setting forth an example from the Olympic level at a very timely occurrence, these committees will also be crucial in maintaining and assuring that our Olympic athletes adhere to the WADA code. With the recent Olympic standings, collaboration with these committees is a duty, especially with the implementation of education activities and programs. Collaboration with national sport associations will continue just as they have been in the previous years, with a more in-depth outcome and more proactive involvement. At the same time, PHI-NADO also intends to collaborate with authorities in charge of sports, games and education such as DEPED, CHED, GAB, athlete commissions, professional bodies for medical professions and sports science associations.

## VII. TARGET POPULATION

For this year, the target groups to be considered will receive educational activities from the PHI-NADO according to their level of exposure and knowledge about anti-doping. The differentiation of groups has been adapted from the WADA Guidelines for the International Standards of Education (ISE). PHI-NADO identifies primary groups this year which require immediate attention and focus:



1. International and Olympic-level athletes: Athletes included in the registered testing pool (RTP), testing pool (TP) as determined by the doping control team, high-risk sports and high-priority athletes as determined by sanctions and doping violation occurrences and by their international and national federations, athletes including para-athletes who participate in international and Olympic events for all disciplines, who will be considered international athletes at least 3 months prior to their event.
2. National-level Athletes: Athletes who compete in sport at the national level, such as Batang Pinoy, Palarong Pambansa, national championships per discipline, collegiate level sports such as the UAAP and NCAA and others consistent with definitions proposed in the ISTI.
3. Athlete support personnel: Refers to the coaches, trainers, managers, agents, team staff, officials, medical and paramedical personnel and any other person working with, treating or assisting athletes in preparation for their games.

4. Talented athletes: Athletes who train regularly and are committed to the sport, identified as talented through the PSC and NAS such as those athletes attending talent camps, of part of a sport talent development program.
5. Youth athletes and children: Individuals under the age of 18 involved in sports at school, sports clubs, youth clubs and recreational sports, playing sports largely for enjoyment or physical activity.

## **VIII. COMPONENTS OF THE EDUCATION PLAN**

The four components of the education plan were based on the ISE:

1. Values-based education  
Activities that will emphasize the development of an individual's personal values and principles and help build the learner's capacity to make ethical decisions and behave ethically. Such activities will include workshops, case analysis, storytelling and roleplaying involving what-if scenarios.
2. Awareness raising  
Activities that highlight topics and issues related to clean sport will still be continued. Information regarding anti-doping matters will be imparted to stakeholders through outreach events, communication campaigns primarily through social media, branding and promotion activities and partnerships with teams and sponsors for advocacy.
3. Information provision  
Activities that focus on making accessible and available accurate and up-to-date content related to clean sport will be conducted. This will focus more on the objective knowledge and information such as processes, forms, rules and regulations to be made available to stakeholders through ADEL, PHI-NADO website, WADA leaflets and e-books and informational videos among others.
4. Anti-Doping Education  
Activities that will deliver training on anti-doping topics and build competencies in clean sport behaviors and making informed decisions. Such activities include e-learning modules and resources for the different groups, checking and rechecking banned substances using recognized application software like GlobalDRO and USADA, and checking for athlete rights and responsibilities through WADA.

## IX. COMMUNICATION PLAN

Given the nature of implementation of activities due to COVID restrictions, PHI-NADO will maximize the use of online methods to execute the components of the education plan.

### 1. PHI-NADO Website

In line with the mandatory involvement and participation in anti-doping activities, PHI-NADO has created a website for athlete database across all anti-doping requirements and needs. This will enable direct athlete engagement and faster relay of information and necessities for the athlete, as well as confidential exchange of information. The website will also contain quick links and materials simplified for the stakeholders in relation to anti-doping matters. These quick links include the WADA website, social media pages, necessary forms or requirements for TUE, RM and doping control, ADAMS and ADEL, as well as “speak up” corner to allow for inquiries from stakeholders about various anti-doping concerns. The website will also include registration forms, pre- and post-event quizzes and activities as well as pre-recorded or recorded material for athlete’s future access. These will be vital in monitoring active participation which will be recorded through the website.

### 2. Online translated materials and E-Learning courses

PHI-NADO has been working on translating materials or providing simplified materials for stakeholders to understand and easily utilize, such as ADEL. These include PDFs, e-resource materials, video presentations, form templates and manuals, as sources of information necessary for answering or complying with anti-doping education requirements. Athletes will also be guided with the modules as they complete the education program set for them.

### 3. Social Media Campaign

Active social media platforms for PHI-NADO include Facebook, Instagram, and Youtube. These can easily be monitored by the number of posts, likes, shares and comments.

### 4. Live conferencing or livestreaming

Conferencing platforms provide a real-time engagement with stakeholders and would be the best means of communication for webinars and information sessions and immediate feedback. It can also be the best (and safest) mode for interaction during workshops, games and discussions during the COVID pandemic restrictions.

***! ACTIONS:*** These communication materials would be best implemented through:

1. Anti-doping Athlete Committee: Athlete or sport ambassadors would be popular and well-behaved athletes prominent in their sport or in the sporting community who can contribute favorably to the communication strategy through their pledges, reposts, collaborations with materials, and even being an active educator themselves.
2. Promotion of materials prior to and during sports events: As Filipinos are not as proactive in some instances, pre-event activities and postings during activities provide opportunities for anti-doping action and pledge, to increase post visibility and program implementation.



## X. E-LEARNING MODULES

The Anti-Doping E-Learning platform supports the anti-doping community by providing education solutions for athletes and other stakeholders. Each module consists of lessons, sub-topics and materials that help increase the understanding of stakeholders about certain anti-doping topics and provide cases for better decision making in a fun, interactive and dynamic way.

Education programs are modules designed for a certain target population and arranged in terms of the necessary knowledge they need to uphold anti-doping programs and activities. Instructor-led training (ILT) are live conferences or webinars conducted for a particular topic and concern. Other courses feature PDFs and e-books that stakeholders may read and access anytime for guidance.

1. Education Programs: The primary education programs to be focused on for this year include:
  - a. *ADEL for International-Level and National-Level Athletes Education*  
This 13-part module gives athletes information about the dangers of doping and the importance of the doping control procedures and guidelines while promoting positive attitudes to avoid doping.
  - b. *ADEL for High Performance Coaches' Education*  
This 10-part educational module primarily focuses on the responsibilities and importance of coaches of all skill levels for promoting an anti-doping culture among teams.
  - c. *ADEL for Talented Athletes Education*  
This 8-part education module focuses on clean sport and values of talented athletes and their role in the growth and promotion of anti-doping in their sport and team.
  - d. *ADEL for Medical Professionals at Major Games*  
This course focuses on the specific knowledge required of medical professionals such as sport physicians attending major sporting events and guidance on managing and bringing medication to the international games.
2. Highlighted materials and activities: The following materials will be emphasized for this year:
  - a. Welcome to the New ADEL
  - b. Play True Quiz
  - c. Athlete's Guide to the 2021 Code
  - d. Athlete Support Personnel (ASP) Guide to the Code 2021
  - e. Code Implementation Support Programs (CISPs)

## XI. PLANNING

Since stakeholders come from different sports and different parts of the country, it is expected that they will also have varied cultural backgrounds in anti-doping. It is necessary to perform a normative and self-needs assessment prior to the execution of the plan. This would include:

1. Key informant interviews
2. Surveys and initial diagnostics
3. Scheduling and prioritization of activities with stakeholders

The survey questionnaire (otherwise known as a pre-test) will generally analyze the following topics: principles and values associated with clean sport, athlete's rights and responsibilities, principle of strict liability, consequences of doping, ADRV's, the Prohibited List, risk of supplement and medication use, TUE's, test procedures, requirements such as whereabouts, ADAMS and speak up. These will be formatted depending on the target group to be assessed, especially for event-based education activities.

The following plan is prepared according to the Guidelines for International Standard for Education, as provided by WADA and SEARADO:

### A. Main Education Activities

<b>Target Population</b>	<b>Values-Based Education</b>	<b>Awareness Raising</b>	<b>Information Provision</b>	<b>Anti-Doping Education</b>
International and Olympic-level	<ul style="list-style-type: none"> <li>• Incorporate sports and values in discussions</li> <li>• Case analysis in courses</li> </ul>	<ul style="list-style-type: none"> <li>• Communication campaign</li> <li>• Event outreach</li> <li>• Play True Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• PHI-NADO website materials</li> <li>• Webinars and communication campaign</li> <li>• Athlete's Guide to the 2021 Code</li> </ul>	<ul style="list-style-type: none"> <li>• E-learning: ADEL for international level athletes education</li> <li>• Event-based education</li> <li>• Webinar</li> <li>• CISPs</li> </ul>
National-Level	<ul style="list-style-type: none"> <li>• Incorporate sports and values in discussions</li> <li>• Case analysis in courses</li> <li>• Athlete sharing from international level play</li> </ul>	<ul style="list-style-type: none"> <li>• Communication campaign</li> <li>• Event outreach</li> <li>• Play True Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• PHI-NADO website materials</li> <li>• Webinars and communication campaign</li> <li>• Athlete's Guide to the 2021 Code</li> </ul>	<ul style="list-style-type: none"> <li>• E-learning: ADEL for international level athletes education</li> <li>• Event-based education</li> <li>• Webinar</li> <li>• CISPs</li> </ul>
Talented athletes	<ul style="list-style-type: none"> <li>• Incorporate sports and values in discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Communication campaign</li> <li>• Event outreach</li> <li>• Play True Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• PHI-NADO website materials</li> </ul>	<ul style="list-style-type: none"> <li>• E-learning: ADEL for talented athletes education</li> </ul>

	<ul style="list-style-type: none"> <li>• Case analysis in courses</li> <li>• Athlete sharing from national and international level play</li> </ul>	<ul style="list-style-type: none"> <li>• Infographics and videos</li> </ul>	<ul style="list-style-type: none"> <li>• Webinars and communication campaign</li> <li>• Athlete’s Guide to the 2021 Code</li> </ul>	<ul style="list-style-type: none"> <li>• Event-based education</li> <li>• Webinar</li> <li>• CISPs</li> </ul>
Youth and children	<ul style="list-style-type: none"> <li>• Incorporate sports and values in classes and courses</li> <li>• Incorporate values in sport and life</li> <li>• Gamification activities – incorporate values through games</li> </ul>	<ul style="list-style-type: none"> <li>• Communication campaign</li> <li>• Event outreach</li> <li>• Play True Youth Quiz</li> <li>• Infographics and videos</li> </ul>	<ul style="list-style-type: none"> <li>• PHI-NADO website materials</li> <li>• Webinars and communication campaign</li> <li>• Infographics and videos</li> </ul>	<ul style="list-style-type: none"> <li>• E-learning incorporated in school curriculum</li> <li>• Event-based education</li> <li>• Webinar on vulnerability, health consequences, decision making and sport values</li> </ul>
Athlete support personnel (ASP)	<ul style="list-style-type: none"> <li>• Incorporate sports and values in discussions</li> <li>• Case analysis in courses</li> </ul>	<ul style="list-style-type: none"> <li>• Communication campaign</li> <li>• Event outreach</li> <li>• Play True Quiz</li> <li>• Email info drive</li> </ul>	<ul style="list-style-type: none"> <li>• PHI-NADO website materials</li> <li>• Webinars and communication campaign</li> <li>• Athlete Support Personnel Guide to the 2021 Code</li> </ul>	<ul style="list-style-type: none"> <li>• E-learning: ADEL for high performance coaches’ education</li> <li>• E-learning: ADEL for medical professionals at major games</li> <li>• Event-based education</li> <li>• Webinar</li> <li>• CISPs</li> </ul>

B. Planning per Target Group

1. International and National Level Athletes

Overall aim	<ul style="list-style-type: none"> <li>To prepare athletes for participation in major events and help prevent inadvertent doping.</li> </ul>
Program Objective	<ul style="list-style-type: none"> <li>100% of athletes on RTP and TP and attending international events for 2022 will successfully complete the ADEL for international level athletes' education module by December 2022</li> <li>100% of athletes on RTP and TP and attending international and national events for 2022 will be fully aware and will have understood the 2021 WADA Code contents.</li> <li>100% of athletes on RTP and TP and attending international and national events for 2022 will have attended at least 2 anti-doping event-based webinars</li> </ul>
Content/ Topics	<ul style="list-style-type: none"> <li>Doping Control Process</li> <li>TUE application process and checking medications and banned substances</li> <li>The principle of strict liability</li> <li>Whereabouts requirements</li> <li>Principles and values associated with clean sport</li> <li>ADRV's</li> <li>Prohibited List and the risk of supplement use</li> <li>Athlete's rights and responsibilities</li> <li>Consequences of doping</li> </ul>
Learning Objectives	<p>Participants will:</p> <ul style="list-style-type: none"> <li>Be aware of ADEL, ADAMS and WADA anti-doping topics and values.</li> <li>Be able to list the steps of the doping control process.</li> <li>Know where to find more information about whereabouts and TUE requirements.</li> <li>Know how to successfully file and apply for a TUE.</li> <li>Be able to make better decisions based on values learned from anti-doping.</li> </ul>
Education Activities	<ol style="list-style-type: none"> <li>E-learning: ADEL for international level athletes' education module</li> <li>Webinars with a focus on doping control, TUE and the prohibited list</li> <li>Workshops on utilizing resources for anti-doping (ADAMS, ADEL and prohibited substance checking)</li> <li>Communication Campaign: website database setup, social media, emails</li> <li>Online event outreach</li> </ol>
Monitoring and Evaluation Procedures	<ol style="list-style-type: none"> <li>E-learning: number of completions, module success rate and ADEL tracking statistics</li> <li>Webinars: pre- and post- event quizzes and event feedback evaluation forms</li> <li>Workshops: use of assessment tools (rubrics, checklists and grading sheets) and event feedback evaluation forms</li> <li>Communication Campaign: complete database setup, monitoring of posts, likes, shares and comments</li> </ol>

	5. Online event outreach: monitoring of posts, likes, shares and comments
Timeline	January to December 2022
Responsibility	PHI-NADO in collaboration with PSC, NSA's and sport federations
Budget	

## 2. Talented Athletes

Overall aim	<ul style="list-style-type: none"> <li>To develop clean values and prepare athletes for clean competition and training.</li> </ul>
Program Objective	<ul style="list-style-type: none"> <li>At least 80% of athletes will successfully complete the ADEL for talented athletes' education module by December 2022</li> <li>At least 80% of athletes will have attended at least 1 anti-doping webinar</li> </ul>
Content/ Topics	<ul style="list-style-type: none"> <li>Doping Control Process</li> <li>The principle of strict liability</li> <li>Principles and values associated with clean sport</li> <li>ADRV's</li> <li>Prohibited List, the risk of supplement use and TUE</li> <li>Consequences of doping</li> </ul>
Learning Objectives	<p>Participants will:</p> <ul style="list-style-type: none"> <li>Be aware of ADEL and WADA anti-doping topics and values.</li> <li>Be able to differentiate between healthy and unhealthy training practices and behaviors.</li> <li>Know about the doping control process, whereabouts and TUE.</li> <li>Be able to identify the risks and consequences of doping</li> <li>Be able to make better decisions based on values learned from anti-doping.</li> </ul>
Education Activities	<ol style="list-style-type: none"> <li>E-learning: ADEL talented athletes' education module</li> <li>Webinars with a focus on doping control, the prohibited list and sports values</li> <li>Workshops on utilizing resources for anti-doping (ADAMS, ADEL and prohibited substance checking)</li> <li>Communication Campaign: website database setup, social media, emails</li> <li>Online event outreach</li> </ol>
Monitoring and Evaluation Procedures	<ol style="list-style-type: none"> <li>E-learning: number of completions, module success rate and ADEL tracking statistics</li> <li>Webinars: pre- and post- event quizzes and event feedback evaluation forms</li> <li>Workshops: use of assessment tools (rubrics, checklists and grading sheets)</li> <li>Communication Campaign: monitoring of posts, likes, shares and comments</li> <li>Online event outreach: monitoring of posts, likes, shares and comments</li> </ol>
Timeline	January to December 2022

Responsibility	PHI-NADO in collaboration with PSC, NSA's and sport federations, collegiate sport organizations and institutions, CHED
Budget	

### 3. Youth Athletes and Children

Overall aim	<ul style="list-style-type: none"> <li>To develop clean values and ethical sports conduct</li> </ul>
Program Objective	<ul style="list-style-type: none"> <li>50% of athletes in the National Academy of Sport will successfully complete the Sports Values webinar by PHI-NADO</li> <li>WADA's Sport Values in Every Classroom course will be completed and integrated in physical education curriculums by 2023</li> </ul>
Content/ Topics	<ul style="list-style-type: none"> <li>Values associated with Sport: respect, equity and inclusion</li> <li>Consequences of doping, physical and mental health, social and economic effects and sanctions</li> </ul>
Learning Objectives	<p>Participants will:</p> <ul style="list-style-type: none"> <li>Be able to differentiate between healthy and unhealthy training practices and behaviors.</li> <li>Be able to describe inclusion, respect and equity.</li> <li>Be able to demonstrate sports values when in conflict.</li> <li>Be able to make better decisions based on values learned from anti-doping.</li> </ul>
Education Activities	<ol style="list-style-type: none"> <li>Webinar workshop with a focus on equity, respect and inclusion</li> <li>Course development workshop for physical educators for the completion of the sports values course</li> <li>Communication Campaign: website database setup, social media, emails</li> <li>Online event outreach</li> </ol>
Monitoring and Evaluation Procedures	<ol style="list-style-type: none"> <li>Webinar workshop: use of assessment tools (rubrics, checklists and grading sheets)</li> <li>Course development: completed course syllabus and use of assessment tools (rubrics, checklists and grading sheets)</li> <li>Communication Campaign: monitoring of posts, likes, shares and comments</li> <li>Online event outreach: monitoring of posts, likes, shares and comments</li> </ol>
Timeline	January to December 2022
Responsibility	PHI-NADO in collaboration with PSC, NSA's and sport federations
Budget	

### 4. Athlete Support Personnel

Overall aim	<ul style="list-style-type: none"> <li>To prepare ASP to train and compete clean in sport</li> </ul>
Program Objective	<ul style="list-style-type: none"> <li>80% of national teams will have representative coaches who will successfully complete the ADEL for high performance coaches' education module by December 2022</li> </ul>

	<ul style="list-style-type: none"> <li>• 80% of national teams will have representative medical or allied health personnel who will successfully complete the ADEL for medical professionals at major games' education module by December 2022</li> <li>• 80% of national teams will have representatives who will be fully aware and will have understood the 2021 WADA Code contents.</li> <li>• 80% of national teams will have representatives who will have attended at least 2 anti-doping event-based webinars</li> </ul>
Content/ Topics	<ul style="list-style-type: none"> <li>• Substances and Methods on the Prohibited List.</li> <li>• Risks of supplement use.</li> <li>• Risks and consequences that doping has on the health of athletes.</li> <li>• The sanctions provided for in the event of doping use.</li> <li>• Right means of communication to communicate with athletes.</li> <li>• Use of medications and TUEs.</li> <li>• Doping control procedures, including urine, blood and the ABP</li> </ul>
Learning Objectives	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• Be able to check medications and supplement labels on the Prohibited List</li> <li>• Be able to explain the risks of taking nutritional supplements</li> <li>• Increase the minimum awareness of the risks of doping on an athlete's health</li> <li>• Develop awareness for the right training for athletes to avoid ADRVs and avoid resorting to the use of banned substances</li> <li>• Increase the use of the right communication skills and methods from ASP to athletes</li> <li>• Make sure all coaches know how to train cleanly without resorting to doping</li> <li>• Have generalized knowledge on the prohibited list, doping control process, health consequences of doping, ADRVs, athlete rights and responsibilities and requirements of anti-doping.</li> </ul>
Education Activities	<ol style="list-style-type: none"> <li>1. E-learning: ADEL for high performance coaches' education module and ADEL for medical professionals at major games' education module</li> <li>2. Webinars with a focus on doping control, TUE and the prohibited list</li> <li>3. Workshops on utilizing resources for anti-doping (ADAMS, ADEL and prohibited substance checking)</li> <li>4. Communication Campaign: website database setup, social media, emails</li> <li>5. Online event outreach</li> </ol>
Monitoring and Evaluation Procedures	<ol style="list-style-type: none"> <li>1. E-learning: number of completions, module success rate and ADEL tracking statistics</li> <li>2. Webinars: pre- and post- event quizzes and event feedback evaluation forms</li> <li>3. Workshops: use of assessment tools (rubrics, checklists and grading sheets) and event feedback evaluation forms</li> <li>4. Communication Campaign: complete database setup, monitoring of posts, likes, shares and comments</li> </ol>

	5. Online event outreach: monitoring of posts, likes, shares and comments
Timeline	January to December 2022
Responsibility	PHI-NADO in collaboration with PSC, NSA's and sport federations
Budget	

## XII. MONITORING AND EVALUATION

Anti-doping education activities can only be successful should there be a thorough monitoring and evaluation of the programs implemented throughout the year. This will allow the PHI-NADO to modify activities, progress in its intended strategies and targets and achieve steps towards the main goal and objective. This will be a constant process throughout the year and will involve constant communication and consistent follow-up with stakeholders.

To better manage the monitoring and evaluation procedures, various target groups will have to be prioritized. International and national level athletes will be of top priority in implementation, whereas the remaining groups may be extended to the year 2023. These procedures will provide a better understanding for which initiatives work well, which are successful and repeatable to future athletes and which programs have room for improvement. Integrity will be a primary value in this process. The anti-doping education program evaluation will also help the team identify and assess the resources available, or alternative resources in the event of face-to-face programs and determine the budget necessary for more successful programs in the future. Together with WADA, SEARADO and PSC, activities across the four components of the education program can be monitored and supported:

- Awareness raising – stakeholder engagement through various application analytics in Google and social media in collaboration with multimedia expertise
- Information provision – number of downloads, translated materials and resource inquiries through the website and email accounts of PHI-NADO and the NSAs
- Anti-doping education – completion of e-learning modules in ADEL
- Values-based education – live interactions and scenario-based decision making in the form of checkpoints for behavior and action

In the short term prospective, evaluation forms and quizzes will give objective feedback on the knowledge acquired from the activities. These will be properly evaluated by education experts, which is why collaboration with such stakeholders would be important. These are to be done prior to and after an activity.

In the long-term prospective, the impact of these actions and plans should also be reflected in the number of ADRVs, dropping rate of substance use or handling, better athlete and team behaviors and better-quality TUE applications. These are to be done yearly, in collaboration with the national sport commission's psychology department, nutrition department and NSA authorities.

PHI-NADO will also evaluate the conditions as to where and how the education activities were held and made through an event evaluation form. Although majority of events will be online, this



will still consider the platforms used, ease and accessibility of materials, registration and processing.

Program evaluation per target population will be assessed bi-annually and will assist in the planning and implementation of education activities towards the next half of the year. As recommended by WADA ISE, this will involve combining all data and information recorded, highlighting main activities and statistical data of attendances, downloads, completed activities and social media statistics achieved in the given timeline, reporting and making judgment on the effectiveness of the program and reflection on monitoring and evaluation procedures and enhancements to be made.

A summary of the monitoring and evaluation processes can be seen in the following table:

<b>What</b>	Collection of data and progress checking	Gather feedback to determine the quality of the learning experiences	Check if the program objectives have been met
<b>When</b>	During education activities	Post-activity or session	Bi-annually
<b>How</b>	<ul style="list-style-type: none"> <li>• Data analytics</li> <li>• Record of number of completions for e-learning</li> <li>• Social media likes, posts and comments</li> <li>• Number of downloads and materials handed out</li> <li>• Quizzes</li> <li>• Rubrics and grading sheets for scenario-based activities and case studies</li> <li>• Game statistics to check for learning</li> </ul>	Questionnaires and evaluation forms	<ul style="list-style-type: none"> <li>• Analysis of data through evaluation learning</li> <li>• Baseline surveys at the start and end of the program</li> </ul>