

**Research Title:** Supporting anti-doping organizations' education plans through capacity building

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**Tier:** 2

**Purpose:** This research aims to examine Anti-Doping Organizations' capacity in developing education plans. In particular, it aims to identify the factors that make education plans effective and challenges that exist in order to support the implementation and harmonization of education plans.

**Rationale:** Through the publication of the International Standard for Education and Guidelines for its achievement, WADA (2019, 2020) emphasized the importance of developing education plans. Those plans, which should be developed by signatories to the WADA Code such as Anti-Doping Organizations, are concerned with documenting anti-doping education activities. Through those plans, signatories should review their particular situation, identify who to educate, set education objectives and monitor their achievement through education programs. Despite the importance of organizational planning, very few studies have investigated performance monitoring of ADOs and anti-doping education programs. Among those, scholars (Gatterer et al., 2020; Houlihan & Melville, 2011; Hurst et al., 2020) have identified a lack of planning and monitoring in anti-doping education, which is particularly true for small or less developed ADOs lacking capacity to develop and monitor education programs (Winand et al., 2020; Winand, 2015). The framework of capacity building is relevant to support ADOs' capacity in developing education plans. It provides a structure to support the identification of certain capacity needs which become the focus of capacity building efforts (Hanlon et al., 2019). Therefore, in answering these research and practical gaps, the present proposal aims to (1) identify the success factors in the implementation of education plans through ADOs and stakeholders' perceptions, (2) identify capacity needs through challenges and barriers ADOs face in implementing education plans, and (3) identify strategies to support capacity building development.

**Research design:** A 3-step mixed methods research design is employed with (1) semi-structured interviews of 64 national stakeholders involved in anti-doping education in eight different countries across four continents to identify key factors leading to effective anti-doping education plans and associated challenges, (2) a web-based survey of minimum 50 ADOs to measure achievement in education planning, readiness, and capacity needs in a global context, and (3) follow-up semi-structured interviews with representatives of 16 ADOs to discuss the findings and test the online tool developed to support the sustained implementation of education plans. Capacity building framework and Guidelines for the International Standard for Education will be used to code transcribed interviews and thematically organized findings, including quantitative data generated from the survey.

**Significance:** This project focuses on the effectiveness of anti-doping education through identifying best practices and supportive mechanisms to develop and harmonize education plans. The anticipated output of the project is an online capacity self-assessment tool. This tool will particularly support small or less developed ADOs, lacking capacity and skills, to develop education plans. It will allow them to evaluate their capacity in developing such plans by highlighting areas where improvements can be made. Consequently, the research will support ADOs in developing effective education plans that monitor their progress in education programs, hence harmonizing the approach in anti-doping education.