A tool for the evaluation of anti-doping education programs

Evaluating an anti-doping education program[1] will provide answers to the following questions:

1) Does the anti-doping education program reach its goals?
2) Does it provide value for money?
3) Is it effective?

How to evaluate

Start by answering the following questions:

1) Why are you evaluating? Is the program complete and you want to know if it reached the goals set or is the program on-going and you want to know if it is on track to reach the goals set?
2) How much money and time do you have?
3) What personnel are required for the evaluation?
4) Will the evaluation tool be a survey, checklist, questionnaire, etc.?
5) What steps need to be taken to complete the entire evaluation from beginning to end?
6) Once the evaluation tool has been completed by participants who will put together the data?
7) How will it be used to draw conclusions?

Design of the evaluation

The evaluation for an anti-doping education program should consist of the following parts:

1) Title
2) Introduction: (See Table 1) Background information about the anti-doping education program and the subsequent evaluation. List the target group and state relevant information about them. Explain the expected outcomes (aims and objectives) of the program and the evaluation. What is the program trying to achieve? What is the purpose of the evaluation? What are you trying to measure? What do you expect to see? Here you can state hypotheses for your evaluation. Also include the available resources for the evaluation.
3) Method: (See Table 2) This section describes the design of the evaluation. It is the step by step protocol of what needs to be done and by whom in the evaluation from beginning to end. This section should include any surveys or questionnaires that are given to participants.
4) Results: (See Table 3) The presentation of both quantitative and qualitative data that was collected from the evaluation. For quantitative results all numbers and data should be recorded in this section. For qualitative data a brief discussion of trends should be presented. All results received from interviews, questionnaires, surveys, checklists and so on should be recorded and included in this section. Presentation of the information could include tables or graphs, especially if there is a lot of numerical data.
5) Discussion and conclusion: (See Table 3) Elaborate on the results giving explanations of their meaning. Describe what the results mean for the anti-doping education program. List recommendations for the program and the implications of each recommendation for specific delivery agents. What changes, if any, will be made to the anti-doping education program? Which changes are most important and feasible to implement? How can you ensure these changes are implemented? Refer back to the introduction and discuss whether or not the expected outcomes were seen. List the strengths and limitations of the evaluation and how you will proceed in the future with the program and with other evaluations.

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[1] This document is based on the research report provided by Prof. Houlihan, "*Improving and Proving: A handbook for the evaluation of anti-doping education programmes*". This report is available in full text on www.wada-ama.org

Table 1: Introduction - Planning the evaluation

Name of the program:	Date:
Target group:	
Person(s) responsible for the oversee of the evaluation:	Person(s) responsible for undertaking the evaluation activities:

Purpose of the evaluation

Description of the program:

The purpose of the evaluation: *Why are you carrying out your evaluation? formative (improve the program) or summative (prove that the program works)*

Aims and objectives

Aims: *What outcomes are you aiming to achieve? What do you expect to see/hear/measure?*	Short term	Medium term	Long term
1.	☐	☐	☐
2.	☐	☐	☐
3.	☐	☐	☐
4.	☐	☐	☐

Objectives: *Specific events or actions that will contribute towards your aims. For each objective clearly define a success indicator following the SMART (Specific-Measurable-Achievable-Realistic-Timely) principle.*

Objectives for aim 1	1. 2. 3.
Objectives for aim 2	1. 2. 3.
Objectives for aim 3	1. 2. 3.
Objectives for aim 3	1. 2. 3.
Objectives for aim 4	1. 2. 3.

Resources

Time dedicated to evaluation: *List both the time you have available for the evaluation as well as the time your partners have available for the evaluation.*

Time to gather information (data):	Time to give the evaluation:	Time needed from partners!

Budget: *List both the money you have available for the evaluation as well as the money your partners have available for the evaluation*

Budget needed to carry out the evaluation:	Money you have allocated to the project:	Money provided by partners:

Staff (employees/volunteers):	Experience/Expertise:	Cost:
1.		
2.		
3.		
4.		

Equipment/Materials: *Indicate all software or other items necessary to carry out the evaluation*	Cost:
1.	
2.	
3.	
4.	
Total:	

Table 2: Method

Gathering the data

Title of the evaluation:	
Name of person(s) recording data:	
Sources of information: *Who will be filling out the evaluation?*	☐ Program participants ☐ Doping control staff ☐ NADOs ☐ Athlete support staff ☐ International federations ☐ Critics ☐ Topic area specialists
Type of evaluation: *What method will be used to collect data? Consider using a combination of data collection methods. Be sure that the method is culturally acceptable to participants and that it takes into account ethics and confidentiality.*	☐ Questionnaires/Surveys/Checklists ☐ Interviews ☐ Records and documents ☐ Observations
Time of data collection: *When will data be collected? Data collection should be a continuous process.*	☐ Before/Baseline ☐ During ☐ After
Method of recording data:	☐ Audio tape interviews ☐ Written reports ☐ Computerized documents ☐ Video

Table 3: Results, discussion and conclusion
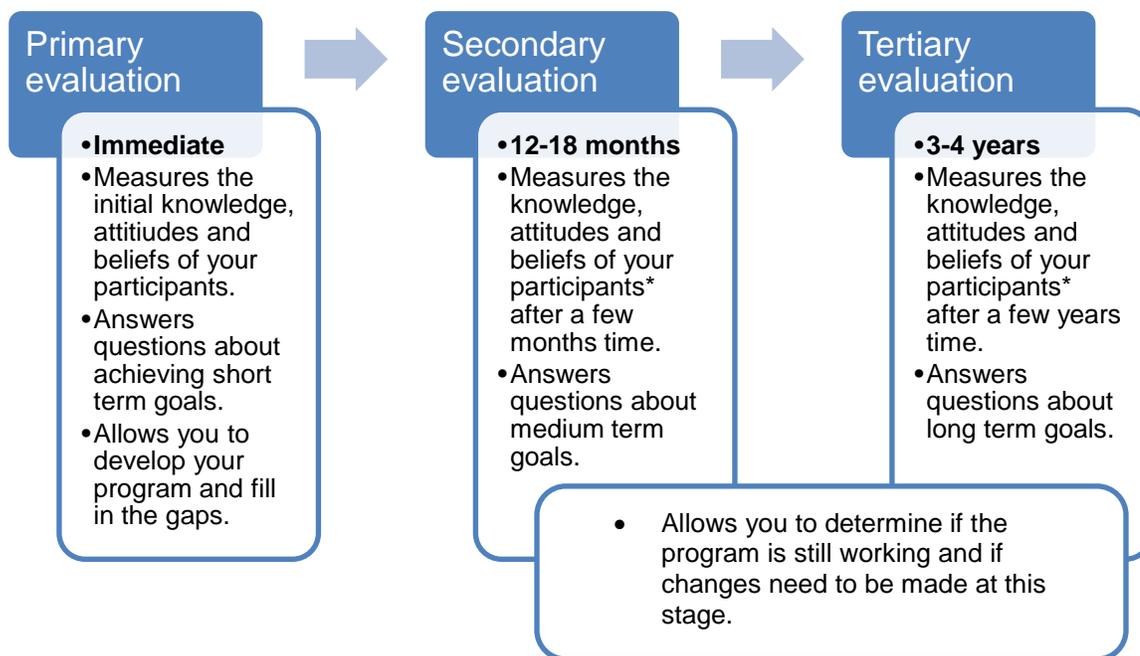# Making sense of the data

Results: Processing the data

	Completed	To be completed
Process the quantitative data		
Make copies of data and store the master copies securely for future reference	☐	☐
Tabulate the information	☐	☐
Compute any relevant statistics – *Do you have access to specialists to perform complex statistical analysis? If not can you recruit volunteers of hire someone externally?*	☐	☐
Create tables and graphs if necessary	☐	☐
Process the qualitative data		
Read through all the data	☐	☐
Organize comments/documents into similar categories and label these categories	☐	☐
Attempt to identify patterns, associations and causal relationships. Look for recurring themes.	☐	☐
Retain all documents. Keep them for several years following the completion of the report in case they are needed for future reference.	☐	☐
Analyze the data – *Do you have access to specialists in the analysis of qualitative data?*	☐	☐

Discussion and conclusion: Interpreting the data

Person(s) responsible for writing final report and conclusion:		
Target audience of the evaluation report: *Who will benefit from sharing your evaluation findings?*		
What were the key findings?		
Were there any unexpected outcomes? Are the results similar to what you expected?		
Do the results make sense?	Yes☐	No☐
Did you meet all success indicators?	Yes☐	No☐
What conclusions can you draw looking back at the original purpose of the evaluation?		
How sure are you that your intervention caused these results?		
Were there any other factors that could have contributed to the results?		
How can the program be improved?		

Future courses of action and recommendations:	Implications of the recommendations:
Strengths of the evaluation:	Weaknesses of the evaluation:

Evaluating over the long term

Your program should adapt as the knowledge, attitudes and beliefs of its participants change. Thus it is important to consider the <u>continuous</u> evaluation of an anti-doping education program. This will allow you to make necessary adjustments to your program as time goes on.

Primary evaluation

- **Immediate**
- Measures the initial knowledge, attitudes and beliefs of your participants.
- Answers questions about achieving short term goals.
- Allows you to develop your program and fill in the gaps.

Secondary evaluation

- **12-18 months**
- Measures the knowledge, attitudes and beliefs of your participants* after a few months time.
- Answers questions about medium term goals.

Tertiary evaluation

- **3-4 years**
- Measures the knowledge, attitudes and beliefs of your participants* after a few years time.
- Answers questions about long term goals.

- Allows you to determine if the program is still working and if changes need to be made at this stage.

*Note that the same or a similar group of participants needs to be surveyed in order for the data collected to be valid.

A few tips

- Why not partner with a local university for to evaluate your anti-doping education program? You could work with an experienced researcher. Contact ssr@wada-ama.org for more information.
- You can get a head start to evaluate your anti-doping education program by considering the following items when designing it:
  1) The specific aspect(s) of the doping problem that will be addressed
  2) The target group
  3) The outcomes that are being aimed for
  4) The available resources
- You can also get a head start by monitoring the anti-doping education program. By continuously collecting data on the impact of the program on participants, you will collect precious information that you will later be able to exploit.
- For full details, please refer to the full report by Prof. Houlihan, "*Improving and Proving: A handbook for the evaluation of anti-doping education programmes*". This report is available in full text on www.wada-ama.org but you can read only the chapters you need!