



Athlete Counsellors Against Match Fixing (ACAMF)

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IO2 - Counsellor Athletes' Training Format



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The White Paper on Sport released by the European Commission (2007) stresses how transformations in European society led to new challenges developing in the Sport sector, such as commercial pressure, exploitation of young players, doping, racism, violence, corruption and money laundering. In the Communication on Developing the European Dimension in Sport, the European Commission followed up on this specific line of concern by recognizing match-fixing as a challenge of its own to the integrity of Sport in Europe.

As digital advancements drew a scenario of increasing complexity and interconnectedness of the ever more hardly policeable issues of European Sports integrity, it was the concern of the EC to identify the safeguard of the integrity of sports and the prevention of match-fixing as specific priorities in its 2012 Communication on Online Gambling (2012). In the foregoing Communication, the EC pledged to develop anti-match fixing measures applicable across Member States and Sport disciplines in cooperation with stakeholders. A specific Expert Group on Match-Fixing was established under the EU Work Plan for Sport (2014-2017). The necessity of a concerted effort in the sporting community to contrast match-fixing, including also athletes, managers, referees and grassroots Sport programmes was one of the pathways of actions urged by the Expert Group in its “State of Play 2014-2017” Report (2017).

The research “Fix the FIXING”, carried out under the homonymous Erasmus Plus project by the Aristotle University of Thessaloniki in 2017, showed that, in a sample of 600 European Athletes from different disciplines (basketball, handball, volleyball, water polo, martial arts, badminton, tennis, athletics, swimming, gymnastics and weightlifting), more than 35 percent of those questioned believed games had been fixed while 20 percent were aware of manipulation within the last 12 months.

Benchmark initiatives in the field, as the “PROtect Integrity” project, launched in 2016 in the frame of the Erasmus Plus programme, heralded a successful effort to reach out to Athletes by means of an effort of education integrating elements of peer-education and involving figures of recognized authority by the players themselves (ex-players or officials, player associations, etc.).

Recognizing and capitalizing upon the role and contribution played by Athletes and Athletes union in supporting the effective contrast and prevention of match-fixing, ACAMF works on the objective on setting the latter on the optimal course to exert a structural and continuous influence across the board of Sport actors and Sport stakeholders, while at the same time creating opportunities for Athletes to develop useful knowledge for future employability at the end of their careers in Sport.



Aim and impact of the training format

Description

The second Intellectual Output of the project consists in a format of training based on a methodology of non-formal learning. The format of training is an original course to develop Athletes as counsellors against match-fixing within organisations in the field of Sport as well as in the stakeholder sector. The methodology of the Training Format will be non-formal education, with an overall duration of the course set to 1 full week of activities.

Impact

The training format will be tested locally with groups of Athletes in each partner country, in order to evaluate its effectiveness and improve the method/contents. The process of testing, review and improvement will be the first stage in a general release and mainstreaming of the Training Format. The Format is targeted at an audience of recipients composed of Athletes interested in the topic of contrasting match-fixing and improving their Dual Career prospects after the end of their active involvement in professional Sports. The new professionalisms developed by the Training Format might find placement in all the institutions – within and outside the field of Sport – wherein contrasting the phenomenon of match-fixing is a concrete priority. In its ultimate impact, therefore, the Training Format contributes to the employability of Athletes – in line with the Dual Career priority – and strengthens the internal training/awareness-raising mechanisms of Sport and stakeholder institutions, thereby determining a higher resilience against and capacity of contrasting the match-fixing challenge.

Transferability

The Training Format is useful to the needs of a vast array of institutions, within and outside the realm of Sport, in light of the paramount importance of the challenge it directly contributes at tackling. In consideration of the European relevance of the match-fixing challenge, the relevance and transferability of the Training Format extend to the entire geographical sphere of Europe.



Methodology

Non-formal education

“Non-formal learning is learning that has been acquired in addition or alternatively to formal learning. In some cases, it is also structured according to educational and training arrangements, but more flexible. It usually takes place in community-based settings, the workplace and through the activities of civil society organisations. Through the recognition, validation and accreditation process, non-formal learning can also lead to qualifications and other recognitions.”

The defining characteristic of non-formal education is that it is an addition, alternative and/or a complement to formal education within the process of the lifelong learning of individuals. It is often provided to guarantee the right of access to education for all. It caters for people of all ages, but does not necessarily apply a continuous pathway-structure; it may be short in duration and/or low intensity, and it is typically provided in the form of short courses, workshops or seminars. Non-formal education mostly leads to qualifications that are not recognized as formal qualifications by the relevant national educational authorities or to no qualifications at all. Non-formal education can cover programmes contributing to adult and youth literacy and education for out-of-school children, as well as programmes on life skills, work skills, and social or cultural development (UNESCO).

Characteristics

- The non formal education is planned and takes place apart from the school system.
- The timetable and syllabus can be adjustable.
- Non formal education has no age limit.
- It may be full time or part-time learning and one can earn and learn together.
- It involves learning of professional skills.

Advantages

- Naturally growing minds that do not wait for the system to amend.
- Literacy with skilfulness growth in which self-learning is appreciated.
- Flexibility in age, curriculum and time.

- Open-ended educational system in which both the public and private sector are involved in the process.
- No need to conduct regular exams.
- Diploma, certificates, and award are not essential to be awarded.



Sessions

Behind the scenes of match-fixing and its “actors”

WORKSHOP 1

Learning Outcomes

Understanding what match-fixing is;
 Understanding different ways in which match-fixing could be done;
 Learn who are the “actors” of match-fixing.

Typology

Theoretical and practical.

Timeframe

90 min: Part 1 - 15 min, Part 2 - 60 min, Debriefing - 15 min.

Methods

Verbal Methods: oral presentation method, method of discussion.
 Practical Methods: research, planning and problem solving exercise.

Delivery

Video Content: video materials intended for the session topic.

Content(s)

Theoretical Content: PPT presentation.
 Practical Content: group exercise.

Materials

Projector	A4 Paper
Pens	Flipcharts
Markers	

Procedure

“Match-fixing INTRO”

Part 1

During this activity, participants will be introduced to the term match-fixing, its methods, how match-fixing works. 15 min

* Tips for trainers

Depending on the method that each trainer uses, you have a disposition the PPT and some useful videos to be used.

Part 2

Divide the participants into groups of 5 members per group.

Step 1: The participants should make a research about an example of match fixing. 15 min

Step 2: The participants should come up with an idea/plan of how match-fixing can be detected, prevented or reported. 30 mins

Step 3: Each group will briefly present the original match-fixing act and its idea/plan in plenary (5-10 mins per team)

Debriefing

Group discussion

Questions to be used :

- What did you learn during this activity?
- How was the research process and did you find any difficulties?
- How was the working process in your team?

Useful

Videos

- https://www.youtube.com/watch?v=BdkNapb2Axk&list=LL&index=3&t=661s&ab_channel=TifoFootball
- https://www.youtube.com/watch?v=cNOKICXGgBU&t=262s&ab_channel=SoulatShah
- https://www.youtube.com/watch?v=VxHFxUjqZSo&list=LL&index=1&t=321s&ab_channel=SXXONIC

WORKSHOP 2

Learning Outcomes

Development of critical thinking skills related to match-fixing;
Understanding how a certain situation could be influenced and affect the whole process.

Typology

Practical.

Timeframe

90 min: Part 1 - 40 min, Part 2 - 30 min, Debriefing - 20 min.

Methods

Practical Methods: simulation and critical thinking.

Delivery

Practical Content: group exercise.

Content(s)

Materials

Projector	A4 Paper
Pens	Flipcharts
Markers	

Procedure

“Sherlock Holmes in match-fixing”

Part 1

Step 1: Divide the participants into groups of 5 members, and possibly create space in room between the groups so that the discussion is not heard.

Step 2: Give two members for each group the role of infiltrator (they must work together to convince the group to make a decision based on their interest).

* Based on the video, the trainer/facilitator selects 6 cases and all groups must work on the same cases

Part 2

Once all the groups have made their decisions regarding the cases they have been asked, now one by one, the trainer displays the cases on the monitor and the groups have to present their decisions.

After the presentation of the decision, the trainer can open the discussion between the groups for certain cases.

Finally, based on the decisions taken (whether they are in the interest of the infiltrated group or the opposite) will make public the persons who have been infiltrated and show the result to the participants.

*The purpose of this session is for participants to learn at the how thoughts can be influenced and can affect the whole process. If at the end of the session it turns out that out of 3 cases, most were not in favour of infiltrators, it turns out that participants have created awareness for match-fixing and are careful to understand and prevent it.

Debriefing

Group discussion

Questions to be used:

- How was the activity, did you find interesting?
- Did you ever suspect that any member of the group wanted to influence you?
- Is it true that when two people share the same opinion, it affects the final group decisions?

Useful

Video

- https://www.youtube.com/watch?v=XR8x13CQDNw&ab_channel=EpicCollections

Parental education against match-fixing

WORKSHOP 1

Learning Outcomes

Understanding the term match-fixing and its connection to gambling.

Typology

Theoretical.

Timeframe

60 min.

Methods

Oral methods: lecturing with video content, discussion.

Delivery

PPT presentation.

Content(s)

Materials

Projector

Procedure

- 1) What is Match fixing? Power Point
 - SLIDE 2 (Explain what is match fixing and who can be involved)
 - SLIDE 3 (How can people, who agreed to cooperate in match-fixing actually influence the game)
 - SLIDE 4 (What can be the consequences of this action for the athletes involved. But in addition to the consequences listed on this slide, we must also take into account the emotional and personal consequences felt by those

** EACH PARTNER SHOULD ADD A LINK TO THEIR NATIONAL ANONIMOUS 'WHISLE' PAGE, IF IT EXISTS).*

2) Explain, that we have divided the athletes' reasons for match fixing into two groups:

- Financial gain (that is closely connected to Gambling)
- Desire to succeed (this topic is closely linked to Fair play in general and the athletes' attitude towards sports, in which parents can play a crucial role)

3) FINANCIAL GAIN Power Point

- SLIDE 2 (Here are some general information about connection between gambling and match fixing.)

- SLIDE 3 (If there is any doubt that the issue of sports betting is really so important to discuss from an early age, here are some statistics that show actual situation) - I SUGGEST THAT ALL PARTNERS ALSO LOOK FOR THEIR (NATIONAL) STATISTICS, IF EXISTING

- SLIDE 4 (Why sports betting is becoming increasingly popular? Because it is advertised all over. Here are some examples of where we may encounter sports betting advertising. Discuss where have they noticed sports betting ads.

- SLIDE 5 (VIDEO of the new sponsoring campaign by bwin. Ask them, what is the message that children get from this? – That sport and betting are connected.)

- SLIDE 6 (VIDEO: 'Talking to teens' – After seeing the video, you can talk to young athletes about how they feel about gambling and if they had access to betting apps as minors. Also, if they know that athletes, who have a gambling problem usually have a greater chance of being approached by a 'Fixer'. At the end, you can discuss how to best present this topic to parents.

- SLIDE 7 (As part of the campaign 'Love the game, not the odds', some guidelines for parents were developed and you can have a discussion if they think this kind of conversation with their parents would help.)

- SLIDE 8 (Here are some pointers for parents on how to start a conversation about Match fixing, since it is not the easiest topic to discuss with your kids)

WORKSHOP 2

Learning Outcomes

To help parents understand the true values of sport and, above all, to draw attention to the dangers that arise from Match fixing and how to fight against them.

Typology

Theoretical.

Timeframe

60 min.

Methods

Oral methods: lecturing with video content, discussion.

Delivery

PPT presentation.

Content(s)

Materials

Projector

Procedure

1) Sport as an important factor in education. Power Point

- SLIDE 2 (An explanation of why sport is an important tool for the comprehensive education of children and adolescents and what is the mission of sports clubs in childhood and adolescence.)

- SLIDE 3 (Why children decide to Match-fix?)

- SLIDE 4 + SLIDE 5 (How parents can help? Practical advice for parents on how to guide their children so that they do not resort to match fixing, as well as other negative actions that destroy sports.)

- SLIDE 6 (What are the expectations that children and young people have of their parents at matches and trainings - What kind of support do children wish for.)

- SLIDE 8 (VIDEO: The truth about sports parents. In this video, young athletes explain how their parents act, what they wish from their parents, what makes them uncomfortable...)

- SLIDE 9 (Some answers of young football players of NK IB 1975 to the question of what they want and what they do not want from their parents.)

2) Interactive workshop - how can parents help, so their children will not Match fix during adolescence? Power Point

- SLIDE 2 (Children need a good example more than just instructions on what is right and what is wrong. It is necessary to present the importance of the example instead of mere instructions of parents. Children look for a “role model” in their parents.

Ask parents which of their habits they would not want and what are the ones they want to pass on to their children. What do they use more, instructions or their own example? – There is also a VIDEO about children’s perceptive on role models.

- SLIDE 3 (It is crucial for parents to know fair play rules, in order to pass them on to their children. Ask the parents, if they know any fair play rules? Try to guide them and help them list at least the main rules.)

- SLIDE 4 (Here is an overview of fair play rules. Address those areas of fair play rules that parents forgot about in the previous slide.)

- SLIDE 5 (VIDEO: Parental support in sports throughout childhood and adolescence. Watch the video with the parents.

Talk to parents whose children are of different ages about what their role is in a particular period of childhood or growing up. Those who already have older children could tell the others what they would change in terms of education or support at an earlier period and why?

- SLIDE 6 (A scenario of a particular situation of a young athlete on the day of the match in a parent-child relationship. The aim is to present to parents a practical example of this relationship.

Ask them how it looks like and what is the communication like with their child while they are driving to the match? Do they talk and emphasize the true values of sport and show support for the child? What is their behaviour during the match? Do they think they will help children with loud shouting and instruction?

Are they ever insulting when a child or a team played poorly? Do they feel that the insult and analysis of a certain move or match can help increase motivation for sports?

- SLIDE 7 (A practical example of how to communicate properly and support a child before, during and after a football match. Highlight the part on how to communicate according to fair play rules before, during and after the match in relation to misconduct. Ask them, if they will change anything next time?)

Children/young people education related to sport values and ethics in schools

WORKSHOP 1

Learning Outcomes

Ability to share key moral norms in communication with the youngest;
Developed innovative approaches to young people on topics related to deviant phenomena in sports.

Typology

Theoretical.

Timeframe

60 min: 15 min - Intro, 35 min - exercise, 10 min - concluding observations.

Methods

Oral methods: lecturing with video content, discussion.
Practical method: group exercise.

Delivery

PPT presentation.

Content(s)

Materials

Projector – PPT presentation

- Video materials

During the workshops, the videos that will be recorded would be used as teaching materials for dissemination of content by athletes - counselors against match-fixing in sports, along with the already selected links to the videos related to the content of the module. These videos would contain key parts of the theoretical and practical teaching and the final parts of both workshops.

- Theoretical teaching aids

After the workshops of this module, the athletes - counselors will have at their disposal the text of the Manual for the basic concepts related to this module, as well as a list of Recommendations that they will share with the target groups during the dissemination of the project.

- Practical material

As a practical teaching aid, a Guide through situations related to deviant phenomena and match-fixing in sports competitions among the youngest,

Procedure

The workshop will be realized in a combined form, i.e. with introductory theoretical notes followed by practical work.

Theoretical introductions will be implemented through presentations (lectures) in which terms will be defined, positive and negative examples related to the content of the module will be presented. Within the theoretical part of the workshops will be insisted on interactivity and active participation of athletes - counselors against match fixing in sports.

The practical work of the workshops will be based on the principles of simulation of situations and problem solving. For that purpose, participants would be simulating the situations that would be a subject to analysis at the request of appropriate solutions.

The workshop will be realized in three parts. Out of that time, 15 minutes will be devoted to getting acquainted with terms and presenting cases of positive and negative examples of moral values among children and deviant phenomena in sports with an emphasis on match fixing.

This will be followed by 35 minutes of practical work based on simulation and

The workshop will end with concluding observations and a summary of the acquired knowledge and skills during it, noted as recommendations that would be applied in the dissemination of training results by athletes - counselors in the fight against match-fixing in sports.

Workshop Youth and ethics

- What is morality and what is ethics?
- How to tolerate differences?
- What are important family values?
- How is solidarity manifested among the youth?
- What is friendship and how to get to it?
- How do young people communicate today?
- How about adults: authoritarianism or equality?

Foundation of an elementary culture of moral behavior and understanding of ethics in children within the education and teaching process.

This workshop will prepare participants in the training for their communication with young people in terms of sharing moral values through open conversation about the emerging forms of unethicalness in society and their attitude towards those phenomena. It would be more general and would refer to creating a perception among the youngest of tolerance, mutual respect, positive solidarity, sincere friendship, attitude towards the elderly, attitude towards social property and so on.

WORKSHOP 2

Learning Outcomes

Ability to animate young people to speak and take positions related to match fixing in sports and the expansion of betting in sports;

Having a portfolio of examples of match fixing in sports as a basis for developing awareness among young people about the importance of preventing these phenomena in the future.

Typology

Practical.

Timeframe

60 min: 15 min - Intro, 35 min - exercise, 10 min - concluding observations.

Methods

Oral methods: lecturing with video content, discussion.

Practical method: group exercise.

Delivery

PPT presentation.

Content(s)

Materials

Projector – PPT presentation

- Video materials

During the workshops, the videos that will be recorded would be used as teaching materials for dissemination of content by athletes - counselors against match-fixing in sports, along with the already selected links to the videos related to the content of the module. These videos would contain key parts of the theoretical and practical teaching and the final parts of both workshops.

- Theoretical teaching aids

After the workshops of this module, the athletes - counselors will have at their disposal the text of the Manual for the basic concepts related to this module, as well as a list of Recommendations that they will share with the target groups during the dissemination of the project.

- Practical material

As a practical teaching aid, a Guide through situations related to deviant phenomena and match-fixing in sports competitions among the youngest,

Procedure

The workshop will be realized in a combined form, i.e. with introductory theoretical notes followed by practical work.

Theoretical introductions will be implemented through presentations (lectures) in which terms will be defined, positive and negative examples related to the content of the module will be presented.

Within the theoretical part of the workshops will be insisted on interactivity and active participation of athletes - counselors against match fixing in sports.

The practical work of the workshops will be based on the principles of simulation of situations and problem solving. For that purpose, participants would be simulating the situations that would be a subject to analysis at the request of appropriate solutions.

The workshop will be realized in three parts. Out of that time, 15 minutes will be devoted to getting acquainted with terms and presenting cases of positive and negative examples of moral values among children and deviant phenomena in sports with an emphasis on match fixing.

This will be followed by 35 minutes of practical work based on simulation and problem solving in which students with acting predispositions and experience would participate.

The workshop will end with concluding observations and a summary of the acquired knowledge and skills during it, noted as recommendations that would be applied in the dissemination of training results by athletes - counselors in the fight against match-fixing in sports.

Workshop Deviations among young people in sports

- Discrimination

- Gender
- Social
- Physical
- Mental

- Violence

- On the field
- In the audience

- The role of teachers and parents

- Unrealistic ambitions
- The result above all

- Match fixing in school sports: why and how?

Children athletes recognize and prevent deviant phenomena in sports: A case of match-fixing

As part of the mission to prevent deviant phenomena in sports that would have athletes-counselors who would realize the training during the project, this workshop will target examples of results that could affect student-athletes. This workshop is more focused and will address the behavior of the youngest participants in sports in terms of deviant phenomena and their prevention. This means developing awareness among young people about the behavior of sports competitions in terms of: fair play, decent celebration of victory, correct acceptance of defeat in sports, rejection of offers to set results and report such cases, avoidance and fight against violence and discrimination among young people in sports, unjustified prosthetics and neglect of young people in sports, unrealistic ambitions of some parents regarding the sports achievements of their children, etc.

**Useful
Video**

- ETHICS IN SPORT – GOOD, BAD AND UGLY (STATEMENT ON MORAL IN SPORT FROM COACH AND YOUNG PLAYERS)
<https://www.youtube.com/watch?v=6uHT-AUcXRk>
- ALWAYS BE A GOOD SPORT (ANIMATION FOR CHILDREN)
<https://www.youtube.com/watch?v=0JvTJchlk48>
- SPORTSMANSHIP – WHAT IS THAT?
<https://www.youtube.com/watch?v=T74jjy16Pqk>
- KIDS TELL US HOW TO BE A GOOD IN SPORT
<https://www.youtube.com/watch?v=3gnjRI1KJpk>
- HOW YOUNG PLAYERS ARE GROOMED TO MATCH FIXING
<https://www.youtube.com/watch?v=27O8n0wNNPs>
- SEMINAR ON MATCH FIXING IN TANZANIA FOR STREET CHILDREN
<https://www.youtube.com/watch?v=j6F4ADQqsbM>
- HOW PLAYING SPORTS BENEFIT YOUR BODY AND YOUR BRAIN (ANIMATION FOR BENEFITS)
https://www.youtube.com/watch?v=hmFQqjMF_f0
- ETHICS OF SPORT? DO SPORT MORALLY MATTER? (STATEMENT ON CHITING IN SPORT)
<https://www.youtube.com/watch?v=THGvsT-m4oU>
- MATCH FIXING IN SPORT AND EDUCATION OF ATHLETES (SIMULATION OF TRAINING)
<https://www.youtube.com/watch?v=gGikryELJRI>
- MATCH FIXING – EDUCATION FOR PLAYERS
<https://www.youtube.com/watch?v=0Rqfdvss5Rk>
- AMATT – ANTI MATCH FIXING TOP TRAINING
<https://www.voutube.com/watch?v=if5DzaezHoM>

Ethics education in the Sport sector and related stakeholders

WORKSHOP

Learning Outcomes

Know how to identify entities and people that align with an ethical commitment;

Learn to use tools that facilitate the implementation of sports ethics in their organizations.

Typology

Theoretical.

Timeframe

90 min : 10 min intro, 60 min implementation, 20 min debriefing.

Methods

Verbal Methods: oral presentation method.

Delivery

Video Content: video materials intended for the session topic.

Content(s)

Theoretical Content: reading materials created.

Materials

PowerPoint presentation and videos.

Procedure

The Trainer will present the PPT containing basic concepts of the subject to be presented will be exposed.

The Workshop will be closed with a debate where all participants will be able to present their position regarding the subject matter.

Useful

Video

- WHEN ATHLETES LOSE THEIR COOL!
<https://www.youtube.com/watch?v=a9L4N3jvxXQ>
- Sport, the ultimate expression of fairness is anything but fair.
<https://www.youtube.com/watch?v=nOzwUq6WGCA>
- 10 Athletes Who Were Caught Cheating On Live TV
https://www.youtube.com/watch?v=hK_L_v3x0Ks
- Top 10 Moments of Olympic Sporting Spirit | Top Moments
<https://www.youtube.com/watch?v=3SuKNmLBOpE>

Use of new media for raising awareness related to match-fixing and its consequences

WORKSHOP 1

Learning Outcomes

The participants will get to know on a more theoretical perception the use of new media for raising awareness related to match-fixing and its consequences.

Typology

Theoretical.

Timeframe

15 min introduction, 60 min presentation with videos, 15 min debriefing.

Methods

Verbal Methods: oral presentation method.

Delivery

Video Content: video materials intended for the session topic.

Content(s)

Theoretical Content: reading materials created.

Materials

Projector, Wi-Fi, PPT, videos.

Procedure

INTRODUCTION

“What’s the impact of social media?”

Posting or tweeting a hashtag has been called a form of slacktivism, where users join the conversation and spread awareness about an issue but don’t take any action in the real-world.

Tweeting a hashtag, or posting to Facebook with the image of a country’s flag

A social media awareness campaign without a clear call to action is like trying to convince people to live healthier without telling them how they can do it. There needs to be a measurable and quantifiable goal through offline activism beyond demonstrations and protests. Without a clear CTA, a campaign may raise awareness, but leave people asking, “What’s next?” And without an answer, change never really happens.

Campaigns can encourage offline action like voting for a candidate, signing or starting a petition, donating money or time, calling or emailing a representative or senator, boycotting a business or company, or volunteering.

But it is also important to design a campaign with an achievable goal, and then measure how close you are to achieving that goal. Will schools receive more funding? Is there less teen pregnancy? Has animal poaching decreased?

With a measurable and quantifiable goal, and a clear offline call to action, social media can change the world.

SOCIAL MEDIA TIPS

VIDEO (How to Create a Social Media Strategy for Your Nonprofit)

1. Develop a Social Media Marketing Plan

Step One: find out where your audience is hanging out online and take note of their behavior – what kind of content do they share? Who are they interacting with the most?

Step Two: define your business goals and think about how you can use social media to reach them. For example, if you want to generate 50% more leads this year, how can your social channels support that?

Step Three: identify where you’re going to focus your social media efforts (not all channels are equal) and how you’re going to align with best practices for each of your chosen channels. On top of that, you’ll also want to think about which team members will be implementing your strategy.

Step Four: decide what social tools you’re going to add to your arsenal and consider how you will monitor your activity and measure your results. One of the most important things to think about at this stage is what success will look like for you.

VIDEO (How To Create A Social Media Campaign)

- Add Shareable Graphics to Blog Posts Canva (Tutorial)
- Schedule Posts in Advance
- Create Facebook and Groups
- Experiment With Video PostsTik Tok (Tutorial)
- Experiment With Twitter/Instagram Polls (Tutorial)
- Pay Attention to the Length of Your Captions
- Don't Forget About Hashtag
- Repurpose and Cross Post Content
- Make Use of GIFs and Memes
- Start Conversations

Debriefing with group discussion.

Useful

Video

- (How to Create a Social Media Strategy for Your Nonprofit)
- <https://youtu.be/pii1jqpsK9M>
- (How To Create A Social Media Campaign)
- <https://youtu.be/m0fjx7A02ho>
- (CANVA TUTORIAL FOR BEGINNERS 2021 // Learn Canva In 12 Minutes)
- https://youtu.be/0m_X-vtpQ70
- (How To Edit Videos On TikTok - Simple Tutorial)
- https://youtu.be/RxF_eWDYlq8
- (Beginner Instagram Stories Tutorial)

WORKSHOP 2

Learning Outcomes

The participants will get to create their own social media campaign to raise awareness about match-fixing and its consequences.

Typology

Practical.

Timeframe

15 min of explanation, 45 min of preparation, 30 min of presentation.

Methods

Practical method: simulation exercise.

Delivery

Practical Content: various step-exercise that will foster the learning process.

Content(s)**Materials**

Flipchart, papers, pens.

Procedure**CREATION OF SOCIAL MEDIA CAMPAING**

The participants will be divided in groups of 4-5 people.

After the teams are formed the trainer will have to explain to them the activity in which they will have to create a social campaign.

According to the theoretical workshop each team will have to:

- 1) Choose what is going to be the goal of their campaign with the main theme match-fixing and its consequences.
- 2) After the goal is defined each group will have to find it's target group.
- 3) When the target group is going to be chosen they will have to think which social media channel is going to be the main one they will have to work with.
- 4) Then according to the tips given in the morning each team will have to think what is going to be their next move in order to have a successful social campaign. All of the teams given in the morning will be displayed so everyone can check them out in case of questions.

FINAL PRESENTATIONS OF SOCIAL MEDIA CAMPAIGNS FOR EACH TEAM

How to enforce law and control in sport micro and macro realities

WORKSHOP 1

Learning Outcomes

The participants will get a general picture of the match-fixing and some new points of view and ideas to contrast the phenomenon.

Typology

Theoretical.

Timeframe

10 min intro, 20 min presentation, 7 mi video, 15 min debriefing.

Methods

Oral presentation method, method of conversation, case display method, method of discussion.

Delivery

Theoretical and video content.

Content(s)

Materials

Slide, video projector, Wi-Fi, laptop, speakers.

Procedure

INTRODUCTION

1. Definition of phenomenon

- What is match-fixing? Match-fixing is the illegal manipulation of the result of a sports match, or elements of a match, such as a specific throw-in, penalty-kick, corner or yellow card.

- What is the purpose of match-fixing? The most common reason for match-fixing is to achieve a financial gain through betting activities. When the outcome of a match is determined before it begins, match-fixers can win a lot of money with a correct bet. The betting market (legal and illegal) is enormous and globally generates more than 1 trillion USD per year.

Match-fixing is not always about betting. There is also sports motivated match-fixing, which arranges a sporting advantage such as winning a match or a competition, qualifying for a competition or preventing relegation. These non-betting cases occur far less than betting-related match-fixing cases.

2. Who manages the phenomenon

- Who organizes match-fixing?

internationally. These groups are not only involved in match fixing, but also in

These organised crime groups consider match-fixing to be high-profit and low-risk, and therefore Europol warns that these groups aim to invest even more money in their match-fixing activities. Some criminals buy football clubs to make it easier to fix matches.

- How do the match-fixers operate?

Criminals often have persons working for them who approach players, coaches, referees or club executives to help fix a match. These persons (also called runners) could be other criminals, but also former players or player agents.

3. Who involves the phenomenon

- Which matches are more mostly targeted?

Match-fixers prefer to target matches where the risk of being caught is smaller, for example lower-level competitions which have less media coverage and fewer spectators. These leagues have players with lower salaries, who are easier to approach and could be more susceptible to bribery.

- Which players are targeted?

Any player can be a target. However, some players can be more vulnerable to match-fixers, for example players who go unpaid for a long period and/or find themselves in financial difficulties. Players could also be more susceptible to bribery because of addiction to gaming, betting or drugs.

Criminals often look for players with a special role within the team, such as goalkeepers or defenders, as it is easier for them to concede a goal without raising suspicion.

HOW TO ENFORCE LAW AND CONTROL IN SPORT MICRO AND MACRO REALITIES

1. Creation of an integrity unit

Sports organizations should also have an integrity officer and ideally an integrity unit whose primary function is to act as a deterrent and to put in place an integrity strategy.

A good practice example is provided by English FA, who founded the Sports Betting Integrity Forum.

The FA's Director of Football Governance and Regulation explains: "The

The establishment of the Forum further demonstrates our long-term commitment to do all we can to protect the integrity of British sport”.

2. Zero-tolerance campaign

Every sport organizations should adopt a “zero tolerance” policy against all kinds of corruption and should impose sanctions sufficient to serve as an effective deterrent to people who might otherwise be tempted through greed or fear to consider involvement in such criminal activities.

In such a scenario, any acceptance of a corrupt deal would automatically mean expulsion from the sport and possible imprisonment.

3. Collaboration with Public Authorities

Most of the people who are "behind" match-fixing are commonly linked to organised crime, and not necessarily the sports world. The sports organisations aren't capable of tackling the problem of match-fixing alone and so the cooperation with public authorities and legislative intervention are necessary.

Recent cases of corruption show that in order to catch match-fixers, authorities need to use formal criminal justice methods. This includes police expertise, phone-tapping, police interviews, prosecutions and trials. In using these methods, and not just relying on the sport's governing bodies, countries must be in constant communication with members of sport organizations about potential corruption.

4. Education of players

Small and big sport organizations should educate all participants to raise the awareness of the threat posed by match-fixing and how to combat it.

Basing on the Fix the fixing european project studies, players, officiating staff and coaches demonstrated an in-depth understanding of the issues, risks and possible pathways to eradicating match-fixing. For example, players highlighted the potential subtle ways in which match-fixing could operate: "if two coaches were really close friends, then he goes ‘will you just pick a B team there?’", which has obvious implications for the outcome. Players from professional sports noted that there was little awareness of the rules, risks and reporting procedures in lower levels of their sport. Interestingly, it emerged in both surveys that enhancing player well-being, ensuring good working conditions and respect within working environment was a protective factor against match-fixing.

Could be very useful to adopt the 3Rs of Recognise, Resist and Report , an approach that ensures the personal safety of athletes and helps them avoid being vulnerable to match-fixing.

Recognize: A match-fixer is targeting people who are able to directly influence the match. The fixer can approach the player in various ways. For example, he can act very friendly and directly or indirectly offer gifts or money or buy other things, including dinners. The fixer can also act less friendly by using implied threats or extortion.

Resist: Without integrity, the game of football will lose its credibility, its fans, its sponsors: match-fixing destroys football. The player should protect the game and resist if he/she is approached to fix a match. If he/she (help) fix a match, he/she risk a worldwide lifetime ban from football, criminal prosecution and a prison sentence.

Report: Reporting approaches for match-fixing will protect the player and the game. It's vital that he/she reports any suspicion or corrupt behaviour. The player should report to someone who is capable of doing something: the coach, the players' union, an integrity officer, the local police.

The player must be aware that he/she is risking to be banned and could seriously jeopardise his/her career, even if he/she did not fix a match.

An organisational culture that promotes ethics and integrity, including being willing to report violations, is really important in combatting match fixing. However, this does not entirely prevent match fixing, as individuals may still engage in moral disengagement or a process of rationalising their decision to engage in match-fixing even in a culture that strongly promotes ethics and integrity.

VIDEO: The case of Ian Gaynair

LITTLE DISCUSSION: Do you know other cases?

5. Uniformation of penalties

In the European Commission's report on match-fixing, it was noted that penalties differ greatly around Europe. For common offenses, maximum penalties for corruption varied from 2 years in Finland, to 15 years in Romania. With more serious offenses, such as fraud, prison penalties ranged from 2 years in Slovakia, to 5 years in countries like Germany and Ireland, to as much as 10 years in the Czech Republic and Hungary. In some cases, the range of maximum penalties ranged from 6 months in Greece, to 8 years in Bulgaria for the same offense. With uniform penalties, there will be higher awareness for

References

- 10 things you should know about match-fixing, Fifpro
- Guide on good practices in the investigation of matches match-fixing, UNODC
- Integrity in sport update: law enforcement agencies ability to identify instances of match fixing is improving, Law in Sport
- Legislation issues, Fix the fixing project site
- 5 things FIFA can do to stop match-fixing, Bleach Report
- Can we fix it? How to stop match-fixing in sport, RTE

Useful Video

- How Ian Gayinar resisted match-fixing:
<https://www.youtube.com/watch?v=WmYdsRj8Jow&t=222s>

WORKSHOP 2

Learning Outcomes

The participants will get practical experience and knowledge on match-fixing and some new points of view and ideas to contrast the phenomenon.

Typology

Practical.

Timeframe

10 minutes introduction, 10 minutes rules explanation, 30 minutes first role-play simulation, 10 minutes new scenario and goals explanation, 30 minutes second role-play simulation, 30 minutes debriefing.

Methods

Practical working method, method of conversation, case display method, method of discussion.

Delivery

Practical content, exercises, role-play.

Content(s)**Materials**

Name tags (for roles), video projector (for instructions) Wi-Fi, laptop, printed briefs with the instructions.

Procedure**INTRODUCTION**

Recap on the phenomenon of match-fixing, comparable to the morning session. This is also a moment to open a brief Q&A and clarify any further theoretical doubt.

ROLE-PLAY

- To help the participants understand the dynamics behind match-fixing and enforcing law and control in sport micro and macro realities, the practical session will focus on simulating two different scenarios through role-play.

- It is necessary to distribute the different roles according to the number of participants. If participants are more, consider dividing them into 2 or more groups and have the debriefing session altogether to compare the different experiences.

- 2 facilitators will oversee the role-play and assist with clarifications on the roles and the purpose of the role-play if needed. Moreover, the facilitators should note down any relevant interactions to be used as example during the debriefing.

First simulation: scenario, roles, goals

- Scenario: the role-play will simulate a match-fixing situation. More specifically, a player (player 1) from a less-known soccer team has been approached by a 'runner' from an organized criminal group to make sure its team loses the game. The player needs to do everything in its power to hinder its team from winning and ensure a loss, with the help of a second player. The runner has offered a significant sum of money to player 1, player 2 and to the coach of the soccer team. The only limitation is that all parties need to be involved to receive the compensation. The runner is being directed by the boss of the criminal organization of which he is a member. On the side of the two players and the coach, there is a legal advisor at the board level who can intervene in case of disputes and legal matters. He has the power to suspend the players and pursue legal action if necessary.

Roles and profiles:

a. Runner for organized criminal group: this character is only 28 years old and has been working alongside a criminal group for only a few months. He comes from a very humble family, with few economic resources. He started engaging in petty crimes from a very young age, to become emancipated from his family. Planning this match-fixing is a 'test' he needs to pass to prove his worth to the boss of the organized criminal group.

Goal: to coerce all parties involved (player 1, player 2, the coach) into accepting his match-fixing offer.

b. Player 1: This player is from a less-known soccer team. As a result of a weak previous season, he has not been playing as much and has not been earning as much as before. He is currently facing some financial difficulties, as he is currently unable to pay the mortgage for his very expensive house, which he bought during a period of his life when he was earning more. Moreover, he is responsible for financially supporting his wife (who is unemployed) and his two teenage daughters.

Goal: To accept the offer and to convince both player 2 and his coach to accept and rig the game.

c. Player 2: This player is from the same team as player 1. The two players have known each other for a long time. They went to the same high school and have been playing now in the same team for 5 years. Player 2 knows player 1's family. Contrarily to player 1, player 2 has been performing better over the years, meaning that he has been getting more media coverage and offers from important athletic brands. He has just been offered a long-term contract with one of these brands for a large sum of money. To uphold the contract, he cannot engage in any illegal activities. Player 2 hopes that this contract, plus his performance in the next season, will lead to even more sponsorships and to be picked-up from a better team.

Goal: The goal of player 2 is to convince player 1 to refuse the match-fixing offer and to pursue legal action without being framed.

d. Coach: The coach is 60 years old and has been coaching lower class leagues for almost 30 years. When he started in the business, he had very high

On the other hand, he is worried about his financial situation. He knows that he will eventually run out of the money he has been saving and living on his retirement funds only is not an option. He is a bit jealous of player 2, as he thinks that if things would have gone differently, he could have had the same life this player is looking forward to.

Goal: given the nature of its character, the coach can decide between two goals and be the 'moral compass'. He can either choose to refuse the offer and report it to the legal advisor, or he can choose to accept the offer to ensure an easier retirement.

e. Legal advisor: The legal advisor is a party chosen by the soccer federation who oversees legally advising the coach and players, as well as reporting any suspicious matter to the board. Therefore, he is both responsible of protecting the team, but ensuring a fair game. As a result, he has the power to suspend the players and pursue legal action if he deems necessary.

Goal: to investigate and frame all parties that have engaged in match-fixing.

Second simulation: scenario and goals

- For the second role-play simulation, redistribute the roles accordingly so that participants can immerse themselves in a completely different perspective. As much as possible, the new roles should be different from the old ones (e.g. player 1 can now become the legal advisor).

- While the characters description remains the same, the scenario and goals for each character changed. Therefore, plan 10 minutes to explain the new scenario, assign the roles, and letting the participants read the briefs.

both an extremely large sum of money, if they both agree to hinder the outcome of their next game and let their team lose. The runner also offers them protection and safety on the side of the criminal group, in case they were to be discovered, as they will be paid an allowance each month. To achieve this, the players need the support of the coach and legal advisor. The coach's reputation and retirement depend on the outcome of the game and the season. Since his team has not been doing so well, he knows that he might not receive some additional benefits before he decides to go into retirement. He knows that a lot is at stake and that both him, and his players, need to be on their best behaviour.

Roles and profiles:

a. Runner for organized criminal group

Goal: to coerce the two parties involved (player 1, player 2) into accepting his match-fixing offer and have the coach fired.

b. Player 1

Goal: The goal of player 1 is to convince the legal advisor to accept the match-fixing offer.

c. Player 2

Goal: The goal of player 2 is to convince the coach to accept the match-fixing offer.

d. Coach

Goal: To refuse the match-fixing offer and seek legal action to have the responsible parties prosecuted and preserve his reputation.

e. Legal advisor

Goal: To accept the match-fixing offer and convince the coach to accept it as well.

DEBRIEFING

For the debriefing, sit the participants in a circle or smaller groups and lead the discussion in the following way:

- Start by identifying which roles the participants had and ask them what happened in the different phases of the role-play. The easiest start could be asking them if they liked the game and how they felt. Tell the participants to reveal their role when they are answering the questions if they do not do it themselves.
- You can ask the following questions: What did you experience? How did you react? What did you feel? How did you cope with your role? Did your perception on match-fixing change when you switched to another role?
- Do you have a better understanding of match-fixing now? Did you behave differently in your role, as opposed to how you would in real life? Do you see a connection between the exercise and your reality?



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