



# Athlete Counsellors Against Match Fixing (ACAMF)

622216-EPP-1-2020-1-SI-SPO-SCP

## Intellectual Output 3

### ANTI-MATCH FIXING TRAINING AND AWARENESS-RAISING PROGRAM



UCAM  
UNIVERSIDAD  
CATÓLICA DE MURCIA



## Contents

1. INTRO.....	1
2. OBJECTIVE.....	2
3. TARGET GROUPS.....	3
4. ACTIVITIES.....	4
5. METHODOLOGY.....	5
5.1. TRAINING.....	5
5.2. SEMINARS.....	5
5.3. CAMPAIGN.....	6
6. PHASES.....	7
7. IMPEMETATION OF TRAINING AND SEMINARS.....	8
8. EVALUATION.....	10
9. DOCUMENTATION.....	11
10. EXPECTED RESULTS.....	12
11. SUPPORTING MATERIALS.....	13



## 1. INTRO

Match fixing in sports is a phenomenon that contaminates sports life and is taking a bigger swing in society. Unfortunately, match fixing in sports in one way or another is manifested in every level of the competitions, regardless of the sport type (individual or collective), the gender of the athletes (female and male competitors), as well as the athletes' age (youth categories to seniors) and the nature of the competitions (amateur or professional).

The motives for match fixing in sports are different and it can be organized directly or indirectly. All this indicates that this is an extremely complex issue for which there should be provided trained staff through organization of informal and informal trainings.

The main target group of these trainings are active athletes with developed communication skills, ready to gain new knowledge and experience in this field, therefore, they could use these acquired competencies in the future as a basis for their existence after the end of their sports career.

The ACAMF project is part of the initiatives and actions for prevention and eradication of the phenomenon MATCH FIXING IN SPORTS in Europe. One of the key components in this project, which is being associated with its title, was human capacity building in the partner countries by initial training of athletes - frontmens in the fight against matchfixing in sports which is already done.

Based on that experience, this program is developed in order to obtain:

- Additionally trained representatives from the different target groups in sport by the trained athletes under the mentorship of the trainers from the project; and
- Amplifying the philosophy against match fixing in the general public through organization of seminars with target groups involved in sports such as athletes, coaches, managers, sports workers, sponsors and others.

The possible candidates for training from different target groups should be selected on the basis of defined criteria following previously announced call from the partners in this project.

The training and seminars will be implemented by the trained athletes – councilors in the countries where the partner organizations come from by using educational materials (training modules) developed by the partners in the ACAMF project under the mentorship of the trainers.



## 2. OBJECTIVE

Overall objective of the program is to Increase the awareness of actors at all levels in the field of Sport and in Sport-related fields through an action of awareness-raising stimulating the development of:

- greater knowledge of the multifaceted challenge of match-fixing,
- risks it entails at all levels of the structure of Sport and non-Sport bodies,
- outstanding good practices of fight against match-fixing (both within and outside the proper realm of Sport) and
- how to enhance activism and effectiveness on the side of actors (Sport and non-Sport) committed to integrity in and of Sports.



### 3. TARGET GROUPS

Target groups are of potential trainees at all levels within Sport bodies and organizations on how to recognize, prevent and address instances of anti-ethical practices connected with match-fixing in their own areas of responsibility will be:

- Coaches,
- Parents
- PE teachers
- Referees, or
- Managers.



## 4. ACTIVITIES

The activities will be realized in two formats as:

- Three rounds of 1-week trainings (5 full days of activity per round) involving each 20 professionals in the field of Sport);
- Three seminars with 150 representatives of Sport and non-Sport stakeholders (organizations, Sport clubs, Sport Federations, Media, Gambling providers) divided in 3 local Seminars of 1 full working-day each and participated each by 50 stakeholders; and

Beside these core activities, a campaign against match fixing will be realized as side manifestation using previously prepared lifelets, brochures and other materials



## 5. METHODOLOGY

The general methodology employed in the training phase will be non-formal learning, supplemented by lectures and face-to-face presentations.

### 5.1. TRAINING

The training of target groups (athletes, coaches, managers, referees) should be organized with a combined teaching model that includes:

- Introductory theoretical presentations in modules accompanied by ppt presentations that should have an interactive character, ie to leave space for questions and discussion that will be held with physical presence and through ZOOM sessions
- Preparation of seminar papers by athletes – counselors on specific topics of the modules and their presentation
- Using the "Case study" approach for each of the modules as a form of practical teaching in which the introductory would be the athletes - counselors with their seminar papers
- Simulation of a situation through improvised acting with participation of the training participants (trainers and athletes - counselors)
- Organizing a debate on MATCH FIXING IN SPORT as preparation for the following seminars

### 5.2. SEMINARS

The seminars for the target groups: athletes, coaches, sports workers, physical education and sports teachers and sports managers should be organized for 150 participants, preferably with physical presence in three sessions using a combination of different events that includes:

- Introductory presentations on topics related to match-fixing in sports accompanied by ppt presentations that should have an interactive character, ie to leave space for questions and discussion
- Organizing a debate on MATCH FIXING IN SPORT by giving participants the opportunity to present personal experiences and suggestions for overcoming this negative phenomenon in sport



### **5.3. CAMPAIGN**

The campaign is imagined as an activity which will include organization and participation in the debates related to match – fixing in media, distributing of campaign materials in schools and sport federations etc.





## 6. PHASES

- Preparation of the program
- Development of newsletter with annexed program and calendar as an initial material to invite participation in the awareness-raising phase.
- Elaboration of calls for participants in trainings with annexed program and calendar.
- Selection of participants for trainings.
- Realization of trainings and seminars (the order of implementation will see a succession of each training with 1 seminar with a view to presenting the results of each training in the upcoming seminar).
- Reporting.



## 7. IMPLEMENTATION OF TRAINING AND SEMINARS

The trainings will be realized in three phases:

- Preparatory;
- Operative; and
- Disseminating.

**The preparatory phase** is planned to be implemented through several activities, such as:

- Introducing the selected candidates to the project (Annex 1 - Project Proposal);
- Presentation of the research results within the project for cases of match fixing in the participating countries (Annex 2 – Survey's Report);
- Submission of studies prepared by partners in the participating countries (Annex 3 - Casebook);
- Indication of relevant literature from realized projects in Europe so far (Annex 4 - List of studies);
- Provision of official documents from the EU related to match fixing in sports (Annex 5 - List of documents);
- Distribution of the prepared training modules by the partners in the ACAMF project (Annex 6 - package of modules); and
- Logistic preparation of the trainings regarding the organization of spatial conditions, nutrition, material-technical means for audio-visualization of the training (Annex 7 - reminder for providing conditions for realization of trainings).

**The operational phase** of the trainings will be conducted through several activities, such as:

- Survey before the start of the trainings conducted by the trained athletes under the mentorship of the trainers;
- Organization of a five-day training lasting 40; and
- Distribution of responsibilities related to the contents of the training for dissemination through seminars according to the affinity of the athletes - counselors who participated in the training.

**The dissemination phase** after the trainings will be conducted through several activities, such as:

- Selection of target groups for seminars;



- Distribution of information for the organization of seminars through sports federations, national Olympic committees and state bodies in charge of sports;
- Selection of 150 participants in the seminars;
- Preparation of spatial, material-technical and other logistical conditions for organization of the seminars;
- Preparation of campaign and information materials (flyers, info-packages from presentations, notebooks, pens, etc.).



## 8. EVALUATION

As provided by the project proposal, one of the functions of the project management is continuous evaluation of the activities and intellectual output results within the work packages. Thus, in the work package for training of athletes –counselors in the fight against match fixing in sports, the evaluation process will take place continuously with the use of previously developed tools (instruments) for the effects of the achieved goals, satisfaction of target groups, quality of training, the engagement of the trainers etc.

During the preparation, implementation and dissemination of the trainings, the evaluation process will take place on the basis of the following activities:

- Pre-testing the level of knowledge and competencies of potential athletes - counselors in the fight against match-fixing in sports;
- Evaluation of the quality of realized trainings from the aspect of technical preparations, used teaching materials and aids, the engagement of the trainers by the national coordinator of the project;
- Evaluation of the degree of satisfaction with the acquired knowledge and skills by the athletes – counselors;
- Evaluation of the technical and content realization of the seminars with the target groups by the national coordinator; and
- Evaluation of the level of satisfaction of the participants in the seminars with the received information and the engagement of the trainers.

Appropriate questionnaires (instrumentations) will be developed for the implementation of the mentioned evaluation procedures, such as:

- Questionnaire for evaluation of the quality of the realized trainings
- Questionnaire for the level of satisfaction of the athletes – counselors from the trainings.

After the evaluation, the completed questionnaires will be the subject to analysis and, if necessary, depending on the number of respondents, also to an appropriate statistical processing.

Based on the results of these evaluations, a report on the conducted trainings and organized seminars will be prepared.

This report will eventually be integrated into the final implementation report of the ACAMF project.



## 9. DOCUMENTATION

- All sessions of the seminars will be documented as audio and video recordings
- Photo documentation will be prepared from each seminar
- An archive of teaching materials, seminars, surveys and tests that will be generated during the training will be prepared.



## 10. EXPECTED RESULTS

This work package from the ACAMF project after its realization needs to result in the following output results:

- Trained athletes, coaches, referees and sport managers in the fight against match fixing in sports who can use their competencies and knowledge for possible engagement by government agencies, NGOs, sports federations and so on;
- Raised public awareness about the importance of the fight against match fixing in sports through information that will be placed on social media, through interviews in electronic media and through texts in print media;
- Created open sources for dissemination of results after the project that can be used in the future for the preparation of new studies, realization of research through new projects related to this issue; and
- Sustainability of the project activities after its completion by creating a critical mass of human resources, digital and other tools and continuation of activities by NMSSF such as: organizing a campaign against match fixing, initiating debates and tribunes, animating state bodies for taking actions against match fixing in sports, etc.



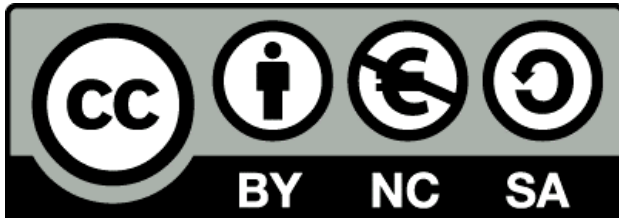
## 11. SUPPORTING MATERIALS

- Annex 1 – [Challenge book](#)
- Annex 2 – [Training Format](#)
- Annex 3 – [Reminder for providing conditions for trainings' realization](#)
- Annex 4 – [Survey before the athletes - counselors' training](#)
- Annex 5 – [Didactic manual for implementation of trainings and seminars](#)
- Annex 6 – [Questionnaire for evaluation of the satisfaction level by the athletes - counselors](#)
- Annex 7 – [Questionnaire for evaluation of satisfaction by the participants in the seminars](#)
- Annex 8 – [Reminder and questions for the trained trainers](#)
- Annex 9 – [List of match fixing documents](#)
- Annex 10 – [Questionnaire for Trainings](#)
- Annex 11 - [Questionnaire for Seminars](#)



## DISCLAIMER

*The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.*



Open Educational Resources





Co-funded by the  
Erasmus+ Programme  
of the European Union



## Annex 3

# REMINDER

## ON PROVIDING CONDITIONS FOR REALIZATION OF TRAININGS AND SEMINARS

### 1. TRAINING ORGANIZATION FOR 5 ATHLETES - COUNSELORS

#### Teaching materials in electronic form and / or copies

- Annex 1 –Project proposal ACAMF
- Annex 2 – Research on match fixing perception
- Annex 3 – Match fixing cases
- Annex 4 – List of match fixing studies
- Annex 5 – List of match fixing documents
- Annex 6 – Package of training modules
- Annex 7 – Reminder for providing conditions for trainings' realization
- Annex 8 – Survey before the athletes - counselors' training organization
- Annex 9 – Didactic manual for implementation of trainings and seminars
- Annex 10 – Questionnaire for evaluation of the quality of the conducted trainings and the level of satisfaction by the athletes - counselors
- Annex 11 – Questionnaire for evaluation of the quality of the seminars and the degree of satisfaction by the participants in the seminars

#### Spatial - technical conditions

- Conference hall for 10 people
- PC (desktop and laptop)
- LCD projector
- Flip-chart
- Board
- TV

*The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.*



Co-funded by the  
Erasmus+ Programme  
of the European Union



### **Other materials**

- Notebook-notes
- Pens
- Folders
- Flyers
- Certificates
- Colour markers

### **Accommodation and nutrition**

- 15 full boards for athletes - counselors
- 6 full boards for trainers
- Two refreshments daily for 8 people

## **2. ORGANIZATION OF 3 SEMINARS FOR 50 PARTICIPANTS EACH**

### **Teaching materials in electronic form and / or copies**

- Annex 2 – Research on match fixing perception
- Annex 3 – Match fixing cases
- Annex 6 – Package of training modules
- Annex 9 – Didactic manual for implementation of trainings
- Annex 11 – Questionnaire for evaluation of the quality of the seminars and the degree of satisfaction by the participants in the seminars

### **Spatial - technical conditions**

- Conference hall for 10 people
- PC (desktop and laptop)
- LCD projector
- Flip-chart
- Board
- TV

### **Other materials**

- Notebook-notes



Co-funded by the  
Erasmus+ Programme  
of the European Union



- Pens
- Folders
- Flyers
- Certificates
- Colour markers

### **Food and refreshments**

- Catering for 3 x 50 participants in the seminars



Co-funded by the  
Erasmus+ Programme  
of the European Union



## Annex 4

### SURVEY

#### FOR ATHLETES - COUNSELORS BEFORE START OF THE TRAINING

The purpose of this survey is to examine the level of familiarity of the selected athletes - counsellors in the fight against match fixing in sports. The test is informative and does not involve an evaluation process.

1. Describe your personal experience with the phenomenon MATCH FIXING IN SPORT!

---

---

---

2. Describe a case of MATCH FIXING IN SPORT in your nearby area (in the club, in the sports organization, friends, acquaintances ...)

---

---

---

3. In your opinion, what could the possible motives for MATCH FIXING be?

---

---

---

4. How can the spreading of the MATCH FIXING IN SPORT phenomenon be prevented?

---

---

---

5. To what extent do you consider betting and betting shops to be generators of MATCH FIXING IN SPORT?

---

---

---

*The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.*

6. What would you advise athletes in the fight against MATCH FIXING IN SPORT?

---

---

---

**NAME AND SURNAME** \_\_\_\_\_



## METHODOLOGICAL-DIDACTIC MANUAL

### FOR HOLDING TRAININGS AND SEMINARS

#### 1. TRAINING OF ATHLETES – COUNSELORS

##### Methods

The training of the athletes - counselors should be organized with a combined teaching model that includes:

- Introductory theoretical presentations in modules accompanied by ppt presentations that should have an interactive character, ie to leave space for questions and discussion that will be held with physical presence and through ZOOM sessions
- Preparation of seminar papers by athletes – counselors on specific topics of the modules and their presentation
- Using the "Case study" approach for each of the modules as a form of practical teaching in which the introductory would be the athletes - counselors with their seminar papers
- Simulation of a situation through improvised acting with participation of the training participants (trainers and athletes - counselors)
- Organizing a debate on MATCH FIXING IN SPORT as preparation for the following seminars

##### Documentation

- All sessions during the training will be recorded as audio and video
- Photo documentation will be prepared from each event during the training

*The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.*



Co-funded by the  
Erasmus+ Programme  
of the European Union



- An archive of teaching materials, seminars, surveys and tests that will be generated during the training will be prepared.

## **2. SEMINARS ABOUT THE FIGHT AGAINST MATCH FIXING IN SPORT**

### **Methods**

The seminars for the target groups: athletes, coaches, sports workers, physical education and sports teachers and sports managers should be organized for 150 participants, preferably with physical presence in three sessions using a combination of different events that includes:

- Introductory presentations on topics related to match-fixing in sports accompanied by ppt presentations that should have an interactive character, ie to leave space for questions and discussion
- 
- Organizing a debate on MATCH FIXING IN SPORT by giving participants the opportunity to present personal experiences and suggestions for overcoming this negative phenomenon in sport

### **Documentation**

- All sessions of the seminars will be documented as audio and video recordings
- Photo documentation will be prepared from each seminar
- An archive of teaching materials, seminars, surveys and tests that will be generated during the training will be prepared.



## QUESTIONNAIRE

### FOR EVALUATION OF THE QUALITY OF THE REALIZED TRAINING AND THE LEVEL OF SATISFACTION BY THE ATHLETES – COUNSELORS

1. How do you assess the organization of the training for ATHLETES - COUNSELORS AGAINST MATCH FIXING?
  - a. Great
  - b. Very good
  - c. Good
  - d. Satisfactory
  - e. Unsatisfactory

Comment: \_\_\_\_\_

2. How do you assess the engagement of the trainers during the training for ATHLETES - COUNSELORS AGAINST MATCH FIXING?
  - a. Great
  - b. Very good
  - c. Good
  - d. Satisfactory
  - e. Unsatisfactory

Comment: \_\_\_\_\_

3. How do you assess the quality of the teaching materials used during the training for ATHLETES - COUNSELORS AGAINST MATCH FIXING?
  - a. Great
  - b. Very good
  - c. Good
  - d. Satisfactory
  - e. Unsatisfactory

*The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.*





Comment: \_\_\_\_\_

4. How do you evaluate the discussions and the practical work during the training for ATHLETES - COUNSELORS AGAINST MATCH FIXING?
- a. Great
  - b. Very good
  - c. Good
  - d. Satisfactory
  - e. Unsatisfactory

Comment: \_\_\_\_\_

5. How do you assess the other conditions (technical support, catering, space conditions) during the seminar FIGHT AGAINST MATCH FIXING IN SPORT?
- a. Great
  - b. Very good
  - c. Good
  - d. Satisfactory
  - e. Unsatisfactory

Comment: \_\_\_\_\_

6. After the realization of the training, how ready do you feel to get involved in the fight against match fixing in sports?
- a. Great
  - b. Very good
  - c. Good
  - d. Satisfactory
  - e. Unsatisfactory

Comment: \_\_\_\_\_



Co-funded by the  
Erasmus+ Programme  
of the European Union



Additional comments:

---

---

---

---

---



## QUESTIONNAIRE

### FOR EVALUATION OF THE QUALITY OF THE SEMINARS AND THE DEGREE OF SATISFACTION BY THE PARTICIPANTS

1. How do you assess the organization of the seminar FIGHT AGAINST MATCH FIXING IN SPORT?
  - a. Great
  - b. Very good
  - c. Good
  - d. Satisfactory
  - e. Unsatisfactory

Comment: \_\_\_\_\_

2. How do you assess the engagement of the moderators and lecturers during the seminar FIGHT AGAINST MATCH FIXING IN SPORT?
  - a. Great
  - b. Very good
  - c. Good
  - d. Satisfactory
  - e. Unsatisfactory

Comment: \_\_\_\_\_

3. How do you assess the quality of the teaching materials used during the seminar FIGHT AGAINST MATCH FIXING IN SPORT?
  - a. Great
  - b. Very good
  - c. Good
  - d. Satisfactory
  - e. Unsatisfactory

Comment: \_\_\_\_\_

*The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.*



Co-funded by the  
Erasmus+ Programme  
of the European Union



4. How do you assess the quality of the discussions and the practical work that were used during the seminar FIGHT AGAINST MATCH FIXING IN SPORT?
- Great
  - Very good
  - Good
  - Satisfactory
  - Unsatisfactory

Comment: \_\_\_\_\_

5. How do you assess the other conditions (technical support, catering, space conditions) during the seminar FIGHT AGAINST MATCH FIXING IN SPORT?
- Great
  - Very good
  - Good
  - Satisfactory
  - Unsatisfactory

Comment: \_\_\_\_\_

6. After participating in this seminar, how much more informed and ready do you feel to get involved in the fight against match fixing in sports?
- Great
  - Very good
  - Good
  - Satisfactory
  - Unsatisfactory

Comment: \_\_\_\_\_



Co-funded by the  
Erasmus+ Programme  
of the European Union



Additional comments:

---

---

---

---

---

**NAME AND SURNAME** \_\_\_\_\_



## REMINDER FOR ATHLETES - ADVISORS AGAINST PLACING RESULTS

### INTRODUCTION - 10 THINGS THAT NEED TO KNOW TO FIX RESULTS IN SPORT

1. What is a match-fixing result in sports?
  - o illegal (illegal) manipulation of results from sports events
  
2. Why are results set in sports?
  - o for the purpose of pursuing different interests (financial, competitive, material)
  
3. Who participates in rigging results in sports?
  - o Current athletes
  - o Former athletes
  - o Coaches
  - o Parents
  - o Managers
  - o Representatives of sports federations
  - o Club officials
  - o Physical education teachers
  - o Owners of bookmakers
  - o Judges
  - o Placers
  
4. In which sports is match-fixing most common?
  - o Football
  - o Other team sports
  - o Individual sports
  
5. How often are the results set in sports?
  - o Some assumptions and research indicate a 1% rigging of results in sports.
  
6. What matches are most often subject to rigging?

*The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.*



o Competitions that are not of great importance, but are far from the eyes of the general sports public

7. How can a match be set?

- o To provide team information related to the competition that is set (tactics, composition) by athletes and coaches
- o The player should not commit to the match being played
- o The player and the coach to persuade other team players to participate in rigging the score
- o The coach to set a game with which the team would lose
- o The judge deliberately does not judge objectively, but in favor of the placeholder

8. What to do if someone approaches you with the intention of dragging you into a rigging result:

- o The "offer" must be rejected first
- o Then report the intention to the appropriate sports association or to the competent authorities
- o If there is a threat, report the case to the police

9. What happens if you do not report that someone approached you with the intention of rigging a result even though you did not participate in rigging the result?

- o Prohibition of performances
- Negative impact on career

10. What are the consequences if you participate in match-fixing in sports?

- o Criminal liability with imprisonment and fine
- o Loss of the right to a scholarship
- o Loss of pupil or student status in the educational organization
- o Long-term suspension from sports



## EDUCATION OF PARENTS FOR FIXING RESULTS

### 11. What is match-fixing?

- Match-fixing is the deliberate manipulation of competition incidents to influence the outcome - for financial gain or to gain an advantage in a tournament or match.

### 12. Who can be involved in match-fixing?

- Involved may be: players, coaches, referees, team, agents, support staff, clerks, maintenance staff.

### 13. How can the player influence the game and the results?

- Can intentionally play under his / her abilities / in a specific way to achieve the desired result
- Can provide access to confidential information related to team status

### 14. How can the coach influence the game and the results?

- May require players to play below their abilities / in a specific way to achieve the desired result
- Can provide access to confidential information related to team status
- Can make strategic moves that allow the opponent to achieve what he wants

### 15. What are the consequences of match-fixing?

- **CRIMINAL CHARGES** - Punishment varies from country to country, but every individual found guilty of match-fixing runs the risk of a serious fine or even imprisonment.
- **SANCTIONS FOR PLAYERS** - Teams or players who are allowed to match are subject to athletic repercussions that may have long-term effects on the player's organization or career. There could be a title loss, some of the points or even relegation to the lower leagues.
- **ACADEMIC SANCTIONS** - If an athlete enrolls in school, he / she may face a potential penalty for violating the school's code of honor. They may lose their scholarship, status, or even be expelled.





LOSSES OF THE VIEWERS - Fans may lose interest in the sport if they see the games being manipulated, feel cheated or even cheated, if they have lost money on what was believed to be a fair bet.

- LOSSES TO PLAYERS - Also, players who are not directly involved in match-fixing may be sanctioned if the penalty affects the whole team. Also, their efforts to play the best they can are in vain, because their teammates are working against them.
- SPONSORSHIP LOSSES - Sponsors may decide to terminate the contract if they believe their brand may be related to match-fixing.

16. Where can I apply for match-fixing?

- National sports organizations
- Police authorities
- The Red Button by FIFA and FIFPRO

17. What does sports betting mean?

- When a certain amount of money is paid on a certain predicted result in order to get a larger amount of money. Betting can be legal or illegal

18. How is betting related to results rigging?

- Organized criminals involved in sports betting target "insiders" to help them achieve the desired result. They usually offer various forms of reward or use blackmail (or other forms of violence) to secure their cooperation.

19. Who is more vulnerable and exposed to match-fixing?

- Players who have not been paid for a long time and / or are in financial difficulty. Players may also be more prone to bribery due to gambling, betting or drugs.

20. Do minors have a problem with betting?

- Yes, every 5th adult has a betting problem before the age of 18. 20% of young people participate in betting between the ages of 12 and 18.

21. Why are parents an important factor in preventing this phenomenon?

- Because parents and family are the first and basic cell of society, where children acquire their values the most, so if they are taught fair play and love of sports from an early age, they are much less likely to get involved in the process of match-fixing.

22. What attitude should parents have towards sports betting in order to prevent match-fixing and addiction problems?



- It would be nice for parents to have a strict attitude towards betting, due to the fact that every fifth adult has a problem with it before they turn 18 years old. If the parent has a lenient attitude, the child will not take this seriously and can very easily get addicted and become dependent on monetary gain which is one of the most frightening and most difficult addictions to cure.

23. Where can I find betting ads?

- On television during sporting events, on social media, online advertisements and promotions, on betting websites and various applications, on billboards and other public advertisements, as sponsors of uniforms and / or sports fields.

24. How to teach children to love the game, not the chances?

- By telling stories
- By customizing the parent message
- Do this in small doses
- Teach the parent to listen to the children as they talk
- Choose the right time
- Use humor
- And to practice what is preached

25. When is the ideal time to talk to children about these phenomena?

- While watching a match, while watching a certain movie on that topic, during a joint family dinner, etc.

26. Why is sport an important factor in education?

Because it helps in:

- Motor development - is achieved only with a wide range of exercises with which we can ensure coordinated movement of the whole body.
- Cognitive development - an important part of learning new sports elements and at the same time, a very important skill used in other areas of life.
- Social development - necessary for the young athlete to develop an appropriate attitude towards the environment and the people around him.

27. What are the tasks and goals of sports clubs in youth education?

- Planning and implementing a work program that ensures progress and at the same time does not present excessive stress to children.
- Education and assistance of parents in the upbringing of children and adolescents in other areas.
- Introduce parents and athletes to the 10 rules of fair play and include them in everyday life, but also in sports.

28. Why do children and adolescents decide to set up a competition?



- To have easier opponents in the competition, they can intentionally lose a match in tournaments or other competitions.
- Results are often manipulated for financial gain at various legal and especially illegal bookmakers.
- One of the reasons for match-fixing is also to ensure victory for yourself or your team. This is often because the pressure and desire to win is stronger than the desire to progress and learn certain sports elements.

#### 29. How can parents help?

- In the early period of a child's life, they should encourage and direct the interest in pure sports.
- The best way is to set an example, because children are more prone to imitate behavior instead of simply following instructions.
- Parents can try to explain to their children from an early age that illegal bookmakers are run by criminal groups who are the main initiators of manipulating the results and what dangers children may find themselves in if they cooperate with them.
- Parents should encourage their children to do their best and appreciate it. Above all, they should not be overly ambitious and try to resolve their social status through children.
- Sport must remain a game as it grows. Parents should not pass on their unfulfilled childhood dreams and frustrations to their children. This can be very stressful for children and is often the result of premature completion of children's training.
- Parents should encourage their children's emotional and motor development, not so much the competition itself, because otherwise the children will want to achieve a successful result outside all the rules of fair play.
- Parents should first be educated about the rules of fair play and the importance of sportsmanship so that they can pass on these values to their children.
- It is not appropriate for children to receive money for successful performances at a competition. But realistically, it often happens that parents pay their children e.g. every goal or victory. In this way, children develop a desire for money too quickly and lose their true love for sports.

#### 30. How is the child best directed towards pure sports?

- Through the personal example of the parents.

#### 31. What do children expect from their parents?

- Financial and emotional support in the process

#### 32. How to encourage the child to use his creativity?

- By giving support, but also the freedom of the child to decide only.

#### 33. Why is it important for a parent to start education at a younger age?

- Because in adolescence there is a natural and developmental rebellion, so they can very easily fall under the influence of others and reach for match-fixing and betting.



#### 34. How do they want children to be supported?

Of course, it is important to support the child financially. But at the same time, it means more to the child if he gets enough emotional support and acceptance, especially when he makes mistakes.

- Children want their parents to support and encourage them, both in sports and in life. Especially when / if difficult periods occur they need a person who is calm and determined at the same time. Above all, they need warmth and security.

#### 35. What can a parent do to make their child's sporting experience more enjoyable?

Entrust the learning and management of training and competitions to coaches who are trained in this.

- Leave referee and coaching decisions to referees and coaches.
- Use the ride home from the positive communication contest - children should not analyze the contest with their parents.
- What they want to get is confirmation that their parents appreciate their efforts and enjoy watching them play.
- If your child is involved in team sports, encourage the whole team, not just your child.
- Do not shout at them during trainings and competitions and do not put pressure on all participants.
- Show interest in your child's sports. This will make them more motivated, more easily tolerate failures, stressful moments and injuries.

#### 36. What do children not want from their parents during competitions?

- They do not like when they shout a lot, they do not want to interfere in the game, they do not like when they insult the referee or other players.

#### 37. What do children want from their parents during a competition?

- They love when they cheer peacefully, when they support everyone on the team, they love when they cheer even when the team loses.

#### 38. What model of behavior is nice for a parent to be for a child?

- It is important for parents to encourage and direct the child's interest in clean sports from an early age, which means not to visit betting shops, not to use illicit substances, not to drink alcohol and not to use drugs.
- For example, parents can negatively influence their children even when they lie about their child's true age for free entry to an event or benefit in another unfair way.

#### 39. What are the rules of fair play?

- Play to win, but accept defeat with dignity



If you do not play to win, you deceive your opponents, you deceive those who watch, and you also deceive yourself.

- Play to win, but learn to lose kindly.

Do not blame the judge or anyone else. Good losers earn more respect than bad winners.

- Observe the rules of the game

The rules are designed to make the game fun to play and fun to watch. By following the rules, the game will be more enjoyable.

Respect opponents, teammates, referees, officials and spectators

Fair play means respect. The referees are there to maintain discipline and fair play. Always accept their decisions without arguing and help them enable all participants to have a more enjoyable game.

- Promote the interests of the sport

Think about the interests of the sport before you and how your actions can affect the image of the game. Talk about the positives in the game and encourage other people to watch and play fair.

Respect those who defend a good reputation in the sport

Sometimes someone does something exceptional that deserves our special recognition. They should be honored and their good example should be published.

- Get rid of corruption, drugs, racism, violence, gambling and other dangers to our sport

Beware of attempts to seduce you into cheating or using drugs. Treat all players and all others equally, regardless of their religion, race, gender or national origin.

- Help others resist corrupt pressures

You may hear that teammates or other people you know are tempted to cheat in some way or another by engaging in behavior that is considered unacceptable. Do not hesitate to face them. Give them strength to resist and remind them of their commitment to teammates and the game itself.

- Condemn those who try to discredit our sport

Do not be ashamed to confront someone you are sure is trying to get others to cheat or engage in other unacceptable behavior. It is better to expose them and remove them before they do any damage.

- Use sports to make a better world

Sport has incredible power, which can be used to make this world a better place where anyone can live. Use this powerful platform to promote peace, equality, health and education for all.

40. What does parental support mean in a dispute?

- Parental support means that parents encourage their children and appreciate their efforts.

However, it is important for parents not to be too ambitious and not to try to solve their unfulfilled ambitions as well as social status through their children. Sport must remain a fair play game as it grows.



## **SPORTS ETHICS AND MOVEMENT RESULTS IN SPORT**

41. What is ethics?

- A set of rules for exemplary behavior and science that studies related problems.

42. What types of ethics exist?

- Medical ethics
- Environmental ethics
- Energy ethics
- Bioethics
- Ethics in science
- Ethics in sports ...

43. Do rules of ethical conduct always have to be in writing?

- No, unwritten rules of ethical conduct may be more important

44. Are there institutions that deal with ethics in sports?

- Football
- Other team sports
- Individual sports

45. What is morality?

- Individual habits for exemplary behavior

46. What is the difference between morality and ethics?

- Morality is individual behavior, and ethics is a science that studies the norms of exemplary behavior

47. Where are moral values and ethical norms created?

- During the upbringing
- During schooling<sup>3</sup>
- In the family
- At work

48. What are the most common reasons for immoral behavior in sports against ethical norms?

- Intolerance of differences
- Fixing results

49. What types of differences are there?

- Sex



- Ethnic
- Religious
- Adult
- Social

50. How can differences be tolerated?

- Mutual respect
- Trust
- Dialogue
- Socializing

51. How to nurture family value?

- Through dialogue
- By making joint decisions
- No imposition of authority

52. How are family values not nurtured?

- With material rewards for no particular reason

53. What is solidarity?

- Individual need to help

54. Where can solidarity be manifested?

- Everywhere (street, school, work, in sports ...)

55. Give examples of solidarity in sports?

- Assist an injured player / teammate
- To comfort a teammate or opposing player for defeat
- Protect players / teammates from the crowd
- Do not allow a teammate to be punished by a referee for an objection

56. Give examples of false solidarity in sports!

- Deliberately play a match for the sake of friendship

57. What is friendship?

- Individual choice of each person

58. What types of friendships exist?

- Children, school, professional, neighbor, sports



59. How would you define friendship in sports?

- The need to find soul mates from the sport with whom we can share common values and interests

60. How is friendship maintained in sports?

- If we are not talking only about sports

61. Is friendship in sport the basis for rigging results?

- It is possible, but it should not be

62. How do you assess today's communication between young people?

- Mostly electronic, not direct (human)

63. Is quantitative communication the basis for quality communication among young people?

- Not at all

64. Where is the most effective communication between young people?

- Outdoors, especially on sports fields

65. What is the dilemma for adults in terms of building a positive family atmosphere?

- Authoritarianism or equality

66. What is the recipe for a positive atmosphere between the generations in a family?

- Balancing, trust and respect

67. What are the consequences of a negative family atmosphere?

- Disrespect, misunderstanding, physical and mental violence ...

68. What deviant phenomena can occur in sports?

- Discrimination
- Violence
- Fake results

69. On what grounds can discrimination be manifested in sports?

- Sex
- Ethnic
- Religious
- Adult
- Social





70. Give examples of discrimination in sports!

- Men and women sports, exclusion of women from leading and managing in sports
- Social discrimination for young people who can not show their sports potential due to poverty
- Physical discrimination due to physical disabilities and physical inferiority (overweight, poor motor skills ...)
- Mental discrimination through insults for failure in sports

71. Where does violence in sports occur?

- On the sports field or in the audience

72. Can unhygienic and disorderly conduct in sports be treated as unethical behavior and why?

o No, because it is a result of (un) upbringing

73. Can insult, discrimination and violence be treated as unethical behavior in sport and why?

- Yes, because this behavior endangers the rights of other participants in sports

74. Who would be responsible for possible violence and discrimination in school sports?

- Teachers, principals, organizers ...
- Bodies of public order and peace

75. How to prevent violence and discrimination in sports?

- By opening lesson topics
- Organization of campaigns
- Trainings for teachers / trainers ...
- Strict sanctions for potential perpetrators

76. How are deviant phenomena prevented in school sports in Macedonia?

- Through the committee for fight against those phenomena within FUSM which organizes projects, trainings, campaigns .

77. Is there rigging of results in school sports and why?

- Yes, for placement, promotion of school and municipality, realization of ambitions from the youth of teachers, parents, leaving an impression with scouts in sports, material benefit for professional career ...

78. If you notice an intention to set results in school sports, where should you apply?

- In FUSM



79. Who can be involved in match-fixing in school sports?

- Players, teachers, principals, mayors ...

80. Is rigging a result in sports unethical and why?

- Yes, because such behavior devalues the true values in sports

81. What are the family values important for the prevention of match-fixing in sports?

- Mutual respect
- Diversity tolerance
- Openness
- Trust

82. Where does the term ethics come from?

- The term ethics comes from the Greek "ethos", which means customs. Ethos refers to the way people exist, the way they understand themselves and the way they behave in relation to how they understand themselves.

83. What is Morality?

- A set of intuitions and concepts (ways of acting, thinking and feeling) that identify what is right and what is not, what should be done and what should be avoided

84. Do you think athletes have ethical behavior?

- Yes
- No.
- I do not know

85. What does ethics do?

- Ethics is a theoretical discipline that deals with the practical, ie with action and facts.

86. Why are ethics and morals important in sports?

- Ethics and morale in sports are important elements for getting fair play and training of all people involved in it.

87. What is the main goal of sports?

- The main goal of the sport is to educate and improve the society through competitiveness, always promoting healthy, respected competition, where the winner respects the loser.

88. What are moral and what affective factors?



- Moral factors are related to the rules of the game and those of the group. While affective factors are related to the emotions that are produced, ie how winning or losing a competition affects him, what type of relationship he has with his teammates, his attitude towards the rival, ..

89. Is ethics important in sports?

- No.
- Yes
- I do not know

90. Can sport affect the ethical and moral education of children?

- Of course
- No.
- It mostly affects the ethical and moral education of children

91. Do clubs, fans, rivals, teammates influence the ethical and moral decisions of the player?

- Yes
- No.
- I do not know

92. How is morality and ethics taught?

- Through sports
- Through everyday life
- Through formal learning
- Through the above

93. What is sport?

- Sport is a socio-cultural activity that enables the enrichment of the individual in society

94. What improves through sports?

- Personal relationship, knowledge and expression
- Social integration, a source of enjoyment, health and well-being.
- All of the above

95. What are the elements of structuring the participants in sports?

- Adherence to the rules of the game,
- Loyalty,
- Ethics,
- Sports participation.

96. Why is the Code of Ethics prepared?



- To encourage, promote and contribute to the realization of these goals and values, the High Council for Sport prepares a Code of Ethics, inspired by the Council of Europe Code of Ethics, to ensure that through its voluntary and public membership new guidelines for the conduct and conduct of the bodies of participants in the world of sports, whether they are entities, clubs, associations, athletes, technicians and sports leaders

#### 97. What is ethical behavior?

- ETHICAL BEHAVIOR is essential in both activity and sports management. This behavior allows rivalry and sporting controversy to be channeled through different and socially acceptable patterns that can set an example compared to other forms of social relations.

#### 98. What should the Code be?

- A STRONG ETHICAL FRAMEWORK to combat some of the pressures and influences of modern society, which pose a threat to the traditional principles of sport, inspired by nobility and sportsmanship

#### 99. OBJECTIVES OF THE CODE

- Establishment of a reference framework in which the right to sport contained in Article 43 of the Spanish Constitution will be developed, as well as the responsibility of the institutions for sports promotion, outside the disciplinary rules.
- Promoting sportsmanship among teenagers, as they will be the elite athletes of tomorrow.
- Promoting and ensuring the respect of good order and sports spirit among sports leaders and sports institutions that have a direct and indirect impact on the commitment and participation in sports, the citizens in general and the youth in particular

#### 100. What is the Sporting Spirit?

- Sporting spirit is basically RESPECTING THE RULES OF THE GAME
- Friendship.
- Respect for the opponent and differences.
- Sports spirit.
- Sports behavior is (besides behavior): A way of thinking. A vital attitude conducive to combating cheating and fraud

#### 101. DEFINITION OF PARTICIPATION IN SPORT

- PARTICIPATION IN SPORT is a concept of sport that transcends pure observance of the RULES OF SPORTS to put oneself in an environment of respect, chivalry and consideration for the opponent, surpassing those who to be a sport. For this reason, the commitment gained by accepting the Code



imposes ACTION AGAINST: cheating, manipulation and falsification of any kind, on the results and sports performances.

#### 102. IMPACT OF RESPONSIBILITY FOR PARTICIPATION IN SPORT

- Sports administration
- Sports related organizations
- People

103. Due to their special public importance and the echo that their actions have in the media, athletes, technicians and sports leaders must observe the following behaviors and responsibilities in their individual behavior:

- Accreditation of exemplary behavior
- Reprimanding attitudes in favor of violence
- Personal adoption of an attitude that is contrary to the disloyalty of third parties
- Athletes, technicians and sports leaders will RESPECT THE DECISIONS OF THE SPORTS JUDGES, accepting their resolutions and exercising their legitimate right to remedies established by the current legislation.
- Athletes and sports leaders must ensure that the expression of their grievances meets generally accepted standards of correctness, assuming RESPECT AND GOOD FAITH OF THEIR JUDGES.
- Athletes, technicians and sports leaders must prove that the spirit of sport and the observance of the rules of the game are above their interests, and that in victory and defeat, in success and in disappointment, THEIR PUBLIC BEHAVIOR IS ACCORDING TO PRINCIPLE , and expressing legitimate pride without harm to the rival

104. What are the names of the documents regulating the rules for combating match-fixing in sports:

- Codes of ethics in sports

105. There are various bodies for combating match-fixing in sports, as follows:

- Senior Sports Council
- Sports Ethics Committee
- Sports Ethics Committee

## **NETWORKS AND SOCIAL MEDIA**

106. What is selectivism?



- Posting or tweeting a hashtag.

107. What is the purpose of selectivism?

- Users join the conversation and spread awareness about a particular problem, but do not take any action in the real world.

108. When does slavishism become real activism?

- Only when the movement has a goal and means to achieve it.

109. How should we view social media as a means to an end or as an end in itself?

- As a means to an end.

110. What is crucial to have a social media awareness campaign?

- A clear goal and a clear call.

111. Besides designing a campaign with a viable goal, what is the other important segment?

- Measurability to achieve a certain goal.

112. What do campaigns encourage?

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

113. How to make a strategy for non-profit organizations?

- Set goals;
- Identify the target audience;
- Identify categories for the content you plan to publish;
- Create a framework for the content you plan to publish;
- Determine the frequency of publication; and
- Create more space for followers to engage.

114. What type of goals exist when planning an NGO strategy?

- Increasing awareness of a particular problem;
- Increasing the number of followers; and
- Increase interaction with followers, etc.

115. What type of categories exist when it comes to posting content on social media?

- Inspirational messages;
- Educational posts;
- Statistical data;



- True stories; and
- Funny pictures etc.

116. What can a framework contain when posting content on social media?

- Recognizable colors;
- Template;
- Pictures; and
- Videos etc.

117. Which free web platform is most commonly used to create different types of frameworks and templates for social media content?

- CANVA.

118. What is the optimal frequency of posting content on social media?

- At least 1 content per week.

119. What does it mean to stay consistent in posting content on social media?

- If you decide to publish 1 content per week, to continue with such continuity throughout the campaign, ie not to change the frequency of publishing content from 1 content per week, then 5 content during the next week, then none content over the coming weeks.

120. How can you create more space for followers to include content?

- Encourage them to comment more, to share, to respond regularly to their comments, to join Facebook groups with similar content and start discussions, to request similar hashtags on Instagram / Twitter and thus to join a discussion from similar kind of your goal etc.

121. What is a social media campaign?

- Planned and integrated content publishing efforts to reach and interact with your audience.

122. What should precede the social media campaign?

- An audit should be performed beforehand, ie an assessment of the current presence and impact of social media.

123. What are the five most important elements of a smart and comprehensive social media campaign?

- Audience;
- Message;
- Period;
- Platform; and
- Reason.



124. What are some helpful tips for creating a social media campaign strategy?

- Build a plan;
- Use a calendar;
- Publish at the best time;
- Have a good publishing strategy;
- Add graphics to posts;
- Experiment with different platforms (Tik Tok, Instagram, Facebook, Twitter...);
- Pay attention to the length of the headlines;
- Use hashtags;
- Be clear about the content of the posts without leaving room for their conversion;
- Use; and
- Start conversations with followers.

125. What are the main steps in creating a social media plan?

- Find out where your audience is online and consider their behavior;
- Define your business goals and think about how you can use social media to achieve them;
- Identify where you will focus your social media efforts; and
- Decide which social tools to add to your arsenal and think about how you will monitor your activity and measure your results.





Co-funded by the  
Erasmus+ Programme  
of the European Union



## **QUESTIONS FROM THE REMINDER FOR ATHLETES - ADVISORS AGAINST PLACING RESULTS**

### **INTRODUCTION - 10 IMPORTANT THINGS FOR FIXING RESULTS IN SPORT**

1. What is the key word in setting results in sports?
2. Define what a rigging result is!
3. What are the motives for rigging results?
4. Explain an example of match-fixing for competitive purposes!
5. Explain the example of setting a result for financial reasons!
6. Explain an example of result rigging for indirect benefit!
7. Who participates in rigging results in sports?
8. Make a priority list of potential participants in rigging results!
9. Explain an example of setting a result in which a bookmaker participates!
10. Explain an example of setting a result in which an athlete participates!
11. Explain an example of setting a result in which a coach participates!
12. Explain an example of setting a result in which a manager participates!
13. Explain an example of setting a result in which a parent participates!
14. Explain the example of rigging a result in which a judge participates!
15. Explain an example of setting a result in which a former athlete participates!
16. Explain an example of setting a result in which a placeholder participates!
17. Explain an example of match-fixing in which a club official participates!
18. List a few sports in which there have been proven match-fixing!
19. How often is match-fixing in sports?
20. Which sports matches are targeted for placement?
21. What to do when in contact with a person who initiates a rigging result?
22. Where would you report a rigging result?



23. If you felt threatened after trying to set a result, where would you report the case?
24. What are the possible consequences of rigging results for athletes?
25. What are the possible consequences of rigging results for coaches?
26. What are the possible consequences of rigging results for student-athletes?
27. What are the possible consequences of rigging results for judges?
28. What are the possible consequences of rigging results for bookmakers?
29. What are the possible consequences of rigging results for placeholders?
30. What are the possible consequences of rigging results for sports officials?
31. What are the possible consequences of rigging results for sports officials?
32. What would happen if you did not report a match-fixing case for which you were contacted?

## **EDUCATION OF PARENTS FOR FIXING RESULTS**

33. What is match-fixing?
34. Who can be involved in match-fixing?
35. How can a player influence the game and the results?
36. How can the coach influence the game and the results?
37. What are the consequences of match-fixing?
38. Where can I apply for match-fixing?
39. What does sports betting mean?
40. How is betting related to scoring?
41. Who is more vulnerable and exposed to match-fixing?
42. Do minors have a betting problem?
43. Why are parents an important factor in preventing this phenomenon?
44. What attitude should parents have towards sports betting in order to prevent match-fixing and addiction problems?
45. Where can I find betting ads?
46. How to teach children to love the game, not the chances?
47. When is the ideal time to talk to children about these phenomena?
48. Why is sport an important factor in education?
49. What are the tasks and goals of sports clubs in youth education?
50. Why do children and adolescents decide to set up a competition?
51. How can parents help?
52. How is the child best directed towards pure sports?



53. What do children expect from their parents?
54. How to encourage the child to use his creativity?
55. Why is it important for a parent to start education at a younger age?
56. How do they want children to be supported?
57. What can a parent do to make their child's sporting experience more enjoyable?
58. What do children not want from their parents during competitions?
59. What do children want from their parents during a competition?
60. What behavior model is nice for a parent to have for a child?
61. What are the rules of fair play?
62. What does parental support mean in a dispute?

## **SPORTS ETHICS AND MOVEMENT RESULTS IN SPORT**

63. What is ethics?
64. What types of ethics exist?
65. Do rules of ethical conduct always have to be in writing?
66. Are there institutions that deal with ethics in sports?
67. What is morality?
68. What is the difference between morality and ethics?
69. Where are moral values and ethical norms created?
70. What are the most common reasons for immoral behavior in sports against ethical norms?
71. What types of differences are there?
72. How can differences be tolerated?
73. How to nurture family value?
74. How are family values not nurtured?
75. What is solidarity?
76. Where can solidarity be manifested?
77. Give examples of solidarity in sports?
78. Give examples of false solidarity in sports!



79. What is friendship?
80. What types of friendships exist?
81. How would you define friendship in sports?
82. How is friendship maintained in sports?
83. Is friendship in sports the basis for rigging results?
84. How do you assess today's communication between young people?
85. Is quantitative communication the basis for quality communication among young people?
86. Where is the most effective communication between young people?
87. What is the dilemma for adults in terms of building a positive family atmosphere?
88. What is the recipe for a positive atmosphere between the generations in a family?
89. What are the consequences of a negative family atmosphere?
90. What deviant phenomena can occur in sports?
91. On what grounds can discrimination be manifested in sports?
92. Give examples of discrimination in sports!
93. Where does violence in sports occur?
94. Can unhygienic and disorderly conduct in sports be treated as unethical behavior and why?
95. Can insult, discrimination and violence be treated as unethical behavior in sport and why?
96. Who would be responsible for possible violence and discrimination in school sports?
97. How to prevent violence and discrimination in sports?
98. How are deviant phenomena prevented in school sports in Macedonia?
99. Is there rigging of results in school sports and why?
100. If you notice an intention to set results in school sports, where should you apply?
101. Who can be involved in rigging results in school sports?
102. Is rigging a result in sports unethical and why?
103. What are the family values important for the prevention of match-fixing in sports?
104. Where does the term ethics come from?
105. What is Morality?
106. Do you think athletes have ethical behavior?
107. What does ethics do?
108. Why are ethics and morals important in sports?
109. What is the main goal of sports?
110. What are moral and what affective factors?
111. Is ethics important in sports?
112. Can sport affect the ethical and moral education of children?
113. Do clubs, fans, rivals, teammates influence the ethical and moral decisions of the player?
114. How is morality and ethics taught?
115. What is sport in terms of ethics?
116. What is improved through sport from an ethical point of view?
117. What are the elements of structuring the participants in sports?
118. Why is the Code of Ethics prepared?



Co-funded by the  
Erasmus+ Programme  
of the European Union



119. What are the goals of the code?
120. What is the Sporting Spirit?
121. What are the goals of the code of sports ethics?
122. What is the definition of participation in sports from an ethical point of view?
123. Who influences the responsibility for participating in sports?
124. How does the code of ethics work and what does it fight against?
125. What behavior and responsibilities should the sports administration and organizations have?
126. Who should respect the code of ethics in sports?
127. Which word is synonymous with ethics and morality in sports?
128. What does the code of ethics fight against and how should it work?

## **MEDIA AND SOCIAL NETWORKS**

129. What is selectivism?
130. What is the purpose of selectivism?
131. When does slavishism become real activism?
132. How should we view social media as a means to an end or as an end in itself?
133. What is crucial to have a social media awareness campaign?
134. Besides designing a campaign with a viable goal, what is the other important segment?



135. Give an example title for a campaign against match-fixing!
136. Give an example of measurable criteria in a match-fixing campaign!
137. Do you think social media can have a big impact?
138. What do campaigns encourage?
139. How to make a strategy for non-profit organizations?
140. What type of goals exist when planning an NGO strategy?
141. Set an example for a targeted audience in a campaign against match-fixing!
142. What type of categories exist when it comes to posting content on social media?
143. What can a framework contain when posting content on social media?
144. Which free web platform is most commonly used to create different types of frameworks and templates for social media content?
145. What is the optimal frequency of posting content on social media?
146. What does it mean to stay consistent in posting content on social media?
147. How can you create more space for followers to include content?
148. What is a social media campaign?
149. What should precede the social media campaign?
150. What are the five most important elements of a smart and comprehensive social media campaign?
151. Give an example title for a campaign against match-fixing and ethical behavior in sports!
152. Give an example of a hashtag for a campaign against match-fixing and ethical behavior in sports!
153. Who would be the target audience in a campaign against match-fixing and ethical behavior in sport?
154. What message would you like to send through the campaign against match-fixing and ethical behavior in sports?
155. In what period do you think it would be most convenient to place the campaign?
156. Which platforms would you use for the campaign?
157. Do you think that promoters / brand ambassadors should be involved in the campaign against match-fixing and ethical behavior in sports?
158. Make a proposal for promoters / brand ambassadors in the campaign against match-fixing and ethical behavior in sports!
159. What are some helpful tips for creating a social media campaign strategy?
160. What are the main steps in creating a social media plan?



Co-funded by the  
Erasmus+ Programme  
of the European Union



Annex 9

## LIST OF EU DOCUMENTS AND STUDIES RELATED TO MATCH FIXING IN SPORTS

### EU DOCUMENTS

1. White paper on sport

[https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwis4-uE5eX1AhWtSfEDHeKdAYAQFnoECAYQAQ&url=https%3A%2F%2Fwww.aop.pt%2Fupload%2Ftb\\_content%2F320160419151552%2F35716314642829%2Fwhitepaperfullen.pdf&usg=AOvVaw374Xdp8DEo6vJ2\\_wZDcCim](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwis4-uE5eX1AhWtSfEDHeKdAYAQFnoECAYQAQ&url=https%3A%2F%2Fwww.aop.pt%2Fupload%2Ftb_content%2F320160419151552%2F35716314642829%2Fwhitepaperfullen.pdf&usg=AOvVaw374Xdp8DEo6vJ2_wZDcCim)

2. European Union work plan for sport 2020 – 2024

[https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwjv5sHZ5eX1AhVnQ\\_EDHXESDdEQFnoECAkQAQ&url=https%3A%2F%2Feur-lex.europa.eu%2Flegal-content%2FEN%2FTXT%2FPDF%2F%3Furi%3DCELEX%3A42020Y1204\(01\)%26rid%3D1&usg=AOvVaw2TmladyhO\\_PoghJaB\\_hZoj](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwjv5sHZ5eX1AhVnQ_EDHXESDdEQFnoECAkQAQ&url=https%3A%2F%2Feur-lex.europa.eu%2Flegal-content%2FEN%2FTXT%2FPDF%2F%3Furi%3DCELEX%3A42020Y1204(01)%26rid%3D1&usg=AOvVaw2TmladyhO_PoghJaB_hZoj)

3. European dimension in sport

[https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwjK59um5uX1AhV0QvEDHdSPA\\_MQFnoECBIQAaw&url=https%3A%2F%2Feur-lex.europa.eu%2FLexUriServ%2FLexUriServ.do%3Furi%3DCOM%3A2011%3A0012%3AFIN%3Aen%3APDF&usg=AOvVaw0Jkx1uAWbTAkeKqHHAOdL](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwjK59um5uX1AhV0QvEDHdSPA_MQFnoECBIQAaw&url=https%3A%2F%2Feur-lex.europa.eu%2FLexUriServ%2FLexUriServ.do%3Furi%3DCOM%3A2011%3A0012%3AFIN%3Aen%3APDF&usg=AOvVaw0Jkx1uAWbTAkeKqHHAOdL)

*The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.*



Co-funded by the  
Erasmus+ Programme  
of the European Union



## STUDIES

1. "Don't fix it" project in football x

<https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwj9oNTX5uX1AhUmQvEDHXIXDrcQFnoECBAQAQ&url=https%3A%2F%2Fwww.fifpro.org%2Fen%2Ffrights%2Fmatch-fixing%2Fmatch-fixing-don-t-fix-it&usg=AOvVaw1ZmEcGuOJ8z8dxbyhTDLw2>

2. Top athletes involved in match fixing

<https://doi.org/10.1007/s10611-020-09887-1>

3. Moral dilemmas about the involvement in match fixing

<https://doi.org/10.1080/10508422.2019.1667238>

4. Good practices in the research on match fixing in sports

<https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwjS1qr56OX1AhW-Q EDHZKpCsUQFnoECBUQAQ&url=https%3A%2F%2Fwww.icsspe.org%2Fsystem%2Ffiles%2F2FUNODC%2520-%2520Resource%2520Guide%2520on%2520Good%2520Practices%2520in%2520the%2520Investigation%2520of%2520Match-Fixing.pdf&usg=AOvVaw0xtlQ4UZhZTody1S3fjQbU>



## QUESTIONNAIRE

### FOR EVALUATION OF THE QUALITY OF THE REALIZED TRAINING AND THE LEVEL OF SATISFACTION BY THE ATHLETES – COUNSELORS

1. How do you assess the organization of the training for ATHLETES - COUNSELORS AGAINST MATCH FIXING?
  - a. Great
  - b. Very good
  - c. Good
  - d. Satisfactory
  - e. Unsatisfactory

Comment: \_\_\_\_\_

2. How do you assess the engagement of the trainers during the training for ATHLETES - COUNSELORS AGAINST MATCH FIXING?
  - a. Great
  - b. Very good
  - c. Good
  - d. Satisfactory
  - e. Unsatisfactory

Comment: \_\_\_\_\_

3. How do you assess the quality of the teaching materials used during the training for ATHLETES - COUNSELORS AGAINST MATCH FIXING?
  - a. Great
  - b. Very good
  - c. Good
  - d. Satisfactory
  - e. Unsatisfactory

Comment: \_\_\_\_\_

4. How do you evaluate the discussions and the practical work during the training for ATHLETES - COUNSELORS AGAINST MATCH FIXING?
- a. Great
  - b. Very good
  - c. Good
  - d. Satisfactory
  - e. Unsatisfactory

Comment: \_\_\_\_\_

5. How do you assess the other conditions (technical support, catering, space conditions) during the seminar FIGHT AGAINST MATCH FIXING IN SPORT?
- a. Great
  - b. Very good
  - c. Good
  - d. Satisfactory
  - e. Unsatisfactory

Comment: \_\_\_\_\_

6. After the realization of the training, how ready do you feel to get involved in the fight against match fixing in sports?
- a. Great
  - b. Very good
  - c. Good
  - d. Satisfactory
  - e. Unsatisfactory

Comment: \_\_\_\_\_

Additional comments:

---

---

---

---

---

## QUESTIONNAIRE

### FOR EVALUATION OF THE QUALITY OF THE SEMINARS AND THE DEGREE OF SATISFACTION BY THE PARTICIPANTS

1. How do you assess the organization of the seminar FIGHT AGAINST MATCH FIXING IN SPORT?
  - a. Great
  - b. Very good
  - c. Good
  - d. Satisfactory
  - e. Unsatisfactory

Comment: \_\_\_\_\_

2. How do you assess the engagement of the moderators and lecturers during the seminar FIGHT AGAINST MATCH FIXING IN SPORT?
  - a. Great
  - b. Very good
  - c. Good
  - d. Satisfactory
  - e. Unsatisfactory

Comment: \_\_\_\_\_

3. How do you assess the quality of the teaching materials used during the seminar FIGHT AGAINST MATCH FIXING IN SPORT?
  - a. Great
  - b. Very good
  - c. Good
  - d. Satisfactory
  - e. Unsatisfactory

Comment: \_\_\_\_\_

*The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.*

4. How do you assess the quality of the discussions and the practical work that were used during the seminar FIGHT AGAINST MATCH FIXING IN SPORT?
- a. Great
  - b. Very good
  - c. Good
  - d. Satisfactory
  - e. Unsatisfactory

Comment: \_\_\_\_\_

5. How do you assess the other conditions (technical support, catering, space conditions) during the seminar FIGHT AGAINST MATCH FIXING IN SPORT?
- a. Great
  - b. Very good
  - c. Good
  - d. Satisfactory
  - e. Unsatisfactory

Comment: \_\_\_\_\_

6. After participating in this seminar, how much more informed and ready do you feel to get involved in the fight against match fixing in sports?
- a. Great
  - b. Very good
  - c. Good
  - d. Satisfactory
  - e. Unsatisfactory

Comment: \_\_\_\_\_

Additional comments:

---

---

---

---

---

**NAME AND SURNAME** \_\_\_\_\_