Report

D3.2 Training of Trainers on Value Promotion (integrity, equality, good Governance)

„Integrity Atlas – Integrity and Values Atlas in the Neighbourhood Region"
(101184122, ERASMUS-SPORT-2024-CB)

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Integrity and Values Atlas in the Neighbourhood Region

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Definitions, Acronyms and Abbreviations

Acronym	Description
PU	Public (dissemination level)
COO	Coordinator
BEN	Beneficiary
EOA	European Olympic Academies
MSU	Moldova State University
ENGSO	European Non-Governmental Sports Organization
NOC	National Olympic Committee
MDA	Republic of Moldova
UKR	Ukraine
ToT	Training of Trainers
WP	Work Package

Deliverable Details

	Name	Description
Task 3.2	Capacity-building of sport federations	This task is related to increasing the knowledge of participants on the different European values related to integrity, good governance, diversity and equality, etc. and how these values can be integrated effectively inside the daily work of the sport movement in Region 2. This task builds on the outcome of the previous one (D3.1 – Roadmap) and is directed to national multipliers. The trained participants of this capacity building program will implement activities at national/local level to multiply the integrity strategy to other sport realities.
Deliverable 3.2	Training of Trainers on value promotion	The program of the training will be made available together with evaluation form to allow other entities to develop their training activities and multiply the guidelines. It will be made available on the project webpage and ENGSO education website in English and translated in all the languages of the Region 2.

Document History

Version	Date	Status	Authors, Reviewer	Description
V1.0	21.10.2026	Draft	Sönke Schadwinkel, Dominik Hillebrecht, Jule Boeckmann	Initial document creation
V1.1	23.10.2026	Final	Soenke Schadwinkel, Dominik Hillebrecht, Jule Boeckmann, Elena Mocrousov	Processed feedback and finalized document

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Introduction

This document is part of the Integrity and Values Atlas in the Neighborhood Region (Integrity Atlas) project which is led by the National Olympic Committee of the Republic of Moldova. Project partners are listed in **Table 1.**

Table 1

Nr	Role	Short Name	Legal Name	Country	PIC
1	COO	NOC MDA	ASOCIATIA OBSTEASCA COMITETUL NATIONAL OLIMPIC SI SPORTIV DIN REPUBLICA MOLDOVA	MD	905280340
2	BEN	ENGSO	EUROPEAN NON-GOVERNMENTAL SPORTS ORGANISATION	SE	946274771
3	BEN	EOA	EUROPEAN OLYMPIC ACADEMIES	DE	894715294
4	BEN	NOC UKR	NATIONAL OLYMPIC COMMITTEE OF UKRAINE	UA	900014986
5	BEN	MSU	UNIVERSITATEA DE STAT DIN MOLDOVA	MD	996760361
6	AP (IO)	IOC	INTERNATIONAL OLYMPIC COMMITTEE	CH	887421573

One objective of the project is the publication of teaching guidelines that can be utilized to raise awareness on several facets of integrity in sport and provide practical advice for participants on how to respond to integrity violations. The teaching guidelines were developed by the European Olympic Academies (EOA) based on the foundational research study conducted by the State University of Moldova. A total of eight capacity-building workshops are included in the teaching guidelines and cover the topics of *Good Governance*, *Match Fixing*, *Combatting Violence*, and *Safeguarding Minors* (see chapter 5 for all workshop materials). Eventually, the workshops are aimed to be usable by laypeople that aim to promote the respective workshops topic in their sport club or organisation in Ukraine or Moldova. Therefore, the guidelines are created in a comprehensive way that does not require the facilitator to be an expert of the field themselves. This low-barrier approach represents a bottom-up strategy that influences grassroots levels of sport in the participating countries. It is meant to contribute to a long-term cultural change towards stronger values of integrity in Ukrainian and Moldavian sport environments.

Within the Integrity Atlas project, the workshops will be conducted by regional coaches and sport officials of said countries that received a formal introduction to the material during the Integrity

Atlas project meetings of September 2026 in Frankfurt, Germany. Another purpose of the training activity was to receive feedback on the structure, content, and feasibility of the workshops from the target group of workshop facilitators. The following document reports on and evaluate the previously described Training of the Trainers (ToT) and serves as ***Deliverable 3.2 – "Training of Trainers on Value Promotion"*** – for the Integrity Atlas project.

1. Training of Trainers Report

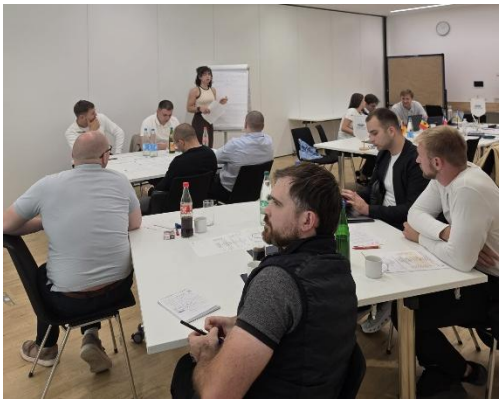
Two days of the Integrity Atlas project meetings in September 2026 were dedicated towards training the workshop facilitators. Next to the twelve trainees, Integrity Atlas partner representatives of ENGSO and the NOCs of Moldova and Ukraine were present to observe and feedback on the workshops.



Integrity Atlas project partners and trainees of the ToT event

On the first day, the trainees experienced the workshops as participants. EOA members served as workshop facilitators and conducted a full simulation of workshops *Good Governance 1* and *Protection of Minors 1* with the group. The intentions of this training day were threefold. One aim was to familiarize the trainees with the workshop contents in a collaborative way. Another was to prompt them to take the participants perspective to help them attune to participant needs for when they begin hosting workshops themselves. The third aim was for the workshop developers from the EOA to receive valuable feedback from a participant group. The twelve trainees actively participated during the workshops and created a productive learning environment for everyone involved.









Workshop simulations on day 1

A thorough Feedback discussion was conducted after each simulation to evaluate the features of the workshops including length, content, methodology, and comprehensibility among others. Trainees were given the opportunity to provide general feedback and later were guided through the workshop materials by the developers to critically discuss one element at a time. In addition to the open discussion, an anonymized survey was conducted before and after the workshop simulations to collect the trainees' perceived state of knowledge on the workshop content. The pre- and post-survey responses are evaluated in the second chapter of this document.

The second day was utilized for the trainees to practice workshop facilitation. Pairs of trainees had formed on the first day and chosen a workshop topic to prepare. The participant group was split to allow for more practice to happen simultaneously while trainees that were not facilitating a workshop in that moment served as workshop participants along with other Integrity Atlas partner representatives and at least one workshop developer of the EOA. The simulations on the second day included the workshops *Good Governance 2, Match-Fixing 1, Combatting Violence 1,* and *Safeguarding Minors 2.* As a result, each integrity topic was covered at least by the introductory and half also by the consecutive workshops. EOA members conducted feedback in the manner of the first day after every simulation. Next to the workshop contents, there was also valuable exchange among the trainees on the role of the workshop facilitator.

Trainees practicing the workshops on day 2





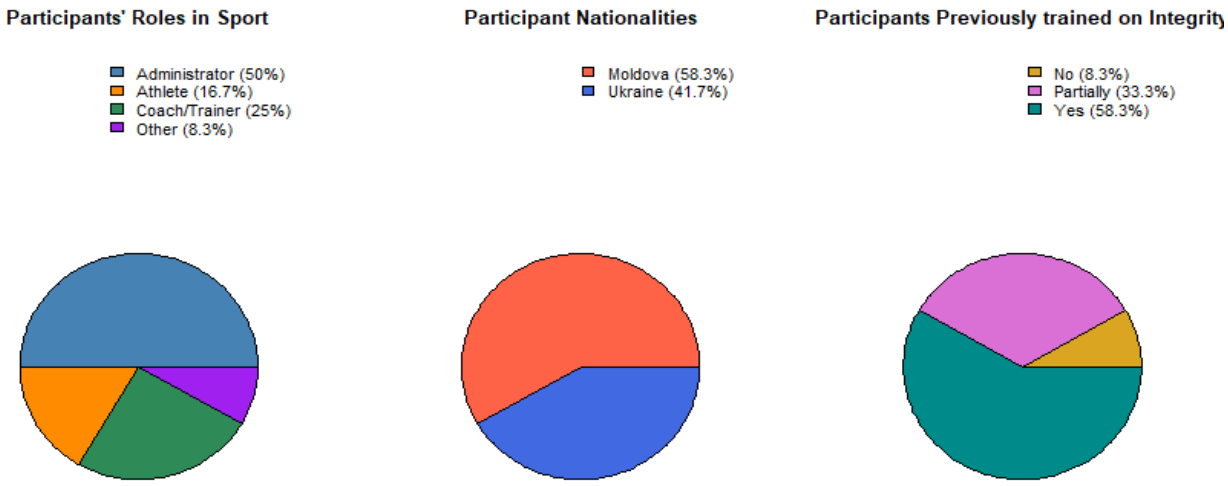
2. Training of Trainers Survey Evaluation

To evaluate the Training of the Trainers (ToT) program that was conducted during the project meeting, all participants answered a short online questionnaire (see chapter 6). The pre-survey collected demographic information as well as the participants' perception of current knowledge on integrity related topics. Additionally, it assessed the perceived challenges in combatting integrity-related issues in their field of action.

To match the workshop topic, the exemplary post-survey asked the participants specifically on their perceived understanding of good governance. Additionally, all post-surveys collected ratings on the workshop's usefulness and qualitative feedback that will inform the finalization of the workshop programs.

As displayed in **Figure 1,** the survey was completed by a total of twelve participants from Moldova and Ukraine which are involved in sports as administrators, coaches, and athletes. The spread of nationalities was relatively even, and almost all participants had previously attended some training on integrity in sports. Half of the participants described a lack of agreement on the relevance of promoting integrity in their organisation as an obstacle while five participants pointed out a lack of resources such as time, funding, regulations and reporting mechanisms.

Figure 1



While the participants perceived understanding of integrity in sports was already rated highly before the workshop, eleven participants gave the highest rating on perceived improvement on good governance after the workshop (See Figure 2). Additionally, the distribution of ratings on perceived confidence to identify and eventually report integrity issues shifted positively with two thirds of participants responding with "very confident" and the remaining third in the next highest rating (see Figure 3). Nine out of twelve participants felt ready to reproduce the training contents on their local level immediately after the training. The majority of participants rated the workshop

as very useful in addressing their needs and all participants believed that the training would strengthen their organization in practicing integrity in sports.

Figure 2

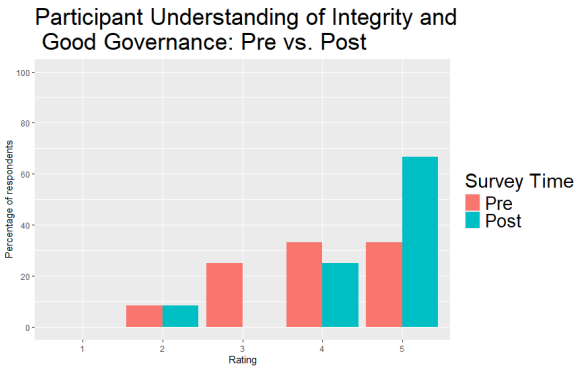
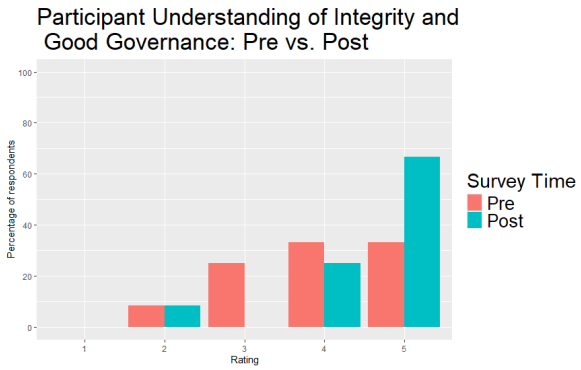


Figure 3



The results of the survey match the conclusions of the study of the Moldova State University. While the training participants generally valued integrity in sports highly, they see deficits in their organization's capacity to identify risks and report and sanction violations. Considering the positive resonance with the training, the workshop developers expect the dissemination of the training on the local level to support the intentions of the Integrity Atlas Project.

3. Current Status of the Deliverable

The teaching guidelines are currently being adapted based on the feedback collected from the ToT participants and EOA workshop developers. While the most recent version is attached to this report, the final version will be finalized and published by the end of November 2026. Both partner countries will host a minimum of five capacity-building workshops as part of the Integrity Atlas project beginning in the month of December 2026. The publication of the teaching guidelines will be available in English and the national languages of all project partners. All workshop materials will remain publicly accessible and updated as an education resource beyond the conclusion of the Integrity Atlas project to allow for ongoing efforts in integrity promotion in Ukraine, Moldova and other international sport organizations.

4. Training of Trainers Attendance Records

EUROPEAN OLYMPIC ACADEMIES

Integrity Atlas Project Meeting Agenda

29th September

Nr	Name/Surname	Organization	SIGNATURE
1	Mocrousov Elena	NOC MDA	
2	Sergheeva Anastasia	NOC MDA	
3	Corsunov Ivan	NOC MDA	
4	Bulat Alexandr	NOC MDA	
5	Cubani Eugeniu	NOC MDA	
6	Baicev Miroslav	NOC MDA	
7	Sava Mihail	NOC MDA	
8	Maliutin Sveatoslav	NOC MDA	
9	Ophelie Delobel	ENGSO	
10	Nataliia Menzheha	NOC UKR	
11	Iryna Arkhytska	NOC UKR	
12	Roman Boiko	NOC UKR	
13	Andrii Gryshchenko	NOC UKR	
14	Denys Polubinskyi	NOC UKR	
15	Andrii Davydenko	NOC UKR	
16	Oceretnii Anastasia	MSU	
17	Bulimaga Tatiana	MSU	
18	Bragarenco Nicolae	MSU	
19	Soenke Schadwinkel	EOA	
20	Dominik Hillebrecht	EOA	
21	Jule Böckemann	EOA	

EUROPEAN OLYMPIC ACADEMIES

Integrity Atlas Project Meeting Agenda

30th September

Nr	Name/Surname	Organization	SIGNATURE
1	Mocrousov Elena	NOC MDA	
2	Sergheeva Anastasia	NOC MDA	
3	Corsunov Ivan	NOC MDA	
4	Bulat Alexandr	NOC MDA	
5	Cubani Eugeniu	NOC MDA	
6	Baicev Miroslav	NOC MDA	
7	Sava Mihail	NOC MDA	
8	Maliutin Sveatoslav	NOC MDA	
9	Ophelie Delobel	ENGSO	
10	Nataliia Menzheha	NOC UKR	
11	Iryna Arkhytska	NOC UKR	
12	Roman Boiko	NOC UKR	
13	Andrii Gryshchenko	NOC UKR	
14	Denys Polubinskyi	NOC UKR	
15	Andrii Davydenko	NOC UKR	
16	Soenke Schadwinkel	EOA	
17	Dominik Hillebrecht	EOA	
18	Jule Böckmann	EOA	

5. Workshop Materials

This chapter contains the workshop materials as of October 2026. Including the materials in this chapter serves the purpose of displaying the latest status of the content rather than the final form. The contents are currently under review of the Integrity Atlas project partners and will be formatted to improve readability after all content adaptations have been completed.

5.1 Introduction to all Workshops

Workshop Playbook

Instruction manual
for sports coaches and officials

Contains modular workshops on:

Good Governance
Match-Fixing
Combating Violence
Safeguarding Minors

Before we start…

About the Workshop Playbook

This manual is part of the Integrity Atlas Project, led by the National Olympic Committee of Moldova. The teaching guideline aims to translate the underlying research into a practical training programme for coaches, officials and sports organisations from the Neighbourhood Region Moldova and Ukraine. It therefore represents a bottom-up approach that mobilizes unofficial actors of a national sport integrity system by fostering awareness and providing education on appropriate reactions to integrity violations. The workshops act as a supplement to the national roadmap that aims to guide the project partners in the development of a sustainable national integrity framework. Within the roadmap, the workshops may be used to facilitate the Mobilization and Continuation phases of change.

This workshop manual contains eight workshops from four thematic fields: Good Governance 1+2, Match-Fixing 1+2, Combating Violence 1+2, and Safeguarding Minors 1+2. Workshop 1 establishes knowledge and recognition; Workshop 2 requires more independent application, problem-solving and transfer of the knowledge into action. The workshops can each be held individually or combined as part of a workshop series.

Project partners:

National Olympic Committee of Moldova,

National Olympic Committee of Ukraine,

Moldova State University,

European Non-Governmental Sports Organisation,

European Olympic Academies.

1 How to use this manual

1.1 Overall learning goals

There are several objectives underlying this workshop guideline:

1. **Understand** key governance and integrity concepts.
2. **Identify** risks, red flags, power imbalances and structural weaknesses.
3. **Respond** appropriately and know the relevant reporting route.
4. **Assess and improve** prevention, reporting and governance structures.
5. **Apply** learning to the participant's own club/federation.
6. Confidently **reproduce** core exercises/messages with teams or staff.

1.2 Facilitation model

Phase	Guiding question	Task of the facilitator
Connect	What is known?	Create learning climate
Trigger	What is happening?	Present cases
Discover	What is problematic?	Lead through questions
Understand	What system lies behind it?	Introduce concepts
Practice	What to do?	Coach application
Transfer	What does it mean for us?	Test structures
Reproduce	How to teach this?	Train-to-train

1.3 A few tips for the workshop facilitator

About the role of the facilitator:

- The workshops are designed to be held without being an expert in the field and they are not a presentation of your knowledge. As the facilitator, you guide the participants through discussions on the topic and moderate their contributions. You can use the provided answers if necessary to promote the exchange.
- When collecting responses, you do not need to comment or add your opinion. You are there to make sure that the group does not diverge from the task or topic by following the workshop manual.
- You support the participants discovery before giving explanations. Do not solve the cases too early. Let participants observe, analyse and propose options before giving the explanation.
- Using open-ended questions (starting with “HOW” or “WHY”) promotes participant discussion better than questions that can be answered with yes or no.
- Keep participants close to realistic sport situations. Encourage them to separate facts from assumptions and consider multiple perspectives in the participant group.
- Check with the participants from time to time whether they feel comfortable speaking about the workshop contents. Especially the topic of safeguarding minors can bring up past traumas and lead to unexpected behaviours from the participants. Try not to ask participants to disclose personal experiences. They may discuss anonymised or hypothetical situations.

Practically conducting a workshop:

- This playbook contains step by step explanations of the tasks that are involved in the workshops. Materials are found in the annex.
- The workshops were designed to be held in person. If you wish to conduct a workshop in a digital format, you may need to adapt workshop components (e.g. ask for a show of hands instead of having participants choose a side of the room).
- You can either work with printed materials or use a digital presentation of the content, depending on the mode of your workshop. You can use the available template to present the materials within the visual identity of the Integrity Atlas project.

- In the workshop materials, *"cursive text passages"* indicate what you say directly to your participants (you can also use it for inspiration and rephrase)
- You can find several options for introductory games and active breaks in the annex to create variation, in case you conduct more than one workshop with the same group of participants
- All workshops include case examples that are used to illustrate the topic and as a foundation for discussion. Participants often wish to receive more information on a case, but you remind them that the point is not to find out everything on a case but to use the information provided to apply the workshops questions.
- In phases where the participants work in small groups, go around the room to find out whether the task is clear or if anyone requires more guidance.
- When discussing cases or examples, align with the current national, federation and club procedures for reporting, safeguarding and emergency response.
- The durations provided for workshop tasks are estimated. Depending on the time you have available for your workshop, you may use more than a selection of guiding questions or allow for longer discussion time to facilitate more valuable exchange on the topic.
- Before and after every workshop, there are participant surveys to monitor participation and workshop quality. Links and QR-Codes to access the survey are found in the annex.
- After the workshop, complete and submit the documentation form to (...)

2 Research background

2.1 Integrity in sport

Integrity in sport is a fundamental concept for maintaining the values and credibility of sporting activities at local, national and international levels. In the specialized literature, integrity is associated with respecting the principles of fairness, transparency, responsibility and inclusion. Thus, sport is not only perceived as a competition of physical performance, but also as an educational and social space in which essential values are transmitted to society.

International organisations, such as UNESCO, the Council of Europe and the European Union, have highlighted the fact that the integrity of sport is threatened by phenomena such as doping, match-fixing, corruption, discrimination and violence. For example, the UNESCO Convention against Doping in Sport highlights that the use of prohibited substances affects not only the health of athletes but also the fairness of competitions, calling into question the ethics and credibility of

the entire sports system. Similarly, the Macolin Convention, adopted by the Council of Europe, draws attention to the dangers posed by the manipulation of sports results and the need for international cooperation to prevent and sanction such practices. In the European context, the European Union Work Plans for Sport have consistently included integrity as a strategic priority, emphasising both the preventive dimension (education and training of athletes and coaches) and the sanctioning dimension (penalisation of breaches of ethical norms and regulations). Therefore, the integrity of sport cannot be viewed in isolation, but as a complex framework of policies, institutional mechanisms and individual behaviours that, together, contribute to protecting the fairness and fundamental values of sport.

From a sociological perspective, integrity is reflected in the relationships between the actors involved in sports: athletes, coaches, referees, managers, federation representatives, parents and spectators. Each category has a distinct role in promoting or, on the contrary, affecting integrity. Athletes must respect the rules of the game and avoid any form of fraud; coaches have the responsibility to transmit ethical values; referees must ensure the fairness of competitions; and sports institutions must provide the normative and procedural framework that prevents abuse and discrimination. At the same time, parents and the community have an essential role in supporting education for fair play and in protecting children and young people involved in sports activities.

Another important aspect is the economic dimension of sport. The globalization of the sports market and excessive commercialization have amplified the risks of corruption, manipulation of results and pressure on athletes. At the same time, the development of technology and digitalization have introduced new challenges, such as online sports betting and threats to the security of athletes' data. All this highlights the fact that integrity in sport must be analysed as a complex and multidimensional phenomenon, requiring interdisciplinary approaches and coherent policies.

2.2 Integrity in Sport in Moldova and Ukraine

As part of the Integrity Atlas Project, Moldova State University conducted a mixed-methods study exploring attitudes, knowledge and practices related to integrity in sport in the Republic of Moldova and Ukraine (Oceretnii et al., 2026). The study was conducted in 2026 and combined quantitative surveys with qualitative interviews and focus groups involving athletes, coaches and other key stakeholders, including sports federations, managers, referees, parents and institutional representatives. It also examined the extent to which integrity-related topics are addressed in higher education and coach education curricula. The study informed the development of the workshops in this manual by providing thematic focus points. Especially the highlighted common patterns and differences between the Republik of Moldova and Ukraine are a helpful resource for workshop facilitators.

The study shows that integrity is generally valued highly by athletes and coaches. For example, most respondents recognize the importance of fair play and strongly reject practices such as doping and competition manipulation. At the same time, the findings point to an important gap between general awareness and practical knowledge. Knowing that a behaviour is wrong does not necessarily mean knowing how to recognize a concrete integrity risk, how to respond to it, or where and how to report a concern.

This awareness-action gap is particularly visible in relation to competition manipulation and match-fixing. While most athletes and coaches understand that match-fixing is fundamentally incompatible with fair play, knowledge of specific manipulation mechanisms and reporting procedures is less consistent. The study also highlights that competition manipulation can involve not only athletes, but coaches, referees, officials and actors outside the field of play. Clear reporting channels and practical guidance are therefore essential components of effective integrity systems.

The findings on violence in sports reveal further challenges. Although violence is broadly rejected, coaches tend to be more accepting than athletes of the idea that aggression can be part of competitive sport. Athletes also assess the effectiveness of officials' intervention in situations involving violence more critically than coaches. This underlines the importance of prevention, early intervention and clear procedures for addressing inappropriate behaviour.

Safeguarding and the protection of minors emerge as particularly important areas for development. While sports stakeholders generally acknowledge their responsibility to provide children with a safe sporting environment, many lack specific safeguarding training and are not always familiar with reporting and referral procedures.

Good governance was established as a workshop chapter to react to specific findings of the study. Although a common understanding of values and required actions was often found among study participants, athletes repeatedly displayed low levels of trust in the enforcement of reporting practices and consequences to integrity violations in their organization. The workshops therefore aim to highlight the nature of good governance practices in organizations so that participants are encouraged to implement or demand them, according to their role.

In summary, the study consequently points towards a comprehensive approach combining practical education responsibilities, accessible and trusted reporting channels, safeguarding measures, independent oversight and consistent enforcement. Integrity should be understood not as a stand-alone topic, but as a cross-cutting competence that is embedded in everyday sporting practice and therefore a valuable component of coaches' education.

For facilitators, the key message from the study is that integrity education needs to move beyond awareness-raising by connecting it to competence to address the detected awareness-action gap.

Effective integrity education should equip participants not only to understand the principles of fair and safe sport, but also to recognize risks, make appropriate decisions, respond to challenging situations and encourage them to use established reporting mechanisms.

2.3 Summary of Workshop Themes and local implementations

This table highlights topics that are discussed in the corresponding workshops. All workshops aim to follow the research reports recommendations that were common for both participating countries. Along with education, the Integrity Atlas Project seeks to enable the exchange of best practices and the development of cooperation networks between all workshop facilitators and participants.

Core theme	Research elements to surface
Good Governance	Budget transparency; ethical codes; reporting; sanctions; participation; COI; institutional trust
Match-Fixing	Risk perception; betting approaches; rules; reporting; whistleblower protection; financial pressure; monitoring; sanctions
Violence	Physical/verbal/psychological violence; hate speech/online abuse; safety-security-service; risk assessment; de-escalation; supporting victims of violence
Safeguarding	Policies; role of safeguarding officer; environment checks; two-adults/open-door policies in supervision; child-friendly reporting; training; digital safety; parents

Based on the IA research at Moldova State University, workshop participants in both countries can benefit from a strengthening of foundational knowledge on the workshop topics through guided discussion and an exchange of best practices. Where values are established and individuals notice integrity concerns, the workshops aim to facilitate reporting by encouraging participants to act upon it. On one hand, identifying local support structures and on the other hand, creating a culture in which reporting concerns is trusted and received as a valued contribution towards promoting integrity.

The following country specific needs are ab orientation for workshop facilitators when preparing their workshop contents and selecting guiding questions for their exercises:

Country-specific needs derived from the research report:

Workshop Section	Moldova	Ukraine
All	Overall, the reporting of experience with the survey topics was lower, which could imply a lower level of awareness among individuals. The workshops can address this by emphasizing a common understanding of definitions and helping participants to identify integrity violations in their environment.	A present topic among particpants was a higher tolerance of integrity violations and lower trust in the efficacy of available reporting systems. Workshop components that emphasize reporting tools, transparency, and good governance in general respond to this finding.
Good Governance 1+2	Fostering trust and open dialogue across roles in organisations. Creating room to share uncertainties and finding a reporting channel.	Promoting ethical leadership roles for coaches. Best practice sharing and emphasizing the role of independent oversight bodies
Match Fixing 1+2	Increasing risk perception for match fixing. Equipping participants to encourage open dialogue about match fixing	Using simulation exercises to assess response ideas. Discussion of the athlete's role and responsibilities in response to match fixing offers.
Combatting Violence 1+2	Clarifying understanding of forms and resulting impact of violence Establishing or finding local reporting guidelines.	Promoting dialogue between perspectives and strengthening coach recognition of violence risks, aligning boundaries with athlete perception. Development of practical intervention skills.
Safeguarding Minors 1+2	Unifying safeguarding frameworks. Encouraging participants to detect gaps in coaching training and promoting safeguarding education.	Considering structures on the federation level and positioning to support compliance with existing safeguarding policy Enhancing whistleblower protection within organisations.

5.2 Workshop 1: Good Governance 1

Workshop 1 – Good governance

"Understanding good governance and making governance problems visible"

Recommended duration: 1,5-2 hours

Required Materials (may be found in the annex):

- Prints of Integrity Bingo, if it was chosen for them warm-up
- Board or flipchart and markers to collect responses
- Pens for participants
- Prints of the example case with space for participant notes
- Prints of worksheet GG1-1

Learning objectives

- **Explain** transparency, accountability, and fairness/inclusion.
- **Identify** conflicts of interest and opaque decisions
- **Prevent** weak reporting and unequal access.
- **Connect** institutional trust to governance quality

GG1.1 Welcome & expectations (15min)

Greet your participants, take a picture with the group in front of the visual identity (see Slide Template) and ask them to fill out the pre-participation survey. Next, you lead the group through the following welcome activities:

1 Integrity Bingo or alternative game

(See annex)

2 Introduction round

Every participant says their name, function, sport, and a related decision they make regularly.

You may ask in response:

“Who is affected by this decision?”

“Who has a say in this decision?”

“Who oversees the decision?

3 Expectations

You ask the participants:

“*What do you want to be able to do better after the workshop?*”

The answers are collected on the board to be revisited after the workshop. The purpose is that you will be able to evaluate the workshop together with the participants in the end.

You round up the beginning phase by presenting the learning goals to the participants.

GG1.2 Case introduction: The $20,000 decision (15min)

A club receives $20,000 for youth development. The criteria for spending it are not published. A board member proposes using part of the money for a programme involving the board member's nephew. The decision is not recorded. An athlete asks why the programme was selected and is told: "The board has decided. You need to trust us."

4 Activity

“*Read the case silently. Do not solve it yet. Write down the first three things that concern you.*”

5 Discussion

Ask these questions individually to all participants and discuss with them:

What is a fact?
What are your first concerns?
Who is affected?
Who has influence?

GG1.3 Case analysis (15min)

6 Small Group Task

"*In groups of 3-4, highlight words that signal a governance weakness. Then give each weakness a name*."

💡 **Tip:** You should resist the wish to explain the "correct" response immediately. The example answers are your back-up to guide participants through the materials, if they need some inspiration.

For orientation:

Good example answers:

The board says to simply **trust** --> No accountability

Spending criteria **not published** --> no transparency

Decision **not recorded** --> no accountability and transparency

Less useful example answers:

The **nephew** benefits --> discrimination (other children can benefit as well, even if the decision is unfair)

Youth development --> accountability (has nothing to do with accountability

7 Discussion

Can you understand the decision from the perspective of the board member?

Where is transparency missing?

Where accountability?

Where is the conflict of interest?

What would make the process fairer?

GG1.4 Understand and Implement good governance (25min)

8 Task in Groups of 2-3

Distribute the worksheet GG1-1 (annex)

"Redesign the case without changing the budget. Your solution must be transparent, participatory, fair and accountable. Keep in mind the measures we have just summarized."

9 Discussion

Use the flipchart and summarize the findings from the Group Task

What should be published
How can conflicts be avoided?
Who can challenge/appeal?
How are stakeholders informed?

Take-away messages
A policy that nobody knows is weak in practice.
Trust is an outcome of credible processes, not a substitute for them.
Governance is not only about leaders; it shapes everyday decisions.

GG1.5 Transfer (15min or homework)

10 Group work in groups of 2-3

This task may be considered a homework assignment.

"*Choose one decision in your organisation back home.*

Identify one transparency improvement, one participation improvement and one accountability mechanism that should be implemented in the decision-making process. Which weaknesses can be solved in this way?"

GG1.6 Conclusion (5min)

You revisit the noted expectations on the board.

Ask the participants what has been learned, what was interesting, what is not clear yet.

To conclude the activity, please ask your participants to answer the post-participation survey before they leave.

THANK YOU for hosting this workshop and collaborating in the Integrity Atlas Project!

5.3 Workshop 2: Good Governance 2

Workshop 2 – Good governance

"Apply governance principles to a complex decision"

Recommended duration: 1,5-2 hours

Required Materials (may be found in the annex):

- Prints of Integrity Bingo, if it was chosen for them warm-up
- Board or flipchart and markers to collect responses
- Pens for participants
- Prints of the example case with space for participant notes
- Prints of GG2 Role Play info cards for participants / name tags
- Visualization of power/dependence map

Learning objectives

- **Apply** good governance principles in sport-related situations
- **Analyse** how power and conflicts of interest influence decisions
- **Identify** weaknesses in decision-making processes and **propose** solutions
- **Develop** simple mechanisms to secure transparency and accountability
- **Encourage** reporting

GG2.1 Welcome & expectations (15min)

[skip this welcome-chapter if the workshop is done directly after workshop 1]

Greet your participants, take a picture with the group in front of the visual identity (see Slide Template) and ask them to fill out the pre-participation survey. Next, you lead the group through the following welcome activities:

1 Integrity Bingo or alternative game

(See annex)

2 Introduction round

Every participant says name, function, sport, a decision that he/she has to make regularly

You may ask in response:
"Who is affected by this decision?"
"Who has a say in this decision?"
"Who oversees the decision?"

3 Expectations

You ask the participants:
"*What do you want to be able to do better after the workshop?*"
The answers are collected on the board to be revisited after the workshop. The purpose is that you will be able to evaluate the workshop together with the participants in the end.

You round up the beginning phase by presenting the learning goals to the participants.

GG2.2 Case introduction: Selection Committee (20min)

4 Role play in groups of 6

"*You will now redesign a federation selection process with no written criteria, president influence and conflicted candidates*. *You have 15 minutes."*

Give each participant only their own role card. Participants should keep their private objective secret.

💡 **Tip** Encourage them to act from the perspective of their role rather than simply trying to "solve" the following case:

A federation must select five athletes for an international tournament. There are no published selection criteria. The president has strong influence. Two candidates train with the president. A non-selected athlete asks for reasons but receives only: "The committee knows what is best."

ROLE CARDS GG2.2 – print version in annex

Role	Private objective
President	Protect the federation's reputation and retain control over the decision.
Athlete Ales/Anna	Wants a transparent process and a chance to appeal.
Athlete Ben/Bella	Benefits from an informal relationship with the president.
Coach	Wants performance-based criteria but fears conflict with leadership.
Athlete representative	Wants athlete participation in future decisions.
Independent observer	Checks conflicts of interest and procedural fairness.

5 Discussion:

What happened?

Which re-designs were developed?

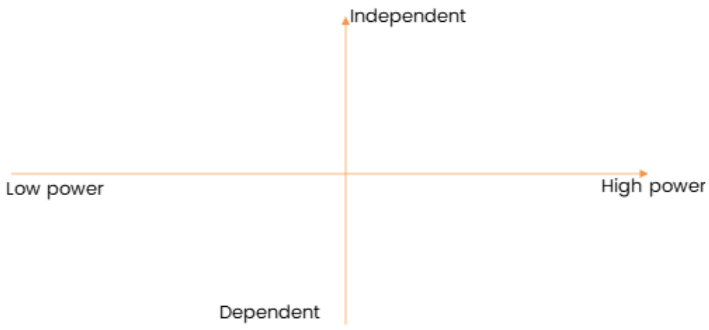
Who is now accountable?

Who participates?

Does this make the process fairer?

GG2.3 Follow-up case analysis (15min)

"Based on your experience in the role play, place the actors from the scenario on the power/dependence map. Do not decide who is good or bad; identify who can influence whom."



6 Guiding questions

Who controls resources?

Who controls selection?

Who depends on whom?

Who can challenge the decision?

GG2.4 Practice good governance (20min)

7 Group work in groups of 3-4

"*Based on everything we have learned and discussed so far, you have now another 15 minutes to design a selection/nomination system that an athlete who loses/is not nominated can still regard it as credible*."

Guiding questions

- What criteria are published?
- Who participates?
- Who must recuse themselves?
- How are reasons communicated?
- What is the appeal route?
- How do we prevent discrimination or unequal access?

Selected groups present their solutions and other groups add ideas to inform other groups.

💡 **Tip:** You should resist the wish to explain the "correct" response immediately. The example answers are your back-up to guide participants through the materials, if they need some inspiration.

<u>Good example answers:</u>

-Nomination criteria published at the beginning of the training (day 1)

-Multiple coaches/training staff make the decision

-Appeal route to independent advisor/stakeholder/unit

<u>Bad example answers:</u>

-Nomination criteria published (but no specification when)

-Board participation in nomination process

-Appeal route to Board

GG2.5 Transfer (10min)

8 Groups of two

"*You have five minutes to explain the new system to a team of coaches in your home club. What would you say*"

Guiding questions

- What is the single most important message?
- What will coaches ask?
- How will you answer concerns about independence?

GG2.6 Conclusion (5min)

You revisit the noted expectations on the board. Ask the participants what has been learned, what was interesting, what is not clear yet.

To conclude the activity, please ask your participants to answer the post-participation survey before they leave.

THANK YOU for hosting this workshop and collaborating in the Integrity Atlas Project!

5.4 Workshop 3: Match-Fixing 1

Workshop 3 – Match-fixing

"Understand competition manipulation, pressure and appropriate reporting"

Recommended duration: 1,5-2 hours

Required Materials (may be found in the annex):

- Board or flipchart and markers to collect responses
- Prints of Integrity Bingo, if it was chosen for them warm-up
- Pens for participants
- Prints of the example case with space for participant notes
- Prints of worksheet MF3.4

Learning objectives

- **Apply** good governance principles in sport-related situations
- **Analyse** how power and conflicts of interest influence decisions
- **Identify** weaknesses in decision-making processes and **propose** solutions
- **Develop** simple mechanisms to secure transparency and accountability
- **Encourage** reporting

MF3.1 Welcome & expectations (15min)

Greet your participants, take a picture with the group in front of the visual identity (see Slide Template) and ask them to fill out the pre-participation survey. Next, you lead the group through the following welcome activities:

1 Integrity Bingo

(See annex)

2 Introduction round

Every participant says name, function, sport, a decision that he/she has to make regularly

You may ask in response:

"*Who is affected by this decision?*"
"Where is the link to match fixing? Is there one?"
"Considering reporting: Who oversees the decision? Is there someone?"

3 Expectations

You ask the participants:

"*What do you want to be able to do better after the workshop?*"

The answers are collected on the board to be revisited after the workshop. The purpose is that you will be able to evaluate the workshop together with the participants in the end.

You round up the beginning phase by presenting the learning goals to the participants.

MF3.2 Case introduction: Just for one moment (15min)

An athlete is approached before a match: "You do not have to lose. Just make sure there is a specific situation (e.g. foul, yellow card) in the first 15 minutes." €2,000 is offered. The athlete messages you about the incident.

4 Individual task

"*Imagine this message arrives on your phone. Circle the first red flag you notice*."

Discussion:

Consider the following questions with all participants:

What is being requested?
Does manipulation require losing?
What role could betting play?
What financial pressures (also outside the sport context) could make this tempting for the athlete?

Guiding questions:

What exactly is the person asking the athlete to do? (Anything can be manipulated)
Why is the timing of "the first 15 minutes" important? (Betting value)
Is this still match-fixing if the athlete intends to play normally for the rest of the match? (Yes)
Why might €2,000 make the approach tempting? (financial vulnerability)
What makes this different from an ordinary offer or sponsorship?
The athlete tells a teammate or you about the offer. Is that enough reporting?

Use 5 mins at the end to discuss the solutions the groups came up with.

Take-away message
"You do not have to lose to manipulate a competition. If someone asks you to deliberately influence a specific part of a match, that can be competition manipulation."

MF3.3 Risk perception (20min)

5 Group Task in Groups of 3-4

You divide participants into small groups.

Give each group a set of situation cards (Annex: Risk perception)

"Rank the situations from low to high integrity risk. Be ready to explain your ranking. You have 15mins."

The objective is **not** to find one perfect ranking.
The objective is to discuss:

- what creates risk;
- what information is missing;
- what pressures may be present;
- what should happen next.

Situation A

- An athlete receives a direct message:
- "Make sure you receive a yellow card in the first half. You will be paid."

Situation B

- A friend says: "I know someone who would pay you if you could influence one small event."

Situation C

- An athlete notices unusual betting activity connected to a competition but has no further information.

Situation D

- An athlete has significant financial debt and is contacted by someone offering money for a specific action.

Situation E

- A teammate says: "Everyone knows that sometimes players help people with bets. Don't make a big deal out of it."

Situation F

- An athlete is pressured by an intermediary who suggests that future opportunities may depend on cooperation.

Guiding Questions:

- "What exactly is the person asking the athlete to do?"
- "Is the request direct or indirect?"
- "Is money involved?
- "Is there pressure?"
- "Could there be a betting connection?"
- "Does the athlete need proof before raising a concern?"
- "What information is still unknown?"

⚠️ **Important:** Avoid teaching participants that they need to determine whether a situation is "definitely match-fixing". The relevant first question is:

"Is there enough of a concern that I should use the appropriate reporting or advice channel?"

MF3.4 What would you do? (20min or homework)

6 Small Group task in pairs

Participants practice the first response to a potential manipulation approach. Give each group the following situation:

"*A player tells you: 'Someone offered me money to create a specific situation during the match. I don't want to get involved, but I'm afraid that if I report it, people will find out that I was the one speaking up*.

Develop a response. You have 10mins."

7 Discussion

Listen to the responses the participants came up with and discuss them. Use the orientation below.

What should happen first?

Possible answers: take the concern seriously; listen; remain calm; clarify the immediate concern without investigating; avoid accusations.

What should NOT happen?

Avoid: confronting the suspected person; spreading rumours; investigating independently; promising absolute secrecy; demanding proof before taking the concern seriously.

What information may be relevant?

For example: what was said; when the approach happened; how the approach was made; what was offered; who was involved; messages or other relevant information that already exists.

The objective is factual information, not speculation.

Who handles the next step?

This depends on the organisation.

Possible mechanisms include: integrity officer; designated reporting channel; federation integrity function; confidential reporting line; other defined internal or external mechanism.

At the end of the discussion, read the following out loud:

"*Your role is not to prove the case. Your role is to recognize the concern, handle information responsibly and make sure it reaches the appropriate person or mechanism. For this, you can use the IDEA-Method, which I will introduce to you now.*."

MF3.5 Reporting ladder (10min)

When a match-fixing concern is given, it makes sense to apply the IDEA-Method. Explain the IDEA-Method to participants:

- **I**dentify: Recognize that something might be wrong, unusual behaviour, you got a tip or complaint
- **D**ocument: Gather (only) objective indications: Check data, review footage, compare the situation with any known match-fixing indicators
- **E**valuate: Assess the seriousness and risk level of the situation: Weigh evidence, analyze possible explanations. Decide if the situation needs action
- **A**ct: Take appropriate measures based on the evaluation. This can involve documenting the incident, escalating or reporting to integrity units or triggering other formal procedures (like going to the Police or excluding someone from the training/club)

Ask the participants if they have understood the method. Let them explain its components to each other in their own words if possible and correct if something is wrong.

MF3.6 Conclusion (5min)

You revisit the noted expectations on the board.

Ask the participants what has been learned, what was interesting, what is not clear yet.

To conclude the activity, please ask your participants to answer the post-participation survey before they leave.

THANK YOU for hosting this workshop and collaborating in the Integrity Atlas Project!

3.5 Workshop 4: Match-Fixing 2

Workshop 4 – Match-fixing

"Practice response and design an integrity system"

Recommended duration: 1,5-2 hours

Required materials (may be found in the annex):

- Board or flipchart and markers to collect responses
- Prints of Integrity Bingo, if it was chosen for them warm-up
- Pens for participants

Learning objectives

- **Respond** appropriately to a match-fixing concern
- **Discuss** what the coach should and should not do
- **Recognize** pressure factors for athletes
- **Understand** when and to whom a matter should be referred
- **Explain** the role of an integrity officer
- **Identify** measures for prevention, monitoring, reporting and whistleblower protection

MF4.1 Welcome & expectations (15min)

[skip this welcome-chapter if the workshop is done directly after workshop 3]

Greet your participants, take a picture with the group in front of the visual identity (see Slide Template) and ask them to fill out the pre-participation survey. Next, you lead the group through the following welcome activities:

1 Integrity Bingo or alternative game

(See annex)

2 Introduction round

Every participant says name, function, sport, a decision that he/she has to make regularly

You may ask in response:

"*Who is affected by this decision?*"
"Where is the link to match fixing? Is there one?"
"Considering reporting: Who oversees the decision? Is there someone?"

3 Expectations

You ask the participants:

"*What do you want to be able to do better after the workshop?*"

The answers are collected on the board to be revisited after the workshop. The purpose is that you will be able to evaluate the workshop together with the participants in the end.

You round up the beginning phase by presenting the learning goals to the participants.

MF4.2 Case introduction: The betting incident (15min)

Stage 1: A coach notices that a player is unusually nervous.

Stage 2: The coach learns that the player has contacted someone connected to betting.

Stage 3: The player says: "I was asked to create a specific situation."

Stage 4: The player asks the coach not to tell anyone because they fear retaliation.

💡 **Tip:** You should resist the wish to explain the "correct" response immediately. The learning comes from asking: What changes when the information changes.

4 Discussion

Guide the participants step-by-step using the information below and analyze together

Stage 1

Only read the stage 1 part of the case.

"You receive only this information. Do not imagine facts that you do not have.
"What do you know?"
Expected answer: the player is nervous

"What do you not know?"
Expected answer: why, what happened, if there is an integrity issue

"What should the coach avoid? "
Expected answer: accusations, rumours, confrontation, assumption

⚠ **Attention:** An unusual behaviour is a reason to pay attention, not proof of manipulation. Clarify this if necessary!

Stage 2

Now read stage 2: *"The coach learns that the player contacted someone connected to betting."*

"What changes?"
Expected answer: concern has become more specific

Guiding questions

What is now known?
What is still unknown?
Where did the information come from?
Does the coach need to assess whether it is true?
Who is responsible for integrity assessment?

Stage 3

Now read stage 3: *"The player says: I was asked to create a specific situation."*

"What has changed now?"
Expected answer: information now directly connected to potential manipulation attempt

Guiding questions

What did the player actually say?
What should be recorded?
What should not be added as interpretation?
Who needs to receive the information?
Should the coach investigate who made the approach?

Rather say:
“The player stated that they were asked to create a specific situation.”

than:

“The player was definitely approached by a criminal betting syndicate.”

Take-away message
Record what was observed or reported, not what you assume happened.

Stage 4

Now read stage 4: *“The player says: I was asked to create a specific situation.”*

This adds pressure and protection.

“Does the player's fear change what the coach should do?”
The fear should not simply cause the concern to disappear.
Instead, the coach should consider:

- the player's immediate safety;
- confidentiality;
- appropriate reporting;
- protection against retaliation;
- who is competent to manage the case.

“What should the coach promise?”
Do not promise anonymity or legal protection unless the actual system provides it.

MF4.3 Applying the IDEA Method (15 min)

Participants should now apply the IDEA Method to a potential match-fixing case and identify appropriate next steps, including reporting, escalation and protection.

Remind participants of the IDEA Method introduced in Workshop 3:

5 Group task in groups of 3-4

Ask participants to work in small groups. Read out the following task

"In Workshop 3, we introduced the IDEA Method. Now, we will apply it to a practical situation. Remember: applying IDEA does not mean that you have to prove match-fixing. Your role is to

recognise concerns, document what you know, consider immediate risks and take appropriate action within your responsibilities."

Give them the following scenario:

"You are the coach from the betting incident. A player has told you that someone asked them to create a specific situation during a match. The player is afraid of retaliation and asks you not to tell anyone."

Ask each group to work through the four steps of IDEA.

I – Identify

- What exactly is the integrity concern?
- What do you know, and what remains unknown?

D – Document

- What information should be recorded?
- How would you distinguish the player's statement from your own observations?
- What assumptions must be avoided?

E – Evaluate

- What immediate risks or protection needs should be considered?
- Does the concern require prompt escalation?
- Who is responsible for formally assessing the information?

A – Act

- What should the coach do next?
- Who should receive the report?
- What if the player fears retaliation or the usual reporting contact is unavailable?

Ask groups to identify one concrete action for each step.

6 Discussion

Ask participants to share their answers. Focus especially on the transition from Evaluate to Act.

Use the following questions:

- Does the coach need to prove that match-fixing occurred before reporting?
- Does the player's fear change the need to respond?
- What should the coach do if there is no clear reporting procedure?
- What is the difference between reporting a concern and investigating?

Key message

"IDEA helps us structure our response to a potential integrity concern. We do not need to prove that match-fixing has occurred before raising a concern through the appropriate channel. Our responsibility is to respond appropriately, document objective information, consider immediate risks and ensure that the concern reaches the people responsible for assessing and managing it."

MF4.4 Design an Integrity System (25 min)

7 Group work in groups of 3–4

Ask the participants to stay in the same groups as during the previous task. Then read out the following task.

"Based on everything we have learned and practised so far, you now have 15 minutes to design an integrity system for your sport or organisation that enables people to report potential match-fixing approaches and ensures that concerns are handled appropriately.

Imagine that a player tells their coach they have been approached to manipulate a match. The player fears retaliation and is unsure whether they can trust the reporting process.

Your task is to design a system that shows the order of response steps, who is responsible and how the people involved are protected."

Guiding questions

- Where and how can a player or other person report a concern?
- Who receives the report, and who is responsible for assessing and managing it?
- What happens after a report is received?
- How do we ensure confidentiality and address the risk of retaliation?
- What happens if the person responsible for receiving reports is involved in the case or unavailable?
- How do we ensure that players, coaches and staff know the reporting procedures and trust the system?

Ask selected groups to present their solutions. Encourage other groups to add ideas and identify possible gaps to help everyone improve their systems.

Ask the presenting groups:

"*What would happen if the player did not trust the designated reporting contact?"*

"What is the weakest point in your system, and how could you address it?"

Good example answers

- A clearly designated integrity officer or independent reporting contact, with responsibilities communicated to all relevant stakeholders.
- Multiple reporting options, including an alternative route if the usual contact is unavailable or implicated.
- A clear procedure for recording, assessing, escalating and managing reports.
- Information shared only with those who need it for the appropriate handling of the case, in accordance with applicable rules and data protection requirements.
- A defined process for considering immediate safety concerns and risks of retaliation.
- Clear communication with the person reporting about the process and possible next steps, without promising outcomes or protections that cannot be guaranteed.
- Regular training and accessible information explaining how and where to report concerns.

Bad example answers

- "Report to the coach" as the only option, even if the coach may be involved in the case.
- "The board handles all reports" without defining responsibilities, independence or an alternative route if there is a conflict of interest.
- "All reports are anonymous" when the organisation cannot guarantee anonymity.
- "The player must provide proof before reporting."
- "The coach investigates the suspected person and decides whether match-fixing occurred."
- "The organisation protects everyone from retaliation" without specifying how risks are assessed and addressed.
- A reporting policy exists, but players and staff do not know where to find it or how to use it.

MF4.5 – Stress-test your integrity system (15 min)

8. Introduce the challenge

"*Your group has designed an integrity system. But would it still work in a difficult situation? Let's put it to the test.*"

Assign one scenario to each group:

- **Scenario A – Conflict of interest:** The person responsible for receiving reports is a close colleague of the person suspected of match-fixing.
- **Scenario B – Fear of retaliation:** The player wants help but refuses to make a formal report because they fear losing their place on the team.
- **Scenario C – No clear reporting route:** The coach wants to report the concern but does not know whom to contact.

Step 1: Test your system

Ask each group to reflect thoroughly:

- Would our system work in this situation?
- Where could it fail?
- What would we change?

Groups should identify one weakness and make at least one concrete improvement to their system.

Step 2: Share and improve

Invite groups to share the biggest weakness they identified and one improvement they made. Allow other groups to contribute additional ideas.

Key message

An integrity system must work not only in ideal circumstances, but also when people are under pressure, afraid to speak up or unsure whom to trust.

MF4.6 – Conclusion (5 min)

You revisit the noted expectations on the board.

Ask the participants what has been learned, what was interesting, what is not clear yet.

To conclude the activity, please ask your participants to answer the post-participation survey before they leave.

THANK YOU for hosting this workshop and collaborating in the Integrity Atlas Project!

5.6 Workshop 5: Combatting Violence 1

Workshop 5 – Combatting Violence

"Recognise violence and build preventive match safety"

Recommended duration: 1,5-2 hours

Required Materials (may be found in the annex):

- Board or flipchart and markers to collect responses
- Prints of Integrity Bingo, if it was chosen for them warm-up
- Pens for participants
- Prints of the example case with space for participant notes
- worksheet CV5.5 Match risk assessment

Learning objectives

- **Explain** and **recognize** violence and transgressive behavior in sport
- **Distinguish** between acceptable behavior, context-dependent behavior and transgressive behavior
- **Recognize** contemporary challenges: discrimination and online abuse
- **Understand** the Safety–Security–Service approach
- **Use** basic de-escalation techniques
- **Think ahead:** How to prevent? What measures can be introduced?

CV5.1 Welcome & expectations (20min)

Greet your participants, take a picture with the group in front of the visual identity (see Slide Template) and ask them to fill out the pre-participation survey. Next, you lead the group through the following welcome activities:

1 Integrity Bingo or alternative game (See annex)

2 Introduction round

Every participant says their name, function, sport, and one situation involving conflict, tension or aggression that they have witnessed or handled in the sport context.

⚠️ No personal stories must be shared, participants can also share observation or cases from the media etc. !

3 Expectations

You ask the participants:

"*What do you want to be able to do better after the workshop?*"

The answers are collected on the board to be revisited after the workshop. The purpose is that you will be able to evaluate the workshop together with the participants in the end.

You round up the beginning phase by presenting the learning goals to the participants.

CV5.2 Definitions: What do we mean by violence? (15min)

Trigger warning: **Please read this warning to everyone**!

"This workshop deals with violence, harassment and abuse in sport. Examples include verbal abuse, threats, discriminatory language and physical aggression, and may touch on personal experiences. No one is required to share personal experiences. You can use hypothetical examples instead of own stories or simply decline to contribute. If you do not feel comfortable, you may interrupt and leave the workshop at any time without explanation."

💡 **Tip:** Before working on cases, we try to align the group on shared language. Terminology confusion is one of the most common barriers identified across European sports organisations: words like "harassment" and "abuse" are often understood as sexual behaviour only, and "safe sport" is sometimes confused with the physical safety of the sport itself, rather than the safety of the people in it.

4 Common Understanding

You ask the participants what their understanding of the term "violence" is, possible sources and contexts where it is relevant in sports. Remind them that the goal is not to receive perfect explanations but to begin with the topic together. Collect ideas on the board.

<u>Mini lecture</u>

After collecting the participants input, you present the following information to supplement what has been said before and to unify the understanding in the group.

Violence

Is the "intentional use of force or power, threatened or actual, against oneself, another person, a group or a community, that results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment or deprivation" (WHO)

This definition is broad. It is not only physical, and it does not need an intention to cause damage, only an intentional act by definition.

Further specified, **interpersonal violence** describes violence directed at other people by one person or a small group. It may happen in person or online, be carried out by different types of perpetrators, and take many forms

Violence can be a **contact act or a non-contact act** (e.g. exposure to a threat or exclusion from a resource),

- **verbal or non-verbal**,
- and observable (e.g. physical fight) or not observable (e.g. exclusion from a group chat, subtle sabotage).
- one-on-one or in groups, and both amongst peers (athlete–athlete, official–official) and across roles and contexts (coach–athlete, senior–junior, board–staff).

Outcomes of experiencing violence can develop in different forms or levels. Examples include

Physical: Injuries, Illnesses

Psychological: Distress, Traumatization

Behavioral: Decreased willingness to speak up, substance abuse, inaction

Organizational: Loss of players/sponsors/fans, reputational damage, reduced credibility

Take-away message
Interpersonal violence can occur during any interaction of people in the sport settings. It is therefore the responsibility of every athlete, coach, official or otherwise involved person to contribute to an environment that does not tolerate violence and react according to their role.

Responses and support after incidences of violence act on each of the described levels (examples range from treatment of injuries on the physical level to adequate reporting and sanctioning mechanisms on the organizational level.)

In the context of sports, the physicality of many disciplines creates room for the misinterpretation of violence as part of the game. In the judgement, it is important to consider the rules of the specific sport and the specific situation in which questionable behavior occurred.

CV5.3 Right or wrong (15min)

5 Activity

Create a physical line, e.g. on the flipchart: Left is NOT OKAY, Right is OKAY

You read the following statements one at a time to the group. The participants have to position themselves on the line how they perceive the statement.

"Stand where you think the statement belongs. Then find someone standing somewhere else and explain why you placed it there."

Guiding questions

What do you consider harmful in this statement?
Where are the boundaries/the tipping point?
What information would change your opinion?

Statements/Situations to be read out

- *"Your performance today was poor."*
- A coach is shouting instructions during play
- An athlete sends racist and threatening messages to a teammate via social media
- *"If you make that mistake again, you will regret it."*
- *"You are useless; everyone can see it."*
- *A referee speaks to a player more harshly than to others after he fouled repeatedly*
- *A player is targeted online with threats after a match.*
- *A supporter uses discriminatory slurs toward a group.*
- An athlete does a rule-conforming tackle which causes their opponent to fall and hit the ground hard
- *A board member asks an athlete to keep a conversation confidential because "the clubs reputation is at stake"*

CV5.4 Multiple perspectives (15min)

6 Discussion

You lead the participants through the following questions. The aim is to use the examples from the previous exercises and find common patterns and perspectives that help participants to judge the risk of violence in a situation.

Question	Possible answers
"What makes a statement more harmful?"	Humiliation; threat; repetition; discrimination; power imbalance; audience; age of the target; online amplification; previous incidents; vulnerability of the person targeted.
"Would the same words have the same impact if they came from a teammate, a coach, a referee or a club president?"	Power relations and hierarchies play a significant role in affecting the context
"Does one incident have the same effect as repeated behaviour?"	Repeated behaviour can change the context and impact
"What changes if the target is a minor?"	Additional vulnerability; Power imbalance; Stronger safeguarding obligations; Need for appropriate referral/support
"What changes when the behaviour takes place online?"	Wider audience; Permanence; Speed of dissemination; Anonymity; Repeated exposure; Difficulty escaping the environment.

Take-away message

Combatting violence is not only about reacting when violence occurs. It starts with identifying risks and evaluating common situations. The previous help to create conditions that reduce the likelihood and impact of incidents.

CV5.5 Match risk assessment (20min)

The previous exercise discussed violence on a smaller scale level between two people or in a small group. Zooming out, we can also discuss it on an organizational and event-based level.

Your club is organising a derby with approximately 8,000 spectators. Alcohol will be available. Kick-off is scheduled for the evening. Previous matches between the teams have involved incidents. Online threats have appeared during the build-up to the match.

7 Small Group Task:

In preparation for the task, you distribute printed sheets of the case example to the participants and read the case and instructions out loud.

Divide the participants into groups of 3-4 and distribute the worksheet CV5.5.

"*You have to prepare a match safety plan. For each risk, identify evidence, a preventive action and the person or organisation responsible.*"

8 Small Group presentation

Groups now present their ideas. You may use the following guiding questions in the discussion.

"What changes the risk level?

Expected answers: Rivalry/derby; crowd profile; alcohol availability; kick-off time; online threats; previous incidents; medical/police coordination

What preventive measures could be added?"

Expected answers: staffing; communication; access management; segregation where appropriate; steward briefing; coordination; medical preparedness; monitoring online threats.

"Who needs to coordinate?"

Expected answers: club; venue; stewards; police; medical services; competition organiser; local authorities; relevant supporter liaison structures.

"What happens if something occurs?"

"What happens afterwards?"

CV5.6 Transfer (15min)

9 Group Task

Participants work in pairs. You read the following instruction to them:

"Choose: one upcoming match or event in your home organisation. To consider how violence prevention can work for this event, come up with realistic examples for the following points and wherever possible a person that can be responsible for the implementation of that point.

- *A component of the event where you have a safety concern*
- *A resource that informs or helps event participants if they have a concern about violence*
- *one service that creates a positive and respectful environment*
- *A tool that helps to review the safety concept afterwards"*

Ask participants to present their answers and ideas. Collect them and let the participants comment or reflect on each other's ideas.

CV5.7 Conclusion (5min)

10 Discussion

You revisit the results of the workshop with all participants.

Ask the participants what has been learned, what was interesting, what is not clear yet.

If you do not plan to conduct workshop 6 (Part II on combatting violence) with the same group of participants, you may now distribute Handout CV6.8.

To conclude the activity, please ask your participants to answer the post-participation survey before they leave.

THANK YOU for hosting this workshop and collaborating in the Integrity Atlas Project!

5.7 Workshop 6: Combatting Violence 2

Workshop 6 – Combatting Violence

"Respond to, document and support incidences of violence"

It is recommended to do this workshop with participants who have completed workshop 5 before. That way, a common understanding of important terms in the topic of violence is ensured.

Recommended duration: 1,5-2 hours

Required Materials:

- Board or flipchart and markers to collect responses
- Prints of Integrity Bingo, if it was chosen for them warm-up
- Pens for participants
- Prints of the example case with space for participant notes

Learning objectives

- **Respond** appropriately when violence or transgressive behaviour occurs
- **Distinguish** immediate safety action from later reporting
- **Practise** how to document an incident objectively
- **Identify** appropriate support for people affected by violence
- **Understand** when and to whom an incident should be referred
- **Recognize** the limits of the coach's or staff member's role
- **Apply** a simple response pathway to realistic sport situations

CV6.1 Welcome & expectations (20min)

[skip this welcome-chapter if the workshop is done directly after workshop 5]

Greet your participants, take a picture with the group in front of the visual identity (see Slide Template) and ask them to fill out the pre-participation survey. Next, you lead the group through the following welcome activities:

1 Integrity Bingo or alternative game (See annex)

2 Introduction round

Every participant says name, function, sport, and one situation in which they might have to respond to conflict, aggression or inappropriate behaviour.

⚠️ No personal victimization stories at this stage!

3 Expectations

You ask the participants:

"*What do you want to be able to do better after the workshop?*"

The answers are collected on the board to be revisited after the workshop. That way, participants and the facilitator can evaluate in the end if the training fulfilled its purpose.

You round up the beginning phase by presenting the learning goals to the participants.

CV6.2 Case introduction: After the final whistle (15min)

Trigger warning: **Please read this warning to everyone**!

"This workshop deals with violence, harassment and abuse in sport. Examples include verbal abuse, threats, discriminatory language and physical aggression, and may touch on personal experiences. No one is required to share personal experiences. You can use hypothetical examples instead of their own story. If you do not feel comfortable, you may interrupt and leave the workshop at any time without explanation."

💡 **Tip:** Before working on cases, try to align the group on shared language. Terminology confusion is one of the most common barriers identified across European sports organisations.

Present the case

Remind your participants of the previous trigger warning and content sensitivity. Then you present the case to them by reading it out loud.

> After a tense tennis match, the two opponents begin arguing near the changing rooms. One athlete pushes the other. A coach intervenes promptly and separates them. Several teammates have seen what happened but do not react. The athlete who was pushed is visibly bruised, upset and says: 'Please don't make this a big issue. I just want to go home.'

"Read the case silently. Write down the first three things you think the coach should consider."

After the participants had a few minutes to take notes, you guide them through a discussion of their ideas.

4 Discussion

What is happening?
What do we know?
What do we not know?
What needs to happen immediately?
What should happen afterwards?
What should the coach avoid doing?

💡 **Tip:** You should resist the wish to explain the “correct” response immediately. The example answers are your back-up to guide participants through the materials, if they need some inspiration.

Expected answers may include:

- immediate safety, separating the people involved
- checking whether anyone is injured or needs medical attention
- remaining calm, avoiding accusations or unnecessary confrontation
- identifying who needs to be informed
- documenting relevant facts afterwards

CV6.3 Immediate response: De-Escalation (15min)

5 Discussion

"*In the previous example the coach was able to separate the developing fight. But intervening takes courage and depending on the situation may not be safe for a bystander. Can you think of alternatives through which the bystanding teammates could have stopped the argument without getting involved physically?*

You collect responses to the previous question.

6 Mini Lecture

To supplement group ideas that were shared, familiarize the participants with the following options for de-escalation.

DIRECT intervention: stepping in and confronting the aggressor. Most direct if possible to do it safely.

DISTRACTION: If one cannot address the situation directly, they could cause diffusion that breaks up the situation. For example, by asking one involved person to borrow something from them or

as a group "accidentally" having to pass the area where a conflict is at risk to escalate. Think of any strategy that could provide the players with an "exit" to the situation.

DELEGATE: If one cannot think of something to do themselves, they can try to find someone else that can

DELAY: If it is not safe to cause intervention in any way, one can contact the involved individuals and offer support after the situation has calmed down.

Optional: If there is sufficient time in your workshop setting, you can practice different deescalation methods with the Role-Play exercise in annex CV6.3

Take-away message
Safety comes first and a first responder should not endanger themselves while trying to de-escalate. The first response aims to stop the immediate risk by using one of the three D´s. A delayed check-in is always better than not having done anything.

CV6.4 Decision-making after an incident (15min)

After an incident has occurred and the immediate situation is under control, coaches and officials often have to make several decisions: Who needs to be informed? What information is relevant? What support is needed? Does the incident need to be reported immediately? What should happen before the next training session or match?

7 Small Group Task

Participants work in groups of 3-4. Each group receives a scenario from the annex and answer the questions.

Group work

1. What needs to happen immediately after the incident?
2. Who needs to know about the incident?
3. What information should be documented?
4. What support might the affected person need?
5. Does the incident need to be referred or reported? If so, to whom?
6. What should happen afterwards (in the long-term) , how can organisations learn from incidents?

The groups present their decisions.

Key discussion points:

- Not every incident can be handled by the person who witnessed it.
- The affected person should be informed about possible next steps and available support.
- Information should be shared with the appropriate people rather than with everyone.
- Documentation should distinguish between what was directly observed and what was reported by others.
- Serious or repeated incidents may require escalation or referral.
- The responsibility for follow-up should be clear.

Take-away message
Stopping an incident is only the first step. An appropriate response also means deciding what needs to happen next, who needs to be involved, what should be documented, and how the affected person can be supported.

CV6.5 Document the incident (15min)

8 Reporting Sheet

Explain to the group:

"*Once the immediate situation is under control, accurate documentation becomes important. Documentation should describe what was observed or reported. It should not turn assumptions into facts*."

Display the following to the group:

"An athlete was violently attacked by a dangerous person."
with:

"At approximately 18:40, Athlete A pushed Athlete B near the entrance to the changing rooms. Athlete B fell to the floor. Coach C separated the athletes. Two teammates were present."

Ask the participants:
"*Which statement is easier to verify?"*
"Which statement contains assumptions?"

9 Handout or Practice Sheet

Give participants a copy of the incident documentation template CV6.5. They can use every-day situations to practice reporting on their own terms and keep the sheet in case the need it to document an instance of violence in the future.

10 Discussion

Discuss together with all participants:

"*What information is essential?"*
"What information should not be added?"
"Why is it important to separate observation from interpretation?"

CV6.6 Support and reporting pathway (15min)

11 Discussion

"After discussing de-escalation and documentation we will complete the steps that follow an incident"

You present the follwing response pathway to particpants and discuss each step with the guiding questions:

INCIDENT → **SAFETY → SUPPORT → DOCUMENT → REPORT → FOLLOW-UP**

Safety - "Is anyone still at risk?"

Support - "Who needs medical, emotional or practical support?"

Document - "What facts and statements need to be recorded?"

Report - "Who is responsible for receiving the report?"

Follow-up - "Who makes sure the matter does not simply disappear?"

Guiding questions

"Who should receive the information?"
"What if the person responsible for reporting is involved in the incident?"
"What if the affected person does not want to report?"
"What if the coach is unsure whether the behaviour meets the definition of violence?"
"What should the coach do if the situation becomes unsafe for themselves?"

The exact reporting route must be adapted to the organisation and country. Prompt participants to research the applicable routes or contact person for their role. It will prepare them and raise awareness to where steps of the response pathway can be improved.

CV6.7 Transfer (10min)

12 Task in pairs

"Team up in pairs of two and c*hoose one incident of violent behavior that could or did occur in your organisation*."

If there is time, complete the incident report form VC6.5. Otherwise, you direct participants to discuss the guiding questions and take notes.

Guiding questions

"Is the responsibility clear?"
"Would a new coach know what to do?"
"Could the affected person understand where to get help?"
"Where could the process fail?"

CV6.8 Conclusion (5min)

13 Discussion

You revisit the noted expectations on the board from the beginning of the workshop. Ask the participants what they learned, what was interesting, and what is not clear yet.

Handout

To conclude the workshop, you distribute the Handout CV6.8 to the participants and share the final take-away message.

To conclude the activity, please ask your participants to answer the post-participation survey before they leave.

THANK YOU for hosting this workshop and collaborating in the Integrity Atlas Project!

Take-away message
Responding to violence is not only about stopping the incident. A good response protects immediate safety, provides appropriate support, records relevant facts and connects the concern to the right reporting and follow-up process.

5.8 Workshop 7: Safeguarding Minors 1

Workshop 7 – Safeguarding Minors

"Understand risks in boundaries, supervision, digital conduct and travel"

Recommended duration: 1,5-2 hours

Required Materials (may be found in the annex):

- Board or flipchart and markers to collect responses
- Prints of Integrity Bingo, if it was chosen as the warm-up
- Pens for participants
- Prints of the example case with space for participant notes
- Prints of Table SM7.1

⚠️ Safeguarding is a sensitive topic that can be experienced as traumatizing and requires careful delivery. It is advised to contact the workshop designers or a local person trained in safeguarding to answer open questions before conducting this workshop.

Learning objectives

- **Explain** safeguarding in youth-sport contexts
- **Recognize** boundaries and (supervision) risks in youth-sports
- **Identify** how power relationships can threaten safeguarding
- **Explore** appropriate reporting opportunities minors can use
- **Discuss** and **understand** challenges: digital media, favoritism, and travel/accommodation situations

SM7.1 Welcome & expectations (20min)

Greet your participants, take a picture with the group in front of the visual identity (see Slide Template) and ask them to fill out the pre-participation survey. Next, you lead the group through the following welcome activities:

1 Integrity Bingo

or alternative game

(See annex)

DISCLAIMER TO BE READ ALOUD TO PARTICIPANTS:

"This workshop involves the discussion of sensitive topics. Examples concern safeguarding concerns relating to a minor, including private messaging, being driven alone by a coach and being invited to a coach's home. There is no graphic content. If you do not feel comfortable, you may take a break and leave the workshop at any time without explanation.

2 Introduction round

To introduce the topic, the you ask the participants what safeguarding means to them.

The aim is to use the participants input to establish an understanding for the

1. Term Safeguarding
2. The Relevance of the Topic
3. The consequences of lacking safeguarding measures
4. Shared responsibilities of every agent in sports to facilitate safeguarding of minors

Consider the guide **SM7.1** in the annex that contains some safeguarding facts for this step and share the main points to round up the input from the participants.

3 Expectations

You ask the participants:

"*What do you want to be able to do better after the workshop?*"

The answers are collected on the board to be revisited after the workshop. The purpose is that you will be able to evaluate the workshop together with the participants in the end.

You round up the beginning phase by presenting the learning goals to the participants.

SM7.2 Case introduction: The Youth Academy (10min)

A 15-year-old athlete in a youth academy receives late-night messages from a coach. The coach also drives the athlete alone to competitions and has invited the athlete to the coach's home. The coach tells the athlete: "You are my favourite athlete." The academy has no clear safeguarding rules.

You remind the participants of the following objective: "*We are not asking whether abuse has already happened. We are asking where in the example we can see safety risks and why the matter*."

4 Discussion

Ask your participant to highlight words in the scenario that indicate safeguarding concerns. When participants answer, collect the areas that these risks pertain to on the boards (examples include boundaries, supervision, digital conduct, travel, health, transparency, roles)
-> This demonstrates once again that safeguarding matters in many areas

SM7.3 Safe or Unsafe (15min)

5 Activity

Identify two walls of the room to represent: "SAFE", "DEPENDS", "UNSAFE"

You will read one example of the following statements to the participants. And ask them to position themselves between "safe" and "unsafe" to represent their judgement of the described situation.

- A coach chats with a 15-year-old through a private messaging account.
- Athletes are left unsupervised on the training grounds after practice hours
- A coach drives one young athlete alone to a competition.
- Pictures or video material of athletes is recorded during practice
- An athlete decides themselves to keep playing although they are in pain because they are afraid to let the team down
- A coach says: "You are the worst athlete on this team"
- A coach gives an athlete additional attention because they are talented.
- A coach needs to communicate urgently with an athlete outside training hours.

After every statement, you ask a few participants to explain their positioning or possible uncertainties. Consider the guiding questions for their elaboration. Repeat with two to four more statements, depending on the time you have

Guiding questions:
What is the boundary concern?

Could the situation be observed or explained to another adult?
Is secrecy involved?
What would an open-door/two-adults approach change?
How is the situation organised, supervised and made transparent?

Important: Participants often wish to have more case information. Remind them to stay with what is known from the example for this exercise.

6 Discussion after the activity

After four to five rounds, you discuss the following question with the group:

"*What factors improve the safety of a minor in the described situations?*"

💡 **Tip:** You should resist the wish to explain the "correct" response immediately. The example answers are your back-up to guide participants through the materials, if they need some inspiration.

Expected answers include:

- transparency;
- another adult present;
- clear rules;
- documented communication;
- appropriate channels;
- parental information;
- organisational oversight;
- consistent treatment of athletes.

Take-away message
A safeguarding concern does not require proof of abuse. Prevention starts by identifying situations where boundaries, power or supervision create avoidable risk. Every situation is unique and usually context-dependent

SM7.4 Safe Environment Check (15min)

"*Now imagine that the youth academy from the scenario has asked you to conduct a safeguarding check before any incident occurs.*

Your task is not to write a perfect policy. Your task is to identify a priority in things that can be improved in our case example"

7 Task in Pairs

Ask the group to divide into pairs. Distribute Handout SM7.1 and let them choose the three most important gaps from the table.

"*Use the table to identify what you think is missing in our case example and brainstorm what can be done about it"*

Give participants some time to work in pairs and then have them share their selection and example in the plenum with all others.

You do not need to discuss digital communication in detail here, since it is part of the next exercise. Instead, give room to the other topics.

Guiding questions:

Safeguarding officer

Is someone clearly responsible?

Do athletes know who this person is?

Can the person act independently where necessary?

Background / integrity checks

Are checks required?

Do they cover volunteers as well as paid staff?

Are checks repeated where applicable?

Training

Who receives safeguarding training?

Are coaches included?

Are volunteers included?

Is training repeated?

Supervision of Minors

How many supervisors are there for how many children?

In which areas do children need to be supervised and where not?

How are travel and changing-room contexts handled?

Child-friendly reporting

Could a 15-year-old understand the reporting route?

Is it visible?

Is there an alternative if the concern involves the coach?

Digital communication

Which channels are permitted?

Are communications transparent?

Are private accounts discouraged or prohibited according to policy?

Photo / video

Who may take photographs?

What are the consent and storage arrangements?

Are there clear rules for publication and sharing?

Travel / accommodation

Who supervises?

How are rooms allocated?

What happens if an adult and young athlete are unexpectedly alone?

Parent / minor briefing

Are expectations explained before participation?

Do young athletes know what is appropriate?

Do parents know the communication and reporting arrangements?

SM7.5 Digital safety (15min)

8 Small Group Task

You return to the case example and divide participants into groups of 3-4. Participants are now asked to come up with communication rules that cover the topics of the table below.

(Examples are for your help to promote engagement)

"Imagine the academy wants to keep communication with young athletes professional and transparent. Your task is to redesign the communication practice and discuss what is required to achieve the goal."

Topic	**Question for participants**	**Examples (if required to spark discussion)**
Channels	Which communication channels should be used?	official club account; team/group communication; documented club platform; communication is visible to another responsible adult.
Transparency	What should be visible to another responsible adult?	relevant messages; organizational purpose; scheduling information; changes to arrangements.
Boundaries	What should not happen privately or secretly?	secret accounts; disappearing messages for organizational communication; inappropriate late-night communication; deliberately hidden conversations; unnecessary private contact.

Task Description

Each group writes three practical digital communication rules.

Example format:

We use: _____
We avoid: _____
We document / make transparent: _____

Take-away message
The objective is not to prevent all communication with young athletes. It is to make necessary communication appropriate, transparent and defensible.

SM7.6 Transfer (5-10min)

Now you will ask the participants to consider their role in sport and look for possible improvements in safeguarding

9 Individual task:

"*Identify one safeguarding gap you believe may exist in your organization. Complete the following questions:"*

Our safeguarding gap: _____

Why it matters: _____

One practical action: _____

Who should act: _____

By when: _____

SM7.7 Conclusion (5min)

10 Discussion

You revisit the noted expectations on the board from the beginning of the workshop. Ask the participants what they learned, what was interesting, what is not clear yet.

You can conclude the workshop by reading this Take-away message to the participants and distributing the guide **SM7.1** for participants:

Take-away message
Safeguarding starts before an incident!
Clear boundaries, appropriate supervision, transparent communication, accessible reporting and trained responsible adults are examples that reduce risk and make it easier to act when concerns arise.
Prevention does not include investigating on who did what. Its role is to help create a safe environment and knowing where responsibility lies.

To conclude the activity, please ask your participants to answer the post-participation survey before they leave. **THANK YOU** for hosting this workshop and collaborating in the Integrity Atlas Project!

5.9 Workshop 8: Safeguarding Minors 2

Workshop 8 – Safeguarding Minors

"Respond appropriately to a concern in a child-friendly pathway"

Note: This workshop is built on Workshop 7 and it is advised to do Workshop 7 first.

Recommended duration: 1,5-2 hours

Required Materials (may be found in the annex):

- Board or flipchart and markers to collect responses
- Prints of Integrity Bingo, if it was chosen as the warm-up
- Pens for participants
- Prints of the example case with space for participant notes
- Several sets of the 14 Printed Do/Don`t cards

⚠️ Safeguarding is a sensitive topic that can be experienced as traumatizing and requires careful delivery. It is advised to contact the workshop designers or a local person trained in safeguarding to answer open questions before conducting this workshop.

Learning objectives

- **Learn** to respond supportively to a disclosure
- **Distinguish** listening/supporting from investigating
- **Identify** any immediate safety concerns
- **Understand** the response pathway
- **Think ahead:** Are there barriers that prevent reporting and acting?

SM8.1 Welcome & expectations (20min)

[skip this welcome-chapter if the workshop is done directly after workshop 7]

Greet your participants, take a picture with the group in front of the visual identity (see Slide Template) and ask them to fill out the pre-participation survey. Next, you lead the group through the following welcome activities:

1 Integrity Bingo or alternative game

(See annex)

2 Introduction round

Every participant says name, function, sport, and names a quality that they wish to see in a person that responds to a safeguarding concern in sports.

3 Expectations

You ask the participants:

"*What do you want to be able to do better after the workshop?*"

The answers are collected on the board to be revisited after the workshop. That way, participants and the facilitator can evaluate in the end if the training fulfilled its purpose.

You round up the beginning phase by presenting the learning objectives to the participants.

Additionally, you remind the participants of the definition of safeguarding practices in sport:

" *Safeguarding minors in sports involves the policies, practices, and mechanisms designed to ensure the safety, well-being, and rights of children and adolescents involved in sports*"

SM8.2 Case introduction: Promise me you won't tell (15min)

Trigger warning: Please read this warning aloud to everyone!

"This workshop centers on a child disclosing possible inappropriate behaviour by an adult. The description in the case card is deliberately non-graphic, but may touch on personal experiences. If you do not feel comfortable, you may interrupt and leave the workshop at any time without explanation."

A 14-year-old athlete says: "I want to tell you something, but you must not tell anyone." The athlete then describes inappropriate behaviour by an official that they experienced at a recent competition. Afterwards they ask you: "Please don't tell anyone. I don't want to get into trouble for sharing this."

4 Task in Pairs

You read the following instruction to your participants and have them dived into pairs:

"*Imagine that this is happening to you as the coach. You have about 30 seconds to decide what you would say first. Take notes of your sentence and then present them to your partner and compare."*

Prompts to facilitate the task:

What makes the sentence supportive?
Does it communicate that you are taking the concern seriously?
Does it accidentally promise secrecy?
Does it ask the child to prove what happened?

💡 **Tip:** You should resist the wish to explain the "correct" response immediately. The example answers are your back-up to guide participants through the materials, if they need some inspiration.

Examples: helpful answers
"Thank you for telling me. I am glad you came to me."
"I take what you are telling me seriously."
"You have done the right thing by telling a trusted adult."
"I will explain what I need to do next to help keep you safe."

Examples: problematic answers
"I promise I won't tell anyone."
"Are you absolutely sure that happened?"
"Why didn't you tell someone earlier?"
"Exactly what did he do? Tell me everything."
"Don't worry, I'll deal with him myself."

5 Discussion

After the partners finished comparing you ask some of the following questions to the whole group for a brief discussion:

What communicates belief and support?
What must you not promise?
Which questions help the child communicate safely?
Which questions start to look like an investigation?

Take-away message
The first response should create safety and trust. It should not turn into detective work. The responder should listen and support. The responder should not try to establish whether the allegation is true.

SM8.3 Do/Don't cards (20min)

6 Small Group Task

This task aims to further practice how to respond to a safety concern appropriately. You should remind participants of the previous take-away message.

Assign participants into groups of 3–5 each. Give every group a copy of the sheet SM8.3. The participant instruction is:

"*You will now sort these responses into two groups over the next 5-10 minutes*."

Leading question:
"*Why did you put this here*?"

💡 Solution for your orientation:

Helpful	Risky
"Thank you for telling me." "I take what you are telling me seriously." "Can you tell me what happened in your own words?" Reason: Allows the young person to explain without the coach investigating or making assumptions. "I will explain what I need to do next." "Are you in immediate danger right now?" Reason: Immediate safety needs to be considered.	"I promise I will never tell anyone." Reason: The coach should not promise absolute confidentiality. "Are you sure this really happened?" Reason: This can sound doubtful and may discourage the young person. "Why didn't you tell someone earlier?" Reason: Can sound blaming and may discourage disclosure. "I will deal with the official myself."

"I need to pass this concern to the person responsible for safeguarding." "Let's make sure you are safe while we work out what happens next." "I cannot promise you to not tell anyone but I will inform you if someone else needs to get involved"	Reason: The coach should use the safeguarding procedure rather than personally confronting the alleged perpetrator. "Tell me exactly what he did, where, when and why." Reason: Detailed questioning can become an investigation. "Don't worry. Nobody will ever find out." Reason: Absolute secrecy should not be promised. "I'll ask the other coaches what they think happened." Reason: The concern should be handled through the defined safeguarding pathway, not informal discussion.

When the groups have finished, discuss the following questions together with all participants.

7 Discussion:

"Which card was easiest to classify?"
"Which card was most difficult?"
"Why is 'I promise I won't tell anyone' a problem even though the coach is trying to help?"
"What is the difference between listening and being a detective?"
"What role does the coach have in this situation?

Share this pathway and the take-away message with the participants to conclude the exercise. **LISTEN → SUPPORT → PROTECT → REPORT**

instead of QUESTION → TEST → CONFRONT → INVESTIGATE

Take-away message
The coach can offer support without promising secrecy. The child needs to understand that safeguarding concerns may need to be shared with the appropriate responsible person.

SM8.4 Response pathway (20min)

8 Discussion

"*You have responded appropriately to the concern in the scenario. Now you need to decide what happens next. Our task is to build a simple response pathway that a coach could actually follow*."

You go through possible steps of a response pathway according to the following headings. After the discussion, you distribute the hand-out SM8.4 to the group.

How does the responder react in a helpful way?

What builds trust?
What cannot be promised?
How do you keep in mind the perspective of the child?

Is the minor in question in immediate danger?

->If YES: prioritise immediate safety, use emergency/protection procedures, contact the appropriate responsible service/person
->If NO: continue with the safeguarding procedure.

Who is responsible for safeguarding?

Ask the participants: "*Who should receive the concern*?"
Participants should identify the relevant:

- safeguarding officer;
- designated safeguarding person;
- responsible organisational contact.

If the organisation has no such person, participants should discuss the applicable external ressources rather than inventing an internal one.

What should the responder take notes of?

Participants should identify factual information such as:

- what the young person said;
- when the disclosure occurred;
- relevant observable facts;
- actions already taken.

Not:

- personal theories;
- accusations presented as facts;
- conclusions about whether abuse occurred.

What if the child says:

"Please don't tell anyone."

Ask the participants: "*Does the responder follow the request*?"
Model answer: The coach should explain, in age-appropriate language, that the concern needs to be passed to the appropriate safeguarding person because safety comes first.

What if the alleged perpetrator is the coach's supervisor?

This is an important governance point.
Ask: "*Can the coach simply report to the person accused*?"
Model answer: No.

The group should identify an alternative route according to the organisation's safeguarding procedure, such as another designated safeguarding person or applicable external route. Remind the participants that the exact route must be adapted to their organisation/country.

What support is needed?

Ask: "What does the young person need while the process continues?"
Possible areas:

- safe adult/support person;
- appropriate information about what happens next;
- protection from further contact where required;
- access to appropriate professional support;
- age-appropriate communication.

Take-away message
The responder (coach in our example) does not decide whether abuse occurred. The responder makes sure that the concern reaches the people responsible for assessing and managing it.

SM8.5 Transfer (10min)

9 Task in Pairs

The following task asks the participants to test their understanding and check whether they are able to explain the new concepts to someone else. Read the following task to everyone:

"*Now Imagine that tomorrow a new coach joins your club. They have never received safeguarding training. Work in pairs where one person (A) explains what the new coach should do if a young*

athlete tells them something concerning. The other person (B) listens in the role of the new coach"

Partner A: Explains the response
Partner B: Listens.
Switch after 3mins

The following questions should be answered in the explanation:

What do I do first?
What should I avoid doing?
Who do I contact?
What happens after I report the concern?

10 Discussion

Conclusion of the task with all participants:
"Which part was easiest to explain?"
"Which part was hardest?"
"Where could a new coach become uncertain?"

SM8.6 Conclusion (5min)

9 Discussion

You revisit the noted expectations on the board.

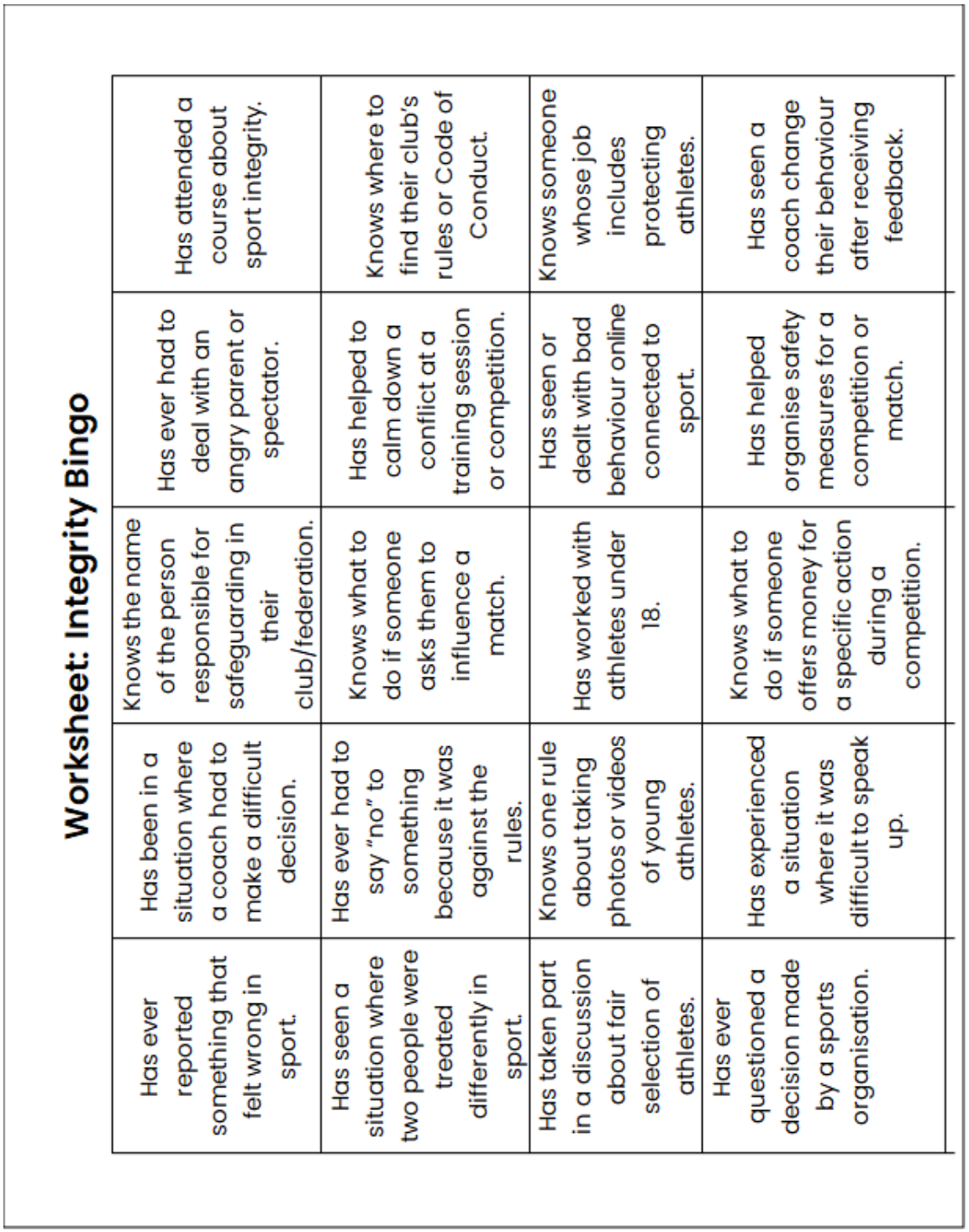
Ask the participants what has been learned, what was interesting, what is not clear yet.

To conclude the activity, please ask your participants to answer the post-participation survey before they leave.

THANK YOU for hosting this workshop and collaborating in the Integrity Atlas Project!

5.10 Workshop Annex

Warm-Up Materials



Worksheet: Integrity Bingo

Has ever reported something that felt wrong in sport.	Has been in a situation where a coach had to make a difficult decision.	Knows the name of the person responsible for safeguarding in their club/federation.	Has ever had to deal with an angry parent or spectator.	Has attended a course about sport integrity.
Has seen a situation where two people were treated differently in sport.	Has ever had to say "no" to something because it was against the rules.	Knows what to do if someone asks them to influence a match.	Has helped to calm down a conflict at a training session or competition.	Knows where to find their club's rules or Code of Conduct.
Has taken part in a discussion about fair selection of athletes.	Knows one rule about taking photos or videos of young athletes.	Has worked with athletes under 18.	Has seen or dealt with bad behaviour online connected to sport.	Knows someone whose job includes protecting athletes.
Has ever questioned a decision made by a sports organisation.	Has experienced a situation where it was difficult to speak up.	Knows what to do if someone offers money for a specific action during a competition.	Has helped organise safety measures for a competition or match.	Has seen a coach change their behaviour after receiving feedback.

ALTERNATIVE WARMUPs

Instead of the integrity Bingo or when you are doing more than one workshop with a group: You can choose one from the following introductory activities to begin a workshop. They may vary in usefulness, depending on how familiar the participants are with each other before the workshop. Aim for ten minutes per game.

1. “Introduction Circle”

Ask participants to gather in a circle. Person A (ideally the instructor) begins by sharing a personal fact about themselves which could be a role they have in their sport, experience they have made, goal they pursue or something similar. Every participant who identifies the statement takes a step forward into the circle. Person A then picks someone who did not step forward to proceed with a fact about themselves and continue the game.

(When previously a workshop utilized the Integrity Bingo, participants may use the involved statements as inspiration)

The game aims to get to know each other by sharing personal or funny facts and displaying similarities with other group members to create a positive working environment before the workshop starts.

2. “Sorting Game”

Participants are asked to form a line in the room according to (some of) the following prompts (Ask them to do it without talking to increase difficulty)

- Shoe Size
- Number of sports they have participated/coached in
- Years they have been active in a sport
- Approximate number of club or organization members
- How often topics related to integrity come up in their role
- Confidence in handling
- Level of competitiveness

3. “Human Map”

You designate the four walls of the rooms to represent individual vs team sport (e.g. left and right) and grass roots versus elite sports (e.g. front and back). Then Participants are asked to place themselves on the map accordingly. Once positioned, everyone should turn to someone nearby and share some typical experiences about their role in sports without revealing their sport. Afterwards you ask everyone to guess their “partners” sport, and the group finds out together whether they were right.

4. “Four Corners”

FAIRNESS — RESPECT — HONESTY — RESPONSIBILITY represent the four corners of the room. You ask the participants:“ Which of these is most important for maintaining integrity in sport?”

Participants physically move to a corner.

Once there, they introduce themselves to someone else in their corner and discuss:

“Why did you choose this value, and where have you encountered it in your sport?”

Then invite one person from each corner to give a **20-second summary**.

Nice follow-up: Tell participants that there isn't a “correct” corner-the point is to expose different perspectives before exploring integrity more deeply.

ACTIVE BREAK IDEAS

You can use one of the following activities to create a little break halfway through the workshop.

5. Shake It Out

Participants stand beside their chairs and progressively shake out different parts of their body, finishing with a few seconds of full-body movement. The activity ends with a deep breath and a relaxed return to their seats.

Possible prompts:

- Shake out your right hand
- Shake out your left hand
- Shake out both hands
- Shake out your right leg

- Shake out your left leg
- Shake out both legs
- Shake out your shoulders
- Shake out your whole body
- Do 10 seconds of completely ridiculous full-body shaking
- Take a deep breath and relax

6. Chair to Chair

Participants leave their chairs and walk around the room while following a series of simple movement prompts that you give them. You can change the prompts every 15–20 seconds to keep the activity playful and varied.

Possible prompts:

- Walk normally
- Take big steps
- Take tiny steps
- Walk slowly
- Walk as if you're walking through water
- Walk as if you're late
- Swing your arms
- Walk with your shoulders back
- Walk sideways
- Walk backwards *(if the room is safe)*
- Move around the room in a different way
- Return to your seat using the longest possible route

7. Posture Reset

Participants stand beside their chairs and follow a short sequence of stretches and gentle movements to release tension from sitting. Finish with a full-body stretch and deep breath before returning to the workshop.

Possible prompts:

1. Reach both arms overhead
2. Stretch your arms wide
3. Roll your shoulders backwards 5 times
4. Roll your shoulders forwards 5 times
5. Slowly turn your head left and right
6. Reach toward the ceiling
7. Shake out your arms and legs
8. Take one deep breath
9. Relax your shoulders
10. Sit back down

Worksheet GG1-1 — Governance Detective

Problem observed	Principle affected	Who is affected?	What should happen?	Possible indicator

Worksheet GG2-1 — Roles Selection Committee

President You are the President of the Federation. You have a lot of experience and are used to making important decisions. You believe that strong leadership is necessary and that the committee should be trusted to make the right choices. Private objective: Protect the federation's reputation and retain control over the decision.	**Athlete Alex/Anna** You are an athlete who was not selected for the tournament. You believe you performed well enough to deserve a place and are frustrated because nobody has explained the decision properly. You want a fair chance to understand and challenge the decision. Private objective: Get a transparent explanation and a fair opportunity to appeal.	**Athlete Ben/bella** You are a selected athlete. You have a good personal relationship with the President and have trained with them regularly. You are happy to be selected, but you realise that other athletes may question the process. Private objective: Keep your place on the team and avoid creating problems with the President.
Coach You are one of the coaches involved in the selection process. You believe athletes should mainly be selected based on performance and clear criteria. However, you know that openly challenging the President could affect your position. Private objective: Support a performance-based process without damaging your relationship with the leadership.	**Athlete Representative** You are the representative of the athletes. You are concerned that athletes have very little influence over important decisions. You want the current situation to be handled fairly, but you also want to use it as an opportunity to improve athlete participation in the future. Private objective: Give athletes a stronger voice in decisions and push for greater transparency.	**Independent Observer** You are an independent observer asked to watch the selection process. You are not there to choose the athletes. Your job is to notice whether the process is fair, transparent and free from conflicts of interest. Private objective: Identify weaknesses in the process and raise concerns without taking sides.

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Good Governance: Handout

Good Governance: "The framework and culture within which a sports body sets policy, delivers its strategic objectives, engages with stakeholders, monitors performance, evaluates and manages risk and reports to its constituents on its activities and progress including the delivery of effective, sustainable and proportionate sports policy and regulation." (European Commission, 2013, p.5)

You should be able to explain these key dimensions of good governance. It is important to understand them as being one and working together, as a GG system is always only as good as its weakest link. One cannot build a strong GG system without showing strong presence in all 5 principles



Principle	*Simple question to check*
Transparency	Do we know what is happening and why?
Accountability	Who is responsible?
Participation	Who gets a voice?
Fairness	Are people treated fairly?
Trust	Do people believe the system works?

Design-Thinking in Good-Governance:

This workshop aimed to foster long–term good-governance since the goal-state is a culture of decision making rather than a fixed state: embrace design thinking - an iterative approach that encourages you to question assumptions, explore different perspectives, test solutions, and learn from experience - to strengthen good governance in your everyday practice.

Remember that there are no wrong ideas toward fostering good governance. Instead, reflect on the workshop ideas and see where they could engage with the reality in your sports environment. Collaboration and exchanging with others can turn ideas that seem impossible in the first place into action plans.

Worksheet: Risk Perception

Situation A An athlete receives a direct message: "Make sure you receive a yellow card in the first half. You will be paid."	**Situation B** A friend says: "I know someone who would pay you if you could influence one small event."	**Situation C** An athlete notices unusual betting activity connected to a competition but has no further information.
Situation D An athlete has significant financial debt and is contacted by someone offering money for a specific action.	**Situation E** A teammate says: "Everyone knows that sometimes players help people with bets. Don't make a big deal out of it."	**Situation F** An athlete is pressured by an intermediary who suggests that future opportunities may depend on cooperation.

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Match-Fixing: Handout

Match-fixing: attempts to manipulate sports results, including in an organised manner and at the international level, constitutes an important threat to the integrity of sport. (Council of Europe, 2012)
Integrity: 'manifestation of the ethics and values that promote community confidence in sport'. There are two primary ways the integrity of sport can be compromised: threats to fair and honest sport performance and threats to positive sporting experiences. (Australian Government, n.d.)

This workshop aimed to help you recognize the different forms that match-fixing attempts and integrity concerns can take, such as:

- **Financial incentives:** Offering money, gifts or other benefits in exchange for manipulating a match or a specific event.
- **Pressure, coercion and threats:** Pressuring athletes, coaches or officials to influence a match outcome or specific in-game situations or threatening an individual with consequences if they refuse to cooperate or report an approach.
- **Abuse of position or trust, conflicts of interest:** Using personal relationships, authority or professional influence to encourage or force someone to manipulate a competition.
- **Suspicious approaches and behaviour:** Building trust or offering seemingly harmless favours before introducing a request to manipulate a sporting event.
- **Attempts to conceal or obstruct reporting:** Discouraging someone from reporting a concern, asking to keep something secret or acting against those who speak up.

When you notice a concern, you can apply the IDEA-Method. This method is an assisting tool for anybody who might want to report something, it could even be applied to other domains of integrity:

Identify	Recognize that something might be wrong, unusual behaviour, you got a tip or complaint
Document	Gather (only) objective indications: Check data, review footage, compare the situation with any known match-fixing indicators
Evaluate	Assess the seriousness and risk level of the situation and consider existing legislature: Weigh evidence, consider possible explanations. Decide if the situation needs immediate action
Act	Take appropriate measures based on the evaluation. This can involve documenting the incident, consulting an expert or reporting to integrity units or triggering other formal procedures (excluding someone from the training/club or involving the police)

"Supporting Integrity begins with recognising match-fixing. Furthermore, it is about knowing how to respond, having systems that support appropriate action, and creating an environment in which people can raise concerns."

CV5.5 Match Risk Assessment Exercise

Your club is organising a derby with approximately 8,000 spectators. Alcohol will be available. Kick-off is scheduled for the evening. Previous matches between the teams have involved incidents. Online threats have appeared during the build-up to the match.

Group task

Consider the case example above and identify components that display a safety risk in the column on the left. Then come up with prevention measures or alternatives to lower the risks for violent escalations at the match and identify responsible people that can establish/implement/enforce your ideas.

Violence Risk / Safety Concern	Preventative Measure(s)	Person/Role responsible for implementation

CV6.4 Incident scenarios

The cards are to be printed, cut out, and distributed to the participating group. Groups aim to answer the questions on the right in collaboration.

Scenario 1: Physical incident	**Group work**
Two players have been involved in a physical confrontation after a match. One player has a minor injury, while several teammates witnessed the incident. Both players are still emotionally upset.	1. What needs to happen immediately? 2. Who needs to know about the incident? 3. What information should be documented? 4. What support might the affected person need? 5. Does the incident need to be referred or reported? If so, to whom? 6. What should happen afterwards?

Scenario 2: Repeated verbal abuse	**Group work**
An athlete reports that a coach has repeatedly insulted and humiliated them during training. The athlete asks what will happen if they report it.	1. What needs to happen immediately? 2. Who needs to know about the incident? 3. What information should be documented? 4. What support might the affected person need? 5. Does the incident need to be referred or reported? If so, to whom? 6. What should happen afterwards?

Scenario 3: Discriminatory abuse	**Group work**
A player reports that a spectator repeatedly used discriminatory language towards them during a match. The spectator has already left the venue.	1. What needs to happen immediately? 2. Who needs to know about the incident? 3. What information should be documented? 4. What support might the affected person need? 5. Does the incident need to be referred or reported? If so, to whom? 6. What should happen afterwards?

Scenario 4: Online threats	**Group work**
An athlete shows a coach threatening messages they received online after a match. The athlete is worried that the messages may continue.	1. What needs to happen immediately? 2. Who needs to know about the incident? 3. What information should be documented? 4. What support might the affected person need? 5. Does the incident need to be referred or reported? If so, to whom? 6. What should happen afterwards?

CV6.5 Reporting template

This template may be used to document instances of violent behavior. Remember to only document facts and observations. Refrain from interpretation or assuming explanations. Use and mark direct quotes where possible.

(Note: you can also use harmless every-day events to practice filling out the form)

Date and time	
Location	
People involved	
What was directly observed	
What was reported by others	
Immediate actions taken	
Injuries or immediate safety concerns observed/reported	
Witnesses or relevant information	
Who was informed	
What further action is required?	

CV6.8 Handout Combatting Violence

Violence: "intentional use of force or power, threatened or actual, against oneself, another person, a group or a community, that results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment or deprivation" (IOC 2024)

Interpersonal violence can occur during any interaction of people in the sport settings.
It is therefore the responsibility of every athlete, coach, official or otherwise involved person to contribute to an environment that does not tolerate violence and react in their role.

Violence can present in various **modes**:

- verbal or non-verbal
- observable or hidden
- digital or face-to-face
- among peers or across hierarchies
- ranging in group size

⚠ **In the context of sports,** the physicality of many disciplines creates room for the misinterpretation of violence as part of the game.

Outcomes of violent incidents are displayed on multiple levels and contexts. Examples include:

Personal			Organizational
Physical	Psychological	Behavioral	
Injury; Illness; Disability; ...	Distress; Traumatization; Fear; Loss of trust; ...	Decreased willingness to speak up; substance abuse; inaction; premature retirement;	Loss of players, sponsors or fans; Reputational and financial damage; Reduced credibility;

Prevention describes any precaution that aims to reduce future incidence of violence such as risk analysis, institutional regulations, and reviewing past incidences. It also includes establishing a response pathway to be able to have an appropriate **Reaction** to an incident.

De-escalate	According to your capabilities: Directly intervene, distract from the situation, delegate to someone capable of reaction.
Support	Who needs medical, emotional or practical support? Consider applicable protection of privacy in case of public incidents.
Document	Record facts and statements, use quotations if possible. No interpretation or assumptions. Use documentation aids like prepared forms.
Report	Contact the person responsible to enable the handling according to organizational guidelines. Use outside resources when in doubt.
Follow-Up	Having measures in place to ensure that incidents are not dropped and used to inform future practice.

SM7.1 Safeguarding Info Sheet

Safe Sport: A physically and psychologically safe and supportive environment where all participants can thrive and experience the full benefits of sports participation (see IOC consensus statement).

Safeguarding: Any steps and actions that prevent abuse and promote safe sport participation for athletes and others involved. That includes **preventative measures** and **responses to concerns** or violations.

Violations of athlete safety can negatively influence the athlete's body, psyche, behaviour and general wellbeing during and in life beyond their active sport participation.

Safeguarding matters in **every area of sport** (e.g. policy making, event planning, practice and competition) and involves many roles (officials, administrators, coaches, peer athletes) which makes the topic a shared responsibility and team effort.

Having safeguarding measures in place can prevent uncertainties in the interaction with minors and benefits everyone involved in sport. Athletes and their rights are protected, coaches and officials have recommendations that guide their practice, and organizations know how to responsibly react to complaints.

Safeguarding concerns in youth sport are **different in every situation**. It is important to look at the specific context and consider what is best for the athlete in the situation.

For Workshop facilitators:
When dealing with the topic, it is important to prepare the participants for the sensitivity of the topic. You make clear that nobody is expected to share personal information on topics and are always free to take a break by leaving the room or seeking comfort in a trusted person in case they feel uncomfortable with the content.

SM7.4 Worksheet: Safe Environment Check

Group task

Choose the three most important gaps that relate to the case example.

For each gap, complete the table with your ideas in response.

Safeguarding Theme	**Priority Rank**	**Practice Example**	**Action to achieve improvement**
Safeguarding officer			
Background / integrity checks			
Safeguarding training			
Supervision of minors			
Child-friendly reporting			
Digital communication			
Photo / video rules			
Travel / accommodation			
Parent / minor briefing			

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Worksheet 8.3: Do / Don't cards

"Thank you for telling me."	"I promise I will never tell anyone."	"I take what you are telling me seriously."	"Are you sure this really happened?"	"Can you tell me what happened in your own words?"
"Why didn't you tell someone earlier?"	"I will explain what I need to do next."	"I will deal with the official myself."	"Are you in immediate danger right now?"	"Tell me exactly what he did, where, when and why."
"I need to pass this concern to the person responsible for safeguarding."	"Don't worry. Nobody will ever find out."	"Let's make sure you are safe while we work out what happens next."	"I'll ask the other coaches what they think happened."	

SM8.4 Response Pathway Hand-Out:

How to respond when someone discloses a safeguarding concern

MODEL ANSWER

1. Minor discloses a concern/harmful experience
2. **Listen** calmly, thank them for sharing it and take the concern seriously
3. Check the presence of immediate **safety risks**

   Is the child in active danger? (e.g. active risk of severe physical or psychological harm/neglect or involvement in an active crime)
   → YES → contact emergency services
   → NO → continue
4. **Take confidential notes** of relevant facts (Do not question the child or make assumptions – write down what they said in case the information matters later)
5. **Report**: Contact designated safeguarding person / defined reporting route

   (If your organization does not have a designated safeguarding officer,
   consider higher levels or your local children's social care outside of sport)
6. **Follow up** within your role and inform the athlete of the next steps that will be taken. Do not make promises that cannot be kept
7. If needed, **ask for help** for your own well-being.

Important: In the moment where a concern is shared, the listener does not decide whether abuse occurred and is not responsible for investigation or prosecution. They make sure the concern reaches the people responsible for assessing and managing it accordingly.

5.11 Workshop Participant Survey Materials

Participation Survey Materials:

The surveys will be translated into the facilitators/participant language and attached to the workshop materials through a QR-Code.

Pre-Survey Questions:

1. *What is your role in sports?*

- Athlete
- Coach
- Administrator of Club/Athletic Organisation
- Official
- Board Member of a Club/Athletic Organisation
- Staff of Athletic Organisation
- Other: _____

2. *Which country are you representing in the workshop?*

- Republic of Moldova
- Ukraine

3. *Which Workshop are/were you participating in (1-8)*

- 1: Good Governance I
- 2: Good Governance II
- 3: Match Fixing I
- 4: Match Fixing II
- 5: Combatting Violence I
- 6: Combatting Violence II
- 7: Safeguarding Minors I
- 8: Safeguarding Minors II

Please rate your agreement with the following statements on a scale from 1 ("completely disagree") to 5 ("completely agree"):

4. Until this moment, I have received sufficient training on the workshop topic
5. I have a thorough understanding of the workshop topic
6. I know how to detect integrity violations within the workshop topic
7. I know where to report an integrity violation with the workshop topic
8. I am confident to report an integrity violation within the workshop topic
1. I can explain the relevance of the workshop topic for my role in sports to someone who did not attend the workshop

Please share your opinion on the following questions in the text box below:

A. What is the biggest challenge to promoting integrity in your sports organisation?
   [text box]
B. What resources are required to improve integrity within the workshop topic in your sports organisation?
   [text box]

Thank you for participating!

Post-Survey Questions:

1. *What is your role in sports?*

- Athlete
- Coach
- Administrator of Club/Athletic Organisation
- Official
- Board Member of a Club/Athletic Organisation
- Staff of Athletic Organisation
- Other: _____

2. *Which country are you representing in the workshop?*

- Republic of Moldova
- Ukraine

3. *Which Workshop are/were you participating in (1-8)*

- 1: Good Governance I
- 2: Good Governance II
- 3: Match Fixing I
- 4: Match Fixing II
- 5: Combatting Violence I
- 6: Combatting Violence II
- 7: Safeguarding Minors I
- 8: Safeguarding Minors II

Please express your agreement with the following statements on a scale from 1 ("completely disagree") to 5 ("completely agree"):

4. Until this moment, I have received sufficient training on the workshop topic

5. I have a thorough understanding of the workshop topic
6. I know how to detect integrity violations within the workshop topic
7. I know where to report an integrity violation with the workshop topic
8. I am confident to report an integrity violation within the workshop topic
1. I can explain the relevance of the workshop topic for my role in sports to someone who did not attend the workshop

Please answer the following questions:

A. Which concept or exercise from the workshop do you find most valuable?
   [Text Box]
B. Where do you plan to apply workshop content within your role in sports?
   [Text Box]
C. Was there anything missing in the workshop for you? What topic or method could have improved your workshop experience?
   [Text Box]

Please answer the following questions on a scale from 1 ("very low") to 5 ("very high")

a. How do you rate the value of the workshop contents?
b. How do you rate the quality of the workshop materials?

Thank you for participating!

5.12 Workshop References and Further Resources

References and further Resources

- Australian Government. (n.d.). Australian Sports Commission: *Principle 8: The best and fairest*. https://www.ausport.gov.au/governance/principles/principle-8

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- IOC (2024): IOC consensus statement: interpersonal violence and safeguarding in sport: https://bjsm.bmj.com/content/58/22/1322

- Oceretnii, A., Milicenco, S., Matas, V., Munteanu, P., Bragarenco, N., Mocrousov, E. (2026): Integrity in sport: attitudes, knowledge and practices (a comparative study Republic of Moldova and Ukraine) [Manuscript in publication]

6. Training of Trainers Survey Questions

6.1 ToT Pre-Survey

In the scope of the *Training the trainer* activity, participants are asked to fill in a questionnaire prior to the training to assess their previous knowledge and expectations towards the workshops about integrity and value promotion in sport.

Section 1: Demographic & Context

- What is your role in sport?
  (*Coach, Athlete, Administrator, Other*)
- Which country are you representing?
  (*Moldova/Ukraine*)
- What type of organisation do you work with?
  (*Club, Regional/National Sport Association, Other*)

Section 2: Knowledge of Integrity & Governance

- How familiar are you with the concept of good governance in sport?
  (1 = Not familiar at all → 5 = Very familiar)
- Have you received prior training on integrity, safeguarding, or anti-corruption in sport?
  (Yes/No/Partially)

Section 3: Risk Awareness & Reporting

- How confident are you in identifying risks such as match-fixing, violence, or corruption in sport?
  (1 = Not confident → 5 = Very confident)
- Does your organisation have a reporting mechanism for integrity violations?
  (Yes/No/Don't know)

Section 4: Organisational Practices

- Does your organisation have policies on gender equality, safeguarding, or anti-corruption?
  (Yes/No/Partially)
- What are the biggest challenges to promoting integrity in your organisation?
  (Open-ended)

6.2 ToT Post-Survey

In the scope of the Training the trainer activity, participants are asked to fill in a questionnaire after the training to assess their satisfaction and knowledge increase from the workshops about integrity and value promotion in sport.

Section 1: Knowledge Gain

- After the training, how would you rate your understanding of good governance in sport?
  (1 = No improvement → 5 = Significantly improved)
- Which new concepts from the training do you find most valuable?
  (Open-ended)

Section 2: Confidence & Application

- How confident are you now in identifying and reporting integrity violations such as match-fixing, violence, or corruption in sport?
  (1 = Not confident → 5 = Very confident)
- Do you feel equipped to reproduce the training exercises with your team?
  (Yes/No/Partially)
- What specific actions will you take to improve integrity in your organisation?
  (Open-ended)

Section 3: Training Effectiveness

- How useful were the workshops in addressing your needs?
  (1 = Not useful → 5 = Very useful)
- Which workshop (Good Governance, Match-Fixing, Combating Violence, Protecting Minors) was most impactful for you?
  (Open-ended)
- What additional topics should be included in future trainings?
  (Open-ended)

Section 4: Organisational Impact

- Do you believe this training will strengthen your organisation's integrity practices?
  (Yes/No/Unsure)
- What support do you need to implement these changes?
  (Open-ended)