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Feasibility Study on Formal Education and Certification for Stakeholders of the Olympic Movement Unit on the Prevention of the Manipulation of Competitions

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Executive Summary

This feasibility study examines the potential for developing a formal education and certification program on the topic of competition manipulation, or match-fixing, for Single Point of Contact (SPOCs) and Athlete Ambassadors of the Olympic Movement Unit on the Prevention of the Manipulation of Competitions (OM Unit PMC). The study utilised a mixed-methods approach, including document analysis, one-on-one interviews with administrators of similar programs, and focus groups with SPOCs and Athlete Ambassadors. The findings reveal a clear need for a comprehensive, structured education program on competition manipulation, with both SPOCs and Athlete Ambassadors expressing a desire for more in-depth knowledge and continuous learning opportunities.

The study concludes that instead of a one-size-fits-all approach, a blended learning approach with a combination of online modules, live virtual sessions, and in-person workshops is recommended to cater to the diverse backgrounds, roles and prior experiences of the participants, as well as to enhance their engagement. Practical and interactive elements such as case-studies, role-playing exercises and scenario-based learning are crucial for developing skills to address the identified gaps amongst the SPOC and Athlete Ambassador community. Additionally, building a strong community network among participants would be essential, with regular updates, refresher courses and networking opportunities highly valued by both SPOCs and Athlete Ambassadors.

Based on these findings, the study recommends developing a comprehensive training curriculum, with formal certification to ensure high levels of knowledge and competency. The program should implement interactive elements and tailor content to address sport-specific risks and challenges, providing resources in multiple languages and establishing a robust evaluating process allowing for continuous improvement. The study concludes that a formal education and certification program for SPOCs and Athlete Ambassadors is both feasible and necessary, with the potential to significantly enhance the credibility of the individuals, and in turn enhance the effectiveness of the efforts of preventing competition manipulation within the Olympic Movement.

Résumé

Cette étude de faisabilité examine l'utilité du développement d'un programme de formation et de certification sur le thème de la manipulation des compétitions, ou l'arrangements de matches, pour les points de contact uniques et les athlètes ambassadeurs de l'unité du Mouvement olympique sur la prévention de la manipulation des compétitions. L'étude a adopté une approche mixte, comprenant l'analyse de documents, des entretiens individuels avec des administrateurs de programmes similaires et des groupes de discussion avec des points de contact uniques et des athlètes ambassadeurs. Les résultats révèlent le besoin évident d'un programme de formation complet et structuré sur la manipulation des compétitions, les points de contact uniques et les athlètes ambassadeurs ayant exprimé le souhait d'acquérir des connaissances plus approfondies et d'avoir des possibilités d'apprentissage continu.

Dans ses conclusions, l'étude recommande d'adopter, au lieu d'une approche unique, une approche d'apprentissage mixte combinant des modules en ligne, des sessions en distanciel et des ateliers en présentiel, afin de tenir compte des différents contextes, rôles et expériences antérieures des participants, et de renforcer leur engagement. Des éléments pratiques et interactifs tels que des études de cas, des jeux de rôle et un apprentissage fondé sur des scénarios sont essentiels pour développer des compétences permettant de combler les lacunes identifiées au sein de la communauté des points de contacts uniques et des athlètes ambassadeurs. En outre, il serait essentiel de créer un réseau solide entre les participants, avec des informations mises à jour à intervalles réguliers, des cours de remise à niveau et des occasions de réseautage très appréciées par les points de contacts uniques et les athlètes ambassadeurs.

Sur la base de ces résultats, l'étude recommande l'élaboration d'un programme de formation complet, assorti d'une certification officielle afin de garantir des niveaux élevés de connaissances et de compétences. Le programme devrait mettre en œuvre des éléments interactifs et adapter le contenu aux risques et défis spécifiques au sport, en proposant des ressources dans plusieurs langues et en établissant un processus d'évaluation solide permettant une amélioration continue. L'étude conclut qu'un programme de formation et de certification pour les points de contact uniques et les athlètes ambassadeurs est à la fois envisageable et nécessaire, car il permettrait de renforcer considérablement la crédibilité des

participants, tout en améliorant l'efficacité des mesures de prévention des manipulations de compétitions au sein du Mouvement olympique.

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Introduction

In the world of protecting sport integrity, match fixing has emerged as a serious threat, alongside doping and harassment, posing a global threat to clean sport (Carpenter, 2012 & Hill, 2010). Match-fixing, or competition manipulation as preferred by the Olympic Movement, is defined as the "manipulation of an outcome or contingency by competitors, teams, sport agents, support staff, referees and officials, and venue staff" (Tak, Sam & Jackson, 2018). It is widely accepted that all sports and matches, including elite international competitions and friendlies can be subject to fixing, throughout the globe (Unger, 2016, Loukovitis & Barkoukis, 2018).

Tak, Sam & Jackson (2018) identify the two categories of competition manipulation: non-gambling motivated fixing, and gambling motivated fixing. The former would relate to situations of athletes or team officials motivated to maintain a certain standing or a favourable position in order to face easier opponents, perform better in the overall tournament, or receive an advantage in the future, also referred to as "Tanking" (McManus, 2019). Alternatively, gambling-motivated fixing, which is linked to sports betting, can be the more dangerous version of manipulation as it places athletes and officials as lucrative targets for criminals and organised crime networks.

Hill (2008) describes the longevity of the phenomenon of sports betting and its link to dating back to 2,800 years. He also touches on the increasing factors which have contributed to evolving the market for illegal sports betting including the ease of access, ease of anonymity and speed of technology. In 2021, the Universal Fraud Detection System (UFDS) operated by the sports-technology company Sportradar, uncovered suspicious activity in 903 individual sport competitions. This was alongside a record-breaking turnover of an estimated €1.45 trillion from global sports betting. According to Sportradar (2022) €165 million was generated in match-fixing betting profit alone, in the same year.

A range of entities around the world are working to combat and prevent manipulation, as the need to protect the integrity of sport has been globally accepted. The International Olympic Committee (IOC) for example applies a zero-tolerance policy when it comes to manipulation in any form, at the Olympic Games. As part of its initiatives, the International Olympic Committee

established the Olympic Movement Unit on the Prevention of the Manipulation of Competitions (OM Unit PMC) in 2017 (Zappelli, 2016) which operates on a 3-pillar approach.
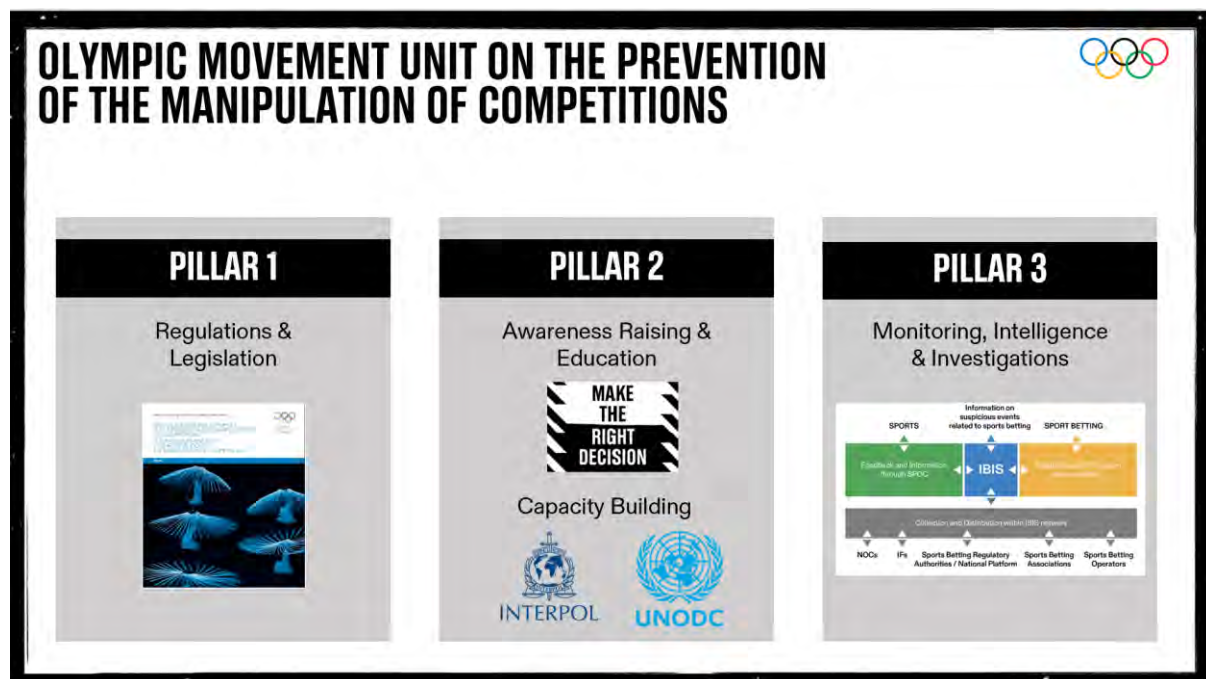

Fig 1.1 Olympic Movement Unit on the Prevention of the Manipulation of Competitions (OM Unit PMC) – 3 Pillar Strategy

The first pillar requires all Olympic Movement Stakeholders (IFs, NOCs and Event organisers) to implement regulations in place and appoint a Single Point of Contact (SPOC) as their dedicated contact for any potential incidences or incidences of manipulation.

The second pillar focuses on education and awareness-raising and is key to the IOC's strategy in the prevention of manipulation. As part of this pillar, the OM Unit PMC works with Athlete Ambassadors across the globe to raise awareness at sporting competitions and institutional events.

The third pillar is the investigations and intelligence arm, working in partnership with the Olympic Movement stakeholders as well as external entities including law enforcement agencies (e.g. Interpol, Europol), betting regulators and private and public operators (e.g. Bet365, Francaise des Jeux, Malta Gaming Authority).

It is the SPOC's responsibility to implement and activate the three pillars within their respective entity.

While the IOC and other organisations are playing their part in combatting and preventing manipulation, this feasibility study will look at the opportunity to better utilise SPOCs and Athlete Ambassadors in delivering education directly to the athlete, and the need for improved and formalised education for these two target groups, similar to other integrity areas such as anti-doping and harassment.

This study aims to understand the feasibility of a formal education program for OM Unit PMC's stakeholders, and look deeper into the following questions:

- What would be the key areas to include in formal education for the stakeholders?
- What is the best format of such an education?
- How would stakeholders best be assessed and certified as a result of such a program?
- Which resources would be required to deliver this program?
- What learnings can be taken from existing sport integrity and/or IOC programs?

Literature Review

Themes in existing academic literature for sports integrity education

This literature review seeks to identify and collate existing knowledge on the topic of integrity education in the context of sport and manipulation. While these studies generally focus on a broad target audience, it is important to analyse the existing research and understand how this could be tailored more specifically to the target group of this study, which are the SPOCs and the Athlete Ambassadors.

For the last decade, an increased number of entities across the world have joined the cause of preventing manipulation in sports. Notably the presence of match fixing in sports like cricket and football have seen relevant entities step up their educational efforts, such as by developing workshops for players, hosting media events to raise awareness and initiating safeguarding programs to prevent match-fixing within their sports, or their communities (Unger, 2016).

Academic studies on the topic of integrity education in sport are generally focused on the athletes and entourage as the target group, and tend to cover and address the following areas:

- Objectives of integrity education courses
- Target groups for such education
- Suggested content and curriculum
- Effective formats and delivery

Objectives of integrity education courses

Across academic literature, it appears that education is considered a key piece in the protection of the integrity of sport, and for the prevention of manipulation (Loukovitis & Barkoukis, 2018 , Misra, Anderson & Saunders, 2013). There is a series of arguments present, suggesting that players who are found to be involved in match fixing attempts, lacked the awareness and knowledge of the consequences and impact of their actions (Boniface, Lacarriere & Verschuuren, 2012). Tak, Sam & Jackson (2018) explored the need for athletes to be educated and suggested that if athletes were informed in advance about the risks of

manipulation, and educated on how to respond to being approached, they simply won't be committing acts of fixing.

Vodde (2013) and Segal (2013) have both also produced multiple pieces of work including studies endorsing the importance of education in the fight against manipulation. They identify various objectives of using education as a key tool in the prevention of manipulation in sports including conducting substantive analysis into the scope of the issue, bringing together key stakeholders with "power and influence" to collaborate in developing tactics to address match-fixing, and providing a comprehensive curriculum and program delivered by qualified experts.

Segal, Gideon & Haberfeld (2011) found that individuals are not just moral or immoral, but that they can be part of a third category – amoral. The authors look into the malleability of these individuals to training and being made aware of ethics having a direct correlation to ethical attitudes improving. This study, along with others (Cano & Sams, 2011 & Shaw et al, 2007), conducted experiments to discover the correlation between ethics training and ethical decision making. These studies show that, without proper training, individuals are likely to rely more on avoidance of punishment ("Can I get away with it?") versus individuals with adequate exposure to ethics education, who want to abide by the rules in an effort to be a good person, or contribute positively to the wider society.

Based on these studies that are focused on teaching integrity and morality, Segal outlines 3 key objectives of a sports integrity course:

1. Enhancing Moral Awareness
2. Promoting Moral Development
3. Teaching skills to handle situational pressures

Target audience groups

Generally academic research focuses on one of two types of education. The first type suggests athletes and officials are the key group needing education, and the latter suggesting a global audience for such education. Vodde (2013), for example, shares a broad perspective of the target groups that need to be educated on match-fixing, including athletes, coaches and

referees, but also fans, spectators, sponsors, betting organisations, police and law enforcement, media and the general public.

In practice, while the IOC's OM Unit PMC is working with Olympic Movement stakeholders to deliver education to athletes, officials and national federations (International Olympic Committee, 2017), there seems to be little academic or field literature that focuses on the need to educate the educators (or "training the trainers") in the context of manipulation. Some academics also endorse the use of inspirational athletes as role models to promote awareness on manipulation (Segal 2013, Loukovitis & Barkoukis 2018), but little can be found on research that address the educational needs of these athlete ambassadors.

Suggested content and curriculum

Vodde (2013) and Segal (2013) in their studies emphasise the need of creating tailored education for the topic of manipulation that goes beyond just teaching athletes and officials of their obligation, and advocates against only using scare tactics and promoting the consequences (e.g. fines, sports bans and jail time) of being involved in manipulation. Instead, the authors stress the importance of including ethics training that covers the principles of integrity and morality.

Segal digs deeper into detail about the need for the "state of the art" ethics training required which acknowledges the pressure or influence put on athletes and officials. This is supported by other studies which demonstrate that ethics can be taught as a skill (Dellaportas, 2006), and by doing so would improve an individual's attitude towards ethics (Conroy & Emerson, 2008).

Aside from the focus on ethics and morality, little academic research can be found on the proposed content for potential educators and those tasked with the responsibility of ensuring their organisations are active in the prevention of manipulation.

Effective formats & delivery

A variety of formats are explored in academic research when it comes to integrity education in sport. Generally speaking, simulation and role plays are strongly demonstrated to have impact when it comes to integrity issues. Segal (2013) finds that these formats can help the individual

develop a deeper appreciation for moral behaviour by transition from a focus on knowing the rules, to caring about the principles behind the rules. Segal (2013) also encourages the use of case-based discussions as being more memorable and impactful on the student, and holding their interest compared to lecturing on the rules or consequences.

On a more practical side, Segal (2013) also analyses research showing the ideal time and length of effective courses, concluding that any training under 3 weeks is insignificant. Alternatively, she also highlights a program format that showed significant improvement in the students' moral judgements, and was conducted in 5 different modules for 75 minutes each, spread across several weeks.

Loukovitis & Barkoukis (2018) also look into the developing of educational tools and show a strong preference for online formats to be the preferred mode of delivery for messages on integrity, as well as urging the need to start early. The authors find that individuals should start training on integrity and topics such as manipulation and doping, as soon as they start engaging with sport.

In addition to academic studies and literature, there is also a significant amount of knowledge existing from the practical initiatives of sport organisations. In particular, entities such as ITA and WADA have over 20 years of experience in delivering integrity education to athletes and conducting training for their educators.

Field literature for sports integrity educators

The existing landscape of sports integrity education is a vast space with many initiatives focusing on educating the end-user, in this case – the athlete. There are newer initiatives in the space of training of the educator, which share common themes related to promoting clean competition, safeguarding athletes and addressing ethical and moral challenges within sport.

Initiatives such as the ITA's International Clean Sport Educator Program (ICSEP) and the IOC Safeguarding Officer certificate are known amongst the Olympic Movement as NOCs and IFs are eligible to be financially supported in these courses, by the IOC. These programs highlight the value and credibility of trainings with comprehensive certification programs, and provide the student with the knowledge and background about the target issue (in this example

doping, and harassment and abuse, respectively), as well as the skills required to ensure clean sport environments within their sport organisation. These programs adopt a mixture of methods such as self-paced learnings, live virtual or in-person events, and opportunities to interact with other participants, allowing the student to go beyond the theory and instead also focus on the practical implementation of preventative or reactive solutions.

Both programs also go beyond the initial certification, and provide opportunities for its network of alumni to stay up-to-date with developments in the field, by hosting refresher events and networking opportunities, emphasizing the commitment to continuous learning.

A key feature cutting across in-field initiatives, particularly in the education of anti-doping, is the establishment of global standards and encouragement of collaboration amongst Olympic Movement stakeholders. WADA's International Standards of Education (ISE) have set minimum guidelines encouraging its signatories to develop education programs for their athlete and entourage groups. These standards have facilitated a unified approach to doping education and providing support to stakeholders in maximising resources, sharing best practices and creating a coordinated global effort.

Additionally, all three of the above-mentioned initiatives recognise that integrity education is not simply about enforcing the rules. Rather, that it is about developing ethical behaviours, and the need in the long-term for a cultural shift towards ethical decision-making.

Conclusion

As we explore the academic research and the in-field initiatives, it becomes apparent that a multifaceted approach will be most effective for education on sports integrity. Firstly the need for certification is apparent as it becomes a testament to an individual's commitment and responsibility of upholding sports integrity within their organisation.

With certification and training programs, a foundation can be established to ensure that individuals are equipped with the required knowledge and understanding required to promote clean competition. In addition, providing a set of standards and best practice for the stakeholders can also foster collaboration and recognise that a collective effort is vital to address topics such as anti-doping, harassment and competition manipulation, which transcend beyond borders.

Another common thread which emerges amongst the literature and initiatives is the need for values-based education, putting the aspects of decision making and ethical behaviours, at the centre of any education program on integrity.

Finally, an emphasis on ongoing education and refresher programs also highlight the dynamic nature of sport integrity challenges, particularly for a topic like competition manipulation, which is still new and emerging for many of the Olympic Movement stakeholders.

Methodology

To comprehensively address the research questions and assess the feasibility of OM Unit PMC delivering a formal certification for SPOCs and Athlete Ambassadors, this study adopted a two-step, mixed-methods approach. This approach included incorporating benchmarking exercises, involving document analysis and one-on-one interviews, followed by in-depth focus group studies.

The initial step was to conduct a document analysis aimed at benchmarking existing educational programs within the IOC and those offered by external organisations, as identified in the literature review. This document analysis maps the current landscape of "train the trainer" and ambassador programs in the realm of sports, as this method has the ability to provide a comprehensive overview of existing programs. It also identifies the basic components that are integral to such programs such as course objectives, criteria for participation, formats of modules and curriculums, as well as components of assessments.

Following the document analysis, further benchmarking took place in the form of one-on-one semi-structured interviews with the individuals responsible for delivering the identified programs. This approach sought to delve deeper into the practical aspects of program development and performance by collating the experiences and insights of the program administrators. The interactive nature of one-on-one interviews also means a dialogue was able to be had allowing for clarification, elaboration and uncovering nuances that will not be understood in the document analysis, alone.

Building upon the learnings from the benchmarking exercise, a more comprehensive understanding was developed of how a potential course could be formed specifically for the OM Unit PMC. With this information, the study transitioned into the second step of the methodology, delivering two in-depth focus groups with representatives of the potential users of formal learning on competition manipulation.

The first focus group consisted of participants who are the SPOCs of International Federations' and have experienced the existing support and educational resources on competition manipulation. The second focus group was composed of advanced Athlete Ambassadors of the

OM Unit PMC 's educational campaigns who have been involved in the awareness—raising initiatives of the Unit. These groups were identified as being ideal in sharing their user-journey and partnership with the Unit and identified the gaps or needs that are to be met by a formal education course.

Document Analysis & One-on-one Interviews	Focus Group 1 Athlete Ambassadors	Focus Group 2 IF SPOCs
• IOC Safeguarding Certificate Officer (Doc. Analysis only) • Athlete365 Business Accelerator & Career+ • IOC Olympic Values Education Program • IOC Young Leaders • ITA International Clean Sport Educator Program • Sport Integrity Australia	• Ambassador from Lebanon, Former SPOC • Ambassador from Lithuania and World Rowing • Ambassador from Sri Lanka • Ambassador and SPOC of Zambia NOC	• International Ice Hockey Federation • Union Cycliste Internationale • World Athletics • World Baseball & Softball Confederation • World Rugby

Fig 1.2 Program and participants of the feasibility study

The primary objective of the focus groups was to understand the experiences and perspectives of the stakeholders of the OM Unit PMC, as well as identify the challenges faced by these groups in their efforts to implement the OM Unit PMC's campaigns and initiatives within their organisations and/or communities.

By using focus groups, the study was able to facilitate a deeper exploration of the features and observations of the certification programs and, also, draw on the collective expertise of a diverse group of participants.

Using the data from the semi structured interviews and the open-ended discussions of the focus group, the study was able to collect rich qualitative data from both the target audience, as well as experienced administrators from the field, that was then analysed to identify

common themes that inform, and assess, the feasibility of a potential formal education program. The data is also valuable in outlining the factors of an effective training program in the space of sport integrity and the Olympic Movement more wdely.

Limitations

Among the various limitations of the study, the most notable perhaps was the relatively small sample size, particularly for the individual interviews, which may limit the finding from the existing landscape of similar programs. Additionally, the participation in the focus groups was also limited to four Athlete Ambassadors and five SPOCs. While efforts were made to ensure these groups were representative of different continents and different types of IFs, they were composed of individuals with the most experience, and from sports that are generally considered higher-risk for manipulation. This sample is not representative of every region or every type of international federation, potentially overlooking regional or organisational nuances. Additionally, a key program in the space of sport integrity education was missing from the study as none of it's administrators were available for participation in the one-on-one interviews. Another limitation is that for each program examined in the one-on-one interviews, only one representative was interviewed, and potentially being able to seek perspectives from other representatives of the same programs, depending on their individual function, could have provided more detailed insight covering a wider picture of their program planning and delivery.

Time constraints also posed a limitation, as interviews were limited to one hour, and focus groups to two hours, which restricted the discussion and only just scratched the surface. Furthermore, while the initial methodology included having a more representative group of interviewees, including a focus group specifically for SPOCs of National Olympic Committees, unfortunately the availability of individuals was a challenge, potentially leading to a selection bias. This was further exacerbated by the fact that 2024 is an Olympic Year making many stakeholders and and ideal interview subjects, particularly busy and unavailable.

Lastly, the researcher's prior relationships with each of the participants involved in the study, while beneficial for establishing rapport and credibility, might have influenced the participants' willingness to be fully transparent, which may potentially introduce bias into the data.

These factors collectively may have limited the ability of this study to provide a comprehensive view of education across similar fields in sport, and particularly the experience of education of competition manipulation.

<u>Results & Data Analysis</u>

<u>Benchmarking</u>

In order to start the data collection, the first step was to identify similar programs that are either a) related directly to sport integrity or b) are internal IOC programs with a similar approach to that of the OM Unit PMC's such as SPOCs, train-the-trainer, Ambassadors etc. Six programs were identified for this stage and publicly available information about the programs was collected and compared (Appendix 2).

Following the document analysis, the second stage of the benchmarking was initiated in the form of one-on-one individual interviews, conducted with professional administrators responsible for the delivery of five of the identified programs. The program representatives shared their valuable experience and insights over three primary phases of program management.

<u>One-on-one Interviews</u>

- Planning Phase

While discussing the initial planning stage, it was clear that the programs generally had differing reasons which gave rise to a need of their education programs. For example, IOC Young Leaders were developed out of an initiative to promote the YOG, whereas IOC's Career+ program started as a recommendation from the IOC Athletes' Commission in 2005, identifying a need to support athletes in their career transition. It is interesting here to note that the two sport integrity programs (ICSEP and the NIM Network) initiated an education program due to a similar need as that of the OM Unit PMC's which is in an effort to provide support it's stakeholders in meeting their compliance objectives related to integrity.

Continuing in the phase of planning, a common theme across the interviews was the question of curriculum design and how different programs have explored different avenues for the creation of the their education content. While most programs explore external consultants of agencies specialising in e-learning and workshop development, SIA established a partnership with an academic institution, Victoria University, to develop the curriculum and assessment

components for their NIMs, which results in the final certification and formal qualification being issued by the University. Of all the programs discussed, ITA is perhaps in the most unique position, yet similar to that of the OM Unit PMC's, whereby the curriculum is already outlined by it's regulatory body, WADA.

"In terms of a curriculum, essentially we know what topics we have to teach. It's very clearly spelt out in the WADA Material," said the representative of ITA's program, referring to the existing ISE issued by WADA and its' accompanying guidelines.

Another factor that was discussed across the different programs as being of critical importance in program success, was that of resource allocation, including budget, personnel and time. While most programs have dedicated budgets, the finance resource allocation is for short term periods, and programs acknowledged that the commitment of budgets could change in the future not just due to the success or need of the program, but also on changing priorities of the overall organisation. The representative of SIA's initiative noted the significant investment they have secured until the year 2026, "Sport Integrity Australia put some funding aside, $2,000,000 AUD, to be able to get this programme of the ground," indicating that the future of the program will be determined depending on the new budget allocation after 2026. Each of the programs interviewed, is also resourced in terms of personnel. The internal IOC programs for example are staffed by at least one employee of the IOC, along with either additional staff and/or consultants to assist in the different phases of the program. However, none of the programs analysed, with the exception of the NIM network, has a personnel resource dedicated solely to their education initiative. With that said, it was apparent during the interviews that this is not necessarily due to an intentional decision, but rather lack of resources for teams that are responsible for deliverables in addition to the education program.

The last element emerging in the discussions around the planning stages, was that of the criteria of participation. Two of the five programs studied (IOC Career+ and OVEP), have a selective approach whereby the program itself identifies individuals who would be ideal to deliver workshops on behalf of the organisation, and hence should be formally trained. However, similarly to the IOC's Career+ and delivered by the same team is the IOC Business Accelerator program which invites applications form elite athletes and Olympians. The other

three programs (IOC Young Leaders, ICSEP and SIA's NIM network) recruit participants via a global application process. IOC Young Leaders and ITA's program have different stages in their selection processes including pre-program workshops, and informal calls, but SIA is the only program in the selection with a complete HR process, as NIM's are employed roles. These three programs also have a list of pre-requisite criteria such as education qualifications, level of English proficiency, general interest or passion in the topic of the program, as well as background vetting checks.

- Delivery Phase

When analysing the delivery phase, each program, with one exception, advocated for a mix of online and in-person learning experiences, allowing for both flexibility and personal interaction, respectively. The ITA representative, which is the only program to be fully online, described their approach, "Yes, it's all online, but it's not all e-learnings. We have quite a few face-to-face sessions. We have people providing coursework to be corrected, so there's a lot of administration that goes into that."

There was also a strong emphasis across the interviews on the incorporation of interactive elements such as case studies and hypothetical role plays, as also evident in the literature review, in order to make the learning not only more engaging, but also to be applicable to real-world situations for the participants. The representative of OVEP emphasised the importance of this in stating, "OVEP is experiential learning. It is not something you learn from behind the desk, to learn about dates or concepts. You have to experience and actively participate."

The need to tailor and customise the content and delivery methods, based on the topic, the facilitator and the audience, was also consistently referred to as being crucial for program effectiveness.

"We very much encourage (the facilitators) to help (the content) come to life. We don't want them to change it drastically, and they don't, but they can add their own little flair to it." explained the representative of the IOC's Career+ program.

Aside from the subject of different learning approaches, another area of delivery that the interviewee's were asked about was the mode of assessments and ensuring knowledge retention amongst their participants. ITA's ICSEP is the main program amongst those interviewed with a comprehensive assessment module, consisting of knowledge checks embedded in their e-learning courses, as well as three individual video assignments (including two which are peer-reviewed). SIA also implements an assessment in order to obtain a certification from the partner University, however it is designed to help the participant reflect on their learnings rather than being assessed on the content.

"It's not difficult, but it is time consuming. The participants have to submit a workbook including answering questions and their own reflections." Stated the representative from SIA indicating that the time commitment can be challenging for participants and is often reported in the their feedback. Other programs such as IOC's Career+ and OVEP which adopt a train-the-trainer approach, also have different forms of assessments that are targeted at assessing the individuals facilitation skills and provides opportunities for constructive feedback to improve their performance in future workshops.

The last prominent theme in the delivery phase was the need to consider on-going training and resources beyond the initial course or program. Each of the programs analysed have a version of post-program engagement with their participants, and all administrators agreed on the importance of this in order to ensure the subject matter expertise and the facilitation or communication skills of the participants, are kept up to date. As a secondary function, on-going engagement also contributes to developing a sense of community between "cohorts" of participants to promote the credibility of the program and the topic, and allow for sharing of knowledge and expertise amongst different groups of participants. SIA for example brings together the NIMs every quarter for a face-to-face session, covering the costs of travel, accommodation and expenses. While SIA is a national program and hence the participants are more localised than the other programs studied, it still provides a model which could be replicated by the OM Unit PMC when exploring opportunities for IF SPOCs of which the majority are also localised within Switzerland. ITA is in the process of delivering its first "Refresher" session for alumni of the ICE, while also having an online community for alumni to

engage and network. Similar online communities are also established for the alumni of the IOC Young Leaders program.

- Evaluation Phase

In discussing the evaluation mechanism for the different programs, interviewees suggested a range of quantitative and qualitative methods to be effective in both evaluating the program effectiveness, as well as its impact. Each of the programs incorporate, at minimum, surveys to collect participant feedback as well as suggestions for future direction. The representative form ITA explained, "we ask for feedback and have a little survey after every face-to-face session, so we know what to put on for the next online forum." This approach is also seen in the IOC Career+ sessions, "It is interesting feedback for us to ask what other modules they want to see, to point us in the right direction. But it poses challenges as well, having to balance too many specialised modules."

The discussion on evaluation methods also led to an emerging theme regarding continuous improvement of the program, based on feedback not just from program participants, but also from other stakeholders such as the facilitators, the administration and external governing stakeholders. Aside from OVEP and Career+, all the other programs are relatively younger or have recently undergone a significant change, and hence are at early stages of program development seeking comprehensive feedback to evolve their programs, in the absence of a pilot.

Overall, the key challenges that were identified across the three delivery phases were similar amongst the different programs. The primary challenge to progressing and evolving the program was the constraints on time, financial and personnel resources. Interviewees also noted the challenge of creating a standardized curriculum that can still be adapted to various sports and regional contexts, something which has already been evident in the space of competition manipulation.

"Because of the challenges (when in) developing countries, and often times there are no screens or electricity." The representative of OVEP mentioned, when stating their approach to face-to-face learnings having no digital component e.g. PowerPoints.

Keeping the content of the program curriculum continuously up to date with evolving trends was also mentioned as an element requiring consideration, particularly in areas of anti-doping with new evolutions on an annual basis.

"There is enough (content change) that we think it warrants people coming back (for refresher sessions), engaging with us and also sharing their experiences. I think there's enough where we can also talk about any new trends in anti-doping that is useful to give people the heads-up on." Stated the representative of ITA.

In addition, while all of the programs operate predominantly in English, all international programs showed desire to explore more effective ways of delivering their content in other languages identified based on the need of their organisational stakeholders. This is also identified as a bigger concern for ITA for example, where it is critical to effectively communicate technically complex concepts and medical or scientific terminology. This is a challenge already experienced for concepts in competition manipulation when working with content such as sports betting, or regulatory sanctions. While some programs are able to adopt the train-the-trainer approach in English, and provide the trainer with the autonomy to translate, there are also other initiatives such as for example simultaneous translations for the virtual live sessions of the ITA.

In regards to the learnings from the interviews which could apply to the OM Unit PMC, the SIA's approach of facilitating and training the NIM network could prove to be an ideal model to follow when considering support and training for the OM Unit PMC's IF SPOCs, taking advantage of the geographical location of majority of the IF's, and eventually the NOC SPOCs but on a regional level. At the same time, the ITA, IOC Young Leaders and Career+ also provide a strong and demonstrated model of interactive education for athletes in ambassadorial or coaching roles.

Focus Groups

- Athlete Ambassadors

The focus group with four Athlete Ambassadors provided the study with valuable insights directly from those individuals who are the face of the campaigns of the OM Unit PMC, particularly their experiences, challenges and the needs of their roles. These insights provide important considerations in assessing the feasibility of implementing a formal education curriculum on the topic of manipulation.

One of the prominent themes that emerged from the discussion was the critical importance of in-depth, technical knowledge and continuous learning for the Athlete Ambassadors. Participants acknowledged the strong value of the initial on-boarding one hour session, however also highlighted the evolving nature of the topic. Participant 2 stated that they have been looking for their own education outside of that which was provided by the OM Unit PMC in order to be well prepared before addressing the wider athlete audience. Their sentiment was echoed by Participant 3 who noted the importance of "continuous learning" similar to other integrity topics they are involved in, as the content naturally evolves over time. The complexity of the topic, alongside the high-visibility of the athletes ambassador program, strongly supports the feasibility and necessity of a formal education program to ensure that participants are well equipped to represent the OM Unit PMC and speak confidently on the topic.

The participant's discussion of existing training and support revealed both strengths and limitations of the current approach. While they acknowledged the value of the initial workshops and materials provided by the OM Unit PMC, there was a clear desire for more structured and on-going education. Participant 2 commented that his initial onboarding was only a "20 minute presentation" before he took on the role, versus Participant 1 who had a 90 minute introduction, highlighting the need for a comprehensive onboarding that is consistent and standardised for all Athlete Ambassadors.

The participant's experiences also revealed significant challenges in communicating about competition manipulation to different groups of audiences. Participant 3 highlighted the

difficulty in tailoring messages appropriately, "You cannot be flustered when a question is asked" and emphasized the need to "understand how to communicate certain areas to different audiences". The group agreed that the challenge was particularly evident when dealing with coaches and officials, rather than athletes and parents, who often posed more difficult questions, requiring technical knowledge of the topic.

The discussion around the ambassador role itself also revealed important considerations for the design of a potential education program. Participants emphasised the need for Athlete Ambassadors to balance technical knowledge with approachability and relatability. As Participant 1 noted, being "quite known" to athletes helped in reaching out to them effectively and with credibility. However, as Participant 2 highlighted, the technical nature of the topic often requires much more in-depth knowledge of how it is applied in real life sport-cases, which is different to majority of similar ambassador roles for athletes. These discussion elements suggest that a curriculum should focus not only on technical content, but also on developing the soft skills and strategies needed to effectively engage with athletes and other stakeholders.

The importance of networking and collaboration among Athlete Ambassadors was a prominent theme that had unanimous agreement amongst the participants. Participants expressed a strong desire for more opportunities to connect with and learn from other Athlete Ambassadors, both regionally and internationally. Participant 3 suggested regular updates on activities in different regions would support them in their own initiatives, while Participant 4 proposed an annual face-to-face meeting of all Athlete Ambassadors. This feedback indicates that any formal education program should include opportunities for peer learning, networking and potentially implement a cohort-based approach similar to ITA's program or the IOC Young Leaders.

The comparison to other sport integrity initiatives, such as anti-doping and safeguarding, provided useful context for the feasibility of a curriculum on competition manipulation. Participants regularly noted that these other areas have established certification programs and are often given more prominence with sport organisations. As Participant 2 stated, "We should take this into consideration in order to put it under the spotlight more and more, in order to

protect the sports." This strongly suggests that developing a similar level of formality and recognition for competition manipulation, and its representatives, could elevate the importance of the topic within the Olympic movement.

The focus group also revealed potential challenges and considerations for implementing a formal curriculum. The diverse backgrounds and roles of Athlete Ambassadors e.g. current vs retired athletes, those with prior involvement in manipulation, coaches and entourage, suggest that a one-size-fits-all approach may not be suitable. Additionally, the time commitment required from these individuals who are usually involved in other roles for their organisations, could be barrier for some potential valuable Athlete Ambassadors, particularly if they are currently active athletes. These factors indicate that a flexible approach to the curriculum is necessary.

Participants also highlighted the importance of practical case studies or examples of real cases. Participant 3 stressed the value of "used cases" in helping to explain complex concepts, particularly to athletes who otherwise have had no exposure to manipulation. As such, any formal curriculum on the topic should incorporate a strong practical component, potentially including role-playing exercises or analysis of actual manipulation cases.

In conclusion, this focus group data strongly supported the feasibility and need for a formal education curriculum and certification program for Athlete Ambassadors on the topic of the prevention of competition manipulation. The participants' experiences highlight the complexity of the topic, the challenges in effective communication, and the need for ongoing learning adn support.

- Single Point of Contact (SPOCs)

The focus group with five IF SPOCs provided a rich discussion that highlighted several key themes relevant to the feasibility study, including the role of the SPOCs which in itself is a role requiring multiple sets of skills and competencies including understanding governance processes and regulations, intelligence and investigation mechanisms, as well as education and communication. Participants emphasised that in order to be effective, a SPOC needs to have a

high level of influence within their organisations to drive initiatives effectively. This includes the ability to coordinate and communicate across different levels within their federations.

A recurring theme in the discussion was the need for tailored training programs. Similar to the first focus group, the SPOCs also expressed that a one-size-fits-all approach would not be effective given the diverse backgrounds and roles of the different SPOCs, e.g. some are the Legal Counsel of their federation and have extensive legal expertise, whereas others might be from the Sports or Development department and understand athlete management and education. The Participants stressed the need for a training to be customised to address the specific PMC pillar in question, whether it is regulations, education or intelligence. Continuous learning was also highlighted as essential, with participants echoing the sentiments already seen in the Athlete Ambassadors' focus group, suggesting regular updates and refresher courses to keep up with evolving challenges and trends in competition manipulation.

The one-size-fits-all approach was also questioned when discussing educational material and resources and considered ineffective, when discussing the needs of the different SPOCs depending on which sport they represent, as different sports face varying levels of risk for competition manipulation. The disparity in the risk necessitates sport-specific content that addresses the unique challenges and scenarios that the different federations encounter. Similarly, SPOCs also stressed the importance of language-specific materials to ensure effective communication across diverse linguistic backgrounds. As one participant noted, "English is key" but providing resources in multiple languages can significantly enhance understanding and engagement among athlete and coach groups. Furthermore, the complexity of the subject matter including concepts such as "inside information" and "underperforming on purpose" require clear, contextualised explanations, that resonate with each sport's particular dynamics. As such by adopting an approach of tailored educational material, the SPOCs would be better able to effectively educate their own stakeholders and implement more robust prevention strategies in their respective organisations.

The importance of collaboration and networking was a prominent theme in the discussion, whereby participants highlighted the value of sharing best practices and learning from each other's experiences. Building genuine relationships through face-to-face interactions was seen

as crucial for effective collaboration, with participants referencing a previous workshop held by the OM Unit PMC for IF SPOCs which was seen as having been a value-add. The need for a support system to assist SPOCs in their role was also emphasized, suggesting that federations could benefit from a formal network of SPOCs who can provide mutual support, and share resources.

The insights from this focus group were also highly valuable to the study with themes identifying the need for a clear direction when it comes to education. The discussion provides insight into the needs and challenges faced by SPOCs and highlights the importance of tailored training, collaboration, and continuous education.

Both focus groups revealed several common themes and challenges, highlighting the need for tailored education programs and continuous learning. Participants in both focus groups agreed that a one-size-fits-all approach as is currently the case, is not effective due to the diverse backgrounds and roles of the indiviudals involved, as well as wider athlete community. A recurring theme throughout the discussion was the lack of understanding and buy-in from key stakeholders, particularly National Olympic Committees (NOCs) and National Federations. Participant 3 in the Athlete Ambassadors Focus Group noted that "only 5% of the (NOC Executive Committee) would understand what PMC is" and highlighted the difficulty in getting these organizations to take the topic seriously. This challenge points to the need for a certification program that not only educates Athlete Ambassadors but also raises the profile and credibility of the role within the sports ecosystem. A formal curriculum could help demonstrate the importance of the topic to decision-makers and potentially increase institutional support for ambassador activities.

A well designed program on the topic of competition manipulation could address many of the current limitations indicated by both the groups, elevate the importance of the topic within sport organisations, and provide SPOCs and Athlete Ambassadors with the knowledge, skills and credibility needed to effectively raise awareness on the topic. However the results of the focus group also suggest that the design of the program should be carefully considered to ensure it is flexible, practical and be able to address the diverse needs of the participants. By addressing these factors, a formal education and certification program has the potential to

significantly enhance the effectiveness of competition manipulation prevention efforts in the Olympic Movement.

Recommendations

The insights collected via this study provide valuable guidance for the development of new education programs on competition manipulation, emphasizing the need for well structured, participant-centred approach. Based on the data collected from the benchmarking and the focus groups, the following recommendations would provide the OM Unit PMC a pathway to strengthen training and support for its SPOCs and Athlete Ambassadors.

1. Develop a Comprehensive and Interactive Training Program

A structured, training program with a comprehensive curriculum is critical to ensuring high level of knowledge and competency, as well as for providing credibility to the roles of the SPOCs and Athlete Ambassadors, within their sporting organisations. In order to counter the various interpretations SPOCs and Athlete Ambassadors currently have of their roles, both groups should be provided with a detailed and comprehensive explanation of the roles and responsibilities, and be provided with detailed guidelines and steps on fulfilling their duties, to ensure standardization within the two groups.

While there would need to be differences in the curriculums of the SPOCs and Athlete Ambassadors, it is vital to include content covering the basics of competition manipulation, relevant legal aspects (in relation to sporting regulations and national legislations), and practical approaches to prevention and reporting. While the SPOCs would require a more institutional focus in implementing the three pillars of the OM Unit PMC, the Athlete Ambassadors should be provided with more training on communicating and facilitating messages, workshops and engagement sessions about the topic.

A consistent theme which emerged through the interviews on similar programs, was the importance of combining online and in-person learning experiences, with a stronger emphasis on practical and interactive elements. The ITA for example uses a mix of e-learning modules and live sessions, as well as video assessments, while OVEP focuses heavily on experiential learning. While the online components provide flexibility and allow the participants to learn at their own pace alongside managing their other commitments in the world of sport or outside,

the live virtual events and in-person sessions encourage engagement with the topic, realisation of the importance given to the topic by the IOC, and generating feeling of belonging and community. As such, for a potential education program on competition manipulation to be effective, it is recommended to consider implementing the following features that make a blended learning approach:

- Self-paced online modules covering core content and theory, with interactive quizzes and knowledge checks, similar to what is currently in place on Athlete365
- Live virtual sessions for discussion and interactive exercises with different subject matter experts and panels, e.g. sport betting experts, representatives from INTERPOL, communication and facilitation trainers
- In-person workshops or seminars for hands-on learning and networking
- Case studies, role playing exercises and scenario-based learning to apply concepts learned to practical, real-world situations
- Assessments via video presentations and group projects to verify knowledge retention and encourage commitment from participants

By combining the virtual and in-person approach, the program is able to cater to diverse learning styles, as well as maintain engagement of participants, while developing the needed skills in addressing the prevention of competition manipulation.

2. Provide a Certification to Verified SPOCs and Athlete Ambassadors

In the context of developing a formal education program on the topic of competition manipulation, the provision of a certification by the IOC, or the OM Unit PMC, is critical. As evident via the focus groups, the community of SPOCs and Athlete Ambassadors have identified a need for validation of their experience and expertise from the IOC, to assist them in implementing their roles within their IF and/or NOC. A certification in this context can address multiple needs that will contribute to enhancing the credibility of the program, as well as of the participants who have completed the training. This recognition can be particularly helpful for the such roles which are regularly required to be at the forefront of education and prevention efforts.

As highlighted in the focus group particularly with the SPOCs, the lack of understanding and buy in from their organisations, has been a significant barrier. Based on the experience of these participants, a certification from other courses including those on anti-doping education and safeguarding, has assisted in gaining the support and trust of their organisations, and ddemonstratd a formal commitment to the topic.

Aside from gaining credibility within their organisations, a certification also ensures that all participants meet a minimum standard of competency and knowledge on the topic and are able to implement practical trainings, workshops and sessions to engage with their organisation's stakeholders. This standardization, particularly at the institutional level, is also essential for maintaining the quality of the education delivered across different regions and sports, and limits any disadvantage a particular group might have because their respective SPOC or Athlete Ambassador has not had the same training, as another.

Certification is also likely to enhance a participant's engagement and commitment to the training program, encouraging them to engage attentively with the material. Such certification should be awarded to participants who are able to prove their understanding of and commitment to the topic of competition manipulation, and provide a satisfactory performance within the program to verify a minimum standard of competency and quality. This can also be followed up by continuous education and periodic re-certification to ensure that participants remain updated wit the latest developments in the field of competition manipulation.

Lastly, learning from other similar organisations, it is evident that the organisations who provide high quality certified education are seen as leaders in the field which is in line with the objectives of the OM Unit PMC. By providing a certification, the OM Unit PMC is able to directly advocate for greater recognition and support for the SPOC and Athlete Ambassador roles, while also upholding its reputation and influence within the Olympic Movement as the peak body on the topic of competition manipulation.

3. Foster a Strong Community and Network

A recurring theme present amongst the interviews and the focus groups was the impact of a program on building and strengthening a community amongst the program participants and providing on-going support beyond the initial training course. It is evident that without a follow up, a participant may lose touch with the program and the topic, and their motivation and engagement is reduced.

As stated by the representative of the SIA, "These kind of roles can be lonely roles. We wanted them to be able to be connected to each other from the start, so they have a support mechanism. And we wanted them to be able to network, get to know each other, learn from each other and share ideas."

As such, for a potential program on the topic of competition manipulation, various strategies should be implemented aimed at fostering a strong community for both SPOCs and Athlete Ambassadors, respectively, encouraging knowledge sharing and mentorship between experienced and newer participants. These strategies should include:

- Peer networking opportunities as spaces for participants to connect and share experiences of their role, either through online forums, virtual meet ups or closed social media communities such as ITA's LinkedIn group, or IOC Young Leaders' Slack channel.
- Mentorship program providing newer participants to receive guidance, support and familiarity from an experienced SPOC or Athlete Ambassador, similar to the buddy initiative within the IOC Young Leaders program.
- Regular refresher courses in the forms of webinars to provide updates to any content, or facilitation strategies, a well as providing opportunity for participants to meet and interact with each other, similar to ITA's annual refresher events.
- Regional sub groups for NOC SPOCs and Athlete Ambassadors, avoiding the logistical challenges of bringing participants together in an in-person setting regularly. It is more feasible to deliver regional sessions as part of the course, or for the refresher courses, allowing participants to meet, network and share experiences with each other that have more specificities depending on the particularities of their region.

4. Allocate Dedicated Resources for Program Implementation

To ensure success and sustainability of a formal education program on competition manipulation, it is crucial to allocate dedicated resources in terms of budget and personnel. Identified as a critical element amongst the programs included in this study, the implementation of a comprehensive training curriculum, as recommended earlier, requires a level of investment in both financial and human resource.

As such a dedicated budget should be established to cover aspects of the program including curriculum development and maintenance, in-person events such as workshops or seminars and engagement of expert facilitators to deliver high-quality content. As with all the programs analysed, it is not foreseen that funds would need to be allocated to other elements such as marketing and promotion, considering the program will be promoted within the Olympic Movement.

Aside from financial resources, human capital should also be assigned to manage and deliver the program effectively. These should include a program manager and administrative support within the OM Unit PMC, supported by external resource such as content developers, subject matter exprets, and specialists of online learning platforms. By allocating these resources, the OM Unit PMC can ensure the program's quality, consistency and long-term sustainability. The investment will also demonstrate a serious commitment to addressing competition manipulation and maintains the position of the IOC as a leader in sports integrity education.

5. Conduct Further Research and Pilot Programs

While the current feasibility study has provided valuable initial insights, many limitations were also in place. As such, there is a need for further research and expansion of the project to gather more comprehensive data from a wider pool of stakeholders. The progression of this study would enhance the program's effectiveness and ensure it meets the diverse needs of the Olympic Movement.

Furthering this study could include conducting a larger-scale survey of the SPOC and Athlete Ambassador community, to gain a more representative understanding across different sports and regions. As the primary target groups of such an education program, it is vital that SPOCs and Athlete Ambassadors continue to inform the strategic approach of the OM Unit PMC. Aside from engagement with the two target groups, opportunities to consult with additional stakeholders, such as law enforcement agencies and betting regulators, should also be explored in order to incorporate various subject matter expertise into the curriculum design. Additional research could also be conducted in the form of a more comprehensive review of existing sport integrity education programs, including those outside of the Olympic Movement, along with an analysis of the long-term impact of existing programs.

A newly designed curriculum co-designed by the program's target groups as well as subject matter experts, should also be piloted with a small, but diverse groups of participants. Based on their experience, collated via detailed feedback mechanisms, multiple iterations of the pilot could be delivered, adjusting the program format and/or curriculum, to increase it's effectiveness as best as possible.

By expanding the research scope, engaging a broader range of stakeholders and trialling program formats and curriculum in different versions, the OM Unit PMC can develop an effective education program meeting its objectives of providing a high level of training and support to its SPOCs and Athlete Ambassadors.

Based on these recommendations it is evident that providing a certified education program to SPOCs and Athlete Ambassadors on competition manipulation is essential for validating their expertise, ensuring a consistent and high-quality level of understanding, enhancing engagement, and benefitting the institutions involved. This study examined the potential of developing such a program and its' findings show that both groups express a desire for more in-depth knowledge and continuous learning opportunities. The findings also show that in order for such a program to be successful it will require a combination of online and in-person sessions, curriculum developed by subject matter experts, interactive elements such as role-playing scenarios and case studies, opportunity to network and share experience with other

participants, and culminating in a formal certification acknowledging the participants' efforts and gaining them organisational support.

In conclusion, the study supports the necessity and feasibility of a formal education and certification program for both SPOCs and Athlete Ambassadors, on the topic of competition manipulation. By implementing this program, the OM Unit PMC can significantly enhance the credibility of these roles, as well as strengthen its own efforts in the prevention of competition manipulation and uphold the integrity of sport within the Olympic Movement.

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Appendices

Appendix 1. Glossary of Terms

Abbreviation	Term
ICSEP	International Clean Sport Educator Program
IF	International Federeation
IOC	International Olympic Committee
ISE	International Standards of Education
ITA	International Testing Agency
NIM	National Integrity Managers
NOC	National Olympic Committee
OM Unit *(or)* OM Unit PMC	Olympic Movement Unit on the Prevention of the Manipulation of Competitions
OVEP	Olympic Values Education Program
SIA	Sport Integrity Australia
SPOC	Single Point of Contact
WADA	World Anti-Doping Agency

Appendix 2. Data Collection: Organisational Benchmarking – Document Analysis Summary

Benchmarking exercise							
Name of program/initiative	National Integrity Manager Network	International Clean Sport Educator Program	IOC Safeguarding Officer Certificate	IOC Young Leaders	IOC Career+	IOC Business Accelerator	Olympic Values Education Program (OVEP)
Name of Organisation	Sport Integrity Australia	International Testing Agency	International Olympic Committee	International Olympic Committee	International Olympic Committee	International Olympic Committee	International Olympic Committee
Background	The National Integrity Manager Network was established by Sport Integrity Australia to enhance the integrity capabilities of national sporting organizations (NSOs) and national sporting organizations for people with disabilities (NSODs). This initiative aims to embed the National Integrity Framework across all levels of sport in Australia, providing consistency and support in dealing with integrity issues. Each position is fully funded by SIA aim of boosting sports' understanding awareness and capability to manage integrity threats at all levels	The program was developed by the International Testing Agency (ITA) in collaboration with international anti-doping and education experts. It aims to support the implementation of quality anti-doping education globally and help organizations build capacity to meet the requirements of the World Anti-Doping Agency's (WADA) International Standard for Education (ISE).	The IOC Safeguarding Officer Certificate aims to equip individuals involved in safeguarding athletes from harassment and abuse with the necessary knowledge, skills, and confidence to fulfil the role of Safeguarding Officer or Focal Point for their sport organization	Launched in 2016, the IOC Young Leaders program empowers young people to leverage sport to make a positive difference in their communities. Selected participants receive seed funding and mentorship to develop sport-based social projects	Athlete365 Career+ supports athletes in preparing for career transitions by offering tailored advice, workshops, and resources to help them plan their career paths and develop necessary skills	The Athlete365 Business Accelerator helps athletes turn their skills and interests into sustainable business ideas through guided lessons and practical tasks	The OVEP promotes the Olympic values of excellence, respect, and friendship through educational resources that integrate sport into school curricula and community programs
Date of commencement	14-Jul-22	Launched in Sept 2022, first course started in March 2023	Program began in Sept 2021	2016	2005		Developed following a recommendation in 2005
Duration of program	3 day intensive course	3 month online self-paced	The course lasts eight months	4 Years	Varies, based on individual needs	The program is self-paced, allowing participants to fit it around their schedules	Ongoing, with resources available for continuous use
Objectives	To enhance the integrity capabilites of sports that have adopted the National Integrity Framework. Implement and embed the NIF. Provide integrity managers supportive and collaborative environment to ensure they can effectively implement the framework in sports, including training, resources, expert advice, development and networking opportunities	To provide sports and anti-doping organizations with an international-level certification for their workforce. To equip participants with knowledge and skills to plan and deliver clean sport education sessions. To support the implementation of quality anti-doping education globally. To help organizations build capacity to meet WADA's International Standard for Education requirements	1. Establish a global community of trained safeguarding officers. 2. Strengthen safe sport and athlete protection across the Olympic Movement	Develop social businesses/projects addressing local challenges through sport. Promote Olympic values and principles	Help athletes balance sport and education. Prepare athletes for post-sport careers through skill development and employment support	Guide athletes in setting up their own businesses. Develop practical soft skills and entrepreneurial knowledge	Promote Olympic values through education. Encourage physical activity and cognitive development
Participation Criteria	Fully funded roles for NSOs and NSODs - some managers (NIMs) work across more than one sport. be NSO or NSOD recognised, adopt/commit to the NIF, not be listed for child sexual abuse as not having joined or signified to join the scheme. NSO/NSODs are expected to ensure the role of the NIM is established/maintained within the organisation	Course focuses on practical implementation of clean sport education (planning, design and delivery) of education - it is aimed at people who will be actively delivering education sessions to athletes and their support personnel. Participants must demonstrate: Completed or are enrolled in a bachelors degree, or higher education course in education, physical education or related field OR have been working in sports related field for atleast 2 years OR have competed as an elite athlete. Be proficient in English oral and written. Have keen interest and passion for sport, believe in mission of clean sport and anti doping. Possess strong verbal communication, presentaiton skill or willingness to develop such skills	Participants should be appointed or will be appointed as safeguarding officers, serve as focal pints for safeguarding issues, or work in sport integrity for national and international sport organisations.	Applicants must be 20-28 years old, proficient in English, passionate about sport as a tool for change, and interested in community action	Open to elite and Olympic athletes preparing for career transitions	Open to athletes interested in entrepreneurship, regardless of prior business experience	Open to educators, coaches, sports clubs, and members of the Olympic family
Application process	Orgs must submit online application, provide info and consider eligibility critiera. All apps assessed by ASC, in consultation with SIA, and provide recommendations to the grant approver	Interested individuals or organizations can contact the ITA at for more information. Group rates are available for 5 or more people from the same organization	Applications are open to everyone, but particularly aimed at International Federations, National Federations, and National Olympic Committees. Olympic Solidarity covers the registration fee for one candidate per NOC	The program uses a blended approach with virtual sessions, in-person networking experiences, and monthly expert-led workshops	Interested athletes can contact their National Olympic Committee or the IOC for more information and to get involved	Athletes can register through the Athlete365 platform	Resources are freely available online for integration into educational programs
Delivery format	The program includes a mix of funding support, training courses, eLearning modules, policy fact sheets, staff information packs, and promotional materials. It also involves embedding Integrity Managers within sports and providing additional support through Integrity Support Officers. In person 3 day intensive course, followed by online resources. Followed by NIM Forums	The program is delivered through a blended learning approach, including: Six self-paced online learning modules. Two Live Virtual Events. Two online Peer Learning Group meetings. Three video presentation assignments	The course is delivered online through computer-based presentations, audio and video lectures, self-assessment, and interactive elements, with monthly Zoom calls	The curriculum covers human-centered design, leadership skills, customer segmentation, public relations, fundraising, and more	The program includes online resources, in-person workshops, and peer-to-peer learning	Online with interactive lessons and tasks	The program includes a toolkit of teaching resources, activity sheets, and practical guides
Module and curriculum	3 day intensive course partnership with Victoria University, designed to enhance knowledge of attendees. Attendees interact with SMEs, involved in problem solving sessions, and interactive activities and case studies. Followed by NIM Forums. The curriculum covers various integrity-related topics, including: National Integrity Framework policies. Complaints, Disputes, and Discipline Policy. Child Safeguarding Policy. Competition Manipulation and Sport Wagering Policy. Improper Use of Drugs and Medicine Policy. Member Protection Policy.	12 week course - 6 self paced online learning modules & 2 live virtual events & 2 online peer learning group meetings. Participants also have 3 video presentaiton assignments. Covers effective teaching methods and supplies educators with practice tools. Module 1: Introduction to Intl. Clean Sport Educator Program. MOdule 2: creating and delivering effective education. Module 3: values for clean sport, consequences of doping and speaking up. Module 4: Probited list, TUE and supplements. Module 5: Testing and Whereabouts. MOdule 6: medications ,supplements and prohibited list. Live events: presentation skills, comms skills, working with international audiences, preparing evaluating education session, engaging with audiences, online ppts, student interaction, formualting questions, scenario training. 3 video assessments 8 - 10 min video, presenting to real audience. recieve peer feedback.	The program consists of seven modules covering topics such as safeguarding policies, preventing non-accidental violence, developing organizational safeguarding policies, and safeguarding at major sporting events	Participants receive ongoing support, including invitations to global gatherings, leadership coaching, and networking opportunities	Ongoing support through workshops, mentoring, and networking opportunities	he curriculum includes identifying personal values, developing business ideas, and practical business skills	The curriculum covers the principles of Olympism, values education, and life skills for young people
Post participation	Ongoing support is provided through the Integrity Manager Network, which includes continuous learning opportunities, updates from Sport Integrity Australia, and access to a suite of resources to help manage and prevent integrity threats in sports.	1. Annual intl clean sport educator refresher event. 2. welcome to all ITA webinars. 3. LinkedIn group networking. 4. Receive updates to sample presentation resource set	Participants are encouraged to engage in continuous professional development and quality assurance, with ongoing support and advice provided			Continue to access resouces and support through Athlete365 platform	Continuous access to updated resources and support for implementing Olympic values education

Appendix 3. Data Collection: Themes and Codes Summary (Anonymised Quotes)

Summary of Themes associated to subject quotes

Themes	Codes	Quotes							
Role of Ambassadors / SPOCs	Recruitment and onboarding	"initially nominations, since 2024 open apps via website with CV. Informal call interview, check their history."	"to apply indviduals have two pre requisite courses first to narrow it down to people who will genuinely be active, maybe aound 50%"	"we get around 3000 applications and we run a 4 week sprint programme., then from that number of people who apply are reduced. The number goes from 3000 to 500 andd then we shortlist."	"my involvement was due to my story - getting banned by FIFA, being arrested"	"ambassadors are put through the educator program, contract."	"a 20 minute worship with OM Unit. It wasnt easy for me to learn."	"Onboarding was clear, I understood wat I had to share which was not too much information anyway. Important to be precise."	"onboarding was engaging, spot on quesions very interactive"
	Essential Skills	"differnet skills were coming forward in the initial applications from intelligence, law enforcement, education, and communication"	"Initiative and to be known with the national or international federation."						
	Selection Criteria	"prior to 2024 it iwas orgs nomination, since 2024 it opened up to individual apps because of the queries we recieved"	"some criteria for selection, such as level of English"	"endorsment from doping org e.g, not necessary"	"Application is generally self assessment. High success rate."	"differnet athletes with different stories such as those with ADRVs, those who reported, those who had medal reallocated etc. Powerful stories."			
Challenges / Obstacles	Technical knowldege	"Questions sometimes are difficult, not easy."	: "Topic has a lot of technicalities, lots of reulations and approaches.	"High level of know how is important when it comes to three pillars, what are the ways of betting, who the key stakeholders are."					
	Language and Cultural barriers	"scientific and medical terminology can be complex if speakers dont have a specific level of english"	"in the future, to explore if course can be replicated in a number of other languages."	"audience groups range specially athlets that are very young, or many from the military and forces."					
Effective Strategies	Face to Face vs Digital	"no face to face"	"every quarter bring them in face to face at our cost. Some upskilling components."	"6 online modules plus live sessions with experts and interaction"	"every couple of months a virtual catch up to check in, see where they're at, have an action plan."	"different participants have different level of understanding."			
	Train the trainer	"workshop has relied on AC members or Olympians to deliver to share their own experiences"	"A few years ago partnered with World Academy of Sport do develop training for training and mgmt of the trainers."	"idea was to reach as many people as possible, you need to have a cascade model."	"If you dont have train the trainer, you run into roadblocks like cultural and regional specificites."	"Differnet categories: Participant vs Master Trainer vs OVEP Implementer"			
Support and Resources	Organisation Support	webinars with Interpol is huge for us, and very helpful to get the point across to national feds.	"big change aroudn 2018 that OS started providing funding to NOCs to host workshops, making it more accessible and increased demand."						
	Continuous Learning / Alumni Engagemen	"participants invited to refresher events for updates about new content and update to medications lists etc."	"looking forward to creating community with a balance of engaging but not spamming. Maybe WhatsApp, LinkedIn for closed community. Still figuring it out."	"Closed LinkedIn Group managed by the delivery company agency."	"If i had all the money in the world, probably would do more in person sessions to create real relationships."	"Wanted to connect to each other for a support mechanism. It is a lonely role within an organisation."			

Summary of Themes associated to subject quotes

Themes	Codes	Quotes									
Feedback and evaluation	Feedback mechanisms	"part of the mandatory elearning component is feedback, cant complete course without feedback onlie form. Various stages they are invited informally and particularly in live sessions to provide feedback."	"360 feedback for ambassadors to evaluate their performance but also how the event was, how ITA's organisation was, how appropriate they think the material is, how engaged participants were."	"internal program team also evaluates at teh end of each intake about what went well and where to improve"	"we are curious to know more from the participants about their motivation to do more, are they overloaded and dont have capacity, or can we give you more, are you looking for more, or just case by case? Just to get a feel for that."	"largely paper forms, easiest to capture then and there. But generally seems to be positive feedback right at the end of hte workshop."	"Interesting is to ask what other modules they want to see, to point us in the right direction. But challenge to balance too many module ideas."	"feedback is asked (survey) after every face to ace, to understand what to put in the next one.			
	Assess knowledge retention	"via the elearning knowledge checks and the 3 video assignments"	"time consuming but not difficult. Have to submit a workbook including answering questions and own reflections."								
Program structure	Initial concepts and Pilot	"recommendation in 2005 from AC for something to support career transition."	"Initially concept to promote YOG and has changed a few times in terms of name. Current program version since 2020"	"resource Identified as a need to have a NIM, funding was put aside for this"	"no pilot but probably 18 months from start ot launch"	"first workshop in 2009 was in Dakar partnering with the local Adecco counterpart"					
	external partnerships	"external consultants as well as our own team internally"	"essentially a working group of education team, operations dev team, exteral consultants (1 expert in education and 1 in e-learning)"n	"Since 2005 working with Adecco group"	"Adecco helped design the original curriculum but the workshop design by educators. Adecco less and less."	"A few years ago partnered with World Academy of Sport do develop training for training and mgmt of the trainers."	"We have a steering committee, half Adecco half IOC (3 AC members) and 2 experienced educators. But the role of steering committee has diminished.	"External company has the operational part outsourced to them. Recommend to outsource as IOC doesnt have credibility in academic structures or programs. We dont have license or expertise in house to provide this."	"the company in collaboration with experts that deliver, design their workshops."	"Partnership with Victoria University which developed the curriculum and monitors the assessment components"	"webinars with Interpol is huge for us, and very helpful to get the point across to national feds."
	resource constraints	"No ones full time job, differnet people responsible for different elements."	"one staff member and an intern support"	"providing 10,000 USD to the participants to kick start their projects"	"resource identified as a need to have a NIM, funding was put aside for this"						
	Modules	"in terms of curriculum, already had the content/topics through WADA ISE"	"10-12 weeks, 6 modules, e-learning including quizzes at the end, pulling things across, matching answers. More than 60 videos incorporated about experience in field. In conjunction with live sessions, moderated by team, interaction, sometimes external specialist."	"3 video submissions, two of which are peer reviewed. Third is external examiners."	"Live sessions accompany the e-learning module"	"every couple of months a virtual catch up to check in, see where they're at, have an action plan."					

ONE-ON-ONE INTERVIEWS: SEMI-STRUCTURED INTERVIEW

Question Prompts

- <u>Planning Stage</u>
    1. Describe your involvement in the initial stages of launching the program.
    2. Who was involved in the initial planning and approval of the program?
    3. Did you have a pilot version of the program, and if so describe the process of implementing the pilot.
    4. What were some anticipated and unexpected successes from the pilot?
    5. What challenges were encountered during the pilot phase?
    6. Are there standardized eligibility criteria for individuals participating in the program?
    7. What does the recruitment and selection look like for the program (types of assessment, who is the selection panel?)
    8. How is the content for events and workshops related to the program developed and designed?
    9. Does your program have any established external partnerships to assist in content development?
    10. What resources do you require for the planning, delivery and post-evaluation phases (in terms of funding, staffing, physical venues, giveaways and learning materials)?

- <u>Delivery Stage</u>
    1. What is the format of delivery for the program and what have been the positives and negatives of this format?
    2. How do you incorporate real world applications and practical experiences into the program to enhance the learning (particularly for online-based programs/modules)?
    3. What is the frequency and duration of the modules and/or forums within the program?
    4. What are the assessment requirements for your program (level of difficulty, types of assessment, criteria for passing/failing)?
    5. Who serves as the physical/digital host for these events? Are there any technological tools or platforms that have ben particularly effective or challenging?

6. What methods are used to ensure the content is accessible and inclusive for a diverse range of participants?

7. What communication channels and platforms are used for the duration of the program to keep participants informed and engaged?

8. Describe the involvement of those who are responsible for facilitating the delivery of the modules and workshops.

9. At the completion of the program, what sort of certification or reward is received by the participants?

10. What plans or activities are in place for participants after the conclusion of the program? Are there any follow up workshops? Is there an alumni community or networking opportunities?

- <u>Evaluation Stage</u>
  1. Are there overarching objectives for the program?
  2. Are these objectives being met, and what outcomes have been observed thus far?
  3. How is the long term impact of the program on participants measured and documented?
  4. What are the key metrics and indicators used to assess the success fo the program?
  5. How is participant feedback evaluated and incorporated into future editions of the program?
  6. Have there been any notable suggestions or feedback from the participants regarding structure or delivery of the program which could benefit our project?
  7. How is feedback from facilitators assessed and utilized for program enhancement?
  8. Have facilitators provided any insightful feedback that could inform our project?
  9. From your perspective, how has the program progressed, and does it align with your initial expectations?
  10. How do you see the future of the program?

FOCUS GROUP: ATHLETE AMBASSADORS

Question Prompts

- Role of an Ambassador
    1. How did you get selected or recruited? Were you nominated by your NOC/IF? What do you remember of the initial steps and onboarding, either from your nominating organisation or the OM Unit PMC?
    2. Can you describe how you see the role of an ambassador for this topic?
    3. As advanced ambassadors, what motivates you to actively participate as an ambassador in this campaign?
    4. What are your most memorable experiences or moments from your time as an ambassador?
    5. Are there any aspects of the Believe in Sport campaign, and particularly the Code of Conduct which resonate most with you personally?
    6. What specific skills or competencies do you believe are essential for success as an ambassador for this campaign?

- Activations and Engagement
    1. What are the types of activities or activations that you typically could engage in to raise awareness and educate the target audience?
    2. In your experience, what strategies or approaches have been most effective in engaging the athletes?
    3. Similarly, what strategies or approaches do not work?
    4. Reflecting on your experience, are there any specific communication channels or platforms that you feel have been more effective in reaching and engaging with the athletes?
    5. What feedback or suggestions have you received from the audiences during your interactions?
    6. In your interactions, have you encountered any misconceptions or misunderstandings about the campaign's objectives or messaging?

- Organisational Support

    1. Have you encountered any challenges or obstacles while carrying out your role as an Athlete Ambassador?

    2. How would you address these challenges?

    3. Reflecting on your experience as an Athlete Ambassador, are there any points in your journey or role where you initially felt unprepared or would have benefited from additional training or guidance?

    4. Are there areas at present where you feel additional support or resources are needed?

    5. Have you had access to any specific resource or tool that has significantly facilitated your activities and impacted your effectiveness in promoting the campaign?

    6. What resources or support do you feel would enhance your effectiveness as an ambassador for the campaign?

    7. Are there any training opportunities or materials that you believe would be beneficial?

    8. Are there any areas where you feel additional training or guidance would be beneficial in upholding this alignment?

- Potential Training Program

    1. What does a comprehensive training program for new and existing ambassadors mean to you? What do you think it should look like?

    2. What topics or aspects would you recommend to be included in future training program for ambassadors?

    3. What are the three main pieces of information you think a new ambassador needs to be briefed or educated on when they become an ambassador?

    4. Are there any similar trainings that you have participated in? If so, describe your experience.

    5. In your opinion, what measures can be implemented to ensure ongoing support and collaboration amongst the ambassador community? How could we best foster a sense of community and shared purpose amongst the group?

    6. As experienced Athlete Ambassadors, what role would you be willing to play in the development and training of future ambassadors?

Appendix 6. Focus Groups (SPOCs): Discussion Questions

FOCUS GROUP: SINGLE POINTS OF CONTACT

Question Prompts

- Role of a SPOC

    1. Can you describe what the role of a SPOC is for you, and what skills or competencies do you believe are essential for an effective successful SPOC?

    2. In your opinion, what essential information or resource do you believe are necessary for new SPOCs to have a successful start? Are there any gaps where extra support is needed? From your perspective now, what do you think is the most important info that new members need to be fully aware of?

    3. Reflecting on your journey as a SPOC, what aspects of the onboarding process do you feel were most helpful or valuable in your integration and understanding of what the role is?

    4. Thinking back to your early days, were some elements confusing, which looking back now are more understandable?

    5. Can you share the challenges or difficulties you encountered when you first become a SPOC? How can we address those for future new SPOCs?

    6. What are the effective strategies or challenges in achieving support within internal departments at your organisation?

    7. What are your biggest challenges in the role? What are the biggest barriers for you in implementing your role and is there something we can do to assist?

    8. What advice would you have for future SPOCs?

- Support and Resources

    1. Do you feel like you understand the Believe in Sport campaign and the topic of manipulation overall?

    2. Do you feel confident and prepared to present the topic to your various target audiences?

    3. On the education front, what types of activities and activations do you do in your organisation? What works well and what doesn't?

4. Have you had the opportunity to engage directly with your athletes? What have been the reactions, feedback to the campaign?

5. Are there any types of activations that you would want to explore but have not?

6. What works for your audiences – what is your experience with athletes, officials, national associations?

7. Do you feel there are any misconceptions, misunderstandings about the Believe in Sport campaign?

8. Which areas do you feel you are supported in, by either the OM Unit PMC or your own organisation?

9. Which areas do you feel you would have benefitted from with additional guidance?

10. Do you feel part of a wider SPOC community and network?

- <u>Comprehensive Training</u>

1. What does a comprehensive training program for new and existing SPOCs mean to you? What do you think it should look like?

2. What topics do you believe need to be included for a formal training for SPOCs?

3. Which methods or platforms would be most effective for delivering on-boarding materials or resources to new SPOCs?

4. What activities do you feel should be done for the existing network of SPOCs?

5. Is there anything else you would like to share based on your experiences which could inform our strategy for improving the SPOC community?