

IPACS Benchmark Guidelines

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IPACS Benchmark D7 – The organisation has put in place integrity awareness/education programmes

Definitions

- Sport integrity – sport integrity encompasses the components of personal, organisational and competition integrity
- Personal integrity - adherence to ethical principles, including honesty, openness, objectivity and acting as an example to others
- Sport organisational integrity – ethics within sport organisations; it is promoted through good governance, accountability, transparency and measures to protect against corruption and misuse of power
- Sport integrity in competition – the fight against doping, manipulation of competitions, harassment and abuse, hate speech, misconduct, and other forms of wrongdoing, based on principles such as fairness and respect
- Integrity education – activity designed to raise the level of knowledge, understanding and judgement among participants on topics including anti-doping, match manipulation, anti-corruption, other forms of cheating, and safeguarding; having integrity “awareness” implies having relevant knowledge and understanding; the aim of integrity “education” is broader, enabling participants to reason and make decisions based on their knowledge

Introduction to this Benchmark and its significance

- It is vital that all stakeholders in sport, ranging from athletes to officials, coaches, parents, supporters, funders and others have confidence that sporting competition involves a fair contest between the participants; attempts to subvert fair competition, such as doping, match manipulation and other forms of cheating pose a serious threat to the integrity of sport
- Taking proactive steps to protect the integrity of sport is a core function for sports organisations and part of their work to manage risk
- An effective integrity education programme regarding sports competition can protect against the risks of doping and the manipulation of competitions
- An effective integrity education programme within sports organisations can be a powerful vehicle for embedding values and a culture of integrity, as it promotes broad dissemination of the governing body’s commitment to fight corruption (see Recommendation B9 – zero tolerance) and ownership of this commitment by the staff/members concerned

Commentary on the action to be taken

- Integrity education/awareness programmes should be provided on topics appropriate to the nature of the organisation and the level of risk
- Integrity education programmes should inform relevant stakeholders of both the vigilance required of them in the course of their activities and the conduct to be adopted in high-risk situations
- Successful completion of integrity education courses should be mandatory for participation in specific functions, such as for competition officials (referees or others), athletes, coaches, managers, agents, medical staff and others assisting athletes in their competition
- Integrity awareness/education programmes should be coordinated with other anti-corruption and integrity measures; for example training courses can be provided on the content of the anti-corruption code of conduct, on the prevention of manipulation of competitions or on whistleblowing; priority training should be delivered for individuals identified as being at risk by the corruption risk assessment; and multi-agency social, educational, crime prevention and other community preventative social-educational projects designed to foster respect for fundamental rights and civil liberties, especially among supporters, sports associations, leagues and clubs as well as agencies responsible for safety, security and service at sports events

- See also Recommendation D6 (education programmes), B2 (anti-doping rules), B3 (competition manipulation rules), B4 (whistleblower reporting), B7 (safeguarding), B9 (zero tolerance), B10 (anti-corruption code), C8 (conflicts of interest) and E4 (risk assessment)

Investment requirement – the level of investment should be proportionate to the specific nature of the organisation and the sport(s)

Guidance according to stage of organisation

Early stage

- The organisation provides integrity education/awareness activity for people involved in different roles on themes appropriate to the nature of the sports body, which may include anti-doping, match manipulation, anti-corruption, safeguarding, ethics, wrongdoing and others

Developing

- The organisation provides formal integrity education programmes in themes relevant to the nature of the sports body, which are illustrated by concrete examples and tailored to different groups of stakeholders in accordance with their exposure to specific risks; particular attention is given to real-life scenarios
- The governing body allocates appropriate resources to the implementation of integrity education measures, proportionate to the organisation's risk profile
- The organisation has a mandatory requirement for completion of integrity education courses in order to participate in specific functions, including as athletes and officials; for functions most exposed to risks, integrity education courses are provided during the onboarding process and throughout the exercise of the functions
- The organisation invites its members or other relevant stakeholders to share their experiences with integrity risks and promotes discussions on challenges and best practices in this area

Advanced

- The organisation conducts regular risk assessments related to integrity and acts on the findings (see also Recommendation E4 – risk assessment); in particular it designs, reviews and updates integrity awareness/education programmes based on these findings (for instance, integrity training courses should teach stakeholders how to mitigate specific risks identified in the organisation's risk assessments)
- The organisation, through tests or other tools, checks if participants have properly understood the integrity courses; these tests can be carried out as part of the course or after a certain time to ensure that the knowledge has been absorbed
- The organisation develops indicators to monitor the quality and effectiveness of integrity awareness/education programmes, including in the case of outsourced programmes; these indicators could include the percentage of target audience trained and the number of training hours on integrity issues, and should be used to regularly improve integrity awareness/education programmes
- The organisation has a defined policy or strategy for integrity education

Good practice examples

International Sports Organisations (from 2020)

- FIBA - Dedicated [integrity information](#) for athletes
- FIE - There are four integrity education programmes, each with a dedicated page on the FIE website, including [anti-doping](#) and [safeguarding](#)
 - [Educational work](#) has been done on safeguarding at major events
- FIFA – extensive information on protecting against match manipulation, including [educational materials](#); [Global Integrity Programme](#) (GIP) implemented in cooperation with UNODC
- European Athletics: [I Run Clean](#) anti-doping education programme

Overall standard among International Federations:

- 16 out of 31 members of ASOIF had a formal, diversified integrity education/awareness programme with evidence of implementation

National Federations

- French Basketball Federation (FFBB): [Information on gambling regulations](#)

Selected references

- [ASOIF GTF Questionnaire 2019-20, Indicator 5.7](#)
- Geeraert, A. (2018). [Sports Governance Observer 2018](#). An assessment of good governance in five international sports federations. Aarhus: Play the Game / Danish Institute for Sports Studies, p.11-15: Principle 44: The organisation offers consulting to its member federations in the areas of management or governance.
- Document EPAS(2018)47rev3 - "Optimising the processes of compliance with good governance principles to mitigate the risk of corruption":
 - Paragraph 3: Conflict of interest
 - Indicator 3.7: All members of decision-making bodies must undergo training on integrity matters, including the management of conflict of interest at the earliest possible time upon taking up their functions
- Council of Europe – Guidelines on sport integrity – [Action 3 of the Kazan Action Plan](#)
- [Council of Europe Convention on the Manipulation of Sports Competitions \(CETS No.215\)](#)
- [Council of Europe Convention on an Integrated Safety, Security and Service Approach at Football Matches and Other Sports Events \(CETS No. 218\)](#)

ASOIF indicator 5.7 – scoring definitions used in the 2019-20 assessment

- 0 – No
- 1 - At least some information on integrity awareness available
- 2 - Integrity awareness/education programmes in place
- 3 – Formal, diversified integrity awareness/education programmes in place with evidence of implementation
- 4 - State of the art integrity awareness/education programmes in place with evidence of implementation (e.g. mandatory, regular education, online/offline, communication)