



105 -

INNOVATIVE FORMAT FOR INTERCULTURAL EVENTS

RESPECT IS THE GOAL

HATE SPEECH

THREATENS PORT

INTEGRITY



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Respect Is the Goal, Hate speech Threatens Sport integrity

Guideline for developing intercultural events to promote sport value and counter intolerance, extremism and hate speech



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Other project internal references	<p>The guideline will be published as open resources on E+ platform and project website, together with the link to the pilot event.</p> <p>Guideline is the tool for transferring the methodology and at the same time an open resource for sport awareness campaign.</p>

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Disclaimer

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This document is the collective effort of many individuals and the partner organizations working on behalf of the project “RIGHTS – Respect Is the Goal, Hate speech Threatens Sport integrity” and every attempt has been made to ensure that the contained information is true and accurate. Every reader and user is expressly advised to use the content and information of this document on his/her own responsibility.

Whose this deliverable is for

Target groups are: sport clubs, fans club, music association, dance schools, youths organizations, education ecosystem (schools, no formal educational settings ...), researchers, local authorities, policy makers in the field of sport, culture and education.

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Abbreviations



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List of tables

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Forward



The RIGHTS project developed a series of open educational resources, counter-narrative toolkits, and awareness campaigns to tackle HATE-SPEECH in sports, both online and “on life”, and contributed to E+ priority “Combat violence and tackle racism, discrimination and intolerance in sport”.

RIGHTS is the acronym for “Respect Is the Goal, Hate Speech Threatens Sports Integrity”. The project has been developed by a consortium of partners made of sports clubs, fan associations, youths organizations and the university. The mix of different competencies and experiences allowed the partnership to share knowledge and understanding of the phenomena of Hate Speech in sports and, most of all, to develop innovative, creative solutions, including educational resources based on intercultural communication methodology and new cross-cultural formats for developing awareness-raising campaigns combining music and sport.

SPORT is a RIGHT and is often considered a mirror of society.

Sports organizations are frequently facing societal challenges, particularly in this historical period in which sports arenas are stages for propaganda, racist and political extremism, hatred and discrimination, places of radicalization and violent behaviours. Hate speech is in opposition to the positive values of sport: respect/

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tolerance, integrity, mutual understanding, fair play and friendship. Hate speech exists in sports and is worse in the lower leagues and could increase if young people, parents, athletes and fans are not educated to respect from the grassroots level. Combatting hate speech rather means verbal and non verbal communication among people, based on mutual respect despite different (ethnic, religious, sexual, political etc.) backgrounds. There is an urgent NEED to improve intercultural skills in sports, to develop the capacities of coaches, sports managers, and fan leaders to counteract the wave of offences at the club and in the media and to raise awareness. In the RIGHTS project, we adopted Intercultural Communication as the main recipe to tackle hate speech, educate people to respect and promote integrity in sports, ensuring the own dignity of every single person. The project provided targets with a knowledge framework about Hate Speech at grassroots and amateur sports levels, educational resources and pedagogical materials to capacities; awareness campaign toolkits including comics strip packs, cartoons, videos and a format to organize sports intercultural awareness events. All outputs have been tested with selected participants and fine-tuned based on the impacts produced.

Music has been shown to have beneficial effects on athletic performance. It acts on attention, on emotions, reduces inhibitions and encourages movement in the athlete. Similarly, it has been observed that music, during competitions and sports matches, create a particular soundscape capable of impacting the behaviour of the fans, on the one hand, by stimulating them to support the team, on the other, by reducing the risk of violent behaviour and hate. The choice of music to play and songs must NOT be left to chance, AS they considerably impact athletes and the public.

According to numerous studies, music has an educational purpose primarily, even when it is listened to for recreational purposes. Although the musical genres are different and varied, this art has a unique and universal language that breaks down social and cultural barriers. It is clear that the choice of musical pieces to be played and choreographed during an event to contrast hate speech in sports and to educate people about mutual respect is essential to achieve the result of affecting behaviour and verbal violence in particular.

In the RIGHTS project, we experimented with a series of awareness-raising campaigns incorporating different forms of arts and sports within intercultural events held in different locations, such as sports fields, theatres, squares, and urban stages. All the events have been conceptualized and realized with a large participation of volunteers and professionals from various fields: sports, dance, music and more. Combining different forms of culture, arts and languages has proved their effectiveness in influencing thoughts and behaviours of attendees. The first step was to identify the message to convey. Of course, it orbits around the project scope; the following steps consisted of designing the events, selecting locations, and choosing music, songs and choreographies. Indeed, sports activities, training, and competitions are often accompanied by music and sometimes even dance performances.

The Rights awareness-raising events have been developed through the volunteer work of countless athletes, coaches, musicians, dancers and young people. An event born and realized by many volunteers who move from their sporting or artistic fields towards active citizenship represents a replicable good practice with a huge potential to impact both volunteers and the community. As said, the adequate choice of music, songs



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and choreographies is strategic for the message you want to convey: our choice ranged from gospel to pop music within a selection of songs about mutual respect and peace. More than 400 people attended the RIGHTS show, some of whom were interviewed at the end to understand if they understood the message we wanted to convey. The outcome was very satisfactory. Most of the People attending the Rights Events caught the message:

“RESPECT is the GOAL, both in sport and in LIFE; hate speech threatens sports integrity.
It is the right time for a real change”.





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Introduction



In the Rights Project "*Respect Is the Goal, Hate speech Threatens Sport integrity*," intercultural communication and the intercultural dimension, in general, have been assumed as the main receipt to counter intolerance and hate speech in sports.

The "cultural environment" is changing quickly and becoming more diversified. Cultural diversity is an essential condition of human society, brought about by cross-border migration, the claim of national and other minorities to a distinct cultural identity, the cultural effects of globalization, the growing interdependence between all world regions and the advances of information and communication media. More and more individuals live in "multicultural" normality and have to manage their multiple cultural affiliations". Cultural diversity often triggers fear and rejection. Stereotyping, racism, xenophobia, intolerance, discrimination, and violence can threaten peace and the very essence of local and national communities. Dialogue between cultures, the oldest and most fundamental mode of democratic conversation, is an antidote to rejection and violence.

Besides, the sports sector reflects the multicultural environment from the grassroots and amatorial levels. To promote Respect in sports and life, it is appropriate to develop innovative models of intercultural education by integrating different forms of art and exploiting the educational power of creative and engaging approaches, being aware that there are various definitions of intercultural education. The Maastricht Declaration (2002), for example, argues that: Intercultural education is "an education that opens the eyes of citizens to the realities of the world and commits them to participate in the creation of a more

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just and equitable world, a world of human rights for all. "Intercultural education "includes development education, human rights education, education for sustainable development, peace and conflict prevention and intercultural education as global elements of citizenship education ".

Education, as underlined by the Universal Declaration of Human Rights, must be aimed at fully developing the human personality and strengthening respect for human rights and fundamental freedoms. It must promote understanding, tolerance, and friendship between all nations and racial and religious groups and must promote the work of the United Nations for the maintenance of peace.

The 2007 White Paper on Sport, the first 'comprehensive initiative' on the sport by the EU, envisioned several objectives, including, among others, "enhancing the societal role of sport" encompassing its educational role. The 2011 Communication '*Developing the European Dimension in Sport*', which was the first policy document adopted by the Commission on the sport after the Lisbon Treaty came into force, emphasized the potential of sport to make significant contributions to the overall goals of the 'Europe 2020 strategy for growth and jobs' (2010-2020), improving employability and social inclusion. Specific work plans for Sports have been issued since 2011, with the last covering 2021-2024. In all these policy documents, sport is recognized as an essential part of education and as a "framework for personal, social and learning skills".

THE RIGHTS PROJECT we worked to promote a culture of Respect and develop INTERCULTURAL skills to counteract hate speech, intolerance and extremism in sports. By stating that Respect Is the Goal and Hate-speech Threatens Sports integrity, we defined project ambition and related specific objectives as follows:

- 1) to increase coaches, managers, and volunteers' CAPACITIES to tackle hate speech and intolerance in sport and to build a respectful environment, in particular at the grassroots level
- 2) to develop a ground-breaking AWARENESS campaign on the dangers posed by hate speech and intolerance in sports communities by promoting ethics, integrity, Respect and a culture of tolerance, thus stimulating a change of attitude and behaviours.

The deliverable "*Guideline for developing intercultural events to promote sport value and counter intolerance, extremism and hate speech*" is an integral part of Output 5 ", Innovative FORMAT for developing INTERCULTURAL EVENT to promote sports values and counter hate speech", which is connected with the specific objective two and it is joined with RIGHTS AWARENESS campaigns.

In the RIGHTS project, we developed approaches to integrate intercultural communication and education in the sports environment starting from the grassroots level: educational, coaching and pedagogical resources have been designed, tested, and delivered. Together with education programs, the RIGHTS arranged creative tools and campaigns to promote Respect in sports addressing varied targets: sports associations' managers, coaches, members and athletes, parents, and fans. Among those awareness initiatives, some



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events integrating music, dance and sport have been experimented with and represent the main input of this Guideline that is based on our experience and lessons learned.

This deliverable “***Guideline for developing intercultural events to promote sport value and counter intolerance, extremism and hate speech***” has been elaborated with the intention of sharing and transferring: (i) the theoretical background, (ii) the rational and the experience of the RIGHTS Intercultural Event (iii) advises, hints and tips to replicate the process and set up a creative intercultural event to promote respect in sport.

PART I - HATE SPEECH AND VERBAL INTOLERANCE IN SPORT

“The goal of the Olympic Movement is to contribute to building a peaceful and better world by educating youth through sport practiced without discrimination of any kind and in the Olympic spirit, which requires mutual understanding with a spirit of friendship, solidarity and fair play” ¹

The right to sport

The genesis of Baron Pierre de Coubertin’s idea that sport was a basic right that every human being should enjoy was more than likely first planted by Jules Simon, the former French Prime Minister, in a speech to the annual assembly of the Le Play Unions for Social Peace in Paris in 1887. ² Pierre de Coubertin wrote later in his memoirs: “*Sport is not a luxury pastime, an activity for the leisured few, nor merely a form of muscular compensation for brain work.*” The struggle persisted across his career in the ever-changing definitions of amateurism, which were meant as code to exclude various groups from competition.

“It is important from the outset to understand that none of the United Nations international human rights declarations of covenants, which have legal status for all ratifying countries, include the specific ‘right to sport’. The international human rights framework comprises the Universal Declaration on Human Rights (UDHR) the International Covenant on Civil and Political Rights (ICCPR) and the International Covenant on Economic, Social and Cultural Rights (ICESCR). In addition the Convention on the Rights of the Child (CRC) has been ratified by, and is therefore legally binding in, every country except Somalia and the United States of America. Although sport is not protected legally as a universal human right it might be considered to be subsumed under broader human rights categories. For example Article 24 of the UDHR relates to the right to rest and leisure, Article 12 of the ICESCR to ‘the right of everyone to the enjoyment of the highest attainable standard of physical and mental health’ and Article 15 to ‘take part in cultural life’. In addition, Article 31 of the CRC recognizes ‘the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts’.

¹ <https://olympics.com/ioc/beyond-the-games>

² Ref Sport as a Human Right in www.olympics.com

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Importantly, these rights do not necessarily relate to elite sport as this is by definition exclusionary and admits on the basis of eligibility and qualification.”³

The IOC Code of Ethics (2018) elaborated further and reiterates the importance of ‘Respect for the Olympic spirit, which requires mutual understanding with a spirit of friendship, solidarity and fair play’ and ‘respect for international conventions on protecting human rights’ which are outlined above. The Basic Universal Principles of Good Governance of the Olympic and Sports Movement also outlines that ‘fairness and fair play are central elements of the competition. Fair play is the spirit of sport.’⁴

It is said that sport is a microcosm of society and mirrors life. According to Eitzen (2015) “focusing on sport is simply such a technique for understanding the complexities of the larger society” (p12). Sports are an important part of cultures and societies world-wide, with people of all ages connecting with each other through sport.⁵

«Football is more than ever part of the sociocultural fabric of global life. Part of its success story resides in its ability to transcend not only national borders, but also barriers relating to class, ethnicity, gender, religion and language» (Bergh / Ohlander 2018: 254). According to Porro (2008), football has long ceased to represent only a game, since today it constitutes a real cultural system and a good litmus test of what happens, more in general, at a social level. For Leith (1998), football is a cornerstone of popular culture. In recent decades this sport, which has also become a cultural product, is marked by an increasing process of globalisation. For these reasons, football is one of the great cultural institutions due to its unique and cross cultural appeal (Giulianotti 1999).⁶

Sport should not be interpreted only as a game and competition but also on one hand as a cultural product and a tool to encourage social inclusion (...).⁷

Sport can be approached as a “cultural universal”, a multicultural phenomenon which has gone through the history of races through the educational transmission⁸

What is sport for young people? The choice of a sport by a young person is the expression of pre-existing tastes; it is learning to live in a universe of rules, cooperation and confrontation with others; it is a way of

³ https://fairplayforwomen.com/rights_sport/

⁴ Cit. https://fairplayforwomen.com/rights_sport/

⁵ Sport digest Fred Cromartie

⁶ Siebetcheu (2020:4): Bergh - Ohlander 2018 = Gunnar Bergh - Sölve Ohlander, Football language in the age of superdiversity, in Angela Creese - Adrian Blackledge (eds.), The Routledge Handbook of Language and Superdiversity, London-New York, Routledge, pp. 254-267. Porro 2008 = Nicola Porro, Sociologia del calcio, Roma, Carocci. Leith 1998 = Alex Leith, Over the Moon, Brian. The Language of Football, London, Boxtree. Giulianotti 1999 = Richard Giulianotti, Football: A Sociology of the Global Game, Cambridge, Polity Press.

⁷ Siebetcheu (2020: 3) Siebetcheu, Raymond (a cura di). 2020. Dinamiche sociolinguistiche e didattica delle lingue nei contesti sportivi. Sociolinguistic Dynamics and Language Teaching in Sports. Siena: Edizioni Università per Stranieri di Siena

⁸ Isidori E., 2009, La pedagogia dello sport, Carocci Editore, Roma.

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taking a stand and building oneself as a social being. Furthermore, this space offers young people a wide choice of possibilities to affirm identity or counter-identity, capable of compensating for various social and / or scholastic destinies. But what is sport? It is play and fun, made up of two components that are in opposition: on the one hand, strength, spontaneity, energy, vital impulse; on the other, the Rule, the rules. The rule makes the game an element of culture, of civilization; it demands a natural equality of all participants before the rule. It is a system of relationships, with effort, space, time, luck, the other, the others. The rule is indispensable to the game itself, the code is the equality of the starting condition.⁹

Sport is cultural and transcultural. Sport as a game is both culturally determined (i.e. mirror of a society with specific rules, symbols etc) and transcultural, i.e. it goes beyond culture and geographical borders. It also favours diversity: a team needs different players: with different physical and technical characteristics. In doing so, difference is welcome and part of the success..

Sport contributes to health and well-being, breaking down barriers and building trust and community spirit. However, it can also exacerbate tensions or rivalries and foster discrimination against certain categories of the population, contrary to international standards, obligations and principles on fighting racism and discrimination. Sport occupies a significant place in society and has a substantial impact on a large sector of the population: athletes, spectators, security forces or volunteers, among others. The strong popularity of sport means that sports organisations and clubs are required to ensure safe and empowering sport environments.¹⁰

Sport has always been considered as a way to connect people, to confront them, to reinforce the sense of community. An important added value has been represented by the interaction of sport with other forms of expression of a community, such as music, dance and arts. Indeed, in a broad sense, sport is a form of art which takes place in its immediate execution, by representing a sense of movement and completeness by using people's body and features.

Sports activity has always been linked to its communicative aspect, to its ability to create emotions in the community of reference transmit. A sporting activity, whether it is a victory or a defeat, without its communicative dimension, would never be able to express a message, and would remain a simple physical exercise. Sport has always been a strong channel to promote and transfer messages of pace and respect among people, as they are their basic values of sharing a common activity as the sport engagement. Over time, this interaction amid sport, music and dance has been increasingly closely linked to the same reference culture, by promoting emotions, passion, and everything that makes a community "feeling" for something. From this point of view, sport, music and dance have been fundamental tools to allow these messages to be conveyed more linearly and directly.

⁹ (Boujon, 1999: 20-21). Boujon J.L., 1999, Etica e Sport in I quaderni di Panathlon n.8, Panathlon International, Genova.

¹⁰ Combating Hate Speech in Sport (COE. 31 May 2022)



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Hate speech in sport

“It is difficult to define hate speech due to the broad nature hate speech can have. Additionally, hate can be communicated verbally and non-verbally. Hate speech can also be concealed in statements which at a first glance may seem to be rational or normal”.¹¹

The Recommendation No. 15 on *Combating Hate Speech of the European Commission against Racism and Intolerance (ECRI) of the Council of Europe* provides this definition: “ Hate speech entails the use of one or more particular forms of expression – namely, the advocacy, promotion or incitement of the denigration, hatred or vilification of a person or group of persons, as well any harassment, insult, negative stereotyping, stigmatization or threat of such person or persons and any justification of all these forms of expression - that is based on a non - exhaustive list of personal characteristics or status that includes race, colour,

¹¹ Combating Hate Speech in Sport – COE workshop November 2017



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language, religion or belief, nationality or national or ethnic origin, as well as descent, age, disability, sex, gender, gender identity and sexual orientation.”

So, it is not only an issue of racism, but of intolerance in general and sport is not free from these threats. Indeed, as stated by the CoE's Committee on Equality and Non-Discrimination *“Hatred and intolerance are rife in today's Europe and this is reflected in the world of sports, in the form of abusive language, incitation to violence and actual hate crimes, based on all grounds of discrimination including antisemitism, islamophobia, homo- and transphobia, racism, sexism and xenophobia”*.

In the whole world, and Europe in particular, have faced several examples of radicalization, extremism, intolerance, in recent years, when also sport supporters openly showed signs of intolerance, xenophobia racism, often recognizing themselves in far-right logics, those problems are becoming more topical in the EU agenda. Such negative trends, including hate speech and extremism, are not only connected to professional sport (and especially football), but are also observed at amateur grassroots level activities. They are also a major stumbling block ahead of social integration and seriously hinder the inclusion of minorities, migrants, and other vulnerable groups.



One of the best approaches to counter the above-mentioned anti-social phenomena is educating youth workers and youngsters in inclusive development, tolerance and respect. More respect means a more productive society based on acceptance, understanding and mutual esteem. Given their involvement in daily activities and continuous contact with sports practitioners and participants, coaches and sports managers are among the people able to induce changes in the sports sector, particularly at the grassroots level. They could not only serve as role models but could become a vehicle for mainstreaming values and ideas tackling racism, violence and hate speech. They need adequate resources and effective instruments to apply preventive measures, influencing the processes at the grassroots level, changing people's mindsets

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and prejudices, and building more positive models based on specific concepts, values and views. Capacity-building and intercultural communication might be the key to success, opening the path for changes and countering hate speech and racism at the grassroots level.

The increasing awareness of the necessity to tackle hate speech in sports represents the starting point of the RIGHTS project that, following the CoE recommendations, promotes EDUCATION and AWARENESS as crucial tools to combat hate speech in sport, starting by mapping hate speech in sports by considering the coaching framework and developing intercultural resources and campaigns.

Awareness campaigns and events are designed and tested to mainstream positive values of sport to eradicate Hate Speech in clubs from the grassroots level, encourage effective networking among stakeholders and upskill sports managers, coaches and fans.

New actions should no longer be postponed; they must be taken from the grassroots level to the professionals. As recommended by the CoE in the report of the Committee on Equality and Non-Discrimination, "Stop hate speech and acts of hatred in sport", it is necessary:

- To improve "information and awareness raising activities targeting sports organizations' athletes, staff and management as well as the general public."
- To develop actions that "provide all players and staff members with training on identifying, preventing and counter hate speech and intolerance."
- To "promote educational programmes for sport supporters and fans clubs to prevent hate speech in stadiums during matches".

There is an urgent need to improve the capacities of sports coaches, managers, fans leaders, and volunteers, particularly at grassroots sports clubs, to deal with hate speech threats, both "online and offline": in the web environment where hate speech is perpetuated in diverse media channels including those related to sport, and in the playground at the sports clubs where gender based insults, harassments and racist offences are increasing and difficult to be monitored, evaluated and tackled.

According to EU Kids Online research, 41% of young people between 15 and 17 read hateful messages or offensive comments addressing individuals or groups discriminated against by skin colour, religion or ethnic group. Gender discrimination, particularly relevant in some types of sports, and those against disability are of no less importance. In this context, sport's significant educational and inclusive potential must deal with current phenomena: the growth of migration, the far right-wing ideology, and the presence of the digital world in daily life.

The wave of insults, hatred and discrimination affects sport arenas, which are becoming more and more stages for propaganda, hatred and prejudice, places of radicalization and violent behaviours. Contemporary sports media and social network channels are posing new concerns and distress. The digital dimension is strengthened and spreads exponentially. Unfortunately, racism has always existed in sports. On a professional level and in stadiums, it has been tackled in different ways: by punitive legislation, codes of conduct and direct actions of the leading clubs against violent supporters and fans; at the amateur and

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grassroots level, it remains a significant concern, and an open challenge, which calls urgently for much more aware fans and competent coaches and managers, particularly in football where the majority of hate-speech episodes are registered, where the gender dimension is much more evident and women are subject to insults and harassment.

Stories of hate speech



There are several stories at the grassroots level of hate speech in sport¹², not well known, especially in the world of football and basketball, which are not known to which have been given little resonance and often go unpunished.¹³ These stories of parents who offend black children, those overweight or uncoordinated, who offend female players (children's tournaments are often mixed and male and female play together); stories of young players who tease the players of the opposing team and of coaches who insult the opposing teams, are misleading and must be contrasted.

It is important to remark that each of us belongs to numerous cultures at the same time (as we belong to different "groups": national, regional, linguistic, religious, political, etc.). as such every communication is (at a certain extent) intercultural communication. Education to respect diversities is fundamental and can only be developed through the knowledge of various cultures, not only through compliance with rules, and acceptance of equality. And this requires the development of real intercultural and cross cultural skills ecosystems in grassroots clubs. Sport managers and coaches must increase their ability to face hate speech

¹² <https://rights.usmacaselle.org/stories/>

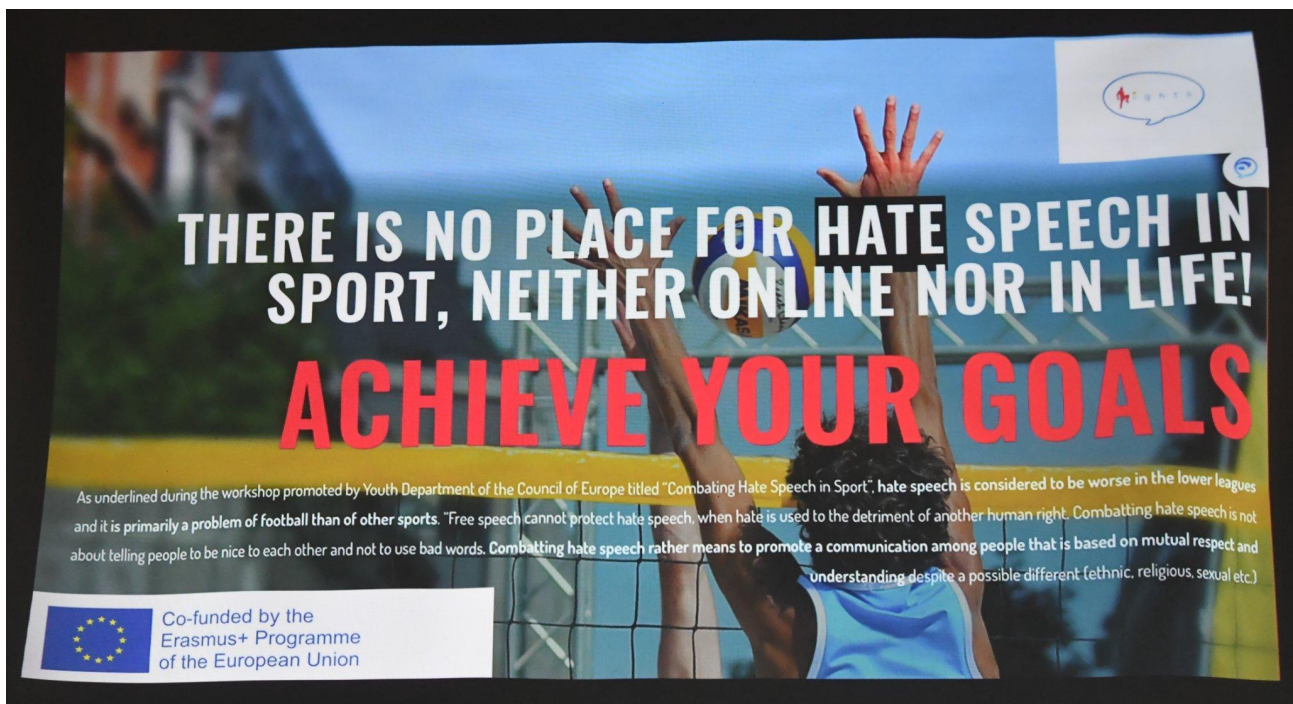
¹³ <https://sport.virgilio.it/razzismo-mamma-offende-con-insulti-irripetibili-bimbo-di-10-anni-614482>



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on the pitch, on the sidelines and on social media; club members and the fan communities must become more aware of the impact that hate speech can have on people and on the community. It is necessary to make everyone think that there is no place for hate speech in sport, neither online nor in life!

Hate speech is in opposition to the positive values of sport, such as respect/ tolerance, mutual understanding, fair play and friendship, which are also enshrined in the Olympic Charter. But as a matter of fact, unfortunately hate speech exists and could increase if youths, parents, athletes, and fans are not educated from the grassroots level.



Indeed, as underlined during the workshop promoted by the Youth Department of the Council of Europe titled "Combating Hate Speech in Sport", hate speech is worse in the lower leagues and it is primarily a problem of football than of other sports. In the minutes of the workshop we read: "Free speech cannot protect hate speech, when hate is used to the detriment of another human right". Furthermore, combating hate speech is not about telling people to be nice to each other and not to use bad words. Combatting hate speech rather means to promote a communication among people that is based on mutual respect and understanding despite differences (ethnic, religious, sexual etc.) background. The opposite of hate speech is not "love speech", but respectful speech which allows others to have their own dignity and the right to be different".¹⁴

¹⁴ Combating Hate Speech in Sport "A workshop bringing together youth and sport officials, researchers and policy-makers to deepen the understanding of hate speech in sport and identify appropriate responses Youth Department of the Council of Europe and the Ministry of Civil Affairs of Bosnia and Herzegovina - EPAS(2017)61



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In this horizon, the RIGHTS project adopted as the main RECIPE to tackle hate speech and build respectful environment, the methodology of Intercultural Communication. Intercultural Communication in grassroots sport is the first and fundamental step: educating children to respect diversity means growing a community where there is no room for hatred and at the same time increasing participation in sport, which is a RIGHT for all. The project assumed as starting point the model of intercultural communicative competence, created by Ca' Foscari University (Balboni & Caon, 2015), based on scientific studies and already tested in sports contexts in different countries, that becomes fundamental to build a shared instructive new model against the hate speech in an international frame such as that offered by the European projects.

Needs to develop skills and capacities to deal with Hate speech in sport



New coaching programs, based on skills gap analysis¹⁵ and available knowledge¹⁶, have been defined, tested, and shared to improve skills and abilities to recognize, understand and respond to issues of hate speech, bullying, abuse, harassment and discrimination at grassroots sport clubs and at fans amateurs groups: by educating to the use of behavior abilities which enter and support communication. There is a necessity to teach to grassroots sport coaches, managers, and fans leaders how to deal and communicate

¹⁵ https://rights.usmacaselle.org/wp-content/uploads/2022/06/O1-D.2.1-Skill-Gap-Analysis_website.pdf

¹⁶ https://rights.usmacaselle.org/wp-content/uploads/2022/02/O1-D.1.2-Literature-RIGHTS_website.pdf



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with teens, parents, and fans. Indeed, it is recognized that one of the most common reasons coaches, managers, officials, and athletes of all ages, cite for leaving sport is unacceptable parent behaviour and hate speech also among peers. Creating a respectful environment in and off the playground at grassroots level, is urgent as much as it is imperative to develop athletes-centred approach to protect every single person from harassment and hate speech in sport.

"Coaches should be supported to explore their values and beliefs and to develop a personal, ethically grounded coaching philosophy over time. This will encourage coaches to develop the self-awareness required to discern whether their values and behaviours are aligned and to do something about it when they are not." (ref. European Coaching Framework. Coaches acquire skills to build positive and effective relationships with athletes and other stakeholders (personnel at the club, school, federation and different levels), participating in specific programmes to become sports coaches. But, if, on the one hand, the courses to become sports coaches include social skills, such as those necessary to create respectful and effective working relationships, the same are lacking in modules that specifically address the emerging social challenges that sport is often called upon to tackle starting from hate speech, intolerance and risk of youth radicalization. Although the theoretical coaching learning framework is mainly based on technical aspects and performances of athletes, in front of the current wave of hatred, radicalization to violence, extremism and sovereignism spreading through various means and forms, Sports People need to understand their role in society better and have to be equipped with tools to improving their capacities to face challenges that contemporary society poses to communities and the EU.

Football culture is often perceived as a symptom and a mirror of societal trends: many of the local fan groups, although belonging to very different ideological and social stripes, conceive their actions as openly political – i.e. mainly as a form of fight. "Resistance against the system" – including national, European and global "systems" – is sometimes their unifying bond. In most cases, resistance against one of these systems means automatically opposing the other two, too. Hate speech becomes how they express this in the sporting arena. But it is crucial to recognize that the driving force of hate speech, extremism and radicalization is primarily local, and there is a strong need to involve the people closest to the problems on a regional basis. In this prospect, it is vital to work with local communities and fan leaders, coaches, sports managers and all grassroots sport clubs stakeholders.

The social value of sports can be enhanced, and clubs have to become vehicles to create a space for developing tolerance and respect. Sports clubs at the grassroots level are progressively encouraged to play a broader social role. They are thought to foster human capital, inclusion and democratic participation among organizational members and strengthen local communities social cohesion. Indeed, an increasing number of institutions cooperate with sports organizations because of these supposedly positive spill-over effects. Next to these social roles for members and local communities, several sports organizations have explicitly begun to take up their social responsibility by taking an active position in combating societal challenges.

Initiatives for combating hate speech, harassment, intolerance and racism and actions for preventing violent extremism in sports have often mainly concentrated on fans' behaviour and, more in particular, on hooliganism, even if not all hooligans or members of fan groups are necessarily racist. *"It is important to*

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acknowledge that racist acts are also perpetrated by athletes, coaches and other sports staff, as well as ordinary fans". With many circumstances' experts agree that the challenge of reducing hate speech and intolerance in sports must be undertaken with a twofold method operating simultaneously bottom up and top down.

Measures to face hate speech, racism and discrimination in sports are currently tackled with a wide range of normative and legal provisions, from international conventions to national laws: "At the international level, there is ample guidance in the form of conventions, recommendations and legal instruments from the United Nations, UNESCO, the European Union and the Council of Europe. National legislations ... provide examples of the breadth and strength of specific legal measures that can be brought to bear on violent, racist and discriminatory intent and behaviour. The legal tools available to combat physical and symbolic violence are broadly adequate in many countries. They include: Relevant international agreements; Laws specifically banning racism and discrimination or making these an aggravating factor in sentencing for another crime; Administrative or judicial banning orders, travel bans and related reporting to police stations for those previously convicted of the violent or discriminatory conduct; Laws criminalizing discriminatory behaviour in the context of sport; Laws targeted at increasing inclusion and diversity; Ad hoc institutions to monitor violence and discrimination in the context of sport, or specifically football".

There are also several Legislations against various forms of discrimination deriving from international law that can be applied to sports as well. SO, IF THERE IS AN ISSUE HERE, IT IS CERTAINLY NOT THE LACK OF LEGAL NORMS WHOSE AIM IS TO FIGHT HATE SPEECH, RACISM AND DISCRIMINATION. IT IS MORE LIKELY TO BE THE DIFFICULTY OF ENFORCING THEM ON THE GROUND IN DAILY LIFE.

Indeed, as C. B. Fassov, from the United Nations Office of Counter-Terrorism, explained that hate speech and intolerance leading also to "*radicalization occurs at the local level, and ultimately Prevention of Violent Extremism efforts NEED to reach the grassroots and to be implemented on the ground to be effective. Front-line actors have to be empowered through training, recognition and other support.*"

The RIGHTS project went to step ahead and reached, in a very effective and holistic way, the grassroots level where many things must and can still be done. When we defined the project concept and goals, we considered the following projects, wondering how to capitalize on their results; the table below summarises our analysis of previous attempts to face hate speech, intolerance, radicalization and the RIGHTS approach to contribute to common European concerns by doing a step ahead in the specific field of sport.

Intercultural communication has a powerful potential not yet valorized; it can be used as a recipe to tackle intolerance and hate speech in sports and as a means for sports promoting integrity and building a respectful environment at the clubs.



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Intercultural communication as a recipe to educate to respect and prevent hate speech

Including Intercultural communication in sports to tackle hate speech is a relevant innovation of the RIGHTS project, which, capitalising results of previous projects and considering available studies, will test how the methodology of intercultural communication not yet exploited in the field of grassroots sports clubs can be enhanced and enriched in the challenging context of countering hate speech, and education to respect. Sports can become a means of intercultural integration and respect if people in sports are skilled and aware. The RIGHTS project develops a step forward compared to previous projects. It faces the concern of hate speech, believing that no hatred in sports implies social inclusion and increases sport participation.

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The European Coaching Framework <https://www.coachlearn.eu/european-sport-coaching-framework.html> underlines that "the coach's role is not just to teach technical skills, but also to educate and promote values, solidarity and respect. As the people who are often the closest to our youngest generations, coaches can effectively contribute to a better and more inclusive society". The need to educate Sport Activity Leaders, Sports managers and Sports coaches to improve their capacities to deal with hate speech, violence and extremism by employing intercultural communication and education to respect is becoming even more demanding and necessary in all EU countries.

Conventionally, coaches' education mainly utilised formal learning situations: classroom-based, assessment-focused, and compliance-driven. Acknowledging that learning trends require even more and more the interpretation of knowledge into practical skills also through practical assignments and practices, we are firmly convinced that the education of coaches would be no different: they can learn better from practice-based experiences and interaction with other coaches. Considering that "Experiential learning, which is central to coach development, is different from learning from day-to-day experiences" (EU coaching framework), the project will design and test innovative open coaching resources integrating formal and non-formal experience, as well as provide coaches with innovative tools that can be used at clubs to put into practices what they learned for developing an actual respectful environment.

Contributing to the improvement of the EU Sports coaching framework by means of skills gaps analysis, new open educational resources and recommendations for curricula improvement, as are going to do with the RIGHTS project, needs a transnational dimension and a mixed partnership offering scientific and practical expertise. Only the exchange of knowledge and comparison of diverse contexts enable the production of exportable outputs and, in particular, OER. But most of all, A PROJECT THAT ASSUMES INTERCULTURAL COMMUNICATION AS A RECIPE TO TACKLE HATE SPEECH, HAS TO BE DEVELOPED WITHIN AN INTERCULTURAL ENVIRONMENT including both EU countries (Italy, Portugal, Bulgaria and Greece) and non-EU countries, such as Turkey and Serbia, with a partnership like ours which faces diversities in languages, cultures, religion and also in alphabet characters.

Intercultural skills of sports coaches and managers include the ability to interact constructively with cultural diversities in sports ground and, at the same time to promote athletes to hold constructive handling of strangeness (intercultural competence). The EU DIMENSION allows the building of educational resources for intercultural and cross-cultural communication in sports. Those resources will be much more effective than we can develop at the local or national level because they can be tested in a natural intercultural environment. Indeed, in recent years several studies and research have been developed to monitor hate speech, intolerance and extremism in Europe and to evaluate the impact of practices developed, particularly in the media environment. Some comparative studies have been designed to understand the effects of exercise. Contemporary diverse organisations, civil society groups, and individuals proactively engaged in counter-speech. In the majority of the case, those initiatives are spontaneous and voluntary, and others are co-funded. Even if research on the topics of intolerance, extremism and hate speech have never been in-depth investigated like in the last years, we are convinced that there is still a deep, significant gap



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regarding practical matters, as well as the need for upskilling people in the first line, such as sports clubs staff still remains a huge challenge that is only working in the international environment can be undertaken effectively. And this is more true when the recipes adopted are based on intercultural and cross-cultural communication. The stakeholders identified contribute to project value and impact thanks to the chain reaction generated by networking. Enhancing the probabilities for further positive actions in both bottom-up and top-down discourses, i.e. on the one hand, we significantly increase the awareness and capacities at the local level, building a pool of critical stakeholders able to generate and spread positive processes, while on the other – create an environment that would be more susceptible, cohesive and reflexive to the future transfer of EU norms, values, principles, activities, etc. related to fighting racism, intolerance and other adverse social phenomena.





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PART II - INTERCULTURAL PARTICIPATORY AWARENESS RAISING EVENTS TO FACE THE HATE SPEECH AND PROMOTE RESPECT IN SPORT

“Olympism is a philosophy of life, exalting and combining in a balanced whole the qualities of body, will and mind. Blending sport with culture and education, Olympism seeks to create a way of life based on the joy of effort, the educational value of good example, social responsibility and respect for universal fundamental ethical principle”¹⁷

(Olympic Charter – Fundamental Principle 1)



¹⁷ <https://olympics.com/ioc/education>

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What is meant by an intercultural participatory awareness event

With the birth of the modern Olympic Games in 1896, Pierre de Coubertin advocated for a strong alliance “among athletes, artists, and spectators”. At early editions of the Games (1912-1948), art competitions featured in the programme and medals were awarded in architecture, literature, musical composition, painting and sculpture...¹⁸

In the RIGHTS project we have shared the following definition of intercultural participatory awareness event: event organised and managed by volunteers to raise awareness and convey a specific message in different contexts by mixing different forms of culture and art. In our specific case this intercultural event took place in the sport environment to raise awareness about the impact of hate speech in sport, in athletes especially the youths.

The importance of volunteering for event organisation



Volunteering to organise sports, music and dance awareness-raising events was a positive, exciting and replicable experience in the case of the rights project. It has generated partial and time-limited models of participation and volunteering, involving people who had never participated in or done volunteering activities, active citizenship, and social commitment. The short term, the objective, and the type of activity to be carried out have facilitated the approach of many people, who have collaborated with enthusiasm in the realisation of a series of events on the sports field, sports halls, and theatre. The participation amplified the result regarding awareness of hate speech in sports. Of course, in some cases, the volunteer experience ended with the end of the events.

But in most cases, the experience was so positive and engaging that it generated new positive energies in the community and motivated many people to continue collaborating with the sporting and cultural associations of the non-profit area. Among the results to be counted in the RIGHTS project, in addition to having produced interesting outputs and experiences, there is also a new collective availability towards

¹⁸ <https://olympics.com/ioc/the-olympic-foundation-for-culture-and-heritage/arts-and-culture>

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more structured and stable forms of volunteering. Moreover, this is a new future challenge: it is necessary to succeed in the perception of voluntary work, enhancing it in extemporaneous creative initiatives with an impact on the community and then managing to keep it active in the daily management of the associations. Volunteering in the organisation of events confirms the importance of engaging forms, rewarding experiences, welcoming contexts, of backgrounds of intercultural participation, which, even if limited in time, represent stimulating forms of civic engagement that are all in all accessible, compatible with other interests and other areas of life.

Volunteering to organise an event requires that everyone is aware of the event's objectives and how much this includes social and cultural purposes, which go beyond the "show". And this awareness amplifies and multiplies the impact of the awareness-raising event itself. All those involved in the organisation become messengers and voices capable of promoting, as in our case, the importance of education to respect and contrast hate speech in sports and life.

The rationale of combining sport, music and other forms of art and communication to encourage respectful behaviour



It is only sometimes necessary to speak to promote a culture of respect; it is not always needed to communicate verbally to raise awareness of how much a hateful word can affect the recipient. Creating harmonic soundscapes capable of conveying positive messages of mutual understanding and respect could be more effective. During the experiments developed in the Rights project, we realised how special music and dance could be, especially in communication and connection. They can be used as a vehicle for expression. They can help tell a story, convey feelings and emotions, and connect with others and ourselves.

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Music, dance and sport linked can be so expressive and communicative that they represent a no verbal way to combine culture, develop intercultural environments and promote the positive value of sports.

Events where music, dance and sport are joined can be used as intelligent means of expression where words are not necessary – the body does all the talking, following the notes and voices of the choir. Slow movement can convey sadness or melancholy, whereas sharp, explosive movements can express strength and joy. Music can change or regulate mood, generate strong emotions and evoke memories. It is clear how its use can be beneficial for sport. Many psychologists say that listening to music stimulates emotional reactions in us and creates a feeling of greater physical and mental well-being. Music allows us to overcome tiredness, and it can motivate us to "give more" and therefore allows us to improve our workouts.



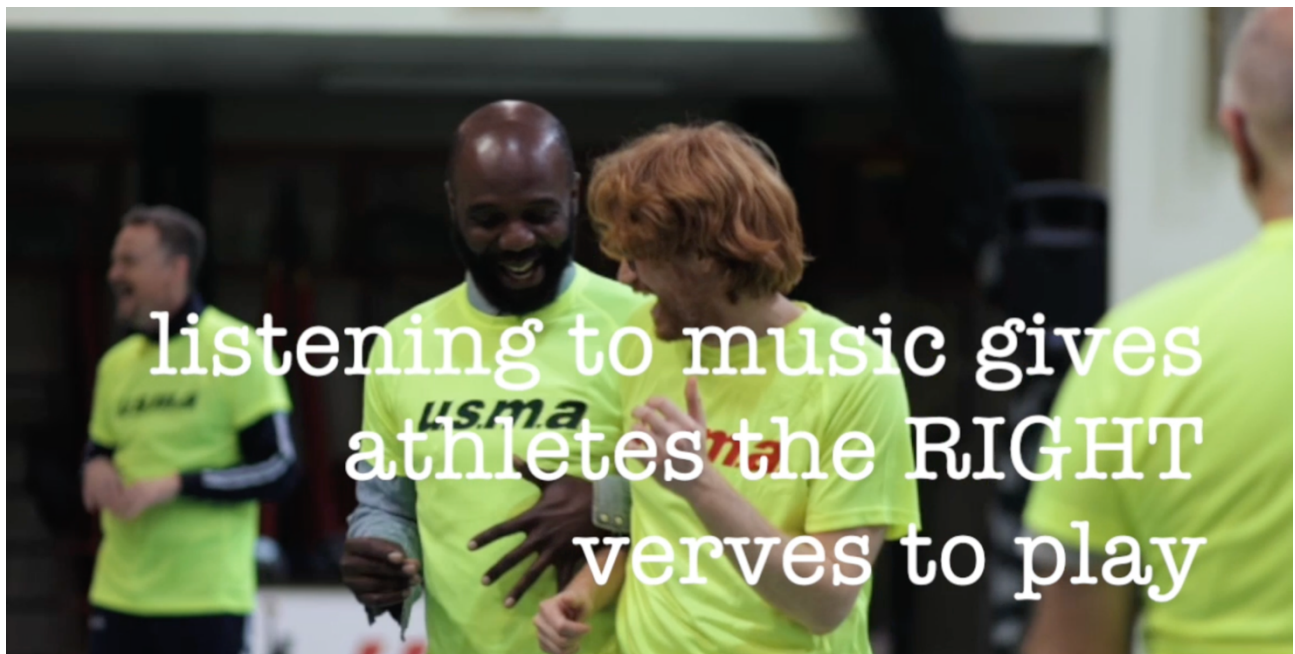
It is known that listening to and playing melodies and sounds can influence the psycho-physical state and consequently stimulate a person's moods and emotions. Of course, by changing the type of music and melody, the kind of stimulus changes accordingly. We can use it both as a sedative and as a stimulant. From a scientific point of view and the results gathered in these years of intervention, it can be stated that listening to music affects multiple physiological mechanisms: it is capable of influencing the hypothalamic-pituitary axis and the autonomic nervous system (same brain areas that manage involuntary functions such as heart rate and digestion), capable of modulating a series of metabolic responses; In addition to this, music triggers the production of endorphins and the release of dopamine in the neural



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centres (dopamine is a neurotransmitter that deals with the production of pleasure, and as such it is also identified as a neurohormone that triggers the production of endorphins which improve mood and condition relaxation).

The communicative powers of music have been prized on numerous occasions. A consensus exists on the positive power of music in intercultural (and interhuman) communication. Undoubtedly, music can communicate, also cross-culturally. The question is how and what it sounds like. The power of music has made musical activities a "must" whenever people are together to feel good. The fact that music partly communicates without using a spoken language has made it particularly suitable for occasions where people from different language groups are to- together. A lot of well-functioning intercultural events prove the positive potential of the use of music.



Music and dance before a match can impact on fans behaviour as well. A few words and a catchy melody are enough to ignite the stands of a stadium, a dirt field or the bleachers of a sports hall. Sports chants are an integral part of the spectator experience, but they also have a strong impact on those who play, no doubt earning a place of honour in any fan's routine. Although they are now one of the last cultural bulwarks handed down orally, the most used stadium chants have a anything but traditional genesis. The mechanism for selecting and composing the soundtracks of football, rugby or basketball sporting events is, in fact, mainly based on the recognition mechanism. Fans from all over the world have a precise goal: to get as many spectators as possible to sing in chorus. To do this, they draw heavily from the repertoire of the best known and loved hits, extrapolating a melody that is famous, rhythmic and easy to follow. Simple phrases of encouragement are then grafted onto it, short, easy to remember and preferably in rhyme, so that even the



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least accustomed fan can easily join the chorus at any time of the match. Although the use of pop hits had consolidated, the fans have continued over time to use songs of absolutely heterogeneous origin.¹⁹



A few words and a catchy melody are enough to ignite the stands of a stadium, a dirt field or the bleachers of a sports hall. Sports chants are an integral part of the spectator experience, but they also substantially impact those who play, no doubt earning a place of honour in any fan's routine. Although they are now one of the last cultural bulwarks handed down orally, the most used stadium chants have anything but traditional genesis. The mechanism for selecting and composing the soundtracks of football, rugby or basketball sporting events is, in fact, mainly based on the recognition mechanism. Fans worldwide have a precise goal: to get as many spectators as possible to sing in chorus. To do this, they draw heavily from the repertoire of the best-known and loved hits, extrapolating a melody that is famous, rhythmic and easy to follow. Simple phrases of encouragement are then grafted onto it, short, easy to remember and preferably in rhyme so that even the least accustomed fan can quickly join the chorus at any time of the match. Although the use of pop hits had consolidated, the fans have continued to use songs of absolutely heterogeneous origin over time.

¹⁹ Ref. Rockit.it



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Entering a stadium anywhere in the world, there are two unmistakable sounds: the buzz of the fans and a song/melody playing in the background. The combination of football and music is made up of numerous facets, all attributable to the support and passion each of us has for a particular club. Music is used a lot by footballers both before the match to recharge and after the game to relax or during training sessions to feel less tired; it is now an integral part of football. Recently, essential collaborations have been born that have revealed some unexpected singer-fans who, thanks to his art, have created some very relevant initiatives, especially as regards the engagement and entertainment of their fans. Sports fans are prone to get excited during games for various reasons. The first reason that gets them excited is undoubtedly the game itself. The excitement and the adrenaline rise once the game starts. In addition, sports fans are prone to bet on their teams and their favourite players; this gives rise to the adrenaline even more. Imagine a sports fan watching the game when their team is winning! And if they made a bet or got a free bonus bet, their excitement could not be higher! It goes without saying that the match organisers try to raise the adrenaline of sports fans even more with good sports reporters, mascots, good sports old or pitch and, of course, with music. Sports fans who cheer for the same team feel united when they sing the same songs. For example, popular team songs are played during the game. When they hear the songs, sports fans stand up together, hug and start singing the song.

This creates a sense of unity. They become one. This is also very useful for the team.

Because the team gets united with the fans, they all become one, playing for the same purpose, to win. For those who ask themselves whether music is necessary at sports events, the answer is quite simple, YES! A day does not go by without music for many people. Music influences our feelings, which is why it is essential in every aspect of our lives. Sports are a great way of entertainment. Sports gather people of all sorts, and with the help of music, their excitement rises even more. Good music, sports, and fans are the key to great enjoyment during sports events. As far as sports go, music is not only for personal use but not



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even for a long shot. At most sports events in arena-type facilities, the fans participate actively and influence the game instead of just watching.



This happens in professional sports. The problem is when this desire to influence the match leads to written, verbal offences and chants of hatred. Hate speech also occurs at the grassroots level and in amateur sports or minor leagues. Educating players, trainers, coaches and the public to respect grassroots sport is necessary and highly educational. Growing up in an academic and sporting context based on respect for the other, the opponent, and the referee is a precondition for growing the new generations in a value context of democracy, dialogue, fairness and essential respect.

So, is it possible in the amateur sport context to exploit the advantages deriving from combining sports music and dance representations to improve the sporting environment in general, performance and context in which respect is assured, and hate speeches are extinguished with notes, songs and creative expressions? We have tried to give some answers to this question through the experiments developed during the RIGHTS project, where we have not only developed intercultural events integrating music, sport, and dance, but we wanted to enhance the potential of volunteering and community participation. We have, in fact, always been convinced that involving volunteers (young and old, athletes and parents, sports managers, musicians, amateur choirs, dance schools, etc.) allows us to better achieve the result in terms of greater awareness of the value of respecting the other in sport and in terms of changing behaviour between peers. We aim to make this accurate on the pitch and between fans in the stands.



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PART III - EXPERIMENT TO RAISE AWARENESS

“Arts and culture have long been part of the Olympic programme. In Ancient Greece, art and sport were considered perfect partners. The ideal was to achieve harmony by exercising both the body and the mind.”²⁰

The Intercultural Awareness Event



The intercultural awareness event to counter and prevent hate speech in sport has been developed following a strategic plan that can be summarized in following *#actions*:

Operational actions

#1 Identifying the **scope** of the event, and the message to convey

#2 Identifying the **skills and competences** necessary both of professionals and those of volunteers

²⁰ <https://olympics.com/ioc/the-olympic-foundation-for-culture-and-heritage/arts-and-culture>



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#3 Choosing the **locations**, carrying out the necessary inspections, verifying and obtaining the necessary permits, setting the dates

#4 Engaging **volunteers** from sport clubs, youths and cultural organisations, amateur choirs, dance schools

#5 Designing the events format

#6 Sharing the **message**

#7 Creating specific **choreographies**, the **soundscape**, choosing the music coherently with the message

#8 Setting up the "stage" and ensuring that all **equipment** is available and functioning

#9 Setting up an organisational secretariat for the **management and communication** of events

#10 Producing communication and **promotional materials**

#12 Doing the general **rehearsal**

#13 **Event** 1. context: sports hall, Serie C volleyball match

#14 **Event** 2. context: tensile structure used for both sporting and cultural events

#15 Defining a simple **questionnaire** to analyse how public knowledge and awareness of the problem of hate speech in sport varies, before and after the event

#16 Shooting the stories and producing videos to document the process of realising intercultural events to sensitise people on the topic of hate speech in sport

Horizontal actions:

ensure sustainability

ensure inclusiveness





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Our Experience during the RIGHTS Project



We hereafter, are going to tell the story of the process that we have realized in the rights process to organize a PILOT EVENT.

The purpose of this paragraph is to share our experience, illustrating a step by step tested process that can be replicated.

#1 Identifying the scope of the event, and the message to convey

As a first step taken to activate the process of realising an intercultural awareness event to promote respect and counter hate speech in sport, we have set up a task force, i.e. an operational working group made up of professionals from both the world of sport, music and of dance, as well as communication and awareness raising. The task force elaborated a strategic plan starting from the definition of the objectives of the initiative, and from the sharing of the message to convey.

The main aim was declined, starting from what was foreseen in the RIGHTS project, i.e. experimenting with creative forms of awareness raising on the impact of hate speech in sport. An event in which different forms of art and culture are combined in order to better reach people and impact on their feelings and opinions, with the ultimate aim of stimulating a change in the behaviour of athletes and fans by educating them to mutual respect. An ambitious goal, which has represented a great challenge for the partnerships because while on the one hand bringing music to a sports field is not new and it is an easy task, talking about sport



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integrity on a stage where an intercultural event between music and dance is staged is certainly more complex.

Therefore, considering the different situations and locations in which to develop the awareness raising event, It was agreed that it was appropriate to adapt the message, but above all to make specific choices regarding the music, songs and choreographies: songs capable of generating a positive soundscape and stimulated in field, and music and songs that speak of respect and the positive values of sport.

The message clearly comes from the title of the project: respect is the goal, let's stop hate speech in sport.



**RESPECT
IS THE
GOAL**

**HATE SPEECH
THREATENS
SPORT INTEGRITY**

#2 Identifying the skills competences necessary both of professionals and those of volunteers

Once detected the event scope and the event lineup, we focused on professionals and volunteers

In collaboration with the Associated partners Summertime Choir and the Scarpette Rosse dance school, we identify the following competences necessary to develop the awareness event

- event manager
- Covid manager
- communication expert and event promoters
- choir director, musicians, singers, and choristers
- choreographer, dancers
- sport coaches, trainers, athletes, and players



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- set designer
- costume designer and seamstresses
- lighting technician and sound technician and engineers,
- machinists, electricians, toolmakers,
- video maker
- assistants for reception
- security personnel

After having identified the necessary professions, it was verified which ones were available as volunteers from the partner and associated associations, to finally selecting those not available.



#3 Choosing the locations, carrying out the necessary inspections, verifying and obtaining the necessary permits, setting the dates

To implement the pilot events we selected different locations:

- a sports hall
- a stage under a tensile structure used both for musical and dance performances and for sporting events.

The sport hall was selected among those used at grassroots level, amateur sport matches and during Volleyball Serie C Tournaments.

The theatrical stage was chosen considering the available budget, the capacity (according to the COVID19 rules), the meaning of the place for the people.

Moreover, among the alternatives available in the city and in the neighboring municipalities, it was opted for a place also frequented by tourists and people outside the usual public of the sports clubs and



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associations involved in the event organization. The scope was to reach the largest number of people who had not already heard of the RIGHTS project, thus, to amplify as much as possible, the effect of the awareness event.

Once chosen locations, we had checked permissions and involved owners and managers of the sport hall and the local municipalities where the theatre under the tensile structure is located.



#4 Engaging volunteers from sport clubs, youths and cultural organisations, amateur choirs, dance schools

The decision to organise the event with the involvement of volunteers from partner organisations, associated partners and local associations, is based not on the simple need to integrate the project staff charged to organize the event, but above all on the desire to offer many people the chance to participate in the "behind the scenes" experience, acquiring skills on the one hand, becoming the main testimonials of the event contributing to multiply the effect of event message.



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“Being part of the story” enables volunteers to develop a strong sense of belonging to both the organizing sport and cultural associations and to convey the message about the impact of hate speech in sport and the consequent need to prevent and counter it. This active participation means that people continue their mission to talk about the problem of hate speech in grassroots sport long after the end of the event. The presence of many volunteers during the event can also be perceived as a sounding board by the audience of the event.

Since the organization of an event that has the ambition of attracting a large audience is not something that can be done without specific skills, the volunteers must be formed and guided by professionals (who could also decide to put themselves at the service and for the purpose of the event). Everyone can participate and volunteering, but the specific skills and abilities must be taken into consideration to be valued as much as possible, for both the success and the satisfactory of the volunteers themselves.

A call for volunteers was the first step to deal with, followed by interviews necessary to map the volunteers' skills and therefore be able to assign them to specific tasks necessary for the staging, communicating and promoting the event, up to the management of the practical and bureaucratic aspects which should by no means be underestimated.

In the Rights pilot awareness events, developed in Italy, we had involved professionals and volunteers from:

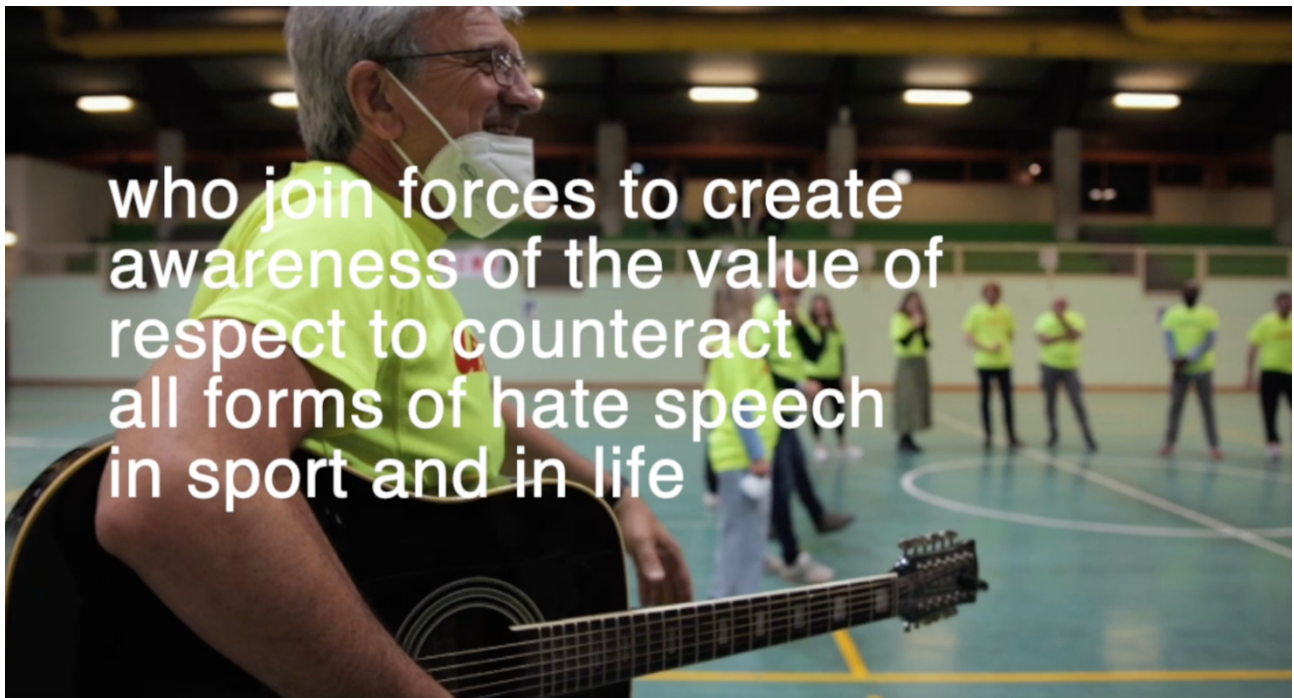
- USMA sport association
- SUMMERTIME choirs, not
- SCARPETTE ROSSE school dance



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They have expressed their interest and willingness to collaborate by responding to our call. To the professionals and experts of the staff, groups of volunteers were then assigned according to their skills and abilities.

At the end we grouped: General Manager; Artistic and music Director; Choreographer; Assistants for Staging, Set Designers; Lighting Design; Costume Design; Sound Design, Electricians, communication officers ... musicians, dancers, singers, and -of course- sport players.



#5 Designing the events format

The format we choose for the awareness raising event was based on the notion of Concept Musical, notably a work of musical theatre whose book and score are structured around conveying a theme or message, rather than emphasizing a narrative plot. Indeed, in a concept musical, emphasis is placed upon style, message, and thematic metaphor rather than on the plot itself. Thus, the show's structure is rarely cohesive or linear. This holistic approach to the show, which focuses on the truthful representation of the theme, allowed us to stage a message before a concert or a ballet. Obviously, we weren't in the position to write the songs, arrange the music, so we proceeded to make a selection of songs consistent with the message. songs and music that speak of respect, equality or capable of generating a positive atmosphere, alternating moments in which the intention was to energize the public with others in which the aim was instead to create a relaxing situation. Songs, in particular, and ballets served as a means of self-reflection, for both performers and public.

The design of the event included sound, lights, props and costumes. Usually the director, take the lead in the design process, in our experiment this leadership was based on a button-up decisional process. We started by getting all young artists, designers and volunteers on the same page before fixing the line-up and making the rehearsals. The "pre-production" was developed in different contexts and contributed to enrich the program gathering everyone's ideas on the entire feel of the show as a group or individuals.



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The particularity of the awareness events, developed in the Rights project, was to bring musicians, singers and dancers to a sports field and to the stands and to bring basketball, volleyball and football players to a theater stage. This has made it possible to form a cohesive group united by the desire to dialogue with wider audiences addressing the issue of hate speech in sport and its impact on the game, on sport and above all on young athletes.



foto Adriano Volpin

#6 Sharing the message with volunteers and professionals involved

The message of the project Rights and, so far, of the awareness event can be recalled as following “Respect is the Goal in sport and in life” “hate speech threatens integrity in sport”.

It is necessary to fix the concept and share it with artists, professionals, volunteers engaged in the organization and staging of the event, before choosing the songs, the choreographies and planning the steps.

In the pilot Rights awareness event, we set up a sort of task force within the staff of USMA, which organized no formal activities with volunteers and professionals to engage them until the start of event realization, as a result we experimented a process of co creation, where everybody involved contributed with ideas and solutions, in terms of selection of music and songs for example.

In this context, the action of sharing the message we want to convey with the event, was not simply an action to inform participants about the core topic of the events, but it was a concrete experiment of awareness event co creation



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#7 Creating specific choreographies, the soundscape, choosing the music coherently with the message

The entire process of creating the event was shared. The professionals didn't drop the choices of music, choreography, and songs from above, but everything was co-created. This allowed us, first of all, to strengthen the awareness of all those who worked on the staging of the events, determining a sense of belonging to the group and the desire to transfer the message even beyond the stage and the event.

The team of young musicians and singers together with the artistic director selected music and settle line-up of the show and designed the soundscape, involving the sound and light technicians.

Once the songs and music were chosen, the team of young professional dancers and choreographers selected a part of them to create the choreographies. among these a song that raises the theme of verbal violence hate speech) against women represented the leitmotif of the choreographic representation.



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#8 Setting up the "stage" and ensuring that all equipment is available and functioning

Setting up a stage for a concert can be a complex issue, involving hundreds of pieces of equipment and human resources too. So, to set up the stage it is necessary to put together a production calendar, with clear goals, specifically sketched out. Obviously, things can change along the way, but there should be a well thought out plan to begin with.

The first step is to make the stage plot, or "stage setup diagram," like a road-map of exactly what goes on the stage. The live sound engineer prepares a similar diagram that indicates microphone and monitor placement. Then, also make a lighting plot should be performed, which deals with lighting specifications and accompanying cues.



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In the calendar specific tasks to verify if all the necessary equipments are available. If not available at the performance site, some of them are usually rented, such as audio, sound and light equipments.

In the case of the Rights project, the rental of this equipment was handled by the manager and the artistic director. The entire equipment was then carried out in collaboration between specialist technicians and volunteers.

We considered that the Rights concept musical was as visual as audial experience. The proper lighting and effects can take nearly any stage to the next level and better convey the message. Of course it was not indented to stage a professional concert, but to reach the appropriate level to achieve the results of the RIGHTS project. We leveraged on music which stirs up a lot of emotions and we used creativity to approach the staging with the available budget.



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#9 Setting up an organisational secretariat for the management and communication of events



Every production that intends to have an audience, even free events, must adopt an organizational structure capable of managing invitations and accesses. In the case of the pilot event of the Rights, the importance of reaching a large audience (even in the time of COVID) was placed at the centre of the actions of the working group which was responsible for managing the invitations and accesses both to the sports hall (event 1) and to the tensile structure (event2). Volunteers contributed to this task, by distribution flyers and handing out invitations to different target groups, including partners of young volunteers, athletes but most of all external audience: citizens and tourists.

#10 Producing communication and promotional materials

Especially when there aren't any important names in the line-up of singers, and if you want to have a large audience you need to work in terms of communication and promotion. Sometimes (as in the case of Rights events) it is necessary to start communication and promotion as soon as possible to reach a large audience, in addition to the one that traditionally follows our sports association.

Once you've booked your event venue, it's time to do some promotion. The promotion should start within the same time of the event launch. Sometimes, the promotion gets put at the bottom of the to-do list, which comes at the expense of the event and its expected impact.

Particularly when there aren't any important names in the lineup of singers, and if you want to have a large audience you need to work in terms of communication and promotion. sometimes (as in the case of Rights events) it is necessary to start communication and promotion as soon as possible to reach a large audience, in addition to the one that traditionally follows our sports association.

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In the case of the Rights event, we produced poster and invitation cards and we distributed at the club, at the hotels, at the schools and to citizens. Lots mattered the words of mouths and relationships of the staff and the volunteers.



#12 Doing the general rehearsal

A dress general rehearsal is a complete or practical rehearsal of a stage or musical performance. This activity aims to perfect the performance before the audience sees it, making sure that every detail of the show meets expectations.

In the case of the Rights project, a series of tests followed one another before the general one. Finally we staged two events, one in a sports field, sports hall, the other in a theatre. These events had different purposes, but somehow event 1 can be considered a rehearsal of the final event, before the real dress rehearsal. These run-throughs were followed by activities such as sound checks and rehearsals of the choreographies of both the ballads and the sports athletes performed on stage, before after and during the concert. Those tests allowed us to achieve the approach to the public and evaluate when to intervene with narratives interspersed with music, dance and sport.

#13 Event 1. context: sports hall, Serie C volleyball match



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The first event to raise awareness of the problem of hate speech in sport took place in a sports field: a sports hall, during the final match of the women's Volleyball C series. After installing all the necessary equipment, the choir sang the selected songs to establish the right atmosphere before the match and during the breaks.

At the end of the match a convivial moment between singers, sportsmen, managers of the associations and the public took stage. Female athletes joined the amateur choir. In particular, the captain then wanted to leave his testimony on the importance of music in sport, just as the President of the sport club spoke of the Rights project, placing the emphasis on the theme of hate speech in sport, proposing different ways to deal with it: from education of coaches and athletes, to specific training on intercultural communication as a necessary tool to manage conflicts and reduce hate speech on the pitch and in the locker room; to the organization of intercultural public events, where different forms of art bring the public to awareness of the problem and increase its awareness to the point of encouraging changes in behaviour.



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#14 Event 2. context: tensile structure used for both sporting and cultural events

The second event represented the culmination of a process aimed at increasing people's awareness of the problem of hate speech in sport. This was focused on how verbal violence affects people, lowers their self-esteem and sometimes leads people to abandon the sport during which they have suffered violence. The event was staged under a tensile structure dedicated to sports and shows. More than 400 people attended the event. Dancers, musicians, singers, athletes and sportsmen took turns on stage to convey the message "Respect is the goal".





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#15 Defining a simple questionnaire to analyse how public knowledge and awareness of the problem of hate speech in sport varies, before and after the event

See annex to this publication



#16 Shooting the stories and producing videos to document the process of realising intercultural events to sensitise people on the topic of hate speech in sport

From rehearsals to events, we recorded images, interviews, sounds, words; we filmed the different fragments in order to be able to tell the story of the project and the how to set an awareness-raising event through different forms of art and culture. All images were assembled in 3 different videos at 3 different lengths: a short 30 second one to introduce the story, a 5-minute explanatory video, and a sort of docufilm, which also contains the interviews and various situations from rehearsals to commissioning scene in different contexts.



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foto Adriano Volpin

Horizontal actions:

HA1 ensure sustainability

#HA2 ensure inclusiveness



foto Adriano Volpin



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ANNEX 1 - TIPS BASED ON LESSONS LEARNED

TIPS to define the message to convey and choose music

- The message has to be consistent with the values which want to be promoted.
- Music should be chosen accordingly.
- If possible, use multiple languages
- Using multiple communication channels/codes (video, drawings etc) to express the message

TIPS to choose the place of the awareness event

- Be aware and respectful of the value given by the local community to a specific place (e.g. avoiding open spaces/fields if they have a religious value...)
- Choose places without physical barriers in order to be as inclusive as possible (for people with disabilities)
- Preference for places where different communities or ethnic groups can meet, or suburbs (so to easily reach and involve young people in difficulty but interested in sport and music).
- (obviously) choose a place in line with the safe standards and suitable for the activities planned.

TIPS to play in the sport field

- There should always be a soundtrack for each sport event: both to recall specific values and to motivate;
- Different music from different countries should be present, along with national anthems.
- If possible, organising artistic performances where musicians and players act together (e.g. the sound of the drums is corroborated by ball jugglings etc.)

TIPS to bring sport on stage in concert:

- Choose songs and videos talking about sport
- Alternating moments: those presenting concepts (giving a speech, with quotations...) and those with songs.
- Involving the audience through words, emotions (music) and, if possible, movement.

(This format has already been used and “tested” by Prof. Fabio Caon in his “lesson-concert” where speaking and music parts are alternated. The lesson-concert can deal with a wide range of topics: multiple events have already been done based on topics such as inter-culture and sport).

TIPS to evaluate the impact



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At the end of the event, the participants can be asked to fill in a form (both paper-based or via QR code).

The questions should explore if the participants have discovered:

- something new about the others or themselves,
- if they have had the chance to learn about and reflect on people/problems/topics that they didn't know (i.e. improved knowledge and awareness)
- if they have liked the experience
- if the experience may have changed something inside them (i.e. now they could be more willing to volunteer, they would like to know something more about the problems of a specific community, they would like to be part of a sport association etc)



ANNEX 2 Impact Assessment

Introduction and scope of the questionnaire

At the end of the event, a series of questions have been proposed by a questionnaire with a series of questions, in order to identify and define the impact of the activity on their involvement. The questionnaire had the peculiarity of having been submitted in two phases. First, before the event, the participants' state of knowledge and awareness of the topic is investigated. The second, with a questionnaire at the end of the evening, where the participants are asked how their perception of the issue has changed and whether they now have a more explicit context of hate speech, as well as the operational tools for contrasting it. The idea is, therefore, to divide the questionnaire into an "incoming" section and see how the participants arrive at the end of the event, to the awareness they have acquired in the "outgoing" phase.

Questions

The questionnaire is composed by a series of questions, these firsts composes the "**incoming**" part:

- ❖ *Have you ever thought about how hate speech and verbal violence can impact a young person who is bullied by his peers/coach?*
Possible answers: Yes, no, he doesn't answer.
- ❖ *How much do you think hate speech is developed in sports?*
Possible answers: A lot, enough, usually, a little, not at all
- ❖ *If you answered "a lot" or "enough", do you think the phenomenon is more widespread at an amateur or professional level?*
Possible answers: Amateur, Professional
- ❖ *How much value do you place on "respect" in life and sports?*
Possible answers: A lot, enough, normal, a little, not at all
- ❖ *Do you think that the connection of music and other cultural, associative and voluntary activities can help transmit an optimistic message and also help in tackling hate speech in sports?*
Possible answers: A lot, enough, normal, a little, not at all



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And the “**outgoing**” session as follows:

- ❖ *Do you think you are more aware of the consequences of hate speech on a young athlete?*
Yes, no, no answer.
- ❖ *Did you acknowledge that various associations organized the event to counter hate speech in sports?*
Yes, no, no answer.
- ❖ *Were the chosen songs consistent with respect, sport, and inclusion? And did the testimonials of the teams who told stories to impress with their stories?*
A lot, enough, average, a little, not at all.
- ❖ *Do you think that the connection of music and other cultural, associative and voluntary activities can help transmit an optimistic message in coping with hate speech?*
A lot, enough, average, a little, not at all.
- ❖ *Overall, how satisfied are you with the event?*
A lot, enough, average, a little, not at all.

Results

The results from an overall analysis of the results showed very encouraging data. In the "ingoing" questionnaires, we have seen how the majority say they have not given much thought to the problem. The majority are unaware of the problem, how and how much it afflicts sport, and have never been too interested in it. Similarly, many respondents say they are skeptical of the ability of intercultural events to change the trend of hate speech in sports.

In the "outgoing" questionnaire, we note that the participants' awareness increased significantly. Now the vast majority say they are aware of how much the problem of violence in sports impacts the lives of athletes, both professionally and on the human side, and how similar circumstances are a clever tool for raising awareness and combating the issue.

The participants now declare they are ready to commit themselves to promote education in mutual respect in sports and life, as there should not be space for violence in sports.



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