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Prevention of hooligan behavior at football stadiums

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Keys words: supporters, stadium hooligans, prevention, project method

Abstract

This study attempts to present the problem of hooligan behavior at football stadiums in the context of the Council of Europe guidelines, preventive measures (including project method experience).

Introduction

Józef Lipiec presents football as a spectacle phenomenon, and the concept of the game is "culturally processed", softened to the dimensions of "battle as competition" (...) recreating in almost every respect the ancient prehistoric ritual. "

Matuszewicz lists the following reasons for the participation of people in mass sports events:

1. Genetic coding of emotional experiences - the fight for territory, victory. Today, they do not operate in their pure form, they go through cultural conditions, where watching the fight takes place in a situation when one is safe.

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2. The existence of free time, especially among young people who are bored and looking for a substitute for war, during stadium battles has the opportunity to present their likes and dislikes, their attitudes towards ideas, gives way to feelings that burst.

3. The participation of attractive players allows to be in the circle of extraordinary people, heroes and sport stars.

If we consider all three reasons for participating in sports shows, then we will diversify their observers due to the emotional approach to the fighting side. And so we can distinguish a fan or a viewer.

The viewer observes the course of the competition, admiring the technique, tactics or e.g. the figure of an athlete. The result is indifferent to him, he just wants to experience the beauty of sports competition, setting new records, etc. The fan identifies with the team, the athlete and is emotionally connected with them. He/ she is emotional about winning but equally about losing his/ her favourites².

For football fans, the opposing team's fans, as well as the players themselves, are the enemy, the addressee of vulgar shouts and chants. Aggression against the team itself usually remains at a symbolic level, while aggression against the supporters of the opposing team is direct and usually turns into a fight - before, during and after the match. The fan in this way emphasizes his attitude towards the supporters of another football club. The police are the main enemy of every fan. There are three supporter associations: consents, scythes and arrangements. The difference is not sharp, determined by leaders, and often the principle that my friend's friend is my friend³. "In Poland there are several regions where battles caused by hooligans most often occurs"⁴.

Stadiums are not the only places where feuded fans fight. These fights also take place on the way to and from the match. Fans traveling all over the country are escorted by police prevention units. There is one group of hooligans who start brawls in connection with matches, however, it is much smaller one than ordinary supporter groups⁵.

² Cz. Matusiewicz, *Widowisko sportowe. Analiza psychospołeczna*, AWF, Warszawa 1990, s.28-34.

³ J. Kowalska, *Cały nasz chuligański trud wkładamy w nasz kochany klub*, [w:] *Sport a agresja*, Z. Dziubiński (red.), AWF, Salos, Warszawa 2007, s.243.

⁴ J. Dudała, *Fani-chuligani. Rzecz o polskich kibolach*, WA "Żak", Warszawa 2004, s. 46.

⁵ S. Wanat, *Socjologia zachowań chuligańskich w sporcie*, „Kultura Fizyczna” nr 7-8, 1992, s. 18.

The unifying Europe is still looking for prevention methods against all symptoms of violence and aggression, hence the exchange of experience in order to establish common security standards and the role of sport in it (including Declaration No. 29 on sport, attached to the Amsterdam Treaty - COM (1999) 0644, Declaration of the Nice European Council - 7-9 December 2000, European Year of Education through Sport program - COM (2005) 0680)⁶. "Sport is a field of human activity that arouses great interest of European Union citizens and has a great opportunity to associate them, reach out to all, people of all age or social origin" - we read on page 3 of the so-called "White Paper"⁷, adopted as an official document of the European Union in July 2007 by the sports ministers of all European Union countries. It presents sport as an entertainment and educational tool necessary for socialization and maintaining health. Her Portuguese motto is: "We learn better together", while German: "Education unites"⁸.

During the conference "Towards an EU strategy against violence in sport" in Brussels in November 2007, Manuel Cameron (founder of "Eurofan of the city of Liege") presented, among others causes of insecurity in stadiums, violence of fans as a social phenomenon, deliberate violence and actions to prevent it. He proposed the organization of events with extreme sports for supporters, selection of supporters' ambassadors, prevention with supporters, cooperation between institutions, and creating social bonds. Also representatives of Fan Clubs of the 1st and 2nd league in Spain included joint sporting events in the association's activities, according to the slogans: "Football yes, violence no", "Rivals on the pitch, friends off the pitch", according to the message "zero tolerance for violence"⁹.

1. By neutralizing all social pathologies and influencing the supporters' subculture, the Council of Europe also points to specific areas of change in this respect:
2. Discreet police work - where the police are more friendly, the incidence of aggressive behavior is smaller.
3. Developing more professional cooperation with fans by sports clubs.
4. Organizing support for fans in different countries (eg translations).

⁶ European Parliament resolution of November 13, 2007 on the role of sport in education (2007/2086(INI), s.1.

⁷ *Biała księga*, Komisja Wspólnot Europejskich, Bruksela 2007, s.3.

⁸ Words delivered by EU Commissioner Jan Figel during the Towards Conference an EU strategy against violence in sport; Bruksela, 28-29.11.2007 r.

⁹ Words delivered by Manuel Comeron and representatives of the Fans' Association in Spain during the conference entitled "Towards an EU strategy against violence in sport"; Bruksela, 28-29.11.2007 r.

5. Sharing knowledge of the context in which different supporter groups operate.
6. Creating better know-how.
7. Education of moderators from the world of fans and politics.
8. Avoiding irritation in the crowd as part of safe behavior¹⁰.

Piotr Potejko points to the behavior of supporters at the stadium on two levels: emotional and affective and behavioral and aggressive. The first is associated with positive doping and the joy of sports experiences, the second is not accepted especially for brutality and violence often directed against random people.¹¹ The author also presents six main groups of impacts on the deviant phenomena of supporter behaviour:

1. "Therapeutic, educational and preventive possibilities of schools against aggressiveness and deviant behaviour of young people as sports fans;
2. Tasks and obligations of organizers of sporting events at the stadium;
3. Tasks of the police and law enforcement;
4. Use of audience monitoring;
5. Educational, informational, preventive function of the media and other entities acting for tolerance, fair play, against aggression and violence in sport;
6. Criminal law regulations "¹².

The author, in his preventive study on the attitudes and behaviour of aggressive youth at sporting events, proposed preventive measures directed at students in schools.

The concept of prevention

Important in prevention is a good understanding of the practical preventive measures used and the theoretical and research concepts underlying them. There is a clear change from a one-sided concentration around risk factors, into a concept that integrates all impacts on the development of an individual. Preventive programs based on the development of social and life competences are supported by the model of dynamic psychosocial development of individuals and the concept of processing social information. They cover cognitive-behavioural, emotional, as well as

¹⁰ Words delivered by the Secretary General of the Council of Europe - Maud de Boer Buquicchio during the conference entitled "Towards an EU strategy against violence in sport"; Bruksela, 28-29.11.2007 r.

¹¹ P. Potejko, *Dewiacyjne zachowania kibiców sportowych jako zjawisko patologii społecznej*, [w:] *Dewiacyjne aspekty współczesnego świata. Przejawy – zapobieganie – terapia*, M. Prokosz (red.), Adam Marszałek, Toruń 2005, s. 259.

¹² *Ibidem*, s. 263.

axiological and moral aspects.¹³ Whereas J. Surzykiewicz states that "resources and deficits, prevention and development belong to the same dynamically occurring reality of man and society"¹⁴.

Development support can take the form - after Ewa Wysocka - of incidental (solving a sudden crisis, not related to development), cyclical (helping to overcome natural developmental crises) or continuous (supporting the process of self-fulfilment)¹⁵. Assistance may have a direct (impact on the individual) or indirect (impact on the environment of her life), and its effect should be "achieving self-sufficiency and independence of the assisted entity in dealing with various difficult situations (crises, challenges, tasks)". The author citing the concept of a vision of a man dealing with development and social problems of Paul Ricoeur¹⁶, points to the main determinants: awareness and self-awareness, fitness (skills and concepts), specific identity, responsibility for oneself and the world, as those that determine the ability to act, eliminating helpless attitudes. It further indicates that the model of social activity includes three segments related to: diagnosis, prevention (therapy) and organization of systemic and control activities. One should start with the initial diagnosis (condition diagnosis) - define the diagnostic criteria and indicators of the analysed phenomena, procedures and diagnostic methodology. Then to design activities at various levels and their implementation, i.e. determining directions and levels of action, preventive and educational work, determining the level of involvement of various participants and finally to complete with verification, i.e. by checking the results of the action taken, evaluation of the results obtained (diagnosis of effects). At the same time, the author emphasizes that the activation of all entities involved in the modification process is extremely important¹⁷.

Project method as an element of prevention

¹³ A. Bandura, *Social Cognitive Theory of moral Thought and Action*, [w:] Handbook of moral behavior and development, J.L. Gewirtz, W.M. Kurtines (eds.), vol. 3, Lawrence Erlbaum associates, Hillsdale, NJ., 1991, s. 216-218.

¹⁴ J. Surzykiewicz, *Profilaktyczna pomoc wychowawcza w zapobieganiu agresji: znaczenie kompetencji*, [w:] Libiszowska-Żółtkowska, K. Ostrowska (red.), *Agresja w szkole. Diagnoza i profilaktyka*, Difin, Warszawa 2008, s. 195.

¹⁵ E. Wysocka, *Wspomaganie rozwoju młodego pokolenia – problemy i zasady pomagania*, Dzieci i młodzież w niegościnnym świecie. Zagrożenia rozwojowe i społeczne, E. Wysocka (red.), WA „Żak”, Warszawa 2012, s. 343.

¹⁶ *Ibidem*, s. 350.

¹⁷ *Ibidem*, s. 354.

The project method - as Mirosław Szymański points out - is actually defined as everything that even differs from traditional education. Sometimes it is confused with others, i.e. problem method, free work, open teaching and practical learning, although there is no doubt that it is related to them¹⁸. The specificity consists in the fact that it does not fall within the scope of a single homogeneous set of items, but a number of subsets of interconnected¹⁹. Krystyna Chałas emphasizes that very often projects do not appear in pure form: purely cognitive or practical.²⁰

- According to John A. Stevenson, in order for methodology to be called a project, there should be the following factors:
- "Acquisition of knowledge should take place mainly through independent thinking and problem solving, and not through the acquisition of knowledge by memory.
- Student activity is aimed not only at gathering knowledge or experience, but also at changing the student's attitude to learning.
- Students work on issues that interest them and result from their natural needs.
- Theoretical considerations are introduced as needed and always result from practical activities carried out."²¹

Nowadays, educational documents created at the turn of the 20th and 21st centuries, i.e. reports by Edgar Faure from 1972 and the Club of Rome from 1979, play a huge role in promoting this method due to the rapid improvement and transfer of knowledge.²², 1997 White Book of Education and Improvement.²³, A report for UNESCO from 1998.²⁴ and the Polish Development Strategy until 2020²⁵.

¹⁸ M. S. Szymański, *O metodzie projektów: z historii, teorii i praktyki pewnej metody kształcenia*, WA "Żak", Warszawa 2000, s. 53-54; 59.

¹⁹ *Ibidem*, s. 63.

²⁰ K. Chałas, *W poszukiwaniu strategii edukacyjnych zreformowanej szkoły. Metoda projektów i jej egzemplifikacja w praktyce*, Wyd. Nowa Era, Warszawa 2000, s. 18.

²¹ Kotarba-Kańczugowska M., Praca metodą projektu, ORE Warszawa file:///C:/Users/User/Downloads/praca_metoda_projektu%20(1).pdf [dostęp 20.12.2016].

²² A. Weiner, *Od metody projektów do projektów edukacyjnych*, [w:] Karol Szymanowski – *Edukacyjne inspiracje. Metoda projektów*, A. Weiner (red.), Uniwersytet Marii Skłodowskiej-Curie, Lublin 2008, s. 46.

²³ *Biała Księga Kształcenia i Doskonalenia. Nauczanie i uczenie się. Na drodze do uczącego się społeczeństwa*, Komisja Europejska, Warszawa 1997.

²⁴ Raport dla UNESCO Międzynarodowej Komisji do spraw Edukacji dla XXI wieku. *Edukacja. Jest w niej ukryty skarb*, Warszawa 1998.

²⁵ Cz. Kupisiewicz, Cz. Banach (red.), *Rozumieć świat – kierować sobą*, [w:] *Strategia Rozwoju Polski do roku 2020. Studia eksperckie na temat 20-lecia 2001-2020*, Komitet Prognoz „Polska 2000 plus” przy Prezydium PAN, Warszawa 2000.

The main turn came after the criticism of the current educational system in Polish schools, especially the primacy of encyclopaedic knowledge of practical skills, during the implementation of the education reform in 1999. The reform of the education system began with reference to integration with the European Union, hence attempts were also made to change educational methods.

The project method fits very well into the modern context of school work. It can be used at all educational stages in all social groups. The school's cooperation with other institutions and people from the local environment plays an important role here ²⁶.

Prevention of hooligan behaviour at football stadiums

Commissioner Franco Frattini - vice president of the European Commission for Justice, Freedom and Security also presented his position on this matter.²⁷: Sport as a catalyst for positive values should be promoted, therefore:

- a) improve stadium infrastructure, security services and increase safety in both amateur and professional sports;
- b) improve the exchange of information regarding hooligans;
- c) create a permanent European panel - (e.g. people responsible for security in individual clubs exchange information via the Internet);
- d) conduct fair play and fan- coaching campaigns;
- e) financially support at regional and local levels;
- f) train the police and security forces.

Sports competitions are not only a game, it is also an understanding of different cultures, a social phenomenon. Recognizing this relationship, the Council of Europe presented an action program,

²⁶ J. Królikowski, *Projekt edukacyjny. Materiały dla zespołów międzyprzedmiotowych*, CODN, Warszawa 2000.

²⁷ Words delivered by Franco Frattini during the conference "Towards an EU strategy against violence in sport"; Brussel, 28-29.11.2007 r.

while stressing that although there is no uniform recipe, conditions for civil society should be created²⁸, because sport is part of the European community.

European Convention on the violence and excesses of spectators at sporting events, in particular football matches (T-RV)²⁹ recommends watching sports performances in places outside the stadium, the so-called public viewing. This is right from the point of view of the limited number of tickets for prestigious competitions and from the point of view of a sports spectacle as a new phenomenon - (...) the sports spectacle is intended for recipients. There is no spectacle without them, no emotions, but expectations are also different. (...) "However, organizing public viewing zones can bring some risks and presents additional challenges in certain circumstances, especially if they are not well prepared.

These threats are the same as any other large events that require safety and crowd control, combined with the additional risks associated with sporting events. It is not possible to strictly separate supporters of different teams, so there is a great risk of mixing supporters of competing teams. For such events, all necessary security measures must be approved to minimize risks. In some cases, public viewing can be a catalyst for public order disruption. However, it can also be a good way to prevent supporter violence and excesses, and it can also increase the festive atmosphere of the event, provided that safety and sufficient protection are provided. It is important that all decisions to organize public viewing zones are subject to a risk assessment by the police and that the necessary measures are taken to minimize all risks. " (...).³⁰

Based on the recommendations of the Council of Europe regarding the prevention of social pathologies through sport, a Sports Events Safety Council was established in Poland at the Ministry of the Interior and Administration, which cooperates not only with government institutions, i.e. the Ministry of Sport and Tourism, the Ministry of National Education, the Ministry of Justice, Ministry of Infrastructure, but also non-governmental ones, such as PZPN, Ekstraklasa SA and others and the Council of Europe's Standing Committee on Excesses of

²⁸ The program was adopted by the Council of the EU on April 19, 2007. under the Decision establishing for the period 2007-2013 the specific program "Fundamental rights and citizenship" as part of the general program "Fundamental rights and justice" (2007/25/WSiSW).

²⁹ Recommendation Rec (2008) 3 of the Standing Committee on the organization of public viewing venues during mass sports events.

³⁰ European Convention on the violence and excesses of spectators at sporting events, in particular football matches (T-RV), Recommendation Rec (2008) of the 3 Standing Committee on the organization of public viewing venues at mass sports events, p.7.

Spectators and the Think Tank Group (PCWP). As part of it, the Permanent Expert Group was established, which, apart from issuing opinions on legal acts, deals with indicating the possibility of implementing preventive programs from EU funds.

Targeted prevention programs began to be introduced on a large scale after World War II. The school environment blends in with all social events, including participation in mass sports events. Therefore, it would be advisable to include sports support activities in the educational process, so that the student who graduates from school has the right knowledge of the right forms of behaviour at sports facilities and can behave accordingly. As Marek Babik emphasizes, "in order to be able to respond appropriately to students' behaviour, as well as to be able to convey relevant messages in a given area, the teacher should have knowledge". Students need the good educational programs presenting the issue to young people or appropriate preventive actions to prevent risky behaviour."³¹.

Dialogue with young people is important, accessibility of authorities and showing positive effects of life according to a specific pattern are also important³². However, it is necessary to point to appropriate models, because - as Adam Gogacz emphasizes - the concept of authority can be understood in two ways: from the point of view of being authority (presenting certain norms and principles that can be a role model) and from the point of view of having authority (associated more with obedience than a pattern - which leads to rebellion rather than submission)³³.

Conclusions

Nowadays, the requirements for preventive programs are increasing, especially in countries with a longer tradition. The goal of current preventive measures is to stop harmful behaviour by increasing the ability to cope with threats (peer groups), as well as valuing people and valuable leisure time. Sport began to be seen - not only by culture experts - as an educational tool, as exemplified by the activities of the Council of Europe presented in this article. The effects of this are visible in activities for upbringing through sport, with the use of EU funds for this purpose

³¹ M. Babik, *Szkoła wobec subkultury pseudokibiców*, WSzF-P Ignatianum Wyd. WAM, Kraków 2010, p. 8.

³² A. K. Gogacz, *Poszukiwanie autorytetów a poczucie własnej wartości u młodzieży*, [w:] *Współczesne zagrożenia rozwojowe dzieci i młodzieży*, A. Chudzik (red.), WSzH-E, Łódź 2008, s. 37.

³³ *Ibidem*, s. 31-32.

together with new forms of sports spectacle, i.e. the public viewing zone. The creation of appropriate projects still remains to be done in schools and especially among football fans

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