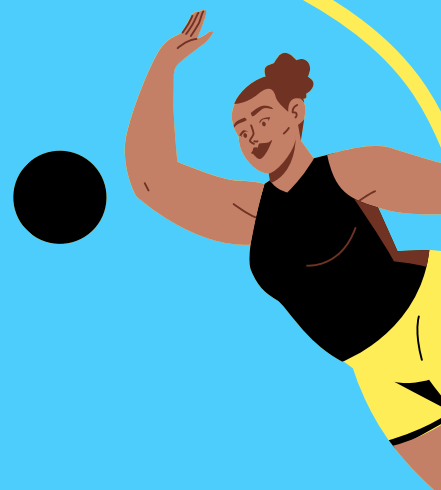




# Human Rights through Sport manual

Final outcome of the Back to basics: Human Rights Education  
through Sport programme



Co-funded by  
the European Union



# Introduction



ENGSO Youth, youth-led European-level organization at the nexus of sport and young people, had the privilege to organize a one year long programme: Back to basics: Human rights & Sport, which was supported by the Council of Europe through the European Youth Foundation.

The main idea of the programme was to support youth and sport organizations as well as sport and youth workers in developing competences to act as a multiplier for human rights and human rights education through sports in their realities.

More than 100 young leaders working within and/or with the youth & sport sector from more than 30 countries were introduced to a theoretical context around Sports' contribution to promote, ensure and advocate for Human Rights. With the inspiration of discussions, exchange and their own expertise, participants of the Human Rights Education workshop series lead by ENGSO Youth created a toolkit, which is to be found in the following pages. Fun, but meaningful non-formal education physical activities and exercises with the common goal to highlight the power of sports as a tool to promote Human Rights.

## Understanding human rights

Human rights are fundamental rights and freedoms that every person is equally entitled to. The protection of human rights is primarily the responsibility of the state. However, other actors can also have an impact on human rights. Also in sports, human rights have significant importance. The essential, positive social contribution of sport is undisputed: Joy of the game, diversity, tolerance and respect – these are the values that are actively embraced and constantly promoted by organizations and are also of central importance with regard to human rights. In isolated cases, however, stakeholders can also have a negative impact on people's rights. This can, for example, concern issues of child welfare in situations where children and young people are in the care of clubs, the endangerment of the safety of stadium visitors due to structural defects, protection of the players against discriminatory hostility or even invasions of privacy in the event of improper use and storage of personal data by sport clubs. Clubs are also faced with increasingly complex international business relationships and are confronted with new human rights-related issues, for example, the poor conditions in the production sites and supply chains of equipment suppliers or licensees.

The underlying concept of sports and human rights is deeply integrated in the UN Sustainable Development Goals (SDGs). In this regard, the UN SDG Fund presented a toolkit on how sport can contribute to the achievement of the SDGs. Notably, around 90% of the SDGs are somehow related to human rights.

Three examples of how sport can have a positive impact on the areas of various SDGs

- The role of sports in promoting gender equality is critical. Sports helps girls and women build self-esteem and develop skills needed to become equal participants and leaders in their various communities. Sports can also promote body awareness among young female athletes, a lot of programs raise awareness about sexual health through sport initiatives.
- In the true spirit of leaving no one behind, the power of sports in social inclusion is well displayed in its ability to create awareness about social inclusion for persons with disabilities.
- Sports has a strong convening power with the ability to raise visibility, understanding and achievement of the SDGs worldwide. The toolkit discusses how sports can be integrated into key SDGs and their targets. (SDG Fund, 2019).

## Human rights policy development in major sport organizations

The largest governing body in sport, FIFA, conducted three human rights reports since the set up of a human rights policy in 2017. FIFA's transformation started with the Ruggie Report in April 2016: Professor Ruggie and FIFA's new Advisory Board's focus was to adopt a human rights policy, embed respect for human rights, identify and evaluate risks for human rights, address human rights risks, track and report on implementation, and enable access to remedy. These principles, based on the UN Guiding Principles for Sport and Human Rights, were approved as a policy paper by the FIFA Council in May 2017, the first one for an international sport federation. The Human Rights Advisory Board included eight members with high reputation in the field of human rights protection. On the other hand, the establishment of the body coincided with FIFA's governance & corruption crisis after the scandal around its former president. One of the application fields of the human rights policy is surely the ongoing management of human rights risks in connection with major FIFA tournaments, with a current focus on the FIFA World Cup 2022 in Qatar.

UEFA presented a survey across its federations in 2017, which resulted in a human rights report that provided a first analysis of research exploring how UEFA Member Associations perceive, promote and protect human rights. In terms of human rights governance, results showed that a remarkably high rate of Member Associations not only has a formal commitment to human rights (either a clause in the Association's Statute or a Code of Conduct), but also takes human rights into account when engaging in business with third parties (supply chains, suppliers, other associates or governments), selecting sponsors and deciding on where to host a tournament.

The International Olympic Committee (IOC), just recently approved the Strategic Framework on Human Rights with the ambition to fundamentally shape the working practices of the IOC, the Olympic Games and the Olympic Movement, ensuring that human rights are respected within their respective remits. The organisation has already incorporated human rights elements into the Host City Contract in the bidding process for the major sporting events, which will first apply to the Paris 2024 Games.

On the back of the commitments made in Transformation 2022, the Commonwealth Games Federation (CGF) has begun to integrate human rights into the bidding, planning, staging and delivery of the Commonwealth Games. In March 2016 the CGF in alliance with UNICEF and other partners launched an initiative to develop human rights due diligence guidance, and technical support for the next four Commonwealth Games and Commonwealth Youth Games host cities.

And these are just a few examples from the Sport giants, who are trying to set the scene of the importance of Human Rights & Sports intersection.

### **- THE CENTRE FOR SPORT AND HUMAN RIGHTS**

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Launched in June 2018, the Centre for Sport and Human Rights is the result of many years of work by organizations now represented in its Advisory Council, and a three-year process of collective action through the network that led to the Centre's formation (the Mega Sporting Events Platform for Human Rights[MSE Platform]).

The MSE Platform first convened in November 2015 by the Institute for Human Rights and Business (IHRB), and throughout the next two and a half years demonstrated the value of collective action through a range of concrete activities including conducting research, introducing instruments and convening stakeholders in local and global forums to share knowledge, assess progress, and identify challenges.

A commitment to establish the Centre was made by the MSE Platform's Steering Committee in a joint statement issued in November 2017, on the occasion of the second Sporting Chance Forum in Geneva. (Centre for Sport and Human Rights, 2022).

### **- THE SPORT AND RIGHTS ALLIANCE (SRA)**

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The SRA is a coalition of leading NGOs, sports organizations and trade unions. It was founded in early 2015 to scrutinize the decision-making process of the international sports and mega-events and to introduce measures that ensure these events are always organized in a way that respects human rights (including labor rights), the environment and anti-corruption requirements throughout all the stages of the process. The SRA includes Amnesty International, Football Supporters Europe, Human Rights Watch, the International Trade Union Confederation, and Transparency International Germany.

The Sport and Rights Alliance has drawn up minimum requirements for human rights, labor standards, anti-corruption and stakeholder involvement for Olympic Games and the Olympic Movement. (Sport and Rights Alliance: About the SRA., 2022).





## Human rights education in and through sports

The Human Rights Council of the UN is regularly acknowledging the potential of sport and especially major sport events to educate the youth of the world and to promote their inclusion through sport without discrimination of any kind and in line with the Olympic spirit, which requires human understanding, tolerance, fair play and solidarity. (Human Rights Council: Leadership, resolve and cooperation, 2018).

### **- NOTHING ABOUT US WITHOUT US**

The slogan “nothing about us without us” can also be used in the field of youth work to communicate the idea that no policy should be decided by any representative without the full and direct participation of members of the group affected by that policy. HRE is built on the learning process and active participation of the participants.

The Council of Europe (CoE) differentiates three pillars of understanding and embeddedness:

- 1) Learning about human rights, knowledge about human rights, what they are, and how they are safeguarded or protected;
- 2) Learning through human rights, recognising that the context and the way human rights learning is organized and imparted has to be consistent with human rights values (e.g. participation, freedom of thought and expression, etc.) and that in human rights education the process of learning is as important as the content of the learning;
- 3) Learning for human rights, by developing skills, attitudes and values for the learners to apply human rights values in their lives and to take action, alone or with others, for promoting and defending human rights. (Council of Europe: Introducing human rights education, 2022).

This means that HRE is equally a direct exposure to human rights in practice. The CoE uses playful methods and activities within their two major publications on HRE for youth: Compass and Compasito. While Compass is directed at young people between the age of 18 and 35, Compasito is focusing on ideas, inspiration and practical help to explore human rights with children. While the two valuable CoE manuals are only slightly focusing on sports (e.g. in Compass: Just a minute, p. 201 and On the ladder, p. 238), this toolkit and its example activities are emphasizing the role that sport can play in human rights education in and through sports.



# Game 1: "1,2, droit"



## OBJECTIVES

1. Raise awareness on human rights
2. Be physically active
3. Have fun and enjoy a playful and competitive game



## TIME

30 minutes



## GROUP SIZE

4 people for one game.

Note: If you have more facilitators, you could do more groups.



## PREPARATION

Draw the game on the ground:  
Hopscotch



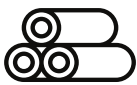
## INSTRUCTIONS

Players toss a small object, called a lagger, into numbered rectangles outlined on the ground and then hop or jump through the spaces and retrieve the object. Facilitator asks a question to person A about Human Rights. If you answer the question correctly, you move one step forward. If you get it wrong, you have 2 options:

1. you take a challenge: it will be a physical challenge (e.g. do 5 push-ups)
2. you take a chance: depends on your luck

If you successfully do the challenge/chance - you do not go back, you stay where you are

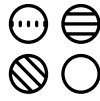
In order to win the games, the players must go from 1-10



## MATERIALS

Chalk, rock or small colored bag





## VARIATIONS

Easy and hard questions depending on the age and knowledge about Human Rights.

### - For a larger number of participants:

- Dividing into teams: one player plays on the hopscotch and all of the others answer (A time limit can be introduced to bring in the element of competition - If one person gets the answer wrong and missed the challenge/chance, they have to switch with another teammate to increase participation and involvement.)
- Making a hopscotch field for 4 players each (like Ludo)- all four players compete with each other with one facilitator assigned to them.

### - For a greater physical challenge:

- Write a physical challenge on each rectangle/ box of the hopscotch such as you must (examples: stand on one leg, squat, keep on clapping, etc.)

### - For physical disability:

- Making teams of 2 players - one person hops while the other goes with them to the square and they answer questions together.

- Playing with a dice (instead of jumping) while keeping all the other rules (with adapted physical challenges in case they lose a turn and they choose the card "Challenge"

### - For linguistic challenges:

- Having the instructions/ questions recorded into different languages (with multiple choice questions so that the facilitator of the game can know whether they answered correctly or no)

### - For visual impairment:

- Making teams of 2 players - one person hops while the other goes with them to the square and they answer questions together.
- Playing with a dice on a board instead of the outlined hopscotch. The person is then placed on the same number on the hopscotch and answers the question.

### - For advanced players:

- Asking advanced questions

## - QUESTIONS: EASY LEVEL

### 1. Tell us 3 basic human rights?

The right to vote, the right to privacy, freedom of speech and freedom from torture, other.

### 6. Is the freedom of religion a human right?

Yes. Article 9: Freedom of thought, belief and religion.

### 2. How many articles are in the Universal declaration of Human Rights?

30 articles.

### 7. Name 3 human rights heroes?

All the answers are correct.

### 3. When was the declaration signed?

1948 - The Universal Declaration of Human Rights is the most translated document in the world. It is available in 370 languages.

### 8. Which human right is important to you?

All the answers are correct.

### 4. Human rights are for who?

Everyone.

### 9. What other human rights do you think should be included in the Human Rights declaration?

All the answers are correct.

### 5. The document that grants human rights to everyone is called?

Universal Declaration of Human rights.

### 10. Finish this sentence: "We cannot all succeed if..."

All the answers are correct.

## - QUESTIONS: ADVANCED LEVEL

### 11. Is the right for a clean environment one of the 30 rights in the declaration?

No, but yet. On October 8, 2021, The UN Human Rights Council adopted a resolution recognising that the right to a clean, healthy and sustainable environment is a human right.

### 12. What is the most ratified convention in the world?

Convention on the Rights of the Child (1989, United Nations Member states).

### 13. What charter was signed by all countries?

The charter of the United Nations is the founding document of the United Nations. It was signed on 26 June, 1945, in San Francisco, at the conclusion of the United Nations Conference on International Organization, and came into force on 24 October 1945.

### 14. Name one country that has not ratified the convention of the protection of children rights.

The only countries that have not ratified the treaty are Somalia, South Sudan and the United States.

### 15. How many UN member states are there as of today?

The number of UN member states is 193 .

### 16. What is the last country that joined the UN?

The most recent state to join is South Sudan, which was recognized as an independent nation in 2011.

### 17. When is the International Women's day?

IWD initially had no set date, though it was generally celebrated in late February or early March. In 1914, International Women's day was held on March 8 for the first time in Germany.

### 18. Who is the current UN Secretary General?

António Guterres. The secretary general is elected for a five-year term, which can be renewed for a second term. But not for a third time.

### 19. What is the most famous MLK speech called?

The "I have a dream" speech was given by MLK on August 28, 1963 in attendance of more than 250,000 people, a fifth of them white, near the Lincoln Memorial in Washington to rally for "jobs and freedom."

### 20. What was the predecessor of the United Nations?

The League of Nations.

## - CHALLENGES

- Do the duck dance
- Do 10 push-ups
- Show your favourite stretching move
- Jump on 1 foot while rotating
- Tongue twister
- Sing a funny song
- Say bananas backwards
- Repeat physical activity after me

## - CHANCES

- You can stay where you are, only if everyone goes one step ahead
- Skip the next turn
- Switch your position with the closest person to you
- You're going back home
- It's your lucky day, you're staying exactly where you are
- Sorry, this chance is useless

Note: These are example questions, challenges and chances, they can be adapted according to the needs. Moreover, the Board version of the game is also available on the ENGSO Youth website!





# Game 2: "The fair throw"



## OBJECTIVES

To show the differences of opportunities between different social groups in society



## TIME

30 minutes



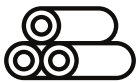
## GROUP SIZE

4 teams of min 3  
max 8 participants



## PREPARATION

- Tapping the lines making the field
- Putting the basket in the middle
- Distributing the balls
- Making 4 different teams and having one referee



## MATERIALS

Balls (That don't bounce), basket and some tape.



## INSTRUCTIONS

- The 4 teams are placed in the same distance from the basket, after the lines of the square field.
- Round 1: Each team will receive the same number of balls, between 2-4 depending on the size of the team.
- The teams throw the balls simultaneously. They receive a point when they score in the basket.
- If any team loses a ball (not scored in the basket) retrievers (1 player/ team) are allowed to go to the field and pick up that ball and give it to their team to score more.
- Once there are no balls outside, the referee can pick up the balls inside the basket and will distribute them as s/he likes.
- There will be 2 different teams, privileged and discriminated:
  - The privileged team will receive more balls from the referee for the next round.
  - The discriminated team will receive less balls and their retriever would not be allowed inside the court to pick up lost balls – they can just wait for the balls to accidentally drop in their zone.

\*\*\* Privileged and disadvantaged teams will change from one round to another.



## QUESTIONS

It is important to have reflection time after the game. Possible reflection questions:

- Did being advantaged/disadvantaged impact how you play during the game?
- Did being advantaged/disadvantaged impact your engagement to the game?
- How did you feel before/during/after the game?

### INTRODUCTION QUESTIONS

- What happened during the games?
- Did you notice that there were different rules?
- Can you present to us which rules you had?
- Ask people from each team to share which rules they had.
- Did you develop strategies in your team/with other teams?

### PERSONAL FEEDBACKS

You noticed that there were different rules depending on the teams. These unequal treatments created advantaged and disadvantaged groups.

- Have you noticed that you were advantaged/disadvantaged during the game?
- How did you feel about being advantaged/disadvantaged?
- How did you feel comparing yourself to other teams during the game? (solidarity, empathy, frustration, pride?)

### REFLECTION ON Human Rights

- Does this game reflect our real life?
- Do you have examples of unequal/unfair treatments in other contexts?
- What are the messages this game delivers?
- You felt that you had different rules and that your rights were violated. It actually refers to notions such as equality and basic human rights like the right to equal treatment. Can you name some other basic human rights?

### IMPLEMENTING THE GAME IN FUTURE

- Would you implement this game in your own environment in order to discuss human rights?
- This game can be implemented in different ways with many variations. Do you have ideas of variations for the game?
- Do you have ideas of how this game can be adapted to other audiences?



## VARIATIONS

### • For a smaller group:

Having only 2 teams

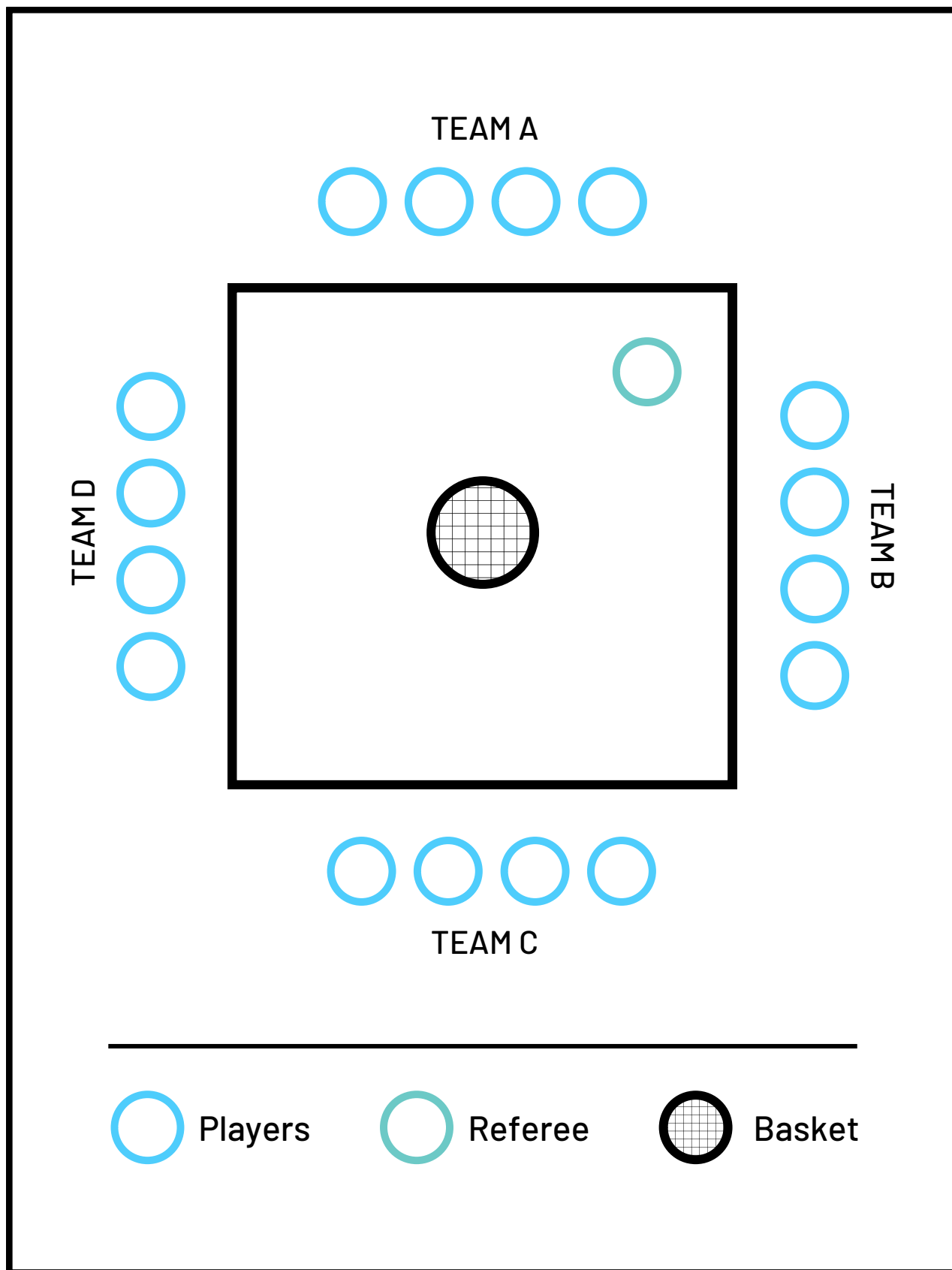
### • For age:

Drawing a smaller field

### • For visual impairment:

1 or 2 participants from each team can be blindfolded and guided by their teammates.

\*\*\*This activity is accessible for people with physical disability and Intellectual impairment/ Autism Spectrum disorder



# Game 3: "The other side of the medal"



## OBJECTIVES

1. To explore the topics of human rights and sports from different perspectives and help participants develop critical thinking;
2. To provide a safe space for the participants to voice their opinions.



## TIME

- 1 round: 12 minutes
- 2 minute to vote and pair the participants
  - 5 minutes to discuss the topic
  - 5 minutes to conclude and reflect on the process
- \*\*\*The game can be played for many rounds



## GROUP SIZE

Minimum 10 up to 15 participants



## PREPARATION

An online poll with conflicting opinions and questions; [this](#) or other similar websites could be used for the online poll.



## INSTRUCTIONS

1. Create an online poll with questions (yes, no, unsure).
2. According to the answers, facilitators pair the participants up to their discretion (The pairs can have same or opposite views).
3. Participants will have 5 minutes to discuss the topic.
4. Participants will have the floor for reflection: They can explain their position and/ or the position of their partner using the pronoun "I" in both cases to respect the principle of anonymity in the game / They can reflect on the discussion process and how it evolved/ or they can share any other thoughts/feelings after the discussion with the group.

Prepared statements. Few possible statements for consideration:

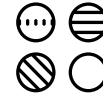
- Sport is a privilege rather than a human right
- Sports can be a tool for the promotion of human rights
- Most sports are accessible to young people
- Transgender women should be allowed to compete in women's sports
- Athletes have responsibility to speak up for human rights when violated





### NOTES TO CONSIDER

- Facilitators should create a safe space from the beginning assuring the participants that their answers will remain anonymous and it is up to them if they want to share it out loud.
- If an answer has a majority, facilitators can ask some participants to represent the other side of the medal (Encourage them to think from other perspectives).
- It is possible to have the participants suggest some topics/statements for discussion to make them feel more involved in the activity.
- In order to encourage constructive conversations, it is recommended to start with highlighting the differences between **debate**, **discussion**, and **dialogue** and make it clear that the goal of the game is not to persuade others, win an argument, or prove the other side wrong; but rather to develop mutual understanding and strive to better understand others' views.



### VARIATIONS

#### - For limited-capacity cases:

- In case there is no internet connection, Participants can play the game by closing their eyes and then raising their hands to state their opinions or by writing it on cards. The cards will then be gathered by the facilitators and they will make the pairs on the spot.

#### - For age:

- Simpler questions;
- Increase the length of each part of the game if participants need more time.

#### - For visual impairment:

- 1 or 2 participants from each team can be blindfolded and guided by their pair during the time of the voting. Then the discussion proceeds as per description above.

**\*\*\*This activity is accessible for people with physical disability and Intellectual impairment/ Autism Spectrum disorder**

Inspiration sources:

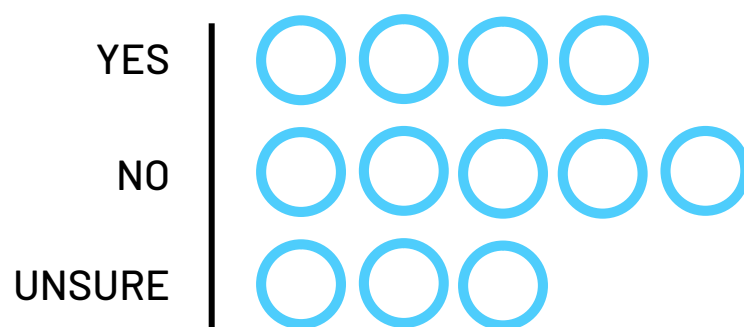
[Amnesty International](#)  
[EDUPACT](#)



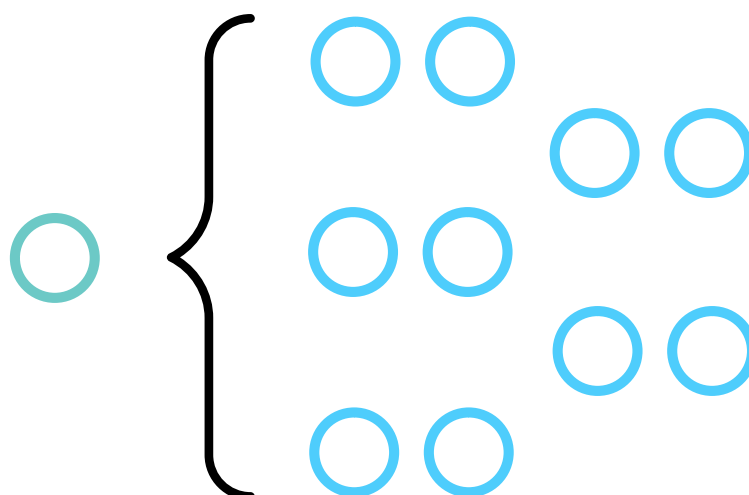
### MATERIALS

Internet, mobile phone. Variation (no internet connection): paper/pens

## PART 1: QUESTION & POLL



## PART 2: MATCHING PAIRS



Players



Facilitator

# Game 4: "(Un)Level the playing field"



## OBJECTIVES

To:

- Reflect about inequalities and injustices and human rights violations.
- Foster discussion about fair play in sport.
- Use sport as a means to showcase/illustrate disadvantages
- Raise awareness about the role of individual and collective agency in human rights issues.



## TIME

### 1st stage of play:

- 15-20 min for first stage of play
- Debrief 10-15 min

### 2nd stage of play:

- 10-15 min
- Final reflections 5-10 min
- Max 60 min



## GROUP SIZE

8-16 people separated into two teams depending on the facility and space.

Preferably mixed-sex group.

7+ years (might be needed to adapt the rules)



## PREPARATION

Print (ensuring sustainable usage) or prepare the action cards.

Make sure you have all the materials at hand.

Decide on the variations, game, timing and complexity of action cards depending on the participants' profile.

Something to keep time.

**\*\*Make sure you can guide the participants' discussion about social inequalities, human rights etc.**



## INSTRUCTIONS

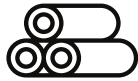
The aim of the activity is to gradually introduce rules/actions during a sport game to create disadvantage between two competing teams in order to stimulate reflection about their own behaviors related to inequality and to foster a wider discussion around human rights.

- Welcome the participants, explain that they're going to play a ball game of their preference (if possible).
  - Divide the participants into two equal teams (gender mixed if possible) and distribute the bibs.
  - Explain that during the play and on the whistle they will be given cards to adapt accordingly.
  - Let them play a few minutes with "normal game rules" and then give the action cards to one team, let them play for a few minutes to get the gist of it and then introduce the new action card (replacing the previous one).
  - Prepare and apply possible action cards (depending on the conditions and age of the pax).
  - Stop the game and gather the players.
  - Ask reflective questions (guide them if needed):
    - What did you observe?
    - How did it make you feel?
    - Did you notice any player being disadvantaged?
    - How did it feel for you to be with those rules?
    - V1: Ask how the referee felt?
  - Ask them for suggestions on how to make the play/game more equal/fair
    - What would you do to make the game more fair? (They could reflect on the behavior level and system level adoptions)
- Think about back up in case they don't come up with anything themselves (E.g. No consecutive goals scored by the same gender are accepted).
  - Start the game again with the last rules that were in place and have the participants to balance it out or make it more fair.
  - Final reflection:
    - Make the connection with Human Rights and explain the theoretical side a bit. You can use printed material or short statements about HR to illustrate the practice and link their game experience with actual HRE materials. Can they make more parallels with their real life situations where they have felt like that? You can also give examples about policy and how change can be achieved.
    - Discussion about positive discrimination.
    - Possible guidance to reflections about sport and winning in sport in general:
      - Results do not necessarily reflect the fairness of the game.
      - If the teams are unbalanced, the game is not interesting to play for either of the teams.
      - Inequalities exist, but you often have the power to change either your behavior or the rules of the game to achieve a more equal environment.

**Another version:** Include the referee and apply a role and action cards to them.

You can also add a referee: Like overlook the faults of that team or the goals. Then we can also ask the participant to see how they feel. Extra layer to ask how they felt with the power





### **MATERIALS**

A ball depending on the ball game (or an object to pass) and a field to play, action cards and something to differentiate the teams (bibs).

Possible action cards (depending on the conditions and age of the pax):

#### Applicable to the whole team:

- Boys can only pass the ball to boys
- You cannot speak
- You cannot take more than two steps
- Boys cannot cross the midcourt line
- Girls cannot move more than 3 steps at a time
- Points scored by girls count double (remember to inform the referee/point keeper)
- You can only hop on one foot / You can only use one hand

#### Applicable to individuals:

- You cannot move at all
- You start playing for the other team
- Your goal is worth 5 points

Variation 1: Whistle for the referee

Action cards for the referee:

- You can give points randomly according to their preference
- You start the game by giving a 5 points advantage to one of the teams.



### **VARIATIONS**

The activity should be adapted according to the age, pitch, physical conditions and number of participants.

#### - For age:

Drawing a smaller field

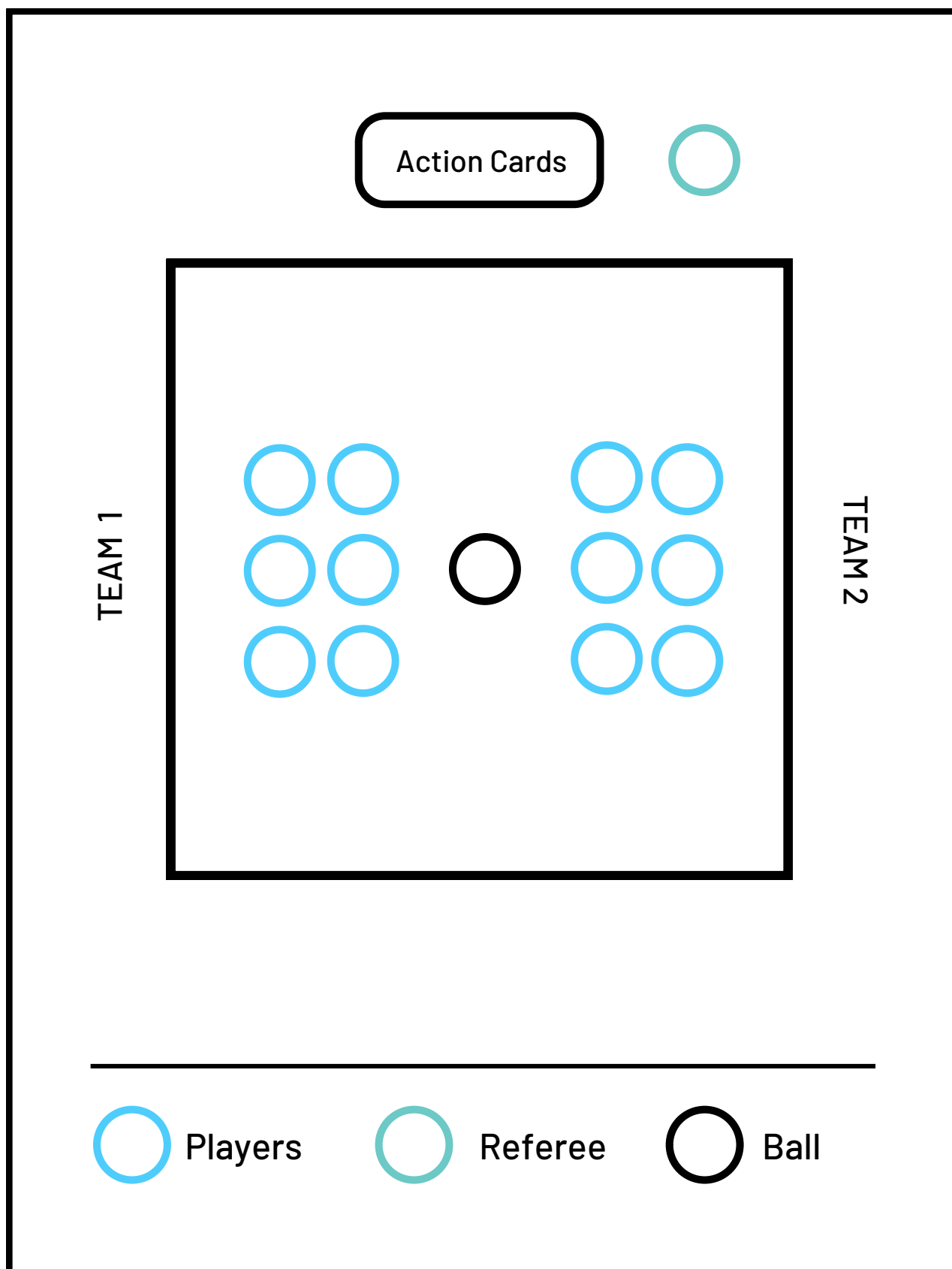
#### - For visual impairment:

1 or 2 participants from each team can be blindfolded and guided by their teammates.

#### - For experienced players:

You can increase the difficulty of the game by adding additional number of cards into the game.

You can adapt another Variation by giving action cards to the whole 1 team or individuals (see the Materials section).



## Human Rights Education through Sport Workshop

During the European Sport Platform 2022 in Arnhem, The Netherlands, an event which brings together sport organisations and professionals with a mission to strengthen the grassroots sport movement in Europe, ENGSO youth delivered a Human Rights Education Through Sport Workshop. The session lasted 90 minutes and aimed to test a non-formal education workshop, whose methodology is presented below and can be adjusted and implemented in the local communities.



### - HUMAN RIGHTS&SPORTS NON-FORMAL EDUCATION WORKSHOP

15 minutes	<u>1. Keynote speech</u>  Human rights education through sports and a quick overview of the ongoing initiative
15 minutes	<u>2. Testimonials</u>  Inspirational stories from people working in the field/personal stories
20 minutes	<u>3. The other side of the medal game</u>  Prepared statements are read out loud and participants had to position themselves between the two extreme sides of the conference room according to their opinion (one side: agree/ another side: disagree). Participants are invited to share why they are standing where they are. After expressing different opinions participants are asked if they would like to change their position.

30 minutes

#### 4. One of the Human Rights through Sport games Example: The fair throw game(game 2)

For better involvement, the tasks could be divided among three people who would be leading the activity: a leader dividing the groups and explaining the game, a referee distributing the balls and setting the rules for each round, and a person leading the final reflection. This method of assigning certain people specific and clear tasks proved to be very effective in group moderation. The rest of the participants are invited to take part in the game whether by playing, watching, or cheering. The reflection session is one of the most important parts (for more details check 'final reflection' of game 2).

10 minutes

#### 5. Conclusion

On a last note, it is important to recognize that participants and guests worked collaboratively to ensure the success of the session.

Our deepest appreciation goes to all the Human Rights workshops participants who created the above-mentioned games, facilitated the workshops, engaged in the discussions and are working as the multipliers for human rights and human rights education through sports in their realities.





## Extra knowledgeable points

### **ANNEX 1: EMBEDDING HUMAN RIGHTS IN THE SPORTING SECTOR: A 10-STEP RECOMMENDATION**

Familiarization of the sports sector with the broad content of human rights and the applicable context through:

1. Sharing of best practices of organizations that deploy a responsible sourcing code, working anti-discrimination policies and child/athlete rights due diligence
2. Mobilization of athletes advocating for overall human rights and concrete individual rights in their respective sport
3. Include human rights requirements into the bidding process of all major and medium-large sporting events while openly promoting them during the respective event
4. Obligatory human rights protection awareness training for coaches, personal trainers, intermediaries, club staff and other employees, workers and agents, especially those who work with children, underrepresented and vulnerable individuals, aiming at implementing and maintaining an effective licensing systems that is built on criminal background checks and psychological as well as ethical evaluation
5. Guidelines on selection and recruitment of club personnel and suggested self declaration forms for people applying for sporting positions in reference to (4), that results in an effective licensing system
6. Increase the awareness of an inclusive sporting environment through a multi-channel approach: increase representation of underrepresented groups in all organizational functions, collaborate with media on current issues and developments, give a diverse set of actors (e.g. players) a say and a public platform, credibly collaborate with sponsors, integrate fan groups and clubs.
7. Provide funding for social, educational and information activities for NGOs active in the field of sport and human rights, and help establishing links to the educational sector (schools, universities)
8. Share understanding of human rights commitment as an opportunity for legal clarification.
9. Enhancement of sector-wide business initiatives in the field of sports and human rights (alliances such as SRA with more and stronger actors)
10. Drive the evolution away from issue-specific or disclosure-only regulation: focus on holistic due diligence and specific issues within the broad spectrum of human rights means that the impact for rights holders is more significant.

## **ANNEX 2: SELECTION OF HUMAN RIGHTS CONVENTIONS AND POLICIES THROUGH TIME**

### **Universal Declaration on Human Rights, 1948**

The traumatic events of the Second World War brought home that human rights are not always universally respected. The extermination of almost 17 million people during the Holocaust, including 6 million Jews, horrified the entire world. After the war, governments worldwide made a concerted effort to foster international peace and prevent conflict. This resulted in the establishment of the United Nations in June 1945.

### **Convention on the Prevention and Punishment of the Crime of Genocide, 1948**

This is the first UN human rights treaty. The Convention on the Prevention and Punishment of the Crime of Genocide, adopted by the General Assembly of the United Nations in 1948, defined genocide as including killing or inflicting serious physical or mental injury on members of a national, ethnic, racial, or religious group with the intention of bringing about the group's destruction, in whole or in part. The convention made genocide an international crime that could be prosecuted in the court of any country.

### **International Convention on the Elimination of all forms of Racial Discrimination, 1966**

ICERD is the principal treaty aimed at eliminating racial discrimination globally. The U.N. General Assembly unanimously adopted ICERD in 1965 and it took effect on January 4, 1969. Nearly 93 percent of United Nations member states are parties to ICERD. By ratifying ICERD, these States condemn racial discrimination, segregation, and apartheid, and they agree to pursue policies to eliminate racism and promote racial understanding. ICERD's passage, initially, sparked hope of addressing global racism. Blacks and POCs in the United States sympathized with the struggle against South African **apartheid** because they had endured their own version of apartheid.

### **Convention on the Non-Applicability of Statutory Limitations to War Crimes and Crimes Against Humanity, 1968**

Convention on the Non-Applicability of Statutory Limitations to War Crimes and Crimes Against Humanity. ... The Convention provides that no signatory state may apply statutory limitations to: War crimes as they are defined in the Charter of the Nürnberg International Military Tribunal of 8 August 1945.

### **Convention on the Elimination of all Forms of Discrimination against Women, 1979**

The Convention is often described as an international bill of rights for women. Consisting of a preamble and 30 articles, it defines what constitutes discrimination against women and sets up an agenda for national action to end such discrimination.

The Convention defines discrimination against women as "...any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field."

### Convention on the Rights of the Child, 1989

In 1989, world leaders made a historic commitment to the world's children by adopting the United Nations Convention on the Rights of the Child – an international agreement on childhood. It's become the most widely ratified human rights treaty in history and has helped transform children's lives around the world. The Convention incorporates the full range of human rights – civil, political, economic, social and cultural rights – of children into one single document.

### Convention on the Rights of Migrant Workers and the Members of their Families, 1990

The primary objective of the Convention is to foster respect for migrants' human rights. Migrants are not only workers, they are also human beings. The Convention does not create new rights for migrants but aims at guaranteeing equality of treatment, and the same working conditions, including in case of temporary work, for migrants and nationals. The Convention innovates because it relies on the fundamental notion that all migrants should have access to a minimum degree of protection.

In the meantime, the Convention proposes that actions be taken to eradicate clandestine movements, notably through the fight against misleading information inciting people to migrate irregularly, and through sanctions against traffickers and employers of undocumented migrants.

### Convention on the Rights of Persons with Disabilities, 2006

The CRPD is the first binding international human rights instrument to explicitly address disability. It recognises the right of people with disability to enjoy legal capacity 'on an equal basis with others in all aspects of life'.

It supports a rights-based approach and is removing barriers to ensure that disabled people can access decent work and equal pay. Also, it is taking action to combat any negative or discriminatory stereotypes or prejudice against disabled people in public and the media as well as ensuring disabled people have equal rights to justice by providing appropriate legal advice and support.

### Guiding Principles on Business and Human Rights, 2011

The UNGPs are a set of guidelines for States and companies to prevent, address and remedy human rights abuses committed in business operations.

They were proposed by UN Special Representative on business and human rights John Ruggie, and endorsed by the UN Human Rights Council in June 2011. In the same resolution, the UN Human Rights Council established the UN Working Group on business & human rights.

The UNGPs encompass three pillars outlining how states and businesses should implement the framework: The state duty to protect human rights. The corporate responsibility to respect human rights. Access to remedy for victims of business-related abuses.

Note: Each of these instruments has established a committee of experts to monitor implementation of the treaty provisions by its States parties.



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