

Sport and Human Rights:

What is the nexus?

Marianna Pavan
CONI

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Human rights:
a brief
explanation

MARIANNA PAVAN

1) Universality



United Nations **Human Rights**
Office of the High Commissioner for Human Rights

Universal Declaration of Human Rights

Resolution 217 A (III) of 10.12.1948

ARTICLE 1

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

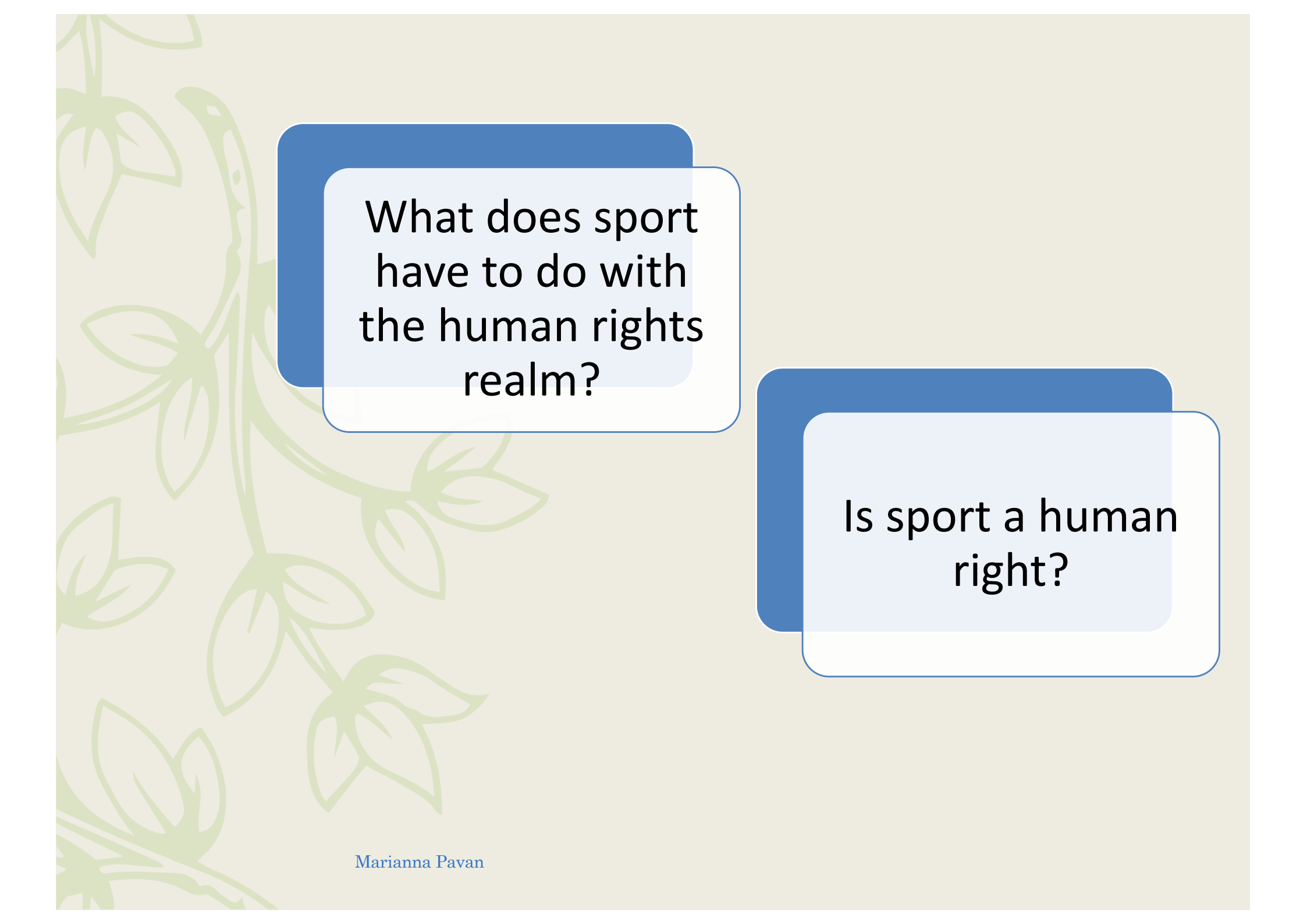
2) Non-discrimination principle

UDHR art. 2

Everyone is entitled to all the rights and freedoms set forth in this Declaration, **without distinction of any kind**, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Furthermore, **no distinction shall be made on the basis of** the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.





What does sport
have to do with
the human rights
realm?

Is sport a human
right?

Human rights documents and sport

- **Universal Declaration of Human Rights, 1948** (Art. 24)
- **ICESCR, 1966** (Artt. 12 -13- 15)
- **Int.l Convention against Apartheid in sports, 1985** (Art. 6)
- **CEDAW, 1979** (Artt. 12 -13- 15)
- **CRC, 1989** (Art. 31.1)
- **CRPD, 2007** (Art. 30)

Sports documents and human rights

UNESCO, International Charter of Physical Education, Physical Activity and Sport (1978). Art. 1

The practice of physical education, physical activity and sport is a fundamental right for all

1.1 Every human being has a fundamental right to physical education, physical activity and sport without discrimination on the basis of ethnicity, gender, sexual orientation, language, religion, political or other opinion, national or social origin, property or any other basis.

1.2 The freedom to develop physical, psychological and social well-being and capabilities through these activities **must be supported by** all governmental, sport and educational institutions.

1.3 **Inclusive**, adapted and safe **opportunities to participate** in physical education, physical activity and sport **must be available to all** human beings, notably children of preschool age, women and girls, the aged, persons with disabilities and indigenous people.



Sports documents and human rights

International Olympic Committee, Olympic Charter

Fundamental Principles of Olympism

n°1

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 principles**

n°4

The practice of sport is a human right. Every individual must have the possibility of practising sport, **without discrimination** of any kind and in the Olympic spirit, **which requires** mutual understanding with a spirit of friendship, solidarity and **fair play**.



Sports documents and human rights

IOC Code of Ethics

Art. 1

Respect for the universal fundamental ethical principles is the foundation of Olympism.

(4) Respect for international conventions on protecting human rights insofar as they apply to the Olympic Games' activities and which ensure in particular:

- respect for human dignity;
- rejection of discrimination of any kind on whatever grounds, be it race, colour, sex, sexual orientation, language, religion, political or other opinion, national or social origin, property, birth or other status;
- rejection of all forms of harassment and abuse, be it physical, professional or sexual, and any physical or mental injuries



The potential role of
sport for
human rights

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United Nations: sport and human rights

UNGA RESOLUTIONS:

- Observance of the Olympic Truce (1993)
- Observer status for the International Olympic Committee in the General Assembly (2009)
- Building a peaceful and better world through sport and the Olympic ideal (UNGA, 1997, 2000, 2002, 2003, 2005, 2007, 2009, 2011, 2015, 2017).



United Nations: sport and human rights

- In 2001 Kofi Annan - appointed the first Special Advisor on Sport for Development and Peace, Adolf Ogi;
- In 2002 an Inter-Agency Task Force on Sport for Development and Peace was formed, which published a report on the role of sport towards the attainment of the Millennium Development Goals (MDGs);
- “[...] *recognising the important role of sport in the implementation of the internationally agreed development goals, including those contained in the Millennium Declaration*” (UNGA, 2003).

United Nations: sport and human rights


UN Human Rights Council:

Final Report on the possibilities of using sport and the Olympic ideal to promote human rights for all and to strengthen universal respect for them (A/HRC/30/50, 17 August 2015)

Promote and respect

Para. 8: Sport is important in **promoting** human rights worldwide through the **interactions** it generates between people from different background and cultures.

Para. 14: Sport is an important means **to promote and strengthen universal respect for human rights**. It can and should be used to combat all forms of discrimination and more generally social exclusion, violence, inequality, racism and xenophobia.



Yet, is there a dark side of sport?

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IS SPORT IMMUNE TO



1. Discrimination (women, people with disabilities, etc.)
2. Racism
3. Social classes stratification
4. Violence
5. Match-fixing
6. Doping (winning at all costs)
7. Illegal betting



Clearly, sports impact on people's lives will depend on how it is used and managed;



To elicit the purpose of this project sports will be considered in the high school context;



School can offer a potential useful framework where to build a positive role of sport to be taught to youth;



Indeed, PE holds a privileged position to spread the use of sport as a tool to foster human rights.

Sport's
impact on
society:
positive or
negative?



Critical sociological
approach to
introduce HR:

into high schools PE
curriculum

THREE- FOLD strategy:

Disseminating

Spreading a general knowledge of human rights: what are human rights;

Explaining

Explaining to students the link between sport and how specific human rights might be impacted while playing sport;

Implementing

Carrying out specific exercises focusing on selected human rights.

1) Disseminating: What are Human Rights

What do you know about human rights?

What are their main features?

Can you list any of them?

What do they all have in common?

2) Explaining: the Link



Explaining the link that exists between sport and human rights.

For instance:

- by highlighting that students are directly enjoying their human right to education when learning life skills through sport;
- by emphasis that doing physical activity at school is a way of increasing their human right to health;
- by stressing the fact that if they are all marked by standardised and fair criteria they are enjoying their human right to equality.

3) Implementing: Physical activities

Each physical activity proposed should foster the following features

1. Respect for the others and for the rules;
2. Tolerance;
3. Inclusion;
4. Equality;
5. Friendship.

When taking into consideration a specific human right to be enhanced through sport.

THANK YOU FOR YOUR ATTENTION!

marianna.pavan@unipd.it

marianna.pavan@ed.ac.uk



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