

TEACHING NOTE

Guidance on how to integrate human rights into sport-related education



Centre for Sport
& Human Rights

TEACHING NOTE

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I. About the Teaching Note

In the past decade, a sport and human rights movement developed globally, as a result of a growing awareness among sport stakeholders such as athletes, sport organisations, sponsors, broadcasters, sport event organisers, fans and civil society organisations about the human rights risks connected to sport on the one hand, and the potential of sport to promote human rights on the other hand. The fundamental values and principles of sport speak to universal humanitarian values, such as harmony among nations, solidarity and fair play, the preservation of human dignity, and commitment to non-discrimination and have much in common with international human rights principles and standards, which provides opportunities to use sport as a vehicle for spreading human rights principles and standards. At the same time, sport carries numerous human rights risks. This applies to day-to-day sports, considering for example the recent rise in cases of physical and sexual abuse against athletes being reported across the globe, and sporting events, where cases of forced evictions, repression of freedom of speech and the right to protest, as well as exploitative labour practices have regularly been linked to their organisation and staging.

An important means of contributing to the sustainability of this movement is to strengthen the integration of human rights topics into sport-related education, and the integration of sport as an issue area into human rights education, at all levels and across all disciplines, so that young professionals and those currently or interested in working in the world of sport can continue and consolidate this trend. This is what motivated the [Centre for Sport and Human Rights](#), a human rights organisation for the world of sport that works towards advancing a world of sport that fully respects and promotes human rights by generating awareness, building capacity and delivering impact, to write and share this teaching note. It is intended to serve as inspiration for those involved in teaching sport and human rights related subjects and aims to provide guidance on how to integrate the topic into their own existing coursework or potentially develop new areas of teaching. It provides a **general introduction to the topic** and highlights a number of **sub-themes** and **core questions to study** for each theme, including a **selection of resources** and **case study examples**. It can be used as a template for a lecture on the topic as such, or as a starting point for developing a seminar or case study for a particular sub-theme. Concrete ideas for **teaching methods and approaches** are included.

Target audience

The topic of sport and human rights can be integrated into many different courses and programs at higher professional or university education due to the multidisciplinary nature that linking sport and human rights creates. Therefore, this teaching note is written for teachers from all sport- and human rights-related disciplines, including but not limited to sport management or business, sport policy and governance, sport sociology, sport law, physical education, sport and development, international, regional, or national human rights studies. The goal is to inspire teachers to bring the topic of sport and human rights closer to their students and to provide guidance for teachers on how to do that. While specific content and teaching methods need to be adapted to the context and background of the program and students, there is an opportunity and a value added by integrating sport and human rights into the curriculum for every sport and human rights related study program.

For **business programs and students**, it can be interesting to look at the different corporate actors involved in sport as a business and how they can promote but also adversely impact human rights. In particular, sport sponsors and broadcasters are crucial corporate actors, as well as any company involved in construction of sport facilities and in the sports supply chain. For example, students can analyse the human rights risks related to the business of mega-sporting events (MSEs), as well as in the sponsorship, marketing and servicing of day-to-day sport.

For **law programs and students**, it can be of interest to study the interaction between sports law, or *lex sportiva* as it is often referred to, and human rights law. In particular, in recent years, there is increasing reference to internationally-recognised human rights standards in sport regulations and policies. Particular attention can be drawn to how sport can affect the rights of specific groups like children, women or the LGBTIQ community as well as wider groups such as athletes generally. Law programs can unpack the different human rights obligations and responsibilities of the different state and non-state actors involved and look at the application of documents like the UN Guiding Principles for Business and Human Rights (UNGPs). In particular, the challenges related to remedying cases of sport-related human rights violations is interesting for law students.

Policy and governance programs and students can study how sport is regulated on the national and international level and the role of national and transnational governments in shaping the direction of sports policy and its implication on human rights. They can study the combination of social, economic and political ideologies that have an impact on sport and how they affect the rights of athletes and spectators. Further relevant issues that could be addressed in a policy course are corruption in sport governing bodies, match-fixing or anti-doping policy frameworks.

For **physical education programs and students**, it can be interesting to look at equal participation of boys and girls, men and women and non-binary people in sport programs, and to what extent prejudices and elements of discrimination might pose a risk to equal participation. It is also possible to analyse whether teaching approaches take into account the specific perspectives, needs and experiences of women, girls and non-binary people, so that sports programmes are truly inclusive and equitable. Furthermore, safeguarding of children and vulnerable adults in physical education is of utmost importance and coaches and teachers need to be educated accordingly to understand and live up to their responsibilities.

Sport management programs and students can for example look at each actor involved in the sport ecosystem to understand their human rights responsibilities and the way the different actors separately and together can work towards a world of sport that fully respects human rights. It can be interesting to analyse how national and local sport organisations can contribute to this goal and how it can be reflected in marketing and communication strategies of these organisations.

Finally, for **sport sociology programs and students**, there is a wide range of topics that relate to human rights, such as athlete activism or athlete abuse, or the role media plays in the context of gender and sport. They can also study how sport is used as a medium for integrating gender, ethnic, religious, and disability interests and the different remedy mechanisms available in the sport system.

II. Thematic Overview

a. General Introduction

Sport is closely linked to the promotion and protection of human rights. Sport relies on a rules-based system, fair play, respect and the courage, cohesion, support and goodwill of society in all its facets, including athletes, fans, workers, volunteers and local communities, as well as governments, businesses large and small, the media and sports bodies. The foundational principles of the world's preeminent sports bodies speak to universal humanitarian values, harmony among nations, solidarity and fair play, the preservation of human dignity, and commitment to non-discrimination and sport governing bodies and athletes have used sport as a mechanism to promote and educate in fundamental values and principles. These values have much in common with international human rights instruments, principles and standards.

Linking sport and human rights actually goes back to civil rights activism by leading athletes in the 1960s and the sporting boycott of apartheid South Africa. Today, it plays out in various ways, and the awareness of sport's human rights risks are rising, from the ongoing struggles for equal treatment by women athletes to exploited workers and evicted communities in the run-up to a mega-sporting event. This highlights structural issues within sport itself, and within the connection of sport as a business to supply chains and a vast array of stakeholders (public and private). A distinction can be made between human rights risks connected to day-to-day sports, which affects elite sports and grassroots level sports in the same way, and human rights risks related to sport events, which can occur in the context of bidding, preparing, staging or in the aftermath of the event.

The connection between sport and human rights is far-reaching and relevant on the national and international level. The human rights risks connected to sports can differ per country, but the underlying challenges to address these risks are similar. Sport for a long time has enjoyed considerable autonomy and remained largely free from any interference of governments. International and regional organisations even recognized this special status formally. However, this autonomy is starting to crumble and policy makers on national and international levels are showing willingness and capacity to intervene when necessary.

b. Overview of Actors in the Sport Ecosystem

A multiplicity and variety of actors are involved in the sport ecosystem, namely:

- International, regional, and national sports federations, e.g. World Athletics, FIFA, UEFA
- athletes, volunteers and employees
- representative organisations of those federations, like the ASOIF, AIOWF, GAISF
- private sports leagues and clubs, like the NFL or NBA
- athlete representative organisations like the World Players Association, Global Athlete and sport specific unions and associations
- regulatory bodies like anti-doping organisations, such as WADA, or the Court of Arbitration for Sport;
- national sport ministries and other related governmental bodies;
- broadcasters;
- sponsors;
- suppliers of sporting goods and services.

In the case of sport events, in particular MSEs, this list can be extended to include

- Sports bodies like the IOC, Commonwealth Sport, the International Paralympic Committee, or National Olympic Committees
- national, regional and local governments
- local organising entities, like the Organising Committee for the Olympic Games
- private event organisers, including recruitment agencies,
- contractors and suppliers that provide goods and services for the preparation of the event.

All these actors have different levels of involvement and leverage when it comes to sport's and sport event's human rights risks. Regarding leverage, international federations for instance can set an example for other sport organisations by adopting a human rights policy and including human rights standards into their statutes and other policies, including their ethics code and any grievance mechanism, their sport rules and bidding and hosting requirements for events. Governments can ensure that the legislative framework in the respective country reflects that human rights standards apply to the world of sport and that adequate responsibility mechanisms are in place. Sponsors can use their influence with sport organisations and event organisers to push for the respect for and promotion of human rights in sports, and private contractors can ensure that their human rights responsibilities extend to all of their business relationships.

c. Theoretical and Normative Framework

The growing sport and human rights movement is also triggered by an increasing acceptance of the applicability of international human rights standards relating to the private sector including sports bodies and sporting event organisers, as well as sponsors, broadcasters and other business entities involved in sport. At the same time, public actors like central, regional, or municipal governments, as well as intergovernmental organisations start showing awareness of the human rights risks and challenges linked to sports and addressing in various ways, by means of collaboration, policy instruments, or legislative changes.

A useful normative framework to study these risks and challenges and the relevant responsibilities of the different public and private actors involved is the [UN Guiding Principles on Business and Human Rights \(UNGPs\)](#). They provide the authoritative global standard for what is expected behaviour of businesses in relation with human rights and clarify state duties to protect, respect and fulfil human rights in the context of abuses involving non-state actors. More specifically, the UNGPs three pillar framework outlines that:

- Governments and public bodies have a duty to protect against human right abuses including by non-state actors (e.g. businesses) through policies, regulation and adjudication;
- Companies and organisations involved in commercial activities (e.g. Sports Bodies) have a responsibility to respect human rights, that is to avoid people's human rights being harmed through their activities or business relationships, and to address harms that do occur. This includes through policies and due diligence processes.
- Where human rights have been harmed there needs to be access to effective remedy: both public and private actors may have a role to play in providing that access.

Since their endorsement by the UN Human Rights Council in 2011, these Principles found their way into the world of sport and a number of sport bodies and sport event organisers have taken steps to apply them to their operations. In particular the due diligence process, which rests on the identification and assessment of human rights risks, prevention and mitigation of those risks, tracking responses, and communicating how risks and impacts are addressed, has been adopted as useful tool for the various private actors involved in the sport ecosystem to address human rights risks related to their activities.

An additional and sport-specific framework for understanding and analysing human rights risks in the world of sports can be found in the [Sporting Chance Principles](#), which have been developed by the [Advisory Council of the Centre for Sport and Human Rights](#).

d. Sub-themes of Sport and Human Rights

The links between sport and human rights are reflected in various scenarios, from the organisation of a Mega-Sporting Event (MSE) to the governance of Sport Governing Bodies (SGBs) or the risks related to specific groups like women and children. In the following, more detail is provided for some of these scenarios. It should be noted that the list of sub-themes presented here is not complete but indicative of the most pressing themes that emerged within the sport and human rights movement in the past years.

- i. **Mega-Sporting Events (MSEs):** MSEs are more than just prestigious sporting competitions. Because of their scale and complexity, these international events present an exceptional example of the potential human rights impacts of our increasingly globalised and interconnected world. While many stakeholders benefit from MSEs, the events are consistently linked to allegations of human rights abuses. Actors involved in MSEs have the potential both to violate human rights and to promote greater respect for human rights. Teaching the human rights impacts of MSEs also highlights many of the issues that are relevant to the broader business and human rights debate.
- ii. **Governance:** sports governing bodies have an essential role in embedding human rights standards into their policies and practices. Through implementing human rights within their own governance, sports institutions become the central axis for the development of policies that govern a sport that fully respects human rights. This applies to all policies and regulations of a sports body, those that regulate the transfer of players, eligibility rules, or bidding requirements for hosting a tournament. It also should trickle down to the member associations or National Olympic Committees. There are a number of examples of international and national sport governing bodies taking steps to embed and implement human rights into their governance, such as Commonwealth Sport, FIFA, the IOC, UEFA, or the German football association. However, there are also huge differences between the numerous sport governing bodies.
- iii. **Gender equity:** this presents one of the systemic human rights challenges in the world of sports. In fact, gender discrimination in the sporting context occurs at elite and grassroots level and is not only reflected in lower numbers of women participating in sports generally. This is also about the structural gender barriers and discrimination faced by women and girls to access, remain in and enjoy sports. It is about gender-based violence, sexual abuse and harassment in the sports environment, the lower quality infrastructure available for women athletes compared to men athletes, the lack of respect for professional standards in terms of contracts and benefits, the gender pay gap in salaries, awards and prize money with respect to men's disciplines, the invisibility of women's sport in media broadcasting and portrayals that reproduce harmful gender stereotypes, or the low number of women in leadership and decision-making positions in sport governing bodies. Moreover, it is not just about issues of discrimination against women. The rights of transgender athletes, the discussions about regulations around athletes with Differences of Sex Development (DSD) and rights violations motivated by the normalisation of toxic masculinities in sport can also be considered as sport-related human rights issues.

- iv. **Inclusive sport:** Persons with disabilities face several barriers to engaging in physical activity and sports, including inaccessible sporting facilities, attitudinal barriers, the lack of suitable equipment, disability-specific knowledge and support, accessible information, and extra financial costs. Specific eligibility requirements imposed by sport bodies can further limit access to sport for some persons with disabilities. In addition to this group, there are other groups that are often excluded from sports, such as people from the LGBTQI community, migrants, indigenous people, or people living in poverty. Regarding rights of indigenous communities, this issue often comes up in relation to sport events, in particular questions of sovereignty and rights to the land upon which a certain event occurs.
- v. **Remedy ecosystem:** Every affected person whose rights have been harmed has a right to effective remedy. This means that where human rights abuses occur in the world of sport, effective remedy mechanisms should be in place and accessible for those affected. This applies equally to athletes whose rights have been harmed and to other groups and individuals, like indigenous communities or migrant workers, whose rights have been harmed in the context of an MSE. Relevant mechanisms in the world of sport range from judicial to non-judicial mechanisms, and examples are the Court of Arbitration for Sport, national sport arbitration tribunals, national and international courts, or mediation-based mechanisms. However, in many cases existing mechanisms are ineffective in providing remedy and compensation for sport-related human rights harms. In particular the Court of Arbitration for Sport has been criticised for its lack of human rights capacity. A challenge for any mechanisms dealing with such cases is the need to balance the inequality of powers between those affected and those responsible for the adverse effects, by giving equal access to information and providing a fair process and fair conditions for making use of the mechanism.
- vi. **Children:** millions of children worldwide are engaged in organised sport. For the majority of these children, sport brings a range of positive benefits and contributes to the realisation of a number of their rights. However, for some children, sport can bring experiences of physical abuse, emotional abuse, sexual abuse, neglect, peer aggression, undue stress, harassment, hazing, bullying, and other forms of non-accidental violence, as well as doping, and trafficking and child labour. Sport can also affect children who are not directly engaged as players. MSEs can bring economic opportunities to host communities and provide a platform to advance children's rights. However, some MSEs have had negative impacts, including the forced relocation of families leading to a loss of access to basic services such as schools and health services, or to child labour, increased violence and sexual exploitation.
- vii. **Athletes' Rights:** athletes are the pillar of the sport ecosystem, at elite and grassroots level. Nevertheless, they face a number of human rights risks in the sporting context, such as violations of privacy rights, the right to equality and non-discrimination, or the right to protest or the right to freedom of expression. The recent rise in reports of cases of physical and sexual abuse that happened in the sporting context implies that some of the human rights risks athletes face highlight structural problems within the world of sport. Another source of human rights risks for athletes are the anti-doping obligations imposed on them which have a significant impact on their rights to privacy, for instance when it concerns the whereabouts requirements, but also the storing of data and medical samples.

- viii. **Corruption:** Despite efforts to increase the governance standard in sport organisations in recent years there are still deficiencies with regard to transparency, accountability, integrity and participation (stakeholder involvement and diversity) in many sport governing bodies. These deficiencies carry numerous risks from a human rights perspective. For example, risks caused by the high competition for MSE and contracts linked to MSE can lead to transparency procedures, participatory rights and proper stakeholder engagement being ignored. At the same time, the corrupt use of public money for sport or sport events can limit the resources available to guarantee important social, economic, and cultural rights of citizens. Therefore, a discussion on how to improve the structure and decision-making processes in sport is needed.

III. Teaching Approaches

This section provides examples for teaching methods and learning-objectives, including more detailed questions that can be raised to trigger in-class discussions, for group work, or for individual assignments.

a. Suggested Learning Objectives

Sport and human rights is a multidisciplinary topic with a vast number of learning objectives that can be covered depending on the field and level of studies, and depending on the cognitive level that is pursued.¹ Some general learning objectives for students from any sport- or human rights-related field may include:

- Understanding the links between sport and human rights and explaining, with concrete examples, the human rights harms and opportunities that can occur within the context of sport.
- Understanding the diverse actors involved in sport business and/or governance and their human rights responsibilities and obligations.
- Understanding different mechanisms to pursue (legal) remedies for human rights violations in the context of sport.
- Understanding the opportunities of sport to promote and protect human rights.
- Understanding the autonomy of sport in relation to international human rights law.
- Applying the principal sources of international human rights standards to the human rights risks posed by sport and the involved actors.
- Analysing the accountability gap for sport-related human rights harms and being able to explain the difficulties in establishing responsibility and accountability for sport-related human rights abuses.
- Analysing the relevance of, and evaluating human rights policies in sport and human rights provisions in other sport-related regulation, such as event contracts or bidding requirements.
- Analysing key actors involved in sport events and their potential human rights challenges and dilemmas.

¹ The example learning objectives provided follow Bloom's Taxonomy.

- Evaluating the potential of sport to promote human rights, including sport as a business and sport events.

b. Suggested teaching methods

There are different ways to teach sport and human rights and any of the related sub-themes. **The UN Declaration on Human Rights Education & Training** provides a framework of education ‘about human rights’, education ‘through human rights’, and education ‘for human rights’. These three approaches work well in the sport context: sport can be used to educate students about human rights principles, values and instruments, by looking at how in the sport context human rights become relevant and can be violated. Sport can also help to teach through human rights, by following human rights values with the teaching, through creating a participatory climate, organizing field trips to create first hand experiences, or including those whose rights have been harmed or protected by sports in the teaching, for instance as guest speakers. Finally, sport can be a useful tool to teach for human rights, as it can help to empower students and make them aware of their rights and the need to respect rights of others, as well as to teach critical citizenship skills and solidarity to create relationships beyond the classroom.

The chosen teaching method depends to a great extent on the learning objectives. For some a lecture and instructor-focused way of teaching might be adequate, for others a more student-centred approach could lead to better results. In general, the topic of sport and human rights offers itself to all kinds of teaching methods and formats, from problem-based to project-based learning, from practical case studies to more theoretical big picture studies, from entire courses to single guest-lectures.

A good way to teach the key challenges connected to the human rights impact of sport is through open discussions or group work that gives students the opportunity to figure out these challenges on their own. Discussions can be triggered by presenting a case of sport-related human rights infringements, by showing a video for example, and letting students discuss, in pairs or larger groups, the human rights issues connected to these cases and how to address them. To prompt the discussion, teachers can ask students how human rights abuses come about and which actors contributed to them, and what are possible ways to deal with these cases.

MSEs and their human rights risks is a topic within sport and human rights that can be integrated in many different sport- and human rights-related programs and it also provides a good example for the various teaching methods available. It can be integrated as a case study within a broader course or seminar on business and human rights. It can also be used to give sport law students a long- or medium-term group work project that asks them to develop the legal framework for bidding for an event, including adequate human rights provisions. There could also be a lecture in a sport sociology program on the differences in terms of media representation of female athletes versus male athletes. Sport event and management programs could assign students to develop a human rights strategy as part of the bidding criteria for a certain event. Each of these options provides opportunities for integrating more in-depth knowledge lectures or seminars that provide theory and context of the issue.

c. Key questions to study

General

- Which actors are involved in the sport ecosystem and what is the relationship between them?
- What roles do different actors play in protecting and promoting human rights in the context of sport?
- What standards, guidelines and international treaties are in place and applicable to cases of sport-related human rights violations?

For business students

- What human rights risks do corporate actors in the world of sport (sponsors, broadcasters, contractors) face? What human rights risk might they pose through their actions?
- What standards, tools, or guidelines exist to help companies operate responsibly and be human rights-compliant in the sport business?
- To what extent do the UN Guiding Principles apply to sport?
- What are the incentives for companies to apply the UNGPs to their sport-related operations, such as sponsorship, marketing, broadcasting, or procurement? What evidence is there that companies are doing this?
- How are international sport associations similar to, and different from, private corporations?
- How can a company involved in the sport business implement human rights standards and make sure that its sub-contractors follow the same standards?

For human rights and law students

- What kinds of human rights violations have been linked to sport?
- Which international and regional human rights standards are relevant in the sporting context? To what extent are the different actors involved bound by human rights obligations?
- What are the legal relationships between the different actors involved in sport?
- How can international law and international human rights law be used to address cases of sport-related human rights violations?
- What are the shortcomings of international human rights law and national legal frameworks that create an accountability gap for sport-related human rights violations? How can this gap be addressed?
- What mechanisms are in place to provide remedies to victims of human rights abuse? What challenges do rights holders face?
- How can host countries incorporate human rights standards in sport-related policies and legislation?
- How has local and national legislation, in particular human rights-related or -relevant legislation been impacted by the hosting of major sporting events in different jurisdictions?

For policy students

- What roles do government actors play in sport and which tasks do they have?
- What is the relationship of government actors with other stakeholders involved in sport? How can public authorities collaborate with civil society and local communities to ensure a sustainable and responsible delivery of a sport event?
- How can local communities be engaged when governments adopt sport-related policies and legislation?

- How can women and men be equally included in participatory (sport policy creation) processes?
- What is the potential of MSEs to bring human-rights-friendly policy changes to host countries? Could such a policy be reflected in the standards imposed on companies involved in the MSE business?
- What are the human rights standards for MSE-related procurement? How can procurement processes be made more human rights-friendly?
- What can host governments do to fight human rights risks related to corruption within the sport business?

For sports and physical education students

- What role can and do athletes play in the protection and promotion of human rights through sport?
- What mechanisms do athletes have to claim their rights in case these have been violated in the sporting context?
- What is the relationship between athletes and sport governing bodies? Do they have voice or are represented in these organisations?
- What human rights can be potentially violated with respect to athletes? How can athletes' human rights violations be related to their gender?
- To what extent should athletes enjoy special protection regarding human rights? Can they be considered a vulnerable group?

For management students

- How can day-to-day sports, including elite and grassroots sport, best be managed to minimise human rights risks and prevent human rights abuses?
- How can MSEs best be managed to minimise human rights risks and prevent human rights abuses?
- What human rights risks are related to managing sports clubs and leagues?
- What are the different human rights risks across the different sport disciplines?
- What are human rights risks in relationships with business partners of sport clubs or sport bodies?

For sociology students

- What is the relationship between sport as social phenomenon, culture, and human rights?
- What are the societal implications of how women sports are represented in the media?
- What impact can growing awareness on sport-related human rights risks have on participation in sport?
- What are the opportunities for promoting human rights through disability sports?
- What are the advantages and disadvantages of the complex actor network in the world of sport in promoting human rights?
- What (human rights) challenges do the current gender categories of sport bring with it?

IV. Case Study Examples

Some examples that can be used to work on the learning objectives set out above are the following:

HUMAN RIGHTS ISSUE	EXAMPLE	CONCRETE CASE
Freedom from slavery	Workers on sporting event construction sites who are not paid their wages on time, in full and who are not able to leave their job if they choose	Qatar World Cup 2022
Freedom from discrimination	Players who are faced with racist or homophobic remarks	Racism in English football
	Eligibility criteria for competitions can discriminate against female athletes with differences of sexual developments	Caster Semenya case
Right to protest	Fans or local communities subjected to police violence for protesting peacefully	Beijing 2008
Right to equal pay for equal work	Female athletes whose prize money is often significantly less than men's	FIFA women's World Cup
	Below minimum wage salaries for migrant workers on MSE construction sites	2018 FIFA World Cup
Freedom of religion	Female athletes denied the ability to participate in sport because they wear a hijab	Noor Abukaram
Right to remedy by a competent tribunal	Lack of access to remedy for human rights violations on sport	Abuse of Child Athletes in Japan
	Lack of access to justice creating a culture of fear for Tokyo 2020 construction workers	BWI report
Freedom of expression	Athletes removed from the competition or from the team due to statements or acts of protest	Colin Kaepernick
Freedom from cruel, inhuman or degrading treatment or punishment	Coaches using extreme training practices leading to injury or restricting access to food	Mary Cain

Freedom from arbitrary arrest/detention	Increased political crackdowns seen around large events as more countries use “sportswashing” as a means to justify autocratic regimes.	<u>Saudi Arabia F1</u>
Right to housing	Displacement of residents due to construction and demolitions regarding MSEs	<u>Rio Olympic Games 2016</u>
Child rights & sport	Child labour in MSE supply chains	<u>Olympic merchandise for the 2008 Beijing Olympic Games</u>
	Cases of mental, physical, and sexual child abuse in sports	<u>Gymnastics</u>
(Land) Rights of indigenous people	Inclusion of indigenous people in delivering MSEs	<u>Gold Coast 2018 Commonwealth Games Reconciliation Action Plan</u>

V. Teaching Resources

For up to date resources, please have a look at the [online library of the Centre for Sport and Human Rights](#) and the forthcoming Research Guide on Sport and Human Rights, which includes mini-libraries for the different sub-themes of sport and human rights. The list below entails the references used in the teaching note and provides additional literature that can be used to prepare sport and human rights classes or integrated in the reading list for students.

- I. Normative framework/relevant standards
 - [Guiding Principles on Business and Human Rights](#)
 - [Sporting Chance Principles](#)
- II. Introductory literature on sport and human rights
 - [Kidd, B., & Donnelly, P. \(2000\). Human rights in sports. *International review for the sociology of sport*, 35\(2\), 131-148.](#)
 - [Joseph, S. \(2010\). Sport and the Law-Sport and Human Rights: Closer than you Think. *Alternative LJ*, 35, 235.](#)
- III. MSEs and Human Rights
 - [Striving for Excellence: Mega-Sporting Events and Human Rights](#)
 - [Amis, L. \(2017\). Mega-Sporting Events and Human Rights-A Time for More Teamwork. *Business and Human Rights Journal*, 2, 135.](#)
 - [Qatar: Little Progress on Protecting Migrant Workers \(2020\), Human Rights Watch](#)

- [Migrant workers in Qatar face ‘structural racism’ says UN report \(2020\), The Guardian](#)
 - [Games Time: Planning and Acting to Respect Human Rights in Mega-Sporting Events](#)
 - [The Mega-Sporting Event Life-Cycle: Embedding Human Rights from Vision to Legacy](#)
 - [White Papers Published on Mega-Sporting Events and Human Rights](#)
- IV. Governance
- [J.C. Ruggie, “For the Game. For the World” FIFA and Human Rights’ Harvard University \(2016\)](#)
 - [Championing Human Rights in the Governance of Sport Bodies](#)
 - [Symposium on FIFA and Human Rights hosted by the Verfassungsblog](#)
 - [Sports Governing Bodies and Human Rights Due Diligence](#)
- V. Gender Equity and Sport
- [Brighton plus Helsinki Declaration on Women and Sport](#)
 - [IOC Gender Equality Review Project](#)
 - [ALL IN: Towards Gender Balance in Sport](#)
 - [Sport for Generation Equality: advancing gender equality in and through sport](#)
 - [Gender Equality in Sports Media](#)
 - [“Sport Sex” before the European Court of Human Rights](#)
 - [Intersection of race and gender discrimination in sport - Report of the United Nations High Commissioner for Human Rights](#)
- VI. Inclusion and Sport
- [Hodges, C. E., Jackson, D., Scullion, R., Thompson, S., & Molesworth, M. \(2014\). Tracking changes in everyday experiences of disability and disability sport within the context of the 2012 London Paralympics. 1-47](#)
 - [Thomas, N. \(2003\). Sport and disability. Sport and society: A student introduction, 105-124.](#)
 - [Florian Kiuppis \(2018\) Inclusion in sport: disability and participation, Sport in Society, 21:1, 4-21,](#)
 - [UEFA and CAFE Good Practice Guide to Creating an Accessible Stadium and Matchday Experience – Access for All](#)
 - [Qatar’s Inclusive Fan Experience](#)
- VII. Children and Sport
- Human Rights in Youth Sport - A Critical Review of Children's Rights in Competitive Sport, by Paulo David (2005)
 - [Risks to Children in relation to Mega-Sports Events](#)
 - [Children’s Rights in the Sports Context](#)
 - Lang, M., & Hartill, M. (Eds.). (2014). Safeguarding, child protection and abuse in sport: International perspectives in research, policy and practice. Routledge.
- VIII. Athletes’ Rights
- [Why the world needs athlete activists](#)
 - [Athlete’s Rights and Mega-Sporting Events](#)
 - [Schwab, B. \(2018\). Celebrate Humanity: Reconciling Sport and Human Rights through Athlete Activism. J. Legal Aspects Sport, 28, 170.](#)
 - [Seltmann, M. \(2021\). Disrupting institutional reproduction? How Olympic athletes challenge the stability of the Olympic Movement. Sport und Gesellschaft, 18\(1\), 9-37.](#)
- IX. Relevant journals featuring sport and human rights related work
- [Culture, Sport, Society](#)
 - [European Journal for Sport and Society](#)

- [International Review for the Sociology of Sport](#)
 - [Journal of Sport and Social Issues](#)
 - [Sport in Society](#)
 - [The International Journal of the History of Sport](#)
 - [The International Sports Law Journal](#)
- X. Blogs/Websites
- [Asser International Sports Law Blog](#)
 - [More than a Game: the Nexus of Sport and Human Rights](#)
 - [Law in Sport](#)
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CONTACT

info@sporthumanrights.org



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