

DRAFT NOTE for Civil Society: CEDAW and Sport*

What is CEDAW?

The Convention on the Elimination all Forms of Discrimination Against Women (CEDAW) was adopted by the UN General Assembly in 1979. It lays out the human rights of women and girls and measures states need to take to end gender-based discrimination. The Committee on the Elimination of Discrimination Against Women is composed of 23 independent experts from around the world. They monitor the implementation of the Convention, in particular through receiving and considering the reports of states who have ratified the treaty.

What is the relationship between human rights, gender and sport?

In July 2017 the Kazan Action Plan (KAP) was adopted " to facilitate international and multi-stakeholder policy convergence, ease international cooperation and foster capacity-building efforts of governmental authorities and sports". The sports sector globally is unifying and advancing its human rights activities considerably. Participation in sport has been shown to have numerous benefits for women and girls. Participating in sports promotes health and mental wellbeing. Being physically active helps to prevent serious conditions, such as type-2 diabetes and obesity. Correlations between women and girls' participation in sport and increased academic achievements have been found. Participation in sports also increases confidence, self-esteem and social skills such as teamwork, leadership and discipline.

*"Sport" is being used to reflect physical education, physical activity and sport in this note.

Relevant articles of CEDAW

KAP specific action areas

Article 10 (Education)

Men and women must be treated equally in education through:

- Access to the same curricula and examinations, equally qualified teachers and school premises and equipment of the same quality.
- Encouraging coeducation, revising textbooks and school programmed and adapting teaching methods
- The same opportunities to participate actively in sports and physical education.



I.5 Enforce gender equality / Empower girls and women



Article 13 (Economic and Social Life)

States must guarantee the equal right of men and women to participate in recreational activities, sports and all aspects of cultural life.

I.7 Foster empowerment and inclusive participation

There are also other articles which, while not directly relating to sports, are relevant:

Article 8 (Participation at international level)

States must ensure that women are able and encouraged to represent their governments at the international level and participate in the work of international organisations.



II.4 Build peaceful, inclusive and equitable societies

Article 11 (Employment)

States must guarantee that women have the same employment opportunities as men, including in relation to promotion, training, equal remuneration, social security, and health and safety. States must also guarantee that women must not face discrimination due to pregnancy, maternity or marital status and must be protected during pregnancy.



II.6 Advance gender equality and empower all women and girls

Article 12 (Health)

States must ensure that women have equal rights with men to access to health care services, including reproductive health services.



Article 14 (Rural women)

States must take measures to ensure the equal right of rural women to take part in all community activities.



III.2 Protect children, youth and other vulnerable groups

CEDAW AND THE SUSTAINABLE DEVELOPMENT GOALS

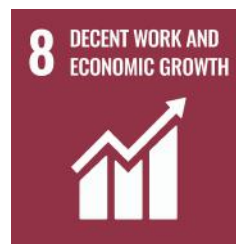
“Sport is also an important enabler of sustainable development. We recognize the growing contribution of sport to the realization of development and peace in its promotion of tolerance and respect and the contributions it makes to the empowerment of women and of young people, individuals and communities as well as to health, education and social inclusion objectives.”

Transforming our world: the 2030 Agenda for Sustainable Development

Goal 5 of the Sustainable Development Goals (SDGs) specifically commits to achieving gender equality and empowering all women and girls. However links to CEDAW articles can be found throughout the SDGs.



Article 12 - health



Article 11 – work and employment



Article 10 - education
Article 11 – work and employment



Article 14 – rural women



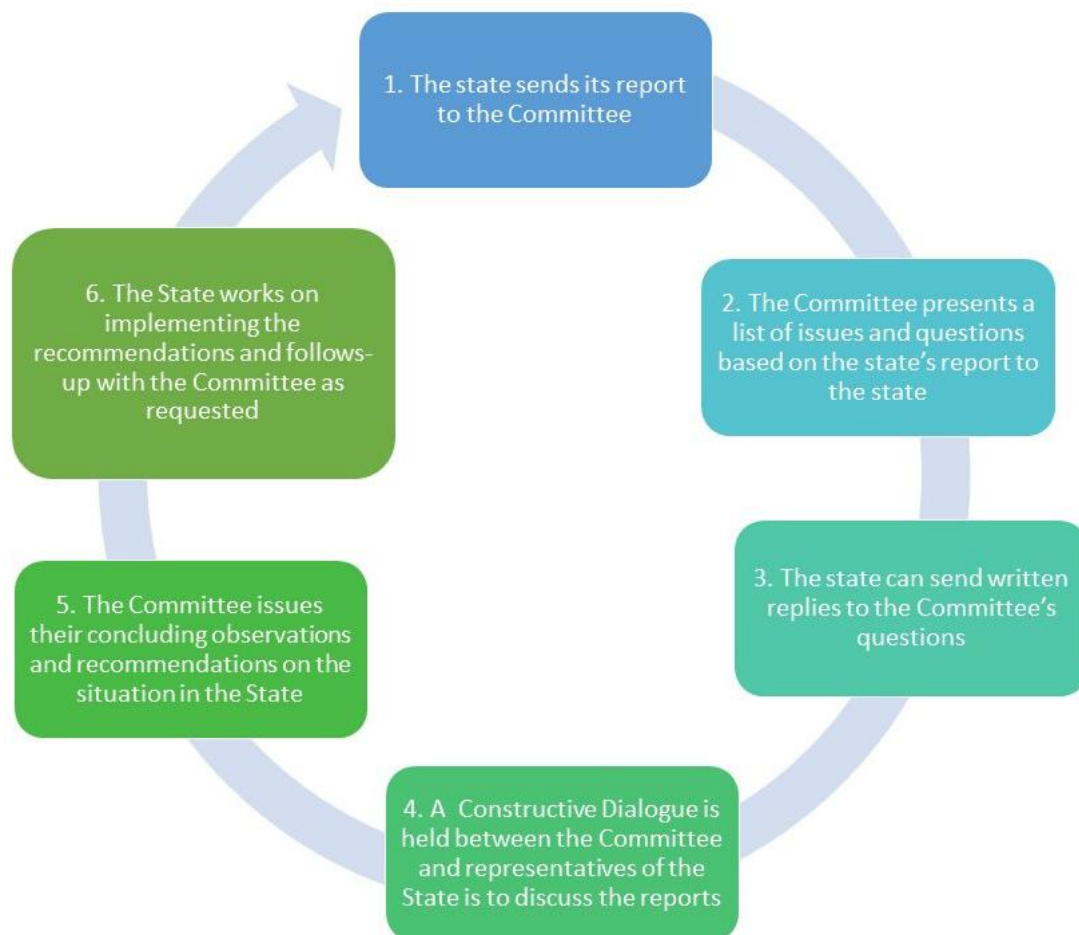
Article 13 - participation in economic and social life
Article 8 – participation at international level



Article 8 – participation at international level

**SUSTAINABLE
DEVELOPMENT
GOALS**

After a State ratifies the Convention they are referred to as a State Party to CEDAW. Within one year of ratifying CEDAW, State Parties are required to submit a report on their progress in implementing CEDAW, including information on the State's constitutional and legal framework and legal and practical measures taken to implement the treaty, to the Committee on the Elimination of Discrimination Against Women. The State Party and the Committee will then engage in a dialogue on the report through a number of stages illustrated below:



After the initial report States are required to submit reports to the Committee every four years. After the first cycle, reports include developments on the realisation of the rights in the treaty and progress towards follow-up and implementation of the recommendations issued by the Committee during the previous cycle.

A simplified reporting procedure may be offered to States after their first report. In this case the first step is a preparation of a List of Issues Prior to Reporting (LoIPR) by the Committee. The LoIPR is based on the previous concluding observations and information provided by other sources such as the UN system and civil society. The State's national report then addresses the issues raised in the LoIPR. Stages 4-6 remain the same.

HOW CAN MY ORGANISATION BE INVOLVED?

NGOs and civil society can submit their own reports, known as shadow or parallel reports, to the Committee outlining their own views on how well their State is implementing their treaty obligations.

What are the benefits of engagement?

The reports help the Committee to get a more balanced, complete picture of what is happening on the ground

It is a valuable opportunity to engage with the State on the situation in your country

Having issues which concern your organisation raised in a UN Committee's recommendations to your State is a very useful advocacy tool

Engagement with a UN body can increase the reputation and by extension the effectiveness of an organisation

How to engage:

First, check if your state has ratified the CEDAW. A table of ratification and deadlines for country reviews can be found on the OHCHR website.

There are three opportunities to submit written reports; for the pre-session, the country review and the follow-up procedures.

Civil society can submit reports to the pre-sessional working group which is when the Committee adopts the List of Issues or the List of Issues prior to reporting. This is a good opportunity to influence the focus of the review. Parallel reports can be submitted up to five weeks before the session.

Civil society can also submit parallel country reports prior to the constructive dialogue. This should be submitted no later than two weeks before the State meets the Committee.

REPORTING TEMPLATE

Your parallel report should include:

1. Title page including; the full name of the organisation; the State to which the information relates; whether or not the submission can be posted on the CEDAW website for public information purposes.
2. A short executive summary which should include specific language that the Committee could use in asking questions of the State and drafting concluding observations.
3. Table of contents
4. An introduction which gives more information about the production of the report, especially if it is a joint report, and some background information about the country.
5. The main body of the report:
 - Organise the information according to articles of the Convention, not by issue. If an issue concerns more than one article, choose the most relevant article and indicate briefly that other articles may cover the issue.
 - Describe the situation. Evidence can include statistics, legal cases, testimonies, case studies, academic research, national and local laws and regulations. Statistics should be disaggregated.
 - Identify major issues and recommend approaches to solving them. Recommendations for State action should be concrete and suggest specific action.
 - Prioritise issues. The Committee will not be able to focus adequate attention on more than a few issues. It is important to decide what are the most important issues.
6. Concluding remarks
7. Appendix (if necessary) can include text of important laws, lists of references or participants in report preparation, media clips, etc.)

Some practicalities:

The written information must not exceed 3,300 words and should be in Word format. Send the report to CEDAW at cedaw@ohchr.org. If you also wish to submit hard copies, send 15 hard copies to CEDAW Secretariat / OHCHR - Palais Wilson / 52, rue des Pâquis / CH-1201 Geneva 10 / Switzerland

It can be a good idea to submit a joint report with other organisations working on a similar topic to lessen the possibility of duplication or contradictions in the information the Committee receives. If a joint report is submitted the word limit is increased to 6,600

Reports should be submitted in one of the official UN languages. If possible, English is the most useful language as it will reach the highest number of Committee members. If it is not possible to translate the entire report, a translated summary of the key issues of concern and recommendations should be submitted.

SUGGESTED REPORTING INDICATORS

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- 1) What percentage of schools offer physical education?
- 2) Is the physical education curriculum designed to take a variety of abilities into account? Is it the same for boys and girls?
- 3) What percentage of the total education budget is allocated to sport and physical education?
- 4) Is investment in physical education equal across girls/ boys/ co-educational schools?
- 5) Have any qualitative studies on the experiences of students with physical education been carried out, particularly in relation the differences between boys/ girls and within groups of girls? If so what were the findings from such reports?
- 6) How many higher-level institutions offer degrees or diplomas related to physical education, sport and physical activity? Disaggregated data on who takes these courses.
- 7) Where sports scholarships, bursaries and support are offered at educational institutions are female athletes equally represented among the recipients?

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- 1) What percentage of the population participate in sport and physical activity (disaggregated by gender)?
- 2) Do national sports bodies have specific inclusion and equality policies? Do these policies recognise specific groups? Do these policies have dedicated budget lines?
- 3) What percentage of the national sport budget is allocated to equality and inclusion initiatives?
- 4) How many organisations receive targeted public funding to deliver gender-transformative sport-based programmes? Are there any examples of best practice projects in this regard?
- 5) Are sports facilities full accessible? Do they take into account the safety of women and girls?
- 6) Are sports coaches/ practitioners given sensitivity training on the multiple intersecting barriers that women and girls may face in accessing sports? Has any follow up been done with sports coaches/ practitioners who have received training on the impact it has had on their interactions with women and girls?

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What is the gender ratio of sport National Governing Bodies? Are there efforts to increase the number of female members?

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- 1) What percentage of the total workforce is employed in the sports and fitness sector? Disaggregated by gender and disability
- 2) Have there been any qualitative studies conducted on the experiences of women and girls working in the sports and fitness sector? Are there any examples of good practice programmes to encourage/ increase employment of women and girls in the sports and fitness sector? Are there any examples of practice programmes to encourage/ increase employment of women and girls with disabilities in the sports and fitness sector?

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- 1) What percentage of the population is sufficiently active as defined by WHO? Disaggregated by gender
- 2) What percentage of national sports bodies are investing in mental health and well-being?
- 3) What percentage of national sports bodies use sporting events/ programmes to communicate health messaging (e.g. benefits of physical activity; HIV prevention: substance abuse etc.). Do such programmes target both men and women? Are there specific programmes focusing on women's health issues?

14.2

What measures are in place to ensure that rural women are able to participate equally with men in community activities, including sport, recreation and physical activities?

This document has been prepared by the UNESCO Chair in the Institute of Technology Tralee as part of a global collaboration to implement the Kazan Action Plan.

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United Nations
Educational, Scientific and
Cultural Organization



UNESCO Chair "Transforming the Lives
of People with Disabilities, their Families
and Communities, Through Physical Education,
Sport, Recreation and Fitness"