

Movement and Sports for Better World

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Abstract: *"Sport can create hope where there was once only despair. It is more powerful than governments in breaking down racial barriers. It laughs in the face of all discrimination." Those are the words of the late, great Nelson Mandela, who overcame huge prejudice in South Africa and united the nation's people under the idea of equality. Sport and physical activities have a huge impact on children's health and wellbeing. Regular participate in team sports perform better academically and display a greater sense of respect for themselves and others. It helps children develop essential life-skills that will ease their transition into the 'adult' world, including teamwork and empathy. It is helpful for gender equality, and fight against discrepancy. The IOC's "Olympism is a philosophy of life", which can also refer to 'philosophy of life' to sport as whole. It places sport at the service of humanity. Sport connects and unites people unbelievably. The present article discussed the origin of sports and its role for the sustainable development of global harmony and peace.*

Keywords: Movement, Sports and Sustainable development.

I. INTRODUCTION

"Sport has the power to unite people in a way little else can. Sport can create hope where there was once only despair. It breaks down racial barriers. It laughs in the face of discrimination. Sport speaks to people in a language they can understand." – Nelson Mandela

Charles Darwin's concept of the struggle for existence refers to the competition or struggle for life-sustaining resources. It can refer to both human society and natural organisms. The concept is ancient, and by the end of the 18th century, the term struggle for existence was in use.

The phrase "survival of the fittest" originated from Darwinian evolutionary theory to describe the mechanism of natural selection. The definition of the biological concept of fitness is reproductive success. The phrase is best understood in Darwinian terms as "Survival of the form that leaves the most copies of itself in succeeding generations." Survival of the fittest was coined by Herbert Spencer in his book entitled Principles of Biology (1864) (1).

In the early phases of evolution man has to struggle for survive in terms of food and safety, the basic needs of human being. Man has to run, jump and throw for food and safety, which is consider as a basic form of movement. Even at birth this movement starts and continue till death. So, we can consider movement is the basis of life.

From the beginning of human history, our species has intuitively understood that Movement is an important tool for both living a good life and connecting with a greater Essence. It is not a coincidence that even the earliest humans moved when they felt good about something and wanted to celebrate. We have been dancing and moving with purpose and coordination for millennia. We knew that it was good for us in some way.

Consequently, it is not surprising that Movement is still regarded as a joyful and wonderfully effective Instrument of the Holy Experience, a tool used by many to achieve outer relaxation and inner peace. It is well-known that the Movement tool produces significant benefits. Not only physical toning and shaping, as may seem obvious, but also metaphysical sharpening and opening.

Today, Movement Education is a crucial component of physical education. Rudolf von Laban founded Movement Education in the early 1900s (2). Movement Education is a method of instruction that aims to educate and aid in the development of motor skills in students through physical movement. Through dance and games, the objective

is to increase body-mind activation and make physical activity enjoyable and creative. This increases the physical activity and health of students in a way that they enjoy and find beneficial. Movement Education encompasses a number of distinct facets, all with the objective of enhancing students' health. In physical education classes, the use of technology for Movement Education has become more prevalent and effective. Educational, cognitive, psychological, medical, and behavioural research has demonstrated that movement is one of the most effective ways to help children gain behavioural control, engage in learning, and retain information (2).

Psychomotor domain, also known as kinesthetic domain, can be defined as the relationship between movements of the human body and mental skill/brain activity. This includes the body's movements, coordination, use of motor skill areas, and reflex actions. Movement is a crucial component of physical education because every activity requires it. Movement is a daily activity that enables everyone to flee from one location to another despite searching for food, clean water, and a higher standard of living, etc. This is one of the most distinguishing features of living organisms. Movement skills are important because they allow us to function and work effectively in various societies (4).

1.1 Movement Concept

Stanley (1977) and Logsdon and colleagues (1984) identified the four major movement concepts such as

- Body (representing the instrument of the action),
- Space (where the body is moving),
- Effort (the quality with which the movement is executed), and
- Relationships (the connections that occur as the body moves—with objects, people, and the environment)

Three groups are governing the principles of movement concepts, and are expressed as effort awareness, spatial awareness, and relationship awareness.

1.2 Effort Awareness

Effort awareness expresses the concepts of cause of movement of the body in action, it has three sub components, such as:

- Time: Indicates the speed of movement
- Force: Indicates the strength or force of movement
- Flow: Indicates the continuity of movement.

1.3 Spatial Awareness

Spatial awareness expresses the concepts of position of bodily movement, it can describe in the following four heads,

- Location: Describes the position of movement occurred
- Direction: Indicates the different directions of occurring movement
- Pathways: Indicates the variety of pathways of moving body.
- Extension: Describes the magnitude of the movement and the degree of range of motion.

1.4 Relationship Awareness

Relationship awareness indicates the concepts of other aspects related with the moving body

- Of body parts: Describes patterns of movement made by moving body parts
- With object or with people: Describes movement with equipment/people or moving around and about equipment/people.
- With people: Describes movement with people and other partners

Similar to the basics of basic motor skills, the concepts of movement are related and expressed in a variety of combinations. In the early stages of development, teaching / training of basic motor skills involves the concepts of greater movement, creating more opportunities for the child to explore the basics of movement (5).

1.5 History of Sports

The origins of sports date back to ancient times. The physical activity that evolved into sports had roots in ritual, warfare, and amusement. At least 3,000 years have been documented in the history of sports. This explains so many early games involved spear-throwing, stake-throwing, and rock-throwing, as well as one-on-one combat. The study of the history of sport can teach lessons about social changes and the nature of sport, as sport appears to be involved in the development of fundamental human abilities. As one delves deeper into history, dwindling evidence makes it harder to support theories of the origins and purposes of sport. Since the beginning of sport, it has been connected to military training. For instance, competition was used to determine whether an individual was fit and useful for military service. Team sports were used to train and demonstrate the ability to fight in the military, as well as to foster teamwork (military unit) (6).

The origins of the Olympic Games date back approximately 3,000 years to the Peloponnese region of Ancient Greece. Every four years, Olympia has hosted sporting competitions known as the Olympic Games. We do not know precisely when they began, but 776 BCE is frequently cited in written sources. As history and mythology have become intertwined, the precise origins of the Olympic Games remain obscure. The Greeks enjoyed taking part in the Olympic games. The first sport added to the Olympics was the footrace. Coroebus, a Greek chef, participated in the game. Ancient Greece was divided into several city-states, each of which was autonomous. One saint of Delphi began the Olympic games as a religious festival in the name of God Zeus at a time when warfare was commonplace between states. During the duration of the game, all wars and war-like situations ceased and a state of peace prevailed. In order to preserve peace and promote brotherhood, the ancient Olympic games were initiated, as described by their history.

1.6 Sport System

The sports system is an organization that regulates and monitor athletes and teams and rewarded and allowed to move according to proper athletic mobility (the Olympic system) or economic criteria (North American franchise system). A set of rules may set the system as a direct step on which each athlete / team promoted (upwards) from the bottom bar (section) to the top, as well top-down (relegation). A prerequisite is that each division must be open upwards and downwards which defines an open or divisional league system (7).

The historical origins of sports programs date back to the first top sports league, founded in 1876 in the US by National League (NL) baseball - the ancestor of the MLB - without weak teams and offering regional dominance in the eight cities represented. Entry and exit require almost unanimous support from management. When competing leagues arose, they were fired from the business or immersed to maintain one MLB cart (currently renamed). The recent increase in the number of groups after 1903 was controlled within the single cartel framework. The NHL (1917), NFL (1920), NBA (1949), MLS (1996) and Australian football laws of 1877 (8) were introduced as closed leagues. The closed system includes English cricket (1894), Japanese baseball (1934) and Japan X-League (1971) American football, baseball (1981) and American football (1996) in South Korea, and the Indian Cricket League. (2007).

Neale (9) emphasized that, each game as a joint product of two teams, clubs must compete and work together, so the league is essential for continuous production according to the same rules, and each team needs strong competitors in the league to attract spectators in all season. In 1879, the owners of the NL team introduced a patent clause on five players per team (10), extending in 1889 to all players on the team, thus eliminating the teams' excesses in the players. The closed league has become the market owner of its products and dominates the labour market to find talent. The limited mobility of the players and the immobility of the teams have been the two pillars of the system. The National Association of Baseball Players, founded in 1858, banned player payments and transfers between teams, but these rules were not respected as the game gained the attention of the spectators.

An open-air sports program emerged in England with the first Football Association (FA) Cup in 1871, followed by the English Football League (EFL) (1888) and the Rugby League (1895) running round robin tournaments regularly at home and away (11). EFL teams have welcomed from the outset the release of players who will play in international tournaments with the FA national team. English football had to deal with the growing number of spectators in expanding industrialized urban areas, with the subsequent creation of new clubs and rival leagues. To address such growth, the second division was formed in 1892 with 16 parties, the third phase in 1920, and then split into southern and northern conferences of 22 and 20 groups in 1921 (a total of 88 groups), and the fourth. A group

assembling the weakest groups at two regional conferences in 1958. The number of clubs in the four divisions of the league stabilized to 92 in 1950 (7).

1.7 Olympic Movement

The Olympic Movement also referred as Olympism has its roots in the beliefs of ancient Greeks who encouraged people to develop their physical, moral, intellectual, cultural and artistic qualities harmoniously. The goal of the Olympic Movement, as stated in the Olympic Charter, is to promote and contribute to the practice of sport in a "spirit of friendship, solidarity and fair play". The spirit of fair play includes observance of the rules, respect for one's opponent, and combating violence and unfair behaviour.

By fusing sport with culture, education, and international cooperation, Olympism seeks to create a way of life. The primary objective of Olympism is to place sport at the service of the harmonious development of humanity, with the aim of fostering a peaceful society committed to preserving human dignity. According to the Olympism principles, the practise of sport is a human right. Every person must have the opportunity to practise sport, without any form of discrimination and in the Olympic spirit, which requires mutual understanding and a spirit of friendship (12-14).

The IOC's International Olympic Truce Foundation seeks to:

- Encourage political leaders to act in favour of peace
- Organize conferences on sport and peace
- Mobilize young people for the promotion of Olympic ideals
- Collaborate with other organisations specialising in the field of peace to develop initiatives
- Develop academic and scientific programmes to promote the Olympic Truce

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- Develop initiatives with other organisations, specialising in the field of peace,
- Develop educational and research programmes to promote the Olympic Truce (15-16).

The Olympic motto was amended to "faster, higher, stronger - together" during the International Olympic Committee's session in Tokyo as the world waited for the pandemic-hit Games to begin on July 23. Tokyo Olympic 2020 has put on show the ultimate "togetherness" when the gold medal in the High Jump is shared by both Barshim and Tamberi. The divine moment was seen in the final of men's high jump (17-18).

1.8 Athleticism

The physical qualities that are characteristic of athletes, such as strength, fitness, and agility.

"Athleticism is the ability to repeatedly perform a range of movements with precision and confidence in a variety of environments, which require competent levels of motor skills, strength, power, speed, agility, balance, coordination, and endurance." – National Strength and Conditioning Association(19).

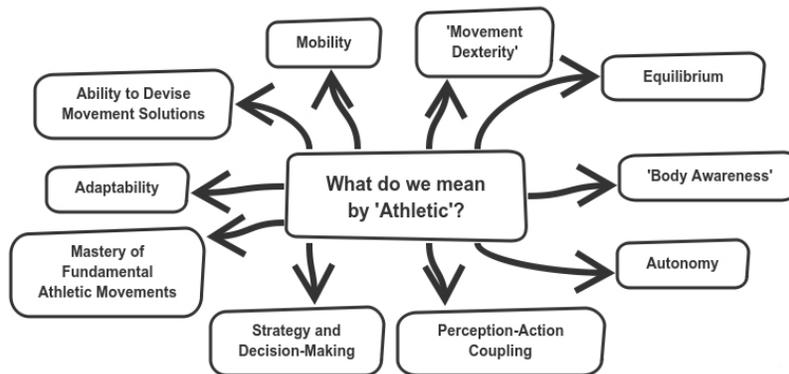


Figure 1: Various aspects of Athleticism (20)

Professionals working in the field of physical fitness, sports, 'strength and fitness', sports training and sports medicine all aspire to make their athletes to become more 'athletes' Feats of athleticism can be easily seen and appreciated. But observers and staff struggle to define precisely details or details of what constitutes an athleticism '. Obviously, it is first defining such traits as athleticism in order to understand how one can improve. From a talent identification and talent development point of view what should be the working areas for the development of a young athlete? There are many facets of athleticism. These various capacities and abilities spread and fall between the senses, vision, movement control, and neuromuscular areas. Figure -1 represents the various aspects of athleticism (20).

1.9 Sports Education

Recent years have witnessed a fundamental shift. Increasingly, national and international development organisations are incorporating sport into their local, regional, and global development and peace promotion initiatives. Typically, this is done in close collaboration with sports organisations. Despite recent advancements, the systematic use of sport and physical education for development is still in its infancy, as many remain sceptical about the impact sport can have on achieving development and humanitarian goals. Sport and physical education are frequently confused in contemporary society. In this confusion, the majority of individuals believe that physical education must only include sports. Currently, the paradigm shifts from physical education to sports education with different aim.

II. GOAL OF SPORTS EDUCATION

There are three main goals that guide the development of the program in Sport Education. This serves as a guide to ensure that students are able to become competent, literate and enthusiastic players (21-22). This means that teachers need to create learning experiences that help students to learn.

A skilled player has enough skills to participate satisfactorily, can apply techniques that are appropriate for the difficulty of the game being played, and is a knowledgeable player.

A literate player understands and values the rules, customs, and traditions of sports, and is able to distinguish between good and bad sports habits in various sports settings.

An enthusiastic player is one who maintains, protects, and enhances a sports culture through participation, involvement, and appropriate behaviour. To achieve these goals, students must create a set of goals that Siedentop (21) identifies as the following ten objectives.

1. Develop specific skills and strengths in specific sports.
2. Appreciate it and be able to make a game strategy game.
3. Participate in the appropriate level of their growth phase.
4. Participate in the planning and management of sports experience.
5. Provide honest leadership.
6. Work effectively within a team and achieve common goals.
7. Identify the cultures and principles that give certain games a different meaning.
8. Develop the ability to make sensible decisions about sports issues.
9. Develop and apply information about umpiring, refereeing, and training.
10. Decide voluntarily to participate in after-school activities.

Sport for Development and Peace (SDP) is an international movement that began in the 2000s to meet the Millennium Development Goals (2000–2015). Several local, regional, national and international organizations are currently continuing to implement sports projects in an international development context to reach the United Nations' sustainable development goals (2015–2030) (23).

Sport as a tool for peace and development as a method for achieving a wide range of goals:

- Sport can unite people through a common language.
- Sport can offer hope when all else fails
- Sport can motivate and instruct youth
- Sport can improve the body, mind, and character.
- Sport can promote harmony and peace
- Sport has no boundaries and no constraints.

Hastie (24) suggests the main benefits of sport education involve an investment, learning and opportunities. Investment involves spending time acquiring knowledge about sport that will benefit them in the future. The key feature of investment is the enjoyment students receive about learning new knowledge about sport. Learning involves developing skills about sport, which includes strategies about how to perform in a sports context. Leadership is part of the learning experience as it involves students engaging in a new activity. Opportunities involve new ways of doing things from taking different perspectives into account.

III. GLOBAL SPORTS ECOSYSTEM

Globally, the sports ecosystem brings together organizations, businesses, processes and individuals who work together to promote, direct, organize, and produce the best experiences and focus on sport-related events. In terms of categories, the sports industry is large as it consists of a number of categories, which include entertainment, marketing, retail, and production activities. Every organization needs some support from spectators, and they are concerned about their audience's feelings about their actions, and the content providers' platform creates the bridge between them. For every career, some skills are vital to success. As an integral part of development, the sports industry needs effective planning and leadership skills to identify challenges and even opportunities in the sports sector (25).

The sports world is often overlooked by a series of governance and ownership structures, reflecting both diversity within the sector, including the way sports federations are structured.

Power dynamics in traditional sports structures can exacerbate human rights risks to athletes and others. Rethinking sports from a human-centered perspective is an important way to address this concern. Through the human rights lens in the sports environment, a forum representing a complex web of symbiotic relationships is created that engages those involved and between different groups of institutional players. The ecosystem model, which focuses on human rights within the institution, demonstrates that each of these interactions between all stakeholder groups can have a positive or negative impact - different individuals and communities, through the direct and indirect role they play (26).



Figure 2: Various aspects of Sports Ecosystem

In the context of sustainability in sports, ESG plays a major role, where 'E' or the environment factor is concerned with operations impact environmental systems, 'S' or the social factor examines the relationship of organisations with people, institutions, and communities, and 'G' or the governance factor is concerned with the internal practices and procedures adopted by organisations to regulate their conduct, apply to the various stakeholders of the sports ecosystem (27). Table -1 listed the ESG factors in relation to different stake holders.

Table 1: Key issues relevant to different stake holders in sports ecosystem

| | ENVIRONMENTAL | SOCIAL | GOVERNANCE |
|---------------------------------------|--|---|---|
| Teams/Owners | <ul style="list-style-type: none"> • Zero waste philosophy • Eco-friendly match day & training operations • Awareness & communication of sustainable values | <ul style="list-style-type: none"> • Racial and gender equity in sports • Inclusive sports infrastructure design • Community outreach | <ul style="list-style-type: none"> • Financially Stable expansion of sports infrastructure • Data privacy of fans • Ethical on field & offfield behaviour |
| Associations /Federations | <ul style="list-style-type: none"> • Comprehensive sustainability strategy • Sustainable event guide • Sustainability awards | <ul style="list-style-type: none"> • Anti-discrimination policies • Guidelines for supplier social practise | <ul style="list-style-type: none"> • Sport governance code • Diversity in governing body • Anti-corruption & anti - doping practise |
| Equipment & merchandise manufacturers | <ul style="list-style-type: none"> • Achieving circularity • Use of recyclable materials • Clean tech, renewable energy & net zero targeting | <ul style="list-style-type: none"> • Ethical sourcing • Stringent supply chain labour standards • Promoting social contact sports entities | <ul style="list-style-type: none"> • Framework to govern ESG complain suppliers • Innovation in R&D • Transparency in sourcing & manufacturing process |
| Event Organizers | <ul style="list-style-type: none"> • Low environmental footprint • Climate impacts & resilience • Sustainable value chain • Digital means of communication | <ul style="list-style-type: none"> • Diversity of suppliers • Creating local employment • Supporting local institutions & contributing local economy | <ul style="list-style-type: none"> • Financial controls & auditing • Fair bid process management • Transparency in selection campaign leaders |

3.1 Global Sustainability through Sports

After 15 years of progress towards the Millennium Development Goals (MDGs), the world has turned its attention to the Sustainable Development Goals (SDGs) in a period of transition to the newly adopted 2030 Agenda for Sustainable Development. Sports contribute to well-being regardless of age, gender or race. It is enjoyed by all, and its accessibility is incomparable. In addition, sport in its basic form promotes equitable participation and has the potential to promote gender equality. Through sports and exercise, women and girls can be empowered and benefit from the positive impact sports have on their mental and physical health.

Women's participation in sport also challenges the stereotypes and social roles that are often associated with women. Sports can help women and girls demonstrate their talents and achievements to society by emphasizing their skills and abilities. This, in turn, enhances the confidence and self-esteem of female participants. Sports also provide opportunities for social interaction and friendship, which can raise awareness of gender roles between male counterparts and convey social and psychological benefits to both individuals and groups.

For the true development of global development and the realization of the SDGs is the establishment of strong and cohesive relationships. The world is more connected than ever and the global state of sport has the potential to connect influential networks of diverse partners and stakeholders with a shared commitment to sustainable development. In this regard, the sports world can provide strong partnerships and networks of stakeholder network committed to the use of sport for sustainable development (28).

IV. CONCLUSION

Despite the challenges, the vast positive power and passion of sport will continue to bring people together, promoting a more inclusive and peaceful world through its universal values and principles. Historically, sport has played an important role in all societies and acted as a strong communication platform that can be used to promote a culture of peace. With a strong belief in the power of sport, the IOC and its partners use it as a tool for social change in every corner of the globe: for

peace building, girls' and women's empowerment, health promotion and humanitarian aid, environmental protection, and HIV/AIDS prevention. Thus, sports can play a major role in promoting and building a peaceful and healthy global community. Let's hope for fit universe.

Sport and physical activities have a huge impact on children's health and wellbeing. Regular participate in team sports perform better academically and display a greater sense of respect for themselves and others. It helps children develop essential life-skills that will ease their transition into the 'adult' world, including teamwork and empathy. It is helpful for gender equality, and fight against discrepancy. The IOC's "Olympism is a philosophy of life", which can also refer to 'philosophy of life' to sport as whole. It places sport at the service of humanity. Sport connects and unites people unbelievably (28).

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