

The Impact of Sport on Disaster, Development and Humanitarian Aid

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Abstract

This study descriptively investigated how humanitarian aid can be provided through sports in cases such as natural disasters, migration, war and conflict, which can affect people physiologically, psychologically and economically. In addition to the literature review on the subject, an attempt was made to explain the financial and moral support provided by the sports community to the disaster that occurred because of the earthquakes that deeply affected Kahramanmaraş and its surroundings on February 6, 2023, which was described as the disaster of the century. In the modern world, sports are not considered just as sports. Sports is considered an essential tool in many areas, from health to the economy, from gender to the cosmetics industry, from the development of countries to climate change, and from humanitarian aid to the solution of social problems. As a result of this research, it was seen that sports is one of the tools preferred by countries in foreign policy and diplomatic relations. In addition, it has been determined that it is among the tools used by non-governmental organizations (NGOs) and international organizations in carrying out their educational, psychological, health, missionary and economic activities and creating their image and social perception. In the research, sports philanthropy, sports aid campaigns, and the effects of sports on humanitarian aid were stated, and how the sports world should act in case of future disasters, how aid should be provided, and the measures to be taken within this framework were tried to be stated.

Keywords: Earthquake, Natural Disaster, Humanitarian Aid, Development, Sports

Introduction

Sports have never been evaluated as purely sporting activities in general, on the contrary, they have been perceived according to historical periods and events, and have been used many times as a tool for the acceptance, awareness-raising and solution of non-sporting phenomena in society. Based on the idea stated by Albert Einstein, "We cannot solve problems by using the same way of thinking that we used when creating them" (Beutler, 2008), one of the factors here is to seek solutions to existing problems or problems that need to be solved, not only with the situation that causes the problem, but also with different tools and methods other than the process that causes it. Another factor can be stated that popular culture arises from the strategies of creating social perception and marketing the products of the industrial, cosmetics, clothing etc. sectors. According to Grupe (2000), sport is used instrumentally worldwide due to its long-standing assumption that it can bring about any change.

The understanding of sports has changed fundamentally, especially in the 21st century. In the modern world, sports have begun to be considered as a tool in efforts to raise awareness and solve problems ranging from economy to development, from environmental problems to health problems such as HIV-AIDS. Sports has been regarded as a different and new position as one of the tools of development in underdeveloped countries and as a means of providing in-kind and cash aid, social and psychological support, clinging to life and motivation to the society and athletes living in war, disaster or economically disadvantaged areas. "While traditional engines or purveyors of development have come under increasing criticism, sport is recognised by some as a tool that can reach communities with messages that are more successful and effective than those of politicians, multilateral organisations and NGOs (Levermore, 2008)." The power of sport is increasingly recognized and used to promote development and peace in the international community (Beutler, 2008). The examples mentioned clearly demonstrate that, depending on the subject and field in which sports are instrumentalized, sports increasingly undertake social and cultural duties in addition to its main business (Küchenmeister & Schneider, 2011). When we look at sports today, it is clearly seen that it has developed as an independent subsystem of contemporary society by assuming different roles (Nixon, 2008; Heinemann, 2007). Sport, like many activities, is neither good nor bad *a priori*, but it has the potential to produce both positive and negative outcomes. In this context, the conditions required for sports to yield beneficial results should also be examined (Patriksson, 1995).

Individual needs and social, political and economic interests enabled sports to develop both quantitatively and qualitatively (Barkhausen, 2012). There has been a groundswell of support for being "good sports" within the sports industry, as evidenced by the increasing number of "giving" initiatives and "charitable" programs and commitment to them over the last decade (Bradish and Cronin, 2009). Over the past two decades, a major effort has been to revitalise sport as a tool for comprehensive and sustainable social development, particularly in the world's most disadvantaged communities (Kidd, 2008). In this context, the United Nations (UN) has stated that key elements of sport can be used as an effective and viable means to support the achievement of the Millennium Development Goals (UN, 2003). International organizations such as the Council of Europe, the European Union, or the UN have begun to increasingly prioritize sports, which are assumed to have the ability to solve global problems. Various national and international development cooperation actors have been influenced by this opinion and have focused on carrying out projects that use sport as a tool to address non-sport development problems in developing countries (Barkhausen, 2012).

Natural disasters, conflicts, wars, or fragile political conditions have always affected people's lives (Reisle, 2005). In cases of events that negatively affect society, individuals are expected to hold on to life in a mentally and physically healthy manner as soon as possible. In this context, in recent years, humanitarian aid activities have started to be included in the interest of sports-based studies. According to UN recommendations, sport could be a groundbreaking tool in this field. With widespread interest worldwide, it can offer the opportunity to reach many people in need who cannot be reached through traditional initiatives (UN, 2006). While death, injury, and loss of the material basis of life characterize daily life, the spirits of those affected are also shaken. Traumatic experiences, misery, and need always have a paralyzing effect and cause feelings of powerlessness (Reisle, 2005). Sport is considered an innovative tool for overcoming these challenges and seeking solutions to existing problems. As an international language, sport can build bridges between people, help overcome cultural differences and, spread tolerance. New and innovative thinking includes sport as an integral part of a holistic approach to development and peace, and therefore it is becoming increasingly important on local, national, and international agendas (Beutler, 2008). This expanded use of sports is no longer limited to government institutions or sports organizations, but on the contrary, it also concerns a significant number of institutions and organizations that initially had no connection with sports, but have recently tried to achieve their own non-sports goals by using sports (Barkhausen, 2012).

Sport is often associated with positive values and appeals to a wide range of population groups (Reisle, 2005). The International Development Association is placing greater emphasis on sports programmes to contribute to the advancement of marginalised populations in both disaster and development contexts. Various stakeholders, such as governments, non-governmental organisations and aid agencies, are making great efforts to maximise the role that sports programmes play in the lives of marginalised youth and are addressing this issue within the framework of international scientific reviews and agreements (Cheung-Gaffney, 2018). Sport is considered as a tool to provide socially disadvantaged children and young people with access to pedagogically guided areas of experience where the joy and fun of movement and play, as well as human and social values, are conveyed (Reisle, 2005). In social pedagogy, sports are seen as a means of developing social skills in young people (Barkhausen, 2012).

Social movements related to sports have started since the 1960s to draw attention to important political, social, and cultural issues (e.g., women's sporting events, the American civil rights movement, the anti-apartheid movement, and efforts to eliminate Native American mascots) and to achieve social change at local, national and global levels (Davis-Delano & Crosset, 2008; Jhally, 2006). Since the mid-1980s, sport has been used as a fundraising tool by individuals, donors, charities, and corporate sponsors to raise support for a variety of social and health issues by offering mass participation events (Ruperto and Kerr, 2009; Filo et al. 2012; Lock et al. 2013; Woolf et al. 2013). Charity sports, defined as participants connecting and communicating with others through their relationships with charities, are evaluated in the context of socialization opportunities (Taylor and Shanka, 2008). For example, charity sport event participants who attend a cancer-related event see the event as an opportunity to talk to others and share stories about their cancer experiences (Filo et al., 2008). The often individual motives of those who participate in charity sporting events include their desire to cope with their own personal loss, to alleviate grief or bereavement, and to support the treatment of specific illnesses (Gregg et al., 2015; Won et al. 2010). Religious institutions try to do missionary work on the basis of sports, companies want to increase their sales by participating

in sports events as sponsors, and politicians hope that participating in sports activities will increase their reputation in the eyes of the public (Houlihan, 2011).

Material and Method

In this study, the document scanning method was used. The document scanning method, one of the qualitative research methods, refers to the entire process of the researcher accessing, examining, and interpreting existing documents related to the subject of the study (Hodder, 2002; Rapley, 2018). This method aims to examine the materials and information obtained within the scope of the subject to be researched (Yıldırım and Şimşek, 2018). In this research, information on the subject was examined by scanning national and international literature.

Findings

Sports and International Aid Activities

This section includes humanitarian aid activities carried out through sports around the world, fundraising campaigns and some studies for the development of developing countries. Life skills learned through sports are thought to help strengthen individuals and increase psychosocial well-being such as resilience, self-confidence, and connections with others (Cheung-Gaffney, 2018). Therefore, sociologists and those interested in the role that sport should play in social policy and international development need to think about how we can contribute to equalising people's life chances by harnessing the transformative power of sport. (Jarvie, 2011).

Founded in 1998, the Sports Philanthropy Project (2009) aims to harness the power of professional sport for the development of healthy communities (Sports Philanthropy Project, 2009). To date, the organisation has supported more than 400 charitable organisations in the United States (US) and Canada in conjunction with sports charities, league initiatives, and team foundations (Bradish and Cronin, 2009).

Sports philanthropy is a concept known as an event that provides consumer-oriented philanthropic solutions to health or social problems, where participants utilise physical activity-based activities to raise money. These activities include fun runs, cycling, long distance swimming, epic walks, and multi-sport competitions (Palmer, 2016). Sports Philanthropy ranges from events raising money for breast cancer research, such as the Mother's Day Classic, to organizations supporting anti-bullying campaigns, such as the Buddy Run, to individual participants seeking sponsorship at major sporting events, such as the London or New York marathons. Such events "and platforms include charity-related sporting events, competitions, and sports initiatives. More and more people are coming together to compete, donate, or sponsor a variety of sports-based charity events. Sports Philanthropy refers to a socio-sport movement that promotes charitable initiatives through mass sporting events (Palmer, 2021). Inspired by the 1985 Live Aid music event at Wembley Stadium, SportAid has played a defining role in the evolution of sports philanthropy. A global fundraising event, SportAid was organised to combat famine and brought together millions of people across five continents, combining humanitarian aid and sport. It was organised as part of a globally coordinated marathon event. (Webster, 2013).

In the former Yugoslavia, UNICEF created 'Open Fun Football Schools' to teach children and young people about the dangers of landmines, whereas US-based NGO PeacePlayers International teaches basketball to promote communication between children and young people from different ethnic or religious backgrounds in Israel, Northern Ireland, and South

Africa. In the slums of Nairobi, Kenya, the Mathare Youth Sports Association promotes football as a tool for girls' and women's participation, school attendance, and environmental cleanliness (Kidd, 2008).

“Kicking AIDS Out” is an international network of organizations working together to use sport and physical activity as a means of raising awareness about HIV and AIDS and motivating positive behavior change in young people. The Kicking AIDS Out network believes that sports and physical activity are effective ways to engage youth while serving as creative tools to facilitate and share positive messages about HIV and AIDS, as well as other critical health issues affecting youth (Beyond Sport, 2023).

In the mid-1990s, a group of Olympic athletes, led by four-time speed skating champion Johann Koss, took essential and impressive steps to encourage broader participation. The Red Cross, the Lillehammer Winter Olympic Games Organizing Committee, Save the Children, the Norwegian Refugee Council, the Norwegian Council of Churches, and the Norwegian People's Council, in cooperation with the Lillehammer Winter Olympic Games Organising Committee, launched a humanitarian aid programme called "Olympic Relief" with the mission to "give something back." Initially, they made financial contributions to provide vaccines, emergency food, and clothing for children in war-affected Sarajevo and Afghanistan. They donated their own prize money and raised other funds by auctioning memorabilia from athletes at the Olympic Games. A group of athletes led by Ann Peel, who competed in the 1994 Victorian Commonwealth Games, called on governments to establish a programme for sports leadership in disadvantaged communities around the Commonwealth. Since then, many athletes have volunteered at international level and set up their own organisations, contributing to advancing social justice.

“Right to Play” (formerly Olympic Aid) was founded in 2003 as an international humanitarian organization that uses sport to create change in more than 40 of the world's most disadvantaged communities. The organization operates with the vision of "bringing together leaders from sports, business, and media to secure every child's right to play" (Bradish and Cronin, 2009).

"When Mutola raised \$1 million for the overall victory on the Golden League Athletics Grand Prix circuit in 2003, he donated part of the proceeds to a foundation he set up to provide scholarships, equipment, training, and coaching for young athletes. Farms and small businesses generally survived with the small well facilities he opened with the winnings he earned in competitions and the tractors and fertilizer aid he purchased (Jarvie, 2011).

The main conclusion of the United Nations Inter-Agency Task Force on Sport for Development and Peace is that effectively planned sport initiatives are practical and cost-effective means to achieve development and peace goals. Sport is a powerful tool that should increasingly be considered by the UN as a complement to existing activities. Therefore, the Task Force strongly recommends the following (UN, 2003):

1. Sport should be better integrated into the development agenda.
2. Sport should be included as a useful tool in development and peace programs.
3. Where appropriate and based on locally assessed needs, UN agencies should include sports-based initiatives in country programs.
4. Programs promoting sport for development and peace need greater attention and resources from governments and the UN system.

5. Communication-based activities using sport should focus on well-targeted advocacy and social mobilization, especially at national and local levels.

6. The Working Group's final recommendation is that the most effective way to implement programs that use sport for development and peace is through partnerships.

The International Federation of Football Associations (FIFA) became one of the first sports organizations to establish an internal corporate social responsibility unit in 2005 and soon dedicated a significant percentage of its revenues to relevant corporate social responsibility programs (Bradish and Cronin, 2009). The FIFA Foundation continues its activities actively to improve the lives of people around the world through its work and social responsibility programs. FIFA works with governments, global and regional development organizations, human rights groups, international and local non-profit organizations, and former players to build a fairer, more equal society through football (<https://www.fifa.com/social-impact>).

Football for Hope, launched by Fifa in 2005, is an initiative that contributes to social development worldwide. Support is provided to selected programs run by NGOs that use football as a tool in their daily work (Fifa, 2017). For example, the Football for Hope initiative aims to improve education, social integration and empower young people through the game of football (development cooperation through sport/development plus sport) (Barkhausen, 2012).

The Norwegian Agency for Development Cooperation (Norad), together with the Sport and Recreation Commission (SRC) in Zimbabwe, financially supported the Community Sport Development Programme, which was implemented by the Norwegian Olympic and Paralympic Committees and the Confederation of Sport (NIF) between 2008 and 2013. The programme aimed to establish 800 community sports clubs in Zimbabwe's 10 provincial regions, train 6,500 community leaders across the country and provide opportunities for regular sports participation for more than 30,000 children and youth (Hasselgård, 2015). In this context, sports facilities were considered as a platform to contribute to the official Zimbabwean development goals, such as gender equality and the reduction of HIV and AIDS through educational programmes (Hasselgård and Straume, 2014). Furthermore, the NIF endeavoured to increase the bargaining power between the government and SRC member clubs across the country. Similarly, in 2008, the Norwegian Football Federation (NFF), in cooperation with the Iraqi Football Federation and the Norwegian Ministry of Foreign Affairs, launched a basic level football club system for children in 18 Iraqi provinces. Under these projects, the organisations played an influential role in the government's policy-making process by supporting regulations that protect the rights of women and persons with disabilities in sport (Hasselgård, 2015).

Hamilton (2013) reports that US\$1.2 billion was raised for non-profit organisations in 2012 for charitable road racing, more than double the amount raised in 2002. In 2015, the top 30 sports-based fundraisers reported US\$1.57 billion in revenue (Peer-to-Peer Thirty 2016). In the UK, Macmillan Cancer Support raised £3.5 million just by organizing events. In Australia, it was reported that 1.3 billion AUD was raised in sports events affiliated with charities in 2016 (McGregor-Lowndes et al., 2017). In addition to fundraising, the objectives of these events include raising awareness to support a cause, encouraging community engagement and building sponsor profiles (Filo et al., 2012; Ruperto and Kerr 2009; Woolf et al., 2013).

UNICEF and the World Health Organization (WHO) recognize that sport can improve children's physical and mental health and are developing partnerships with NGOs, special

interest groups and community-based organizations to encourage participation in sport. Similarly, the Catholic Agency for Overseas Development (CAFOD) and Christian Aid are some of the few traditional development NGOs that use sport to support developmental initiatives. In the case of CAFOD, projects include using football to help former child soldiers reintegrate into Liberian society (Levermore, 2008).

The Lutheran World Federation (LWB), a church community, provides career guidance through summer camp to young people in the Beit Hanina neighborhood of Palestine. 27 female and 62 male young participants between the ages of 13 and 17 from different parts of East Jerusalem in LWB's summer camp had the opportunity to participate in career and vocational counseling activities, sports events and programs in the carpenter workshop, plumber workshop or ceramic workshop. LWB is primarily concerned with promoting the self-determination of young Palestinian men and women. "The summer camp with this combination of career guidance and sport was a great experience, and we plan to hold other summer camps and activities providing career guidance using the Sport for Development program," said Rev. Mark Brown, LWB's country representative in Jerusalem (LWB, 2016).

Members of the Global Assistance Network (GaiN) describe themselves as "people who love helping others, many of whom are convinced Christians, and who want to convey God's love through word and deed." GaiN collects the items listed below to deliver humanitarian aid through sports (GaiN, 2023).

- Sportswear and shoes that are new or in good condition,
- All kinds of balls,
- Ball Pump,
- Table tennis or badminton rackets,
- Backpacks and bags

Many international organizations continue to work in various ways related to sports to promote peace, development and human dignity. Some examples of these studies are given below (Giulianotti, 2014).

1. The International Commission of the Red Cross (ICRC) enlists sports stars to publicize anti-personnel mine campaign.
2. ICRC, International Olympic Committee (IOC) and other international federations lend a helping hand to genocide victims in Rwanda.
3. The International Labor Organization launched the 'Red Card for Child Labor' campaign at the 2002 African Nations Cup finals. In December 2002, the campaign was adopted by Real Madrid specifically for the club's centenary celebration and received widespread coverage in the Spanish media.
4. Red Deporte y Cooperación was founded in Madrid and the United States in 1999 with the aim of 'supporting the physical, mental and psychomotor skills and development of underprivileged youth through regular sports activities and educating values'. Low-income and high-risk children and youth, as well as select groups of young women, participated in eight programs conducted in South America and sub-Saharan Africa.
5. In Colombia, the "Football por la Paz" project was established through local sports associations to rehabilitate and reintegrate drug addicted youth and those caught in drug trafficking into society.

6. Partnerships were established between international federations and humanitarian NGOs; such as, the IOC and the United Nations High Commissioner for Refugees (UNHCR), the International Football Federation (FIFA) and SOS-Children's Villages.

Nike sponsors or directly contributes to a number of development programs. One example is "Together for Girls," an initiative that promotes leadership among women in refugee camps in East Africa (Levermore, 2008).

Olympic Aid began running its own programs for children in refugee camps. The non-governmental organization Right to Play has sent teams of volunteer coaches and development professionals to 23 African, Asian and Middle Eastern countries to jointly implement healthy child and community development through UN agencies such as UNICEF and the UN High Commission for Refugees (Kidd, 2008).

With the outbreak of war in Ukraine, classical youth associations began to carry out their work mainly within the scope of humanitarian aid. During the war, Ukrainian youth associations focused their activities on the role that children's and youth sports could play in the short and long term, as well as international cooperation. Children and youth sports carry out studies to fulfill many of the following functions for Ukrainian youth (Shevchuk and Starz, 2022).

1. For Ukrainian youth, sports can be a temporary distraction from war and part of "normal daily life." Many young people may need mental health support after the horrific experiences of war. Sport and exercise can support the mental health of Ukrainian youth and help them process what they have experienced and seen.

2. Sport offers an opportunity and a special advantage for children and young people who have fled from Ukraine to Germany to adapt to the new environment. For example, possible language barriers play a secondary role when playing sports. Therefore, integrating young people escaping from Ukraine into sports clubs and training groups can be an important part of arriving in a new city or region. They can make friends there while also learning elements of the new country's language and culture in an extra-curricular context.

3. The majority of refugees from Ukraine are women with children. Children's and youth sports can not only help young people adapt to a new environment, but also help mothers in this regard. While the children are in a sports club, their mothers can work at their workplace, have time for themselves, or continue their normal daily lives.

Effects of Sports

Historically, sport has often been associated with education and has been seen as a critical means of social mobility and, for many, a means of escape from poverty (Jarvie, 2011). Sport is an ideal door opener in many areas, such as establishing contact, communicating values, initiating psychosocial activities, networking or mediating between conflicting parties. Sport is a measure that can be implemented quickly and is low-cost. For the civilian population, especially children and young people, it can create an experience area for carefree, happy moments and, as a result, bring some normality to life (Reisle, 2005).

At the 2nd Magglingen Sport and Development Conference held in Switzerland in December 2005, it was stated that they were determined to use sports, paying attention to its cultural and traditional dimensions, to promote education, health, development and peace, and in doing this, the principles of human rights, especially youth and children's rights, human diversity, gender equality, social participation and environmental sustainability were respected. In this

context, it was stated that various stakeholders were invited to contribute to sports and development with the following "Maggingen Call to Action 2005" (Maggingen, 2005):

1. **Sports organizations:** integrating sustainable development principles into their policies, programs, and projects and implementing them.
2. **Athletes:** acting as role models and using their influence and experience actively to advocate for development and peace.
3. **Multilateral organizations and the UN system:** taking a leading role in policy dialogue at strategic and global levels; raising awareness of international actors and other partners; strengthening networks and improving coordination; implementing and evaluating projects and programs.
4. **Bilateral development agencies:** integrating sports into development cooperation policies and programs; implementing and evaluating projects and programs.
5. **Governments in all sectors:** promoting the ideal of sport for all; developing inclusive and consistent sports policies; involving all stakeholders in coordination and implementation processes; strengthening and investing in sport and physical education in schools and education systems; integrating sport, physical activity and play into public health and other relevant policies.
6. **Armed forces:** using sport to foster friendship and build peace and security.
7. **NGOs:** carrying out projects that reveal the development and peace potential of sports; transferring experience and knowledge; involving other members of civil society.
8. **Private sector/sports industry:** actively endeavour to address the impact of social and environmental impacts on business operations and supply chains; support and invest in sports-based development activities.
9. **Research institutions:** adopt editorial strategies that emphasise the social and political dimensions of sport; provide training for journalists and raise awareness of the opportunities sport provides for development and peace.
10. **Media:** adopt editorial strategies that emphasise the social and political dimensions of sport; provide training for journalists and raise awareness of the opportunities sport provides for development and peace.

It is aimed to reach more people and touch their lives by using the power and opportunities of education through sports. Educational sports projects have long been seen as agents of social change and their justification can be established as follows (Jarvie, 2011):

- a) Increasing knowledge and skills and contributing to the broader knowledge economy,
- b) Providing lifelong learning opportunities, not only in education but also in sport and physical activities,
- c) Volunteering in non-formal education through sport in order to contribute to the positive support of young people,
- d) Helping to encourage and develop critical debate on key public issues,
- e) Supporting programs that include sports as part of the approach to combating HIV education in different parts of the world,

f) Support in strengthening relationships, building networks and establishing connections to increase social capital. These networks, created through education and sport, offer a potential in terms of human resources.

In addition to the physical benefits of sports and physical activity, its analytical, educational and healing effects on social and economic life have been tried to be expressed below (Beutler, 2008):

- Having a positive impact on public health and disease prevention,
- Developing a more harmonious and sustainable community,
- Combating anti-social behavior and fear of crime,
- Ensuring young people have the best possible start in life,
- Economic vitality and workforce development,
- An essential element for ensuring sustainable development,
- To raise educational standards as an integral part of quality education,
- Individual empowerment of women and girls in particular,
- Promoting gender equality,
- Fighting discrimination,
- Fighting disadvantage,
- Social integration and development of social capital,
- Conflict prevention/resolution and peace building,
- Rehabilitation and reintegration,
- Contributing to lasting peace,
- Communication and social mobilization,
- Protecting human rights.

Implementation of Sports Activities in a Crisis Environment

In crisis situations such as natural disasters, wars, etc., it is of great importance to implement sports activities in appropriate environments and methods in order for people to hold on to social life, to be educated and to be supported psychologically. Poorly planned activities may negatively affect both the implementers and the target audience, both materially and spiritually, in achieving the intended goals. Table 1 shows how sports practices should be carried out to ensure social peace in situations of crisis, development, natural disaster, etc. (Reisle, 2005).

Table 1. Implementation of sports activities in crisis environments

| Process | Explanations And Tips |
|--|--|
| Selection of Implementation Areas | <ul style="list-style-type: none"> • Easily accessible land (village or district square) should be selected in consultation with the official authority and local authorities. |
| Identifying the Key Issues and Context | <ul style="list-style-type: none"> • It should be handled in the context of basic issues such as natural disasters, war, etc., • Attention! Key issues and relevant priority activities should be adapted to the regularly changing context. |

| | |
|-------------------------------------|---|
| Other Actors and Partners | <ul style="list-style-type: none"> • Local, national or international NGOs or UN organizations. |
| Definition of Offers | <ul style="list-style-type: none"> • Programs/activities should be determined in consultation or cooperation with other actors, distinguishing possible target groups (e.g. age groups, young people committing violence). |
| Selection of Sports Directors | <ul style="list-style-type: none"> • Recruitment of the main responsible sports directors, if possible, through national (sports) teacher/coach/expert training institutions and academies (e.g. unemployed sports teachers or coaches in the field of practice), • Recruitment of co-leaders: relevant local leaders, • Women should be included. |
| Training/Informing Sports Directors | <p>It should prepare sporting directors to be able to fulfill their duties, especially in achieving the intended goals. Minimum education includes the following subjects:</p> <ul style="list-style-type: none"> • Determining the framework for sports activities, • Characteristics, • Sport as a mass sport, inclusion of different ethnic groups, religious groups, • Joint education of girls and boys, • Special tips on target groups, rituals and important issues, • Links to other mental health services, • Pedagogical guidelines and sample lessons, • Particularly taking care of talented children and young people who are interested in sports and directing them to sports clubs and associations, • Material Management, • Cooperation with competent authorities and partners. |
| Material | <ul style="list-style-type: none"> • Sports types that require as little infrastructure as possible should be chosen, • Where possible, locally/nationally produced materials should be purchased (goals, nets, marking objects, etc.). • Adapt the use of equipment to local conditions (e.g. where 80 children in a public school have to share one ball, it is not appropriate to train 80 children outside the school with 20 balls), • Describe material management responsibility in detail. |
| Monitoring | <ul style="list-style-type: none"> • Goals should be regularly reviewed, controlled and revised when necessary. |
| Evaluation | <p>Minimum evaluation during monitoring by checking criteria agreed with sports directors:</p> <ul style="list-style-type: none"> • Number of activities, number of sports directors (M/F), number of participants (M/F), • Inclusion of psychosocial aspects: Rituals present or issues addressed, • Involvement of the environment, collaboration with partners, • If possible and desired, criteria and effectiveness can also be checked by an external evaluation. |

Reisle (2005) lists the activities and tips on the main issues in the crisis environment in Table 2.

Table 2. Main topics and tips in a crisis environment

| Main Topics | Tips |
|--------------------------------|---|
| Key Elements of a Sports Offer | <ul style="list-style-type: none"> • Reliable, regular exercise, games, sports and dance offers should be made, • Rituals/traditional games should be integrated into sports activities, • In addition to handling and processing experiences, the feedback culture of the sport should be used. |

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| Mourning Work, Reconciliation | <ul style="list-style-type: none"> • Rituals of commemoration, hope and bonding should be created or reconciliation should be achieved, • Experiences and previous experiences should be told, people should be chatted with, and those who have been exposed to the crisis should be listened to. |
| Violence Prevention | <ul style="list-style-type: none"> • Disputes should be resolved in a ritualized way, • Fighting games that require high levels of aggression should be chosen, • Slogans to raise awareness about combating violence should be found and used, • Problems/issues should be addressed openly in the daily flow of life. |
| Raising Awareness of Groups of Young People Perpetrating Violence | <p>Sport plays an important role in reaching and communicating with violent groups. However, for this to happen, there must be a sports manager who has psychological skills and is known and accepted by them.</p> |
| Dealing with Public Distrust and Promoting Peace | <ul style="list-style-type: none"> • Mixed teams (different ethnic groups, religions, etc.) should be formed, • Participation of parents, traditional and official authorities should be ensured, • Protection must be provided through visibility by an impartial external power, • Act as an external mediator. |
| Communicating Values and Norms and Raising Awareness | <ul style="list-style-type: none"> • Conduct sports as a supporting activity (HIV/AIDS, malaria, literacy, etc.) with pledges, songs and dances that convey specific information and messages, • Communities, audiences and traditional patrons/rulers should be involved, • A platform of framework programs that serve cultural exchange should be created. |
| Education | <p>Sport is seen as ideal for many people as a cost-effective means of work and occupation with the opportunity to raise awareness of various issues related to daily life. In societies where school enrollment rates are low and the number of unemployed youth is high, this could make a non-negligible contribution to improving the situation of the civilian population.</p> <p>Introduce or encourage sports outside of school, with teachers in the relevant area providing training. Attention! It should be noted that this is in no way a substitute for efforts to support schools.</p> |

In Table 2, there are tips on how to create and implement a suitable environment for people to hold on to social life, to be educated and psychologically supported in times of crisis. The role of sport and sport organisations in crisis situations such as earthquakes and war and in the recovery process is emphasised.

Two earthquakes occurred in Turkey on Monday, 06.02.2023, at 04:17, with the epicenter in Pazarcık (Kahramanmaraş) with a magnitude of Mw 7.7, and at 13:24 in Elbistan (Kahramanmaraş) with a magnitude of Mw 7.6 (AFAD, 2023). 11 provinces (Kahramanmaraş, Gaziantep, Şanlıurfa, Diyarbakır, Adana, Adıyaman, Osmaniye, Hatay, Kilis, Malatya and Elazığ) and approximately 13.5 million people were affected by these earthquakes. Over 50,000 people lost their lives in earthquakes (BBC, 2023).

The earthquake also deeply affected the sports community. Many athletes passed away and some clubs could not continue the league in the remaining matches of the season (FotoMaç, 2023a).

Immediately after the earthquake, aid campaigns such as "Turkey One Heart" were organized to deliver aid to the region (Habertürk, 2023). The sports community both participated in these campaigns and carried out organizations at the level of ministries, federations and clubs (FotoMaç, 2023b).

Turkey is an earthquake country (TCIP), with 98 percent of its territory located on active and different earthquake zones. It is also exposed to natural disasters due to reasons such as global climate change, and migration and refugee problems due to war, civil conflict and crisis in neighboring countries. Policies should be produced and measures should be taken in order to cope with the material and moral negativities, social problems and traumas that may be experienced within the scope of these and similar phenomena in a timely and adequate manner. The 1999 Gölcük Earthquake showed that there were deficiencies and coordination problems in the field of disaster and emergency aid in Turkey, and as a result, it led to the establishment of the Disaster and Emergency Management Presidency (AFAD). The 2023 earthquakes centered in Kahramanmaraş, on the other hand, showed how fast emergency aid can be, how long-lasting aid can be, how healing wounds and new housing construction can take years, and how important collective work is, as they affect a very wide geography and population. In addition to being an earthquake country, as mentioned above, Turkey is a country that must be prepared for disasters that may occur at any time due to natural and climatic reasons.

The sports community in Turkey carried out many activities after the Kahramanmaraş Centered Earthquakes (KMD) that occurred in February 2023, sometimes spontaneously, sometimes by observing what other clubs were doing, and sometimes by taking a professional approach. The measures that need to be taken in order to mature these activities and be prepared for disasters that may occur in the future are tried to be expressed in table 3. Some of these are practices implemented after the 2023 earthquakes.

Table 3. Duties and responsibilities of sports institutions and organizations and individuals in case of disaster

| Institution/Organization/Individual | Duty and Responsibility |
|--|---|
| T.R. Ministry of Youth and Sports | <ul style="list-style-type: none"> a. Producing disaster-oriented policies, b. Carrying out disaster preparedness educational activities, c. Mobilizing facilities, buildings and human resources (dormitory, stadium, gym, personnel, materials, etc.), d. Organizing fun and sporting events in sports facilities to help children and young people overcome the trauma they experience, e. Mobilizing Federations and Clubs, f. Carrying out coordination between the sports community and AFAD, g. Informing and guiding the international sports community and to coordinate aid, h. Making calls for projects to be implemented in the disaster area, i. Increasing awareness through popular athletes, j. Playing a role in reconnecting children and young people to life by allocating mobile vehicles (e.g. Mobile Youth Center). |
| Universities (Faculties of Sports Sciences/Schools of Physical Education and Sports) | <ul style="list-style-type: none"> a. Cooperating with AFAD (training of educators, training of volunteers, gaining experience of undergraduate students, etc.), b. Adding courses within the scope of Basic Disaster Awareness, Natural Disaster Search and Rescue Techniques, |

| | |
|-----------------------|---|
| | Emergency and Disaster Management to the curriculum and ensuring that they are carried out. |
| Federations | <ul style="list-style-type: none"> a. Working in coordination with the Ministry of Youth and Sports, b. Informing federations abroad, c. Organizing national and international sports events for charity purposes, d. Providing disaster education. |
| Sports Clubs | <ul style="list-style-type: none"> a. Working in coordination with the Ministry of Youth and Sports, b. Providing material and moral assistance within the means possible, c. Contributing to the collection of in-kind donations, d. Bringing together and coordinating volunteers, e. Organizing competitions for the benefit of disasters, f. Printing reminder jerseys and ensuring that athletes wear them, g. Informing and coordinating fans. |
| Coaches/Sports People | <ul style="list-style-type: none"> a. Playing an active role in collecting aid, b. Meeting with domestic and international coaches, informing them, organizing joint events, c. Informing athletes and encouraging them to help, d. Supporting the distribution of aid by being in the disaster area, e. Meeting with disaster victims, listening to them and providing motivation. |
| Athletes | <ul style="list-style-type: none"> a. Taking an active role in collecting aid, b. Meeting domestic and international athletes, informing them, organizing joint events (athletes should distribute among themselves), c. Supporting the distribution of aid by being in the disaster area d. Meeting with disaster victims, listening to them and providing motivation. |
| Fan | <ul style="list-style-type: none"> a. Working in coordination with club managers, b. Informing fans, acting together, c. Contributing to charity collection and announcing it on social platforms, d. Helping distribute in-kind aid collected by being in the disaster area. |
| Volunteers | <ul style="list-style-type: none"> a. Contributing and participating in aid efforts by contacting authorized institutions, organizations and sports clubs, b. Carrying out individual events; <ul style="list-style-type: none"> – Improving oneself regarding disaster, – Receiving first aid training, – Participating in volunteer activities, – Raising awareness on social platforms without causing disinformation, – Follow domestic and international sports/humanitarian aid projects and events, preparing the ground for their execution and creating collaborations, – Preparing or taking part in projects related to the subject, – Providing assistance according to the field of expertise, mobilizing colleagues, organizing joint organizations |

Discussion and Conclusion

In this study, it was tried to explain how individuals and society can be motivated, how planning can be done, what kind of aid campaigns can be carried out, and how sports can play a role as a new motor force that will help the development, economy and development, through sports in difficult situations such as natural disasters, war, migration and similar situations. In the modern age, sports, along with other healing elements, are given important roles in resolving conflicts and disputes, ensuring peace, and in social rehabilitation, reconnection to life, and increasing the motivation of people who have been traumatized under certain conditions due to natural disasters, war, migration, etc. Sport can only provide significant benefits under challenging situations when development projects are based on meaningful dialogue with recipient groups and when such programs are accompanied by more direct measures to alleviate disease, hunger, war, and forced migration (Giulianotti, 2014).

Sport is linked to a wide range of development initiatives, from generalized strategies (for example, tentative concepts of strengthening economic development or uniting countries) to specific programs (such as mitigating the socio-economic impacts of inter-communal conflicts, promoting education and health, and raising awareness, especially about HIV/AIDS) (Levermore, 2008). However, this does not mean that sports can solve all social problems.

Levermore and Beacom (2009) emphasize that while some people cannot even access clean drinking water, it is necessary to question the extent to which sports, as the so-called engine of development, has the right to be financed. The view of many traditional organizations such as the World Bank that sport is a secondary need following first-order basic needs such as water, food and education strengthens this question (Digel and Fernhoff, 1989). Bauer (2004) explains that sports can only be given priority if all basic needs are met. Promoting sport as a human right can only be legitimate when conditions allow it. Therefore, sports do not represent an independent area of development. Donors and actors unrelated to sports, such as traditional NGOs, view sports development projects as a waste of donations that distract from significant core problems such as fighting hunger (Levermore, 2008). Hippler (2011) stated that in times when resources were scarce to combat poverty, sports were not seen as the first priority in the budgets of government or non-governmental organizations and building tennis courts or buying table tennis tables does not fit the ideas of taxpayers or donors who dream of more classical forms of aid, such as building schools or wells (Barkhausen, 2012).

Many developed western countries consider sports as an important tool to achieve their goals in international relations and provide support for development projects. Similarly, sports are also used in carrying out missionary activities. In addition, countries that cause the destruction of countries and get the reaction of national and international public opinion through war, annexation or occupation are trying to relieve the pressure with sports events, development projects and educational activities. In particular, the United States (USA) and the United Kingdom governments aim to break hostile perceptions and discourses, alleviate social conflicts, and facilitate communication with different segments of society by carrying out sports diplomacy, among other initiatives. These activities can sometimes be carried out by states themselves, and sometimes by international organizations or NGOs. These activities are also methods used to legitimize illegitimate interventions and improve the bad image created.

In areas such as the economic development of countries, the welfare of society, increasing the education level of young people and combating diseases, sports also seem to be adopted by international organizations such as the United Nations (UN), International Labor Organization (ILO), United Nations Children's Fund (UNICEF) and World Health Organization (WHO). In this context, the UN, which named 2005 as the year of development and peace through sports, clearly expresses its belief that sports can advance development initiatives, especially the Millennium Development Goals (Levermore, 2008).

The state should manage the crisis and provide coordination in such major disasters, although NGOs have important roles and support in collecting and delivering aid and healing wounds in Kahramanmaras earthquakes, where destruction, social and economic shock, and loss of life and property are high. In disasters where the wounds will take a long time to heal, the state should classify voluntary initiatives and NGOs according to the aid they will provide and create a calendar for aid activities. It was observed that there were problems in the transportation, delivery and storage of the aid collected by volunteers and NGOs in Kahramanmaras earthquakes, and that the aid was gradually cut off one month after the disaster. Considering the urgency of the problems encountered, it is the obligation of the state to meet people's basic rights and needs such as shelter, nutrition, security, cleanliness and health and to provide equal educational opportunities. Governments should also support and implement programs that ensure need-based beneficiary participation in planning and implementation, with equity and anti-harassment policies in place, in accordance with national/regional strategic development plans, and use their spending powers to ensure the employment of qualified personnel (Kidd, 2008).

During the Kahramanmaras earthquake, the Ministry of Youth and Sports, sports clubs, fans, NGOs and volunteers carried out many activities such as fundraising, establishing a container city, sports organizations and activities for children and young people. However, some of these activities focused on palliative solutions, took place in a specific location and within the scope of the sensitivity that existed in the society in the first months after the earthquake. In traumatic events such as natural disasters, which deeply shake the society economically and psychologically and result in housing, nutrition and health problems, the aid to be provided by the sports community should be provided first of all in terms of meeting people's basic needs, and then in terms of educational, psychological and, depending on the situation, sports facilities. Aid activities of NGOs and voluntary initiatives should be carried out in cooperation with state bodies and local governments. Collaborations should be established through national and international projects, social sensitivity should be maintained, and aid and activities should be carried out according to a specific activity calendar.

The society needs to be prepared for natural disasters such as earthquakes and be aware of the expected attitude, intervention, aid and donations after the disaster. In this context, universities and especially academic units that run undergraduate programs in the field of sports have important duties. Students studying in these programs graduate by gaining certain competences and qualifications. Graduates of these programs and experts working in the field of sports are among the volunteer individuals who will assist until and after professional search and rescue teams arrive in the disaster area. In order to strengthen the disaster-related

education of students, it is necessary to add and conduct courses within the framework of Basic Disaster Awareness, Natural Disaster Search and Rescue Techniques, Emergency and Disaster Management to the curriculum of sports undergraduate programs. In addition, universities should collaborate with AFAD to carry out activities for the training of instructors, the training of volunteers and the experience of undergraduate students.

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