



저작자표시-비영리-변경금지 2.0 대한민국

이용자는 아래의 조건을 따르는 경우에 한하여 자유롭게

- 이 저작물을 복제, 배포, 전송, 전시, 공연 및 방송할 수 있습니다.

다음과 같은 조건을 따라야 합니다:



저작자표시. 귀하는 원저작자를 표시하여야 합니다.



비영리. 귀하는 이 저작물을 영리 목적으로 이용할 수 없습니다.



변경금지. 귀하는 이 저작물을 개작, 변형 또는 가공할 수 없습니다.

- 귀하는, 이 저작물의 재이용이나 배포의 경우, 이 저작물에 적용된 이용허락조건을 명확하게 나타내어야 합니다.
- 저작권자로부터 별도의 허가를 받으면 이러한 조건들은 적용되지 않습니다.

저작권법에 따른 이용자의 권리는 위의 내용에 의하여 영향을 받지 않습니다.

이것은 [이용허락규약\(Legal Code\)](#)을 이해하기 쉽게 요약한 것입니다.

[Disclaimer](#)

스포츠 매니지먼트 석사 학위논문

‘Sports for Development and Peace’ and Violent Extremism:

The role of Sports for Development and Peace programs
to prevent violent extremism among youth in Pakistan

'발달과 평화를 위한 스포츠'와 폭력적인 극단주의:
청소년 간의 폭력적 극단주의를 방지하기 위해
파키스탄에서 개발 및 평화 프로그램을 위한 스포츠의 역할

2018년 8월

서울대학교 대학원

체육교육과

Umair Asif



이 논문은 문화체육관광부와 국민체육진흥공단 지원을 받아 수행된 연구임
This work was supported by Ministry of Culture, Sports, and Tourism and Sports Promotion Foundation

Abstract

‘Sports for Development and Peace’ and Violent Extremism:

The role of Sports for Development & Peace programs to prevent violent extremism among youth in Pakistan.

Umair Asif

Department of Physical Education

Graduate School

Seoul National University

The purpose of this investigation is to examine the role of ‘sports for development and peace’ programs in Pakistan to prevent Violent Extremism among youth. VE is a growing issue in Pakistan particularly among young people, which needs to take on a serious note. This research looks at SDP and VE globally and in the context of Pakistan. Prevention of VE through

SDP is a rare approach, which is discussed in this study.

The investigation found different positive SDP factors from the literature, which help to prevent VE. Based on these factors, the author developed a SDP peace model that used to analyze two SDP for VE prevention youth-based programs in Pakistan. The study also observed the impact and challenges of these SDP programs for VE prevention.

It was found that SDP is a useful tool to promote peace values and inclusion among Pakistani youth and society, particularly for the isolated and disadvantaged communities. It gave purpose and direction of life to many youth beneficiaries. SDP factors found in the qualitative study are very close to SDP peace model factors, which also indicates that these factors are useful to prevent VE among Pakistani youth and Overall SDP programs in Pakistan found helpful for prevention of VE. For future programs, this study recommends long-term SDP for VE prevention programs.

Keywords: Sport for Development and Peace, Violent Extremism

Student Number: 2016-26494

Table of Contents

Chapter 1. Introduction	1
1.1 Research Questions	6
Chapter 2. Literature Review	7
2.1 Sports for Development and Peace	7
2.1.1 ‘Sports for Development and Peace’ Programs and United Nations.....	7
2.1.2 SPD Programs.....	8
2.1.3 Why SDP Programs?.....	10
2.1.4 SDP Programs in Pakistan.....	14
2.2 Violent Extremism	23
2.2.1 Violent Extremism around the globe.....	23
2.2.2 Violent Extremism in Pakistan.....	37
2.3 SDP Programs and VE	38
2.4 SDP Peace Model	44
Chapter 3. Methodology	47
3.1 Assortment of Research Method	49
3.2 Selection of Participants	50
3.3 Data Collection	51
3.4 Data Analysis	52
3.5 Data Validation	53
3.5.1 Triangulation.....	53
3.5.2 Peer Debriefing.....	53
3.5.3 Member Check.....	54

Chapter 4. Results	55
4.1 Target Program	55
4.2 In-depth Analysis	57
4.3 SDP Programs prevent VE	58
4.3.1 Positivity and Purposefulness.....	58
4.3.2 Discipline, Control, confidence, learning, and responsibility.....	59
4.3.3 Peace, conflict resolution, and VE prevention	60
4.4 Impact of SDP Programs to prevent VE	61
4.4.1 Health	61
4.4.2 Tolerance	62
4.4.3 Fun and Reduce Stress	63
4.4.4 Inclusion, bridging, embrace, empathy, community development, and cohesion	64
4.4.5 Social and Moral Values/Skills	66
4.4.6 Unity, trust, and team building.....	66
4.4.7 Respect, no discrimination, and Equality	67
4.4.8 Loyalty and friendship	67
4.4.9 Hope, career, motivation, and Purposefulness.....	68
4.4.10 Peace and Conflict Resolution.....	69
4.4.11 Freedom of Expression	69
4.5 SDP factors that contribute to the prevention of VE among youth	70
4.5.1 Psychological Factors.....	72
4.5.2 Sociological Factors.....	73

4.5.3 Economic Factors	75
4.5.4 Political Factors	76
4.6 Different perceptions of factors between implementors and beneficiaries	77
4.7 Additional Findings	81
4.8 Facilitators Analysis of SDP Programs	82
4.9 Participant Analysis of SDP Programs	85
Chapter 5. Discussion	89
5.1 Findings	89
5.2 Future Opportunities	96
5.3 Significance.....	97
5.4 Limitations and Recommendations	97
5.5 Conclusion	98
References List.....	100

List of Tables

Table 1. Describes Characteristics Interview Participants	82
Table 2. Psychological Factors, under central theme this table describe sub-themes and N is frequency of response by interview participants	83
Table 3. Sociological Factors, under main theme this table describe sub-themes and N is frequency of response by interview participants	83
Table 4. Economic Factors, Under the main theme this table describe sub-themes and N is frequency of response by interview participants	84
Table 5. Political Factors, under central theme this table describe sub-themes and N is frequency of response by interview participants	85
Table 6. Psychological Factors, under central theme this table describe sub-themes and N is frequency of response by interview participants	85
Table 7. Sociological Factors, under central theme this table describe sub-themes and N is frequency of response by interview participants	86
Table 8. Economic Factors, under central theme this table describe sub-themes and N is frequency of response by interview participants	87
Table 9. Political Factors, under central theme this table describe sub-themes and N is frequency of response by interview participants	87
Table 10. Comparison, describes frequency of responses by young participants, facilitator of the target programs sub-themes, and N is a number of frequency.	87
Table 11. Comparison of sub-themes between facilitators and participants	88

List of Figures

Figure 1. Radicalization	27
Figure 2. SDP Peace Model.....	44

Chapter 1. Introduction

Sport is a influential tool for promotion of peace and for refuting harmful values. Numerous programs have been developed around the world based on the idea of ‘Sports for Development and Peace (SDP)’. Different statements express the prominence of sport and SDP programs

Gilbert and Bennett (2012) highlighted that when issues are very complex, and matters pile up confuse somewhat obtainable answers, the sport as a seemingly modest and comfortable method of interaction which has now frequently shown its volume to benefit opponents get different chances (Gilbert & Bennett, 2012).

Sports have emerged as a progressively valuable tool to become part of a broad range of development and social welfare policies in recent years (Giulianotti, 2011). Researchers have observed the effect of sport on marginalized and disadvantaged groups and people regarding promoting social inclusion, health, reintegration, education and professional skills with positive impact (Gilbert & Bennett, 2012).

Supporting sport as a fundamental right some critical statements made by world leaders which highlighted in literature by (M. Paula, 2015)

“Every human being has a fundamental right
of access to

physical education and sports, which are essential for the full

Development of his personality. The freedom to develop physical, intellectual and moral powers through physical education and sport must be guaranteed both within the educational system and in other aspects of social life” said (Lemke, 2010).

United Nations Office of Sports for Development and peace also explained significance of sport

“It requires intensified co-operation starting at the government level (top-down) and at the level of practical work on the field (bottom up). Ministers, directors, and others responsible for sport and development, as well as international sports associations, national committees, sports goods producers and also non-governmental organizations (NGOs), must all be won over to the partnership approach and develop a wide network” (“United Nations Through Sport,” n.d.)”.

Ahsan Iqbal, Federal Minister for Planning, Development and Reform Pakistan, said

“Sports are excellent way to deal with frustrations and negative energy and games can do wonders to the mood and self-esteem of the participants and, are the best way to counter extremism and give a soft image of Pakistan to the world.”

“Only healthy Pakistan can ensure a peaceful and prosperous Pakistan. Sports related activities are not only helpful in improving health but also provide emotional stability”. (Iqbal, n.d.).

After the endorsement of SDP idea by United Nations and the

creation of UNOSDP many SDP programs developed for peace promotion around the world including Young Leader Program by UNOSDP, Football ‘4’ Peace, Sport for Social Change and Beyond the Ball. These programs are contributing to peace and development of youth through promoting positive values.

Prevention of VE and peace promotion is a top priority around the world and in Pakistan as a reaction to terrorism incidents. The roots of VE leads to 9/11 occurrence after that Pakistan hurt a lot like a victim of VE (Basit, 2015). Pakistan lost 80,000 human lives and \$102 billion regarding economic damage with a Spartan damage on origins of cultural and religious values (Basit, 2015; “Digital Journal,” n.d.). Among different forms of terrorism, Pakistan mostly triumphs by VE (Basit, 2015).

In a traditional religious civilization of Pakistan, influence through religious tools is easy to do, and people did, but it does not designate acceptance of violence in society (Hedieh, Waleed, Mehreen, & D.lamb, 2015). Attacked on Noble Laureate Malala Yousafzai, the assassination of former Governor Punjab Salman Taseer and religious scholar Mufti Sarfraz Naeemi are indications of VE in Pakistan (Basit, 2015). Pakistan has been a victim of terrorism, radicalism, fundamentalism, sectarianism and violent

extremism (Adeed, 2015; Alavi, 2009; Basit, 2015; Gilani, 2017; Haider, 2012; “Sectarian Violence in Pakistan,” 2000). More than 60% of Pakistani population belongs to young people, and they have reported manipulated by extremist organizations (F.Paracha, 2012; “FES Pakistan,” n.d.). The main reason for youth involvement in VE activities is unemployment, poverty, trauma and directionless life. Unemployment gives rise to frustration, stress, and depression which leads to disappoint and put young people in the high-risk state can manipulate by extremist groups (Nasir, 2014). The seriousness of VE issue forced Pakistani state to take critical action against all factors contributing to VE, and they developed and implemented National Action Plan (NAP), which aims to promote peace and eliminate every kind of VE from National grounds. In 2014, Pakistan military initiated Operation Zarb-e-Azab against extremist groups and terrorists under NAP to normalize peace condition in affected areas of Pakistan. Operation Zarb-e-Azab succeeded and achieved its targets, but another issue was to counter VE among people particularly youth. The state is working on different strategies, but still, it is a big challenge. Countering VE is a national issue and concern in Pakistan, which is a direct challenge to peace within the state.

Focussing on the importance of SDP idea and power of sports different SDP programs were initiated in Pakistan by various stakeholders.

For example, multiple programs of the right to play, Sports for Peace by Kafka Welfare Organization, Peace through Sports by Wang Pakistan, The Pakistan Association for Women's Sport (PAWS) and Sport and Recreation in Temporary Learning Centres – Pakistan. The idea behind these programs was to establish peace and eliminate negative values reaching to VE. Umeed Jawan project also initiated by USAID Pakistan which aimed to counter VE through different tools and sport was also a significant component. These programs created real impact but with different challenges. Authors defined in research discrimination, isolation, mental illness, unemployment, stress, depression, and intolerance as a core source for VE and SDP programs are a source to eliminate these factors to prevent VE.

The purpose of choosing this topic for research is straight and clear. Pakistan has been a victim of VE and sports is a useful tool in the form of SDP programs to prevent VE particularly in young people who are more than 60% of total population in Pakistan. Pakistan has run some SDP programs, but they are not too many and not too big. Research in the SDP field also lacks in Pakistan, and no organized database describe SDP programs in Pakistan, its origin, outcomes, and impact. Some programs are just running for a healthy lifestyle and health promotion without familiarity

with SDP ideology. This research will define the status of SDP programs and its role to prevent VE which is a future threat for Pakistan. This research will also highlight positive values of SDP programs which can be applied at the national level in Pakistan by the state to deal with VE. It will also highlight the challenges and issues faced by SDP programs in Pakistan for example very useful program Football for Peace is still not working in Pakistan. This research also aims to present the same idea headed for other countries facing similar problems.

1.1 Research Questions

RQ1. Do SDP programs help to prevent VE among Pakistani youth and what impacts do SDP programs have on preventing violent extremism?

RQ2. What are the factors of SDP that contributes to the prevention of VE among the youth?

RQ3. What are the different perceptions of factors between implementers and beneficiaries of VE prevention SDP programs?

Chapter 2. Literature Review

2.1 Sports for Development and Peace

2.1.1 'Sports for Development and Peace' Programs and United Nations

Sports recognized as a fundamental right in different time frames of history first acceptance made in 1959 (United Nations, 1989) declaration of child rights. Second in 1978 ("UNESCO General Conference at its Twentieth session on 21 November 1978," 1978) by UNESCO and third in 1990 ("Human Rights Charter Article 31," n.d.). In 2001, United Nations accepted sports as a tool of development formally in the form of 'United Nations Office on Sports for Development and Peace' under the leadership of Kofi Annan former Secretary General of United Nations (Beutler, 2008). The reasons for sports acceptance as a development tool and rudimentary right was its effectiveness to develop a personality, the mental and physical health of children (United Nations, 1959).

In 2002, under the leadership of Kofi Anan United Nations started working on sports as a tool in a systematic way for the development of communities and peace promotion by forming a task force which initiated Sports for Development and Peace Programs (Beutler, 2008; United Nations, 2000). Under the same task force, a framework was established to achieve

millennium development goals through sports (United Nations, 2000). In 2003, United Nations General Assembly passed a resolution and declared sports as a mean for the promotion of education, peace, and development (United Nations, 2003). Later, 2005 celebrated as an international year of sports and physical education (Beutler, 2008).

2.1.2 SPD Programs

After United Nations recognition to SDP, many community-level SDP programs started around the world to meet the goal (Blom et al., 2015). These programs used sport or physical activity to promote peacebuilding in risk groups, social inclusion and positive change (Blom et al., 2015; Fred Coalter, 2007; Lyras & Welty Peachey, 2011). Researchers and development practitioners with diverse educational and practical backgrounds led SDP programs around the world which raised as a source of connectivity within countries (Guest, 2013; John Sugden, 2009). Some of all programs initiated for peacebuilding around the world in diverse communities and individuals are Young Leaders Program by United Nations Office on Sports for Development and Peace, Football 4 peace, sport for social change and beyond the ball some of them implemented internationally and some at National level (Beutler, 2008)

The number of academic researchers, articles, journals, and conferences increased with efforts of United Nations. Recurrent and uncorroborated Positive outcomes also trialed by different academic researchers and practitioners. The reason was an increase in exposure of SDP idea, and people demanded more systematic ways of evaluation, monitoring, and implementation of SDP programs (Fred Coalter, 2007; Darnell, 2010; Guest, 2013; John Sugden, 2009) SDP programs develop mental health and functional, psychological behaviors which were added by some practitioners in literature. (F. Coalter, 2010) talked about deficit model which is a focused approach to fixing psychological behaviors of specific groups. (Guest, 2013)

Recommended use of a youth development approach that based on constructive capacity building. With the positive development and incredible research on SDP different people also raised programs criticism. Notwithstanding the criticisms mentioned above on SDP programs,

positive possessions and consequences have recognized (D. Ennis et al., 1999; Kay, 2009; Lyras & Welty Peachey, 2011; Rookwood, 2008; W. Lecrom & Dwyer, 2013). SDP idea also served as a base for development and theory of SDP programs. It provided positive reinforcements and heartened purposefulness, goal targeted attitudes in the direction of

empowerment and own efficiency. (Lyras, 2009; Lyras & Welty Peachey, 2011). With the foundation of above ideas and theory the ideas developed for conflict resolution skills, peacebuilding and leadership among the targeted audience (A. Whitley, 2012; Blom et al., 2015).

2.1.3 Why SDP Programs?

SDP programs develop participation (UNOSDP, n.d.), inclusion ((NSD), 2010; Dyck, 2011; L. Hayhurst & Frisby, 2010; Misener & S. Mason, 2006; Schulenkorf & Edwards, 2012; Schulenkorf & Sugden, 2011; SDPIWG, 2008; J. Sugden, 2006), creativity (Misener & S. Mason, 2006), trauma relief (Gschwend & Selvaranju, 2007; Schulenkorf & Sugden, 2011; SDPIWG, n.d.).

Also sports programs develop peace (Gasser & Levinsen, 2004; Levermore & Beacom, 2009; Ross, 2000; J Sugden & Wallis, 2007), education (Giulianotti, 2011), health (Delva et al., 2010; Gasser & Levinsen, 2004; Giulianotti, 2011; Schulenkorf, 2010; SDPIWG, n.d.; Stidder & Haasner, 2007; J. Sugden, 2006, 2006), gender equality (Giulianotti, 2011; L. M. Hayhurst, Wilson, & Frisby, 2011; Meier & Saavedra, 2009), women empowerment (Meier, 2008), economic situation (Schulenkorf, Sugden, & Burdsey, 2014), social and cultural factors (Schulenkorf, Sugden, & Burdsey, 2014), psychological factors (Schulenkorf et al., 2014), community and

individual empowerment, development and engagement (Kay, 2009; Skinner, H. Zakus, & Cowell, 2008), creation of social change and capital (Kay, 2009; Moscardo, 2007; Schulenkorf, 2010; Skinner et al., 2008), job creation and employment (Kobayashi, Nicholson, & Hoye, 2011), healthy lifestyle (Njelesani, 2011), inter-community bridges (Dyck, 2011; Schulenkorf & Edwards, 2012; Schulenkorf & Sugden, 2011; J. Sugden, 2006).

It also provides a platform to learn different skills (Meier, 2008) such as leadership (Kay, 2009), disciplines and confidence (Kay, 2009), moreover, build core principals like tolerance; (Schulenkorf, 2010).

It also leads to achieve conflict resolution and reconciliation (Dyck, 2011; Gasser & Levinsen, 2004; Levermore & Beacom, 2009; Ross, 2000; Schulenkorf, 2010; Schulenkorf & Edwards, 2012; Schulenkorf & Sugden, 2011; Sekulić, Massey, & Hodson, 2006; J. Sugden, 2006; J Sugden & Wallis, 2007), social cohesion, and positive values (Delva et al., 2010; Schulenkorf, 2010; SDPIWG, n.d.). These characteristics of sports make it a powerful tool to bring social change (Schulenkorf, 2010) and to contribute sustainable development goals including Peace (UNOSDP, n.d.).

Moreover, some other authors also state in literature it also used to, alter roles of gender positively and increase participation of female in

physical activities (L. M. Hayhurst et al., 2011; Meier & Saavedra, 2009); Development of Personal and Community Networks and inclusive social capital (Skinner et al., 2008).

Also psychological rehabilitation in trauma and post-disaster relief for children (Beutler, 2008); reduce social tension and support reconstruction in post-conflict areas (Sekulić et al., 2006); prevent racism and help to tackle crime & social exclusion in society (Giulianotti, 2011); enhance social interaction among people (Coakley, 1993); Reduce tendency to depression in affected people (Kubesch et al., 2003); Improve cognitive vitality in beneficiaries (Kramer et al., 1999); Personal & social improvements in Disadvantage individuals and communities (Houlihan, 2002); Social Skills development in communities (Biddle, 2006); Psychosocial support to children (Kania, John, & Kramer, 2011); prevent disease (Delva et al., 2010; SDPIWG, n.d.); enhance inclusion for disables and community and reduce discrimination (SDPIWG, 2008); provide freedom of expressions & movement, promote girls education and self-esteem (Meier, 2008); teach values of sports, sense of responsibility, cooperation, mutual understanding, fair play and sharing (Schulenkorf, 2010); Restore dialogues between communities and promote Peace between people in conflict areas (Gasser & Levinsen, 2004); enhance enjoyment and

improve wellbeing of individuals ((NSD), 2010; L. Hayhurst & Frisby, 2010); promotes and teach fair play (Beutler, 2008); foster the development of People and social issues within society (Beutler, 2008); wellbeing and personal development of youth and children (P. F. Coalter, 2010).

Another author defined social development as a benefit of SDP programs with significant constraints social change, capacity building and social capital which are interrelated (Moscardo, 2007). He further stated development of reciprocity and community networks is the outcome of social capital and formation of bonding among communities; creation of emotional connections; a sense of belonging between people and development of shared social identity are results of the social change.

Another author explained capacity building as a phenomenon which based on active participation and engagement of people and it is the enrichment of particular skills, material opportunities, knowledge and attitude which moves towards community empowerment (Lawson, 2005).

SDP can define the operation of sport as an instrument to stand-in individual and communal developments of those people and groups greatest in necessity of growth (Houlihan, 2002).

Additional explicitly, SDP mentions Play, sports, and physical activities to attain designated objectives of peace and development counting

the Millennium Development Goals (MDGs) (United Nations, 2003).

SDP programs are different from a usual enjoyment and sports activity; it has particular characteristics of building positive values and learning educational outcomes.

In which activities are not general but a tool in a formal way to obtain targetted additional objectives with the pleasure of game but not only for the pleasure of the match (Brunelli & Parisi, 2011).

2.1.4 SDP Programs in Pakistan

After acceptance of Sports as an approach for Development & Peace by United Nations, SDP programs developed across the globe (Blom et al., 2015). In continuation of the campaign, Pakistan has been part of different SDP program for example

2.1.4.1 United Nations Office on Sports for Development & Peace

Young Leaders Program

Everywhere in the world, many extremely inspired young leaders work determinedly to develop their communities through Sport-for-Development-and-Peace (SDP) schemes (UNOSDP, n.d.). Maximum of these youth have only same rudimentary education levels, partial resources to transmit out their projects and do not have an appropriate opportunity where they can study unsurpassed practices or grow their leadership skills

(UNOSDP, n.d.).

Therefore, the knowledge of a “Youth Leadership Program” was considered in instruction to sustenance such youth by giving them admittance to theoretical and practical drill desired to recover together their projects and their individual professional development, and through supporting them when they go back to their communities (UNOSDP, n.d.).

The Youth Leadership Program knows the potential that youth have to appeal alteration in their public particularly in the arena of Sport for Development and Peace (Play, 2013). By serving youth grow their leadership services in Sport for Development and Peace, this program not only pays for the individual growth of youth but also pays to community development (Play, 2013). By if chances for young people to develop and implement their leadership skills, the package can brace a community’s volume to build on its strengths and answer to persistent community needs (Play, 2013).

By using the power of sport, the program will assist youth to inspire and appeal the change in their groups (Play, 2013). Throughout the database, youth will obtain and apply leadership skills and experiences to advance development (Play, 2013). When youth reappeared in their communities,

they will start to develop, implement and evaluate their SDP programs to address a precise essential or development area (Play, 2013).

Among various alumni of young leader's programs, two vital programs were re-triggered in Pakistan by Young leaders Umair Asif and Qaisor Roonjha under Kafka Welfare Organization Pakistan and WANG Pakistan.

2.1.4.2 Kafka Welfare Organization (KWO)

KWO is a youth-led organization working to build a gender sensitized, violence-free, educated, healthy and peaceful society (KWO, n.d.). KWO use sports as a tool to promote peace and develop young people as a leader (Umair, 2016). Sport is a powerful tool, which can utilize for the development (personal and physical development) of youth. Young people in conflict or disaster areas, by way of a refugee, fronting racism or discrimination, alive with HIV/AIDS and cutting-edge low-earning families are fronting nervousness and pressure - which is a problem in learning (Umair, 2016).

The just effortlessly available, low-cost and high-impact instrument to surmount pressure on us is sports (Umair, 2016). Sports deliver us physical fitness, which leads to brain fitness and leadership skills (Umair,

2016). The main beneficiary of this project are the youth of Punjab province, Pakistan (KWO, n.d.)

2.1.4.3 WANG Pakistan

WANG is a non-profit organization of Baluchistan Pakistan working to promote education and health, and it practices sports as a tool of development to counter extremism and violence in Pakistan, which is destroying culture and peace (TakingITGlobal, n.d.).

2.1.4.4 Sport and Recreation in Temporary Learning Centres – Pakistan

Instrument Sport can produce a significant part in reinstating and sustaining mental health (Malik, 2011). In zones affected by natural catastrophes or war, where the shock is extensive, sport can be extremely useful in helping to normalize life (Malik, 2011). Through frequently scheduled action, children and adults can start to regain an intelligence of security and routine and enjoy periods of the interval from the frequently overwhelming challenge of rebuilding (Malik, 2011). Recognizing that sport and play have proven very healing for children in overwhelming trauma, UNICEF developed a kit of materials for children expatriate by war and natural disaster (Malik, 2011). The equipment allows children to contribute to team sport in an efficient and non-competitive environment led by a teacher or trained volunteer (Malik, 2011). One such instance is the delivery

of education for affected children in post-flood Pakistan (Malik, 2011). The idea integrated sport into temporary learning centers (TLCs) to provision the psychosocial retrieval of the flood-affected children and assist them to admission education (Malik, 2011). Some 430 TLCs were recognized to reply to the learning and regeneration needs of flood-affected children in five districts of northern Sindh (Malik, 2011). School supplies comprehensive of sports and regeneration kits, 'education in boxes,' early child development kits, floor mats, blackboards and water coolers were providing for children and teachers on altogether the TLCs. General, the TLCs reinforced 20,575 flood affected children (39.5 percent girls) (Malik, 2011). Of the 433 teachers, sports organizers and social mobilizers employed for the TLCs, about 50 percent are women (Malik, 2011). They trained on classroom organization skill, expressive therapy, child-friendly teaching methodologies and regeneration activities.

2.1.4.5 The 'Pakistan Association for Women's Sport' (PAWS)

The 'Pakistan Association for Women's Sport' (PAWS) – Pakistan started PAWS is vigorous in encouraging the achievements of women and girl in sport and overcoming the tests they face (SDPIWG, 2004). Sympathetic to the values of PE (Primary Education) and sport is refining, and contribution rates are cumulative, alongside developments in greatest

other Muslim countries (SDPIWG, 2004). There is teamwork between the National Olympic Committee, local ministries, and sports boards, and women do contest at national and international opposition (SDPIWG, 2004). The quadrennial Women's Islamic Games detained in Tehran after 1993–2005 obtainable a method of increasing participation of women and girls (SDPIWG, 2004). There are though anxieties about the standards of immediate appointment of girls and females in the field of sport (SDPIWG, 2004). Challenges comprise social and religious circumstances, insufficient funding, deprived training standards, organization and amenities, no center of fineness and lack of investigation studies that focus on refining future opportunities for girls and women (SDPIWG, 2004). This program Empowers Women and Fosters Community Integration in Pakistan (SDPIWG, 2004).

Afghan refugees existing in Pakistan, mainly girls, and females, and the native Pakistani population were the program beneficiaries. It implemented in Peshawar and Quetta, Pakistan. Right to Play and Insan Foundation Pakistan led this project called Sports Works Pakistan (SDPIWG, 2004).

The program objectives were to practice sport as a transformative action which can deliver new leadership and contribution chances for

Afghan girls and women living in Pakistan (SDPIWG, 2004). To grow native volume to deliver ongoing sport and play activities that impact leadership, communication and conflict resolution services to Afghan refugee boys and girls (SDPIWG, 2004). To cultivate some Afghan trainers to comprehensive tool sport and play activities to endorse whole existences (SDPIWG, 2004). To overwhelmed tautness and suspicion between the Pakistani and Afghani inhabitants and to create chances for positive interaction (SDPIWG, 2004).

For closely thirty years, Afghanistan wasted by conflict, commencement with the Soviet invasion in 1979 and ongoing finished the rise of the Taliban to the US-led attack in 2001 (SDPIWG, 2004).

An amount of constancy touched with 2002's democratic elections, but it projected that over two million expatriate Afghanis remain in neighboring Pakistan (SDPIWG, 2004). Life for these refugees is frequently unwarranted, with high poverty and little admittance to services like healthcare and education (SDPIWG, 2004).

In the impact evaluation, the scheme has full-grown from four schools in 2002 to 23 schools in 2007 and after 1500 Recipients to over 5000 (SDPIWG, 2004). Seventy percent of these recipients remain female (SDPIWG, 2004).

Coaching has obtainable leadership changes, which would then be unobtainable, mainly to women (SDPIWG, 2004). There is a robust female attendance at all heights of the scheme most coaches and coach-trainers are female and abundant of the scheme leadership is a woman (SDPIWG, 2004). Staffing in schools has augmented melodramatically. In both Pakistan and Afghanistan, schools are usually teacher-centered and conquered by rote knowledge and corporal punishment, which principals many children to select work over the school (SDPIWG, 2004).

By the outline of Sports Works programming children and parents alike are additionally excited about school attendance (SDPIWG, 2004). Schools today have operative playgrounds, and public members take a vital role in maintaining these amenities, which were before often in poor condition and filled with waste (SDPIWG, 2004)s.

The substructure of the schools massively improved, with admittance to drinking water and hygiene facilities (SDPIWG, 2004). The Afghan and Pakistani groups in Quetta and Peshawar consume industrialized more positive relations with one another (SDPIWG, 2004). As a straight result of organized sports doings, Pakistani and Afghan children can play and study composed, and scheme staff believes that this message of peace is existence transmitted after the children to their parents and the

groups at large (SDPIWG, 2004).

The scheme has been fruitful in creating an ethos of sport in Afghan communities (SDPIWG, 2004). Children are allowable, even encouraged, to play and was not factual beforehand the project started (SDPIWG, 2004).

In a setting where men have usually held leadership locations, not only do women need to be fortified to take on leadership parts, but men need to be complicated in providing these Chances and employed with the ladies (SDPIWG, 2004).

Signing local staff is serious about success. Residents have a much more profound understanding of the cultural, religious and political subjects and will be additional likely to have the faith of the community (SDPIWG, 2004).

Outdoor experts can deliver technical help in project design or checking tools, but the frontline should be resident (SDPIWG, 2004). It receipts time for community alteration to occur (SDPIWG, 2004). Though the scheme can nowadays claim many Achievements, consequences were secure to track initially (SDPIWG, 2004)s. LOOKING AHEAD However there is motionless some confrontation in the local Pakistani community, from those who feel endangered by Afghan addition or rivalry for incomplete resources, the scheme is today firm (SDPIWG, 2004). Structures

and organizations which have constructed must now continue; school amenities, sports councils, mothers' groups and volunteer coaches have valued resources for the public (SDPIWG, 2004). A vital test ahead will be retentive skilled coaching staff, many of whom request to return to Afghanistan (SDPIWG, 2004).

In 2007, Sports Works Pakistan will also enlarge to comprise a new constituent providing rehabilitation and relief facilities for children, youth and adults pretentious by the earthquake, which hit Pakistan and India in 2005 (SDPIWG, 2004).

Korea Sharing Movement (KSM)

It was created in 1996 to provide emergency assistance to North Korea as a National movement organization in South Korea. Its vision is to make Korea a peaceful community. KSM also run a peace education program in which they use sport as an approach to development and peace. This program works in collaboration with football 4 peace UK (KSM, n.d.).

2.2 Violent Extremism

2.2.1 Violent Extremism around the globe

Violent extremism has been a big issue around the world, and many studies have been done to highlight reasons behind it (H Mirahmadi, 2016). Preventing violent extremism together inside the United States and overseas will endure a national security precedence for the future management, given

the multi-layered and increasing countryside of the danger (H Mirahmadi, 2016). There are an extensive variety of actors and actions that comprise the danger matrix counting sovereign citizens; militia clusters; issues-based extremists, such by way of eco-terrorists; ideologically related gangs/prepared criminal systems; and Islamist extremists, being Al-Shabab, al-Qaeda, and ISIS (H Mirahmadi, 2016). Radicals comprise a portion of the global threat in the United States (Kania et al., 2011; Shane, 2015), one but in additional areas, these groups claim responsibility for the mainstream of terrorist attacks, political unpredictability, civil trouble, and sectarian dissonance (H Mirahmadi, 2016).

In count to employing persons to provision violent extremist organizations (VEOs) overseas, few institutions being ISIS (also accepted as the Islamic State or ISIL) and al-Qaeda inspire radicalized persons to transmit out attacks on U.S. soil (H Mirahmadi, 2016). To confuse matters further, greatest plots, such as the 2009 Fort Hood shooting supported out by Nidal Hassan, are performed by lone-wolf terrorists who are not linked operationally to a superior foreign terrorist group (H Mirahmadi, 2016). Such bouts pose critical challenges for law implementation officials to identify and disrupt (Center, 2015) Interviews with public leaders in Indonesia, Pakistan, Egypt, the UK, and the United States designate that

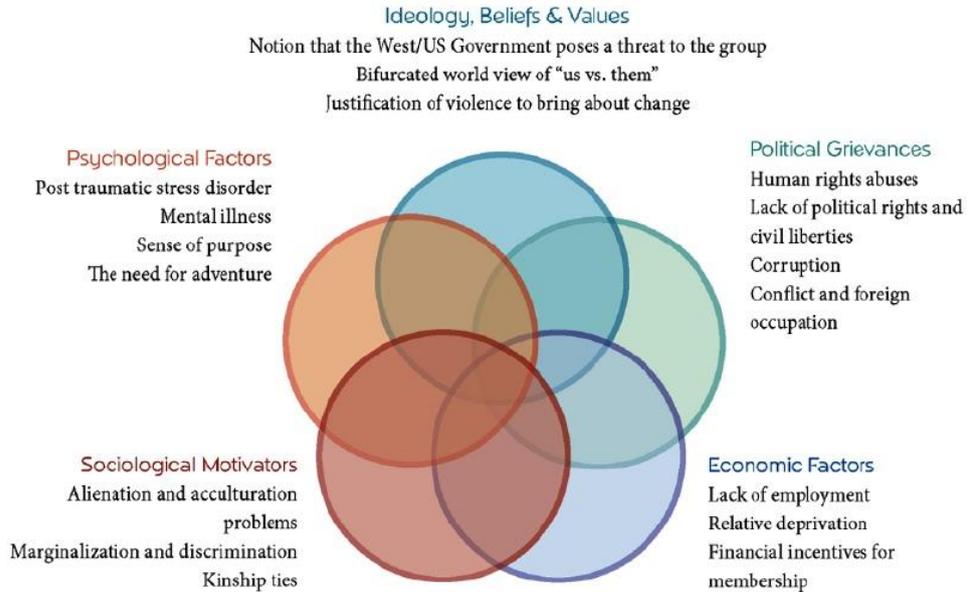
parents, teachers, religious leaders, counselors, and communal service providers might be best located to classify persons susceptible to radicalization, and to rally resources to interfere should these individuals develop radicalized (H Mirahmadi, 2016).

Community-based methods can be real in structure resilience in contradiction of violent extremism (Mirahmadi, Hedieh, & Farooq, 2010), nonetheless they continue an underutilized reserve. The U.S. government primary spoken a strategy to leverage community capitals to challenge violent extremism by the release of the 2011 White House Strategic Operation Plan for Authorizing Native Partners to Stop Violent Extremism cutting-edge the United States (H Mirahmadi, 2016). Though the strategy knows the part communities can production in a teamwork with law implementation agencies to defend America, it does not stipulate in what way community officials must found those relationships; nor does it comprise any standards for partnership. The strategy to does not deliver rules for how law implementation can mention radicalized persons for interferences or in what way community groups can strengthen conduct interferences with radicalized or at-risk individuals. However, the U.S. government and its associates have consumed millions of dollars in the investigation to control what reasons radicalization, here is stationary no

such thing as a terrorist outline, and no single issue can forecast who will develop a terrorist (Horgan, 2009, 2014).

A “cluster model” method, two which collections issues hooked on five clusters to deliver a methodical way of gauging potential risks for an individual who might be additional susceptible to radicalization and staffing by extremist groups (H Mirahmadi, 2016). These possible risk factors comprise sociological motivators, psychological conditions, ideology/belief/and values, political grievances, and economic factors (H Mirahmadi, 2016). These potential danger factors can apply to any form of violent extremism

Might Influence Radicalization



‘Figure1. Radicalization’ (H Mirahmadi, 2016)

Figure 1. Radicalization

Cutting-edge the matrix in the symbol, respectively bubble signifies a set of potential risk factors or motorists of violent extremism (H Mirahmadi, 2016). Since literature has no readings to date that have established a causal link between any one risk factor or a combination of issues, and an individual flatterer a terrorist, usage of the period risk factor is not prognostic of who will develop radicalized (H Mirahmadi, 2016). The medium provides a real guide to travel variables that can donate to one’s

radicalization (H Mirahmadi, 2016).

Inside each group, there are manifold “thrust” and “jerk” issues tinted that might affect a person’s vulnerability to radicalization (H Mirahmadi, 2016). Trust factors are “the undesirable social, cultural, and political topographies of one’s social environment that assistance in pushing susceptible individuals onto the trail of violent extremism (H Mirahmadi, 2016). Jerk factors are the positive characteristics and welfares of an extremist organization that pulls susceptible individuals to joint (Hassan, 2012). It is important to note that these issues can self-sufficiently have a result on an individual, or several issues can overlap and have an increasing impact. Sociological motivators

2.2.1.1 Sociological Factors

That sociological factors, such by way of group dynamics and kinship draws, and in specific, familial, tribal, and peer collections, have donated to radicalization well documented in preceding investigation (Davis et al., 2009; Saltman & Smith, 2015). A 2006 education of European radicals, for instance, renowned that for more than 35 out of a hundred of the example populace, social networks that had was previous to militant connection collections played a dangerous part in the radicalization procedure (Bakker, 2006). Such nets can exert peer weight and other means

to affect individuals to provision extremist doings. Persons who are socially separated are also at severe risk of being employed by violent extremists since these collections often proposal a social network or a place where isolated individuals can nurture an intelligence of fitting (Kruglanski, Chen, Dechesne, Fishman, & Orehek, 2009; Sageman, 2011; Saltman & Smith, 2015). Additional, an absence of defensive resources can be principal to greater vulnerability, particularly for youth. Defensive resources are social and psychosocial issues that can stop, postponement, or reduce adverse outcomes, such as radicalization (Weine, Stevan, & Ahmed, 2012).

2.2.1.2 Psychological factors

Psychological factors strength to guarantees one's vulnerability and tendency to violent extremism. One body of investigation designates that approximately people develop violent extremists as a share of a mission for meaning, or a wish to deliver one's life with drive and sense (Kruglanski et al., 2009). Though developing a wisdom of personal meaning and significance is a mutual need for altogether humans, for approximately, the inability to originate personal significance might upsurge their propensity to make a junction with groups that offer acceptance and a wisdom of belonging.

Furthermore, circumstances that corrode one's sagacity of self-worth,

such as personal trauma, disgrace, humiliation, and discernment, have also been asserted to play a massive part in cultivating support aimed at violent extremism (Lyons-Padilla, Sarah, Gelfand, Mirahmadi, & Farooq, n.d.). Penetrating for an intelligence of purpose is often associated with the essential for adventure, glory, and additional thrill-seeking developments (Botha, Anneli, & Abdile., 2014). Extremist clusters exploit on this an effort to recruit individuals to join them by utilizing action-oriented videos that eye scenes of militant's exercise, fighting, and celebrating fight victories, or by personal distribution testimonies of fighters who joined their reason to seepage their ordinary lives? Such narratives strength has a specific appeal to young men and women throughout their determinative years (Botha et al., 2014). Mental illnesses in specific post-traumatic pressure disorder (PTSD), are postulated as additional major push issue to violent extremism. Individuals bare to prolonged eras of violence frequently exhibit psychological symptoms similar to PTSD (Homeland Security Insitute, 2009), which in go might lead to a better propensity and vulnerability to involve in retaliation or great turns (Davis et al., 2009).

Studies have too postulated that depression might make approximately vulnerable to radicalization (Bhui, Everitt, & Edgar, 2014). Though there is no indication to propose that terrorists have higher levels of

plain mental illness than in the overall population, symptoms of unhappiness and anxiety appear to be additional prevalent in those who sympathize through violence or terrorism (Bhui et al., 2014).

Moreover, chiefly relevant for only offenders, expected that 61 percent of lone-wolf terrorists (those whose performance alone and have no past of belonging to a convinced extremist collection) had previous interaction with mental health facilities (Bhui et al., 2014). These edicts founded on understandings of religious manuscripts that rely on literalistic clarifications, and deviate from or avoid more than 1,400 years of scholarly exegesis. Preceding studies ((Carpenter, Scott J., Matthew Levitt, Steven Simon, 2010; Extremism, 2009) than community opinion data (Ghitis, 2014) designate that the massive majority of Muslims around the world cast-off these concepts.

Though extremist ideologies reverberate among some individuals, chiefly those who have a limited understanding of their religion, such as new adapts. In 2004 study, only 18 percent of violent extremists were strong-minded to have received religious primary or secondary education (Sageman, 2004). Some consent extremist groups once militant's different interpretations of religious manuscripts revealed. In 2010, research of twenty-five past violent extremists, former militants cited al-Qaeda's

imprecise interpretation of Islam as the primary factor in them the choice to leave (Jacobson, 2010).

In adding to espousing different ideologies, violent extremists posit many extremist ideologies, such as the West has started a war against Islam and Muslims (Silber, 2009). Al-Qaeda, ISIS, and additional terrorist groups struggle that Muslims must unite to defeat this danger and regenerate an Islamic state, or Caliphate. Violent extremists frequently propagate a split worldview in which Muslims are at odds with non-Muslims and in a continuous state of conflict. Though ascribing to such a worldview would not unavoidably lead one to involve in violence, the previous investigation suggests that it can create a propensity to affiliate or support terrorism in numerous ways (Borum, 2014).

2.2.1.3 Political grievances

Political grievances in contradiction of a state are often the chief factor in why persons become radicalized. These grievances might be due to disliked foreign policies or economic, social, or cultural practices authorized by the state; feeble infrastructure; the limited rule of law; incompetent judicial constructions; poor resource distribution; incomplete political rights and civil liberties; and suppression of oppositional groups. States' disappointment to address these grievances can finally delegitimize a regime,

which upsurges the likelihood that an oppositional group will use violence to resolve those grievances (Sprinzak, 1990). Furthermore, oppositional political parties remain most likely to use terrorism once they have large-scale drives of regime change and the founding of a different social order (Noricks, 2009) and are mainly relevant for institutes such as ISIS or al-Qaeda, which intend to subvert recognized regimes to build a novel assumed Islamic state. Foreign interference such as drone strikes and the attendance of foreign military troops or bases are combined political grievances. For instance, the deployment of 10,000 U.S. militaries in Saudi Arabia throughout the Gulf War of 1991 was deeply criticized by Osama bin Laden. Next, the twin bombings of the American Embassies in Nairobi and Dar es Salaam, a group which engaged to Osama bin Laden issued an announcement cautionary that other attacks would occur unless U.S. and Western forces removed from Muslim countries (Kifner, 1998). Real recruiters draw on these global melodies and then make them pertinent at the individual level by attracting to personal rationalities of injustice, relative lack, or collective humiliation. Preceding studies designate that the perception of the job abroad also correlates by incidents of terrorism. For instance, in a study of suicide campaigns from 1980 to 2001, suicide bombers were determined to be particularly probable to target democracies

that are apparent to be foreign occupiers (Pape, 2003). National repression is considered chiefly powerful in mobilizing opposition collections. The state's use of extreme violence in contradiction of oppositional statistics not only delegitimizes the government but also legitimizes the usage of violence by activists.

Also, state repression can make and reinforce the idea of martyrdom (Della Porta, 1995), a prevalent theme amongst extremists. Incomplete political rights and civil liberties counting a lack of political picture, perceptions of political taste, and feelings of disenfranchisement ease a sense of alienation and hopelessness, which may affect vulnerable individual's contribution in radical milieus (Helmus, 2009). The absence of civil rights and civil liberties, compounded by distrust of the government, a chiefly commanding narrative amongst vulnerable individuals. Government dishonesty also remains a foremost foundation for political grievances and donates significantly to the perceived illegitimacy of a government. Allegations of dishonesty can stalk from usurping power, embezzling state funds, or from serving the wants of foreign governments.

2.2.1.4 Economic factors

The association between economic factors such as poverty, unemployment, and relative deprivation and the tendency to support violent

extremism is debatably one of the most disputed issues in the arena of terrorism studies. Approximately studies describe trust on national survey data propose that unemployment or low levels of revenue do not unavoidably lead one to become a terrorist (Krueger & Malečková, 2003). Other studies designate that lack of gainful service, and other poverty indicators have recognized in some regions as a substantial factor in staffing and radicalization (Mesoy, 2013). For instance, in Somalia, Mali, Syria, Pakistan, and Afghanistan, violent extremists board their recruitment labors in poor communities.

By if social welfare assistance, employment, cash handouts, and scholarships to penurious individuals to gain provision (Hedeih Mirahmadi, Ziad, & Farooq, 2014; Mirahmadi, Hedieh, & Farooq, 2010). Similarly, Turkish foreign battalions in Iraq and Syria cite monetary incentives such as stipends of \$150 per day for violent groups such as ISIS (Yeginsu, 2014). In one study of al-Shabaab fighters, additional than half of their correspondents designated that economic considerations played an apparent role in their decision to the joint (Botha et al., 2014). Half-reported existence is unemployed at the time that they combined the group, while the other half reported being mostly in low-wage jobs. It is notable that respondents who cited financial details for joining al-Shabaab were apt to opinion the

organization as a dependable employer. It is also value noting that disincentives play a critical role in individual's choices to provide material provision to VEOs. In adding, feelings of relative deprivation, the discrepancy amid what individuals believe they are entitled to and what they get or experience as their circumstances license it, are a prominent push factor of violent extremism since they can fuel frustration and violence (Taşpınar, 2009). Feelings of relative deprivation can stem from perceived economic disparities, discrepancies of national supply allocation, or even political disenfranchisement.

Mirahmadi stated Brave programs model, which concluded some solutions to Counter Violent Extremism. According to the idea Increase community engagement efforts To decrease the long-term belongings of informally alienated or isolated groups.

Federal, state, and local governments and law implementation essential to invest and contribute to creating and behind cross-cultural public engagement efforts in agreement with research-based principles like persons used in social addition theory and Provide extra resources Communities essential resources, not fair funding only. They need a capacity building for diversion from violent extremism in near partnership with law enforcement, courts, district attorneys, or nongovernmental

agencies since the topics pose a higher risk to civilization if not correctly monitored. It also states to finish stigma of the personal faith community, bring multiple groups together for a common goal (building trust, real social integration and sense of belonging) which can build ownership in people to create resilience against violent extremism (H Mirahmadi, 2016).

In the context of the Brave model, sports are an excellent option for community engagement, long-term belonging, cross-cultural engagement, capacity building, generating a common goal, trust building, social integration, sense of belonging and ownership.

2.2.2 Violent Extremism in Pakistan

Prevention of violent extremism and peace promotion is a top priority in Pakistan. The roots of VE leads to 9/11 incident after that Pakistan suffered a lot like a victim of VE (Finance Division; Govt. of Pakistan, 2015; Ministry of Finance, 2014). Pakistan lost 80,000 human lives and \$102 billion regarding economic loss with a severe damage on roots of cultural and religious values (Finance Division; Govt. of Pakistan, 2015; Ministry of Finance, 2014). Among different forms of terrorism, Pakistan mainly hit by VE (Basit, 2015).

In a traditional religious society of Pakistan, manipulation through religious tools is straightforward to do, and people did, but it does not

indicate acceptance of violence in society (Hedieh, Waleed, Mehreen, & D.lamb, 2015). The evidence of VE attacked Noble Laureate Malala Yousafzai, the assassination of former Governor Punjab Salman Taseer and religious scholar Mufti Sarfraz Naeemi (Economist, 2012).

2.3 SDP Programs and VE

Enhancement of community resilience is on the priority list of all countries and in the policy of counter-terrorism and national security (Government of Canada, 2013).

Different countries like the Australian pursue on the way to boost pliability to terrorism not solitary by security implementation reports, nevertheless, likewise the acceptance of wider approaches that pursue to improve social cohesion and inclusion and studies elaborate more about Australian Strategy to Counter Violent Extremism (Johns, Grossman, & Mcdonald, 2014).

In highlighting Australia's antiquity of esteem, multiculturalism, and social inclusion for cultural variety the state confidences to blow hooked on the expressive landscapes of societies as a significant constituent of counterterrorism research, policy, and repetition (Spalek, 2012). Thus, community resilience is the best strategy to counter violent extremism defined by key decision makers and researchers, which support to

democratic values of the state by empowering individuals and community in resilience to separate them from ideology and activities of extremism by filling emotional needs. (Nasser-Eddine, M Garnham, Agostino, & Caluya, 2011).

CVE practitioners and other stakeholders like government agencies embraced engagement of young people in programs such as sports with a motive to contribute community resilience enhancement.

Also, enhance the civic contribution of socially marginalized youth, and deteriorate the probability of adolescents flatteringly engaged in violent extremism (Communities, n.d.) through locally based programs.

The literature interlinks specific sports programs with the development of prosocial strategies and behaviors which contract with, grievances, fears and feelings that can otherwise intensify hooked on anti-social and fierce behaviors (Cale & Harris, 2005; Coalter, 2008, 2013; Hall, 2011; Moreau et al., 2014; Morris, Sallybanks, & Willis, 2004).

Specifically, sports develop defensive factors that build different skills such as conflict resolution, trust, communication skills, self-confidence, reciprocity, self-discipline and self-recognition (Hall, 2011; Moreau et al., 2014; Morris et al., 2004) and ease the growth of community networks and involvement (Bailey, 2005; Coalter, 2013; Tonts, 2005), then

engagement between different cultures (Nathan, Kemp, MacKenzie, Evers, & Shwe, 2013; Spaaij, 2014). Altogether, of these observed by way of dominant to emerging spirits of association and fitting to the native communal. Sports has remained a way to express someone's personality for young men regarding other than cognitive, reflexive and verbal approaches which are a reason for rising attention in the sport by way of a source of interest (Hall, 2011; Moreau et al., 2014; Nathan et al., 2013).

By this means, (Spaaij, 2014) deliberates in what way physical activities related to sport exposed instants in which procedures of unity or *communities* can take income grip which misbehave or dissolve communal standards and limits further (Hall, 2011; Moreau et al., 2014) enhance the amount to that sport perform by way of a procedure of achieved adventuresome in which physical involvements and languages which include few degree of bodily danger can inspire relational confidence, trust, friendship and care between teammates, stand-in by way of a pushing power for social cohesion.

To evaluate the effectiveness of a SDP program for building resilience individually and at community level also analyze the chief findings of the project to explore the impact of an idea more than a game.

This one-year long SDP program engaged Muslim youth through a

local Islamic society living in Melbourne western suburbs (Johns et al., 2014). The platform applied team grounded game to bring a variety of actions intended to grow individual well-being and social services, and enable a better sagacity of inclusion and public's feeling belonging for young Muslims (Johns et al., 2014). Precisely, these were concerned with near emerging youth leaders in the society; ornamental greater understanding of the Islam practitioners communal through the extensive Australian public; and development better intercultural interaction and considerate between participants and additional cultural groups (Johns et al., 2014).

Though author includes some of the overall findings from the assessment of the More than a Game program, He discussed the particular interest of intense experiences of combined trust, respect, social inclusion, resilience, and belongings all these factors are relevant to counter violence and extremism (Johns et al., 2014).

The author stated Australian government's paper on counter-terrorism clearly describe strong communities to provide them values of social, religious and cultural diversity which are significant to enhance categories of civic participation which associated with the community the

aim is to increase resilience about narratives and ideas which are directly promoting violence (Johns et al., 2014).

The idea identify community as the main beneficiary, groups, and associates are frequently finest locations to recognize, and provision persons who are at danger of marginalization, or can be attracted to the usage of ferocity to attain some motives may be social, political or sociopolitical goals, it emphasizes that government activities are effective once they provision groups to yoke them in their people to yoke their current volume to discourage persons from trails hooked on VE, somewhat than imminent culturally and faithfully varied societies from a shortfall belvedere (Johns et al., 2014).

The works on public resilience highlight dual chief melodies; the primary is the significance of neighborhood systems and communal relations. Community harmony is improved when persons texture themselves too entrenched in networks and relations apparent to remain affectionate, helpful then obtainable in eras of essential (Johns et al., 2014).

Relaxed networks with friends, family, and neighbors deliver a diversity of kinds of social provision that mobilize in eras of pressure and doubt (Johns et al., 2014). However, relaxed social connections are supreme effective when escorted by new official systems that persons have by

collections and groups (Johns et al., 2014). These official or institutional systems generate structured dealings that include professional, economic, social and health-related contribution (Sherrieb, 2010).

Trust and reciprocity are the other topics discussed in the literature, which is essential in these networks and dealings (Johns et al., 2014). Trust and reciprocity are dominant to structure and to sustain public resilience and competence (Johns et al., 2014).

On the conflicting, they can be relatively varied, as extended as there is a communal expressive joining, based on the distribution of absolutely valued involvements and sections (Sonn & Fisher, 1998) also shared promises to self-respect.

As authors, (Tolsma & Zavallos, 2014) propose, though, communal pliability can remain unfavorably pretentious if near intra-community draws nurtured at the expenditure of inter-community influences with other collections and with general society and be principal to spirits of separation and marginalization amongst minority clusters and chiefly difficult when abundant recent terrorism research designates that appointment in terrorist activities typically headed by estranged persons retreating from the superior public in exploration of a mystical homebased in the professional of minor cooperatives of likewise annoyed persons (Pickering, Wright-Neville, &

McCulloch, 2007).

2.4 SDP Peace Model

The researcher has developed a SDP model with literature review, which will help to find the impact of SDP programs to prevent VE.

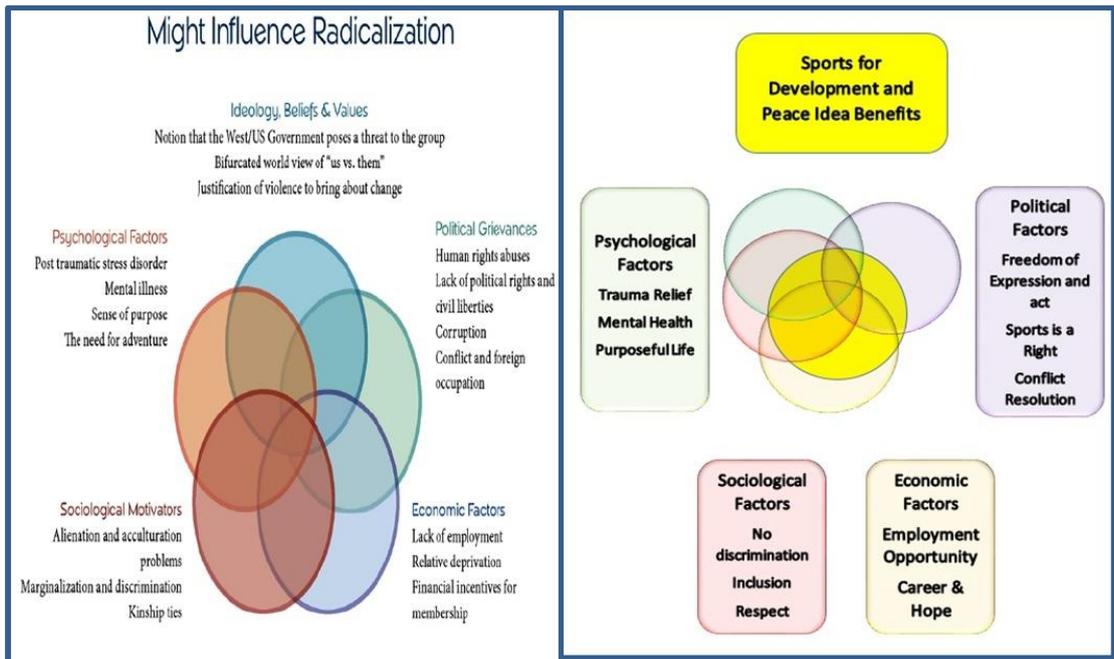


Figure 2. SDP Peace Model

Figure B (Fred Coalter, 2007; Helmus, 2009; Kobayashi, Nicholson, & Hoye, 2011; Lyras, 2009; Meier, 2008; Schulenkorf & Sugden, 2011; SDPIWG, n.d., 2008; Shogan, 2007; United Nations, 2000)

Figure A described briefly in the literature review, which explains different factors causing VE. Figure B describes how SDP is useful to prevent VE. In literature, different authors explained the effectiveness of SDP to counter causes of VE.

The peace model divided into four factors psychological, sociological, economic and political.

Psychological factors

Literature defined SDP programs help to overcome trauma relief (Schulenkorf & Sugden, 2011), it improves mental health (Malik, 2011) and purpose of life (Lyras, 2009). These factors counter psychological reasons of VE, which are trauma, mental illness and a sense of purpose (see Figure A).

Sociological Factors

Literature defined SDP programs promote inclusion (Gilbert & Bennett, 2012), mutual respect (Hall, 2011) among participants and it eliminates discrimination by promoting acceptance (Johns et al., 2014). According to peace model, these factors help to counter social problems discrete isolation, marginalization, and discrimination, which cause VE in society (see Figure A).

Economic Factors

Literature defined SDP programs promote hope in participants by promoting career and employment opportunities (Kobayashi et al., 2011). According to peace model, these factors help to solve economic problems

like a lack of employment and deprivation, which cause VE in youngsters (see Figure A).

Political Factors

Literature defined SDP programs promote freedom of expression (Meier, 2008), conflict resolution (J. Sugden, 2006) and rights (Johns, Grossman, & McDonald, 2014; Lemke, 2010) in participants. According to peace model, these factors help to solve political problems like no freedom to express, conflicts and rights violations, which cause VE in youngsters (see Figure A).

The researcher will use this model to test VE prevention program in Pakistan among youth through sports.

Chapter 3. Methodology

The idea of this study is to measure the impact of youth based SDP programs in Pakistan to prevent VE, to find out the SDP factors which contribute to the prevention of VE and find out different perceptions of factors between implementers and beneficiaries of VE prevention SDP programs. Research question raised in this research are Do SDP programs help to prevent VE among Pakistani youth and what impact do SDP programs have on preventing violent extremism? What are the factors of SDP that contribute to the prevention of VE among the youth? What are the different perceptions of factors between implementers and beneficiaries of VE prevention SDP programs? To answer these questions, this research adopted qualitative study and document analysis method. To calculate prevention of VE through SDP programs among youth in Pakistan research analyzed SDP programs data in general and in Pakistan with youth beneficiaries and program implementers. The data also compared with similar programs in other countries to find solutions to SDP program challenges in Pakistan. To calculate the impact of SDP programs in Pakistan with the context of youth research used the qualitative method. The research reviewed SDP programs in Pakistan and target program is Parvaaz e Aman

SDP project and Youth Adolescent Program to counter VE in youth. These programs used SDP idea to promote peace in Pakistan and to prevent VE. In interviews, the researcher developed two questionnaires to interview random sample from facilitators and beneficiaries of the programs. The researcher developed questionnaires based on research questions. The first researcher tested research question by a pilot in-depth interview with three interview participants, and the duration of each interview was one hour. After that researcher modified questionnaire based on pilot interview experience. The researcher interviewed three SDP program facilitators and three SDP program beneficiaries from both SDP programs. The researcher used emails and telephone to take time from interview participants. Later, Skype video calling used to do interviews with facilitators and beneficiaries. With analysis of interviews, researcher calculated results. The researcher did two to three interviews with all participants. The researcher went for more interviews with each participant when needed.

Literature review already highlighted SDP programs and their role to reduce or prevent VE. The literature review also supports peacebuilding through SDP programs. In a literature review, different SDP factors highlighted in the form of a model and these factors help to prevent VE. Different researchers in literature review supported these factors for

peacebuilding. All factors divided into four categories psychological factors, sociological factors, political grievances and economic factors. The interview questionnaire also linked to these four sections of SDP factors. The interviews with facilitators and beneficiaries answered first two research questions Do SDP programs help to prevent VE among Pakistani youth and what impact do SDP programs have on preventing violent extremism? What are the factors of SDP that contribute to the prevention of VE among the youth?

For the answer to the third question, “What are the different perceptions of factors between implementers and beneficiaries of VE prevention SDP programs?” researcher compared interview output of beneficiaries and implementers.

The research followed following steps

3.1 Assortment of Research Method

The researcher used qualitative interview research method and document analysis to measure the role of SDP programs to prevent VE among youth in Pakistan. The researcher used In-depth qualitative interviews after pilot interviews. The researcher found this method most useful to answer his research questions.

The researcher divided research timeline into different phases. The

first phase was the development of research proposal, which consisted of the research topic, research questions, literature review, and methodology. After finishing proposal of research, the researcher submitted it for approval.

After approval of thesis research proposal, the researcher developed research questionnaire and selected research participants. Pilot interviews held with participants and researcher modified questionnaire. After that researcher collected data from participants through in-depth qualitative interviews. In Next step, researcher validated and analyzed data to find results.

3.2 Selection of Participants

The researcher target two SDP programs that aimed to prevent VE in young people at high-risk areas of Pakistan. The first program was Parvaaz e Aman and second was Youth adolescent program. From both programs, randomly facilitators and youth participants opted for interviews. Facilitators are people of these SDP programs who implemented all SDP activities and led the program. Participants are the youth who participated in SDP team-based activities. Research interviews will be about their participation in SDP activities and how it affected their behaviors to prevent VE. Due to time limitation, total six people interviewed. Three of them chosen from facilitators and three from youth participants. Two participants

were from Parwaaz e Aman program, and one participant was from Youth Adolescent program while two participants were from Parwaaz e Aman program, and one participant was from Youth adolescent program. The age limit for PeA program youth participants was 16-29, and for Youth Adolescent Program it was 15-29.

3.3 Data Collection

The researcher used In-depth, an open-ended way for qualitative interviews to answer research questions. Open-ended discussions permitted the interviewees to express their viewpoint (Giorgi, 1997) widely. In addition to that, in-depth interview is one of the qualitative research approaches which include directing concentrated discrete interviews with a slight quantity of interview participants to discover their point of views on a specific matter and condition (Boyce & Neale, 2006).

Researcher designated this method because it helps to get feature information about someone with the lesser sample.

The investigator should review transcribe data and before writing the report as suitable. Altogether the interviews will be recorded, transliterated and kept in a computer to guarantee that the information endangered (Suzuki, Ahluwalia, Arora, & Mattis, 2007).

In the in-depth interview meeting, there will be numerous questions alienated into five sections four of them related to the SDP peace model (see article 2.4), and one will be general information about interview participants.

Research questionnaire developed in accordance to answer three research questions and later translated into local language. The researcher did open-ended pilot interviews with three interviewees and after that those questionnaires reviewed to make them more refined.

The researcher used phone and emails to fix a time with interview participants. Because of limitations researcher did online skype video calling interviews. Each interview held for one hour and interview participants were contacted again by the researcher when needed.

Project and media reports also collected from both organizations upon request by the researcher for later analyses.

3.4 Data Analysis

After data collection interview recordings transcribed in the same local language Urdu. After that, transcription in the Urdu language translated into the English language for data analysis. The researcher arranged and prepared all data to read through. The researcher used the detail-coding process for analyses. By data, coding process-collected data organized in groups and central and sub-themes identified. At the end

researcher, interpret the data to finding meaning in the context of research (Creswell, Shope, Plano Clark, & Green, 2006).

3.5 Data Validation

The researcher used triangulation, peer debriefing and member check methods for data validation. Validity and credibility explained regarding authenticity and trustworthiness (Lincoln & Guba, 1985). Therefore, this research used member checks, peer debriefing and triangulation method to validate analysis and findings.

3.5.1 Triangulation

Triangulation is a way that practice two or more diverse ways to assist the validation of the results (Rothbauer, 2008). Through triangulation, the researcher will custom numerous sources, approaches, theories, and investigators to comprehend and discover the correct way of the research and to validate the current findings.

3.5.2 Peer Debriefing

For a research agreement colleagues joined in peer debriefing in collecting data from contribution observation, context analysis, and in-depth interviews. Peer debriefing is a method executed to augment the validity and credibility of qualitative research by assisting the researcher to be truthful and deliver opportunities to elucidate misunderstandings (Nguyen, 2008). Through this technique, the researcher in improbable to mislay one's bias to

the perspective of the participants as well as examining the external factors which could affect the procedure of the research.

3.5.3 Member Check

Member checking will offer the trustworthiness of the collected data. At this stage, the clarifications and assumptions can be precisely pointed out by going spinal to the investigation participants to review and check the collected data for correctness.

Chapter 4. Results

This research is analyzing the role of SDP programs in Pakistan to prevent VE among youth. The focus is on three central research questions Do SDP programs help to prevent VE among Pakistani youth and what impacts do SDP programs have on preventing violent extremism? What are the factors of SDP that contributes to the prevention of VE among the youth? What are the different perceptions of factors between implementers and beneficiaries of VE prevention SDP programs? The purpose of this research is to treasure answers to these questions. To find answers in-depth qualitative interviews done with young participants and facilitators (implementers) of Parvaaz e Aman (PeA) Program and Youth Adolescent program held in Multan district of South Punjab Province Pakistan. The purpose of these programs was to counter VE in target areas of Multan city. Three hundred sixty youngsters between ages 16-29 years participated in PeA program and two hundred thirty-two youngsters between ages 15-29 years participated in youth adolescent program.

4.1 Target Program

The research is analyzing the role of SDP programs to prevent VE among the youth of Pakistan. The targetted first program is Parvaz e Aman Program (PeA) (Flight of Peace). This program organized by Farmers

Development Organization. An organization which works for the development of community mainly in Southern Punjab (South Side of Punjab Province Pakistan). According to PeA project completion report, this project was organized in Multan city of Southern Punjab because Multan is highly sensitive area and level of intolerance and internal conflicts are high. This project built the capacity of young people on conflict resolution and peacebuilding to prevent VE. The geographical area of the project consisted of eight union councils which are Marri Noon, Kotli Nijabat, Raja Raam, Rukan Hatti, Gavin, Obarrah Shumali, Qaisar pure and That Galwan. PeA developed community groups at village (total nineteen villages) level through which they have organized SDP activities.

In the project before SDP activities, the capacity of participants built through a three days workshop on Countering VE and National Action Plan which introduced in the literature review. Also, they organized seminars, peace walks, and arts activities to support the same cause of peacebuilding. It was a different kind of project where multiple tools used in sports. The targetted sports were cricket, football, Kabadi, and volleyball. 1000 youngsters participated in the project through SDP activities. Before and after SDP activities peace promotion messages were also shared with young people. The purpose of SDP activities was to involve youth in positive

activities to counter VE and promote peace values. The report also states use of sports helped them to engage uneducated and neglected communities because with debate or art competitions it was difficult to engage those youngsters.

The second program was ‘youth adolescent development’ which implemented by equality for all development organization. The programs aimed to build the confidence of young people through sports for promoting peace. This program used team-based sports activities to promote social cohesion and confidence building of youth through cricket. This project also based in Multan city of southern Punjab province in Pakistan which has high radicalization rate according to youth adolescent program report.

The youngsters were at high risk because of separation and isolation from the society. This project implemented in different villages as compared to PeA project.

4.2 In-depth Analysis

In an in-depth analysis, these four themes developed from qualitative interviews in relevance to research questions and research purpose. These themes are ‘SDP Programs prevent VE,’ ‘Impact of SDP programs to prevent VE,’ ‘SDP factors that contribute to the prevention of VE among youth’ and ‘Different perceptions of factors between implementors and

beneficiaries.’ The further researcher will discuss the relation of these themes, sub-themes and research questions.

4.3 SDP Programs prevent VE

First research question has two parts first ask ‘Do SDP programs help to prevent VE among Pakistani youth?’ In theme ‘SDP programs prevent VE’ researcher will answer the first half of research question. The researcher also defined different sub-themes or factors such as positivity and purposefulness, which support countering VE process.

4.3.1 Positivity and Purposefulness

The facilitator of PeA program said SDP activities moved participants away from harmful activities like VE and gave them a positive direction. He further said

Sports moves people towards positivity (...) we engaged youth in sports activities so that they can convert their frustration into a positive energy (.) towards the positive side (...) Instead of they get involved in harmful activities (F1).

Facilitator of PeA program endorsed the idea that SDP activities help to prevent VE.

The young participant of PeA program said

I feel positive values about myself after this program (...) we united (...) discussed our issues, and created a positive environment (...) (P1).

Positivity and purposefulness are factors derived from findings through qualitative interviews they express that participant learned positive values

and purpose of life through SDP program which help to prevent VE among young people in Pakistan.

4.3.2 Discipline, Control, confidence, learning, and responsibility

Further facilitator stated the importance of playing under the rule that teaches discipline, and this discipline keeps youth away from conflict or extreme behavior (F1).

During team-based activities, Youth learned how to control themselves which helped them in different ways (...) through control they also build confidence (F3).

People 'learn' a lot when they play the same thing happened with our young participants (...) (F2).

After finishing the project, young people applied these learnings to normal life, and they were more responsible. These youth also reported suspicious activities in their communities later (...) [responsibility] (F3).

The facilitator said participants learned discipline, confidence, responsibility, and these factors make young people a responsible citizen, which keeps them away from adverse or extreme activities and contribute to peace. Also, a facilitator from adolescent youth program shared an example where after learning responsibility through SDP activities they took the initiative to counter VE in their community.

The participant, of PeA program, said his confidence boosted; he learned skills and realize his capabilities. Also, he learned by interacting with other people in the group.

We got confidence (...) realized our skills and capabilities (...) (P1).

(...) By interacting with other people, we learned (...) (P1).

Many people were not used to interacting with each other in our community (...) they joined program and activities (...) later I saw people helping each other during activities (...) (P1).

The behavior of young participants shows they learned positive values and these values helped them to stay away from harmful activities and thoughts, which help to prevent VE.

4.3.3 Peace, conflict resolution, and VE prevention

Facilitator one of PeA group said that participants learned conflict resolution, and later they applied it to solve conflicts incidents in their community, which is a gesture to prevent VE. They also learned peace values, which counter extreme values.

We taught them how to solve conflicts, and they solved Conflicts within groups later (...) we also taught them peace values which keep youth away from VE activities (F1).

The facilitator of Youth adolescent program also talked about unity, which keeps people on the side of majority away from isolation and isolated groups.

(...) It helped them to forget conflicts (...) they gathered for a cause and that was a united, peaceful society (...) (F3).

The young participant one of PeA program said

(...) During activities, we learned how to resolve conflicts (...) (P1).

All interview participants highlighted togetherness, learning of peace values and conflict resolution. Conflict resolution skills help to promote peace and avoid conflicts in communities, which leads to preventing VE situation.

Interview participants said that during SDP program young people

learned different positive values through SDP factors such as conflict resolution, which helped them to prevent VE during SDP program. The learning and learned values also helped young participants to apply them in their routine life later mentioned by one of the facilitators from PeA program. Also according to PeA project report and media stories, this project helped to solve family conflicts, land conflicts and include isolated people back in the society.

4.4 Impact of SDP Programs to prevent VE

The previous section talked about prevention of VE through SDP activities. The findings came out of in-depth qualitative interviews stated that SDP activities help to prevent VE among young people. Now, this section will discuss the impact of SDP programs to prevent VE in Pakistan among youth. Researcher-developed sub-themes from qualitative interview outcomes, which explain the impact of SDP programs to prevent VE and this section, will answer the second half of first research question, which is what impacts do SDP programs have on preventing violent extremism? (Among Pakistani youth).

4.4.1 Health

All three facilitators said that these programs improved the health of participants (F1, F2, F3) which explain the impact of SDP program to

improve health (physical & mental) of young participants in SDP program.

They became healthy and are staying away from harmful activities (F1).

(...) During SDP activities, involving them in soccer improved their physical health (...) (F2).

It was a healthy activity, which brought change [social] in our community (F3). Also stressed level reduced as there was not such healthy activity in their life (...) they were only following a daily routine (.) they were used to spend time only with internet and were not involved in any sports activities. It promoted exercise in participants. They adopted sports after the program as a routine (F3).

The participant of PeA program said

I was not involved in physical activities before this program (...) health awareness was not good in our society (...) after this youth is more physically active (...) (P1).

The interview participants said this program provided them the opportunity to engage with each other through team sport, which create a positive environment and improve mental and physical health. Good health (mental & physical) keeps you away from harmful activities and engage you in constructive work. Findings say program participants adopted these physical activities in their lives and it helped to the filled emptiness of isolation and directionless life.

4.4.2 Tolerance

PeA program facilitator said the program had improved tolerance

level of participants (F1).

(...) It enhanced Tolerance in participants (...) Participants showed good level of tolerance during activities (F1). They learned how to control their nerves and passion during activities (F1).

Control on passion and nerves keep youth on the safe side, and youth learn how to control intolerant behavior. The researcher also included tolerance in sociological factors because it affects one to one relationship of people in society (see table 3).

The participant one of PeA program said

SDP enhance tolerance (...) these activities helps us to reduce extremism (...) (P1)

Lack of tolerance cause conflicts and promote to extremism, but this program reduced intolerance and participants learned how to control themselves and minds. 'Self-control' is a way to keep yourself away from conflicts, and it teaches you the flexibility to handle sensitive situations.

4.4.3 Fun and Reduce Stress

The program consisted of fun activities which reduced the stress level of participants which is also characteristic of sport in general. Facilitators mentioned the participants of SDP programs had fun during activities (F1, F2, F3). They also said that stress level of participants reduced during activities (F2, F3).

They were not disappointed after losing the game because they had fun (F1).

A fun element in team-based sport also teaches hope and motivation, which helped these participants to stay away from disappointment.

(...) The participants of games experienced Excitement and Fun during games (...) Also, these Fun-based activities reduce the stress of participants (...) (F2).

(...) They enjoyed sports activities (...), and these team-based activities reduced their stressed level (...) (F3).

Enjoyment is main element of sport, and in this program, it also helped participants to learn and prevent VE, which is a severe threat to society.

4.4.4 Inclusion, bridging, embrace, empathy, community development, and cohesion

Facilitator of PeA program said acceptance level increased in the society facilitator two of PeA program also said in table 3 that young people accepted each other during games.

(...) Acceptance increased in Society, people accepted each other and eliminated unacceptance (...) [target community] (F1)

Facilitator of PeA and Facilitator three of youth adolescent program said people were included in activities and became part of local village groups (see table 3). These activities

(...) Removed Gaps between people by race; it removed differences between youth and class differences, which are common in villages [Youth Participants] (...) (F1)

Facilitator one of PeA program said the program reduced gaps and differences among participants, which helped to promote harmony.

Facilitator three of youth adolescent program said SDP created bonding between participants and they were thinking of each other. The

facilitator also said that overall he observed community development through sports activities, which are a hurdle to VE and radicalization (see table 3).

The participant one of PeA program said

(...) I accepted people from those different areas (...) I learned humanity (...), and as a human, we all are same (P1).

In a village, these people live in different classes and categories. There was no interaction between people but this program provided them the opportunity, and they experienced mutual values, which helped them to think about equality.

These activities improved my skills (...) when you interact with different new people (...) from different culture, different values (...) you learn harmony (...) you understand each other (...) you feel positive values about yourself after this program (...) now I understand diversity of culture and religion more clearly (P1).

The youth started understanding diversity based on different religion, culture, and traditions. After understanding these factors, you accept different people and develop a social bridge.

Physical activities are very important for young people (...) it also made me socially active (...) we shared positive values with each other (...) (P1).

SDP activities helped them to become part of society, and it eliminated the feelings of isolation.

These activities provided us space to interact with each other before that we were not socially very active (...) community interaction was low (...) these activities enhanced acceptance for other people (...) we also solved other issues with these activities (...) we united (...) discussed our issues and it created a positive environment (...) (P1).

Isolation usually based on differences and gaps, but through team-based SDP activities, young participants experienced inclusivity and empathy, which reduce gaps in the society.

4.4.5 Social and Moral Values/Skills

Facilitator two of PeA program said

Through powerful nature of the sport, we taught them social and moral values. (...) They also learned Social skills (...) Life skills and other positive values (...) (F2).

The participant, one of PeA program, said these activities improved his skills and he became more socially active (P1, see table 7). It is difficult for uneducated young people to differentiate between ethical and unethical these activities taught them moral and social values which help to avoid involvement in harmful activities.

4.4.6 Unity, trust, and team building

Trust promote unity in a group which change group into a team. The Same idea observed during the implementation of these two programs.

Facilitator two of PeA program said during team-based SDP activities the participants learned togetherness and they broke discrimination factor existed in the society (...) these games also brought people together (F2) (see table 3). Facilitator 3 of youth adolescent program said this program helped participants to gather at one place, build trust for each other and they became a team (F3, see table 3).

The participant, one of PeA program, said he learned unity, trust, and teambuilding in SDP activities.

We realized purpose of our life (...) how we could do things together (...) you cannot live alone (...) alone you feel a different kind of problems (...) but when you become part of community groups do sports activities (...) you get confidence (.) realized your skills and capabilities (...) (P1).

Participants felt importance as a member of the team which is a constructive feeling together they build trust with each other; it helps to work together and eliminate the risk of radicalization by extremist groups.

4.4.7 Respect, no discrimination, and Equality

Facilitator two of PeA program said this program helped youth to break discrimination (F2, see table 3). The participant, one of PeA program, said he experienced respect and equality during activities (see table 7).

During activities, the participants realized they are equal and same as a human it helped them to give importance to each other. The factor of importance for each other gave birth to mutual respect. The same respect people want for themselves, and they need to give it back.

4.4.8 Loyalty and friendship

Facilitator two of PeA program said participants learned and experienced loyalty and friendship during SDP activities (See table 3). Trust factor in a team for other teammates helped them to generate loyalty as a team for each other and trust helped them to make friends, which reduce the risk of isolation and radicalization.

4.4.9 Hope, career, motivation, and Purposefulness

Facilitator of PeA program said participants got a positive direction about their life and life goals through SDP program activities.

Youngsters got a positive way through sports; their direction becomes positive during PeA sports activities. Youth has time, energy but no jobs and direction to spend that energy previously (F1).

Facilitator three of youth adolescent program explained that participant learned hope during activities. He also said participants experienced tolerance and motivation during SDP activities.

We taught them how to work against the win-to-win situation if one team is losing you do not need to be intolerant or disappointed. Its victory of peace at the end. They used these values during activities so if you lost think you can win next time (F3). During on-field activities, they got the motivation to work hard and win next game (...) (F3).

Facilitator one of PeA program and facilitator three of youth adolescent program clarity for a career among participants through SDP activities.

By becoming part of sports activities, they [participants] learned that they could adopt it as a career in future (F1).

We improved their confidence level it will help them for career building (...) (F3)

(...) They were awarded cash prizes, and cash prizes encouraged participants (...) (F1)

In the last statement about cash prizes, facilitator of PeA program said encouragement based prizes monetarily during through sports activities showed them a different direction with motivation and encouragement. Participant of PeA program said he got clarity on purpose of life during SDP activities (P1, see table 8).

Sports activities give youth a new direction, but their teammates and

friends teach them wrong and right things, which is an essential concept in a Muslim society. Even if a single person tries to move them in the wrong direction, it is not easy if they are part of a group.

4.4.10 Peace and Conflict Resolution

According to facilitator of PeA program during SDP activities participants learned Conflict resolution and peace values.

(...) During SDP team-based activities, the participants learned Peace Values (...) (F1)

The participant of PeA program said he learned conflict resolution during the program (see table 9). The education on conflict resolution was one of the critical factors in the program, which helps to prevent VE.

4.4.11 Freedom of Expression

Facilitator of PeA program explained how participant experienced the freedom of expression during SDP activities.

They were free to express (...) it is as if you have rights and freedom to do and speak (...) (F1).

All discussion and sayings of program facilitators show that SDP program has promoted positive peace values which helped to prevent VE among youth in Pakistan as the freedom to do and express also give a sense of importance. It helped them to become part of groups.

During the program, participants learned different positive values and conflict resolution which changed their behavior, and later they applied

these values in their lives. Young participants highlighted VE activities in their community and also according to a facilitator of youth adolescent program during sports activities young people solved conflicts by their selves. These factors indicate that these programs created an impact to promote peace values and help to prevent VE in target communities. The PeA project report and media stories said that a militant guy left the militant group and joined a village peace committees after this project which is the terrific impact of activities.

4.5 SDP factors that contribute to the prevention of VE among youth

This theme-based on a second research question in which researcher is finding SDP factors which contribute to the prevention of VE among youth in Pakistan. Findings from qualitative interviews explain these positive factors which are useful to prevent VE.

The researcher used SDP Model described in the literature review (article 2.4) to describe SDP factors that contribute to the prevention of VE.

Researcher divided findings into four themes in relevance to four themes in peace model described in the literature review (article 2.4). The themes are psychological factors, sociological factors, economic factors and political factors. By these factors, the researcher analyzed the effect of SDP program to prevent VE among Pakistani youth. Findings will also analyze

the relation of qualitative interviews with predicted peace model in article 2.4. Peace model (article 2.4) indicates SDP positive factors which are used to reduce VE in general. According to table 2 under the psychological theme of peace model, SDP program facilitator mentioned different positive gained factors which help to prevent VE.

The positive gained factors mentioned by facilitators in qualitative interviews are positivity, purposefulness, health, tolerance, fun, stress reduction, discipline, control, confidence, learning, and responsibility. These all factors lies under the psychological theme of peace model (article 2.4) which helps to prevent psychological factors causing VE.

The positive gained sociological factors by SDP programs are tolerance, inclusion, bridging, embraced, empathy, cohesion, peace, conflict resolution, VE prevention, social & moral values & skills, unity, respect, equality, loyalty, friendship, no discrimination, community development, trust and team building (table 3). These factors lie under sociological factors of peace model (article 2.4), and these factors help to prevent sociological factors cause VE mentioned in article 2.4.

The positive gained economic factors in SDP programs are hope, purposefulness, career, and motivation (table 4). The positive gained political factors in SDP program are peace, conflict resolution, bridging and

freedom of expression (Table 5). The economic factors lie under economic factors of peace model (article 2.4), and political factors lie under political factors of SDP models (article 2.4). These factors help prevention of economic factors and political factors causing VE (article 2.4).

Gained significant factors which prevent causes of VE are useful for peace promotion and for countering VE. However, according to in-depth qualitative interviews, some of these factors were found more strong and useful this section of research will talk about it.

The facilitators endorse more psychological factors and sociological factors, and political and economic factors endorsed by fewer interview participants. Table 2 and 3 shows more SDP factors or sub-themes identified by interview participants for psychological and sociological factors. Table 4 and 5 shows less SDP factors identified by interview participants for political and economic factors.

4.5.1 Psychological Factors

Three interview participants from facilitators said ‘Improve their health’ SDP programs promote health (mental and physical). They also said ‘Fun-based activities reduced stress’ which also related to the mental health benefit of the sport. Reduction of stress also helps to prevent extremism in the minds of young people. ‘Youth learned how to control themselves’

control of the mind related to mental health and discipline. Control helps youth to follow the rules and discipline which keep youth away from negative activities. 'People learned' SDP program aimed to teach peace values and conflict resolution. Youth learned peace values through SDP activities by engaging with other young people.

'Reported suspicious activities in their communities later' program delivered responsibility to SDP program participants, which witnessed later by implementing organization in the form of practical action. Young participants became more responsible, and they highlighted suspicious VE activities in their communities after the program. It helped prevention of VE in the community through ownership enhancement.

These all-psychological factors prevent VE, which indicated by interview participants and article 2.4 support it. An interviewee from young participants also said after this program youth is more physically healthy which also related to mental health. Participants also said that 'I saw people helping each other during activities' which indicates acceptance and respect for each other based on combine sports values.

4.5.2 Sociological Factors

The sociological factors have importance in community development because it defines how people interact with each other. Three

interview participants from facilitators said participants learned 'inclusivity,' which helped to include, isolated and discriminated people back in the community. These isolated people were at the risk of radicalization by extremist groups. 'Acceptance increased in Society,' 'they become part of groups,' 'Removed Gaps between people,' 'Created a bonding between all people', and 'Removed Differences among youth' these findings shows 'bridging' and 'social cohesion' between people. They 'embraced' each other based on 'empathy' from 'isolation' they became part of village groups. In the groups, the gap between people from different backgrounds reduced by removing difference through acceptance. SDP build a 'bonding' between young participants, and they helped each other as a 'friend.'

Participants learned 'peace values' which helped them to solve group 'conflicts' and promoted 'unity' which keeps them away from the threat of VE. 'Peace values' are positive factors participants learned during the program by SDP activities. The program helped them to learn social and moral values they 'showed respect for each other' during sports activities which are also a basic factor of sport to respect rules and participants. 'Experienced equality' when you exchange mutual respect, you feel equality, and it promotes a sense of 'importance' in individuals.

Another finding 'build trust on each other' shows trust is a way of

team building which helped them that 'they become a team.' By joining, a 'team' you are no more isolated and trust on your teammates 'reduce your stress' through 'friendship.'

Participant's interviewee from young participants said 'I understand the diversity of culture and religion' the program taught values of equality and harmony, which taught them how to understand differences of culture and religion. Understanding of differences and diversity help to solve conflicts without going to extreme conditions at the community level.

Another thing 'as a human we all are same' and 'socially active.' The idea of humanity also promoted during SDP program by social engagement; participants became socially active before they were not active in the society. Social activities help to unite with people for a common cause which was sport and peace promotion for participants they make groups on the bases of respect one of young participant said 'we were respecting each other's opinion' during activities.

4.5.3 Economic Factors

The evidence for economic factors is a bit different from first two factors as sub-themes are less for economic factors. The young participants lived a hopeless and directionless life experienced 'hope' and 'purposefulness' by engaging with the program 'their direction becomes

positive' it indicates transformation from negative (directionless & hopeless) to positive (hopeful and purposeful). 'They think they can win next time' it shows 'hope' and 'motivation' they won or lost games during the program they did not give up hope and keep making an effort which is sportsman spirit. This spirit helped them in ordinary life to move on in life with hope and efforts instead of disappointment.

'Hope' factor is beneficial for young people in Pakistani society because unemployment is a big issue as indicated by program participants. It helps them to struggle in the society and keep them away from radicalization. With hope, they also learned confidence, which helped them to believe in themselves. Participation in SDP program also gave them the new direction that they can adopt it as a career and during activities monetary motivational prizes contributed to the same idea of earning by adopting sports as a career.

Interview participants said this program did not help them directly to get any employment or job opportunity, but they got motivation and confidence to move on in life.

4.5.4 Political Factors

The PeA program also developed a 'bridge' between local politicians and young people in targeted villages. At the local level, the local politicians

joined SDP activities and gap between them and community reduced. The participants learned 'peace values' which helped them to resolve political conflicts at the local level. 'They were free to express's' SDP activities provided young people a place where they were 'equal' with rights and to express. Safe space to express and do things freely and right to be an equal part of a team give 'confidence' and 'sense of belonging.'

In a society where discrimination and class system exists a sense of belonging and equality matter a lot. Injustice and inequality are the big reasons, which move people towards VE but SDP activities helped to prevent injustice and inequality in the community. The factors found under the political theme of SDP are limited.

These four central themes or factors and sub-factors helped young participants to learn positive values, which help to prevent VE among them. For example, one of the substantial factor mentioned by all interview participants is health, which helps to reduce stress and hyperactive thoughts by promoting mental health. A healthy mind helped young participants to engage in constructive activities instead of harmful events.

4.6 Different perceptions of factors between implementors and beneficiaries

This theme will answer third research question which is What are

different perceptions of factors between implementors (facilitators) and beneficiaries (young participants)? According to in-depth qualitative interviews, the difference of perception factors between implementors and beneficiaries is slight and many factors identified are same. However, they also talked about some different factors, in this section researcher will talk about those different perceptions.

According to psychological factors mentioned in comparison of table 2 and 6 in in-depth qualitative interviews with participants researcher found three different factors 'capabilities', 'helping' and 'compromise.' All other factors are same in results of both qualitative interviews with implementors and beneficiaries.

Participants said in a qualitative interview we 'Realized our skills and capabilities' it shows that program helped them to find their capabilities which are necessary to gain self-confidence. Self-confidence moves towards positivity and hope, which helps to prevent VE in young people.

Participants also said 'I saw people helping each other during activities' during SDP activities. It indicates that after gaining trust on each other and becoming part of teams, they developed confidence and sense of responsibility, which encouraged them to help each other during team-based activities. One of the facilitators also said that they observed young people

applying these values later in the community. Helping each other create a sense of bonding with each other and community. This bonding kept participants attached to the community and helped to stay away from VE elements.

Participants also said 'We learn how to compromise' rigidness and stubborn behavior create problems in your life and make you intolerant. People do not accept others opinion, and it leads to conflicts. Participants learned how to compromise during SDP activities, which helped them to listen, other people, show flexibility and solve conflicts calmly. Table 2 and 6 also shows that more facilitators talked about 'health' and 'fun & stress reduction' factors, which means according to them SDP improved the health of participants, they enjoyed activities, which helped them to reduce stress level.

However, according to participants, most effective factors were 'positivity' and 'discipline.' It means they learned positive values and discipline during SDP activities both of them helps to prevent VE. These factors mentioned by facilitators and participants are not different thematically all of them contribute to VE prevention.

Under sociological factors, the difference of factors mentioned by participants is 'acceptance,' 'understanding' and 'help' these factors also

contribute to the prevention of VE (see table 3 and 7). According to more facilitators, participants learned ‘inclusion’ and ‘bridging, ’ but more participants talked about ‘bridging’ and ‘respect’ again these all factors contribute to VE prevention under that shows similarities thematically.

In economic factors, according to table, 4 and 8, the number of factors are low as compared to psychological and sociological themes. The reason is researcher found low evidence for this factor as compared to first two factors. Facilitators said this program helped to enhance ‘hope’ in young participants, which also help them get motivated for their career but there was no evidence showing that participants got a job or career opportunity through this program. Young participants also said that they experienced and got hope during and after the program. Facilitators also said one of the leading reason is a time duration of these projects. Donors provide funding for six to two years projects. For example in a six-month project, it is challenging to provide youth with career opportunities.

Under political factors according to the table, 5 and 9 the difference of perception about factors is not different for young participants and facilitators both said SDP activities helped participants to learn ‘peace values’ and ‘conflict resolution’ and they applied these values later practically. Also, both parties said social bridge developed among young

participants, and they got the opportunity to feel the freedom of expression and doing.

Table 10 is also showing which factors more supported by facilitators and young participants while table 11 is showing how many sub-themes identified under central themes.

4.7 Additional Findings

Implementers of these programs said these activities also increased sports participation in those villages before youth was not physically and socially active. Implementers also said SDP programs needs continuity in Pakistan because short duration of these programs is a hurdle in long-term change. They said radicalization also takes a long time, so the solution is not possible for a short time. Use of sport with other development tools dialogues and workshops was a sporadic approach. Also, art activities and traditional games were part of this project. Another challenge was involvement of ‘out of school’ and uneducated youth in this program. One of facilitator said it was a big challenge to include un-educated youth in academic and arts activities but the power of sport helped to mobilize this group of youth and include them in society. One of imperative finding here is the use of sport as a tool of mobilization and inclusion. A bridge developed through SDP activities between local politicians and youth which

helped them to direct their issues.

The coding tables idea is adopted by (Borges, Rosado, de Oliveira, & Freitas, 2015).

Table 1 describes target audience of qualitative in-depth-interviews. It also describes statistics of qualitative interviews participants such as information about their organization, project, city, age, and gender. F1, F2, and F3 are representing program facilitators respectively, and P1, P2, and P3 are representing program participants.

Table 1. Describes Characteristics Interview Participants

	Organization	Project	City	Age	Gender
Facilitator 1 (F1)	FDO	Parwaz e Aman	Multan	29	Male
Facilitator 2 (F2)	FDO	Parwaz e Aman	Multan	32	Male
Facilitator 3 (F3)	FDO	Youth Adolescent Project	Multan	28	Male
Participant 1 (P1)	FDO	Parwaz e Aman	Multan	26	Male
Participant 2 (P2)	FDO	Parwaz e Aman	Multan	25	Male
Participant 3 (P3)	FDO	Parwaz e Aman	Multan	25	Male

4.8 Facilitators Analysis of SDP Programs

According to facilitator analysis by qualitative in-depth interviews with PeA, program facilitators researcher has developed sub-themes (Table 2-5) under four central themes which are developed by peace model (see

article 2.4). The sub-themes (Table 2-5) are mainly an analysis of quotes from in-depth qualitative interviews. The dots inside parenthesis are showing gaps interview participants made during the conversation.

Table 2. Psychological Factors, under central theme this table describe sub-themes and N is frequency of response by interview participants

Theme 1 Psychological Factors		N
Sub Themes	Selected Quotes from Interview Participants	
Positivity	Sports moves people towards positivity (F1) (...) Convert their frustration into a positive energy (...) (F1)	1
Purposefulness	Their direction [life direction] becomes positive (F1)	1
Health	(...) Improve their health (...) (F1) (...) Improved their physical health (...) (F2) (...) It was a healthy activity (...) (F3)	3
Tolerance	(...) It enhanced Tolerance in participants (...) (F1) They learned how to control their nerves and passion. (F1)	1
Fun, Reduce Stress	They were not disappointed after losing the game because they had fun. (F1) (...) Excitement and Fun during games (...) (F2) (...) Fun based activities reduce stress (...) (F2) (...) They enjoyed sports activities (...) (F3) (...) Reduced their stressed level (...) (F3)	3
Discipline, Control, Confidence	Discipline keeps you away from conflict or extreme behavior. (F1) (...) Youth learned how to control themselves (...) (F3) They got confidence. (...) (F3)	2
Learning	People learn a lot when they play (...) (F2)	1
Responsibility	These kids also reported suspicious activities in their communities later (...) [responsibility] (F3)	1

Table 3. Sociological Factors, under main theme this table describe sub-themes and N is frequency of response by interview participants

Theme 2 Sociological Factors		N
Sub Themes	Selected Quotes from Interview Participants	
Tolerance	(...) Tolerance (...) (F1) (...) We recreated ability of tolerance in young people. (F3)	2
Inclusion,	(...) Acceptance increased in Society (...) [target community] (F1) (...) These kids accepted each other (...) (F2) (...) It brought us towards Inclusion (...) (F1)	3

Bridging,	They become part of groups at local level (...) (F1) (...) It included people in sports (...) (F3)	3
	(...) Removed Gaps between people [Youth Participants] (...)(F1) Reduced gap between community and youth (...) (F3) (...) Gathering created a bonding between all people involved (...) (F3)	
Embraced Empathy	They embraced each other. (...) (F3) (...) People learned to think about other people also to build a better society (...) (F3)	1
Cohesion	(...) Removed Differences among youth (...) (F1)	
Peace, Conflict Resolution, VE Prevention	They solved Conflicts within groups (...) (F1) Peace Values (...) (F1) (...) Keep youth away from VE activities (...) (F1) (...) It helped them to forget conflicts (...) (F3) (...) They gathered for a cause [peace] (...) (F3)	2
Social & Moral Values/skills	Through powerful nature of the sport, we taught them social and moral values. (F2) (...) Social skills (...) Life skills (...) (F2)	1
Unity	(...) Brought people together (...) (F2) (...) togetherness (...) (F2) (...) The impact was that different villages gathered at one place. (...) (F3)	2
Respect, Equality	(...) Respect (...) (F2) They showed respect for each other. (F3) They experienced equality (F3)	2
Loyalty, Friendship	(...) Loyalty (...) (F2)	1
	(...) Friendship (...) (F2)	1
No discrimination	(...) Break discrimination (...) (F2)	1
Community Development	(...) Community development observed (...) (F3)	1
Trust Team Building	(...) Helped them to build trust with each other (...) (F3)	1
	(...) They become a team (...) (F3)	1

Table 4. Economic Factors, Under the main theme this table describe sub-themes and N is frequency of response by interview participants

Theme 3 Economic Factors		N
Sub Themes	Selected Quotes from Participants	
Hope, Purposefulness	Their direction becomes positive [about career and life] (...) (F1)	2
	(...) They think They can win next time (...) [hope] (F3) They got motivation (...) (F3)	
Career,	They learned that they could adopt it as a career. (F1)	2

Purposefulness	We improved their confidence level it will help them for career building (...) (F3)	
Motivation	(...) Cash prizes encouraged participants (...) (F1)	1
Draw Back	(...) Short duration of engagement [draw back] (...) (F1)	1

Table 5. Political Factors, under central theme this table describe sub-themes and N is frequency of response by interview participants

Theme 4 Political Factors		N
Sub Themes	Selected Quotes from Interview Participants	
Peace, Conflict Resolution	(...) Peace Values (...) (F1)	1
Bridging	A bridge was developed between youth and local politicians through SDP (...) (F1)	1
Freedom of Expression	They were free to express (...) it is like you have rights (...) (F1)	1

4.9 Participant Analysis of SDP Programs

According to participant analysis by qualitative in-depth interviews with PeA and youth adolescent, program young participants researcher has developed sub-themes (Table 6-9) under four central themes which are related to peace model (article 2.4). The sub-themes (Table 6-9) are mainly an analysis of quotes from in-depth qualitative interviews. The dots inside parenthesis are showing gaps interview participants made during the conversation.

Table 6. Psychological Factors, under central theme this table describe sub-themes and N is frequency of response by interview participants

Theme 1 Psychological Factors		N
-------------------------------	--	---

Sub Themes	Selected Quotes from Interview Participants	
Positivity	(...) Positive values (...) (P1) (...) It created a positive environment (...) (P2) (...) We learned a positive attitude from these activities (...) (P3)	3
Purposefulness	(...) We realized purpose of our life (...) (P1)	1
Health	(...) Youth is more physically active (...) (P1)	1
Tolerance	(...) SDP activities enhanced our tolerance level. (P1)	1
Fun, Reduce Stress	(...) Sports activities have good impact to reduce hyperactive behavior (...) (P1)	1
Discipline, Control, Confidence, Capabilities	(...) We got confidence (...) (P1) (...) Realized our skills and capabilities (...) (P2) (...) Discipline become part of our life (...) We applied this in our daily life (...) (P3)	3
Learning	(...) By interacting with other people we learned (...) (P1)	1
Responsibility, Helping	(...) I saw people helping each other during activities (...) (P2)	1
Compromise	(...) We learn how to compromise (...) (P1)	1

Table 7. Sociological Factors, under central theme this table describe sub-themes and N is frequency of response by interview participants

Theme 2 Sociological Factors		N
Sub Themes	Selected Quotes from Interview Participants	
Inclusion, acceptance, understanding,	(...) I accepted people from those different areas (...) (P1)	1
	(...) you understand each other (...) (P1) (...) Now I understand the diversity of culture and religion (P2) (...) (...) I accept people from those different areas (...) (P3) (...) As a human we all are same (...) (P3) (...) It also made me socially active (...) (P1) (...) Provided us space to interact with each other (...) (P2) (...) Enhanced acceptance of other people (...) (P3)	3
Bridging, Embraced, Empathy, Cohesion		
Peace, Conflict Resolution, VE Prevention	(...) We learned how to resolve conflicts (...) (P1)	1
Social & Moral Values/skills	(...) These activities improved my skills (...) (P1) (...) It also made me socially active (...) (P2)	2
Unity		
Respect, Equality	(...) Now I understand diversity of culture and religion (...) (P1) (...) We were respecting each other's opinion (...) (P2)	2
Loyalty,		0

Friendship		
No discrimination	(...) Now I understand diversity of culture and religion (...) (P1)	1
Community Development	(...) It also made me socially active (...) (P1)	1
Trust		
Team Building	(...) How we can do things together (...) (P1)	1
Help	(...) I saw people helping each other during activities (...) (P1)	1

Table 8. Economic Factors, under central theme this table describe sub-themes and N is frequency of response by interview participants

Theme 3 Economic Factors		N
Sub Themes	Selected Quotes from Interview Participants	
Hope, Purposefulness	(...) We realized purpose of our life (...) (P1)	1
Career, Purposefulness		0
Motivation		0
Draw Back		0

Table 9. Political Factors, under central theme this table describe sub-themes and N is frequency of response by interview participants

Theme 4 Political Factors		N
Sub Themes	Selected Quotes from Interview Participants	
Peace, Conflict Resolution	(...) We learned how to resolve conflicts (...) (P1)	1
Bridging	(...) Provided us space to interact with each other (...) (P1)	1
Freedom of Expression	(...) People expressed what they feel (...) (P1)	1

Table 10. Comparison describes the frequency of responses by young participants, facilitator of the target programs sub-themes, and N is some frequency.

Frequency of Answers (N=3)		
Themes	Facilitators Frequency	Participants Frequency
Psychological Factors	Health (3) Fun (3)	Positivity (3) Discipline (3)

Sociological Factors	Inclusion (3) Bridging (3)	Bridging (3) Respect (3)
Economic Factors	Hope (2) Purposefulness (2)	Hope (1) Purposefulness (1)
Political Factors	Conflict Resolution (1) Freedom of Expression (1)	Conflict Resolution (1) Freedom of Expression (1)

Table 11. Comparison of sub-themes between facilitators and participants

Frequency of Answers (N=3)		
Sub Themes	Facilitators	Participants
	No. of Subthemes Identified	No. of Subthemes Identified
Psychological Factors	8	9
Sociological Factors	12	13
Economic Factors	4	1
Political Factors	3	3

Chapter 5. Discussion

The investigation of “Role of Sports for Development and Peace Programs to prevent VE among Youth in Pakistan” has similar meaning for facilitators and young participants. According to both, SDP programs help to prevent VE among youth in Pakistan and make an important influence on young people’s feeling of confidence, self-control, and tolerance. Even for some interviewed youngsters, it was a life-changing experience. It was stated by different factors identified through qualitative interviews. The difference of factor perceptions for prevention of VE through SDP between implementers and beneficiaries is slight. Program and media reports also support evidence of in-depth qualitative interviews.

PeA program also changed the life of a militant (extremist). According to media and program report, a militant after becoming part of PeA program left his militant group (extremist group) and joined a community village make by SDP program.

5.1 Findings

(H Mirahmadi, 2016) Developed a model describing reasons of VE particularly among youth based on different factors. He divided it into four categories psychological factors, sociological factors, economic factors and political factors that cause VE. By the help of literature, the researcher has

developed an SDP peace model, which shows positive SDP factors, which helps to prevent VE among youth. Research questions of this research are also relevant to these SDP factors (see article 2.4). Research questionnaires based on these factors used to analyze the impact of these factors among the youth of Pakistan involved in SDP programs. The researcher interviewed implementers and beneficiaries of two SDP programs in Pakistan, which implemented to counter VE among youth.

The results and factors found by qualitative interviews are very close to SDP peace model. In this section, the researcher will discuss research findings regarding literature.

Sports promote social inclusion, health, reintegration, education and professional skills with a positive impact on marginalized and disadvantaged groups (Gilbert & Bennett, 2012). These marginalized and underprivileged clusters are always at high risk of VE activities because of isolation from the society (H Mirahmadi, 2016). Qualitative interview findings also said SDP programs help to prevent VE among youth in Pakistan. This research also endorse statement of (Iqbal, n.d.), Federal Minister for Planning, Development and Reform Pakistan

“Sports are an excellent way to deal with frustrations and negative energy and games can do wonders for the mood and self-esteem of the participants

and, are the best way to counter extremism.”

“Only healthy Pakistan can ensure a peaceful and prosperous Pakistan. Sports-related activities are not only helpful in improving health but also provide emotional stability”.

(Gilbert & Bennett, 2012) Said sports promote health, inclusion, and reintegration, which is the impact of SDP programs where they apply sports through the team-based activities. These activities promote mental health, which reduces stress and extreme behavior. Promotion of inclusion includes marginalized and disadvantaged people back into the mainstream community and reduce their chances to radicalize by extremist groups.

Same results found in this research youth from different backgrounds included in the mainstream community through SDP activities and these activities improved their mental health and capabilities. Inclusion and improved health are a barrier to VE and help to prevent it. This impact was not only limited to program but also observed later in attitude and behaviors of participants of PeA and youth adolescent program.

Literature highlighted different positive SDP factors, which are useful to prevent VE by promoting peace values but only some specific chosen factors mentioned in SDP peace model (see figure B of article 2.4). These peace factors counter VE reasons and causes, which stated by

Mirahmadi (article 2.4). These SDP peace factors divided into four primary factors in following section researcher will talk about them.

In psychological factors of literature based peace model, the positive SDP factors are trauma relief, mental health, the purpose of life and responsibility(Lyras, 2009; Malik, 2011; Schulenkorf & Sugden, 2011). The literature said SDP help to relief trauma, it promotes mental health, give the purpose of life and teach responsibility, and these factors counter reasons of VE(see article 2.4) (Lyras, 2009; Malik, 2011; Schulenkorf & Sugden, 2011).

Research findings say SDP programs promoted positivity, purposefulness, health, discipline, self-control, confidence and responsibility. Also promoted fun, learning and reduced stress in young participants of SDP programs in Pakistan. Qualitative research also indicates that these SDP factors helped young participants in Pakistan for VE prevention. VE prevention in their behaviors and their involvement in VE activities. VE activities could be personal, group-based or anti-state terrorism activities. Extremism in the behavior of youth cause them to move towards radicalization, and they become part of extremist groups.

These SDP psychological factors found in research are very similar to factors mentioned in SDP peace model. The program did not report

Trauma affected people's participation but reported lonely and marginalized youth participation. The researcher used focused on stress level in place of trauma. The factor 'SDP help to reduce stress in youth' also help to overcome trauma in young people. (H Mirahmadi, 2016) also mentioned 'need for adventure' moves youth towards VE activities, but findings explain that youth learned responsibility and self-control, which help them to control their adventures nature.

In sociological factors, the literature says that SDP factors promote 'no discrimination,' inclusion and respect (Gilbert & Bennett, 2012; Hall, 2011; Johns, Grossman, & Mcdonald, 2014). The literature said SDP help to reduce discrimination, including marginalized and disadvantaged people and promote mutual respect during team-based SDP activities and these factors counter reasons of VE (see article 2.4) (Gilbert & Bennett, 2012; Hall, 2011; Johns et al., 2014).

Research findings said youth learned tolerance, which helped them to accept each other from diverse backgrounds and break different stereotypes. This acceptance caused inclusion and a bridge developed between youth and community. It happened by removing gaps and differences between youth and society. Youth learned peace values, conflict resolution, social and moral values which helped to reduce VE incidents.

They experienced unity, equality, friendship, and trust which helped to make them a team. By these positive values, the community also developed overall.

These sociological factors found in Youth SDP programs are very similar to literature.

In economic factors, the literature says that SDP factors promote employment opportunity, career, and hope (Kobayashi, Nicholson, & Hoye, 2011). The literature said SDP help to promote employment opportunities, career and hope and these factors counter reasons of VE (see SDP peace model). In Pakistan, one of the big reason behind youth radicalization is unemployment and poverty. Youth become a victim of disappointment when they do not get jobs after getting university degrees. This disappointment causes youth radicalization by extremist groups.

Research findings said youth got direction/purpose for life, confidence, hope, and motivation. These factors reduce disappointment in youth and give them hope. Confidence also gave them the motivation to struggle in life towards a positive direction. However, research did not find evidence of employment or career directly through SDP activities in Pakistan.

Youth got the new direction that they could choose sports as a career,

but it also depends on how Pakistani government is going to provide career opportunities in sport. This project implemented in Southern Punjab, which developed less as compared to northern Punjab and they have low opportunities. Program implementers think continuity of these SDP programs can provide better career opportunities for youth. Currently, majority programs have short durations.

In political factors, the literature says that SDP factors promote freedom of expression and act, promote or teach conflict resolution and promote sport as a right and these factors counter reasons of VE (see article 2.4) (Johns et al., 2014; Lemke, 2010; Meier, 2008; J. Sugden, 2006). These causes of VE are different types of conflicts in the communities, which can be between groups or individuals. Human rights abuse and lack of political rights are also reasons of VE similarly; corruption is also an essential reason for peace distortion.

Research findings said SDP activities promoted hope in youth and taught them conflict resolution and peace values. Conflict resolution skills helped them to solve conflicts during games and afterward in society. SDP also provided youth opportunities to express and do things freely. Moreover, a bridge developed between youth and local politicians, which helped them to direct their issues to local leaders.

SDP activities generated mutual respect and importance between youth, which lasts long being part of groups in the society. The feeling that as an individual has significance provide them an atmosphere of justice where all people are equal. People do not think to violate other people rights, which reduce human rights abuses. SDP taught youth moral values, which helped to reduce corruption. Youth showed positive behavior because they realized negativity is harmful individually and collectively.

These all four main factors of SDP Peace model and subfactors help to prevent VE by SDP programs among the youth of Pakistan.

According to research findings, the difference of perception factors between implementors and beneficiaries is slight and many factors identified are same.

5.2 Future Opportunities

Research on the relation of SDP and VE has not done in Pakistan. Pakistan has been a victim of VE, and National Action Plan adopted sports for peace promotion, but the theory of SDP is lacking. Data mapping of SDP programs is also not available by private or state departments. Many organizations using sports as a tool of development but are not aware of SDP theory. “Role of Sports for Development and Peace Programs to prevent VE among Youth in Pakistan” has laid a good foundation for future

research in the same field. This study will open new research opportunities in the same area. Analysis of positive factors for prevention of VE among youth will help to improve SDP programs in Pakistan, which can help to prevent VE. Researchers can use same research pattern in other countries facing same issues of VE.

5.3 Significance

This research will define the status of SDP programs and its role to prevent VE, which is a future threat for Pakistan. This study will also highlight positive values of SDP programs and set a new trend of combat, which can apply at the national level in Pakistan by the state to deal with VE. It will also highlight the challenges and issues faced by SDP programs in Pakistan for example very useful program Football for Peace is still not working in Pakistan. It will open new research opportunities.

5.4 Limitations and Recommendations

Research is available related to SDP programs and peacebuilding, but the study on SDP programs and VE prevention is insufficient. The researched used a rare research available on SDP, and VE did by (Johns et al., 2014) as a reference to literature. In Pakistan, no study has done in the same field it was difficult to find relevant research. Another limitation was a short duration of time, which causes a limited number of sampling for

interviews.

For further studies, the researcher recommends some research studies in different areas of Pakistan because geographical realities are different in various provinces of Pakistan. Also, the result of SDP programs can compare with other social projects to see the difference of impact.

The researcher also recommends Government of Pakistan to adopt SDP programs as a part of countering VE strategy.

5.5 Conclusion

This was a study to invest ‘Sports for Development and Peace (SDP)’ programs in Pakistan to prevent Violent Extremism (VE) in youth. It also investigated SDP factors useful to prevent VE among youth and studied the impact of these SDP programs. Similarly, the researcher analyzed different perceptions of SDP factors between implementers and beneficiaries of SDP programs.

In the research, youth-based SDP programs found useful to prevent VE in Pakistan. These programs challenge societal stereotypes that existed between young people and promoted peace values, which helped to reduce VE. It was a life-changing experience for some youth, as their confidence level enhanced, and they learned how to play under discipline. Discipline and self-control help to resolve conflicts, but it was not limited to the game

but also observed in the society afterward.

SDP activities included marginalized and disadvantaged people back in the society by removing differences and gaps, which could lead to VE. The researcher found similar factors to SDP peace model by qualitative research but the difference observed in career opportunities, which contrast with literature. Sports were found to be a powerful tool of mobilization in the targeted city of Multan and could be used as a sensitization tool at a massive level.

In future, researchers can apply the same model to different areas of Pakistan or expand the research to other countries having same problems of VE. The Same model can be applied to measure the effect of SDP on other social problems.

References List

- (NSD), N. for S. and D. (2010). The Code of Conduct for sports and development organizations.
- A. Whitley, M. (2012). The Ikhaya sport programs in the Kayamandi Township. *A'gora for Physical Education and Sport*, 14(1), 115–136.
- Adeed, F. (2015, September 20). Pakistan is a victim, not origin, of terrorism. *The Nation*. Retrieved from <http://nation.com.pk/blogs/20-Sep-2015/pakistan-is-a-victim-of-terrorism-not-its-origin>
- Alavi, H. (2009). The Rise of Religious Fundamentalism in Pakistan. Retrieved March 10, 2009, from <https://secularpakistan.wordpress.com/2009/03/10/the-rise-of-religious-fundamentalism-in-pakistan-hamza-alavi/>
- Bailey. (2005). Evaluating the relationship between physical education, sport and social inclusion. *Educa-Tional Review*, 57(1), 71.
- Bakker, E. (2006). Jihadi terrorists in Europe. *Clingendael: Netherlands Institute of International Relations*.
- Basit, A. (2015). Countering Violent Extremism: Evaluating Pakistan's Counter-Radicalization and De-Radicalization Initiatives. *IPRI Journal XV*, 2, 44–66. Retrieved from www.ipripak.org/wp-content/uploads/2015/10/3-art-s-15.pdf
- Beutler, I. (2008). Sport serving development and peace: Achieving the goals of the United Nations through sport. *Sport in Society*, 11(4), 359–369. <https://doi.org/10.1080/17430430802019227>
- Bhui, K., Everitt, B., & Edgar, J. (2014). Might depression, psychosocial adversity and limited social assets explain vulnerability to and resistance against violent radicalization? *PLoS ONE*, 9(9).
- Biddle. (2006). Defining and measuring indicators of psycho-social well-being in youth sport and physical activity.

- Blom, L. C., Judge, L., Whitley, M. A., Gerstein, L., Huffman, A., & Hillyer, S. (2015). Sport for Development and Peace: Experiences Conducting U.S. and International Programs. *Journal of Sport Psychology in Action*, 6(1), 1–16. <https://doi.org/10.1080/21520704.2015.1006741>
- Borges, M., Rosado, A., de Oliveira, R., & Freitas, F. (2015). Coaches' migration: a qualitative analysis of recruitment, motivations and experiences. *Leisure Studies*, 34(5), 588–602. <https://doi.org/10.1080/02614367.2014.939988>
- Borum, R. (2014). Psychological vulnerabilities and propensities for involvement in violent extremism, 32(3), 286.
- Botha, Anneli, & Abdile., M. (2014). Radicalisation and Al-Shabaab recruitment in Somalia. *Pretoria: Institute for Security Studies*. Retrieved from www.issafrica.org.
- Boyce, C., & Neale, P. (2006). Conducting in-depth interviews: A guide for designing and conducting in-depth interviews for evaluation input.
- Brunelli, & Parisi. (2011). Sport as an Instrument for People Development and Peace Promotion,. *Theories & Applications the International Edition*, 1(1), 1.
- Cale, & Harris. (2005). Exercise and Young People: Issues, Implications, and Initiatives. *Basingstoke: Pal-Grave Macmillan*.
- Carpenter, Scott J., Matthew Levitt, Steven Simon, and J. Z. (2010). Fighting the ideological battle: The missing link in U.S. strategy to counter violent extremism. *Washington, DC: The Washington Institute for Near East Policy*. Retrieved from www.washingtoninstitute.org.
- Center, S. P. L. (2015). Age of the Wolf: A study of the rise of lone wolf and leaderless resistance terrorism. *Montgomery, AL: Southern Poverty Law Center. Available from*. Retrieved from www.splcenter.org.
- Coakley. (1993). Sport and Socialization. *Exercise and Sport Sciences Reviews*, 21(1), 169.
- Coalter. (2008). Sport and Community Development: A Manual. *Edinburgh: SportScotland*.

Coalter. (2013). “There is loads of relationships here”: Developing a programme theory for sport-for-change programmes. *International Review for the Sociology of Sport*, 48(5), 594.

Coalter, F. (2007). Sports clubs, social capital, and social regeneration. *Sport in Society, J*, 537–559. <https://doi.org/10.1080/17430430701388723>

Coalter, F. (2010). The politics of sport-for-development: Limited focus programmes and broad gauge problems? *International Review for the Sociology of Sport*, 45(3), 295–314.
<https://doi.org/10.1177/1012690210366791>

Coalter, P. F. (2010). No Title, (October).

Communities, R. (n.d.). Countering Violent Extremism Unit (CVE).

Creswell, J. W., Shope, R., Plano Clark, V. L., & Green, D. O. (2006). How interpretive qualitative research extends mixed methods research. *Research in the Schools*, 13(1), 1–11.

D. Ennis, C., A. Solmon, M., Satina, B., Susan, J. L., Mensch, J., & McCauley, M. T. (1999). Creating a sense of family in urban schools using the “sport for peace” curriculum. *Research Quarterly for Exercise and Sport*, 70(3), 273–285.
<https://doi.org/http://www.tandfonline.com/doi/abs/10.1080/02701367.1999.10608046>

Darnell, S. C. (2010). Power, Politics and “Sport for Development and Peace”: Investigating the Utility of Sport for International Development. *Sociology of Sport Journal*, 27(1), 54–75. Retrieved from <http://ezproxy.concytec.gob.pe:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=48634767&lang=es&site=eds-live>

Davis, P. K., Cragin, K., Noricks, D., Paul, T. C. H. C., Berrebi, C., A., B., ... Bahney. (2009). Social science for counterterrorism: Putting the pieces together, eds.

Della Porta, D. (1995). Social movements, political violence, & the state. *Cambridge: Cambridge University Press*.

Delva, W., Michielsen, K., Meulders, B., Groeninck, S., Wasonga, E.,

Ajwang, P., ... Hallett, T. B. (2010). HIV prevention through sport: the case of the Mathare Youth Sport Association in Kenya. *PLoS Medicine*, 22(7), 1012–1020. <https://doi.org/10.1080/09540121003758606>

Digital Journal. (n.d.). Retrieved from <http://www.digitaljournal.com/news/world/study-1-3-million-killed-in-usa-war-on-terror/article/429180>

Dyck, C. (2011). Football and post-war reintegration: exploring the role of sport in DDR processes in Sierra Leone. *Third World Quarterly*, 32(3), 395.

Economist. (2012). Pakistan and the Threat of Extremism: Turning Point. Retrieved from <http://www.economist.com/news/asia/21564907-despite-outrage-over-malala-s-shooting-dark-forces-are-gathering-again>

Extremism, T. F. on C. the I. of R. (2009). Rewriting the narrative: An integrative strategy for counter radicalization. *Washington, DC: The Washington Institute for Near East Policy*. Retrieved from www.washingtoninstitute.org.

F.Paracha, N. (2012, May 31). Islamic fundamentalism and youth in Pakistan. Retrieved from <https://www.dawn.com/news/722828>

FES Pakistan. (n.d.). Retrieved from www.fes-pakistan.org/media/pdf/soccem_for_website-pdf

Finance Division; Govt. of Pakistan. (2015). Pakistan Economic Survey 2014-2015; Highlights. Retrieved from http://www.finance.gov.pk/survey_1516.html

Gasser, P. K., & Levinsen, A. (2004). Breaking Post-War Ice: Open Fun Football Schools in Bosnia and Herzegovina. *Sport in Society*, 7(3), 457–472. <https://doi.org/10.1080/1743043042000291730>

Ghitis, F. (2014). A spark of good news from the Mideast. CNN. Sageman, F. *Understanding Terrorist Networks*. Philadelphia, PA: University of Pennsylvania Press.

Gilani, A. (2017, February 12). Global radicalism vs religious radicalism. *The Nation*. Retrieved from <http://nation.com.pk/columns/12-Feb-2017/global-radicalism-vs-religious-radicalism>

- Gilbert, K., & Bennett, W. (2012). *Sport, Peace and Development*.
- Giorgi, A. (1997). The theory, practice, and evaluation of the phenomenological method as a qualitative research procedure. *Journal of Phenomenological Psychology, 28*(2), 235–260.
- Giulianotti, R. (2011). The Sport, Development and Peace Sector: A Model of Four Social Policy Domains. *Journal of Social Policy, 40*(4), 757–776. <https://doi.org/10.1017/S0047279410000930>
- Government of Canada. (2013). *Building Resilience Against Terrorism - Canada's Counter-Terrorism Strategy*.
- Gschwend, A., & Selvaranju, U. (2007). Psycho-social sport programmes to overcome trauma in post-disaster interventions. *Biel/Bienne: Swiss Academy for Development (SAD)*.
- Guest, A. M. (2013). Sport psychology for development and peace? Critical reflections and constructive suggestions. *Journal of Sport Psychology in Action, 4*(3), 169–180. <https://doi.org/http://dx.doi.org/10.1080/21520704.2013.817493>
- Haider, M. (2012, April 18). Pakistan imploding under sectarian violence. *Dawn*. Retrieved from <https://www.dawn.com/news/711544>
- Hall, N. (2011). “Give it everything you got”: Resilience for young males through sport. *International Journal of Men's Health, 10*(1), 65. Retrieved from <https://search.proquest.com/docview/873623856?accountid=6802>
- Hassan, M. (2012). Understanding drivers of violent extremism: The case of al-Shabab and Somali youth. *CTC Sentinel, 5*(8), 18.
- Hayhurst, L., & Frisby, W. (2010). Inevitable tensions: Swiss and Canadian sport for development NGO perspectives on partnerships with high-performance sport. *European Sport Management Quarterly, 1*, 75.
- Hayhurst, L. M., Wilson, B., & Frisby, W. (2011). Navigating neoliberal networks: Transnational Internet platforms in sport for development and peace. *International Review for the Sociology of Sport, 46*(3), 315–329. <https://doi.org/10.1177/1012690210380575>

Hedieh, D. M., Waleed, Z., Mehreen, F., & D.lamb. (2015). Empowering Pakistan's Civil Society to Counter Global Violent Extremism. *Brookings Institute*.

Helmus, T. C. (2009). Why and how some people become terrorists. *Social Science for Counterterrorism*, 74(06-C), 71.

Homeland Security Insitute. (2009). Recruitment and Radicalization of School-Aged Youth by International Terrorist Groups terrorist groups. Arlington, VA: *Homeland Security Institute*., 1–93. Retrieved from www.homelandsecurity.gov

Horgan, J. (2009). Individual disengagement: A psychological analysis. In *Leaving Terrorism Behind*, Eds.

Horgan, J. (2014). The psychology of terrorism. *New York, NY: Routledge*.

Houlihan. (2002). *Sport, policy, and politics: A comparative analysis*. Routledge.

Human Rights Charter Article 31. (n.d.). Retrieved from www.un.org/en/udhrbook/pdf/udhr_booklet_en_web.pdf

Iqbal, A. (n.d.). Press Release. Retrieved from <http://www.pid.gov.pk/?cat=28&paged=511>

Jacobson, M. (2010). Terrorist dropouts: Learning from those who have left. *Washington, DC: The Washington Institute for Near East Policy*. Retrieved from www.washingtoninstitute.org.

Johns, A., Grossman, M., & Mcdonald, K. (2014). "More Than a Game": The Impact of Sport-Based Youth Mentoring Schemes on Developing Resilience toward Violent Extremism. *Social Inclusion*, 2(2), 2183–2803. <https://doi.org/10.17645/si.v2i2.167>

Kania, John, & Kramer, M. (2011). Collective impact. *Stanford Social Innovation Review*, 9, 36.

Kay, T. (2009). Developing through sport: evidencing sport impacts on young people. *Sport in Society*, 12(9), 1177–1191. <https://doi.org/10.1080/17430430903137837>

- Kifner, J. (1998). The suspect; Wealthy force behind murky militant group. *The New York Times*, A11.
- Kobayashi, T., Nicholson, M., & Hoye, R. (2011). Football “ wantok ”: Sport and social capital in Vanuatu. <https://doi.org/10.1177/1012690211423141>
- Kramer, a F., Hahn, S., Cohen, N. J., Banich, M. T., McAuley, E., Harrison, C. R., ... Colcombe, a. (1999). Ageing, fitness and neurocognitive function. *Nature*, *400*(6743), 418–419. <https://doi.org/10.1038/22682>
- Krueger, A. B., & Malečková, J. (2003). Education, poverty and terrorism: Is there a causal connection? *The Journal of Economic Perspectives*, *17*(4), 119–144.
- Kruglanski, A. W., Chen, X., Dechesne, M., Fishman, S., & Orehek, E. (2009). Fully committed: Suicide bombers’ motivation and the quest for personal significance. *Political Psychology*, *30*(3), 331.
- KSM. (n.d.). Korea Sharing Movement. Retrieved from <http://ksm.or.kr>
- Kubesch, S., Bretschneider, V., Freudenmann, R., Weidenhammer, N., Lehmann, M., Spitzer, M., & Grön, G. (2003). Aerobic endurance exercise improves executive functions in depressed patients. *The Journal of Clinical Psychiatry*, *64*(9), 1005–12. <https://doi.org/10.4088/JCP.v64n0905>
- KWO. (n.d.). Kafka Welfare Organization. Retrieved from www.kafkapk.org
- Lawson. (2005). Empowering people, facilitating community development, and contributing to sustainable development: The social work of sport, exercise, and physical education programs. *Sport, Education, and Society*, *10*(1), 135.
- Lemke, W. (2010). *Special Adviser to the United Nations Secretary-General on Sport for Development and Peace*.
- Levermore, R., & Beacom, A. (2009). Sport and Development: Mapping the Field. *Sport and International Development*, 11.
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry* (Vol. 75). Sage.

Lyons-Padilla, Sarah, Gelfand, M., Mirahmadi, H., & Farooq, M. (n.d.). Forthcoming. The struggle to belong: Immigrant marginalization and risk for radicalization. *Behavioral Science and Policy*.

Lyras, A. (2009). Sport for Peace and Development Theory. *Proceedings of the 17th Conference of the European Association for Sport Management, Amsterdam*, 46–48. Retrieved from <http://www.easm.net/download/%0A2009/e3dece8b021d92b421cf031a7c70f4f1.pdf>

Lyras, A., & Welty Peachey, J. (2011). Integrating sport-for-development theory and praxis. *Sport Management Review*, 14(4), 311–326. <https://doi.org/10.1016/j.smr.2011.05.006>

M. Paula. (2015). Private Cooperation in Sport for Development and Peace: The Colombian Sport For Development and Peace Context (Doctoral dissertation. 서울대학교 대학원).

Malik, S. (2011). UNICEF-supported Temporary Learning Centers provide education to flood-affected children in Pakistan. Retrieved from https://www.unicef.org/infobycountry/pakistan_60366.html

Meier, P. (2008). *CRITICAL FRAME ANALYSIS OF EU GENDER EQUALITY POLICIES: NEW PERSPECTIVES ON THE SUBSTANTIVE REPRESENTATION OF WOMEN*, *Representation*,.

Meier, & Saavedra. (2009). Esther Phiri and the Moutawakel effect in Zambia: an analysis of the use of female role models in sport-for-development. *Sport in Society*, 12(9), 1158.

Mesoy, A. (2013). Poverty and Radicalisation into Violent Extremism: A Causal Link. *Norwegian Peacebuilding Resource Centre*.

Ministry of Finance, G. of P. (2014). Highlights of Pakistan Economic Survey 2013-14, 18. Retrieved from http://finance.gov.pk/survey/chapters_14/Highlights_ES_201314.pdf

Mirahmadi, H. (2016). Building Resilience against Violent Extremism: A Community-Based Approach. *The ANNALS of the American Academy of Political and Social Science*, 668(1), 129.

Mirahmadi, H., Ziad, W., & Farooq, M. (2014). Afghanistan 2014 and Beyond: The Role of Civil Society in Peacebuilding and Countering Violent Extremism.

Mirahmadi, Hedieh, & Farooq, M. (2010). A community-based approach to countering radicalization. *Montgomery Village, MD: WORDE*. Retrieved from www.worde.org.

Misener, L., & S. Mason, D. (2006). Creating community networks: Can sporting events offer meaningful sources of social capital?.. *Managing Leisure, 11*(1), 39.

Moreau, N., Chanteau, O., Benoît, M., Dumas, M.-P., Laurin-Lamothe, A Parlavecchio, L., & Lester, C. (2014). Sports activities in a psychosocial perspective: Preliminary analysis of adolescent participation in sports challenges. *International Review for the So-Ciology of Sport, 49*(1), 85. <https://doi.org/10.1177/1012690212452361>

Morris, Sallybanks, & Willis. (2004). Sport, physical activity and antisocial behaviour in youth. *Youth Studies Australia, 23*(1), 47.

Moscardo. (2007). Gianna Analyzing the Role of Festivals and Events in Regional Development, *Event Management, 11*(10), 1.

Nasir, S. (2014, May 8). Poverty, money are top causes of violence, say Pakistani youth in British Council survey. *The Express Tribune*. Retrieved from <https://tribune.com.pk/story/705768/poverty-land-disputes-are-top-causes-of-violence-say-pakistani-youth-in-british-council-survey/>

Nasser-Eddine, M Garnham, B., Agostino, K., & Caluya, G. (2011). *Countering Violent Extremism (CVE) Literature Review*.

Nathan, Kemp, MacKenzie, B.-B., Evers, & Shwe, A. (2013). “We wouldn’t of made friends if we didn’t come to football united”: The impacts of a football program on young people’s peer, prosocial and cross-cultural relationships. *BMC Public Health*,. <https://doi.org/10.1186/1471-2458-13-399>

Nguyen, T. S. T. (2008). Peer debriefing. *The SAGE Encyclopedia of Qualitative Research Methods*. SAGE Publications, Inc., CA, USA.

- Noricks. (2009). identifies research conducted by Leonard Weinberg, Ami Pedahzur, and Arie Perlinger as instrumental works in the field.
- Pape, R. A. (2003). The strategic logic of suicide terrorism. *American Political Science Review*, 97(3), 343–361.
- Pickering, S., Wright-Neville, D., & McCulloch, J. (2007). Counter-Terrorism Policing and Culturally Diverse Communities. *Victoria: Monash University, Victoria Police*.
- Play, R. to. (2013). RIGHT TO PLAY, UNOSDP HOST 7TH YOUTH LEADERSHIP CAMP. Retrieved from <http://www.righttoplay.com/moreinfo/newsevents/Pages/newsitem.aspx?articleID=10>
- Rookwood, J. (2008). Soccer for Peace and Social Development. *Peace Review*, 20(4), 471. <https://doi.org/10.1080/10402650802495072>
- Ross, M. H. (2000). Good enough" isn't so bad: Thinking about success and failure in ethnic conflict management. *Peace and Conflict: Journal of Peace Psychology*, 6(1), 27.
- Rothbauer, P. (2008). Triangulation. *The SAGE Encyclopedia of Qualitative Research Methods*, 1, 892–894.
- Sageman, M. (2004). *Understanding terror networks*. University of Pennsylvania Press.
- Sageman, M. (2011). *Leaderless jihad*. Philadelphia, PA: University of Pennsylvania Press.
- Saltman, & Smith. (2015). for a discussion of the conceptualization of “sisterhood bonds.”that pull individuals toward joining violent extremist organizations.
- Schulenkorf, N. (2010). Bridging the Divide : The Role of Sport Events in Contributing to Social Development Between Disparate Communities, 127–132.
- Schulenkorf, N., & Edwards, D. (2012). Maximizing Positive Social Impacts: Strategies for Sustaining and Leveraging the Benefits of

Intercommunity Sport Events in Divided Societies. *Journal of Sport Management*, 379–390. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&profile=ehost&scope=site&authtype=crawler&jrnl=08884773&AN=82515717&h=kDRZIU2H9YRlsVxPIZm9IBtVriVj3MDaJxycy/IbKAUdzkGv+ELt46iNN4C9Q6OP5Tf/NImG/kPO9nUMEzc57A==&crl=c>

Schulenkorf, N., & Sugden, J. (2011). Sport for development and peace in divided societies: Cooperating for inter-community empowerment in Israel. *European Journal for Sport and Society*, 8(4), 235–256. <https://doi.org/10.1080/16138171.2011.11687881>

Schulenkorf, N., Sugden, J., & Burdsey, D. (2014). Sport for development and peace as contested terrain: place, community, ownership. *International Journal of Sport Policy and Politics*, 6(3), 371–387. <https://doi.org/10.1080/19406940.2013.825875>

SDPIWG. (n.d.). *Right To Play publication. From the Field: Sport for Development and Peace in Action.*

SDPIWG. (2004). *From the Field.* Retrieved from [www.righttoplay.com/moreinfo/aboutus/Documents/From the Field.pdf](http://www.righttoplay.com/moreinfo/aboutus/Documents/From%20the%20Field.pdf)

SDPIWG. (2008). *Harnessing the power of sport 80 development and peace: recommendations to governments, Right to Play.*

Sectarian Violence in Pakistan. (2000). Retrieved from <http://www.satp.org/satporctp/countries/pakistan/database/sect-killing.htm>

Sekulić, Massey, & Hodson. (2006). Ethnic intolerance moreover, ethnic conflict in the dissolution of Yugoslavia, *Ethnic and Racial Studies*, 29(5), 797.

Shane. (2015). *Homegrown extremists tied to deadlier toll than jihadists in US since 9/11.*

Sherrieb. (2010). Measuring capacities for community resilience. *Social Indicators Research*, 99(2), 227.

Shogan, D. (2007). *Sport ethics in context.*

- Silber, M. D. (2009). Testimony for the Senate Homeland Security and Governmental Affairs Committee.
- Skinner, J., H. Zakus, D., & Cowell, J. (2008). Development through Sport: Building Social Capital in Disadvantaged Communities. *Sport Management Review, 11*, 253.
- Sonn, & Fisher. (1998). Sense of community: Community resilient responses to oppression and change. *Journal of Community Psychology, 25*(5), 457.
- Spaaij, R. (2014). Refugee Youth, belonging and community sport. <https://doi.org/10.1080/02614367.2014.893006>
- Spalek, B. (2012). Community-Based Approaches to Counter-terrorism. *Counter-Terrorism: Community-Based Approaches to Preventing Terror Crime*. Basingstoke: Palgrave MacMillan.
- Sprinzak, E. (1990). No Title Extreme left terrorism in a democracy. In Origins of terrorism: Psychologies, ideologies, theologies, states of mind, ed. Walter Reich,. *Washington, DC: Woodrow Wilson Center Press.*, 65.
- Stidder, & Haasner. (2007). Developing outdoor and adventurous activities for co-existence and reconciliation in Israel: an Anglo-German approach,. *Journal of Adventure Education and Outdoor Learning, 7*(2), 131.
- Sugden, J. (2006). Teaching and Playing Sport for Conflict Resolution and Co-Existence in Israel. *International Review for the Sociology of Sport, 41*(2), 221–240. <https://doi.org/10.1177/1012690206075422>
- Sugden, J. (2009). Between idealism and fatalism: Critical realism, sport and social intervention. Fostering Peace through Cultural Initiatives. *From the Roundtable on Conflict and Culture*, 33–53.
- Sugden, J., & Wallis, J. (2007). Football for Peace: Teaching and playing sport for conflict resolution in the Middle East. *Meyer & Meyer Verlag.*, 10.
- Suzuki, L. A., Ahluwalia, M. K., Arora, A. K., & Mattis, J. S. (2007). The pond you fish in determines the fish you catch: Exploring strategies for qualitative data collection. *The Counseling Psychologist, 35*(2), 295–327.

TakingITGlobal. (n.d.). WANG. Retrieved from <http://orgs.tigweb.org/wang-pakistan>

Taşpınar, Ö. (2009). Fighting Radicalism, Not“ Terrorism”: Root Causes of an International Actor Redefined. *S AIS Review of International Affairs*, 29(2), 75–86.

Tolsma, L., & Zavallos, Z. (2014). Enhancing Community Social Inclusion, 2(2), 57.

Tonts. (2005). Competitive Sport and Social Capital in Rural Australia. *Journal of Rural Studies*, 21(2), 137.

Umair. (2016). Their World. Retrieved from <http://theirworld.org/voices/how-sports-can-help-pakistan-8217-s-children-and-youth-get-the-most-out-of-education>

UNESCO General Conference at its Twentieth session on 21 November 1978. (1978).

United Nations. (1959). The Declaration of the Rights of the Child. Retrieved from <https://www.unicef.org/malaysia/1959-Declaration-of-the-Rights-of-the-Child.pdf%0A>

United Nations. (1989). *The Declaration of the Rights of the Child*. Retrieved from <https://www.unicef.org/malaysia/1959-Declaration-of-the-Rights-of-the-Child.pdf>

United Nations. (2000). *United Nations Millennium Declaration*. Retrieved from www.un.org/millennium/declaration/ares552e.htm

United Nations. United Nations Resolution 58/5 (2003). Retrieved from https://www.un.org/sport2005/resources/un_resolutions/engl_58_5.pdf

United Nations Through Sport. (n.d.), 2714.

UNOSDP. (n.d.). *UNOSDP Fact Sheet*. Retrieved from <https://www.un.org/sport/content/resources/factsheets>

W. Lecrom, C., & Dwyer, B. (2013). Plus-sport: The impact of a cross-cultural soccer coaching exchange. *Journal of Sport for Development*, 1(2),

1–16. <https://doi.org/https://jsfd.org/2013/09/22/plus-sport-the-impact-of-a-cross-cultural-soccer-coaching-exchange/>

Weine, Stevan, & Ahmed, O. (2012). Building resilience to violent extremism among Somali- Americans in Minneapolis-St. Paul. *Consortium for the Study of Terrorism and Responses to Terrorism*. Retrieved from www.start.umd.edu

Yeginsu, C. (2014). ISIS draws a steady stream of recruits from Turkey. *The New York Times*, 15.

국 문 초 록

발달과 평화를 위한 스포츠 '와 폭력적인 극단주의:

청소년 간의 폭력적 극단주의를 방지하기 위해
파키스탄에서 개발 및 평화 프로그램을 위한
스포츠의 역할

Umair Asif

글로벌스포츠매니지먼트 전공

체육교육과

서울대학교 대학원

본 연구의 목적은 청소년들 사이의 폭력 극단주의 (VE)를 예방하기 위해 파키스탄에서 시행하는 Sports for Development and Peace 프로그램(SDP)의 역할을 탐구하는데 있다. VE 는 특히 청소년들 사이에서 파키스탄에서 커져가는 문제이다. 본 연구는 전 세계적으로 사용되는 SDP 와 VE 를 파키스탄의 맥락에서 살펴보았다. SDP 를 통해 VE 의 예방은 새로운 접근 방법이기 때문에 연구의 가치가 있다.

본 연구에서는 VE 예방에 SDP 의 긍정적인 요인을 발견했다. 이러한 요인을 바탕으로 저자는 파키스탄의 VE 예방을 위한

2 개의 청소년 SDP 프로그램을 분석하고 프로그램으로 인한 다양한 영향과 문제점을 발견했다.

SDP 는 파키스탄의 청소년과 사회, 특히 고립 된 지역 사회와 빈곤 한 지역 사회에 평화의 가치와 포용을 촉진시키는 데 유용한 도구임을 알 수 있었다. 많은 젊은 수혜자들에게 삶의 목적과 방향을 제시했다. 질적 연구에서 발견 된 SDP 요인은 SDP 평화 모델 요인과 매우 유사하며, 또한 이러한 요소가 파키스탄 청소년들 사이에 VE 를 예방하는 데 유용함을 나타냈다. 전반적으로 파키스탄의 SDP 프로그램은 VE 예방에 도움이 되며 유용한 것으로 밝혀졌다. 향후 SDP 프로그램은 VE 을 목표로하는 장기적으로 모니터링이 가능한 SDP 프로그램을 개발하는 것을 권장한다.

주요어: 발달과 평화를위한 스포츠, 폭력적인 극단주의

학 번: 2016-26494