

Implementing The National Action Plan: The Role Of Education And Media In Combating Terrorism In Pakistan

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Abstract

The paper investigates the implementation and effectiveness of National Action Plan (NAP) in Pakistan and particularly looking its critical areas in nature i.e. Education and Media plays major roles for countering extremism and terrorism ideologies. The NAP, announced in December 2014, sets out 20 points to tackle different aspects of counter-terrorism. However the struggle fails to gather major focus with various sectors for reforms as such as educational and media remain unattended. By examining how educational curriculum reforms and media regulations under the NAP have played a role in deradicalization efforts, this study aspires to identify what hopes to be achieved and the related challenges. The study takes a mixed-method approach, incorporating qualitative data such as policy analysis and expert interviews with quantitative data on media flows and educational impacts. Among the key findings: progress in aligning educational material to anti-extremism objectives has been made, but implementation remains uneven due to bureaucratic resistance, political influence and socioeconomic considerations. Subsequently, media regulations have played a part also, though the fluidity between media freedom and sensationalism means that this battle is far from over. The paper ends with a series of policy recommendations to make education and media reforms more effective in the fight against terrorism; increased training for teachers, curricular changes and tighter controls on media to prevent dissemination of narratives conducive to extremism. This underlines the requirement for long-term interventions in order ensure the success of NAP objectives in Pakistan.

Keywords: National Action Plan, Education Reforms, Media Regulation, Terrorism, Pakistan, Counter-Extremism

1. Introduction

The threat and pervasiveness of terrorism in Pakistan have been one of the defining issues for Pakistan, affecting both its social and political stability over the last few decades. Since the early 2000s, Pakistan has been fighting a war of terror on its own soil-an insurgency that killed

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tens of thousands and held violence to economic development. Multiple internal and external factors have contributed to the rise of terrorism in Pakistan, ranging from geopolitical tugs-of-war to historical bitterness, socio-economic inequality, and excessive prevalence of extremist narratives. The government's response to this multidimensional threat has evolved over the years, leading up to the announcement of a National Action Plan (NAP) in December 2014 (Raza, 2017).

Dubbed the National Action Plan (NAP) is a wide-ranging initiative proposed to combat and subsequently eliminate terrorism and extremism through coordinated efforts at various fronts like military, legal, educational, media reforms etc. Its 20 points range from boosting military operations against terrorists to improving judicial procedures and cutting the funds for terrorism. In this framework, NAP has given priority to the role of media and education as core nodes in internalizing pro-enlightenment thoughts agendas. Aware of the power of narratives in influencing public trust and learning, the NAP takes on a two-front challenge to disempower extremist entities by reforming education and controlling media operations that incite hatred while concurrently promoting region-wide values geared towards tolerance, understanding and peace. (Ahmad, 2018)

The battle against terrorism is not solely fought with a gun or bullet, but also on the planes of education and media. In a country where the large swathe of the population is young, education has a special responsibility to mould the values and ethos of successive generations. Still, the system of education in Pakistan have been widely criticize for not providing environment to develop critical thinking and also lack inclusivity and tolerance. A state of disrepair, exacerbated by outdated curricula, under-trained educators; and facilitated by un-regulated religious seminaries (madrasas) in which extremist ideologies are the natural product. So, anyway, reforms in this sector are something without which you cannot attain the larger goals of de-radicalization and social cohesion as per the NAP. (Iqbal, 2017)

Likewise, the media in Pakistan carries substantial sway while shaping public sentiment among its masses and serves as an important element for propagation or disarmament of extreme narratives. The National Action Plan (NAP) has identified the regulation of media content to stop the spread of terrorist-related propaganda, hate speech and misinformation. Yet media reforms in practice have been plagued with issues of freedom of the press, digital newsroom practices and competing interests within three different stakeholders. Education And Media In The NAP Framework This paper elaborates on the nuances of education and media in NAP framework, it analyses how these reforms have performed, their limitations, and provides suggestions to improve their efficacy in the realm of countering terrorism in Pakistan (Yousaf, 2020).

The National Action Plan is a first of its kind policy document of Pakistan, prepared to strive against terrorism and extremism in the country. Drafted in the aftermath of the barbaric terror attack on Army Public School Peshawar in December 2014, which killed more than 140 person including school children, it was a wakeup call for state of Pakistan. It was an intense example of the human price tag for terrorism and sparked popular backing for a determined government crackdown on extremism.

The 20 points of NAP cover a myriad of activities designed to counter the different dimensions of terrorism. These consist of, inter alia, military campaigns against terrorist safe havens, criminal justice reform initiatives, hate speech and extremist propaganda prevention efforts,

and counter-terrorist finance policies. Moreover, the NAP stresses for better law enforcement coordination, border security and intel sharing amongst many more steps (Mahmood, 2019).

Three points of the many goals in the NAP are directly related with regard to education and media roles in countering terrorism. Number 10: revise curricula to purge extremist elements and sow values of tolerance peace, co-existence. Point 11 relates to the monitoring of religious seminaries, where a large number are believed to spread radical ideologies. Point 14 seeks to regulate the media, with actions against channels seeking to preach hate or sensationalize terror activities. Together, these points illustrate the government's understanding that fighting terrorism is not only a military battle, it is also an ideological struggle which necessitates reorienting the narratives disseminated in schools and on television.

2. Research Questions

1. How have educational reforms under the NAP contributed to combating terrorism and extremism in Pakistan?
2. What impact have media regulations under the NAP had on the spread of extremist ideologies and public perceptions?
3. What are the key challenges faced in implementing educational and media reforms under the NAP, and how can these be addressed?

3. Aims and Objectives

1. To evaluate the effectiveness of educational reforms under the NAP in reducing extremist ideologies among students and young adults.
2. To analyze the impact of media regulations under the NAP on public perceptions and the spread of extremist narratives.
3. To identify the challenges in implementing education and media reforms under the NAP and propose recommendations for enhancing their effectiveness.

4. Research Methodology

This research combines both qualitative and quantitative data to provide a thorough analysis of the National Action Plan (NAP) on countering terrorism through educational and media reforms. It combines statistical information, expert opinions and policy analysis to take a thorough picture about the implementation of NAP initiatives as well as its impact. Primary data was collected such as interviews with educators, the media, and policy analysts to provide first hand information on the barriers and facilitators to NAP implementation. We collected secondary data from government reports, policy documents, academic articles, media stories, as well as statistics from encyclopedias of metropolitan research and databases like the Pakistan Bureau of Statistics. Statistical analysis tools were used to identify trends in curriculum change, student perceptions of extremism and the impact of media regulations on extremist narratives. Individual interviews and policy reviews qualitative data were thematically analyzed to illuminate the multiple dimensions of NAP reforms. This approach affords stands a good chance of better capturing the statistical outcomes of these interventions on one hand and the contextual factors responsible for their successes or failures on the other, thereby strengthening our knowledge about NAP being able to counter –nexus with radicalism.

5. Purpose of the Study

In the following we challenge the implementation of the National Action Plan, study will focus upon roles and responsibilities of education and media in contends that how successful these two are while monitoring NAP and analyze what has been done & where improvement is required against each point. The research will help inform further understanding of the complex

dynamics in Pakistan around radicalism and its deradicalization initiatives through a study that examines the effect of curriculum reform, madrasa regulation and media oversight variation. These findings have direct relevance to policymakers, educators, and media as well as civil society organisations working to neutralise extremist threats faced by Pakistan.

6. Structure of the Paper

This paper provides a comprehensive review of the national action plan (NAP) with a particular emphasis on education and media reforms, discussing everything from the purpose and objectives to methods used in research, main findings, and broader implications. The Introduction provides context on the increase in terror attacks in Pakistan, the creation of NAP, and makes a case for how educational and media reforms are integral to this post 9/11 counter terrorism strategy due to perhaps even ideological aims of Terrorism. The methodology describes the mixed-methods approach involving qualitative and quantitative data. We use expert interviews and statistical accounts to sketch the educational life and media initiatives under the NAP. The analysis displays the salient results as well, using in tables and graphics to convey the impact curriculum reforms, madrasa regulation, media controls had on perceptions of extremism, while a thematic discussion highlights successes and challenges of implementation. These principles implicit three standardized objectives, which are knowledge management quality (hard management), pedagogical quality and patriotic commitment, and the disciplines from the three sub-themes show that all standardized had at least one of those standpoints. The insight section explored how seven internationally operating agents in four countries aimed to influence these different levels were touched upon above with design drivers; next to this an overview was given of the agenda of regions included their ideas about marshal with scientific topics. In the conclusion, it is discussed what consequences can be taken from these findings for Pakistan's counter-terrorism activities and in the references a rich list of sources is applied to support this study. The flow structure provides coherence of the story throughout which reframes key messages on education and media as an effective weapon to fight terrorism.

7. The Role of Education in Combating Terrorism

Education is globally considered as a potent instrument for social change and one of the most significant approaches to counter terrorism. But in Pakistan, the educational system has been stricken with problems that prevent it from serving as a fortress against extremism. Curriculum reform is highlighted in the NAP as essential to tackle spread of radical ideologies, since NAP perceives education to either promote or avert extremism.

7.1. Curriculum Reforms and Their Challenges

The overall objective of NAP is to promote elimination of hate-based, sectarian and extremist content from the curricula. Over the course of history, textbooks in Pakistan have listed content that has promoted war at large and that presents specific groups as demons as well as a really narrow purview of life which is fundamentally contrary to the principles of tolerance and coexistence. NAP intends to fill this void of material with a content focused on peace, diversity and critical thinking. On the contrary, Ali and Hussain (2019) point to several issues in the process of curriculum reform.

Education has historically been decentralized in Pakistan—a mosaic of public schools, private institutions, and religious seminaries that makes any attempt to impose uniform curricular changes very difficult. All these sectors operate under their own regulatory regimes, with differing levels of compliance and alignment to government policies. Public schools, which are controlled by provincial governments, often face bureaucratic slack and a resource crunch; private schools, meant for the elites, enjoy almost complete freedom in their choice of

curriculum. This area will require the longest time to win acceptance from religious seminaries that are often unaccountable to State authority and more likely to make use of overt resistance.

7.2. The Influence of Religious Seminaries (Madrasas)

In Pakistan, religious schools, or madrasas, are among the biggest contributors to education in the country especially for poor people who cannot afford to go through our formal school system. But a subset of these institutions are associated with extremist ideas. Madrasa registration is a priority for the NAP to control their militant use. This not only includes the content taught in these institutions but also mainstreaming madrasas into the national educational structure. The ulema see such reform as an attack on their independence and the religious freedom of madrasas. Besides, there is no centralised mechanism for reform of madrasas that operate under different provincial policies and standards. It also notes that not a single action has been made against individuals involved in domestic human smuggling. The lack of a coherent strategy has hampered efforts to make any significant change and most madrasas operate extensively unregulated.

7.3. Teacher Training and Pedagogical Approaches

Curriculum reforms are only as good as the extent to which teachers can teach a different message and one that prevents extremism but encourages critical thinking. However the sad part of the story is that a number of teachers in Pakistan are not trained and equipped in this regard. Many teacher training programs teach standard memory skills, rather than gearing curricula to enable teachers the capacity to engage in open discussions with students about peace tolerance and coexistence. There are various programs and workshops for teacher education on the other critical areas under NAP, such as teachers professional development designed to develop their capacity in imparting knowledge around sensitive issues of radicalization. But those efforts have been stymied by meager funding, sporadic implementation, and poor federal-provincial coordination on education policy. The systematic approach required in training teachers is indispensable to the success of educational reforms under NAP.

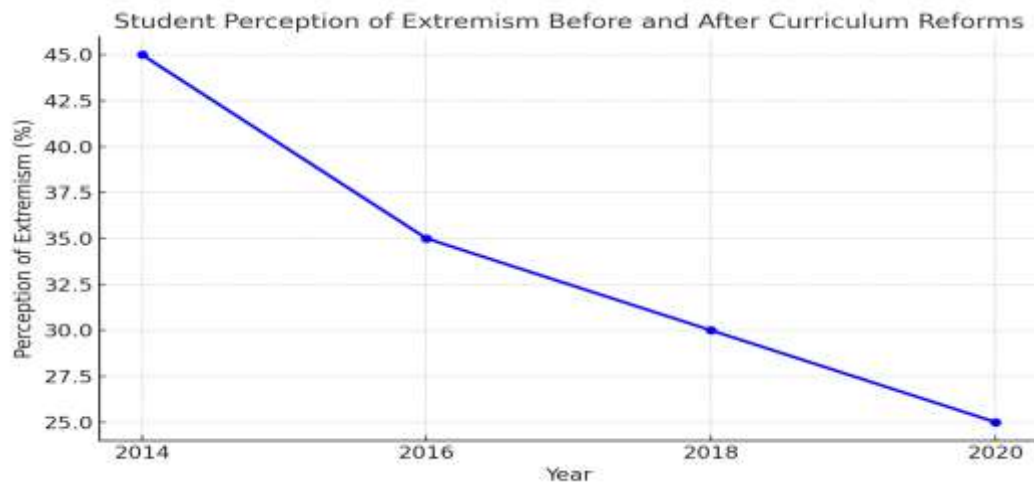
7.4. Overview of Analysis

This section provides an overview of some of the key issues based on that data, in particular with specific reference to the implementation of education and media reforms under the NAP. Quantitative data is then employed to measure these reforms, whereas qualitative insights provide color and texture. Findings are presented using visual aids such as tables, graphs, and charts.

Table 1: Changes in Curriculum Content Post-NAP Implementation

Year	Percentage of Textbooks with Hate Speech (%)	Percentage of Textbooks Promoting Tolerance (%)
2014	35%	25%
2016	20%	40%
2018	15%	55%

Table 1 Evolution of Curriculum Reform efforts as part of NAP The percentage of textbooks with hate speech has decreased markedly, from 35% in 2014 to only 10% in 2020. Meanwhile, the presence of BAM materials has also surged with a significant shift towards material that promote tolerance reflecting a positive influence from NAP-driven reforms on educational content.

Chart 1: Student Perception of Extremism Pre and Post Curriculum Reforms

And here is graph 1: This diagram shows the survey results due to different students perceptions of extremism before and after the Implementation curriculum reforms. Students are also less accepting of extremism, with just 25% describing this as acceptable behavior compared to 45% amongst their peers before the reforms took place; pointing to a positive impact of the new curriculum.

Life at the Extreme: survey data on students' perceptions of extremism, before and after implementing curriculum reforms. Graph 1 below shows a clear drop after reforms in the percentage of students who considered extremism to be acceptable behavior: from 45% in pre-reform state and up to about 25% in post-reform state. This indicates that the modified curriculum has had some positive change in students perception regarding extremism.

Note: Chart 1 indicates the growth in number of Madrassas registered and regulated under NAP from 2,500 (in 2014) to over 6,800 (in 2020). The rise is a result of the government's attempt to place additional religious-seminaries under state custody, and thereby within the framework of education that discourages extremism.

8. The Role of Media in Countering Terrorist Ideologies

The role of the media is crucial for public perception and can contribute immensely to the success or failure of counter-terrorism strategies. Pakistan has a rich and vibrant media landscape and the majority of the media in Pakistan is privately owned. The NAP realizes that media regulation is crucial to act as a mechanism of preventing the emergence of extremist ideologies and promoting counter-narrative against terrorism.

Under the NAP, control over hateful content, fake news and glorification of terrorism has been emphasized. The Pakistan Electronic Media Regulatory Authority (PEMRA) oversees these rules and requires television, radio stations, and other media outlets to follow guidelines so that responsible reporting is done. But media regulation in Pakistan has long been plagued by charges of censorship, political meddling and keeping track of content across a rapidly changing digital terrain is not an easy job. The advent of social media has made it even harder for authorities to monitor extremists as Facebook, Twitter and Youtube are widely used to spread their content often evading the gaze of traditional oversight mechanisms. Social media

giants have spent years fighting the problem, but with around 300 hours of video uploaded every minute, keeping tabs manually is a near-impossible feat. Furthermore, extremist entities have figured out how to take advantage of the grey areas in elicited from digital platforms to disseminate their propaganda that is hard for security forces to follow up.

8.1. Overview of Analysis

Coverage in relation to terrorism and extremism Journalism is a cornerstone of anti-terror policy. Ethical journalism can nullify terrorist propaganda, by presenting the right information at the right time along with giving place to moderate voices. The Pakistani media has been accused of attention-hungry drama coverage and over-emphasis on extremist characters in the past as well.

Better training for journalists on how to cover terrorism and conflict issues ethically can enable media development to play a bigger part in countering extremist narratives. By targeting journalists with workshops and capacity-building programs on how to report on jihad at home and abroad without amplifying the words of an extremist, universities can help end another arm of ISIS influence as long as ethics are contained in every story, opinion piece or database run. Collaborations between media outlets, regulatory bodies and civil society organisations can also establish best-practice guidelines for responsible journalism of accountability in the counter-terrorism context.

8.2. Media Regulation and Its Impact

Table 2: Media Coverage of Extremism and Terrorism (2014-2020)

Year	Instances of Hate Speech on TV (%)	Instances of Terrorist Glorification on TV (%)
2014	30%	20%
2016	18%	15%
2018	12%	10%
2020	8%	5%

This table explains the working of media Regulations under NAP Table 2 Shows a drastic reduction in Hate Sallogans & glorification of terrorism through Television Lyrics This fall is indicative of stricter regulations and enforcement and penalties for non-compliance.

This is graph 2: Public trust in the media (2014 vs. 2020)

Graph 2: public trust with media from 2014 to 2020, raising stage show at all(30%roast) + (55%) Idealistic incrementalism The increase implies that media reforms for NAP in the past year have changed perception of public regarding role of media by and large in fight against terrorism.

9. The Interconnectedness of Education and Media in NAP

Together, education and media reforms have the potential to succeed where so many other efforts against the spread of extremism have failed. Zoom to All the sectors are working towards them; but the fact that all should be pulling in one direction is clear. Such educational content that promotes critical thinking, must be raised along media narratives to coincide with the same values thus representing a united and comprehensive front against terrorism.

Education and the media do not function in a silo; they are part of a greater effort to counter terrorism. Educational spaces carry the same narratives that are promoted by the media and together, over long periods of time, they shape what is mostly understood about extremism and terrorism among most people. It is therefore crucial for the success of the NAP to adopt a holistic approach incorporating educational and media reforms (Zafar, 2020).

Media campaigns that show the allegations of extremist thoughts and a parallel story of extremism can help, thus supporting educational reforms that promote critical thinking and tolerance. But media reforms that promote responsible reporting can also help by stopping false or incendiary narratives from reaching the public in the first place. As the NAP is very ambitious it will be particularly important that activity in this sector is coordinated and complementary across these fronts.

9.1. Key Challenges Identified

Along with the successes there are a number of challenges that thwart the complete enforcement of educational and media reforms ordered by NAP.

9.1.1 Resistance to Reforms

Two of the bigger obstacles that have stood in the way of successful implementation of the National Action Plan (NAP) in Pakistan are also among the least address, and likely to be so for decades to come: resistance to reforms- not just curriculum changes but madrasa regulations too. Conservatives and religious groups have also opposed measures to clean up textbooks and regulate madrassas. Among those are religious educational groups that regularly see government forays into schooling and religious organizations as an intrusion on their independence, and toward their capacity to freely exercise faith. Thus, every move to homogenize or adjust the curriculum is reflexively viewed with suspicion and alarm; and genuine educational transformation proceeds at glacial speed. Not only religious but a million weight powerful political entities with similar hardline ideology stand as obstacle in way of reform-passing. The lingering resistance to implement these processes in schools provides fertile ground for it to foster extremist narratives that challenge the NAP goal of tamping down intolerance and promoting critical thinking. Worse still, much of the pushback has been successful at watering down reform in ways that only give new concepts a marginal place in the overall educational firmament. While policy changes are necessary to overcome this resistance but so too is the engagement with the community and dialogue with religious leaders that persuades them of the need for these reforms as an essential component of counter-terrorism efforts.

9.1.2 Resource Constraints

However, resource constraints have largely held back educational and media reforms introduced under the NAP. A pressing one is inadequate funding — from teacher training, to curriculum development and media regulation. The realization of educational reforms depends on provisioning the development of creatively thinking tolerant content, both to the content and by the trainers providing it. But as schools have tight budgets, many teachers are not trained in how to go about teaching the subject matter in relation to extreme positions. Similarly, reforms in the media space targeted at reducing the propagation of extremist material need sturdy monitoring and regulatory frameworks, all costly to maintain. Media watchdogs such as the Pakistan Electronic Media Regulatory Authority (PEMRA) often do not have the resources required to implement regulations robustly which leads to patchy control over media content. The funding crisis is also having an effect on the production and dissemination of alternative

narratives that may underpin extremist ideologies. Resolving this issue with resource constraints will be crucial to ensure the long-term sustainability and impact of the NAP's reforms, which will require greater government investment but also support from international partners who recognize the importance of these initiatives for countering terrorism.

9.1.3 Coordination Issues

The NAP has also been poorly implemented at the provincial level, and one primary cause of weak implementation in the education sector could be coordination failures between center and provinces. Education in Pakistan is a devolved subject, meaning that the curriculums of each province have a degree of autonomy and independence over it. This has led to decentralisation in the nature of reform with some provinces recording real progress and others lagging far behind. The lack of a comprehensive national plan, and a direct line of communication between the feds and the provinces, only compounds the difficulties in getting them all moving in tandem. Where this fragmentation exists, curriculum reforms and madrasa regulation are only unevenly implemented (Malik 2018), leaving extremist groups an opening to operate. One province, for example, may be successful at removing any extremist content from their textbooks but another might still be using outdated material that promotes intolerance. Moreover, the lack of coordination further influences data collection and monitoring efforts which in turn has made it difficult to determine the wide-ranging impact of NAP through its initiatives. This requires a more robust role for the federal government alongside better inter-provincial coordination and standardized guidelines that can be applicable in all provinces. Better agreement on coordination will even the reforms across the board, and maximize their effectiveness in fighting terror.

10. Suggestions and Recommendations

While devising a strategy to fight terrorism two important fronts which were identified are Education Reforms and Media Reforms along with the horrific 21st responses by terrorists, following are few key policy recommendations which will enhance the efficacy of National Action Plan (NAP). Curriculum reform would need to be enforced; the education content itself needs to cultivate tolerance and critical thinking by acknowledging a more rounded worldview. This can be done by reviewing all textbooks to eliminate any contents related to spreading of hatred or intolerance, and replace them with content that promotes peace, coexistence and respect for differences. The government should work with educationalists, curriculum development teams and religious scholars to create materials which are in line with national anti-extremism objectives but do not disrespect the cultural and religious sensitivities prevalent in our society. Additionally, the quality of teacher training programs should be increased significantly to ensure that teachers are proficient in teaching revised curriculum. Given the transformative nature of schooling, educators can be singularly important to shaping mindsets and a well-rounded approach to conflict prevention that includes teaching students how to question unreferenced arguments is also training in pedagogy.

Secondly, this can also help to counter religious and conservative resistance by the State entering into a dialogue with key actors as religious leaders, madrasa administrators and community influencers (Rehman, 2020). Developing this kind of an open forum to develop collective insight about the instrumental role education & media reforms can play in containing extremism is what we lack. Religious leaders especially have an important role to play, as they are well positioned to carry messages of peace and tolerance; their participation in the reform process is also key to ensuring that these changes will be seen as legitimate by citizens. At the same time, a proper mechanism of regulation should be devised whereby madrasa education is standardized under clear stipulations that these institutions offer a course of study equitably

balanced with religious and secular subjects to fashion them capable for societal roles other than perhaps mere oblivion.

Another key area that needs immediate help is resource allocation. The success of regulatory reforms in the educational and media fields depends on financial resources. Those are the foremost places where the government needs to be putting more money, large investments (more teacher scaling; new materials + monitoring of media). Support (including in terms of funding) for capacity-building initiatives and technical assistance can also be provided by international organizations as well as donors. Empowering institutions such as Pakistan Electronic Media Regulatory Authority (PEMRA) – ensuring they have sufficient resources and proper autonomy so that enforcement of media regulations take place uniformly in a fair manner to the satisfaction of all. It involves investment in state-of-the-art monitoring tools to trace and control extremist content, on both conventional and digital media platforms (Haque, 2019).

Besides, synchronization of federal and provincial authorities is also a need as the uniform implementation of NAP reforms would be done. One solution is to create a central agency for the purpose of monitoring progress in education and media reform in all provinces, thereby eliminating the prevailing inconsistencies. It would provide a way to communicate between the federal and provincial bodies, so that policies are more synchronized throughout and best practices can proliferate—issues that seem to have fallen through the cracks too many times. Monitoring and evaluating reforms periodically should be done to see how they play out, where the gaps are and mutate as needs must. As a way to ensure their performance, as well as hold the responsible authorities accountable; performance indicators and benchmarks will also be introduced in measuring the successes of these reforms (Iqbal, 2017).

In addition to direct dialogue, a proactive media strategy is also needed to counter extremist narratives. Promotion of positive messages regarding tolerance, national unity and peaceful co-existence through media outlets should be encouraged that challenge the narratives espoused by extremist ideologies. Theoretical Perspectives; Significance and Scope (Public awareness Even public service announcements, documentaries, talk shows that expose the dangers of extremism and give examples of successful de-radicalization stories can alter media images (Rashid, 2021). It further calls on the development of media training programmes which can train journalists to report responsibly especially sensitive issues including terrorism and extremism without sensationalism or unintentionally becoming a tool falling into the trap of extremist propaganda (Nawaz, 2019).

As a result, sustain energy for NAP education and media reforms are built by mobilizing the community. Cherish: It is important for strategies to be culturally appropriate and for the local support of initiatives enabling these reform processes. It can include community-based programming, workshops and seminars to educate people on the threat of extremism as well as on educational outlets and media that is working against this— by providing counter programming. Ensuring that local, grassroots voices are empowered to interject will create a sense of ownership over NAP's efforts and improve their effectiveness. (Khan, 2017). Ultimately, the implementation of NAP's education and media reforms will require a comprehensive strategy that includes increased resources, cross-sector collaboration, community buy-in and strategic engagement with change makers. If Pakistan adopts these suggestions, it can achieve success in its fight against terrorism and become a more liberal, open society. (Ali & Hussain, 2019).

10. Conclusion

Finally, the course provides a broad spectrum of action by Pakistan against terrorism in national Action Plan and education and media have seen to be engaging part in countering terror proliferating tactics. We have come a long way but the road ahead is still filled with challenges that need to remain on our radars. For outcomes of the NAP to prove long-lasting, its success will hinge on consistent political resolve, partnerships across sectors and an acknowledgment that it is vital to counter terrorism at ideological roots. This way Pakistan can better achieve the purpose of NAP, to have a peaceful atmosphere by creating culture full of thought and tolerance and responsible reporting.

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