



I AM MALALA:

A RESOURCE GUIDE FOR EDUCATORS

THEME 2: *Education: A Human Right for Girls*

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The Global
Women's Institute

THE GEORGE WASHINGTON UNIVERSITY



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To expand the reach of Malala’s memoir—*I am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban*—and spread Malala’s message to young people and activists, the Global Women’s Institute (GWI) of the George Washington University (GW), in collaboration with the Malala Fund, developed a resource guide for high school and college students around the world. Building on the content of Malala’s memoir, the resource guide supports global efforts to mobilize women and men to address women’s and girls’ rights to an education.

Malala’s memoir opens the door to some of the greatest challenges of our modern world. It is about politics, education, culture, religion and violence against women and girls. It is a moment in the life of a young girl and in the history of a country. To do these broad themes justice, faculty from a wide range of disciplines contributed to the development of the resource guide.

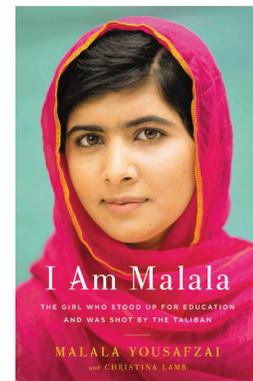
The resource guide challenges students to think deeply, share their experiences, and engage with their communities. Each theme is divided into 4 parts:

- **Part 1** is the narrative with learning objectives to frame the conversation and help plan lessons;
- **Part 2** lists the resources to help students and teachers deepen their knowledge about the theme;
- **Part 3** lists individual and group activities, including some to be done outside of class if students are interested;
- **Part 4** is the high school supplement intended to help high school teachers introduce and discuss some of the concepts and context that appear in the theme narratives.

Each part may be printed separately to be used by teachers or students.

THE EIGHT THEMES ARE:

1. **Memoir as Literature and History**
2. **Education: A Human Right for Girls**
3. **Cultural Politics, Gender and History in Malala Yousafzai’s *I am Malala***
4. **Religion and Religious Extremism**
5. **Malala and Violence against Women and Girls**
6. **Malala Leadership Essay**
7. **Malala and the Media**
8. **Global Feminisms: Speaking and Acting about Women and Girls**



**A Memoir by the Youngest
Recipient of the Nobel
Peace Prize.**

To learn how to purchase the
book, visit malala.gwu.edu.



EDUCATION: A HUMAN RIGHT FOR GIRLS

BY MICHELE A. CLARK & LARISA WARHOL

PART 1



Narrative

On October 9, 2012, 15-year-old Malala Yousafzai was shot in the face on her way home from school. Her offense was a deeply personal love of learning, accompanied by an equally passionate belief in the right to an education for girls in Pakistan and beyond. This theme will consider the importance of education for girls as a basic human right through a discussion of the following issues:

- The status of girls' education in Pakistan
- The international frameworks to ensure education as a human right for girls
- The importance of education and schooling
- The challenges unique to educating girls

Girls' Education in Pakistan

"The School that my father dreamed of would have desks and a library, computers, bright posters on the walls and, most importantly, washrooms."

(Malala, Page 41)

After independence, Pakistan inherited a British colonial school system that has changed little in the past 65 years. According to the Constitution of Pakistan, the government is required to provide free and compulsory education for children ages 5 through 16, although this is not followed in practice. The educational situation in Pakistan is complex. There are large disparities between urban and rural areas as well as social and economic classes and ethnic groups related to access to school and school resources. Currently a class-based education system is in place: high-quality private schools for elites, low-cost private and public schools for the poor, and madrasa schools for the poorest of the population. In 2009, primary school attendance for the entire country was only 66 percent, well below the world average of 90 percent.

Many schools have large gender disparities. While there is more gender equity in urban areas, rural areas experience much gender inequality. In areas like the Swat Valley, after the Taliban in 2009 enacted a ban on the schooling of girls, 400 private schools enrolling 40,000 girls were closed, including the private school run by Malala's father, the Khushal School and College in Mingora. However, even after the Pakistani government regained control over the region and reopened the schools, many girls did not return and Taliban insurgents still tried to prevent girls from being educated. During this period, Malala became an internationally recognized spokesperson for education, which resulted in her shooting by the Taliban. Since the education ban, national and international NGOs have been working to create more gender balance by opening "non-formal" schools (Latif, 2011). Malala, her family, civil society organizations, and the government continue working to overturn the gender disparities and the social/cultural norms against schooling women, especially since Islam urges both men and women to become educated.

Overall, Pakistan suffers from common education challenges seen in both developing and developed countries: lack of highly qualified and trained teachers, outdated curricula, and a lack of education resources and materials (Ahmad et al., 2013). There are also challenges related to establishing the role of religion in school curricula and determining the language of instruction. Urdu is the language that different peoples and provinces in Pakistan use to communicate with one another, whereas English is the official language of the state and the language of higher education. At the same time, education research promotes the use of local languages for cultural continuity and the cognitive benefits of multilingualism.

The efforts of Malala, her family, and the previous PPP and ANP coalition government have brought some positive changes to education in Pakistan (e.g., more tolerance and protection of human rights and the inclusion of more secular nationalist leaders, movements, and historical figures). In addition, after Malala's shooting, a U.N. petition prompted the ratification by the Pakistani National Assembly of the Right to Free and Compulsory Education Bill of 2012, which upholds the constitutional mandate of education for all and authorizes fines for negligent schools and parents. Malala's story has brought worldwide attention to the ongoing challenges and to the changes that need to take place to improve education in Pakistan, especially for girls.

Education as a Human Right for Girls

"As we crossed the Malakand Pass, I saw a young girl selling oranges. She was scratching marks on a piece of paper with a pencil she had to account for the oranges she had sold, as she could not read or write. I took a photo of her and vowed I would do everything in my power to help educate girls just like her. This was the war I was going to fight."

(Page 217)

Malala's commitment to education for girls is grounded in modern international human rights discourse. According to the United Nations Educational, Scientific and Cultural Organization (UNESCO), education is considered a "fundamental human right" and "essential for the exercise of all other rights." The international community first recognized this in 1948 through Article 26 of the Universal Declaration of Human Rights, stating, "Everyone has a right to education." The article affirms the right to free and compulsory education in elementary school and the general availability of technical, professional, and higher education.

Building on the universal declaration, numerous conventions have affirmed the rights of children to "free, universal, and compulsory education" with specific references to the rights of girls. Notably, the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) calls upon states to "take all appropriate measures to eliminate discrimination against women in order to ensure them equal rights with men in the field of education."

The third Millennium Development Goal seeks to "promote gender equality and empower women," but we are far from seeing success. One hundred twenty-three million young people worldwide still lack basic reading and writing skills, and girls comprise 61 percent of that number. While girls are gaining access to primary education, gender disparities remain high precisely where education is able to help shape a young person's future—at secondary and higher levels of education. On her 16th birthday, July 12, 2013, in a speech before the U.N. General Assembly, Malala reminded the international community of its commitment to defend the

rights of education for girls and women by saying, "Today is the day of every woman, every boy and every girl who raised their voice for their rights."

Purposes of Education and Schooling

"They can stop us going to school, but they can't stop us learning."

(Page 161)

Education is an integral and necessary part of any society. In modern times, it is most often associated with schools and the information learned in schools. As globalization encourages nations to form modern capitalistic societies, much of what children need to know to actively participate in these types of societies is taught in schools. In postcolonial countries where there is often linguistic and cultural diversity, schooling has also become an important tool to build national unity and promote citizenship through a national curriculum, such as the one developed in Pakistan in 2006. Thus, education and schools impart not only specific and relevant content knowledge needed for economic advancement but also integral social knowledge needed for a cohesive society. This curriculum discarded rote learning for a greater focus on analytical thinking and marked a modest shift toward removing materials that glorified war and incited conflict, ensuring greater gender balance, and including references to local culture in textbooks. Critics of the revisions, however, believe that it did not go far enough and that it still projects a biased interpretation of Pakistani culture. (Education Reform in Pakistan)

Within global efforts for development, schooling is considered a foundational element for economic development and nation building. Education has become a common world agenda item, as seen in the "Education for All" (EFA) movement, which has focused on ascertaining demographic trends and examining the overall benefits of, and constraints to, education in the developing world. EFA, led by UNESCO, releases an annual monitoring report and has also developed the Global Partnership for Education, which helps low-income countries achieve free and universal primary education. EFA directly relates to MDGs that emphasize that education is a human right, and it has a positive impact on the economic development of the local and national communities. EFA also endorses increased female empowerment and gender equity. This consensus is solidified by the United Nations' unprecedented emphasis on girls' and women's empowerment and human capital investment as the condition of development in the eight Millennium Development Goals.

The Challenges of Educating Girls

“I believe that female teachers should educate girls ... but first, we need to educate our girls so that they can become teachers!”

(Page 118)

Traditional studies promoting education for girls focus on the positive impact of education for their future well-being. In particular, benefits include higher wages, greater participation in public/political life, later marriages, and fewer, healthier, and better-educated children. These benefits, however, are offset by a broad spectrum of challenges, which need to be addressed by policymakers, donors, and local activists. Many obstacles are rooted in culture and tradition and keep girls in a worldview where education plays no part in their futures. While still in elementary school, Tor Pekai, Malala’s mother, stopped going to classes because, simply put, she did not see the value to an education. “There seemed no point in going to school to just end up cooking, cleaning, and bringing up children, so one day, Pekai sold her books for nine annas, spent the money on boiled sweets and never went back. Her father said nothing.” (Page 40)

Religious tenets in many parts of the world further define a woman’s place as caring for her husband and children and not interacting with men outside of her immediate family, factors which limit a woman’s professional opportunities. The lack of female teachers creates an obstacle to educating girls where fears of sexual harassment as well as social taboos in mixing the sexes constrain girls’ attendance. And finally, a family’s economic status will determine whether resources will be invested in educating sons or daughters. Malala illustrates this boy preference when she describes how school “wasn’t the only thing my aunts missed out on. In the morning, when my father was given cream or milk, his sisters were given tea with no milk. If there were eggs, they would be only for the boys. When a chicken was slaughtered for dinner, the girls would get the wings and the neck while the luscious breast meat was enjoyed by my father and my grandfather.” (Page 29)

Evidence is now emerging to indicate that not only girls benefit from getting an education. According to a 2011 World Bank study, *Measuring the Economic Gain of Investing in Girls*, “Improving the socio-economic outcomes for girls and young women is of central importance, not only to the beneficiaries themselves but also to their communities and the next generation.” This conclusion is at the heart of Malala’s message and creates a challenge for all of us as academics, activists, and global citizens.



Resources

Articles and Reports

Ahmad, I., Rauf, M., Rashid, A., Rehman, S. & Salam, M. (2013). Analysis of the Problems of Primary Education System in Pakistan: Critical Review of the Literature. *Academic Research International*, 4 (2), 324-331.

Bengali, K. (1999). *History of Educational Policy Making and Planning in Pakistan*. The Sustainable Development Policy Institute: Working Paper Series #40.

Chaaban, J. & Cunningham, W. 2011. *Measuring the Economic Gain of Investing in Girls: The Girl Effect Dividend*. Policy Research Working Paper 5753. Washington, D.C.: The World Bank.

Hameed-ur-Rehman, M. & Moosa Sadruddin Sewani, S. (2011) Critical Analysis of the Educational Policies of Pakistan. *The Dialogue*, VIII, 3.

Lafit, A. (2011). *Alarming Situation of Education in Pakistan*. UNESCO: Press International Report.

Levine, R. et al. (2008). *Girls Count: A Global Investment & Action Agenda*. Washington, D.C.: Center for Global Development.

Malhotra, A. et al. 2003. *Impact of Investments in Female Education on Gender Equality*. Washington, D.C.: International Center for Research on Women.

Education Reform in Pakistan, Asia Report No. 257, June 2014, International Crisis Group, Belgium available at <http://www.crisisgroup.org/~media/Files/asia/south-asia/pakistan/257-education-reform-in-pakistan.pdf>

International Conventions Related to Education

- The Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)
- The United Nations Declaration of Human Rights
- The Millennium Development Goals



INDIVIDUAL ACTIVITIES

A. The role of incentives in encouraging school attendance.

Malala's mother stopped going to school because she did not see the relevance of an education for her own future. Her parents did not challenge her decision, and the community offered no incentive to educate girls either through opportunities for employment or increased social status. However, research now indicates that raising a family's income will increase a boy's chance for staying in school by 16 percent, and 41 percent for girls. Many educational initiatives now offer financial compensation to parents to keep their daughters in school. Write a two-page paper arguing for the value of such incentives as a long-term strategy to keep girls in school. Are there environments where financial incentives work better than others?

B. What would Malala say?

Millennium Development Goal 3 focuses on promoting gender equality and empowering women. A target of this goal is to "eliminate gender disparity in primary and secondary education, preferably by 2005, and in all levels of education no later than 2015." (<http://www.un.org/millenniumgoals>)

Write Malala's next speech to the U.N. General Assembly in the fall of 2015, in which she addresses the status of MDG 3. What recommendations will she make to the U.N. bodies in order to ensure that the aims of the goals will be accomplished? Draw on Malala's efforts and activities as illustrated in her book. Limit: 1,000 words.

GROUP ACTIVITIES

C. Debate: Is education a human right?

Malala appeared in front of the United Nations and paid homage to all girls, boys, and women who claimed their right to an education. Primary schooling is specifically cited as a right in international conventions, and states are also encouraged to provide for secondary and higher education. But does educating children beyond primary school carry with it the same duties and obligations as other rights?

Using Malala's experience as a starting point, divide the class into two groups and debate the question, Should states be held accountable for education of their children and youth?

D. Gender analysis on education in Pakistan project

In small groups of three or four people, you will be conducting a gender analysis of education in Pakistan. Using Malala's memoir as a primary source, you will write a two-page policy brief including recommendations to inform a donor-funded program to support gender-based education development projects in Pakistan.

Your brief should cover USAID's Six Domains of Gender Analysis (see right column), and your recommendations should address the following questions:

- What are key gender issues that might affect the ability of a project to achieve its goals or prevent women and men from benefiting equally?
- Does the gender analysis suggest that without any proactive intervention there will be gender imbalance in projects?
- What types of data should be collected to track the gender-related project impacts?
- What might be some potential unintended consequences?

Your gender analysis should use as your primary source Malala's memoir.

It should also include an investigation of secondary sources related to Pakistan's laws, policies, and institutional, social, and religious practices and/or other research reports and literature.

USAID'S SIX DOMAINS OF GENDER ANALYSIS

Source: *USAID Tips for Conducting a*

Gender Analysis at the Activity or Project Level

<http://www.usaid.gov/sites/default/files/documents/1865/201sae.pdf>

Access

This domain refers to a person's ability to use the necessary resources to be a fully active and productive participant (socially, economically, and politically) in society. It includes access to resources, income, services, employment, information, and benefits.

Knowledge, Belief, and Perceptions

This domain refers to the types of knowledge that men and women possess, the beliefs that shape gender identities and behavior, and the different perceptions that guide people's understanding of their lives, depending upon their gender identity.

Practices and Participation

This domain refers to people's behaviors and actions in life—what they actually do—and how this varies by gender roles and responsibilities. The questions cover not only current patterns of action but also the ways in which men and women may engage differently in development activities. Types of action include attendance at meetings and training courses, and accepting or seeking out services. Participation can be both active and passive.

Time and Space

This domain recognizes gender differences in the availability and allocation of time and the locations in which time is spent. It considers the division of both productive and reproductive labor; the identification of how time is spent during the day (week, month, or year, and in different seasons); and how men and women each contribute to the welfare of the family, community, and society. The objective of this domain is to determine how men and women spend their time and what implications their time commitments have on their availability for program activities.

Legal Rights and Status

This domain involves assessing how people are regarded and treated by customary legal codes, formal legal codes, and judicial systems. The domain encompasses legal documentation such as identification cards, voter registration, and property titles.

Additionally, the domain includes the right to inheritance, employment, atonement of wrongs, and legal representation.



Supplemental Information for High School Education: A Human Right For Girls

ESSENTIAL QUESTIONS:

1. How do you think that educating girls can benefit a town? A community? A country?
2. In your own life, what are the benefits of your education to the following: You, as a person? Your family? Your community? Your state? Your country?

CONTEXT

What is the United Nations?

The United Nations (UN) is an international organization founded in 1945 at the conclusion of World War II, to provide a forum for member states to resolve challenges related to the relationships among countries. According to the UN website, the organization has four purposes:

1. To keep the peace throughout the world.
2. To develop friendly relations among nations.
3. To help nations work together to improve the lives of poor people, to conquer hunger, disease and illiteracy, and to encourage respect for each other's rights and freedoms.
4. To be a center for harmonizing the actions of nations to achieve these goals.

There are currently 193 UN member states.

<http://www.un.org/en/aboutun>

How are human rights defined?

According to the United Nations High Commissioner for Human Rights (UNHCHR), human rights are "rights inherent to all human beings, whatever our nationality, place of residence, sex, national or ethnic origin, color, religion, language or other status."

<http://www.ohchr.org>

Who protects human rights?

According to the UNHCHR, "International human rights law lays down the obligations of government to act in certain ways or to refrain from certain acts, in order to promote and protect human rights and fundamental freedoms of individuals or groups."

Therefore, it is the responsibility of the State to protect individual human rights. The Universal Declaration of Human Rights is not a treaty, and therefore the terms are not binding to UN member States. However, the Declaration has become a significant rallying point in international human rights discourse.

<http://www.ohchr.org>

Why is gender equality in education important?

On an individual level, education opens the doors to improved prospects for employment and financial independence. On a social level, education helps to ensure economic development as well as political and social stability. According to UNICEF, "...girls' education has proven to be one of the most cost-effective strategies to promote development and economic growth."

http://www.unicef.org/esaro/5481_girls_education.html

Why does the lack of female teachers make a difference?

The lack of female teachers can create an obstacle to girls' education for many reasons. In some cultures, young women are allowed to be taught only by other women and therefore will not be allowed to sit in another classroom with male teachers. In other environments, a majority of male teachers deprives girls of favorable role models and discourages communities from recognizing the value of girls' education.

KEY TERMS OR NAMES

The Universal Declaration of Human Rights: The Universal Declaration was adopted by the General Assembly of the United Nations on 10 December 1948. It declares that human rights are universal and includes civil and political rights. These include the right to life, liberty, free speech and privacy. It also includes economic, social and cultural rights such as the right to social security, health and education.

Millennium Development Goals: The Millennium Development goals form a blue print agreed to by all the countries and all the world's leading development organizations for meeting the needs of the world's poorest inhabitants.

These goals are:

1. To eradicate extreme poverty and hunger
2. To achieve universal primary education
3. To promote gender equality and empower women
4. To reduce child mortality
5. To improve maternal health
6. To combat HIV/AIDS, malaria and other diseases
7. To ensure environmental stability
8. To develop a global partnership for development.

For information on the implementation of the Millennium Development Goals, visit <http://www.un.org/millenniumgoals/bkgd.shtml>.

1. Education for All Movement (EFA): According to the World Bank, "Education for All" (EFA) is an international initiative first launched in 1990 to bring the benefits of education to "every citizen in every society."

The EFA consist of a broad coalition of stakeholders committed to working together to help achieve the following education goals:

Expand and improve comprehensive early childhood care and education.

Ensure that by 2015 all children, particularly girls, those in difficult circumstances, and those belonging to ethnic minorities, have access to and complete, free, and compulsory primary education of good quality.

Ensure that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programs.

Achieve a 50% improvement in adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.

Eliminate gender disparities in primary and secondary education by 2005, and achieve gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.

Improve all aspects of the quality of education and ensure the excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

<http://www.worldbank.org/en/topic/education/brief/education-for-all>

2. Global Partnership for Education: The Global Partnership for Education (GPE) is an international organization that focuses on supporting countries' efforts to educate children from early primary school through secondary school. Its goals include ensuring gender parity in education, building and equipping classrooms and training teachers.

<http://www.globalpartnership.org/10-things>

3. Convention on the Elimination of all forms of Discrimination Against Women (CEDAW): The Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), adopted in 1979 by the UN General Assembly, is an "international bill of rights for women."

<http://www.un.org/womenwatch/daw/cedaw/>

4. United Nations Educational, Scientific, and Cultural Organization (UNESCO): UNESCO was established in 1945, in the aftermath of World War II, upon the belief that "Peace must be established on the basis of humanity's moral and intellectual solidarity." It is often referred to as the "intellectual agency of the United Nations.

<http://en.unesco.org>

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