Malala Yousafzai born 12 July 1997 is a Pakistani school pupil and education activist from the town of Mingora in the Swat District of Pakistan's north western Khyber Pakhtunkhwa province. She is known for her activism for rights to education and for women, especially in the Swat Valley, where the Taliban had at times banned girls from attending school. In early 2009, at the age of 11–12, Yousafzai wrote a blog under a pseudonym for the BBC detailing her life under Taliban rule, their attempts to take control of the valley, and her views on promoting education for 22 girls. The following summer, a New York Times documentary by journalist Adam B. Ellick was filmed about her life as the Pakistani military intervened in the region, culminating in the Second Battle of Swat. Yousafzai rose in prominence, giving interviews in print and on television, and she was nominated for the International Children's Peace Prize by South African activist Desmond Tutu.

In the afternoon of Tuesday, 9 October 2012, Malala boarded her school bus in the northwest Pakistani district of Swat. A gunman asked for Malala by name, then pointed a Colt 45 at her and fired three shots. One bullet hit the left side of Malala's forehead, traveled under her skin the length of her face and then into her shoulder In the days immediately following the attack, she remained unconscious and in critical condition, but later her condition improved enough for her to be sent to the Queen Elizabeth Hospital in Birmingham, England, for intensive rehabilitation. On 12 October, a group of 50 Islamic clerics in Pakistan issued a fatwā against those who tried to kill her, but the Taliban reiterated its intent to kill Yousafzai and her father.

The assassination attempt sparked a national and international outpouring of support for Yousafzai. Deutsche Welle wrote in January 2013 that Yousafzai may have become "the most famous teenager in the world. United Nations Special Envoy for Global Education Gordon Brown launched a UN petition in Yousafzai's name, using the slogan "I am Malala" and demanding that all children worldwide be in school by the end of 2015 – a petition which helped lead to the ratification of Pakistan's first Right to Education Bill.

Education has been formally recognized as a human right since the adoption of the Universal Declaration of Human Rights in 1948. This has since been affirmed in numerous global human rights treaties, including the United Nations Educational, Scientific and Cultural Organization (UNESCO) Convention against Discrimination in Education (1960), the International Covenant on Economic, Social and Cultural Rights (1966) and the Convention on the Elimination of All Forms of Discrimination against Women (1981). These treaties establish an entitlement to free, compulsory primary education for all children; an obligation to develop secondary education, supported by measures to render it accessible to all children, as well as equitable access to higher education; and a responsibility to provide basic education for individuals who have not completed primary education. Furthermore, they affirm that the aim of education is to promote personal development, strengthen respect for human rights and freedoms, enable individuals to participate effectively in a free society, and promote understanding, friendship and tolerance. The right to education has long been recognized as encompassing not only access to educational provision, but also the obligation to eliminate discrimination at all levels of the educational system, to set minimum standards and to improve quality.

In addition, education is necessary for the fulfilment of any other civil, political, economic or social right. The United Nations Convention on the Rights of the Child (1989) further strengthens and broadens the concept of the right to education, in particular through the obligation to consider in its implementation the Convention’s four core principles:[ non- discrimination; the best interests of the child; the right to life, survival and development of the child to the maximum extent possible; and the right of children to express their views in all matters affecting them and for their views to be given due weight in accordance with their age and maturity]. These underlying principles make clear a strong commitment to ensuring that children are recognized as active agents in their own learning and that education is designed to promote and respect their rights and needs. The Convention elaborates an understanding of the right to education in terms of universality, participation, respect and inclusion. This approach is exemplified both in the text itself and in its interpretation by the Committee on the Rights of the Child, the international body established to monitor governments’ progress in implementing child rights.

**Perspectives introduced in the Convention on the Rights of the Child**

• The right to education is to be achieved on the basis of equality of opportunity.

• Measures must be taken to encourage regular school attendance and reduce dropout. It is not sufficient just to provide formal education. It is also necessary to remove such barriers as poverty and discrimination and to provide education of sufficient quality, in a manner that ensures children can benefit from it.

• Discipline must be administered in a manner consistent both with the child’s dignity and with the right to protection from all forms of violence, thus sustaining respect for the child in the educational environment.

• The aims of education are defined in terms of the potential of each child and the scope of the curriculum, clearly establishing that education should be a preparatory process for promoting and respecting human rights. This approach is elaborated in the General Comment on the aims of education, in which the Committee on the Rights of the Child stresses that article 29 requires the development of education that is child centred, child friendly and empowering, and that education goes beyond formal schooling to embrace a broad range of life experiences through which positive development and learning occur.

• In its General Comment on early childhood, the Committee on the Rights of the Child interprets the right to education as beginning at birth and encourages governments to take measures and provide programmes to enhance parental capacities to promote their children development.

Beyond the formal obligations undertaken by governments in ratifying these human rights treaties, a number of global conferences have affirmed the right to education. Although lacking the legally binding force of the treaties, these conferences have introduced an additional impetus for action, together with elaborated commitments and time frames for their attainment. The World Conference on Education for All (1990) set the goal of universal primary education for the year 2000, a goal not met but subsequently reaffirmed for 2015 at the World Education Forum in 2000. This Forum also committed to an expansion and improvement of early childhood care and education, the elimination of gender disparities in education and the improvement of quality in education.

The UN Convention on the Rights of the Child introduces an additional perspective. It imposes limits not only on the state but also on parents. It insists that children’s best interests must be a primary consideration in all matters affecting them, that their views must be given serious consideration and that the child’s evolving capacities must be respected. In other words, the Convention affects the right of parents to freedom of choice in their child’s education; parental rights to choose their children’s education are not absolute and are seen to decline as children grow older. The rationale behind parental choice is not to legitimize a denial of their child’s rights. Rather, it is to prevent any state monopoly of education and to protect educational pluralism. In the case of conflict between a parental choice and the best interests of the child, however, the child should always be the priority. The right to education thus involves these three principal players: the state, the parent and the child. There is a triangular relationship between them, and in the development of rights-based education it is important to bear in mind that their differing objectives need to be reconciled. In addition, other actors with a significant contribution and responsibility include teachers, the local community, policymakers, the media and the private sector.

**Balancing rights and responsibilities of children**

Human rights are not contingent on the exercise of responsibility. They are innate and universal. There is no requirement on the part of a child, for example, that she or he demonstrate a responsible attitude in order to ‘earn’ an entitlement to education. Nevertheless, there is a direct and complex relationship between rights and responsibilities, rooted in the reciprocal and mutual nature of human rights .All children have a right to learn. This means they are entitled to an effective learning environment in multiple spaces, not just the school setting and at the primary level. It also implies that they have responsibilities to ensure their behaviour does not deny that right to other children. All children are entitled to express their views and have them given due weight. This involves listening as well as talking. It requires that children play a part in the creation of constructive spaces that promote mutual respect. And as teachers have responsibilities for children’s rights, so children, too, have responsibilities towards teachers. The same principles of mutual respect apply between children and adults. The right to protection from violence extends to both children and adults, and places a responsibility on children to avoid the use of aggression or physical violence. While teachers bear responsibility for preparing lessons, teaching, grading work, maintaining positive classroom discipline and creating opportunities for children to express views, so children carry responsibilities for undertaking their work, collaborating with other children, keeping the classroom in order and, so far as it is within their means, arriving regularly and on time. One of the most effective means of promoting children’s understanding of the reciprocal basis of rights is to create an environment where their own rights are respected. Through this experience, they develop the capacities to exercise responsibility.

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It can be said from the above that Education is the right of every human being and so many claims has been used to support this claim, It is neither for the rich alone nor the poor.