



16 DAYS OF ACTIVISM AGAINST GENDER-BASED VIOLENCE
16 DÍAS DE ACTIVISMO CONTRA LA VIOLENCIA DE GÉNERO
16 JOURS D'ACTIVISME CONTRE LA VIOLENCE DE GENRE
25 NOV - 10 DEC

<http://16dayscwgl.rutgers.edu>



2015 THEME ANNOUNCEMENT

“From Peace in the Home to Peace in the World: Make Education Safe for All!”

The year 2015 marks the 24th year of the 16 Days of Activism Against Gender-Based Violence Campaign, initiated in 1991 and coordinated by the Center for Women’s Global Leadership. Participation in the Campaign has seen over 5,478 organizations, policymakers, governments, UN agencies and countless individuals from over 180 countries worldwide. Together we have brought attention to issues of racism, sexism, cultures of violence, homophobia and called for the implementation of human rights obligations, including the right to health and reproductive rights, and end to militarism and gender-based violence, among others. The strength and longevity of the Campaign is due to these thousands of participants like you.

This year, the 16 Days Campaign will focus specifically on the relationship between militarism and the right to education in situations of violent conflict, in relative peace, and variety of education settings, while continuing to make the links with militarism, as an encompassing patriarchal system of discrimination and inequality based on our relationships to power.

Education is a public good and fundamental human right recognized in Article 26 of the 1948 Universal Declaration of Human Rights and upheld in various international and regional human rights conventions and treaties. Nonetheless, the right to education is subject to political, economic, and social shifts and upheavals, leaving certain groups (especially women, girls, people with disabilities, LGBTQI people, migrants, and indigenous people) particularly vulnerable and liable to being denied this crucial right. Recent data shows that approximately 38 million people¹ are internally displaced worldwide, while 16.7 million are refugees.² Girls and young women in particular are most adversely impacted by insecurity and crisis, with the most recent estimates showing that 31 million girls at primary level and 34 million at lower secondary level are not enrolled in school³, and 15 million girls and 10 million boys will never see the inside of a classroom.⁴ As many as 58 million children of primary school age do not have access to education, with approximately half of these (28.5 million) living in conflict affected areas.

The protection of the right to education in conflict affected settings relies on national governments, and the international community’s response and commitment, which are often difficult to obtain.⁵ The right to education is too often affected by weak infrastructure, including: unsafe and unsanitary educational environments, inadequate curricula that are not gender-sensitive and continue to be framed within stereotypical patriarchal notions of gender; limited resource provision for the delivery of, or access to education. In 2014, global military spending stood at \$1.8 trillion⁶, while experts cite a \$26 billion financing gap to achieve basic education for all by end of 2015.⁷ Children and young people of all genders can face further disadvantage due to disability, race or ethnic origin, economic difficulties and obligations thrust upon them by families and by the situation many find themselves in, whether in times of violent conflict, after an environmental disaster, or during relative peacetime.⁸ The disadvantages experienced by girls are particularly acute: girls and young women face the specter of early marriage or forced marriage that can cut short their education; the threat of different forms of school-related gender-based violence (SRGBV), including sexual violence and abuse on the way or within education settings; and discrimination in the availability of essential infrastructure such as adequate and safely accessible sanitary facilities. Consequently, many families choose to keep girls and young women from school and actively prevent them from continuing their education.⁹

Given such insecurity and lack of safety in relation to education, and informed by the results of a global survey conducted earlier this year, the global theme of the 16 Days Campaign will be **“From Peace in the Home to Peace in the World: Make Education Safe for All”**. This theme recognizes the dire situation for millions of girls and boys, and young women and men, whose universal human right to education is daily impacted or cut short due to violence, lack of resources, and discrimination. It is our obligation to focus on the precarious situation of education for girls and boys, young women and men this year through the 16 Days Campaign.

Under this global theme, **the 16 Days Campaign is asking you to join in advancing the right to education and challenging violence, discrimination, and inequity in education at the intersection of gender, race or ethnicity, religion, real or perceived sexual orientation, socio-economic status, and other social identifiers.** You can start thinking about what spaces and access to education look like in your community, country, or region. In planning your participation, consider the ways in which militarism affects education, whether in peacetime, during conflict, in refugee and IDP camps, in indigenous territories, in schools and other education settings, or even on the streets. Consider how violence and increased militarism has affected the education of young people in countries that have recently experienced different types of armed conflict; how extremism through State and non-State policies and practices have affected the right to education, especially for girls; and how government expenditures on arms and other priorities of militarization set the tone in funding for safe and accessible education for all.

What are other examples of issues participants of the 16 Days Campaign can address?

- Education and gender justice: consequences of structural discrimination on women and girls
- Women's role in peace negotiations, peace-building, diplomacy and decision-making positions
- Violence by small arms in communities and schools and the role of small arms in intimate partner violence
- Global production and sale of arms and increased militarism vs. support for public health, education, and other social goods
- Violence committed by State and non-State actors, in schools and other places affecting the right to education
- Sexual violence with impunity against school children and young people
- Denial of education to girls stigmatized by sexual violence
- Vulnerability of girls and boys, young women and young men to be denied education in refugee and internally displaced persons (IDPs) camps
- Environmental contamination by military operations and its consequences for communities, including social services
- Militarized police forces presence within social institutions (schools, public spaces, etc.)
- Sexual assault in academic or other educational settings

RESOURCES FOR 2015

CWGL is in the process of developing resources and campaign materials, which will provide useful background information on the theme and suggestions for planning campaign activities.

CWGL will be posting these resources on the 16 Days Campaign website over the months leading up to the campaign. You can also write to the 16 Days Campaign (16days@cwgl.rutgers.edu) to request hard copies of these materials. Participants can visit our website (<http://16days.cwgl.rutgers.edu>) to download the Take Action Kit materials or to request a hard copy when available.

Join the 16 Days Campaign!

The 16 Days Campaign is open to participants engaging in action on these issues in ways that are relevant to their specific context. Participants know best on what and with whom they can engage – whether their governments or communities – to challenge and change in positive terms the structures which perpetuate gender-based violence. Create or join a community, campus, national or international activity! Request campaign materials, join the 16 Days listserv, and use past International Calendars of Activities (available online) to spark ideas for your activities or to find information about groups in your area. Use of the hashtag **#16Days** on social media is encouraged!

Share your plans!

As November approaches, remember to submit your plans to CWGL for posting to the 2015 International Campaign Calendar to become part of the global 16 Days Campaign movement. The International Campaign Calendar can be found at <http://16dayscwgl.rutgers.edu/campaign-calendar>.

Check out the website!

If you would like more information about the international 16 Days Campaign, please visit the website <http://www.cwgl.rutgers.edu/16days/home.html>. Pictures from previous 16 Days Campaigns can be viewed on Flickr at <https://www.flickr.com/photos/16dayscampaign>.

Sign up for the 16 Days e-mail list!

Join the 16 Days of Activism Against Gender-Based Violence e-mail listserv, which gives activists a space to share work against violence, build partnerships with others worldwide, and develop strategies and themes for the annual 16 Days Campaign. Sign up at https://email.rutgers.edu/mailman/listinfo/16days_discussion.

ABOUT THE 16 DAYS CAMPAIGN

Since its founding in 1991, the Center for Women's Global Leadership has been the global coordinator of the 16 Days of Activism Against Gender-Based Violence Campaign. For the past twenty-five years, the 16 Days Campaign has been dedicated to advocacy and coordination of work in support of ending gender-based violence at the local, national, and international levels. The dates, November 25th (International Day for the Elimination of Violence Against Women) and December 10th (Human Rights Day), were chosen to emphasize the links between ending gender-based violence and human rights principles and highlight that gender-based violence is an international human rights violation. The 16 Days Campaign is used as an organizing strategy to call for the elimination of all forms of gender-based violence by individuals, groups, and institutions throughout the world.

Stay Connected!

16 Days Website: <http://16dayscwgl.rutgers.edu>

Email: 16days@cwgl.rutgers.edu

International Campaign Calendar: <http://16dayscwgl.rutgers.edu/campaign-calendar>

Flickr: <http://www.flickr.com/photos/16dayscampaign>

Facebook: <http://www.facebook.com/16DaysCampaign>

Twitter: [@16DaysCampaign](https://twitter.com/16DaysCampaign)

¹ Norwegian Refugee Council. *Global Overview 2015: People internally displaced by conflict and violence*. May 2015. <http://www.internal-displacement.org/assets/library/Media/201505-Global-Overview-2015/20150506-global-overview-2015-en.pdf>

² Internal Displacement Monitoring Center. *Global Figures*. May 2015. <http://www.internal-displacement.org/global-figures>

³ UNESCO Institute for Statistics. *Gender and Education*. <http://www.uis.unesco.org/Education/Pages/gender-education.aspx>

⁴ Education for All Global Monitoring Report (GMR) and UNESCO Institute for Statistics. Policy Paper 14/Fact Sheet 28. *Progress in getting all children to school stalls but some countries show the way forward* June 2014. <http://unesdoc.unesco.org/images/0022/002281/228184E.pdf>

⁵ Education for All Global Monitoring Report (GMR). Policy Paper 13. *Aid reductions threaten education goals*. June 2014. <http://unesdoc.unesco.org/images/0022/002280/228057E.pdf>

⁶ Stockholm International Peace Research Institute. *Trends in world military expenditure, 2014 SIPRI Fact Sheet*. <http://www.sipri.org/media/pressreleases/2015/milex-april-2015>

⁷ Education for All Global Monitoring Report. Policy Paper 06. *Making Education for All Affordable by 2015 and beyond*. February 2013. <http://unesdoc.unesco.org/images/0021/002199/219998E.pdf>

⁸ Education for All Global Monitoring Report, Policy Paper 10. *Children still battling to go to school*. July 2013. <http://unesdoc.unesco.org/images/0022/002216/221668E.pdf>

⁹ UNICEF. *Shattered Lives: Challenges and Priorities for Syrian Refugee Children and Women in Jordan*. June 2013. http://www.unicef.org/mena/MENA-Shattered_Lives_June11.pdf