



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

16 يوم من مكافحة العنف القائم على النوع الاجتماعي

25 November – 10 December

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



Military vs. Education: Expenditures and Priorities

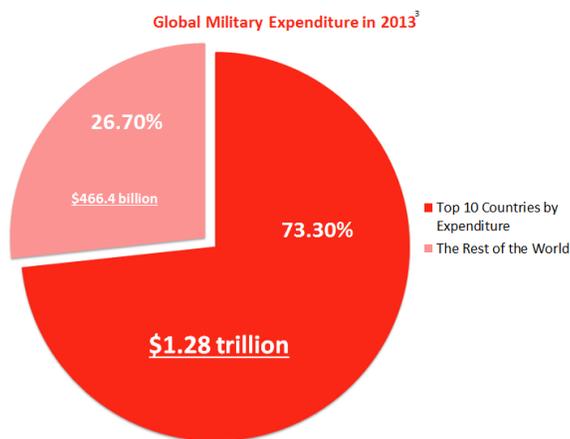
By 2015 in low and middle income countries, 100 million children, or 1 in 6, will not have completed primary school.¹

Half of children who are out-of-school are from countries that have been affected by conflict, and girls are one of the largest marginalized groups in these countries with more than half of the female population out-of-school².

Unlike military expenditures and arms legal exports and imports, federal education expenditures are widely undisclosed.

Girls should feel safe in their communities on their commutes to school and in their classrooms. Often times girls are subjected to sexual harassment and assault in both of these settings preventing them from accessing a quality education.

The pervasiveness of these crimes can prevent girls from attending school regularly or attending school at all, and these crimes contribute to the dropout rate, minimizing the time girls spend in school and inhibit access to higher levels of education.

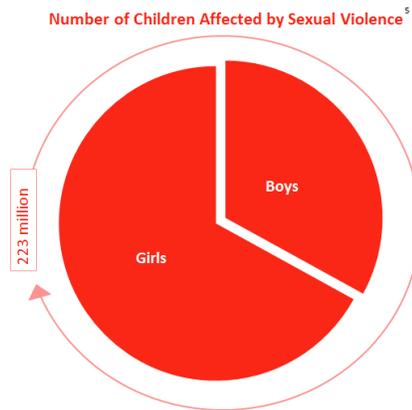
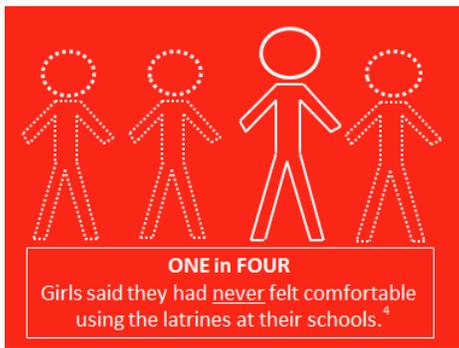


In times immediately before, during, and after conflict, state institutions are at their weakest and priorities shift, diverting funding and resources from basic needs to military and defense budgets; this particularly affects education. A breakdown in state structures, often times internal security, establishes **unsafe conditions for women and girls** often preventing girls from traveling to school.⁸

In 2008, it was estimated that **28 million children were out of school** in countries affected by conflict, which represented 4.8% of the total out-of-school population, and conflict countries suffered a more severe education gender disparity than average, particularly in secondary education.⁹

Citizen casualties have increasingly outnumbered combatant casualties in conflict countries. Women and girls are raped as a mechanism of war. For example, in the Democratic Republic of the Congo:

1 Killed Militia Member = **3** Killed Civilians = **23** Raped Women and Girls¹⁰



Resources

- *Small Arms Survey* compiles information about the weapons market, armed violence, and security and can be found here: <http://www.smallarmssurvey.org/home.html>.
- The United Nations' Program of Action (PoA) contains yearly country specific data and legislation on small arms and the country's effort to reduce the presence of illegal small arms. The *Country Profiles of Small Arms* can be found here: <http://www.poa-iss.org/Poa13/CountryProfiles/CountryProfiles.aspx>.
- The *Stockholm International Peace Research Institute (SIPRI)* monitors national military expenditures as well as arms production and the [financial benefit of arms](http://www.sipri.org/research/armaments/transfers/measuring/financial_values) found here: http://www.sipri.org/research/armaments/transfers/measuring/financial_values.
- *Education For All*, a UNESCO program, issues a yearly global monitoring report focusing on barriers to achieving universal education globally. The 2015 report can be found here: <http://unesdoc.unesco.org/images/0023/002325/232565e.pdf>.
- In 2011, the *Education for All Global Monitoring report* focused specifically on the relationship [between Armed conflict and Education](http://unesdoc.unesco.org/images/0019/001907/190743e.pdf). The report may be found here: <http://unesdoc.unesco.org/images/0019/001907/190743e.pdf>.
- Education For All compiles data on education inequality on a data base called [World Equality Education Database on Education \(WIDE\)](http://www.education-inequalities.org/). This database can be used to compare education inequality by country and by examining various economic and social cleavages within countries. WIDE can be found here: <http://www.education-inequalities.org/>.
- The World Bank compiles education data in a forum called [EdStats: Education Statistics](http://datatopics.worldbank.org/education/wDataQuery/QFull.aspx). This forum collected data from 1970 for over 200 countries and tracks over 2000 indicators to study education inequality. EdStats can be found here: <http://datatopics.worldbank.org/education/wDataQuery/QFull.aspx>.
- The [UCDP/PRIO Armed Conflict Database](https://www.prio.org/Data/Armed-Conflict/UCDP-PRIO/) contains data on armed conflict paying particular focus on the intensity, region, and type. It can be found here: <https://www.prio.org/Data/Armed-Conflict/UCDP-PRIO/>.
- UNESCO's Institute for Statistics conducts far-reaching surveys to compile [World Education Indicators \(WEI\)](http://www.unesco.org/education/bege_61657.html) to measure education data like out-of-school children, learning outcomes, and education finance, globally.
- Humanium is a children's rights organization that highlights specific rights of children, both globally and in specific countries. One such right is the [Right to Education](http://www.humanium.org/en/world/right-to-education/) which is explored here: <http://www.humanium.org/en/world/right-to-education/>.
- [Protecting Education from Attack](http://protectingeducation.org/) in 2010 recognized the danger schools and universities are subjected to during armed conflict. Their work can be found here: <http://protectingeducation.org/>.

¹ United Nations Education, Scientific and Cultural Organization. (2014) "Education for All 200-2015: Achievements and Challenges."

<http://unesdoc.unesco.org/images/0023/002325/232565e.pdf>

² United Nations Children's Fund. (July 2014) "Basic education and gender equality: Equitable access." http://www.unicef.org/education/bege_61657.html

³ SIPRI. (2014) "SIPRI Yearbook 2014". <http://www.sipri.org/yearbook/2014/04>

⁴ Plan International. (September 2014) "Do adolescent girls' issues really matter?" *Hear Our Voices*. <http://plan-international.org/hearourvoices/>

⁵ Plan International (February 2014). "A girl's right to learn without fear: Working to end gender-based violence at school." <http://plan-international.org/files/global/publications/campaigns/a-girls-right-lwf-summary-eng.pdf>

⁶ Shah, Anup. (30 June 2013) "World Military Spending," *Global Issues*. <http://www.globalissues.org/print/article/75#Spendingforpeacevsendingforwar>

⁷ The World Bank. (N.d.) "Population, total." <http://data.worldbank.org/indicator/SP.POP.TOTL>

⁸ Plan International (N.d.) "Special Focus: In the Shadow of War" *Because I am a Girl*. http://plan-international.org/files/global/publications/campaigns/BIAAG_2008_english.pdf

⁹ United Nations Education, Scientific and Cultural Organization. (2014) "Education for All 2000-2015: Achievements and Challenges."

<http://unesdoc.unesco.org/images/0023/002325/232565e.pdf>

¹⁰ United Nations Education, Scientific and Cultural Organization. (2011) "Education for All: The hidden crisis: Armed conflict and education."

<http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/ED/pdf/gmr2011-UNESDOC.pdf>