

### **IDSN Note - References to caste in UNESCO's 2015 Education for All Global Monitoring Report**

UNESCO's [2015 Global Monitoring Report](#) – *Education for All (EFA) 2000-2015: Achievements and Challenges* notes caste-based discrimination as a barrier education.

➤ [UNESCO webpage on the Education for All Global Monitoring Report](#)

The report provides a complete assessment of progress since 2000 towards the target date for reaching the Dakar Framework's goals. It takes stock of whether the world achieved the EFA goals and stakeholders upheld their commitments and explains possible determinants of the pace of progress. The main findings include;

- Just one-third of countries have achieved all the measurable Education for All (EFA) goals.
- In 2012, 121m children and adolescents were still out of school, down from 204m in 1999.
- Half of countries have now achieved Universal Primary Enrolment and 10% more are close.
- Poorest children are five times more likely not to complete primary school than richest. - See

#### Goal 2 Universal Primary Education

##### **Some approaches succeeded by increasing demand**

*Cash transfer programmes:* Most cash transfer programmes have had a positive impact on enrolment, attendance and dropout. Many have targeted children with specific vulnerabilities, such as extreme poverty, remoteness, **caste** and gender, or indigenous populations (Independent Evaluation Group, 2011b). (page 89)

##### **Reaching the marginalized is essential for universal primary education**

In addition to poverty, barriers to education can include children's gender, **caste**, ethnic and linguistic background, race, disability, geographical location and livelihood. (page 94)

#### Goal 5 Gender parity and equality

##### **Expanding and improving school infrastructure**

*Reducing distances to school:* Girls' enrolment and attendance are particularly sensitive to distances to school. This is especially true in contexts where parents are concerned for girls' security to and from school, such as slums in Nairobi (Mudege et al., 2008), or where traditional gendered seclusion practices are in place, such as Pakistan (Andrabi et al., 2007; **Jacoby and Mansuri**, 2011). (page 171)

**Jacoby, H. G. and Mansuri**, G. 2011. *Crossing Boundaries: Gender, Caste, and Schooling in Rural Pakistan*. Washington, DC, World Bank. (Policy Research Working Paper Series, 5710.)

##### **Equitable school and classroom environments**

*The impact of teacher gender Equitable school and classroom environments:* A study in five Indian states found that while female teachers were more likely than male teachers to view all children as equally capable of learning, recent training received by teachers was a more important factor than teacher gender for student achievement (Chudgar and Sankar, 2008). Other studies have shown that factors of similarity between teachers and students, such as ethnicity, **caste** and religion, can be as important for learning outcomes as gender is, if not more so, particularly for boys (**Rawal and Kingdon**, 2010). Student concerns about teachers may relate more to individual teachers' abilities than to whether they are female or male, as was found in the United Kingdom (Francis et al., 2008). (p. 176)

Rawal, S. and Kingdon, G. 2010. *Akin to my Teacher: Does Caste, Religious or Gender Distance Between Student and Teacher Matter? Some Evidence from India*. London, Department of Quantitative Social Science, Institute of Education, University of London. (DoQSS Working Paper, 10-18.)