

IDSN NOTE:

UNESCO EFA Global Monitoring Report 2015

[Education for All 2000-2015: Achievements and challenges](#)

<p>Goal 2: Universal primary education</p>	<p>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) (p. 89).</p> <p>Researching 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. Marginalized children often suffer from multiple disadvantages that are mutually reinforcing, leading to acute education deprivation in particular populations (UNESCO, 2010a). Education progress is often slower for these groups since they lack the political voice to mobilize national action (pp. 95-96).</p>
<p>Goal 5: gender parity and equality</p>	<p>Equitable school and classroom environments</p> <p><i>The Impact of teacher gender</i></p> <p>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).</p>