

## People's Action for Learning (PAL) Network Position Statement on SDG4

### Preamble

The People's Action for Learning Network (PAL Network) is a south-south partnership whose member countries work across three continents to assess the basic reading and numeracy competencies of children, in their homes, through citizen-led assessments. This statement articulates the position of the PAL Network in relation to Sustainable Development Goal (SDG) 4 that commits to 'Ensure inclusive and equitable quality education and promote life-long learning opportunities for all'.

The Sustainable Development Goals (SDGs) adopted by 193 member countries of the United Nations General Assembly in September 2015 represent a renewed focus for inclusive, lifelong and equitable education. Monitoring progress on the new Global Goal on education (SDG 4) requires evidence to track whether all children are learning. The large-scale, citizen-led assessments conducted by the PAL Network have made robust contributions to increasing understanding of the learning crisis and improving knowledge of the inequalities that persist in educational access and acquisition of foundational reading and numeracy skills as fundamental building blocks of life long learning.

### Our Position

We, the People's Action for Learning Network, cognizant of the 250 million children worldwide who are failing to learn basic skills, despite having spent at least four years in school:

1. **Acknowledging** the efforts of the international education community in drawing attention to the global learning crisis,
2. **Commit** to a single, renewed education agenda presented through the Sustainable Development Goals that is holistic, ambitious and leaves no child behind.
3. **Motivated** by the significant achievements of PAL Network members in measuring the acquisition of foundational literacy and numeracy competencies of more than one million children annually, we **support a**



strong indicator framework for tracking progress towards achieving SDG 4, and SDG 4.1 in particular by 2030.

4. **Endorse** citizen-led, household-based assessments as the most appropriate mechanism to track the learning progress for *all* children, regardless of their age, gender or schooling status.
5. **Advocate** for the continued inclusion of an indicator that measures learning progress early on (Grade 2 level) in order for timely corrective measures to be taken to ensure better learning gains and successful transitions.
6. **Believe** that citizen-led household-based assessments are a vital first step in a process to hold national and global-level institutions accountable for delivering on the promises enshrined in SDG 4 that are inclusive, equitable and promote gender equality.
7. **Stand by** all endeavours, at local, national, regional and global levels to further the learning agenda and its tracking to inform policy and practice.
8. **Support** development of robust participatory learning and assessment systems at lower primary, end of primary and lower secondary levels measuring both cognitive and non-cognitive skills.
9. **Pledge** our active partnership with citizens, civil society alliances, governments, industry and development partners to accelerate the actualization of SDG 4 by 2030.

PAL Network Steering Committee Members  
Limuru, Kenya - July 2, 2016

#### Signatories

