

Mr. John Pullinger CB
Chair, UN Statistical Commission

*Sent on behalf of 214 civil society organisations,
academics and education professionals by:*

Ms. Lisa Bersales
Co-Chair of the IAEG -SDGs

Global Campaign for Education
The Education Hub, 6 Blackwood Avenue
Parktown, Johannesburg 2196
South Africa
Tel: +27 11 447 4111
www.campaignforeducation.org

Mr. Enrique Ordaz
Co-Chair of the IAEG-SDGs

Mr. Stefan Schweinfest
Director, UN Statistics Division

United Nations Headquarters
New York
NY 10017
United States

Cc: H.E. Mogens Lykketoft, President of General Assembly; H.E. Oh Joon, President of ECOSOC; Ms. Francesca Perucci, Assistant Director, UN Statistics Division; Mr. Moncef Khane, Acting Secretary of ECOSOC

4 March 2016

Dear Madam/Sirs

Re: Global indicator for Target 4.1

We write on behalf of the Global Campaign for Education and representatives of its international, regional and national membership; the international federation of teachers' unions, Education International; OMEP, the World Organisation for Early Childhood Education; the International Council for Adult Education; members of the International Disability and Development Consortium; international, regional and national NGOs and grassroots organisations working in development; academics and professionals working in education and development; the Kailash Satyarthi Children's Foundation, the organisation founded by child rights activist and Nobel Peace Prize Laureate Kailash Satyarthi; and the Malala Fund, the organisation co-founded by education activist and Nobel Peace Prize Laureate Malala Yousafzai.

We welcome the efforts made by the Inter-agency and Expert Group on Sustainable Development Goal Indicators (IAEG-SDGs) to develop a comprehensive set of indicators that addresses the entire SDG framework. We appreciate that this is a challenging task that requires balancing multiple and conflicting interests. In particular, we welcome the thoroughly revised indicator proposed for adoption for Target 4.7 in the recent final report of the IAEG-SDGs.

We write to you to share our concerns about the other indicators for education: we are concerned that, overall, the indicators set selected does not fully capture the nature and spirit of Goal 4. We would particularly like to draw your attention to the fact that the completion of 12 years of free, equitable, quality education lies at the heart of Target 4.1, yet the indicator for Target 4.1 – indeed, none of the indicators selected for Goal 4 – captures neither the importance of completion of primary and secondary education, which obliges countries to attend to the population of out-of-school children, nor that these 12 years must be free. The omission of these two critical components significantly alters the nature of the target and lowers the agenda's overall ambition. We consequently urge you to include an additional indicator for Target 4.1: *viz.* percentage of children/young people completing free (i) primary, (ii) lower-secondary and (iii) upper-secondary education.

Furthermore, we are deeply concerned about the last-minute inclusion of early grade assessment among the global indicators of Target 4.1, contradicting the decision made earlier by the Education For All (EFA) Steering Committee, during its last meeting in October 2015. The EFA Steering Committee includes representation from all regional groups of UNESCO Member States, concerned UN bodies, and other stakeholders including civil society. While there was broad consensus that formative evaluations are important throughout the entire education cycle, Member States and civil society representatives expressed concerns that results assessments directed towards small children can undermine the wellbeing of the child, and could negatively impact the development of her or his personality; oppose her or his right to creativity and to play; and the development of critical thinking. These concerns are well-reflected in General Observation 1 of the Committee on the Rights of the Child. We are disappointed and concerned to see that it is now included in the final list of global indicators for Goal 4.

We ask you to reconsider the inclusion of early grade assessments under the global indicators for Target 4.1. We, likewise, hope that you will take the steps necessary to expand the indicator set for Targets 4.1 in order to preserve its ambition of completion of primary and secondary education for every child, and that these 12 years must be free. Ultimately, the global indicators must seek to retain the coherence of the framework, not to dilute the level of ambition of the original targets.

Thank you for your attention.

Yours faithfully

1. Access Toward Livelihood and Welfare Organization (ALWO), Bangladesh
2. Act For Change, Ghana
3. Action Aid Bangladesh, Bangladesh
4. ActionAid Brazil, Brazil
5. ActionAid International, International
6. ADD International, International
7. ADD International Bangladesh, Bangladesh
8. Adult Learning Australia, Australia
9. Ageing Nepal, Nepal
10. Albanian Coalition for Children's Education, Albania
11. All for Education! National Civil Society Coalition of Mongolia (AFE Mongolia), Mongolia
12. All India Secondary Teachers Federation, India
13. Apeksha Homoeo Society, India
14. Arab Campaign for Education For All (ACEA), Middle East
15. ARCS Arci Cultura e Sviluppo, Italy
16. Asia South Pacific Association for Basic and Adult Education (ASPBAE), Asia Pacific
17. Asociación Latinoamericana de Educación Radiofónica (ALER), Latin America
18. ASPBAE Australia, Australia
19. Association for Childhood Education International, International
20. Association for Promotion of Sustainable Development, India
21. ASTHA, India
22. Atlas Alliansen, International
23. Australian Coalition for Education and Development, Australia
24. Australian Education Union, Australia
25. Australian Indigenous Youth Education Advocacy Association, Australia
26. Bharat Gyan Vigyan Samiti, India
27. BMSS, India
28. Campaign Against Child Labour, India
29. Campaign for Popular Education (CAMPE), Bangladesh
30. Campaña Argentina por el Derecho a la Educación (CADE), Argentina
31. Campaña Latinoamericana por el Derecho a la Educación (CLADE), Latin America
32. Campaña Mundial a la Educación España, Spain
33. Campaña Peruana por el Derecho a la Educación (CPDE), Peru
34. Campanha Nacional pelo Direito á Educação, Brazil
35. Caritas Bangladesh, Bangladesh
36. CBM, International
37. CBM Australia, Australia
38. CBM Switzerland, Switzerland
39. Center for Peace and Development Effectiveness, Liberia
40. Centre for Social Equity and Inclusion, India
41. Centro Think Tank en Derechos de los Niños, Niñas y Adolescentes, Costa Rica
42. Chhattisgarh Action and Research Team, India
43. Childfund Australia, Australia
44. Children in Crisis, Italy
45. Childwatch India, India
46. CIFA Onlus, Italy
47. Coalición Colombiana por el 'derecho a la Education, Colombia
48. Coalition Nationale Malgache pour l'Education pour Tous (CONAMEPT), Madagascar
49. Coalition Nationale Togolaise pour l'Education Pour Tous (CNT/EPT), Togo
50. Coalizione Italiana delle Campagna Globale per l'Educazione (CGE Italia), Italy
51. Colectivo de Educación para Todas y Todos, Guatemala
52. COMEDUC, Mauritania
53. Consejo de Educación Popular de América Latina y el Caribe (CEAAL), Latin America
54. Consejo Latinoamericano de Ciencias Sociales (CLACSO), Latin America
55. Contrato Social Por la Educación Ecuador, Ecuador
56. COVA, India
57. CSACEFA: Civil Society Action Coalition on Education for All, Nigeria
58. Deaf Child Worldwide, International
59. Defensa de Niñas y Niños Internacional, Costa Rica
60. Defensa de Niñas y Niños Internacional, Spain
61. Development and Integrity Intervention Goal Foundation, Nigeria
62. Dhaka Ahsania Mission(DAM), Bangladesh
63. Education for All Sierra Leone (EFASL), Sierra Leone
64. Education for All Somalia (EFASOM), Somalia
65. Education International, International
66. El Centro de Estudios Sociales y Publicaciones, Peru
67. Enabling Education Network (EENET), UK
68. Ethical Youth International, Nigeria
69. Federación Internacional Fe y Alegría, International
70. Fédération Togolaise des Associations de Personnes Handicapées (FETAPH), Togo
71. FLC CGIL, Italy
72. Fondazione MAGIS, Italy
73. Foro Dakar Honduras, Honduras
74. Foro de Educacion y Desarrollo Humano De La Iniciativa Por Nicaragua, Nicaragua
75. Foro Educativo, Peru
76. Foro Latinoamericano de Políticas Educativas, Latin America
77. Foro por el Derecho a la Educacion, Chile
78. Foro Socioeducativo (FSE), Dominican Republic
79. Fundação Abrinq, Brazil

80. GANATAR Trust, India
81. Global Campaign for Education, International
82. Global Campaign for Education Netherlands, The Netherlands
83. Global Campaign for Education UK, UK
84. Global Campaign for Education US, US
85. Global Initiative for Economic, Social and Cultural Rights, International
86. Global March Against Child Labour, International
87. Global March Central America, Latin America
88. Global Peace and Development Organization, Liberia
89. Globale Bildungskampagne, Germany
90. Gonoshasthaya Kendra, Bangladesh
91. Handicap International, International
92. Hope Foundation for Social Entrepreneurship, Tanzania
93. IBIS, International
94. Incidencia Civil en la Educación (ICE), Mexico
95. India Alliance for Child Rights, India
96. Initiative for Social and Economic Rights (ISER), Uganda
97. Inspirator Muda Nusantara, Indonesia
98. International Council for Adult Education, International
99. International Council for Education of People with Visual Impairment (ICEVI), International
100. Japan NGO Network for Education (JNNE), Japan
101. JONGO Farmers Nigeria, Nigeria
102. KHEN, Cambodia
103. Le Syndicat national unitaire des instituteurs, professeurs des écoles et PEGC (SNUIPP-FSU), France
104. Leonard Cheshire Disability, International
105. Libraries Without Borders, International
106. Life Trust, India
107. Light for the World, International
108. Mani Tese, Italy
109. Media Initiatives for Social Change Organisation, Pakistan
110. Movimento Interfóruns de Educação Infantil do Brasil, Brazil
111. Multiple Action Research Group (MARG), India
112. Nallore Theauo Academy of Sports, Liberia
113. National Campaign for Dalit Human Rights, India
114. National Coalition for Education NCE, India
115. National Convention of School-based Human Rights Clubs Federation, India
116. National Foundation of India, India
117. New Education Group – Foundation for Education and Research in Education, India
118. NINE IS MINE, India
119. Odisha RTE, India
120. Ohaha Family Foundation, Nigeria
121. Organisation Mondiale pour l'Éducation Préscolaire (OMEP), International
122. Oxfam International, International
123. Oxfam Italia, Italy
124. Pakistan Coalition for Education (PCE), Pakistan
125. Pakistan Youth Parliament for Water, Pakistan
126. Partage, France
127. People's Action For Rural Awakening, India
128. Plan Australia, Australia
129. Plan International, International
130. Plan International France, France
131. Plan Italia Onlus, Italy
132. Planet Aid, International
133. Plataforma Subregional sobre Trabajo Infantil y Adolescente, Latin America
134. PNG Education Advocacy Network (PEAN), Papua New Guinea
135. Practical Environmental Alternatives, Jamaica
136. PRATYeK, India
137. PRO.DO.C.S., Italy
138. Projonma Academy, Bangladesh
139. Proteo Fare Sapere, Italy
140. RDRS Bangladesh, Bangladesh
141. RE.TE, Italy
142. Reacción Climática, Bolivia
143. Red de Educación Popular Entre Mujeres (REPEM), Latin America
144. Réseau Suisse Education et Coopération Internationale, Switzerland
145. RESULTS, International
146. RESULTS Australia, Australia
147. RESULTS UK, UK
148. Right to Education Forum India, India
149. Right to Education Project, International
150. RMIT University School of Global, Urban & Social Studies, Australia
151. RTE Forum Maharashtra, India
152. Rukmini Foundation, US
153. Shala Mitra Sangh (RTE Forum Gujarat), India
154. SightSavers International, International
155. Society for Promotion of Education and Development (SPED), Nigeria
156. Solidarité Laïque (Coalition Education), France
157. SOS Children's Villages, International
158. Sudanese Network for EFA, Sudan
159. SUROVI Bangladesh, Bangladesh
160. Swadhar IDWC, India
161. The Education Network, Denmark
162. The Kailash Satyarthi Children's Foundation, International
163. The Malala Fund, International
164. Underprivileged Children's Educational Programs (UCEP) Bangladesh, Bangladesh
165. Vanuatu Education Policy Advocacy Coalition (VEPAC), Vanuatu
166. Vietnamese Association for Education For All (VAEFA), Vietnam
167. VIS, Italy
168. Visions Solidaires, Togo
169. VSO International, International
170. Wada Na Todo Abhiyan, India
171. WaterAid Bangladesh, Bangladesh
172. Welthungerhilfe, India
173. West Bengal RTE Forum, India
174. WeWorld Onlus, Italy
175. WhyDev, Australia
176. Women In Adult and Vocational Education (WAVE), Australia
177. Women Thrive Worldwide, International
178. WomenOne, US
179. World University Service: German Committee, Germany
180. World Vision India, India

181. Youth Association for Development (YAD), Pakistan
182. Youth for Unity and Voluntary Action, India

183. Youth Power Initiative, Nigeria

Academics and education professionals

1. Theresa Adriaio, Faculty of Education, State University of Campinas/UNICAMP, Brazil
2. Dr. Pilar Sánchez Ascencio, Universidad Pedagógica Nacional, Mexico
3. Professor Xavier Bonal, University of Amsterdam, Netherlands and Universitat Autònoma de Barcelona, Spain
4. Dr. Luis Bonilla-Molina, International Coordinator, Global-Local Network for Quality Education; Director, Otras Voces en Educación; Universidad Bolivariana, Venezuela
5. Carmen Campero Cuenca, Universidad Pedagógica Nacional, Mexico
6. Carmen Capriles, Founder and Coordinator, Reacción Climática, Bolivia
7. Marianicer Figueroa, Centro Internacional Miranda, Venezuela
8. Dr. Frances Gentle, RIDBC Renwick Centre, Royal Institute for Deaf and Blind Children, Australia
9. Dr. Pablo Gentili, Universidad del Estado de Río de Janeiro, Brazil
10. Dr. Mark Ginsburg, Senior Technical Advisor for Research, Evaluation, and Teacher Education, FHI 360; Visiting Professor, International Education Program, University of Maryland, United States
11. Professor Henry Giroux, McMaster University Professor for Scholarship in the Public Interest; Distinguished Visiting Professor at Ryerson University; The Paulo Freire Distinguished Scholar in Critical Pedagogy, Canada
12. Carmen Díaz González, Universidad Autónoma Benito Juárez de Oaxaca, Mexico
13. Dr. Edwin Gragert, Chair of the Board of Advisers, iEARN-US
14. María del Rosario García Guerrero, Universidad Pedagógica de Durango, Mexico
15. Rosana Rodrigues Heringer, Universidade Federal do Rio de Janeiro, Brazil
16. Juan Santiago Hernández, Universidad Pedagógica Nacional, Mexico
17. Elena Orozco Hidalgo, Universidad Pedagógica Nacional del Estado de Chihuahua, Mexico
18. Peter Hyll-Larson, Consultant
19. Professor Steven J. Klees, Former President, U.S. Comparative and International Education Society; Harold R. W. Benjamin Professor of International & Comparative Education, University of Maryland, United States
20. Ana María Marin Laredo, Universidad Pedagógica Nacional, Mexico
21. Hugh McLean, Director, Open Society Foundations' Education Support Program
22. Dr. Angela Melchiorre, Adjunct Lecturer, University of Padova, Italy; Adviser, Right to Education Project
23. Emeritus Professor Peter Moss, Thomas Coram Research Unit, UCL Institute of Education, University College London, United Kingdom
24. Luz Palomino, Universidad Bolivariana, Venezuela
25. José Marcelino de Rezende Pinto, Universidade de São Paulo, Brazil
26. Professor Ingrid Pramling Samuelsson, Department of Education, Göteborg University, Sweden
27. Claudia Vázquez Ramos, Universidad Pedagógica Nacional, Mexico
28. Professor Anita Rampal, Central Institute of Education, New Delhi, India
29. Dr. Omar Hurtado Rayugsen, Universidad Pedagógica Experimental Libertador, Venezuela
30. Ana María Rodríguez Velasco, Universidad Pedagógica Nacional, Mexico
31. Dr. Antoni Verger, Universitat Autònoma de Barcelona, Spain