# ENGAGING CIVIL SOCIETY TO ENHANCE EFFECTIVENESS OF PROGRESS MONITORING, AND MINIMISE THE GAPS IN POLICY IMPLEMENTATION WITH REGARD TO SDG 4

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CED Sri Lanka
Quality Education For All

Coalition for Educational Development

# Engaging civil society to enhance effectiveness of progress monitoring, and minimise the gaps in policy implementation with regard to SDG 4

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**Engaging civil society to enhance effectiveness of progress monitoring, and minimise the gaps in policy implementation with regard to SDG 4**

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*This 'Engaging civil society in their view of SDG 4, to enhance effectiveness of progress monitoring and minimize the gaps in policy implementation with regard to SDG 4' report reviews the existing mechanisms, structure and suggest approaches to engage civil society organizations in assessing the progress of the SDG 04. This study was carried out on behalf of the Collation of Education Development (CED), Sri Lanka.*

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# Message of the Coalition for Educational Development (CED)

'Engaging civil society in their view of SDG 4, to enhance effectiveness of progress monitoring and minimize the gaps in policy implementation with regard to SDG 4', report has been conducted on behalf of the Coalition for Educational Development (CED) by Ms. Himai Jinadasa. We wish to extend our gratitude to Ms. Jinadasa for her dedication, and leadership throughout the study process.

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**Coalition for Educational Development (CED), Sri Lanka**

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**Himali Jinadasa**

October, 2024

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# Abbreviations and Acronyms

| | | |
|---|---|---|
| A/L | - | Advanced Level |
| ADB | - | Asian Development Bank |
| CBOs | - | Community Based Organizations |
| CCC | - | Ceylon Chamber of Commerce |
| CSO | - | Civil Society Organization |
| ECD | - | Early Childhood Development |
| IMF | - | International Monetary Fund |
| MFA | - | Ministry of Foreign Affairs |
| MoE | - | Ministry of Education |
| MoF | - | Ministry of Finance |
| NGO | - | Non-Governmental Organization |
| NPF | - | National Policy Framework |
| SDG | - | Sustainable Development Goal |
| SDGs | - | Sustainable Development Goals |
| SME | - | Small and Medium-Sized Enterprise |
| TVET | - | Technical and Vocational Education and Training |
| UNDESA | - | United Nations Department of Economic and Social Affairs |
| UNDP | - | United Nations Development Programme |
| UNESCAP | - | United Nations Economic and Social Commission for Asia and the Pacific |
| UNESCO | - | United Nations Educational, Scientific and Cultural Organization |
| UNFCCC | - | United Nations Framework Convention on Climate Change |
| UNICEF | - | United Nations International Children's Emergency Fund |
| US | - | United States |

# 1. Introduction

When reviewing engaging civil society participation to enhance effectiveness of progress monitoring and minimize the gaps in policy implementation with regard to SDG 4 in Sri Lanka, we find that existing opportunities are minimum.

It is not that civil society in Sri Lanka has not contributed following the adoption of the 2030 Agenda for Sustainable Development in 2015 related to SDG 4 implementation- however given the vast potential for strengthening progress of SDG 4 through the collaboration of civil society, impact has been limited, largely due to the ad hoc nature of interventions.

The role of civil society and contribution towards development cannot be undermined, recently António Guterres, UN Secretary-General's remarks to the United Nations Civil Society Conference in support of the Summit of the Future on May 14, 2024, further reiterated the importance of this role:[1]

> *Time and again, I have witnessed the enormous impact of civil society in every corner of the world. I see you easing suffering, pushing for peace and justice, mobilizing for change.*
>
> *I see you feeding the hungry, standing up for truth, advancing gender equality, and propelling sustainable development.*
>
> *Many of you work at great personal risk. Climate activists are being criminalised and persecuted; human rights defenders are threatened; and humanitarians killed. I salute you. I thank you. And I ask you to keep working with us to build a better world.*

Former UN Secretary-General, Kofi Annan refers to civil society as the 'the new superpower', late Amb. Jayantha Dhanapala in his concluding remarks of his address 'The United Nations and Civil Society' states,[2]

> *Many countries face acute crises that are essentially societal in nature. It is right that democratically-elected governments should be in the vanguard of rectifying those crisis. But no*

1 United Nations, Secretary-General's remarks to the United Nations Civil Society Conference in support of the Summit of the Future, May 14, 2024 https://www.un.org/sg/en/content/sg/speeches/2024-05-10/secretary-generals-remarks-the-united-nations-civil-society-conference-support-of-the-summit-of-the-future%C2%A0 (Accessed on 23/10/2024)

2 Jayantha Dhanapala, 'The United Nations and Civil Society', Sri Lankan Son :Global Diplomat-Writings and Statements of Fmr. Ambassador Jayantha Dhanapala, edited by Randy Rydell and Neluni Tillekeratne.Sept: 2019, p.118, (Colombo: Sri Lanka Unites).

*civil society can totally abdicate the interpretation and implementation of its national interest and the vigilance that must be exercised at all times to ensure that the public interest and individual sovereignty are protected.*

*As global citizens we have a collective responsibility to ensure that our common human security is not only protected but also actively promoted. Let us all make our contributions to this task.*

More recently in Sri Lanka, the 'Aragalaya' (struggle in Sinhala), the largest civil uprising that Sri Lanka has witnessed following independence, reiterated the demands for the voices of the people to be heard.[3] As the International Monetary Fund (IMF) has noted in its Governance Diagnostic Assessment September, 2023:*The resignation of President Gotabaya Rajapaksa in July 2022 emphasized that addressing the crisis required changes in governance as much as changes in economic policies. The role of civil society in demanding accountability carried an equally important message about the drivers of change.*[4]

Therefore whether at international or national level, the strength and contribution of civil society should not be understated, and we should make every effort to ensure that these voices are heard to support and actively contribute to developmental mechanisms to ensure that we are enriched by their diverse involvement and impact, by providing streamlined institutional mechanisms not only at global, but regional and national levels as well.

Advocacy and capacity building have largely been the domains for civil society involvement, however recognizing the need to further engage and mobilise available resources, the global South have been the first to initiate a program to formalize citizen data[5] given the impact that data provides in ensuring effective utilization of limited assets in these countries, this initiative will be further strengthened at the next UN World Data Forum to be held in November

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3 'For further reference, Centre for Policy Alternatives - Social Indicator, A Brief Analysis of the Aragalaya, May 2023. https://www.cpalanka.org/wp-content/uploads/2023/05/A-Brief-Analysis-of-the-Aragalaya_Final-Report.pdf
(Accessed on 23/10/2024).

4 International Monetary Fund (IMF), Technical assistance report- Governance Diagnostic Assessment IMF, Country Report No. 23/340, September, 23/340, 2023, p.17, https://www.imf.org/-/media/Files/Publications/CR/2023/English/1LKAEA2023002.ashx (Accessed on 23/10/2024).

5 Launched during the UN Statistical Commission in New York on February 28, 2024, at a meeting of the Heads of the National Statistical Offices (NSOs) from Colombia, Ghana, and Kenya, Make Inclusive Data the Norm (MIDN) initiative is a partnership with the Global Partnership for Sustainable Development Data. .

2024, so that the mechanism can be also be implemented in other countries.[6]

With regard to strengthening civil society partnership in the context of the recent economic crisis in Sri Lanka, this need is further reiterated in the 'World Social Report 2024, Social Development in Times of Converging Crises: A Call for Global Action', which refers to the compounding factors and long term impacts that affect populations during times of economic crisis: *Economic slowdowns have contributed to shrinking fiscal space and debt distress that further perpetuate impacts, even as unanticipated risk factors, such as inflation and "higher-for-longer" interest rates in developed economies, have worsened prospects around the world, especially for the poor and vulnerable,*[7] thereby emphasising the need to mobilise and strengthen existing resources that can support social protection, such as the education system, further it cannot be argued that with regard to SDGs, education is the bedrock for progress of all the SDGs, therefore strengthening support for SDG 4 is imperative to support national development in all sectors.

The impact of the economic crisis in Sri Lanka specifically related to education is captured in the recently launched *Assessment on Achievement Levels of Foundational Skills in Literacy and Numeracy of Grade 03 Students in Sri Lanka*[8] which points out that only 6 per cent of children that participated in their sample survey had achieved the required literacy skills[9] due to a multiple factors including resources related to nutritional, disparities in educational services and access to additional supplies.

In December 2022, 32% of households were unable to pay education related costs (books, learning material, uniform, school bags, shoes) and 6.9% mentioned that school attendance of children were affected whereas 5.1% attended schools only a few days a weeks. In terms of the coping strategies implemented to cover house hold expenses, 2% of households had moved children to a less expensive school/ withdrew the children from school and 10% reduced expenses on health and education. 21% of young boys and 24% young

6 United Nations World Data Forum Medellín, Colombia,12 and 15 November 2024, United Nations Statistics Division Development https://unstats.un.org/unsd/undataforum/index.html (Accessed on 07/10/2024).

7 United Nations, Department of Department of Economic and Social Affairs, World Social Report 2024, Social Development in Times of Converging Crises: A Call for Global Action, 2024,p.41 https://www.un.org/development/desa/dpad/publication/world-social-report 2024/?mc_cid=3f06268294#:~:text=The%20World%20Social%20Report%202024%20calls%20for%20global,to%20meet%20the%20diverse%20needs%20of%20vulnerable%20populations, (Accessed on 21/10/2024).

8 Ministry of Education, 'Assessment on Achievement Levels of Foundational Skills in Literacy and Numeracy of Grade 03 Students in Sri Lanka', 2024 https://moe.gov.lk/wp-content/uploads/2023/04/Report-final-numaric.pdf.pdf (Accessed on 09/10/2024).

9 Ministry of Education, 'Assessment on Achievement Levels of Foundational Skills in Literacy and Numeracy of Grade 03 Students in Sri Lanka', 2024 https://moe.gov.lk/wp-content/uploads/2023/04/Report-final-numaric.pdf.pdf (Accessed on 09/10/2024).

girls aged 6 – 12 (age within primary education) were in the category of children at most risk.[10]

Now more than ever in Sri Lanka, a critical review is required to explore how diverse and multiple resources can be mobilized to mitigate further delays and setbacks from achieving the SDG 4s, drawing from the network of civil society institutions that exist in Sri Lanka, such as the Coalition for Education Development (CED) which has a membership of 57 associations and institutions committed to supporting the development of education in Sri Lanka.

The purpose of this study is to present a report detailing findings, best practices and strategies from a comparable context, that could be adapted to Sri Lanka and in other countries, and provide an operating conceptual framework for engaging civil society in Sri Lanka and abroad, with the view of enhancing the effectiveness of progress monitoring and to minimize the gaps in policy implementation and programmes with regard to the SDG 4 in Sri Lanka.

10 Ministry of Education, 'Assessment on Achievement Levels of Foundational Skills in Literacy and Numeracy of Grade 03 Students in Sri Lanka', 2024, p.23, https://moe.gov.lk/wp-content/uploads/2023/04/Report-final-numaric.pdf.pdf (Accessed on 08/10/2024).

# 2. Sustainable Development Goals (SDGs)

## 2.1 Introduction

The 2024 Report of the Secretary-General[1] refers to only seventeen per cent of SDGs targets on track to be achieved, half with minimum or moderate progress, and over a third stalled or even regressed. Since 2019, national initiatives have been undermined by the COVID-19 pandemic, increase in conflicts, and other factors including economic hardship and climate change.

The 2030 Agenda for Sustainable Development, adopted by all United Nations Member States in 2015, provided a structure based on 17 Sustainable Development Goals (SDGs), to be developed through global partnership.

Cognizant of the fact that ending poverty and other deprivations must be developed concurrently with strategies that improve health and education sectors, reduce inequality, strengthening economic growth and climate change among others.

## 2.2 Formation of SDGs

The SDGs have evolved through a number of long-drawn global initiatives during the last few decades[2].

- In June 1992, at the Earth Summit in Rio de Janeiro, Brazil, more than 178 countries adopted Agenda 21, a comprehensive plan of action to build a global partnership for sustainable development to improve human lives and protect the environment.
- Member States unanimously adopted the Millennium Declaration at the Millennium Summit in September 2000 at UN Headquarters in New York. The Summit led to the formulation of eight Millennium Development Goals (MDGs) to reduce extreme poverty by 2015.

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1 United Nations, Progress towards the Sustainable Development Goals
Report of the Secretary-General, General Assembly Seventy-ninth session,Item 18 of the preliminary list* Sustainable development, High-level political forum on sustainable development, convened under the auspices of the Economic and Social Council, Economic and Social Council 2024 session , 27 July 2023 – 24 July 2024. p.1 https://unstats.un.org/sdgs/files/report/2024/secretary-general-sdg-report-2024--EN.pdf (Accessed on 21/10/2024).

2 United Nations,Department of Economic and Social Affairs
Sustainable Development, https://sdgs.un.org/goals (Accessed on 21/10/2024).

- The Johannesburg Declaration on Sustainable Development and the Plan of Implementation, adopted at the World Summit on Sustainable Development in South Africa in 2002, reaffirmed the global community's commitments to poverty eradication and the environment, and built on Agenda 21 and the Millennium Declaration by including more emphasis on multilateral partnerships.
- At the United Nations Conference on Sustainable Development (Rio+20) in Rio de Janeiro, Brazil, in June 2012, Member States adopted the outcome document "The Future We Want" in which they decided, inter alia, to launch a process to develop a set of SDGs to build upon the MDGs and to establish the UN High-level Political Forum on Sustainable Development. The Rio +20 outcome also contained other measures for implementing sustainable development, including mandates for future programmes of work in development financing, small island developing states and more.
- In 2013, the General Assembly set up a 30-member Open Working Group to develop a proposal on the SDGs.
- In January 2015, the General Assembly began negotiations on the post-2015 development agenda. The process culminated in the subsequent adoption of the 2030 Agenda for Sustainable Development, with 17 SDGs at its core, at the UN Sustainable Development Summit in September 2015.
- 2015 was a landmark year for multilateralism and international policy shaping, with the adoption of several major agreements:
    - Sendai Framework for Disaster Risk Reduction (March 2015)
    - Addis Ababa Action Agenda on Financing for Development (July 2015).
    - Transforming our world: the 2030 Agenda for Sustainable Development with its 17 SDGs was adopted at the UN Sustainable Development Summit in New York in September 2015.
    - Paris Agreement on Climate Change (December 2015).
- Now, the annual High-level Political Forum on Sustainable Development serves as the central UN platform for the follow-up and review of the SDGs.

## 2.3 Review and implementation of the SDGs

### High-Level Political Forum

The High-level Political Forum on Sustainable Development (HLPF)[3] is the main United Nations platform for the follow-up and review of the 2030 Agenda for Sustainable Development and progress related to the 17 Sustainable Development Goals (SDGs) .

The HLPF was established at the United Nations Conference on Sustainable Development (Rio+20) in 2012 in its outcome "The Future We Want". The Forum is convened annually by Economic and Social Council (ECOSOC).The Forum conducts regular in-depth reviews of progress on the Sustainable Development Goals and includes Voluntary National Reviews where countries present the findings from national reviews of progress with a view to accelerate the implementation of the 2030 Agenda.

The HLPF brings together ministerial, high-level representatives of governments, experts and stakeholders, including heads of UN entities, academics and other experts, and representatives of major groups.

Every four years, the Forum is also convened at the level of Heads of State and Government under the auspices of the General Assembly and is referred to as an "SDG Summit". The Forum under the auspices of the General Assembly adopts a negotiated political declaration. The first SDG Summit was convened in September 2019. The second SDG Summit was held in September 2023 and adopted the 2023 Political Declaration .

### 2025 HLPF

In 2025, the HLPF under the auspices of ECOSOC will be convened on theme of *"Advancing sustainable, inclusive, science- and evidence-based solutions for the 2030 Agenda and its SDGs for leaving no one behind".*The SDGs to be reviewed in-depth are Goals 3, 5, 8, 14 and 17.

### 2026 HLPF

The theme of the 2026 ECOSOC and HLPF will be "*Transformative, equitable, innovative and coordinated actions for the 2030 Agenda and its SDGs for a sustainable future for all".*The Goals to undergo in-depth review are Goals 6, 7, 9, 11, and 17.

3 United Nations, UN High-Level Political Forum on Sustainable Development, https://hlpf.un.org/ (Accessed on 15/10/2024).

## 2027 HLPF

The theme of the 2026 ECOSOC and HLPF will be: "*Scaling up just transitions to achieving sustainable development, poverty eradication and the full implementation of the 2030 Agenda and its SDGs",* SDGs Goals 4, 10, 12, 15 and 17 will be reviewed.

## Key responsibilities of the HLPF include:[4]

1. **Reviewing Global Progress:** The HLPF monitors and assesses progress toward achieving the SDGs, helping countries to share their experiences, challenges, and successes.
2. **Promoting Accountability:** It ensures accountability by providing a space for countries to report on their national implementation of the 2030 Agenda through Voluntary National Reviews (VNRs).
3. **Fostering International Cooperation:** The Forum promotes dialogue and collaboration between governments, the private sector, civil society, and other stakeholders to address global challenges related to sustainable development.
4. **Guiding Policy:** The HLPF plays a key role in shaping global policies on sustainable development by adopting intergovernmental negotiated political declarations and recommendations.
5. **Supporting the Implementation of SDGs:** It encourages partnerships and provides guidance to align national and global efforts with the SDGs, addressing both emerging and ongoing challenges.

## Summit of the Future

Heads of State and Government in September 2024 gathered to address the critical challenges and gaps in global governance exposed by recent global shocks with the aim of enhancing cooperation and adopted the Summit of the Future Outcome Document[5], a Pact for the Future that includes a Global Digital Compact and a Declaration on Future Generations (A/RES/79/1), covering themes including peace and security, sustainable development, climate change, digital cooperation, human rights, gender, youth and future generations, and the transformation of global governance.

4 United Nations, UN High-Level Political Forum on Sustainable Development, Mandate and Functions, https://hlpf.un.org/mandate-and-functions (Accessed on 21/10/2024).

5 United Nations, Summit of the Future Outcome Document,p.60 https://www.un.org/sites/un2.un.org/files/sotf-pact_for_the_future_adopted.pdf, (Accessed on 15/10/2024).

# 3. Sustainable Development Goal 4

## 3.1 Introduction

The 2030 Agenda for Sustainable Development is "a plan of action for people, planet and prosperity". It comprises of 17 Sustainable Development Goals (SDGs), encompassing economic, social and environmental dimensions.[1]

The SDG 4 benchmark process, supported by the UNESCO Institute for Statistics and the Global Education Monitoring Report, responds to the Education 2030 Framework for Action which had called on countries to establish 'appropriate intermediate benchmarks for addressing the accountability deficit associated with longer-term targets'.

### Definition of SDG4:

SDG4 is a commitment to *"ensure inclusive and equitable quality education and promote lifelong learning opportunities for all." This goal is a pivotal driver for positive change, emphasizing the transformative power of education in fostering a sustainable and equitable world.*

SDG 4 consists of seven targets that broadly cover education sub-sectors, basic education (4.1), Early Childhood Care and Development (ECCE) (4.2), technical and vocational education (TVET) and higher education (4.3) as well as themes of education such as skill and employment (4.4), inclusiveness (4.5), literacy (4.6), and sustainable development (4.7), as well as three targets of means of implementation, i.e., school environment (4.a), scholarship (4.b), and teachers (4.c).[2]

### SDG4 Targets and Benchmarks

Overall, 79% of countries have submitted benchmarks, or national targets, to be achieved by 2025 and 2030 for at least one of eight SDG 4 indicators. Apart from the public expenditure indicators, for which there is a common benchmark for all countries, the two benchmark indicators with the highest submission rates are the early childhood education participation rate (72%) and the completion rate (65%). The two indicators with the lowest submission rates are the gender gap in upper secondary completion (36%), and school internet connectivity (32%).

1 UNESCO, Sustainable Development Goal 4 (SDG4) is the education goal https://www.unesco.org/sdg4education2030/en/sdg4, (Accessed on 21/10/2024).

2 United Nations, Department of Economic and Social Affairs, Progress and Info https://sdgs.un.org/goals/goal4#progress_and_info (Accessed on 08/10/2024).

Overall, the Scorecard shows insufficient progress towards national SDG 4 benchmarks. Progress is close to countries' national benchmarks in primary school internet connectivity (just 3 percentage points off track) and in pre-primary school teachers with minimum required qualifications (just 2 percentage points off track). Progress is significantly more off track for the remaining six indicators. In two of them, countries are moving backwards: the gender gap among countries with a disadvantage for boys (where the gap has increased from 6.8 to 9.5 percentage points) and public education expenditure (where the median country has fallen from 13.8% to 12.7%, moving further away from the minimum benchmark of 15% of total public expenditure).

Among the three indicators with the highest data coverage, the percentage of countries that have indicator levels above 95% and/or have recorded fast progress is 40% in the early childhood education participation rate, 28% in the upper secondary completion rate, and 21% in public education expenditure. However, challenges remain with the large share of indicators for which there are either no data or there are insufficient data to establish a trend. These gaps prevent comprehensive assessment of progress, especially with respect to the indicator on the minimum level of proficiency.

## Three key messages come out of this report: [3]

1. More communication is needed in order to address issues related to indicator definitions, data sources, data gaps and sector plan targets.
2. A systematic mechanism needs to be introduced to the process for countries to seek clarifications and provide feedback.
3. More work is needed to explain what policies are linked to slow or fast progress towards the achievement of national benchmarks.

As reported in the Country readiness to monitor SDG 4 education targets -Regional survey for the Asia and Pacific region, the analysis of data availability by target shows that Target 4.7 has the least number of indicators available by countries. Less than 20% of the indicators are available for this target in the region. However, more than 50% of the indicators for six targets are available. These indicators, which are calculated using administrative data, are mainly related to primary education, secondary education, TVET, tertiary education and education facilities.

The report further emphasises that in Asia-Pacific, indicators using other sources than administrative data are less available currently in the region thereby effecting effective monitoring implementation of the SDGs,

3 UNESCO, SDG 4 Scorecard dashboard, https://www.unesco.org/en/sdg4scorecard-dashboard (Accessed on 21/10/2024).

thereby further reiterating the need to focus on developing civil society/non-governmental sources. [4]

## 3.2 Progress towards the Sustainable Development Goals-SDG 4

As pointed out in the recent Report of the Secretary-General on the Progress towards the Sustainable Development Goals[5] there is cause for concern as only 58% of students worldwide are achieving minimum proficiency in reading by the end of primary school, and one in five young people neither in education, training nor employment, with further shortfalls in educational services, which will have a domino effect on the progress of other SDGs.

With regard to commitment to SDG 4, the Summit of the Future Outcome Document outlines in article 22 the following:[6]

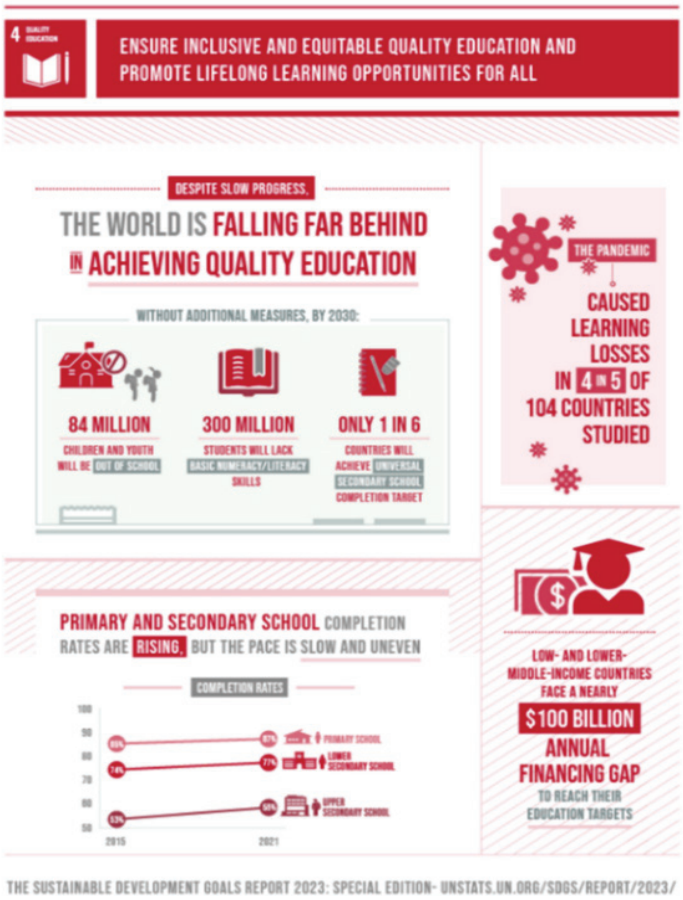
4 UNESCO Institute for Statistics,Country readiness to monitor SDG 4 education targets -Regional survey for the Asia and Pacific region, 2016, p.8, http://dx.doi.org/10.15220/978-92-9189-202-0-en, (Accessed on 21/10/2024).

5 United Nations, Progress towards the Sustainable Development Goals
Report of the Secretary-General, General Assembly Seventy-ninth session,Item 18 of the preliminary list*
Sustainable development, High-level political forum on sustainable development, convened under the auspices of the Economic and Social Council, Economic and Social Council
2024 session , 27 July 2023 – 24 July 2024. P.2 https://unstats.un.org/sdgs/files/report/2024/secretary-general-sdg-report-2024--EN.pdf (Accessed on 21/10/2024).

6 United Nations,Summit of the Future Outcome Document,2024, p.60 https://www.un.org/sites/un2.un.org/files/sotf-pact_for_the_future_adopted.pdf (Accessed on 15/10/2024).

Invest in accessible, safe, inclusive and equitable quality education for all, including physical education and sport, and promote opportunities for lifelong learning, technical and vocational training, and digital literacy, allowing for the intergenerational acquisition and transfer of knowledge and skills to advance the prospects of future generations

**Figure 1. Progress of SDG 4**




source: UN DESA. 2023. The Sustainable Development Goals Report 2023: Special Edition - July 2023. New York, USA: UN DESA. © UN DESA. https://unstats.un.org/sdgs/report/2023/

## Progress of targets are listed below:

**Target 4.1:** Completion rates in primary and lower secondary level education continue on an upward curve while the percentage of young people completing upper secondary school increased from 53% in 2015 to 59% in 2023.

This increase, however is at a slower pace relative to progress in the preceding eight year period and such improvements do not always result in positive learning outcomes. Between 2018 and 2022, based on learning outcomes at the end of lower secondary school across 81 OECD and partner countries, mean performance in mathematics fell by a record 15 points while in reading fell 10 points. However, reading and mathematics scores had been declining for these countries prior to 2015, suggesting that COVID-19 explains only part of the decline. A complex set of factors affect the education systems of upper-middle income and high-income countries.

**Target 4.2:** Data from 76 mainly low- and middle-income countries from 2015 to 2023 shows that approximately two-thirds of young children are developmentally on track, with no significant gender differences. However, there are wide variations among countries and regions. In 2022, globally, 7 out of 10 children participated in organized learning one year before reaching official primary school age. Despite a 1.5 percentage point decline during the COVID-19 pandemic, participation levels have started to recover and return to pre-pandemic levels.

**Target 4.3:** In countries with recent data, around one-sixth of individuals aged 15-64 have participated in education and training. Participation is significantly higher among youth aged 15-24 compared to those aged 24-55, with an average participation rate of nearly 50% across most regions. However, less than 3% of older adults aged 25-55 engage in education and training in most regions.

**Target 4.5:** Socioeconomic disparities are prevalent in education, affecting various indicators. Global and regional parity ratios may hide gender inequalities within countries, disadvantaging either girls or boys. Disparities based on location or household wealth are more pronounced, with rural or less affluent families facing greater challenges. These gaps widen at higher education levels, leading to increased dropout rates and fewer opportunities for those from disadvantaged backgrounds.

**Target 4.a:** Only half of all primary schools have the basic infrastructures and materials to provide an adequate schooling experience to pupils with disabilities and one in five primary schools globally does not have single-sex sanitation facilities. On average, 44% of primary schools, 56% of lower secondary schools and 69% of upper secondary schools had access to Internet in 2022, almost double the rates in 2021. At the upper secondary level, 91% of schools have access to electricity, 81% have computers for pedagogical use and 69% of schools are connected to the internet.

*Source: SDG 4 Program and info, 2024. https://sdgs.un.org/goals/goal4#progress_and_info

# 4. Data, Monitoring and Accountability of SDGs

## 4.1 Introduction

Monitoring and accountability related to the progress of the SDGs are essential, one of the key modalities to ensure a review progress to support planning and implementation is data collection, SDG 17, target 17.18 outlines this requirement.

In the recent past, progress of Target 17.18 has been effected by a number of unexpected setbacks, however there has been progress. [1]

- The effects of the COVID-19 pandemic, which limited ability of national statistical offices to collect recent data for the Sustainable Development Goals. This was reflected in a drop in average data coverage scores in the Open Data Inventory (ODIN). Despite the recent decrease in data production capabilities, a comparison of ODIN coverage scores from 2017 to 2022 shows that the scores of low- and middle-income countries have increased at the same pace as high-income countries.

- Globally, scores on the Data Sources Performance Index (Statistical Performance Indicators Pillar 4) and Data Infrastructure Performance Index (Statistical Performance Indicators Pillar 5) have been improving since 2016. Data sources improved by only 3 points, held back in part because of COVID disruptions, while data infrastructure—meaning both the hard and soft infrastructure needed to produce data are available—has increased by around 14 points.

- In 2023, 159 countries and territories reported having national statistical legislation in compliance with the Fundamental Principles of Official Statistics, representing a significant increase from 132 in 2019 and marking the fastest annual growth of 10 countries.

- In 2023, a total of 163 countries and territories reported having implemented a national statistical plan, marking an increase from 143 in 2019 and 156 in 2022. Of these, 109 plans were fully funded, up from 91 in 2019 and 100 in 2022. These trends suggest a recovery from the long-term disruptions

1 United Nations, Department of Economic and Social Affairs, https://sdgs.un.org/goals/goal17#progress_and_info (Accessed on 25/10/2024).

caused by the pandemic on the planning and execution of statistical activities.

Increased global support to develop data and statistics has been a very positive indicator of commitment to the progress of the SDG 17.19: By 2030, build on existing initiatives to develop measurements of progress on sustainable development that complement gross domestic product, and support statistical capacity-building in developing countries garnering $799 million in 2021 and 26/26 representing a 14% increase from 2020 and a substantial 44% increase from 2015, 2021 marked the first time that multilateral aid providers emerged as the main source of funding. [2]

There however appears to be a lack of culture of data sharing and cooperation, collated by different departments and ministries, and in some instances not shared or available to the public.

## 4.2 International SDG Tracking sources

### 4.2.1 UN Division for Sustainable Development Goals (DSDG)

The Division for Sustainable Development Goals (DSDG), UN Department of Economic and Social Affairs (UNDESA), continues largely to provide implementation support for the SDGs and their related thematic issues including water, energy, climate, oceans, urbanization, transport, science and technology, the Global Sustainable Development Report (GSDR), partnerships and Small Island Developing States.[3]

### 4.2.2 UNESCO Institute of Statistics (UIS)

The UNESCO Institute of Statistics (UIS) is the main body mandated to monitor data regarding SDG 4, as outlined in the Education 2030 Framework for Action, 2015: [4]

> *"the UIS will remain the official source of cross-nationally comparable data on education. It will continue to produce international monitoring*

2 United Nations, Department of Economic and Social Affairs ,https://sdgs.un.org/goals/goal17#progress_and_info (Accessed on 25/09/2024).

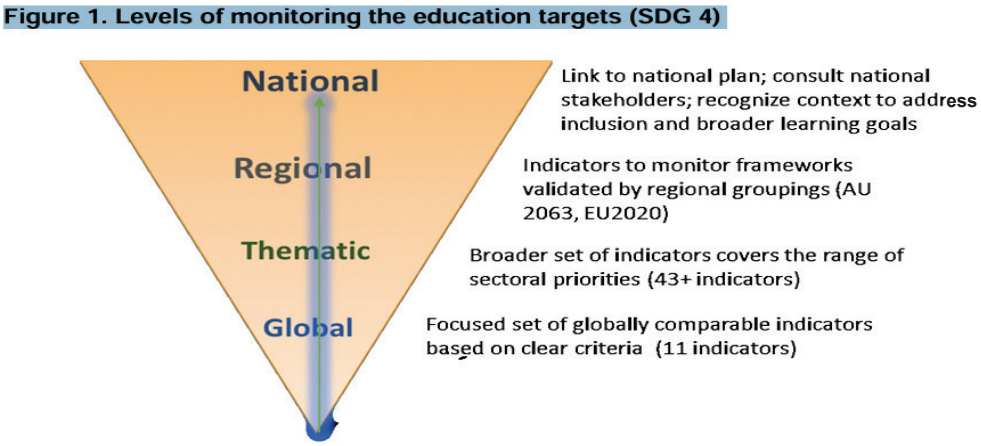
3 United Nations, Department of Economic and Social Affairs, https://sdgs.un.org/goals (Accessed on 21/10/2024).

4 UNESCO Institute for Statistics, Country readiness to monitor SDG 4 education targets -Regional survey for the Asia and Pacific region, 2016, P.6,http://dx.doi.org/10.15220/978-92-9189-202-0-en (Accessed on 21/10/2024).

*indicators based on its annual education survey and on other data sources that guarantee international comparability for more than 200 countries and territories. In addition to collecting data, the UIS will work with partners to develop new indicators, statistical approaches and monitoring tools to better assess progress across the targets related to UNESCO's mandate, working in coordination with the Education 2030 SC (paragraph 100).*"

Figure 2 refers to different levels of monitoring, refer figure below on global, thematic, regional and national level monitoring.[5]

### Figure 2: Levels of Monitoring and Education Targets (SDG4)




Source: Secretary General's Synthesis Report

In addition, the Education Data and Statistics Commission formerly known as the Technical Cooperation Group on SDG 4 indicators (TCG), established in May 2016, serves as a platform to discuss and develop the indicators used to monitor the Education 2030 Agenda in an open, inclusive and transparent manner. [6]

5 Ibid.

6 UNESCO Institute for Statistics, Education Data and Statistics Commission https://tcg.uis.unesco.org/ The UIS launched a new UIS Data Browser alongside its September 2024 data release, providing a one-stop-shop resource for policymakers, researchers, and developers interested in internationally comparable data on education, science, and culture. (Accessed on 08/10/2024).

### 4.2.3 Other Sources - Civil Society

Other than governments and the UN there are a number of international NGOs that have supported the monitoring of SDGs:

**Global SDG Index and Dashboards Report**

The *Global SDG Index and Dashboards Report*[7] is the first publication to track countries performance on all 17 Sustainable Development Goals. The annual publication, co-produced by Bertelsmann Stiftung and SDSN, includes a ranking and dashboards that show key challenges for each country in terms of implementing the SDGs. The publication also shows an analysis of government efforts to implement the SDGs.

**SDG-Tracker**

Another example is the *SDG-Tracker*, launched in June 2018, presenting data across all available indicators. It relies on the Our World in Data database[8] and is based at the University of Oxford. It aims to make the data on the 17 goals available and understandable to more stakeholders.

## 4.3 Regional Roadmap for the SDG 4-Education 2030 Agenda in the Asia-Pacific

### 4.3.1 Introduction

The Asia-Pacific Regional Bureau for Education (UNESCO Bangkok) facilitates technical support and guidance on SDG 4 in the region and coordinates the regional multi-partner group as well as the SDG 4 National Coordinators network in accordance to the Regional Roadmap for 2015–2030.

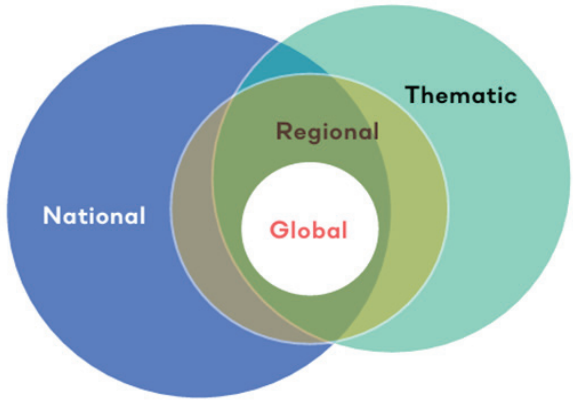
The Education 2030 Framework for Action states that *"implementation of SDG 4 requires national, regional and global mechanisms for governance, accountability, coordination, monitoring, follow-up and review, reporting and evaluation."*[9]

7 UN Sustainable Development Solutions Network (SDSN), The SDG Transformation Center, https://sdgtransformationcenter.org/ (Accessed on 21/10/2024).

8 Global Change Data Lab, University of Oxford, Our World in Data database, https://ourworldindata.org/ (Accessed on 21/10/2024).

9 UNESCO, Asia and the Pacific The Learning and Education 2030+ (LE2030+) Networking Group,

**Figure 3: Regional indicators and the four levels of the SDG4 monitoring**




Source: Continental Overview: Bridging Education Monitoring Frameworks in the Asia-Pacific with SDG 4, SEAMEO | ASEAN | SAARC | Pacific Community [10]

To facilitate the coordination and prioritization of regional efforts for the localization and implementation of SDG 4-Education 2030, a regional roadmap offers four different tracks as a reference for Member States and development partners in the Asia-Pacific, implementation is guided by a Regional Roadmap for 2015–2030 consisting of a set of regional milestones organized into five phases.

Each track represents a different challenge that Member States may face and is intended to help with prioritizing capacity building needs and resource allocation to align the SDG 4 targets to national education plans, policies and programmes. As the SDG 4-Education 2030 covers the entire education system, the initial benchmark of each track reflects the current status of access, quality, and equity at the different levels of education.

https://www.unesco.org/sdg4education2030/en/regional-coordination/asia-pacific?hub=14 (Accessed on 14/10/2024).

10 UNESCO Institute for Statistics, Continental Overview: Bridging Education Monitoring Frameworks in the Asia-Pacific with SDG 4, SEAMEO | ASEAN | SAARC | Pacific Community, 2021, https://tcg.uis.unesco.org/wp-content/uploads/sites/4/2021/11/Benchmarks-Report_Asia-Pacific_Oct-2021.pdf (Accessed on 16/10/2024).

## Figure 4: Regional Roadmap for the SDG-4 Education 2030 Agenda[11]

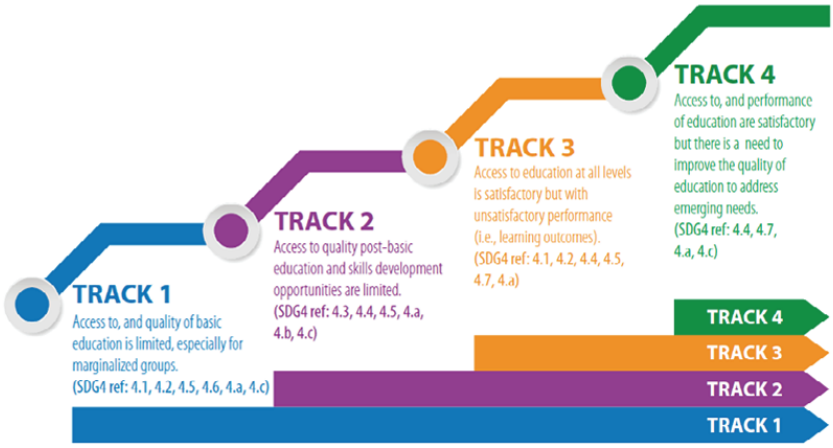



**Table 5:** SDG 4 implementation phases

| SDG Implementation Phases | Years |
|---|---|
| PHASE I: Foundation building | 2015–2016 |
| PHASE II: Clarification of targets; towards implementation, and first progress review for the region | 2017–2019 |
| PHASE III: Implementation and mid-term review for the region | 2020–2023 |
| PHASE IV: Acceleration/reviewing success and remaining challenges | 2024–2027 |
| PHASE V: Into the future | 2028–2030 |

The Summary Report of Asia and Pacific Regional Technical Consultations on Regional Benchmarks for SDG4, Final Outcomes Document, points out that establishing cooperation among data producers for effective monitoring of the Education 2030 Agenda is still a challenge for many Asia-Pacific countries.[12]

Further reiterating that Civil Society Organizations (CSOs) and other non-

11 UNESCO Institute for Statistics, Continental Overview: Bridging Education Monitoring Frameworks in the Asia-Pacific with SDG 4, SEAMEO | ASEAN | SAARC | Pacific Community, 2021, P.30, https://tcg.uis.unesco.org/wp-content/uploads/sites/4/2021/11/Benchmarks-Report_Asia-Pacific_Oct-2021.pdf (Accessed on 14/10/2024).

12 UNESCO Institute for Statistics (UIS), Technical Cooperation Group (TCG), Summary Report of Asia and Pacific Regional Technical Consultations on Regional Benchmarks for SDG4, Final Outcomes Document, 2021, https://tcg.uis.unesco.org/wp-content/uploads/sites/4/2021/08/Summary-report_-Regional-benchmarks_AsiaPacific_FINAL-Outcomes_20210723.pdf This document summarizes the outcomes of the regional and sub-regional technical consultations on regional benchmarks for SDG4 in the Asia Pacific Region. (Accessed on 08/10/2024).

traditional education providers which would have the capacity to collect data on aspects of education which are not covered by the traditional education providers should also be provided opportunities to fill the data gaps.[13]

### 4.3.2 Role of Regional Organizations - SAARC

There are a number of regional, subregional organizations that are involved in supporting the implementation of the SDGs, at regional level. Member states are represented by ministries of education, representatives of civil society or officials appointed by member countries or governments, with the inclusion of supra-regional organizations.

In general, the member countries of these organizations are linked by common features, such as geographic territory, language (CONFEMEN), or cultural or historical characteristics.

Due to transnational mandates that require national and regional coordination and monitoring mechanisms, they have developed, or in the process of outlining their regional objectives with the SDG 4 targets and the Education 2030 Agenda.[14]

The South Asian Association for Regional Cooperation (SAARC) of which Sri Lanka is a member of, have jointly formulated the SAARC Framework for Action for Education 2030 (SFFA) in 2019, which outlines a roadmap for strengthening regional collaboration in education to achieve SDG 4-Education 2030 targets, reiterating the importance of a regional monitoring mechanism and the evaluation of progress. The draft framework was developed in consultation with several stakeholders and includes relevant indicators for the region to ensure effective monitoring of progress towards SDG 4 in the region, refer table 1.[15]

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13 UNESCO Institute for Statistics,Continental Overview: Bridging Education Monitoring Frameworks in the Asia-Pacific with SDG 4, SEAMEO | ASEAN | SAARC | Pacific Community, 2021, https://tcg.uis.unesco.org/wp-content/uploads/sites/4/2021/11/Benchmarks-Report_Asia-Pacific_Oct-2021.pdf (Accessed on 14/10/2024).

14 UNESCO Institute for Statistics,Continental Overview: Bridging Education Monitoring Frameworks in the Asia-Pacific with SDG 4, SEAMEO | ASEAN | SAARC | Pacific Community, 2021,p.19, https://tcg.uis.unesco.org/wp-content/uploads/sites/4/2021/11/Benchmarks-Report_Asia-Pacific_Oct-2021.pdf, (Accessed on 14/10/2024).

15 UNESCO Institute for Statistics (UIS),Continental Overview: Bridging Education Monitoring Frameworks in the Asia-Pacific with SDG 4, SEAMEO | ASEAN | SAARC | Pacific Community, 2021,p.24, https://tcg.uis.unesco.org/wp-content/uploads/sites/4/2021/11/Benchmarks-Report_Asia-Pacific_Oct-2021.pdf
(Accessed on 14/10/2024).

## Table 1:SAARC priority areas and related SDG 4 Targets

| SAARC Priority Areas | Related SDG 4 Targets |
|---|---|
| 1. Expanding educational access and accelerating OOSC reduction | Target 4.1 |
| 2. Ensuring educational equity and inclusion | Target 4 2 and 4.5 |
| 3. Achieving gender equality | Target 4.5 |
| 4. Improving learning outcomes and promoting quality education | Target 4.a |
| 5. Promoting acquisition of skills for life and for work | Target 4.3 |
| 6. Harnessing the potential of ICTs | Target 4.4 |
| 7. Improving the quality and relevance of teacher development programmes | Target 4.c |
| 8. Improving education governance | |
| 9. Strengthening institutional and human capacity for monitoring progress towards SDG 4 | |
| 10. Enhancing financing of education | Target 1.a |
| 11. Ensuring lifelong learning opportunities | Target 4.7 |
| 12. Strengthening partnership and collaboration | Target 4.b |

Source Continental Overview: Bridging Education Monitoring Frameworks in the Asia-Pacific with SDG 4, SEAMEO | ASEAN | SAARC | Pacific Community[16]

16 UNESCO Institute for Statistics, Continental Overview: Bridging Education Monitoring Frameworks in the Asia-Pacific with SDG 4, SEAMEO | ASEAN | SAARC | Pacific Community, 2021, p.24, https://tcg.uis.unesco.org/wp-content/uploads/sites/4/2021/11/Benchmarks-Report_Asia-Pacific_Oct-2021.pdf (Accessed on 14/10/2024).

| SDG Targets | South Asian Association for Regional Cooperation (SAARC) Framework for Action for Education 2030 |
|---|---|
| 4.1 Basic Education | G1: Access and out-of-school |
| 4.2 Early Childhood Education | G2: Equity and inclusion |
| 4.3 TVET / Higher Education | G5: Skills for life and work |
| 4.4 Skills for Work | G6: Potential of ICTs |
| 4.5 Equity | G2:Equity and inclusion |
| | G3: Gender equality |
| 4.6 Adult Literacy and Numeracy | |
| 4.7 Sustainable Development | G11: Lifelong learning opportunities |
| 4.a Learning Environment | G4: Learning outcomes and quality education |
| 4.b Scholarships | G12: Partnership and collaboration |
| 4.c Teachers | G7: Teacher development programmes |

Source: UNESCO Institute for Statistics [17]

### 4.3.3 Challenges-regional benchmarking

Applying benchmarks requires the confluence of measures that balances feasibility for low performing countries and relevance for high performing countries, which can prove challenging, The adopted approach is to define a minimum regional benchmark for 2030 that all countries in a particular region should achieve.[18]

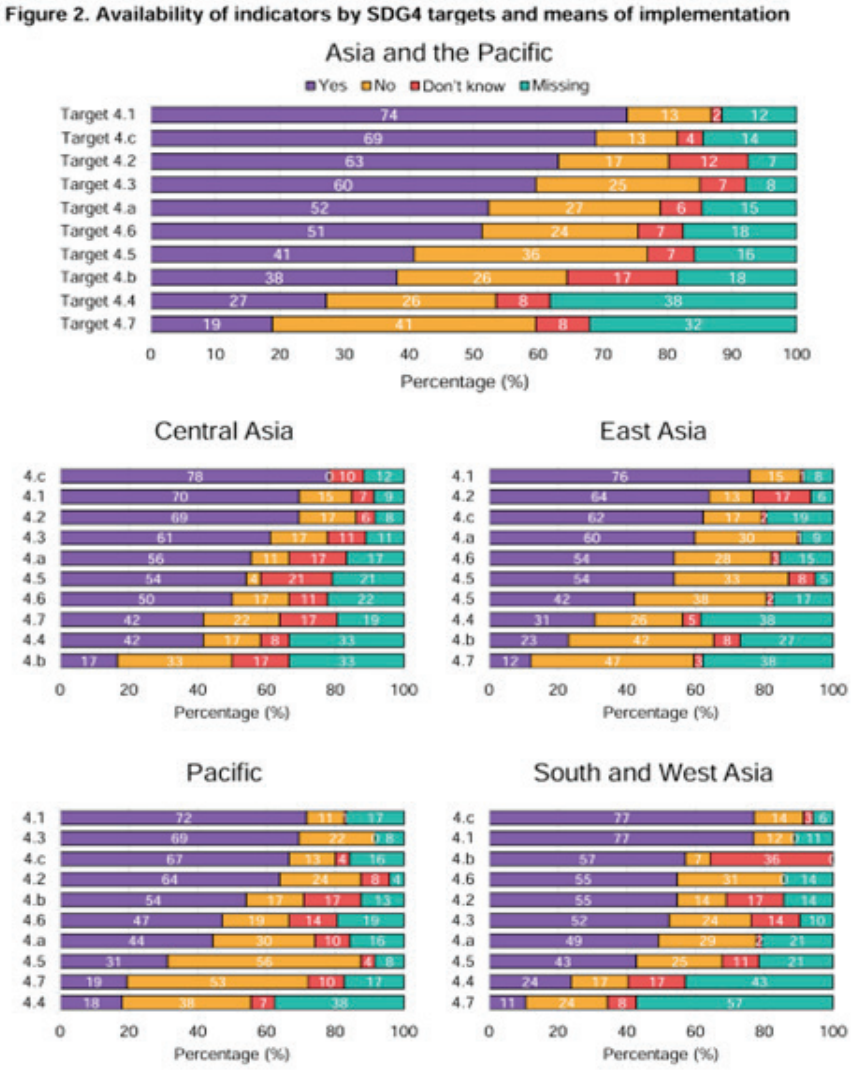
This dilemma is outlined in figure 5, at sub-regional level, the results follow similar patterns, with some specificities in each sub region (see Figure 2), Target 4.7 is not the target with the least indicators available in Central Asia (42% of the countries mentioned indicators were available) and in the Pacific.

17 UNESCO Institute for Statistics, https://tcg.uis.unesco.org/benchmarks-asia-pacific/ (Accessed on 21/10/2024).

18 Kevin Macdonald and Adolfo Imhof, Benchmarks for SDG 4 Indicators-Methodological Note, UNESCO Institute for Statistics (UIS), Technical Cooperation Group (TCG), September 2021, https://tcg.uis.unesco.org/wp-content/uploads/sites/4/2022/01/Benchmarks-for-SDG4-Methodological-Note.pdf (Accessed on 14/10/2024).

However in those sub-regions, Targets 4.b and 4.4 are the targets with the least indicators available. There are also differences for the targets where 50% or more of the indicators are available. In the Pacific, only five targets reach the 50%, while in Central Asia, this is true for seven targets. The highest proportion of indicators available is 78% in Central Asia for Target 4.c.

### Figure 5: Availability of indicators by SDG4 targets and means of implementation



### 4.3.4 Regional and Sub-Regional Coordination

With the adoption of the Sustainable Development Goals (SDGs) of the 2030 Agenda for Sustainable Development in September 2015, emphasis has been given to the critical importance of enhancing cooperation and coordination in all countries at all levels in the education sector and across other sectors. The enabling role of education in achieving the other SDGs and the contribution of other SDGs towards education have also been underscored.

The Learning and Education2030+ Networking Group serves as the regional coordination mechanism and Asia-Pacific Meeting on Education2030 (APMED2030), the regional consultation platform for the exchange of knowledge, best practices and support to countries in all aspects of the implementation and monitoring of SDG4-Education 2030.[19]

As the lead for SDG 4 coordination in Asia-Pacific, the UNESCO Regional Office in Bangkok organize APMED 6, in collaboration with the UNICEF East Asia and Pacific Regional Office (UNICEF EAPRO), and the UNICEF Regional Office for South Asia (UNICEF ROSA). The collaboration is carried out under the umbrella of the Asia-Pacific Learning and Education 2030+ (LE2030+) Networking Group, for which UNESCO Bangkok serves as Secretariat.

The 6th Asia-Pacific Meeting on Education 2030 (APMED 6) was held in September, 2024, this year the meeting focused on advancing the central principle of Sustainable Goal 4, which is to 'ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.'[20]

With regard to civil society interventions the 'CSO Statement and Recommendations for the 6th Asia Pacific Meeting on Education 2030' was presented at APMED6 by Asia South Pacific Association for Basic and Adult Education (ASPBAE).[21]

ASPBAE and its members, due to the continuous gaps in data and monitoring have been regularly reviewing progress in education through the annual CSO Country Spotlight Reports on SDG 4, periodic surveys on the SDG 4 progress.[22]

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19 UNESCO,Regional and Sub-Regional Coordination,https://www.unesco.org/sdg4education2030/en/regional-coordination/asia-pacific/about/regional-and-sub-regional-coorination?hub=123 (Accessed on 21/10/2024).

20 UNESCO,6th Asia-Pacific Meeting on Education 2030 (APMED 6),https://www.unesco.org/sdg4education2030/en/regional-coordination/asia-pacific/our-work/apmed-6?hub=123 (Accessed on 21/10/2024).

21 UNESCO,CSO Statement and Recommendations for the 6th Asia Pacific Meeting on Education2030(APMED6) https://www.unesco.org/sdg4education2030/sites/default/files/medias/fichiers/2024/10/ASPBAE%20CSO%20Statement%20and%20Recommendations%20for%20%20the%20Asia%20Pacific%20Meeting%20on%20Education%202030%20%28APMED%206%29.pdf?hub=123 (Accessed on 20/10/2024).

22 For further reference- CSO Country Spotlight report submitted by the Coalition for Education Development (CED) based in Sri Lanka, SDG4 Civil Society Spotlight Report, August 31, 2022, https://cedsrilanka.org/sdg4-civil-society-spotlight-report/

# 5. Monitoring the Progress of SDGs in Sri Lanka

## 5.1 Introduction

Through the mandate articulated in the Sri Lanka Sustainable Development Act, No. 19 of 2017, the Sustainable Development Council is the key government institution mandated to support the coordination, facilitation, monitoring, evaluation and reporting on the implementation of 2030 Agenda for Sustainable Development in Sri Lanka.[1]

## 5.2 Voluntary National Review (VNR) Process

Sri Lanka initiated it's first VNR process in 2018,[2] aligning with the national policy of that particular period, capturing aims and objectives accordingly, substantial consultations were held with stakeholders for the two VNRs submitted in 2018 and 2022, (refer Table 2).

The 2022 VNR consultations were streamlined in accordance to the then government's policy document, the National Policy Framework (NPF) which captured a vision for the country underpinned with the key areas- economic transformation, green growth and social inclusivity, focussing on seven messages under four thematic areas, SDG 4 was captured in theme 03., Social Development and Basic Services, capturing Goal 1, 2, 3, 4, 5, 8, 9, 10, 11, 16, (Refer Table 2: Themes in National Policy Framework (NPF) with corresponding initiatives).

1 Sustainable Development Council of Sri Lanka, https://www.sdc.gov.lk/en/ (Accessed on 21/10/2024).

2 Sustainable Development Council Sri Lanka,Inclusive Transformation Towards a Sustainably Developed Nation, National Review on the Implementation of the 2030 Agenda for Sustainable Development in Sri Lanka,p.22,2022, https://www.sdc.gov.lk/sites/default/files/2022-07/VNR%202022_Final%20Report_Combined.pdf (Accessed on 21/10/2024).

## Table 2: SDG Thematic areas and corresponding key areas with the National Policy Framework (NPF)

Table 2.1: Thematic areas and corresponding key messages

| Thematic Area | Key Messages |
|---|---|
| Economic Development | Diversified Economy |
| Environmental Conservation | Blue-Green Economy |
| | Protecting Biodiversity and Addressing Climate Change |
| Social Development & Basic Services | Knowledge-Based and Technology-Driven Transformation |
| | Social Inclusivity |
| | Public Sector Reforms and Innovation |
| Peace, Justice & Strong Institutions | Strengthened Law Enforcement and Rights Protection |

Source: Sustainable Development Council of Sri Lanka (SDCSL)

## Table 3: Themes in National Policy Framework (NPF) with corresponding initiatives




Source: Sustainable Development Council Sri Lanka [3]

3 Sustainable Development Council Sri Lanka,Inclusive Transformation Towards a Sustainably Developed Nation, National Review on the Implementation of the 2030 Agenda for Sustainable Development in Sri Lanka, p.26,2022, https://www.sdc.gov.lk/sites/default/files/2022-07/VNR%20

The VNR utilised multiple initiatives to review progress of the SDGs, also launching a National SDG Public Portal, measuring progress towards the Sustainable Development Goals, tracking quantitative progress towards indicator targets complemented by a qualitative assessment of various processes, their successes and gaps.[4]

Primary data collection was largely through focus group discussions and multi-stakeholder consultations conducted by the VNR Steering Committee, which comprised of representatives from the Sustainable Development Council of Sri Lanka (SDCSL), the Department of National Planning (NPD), Department of Project Management and Monitoring (DPMM), Department of Cen sus and Statistics (DCS), Prime Minister's Office (PMO), Ministry of Foreign Affairs (MFA), Finance Commission of Sri Lanka, Ministry of Environment and the Institute of Policy Studies (IPS). The United Nations Resident Coordinator's Office (UNRCO), the World Bank (WB) and the Asian Development Bank (ADB) were observers.[5] in collaboration with key national and provincial level agencies and platforms, secondary data was collated through a review of key documents.[6]

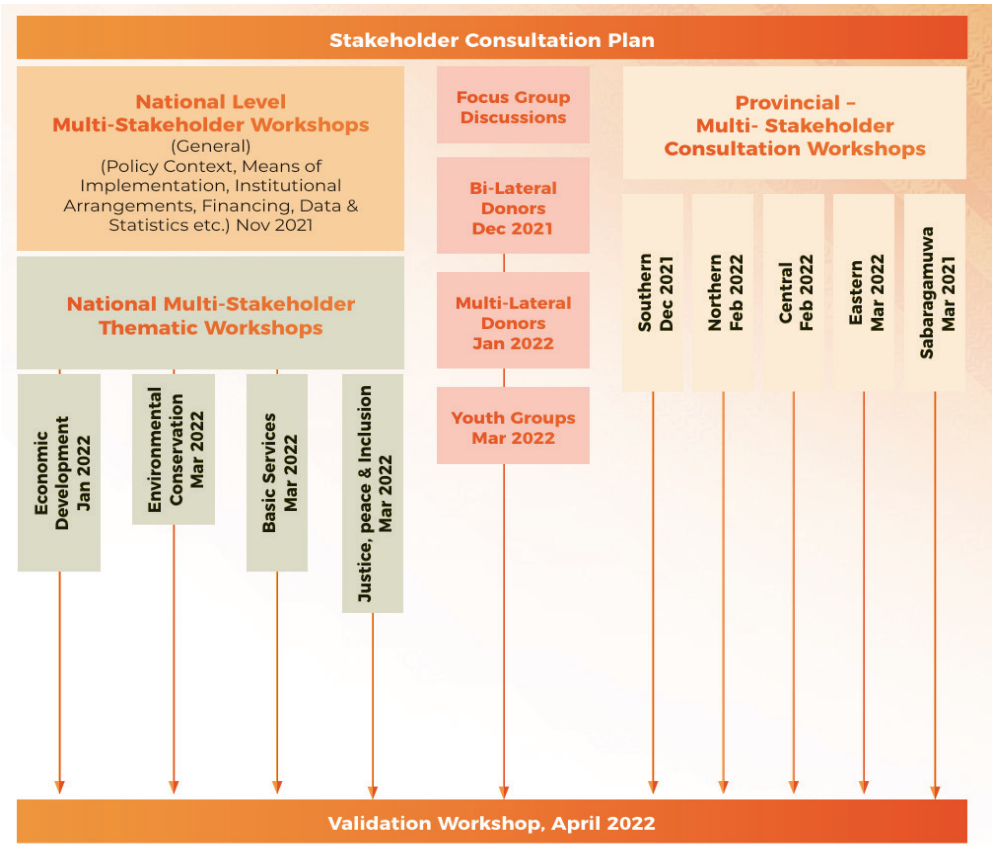
2022_Final%20Report_Combined.pdf (Accessed on 21/10/2024).

4 Sustainable Development Council Sri Lanka, National SDG Public Portal, https://data.sdg.lk/ (Accessed on 21/10/2024).

5 Sustainable Development Council Sri Lanka, Inclusive Transformation Towards a Sustainably Developed Nation, National Review on the Implementation of the 2030 Agenda for Sustainable Development in Sri Lanka,2022, P.28 https://www.sdc.gov.lk/sites/default/files/2022-07/VNR%202022_Final%20Report_Combined.pdf , (Accessed on 21/10/2024).

6 Sustainable Development Council Sri Lanka, Inclusive Transformation Towards a Sustainably Developed Nation, National Review on the Implementation of the 2030 Agenda for Sustainable Development in Sri Lanka,p.26,2022, https://www.sdc.gov.lk/sites/default/files/2022-07/VNR%202022_Final%20Report_Combined.pdf (Accessed on 21/10/2024).

## Figure 6: VNR 2022 Stakeholder Engagement Plan




Source: Sustainable Development Council Sri Lanka[7]

Although substantial consultations and partnerships, at national and district level garnered a ground swell in enthusiasm, commitment, and sense of collective ownership, by contributing to the process, as with many other countries, an institutionalised mechanism to support the collation of regular citizen data is yet to be implemented, which is essential, given that Sri Lanka as with many other countries have shortfalls with existing administrative structures to capture data and support monitoring due to stretched resources.

7 Sustainable Development Council Sri Lanka, Inclusive Transformation Towards a Sustainably Developed Nation, National Review on the Implementation of the 2030 Agenda for Sustainable Development in Sri Lanka,2022, P.31 https://www.sdc.gov.lk/sites/default/files/2022-07/VNR%202022_Final%20Report_Combined.pdf (Accessed on 15/10/20248).

# 6. Progress of the Implementation of SDG 4 in Sri Lanka

## 6.1 Introduction

Sri Lanka is one of few countries that has held a free education policy at all levels.[1] Although Sri Lanka scores well on high rates of primary school enrolment, gender parity at the primary education level, and a high literacy rate, Sri Lanka's gross enrolment ratio in tertiary education is below the regional average and the lowest among all middle-income countries.[2]

As recently pointed out by the IPS[3] there are glaring disparities in access to education. While 97% of children at the compulsory school age (5-14) are enrolled, "around 25% of the disabled children aged 5-14 are not in education". Education participation drops off significantly beyond the compulsory age (15-19) and among the youth (20-24). "As many as 65.1% of the youth are not in any form of education, with only 7.5% participating in vocational training and 11.4% in university." Further learning outcomes, especially in the English language and Mathematics, fall below international standards.

At a recent discussion IPS pointed out contributing factors for the disparities in education, such as inconsistent policymaking and implementation, incomplete reforms, disparities in resource allocation, insufficient fund allocation, issues with the flow of funds, inequitable distribution of resources and allocation of trained teachers among schools. Further reiterating the need for legal reforms and proper data collection to support evidence-based policies and the need to modernise the Education Ordinance No.31 of 1939.[4]

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1 Constitution of Sri Lanka does not provide free education as a fundamental right, however refers to providing free education at all levels 'the complete eradication of illiteracy and the assurance to all persons of the right to universal and equal access to education at all levels' https://www.parliament.lk/en/constitution/main (Accessed on 15/10/2024).

2 Sustainable Development Council Sri Lanka, https://www.sdc.gov.lk/en/ (Accessed on 21/10/2024).

3 Institute of Policy Studies (IPS),Sri Lanka: State of the Economy 2024 Economic Scars of Multiple Crises: From Data to Policy, 2024 https://www.ips.lk/sri-lanka-state-of-the-economy-2024-economic-scars-of-multiple-crises-from-data-to-policy/ (Accessed on 21/10/2024).

4 Himani Vithanage, Blog Talking Economics - A Low Productivity Trap? Strengthening Skills, Jobs, and Public Sector Efficiency in Sri Lanka, https://www.ips.lk/talkingeconomics/2024/10/15/a-low-productivity-trap-strengthening-skills-jobs-and-public-sector-efficiency-in-sri-lanka/, Institute of Policy Studies (IPS), 2024. (Accessed on 21/10/2024).

# 6. 2 Challenging factors

## Economic Crisis

In 2022, Sri Lanka went into a severe economic crisis, after losing access to international financial markets in 2020, official reserves dropped precipitously, and the forex liquidity constraint led to severe shortages of essential goods. The economy contracted by 9.5 percent in total during 2022 and 2023, and public and publicly guaranteed debt ballooned to 119.2 percent of Gross Domestic Product (GDP), in 2022 amid high inflation (46.4 percent, annual average in 2022) and a sharp currency depreciation (81.2 percent, 2022). Food insecurity and malnutrition increased, poverty doubled, and inequality widened. Approximately 60 percent of households experienced a decline in income due to reduced work hours or job losses.[5]

The 'Assessment on Achievement Levels of Foundational Skills in Literacy and Numeracy of Grade 03 Students in Sri Lanka' published by the Ministry of Education, refers to the Save the Children 'Rapid Assessment made in 2023' that points out that in December 2022[6], 35% of the households surveyed were unable to provide any or adequate nutritious food for their children,50% reported that they had to reduce their children's food intake. In addition, 29% of house holds had observed changes in their children's behaviour since the onset of the crisis (14.8% changes in appetite, 11.0% sleeping changes, 6.9% more aggressive behaviours, 5.9%: changes in emotional regulation, 1.4% difficulty in focusing on tasks at home/ school). Of households with 5 year old children, 37% was unable to meet most or all of food needs. [7]

In December 2022, 32% of households could not afford education related costs (books, learning material, uniform, school bags, shoes) and 6.9% reported that school attendance of children were affected, 5.1% attended schools only a few days a weeks. As a result 2% of households had moved children to a less expensive school/ withdrew children from school, and 10% reduced expenses on health and education. 21% of young boys and 24% young girls aged 6 – 12 (age within primary education) were in the category of children at most risk.[8]

5 World Bank Group, Sri Lanka Outlook, (Last Updated: Apr 02, 2024), https://www.worldbank.org/en/country/srilanka/overview#:~:text=In%202022%2C%20Sri%20Lanka%20plunged%20into%20a%20severe,constraint%20led%20to%20severe%20shortages%20of%20essential%20goods (Accessed on 22/10/2024).

6 Save the Children, Rapid Assessment Save the Children Sri Lanka in 9 districts (2023), https://resourcecentre.savethechildren.net/pdf/Sri-Lanka-Rapid-Needs-Assessment-Phase-2-February-2023.pdf/ (Accessed on 22/10/2024).

7 Ministry of Education, 'Assessment on Achievement Levels of Foundational Skills in Literacy and Numeracy of Grade 03 Students in Sri Lanka', 2024, p.23, https://moe.gov.lk/wp-content/uploads/2023/04/Report-final-numaric.pdf.pdf (Accessed on 08/10/2024).

8 Ibid.

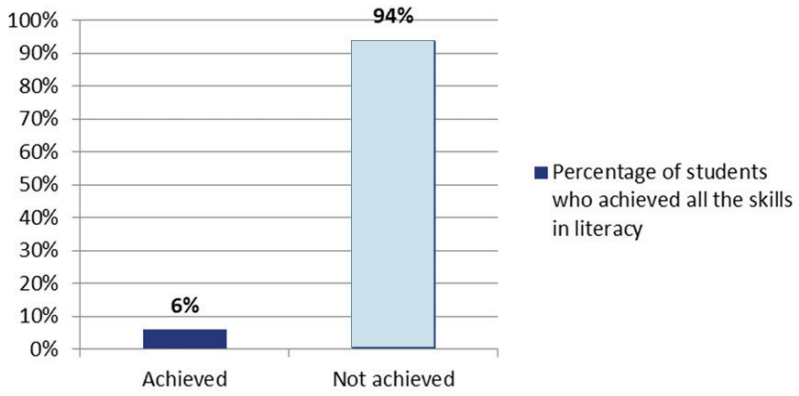
## 6.3 Progress

The most recent comprehensive analysis available is the 'Assessment on Achievement Levels of Foundational Skills in Literacy and Numeracy of Grade[9] 03 Students in Sri Lanka', published by the Ministry of Education, with technical support from the UNESCO, Institute of Statistics, published with funds from UNICEF, conducted in the years 2021 to 2022 to assess the status of students in terms of literacy and numeracy, through a sample study (Annexure IV).[10]

The initiative also addressed the need to establish data for a vital indicator of the SDGs, Indicator 4.1.1, the *"proportion of children and young people (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex".*

Findings of the study indicated that even though the proportion of grade 03 students that acquired individual foundational skills under literacy and numeracy covered under grade 1 and 2 (key stage 01 of the primary cycle), the percentage that had acquired all skills that were considered foundational implied that more than 90% of students needed support in achieving skills.

**Figure 7: Percentage of students who achieved all the skills in literacy**




Source: Assessment on Achievement Levels of Foundational Skills in Literacy and Numeracy of Grade 03 Students in Sri Lanka

9 Ministry of Education, Assessment on Achievement Levels of Foundational Skills in Literacy and Numeracy of Grade 03 Students in Sri Lanka, 2024, p.23 https://moe.gov.lk/wp-content/uploads/2023/04/Report-final-numaric.pdf.pdf (Accessed on 08/10/2024).

10 Ministry of Education, Assessment on Achievement Levels of Foundational Skills in Literacy and Numeracy of Grade 03 Students in Sri Lanka, 2024, p.41, https://moe.gov.lk/wp-content/uploads/2023/04/Report-final-numaric.pdf.pdf (Accessed on 08/10/2024).

The following underlying issues affecting learning of students were also outlined as factors affecting the progress of SDG 4: [11]

- 25% of the students in the sample were not taught by a teacher appointed as a primary teacher.13% of the students in the sample skip one of their main meals daily. 1% of students in the sample does not have breakfast or lunch daily.
- Mothers of 68% of students in the sample have studied only up to G.C.E. ordinary level. 1% has never attended school. 19% of the students in the sample do not have any reading material in their homes, while 21% have three or more types of books among the given types. (Children's Story books, magazines, religious books and other books which are not mentioned above).
- 33% of the students in the sample play games on mobile phones and, 64% of students from the sample watch television more than one hour and 7% watch more than three hours daily.
- 7% of students in the sample do not have anyone to support them with their homework.
- During the school closures 19% of students in the sample had physical classes, 37% learned through assignments and online classes, while 26% had no access to online classes.

## 6.4 Monitoring

There are a number of comprehensive dashboards reflecting Sri Lanka's progress on SDG 4, refer below for a snapshot provided by the UNESCO, Institute for Statistics[12] refer (Annexures I and II) from the Sustainable Development Council of Sri Lanka, and for a breakdown, by the UN Department of Economic and Social Affairs- SDG Indicators Database, Statistics respectively.

What underscores the analysis on the progress of SDG 4 monitoring in Sri Lanka, is the lack of data to analyse progress for key targets, refer to table 4 on indicators and figure 8 on progress.

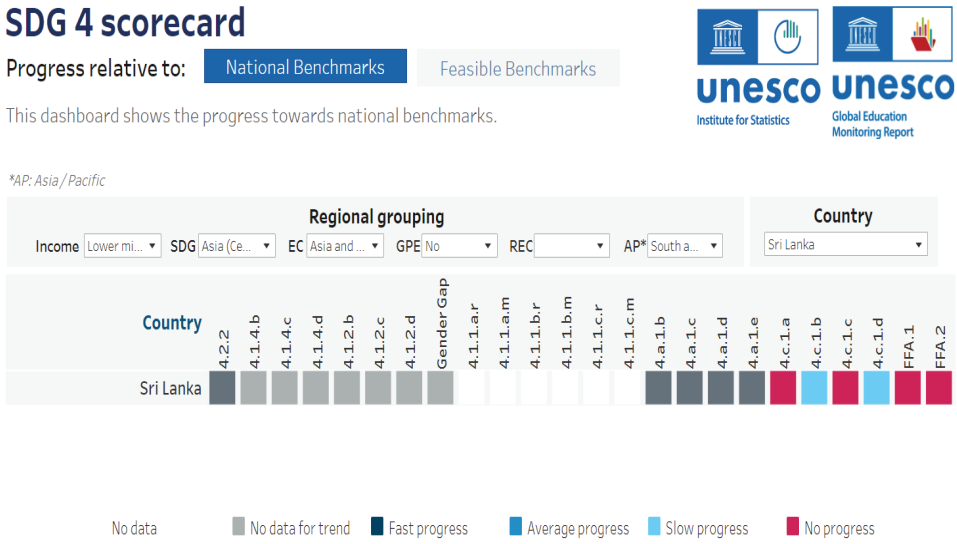
Thereby further reiterating the need to explore further mechanisms to secure data for the monitoring of progress and support national policy

11 Ministry of Education, Assessment on Achievement Levels of Foundational Skills in Literacy and Numeracy of Grade 03 Students in Sri Lanka,2024,p.66, https://moe.gov.lk/wp-content/uploads/2023/04/Report-final-numaric.pdf.pdf (Accessed on 08/10/2024).

12 The Sustainable Development Council of Sri Lanka,SD4 Dashboard, https://data.sdg.lk/dashboard/4 (Accessed on 21/10/2024).

implementation planning, without which gaps and diverging factors determining progress are hindered.

**Figure 8 : SDG 4 Scorecard – Sri Lanka**




Source: Sri Lanka-SDG 4 Scorecard Dashboard[13]

13 UNESCO, Sri Lanka-SDG 4 Scorecard Dashboard, https://www.unesco.org/en/sdg4scorecard-dashboard (Accessed on 21/10/2024).

### Table 4: SDG 4 global indicators and custodian agencies

| | Indicator | Custodian agency |
|---|---|---|
| 4.1.1 | Proportion of children and young people (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex | UNESCO-UIS |
| 4.2.1 | Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex | UNICEF |
| 4.2.2 | Participation rate in organized learning (one year before the official primary entry age), by sex | UNESCO-UIS |
| 4.3.1 | Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex | UNESCO-UIS |
| 4.4.1 | Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill | UNESCO-UIS, ITU |
| 4.5.1 | Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated | UNESCO-UIS |
| 4.6.1 | Proportion of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex | UNESCO-UIS |
| 4.7.1 | Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment | UNESCO-UIS |
| 4.a.1 | Proportion of schools with access to: (a) electricity; (b) the Internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic handwashing facilities (as per the WASH indicator definitions) | UNESCO-UIS |
| 4.b.1 | Volume of official development assistance flows for scholarships by sector and type of study | OECD |
| 4.c.1 | Proportion of teachers in: (a) pre-primary education; (b) primary education; (c) lower secondary education; and (d) upper secondary education who have received at least the minimum organized teacher training (e.g. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country, by sex | UNESCO-UIS |

Source: UIS Quick Guide to Education Indicators for SDG 4[14]

## 6.5 Existing data collation

The recent Assessment on Achievement Levels of Foundational Skills in Literacy and Numeracy of Grade 03 Students in Sri Lanka' points out, that some sources of statistical data of enrolment, retention and completion rates in primary and secondary cycles exist, however Sri Lanka lacks data to calculate indicators regarding percentages of children who have achieved minimum competency levels of literacy and numeracy island wide. Key assessments such as the Early Grade Reading Assessment (EGRA) and Early Grade Mathematics Assessment (EGMA) are not implemented in Sri Lanka.

The only national level annual assessment held in the primary cycles is the grade 5 scholarship examinations which does not provide sufficient data

14 UNESCO Institute for Statistics, Quick Guide to Education Indicators for SDG 4, p.19 https://uis.unesco.org/sites/default/files/documents/quick-guide-education-indicators-sdg4-2018-en.pdf (Accessed on 22/10/2024).

related to competencies and quality of education. The National Education Research and Evaluation Centre (NEREC) implement a survey periodically for grades 4 and 8 (last held in 2015 for grade 04), therefore an annual national level monitoring and intervention mechanism is yet to be implemented to address this gap in crucial information. [15]

Further, the Sustainable Development Council of Sri Lanka has outlined sources for data currently available in the table below, which are all government sources, a mapping of reliable non administrative sources of data would be imperative to counter current shortfalls in data management.

15 Ministry of Education, 'Assessment on Achievement Levels of Foundational Skills in Literacy and Numeracy of Grade 03 Students in Sri Lanka', p.22, 2023, https://moe.gov.lk/wp-content/uploads/2023/04/Report-final-numaric.pdf.pdf (Accessed on 21/10/2024).

## Table 5: Sources of data for SDG 4

| *Policy Target* | *Indicators & Sub Indicators* | *Main Responsible Agency for indicators* | *Other responsible Organizations for indicators* | *Main Responsible Organizations for Policy Target* (To be Completed)* | *Rationale* | *Metadata Link* |
|---|---|---|---|---|---|---|
| **Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all** | | | | | | |
| 4.1 By 2030, ensure that free, equitable and quality education at primary and secondary levels is completed by all children, leading to relevant and effective learning outcomes. | **4.1.1 Proportion of children and young people: (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a *minimum proficiency** level in (i) reading and (ii) mathematics, by sex**<br>**above 35% of marks* | Ministry of Education | Department of Census and Statistics | | | |
| | 4.1.1.a. Proportion of children and young people in **grades 2/3** achieving at least a minimum proficiency level in reading and mathematics by sex, geographical location (urban/rural), wealth (bottom/top wealth quintile) and others such as disability status, indigenous peoples and conflict-affected as data become available. (parity index) | | | | Minimum proficiency level is the benchmark of basic knowledge in a domain (mathematics and reading) measured through learning assessments. Ministry of education collects the data for grade 2/3 | https://unstats.un.org/sdgs/metadata/files/Metadata-04-01-01A.pdf |
| | 4.1.1.b. Percentage of children and young people **at the end of primary** education achieving at least a minimum proficiency level in reading and mathematics by sex, geographical location (urban/rural) , wealth (bottom/top wealth quintile) and others such as disability status, indigenous peoples and conflict-affected as data become available. (parity index) | Department of Examination | | | Indicator could be compiled through the data from examinations carried out by the Department of Examination<br>At the end of Primary education- Grade 5 Scholarship exam<br>At the end of lower secondary - GCE Ordinary Level | https://unstats.un.org/sdgs/metadata/files/Metadata-04-01-01BC.pdf |
| | 4.1.1.c. Percentage of children and young people **at the end of lower secondary** achieving at least a minimum proficiency level in reading and mathematics by sex, geographical location (urban/rural) , wealth (bottom/top wealth quintile) and others such as disability status, indigenous peoples and conflict-affected as data become available. (parity index) | | | | | |
| | **4.1.2 Completion rate (primary education, lower secondary education, upper secondary education)** | Ministry of Education | | | School Census published by the Ministry of Education comprises the completion rates | https://unstats.un.org/sdgs/files/2020-comp-rev/proposals/4.1.2%20Additional.zip |
| | 4.1.2.a Completion rate of **primary education** by sex, geographical location (urban/rural) , wealth (bottom/top wealth quintile) and others such as disability status, indigenous peoples and conflict-affected as data become available. (parity index) | | | | | |
| | 4.1.2.b Completion rate of **lower secondary** education by sex, geographical location (urban/rural) , wealth (bottom/top wealth quintile) and others such as disability status, indigenous peoples and conflict-affected as data become available. (parity index) | | | | | |
| | 4.1.2.c Completion rate of **upper secondary** education by sex, geographical location (urban/rural) , wealth (bottom/top wealth quintile) and others such as disability status, indigenous peoples and conflict-affected as data become available. (parity index) | | | | | |

Sources: Agency Framework for SDG Indicators[16]

16 Sustainable Development Council of Sri Lanka, Agency Framework for SDG Indicators,p.16, 2021, https://www.sdc.gov.lk/sites/default/files/202110/Final%20Version%20of%20Agency%20Framework.pdf (Accessed on 21/10/2024).

Other impacting factors impeding effective data collection, is the prevailing administrative structure, for example in 1987 when the governance of some schools were decentralised to Provincial Councils, with national level policies, decided by the central government a number of negative results were observed, as pointed out by the Institute of Policy Studies *" ...decentralized education systems has not shown expected results for several reasons, including, weak technical, managerial and leadership capacity at the local level, weak ability of local communities to voice preferences, lack of authority give to local level decision-makers, and inadequate attention given to reorienting the functions of the central government..."* .[17]

Operational limitations being a decisive factor is also referred to in the CED report *'A study on provincial educational conventions within the overall educational policy and practices in Sri Lanka in Relation to SDG 4'* citing the lack of time by officials to focus on collating data due to urgent daily administrative functions. In an interview it was stated by a senior official in education, that having to concentrate on teacher transfers and admission of children to schools, they had no time to engage in other activities. Another provincial level representative said that he has a connection with the education office only to take funds for the development work of schools situated in his area.[18]

More recently the IPS pointed out to disparities related to data collection in the education sector, in particular data related to the disabled and other groups, thereby effecting progress related to inclusivity related to educational services.[19]

The aforementioned factors reiterate the need to explore additional mechanisms to ensure essential sources of data coupled with regular monitoring initiatives in order to address effective implementation of the SDGs to support national development in the educational sector, further accentuating the need for collaboration with non-state actors, for example civil Society.

17 Institute of Policy Studies (IPS),Blog Talking Economics - A Low Productivity Trap? Strengthening Skills, Jobs, and Public Sector Efficiency in Sri Lanka, https://www.ips.lk/talkingeconomics/2024/10/15/a-low-productivity-trap-strengthening-skills-jobs-and-public-sector-efficiency-in-sri-lanka/ further elaborated in Institute of Policy Studies (IPS),Sri Lanka: State of the Economy 2024 Economic Scars of Multiple Crises: From Data to Policy, 2024 https://www.ips.lk/sri-lanka-state-of-the-economy-2024-economic-scars-of-multiple-crises-from-data-to-policy/ (Accessed on 24/10/2024).

18 Coalition for Education Development (CED),A study on provincial educational conventions within the overall educational policy and practices in Sri Lanka in Relation to SDG 4, 2018, p.39, https://cedsrilanka.org/wpcontent/uploads/2018/03/Provincial-Education-Poicy-Study.pdf (Accessed on 21/10/2024).

19 Institute of Policy Studies (IPS),Blog Talking Economics - A Low Productivity Trap? Strengthening Skills, Jobs, and Public Sector Efficiency in Sri Lanka, https://www.ips.lk/talkingeconomics/2024/10/15/a-low-productivity-trap-strengthening-skills-jobs-and-public-sector-efficiency-in-sri-lanka/ further elaborated in Institute of Policy Studies (IPS),Sri Lanka: State of the Economy 2024 Economic Scars of Multiple Crises: From Data to Policy, 2024 https://www.ips.lk/sri-lanka-state-of-the-economy-2024-economic-scars-of-multiple-crises-from-data-to-policy/ (Accessed on 21/10/2024)

# 7. Role of civil society in SDG 4 implementation

## 7.1 Introduction

SDG 17.H captures the role of civil society interventions related to the progress of SDGs with corresponding targets:

*Encourage and promote effective public, public-private and civil society partnerships, building on the experience and resourcing strategies of partnerships.*[1]

Further, in accordance to the guidelines of the Incheon Declaration, Article 80:

*Civil society organizations (CSOs), including representative, broad-based coalitions and networks, play essential roles. They need to be engaged and involved at all stages, from planning through to monitoring and evaluation, with their participation institutionalized and guaranteed.*[2]

In addition, the SDG 4 Scorecard Dashboard reports that there has been insufficient progress towards national SDG 4 benchmarks, which includes Sri Lanka. Three key messages that are reported includes the following recommendations:

*More communication is needed in order to address issues related to indicator definitions, data sources, data gaps and sector plan targets.*

*A systematic mechanism needs to be introduced to the process for countries to seek clarifications and provide feedback.*

*More work is needed to explain what policies are linked to slow or fast progress towards the achievement of national benchmarks.*

Within this context, Sri Lanka requires further engagement with all stakeholders including CSOs to support the implementation of the recommendations outlined above.

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1 United Nations Department of Economic and Social Affairs (UNDESA) Department of UN Division for Sustainable Development Goals (DSDG), Sustainable Development Goals, https://sdgs.un.org/goals/goal17#targets_and_indicators (Accessed on 21/10/2024).

2 UNESCO, Education 2030: Incheon Declaration and Framework for Action: towards inclusive and equitable quality education and lifelong learning for all, 2016, p.26, https://unesdoc.unesco.org/ark:/48223/pf0000243278 (Accessed on 21/10/2024).

## 7.2 Engaging with Civil Society Groups – Incheon Declaration

The *'Education 2030, Incheon Declaration Towards inclusive and equitable quality education and lifelong learning for all'* acknowledges the support extended by key CSOs-the Education International (EI) the Global Campaign for Education (GCE); the Africa Network Campaign on Education For All (ANCEFA); and the Asia South Pacific Association for Basic and Adult Education (ASPBAE).[3]

The UNESCO, *Incheon Declaration and Framework for Action for the implementation of Sustainable Development Goal 4,* encompasses and reiterates the role of civil society in strengthening the implementation of the SDG 4 refer below:

***Education is a public good**, of which the state is the duty bearer. Education is a shared societal endeavour, which implies an inclusive process of public policy formulation and implementation. Civil society, teachers and educators, the private sector, communities, families, youth and children all have important roles in realizing the right to quality education. The role of the state is essential in setting and regulating standards and norm.*[4]

**Indicative strategies: Article 60:** *Scale up effective adult literacy and skills programmes involving civil society as partners, building on their rich experience and good practice.*[5]

**Civil society organizations (CSOs) Article 80**, *including representative, broad-based coalitions and networks, play essential roles. They need to be engaged and involved at all stages, from planning through to monitoring and evaluation, with their participation institutionalized and guaranteed.*

3 'Education 2030, Incheon Declaration -Towards inclusive and equitable quality education and lifelong learning for all' The EFA Steering Committee, convened by UNESCO, is composed of Member States representing all six regional groups of UNESCO, the E-9 initiative* and the host country of the World Education Forum 2015; the five EFA convening agencies (UNESCO, UNICEF, the United Nations Development Programme (UNDP), the United Nations Population Fund (UNFPA) and the World Bank); the Organisation for Economic Co-operation and Development (OECD); the Global Partnership for Education (GPE); civil society; the teaching profession; and the private sector. UNESCO, Incheon Declaration: Education 2030: Towards Inclusive and Equitable Quality Education and Lifelong Learning for All,2015, https://unesdoc.unesco.org/ark:/48223/pf0000245656/PDF/245656eng.pdf.multi (Accessed on 19/10/2024).

UNESCO, Incheon Declaration and Framework for Action for the implementation of Sustainable Development Goal 4,2015, https://unesdoc.unesco.org/ark:/48223/pf0000233137 (Accessed on 20/10/2024).

4 UNESCO, Incheon Declaration and Framework for Action for the implementation of Sustainable Development Goal 4,2015, p.28 https://unesdoc.unesco.org/ark:/48223/pf0000233137 (Accessed on 21/10/2024).

5 Ibid.p.48

**With reference to implementation modalities CSOs:**[6]

- *Promote social mobilization and raise public awareness, enabling the voices of citizens (particularly those who face discrimination) to be heard in policy development;*
- *Develop innovative and complementary approaches that help advance the right to education, especially for the most excluded groups*
- *Document and share evidence from practice, from citizens' assessments and from research to inform structured policy dialogue, holding governments accountable for delivery, tracking progress, undertaking evidence-based advocacy, scrutinizing spending and ensuring transparency in education governance and budgeting*

UNESCO facilitates dialogue, reflection and partnerships with specialized NGOs and civil society, including the CCNGO, as an component of the global coordination mechanism.[7]

## 7.3 Collective Consultation of NGOs on Education 2030

The Collective Consultation of NGOs on Education 2030 (CCNGO-Education 2030) is a key mechanism for dialogue, reflection and partnership with NGOs implementing in the field of education.[8]

The CCNGO-Education 2030 is the CSO voice of the Global Education Cooperation Mechanism, its members take an active part in the following:

- SDG4 Education 2030 High-Level Steering Committee
- Sherpa group of the Steering Committee
- Technical Cooperation Group
- Regional SDG4 Education 2030 committees

6 Ibid.p.58

7 Ibid.p.63

8 UNESCO, Collective Consultation of NGOs on Education 2030 https://www.unesco.org/sdg4education2030/en/global-education-cooperation-mechanism-platforms/collective-consultation-ngos (Accessed on 21/10/2024).

**The 2024-2025 Coordination Group of the CCNGO members are following:**

- Africa representative: Paul GNELOU, President of the Administrative Council, Africa Network Campaign on Education for All (ANCEFA).
- Arab States representative: Tasneem Ahamd Alhmooze, Capacity building and learning coordinator, Teacher Creativity Center (TCC).
- Asia and the Pacific representative: Maria Helen Dabu, Secretary-General, Asia South Pacific Association for Basic and Adult Education (ASPBAE).
- Europe and North America representative: Christoph Jost, Director of DVV International, European Association for the Education of Adults (EAEA).
- Latin America and the Caribbean representative: Nelsy Lizarazo, General Coordinator, Latin American Campaign for the Right to Education (CLADE).
- International representative: Mercedes Mayol Lassalle, World President, World Organization for Early Childhood Education (OMEP).
- International representative: Refat Sabbah, President, Global Campaign for Education (GCE).
- Liaison committee representative: Abdel Basset Ben Hassen of the Arab Institute for Human Rights, Vice President of the Liaison Committee, NGO-UNESCO Liaison Committee member.
- Membership at large representative: Andressa Pellanda, General Coordinator, Brazilian Campaign for Right to Education (BCRE).
- Membership at large representative: Elsy Wakil, Regional Secretary, Ecumenical Popular Education Program (EPEP).

**Working procedures of the Collective Consultation of NGOs on Education 2030 (CCNGO-ED 2030)[9]**

The CCNGO-ED 2030 is UNESCO's key mechanism for dialogue, reflection and partnerships with NGOs for the implementation of the SDG 4–ED 2030. It is taken into account in UNESCO's regular programme, recognizing NGOs as key partners in SDG4-ED 2030 and as a source for innovation and knowledge,

9 UNESCO, Working procedures of the Collective Consultation of NGOs on Education 2030 (CCNGO-ED 2030, 2020, https://unesdoc.unesco.org/ark:/48223/pf0000372608?posInSet=2&queryId=N-EXPLORE-33255118-458c-4825-a0c0-7802f9b98b73 (Accessed on 21/10/2024).

especially i n reaching the marginalized, the mandate of the CCNGO-ED 2030 i s to:

- Facilitate NGO participation and their collective expression in SDG4-ED 2030 related programmes , meetings and mechanisms, including regional and global ED 2030 coordination structures (e.g. regional meetings , the Global Education Meeting, the SDG4–ED 2030 Steering Committee);
- Facilitate the collaboration of the CCNGO-ED 2030 as a network, and of individual CCNGO-ED 2030members , with education specialists at UNESCO Headquarters, regional bureaux and field offices and institutes;
- Foster exchanges and cooperation among the NGOs and in the framework of the widerSDG4-ED 2030 partnership;
- Facilitate the participation of NGOs in monitoring and evaluating SDG4 targets.

## 7.4 Civil Society Partnerships

Globally partnerships for sustainable development should encompass key areas such as finance, technology, trade and data, reporting on the progress of partnerships to support the implementation of the SDGs, the UN DESA states that there have been mixed trends in mobilizing financial resources for development, expanding internet connectivity and strengthening statistical systems, with a staggering $4 trillion annual investment gap for developing countries to achieve the SDGs, due to high external debt levels, and limited access to online connectivity in low-income countries, only reiterate the need for sustained collaboration, and enhanced cooperation and support during a period of escalating geopolitical tensions, and trends signifying worsening international cooperation.[10]

It is therefore all the more essential, that we take steps to identify possible areas to strengthen, if possible institutionalise civil society interventions to ensure a collective endeavour, with multiple stakeholders both government and non-governmental due to the backdrop outlined with regard to shortcomings in educational services.

10 United Nations Department of Economic and Social Affairs (UNDESA) Department of UN Division for Sustainable Development Goals (DSDG), Sustainable Development Goals, https://sdgs.un.org/goals/goal17#targets_and_indicators(Accessed on 21/10/2024).

## 7.5 Case studies – Global, Regional and National Civil Society Partnerships

With regard to the implementation of SDG 4, a number of key examples of partnerships have been identified at a global, regional and national level, including emerging trends to support the implementation of securing citizen data to fill the current lacuna in a number of developing countries to provide much needed crucial data to ensure effective expenditure and monitoring of limited resources.

### 7.5.1 Action for sustainable development- A global civil society platform

The group is an interactive forum for global civil society coordination on the Sustainable Development Agenda, including the UN Sustainable Development Goals (SDGs) and the Paris Climate Agreement. This group is open to all members of civil society and focuses on the following activities: [11]

- Innovative Solutions
- Monitoring & Accountability
- Policy & Advocacy
- Public Mobilization

### 7.5.2 Business groups- resource mobilization, guiding principles and capacity

The UN Global Compact has identified the following initiatives to promote private sector involvement to strengthen investment in education.

#### 7.5.2.1 The Framework for Business Engagement in Education

A Joint Initiative by UNESCO, UNICEF, the UN Global Compact and the UN Special Envoy for Global Education, *The Framework for Business Engagement in Education makes the business case for investing in education*, this is a global call for businesses to deliver on the world's promise of universal education and quality learning opportunities. [12]

11 Action for Sustainable Development Coalition, Action for Sustainable Development UN High-level Political Forum (HLPF) HLPF 2018 Civil Society Report Template, https://action4sd.org/wp-content/uploads/2018/07/HLPF-VNR_CSO-Report-Template_2018.pdf,(Accessed on 21/10/2024).

12 UNESCO, UNICEF, the UN Global Compact and the UN Special Envoy for Global Education, The Smartest Investment: A Framework for Business Engagement in Education, 2013, https://d306pr3pise04h.

Developed through international consultations with business, academia, NGOs, the UN, the public and Government, the framework is based on the most recent research on corporate social investments in education, best practices in international education and real-life experiences of the business community, engaging in public-private partnerships and adapting corporate policies to support education outcomes.

The framework is intended to increase business engagement and accelerate progress in education, this broad-based framework is a resource for all companies, small and large, publicly and privately-owned, across diverse industries.

It is to support the facilitation of corporate responsibility, strategy, marketing and business development departments as well as corporate foundations. The framework guides companies considering investing in education for the first time and in need of a business case. It also helps those already engaged in education seeking to align with best practice.

### 7.5.2.2 Principles Guiding Principles on Business and Human Rights

Implementing the United Nations 'Protect, Respect and Remedy' Framework: On 16 June 2011, the United Nations Human Rights Council endorsed the Guiding Principles for the implementation of the UN "Protect, Respect and Remedy" Framework. The Guiding Principles, provide an authoritative global standard for preventing and addressing the risk of adverse impacts on human rights linked to business activity. The Guiding Principles clarify the meaning of the corporate responsibility to respect hu man rights, which is also a key component of Global Compact Principle 1, which calls on business to support and respect the protection of internationally proclaimed human rights.

### 7.5.2.3 Women's Empowerment Principles

The Women's Empowerment Principles are a set of principles for businesses offering guidance on how to empower women in the workplace, market place and community. They are the result of a collaboration between UN Women and the UN Global Compact.

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cloudfront.net/docs/issues_doc%2Fdevelopment%2FBusiness_Education_Framework.pdf (Accessed on 10/10/2024).

### 7.5.2.4 Children's Rights and Business Principles

Developed by UNICEF, the UN Global Compact and Save the Children, the Children's Rights and Business Principles are the first comprehensive set of Principles to guide companies on the full range of actions they can take in the workplace, marketplace and community to respect and support children's rights.

### 7.5.2.5 ISO26000

ISO26000 is guidance from the International Standards Organization for businesses and organizations to operate in a socially responsible way. ISO26000 defines social responsibility and helps businesses translate standards into effective action in the social responsibility space.

## Other global business and education partnerships

Further note worthy, global examples include the following:[13]

**Global Education First Initiative:** A platform launched by the UN Secretary-General to strengthen partnerships in support of education and engage global leaders, including from business, as advocates for the role of education in driving growth and development.

**Better Life, Better Future:** A UNESCO-led global partnership for girls' and women's education. The initiative focuses on strengthening public-private partnerships in support of girls' secondary education and women's literacy.

**The Youth Employment Network (YEN):** A partnership of the UN, International Labour Orga nization and World Bank to improve employment opportunities for youth. Provides a platform for sharing knowledge, encouraging innovation and brokering partnerships.

**Schools for Africa and Schools for Asia:** Launched in 2004, the Schools For Africa initiative is a joint project of the Nelson Mandela Foundation, Peter Krämer Stiftung and UNICEF. UNICEF works with Governments, local authorities, communities, the private sector and other partners in 11 countries in Africa to create conditions that will attract children to school, keep them there and provide them with a safe and protective environment where they can learn and play. A similar initiative was launched in Asia.

[13] Ibid.

**Nourishing Bodies, Nourishing Minds:** A partnership launched in 2013 between WFP, UNESCO, UNICEF and the private sector to help the world's most underserved children achieve their potential by improving access to health care, nutrition and education. The partnership started as a three year pilot phase in four countries marked by high levels of malnutrition and low levels of schooling.

## 7.6 Regional Initiatives – Asia Pacific

The most noteworthy initiative regionally, is the Asia South Pacific Association for Basic and Adult Education (ASPBAE) a regional network of 264 civil society organisations and individual members in 31 countries in the Asia Pacific region. It works towards the realisation of the right to education and promoting transformative education and lifelong learning for all through to following goals:[14]

***ASPBAE works towards expanding abilities*** to press governments, donors, inter-governmental bodies, and financing institutions to strengthen public education systems. These education systems must secure the right of all people to quality, inclusive, and transformative basic, youth, and adult education within climate-saving, gender-transformative, and equitable learning systems.

***ASPBAE calls for sustained civil society engagement*** in education policy all levels, leading to secure and sustainable institutionalised spaces for civil society participation in public policy and decision-making processes.

***ASPBAE's advocacy objectives*** are pursued through evidence-based campaigns and policy engagements, through coordinated and complementary initiatives at national, regional and international levels. ASPBAE will forge partnerships and solidarity with other regional and global civil society actors that share common perspectives and aspirations with ASPBAE.

***ASPBAE pursues policy research***, information and media work, lobbying and policy dialogue, citizens monitoring initiatives, budget tracking actions and social mobilisation.

***ASPBAE engages*** with UNESCO, other UN agencies, donors and financing bodies at the regional and global levels for effective coordination and calls on national governments to protect and accelerate the full SDG4 agenda amidst the set-

14 Asia South Pacific Association for Basic and Adult Education (ASPBAE) https://www.aspbae.org/what-we-do/policy-advocacy/ (Accessed on 21/10/2024).

backs caused by the pandemic.

Their most recent contribution was the CSO Statement and Recommendations (Annexure III) presented at the 6th Asia-Pacific Meeting on Education 2030 (APMED 6).

## 7.7 Recent regional country level case studies[15]

**7.7.1 The Philippines, E-Net** with allied networks and its persons with disabilities (PWD) members, successfully lobbied the Parliament and the Department of Education to include the allocation of PhP50 million (US$1 million) in the national budget for 2019, for the procurement and development of textbooks and other instructional materials for children with disabilities (specifically for deaf, mute, and blind children) and another PhP25 million (US$ 500,000) for capacity building of public school teachers in promoting child rights, inclusion and positive discipline in everyday teaching.

These are in line with the continuing advocacy of E-Net Philippines on inclusive and equitable education. Currently, E-Net and the PWD cluster are working with different units of the Department of Education in developing appropriate learning materials.

**7.7.2 AFE Coalition** In Mongolia, the AFE Coalition successfully pushed the government to adopt a new law on bilingual education, which targets specifically the Kazahk minority where school dropout rate is high due to difficulty of coping with the language of instruction. Through this law, the coalition hopes to ensure teaching is done in the mother tongue during the early years of schooling. The Coalition is also heavily involved in the local education group (LEG) and had actively participated in the education sector implementation review process, among other policy engagements.

15 How civil society pushes the SDG 4 agenda forward at global, regional and national levels, November 05, 2019 by Mame Codou Dieng Cisse, ANCEFA, Wolfgang Leumer, Global Campaign for Education, and Julia Sestier, Global Campaign for Education, https://www.globalpartnership.org/blog/how-civil-society-pushes-sdg-4-agenda-forward-global-regional-and-national-levels (Accessed on 21/10/2024).

# 8. Civil Society reviewing and monitoring of SDG 4

Other than governmental sources of data, there are a number of other sources, such as academic, private sector, international organisations and other civil society resources.

With regard to Civil society organisations, CSOs generate a substantial amount of data, formats, which can include not only numerical data in spreadsheets to text, but also audio or photos, examples of citizen data generated include the following examples: [1]

- Collected to understand the experiences, perceptions and needs of the communities civil society organisations work with, using tools such as surveys.
- Tracking issues and trends such as poverty or income over time produced to support the implementation of projects and programmes generated to monitor and evaluate the impact of interventions.
- Publicly available (open) data sets to track a specific phenomenon/issue (e.g. Publish What You Fund's Aid Transparency Index)[2].
- Collated through expert assessments of relevant regulations, and the performance of government and other actors (e.g. Transparency International's Global Corruption Barometer3 and CIVICUS' annual State of Civil Society Report)[3].

## 8.1 Collaboration on Citizen Data

Datashift, Civicus also outlines recommendations for monitoring mechanisms of SDG 4 by civil society at global, regional and national levels: [4]

1 Kate Higgins and Jack Cornforth, Civil Society and SDG Monitoring-Harnessing Civil Society, Datashift, Civicus,p.2,July 2015, https://www.civicus.org/images/SDG%20Monitoring%20-%20DataShift%20Background%20Note.pdf(Accessed on 21/10/2024).

2 Publish What You Fund, Aid Transparency Index, http://www.publishwhatyoufund.org/index/ (Accessed on 10/10/2024).

3 CIVICUS, the global civil society alliance, State of Civil Society Report 2024, https://www.civicus.org/index.php/state-of-civil-society-report-2024 (Accessed on 10/10/2024).

4 Kate Higgins and Jack Cornforth, Civil Society and SDG Monitoring-Harnessing Civil Society, Datashift, Civicus,p.7,July 2015, https://www.civicus.org/images/SDG%20Monitoring%20-%20DataShift%20Background%20Note.pdf(Accessed on 21/10/2024).

- **Global level:** civil society and citizen-generated data could contribute to the dialogue on SDG progress facilitated by the High Level Political Forum, including potential thematic reviews. It could be included in the Global Sustainable Development Report and/or in a parallel civil societyled shadow reporting process
- **Regional level:** civil society and citizen-generated data could be used to bolster regional peer review processes which would enable intercountry learning, spurring improved policies and greater SDG progress.
- **National level:** civil society and citizen-generated data could feed into national review mechanisms as evidence of the realities experienced by people on the ground. This could include input into national stakeholder reports, and official reports on SDG progress.

## 8.2 Case Studies

### 8.2.1 Collaborative on Citizen Data

The Collaborative on Citizen Data, aims to bring together partners from all communities within national data ecosystems to achieve two main objectives:

- Filling critical data gaps on groups that are often less visible in data, such as migrants, persons with disabilities and indigenous populations among others.
- Improving data on gender issues, to ensure their experiences and needs are reflected in the data for the implementation and review of the Sustainable Development Goals (SDGs).

Lack of trust between the state and non-state actors, concerns about the quality and sustainability of data collected by non-state actors, and the statistical capacity of CSOs, result in limitations in utilizing citizen generated data.

As a response to the aforementioned challenges, the United Nations Statistics Division and the United Nations Entity for Gender Equality and the Empowerment of Women have jointly convened a multi-stakeholder collaborative, inorder to establish a platform for collaboration and an exchange of experiences and to strengthen partnership and progress.

The Steering Committee of the Collaborative on Citizen Data comprises the following members:

UN Statistical Division (co-lead)

UN Women (co-lead)
The Danish Institute for Human Rights
Global Partnership for Sustainable Development Data
The International Civil Society Centre
The Partnership in Statistics for Development in the 21st Century
The Stakeholder Group of Persons with Disabilities for Sustainable Development
Open Data Watch
The World Bank
United Nations Institute for Training and Research

The 'Collaborative on Citizen Data', points out that in the context of the 2030 Agenda's to ensure that no one is left behind, citizen generated data has the potential to cover critical data gaps, especially groups suffering from marginalization, also furthering some instances fairness, inclusiveness, openness and transparency in statistics and public policy.[5]

### 8.2.2 Case study: Make Inclusive Data the Norm (MIDN) initiative

A new partnership called Make Inclusive Data the Norm, forged between the governments of Colombia, Kenya and Ghana, is an example of South-South partnership, addressing and formulating solutions specific to the concerns of their respective countries by strengthen policymaking and public services by sharing experiences and best practices on using citizen-generated data.This initiative is facilitated by the Global Partnership for Sustainable Development Data.[6]

The Global Partnership points out that, although the majority of financial resources for data and technology are in the global North, this initiative related to inclusive data on marginalised communities, countries such as Colombia, Kenya and Ghana are now pioneers in this area.

5 Collaborative on Citizen Data, Resource E-learning course: Effective and Ethical Data Sharing at Scale, May 30, 2024, https://www.data4sdgs.org/resources/e-learning-course-effective-and-ethical-data-sharing-scale
(Accessed on 21/10/2024).

6 Eleonora Betancur, Claire Melamed, Global South leading the way on citizen-generated data, blog, Published by: The Global Partnership, https://www.data4sdgs.org/index.php/blog/global-south-leading-way-citizen-generated-data(Accessed on 21/10/2024).

## Country level examples:

### Kenya

In Kenya, citizen-generated data activities included gathering testimony and radio call-in data from communities at risk of antimicrobial resistance. Kenya's National Statistics Bureau is also working on common reporting standards that allow citizen-generated data from small local communities to be compared in reporting.

### Ghana

Efforts focus on empowering citizens to be agents of change. An app called Let's Talk has been piloted and is being scaled up. The app allows anonymous reporting for women and girls who have suffered sexual violence.

Citizen-generated data apps have been produced by the government include CleanApp Ghana which provides transparency by allowing citizens report and map waste and trash dumping, thereby impacting productivity of local service providers' efforts.

Other apps have been designed to track and collect data to monitor Sustainable Development Goal progress on indicators such as marine garbage, equitable policies for disabled persons, feedback regarding public services.

Thereby empowering communities with opportunities to contribute to impacting effectiveness of delivery of public services.

### Colombia

Civil society and citizen-generated data on minorities and communities living in hard-to-reach locations such as indigenous communities are critical for effective public policy. Colombia's statistical office DANE (the Spanish acronym for the National Statistics Institute of Colombia)has recently developed guidelines on intersectional approaches to make marginalised populations visible through data.

Colombia's rising critical inequality challenges has led the government in investing in disaggregated data and statistics to guide the design, implementation, and assessment of public policies and decisions, promoting the inclusion of those in most vulnerable situations.

These guidelines have led to ministries and government agencies including more inclusive data on gender and other demographics in their data systems.

The government of Colombia funding this cooperation makes apparent

global South countries' ability to shape their own fair data futures.

### MIDN -UN World Data Forum, exchanging knowledge with partner countries

Colombia, alongside with Kenya's quality framework, the apps developed by Ghana for collecting data, will be sharing their progress and recommendations with the global community at a pre-event to the UN World Data Forum on November 2024.[7]

## 8.3 Regional Asia – South Pacific

ASPBAE and its members have been regularly monitoring progress in education through the annual CSO Country Spotlight Reports on SDG 4, periodic surveys on the SDG 4 progress, and thematic reports focusing on key issues in education, in particular, gender, equity, inclusion, climate, and financing.

The country reports submitted to ASPBAE capture regional progress in localising the 2030 Agenda, adaptation of the SDG 4 at national level and Education Sector Plans (ESPs).[8]

The information sourced by the members of ASPBAE should be institutionalised into regional and national reporting systems where possible, as a viable resource for strengthening existing mechanisms, along with the recommendations of the comprehensive CSO Statement and Recommendations submitted to the 6th Asia Pacific Meeting on Education 2030(APMED 6) in September, 2024, (annexure III).

7 Karen Chavez,Citizen participation in data: How Colombia is shaping the future of inclusive statistics, September 30, 2024, Global Partnership for Sustainable Development Data https://www.data4sdgs.org/blog/citizen-participation-data-how-colombia-shaping-future-inclusive-statistics (Accessed on 08/10/2024).

8 UNESCO, CSO Statement and Recommendations for the 6th Asia Pacific Meeting on Education2030(APMED6)p.2,https://www.unesco.org/sdg4education2030/sites/default/files/medias/fichiers/2024/10/ASPBAE%20CSO%20Statement%20and%20Recommendations%20for%20%20the%20Asia%20Pacific%20Meeting%20on%20Education%202030%20%28APMED%206%29.pdf?hub=123 (Accessed on 14/10/2024).

# 9. Civil Society support for SDG 4 in Sri Lanka

## 9.1 Introduction

Civil society in Sri Lanka has played a significant role in supporting the educational system in Sri Lanka. The first schools that were established in Sri Lanka were by civil society leaders, through village level Pirivena (monastic colleges) initiated by the Buddhist clergy, and during the colonial period, Christian missionary societies, foreign and national leaders and philanthropists, with the formalization of schools following the Colebrooke Commission in 1836, a uniform system was introduced.

Sri Lanka was a pioneer in providing free education led by Dr. C. W. W. Kannangara, the Minister of Education at the time, referred to as the 'Father of Free Education in Sri Lanka'. Dr. Kannangara introduced free mid-day meal to the students in 1935, following the malaria epidemic and as the head of the Special Committee on Education, in 1943 he recommended the free education system from Kindergarten to the University Education and the Free Education Bill was implemented on October 01,1945.[1]

Although the Constitution of Sri Lanka does not provide free education as a fundamental right, the constitution refers to *'the complete eradication of illiteracy and the assurance to all persons of the right to universal and equal access to education at all levels"*.[2]

Most recent data available from 'The Human Rights Measurement Initiative (HRMI)' on the right to education, reports that Sri Lanka is doing 73.9% of what should be possible at its level of income (measured against the income adjusted benchmark).[3]

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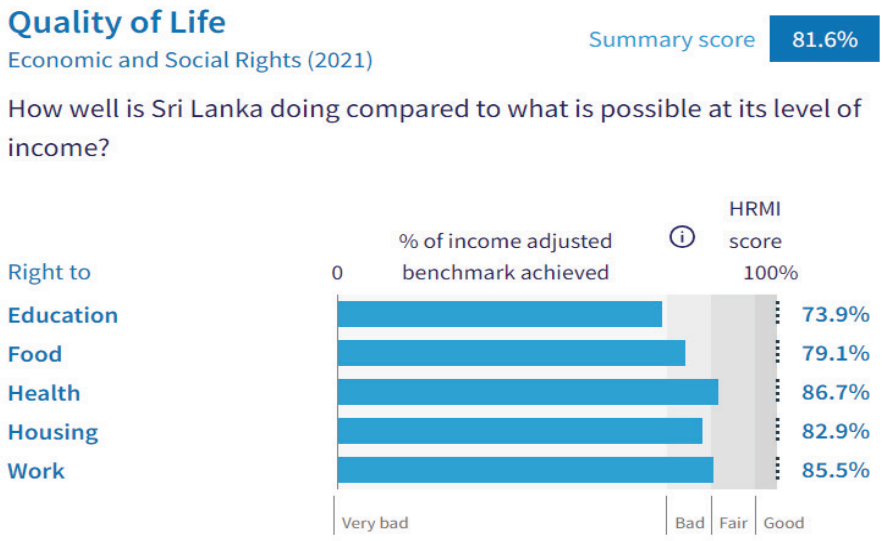
1 Walter Wijenayaka, "C.W.W. Kannangara: Father of free education" Daily News, (24 September 2003). Archived on 22 January 2005, https://web.archive.org/web/20050122134851/http:/www.dailynews.lk/2003/09/24/fea09.html (Accessed on 17/10/2024).

2 Constitution of Sri Lanka https://www.parliament.lk/en/constitution/main (Accessed on 17/10/2024).

3 Human Rights Measurement Initiative (HRMI),Sri Lanka-How well is Sri Lanka respecting people's human rights?, https://rightstracker.org/country/LKA (Accessed on 17/10/2024).

Figure 9: Quality of Life, Income Levels




# 9.2 Institutionalizing civil society interventions

## 9.2.1 NGO Secretariat

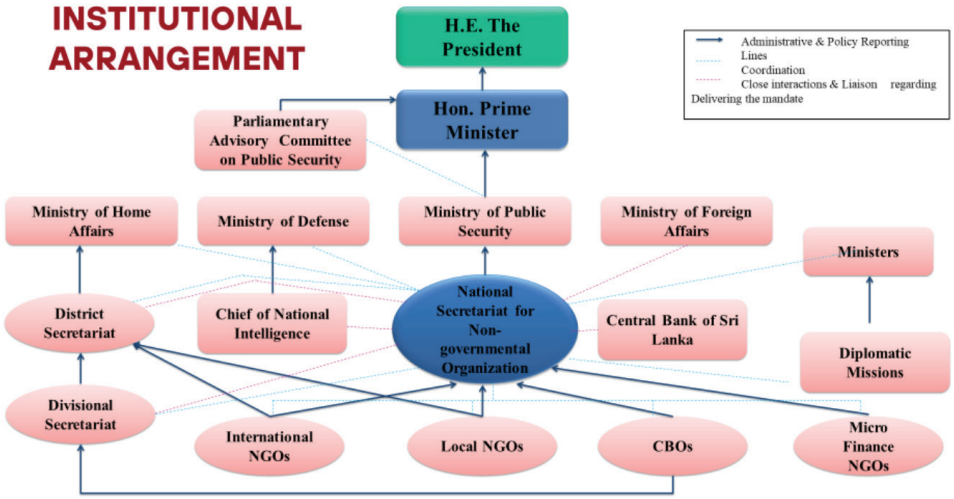
The National Secretariat for Non-Governmental Organizations was established in 1996 under the aegis of the Ministry of Health, Highways, and Social Services, and then other ministries such as Defense, Foreign Affairs, it now falls under the purview of the Ministry of Public Security since July 2022.[4]

The Secretariat is mandated to provide an island-wide service,with District NGO Coordinating Officers appointed to cover each district. The Registrar's powers have been delegated to District Secretaries and Divisional Secretaries. Accordingly, the District Secretary has been appointed as the Deputy Registrar, and the Divisional Secretary as the Assistant Registrar.[5]

4 NGO Secretariat, 'Who are we' https://ngosec.gov.lk/about 17/10/2024 (Accessed on 17/10/2024).

5 Ibid.(Accessed on 17/10/2024).

Figures 10 : NGO Secretariat Structure




Source : NGO Secretariat[6]

## 9.2.2 Divisional Federation of Civil Society Organizations

The establishment of "Divisional Federations of Civil Society Organizations" set up by the NGO Secretariat [7]Circular No. 11, August 8, 2024 [8] was issued to inform all District Secretaries, Divisional Secretaries, and all district non-governmental coordinators in accordance with the model constitution stated in the circular(annexure VI ), in order to develop activities of non-governmental organizations and effectively garner their contribution to the district development process.

## 9.2.3 SL VOLUNTEERS Project

Initiated in July, 2024, The SL VOLUNTEERS Project, [9] coordinated by the National Secretariat for Non-Governmental Organizations under the Ministry of Public Security, the initiative seeks the engagement of volunteers across 25 districts of Sri Lanka, aged 15-29 for this initiative. (annexure VII).

6 Ibid. (Accessed on 17/10/2024).

7 NGO Secretariat, Regarding the establishment of Divisional Federation of Civil Society Organization, Aug 10, 2024, https://ngosec.gov.lk/news-events/regarding-the-establishment-of-divisional-federation-of-civil-society-organization (Accessed on 07/10/2024).

8 Ibid.(Accessed on 17/10/2024).

9 NGO Secretariat, SL VOLUNTEERS Project, https://ngosec.gov.lk/news-events/welcome-to-sl-volunteers-project (Accessed on 17/10/2024).

The project is designed to be executed in two phases. In the first phase, new volunteers will be assigned to national and international NGOs registered with the National Secretariat for Non-Governmental Organizations in Sri Lanka.

In the second phase, it is envisaged that the initiative will partner with global organizations to offer volunteers the chance to work independently on international platforms.

### 9.2.4 Sri Lanka Civil Society Action Network for Community Resilience

Recognizing the role of civil society organizations (CSO) in disaster management, the Disaster Management Centre established a mechanism with representatives of local non-governmental organisations (LNGOs) island wide at national and sub-national level, during the first phase of the Sri Lanka Preparedness Partnership (SLPP), launched in 2022, in collaboration with the Asian Preparedness Partnership (APP) and the Janathakshan Gte. Ltd.[10]

10 Disaster Management Centre, Ministry of Defence, Launching Ceremony of Sri Lanka Civil Society Action Network for Community Resilience, https://www.dmc.gov.lk/index.php?option=com_content&view=article&id=974:launching-ceremony-of-sri-lanka-civil-society-action-network-for-community-resilience&catid=8:news-events&lang=en&Itemid=125(Accessed on 17/10/2024).

# 10. Recommendations-Operational Framework

Given the analysis on progress of SDGs in Sri Lanka, it is imperative to explore opportunities for non-government actors, including civil society to support the educational system in Sri Lanka, and provide institutional frameworks to ensure sustained and effective interventions.

In this chapter, I will outline a number of civil society initiatives supporting the education system and present an operational framework to strengthen continued support.

**Figures 11 : Areas for intervention by CBOs that could be strengthened**



## Table 6 : Stakeholders for proposed interventions in collaboration with CSOs



## 9.2 Proposed mechanisms for interventions

### 01 Policy Formation

**Formation of National/District/Village Committees**

Set up a Presidential Initiative with senior experienced educational specialists in-country and abroad, including academics, heads of key educational NGOs and civil society groups, alumni associations of universities, schools and private learning institutes, recognised by the President through an award scheme, to support policy formation and a movement to improve the existing educational system.

Similar mechanisms include the Presidential Initiatives National Advisory Council for Peace and Reconciliation (NACPR), which consisted of three main consultation committees, political, religious and civil society, Presidential Initiative 'English as a Life Skill'.

This committee would be replicated at District level and zonal levels, utilising the existing Divisional Federations of Civil Society Organizations, co-ordination mechanism set up by the NGO Secretariat. (Refer Annexure VI). Officers of the Ministry of Education Zones would provide facilitation and technical support where required, reporting to the Ministry of Education.

**Mapping of civil society partners**

**National:** In collaboration with the NGO Secretariat list out NGOs who would be willing to support interventions outlined, refer to database, https://ngosec.gov.lk/about/registered-active-ngos

**International:** In collaboration with the Foreign Ministry invite Sri Lankan expatriates to participate in initiatives, providing a formal appreciation of their contribution, Sri Lankan associations abroad could also be contacted as well as Sri Lankan Clubs in universities abroad.

**Global Forum of Sri Lankan Educationalists,** the Global Forum of Sri Lankan Scientists established in 2011, was set up to provide opportunities for expatriate and local scientists to work together following the end of the war, following the economic crisis a similar mechanism could be set up to support policy

formation and further collaboration with the support of international specialised agencies such as World Bank, ADB, UNESCO and UNICEF, for further reference:

https://www.nsf.gov.lk/images/2024/Global_Forum_Report.pdf

https://www.unesco.org/sdg4education2030/en/global-education-cooperation-mechanism-platforms/global-education-forum

## 02 Advocacy

Civil society plays a key role in advocacy at international, regional and national levels. Independent civil society reports, referred to as shadow reports,spotlight reports, and/ or parallel reports are submitted to support the monitoring of the progress of SDG 4.

The Voluntary National Review (VNR) process is the main country-level reporting mechanism on the SDGs and the 2030 Agenda.

In Sri Lanka the Coalition for Education Development (CED), has played a significant role in this process. Consisting of a consortium of 57 organizations with an island wide membership network and have submitted regularly reports regularly, refer SDG4 Civil Society Spotlight Report, August 31, 2022, https://cedsrilanka.org/sdg4-civil-society-spotlight-report/

**Templates and Guidelines for Civil Society Reporting**

In order to encourage and strengthen CSO reporting mechanisms in this area, refer further templates listed in the SDG Accountability Handbook, by the Transparency, Accountability & Participation (TAP) Network, https://www.sdgaccountability.org/working-with-informal-processes/spotlightreporting/

- Beyond Voluntary National Reviews: Approaches and Methodologies for Civil Society Reporting on SDG16 (2018), by the TAP Network, provides an outline template for a civil society report and guiding questions to consider answering during the crafting process.

https://tapnetwork2030.org/civilsocietyreporting/

Publishing Civil Society SDG Spotlight Reports, SDG Accountability Report

https://www.sdgaccountability.org/working-with-informal-processes/spotlightreporting

- Guidelines for CSO Shadow Reports: Monitoring the Implementation of Agenda 2030 at the National Level (2018), by Forus International, includes examples of civil society reports and key steps to follow when preparing and producing a civil society SDG report.

https://www.forus-international.org/en/pdf-detail/75763-guidelines-for-cso-shadow-reports-monitoring-the-implementation-of-agenda-2030-at-national-level

- Action for Sustainable Development Coalition, Action for Sustainable Development UN High-level Political Forum (HLPF) HLPF 2018 Civil Society Report Template, https://action4sd.org/wp-content/uploads/2018/07/HLPF-VNR_CSO-Report-Template_2018.pdf

Listing of possible stakeholders for the submission of reports

- National-level actors
- Governmental officials at all relevant levels and ministries, including in the executive branch parliamentarians, local authorities and relevant agencies responsible for SDG implementation
- Non-governmental institutions and groups, civil society groups and the media
- Regional and global-level actors UN agencies
- Civil society actors that have created SDG civil society report submission portals and distribution networks
- Other relevant bodies working on SDG monitoring

## 03 Funds mobilization

Following the economic crisis a number of Sri Lankan civil society associations and organizations lobbied for funding support to address critical gaps.The Ministry of Education, Assessment on Achievement Levels of Foundational Skills in Literacy and Numeracy of Grade 03 Students in Sri Lanka, released in March, 2023, https://moe.gov.lk/wp-content/uploads/2023/04/Report-final-numaric.pdf.pdf referred to key areas affected for which support was immediately required:

In December 2022 from the sample survey, 32% of households were unable to pay education related costs ***(books, learning material, uniform, school bags, shoes)*** coping strategies implemented to cover house hold expenses, ***2% of households had moved children to a less expensive school/ withdrew the children from school and 10% reduced expenses on health and education.***

Students were asked whether they take their breakfast and lunch every day in order to get an idea on daily calorie intake of the students. According to the responses, **4% of the students in the sample do not have their breakfast daily and 9% of the students have not had their lunch daily.** This indicates that 13% of the sample has only taken two meals per day and were used to skip one of the main meals daily. Further 1 % of the students had not had either breakfast or lunch daily which is a matter of consideration. The statistical analysis provides strong evidence to conclude that the performance levels of grade 3 students are associated with their nutrition.

There have been a number of international and national NGOs in Sri Lanka that lobbied and garnered funding to support school meals and essential school supplies, a totally volunteer-led campaign civil society led initiative, led by fmr. Secretary of the Ministry of Education, set up during the economic crisis was No Hungry Kids, aimed at achieving the following two aims:1. Provide a nutritious meal - usually the only meal they have all day 2. Ensure consistent school attendance by providing free lunch, as at October, 2024 96,485 meals had been provided, refer

https://nohungrykidsproject.org/

**The general public could be encouraged to contribute through the following mechanisms outlined in Global Goals Campaign,** https://www.globalgoals.org/goals/4-quality-education/#things-to-do and Project Everyone, **https://www.project-everyone.org/**

- Find a Goal 4 charity you want to support. Any donation, big or small, can make a difference!

- Donate your used books. The easiest way to give access to knowledge is to donate your used books to someone.
- Promote and take free online courses. In a digital world, there are more opportunities to get access to education than just go to university.
- Visit your local school and ask what school supplies they need. Start a school supply drive in your community.

## 04 Programmes

In 2000, the Dakar Framework for Action - Education for All: Meeting our Collective Commitments (UNESCO, 2000a) set out six Education for All (EFA) goals. It articulated 12 strategies described as critical for the achievement of EFA, one of which was *"to ensure the engagement and participation of civil society in the formulation, implementation and monitoring of strategies for educational development." (refer - https://unesdoc.unesco.org/ark:/48223/pf000023317)*

The Framework for Action spoke of new and expanded political and social scope for civil society, and insisted that participation should not be limited to endorsing decisions made by government. Through regular dialogue, civil society - learners, teachers, parents, communities, non-governmental organizations - should contribute to education policy and practice, from inception to evaluation.

As reported civil society in Sri Lanka has played a significant role in supporting the educational system in Sri Lanka. The first schools that were established in Sri Lanka were by civil society leaders, through village level Pirivena (monastic colleges) initiated by the Buddhist clergy, and during the colonial period, Christian missionary societies, foreign and national leaders and philanthropists.

**Coalition for Education Development (CED)** is a consortium of organizations involved in the education sector at national provincial and local levels in Sri Lanka. It has an island wide membership network encompassing 57 organizations actively engaged in the field, including the All Ceylon Union of Teachers (refer https://cedsrilanka.org/) specialising in the following areas- pre-school education, secondary education, education policy and advocacy, education finance and teacher training.

It is imperative that joint partnerships are formularised with the government and the consortium of organizations to ensuring that they may align their specializations with themes related to educational systems, for further reference of frameworks and mechanisms:

**The Global Campaign for Education (GCE)**

Is a civil society movement that aims to end exclusion in education,

https://campaignforeducation.org/en/

UNESCO SDG Knowledge Hub, https://www.unesco.org/sdg4education2030/en/knowledge-hub Project Everyone, https://www.project-everyone.org/

# 05 Citizen generated data

Given the lacuna in data collection refer figure 8, a mechanism to institutionalise citizen generated data would support effective planning given the limited resources available.

**Sources of citizen-generated data:** As outlined in *Collaborative on Citizen Data, Effective and Ethical Data Sharing at Scale,* civil society organisations produce generate a substantial amount of data, formats, can include not only numerical data in spreadsheets to text, but also audio or photos, examples of citizen data generated include the following examples:

- Collected to understand the experiences, perceptions and needs of the communities civil society organisations work with, using tools such as surveys.
- Used to track issues and trends such as poverty or income over time.
- Produced to support the implementation of projects and programmes.
- Generated to monitor and evaluate the impact of interventions.
- Translated from publicly available (open) data sets to track a specific phenomenon/issue (e.g. Publish What You Fund's Aid Transparency Index2).
- Collated through expert assessments of relevant regulations and the performance of government and other actors (e.g. Transparency International's Global Corruption Barometer3 and CIVICUS' annual State of Civil Society Report4)

**Mapping of data sources - institutional**

A mapping exercise to identify civil society and citizen generated data sources related to education could be implemented to assess the scope, variables and reliability of data available generated by bodies, associations and institutions in Sri Lanka, and relevance each goal and target related to SDG 04 in collaboration with the Ministry of Education and the Sustainable Development Council of Sri Lanka.

**Mapping of data sources-general public** As referred to in the MIDN initiative, the global South, due to pressure to ensure effective funds allocation and address the scarcity of data have designed mechanisms to address this issue, one is the use of apps, by requesting the general public to report on garbage collection, others on vaccine program implementation.

Sri Lanka has in place an e-governance platform, https://www.gov.lk further the Ministry of Education has also developed a digital platform 'e-thakshalawa' which could also be used to feed data, along with specialised apps.

The Ministry of Education recently used a mapping tool for their assessment referred to as KoBo could be used to support data collection.Training, implementation and progress could be reviewed through the Ministry of Education and relevant specialised agencies currently providing donor and technical support such as UNESCO, UNICEF, World Bank and Asia Development Bank.

**Data Collation App - KoBo toolbox** The KoBo toolbox is a free and open source platform for the collection, management and visualization of data. It is the most widely used primary data collection tool in the nonprofit sector, user-friendly, to allow organizations to focus on collecting high quality data without spending time and budgets on lengthy technical training, built to be used to collect data on inexpensive mobile devices and without requiring any internet.

**Resource E-learning course: Effective and Ethical Data Sharing at Scale**

This course is based on the Effective and Ethical Data Sharing at Scale cookbook

This self-paced course takes the key aspects of data sharing and chops them up into bite-size pieces so we can digest them better. The goal is to understand the ingredients essential to successful data sharing and how we can harness this information to create recipes for ethical and effective data sharing partnerships. https://www.data4sdgs.org/resources/effective-and-ethical-data-sharing-scale

# 06 Knowledge transfer

**Volunteerism**

Given the shortage of teachers in the following areas, in collaboration with the Ministry of Education and National Institute of Education, through the SL VOLUNTEERS Project (refer annexure VII) a mechanism to evolve professional organizations and specialists in country and abroad could be implemented. As in other countries, volunteers from the educational, administrative services and other experienced citizens could support the void in current schools related to lack of specialised teachers.

The initiative would co-ordinate support as members of the existing School Based Teacher Development (SBTD), introduced to empower school specific projects to enhance teacher capacity.

- Lack of teachers for Technical subjects, mathematics, English, science and aesthetic subjects
- Students with learning difficulties including special needs and slow learners
- Pre- school

**Global Forum of Sri Lankan Educationalists,**With regard to senior citizens involved in support for educational services an initiative institutionalised in Japan could be referred to where in certain local governments and community centers offer opportunities for seniors to volunteer as part-time teachers or mentors in schools, these programs aim to leverage the experience and expertise of senior citizens while fostering intergenerational connections.

A knowledge platform would be support the initiative, referring to the reports of the committee

Learning materials, local generate a certificate, utilizing the existing of e-thakshila, also drawing from experts from the proposed Global Forum of Sri Lankan Educationalists,

**Tax concessions for private sectors to support vocational training** Further to bridge the gap in learning and training in the private sector and other institutions such as NGOs and academic institutions, tax concessions especially where apprenticeships are essential such as in the TVET sector, a number of countries have initiated programs eg. Germany, France, Australia, United States, refer

**'Using tax incentives to promote education and training'** https://www.cedefop.europa.eu/files/5180_en.pdf, UK Research and Development (R&D) tax credits program https://www.great.gov.uk/international/content/investment/why-invest-in-the-uk/tax-incentives/

The general public could be encouraged to contribute through the following mechanisms outlined in Global Goals Campaign, https://www.globalgoals.org/goals/4-quality-education/#things-to-do and Project Everyone, https://www.project-everyone.org/

- Mentor young people. You can provide tutoring and homework assistance, teach a language or deliver a lesson on the Global Goals.
- World's Largest Lesson,regarding the awareness on the SDGs utilize the World's Largest Lesson , an educational platform which promotes the use of the goals in learning, resources for teachers/children to use, all designed to motivate and inspire young people to become informed and active citizens, and build the world they want to group up in partners include UNICEF and UNESCO to advocate for Education for Sustainable Development and encourage the widespread use of the Goals through formal education systems.On the resources page there are hundreds of free materials for students aged 4-18. First though, we've picked some out of the best resources to get started with, refer https://worldslargestlesson.globalgoals.org/

# 11. Conclusion

Currently civil society in Sri Lanka have provided substantial support to the development of the SDGs, [1] the NGO Secretariat reported that the annual contribution of NGOs forecasted cost for the year 2023, was Rs.31,627,316,473.96, the fund flow for the Year 2022 was Rs.18,041,178,170.80.[2]

The 'DOING GOOD INDEX 2024-Examining the Readiness of Asia's Social Sectors to Thrive'[3] published by the Centre for Asian Philanthropy and Society (CAPS), the Index assesses the infrastructure for private social investment in Asia.

It identifies the enablers and roadblocks to harnessing funding from sources such as philanthropy, charitable donations, impact investment, corporate social responsibility (CSR), reports that Sri Lanka had made significant strides by the year 2024, Sri Lanka has been categorized along with Cambodia, India, Indonesia, Nepal, Pakistan, Thailand, and Vietnam as "Doing Okay", the 2022 index had placed Sri Lanka in the "Not Doing Enough" category, alongside Bangladesh.

However, institutionalised mechanisms to consult civil society, support implementation through joint action plans and programs in Sri Lanka are only a few, in comparison to the number of initiatives that civil society actors contribute to nationally and in some instances internationally and regionally to the progress of the SDG's.

The Sustainable Development Council have in their programs ensured partnership and consultation, however they point out that further mechanisms are required to capture the role of civil society, private sector and other stakeholders by developing joint action plans and roll-out programmes to achieve the SDGs.

During the war, and other man-made and national disasters, there have

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1 Further literature on impact ADB The Directory can be accessed at http://www.devdir.org/ asia_middle_east.htm, Civil Society and UNDP in Sri Lanka: Partnerships in Crisis Situation December 8, 2015 https://www.undp.org/sites/g/files/zskgke326/files/publications/2007_UNDP_Civil-Society-and-UNDP-in-Sri-Lanka-partnerships-in-crisis-situations_EN.pdf Education and Training NGOs and Charities in Sri Lanka (ngobase.org) Role of civil society in post – war democracy building in Sri Lanka: Reflections and lessons

Ramesh Ramasamy https://www.researchgate.net/publication/383811358_Role_of_civil_society_in_post_-_war_democracy_building_in_Sri_Lanka_Reflections_and_lessons Transform Current Challenges,

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2 NGO Secretariat website https://ngosec.gov.lk/ (Accessed on 17/10/2024).

3 Centre for Asian Philanthropy and Society, 'DOING GOOD INDEX 2024-Examining the Readiness of Asia's Social Sectors to Thrive', 2024 https://www.pubsec.gov.lk/wp-content/uploads/2024/06/DGI-2024_Final_online_new.pdf (Accessed on 10/10/2024).

been instances of an immediate synergy and effective partnership to respond to emergencies nationwide, post-tsunami and more recently with the Civil Society Collective for the COVID-19 Response (CSO Collective).[4]

Thereby there is immense potential and rationale to support institutionalised civil society collaboration with government.

4 Sustainable Development Council Sri Lanka, Inclusive Transformation Towards a Sustainably Developed Nation, National Review on the Implementation of the 2030 Agenda for Sustainable Development in Sri Lanka,p.42, 2022,https://www.sdc.gov.lk/sites/default/files/202207/VNR%202022_Final%20Report_Combined.pdf (Accessed on 15/10/2024).

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Given the focus on SDGs, and its global importance in encompassing key indicators for development there is substantial literature available on the SDGs. There has been an increase in literature on building partnerships and emphasising the role of non-state actors with civil society emerging as a central force.

There is a lacuna on a practitioners guide to support citizen led interventions, I have integrated government reporting and monitoring frameworks and presented precedents by a number of countries.

I hope that this bibliography will provide a guide to support further interventions that can ensure institutionalization of the process to ensure more integrated and inclusive role for civil society to effectively compliment and strengthen current initiatives to support sustainable development in Sri Lanka and globally.


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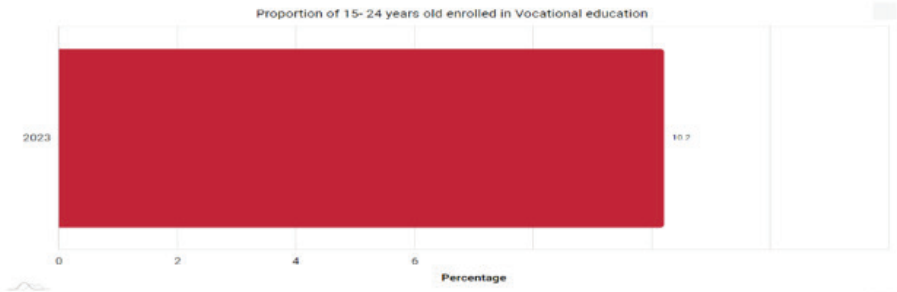
# Annexure I:

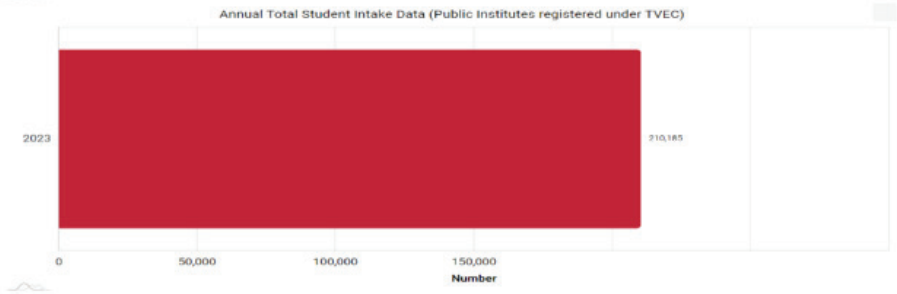
## SDG Progress in Sri Lanka 2023, SDG Council of Sri Lanka




**4.3** By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university

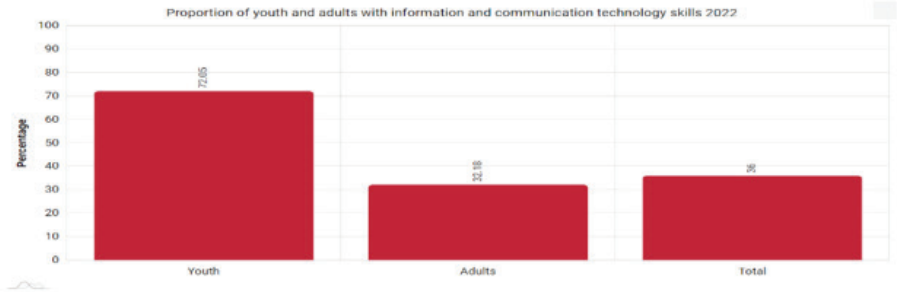
**4.3.1** Participation rate of youth and adults in formal and non formal education and training in the previous 12 months, by sex




**4.4** By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

**4.4.1** Proportion of youth and adults with information and communications technology skills, by type of skill

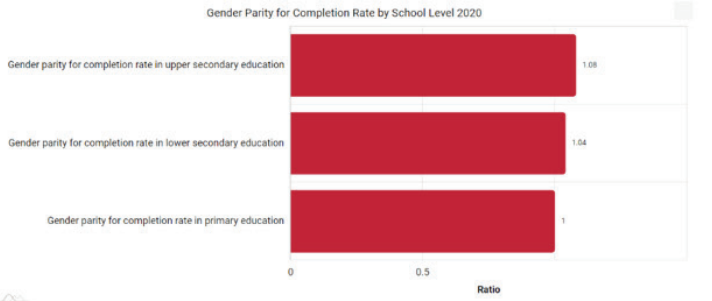



**4.4.2** Proportion of youth with ICT skills by type of skill (NVQ and non NVQ) -Localized indicator

NO CHART DATA

**4.5** By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

**4.5.1** Parity indices female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available for all education indicators on this list that can be disaggregated







**4.6** By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

**4.6.1** Proportion of population in a given age group achieving at least a fixed level of proficiency in functional literacy and numeracy skills, by sex

NO CHART DATA

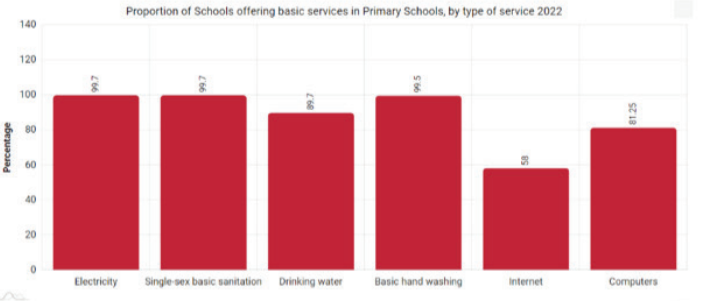
**4.7** By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

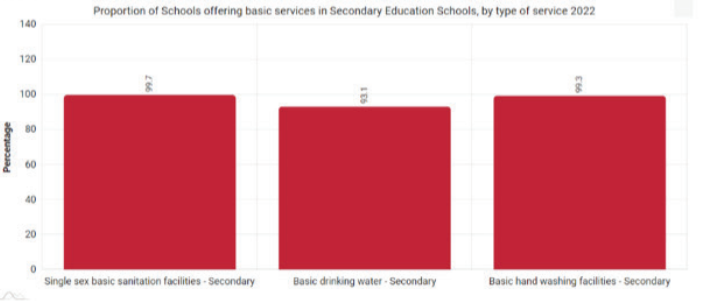
**4.7.1** Extent to which global citizenship education and education for sustainable development are mainstreamed in national education policies, curricula, teacher education and student assessment

NO CHART DATA

**4.a** Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all

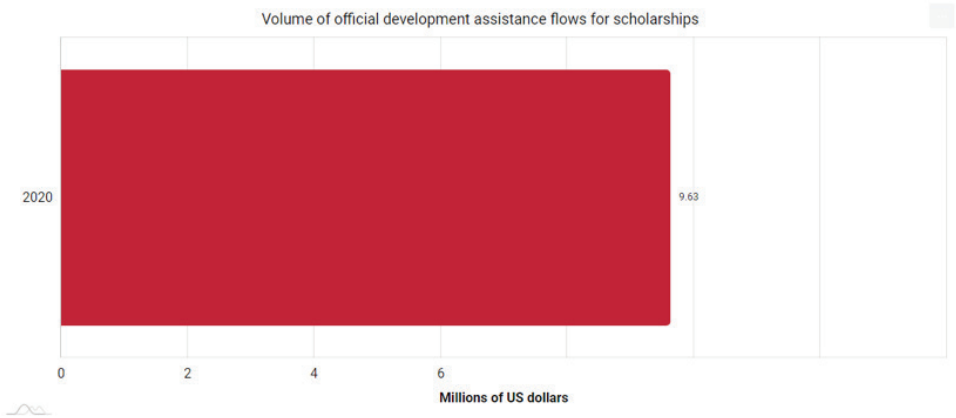
**4.a.1** Proportion of schools with access to: (a) electricity; (b) the Internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic handwashing facilities (as per the WASH indicator definitions)



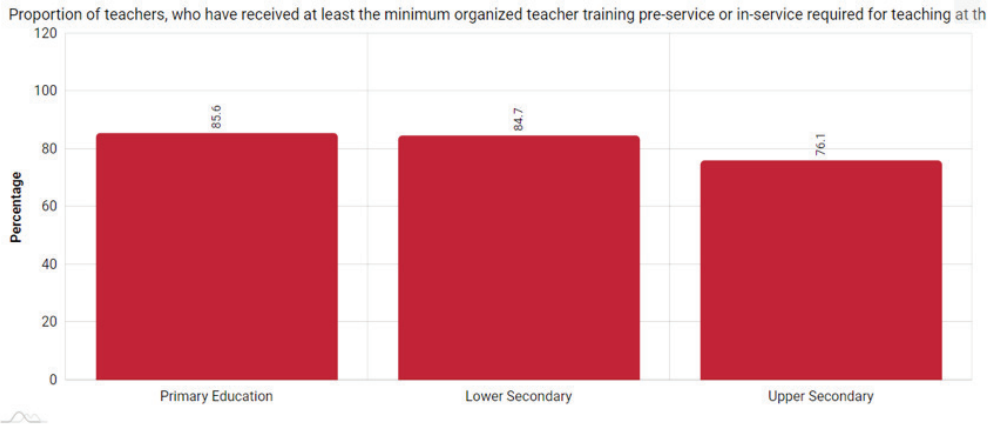
**4.b** By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries

**4.b.1** Volume of official development assistance flows for scholarships by sector and type of study



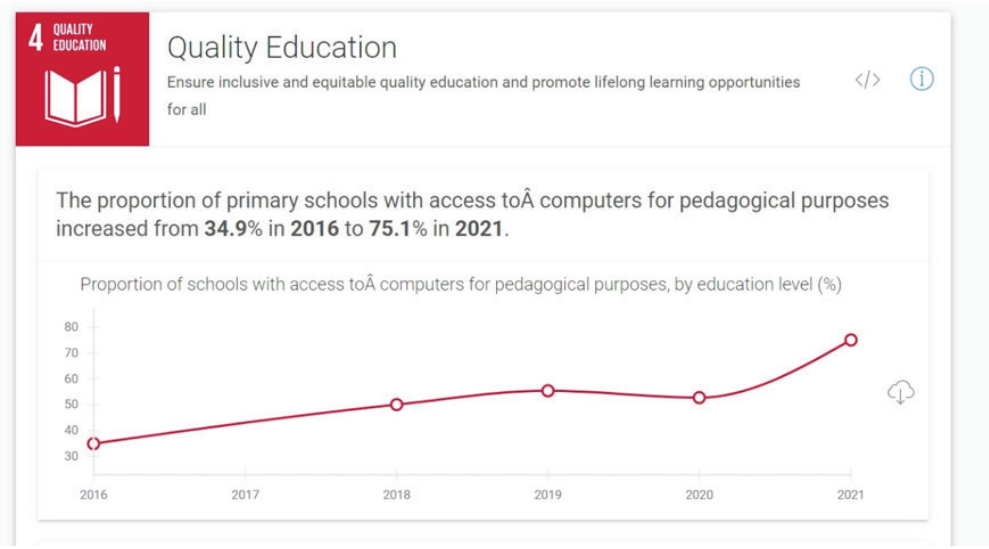

**4.c** By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States

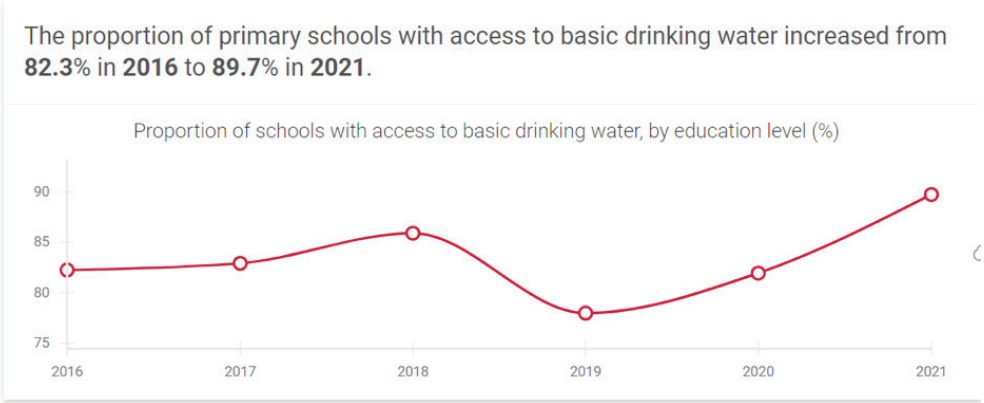
**4.c.1** Proportion of teachers with the minimum required qualifications, by education level



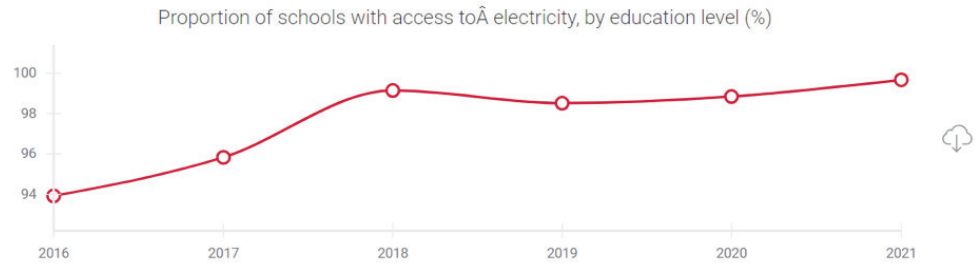
# Annexure II:

## SDG Indicators Database, Statistics, UN Department of Economic and Social Affairs

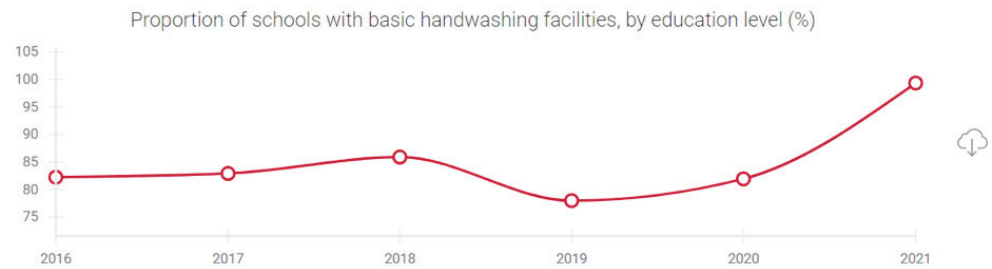


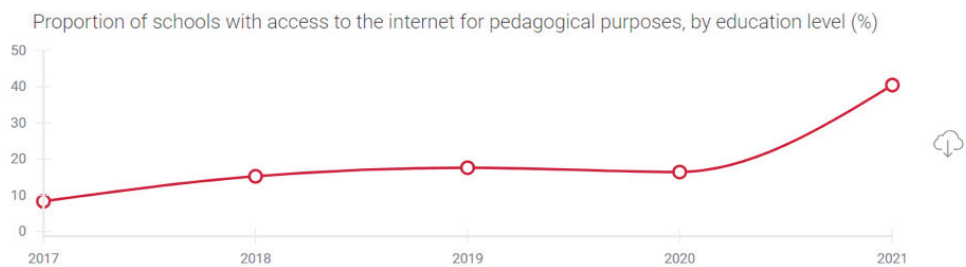
The proportion of primary schools with access to electricity increased from **93.9**% in **2016** to **99.7**% in **2021**.



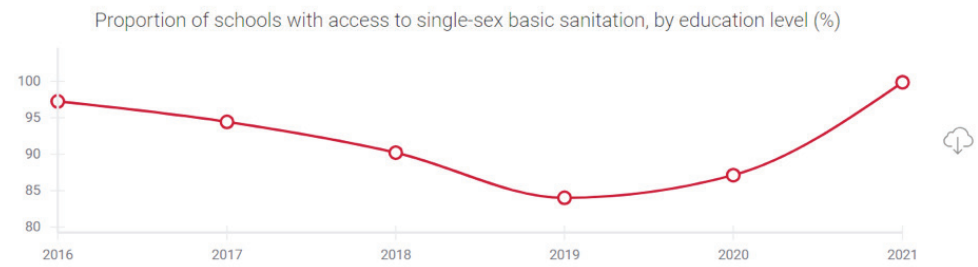

The proportion of primary schools with basic handwashing facilities increased from **82.3**% in **2016** to **99.3**% in **2021**.



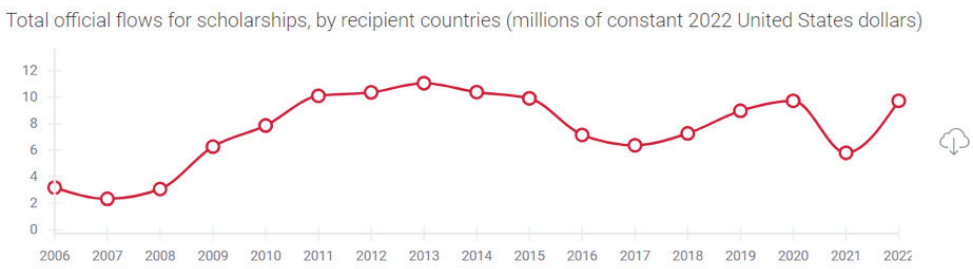

The proportion of primary schools with access to the internet for pedagogical purposes increased from **8.4**% in **2017** to **40.5**% in **2021**.



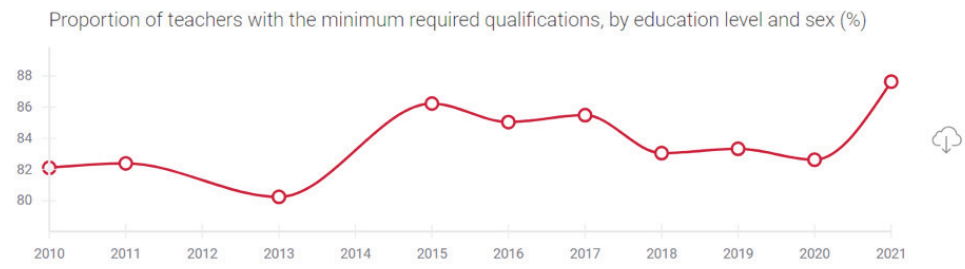
The proportion of primary schools with access to single-sex basic sanitation increased from **97.2**% in **2016** to **99.9**% in **2021**.




Total official flows received for scholarships increased from **3.2** millions of constant 2021 United States dollars in **2006** to **9.7** millions of constant 2021 United States dollars in **2022**.




The proportion of primary school teachers who have received at least the minimum organized teacher training (e.g. pedagogical training) pre-service or in-service required for teaching increased from **82.1**% in **2010** to **87.6**% in **2021**.



# Annexure III:

## CSO Statement and Recommendations for the 6thAsia Pacific Meeting on Education 2030(APMED6), UNESCO

**CSO Statement and Recommendations for the 6th Asia Pacific Meeting on Education 2030 (APMED 6)**

ASPBAE extends its warm greetings and solidarity with Member States, representatives of multilateral and bilateral agencies, civil society, youth, teachers, development partners, and other education stakeholders participating in the 6th Asia Pacific Meeting on Education 2030 (APMED 6). We are hopeful that this meeting will discuss strategic education issues and chart a transformative roadmap to accelerate progress in SDG 4.

With only six years left to the 2030 Agenda for Sustainable Development, we are calling for a sense of urgency in multiplying transformative and intergenerational actions to meet the Sustainable Development Goals (SDGs), including SDG 4 on Quality Education. The overall progress towards SDG 4 is slow and constantly at risk of reversal. Where progress has been made, it has been uneven and inadequate. Progress has stalled and even regressed in several countries and contexts, especially in SDG 4.5 on eliminating gender disparities in education and ensuring equal access to all levels of education and vocational training for the vulnerable. The volume and quality of spending on education have not met the agreed global financing benchmarks and the expected needs at the country level.

In response to the persistent gaps in data and monitoring, ASPBAE and its members have been regularly monitoring progress in education through the annual CSO Country Spotlight Reports on SDG 4, periodic surveys on the SDG 4 rollout, and thematic studies highlighting key issues in education, especially around gender, equity, inclusion, climate, and financing. A review of SDG 4 in various countries across Asia and the Pacific noted efforts done to roll out and localise the 2030 Agenda, such as through the adaptation of the SDGs at the national level and the integration of SDG 4 into Education Sector Plans (ESPs). The challenge is how to sustain these initiatives and generate adequate resources to achieve the committed goals and targets.

Asia-Pacific has made strides in primary and secondary education enrolments, literacy rates, girls' education, and a decline in out-of-school rates. Various countries have adopted inclusive education laws, child protection measures, gender-responsive policies, and budget increments for disadvantaged learners. Challenges remain in the implementation and scaling up of such initiatives. Equity and inclusion remain critical issues, with marginalised groups—especially women and girls from low-income backgrounds, persons with disabilities, religious and ethnic minorities, refugees and migrants, and marginalised children, youth, and adult learners—facing severe educational disparities. The lack of inclusion and equity in education systems fuels the neglect to respect, protect, and fulfil the right to education of all. This is exacerbated by the lack of robust disaggregated data to support evidence-based interventions and the implementation of intersectional policies and strategies.

In recent years, especially during and in the post-COVID-19 pandemic context, there has been an intensifying push for the digitalisation of education as the way forward despite the serious concerns raised on inequity, exclusion, quality, and financing. When viewed through a gender lens, the digital space reveals a cycle where women are hindered by a lack of basic literacy, preventing active participation, and knowledge creation. Current digital literacy efforts fail women by not equipping them with essential literacy skills and overlooking empowering aspects like critical thinking. Literacy enhances women's ability to challenge power structures and gender-based violence, especially those perpetuated in digital spaces. As digital platforms evolve into new power structures, women must engage not just as consumers but as contributors. This requires adult learning initiatives that integrate basic literacy with digital skills for all learners.

The Marrakech Framework for Action (MFA), as agreed by more than 140 UNESCO Member States in the Seventh International Conference on Adult Education (CONFINTEA VII) in 2022, affirmed education, including adult learning and education (ALE), as a fundamental human right and called for greater participation of adults in education by increasing public funding for ALE and preventing regression in existing budget allocations. Despite these commitments, ALE in Asia-Pacific faces significant challenges, including low participation among marginalised groups, a shortage of trained educators and facilitators, financial constraints and gender disparities. To meet the evolving needs of societies and the labour market, particularly in the context of green and digital transitions, the transformative power of ALE needs to be harnessed to empower learners and communities.

Furthermore, youth face challenges in the transition from education to employment, struggling to secure decent employment and opportunities. Several countries in Asia and the Pacific have developed national youth laws and policies to support youth's education, employment, and development. However, there are gender disparities in accessing these opportunities, as well as insufficient funding to put these policies into practice. While efforts over the years have opened spaces for youth engagement in education policy processes, there remain instances in which youth across the region routinely face exclusion and discrimination.

The world urgently requires 44 million new teachers by 2030 to achieve the SDGs, yet the Asia-Pacific region faces a critical teacher shortage that adversely affects the quality of education. It is imperative that governments provide significant support to teachers and the teaching profession, upholding their rights and welfare. This includes ensuring fair and competitive salaries, good working conditions and manageable workloads, continuing professional development, respect for teachers' autonomy, and actively involving them in decision-making processes.

The Asia Pacific is extremely vulnerable to the adverse impacts of climate change, yet many countries in the region are unprepared. Education is overlooked as a strategic resource for spurring climate action, remaining invisible in the national priorities for climate mitigation and adaptation actions through the Nationally Determined Contributions (NDC), which are considered a core element of the Paris Agreement. We are yet to fully harness the transformative role of education in equipping people and communities to have a greater understanding of climate change impacts within a climate justice framework. Many countries in the region have started to integrate Climate Change Education (CCE) into the curricula, but more information is needed to ensure that policies on CCE mainstreaming are effectively implemented. Funding for CCE remains insufficient, unclear, and at times, invisible. Publicly available data is outdated, piling further strain on those working towards climate action.

CSOs are active participants in, and contributors to, promoting social change, influencing policies and plans, and ensuring accountability and transparency. Yet by far one of the most challenging concerns for CSOs is the lack of sufficient and institutionalised space for their open and meaningful participation in decision-making processes, including in SDG-SDG 4 monitoring and coordination. Bills and registration laws that will have adverse effects on NGO operations have been drafted and even passed. And while efforts over the years have opened spaces, there are still instances in which CSOs, teachers, and marginalised youth across the region routinely face exclusion and discrimination. The shrinking of civic space is a major threat to the ongoing work of civil society across the region. Civil society has become more necessary than ever to hold governments accountable, advocate and raise awareness, add knowledge and expertise, amplify the voices of the most marginalised, and demand transparency and good governance.

With the contextual pressures that will continue to underpin the pursuit of the SDG 4 agenda, the Asia South Pacific Association for Basic and Adult Education (ASPBAE) along with its CSO members in the Asia Pacific region have been at the forefront of advancing a rights-based, inclusive, gender-transformative and climate-saving education and development agenda in various levels of policy processes, including in previous APMEDs and the Global Education Meetings for SDG 4. We are

committed to sustaining this active engagement, offering our CSO recommendations for transformative and intergenerational actions to accelerate progress in SDG 4, and continuing to spotlight the power of education in building a just, peaceful, and sustainable future.

**Our CSO Recommendations**

ASPBAE and its CSO members urgently call on governments, development partners, multilateral and financing institutions, and other stakeholders to deliver on their commitments to transform education and education systems by:

- Upholding education as a fundamental human right of all and affirming its contribution to the fulfilment of human rights, peace, active citizenship, gender equality, and sustainable development.
- Pursuing SDG 4 in its entirety and within an intergenerational and rights-based frame. To be truly transformative, actions for SDG 4 until 2030 need to attend to the education and lifelong learning issues and concerns of children, youth, and adults.
- Ensuring education equips everyone with functional, lifelong, and critical thinking skills that will empower them to face work and life challenges, navigate the acceleration of technology, discern false news and misinformation, and participate meaningfully in social, economic, and political activities in the community and the broader society.

***1.*** **Priority actions to unlock the transformative power of education**

**Climate and environment**

- Adopt a climate justice approach that recognises the interlinkages of various social issues, including the impacts of climate change on education, health, food and nutrition, lives, and livelihoods, amongst others. Support climate-smart education systems and integrate climate change education (CCE) into the curricula, not only in formal education but also in non-formal education. At the same time, support teacher training programs with context-appropriate infrastructures to equip educators with the knowledge, skills and resources needed to effectively teach climate action and sustainability.
- Conduct a critical examination of corporate interests and their influence on climate policy and organise and sustain citizen's assemblies and other forms of direct democratic engagement that empower communities to influence climate policy and decision-making and take informed and collective climate action, advocacy, and local initiatives.
- Improve the collaboration and synergy between the government, industries, financial institutions, and civil society in the gender-just transition to more sustainable and green communities, including supporting climate-smart education systems, the development of inclusive green jobs and more affordable infrastructure required to facilitate this transition.

**Peace and human rights**

- Fundamentally improve education quality and strengthen public education systems with specific attention to promoting peace, human rights, democratic principles and values and contributing to addressing the existential crises brought about by climate change, armed conflicts, geopolitical tensions, and human rights violations. This includes implementing the UNESCO Recommendation on Education for Peace, Human Rights and Sustainable Development, and effectively mainstreaming SDG 4.7 as a framework

**Inclusion, equity and gender equality**

- Improve, strengthen and increase financing for the public education system, ensuring free, equitable, and quality primary and secondary education, without hidden costs or fees that burden learners and their families. Specific targets must be set for the most marginalised and excluded learners, particularly girls and women, persons with disabilities, Indigenous Peoples, refugees and migrants, those living in poverty in rural and remote areas, those living in conflict-affected areas, and children, youth, and adults in marginalised and vulnerable contexts, amongst others.
- Strengthen the implementation of existing inclusive education policies through implementation mechanisms that are well-planned, with clear accountability and adequate financing.
- Develop gender-transformative education systems that address gender stereotypes and discrimination, promote gender equality, and integrate comprehensive sexuality education (CSE) into the curricula, in both formal and non-formal education settings.
- Develop high-quality and timely disaggregated data collection systems accessible to all stakeholders to enable more comprehensive analysis, assessment and monitoring of the progress of SDG 4, including and particularly data on marginalised and the most excluded learners of all age groups.
- Improve the access and retention of marginalised and disadvantaged learners, especially learners with disabilities, by extending the coverage of needs-based scholarships, and providing basic and inclusive WASH and health facilities, quality mid-day meals, gender/disability-responsive safe schools and educational institutions, learner-centred pedagogy, conditional cash transfer schemes, and decent livelihood opportunities for parents.

**Lifelong learning and skills development for the work of the future**

- Pursue the commitments made by governments in the Marrakech Framework for Action (MFA) on Adult Learning and Education (ALE). Develop and implement legislative frameworks, along with comprehensive, robust, and explicit policies promoting diverse forms of learning, including adult learning and education (ALE), within a lifelong learning framework. These should be further concretised into costed and fully financed plans, programmes, and systems of delivery at different levels including the community level. In addition, systems should be put in place to accredit, validate, and recognise non-formal and informal learning outcomes.
- Ensure the provision of inclusive and equitable quality adult education that is learner-centred, context-based, culturally and linguistically appropriate, with clear quality assurance systems and monitoring and evaluation mechanisms in place. Promote public provisioning and support for non-formal and informal education, as well as community-based education, community hubs and community learning centres (CLCs).
- Invest in continuing skills and livelihood training and development, as well as education for decent work and livelihoods of marginalised and socially vulnerable youth groups, including technical and vocational education and training (TVET), apprenticeship training, financial literacy, and digital literacy, amongst others.
- Develop and strengthen equitable, flexible learning and training pathways, alternative learning programmes and lifelong learning opportunities to be able to acquire and develop new skills and competencies, including future work skills, work-specific skills, soft skills, and transferable skills. Local governments must also formulate and

implement policies supporting skills-oriented education, focusing on TVET and financial and income-generating support.

- Increase the public provisioning for ALE through higher government budgetary allocations, supported by expanded development cooperation for ALE and tax justice reforms to widen the domestic resource base for state budgets to draw on.

**Teaching and the teaching profession**

- Allocate adequate financing for teachers' salaries, benefits and capacity development. Enhance the capacities of teachers, educators, parents, and guardians in facilitating distance learning through the provision of the required technologies, quality training on digital skills development and delivery of blended learning solutions, and professional development materials and resources to support learners' education.

**Governance and leadership in education**

- Ensure transparent and participatory governance in education as well as in other sectors by providing secure and sustained institutionalised spaces for the participation of marginalised learners, youth, teachers and civil society organisations (CSOs) for meaningful engagement in policy development, implementation, budgeting, monitoring, and follow-up of education commitments, and reviewing of education and SDG 4 progress at local, national, regional, and global levels.
- Establish clear roles and accountability mechanisms within the government for the effective localisation of SDG 4 and education sector plans and adopt a whole-of-government approach for more effective education delivery, including health, nutrition, safety, and disaster preparedness and management.
- Develop participatory, intergenerational, and youth-led mechanisms that provide avenues for the active engagement of youth, including marginalised youth, in decision-making processes at the grassroots, national, regional, and global levels.
- Conduct youth-led action research (YAR) to identify and deepen the understanding of the challenges, needs, and demands of diverse marginalised youth. This will also entail building their capacities to empower them to engage in education policy processes- from development to implementation.

**3. Investing more, more equitably and more efficiently in education**

**Tax justice and increasing domestic resources for education**

- Increase the volume of domestic resources for education, mainly through tax reforms and curbing illicit funding flows, noting that the bulk of the education budget comes from domestic sources. In particular, governments should increase tax-to-GDP ratios through progressive tax reforms, and significantly increase spending on education, health and other social services, but this needs to be matched with international action on global tax rules.
- Adhere to the international and regional benchmarks of allocating efficiently at least 4 – 6% of Gross Domestic Product and/or at least 15 – 20% of total public expenditure to education.

**Aid effectiveness and debt sustainability**

- Reform the global debt mechanisms, providing immediate and effective debt relief, including debt cancellation, for countries facing debt distress. Let no country pay more on debt servicing than on allocations for education or health.

6

- Accelerate the implementation of all Official Development Assistance (ODA) commitments, including achieving the target of 0.7% of the gross national income for ODA to developing countries and their commitment to climate finance.

**Innovative financing**

- Critically examine innovative financing schemes based on the following considerations: whether they truly benefit learners, especially from the most marginalised groups; whether there is significant additionality in financing that addresses budget gaps; and whether they truly strengthen public education systems instead of supporting profit-seeking actors in education.

**Efficiency and equity of investment**

- Ensure equitable spending for education by prioritising allocations to the poorest and remote areas, and to the most disadvantaged and vulnerable learners at all levels of education. Governments must ensure transparency, accountability and participation in all phases of education policy development, planning, and budgeting by strengthening existing monitoring and coordination systems at the country level, including through the local education groups (LEGs) and the SDG-SDG 4 reporting mechanisms.

**Cross-sectoral resource mobilisation for education**

- Engage with multilateral financial institutions, especially the International Monetary Fund (IMF), to advance the financing recommendations offered in the Transforming Education Summit (TES). This includes, amongst others, supporting an accelerated process of debt renegotiations for countries that are spending more on debt servicing than they are on education.

| Type of information | Type of Item | Items under which data was collected |
|---|---|---|
| **Student information** | Basic | Sex, age, disability status, language spoken at home and language used to learn, family members |
| | Education related | Preschool education, assistance for difficult lessons |
| | Socio economic | Housing material, family income, method of transport, mother's education, father's education, mother's occupation, Travel mode to the school |
| | Home learning environment | Persons with whom the student live with, Reading, Assistance for homework, Period of watching TV and playing games in mobiles, |
| | Nutrition | Breakfast and Lunch |
| **Classroom environment** | Recruitment details of the teacher | Type of recruitment, training, methods used to teach during the school closures |
| | Teaching methodology | Teaching aids, display of student creations, whether the same teacher teaches in grade 01 and 02. whether the teacher supports in learning difficult lessons again, number of students in the classroom |
| **School administration** | Vocational qualification of sectional heads | *Open ended question* |

| *Field* | *Skill* | *Sub Skill (ELCs are marked within brackets)* |
|---|---|---|
| **Listening** | 1. Perceiving Auditory Stimuli | 1.1. Recognizing & identifying sounds (Q 01) |
| | | 1.2. Discriminating rhythm, pitch, intensity and patterns of sound (Q02) |
| | | 1.3. Identifying likenesses & differences in word sounds. (Q 03) |
| | 2. Understanding ideas- Literal Meaning Skills | 2.1. Noting details (Q 04) *[ELC]* |
| | | 2.2. Organizing ideas by determining sequence of incidents. (Q 05) *[ELC]* |
| | | 2.3. Comprehension & recall (Q 06) |
| | | 2.4. Following directions (Q 07) *[ELC]* |
| | | 2.5. Anticipation & Drawing Conclusions. (Q 08) |
| | | 2.6. Forming Sensory Images (Q 09) *[ELC]* |
| | | 2.7. Expressing ideas stimulated by listening in an aesthetic way. (Q10) |
| **Speech** | 1. Producing Oral Language (Talking) | 1.1. Producing audible sounds, Producing sounds clearly and accurately, Imitating sounds and patterns of sounds. (Q11) *[ELC]* |
| | 2. Communicating Simple Ideas | 2.1. Labeling and telling simple sentences. (Q 12) *[ELC]* |
| | | 2.2. Summarizing (Q 13) |
| | | 2.3. Stating his/ her own identity (Q 14) |
| | 3. Expressing Ideas- Interpretive Thinking Skills | 3.1. Organizing ideas (Q 15) |
| | | 3.2. Identifying characteristics (Q 16) |
| | 4. Relating Opinions- Critical Thinking Skills | 4.1. Making generalizations and Drawing conclusions (Q 17) *[ELC]* |
| | | 4.2. Brainstorming (Q 18) |
| **Reading** | 1. Interpreting Ideas | 1.1. Seeing relationships & forming associations (Q 19) |
| | 2. Letter Identification | 2.1. Ability to recognize the graphemic features of each letter & accurately map it to its corresponding name or sound. (Q 20) |
| | 3. Accuracy in word recognition | 3.1. Oral reading (Q 21) *[ELC]* |
| | 4. Comprehension | 4.1. Reading comprehension (Q 22) |
| **Writing** | 1. Hand writing | 1.1. Copy a sentence (Q 23) *[ELC]* |
| | 2. Dictation | 2.1. Hear and distinguish the individual letter sounds in isolation or in words and Encode words correctly (Q 24) *[ELC]* |
| | 3. Writing for communication | 3.1. Writing for communication (Q 25) *[ELC]* |
| | | 3.2. Writing simple notices (Q 26) |
| | 4. Writing creatively | 4.1. Describes a picture by writing sentences (Q 27) *[ELC]* |
| | | 4.2. Create a second sentence, depending on a given first sentence (Q 28) |

| Field | Skill | Sub Skill (ELCs are marked within brackets) |
|---|---|---|
| **Pre mathematics skills** | 1. Classification | 1.1. Classifies two amounts of goods in a picture card, according to its amounts (Q 01.i.) |
| | | 1.2. Classifies two amounts of liquids given in a picture card according to its volume (Q 01.ii.) |
| | 2. Sorting | 2.1. Put three objects in an ascending order according to the size (Q 02) |
| | | 2.2. Group objects according to the size (Q 03.i.) and shape (Q 03.ii.) *[ELC]* |
| | 3. Matches one to one | 3.1. Identifies one to one correspondence (Q 04) *[ELC]* |
| | 4. Many to one relationships | 4.1. Identifies many to one relationship (Q 05) |
| | 5. Simple patterns | 5.1. Identifies simple patterns in a given group of pictures (Q 06) |
| **Numerical concepts** | 1. Place values | 1.1. Name place values in a queue (Q 07) |
| | 2. Counting | 2.1. Counts pictures which are kept in an order (Q 08) |
| | | 2.2. Counts pictures which are not kept in an order (Q 09) |
| | 3. Identifies numbers | 3.1. Name given numbers (Q 10) *[ELC]* |
| | | 3.2. Identifies place values of a number (Q 11) *[ELC]* |
| | | 3.3. Writes before and after numbers to a given number (Q 12) |
| | | 3.4. Identifies greater and smaller numbers to a given number (Q 13) |
| | | 3.5. Order three numbers according to its value.(ascending and descending) (Q 14) |
| | | 3.6. Identifies simple number patterns (Q 15) |
| | 4. Addition | 4.1. Adding numbers given in a sentence and pictures (Q 16) *[ELC]* |
| | | 4.2. Adding numbers given in a column (Q 17) |
| | 5. Subtraction | 5.1. Subtracting numbers given with a sentence and pictures (Q 18) *[ELC]* |
| | | 5.2. Subtracting numbers given in a column (Q 19) |

| Field | Skill | Sub Skill (ELCs are marked within brackets) |
|---|---|---|
| **Measurements** | 1. Measures, compare and order objects according to its Length | 1.1. Order three objects in ascending order according to its length (Q 20) *[ELC]* |
| | | 1.2. Measures length of a given object with a suitable unit (Q 21) *[ELC]* |
| | 2. Measures, compare and order objects according to its Weight | 2.1. Compare given objects according to its weight (Q 22) *[ELC]* |
| | | 2.2. Measures and compares capacity of two containers (Q 23) |
| | | 2.3. Compares the capacity of two containers given by a measuring unit (Q 24) *[ELC]* |
| | | 2.4. Order three containers according to its capacity (Q 25) |
| **Time** | 1. Identifies the days of the week | 1.1. Name & uses the days of the week (Q 26) |
| **Currency** | 1. Coins | 1.1. Identifies and uses coins (Q 27) *[ELC]* |
| **Shapes and Space** | 1. Identifies and uses Shapes | 1.1. Identifies shapes (Q 28) *[ELC]* |
| | | 1.2. Create a picture with given shapes and describes (Q 29) |
| | | 1.3. Do a creation with given geometrical objects (Q 30) *[ELC]* |

# Annexure IV:

## Questionnaire-Engaging civil society in their view of SDG 4

### Questionnaire

Engaging civil society in their view of SDG 4, to enhance effectiveness of progress, monitoring, and minimize gaps in policy implementation with regard to SDG 4.

01/10/24

The government has taken several measures to implement the SDG agenda in Sri Lanka. Establishing a Sustainable Development Council (SDC) under the Sustainable Development Act No 19 of 2017 could be considered a major step in this process.

In addition to the SDC, the Ministry of Education, National Education Commission and the Department of Census and Statistics are also tracking the progress of achieving the SDGs and SDG 4 in Sri Lanka. The policies related to education that are aligned with the seven targets mentioned under the SDG 4 are reviewed to a large extent by the government sector.

However, in accordance to the guidelines of the Incheon Declaration, Article 80. Civil society organizations (CSOs), including representative, broad-based coalitions and networks, play essential roles in the following areas-

CSOs can:

- promote social mobilization and raise public awareness, enabling the voices of citizens (particularly those who face discrimination) to be heard in policy development;
- develop innovative and complementary approaches that help advance the right to education, especially for the most excluded groups;
- document and share evidence from practice, from citizens' assessments and from research to inform structured policy dialogue, holding governments accountable for delivery, tracking progress, undertaking evidence-based advocacy, scrutinizing spending and ensuring transparency in education governance and budgeting.

They need to be engaged and involved at all stages, from planning through to monitoring and evaluation, with their participation institutionalized and guaranteed. Although there are few consultation sessions with key stakeholders, the civil society sector is not always involved in the reviewing process.

To fulfil the gaps in the review process, the Coalition for Educational Development (CED) has planned to conduct a study to identify opportunities to promote civil society participation in the SDG review process with special emphasis on SDG 04.

In order to garner stakeholders' views and insights, this questionnaire has been formulated, it would be appreciated if your organization could fill the questionnaire and return it to CED by Wednesday 10, 2024, all organizations that provide their inputs by the deadline will be acknowledged in the report.

**Name of organization:**

**Contact person:**

**Contact person's phone and email address:**

**District:**

**Date:**

1. What are the opportunities for civil society to formally submit viewpoints and recommendations related to the progress of SDG 4 assessments and recommendations?
2. What have been the inputs that your organization has contributed to the implementation of SDG 4 through the following initiatives:
   - Advocacy
   - Submission of recommendations for policies
   - Involvement in programme interventions i.e. workshops, events and other related activities.
   - Any other initiative.

Please specify whether the interventions were at policy, district or zonal levels, with dates of interventions, and impact i.e. number of participants/ beneficiaries and name of the partnering organization, government or any other institution.

3. Are you provided regular updates on the progress of the implementation of SDGs, at international, regional or national levels, if not would this be beneficial to your organization, how would it improve the implementation of the activities that you are currently implementing?
4. Are there any international, regional or national best practices related to CSOs supporting the progress of SDG 4 which you would you think should be highlighted in the report?

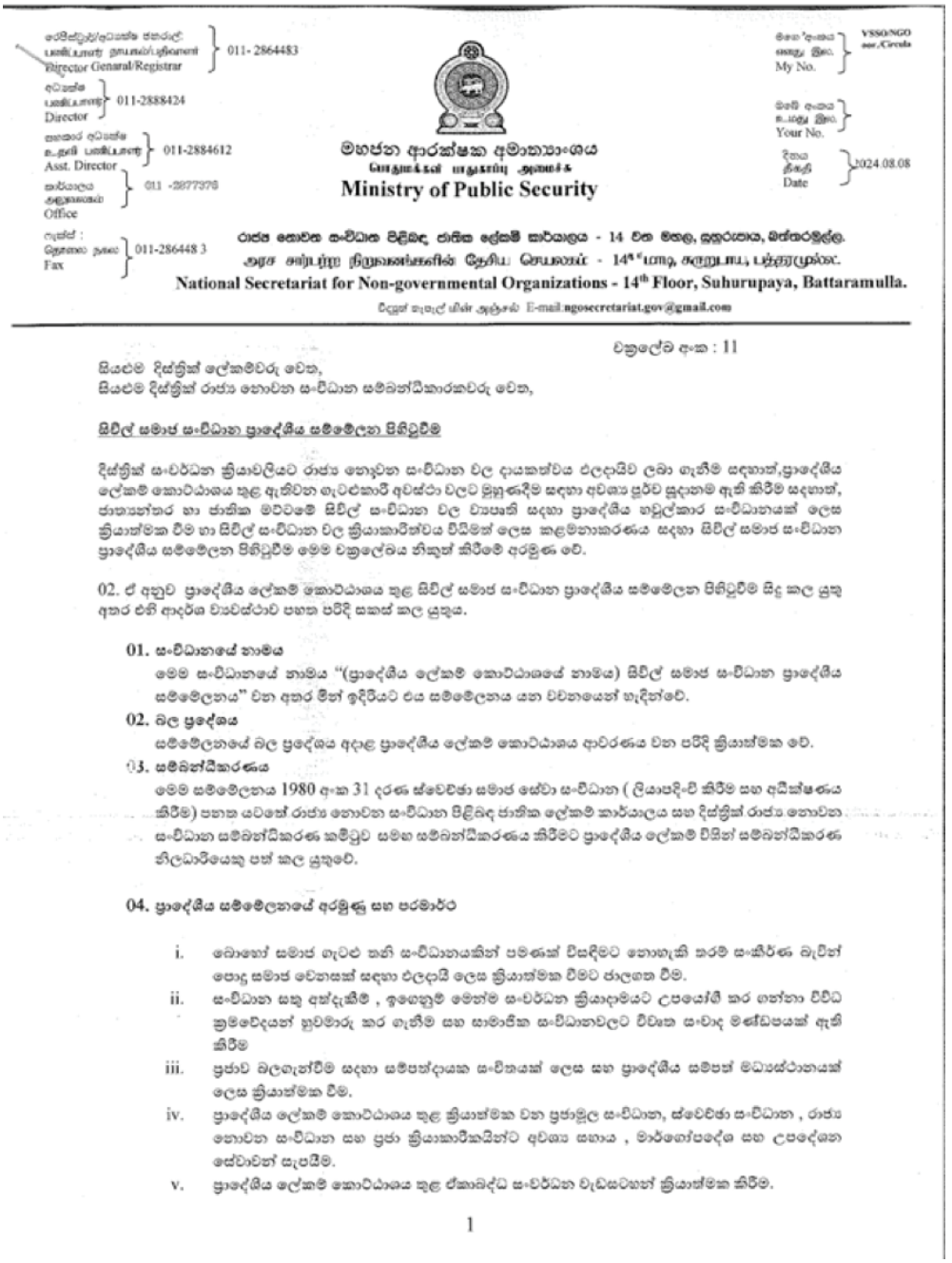
5. How could your organization further contribute to the advocacy, implementation and monitoring of SDGs if funding was made available- please refer to the 'Civil Society Spotlight Report on SDG 4 for HLPF 2021' submission that outlined the following CSO recommendations to strengthening SDG 4 implementation towards a sustainable and resilient recovery:
    - Provide quality training, both online and offline, for teachers, educators, and other personnel to improve their capacities to carry out the hybrid delivery of education.
    - Establish more training institutions for teachers and educators.
    - The MoE should review and improve curricula and pedagogies covering all areas of education making them more adaptable to various modalities of learning delivery, both online and offline.
    - The MoE and National Institute of Education (NIE) should lead the process of formulating and carrying out strategies to support all students and learners, especially the marginalised, and collaborate with provinces that have good practices in ensuring learning continuity.
    - Introduce and institutionalise informal and non-formal education and lifelong learning at the district level and establish related facilities.
    - The MoE is recommended to mobilise resources and raise additional funds instead of depending on the local annual budget and mega-loan funded projects.
    - Strengthen the monitoring and accountability mechanisms and put in place baselines and mid-line evaluations of locally funded or mega loan funded projects.
    - Implement and enforce review mechanisms to monitor and assess the annual budgeting and funding allocation cycle to make sure that the funding dedicated for education is fully and effectively utilised.
    - Increase the financial and technical assistance of development and donor agencies.
    - Provide and institutionalise more meaningful spaces and opportunities for civil society to engage in planning and decision-making processes as well as in implementation and monitoring.
    - Review the roles and responsibilities of the Sustainable Development Council and MOE as the focal point for SDG 4 towards ensuring

greater policy-institutional coherence, monitoring and evaluation, and follow-up and review.

6. Any other comments or recommendations?

# Annexure V:

## Article 11-Establishment of Divisional Federation of Civil Society Organization, NGO Secretariat




රෙජිස්ට්‍රාර්/අධ්‍යක්ෂ ජනරාල්: பணிப்பாளர் நாயகம்/பதிவாளர் Director General/Registrar } 011- 2864483

අධ්‍යක්ෂ பணிப்பாளர் Director } 011-2888424

සහකාර අධ්‍යක්ෂ உதவி பணிப்பாளர் Asst. Director } 011-2884612

කාර්යාලය அலுவலகம் Office } 011 -2877376

ෆැක්ස් : தொலைநகல் Fax } 011-286448 3

මහජන ආරක්ෂක අමාත්‍යාංශය
பொதுக்கள் பாதுகாப்பு அமைச்சு
Ministry of Public Security

මගේ අංකය எனது இல. My No. } VSSO/NGO ser./Circula

ඔබේ අංකය உமது இல. Your No. }

දිනය திகதி Date } 2024.08.08

රාජ්‍ය නොවන සංවිධාන පිළිබඳ ජාතික ලේකම් කාර්යාලය - 14 වන මහල, සුහුරුපාය, බත්තරමුල්ල.
அரச சார்பற்ற நிறுவனங்களின் தேசிய செயலகம் - 14ஆம் மாடி, சுஹுபாய, பத்தரமுல்ல.
National Secretariat for Non-governmental Organizations - 14th Floor, Suhurupaya, Battaramulla.
විද්‍යුත් තැපැල් ගිණ அஞ்சல் E-mail:ngosecretariat.gov@gmail.com


චක්‍රලේඛ අංක : 11

සියළුම දිස්ත්‍රික් ලේකම්වරු වෙත,
සියළුම දිස්ත්‍රික් රාජ්‍ය නොවන සංවිධාන සම්බන්ධීකාරකවරු වෙත,

<u>සිවිල් සමාජ සංවිධාන ප්‍රාදේශීය සම්මේලන පිහිටුවීම</u>

දිස්ත්‍රික් සංවර්ධන ක්‍රියාවලියට රාජ්‍ය නොවන සංවිධාන වල දායකත්වය ඵලදායිව ලබා ගැනීම සඳහාත්,ප්‍රාදේශීය ලේකම් කොට්ඨාශය තුළ ඇතිවන ගැටළුකාරී අවස්ථා වලට මුහුණදීම සඳහා අවශ්‍ය පූර්ව සූදානම ඇති කිරීම සඳහාත්, ජාත්‍යන්තර හා ජාතික මට්ටමේ සිවිල් සංවිධාන වල ව්‍යාපෘති සඳහා ප්‍රාදේශීය හවුල්කාර සංවිධානයක් ලෙස ක්‍රියාත්මක වීම හා සිවිල් සංවිධාන වල ක්‍රියාකාරිත්වය විධිමත් ලෙස කළමනාකරණය සඳහා සිවිල් සමාජ සංවිධාන ප්‍රාදේශීය සම්මේලන පිහිටුවීම මෙම චක්‍රලේඛය නිකුත් කිරීමේ අරමුණ වේ.

02. ඒ අනුව ප්‍රාදේශීය ලේකම් කොට්ඨාශය තුළ සිවිල් සමාජ සංවිධාන ප්‍රාදේශීය සම්මේලන පිහිටුවීම සිදු කල යුතු අතර එහි ආදර්ශ ව්‍යවස්ථාව පහත පරිදි සකස් කල යුතුය.

**01. සංවිධානයේ නාමය**
මෙම සංවිධානයේ නාමය "(ප්‍රාදේශීය ලේකම් කොට්ඨාශයේ නාමය) සිවිල් සමාජ සංවිධාන ප්‍රාදේශීය සම්මේලනය" වන අතර මින් ඉදිරියට එය සම්මේලනය යන වචනයෙන් හැඳින්වේ.

**02. බල ප්‍රදේශය**
සම්මේලනයේ බල ප්‍රදේශය අදාළ ප්‍රාදේශීය ලේකම් කොට්ඨාශය ආවරණය වන පරිදි ක්‍රියාත්මක වේ.

**03. සම්බන්ධීකරණය**
මෙම සම්මේලනය 1980 අංක 31 දරණ ස්වේච්ඡා සමාජ සේවා සංවිධාන ( ලියාපදිංචි කිරීම සහ අධීක්ෂණය කිරීම) පනත යටතේ රාජ්‍ය නොවන සංවිධාන පිළිබඳ ජාතික ලේකම් කාර්යාලය සහ දිස්ත්‍රික් රාජ්‍ය නොවන සංවිධාන සම්බන්ධීකරණ කමිටුව සමඟ සම්බන්ධීකරණය කිරීමට ප්‍රාදේශීය ලේකම් විසින් සම්බන්ධීකරණ නිලධාරියෙකු පත් කල යුතුවේ.

**04. ප්‍රාදේශීය සම්මේලනයේ අරමුණු සහ පරමාර්ථ**

i. බොහෝ සමාජ ගැටළු තනි සංවිධානයකින් පමණක් විසඳීමට නොහැකි තරම් සංකීර්ණ බැවින් පොදු සමාජ වෙනසක් සඳහා ඵලදායී ලෙස ක්‍රියාත්මක වීමට ජාලගත වීම.
ii. සංවිධාන සතු අත්දැකීම් , ඉගෙනුම් මෙන්ම සංවර්ධන ක්‍රියාදාමයට උපයෝගී කර ගන්නා විවිධ ක්‍රමවේදයන් හුවමාරු කර ගැනීම සහ සාමාජික සංවිධානවලට විවෘත සංවාද මණ්ඩපයක් ඇති කිරීම
iii. ප්‍රජාව බලගැන්වීම සඳහා සම්පත්දායක සංචිතයක් ලෙස සහ ප්‍රාදේශීය සම්පත් මධ්‍යස්ථානයක් ලෙස ක්‍රියාත්මක වීම.
iv. ප්‍රාදේශීය ලේකම් කොට්ඨාශය තුළ ක්‍රියාත්මක වන ප්‍රජාමූල සංවිධාන, ස්වේච්ඡා සංවිධාන , රාජ්‍ය නොවන සංවිධාන සහ ප්‍රජා ක්‍රියාකාරීකයින්ට අවශ්‍ය සහාය , මාර්ගෝපදේශ සහ උපදේශන සේවාවන් සැපයීම.
v. ප්‍රාදේශීය ලේකම් කොට්ඨාශය තුළ ඒකාබද්ධ සංවර්ධන වැඩසටහන් ක්‍රියාත්මක කිරීම.

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vi. රාජ්‍ය ආයතන, පළාත් පාලන ආයතනය සහ වෙනත් ආයතනය වෙත ප්‍රාදේශීය සිවිල් සමාජ සංවිධාන නියෝජනය කරමින් සිවිල් සමාජයේ මතය සහ අභිප්‍රායන් ප්‍රකාශ කර සිටීම සහ ප්‍රාදේශීය සංවර්ධන කමිටු නියෝජනය.

vii. ප්‍රාදේශීය සහ ජාතික මට්ටමේ ප්‍රතිපත්ති සම්පාදන ක්‍රියාවලිය සඳහා උද්දේශනය කිරීම.

viii. ප්‍රාදේශීය ලේකම් කොට්ඨාශය තුළ ඇති ප්‍රජාමූල සංවිධාන, ස්වේච්ඡා සමාජ සේවා සංවිධාන, රාජ්‍ය නොවන සංවිධාන නිලධාරීන් සහ සාමාජික සාමාජිකාවන්ගේ ධාරිතා වර්ධනය සඳහා සහ එම සංවිධාන වල ආයතනික ශක්තිය වැඩි කිරීම සඳහා පුහුණු වැඩසටහන් ක්‍රියාත්මක කිරීම.

ix. සිවිල් සමාජ සංවිධාන වල සාමූහිකත්වය තුළින් සිවිල් සමාජයේ බලය තහවුරු කර ගැනීම.

x. තිරසාර සංවර්ධන ඉලක්ක ළඟා කර ගැනීම සඳහා මෙන්ම ව්‍යසන අවස්ථා වලට මුහුණදීම සඳහා ප්‍රාදේශීය ලේකම් කොට්ඨාශය තුළින්ම අවශ්‍ය කටයුතු සම්පාදනය කරගනිමින් පූර්ව සූදානමක් ඇති කිරීම.

xi. ජාත්‍යන්තර හා ජාතික මට්ටමේ සිවිල් සංවිධාන වල ව්‍යාපෘති සඳහා ප්‍රාදේශීය හවුල්කාර සංවිධානයක් ලෙස ක්‍රියාත්මක වීම

**05. ප්‍රාදේශීය සම්මේලනයේ ප්‍රතිපත්ති**

i. ජාති,කුල,ආගම්,පක්ෂ ආදී කිසිදු භෙදිමකින් තොරව කටයුතු කිරීම.

ii. සම්මේලනය සෑදීමට දායක වන සහ ඊට ආනුගාංගික වූ ස්වේච්ඡා සංවිධාන , රාජ්‍ය නොවන සංවිධාන සහ ප්‍රජා මූල සංවිධාන වල ස්වාධීනත්වය සහ අනන්‍යතාවය කිසිසේත් නොබිඳෙන අයුරින් කටයුතු කිරීම.

iii. සම්මේලනයේ සෑම ක්‍රියාකාරීත්වයකම සිවිල් සමාජයේ ස්වාධීනත්වය වර්ධනය වන ආකාරයට කටයුතු කිරීම.

iv. ජනතා හිතවාදී නොවන ක්‍රියාදාමයන් සමාජය තුළ බිහිවීම වළක්වාලීම සඳහා අවබෝධාත්මකව සහ විචාරශීලීව කටයුතු කිරීම.

v. ආත්මීකරණයට පත්වූ කණ්ඩායම්, සාමාජික සංවිධාන වල ප්‍රතිලාභීන් , කාන්තාවන් සහ ළමුන් වෙනුවෙන් විශේෂ සැළකිල්ලක් දක්වමින් ඔවුන්ගේ ජීවන වල ගුණාත්මක බව වර්ධනයට කටයුතු කිරීම.

vi. සම්මේලනයේ නිලධාරීන් මෙන්ම ස්වේච්ඡා සේවකයින් සහ ප්‍රජා නායකයින් සම්මේලනයේ අරමුණු වලට අනුගතව සිදු කරන ක්‍රියාකාරකම්වලදී ඔවුන්ගේ ආරක්ෂණය වෙනුවෙන් මැදිහත්ව කටයුතු කිරීම.

vii. පුද්ගලවාදී හෝ පෞද්ගලික අභිමතාර්ථ උදෙසා කටයුතු කිරීමෙන් වැළකීම සහ ඒ වෙනුවෙන් පෙනී නොසිටීම.

viii. නීතියේ ආදිපත්‍ය සහ අධිකරණයේ ස්වාධීනත්වයට ගරු කරමින් මූලික මිනිස් අයිතිවාසිකම් රැකගැනීම උදෙසා කටයුතු කිරීම.

ix. සම්මේලනයේ කාර්යයන් සඳහා නිලධාරීන් සහ සාමාජිකයින්ගේ කාලය ස්වේච්ඡාවෙන් යෙදවීම.

x. ප්‍රජාවේ ගැටළු විසඳීම සඳහා විශේෂඥතාව ප්‍රජාව තුළම ඇති කරමින් ප්‍රජාවේ සම්පත් උපයෝගී කර ගෙන සහ ප්‍රජාව බල ගැන්වීමට කටයුතු කිරීම.

**06. සාමාජිකත්වය**

i. සම්මේලනයේ ව්‍යවස්ථාව පිළිගනිමින් ප්‍රාදේශීය ලේකම් කොට්ඨාශය තුළ ජනතාවගේ අභිවෘද්ධිය වෙනුවෙන් ස්වේච්ඡාවෙන් දායකත්වය ලබාදිය හැකි,1980 අංක 31 දරණ ස්වේච්ඡා සමාජ සේවා සංවිධාන (ලියාපදිංචි කිරීම සහ අධීක්ෂණය කිරීම ) පනත යටතේ දිස්ත්‍රික් මට්ටමින් ලියාපදිංචි වූ අදාළ ප්‍රාදේශීය ලේකම් කොට්ඨාශය තුළ ක්‍රියාත්මක වන සංවිධාන වලට සම්මේලනයේ පූර්ණ සාමාජිකත්වය ලබාගත හැකි වන අතර , එම සංවිධාන සාමාජික සංවිධාන ලෙස හැඳින්වේ.

ii. 1980 අංක 31 දරණ ස්වේච්ඡා සමාජ සේවා සංවිධාන ( ලියාපදිංචි කිරීම සහ අධීක්ෂණය කිරීම ) පනත යටතේ ලියාපදිංචි නොවූ, නමුත් මෙම සම්මේලනයේ අරමුණු සහ ප්‍රතිපත්ති පිළිගන්නා ,ප්‍රාදේශීය ලේකම් කොට්ඨාශය තුළ ක්‍රියාත්මක වන වෙනත් ඕනෑම මහජන සංවිධානයකට මෙම සම්මේලනයේ ආශ්‍රේය සාමාජිකත්වය ලබා ගත හැකිය. ( උදා: කාන්තා සමිති, ප්‍රජා මූල සංවිධාන , ක්‍රීඩා සමාජ ,යෞවන සමාජ .....)

iii. සම්මේලනයේ සාමාජිකත්වය සෑම විටම නිමිවන්නේ සංවිධානයකට වන අතර ,එම සංවිධානය වියින් නම් කරනු ලබන නියෝජිතයින්ට පමණක් සම්මේලනය තුළ අදාළ සාමාජිකත්වය නියෝජනය කිරීමට හැකියාව ලැබේ.

iv. යම් ආශ්‍රේය සාමාජික සංවිධානයක් 1980 අංක 31 දරණ ස්වේච්ඡා සමාජ සේවා සංවිධාන ( ලියාපදිංචි කිරීම සහ අධීක්ෂණය කිරීම ) පනත යටතේ ලියාපදිංචි වුවහොත් එයට පූර්ණ සාමාජිකත්වය හිමි වේ.

v. 1980 අංක 31 දරණ ස්වේච්ඡා සමාජ සේවා සංවිධාන ( ලියාපදිංචි කිරීම සහ අධීක්ෂණය කිරීම ) පනත යටතේ ජාතික මට්ටමින් ලියාපදිංචි වූ යම් සංවිධානයක් යම් ප්‍රාදේශීය ලේකම් කොට්ඨාසයක් තුළ ක්‍රියාත්මක වන්නේ නම් එම සංවිධානයටද ප්‍රාදේශීය සම්මේලනයේ පූර්ණ සාමාජිකත්වය ලබාගත හැකිය.

vi. ජාතික මට්ටමින් ලියාපදිංචි වූ ජාත්‍යන්තර රාජ්‍ය නොවන සංවිධානයක් යම් ප්‍රාදේශීය ලේකම් කොට්ඨාසයක ක්‍රියාත්මක වන විට එම සංවිධානය , සම්මේලනය තුළ නියෝජනය කිරීමට එකී ප්‍රාදේශීය ලේකම් කොට්ඨාශය තුළ ක්‍රියාත්මක වන හවුල්කාර සංවිධානයක සාමාජිකයින් නම් කල යුතුය.එකී ජාත්‍යන්තර සංවිධාන වල නාක්ෂණික දායකත්වය සහ සම්පත් දායකත්වය නඟුරු කර ගැනීම සඳහා එම සංවිධාන වල නිලධාරීන් ප්‍රාදේශීය සම්මේලනයේ උපදේශකත්වයට පත්කර ගත හැකිය.

vii. ලියාපදිංචි වී අවම වශයෙන් වසරක කාලයක් තුළ ක්‍රියාත්මක වූ සංවිධාන වලට පමණක් ප්‍රාදේශීය සම්මේලනයේ පූර්ණ සමාජිකත්වයට අයදුම් කළ හැකිය.

viii. යම් සමාජික සංවිධානයක 1980 අංක 31 දරණ ස්වේච්ඡා සමාජ සේවා සංවිධාන ( ලියාපදිංචි කිරීම සහ අධීක්ෂණය කිරීම ) පනතේ ලියාපදිංචිය අහෝසි වුව හොත් ප්‍රාදේශීය සම්මේලනය තුළ පූර්ණ සාමාජිකත්වය අහෝසි වනු ඇත.

**07. මහා සභාව**

i. සම්මේලනයේ උපරිම බලතල අයත් වන්නේ මහා සභාවටය . සම්මේලනයේ පැවැත්මට අවශ්‍ය මහපෙන්වීම් ලබා දෙනු ලබන්නේ මහා සභාවෙන් වන අතර, කාරක සභාව වෙත පවරා දෙනු ලබන බලතල හැර ඉතිරි සියළු බලතල සහ වගකීම් මහ සභාව සතු වේ.

ii. සම්මේලනයේ කාරක සභාවෙන් සහ පූර්ණ සාමාජිකත්වය සහිත සංවිධානයකින් නම් කරනු ලබන එක් ප්‍රධාන නියෝජිතයින්ගේ මහා සභාව සමන්විත වේ.

iii. මහා සභාවේ ඡන්ද බීලය හිමි වන්නේ එක් ප්‍රධාන පූර්ණ සාමාජිකත්වය දරණ සංවිධානයක ප්‍රධාන නියෝජිතයාට එක් ඡන්දයක් බැගින්.

iv. ආඥේය සාමාජිකත්වය දරණ සංවිධානවල නියෝජිතයින්ට මහා සභාව නියෝජනය කරමින් කටයුතු කිරීමේ වරප්‍රසාදය ඇති අතර , ඡන්ද බලය නිමි නොවේ.

v. මහා සභාව පවතිද්දී කාරක සභාවේ සාමාජිකයින්ට , කටයුතු කිරීමේ වරප්‍රසාදය , යෝජනා ගෙන ඒම සහ යෝජනා ස්ථිර කිරීමට අයිතිය ඇති අතර ,ඡන්ද බලය නිමි නොවේ.

vi. නිලධාරී මණ්ඩලය පත් කිරීමකදී හැර යම් ඡන්ද ප්‍රකාශ කිරීමකදී සම ඡන්ද ප්‍රමාණයක් ලබා ඇති විට සම්මේලනයේ සභාපතිවරයාට තීරක ඡන්දයක් නිමි වේ.

vii. මහා සභාවේ ගණපූරණය පූර්ණ සාමාජික සංඛ්‍යාවෙන් 51% ක ප්‍රතිශතයකි.

viii. මහා සභාවට සිය ඡන්දය භාවිතා කිරීම පිළිබඳ පහත කරුණු වලදී පූර්ණ බලතල නිමි වේ.

අ. කාරක සභාවට නිලධාරී මණ්ඩලය පත්කිරීම.

ආ. සම්මේලනයට නව සාමාජිකයින් බඳවා ගැනීම සහ සාමාජිකත්වය අහෝසි කිරීම

ඇ. සම්මේලනයේ වාර්ෂික වැඩ සැලැස්ම අනුමත කිරීම.

ඈ. සම්මේලනයේ වාර්ෂික යෝජිත අයවැය අනුමත කිරීම.

ඉ. වාර්ෂික මහා සභා රැස්වීම් පවත්වන දිනය හා ස්ථාන තීරණය කිරීම.

ඊ. සම්මේලනයේ වාර්ෂික ප්‍රගති වාර්තාව හා වාර්ෂික භාණ්ඩාගාරික වාර්තාව අනුමත කිරීම.

Ix. අර්ධ වාර්ෂික සහ වාර්ෂික මහා සභා සම්මේලනය ලෙස මහා සභාව පැවැත්විය යුතු අතර, කාරක සභාව තීරණය කරන අවස්ථාවක හෝ සාමාජික සංවිධානවල 51% කට වැඩි ප්‍රමාණයක් ඉල්ලා සිටින අවස්ථාවක දී මහා සභාව කැඳවිය යුතුය.

ix. මහා සභාව කැඳවිය යුත්තේ ප්‍රාදේශීය ලේකම්වරයාගේ උපදෙස් පරිදි සම්මේලනයේ ලේකම්වරයා විසින් වන අතර , ලේකම්වරයා හෝ කාරක සභාව අක්‍රීය වූ අවස්ථාවක ප්‍රාදේශීය ලේකම්වරයාට හෝ ප්‍රාදේශීය ලේකම්ගේ උපදෙස් මත සම්බන්ධීකරණ නිලධාරීට මහා සභාව කැඳවීමේ හැකියාව ඇත.

**08. වාර්ෂික මහා සභා සම්මේලනය**

වර්ෂයකට වරක් පවත්වන වාර්ෂික මහා සභා සම්මේලනයේදී පහත කාර්යයන් ඉටුකරනු ලබයි.

අ. වාර්ෂික ප්‍රගති වාර්තා ඉදිරිපත් කිරීම

ආ. වාර්ෂික භාණ්ඩාගාරික වාර්තාව සහ වාර්ෂික ගිණුම් ඉදිරිපත් කිරීම

ඇ. වාර්ෂික විගණක වාර්තා ඉදිරිපත් කිරීම.

ඈ. ඉදිරි වර්ෂය සඳහා නව නිලධාරී මණ්ඩලය පත්කර ගැනීම

ඉ. ඉදිරි වර්ෂයේ වැඩ සැලැස්ම සැදීමට අදහස් හා යෝජනා ගැනීම.

ඊ. සාමාජිකයින් සහ නිලධාරීන්ගේ යහපත් සේවාවන් ඇගයීමට ලක් කිරීම.

උ. පසුගිය කාරක සභාව සහ පත්වූ නව කාරක සභාව අතර සාකච්ඡාවක් පැවැත්වීම.

**09. කාරක සභාව සහ නිලධාරී මණ්ඩලය**

i. වාර්ෂික මහා සභා රැස්වීමේදී ඉදිරි වර්ෂයක කාලයක් සඳහා සම්මේලනයේ වැඩ කටයුතු කර ගෙන යාමට නිලධාරී මණ්ඩලයක් පත් කෙරෙන අතර, මෙම නිලධාරී මණ්ඩලය කාරක සභාව නමින් හැඳින්වේ.

ii. මෙම කාරක සභාව පහත දැක්වෙන නිලධාරීන්ගෙන් සමන්විත වේ.

- ප්‍රධාන සභාපති
- ප්‍රධාන ලේකම්
- ප්‍රධාන භාණ්ඩාගාරික
- උප සභාපති
- උප ලේකම්
- උප භාණ්ඩාගාරික

- ජීවනෝපාය සංවර්ධන හා දිළිඳුකම පිටුදැකීමේ අනුකමිටුවේ සභාපති සහ ලේකම්
- පරිසර අනුකමිටුවේ සභාපති සහ ලේකම්
- ළමා හා කාන්තා සංවර්ධන අනුකමිටුවේ සභාපති සහ ලේකම්
- ප්‍රජානන්ත්‍රවාදය සහ මානව හිමිකම් පිළබඳ අනුකමිටුවේ සභාපති සහ ලේකම්
- සංහිඳියාව හා සහජීවනය පිළිබඳ අනුකමිටුවේ සභාපති සහ ලේකම්
- මත්ද්‍රව්‍ය නිවාරණ , ගදිසි ආපදා සහ ප්‍රථමාධාර අනුකමිටුවේ සභාපති සහ ලේකම්
- අධ්‍යාපන ,ක්‍රීඩා හා ධාරිතා සංවර්ධන අනුකමිටුවේ සභාපති සහ ලේකම්
- ක්ෂුද්‍රමූල්‍ය අංශයට අදාළව ණය හා ඉතිරිකිරීමේ අනුකමිටුවේ සභාපති සහ ලේකම්

iii. මෙයට අමතරව ප්‍රාදේශීය ලේකම් කොට්ඨාශය තුළ ඇති අවශ්‍යතාවයන් මත වෙනත් විෂය ක්ෂේත්‍රයන් සඳහා ද අනුකමිටු පිහිටුවා ගත හැකි අතර , ඒ සඳහා මහා සභාවේ අනුමැතිය ලබා ගත යුතුය .

iv. කාරක සභාවේ සියළු නිලධාරීන් මහා සභාවේ බහුතර ඡන්දයෙන් තෝරා පත්කර ගනු ලැබේ.ඊට අමතරව රාජ්‍ය නොවන සංවිධාන පිළිබඳ ජාතික ලේකම් කාර්යාලය සම්බන්ධීකරණය කිරීම සඳහා ප්‍රාදේශීය ලේකම්වරයා විසින් රාජ්‍ය නොවන සංවිධාන ප්‍රාදේශීය සම්බන්ධීකාරක පත්කරනු ලැබේ.

v. කාරක සභාවේ නිලධාරීන් පත්කර ගැනීමෙන් අනතුරුව වර්ෂයක කාලයක් සඳහා සිය නිලය දරන්නේය.

vi. යම් පුද්ගලයෙකුට සමිමේලනයේ යම් නිල ධුරයක් දැරිය හැක්කේ උපරිම වර්ෂ 02 ක කාලයක් සඳහා පමණි. නමුත් ඔහුට හෝ ඇයට වෙනත් නිල ධුරයකට පත්වීමට අගෘත්නුතාවයක් නොමැත්තේය.

vii. වර්ෂයක් අතරතුර ඇතිවන නිල පුරප්පාඩු සඳහා කාරක සභාවේ බහුතර කැමැත්තෙන් සාමාජික සංවිධානයක නියෝජිතයකු පත්කරගත හැකි අතර ,එය පසුව මහා සභාවෙන් අනුමත කරගත යුතුය.

viii. වාර්ෂික මහා සභා රැස්වීමක් පැවැත්වීමට දින 14 කට පෙර යම් නිලවරණයකට ඉදිරිපත් වීමට අපේක්ෂා කරන නියෝජිතයින් සිය නාමයෝජනා පත්‍රය කාරක සභාව වෙත ඉදිරිපත් කළයුතුය. (සාමාජික සංවිධාන 02 ක යෝජනා ස්ථිරත්වය සහිතව)

ix. සභාපති තනතුරට නාමයෝජනා ඉදිරිපත් කරන පුද්ගලයකු අවම වශයෙන් වසරක කාලයක් කාරක සභාව තුළ නිලයක් දැරූ අයෙක් විය යුතුය.නමුත් මෙය පළමු වරට පත් වන සභාපතිවරයාට අදාළ නොවේ.

x. කාරක සභාවේ සෑම නිලධාරියෙකුම සේවය කරනු ලබන්නේ ස්වේච්ඡා පදනමින් වන අතර , ඒ සඳහා කිසිදු වේතනයක් හෝ දීමනාවක් ලබා නොගත යුතුය.

xi. කාරක සභාවේ වගකීම් පහත පරිදි වේ.

ඇ. සමිමේලනයට අයත් දේපළ, සම්පත් සහ මුදල් පාලනය
ආ. ව්‍යාපෘති සහ වැඩසටහන් පිළිබඳ මහා සභාවට නිර්දේශ ඉදිරිපත් කිරීම
ඇ. මහා සභාවෙන් කරනු ලබන නිර්දේශ ක්‍රියාත්මක කිරීම
ඈ. සමිමේලනයේ ක්‍රියාකාරකම් සැළසුම් කිරීම සහ සංවිධානය
ඉ. සාමාජිකයින් බඳවා ගැනීම
ඊ. මූල්‍ය කමිටුවක් ලෙස ක්‍රියාත්මක වෙමින් අයවැය සොයාබැලීම සහ සංශෝධනය

xii. කාරක සභාවේ බලතල පහත පරිදි වේ.

ඇ. කාරක සභාව අවම වශයෙන් මාස 02 කට වරක් රැස්විය යුතු අතර, කාරක සභා සාමාජිකයින්ගේ 1/3 ගේ ලිඛිත ඉල්ලීමක් මත අවශ්‍ය ඕනෑම අවස්ථාවකදී රැස්විය හැකිය.

ආ. රැස්වීමේ ගණපූර්ණය අවම 10 කි.

ඇ. සම්මේලනයේ අරමුණු ඉටුකර ගැනීම සඳහා නායකත්වය දී ක්‍රියාත්මක වීම.

ඈ. මහා සභාවෙන් සම්මත කරනා වාර්ෂික වැඩසටහන ක්‍රියාත්මක කිරීමට අමතරව සම්මේලනයේ සාමාන්‍ය කටයුතු කළමණාකරණය කරමින් වැඩසටහන් මෙහෙයවීමේ සහ ක්‍රියාත්මක කිරීමේ බලය කාරක සභාව සතු වේ.

ඉ. කාරක සභාවට මහා සභාවේ අනුමැතිය ඇතිව වෙනත් රාජ්‍ය ආයතනයක් හෝ රාජ්‍ය නොවන සංවිධානයක් හෝ වෙනත් ආයතනයක් සමඟ අවබෝධතා ගිවිසුමක් අත්සන් කර ඒකාබද්ධ ව්‍යාපෘති / වැඩසටහන් ක්‍රියාත්මක කිරීමට හැකියාව ඇත.

ඊ. කාරක සභා රැස්වීම් සඳහා අවම වශයෙන් දින 05 ක පූර්ව දැනුම්දීමක් කාරක සභාවේ සාමාජික සාමාජිකාවන් වෙත සිදු කළ යුතුය.

**10. නිළධාරී මණ්ඩලයේ කාර්යභාරය**

**i. ප්‍රධාන සභාපති**

අ. සම්මේලනයේ ප්‍රධාන විධායක නිලධරයා සභාපතිවරයාය.

ආ. කාරක සභා රැස්වීම් සහ මහා සභා රැස්වීම් වල මුලසුන ගෙන කටයුතු කිරීම.

ඇ. සම්මේලනය හා අනෙකුත් රාජ්‍ය සංවිධාන , රාජ්‍ය නොවන සංවිධාන , සිවිල් සමාජ සංවිධාන දිස්ත්‍රික් සම්මේලනය සමඟ ප්‍රධාන සම්බන්ධීකරණ පුරුක ලෙස කටයුතු කිරීම් සහ සම්මේලනය නියෝජනය කිරීම්.

ඈ සම්මේලනයේ වාර්ෂික වැඩ සැලැස්ම් ක්‍රියාවට නැංවීම්.

ඉ. සාමාජිකයින්ගේ ගෞරවය ආරක්ෂා කිරීම් සහ විනය පවත්වාගෙන යාම්.

ඊ. සියළු නිලධාරීන්ට වැඩ කිරීමට සුදුසු වාතාවරණයක් සකස් කිරීම් සහ අවශ්‍ය දිරිගැන්වීම් ලබාදීම්.

උ. මහා සභාවට සහ සාමාජික සංවිධාන වලට ප්‍රගතිය වාර්තා කිරීම්.

ඌ. අනු කමිටු වල ක්‍රියාකාරිත්වය ප්‍රවර්ධනය සහ කළමනාකරණ කිරීම්.

**ii. ප්‍රධාන ලේකම්**

අ. සම්මේලනයේ ප්‍රධාන පරිපාලන නිලධාරියා ලෙස කටයුතු කිරීම්.

ආ. කාරක සභා රැස්වීම්, මහා සභා රැස්වීම් සහ වාර්ෂික මහා සභාව කැඳවීම් සහ වාර්තා තබා ගැනීම්.

ඇ. ව්‍යවස්ථානුකූලව සම්මේලනයේ ලිපිලේඛන වලට අත්සන් තැබීම්.

ඈ. සම්මේලනයේ පොත්පත්,ලිපිලේඛන සහ වාර්තා සුරක්ෂිතව තබා ගැනීම්.

ඉ. අනුකමිටු මඟින් සකසන ව්‍යාපෘති යෝජනා , වාර්තා ආදියේ ගුණාත්මක භාවය දියුණු කිරීම්.

ඊ. සම්මේලනය වසින් සම්මත කරන අනු නිතිරීති සහ ප්‍රතිපත්ති හා විශේෂ නීරණ පිළිබඳ වාර්තාවක් පවත්වාගෙන යාම්.

උ. සම්මේලනය කාර්යාලයක් පවත්වාගෙන යන්නේ නම් එය භාරව කටයුතු කිරීම්.

ඌ. අනුකමිටු වල ක්‍රියාකාරිත්වයන් සම්බන්ධීකරණය කිරීම්.

එ. සභාපතිවරයා සමඟ සාකච්ඡා කර රැස්වීම් වල න්‍යාය පත්‍රය සැකසීම්.

ඒ. සම්මේලනයේ ප්‍රගතිය රාජ්‍ය නොවන සංවිධාන පිළිබඳ ජාතික ලේකම් කාර්යාලයට සහ ප්‍රාදේශීය ලේකම්ට වාර්තා කිරීම්.

ඔ. සම්මේලනයේ විගණක වාර්තා ප්‍රාදේශීය ලේකම් වෙත ඉදිරිපත් කිරීම්.

iii. භාණ්ඩාගාරික

අ. සාමාජික සංවිධාන වලින් සාමාජික මුදල් එකතු කිරීම,එහි වාර්තා පවත්වාගෙන යෑම සහ ලදුපත් නිකුත් කිරීම.

ආ. බැංකු කටයුතු වලදී සභ මුල්‍ය කටයුතු වලදී අත්සන් තැබීම.

ඇ. අයවැය වාර්තා සැකසීම් සහ ඉදිරිපත් කිරීම.

ඈ. ගිණුම් පිළිබඳවත් අයවැය පිළිබඳවත් වාර්තා නිසි පරිදි පවත්වාගෙන යාම.

ඉ. සම්මේනලයට අවශ්‍ය අරමුදල් ඉපයීම පිළිබඳ ක්‍රමවේදයන් සැකසීම.

ඊ. සම්මේලනයේ වාර්ෂික යෝජිත අයවැය සැකසීම් සහ ඉදිරිපත් කිරීම.

උ. සම්මේලනය තුළ ඇති මුදල් සකසුරුවම්වීන් ,අඩු වියදම්වීන් සහ නිසි විනිවිදභාවයෙන් යුතුව පවත්වාගෙන යෑම.

ඌ. සම්මේලනය තුළ නිසි මුල්‍ය පාලනයක් ඇති කිරීම.

එ. සම්මේලනයේ මුල්‍ය වාර්තා ප්‍රාදේශීය ලේකම් වෙත ඉදිරිපත් කිරීම.

iv. උප සභාපති

අ. සභාපතිවරයා සමඟ සාකච්ඡා කර තම වගකීම් සීමාවන් තීරණය කරගැනීම.

ආ. සම්මේලනයේ සාමාජිකයින් සහ නිලධාරීන් සඳහා සුදුසු පුහුණු වැඩසටහන් පැවැත්වීම.

ඇ. නව සාමාජික සංවිධාන බඳවා ගැනීම සහ එම සංවිධාන වල නියෝජිතයින්ට අවශ්‍ය පුහුණුව ලබාදීම.

ඈ. ප්‍රාදේශීය ලේකම් කොට්ඨාශය තුළ ඇති අවශ්‍යතාවන් සොයාබලා ඒ පිළිබඳ කාරක සභාවට කරුණු ඉදිරිපත් කිරීම.

ඉ. සභාපති නොමැති අවස්ථා වලදී මණ්ඩල සභා සහ කාරක සභාවල මුලසුන ගැනීම.

v. උප ලේකම්.

අ. ප්‍රධාන ලේකම්ගේ කාර්යභාරයේදී හැකි සෑම සහායක්ම ලබාදීම

ආ. ප්‍රධාන ලේකම් නොමැති අවස්ථා වලදී මණ්ඩල සභා සහ කාරක සභා රැස්වීම් වල වාර්තා සකස් කිරීම සහ ඉදිරිපත් කිරීම

ඇ. සම්මේලනය සඳහා මහජන සම්බන්ධතා වැඩපිළිවෙලක් සකසා එය ක්‍රියාත්මක කිරීම සහ මාධ්‍ය සම්බන්ධීකරණය.

ඈ. සාමාජික සංවිධාන සහ සම්මේලනයේ සාමාජිකයින් සඳහා ඇඟයීම් වැඩසටහන් ක්‍රියාත්මක කිරීම

ඉ. සාමාජික සංවිධාන අතර එකමුතුව වර්ධනය වන වැඩසටහන් හඳුනාගෙන සැළසුම් කර ක්‍රියාත්මක කිරීම.

vi. උප භාණ්ඩාගාරික

අ. සම්මේලනයට අරමුදල් රැස්කර වැඩසටහන් ක්‍රියාත්මක කිරීම

ආ. එක් එක් අනුකමිටු ව්‍යාපෘති සඳහා අයවැය පිළිබඳ අවබෝධයෙන් සිටීම සහ උපදෙස් දීම

ඇ. භාණ්ඩාගාරිකවරයාගේ කාර්යයන්හිදී උපරිම සහාය ලබාදීම

ඈ. සම්මේලනයේ මුල්‍ය තත්වය පිළිබඳ අවබෝධයෙන් සිටීම

vii. අනුකමිටු සභාපතිවරු

අ. තම අනුකමිටුවේ විෂයට අදාල නාක්ෂණික කරුණු සහ දැනුම වර්ධනය කරගැනීම

ආ. සාමාජික සංවිධානවල සාමාජිකයින් සහ ප්‍රාදේශීය ලේකම් කොට්ඨාශය තුළ අදාළ විෂය පිළිබඳව දැනුම් සහ උනන්දුව සහිත පුද්ගලයින් සම්බන්ධකරගෙන තම අනුකමිටුව පිහිටුවා ගැනීම

ඇ. තම අනුකමිටුවේ විෂයට අදාළ රාජ්‍ය ආයතන සහ සංවිධාන සමඟ සම්බන්ධීකරණය පවත්වා ගැනීම

ඈ. තම අනු කමිටුවේ විෂය පථයට අදාළව ප්‍රජාවන් තුළ සහ ප්‍රාදේශීය මට්ටමින් ඇති අවශ්‍යතාවන් සෙයාබලා ව්‍යාපෘති සහ වැඩසටහන් සැළසුම් කර ක්‍රියාත්මක කිරීම

ඉ. තම අනු කමිටුවට අදාළ වාර්ෂික වැඩ සැලැස්ම පිළියෙල කර එය කාරක සභාවට ඉදිරිපත් කර අනුමැතිය ලබා ගැනීම

ඊ. තම අනු කමිටුවේ විෂයට අදාළව ප්‍රාදේශීය ලේකම් කොට්ඨාශය තුළ දත්ත එකතු කිරීම,සමීක්ෂණය පැවැත්වීම සහ සිදුවිය යුතු වෙනස පිළිබඳව නිර්දේශ ඉදිරිපත් කිරීම.

උ. ජාතික හා දිස්ත්‍රික් මට්ටමින් පැවැත්වෙන ප්‍රහුණු වැඩසටහන් වලට සහභාගී කරවීම.

ඌ. සාමාජික සංවිධාන වල ප්‍රජා මූල ක්‍රියාකාරකම් සඳහා තම අනු කමිටුවේ විෂය පථයට අදාළ වැඩසටහන් ක්‍රියාත්මක කිරීමට අවශ්‍ය උනන්දුව සහ උද්යෝගය ඇති කිරීම.

viii. අනු කමිටු ලේකම්වරු

අ. තම අනුකමිටුවට අදාළ ක්‍රියාකාරකම් සංවිධාන කරගැනීමට අනු කමිටු සභාපතිවරයාට පූර්ණ සහාය ලබා දීම.

ආ. අනු කමිටු රැස්වීම් සහ ව්‍යාපෘති රැස්වීම් කැඳවීම සහ වාර්තා තබා ගැනීම.

ඇ. තම අනු කමිටුවට අදාල ක්‍රියාකාරකම් පිළිබඳ ප්‍රගතිය කාරක සභාවට සහ මහා සභාවට වාර්තා කිරීම.

ඈ. ප්‍රාදේශීය ලේකම් කොට්ඨාශ තුළ තම අනු කමිටුවට අදාළ විෂය පථයට අදාළව ක්‍රියාත්මක වන ක්‍රියාකාරී කමිටුවක් ස්ථාපනය කර අවශ්‍ය පුහුණුව ලබා දී ව්‍යාපෘති සහ වැඩසටහන් ප්‍රජාවට සම්බන්ධීකරණය කිරීම.

ix. සම්බන්ධීකරණ නිලධාරී (කාරක සභා නිලයක් නොවේ)

අ. සම්මේලනයේ , ප්‍රාදේශීය ලේකම් සහ රාජ්‍ය නොවන සංවිධාන පිළිබඳ ජාතික ලේකම් කාර්යාලය අතර සම්බන්ධීකරණය සිදුකිරීම

ආ. රාජ්‍ය ආයතනවල සභාය සම්මේලනයට ලබාදීම සඳහා ක්‍රියාත්මක වීම සහ පහසුකම් සැළසීම

ඇ. රාජ්‍ය නොවන සංවිධාන පිළිබඳ ජාතික ලේකම් කාර්යාලය නිකුත් කරන උපදෙස් සහ නිවේදන වෙත සම්මේලනයේ අවධානය යොමුකරවීම.

ඉ. සම්මේලනයේ අවශ්‍යතාවයන් සහ සාමාජික සංවිධාන වල අවශ්‍යතාවයන් පිළිබඳ ප්‍රාදේශීය ලේකම් සහ රාජ්‍ය නොවන සංවිධාන පිළිබඳ ජාතික ලේකම් කාර්යාලය දැනුවත් කිරීම.

ඊ. ප්‍රාදේශීය ලේකම් කොට්ඨාශය තුළ ක්‍රියාත්මක වන ,රාජ්‍ය ආයතන සහ දෙපාර්තුමේන්තු වලට සම්බන්ධ විවිධ සමිති සහ සංවිධාන වලට මෙම සම්මේලනයේ ආශ්‍රේය සාමාජිකත්වය ලබාගැනීමට අවශ්‍ය මගපෙන්වීම් ලබාදීම.

**11. මූල්‍ය පාලනය**

i. සම්මේලනයේ මුදල් වර්ෂය ජනවාරි 01 වන දින ආරම්භ වී දෙසැම්බර් 31 වන දිනයේදී අවසන් වේ. සම්මේලනයේ භාණ්ඩාගාරික විසින් අදාළ මුදල් පොත,ලෙජර්,පොත් තැබීම් සහ වාර්තා පවත්වාගෙන යා යුතුය.

ii. භාණ්ඩාගාරික විසින් මුදල් වාර්තා කාරක සභා රැස්වීම් වලදී සහ මහා සභා රැස්වීම් වලදී ඉදිරිපත් කර අනුමත කර ගත යුතුය.

iii. සම්මේලනයට අදාළ යෝජිත අයවැය භාණ්ඩාගාරික විසින් වර්ෂය මුලදී පිළියෙල කර කාරක සභාවට සහ මහා සභාවට ඉදිරිපත් කර අනුමැතිය ලබා ගත යුතුය.

iv. සම්මේලනයට අදාළ ගිණුම්වල් ලියාපදිංචි වාණිජ බැංකුවක පවත්වාගෙන යා යුතු අතර, එම ගිණුමේ අත්සන් තැබීමේ බලකරුවන් ලෙස භාණ්ඩාගාරික සහ ප්‍රධාන සභාපති හෝ ප්‍රධාන ලේකම් නම්කළ යුතුව ඇත.

v. සම්මේලනයේ අදාළ සාමාජික මුදල් නිරණය කිරීම සභාව සතු වේ. සෑම වර්ෂයකම මුල් කාර්තුවේදී සාමාජික සංවිධාන විසින් සාමාජික මුදල් භාණ්ඩාගාරික වෙත ගෙවා රිසිට් පත් ලබා ගත යුතුය.

**12. ව්‍යවස්ථා සංශෝධනය**

මෙම ව්‍යවස්ථාවට අදාළ වගන්ති සංශෝධනය කරන්නේ නම් එය සිදුකළ හැක්කේ වාර්ෂික මහා සභා රැස්වීමකදී හෝ විශේෂ මහා සභා රැස්වීමකදී වන අතර, ඒ සඳහා පැමිණි මුළු සාමාජික සංඛ්‍යාවෙන් 2/3 ක බහුතරය ලබාගත යුතුය. තවද, ඒ සඳහා රාජ්‍ය නොවන සංවිධාන පිළිබඳ ජාතික ලේකම් කාර්යාලයේ පූර්ව ලිඛිත අනුමැතිය ලබා ගත යුතු වේ.

**13. සම්බන්ධීකරණය සහ විසුරුවා හැරීම**

i. සම්මේලනයේ පිහිටුවීමේ වාර්තාව , නීලධාරී මණ්ඩලය , වාර්ෂික වැඩසැලැස්ම, වාර්ෂික ප්‍රගති වාර්තාව සහ වාර්ෂික මුදල් වාර්තාව දිස්ත්‍රික් ලේකම් කාර්යාලය වෙත යොමුකළ යුතුය.

ii. සම්මේලනය තුළ යම් විසඳාගත නොහැකි අර්බුදයක් ඇතිවුවහොත් එය සමථ කිරීම සඳහා ප්‍රාදේශීය ලේකම්වරයා වෙත යොමු කළ යුතුය.

iii. රාජ්‍ය නොවන සංවිධාන පිළිබඳ ජාතික ලේකම් කාර්යාලයට කරනු ලබන නිසි දැනුම් දීමකට අනතුරුව ප්‍රාදේශීය ලේකම්වරයාගේ අනුමැතිය මත හා සම්මේලනයේ විශේෂ මහා සභා රැස්වීමකදී 2/3 ක බහුතර මත සම්මේලනය විසුරුවා හැරිය හැකි අතර , එවිට සම්මේලනය සතුව ඇති චංචල හෝ නිශ්චල ප්‍රාදේශීය ලේකම් කාර්යාලය සතු වේ.

03. 03. ප්‍රාදේශීය ලේකම් කොට්ඨාශය තුළ සිවිල් සමාජ සංවිධාන ප්‍රාදේශීය සම්මේලනය පිහිටුවීමෙන් අනතුරුව 1980 අංක 31 දරණ ස්වෙච්චා සමාජ සේවා සංවිධාන ලියාපදිංචි කිරීමේ හා අධීක්ෂණය කිරීමේ පනත අනුව ප්‍රාදේශීය ලේකම්වරයා වෙත පවරා ඇති සහකාර රෙජිස්ට්‍රාර් බලතල අනුව ප්‍රාදේශීය සංවිධානයක් ලෙස ලියාපදිංචි කිරීමට කටයුතු කල යුතුය.

04. එසේ ලියාපදිංචි කරන ලද සිවිල් සමාජ සංවිධාන ප්‍රාදේශීය සම්මේලනයේ ගිණුම් මහා සභා රැස්වීමකදී පත් කර ගනු ලබන විගණක කමිටුවක් හෝ ගිණුම් පරීක්ෂකවරයකු විසින් විගණනය කර මූල්‍ය වර්ෂය අවසන් වී මසක් ඇතුළත ප්‍රාදේශීය ලේකම් වෙත ඉදිරිපත් කල යුතුය.

සංජීව විමලගුණරත්න
අධ්‍යක්ෂ ජනරාල් / ලේඛකාධිකාරී

පිටපත : සියළුම ප්‍රාදේශීය ලේකම්වරු

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will be assigned to national and international NGOs registered with the National Secretariat for Non-Governmental Organizations in Sri Lanka. In the second phase, we have collaborated with global organizations to offer volunteers the chance to work independently on international platforms.

To join this project, please complete the Google form below.

https://docs.google.com/forms/d/e/1FAIpQLSfudla39jrBqCpEb_68ZzWJ9MrmLyZsXsYHH9yQkwTvvR92PQ/viewform?usp=sf_link



## Coalition for Educational Development (CED) - Sri Lanka

**CED, Sri Lanka is a consortium of organisations involved in the education sector at national, provincial, and local levels in Sri Lanka. CED has an island-wide membership network encompassing 60 organisations actively engaged in the field. Since its inception in 2004, CED has been involved in promoting civil society participation in formulating and implementing policies related to education in Sri Lanka. CED is committed to steering civil society participation as a vital part of achieving goals**

**and targets of education for all (EFA), millennium development goals (MDGs), and sustainable development goals (SDGs) declarations. In order to achieve this objective CED works in collaboration with the Ministry of Education and Provincial Ministries of Education, Sustainable Development Council, and other segments of society such as media, academia, parent associations, and professional bodies. This study report has been furnished with funding support from Global Partners for Education (GPE) under the Education Out Loud Project (EOL). CED believes that the findings and recommendations of this study will be useful in promoting meaningful civil society participation in monitoring the progress of SDG-04 to ensure inclusive and quality education for Sri Lanka**

CED Sri Lanka
Quality Education For All

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