



# Central Asia





## **Global agenda into national context**

- Inclusion of SDG-4 and 7 targets into national strategies and national legal framework helps to achieve better results;
- We now have more arguments to increase effective and equitable funding in education;
- Improvement of regional and global partnership to strengthen capacity development;
- Inclusion of civil society in agenda discussion, decision-making process.



## Opportunities

- Joint goals create a unified benchmark for all participating countries to measure success and/or identify problems to work with;
- SDG4 helps to improve the quality of education through concentration on certain issues;
- Joint platform for more policy dialogues, knowledge sharing between countries;
- New horizons on the national level
- Efficiency of public and private funding and partnership;
- International cooperation.



## Relevance and challenges

- Although certain success is achieved in early childhood development minor challenges in terms of coverage and quality still exists because it's not obligatory by law and/or there is shortage of funding; and pre-primary school education indicators are decent region-wide.
- Limited definition of “inclusive education” narrowed to persons with disabilities, infrastructural problems; teacher training quality is still low
- Vocational education including the vulnerable and skills development for youth is a challenge because of lack of unified standards and lack of textbooks, shortage of public funding



## **Relevance and challenges (continued)**

- Countries of Central Asia recently included an obligatory norm to build education facilities that are child, disability and gender sensitive environment. Shortage of public funding to rebuild existing facilities is a challenge;
- Lack of 21<sup>st</sup> century skills (global citizenship) content throughout school curriculum;
- More inter-regional and inter-country partnership and sharing;
- In-service teacher training's quality is still a problem, especially in regions;
- Non-formal education is not paid enough attention



## Insights and lessons (MDGs)

- Diversity of countries should be considered in development of goals and targets - e.g.: more developed countries, not landlocked, have more opportunities for public investments in education while goals and indicators are the same for all countries;
- Within this MDGs and EFA revealed less addressed education areas to invest in;
- Learning from other exemplar cases in the region and abroad to learn from ;
- Broaden definition and speaking the ‘same language’