Session 9: Reporting back

Mapping the availability of data to monitor Education 2030 in Asia and the Pacific

CENTRAL ASIA

1. What data sources are available in the sub-region to monitor the concepts?

- Quantitative sources through administrative instruments to the Ministries of Education

- Qualitative sources remain a challenge due to lack of resources/funds
  - Some countries by MoES
  - More often by INGOs or NGOs (local/international partners), such as the World Bank (knowledge); quality and equality children related areas , including disabilities (UN agencies); policy (European Union)

2. What are the main issues and challenges the sub-region might face in collecting data?

- Data is collected at all levels and available to the public
  - Disaggregated data is not available for some SDG4 indicators
- Human resources challenge: analysis and interpretation capacity
- Funding
- Quality
  - Different Ministries collect different types of data (TVET covered by Ministry of Labour, in some countries)
  - Data collection is not centralized and not always coordinated

3. What are solutions to overcome these issues and challenges?

- Centralizing the collection of data, such as e-government, centralized database

- Capacity building strides to acquaint population with data reading and collection

- Re funding: Attract local and international partners, both public and private, to assess quality and find innovative ways to measure it

- Software capacity and development for data analysis

- Align /update/revisit EMIS with new indicators

- INGOs in education: coordination of activities amongst themselves
  - Capacity in collecting qualitative data for indicators
  - Financial support for international assessments

- Civil society
  - To help complete gaps in data coverage (non-formal education)
  - Provide (technical) expertise in certain areas
  - Assist in raising funds for data collection/surveys and advocacy

- Private sector
  - Technical instruments and tools; advice
  - Financial support