

Expanding the knowledge base for strategic intervention

Partner policies related to teachers in priority EFA countries

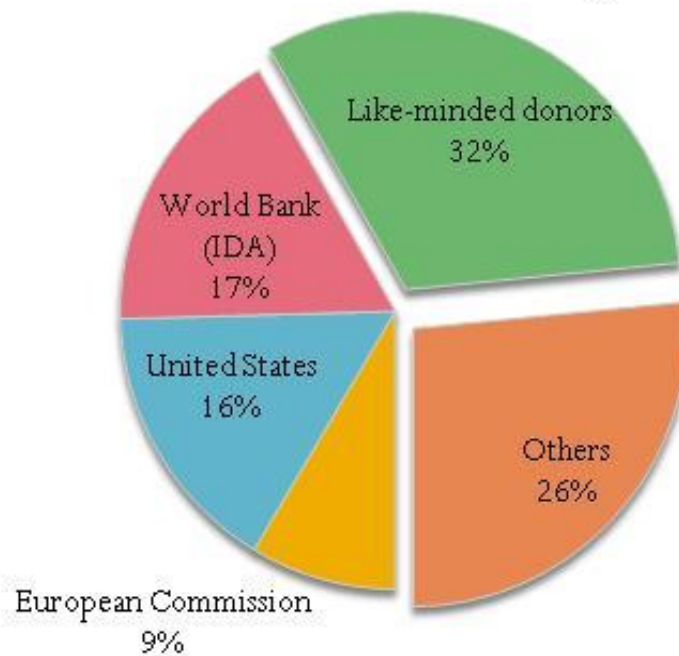
Why a data base?

- Better understanding of current situation
- Development of a collaborative space
- Progress towards the development of comparable information
- Information for strategic decision-making

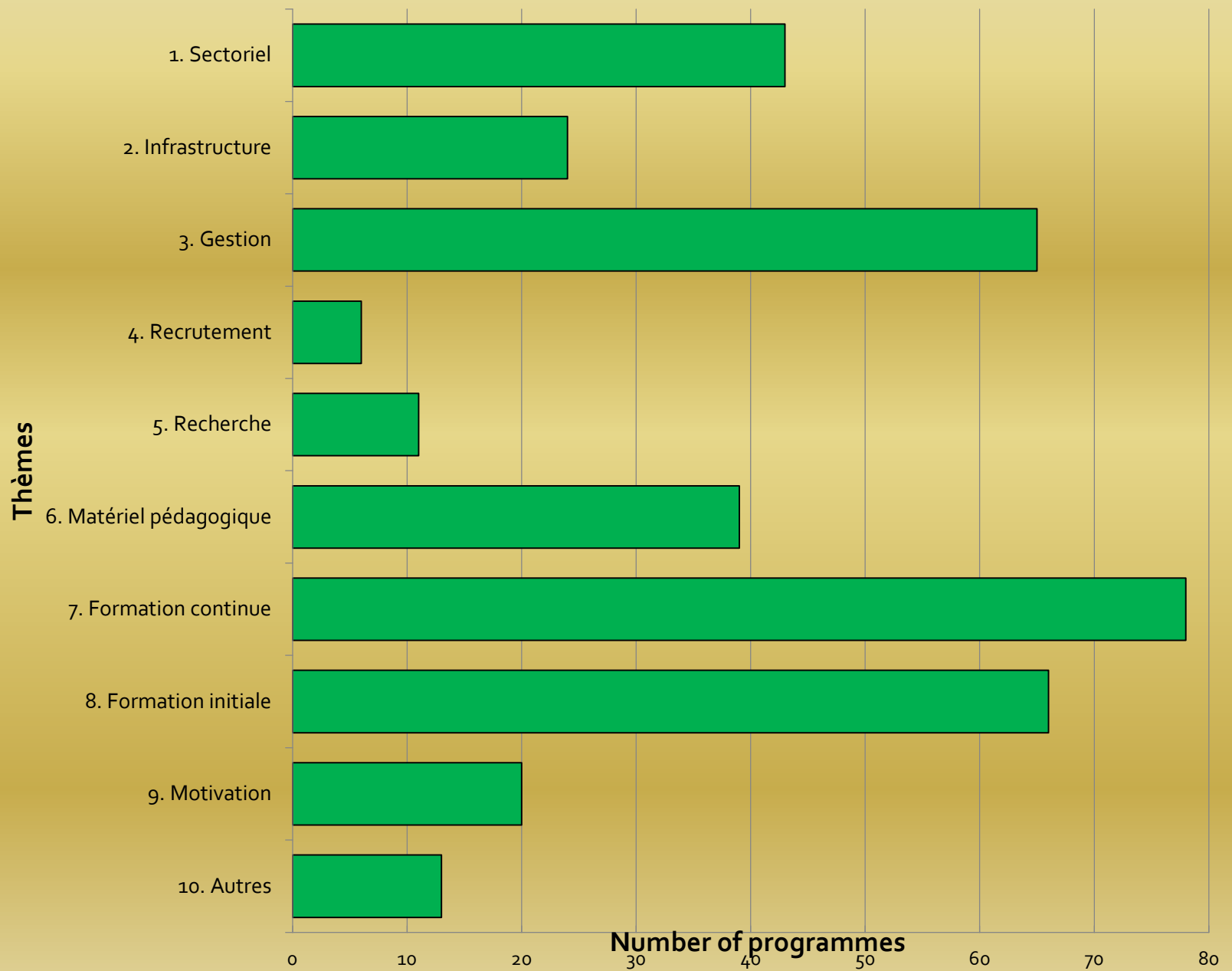
Features of data base (Access)

- Two types of entry (170 to date):
 - Partner policies
 - Country programmes
- Focus on qualitative data
 - Programmes and projects of more than \$1 million, initiated since 2005 (Paris Declaration)
 - Central concern with teachers
 - Countries in difficulty with EFA
- 40 fields related to geography, partners, programme focus, finance, timetable
- Flexible design that can be adapted to evolving needs and available data
- Participatory updating process

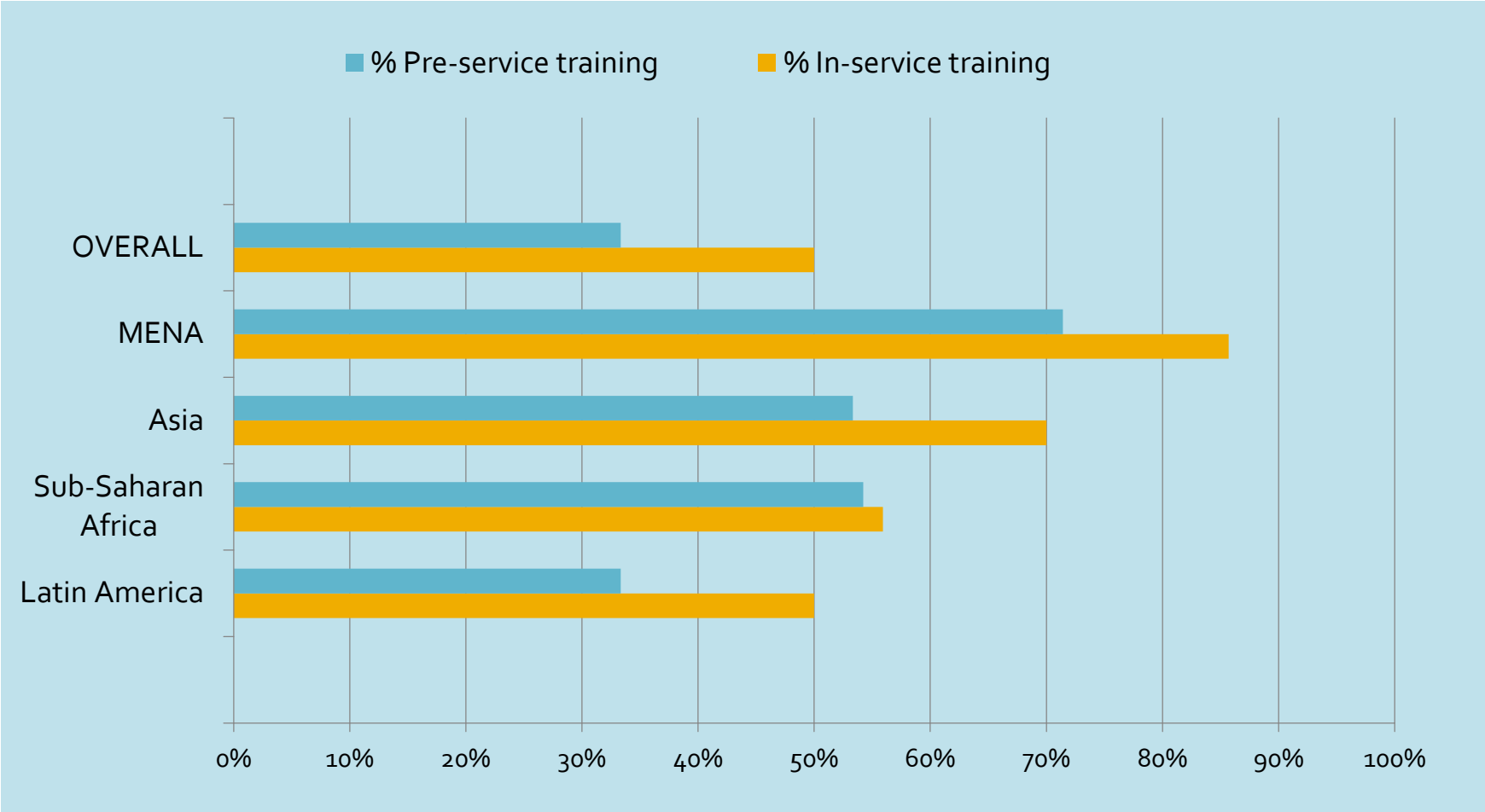
Aid to Basic Education, 2007



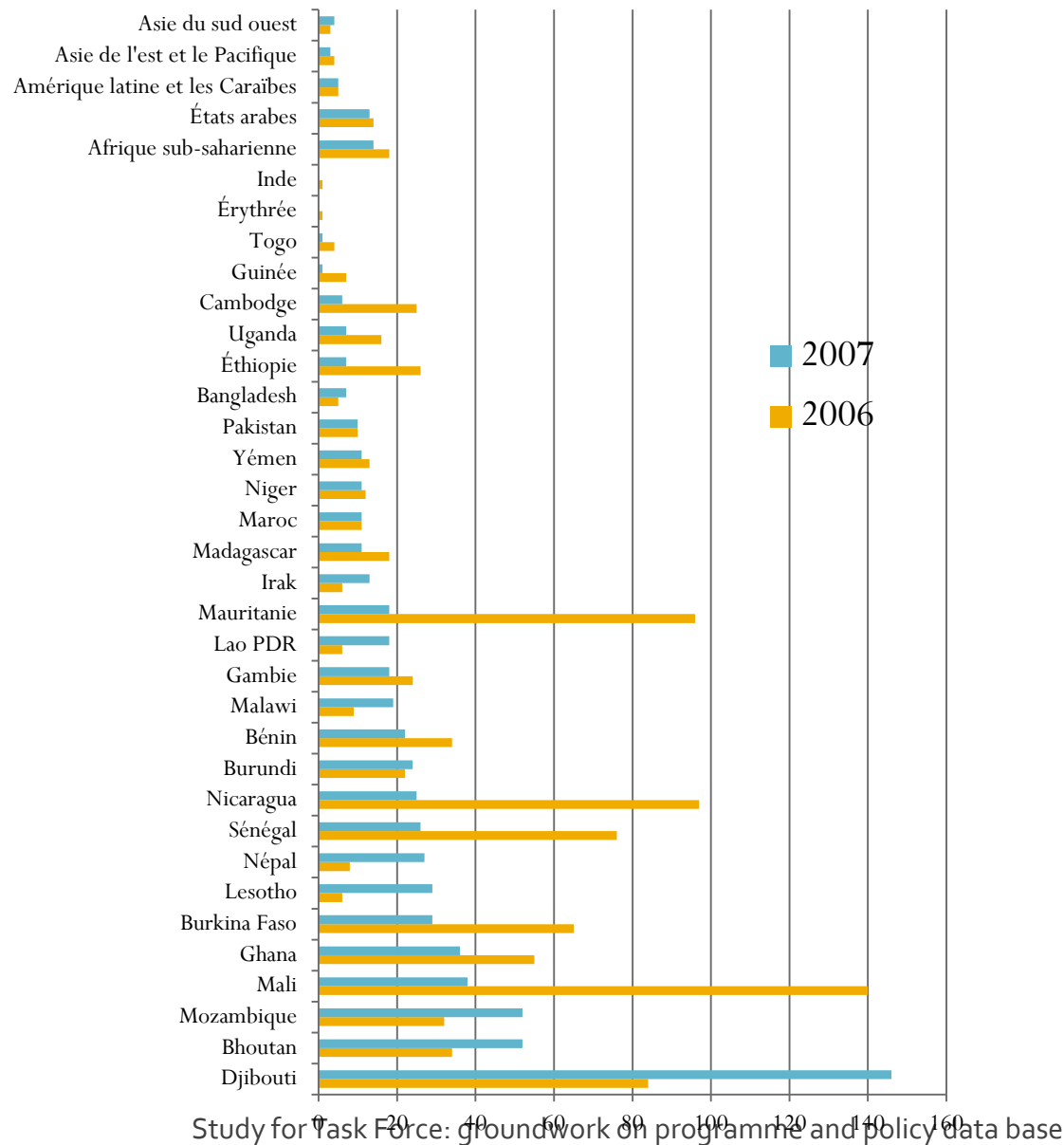
Thematic areas of aid programmes with a strong component related to teachers



Partner emphasis on teacher training by region expressed as a percentage of projects



Annual aid to basic education per school-age child in countries late for EFA targets (constant \$)



Some preliminary conclusions from analysis of DB so far

Teacher-related policies need to be more strategically related to EFA

Effort to short in-service courses is intense, needs evidence of effectiveness

Key donors have potential for expanding evidence base and impact

Basic, comparable, data on spending, nature of programmes and impact needs to be developed on teacher-specific actions

Thank you

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