

# BEHAVIOR PROFILE: HOUSEHOLDS USE QUALITY EDUCATION SERVICES

## EDUCATION GOAL

Strengthen the chain of accountability in basic schools to improve learning outcomes and equity

## BEHAVIOR

Vulnerable households use quality education services

77 Percentage of households where all eligible children were enrolled in quality (as defined by national education authorities) schools within the last academic year

## BEHAVIOR ANALYSIS

## STRATEGY

### BEHAVIOR AND STEPS

### FACTORS

### SUPPORTING ACTORS AND ACTIONS

### POSSIBLE PROGRAM STRATEGIES

What steps are needed to practice this behavior?

What factors may prevent or support practice of this behavior?

Who must support the practice of this behavior, and what actions must they take?

What strategies will best focus our efforts based on this analysis?

### Behavior

Vulnerable households use quality education services

### Steps

1. Send children to start school at the right age
2. Support children in attending school every day
3. Ensure children complete at least a basic education
4. Aid children to succeed academically

#### STRUCTURAL

**Accessibility:** Vulnerable children do not attend school because there is a lack of funding in the national education budget.

**Accessibility:** Vulnerable children do not attend or complete school because there is a lack of safety net programs in education to identify and support their learning outcomes.

**Service Experience:** Vulnerable households do not send their children to school due to economic and social hardships.

#### SOCIAL

**Family and Community Support:** Vulnerable children do not attend school because parent-teacher associations (PTAs) and communities do not have the means and skills to support them.

**Norms:** Vulnerable households do not use quality education services because PTA standards are not clear nor widely disseminated.

#### INTERNAL

**Knowledge:** Vulnerable households do not use quality education services because parents and PTAs are not informed on roles and responsibilities.

**Knowledge:** Vulnerable households do not use quality education services because parents and PTAs often do not know their rights and responsibilities.

**Skills:** Vulnerable households do not use quality education services because parents and PTAs are not trained to support improved learning outcomes at home.

#### INSTITUTIONAL

**Policymakers:** Ensure education accountability framework addresses how system will meet the needs of vulnerable children.

**Private Sector:** Collaborate to support deprived schools in deprived districts in competitive grant program to improve education accountability and learning outcomes.

#### COMMUNITY

**Teachers:** Identify and refer struggling children for additional services including home visits by PTA.

**Community Leaders and PTAs:** Investigate decentralized solutions to address local challenges.

**Community Leaders and PTAs:** Work with local education services to track attendance and learning outcomes of vulnerable children; visit families of vulnerable children to coach them on attendance and supporting learning at home; and work with local resources to address vulnerability.

**Parent Teacher Associations:** Visit families of vulnerable children to coach them on attendance and supporting learning at home.

**Parent Teacher Associations:** Work with local resources to identify opportunities to meet needs of vulnerable children.

Strategy requires Communication Support

#### ENABLING ENVIRONMENT

**Financing:** Collaborate to support competitive grant program in deprived schools in deprived districts to improve education accountability.

**Financing:** Leverage government funding to support competitive grant program to improve learning outcomes for deprived districts.

**Institutional Capacity Building:** Ensure education personnel training includes addressing inclusion, differently-abled, and learning challenges.

**Policies and Governance:** Support the drafting of an education accountability framework that addresses the needs of vulnerable children, equity, and special needs.

#### DEMAND AND USE

**Skills Building:** Ensure training for education personnel in deprived schools in districts to improve education accountability and learning outcomes for vulnerable and differently-abled children.