## BEHAVIOR PROFILE: TEACHERS DELIVER QUALITY INSTRUCTION

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

### BEHAVIOR
Teachers deliver quality instruction

### BEHAVIOR ANALYSIS

#### BEHAVIOR AND STEPS

**Steps**
1. Provide quality instruction, including time on tasks and teachers attendance
2. Track pupil attendance

#### FACTORS

**STRUCTURAL**
- **Accessibility**: Teachers are unable to deliver quality instruction because the system lacks resources to ensure teachers have the quality needed.
- **Accessibility**: Teachers are unable to deliver quality education because the system does not allocate resources appropriately.
- **Norms**: Teachers do not deliver quality education because there is a lack of external pressure from communities and families to perform.

**SOCIAL**
- **Family and Community Support**: Teachers do not deliver quality education because there is a lack of external pressure from communities and families to perform.
- **Attitudes and Beliefs**: Teachers do not deliver quality education because they have low professional expectations.
- **Knowledge**: Teachers do not deliver quality education because they lack knowledge of basic and innovative instruction.
- **Skills**: Teachers do not deliver quality instruction because their methodology and practices are not adequate.

#### SUPPORTING ACTORS AND ACTIONS

**INSTITUTIONAL**
- **Policymakers**: Develops quality national curriculum in reading and math at the primary level.
- **Policymakers**: Advocate for improved financing and management of primary education.
- **Managers**: Draft education accountability framework with clear norms, incentives, and sanctions for improved teacher professional behavior.
- **Managers**: Improve content of teacher development pre-service and in-service training.
- **Managers**: Improve development and delivery of teaching-learning materials at the school level.
- **Private Sector**: Support quality inputs for deprived schools in deprived districts.
- **Head Teachers**: Monitor teacher performance against standard.

### POSSIBLE PROGRAM STRATEGIES

**ENABLING ENVIRONMENT**
- Financing: Lobby to increase initial government funding for basic schools.
- Financing: Develop performance-based financing initiatives for continued funding.
- Institutional Capacity Building: Support the development of an innovative curriculum in reading and math at the primary level.
- Institutional Capacity Building: Strengthen capacity of education services to develop and deliver teaching-learning materials to school level.
- Partnerships and Networks: Partner to offer national grants to all deprived districts to improve attendance and quality inputs for schools.
- Policies and Governance: Support in drafting and implementing accountability framework with improved norms and standards for improving teacher behavior and with structured process for monitoring, rewards, and sanctions.

**DEMAND AND USE**
- Skills Building: Upgrade national teacher development programs.