# BEHAVIOR PROFILE: HOUSEHOLDS USE QUALITY EDUCATION SERVICES

**EDUCATION GOAL**

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

Vulnerable households use quality education services

- 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

### BEHAVIOR AND STEPS

- What steps are needed to practice this behavior?

**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

### FACTORS

#### 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.

#### 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.

#### ENABLING ENVIRONMENT

**POSSIBLE PROGRAM STRATEGIES**

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

#### STRATEGY

- **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.

#### 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.

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[Diagram showing steps, factors, and strategies related to household behaviors and education services]