

3.5. The Intervention Logic

The underlying intervention logic for this action is that:

IF sector policy dialogue is effective and productive based on the constructive social dialogue with education stakeholders and CSOs and **IF** capacities of responsible national authorities, education stakeholders and CSOs are strengthened and **IF** advisory services and technical assistance recommendations focused on gender equality, inclusive and quality education and the 21st century skills development are translated into policy decisions and actions **AND** MoES allocates relevant staff members capable to implement these actions, **THEN** teachers will be able to improve quality of teaching and children will be able to improve quality of learning irrespective of gender and disability.

IF quality of teaching and learning in school education is improved paying special attention to gender equality and inclusiveness and social dialogue is properly maintained **AND** Finance and Education Ministries' financing efficiently and effectively supports teaching and learning, equity, gender equality and inclusion, **THEN** education system will be more inclusive and gender responsive, and functional literacy in STEM, reading, digital, green, media will be improved. This is **BECAUSE** key elements necessary for creating conducive environment for practical and functional skill set development will be made available.

IF education system is more inclusive and gender responsive, functional literacy in STEM, reading, digital, green, media are improved **AND** Government remains committed to the education reform, SDGs and is accountable and transparent, **THEN** development of inclusive and equitable quality education, along with improvement of digital, media and green skills will be fostered in more systematic and sustainable manner and more students will be satisfied by the quality of their education. This is **BECAUSE** necessary expertise and practice as well as evidence-based solutions along with lessons learnt what works and what does not will be in use to inform decision-making and sector policy development, implementation and financing and the proven improvement of functional literacy among the students will be made available to the population.