OXFAM

With generous financial support from the people of Denmark through the

MINISTRY OF FOREIGN AFFAIRS OF DENMARK
Danida

Request for Proposals

RFP 2: Knowledge, Advocacy and Influencing for Improved Access to Diverse, Quality, and Transformative Education

1) <u>About Oxfam in Liberia</u>

In 2016, Oxfam Great Britain and Oxfam IBIS merged to create Oxfam in Liberia. As Oxfam in Liberia, we developed and validated a new country strategy that proposes a set of goals for 2020. The overall change goal is that Liberian women and men have an equal, sustained, representative and equitable dialogue with each other and the State on strategies to redress inequalities and reduce poverty. Our four enabling goals are: 1) gender justice 2) an influencing approach to access essential services (education, water, sanitation, hygiene and health) 3) support for income generation and sustainable livelihoods and 4) resilience of vulnerable peoples affected by human induced and natural disasters.

Oxfam in Liberia is one program towards *active citizenship*, *aiming to support the increased capacity of the population to equitably influence the shaping of our country and governance system*. We believe that strong and empowered social movements (that are representative of the voices of women as much as men, and of male and female youth as much as their elders) will contribute to an improved quality of life characterized by active citizenship, equitable and sustainable development, and a just and inclusive society. We commit to putting women's rights at the heart of all we do by:

- basing all our work on the understanding that gender justice is key to overcoming poverty and suffering;
- working with women and men to address specific norms and beliefs that create and reinforce gender-related poverty;
- empowering women and girls through our programmes and ways of working;
- reflecting gender justice in our own internal practices and ways of working.

2) <u>Danida-Oxfam Partnership Supports Liberian Civil Society</u>

The aim of the Danish development cooperation (Danida) is to reduce poverty and promote human rights, democracy, sustainable development, peace and stability. Danida shares Oxfam's values of accountability, empowerment, and inclusiveness and is well-aligned with Oxfam's mission to empower citizens to create a future that is secure, just, and free from poverty. Through Danida, the Ministry of the

Foreign Affairs of Denmark has generously donated funds to support Oxfam in Liberia's work through a Strategic Partnership Agreement (SPA) (2018-2021). Partnership is central to Oxfam's mandate: we work with others to overcome poverty and suffering. By working in partnership, we seek to improve the effectiveness and sustainability of our programmes by building a strong, vibrant civil society and by pooling our skills, expertise, and resources. **The purpose of this Request for Proposals (RFP) is to identify civil society partners that share the above values and are well organized and well positioned to contribute to the outputs and outcomes specified in the Oxfam-Danida SPA**. We intend to sign a Memorandum of Understanding for a multi-year partnership (through 2021), but will renew the grant agreement annually depending on performance and evaluation.

The SPA's overall development objective is:

In 2021, Liberian women, female and male youth create an inclusive equal, sustained, representative and equitable dialogue with key stakeholders and the State on decision making to redress inequalities, through increased access to education and to opportunities for income generation, thereby strengthening women's and youth' voice and reducing potential for social conflicts.

The Specific Objective for this Project/RFP is:

(SO2) Women, youth, men and marginalized populations in define own priorities for inclusive, gender-sensitive governance processes that enable enhanced access to appropriate and strengthened systems and accountability for quality transformative education, livelihood and peacebuilding in Montserrado, Grand Gedeh, Sinoe, and Rivercess.

The focus of this project is on active citizenship, advocacy and influencing for free public elementary education for all, youth skills development and employment, non-formal adult education, and transformative quality education.

1) <u>Geographic Areas and Target Beneficiaries</u>

The project locations differ slightly according to the strategic objectives outlined in the SPA. These projects will be carried out in 4 counties of Grand Gedeh, Sinoe, Rivercess, and Montserrado. The successful applicants will be able to demonstrate a significant presence and influence in these target areas. The targeted beneficiaries will be women, male and female youth and members of marginalized groups, community and rights-based organizations, networks and coalitions.

2) <u>Project Outcomes and Outputs</u> (Please refer to the SPA Results Framework Annex A to see indicators and targets for Y1)

Outcome 2.1 *Education policies and guidelines influenced to align with key policies and programmes of national and regional education actors (CSO, CSBs, NTAL, NGO Forum and regional and international education bodies) for public inclusive quality and transformative education, gender-sensitive and well-financed and delivery of education services in practice, and aligned to support for improved livelihood and peace building.*

Output 2.1.1 Civil society drives advocacy for free public elementary education for all enhanced.

Output 2.1.2 Initiatives have been taken to influence policies and government commitment to effectuate youth skills development and employment.

Output 2.1.3 Advocacy for the need of non-formal adult education, including literacy and numeracy, has enhanced the general understanding of the need for an enabling environment for including marginalised women's voices.

Outcome 2.2 *Key actors, including civil society; authorities; academia and business partners are committed to innovative transformative quality education.*

Output 2.2.1 The support provided to transformative quality education for elementary school actors

Output 2.2.2 The support to transformative quality education enhanced for actors working with youth, women and members of vulnerable groups.

Output 2.2.3 Training modules and materials for lobby and campaigning have been developed aiming to enhance the understanding and commitment to transformative education among government and key stakeholders, i.e. focusing on (i) community awareness and attitudes; (ii) civil society's ability to hold duty-bearers to account and (iii) the ability of education institutions to apply transformative aspects into curricula and practice and (iv) the ability of authorities to adapt to transformative approaches.

3) <u>Narrative Proposal Guidelines</u> **(Not to exceed 6 pages)**

Please adhere to these following guidelines. Be brief and to the point. Write your proposal in Arial, 11pt. font, 1.15 spacing.

1. Provide a context/problem analysis specific to the RFP, geographic areas, beneficiaries and to your proposed actions. (Max ½ page)

2. Provide a justification of your organization's strategic alignment with Oxfam and the RFP. What is your organization's: a) mission and vision; b) experience working in the geographic areas, with the target beneficiaries and with traditional/local/national authorities and other influencers and c) similar work and major achievements towards **strengthening civil society to** a**dvocate and influence for improved access to diverse, quality, and transformative education** (Max 1 page)

3. Outline your gender expertise and strategy to ensure your proposed actions promote women's rights, participation, and gender justice. (Max ½ page)

4. Complete the outputs and activities matrix below. <u>Note</u>: you <u>are not required</u> to write a proposal that contributes to all the outputs; we recommend that you apply only for those in which you already have demonstrated experience and expertise. Please adapt the number of activities according to your own plan. (Max ½ page)

Outcome 2.1 *Education policies and guidelines influenced to align with key policies and programmes of national and regional education actors (CSO, CSBs, NTAL, NGO Forum and regional and international education bodies) for public inclusive quality and transformative education, gender-sensitive and well-financed and delivery of education services in practice, and aligned to support for improved livelihood and peace building.*	
Output 2.1.1	Civil society drives advocacy for free public elementary education for all enhanced.
Activity 2.1.1.1	
Activity 2.1.1.2	
Activity 2.1.1.3	
Output 2.1.2	Initiatives have been taken to influence policies and government commitment to effectuate youth skills development and employment.
Activity 2.1.2.1	
Activity 2.1.2.2	
Activity 2.1.2.3	
Output 2.1.3	Advocacy for the need of non-formal adult education, including literacy and numeracy, has enhanced the general understanding of the need for an enabling environment for including marginalised women's voices
Activity 2.1.3.1	
Activity 2.1.3.2	
Outcome 2.2 *Key actors, including civil society; authorities; academia and business partners are committed to innovative transformative quality education.*	
Output 2.2.1	The support provided to transformative quality education for elementary school actors.
Activity 2.2.1.1	
Activity 2.2.1.2	
Output 2.2.2	The support to transformative quality education enhanced for actors working with youth, women and members of vulnerable groups.
Activity 2.2.2.1	
Activity 2.2.2.2	
Output 2.2.3	Training modules and materials for lobby and campaigning have been developed aiming to enhance the understanding and commitment to transformative education among government and key stakeholders, i.e. focusing on (i) community awareness and attitudes; (ii) civil society's ability to hold duty-bearers to account and (iii) the ability of education institutions to apply transformative aspects into curricula and practice and (iv) the ability of authorities to adapt to transformative approaches.
Activity 2.2.3.1	
Activity 2.2.3.2	

5. Present a narrative theory of change. Outline your strategies and proposed activities for each of the outputs and outcomes identified in the RPF to which you are responding. Explain the linkages between each level and provide reference to evidence, good practices and lessons learned that justify the linkages. Make sure you identify the assumptions you make about why your actions will contribute to the identified outputs and outcomes, as well as the risks that may prevent this from happening. You may consider the roles and contributions of other actors not directly involved in the project but on whom the achievement of project outcomes also depends. (Max ½ page)

6. Identify risks to successful project implementation and your risk management strategies. Consider both the external risks (e.g., political, social, cultural, economic or environmental factors) and the internal risks (within your organization) that could threaten the project results. Explain how you will respond to each of the risks you identify. (Max ½ page)

7. Provide a monitoring and evaluation plan to ensure project results. (Max ½ page)

8. Outline your sustainability plan for your organization and the project results. (Max ½ page)

9. Outline your communication and visibility plan. What are the key messages that you would like to communicate? How will you communicate the messages and to whom, when? How will you ensure visibility and recognition for Oxfam and Danida? (Max ½ page)

10. Give an overview of your organization's capacity and needs (Max 1 page):
    a) What managerial, financial, and technical capacities does your organization have and need to manage funds, implement activities (including procurement of goods and services) and achieve the project outcomes?
    b) What skills and capacity do you have and need to meet Oxfam's and donor requirements (including reporting, M&E, audits, visibility and recognition, etc.)?
    c) What kind of track record does your organization have in:
       - assessing and managing risk?
       - completing projects to budget and on time?
       - providing timely and accurate narrative and financial reports?
       - ensuring sustainability of project outcomes?

4) Financial Proposal

Develop an outcome-based budget for 12 months (July 15, 2018 – July 14, 2019).
Your budget should break down staffing, operational, administrative, and programmatic costs.
Note that it is likely that two civil society partners will be selected for each RFP. Please consider this when drafting your budget.

Outcome 2.1 (outputs 2.1.1, 2.1.2, 2.1.3) ranging from 6,000 – 12,000 Euro
Outcome 2.2 (outputs 2.2.1, 2.2.2, 2.2.3) ranging from 15,000 – 30,000 Euro

5) Required Annexes
   a) Registration certificate
   b) Tax clearance certificate
   c) Organigram that shows the gender composition of the organization
   d) Previous donor report
   e) List of the organization's Board of Directors and information about how and how often they are elected, as well as the gender composition of the Board
   f) Financial management policies and type of accounting system used
   g) List of signatories
   h) Approved annual budget by funding sources

6) Evaluation criteria

The evaluation process will begin immediately after opening the proposal with a preliminary examination to verify the overall completeness of the proposal as required by the RFP. Based on this examination, the evaluation committee (composed of 5 Oxfam staff) will decide whether to continue

with a detailed evaluation. If the proposal does not meet the requirements, the reasons must be clearly explained and attached to the proposal.

<u>Narrative proposal</u> (70 points)
1. Demonstrated understanding of context (5 points)
2. Strategic alignment and experience (15 points)
3. Gender expertise and soundness of gender strategy (5 points)
4. Appropriateness of activities identified (5 points)
5. Logical narrative theory of change (10)
6. Fair assessment of risks and appropriate risk response (5 points)
7. Soundness of M&E plan (5 points)
8. Soundness of sustainability plan (5 points)
9. Soundness of communications and visibility plan (5 points)
10. Significant capacity for programme management (10 points – includes consideration of Annexes c, d, and e)

A minimum of three Oxfam programme staff will evaluate the narrative proposals and score each section. The scores for each section will be averaged to determine the proposal's overall technical score.

<u>Financial proposal</u> (including an evaluation of annex material) 30%
1. Realistic and reasonable budget, including alignment with narrative proposal (15 points)
2. Comprehensiveness of financial management system and policies (15 points - includes evaluation of Annexes f, g, and h)

Two Oxfam finance/business systems staff will evaluate and average the scores for the financial proposal.

The two (technical and financial) scores will be added to score and rank the proposals.

7) <u>Guidelines for submission</u>

Women and youth' rights organizations are strongly encouraged to apply. You may seek further guidance from Oxfam by phone during working hours and in office between June 11 and 15 (Please email or call Lisa Kindervater at lkindervater@oxfam.org.uk or at 077 077 8843).

Deadline for submission is June 22, 2018 by 5:00pm. Please submit proposals electronically to liberiarecruitments@oxfam.org.uk. Name your organization and the RFP # (1 or 2) in the email subject line. Applicants will be notified of the results by email before close of business July 2, 2018.

ANNEX A: Liberia Strategic Partnership Agreement (SPA) Results Framework

Programme Development Objective	In 2021, Liberian women, female and male youth create an inclusive equal, sustained, representative and equitable dialogue with key stakeholders and the State on decision making to redress inequalities, through increased access to education and to opportunities for income generation, thereby strengthening women's and youth' voice and reducing potential for social conflicts		
Impact Indicator[1]	• Evidence[2] of Liberian women and especially youth (m/f) and members (m/f) of marginalized groups, having formulated demands and influenced legislation and local and national public policies so that they are more gender-sensitive, protect their rights or provide improved livelihood for them. • Evidence[3] of civil society stakeholders having influenced increase in budget allocation and improved access to information on quality and transformative education. • Number of significant conflicts and crime rate that threaten peace and security for women, youth and marginalized groups.		
Specific Objective 1	Women, female and male youths and members of marginalised groups[4] in Monsterrado, Margibi, Grand Gedeh, Sinoe and RiverCess impact the programmes and policies of civil society movements and government, and have an influence on decision-making affecting their lives at individual, community, and national level.		
Outcome 1.1 (movement building)	Women and female and male youths at local, regional and national levels are active participants in civil society movement and platforms, influence local and national levels democratic, political, social and economic governance policies and practices - focusing on issues such as building communal learning regarding citizenship, peace consolidation, rights and equality, and improved livelihood strategies, including natural resource management.		
Outcome indicator	Number of women, youth (m/f) and men including persons from marginalised populations[5] are active participants in civil society platforms and influenced decision making and development policies of government at local and national levels.		
Baseline	Year	2018	• Incremental, 0 promoted by SPA[6]
Target	Year 4	2021	• 5000 women, youth (m/f), men and members (m/f) of marginalised groups are active participants in civil society platforms

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[1] Partner forum identifies number & content of significant cases (if any) for each of the indicators 1 & 2.

[2] The package of methods to establish evidence of change will be outlined during the inception phase

[3] The package of methods to establish evidence of change will be outlined during the inception phase

[4] As 3.

[5] People living with disabilities, HIV&AIDS, Survivals of SGBV, Street youth/drug users, Poor widows, etc

[6] Partnership agreements include measurement of the number of participants - along with other indicators; measurement is an explicit requirement in partnership agreements.

Output 1.1.1			Civil society platforms', networks' and coalitions' institutional capabilities developed and advocacy and campaigning strategies strengthened.
Output indicator			• Number of platforms, networks and coalitions with documented improvement in capabilities • Number of advocacy and campaigning strategies strengthened plans developed
Baseline	Year	2018	• Baseline to be conducted to establish the status. • 0, incremental indicator
Target	Year 1	2018	- 1 civil society platform, network and coalition institutional capabilities developed; 4 other have institutional capabilities assessed. - 1 advocacy and campaigning plan developed and 4 other such plans under preparation.
Target	Year 2	2019	
Target	Year 3	2020	
Target	Year 4	2021	- 5 civil society platforms, networks and coalitions technical institutional capabilities developed - 5 advocacy and campaigning plans developed
Output 1.1.2			Platforms, networks and coalitions have conveyed knowledge[7]and understanding of influencing and advocacy at local and national levels as a result of strengthened capacities
Output indicator			• Number of platforms, networks and coalitions that have conveyed knowledge and understanding of influencing and advocacy messaging (for increased equality and potentials among women, men and youth).
Baseline	Year	2018	Baseline to be conducted to establish the current status.
Target	Year 1	2018	- At least 2 platforms, networks and coalitions (have conveyed knowledge and understanding of women and youth potential.)
Target	Year 2	2019	
Target	Year 3	2020	
Target	Year 4	2021	- At least 10 Platforms, networks and coalitions (with knowledge and understanding of women and youth potential increased by 30 percent).
Outcome 1.2 Influence			Support to civil society organizations in Grand Gedeh, Sinoe, River Cess and Montserrado countries has contributed to inclusion of women and youth groups in formal governance forums, involving multi-sectoral stakeholders and government bodies, focusing on issues such as building communal learning regarding citizenship, peace consolidation, rights and equality, and improved livelihood strategies.
Outcome indicator			• Number of local women and youth groups supported by the programme becoming represented in policy dialogue (addressing issues such as communal

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[7] During the inception phase, it will be defined how to measure the processes of conveying knowledge - and how this links to the capacity development taking place

			learning on citizenship, peace consolidation, rights and equality with multi-sectoral stakeholders). • Number of local women and youth groups and forums supported by the programme engaging in influencing for policy on improved livelihood strategies.
Baseline	Year	2018	• Baseline to be conducted to establish the current status • 0, incremental indicator
		2019	
		2020	
Target	Year 4	2021	- 30 women and youth groups and forums are represented in public policy dialogues with government and other stakeholders in southeast Liberia addressing citizenship, peace consolidation, rights and equality. - 25 local women and youth groups and forums included in creating improved livelihood and promoting improved livelihood policies and strategies.
Output 1.2.1			Local level leadership has received training and is sensitized regarding more women and female and male youth participation within the local level governance and leadership structures
Output indicator			• Number of local level leadership persons trained • Number of women and female and male youth who have become involved and represented in local democratic governance and leadership structures as a result of local democratic governance and leadership structures training,[8],
Baseline	Year	2018	• 0 incremental • 0, incremental
Target	Year 1	2018	- 20 local leadership persons trained on the value of women and youth elected, appointed and enrolled in local democratic governance and leadership structures. - Plan for how to follow up on and identify 5 women and female and male youth have been included in local governance and leadership developed
Target	Year 2	2019	
Target	Year 3	2020	
Target	Year 4	2021	- 100 local leadership persons trained - 20[9] new leaders[10], who are women, female and male youth elected and enrolled in local democratic governance and leadership structures.

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[8] Explain/give examples of such local governance structures

[9] 20 leaders per county

[10] We will observe during the 1st and 2nd years of implementation to see if new leaders will be elected to replace existing one – and thus make adjustment to the indicator based on with is feasible/practical.

Output 1.2.2			Women led groups and youth led groups at local level enhance leadership for promotion of citizenship, active participation, putting forward women's rights, peace consolidation, equality and advocacy issues they defined.
Output indicator			• Number of women led groups and youth led groups at local level that have emerged around local leadership and governance issues.
Baseline	Year	2018	Incremental indicator, 0
Target	Year 1	2018	- 4 women led groups and youth led groups emerged at local level, organised around leadership and governance issues.
Target	Year 2	2019	
Target	Year 3	2020	
Target	Year 4	2021	- 20 women led groups and youth led groups emerged at local level, organised around leadership and governance issues.
Output 1.2.4			Qualitative and comprehensive livelihood strategies developed by key civil society actors (partners and key stakeholders) to enhance the capacity of local communities, women and youth for improving and promoting livelihood.
Output indicator			• Number of qualitative and comprehensive livelihood strategies developed for influencing and advocacy • Number of local communities, women's and youth groups' capacity enhanced
Baseline	Year	2018	0, incremental indicator, 0 Incremental indicator
Target	Year 1	2018	- At least 1 qualitative and comprehensive strategy has been developed and tested. - 15 local communities' capacity assessed.
Target	Year 2	2019	
Target	Year 3	2020	
Target	Year 4	2021	- 5 qualitative and comprehensive livelihood strategies developed and tested. - 15 local communities, women and youth groups' capacity enhanced and influencing on improvement of livelihood promoted.
Specific Objective 2			Women, youth, men and marginalized populations define own priorities for inclusive, gender-sensitive governance processes that enable enhanced access to appropriate and strengthened systems and accountability for quality transformative education, livelihood and peace building in Sinoe, Grand Gedeh, Rivercess and Montserrado.
Outcome 2.1			Education policies and guidelines influenced to align with key policies and programmes of national and regional education actors (CSO, CSBs[11], NTAL, NGO Forum and regional and international education bodies) for public inclusive

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[11] County School Board

			quality and transformative education, gender-sensitive and well-financed and delivery of education services in practice, and aligned to support for improved livelihood and peace building.
Outcome indicator			• Number of civic driven education platforms; networks and coalitions influencing and affecting policies via lobby, advocacy and campaigns. • Number of documented advocacy processes and their results
Baseline	Year	2018	Baseline to be conducted to establish the current status 0, incremental indicator
		2019	
		2020	
Target	Year 4	2021	- 6 education platforms; networks and coalitions are supported, leaving civil society advocacy structures around education strengthened, - 10 cases of documented advocacy processes and results with respect to change in educational policies and systems
Output 2.1.1			Civil society drives advocacy for free public elementary education for all enhanced.
Output indicator			• Number of structured advocacy processes and campaigns addressing the issue of girls' enrolment and completion.
Baseline	Year	2018	Baseline to be conducted to establish the current status. Cases of documented advocacy results
Target	Year 1	2018	-1 education platform has run advocacy activities, on girls enrolment and retention/completion - N/A: too early stage to expect results
Target	Year 2	2019	
Target	Year 3	2020	
Target	Year 4	2021	- 4 (3 regional and 1 national level) education platforms have run advocacy and campaigning. - advocacy cases …
Output 2.1.2			Initiatives have been taken to influence policies and government commitment to effectuate youth skills development and employment.
Output indicator			• Sessions of structured advocacy initiatives related to influencing policies and government for relevance and effectiveness of youth skills development, and promotion of employment. • Cases of promotion of youth employment strategical aspects
Baseline	Year	2018	• Baseline to be conducted to establish the current status. • 0, incremental indicator
Target	Year 1	2018	- At least 2 structured initiatives related to influencing policies and government for youth skills development, including reform of curricula to include life skills and peace issues - Youth employment strategies initially discussed in civil society forums.
Target	Year 2	2019	
Target	Year 3	2020	

Target	Year 4	2021	- 6 sessions of structured initiatives related to influencing policies and government for youth skills development, including curriculum reforms. - 2 cases of youth employment advocacy promotion at national level.

Output 2.1.3			Advocacy for the need of non-formal adult education, including literacy and numeracy, has enhanced the general understanding of the need for an enabling environment for including marginalised women's voices.
Output indicator			• Change in Public attitudes in programme areas related to or in favour of access to quality and transformative adult education measured through a sample.[12]
Baseline	Year	2018	Baseline to be conducted to establish the current status.
Target	Year 1	2018	- The partners express that there is a positive change in the understanding of the role of transformative adult education as a catalyst for the development of women's voices.
Target	Year 2	2019	
Target	Year 3	2020	
Target	Year 4	2021	- At least 50 percent of those involved expressed having understanding of the role of transformative adult education as a catalyst for the development of women's voices. [13]

Outcome 2.2			Key actors, including civil society; authorities; academia and business partners are committed to innovative transformative quality education.
Outcome indicator			• Number of levels/actors in the education system who are active in in transformative change processes. • Number of transformative education components introduced and piloted in the education system.
Baseline	Year	2018	Incremental indicator, 0
Target	Year 4	2021	- 10 civil society, local authorities, academic and business partners committed to advocacy and rollout of transformative education. - 4 components introduced and piloted in the education system.

Output 2.2.1			The support provided to transformative quality education for elementary school actors
Output indicator			• A "Cluster for Proficiency in Transformative Education" involving key partners is established and operational • Number of teachers and education affiliates trained • The cluster develops, monitors and documents outcome in the area of transformative education
Baseline	Year	2018	• Incremental indicator, 0 • Incremental indicator, 0

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[12] Methods to establish the baseline and progress will be developed within the inception phase of the programme.
[13] Methods to establish the baseline and progress will be developed within the inception phase of the programme.

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				• Incremental indicator, 0
Target	Year 1	2018	- Key partners discuss, agree and initiate the establishment of a cluster for proficiency in transformative education. - Training plans for teachers and others developed - Monitoring of outcomes not possible first year.
Target	Year 2	2019	
Target	Year 3	2020	
Target	Year 4	2021	- The Cluster for Proficiency in Transformative Education has engaged in at least 30 exchanges and mutual learning sessions. - 600 teachers (m/f) and other education affiliates (m/f) trained. - The Cluster for Proficiency in Transformative Education has documented achievements including 4 lessons learned seminars and 20 occasions of media exposure.
Output 2.2.2			The support to transformative quality education enhanced for actors working with youth, women and members of vulnerable groups.
Output indicator			• Number of curricula initiatives directed at improving TVET skills development - by local and national platforms and networks. • Number of new strategic initiatives providing non-formal adult education for women. Number of members of vulnerable groups (m/f) enrolled in transformative education.
Baseline	Year	2018	• Baseline to establish the initial level of TVET curricula • Incremental indicator, 0 • Incremental indicator, 0
Target	Year 1	2018	- TVET curricula initiatives have been discussed and planned by platforms and networks - New strategic initiatives providing non-formal adult education have been planned and initiated. - Plans established for provision of transformative non-formal education to vulnerable community members
Target	Year 2	2019	
Target	Year 3	2020	
Target	Year 4	2021	- At least 4 concrete TVET curricula initiatives with rolled out to 175 youth with results (certificates in TVET). - At least 4 new strategic initiatives addressing non-formal women's education. - 20 initiatives of transformative non-formal education for vulnerable groups completed and effect documented for 175 youth learners
Output 2.2.3			Training modules and materials for lobby and campaigning have been developed aiming to enhance the understanding and commitment to transformative education among government and key stakeholders, i.e. focusing on the ability of education institutions to apply transformative aspects into curricula and practice and the ability of authorities to adapt to transformative approaches.
Output indicator			• Exemplary lobby and campaigning plans developed.

			• Number of individuals (m/f) trained and their capacity raised to understand and advocate for transformative aspects in education Documentation of government and key stakeholders becoming engaged as advocates for transformative education.
Baseline	Year	2018	• Incremental indicator, 0 • Incremental indicator, 0
Target	Year 1	2018	- Plans under development - Meetings and screening taking place to establish the needs and interest among key government representatives and - 0 for the first year as documentation awaits activities to be started.
Target	Year 2	2019	
Target	Year 3	2020	
Target	Year 4	2021	- At least 5 different plans modules developed and rolled out. - At least 75 key government and stakeholder representatives engage in continuous collaboration