



Final Draft

**GENDER MAINSTREAMING STRATEGY FOR OPEN AND DISTANCE
LEARNING**

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Acronyms

ADF	African Development Fund
AIDS	Acquired Human Immune Deficiency Syndrome
BOCODOL	Botswana College of Distance and Open Learning
CEDAW	Convention on the Elimination of All forms of Discrimination against Women
EFA	Education for All
FGDs	Focus Group Discussions
GBV	Gender Based Violence
GMS	Gender Mainstreaming Strategy
GU	Gender Unit
HIV	Human Immuno-deficiency Virus
ICT	Information and Communication Technology
IEC	Information education and Communication
M&E	Monitoring and Evaluation
MDGs	Millennium Development Goals
MOV	Means of Verification
ODL	Open and Distance Learning
OVI	Objectively Verifiable Indicator
RISDP	Regional Indicative Strategic Development Plan
SADC	Southern African Development Community
SIF	Strategic Implementation Framework on Gender and Development
TVET	Technical and Vocational Education and training
TCODL	Technical Committee on Open and Distance Learning

FOREWORD

One of the mandates of the SADC Secretariat is to facilitate policy development and harmonization to promote deeper regional integration and economic growth. One of the enablers of deeper regional integration as stipulated in the Regional Indicative Strategic Development Plan (RISDP) is gender mainstreaming in all policies, programmes, projects and activities of the SADC region. The Regional Indicative Strategic Development Plan stipulates that gender mainstreaming is part and parcel of all development endeavors including in the education and training sector and it call for gender sensitivity of teaching and learning materials and composition of professional associations, teacher/ student exchange programmes. Thus gender equality and empowerment of women are regarded as key cross cutting issues within the SADC region and therefore every sector including the education sector should ensure that specific needs of women and men, girls and boys in education are addressed.

It is against this background that the SADC Secretariat facilitated the development of the Gender Mainstreaming Strategy for Open and Distance Learning with the objective of providing a framework for mainstreaming gender in open and distance learning programmes.

The Gender Strategy will therefore contribute to the development and deployment of effective harmonised open and distance learning, to increase equal access and achievement for both men and women to quality education and training and support regional integration across SADC region through systematic gender mainstreaming.

The development of the Gender Strategy was informed by the findings of the Assessment Report on the status of gender mainstreaming in education generally and in particular Open and Distance Learning where issues and challenges to achieving equal access to education and training were identified. The identified issues were validated by educationists, ODL practitioners and the gender experts from Member States and consensus was built on the issues and challenges; and intervention areas that the Strategy should address to promote gender equality in Open and Distance Learning. The Strategy has six key intervention areas namely Policy Development, Review and Harmonisation; Capacity Building for Gender mainstreaming in ODL; Advocacy and Lobbying; Service delivery with a gender lens; Co-ordination, Networking and Collaboration; and Research, Monitoring and Evaluation.

The Gender Strategy will therefore translate the SADC policy commitments as stipulated in the SADC Gender and Development Protocol, the SADC Gender Policy and the Regional Indicative Strategic Development Plan which is the SADC overall guiding document for the SADC Secretariat to facilitate deeper regional integration. The Gender Strategy will ensure systematic gender mainstreaming in the development and implementation of open and distance learning policies, programmes and activities at regional and national level. This is in accordance with the SADC Protocol on Education and Training which call for affirmative action to ensure access to education by the disadvantaged groups including women; and the SADC Gender and Development Protocol which calls for Member States to adopt and implement gender sensitive educational policies and programmes to address gender stereotypes in education and gender based violence.

The Gender Strategy brings into sight the hidden historical and structural issues that affect women and men to access education through open and distance learning. This is a “must have” document for all ODL practitioners in the SADC region in order for them to effectively deal with the challenges that have failed the education sector to realize its long term goals. It brings synergies between the SADC Protocol on Education and Training; and the SADC Gender and Development Protocol in its implementation for the region to realize its goals and objectives of regional integration and economic development. It therefore provides a

unique pathway into practicality in dealing with challenges of women empowerment and gender equality in education.

The Gender Mainstreaming Strategy also provides a framework for effective coordination on issues of education and training through open and distance learning and has clearly outlined the gender issues and challenges in open and distance learning, and concrete strategies to be implemented for the desired impact. The Strategy will therefore ensure that more women and girls who drop out of school from the conventional school system access education through ODL programmes there by ensuring equal availability of skilled, educated and highly productive men and women who would promote regional integration in the SADC region.

It has incorporated issues of people with disabilities and other vulnerable groups, poverty and HIV and AIDS as they negatively affect education of the boy and girl child. It has therefore an added value to the implementation of the SADC Protocol on Education and Training which does not directly make reference to such issues as recognized by the Regional Indicative Strategic Development Plan. The implementation of this Strategy will be coordinated and facilitated by the SADC Secretariat under the Directorate of Social and Human Development and Special Programmes through the Education and Skills Development Unit in collaboration with the Gender Unit.

The SADC Secretariat therefore wishes to thank all the Member States who directly and indirectly contributed to the development of this Strategy. Specifically, the SADC Secretariat wishes to recognise the technical input from various experts from ODL institutions, Ministries of Education, and National Gender Machineries. Additionally, the Secretariat thank the members of Technical Committees on ODL (TCODL) in Mauritius, Malawi, Zambia, Mozambique, Namibia and Tanzania who worked tirelessly to make the necessary logistical arrangements for data collection. Above all, special gratitude goes to the TCODL members for their invaluable input which has made this document. Special thanks go to the women and men (young and old), male and female ODL learners that participated in various focus group discussions at country level.

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Definitions of Terms

- Affirmative action:** means a policy programme or measure that seeks to redress the past discrimination through active measures to ensure equal opportunity and positive outcomes in the education sector.
- Discrimination:** means any distinction, exclusion or restriction which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise, by any person of human rights, and fundamental freedoms in the political, economic, social, cultural, civil or nay field.
- Gender** means the roles, duties and responsibilities which are culturally or socially ascribed to women, men, girls and boys.
- Gender Based Violence:** means all acts perpetrated against women, men, girls and boys on the basis of either their sex which cause or could cause them physical, sexual, psychological, emotional or economic harm, including the threat to take such acts, or to undertake the imposition of arbitrary restrictions on or deprivation of fundamental freedoms in private or public life in peace time and during situations of armedor other forms of conflict.
- Gender equality:** means the equal enjoyment of rights and the access to opportunities and outcomes, including resources, by women, men girls and boys.
- Gender equity:** means just and fair distribution of benefits, rewards and opportunities between women men girls and boys.
- Gender Focal Points:** These are officers entrusted to coordinate gender mainstreaming processes in an institution.
- Gender mainstreaming:** means the process of identifying gender gaps and making women's, men's, boys' and girls' concerns and experiences integral to the design, implementation, monitoring and evaluation of policies and programmes in all spheres of life so that they benefit equally
- Gender sensitive:** means acknowledging and taking into account the specific gender needs of both women and men at all levels of planning, implementation, monitoring and evaluation.
- Gender stereotypes:** means beliefs held about characteristics, traits and activity domains that are deemed appropriate for women, men, girls and boys based on their conventional roles both domestically and socially.
- National Gender Machinerics:** means national structures with the mandate of executing and
monitoring gender and related policies and programmes in line with national, regional and international commitments.

Open and Distance Learning: means a set of teaching and learning strategies (or education methods) that can be used to overcome spatial and temporal separation between educators and learners.

ODL institutions means an institution either public or private mandated to offer open and distance learning programmes.

Sexual harassment: means any unwelcome sexual advance, request for sexual favour, verbal or physical conduct or gesture of a sexual nature, or any other behaviour of sexual nature that might reasonably be expected or be perceived to cause offence or humiliation to another whether or not such sexual advance or request arises out of unequal power relations.

1.0 INTRODUCTION

The Southern African Development Community (SADC) through the Directorate of Social and Human Development is implementing a Capacity Building Project in Open and Distance Learning (ODL) with funding from the African Development Bank. The purpose of the Project is to contribute to the development and deployment of effective, harmonised ODL to increase access to quality education and support regional integration across SADC. One of the key activities under this project is the development of Gender Mainstreaming Strategy for Open and Distance Learning.

The Gender Mainstreaming Strategy (GMS) for Open and Distance Learning (ODL) has been developed with the aim of translating SADC's Policy commitments to gender equality contained in several global and regional gender instruments.

The Gender Strategy focus on four thematic areas of education namely Secondary, Teacher, TVET and Tertiary education, however the strategies stipulated also apply to gender mainstreaming in primary education.

The development of the Gender Strategy has been informed by the findings of the Assessment study which was done to identify gender issues in education in general and Open and Distance Learning in particular. Despite the fact that the situation analysis was undertaken in 6 out of the 15 SADC Member States namely Namibia, Malawi, Mauritius, Mozambique, Tanzania and Zambia, the findings reflect gender issues, gaps and challenges that exist in the entire SADC region. Further consultations were made with other Member states through various foras such as Consensus building workshop, the Technical Committee on Open and Distance Learning meetings where the identified issues and challenges were presented and consensus built.

This Gender Strategy is, therefore, a product of the situation analysis that the Capacity Building Project commissioned as part of its efforts of harmonising the provision of ODL in the region. Additionally, the Strategy is informed by the SADC Protocol on Education and Training, SADC Gender Policy, SADC Protocol on Gender and Development and other regional and international instruments on women empowerment and gender equality.

The GMS is intended to increase the effectiveness, efficiency of ODL service delivery in the SADC region to enable girls and boys, women and men to realize their right to education and effectively participate in the social economic and political life of their countries and the region as a whole. The Strategy will contribute to the regional integration and development agenda by facilitating equal opportunities in education for the region to have well educated, informed healthy, productive and efficient human resources. The Strategy addresses a myriad of gender issues affecting access to education in general and ODL in particular and lays down basic steps for more equity in learning. Its ultimate goal is to contribute to the achievement of gender equality through implementation of gender responsive ODL programmes.

The Strategy has identified 6 key intervention areas namely (i) Policy Development, Review and Harmonisation, (ii) Capacity Building for Gender mainstreaming in ODL, (iii) Advocacy and Lobbying, (iv) Service Delivery with a gender lens, (v) Co-ordination Networking and Collaboration and (vi) Research Monitoring and Evaluation. The Strategy also provides the framework for the major situational issues affecting learners that have been identified as common challenges in the region vis a vis, poverty and HIV and AIDS, social cultural issues e.g

harmful traditional practices, early marriages, teenage pregnancies, biased socialisation of the girl and boy child and gender based violence.

Each of the identified Intervention Areas has Strategic Objectives, issues and challenges, commitment to action, proposed strategic actions both at regional and national level to guide ODL practitioners to address the issues and select relevant activities that will lead to equitable learning outcomes for boys and girls, women and men in open and distance learning. The Strategy has also outlined an Institutional framework for implementation with clear roles of various stakeholders, Monitoring and Evaluation component, Implementation Plan, and the Logical Framework which outlines, inter alia, main regional and national level activities to be implemented, indicators and means of verification, and risks and assumptions that need special attention during implementation.

1.1 Context

The results of the situation analysis that was undertaken in the 6 SADC Member States above revealed a number of issues and challenges that are affecting the attainment of education goals as stipulated in many national, regional and global instruments on education and training, and gender equality. One of the identified issues is that there is inequitable access to education at all levels in the region as a result of the constrained structural nature of education systems emerging from an expanded primary education sector. The inequitable access to education is further compounded by a number of social cultural issues in the region. These include the challenge of HIV and AIDS, abject poverty, negative cultural and traditional practices including the biased socialisation of girls and boys in the family and school. In addition, the study identified a number of gender specific dimensions of access that negatively impact on women and girls. Some of these are the high cases of school drop out among females because of issues of teenage pregnancy, early marriage; gender based violence and challenges of puberty and reproductive roles that deter women and girls from participating on the same footing with boys. These factors result into low retention and poor completion rates of girls and women at different levels of education.

The findings show that there are also other factors that impact negatively on male participation in education. It was noted that poverty and other economic related factors impact negatively on male participation in education. In Mozambique for instance, it was noted that a lot of males drop out of school to explore cross border opportunities offered by the mining industry in South Africa. In the Luapula province of Zambia where fishing is predominant, a lot of boys drop out of school during the fishing season while others in Malawi are distracted from school because of the availability of occasional casual labour during tobacco growing and selling seasons. These challenges underline the need for increased access to ODL so as to close the gaps in educational attainment for girls and boys who drop out because of these factors.

There are other challenges and issues that were identified that pertain to ODL in particular. The analysis has shown that ODL as a discipline has its own challenges that impact on male and female learners in different ways. Some of the issues are to do with the methods that are used in delivery of ODL programmes, type of learning materials and their timeliness, location of ODL centres including modes of instruction, and the capacity to deliver ODL itself among other factors. Some critical gender issues that were identified in ODL have to do with access to centres offering ODL, unavailability of facilities for female learners with children and the time that ODL is offered. This was found to be problematic for female learners due to remoteness of some areas and distances that are involved as noted in Mozambique, Namibia, Tanzania and Malawi. This was felt to be a challenge during face to face sessions. The timeliness of study

materials was another crucial factor especially for female learners that cannot access face to face instruction because of constraints they face in their learning environment and other reproductive roles that they have to perform. Delays in provision of study material and late feedback were found to be contributing to loss of interest, poor performance and worse still failure to proceed.

Despite these issues and challenges, the situation analysis also revealed that there is an enabling policy framework for gender mainstreaming at all levels (national, regional and global level). Some gaps were noted in policies, most of which are not harmonised for relevance in ODL and only 3 of the 15 SADC Member States (Lesotho, Mozambique and Namibia) have ODL policies. Thus the development of the SADC Gender Mainstreaming Strategy for ODL should be seen as an opportunity for shaping the formulation of ODL policies at national level to mainstream gender with a view to meeting the needs of different learners.

In addition, the assessment showed that capacity for gender mainstreaming among ODL practitioners and staff is low and varied particularly in terms of skills for gender analysis and mainstreaming in programmes; weak monitoring and evaluation systems and in most Member States these do not exist; coordination between the ODL institutions and the National Gender Machineries whose mandate to provide technical expertise in gender mainstreaming to other sectors at national level.

1.2 Conceptual Framework

SADC's commitment to gender mainstreaming is reflected through its ratification of several international instruments and development of regional specific tools for the achievement of gender equality. At the global level the SADC has ratified and is party to the Convention for the Elimination of All Forms of Discrimination Against Women (CEDAW-2004), Dakar Platform for Action (1994), Beijing Platform for Action (1995), and the Protocol to the African Charter on Human and People's Rights on the Rights of Women in Africa (2003) and the Millennium Development Goals. SADC governments are also signatories to the Solemn Declaration on Gender Equality in Africa through which they have reaffirmed their commitment to gender equality as enshrined in the Constitutive Act of the African Union Article 4 and Millennium Development Goals.

At regional level, a major policy framework for gender mainstreaming is the SADC Gender Policy (2007). The policy recognises gender equality as a fundamental human right and an integral part of regional integration, economic growth and social development. It identifies a number of factors that challenge the achievement of gender equality in education. Among these factors are disparities in educational attainment, enrolment rates between girls and boys especially in secondary and tertiary institutions; limited access to Information and Communication Technology (ICT) and that few girls specialise in male dominated professions.

The SADC Protocol on Gender and Development (2008) and the SADC Declaration on Gender and Development (1997) are two other important blue prints for gender equality in the SADC region. Article 14 of the Protocol specifically covers gender equality in education. It states that, "state parties shall by 2015 adopt and implement gender sensitive educational policies and programmes addressing gender stereotypes in education and gender based violence among Others¹" Part 1 of the article calls for the promotion of equal access and retention in Primary,

¹ SADC Protocol on Gender and Development P12

Secondary, tertiary, vocational and non formal education in accordance with the protocol on education and the MDGs. Article 11 (b) covers the girl child and calls on state parties to ensure that girls have equal access to education and health care and are not subjected to any treatment which causes them to develop a negative self image. On the other hand, the SADC Declaration on Gender and Development among other things; seeks to promote women and girls' access to education and to cultivate and promote a culture of gender equality. The 30% benchmark that the Declaration set though not legally binding has been used by many SADC member states to set benchmarks for gender equality by reserving 30% of decision making positions to women. Some member states have applied this even in all areas of socio economic life including education.

The Regional Indicative Strategic Development Plan (RISDP) is another important instrument for the promotion of gender equality in the region. It identifies gender as a critical crosscutting issue for achieving poverty reduction, improvement of the quality of the standard of living, prevention and eradication of HIV and AIDS and regional integration. Among the key intervention areas that the RISDP identifies is gender mainstreaming into all sectoral policies, programmes and activities at national and regional level. It proposes that this should be done through gender sensitive planning and budgeting initiatives, policy development and implementation, capacity building in gender and training and the collection of gender disaggregated data. All these are key areas that the SADC GMS should embrace if education through ODL is to be used as a strategic channel for the attainment of gender equality.

The Strategic Implementation Framework on Gender and Development (SIF) 2006 -2010 is a generic guide for the implementation of SADC gender commitments. Its aim is to create synergy and synthesis of efforts in the execution of regional gender commitments by member states. To underline the important role of the two instruments above, the SADC Gender Unit has developed a Business Plan (2007- 2011) based on the SIF and RISDP. The business plan addresses the actions required to accelerate the implementation of gender commitments as outlined in various regional and international instruments and frameworks.²

The provision of education in the SADC region is guided by the targets that are set in the Education For All (EFA) and MDGs at global level and two key regional policy documents namely the SADC Protocol on Education and Training and the SADC Regional Indicative Strategic Development Plan (RISDP). The SADC Protocol on Education and Training recognises that issues of equal access and where necessary affirmative actions to enhance equal access are key to the realisation of SADC goals on social development. One of the objectives of the SADC Protocol on Education and Training is to work towards the reduction and eventual elimination of constraints to better and freer access to education, by citizens of the Member States. Article 5 of the Protocol which covers Basic Education states that "where necessary and appropriate but without prejudice to the normal entry requirements, socially disadvantaged groups shall be given special support in admission to basic education to balance access to education. Article 9 of the Protocol has 8 objectives covering Distance Education. One of them is aimed at improving access to education and reduction of inequalities in the acquisition of education and training. Thus the Protocol on Education and Training appreciates that gender is an important variable in the delivery of education programmes.

The Second Decade of Education for Africa (2006-2015), Draft Plan of Action, (June 2006) identifies Gender and Culture as one of the areas of focus. It states that in the Second Decade of Education, every effort will be made to ensure that gender and culture are mainstreamed into

² (SADC Gender and Development Business Plan with Concept Notes 2007- 2010)

all the decade priorities among other priorities. It emphasises that efforts are still needed to get every girl and boy to school; increase the numbers and proportion of female teachers at every level; and ensure gender sensitivity in learning environments and in teaching and learning materials. Thus the development of this gender mainstreaming Strategy for ODL provides the opportunity to fill the identified gaps in education through the application of gender responsive ODL programmes.

At national level each of the 15 SADC member states has developed education policies, and plans to guide the provision of education and some of them encompass the provision of ODL. As individual states, SADC Member States have also developed national instruments such as National Gender Policies, Constitutions, Poverty Reduction Strategies, Educational Policies and other sectoral plans that mainstream gender with varying degrees.

All these instruments provide an overall legally binding framework to which SADC as a region has to measure up to and ensure that it stands by the commitments contained therein. Individual SADC Member States have also signed and ratified these instruments and this therefore gives them a dual accountability status in terms of ensuring how those commitments are translated on the ground vis-a vis as individual states, and as members of a regional grouping. To come up with a more holistic GMS for ODL some articles of these regional gender and education instruments are built within the Gender Strategy to guide the planning, implementation monitoring and evaluation of gender responsive ODL Programmes.

2.0 ANALYSIS OF STRENGTHS, WEAKNESSES, OPPORTUNITIES AND THREATS (SWOT) FOR GENDER MAINSTREAMING IN ODL

2.1 STRENGTHS

- Existence of policy framework for gender mainstreaming within the SADC region at all levels (national, regional and Global level)
- Some SADC Member States have national gender policies and some have constitutions with provisions for gender equality which should be harmonised and popularised to advance the implementation of gender sensitive ODL programmes and service delivery.
- All the SADC Member States have National gender machineries to spearhead the implementation of gender commitments and provide technical expertise to other sectors to mainstream gender.

2.2 WEAKNESSES:

- Inadequate capacity in gender mainstreaming among ODL practitioners;
- Limited mechanisms for sharing best practices and lessons learned in gender mainstreaming in the region;
- Limited popularisation and translation of policies into actions;
- Some Member States do not have gender policy and specific guidelines for mainstreaming gender in ODL;
- With weak linkages among key stakeholders, coordination of gender issues at country level is problematic;
- Most ODL institutions are not capturing and utilizing gender disaggregated data;
- Weak accountability and monitoring systems to facilitate planning and implementation;

- Several institutional constraints such as long distances to study centres, delayed feedback, unfriendly curricula and learner facilities especially for girls, women and the disabled;
- Inadequate capacity, infrastructure and access to ICTs to facilitate e.Learning and m.Learning
- Non existence of ODL and /or Gender policy for ODL in most SADC member states
- Low public appreciation of gender mainstreaming in ODL i.e. gender not adequately recognised as a cross cutting issue.
- Inadequate financial resources allocated for ODL programmes
- Weak National Gender Machineries in terms of skilled personnel and low funding

2.3 OPPORTUNITIES

- Availability of funding through the SADC Capacity Building Project and measures;
- Establishment of Centres of Specialization provides opportunities for increasing gender enrolment and trained people in the region using ODL;
- Mandate of SADC Secretariat to facilitate policy review, development and harmonisation offers an opportunity for National ODL policies to integrate gender issues
- Training programme under the SADC ODL project will be an entry point for systematic training for ODL institutions in the region result in strengthened skills for ODL;
- Introduction of technologies that enable e.Learning and M.Learning in some Members States reduces constraints for female learners;
- Existence of best practices that addresses gender inequalities in education;

2.4 THREATS

- Poverty, HIV and AIDS, gender based violence, among others, threaten access to and attainment in education;
- Harmful cultural and traditional practices deter the education of both female and male learners;
- Early marriages and teenage pregnancies lead to high attrition rates among girls;
- Misconception about ODL's capacity and relevance to deliver quality education threaten its viability;
- Low funding towards ODL institutions and programmes in most Members States limits optimization of ODL potential
- Negative cultural and traditional practices which have resulted in high drop out rates of boys and girls; men and women.
- Gender is not being adequately recognised as a crosscutting issue by some member states.
- Low public appreciation of ODL programmes and gender mainstreaming concepts.

3.0 RATIONALE OF THE GENDER MAINSTREAMING STRATEGY IN OPEN AND DISTANCE LEARNING

This Gender Mainstreaming Strategy for Open and Distance learning outlines strategies to promote gender equality in Open and Distance Learning. The Gender Mainstreaming Strategy provides a framework for effectively translating gender policy commitments. Additionally, it will

also facilitate implementation of the various continental and global commitments on women empowerment and gender equality.

It therefore goes beyond ensuring equal numbers of women and men in current ODL initiatives to consciously and consistently paying attention to those that may be marginalised because of their sex, marital or socio-economic status, age, disability or other vulnerability. It will reshape current approaches, policies, and practice of ODL institutions to actively promote gender equality. It facilitates policy review, development and harmonisation to ensure gender sensitivity, proper coordination, networking and collaboration between and among stakeholders, enhances capacity building among ODL practitioners, and provides for effective monitoring and evaluation systems and delivery of ODL with gender lens.

The Gender Mainstreaming Strategy brings into sight the hidden historical and structural issues that affect women and men to access education through Open and Distance Learning. It brings synergies between the SADC Protocol on Education and Training and the SADC Gender and Development Protocol in its implementation for regional integration and economic development. It therefore provides a unique pathway into practicality that can deal with the challenges of women empowerment and gender equality in education. In addition, it has incorporated issues of people with disabilities and other vulnerable groups, poverty and HIV and AIDS as they negatively affect education of the boys and girls, men and women.

The Gender Mainstreaming Strategy, has therefore been developed to address gender gaps and challenges and close any manifestations of inequality in ODL that emanate from inadequate capacity for gender mainstreaming, limited skills and systems for collection of gender disaggregated data and absence of specific policy direction to guide integration of gender sensitive approaches in the delivery of ODL programmes, and negative perceptions towards gender equality. The main thrust of this Strategy is to address both systemic and structural challenges to educational attainment between girls and boys, women and men and other disadvantaged groups through gender sensitive Open and Distance Learning.

The Gender Mainstreaming Strategy will, therefore, facilitate the implementation of the various policy frameworks such SADC Protocol on Education and Training specifically the goals of open and distance learning as stipulated in article 9 (1) (a) which is to improve access to education and training and to reduce the inequalities in the acquisition of education and training.

The Gender Strategy also provides a framework for effective coordination on issues of education and training through open and distance learning and has clearly outlined the gender issues and challenges in open and distance learning, and concrete strategies to be implemented for the desired impact. The Strategy will therefore ensure that more women, girls and boys who drop from the conventional school system access education through ODL programmes.

It should be noted that despite the fact that distance learning is regarded as the best panacea to increase access to the disadvantaged groups and those who face various other constraints, there are a number of challenges that ODL learners especially women face to continue with their education. This Strategy therefore offers some practical remedies that can be deployed to ensure effective equal access to education and training for such groups.

The implementation of this Strategy will also contribute to the realization of the goals and objectives of the Second Decade plan of Action on Education and Training (2008) which has also prioritized gender and culture, the Millennium Development Goals and the Education For

All. The Strategy will work towards removing the structural barriers to women and men in education sector through implementation of gender sensitive ODL programmes.

The Strategy therefore will directly contribute to the realisation of the objectives of the Regional Indicative Strategic Implementation Plan which is the overall guiding document for the SADC Secretariat to facilitate deeper regional integration and economic growth.

4.0 THE GMS GUIDING PRINCIPLES

The Strategy builds on what already exists in ODL at institutional, national and regional level and suggests actions for improving or changing current practice as a process of providing additional tools for increased attention to gender issues in ODL. The following guiding principles lay the foundation for the application of the Strategy in policy formulation, programme development and co-ordination of gender equality measures in open and distance learning.

- **Complementarity:** The Gender Mainstreaming Strategy supports SADC commitment on the promotion of gender equality as enshrined in several regional, continental and global instruments.
- **Gender equality and non discrimination:** The Strategy enshrines gender equality and non discriminatory practices as a fundamental value that should be used in all programmes delivered through ODL to respond to gender differences and other forms of discrimination.
- **Development oriented:** The Strategy is based on the premise that sustainable development in the region can only be achieved if girls and boys, women and men including other vulnerable groups have equitable access to educational opportunities.
- **Equal participation and accountability:** The Strategy recognises the need for male involvement and integration of men's interests in the activities introduced to reduce gender inequalities.
- **Policy harmonisation:** The Strategy promotes the harmonization of national policies on education with regional, continental and international instruments on gender and development and education and training through ODL.
- **Interdependence:** The Strategy recognises that culture and gender are inextricably linked and important elements for the provision of education in the region.

5.0 THE GMS GOAL

To increase equal access to quality education and training through Open and Distance Learning.

5.1 Objectives

The objectives of this Gender Mainstreaming Strategy are:

- 5.1.1 To facilitate the creation of a conducive and supportive policy environment for gender mainstreaming in Open and Distance Learning.
- 5.1.2 To strengthen the capacity of gender mainstreaming among ODL practitioners with a view to ensure an ODL institutional culture, management and staffing that promotes gender equality in organisational practice and programming.
- 5.1.3 To promote the introduction of innovative gender responsive alternative modes of delivery using appropriate methodologies and technologies that enhance equitable learning outcomes for female and male learners in ODL.
- 5.1.4 To promote integrated advocacy measures that address systemic harmful cultural and traditional practices, biased perceptions and personal hindrances to Open and Distance Learning at all levels.
- 5.1.5 To enhance co-ordination, networking, partnership and collaboration with relevant stakeholders on gender mainstreaming.
- 5.1.6 To establish systems of accountability for the achievement of gender specific priority commitments in ODL through strengthened gender sensitive systems of monitoring and evaluation.

5.2 Expected Outcomes

- 5.2.1 Strengthened Policy framework for gender mainstreaming in ODL.
- 5.2.2 Capacity for gender mainstreaming among ODL practitioners enhanced.
- 5.2.3 Improved systems of service delivery in ODL to meet the educational needs of girls, women and the disadvantaged.
- 5.2.4 Strengthened social cultural environment for the promotion of the education of women, girls and the disadvantaged.
- 5.2.5 Enhanced co-ordination and collaboration with relevant stakeholders on gender mainstreaming in open and distance learning at institutional level.
- 5.2.6 Strengthened systems for the collection, analysis and utilisation of gender disaggregated data for gender sensitive monitoring and evaluation in ODL.

6.0 KEY STRATEGIC INTERVENTION AREAS

The Strategy focuses on six Strategic Intervention Areas. Each intervention area has a Strategic Objective, issues and challenges to be addressed, Commitments to action which stipulates what the SADC Gender and Development Protocol and/or the SADC Gender Policy provides, and regional and national actions to be implemented.

6.1 INTERVENTION AREA 1: Policy Development, Review and

Harmonisation

Strategic Objective: To facilitate the creation of a conducive and supportive policy environment for gender mainstreaming in Open and Distance Learning.

6.1.1 Issues and Challenges:

- Inadequate gender sensitivity of most education and ODL policies.
- Inadequate policy linkages for gender mainstreaming in ODL
- Lack of complementarity between Gender Policies and educational /ODL policies of some Member States.
- Lack of guidelines and checklists for gender mainstreaming in ODL.
- Inadequate popularization and translation of policy commitments and national gender policies into actions;

Commitment to Action: SADC Protocol on Gender and Development Article 3(a): To provide for the empowerment of women to eliminate discrimination and to achieve gender equality and equity through the development and implementation of gender responsive legislation, policies, programmes and projects.

6.1.2 Key Strategic Actions at Regional Level

- Facilitate integration of gender issues in the national ODL policy review/development based with a view to domesticate regional and international gender instruments.
- Facilitate the development of gender mainstreaming guidelines for Open and Distance Learning.
- Disseminate the gender mainstreaming guidelines and other gender related materials to ODL practitioners.

6.1.3 Key Strategic Actions at National Level

- Review/develop national ODL policies with a gender perspective.
- Develop a Gender Policy for the education sector with evidence based interventions to address gender inequalities in Education and ODL.
- Implement gender policies and affirmative actions like 50: 50 enrolment policy in ODL based on the SADC Protocol on Gender and Development in institutions that have low female or male participation at basic, Secondary school, tertiary, TVET and teacher Training College levels.
- Facilitate advocacy campaigns targeted at women and other disadvantaged groups to enrol with ODL.
- Facilitate utilisation of gender mainstreaming guidelines for ODL institutions.

6.2 INTERVENTION AREA II: Capacity Building for gender mainstreaming in ODL

Strategic Objective: To enhance capacity for gender mainstreaming among ODL practitioners ensure an institutional culture, management and staffing that promotes gender equality in organizational practice and programming.

6.2.1 Issues and Challenges

- Inadequate technical know how of gender analysis and mainstreaming among ODL practitioners.
- Inadequate capacities of national Gender Machineries to provide substantive policy direction to Ministries of Education and ODL Institutions on gender mainstreaming.
- Misconceptions that gender is about women issues only.
- Absence of guidelines and checklists for addressing gender issues in ODL.
- Inadequate/Lack of competency and unclear mandates for gender mainstreaming among Gender Focal Points in Ministries of Education and ODL institutions.
- Absence of Gender Focal Points in ODL institutions to facilitate gender mainstreaming in ODL.
- Low level of awareness and appreciation of gender issues among ODL staff in ODL institutions at managerial and technical level.
- Inadequate skills in gender analysis, planning and budgeting, and mainstreaming for most Planning Departments in Ministries of Education in the region.

Commitment to Action: SADC Gender Policy Commitment: To establish appropriate institutional structures includes (b) Provide gender sensitivity and mainstreaming training within government departments and Ministries in order to ensure a thorough understanding of gender terms, budgeting and cross cutting issues.

6.2.2 Key Strategic Actions at Regional Level:

- Facilitate the establishment of a core team of gender trainers in ODL to support country capacity building in gender analysis and mainstreaming
- Develop a comprehensive training package in gender analysis, Planning and Budgeting tailor made to enhance application of the GMS in day to day practice of ODL institutions.
- Facilitate capacity building for a team of gender Trainer (GFP) to roll out the Gender and ODL Training Package to other staff at country level.
- Support a regional training on Gender budgeting initiatives targeting Heads of ODL institutions and Educational Planners.
- Facilitate the development of gender sensitive module (curricular and teaching and learning materials) to support Gender training of ODL Tutors and all those that are involved in the development of instructional materials to enhance gender sensitivity in ODL.

6.2.3 Key Strategic Actions at National Level

- Conduct systematic iterative gender training across the board for staff including Education Planners, Policy Analysts and decision makers and ODL practitioners.
- Establish Gender Focal Points in ODL institutions. These should be trained, with core gender responsibility functions that are part of their performance appraisal.
- Facilitate gender mainstreaming in open and distance learning programmes.
- Disseminate gender mainstreaming guidelines to all ODL institutions.

- Conduct gender sensitizations campaigns for ODL practitioners.

6.3 INTERVENTION AREA III: ODL service delivery with a gender Lens at secondary, TVET, Teacher and tertiary level.

Strategic Objective: To promote the introduction of innovative gender responsive alternative modes of delivery using appropriate methodologies and technologies that enhances equitable learning outcomes for female and male learners in ODL

6.3.1. Issues and Challenges:

- Inadequate learner support systems which are thinly distributed hence not easily accessible by some ODL learners.
- Inadequate gender sensitivity of instructional materials and curriculum and modes of delivery.
- Delayed dispatch of learning materials and feedback to learners.
- Timing of ODL Programmes not conducive to other learners especially female learners.
- Low perception of ODL.
- Lack of regulation of some ODL institutions.
- High numbers of female drop outs from conventional secondary schools that are expected to benefit from ODL services.
- Inadequate awareness of ODL institutions and programmes offered.
- Inadequate capacity of ODL institutions to provide equitable and quality ODL service delivery.
- Inadequate facilities deterring admission of learners with children during face to face sessions.
- Inadequate staff capacity in ODL and gender mainstreaming.
- Inadequate access to new technologies resulting in over dependence on printed materials which are usually delayed.
- Unequal representation of females in all 4 levels of education (Secondary, TVET, Teacher Education and Tertiary and its decision making positions).
- Low participation of girls and women in science subjects' at all four levels of education.
- Female bias towards the arts and social sciences in teacher education and tertiary Education.
- Poor performance of girls at secondary level leading to low enrolments at tertiary level.
- Low levels of computer literacy in the region and limited access to ICT among women and men, with more women not accessing the ICT.
- Lack of knowledge on the available male and female roles models in ODL

Commitment to Action: SADC Protocol on Education and Training article 9: Member States agree that the objectives of distance education are, amongst others - to improve access to education and training and to reduce the inequalities in the acquisition of education and training; to work towards achieving universal literacy and numeracy; to reduce the cost of education and training by maximising on the economies of scale offered by distance education; to develop life skills.

6.3.2 Key Strategic Actions at Regional Level

- Lobby Government and donors to allocate adequate funds to all ODL institutions to increase capacity and support admission of more girls, women and disadvantaged males into the education system.

Facilitate documentation and sharing of best practices on gender mainstreaming in ODL in the region focusing on the four sectors of secondary, TVET, teacher and tertiary education.

- Support National Learner tracer studies to trace girls who qualify and do not access Secondary or University education and link them with select ODL institutions through supported learning.
- Advocate for inclusive education to ensure easy access to tertiary education for children with disabilities through ODL.
- Lobby ODL institutions and Centres of Specialisation on secondary and teacher education to offer a gender course/module, and science subjects using conventional facilities.
- Facilitate the regulation of ODL institutions to ensure that secondary education through ODL is delivered with a gender perspective and that students are not disadvantaged by the practices of ODL institutions that are purely formed by illegal ODL institutions.
- Lobby for the introduction of compulsory Secondary Education in the region so that the necessary infrastructure should be put in place to meet the unmet demand for secondary education (massification of secondary education through ODL) for the benefit of more girls.
- Lobby ministers of Education for an institutionalised ODL week to facilitate creation of and understanding of importance of ODL which would be used to showcase success stories of ODL with regard to promotion of gender in ODL Programmes.
- Facilitate implementation of a comprehensive fast track ODL programme to increase the number of male and female teachers graduating annually in the region with emphasis on quality, pedagogical skill and subject competence.
- Support the review of the curricular in secondary, TVET, teacher and tertiary education with a gender perspective

6.3.3 Key strategic actions at national Level

- Conduct robust social marketing programmes of courses that are science oriented to attract more females.
- Review Curriculum for gender sensitivity at secondary, TVET, teacher and tertiary levels of education
- Design systems and programs that meet student's gender specific needs e.g. flexibility in schooling time, modes of delivering instruction and accessibility of learning for females with domestic responsibilities and males with competing socio- economic demands.
- Establish mechanisms to regulate the provision of ODL at national level.
- Conduct advocacy work on ODL to deal with stigma associated with ODL targeting communities, male and female learners, politicians, employers, media and policy makers.
- Strengthen student ODL support systems to ensure all ODL female and male learners have a conducive learning environment in secondary, TVET, teacher and secondary level.
- Facilitate creation of small study groups for ODL learners
- Revisit the design and construction of ODL facilities at all levels to include facilities that meet female specific needs.

- Promote role modelling in learning institutions through deployment of teachers and school management structures that ensures equal representation of male and female staff.
- Develop systems to track female learners who drop out at secondary level and linking them into ODL institutions.
- Implement affirmative action to facilitate equitable admission of the disadvantaged and girls into all levels of education using ODL.
- Lobby for expansion of Tertiary Education through establishment of more Open Universities.
- Develop a special bursary for female teachers to study science to close the acute shortage of female teachers of mathematics and science.
- Develop special measures to attract female teachers to teach in rural areas and ensure availability of role models in rural areas.
- Integrate gender studies as a specific and compulsory subject area in all teacher training programmes.
- Lobby employers to support female students in science related subjects at secondary and TVET level.
- Build in generic programmes in TVET to motivate females e.g. integrating Life skills, gender and HIV and AIDS in all TVET Programmes.
- Conduct mentoring, role modelling and career orientation particularly for girls and boys in domains that are closed to a particular gender at all levels of education.
- Increase science laboratories for ODL by using the conventional schools to curb low number of females learners participating in science related disciplines. The Zambia mobile labs could be a quicker and cheaper solution of doing this for schools and Open secondary Schools that have no laboratories in the interim.
- Support career exhibitions at school level for students to see the kind of careers that are available in science through ODL.
- Conduct Intensive community advocacy and gender sensitization at all levels to encourage girls to study sciences and participation in technical fields.
- Facilitate establishment of partnerships with Banks, ministries of Science and Technology (ICT) to facilitate access to computers and e-Learning at all levels of education.

6.4 INTERVENTION AREA IV: Lobbying and Advocacy

Strategic Objective: To promote integrated advocacy measures that address systemic harmful cultural and traditional practices, biased perceptions and personal hindrances to learning in Open and Distance Learning at all levels

Commitment to Action: SADC Gender Policy article on Gender and Education (Part h): Develop quality gender responsive advocacy strategies to promote girls' enrolment and retention in schools in order to address the gender gap between girls and boys and to institute public attitudinal change towards girls' education;

6.4.1 Poverty and HIV AIDS

Specific Objective: To mitigate the negative impact of Poverty and HIV AIDS on the education of boys and girls, women and men.

6.4.1.1 Issues and Challenges:

- Burden of care for the sick on women and girl children contribute to drop out of school among girls to look after younger siblings and do other motherhood roles.
- Forced and early marriage, teenage pregnancy, prostitution and more likely to contract HIV and AIDS.
- Families which have low income tend use scarce resources on the education of the boy child particularly in rural areas.
- Forced child labour leading to high drop out rates among girls and boys in poor families.
- Inadequate information on life skills and sexual and reproductive health issues.
- Orphans and other vulnerable children have difficulties to access education due to inadequate support structures.

Commitment to Action: SADC Protocol on Gender and Development (Article 10) Member States shall take every step necessary to (a) reduce the rates of HIV infection among women and girls.

6.4.1.2 Key Strategic Actions at Regional level

- Support advocacy for the development of explicit interventions and special measures to make education affordable to the poor with emphasis on orphans and needy girls.
- Integrate gender issues in all HIV and AIDS regional policy frameworks.

6.4.1.3 Strategic Actions at National Level

- Lobby for increased funding and bursaries to facilitate the education of girl children and disadvantaged males in both conventional schools and ODL Centres.
- Collaborate with departments of Social Welfare, Gender Machineries and Ministries of Education to develop an effective targeting mechanism of bursaries for learners in need of support and formation of social networks to support vulnerable children.
- Promote multi faceted advocacy interventions addressing factors that influence vulnerability to HIV and AIDS at the structural, community, family and individual levels.
- Mainstream gender and HIV and AIDS in life-skills education including curricular for ODL.
- Advocate for male involvement in the provision of treatment and care for the sick.
- Create awareness on sexual reproductive health issues and life skills.

6.3.2 Culture and Harmful Traditional Practices and biased socialisation of the male and female child

Specific Objective: To promote a conducive cultural environment at community and family level for equitable access to education for girls and boys, women and men.

6.4.2.1 Issues and Challenges

- Deeply entrenched discriminatory cultural norms and practices that affect girls' education and impact negatively on their health.
- Initiation practices and rites of passage that distract girls from learning because of long absence from school leading to high drop out and early marriages.
- Traditional cults that compromise boys access to education.

- Social cultural values, beliefs and practices that militate against the education of girls and women.
- Male hegemony and patriarchy that affects access to education by cementing the notion of male supremacy through stereotyping of female and male capability.

Commitment to Action: SADC Protocol on Gender and Development Article 11 (c): Ensure that girls enjoy the same rights as boys and are protected from harmful cultural attitudes and practices in accordance with the United Nations Convention on the Rights of a Child and the African Charter on the Rights and Welfare of a Child. SADC Gender policy – Gender and Education part (d): Adopt gender responsive strategies for reviewing educational methodologies and eliminate gender stereotypes in order to ensure women’s empowerment and transformative changes in the education and training sectors.

6.4.2.2 Key Strategic Actions at Regional Level

- Advocacy for legislation against all harmful cultural and religious practices and traditions that affect girls and boys access to education.
- Document best practices on the age of marriage that is in line with the Convention on the Rights of Children in the region.

6.4.2.3 Key Strategic Actions at National Level

- Use social marketing approaches to change harmful cultural attitudes and endemic gender norms and attitudes that affect girls and boys education.
- Multi media advocacy and intensive gender awareness programmes at community level targeting parents, traditional and religious leaders, boys and girls to promote girls positive participation in education. L
- Lobby for separate learning institutions for girls at secondary school level where applicable.
- Advocacy for the revision of school curriculum to remove gender stereotypes and reflect gender equality among women and men.
- Advocate for increased enrolment in ODL for women and girls who can not cope with the conventional system of education.

6.4.3. Early Marriage and Teenage Pregnancy

Specific Objective: To promote gender sensitive measures that support the elimination of attitudes and practices that contribute to poor retention of girls and women in education programmes.

6.4.3.1 Issues and challenges

- Laxity in the law because of the existence of Customary Law that allows early marriage in some countries of the region.
- Inadequate facilities for addressing needs of female learners from a biological perspective e.g. to cope with puberty, management of menstruation and facilities for nursing children for learners with small babies.
- Vulnerability of girls to sexual abuse leading to teenage pregnancies, early marriage and HIV and AIDS.
- Weak mechanisms for the enforcement of the readmission Policy for girls who drop out because of pregnancy.

- Inadequate family planning interventions for adolescent girls and boys (inadequate knowledge)

Commitment to Action: SADC Gender and Development Protocol Article 8 (a): No person under the age of 18 shall marry, unless otherwise specified by law, which takes into account the best interests or welfare of the child.

6.4.3.2 Key Strategic Actions at Regional Level

- Strengthen policy and legislation to ensure girls retention in education.
- Support Ministries of Education to lobby for the standardization of the age of marriage in the region.
- Lobby Governments for introduction of Gender Budgeting Initiatives in education so that resources are available to meet girl child and women learner's needs from a biological perspective.
- Lobby for the introduction of compulsory education up to Secondary School level.

6.4.3.3 Key Strategic Actions at National Level

- Develop teaching and learning and other IEC materials focusing on girls retention in school, back to school teen mothers and married women.
- Advocate for supportive structures for provision of care to children of teen mothers enrolled in schools including ODL.
- Strengthen mechanisms to facilitate the re-entry of girls who become pregnant and young mothers into learning institutions including ODL Centres.
- Reinforce article 8 of the SADC Protocol through national Legislation to standardise the Minimum age of Marriage to 18.
- Implement intensive life skills and counselling programme for girls to deter them from early marriages.
- Advocate for women friendly environment in ODL institutions for female learners with reproductive (motherhood) roles.

6.4.4 Gender Based Violence

Specific Objective: Strengthen measures for effective prevention of all forms of gender based violence including sexual harassment in all ODL learning institutions.

6.4.4.1 Issues and challenges

- Sexual harassment is a cause of high drop out among girls and female learners.
- Low reporting of cases of sexual abuse in learning institutions.
- Ineffective measures for dealing with teachers who sexually abuse learners as a result they re- enter the profession as private School Teachers
- Lack of policies/enforcement of policies on gender based violence in some learning Institutions.
- Long distance to learning institutions poses a threat to female learners and exposes them to sexual abuse and harassment.

Commitment to Action: SADC Gender Policy: Education and Training Part (n): Promote measures on zero tolerance to gender based violence and other forms of violence in schools targeting and enforcing appropriate punishment for teachers who abuse school children.

SADC Protocol on Gender and Development Article 22: State parties shall by 2015 enact legislative provisions and adopt and implement policies, strategies and programmes which define and prohibit sexual harassment in all spheres and provide deterrent sanctions to perpetrators of sexual harassment.

6.4.4.2 Key Strategic Actions at Regional Level

- Lobby for tighter legislation to protect the girl child and female learners from sexual abuse and gender based violence in ODL institutions.
- Support the review of current practices for dealing with sexual abuse and gender based violence in learning institutions.

6.4.4.3 Key Strategic Actions at National Level

- Review training Curricular for Teacher Training Colleges to strengthen the teaching of ethics, psycho social support, morality and the management of sexual abuse.
- Document and maintain up to date data on the prevalence of sexual abuse and gender based violence in ODL Institutions to inform policy development.
- Strengthen mechanisms and setting up of systems to deal with sexual harassment in learning institutions. Including stripping Licenses and Authority to teach from teachers who are found guilty of sexual abuse of learners by a court of law and blacklisting them from the profession.
- Advocacy on partnerships with national media outlets, NGOs, religious groups and parliamentarians for zero tolerance of negative cultural practices against girl children including early marriage and sexual abuse.
- Facilitate creation of help desks in ODL institutions to offer counselling services to both victims and perpetrators of gender based violence.

6.5 INTERVENTION AREA V: Co-ordination Networking and Collaboration:

Strategic Objective: To enhance co-ordination, networking and collaboration with relevant stakeholders on gender mainstreaming.

6.5.1 Issues and Challenges:

- Weak co-ordination and linkages between Gender Machineries and other Ministries /sectors e.g. with Education Ministries, ODL institutions and media.
- Absence/ineffective Gender Focal Points because of unclear Terms of Reference and inadequate capacity for gender mainstreaming.
- Lack of commitment and appreciation of gender issues among some ODL practitioners.
- Lack of participation of ODL practitioners in gender related conferences, seminar and other events to learn and share experiences on gender mainstreaming

6.5.2 Key Strategic Actions at Regional Level:

- Facilitate the development of a comprehensive gender co-ordination structure for ODL at national level.
- Facilitate networking and information sharing among Member States to build on experiences of successful gender mainstreaming e.g through a regional gender newsletter for ODL and supported exchange visits.

- Facilitate establishment of Gender Focal Points in ODL institutions with clear Terms of Reference.
- Develop and disseminate IEC material on gender mainstreaming in Open and Distance Learning.
- Establish accountability mechanisms for gender mainstreaming Strategy for ODL.
- Document and disseminate best practices in gender mainstreaming in ODL.
- Facilitate MS to develop of a Directory of ODL institutions for ease coordination and networking on gender issues.

6.5.2 Key Strategic Actions at National Level

- Build partnerships between ODL institutions, Ministries of Education, and ICT NGOs, development partners, Religious and Traditional leaders and the media in addressing gender concerns in education.
- Establish position of Gender Focal points in all ODL institutions.
- Develop clear job descriptions for Gender Focal Points with gender responsibility as part of their core job description and subject to performance appraisal.
- Strengthen systems of co-ordination between Ministries of Education and National Gender Machineries and the media to deal with gender issues in ODL and more especially on issues of girl child education
- Participate in gender related regional, continental and international conferences

6.6. INTERVENTION AREA VI: Research, Monitoring and Evaluation

Strategic Objective: Strengthen systems for the collection and utilisation of gender disaggregated data for effective monitoring and evaluation of ODL programmes through capacity building and research.

6.6.1 Issues and Challenges:

- Inadequate gender disaggregated data in some ODL institutions.
- Inadequate capacities for gender monitoring and follow up.
- Inadequate appreciation of the importance of collecting and utilising gender disaggregated data in open and distance learning.

6.6.2 Key Strategic Actions at Regional level

- Develop Monitoring and Evaluation Framework with gender sensitive baseline indicators.
- Build capacity of ODL practitioners in M & E Framework
- Document and maintain up to date information on the agreed gender indicators in ODL institutions.
- Produce annual report on gender mainstreaming in Open and Distance Learning

6.6.3 Strategies for strengthening Monitoring and Evaluation at national Level

- Establish systems for monitoring and evaluation with a gender data base in all ODL institutions.
- Establish Information Management Systems (IMS) that can generate gender disaggregated data to feed into the Ministerial data and central data base National Statistical Offices so that the policy analysts and planning divisions in the Ministries of Education can work on facts to inform policy and bring about the necessary changes.

- Conduct male and female student tracer studies to keep track of students and use them among other things, as role models.
- Conduct periodic gender audits of ODL programmes to track progress towards gender mainstreaming.
- Institute baseline survey of current ODL practice in issues of enrolment, retention and completion of ODL programmes including performance and subject selection and prevalence of Gender Based Violence

7.0 INSTITUTIONAL FRAMEWORK FOR IMPLEMENTATION OF THE SADC GENDER MAINSTREAMING STRATEGY FOR ODL

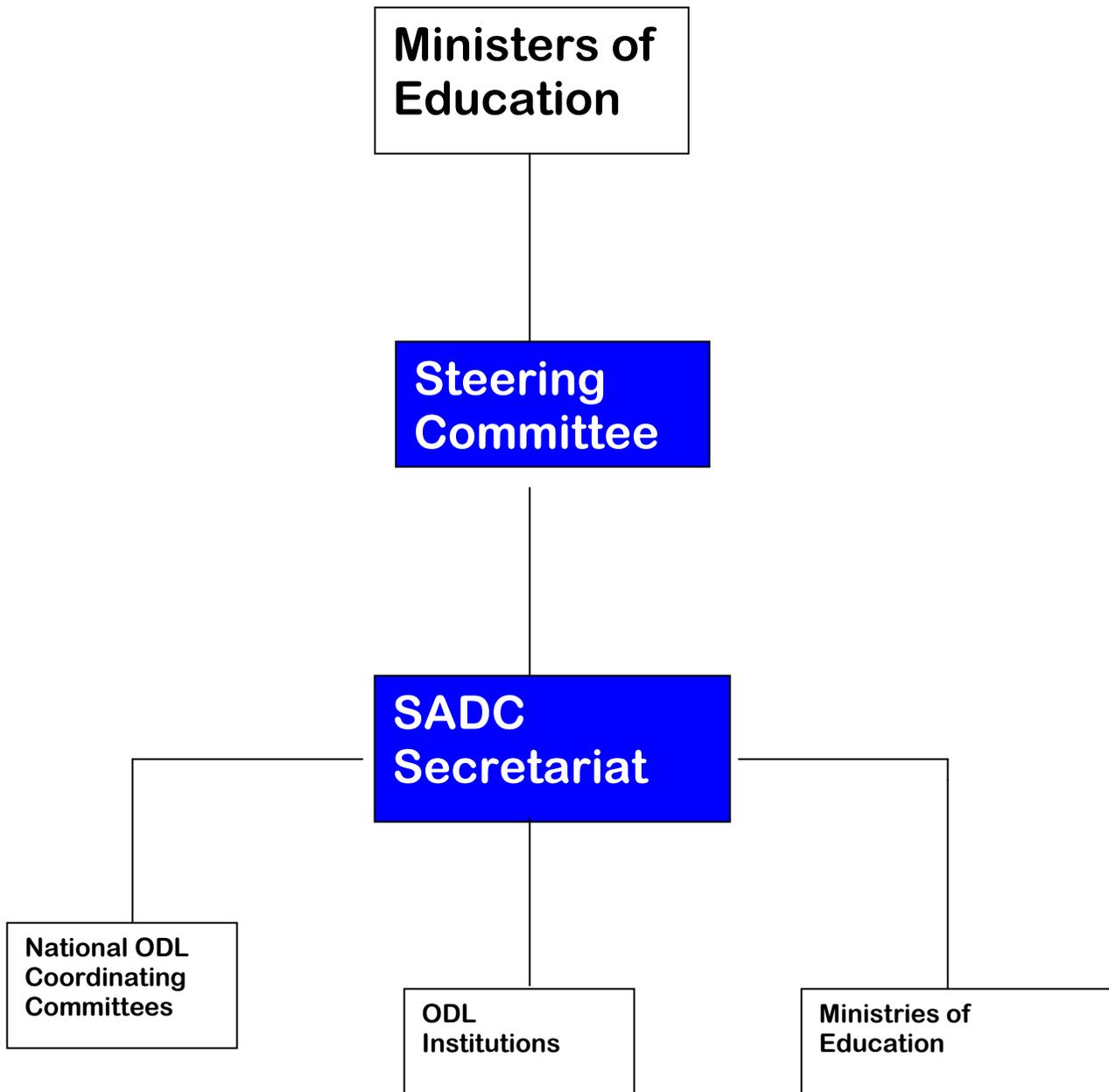
The success of this Gender Mainstreaming Strategy for Open and Distance Learning requires high level political will at Member States and increased dialogue to lobby for its implementation at all levels. It will also require the establishment and strengthening of formal institutional structures within and outside the SADC Secretariat involving all stakeholders in Open and Distance Learning at Secondary, Technical and Vocational Education Training, Teacher Training and Tertiary levels.

The SADC Secretariat through its Capacity Building in Open and Distance Learning Project should therefore undertake appropriate steps to facilitate the establishment of institutional arrangements for the implementation of the Strategy in consultation with Member States.

The Directorate of Social and Human Development and Special Programmes specifically the Education and Skills Development Unit through its Capacity Building in Open and Distance Learning Project shall facilitate the implementation of the Strategy. These will be supported at Member States level by the Projects Steering Committee/TCDOL members who will facilitate implementation and report to senior officials.

At regional level, the Ministers of Education and Training will oversee the implementation of the Strategy through their annual meetings. In addition, each ODL institution has to establish the position of Gender Focal Point to spearhead the implementation of the Strategy. The respective roles of these players are stipulated below.

INSTITUTIONAL IMPLEMENTATION ARRANGEMENT FOR THE GENDER MAINSTREAMING STRATEGY FOR OPEN AND DISTANCE LEARNING



7.1 Ministers of Education and Training

- The SADC Ministers of Education and Training shall oversee the implementation of the Gender Mainstreaming Strategy by providing policy direction and monitor its implementation.

- Provide leadership to ensure that gender issues in ODL are integrated in all policy, programme and administrative decisions.
- Support the development and implementation of the National Action Plan on Gender Mainstreaming Strategy.
- Facilitate networking and collaboration for ODL practitioners to participate in the regional, continental and global foras on gender and education.

7.2 The Role of Project Steering Committee

- Ensure that Gender Focal Points are represented in the National ODL Coordinating Committees
- Co-ordinate and supervise the implementation of the GMS in liaison with the Gender Focal Points in the National ODL Committees/Structures.
- Mobilise resources for gender mainstreaming activities at country level.
- In liaison with the institutional Gender Focal Points track progress of gender mainstreaming at country level and prioritise emerging gender issues at country level for appropriate action and support.
- Advocate for inclusion of gender issues emanating from ODL in national level decisions pertaining to education.
- Promote co-ordination between ministries of education and National Gender Machineries on all issues relating to gender and ODL
- Facilitate the development of an implementation plan of the GMS at Member States level and monitor its implementation.
- Report progress made on gender mainstreaming at country level to the SADC Secretariat during their meetings and to the Senior Officials of the Ministries' of Education.

7.3 The Role of the SADC Secretariat:

The SADC Secretariat role shall emanate from the Directorate of Human and Social Development and Special Programmes and the Gender Unit. There will be need for strong collaboration between the two to ensure that this translates at national level between the ODL institutions (Ministries of Education and the Ministry of Gender/Women Affairs).

- Provide overall leadership and technical oversight in the implementation of the Strategy.
- Develop an Implementation Action Plan in consultation with Member states with clear baseline indicators for assessing progress by 2015 and oversee its implementation.
- Facilitate the creation of Gender Focal Points for ODL to facilitate gender mainstreaming activities at national Level.
- Facilitate capacity building in gender analysis and mainstreaming for ODL practitioners.
- Mobilise resources for the implementation of the Gender Mainstreaming Strategy.
- Establish a regional monitoring and evaluation framework to monitor effective gender mainstreaming in ODL programmes.

7.4 The National ODL Institutions

The National ODL institutions comprise all the recognised ODL institutions and Centres of Specialisation for secondary and teacher education. These shall create the positions of Gender Focal Points from the existing human resources to spearhead and coordinate the implementation of Gender Mainstreaming Strategy. Specifically these shall:

- Identify and prioritise gender issues in collaboration with the Management of the ODL institutions.
- Provide technical support in the formulation and implementation of gender sensitive ODL programmes.
- Support the establishment of an M and E framework at institutional level that is gender disaggregated.
- Provide feedback to heads of institutions and the Steering Committee on the performance of the institution on gender mainstreaming.
- Networking with other Gender Focal Persons nationally and regionally.
- Facilitate capacity building for gender analysis and mainstreaming for ODL staff.
- Report progress made on gender mainstreaming at Member States level to the Projects Steering Committee.

7.4 The Role of the National ODL Coordinating Committee

The National ODL Coordinating Committees comprise ODL practitioners, gender expert and other experts . These Committees have been established to coordinate ODL programmes in Member States. These shall ensure that;

- Gender awareness is integrates in all national advocacy meetings, ODL conferences,
- Both male and female ODL practitioners are equally selected for study visits to examplar institutions and attachments.
- Negative stereotypes are not reported in Press Releases and Education Columns in Newspapers, Mass Media/ Advertising Campaign (Radio, Television, Newspapers, Magazines, Outdoor Signage, etc)
- Gender and ODL themes are integrated into mass media platforms (soap operas, comic strips, magazines, etc)
- Production of Flyers/ Brochures/ Pamphlets /Posters adheres to gender equality principles.
- ODL weeks and Open Days features success stories of both successful women and men in ODL

8.0 THE GMS MONITORING AND EVALUATION

The SADC Secretariat shall have the overall responsibility of monitoring the implementation of the Gender Mainstreaming Strategy through its Capacity Building in Open and Distance Learning. The ODL Project staff will ensure that Member States have developed National Action Plans with time frames for the implementation of the Strategy.

The SADC Secretariat in consultation and collaboration with Member States will set benchmarks of achievement with clear baseline indicators for measuring progress within an agreed time frame. This will have to be measured against the output indicators set in this Strategy. The Secretariat will also be responsible for organising annual reviews of the progress achieved in the implementation of the Strategy by Member States to facilitate both formative and summative evaluation of the strategy.

Member States shall ensure that National Action Plans for the GMS are developed implemented with clear monitoring and evaluation mechanisms that are complimentary to the overall M and E framework for Open and Distance Learning of the SADC Secretariat. In

addition, Member States in collaboration with the SADC Secretariat shall set baseline indicators for the Action Plans that are developed and provide periodic progress reports to the Secretariat.

The Project Steering Committee/TCDOL Members at national level will play a direct supervisory role to ensure that ODL institutions have developed Action Plans to implement the GMS at institutional level.

Evaluation of the Strategy will be based on review of annual progress reports which each Member State will submit to the SADC Secretariat. This will provide a basis of assessing progress and identify the next steps to be undertaken for the next implementation period. A final evaluation will be undertaken at the end of the agreed implementation period of the Project under which the Strategy has been developed.

9.0 IMPLEMENTATION PLAN

The SADC Secretariat has to come up with the detailed implementation Plan in consultation with Member States and guided by the following plan which has highlighted major activities at regional level.

Priority intervention I: Policy Review, Development and Harmonisation									
Intervention area	Major activities	Expected results	Indicators	Time Frame 2008-2012					BUDGET
				Y1	Y2	Y3	Y4	Y5	
OBJECTIVE 1: To facilitate the creation of conducive policy environment for gender mainstreaming in open and distance learning									
	Regional Level Activities								
ODL Policy development, review, and harmonisation with a gender perspective	Facilitate integration of gender issues in the national ODL policy review/development based with a view to domesticate regional and international gender instruments	Gender sensitive ODL policy framework	No. of MS with gender sensitive ODL Policies		X	X	X		90,000
	Develop gender mainstreaming guidelines for Open and Distance Learning developed.		Gender mainstreaming guidelines Booklets	X					120,000
	Gender mainstreaming guidelines and other gender related materials to disseminated to ODL practitioners.		No of regional workshops conducted No. of male and female ODL practitioners oriented by MS		X	X	X		230,000
								Sub Total	440,000
intervention II : CAPACITY BUILDING IN GENDER MAINSTREAMING IN OPEN AND DISTANCE LEARNING									
Intervention area	Major activities	Expected results	Indicators	Y1	Y2	Y3	Y4		
OBJECTIVE 2: To strengthen the capacity of gender mainstreaming among ODL practitioners with a view to ensure an ODL institutional culture, management and staffing that promotes gender equality in organisational practice and programming.									
	REGIONAL LEVEL								Budget
Capacity building for gender	Develop a comprehensive training package in gender	Strengthened capacity for gender	No of ODL practitioners	X	X	X	X		95,000

mainstreaming in Open and Distance Learning	analysis and mainstreaming, tailor made to enhance application of the GMS in day to day practice of ODL institutions.	mainstreaming among ODL practitioners	trained No. of ODL practitioners applying gender knowledge in their work						
	Support a regional training on Gender budgeting initiatives targeting Heads of ODL institutions and Educational Planners.		Increased allocation of budgets to ODL programmes		X	X	X	X	125,000
	Facilitate the establishment of a core team of gender trainers in ODL to support country capacity building in gender analysis and mainstreaming		No of MS with Team of Gender Trainers in ODL sector		X				140,000
	Facilitate capacity building for a team of gender trainer to roll out the Gender and ODL Training Package to other staff at country level		No of MS with a Team of Gender Trainers among ODL institutions		X	X	X	X	Use above budget
	Conduct a Training of Trainers to roll out the Gender and ODL Training Package to other staff at country level		No. of trained ODI practitioners No. of MS conducted training		X	X	X	X	120,000
	Facilitate review and develop curriculum and teaching and learning materials to integrate Gender.		No of MS with gender sensitive curriculum and teaching and learning materials		X	X	X	X	90,000
	Support development of gender sensitive module (curricular and teaching and learning materials) to support gender training of ODL Tutors and all those that are involved in the development of instructional materials to enhance gender sensitivity in ODL.		No of ODL Institutions with Gender Module		X	X	X	X	60,000
								Sub Total	435,000

Priority intervention III : Service delivery with a gender perspective at secondary, TVET, teacher and tertiary education

	Major activities	Expected results	Indicators		Y1	Y2	Y3	Y4	
Objective 3: To promote the introduction of innovative gender responsive alternative modes of delivery using appropriate methodologies and technologies that enhance equitable learning outcomes for female and male learners in ODL.									
	Regional level								Budget
Improved systems of service Delivery in ODL to meet the educational needs of girls women and the disadvantaged. at in secondary, TVET, teacher and tertiary education	Lobby Government and donors to allocate adequate funds to all ODL institutions to increase capacity and support admission of more girls, women and disadvantaged males into the education system.	Improved systems of service Delivery in ODL to meet the educational needs of girls women and the disadvantaged. at in secondary, TVET, teacher and tertiary education	% increase in budget allocation to ODL sector						45,000
	Facilitate documentation and		No of booklets				X	X	100,000

	sharing of best practices on gender mainstreaming in ODL in the region focusing on the four sectors of secondary, TVET, teacher and tertiary education.		on best practices For gender mainstreaming in ODL programmes at all levels						
	Support National Learner tracer studies to trace girls who qualify and do not access Secondary or University education and link them with select ODL institutions through supported learning.		No of MS having conducted tracer studies				X		30,000
	Advocate for inclusive education and for strengthening special schools, and easy access to tertiary education for children with disabilities through ODL.		Increased access to education for girls women and children with disabilities at tertiary level		X	X	X	X	40,000
	Lobby ODL institutions and Centres of Specialisation (CoS) on secondary and teacher education to offer a gender course/module, and science subjects using conventional facilities.		CoS offer gender module						30,000
	Facilitate the regulation of ODL institutions to ensure that secondary education through ODL is delivered with a gender perspective and that students are not disadvantaged by the practices of ODL institutions that are purely formed by illegal ODL institutions.		Gender sensitive ODL curriculum		X	X	X	X	30,000
	Lobby for the introduction of compulsory Secondary Education in the region so that the necessary infrastructure should be put in place to meet the unmet demand for secondary education (massification of secondary education through ODL) for the benefit of more girls.		No. of MS implementing compulsory education No of MS with constructing new infrasture for ODL programmes		X	X	X	X	20,000
	Lobby Ministers of Education for an institutionalised ODL week to facilitate creation of and understanding of importance of ODL which would be used to showcase success stories of ODL.		No of MS commemorating ODL week		X	X	X	X	10,000
	Advocate for implementation of a comprehensive fast track ODL programme to increase the number of teachers graduating annually in the region with emphasis on quality, pedagogical skill and subject competence.		No of MS with study reports		X	X	X	X	20,000
	Support the review of the curricular in secondary,		No of Ms with gender sensitive		X	X	X	X	60,000

	TVET, teacher and tertiary education with a gender perspective.		Curriculum in secondary, TVET, Teacher and Tertiary							
									Sub Total	385,000
Intervention Area IV: Advocacy and lobbying										
	Main Activities	Expected results	Indicators		Y1	Y2	Y3	Y4		
Objective : To promote integrated advocacy measures that address systemic harmful cultural and traditional practices, biased perceptions and personal hindrances to Open and Distance Learning at all levels.										
	Regional levels Activities.									Budget
	Support advocacy for the development of explicit interventions and special measures to make education affordable to the poor with emphasis on orphans and needy girls.	Increased advocacy for the elimination of harmful traditional and religious practices and customs that negatively affect access to education	No of MS whose ODL institutions are conducting advocacy work on negative cultural practices		X	X	X	X		120,000
	Integrate gender issues in all HIV and AIDS regional policy frameworks	Enhanced equitable access to education for poor boys, girls and those affected by HIV and AIDS.	No of MS with Gender sensitive HIV and AIDS Policies				X	X		50,000
	Advocacy for legislation against all harmful cultural and religious practices and traditions that affect girls and boys access to education.		No of MS with legislation on harmful cultural practices negatively affecting girl and boy child's education		X	X	X			30,000
	Document best practices on the age of marriage that is in line with the Convention on the Rights of Children in the region.		Booklet on best practices				X	X		90,000
	Advocate for Strengthening policy and legislation to ensure girls retention in education.		No of MS with operational Policies on pregnant girls		X	X	X	X		
	Support Ministries of Education and Gender to lobby for the standardization of the age of marriage in the region.		No of MS with the age of majority at 18			X	X	X		100,000
	Lobby Governments for introduction of Gender Budgeting Initiatives in education so that resources are available to meet girl child and women learner's needs from a biological perspective.		No of MS implementing gender budgets No of MS with increased budget for ODL/Education Programmes			X	X	X		20,000
	Lobby for the introduction of compulsory education up to Secondary School level.		No of MS implementing a compulsory education programmes				X	X		
	Lobby for tighter legislation to protect the girl child and female learners from sexual abuse and gender based		No of MS with legislation on gender based violence		X	X	X	X		30,000

	violence in ODL institutions.									
	Support the review of current practices for dealing with sexual abuse and gender based violence in learning institutions.		Study report			X	X	X		90,000
Sub Total									530,000	
Objective V: To enhance co-ordination, networking, partnership and collaboration with relevant stakeholders on gender mainstreaming.										
Intervention area	Major activities	Expected results	Indicators		Y1	Y2	Y3	Y4	Budget	
Objective V: To enhance co-ordination, networking, partnership and collaboration with relevant stakeholders on gender mainstreaming.										
	Regional Level Activities									
Co-ordination, networking and collaboration with stakeholders	Facilitate the development of a gender co-ordination structure for ODL at National through the National ODL Technical Committee	Strengthened co-ordination, collaboration and networking between ODL Institutions and Ministries of Education, Gender Machineries and the Media	No of MS with a gender coordination structure			X	X	X	40,000	
	Facilitate the establishment of Gender Focal Person in all ODL institutions with clear Terms of Reference		Number of ODL institutions with Gender Focal Persons by MS			X	X	X	50,000	
	Facilitate networking and information sharing among Member States to build on experiences of successful gender mainstreaming through a regional gender newsletter for ODL and supported exchange visits.		Number of meetings held on networking and information sharing No. of MS supported for exchange visits			X	X	X	120,000	
	Support ODL practitioners to participate in gender related conferences at regional, continental and international level		No of male and female ODL practitioners supported per MS		X	X	X	X	40,000	
	Establish mechanisms to facilitate information sharing and dissemination of best practices and lessons learnt in gender mainstreaming among ODL institutions.		No and type of mechanisms in place		X	X	X	X	30,000	
	Develop and disseminate IEC materials on Gender Mainstreaming in Open and Distance Learning		Number of IEC materials developed and disseminated		X	X	X	X	100,000	
	Facilitate MS to develop Directory of ODL institutions for ease coordination and networking on gender issues.		No of MS with a Directory of ODL institutions			X	X		20,000	
	Document and disseminate best practices in gender mainstreaming in ODL		No. of best practices documented and disseminated				X	X	30,000	
Sub Total									440,000	
Priority intervention VI: Research, Monitoring and Evaluation										
	Major activities	Expected Results	Indicators		Y1	Y2	Y3	Y4	Budget	

Objective VI: To establish systems of accountability for the achievement of gender specific priority commitments in ODL through strengthened gender sensitive systems of monitoring and evaluation.									
Regional Level activities									
	Develop M & E Framework for the GMS for Open and Distance Learning		M & E framework		X	X			10,000
	Build capacity of ODL practitioners in M and E framework for Open and Distance Learning		No of male and female ODL practitioners trained			X	X		5,000
	Document and maintain up to date information on the agreed indicators for the M and E framework.		Readily available indicators showing trends			X	X	X	15,000
	Produce annual report on gender mainstreaming in Open and Distance Learning		Annual Reports			X	X	X	-
	Conduct Evaluation of the gender mainstreaming strategy		Evaluation Report			X		X	40,000
	Set up systems for monitoring and evaluation with a gender data base in all ODL institutions.		Gender sensitive M & E systems			X			30,000
								Sub Total	140,000
								GRAND TOTAL	2,370

10.0 LOGICAL FRAMEWORK FOR THE SADC GENDER MAINSTREAMING STRATEGY FOR OPEN AND DISTANCE LEARNING

Narrative Summary	Objective Verifiable Indicators (OVIs)	Means of Verification (MoVs)	Key assumptions
Goal	Impact Indicators	Data Source	Assumptions and Risks
Improved access to quality education and training through Open and Distance learning for girls, boys, women and men improved in the SADC region	Increased application of gender sensitive standards in ODL culture, practice and service delivery No of MS with increasing number of men and women enrolling through ODL.	ODL Capacity Building project progress reports e.g. enrolments data	-Member starts willingness to adopt and implement the strategy at country level -Long term donor funding is sustained
Outcomes	Outcome Indicators	Data Source	Assumptions and Risks
1. Developed, harmonised and strengthened Policy Framework for Gender mainstreaming in ODL strengthened	No of MS having gender sensitive ODL Policies No. of MS having integrated the gender equality provisions of the international and regional gender instruments into their national ODL	Periodic National Review Reports	National ODL institutions political will to integrate gender policies in ODL practice and delivery

	policies		
2. Strengthened capacity for gender mainstreaming in ODL institutions	Increased number of ODL staff with gender analytical knowledge and skills No. of staff applying gender knowledge in their work	Training reports	Resources will be available training
3. Improved systems of service Delivery in ODL to meet the educational needs of girls women and the disadvantaged.	No. of women, girls and the disadvantaged accessing ODL services.	ODL Institutional annual reports and records	ODL institutions willingness to introduce special equity measures in service delivery
4. Strengthened social cultural environment for the promotion of the education of women and girls.	Increased number of Communities/MS sending women and girls to ODL institutions Increased ODL centres and institutions	Education Reports from Member States	The need for continued education will be appreciated by women and girls
5. Enhanced Co-ordination, Networking and collaboration with stakeholders.	Institutionalised mechanisms for coordination of gender issues in ODL introduced	Meeting Reports	ODL institutions will have the necessary capacity to effectively coordinate gender issues with stakeholders
6. Developed and strengthened Regional M & E framework for Gender Mainstreaming Strategy in Open and Distance Learning	Availability of gender disaggregated data in ODL institutions Effective gender sensitive programmes	Institutional statistical bulletins and records	Inadequate skills and capacity in gender statistics among ODL practitioners.
Outcome 1: Developed, strengthened and harmonised Policy Framework for Gender mainstreaming in ODL			
Outputs	Output Indicators	Data Sources	Assumptions/Risks
Output 1.1 Improved national and regional capacity to apply relevant gender policy principles in the implementation of gender responsive ODL programmes.	1.1.1 No. of MS deliberately enforcing benchmarks set in regional gender instruments into the ODL programmes	MS reports	ODL Institutions will have relevant knowledge of existing policies
Outcome 2. Strengthened capacity for gender mainstreaming among ODL practitioners.			
Output 2.1 Strengthened capacity for gender mainstreaming among ODL staff	Indicator: 2.1.1 Increased No. of staff using their knowledge in gender analysis for mainstreaming gender in ODL Programmes	Training and Institutional Reports	Resources will be available for capacity building.
Outcome 3: Improved systems of service delivery in ODL to meet the educational needs of girls women and the disadvantaged strengthened			
Output 3.1: Improved innovative practices and mechanisms for the delivery	3.1.1 No. of alternative mechanisms introduced to	ODL Institutional Reports	ODL institutions will appreciate integration of gender approaches in

of gender sensitive ODL Programmes	promote gender sensitivity in learning 3.1.2 Increased No. of learners in ODL Centres		their work
Output 3.2: Enhanced access to Education through ODL for females, males and disadvantaged groups at all levels including science disciplines	3.2.1 % increase in number of females and disadvantaged groups enrolled in ODL institutions at all levels	National ODL Reports	Resources and facilities will be available to increase intake of females and disadvantaged groups at all levels
Outcome 4. Strengthened social cultural environment for the promotion of the education of women and girls.			
Output 4.1 Increased advocacy for the elimination of harmful traditional and religious practices and customs that negatively affect access to education	4.1.1 No. of MS having conducted advocacy campaigns	ODL Institutional reports	ODL institutions will have the capacity to absorb the growing demand for continued education from women and girls and other disadvantaged groups
Output 4.2: Enhanced equitable access to education for poor boys, girls and those affected by HIV and AIDS.	4.2.1 Increased No. of poor, orphans and vulnerable girls and boys, enrolled and trained through ODL by 2015	Institutional reports	Communities remain supportive of the education of orphaned and vulnerable children
Output 4.3 Improved enrolment and retention of girls at all levels of education (secondary, TVET, Teacher and tertiary education)	4.3.1 No. of girls and boys completing their education through ODL Institutions	Institutional Statistical bulletins and records	The social cultural environment will be conducive to learning
Output 4.4: Enhanced mechanisms to provide protection and assistance of female learners from gender based violence.	4.4.1 No. of cases dealt with	Institutional Records.	That learners who suffer abuse will be willing to report
Outcome 5: Enhanced co-ordination, networking and collaboration with stakeholders.			
Output 5.1: Enhanced co-ordination, networking and collaboration between ODL institutions and Ministries of Education, Gender Machineries and the Media	5.1.1 No. and types of alternative mechanisms existing at national and regional level.	Meeting Reports	Commitment to advance gender issues among different stakeholders
Outcome 6. Systems for the collection, analysis and utilisation of gender disaggregated data for gender sensitive monitoring and evaluation in ODL strengthened			

Output 6.1 Regional M& E framework for Gender Mainstreaming Strategy in Open and Distance Learning developed and implemented	6.1.1 Regional M & E Framework for Gender Mainstreaming Strategy in Open and Distance Learning	Regional M & E framework for Gender Mainstreaming Strategy in Open and Distance Learning Document	Existence of skills and competency in gender statistics ODL institutions develop gender sensitive databases
Outputs	1.1 Regional level Activities	Input	Assumptions and risks
Output 1.1 Improved national and regional capacity to apply relevant gender policy principles in the implementation of gender responsive ODL programmes.	1.1.1 Facilitate integration of gender issues in the national ODL policy review/development based with a view to domesticate regional and international gender instruments	Technical support	MS willing to integrate gender issues in policies
	1.1.2 Facilitate the development of gender mainstreaming guidelines for Open and Distance Learning.	Technical support	MS commitment to develop gender mainstreaming guidelines
	1.1.3 Disseminate the gender mainstreaming guidelines and other gender related materials to ODL practitioners.	Technical and financial support	
	1.2 National Level Activities		
	1.2.1 Review/develop national ODL policies with a gender perspective.	Technical support and Resources	MS will be willing to integrate gender issues in their policies
	1.2.2 Facilitate utilisation of gender mainstreaming guidelines for ODL institutions	Technical support	ODL institutions political will to use the guidelines
	1.2.3 Develop a Gender Policy for the education sector with evidence based interventions to address gender inequalities in Education and ODL.	Technical support	MS commitment to develop gender policy
	1.2.4 Implement gender policies and affirmative actions like 50: 50 enrolment policy in ODL based on the SADC Protocol on Gender and Development in institutions that have low female or male participation at basic, Secondary school, tertiary, TVET and teacher Training College levels.	Financial support	
	1.2.5 Facilitate advocacy campaigns targeted at women and other disadvantaged groups in education to enrol with ODL	Financial support	ODL institutions strong political will to carry out advocacy meetings

Outcome 2. Strengthened capacity for gender mainstreaming among ODL practitioners.			
	2.1 Regional level activities		
Output 2.1 Enhanced capacity in gender mainstreaming among ODL practitioners.	2.1.1 Develop a comprehensive training package in gender analysis and mainstreaming, tailor made to enhance application of the GMS in day to day practice of ODL institutions.	Technical support	Financial resources are available
	2.1.2 Support a regional training on Gender budgeting initiatives targeting Heads of ODL institutions and Educational Planners.	Technical support	MS willing to send people to participate
	2.1.3 Facilitate the establishment of a core team of gender trainers in ODL to support country capacity building in gender analysis and mainstreaming	Technical support	MS willing to send people to participate
	2.1.4 Facilitate capacity building for a team of gender trainer to roll out the Gender and ODL Training Package to other staff at country level	Technical support	MS willing to send people to participate
	2.1.5 Conduct a Training of Trainers to roll out the Gender and ODL Training Package to other staff at country level	Technical support	MS willing to send people to participate
	2.1.6 Review and develop curriculum and teaching and learning materials to integrate Gender.	Finances and Technical Support	MS willing to review their curriculum to incorporate gender issues
	2.1.7 Facilitate the development of gender sensitive module (curricular and teaching and learning materials) to support gender training of ODL Tutors and all those that are involved in the development of instructional materials to enhance gender sensitivity in ODL.	Financial and Technical support	Resources will be available
	2.2 National level activities		
	2.2.1 Conduct systematic iterative gender training across the board for staff including Education Planners, Policy Analysts and decision makers and ODL practitioners.	Human Resource	Availability of competent Trainers
	2.2.2 Establish Gender Focal	Technical	ODL institutions willing

	Points in ODL institutions. These should be trained, with core gender responsibility functions that are part of their performance appraisal.	support	to appoint Gender Focal persons, and to send them for training.
	2.2.3 Facilitate gender mainstreaming in open and distance learning programmes.	Technical support	ODL management commitment to mainstream gender in their programmes
	2.2.4 Disseminate gender mainstreaming guidelines to all ODL institutions.	Technical support	Financial resources available for the activity
	2.2.5 Conduct gender sensitizations campaigns for ODL practitioners.		

Outcome 3: Improved systems of service Delivery in ODL to meet the educational needs of girls women and the disadvantaged at secondary, TVET, teacher and tertiary education

	3.1 Regional level Activities		
Output 3.1 Improved systems of service Delivery in ODL to meet the educational needs of girls women and the disadvantaged. at in secondary, TVET, teacher and tertiary education	3.1.1 Lobby Government and donors to allocate adequate funds to all ODL institutions to increase capacity and support admission of more girls, women and disadvantaged males into the education system.	Financial support	ODL institutions will have the capacity to change current systems of delivery
	3.1.2 Facilitate documentation and sharing of best practices on gender mainstreaming in ODL in the region focusing on the four sectors of secondary, TVET, teacher and tertiary education.	Technical and financial support	ODL institutions will be willing to provide information on the successful female and male graduates from all levels of education
	3.1.3 Support National Learner tracer studies to trace girls who qualify and do not access Secondary or University education and link them with select ODL institutions through supported learning.	Financial resources	MS willing to conduct tracer studies
	3.1.4 Advocate for inclusive education and for strengthening special schools, and easy access to tertiary education for children with disabilities through ODL.	Technical support	ODL programmes willing to review their curriculum and other teaching and learning materials
	3.1.5 Lobby ODL institutions and Centres of Specialisation (CoS) on secondary and teacher education to offer a gender course/module, and science subjects using conventional facilities.	Technical support	CoS willing to offer gender module and science subjects using facilities from the conventional system of education
	3.1.6 Facilitate the regulation of ODL institutions to ensure that secondary education through ODL is delivered with a gender	Technical support	MS willing to regulate ODL institutions

	perspective and that students are not disadvantaged by the practices of ODL institutions that are purely formed by illegal ODL institutions.		
	3.1.7 Lobby for the introduction of compulsory Secondary Education in the region so that the necessary infrastructure should be put in place to meet the unmet demand for secondary education (massification of secondary education through ODL) for the benefit of more girls.	Financial resources	MS political will
	3.1.8 Lobby Ministers of Education for an institutionalised ODL week to facilitate creation of and understanding of importance of ODL which would be used to showcase success stories of ODL.	Technical and Financial resources	Political will of MS
	3.1.9 Facilitate implementation of a comprehensive fast track ODL programme to increase the number of teachers graduating annually in the region with emphasis on quality, pedagogical skill and subject competence.	Technical support	MS Political will
	3.1.10 Support the review of the curricular in secondary, TVET, teacher and tertiary education with a gender perspective.	Technical and financial support	MS willing to review their curriculum
	3.2 National Level Activities		
	3.2.1 Conduct robust social marketing programmes, of courses that are science oriented to attract more females. These should aim at showing females how to get started, how to combine work at home and study and building their confidence to participate.	Financial resources	Political will from ODL institutions
	3.2.2 Review Curriculum for gender sensitivity at secondary, TVET, teacher and tertiary levels of education	Financial and technical support	Resources will be available to effect the new changes and technologies
	3.2.3 Design systems and programs that meet student's gender specific needs e.g. flexibility in schooling time, modes of delivering instruction and accessibility of learning for females with domestic responsibilities and males with competing socio-economic demands.	Technical support	Political will from Member states
	3.2.4 Establish mechanisms to regulate the provision of ODL at		

	national level.		
	3.2.5 Conduct advocacy work on ODL to deal with stigma associated with ODL targeting communities, male and female learners, politicians, employers, media and policy makers.	Technical and Financial support	Member states willingness to adopt the findings of the review.
	3.2.6 Strengthen student ODL support systems to ensure all ODL female and male learners have a conducive learning environment in secondary, TVET, teacher and secondary level.		
	3.2.7 Facilitate creation of small study groups for ODL learners	Financial support	Both male and female learners will be attracted to the teaching profession.
	3.2.8 Revisit the design and construction of ODL facilities at all levels to include facilities that meet female specific needs.	Financial and Technical support	Member states will have the political will and resources to undertake inclusive education
	3.2.9 Promote role modelling in learning institutions through deployment of teachers and school management structures that ensures equal representation of male and female staff.	Human and financial resources	Female scientists will avail themselves for such exercises.
	3.2.10 Develop systems to track female learners who drop out at secondary level and linking them into ODL institutions.	Financial and technical support	Females will bet be attracted to technical work
	3.2.11 Implement affirmative action/positive discrimination to facilitate equitable admission of the disadvantaged and girls into all levels of education using ODL		
	3.2.12 Lobby for expansion of Tertiary Education through establishment of more Open Universities	Financial and technical support	Females will bet be attracted to technical work
	3.2.13 Develop a special bursary for female teachers to study science to close the acute shortage of female teachers of mathematics and science.	Technical and financial support	ODL institutions willing to do the work
	3.2.14 Develop special measures to attract female teachers to teach in rural areas and ensure availability of the right role models in rural areas.	Financial resources	Men and women in communities will be willing to change the practices
	3.2.15 Integrate Gender studies as a specific subject area in all teacher Training Programmes.	Financial resources	ODL institutions will have time for advocacy
	3.2.16 Lobby employers to support		

	female students in science related subjects at secondary and TVET level.		
	3.2.17 Build in generic programmes in TVET to motivate females e.g. integrating Life skills, gender and HIV AIDS in all TVET Programmes.	Financial support	Funds will be available for such an undertaking
	3.2.18 Conduct mentoring, role modelling and career orientation particularly for girls and boys in domains that are closed to a particular gender at all levels of education.	Human resource	Adequate funds will be available
	3.2.19 Increase science laboratories for ODL by using the conventional schools to curb low number of females learners participating in science related disciplines. The Zambia mobile labs could be a quicker and cheaper solution of doing this for schools and Open secondary Schools that have no laboratories in the interim.	Human resource	Learners will appreciate the need for behaviour change
	3.2.20 Support Career exhibitions at school level for students to see the kind of careers that are available in science through ODL.	Financial and Technical support	Educators will appreciate the need for behaviour change
	2.2.21 Conduct Intensive community advocacy and gender sensitization at all levels to encourage girls to study sciences and participation in technical fields.	Financial support	Communities remain supportive of vulnerable children
Outcome 4: Strengthened social cultural environment for the promotion of the education of women and girls.			
	4.(a) Regional level Activities		
Output 4.1 Increased advocacy for the elimination of harmful traditional and religious practices and customs that negatively affect access to education	4.1.1 Support advocacy for the development of explicit interventions and special measures to make education affordable to the poor with emphasis on orphans and needy girls.	Financial support	
	4.1.2 Integrate gender issues in all HIV and AIDS regional policy frameworks		MS political will to integrate gender issues in all HIV and AIDS initiatives
Output 4.2: Enhanced equitable access to education for poor boys, girls and those affected by HIV and AIDS.	4.2.1 Advocacy for legislation against all harmful cultural and religious practices and traditions that affect girls and boys access to education.	Financial support	Donors willing to fund the activities

	4.2.2 Document best practices on the age of marriage that is in line with the Convention on the Rights of Children in the region.	Financial support	Donors willing to fund the activities
Output 4.3 Improved enrolment and retention of girls at all levels of education (secondary, TVET, Teacher and tertiary education)	4.3.1 Strengthen policy and legislation to ensure girls retention in education.		Donors willing to fund the activities
	4.3.2 Support Ministries of Education to lobby for the standardization of the age of marriage in the region.	Financial support	Donors willing to fund the activities
	4.3.3 Lobby Governments for introduction of Gender Budgeting Initiatives in education so that resources are available to meet girl child and women learner's needs from a biological perspective.	Financial support	MS political will and Donors willing to fund the activities
	4.3.4 Lobby for the introduction of compulsory education up to Secondary School level.	Financial support	Donors willing to fund the activities
Output 4.4: Enhanced mechanisms to provide protection and assistance of female learners from gender based violence.	4.4.1 Lobby for tighter legislation to protect the girl child and female learners from sexual abuse and gender based violence in ODL institutions.	Financial support	Donors willing to fund the activities and MS political will
	4.4.2 Support the review of current practices for dealing with sexual abuse and gender based violence in learning institutions.	Financial support	MS political will
	4 (b) National Level Activities		
Output 4.1 Increased advocacy for the elimination of harmful traditional and religious practices and customs that negatively affect access to education	4.1.1 Lobby for increased funding and bursaries to facilitate the education of girl children and disadvantaged males in both conventional schools and ODL Centres.	Technical support	
	4.1.2 Collaborate with departments of Social Welfare, Gender Machineries and Ministries of Education to develop an effective targeting mechanism of bursaries for learners in need of support and formation of social networks to support vulnerable children.		ODL institution willingness to work with others
	4.1.3 Promote multi faceted advocacy interventions addressing factors that influence vulnerability to HIV and AIDS at the structural, community, family and individual levels.	Financial and technical support	
	4.1.4 Mainstream gender and HIV and AIDS in life-skills education	Financial and technical	

	including curricular for ODL.	support	
	4.1.5 Advocate for male involvement in the provision of treatment and care for the sick.	Financial and technical support	
	4.1.6 Create awareness on sexual reproductive health issues and life skills.	Financial and technical support	
Output 4.2: Enhanced equitable access to education for poor boys, girls and those affected by HIV and AIDS.	4.2.1 Use social marketing approaches to change harmful cultural attitudes and endemic gender norms and attitudes that affect girls and boys education.	Financial and technical support	
	4.2.2 Multi media advocacy and intensive gender awareness programmes at community level targeting parents, traditional and religious leaders, boys and girls to promote girls positive participation in education.	Financial and technical support	
	4.2.3 Lobby for separate learning institutions for girls at secondary school level where applicable.	Financial and technical support	
	4.2.4 Use social marketing approaches to change harmful cultural attitudes and endemic gender norms and attitudes that affect girls and boys education.	Financial and technical support	
Output 4.3 Improved enrolment and retention of girls at all levels of education (secondary, TVET, Teacher and tertiary education)	4.3.1 Develop teaching and learning and other IEC materials focusing on girls retention in school, back to school teen mothers and married women.	Financial and technical support	
	4.3.2 Advocate for supportive structures for provision of care to children of teen mothers enrolled in schools including ODL.	Financial and technical support	
	4.3.3 Strengthen mechanisms to facilitate the re-entry of girls who become pregnant and young mothers into learning institutions including ODL Centres.	Financial and technical support	
	4.3.4 Reinforce article 8 of the SADC Protocol through national Legislation to standardise the Minimum age of Marriage to 18.	Financial and technical support	
	4.3.5 Implement intensive life skills and counselling programme for girls to deter them from early marriages.	Financial and technical support	
	4.3.6 Advocate for women friendly environment in ODL institutions for female		
Output 4.4: Enhanced mechanisms to provide	4.4.1 Review training Curricular for Teacher Training Colleges to	Financial and technical	

protection and assistance of female learners from gender based violence.	strengthen the teaching of ethics, psycho social support, morality and the management of sexual abuse.	support	
	4.4.2 Document and maintain up to date data on the prevalence of sexual abuse and gender based violence in ODL Institutions to inform policy development.	Financial and technical support	
	4.4.3 Strengthen mechanisms and setting up of systems to deal with sexual harassment in learning institutions.	Financial and technical support	
	4.4.4 Advocacy for partnerships with national media outlets, NGOs, religious groups and parliamentarians for zero tolerance of negative cultural practices against girl children including early marriage and sexual abuse.	Financial support	
	4.4.5 Facilitate creation of help desks in ODL institutions to offer counselling services to both victims and perpetrators of gender based violence.	Technical and financial support	ODL institutions willing to create a help desk for gender based violence cases

Outcome 5: Strengthened co-ordination, networking and collaboration with stakeholders.

	5.1 Regional Level Activities		
Output 5.1: Strengthened co-ordination, collaboration and networking between ODL Institutions and Ministries of Education, Gender Machineries and the Media	5.1.1 Facilitate the development of a gender co-ordination structure for ODL at National through the National ODL Technical Committee	Technical support	There will be tangible results in gender mainstreaming nationally and regionally
	5.1.2 Facilitate the establishment of Gender Focal Person in all ODL institutions with clear Terms of Reference	Human resources	The identified staff will be committed to gender mainstreaming
	5.1.3 Facilitate networking and information sharing among Member States to build on experiences of successful gender mainstreaming through a regional gender newsletter for ODL and supported exchange visits.	Human resource	There will be effective change of attitudes to gender issues.
	5.1.4 Support ODL practitioners to participate in gender related conferences at regional, continental and international level		Availability of funds
	5.1.5 Establish mechanisms to facilitate information sharing and dissemination of best practices and lessons learnt in gender	Human resource	There will be tangible results in gender mainstreaming nationally

	mainstreaming among ODL institutions.		
	5.1.6 Develop and disseminate IEC materials on Gender Mainstreaming in Open and Distance Learning	Technical support	
	5.1.7 Facilitate MS to develop Directory of ODL institutions for ease coordination and networking on gender issues.	Technical support	MS willingness to develop an ODL Directorate
	5.1.8 Document and disseminate best practices in gender mainstreaming in ODL	Technical and financial support	Availability of funds
	5.2 National level activities		
	5.2.1 Build partnerships between ODL institutions, Ministries of Education, NGOs, development partners, Religious and Traditional leaders and the media in addressing gender concerns in education		
	5.2.2 Establish position of Gender Focal points in all ODL institutions		
	5.2.3 Develop clear job descriptions for Gender Focal Points with gender responsibility as part of their core job description and subject to performance appraisal.		
	5.2.4 Strengthen systems of co-ordination between Ministries of Education and National Gender Machineries and the media to deal with gender issues in ODL and more especially on issues of girl child education		
	5.2.5 Build partnerships between ODL institutions, Ministries of Education, NGOs, development partners, Religious and Traditional leaders and the media in addressing gender concerns in education		ODL institutions willing to coordinate with other stakeholders
	5.2.6 Participate in gender related regional, continental and international conferences	Financial support	Management of ODL and Ministries of Education will value their participation in gender related conferences
Outcome 6. Improved Systems for the collection, analysis and utilisation of gender disaggregated data for gender sensitive monitoring and evaluation in ODL strengthened			
	6.1 Regional Level activities		

Output 6.1 Regional M& E framework for Gender Mainstreaming Strategy in Open and Distance Learning developed and implemented	6.1.1 Develop M & E Framework for the GMS for Open and Distance Learning	Technical support	MS willing to constantly use the framework
	6.1.2 Build capacity of ODL practitioners in M and E framework for Open and Distance Learning	Technical and financial support	MS willing to send the right people for training
	6.1.3 Document and maintain up to date information on the agreed indicators for the M and E framework.		MS submit M and E reports to the Secretariat
	6.1.4 Produce annual report on gender mainstreaming in Open and Distance Learning		MS submit M and E reports to the Secretariat
	6.1.5 Set up systems for monitoring and evaluation with a gender data base in all ODL institutions.	Technical support	Funds will be available.
6.2 National activities			
	6.2.1 Establish systems for monitoring and evaluation with a gender data base in all ODL institutions.	Technical Support	
	6.2.2 Establish Information Management Systems (IMS) that can generate gender disaggregated data to feed into the Ministerial data and central data base National Statistical Offices	Technical and financial support	Availability of staff to work on the IMS
	6.2.3 Devise simple information tracking systems that are disaggregated by sex/gender using several socio- economic indicators to track progress in ODL institutions on gender equality.		Availability of staff
	6.2.4 Conduct student tracer studies to keep track of students	Technical support	Commitment and capacity of the availability staff
	6.2.5 Conduct periodic gender audits of ODL programmes to track progress towards gender mainstreaming.		Commitment and capacity of the availability staff
	6.2.6 Institute baseline survey of current ODL practice in issues of enrolment, retention and completion of ODL programmes including performance and subject selection and prevalence of Gender Based Violence	Technical and financial support	Commitment and capacity of the availability staff
	6.2.7 Facilitate documentation and sharing of best practices on gender mainstreaming in ODL	Technical support	MS willing to document and report on their best practices on gender mainstreaming in ODL

	6.2.8 Promote gender sensitive research in the context of ODL	Technical Support	Funds are available
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