



Commonwealth of Learning Gender Action Plan

01 July 2012 – 31 March 2015

Organisational-Level Gender Indicators

COL'S VISION, MISSION AND GENDER IMPACT STATEMENT	EXPECTED OUTCOMES	OUTPUTS	PERFORMANCE INDICATORS	STATUS
<p>COL'S VISION To be the foremost global agency that promotes learning for development.</p> <p>COL'S MISSION To help governments and institutions expand the scale, efficiency and quality of learning by using open, distance and technology-based approaches.</p> <p>GENDER IMPACT STATEMENT Strengthen COL's internal capacity to ensure that it is a model organisation which promotes greater gender equality through the effective use of open, distance and technology-mediated learning.</p>	<p>1. Gender is mainstreamed in all of COL's policies and processes.</p>	<p>1. Progress reports and communications on gender mainstreaming.</p>	<ul style="list-style-type: none"> Gender updates at the quarterly internal programme update meeting (PUM). Gender featured in COL's <i>Connections</i> newsletter and on COL's website. 	<ul style="list-style-type: none"> Ongoing. More articles about COL's gender-related work in various media.
		<p>2. Gender mainstreaming data captured using internal forms and templates.</p>	<ul style="list-style-type: none"> Percentage of contracts and contribution agreements with a standard gender clause (target 100%). 	<ul style="list-style-type: none"> 100%: All agreements have a standard gender clause.
		<p>3. Staff trained in the development of gender-inclusive Performance Indicators.</p>	<ul style="list-style-type: none"> Increase in staff capacity as measured by performance assessment. 	<ul style="list-style-type: none"> 11 gender-related professional development events held.
		<p>4. Gender is mainstreamed in consultants' contracts and in the selection of consultants.</p>	<ul style="list-style-type: none"> Degree of gender equity in hiring of consultants (target 50/50). 	<ul style="list-style-type: none"> System established to track gender of consultants. Achieved: 50.4% Female.
		<p>5. Gender is mainstreamed in the Human Resource Framework and Compensation Plan (HRF&CP).</p>	<ul style="list-style-type: none"> Percentage of female and male candidates shortlisted for positions at COL (target 50/50). 	<ul style="list-style-type: none"> A balance of F/M candidates mostly achieved.
		<p>6. Internal Gender Committee meets every quarter.</p>	<ul style="list-style-type: none"> Minutes of quarterly meetings. 	<ul style="list-style-type: none"> Achieved.
		<p>7. New staff familiarised with the</p>	<ul style="list-style-type: none"> New staff familiarised with gender 	<ul style="list-style-type: none"> Ongoing.

		gender policy, tools and microsite.	<ul style="list-style-type: none"> Gender microsite updated quarterly. 	<ul style="list-style-type: none"> Gender microsite updated regularly. Report available on gender gaps in the Commonwealth.
	2. COL's work contributes to a deeper interrogation, analysis and articulation of gender-equality issues.	1. COL programme staff mainstream gender issues at all stages of the programme cycle.	<ul style="list-style-type: none"> At least 1 specific gender activity within each initiative. Gender considerations are a major criterion in reviewing requests for support and offers of funding. 	<ul style="list-style-type: none"> Achieved. Ongoing.
		2. More partners mainstream gender issues, including in reporting.	<ul style="list-style-type: none"> Minimum of 50% of female participants in all COL-hosted workshops, particularly from countries where they are generally under-represented. 	<ul style="list-style-type: none"> Ongoing: Partners' actions are not entirely within COL's control.
			<ul style="list-style-type: none"> Percentage of each programme and workshop that is gender-sensitive. 	<ul style="list-style-type: none"> Gender-readiness checklist developed for partner institutions. Ongoing: 1 gender session held in each workshop/activity organised by COL.
		3. Gender concerns integrated into every level of monitoring and evaluation (M&E).	<ul style="list-style-type: none"> Gender-Sensitive Performance Indicators are developed for all initiatives, as appropriate. 	<ul style="list-style-type: none"> Gender-responsive output-level indicators developed for 8 initiatives. Ongoing reporting against these.
		4. M&E findings on gender feed back into programming.	<ul style="list-style-type: none"> Additional tools are developed in response to programme needs and are available for staff and partners. 	<ul style="list-style-type: none"> COL's Gender Keys adapted to individual initiatives.
		5. All materials developed with COL use gender-inclusive language, graphics and examples.	<ul style="list-style-type: none"> Percentage of materials that are gender-sensitive (target 100%). 	<ul style="list-style-type: none"> Ongoing capacity building of partners to develop gender-responsive materials.
		6. Gender highlighted at COL's Pan-Commonwealth Forum on Open Learning (PCF7), 2–6 December 2013.	<ul style="list-style-type: none"> Gender highlighted across all themes. 	<ul style="list-style-type: none"> Achieved.
			<ul style="list-style-type: none"> At least 50% of the keynotes address gender issues. 	<ul style="list-style-type: none"> 4 of 8 keynote speakers were women.
			<ul style="list-style-type: none"> Women encouraged to submit papers to the PCF7 and to attend the forum. Special considerations for support 	<ul style="list-style-type: none"> Support for attendance provided to 20 W/39 M.

provided.

Programme-Level Gender Indicators

INITIATIVE	OUTPUTS	PERFORMANCE INDICATORS	OUTPUTS ACHIEVED
EDUCATION			
OPEN SCHOOLING	Innovative and improved accessibility to quality education for marginalised girls through appropriate curricula and technology development.	<ul style="list-style-type: none"> ○ Girls' Innovation project established in at least 2 countries. ○ 25 teachers were taught the necessary skills to develop gender-sensitive content to enhance the teaching experience. ○ Self-instructional handbook for girl learners developed. 	<ul style="list-style-type: none"> ○ 30 teachers trained and curriculum content development in progress. ○ 120 girls trained in leadership skills in Botswana and Bangladesh. ○ The <i>Handbook for Girls in Asia in Open Schools</i> drafted.
	Partner organisations supported in their efforts to integrate gender-equality concerns in research, programmes, policies and planning.	○ Gender guidelines for open schools developed.	○ Gender-equality training delivered to participants from COMOSA member countries.
		○ A gender-related webinar conducted in Open Schooling Connect	○ Webinar delivered.
Publication of a Perspectives Book, <i>Women and Leadership in Open and Distance Learning and Development</i> .	○ Resource available in print form and on COL's website.	○ 2013: Book published.	
TEACHER EDUCATION	More female and male teachers and teacher educators trained in ODL methodologies and pedagogical content knowledge.	○ Teacher educators and faculty staff/module writers trained in various topics to build their capacity.	○ Training of faculty/teacher educators in OERs, integration of ICT, development of ODL materials and quality assurance for 567 F/ 700 M in the Commonwealth.
	Availability of gender-training materials, including OER, to build capacity of partner organisations for gender mainstreaming.	○ Development of gender-training materials for teachers and teacher educators.	○ 2014: <i>Gender Mainstreaming Toolkit for Teachers and Teacher Educators</i> published.

HIGHER EDUCATION	Higher education institutions have improved access to gender-inclusive content, including OERs.	<ul style="list-style-type: none"> Gender-related case studies developed. 	<ul style="list-style-type: none"> CEMBA/CEMPA OER workshop: participants trained and 6 gender-related case studies developed. CEMBA/CEMPA and Legislative Drafting materials reviewed from a gender perspective and report available.
	Participation of women students in higher education is supported.	<ul style="list-style-type: none"> 35 women supported in accessing higher education. 	<ul style="list-style-type: none"> 25 women supported for the OPNZ Certificate and Diploma Programme in Designing and Facilitating Online Learning. 26 women supported for the Legislative Drafting course at the USP, Fiji. 5 women supported for the Master of Instructional Design and Technology, at OUM. 1,597 women enrolled in CEMBA/CEMPA programme.
	Women in higher education build leadership capacity.	<ul style="list-style-type: none"> 25 women trained in leadership development. 	<ul style="list-style-type: none"> 25 senior women academics from Pakistan, Sri Lanka, Bangladesh and India trained.
VIRTUAL UNIVERSITY FOR SMALL STATES OF THE COMMONWEALTH (VUSSC)	Increased female participation in VUSSC activities.	<ul style="list-style-type: none"> The number of women and men participants in areas predominantly dominated by the opposite gender increased by 10%. 	<ul style="list-style-type: none"> Proportion of women in VUSSC activities is 53%.
	Gender-sensitive materials developed.	<ul style="list-style-type: none"> 3 courses use gender-responsive language and graphics. 	<ul style="list-style-type: none"> 11 VUSSC courses use gender-responsive language and graphics.
	Guidelines for more gender-inclusive OER courses and workshops developed.	<ul style="list-style-type: none"> Gender guidelines and course evaluation checklist available. 	<ul style="list-style-type: none"> Course evaluation checklist developed. Checklist for the development of gender-responsive learning materials developed. 56 teacher educators/faculty (23 M/ 33 F) from 15 countries trained in developing gender-responsive materials. 10 African VUSSC interlocutors and faculty trained in gender mainstreaming.
LIVELIHOODS & HEALTH			
TECHNICAL AND VOCATIONAL	Institutions take positive steps towards more equitable provision and uptake of Technical and	<ul style="list-style-type: none"> 2 Women in TVET (WITED) chapters established in TVET institutions. 	<ul style="list-style-type: none"> 11 WITED chapters established to increase girls' access to TVET.

SKILLS DEVELOPMENT (TVSD)	Vocational Education and Training (TVET) programmes.	<ul style="list-style-type: none"> Gender policies established in 5 TVET institutions. 	<ul style="list-style-type: none"> 11 ODFL policies developed or in use, with gender equity enshrined in core values. Girls in TVET event held at Mombasa Technical Training Institute. The Mbeya University of Science and Technology increased girls' enrolment by 100%. 1,737 women and girls access non-formal courses through INVEST Africa.
	New flexible TVET courses that appeal to women.	<ul style="list-style-type: none"> 5 new skills training courses that target female participation developed. 	<ul style="list-style-type: none"> 2771 women trained in ICT and small business in Uganda, PNG and Bangladesh; 820 have started a new business. Over 30 new skills training courses for women offered in Ghana, Kenya, Bangladesh, Fiji, Jamaica, Vanuatu, Tanzania and Nigeria. 13 female Life Skills Coaches trained in Samoa. 42 girls trained in Livelihood skills in Vanuatu.
	Partner organisations supported in their efforts to integrate gender-equality concerns in research, programmes, policies and planning.	<ul style="list-style-type: none"> Partners' institutional capacity to mainstream gender equality strengthened. Gender-equality concerns integrated into planning tools. 	<ul style="list-style-type: none"> 29 participants from 7 countries trained in gender mainstreaming. Adaptation of <i>Gender Mainstreaming Toolkit for Teachers and Teacher Educators</i> to the TVET context.
	ODL reaching many women learners in the agriculture sector.	<ul style="list-style-type: none"> ODL reaching at least 10,000 women in 4 Commonwealth regions. 	<ul style="list-style-type: none"> ODL reached 115,000 women in Africa, Asia and the Caribbean.
LIFELONG LEARNING FOR FARMERS (L3F)	Capacity of partner organisations in facilitating gender-sensitive L3F is built.	<ul style="list-style-type: none"> Capacity of 25 organisations in facilitating gender-sensitive L3F is built. 	<ul style="list-style-type: none"> Capacity of 32 organisations built in Africa, Asia, the Caribbean and the Pacific.
	Gender-responsive monitoring and evaluation (M&E) adopted by partner organisations.	<ul style="list-style-type: none"> Gender-responsive M&E in place in 6 partner organisations. 	<ul style="list-style-type: none"> Gender-responsive M&E in place in 12 partner organisations in Africa and Asia.
	Partner organisations supported in their efforts to integrate gender-equality concerns in research, programmes, policies and planning.	<ul style="list-style-type: none"> The Rural Agricultural Development Authority (RADA) in Jamaica has agreed to mainstream gender in 3 areas: 1) re-certification programme for agricultural extension officers; 2) institutional gender policy; and 3) data collection, monitoring and evaluation. A gender perspective has been integrated into 	<ul style="list-style-type: none"> Gender awareness training/planning workshops delivered to partners. Supported development of gender-responsive survey tool. Empowerment Index Developed and data collected in 3 countries.

		the work plan of 3 farmers' organisations in Jamaica.	
HEALTHY COMMUNITIES	Capacity:		
	1. Gender-mainstreamed training materials developed to support community learning programme (CLP) development.	<ul style="list-style-type: none"> ○ Training and mentoring courses in which gender is mainstreamed are ready for delivery. 	<ul style="list-style-type: none"> ○ Gender mainstreamed in the “C4D: Why. How. Now.” and “Research for Planning” distance training and mentoring courses.
	2. Increased knowledge and skills among local partners in developing gender-responsive programming.	<ul style="list-style-type: none"> ○ Training opportunities that have either a dedicated session on the implications of gender for CLPs or have gender-equality concerns integrated throughout. 	<ul style="list-style-type: none"> ○ 2 Gender-mainstreamed distance training and mentoring courses delivered.
	3. Gender analysis ¹ is a consistent part of CLP planning and design and is used in the identification of appropriate users and their health and development issues.	<ul style="list-style-type: none"> ○ Number of trained representatives of local health, development and communication groups. ○ Number of gender-responsive CLPs designed. 	<ul style="list-style-type: none"> ○ 100+ local health, development and communication workers trained. ○ 18.
	Advocacy:		
	Increased understanding among local stakeholders that successful participatory community development must involve addressing gender inequalities and/or issues.	<ul style="list-style-type: none"> ○ Number of local stakeholders engaged in discussions about, and or planning for, gender-responsive CLPs. 	<ul style="list-style-type: none"> ○ 700+ stakeholders exposed to gender-responsive approaches to C4D and gender-responsive programming.
CROSS-CUTTING INITIATIVE			
ELEARNING	OER and ICT in Education policies and strategies adopted recognise gender and include specific gender-based recommendations.	<ul style="list-style-type: none"> ○ 2 OER and ICT in Education policies developed with COL assistance recognise gender and include gender-based recommendations. 	<ul style="list-style-type: none"> ○ St. Kitts and Nevis: Gender-related provisions included in the draft policy.
	Increased output by women researchers of applied research in ODL and eLearning.	<ul style="list-style-type: none"> ○ 50% of published research authored by men, 50% by women. 	<ul style="list-style-type: none"> ○ COL's <i>Journal of Learning for Development</i> featured contributions from 14 women

¹ *Gender analysis* refers to the process of assessing the implications for women and men of any planned intervention and then devising a strategy for making women's and men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes so that women and men benefit equally. The objective of gender analysis is to address gender inequalities.

			(46.6%). ○ 7 of 19 members of the editorial review board are women.
GENDER	Improved programming and planning tools for COL to support integration of gender-equality considerations in programmes.	○ Gender analysis of ODL in the Caribbean region conducted. ○ Internal gender assessment conducted.	○ Gender analysis of ODL in the Caribbean region conducted. ○ Internal gender assessment report available.
COMMONWEALTH EDUCATIONAL MEDIA CENTRE FOR ASIA (CEMCA)			
COMMONWEALTH EDUCATIONAL MEDIA CENTRE FOR ASIA (CEMCA)	Talented students, preferably women, are rewarded for their achievements in ICT- related courses of studies.	○ At least 2 new institutions adopt CEMCA Award for women students in ICT-related courses.	○ 6 institutions adopted CEMCA Award and women students awarded in each.
	Capacities of women community leaders enriched to appropriately use community media for better health and greater participation in civic life.	○ 3 Training-of-Trainers workshops for women broadcasters organised to help 10 community radio stations each arrange further training for at least 10 other women to use community radio, thus reaching at least 100 women.	○ 3 Training-of-Trainers workshops organised for women broadcasters, covering 26 community radio stations and 204 women community leaders.
	Gender is mainstreamed in consultants' contracts and in the selection of consultants.	○ Degree of gender equity in hiring of consultants (target 50/50).	○ Of 196 consultants and experts hired, 67 (34.18%) were women.
	Gender mainstreamed in all activities of CEMCA, especially in the capacity-building activities.	○ Degree of gender equity in selection and participation of experts and participants (target 50/50).	○ Of the 2,175 participants in various activities 44.74% were women.