

# Translating GRESP into Reality





## Background

- This discussion seeks to buttresses earlier presentations on GRESP and also highlight the relevance of complementary support on GRESP by development actors and CSOs to our governments.
- By way of background, Plan International (PI) is a Child Centred Development organisation focussing on advancing children’s rights and equality for girls. Our Global strategic objectives compel us to ensure that vulnerable and excluded CAY, particularly girls access and complete inclusive quality education from pre-primary to secondary level.
- Our inspiration in driving the GRESP agenda is based on recognizing the importance of systems level reform and ensuring that the education sectors meet their objectives as well as contribute effectively to accomplishment of SDGs, (especially goals 4 & 5) as well as educationally inclined continental protocols.



## Background cont...

- Broadly, there is consensus that gender inequalities and disparities currently obtaining in our education systems can be redressed through gender integration in Educational Strategic Sector Planning.
- For the above process to be successful Plan International (PI) justifies the need for rendering technical support on various aspects of GRESP at different levels
- In Zimbabwe, PI is also part of the GRESP teams already initiating traction on the GRESP process after being part of Zimbabwe delegation that participated in the initial GRESP regional trainings together with the FAWEZI and ECOZI.

- After the initial training on GRESP that commenced in November, 2019 (Nairobi) we came up with engagement strategies with government as a team (FAWEZI; ECOZI; PI)
- A feedback meeting with the Secretary for the Ministry of Primary and Secondary Education was initiated and the GRESP team's intention who escalated intentions.
- This was followed by presentation on GRESP to the Education Coordinating Group (Apex decision making body) – which gave us the greenlight for coming up with an action plan for cascading information on GRESP.
- One of the action plans was to facilitate training to senior government staff on GRESP – this commenced in November, 2019.
- Engagement underway for a brown bag with a wider audience + UN agencies
- Parallel to the above processes, we engaged members of the ECOZI reaching out to 25 organisations under this umbrella body – engagement started with the gender thematic committee for the coalition – intention was to amplify our voice for collective advocacy which can be a safer root in volatile spaces



# The Success Story

- Buy-in has been secured by the highest decision making body for the Education Sector. There was invitation to come up with an action plan.
- Above engagement led to the team's participation in mid-term joint sector review process for the current ESSP – we were part of the panel discussion for a parallel session and took this as an opportunity for advocacy.
- We have provided input into the TORs for the up-coming ESSP (2021 – 2025). Our input was considered during engagement of the consultant who is working on formulation of the coming ESSP.
- Enhanced institutional capacity within ministry of Primary and secondary Education
- MoPSE has enhanced its structure by dedicating gender focal persons

## Determinants of Success

1. **Political Will - essential for a successful GRESP Process.**
2. **GRESP process demands enhanced institutional capacity that can be facilitated through gender expertise and knowledge sharing.**
3. **GRESP entails a multi-sectoral approach taking note that underlying drivers for equity in education, health, citizen engagement are often cross cutting themes that are dependent on others**
4. **Gender responsive monitoring and evaluation – based on relevant and appropriate tools.**
5. **Good timing**

## Promising Practice

1. ***Engagement with the highest level decision making bodies – LEG/ECG for sustainability & ownership.***
2. **Sensitization, awareness raising, consciousness building targeting national level officials followed by capacity enhancement.**
3. **Building synergies, collaborations and partnership an essential pre-requisite for success.**
4. **Demand driven occupation of spaces for participation into the ESSP process should be facilitated through a wider stakeholder participation.**
5. **Engagement to be linked with other processes**

- ✓ **GRESP being conceptualised as a separate agenda**
  - When GRESP fails to be part of a nationally-owned education development agenda, ownership is compromised and corresponding strategies, plans, systems and budgets will remain invisible.
  
- ✓ **Absence of teams dedicated by Education Sector to spearhead GRESP**
  - Often, this links with inadequate institutional capacities which translates to absence of traction around the GRESP agenda. Investment into the process, partnerships and collaboration are a possible solution.
  
- ✓ **Unclear roadmap about GRESP at national level**
  - Lack of guidance on the critical path compromises responsibilities and accountability on the GRESP process. The proposal is that national level Education Sector takes the lead and allow autonomy to guide the process .



**I Thank You All**