

Building the Climate Resilience of Children and Communities through the Education Sector (BRACE)

Annex 07 - Summary of Stakeholder Consultations and Engagement Plan

Accredited Entity: Save the Children Australia

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Summary of Stakeholder Consultation during Project Design

The document summarizes stakeholder consultations for the Building the Climate Resilience of Children and Communities through the Education Sector (BRACE) project, led by Save the Children Australia (SCA). It details the consultation processes and outcomes in South Sudan, Tonga, and Cambodia. These consultations were key in shaping the project's design to ensure it aligns with the needs and priorities of each country's education sector, focusing on climate resilience and disaster preparedness.

In South Sudan, consultations focused on improving school infrastructure, WASH facilities, and climate-proofing strategies, addressing the severe impacts of flooding on schools. In Tonga, stakeholders emphasized retrofitting schools, disaster preparedness, and climate education. For Cambodia, discussions led to integrating climate change into the national curriculum and enhancing teacher training. Across all regions, feedback from government bodies, local communities, and development partners informed the project's design, highlighting priorities such as climate adaptation, education, and infrastructure resilience.

Summary of Consultations and Impacts on Project Design South Sudan

Stakeholder consultations have been a key part of the Building the Climate Resilience of Children and Communities through the Education Sector (BRACE) in South Sudan which has been developed via consultations between Save the Children Australia (SCA), Save the Children South Sudan and with national and sub-national government officials, and community engagement at representative communities across the targeted districts.

This section documents how the relevant project stakeholders have been engaged and defines the types of engagement established in the project design. The goal was to identify all the people and organizations involved in or potentially affected by the project, as well as inform the project design.

The information gathered from the various audiences within the stakeholder consultations informed the project design in multiple different areas. Feedback was taken from each meeting, focus group, workshops and interview and where relevant, led to changes to certain aspects of the project – whether large or small. Key impacts are detailed below.

Government ministries

Throughout the project design (first in-country design workshop held 29th Jan to 2nd February 2024), the core project team have consulted extensively with the MoGEI, MoEF, the Ministry of Disaster Management Affairs and other ministries to differing extents. As an Implementing Partner and member of the Project Steering Committee, the MoGEI had arguably the largest impact on the detailed project design, and representatives from the University of Juba, South Sudan, USAID, the National Teachers Training Institute, FCDO, the World Bank, South Sudan were part of the consultation.

Meetings and information gathering were crucial in determining key elements of the project. Meetings with MoGEI and Local Education Group (LEG) as well as the Ministry of Humanitarian affairs provided more detailed information about government's existing education policies, programs and strategies as well as her commitment to synergize these policies and strategies with the BRACE project. Notably, flood in the past four years affected schools and led to school closures. Over 40% of schools have been closed for two years. WASH facilities are also lacking (64% of primary schools have no access to drinking water, 53% have no access to latrines, only

3% of primary schools have access to electricity and only 8% have access to health care facilities). In terms of school building, 37.5% of schools have permanent structures, 28.6% of schools have semi-permanent structures (roofs without walls) while 32.6% of schools are situated in an open air, under the tree. During November and December, winds and extreme heat are present in eastern and western equatoria and 28% of schools were blown off consecutively in the last 2 years. Hence, the need to train teachers on climate change and DRR is imperative, design training materials on climate change/DRR for students, share lessons learned from neighbouring countries, document different climate risk and coping strategies deployed by the local communities to mitigate and respond to climate events when they occur. Stakeholders also highlighted the need for early childhood education, remote learning facilities and early warning systems to better prepare schools and communities to respond to different climate hazards. The Education clusters also emphasized that learning materials on climate change/DRR for communities preparedness and response should be translated into local languages and information on lived experience at locals should be collected and updated regularly on EIS.

Meetings with Ministry of Environment and Forestry provided more detailed information regarding the ongoing design of the MRV system and the EIS to allow access to climate data, incorporate AI into the systems and ensure stakeholders across the formal and non-formal education sector have equal access to data and are able to interpret them. The EIS is an online-based system that would collect and store data of all the ministries and directorates to ensure collaboration and allow easy access to information. EPAC and the national meteorological department are downscaling global climate data and modelling South Sudan's climate with different scenarios and the government is unfolding plans to provide real-time climate information services for the education sector.

Meeting with DGs and key staff across all the Departments in the MoGEI including the department of physical planning, directorate of curriculum, directorate of school feeding program, department of environmental education in MoEF, University of Juba, Ministry of Higher Education, Ministry of Works and Land, Ministry of Housing to understand the key impacts of climate change on the education sector across the 10 states and 3 administrative areas and also to pitch the BRACE components and allow stakeholders to prioritize and validate the components and activities they selected for implementation. Stakeholders stressed that school infrastructure with climate proofing is a priority as over the years, most contractors assigned by the government to deliver school structures do not adhere to the building standards and codes of practice. In most cases, the school walls and classrooms are really hot and the roofs and ceilings are hot, so there is a need to green the roofs, consider bio-climatic materials, conduct ESIA and integrate community-based construction approach during school building retrofitting/climate proofing. They also highlighted poor delivery of educational services, inadequate textbooks and learning materials, integration of climate change/DRR into school curriculum, scaling up of school feeding programs, child-friendly programs, better school-community coordination, updating the minimum standards for INEE, harmonize environmental policies and education guidelines, development of climate change curriculum at secondary level, set of learning materials on priority topics including wildlife and biodiversity conservation, support schools and communities to prepare for contingency plans and emergencies.

Other international and national-level stakeholders (NGOs, CSOs, Multilaterals, donors, private sector)

Stakeholders consulted included (but were not limited to) FCDO, the World Bank, and USAID. Meetings with World Bank, FCDO and USAID informed SC of ongoing donor-funded education projects, for instance, the World Bank is initiating a project to refurbish infrastructure of 10 NTTIs, one in each of the 10 states, making it functional, with hostels for teachers, and safeguards mechanism. The project will also provide 2000+ pre-service and 7000+ in-service training for teachers, and refurbishment of 40 schools in refugee and remote communities and scaling to 100 schools within 5 years. Supporting, recruiting, and paying teachers in the 100 schools for 2 years while the government absorb them into the civil service scheme and takes over the payment of salaries thereafter.

Tonga

Stakeholder consultations have been a key part of the Building the Climate Resilience of Children and Communities through the Education sector (BRACE) project in Tonga which has been developed via consultations between Save the Children Australia with the Kingdom of Tonga government and other stakeholders.

The information gathered from the various audiences during the stakeholder consultations informed the project design in multiple different areas. Feedback was taken from each meeting, focus group, workshops and interviews and, where relevant, led to changes to certain aspects of the project design. Key impacts are detailed below.

Government ministries

Throughout the project design, the core project team have consulted extensively with the Ministry of Education and Training (MET) and the Ministry of Meteorology, Energy, Information, Disaster Management, Environment, Climate Change and Communications (MEIDECC) as well as the Ministry of Finance and other ministries to differing extents. Meetings with the Honourable Prime Minister, Ministry of Education and Training and Ministry of Meteorology, Energy, Information, Disaster Management, Environment, Climate Change and Communications (MEIDECC) and other ministries resulted in or contributed to the following:

- A shift away from the earlier proposed Foundation (Enabling Systems and Policies) aspects of the design, to focus more on the climate change resilience in education, because of the need and the priorities of government focusing on ensuring resilience of school infrastructure, disaster preparedness, remote learning and climate adaptation support.
- The initial inclusion of developing climate change micro-learning modules for primary school curriculum and youth engagement activities at senior secondary and tertiary levels in raising awareness of climate change through theatre such as puppetry, debate or televised debates was removed. This was due to the focus on secondary level climate change elective subject to complement existing programs integrating climate change into the remainder of national curriculum; in addition to the further utilisation of e-learning for raising awareness and access to climate change materials and training.
- Removing further assessment of school infrastructure climate resilience at a national level and focus instead on existing risk assessment completed by World Bank and priorities for addressing climate risk prone priorities identified in outer islands.
- Adjusted initial determination of target schools for retrofit construction work and social power/renewable energy based on feedback from MET and MEIDECC to ensure complementary of investments with other projects.
- Finalised the governance structure of the project to be embedded in MET as a PMU rather than embedded in both MET and MEIDECC based on joint feedback from the two ministries.

Other international and national-level stakeholders (INGOs, CSOs, donors, community organisation, private sector)

Non-Governmental stakeholders consulted included a range of development partners and organisations. Meetings and information gathering were crucial in determining key elements of the project, for example:

- Meetings and data review with World Bank provided more detailed information about the risk assessments undertaken on existing school infrastructure and identification of climate risk priorities in the outer islands.
- Meetings with various actors involved in renewable energy infrastructure and energy provision on outer islands assisted in identifying gaps of provision in supporting internet connectivity.

- Meetings with Asian Development Bank (ADB) informed SC of ongoing donor-funded renewable energy projects in the target districts, discussing how they currently operate within government architecture and their priorities.
- Meetings with University of Tonga highlighted the need for integration of climate change into the school curriculum and linkages between the science, pathways to careers in climate / environmental science and engineering, in addition to access on information on careers in these areas.
- Meetings with other organisations such as DPO, Red Cross, Action Aid, Shift the Power Coalition, Tonga Women in ICT, Balance of Power, Talitha Project and Tonga Leitis Association to inform the GEDSI analysis, including the Gender assessment and Action Plan.

Cambodia

The consultations conducted in Cambodia for the BRACE project have had a profound impact on shaping the project's overall design and strategic direction. Initial consultations were held between February 12-16, 2024 and have been ongoing through September. The consultations were designed to align the project with the specific needs and challenges of Cambodia's education sector in the face of climate change. Key participants included senior officials from the Ministry of Education, Youth, and Sport (MoEYS), the Ministry of Environment (MoE), and the National Council for Sustainable Development (NCSD). Development partners such as UNESCO, Save the Children, UNICEF, and the World Bank played an integral role in providing both technical expertise and broader perspectives on global climate resilience efforts.

One of the most critical outcomes of the consultations was the identification of gaps in Cambodia's existing education policies concerning climate change. The discussions emphasized the urgent need to update and integrate the Climate Change Action Plan for Education (2014–2018) into current frameworks, particularly the forthcoming Education Strategic Plan (ESP) 2024-2028. Stakeholders also highlighted the importance of scaling up eco-friendly school initiatives and disaster management strategies at the school level, aligning with the government's broader sustainability agenda.

These consultations led to several key design decisions for the BRACE project. First, the project incorporated a focus on climate-proofing school infrastructure, particularly in vulnerable rural areas prone to climate-related disasters such as flooding and extreme heat. The consultation findings also prompted the inclusion of a comprehensive capacity-building component aimed at strengthening the education sector's access to climate finance. This component will work closely with national authorities to develop skills in accessing funds from mechanisms such as the Green Climate Fund (GCF) and other international climate finance platforms.

Furthermore, the project design has placed significant emphasis on improving coordination between the education and environmental sectors. Stakeholders stressed the need for MoEYS and MoE to work more closely on joint initiatives related to climate change and environmental sustainability. This cross-sectoral collaboration will be vital for ensuring that climate resilience becomes a core element of Cambodia's education system.

In terms of curriculum and pedagogy, the consultations revealed a strong demand for integrating climate change into the curriculum, particularly at the primary and secondary levels. However, many teachers currently lack the necessary training and resources to effectively teach climate change-related content. As a result, the project will prioritize the development of teacher training programs focused on climate education and disaster risk reduction (DRR). These programs will equip educators with the tools they need to deliver engaging and impactful lessons on climate resilience.

The overall project design is now more robust and responsive to Cambodia's specific needs, with a clear focus on sustainability, relevance, and long-term impact. By addressing infrastructure resilience, teacher training, curriculum development, and cross-sectoral coordination, the BRACE project is poised to contribute significantly to Cambodia's broader climate adaptation and education goals.

Consultations to Date

Stakeholder Identification

In the context of the Building the Climate Resilience of Children and Communities through the Education Sector (BRACE) project, stakeholder identification was a critical step in ensuring the project's success. This process involved systematically identifying all individuals, groups, and organizations that would either be involved in, affected by, or have an interest in the project's outcomes.

South Sudan

In South Sudan, stakeholder identification was vital for aligning the BRACE project with national priorities and addressing the specific needs of communities vulnerable to climate change.

1. Government and Institutional Stakeholders:

- **Ministry of General Education and Instruction (MoGEI):** As an implementing partner, MoGEI was a primary stakeholder, heavily involved in shaping the project design and ensuring alignment with national education policies.
- **Ministry of Environment and Forestry (MoEF):** Engaged for insights on integrating climate data and environmental strategies into the education sector.
- **Ministry of Disaster Management Affairs:** Key in providing information on disaster risk management and resilience strategies.
- **University of Juba and National Teachers Training Institute (NTTI):** Identified for their academic expertise and role in teacher training and curriculum development.
- **International Development Partners:** Organizations like the World Bank, USAID, and FCDO were engaged due to their involvement in related projects and funding opportunities.

2. Community-Level Stakeholders:

- **Local Communities:** Schools, teachers, students, and parents across targeted districts were identified to ensure the project addresses on-the-ground realities and specific local needs.
- **Civil Society Organizations:** Local NGOs and community groups were engaged to provide grassroots perspectives and facilitate community-level implementation.

3. Private Sector and Academia:

- **Private Sector Entities:** Companies involved in infrastructure development and education were considered for collaboration, particularly in areas like school construction and resource provision.
- **Academic Institutions:** The University of Juba played a significant role in providing research support and helping to integrate climate resilience into the educational curriculum.

Tonga

In Tonga, stakeholder identification focused on ensuring the BRACE project was responsive to the unique climate challenges faced by the island nation and aligned with ongoing national initiatives.

1. Government and Institutional Stakeholders:

- **Ministry of Education and Training (MET):** As the lead agency for educational initiatives, MET was a central stakeholder, guiding the project's alignment with national education strategies.
- **Ministry of Meteorology, Energy, Information, Disaster Management, Environment, Climate Change, and Communication (MEIDECC):** Engaged for its expertise in climate resilience and disaster management, providing critical input on integrating climate data into educational planning.

- **Treasury and Ministry of Finance:** Involved in discussions about financing and ensuring the project's economic feasibility.
 - **International Development Partners:** Organizations like the World Bank, Asian Development Bank (ADB), and UNICEF were identified for their roles in funding, policy development, and implementing complementary projects.
2. **Community-Level Stakeholders:**
- **Local Schools and Communities:** Schools, teachers, students, and community leaders were identified to ensure the project's activities were relevant to the needs of those directly impacted by climate change.
 - **Community Organizations:** Local NGOs and civil society organizations were involved to leverage their connections and knowledge of local contexts, including leading national projects on gender equality, disability and social inclusion.
3. **Private Sector and Academia:**
- **Private Sector Entities:** Engaged to explore opportunities for supporting infrastructure development, particularly in the areas of renewable energy and WASH facilities in schools.
 - **Academic Institutions:** Collaboration with educational and research institutions was sought to develop and implement climate change curriculum and training programs.

Cambodia

Consultations began in February 2024 and continue in July 2024 with high-level meetings involving representatives from Save the Children, UNESCO, GPE, ESWG members, and key government ministries, including the Ministry of Education, Youth, and Sport (MoEYS) and the Ministry of Environment (MoE). The consultations aimed to align the BRACE project with national climate resilience priorities in education.

1. **Government Ministries:**
- **MoEYS:** Key officials, such as H.E. Dr. Nath Bunroeun and H.E. Ms. Kim Sethany, provided insights on integrating climate change into national education strategies, including the Education Strategic Plan (ESP) 2024-2028. They also highlighted the need for updates to the Climate Change Action Plan for Education (2014–2018) and coordination with broader national climate policies.
 - **MoE:** The Ministry of Environment emphasized the role of climate-related data and the integration of disaster risk reduction (DRR) in school infrastructure and policy planning.
2. **Focus Areas of Discussion:**
- **School Infrastructure and Safety:** Consultations highlighted the importance of climate-proofing school infrastructure, with a focus on updating construction standards and guidelines to account for climate risks such as flooding and extreme heat.
 - **Curriculum Development and Teacher Training:** Discussions revealed gaps in the current curriculum related to climate change. Stakeholders agreed on the need for greater integration of climate resilience into teaching materials and expanded teacher training on climate adaptation.
 - **Climate Data and Monitoring:** A need for better integration of climate-related data into the Education Management Information System (EMIS) was identified, particularly for identifying vulnerable schools and planning disaster responses.
3. **International Development Partners:**
- **UNESCO and UNICEF:** These organizations provided input on how Cambodia can enhance its capacity to access climate finance for education projects. Their ongoing work on data integration and climate education was aligned with BRACE's goals.
 - **World Bank:** Discussions with the World Bank informed the project's focus on school infrastructure resilience, using climate risk data to prioritize vulnerable schools.
 - **Education Sector Working Group:** The Working Group is chaired by UNICEF with members from different development partners and NGOs stakeholder in education

sector. The discussion was to share the BRACE design and get consulted to align the priorities to their current and pipeline of project to ensure synergy and complementarity.

4. **Cross-Sectoral Coordination:** The National Council for Sustainable Development (NCSD), the National and other cross-sectoral bodies participated in consultations, highlighting the importance of collaboration between the education and environmental sectors. This coordination is essential for ensuring that climate resilience efforts are effectively integrated into national policies and frameworks.
5. **Workshops and Technical Sessions:** A series of technical workshops were conducted, focusing on disaster management in schools, infrastructure climate-proofing, and the integration of climate change into educational policies and curricula. These sessions were attended by key government officials, development partners, and representatives from the education and environmental sectors.
6. **Validation Workshop (July 12, 2024):** The consultation process culminated in a validation workshop where key findings were presented to government officials. This workshop provided an opportunity for stakeholders to discuss and finalize recommendations for integrating climate resilience into the BRACE project, ensuring alignment with national education and climate strategies.

Summary of Stakeholder Consultations

Stakeholder consultations have been a key part of the Building the Climate Resilience of Children and Communities through the Education Sector (BRACE) project. This project was developed through extensive consultations between Save the Children Australia (SCA), Save the Children South Sudan, and various national and sub-national government officials, as well as through community engagement across targeted districts.

Engaging relevant project stakeholders is crucial in ensuring that all voices, particularly those directly involved in or affected by the project, are considered. The goal of these consultations was to identify all people and organizations involved or potentially impacted by the project, and to use this input to inform and shape the project design.

The information gathered from various stakeholders—including through meetings, focus groups, workshops, and interviews—significantly informed the project design in multiple areas. Feedback from these engagements led to both large and small adjustments to various aspects of the project, ensuring its relevance and effectiveness in building climate resilience. Key impacts and insights from these consultations are documented in the following sections.

South Sudan

Stakeholder consultations have been pivotal to the development of the Building the Climate Resilience of Children and Communities through the Education Sector (BRACE) project in South Sudan. These consultations involved Save the Children Australia (SCA), Save the Children South Sudan, and various national and sub-national government officials, alongside community representatives from targeted districts. The objective was to engage all relevant stakeholders to inform the project design, identify those potentially affected by the project, and ensure the project's responsiveness to local needs.

Consultations were extensive and included multiple meetings, focus groups, workshops, and interviews. These efforts aimed to incorporate feedback into the project design and make necessary adjustments to enhance its relevance and impact.

1. Government Ministries:

- Regular consultations with the Ministry of General Education and Instruction (MoGEI), the Ministry of Environment and Forestry (MoEF), the Ministry of Disaster Management Affairs, and other relevant ministries were conducted. The MoGEI, as an implementing partner, had a significant influence on the project design. Key

stakeholders from the University of Juba, USAID, the National Teachers Training Institute, FCDO, and the World Bank were also involved.

- Meetings with MoGEI and the Local Education Group (LEG) revealed critical insights into the impact of recurrent flooding on education, with over 40% of schools closed for two years due to inadequate infrastructure, lack of WASH facilities, and extreme weather conditions. This led to recommendations for climate change and disaster risk reduction (DRR) training for teachers and students, the development of early warning systems, and the translation of educational materials into local languages.
- Discussions with MoEF provided details on integrating AI into the national climate data system and ensuring stakeholders across the education sector have access to and can interpret this data. The government's efforts to provide real-time climate information services were also highlighted.
- Consultations with departmental heads in the MoGEI and MoEF emphasized the need for climate-proofing school infrastructure, improving the delivery of educational services, and integrating climate change into the curriculum. Stakeholders prioritized these elements for implementation, stressing the importance of adherence to building standards and the inclusion of community-based approaches in school construction and retrofitting.

2. International and National Stakeholders:

- Engagements with international stakeholders such as the World Bank, FCDO, and USAID provided insights into ongoing and planned education projects. For example, the World Bank's project to refurbish National Teacher Training Institutes (NTTIs) and provide in-service and pre-service training for teachers aligned with the BRACE project's goals. These consultations helped align the BRACE project with existing donor-funded initiatives and ensure its integration into broader education sector reforms.

Tonga

Stakeholder consultations in Tonga were conducted in two stages: during the Concept Note development and the more detailed Proposal Design phase. The consultations aimed to align the project with local needs, government priorities, and opportunities for collaboration and co-financing.

1. Consultations at Concept Note Development Level (Early 2023):

- Initial consultations took place at COP28, involving SCA and Government of Tonga representatives. Discussions focused on the need for climate resilience in Tonga's education sector, existing government priorities, and gaps in current programs. These consultations framed the Concept Note using the Comprehensive School Safety Framework (CSSF), which served as the basis for subsequent proposal development.

2. Consultations at Proposal Design Level (February – March 2024):

- Detailed consultations were held between 27 February and 8 March 2024, including workshops and meetings with the Prime Minister, Ministers, and CEOs from the Ministry of Education and Training (MET) and the Ministry of Meteorology, Energy, Information, Disaster Management, Environment, Climate Change, and Communication (MEIDECC).
- The consultations focused on refining project priorities, including safer learning facilities, disaster preparedness, and climate change education. Workshops with MET and MEIDECC, held on 28 February and 5 March, identified key interventions such as retrofitting school infrastructure, improving WASH facilities, and integrating climate change into the curriculum.
- A Verification Workshop on 5 March 2024 allowed stakeholders to validate the priorities, identify geographic targets, and ensure alignment with ongoing and planned interventions. Further consultations between March and June 2024 refined these priorities, with an emphasis on leveraging World Bank climate risk data for school infrastructure improvements.

3. Further Consultations (March – June 2024):

- GEDSI consultations, meetings with development partners, and internal SCA discussions further refined the project design. A follow-up Verification Workshop held in July/August 2024 confirmed government support for the proposed activities and provided additional recommendations, such as including non-government schools in retrofitting efforts and prioritizing WASH facility upgrades in outer island schools.

Cambodia

1. Key Government Stakeholders:

- **Ministry of Education, Youth, and Sport (MoEYS):** Senior officials, including H.E. Dr. Nath Bunroeun, H.E. Ms. Kim Sethany, and H.E. Oung Borat, actively participated in discussions on updating the Climate Change Action Plan for Education (2014–2018) and integrating climate change into the Education Strategic Plan (ESP) 2024–2028. They highlighted the need for eco-friendly school standards, disaster management plans, and capacity building for teachers and school leaders.
- **Ministry of Environment (MoE):** The Ministry of Environment, led by H.E. Eang Sophalleth, emphasized the need for stronger cross-sectoral collaboration with MoEYS on environmental education and the incorporation of climate data into school planning and infrastructure development. MoE also provided insights into national climate policies and environmental sustainability efforts in education.
- **National Council for Sustainable Development (NCSD):** Participated in discussions to improve coordination between education and environmental sectors, particularly in aligning the education sector with Cambodia's broader climate change strategies and national action plans.

2. Development Partners:

- **UNESCO:** Focused on the integration of climate change and environmental sustainability into Cambodia's education policies and programs. UNESCO supported the discussions on curriculum development and teacher training in climate change education, linking the initiative to their ongoing work in Cambodia.
- **UNICEF:** Played a key role in advancing discussions on climate-related data integration into the Education Management Information System (EMIS) and highlighted their work on supporting life skills programs related to climate adaptation. UNICEF also provided insights into how Cambodia's education system can better prepare students for the impacts of climate change.
- **World Bank:** The World Bank contributed by discussing their initiatives on climate-resilient school infrastructure and emphasized the importance of accurate data collection for school vulnerability assessments and disaster risk reduction (DRR) planning.
- **ESWG:** played an important role in synergy, coordination, and complementary on the climate and education. ESWG also supports how GPE complements to the project.

3. Civil Society and Local Organizations:

- Local NGOs and community groups contributed by emphasizing the need for a focus on rural and vulnerable communities, where the impacts of climate change are often more severe. They highlighted the importance of community-based approaches to climate education, disaster preparedness, and resilience-building at the school level.
- Organizations from the Joint Action Group for DRR such as the Child Rights Foundation and other NGOs working on education and environmental sustainability were consulted to ensure the BRACE project would address the specific needs of children and schools in climate-affected regions.

4. Key Focus Areas:

- **Climate-Proofing Infrastructure:** Stakeholders agreed on the importance of updating school infrastructure to withstand climate impacts, with a focus on

developing new standards for building design, improving ventilation and shading in schools, and constructing climate-resilient facilities in vulnerable areas.

- **Teacher Training and Curriculum Development:** There was broad support for expanding teacher training programs to include climate adaptation and disaster risk reduction (DRR). Stakeholders emphasized the need to develop climate change content for the national curriculum and ensure teachers have the resources and skills to deliver this content effectively.
- **Climate Data and Monitoring:** Consultations identified the need for improved data collection systems to track climate risks in schools and use this data to inform educational planning and resource allocation. The integration of climate-sensitive indicators into EMIS was highlighted as a key priority.

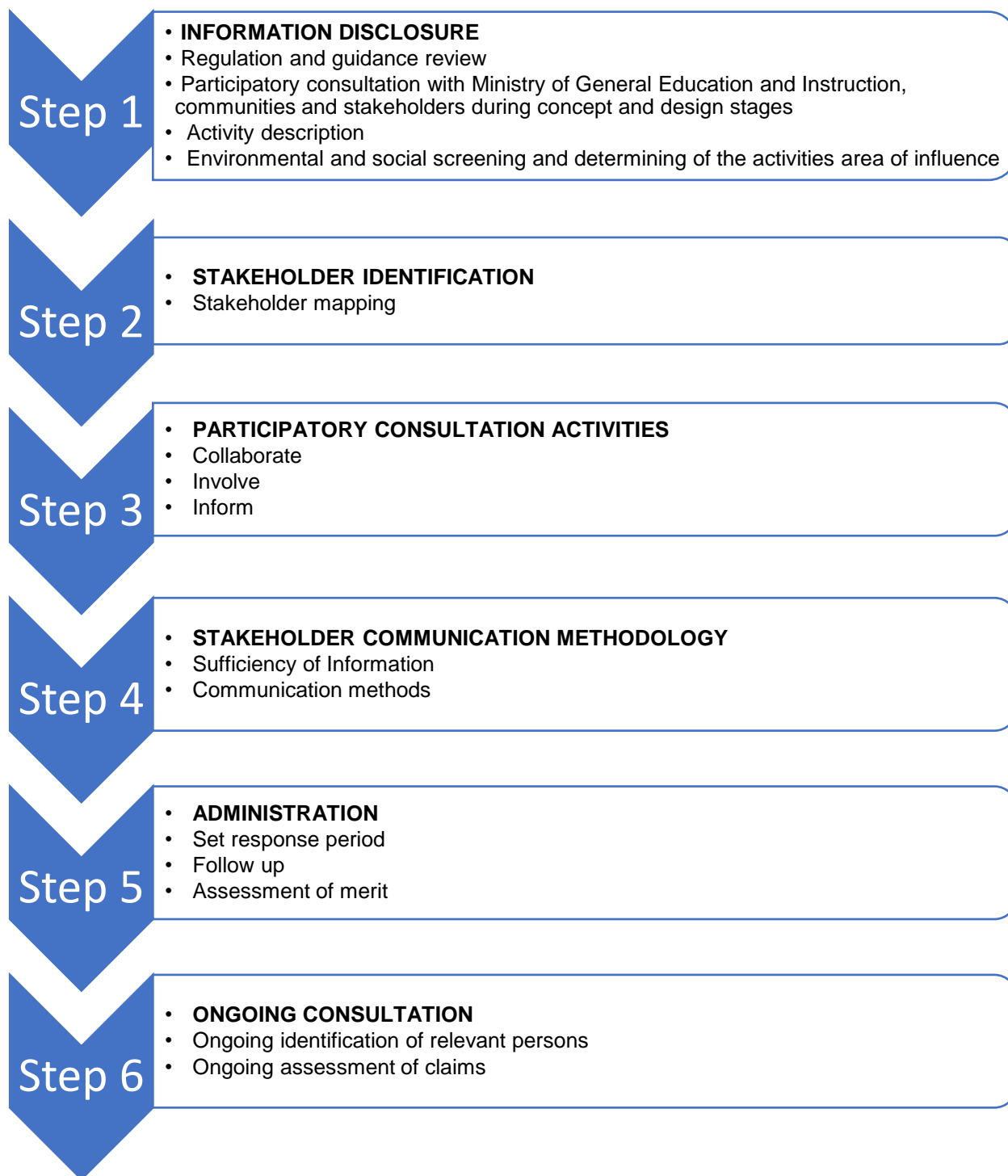
5. **Outcomes and Recommendations:**

- **Cross-Sectoral Coordination:** Strengthen collaboration between MoEYS and MoE to ensure alignment between education policies and national climate strategies, particularly in areas such as school safety, infrastructure resilience, and environmental education.
- **Capacity Building:** Focus on developing the capacities of teachers, school leaders, and ministry officials to implement climate-resilient education policies and practices. This includes expanding teacher training on climate change and disaster preparedness.
- **Access to Climate Finance:** Support MoEYS in accessing international climate finance to fund climate-resilient school infrastructure and educational programs. Recommendations included building the ministry's capacity to apply for funding from mechanisms like the Green Climate Fund (GCF).

Stakeholder Engagement Process

The following section outlines the six steps in the stakeholder engagement process Save the Children will employ during inception, scoping phase and the implementation of all the components in the BRACE project.

1. This process is applicable to planned activities.



Step 1: Information Disclosure

- Information disclosure will be the first and critical step in stakeholder engagement activities. The term disclosure emphasizes SCI commitment in making information available and accessible to interested and affected parties. The project will communicate such information in a manner that is understandable to stakeholders for effective stakeholder engagement. To make this information more constructive the project will ensure that affected communities have accurate and timely information about the project, its impacts, and any other aspects that may affect them.
- Among others, information disclosure will include proposed project plan, potential benefits and disadvantages of the project, proposed environmental and social safeguards, project progress updates, project changes, grievance mechanism, and community health and safety considerations. Information disclosure will also cover indigenous people's resource rights (land, forests, tenure systems, government established compensation frameworks), and security arrangements for the project.

4. At every stage of project development, the project will be adapting the information procedures to ensure that we are being transparent and accountable; apply good practice principles, weigh the risks and benefit, and manage information on sensitive and controversial issues. Building on the consultations done during the design, the project commits to continue using the following platforms for stakeholder engagement.
 - a) Public consultation, face to face public dissemination, workshop;
 - b) Brochures, posters or flyers, banner prepared to visually explain the project;
 - c) Correspondence (phone, letter, email)
 - d) Media campaign through mass media, radio, television: press releases, company publication (website), media kits.
5. The project will use a standardised stakeholder mapping and or identification method to generate a list of potentially relevant persons, while acknowledging that stakeholders are not a homogenous group – they have distinct needs, power and influence. This step is an attempt to understand who the stakeholders are as people, define their interests and affiliations, what influence they have for the success or failure of the project, and outline the best approaches for communicating with and engaging them over the long term.
6. Throughout the project design, the project identified and characterized stakeholders early on to inform the design team when making decisions about which stakeholders to involve and how to involve them in the design and implementation. During implementation, the project will employ a similar approach including the need to acknowledge the broad interests of the stakeholders and diverse backgrounds of the stakeholders.
7. Early identification of, as well as recognizing the broad interests and diversity in the backgrounds of stakeholders during project implementation will allow for local tailoring of the implementation and sustainability approach in each district. During implementation, the project will build relationships with stakeholders including local governance structures to increase the likelihood of success and sustainability.
8. Acknowledging the diversity of interests and impact of climate risks on different groups of people, the project will promote equal participation of men, women, boys and girls and people with disabilities. Women, men and children play different but equally important roles, and the project will use gender equality and social inclusion strategies to stimulate participation from them all.

Step 2: Stakeholder Identification

9. Stakeholder identification included distinct steps of (i) identifying individuals, groups, local communities and other stakeholders that may be affected by the project, including those who are disadvantaged or vulnerable; (ii) identifying broader stakeholders who may be able to influence the outcome of the project (iii) identifying legitimate stakeholder representatives, and (iv) mapping the impact population.
10. For the BRACE project, stakeholders, include persons or groups the project will affect directly or indirectly, as well as those who may have interests in the project and/or the ability to influence its outcome, positively or negatively.
11. With this in mind, stakeholders are often categorized into three groups:
 - a) Directly Impacted Stakeholders: this includes stakeholders in impacted schools and communities, Board of Governance, School Management Committee, Parents Teachers Association, MoGEI, village heads, community and religious leaders, the sub-district head as well as villagers in the project affected communities, district level officials and vulnerable people, such as children in EiE, women, youth, elderly and minority ethnic groups.
 - b) Indirectly Impacted Stakeholders: this includes Non-Governmental Organizations (NGOs) and Community Based Organizations (CBOs) in the targeted districts and payams.
 - c) Other Relevant Stakeholders: People or entities who are interested in the project or who can influence project operations, such as government agencies, other companies working in the area, media and academia.

Step 3: Consultation Activities

Engagement Methods

The approach of consultation is as a two-way flow of information where stakeholders, families, individuals, communities or organizations are empowered to participate in decisions that affect them. Consultation will take a variety of forms including but not limited to facilitated public meetings/ workshop, focus group discussions (FGD), one-on-one (individual/ group face to face) interviews, seminar. Multiple formats of interaction will continue to offer a more holistic understanding of stakeholders' opinions, values, insights and recommendations.

Project design has involved the stakeholders in diverse ways including consultations with government officials, development partners and communities through key informant interviews and focus group discussions to feed into the design. Future engagements will vary according to the participants, but in all cases will promote participation by ensuring that the venue is culturally appropriate and accessible for all groups, the timing is convenient and the manner of conduct of the consultation is socially and culturally appropriate. To promote gender equality and social inclusion, the project will hold separate consultation meetings for women, youth, children and people with disabilities. The consultations will provide for sufficient notice for participants to prepare and provide input to the project.

To promote collaboration in identifying problems and finding solutions, the project will embrace principles of transparency and accountability. The project will promote open mindedness to embrace new ideas and innovations in addressing the critical challenges the communities may be facing as they relate to human health and climate change.

In relation to gender mainstreaming during project implementation, the project will:

- Promote gender-balanced participation of people with disability, men and women;
- Train all project staff in gender equality and social inclusion;
- Include a role of GESI specialist and additional technical support from the wider Save the Children movement on disability inclusion, with experience in analysis, planning and monitoring. The specialist will lead in mentoring and training government counterparts and implementing partner staff
- Design communication materials to challenge social norms and promote positive discrimination for women and people with disability by depicting them in active leadership roles.

Step 4: Stakeholder Communication Methodology

Sufficiency of information and Communication Methods

To ensure sufficiency of information, we will promote use of targeted information and language of preference. In most cases – especially for community-level materials – the project will provide information in local language. Recognizing high illiteracy levels, the project will use a mix of communications methods to convey information.

Table 3 below depicts the proposed communication methods the project will use:

Table 3: Communication methods proposed during project implementation

Mode	Description
Face-to-face Individual Briefing (Engage)	The individual briefings will provide a high level of project detail and allow for concise feedback, in a personal environment. This will be relevant for national and subnational level government officials, local leaders in the surrounding area and local high priority stakeholders to improve understanding of issues. This approach was used in the design stages to solicit input for key stakeholders.
Face-to-face Group Meetings (Engage)	The project will employ group meetings to communicate key strategies to stakeholders, allowing many interested parties to attend. The approach has been useful when determining partnership opportunities and collaboration with stakeholders and will be useful in the future partnership and collaboration opportunities during implementation.
Workshops (Engage)	The design of the project has used workshops as a platform to allow stakeholders to explore key issues, provide feedback and develop action plans. This has fostered ownership of the plans by those affected. The project will employ this approach during project implementation.

Focus Groups Discussion (FGD) (Engage)	The design used this approach during the various studies and explored various issues of interest. This tool will remain relevant during project implementation to engage stakeholders on different issues of interest. For example, gender and social inclusion issues will be discussed in focus groups with different audiences.
Correspondence (phone, email) (Communicate)	The design team has communicated updates and key decisions throughout the project design stage to inform key stakeholders of official decisions and news regarding the project. They will continue to be used during implementation to secure partnerships, letters will be issued for invitations to meetings or workshops, and email alerts will be sent to invite comment or alert stakeholders to issues. Correspondence with government officials during the approvals phase will be logged in the stakeholder database.
Newsletters and flyers (Inform)	Newsletters and flyers allow the project to keep stakeholders on the database regularly informed about key project developments, including project launch, progress reports, deliverables and success stories. Newsletters will allow for the incorporation of graphics (illustrations and photographs) and design in the communication stream. To increase reach, the written material will be translated into local languages.
Media Campaign (Inform)	To promote key project milestones, the project will use media campaigns. These may include speeches and press releases that allow for clear, simple information dissemination to the communities and general public.
Seminar / Workshops (Communicate)	It is anticipated that there will be new findings or information generated in the course of project implementation which will be suitable to share via learning seminars. This will allow for presentations, discussions including constructive criticism, and recommendations on the newly generated information which would have a positive impact on the health sector policies and strategies.

Step 5: Administration

One of Save the Children's common approaches to project and program implementation is called Child-Centred Social Accountability (CCSA). CCSA is a rights-based and community-driven approach through which rights-holders (children and communities), often supported by civil society organisations, use participatory mechanisms and processes to directly engage with duty-bearers (decision-makers, public officials, and/or service providers) with the aim of holding them to account for their decisions and actions. It includes a range of different methods and tools whereby children and communities:

- Identify and analyse key issues of concern to themselves
- Engage stakeholders
- Access relevant information on their rights
- Assess relevant services, programmes and budgets
- Facilitate/participate in interface meetings with duty-bearers to agree on action plans
- Follow up on commitments and ongoing advocacy for improvements.

From practice, this approach ensures improved developmental outcomes for children and communities (for example, better education) by strengthening access to and quality of services, and by contributing to implementation of children's rights. By building and strengthening spaces for children and communities to participate in service assessments, decision-making processes and advocacy, CCSA leads to improvements in the capacity of children, particularly children most impacted by discrimination and inequality, to exercise their civil and political rights, including the right to be heard. Besides, CCSA leads to better governance for children by strengthening legal, policy and financial frameworks; improving access to and quality of services; reducing levels of wastage and corruption; improving access to information; and building transparency, trust and dialogue between duty-bearers and rights-holders. Experience also shows that CCSA results in

strengthened reporting and monitoring of implementation of child rights to UN and regional human rights treaties bodies and other accountability mechanisms, by generating data and information through CCSA

Using this common approach will enable SCI to record issues generated during consultation processes or community engagement meetings and through the toll-free line. Communities will receive feedback on issues they have raised via local governance structures such as village development committees, area development committees at community levels and district councils at sub national levels.

Step 6: Ongoing Consultation

The design has had successful and meaningful two-way consultation and engagement with communities and stakeholders during the design using the various approaches enlisted in Table 3. For ongoing engagement and consultations, the same approaches will be followed during activity development phases and prior to the start of an activity. Ongoing consultation will serve several purposes:

- a. To update on activity progress;
- b. To close out of communication commitments made during initial consultation;
- c. A platform to notify relevant persons of any deviations to the activity details originally provided during initial consultation and highlight if the plan is no longer appropriate or effective; and
- d. Development of open communication channels with key relevant persons.

To reduce the information burden on the participants and increase the likelihood of receiving valuable feedback from the consultation processes; the project will use various communication methods to exchange information during consultation while still maintaining the level of engagement needed.

Ongoing Identification of Relevant Stakeholders

Over the duration of implementation, changes in relevant stakeholders may occur. New interest groups may emerge, requiring adjustments to the stakeholder mapping. The project will make provision for stakeholder identification resulting from on-going consultations and communication. As part of project implementation, the project will plan to review the list of relevant persons and update it accordingly.

The Complaint and Feedback Mechanism describes the process of an available channel for affected people (and other interested or concerned parties) to lodge a complaint or express a grievance against the project, staff or their agents. Complaints or need for feedback may arise from unplanned impacts as they relate to the project's environmental and social safeguards and or how activities are being implemented. The Complaint and Feedback Mechanism also describes SCI procedures, roles and responsibilities for addressing grievances and resolving disputes appropriately and in a timely manner.

At all meetings people will be encouraged to provide feedback and raise concerns they may have, as well as being given accountability cards with the toll-free line written on them, so that community members can easily refer to it. All these mechanisms allow for anonymous feedback, low literacy options, and provide an opportunity for a quick resolution to the issue.

The main objectives for this Complaint and Feedback Mechanism include:

- a. Establishing a mechanism for responding to complaints/grievances in an understanding, transparent and culturally appropriate manner.
- b. Developing an easy access, no cost and efficient grievance procedure for project affected people and other stakeholders.
- c. Ensuring effective dialogue and open lines of communication with the public.
- d. Helping to prevent unrealistic expectations and/or negative perceptions from the local population towards the Project.

- e. Establishing a system of investigation, response and quick grievance resolution.
- f. Reducing the number of grievances received over time.
- g. Improving social performance through the analysis of grievances and refinement of work practices.
- h. Ensuring that non-compliances with project environmental and social commitments are adequately corrected in a timely fashion and are subsequently monitored.

For a detailed description of the GRM used by the AE – Save the Children Australia – please see Annex 6.

The Eight-step grievance/complaint management process will be applied to the Project by the following the process described below:

Step	Application/How	Responsibility
Publicise the process	Develop a procedure which explains how the Complaint and Feedback Mechanism will work in the targeted communities	PMU
Complaint /Grievance/Statement is submitted	Affected parties will submit complaints or grievances through a toll-free line, suggestion box, helpdesk and the frontline officers. The submission may be oral or written. SCI will keep confidentiality of the complainant(s).	PMU/Toll-Free Line Manager/Frontline officer
Complaint/ Grievance/ Statement is received and acknowledged:	The project commits to acknowledge any grievance submitted by complainant is received as soon as possible at the latest within 24 hrs of submission	PMU/Toll-Free Line Manager/Frontline officer
Complaint is registered:	This is to take record of the issues raises in the complaints/grievance/feedback register.	PMU/Toll-Free Line Manager/MEAL Manager
Complaint Analysis & determination of corrective action	This will aim to categorise the complaint to facilitate referral to relevant officers/authority. There are 9 categories SC. Refer to Appendix 1 for the categorization	Toll-Free Line Manager/MEAL Manager
Refer the complaint to the relevant authority	The relevant authority investigates the complaint	Relevant Authority
Feedback to the affected party	This it to provide feedback to the issues raised by the affected party. This closes the case	Toll-Free Line Manager/MEAL Manager
Other avenues/ third party approach:	Refer to third party if the corrective action is unsatisfactory and is criminal in nature.	Toll-Free Line Manager/MEAL Manager

Stakeholder engagement plan, by country**Cambodia**

Stakeholder	Description/responsibility and role in the project	Type of Engagement (Engage, Consult, Inform)	Influence in the project
Ministry of Education, Youth and Sports	Implementing partner and primary stakeholder in the design of the BRACE project. Key departments of MoEYS that will be engaged throughout the implementation of BRACE.	Engage	High
Ministry of Environment (MoE)	Primary stakeholder involved in the design of the BRACE project. The National Council for Sustainable Development (NCSD) plays a key role in climate change coordination in Cambodia.	Engage	High
International Development Partners	UNICEF, UNESCO, the World Bank, and the Education Sector Working Group (chaired by UNICEF with members from different development partners and NGO stakeholders engaged in the education sector)	Engage, consult, inform	High
Local government	Local government – especially education departments – will be involved in the implementation of activities outlined in outputs 1.1, 1.2, 1.3 and 1.4. Local governments will be trained and supported to integrate climate change and disaster risk reduction into their existing local government plans and priorities.	Engage	High
School Management Committees and Parent Teacher Associations	Will play a leadership role in the implementation of activities outlined in outputs 1.1, 1.2, 1.3, and 1.4.	Engage	High
Teachers	Will play a leadership role in the implementation of activities outlined in outputs 1.1, 1.2, 1.3, and 1.4.	Engage	High
Student associations, child clubs	Will play a leadership role in the implementation of activities outlined in outputs 1.1, 1.2, 1.3, and 1.4.	Engage	High
Students	Will play a leadership role in the implementation of activities outlined in outputs 1.1, 1.2, 1.3 and 1.4.	Engage	High

South Sudan

Stakeholder	Description/responsibility and role in the project	Type of Engagement (Engage, Consult, Inform)	Influence in the project
Ministry of General Education and Instruction	As an implementing partner, MoGEI is a primary stakeholder heavily involved in the project design and implementation. Key departments of MoGEI who will be engaged throughout the project implementation period.	Engage	High

	In addition, the Local Education Group (LEG) will also be a key space to inform a broad range of partners on the status of the project		
Ministry of Environment and Forestry	Key government department engaged for insights on integrating climate data and environmental strategies in the education sector. Will be involved throughout the implementation of BRACE	Engage	High
Ministry of Disaster Management Affairs	Key government department who plays a key role in disaster risk management and resilience strategies in South Sudan	Engage	High
University of Juba and National Teachers Training Institute (NTTI)	Academic expertise and role in teacher training and curriculum development.	Inform and consult, and where required, engage	High
International Development Partners	Organizations including the GPE, World Bank, USAID, FCDO who play a key role in funding climate change and education projects in South Sudan.	Inform and consult, and where required, engage	Medium
Local government	Education authorities and local leaders will receive training on climate-smart education planning, school governance, and sustainable infrastructure maintenance. The project will collaborate closely with state and county-level education offices to integrate BRACE activities into local education development plans, ensuring alignment with national policies and priorities. Master trainers from the local government will also be involved in facilitating activities in the target schools	Engage	High
Local society civil	Local NGOs and community-based organizations (CBOs) will play a pivotal role in project delivery and stakeholder engagement, leveraging their existing relationships and networks.	Engage	High
School Management Committees and Parent Teacher Associations, local leaders	Will play a leadership role in the implementation of activities outlined in outputs 1.1, 1.2, 1.3, and 1.4.	Engage	High
Teachers	Teachers will be trained in climate-resilient pedagogies and child-centered learning approaches, enabling them to act as local champions for resilience-building. Will play a leadership role in the implementation of activities outlined in outputs 1.1, 1.2, 1.3, and 1.4.	Engage	High
Student associations, child clubs	Will play a leadership role in the implementation of activities outlined in outputs 1.1, 1.2, 1.3, and 1.4.	Engage	High
Students	Young people, particularly girls and children with disabilities, will be trained and supported to participate in decision-making processes, fostering	Engage	High

	intergenerational ownership. Students will play a leadership role in the implementation of activities outlined in outputs 1.1, 1.2, 1.3, and 1.4.		
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Tonga

Stakeholder	Description/responsibility and role in the project	Type of Engagement (Engage, Consult, Inform)	Influence in the project
Ministry of Education and Training (MET)	Lead agency for education and a central stakeholder.	Engage	High
Ministry of Meteorology, Energy, Information, Disaster Management, Environment, Climate Change, and Communication (MEIDECC)	Engaged for its expertise in climate resilience and disaster management, providing critical input on integrating climate data into educational planning.	Engage	High
International Development Partners	World Bank, Asian Development Bank (ADB), UNICEF who play a key role in funding, policy development and implementing complementary projects	Engage, consult, inform	High
Local government	Town officers and district officers will be engaged throughout the implementation of the project. They will receive training and orientations on the project deliverables, and provide on-going support to schools, in line with existing practices in Tonga.	Engage	High
Local civil society	Local civil society play a key role due to their connections and knowledge of the local context.	Engage	High
Parent Teacher Associations	Will be informed and engaged throughout the implementation of activities outlined in outputs 1.1, 1.2, 1.3, and 1.4.	Engage	High
Teachers	Will play a key role in the implementation of activities outlined in outputs 1.1, 1.2, 1.3, and 1.4 - especially the 150 focal point teachers	Engage	High
Students	Will play a leadership role in the implementation of activities outlined in outputs 1.1, 1.2, 1.3, and 1.4.	Engage	High

Appendix A: Stakeholder Consultation Details

South Sudan

List of Stakeholders

This portion has been redacted in accordance with the GCF Information Disclosure Policy, as the portion is confidential under the disclosure policy of the Accredited Entity

Tonga

Attendance list for MET Workshop – 28 February, 2024, MET

This portion has been redacted in accordance with the GCF Information Disclosure Policy, as the portion is confidential under the disclosure policy of the Accredited Entity

List of Participants – Verification Workshop #1 – 5 March 2024

This portion has been redacted in accordance with the GCF Information Disclosure Policy, as the portion is confidential under the disclosure policy of the Accredited Entity

Summary of outcomes and the key observations obtained from the general consultations held from February 2024 to July 2024 with NGOs, governmental authorities, international institutions and private sector stakeholders.

Organization	Position	Name	Meeting Date	Outcomes/key observations
Save the Children PMU	All PMU staff team		Face-to-Face 26.02.2024	Briefing on AHP from Save the Children Project Officers and Country Representative and other programs in Tonga in addition to the advantages and disadvantages of PMU model with payments made via Ministry for approval and authorisation. Staff believe that this process delays implementation as all payments are slowed for the additions approval and authorisation processes. Feedback from previous programs which trained focal points at schools was very positive but there was a request for refresher training to result in better model sustainability. HAMA established under TARP projects (1 and 2) is positively received (confirmed by later consultations with MET, MEIDECC and PM).
Ministry of Education and Training	CEO - MET	<i>*This portion has been redacted in accordance with the GCF Information Disclosure Policy, as the portion is confidential under the disclosure policy of the Accredited Entity*</i>	Face-to-face meeting 27.02.2023	Discussion of BRACE project, key steps of proposal, requested support for consultations, and discussed government priorities under each pillar of CSSF. Identified initial key priorities under each pillar. Recommended further discussion workshop style.
	MET Senior Management and staff		Consultation Workshop 28.02.2024	Overview of BRACE project and proposal key steps Discussion of priorities from government for BRACE proposal Summarised solarisation, internet connectivity, and inclusive WASH facility and school retrofits as recommended from World Bank assessments in outer islands as a priority; Development of a senior CC elective subject and Disaster preparedness training and materials were also identified as priorities.
	Prime Minister Minister for Education and Training		Face-to-face meeting 29.02.2024	Discussion of government priorities for BRACE proposal (climate resilience in education sector) and proposed operating model Honourable PM of Tonga and CEO MET confirmed: <ul style="list-style-type: none">• Government priorities for BRACE Proposal in 3 pillars (removing Foundation Enabling Systems and Policies) focused on outer islands school infrastructure, CC elective (final 2 years), e-learning support and data accessibility• Solarisation of schools should be not limited to solar but best renewable energy for context of target location• Recommended discussing further renewable energy gaps and preparedness activities in further detail with MEIDECC to understand current activities and gaps• Confirmed that the preferred operating model is a PMU within MET with the lead agency being MET partnering closely with MEIDECC.
	CEO – MET			

Organization	Position	Name	Meeting Date	Outcomes/key observations
Ministry of Meteorology, Energy, Information, Disaster Management, Environment, Climate Change and Communications (MEIDECC)	CEO for MEIDECC		Face-to-face meeting 27.02.2024	Overview of climate change related project activities in MEIDECC and priorities for BRACE. Initial MEIDECC priority areas include solarisation of schools, retrofits, disaster preparedness, integration of climate change into school curriculum, development of climate data portal for all government data with intended audience levels (students, public, etc)
	Principal Climate Change			
	Principal Climate Change, MEIDECC		Face-to-face meeting 01.03.2024	Discussed further government priorities summarised by PM. Confirmed that elective at senior years (form 6/7) for Climate Change would be supported by MEIDECC Confirmed that improved climate data accessibility (at secondary/tertiary school level and public) would be supported. However, MEIDECC prefer to manage a portal as recently invested in a server so would support linkages of MET/MEIDECC portals; sees TVET climate-related courses as a potential area of development. MEIDECC currently support renewable energy project in addition to disaster preparedness drills and training as part of education cluster. Recommended to discuss DRM and Renewable Energy projects and activities with the HoD DRM and HoD Renewable Energy respectively on Monday, 4 March following the HoD meeting scheduled to specifically understand current Outer Islands Renewable Energy project (OIREP) locations, gaps and needs and DRM current activities that MEIDECC is undertaking.
	Director NDRMO, MEIDECC		Face-to-face meeting 04.03.2024	Discussed further government priorities summarised by PM and other government stakeholders. Additional discussion points: <ul style="list-style-type: none"> sustainability of project, maintenance costs. Disaster preparedness requirements related to schools and already existing work (IEC materials, disaster puppet show, children's books, radio jingles) Schools as last resort as an evacuation center Need for connectivity (reflection on HTHH eruption), options of connectivity for Cis/EWS (fibre and satellite). Maintenance of EWS systems Renewable energy and options for powering EWS/CIS. Head of Division (Disaster Risk Management) confirmed @Edel Heuven
	NDRMO education, MEIDECC			
	Director Corporate Services, MEIDECC			
	Director Communications, MEIDECC			
	Director of Climate Change, MEIDECC		Virtual meeting 14.03.2024	Discuss general feedback based on project design after verification workshop: <ul style="list-style-type: none"> Outcome 1 and 2 need awareness components Renewable energy should be efficient too Maintenance is important Wish that BRACE complements existing projects (e.g. water tank project) Inclusion of both government schools and non-government schools Climate vulnerability of remote islands, focus on these islands
World Bank	Principal Energy, MEIDECC		Virtual meeting 22.03.2024	Discuss energy supply to schools with regards to powering CIS and EWS and the renewable energy opportunities – solar would be preferred. Discuss OIREP and TREP, suggested to talk with Simon Wilson project manager TREP.
	OIREP Program Manager			
	Education Specialist		Face-to-Face 28.02.2024	Confirmed that World Bank has extended curriculum development work in Tonga to encompass integration of climate change (as requested by Tongan government) and will cover all grades (primary and secondary). Confirmed that Tongan government has expressed interest in development of a Climate Change elective for the final two years of secondary school. Would prefer that

Organization	Position	Name	Meeting Date	Outcomes/key observations
				BRACE project leads the development of this elective subject building on World Bank's curriculum development and collaborates as this was not part of the initial World Bank project plan (although has been highlighted by MET in the last few weeks predominantly by Teresa).
CSO Forum			Face-to-Face 28.02.2024	Confirmed that this umbrella organisation for local NGOs has a project with GCF "to enhance and strengthen CSO and DPOs to access climate finance. Agreed that able to discuss and outline potential mainstreaming in BRACE with GEDSI specialist in the next week. There are currently 4 DPOs in Tonga. Currently GEF is finding thematic areas including biodiversity and climate adaptation with some strategic projects completed with communities in livelihoods, historical sites and establishment of committees in schools and youth. Confirmed that INGOs active in Tonga currently is Red Cross and Live and Learn
Tonga National University			Face-to-Face 28.02.2024	TNU opened in January 2022 and offers some courses in sustainability. Sees a priority need as designing and providing courses for youth in the climate and environment related areas. There needs to be studies that contextualise these career options for Tonga secondary school students so they can see clear pathways and potential future careers or livelihoods in these areas.
World Bank	Tonga		Face-to-Face with some virtual participants from Fiji and Australia 29.02.2024	Discussed alignment of projects – past, current, future activities and sharing of data and reports; in addition to potential co-financing opportunities and operating model. Agreed to share infrastructure assessment data portal for Tongan schools, further information on co-financing, and climate vulnerability data and research; in addition to regular consultation on alignment of projects throughout the design and implementation stages.
	Engineering lead			
	Regional Climate Change			
DFAT	DHOM		Face-to-face meeting 02.03.2024 Email	Donor institution. Active in climate and funded a recent World Bank co-finance on school infrastructure Potential co-financing relationship – referred to Canberra team as local post funding mechanism not possible. DFAT Canberra already supporting World Bank GPE component
CSO Forum	Head		Face-to-face meeting 28.02.2024	Discussed current climate projects and discussed alignment. Agreed to share information and consult in future. Currently preparing GCF Concept Note to enhance and strengthen CSOs and DPOs in Tonga to access climate finance. Sub-components will include inclusive education and sustainable livelihood education for DPOs. Also implementing small grants projects in environmental and climate adaptation with CB-NRM; and a Concept Note for the church to establish a resource centre for climate change to enhance community resilience.
	Policy and Planning Officer			
International Federation of Red Cross			Email 03.03.2024	Confirmed that some climate work – unconfirmed (no response from in-country on details – only Regional contact)
UNICEF			Email 29.02.2024	Overview of the current Ministry's collaboration with UNICEF. UNICEF is not currently undertaking any WASH or climate projects in Tonga but is planning to visit to assess the needs in the next 6 months.
World Bank	Municipal Engineer		Virtual Meeting 8.04.2024	Reviewed data on World Bank shared portal files including risk assessments of schools stepping through examples and different kinds of risks in the model to isolate climate risks for school infrastructure. Agreed to meet again to review the data and selections in terms of highest priorities identified in accordance with the data (and overlaid with government feedback and endorsement). Confirmed that WB had some difficulty finalising

Organization	Position	Name	Meeting Date	Outcomes/key observations
				the list as government had some preferences based on personal affiliation as opposed to data Discussed common infrastructure issues due to lack of maintenance. World Bank has developed some videos but had difficulty making accessible for all schools / audiences.
Ministry of Meteorology, Energy, Information, Disaster Management, Environment, Climate Change and Communications (MEIDECC)	Director for Climate Change		Virtual meeting 14.04.2024	Discussion again with Director for Climate Change to review and verify key results from verification workshop and confirm draft BRACE design.
Sione Faleafa	Financial Management Capacity Assessment Consultant		Virtual meeting 07.05.2024	Confirmed intended recommendations based on risks identified within financial management systems – independent bank account and financial processing with ministry endorsement of budget and expenditures in accordance with thresholds.
World Bank	Municipal Engineer		Emails 13.05.2024	Discussed challenges of PMU model in regards to timely financial processes and endorsements. Confirmed endorsement processes and designated accounts and finance flows.
World Bank	Municipal Engineer		Virtual meeting 20.05.2024	Confirmed data model interpretation and priority list for outer islands based on climate risks of infrastructure assessment. Confirmed again via email on 20.05.2024
Asian Development Bank (AD)	Project Team Leader TREP		Virtual meeting 11.04.2024	Discuss energy provision in Tonga, especially outer-islands, the options for renewable energy interventions to power CIS and EWS and alignment with TREP.
Tonga National University	Interim Vice-Chancellor,		In-person meeting 08.03.2024	Explored the gendered implications of climate change within the Tongan context and identified opportunities to leverage technical expertise for curriculum development or review. Additionally, potential pathways for climate change education beyond high school were discussed, with a focus on promoting social inclusion across all curriculum areas.
University of the South Pacific	Director Tonga USP		In-person meeting 08.03.2024	Explored the gendered implications of climate change within the Tongan context and identified opportunities to leverage technical expertise for curriculum development or review. Additionally, potential pathways for climate change education beyond high school were discussed, with a focus on promoting social inclusion across all curriculum areas.
Talitha Project	Founder and Director		In-person meeting 08.03.2024	Discussed GEDSI challenges in Tongan context and opportunities for BRACE to be more accessible for outer islands.
Tonga Leitis Association (Transgender, LGBTIQ and SOGIESC focused organisation)	Co-founder and Executive Director		In-person meeting 09.03.2024	Discussed GEDSI challenges, opportunities and areas of development in Tongan context and opportunities for BRACE to be more accessible for outer islands.

Organization	Position	Name	Meeting Date	Outcomes/key observations
Balance of Power	Executive Director, Balance of Power and Tonga Country Manager, Balance of Power		In-person meeting 07.03.2024	Discussed GEDSI challenges, opportunities and areas of development in Tongan context and opportunities for BRACE to be more accessible for outer islands.
Tonga Women in ICT (TWICT)	Founder of TWICT		In-person meeting 07.03.2024	Discussed GEDSI challenges, opportunities and areas of development in Tongan context and opportunities for BRACE to be more accessible for outer islands. Also discussed potential opportunities for partnership to showcase women and girls in STEM in Tonga.
Action Aid – Shift the Power Coalition	Learning Coordinator and Movement Building Officer		In-person meeting 07.03.2024	Discussed GEDSI challenges, opportunities and areas of development in Tongan context and opportunities for BRACE to be more accessible for outer islands.
Ministry of Meteorology, Energy, Information, Disaster Management, Environment, Climate Change and Communications (MEIDECC)	Director for Climate Change		In-person meeting 06.03.2024	Discussed integration/ inclusion of their thematic data into e-learning platforms. Explored the gendered implications of climate change within the Tongan context and identified opportunities to leverage technical expertise for curriculum development or review. Additionally, potential pathways for climate change education beyond high school were discussed, with a focus on promoting social inclusion across all curriculum areas.
Ministry of Internal Affairs	Director Social Protection and Disability Inclusion		In-person meeting 07.03.2024	Discussed using MIA's assessments to help identify schools in socio-economically disadvantaged areas and integration/ inclusion of their thematic data into e-learning platforms. Explored the gendered implications of climate change within the Tongan context and identified opportunities to leverage technical expertise for curriculum development or review. Additionally, potential pathways for climate change education beyond high school were discussed, with a focus on promoting social inclusion across all curriculum areas.

Cambodia

Time	Session title and objective	Key Government stakeholders	Key Partner stakeholders	Proposed Location	Suggested Lead for arrangement
Monday 12 February					
Afternoon meeting between mission team members for final adjustments/agreement on division of labour		N/A	Global mission team UNESCO Phnom Penh Save the Children Phnom Penh	Cambodiana Hotel	
Tuesday 13 February					
8:30 – 10:00	Senior MoEYS Introductory meeting <i>Objectives:</i> <ol style="list-style-type: none"> 1 Courtesy meeting 2 (re) introduce the program objectives and key domains 3 Confirm key stakeholders for each area of enquiry 4 Confirm areas of focus / priorities/greatest interest of Senior Ministry staff 	<ul style="list-style-type: none"> • His Excellency, Dr. Nath Bunroeun, Secretary of State, Ministry of Education, Youth and Sport, • H.E Ms. Tun Salm, Deputy Secretary of State and Chair of DM Secretariat, MoEYS • H.E Ms. Khun Rachana, Deputy Secretary of State, Chair of Sub-committee 1 – Disaster Risk Reduction and Climate Adaptation, MoEYS • H.E Ms. Kim Sethany, Secretary of State, Chair of Sub-Committee 2 – Emergency Preparedness and Response, MoEYS • H.E Mr. Oung Borat, Secretary of State, Chair of Sub-Committee 3 – Planning, 	<ul style="list-style-type: none"> • GPE Scoping Mission Team • UNESCO team • Save the Children team • Chair or co-chair of LEG 	MOEYS meeting room	UNESCO Cambodia can take this lead.

		Budgeting, and Administration for Disaster Management in Education. <ul style="list-style-type: none"> • H.E Mr. Lim Sothea • Mr. Sun Bunna, Vice Chair of DM Secretariat • H.E Dr. Chan Sophea, Vice chair of Sub-committee 1 • Mr. Pring Morokot, Vice Chair of Sub Committee 1 • H.E Thoang Boran, Vice Chair of Sub-Committee 2 • H.E Tep Piyorith, Vice chair of Sub-Committee 3 			
10:00- 12:00	Meeting with Save the Children and UNESCO Directors. Outline of the week and coordination of expectations	<ul style="list-style-type: none"> • 	Global mission team UNESCO Phnom Penh <ul style="list-style-type: none"> • Save the Children Phnom Penh 	UNESCO Phnom Penh	
Lunch					
14:00 – 15:00	Senior Ministry of Environment/climate change introductory meeting <i>Objectives:</i> <ol style="list-style-type: none"> 1 Introduction to the project 2 Understand to what extent the education sector features in climate policies and priorities as well as future 	<ul style="list-style-type: none"> • H.E Mr. Eang Sophalleth, Minister of Environment and NDA Focal Person • H.E Secretary of State, • Director General of National Council for Sustainable Development (NCSD) • H.E Secretary of State • Mr. Ros Bandos, Director of Environmental Education. MoE 	<ul style="list-style-type: none"> • GPE Scoping Mission Team • UNESCO team • Save the Children team 	Ministry of Environment	SC Cambodia can lead

	climate finance program pipelines 3 How coordination works between MoEYS/Min of CC	<ul style="list-style-type: none"> • Dr. Hak Mao, Director of Department of Climate Change, MoE • DG/Permanent Secretary • All relevant directors 			
15:30 – 16:30	LEG/Cluster partners joint consultation meeting Objectives: <ol style="list-style-type: none"> 1 Introduce the project aims 2 Consult LEGs group on priorities 3 Organise bilateral meetings during the week 		ESWG: <ul style="list-style-type: none"> - UNICEF - WB - KOICA - ADB - USAID - NEP - JICA - EU - UNDP EiE and JAG <ul style="list-style-type: none"> - UNICEF - WVi - Plan - Child Right Foundation - World Education 	UNICEF Meeting Room	SC Cambodia to coordinate
Wednesday 14 February Technical working sessions - key informant interviews					
8.30 -10.00	KII/FGD/ Technical working session 1: Policy, planning and coordination and financing Areas of enquiry: <ul style="list-style-type: none"> • To what extent do current education sector policies, 	<ul style="list-style-type: none"> • Sub-committee 1, Sub-committee 2, Sub Committee 3 and DM Secretariat, MoEYS • National Committee for Disaster Management Secretariat focal point. 	EiE and JAG <ul style="list-style-type: none"> - UNICEF - WVi - Plan - Child Right Foundation - World Education 	Cambodiana Hotel	SC Cambodia can work with MoEYS DM Secretariat to lead

	<p>including annual plans or operational workplans, and sub-national education plans address climate change?</p> <ul style="list-style-type: none"> • Have measures been implemented and monitored? What are bottlenecks to implementation? • How is the education sector engaged in implementing climate change policies and plans? • What mechanisms exist for cross-government and development partner coordination of the integration of climate change into education sector policies, planning and programming? • How can current and future financing help the integration of climate change into the education sector? <p>Objectives:</p> <ol style="list-style-type: none"> 1 Review and discuss baseline findings. 2 Test potential priorities for project support 	<ul style="list-style-type: none"> • Department of Climate Change of MoE • Provincial Department of Education, Youth and Sports. • Selected School Director • National Committee for Sub-national Democratic Development Secretariat (NCDDS) 			
Coffee break 10.00 – 10.30					
10.30 – 12.00	<p>KII/FGD/Technical working session 2: School-based Disaster Management policies and practice</p> <p>Areas of enquiry:</p>	Sub-committee 1, Sub-committee 2, Sub Committee 3 and DM Secretariat, MoEYS	<ul style="list-style-type: none"> • Education cluster leads EiE and JAG <ul style="list-style-type: none"> - UNICEF - WVi - Plan 	Cambodiana Hotel	SC Cambodia can work with MoEYS DM Secretariat to lead

	<ul style="list-style-type: none"> • What standards, policies or practice and tools and resources are in place to support current and future school disaster management practices? • Who are the key stakeholders for school disaster management, how are they coordinated and what, if anything, has the recent cyclone revealed about the strength of these systems and practices? <p>Objectives:</p> <ol style="list-style-type: none"> 1 review and discuss baseline findings. 2 Test potential priorities for project support 		<ul style="list-style-type: none"> - Child Right Foundation - World Education 		
Lunch break 12.00 – 13.30					
Afternoon parallel consultations 1 1.30 – 4.30	<p>KII/FGD/Parallel technical working session 3: Climate change curriculum development and teacher education</p> <p>Areas of enquiry:</p> <ul style="list-style-type: none"> • What are the strengths and weaknesses of current practice of teaching age-appropriate climate curriculum (formal and informal) in schools? • Who contributes to the development of climate curriculum and how? • Who teaches the teachers to teach about climate and how? 	<p>Department of Curriculum Development and DM Secretariat of MoEYS</p> <p>Department of Environmental Education of MoEYS</p> <p>Key teacher education institutions (PTC, NIE if involved in ESD)- UNESCO</p> <p>Education Quality Assurance (MoEYS)</p> <p>M&E – MoEYS</p> <p>Department of IT – MoEYS</p> <p>Youth Department</p> <p>Technical orientation Department</p>	Key partners	Cambodiana Hotel - TBC	UNESCO Phnom Penh

	<ul style="list-style-type: none"> • What are the strengths and weaknesses of current practice? • What coordination exists to support a coherent and comprehensive approach to training and in-school capacity development of teachers on climate change teaching. <p>Objectives:</p> <ol style="list-style-type: none"> 1 Review and discuss baseline findings. 2 Test potential priorities for project support 	Non-formal education Department			
Afternoon parallel consultations 2 1.30 – 4.30	<p>KII/FGD/Technical working session 4: Infrastructure / Facilities Management Department</p> <p>Areas of enquiry:</p> <ul style="list-style-type: none"> • What standards, policies or practice and tools and resources are in place to support 'climate proofing' school infrastructure? • Who are the key stakeholders for infrastructure and how are they coordinated? <p>Objectives:</p> <ol style="list-style-type: none"> 1 Review and discuss baseline findings. 2 Test potential priorities for project support 	<p>Sub-committee 1 and DM Secretariat of MoEYS.</p> <p>National Committee for Disaster Management,</p> <p>NCSD of MoE</p> <p>Ministry of Land Management, Urban Planning, and Construction</p> <p>NCDDS</p>		Cambodiana Hotel - TBC	Save the Children can lead

Afternoon parallel consultations 3 1.30 – 4.30	KII/FGD/technical working session 5: Data and information Areas of enquiry: <ul style="list-style-type: none"> • How does the MoEYS access climate related data and how does it inform policy and practice for integration climate change in the education sector? • Does the EMIS include any climate related data? • What are the capacities of planners to use climate-related data at national and sub-national levels? Objectives: <ol style="list-style-type: none"> 1 Review and discuss baseline findings. Test potential priorities for project support	Policy Planning Department EMIS Directorate, Acting Director, and one or two technical officers Subnational ministry reps - Phnom Penh- UNESCO to invite Ministry of Environment/CC Data specialists/ Meterological Dept? M&E Department of MoEYS NCDM Department of IT		Cambodiana Hotel	UNESCO Phnom Penh
Thursday 15 February Parallel sessions - key informant interviews and bi-laterals with stakeholders not met on Wednesday					
Morning Parallel session 1					
Morning Parallel session 2					
Afternoon Parallel session 1					

Afternoon Parallel session 2 (or prep time for validation workshop)					
Friday 16 February Validation workshop					
9:00 – 12:00	Presentation of key findings and proposed activities for the initiative	<p>H.E Mr. Oung Borat, Secretary of State,</p> <p>H.E Ms. Tun Salm, Deputy Secretary of State and Chair of DM Secretariat, MoEYS (plus H.E Deputy of DM Secretariat)</p> <p>H.E Ms. Khun Rachana, Deputy Secretary of State, Chair of Sub-committee 1 – Disaster Risk Reduction and Climate Adaptation, MoEYS (Plus 2 deputy)</p> <p>H.E Ms. Kim Sethany, Secretary of State, Chair of Sub-Committee 2 – Emergency Preparedness and Response, MoEYS (Plus 2 deputy)</p> <p>Same as above--</p>		MoEYS meeting room	UNESCO Phnom Penh
12:00-13:00	Lunch Break				

14.00 – 16:00	Debriefing with UNESCO and Save directors and relevant colleagues working on Climate Change.	Mission team members and Directors of Save the Children and UNESCO		UNESCO Phnom Penh conference room	
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List of stakeholder attended the Validation Workshop:

BRACE Validation and Consultation Workshop

Date : 12 July 2024

No.	Name	Position	Organization
1	*This portion has been redacted in accordance with the GCF Information Disclosure Policy, as the portion is confidential under the disclosure policy of the Accredited Entity*	Undersecretary of State	Ministry of Education, Youth, and Sport
2		Director General	Ministry of Education, Youth, and Sport
3		Director General	Ministry of Education, Youth, and Sport
4		Director General	Ministry of Education, Youth, and Sport
5		Director General	Ministry of Education, Youth, and Sport
6		Director of Institute	General Directorate of Policy and Planning
7		Head of Department	General Directorate of Administration and Finance
8		Head of Department	General Directorate of Education
10		Head of Committee	General Directorate of Primary Education
11		Head of Department	General Directorate of Monitoring, Evaluation, and Assessment
12		Head of Department	General Directorate of Teacher Training and Curriculum Development
13		Head of Department	General Directorate of School Health
14		Head of Department	General Directorate of Curriculum Development
15		Head of Department	General Directorate of Digital Transformation
16		Head of Department	General Directorate of Education Management Information System
17		Head of Department	Department of Youth

18	Head of Department	Department of State Property and Construction
19	Head of Department	Department of Planning
20	Head of Department	Department of Finance
21	Head of Committee	Department of Curriculum Development
22	Deputy Head of Office	Department of Curriculum Development
23	Deputy Head of Office	Department of Curriculum Development
24	Deputy Head of Office	Department of Curriculum Development
25	Officer	Department of Curriculum Development
26	Deputy Head of Office	
27	NCDDS	
	NCDDS	
28	Representative	UNESCO
29	Representative	UNESCO
30	Program Officer	UNESCO
31	Country Director	SC
32	Program Operation Director	SC
33	Head of Program Development, Quality, and Impact (PDQI)	SC
34	Representative	UNESCO
35	Education and Program Development Specialist	SC
36	Education and Program Development Specialist	SC
37	NEP	
38	Plan International	
39	World Vision	
40	Child Right Foundation	
41	ChildFund Cambodia	
42	World Education	
43	CREW Project/MOWRAM	
44	MLCP	

45	MoE	
46	Ministry of Environment	
47	[Position]	Ministry of Environment
48	Representative	SC
49	Education Technical Director	SC
50	Education Project Coordinator	SC
51	Education Project Officer	SC

This portion has been redacted in accordance with the GCF Information Disclosure Policy, as the portion is confidential under the disclosure policy of the Accredited Entity

Appendix: Stakeholder engagement plan by country**Cambodia**

Stakeholder	Description/responsibility and role in the project	Type of Engagement (Engage, Consult, Inform)	Influence in the project
Ministry of Education, Youth and Sports	Implementing partner and primary stakeholder in the design of the BRACE project. Key departments that will be engaged throughout the implementation of BRACE include: please add the departments	Engage	High
Ministry of Environment (MoE)	Primary stakeholder involved in the design of the BRACE project. The National Council for Sustainable Development (NCSD) plays a key role in climate change coordination in Cambodia.	Engage	High
International Development Partners	UNICEF, UNESCO, the World Bank, and the Education Sector Working Group (chaired by UNICEF with members from different development partners and NGO stakeholders engaged in the education sector)	Engage, consult, inform	
Local government	Please add	Engage	High
School Management Committees and Parent Teacher Associations	Will play a leadership role in the implementation of activities outlined in outputs 1.1, 1.2, 1.3, and 1.4.	Engage	High
Teachers	Will play a leadership role in the implementation of activities outlined in outputs 1.1, 1.2, 1.3, and 1.4.	Engage	High
Student associations, child clubs	Will play a leadership role in the implementation of activities outlined in outputs 1.1, 1.2, 1.3, and 1.4.	Engage	High
Students	Will be engaged in all relevant activities outlined in outputs 1.1, 1.2, 1.3, and 1.4.	Engage	High

South Sudan

Stakeholder	Description/responsibility and role in the project	Type of Engagement (Engage, Consult, Inform)	Influence in the project
Ministry of General Education and Instruction	As an implementing partner, MoGEI is a primary stakeholder heavily involved in the project design and implementation. Key departments of MoGEI who will be engaged throughout the project implementation period include South Sudan team to add In addition, the Local Education Group (LEG) will also be a key space to inform a broad range of partners on the status of the project	Engage	High
Ministry of Environment and Forestry	Key government department engaged for insights on integrating climate data and environmental strategies in the education sector. Will be involved throughout the implementation of BRACE	Engage	High
Ministry of Disaster Management Affairs	Key government department who plays a key role in disaster risk management and resilience strategies in South Sudan	Engage	High
University of Juba and National Teachers Training Institute (NTTI)	Academic expertise and role in teacher training and curriculum development.	Inform and consult, and where required, engage	High
International Development Partners	Organizations including the GPE, World Bank, USAID, FCDO who play a key role in funding climate change and education projects in South Sudan.	Inform and consult, and where required, engage	Medium
Local government	Please add Master trainers from the local government will also be involved in facilitating activities in the target schools	Engage	High
Local civil society	Please add	Engage	High
School Management Committees and Parent	Will play a leadership role in the implementation of activities outlined in outputs 1.1, 1.2, 1.3, and 1.4.	Engage	High

Teacher Associations, local leaders			
Teachers	Will play a leadership role in the implementation of activities outlined in outputs 1.1, 1.2, 1.3, and 1.4.	Engage	High
Student associations, child clubs	Will play a leadership role in the implementation of activities outlined in outputs 1.1, 1.2, 1.3, and 1.4.	Engage	High
Students	Will play a leadership role in the implementation of activities outlined in outputs 1.1, 1.2, 1.3, and 1.4.	Engage	High

Tonga

Stakeholder	Description/responsibility and role in the project	Type of Engagement (Engage, Consult, Inform)	Influence in the project
Ministry of Education and Training (MET)	Lead agency for education and a central stakeholder. Key departments to be engaged in the implementation of BRACE include:	Engage	High
Ministry of Meteorology, Energy, Information, Disaster Management, Environment, Climate Change, and Communication (MEIDECC)	Engaged for its expertise in climate resilience and disaster management, providing critical input on integrating climate data into educational planning.	Engage	High
International Development Partners	World Bank, Asian Development Bank (ADB), UNICEF who play a key role in funding, policy development and implementing complementary projects	Engage, consult, inform	High
Local government	Please add	Engage	High
Local civil society	Local civil society play a key role due to their connections and knowledge of the local context.	Engage	High
School Management Committees and Parent Teacher Associations	Will play a leadership role in the implementation of activities outlined in outputs 1.1, 1.2, 1.3, and 1.4.	Engage	High
Teachers	Will play a leadership role in the implementation of activities outlined in outputs 1.1, 1.2, 1.3, and 1.4.	Engage	High

Student associations, child clubs	Will play a leadership role in the implementation of activities outlined in outputs 1.1, 1.2, 1.3, and 1.4.	Engage	High
Students	Will play a leadership role in the implementation of activities outlined in outputs 1.1, 1.2, 1.3, and 1.4.	Engage	High