



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

Annex 8: Gender Assessment and Action Plan

Accredited Entity: Save the Children Australia

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Acronyms

CCRI	Children's Climate Risk Index
CEDAW	UN Convention on the Elimination of All Forms of Discrimination Against Women
CEFMU	Child, Early and Forced Marriage and Unions
CIS	Climate Information Systems
COP	Conference of the Parties to the UNFCCC
CPIA	Country Policy and Institutional Assessment Gender Equality Rating
CPRD	UN Convention on the Rights of Persons with Disabilities
CRC	UN Convention on the Rights of the Child
CSESI	Climate-Smart Education Systems Initiative
DAC	Disability Action Council (DAC) - Cambodia
DRR	Disaster Risk Reduction
EPP	Emergency Preparedness Plans
ESWG	Education Sector Working Group
EWS	Early Warning System
FGM	Female Genital Mutilation
FPA	Family Protection Act - Tonga
GBV	Gender-Based Violence
GESI	Gender Equality and Social Inclusion
GPE	Global Partnership for Education
IDPs	Internally Displaced Persons
INEE	Inter-agency Network for Education in Emergencies
IPCC	Intergovernmental Panel on Climate Change
IPV	Intimate Partner Violence
KHM	Cambodia
LGBTQI+	Lesbian, Gay, Bisexual, Transgender, Queer and Intersex
MoEYS	Ministry of Education, Youth and Sport - Cambodia
MoGCSW	Ministry of Gender, Child, and Social Welfare – South Sudan
MoSVY	Ministry of Social Affairs, Veterans and Youth Rehabilitation – Cambodia
MoWA	Ministry of Women's Affairs - Cambodia
NAP	National Adaptation Plan
NCDM	National Committee for Disaster Management - Cambodia
NDC(s)	Nationally Determined Contribution
ND-GAIN	Notre Dame-Global Adaptation Index
NDSP	National Disability Strategic Plan – Cambodia
NGOs	Non-Governmental Organisations
PTA	Parent, Teacher Association
PVs	Photovoltaic Systems or solar panels
RNPGAD	Revised National Policy on Gender and Development - Tonga
SCI	Save the Children International
SDG	Sustainable Development Goals
SGBV	Sexual and Gender-Based Violence
SMC	School Management Committee
SOGIESC	Sexual Orientation, Gender Identity, Gender Expression and Sex Characteristics
SOPs	Standard Operating Procedures
SRHR	Sexual and Reproductive Health and Rights
SSD	South Sudan
UNFCCC	UN Framework Convention on Climate Change
WASH	Water, Sanitation and Hygiene
WEGET	National Women's Empowerment and Gender Equality Tonga Policy 2019-2025

Introduction

- 1) The Building the Climate Resilience of Children and Communities through the Education Sector (BRACE) project aims to improve the adaptive capacities and climate resilience of children, their communities and schools, recognising that children and their communities are impacted by climate change differently depending on many intersecting factors including, but not limited to, their age, gender, disability, ethnicity, race, economic status, refugee status and gender identity.
- 2) The rationale for the BRACE project is to tackle the impacts of climate change on the education sector in three very different countries with diverse climate hazards and social contexts: Cambodia, South Sudan, and Tonga. By implementing an approach in three very different countries, BRACE will be able to demonstrate an adaptable model that can be replicated in other countries. BRACE will also support Ministries of Education to access climate finance, and support the global education community to better coordinate, collaborate and share lessons learned and experience with a focus on climate finance. If this intervention does not happen, the Business as Usual will result in increased climate vulnerability, school closures, children dropping out of school, gender inequality, and learning loss.
- 3) BRACE will be achieved via implementation of activities under three components, each with an associated outcome:
 - **Component 1:** Building Climate-Resilient School Infrastructure and Systems with outputs and activities leading to **Outcome 1** – The education sector at national and sub-national levels in targeted countries is more resilient to the impacts of climate change.
 - **Component 2:** Enhancing Access to Climate Finance for Education, with outputs and activities leading to **Outcome 2** – Education ministries of the target countries have improved access to climate finance to increase the resilience of the education sector to climate change
 - **Component 3:** Coordination and Knowledge Sharing on Climate and Education, with outputs and activities leading to Outcome 3 – Education and climate stakeholders are connecting, coordinating, collaborating and cross-learning for enhanced climate action in the education sector.
- 4) For the BRACE Theory of Change, please see [Appendix A](#).
- 5) This analysis considers the ways in which gender and social norms intersect with adaptive capacities and climate change across Cambodia, South Sudan and Tonga. The assessment sets out key data and analysis across five domains and includes recommendations for the project across all project components. The core approach is to embed gender equality and social inclusion (GESI) across project activities and operations. The Gender Equality and Social Inclusion Action Plan highlights GESI actions included in the project wide logical framework for the three countries as well as Components 2 and 3.
- 6) The five domains of analysis are:
 - Domain 1: Laws, Policies and Institutions
 - Domain 2: Social Norms, Roles, Responsibilities and Time Use
 - Domain 3: Participation, Leadership and Decision-Making
 - Domain 4: Access To and Control Over Resources and Services
 - Domain 5: Safety, Dignity and Well-Being
- 7) The Gender Equality and Social Inclusion Action Plan is a strategic framework designed to ensure that gender equality, women and girls' empowerment and social inclusion are systematically integrated into the BRACE project. Its primary goal is to address gender disparities and promote equitable outcomes for all. This plan, which will be further refined at the project's onset and throughout its implementation, provides a foundation for action.
- 8) Based on the assessment, the project will include measures to avoid, minimize, and mitigate any adverse gender impacts or risks. Additionally, it will implement positive actions to promote gender equality and empower children in all their diversity through the

education sector. An initial action plan has been developed, detailing responsibilities, indicators, targets, and a budget.

Methodology

- 9) The gender assessment and action plan were prepared by the feasibility teams located in Cambodia, South Sudan and Tonga as well GESI specialists in the countries and regions. It was developed in line with the GCF Gender Policy, Gender Mainstreaming Guide, Save the Children International (SCI) Gender Equality and Inclusion Policies, and country-level SCI Gender Equality and Inclusion Action Plans. The teams used a combination of primary and secondary data collection methods as explained below.
- 10) The availability of data varied across countries given the different contexts. Where possible, data was collected across countries to show similarities and comparisons to facilitate the development and implementation of the Gender Action Plan.
- 11) **Primary data:**
 - Primary data were collected in South Sudan and Tonga.
 - **South Sudan:** Data were collected through existing gender assessments conducted across ongoing SCI South Sudan projects. This involved direct engagement through key informant interviews with national, state and local Government of South Sudan Ministries of Education and Gender, parents, teachers, civil society organisations and the wider community including girls and women. For ongoing education programs such as the South Sudan Joint Response, Norwegian Agency for Development Cooperation (NORAD), and the Education Cannot Wait (ECW) Multi-Year Resilience Programme rapid gender and needs assessments were conducted with girls, women, boys and men between October 2023 and June 2024. These assessments were carried out through focus group discussions and observations in two project sites: Maban County, Upper Nile State, and Akobo County, Jonglei State. Standard questions were used, adapted for local languages and for people with disabilities. Please see [Appendix B](#) for a consultations overview for South Sudan.
 - **Tonga:** Primary data were gathered through direct engagement using key informant interviews with national government officials, civil society organisations, women-led and gender-diverse groups, youth-focused organisations, international development agencies, donors, and academics. This includes senior officials from Tonga Ministry of Meteorology, Energy, Information, Disaster Management, Environment, Climate Change and Communications, Ministry of Internal Affairs, Ministry of Education, regional and national academic institutions.
- 12) **Secondary data:**
 - Across the three countries and at global level for Components 2 and 3, secondary data were collected from a variety of sources, including government reports, research reports, websites, academic publications and programme reports and evaluations and are cited throughout the assessment. This includes the inception reports of initial countries under the Global Partnership for Education (GPE) funded Climate-Smart Education Systems Initiative (CSESI) which is linked to Component 2.
- 13) **Gender Action Plan development:**
 - The GAP was developed aligned directly with the overall project logframe. The activities outlined in the GAP correlate to the project logframe. There are no activities for output 1.1 for Tonga as they are not implementing output 1 in the overall project.
 - The budget was calculated by creating an excel sheet that detailed 1) all the staff times for those working on GESI and child protection, and 2) activity costs across countries for all three components. We then estimated what percentage of the

budget would be needed to conduct the GESI activities highlighted in the workplan per country per activity.

- For example , under activity 1.3.1 on capacity building we added up the staff times of those budgeted to be working on GESI (Gender Adviser, GESI Coordinator, Child Participation Adviser) in Cambodia and South Sudan = \$18,933. Tonga doesn't have activities under 1.3.1. The total costs for this activity across the two countries was \$415,282. We assumed about 10% of the budget for this activity would be needed to be allocated to GESI based on the GAP – i.e. \$41,528. This combined with the staff times = \$60,461.
- The staff times and percentage of activities assumed to go to GESI is calculated per activity and varies across them.

Global Findings on Gender Equality and Social Inclusion and Climate Change

- 14) The social impacts of climate change are not distributed equally but depend on intersecting factors such as gender, economic status, cultural norms, age, refugee status, race, ethnic group, sexual orientation, gender identity, gender expression and sex characteristics (SOGIESC) status etc. Children are shown to be at higher risk than adults of illness, injury and psychosocial trauma, water insecurity, inadequate sanitation and poor hygiene.¹
- 15) Women and children and particularly adolescent girls are more likely to be living in poverty, have less access to knowledge and education, are more likely to be malnourished and may have greater responsibility and difficulty accessing water and other natural resources.² These responsibilities are likely to increase when men are forced to migrate for better work.
- 16) Girls face the double burden of gender- and age-based discrimination. Girls are also more likely to have lower levels of education and fewer financial resources than boys and men³ and discriminatory gender norms mean they are less likely to be involved in political, community, and household decision-making.⁴ Crises can increase sexual and gender-based violence (SGBV), domestic abuse and intimate partner violence (IPV).⁵ Studies have highlighted a spike in gender-based violence (GBV) and sexual assault during and after extreme weather events.⁶
- 17) Girls must therefore adapt and respond to the impacts of climate change in addition to the gender and age-related risks they face every day such as (S)GBV, child, early and forced marriage and unions (CEFMU), lack of access to education, and adolescent pregnancy. Further, other forms of discrimination mean girls with disabilities, Indigenous girls, girls living in poverty, conflict or displaced settings, or girls from ethnic minorities face additional challenges in responding to climate change.
- 18) Gender and social discriminatory norms and stereotypes can dictate the receptivity of policymakers to the engagement and participation of girls, Indigenous Peoples, people with diverse SOGIESC, people with disabilities, and those living in poverty, conflict or displacement. This can result in policies and programmes that do not address the specific vulnerabilities of these groups and can exacerbate inequality.

Education

- 19) Climate shocks can disrupt girls' education which is widely recognised as a protective factor against CEFMU.⁷ Estimates suggest that if climate trends continue, by 2025 climate change would contribute to 12.5 million girls each year not completing their education.⁸ Girls' education has been identified as key to building resilience to the impacts of climate change - for every additional year of schooling for girls on average, a country's Notre Dame-Global Adaptation Index (ND-GAIN) score could be expected to increase by 3.2 points.⁹

¹ UNICEF, 2015. Unless we act now: the impact of climate change on children. Available [here](#).

² Plan International, 2021. Climate Change, Young Women, and Girls. Accessible [here](#).

³ UN WomenWatch, n.d. Factsheet: Women, Gender Equality and Climate Change. Available [here](#).

⁴ UNDP, 2016. Gender and Climate Change. Available [here](#).

⁵ van Daalen, K.R. et al., 2022. Extreme events and gender-based violence: A mixed methods systematic review, *Lancet Planet Health*, 6:6, p.519.

⁶ Rezwana, N. and Pain, R., 2020. Gender-based violence before, during, and after cyclones: Slow violence and layered disasters, *Disasters*, 45:4, p.741

⁷ Girls Not Brides, 2022. Girls' Education and Child Marriage. Available [here](#).

⁸ Malala Fund, 2021. A Greener, Fairer Future: Why leaders need to invest in climate and girls' education'. Available [here](#).

⁹ Kwauk, C & Braga, A., 2017. Three platforms for girls' education in climate strategies. Available [here](#).

- 20) Countries that have focused on girls' equal access to education have suffered fewer losses from droughts and floods than those with lower levels of girls' education.¹⁰

Child, early and forced marriage and unions (CEFMU)

- 21) Analysis of historical data shows that a 10% increase or decrease in rainfall is associated with a 1% increase in CEFMU, globally.¹¹ New analysis by Save the Children shows that globally almost 9 million girls face extreme risk of climate disasters and CEFMU every year and that around two-thirds of CEFMU happen in regions with higher-than-average climate risks.¹² To illustrate this risk, in parts of Ethiopia worst hit by drought and food shortages, rates of CEFMU rose by 119% in 2022 compared to 2021.¹³
- 22) Gender inequality is the root cause of CEFMU, but other risk factors increase the likelihood of a girl being married. These include being out-of-school, living in poverty, food shortages, being pregnant or having a baby and exposure to other forms of GBV. Climate disasters and the long-term impacts of the climate crisis can increase these risk factors.¹⁴ For example, disasters can lead to school closures and loss of income for families. GBV also increases during crises and families may decide to remove girls from school or have them marry to keep them safe from violence or to make sure their daughters are provided for by another family.

Climate Change Risk and Policies

- 23) The Children's Climate Risk Index (CCRI)¹⁵ indicates that almost every child is exposed to at least one major climate change or environmental hazard and 2.2 billion children are exposed to at least two overlapping environmental issues. The same index reveals that children are less able to protect themselves from immediate danger and more vulnerable to heat-related health risk, and lack of access to essential services.
- 24) In terms of gender, according to the 2022 Equal Measures 2030 Sustainable Development Goal (SDG) Gender Index, SDG13 on climate action is one of three goals that is furthest behind on gender equality issues.¹⁶ In 2016, a total of 64 of 190 nationally determined contributions (NDCs) included a reference to women or gender and all 64 countries that included a gender reference were non-Annex I ("developing") countries. Seven of the 14 updated NDCs analysed in 2020 include a reference to women or gender.¹⁷ Analysis in 2019, highlights that only one country's NDC makes a reference to girls' education and only two additional countries refer to girls explicitly, a reflection of the omission of the gendered climate impacts on children and education in climate strategies.¹⁸

¹⁰ Blankespoor, B. et al., 2010 Adaptation to climate extremes in developing countries: the role of education. Policy Research Working Paper 5342, The World Bank. Available [here](#).

¹¹ UNICEF, 2023. Is an End to Child Marriage within Reach? Available [here](#).

¹² Save the Children, 2023. Global Girlhood Report 2023: Girls at the Centre of the Storm – Her planet, her future, her solutions. Available [here](#).

¹³ UNICEF, 2022. Child marriage on the rise in Horn of Africa as drought crisis intensifies. Available [here](#).

¹⁴ Khan Foundation & ARROW, 2015. A Scoping Study. Women's Sexual & Reproductive Health and Rights (SRHR) and Climate Change: What is the Connection?; Bartlett, S., 2008. Climate change and urban children: impacts and implications for adaptation in low-and middle-income countries.

¹⁵ UNICEF, 2021. Children's Climate Risk Index. Available [here](#).

¹⁶ Equal Measures 2030, 2022. 2022 Equal Measures 2030 SDG Gender Index. Available [here](#).

¹⁷ Women's Environment and Development Organization (WEDO), 2020. Gender Equality and Women's Empowerment in Updated and New Nationally Determined Contributions (NDCs). Available [here](#).

¹⁸ Kwauk, C., Cooke, J., Hara, E. and Pegram, J. 2019. Girls' Education in Climate Strategies: Opportunities for Improved Policy and Enhanced Action in Nationally Determined Contributions. Available [here](#).

Country Level Findings on Gender Equality and Social Inclusion

Key Findings

Cambodia:

- 25) Climate change disproportionately affects persons who are poor, women, children, and people with disabilities. Female employment in agriculture as share of total female employment is 55.4% in Cambodia¹⁹ with women primarily employed in low-paying manual labour. Because they depend on livelihoods that are sensitive to climate change, they are especially susceptible. Women, girls, men, and boys are all impacted differently by the socially assigned discriminatory gender roles and responsibilities at the household and community levels because of the traditional social roles and power hierarchies within the family that are deeply ingrained in society.
- 26) As more women work at home or in areas vulnerable to natural hazards, particularly floods, discriminatory gender stereotypes prevent them from acquiring the skills needed to adapt to a changing climate and lower the risk of disasters. Women are more burdened than men by issues such as food instability, fuel searching, and gathering clean water for household usage. Cultural norms are one of the main reasons why women are seen as a helpless and vulnerable group that requires protection from climate change and the disasters it brings about, as well as the reason why fewer women hold official positions in the fields of climate change adaptation and mitigation.
- 27) In addition, women's ongoing poverty, restricted access to reproductive and sexual health services related to pregnancy and delivery, lack of decision-making authority, and limited educational possibilities make them more sensitive to climate change than males. Women have less access than men to opportunities for information, education, and training in areas related to environmental preservation and conservation.
- 28) In addition to being less able to adapt to changes in climatic conditions due to their lower socioeconomic status, limited education, cultural norms, and restricted involvement in decision-making processes, women and girls living in poverty, indigenous women, women from ethnic, racial, religious, and sexual minority groups, and women with disabilities are frequently exposed to and vulnerable to climate change and disaster-induced risks.
- 29) The Asia Foundation states that because women are not included in water management decision-making, female-headed households, which make up 20% of rural households, face significant obstacles when trying to access agricultural land and irrigation water.²⁰ When disasters strike, households rely on women's knowledge to find water and properly treat it. In reality, because of their roles and experiences managing households and providing care for others, women possess the knowledge and abilities to adjust to changing environmental situations and find workable solutions. Long-term success in the fight to mitigate the harmful effects of climate change hinges on the acknowledgement of women's significant role and contribution as change agents.

South Sudan:

- 30) In South Sudan, women, men, boys and girls experience different socio-economic conditions. The less favourable situation of women and girls is related to socio-cultural factors, linked to the division of labour, which affect the possibility of access to education, training and technical advice, income generation, credit and land ownership. Women and girls experience the intersection of climate change and conflict in South Sudan in direct and profound ways. Since they are often the ones responsible for providing food, water,

¹⁹ Komatsu, H. et al., 2018. Does women's time in domestic work and agriculture affect women's and children's dietary diversity? Evidence from Bangladesh, Nepal, Cambodia, Ghana, and Mozambique. Available [here](#).

²⁰ The Asia Foundation, 2019. Water, Gender, and Poverty in Cambodia's Stung Chinit Watershed. Available [here](#).

and energy for their families, they face greater challenges in accessing these resources. Climate change has had an outsized impact on South Sudan, most recently with the largest flooding in Unity State in nearly 50 years. These extreme weather events, disaster-related displacement, the destruction or repurposing of educational buildings and the indirect economic pressures on families are having a negative impact on access to education at all levels, especially for young women and girls.

- 31) Conflict, however, adds to the insecurity, as many women and girls face increased risks of violence and insecurity carrying out basic tasks including their education. With greater social capital, men often have greater options for coping with the stresses of instability. Violent conflict tends to exacerbate existing inequalities and vulnerabilities.
- 32) The current peace-building phase in South Sudan offers an opportunity for promoting gender equity, advancing the position of women in the society, mainstreaming women's perspectives in all the pillars of peacebuilding and increasing their participation in leadership. However, the patriarchal nature of the South Sudanese society and the associated customary laws, the background on which peace-building works are to be executed, hinders women's participation in public life. These factors are exacerbated by the underlying lack of political will, limited funding, ethnic politics, weak institutions, and the high illiteracy rate among women. Further, these factors could be aggravated by the current political climate, while some of these issues are associated with the long-term problems of underdevelopment that South Sudan faces, any meaningful change requires immediate progress on all fronts.²¹
- 33) Lower education levels and limited access to specific training and information in turn limit prospects of economic empowerment and possibilities to generate income and make decisions about expenditures and resources. Indigenous women and girls face even greater discrimination. Within their own communities, they have less decision-making power than men over land use and less access to land. Cultural barriers have an enormous impact and are often difficult to overcome. Customs, traditions, beliefs and stereotypes still hamper the exercise of rights that have been explicitly recognised in the legal framework of the country.

Tonga:

- 34) The Kingdom of Tonga has a strong history of promoting gender equality and empowering women in leadership. This is in part due to their strong cultural connections and the important role elder women are given within cultural and community settings.²² This includes the heavy influence of the monarchy and crucial role of the Queen and Princesses of the Kingdom of Tonga being vital voices for gender equality.
- 35) Key informant consultations consistently revealed significant intergenerational shifts in gender equality commitments such as more women in the labour force and more equitable sharing of household and caregiving responsibilities. Notably, this progress has translated into improved family dynamics, and represents a substantial change from the past, where such tasks were traditionally seen as the exclusive domain of women.
- 36) Gender diverse people beyond the binary are part of Tongan socio-cultural systems - and were interviewed. There is broad cultural acceptance of the leiti community, a cultural group who have been at the core part of Tongan society. Leiti is an appropriation of the local word "fakaleiti" literally meaning "like a lady".
- 37) Despite diverse agency priorities, all stakeholders interviewed agree on the critical need to enhance education infrastructure and opportunities for Tongan children. This shared vision positions the BRACE project as a valuable opportunity to leverage existing efforts and evidence-based strategies for systemic improvements in children's educational outcomes.

²¹ Mai N., 2015. The Role of Women in Peace-building in South Sudan. Juba: The Sudd Institute. Available [here](#).

²² UN Women, 2022. Gender Equality Brief for Tonga. Available [here](#).

38) The Ministry of Education and Training is the implementing agency of the Convention on the Rights of the Child has enforced that the age for compulsory education in Tonga is between 4 and 18 years of age in accordance with section 98(2) of the Education Act.²³

²³ United Nations General Assembly, 2023. National report submitted pursuant to Human Rights Council resolutions 5/1 and 16/21*. *Human Rights Council Working Group on the Universal Periodic Review Forty-third session 1–12 May 2023*. Available [here](#).

Key Data

Demographic Data

Indicator	Cambodia	South Sudan	Tonga
Population	15,552,211 (7,980,374 females) of which 9,417,017 (60.55%) lived in rural areas	Total population is approximately 11.4 million with around 80% living in rural areas.	The population of the Kingdom of Tonga as of November 2021 was 100,179, with majority of the population residing across the islands of Tongatapu, Vavaú, Haápai, Éua and Ongo Niua. ²⁴
Age	Children aged under 15 accounted for 29.4% of the total population, people aged 15-59 accounted for 61.7%.	South Sudan has a youthful population, with 5.1 million (45%) of the population being children under the age of 18 and over 40% below the age of 15. The median age is 18.5 years, indicating a very young population. Approximately 55% of the population is of working age, between 15 and 64 years.	Based on Tonga's 2021 census, nearly 35% of its population is comprised of youth, with a median age of approximately 22. The population is relatively balanced, with approximately 49% identifying as male and 51% as female. The median age of females is slightly higher than males, at 24 and 20.7, respectively.
Gender balance	Of the total population, women and girls accounted for 51.31% ²⁵	South Sudan's population has a slight male majority, with 52% male and 48% female.	Tonga's population leans slightly female, with 51% identifying as female and 49% identifying as male according to the 2021 census.
Head of household	76.4% (or 2.9 million households) were headed by a man, while 23.6% (or 0.9 million households)	Approximately 32% of households are headed by women, largely due to the ongoing conflict and displacement. These women bear significant responsibilities, including both economic survival and caregiving duties.	In 2021, 22.1% of households were headed by women.

²⁴ Kingdom of Tonga, 2021. Population and Housing Census Report. Available [here](#).

²⁵ Kingdom of Cambodia, 2019. General Population Census of the Kingdom of Cambodia 2019 National Report. Available [here](#).

	were headed by a woman		
Gender Inequality Index ²⁶ (1= gender equal. 0 = not gender equal) ²⁷	0.461 116 th out of 170 countries	0.587 150 th out of 170 countries	0.580 149 th out of 170 countries
Country Policy and Institutional Assessment (CPIA) Gender Equality Rating ²⁸ (1=low to 6=high)	Cambodia's CPIA Gender Equality Rating is 4.0 out of 6	South Sudan's CPIA Gender Equality Rating stands at 1.5 out of 6. This rating reflects weaknesses in policy frameworks and institutional measures to promote gender equality, highlighting significant challenges in achieving gender parity across areas such as women's rights, access to education, economic opportunities, and legal protections.	Tonga's CPIA Gender Equality Rating is 3.0 out of 6.
Notre Dame Global Adaptation Initiative ranking (ND-GAIN) ²⁹	Ranks 149th	N/A	Ranks 140th

²⁶ UNDP (United Nations Development Programme), 2023. 2023 Gender Social Norms Index (GSNI): Breaking down gender biases: Shifting social norms towards gender equality. Available [here](#).

²⁷ The Gender Inequality Index (GII) reflects gender-based disadvantage in three dimensions— reproductive health, empowerment and the labour market—for as many countries as data of reasonable quality allow. It shows the loss in potential human development due to inequality between female and male achievements in these dimensions. It ranges from 0, where women and men fare equally, to 1, where one gender fares as poorly as possible in all measured dimensions.

²⁸ World Bank Group, 2023. Country Policy and Institutional Assessment (CPIA) Gender Equality Rating. Available [here](#).

²⁹ Available [here](#).

Education

Cambodia:

- 40) The percentage of female primary school teachers in Cambodia in 2022 was 58.90%, while at the lower secondary school it was 45.33%.³⁰
- 41) In 2021, the net enrolment rate reached 91.9% in primary school, against a target of 98.2%. The completion rate was 87.4%.³¹
- While the primary school *enrolment* rate between boys and girls differed only by 1.3 percentage points, the *completion* rate for girls was 8.2 percentage points higher than for boys.
 - The net admission rate at the lower secondary level was 68.6% and 39.3% at the upper secondary level.
 - Less than half (48.1%) of students completed lower secondary school.
 - Throughout the school cycle, girls achieve higher rates of completion than boys. In 2021, the gap between them was 10.3 percentage points at the lower secondary level, with boys reaching just 43.1% against girls' 53.4%.³²
- 42) According to the 2019 Cambodia Population Census³³ 86.2% of the population aged 15+ were literate in Khmer. This has increased from 67.3% in 1998. Gender parity in literacy was almost achieved in 2019 in this age group, at 89.3% for males versus 83.4% for females.

South Sudan:

- 43) The percentage of female pre-primary schoolteachers in South Sudan in 2021 was 63.5%. There was no further data for other school levels.³⁴
- 44) More girls than boys are out of school across all levels.³⁵ Percentage of girls and boys out of school:
- primary school level was 77% girls vs. 72% boys
 - Lower secondary school was 68.3% girls vs. 59.6% boys
 - Upper secondary school was 60% girls vs. 51.2% boys
- 45) Despite efforts from the Government of South Sudan and the international community, there is still limited access of girls and women to primary and higher education, especially in rural areas.
- 46) Low literacy rates are on the rise, with girls' education considered "taboo" in some South Sudanese states. In South Sudan only 34.4% of the population aged 15+ were literate which is the third lowest literacy rate in the world.³⁶
- 47) A lack of access to information and resources also mean South Sudanese women are largely unaware of their right to education. Girls are often excluded from educational opportunities and asked to take on domestic and caretaking responsibilities.³⁷

Tonga:

- 48) The percentage of female schoolteachers across primary and secondary schools in Tonga is 70%.³⁸
- 49) The out of school rate for primary schools in Tonga in 2023 was 4%. Of these 54% are boys.³⁹ Overall, this is the lowest out of school rate across the three countries.

³⁰ UNESCO Institute for Statistics, 2022. Available [here](#).

³¹ Education Sector Plan, Mid-Term Review.

³² UNICEF, 2023. An Analysis of the Situation of Children and Adolescents in Cambodia 2023. Available [here](#).

³³ Cambodia Population Census, 2019.

³⁴ UNESCO Institute for Statistics, 2022. Available [here](#).

³⁵ UNESCO, 2022. GAL Country Profile South Sudan. Available [here](#).

³⁶ UNESCO Institute for Statistics. Available [here](#).

³⁷ UNICEF, 2023. Getting girls back to the classroom after COVID-19 school closures (South Sudan) Case Study. Available [here](#).

³⁸ Tonga Statistics Department, 2020. Available [here](#).

³⁹ UNICEF, 2023. Tonga Country Factsheet. Available [here](#).

50) According to the 2021 census, literacy levels in Tonga were high, with 96% of the population aged five and above able to read and write a simple sentence in Tongan and 89% able to read and write a simple sentence in English.⁴⁰

Sexual and Gender-Based Violence and Child Marriage

Cambodia:

51) Approximately 19% of girls and 15.4% of boys in Cambodia are married before they are 18 years old.⁴¹

52) Women and girls represent the vast majority of victims of SGBV. Available data gathered from two surveys in 2014 and 2015 cited in Cambodia's National Action Plan to Prevent Violence Against Women 2019-2023⁴² reveals that around 20% of women aged from 15 to 49 have experienced physical violence and around 18% of married women aged from 15 to 49 experienced physical or sexual violence from their spouse. Approximately 4% of girls reported having experienced sexual abuse at least once before the age of 18.

South Sudan:

53) CEFMU is alarmingly common in South Sudan, with 52% of girls married before the age of 18, giving the country the world's fifth-highest prevalence of CEFMU.⁴³

54) According to a 2013 study,⁴⁴ high levels of GBV are accompanied by high levels of social acceptance of violence:

- 82% of women and 81% of men agreed that "women should tolerate violence in order to keep her family together"
- Two-thirds of women in South Sudan experience GBV in their lifetime.
- 68% of women and 63% of men agreed that 'there are times when a woman deserves to be beaten'.
- Women (47%) were more likely than men (37%) to agree that 'it is okay for a man to hit his wife if she won't have sex with him'
- Agreement with gender inequitable norms decreased with education.
- Across sites, 69% of respondents knew at least one woman who was beaten by her husband in the past month and 42% knew at least one man who forced his wife or partner to have sex.

Tonga:

55) Approximately 10% of girls are married before the age of 18 in Tonga.⁴⁵ While the minimum age of marriage is 18 years of age, it is permissible from 15 years of age with parental consent.

56) Tonga has been identified to have some of the highest rates of violence against children across 40 countries in the Asia-Pacific region with approximately 80% of children experience violent discipline by their caregivers.⁴⁶

57) SGBV is a pervasive issue in Tonga with approximately 20.7% of ever-partnered women having experienced physical violence from an intimate partner in their lifetime.⁴⁷
Increasing access to information and gender-inclusive water, sanitation, and hygiene

⁴⁰ Tonga Statistics Department, 2020. Available [here](#).

⁴¹ Girls Not Brides, Child Marriage Atlas. Available [here](#).

⁴² Royal Government of Cambodia, 2019. Cambodia's National Action Plan to Prevent Violence Against Women 2019-2023. Available [here](#).

⁴³ South Sudan Ministry of Health and National Bureau of Statistics, 2010. Household Health Survey, South Sudan. Available [here](#).

⁴⁴ All data from: Scott J, Averbach S, Modest AM, Hacker MR, Cornish S, Spencer D, Murphy M, Parmar P., 2013. An assessment of gender inequitable norms and gender-based violence in South Sudan: a community-based participatory research approach. *Confl Health*; 7(1):4. Available [here](#).

⁴⁵ Girls Not Brides, Child Marriage Atlas. Available [here](#).

⁴⁶ Save the Children, 2023. Regional Child Protection Situational Analysis – Pacific, Available [here](#).

⁴⁷ Tonga Statistics Department, 2020. Tonga Multiple Indicator Cluster Survey 2019, Survey Findings Report. Nuku'alofa, Tonga: Tonga Statistics Department. Available [here](#).

(WASH) facilities in schools, which also serve as shelters during disasters, is recognised as a strategy to reduce GBV and family violence incidents.

Marginalised groups

Cambodia:

- 58) Lesbian, gay, bisexual, transgender, queer and intersex (LGBTQI+) people in Cambodia face numerous challenges; more than 80% faced family violence, 10% experienced sexual violence or forced to get married, and about 35% had considered committing suicide.⁴⁸
- 59) Children with diverse SOGIESC, children with disabilities, children from low socioeconomic households and children from ethnic minorities have multiple barriers to access education due to language barriers, lack of teaching materials, and support.⁴⁹ Children with diverse SOGIESC have faced critical challenges in accessing education due to different forms of discrimination at homes, school and communities, according to the Save the Children's study on children with diverse SOGIESC in 2020.
- 60) In 2008, 22 different Indigenous Peoples were identified in Cambodia comprising 1.34% of the total population.⁵⁰ Of this number, children aged below 18 accounted for 51%.
- 61) Almost half of Cambodia's Indigenous children do not attend school. Approximately 24% complete primary school, 10% secondary education, and 4% high school.⁵¹
- 62) According to the 2019 Cambodia Labour Force Survey findings, the estimated population aged 5 years or older with a disability was about 9.6% of Cambodia's total population in 2019; the levels of disability varied, ranging from some difficulty to not being able to perform a physical function.⁵²

South Sudan:

- 63) South Sudan faces significant challenges in addressing the needs of marginalised groups, particularly in conflict-affected and rural areas. Women and girls are disproportionately impacted by limited access to education and healthcare, often hindered by early marriage and traditional norms.⁵³
- 64) Persons with disabilities face stigmatisation and a lack of accessible services. Internally displaced persons (IDPs) and refugees, displaced by conflict and climate change, experience barriers to basic services such as education.⁵⁴
- 65) Ethnic minorities, pastoralist communities, and children and youth, especially those out of school, are also marginalised.⁵⁵ The LGBTQI+ community faces societal exclusion, with limited recognition of their rights. These groups are especially vulnerable to the impacts of climate change and conflict, making targeted interventions in education and resilience-building essential for South Sudan's sustainable development.

Tonga:

- 66) Diverse gender identities are much more widely accepted in Tonga than diverse sexual orientations. There is broad cultural acceptance of the *leiti* community, a cultural group who have always been at the core of Tongan society.⁵⁶ LGBTQI+ children can become targets due to the social vulnerability created by their sexuality – or apparent/purported

⁴⁸ Rainbow Community Kampuchea (RoCK) Family Violence towards Lesbian, Bisexual and Transgender (LBT) People in Cambodia. Available [here](#).

⁴⁹ Save the Children. How Save the Children is helping children access safe education in Cambodia. Available [here](#).

⁵⁰ Cambodia Ministry of Planning and the Ministry of Rural Development, 2021. National Report on Demographic and Socio-Economic Status of Indigenous Peoples in Cambodia. Available [here](#).

⁵¹ *ibid*

⁵² *ibid*

⁵³ African Development Bank, 2020. South Sudan: Country Gender Profile. Available [here](#).

⁵⁴ World Bank, 2024. South Sudan: Disability Inclusion Overview. Available [here](#).

⁵⁵ Amnesty International, 2022. Conflict and Human Rights in South Sudan. Available [here](#)

⁵⁶ *Leitis* is an appropriation of the local word “fakaleiti” literally meaning “like a lady.”

sexuality, in that some children are bullied after simply being accused of being “fakaleiti”.⁵⁷

- 67) Interviews with key stakeholders reinforced the need to go to outer islands of Tonga as Tongatapu (main island) house a bulk of development investments.

Poverty, Economic Empowerment and Labour

Cambodia:

- 68) 16.6% of the population in Cambodia is multidimensionally poor while an additional 20.5% is classified as vulnerable to multidimensional poverty. The intensity of deprivation in Cambodia is 42.3%.⁵⁸
- 69) The labour force participation rate of the Cambodia's working-age population (aged 15 or older) was estimated at 69.3%, 77.2% for males and 62.4% for females. The rate was 67.7% in urban areas and 70.2% in rural areas.⁵⁹
- 70) Women are overrepresented in low paid jobs compared to men and gender pay gap remains a big challenge. In 2019, women represented about 41% of the female workforce compared to men's 54% for the employed. For the self-employed, the number is slightly different (38.8% for women vs. 36.8% for men).⁶⁰
- 71) By industry, the largest proportion of the employed population was engaged in agriculture, forestry and fishing, at 33.1%, followed by both manufacturing and wholesale and retail trade, at 16.7% each, and then by construction, at 10%.⁶¹
- 72) In late 2023, the Minister of Labour and Vocational Training announced that the total number of formally employed persons with disabilities in Cambodia amounted to only 7,532 of which 3,776 were employed in the public sector, and 3,756 employed in the private sector.⁶² This number is less than 1% of the total persons with disabilities in Cambodia.
- 73) Cambodia established a National Social Protection Council in 2017 to develop the social protection system and to ensure better harmonisation of the different strategies, policies and other social protection activities. Elderly and persons with disabilities are entitled to benefit from the social assistance programs in Cambodia.⁶³ Cash transfer programmes are used to support members of households holding an ID poor card.

South Sudan:

- 74) The unemployment rate of those above 15 years old is 12.04% in South Sudan.⁶⁴
- 75) In South Sudan, land access plays a critical role in sustaining rural livelihoods, especially for communities dependent on agriculture and livestock. However, land ownership is highly unequal, with significant disparities between smallholder farmers and those who control large tracts of land. A large proportion of South Sudan's rural population depends on customary land tenure systems, where communities hold collective rights to land, but these systems are often weakened by conflict and displacement. According to estimates, approximately 80% of South Sudanese households rely on subsistence agriculture for their livelihoods, yet access to land is increasingly under threat due to conflict, displacement, and land grabbing by elites and investors.⁶⁵

⁵⁷ Save the Children, 2024 Regional Child Protection Situational Analysis – Pacific. Available [here](#).

⁵⁸ UNDP, 2023. Unstacking global poverty: data for high impact action Briefing note for countries on the 2023 Multidimensional Poverty Index Cambodia. Available [here](#).

⁵⁹ National Institute of Statistics, 2019. Report on the Cambodia Labour Force Survey 2019. Available [here](#).

⁶⁰ UNDP, 2021. The Gender Wage Gap in Cambodia. Available [here](#).

⁶¹ *ibid*

⁶² Khmer Times, 2023. Ministry to boost employment for disabled people. Article. Available [here](#).

⁶³ National Social Protection Council: Social Assistance. Website. Available [here](#).

⁶⁴ World Bank Data, 2021. Available [here](#).

⁶⁵ Land Coalition, 2024. Uneven Ground – Shocking State of Land Inequality in the World. Available [here](#).

- 76) Large-scale land acquisitions in South Sudan have further exacerbated land inequality. Studies suggest that around 9% of the total land area in South Sudan has been allocated for foreign investment, often at the expense of local communities. As of 2020, an estimated 5.15 million hectares of land have been allocated for agricultural or resource extraction projects, much of which is situated in fertile regions crucial for smallholder farmers and pastoralists.⁶⁶ The displacement of over 4 million people due to civil war has also strained land tenure systems, making it difficult for displaced populations to reclaim their land, contributing to rising tensions over land access.⁶⁷
- 77) Women, who form the backbone of agricultural labour, face additional barriers to land access due to customary practices that favour male landowners. Only 12% of women in rural South Sudan hold secure land rights, which impacts their ability to engage in sustainable agricultural practices or invest in their land.⁶⁸ These issues highlight the urgent need for equitable land reform policies to address the growing inequalities in land ownership and access in South Sudan. Women face severe disadvantages in land tenure due to patriarchal norms and restrictive laws that limit their ability to inherit land, start businesses, or lead in public affairs.⁶⁹ Historically, in the past 20 years, women headed households received only 13.6% of fiscal land allocated to them.⁷⁰ They are also marginalised in access to productive inputs and land-related services.

Tonga:

- 78) Tonga's multidimensional poverty measure, and data collected via the 2015-2016 Household Income and Expenditure Survey, estimates 27% of the population assessed as poor, 14% are vulnerable as a result of deprivation, and 22% are vulnerable in terms of income.⁷¹
- 79) In 2018, the Tongan labour force participation rate stood at 46.7%. Men have a higher labour force participation rate (56.2%) than women (38.4%), which holds for the age groups 15-64.⁷²
- 80) In 2021, 22.1% of households were headed by women. Seasonal-worker schemes and other forms of labour migration to nearby countries such as Australia, New Zealand, and the United States affect the number of households headed by women as men move abroad and leave women to manage households alone.

Climate Change and Disaster Risk Management

- 81) The above statistics highlight the various ways in which discriminatory gender and social norms dictate access to education, work, land and prevalence of CEFMU and GBV. Climate change has differential impacts on children depending on intersectional factors such as their age, gender, disability status, poverty levels, SOGEISC, refugee status, among others. Climate change can further exacerbate gender inequality while gender-responsive climate action can advance gender equality. The following highlight further statistics on climate change and intersectionality, including data from the CCRI.⁷³ The CCRI is structured according to two central pillars: exposure to climate and environmental hazards, shocks and stresses and child vulnerability. Across the two categories, the CCRI brings 57 variables together to measure risk across 163 countries.

⁶⁶ Welthungerhilfe, 2024. Global Land Inequality Report: The Gap with Land Ownership Is Widening Around the World. Available [here](#).

⁶⁷ USAID, 2016. Land and Resource Tenure and Social Impacts. Available [here](#).

⁶⁸ Land Coalition, 2024. Uneven Ground – Shocking State of Land Inequality in the World. Available [here](#).

⁶⁹ IOM, 2021. Customary law, norms, practices and related factors that enable and constrain women's access to housing, land and property in South Sudan. Available [here](#).

⁷⁰ *ibid*

⁷¹ Carroll, M., Greaves, A., Crawford, J., Pradela, J., 2023. Equality Insights Rapid: Report, Tonga Survey 2022, Melbourne: International Women's Development Agency. Available [here](#). This study draws on data from 6,703 respondents from 2,551 households.

⁷² UPR Info, 2023. Tonga Universal Periodic Review Annex 1. Available [here](#).

⁷³ UNICEF, 2021. Children's Climate Risk Index. Available [here](#).

The combination of hazard, exposure and vulnerability aligns with the Intergovernmental Panel on Climate Change (IPCC) 2014 working definition of risk.

Cambodia:

- 82) Cambodia ranks in the top third of countries at risk for children and young people on climate change and environment stress according to the CCRI (46th of 163).⁷⁴ The report found Cambodian children are highly exposed to water scarcity, riverine flooding and vector-borne disease and require investments in social services, particularly access to WASH, health and nutrition, education and social protection services to safeguard children's futures from the impacts of climate change.
- 83) Implementation efforts of the many plans, policies and programmes, of the government, that look at the mainstreaming of gender equality in climate action, are hampered by many challenges including limited coordination and facilitation, a low understanding of gender concepts, persistent discriminatory social norms and traditional gender roles, limited sex, age and diversity disaggregated data and a big gap between planning and budgeting for climate change and gender mainstreaming implementation at both national and subnational levels.

South Sudan:

- 84) Global data from the IPCC has consistently highlighted the disproportionate impact of climate change on women, particularly in vulnerable regions like South Sudan. Climate change disproportionately affects women and girls in South Sudan, exacerbating vulnerabilities related to poverty, displacement, and food insecurity. Women, primarily responsible for household water and food provision, face increased burdens due to climate-induced droughts and floods. These environmental challenges undermine livelihoods and deepen gender inequalities.
- 85) Women are more vulnerable to climate impacts due to social, economic, and cultural disadvantages that limit their access to resources, decision-making, and economic opportunities. In South Sudan, for example, 70-80% of the agricultural workforce consists of women, yet they face challenges in land ownership and access to resources like water and seeds.⁷⁵ Shifts in weather patterns, such as extended dry seasons and increased flooding, have reduced crop yields or destroyed crops before harvest. Additionally, women face rising threats of theft, necessitating the protection of their harvests and agricultural inputs.
- 86) Climate-induced displacement affects women and girls disproportionately. According to the IPCC's 6th Assessment Report, extreme weather events such as floods and droughts, which are becoming more frequent in South Sudan, increase the risk of displacement. Women and children account for 80% of those displaced globally, and South Sudan is no exception.⁷⁶
- 87) Food insecurity exacerbated by climate change disproportionately impacts women and girls in South Sudan, where recurring droughts and floods have led to a sharp decline in food production. The IPCC Special Report on Climate Change and Land emphasises that women, as primary caregivers and food providers, are hit hardest by food insecurity, often sacrificing their own food intake for the sake of their families.⁷⁷
- 88) Gender-sensitive adaptation strategies: The IPCC AR5 report underlines the importance of including gender in climate adaptation policies. In South Sudan, where women are key to agricultural production, gender-sensitive approaches are crucial for building resilience in climate-affected communities.⁷⁸

⁷⁴ *ibid*

⁷⁵ Land Coalition, 2024. Uneven Ground – Shocking State of Land Inequality in the World. Available [here](#).

⁷⁶ *ibid*

⁷⁷ Welthungerhilfe, 2024. Global Land Inequality Report: The Gap with Land Ownership Is Widening Around the World. Available [here](#).

⁷⁸ *ibid*

89) South Sudan ranks very high on the CCRI at joint 7th of 163 countries at risk for children and young people on climate change and environment stress.⁷⁹

Tonga:

90) A 2018 Analysis of Tropical Cyclone Gita in the Kingdom of Tonga identified heightened vulnerabilities for specific populations, including individuals with disabilities, the elderly, widowed, chronically ill, young children, pregnant or breastfeeding women, female heads of households, single mothers (especially those with many dependents), and people with diverse sexual orientations and gender identities.⁸⁰

91) Women's livelihoods in Tonga are heavily reliant on natural resources, such as mulberry and pandanus trees, which are often impacted by natural hazards like tropical cyclones. This vulnerability is exacerbated by gender-based disparities in aid distribution. Female-headed households, particularly those led by single, abandoned, divorced, or separated women, are frequently overlooked by aid providers, who often require the woman to be widowed to qualify.⁸¹

92) Save the Children's Regional Situational Analysis identified heightened risks of child sexual abuse and violence in the Pacific following natural hazards. Participants attributed this to living in evacuation centres, deteriorating living conditions, and poverty. Socio-cultural norms, poverty, family separation, and climate change were key drivers of violence. Risk factors included gender diversity, disability, family violence, parental absence, substance abuse, and economic hardship.⁸²

93) The extent of women's involvement in disaster preparedness and decision-making in Tonga remains unclear. However, disaster preparedness committees are predominantly male-dominated, excluding women from critical decision-making processes during emergencies. Following Tropical Cyclone Gita, a survey of women in evacuation centres revealed a lack of involvement in decision-making, with many reporting that they were simply following instructions. These findings highlight the exclusion of women from decision-making processes and the need for more inclusive approaches to disaster preparedness and response.⁸³

⁷⁹ UNICEF, 2021. Children's Climate Risk Index. Available [here](#).

⁸⁰ Government of Tonga, 2018. Post-Disaster Rapid Assessment Tropical Cyclone Gita. Available [here](#).

⁸¹ United Nations Capital Development Fund, 2020. Economic Impacts of Natural Hazards on Vulnerable Populations in Tonga. Available [here](#).

⁸² Save the Children, 2024 Regional Child Protection Situational Analysis – Pacific. Available [here](#).

⁸³ UN Women, 2022. Gender Equality Brief for Tonga. Available [here](#); Safety and Protection Cluster, 2018. Safety and Protection Cluster Situation Report and Initial Rapid Assessment Tropical Cyclone Gita. Available [here](#).

Country Analysis on Gender Equality and Social Inclusion

The following section highlights key findings and data in the five domain areas across all three countries. The data are presented for all countries to identify similarities and differences across countries and support shared learning during project implementation.

Domain 1: Laws, Policies and Institutions

Cambodia:

- 94) The Cambodian government has signed and ratified all core international human rights treaties and conventions related to GESI. This includes the UN Convention on the Elimination of all Forms of Discrimination against Women (CEDAW), UN Convention on the Rights of the Child (CRC), and UN Convention on the Rights of Persons with Disabilities (CRPD). The core principles and numerous provisions of the ratified treaties and conventions have then been integrated in Cambodia's domestic laws.
- 95) Cambodia has taken numerous steps to advance gender equality through laws and policies, including the Constitution, integration into development policies, establishment of the Ministry of Women's Affairs, and creation of new gender equality policies, including a law specifically on domestic violence.

Gender components of national policies
The Constitution of Cambodia (1993)
<i>"Men and women have equal rights before the law and enjoy equal participation in political, economic, social and cultural life (Article 35); equality in employment and equal pay for equal work;"</i> It explicitly prohibits <i>"all forms of discrimination against women (Article 45)"</i> . ⁸⁴
Development policies
Cambodia has mainstreamed gender equality into its national development strategies, plans and reforms. For example, gender equality and women's empowerment are part of the Cambodian government's current 2024-2028 Pentagonal Strategy for Growth, Employment, Equity, Efficiency and Sustainability which recognises gender equality as a key element of <i>Pentagon 4: Resilience, Sustainable and Inclusive Development</i> , and the <i>National Strategic Development Plan</i> to implement this strategy.
Ministry of Women's Affairs
Cambodia institutionalised gender equality through the establishment of the: <ul style="list-style-type: none">• Ministry of Women's Affairs (MoWA) in 1997• Cambodian National Council for Women in 2001• Technical Working Group on Gender in 2004• Gender Mainstreaming Action Groups in 2005 across line ministries, and many others.

⁸⁴ Ministry of Women's Affairs, 2014. Cambodia Gender Assessment 2014. Available [here](#).

Gender specific policies

Responding to the Pentagon Strategy, MoWA developed the national policy on gender equality and women's empowerment, known as **Neary Rattanak Strategic Plan**, with the current plan (Phase VI) set for 2024-2028.⁸⁵

- The strategic plan aims to combat GBV in both the private and public spheres and empower women and girls in national policies, strategic plans and development programs across all sectors and at all levels of government institutions.
- The **National Action Plan to Prevent Violence Against Women** was also formulated based on the vision of Neary Rattanak V.

Cambodia used to treat domestic violence as 'family issue' and was acceptable in the Cambodian society, although **Cambodia's Penal Code** prohibits physical and sexual assaults and violence.

This type of violence was no longer tolerated after the **Law on the Prevention of Domestic Violence and the Protection of Victim**⁸⁶ was adopted in September 2005. Domestic violence has since been criminalised.

Education Strategic Plan 2019-2023

Gender mainstreaming in education sector is considered a key action to contribute the implementing the Rectangular Strategy Phase 4 of the Royal Government and Neary Ratanak Strategic Plan, especially eliminating gender gap in educator sector.

The Ministry of Education, Youth and Sports (MoEYS) has been implementing the Gender Mainstreaming Strategic Plan in Education Sector 2016-2020 and mainstreamed some issues into the educational policies of all sub-sectors including Education Strategic Plan 2019-2023 and Teacher Policy Action Plan.⁸⁷

Disability and Social Inclusion Laws and Policies

UN Convention on the Rights of Persons with Disabilities (CRPD)

Cambodia signed the CRPD in 2007 and ratified the Convention in 2012.

In 2009, Cambodia passed a **Law on the Protection and the Promotion of the Rights of Persons with Disabilities**.

- Criticisms have been made, suggesting that the law fails to adopt a human rights-based approach" and "uses language that reinforces stigma against people with disabilities rather than ensuring equal access to education, employment, transportation, social and legal services, and independent living.
- As well as "not in full compliance with international human rights laws and standards".⁸⁸
- The Cambodian government then decided to draft a new disability law to fully align with the UN CRPD.

National Disability Strategic Plan (NDSP)

With a strong commitment to promote and protect the rights of persons with disabilities, the Cambodian government has formulated the National Disability Strategic Plan aiming to

⁸⁵ Ministry of Women's Affairs, 2019. Neary Rattanak V: Five Year Strategic Plan for Strengthening Gender Mainstreaming and Women's Empowerment. Available [here](#).

⁸⁶ Available [here](#).

⁸⁷ MoEYS, 2019. Education Strategic Plan 2019-2023. Available [here](#).

⁸⁸ The Phnom Penh Post, 2021. Official: Draft law on rights of persons with disability 'inclusive'. Available [here](#).

improve the quality of life and promote equality of persons with disabilities. It focuses on nine strategic objectives, including:

- increasing access to quality and sustainable services such as health, rehabilitation, vocational training, economic security, social services, accessibility, access to rights, gender equality, and equal participation of people with disabilities.

The current NSDP is for 2019-2023⁸⁹ and the new NSDP 2024-2028 is still in draft, awaiting approval.

Disability Action Council (DAC)

In July 2009, Cambodia established the Disability Action Council (DAC)⁹⁰ to implement Cambodia's Law on the Protection and the Promotion of the Rights of Persons with Disabilities.

Disability rights and inclusion is a cross-ministerial responsibility; however, the Ministry of Social Affairs, Veterans and Youth Rehabilitation (MoSVY) is the core ministry in charge of this work.

MoSVY has officially launched the 'disability identification card' for persons with disabilities in late 2023 as a part of strengthening social protection system to foster equitable and inclusive economic growth in Cambodia.⁹¹

As of October 2023, 288,690 persons with disabilities have been identified by commune focal points across the country, with the ministry having issued 222,148 cards for persons with disabilities.

LGBTQI+ policies

In Cambodia, there is no legislation that criminalises LGBTQI+ people; however, at the same time, there is no explicit law to protect them as well, although the Cambodian Constitution states that all Cambodians have equal rights and entitles to receive protection from the state.

The Cambodian Human Rights Committee has been appointed as a government body to handle human rights issues in the country, including the rights of LGBTQI+ persons.

Climate Change Laws and Policies

Climate change in gender policies

As a government body to promote gender equality and women's empowerment and a member of the Cambodian agencies on climate change and disaster management, MoWA has prioritised gender, and climate is one of the goals for its gender equality strategic plan (Goal 6). MoWA has developed a:

- ***National Strategic Plan on Gender and Climate Change 2014-2023***
- ***Master Plan for Gender and Climate Change 2018-2030***
- ***Action Plan on Gender and Climate Change 2019-2023.***

The MoWA Committee for Gender and Climate Change was established. Several pilot projects have been implemented in four provinces related to gender analysis, capacity building for women and climate change resilience and adaptation, safe WASH, disaster risk reduction (DRR) during flood and drought seasons.

⁸⁹ Cambodia's National Disability Strategic Plan 2019-2023. Available [here](#).

⁹⁰ Disability Action Council: History. Available [here](#).

⁹¹ Ministry of Social Affairs, 2023. Available [here](#).

296 officials (251 women) from the Provincial Department of Women's Affairs and Provincial Women Development Centres received training on gender and climate change adaption, green growth, and disaster risk mitigation, especially the linkages with family economic development for women on saving and renewable energy.⁹²

Climate policies

Cambodia has ratified the **UN Framework Convention on Climate Change (UNFCCC)** in 1995.

In 2006, Cambodia established a **National Climate Change Committee** with the mandate to coordinate and monitor implementation of the Government's policies, strategies, regulations, plans and programs in response to climate change.

The Committee then worked with multi-stakeholders to develop a **10-year Cambodia Climate Change Strategic Plan 2014-2023**,⁹³ which envisions a green, low-carbon, climate-resilient, equitable, sustainable and knowledge-based society.

Within the strategic plan, MoWA is tasked to promote gender in climate change response through increasing women's participation in climate change policy making, establish funding rules for gender and climate change initiatives and make these operational through gender-responsive budget in the current and upcoming projects or policies, identify effective mechanisms for scaling up the proven experiences on gender and climate change, and elicit and analyse lessons and best practices of gender and climate change for sharing and learning in national, regional and global forums.

Cambodia's Nationally Determined Contribution (NDC)

Cambodia's Nationally Determined Contribution (NDC) acknowledges the differential impact of climate change on children: *"children and youth play a critical role in the development, implementation, monitoring, and enforcement of climate actions across sectors – they need to be engaged at the national and local levels to participate meaningfully in the development of climate policies, including the NDC and National Adaptation Plan (NAP)"* but also that information on the impact of disasters on women, children, disabled people, and other marginalised groups is largely anecdotal.⁹⁴

Cambodia's NDC and Long-Term Strategy for Carbon Neutrality: Progress Report 2022 revealed gender equality related results in 43 NDC actions. Women engagement rate varied between 10-64 percent in 2022. In the education sector, climate subjects were integrated into the curriculum of schools, and trainings of education officials.⁹⁵

Sustainable Development

The National Climate Change Committee is part of Cambodia's **National Council for Sustainable Development**, established in 2015 and chaired by the Minister of Environment Ministry, along with three other government bodies, including the National Council of Green Growth, the National Biosafety Secretariat, and the National Biodiversity Steering Committee.⁹⁶

⁹² Ministry of Women's Affairs Royal Government of Cambodia, 2024. Cambodia National Review for Implementation of the Beijing Framework for Action+30. Available [here](#).

⁹³ Cambodia Climate Change Strategic Plan 2014-2023. Available [here](#).

⁹⁴ UNICEF, 2023. An Analysis of the Situation of Children and Adolescents in Cambodia 2023. Available [here](#).

⁹⁵ Ministry of Women's Affairs Royal Government of Cambodia, 2024. Cambodia National Review for Implementation of the Beijing Framework for Action+30. Available [here](#).

⁹⁶ The National Council for Sustainable Development in Cambodia. Available [here](#).

The main goal of the National Council for Sustainable Development is to promote sustainable development and to ensure economic, environmental, social and cultural balance within Cambodia.

Disaster Management

Cambodia established a ***National Committee for Disaster Management (NCDM)*** in 1995 with its structure at both national and subnational levels.

The Committee was established because of the country's experience with regularly occurring natural hazards with the mandate to provide timely and effective emergency relief to the victims of disasters and develop preventive measures to reduce loss of lives and property.⁹⁷

The Guideline for Mainstreaming Gender in Inclusive Disaster Management 2021 developed by the NCDM and MoWA covers the integration of gender and social inclusion across the entire disaster management cycle, including prevention, mitigation, preparedness and response. The policy instruments also mandated the socially representative participation of groups vulnerable to the impacts of disasters, such as women, youth, children, the elderly, and people with disabilities in the National Forum on Disaster Risk Reduction.⁹⁸

South Sudan:

96) The Government of South Sudan has committed to international frameworks related to GESI by ratifying core treaties such as the CEDAW, the CRC, and the CRPD. These international commitments form the foundation of South Sudan's national efforts to advance GESI. While South Sudan's capacity to fully implement these treaties has been hampered by conflict, these conventions guide national policy development.

97) South Sudan has taken significant steps to promote GESI through various laws, policies, and institutions. The Transitional Constitution of 2011 enshrines gender equality as a fundamental principle, mandating the equal participation of women in public life and prohibiting discrimination based on gender. Furthermore, the government established the Ministry of Gender, Child, and Social Welfare (MoGCSW), which plays a key role in promoting women's rights and social inclusion across government initiatives. Key legislative advancements, including the National Gender Policy (2013) and the Sexual and Gender-Based Violence Bill (2019), have also been implemented to combat gender-based violence and promote women's empowerment.

Gender components of national policies

The Transitional Constitution of South Sudan (2011)

The Constitution guarantees gender equality and protection of women's rights. Article 16 explicitly mandates equal participation of women in public life, political representation, and decision-making processes. It also prohibits discrimination against women and encourages affirmative action to redress historical imbalances in education, employment, and leadership.

Article 16 of the Constitution mandates that *“women shall have the right to participate fully in public life and have equal rights with men.”*

⁹⁷ Cambodia's National Committee for Disaster Management: Policy Document. Available [here](#).

⁹⁸ NCDM 2021, Guideline for Mainstreaming Gender in Inclusive Disaster Management 2021. Available [here](#).

The Constitution also addresses GBV, outlining the state's responsibility to protect women from all forms of violence, including sexual exploitation during conflicts.

National Gender Policy (2013)

The National Gender Policy serves as the primary framework guiding gender equality efforts in South Sudan. It emphasises gender mainstreaming across all sectors—education, health, agriculture, and governance—and seeks to promote women's economic empowerment and participation in leadership roles. The policy aims to enhance legal frameworks that protect women's rights and increase women's representation in decision-making.

Sexual and Gender-Based Violence (SGBV) Bill (2019)

The SGBV Bill focuses on addressing violence against women and girls in both public and private spheres. It includes provisions to prevent, punish, and protect victims of GBV. The law aims to reduce the high levels of sexual violence exacerbated by years of conflict, ensuring that GBV survivors receive legal, medical, and psychological support.

National Action Plan on Women, Peace, and Security (2015-2020)

In response to UN Security Council Resolution 1325, South Sudan developed a National Action Plan to increase the participation of women in peacebuilding and post-conflict recovery. The plan promotes women's leadership in peace processes, conflict resolution, and national reconciliation efforts, addressing the disproportionate impact of conflict on women and girls.

South Sudan Women's Empowerment Strategy and Action Plan (2015-2020)

This strategy was developed to promote women's participation in economic activities and leadership. It focuses on creating an enabling environment for women to engage in small- and medium-sized enterprises and addresses barriers like limited access to financial services, skills development, and land ownership.

The National Gender Coordination Forum has also been instrumental in advancing gender mainstreaming across government ministries.

Education Sector Strategic Plan (2017-2022)

The Education Sector Strategic Plan focuses on increasing girls' enrolment and retention in schools, aiming to bridge the gender gap in education. The strategy includes specific actions to reduce early marriage and address gender-based barriers that prevent girls from completing their education.

National Girl's Education Strategy 2024-2028 for South Sudan

This strategy sets out a comprehensive framework to address the persistent challenges hindering girls' access to education in South Sudan. It emphasises the transformational role that education can play in advancing gender equality, social development, and the overall economic growth of the country. The strategy aims to create an enabling environment where girls can realise their full potential and contribute to the nation's development.

Disability and Social Inclusion Laws and Policies

National Disability and Inclusion Policy (2018)

Although focused on persons with disabilities, this policy includes a gendered lens to ensure that women with disabilities receive equal opportunities in accessing education, healthcare, and economic activities. The policy recognises the unique challenges women with disabilities face and emphasises the need for inclusive development program.

Social Inclusion Policies for LGBTQI+ Communities

South Sudan's legal framework remains silent on the protection of LGBTQI+ rights, and there are no explicit laws criminalising or protecting individuals based on sexual orientation or gender identity. LGBTQI+ persons often face discrimination and exclusion, and the lack of a clear legal framework leaves them vulnerable to societal stigma.

Climate Change Laws and Policies

National Climate Change Policy (2016)

South Sudan's National Climate Change Policy integrates gender considerations, recognising that women and children are disproportionately affected by climate change. The policy emphasises the need for gender-sensitive adaptation and mitigation strategies, advocating for women's participation in decision-making related to climate change resilience, especially in rural and vulnerable communities.

The National Adaptation Plan (NAP) (2016)

This was developed in response to the growing impacts of climate change, with a focus on building resilience, particularly for vulnerable populations like women, children, and marginalised communities. The NAP aims to address both immediate and long-term climate adaptation needs, aligned with the country's national development goals and its international commitments under the Paris Agreement. It integrates gender considerations, emphasising the role of women in climate resilience and adaptation strategies. The Ministry of Environment and Forestry works closely with the MoGCSW to ensure that climate change policies are gender-responsive.

Tonga:

- 98) The Tonga Strategic Development Framework 2015-2025 is underpinned by the motto "*God and Tonga are my inheritance.*" This reiterates the important role of faith and how it is intertwined with national structures across the Kingdom.

Gender Laws and Policies

The National Women's Empowerment and Gender Equality Tonga Policy

The **National Women's Empowerment and Gender Equality Tonga** policy and its **Strategic Plan of Action 2019-2025** is a key tool to guide national gender policies.

This revised policy continues to promote the concept of ensuring that Tonga's development benefits are distributed and equitably accessible to everyone.

The policy is also consistent with Tonga's Strategic Development Framework 2015-2025 (TSDF II), National Outcome 3 for a more inclusive sustainable and empowering human development with gender equality.

Embedded within this policy is gender mainstreaming in all government plans and services which has been regarded as one of the priority outcomes.

Voluntary National Review 2019

The Tongan Government's Voluntary National Review 2019 provides an overview of progress made on the ***Tongan Strategic Development Framework*** and the country's capacity to implement its commitments to the SDGs.

During the review process, the government identified 69 key SDG indicators that are most relevant to its development priorities. One such indicator is SDG 5.c.1, which tracks the "*proportion of countries with systems to track and make public allocations for gender equality and women's empowerment.*" This highlights the government's focus on strengthening transparency and accountability in achieving gender equality goals.⁹⁹

UN Convention on the Elimination of all Forms of Discrimination against Women (CEDAW)

Tonga acknowledges women's importance in development, with gains in leadership roles and education. However, challenges remain, especially in political participation and ratifying CEDAW.

Opposition from religious and community leaders has stalled progress, despite CEDAW's potential to empower Tongan women and girls.¹⁰⁰

Ratification would strengthen legal protections against violence and abuse, fostering a more equitable society.¹⁰¹ Key informants indicated that they continue to work with national leaders on this.

Domestic Violence

Tonga has implemented a multi-faceted approach to address domestic violence. The ***Family Protection Act (FPA)*** of 2013 offers legal protection for family members, establishes protection orders, clarifies police duties, and prioritises victim well-being. Financial support for non-governmental organisations (NGOs) working on FPA implementation was introduced through the Family Protection Trust Fund in 2017.

Additionally, the ***National Women's Empowerment and Gender Equality Tonga (WEGET) Policy 2019-2025*** recognises domestic violence as a significant societal issue. The accompanying ***WEGET Strategic Plan*** outlines actions to potentially eliminate or reduce its prevalence. Tangible steps have been taken to support victims and survivors. These include:

- the establishment of the Family Protection Legal Aid Centre in 2018
- a renovated police station with a dedicated safe space for children in the Domestic Violence Unit
- a 24/7 counselling helpline operated by key service providers.

⁹⁹ Tonga Statistics Department, 2020. Tonga Multiple Indicator Cluster Survey 2019, Survey Findings Report. Nuku'alofa, Tonga: Tonga Statistics Department. Available [here](#).

¹⁰⁰ UN Women, 2022. Gender Equality Brief for Tonga. Available [here](#).

¹⁰¹ Tonga has legal instruments in place that reflect commitment to CEDAW such as The Women's Empowerment and Gender Equality Tonga (WEGET) National Policy and Strategic Plan of Action 2019-2025; an amendment to the Criminal Offences Act in 2022 to expand the definition of "rape" to include digital rape; Establishment of the Family Protection Legal Aid Centre (FPLAC) and the Family Protection Trust Fund under the Family Protection Act.

The Women's Affairs and Gender Equality Division within the Ministry of Internal Affairs serves as the national women's machinery, playing a central role in coordinating, monitoring, and providing advisory services related to WEGET implementation.¹⁰²

Marital rape was outlawed in 1999. Additionally, the **Criminal Offences Act** recognises specific offenses targeting women, such as "*enticing a woman to desert her husband*," "*procuring the defilement of females*," and "*abduction of women*." However, the Family Protection Act (2013) criminalises domestic violence and recognises violence against children, or committed in their presence, as an aggravating factor.¹⁰³

Tonga grapples with the tension between cultural norms and legal protections regarding violence.

While corporal punishment is often viewed as an accepted form of parental discipline, the **Criminal Offences Act (1988)** prohibits assault, bodily harm, and cruelty towards children under 16.

Similarly, the FPA criminalises domestic violence and recognises violence against children, or committed in their presence, as an aggravating factor. This legal framework suggests a move towards safeguarding children, even as traditional practices may persist.

Pacific Platform for Action on Gender Equality

Pacific Platform for Action on Gender Equality¹⁰⁴ and the revitalised Pacific Leaders Gender Equality Declaration¹⁰⁵ serve as crucial regional instruments that align with broader global commitments of **Beijing Platform for Action**, as contextualised against the thematic areas of the 2050 Strategy for the Blue Pacific Continent.

It specifically calls for the meaningful participation of all Pacific peoples, **particularly women and girls in all their diversity**, in climate change action including access to climate finance, disaster risk management, the protection of persons affected by climate change-related sea-level rise, climate security and the sustainable management and use of oceans and river resources for development.

National Policy on Gender and Development

Tonga has made contributions toward progressing gender equality through the implementation of the **Revised National Policy on Gender and Development (RNPGAD)** and its Strategic Plan of Action.

The Tonga RNPGAD, launched in May 2014, provides a significant platform to improve the lives of all women and men, girls and boys through strategic objectives and associated interventions. The six priority outcomes of the Tonga RNPGAD are geared toward mainstreaming gender equality and the empowerment of women in Tonga.

The Constitution

The Kingdom of Tonga stands out in the Pacific as a constitutional monarchy that maintained its independence. Its 1875 Constitution established a Westminster-style government with a tiered system of power: the royal family and nobles, ceremonial chiefs, and commoners.

While this system fostered autonomy, it also presented challenges for achieving gender equality.

¹⁰² Tonga Statistics Department, 2020. Tonga Multiple Indicator Cluster Survey 2019, Survey Findings Report. Nuku'alofa, Tonga: Tonga Statistics Department. Available [here](#).

¹⁰³ Ibid.

¹⁰⁴ Pacific Community, 2018. Pacific Platform for Action on Gender Equality and Women's Human Rights 2018-2030. Available [here](#).

¹⁰⁵ Pacific Islands Forum Secretariat, 2023. Revitalised Pacific Leaders Gender Equality Declaration. Available [here](#).

The **Legislative Assembly's amendments**, including the introduction of 17 elected seats in 2014, offer a promising path towards a more inclusive political landscape.

Age of Consent

The age of consent for girls is 15, while there's no minimum age of consent for boys.

Under the **Criminal Offences Act 1988**¹⁰⁶ and subsequent Amendments, rape is an offence that can only be committed by a man against a woman or girl.¹⁰⁷

This legal disparity raises concerns about protection from sexual abuse. The legal age of marriage for both men and women is 15, although parental consent is mandatory for anyone under 18.

Disability and Social Inclusion Laws and Policies

National Policy on Disability Inclusive Development

Tonga's **National Policy on Disability Inclusive Development (2014-2018)** promotes a "whole-of-government" approach, meaning different ministries collaborate to improve the lives of people with disabilities. It involves civil society organisations as partners and aims to:

- Develop and implement laws for disability inclusion.
- Expand support services for people with disabilities.
- Increase accessibility in public spaces and transportation.

New Education Act

The **New Education Act (2013)** mandates inclusive education, meaning all children have the right to quality education regardless of ability. It raised the compulsory school age and emphasised that schools should adapt to meet the needs of all learners. Tonga boasts high literacy rates for both women and men, with a substantial majority of adults able to read and write. However, a notable gender gap exists in lower secondary education completion, with boys having a higher completion rate than girls.¹⁰⁸ Despite high literacy rates, child marriage and teenage pregnancy have led some girls to drop out of school, with limited data available on the extent of this issue. Additionally, higher education for young women does not always translate into better employment outcomes due to gender-based barriers, stereotypes, and the expectation of unpaid domestic work.¹⁰⁹

Social Inclusion

There are various laws indirectly impacting social inclusion, like the **Health Services Act (2010)** and the **Employment Relations Bill** (2013, under consultation). These promote access to healthcare and fair labour practices, which can benefit vulnerable populations.

Under Tonga's 1875 Constitution and subsequent Amendments, there is a general guarantee of equality which states that the laws of Tonga shall apply to all people regardless of class. The constitution does not explicitly prohibit discrimination based on sex, sexual orientation, gender identity and expression, and sex characteristics.¹¹⁰

¹⁰⁶ Kingdom of Tonga Criminal Offences Act, 2016. Available [here](#).

¹⁰⁷ UN Women, 2022. Gender Equality Brief for Tonga. Available [here](#).

¹⁰⁸ World Bank Group, Gender Data Portal. Available [here](#).

¹⁰⁹ UN in the Pacific, 2018. Joint Submission of the UN Country Team for Tonga for the UN Compilation Universal Periodic Review of Tonga. Available [here](#).

¹¹⁰ Tonga's Constitution of 1875 with Amendments through 2013. Available [here](#).

Climate Change Laws and Policies

Nationally Determined Contribution (NDC)

The Kingdom of Tonga's **NDC** puts a strong emphasis on ensuring the consideration of intersectional and intergenerational aspects such as gender, income, age, etc.¹¹¹

It included domestic institutional arrangements, public participation and engagement with local communities and indigenous peoples, in a gender-responsive manner. The document however remains limited in its reference to implement or progress the Gender Action Plan.

Climate Change Policy

Tonga's **Climate Change Policy (2016)** recognises the differentiated impacts faced by men and women as a result of the varying social, environmental and economic situations and seeks to consider these during planning and implementation processes.

This is also demonstrated in the leadership and technical team of the Department of Climate Change, Ministry of Meteorology, Energy, Information, Disaster Management, Environment, Climate Change and Communications.¹¹²

The **National Policy on Gender and Development** and Strategic Plan are fully aligned with this policy, however the FPA¹¹³ needs to be reviewed by relevant government agencies for alignment.

¹¹¹ Tonga's Second Nationally Determined Contribution NDC, 2020. Available [here](#).

¹¹² Department of Climate Change, Ministry of Meteorology, Energy, Information, Disaster Management, Environment, Climate Change and Communications, 2016. Tonga Climate Change Policy: A Resilient Tonga by 2025. Available [here](#).

¹¹³ Kingdom of Tonga, 2016. Family Protection Act. Available [here](#).

Domain 2: Social Norms and Roles, Responsibilities and Time Use

- 99) Discriminatory social and gender norms, roles and stereotypes have significant impacts on the way different populations groups across the three countries experience climate change and their capacities to adapt. These socially constructed norms and rules determine access to assets that are vital for climate change resilience.
- 100) These pervasive norms affect many areas of life, covered further in Domains 3-5, with climate change further exacerbating risks faced by girls, women, those living in poverty, indigenous people and other marginalised groups.

Cambodia:

- 101) Cambodia is steeped in patriarchal traditions and discriminatory gender norms are heavily rooted. These societal norms have dictated girls' and women's subordination to men and boys in both private and public spheres.¹¹⁴
- 102) A gender policy assessment by MoWA revealed that traditional stereotypes and norms were the main barriers hindering Cambodia's women from gaining broader opportunities for economic empowerment, reproductive health, participation in family and social decision-making processes, acting against domestic violence, and enjoying an education and career development.¹¹⁵
- 103) According to the UN in Cambodia *"social norms and beliefs that restrict what women can do and be, and give higher value and more power to men, are still pervasive. Gender norms are also embedded in government policies, such as the National Childcare Policy which reinforces the idea of women as responsible for care of children and the household. Social expectations of women and men are evident in day-to-day interactions in workplaces and communities and are frequently cited as barriers to women taking leadership roles. Harmful gender norms, such as the idea that men are entitled to sex regardless of consent, directly contribute to GBV"*.¹¹⁶
- 104) While family is the foundation of social life for most Cambodian people, the roles of women and men are socially and culturally constructed in Cambodian society with men often seen as the head of the household and main income earner, while women are primary caregivers and homemakers.¹¹⁷ According to the 2019 Cambodia Labour Force Survey, 76.4% of households were headed by a man, while 23.6% were headed by a woman. Almost the same gender distribution in household heads emerged across both urban and rural areas.¹¹⁸
- 105) In terms of climate change, these discriminatory gender stereotypes can limit girls and women from developing the necessary skills and capacities to adapt to the changing climate and reduce disaster risk. Women and girls living in poverty, indigenous women, women belonging to ethnic, racial, religious and sexual minority groups, and women with disabilities are less able to adapt to changes in climatic conditions due to their disadvantaged socio-economic status, the lower positions they are in, limited education, cultural norms, and restricted involvement in decision-making processes.¹¹⁹
- 106) Further, due to cultural norms, women are often seen as passive victims rather able to take action.¹²⁰ In reality, women are often responsible for protecting the household's

¹¹⁴ Eng, S., Li, Y., Mulsow, M., & Fischer, J., 2010. Domestic Violence against Women in Cambodia: Husband's Control, Frequency of Spousal Discussion, and Domestic Violence Reported by Cambodian Women. *Journal of Family Violence*, 25(3)

¹¹⁵ Ministry of Women's Affairs Royal Government of Cambodia, 2024. Cambodia National Review for Implementation of the Beijing Framework for Action+30. Available [here](#).

¹¹⁶ United Nations in Cambodia, 2022. Gender Equality Deep-Dive for Cambodia. Available [here](#).

¹¹⁷ National Institute of Statistics Ministry of Planning Royal Government of Cambodia, 2019. Report on the Cambodia Labour Force Survey 2019. Available [here](#).

¹¹⁸ *ibid*

¹¹⁹ UN Women and CDRI, 2021. State of Gender Equality and Climate Change in Cambodia 2021. Available [here](#).

¹²⁰ CEDAW, 2018. General Recommendation No. 37 on Gender-Related Dimensions of Disaster Risk Reduction in the Context of Climate Change. Available [here](#).

property and belongings from climate-induced loss and damage as well as taking care of the children while men are responsible for finding or continuing income generating activities. *“Consequently, women tend to become psychologically stressed, worrying that their children will drown, become seriously sick or be bitten by poisonous insects.”*¹²¹

- 107) The perception of women as victims is also considered a reason why there are fewer women in official roles in the climate change sector. This is exacerbated by women’s persistent poverty, limited educational opportunities, lack of decision-making power, and inadequate access to reproductive and sexual health services linked to pregnancy and childbirth.¹²²
- 108) With climate change negatively affecting water availability and quality, the gender bias in women and girls’ household responsibilities is even more evident in terms of domestic water consumption,¹²³ using dirty water for cooking and cleaning with risk particularly high during menstruation or pregnancy.
- 109) *“Restrictive gender norms are reflected in the vastly unequal distribution of unpaid domestic and care work, with women doing, on average, 90% of that work” and “almost 30% of employed women reported that their partners did not provide any additional assistance”,* according to the UN in Cambodia’s 2022 gender equality assessment report.¹²⁴ The report continues to reveal that climate change and disasters add to women’s unpaid work in affected regions. In the absence of other support, unpaid work may be taken on by elder women in the family or girls with possible negative impacts on their education.
- 110) Balancing livelihoods and unpaid domestic and care work can keep women in more vulnerable work, limiting the opportunities to expand businesses, advance their careers or take on leadership roles. Further, this time poverty can affect women’s health, further education, leisure or community engagement. Despite unpaid care and domestic work being one of the biggest obstacles to gender equality, public policies and development efforts rarely target it.¹²⁵

South Sudan:

- 111) In South Sudan, women, men, girls and boys experience different socio-economic conditions. Deep-rooted patriarchal traditions, cultural beliefs and discriminatory gender norms reinforce gender inequalities across the social, economic and political spheres and restrict girls’ and women’s participation in climate change adaptation, education, training and technical advice, decision-making processes, income generation, and credit and land ownership.
- 112) Women and girls experience the intersection of climate change and conflict in South Sudan in direct and profound ways. Since they are often the ones responsible for providing food, water, and energy for their families, they face greater challenges in accessing these resources. Climate change has had a significant impact on South Sudan, most recently with the largest flooding in Unity State in nearly 50 years. These extreme weather events, disaster-related displacement, the destruction or repurposing of educational buildings and the indirect economic pressures on families are having a negative impact on access to education at all levels, especially for young women and girls.
- 113) Conflict, however, adds to the insecurity, as many women and girls face increased risks of violence and insecurity carrying out basic tasks including their education. With greater social capital, men often have greater options for coping with the stresses of instability. Violent conflict tends to exacerbate existing inequalities and vulnerabilities.
- 114) The current peace-building phase can be an opportunity for advancing gender equity and including women’s perspectives in peacebuilding approached and increasing their

¹²¹ UN Women and CDRI, 2021. State of Gender Equality and Climate Change in Cambodia 2021. Available [here](#).

¹²² MoWA, 2014. Women in Public Decision-Making and Politics.

¹²³ Howard, G. et al., 2016. Climate Change and Water and Sanitation: Likely Impacts and Emerging Trends for Action.

¹²⁴ United Nations in Cambodia, 2022. Gender Equality Deep-Dive for Cambodia. Available [here](#).

¹²⁵ *ibid*

participation in leadership. However, the patriarchal customs of South Sudanese society and the associated laws can prevent women's participation in public life and peacebuilding, exacerbated by the underlying lack of political will, limited funding, ethnic politics, weak institutions, and the high illiteracy rate among women.¹²⁶

- 115) Lower education levels and limited access to specific training and information in turn limit prospects of economic empowerment and possibilities to generate income and make decisions about expenditures and resources. Indigenous women and girls face even greater discrimination. Within their own communities, they have less decision-making power than men over land use and less access to land. Cultural barriers have an enormous impact and are often difficult to overcome. Customs, traditions, beliefs and stereotypes still hamper the exercise of rights that have been explicitly recognised in the legal framework of the country.
- 116) Fatalism and adherence to traditional practices influence people's views on their environmental responsibilities and social norms. The belief that the '*will of God*' dictates society means many do not question their environmental actions or behaviours within the family and community. High illiteracy rates and deference to authority perpetuate harmful behaviour patterns and consequences.
- 117) Women and girls suffer time poverty because they bear the brunt of unpaid labour, which limits their time and opportunities for education and skill development. Flooding has increased the time girls and women spend collecting firewood for cooking, often in floodwaters, and must keep the household functioning even during extreme weather events.¹²⁷
- 118) Traditional customs and practices on property limit women's economic power. Women only have access to land through their male relatives. While women cannot inherit land, they have rights and entitlements to land for cultivation upon marriage; these women may encounter problems regaining control of the land when widowed or divorced.
- 119) It is important to note that ethnicity, language, religion, social class and rural/urban living affect gender relations differently, even within the same ethnic group.
- 120) Cattle culture is important across most South Sudanese ethnic groups, with the size of a person's herd being a key marker of wealth. Consequently, cattle-raiding is a common catalyst of inter-communal violence, even before the current conflict. In many areas, cattle are also the bride price required for marriage.¹²⁸
- 121) Participants highlighted the severe impact of climate change on food security. Floods have destroyed crops, making it difficult to meet nutritional needs, particularly for pregnant and breastfeeding women. A participant from Akobo County said, "The floods destroyed our crops, and now we struggle to find food for our families." Pregnant and breastfeeding women noted the increased nutritional needs during their condition, which are hard to meet due to inconsistent food supplies. Additional cultural barriers dictate that men largely make decision on income-generating activities male control over decisions around income-generating activities.¹²⁹
- 122) Girls and women's time is largely taken up with household tasks and agricultural work from a very young age, limiting their ability to continue schooling, resulting in men and women engaging in very different types of economic activities.

Tonga:

- 123) Tongan society presents a complex picture regarding gender roles. Traditionally, the "Fahu" system within families elevated the status of eldest or chosen sisters, granting them significant influence and decision-making power. In some cases, this system even placed sisters above brothers. However, this coexists with persistent gender stereotypes

¹²⁶ Mai N., 2015. The Role of Women in Peace-building in South Sudan. Juba: The Sudd Institute. Available [here](#).

¹²⁷ UN OCHA South Sudan: "Living as a woman is a fight we go through daily" article. Available [here](#).

¹²⁸ CARE International, 2020. Gender in Brief South Sudan. Available [here](#).

¹²⁹ Ensor, M., 2022. South Sudanese women are going beyond gender norms to cope with multiple crises. Africa at LSE. Available [here](#).

and an emerging patriarchal influence. Traditional customs and Christian values have, at times, been interpreted to justify a more paternalistic social hierarchy, creating tension with the historical power dynamics of the "Fahu" system.¹³⁰

- 124) Like Cambodia and South Sudan, traditional gender roles often assign men as the primary providers and decision-makers within the family, while women are typically responsible for domestic duties such as cooking, cleaning, and child-rearing.
- 125) Men may take on roles involving community leadership, including serving as chiefs or elders, while women often play important roles in community gatherings and social events, such as organising ceremonies or contributing to village decision-making processes. Women often play supporting roles in community leadership, providing input during decision-making processes, organising community events, and helping those in need. Both men and women participate in social and cultural activities, although the nature of these activities may differ. For example, men may spend time attending community meetings or engaging in traditional ceremonies, while women may gather for social events or participate in church-related activities.
- 126) Men often allocate time to income-generating activities such as working in the fields, fishing, or engaging in paid employment outside the home. Women continue to be primary carers of children and elderly within homes while also taking on roles outside of the homes for employment or community engagement such as with church groups. Notably key informants have highlighted a shift in attitudes of gendered behaviour with increasing sharing of childcare and household chores. This was attributed to increasing education and interaction with other countries/globalisation.
- 127) Both men, women and gender diverse individuals engage in efforts to promote gender equality and challenge traditional gender norms through education, awareness-raising campaigns, and advocacy initiatives.
- 128) Aligned with local customs, individuals within the diverse SOGIESC community often engage in informal adoption of young people from extended families or communities, assuming parental responsibilities. Alternatively, some establish 'chosen family' units comprised of community members cohabiting and pooling resources. It's anticipated that *leitis* will undertake unpaid labour to garner and uphold social acceptance, including tasks like cooking and providing food to the underprivileged within their local communities.¹³¹
- 129) Around 34% of people are moderately deprived, with a further 20% experiencing severe deprivation. Men were less likely to meet the threshold for Time Use deprivation. People aged 30-59 were more likely than those in other age groups to meet the threshold for any deprivation.¹³²
- 130) The Tongan economy is heavily reliant on remittances from Tongans working overseas as well as foreign aid. The United States is the main source of remittances, followed by New Zealand and Australia.¹³³
- 131) During and after extreme weather events and natural hazards, social norms in Tonga traditionally assign gendered roles. Women, responsible for a larger share of unpaid domestic labour, often take charge of preserving water, food, medicine, and valuables. This aligns with their role in tasks like cooking, cleaning, and water treatment. Additionally, they are more likely to relocate children or themselves to shelters or safer areas. Conversely, men, who are more engaged in agriculture, are expected to reinforce homes and animal shelters, cover crops, save seeds, and move animals to safer locations.¹³⁴ These distinct roles highlight the intersection of gender and disaster preparedness in Tongan society. The education sector is deemed to be feminised, and

¹³⁰ UN Women, 2022. Gender Equality Brief for Tonga. Available [here](#).

¹³¹ Pacific Community, 2023. Granting a voice to diverse SOGIESC communities: Tonga Leitis Association leads law reform efforts for inclusive justice. Available [here](#).

¹³² Carroll, M., Greaves, A., Crawford, J., Pradela, J., 2023. Equality Insights Rapid: Report, Tonga Survey 2022, Melbourne: International Women's Development Agency. Available [here](#).

¹³³ Australian Department of Foreign Affairs, 2023. Tonga Country Brief. Available [here](#).

¹³⁴ UN Women, 2022. Gender and Environment Survey 2022 Report, The Kingdom of Tonga. Available [here](#).

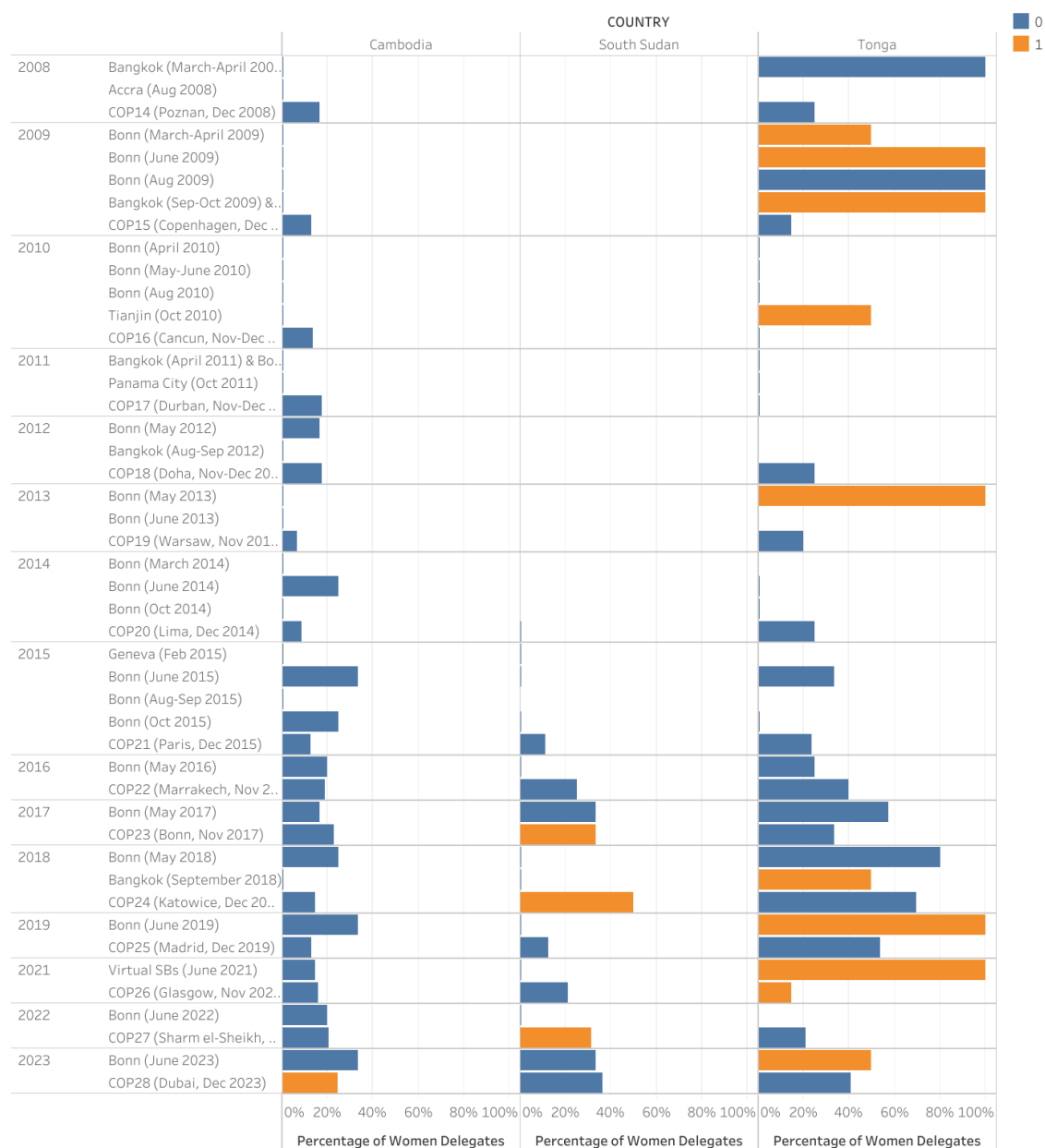
key informants noted that there has been a notable decrease in men undertaking educating roles in Tonga.

Domain 3: Participation, Leadership and Decision-making

132) Globally in UNFCCC processes, delegations are still gender unbalanced. Across countries, 34% of delegations consisted of women, highlighting some way to go to achieve parity. This is important as decisions made in global UNFCCC processes influence national policies, and gender and women's concerns related to climate change are less likely to be considered with fewer women in the delegation.¹³⁵ It is also women's right to have their voices heard in these processes.

133) The below graph¹³⁶ highlights the percentage of women party delegates for UNFCCC Conference of the Parties (COP) and Bonn Intersessionals across the three countries.¹³⁷

Percentage of Women Delegates by Party



¹³⁵ While improving the percentage of women at the table and ensuring their voices may improve gender-specific climate needs and solutions being integrated into the climate negotiations, increasing women's representation and leadership is not the same as developing gender-transformative climate action.

¹³⁶ Gender Climate Tracker, 2024. Women's Participation on Party Delegations. Available [here](#).

¹³⁷ When a Party's percentage is highlighted in orange instead of blue, it indicates that a woman served as Head of Delegation.

Cambodia:

- 134) Women have been found to have less power to voice their opinions and influence decision-making processes in both their families and in wider society.¹³⁸ Further, the engagement of women in climate change actions often depend on the decisions and requirements of donors through the agencies they fund. An analysis by UN Women of the gendered impacts of climate change highlights gender is not evident in these strategic action plans. *“The Ministry of Agriculture, Forestry and Fisheries does not have a sufficient domestic budget for implementing gender activities: in accordance with its mandate, it focuses mostly on the production aspect of the agriculture sector”*.¹³⁹
- 135) In wider politics, women’s participation is far from achieving gender equality in Cambodia as little has been done to address barriers for women to enter politics. In the first national elections in Cambodia in 1993, only 5 out of 120 elected members of parliament were women (4.17%). The nation’s highest number of women in politics was seen in the fourth national elections in 2008 in which the number of women members of parliaments reached 26 out of 123 seats (21.14%). However, the number has then declined from 19 in the sixth national elections (15.45%) to 16 in the latest elections in 2023 (13.6%).¹⁴⁰ Among the 16 women members of the parliament, one of them is currently the President of the National Assembly and two others are Chairs of the Committees. The percentage of Cambodian female senators has increased from 14.75% in 1999 to 16.13% in 2019 of which 2 women hold the position as Chairs of the Committees. Some women’s rights activists believe that political will of the party leaders and patriarchal political leadership are the major factor behind the gender imbalance in politics.¹⁴¹
- 136) There has been a small increase of women in public leadership role and decision-making positions. One woman has been appointed as the Governor of the National Bank (Senior Minister), three women as Ministers, and another woman as National Auditor General. The percentage of female civil servants has increased from 41% in 2018 to 42% in 2022. Women in leadership roles from Deputy Chief of Office to Director General has increased from 24.33% in 2018 to 27% in 2022. At the subnational level, 2 women are Provincial Governors (8% of the total Provincial Governors), and 7 women are District Governors (3.43%). The number of female Commune Chiefs has increased from 130 (7.89%) in 2017 to 176 (10.65%) in 2022 and the percentage of women who are members of the commune councils has increased from 17.7% in 2017 to 22% in 2022.¹⁴² Despite this small increase of women in leadership, gender inequality in decision-making at all levels has persisted and women’s voices in decision-making processes is still very limited.
- 137) In terms of women’s engagement in climate change policy processes at the global level, Cambodia has made some progress on their UNFCCC delegations. COP28 in 2023 marked the first time Cambodia’s head of delegation was a woman. However, the overall proportion of women in the delegation is markedly lower than the global average at 24%.¹⁴³

South Sudan:

- 138) Women and girls have limited representation and voice in community decision-making processes at home including related to income generation, education and climate resilience. At household level, women and men report a high level of male

¹³⁸ Ministry of Rural Development, 2014. Climate Change Action Plan for Rural Development Sector 2014-2018. Available [here](#).

¹³⁹ UN Women and CDRI, 2021. State of Gender Equality and Climate Change in Cambodia 2021. Available [here](#).

¹⁴⁰ Ministry of Women’s Affairs, 2024. Neary Rattanak VI: strategic plan to promote gender equality and empowerment of women and girls. Available [here](#).

¹⁴¹ Heinrich Boll Stiftung, 2023. Reflection: 30 years of Cambodian women in politics. Available [here](#).

¹⁴² Ibid

¹⁴³ Gender Climate Tracker, 2024. Women’s Participation on Party Delegations. Available [here](#).

dominated decision-making. Men are seen as heads of households and social norms privilege male decision-making in traditional, formal and community settings.

- 139) Young people, especially girls, are not adequately involved in planning and implementing climate resilience activities in schools.
- 140) At the community level there are inconsistent and tokenistic levels of inclusion of women in consultations and in decision-making fora, with progress made in certain communities and less so in others. There is widespread social acceptance of decision-making being the responsibility of men and for women to be responsible for accepting the consequences. As such, women's leadership and authority in the community is earned through acquired respect and age.
- 141) There are some reports of young people being included in community consultations, but there is little evidence of systematic inclusion of voices of young women and men across the board.
- 142) South Sudanese women have been advocating for inclusive peace and demanding meaningful participation at all levels of decision-making, especially in politics. The Revitalized Agreement on the Resolution of the Conflict in the Republic of South Sudan includes provisions for a women's participation quota of 35% in various implementing mechanisms and a post for a female vice president. It also addresses the devolution of power to lower levels of governance, the protection of women, children, and people with disabilities, and accountability, justice, and reparations for wartime crimes, including sexual violence.
- 143) Despite these provisions, women's representation at the national level consistently falls below the 35% quota. Among the six Presidency positions, only one is held by a woman, constituting 17%. Out of 35 Ministerial positions, only nine are held by women, making up 26%.¹⁴⁴ Furthermore, among the ten Deputy Minister positions, two are occupied by women, representing 20% of the total. These figures highlight the substantial gap between actual representation and the targeted quota, emphasising the urgent need for measures to enhance gender equality in high-ranking government roles.
- 144) At the state and community levels, there is little awareness of the quota. Several barriers to South Sudanese women's equal representation, influence, and leadership in decision-making processes remain. These include patriarchal ideologies embedded in the culture that have infiltrated modern governance institutions. Women in leadership and decision-making positions are often seen as trivial, despite the unique skills and knowledge they bring to the table.

Proportion of seats held by women in national parliaments and local governments in the public sector	<ul style="list-style-type: none"> • ~ 24%seats occupied by women¹⁴⁵
Executive Representation	<ul style="list-style-type: none"> • 1 out of 6 Presidency positions is held by a woman (17%).¹⁴⁶ • 9 out of 35 Ministerial positions are held by women (26%). • 2 out of 10 Deputy Ministerial positions are held by women (28%).¹⁴⁷
Council of State Representation	<ul style="list-style-type: none"> • 25 out of 100 members are women (25%)¹⁴⁸
Governors Representation	<ul style="list-style-type: none"> • 1 out of 10 Governors is female (10%) • 3 out of 10 Deputy Governors are women hold (30%)
Local Government Representation	<ul style="list-style-type: none"> • 2 out of 79 Commissioners are women (3%)¹⁴⁹

¹⁴⁴ Centre for Inclusive Governance, Peace, and Justice (CIGPJ), 2024. January 2024 Report.

¹⁴⁵ World Bank Group, 2023. Proportion of seats held by women in national parliaments. Available [here](#).

¹⁴⁶ UN Women, 2024. Baseline Study on Gender Representation at National and State Levels.

¹⁴⁷ *ibid*

¹⁴⁸ *ibid*

¹⁴⁹ *ibid*

	<ul style="list-style-type: none"> • 5 out of 50 advisors are women (10%) • 8 out of 60 Chairpersons (13%) • 0 out of 3 Administrators in Administrative Areas are female
State Members of Parliaments (MPs) Representation	<ul style="list-style-type: none"> • 307 out of 1,000 MPs are female (31%)¹⁵⁰

145) In terms of climate change at the global level, South Sudan has made progress in terms of women on their UNFCCC delegations. Since 2008, South Sudan has had a woman head of delegation three times, and their proportion of the overall delegation has increased to 36% at COP28 in 2023. While more balanced than Cambodia, South Sudan still have a way to go to achieve gender balance.¹⁵¹

Tonga:

- 146) There are no women in the Tongan parliament, and a few factors have been identified that hinder women's participation in Tongan politics. The last four elections in Tonga have never resulted in more than 8% female representation in parliament, the most recent one resulting in none.
- 147) Firstly, the high cost of campaigning is a global obstacle, but in Tonga, it's compounded by the cultural expectation of reciprocity. Voters expect gifts like food, kava, and even infrastructure improvements from candidates, making it difficult for women with fewer resources to compete. Secondly, traditional gender roles persist. Out of a total of 38,500 votes, 34,198 were cast for the male candidates and only 4,352 were cast for the 12 female candidates, down from 14% of total votes in 2017 to 11% in 2021.¹⁵²
- 148) A large-scale study by the Balance of Power program found that 92% of the 1,000 Tongans surveyed believe men possess the necessary skills and experience for parliament.¹⁵³ This perception of male legitimacy as political leaders significantly disadvantages women candidates. Given these challenges, the low number of women elected in recent elections is unsurprising.
- 149) Two major pieces of research on voter's perception of women as leaders conducted in 2016-17 and 2020-21, showed the majority of eligible voters believed key decision-making and leadership roles are best left to men and that roles such as household work and nurturing children are a women's responsibility.
- 150) Across the 178 district and town officers throughout Tonga only 8 are female (4.5%) while 170 are male (95.5%) demonstrating the gendered imbalance in local decision making.¹⁵⁴
- 151) The education sector in Tonga however is known to have more females than males and this is reflected in the various decision-making spaces.
- 152) Despite the gender imbalance in government positions in Tonga, across the three countries, Tonga has the highest rates of women's participation in UNFCCC processes on average. However, when analysing the data it's important to note that at the Bonn conferences, Tonga only sent one delegate, which has often been a woman resulting in 100% of the delegation being women. When focusing on the annual COPs only the picture is less positive, with head of delegation being men on all but one occasion. And the ratio for women in its COP28 delegation a mere 14%.¹⁵⁵

¹⁵⁰ ibid

¹⁵¹ Gender Climate Tracker, 2024. Women's Participation on Party Delegations. Available [here](#).

¹⁵² Guttenbeil-Likiliki, 'O, 2021. No women elected in Tonga: time to change the story. Dev Policy Blog. Available [here](#).

¹⁵³ Dr. Fonua Kata, Lolohea V., 2021, Voters' Perceptions of Women as Leaders in Tonga. Available [here](#).

¹⁵⁴ Data sourced from key informant interviews with senior government officials.

¹⁵⁵ Gender Climate Tracker, 2024. Women's Participation on Party Delegations. Available [here](#).

Domain 4: Access to and Control Over Resources and Services

Cambodia:

- 153) The Cambodia's Education Roadmap 2030¹⁵⁶ envisions that all girls and boys will complete nine years of free, inclusive, equitable and quality basic education and acquire functional literacy and numeracy skills, as well as subject knowledge and cognitive skills that will enable them to develop and reach their full potential.
- 154) A Joint Education Needs Assessment conducted by UNICEF and Save the Children (2020) found a critical gender digital divide in which girls have less access to ICT devices in Cambodia: access to tablets and computers was the most unequal at 28% among boys' vs 18% among girls.¹⁵⁷
- 155) COVID-19 has had gendered and inclusion impacts on learning continuity, furthering the divide between boys and girls, and those children with and without disabilities in Cambodia. Boys, who prior to COVID-19 were already struggling to enrol, stay and perform well in schools, are now (17%) more at risk of dropping out than girls (14%) in the needs assessment,¹⁵⁸ with children from poorer background being more at risk (19%) than those who are not poor (15%).
- 156) Boys are more likely than girls to work full-time and and/or work part-time, while girls are being asked to contribute to household chores more than boys (65% versus 55%). At 78%, girls are still more likely to have additional duties at home or additional working arrangements that may take away from time previously spent learning- compared to 68% of boys.¹⁵⁹
- 157) The gender parity index in primary education enrolment is also remarkably close to the parity line. Lower secondary education enrolment had also expanded rapidly, especially between 2000 and 2008, when the gross enrolment rate in lower secondary schools ballooned from 22.6% in 2000 to 60.6% in 2008. Girls greatly benefited from this education expansion as the gender parity index markedly increased from 0.56 to 0.91. The parity index continued to increase, and by 2013, girls' enrolment started to surpass boys' enrolment for the first time.¹⁶⁰
- 158) Gender stereotypes and attitudes of society and family continue to divide work by sex, which hinders the development of women's roles in modern society. Women have been encouraged to embrace skills and work according to gender stereotype and perspectives of society and family, which has not enabled girls and women to select and decide for jobs following market demands. In addition, this has led to a dearth of women and girls who study or work in Science, Technology, Engineering, Art, and Mathematics (STEAM), which is a severe loss to society.¹⁶¹

South Sudan:

- 159) In South Sudan, access to education, knowledge, and skills is critical to addressing the widespread gender disparities that exist in the country. Climate change exacerbates health risks for women and girls, including increased exposure to waterborne diseases and malnutrition. Access to sexual and reproductive health and rights (SRHR) services is limited, further affecting girls' ability to stay in school and participate fully in community life.
- 160) Girls in South Sudan face significant barriers to education, including CEFMU, conflict, and poverty. Only 33% of girls complete primary school, and the percentage of girls who

¹⁵⁶ Cambodia's Education Roadmap 2030 Sustainable Development. Available [here](#).

¹⁵⁷ Government of Cambodia, 2020. Cambodia COVID-19 Joint Education Needs Assessment. Available [here](#).

¹⁵⁸ *ibid*

¹⁵⁹ *ibid*

¹⁶⁰ Cambodia Development Resource Institute, 2023. Gender Gap Reversal in Learning and Gender-Responsive Teaching in Cambodia. Available [here](#).

¹⁶¹ Ministry of Women's Affairs, 2021. Cambodia's Five Years Strategic Plan for Strengthening Gender Equality and Women's Empowerment, Available [here](#).

continue to secondary school is even lower. This is exacerbated by factors such as long travel distances to school, inadequate sanitation facilities, and gender-based violence.¹⁶²

- 161) Deeply rooted cultural norms and practices often discourage girls from continuing their education, as many are forced into early marriages. Tackling these issues requires not only legal reforms but also community-based interventions that shift attitudes about girls' education and women's roles in society.
- 162) Boys are also affected by the conflict, with key informants saying, *"we need more schools and teachers who understand our needs,"* said a boy from Akobo County and another from Maban County saying *"we are afraid to go to school because of the dangerous paths, abduction and lack of security."*
- 163) Many schools have been destroyed by conflict, limiting access to basic education services, especially for girls. Programs focusing on education in emergencies are vital to providing continuity for children in conflict-affected areas, ensuring they do not lose out on years of learning.
- 164) South Sudan faces significant challenges in education, particularly in relation to gender, climate resilience, and knowledge sharing systems. Conflict, displacement, and the effects of climate change have disrupted the education sector, limiting access to quality education, particularly for women and girls. This lack of access contributes to vulnerability, as education and knowledge, especially on early warning systems (EWS) and information and climate resilience, are critical to mitigating the adverse impacts of climate change.
- 165) Women and girls in South Sudan, particularly in rural areas, have lower literacy rates than their male counterparts, making it harder for them to access formal education or vocational training opportunities that could build their adaptive capacity. According to UNESCO, the adult literacy rate in South Sudan is approximately 27%, with a significant gender gap where women's literacy rates are just 16%, compared to 40% for men.¹⁶³ This disparity limits their ability to engage in knowledge and skills transfer processes, further exacerbating gender inequalities in education, labour markets and climate resilience.
- 166) Education systems in South Sudan are further strained by the lack of infrastructure and the constant threat of climate-related shocks, such as flooding and drought, which often disrupt schooling. Women and girls are disproportionately affected by these disruptions as they are often expected to stay home to help with household chores or take care of siblings, especially in crisis situations. Data indicates that over 2.8 million children, particularly girls, remain out of school in South Sudan due to these combined challenges.¹⁶⁴
- 167) Key informants further highlighted the need for school meals and additional schools and healthcare facilities - *"We need programs that provide nutritious meals to children at school to keep them healthy and focused,"* said a school management board member from Upper Nile State. *"We have policies in place, but lack of resources and trained personnel hinders effective implementation,"* said an official from Upper Nile State. *"We need more schools and healthcare facilities to support our communities,"* noted an education board member from Jonglei State.
- 168) Key informants stressed the desire to send their daughters to school and be involved in school management. *"We want our daughters to go to school, but there are no facilities for them, especially for those with disabilities,"* woman, Maban County and a parent from Akobo County noted *"We want to be part of the school management to ensure our children's needs are met."*
- 169) Additionally, women's and girls' exclusion from EWS and information severely undermine their ability to respond to climate risks. Early warning systems are often

¹⁶² Land Coalition, 2024. Uneven Ground – Shocking State of Land Inequality in the World. Available [here](#).

¹⁶³ UNESCO, 2020. South Sudan Literacy Rate. Available [here](#).

¹⁶⁴ Global Partnership for Education, 2021. Transforming education in South Sudan. Available [here](#).

based on community alerts, weather forecasts, or government announcements, yet women's access to such systems is limited by gendered barriers such as illiteracy, lack of access to technology, and exclusion from decision-making processes. Climate resilience highlights that less than 20% of women in South Sudan receive timely information on weather patterns or disaster preparedness, a gap that significantly reduces their capacity to adapt to climate shocks.¹⁶⁵

- 170) Empowering women and girls through education and skills development—particularly on topics like early warning systems, climate adaptation, and disaster risk reduction—is crucial for building their resilience and ensuring they can contribute to local and national development. Increasing women's participation in education by just 10% could reduce poverty and boost economic growth significantly, particularly in regions hardest hit by conflict and climate change.¹⁶⁶
- 171) The government has developed a National Girls' Education Strategy (2024-2028) to address the educational needs of girls, focusing on improving enrolment, retention, and completion rates. This strategy includes efforts to provide scholarships for girls, create safe learning environments, and raise awareness of the importance of girls' education through community mobilisation.
- 172) The government and various NGOs have started to promote vocational training and life skills programs targeted at young girls and women to enhance their economic independence. These programs aim to build skills in digital literacy, entrepreneurship, and technical knowledge related to climate resilience, enabling women and girls to have greater control over their lives and futures.¹⁶⁷
- 173) To enhance community preparedness, there are emerging efforts to integrate gender-sensitive early warning systems. These systems involve building community knowledge on climate hazards, disaster risk reduction, and how to respond to emergencies. Women and girls are often the first responders in disaster situations and ensuring that they have access to EWS is essential for protecting vulnerable populations.¹⁶⁸

Tonga:

- 174) Tongan girls are underrepresented in primary education, with a Gender Parity Index of 88 (well below the developing country average of 96). In secondary and tertiary education ratings improve (at 97 and 98 respectively), however, Tongan women still account for only 39% of the non-agricultural workforce.¹⁶⁹
- 175) The monarch owns land in Tonga, and the Land Act prioritises male heirs in inheritance and land allocation. This disproportionately impacts women's access to a crucial resource. A key challenge lies in the disconnect between understanding the principles of gender equality and applying them within the context of Tongan customs, traditions, values, and religious beliefs. Public opinion surveys, for example, may demonstrate broad support for women's access to land. However, this support is often limited to housing purposes, as traditional gender roles dictate that women are not expected to participate in commercial farming.
- 176) Tongan inheritance laws create significant barriers for women, leaving them with limited options in abusive relationships. Women lacking income or assets are often forced to remain in households with violent partners due to the difficulty of securing independent housing. This vulnerability is exacerbated by conflicting legal structures. While a Police Safety Order can exclude a male partner from the home, the Land Act (2016) grants him the right to reside on the property. This essentially forces women to leave their own homes, potentially facing homelessness, rather than escape the

¹⁶⁵ FAO, 2024. Resilience Building in South Sudan. FAO Programme Review. Available [here](#).

¹⁶⁶ World Bank, 2020. Getting it Right: Strengthening Gender Outcomes in South Sudan. Available [here](#).

¹⁶⁷ Land Coalition, 2024. Uneven Ground – Shocking State of Land Inequality in the World. Available [here](#).

¹⁶⁸ Welthungerhilfe, 2024. Global Land Inequality Report: The Gap with Land Ownership Is Widening Around the World. Available [here](#).

¹⁶⁹ UN Women, Tonga Country Profile. Available [here](#).

violence. The rise of informal land leasing further complicates the issue. Women may not have recourse to their own family land, as it might no longer be in their family's possession.¹⁷⁰

- 177) The 2022 disasters inflicted widespread damage on housing and essential infrastructure. Roughly 12% of residents experienced damaged dwellings, and over half (55%) lost access to clean drinking water. Furthermore, 15% of the population resorted to unclean cooking fuels for more than two weeks. Disasters also exacerbated sanitation issues, with 4% of women and 5% of men forced to share facilities with other households. A concerning 1% of women and 2% of men had to revert to unimproved sanitation methods like public latrines or open defecation. Sharing sanitation facilities, using poorly lit facilities, or facilities lacking locks significantly increases the risk of assault, particularly for women. These safety concerns were likely amplified by disaster-related power outages.¹⁷¹
- 178) The eruption of Hunga Tonga-Hunga Ha'apai volcano triggered extensive power outages that continue to plague Tonga a year later. Volcanic ash corroding electrical cables is the culprit behind these repeated disruptions. The lack of electricity and public lighting has exacerbated existing economic instability and social stressors, potentially contributing to safety concerns nationwide.¹⁷²
- 179) Following the eruption of Hunga Tonga-Hunga Ha'apai volcano, there was a notable increase in the number of people utilising e-learning platforms, especially the 'HAMA e-learning platform' for children's home schooling.¹⁷³ The Ministry of Education and Training facilitated a COVID-19 education programme which included offering radio classes for the primary levels and online classes for the secondary and tertiary levels. Non-Government schools also implemented their own COVID-19 education programmes which included zoom classes and online classes.¹⁷⁴
- 180) Impacts of COVID-19 had a devastating impact on the well-being of children and their families. The stopping of schooling significantly impacted the well-being and educational outcomes. Through collaborations with the Ministry of Education, Save the Children has been key in innovating tools and programs that encompass safety and well-being of children and their families.¹⁷⁵
- 181) The National Women's Empowerment and Gender Equality Policy notes that the specific vulnerabilities of women are recognised in programmes relating to natural hazards and climate change. The Department of Climate Change is headed by the Director Lu'isa Tu'i'afitu Malolo, who emphasised increasing gender parity on her team as a result of increased investments in education.
- 182) One in three people met the threshold for experiencing some level of Energy deprivation. A higher proportion of men were severely deprived compared to women. Energy deprivation also varied by location, with rural areas more likely to be deprived.
- 183) Tonga Women in ICT has been an investment that has continued to grow with targeted programs for women and girls. It grew in recognition of the skill gaps that existed within Tongan women and girls, across their diversities, in accessing technology and growing in sectors that are not commonly undertaken by women such as engineering.

¹⁷⁰ UN Women, 2022. Gender Equality Brief for Tonga. Available [here](#).

¹⁷¹ UN Women, Gender and Environment Survey 2022 Report, The Kingdom of Tonga. Available [here](#).

¹⁷² Ibid.

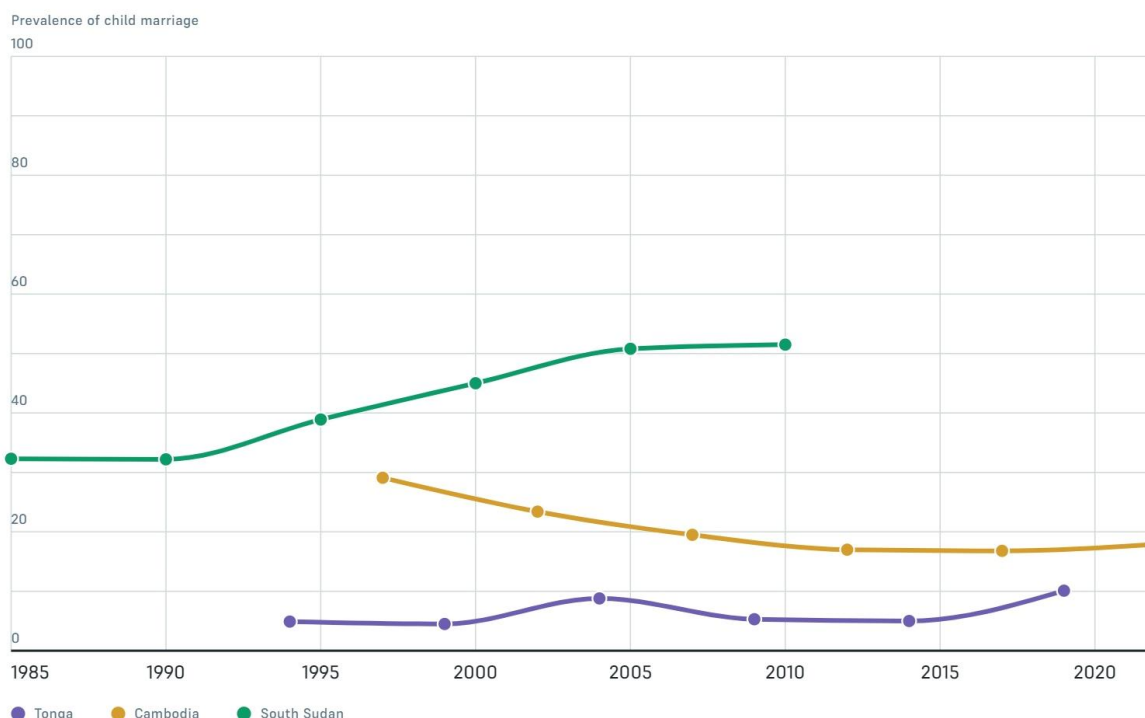
¹⁷³ The Hama distance e-learning program utilises technology to reach outlying islands and remote populations.

¹⁷⁴ United Nations General Assembly, 2023. National report submitted pursuant to Human Rights Council resolutions 5/1 and 16/21*. *Human Rights Council Working Group on the Universal Periodic Review Forty-third session 1–12 May 2023*. Available [here](#).

¹⁷⁵ Kingdom of Tonga, Ministry of Education and Training.

Domain 5: Safety, Dignity and Well-being

184) There are varying rates of CEFMU across the countries, illustrated by the graph below.¹⁷⁶



Cambodia:

185) In Cambodia, recent data shows that one in five (21%) women aged 15-49 reported having experienced emotional, physical, or sexual violence by their current or most recent intimate partner in their lifetime which has reduced from 29% in 2014.¹⁷⁷ GBV affects women and LGBTQI+ people in both private and in public spaces, including at the workplaces. Forms of GBV include traditional harmful practices such as CEFMU, sexual harassment in the workplace, sexual exploitation and abuse through trafficking and technology facilitated GBV.¹⁷⁸

186) According to a UN Population Fund's (UNFPA) 2023 Situation Report,¹⁷⁹ *“the perpetration of GBV is strongly correlated with harmful gender and social norms which are rooted in gender-inequitable constructions of masculinity, including sexual entitlement. While Cambodia has seen dramatic changes with more women entering the workforce in the past few decades, traditional gender attitudes towards women’s roles in the family and society still impact their access to opportunities, control over their bodies, and risks for GBV. Recent data shows that 37% of women and 16% of men believe there is at least one of six reasons that it is acceptable for a husband to beat his wife/partner”*.

187) Traditionally, many Cambodians rely on their parents to marry. Arranged marriage is still a common practice in Cambodia, influenced by tradition and religion. *“Generally, Cambodians are encouraged to get married before leaving home. While men and women can choose their spouses, parents will organise dates in order to assist their*

¹⁷⁶ UNICEF/Child Marriage Data Portal, 2024. Available [here](#).

¹⁷⁷ The Phnom Penh Post, 2023. Campaigns tackles gender-based violence in Cambodia. Article. Available [here](#).

¹⁷⁸ UNFPA, 2023. Harmful social & gender norms that drive gender-based violence in Cambodia. Available [here](#).

¹⁷⁹ Ibid

*children in finding a suitable partner. One main consideration for parents is the social class of their child's prospective partner and their family".*¹⁸⁰

- 188) Cambodian girls usually marry between the age of 18-25 years old. However, Plan International Cambodia has expressed concerns about CEFMU which still occurs in Cambodia, revealing that 19% of girls and 6% of boys were married before reaching the age of 18 between 2021 and 2022, while 1.8% of girls aged 15 and below were forced to get married.¹⁸¹

South Sudan:

- 189) Girls as young as 10 are often auctioned into marriage for cows, a practice that violates human rights, impedes literacy, and perpetuates poverty. As a result, about a third of girls in the country are pregnant before turning 15.¹⁸² This practice is driven by poverty, cultural traditions, and the belief that marriage offers protection or economic benefits. The consequences are severe, including increased risks of maternal mortality, school dropouts, and lifelong health and social challenges.¹⁸³ To combat this, the government, supported by humanitarian organisations, has implemented strategic plans to end child marriage by 2030. These plans include legal reforms, awareness campaigns, and initiatives to improve girls' access to education and reproductive health services.
- 190) South Sudan ranks 160 of 163 countries in the 2023 Global Peace Index, indicating significant internal conflict and low peace levels.¹⁸⁴ GBV remains a prevalent issue exacerbated by ongoing conflict and socio-economic instability with women and girls being particularly vulnerable to physical and sexual violence, often in the context of armed conflict and displacement.
- 191) According to the 2024 Humanitarian Needs and Response Plan, 9.4 million people need humanitarian assistance, of these, 2.2 million are women and 4.9 million are children and potentially at risk of GBV.¹⁸⁵ This includes rape and sexual assault, abductions of women and children, particularly during cattle rustling, forced sexual favours, domestic violence, psychological and emotional abuse, and CEFMU and can also increase during or after climate-related disasters. According to Save the Children, South Sudan is one of the world's 10 hotspots for both climate change and child marriage.¹⁸⁶
- 192) In 2023, the United Nations Mission in South Sudan documented numerous incidents of violence against civilians, including sexual violence.¹⁸⁷
- 193) Efforts to address GBV include the establishment of special protection units at police stations to enable women and girls to report such cases. However, the enforcement of laws and protective measures remains inconsistent, and cultural norms continue to perpetuate GBV.
- 194) Further, high levels of GBV are accompanied by high levels of social acceptance of violence; two in three women in South Sudan experience GBV in their lifetime.¹⁸⁸ Traditional models of masculinity and femininity promote inequitable relationships and GBV; forms of GBV in South Sudan include IPV, rape, CEFMU and female genital mutilation (FGM).¹⁸⁹ In the traditional South Sudanese context, given the customary practice of paying a bride price, a married woman is seen as the property of her

¹⁸⁰ Ibid

¹⁸¹ National Institute of Statistics, 2023. Cambodian Population and Health Survey 2021- 2022. Available [here](#).

¹⁸² Foreign, Commonwealth and Development Office (FCDO), 2023. UK-South Sudan partnership development summary Policy Paper. Available [here](#).

¹⁸³ UNICEF, 2020. Child Marriage Case Studies: Join Hands to End Child Marriage. Available [here](#).

¹⁸⁴ Institute for Economics & Peace (IEP), 2023. Global Peace Index 2023. Available [here](#).

¹⁸⁵ OCHA, 2023. South Sudan Humanitarian Needs and Response Plan 2024. Available [here](#).

¹⁸⁶ Save the Children, 2023. Global Girlhood Report 2023: Girls at the Centre of the Storm – Her planet, her future, her solutions. Available [here](#).

¹⁸⁷ United Nations Mission in South Sudan, 2023. Brief on Violence Affecting Civilians. Available [here](#).

¹⁸⁸ Global Issues News, 2021. The Real Price of Marriage in South Sudan. Available [here](#).

¹⁸⁹ World Economic Forum, 2024. Global Gender Gap Report 2024. Available [here](#).

husband's family and clan. Marriage is thus a communal affair, and marital problems, including domestic violence and divorce, are seen as community concerns rather than private matters between a husband and his wife.¹⁹⁰ Only men can traditionally obtain a divorce and the wife's family must pay back the bride price.¹⁹¹

195) Women and girls in South Sudan face significant challenges in accessing health services, particularly those related to SRHR. Maternal mortality rates are among the highest in the region, and the country also has a high incidence of teenage pregnancies. Women's physical autonomy is often compromised by violence both within and outside the family, and by limited choices regarding sexuality and reproduction.

196) Efforts to improve health outcomes include initiatives by the Ministry of Health, which provide comprehensive sexuality education and expand access to reproductive health services. However, progress is hindered by cultural barriers and inadequate healthcare infrastructure. Programs focusing on maternal health, family planning, and addressing harmful practices such as FGM are essential for improving women's health and sexual self-determination.

197) Overall, access to healthcare in South Sudan is limited, leading to some of the highest maternal and child mortality rates in the world. The Maternal Mortality Ratio remains critically high, with only minimal reduction over the past five years, currently standing at 1,223 per 100,000 live births.¹⁹²

198) Health issues were a major concern for key informants, with limited access to healthcare. Many women, especially pregnant ones, are forced to give birth at home due to a lack of maternal health services. *"Access to healthcare is very limited, especially for pregnant women. Many of us have to give birth at home,"* shared a woman from Maban County. Another echoed this sentiment, emphasising the lack of maternal health services, *"we need more clinics and trained health workers in our communities."*

Tonga:

199) Data from the 2019 MICS survey reveals a concerning link between attitudes towards violence and its prevalence in Tonga.¹⁹³ A significant proportion of women (38.1%) believed that violence against a spouse could be justified in certain situations. The most common reasons cited were neglect of children (31.4%), going out without permission (21.8%), and refusing sex (8.3%).

200) The survey shows a significant decline (68%) in non-partner physical violence compared to the 2009 National Study on Domestic Violence against Women in Tonga. In the 2019 survey, 3.2% of women reported experiencing non-partner sexual violence since age 15, with a higher prevalence in rural areas (3.6%) compared to urban areas (1.6%). Notably, employers or someone at work were the most frequent perpetrators of non-partner sexual violence (18.7%).¹⁹⁴

201) The Safety and Protection Cluster chaired by the Ministry of Internal Affairs oversees gender and protection at a national level.

202) The Tonga Police and women's centres have established a two-way referral system. However, there's no integrated referral system across all family violence service providers, impacting survivor assistance. Without such a system, the principle of 'no wrong door' remains unrealised, leaving survivor safety compromised. Ensuring survivor safety and long-term welfare requires a unified priority among services, providing both immediate and ongoing support. NGOs offer counselling, yet frontline responders need training in referral processes. Skilled counsellors are essential for addressing complex

¹⁹⁰ World Economic Forum, 2024. Global Gender Gap Report 2024. Available [here](#).

¹⁹¹ CARE International, 2020. Gender in Brief South Sudan. Available [here](#).

¹⁹² District Health Information System (DHIS2). Available [here](#).

¹⁹³ Tonga Statistics Department, 2020. Tonga Multiple Indicator Cluster Survey 2019, Survey Findings Report. Nuku'alofa, Tonga: Tonga Statistics Department. Available [here](#).

¹⁹⁴ *ibid*

trauma. Tonga's lack of integrated services and support personnel increases the risk of service dropout and harm for women and children.

- 203) The risk of GBV towards women and girls increases in the event of a natural hazard or extreme weather event. Following Tropical Cyclone Gita in 2018, women and girls in Tonga reported feeling unsafe because there was no electricity which restricted access to lighting and phones.¹⁹⁵ Health care providers noted that when women are physically injured through family violence, nothing is reported to the health care system; victims prefer to seek medical treatment in a Tongatapu hospital to avoid the shame and lack of privacy experienced closer to home.
- 204) The rate of child marriage in Tonga is the lower across the countries but has increased in recent years to 10.1% from a low of 4.9% in 1994.¹⁹⁶

¹⁹⁵ The Government of Tonga and World Bank. 2018. Post Disaster Rapid Assessment, Tropical Cyclone Gita February 12, 2018. Available [here](#).

¹⁹⁶ The Child Marriage Data Portal. Child Marriage in Tonga. Available [here](#).

Recommendations

The recommendations are specific to the BRACE project. We would also expect these to be scalable and replicable beyond the boundaries and implementation of the project. GESI has also been included in the wider project logframe.

Component 1: Building Climate-Resilient School Infrastructure and Systems

Domain 1: Laws, Policies and Institutions

Recommendation 1:

- **Strengthen coordination across ministries and wider sectors to support gender-responsive climate change and education policies and programming.** Support coordination across Ministries responsible for gender, climate change and education at all levels. Support the engagement of women's rights and youth organizations in cross-sectorial working groups, coordination mechanisms and multi-stakeholder dialogues.
- **Enhance institutional capacity on gender-responsive climate change, DRR and education policies and practice.** Support relevant government stakeholders and local institutions and organisations with training, mentoring and upskilling in gender-responsive policies and practices.
- **Support the equal and meaningful engagement of children, youth, women, people with disabilities, diverse ethnic and racial groups and other marginalised groups in climate change and education policies** including the development, implementation and monitoring of such policies.

Domain 2: Social Norms, Roles, Responsibilities and Time Use

Recommendation 2:

- **Consider GESI when preparing teaching and learning materials for children and teacher trainer guides.** There is an opportunity to strengthen GESI when developing climate teacher training modules or teaching and learning materials. This includes ensuring they highlight the disproportionate impact of climate change on marginalised groups, the root causes, how to address this, and how to promote climate justice.
- **Recognise children face different barriers in accessing education,** especially during and after extreme weather events. Conduct community awareness campaigns, especially before an identified climate hazards through anticipatory actions, with the aim of supporting girls' access to education and SRHR and reduce (S)GBV. Additionally, implement targeted programs to support girls' education, including scholarships, mentorship, and awareness campaigns about the importance of educating girls. Address boys' diminished completion rates in Cambodia and safety issues in South Sudan where possible.
- **Include GESI when conducting climate-related school safety risk assessments** in schools and developing action plans to ensure these activities address all members of the community.
- **Engage men and boys** in recognising, understanding and promoting gender equality and addressing harmful gender norms and practices and shift toxic notions of masculinity towards more healthy/positive masculinity, through for example teaching and learning materials and awareness raising campaigns.
- **Foster strong partnerships and collaboration** with organisations representing specific groups, including child or youth-led groups, feminist, SOGEISC and women's organisations, and organisations of people with disabilities. Engage with stakeholders

at community, sub-national, national, and regional levels to leverage diverse expertise and resources. Collectively create inclusive, effective strategies that address the unique needs of all community members, promote gender equality, and enhance the resilience and sustainability of initiatives. This collaborative approach can ensure all voices are heard and integrated into decision-making processes, ultimately leading to more equitable and impactful outcomes.

Domain 3: Participation, Leadership and Decision-Making

Recommendation 3:

- **Enhance marginalised groups' participation in decision-making.** Ensure any platform or committee (e.g. school management committee) created or strengthened is inclusive of those often marginalised to participate in decision-making processes at all levels, including community planning and governance.
- **Support the equal and meaningful participation of *all* children** in child clubs related to climate change and the environment.
- **Improve access to climate information and early warning information.** Ensure early warning information is child friendly and gender and disability responsive. This can support inclusive participation in subsequent decisions to address climate change impacts.
- **Conduct participatory risk assessment and climate-related school safety plans.** Support the active and equal engagement of girls and boys in conducting risk assessments and developing climate-related school safety plans.
- **Engage marginalised groups** such as girls, women, people with disabilities and others in trainings such as with sub-national education officials, teachers, child clubs, School Management Committees (SMC), Parent Teacher Associations (PTA), etc. This includes supporting women education officials to be trained as master trainers on climate resilience. Specifically, provide girls and women with training and resources to adapt to climate change.

Domain 4: Access To and Control Over Resources and Services

Recommendation 4:

- **Ensure climate-resilient infrastructure construction or rehabilitation in schools, including WASH facilities, consider the needs of different genders and those with disabilities.** Ensure gender and disability are central to policies on construction, conducting assessments of school infrastructure or directly rehabilitating or retrofitting school infrastructure and WASH facilities. Unsuitable WASH facilities can be a cause of girls or children with disabilities not attending school. Ensure gender and disability responsive facilities such as separate toilets and menstrual hygiene management resources, to increase girls' attendance and retention and support inclusion. When enhancing climate resilience of school infrastructure, ensure it is resilient and accessible for all stakeholders.
- **Identify root causes of school dropout due to climate impacts.** Develop inclusive education continuity/climate-related school safety plans that include provisions and actions to reduce risk for those most marginalised.
- **Consider gender when analysing labour market** to identify current and future climate-related demands to inform relevant curriculum development materials. Additionally, undertake labour market analysis of potential barriers to entry for women and people with disabilities in identified climate-related professions to support targeted development of the curriculum and career pathways.
- **Consider GESI barriers to access when designing training and outreach.** Offer training and outreach sessions at different times of the day (including evenings) to accommodate the availability of both men and women. This should be articulated by project leadership and through project communications.

Domain 5: Safety, Dignity and Well-Being

Recommendation 5:

- **Conduct community awareness campaigns** to inform communities about gender equality, climate resilience and possible increases of GBV due to climate impacts and what to do (i.e. share posters on where to go for support on GBV). Use local media, community meetings, and educational programs to disseminate information. Include these actions in Standard Operating Procedures.
- **Foster community support:** Engage community leaders and stakeholders in advocating for gender-responsive policies and practices. Build partnerships with local organisations to support advocacy efforts.
- **Ensure all project Grievance Redress Mechanisms are child friendly and accessible** in schools and communities.

Components 2 and 3: Enhancing Access to Climate Finance for Education and Coordination and Knowledge Sharing on Climate and Education

Recommendation 6:

- **Strengthen the collection of disaggregated data.** Where possible, identify and advocate for disaggregated data related to education and climate change by a minimum of age, gender and disability status.
- **Include GESI in NAP reviews.** Align the work on including education, children and youth in NAP Global Network priorities on GESI.
- **Engage children in BRACE Coordination Mechanism.** Support child/youth-led and women's organisation representatives to engage in the BRACE Coordination Mechanism and ensure this is gender-balanced.
- **Include GESI in the development and implementation of the Climate Change and Education Declaration Roadmap.** Conduct an intergenerational workshop to facilitate this that includes child/youth-led and women's organisations.
- **Include a 'tag' on gender, disability and children/youth in the proposed knowledge management platform.**
- **Develop guidance that includes GESI.** Ensure any guidance produced for multilateral climate funds or the global education sector includes how climate change affects marginalised group's access to education and how to address this.
- **Support child/youth-led and women's organisations to speak at and join webinars on climate change and education.**
- **Identify and share innovative projects that are gender transformative and inclusive.**

Project Team

Recommendation 7:

- **Monitoring and evaluation:** Develop gender and inclusion sensitive indicators to monitor and evaluate the impact of BRACE and ensure regular reporting on gender and inclusion outputs. Ensure and promote disaggregated data collection.
- **Capacity:** Ensure all project staff are trained in gender equality and social inclusion, including disseminating findings from this gender assessment and action plan with staff and partners. Employ GESI technical expertise supported by central GESI technical advisors and additional technical support on disability inclusion, as required, such as for sign language interpretation and translation. Integrate

consideration of diverse groups' needs into technical staff position descriptions. Equip GESI advisors to mentor and train government counterparts and project personnel at all levels.

- **Representation:** Where possible ensure gender-balance in the project team, including women in leadership positions, training and promotion of people with disability.
- **Inclusive communication and engagement:** Project communications should be designed to challenge harmful social norms. All training materials use clear language, visuals, and practical demonstrations, including where needed, braille, audio recordings, and videos with sign language interpretation. Utilise a range of traditional and new media to ensure inclusivity. For example, by using appropriate language; and showing women, across their diversities, people with disability and youth in active leadership roles. Consider providing childcare options during training sessions to remove barriers for parents, particularly mothers.
- **Safeguarding:** Develop robust reporting and referral protocols to address incidents of violence against children, as well as SGBV. Ensure alignment with Save the Children's Preventing Sexual Exploitation, Abuse, and Harassment policy, along with adherence to Child Protection guidelines.

Gender and Social Inclusion Action Plan

Component 1

Project Activities	GESI Actions, Indicators and Targets	Timeline	Responsibilities	Costs
Project goal statement: IF the education stakeholders in climate-vulnerable countries are better informed of climate risks and adaptation options for the education sector, as well as have access to global knowledge, policy exchange and financing, and IF the target schools are teaching children about climate change and become safer and greener, THEN the school systems of the target countries and beyond, including children and communities, become more resilient, BECAUSE , policies of the education sector becomes more responsive to climate change, there will be increased climate finance for the sector, Ministry of Education staff, students and communities will become more knowledgeable and engaged in climate adaptation actions and advocacy.				
Component 1: Building Climate-Resilient School Infrastructure and Systems				
Outcome 1: The education sector at national and sub-national levels in targeted countries is more resilient to the impacts of climate change.				
Output 1.1: Enabling systems and policies are in place and supported				
Activity 1.1.1: Facilitate preparation and endorsement of climate and education policies, plans and guidelines	<p>(GESI action, Cambodia, South Sudan) Provide technical support to all policy reviews (e.g. Climate and Change and Education Policy and Implementation Guidelines and Inter-agency Network for Education in Emergencies (INEE) Minimum Standards, (South Sudan), National Climate Resilience in Education Framework (Cambodia)) to ensure the explicit consideration of the different needs of girls, boys, men and women, people with disabilities, people with diverse SOGIESC, and ethnic minority people and include clear recommendations to advance GESI.</p> <p>(GESI action, Cambodia, South Sudan) All consultations in the preparation of these policies will be done in gender responsive ways including consultations with stakeholders, including women's groups, youth groups, girl-led organisations, ethnic minority, LGBTQI+ organisations and education experts with their views represented and highlighted clearly.</p> <p>Indicators:</p> <ul style="list-style-type: none"> % of policy reviews include GESI analysis, actions and indicators (<i>Target: 100%</i>). % of policy reviews include consultations with women's groups, youth groups, girl-led organisations etc. (<i>Target: 100%</i>). 	Y 1, 2, 3	<p>SCI: Programme Manager (lead), GESI Advisor, Education Advisor, Climate DRR Advisor</p> <p>Externally: Ministry of Education and Ministry of Women's Affairs/Gender representatives</p>	USD \$77,837

Project Activities	GESI Actions, Indicators and Targets	Timeline	Responsibilities	Costs
Activity 1.1.2 Strengthen coordination on climate change within Ministries of Education and different line ministries at national and sub-national level	<p>(GESI action, Cambodia and South Sudan) Organise a reflective workshop on gender, power, inequality and decision-making to identify how the differential impacts of climate change affect access to quality education and learning.</p> <p>(GESI action, Cambodia) Organise and facilitate an annual multi-stakeholder dialogue event focused on climate change, disaster risk, inclusion and environmental safeguarding that includes the Ministry of Women's Affairs, civil society organisations (including local youth and women's groups), the Local Education Group (including the Education Sector Working Group (ESWG)), alongside the other stakeholders.</p> <p>(GESI action, Cambodia, South Sudan) Include GESI analysis and actions in major/relevant coordination meetings and documents to coordinate gender-responsive climate actions.</p> <p>(GESI action, Cambodia) Establish a national coordination platform on climate-smart education that includes the Ministry of Women's Affairs.</p> <p>(GESI action, South Sudan) Assess and build the capacities of different marginalised groups to engage in climate resilience activities (e.g. marginalised groups identified in the assessment- women, girls, children, youth, pastoralist, farming communities, people with disabilities, internally displaced people, refugees, Indigenous and Ethnic Minority Groups and local groups).</p> <p>Indicators:</p> <ul style="list-style-type: none"> • % of coordination platforms and processes that include representatives from Ministry of Women's Affairs, youth, disability, Indigenous and women's groups (<i>Target: 100%</i>). • # of coordination platform documents and outcomes which include GESI analysis • Level of integration of GESI in climate-related coordination mechanisms (participatory self-assessment) 	Y 1, 2	<p>SCI: Programme Manager (lead), GESI Advisor, GESI specialist, Education Advisor, Climate DRR Advisor</p> <p>Externally: Ministry of Education and Ministry of Women's Affairs/Gender representatives.</p>	USD \$24,886
Activity 1.1.3 Facilitate integration of DRR into existing and/or new plans with education authorities.	<p>(GESI action, Cambodia, South Sudan) Explicitly include the different needs of girls, boys, men, women, and people with disabilities in sub-national level hazard and vulnerability assessments to identify and address different risks.</p>	Y 1, 2, 3, 4	<p>SCI: Programme Manager (lead), GESI Advisor, Education Advisor,</p>	USD \$26,947

Project Activities	GESI Actions, Indicators and Targets	Timeline	Responsibilities	Costs
	<p>(GESI action, Cambodia and South Sudan) Support the development of participatory DRR plans with government officials and include clear recommendations to advance GESI.</p> <p>(GESI action, Cambodia South Sudan) Consult marginalised groups, including girls/women, children and people with disabilities, in the testing of the DRR plans to ensure it works for them with their views are represented and highlighted clearly.</p> <p>Indicators:</p> <ul style="list-style-type: none"> % of new or updated risk assessments and DRR plans including needs and recommendations on GESI <i>(Target: 100%)</i>. 		<p>Climate DRR Advisor</p> <p>Externally: Education authorities</p>	
Activity 1.1.4 Support children to participate in climate change and education policy initiatives.	<p>(GESI action, Cambodia) Provide technical support to ensure virtual web-based platform for climate action considers the accessibility needs of all children and that advocacy campaigns consider and action GESI analysis. E.g. use plain language and visuals in awareness materials to enhance accessibility for individuals with cognitive disabilities; feature individuals with disabilities, schools in vulnerable e.g. public and private schools (teachers, students, and parents); materials in local language to cater to diverse populations.</p> <p>(GESI action, South Sudan) Provide mentorship, training and additional support to girls and children with disabilities where needed to participate and meaningfully engage in workshops / events at national and state levels with children and government officials. Recognising they are often excluded from decision making spaces, ensure gender balance and that throughout the process the views of girls and children with disabilities are represented and highlighted clearly. This includes working through the existing child parliament and child participation projects in South Sudan.</p> <p>Indicators:</p> <ul style="list-style-type: none"> KHM: Virtual web-based platform is inclusive and accessible. SSD: % of girls and children with disabilities in workshops/events <i>(Target: 50% girls, 5-10% children with disabilities)</i>. 	Y 1, 2, 3, 4	SCI: Programme Manager (lead), GESI Advisor, Education Advisor, Climate DRR Advisor, Safeguarding advisor	USD \$239,807

Project Activities	GESI Actions, Indicators and Targets	Timeline	Responsibilities	Costs
Output 1.2 School facilities are safer and greener				
Activity 1.2.1 Develop a national standard for climate-resilient school facilities	<p>(GESI action, Cambodia) Review, and where appropriate, adopt a school design that is green, safe, healthy, inclusive, gender-responsive, and sustainable. The national standard developed must explicitly include guidelines on how to consider the needs of girls/women, children, and people with disabilities e.g. ramps, separated latrines, menstrual hygiene considerations, lighting etc.</p> <p>Indicator:</p> <ul style="list-style-type: none"> National school design standards are inclusive and gender responsive, addressing gender inequality. 	Y1, 2	<p>SCI: Programme Manager (lead), GESI Advisor, Education Advisor, Climate DRR Advisor</p> <p>Externally: Ministry of Education</p>	USD \$22,394
Activity 1.2.2 Retrofit school facilities, including WASH and internet connectivity to strengthen climate resilience	<p>(GESI action, all) Promote handwashing and proper hygiene through organising child-friendly awareness-raising sessions for students.</p> <p>(GESI action, all) Conduct consultations with girls, women, all ages of children in the school and people with disabilities to determine whether there are specific considerations in the retrofitting of school facilities that would impact their use. Ensure equal participation of girls, people with disabilities and women teachers in the assessment, design and implementation process and that their views are clearly represented and responded to.</p> <p>(GESI action, all) Infrastructure and WASH assessments include age, gender and disability-specific needs, and include questions that specifically reference marginalised groups and how they access and interact with physical infrastructure, as well as the separate risks they face.</p> <p>(GESI action, all) Ensure that retrofitted school facilities are gender, age and disability responsive, including WASH facilities include separate toilets for girls, boys, are accessible to students with disabilities and children of all ages and include menstrual hygiene management.</p> <p>Indicators</p> <ul style="list-style-type: none"> % of infrastructure (inc. WASH) assessments addressing age, gender- and disability specific needs <i>(Target: 100%)</i>. % of target schools with gender-segregated, age- and disability-accessible WASH facilities <i>(Target: 100%)</i>. 	Y 1, 2, 3, 4, 5	<p>SCI: Programme Manager (lead), GESI Advisor, WASH Advisor, Climate & DRR Advisor, Education Advisor</p> <p>Externally: Ministry of Education representatives, school officials</p>	USD \$650,483

Project Activities	GESI Actions, Indicators and Targets	Timeline	Responsibilities	Costs
Output 1.2 School facilities are safer and greener				
Activity 1.2.3 Strengthen school communities and education officials to operate and maintain school infrastructure and facilities	<p>(GESI action, all) Ensure gender balance in trainings delivered on construction, basic upkeep and maintenance and actively support and provide mentorship for women.</p> <p>Indicators:</p> <ul style="list-style-type: none"> Gender-, age- and disability-disaggregated indicator for Output 1.2 (# school staff and community members with reported better skills in maintaining school infrastructure). % of trainers that are women (<i>Target: 30%</i>). 	Y 1, 2, 3, 4, 5	<p>SCI: Programme Manager, Education Advisor, GESI Advisor, Climate and DRR Advisor, Infrastructure lead</p> <p>Externally: School officials, infrastructure specialists</p>	USD \$70,968

Project Activities	GESI Actions, Indicators and Targets	Timeline	Responsibilities	Costs
Output 1.3: School safety and educational continuity management systems are operating effectively				
Activity 1.3.1 Build capacity of national and sub-national education officials to be master trainers on climate-related school safety	<p>(GESI action, Cambodia and South Sudan) Include GESI considerations in climate-related school safety training, including the differential impacts of climate change on accessing education for different groups, and the actions to address this.</p> <p>Indicators:</p> <ul style="list-style-type: none"> Climate-related school safety training sessions include GESI needs and actions (Evaluation). 	Y 1, 2	SCI: Programme Manager, Education Advisor, GESI Advisor, Climate and DRR Advisor	USD \$60,461
Activity 1.3.2 Build knowledge and capacity of school management, teachers and children to prepare climate-related school safety plans	<p>(GESI action, all) Include GESI considerations in climate-related school safety training, including the differential impacts of climate change on accessing education, and the actions to address this.</p> <p>(GESI action, all) Conduct annual participatory school-level risk assessment that is gender, age and disability responsive, including for example the use of schools as evacuation shelters.</p>	Y 1, 2, 3, 4, 5	<p>SCI: Programme Manager, Education Advisor, GESI Advisor, Climate and DRR Advisor</p> <p>Externally: School officials</p>	USD \$222,383

Project Activities	GESI Actions, Indicators and Targets	Timeline	Responsibilities	Costs
Output 1.3: School safety and educational continuity management systems are operating effectively				
	<p>(GESI action, all) Ensure school-level committees, including SMCs/PTAs (SSD) or dedicated school safety committees (KHM) meaningfully engage marginalised groups and are gender balanced. Provide training and mentorship for their active participation. When working with the school committees, ensure the voices and views of girls/women and people with disabilities are represented in the process, and they are consulted when agreeing the climate-related school safety roles and responsibilities for the committee. For Tonga, ensure the 150 school focal points are gender balanced where possible and ensure the voices of women are represented in training on climate-related school safety in the 5 regional centres.</p> <p>(GESI action, all) Ensure equal participation of girls/women and people with disabilities in training sessions and their views are represented. Encourage diverse representation of speakers and in videos encompassing a range of genders, ages, geographical locations, and educational backgrounds.</p> <p>Indicators:</p> <ul style="list-style-type: none"> Gender-, age- and disability-disaggregated indicator for Output 1.3 (# school staff and community members with reported skills in climate-related school safety and educational continuity). <i>(Target: at least 50% women/girls; 5-10% people with disabilities).</i> 			
Activity 1.3.3 Implement school-level climate-related school safety plans	<p>(GESI action, all) Involve women/girls and people with disabilities in school needs/risk assessments, and preparation and review of plans.</p> <p>(GESI action, all) Ensure climate-related school safety plans (including DRR, emergency preparedness plans (EPP), Standard Operating Procedures (SOPs) and contingency plans, etc.) include GESI needs and actions.</p> <p>(GESI action, all) Develop and provide materials in gender-responsive, accessible and child-friendly formats catering to diverse needs, including where needed, braille, audio recordings, and videos with closed captions or sign language interpretation.</p> <p>Indicators:</p> <ul style="list-style-type: none"> Climate-related school safety plans address GESI-specific needs (Evaluation).. 	Y 2, 3, 4	<p>SCI: Programme Manager, Education Advisor, GESI Advisor, Climate and DRR Advisor</p> <p>Externally: Ministry of Education representatives, sub-national officials</p>	USD \$107,607

Project Activities	GESI Actions, Indicators and Targets	Timeline	Responsibilities	Costs
Output 1.3: School safety and educational continuity management systems are operating effectively				
Activity 1.3.4 Provide climate resilience tools, equipment and kits to schools	<p>(GESI action, all) Develop and provide tools, equipment, kits and materials that are gender-responsive, accessible and child-friendly, including those on construction. For materials - cater to diverse needs, including where needed, braille, audio recordings, and videos with closed captions or sign language interpretation.</p> <p>Indicator:</p> <ul style="list-style-type: none"> % of tools, equipment, kits and materials that are inclusive <i>(Target: 100%)</i>. 	Y 1, 2, 3, 4	SCI: Programme Manager, Education Advisor, GESI Advisor, Climate and DRR Advisor	USD \$40,789
Activity 1.3.5 Strengthen access to and use of Early Warning Systems (EWS) and Climate Information Systems (CIS) in schools	<p>(GESI action, all) Ensure early warning information and climate information services are accessible to all ages, genders and persons with disabilities.</p> <p>(GESI action, all) Training and awareness-raising activities include modules or specific information on the differential needs of marginalised groups (girls/women, children and people with disabilities) in terms of early warning and climate information systems. Training materials must be accessible to all.</p> <p>(GESI, all) Design and implement feminist public awareness messages that address harmful social norms that differentially affect how people are impacted by and are able to respond to climate change including gender-based violence (GBV), unequal access to learning and information, and access to SRHR. These messages will be included in training, awareness raising, early warning and Standard Operating Procedures.</p> <p>(GESI action, all) Use inclusive language and communication channels to disseminate information.</p> <p>Indicators:</p> <ul style="list-style-type: none"> Early warning information dissemination that includes age-, gender- and disability-responsive language (Evaluation) % of communication channels used that are inclusive <i>(Target: 100%)</i>. 	Y 1, 2, 3, 4, 5	<p>SCI: Programme Manager, Education Advisor, GESI Advisor, Climate and DRR Advisor</p> <p>Externally: Education and DRRM authorities</p>	USD \$189,868

Project Activities	GESI Actions, Indicators and Targets	Timeline	Responsibilities	Costs
Output 1.4: Climate change resilience teaching and learning embedding in national systems				
Activity 1.4.1 Develop teaching and learning materials on climate change ready to implement through national, non-formal and informal curriculum	<p>(GESI action, all) , Include in any new teaching and learning content on climate change components that refer to gendered aspects such as GBV, social norms and how inclusive practices have multiple benefits. Also take actions to make sure any new content is inclusive, accessible, depict people from all areas of society and include information and local examples on the disproportionate impacts of climate change. E.g. use plain language and visuals in awareness materials to enhance accessibility for individuals with cognitive disabilities; feature individuals with disabilities, schools in vulnerable e.g. maritime areas, public and private schools (teachers, students, and parents); materials in local language to cater to diverse populations.</p> <p>(GESI action, South Sudan) Adapt learning materials developed under CSESI, and additional learning materials as required, with local input to ensure accessibility in different languages and contexts and consider and include children in the alternative education systems and out of school children in pastoralist and other marginalised communities.</p> <p>(GESI action, Cambodia and South Sudan) Consider Mental Health and Psychosocial support for children within learning materials, offering advice and guidance on how to access support mechanisms.</p> <p>(GESI action, Tonga) As part of the labour market research, identify climate-related professions traditionally categorised as either male- or female-dominated and how people with disabilities are included.</p> <p>Indicators:</p> <ul style="list-style-type: none"> % of teaching and learning materials with a satisfactory* level of GESI integration (*satisfactory level based on: depicting gender and ethnic diversity and people with disabilities in climate-related actions and professions); including specific career pathways and success stories for women and people with disabilities in the climate change sector; accessible formats) (<i>Target: 100%</i>). (Tonga) % of students enrolled in the elective climate change subject that are girls (<i>Target: 50%</i>). 	Y 1, 2, 3, 4	<p>SCI: Programme Manager, Education Advisor, GESI Advisor, Climate and DRR Advisor</p> <p>Externally: Department responsible for curricula and teachers</p>	USD \$224,978

Project Activities	GESI Actions, Indicators and Targets	Timeline	Responsibilities	Costs
Output 1.4: Climate change resilience teaching and learning embedding in national systems				
Activity 1.4.2 Build knowledge and capacity of teachers and education managers to implement climate change lessons inside the classroom	<p>(GESI action, Cambodia, South Sudan) Ensure all training packages and modules for teachers include the specific needs and actions for different genders and marginalised groups.</p> <p>(GESI action, all) Ensure equal participation of women teachers and, where possible, women facilitators in training sessions.</p> <p>(GESI action, South Sudan, Tonga) Work with relevant bodies (e.g. higher institutions, other relevant line ministries, civil society, child representatives, education partners, gender experts), to develop and validate a training plan rollout for key actors, considering differing needs for different groups, e.g. pastoralists, women/men, girls/boys, people with disabilities etc.</p> <p>Indicators:</p> <ul style="list-style-type: none"> % of professional development programs with gender-responsive modules <i>(Target: 100%)</i>. Gender-disaggregated indicator for Output 1.4 (# teachers and education managers with reported skills to deliver on pedagogy for climate change, disaster risk reduction and environmental education). <i>(Target: at least 50%)</i>. 	Y 1, 2, 3, 4, 5	<p>SCI: Programme Manager, Education Advisor, GESI Advisor, Climate and DRR Advisor</p> <p>Externally: Department responsible for curricula and teachers</p>	USD \$265,660
Activity 1.4.3 Strengthen capacity of child clubs to lead climate change initiatives in their school and community	<p>(GESI action, South Sudan) Ensure equal representation of girls and boys in leadership activities.</p> <p>(GESI action, South Sudan) Provide leadership training that includes gender-responsive content and targets and mentors marginalised groups to support their active engagement.</p> <p>(GESI action, South Sudan) Train girls and focal point teachers on making menstrual hygiene management kits in schools.</p> <p>Indicators:</p> <ul style="list-style-type: none"> % of girls and children with disabilities in leadership activities/environmental clubs <i>(Target: at least 50% girls, 5-10% children with disabilities)</i>. % of leadership training sessions conducted that are gender-responsive <i>(Target: 100%)</i>. 	Y 1, 2, 3	<p>SCI: Programme Manager, Education Advisor, GESI Advisor, Climate and DRR Advisor</p> <p>Externally: School officials</p>	USD \$1,344,102

Project Activities	GESI Actions, Indicators and Targets	Timeline	Responsibilities	Costs
Output 1.4: Climate change resilience teaching and learning embedding in national systems				
Activity 1.4.4 Disseminate climate change teaching and learning materials through Ministry of Education e-learning and other platforms	<p>(GESI action, South Sudan) Develop and disseminate radio and media content that addresses GESI issues related to climate resilience, including GBV awareness raising.</p> <p>(GESI action, South Sudan) When developing media content consider and include representation of girls/women, boys/men and persons with disabilities</p> <p>(GESI action, all) Strengthen child protection systems and processes and enable easy access to information, including on SRHR and GBV.</p> <p>Indicators:</p> <ul style="list-style-type: none"> % of radio and media content includes gender-specific and inclusion issues (<i>Target: 75%</i>). % of media content with a satisfactory* level of GESI integration (*satisfactory level based on: depicting gender and ethnic diversity and people with disabilities in climate-related actions and professions) 	Y 1, 2, 3, 4, 5	<p>SCI: Programme Manager, Education Advisor, GESI Advisor, Climate and DRR Advisor</p> <p>Externally: Ministry of Education and e-learning stakeholders</p>	USD \$20,986
Activity 1.4.5 Prepare learning documents and hold events with Ministries of Education and other partners to share experience of integrating climate change into the curriculum	<p>(GESI action, Cambodia, South Sudan) Includes GESI-specific impacts of climate change in learning documents.</p> <p>(GESI action, Cambodia, South Sudan) Involve women educators and gender experts in the preparation of the documents and events.</p> <p>Indicators:</p> <ul style="list-style-type: none"> % of learning documents and events with a satisfactory* level of GESI integration (*satisfactory level based on: inclusion of women educators and gender experts in their development; inclusion of GESI specific impacts of climate change) (<i>Target: 100%</i>). 	Y 1, 2	<p>SCI: Programme Manager, Education Advisor, GESI Advisor, Climate and DRR Advisor</p> <p>Externally: Ministry of Education</p>	USD \$27,633

Component 2

Project Activities	GESI Actions, Indicators and Targets	Timeline	Responsibilities	Costs
Component 2: Enhancing Access to Climate Finance for Education				
Outcome 2: Education ministries of the target countries have improved access to climate finance to increase the resilience of the education sector to climate change				

Project Activities	GESI Actions, Indicators and Targets	Timeline	Responsibilities	Costs
Output 2.1: Key stakeholders (in BRACE countries) have access to, and the ability to interpret and utilize relevant climate information as well as participate in NAP decision-making within the education sector				
Activity 2.1.1 Development of education sector risk analyses on the impact of climate change and climate risks on the education sector and children's learning.	<p>(GESI action) includes the differential impact of climate change on traditionally marginalised groups including girls, refugees, children with disabilities, those living in poverty in education sector risk analysis etc.</p> <p>Indicator:</p> <ul style="list-style-type: none"> % of 15 targeted countries in the Climate-Smart Education Systems Initiative (CSESI) risk analyses that include GESI needs <i>(Target: 100%)</i>. 	Y 1, 2, 3, 4	<p>SCI: International consultants, BRACE PMU, GESI specialist</p> <p>Externally: Ministries of Education and Environment</p>	USD \$19,105
Activity 2.1.2 Support Ministries of Education to coordinate with climate change Ministries and engage in NAP processes, including those that may feed into global decisions such as those of the UNFCCC.	<p>(GESI action) Support women staff from Ministry of Education to engage in capacity building events.</p> <p>(GESI action) Support ministries responsible for gender to engage in cross-sectoral coordination where possible.</p> <p>(GESI action) Support Ministries of Education to include education-focused GESI content in national UNFCCC processes, including NAPs and NDCs.</p> <p>Indicators:</p> <ul style="list-style-type: none"> % of participants from target MoEs engaged in capacity building events <i>(Target: at least 50%)</i>. % of target countries including ministries responsible for gender in cross-sectoral coordination <i>(Target: 75%)</i>. % of target countries including GESI in education sections of NAPs <i>(Target: 50%)</i>. 	Y 1, 2, 3, 4, 5	<p>SCI: BRACE PMU, GESI specialist</p> <p>Externally: Ministries of Education and Environment</p>	USD \$47,068

Project Activities	GESI Actions, Indicators and Targets	Timeline	Responsibilities	Costs
1. Output 2.2 Key stakeholders (in BRACE countries) have increased access to, and the ability to utilise, scaled up finance for climate action in the education sector to replicate and scale BRACE to a greater percentage of the country				
Activity 2.2.1 Development of climate finance mobilisation road maps	<p>(GESI action) Include GESI analysis and actions in roadmaps where possible, including for example how children and women's organizations receive climate funding.</p> <p>Indicator:</p> <ul style="list-style-type: none"> % of roadmaps including GESI (<i>Target: 100%</i>). 	Y 1, 2, 3, 4	<p>SCI: International consultants, BRACE PMU, GESI specialist</p> <p>Externally: Ministries of Education and Environment, donors</p>	USD \$38,438
Activity 2.2.2 Direct Access Entity (DAE) support for working with the education sector on Green Climate Fund projects.	<p>(GESI action) Include differential impacts of climate change in awareness raising and training on the impact of climate change on the education sector.</p> <p>(GESI action) Include GESI in all education-focused funding proposals to GCF supported by BRACE.</p> <p>Indicators:</p> <ul style="list-style-type: none"> % of trainings to target countries include GESI (<i>Target: 100%</i>). % of funding proposals including GESI (<i>Target 100%</i>). 	Y 1, 2, 3, 4, 5	<p>SCI: International consultants, BRACE PMU, GESI specialist</p> <p>Externally: Ministries of Education and Environment, DAE, donors</p>	USD \$68,672

Component 3

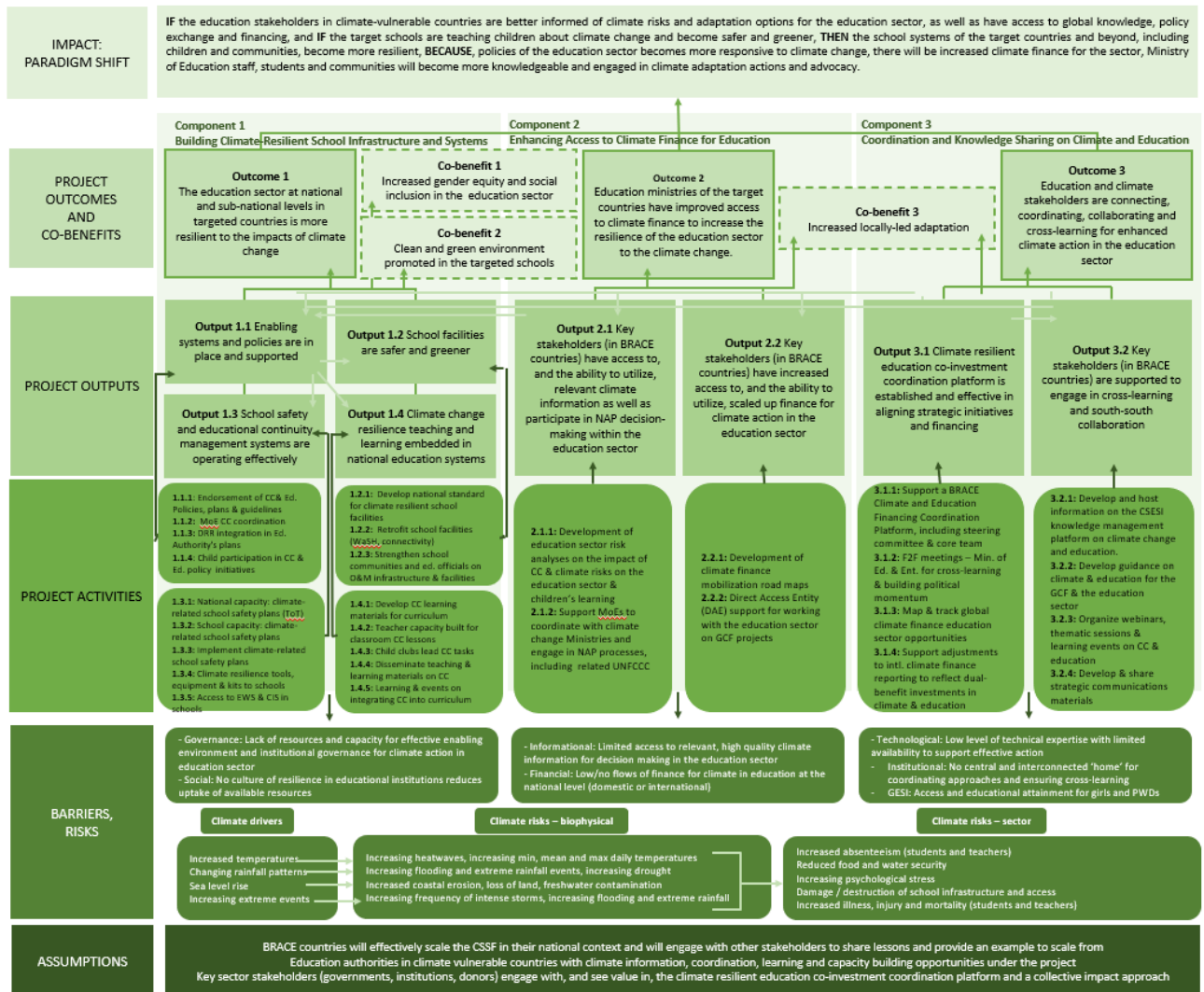
Project Activities	GESI Actions, Indicators and Targets	Timeline	Responsibilities	Costs
Component 3: Coordination and Knowledge Sharing on Climate and Education				
Outcome 3: Education and climate stakeholders globally are connecting, coordinating, collaborating and cross-learning for enhanced climate action in the education sector				
Output 3.1: Climate resilient education co-investment platform is established and effective in aligning strategic initiatives and financing				
Activity 3.1.1 Support a BRACE Climate and Education Financing Coordination Platform, including steering committee and core team	<p>(GESI action) Include child representatives and local organisations in the Coordination Platform.</p> <p>(GESI action) Support equal representation of men/women in Coordination Platform.</p> <p>(GESI action) Link child clubs and training for children to the Coordination Platform where possible.</p> <p>Indicator:</p> <ul style="list-style-type: none"> # of child/youth representatives and local civil society organisation representatives in the Coordination Platform (<i>Target: 2 children and 2 local organisation representatives (1 women's organisation)</i>). % of girls/women in coordination platform (<i>at least 50% girls/women</i>). 	Y 3, 4, 5	SCI: BRACE PMU, GESI specialist, Safeguarding focal point	USD \$17,099
Activity 3.1.2 Face-to-Face meetings between Ministries of Education and Environment for cross-learning and building political momentum	<p>(GESI action) Support women from the Ministries to attend the face-to-face meetings where possible.</p> <p>(GESI action) Consider and address the differential impacts of climate change on marginalised group's access to education in face to face meetings.</p> <p>(GESI action) Include GESI in the Roadmap for implementing the COP28 Declaration on the common agenda for education and climate change.</p> <p>Indicators:</p> <ul style="list-style-type: none"> % of women from Ministries in face-to-face meetings (<i>Target: at least 50%</i>). % of meeting agendas that consider GESI (<i>Target: 100%</i>). GESI analysis and actions included in the Declaration Roadmap. 	Y 1	<p>SCI: BRACE PMU, GESI specialist, Policy and Communications specialist</p> <p>Externally: Ministries of Education and Environment</p>	USD \$15,225
Activity 3.1.3 Map and track global climate finance opportunities in the education sector	<p>(GESI action) Map, track and promote GESI opportunities within climate finance for education.</p> <p>Indicator:</p>	Y 1, 2, 3, 4, 5	SCI: International consultants, Climate Finance Specialist, BRACE	USD \$12,395

Project Activities	GESI Actions, Indicators and Targets	Timeline	Responsibilities	Costs
	<ul style="list-style-type: none"> % of climate finance opportunities identified in target countries that include GESI (<i>Target: 100%</i>). 		PMU, GESI specialist	
Activity 3.1.4 Support adjustments to international climate finance reporting to reflect dual-benefit investments in climate and education	<p>(GESI action) Include consideration of GESI and the possibility for GESI-focused targets and indicators in analysis.</p> <p>Indicator:</p> <ul style="list-style-type: none"> Analysis report includes section on GESI (<i>Target: 1 section</i>). 	Y 1, 2, 3, 4, 5	SCI: International consultants, BRACE PMU, GESI specialist	USD \$9,829

Project Activities	GESI Actions, Indicators and Targets	Timeline	Responsibilities	Costs
Output 3.2: Key stakeholders are supported to engage in peer learning and exchange through south-south collaboration				
Activity 3.2.1 Develop and host information on the CSESI knowledge management platform on climate change and education for improved evidence and learning	<p>(GESI action) Includes evidence and learning on GESI, and where possible the 'tagging' of gender, disability and children, in knowledge management platform.</p> <p>Indicator:</p> <ul style="list-style-type: none"> # of resources specifically on GESI (<i>Target: 3</i>). 	Y 1, 2, 3, 4, 5	SCI: Knowledge Management Specialist, BRACE PMU, GESI specialist, Policy and Communications Specialist	USD \$16,543
Activity 3.2.2 Develop guidance on climate and education for the GCF and the global education sector	<p>(GESI action) Include differential impacts of climate change, GCF updated Gender policy and utilisation GCF gender guidance in awareness raising and guidance.</p> <p>Indicator:</p> <ul style="list-style-type: none"> # of guidance including GESI. (<i>Target: 2</i>). 	Y 1, 2, 3, 4, 5	SCI: Climate Finance Specialist, BRACE PMU, GESI Specialist	USD \$19,604
Activity 3.2.3 Organise webinars, thematic sessions and learning events on climate change and education	<p>(GESI action) Host webinars on GESI, climate and education in different languages.</p> <p>Indicators:</p> <ul style="list-style-type: none"> # of webinars on GESI (<i>Target: 2</i>). % of webinars that have interpretation in different languages (<i>Target: 100%</i>). 	Y 1, 2, 3, 4, 5	SCI: BRACE PMU, GESI specialist, Knowledge Management Specialist	USD \$47,870
Activity 3.2.4 Develop and share strategic	(GESI action) Reflect diversity and inclusion highlighting the differential impacts of climate change on girls, boys, women, men and marginalised groups in case studies	Y 1, 2, 3, 4, 5	SCI: Knowledge Management	USD \$21,853

Project Activities	GESI Actions, Indicators and Targets	Timeline	Responsibilities	Costs
communications materials	<p>and communication materials and translate into different languages and formats (e.g. child friendly).</p> <p>(GESI action) As part of communications, voices of the most marginalised groups must be central and should be included in presentations delivered.</p> <p>Indicator:</p> <ul style="list-style-type: none"> % of comms materials that include GESI (<i>Target: 100%</i>). 		Specialist, BRACE PMU, GESI specialist, Policy and Communications specialist	

Appendix A: BRACE Theory of Change



Appendix B: Consultations Overview South Sudan

Context and Objective

The consultations for the BRACE project were conducted with the primary aim of gathering comprehensive insights and feedback to inform the project's approach to enhancing climate resilience through the education sector in South Sudan. This initiative is part of a broader strategy to integrate climate resilience into educational frameworks, ensuring that children and communities are better prepared to face climate-related challenges.

Timeline

The consultations spanned six months, from January to June 2024. This period allowed for an extensive engagement process, ensuring that diverse perspectives and experiences were captured from various stakeholders across different regions.

Geographic Scope

The consultations were conducted in four key counties:

1. **Bor (Jonglei State)**
2. **Akobo (Jonglei State)**
3. **Maban (Upper Nile State)**
4. **Magwi (Eastern Equatoria State)**

These locations were chosen to represent a range of climatic and socio-economic conditions, providing a holistic view of the challenges and opportunities for building climate resilience in the education sector. Project locations selected for consultations did not end up being final target locations for BRACE in South Sudan, after further consultations with government stakeholders requesting the specific inclusion of certain areas. The location for consultations were selected based on a range of climatic conditions, and areas that Save the Children were currently operational in or operating through partners, for ease of access.

Levels of Engagement

1. **National Level:**
 - Consultations involved high-level stakeholders, including government ministries, national NGOs, and international development partners.
 - The focus was on aligning the BRACE project with national policies and strategies on climate resilience and education.
2. **State Level:**
 - Engaged state education departments and local NGOs operating at the state level.
 - Discussions centered on state-specific challenges and resource allocations for climate-resilient educational initiatives.
3. **County Level:**
 - County education officials, local leaders, and community organizations were consulted.
 - These meetings aimed to identify county-specific needs and to tailor interventions to local contexts.
4. **Community Level:**

- Direct engagement with teachers, parents, students, and other community members through FGDs and community meetings.
- These sessions provided grassroots insights into the daily challenges faced by communities and schools, particularly in relation to climate impacts.

Methods of Engagement

1. Focus Group Discussions (FGDs):

- FGDs were held in each of the four counties, involving various community groups.
- These discussions were designed to be inclusive, encouraging participation from women, youth, and marginalized groups.
- Topics included the impacts of climate change on education, existing coping mechanisms, and suggestions for enhancing climate resilience in schools.

2. Consultative Meetings:

- Formal consultative meetings were held with stakeholders at national, state, and county levels.
- These meetings provided a platform for detailed discussions on policy, strategic planning, and resource mobilization for the BRACE project.
- Key themes included integration of climate resilience into curricula, teacher training needs, and infrastructural improvements for schools.

3. Workshops and Dialogues:

- Workshops and dialogues facilitated more in-depth discussions on specific aspects of the BRACE project.
- These sessions were instrumental in developing a shared understanding of the project goals and fostering collaboration among stakeholders.

Outcomes of the Consultations

The consultations yielded valuable insights that will inform the BRACE project's design and implementation. Key outcomes include:

- Identification of critical gaps in current educational practices related to climate resilience.
- Enhanced understanding of regional disparities and specific needs.
- Stronger alignment of project goals with national and local policies.
- Improved stakeholder buy-in and support for the project.