
Annual Performance Report

Project/Programme title: Building the Climate Resilience of Children and Communities through the Education Sector (BRACE) (FP274)

Accredited Entity: Save the Children Australia (SCA)

Date of Report submission: 15 April 2026

Version number V1.0



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RATIONALE

This report layout is designed to support the drafting of a structured report that assesses, evaluates, documents, and communicates the progress on Funding Proposal (FP) implementation and on its associated Funded Activity Agreement (FAA). The layout aims to provide a clear and comprehensive understanding of key objectives, progress, and risks, drawing on project implementation related data provided by Accredited Entities (AEs). Considering the Green Climate Fund's (GCF) evolving strategic direction toward a Risk-Based Approach, the report is intended to:

- Track quantitative and qualitative progress of the project implementation.
- Highlight critical findings and emerging trends.
- Identify risks and propose actionable mitigation strategies.
- Support evidence-based decision-making.
- Promote transparency and accountability.
- Align with strategic and regulatory frameworks.
- Serve as a foundation for AE engagement on project performance

METHODOLOGY

The report's layout mirrors, to the extent possible, the structure of the Funding Proposal (FP) to maintain coherence with the presented information. However, the FP and the Report differ in scope and strategic intent; thus, while the FP serves a functional role in informing the Report, it does not dictate a strictly parallel structure.

A. PROJECT DATA (Prefilled where possible)				
Should any information/data prefilled from Section A.1 to Section A.12 be incorrect or require updating, please inform GCF's Project Lead of appropriate corrective action.				
A.1. Date of report submission		15 April 2026		
A.2. Project or programme	Project	A.3. Sector	Public	
A.4. Total Financing (GCF + Cofinance)				
	GCF Financing		Mill. USD 40.8	
	Grants		Mill. USD 40.8	
	Co-Financing		Mill. USD 6.0	
	Grants		Mill. USD 6.0	
Total Financing		Mill. USD 46.7		
A.5. Total GCF funding disbursed to this date	NA (draft)			
A.6. Implementation period	From NA to NA			
A.7. ESS Category (Refers to GCF revised <u>Environmental and Social Policy</u> and GCF ESS Standards to assess your FP category.)			Category C	
A.8. Executing Entity Information				
Full legal name	Country of registration (or, for intl orgs, country of HQ)	Entity type	Role in project	Focal Point(s) and email(s)
Save the Children International in Cambodia (SCIKHM)	Cambodia	International Non-Governmental Organization	Executing Entity	Reaksmey Hong - reaksmey.hong@savethechildren.org
Royal Government of Cambodia, acting through the Ministry of Education, Youth and Sport (MoEYS)	Cambodia	Public sector – Government-controlled subnational, national or regional entity	Executing Entity	Tep Phyorith - tep.phyorith@moeys.gov.kh
Save the Children Tonga Trust (SCTON)	Tonga	International Non-Governmental Organization	Executing Entity	ME - Olivia.Fulivai@savethechildren.org.au
Save the Children International in South Sudan (SCISSD)	South Sudan	International Non-Governmental Organization	Lead Implementing Agency	Duku Emmanuel Henry - Duku.henry@savethechildren.org

Full legal name	Country of registration <i>(or, for intl orgs, country of HQ)</i>	Entity type	Role in project	Focal Point(s) and email(s)
Save the Children Australia (SCA)	Australia	International Non-Governmental Organization	Accredited Entity and Executing Entity	Veronica Valdivieso- veronica.valdivieso@savethechildren.org.au

A.9. Co-Financier information

Full legal name	Country of registration <i>(or, for intl orgs, country of HQ)</i>	Focal Point(s) and email(s)	Ownership Type	Beneficial Owner(s)
Global Partnership for Education (GPE)	United States	Redacted	Public / Multilateral Donor (Fund)	Not applicable – multi-donor trust fund
UNICEF	Cambodia	Redacted	Public / multilateral – United Nations entity	Not Applicable
World Bank	Cambodia	Redacted	Public / multilateral – intergovernmental organization (World Bank Group)	Member Countries

A.10. Alignment with country NDCs & NAP *(NB Only populate if applicable, e.g., if your project/programme specifically contributes to a country's NDC or NAP target/s)*

Country	Date of NDC/ NAP submission	NDC/ NAP objective	Brief description of project's alignment with NDC/ NAP objectives	Percentage of target met with proposed project. Beneficial owner(s)
Cambodia	8 August 2025	Not Applicable	Not applicable. The project is broadly aligned with national climate priorities but does not directly report against specific NDC/NAP targets.	0%
Tonga	23 September 2025	Not Applicable	Not applicable. The project is broadly aligned with national climate priorities but does not directly report against specific NDC/NAP targets.	0%
South Sudan	23 February 2021	Not Applicable	Not applicable. The project is broadly aligned with national climate priorities but does not directly report against specific NDC/NAP targets.	0%

A.11. Estimated duration of impact	
A.12 Report to be shared with NDA	Yes ☐ No ☐

B. EXECUTIVE SUMMARY

Should any information/data prefilled in Section “B” be incorrect or require updating, please inform GCF’s Project Lead for appropriate corrective action.

B.1. Summary

The two months covered by this APR focused on establishing institutional & operational foundations for delivery across Cambodia, South Sudan, and Tonga. As an inception period for Component 1, no field-level activities were implemented, and no direct beneficiaries were reached. However, all preparatory milestones were achieved, and meaningful progress was made under Components 2 & 3.

Achievements

Internal kick-off meetings were held for all three countries, aligning executing entities and implementing partners with GCF compliance & reporting requirements. Government partnership agreements at the national & ministerial level were signed in all three countries, securing high-level political commitment to climate-resilient education. Governance structures—including Steering Committees & Technical Working Groups—were established, four national implementing partners were contracted in South Sudan, and Project Management Units are now staffed across all countries. School selection criteria based on climate risk & vulnerability have been developed in collaboration with Ministries of Education, with targeting underway.

Under Component 2, a secondee to the NAP Global Network authored the report "Education in National Adaptation Plan Processes," with findings disseminated through a global webinar. Under Component 3, the Climate & Education Co-Investment Platform convened twice and established an Innovative Finance Working Group. The WeAdapt climate & education website was developed, with launch planned for March 2026.

Challenges

The inception period required significant investment in establishing compliant operational systems across three diverse country contexts. This was addressed through structured kick-off meetings ensuring shared understanding of GCF requirements.

Lessons Learned

Early & sustained engagement with senior government officials proved essential for securing political endorsement & national ownership. Formal launch events created accountability and visibility that will support ongoing coordination.

Outlook

With foundations in place, the project will transition to active implementation in 2026, commencing direct support to 850 schools and progressing toward over 607,000 beneficiaries.

C. RESULTS AND IMPACTS

C.1. Overall Summary of the Project Progress

(This section provides a narrative report summarizing the overall progress of the implementation status of the funded activity progress during the reporting period. 1,500 words)

Outcome 1: The education sector at national and sub-national levels in targeted countries is more resilient to the impacts of climate change.

No field-level activities were implemented during this inception period, and consequently there was no progress against outcome- or output-level indicators. However, substantial preparatory progress was achieved across all three countries. Team leaders and most key staff have been hired and onboarded and detailed implementation plans have been developed and are undergoing refinement. Preparatory activities focused on establishing governance structures, finalizing partnership agreements, and developing school selection criteria based on climate risk and vulnerability assessments in collaboration with Ministries of Education. All three countries have officially launched the project and completed compliance sessions to ensure alignment with GCF policies and procedures. Targeting processes, technical preparations, and initial procurement have been initiated. Inception workshops are planned for all three countries in the coming months to finalize work planning in consultation with key partners. The project remains on track to commence field-level delivery in the subsequent reporting period.

Output 1.1–1.4 (Cambodia):

During the reporting period, BRACE Cambodia completed its inception phase, establishing institutional, governance, and operational foundations for implementation. A five-year Subsidiary Agreement between Save the Children Australia, Save the Children International Cambodia, and the Ministry of Education, Youth and Sport (MoEYS) was signed on 1 October 2025, enabling project implementation to commence upon effectiveness.

A Project Compliance Kick-off Meeting was held on 25 December 2025, with participation from MoEYS and SCI staff, aligning stakeholders on GCF requirements for procurement, financial management, safeguarding, and reporting. Key preparatory milestones achieved include development of the Year 1 workplan, drafting of Terms of Reference for the Project Steering Committee, Project Implementation Unit, and Technical Working Groups, onboarding of the Project Team Leader on 1 December 2025, and initial population of the BRACE PRIME project management system. Sub-national offices were established in Koh Kong, Kampong Chhnang, and Kampong Cham provinces.

Technical preparation activities included developing draft school selection criteria based on climate risk and vulnerability assessments and preparing a Capacity Strengthening Plan informed by prior assessments. Cambodia held the official MoEYS-led launch of the BRACE program on 14 January 2026, with close collaboration from the Ministry of Environment. The event attracted extensive national media coverage and brought together key civil society organizations and institutions, reflecting broad public engagement and support. The project remains on track to transition to implementation in the subsequent reporting period.

Output 1.1–1.4 (South Sudan):

The reporting period focused on establishing institutional, operational, and coordination foundations for implementation at national and sub national levels. The preparatory phase commenced with a structured project kick-off meeting, during which all project teams were oriented on project design, implementation approach, donor compliance requirements, fiduciary controls, safeguarding standards, and risk management procedures.

A multi-sectoral BRACE Steering Committee was established, comprising key line ministries, education coordination bodies, and development partners. The Committee provides strategic direction, facilitates inter-ministerial coordination, supports risk management, and ensures alignment with national education and climate priorities. Save the Children serves as Lead Agent and Secretariat.

Implementation arrangements were formalized through signing of partnership agreements with four national implementing partners: Help Education South Sudan (HESS), Hope Africa South Sudan (HASS), Community Support Initiative (CSI), and Support for Peace and Education Development Program (SPEDP). Save the Children confirmed direct implementation in selected counties, with clear geographic coverage and delivery responsibilities established for all partners.

In collaboration with state and county education authorities, a structured targeting process is underway, leading to the selection of 75 schools across six counties based on agreed vulnerability and inclusion criteria. Procurement of essential operational assets was initiated in line with approved procurement plans, and security risk monitoring mechanisms were activated through existing humanitarian access and safety coordination systems.

South Sudan officially launched the BRACE project on 6 November 2025, securing high-level political endorsement and multi-stakeholder ownership, formally transitioning the project from setup to implementation.

Output 1.1–1.4 (Tonga):

On 20 August 2025, a Partnership Agreement was signed between the Government of Tonga and Save the Children establishing clear implementation, financial, and reporting arrangements under BRACE. The signing ceremony, led by the Prime Minister, Minister for Education, and Minister for Climate Change, demonstrated high-level political commitment and secured national ownership aligned with Tonga's climate resilience and education priorities.

Preparations for project effectiveness began immediately following funding proposal approval. An initial kick-off meeting ensured common understanding of compliance requirements across accredited and executing entities. Save the Children's Pacific Regional Office has provided guidance for start-up, while Save the Children in Tonga strengthened its in-country presence for effective delivery. Appointment of a Country Lead in September 2025 provides strategic and operational oversight, ensuring BRACE integration with broader development initiatives.

Recruitment for the Project Management Unit Team Leader commenced in early August in collaboration with Ministry representatives, with the selected candidate scheduled to begin mid-January 2026. Recruitment for other senior PMU positions—including Operations Manager, Finance Manager, and Program Quality and MEAL Manager—is underway, with all roles expected to be filled by end of January 2026. Establishing strong leadership and management capacity from the outset will ensure accountability and high-quality implementation. The project is on track to transition to active implementation in the subsequent reporting period.

Outcome 2: Education ministries of target countries have improved access to climate finance to increase resilience of the education sector to climate change.

Progress under Outcome 2 focused on strengthening the evidence base for education sector engagement in national adaptation planning processes, as detailed under Output 2.1 below.

Output 2.1 / Activity 2.1.2: Support Ministries of Education to engage in NAP processes

A Save the Children secondee to the NAP Global Network authored the report "[Education in National Adaptation Plan Processes](#)," examining how climate-vulnerable countries are integrating children, youth, and education into national adaptation planning. The report addresses impacts of climate change on the education sector and identifies opportunities for strengthening ministry engagement in NAP processes. Findings were disseminated through a global [webinar](#), contributing to evidence-based advocacy for education sector inclusion in climate finance and policy frameworks.

Outcome 3: Education and climate stakeholders globally are connecting, coordinating, collaborating, and cross-learning for enhanced climate action in the education sector.

Key global coordination mechanisms and knowledge-sharing infrastructure were established during the reporting period, as detailed under Outputs 3.1 and 3.2 below.

Output 3.1 / Activity 3.1: Climate-resilient education co-investment coordination platform

The Climate and Education Co-Investment Platform convened twice, bringing together founding members to establish governance arrangements and develop draft workstreams for the coming year. An Innovative Finance Working Group was developed with draft Terms of Reference to begin identifying climate finance opportunities for education.

Output 3.2 / Activity 3.2.1: Climate and education knowledge management platform

The WeAdapt climate and education website was developed, including content, structure, functionality, and material management systems. The platform will serve as a hub for evidence, tools, and learning resources on climate-resilient education. Launch is anticipated in March 2026.

C.2. Performance against the Funding Proposal Logical Framework Indicators

For each of the indicators please report only the 'annual value' for the reporting year; this means reporting solely the values achieved from January 1st, 2025, to December 31st, 2025. The "cumulative value" will automatically be updated by the system by aggregating reported annual values since project FAA effectiveness.

Please ensure that targets are clearly defined and reported using the following categories:

- *Midterm Target: The results to be achieved by the midpoint of implementation.*
- *Final Target: The results to be achieved by the conclusion of project or programme implementation.*
- *Lifetime Target: The total results expected over the entire operational period of the project or programme.*

Note that the baseline, midterm, final and lifetime targets will be prefilled based on your previous Annual Performance Report and/or Funding Proposal. It is imperative that you carefully review, verify and update where relevant.

Should the project be Multicountry, please report the achievement by Country.



Should any prefilled information/data in the Logical Framework be incorrect or require updating, please inform GCF's Project Lead for appropriate corrective action.

GCF Outcome Level: Standardized Indicators

No indicators/questions defined.

(PMF) A1 and A2 Total number of direct and indirect beneficiaries (IRMF) Core 2 Direct and indirect beneficiaries reached
Provide the total number of indirect beneficiaries (female/male) cumulatively receiving adaptation benefits from GCF-supported interventions, disaggregated by result area.

Unit						No. of Beneficiaries
Disaggregation by: Result Areas (Adaptation)	Baseline	Mid-term	Final target	Previous Year Cumulative Value	Annual value	Cumulative Value
Health and well-being, and food and water security	0	1,010,936	2,527,341	0	0	0

(PMF) A1 and A2 Total number of direct and indirect beneficiaries (IRMF) Core 2 Direct and indirect beneficiaries reached						
Provide the total number of indirect beneficiaries (female/male) cumulatively receiving adaptation benefits from GCF-supported interventions, disaggregated by Gender.						
Unit						No. of Beneficiaries
Disaggregation by: Gender	Baseline	Mid-term	Final target	Previous Year Cumulative Value	Annual value	Cumulative Value
Male	0	1,749,598	4,373,994	0	0	0
Female	0	1,706,740	4,266,850	0	0	0

(PMF) A1 and A2 Total number of direct and indirect beneficiaries (IRMF) Core 2 Direct and indirect beneficiaries reached						
Provide the total number of indirect beneficiaries (female/male) cumulatively receiving adaptation benefits from GCF-supported interventions, disaggregated by Country.						
Unit						No. of Beneficiaries
Disaggregation by: Project Countries	Baseline	Mid-term	Final target	Previous Year Cumulative Value	Annual value	Cumulative Value
Cambodia	0	1,612,560	4,031,400	0	0	0
South Sudan	0	1,829,072	4,572,682	0	0	0
Tonga	0	14,704	36,762	0	0	0

Infrastructure and built environment

No indicators/questions defined.

(PMF) A3.1 Number and value of physical assets made more resilient to climate variability and change, considering human benefits (reported where applicable) (IRMF) Core 3 Value of physical assets made more resilient to the effects of climate change and/or more able to reduce GHG emissions					
Provide the total estimated value (USD) of physical assets made more resilient to climate change impacts in the targeted geographic areas.					
Unit					United States dollars
Baseline	Target		Previous Year Cumulative Value	Annual value	Cumulative Value (automatically calculated)
	Mid-term	Final target			
0	5,386,622	10,773,245	0	0	0

(PMF) A3.1 Number and value of physical assets made more resilient to climate variability and change, considering human benefits (reported where applicable) (IRMF) Core 3 Value of physical assets made more resilient to the effects of climate change and/or more able to reduce GHG emissions					
Provide the total estimated value (USD) of physical assets made more resilient to climate change impacts in the targeted geographic areas, disaggregated by country.					
Unit					United States dollars
Disaggregation by: Project Countries	Baseline	Mid-term	Final target	Previous Year Cumulative Value	Cumulative Value
Cambodia		1,982,405	3,964,810	0	0
South Sudan		2,504,000	5,008,435	0	0

Tonga		650,000	1,800,000	0	0	0
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(PMF) A3.1 Number and value of physical assets made more resilient to climate variability and change, considering human benefits (reported where applicable) (IRMF) Core 3 Value of physical assets made more resilient to the effects of climate change and/or more able to reduce GHG emissions						
Provide the total estimated value (USD) of physical assets made more resilient to climate change impacts in the targeted geographic areas, disaggregated by asset type.						
Unit						United States dollars
Disaggregation by: Physical asset types (made more resilient)	Baseline	Mid-term	Final target	Previous Year Cumulative Value	Annual value	Cumulative Value
Other	0	5,386,622	10,773,245	0	0	0

Project Specific Indicators							
Indicator	Unit	Baseline	Target		Previous Year Cumulative Value	Annual value	Cumulative Value <i>(automatically calculated)</i>
			Mid-term	Final target			
# of policies and action plans that have been endorsed by the education sector to enhance its resilience to climate change	Plans	0	0	4	0	0	0
# of schools retrofitted to improve climate resilience	No. of Items	0	38	77	0	0	0
# school staff and community members with reported skills in climate-related school safety and educational continuity	No. of Persons	0	1,603	3,206	0	0	0
# schools receiving teaching and learning materials on climate change, disaster risk reduction and the environment	No. of Items	0	400	800	0	0	0
# teachers and education managers with reported skills to deliver on pedagogy for climate change, disaster risk reduction and environmental education	No. of Persons	0	1,390	3,180	0	0	0
% of target schools with gender-segregated, age appropriate and disability-accessible WASH facilities	Percentage	0	50	100	0	0	0
# of schools with solar photovoltaic systems installed	No. of Items	0	3	7	0	0	0
% target schools that contribute to the NAP process through CSO and public dialogues	Percentage	0	25	70	0	0	0

Activities				
Activity Name	Implementation Progress (%)	Utilised GCF Budget	Allocated GCF Budget	% (Automatically calculated)
Activity 1.1.1 Facilitate preparation and endorsement of climate and education policies, plans, and guidelines	2	6,538	614,102	1
Activity 1.1.2 Strengthen coordination on climate change within Ministries of Education and other relevant line ministries at national and sub-national level	1	2,709	508,965	0
Activity 1.1.3 Facilitate integration of Disaster Risk Reduction (DRR) into existing and/or new plans with education authorities	1	3,108	583,797	0
Activity 1.1.4 Support children to participate in climate change and education policy initiatives	0	0	461,705	0
Activity 1.2.1 Develop A National Standard For Climate-Resilient School Facilities	1	265	289,279	0
Activity 1.2.2 Retrofit school facilities, including WASH and internet connectivity, to strengthen climate resilience	1	18,031	19,682,979	0
Activity 1.2.3 Strengthen school communities and education officials to operate and maintain school infrastructure and facilities	0	0	970,127	0
Activity 1.3.1 Build capacity of national and sub-national education officials to be master trainers on climate-related school safety	0	0	503,503	0
Activity 1.3.2 Build knowledge and capacity of school management, teachers, and children to prepare climate-related school safety plans	1	2,691	1,634,814	0
Activity 1.3.3 Implement school-level climate-related school safety plans	1	2,146	1,303,760	0
Activity 1.3.4 Provide climate resilience tools, equipment and kits to schools	0	0	706,648	0
Activity 1.3.5 Strengthen access to and use of Early Warning Systems (EWS) and Climate Information Systems (CIS) in schools	0	0	1,458,283	0
Activity 1.4.1 Develop teaching and learning materials on climate change ready to implement through national, non-formal, and informal curriculum	3	9,605	1,433,515	0
Activity 1.4.2 Build knowledge and capacity of teachers and education managers to implement climate change lessons inside the classroom	0	0	1,441,289	0

Activities				
Activity Name	Implementation Progress (%)	Utilised GCF Budget	Allocated GCF Budget	% (Automatically calculated)
Activity 1.4.3 Strengthen capacity of child clubs to lead climate change initiatives in their school and community	0	0	1,371,635	0
Activity 1.4.4 Disseminate climate change teaching and learning materials through Ministry of Education e-learning and other platforms	0	0	760,143	0
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	0	0	336,350	0
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	50	1,244	59,310	2
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.	5	626	298,783	0
Activity 2.2.1 Development of climate finance mobilization road maps	5	3,740	117,893	3
Activity 2.2.2 Direct Access Entity (DAE) support for working with the education sector on GCF projects	0	0	197,917	0
Activity 3.1.1 Support a BRACE Climate and Education Financing Coordination Platform, including steering committee and core team	5	6,913	277,762	2
Activity 3.1.2 Face-to-Face meetings between Ministries of Education and Environment for cross-learning and building political momentum	0	0	178,103	0
Activity 3.1.3 Map and track global climate finance opportunities in the education sector	1	1,503	301,872	0
Activity 3.1.4 Support adjustments to international climate finance reporting to reflect dual-benefit investments in climate and education	0	0	155,567	0
Activity 3.2.1 Develop and host information on the CSESI knowledge management platform on climate change and education for improved evidence and learning	50	3,363	241,605	1

Activities				
Activity Name	Implementation Progress (%)	Utilised GCF Budget	Allocated GCF Budget	% (Automatically calculated)
Activity 3.2.2 Develop guidance on climate and education for the GCF and the global education sector	0	0	212,286	0
Activity 3.2.3 Organize webinars, thematic sessions and learning events on climate change and education	2	146	262,150	0
Activity 3.2.4 Develop and share strategic communications materials	5	605	434,560	0

C.2.1. Subprojects							
Where applicable, include information on sub-projects. For projects and programmes approved until B.31, the logical framework should focus on the mitigation and adaptation Performance Measurement Frameworks (PMF). For projects and programmes approved from B.32 onwards, the logical framework should reflect the Integrated Results Management Framework (IRMF).							
Title	Currency	GCF Funds	Co-Financing	Country	GHG Emissions Reduced	Direct Beneficiaries	Indirect Beneficiaries
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
C.3. Compliance with FAA covenants				Yes ☒ No ☐			
Not Applicable.							
C.4. Funded Activity Implementation Arrangements in the Following Year				Yes ☐ No ☒			

The project is in inception phase, therefore not applicable at this stage.

D. RISKS ASSESSMENT AND MANAGEMENT

D.1. Risk and mitigation measures

As stated in the Board-approved "Risk Appetite Statement," a cornerstone of the GCF's Risk Framework is proactive risk management. This includes risk identification, assessment, monitoring, reporting and appropriate mitigation to minimize and respond to risks, both directly and through partners implementing GCF's projects and programmes.

Risk Management Matrix

A risk is the probability of an event to adversely affect the achievement of the project Impact (its objectives, outcomes, and results). "Inherent risk" refers to the level of risk present before any of the mitigating measures are applied. "Residual risk" represents the level of risk after mitigating measures have been implemented.

Please update the project risk matrix by reviewing and revising information for all previously identified risks, and adding any new risks identified during implementation by selecting the adequate Risk Area in the drop-down menu. For each risk, ensure you provide a clear risk description, outline the potential negative consequences, specify the mitigating measures in place, and complete the severity scoring as required.

For the Integrity Risk Area, an annual reporting (and more frequent and prompt reporting if stated in the legal agreements with the GCF) is required for each of its 3 Risk Sub-areas, as GCF has zero tolerance for Prohibited Practices, for SEAH in Fund-related Activities, and for working with parties and engaging in activities subject to sanctions imposed by the United Nations Security Council. The AE reporting obligations under GCF's policies and in the legal agreement(s) with the GCF include but are not limited to requiring AEs to take action to identify, mitigate and promptly disclose to the GCF any real or perceived Conflict of Interest, any alleged or suspected Prohibited Practice, promptly notify the Fund of any material risks or other indications of money laundering and/or financing of terrorism in relation to the Project and promptly take remedial steps in consultation with the GCF.

The AE shall also provide updates on the risks and mitigating measures under the other Risk Areas when changes to already identified risks or new risks have been identified.

Risk scoring:

For likelihood, please rate on a scale from 1 to 5: 1. Unlikely, 2. Possible, 3. Likely, 4. Almost certain, 5. Certain

For impact, please rate on a scale from 1 to 5: 1. Close to none, 2. Low, 3. Medium, 4. High, 5. Catastrophic

The severity of each risk is automatically computed based on the likelihood and impact of the risk.

Risk 1	Cambodia - Delay in signing the Subsidiary Agreement due to compliance negotiations		
Risk Origin	External Factors		
Risk Area	Regulatory		
Risk Sub-area	N/A		
Description	The primary realized risk was a delay in the project's inception phase. The root cause was the extended negotiation process required to sign the Subsidiary Agreement, specifically regarding the alignment of the Ministry of Education, Youth and Sport (MoEYS) with strict GCF and Save the Children compliance requirements.		
Consequences	The primary consequence of the delay in signing the Subsidiary Agreement was the postponement of field operations, keeping the project in the Inception Phase for this reporting period. Critical activities such as the final selection of target schools and the baseline study could not be completed and have been rescheduled for the next period. As a result, no technical outputs were delivered, and no beneficiaries were reached during this timeframe.		
Inherent Risk	Likelihood	Impact	Severity
	4 - Almost certain	3 - Medium	12 - Medium High
Mitigation Measure(s)	The primary risk of delayed inception was mitigated through collaborative negotiations, resulting in the signing of the Subsidiary Agreement on 1 October 2025. To manage ongoing fiduciary and compliance risks, partners agreed on a Capacity Strengthening Plan. Specific measures include establishing an organizational risk policy, transitioning to electronic payments, and upgrading accounting systems by June 2026.		
Residual Risk	Likelihood	Impact	Severity
	1 - Unlikely	1 - None	1 - Low
Current Residual Risk	Likelihood	Impact	Severity
	1 - Unlikely	1 - None	1 - Low
Comments	Resolved as the Subsidiary Agreement is signed now.		

Risk 2	South Sudan - Flooding / Climate Hazard		
Risk Origin	External Factors		
Risk Area	Natural hazard		
Risk Sub-area	N/A		
Description	Flooding, access constraints, and conflict represent the most significant environmental, social, and operational risks affecting implementation. Seasonal and recurrent flooding, driven by climate variability, rising river levels, and poor drainage in low-lying floodplain areas, can damage infrastructure, disrupt access, displace communities, and interrupt service delivery, particularly for vulnerable groups e.g. Children, girls, and people with disabilities.		
Consequences	Flooding can damage or destroy school infrastructure, disrupt access routes, delay activities, and interrupt education services, leading to temporary school closures and reduced attendance, particularly for girls, children with disabilities, and displaced populations. Prolonged flooding may also increase health risks, including waterborne diseases, and strain community coping mechanisms.		
Inherent Risk	Likelihood	Impact	Severity
	3 - Likely	2 - Low	6 - Medium
Mitigation Measure(s)	Flood risk will be managed through climate-informed site selection, seasonal planning, flexible implementation schedules, coordination with government and humanitarian early warning systems, and preparedness measures at school and community level.		
Residual Risk	Likelihood	Impact	Severity
	3 - Likely	2 - Low	6 - Medium
Current Residual Risk	Likelihood	Impact	Severity
	3 - Likely	2 - Low	6 - Medium
Comments	N/A		
Risk 3	South Sudan - Conflict and Access Risk		
Risk Origin	External Factors		
Risk Area	Political		
Risk Sub-area	N/A		
Description	Ongoing armed conflict and inter-communal violence, driven by political instability, competition over resources, and weak governance, continue to pose significant risks to staff safety, community engagement, and continuity of project activities. These conditions further deepen the vulnerability of indigenous and other marginalized populations. In Jonglei State, Walgak has recently experienced armed clashes between organized groups, leading to heightened insecurity, damage to critical infrastructure including the Save the Children office, civilian displacement, and the temporary suspension of operations. Humanitarian access has been disrupted, and the context remains volatile and unpredictable as authorities and partners closely monitor developments. Access constraints are further compounded by seasonal flooding, poor road infrastructure, and persistent insecurity, limiting staff movement, delivery of supplies, and effective monitoring and supervision. Note: Due to current access restrictions and insecurity, the risk level is assessed as High and is under close monitoring.		
Consequences	Conflict and insecurity pose serious risks to staff safety, restrict humanitarian access, disrupt community engagement, and may lead to suspension of activities in affected areas. Conflict can also exacerbate social tensions, displacement, and protection risks, undermining community trust and the sustainability of project outcomes, and potentially increasing operational, safeguarding, and reputational risks for the project. The violence in Walgak led to the destruction of the Save the Children office, displacement of populations, and suspension of operations, disrupting humanitarian access. This increases protection risks for communities and may delay planned project activities until conditions allow safe resumption. Access constraints resulting from flooding, poor infrastructure, and insecurity can limit		

	staff movement, delay procurement and supervision, and reduce the frequency and quality of monitoring, increasing the risk of implementation delays and reduced programme effectiveness.		
Inherent Risk	Likelihood	Impact	Severity
	3 - Likely	4 - High	12 - Medium High
Mitigation Measure(s)	Conflict-related risks will be managed through the application of strict security protocols, continuous context and access monitoring, conflict-sensitive programming, staff safety training, and close coordination with established humanitarian access and security mechanisms. While these measures significantly reduce staff exposure and operational disruption, the risks remain largely external and driven by contextual factors beyond the project's direct control.		
	Access constraints will be further mitigated through decentralized implementation arrangements with local partners, pre-positioning of critical supplies, use of alternative transport options, and remote management approaches where required.		
Residual Risk	Likelihood	Impact	Severity
	3 - Likely	3 - Medium	9 - Medium High
Current Residual Risk	Likelihood	Impact	Severity
	3 - Likely	3 - Medium	9 - Medium High
Comments	While mitigation measures—such as contextual planning, coordination with authorities, decentralized delivery approaches, and ongoing risk monitoring—are in place, these risks are largely external and structural. As a result, residual risk levels are expected to remain medium to high throughout implementation.		
	Save the Children and its implementing partners are confident that key risks—including flooding, access limitations, and conflict—are well understood and effectively addressed through strong mitigation and adaptive management measures. The project's flexible design, decentralized delivery model, and established coordination mechanisms enable timely adjustments to evolving conditions. Through seasonal planning, early warning coordination, security management protocols, and continuous context monitoring, these risks are mitigated without materially affecting implementation progress or the achievement of intended results. Robust monitoring and escalation mechanisms remain in place should risk levels change.		
Risk 4	Tonga - Recruitment delays for PMU staff delay project activities		
Risk Origin	Project Related		
Risk Area	Design and Implementation		
Risk Sub-area	N/A		
Description	An unsuccessful recruitment round for the Team Leader position caused flow on recruitment delays for the key PMU positions. Risk that the delayed recruitment of these positions causes a delay in start-up and implementation of activities.		
Consequences	Delays in start-up and year 1 activities could flow through the project, compound and see activities unable to complete.		
Inherent Risk	Likelihood	Impact	Severity
	2 - Possible	2 - Low	4 - Medium
Mitigation Measure(s)	This risk was mitigated through strong interim support from Save the Children's Pacific Regional Office and the Country Lead in Tonga ensuring continuity of oversight and planning.		
Residual Risk	Likelihood	Impact	Severity
	2 - Possible	1 - None	2 - Low
Current Residual Risk	Likelihood	Impact	Severity
	2 - Possible	1 - None	2 - Low
Comments	N/A		
Risk 5	Tonga - Local market shortage for quality construction oversight		
Risk Origin	Project Related		
Risk Area	Design and Implementation		
Risk Sub-area	N/A		
Description	Consultations with stakeholders in Tonga have confirmed that, in similar projects, there have been significant issues in contracting sufficient quality construction supervision.		

	Risk that BRACE will face the same challenge and not be able to contract appropriate supervision for school retrofitting activity.		
Consequences	Without appropriate supervision, school retrofits could not meet building standards, breach ESS requirements or, in the worst-case scenario, pose a safety concern to workers, teachers and students.		
Inherent Risk	Likelihood 2 - Possible	Impact 3 - Medium	Severity 6 - Medium
Mitigation Measure(s)	This risk will be mitigated through further close engagement with partners and through Save the Children networks to identify suitable supervision contractors, either within Tonga or the region. Identifying this risk early, well before commencing contracting for this work has allowed the Tonga team to think critically about how they will approach this challenge ahead of time however this will require ongoing close engagement and monitoring once the project reaches the implementation of this activity.		
Residual Risk	Likelihood 2 - Possible	Impact 2 - Low	Severity 4 - Medium
Current Residual Risk	Likelihood 2 - Possible	Impact 2 - Low	Severity 4 - Medium
Comments	N/A		
Risk 6	AML/CTF Compliance Risk		
Risk Origin	Project Related		
Risk Area	Integrity		
Risk Sub-area	Money Laundering (ML) & Terrorist Financing (TF)		
Description	Risk that project funds or resources may be used, directly or indirectly, for money laundering or terrorist financing activities due to inadequate due diligence of executing entities, partners, contractors, or beneficiaries; weak financial management and monitoring controls; or non-compliance with applicable AML/CTF laws, regulations, and GCF requirements.		
Consequences	If AML/CTF compliance risks materialise, project funds or resources may be diverted or misused for illicit purposes, resulting in serious violations of legal, regulatory, and GCF requirements. This could trigger investigations by the GCF Integrity Unit, regulators, or other competent authorities, potentially leading to suspension or cancellation of disbursements, recovery of funds, and significant financial losses. Such incidents may also result in reputational damage to the Accredited Entity (SCA), Executing Entities, Implementing Partners, and the GCF, and could undermine confidence in the entity's fiduciary systems, potentially affecting current or future accreditation status.		
Inherent Risk	Likelihood 2 - Possible	Impact 3 - Medium	Severity 6 - Medium
Mitigation Measure(s)	This risk is mitigated through Save the Children's global Anti Money Laundering and Counter Terrorist Financing policies and procedures, including mandatory partner, vendor, and counterparty due diligence conducted through established organizational screening processes. All executing entities, contractors, and suppliers are screened against relevant watchlists prior to engagement, with records maintained. Financial transactions are subject to segregation of duties, approval thresholds, and regular monitoring, supported by internal audits, spot checks, and compliance oversight. Staff receive mandatory training on AML/CTF requirements, and any suspected violations are reported through established whistleblowing and incident management mechanisms.		
Residual Risk	Likelihood 2 - Possible	Impact 2 - Low	Severity 4 - Medium
Current Residual Risk	Likelihood 2 - Possible	Impact 2 - Low	Severity 4 - Medium
Comments	N/A		
Risk 7	Sanctions Compliance Risk		
Risk Origin	Project Related		
Risk Area	Integrity		
Risk Sub-area	Sanctions		
Description	Risk of non-compliance with applicable international or national sanctions regimes arising from unintended engagement with sanctioned countries, individuals, entities, or		

	transactions, as a result of insufficient sanctions screening, inadequate due diligence, or lack of timely awareness of changes to sanctions requirements.		
Consequences	A failure to comply with applicable sanctions regimes may result in the project inadvertently engaging with sanctioned countries, individuals, entities, or transactions, leading to breaches of international or national sanctions laws. This could cause project activities to be suspended or terminated, expenditures to be declared ineligible, and disbursements to be delayed or withheld. In addition, the Accredited Entity (SCA) and its partners may face legal or regulatory penalties, increased scrutiny from the GCF, and reputational harm that adversely affects stakeholder trust and future funding opportunities.		
Inherent Risk	Likelihood 2 - Possible	Impact 3 - Medium	Severity 6 - Medium
Mitigation Measure(s)	This risk is mitigated through Save the Children's compliance framework, which requires systematic sanctions screening of partners, suppliers, consultants, and financial transactions prior to contract award and payment processing. Screening is conducted using approved organisational tools and documented in line with internal procedures. Procurement and finance teams apply enhanced due diligence in higher risk contexts, and changes in sanctions regimes are monitored centrally with guidance cascaded to country offices. Oversight is further strengthened through internal reviews, audit processes, and escalation protocols for any potential sanctions matches.		
Residual Risk	Likelihood 2 - Possible	Impact 2 - Low	Severity 4 - Medium
Current Residual Risk	Likelihood 2 - Possible	Impact 2 - Low	Severity 4 - Medium
Comments	N/A		
Risk 8	Fraud and Corruption Risk		
Risk Origin	Project Related		
Risk Area	Integrity		
Risk Sub-area	Fraud / Bribery & Corruption / Collusion and any other prohibited practice		
Description	Risk that fraud, bribery, corruption, collusion, or other prohibited practices may occur during project implementation, including procurement, contracting, financial management, or reporting processes, leading to misuse of GCF resources, financial losses, reputational damage, and potential non-compliance with GCF policies and legal obligations.		
Consequences	If fraud, corruption, or other prohibited practices occur, GCF resources may be misappropriated or used inefficiently, resulting in financial losses and ineligible expenditures that may need to be refunded. Such incidents can disrupt project implementation, cause delays, or lead to partial or full suspension of activities while investigations are conducted. Findings of fraud or corruption may prompt investigations by the GCF Integrity Unit or external authorities, damage the credibility and reputation of the Accredited Entity (SCA) and partners, and jeopardise both current and future access to GCF financing.		
Inherent Risk	Likelihood 2 - Possible	Impact 3 - Medium	Severity 6 - Medium
Mitigation Measure(s)	This risk is mitigated through Save the Children's Anti Fraud, Anti Bribery, and Anti Corruption policies, which set clear standards for ethical conduct and zero tolerance for prohibited practices. Robust internal controls are applied across procurement, contracting, and financial management processes, including competitive bidding, segregation of duties, approval thresholds, and documentation requirements. Partner assessments, spot checks, internal audits, and compliance reviews are conducted, with financial and procurement records maintained. Mandatory staff training, declarations of compliance, and access to confidential whistleblowing channels further strengthen fraud prevention and detection.		
Residual Risk	Likelihood 2 - Possible	Impact 2 - Low	Severity 4 - Medium
Current Residual Risk	Likelihood 2 - Possible	Impact 2 - Low	Severity 4 - Medium
Comments	N/A		
Risk 9	Conflict of Interest Risk		

Risk Origin	Project Related		
Risk Area	Integrity		
Risk Sub-area	Conflict of interest		
Description	Risk that actual, potential, or perceived conflicts of interest involving project staff, implementing partners, consultants, or decision-makers may improperly influence project decisions, procurement processes, recruitment, or allocation of resources due to inadequate disclosure, management, or mitigation of conflicts of interest.		
Consequences	Unmanaged or inadequately disclosed conflicts of interest may compromise the integrity, fairness, and transparency of project decision-making processes, particularly in procurement, recruitment, or resource allocation. This can lead to biased outcomes, inefficient use of funds, and non-compliance with GCF fiduciary and governance standards. As a result, the project may face audit findings, corrective actions, and enhanced GCF oversight, along with reputational harm that weakens stakeholder confidence and trust in project governance arrangements.		
Inherent Risk	Likelihood	Impact	Severity
	2 - Possible	3 - Medium	6 - Medium
Mitigation Measure(s)	This risk is mitigated through Save the Children's Conflict of Interest policy, which requires staff, consultants, and relevant partners to formally declare actual, potential, or perceived conflicts of interest at the outset and throughout the project lifecycle. Declarations are recorded and managed in accordance with internal procedures, with mitigation actions defined where conflicts are identified. Procurement and recruitment decisions are subject to committee based reviews, segregation of roles, and senior oversight. Compliance is reinforced through regular training, internal audits, and management reviews to ensure conflicts are appropriately disclosed, managed, and documented.		
Residual Risk	Likelihood	Impact	Severity
	1 - Unlikely	2 - Low	2 - Low
Current Residual Risk	Likelihood	Impact	Severity
	1 - Unlikely	2 - Low	2 - Low
Comments	N/A		

D.2. Report risk incidents

If any risk (previously identified or not) has materialized, please capture it here as a risk incident.

(this section is confidential)

E. FINANCIAL INFORMATION

E.1. GCF financing

In addition to the financial report in the annex, update the table with relevant GCF financial data for each country and instrument, including amounts and allocation percentages.

Country	Instrument	Currency (as per FAA)	Committed Amount	Disbursed Amount	Expenditure (reporting year)	Cumulative Expenditure	Mitigation	Adaptation
Cambodia	Grants	USD	16,353,057	1,596,138	21,734	21,734	0%	100%
South Sudan	Grants	USD	14,365,455	1,879,317	64,881	64,881	0%	100%
Tonga	Grants	USD	10,032,752	773,883	6,233	6,233	0%	100%
Total		USD	40,751,264	4,249,338	92,848	92,848	N/A	N/A

E.2. Co-financing

Please populate the table with relevant Co-financing data for each Co-financier and instrument, including amounts and allocation percentages.

Co-financier	Instrument	Currency (as per FAA)	Committed Amount	Disbursed Amount	Expenditure (reporting year)	Cumulative Expenditure	Mitigation	Adaptation
GPE	Grants	USD	4,986,076	986,076	67,557	67,557	0%	100%
World Bank	Grants	USD	500,000	0	0	0	0%	100%
UNICEF	Grants	USD	500,000	0	0	0	0%	100%
Total		USD	5,986,076	986,076	67,557	67,557	N/A	N/A

E.3. Additional Finance Mobilised Beyond Approved Co-financing

Report the realised (cumulative value) and/or expected volume (Final Target) of private/public finance leveraged as a result of GCF involvement in the investment, in addition to and beyond any co-financing originally committed at approval. This datapoint shall be reported separately from official co-financing figures and is intended to capture the catalytic effect of GCF investments and support institutional learning.

GCF Policy: <https://www.greenclimate.fund/sites/default/files/document/policy-cofinancing.pdf>

No additional finance mobilized information provided.

File Name: Grant-financial-progress-BRACE_Oct-Dec 2025-SCA_vF.xlsx

F. ENVIRONMENTAL & SOCIAL SAFEGUARDS, GENDER, and INDIGENOUS PEOPLES

This section provides an update against the ESS standards agreed as part of the Environmental and Social Action Plan (ESAP) and Environmental and Social Management Framework (ESMF), as well as Environmental and Social Management System (ESMS), Environmental and Social Impact Assessment (ESIA), Environmental and Social Management Plan (ESMP), Indigenous Peoples Plan (IPP), Indigenous Peoples Plan Framework (IPPF), Resettlement Action Plan (RAP), Resettlement Policy Framework (RPF) when applicable.

F.1. progress on key challenges and updates regarding Environmental and Social Safeguards

Key Environmental and Social Changes

Have there been any changes in the key environmental and social risks and impacts? If you tick 'Yes,' please provide further information.

Yes ☐ No ☒

Environmental and Social Safeguarding Updates

Have there been any change/update on environmental and social safeguarding? you tick 'Yes,' please provide further information.

Yes ☐ No ☒

F.2. Compliance with laws and regulations applicable to ESS. Gender and Indigenous Peoples.

Have there been any changes or updates regarding compliance with applicable laws and regulations of the country, as well as the relevant conditions or covenants under the FAA?

Yes ☐ No ☒

F.3. ESS standards implementation progress

Does this reporting period include any ESS standards-related activities or updates?

Yes ☒ No ☐

If you tick 'Yes', please provide further information to report on the progress made in complying with the requirements of the relevant ESS standards that were triggered during the approval of the funding proposal and during the reporting period, if any; and the GCF Indigenous Peoples Policy, if relevant, describing achievement and specifying details outlined in the tables below.

Activities implemented during the reporting period, including monitoring

<i>As the project is in the inception stage and most of activities have not yet commenced. However, of note: An ESS session was included in the kick-off meetings for the three countries to strengthen the project teams' understanding of ESS requirements. The project team reviewed the Environmental and Social Assessment and Residual Risk Management Plan (ESARRMP) and confirmed that there are no changes to the identified risks or mitigation measures.</i>	
Outputs during the reporting period	
<i>During the national kick offs in Cambodia and South Sudan, Ministries of Education were trained in ESS as well as the selection criteria establishment for schools. Additionally in Cambodia, foundational measures to manage future risks were prioritized, including the development of school selection criteria based on climate risk and vulnerability and the review of the Environmental and Social Assessment and Residual Risk Management Plan (ESARRMP) to confirm validity. Additionally, the aligned Climate Smart Education Systems Initiative project supported ESS preparedness by developing standardized school safety toolkits and participatory hazard-mapping guidelines to ensure that future infrastructure activities are safe and climate-responsive.</i>	
Key environmental, social and gender issues, risks and impacts addressed during implementation	
<i>In all the three countries, there was no issues associated with environmental, social and gender aspect as the project is still in inception period.</i>	
Any pending key environmental, social and gender issues needing accredited entity's actions and GCF attention	
<i>As the project is in the inception stage, the implementation of mitigation measures for the potential risks identified in the ESARRMP has not yet begun. This includes risks related to small-scale physical works, tree planting activities, and the disposal of Solar PV systems and batteries. These residual ES risks will be addressed as the project advances next year.</i>	
Remarks/Notes	
<i>Not Applicable.</i>	
F.4. Sub-projects information	
Have any subprojects been implemented?	Yes ☐ No ☒
N/A	N/A

F.5. Implementation of the stakeholder engagement plan	
Were any actions undertaken to increase engagement of relevant stakeholders in the project, particularly regarding environmental, social, and gender elements?	Yes ☒ No ☐
Activities implemented during the reporting period	
Component 1: Cambodia Stakeholder engagement focused on formalising project governance and coordinating site selection. SCl drafted Terms of Reference for the Project Steering Committee, Project Implementation Unit, and Technical Working Groups, submitting	

these to MoEYS for review. On 25 December 2025, SCI hosted a compliance kick-off meeting with 21 MoEYS representatives and 7 SCI staff, aligning stakeholders on GCF requirements including procurement, safeguarding, and reporting obligations. Consultative meetings with MoEYS Technical Working Groups and Provincial/District Offices of Education in Koh Kong, Kampong Chhnang, and Kampong Cham defined school selection criteria based on climate risk and infrastructure conditions. SCI and MoEYS also co-developed a Capacity Strengthening Plan informed by prior partnership assessments.

South Sudan

A multi-sectoral BRACE Steering Committee was established, bringing together MoGEI, education authorities, consortium partners, and community representatives to provide strategic oversight. Stakeholders participated in inception workshops supporting joint orientation, validation of project approaches, and clarification of roles. At sub-national level, engagement with state and county education authorities supported targeting and planning. Consortium coordination mechanisms were established with clear governance arrangements, including monthly consortium meetings, bi-weekly technical meetings, and quarterly steering committee meetings.

Tonga

Stakeholder engagement focused on facilitating the Partnership Agreement signing and project launch with the Prime Minister, Minister for Education, and Minister for Climate Change. A general election in November paused political-level engagement while a new government was installed. Close engagement with Ministry of Education and Training officials, including joint recruitment processes, supported strong ministry buy-in. Formal stakeholder engagement will intensify following the inception workshop planned for March 2026.

Component 3

The Climate and Education Co-Investment Platform convened twice, bringing together GPE, ECW, FCDO, IDB, UNESCO, UNICEF, and Save the Children to establish governance arrangements and workplan priorities. An Innovative Finance Working Group was formed to map climate finance mechanisms for education.

Dates and venues of engagement activities

Cambodia

25 December 2025: Project Compliance Kick-off Meeting.

October – December 2025, national and sub-national levels: Signing the Subsidiary Agreement on 1 October and meeting with MoEYS Technical Working Groups, and the sub-national level meeting with Provincial and District Offices of Education in Koh Kong, Kampong Chhnang, and Kampong Cham regarding school selection

South Sudan

The official Project launch was on 6 November 2025 in Juba, and the project steering committee was on the 5th December 2025, also in Juba

Component 3:

Online Teams Meetings for the Education and Climate Co-Investment Platform Meetings 22 October 2025 and 19 November 2025

Sex-disaggregated data on stakeholder engagement participants (male + female = total)

Component 1:

Cambodia - 25 December 2025 – Cambodia: Project Compliance Kick-off Meeting

(17 males, 11 females = 28 total)

MoEYS (21 participants, 8 females),

SCI (7 participants, 3 females)

South Sudan: The BRACE project launch in South Sudan brought together key stakeholders to introduce the project and strengthen coordination for implementation. The event provided an opportunity for partners and government representatives to engage in climate-resilient education initiatives.

A total of 24 participants attended, comprising 20 males and 4 females, reflecting the sex-disaggregated participation during the stakeholder engagement.

During the reporting period, the project was in the Inception Phase. No Gender Action Plan activities were implemented. All indicators remain at 0% progress.

The project is preparing for implementation, including staffing, governance structures, baseline study preparation, and

detailed planning. Gender action plan activities are scheduled to commence in subsequent reporting periods. Tonga – N/A Component 3 - N/A
Information shared with stakeholders
Component `1 Cambodia GCF principles, SCI policies, procurement, financial management, donor compliance. Governance structure and school selection criteria with equity and inclusivity considerations. South Sudan During BRACE stakeholder consultations and the national launch, SCI shared project objectives, climate-resilient education focus, target states, and planned activities. Roles of consortium partners, MoGEI, and local authorities were clarified, alongside timelines and coordination mechanisms. Environmental and social safeguards, gender inclusion, and the GRM were explained to ensure accountability. Stakeholders provided contextual insights that informed implementation and risk mitigation. Tonga N/A Component 3 Organizational updates on climate-education initiatives, capacity building needs, platform workplan priorities, and the WeAdapt knowledge platform structure.
Outputs including issues raised and addressed during the reporting period
Component 1 Shared understanding of compliance requirements. Agreement on processes and next steps Component 3 No issues were raised during the reporting period. Platform meetings focused on establishing governance arrangements and workplan priorities, with consensus reached on sequencing co-finance coordination and capacity building activities before broader platform expansion.
Remarks/Notes
N/A

F.6. ESS forward planning and lessons learned	
Are there any planned ESS activities for the next reporting period or lessons learned to share from this period?	Yes ☒ No ☐
Provide planned activities on environmental and social safeguards for the next reporting period	
Cambodia: - Initiation of ESS monitoring in line with the Residual Risk Management Plan (RRMP) - Operationalization of compliance, Sexual Exploitation, Abuse, and Harassment (SEAH), and Grievance Redress Mechanism (GRM) mechanisms South Sudan - Conduct joint environmental and social risk assessments across all BRACE project activities and integrate agreed mitigation actions into workplans and the Detailed Implementation Plan (DIP) to ensure ESS compliance and do-no-harm implementation. - Establish and operationalize Grievance Redress Mechanisms (GRM) that are accessible, confidential, and child-safe to effectively manage community and stakeholder feedback and complaints. - Deliver ESS orientation and capacity-building sessions for SCI staff, implementing partners, and community representatives on safeguarding, protection, mainstreaming, and do-no-harm principles. - Undertake environmental and social risk screening for school infrastructure and rehabilitation activities, including assessment of climate risks, safety, accessibility, and land-use considerations. - Apply and monitor environmental and social mitigation measures, including safe construction practices, climate-resilient designs, inclusive infrastructure for children with disabilities, and community safety measures. Tonga: - Establishment of grievance redress mechanism - Delivery of ESS training for PMU staff - Incorporation of ESS considerations into Request for Tender documentation for school retrofits, including: ensuring	

contractors have compliant waste management plans, appropriate Occupational Health and Safety plans for their workers, agreement to comply with Save the Children Child Safeguarding and Protection from Sexual Exploitation, Abuse and Harassment policies etc. - Establishment of contextualized and project specific ESS risk screening process for activities	
Provide any success stories, good practices, or challenges, including those related to the engagement of Indigenous peoples and local communities, promoting Indigenous knowledge and benefits to Indigenous peoples and local communities	
Not Applicable as the project is in inception phase.	
F.7. Grievance Redress Mechanism - confirmation & grievances	
Please indicate whether the project can confirm the following statement:	
Fully functional and operational Grievance Redress Mechanisms are in place, have been communicated to and are accessible by all stakeholders applicable to this project	
☒ The accredited entity confirms the statement above at project-level, AE-level, and GCF-level grievance mechanisms.	
☐ The accredited entity does not confirm the statement above	
Have there been any grievances received during the reporting period?	Yes ☐ No ☒
<i>Cambodia: has created and used existing Grievance Redress Mechanism for receiving reports and feedback from all types of target beneficiaries, implementers and partners through online, offline and in-person means of communication. At this stage, the project is setting up implementation teams in target provinces. Once all team members are on board, the project will share and provide orientation to target beneficiaries, community members and implementing partners about how they provide feedback and report any concerns related to fears, safety, misconduct, fraud, abuse, and environmental issues. South Sudan: has an established Grievance Redress Mechanism (GRM) that is accessible, confidential, and safe for children, communities, partners, and other stakeholders. The GRM allows individuals to raise complaints, concerns, or feedback related to project activities, safeguarding, misconduct, fraud, or environmental and social issues without fear of retaliation. Multiple reporting channels are available, including toll-free hotlines, suggestion boxes, community focal points, partner reporting lines, and direct reporting to Save the Children staff. All grievances are logged, assessed, and addressed in line with Save the Children's policies and procedures, with appropriate escalation where required. The mechanism is regularly communicated to communities and partners, ensuring transparency, accountability, and timely resolution of concerns.</i>	
F.8. Implementation of activities and actions agreed in the Gender Action Plan	
The project is in inception phase.	
Are there GAP implementation activities or progress to report for this period?	Yes ☐ No ☒

Summary on Activities and Actions agreed in the Gender Action Plan (max. 200 words)

Provide a progress report on the gender action plan developed during project preparation stage for the reporting period. This will primarily be a report on activities undertaken and results achieved because of completion of an activity. Further, it should also indicate if the project is on track to achieving the intended outcome(s). The reporting should be done for activities, targets and indicators already set in the action plan including on vulnerable groups (youth, poor, female heads of households, etc.) as would have been identified in the gender analysis and action plan. If activities or targets are not achieved as per plan, reasons should be provided, and recourse action should be proposed. Please include reporting on any changes or deviations. Include a Report on implementation challenges and lessons learnt and how these will inform on-going actions and what action will be taken by when to address the challenges faced. Incorporate both quantitative data and qualitative reports on the performance of such actions, and on progress on actions identified.

GAP Activity	
Activity 1.1.1: Facilitate preparation and endorsement of climate and education policies, plans and guidelines (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. (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.	
Indicator	
Indicators: % of policy reviews include GESI analysis, actions and indicators (Target 100%) % of policy reviews include consultations with women's groups, youth groups, girl-led organisations etc. (Target 100%)	
Rating of Indicator	GREEN (on track to be met)
Baseline	0
Target, including sex-disaggregation where applicable	1
Annual progress update (Reporting Period)	
No progress as the project is still in inception phase	
Cumulative progress update (Entire period)	
No progress as the project is still in inception phase	
Budget	77,831
Currency	USD
Timeline (Planned completion of activity)	1 October 2030
Responsibility	
SCI: Programme Manager (lead), GESI Advisor, Education Advisor, Climate DRR Advisor Externally: Ministry of Education and Ministry of Women's Affairs/Gender representatives	
Remarks/Notes	
Project still in inception phase	

GAP Activity	
Activity 1.3.2 Build knowledge and capacity of school management, teachers and children to prepare climate-related school safety plan 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. (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. (GESI action, Cambodia, South Sudan) Include GESI analysis and actions in major/relevant coordination meetings and documents to coordinate gender-responsive climate actions. (GESI action, Cambodia) Establish a national coordination platform on climate-smart education that includes the Ministry of Women's Affairs. (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).	
Indicator	
% of coordination platforms and processes that include representatives from Ministry of Women's Affairs, youth, disability, Indigenous and women's groups (Target 100%) # of coordination platform documents and outcomes which include GESI analysis Level of integration of GESI in climate-related coordination mechanisms (participatory self-assessment)	
Rating of Indicator	GREEN (on track to be met)
Baseline	0
Target, including sex-disaggregation where applicable	1
Annual progress update (Reporting Period)	
Inception period	
Cumulative progress update (Entire period)	
Still in inception period	
Budget	24,886

Currency	USD
Timeline (Planned completion of activity)	1 October 2030
Responsibility	
SCI: Programme Manager (lead), GESI Advisor, GESI specialist, Education Advisor, Climate DRR Advisor Externally: Ministry of Education and Ministry of Women's Affairs/Gender representative	
Remarks/Notes	
Project is still in inception phase.	
GAP Activity	
ctivity 1.1.3 Facilitate integration of DRR into existing and/or new plans with education authorities. (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. (GESI action, Cambodia and South Sudan) Support the development of participatory DRR plans with government officials and include clear recommendations to advance GESI. (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. No progress as in inception period	
Indicator	
% of new or updated risk assessments and DRR plans including needs and recommendations on GESI (Target 100%)	
Rating of Indicator	GREEN (on track to be met)
Baseline	0
Target, including sex-disaggregation where applicable	1
Annual progress update (Reporting Period)	
No progress as in inception period	
Cumulative progress update (Entire period)	
No progress as in inception period	
Budget	26,947
Currency	USD

Timeline (Planned completion of activity)	1 October 2030
Responsibility	
SCI: Programme Manager (lead), GESI Advisor, Education Advisor, Climate DRR Advisor Externally: Education authorities	
Remarks/Notes	
Project still in inception phase	
GAP Activity	
Activity 1.1.4 Support children to participate in climate change and education policy initiatives. (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. (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. No progress as in inception period	
Indicator	
Cambodia: Virtual web-based platform is inclusive and accessible. South Sudan: % of girls and children with disabilities in workshops/events (Target: 50% girls, 5-10% children with disabilities).	
Rating of Indicator	GREEN (on track to be met)
Baseline	0
Target, including sex-disaggregation where applicable	1
Annual progress update (Reporting Period)	
No progress as in inception period	
Cumulative progress update (Entire period)	
No progress as in inception period	
Budget	239,807
Currency	USD
Timeline (Planned completion of activity)	1 October 2030

Responsibility	
SCI: Programme Manager (lead), GESI Advisor, Education Advisor, Climate DRR Advisor, Safeguarding advisor	
Remarks/Notes	
Project still in inception phase	
GAP Activity	
Activity 1.2.1 Develop a national standard for climate-resilient school facilities (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. No progress as in inception period	
Indicator	
National school design standards are inclusive and gender responsive, addressing gender inequality.	
Rating of Indicator	GREEN (on track to be met)
Baseline	0
Target, including sex-disaggregation where applicable	1
Annual progress update (Reporting Period)	
No progress as still in inception phase	
Cumulative progress update (Entire period)	
No progress as still in inception phase	
Budget	22,394
Currency	USD
Timeline (Planned completion of activity)	1 October 2030
Responsibility	
SCI: Programme Manager (lead), GESI Advisor, Education Advisor, Climate DRR Advisor Externally: Ministry of Education	
Remarks/Notes	
No progress as project still in inception phase	

GAP Activity	
Activity 1.2.2 Retrofit school facilities, including WASH and internet connectivity to strengthen climate resilience (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. (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. (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.	
Indicator	
% of infrastructure (inc. WASH) assessments addressing age, gender- and disability specific needs (Target: 100%). % of target schools with gender-segregated, age- and disability-accessible WASH facilities (Target: 100%).	
Rating of Indicator	GREEN (on track to be met)
Baseline	0
Target, including sex-disaggregation where applicable	1
Annual progress update (Reporting Period)	
No progress as still in inception phase	
Cumulative progress update (Entire period)	
No progress as still in inception phase	
Budget	650,483
Currency	USD
Timeline (Planned completion of activity)	1 October 2030
Responsibility	
SCI: Programme Manager (lead), GESI Advisor, WASH Advisor, Climate & DRR Advisor, Education Advisor Externally: Ministry of Education representatives, school officials	
Remarks/Notes	
Project still in inception phase	

GAP Activity	
Activity 1.2.3 Strengthen school communities and education officials to operate and maintain school infrastructure and facilities (GESI action, all) Ensure gender balance in trainings delivered on construction, basic upkeep and maintenance and actively support and provide mentorship for women. No progress as in inception period	
Indicator	
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 (Target 30%)	
Rating of Indicator	GREEN (on track to be met)
Baseline	0
Target, including sex-disaggregation where applicable	1
Annual progress update (Reporting Period)	
No progress as still in inception phase	
Cumulative progress update (Entire period)	
No progress as still in inception phase	
Budget	70,968
Currency	USD
Timeline (Planned completion of activity)	1 October 2030
Responsibility	
SCI: Programme Manager (lead), GESI Advisor, WASH Advisor, Climate & DRR Advisor, Education Advisor Externally: Ministry of Education representatives, school officials	
Remarks/Notes	
Project still in inception phase	
GAP Activity	
Activity 1.3.1 Build capacity of national and sub-national education officials to be master trainers on climate-related school safety (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. No progress as in inception period	
Indicator	
Climate-related school safety training sessions include GESI needs and actions (Evaluation).	
Rating of Indicator	GREEN (on track to be met)
Baseline	0
Target, including sex-disaggregation where applicable	1
Annual progress update (Reporting Period)	
No progress as still in inception phase	
Cumulative progress update (Entire period)	
No progress as still in inception phase	
Budget	60,461
Currency	USD
Timeline (Planned completion of activity)	1 October 2030
Responsibility	
SCI: Programme Manager, Education Advisor, GESI Advisor, Climate and DRR Advisor	
Remarks/Notes	
project is still in inception phase	
GAP Activity	
Activity 1.3.2 Build knowledge and capacity of school management, teachers and children to prepare climate-related school safety plans (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. (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. (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.

(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.

No progress as in inception period

Indicator

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). (Target: at least 50% women/girls; 5-10% people with disabilities).

Rating of Indicator	GREEN (on track to be met)
Baseline	0
Target, including sex-disaggregation where applicable	1

Annual progress update (Reporting Period)

No progress as in inception period

Cumulative progress update (Entire period)

No progress as in inception period

Budget	222,283
Currency	USD
Timeline (Planned completion of activity)	1 October 2030

Responsibility

SCI: Programme Manager, Education Advisor, GESI Advisor, Climate and DRR Advisor

Remarks/Notes

No progress as in inception period

GAP Activity

Activity 1.3.3 Implement school-level climate-related school safety plans

GESI action, all) Involve women/girls and people with disabilities in school needs/risk assessments, and preparation and review of plans.

(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.

(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.	
No progress as in inception period	
Indicator	
Climate-related school safety plans address GESI-specific needs (Evaluation)	
Rating of Indicator	GREEN (on track to be met)
Baseline	0
Target, including sex-disaggregation where applicable	1
Annual progress update (Reporting Period)	
No progress as in inception period	
Cumulative progress update (Entire period)	
No progress as in inception period	
Budget	107,607
Currency	USD
Timeline (Planned completion of activity)	1 October 2030
Responsibility	
SCI: Programme Manager, Education Advisor, GESI Advisor, Climate and DRR Advisor Externally: Ministry of Education representatives, sub-national officials	
Remarks/Notes	
No progress as in inception period	
GAP Activity	
Activity 1.3.4 Provide climate resilience tools, equipment and kits to schools	
(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.	
No progress as in inception period	
Indicator	
% of tools, equipment, kits and materials that are inclusive (Target: 100%)	

Rating of Indicator	GREEN (on track to be met)
Baseline	0
Target, including sex-disaggregation where applicable	1
Annual progress update (Reporting Period)	
No progress as in inception period	
Cumulative progress update (Entire period)	
No progress as in inception period	
Budget	40,789
Currency	USD
Timeline (Planned completion of activity)	1 October 2030
Responsibility	
SCI: Programme Manager, Education Advisor, GESI Advisor, Climate and DRR Advisor	
Remarks/Notes	
No progress as in inception period	
GAP Activity	
Activity 1.3.5 Strengthen access to and use of Early Warning Systems (EWS) and Climate Information Systems (CIS) in schools (GESI action, all) Ensure early warning information and climate information services are accessible to all ages, genders and persons with disabilities. (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. (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. (GESI action, all) Use inclusive language and communication channels to disseminate information. No progress as in inception period	
Indicator	

Early warning information dissemination that includes age-, gender- and disability-responsive language (Evaluation) % of communication channels used that are inclusive (Target: 100%).	
Rating of Indicator	GREEN (on track to be met)
Baseline	0
Target, including sex-disaggregation where applicable	1
Annual progress update (Reporting Period)	
No progress as in inception period	
Cumulative progress update (Entire period)	
No progress as in inception period	
Budget	189,868
Currency	USD
Timeline (Planned completion of activity)	1 October 2030
Responsibility	
SCI: Programme Manager, Education Advisor, GESI Advisor, Climate and DRR Advisor Externally: Education and DRRM authorities	
Remarks/Notes	
No progress as in inception period	
GAP Activity	
Activity 1.4.1 Develop teaching and learning materials on climate change ready to implement through national, non-formal and informal curriculum (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. (GESI action, South Sudan) Adapt learning materials developed under CSEI, 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. (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.	
(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. No progress as in inception period	
Indicator	
% 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) (Target: 100%). (Tonga) % of students enrolled in the elective climate change subject that are girls (Target: 50%).	
Rating of Indicator	GREEN (on track to be met)
Baseline	0
Target, including sex-disaggregation where applicable	1
Annual progress update (Reporting Period)	
No progress as in inception period	
Cumulative progress update (Entire period)	
No progress as in inception period	
Budget	224,978
Currency	USD
Timeline (Planned completion of activity)	1 October 2030
Responsibility	
SCI: Programme Manager, Education Advisor, GESI Advisor, Climate and DRR Advisor Externally: Department responsible for curricula and teachers	
Remarks/Notes	
No progress as in inception period	
GAP Activity	
Activity 1.4.2 Build knowledge and capacity of teachers and education managers to implement climate change lessons inside the classroom (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. (GESI action, all) Ensure equal participation of women teachers and, where possible, women facilitators in training sessions.	

(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.

No progress as in inception period

Indicator

% of professional development programs with gender-responsive modules (Target: 100%). 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). (Target: at least 50%).

Rating of Indicator	GREEN (on track to be met)
Baseline	0
Target, including sex-disaggregation where applicable	1

Annual progress update (Reporting Period)

No progress as in inception period

Cumulative progress update (Entire period)

No progress as in inception period

Budget	265,660
Currency	USD
Timeline (Planned completion of activity)	1 October 2030

Responsibility

SCI: Programme Manager, Education Advisor, GESI Advisor, Climate and DRR Advisor
Externally: Department responsible for curricula and teachers

Remarks/Notes

No progress as in inception period

GAP Activity

Activity 1.4.3 Strengthen capacity of child clubs to lead climate change initiatives in their school and community

(GESI action, South Sudan) Ensure equal representation of girls and boys in leadership activities.

(GESI action, South Sudan) Provide leadership training that includes gender-responsive content and targets and mentors marginalised groups to support their active engagement.

(GESI action, South Sudan) Train girls and focal point teachers on making menstrual hygiene management kits in schools. No progress as in inception period	
Indicator	
% of girls and children with disabilities in leadership activities/environmental clubs (Target: at least 50% girls, 5-10% children with disabilities) % of leadership training sessions conducted that are gender-responsive (target 100%)	
Rating of Indicator	GREEN (on track to be met)
Baseline	0
Target, including sex-disaggregation where applicable	1
Annual progress update (Reporting Period)	
No progress as in inception period	
Cumulative progress update (Entire period)	
No progress as in inception period	
Budget	1,344,102
Currency	USD
Timeline (Planned completion of activity)	1 October 2030
Responsibility	
I: Programme Manager, Education Advisor, GESI Advisor, Climate and DRR Advisor Externally: School officials	
Remarks/Notes	
No progress as in inception period	
GAP Activity	
Activity 1.4.4 Disseminate climate change teaching and learning materials through Ministry of Education e-learning and other platforms (GESI action, South Sudan) Develop and disseminate radio and media content that addresses GESI issues related to climate resilience, including GBV awareness raising. (GESI action, South Sudan) When developing media content consider and include representation of girls/women, boys/men and persons with disabilities (GESI action, all) Strengthen child protection systems and processes and enable easy access to information, including	

on SRHR and GBV. No progress as in inception period	
Indicator	
% of radio and media content includes gender-specific and inclusion issues (Target: 75%). % 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)	
Rating of Indicator	GREEN (on track to be met)
Baseline	0
Target, including sex-disaggregation where applicable	1
Annual progress update (Reporting Period)	
No progress as in inception period	
Cumulative progress update (Entire period)	
No progress as in inception period	
Budget	20,968
Currency	USD
Timeline (Planned completion of activity)	1 October 2030
Responsibility	
SCI: Programme Manager, Education Advisor, GESI Advisor, Climate and DRR Advisor Externally: Ministry of Education and e-learning stakeholders	
Remarks/Notes	
No progress as in inception period	
GAP Activity	
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	
(GESI action, Cambodia, South Sudan) Includes GESI-specific impacts of climate change in learning documents.	
(GESI action, Cambodia, South Sudan) Involve women educators and gender experts in the preparation of the documents and events.	
No progress as in inception period	
Indicator	

% 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) (Target: 100%).	
Rating of Indicator	GREEN (on track to be met)
Baseline	0
Target, including sex-disaggregation where applicable	1
Annual progress update (Reporting Period)	
No progress as in inception period	
Cumulative progress update (Entire period)	
No progress as in inception period	
Budget	27,633
Currency	USD
Timeline (Planned completion of activity)	1 October 2030
Responsibility	
SCI: Programme Manager, Education Advisor, GESI Advisor, Climate and DRR Advisor Externally: Ministry of Education	
Remarks/Notes	
No progress as in inception period	
GAP Activity	
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. ((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. No progress as in inception period	
Indicator	
% of 15 targeted countries in the Climate-Smart Education Systems Initiative (CSESI) risk analyses that include GESI needs (Target: 100%).	
Rating of Indicator	GREEN (on track to be met)
Baseline	0
Target, including sex-disaggregation where applicable	1
Annual progress update (Reporting Period)	

No progress as in inception period	
Cumulative progress update (Entire period)	
No progress as in inception period	
Budget	19,105
Currency	USD
Timeline (Planned completion of activity)	1 October 2030
Responsibility	
SCI: International consultants, BRACE PMU, GESI specialist Externally: Ministries of Education and Environment	
Remarks/Notes	
No progress as in inception period	
GAP Activity	
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. GESI action) Support women staff from Ministry of Education to engage in capacity building events. (GESI action) Support ministries responsible for gender to engage in cross-sectoral coordination where possible. (GESI action) Support Ministries of Education to include education-focused GESI content in national UNFCCC processes, including NAPs and NDCs. No progress as in inception period	
Indicator	
% of participants from target MoEs engaged in capacity building events (Target: at least 50%). % of target countries including ministries responsible for gender in cross-sectoral coordination (Target: 75%). % of target countries including GESI in education sections of NAPs (Target: 50%).	
Rating of Indicator	GREEN (on track to be met)
Baseline	0
Target, including sex-disaggregation where applicable	1
Annual progress update (Reporting Period)	
No progress as in inception period	

Cumulative progress update (Entire period)	
No progress as in inception period	
Budget	47,068
Currency	USD
Timeline (Planned completion of activity)	1 October 2030
Responsibility	
SCI: BRACE PMU, GESI specialist Externally: Ministries of Education and Environment	
Remarks/Notes	
No progress as in inception period	
GAP Activity	
Activity 2.2.1 Development of climate finance mobilisation road maps	
(GESI action) Include GESI analysis and actions in roadmaps where possible, including for example how children and women's organizations receive climate funding. No progress as in inception period	
Indicator	
% of roadmaps including GESI (Target 100%)	
Rating of Indicator	GREEN (on track to be met)
Baseline	0
Target, including sex-disaggregation where applicable	1
Annual progress update (Reporting Period)	
No progress as in inception period	
Cumulative progress update (Entire period)	
No progress as in inception period	
Budget	38,438
Currency	USD
Timeline (Planned completion of activity)	1 October 2030
Responsibility	

SCI: International consultants, BRACE PMU, GESI specialist Externally: Ministries of Education and Environment, donors	
Remarks/Notes	
No progress as in inception period	
GAP Activity	
Activity 2.2.2 Direct Access Entity (DAE) support for working with the education sector on Green Climate Fund projects. GESI action) Include differential impacts of climate change in awareness raising and training on the impact of climate change on the education sector. (GESI action) Include GESI in all education-focused funding proposals to GCF supported by BRACE. No progress as in inception period	
Indicator	
% of trainings to target countries include GESI (Target: 100%). % of funding proposals including GESI (Target 100%).	
Rating of Indicator	GREEN (on track to be met)
Baseline	0
Target, including sex-disaggregation where applicable	1
Annual progress update (Reporting Period)	
No progress as in inception period	
Cumulative progress update (Entire period)	
No progress as in inception period	
Budget	68,672
Currency	USD
Timeline (Planned completion of activity)	1 October 2030
Responsibility	
SCI: International consultants, BRACE PMU, GESI specialist Externally: Ministries of Education and Environment, DAE, donors	
Remarks/Notes	
No progress as in inception period	

GAP Activity	
Activity 3.1.1 Support a BRACE Climate and Education Financing Coordination Platform, including steering committee and core team (GESI action) Include child representatives and local organisations in the Coordination Platform where possible. (GESI action) Support equal representation of men/women in Coordination Platform. (GESI action) Link child clubs and training for children to the Coordination Platform where possible. (GESI action) Include GESI in all education-focused funding proposals to GCF supported by BRACE. No progress as in inception period	
Indicator	
# of child/youth representatives and local civil society organisation representatives in the Coordination Platform (Target: 2 children and 2 local organisation representatives (1 women's organisation)). % of girls/women in coordination platform (at least 50% girls/women).	
Rating of Indicator	GREEN (on track to be met)
Baseline	0
Target, including sex-disaggregation where applicable	1
Annual progress update (Reporting Period)	
No progress as in inception period	
Cumulative progress update (Entire period)	
No progress as in inception period	
Budget	17,099
Currency	USD
Timeline (Planned completion of activity)	1 October 2030
Responsibility	
SCI: BRACE PMU, GESI specialist, Safeguarding focal point	
Remarks/Notes	
No progress as in inception period	

GAP Activity	
Activity 3.1.2 Face-to-Face meetings between Ministries of Education and Environment for cross-learning and building political momentum (GESI action) Support women from the Ministries to attend the face-to-face meetings where possible. (GESI action) Consider and address the differential impacts of climate change on marginalised group's access to education in face to face meetings. (GESI action) Include GESI in the Roadmap for implementing the COP28 Declaration on the common agenda for education and climate change. No progress as in inception period	
Indicator	
% of women from Ministries in face-to-face meetings (Target: at least 50%). % of meeting agendas that consider GESI (Target: 100%). GESI analysis and actions included in the Declaration Roadmap.	
Rating of Indicator	GREEN (on track to be met)
Baseline	0
Target, including sex-disaggregation where applicable	1
Annual progress update (Reporting Period)	
No progress as in inception period	
Cumulative progress update (Entire period)	
No progress as in inception period	
Budget	15,225
Currency	USD
Timeline (Planned completion of activity)	1 October 2030
Responsibility	
SCI: BRACE PMU, GESI specialist, Policy and Communications specialist Externally: Ministries of Education and Environment	
Remarks/Notes	
No progress as in inception period	
GAP Activity	
Activity 3.1.3 Map and track global climate finance opportunities in the education sector (GESI action) Map, track and promote GESI opportunities within climate finance for education. No progress as in inception period	
Indicator	

% of climate finance opportunities identified in target countries that include GESI (Target: 100%).	
Rating of Indicator	GREEN (on track to be met)
Baseline	0
Target, including sex-disaggregation where applicable	1
Annual progress update (Reporting Period)	
No progress as in inception period	
Cumulative progress update (Entire period)	
No progress as in inception period	
Budget	12,395
Currency	USD
Timeline (Planned completion of activity)	1 October 2030
Responsibility	
SCI: International consultants, Climate Finance Specialist, BRACE PMU, GESI specialist	
Remarks/Notes	
No progress as in inception period	
GAP Activity	
Activity 3.1.4 Support adjustments to international climate finance reporting to reflect dual-benefit investments in climate and education	
(GESI action) Include consideration of GESI and the possibility for GESI-focused targets and indicators in analysis. No progress as in inception period	
Indicator	
Analysis report includes section on GESI (Target: 1 section).	
Rating of Indicator	GREEN (on track to be met)
Baseline	0
Target, including sex-disaggregation where applicable	1
Annual progress update (Reporting Period)	
No progress as in inception period	
Cumulative progress update (Entire period)	

No progress as in inception period	
Budget	9,829
Currency	USD
Timeline (Planned completion of activity)	1 October 2030
Responsibility	
CI: International consultants, BRACE PMU, GESI specialist	
Remarks/Notes	
No progress as in inception period	
GAP Activity	
Activity 3.2.1 Develop and host information on the CSESI knowledge management platform on climate change and education for improved evidence and learning	
(GESI action) Includes evidence and learning on GESI, and where possible the 'tagging' of gender, disability and children, in knowledge management platform. No progress as in inception period	
Indicator	
# of resources specifically on GESI (Target: 3).	
Rating of Indicator	GREEN (on track to be met)
Baseline	0
Target, including sex-disaggregation where applicable	1
Annual progress update (Reporting Period)	
No progress as in inception period	
Cumulative progress update (Entire period)	
No progress as in inception period	
Budget	16,543
Currency	USD
Timeline (Planned completion of activity)	1 October 2030
Responsibility	
SCI: Knowledge Management Specialist, BRACE PMU, GESI specialist, Policy and Communications Specialist	

Remarks/Notes	
No progress as in inception period	
GAP Activity	
Activity 3.2.2 Develop guidance on climate and education for the GCF and the global education sector (GESI action) Include differential impacts of climate change, GCF updated Gender policy and utilisation GCF gender guidance in awareness raising and guidance. No progress as in inception period	
Indicator	
# of guidance including GESI. (Target: 2).	
Rating of Indicator	GREEN (on track to be met)
Baseline	0
Target, including sex-disaggregation where applicable	1
Annual progress update (Reporting Period)	
No progress as in inception period	
Cumulative progress update (Entire period)	
No progress as in inception period	
Budget	19,604
Currency	USD
Timeline (Planned completion of activity)	1 October 2030
Responsibility	
SCI: Climate Finance Specialist, BRACE PMU, GESI Specialist	
Remarks/Notes	
No progress as in inception period	
GAP Activity	
Activity 3.2.3 Organise webinars, thematic sessions and learning events on climate change and education (GESI action) Host webinars on GESI, climate and education in different languages. No progress as in inception period	
Indicator	

# of webinars on GESI (Target: 2). % of webinars that have interpretation in different languages (Target: 100%).	
Rating of Indicator	GREEN (on track to be met)
Baseline	0
Target, including sex-disaggregation where applicable	1
Annual progress update (Reporting Period)	
No progress as in inception period	
Cumulative progress update (Entire period)	
No progress as in inception period	
Budget	47,870
Currency	USD
Timeline (Planned completion of activity)	1 October 2030
Responsibility	
SCI: BRACE PMU, GESI specialist, Knowledge Management Specialist	
Remarks/Notes	
No progress as in inception period	
GAP Activity	
Activity 3.2.4 Develop and share strategic communications materials GESI action) Reflect diversity and inclusion highlighting the differential impacts of climate change on girls, boys, women, men and marginalised groups in case studies and communication materials and translate into different languages and formats (e.g. child friendly). (GESI action) As part of communications, voices of the most marginalised groups must be central and should be included in presentations delivered. No progress as in inception period	
Indicator	
% of comms materials that include GESI (Target: 100%)	
Rating of Indicator	GREEN (on track to be met)
Baseline	0
Target, including sex-disaggregation where applicable	1

Annual progress update (Reporting Period)	
No progress as in inception period	
Cumulative progress update (Entire period)	
No progress as in inception period	
Budget	21,853
Currency	USD
Timeline (Planned completion of activity)	1 October 2030
Responsibility	
SCI: Knowledge Management Specialist, BRACE PMU, GESI specialist, Policy and Communications specialist	
Remarks/Notes	
No progress as in inception period	
F.9. Gender Action Plan implementation review	
Is the gender expert for the project/programme engaged to support the implementation of the gender action plan? If engaged previously, please advise if the gender expert has been retained by the project/programme, including plans to engage another expert if a previously engaged expert has left the project/programme.	Yes ☒ No ☐
<i>The expert who developed the gender action plan is still engaged at the global level. As the project is still in inception phase not implementation stage, there is no tracking to support the implementation of the gender action plan yet. But gender expert focal points at the CO level are being identified, and the gender action plan will be a priority for the implementation period throughout the project.</i>	
Has the implementation of gender action plan/s being implemented according to Funding Activity Agreements and GCF's Updated Gender Policy? Please ensure that the budget is included in the reporting above if it was indicated in the approved or updated gender action plan.	Yes ☐ No ☒
<i>Cambodia: the project is still in inception phase South Sudan: : No implementation yet Tonga: No implementation yet</i>	
Are the planned activities, targets, indicators, timelines, etc. on track during the reporting period?	Yes ☐ No ☒
<i>The project is in inception phase.</i>	
Were there any revisions of the approved GAP during the reporting period? Please submit the updated GAP in Annex section of this APR and ensure that the updated GAP has details on each change.	Yes ☐ No ☒

<i>The project is in inception phase.</i>	
Are the reported results on track to contribute to meeting the sex-disaggregated targets for the direct beneficiaries in the funding proposal, if applicable?	Yes ☒ No ☐
<i>The project is in inception phase.</i>	
Has the project/programme experienced any implementation challenges that affect gender-related activities? If yes, please include lessons learnt and how they are informing ongoing actions.	Yes ☐ No ☒
<i>The project is in inception phase.</i>	
Were there any best practices identified, or case studies prepared on benefits/activities undertaken as agents of action by women and the female heads of households during the reporting period? Please share any case studies in the text boxes or in the Annex section of the APR.	Yes ☐ No ☒
<i>The project is in inception phase.</i>	
Provide planned activities on gender elements for the next reporting period	
<i>In Cambodia, the project remains in the inception phase, with recruitment underway for a dedicated staff member responsible for Gender Equality and Disability inclusion. A comprehensive gender assessment and GESI action plan were developed by local feasibility teams in line with GCF and Save the Children policies, drawing on secondary data from government reports, legal frameworks, and research. The findings inform concrete actions, including gender-responsive climate and education policy reviews, inclusive hazard and vulnerability assessments, consultations with marginalized groups, promotion of female representation in school governance, development of inclusive standards for climate-resilient school infrastructure, and capacity building of teachers and education officials through gender-responsive training. In South Sudan, the Gender Action Plan will be implemented across all project components, with a focus on gender-responsive planning, safeguarding and GBV risk mitigation, and strengthening partner and community capacity. Meaningful participation of women and girls is prioritized in consultations, decision-making, and education infrastructure planning. In Tonga, GESI considerations are embedded throughout school retrofitting, training, and climate education. Activities promote inclusive participation, accessible learning materials, gender-balanced capacity building, and the integration of gendered climate impacts into curricula and school safety planning.</i>	

G. ANNEXES (UPLOADED)

Annex 1: GHG emission reduction calculation methodology (for projects reporting GHG emission reductions) and details on the calculations of the annual and cumulative value.

No annexes provided.

Annex 2: Communication and visibility material

File Name: CAMBODIA BRACE Launching Event 14012026 0.jpg
 File Name: CAMBODIA BRACE Launching Event 14012026 1.jpg
 File Name: CAMBODIA BRACE Launching Event 14012026 2.jpg
 File Name: CAMBODIA BRACE Launching Event 14012026 3.jpg
 File Name: CAMBODIA BRACE Launching Event 14012026 13.jpg
 File Name: CAMBODIA BRACE Launching Event 14012026 14.jpg
 File Name: CAMODIA BRACE Launching Event 14012026 17.jpg
 File Name: CAMBODIA BRACE Launching Event 14012026 20.jpg
 File Name: CAMBODIA BRACE Launching Event 14012026 22.jpg
 File Name: CAMBODIA BRACE Launching Event 14012026 28.jpg
 File Name: CAMBODIA BRACE Launching Event 14012026 29.jpg
 File Name: CAMBODIA BRACE Launching Event 14012026 30.jpg
 File Name: CAMBODIA BRACE Launching Event 14012026 32.jpg
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 File Name: CAMBODIA BRACE Launching Event 14012026 46.jpg
 File Name: CAMBODIA BRACE Launching Event 14012026 50.jpg
 File Name: CAMBODIA BRACE Launching Event 14012026 110.jpg
 File Name: CAMBODIA BRACE Launching Event 14012026 122.jpg
 File Name: SOUTH SUDAN BRACE LAUNCHING Event_ 11112025.pdf
 File Name: SOUTH SUDAN BRACE LAUNCHING Event_11112025 LinkedIn.pdf
 File Name: SOUTH SUDAN BRACE LAUNCHING Event_11112025 MOGEI.pdf
 File Name: SOUTH SUDAN BRACE LAUNCHING Event_11112025.pdf
 File Name: TONGA BRACE LAUNCHING Event_ 20082025.pdf
 File Name: TONGA BRACE LAUNCHING Event_20082025 LinkedIn.pdf
 File Name: TONGA BRACE LAUNCHING Event_20082025.pdf

Annex 3: List of grievances received

No annexes provided.

Annex 4: Procurement information

File Name: Procurement template_South Sudan.xlsx

Annex 5: Updated implementation timetable for the Funded Activity for the following year

No annexes provided.

Annex 6: Updated Gender Assessment and/or Action Plan

No annexes provided.

Additional Annexes (if applicable)

No annexes provided.