



# **AMBASSADOR**

## **Education Group**

# **Stakeholder Engagement Plan**

## **2023/2024**

**EHS Department**

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## 1. PURPOSE

The purpose of the procedure is to describe how to identify and assess stakeholders, and apply an appropriate level of engagement to maintain positive and productive relationships between **AEG** and its stakeholders.

## 2. SCOPE

The procedure applies to **AEG**, and all of its schools or business units which are managed by **AEG**.

## 3. RESPONSIBILITIES

**3.1. EHS Lead** – is responsible for supporting/ facilitating the process for **AEG** and its schools/businesses to identify stakeholders and implement **AEG** and schools/businesses Stakeholder Engagement Plan.

**3.2. Chief Operating Officer (COO)** - Identify stakeholders and implement the **AEG** Stakeholder Engagement Plan.

**3.3. School/Businesses Directors** - Identify stakeholders and implement the School/Business Stakeholder Engagement Plan.

## 4. DEFINITIONS

Terms	Definitions
Interested Parties (also Stakeholders)	Person, groups or organizations who are directly or indirectly affected by a decision or activity of <b>AEG</b> , as well as those who may have interests in <b>AEG</b> and/or the ability to influence its outcomes, either positively or negatively. For example,

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	communities, regulators, non-governmental organizations, investors, employees, customers and suppliers.
Management System	A set of interrelated or interacting elements of an organization to establish policies and objectives and processes to achieve those objectives.

## 5. ROLES AND RESPONSIBILITIES

### 5.1. General

*AEG* must identify all the stakeholders that may be interested in its activities and operations, and consider the type and priority for engagement with all stakeholders. Where activities, operations or new projects involve specifically identified physical elements, aspects and/or facilities that are likely to generate adverse E&S impacts to Affected Communities (those that are directly affected by the activities and operations), *AEG* will identify the Affected Communities and ensure specific or focused Stakeholder Engagement is conducted.

### 5.2. Stakeholder Engagement Plan

#### 5.2.1. Identification of Stakeholders – Step 1

**Step 1** involves identification of all the potential stakeholders, and collection of key information on the following:

- i. Internal or External
- ii. Geography or location or where they exert influence
- iii. Needs and expectations – perceived or defined

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Identification and collection of key information should be conducted in a workshop environment ('brainstorming session'), with key functions and senior management present, such as the Founders, CAA, HR, EHS, Marketing, Project Management, School Directors and others. representatives from various functions contribute a range of experience and understanding, and results in a more robust process when identifying stakeholders. Other sources of information can be assessed to assist in the identification of all stakeholders, including, but not limited to the following:

- Registers of community groups,
- Governmental Authorities and Organizations
- non-government organizations (NGOs), etc.
- Industry associations
- Registers of complaints or enquiries that **AEG** or Schools/Businesses may have

### 5.2.2. Prioritization of Stakeholders – Step 2

**Step 2** involves assessing all potential stakeholders based on their influence and interest, with engagement prioritized accordingly, using the Influence/ Interest Matrix below (*Figure 1*) with the following criteria:

- Interest of stakeholders – the level 'Low' or 'High' of stakeholder's interest in **AEG**'s operations and activities. This can be based on actual or perceived interest.
- Influence of stakeholders – the perceived or actual influence the stakeholder group has on **AEG**'s operations and activities, which is defined as 'Low', or 'High', where:

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- Low – stakeholder groups influence on *AEG* has little to no impact on the *AEG*'s operations and activities;
- High - stakeholder groups influence on *AEG* has a significant impact on *AEG*'s operations and activities.

The location of the stakeholder on the Influence/ Interest Matrix will define the priority and type of engagement required:

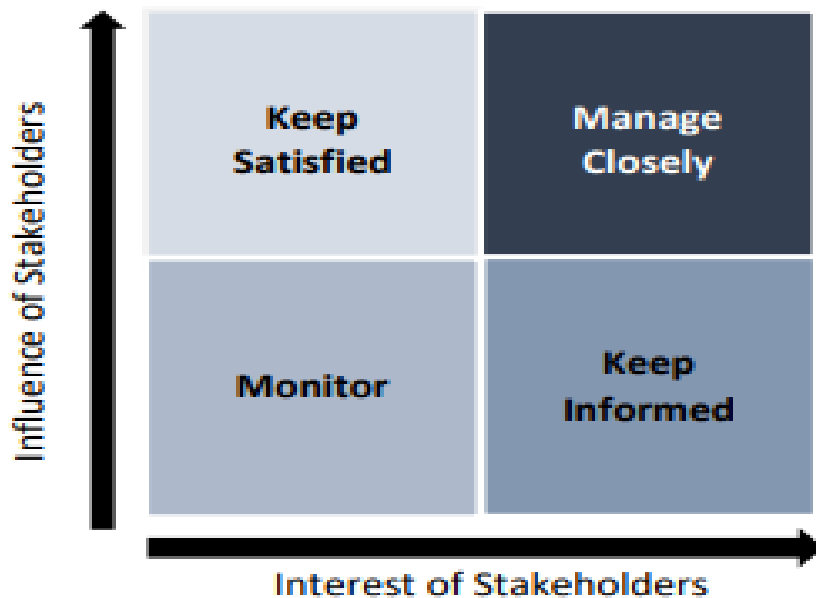
- “*Manage Closely*” (high interest/high influence) – high priority stakeholders require a collaborative approach, whereby *AEG* would need to work in partnership with the stakeholders, seek their perspectives and encourage ideas and solutions to inform priorities and planning.
- “*Keep Informed*” (high interest/ low influence) – this group of stakeholders require a consultative approach, whereby *AEG* would actively seek stakeholder feedback, listen to and acknowledge concerns and aspirations.
- “*Keep Satisfied*” (low interest/ high influence) – *AEG* would need to ensure that this group of stakeholders are involved throughout the process, ensuring that their specific concerns and aspirations are understood and considered. Feedback would need to be provided on how their input influenced the decision.
- “*Monitor*” (low interest/ low influence) – *AEG* would need to keep this group of stakeholders informed such that they understand the problem, alternatives, opportunities and solutions.

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The results of the stakeholder mapping should be recorded in the *Stakeholder Register* (ESG-SEP-FOR-007).

**Figure 1 – Stakeholder Influence/ Interest Matrix**



### 5.2.3. Stakeholder Risk and Opportunity Assessment – Step 3

There are potential risks of stakeholder engagement that should be considered, e.g. unwillingness to engage, disruptive stakeholders, unaddressed expectations, uninformed stakeholders and other. There may also be potential opportunities through engaging with the stakeholder. The potential financial and reputational risks should be identified and prioritized based on the likelihood that it

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may occur, and potential severity of impact using *AEG*'s risk assessment matrix. Potential opportunities should also be identified.

Identification of the potential stakeholder risks and opportunities should be conducted in a workshop environment ('brainstorming session'), with key functions and senior management present, such as the Founders, CAA, HR, EHS, Marketing, Project Management, School Directors and others.

The potential stakeholder risks and opportunities should be recorded in the *Stakeholder Register* (*ESG-SEP-FOR-007*).

### 5.3. Stakeholder Engagement Plan

Once the Stakeholder Register has been established with all stakeholders and information as indicated in *Section 5.2.1.*, *Section 5.2.2.*, and *Section 5.2.3*, Stakeholder Engagement Plans are developed.

Stakeholder Engagement Plans are developed for *AEG* and for each school or business. The Plans need to identify the stakeholder, key messages, communication methods, responsible person(s) and timing.

The Plans should be practicable, and with key messages and the type of communication methods selected will very much depend on the priority, needs and expectations of each stakeholder. Stakeholders with higher risks or have the potential for opportunities should be prioritized within the Plan.

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Communication methods may involve more than one type and include, but not limited to, the following:

- Electronic: Intranet, email, *AEG/schools/businesses* websites, social media
- Hard copy: Newsletters, notices, letters, posters, notice boards, handouts/pamphlets, reports
- In person: town hall meetings, public exhibitions, workshops, meetings...

The engagement plan for stakeholders should be recorded in the *Stakeholder Engagement Plan (ESG-SEP-FOR-008)*.

## 5.4. Implementation, Reporting and Monitoring

### 5.4.1 Implementation of the Stakeholder Engagement Plan

The Stakeholder Engagement Plan should be implemented as per the Plan. The engagement should be documented, including, but not limited to:

- the date the engagement was conducted
- attendees or participants, if relevant
- summary of discussion, if relevant
- summary of feedback or concerns raised
- action plan to address any outstanding items, if relevant

The documentary record should be shared with all attendees or participants, where relevant, and retained by *AEG* and its schools/businesses.

### 5.4.2. Reporting and Monitoring

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Where relevant, **AEG** and/or its schools/businesses shall publicly report on the engagement activities together with the overall outcomes and impacts.

Appropriate key performance indicators (KPIs) should be established to monitor, evaluate and continually improve the overall quality of the stakeholder engagement.

The Stakeholder Register and Stakeholder Engagement Plan should be reviewed annually (at a minimum), or reviewed where there is a material change in operations, or there has been a serious incident which has the potential to impact on **AEG** and/or its schools/businesses..

## 6. RECORDS

ESGMSPC-FOR-007 – Stakeholder Register

ESGMSPC-FOR-008 – Stakeholder Engagement Plan

## 7. REFERENCES

- *Navis Education Platform Environmental and Social Management System (ESMS) Manual.*
- *International Association for Public Participation (2016), Planning for Effective Public Participation*

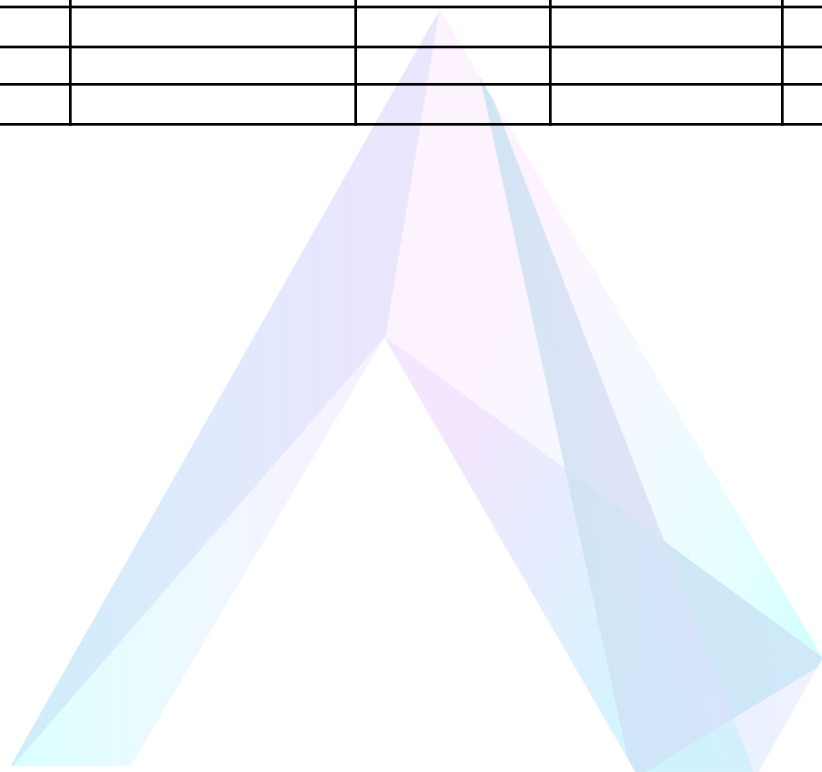
## 8. DOCUMENT CHANGE CONTROL

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