System Transformation Grant Annual Progress Report Template for Projects

Status: Accepted

Country	Name of project this grant is contributing to	Grant ID	Project ID (if applicable)
Malawi	Malawi-EOI0001190	GPE0016405	

Grant Agent	Grant Type	Approval Date	Grant Effectiveness / Start Date
Imagine Worldwide	MLT	05/30/2024	09/04/2024

Expected Closing Date	Grant Amount	Timeframe Examined in this report		Date of Report Submission
		From Date	To Date	
06/30/2026	15,219,990 (USD)	06/30/2024	09/29/2025	12/20/2025

Implementation Progress

Overall Project Progress this Reporting Period

Overall Progress this Reporting Period 1
Satisfactory (S)

Previous Rating
NA

Detailed Description including factors that lead to an upgrade/downgrade in the rating

Major accomplishments:

The BEFIT program made strong progress during the first year of the System Transformation grant. This progress was bolstered by the fact that the grant's first year coincided with the actual second year of implementation of the BEFIT program in Malawi. Lessons learned during the initial year of implementation, prior to the grant, informed and strengthened delivery during this period. As a result, the program has achieved positive results across all core components of the grant, including the following:

- The program equipped 500 schools with tablets and tablet accessories to deliver the foundational learning program (NOTE: another 80 schools will be equipped in the second year of the grant for a total of 540 schools served via the grant).
- During the reporting period, the program served 568,978 learners (the program has reached a cumulative total — BEFIT Year 1 and Year 2 combined — of 618,478 learners, with an equal gender distribution of 50% girls and 50% boys).
- The program installed solar panels and accessories in all 500 schools targeted to provide power for charging tablets.
- The program has set up 16 district implementation teams to support program implementation at the district level.
- The program conducted community sensitization meetings in all the 500 schools reaching 159,645 people, (64,260 males and 95,385 females) to raise program awareness and mobilize local support as well as encouraging local ownership across the communities surrounding the schools.
- The program has trained a total of 10,195 teachers (3,832 males / 6,363 females) to facilitate implementation of the program across the 500 schools.
- The program contributed to increasing children's attainment of emergent or fluent reader status and maths skills — between baseline and endline during the 2024/25 academic year, the percentage of learners attaining emergent or fluent status increased 2.4x in reading and 1.9x-2.0x in numeracy (for Standard 2 and 4 benchmarks, respectively).
- Girls gained at least as much learning as boys, with several gender gaps in mathematics virtually disappearing by the end of BEFIT Year 2.

- The endline stakeholder survey confirmed widespread gender benefits: over 90% of school staff strongly agreed that BEFIT helped girls improve relative to boys.
- The highest reported impacts of the BEFIT program included improved learner attendance and increased teachers' enjoyment of teaching, with 97%-98% of stakeholders reporting strong impacts in these areas.
- Student attendance in 70% of schools reportedly increased during the period of implementation compared to baseline.
- Tablets in 71% of schools were able on average to report usage data each week for monitoring purposes.
- A total of 960 schools, combining BEFIT cohort 1 and 2, actively implemented the BEFIT program during the reporting period; with 80 additional schools to be launched later as part of a Randomized Controlled Trial and which will be included in GPE grant year 2 reporting.
- On average the schools achieved 32 hours of learning per student against a target of 27 hours/student/year, and 75% of schools attained the optimal tablet session time indicating effective implementation in schools.

Implementation challenges and mitigations:
Despite the successes registered over the implementation period, the program experienced some challenges as well, which we have used to inform continuous improvement across all program sectors. Key challenges include the following:
- Equipment damages, particularly aux cables for headphones, due to heavy use by the learners across the schools. This necessitated more equipment repairs and replacements than anticipated. The program is currently testing aux cables from various suppliers to improve on quality in the long term, while in the short term replacement cables have been supplied to schools as much as possible.
- Tablet shortages as a result of increased demand due to increased attendance and enrollment as more learners were attracted to the program. Procurement of additional tablets and accessories was done to mitigate the challenges of equipment shortages in schools.
- Realtime visibility into program data was a challenge in some of the schools due to poor or lack of network connection. This in turn affected the efficiency in collecting tablet usage data necessary for monitoring implementation, resulting in costly manual data extractions at the end of each school term, which in turn delayed decision making to resolve implementation challenges. The program procured network antennas to boost signal in schools with very low signal, and developed and deployed Open Learning Architecture (OLA), a software platform to facilitate efficiency in data collection and transmission in offline schools.
- Slow pace of repairs and maintenance of equipment as a result of logistical challenges in the supply chain pipeline which led to delays in the delivery of spare parts for equipment repair and maintenance. The program changed supply chain routes and adjusted procurement timelines to accommodate delays so as not to affect implementation. The program has set up a central repair centre with staff and procured spare parts that have since arrived, easing the repairs process.
- Exceptionally high enrollment in some of the schools overwhelmed available teaching staff, leading to low teacher motivation that can affect implementation. Schools have been encouraged to work with volunteers from the community to support teachers where teacher shortages are significant.
- Some incidents of equipment theft are affecting some schools. Security enhancements have been deployed in all sites (i.e., security alarms with motion sensors). Communities have been engaged to provide local security guards to improve security. Local community policing structures have been engaged to also support security in the schools.

Factors that led to downgrade: No downgrade done in the reporting period
Mitigating challenges/delays: N/A

Project Implementation Progress, by Component / Objective

Component / Objective	Level of Progress this Reporting Period [2]	Previous Rating
EQUIPPING PUBLIC PRIMARY SCHOOLS IN MALAWI REQUIRED	Highly Satisfactory (HS)	

TO ROLLOUT THE BEFIT PROGRAM

Brief description of the major activities undertaken and the relative level of success in fulfilling the project outputs and outcomes planned for this reporting period:
Sub-component 1.1 Provision of required software, hardware, solar panels, and other infrastructure in public primary schools.

During the period under review, the program established infrastructure and deployed tablets and accessories in 500 schools. Prior to installation, a school readiness assessment was conducted in 631 schools to determine feasibility for implementation and 500 were selected for implementation. In the 500 schools set up in the reporting period, a total of 4,050 solar panels were installed. Each panel has a rated capacity of 450 W, resulting in a combined output of 1,820,000 W, a total average daily energy production of 5,057 kWh and a total battery capacity of 4,661 kWh.

The program equipped the schools with 72,969 tablets, aux cables and headsets. With 500 routers and 138 schools installed with antennas to boost connectivity in the schools.

In these 500 schools, the program further enhanced the security of tablet and solar storage rooms/classrooms by installing security alarms and supported 38 schools with renovation by installing burglar bars.

Sub-component 1.2: Creating a network of trained officials at the school, zonal, and district levels to provide technical support.
The program established district ICT thematic task teams in all the 16 districts for management of all repairs at the district level. So far, 1836 people (a combination of Imagine Malawi, ISP and PIMU-led training) have been trained in minor/basic repairs and maintenance. This assistance with repairs and maintenance at school, zonal and district level occurs before escalation to the central warehouse.

Component / Objective	**Level of Progress this Reporting Period** [2]	**Previous Rating**
STRENGTHENING CAPACITIES OF TEACHERS, SCHOOL LEADERS, AND COMMUNITY TO SUPPORT THE IMPLEMENTATION OF THE BEFIT PROGRAM	Highly Satisfactory (HS)	

Brief description of the major activities undertaken and the relative level of success in fulfilling the project outputs and outcomes planned for this reporting period:
Sub-component 2.1: Training teachers and school leaders to support the facilitation and monitoring of the BEFIT program (in-service and pre-service

District implementation teams (DITs) were setup, and trained in all 16 targeted districts to provide support and supervision of program implementation and cascade BEFIT implementation trainings to the zonal and school levels.
In-service teachers and school leaders were trained on the facilitation and management of the BEFIT program through:
- Initial BEFIT teacher training at the beginning of the year and refresher training after one year of implementation.
- Effective leadership training for school leaders in 383 zones for all 500 schools (we also supported training for the 500 BEFIT Year 1 schools) to support school leaders take ownership of BEFIT implementation.

Sub-component 2.2: Community sensitization and mobilization to support rollout and monitoring of the BEFIT program.

Communities around all schools implementing the BEFIT programme were oriented on the programme and their roles from the outset. Participating communities have since taken on the following responsibilities:
- Monetary contribution towards the hiring and paying of stipends for local security guards at the schools.
- Monetary and material contribution towards items to help with BEFIT program implementation (e.g., mats, buckets).
- Schools conducted open day activities 2-3 times a year to showcase the success and impact of the BEFIT programme and garner continual support from the community.

Component / Objective	Level of Progress this Reporting Period [2]	Previous Rating
SUPPORTING IMPLEMENTATION OF MONITORING, EVALUATION, AND LEARNING SYSTEMS FOR THE BEFIT PROGRAM FOR INCREASED ACCOUNTABILITY AND STUDENT LEARNING	Satisfactory (S)	

Brief description of the major activities undertaken and the relative level of success in fulfilling the project outputs and outcomes planned for this reporting period:

Sub-component 3.1: Designing and setting up a monitoring system for the BEFIT program from school to national levels.

During the period under review, the program redesigned a MEL framework scope to incorporate all relevant program Key Performance Indicators (KPIs) across various stakeholders to effectively track program implementation.

The program further enhanced systems for the aggregation and transmission of tablet usage data through the Open Learning Architecture (OLA) software that has been developed for the program. With an increased amount of data being generated, it became necessary to improve the infrastructure that supports processing large-scale data.
The program started the process to change tablet learning warehouse infrastructure to a more performance infrastructure. This will significantly impact the level of access, visibility and thereby usage of the tablet learning data.
The program developed a systematic method of collecting program implementation data to ably track activities being implemented across all education districts and implementation stakeholders.
Capacity building was conducted for all program stakeholders on program monitoring tools, data collection, and visualization tools. All Implementation Support Partners (ISPs) and government stakeholders have been trained and onboarded on all BEFIT program monitoring systems and tools.
The data generated has been utilised to effectively monitor progress on student learning and programme implementation. In addition, it has been used to drive accountability with program key stakeholders on the level of support required in program implementation where performance is lacking. For example, district stakeholders have been engaged in reinforcing and supporting teachers to coordinate tablet learning sessions at the school.

Sub-component 3.2: Research on implementation fidelity and student learning to inform program adaptations and scaling efforts; creation of research basis for expansion in other countries and for other ecosystem participants.

The program continued with implementation research to support program implementation and track progress of learning gains. There was notable improvement in literacy and numeracy. For a second year in a row in Malawi, learners achieved significant literacy and numeracy gains between the beginning and end of the school year: the % of learners attaining emergent or fluent status in reading increased by 2.4x and in mathematics by 2.0x, meeting or exceeding their program target of 2.0x for the year. Girls gained at least as much as boys, with several gender gaps in mathematics virtually disappearing by the end of BEFIT Year 2. The endline stakeholder survey confirmed widespread gender benefits: over 90% of school staff strongly agreed that BEFIT helped girls improve relative to boys. And the highest reported impacts of the BEFIT program included improved learner attendance and increased teachers' enjoyment of teaching, with 97%-98% of stakeholders reporting strong impacts in these areas.

A BEFIT year 2 research report is attached in annex 8 below.

Component / Objective	Level of Progress this Reporting Period [2]	Previous Rating
PROGRAM IMPLEMENTATION AND SUPERVISION COSTS	Highly Satisfactory (HS)	

Brief description of the major activities undertaken and the relative level of success in fulfilling the project outputs and outcomes planned for this reporting period:

During the reporting period, the programme successfully strengthened both implementation and operational capacity through targeted capital investments and effective coverage of programme running costs for PIMU and Imagine Ltd. Four additional vehicles were procured to enhance field coordination and oversight—two allocated to PIMU and two to Imagine Ltd—significantly improving mobility and supervision of programme activities. Office infrastructure was further strengthened through the procurement of additional office equipment and the occupation of a new office block, while the warehouse lease was maintained to ensure secure storage and efficient management of programme assets. The programme also fully supported core operational costs for both PIMU and Imagine Ltd, including staff salaries, office rentals, and utilities, ensuring continuity of programme management and implementation. In addition, fuel support was provided for Primary Education Advisors' (PEAs) motorbikes in selected districts, facilitating effective field monitoring, supervision, and technical support to schools. Collectively, these investments and operational supports have enhanced implementation efficiency, strengthened fiduciary and operational oversight, and ensured the programme remains well-positioned to deliver planned results within the grant period.

Lessons, innovative/promising practices

Over the implementation year, several effective practices, innovations, and lessons emerged that strengthened program performance. Key lessons and experiences from the year include:

1. Importance of community ownership of the program:

- Prior to each school launch, sensitization meetings were held with local communities and leaders to introduce the program, address questions or concerns, and build community ownership. As a result, communities organized local security to protect school equipment, contributing to low levels of theft and highlighting the value of strong community engagement.
- In schools facing teacher shortages, community volunteers supported tablet sessions by assisting teachers with distributing and collecting equipment and helping manage sessions.

2. Importance of local repair networks in reducing equipment down time in schools:

- While the program has set up a centralized repair center to manage equipment repairs before eventually decentralizing to districts, some schools have already established connections with local repair technicians who have been helpful in resolving minor challenges without causing significant equipment down time that could affect program implementation. The program is tracking these experiences to further inform the repair network plans across districts.

3. Importance of creating space for teacher innovation in program implementation:

- Different schools present different contextual realities that impact how the program is implemented in a given school. Some schools have dedicated rooms for tablet programs, reducing movement and saving time. Other schools, due to a shortage of space, move tablets from one classroom to the next. Teachers have experimented with pre-setting the equipment in the dedicated rooms and having learners walk in, pick up their tablets, and start using the equipment. This has significantly reduced setup times and increased learning time.

4. Need for ongoing refresher training sessions:

- Instead of giving a one-off training to teachers, scheduling refresher training sessions that are short and focused offers significant advantages in an environment where teachers are transferred to other schools regularly and new teachers come to implementing schools. A continuous training program has ensured sufficient knowledge and capacity to implement among the teachers despite teacher movements and reallocations to other classes.

5. Importance of school leadership capacity building:

- The program has learned the importance of school leadership in the successful delivery of the program. Thus investing in leadership skills contributed to enhancing the quality and effectiveness of program implementation. It enhanced administrative support and resolved challenges with timetabling and overall program delivery.

6. Importance of joint implementation with Government officers:

- The program is first and foremost owned by the Government of Malawi. However, initial steps require that capacity is built among the government officers supporting implementation in schools. Collaboration

between the Primary Education Advisors (PEA's) and School Performance Officers (SPO) from Implementation Support Partners (ISPs), continues to drive internal buy-in among the government officers, developing their capacity and increasing program ownership necessary for long-term institutionalization.

Impact stories

BEFIT Impact Stories can be found here: https://docs.google.com/document/d/1M2E2jk52AHAhgsI0oJspMQDj9dK4VSVhFYTHyoAn7bQ/edit?tab=t.6b5g7v7p5ljd#heading=h.7uniq2crzc8f

Blog post titled "Transforming Education for Girls in Sub-Saharan Africa: Imagine Worldwide's Tablet Program in Action" can be found here: https://www.imagineworldwide.org/updates/transforming-education-for-girls-in-sub-saharan-africa-imagine-worldwides-tablet-program-in-action/

Tangible Outputs, Knowledge Products, Results Framework and other Supporting Documentation

#	File Name	Document Type	Description
1	1_Annex 4_GEA Indicators Reporting Template.pdf	Results Framework	
2	2_Program Results Framework Summary.pdf	Results Framework	
2	3_Effective_Leadership_Training_for_Headteachers_and_School_Coordinators.pptx.pdf	Knowledge Product	
2	4_BEFIT Programme Facilitators Manual v Aug 26, 2025.pptx.pdf	Knowledge Product	
2	5_Field Officer Orientation_Nov 3_2025.pdf	Knowledge Product	
2	6_Imagine BEFIT Y2 DRAFT Reserach Report with Technical Appendix and Source Tables_8December2025.pdf	Knowledge Product	
2	8_Sowing the seeds of education through interactive learning.pdf	Knowledge Product	
2	9_POSTERS WITH NEW LOGO-04122025.pdf	Knowledge Product	
2	10_BEFIT POSTER WITH LOGO 3.pdf	Knowledge Product	
2	11_BEFIT POSTERS WITH LOGO 2.pdf	Knowledge Product	

The documents listed were submitted with the progress report. If you'd like access to them, please contact the grant operations officer for your country.

Financial Reporting & Grant Management

Financial Reporting on GPE Grant

Cumulative Financial Absorption Rate

Approved Budget to Date	Cumulative Expenditure	Cumulative Financial Absorption Rate	Level of Financial Absorption
15,219,991	12,514,824	82.23	Slightly Behind

Since the financial absorption is not rated as 'on track', please provide an explanation that identifies the main activities that have been delayed and their corresponding unspent amounts, as well as reasons for the delay and steps taken to ensure that expenditure absorption gets on track in the next reporting period.

As of September 2025, the grant absorption rate stands at 82 percent and is assessed as slightly behind schedule. However, this reflects the planned phasing of implementation rather than any delays in execution. The grant period runs through June 2026, and the programme remains on track to fully utilise the approved budget within the remaining timeframe. Significant expenditures are scheduled over the next 9 months, including disbursements to Implementing Service Providers (ISPs) and recurring costs associated with Cohort 2. Based on approved workplans and cash flow projections, the remaining funds are fully committed, and the programme expects to achieve 100 percent absorption by the end of the grant period.

Budget Variance Analysis for the Current Reporting Period

Total Approved Budget for the Current Reporting Period	Total Expenditure for the Current Reporting Period
11,630,705	12,514,824

Management Performance

Level of Management Performance	Previous Rating
Highly Satisfactory (HS)	NA

Detailed Description

The management arrangements in place have positively influenced implementation and supported strong progress toward results during the reporting period. Robust financial management systems ensured transparent reporting, accurate forecasting, and timely expenditure verification, enabling informed decision-making and efficient use of resources.

Centralized procurement promoted competitiveness, value for money, and standardization across partners, supporting timely delivery and full fiduciary compliance. The Monitoring, Evaluation and Learning (MEL) framework provided real-time data to track implementation, inform planning, and sustain quality.

Imagine Worldwide is both the Grant Agent and directly involved in implementation of the BEFIT tablet program. This dual role increased efficiency from fund allocation to activity delivery, as the same structures managed both financing and implementation, strengthening financial control, reducing delays in government takeover, and accelerating execution.

Clear implementation arrangements between the Ministry of Education, PIMU, Imagine Worldwide, and Implementing Support Partners ensured coordinated delivery, reduced duplication, and maintained alignment with grant objectives. Overall, these arrangements strengthened accountability, enhanced efficiency, and contributed significantly to progress during the reporting period.

Revisions to the grant

This period, have there been any revisions to the grant other than those submitted to the GPE Board or Secretariat for their approval?

No

How likely is that the grant agent will submit a request for revision to the GPE Board or Secretariat in the next 12 months for their approval?

Unlikely

Annexes

Annex 1: List of Acronyms

Acronym	Description
ISP	Implementation Service Provider
PEA	Primary Education Advisor
OLA	Open Learning Architecture
PIMU	Program Implementation Management Unit
DIT	District Implementation Teams

Annex 2: Global Numbers Reporting Template

Provide the data related to GPE's three global numbers for this reporting period below

- Textbooks purchased and distributed through GPE grants
- Teachers trained through GPE grants
- Classrooms built or rehabilitated through GPE grants

Note: For cofinanced grants, please provide the proportion that can be attributed to GPE grant. For example, if the grant's financial contribution accounts for 50 percent of a teacher training activity, the proportion that can be attributed to GPE grant for the number of teachers trained through that activity would be 50%. If the unit of analysis in the indicator is the number of schools and not classrooms, please enter an estimated number of classrooms and provide an explanation in the comments box.

GPE Indicators

Textbooks purchased and distributed

#	Indicator	Actual Number Achieved (during this reporting period)	This system transformation grant annual progress report is learning oriented and seeks to:	Comments

1	0	0	

GPE Indicators

Teachers trained

#	Indicator	Actual Number Achieved (during this reporting period)	This system transformation grant annual progress report is learning oriented and seeks to:	Comments
1	Number of teachers trained	16,684	56.2	A total of 9,379 teachers were trained in the 500 schools that were launched during the GPE funded reporting period, that can be attributed to the GPE grant.

GPE Indicators

Classrooms built or rehabilitated

#	Indicator	Actual Number Achieved (during this reporting period)	This system transformation grant annual progress report is learning oriented and seeks to:	Comments
1		0	0	

Annex 3: Cumulative Beneficiary Children Reporting Template

Provide the **cumulative** number of children of pre-primary, primary and secondary school age (both in school and out of school) and other students (adolescents beyond secondary school age and adult learners participating in basic education programs), who **directly participated in project activities, received project-supported incentives or services, or benefited from project interventions so far. Also provide relevant disaggregated values by sex (applicable to all grants)**. If appropriate and available, provide disaggregated values by varied subgroups and by education level. Reporting beneficiary data cumulatively means counting all beneficiaries as a running total, adding up all beneficiaries since the start of the grant. Data on beneficiaries are to be collected using the methods and tools proper to each project. It is understood that some disaggregated data will only be collected if a project expressly targets specific subgroups through their interventions and uses their own methods for counting beneficiary children/other students.[i] Please provide the number or proportion of girls of varied subgroups in the comment section below, if available.

NOTE: For cofinanced grants, please provide the numbers for the entire program and indicate the proportion that can be attributed to GPE grant. For example, if the grant's financial contribution accounts for 40 percent of the program that is cofinanced by GPE and oher donors, enter 40% in "% atributed to this grant".

	Pre-primary (optional)	Primary (optional)	Secondary (optional)	Others (optional)	Total	% attributed to this grant (for cofinanced grants)

Number of children who directly benefited from the project		618,478			618,478	46
Of which, girls		309,341			309,341	46
Of which, children with a disability (optional)						
Of which, refugee children (optional)						
Of which, internally displaced children (optional)						
Of which, out-of-school children, in school-age (optional)						
Of which, children from marginalized ethno-cultural/ linguistic minorities: specify which ones (optional)						

Provide any comments on beneficiary children, if needed. This could include, for example, the definition employed by the grant for a particular subgroup (including a more granular description of these subgroups), the approach/tool used to calculate the number of beneficiaries overall or by subgroup, any limitation of the approach/tool employed for this calculation and reasons why data on beneficiary children are unavailable. Please provide the number or proportion of girls for varied subgroups in the comment section below, if available.

The program has reached a cumulative total (BEFIT Year 1 and Year 2 combined) of 618,478 learners, with an equal gender distribution of 50% girls and 50% boys. This figure includes 49,041 4th-grade learners who completed the program in the previous academic year, as well as the current total number of students enrolled during the period under review. Of the total learners reached, 27,784 are learners with various special needs.

Teachers maintain the class registers, and the program monitoring team compiles the data on CommCare, a digital data collection platform the program is using to aggregate data from all participating schools. The program monitoring team and government stakeholders were thoroughly equipped on data requirements and on ensuring that quality data is collected throughout the process. They were also trained on how to assist teachers in identifying and accurately recording learners with special needs. During this reporting period, the program reached 568,978 learners, with Grade 1 having the highest enrollment.

Five percent of the 568,978 learners registered during the period under review, were learners with special needs, totaling 27,784. Of these, 55% were boys and 45% were girls.

Annex 4: GEA Indicators Reporting Template

GEA Core indicators	Baseline	Results for this reporting period	GPE contribution (optional for cofinanced	Comments

		Target	Actual	grants)	
Indicator name					
	Date				

1 Highly Unsatisfactory - The project has major shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is unlikely. Unsatisfactory - The project has significant shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is uncertain. Moderately Unsatisfactory - The project has moderate shortcomings or delays that limit or jeopardize the achievement of one or more outputs, but a resolution is likely. Moderately Satisfactory - The project is expected to achieve most of its major outputs efficiently with moderaten shortcomings or delays. Satisfactory - The project is expected to achieve almost all of its major outputs efficiently with only minor shortcomings or delays. Highly Satisfactory -The project is expected to achieve or exceed all of the major outputs efficiently without significant shortcomings or delays.

2 Highly Unsatisfactory - The component/objective has major shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is unlikely. Unsatisfactory -The component/objective has significant shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is uncertain. Moderately Unsatisfactory -The component/objective has moderate shortcomings or delays that limit or jeopardize the achievement of one or more outputs, but a resolution is likely. Moderately Satisfactory- The component/objective is expected to achieve most of its major outputs efficiently with moderate shortcomings or delays. Satisfactory- The component/objective is expected to achieve almost all of its major outputs efficiently with only minor shortcomings or delays. Highly Satisfactory-The component/objective is expected to achieve or exceed all of the major outputs efficiently without significant shortcomings or delays.

3 Highly Unsatisfactory – The GEA has major shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is unlikely. Unsatisfactory – The GEA has significant shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is uncertain. Moderately Unsatisfactory – The GEA has moderate shortcomings or delays that limit or jeopardize the achievement of one or more outputs, but a resolution is likely. Moderately Satisfactory – The GEA is expected to achieve most of its major outputs efficiently with moderate shortcomings or delays. Satisfactory – The GEA is expected to achieve almost all of its major outputs efficiently with only minor shortcomings or delays. Highly Satisfactory – The GEA is expected to achieve or exceed all of the major outputs efficiently without significant shortcomings or delays.