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)
Lesotho	Lesotho-EOI0000046	GPE0014900	SC240562

Grant Agent	Grant Type	Approval Date	Grant Effectiveness / Start Date
United Nations Children's Fund	MLT	09/05/2024	10/01/2024

Expected Closing Date	Grant Amount	Timeframe Examined in this report		Date of Report Submission
		From Date	To Date	
12/31/2027	2,500,000 (USD)	09/30/2024	03/30/2026	04/03/2026

Implementation Progress

Overall Project Progress this Reporting Period

Overall Progress this Reporting Period [1]	Previous Rating
Moderately Unsatisfactory (MU)	NA

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

Several important achievements have been made across the three components of the project that have laid the groundwork for implementation. Under Component 1, technical preparations for both the scholarship programme and the Alternative Learning Pathways (ALPs) have progressed smoothly. The Ministry of Education and Training in collaboration with UNICEF worked closely with private sector partners to agree on a harmonised eligibility criteria and scholarship administration process. This collaboration was particularly important given MOET's decision to manage the scholarship programme independently from the Ministry of Social Development, following previous challenges with delayed fee top up administration under a World Bank funded initiative implemented by MOSD. The consensus on how the scholarships would be administered not only strengthened governance arrangements around targeting but also ensured greater transparency and consistency in the selection of disadvantaged learners.

Additionally, in preparation for establishing an ALP programme for the country, the Ministry completed a series of cross-country learning exchanges with Nigeria and Sierra Leone, which informed the successful development of Lesotho's ALP model. This represents a critical milestone in establishing structured and context relevant opportunities for out of school learners. The project also made progress toward establishing a sustainable financing mechanism for scholarships. The Prime Minister's Golf Day and Gala Dinner fundraiser was successfully launched in March 2025 and is being institutionalised as an annual platform to mobilise private sector resources. This activity continues to build momentum toward the eventual legal establishment of the Scholarships for Vulnerable Lesotho Learners Trust Fund.

Progress was also made in strengthening the national academic supervision system under Component 2. The Ministry convened a workshop that brought together central and district inspectors to review and adapt the full package of inspection and classroom observation tools. This exercise addressed a long-standing challenge, as inspections had previously been carried out using district specific tools, resulting in inconsistencies in supervision quality and reporting across the country. The harmonised tools now provide a unified national approach to instructional monitoring. Importantly, the Ministry agreed that these tools will be integrated into the DHIS2 platform under development through the GPE System Capacity Grant, enabling a more efficient and data driven supervision system.

Another significant step forward was the completion of tablets procurement for teachers, principals, District Resource Teachers, and inspectors. These devices will be instrumental in enabling technology-supported supervision, formative assessment, and timely feedback to teachers. Although their configuration and distribution are still pending, having the devices in hand marks a major advance after earlier

procurement delays. In addition, discussions with the University of Oslo progressed well, particularly regarding the integration of the early warning system for dropout prevention into DHIS2, which will further strengthen the Ministry's ability to monitor learner engagement and intervene early in order to prevent potential dropout.
Despite these achievements, implementation challenges significantly constrained progress across all three components. Immediate implementation of the grant was hindered by the pending approval from the Public Sector Investment Committee (PSIC) under the Ministry of Finance and Development Planning. While the grant was approved in October 2024, PSIC only gave approval 6 months later in March 2025. The scholarship verification process proved to be a longer than anticipated process as private sector partners needed additional time to complete comprehensive background checks on learners. This was critical to ensuring accurate targeting but resulted in delays in finalising beneficiary lists and delaying disbursement to schools. Similarly, procurement of tablets took a long time with delivery only made on 19 March 2026, hence the configuration and installation of the required software have not yet been carried out, preventing the start of training for teachers, principals, and inspectors. These delays in Component 2 had a cascading effect on Component 3, which could not commence at all because it relies on trained personnel, functional devices, and operational digital tools to support data driven decision making.
In order to address the delays, the Ministry will prioritise the configuration and distribution of tablets, the rollout of training on the harmonised inspection tools and formative assessment processes, and the commencement of cluster-based mentorship activities, all of which have a direct linkage to activities in Component 3.

Describe priority actions planned for the following year to overcome constraints, build on achievements and partnerships, and use the lessons learned during the reporting period.
With overall progress rated as moderately unsatisfactory, the next reporting period will focus on resolving the key bottlenecks that slowed implementation to enable the project to transition from preparatory work to active implementation.
Across all components, priority actions will also focus on strengthening coordination and implementation oversight. UNICEF, in agreement with MOET, will reactivate the bi-weekly update meetings with all implementing units and departments to ensure continuous tracking of progress, early identification of bottlenecks, and rapid follow up on pending actions. In addition, the Ministry will develop a timed acceleration plan that sequences the remaining activities, clarifies responsibilities, and sets clear milestones to guide implementation throughout the next reporting period. These measures are intended to provide the structure and momentum needed to accelerate delivery and reinforce accountability,
For Component 2, the immediate priority is to configure and deploy the tablets procured for supervision, formative assessment, and classroom observation. Once this configuration is completed, the Ministry will initiate comprehensive training for teachers, principals, District Resource Teachers and inspectors to enable them to use the devices effectively. These steps will unlock the start of Component 3, which could not progress during the current reporting period due to its dependency on functional systems and training under Component 2. As soon as the required tools and competencies are in place, the Ministry will launch activities to strengthen data use at district and school levels.
Across all components, the Ministry will reinforce monitoring mechanisms, drawing on lessons learned about the importance of early partner engagement, realistic sequencing, and timely follow up. Regular joint implementation check-ins with districts, private sector partners, and technical teams will be strengthened to ensure emerging challenges are addressed promptly. Collectively, these priority actions aim to overcome existing constraints, build on the technical groundwork and partnerships established this year, and position the project for more rapid and visible progress in the coming reporting period.

Project Implementation Progress, by Component / Objective

Component / Objective	Level of Progress this Reporting Period [2]	Previous Rating
Increased enrolment of disadvantaged girls and boys in upper primary and lower secondary	Moderately Satisfactory (MS)	

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:
Implementation during this reporting period focused largely on foundational and preparatory activities required to operationalise the scholarships and Alternative Learning Programme (ALP). While key milestones were achieved, overall progress was slower than anticipated due to the extensive verification procedures required for scholarship award processes and the time needed to undertake cross country technical exchanges to inform Lesotho's ALP design.

Scholarship Programme:
Progress was made in establishing a harmonized approach for the identification and selection of disadvantaged learners. A workshop with private sector partners resulted in consensus on eligibility criteria and administrative procedures. Following this, the three corporate partners involved in unlocking the Multiplier grant – ECONET HigherLife Foundation, Vodacom Foundation and Standard Lesotho Bank – initiated detailed vetting processes for prospective beneficiaries. These processes proved more time intensive than planned, given the need for comprehensive background checks to confirm vulnerability status.
As of the end of this reporting period, verification and validation were completed for one partner (ECONET HigherLife Foundation), and the Ministry endorsed the final list of eligible learners for this group. Verification for the remaining two partners is ongoing and disbursement of scholarship funds to schools for other two groups will commence once all validation steps have been finalized. The rigour of the vetting process, although contributing to delays, is expected to strengthen the credibility and targeting accuracy of the scholarship programme while also preventing double-dipping for learners who may also be supported under the Ministry of Social Development Bursary Programme.

Alternative Learning Programme (ALPs):
Substantive progress was made in generating the technical foundations for ALP implementation. The Ministry completed a cross-country learning exercise, including virtual exchanges with Nigeria and Sierra Leone, to draw lessons from established ALP models addressing out of school children. Insights from these engagements informed the development of the ALP design for Lesotho during the reporting period. Subsequent activities will focus on the development of learning materials and teacher guides, and the identification of community-based centres suitable for delivering ALP services. These next steps are critical for moving from design to operational readiness.

Scholarships for Vulnerable Lesotho Learners Trust Fund:
Progress was also made toward the establishment of a sustainable financing mechanism for scholarships. The Prime Minister's Golf Day and Gala Dinner fundraiser was successfully convened and institutionalized as an annual private sector resource mobilisation platform. Work is ongoing with private sector stakeholders to develop the legal framework required for the formal establishment and registration of the Scholarships for Vulnerable Lesotho Learners Trust Fund.
Overall, Component 1 is showing promising progress towards its intended outputs.

Component / Objective	**Level of Progress this Reporting Period** [2]	**Previous Rating**
Strengthened academic supervision and mentoring system	Moderately Unsatisfactory (MU)	

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:
While several important preparatory steps were completed under this component, particularly relating to the adaptation of inspection tools and the procurement of digital devices, there were delays in key capacity building and implementation activities, resulting in overall moderately unsatisfactory progress.

Adaptation of inspection and classroom observation tools:
A major achievement during this reporting period was the convening of a workshop to review and adapt the full suite of inspection tools, including the classroom observation tool and related instruments. The workshop brought together central and district level inspectors, ensuring broad technical participation and national ownership. Importantly, the workshop addressed a long-standing challenge where previously, each district used its own set of inspection tools, leading to significant variations in supervisory approaches, data collection, and the quality of feedback provided to teachers. This lack of uniformity limited national level monitoring and made it difficult to compare performance across districts. The adapted tools now represent a harmonised national package, which will support standardised supervision practices and consistent instructional support countrywide.
A significant decision emanating from the workshop was the agreement to integrate all adapted tools into the Ministry's emerging DHIS2 platform. This integration, supported under the GPE System Capacity Grant through the University of Oslo, aims to centralise supervision and inspection data, streamline reporting, and strengthen evidence-based decision making at school, district, and central levels.

Procurement of tablets to enable tech-based supervision and assessment:

The procurement of tablets for teachers, principals, District Resource Teachers (DRTs), and inspectors which had been delayed was successfully completed during this reporting period. These devices will play a central role in enabling technology supported classroom supervision, school level instructional support, and classroom based formative assessment.
The next steps include configuring the tablets with the required software, uploading the digital inspection tools, and ensuring compatibility with the DHIS2 environment. Distribution to end users and subsequent training will then follow.

Integration of the early warning system for dropout prevention:
Discussions with the University of Oslo advanced plans to integrate the Ministry's early warning system for dropout prevention into the DHIS2 platform. Once completed, this integration will improve the Ministry's ability to identify at risk learners, track vulnerability indicators, and coordinate timely interventions across multiple education actors.

Despite the achievements noted above, limited progress was made in implementing activities directly linked to strengthened supervision and mentoring practices. Key activities including user training on the tablets, the rollout of the adapted inspection tools, and the activation of cluster-based mentorship structures did not begin during the reporting period. These delays have constrained the project's ability to demonstrate early improvements in the quality of supervision and the support provided to teachers.

Component / Objective	Level of Progress this Reporting Period [2]	Previous Rating
Enhanced capacity to use learning data for effective decision making	Unsatisfactory (U)	

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:
The planned activities under Component 3 include: Training of District Resource Teachers (DRTs) and Inspectors on the use of formative assessment data, classroom observation tools, and the dropout prevention system; Training School Boards to monitor school performance with a focus on student learning outcomes; and Conducting district level performance reviews to strengthen the use of learning data for evidence based decision making.
Progress under Component 3 was therefore unsatisfactory during this reporting period as implementation of this component is fully dependent on progress under Component 2, particularly the rollout of tech-enabled supervision tools, the configuration and distribution of tablets, and the capacity building activities associated with formative assessment, inspection tools, and the early warning system. As these prerequisite activities did not advance to the implementation stage, no Component 3 activities were able to commence

Component / Objective	Level of Progress this Reporting Period [2]	Previous Rating
Grant agent direct costs (part of allocation), including for supervision, country office, etc	Moderately Satisfactory (MS)	

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:
The engagement of the Education Specialist helped sustain coordination across all components of the grant thereby supporting overall grant management and accountability. The position provided essential technical oversight and monitoring support allowing the grant to be implementation-ready.
Other planned activities under this objective, including programme effectiveness monitoring activities, and communications and visibility, did not commence during the reporting period. These activities are intentionally sequenced to follow substantive progress in implementation and the generation of measurable outputs under Components 1, 2, and 3.

Lessons, innovative/promising practices

During this reporting period, an important opportunity for system-level integration emerged through the ongoing System Capacity Grant, which is supporting the Ministry's transition from EMIS to DHIS2 for Education. A key lesson learned is that the DHIS2 platform offers significant potential to integrate multiple data modules, including inspection tools, classroom-based formative assessment data and the early

warning system for dropout prevention under Component 2. This presents a promising innovation in strengthening data governance and system efficiency, as it would allow all critical education data to be housed within a single, interoperable platform. Consolidation of these tools under DHIS2 is expected to streamline reporting and support timely and evidence-based decision-making across the system.

Impact stories

No stories of impact in this reporting period. These will be documented for the next reporting period when major activities that directly impact beneficiaries would have been completed.

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

#	File Name	Document Type	Description
1	Lesotho Alternative Learning Pathway Framework-final draft.pdf	Knowledge Product	Framework for Lesotho ALP model
2	Annex_Results Framework_March 2026.xlsx	Results Framework	Results framework

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
2,500,000	358,108.95	14.32	Off Track

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.

A major source of delay stemmed from the scholarship verification and validation processes under Component 1. While scholarships were initially expected to be disbursed earlier in the year, the verification conducted by private sector partners took considerably longer than anticipated due to the need for thorough background checks to confirm learner eligibility. Because disbursements to schools could not proceed until the verification and Ministry validation were completed, the planned expenditure for scholarship payments amounting to USD300,000 did not materialise within the reporting period.

Similarly, activities under the Alternative Learning Pathways (ALP) programme also contributed to the low absorption. Although the ALP model was successfully developed, downstream activities such as the development of teaching and learning materials, preparation of ALP centres, stipends for ALP teachers as well as establishment of an educational radio station did not progress to implementation during the reporting period. These were expected to trigger substantial expenditure of USD218,728.

Lastly, Under Component 2, expenditure remained low due to delays in the procurement and deployment of tablets for teachers, principals, District Resource Teachers, and inspectors. While procurement has now been completed, the configuration and distribution of the devices is pending. Cascade trainings at district-level on the classroom observation tools, formative assessment processes, and supportive supervision is linked to substantial budget allocation of USD442,860.

To address the low absorption rate and move the project back on track, the Ministry will prioritise the completion of all pending preparatory steps early in the next reporting period. This includes finalising scholarship beneficiary validation so that funds can be disbursed to schools, initiating development of ALP materials, and confirming ALP centre locations. For Component 2, the Ministry will expedite the

configuration of tablets, ensure timely installation of required software, and immediately commence user training once devices are distributed. This will enable Component 3 activities, currently stalled due to system readiness constraints, to begin as planned and unlock related expenditure.
In addition, the Ministry will reactivate bi-weekly implementation meetings to monitor progress across units, maintain accountability for timelines, and address bottlenecks early. A timed acceleration plan will also be developed to sequence outstanding activities, guide spending projections, and ensure that the grant moves toward improved financial performance in the next reporting period.

Budget Variance Analysis for the Current Reporting Period

Total Approved Budget for the Current Reporting Period
2,058,817.96

Total Expenditure for the Current Reporting Period
358,108.95

Explanation for underspending or overspending in excess of 10%
The underspending observed in this initial reporting period is primarily due to delay in commencement of the grant while awaiting PSIC approval which then led to delays in key activities across all components as outlined in previous sections.

Management Performance

Level of Management Performance
Moderately Unsatisfactory (MU)

Previous Rating
NA

Detailed Description
Fiduciary compliance remained intact backed by UNICEF's HACT processes. While financial systems and controls remained sound, the low spending is indicative of implementation bottlenecks. Procurement processes experienced delays that had downstream impacts on implementation. The late completion of tablet procurement, in particular, stalled training activities and prevented initiation of several planned interventions under both Component 2 and Component 3. Procurement procedures were followed appropriately, and no compliance concerns were noted; however, the longer lead time than anticipated affected the project's ability to maintain expected implementation momentum. To mitigate this, the Ministry together with UNICEF are now prioritising rapid configuration and deployment of the procured devices to avoid further delays.
Implementation arrangements also contributed to the slower pace of progress. The decision for MOET to administer the scholarship programme without reliance on the Ministry of Social Development required the establishment of new processes and coordination structures working with the private sector partners.
Social and environmental safeguards did not present major risks during the reporting period; however, their full operationalisation will depend on the rollout of ALP centres and implementation of field level activities. Preparatory work to ensure compliance will continue as these components move into active implementation.
In summary, the moderately unsatisfactory management rating reflects delays rooted not in fiduciary weaknesses but in sequencing challenges, prolonged verification and procurement processes, and coordination gaps. Steps to address these issues include reactivating regular implementation meetings, strengthening coordination structures, finalising pending technical processes, and preparing an acceleration plan—to ensure that management arrangements more effectively support implementation and delivery of results in the next 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?

Likely

Detailed Description

Under Component 1, Sub-component 1.2 on Alternative Learning Pathways, USD 129,000 had been budgeted for ALP teacher stipends. The Ministry of Education and Training has instead opted to engage teachers from the Lesotho Youth Apprenticeship Programme, which will result in minimal costs and eliminate the need for stipends. As a result, the Ministry anticipates unspent funds in this budget line and is already foreseeing alternative uses, particularly to cover under-estimated costs in ALP materials development, where printing expenses are higher than planned. A request for reprogramming is therefore likely within the next 12 months.

Annexes

Annex 1: List of Acronyms

Acronym	Description
ALP	Alternative Learning Pathways
DHIS2	District Health Information Software 2
DRT	District Resource Teacher
ECOL	Examinations Council of Lesotho
EMIS	Education Management Information System
HACT	Harmonized Approach to Cash Transfers
LDTC	Lesotho Distance Teaching Centre
MOET	Ministry of Education and Training
MOSD	Ministry of Social Development
NCDC	National Curriculum Development Centre
OOSC	Out of school children
PSIC	Public Sector Investment Committee

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	Number of learning kits developed and printed for upper primary and lower secondary learners	0	0	ALP learning materials are yet to be developed together with the ALP teacher guides

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 teaching primary grades 4-7 and secondary grades 8-10 in project supported schools, successfully completing competency-based trainings on formative assessments and dropout prevention system	0	0	Teacher trainings could not proceed before the configuration of tools (especially the classroom formative assessment tool) on the tablets

GPE Indicators

Classrooms built or rehabilitated

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

			oriented and seeks to:	
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						
Of which, girls						
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.

Due to delays in both the scholarships administration and the ALP programme, there are no direct beneficiaries to be recorded in this reporting period.

Annex 4: GEA Indicators Reporting Template

GEA Core indicators	Baseline	Results for this reporting period		GPE contribution (optional for cofinanced grants)	Comments
		Target	Actual		
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.