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)
Vanuatu	Vanuatu - STG	GPE0000838	03603879

Grant Agent	Grant Type	Approval Date	Grant Effectiveness / Start Date
Save the Children Australia	STG	11/25/2024	01/01/2025

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)	12/31/2024	12/30/2025	04/16/2026

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
Overall progress

During this reporting period, the project made solid foundational progress toward achieving its objectives, despite significant external disruptions. Year 1 focused on establishing governance systems, recruiting core personnel, completing baseline analysis, finalizing contractual arrangements, advancing technical design across components, and commencing first procurement efforts.

Implementation momentum in the first half of the year was constrained by two major sector-wide shocks: the December 2024 Port Vila earthquake and the 2025 national teachers' strike related to disputed salary payments. These events redirected Ministry leadership and technical staff toward urgent recovery and payroll priorities, temporarily slowing activity rollout. However, core systems strengthening, planning, procurement, and coordination functions progressed, positioning the project for accelerated implementation in the next reporting period.

Financial absorption was initially slower than forecast due to delays in agreement signing and fund clearance following the earthquake. Once the STG agreement was signed in July 2025 and start-up processes were completed, expenditure increased in line with approved plans. Fiduciary controls, reporting, and compliance requirements were met. A temporary pre-financing arrangement from Save the Children Vanuatu ensured continuity of PMU operations during the mobilization period and mitigated further delay.

Project and financial management systems were strengthened through operationalization of the Project Management Methodology tools, establishment of risk management and fraud prevention controls, procurement oversight, and integration of staff into Government systems. Monitoring and evaluation systems were established through completion of the baseline survey and strengthened data management systems.

Overall progress is assessed as moderately satisfactory, reflecting strong institutional set-up and technical preparation, with delayed rollout of certain delivery components due to external sector disruptions.

(i) Major Accomplishments This Reporting Period

1. Institutional and Systems Strengthening
• Recruitment and onboarding of key personnel, including the Chief of Party (May 2025), Finance and Procurement Officer, Teacher Training Coordinator, Literacy Coordinator, and three Literacy Assistants.
• Retention and renewal of the MEAL Officer contract to ensure continuity in monitoring and reporting from past GPE programs in Vanuatu.
• Establishment of a functional PMU office within MoET, including ICT integration into Government systems.
• Operationalization of Project Management Manual tools, including risk management, safeguarding, procurement, and financial controls.
• Delivery of staff risk management training and MoET HR induction.
2. Baseline and Monitoring Systems
• Successful completion and endorsement of the STG baseline survey across all targeted schools between, despite strike-related disruptions.
• Completion of data cleaning, validation, analysis, and endorsement of the final baseline report.
• Establishment of digital data management systems via SharePoint to mitigate institutional data loss risks.
3. Classroom Libraries[CD1.1][JF1.2]
• Signing of a contract between MoET and Library for All valued at approx. 250,000 USD for printing and shipping thousands of books, including 118 new titles, packaged into 59-book English and French sets for Years 4–6, including digitization.[CD2.1] 35,000 books will be distributed with GPE funding, and a further 29,000 with additional funding obtained by Save the Children, reaching all primary students in years 4-6 across Vanuatu.
• Completion of file preparation for 118 titles for Bloom Reader adaptation, pending confirmation of hosting arrangements.
• Finalization of distribution lists for Years 4–6 across four provinces.
• Validation at French-language schools in Sanma and Shefa to ensure equitable allocation of resources including books
• Development of a draft School Library Guide to support book care and classroom use.
• Delivery of a Writers' Training Program, resulting in 12 draft manuscripts under the theme "Health and Anxiety."
• Procurement of secure storage boxes to safeguard materials.
• Establishment of weekly coordination meetings to manage distribution planning.
4. Literacy Program Design and Policy Alignment
• Development of a concept paper for a coordinated governance and delivery framework for in-service teacher professional development.
• Targeted engagement with the Teaching Service Commission to strengthen awareness of existing professional development policy in North Efate.
• Agreement with NUV-SOE to sequence instructional material development prior to in-service rollout to ensure alignment and coherence.
5. Home Reading Program Development
• Development of a draft work plan for the Senior Primary Home Literacy Booklet and behaviour change campaign.
• Technical refinement of the Home Reading Program Guide.
• Finalization of Kobo Toolbox survey instruments for the Adult Diagnostic Survey.
• Integration of lessons from regional models and national initiatives to inform contextual adaptation.
6. Stakeholder Engagement
• Convening of Local Education Group meetings to socialize STG and SCG implementation.

• Delivery of a two-day SCG/STG kick-off workshop aligning activities with the Partnership Compact, Joint Sector Review priorities, VETSS, and VAESP.
• Hosting of a GPE Secretariat mission in October 2025, strengthening visibility and coordination.
• Ongoing engagement with CDU, VASEP, and partners to reinforce institutional ownership.

(ii) Implementation Challenges, Causes, Mitigation and Next Steps

External Disruptions:

1. December 2024 Port Vila Earthquake
The earthquake significantly disrupted Government operations throughout 2025, including office access, staff availability, and financial processing. This delayed agreement signing and initial fund mobilization.

Mitigation:
• Temporary pre-financing by Save the Children Vanuatu.
• Accelerated completion of VAT exemption, tranche request, and DSPPAC authorization processes once operations stabilized.
• Rapid establishment of PMU office infrastructure.
Next Steps:
• Maintain close coordination with finance directorates to ensure uninterrupted fund flow.

2. 2025 National Teachers' Strike
The strike reduced availability of teachers and MoET technical staff and delayed engagement of literacy writers and school-based activities.

Mitigation:
• Re-sequencing of activities toward planning, technical preparation, and policy development.
• Engagement of practicing teachers as writers, pending formal approvals.
• Strengthened coordination with TSC and CDU.
Next Steps:
• Commence Writers' Workshop immediately upon endorsement by the Director and TSC Chairman.
• Accelerate development of Teacher Notes and Student Textbooks in Q1–Q2 next period.

Component-Specific Delays:[CD3.1]
Component 1: Literacy Teaching and Learning Materials
Teacher Notes and Student Textbooks (1.1)
Limited availability of literacy specialists and delayed project start slowed commencement.

Mitigation:
• Identification of teacher-writers and submission for endorsement.
• Technical preparation for quality assurance processes.

• Save the Children Technical Advisor to provide oversight.

Classroom Library Printing (1.2)
Printing and shipment shifted from November to December.

Mitigation:
• Close monitoring of printing schedule.
• Clearance of funds to support shipping arrangements.

Component 2: Literacy In-Service Program
National Literacy and In-Service Programs (1.1)
Dependent on finalization of instructional materials[CD4.1] (textbooks and teacher notes) ; no modules developed yet.

Mitigation:
• Development of governance framework concept paper.
• Agreement on sequencing with CDU and NUV-SOE to ensure that the development of textbooks and teacher notes is closely coordinated with the design, timing, and rollout of in-service modules. This includes aligning pedagogical approaches, content, and timelines across materials and training to ensure coherence and avoid delays in implementation.

Operational and Financial Constraints:
• Delays in procurement and LPO approvals due to internal procedures.
• Limited access to Smart Stream slowed transaction processing.
• Lack of dedicated vehicle constrained field operations (July–November).
• Resignation of Finance & Procurement Officer at year end.

Mitigation:
• Strengthened follow-up with finance and facilities teams.
• Engagement of SCV representative to support end-of-year compliance.
• Temporary staffing continuity arrangements.
• Review of transport arrangements.

(iii) Factors Influencing Progress Rating

The overall progress rating reflects:
• Strong institutional set-up and completion of foundational systems.
• Successful baseline completion and contract finalization.
• Major procurements underway through development of reading books
• Delays in rollout of Component 1 instructional materials and in-service activities due primarily to the earthquake and teachers’ strike.

Factors behind any upgrade/downgrade on the rating since the last period.

As this is the first instance, no comparable rating is available.

Project Implementation Progress, by Component / Objective

Component / Objective	Level of Progress this Reporting Period [2]	Previous Rating
??Literacy teaching and learning materials.? ??	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:

Literacy Guides and Textbooks - Moderately Satisfactory

Preparatory work for the development of Student Textbooks and Teachers' Notes was substantially advanced, although full drafting did not commence as planned due to the delayed project start, the December 2024 earthquake, and the 2025 national teachers' strike, which limited the availability of literacy specialists and practicing teachers. Consultations with the Curriculum Development Unit and Teaching Service Commission resulted in the identification and submission of proposed teacher-writers for endorsement, and preparations for the Writers' Workshop, including logistical planning and quality assurance frameworks aligned to curriculum standards, were completed. While outputs were not finalized within this period, the necessary institutional approvals and technical groundwork are now in place, positioning this component for accelerated implementation in the next reporting cycle.

Classroom Libraries - Satisfactory

Substantial progress was made under the Classroom Libraries component, with key outputs moving from planning to execution. Contracts signed between MoET and Library for All for the printing and shipping of 118 titles, packaged into 59-book English and French sets for Years 4–6, including digitisation of the collection are complete. Distribution lists were finalised across four provinces, French-language schools in Sanma and Shefa were validated to ensure equitable allocation, and a draft School Library Guide was developed to support effective classroom use and book care. File preparation for Bloom Reader adaptation was completed, and weekly coordination mechanisms were established to manage rollout. While printing and shipment experienced minor scheduling adjustments, overall progress under this component is assessed as strong, with distribution implementation ready to proceed in the next reporting period.

Component / Objective	Level of Progress this Reporting Period [2]	Previous Rating
??Literacy in-service program.?	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:

National In-service Program Development - Moderately Satisfactory

National In-service Program Development component focused on establishing a coherent governance and delivery framework to guide future teacher training. A concept paper titled Professional Development of Teachers in Vanuatu – A Coordinated Governance, Management, and Delivery Approach was developed and refined through consultation to strengthen alignment, clarify roles, and reduce fragmentation across providers. Discussions with NUV-SOE confirmed that Student Textbooks and Teachers' Notes should be finalized prior to designing training modules to ensure instructional coherence. As a result, no Teacher Learning Coordinators were recruited at this stage. While in-service delivery has not yet commenced, the strategic sequencing and framework development undertaken during this period position the

program for structured and aligned rollout once instructional materials are completed.

Component / Objective	Level of Progress this Reporting Period [2]	Previous Rating
??Home reading program.?	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:
Home Reading Program advanced through technical design, contextual adaptation, and monitoring preparation. Consultations with the Save the Children Education Technical Advisor and the Curriculum Development Unit confirmed that relevant elements from initiatives in Vanuatu, Tonga, and PNG can be adapted to the local context, while additional models such as the VAESP-funded Parent Support Program, lessons from the Mama Literacy initiative in Torba, and PSP training informed program design. A draft work plan was prepared for technical review, the Home Reading Program Guide was refined to strengthen clarity and usability, and Kobo Toolbox tools for the Adult Diagnostic Survey were finalized to ensure data reliability and alignment with monitoring objectives. While field rollout has not yet commenced, the component is now technically prepared for implementation in the next reporting period.

Component / Objective	Level of Progress this Reporting Period [2]	Previous Rating
??Program management.?	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:
National Literacy Program Development - Moderately Satisfactory

Progress under the National Literacy Program Development component focused on strengthening system coherence rather than duplicating existing policies. A review confirmed that a professional development policy was already in place; therefore, efforts shifted toward supporting the Teaching Service Commission and relevant MoET divisions to strengthen awareness and implementation of this framework, including targeted engagement in North Efate. This approach promotes alignment, reduces fragmentation, and reinforces institutional ownership of literacy reform. While new policy instruments were not created, the groundwork laid during this period strengthens coordinated governance and positions the program for more structured national rollout in the next phase

Lessons, innovative/promising practices

The reporting period generated several important lessons and promising practices relevant to system-level reform and capacity strengthening under STG and SCG implementation.

1. Embedding Grant Management Within Government Systems
A key success has been the deliberate integration of the PMU within MoET structures rather than operating as a parallel project unit. Establishing the PMU inside Government premises, integrating staff into Government ICT systems, and aligning financial processes with national systems has strengthened institutional ownership and sustainability. This approach reinforces long-term capacity within MoET rather than creating standalone project mechanisms.

2. Adaptive Sequencing in a Disrupted Environment
In response to the earthquake and teachers' strike, the project adopted adaptive sequencing. Rather than suspending implementation, efforts shifted toward foundational activities such as baseline analysis and dissemination, governance framework development, contract finalization, and technical design. This ensured that once schools and technical staff became fully available, implementation could proceed without further structural delay. This adaptive management approach has proven critical in maintaining reform momentum under fragile conditions.

3. Strengthening Coordinated Professional Development Governance
The development of the concept paper on coordinated governance, management, and delivery of teacher professional development represents a system-level innovation. Instead of introducing isolated training

modules, the project is contributing to a national framework that clarifies roles, reduces duplication, and strengthens coherence across in-service providers. This supports sustainable reform beyond the life of the grant.

4. Curriculum-Aligned, Locally Relevant Literacy Materials
The structured curation strategy for classroom libraries and the alignment of Teacher Notes and Student Textbooks to curriculum standards reflect a shift toward quality assurance at system level. Engagement with local writers and integration with digital platforms such as Bloom Reader create a blended model of print and digital access that expands reach while maintaining contextual relevance.

5. Strengthened Risk and Fiduciary Controls
Operationalization of Project Management Manual tools, including risk management, safeguarding, fraud prevention, and procurement controls, has strengthened accountability and compliance. Regular coordination meetings between MoET, PMU, and partners have improved transparency and reduced bottlenecks. The temporary pre-financing mechanism also demonstrated proactive fiduciary risk mitigation during start-up delays.

Key Lessons Learned
-Early and continuous engagement with policy bodies such as TSC and CDU is essential when instructional material development involves serving teachers.
-Sequencing of instructional material development prior to in-service rollout ensures coherence and avoids fragmented training delivery.
-Embedding grant systems within Government structures strengthens sustainability but requires realistic timelines for internal financial and procurement processes.
-In fragile and shock-prone contexts, flexible planning and adaptive management are essential to maintaining reform trajectories.

These lessons will inform accelerated implementation in the next reporting period and strengthen the long-term institutional impact of the grant.

Impact stories

Published Blog: https://www.globalpartnership.org/blog/unlocking-power-high-quality-locally-produced-childrens-books-improved-literacy-results

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

#	File Name	Document Type	Description
1	VAN GPE STG Results Framework - 260410.xlsx	Results Framework	Results Framework
2	VAN GPE STG - MoET - Baseline Report 2024 - Final - 260227 (1).pdf	Knowledge Product	Baseline Report

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	581,015	23.24	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.

First year project budget was 1.3m USD, with only 580k USD spent. This is largely due to the delays in project implementation following the Port Vila Earthquake, and the subsequent response and recovery period causing delays to the project implementation. Additional specific spends are provided below:

Activity 1.1 (Student Textbooks and Teacher Guides), valued at approximately US$189,000, remains pending due to the limited local pool of qualified literacy specialists. The activity will commence in Quarter 1 2026, with 24 local teachers to be recruited and engaged as writers to develop the resources.

For Activity 1.2 (Classroom Libraries), US$431,000 will be utilised in June for printing and distributing the Student Textbooks and Teacher Guides once development is finalised and the materials are ready for production. About US$249,000 has been utilised by Library For All.

Budget Variance Analysis for the Current Reporting Period

Total Approved Budget for the Current Reporting Period	Total Expenditure for the Current Reporting Period
1,309,881	581,015

Explanation for underspending or overspending in excess of 10%

Underspending in 1.1 and 1.2 – refer to the reasons given above.

Management Performance

Level of Management Performance	Previous Rating
Satisfactory (S)	NA

Detailed Description

1. Monitoring and Evaluation

The Grant Agent supported a six-month contract extension for the PMU MEAL Officer to ensure continuity during project mobilization. This proved critical in completing the STG baseline survey analysis. Strong coordination between MoET M&E, the PMU MEAL Officer, and Save the Children Vanuatu's MEAL Technical Advisor ensured data quality, timely validation, and alignment with results frameworks. This early investment in M&E has positioned the project with a robust evidence base to track progress toward outcomes.

2. Financial Management and Fiduciary Controls

Although fund transfer from the Grant Agent to the MoET account was delayed due to internal processing requirements between institutions, once cleared, financial controls were operationalized effectively. VAT exemption, tranche requests, and DSPPAC authorization processes were completed in compliance with national systems. To mitigate start-up delays, Save the Children Vanuatu provided temporary pre-financing to cover initial PMU salaries and operational costs. This prevented further disruption and ensured continuity of implementation.

Project Management Manual tools were strengthened and implemented, including risk management, procurement controls, safeguarding, and fraud prevention measures. Staff were trained on risk management and compliance procedures.

3. Procurement and Operational Systems
Procurement processes experienced delays due to internal approval procedures and limited access to Smart Stream before system closure at year end. However, strengthened coordination between MoET finance teams, facilities, and the PMU improved follow-up and processing efficiency over time. Office space constraints following the December 17, 2024 earthquake, which significantly reduced available premises in Port Vila and increased rental costs, delayed full PMU establishment. Despite these constraints, office space was secured within MoET, ICT equipment was installed, and staff were integrated into Government systems.

4. Implementation Arrangements and Staffing
Recruitment of PMU staff was slower than anticipated, which affected early rollout of technical activities. However, all core positions have now been filled, including the Chief of Party, MEAL Officer, Literacy Coordinator, Finance and Procurement Officer, and support staff. This has strengthened oversight, coordination, and grant management capacity. The partnership between MoET and Save the Children Vanuatu remained strong throughout the period, with regular coordination meetings supporting project start-up, onboarding of staff, and alignment on priorities.

Overall Assessment
While early implementation was slower than planned due to external shocks and start-up constraints, management systems are now operational and functioning effectively. Fiduciary oversight, M&E systems, procurement controls, and implementation arrangements are in place and supporting the project's transition from establishment to accelerated delivery. For these reasons, the management performance of the grant during this reporting period is assessed as Satisfactory.

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
STG	System Transformation Grant
GPE	Global Partnership for Education
PMU	Project Management Unit
MoET	Ministry of Education and Training

SCV	Save the Children Vanuatu
ESD	Education Service Department
MEAL	Monitoring Evaluation Accountability and Learning
LEG	Local Education Group
SOE	School of Education
TA	Technical Advisor
IPB	Implementation Plan and Budget
PSC	Public Service Commission
PPU	Policy and Planning Unit

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		0	0	

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						
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.

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.