System Capacity Grant Annual Progress Report Template

Status: Accepted

Country	Grant ID	Grant Agent	Grant Effectiveness/Start Date
Kyrgyz Republic	GPE0016566	SCG	03/01/2025

Grant Amount	Timeframe Examined in this Report		Date of Report Submission
865,320 (USD)	From Date	To Date	05/28/2026
	02/28/2025	03/30/2026	

Area(s) and activity group(s) covered by grant

Window 1: Strengthen gender-responsive planning and policy development for system-wide impact

- Gender-responsive sector planning, including operational planning and budgeting
- Supporting policies and plans to identify and address multiple forms of exclusion (planning for children with disabilities, system resilience and inclusion of displaced children)
- Strengthening evidence-based diagnosis of critical implementation bottlenecks and identifying potentially scalable, transformative solutions

Window 2: Mobilize coordinated action and financing to enable transformative change

- Strengthening sector coordination, including local education groups, joint sector reviews and monitoring the effectiveness of the country-level partnership
- Strengthening budget processes and ministry of finance engagement; identifying opportunities to improve the equity and efficiency of education expenditure, including processes toward gender equality
- Cross-sectoral convening

Window 3: Strengthen capacity, adapt, and learn, to implement and drive results at scale

- Strengthening data systems, including on improving the availability and use of sex-disaggregated data, and data on children with disabilities
- Training and support for government staff and central and decentralized levels, including on the uptake and use of data and evidence
- Support for implementation capacity, including sector plan implementation monitoring, gender responsiveness of the sector and evaluation of sector plans and policies/programs in priority areas; assess monitoring, evaluation and learning capacity, including use of evidence in policy process

Implementation Progress

Overall Project Progress this Reporting Period

Overall progress this reporting period [1]	Previous Rating
Satisfactory (S)	NA

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

Year 1 implementation of the System Capacity Grant (SCG) in Kyrgyzstan has delivered strong, outcome-level progress in strengthening the education system to better serve all children, particularly through more inclusive, equitable, and quality learning opportunities aligned with the Altyn Kazyk reform agenda. A robust enabling environment is now in place, with the adoption of new national standards, strengthened institutional capacity, improved sector coordination and a fully operational education data system collectively supporting more coherent and evidence-based reforms for children's learning and development. These efforts are already contributing to more realistic planning, enhanced transparency and better alignment of resources with the needs of children across the country. Overall, the SCG is

catalysing a shift toward a more integrated, child-centred, data-driven and results-oriented education system capable of sustaining long-term transformation.

At the systems level, the programme has made substantial progress in advancing data-driven decision-making. The development of an integrated national Education Management Information System (EMIS) has transformed the way data is generated, analysed, and used, shifting from fragmented and delayed reporting toward near real-time analytics accessible across central and subnational levels. This platform now covers the entire system—including schools, students, teachers, and infrastructure—and is already supporting more targeted planning, improved transparency, and evidence-based prioritisation of resources. These advancements directly respond to key challenges identified in the SCG proposal around weak data management capacity, inconsistent data systems, and limited use of evidence in policymaking.

Parallel to improvements in data systems, the SCG has strengthened institutional capacity for planning, monitoring, and policy implementation. Targeted capacity-building interventions have enhanced the ability of Ministry of Education (MoE) staff and subnational actors to apply data in planning, budgeting, and monitoring processes, with a stronger focus on gender equality, inclusion, and equity. These gains are already informing the development of the next Education Development Plan (2027+) and its Medium-Term Action Plan, demonstrating early institutionalization of more realistic, costed, and prioritized planning approaches. This represents an important step in addressing long-standing issues of over-ambitious planning not aligned with available fiscal resources

The programme has also delivered good progress in strengthening sector coordination and coherence of reform efforts. Through enhanced use of mechanisms such as the Local Education Group, Joint Sector Reviews, and nationwide consultations, the SCG has improved alignment between government priorities and development partner support. This has contributed to a more consolidated reform roadmap and reduced fragmentation of interventions, addressing a key constraint identified in the proposal. The broad stakeholder engagement process, which directly reached over 2,000 participants nationwide, has further strengthened national ownership of reforms and increased transparency and accountability in the system.

Important gains have also been observed in teacher development and curriculum implementation. Nationwide training of over 800 teachers in the first year directly impacted over 22,000 schoolchildren. This initial cohort has supported the transition to competency-based curricula and inclusive teaching practices, while early childhood education reforms have advanced through the development of new pre-service and in-service training pathways. These efforts contribute directly to addressing the learning crisis identified in the proposal by strengthening the quality of teaching and relevance of learning content.

Overall, the first year of implementation confirms that the SCG is successfully catalysing a shift from fragmented, input-based interventions toward a more integrated, system-level approach to education reform. Progress across policy, data systems, institutional capacity, and coordination is mutually reinforcing and is generating early evidence of improved system effectiveness and readiness for large-scale transformation.

Grant Implementation Progress, by Grant Window

Grant Window	Level of Progress this Reporting Period [2]	Previous Rating
Window 1: Strengthen gender-responsive planning and policy development for system-wide impact	Satisfactory (S)	NA

Detailed Description:

WINDOW 1: Strengthen gender-responsive planning and policy development for systemwide impact

2. Gender Responsive Sector Planning, Policy and Monitoring

2.1 Supporting MoE in data-informed planning and decision-making

Curriculum reform advanced significantly across all levels of education, with revised frameworks and subject standards now reflecting competency-based approaches and systematically embedding gender equality, disability inclusion, and other equity-related priorities. The approval of National State Education Standards in 2025 represents one of key milestone outcomes of this process, providing a durable regulatory basis for inclusive and quality education.

Targeted interventions contributed to the institutionalisation of gender-responsive and inclusive planning and M&E practices at national and sub-national levels. Practical tools and methodologies were developed and disseminated through national experts and capacity-building initiatives, with early evidence indicating improved integration of gender equality, inclusion, and equity considerations into sector plans, policies, and budgeting frameworks.

Key Results Achieved:

• National State Education Standards for pre-school and general education were approved in 2025, embedding competency-based and inclusive principles into the national regulatory framework for the first time.

• Gender equality, disability inclusion, multilingual education, climate resilience, and school safety are now systematically integrated into revised curriculum frameworks, strengthening the policy foundation for equitable and inclusive education delivery.

• Institutional capacity for gender-responsive, evidence-based planning and M&E has been demonstrably strengthened at both central and decentralised levels, enabling national and sub-national stakeholders to apply data more effectively in policy development, planning, and budgeting.

• MoE is now better positioned to lead data-informed development of the Education Development Plan (2027+) and its Medium-Term Action Plan, with improved application of costing methodologies and equity, gender equality, and inclusion lenses in policy prioritisation.

2.1.3 Planning and organizing gender-responsive and inclusive education capacity development opportunities

Through the GPE-supported programme, the following results were achieved in Year 1:

• A nationwide teacher training initiative reached more than 800 teachers (120 men and 680 women) across all eight provinces of Kyrgyzstan — achieving full geographic coverage of the national education system. The training equipped teachers to effectively deliver the updated State curriculum using newly introduced textbooks, with a focus on inclusive and learner-centred pedagogical approaches. Participating teachers demonstrated strengthened understanding of the structure and intent of new textbooks, strategies for competency-based lesson planning, techniques for fostering communicative competence, and practical solutions to classroom challenges in diverse learning environments. The activity directly impacted over 22,000 schoolchildren countrywide.

• A five-day study tour to Singapore, jointly organized by UNICEF Kyrgyzstan and the Ministry of Education, produced concrete, policy-relevant results that are now directly informing the implementation of the Altyn Kazyk reform programme. The study tour catalyzed progress towards the procurement and contextual adaptation of English language and ICT textbooks for Grades 10–12, and facilitated the establishment of a formal collaboration between national publisher Okuu Kitebi and Marshall Cavendish — a tangible institutional partnership outcome with direct implications for curriculum resource quality. The visit engaged the Kyrgyz delegation with Singapore's education system across four thematic areas — early childhood education, competency-based curricula, textbook development, and teacher professional development — enabling evidence-based benchmarking and identification of transferable approaches.

These results are already strengthening national reform capacity: the experience is informing ongoing curriculum development, improving the design of teacher professional development pathways and contributing to evidence-based decision-making at the sector level. Confirmed follow-up actions include the adaptation of preschool programmes for children with diverse educational needs, the strengthening of national textbook development capacity, and the integration of digital learning and green skills into education delivery frameworks.

2.1.4 Leveraging the Potential of District Education Managers in Kyrgyzstan

International Institute for Education Planning (IIEP)-UNESCO, in collaboration with the UNESCO Almaty Regional Office and IIEP Paris and UNICEF, is conducting an institutional capacity diagnostic of district-level education structures (April 2025–August 2026). The diagnostic is directly embedded within the Government's reform agenda to consolidate 53 district and city education offices into 26 strengthened educational districts and is generating the evidence base required to ensure this transition is guided by system performance data rather than administrative expedience alone.

Key Results Achieved:

Significant progress has been made against all key outputs:

• Evidence base established: A comprehensive, field-based data collection exercise has produced a robust evidence base documenting the functioning, capacity gaps, and performance constraints of district education systems — providing the empirical foundation for reform-aligned recommendations.

• Policy relevance validated: Preliminary findings have been reviewed with MoE technical leadership, ensuring direct alignment with reform priorities and enhancing the policy usability and credibility of results.

• Diagnostic framework operationalised: A mixed-methods approach has been fully applied to assess institutional readiness for the transition to 26 consolidated education districts, with a specific focus on management efficiency, service delivery accountability, and performance systems.

• Actionable recommendations emerging: Early analytical results are already informing practical recommendations to strengthen institutional arrangements, methodological support functions and accountability mechanisms within the new district structures.

• National and sub-national ownership secured: Sustained engagement with central and local stakeholders has generated demonstrable alignment and readiness to implement recommended reforms, a critical

enabling condition for sustainable change.

2.2 Improving Cohesion and Alignment with Development Partners

2.2.1 Review current reform work plans for gaps, especially, inclusion or non-inclusion, gender equality, inclusiveness and climate resistance.

2.2.2 Development/refinement of a singular clear reform roadmap as a compiled sum of the various (revised) work plans and the publication of state standards.

Technical assistance contributed to the development of a coherent, consolidated roadmap for Altyn Kazyk reform , integrating previously disparate work plans and ensuring alignment of curriculum and standards reforms across pre-school and general education levels. This process yielded a landmark outcome: the development and approval of National State Education Standards for pre-school and school education in 2025, embedding competency-based approaches and cross-cutting priorities — including gender equality, disability inclusion, multilingual education, climate resilience, and school safety — into the national regulatory framework.

Structured coordination with MoE, the Kyrgyz Academy of Education (KAE), and UNICEF enabled timely identification of implementation gaps, proactive risk mitigation, and consolidation of stakeholder ownership — collectively strengthening system readiness for reform implementation. In parallel, the design of a user-friendly public version of the reform roadmap in Kyrgyz, Russian, and English is under development, with the aim of enhancing transparency and broadening community engagement in the reform process.

To accelerate school-level implementation of reforms, a national forum — “Vanguard of Reforms” — was organised in partnership with MoE, the Kyrgyz Academy of Education, and the Republican Institute for In-Service Teacher Training. The forum achieved nationwide reach, training deputy principals responsible for academic and instructional leadership from over 2,300 schools and engaging representatives from all 25 district and city education departments. This constitutes full coverage of school-level leadership and decentralised education management structures across the country. As a result of the forum, education leaders are demonstrably better equipped to implement updated curricula, apply competency-based instructional approaches, and operationalise reform priorities at the school level. The forum further served as a national platform for policy dissemination, peer learning, and vertical alignment between central directives and decentralised implementation — strengthening coherence and consistency across the system.

Key Results Achieved:

• Over 2,300 schools reached through trained deputy principals with full provincial coverage;

• All 25 district and city education departments engaged in reform alignment;

• Increased proportion of school leaders with strengthened understanding of reform priorities and implementation tools;

• Improved alignment between national policy directives and school-level practices.

2.3 Enhancing Early Childhood Education

2.3.1 Three-Year Bachelor’s Programme in Preschool Education

Technical support contributed to a significant advancement in pre-service teacher preparation for early childhood education.

Key Results Achieved:

• A draft curriculum framework for a three-year Bachelor’s degree in preschool education was developed and formally submitted to the Academic and Methodological Association at I. Arabaev Kyrgyz State University for institutional review and approval. The framework incorporates core professional disciplines for preschool educators and reflects competency-based approaches consistent with national reform priorities.

• Upon approval, this programme will establish a standardised, higher education pathway for preschool teachers in Kyrgyzstan — addressing a significant structural gap in the pre-service preparation of early childhood educators and strengthening the professional foundation for quality early learning.

2.3.5 Six-Month In-Service Training Programme for Preschool Teachers

• A six-month in-service training programme for preschool teachers was developed, approved, and is now in active delivery — representing a concrete and institutionalised output with direct implications for the quality of early childhood education. The programme was designed to enable professional development without interruption of employment, thereby reducing barriers to participation for practicing teachers.

• A comprehensive curriculum and accompanying teaching and learning materials (TLMs), incorporating relevant pedagogical disciplines for early childhood education, were developed and formally approved by the Academic and Methodological Council of the T. Ermatov Bishkek Music and Pedagogical Institute for implementation. Twenty-two in-service preschool teachers are currently enrolled, gaining competencies that are expected to directly improve the quality of learning environments for young children.

• Complementing this initiative, the physical learning environment of the teacher training provider was improved enabling higher-quality, child-friendly early childhood education delivery.

• Capacity of the Bishkek Music and Pedagogical Institute was strengthened through the integration of a new course on Psychological Well-Being and Peer Support in Crisis Situations into the pre-service curriculum for future primary teachers — equipping graduates to safeguard children's well-being and provide effective psychosocial support in crisis contexts.

2.4 Enhancing MoE Capacity for Community Engagement and Accountability
2.4.1. Review of current community engagement processes to identify gaps.
2.4.2 Build capacity at the Ministry and regional levels for effective community engagement.
• Technical support to MoE strengthened its capacity for public communication and community outreach in support of the Altyn Kazyk reform programme. Key results include the development and dissemination of targeted communication products — including thematic podcasts featuring school principals, programme coordinators, and classroom teachers, alongside short-form video content distributed across YouTube, Facebook, and Instagram. These products have broadened public understanding of reform objectives, reaching diverse audiences including educators, parents, and community members.
• Field-based documentation activities captured implementation progress at the school level, including real-time evidence of teachers' use of new textbook packages, the Sanarip Kampa Digital Repository, and ICT equipment provided by MoE. Success stories and practical classroom experiences were amplified through MoE social media channels, contributing to increased transparency and public trust in the reform process.
Collectively, these communication efforts have strengthened the visibility and social legitimacy of the Altyn Kazyk programme, contributing to greater community understanding of and engagement with national education reform.

Grant Window	Level of Progress this Reporting Period [2]	Previous Rating
Window 2: Mobilize coordinated action and financing to enable transformative change	Satisfactory (S)	NA

Detailed Description:
WINDOW 2: Mobilise Coordinated Action and Financing to Enable Transformative Change
3.2 Strengthening MoE Coordination Capacity and Stakeholder Engagement
3.2.1 Mapping and compilation of donor support for an education reform
3.2.2 Setting up a reform taskforce for enhanced curriculum consistency and donor harmonization
3.2.3 Procurement of necessary equipment and digital/ICT solutions at national and regional levels to support MoE's day-to-day operations
Inclusive, nationwide consultations — conducted across all regions of Kyrgyzstan, including Bishkek and Osh — successfully engaged over 2,000 participants, comprising representatives from local government, civil society organisations, educators, parents, and community leaders. This broad-based engagement generated substantive community inputs that directly informed the development and implementation of the Altyn Kazyk framework, with discussions centred on early childhood development, community-based support systems, and culturally relevant approaches to child well-being.
The consultations yielded two significant results: first, the identification of concrete implementation gaps and partnership opportunities that can be addressed through adaptive programming; and second, the demonstration of strong national ownership of the Altyn Kazyk agenda — a critical enabling condition for sustainable reform. Communication products developed as part of this process contributed to increased public awareness of inclusive and gender-responsive education policies across the country.
To ensure further enabling conditions for reform implementation, tablets and air-conditioning units were procured and delivered to the MoE in line with approved technical specifications, supporting the operational readiness of implementing institutions.

Grant Window	Level of Progress this Reporting Period [2]	Previous Rating
Window 3: Strengthen capacity, adapt, and learn, to implement and drive results at scale	Satisfactory (S)	NA

Detailed Description:

WINDOW 3: Strengthen Capacity, Adapt and Learn, to Implement and Drive Results at Scale

1.1 Enhancing data management practices in the MoE

1.1.1 Assessment of current data practices, procedures (data flows, database, visualisation) and institutional capacity at the central and regional levels to manage education data including disaggregation of data with a specific focus on EMIS

A fully operational national education data platform is now in place as of January 2026 across the Kyrgyz Republic, providing comprehensive nationwide coverage and enabling real-time, evidence-based decision-making at all levels of the education system. The platform integrates data from 2,507 schools across all nine regions and represents approximately 1.64 million students, offering actionable insights to support planning, monitoring, and policy development. Ministry's leadership, regional authorities, and school directors actively use live dashboards to improve resource allocation, enhance system performance, and drive more responsive and informed educational management.

What Changed:

• From fragmented data to a unified system: a single, integrated platform now consolidates data on schools, students, teachers, and infrastructure.

• From limited visibility to targeted action: 174 unsafe school buildings identified and mapped, enabling prioritization of safety interventions.

• From manual reporting to near real-time analytics: Reporting timelines reduced from weeks to days, with 23 dashboards supporting daily decision-making.

• From partial data to system-wide coverage: Integration across general, preschool, and vocational education, including teacher workforce and infrastructure data.

• From siloed systems to interoperability: Automated data exchange established with key national platforms (Kundoluk, EMIS/Mugalim, Digital Education Centre).

Impact on the Education System

• Faster decisions: Leaders access up-to-date system performance in near real time

• Better targeting of resources: Teacher shortages and under-resourced schools identified by subject and region

• Greater equity: Small and vulnerable schools are visible and can be prioritized individually

• Increased transparency: Standard indicators accessible at school, district, regional, and national levels

Safeguards and Sustainability

• Zero storage of sensitive child data, only aggregated indicators retained;

• Full legal compliance achieved aligned with national data protection law; security audit completed and cleared;

• Cost-efficient and scalable system delivered as the system is fully open-source, no vendor lock-in.

1.1.3 Organize a national sample-based learning assessment with MOES and the Testing Centre that includes disaggregation by sex, grade, location and core subject.

Technical support to MoE has substantially advanced the preparation of Kyrgyzstan's National PISA 2025 Report, with concrete results achieved across three interconnected areas.

• A validated analytical framework and report structure have been developed, providing methodological architecture for a rigorous, policy-relevant analysis.

• Stakeholder consultations — conducted to ensure that the report addresses nationally relevant policy priorities — have identified key areas of concern, including learning outcome disparities, systemic gaps, and equity-related issues such as urban–rural performance differentials.

• An initial analysis of the international PISA dataset has been completed, generating preliminary benchmarking results and surfacing data quality considerations that will be addressed to ensure accurate interpretation and sound policy conclusions.

Together, these results have established a strong analytical foundation for producing a high-quality PISA national report and for formulating actionable, evidence-based recommendations to improve learning outcomes in Kyrgyzstan — directly strengthening MoE's capacity for data-driven policymaking.

Lessons, innovative/promising practices

The project demonstrated that capacity development is most effective when delivered holistically across policy, data, and institutional levels, enabling reforms to translate into concrete improvements in decision-making and practice. It also showed that investments in digital data systems such as EMIS generate real impact only when accompanied by strong capacity to analyse and apply data in planning and budgeting, underscoring the importance of prioritizing data use alongside infrastructure. Finally, strengthened sector coordination emerged as a critical innovation driver, improving financing efficiency by reducing duplication, enabling better targeting of resources, and enhancing alignment between government priorities and partner investments.

A significant structural change during the reporting period was the splitting of the Ministry of Education and Science into two separate entities — the Ministry of Education and the Ministry of Science, Higher Education and Innovation—at the end of 2025. This transition created temporary challenges related to institutional continuity, coordination, and clarity of roles and responsibilities, particularly in relation to ongoing reform activities and decision-making processes. However, these challenges were proactively mitigated through rapid adaptation of management arrangements. UNICEF facilitated the development and signing of a tripartite workplan with both ministries, ensuring continuity of programme implementation and alignment of responsibilities. In parallel, coordination mechanisms were quickly re-established with both institutions, preserving effective communication channels and safeguarding reform momentum.

Mitigation measures more broadly have included intensified capacity-building support at central and subnational levels, strengthened coordination through regular LEG engagement and nationwide consultations, and targeted technical assistance to address emerging gaps. Importantly, the programme's focus on strengthening underlying systems—such as planning processes, EMIS, and coordination structures—has enabled it to address root causes of implementation challenges rather than only their symptoms. As a result, while certain constraints affected the pace of delivery in specific areas, they did not significantly undermine overall progress. Instead, the adaptive and coordinated management approach has reinforced the programme's trajectory toward achieving its intended system-level outcomes.

Impact stories

Impact stories are provided in the annexes.

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

#	File Name	Document Type	Description
1	Approval of the state standards.pdf	Results Framework	
2	ECE State Standard.pdf	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
925,892.4	396,579.71	42.83	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.

The first year of the project has delivered the planned results under all 3 windows as per the approved workplan and delivery timelines. The current expenditure amount does not reflect the long-term commitments and future obligations.

Budget Variance Analysis for the Current Reporting Period

Total Approved Budget for the Current Reporting Period
722,036

Total Expenditure for the Current Reporting Period
396,579.71

Explanation for underspending or overspending in excess of 10%
While the Year 1 program activities were originally budgeted at $400,000, the initial funding request of $722,036 reflects both the immediate cash flow needed for the reporting period and upfront funding for multi-year obligations and long-term commitments.

Management Performance

Level of management performance
Satisfactory (S)

Detailed Description
The management arrangements and governance structures established under the SCG—particularly strong leadership by the Ministry of Education, coordinated implementation with UNICEF and partners, and structured mechanisms such as the Local Education Group (LEG) and Joint Sector Reviews (JSRs)—have overall had a highly positive effect on implementation and progress toward results. These arrangements enabled effective coordination across multiple stakeholders, timely decision-making, and adaptive management, which were critical in sustaining reform momentum and ensuring alignment of activities with national priorities. Regular coordination forums and technical collaboration facilitated early identification of risks and bottlenecks, allowing for responsive adjustments in implementation, and contributed to improved coherence between policy development, capacity-building, and system-level reforms.
At the same time, some management-related challenges were observed. These included capacity constraints and uneven readiness across different levels of the system, particularly at subnational levels, as well as coordination complexities inherent in multi-partner environments, which occasionally led to delays in implementation or gaps in communication. In addition, technical and operational issues highlighted limitations in execution capacity in certain areas. These challenges reflect broader systemic constraints identified at the outset of the SCG, including limited institutional capacity and the need for stronger integration between planning, coordination, and implementation functions.

Revisions to the grant

This period, have there been any revisions to the grant other than those submitted to the Secretariat for their approval?
No

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

Annexes

Annex 1: List of Acronyms

Acronym	Description
ECE	Early Childhood Education
Education Development Programme	Education Development Programme
EMIS	EMIS
ESA	Education Sector Analysis
IIEP	International Institute for Education Planning
KAE	Kyrgyz Academy of Education
NDS	National Development Strategy
NSC	National Statistics Committee
PISA	Programme for International Student Assessment
TLM	Teaching and Learning Materials

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

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

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