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 STG	GPE0016508	SC250265

Grant Agent	Grant Type	Approval Date	Grant Effectiveness / Start Date
United Nations Children's Fund	STG	05/05/2025	05/19/2025

Expected Closing Date	Grant Amount	Timeframe Examined in this report		Date of Report Submission
		From Date	To Date	
04/30/2028	5,000,000 (USD)	05/18/2025	08/18/2026	08/19/2026

Implementation Progress

Overall Project Progress this Reporting Period

Overall Progress this Reporting Period [1]	Previous Rating
Moderately Satisfactory (MS)	NA

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

During the first year of implementation, the grant made meaningful progress in establishing the technical, institutional, procurement and coordination foundations required for delivery. Key accomplishments during the reporting period were achieved primarily at the system readiness and output level. Under Outcome 1, the project established the foundation for curriculum reform through completion of inception activities, procurement of technical support, and initiation of the curriculum feasibility study and gap analysis for Grades 4-7, creating the basis for development of the revised upper primary curriculum and associated learning materials. These initial steps contribute to the ultimate goal of improving curriculum relevance for enhanced teaching and learning quality, and better learning outcomes for upper primary learners.

Under Outcome 2, the Teaching at the Right Level (TaRL) programme was successfully contextualized and adapted to the Lesotho context and endorsed by MoET senior management. This was supported by completion of a feasibility study, engagement of key technical personnel, development of teaching and learning materials, learner assessment tools and training manuals, and procurement of 900 digital devices to support assessment, performance tracking and programme implementation. These achievements established the systems, tools and resources required for implementation of the TaRL approach in target schools. As a result, the project is well positioned to move into activities that will directly support more targeted instruction, accelerate foundational learning recovery, and improve literacy and numeracy outcomes among learners who are performing below grade level.

Under Outcome 3, the project strengthened the institutional framework for prevention and response to violence against children in schools through establishment of a multi-sectoral technical working team and development of a comprehensive package of child protection resources, including guidance materials for School Child Protection Committees, teachers, case management and prevention and response to school-related gender-based violence. Child protection awareness and visibility of reporting mechanisms were further enhanced through distribution of Child Helpline materials to schools. These achievements lay the groundwork for safer, more protective school environments, increased reporting and response to child protection concerns, and improved learner wellbeing, attendance and participation in education.

Under Outcome 4, school inspection tools were revised and standardized, and 450 digital devices were procured for inspectors and school principals. These achievements strengthened readiness for digitization of inspection processes and laid the foundation for improved monitoring, supervision and evidence-based decision-making within the education system. This progress supports the overall goal of

enhancing the quality and timeliness of school oversight, supporting data-driven improvements at all levels of the education system, and ultimately contributing to better teaching, learning and school performance outcomes.

While several planned outputs, including curriculum development, large-scale training, rollout of TaRL in target schools, establishment of school-level child protection structures, development of the school inspection policy and production of system performance reports remain outstanding, the project successfully delivered critical preparatory outputs and implementation enablers necessary for accelerated implementation during the next reporting period.

Despite these achievements, the project experienced implementation delays that resulted in lower than anticipated expenditure rate and slower achievement of some output-level targets.

The primary challenge was that several major activities were dependent on the completion of prerequisite technical work, including feasibility studies, curriculum gap analyses, adaptation and validation of technical materials, stakeholder consultations, and procurement processes. As a result, implementation focused largely on preparatory and system-strengthening activities during the first year of the project.

This affected the timing of several planned activities, including:

• Development, digitization, printing, and distribution of the revised upper primary curriculum and related capacity building.

• Large-scale training of principals, inspectors, DRTs, subject advisors, and teachers on the TaRL approach as well as on the safe schools agenda.

• Rollout of the TaRL programme in 300 target schools.

• Development of the school inspection policy guidelines and digitization of inspection tools.

• Development of the zero-tolerance policy guidelines for violence in schools.

To mitigate these delays, the project prioritized the completion of critical preparatory activities and procurement processes that are necessary for effective implementation. Significant progress has already been made through completion of the TaRL feasibility study, initiation of the curriculum review process, development of child protection resources, procurement of tablets, adaptation of programme materials, and revision of school inspection tools. These processes have laid the ground for full-scale implementation in the next reporting period. Therefore, the Ministry will focus on completing outstanding technical work and accelerating implementation of training, digitization, printing and distribution of materials, establishment of school-level structures, and rollout of interventions in target schools. Completion of these activities is expected to improve both programme performance and financial absorption, placing the project on a stronger trajectory toward achieving its intended outcomes

Project Implementation Progress, by Component / Objective

Component / Objective	Level of Progress this Reporting Period [2]	Previous Rating
Upper primary teachers benefitting from capacity development on the revised curriculum	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:

During this reporting period, the project focused on establishing the necessary preparatory processes required for the revision and digitization of the upper primary curriculum (Grades 4-7). A competitive procurement process was successfully completed, resulting in the engagement of an institutional firm to lead the curriculum review, digitization, and associated capacity-building activities under the grant. Following contract award, the firm developed and submitted an inception report, which was reviewed and approved by the Ministry. The inception phase clarified the methodology, work plan, stakeholder consultation approach, and implementation timelines for the curriculum revision process.

The firm has subsequently commenced the feasibility study and curriculum gap analysis. These activities are assessing the strengths, weaknesses, relevance, and alignment of the existing upper primary curriculum with national education priorities and system transformation objectives. Findings from these assessments will inform the development of the revised curriculum framework, teaching and learning materials, digitization strategy, and training programme.

While the planned outputs for this reporting period, including curriculum revision and digitization, printing and distribution of materials, teacher training, and implementation of the communication strategy, have not yet been completed, important preparatory milestones have been achieved. Progress has therefore been made at the process and planning level, but tangible output delivery remains behind the original implementation schedule.

Component / Objective	Level of Progress this Reporting Period [2]	Previous Rating
Primary school students acquiring foundational literacy and numeracy skills	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:
Substantial progress has been made towards establishing the Teaching at the Right Level (TaRL) programme to support improved foundational literacy and numeracy outcomes among primary school learners. A comprehensive feasibility study was completed to assess the relevance and implementation requirements of the TaRL approach in Lesotho. The study confirmed a significant need for structured remediation support, with findings indicating that many learners progress through primary school without acquiring foundational literacy and numeracy competencies. It also identified the absence of a standardized methodology for addressing learning gaps among struggling learners. The study further confirmed a highly supportive environment for programme implementation, characterized by strong political commitment, including oversight by the MOET Principal Secretary, confirmed financing for the project, and the prior identification and mapping of the 300 target schools.

The project successfully conducted orientation sessions for National Curriculum Development Centre (NCDC) personnel, District Resource Teachers (DRTs), and inspectors on the TaRL approach. Following the orientation, the same core team of NCDC staff, DRTs and Inspectors, participated in the contextualization of the TaRL programme design and delivery model in order to align with Lesotho's education system and local learning needs. Teaching and learning materials, including assessment tools and training manuals, were then adapted by the same core team to support implementation. In addition, procurement of 900 tablets for teachers in targeted schools was successfully completed to facilitate learner assessment and performance tracking. Capacity-building activities have been initiated with Mentors and Master Trainers' workshop currently underway.

Overall, the project has achieved significant progress in programme preparation and implementation readiness. While full-scale rollout activities, including teacher training and actual implementation of TaRL in the 300 target schools, will occur in the subsequent reporting period, the completed activities have established the necessary systems, resources, and institutional capacity for successful implementation.

Component / Objective	Level of Progress this Reporting Period [2]	Previous Rating
Schools providing safer and inclusive environments for children to learn free from violence	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:
During the reporting period, the project made significant progress toward strengthening school-based mechanisms for the prevention and response to violence against children. Efforts focused on developing critical guidance materials, strengthening child protection systems, and initiating capacity-building activities to support implementation at school level. To increase awareness of child protection services and reporting channels, the project supported the printing of 1,479 Child Helpline posters for dissemination across schools. These materials are intended to improve visibility of reporting mechanisms and encourage the reporting of child protection concerns.

The project also developed several key resources to support implementation of child protection interventions in schools through the School Health and Child Protection Technical Working Team (TWT). These resources included the School Child Protection Committee Guide for Prevention and Response to Violence Against Children in Schools, which provides practical guidance on the establishment and functioning of School Child Protection Committees; the Teachers' Guide for School Child Protection Committees, designed to strengthen teachers' capacity to prevent, identify, report, and respond to violence against children; and the Guide for Case Management on Child Protection in Schools, which outlines standardized procedures for case identification, reporting, referral, documentation, and management within the education sector.

The TWT further developed a comprehensive Training Manual on the Identification, Prevention, and Response to School-Related Gender-Based Violence (SRGBV) for Inspectors, Trainers of Trainers, and

School Board Members. Building on these resources, Training of Trainers capacity-building activities on the prevention, identification, and response to violence against children have commenced and are currently underway.

These achievements have established important systems, tools, and institutional capacity required to strengthen child protection in schools and create safer learning environments for children.

Component / Objective	Level of Progress this Reporting Period [2]	Previous Rating
Inspectorate reporting on education system performance for evidence based 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:

In this reporting period, initial steps were taken towards strengthening the inspectorate's capacity to support evidence-based decision making and improve education system monitoring. Procurement of 450 tablets for inspectors and school principals has been completed. The tablets are expected to facilitate more efficient data collection, analysis, and reporting once the digital inspection system is operationalized.

Additionally, the school inspection tools were reviewed and standardized. This process resulted in the development of harmonized inspection instruments intended to enhance consistency in data collection and reporting across schools. The revised tools provide an important foundation for subsequent digitization and implementation activities.

Other planned activities, including development of the school inspection policy guidelines, capacity building in system performance research, and production of annual education system performance reports, have not yet commenced.

Although preparatory work has been undertaken through the procurement of digital devices and revision of inspection tools, the majority of planned outputs remain pending. Continued implementation will focus on completing policy development, digitization, capacity building, and strengthening the inspectorate's role in generating evidence for education sector decision making

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

During the reporting period, grant agent direct costs effectively supported programme implementation, oversight, fiduciary assurance, and operational management functions necessary for the achievement of grant results. Dedicated staffing inputs, including support from the Chief of Basic Education, Adolescent Development and Child Protection, the Education Specialist, Adolescent Development Specialist (Learning & Skills) and Supply Associate, contributed to ongoing technical oversight, coordination with key stakeholders, monitoring of implementation progress, and timely resolution of operational challenges. These functions helped ensure that planned activities across all grant windows were implemented in accordance with approved workplans and timelines.

Programme assurance requirements were successfully implemented in line with the Harmonized Approach to Cash Transfers (HACT) framework. Financial spot checks and assurance activities were conducted for the Ministry of Education and Training in order to strengthen fiduciary oversight, verify the appropriate use of grant resources, and identify areas requiring corrective action.

Operational and administrative support services were maintained throughout the reporting period, including office security, ICT and administrative supplies, shared logistics, communications, and utility services. These inputs ensured continuity of programme operations and provided an enabling environment for effective implementation, supervision, monitoring, and stakeholder engagement activities.

Overall, the grant agent direct costs contributed to strengthened programme management, fiduciary assurance, operational efficiency, and accountability. The planned outputs under this component were substantially achieved, supporting the successful delivery of grant activities.

Component / Objective	Level of Progress this Reporting Period [2]	Previous Rating

Other cost related to the implementation support (program implementation and financial management unit, implementing partners, ….	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:
Recruitment processes for dedicated technical expertise that will support coordination and overall programme implementation and financial management oversight within the Ministry of Education and Training have been completed. The technical assistance role was expanded to support priority digital transformation initiatives within the Ministry, including the strengthening of the electronic system for the management of teacher records and other administrative processes. These efforts are expected to improve efficiency and evidence-based decision-making across the sector. Other key outputs under this component will be reported in the next reporting period. These include the mid-term review of the Partnership Compact and South-South collaboration opportunities.

Lessons, innovative/promising practices

A key lesson from the implementation process is the importance of validating proven global/ regional interventions within the local context before large-scale rollout. Although the TaRL methodology has demonstrated success in several African countries, a feasibility study was still undertaken in Lesotho prior to the TaRL adaption. The study provided critical evidence on local needs, implementation requirements, and enabling factors. This helped ensure that programme design, implementation strategies, and resource allocation were tailored to the Lesotho context, thereby increasing the likelihood of effective implementation and sustainable results.

The establishment of the School Health and Child Protection Technical Working Team (TWT) comprising representatives from various departments within MoET, relevant Ministries such as the Ministry of Social Development and partner organizations (UNICEF and UNESCO) emerged as an effective system-strengthening approach. The collaborative engagement of technical experts in the TWT throughout drafting and validation processes improved the technical quality, contextual relevance, and ownership of the child protection tools and guidance materials developed under the safe schools component.

Another lesson is that effective sequencing of activities is critical for achieving implementation targets within planned timelines. Readiness assessments, feasibility studies, consultations, and validation processes are critical prerequisites for successful implementation and should be factored into Year 1 timelines and workplans. Insufficient time allocation for these foundational processes can result in delays to subsequent implementation activities.

Impact stories

No stories of impact have been identified in this reporting period.

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

#	File Name	Document Type	Description
1	Annex A - Results framework.docx	Results Framework	Updates results framework
2	Child Helpline poster 1.pdf	Knowledge Product	Child Helpline posters that have been distributed in the schools for greater visibility on child protection and reporting mechanisms.
2	Child Helpline poster 2.pdf	Knowledge Product	Child Helpline posters that have been distributed in the schools for greater visibility on child protection and reporting mechanisms.

2	Child Helpline poster 3.pdf	Knowledge Product	Child Helpline posters that have been distributed in the schools for greater visibility on child protection and reporting mechanisms.
2	Teachers Guide for School Child Protection Committees.pdf	Knowledge Product	Teachers' Guide for School Child Protection Committees that provides teachers with guidance on the formations of child protection committees in the schools.
2	TRAINING MANUAL ON SRGBV .pdf	Knowledge Product	A comprehensive training manual developed to strengthen the capacity of education stakeholders including teachers to prevent, identify, respond to, and report School-Related Gender-Based Violence (SRGBV).

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
5,350,000	1,057,231.95	19.76	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.

Financial absorption is currently off track due to delays in the implementation of several high-value activities planned for the reporting period. The project's first year primarily focused on preparatory, diagnostic, and design activities, which generally require lower expenditure levels than large-scale implementation activities. As a result, expenditure-intensive activities were deferred to subsequent reporting periods.

Key delayed activities include:

Development, digitization, printing, and distribution of the revised upper primary curriculum and related teaching and learning materials including Training of principals, District Resource Teachers (DRTs), inspectors, subject advisors, and teachers on the revised curriculum under Component 1. These activities have a high total budget of USD874,320.

Under component 2, the pending activities are the large-scale teacher training, printing and distribution of teaching and learning materials, and implementation of TaRL in 300 target schools, all with a total budget of around USD297,599.

Lastly, the inspectorate activities of developing the inspection policy guidelines, digitization of inspection tools and capacity building of the inspectorate to produce system performance reports have a total budget of USD211,300.

The delays were primarily attributable to the need to complete prerequisite activities, including feasibility studies, development and validation of technical materials and guidance documents, procurement processes (tablets), and stakeholder consultations. These activities were necessary to ensure that implementation kicks off smoothly.

To improve expenditure absorption in the next reporting period, the project has already completed several key readiness activities, and is ready to move into full-scale implementation with sequenced trainings of trainers followed by cascade trainings. Learning from other projects, a regular check-in meeting will be instituted with the relevant implementing units of the MoET to continually assess implementation progress and address bottlenecks.

These measures are expected to accelerate implementation and substantially increase expenditure absorption as training, digitization, material production, distribution, and school-level interventions are rolled out. The unspent balance remains committed to approved project activities and is expected to be utilized in the next phases of implementation.

Budget Variance Analysis for the Current Reporting Period

Total Approved Budget for the Current Reporting Period
2,813,086.71

Total Expenditure for the Current Reporting Period
1,057,231.95

Explanation for underspending or overspending in excess of 10%
Expenditure during the current reporting period is lower than anticipated due to the fact that much emphasis was placed on preparatory activities as this was the initial implementation phase of the project. Several major expenditure-intensive activities, including large-scale training programmes, printing and distribution of materials, digitization initiatives, curriculum development outputs, and school-level implementation activities are in progress and will be reported in the next reporting period.

Management Performance

Level of Management Performance
Moderately Satisfactory (MS)

Previous Rating
NA

Detailed Description
Grant management arrangements had a generally positive effect on project implementation during the reporting period. Functional governance and coordination mechanisms facilitated collaboration among implementing departments, technical experts, and stakeholders, enabling the completion of several critical preparatory activities across all components. These included the procurement of key equipment, completion of feasibility and diagnostic studies, development of technical guidelines and training materials, revision of inspection tools, and initiation of capacity-building activities. The establishment of technical working groups and structured stakeholder engagement processes further strengthened the quality, relevance, and ownership of project outputs.
Procurement management was largely effective, resulting in the successful acquisition of tablets for teachers, inspectors, and school principals, which will support the digitization and implementation of project interventions.
Programmatic monitoring visits were also undertaken to various activities as they were being implemented, allowing progress to be tracked and implementation challenges to be identified and addressed in a timely manner.
Financial management arrangements remained operational throughout the reporting period and were implemented in accordance with the Harmonized Approach to Cash Transfers (HACT) procedures. Financial transactions, reporting, and assurance activities were undertaken in line with established controls and accountability mechanisms to ensure appropriate use of grant resources. While expenditure absorption was lower than planned due to delays in implementing major activities, there were no significant fiduciary or compliance concerns reported during the period.

Revisions to the grant

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

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

Annexes

Annex 1: List of Acronyms

Acronym	Description
DRT	District Resource Teacher
ECOL	Examinations Council of Lesotho
HACT	Harmonized Approach to Cash Transfers
LNAEP	Lesotho National Assessment of Educational Progress
MOET	Ministry of Education and Training
NCDC	National Curriculum Development Centre
SRGBV	School Related Gender Based Violence
TaRL	Teaching at the Right Level
TWT	Technical Working Team
VAC	Violence Against Children

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				No textbooks will be purchased under the grant

GPE Indicators

Teachers trained

#	Indicator	Actual Number Achieved (during this reporting period)	This system transformation grant annual progress report is learning oriented and seeks to:	Comments
1	Number of teachers trained on the TaRL approach	0	0	Teacher trainings are yet to be rolled out following completion of Master Trainers (ToT) trainings under both TaRL and Child Protection components

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	Indicator is not relevant for this grant as there is no planned construction or rehabilitation work under the grant

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	0	0	0	0	0	
Of which, girls	0	0	0	0	0	
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.

As this was the first year of project implementation, activities were largely focused on planning, systems development, procurement, material development, and capacity-building preparations. Consequently, the project has not yet reached children directly through service delivery interventions, and child-level beneficiary results will be reported as implementation activities are rolled out in the next 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.